

**PROGRESS REPORT FOR THE ENTIRE INITIATIVE**  
*(Reporting deadline: 1<sup>st</sup> June 2017)*

## 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 year: 2016  
 1.5 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 four, 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 disabled children and youth 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 centred around the International Women's Day but also through 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 – Project progress

- 2.1 Based on the structure of the approved results framework, please describe progress towards achieving the objectives of the Project and analyse the change in indicator values for the reporting period. A copy of the approved results framework must be attached.

Output	Indicator	Disaggregation	Baseline	Target	Actual
1111 Pre-primary and primary teachers and coaches are trained to deliver play-based methodology and promote a positive learning environment	1111.1 # of teachers that are progressing through the CoTT (disaggregated by M/F)	Male	195	1,380	877
		Female	377	1,503	1,763
		Total	572	2,883	2,640
	1111.2 # of teachers that have completed the CoTT (disaggregated by M/F)	Male	0	70	32
		Female	0	130	82
		Total	0	200	114
1112 Child, youth and community stakeholders	1112.1 # of community initiatives (disaggregated)	Play Days	36	16	38
		Tournaments	5	39	9

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mobilized to undertake initiatives that address barriers to education	by type)	Special Events	14	16	15
		Sensitization Events	2	21	21
		Other	4	14	11
		Total	61	118	103
	1112.2 # of rehabilitated or constructed spaces <sup>5</sup> (disaggregated by type of space)	Play Spaces	22	8	6
		Classroom	20	24	24
		Washroom Facilities	32	6	7
		Other	0	2	0
		Total	74	40	37
	Variance	<p>While the target of training 2,883 teachers was not achieved in 2016 due to later implementation in particular in Jordan and Ethiopia, it is interesting to note that the number of female teachers exceeded its target. While it is difficult to generalize why this is the case when regarding this data from a global perspective, it is clear that Right To Play staff's efforts to actively recruit and include female teachers is having a positive effect. What is not reported at a global level are the number of school administrators being trained under the CoTT in order to support teachers' implementation of play-based learning. Without exception across all countries, a majority of these positions are held by men. The number of teachers completing the CoTT is slightly less than anticipated, reflecting essentially Tanzania, which was the only country in 2016 that had planned for teachers completing the CoTT and which did not reach its target due to unanticipated delays in carrying out trainings. Community initiatives were slightly less than planned for, due affected in large part to the deep delay in implementation in Jordan and the state of emergency declared in Ethiopia which halted many activities.</p>			

1211 Children and youth participate in regular play-based learning activities in schools and in community settings	1211.1 Total # of children and youth participating in school-based play-based learning activities (disaggregated by M/F)	Male	65,001	106,713	102,598
		Female	69,021	99,396	104,891
		Total	134,022	205,761	207,489
	1211.2 Average # of children and youth participating in community-based, play-based activities (disaggregated by M/F) *These figures do not include Uganda and Burundi in 2016, which if added to the total reach, would be of <b>112,080</b> girls and boys	Male	3,489	10,355	7,178
		Female	2,364	6,571	8,224
		Total	5,853	16,926	17,831*
	1211.3 # of coaches who have completed at least one training (disaggregated M/F)	Male	207	345	297
		Female	244	340	338
		Total	451	685	635
	Variance	<p>The most striking aspect of these actuals are the amount of children reached in 2016, over its target in all countries for a combined. This is also reflected in the number of children reached in community-based activities, outside of school. This can be attributed to in part, the popularity of Right To Play programming, in particular in community settings, even while several countries, such as Mozambique and Tanzania struggled to recruit and maintain coaches, meaning that existing coaches are being called upon to carry out more activities and with larger groups of children.</p>			

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1311 CSO partners have accessed training and mentoring support to improve organizational effectiveness	1311.1 # of trainings accessed by CSO partners (disaggregated by type of training)	Financial	1	1	1
		Gender Sensitive	0	2	3
		Play Based Learning	0	4	2
		Advocacy	0	2	2
		Other	1	13	5
		Total	2	22	13
1312 Partners are active in civil society networks that advocate for improved quality of education for children and youth	1312.1 # of CSO partners active in networks and coalitions engaged in advocacy initiatives for improved quality of education	Total	0	9	2
1313 Partners have integrated and practiced joint learning in program implementation	1313.1 # of joint learning initiatives	Total	1	3	0
Variance	Results under this outcome are far less than anticipated, in part due to government delays in approvals, or delays in completing MoUs and partnership agreements with sub-granting partners. Additionally, country teams were still adjusting to Right To Play's new Partnership Strategy, taking time to ensure that new partnerships are established on a proper footing and that previous relationships with partners are revised accordingly.				

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

Progress against this outcome in all countries is embryonic at this stage, with the exception of Tanzania and Mozambique who began implementing this program in late 2015 with funding from the government of Canada. In these two countries, teachers have received more training with some 114 already having completed the CoTT. Nevertheless, in addition to these, Lebanon and Palestine have begun to see positive results in teachers applying play-based learning techniques in the classroom, to the benefit and enjoyment of students and teachers alike. In Lebanon it was reported that trainings have improved teachers teaching methodologies in 12 UNRWA schools, 15 kindergartens, and partner organizations providing education for host communities. After using play-based learning to teach subject matter, teachers described children being more active in the classroom such as working in groups, asking questions and reflecting on what they have learnt. Teachers also commented that their interactions with children in the classroom have improved after using play-based learning methodology. With many more teachers expected to have completed the CoTT in 2017, it is likely that similar stories will emerge in other countries as teacher communities of practice (CoP) are established and their work deepened, as well as training of trainers (ToT).

#### **Outcome 1200: Improved life skills of participating children through sport and play-based learning**

Again, at this early stage of the project, progress toward achievement of this outcome remains low. However, as indicated above, the above target reach of children, both in and out of the school setting, demonstrates not only teachers' and coaches' commitment to the CoTT and sport and play, but the genuine interest participating children and youth have in activities organized by educators, community coaches as well as Right To Play staff. A particular area of concern that will need to be addressed in 2017 is coach retention in several countries, including Mozambique and Tanzania. Strategies will need to be implemented in order to maintain the engagement of volunteer coaches whose work directly contributes to the improved life skills of children through sport and play-based learning.

#### **Outcome 1300: Strengthened organizational capacity of civil society organization partners**

Right To Play's partnership objectives are founded on the understanding that the work of independent and committed CSOs is essential for the rights of children and youth to be respected, protected and realized. CSOs play a vital role in actualizing this belief by reaching out to children and youth affected of this project. And while, country teams continue to work with partners, as they have prior to the inception of this project, this outcome area in many ways has yet to fully begin. Many delays in formalizing partnerships, including pre-existing ones, in almost all countries have meant that little direct work to improve the capacity of CSO partners has taken place, beyond PBL training in the first year, with some important exceptions. An early indication of the potential that activities under this outcome have to truly effect change comes from PT, where In Gaza, a notable achievement was the early creation of the supportive network from CSOs

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which had participated in several training, in order to support each other while adopting play-based learning methodologies. It is expected that in 2017, with most approvals granted by governments, as was the case in Jordan, the partnerships envisaged under this program will take flight and the capacity of local CSO partners will begin to build.

**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 at the bottom of the reporting template. If it is too early to describe outcomes, please explain the reasons for this.**

Results at outcome level during the first year of the project are premature

**2.3 To what extent has the Project been implemented as planned? Give a brief account of deviations that could affect achievement of the objectives and describe what has been done to deal with the deviations. Which risk factors (internal or external, identified previously or new) have affected the implementation of the Project in particular? Have any of these had unintended negative consequences for any of the cross-cutting issues under point 3? If the risk situation has changed, an updated risk management plan for the Project must be submitted by 1 November together with the updated implementation plan and budget for the following year.**

One of the most prevalent risks to the project amongst many countries was the delay in obtaining formal approval of the submitted plans last June by national governments and related agencies. This case was most pronounced in Jordan, who did not receive formal approval to begin implementation until late 2016. As a result, most activities have been postponed until 2017, placing an additional burden on staff who will need to execute many more activities than originally planned for in 2017. Nevertheless, the country team has prepared and submitted a revised activity plan that they are confident they have the human resources and capacity to commit to. Ethiopia is another case where government approval did not come until some time after the June 30 submission, leaving them scrambling in quarter four of 2016 to initiate activities. The state of emergency declared by the government in October also affected their implementation, in particular in the Wuchale project location where much of the unrest was centred. A complete government ban on public activities meant the cancellation of all play days and associated activities. The country team will continue to monitor closely the situation as it unfolds and revise plans accordingly. Security concerns also affected implementation, but to a lesser degree in Lebanon which sadly has been the norm there for decades. An unrelated risk that has been identified in particular in the African countries is coach retention. In the face of inflation in Mozambique, volunteer coaches have had to find additional work, having little time for volunteerism with little or no monetary incentive. This issue is currently being examined at Right to Play and will be monitored by the broader project team in an effort to identify country-specific solutions. None of these risk factors have affected Right To Play's programming vis a vis the four cross cutting areas outlined in this report. Externally to Right To Play of course, women, children and people living with disabilities are more adversely affected by civil unrest and economic hardship.

**2.4 Please make an assessment of the Project's cost efficiency on output level (products and/or services).**

The overall cost efficiency of the project for 2016 remains low. Given the implementation challenges already described, outputs against costs such as salaries and overhead costs might appear as underperforming. However, this slower than anticipated start will be made up for in 2017 as per the approved 2017 plans which have outlined how country teams will bring implementation up to original targets for the two years ending. It is important to note in addition that Right To Play operates a centralized financial management system, comprised of policies and procedures to ensure cost-efficiency is followed through. Its staff, most notably its Finance Officers are trained to adhere to the organizational financial policies and procedures. Throughout 2016, regular monitoring and assessment of budgets and results took place including reviews of audits, reports, external evaluations, and participation in the project management and oversight committee. In particular, to ensure cost efficiencies are routinely implemented, Right to Play has developed a system whereby Project Officers (PO) sent regularly their monthly fund projections to the Country Finance Officer for compilation into one country projection. This process ensures that each project location has sufficient funds for planned activities at the beginning of the month. At the end of each month the Country Finance Officer prepares and sends each PO a budget versus actuals (BvA) report for that month. In consultation with Field Facilitators, the PO provides feedback on the BvA. The monthly BvA process complements the monthly project meetings and provided an accurate picture of activities implementation level, in order to inform plans for the subsequent month. The BVA is compared with a monthly output tracking tool to ensure that the project is meeting its objective and that funds are spent according to plans. Any challenges including unplanned activities or unexpected expenses during the period are discussed with senior management team for approval, in alignment with the grant agreement with Norad that this project falls under.

### **3 Crosscutting areas**

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

#### **Anti-corruption**

All team members must adhere to Right To Play's International Code of Conduct. With regards financial reporting and accounting, team members must ensure that Right To Play's books and records reflect the transactions and disposition of assets of the organization in an accurate, fair and timely manner. Team members must have all transactions authorized, executed and recorded in accordance with the instructions of management to permit the accurate preparation of financial statements and to maintain accountability for assets. Team Members are permitted access to assets only in accordance with the authorization of management. Management and team members are to record and disclose all assets and funds. Team members are strictly prohibited from the use of the organization's funds or assets for any unlawful or improper purpose. Those responsible for the accounting and record-keeping functions are required to be vigilant in ensuring enforcement of this prohibition. In addition, team members must not steal or remove from the property, without authorization, anything belonging to Right To Play, employees, visitors, or contractors. This could include money, cheque, money order, inventory, merchandise, supplies, tools, equipment, documents, data, software, copyright, information or ideas (intellectual property). Team members must not, whether authorized or unauthorized, manipulate, falsify or forge data, dollar amounts, statistics, narratives, or other information on any reporting form or screen, report, statement, letter, document, or contract. This might include changes made to: hide mistakes, cover up fraud gain personal, departmental, or organization advantage by improving statistics or results, gain unfair advantage (or cause harm) to an employee, supplier or customer. Finally it is important to note the Right To Play International and by extension Right To Play in each country also has a whistle-blower policy which is actively monitored by an external consultant.

#### **The environment and vulnerability to climate change**

As per Right to Play policy, all rehabilitation and construction works must adhere to Canadian Environmental Assessment Act (2012) as well as local laws. During 2016 some work was carried out including the rehabilitation of 20 classrooms in PT, seven latrines in Ethiopia as well as the construction of play spaces and classrooms. In Tanzania, the rehabilitation of one classroom and providing two water tanks and support structures for handwashing and drinking water access at two schools was begun in 2016. However, beyond these physical works, interesting work has been done in and outside the classroom to promote environmental sustainability. In Tanzania for instance, aligned to the national curriculum, with environmental protection messages as part of the curriculum for grade 1-4, various environment-themed activities selected from the Right to Play resources were conducted in all the partner schools on a regular basis such as "garbage collection", "the garbage challenge", "don't throw into the sea", "keep it clean" and "litter bugs". School gardens where children were encouraged by their teachers to plant flowers and trees are among initiatives undertaken in most of the partner schools, though it is a government requirement, teachers 'networks members in 12 partners schools in Dar Es Salaam have reinforced this initiative after taking it as one of the activities in their action plan. In all the 93 partners schools, these activities are conducted, and they helped to reinforce knowledge, attitudes and behaviours of at least 68.000 children to regularly protect their environment at school and in their community by collecting plastic bags and other garbage and putting them in dust bins, avoiding throwing garbage in water drainage systems which are common practices in many communities. In addition, to support a positive and conducive learning environment, during the period under review, sessions on environmental protection were integrated in the trainings of the 42 school committees that were trained by Right To Play on the development of school strategies that promote gender equality, child protection and positive learning environment for all. Subsequent activities were identified to protect environment around the schools such as planting trees and flowers, covering holes to avoid water stagnation and increasing access to water to ensure that school gardens are watered and green in all the seasons. Furthermore, as part of these environmental monitoring activities, a maintenance plan will be implemented for the water tanks to ensure they are cleaned on a regular basis and someone is designated as the responsible party for their maintenance.

#### **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-centered, 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). Child rights and protection have been integrated into the design of this program, as demonstrated in outcome 1 and 2. The program will also work with National Directorates from the Ministries of Education, the Ministry of Gender, Children and Social Action and UNICEF to advocate for policy change that reflects the rights and best interests of the child. In coordination with other actors, community-based child protection mechanisms will be strengthened to ensure that communities can provide children and youth with a safe and conducive learning environment. This includes strengthening the implementation of national policies, mapping of child protection resources in the community and the rollout of localized response systems. The program will also work at the level of the child, teacher, family, community and government to address corporal punishment and promote positive

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discipline. For more information on this crosscutting area, please refer to the description of child protection found in the proceeding section.

### Women's rights and gender equality

The project is promoting women's rights and gender equality through gender mainstreaming across the project cycle alongside targeted strategies and interventions. The project is addressing barriers to improved learning outcomes and promote gender equality in education through: (1) Improving gender-responsive and relevant teaching practices to reduce discrimination and improve learning outcomes; (2) Enhancing learning environments with a focus on child protection and the provision of adequate sanitation facilities; and (3) Increasing activities to support girls' life skills development and access to decision-making and leadership opportunities in their schools and communities. Teachers are trained on key relevant gender equality issues, including child marriage, FGM, gender-based violence, as well as learn how to reduce gender discrimination in the classroom. The teacher trainings are contextualized to ensure relevance, taking into account the specific gender-related issues in specific communities and how these issues might be manifested in classrooms and schools. The project is also promoting safe and supportive learning environments with a focus on child protection and safety. The project is providing separate and adequate sanitation facilities as well as training to teachers and school management on the maintenance and monitoring of these facilities to ensure access and use.

## 4. Results monitoring and evaluation

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 review/evaluation – external/independent, internal or a mixture of external/internal.

As the baseline evaluation was delayed to 2017, no important evaluations or reviews took place in 2016 with the notable exception of Lebanon. A research study was conducted in the fall of 2016 in Psychosocial Monitoring and Evaluation by the Canadian team of IICRD, the International Institute for Child Rights and Development. The research aimed to explore the subjective experience of psychosocial support and the role of play in creating positive learning environments through addressing psychosocial needs in conflict-affected communities. This research was done among Syrian refugee children. Findings found that initial risks for children included stigmatization, bullying, traumatic memories, lack of schooling opportunities, a need to work, lack of play spaces and cramped living conditions. Some important psychosocial support systems include family, non-formal community groups, and peer relations. Play can be a strong factor in psychosocial positive outcomes. A process for pilot testing of new tools is being developed.

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

	(1)	(2)	***(3)	***(4)	(5)	(6)
<i>The columns refer to the reporting year.</i> The totals in Table B will correspond to some rows in columns (3) and (4) in Table A above. <i>The rows refer to country/region or thematic area</i>	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:	<b>26,664</b>	<b>22,058</b>	<b>14,317</b>	<b>12,244</b>	<b>2,073</b>	<b>14%</b>
<i>Burundi</i>	1,675	1,865	1,675	*1,765	(90)	-5%
<i>Ethiopia</i>	4,921	4,160	4,737	3,990	747	16%
<i>Mozambique</i>	8,688	5,924	2,426	1,721	705	29%
<i>Tanzania</i>	9,290	8,006	3,389	2,808	1,181	17%
<i>Uganda</i>	2,090	2,102	2,090	1,960	130	6%
MEA:	<b>16,306</b>	<b>12,326</b>	<b>14,048</b>	<b>10,997</b>	<b>3,051</b>	<b>22%</b>
<i>Lebanon</i>	5,603	4,738	4,938	4,085	853	17%

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PT	5,334	5,015	4,938	4,593	355	7%
Jordan	5,369	2,573	4,172	2,329	1,843	44%
<b>Total Program</b>	<b>42,970</b>	<b>34,384</b>	<b>28,365</b>	<b>23,241</b>	<b>5,124</b>	<b>18%</b>

\*\*\*) Organisations with agreements *without* subunits (generally smaller agreements) complete the table per project per country.

Please use short project names.

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

## 5.2 Comment and explain any substantial deviations from the last approved annual budget.

With the exception of Burundi, all countries are underspent in 2016, in large part due to delays in approvals from government, in particular the case of Jordan and Ethiopia. However, the currency devaluation in Mozambique also contributed to its reported underspend, even while under their local currency budget, they had an almost 100% implementation rate. It is expected that in 2017 most countries will be able to implement fully activities carried forward from 2016, with perhaps the one exception of Ethiopia, whose particular security situation remains volatile. This as always, remains an issue in Lebanon where implementation of activities was delayed due to multiple security threats. Jordan has created a revised implementation plan for 2017 that should be able to absorb the large carry forward of funds from 2016. In addition, it is important to note that the delay of the baseline exercise to quarter one of 2017 led to a large underspend on this particular budget line. Program development activities were also delayed in 2016, such as the planned for gender audit in all countries.

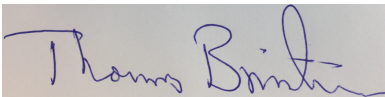
Revised accounts together with the audit report for the Project must be submitted separately in accordance with the agreement. If the Project includes other donors, consolidated accounts for the Project as a whole must be submitted.

The accounts must follow the budget outline given in the annex to the agreement and show the grant recipient's own contribution, the calculated administrative expenses (Norad contribution to administrative costs) and other costs related to the Project.

## 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: 1 June 2017



Thomas Breistein  
Program Development Manager

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