Norad

Reporting period
year 2016 – year 2018

Civil Society Department

RESULTS REPORT AND FINAL REPORT FORM
(Reporting deadline: June 1st, 2019)

1. General
1.1 Name of grant recipient: **Right To Play**
1.2 Norad agreement number: **GLO-3395 QZA-15/0469**
1.3 Agreement period: **2016-2019**
1.4 Reporting period: **2016-2018**
1.5 The type of report submitted: **Results Report**
1.6 In a short paragraph, please indicate how the Project is related to the UN Sustainable Development Goals (SDG).

This project's desired impact: enhancing education quality, responds to the UN Sustainable Development Goals (SDG) number 4, quality education to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". In particular, this initiative responds to target 4C of goal 4 of the SDGs through the training of pre-primary and primary school teachers under the Continuum of Teacher Training which provides training and professional development that provide teachers with the knowledge, attitudes and skills to create a child-centred, play-based and positive learning environment for children to grow and develop to their fullest potential and to achieve expected national curriculum outcomes. In addition, target 4.A is also addressed through rehabilitation and construction of physical infrastructure of education facilities but also to adapt these to the needs of children with disabilities and to increase the number of single sex basic sanitation facilities that are gender sensitive, benefiting girls in particular. In Lebanon, Ethiopia and Palestine, this program is in alignment with target 4.2 through the support and training of early childhood teachers and programs. Target 4.5 working to eliminate gender disparities and ensure equal access is also addressed through specific material support for vulnerable girls in certain countries, but also through consciousness-raising activities such as play days, and weekly implementation of regular sport and play activities for children and youth, aiming to build the social, emotional, cognitive and physical life skills which are a prerequisite for learning and education success in the community and schools which actively promote the inclusion of girls. The training of Junior Leaders in schools who in turn lead and participate in school clubs in gender equality and sexual health also contributes to this target.

2. Results

Outcome 1100: Improved learning environments in participating schools through play-based learning					
Indicator	**Disaggregation**	**Baseline 2017**	**Midline Target 2018**	**Midline Actuals 2018**	**Final Target 2019**
1100.1 % of trained teachers who demonstrate application of play-based methodology	**Ethiopia (All 4 PBL Components)**				
	Male	25%	35%	**74%**	41%
	Female	8%	18%	**78%**	24%
	Total	16%	27%	**75%**	33%
	Mozambique (All 4 PBL Components)				
	Male	48%	49%	**50%**	50%
	Female	40%	49%	**63%**	50%
	Total	44%	49%	**59%**	50%

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	Tanzania (All 4 PBL Components)				
	Male	0%	60%	**56%**	70%
	Female	0%	55%	**95%**	60%
	Total	0%	57%	**77%**	65%
	Jordan (All 4 PBL Components)				
	Male	68%	70%	**76%**	75%
	Female	90%	90%	**93%**	90%
	Total	83%	83%	**86%**	83%
	Lebanon (All 5 PBL Components)				
	Male	38%	45%	**25%**	50%
	Female	40%	45%	**54%**	50%
	Total	40%	45%	**51%**	50%
	Palestine (All 5 PBL Components)				
	Male	7%	15%	**100%**	30%
	Female	20%	30%	**74%**	50%
	Total	18%	25%	**78%**	50%
1100.2 % of learning environments that meet Right To Play's positive learning environment principles	**Ethiopia**	12%	22%	**24%**	32%
	Mozambique	42%	46%	**43%**	50%
	Tanzania	0%	30%	**56%**	30%
	Jordan	66%	70%	**89%**	75%
	Lebanon	13%	25%	**51%**	40%
	Palestine	23%	27%	**90%**	40%

Variance Description

Variance description related to indicator 1100.1: Overall, there has been significant improvements in teacher's application of play-based learning methodology. All 6 countries have improved since the baseline and even exceeded expected midline targets. The most substantial increase between the baseline and midline was demonstrated in Tanzania with 77 percentage points, Palestine with 60 percentage points and Ethiopia with 59 percentage points. The countries with a more moderate increase were Mozambique with 15 percentage points and Lebanon with 11 percentage points, while Jordan had the lowest increase of 3 percentage points. Jordan did also have the highest baseline value of 83% compared to the 5 other countries who all had baseline values below 45%, which may explain why midline results in Jordan do not demonstrate a similar percentage increase as the other countries.

Variance description related to indicator 1100.2: Overall, there has been significant improvements in learning environments that meet Right To Play's positive learning environment principles. All 6 countries have improved since the baseline and 5 of them have even exceeded expected midline targets. The most substantial increase between the baseline and midline was demonstrated in Palestine with 67 percentage points, Tanzania with 56 percentage points, and Lebanon with 38 percentage points. The countries with a more moderate increase were Jordan with 23 percentage points and Ethiopia with 12 percentage points, while Mozambique had the lowest increase of 1 percentage point. Jordan and Mozambique did also have the highest baseline value of 66% and 42% respectively, compared to the 4 other countries who all had baseline values below 24%.

There were different limitations to the study of these two indicators in individual countries. At the same time, the differences in tools used in certain countries did also create some challenges for comparing and aggregating global results. For example, small sample size of male teachers in Lebanon and Palestine; classroom observations were conducted by Right To Play staff and/or volunteer coaches in Jordan, Lebanon and Palestine (Gaza); in some of the African countries classroom observations were often collected from the same sources due to an insufficient number of trained teachers at selected schools; the selection format of children for the child survey was not consistent throughout the 6 countries due to local regulations that governed the permissions process, and may have created potential bias. All these factors may suggest that teachers and classroom observers have overestimated the degree to which play-based learning methodology and positive learning environment principles are implemented. This may affect the percentage increase to some degree, but overall findings suggest that teachers are embracing and sustaining Right To Play practices. (For more detailed descriptions, please refer to each individual country results report).

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Outcome 1200: Improved life skills of participating children through sport and play-based learning					
Indicator	**Disaggregation**	**Baseline 2017**	**Midline Target 2018**	**Midline Actuals 2018**	**Final Target 2019**
1200.1: % of participating children that demonstrate improved life skills	**Ethiopia**				
	Internal Assets	46%	56%	**85%**	66%
	Mozambique				
	Self-Confidence	73%	76%	**74%**	78%
	Emotional Management	55%	58%	**73%**	60%
	Collaboration	74%	76%	**80%**	78%
	Communication	61%	65%	**64%**	67%
	Inclusion	55%	58%	**71%**	60%
	Tanzania				
	Self-Confidence	53%	63%	**87%**	68%
	Emotional Management	44%	54%	**83%**	59%
	Collaboration	81%	88%	**95%**	90%
	Communication	49%	61%	**69%**	69%
	Inclusion	60%	70%	**90%**	75%
	Jordan				
	Internal Assets	64%	66%	**82%**	70%
	Lebanon				
	Internal Assets	56%	60%	**82%**	65%
	Palestine				
	Self-Esteem/ Confidence	34%	40%	**30%**	47%
	Communication	34%	42%	**31%**	50%
	Collaboration	34%	44%	**43%**	52%

Variance Description:

Variance description related to indicator 1200.1: Overall, there has been significant improvements in children's life skills. Out of the 6 countries, 5 of them improved on all life skill categories since the baseline and did even exceed or meet expected midline targets. The most substantial increase between the baseline and midline was demonstrated in Ethiopia with 39 percentage points, Tanzania with 27 percentage points and Lebanon with 26 percentage points. The countries with a more moderate increase were Jordan with 18 percentage points and Mozambique with 9 percentage points, while Palestine had the lowest increase of 0,7 percentage points. (For Tanzania, Mozambique, and Palestine the figures here are the mean increase across the different life skills measured). Jordan and Mozambique did also have the highest baseline value of 64% compared to the 4 other countries who all had baseline values below 58%, and Palestine with the lowest of 34%. Regarding Palestine, when comparing the data between the two project locations, life skills in the West Bank improved on all life skill categories since the baseline, while life skills in Gaza decreased on two of the categories and improved on one. Which explains the low overall score for the Palestine project on this indicator.

There were different limitations to the study of this indicator in individual countries. At the same time, the differences in tools used in certain countries did also create some challenges for comparing and aggregating global results. For example, in Lebanon, there were situations where Right To Play staff and volunteer coaches attended interviews with teachers and children due to local regulations that prohibit external parties from conducting observations at UNRWA schools; in Jordan, there were potential selection bias as observations from the field suggested that consent forms were not evenly distributed; and in Palestine, the tool that was employed to gather data about children at baseline was subjective and predicated by an inherent selection bias due to its inability to enforce random selection. A limitation the midline has tried to offset, by choosing a smaller sample size and triangulation with other data, which may have contributed to the variance in results. The strong results and the large sample size in each of the three African countries, as well as the supporting evidence from focus group discussions, suggests that Right To Play programming is contributing to increased life skills for children in program areas. (For more detailed descriptions, please refer to each individual country results report).

Outcome 1300: Strengthened organizational capacity of civil society organization partners					
Indicator	**Disaggregation**	**Baseline 2017**	**Midline Target 2018**	**Midline Actuals 2018**	**Final Target 2019**
1300.1: # and % of CSO partners with improved organizational capacity	Play-Based Learning	25	37	**32**	48
	Advocacy	0	7	**20**	8
	Monitoring, Evaluation and Learning	1	22	**21**	32
	Financial Management / Administration	6	18	**27**	22
	Child Protection	3	9	**23**	9
	Gender	4	8	**19**	8
	Collaboration and Networking	9	17	**24**	19
	Project Management	5	24	**22**	30
	Finances / Resources	16	12	**20**	12
	Organizing Community Events / Community Engagement	12	33	**22**	42
	Access to Schools and Communities	10	11	**22**	12
	Total Capacity Building Initiatives	91	198	**252**	242

Variance Description

Variance description related to indicator 1300.1: Capacity building initiatives for CSO partners have significantly progressed since the baseline. According to the midline targets, the project was to implement a total 198 capacity building initiatives from 2016-2018. Based on the midline actuals, the project surpassed this and have completed a total 252 initiatives. Reason is that midline targets were set based on initial conversations with CSO partners at the start of the project, while the midline actuals reflects a more accurate picture of CSO partners actual need and area of support throughout implementation.

2.1   Based on the structure of the approved results framework, please describe progress towards achieving the objectives of the Project and analyze the change in indicator values for the reporting period. A copy of the approved results framework must be attached. To the extent possible, please assess the likelihood of achieving the planned impact of the Project.

Outcome 1100: Improved learning environments in participating schools through play-based learning

Under the first global outcome, RTP aims to improve the learning environments of intervention schools through the application of PBL methods. PBL is a series of games, activities, energizers, and other purposeful learning activities that "allow children to understand the world around them" while also promoting self-expression and other important life skills. This outcome is measured through two separate indicators.

1100.1 % of trained teachers who demonstrate application of play-based methodology

As one of RTP's principle ambitions, implementation of the PBL methodology is a critical component of program success. In order to analyze the frequency of PBL application, classroom observers looked for the presence of key PBL elements in the classrooms they observed (and in some cases they also looked for the frequency of that element's employment). In Ethiopia, Mozambique, Tanzania, and Jordan, observers looked for four PBL elements while in Lebanon and Palestine, they looked for five elements. The below graphs show the percentage of male and female teachers who were observed as employing all of the key elements in their classrooms.

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Figure 17: Application of All 4 PBL Components, Outcomes per Country
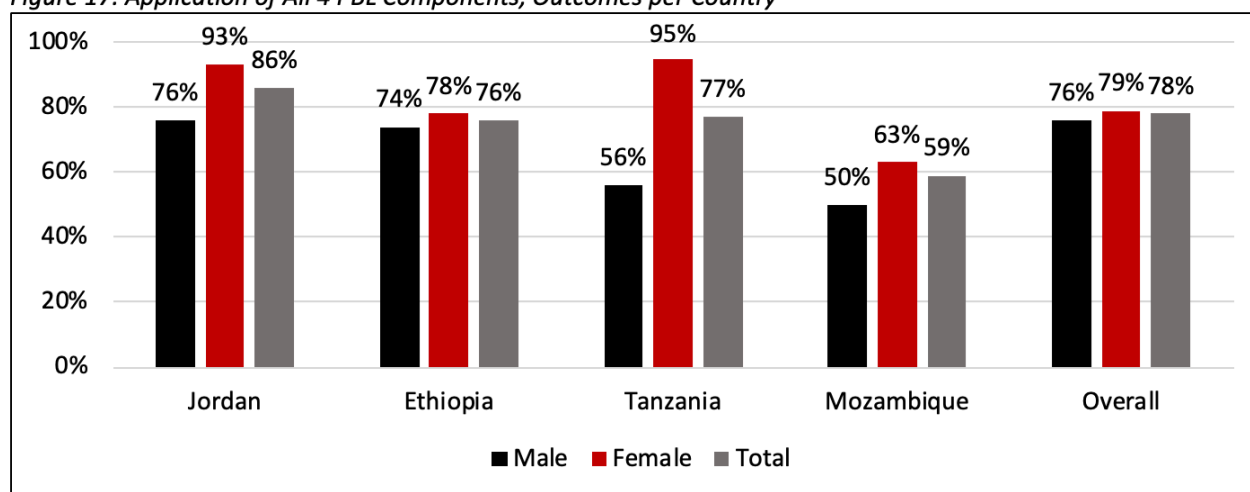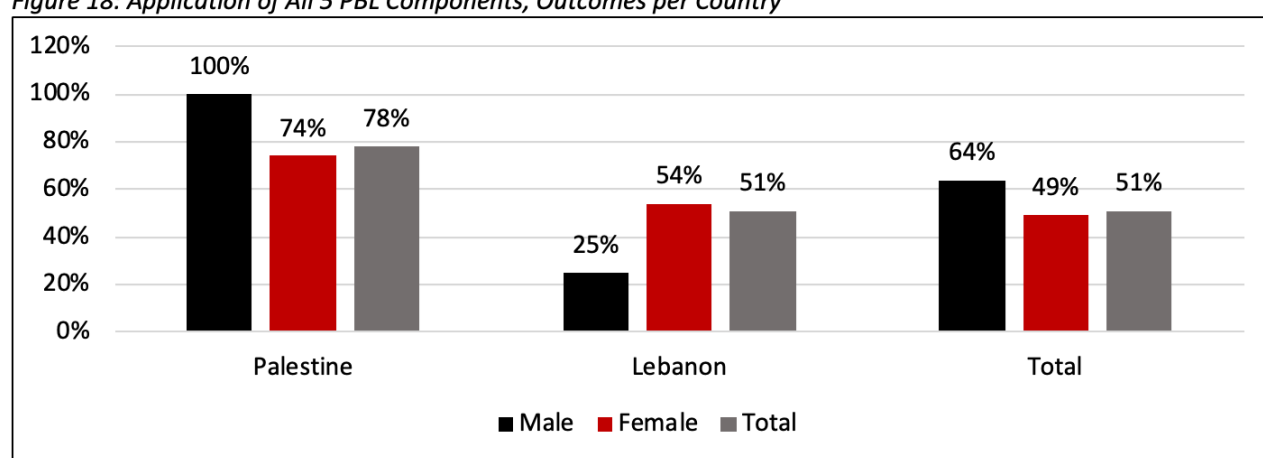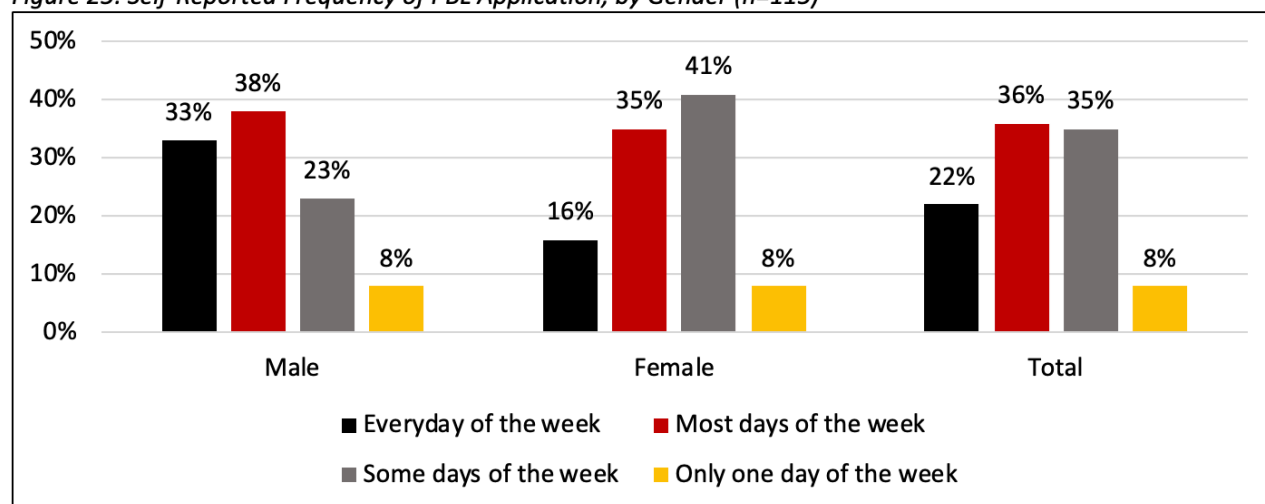

Figure 18: Application of All 5 PBL Components, Outcomes per Country

The highest scoring subsets of teachers include male teachers from Palestine (100%), female teachers from Tanzania (95%), and female teachers from Jordan (93%). On the contrary, the lowest scoring subsets of teachers include male teachers in Lebanon (25%), male teachers in Mozambique (50%), and male teachers in Tanzania (56%). Overall, the practice of all key elements was more common in Jordan, Ethiopia, Tanzania, and Mozambique compared to Lebanon and Palestine, however this is largely related to Lebanon's low scoring.

In Ethiopia, Mozambique and Tanzania, teachers were interviewed about their application of PBL in the classroom. In general, 22% of the 115 interviewed teachers in African intervention countries reported that they use PBL "every day of the week" while 36% reported that they use PBL "most days of the week". As noted in the below graph, frequent use was more prevalent amongst male teachers than their female counterparts.

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Figure 25: Self-Reported Frequency of PBL Application, by Gender (n=115)


1100.2 % of learning environments that meet Right To Play's positive learning environment principles

RTP identifies 7 areas as belonging to their "positive learning environment principles". These areas include safe classrooms, an environment that encourages participation, positive behavior management, encouraging or enthusiastic approaches from teachers towards their students, gender equality, positive communication or interactions with students, and inclusion of children with disabilities. To address child safeguarding and protection, students and teachers were asked about punishment methods and their perception about the school as a safe learning environment. Questions regarding gender equality centered around equal participation opportunities for boys and girls as well as perceptions about leadership roles for both male and female students. Finally, questions about inclusion addressed participation opportunities for children with disabilities as well as teacher engagement with quieter/less engaged children.

Overall, there has been significant progress across the key elements of positive learning environments with each element occurring frequently in at least 70% of classrooms. The below graph showcases the frequency of each positive learning environment element in the observed classrooms.

Figure 27: Percentage of Classrooms that meet RTP's Positive Learning Environment Criteria, Global (n=131-237)
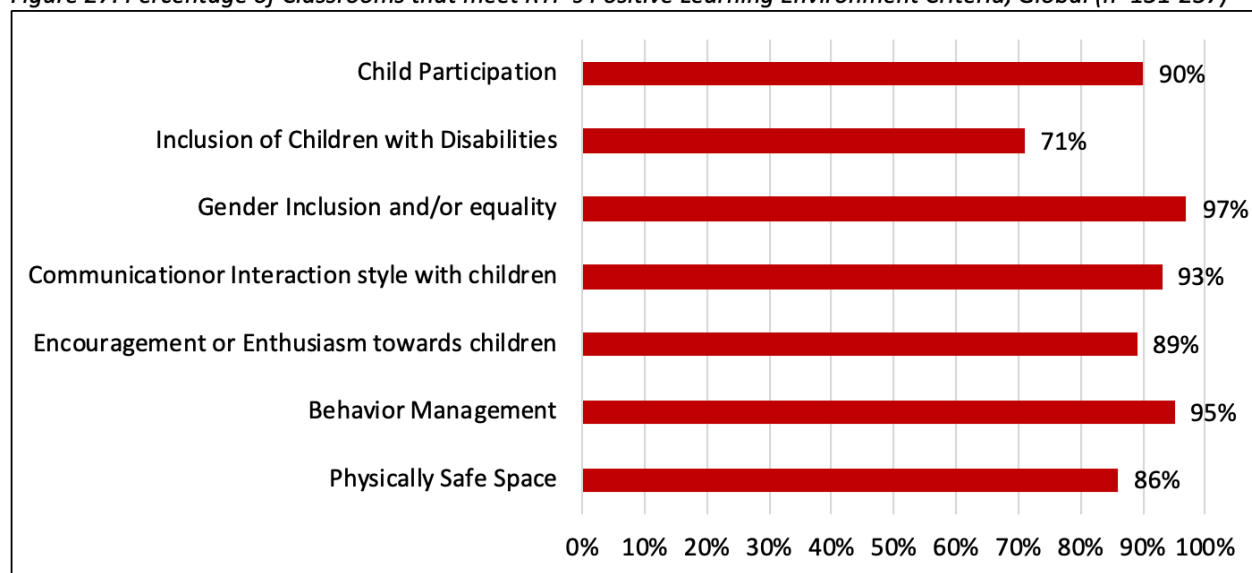
Encouragingly, each country experienced increases in the frequency of positive learning environments since the baseline. Analyzing each country's overall score shows which countries have advanced more than their counterparts. The greatest improvement can be clearly distinguished in Tanzania and Palestine where there was a 56 and 67 percentage point increase in the overall positive learning environment score since the baseline. Lebanon also

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experienced a significant improvement from the baseline with 38 percentage points, and Jordan experienced a 23-percentage point increase since the baseline. Ethiopia maintained the lowest overall score, however the doubling of its score since the baseline provides evidence that positive learning environments are being practiced with more frequency. Mozambique experienced the least improvement since the baseline with only 1 percentage point. The below graph provides a visual summary of these findings.

Figure 28: Country Breakdown of the Application of Positive Learning Environment Principles- Baseline to Midline Measurements
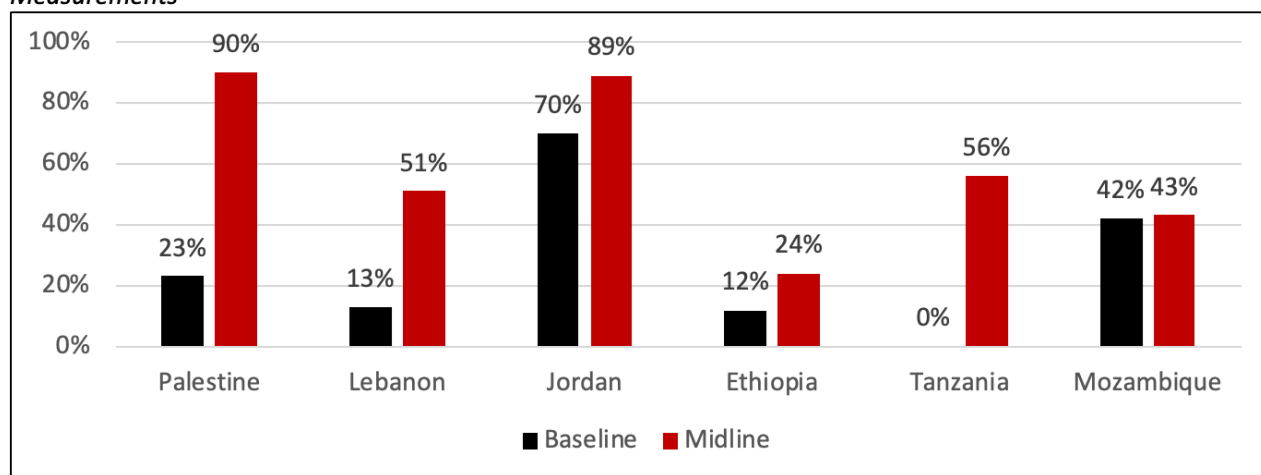
Despite the use of different tools for collecting responses from children, a series of ten questions was asked of almost all child respondents (with the exception of Palestinian children). These questions spoke specifically to their teacher's application of the PBL methodology as well as the implementation of positive learning environment principles in their classrooms. Children were asked to identify the frequency of each behavior/experience in their classrooms. The below chart displays the frequency of these key areas; the first three variables apply to PBL application while the last seven variables apply to positive learning environment principles.

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Figure 36: Children's Observations of PBL or Positive Learning Environments in their Classrooms (n=1588-1986)[30]
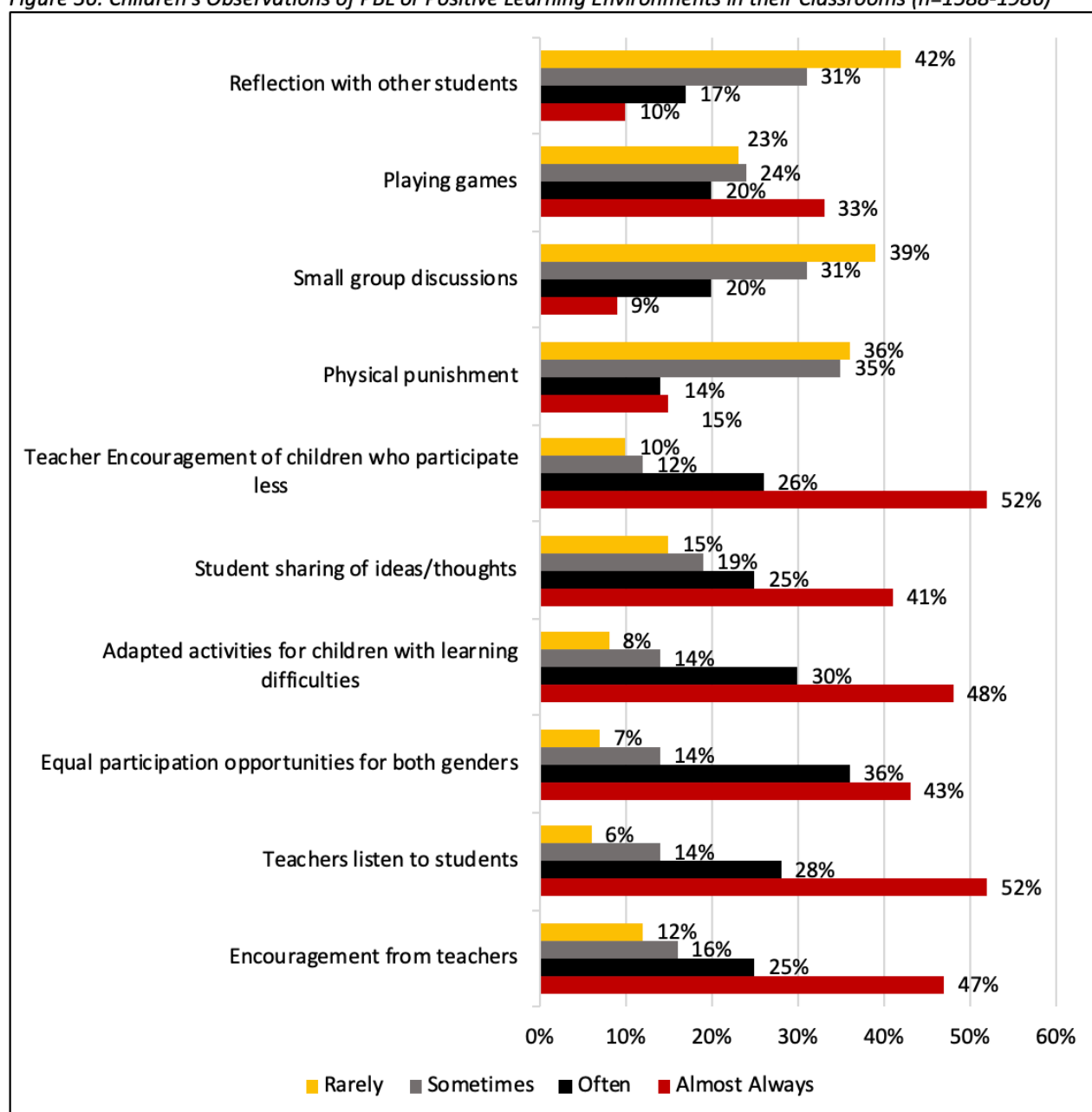
According to children, positive learning environment principles appear to be implemented frequently, although not as frequently as reported by classroom observation data. Children were most likely to observe their teachers encouraging children who participate less or to witness their teachers listening to students on a frequent basis (52% replied "almost always" for each category). Contrarily, student sharing of their ideas or thoughts during their classes is occurring less frequently (41% replied "almost always"). Encouragingly, children report that physical punishment is occurring either "rarely" or "sometimes" in 71% of intervention classrooms.

Outcome 1200: Improved life skills of participating children through sport and play-based learning
The second global outcome measures improvements in the life skills of children who were exposed to project programming.

1200.1: % of participating children that demonstrate improved life skills
In total, the midline study employed four tools to capture life skills measurements amongst child beneficiaries. Accordingly, different life skills were measured across the intervention countries. The below chart highlights the tool that was employed per country as well as the life skills that each tool sought to measure.

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Figure 37: Life Skill Tools per Intervention Country

Tool	Country	Measured Life Skills
Development Assets Profile (DAP) Tool	Ethiopia, Jordan, Lebanon	Internal Assets[32] (Positive Identity, Social Competencies, Positive Values, and Commitment to Learning) External Assets[33]
Life Skills Tool	Mozambique, Tanzania	Communication Self-Confidence Emotional Management Collaboration Inclusion
International Social and Emotional Learning Assessment (ISELA) Tool	Palestine	Stress Management Perseverance Empathy Conflict Resolution Self-Concept
Student Life Skills Tool	Palestine	Self-Esteem/Confidence Communication Collaboration

Overall, students' life skills are encouraging for all countries except for some key life skills in Palestine. When aggregating the life skills data generated in Palestine using the Students Life Skills Tool, there is a 1 percentage point increase from the baseline of 34% and the midline of 35%. But when comparing the life skills data according to region, there appears to be noticeable differentiation between the West Bank and Gaza. In the West Bank, the aggregated data indicate a 3 percentage point increase from the baseline of 35% to the midline of 38%, while in Gaza, the data indicate a 1 percentage point decrease from the baseline of 33% to the midline of 32%. The rational for this is further explained in the Palestine Results Report 2018 under point 2.3 on page 7 and the variance description for indicator 1102.3 on page 2.

The greatest single increase in any life skill amongst survey participants was Emotional Management in Tanzania (39% increase since the baseline). Amongst countries using the DAP tool to measure internal assets, Ethiopian children experienced the greatest growth since the baseline. Comparing Mozambique and Tanzania, which both employed the Life Skills Assessment tool, Tanzanian children experienced higher growth (14-39% since the baseline across each category).

Overall, RTP has made significant progress towards the fulfillment of Outcome 1200. Life skill scoring amongst male and female children is comparable with two notable exceptions. These exceptions include overall internal asset scoring in Lebanon where females scored 10% higher than their male counterparts. In addition, females scored 10% higher in collaboration than their male counterparts in Palestine. For all other countries, differences between male and female students ranged from 0-6%. Ethiopia and Tanzania have experienced particularly high increases since the baseline while Palestine and Mozambique require the most attention for future programming. Both male and female students are experiencing increases collectively in each project country, which is encouraging towards project outcomes.

Outcome 1300: Strengthened organizational capacity of civil society organization partners
In total, 32 CSO partners across the six countries were included in the midline study. CSO partners are involved in a variety of community outreach efforts across various sectors, including general social assistance, gender-based violence, healthcare, food security, education and child protection.

1300.1: # and % of CSO partners with improved organizational capacity
All 32 CSO partners interviewed for the midline study consider their working relationship with RTP to be either "very positive" or "somewhat positive". When reviewing the most positive aspects of their interactions with RTP, CSO partner responses varied, however almost half of them (44%) were most pleased with their communication with RTP or the technical support they have received from RTP. CSO partners were the least satisfied with the material support they are receiving from RTP (34%).

CSO partner representatives were asked to evaluate their skills per each capacity area. Encouragingly, few CSO partners considered their skills to be weak or very weak. Conversely, the majority of CSO partners evaluated their skills in each capacity area as being "very strong" or "strong". Notable exceptions to this were CSO partners belief in their ability to

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grow material or financial resources as well as their advocacy skills. The below chart highlights the breakdown of CSO partners self-evaluation of the capacities that RTP has provided throughout the project period.

Figure 56: Self-Rated Capacity of CSO Partners (5-point scale)

Capacity Area	Very Strong	Strong	Acceptable	Weak	Very Weak
Play-Based Learning	13/32 41%	17/32 53%	2/32 6%	0/32 0%	0/32 0%
Advocacy	8/32 25%	12/32 38%	10/32 31%	0/32 0%	1/32 3%
Monitoring, Evaluation, and Learning	10/32 31%	13/32 41%	7/32 22%	2/32 6%	0/32 0%
Financial Management	14/32 44%	14/32 44%	3/32 9%	0/32 0%	1/32 3%
Administration	15/32 47%	16/32 50%	1/32 3%	0/32 0%	0/32 0%
Child Protection	13/32 41%	13/32 41%	6/32 19%	0/32 0%	0/32 0%
Gender	15/32 47%	14/32 44%	2/32 6%	1/32 3%	0/32 0%
Collaboration and Networking	21/32 66%	10/32 31%	1/32 3%	0/32 0%	0/32 0%
Project Management	10/32 31%	13/32 41%	7/32 22%	0/32 0%	2/32 6%
Finances / Resources	7/32 22%	9/32 28%	12/32 38%	1/32 3%	3/32 9%
Organizing Community Events / Community Engagement	16/32 50%	14/32 44%	2/32 6%	0/32 0%	0/32 0%
Access to Schools and Communities	12/32 38%	18/32 56%	2/32 6%	0/32 0%	0/32 0%

*The figure has been modified from the midline report to align with the disaggregated order of capacity building initiatives outlined in indicator 1300.1 above.

When combining the percentage for "very strong" and "strong" in the self-rated capacity of CSO partners 5-point scale in the figure above, with the midline actuals 2018 for indicator 1300.1. It's evident that the capacity, support and mentoring received on areas such as collaboration and networking (97%), PBL (94%), organizing community events / community engagement (94%), access to schools and communities (94%), financial management/administration (92%), gender (91%) and child protection (82%) have had a strong positive impact on CSO partners engaged in these types of initiatives, with more than 80% of CSO partners interviewed considering their skills to be either "very strong" or "strong". In addition, 20 out of the 32 (62,5%) CSO partners interviewed, did also receive capacity building on areas such as advocacy and finances/resources, but without reporting any significant improvements on these areas in the midline (only 63% and 50% of CSO partners interviewed considered their skills to be either "very strong" or "strong" on these areas respectively). This suggest there is need for more improvements on these types of initiatives, the way they are facilitated, contextualized and on how CSO partners are followed up and supported afterwards.

2.2   Choose one or more representative example(s) of results at outcome level. Describe the chain of events leading to the result in line with the format and short guide on pages 5 and 6 below.
See individual country results reports for individual country result examples.

2.3   In case the objectives were not achieved, please account briefly for the reasons behind this. Reflect on the handling of internal and external risk factors identified before and during implementation of the Project, including risks for financial irregularities. Have any of the identified risk factors had unintended negative consequences for any of the cross-cutting issues under point 3.2?
Overall, there is a clear link between teacher's application and the frequency of PBL, and the positive impact this have on learning environment principles and children's life skills development. This is evident in all project locations throughout the initiative except for Gaza. In Gaza, the application and frequency of PBL did contribute to improved learning environment but did not improve children's overall life skills, especially as it relates to self-esteem/confidence and communication. The reasons for this may be related to the unrest that unfolded in Gaza, both in the lead up to and

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the following months after, the commemoration day of "al Nakba" on May 15th, 2018. As well as another serious of significant attacks between Gaza and Israel that took place later on in the year in November 2018, and just a couple of months before the planned midline study. Significant attacks and incidences like these, can have a profound negative impact on children's psychosocial wellbeing, including their self-esteem/confidence.

In Tanzania, the project discovered financial irregularities during a routine review of an accountability report for justifying an advance taken by the Morogoro team for a training event. The finance team uncovered irregularities related to manipulation of the participants list, including the addition of participants who were not present at the meeting as well as inflation of the eligible allowances to individual participants. The Finance Manager undertook a thorough investigation to confirm that a fraud had been committed and the staff member involved was subject to hearings at the country office and regional office level. As part of the mitigation and steps taken to avoid future incidents, the Tanzania project has explored options for using mobile money as a means to reduce the cash distribution within the project. The project has also implemented additional segregation of duties by reinforcing the policies, whereby program staff are no longer managing cash distribution to participants in trainings and workshops.

In Mozambique, even though teacher's application of PBL increased from the baseline of 44% to the midline of 59%, the project was not able to meet its midline target for positive learning environment principles of 46% and did only demonstrate a 1 percentage point increase from the baseline of 42% to the midline of 43%. The reason for this may relate to some the challenges on frequency of teacher trainings and application of PBL methodology within the target schools. 41% of teachers reported receiving training within the past 6 months, while only 41% reported receiving training more than 1 year ago. In addition, only 30% of teachers reported being trained to train or mentor other teachers. These figures are significantly lower than that of Ethiopia and Tanzania, which had 89% and 60% of teachers reporting receiving training within the past 6 months, and 79% and 80% stating that they have been trained to train or mentor other teachers. Moving forward, it will be important for the Mozambique project to further investigate these in-frequencies, and together with the main program partner in education (ADPP), develop an action plan for how to mitigate the situation.

In Jordan and Lebanon, including Gaza, the project experienced potential bias in both the baseline and the midline study, due to local regulations that prohibited external parties from conducting observations inside schools. Whereby RTP staff and volunteer coaches had to take part in data collection. In addition, there were also bias in relation to the selection of students, especially in the case of Jordan. Contextual factors may also have impacted the results of the study in Jordan, Lebanon and Gaza. In relation to the recent major cuts in funding to UNRWA, school authorities showed reluctancy to share any negative or damaging feedback about their school or RTP which may be related to their perceptions about future funding and/or general perceptions about external evaluations.

2.4   Has Project implementation had any unanticipated positive and/or negative consequences? Please describe and explain.

Apart from the outcomes and indicators included in the global results framework, it's also encouraging to see the progress and more advanced partnerships with government authorities and the Ministry of Education in some of the countries. For example, in relation to the development of the National Framework for Early Childhood Care and Development (ECCD) curriculum in Palestine, the MoEHE issued the National Early Childhood Teacher Training Manual which integrates the concept of child-centred and play-based learning methodology, and where important methods and tools of play will be used and adapted to the stages of child development. The Training Manual will be used by all ECCD teachers and facilitators throughout Palestine, and RTP will be involved in the capacity development for direct service providers, administrative personnel, and MoEHE evaluators involved in ECCD activities.

In Tanzania, RTP has work with the Tanzania Institute of Education (TIE) on the integration of PBL methodology into the newly approved standardised lesson plans in alignment to the competences-based curriculum. In addition, RTP has also supported the TIE on a guide for pre-primary teaching through play, which has simplified the methodology and workload of teachers and made it possible for RTP to incorporate PBL into all the activities in the national pre-primary curriculum. The PBL approach has also been perceived by government authorities in Tanzania as an effective tool which can contribute to enhancing quality education. Because of this, RTP has engaged in several technical committee meetings with government officials to support on a cascade model through district Training of Trainers (TOT's). Through these TOT's, RTP has supported the government to train teachers in 62 non-project primary and pre-primary schools on the use of child-centred and play-based learning methodologies.

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2.5   Please make a short assessment of the grant recipient's added value (grant recipient's contributions to local partners beyond funding).

In addition – to what has already been mentioned under indicator 1300.1 above, it's important to note that when it comes to partnership with the government, overall findings from government officials are positive. There are also noticeable differences in teaching styles recognized by teachers and authorities after PBL trainings of teachers, specifically in Ethiopia, Palestine and Tanzania. National, regional and local authorities do also see potential for PBL implementation, and there is a positive view on RTP's involvement with teacher training institutes as way of progressing the PBL methodology in national education strategies and plans.

Regarding CSO partners, the IMPACT system in Jordan and Lebanon has brought about several benefits. The Organisational Review Report 2018 highlights the use of the system as an important and solid contribution to the improved administrative capacity of CSO partners. Through the system, CSO partners have immediate control over their expenditure, which again ease their own accounting and financial management. The system does also provide financial confidence to RTP, that funds are well spent. CSO partners interviewed in Jordan stressed that their ability to manage both activities and funds had been substantially improved as a result of the support received from RTP.

In Mozambique, both programme partners have included RTP's PBL methodology in their core programme design and implementation. Teacher training staff at ADPP have integrated the methodology in their teacher training institute in Macuse, and the methodology has also been replicated in other districts through their Clubs of Graduates. In relation to AMME, RTP has trained, supported and mentored AMME staff and volunteers on how to use PBL and sport activities to attract, reach and identify out of school children, especially girls. This has further strengthened AMME's community-based approach and expanded their programme design and delivery. AMME has also started using the methodology in other districts where they are present, without support from RTP.

2.6   Please make a short assessment of how the Project has contributed to strengthening Civil Society in the various Project countries. Please include concrete examples.

The Organisational Review Report 2018 explain how RTP in Jordan has been approached by other civil society actors to secure support in the conduct of activities or in the training of their own staff. This type of support is external to the support envisaged through the programme. It seems apparent that RTP is recognised as a leader in their field of work and as such are sought out by other civil society actors. This means that their impact is greater than that documented as resulting from the activities they are directly engaged with.

On a local community level, the project has contributed to strengthening civil society through improved capacity of CSO partners. Overall, all 32 CSO partners interviewed consider their working relationship with RTP to be either "very positive" or "somewhat positive". CSO partners' capacity has been strengthened through the trainings provided, coaching and mentoring and joint performances reviews to raise awareness of target communities of barriers to education. In Ethiopia, the project has also contributed in building capacity of teacher training colleges on the use of PBL methodology and have developed guidelines and manuals on how to use PBL methodologies in colleges. In addition, the project has also contributed to new "O" class curriculum design that promotes the use of child-centered and play-based learning methodology for teachers work with children age 4-5 years.

In Tanzania, majority of parents and community members are willing to take part in school development initiatives targeting issues related to education barriers, especially for girls. One village chairperson explained: "Community members are now willing to contribute for school development. For example, right now we are constructing a secondary school by using community member's efforts, something which was not previously easy. We have managed to do that by sensitising community members to realise that our children are walking a long distance to go to secondary school, which is about 10 kilometres from here. This distance affects much our children, especially girls." (Male Village Chairperson, Serengeti).

On a more regional and/or national level, RTP has continued to work with Tanzania Institute of Education (TIE) in the integration of PBL methodology into the newly approved standardised lesson plans in alignment to the competences-based curriculum. TIE conducted a final review of the lesson plans and documented in hard copies and videos for evidence sharing on the integration of PBL in the teaching and learning process in pre-primary and primary schools. RTP has also supported the TIE on a guide for pre-primary teaching through play, which has simplified the methodology and workload of teachers and made it possible for RTP to incorporate PBL into all the activities in the national pre-primary curriculum.

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In Palestine, RTP's contribution to the National Framework for Early Childhood Care and Development (ECCD) curriculum has contributed to strengthening civil society in the sense that the curriculum will be used by all ECCD teachers and facilitators throughout Palestine. Ensuring that the concept of child-centred and play-based learning methodology is integrated and adapted to children's stages of child development, which is an important aspect for children to grow and develop to their fullest potential.

2.7   Please make a short assessment of cost efficiency, of how Project implementation costs relate to achieved results (cost efficiency) using examples to illustrate.

Overall, the initiative has been cost efficient. Cost per participant has been more refined and evaluated to maintain efficiency. More teachers were trained as trainers and are able to follow up on implementation in their schools, enabling project staff to reduce time on following up. Collaboration with CSO partners has also reduced implementation costs.

The Global Results Framework has a total 4 outcome indicators. In 2 of them (1100.1 and 1300.1), all countries did either meet or exceed their midline targets. In the 2 indicators where all countries did not meet their targets, 1 of them (1100.2) had only 1 country (Mozambique) with minor variances, while the other (1200.1) had 1 country with minor variance (Mozambique) and 1 country with more significant variance (Palestine, specifically Gaza).

In addition, the total cost of the global Norad funded initiative for the period 2016-2018 is at NOK 91,500,000. When divided by the total child and youth reach for the same period at 240,885 (50,8% female), the cost per child in the initiative is estimated at approximately NOK 380. This suggest that the initiative has been cost efficient at outcome level. Compared to the results produced at outcome indicator level, the project is viewed as being efficient and achieving great value for money.

3   Cooperation – Sustainability – Lessons Learned

3.1   Has the Project been implemented in cooperation with other donors and/or national/local authorities? To what extent has the Project been in line with the plans of these authorities?

In Ethiopia, the project started with Norad as the only contributor. In 2017, it secured a grant from FSZ which supported the project up to mid 2018. After the successful accomplishment of the first phase of the project, FSZ has extended the funds to 2019. In Mozambique, Norad is the only contributor in the Province of Zambezia. The project does have funding from other sources in other locations, which share cost with Norad to cover country office expenses such as GAC and ISA. In Tanzania, the project was implemented in cooperation with GAC and Lego Foundation from 2016-2017. In 2018 two new donors, Isle of Man and Accuro Trust, came on board and will continue until mid 2020. In Jordan, the project has been implemented with support for READ refugee response project from 2016-2018. In Lebanon, the project has been implemented in cooperation with other donors such Third Millennium, Promedica and Koltes. In Palestine, the project has been implemented in cooperation with ISFA (2016-2018), Wataniyeh Mobile, a local telecommunication company (2017), and NRC (2018).

Regarding alignment with government and partners plans and strategies, please refer to each country specific results report for more detailed information.

3.2   In addition to anything mentioned under point 2.3 above, please give a brief account of how the Project has safeguarded the following cross-cutting issues:

Anti-corruption

RTP's global management structure ensures proper adherence to policies and procedures especially to those related to financial compliance and anti-corruption. RTP has established a thorough and robust financial management and control system to provide assurance over effective and efficient operations, reliable financial reporting, compliance with laws and regulations and systems for safeguarding organizational assets. RTP's financial management system is defined by its approach to: a) Financial policies and procedures; b) External audit function; c) Grant management; and, d) Field visits. These core financial and risk management policies and procedures guide the organization's financial management and anticorruption efforts, as well as the efforts of our partners.

As part of program implementation, transfer of funds to CSO partners has been done based on signed agreements and after checking financial reports and making sure all supporting documents and procedures were within the grant agreement. RTP staff have also conducted several visits to CSO partners to support with implementation as well as quality reporting.

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The environment and vulnerability to climate change

As per RTP policy, all rehabilitation and construction works must adhere to Canadian Environmental Assessment Act (2012) as well as local laws. A total 105 spaces have been rehabilitated and/or constructed under the initiative in the period 2016-2018, this includes 30 play spaces, 51 classrooms, 20 wash facilities and 4 others. During these activities, country and project offices took into account environmental considerations and worked with the construction team to ensure that the environmental impact was minimal. In addition, several youth initiatives were instigated to strengthen the environmental focus and positive environmental impact. Initiatives like these included tree planting activities and installation of bags for garbage collection. The initiatives provided an opportunity for students to be actively engaged in improving their school environment and gave them the sense of ownership over the newly improved schools environment.

Human rights, including the rights of people with disabilities

RTP defines its commitment to human rights through its commitment to children's rights. As a child-centred, child rights-based organization, RTP is guided by the United Nations Convention on the Rights of the Child (UNCRC)'s four general principles of non-discrimination, best interest of the child, maximum survival and development, and child participation (articles 2, 3 (para. 1), 6 and 12 respectively). The UNCRC affirms the right to education in Articles 28 and 29 and RTP respects its fundamental duty of care and responsibility to protect, promote, respect and realize children's rights, especially as they relate to education. RTP's Child Safeguarding Policy clearly outlines this commitment and standards of practice, as well as the roles and responsibilities of staff, volunteers, board members, athlete ambassadors, and partners for keeping children safe. This policy not only describes our aim to prevent, respond to, and refer cases to appropriate services to address violence, child abuse and exploitation, but it also encompasses our wider objectives of strengthening children's overall mental, physical, and social and emotional well-being and of creating safe, and protective enabling environments.

Women's rights and gender equality

RTP works every day to support children to overcome challenges that rob them of their dignity, their promise and put them at risk. Over the past 13 years, RTP has undertaken comprehensive tri-annual reviews of both our Gender Equality and Child Safeguarding policies. These mandated review processes support us to identify strengths and build on gaps in our organizational systems, procedures, programming, and culture. In 2017 we began the latest round of these reviews, with a focus on increasing the rigour of our prevention and reporting mechanisms around sexual abuse and exploitation. Following these reviews, we are intensifying our investment in training and capacity building for teachers, coaches and RTP staff. We are also bolstering our investment in our systems and procedures to enhance the safety and well-being of the children and communities reached through our programs.

3.3   Will it be possible to sustain and strengthen the achieved Projects results after the completion of the support period (ref. 2.1 and 2.2 above)?

There are several initiatives and interventions taking place within the individual countries that will make it possible to sustain and strengthen the achieved project results after the completion of the support period. Some the most significant are the Palestinian project's cooperation and engagement with the Ministry of Education and Higher Education (MoEHE) on the integration of sport, play and inclusion of children with disabilities as integral components of the National Framework for Early Childhood Care and Development (ECCD) curriculum and the National Early Childhood Teacher Training Manual, which will be used by all ECCD teachers and facilitators throughout Palestine.

In Tanzania, findings from the Learning Study indicate that teachers are not only applying PBL with enthusiasm, their responses also indicate that PBL is thoroughly embraced by teachers who undergo training. The study underlines that even when faced with challenging conditions, such as overcrowded classrooms, insufficient materials and/or poor learning conditions, teachers can identify the impact PBL has on their students. In addition, the project has also worked with the Tanzania Institute of Education (TIE) to progress PBL in national education strategies and plans. As a result of this collaboration, PBL is now integrated into the newly approved standardised lesson plans in alignment to the competences-based curriculum. TIE has conducted a final review of the lesson plans and documented the integration of PBL in the teaching and learning process in pre-primary and primary schools. RTP has also supported the TIE on a guide for pre-primary teaching through play, which has simplified the methodology and workload of teachers and made it possible for RTP to incorporate PBL into all the activities in the national pre-primary curriculum.

In Jordan, findings from the Organisational Review Report 2018, highlight the IMPACT system as an added value and something that has brought about several benefits for CSO partners. The system is a high quality package that simplifies and digitalises basic project management tasks, providing an excellent level of expenditure control. CSO partners are

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trained in using it and input basic information directly from field activities by phone. Through the system, CSO partners have immediate control over their expenditure, which again ease their own accounting and financial management. It also provides financial confidence to RTP, that funds are well spent. CSO partners involved in the project does also include descriptions of the system in proposals to other donors as a quality assurance and financial management procedure, to showcase accountability.

In Ethiopia, the project has contributed in building capacity of teacher training colleges and developed guidelines and manuals on how to use PBL methodology. The project has also contributed to the new "O" class curriculum design that promotes the use of child-centered and play-based learning methodology for teachers work with children age 4-5 years.

In Mozambique, CSO partner ADPP have included the PBL methodology in their teacher training institute, and the methodology has been replicated in other districts through their Clubs of Graduates. CSO partner AMME has also embraced the methodology and used it to further strengthen their community-based approach and expanded their programme design and delivery using the methodology in other districts without support from RTP.

3.4 For the *Results Report* only:
What are the most important lessons learned in the Project so far? Should any parts of the Project be altered or improved in a possible new agreement period? Please describe and explain. Please also reflect on deviations and experiences during the Project period.

Altogether, significant progress has been made since the baseline evaluation within each project country regarding the implementation of key areas of RTP's positive learning environment principles and PBL. Application of all positive learning environment elements is above 70% for all countries, however a closer look at specific components show that the mean is reduced by specific components that are practiced with less frequency (i.e. encouragement towards children in Lebanon and Tanzania and inclusion of children with disabilities in Ethiopia). In addition, PBL application is occurring above 50% in all project countries; lower scores are occurring in Lebanon while the highest scores are taking place in Jordan. Children report that positive learning environment principles appear to be implemented frequently, and that physical punishment is occurring either "rarely" or "sometimes" in 71% of intervention classrooms. Students' life skills are encouraging for all countries and almost all midline targets were surpassed. Disparities in responses from children compared to observations and/or data from principals may suggest that principals, teachers, and observers overestimate the degree to which key components are being implemented.

PBL methodologies are not reported as occurring with the same frequency as positive learning environment principles. Areas that require continued improvement include reflection opportunities with other students and small group discussions. Children's responses about these topics vary from their principals and teachers who reported frequent application of Reflect-Connect-Apply approaches and group discussions. For example, 27% of children replied that reflection activities with other students occurred "often" or "almost always" while 29% of children replied that small group discussions are taking place with that same frequency. There is also room for improvement regarding the presence of games in the classroom; children's responses are distributed closely within each frequency (i.e. 23% replied that playing games is "rarely" practiced, 24% replied "sometimes", 20% replied "often", and 33% replied "almost always").

In addition, when teachers were asked why they did not use PBL in more of their classes during recent weeks, teachers most commonly replied that their classrooms had too many children to implement the activities or that they did not have the appropriate tools to implement the activities. In addition, findings from the Learning Study in Tanzania, reviled that teachers do not always see the utility or relevance of certain games for some of their subjects. As one teacher explained, "Sometimes the games themselves are too hard to apply in some of the subjects. Others don't relate at all" (Female Teacher, Morogoro). Another teacher who spoke more broadly about his application of PBL explained: "It has been a challenge to use games for some of the topics because they don't relate at all". (Male Teacher, Morogoro).

In order to address these concerns in a possible new agreement period, and at the same time shift the objective to a greater emphasis on improving learning outcomes of students. RTP will ensure that future teacher training, support and mentoring will have a much greater focus on improving teacher's application of subject didactics, in addition to the teaching methodologies they use. Didactics relates to the connection between the teaching purpose (why), the content (what) and the implementation (how). As of now, RTP has mainly focused on improving the teaching methodology (the how) using PBL. Moving forward, the focus will shift, and greater attention will be placed on the dissemination of knowledge (the what), specifically in relation to improving minimum proficiency levels in reading. A shift like this, will also require a stronger and much more focused attention on the current gap and additional needs for appropriate

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teaching tools and materials. In addition, RTP will work with teachers, school administrators and the Tanzania Institute of Education to create and develop a better connection between the expected learning outcome, the content taught to reach that outcome, and the appropriate methods, tools and materials used to teach that content, including PBL.

Partnerships with CSO partners will be much more focused in a possible new agreement period through a strong emphasis on reaching out of school children and leaving no one behind. RTP will aim to select and work with CSO partners which main focus is to reach those furthest behind first, specifically focusing on the most marginalized and vulnerable children. In addition, instead of creating a separate outcome for CSO partners in the results framework, as is the case for the current project. CSO partners effort and own initiatives will be integrated into the country specific results framework through set targets at output level. That way, CSO partners effort and own initiatives will contribute to the overall objective of the project, instead of being a separate outcome in itself. This means that CSO partners selected for the possible new agreement period, will be responsible for both delivering and achieving on their own set targets. RTP will be accountable and does therefore have the overall responsibility. Consequently, it will also be RTP's responsibility and interest to ensure that all types of capacity building efforts geared towards CSO partners, will be tailored to support the partners capacity, competence and ability to deliver and achieve on their own set targets.

4. **Results monitoring and evaluations**

Please provide an overview of any reviews/evaluations conducted during the year.
- **How did these contribute to learning and improvement of the Project?**
- **Have external reviews/evaluations been sent to Norad's evaluation database?**
- **Please state the type of evaluation – external/independent, internal or a mixture of external/internal.**

This entire report is built on the findings from the external midline evaluation and learning study conducted by Forcier Consulting on behalf of RTP. The final midline evaluation reports and learning study will be sent to Norad on July 1st, 2019.

5. **Overview of finances**
5.1 **Overview of financial situation and expenditure**

For both tables, see *budget in the appendix to the agreement with approved updates (amount in NOK 1000)*

Table A – Overarching financial overview

	(1) Approved total budget for agreement period	(2) Total expenditure to date	(3) Approved budget for reporting year	(4) Total expenditure in reporting year	(5) Deviation (3) - (4)	(6) Deviation % (5) as % of (3)
	2016-2019	31st Dec, 2018	2018	2018		
Project costs – grant recipient*)	27 838	26 722	27 838	26 722	1 117	4%
Project costs – country office, if relevant	3 888	3 857	3 888	3 857	31	1%
Project costs – regional/multilateral office, if relevant	3 406	2 969	3 406	2 969	437	13%
Project costs – local partners	0	0	0	0	0	
= Total Project costs	35 132	33 547	35 132	33 547	1 585	5%
minus other external funding	478	457	478	457	21	
= Project costs, *basis for calculation of grant recipient's own contribution*	34 654	33 091	34 654	33 091	1 564	5%
minus grant recipient's own contribution (min. 10%)	0	0	0	0	0	
= Norad share of Project costs	34 654	33 091	34 654	33 091	1 564	5%
plus, Norad contribution to administration costs (up to 7% *of Norad share of Project costs*)	2 426	2 316	2 426	2 316	109	5%
= Total Norad grant	37 080	35 407	37 080	35 407	1 673	5%

*) For Norwegian organizations this will correspond to expenditures in Norway

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*Table B – Overview of Project expenditure for reporting year, distributed by project, country, region and program/thematic areas**)*

	(1)	(2)	(3)	(4)	(5)	(6)
The columns refer to the reporting year. The totals in Table B will correspond to some rows in columns (3) and (4) in Table A above. *The rows* refer to country/region or thematic area	Approved Project budget	Total Project expenditure	Total Norad grant	Total expenditure of Norad grant	Deviation in expenditure of Norad grant (3) - (4)	Deviation % (5) as % of (3)
Africa	18 578	17 410	18 578	17 410	1 167	6%
Middle East	18 979	18 453	18 501	17 996	505	3%
Thematic area (Education)	37 557	35 863	37 080	35 407	1 673	5%
Total	**37 557**	**35 863**	**37 080**	**35 407**	**1 673**	**5%**

**) Organizations with agreements *without* subunits (generally smaller agreements) complete the table per project per country. Please use short project names.

Organizations with agreements *with* subunits *either* complete total input per country and region *or* total input per program/thematic area, but not both.

5.2   Please comment and explain any substantial deviations from the last approved annual budget.
There were no substantial deviations from the last approved annual budget.

6   Date and attestation
I am authorized to enter into legally binding agreements on behalf of the grant recipient and attest that to the best of my knowledge and belief the information given in this report is correct.

Date: June 28th, 2019

_____
Thomas Breistein
Program Development Manager
Right To Play Norway

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