

FINAL REPORT: GLOBAL

(Deadline for submission: 1 June 2020)

1. General

- 1.1 Name of grant recipient: **Right To Play Norway**
- 1.2 Norad agreement number: **GLO-3395 QZA-15/0469**
- 1.3 Agreement period: **2016-2019**
- 1.4 Reporting period: **2019**
- 1.5 The type of report submitted: **Final 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

The table below is the same as presented in the Results Report 2018, meaning that the Final Actuals 2019 are the same as the Midline Actuals 2018. Based on previous communication and approval received from Norad on 18 December 2017 in relation to Final Reporting, Right To Play has not conducted any major quantitative evaluation in 2019 and will therefore only report on outcome indicator level using information from qualitative sources. Output indicator level is reported on quantitatively for all four years in the Results Framework attached (Annex 1).

Outcome 1100: Improved learning environments in participating schools through play-based learning					
Indicator	Disaggregation	Baseline 2017	Midline Target 2018	Midline & Final 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%

	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					
<p>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 both expected midline and final 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.</p> <p>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, 5 of them have exceeded expected midline targets, and 4 of them have even exceeded expected final 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%.</p>					
Outcome 1200: Improved life skills of participating children through sport and play-based learning					
Indicator	Disaggregation	Baseline 2017	Midline Target 2018	Midline & Final 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 either exceed or meet expected midline targets, while 4 of them did also exceed the final 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.

Outcome 1300: Strengthened organizational capacity of civil society organization partners

Indicator	Disaggregation	Baseline 2017	Midline Target 2018	Midline & Final 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 analyse 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

The initiatives first global outcome is to improve the learning environments of intervention schools through teacher application of play-based learning methods. This outcome is measured through two separate indicators: 1) % of trained teachers who demonstrate application of play-based methodology; and 2) % of learning environments that meet Right To Play's positive learning environment principles.

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

Overall, there has been significant improvements in teacher's application of play-based learning methodology. All six countries have improved since the baseline and even exceeded both expected midline and final targets in relation to teacher's application of play-based learning. The most substantial increase between the baseline and midline was demonstrated in Tanzania, Palestine and Ethiopia. Countries with a more moderate increase were found in Mozambique and Lebanon, while Jordan had the lowest increase. Jordan did also have the highest baseline value compared to the other countries, which may explain why midline results did not demonstrate a greater improvement. Additional findings from the endline suggest that the implementation of play-based learning in the classroom has helped teachers move from a theoretic and root-centred teaching approach, to a more practical and child-centred approach. Teachers also believe that they are better equipped to adjust their lessons to the different needs of children, and that the use of play-based learning has made it easier for children to digest the content they are being taught.

"The chalk and talk method changed to interactive method and motivation of students for learning has improved." – School Administrator, Addis Ababa, Ethiopia.

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

Overall, there has been significant improvements in learning environments that meet Right To Play's positive learning environment principles. All six countries have improved since the baseline, five of them have exceeded expected midline targets, and four of them have even exceeded expected final targets. The most substantial increase between the baseline and midline was demonstrated in Palestine, Tanzania and Lebanon. Countries with a more moderate increase were Jordan and Ethiopia, while Mozambique had the lowest increase. Mozambique did also have the second highest baseline value compared to the other countries. Additional findings from the endline suggest that teacher trainings on play-based learning has improved classroom management and communication with children, and that more teachers have reduced their use of corporal punishment. Teachers use of play-based learning inside the classroom has also improved their relationships with children, and consequently reduced dropout and increased attendance.

"It feels good playing when learning, it makes me want to be in school always, I am happy about school, I understand my teachers more and I enjoy school more." – Child FGD, Morotonga, Tanzania.

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

The initiatives second global outcome is to improve the life skills of children participating in the project. This outcome is measured through one indicator: % of participating children that demonstrate improved life skills.

Overall, there has been significant improvements in children's life skills. Out of the six countries, five of them improved on all life skill categories since the baseline and did either exceed or meet expected midline targets, and four of them did also exceed the final targets. The most substantial increase between the baseline and midline was demonstrated in Ethiopia, Tanzania and Lebanon. Countries with a more moderate increase were Jordan and Mozambique, while Palestine had the lowest increase. Additional findings from the endline suggest that children are continuing developing their skills and learning from regular engagement and interaction in play-based learning activities. When asked what the most important things that they have learned from playing games are, most children mentioned: working together; resolving disagreements; being friendly and appreciating each other; and physical development. Some children mentioned that the teachers use of play-based learning has helped them improve their analytical and problem solving skills. Many children also state that they understand subject matter better as a result of play-based learning.

"Group work and group discussions is useful because we help each other with the subjects we find difficult, and we learn something from each other that we might not have known. It helps us in learning something we couldn't learn by ourselves." – Jofeh Girls School, Jordan.

Outcome 1300: Strengthened organizational capacity of civil society organization partners

The initiatives third global outcome is to to strengthen the capacity of CSO partners. This outcome is measured through one indicator: # and % of CSO partners with improved organizational capacity.

All CSO partners interviewed for the midline considered their working relationship with Right To Play to be either "very positive" or "somewhat positive". When reviewing the most positive aspects of their interactions with Right To Play, CSO partner responses varied, however almost half of them were most pleased with their communication with Right To Play or the technical support. Additional findings from the endline suggest that trainings and capacity building initiatives have

further improved the management skills of CSO partners. As a result, CSO partners report that they have improved their organizational practices, are better equipped to adjust project plans and budgets, and does now have the capacity to report on project impact. CSO partners have also improved their communication with community stakeholders and are now engaged in training other institutions.

“Collaboration with Right To Play was a great added value. We were very happy to receive trainings in play-based learning and child protection and also technical support on planning and implementation strategies. There was so much learning involved and a true partnership spirit. I consider a very successful partnership.” – CSO representative, Zambezia, Mozambique.

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.

Result examples were provided for each country in the Results Report submitted on 1 June 2019.

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 play-based learning, 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 play-based learning 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 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 Mozambique, even though teacher’s application of play-based learning increased from baseline to midline and surpassed the final target, the project was not able to meet its midline and final target for positive learning environment principles. The reason for this may relate to the number of teacher trainings and frequency of play-based learning application within the target schools under the ADPP partnership. Even though ADPP teacher training staff included play-based learning in their teacher training institute, and the methodology was replicated in other districts through their Clubs of Graduates, Right To Play was not able to fully institutionalize of the methodology into all aspects of ADPP’s teacher training approach. This is something that Right To Play should have picked up on at an earlier stage of the project and developed proper mitigation strategies to further improve the partnership with ADPP as well as its approach to teacher training.

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 Right To Play will be involved in the capacity development for direct service providers, administrative personnel, and MoEHE evaluators involved in ECCD activities.

In Tanzania, Right To Play has work with the Tanzania Institute of Education (TIE) on the integration of play-based learning methodology into the newly approved standardised lesson plans in alignment to the competences-based curriculum. In addition, Right To Play 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 Right To Play to incorporate play-based learning into all the activities in the national pre-primary curriculum. The play-based learning approach has also been perceived by government authorities in Tanzania as an effective tool which can contribute to enhancing quality education. Because of this, Right To Play 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, Right To Play 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.

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

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 play-based learning trainings of teachers, specifically in Ethiopia, Palestine and Tanzania.

"As a result of these supports schools become more attractive and safer for the children than they used to be before Right To Play's intervention. Due to this, children are more interested to come and love their schools." – Education official, Ethiopia.

In relation to 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 Right To Play, 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 Right To Play.

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 Right To Play 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 Right To Play 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. CSO partners interviewed considered their working relationship with Right To Play 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 play-based learning methodology and have developed guidelines and manuals on how to use play-based learning 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.

On a more regional and/or national level, Right To Play has continued to work with Tanzania Institute of Education (TIE) in the integration of play-based learning 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 play-based learning in the teaching and learning process in pre-primary and primary schools. Right To Play 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 Right To Play to incorporate play-based learning into all the activities in the national pre-primary curriculum.

In Palestine, Right To Play'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 2016-2019 is at NOK 125 218 575. When divided by the total child and youth reach for the same period at 243 294 (51.4% female), the cost per child in the initiative is estimated at approximately NOK 515. This suggest that the initiative has been cost efficient at outcome level. Compared

to the results produced at outcome indicator level, cost of living expenses in some of the countries, and the context of operations (rural, urban, refugee camps), 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 Koltas. 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 Final 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

Right To Play's global management structure ensures proper adherence to policies and procedures especially to those related to financial compliance and anti-corruption. Right To Play 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. Right To Play'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. Right To Play staff have also conducted several visits to CSO partners to support with implementation as well as quality reporting.

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. A total 125 spaces have been rehabilitated and/or constructed under the initiative in the period 2016-2019, this includes 33 play spaces, 67 classrooms, 21 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

Right To Play defines its commitment to human rights through its commitment to children's rights. As a child-centred, child rights-based organization, Right To Play 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 Right To Play respects its fundamental duty of care and responsibility to protect, promote, respect and realize children's rights, especially as they relate to education. Right To Play'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

Right To Play 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, Right To Play 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 Right To Play 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 play-based learning with enthusiasm, their responses also indicate that play-based learning 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 play-based learning has on their students. In addition, the project has also worked with the Tanzania Institute of Education (TIE) to progress play-based learning in national education strategies and plans. As a result of this collaboration, play-based learning 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 play-based learning in the teaching and learning process in pre-primary and primary schools. Right To Play 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 Right To Play to incorporate play-based learning 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 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 Right To Play, 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 play-based learning 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. School Administrators and Education Supervisors are confident that the increased capacity of teachers will be sustained after the project ends, with continued mentoring and coaching support from School Administrators. Teachers have become noticeably more encouraging and friendlier to the students as a result of play-based learning application, which again promote positive and constructive learning environments. As a result, some intervention schools have shown improvements in enrolment, dropout and repetition rates over the course of the project period from 2016-2019.

3.4 For the *Final Report* only: Reflecting on lessons learned throughout the Project period, please present an analysis of the Project's theory of change.

Based on the proposed country specific theory of change, as outlined in the country specific proposals, the overarching impact of the initiative was to improve learning environments in participating schools and life skills of participating children through the increase in teacher application of play-based methodology. The impact will be achieved through a sustainable and replicable child-centred, play-based and gender sensitive learning model, with three Global Outcomes as outlined in the Results Framework. (The initiative does not have a Global Theory of Change).

Outcome 1100: Improved learning environments in participating schools through play-based learning. The first Global Outcome is focused at the school level to equip teachers with the knowledge and skills to incorporate a child-centred, play-based and gender sensitive learning methodology inside and outside of classroom settings to effectively deliver the primary school curriculum, and to improve educational outcomes for children and youth. The assumption was built on research showing that child-centred, play-based and gender sensitive methodologies are key approaches to achieving pedagogical

improvements, and that the concept of active, relevant, reflective, collaborative and applied educational processes, help improve teaching provision and education quality. Evidence supporting the assumption was based on literature review on the impact of using play in the education sector, as well as program analysis and evaluations demonstrating positive changes in teaching approaches and interactions with students as a result of play-based learning.

Findings from the midline and endline correlate well with the assumptions and evidence presented in the theory of change. Overall percentages show that a significant number of more teachers are applying play-based learning methodology in the classroom compared to the start of the project. Throughout the initiative, a total 8 138 (62.5% female) pre-primary and primary school teachers were trained to deliver play-based learning methodology and promote a positive learning environment. Out of these, a total 2 228 (27.4%) completed and 5 910 (72.6%) are still progressing through the Continuum of Teacher Training (COTT) for in-service teachers. The proposed intention of the COTT, was for new and previously trained teachers to receive contextualized continuous professional development which would seek to build critical knowledge, attitudes and skills for the creation of child-centred, play-based and positive learning environments. Successive and progress oriented trainings would build on foundational skills, and lead to long-term improvements in the teaching and learning process. All trainings were tailored to the specific context, therefore responding to teachers' needs as identified during monthly supervision and monitoring visits.

The increase in teacher application of play-based learning has also resulted in more positive learning environments, which demonstrates a strong link to both the assumptions and evidence in the theory of change for Outcome 1100. Both the midline and endline suggest that the higher the frequency of teachers applying the methodology, the greater improvement is shown on the learning environment. Application of all positive learning environment elements measured in the midline is above 70% for all countries, and play-based learning application is occurring above 50% in all countries. 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.

"The classes have become more organized, with improved student discipline and class management on behalf of the teachers." – School Administrator, Jordan.

"Teachers started to apply and take into consideration positive learning principles in their teaching practices. This enabled our school to have child protection, inclusion and gender sensitive teaching and learning process. Children started to feel school as safe place for them to study and stay." – School Administrator, Tanzania.

The application of play-based learning in the community, through child and youth clubs and CSO partners interventions, have helped community stakeholders in mobilizing and undertaking initiatives that address barriers to education. Throughout the project, a total 578 community initiatives such as: play days; tournaments; special event; and sensitization campaigns, have built the knowledge and skills of community members in operating countries and enabled them to address some of the underlying barriers to education.

"This has enabled us to reach many children, youth and community members and we have made them to be aware of child protection, gender equality, sexual reproductive health and importance of education." – CSO representative, Tanzania.

"[Activities] have equally represented and included the girls. This has resulted in the girls feeling much more empowered and more active in their community in matters related to their education, social commitments, and opportunities for working when they are adults." – CSO Representative, Jordan.

"As a result of these supports schools become more attractive and safer for the children than they used to be before Right To Play's intervention. Due to this, children are more interested to come and love their schools." – Education Supervisor, Ethiopia.

Outcome 1200: Improved life skills of participating children through sport and play-based learning. The second Global Outcome is focused at the school and community level to enhance children's participation in child-centred, play-based and gender sensitive learning methodology to improve their life skills. The assumption for this outcome was built on literature review and other relevant evidence highlighting: the positive contribution sport and play can make to life skill development; that holistic development of children is a key contributing factor to success in education at all stages of learning; as well as a growing body of evidence from multiple disciplines that identifies life skills as important predictors of academic performance and later success in life.

Findings from the midline and endline correlate well with the assumptions and evidence presented in the theory of change. Overall percentages show that a significant number of more children are participating in play-based learning methodology inside and outside the classroom compared to the start of the project. Throughout the initiative, a total 243 295 (51.5% girls) pre-primary and primary school children took part in regular play-based learning activities that promote positive learning environments and life skills. This is an 81.5% increase from the baseline of 134 022 (51.5% girls).

The findings also suggest that the increase in teacher application of play-based learning, which resulted in more positive learning environments, also led to an improvement in children's life skills, which demonstrates a strong link to both the assumptions and evidence in the theory of change for Outcome 1200. Both the midline and endline suggest that the higher the frequency of teachers applying the methodology, the greater improvement is shown in children's life skills development (with the exception of Palestine which is further explained under point 2.3 above).

"[Students] have developed confidence since [they] are able to participate and lead things in the process of learning." – School Administrator, Tanzania.

"My child was a bit violent in dealing with other children, now I get fewer negative comments from her teachers" – Parent FGD participant, Lebanon.

"They [students] have become more cooperative with each other to perform assigned tasks." – School Supervisor, South Hebron, Palestine.

Outcome 1300: Strengthened organizational capacity of civil society organization partners. The third Global Outcome is focused at the level of CSO partners, and to equip them with knowledge and skills to improve their organisational effectiveness, engage in networks and learn from each other. The assumption for this outcome was built on the notion that by building the organizational capacity through trainings, networks and joint learning initiatives. CSO partners would further strengthen existing efforts, be better equipped to thrive in the long-term, and ensure the sustainability of play-based learning approaches.

Findings from the midline and endline correlate well with the proposed intentions of this outcome as outlined in the theory of change. All CSO partners interviewed for the midline considered their working relationship with Right To Play to be either "very positive" or "somewhat positive". When reviewing the most positive aspects of their interactions with Right To Play, CSO partner responses varied, however almost half of them (44%) were most pleased with their communication with Right To Play or the technical support they have received from Right To Play. It was also evident that the capacity, support and mentoring received from Right To Play on areas such as collaboration and networking, play-based learning, organizing community events/community engagement, financial management/administration, gender and child protection 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".

"Play-based learning has become an integral part of our programs and interventions that we conduct within schools, activities and other interventions." – CSO partner, Gaza Strip, Palestine.

"Activities have been successful and have removed some of the barriers between girls and boys without coming into conflict with local customs and traditions." – CSO Representative, Jordan.

"The finance and monitoring training we received from Right To Play in 2018 and 2019 has strengthened our finance and monitoring system, which was not effective before partnered with Right To Play." – CSO partner, Tanzania.

"Collaboration with Right To Play was a great added value. We were very happy to receive trainings in play-based learning and child protection and also technical support on planning and implementation strategies. There was so much learning involved and a true partnership spirit. I consider a very successful partnership." – CSO representative, Zambezia, Mozambique.

"Medias, government partners, CSOs and school's commitment increased to work together to protect children from any form of abuse and work closely to ensure gender equality at all levels." – Hiwot Ethiopia CSO, Addis Ababa, Ethiopia.

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 report is built on the findings from the external midline evaluation and learning study conducted by Forcier Consulting on behalf of Right To Play in 2018/19 and the internal final evaluation conducted by Right To Play in 2019/20.

5. Financial Reporting

5.1 The financial report and the audited financial statement shall be in accordance with the requirements outlined in the grant agreement, including part 3 of the General Conditions "Financial Report". This implies that the financial report shall follow the same budget structure as the last approved budget, include a comparison of actuals against budget, and make it possible to identify deviations between the two. The final report shall include a comparison of actuals against budget, both for the relevant financial year and for the whole Project period.

Please find attached financial report and audited financial statement (Annex 2 and 3).

5.2 Any significant deviations between actuals and the last approved budget shall be justified.

No significant deviations.

5.3 The financial report shall identify the organisation's own contribution and Norad's share of indirect cost contribution, any unused Norad funds at the end of the reporting period, as well as interest earned on Norad funds.

In relation to Right To Play's own contribution, this is estimated at 8% in the 2016-2019 Final Financial Report. The main reason for this is related to confusion on how to distinguish the difference between "Other external funding for initiative" and "Applicant's own contribution" in the first year of reporting. This resulted in an underreporting on own contribution in 2016, which again resulted in Right To Play's own contribution being less than the 10% requirement outlined in the Agreement: GLO-3395 QZA-15/0469. In Right To Play programming, "Other external funding for initiative" is categorised in two different ways:

- a) "Other external funding for initiative": Where the external funding is directly supporting a Norad funded project, and where the programme objectives between the two funding sources are aligned. In this case, where there is a direct link between "Other external funding for initiative" and the Norad funded project, Right To Play is considering "Other external funding for initiative" to be "Applicant's own contribution". Reason is that this is external funding that Right To Play has actively sought out and applied for, for the purpose of meeting our 10% own contribution requirement.
- b) "Other external funding for initiative": Where the external funding is supporting a separate standalone project in countries of operation, and where the programme objectives between the two funding sources are not aligned. In this case, where there is no direct link between "Other external funding for initiative" and the Norad funded project, Right To Play is not considering this funding when reporting to Norad. Reason is that the "Other external funding" is not "for the initiative", it's for a separate initiative with a different objective. The only exception is when the external funding is indirectly supporting the Norad funded project through shared costs on staff salaries and operations, but also then the external funding would be considered "Applicant's own contribution".

In the case of Financial Reporting for Tanzania in 2016, which is the main reason why the 10% own contribution was underreported. The project as a whole received funding from GAC, LEGO Foundation and Norad. This was considered one project with funding from multiple sources and with the same/similar programme objectives. (There were some donor specific variances to some of the objectives, but the core objective of the project was the same for all three e.g. teacher application of play-based learning; positive learning environments; and life skills development). Based on the explanation in point a) above, all funding from GAC and LEGO Foundation should have been considered "Applicant's own contribution", the same way it was reported in 2017.

5.4 If the Project also receives contributions from other donors, consolidated accounts for the Project as a whole must be submitted.

Please refer to the financial report (Annex 2).

6. Date and attestation

I am authorised 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 2020



Thomas Breistein
Program Development Manager
Right To Play Norway