



Reporting for
year 2017
Civil Society Department

GLOBAL PROGRESS REPORT
(Reporting deadline: June 1st, 2018)

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: **2017**
 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 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 - Project status

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.

Global Output Tracker 2017				
Outcome 1100: Improved learning environments in participating schools through play-based learning				
Output	Indicator	Disaggregation	Target	Result
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	1,542	1,418
		Female	1,913	2,622
		Total	3,455	4,040
	1111.2 # of teachers that have completed the CoTT (disaggregated by M/F)	Male	100	77
		Female	193	142
		Total	293	219

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Variance Description	<p>1111.1 The result for this indicator exceeded the target with 585 teachers. The majority of these (539 more than targeted) was trained in Mozambique. Due to restructuring within districts and ZIPs in Mozambique, the project team had to train additional teachers. Foundational Trainings were provided to more teachers than planned and more time was dedicated to new teachers. Lebanon was the only country where the result was significantly lower than the target (110 less than targeted). The reason for this is that a high number of teachers were not counted as part of the program, because the partners they worked for were phased out of the project in order to focus the project on partners in most need of support.</p> <p>1111.2 The result for this indicator were below the target with 74 teachers. This is mainly related to Lebanon (29 less than targeted) and Tanzania (45 less than targeted). The other countries had no variance. In Lebanon a group of teachers at Beddawi Camp were planned to be part of the last cycle of training for completion of CoTT. The training was postponed for administrative reasons in UNRWA whereas a suitable rescheduled date for all teachers was not possible in the midst of all the challenges UNRWA were facing. In Tanzania, a new government policy on certification standards for teachers, resulted in more teacher transfer from target schools than first projected. Because of this, the project team decided to prioritize training new teachers on play-based learning.</p>			
1112 Child, youth and community stakeholders mobilized to undertake initiatives that address barriers to education	1112.1 # of community initiatives (disaggregated by type)	Play Days	17	34
		Tournaments	9	11
		Special Events	25	25
		Sensitization Events	50	46
		Other	9	16
		Total	110	132
	1112.2 # of rehabilitated or constructed spaces (disaggregated by type of space)	Play Spaces	4	15
		Classrooms	19	15
		Washroom Facilities	8	9
		Other	4	0
		Total	35	39
Variance Description	<p>1112.1 The result for this indicator exceeded the target with 22. The majority of these were implemented in Lebanon (12 more than targeted) and Tanzania (15 more than targeted), at the same time did Ethiopia implement 7 less than targeted. In Lebanon, community initiatives were mainly implemented by CSO partners. The partners were able to save costs on some of the events, which resulted in more events being implemented and more parents and children being reached. In Tanzania the number of community initiatives exceeded the target because some of the events were split into two to be held in different locations. In Ethiopia it was not safe to implement some of the community initiatives due to increased demonstrations and insecurity in Wuchale.</p> <p>1112.2 The result for this indicator exceeded the target with 4. This is mainly related to Ethiopia who rehabilitated or constructed more classrooms and play spaces than targeted (5 more than targeted). The other countries were more or less on track with Lebanon 1 more than targeted, Jordan with 2 less than targeted and Palestine had no variance.</p>			
Outcome 1200: Improved life skills of participating children through sport and play-based learning				
Output	Indicator	Disaggregation	Target	Result
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	102,916	104,774
		Female	107,307	104,768
		Total	210,223	209,542
	1211.2 Average # of children and youth participating in community-based, play-based activities (disaggregated by M/F)	Male	8,513	9,332
		Female	5,887	8,819
		Total	14,400	18,151
	1211.3 # of coaches who have	Male	374	260

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	completed at least one training (disaggregated M/F)	Female	385	469
		Total	759	729
Variance Description	<p>1211.1 The result for this indicator were below the target with 681, but there were some significant variances between the different countries. Both Jordan and Mozambique exceeded the target with 2,827 and 1,519 respectively. At the same time did both Lebanon and Palestine reach less than targeted with 2,986 and 1,546 respectively. In Jordan, the number increased because of data clean-up. The targets that was set at the beginning of the project were based on data that was not accurate or reflective of the reality on ground. Data had to be adjusted to reflect accurate numbers, which was a substantial process undertaken by project staff. In Mozambique, the increase was related to more children returning to school as a result of go back to school campaigns and increased number of teachers being trained. In Lebanon, number decreased because some partners were phased out of the project in order to focus the project on partners in most need of support. In Palestine, number decreased because of the closure of 15 kindergartens.</p> <p>1211.2 The result for this indicator exceeded the target with 3,751. This is mainly related to Lebanon (1,113 more than targeted), Jordan (1,245) and Mozambique (2,269). Tanzania was the only country not reaching its target on this indicator (1,126 less than targeted). The increase in Lebanon was mainly related to the humanitarian context where participation in community-based, play-based activities was higher than anticipated. In Jordan, the variation in numbers is due the data clean-up process explained above. In Mozambique, some children were participating both at school and in the community, together with those that were not attending school. This caused the participation in community-based activities to be higher than anticipated. In Tanzania, numbers related to community participation in Mara may have been overestimated when designing the project. Even though the reach in 2017 show a significant increase from 2016, it's still below the target.</p> <p>1211.3 The result for this indicator were less than the target with 30. This is mainly related to Jordan (34 less than targeted) and Lebanon (29 less than targeted). In Jordan, the number decreased because of data clean-up. The targets that was set at the beginning of the project were based on data that was not accurate or reflective of the reality on ground. Data had to be adjusted to reflect accurate numbers. In addition, it was difficult to have continuity in training coaches due to the fact that most coaches are volunteers and leave the program if they have an offer of paid employment. In Lebanon, the target was not reached due to capacity of CSO partners to report on activities and trainings they were responsible for. In addition, some coaches were not counted as part of the program because the partners they worked for were phased out of the project in order to focus the project on partners in most need of support.</p>			
Outcome 1300: Strengthened organizational capacity of civil society organization partners				
Output	Indicator	Disaggregation	Target	Result
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	3
		Gender Sensitive	1	2
		Play-Based Learning	2	3
		Advocacy	2	3
		Other	19	13
		Total	25	24
Variance Description	1311.1 The result for this indicator were below the target with 1, and there were no major variances between the countries.			
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	31	32
Variance Description	1312.1 The result for this indicator exceeded the target with 1, but there were some			

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	variances between the different countries. Lebanon exceeded the target with 5, and had more CSO partners active in networks than initially planned for. In Ethiopia, target was not achieved (2 less than targeted) due to delay in implementation after the Charity Agency did a review of Right To Play Ethiopia in 2017. In Tanzania, only one CSO partner was involved network and engaged in advocacy initiatives for improved quality of education for girls (2 less than targeted). Other CSO partners will join in 2018.			
1313 Partners have integrated and practiced joint learning in program implementation	1313.1 # of joint learning initiatives	Total	39	32
Variance Description	1313.1 The result for this indicator were below the target with 7. This is mainly related to Jordan (4 less than targeted) and Ethiopia (3 less than targeted). In Jordan, one of the CSO partners, Community Development Centre of Zarqa, faced unanticipated issues within their financial department and were not able to fully implement activities as planned. In Ethiopia, targets was not reached due delay in implementation after the Charity Agency did a review of Right To Play Ethiopia as well as the insecurity situation the country faced in 2017.			

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

All countries are progressing well on this outcome and teacher training has been high on the agenda for 2017. In Jordan, Lebanon and Palestine an internal outcome monitoring assessment showed that teachers demonstrate good understanding of play-based learning and how to implement the methodology in the classroom. Teachers have also improved their ability to encourage inclusive participation of children. However, there is still room for improvements on their ability to ask questions that challenge children to reflect on what they have learnt. Teachers have also exhibited their abilities to foster positive learning environments, using techniques presented in trainings facilitated by Right To Play. The new teaching practices have enhanced both teacher-to-student and student-to-student communication in the classroom. According to teachers, play-based learning has improved the creation of a more inclusive, collaborative, and participatory environment.

In Tanzania, teachers have embraced play-based learning and are regularly using it to teach the curriculum. Teachers have also improved their relationship with students and have children who are more engaged in the lessons. In Mozambique, teachers observed during the reporting period showed improvements in the areas of behaviour management, gender inclusion and equality as well as the use of games and play activities to deliver lessons. Teachers were observed that they no longer used violence on their children such as corporal punishment, verbal abuse, or caused any emotional insecurity by degrading pupils in front of other children. In addressing barriers to education, Mozambique worked with CSO partners and community coaches to sensitize parents and other community stakeholders to address barriers to education. As a result, AMME returned 1,256 children (51%F) to school who had previously dropped out through door-to-door back-to-school campaigns. In Ethiopia, conversations with education officials, teachers and children, indicate that the programme is improving teaching methodologies in schools. Teachers express that children are more interested in subjects they teach, and that attendance is more consistent compared to the start of the project.

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

Measuring life skills is more complex and need other methods than observation. Therefore, reporting on progress towards this outcome is based on the external evaluations conducted in Palestine by the MoEHE, and Mozambique and Tanzania as part of the Canadian Government funded PAQE program.

In Palestine, the MoEHE external evaluation concerning Right To Play interventions and programmes looked at the most relevant impact on teachers and students. The evaluation was led by senior supervisors in the Supervision Department in MoEHE and used questionnaire, interviews and focus group methods which involved 52 schools within seven different directorate. The evaluation concluded the following results concerning life skills through the use of play-based learning methodology: (1) Play-based learning enhanced student's communication skills, 82% according to teachers and 75% according to students; (2) Play-based learning enhanced the cooperation and collaborations between the students, 84% according to teachers and principals; and (3) Play-based learning advanced the students' positive attitudes, their loyalty and their motivations towards the school and learning, 92% principals and 74% teachers.

In Mozambique and Tanzania, Right To Play performed an external endline evaluation on the PAQE program, funded by the Canadian Government. The evaluation focused on providing evidence on the performance indicators aligned to the intermediate and immediate outcomes of the PAQE Performance Measurement Framework. The results presented here is related to life skills only (for more detailed results and overview go to each country's individual progress report). In Mozambique, teachers and school administrators reported that they believe play-based learning is positively affecting

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students in their schools. Children, teachers, school administrators and parents all reported that children are showing strength in the areas of communication and collaboration. Additionally, 81.8% of teachers (18 out of 22) reported a change in the way students demonstrate confidence in their own abilities. In Tanzania, children were asked what they learned while playing games. The most common life skill mentioned by children (72.2%) was collaboration. Additionally, 75% of teachers reported that they had seen improvements in communication amongst students.

Outcome 1300: Strengthened organizational capacity of civil society organization partners

In 2017, countries have formalised their CSO partnerships, signed MOUs, developed capacity building plans and started the implementation. A total 24 trainings were accessed by CSO partners on various topics including: finance, monitoring and evaluation, child protection, gender equality, project management and advocacy, and CSO partners express that they have improved in some of these areas because of the training and capacity building initiated by Right To Play.

A total 32 CSO partners were active in networks and coalitions engaged in advocacy initiatives for improved quality of education. In Lebanon, a new child protection network was established at Shatila Camp, initiated by the CSO partner Association Najdeh with support from Right To Play staff. In Palestine, Yabous Association and Teacher Creativity Centre together with 20 other CSOs in West Bank and Gaza, formed and initiated 2 networks in both areas in coordination with Right To Play. The major achievement was the adoption of play-based learning within the CSO partners strategy and action plans.

Regrading joint learning initiatives, a total 32 out of 39 initiatives were implemented. In Palestine, the joint learning initiatives boosted the partnerships and advanced the coaches and administrators capacities. In Jordan, CSO partners conducted several stakeholder meetings and community initiatives aimed at identifying and addressing issues in the local community related to education. These meetings provided community members with an opportunity to build their connections, strengthen their relationships, and work together to address self-identified barriers to inclusive, effective education. In Ethiopia, only 1 out of 4 learning initiatives were implemented in 2017. In addition, there is a carry forward gap from 2016 of total 3 learning initiatives. The main reason for this is related to insecurity situation in the country to manage the experience sharing visits at community level. Right To Play Ethiopia has planned to implement the remaining 10 joint learning initiatives in 2018 to further close the implementation gap.

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.

If it is too early to describe outcomes, please explain the reasons for this.

Apart from the outcome monitoring activity that took place in the Middle East, no detailed outcome results example was developed in 2017. Right To Play will complete an external midline evaluation in Q4 2018 and Q1 2019 together with a learning study in one selected country focusing on a specific thematic area. Based on this the organisation will be much more equipped to report on results in 2018.

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.

Overall spending and implementation in each country were at a good rate in 2017 with three countries exhausting more than 90% of their total 2017 Norad contribution and one country exhausting more than 85%: Lebanon 95,86%, Mozambique 92,81%, Jordan 91,56% and Palestine 86,26%. Two countries, Tanzania and Ethiopia, faced more complex challenges which rationale has been outlined in a Memo sent to Norad on May 11, 2018. Tanzania spent 64,88% of their 2017 Norad contribution while Ethiopia spent 74,14%. Total expenditure for the 2017 grant ended at 83,28%. Resulting in a 16,72% deferred revenue at a total NOK 6 026 872.

In Q1 2017 the Ethiopian Charity Agency of the government conducted a review of the Right To Play Ethiopia Norad grant and determined that activities such as teacher training, workshops, capacity building and networking were considered administrative costs. With the 70/30 rule and its budget restrictions, this meant that all such activities would fall under the 30 percent of the overall program costs, and made the project, as it was designed, unimplementable due to the original emphasis on these types of activities. As a result, implementation suffered considerably in Q1 and Q2 of 2017. Later in the year, the government of Ethiopia approved the budget and implementation plan after Right To Play Ethiopia secured additional funds from Fondazione Sanzeno, which had no administration costs attached to it, allowing the Norad grant to be approved as the balance of administration costs was reduced. As such, in Q3 the original plans were finally approved by the government, without any significant changes.

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Based on this, Right To Play Ethiopia accelerated their implementation in Q3 and Q4 and managed to reach the majority of their output targets for 2017 for Outcome 1, 2 and 3 in the results framework, but did not managed to close the implementation gap concerning Outcome 4. Right To Play Ethiopia is confident, however, that in 2018 it will account for the previous delay in Outcome 4 through an accelerated implementation plan.

Right To Play Ethiopia did also face security challenges in 2017 with increased demonstrations and insecurity. This further delayed the implementation of activities specifically related to community initiatives, such as play days, tournaments, special events and sensitization events. These are activities that normally attract and engage a lot of people in the communities. Because of the nature of these activities, and the increased demonstrations and insecurity, the country office decided to put some of the activities on hold until they had a better overview of the situation.

Right To Play Lebanon did also face security challenges in some refugee camps, particularly Ain El Helweh Camp, which led to the postponing of planned activities under output 1121 and 1122. In addition, both Right To Play Lebanon and Right To Play Jordan experienced challenges in relation to the instability in UNRWA's funding and operations. Throughout the school year, UNRWA were facing financial and operational issues which led to high teacher turn-over, as well as a decrease in number of teachers in schools. This also led to increased burden on the teachers in those schools who were already strained with a high number of children per classroom. As a consequence, teacher motivation and capacity to be fully involved in the program was affected. Both Right To Play Lebanon and Jordan will keep monitoring the situation and if there is any further negative effect on implementation, an updated risk management plan for the project will be submitted by 1 November together with the updated implementation plan and budget for the 2019.

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

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 different issues. Collaboration with CSO partners has also reduced implementation costs in some of the countries. Out of the 10 output indicators presented in the global results framework, did 6 of them exceed the target for 2017 and 4 of them were below the target. Out of the 4 below, did 2 of them only have minor variances. The largest variance was related to indicator 1111.2 # of teachers that have completed the CoTT (disaggregated by M/F) and 1313.1 # of joint learning initiatives.

When adding up all output indicators for all countries in the initiative the total number of indicators is 135, out of these the initiative did either exceed or meet its target on 93 indicators (68,9%) and was less than target on 42 (31,1%). Out of the 42 indicators where the target was not met, did 19 (45,2%) of them only have minor variances. This suggest that the initiative has been cost efficient at output level in 2017 considering the 16,72% deferred revenue from the approved budget.

It is important to note 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 2017, 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.

The IMPACT system in Jordan and Lebanon has further structured the above process into an online platform and management tool for financial procedures, monthly projections, BVA and output tracking. The system has shown great results in the two countries of implementation and further improved the cost efficiency at both country and project level. In 2018, the system will also develop its approach to monitoring and support on more programme related aspects of the project.

3 Cross-cutting issues

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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

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 39 spaces were rehabilitated or constructed under the initiative in 2017. 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.

In Lebanon, a new child protection network was established at Shatila Camp, initiated by CSO partner Association Najdeh with support from Right To Play. In Jordan, a child protection training for CSO partners provided participants with the knowledge, tools and awareness to identify and address child protection issues in the communities they serve. In Palestine, policy forums with MoEHE, UNRWA, UNICEF and CSOs advocated for policy change that reflect the rights and best interests of the child. The programme did also work at the level of the child, teacher, family, community and government to address corporal punishment and promote positive discipline. In Ethiopia, collaboration with Education Bureau, Women and Children Affairs, local community leaders and judges have influenced child protection policies at school-level. A referral system has been established as a result of the collaboration, and CSO partners have different roles and responsibilities managing the system.

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.

In relation to the #metoo campaign and the MFA and Norad's response to this, Right To Play has planned to act on the recommendations and have included in the 2018 budgets and activity plans, a Gender Equality Training for all staff and

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key CSO partner staff focusing on sexual harassment, sexual exploitation and abuse. This training comes in addition to the review processes mentioned above, and will further strengthen the organisations focus on gender equality at a staff level.

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

An external baseline assessment was conducted in 2017. The key baseline results for each outcome area is outlined below:

Impact: Enhanced quality of education for girls and boys in Ethiopia, Jordan, Lebanon, Mozambique, Palestine and Tanzania.

- National completion rate: Palestine 82,63%, Lebanon 78,1%, Jordan 86%, Ethiopia 50,5%, Tanzania 73,7% and Mozambique 47,6%.
- National net enrollment rate: Palestine 90,84%, Lebanon 86,6%, Jordan 87,5%, Ethiopia 85,8%, Tanzania 80,9% and Mozambique 87,6%.
- National early school leaving rate: Palestine 2,47%, Lebanon 6,71%, Jordan 2,1%, Ethiopia 63,4%, Tanzania 33,35% and Mozambique 69,25%.

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

- % of trained teachers who demonstrate application of play-based learning methodology (disaggregated by M/F).
 - Palestine 18%, Lebanon 40%, Jordan 83%, Ethiopia 16%, Tanzania 0% and Mozambique 44%.
- % of learning environments that meet Right To Play's positive learning environment principles.
 - Palestine 23%, Lebanon 13%, Jordan 66%, Ethiopia 12%, Tanzania 0% and Mozambique 42%.

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

- % of participating children that demonstrate improved life skills (disaggregated by M/F).
 - Palestine: Self-esteem/confidence 34%, communication 34% and collaboration 34%.
 - Lebanon: Internal assets 56%.
 - Jordan: Internal assets 64%.
 - Ethiopia: Internal assets 46%.
 - Tanzania: Self-confidence 53%, emotional management 44%, collaboration 81%, communication 49% and inclusion 60%.
 - Mozambique: Self-confidence 73%, emotional management 55%, collaboration 74%, communication 61% and inclusion 55%.

Outcome 1300: Strengthened organizational capacity of civil society organization partners.

- # and % of CSO partners with improved organisational capacity (disaggregated by type of capacity).
 - Play-based learning: Palestine 13, Lebanon 3, Jordan 3, Ethiopia 2, Mozambique 2 and Tanzania 2.
 - Advocacy: 0
 - Monitoring, evaluation and learning: Palestine 1 and Lebanon 2.
 - Financial management/administration: Palestine 6 and Lebanon 1.
 - Child protection: Jordan 1 and Tanzania 1.
 - Gender: Mozambique 2 and Tanzania 2.
 - Collaboration and networking: Palestine 7, Lebanon 3 and Jordan 1.
 - Project management: Palestine 5 and Lebanon 3.
 - Finances/resources: Palestine 6, Lebanon 2, Jordan 2, Ethiopia 1, Mozambique 2 and Tanzania 3.
 - Organising community events/community engagement: Palestine 5, Lebanon 2, Jordan 2 and Tanzania 3.
 - Access to schools and communities: Palestine 2, Jordan 3 and Tanzania 2.

Recommendations:

Improved learning environments in participating schools through play-based learning

Teachers Implementation of Play-Based Learning

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08.05.14 - Previous version of the form (Status Report)

While there has already been some progress on the implementation of play-based learning, teachers are still in the early stages of the Continuum of Teacher Training (CoTT) therefore there is significant room for growth on several play-based learning indicators throughout the duration of the Norad project. The baseline evaluation also revealed existing contextual challenges that must be addressed to fully implement play-based learning in Right To Play supported schools.

Key recommendations highlighted during validation sessions included:

- Set standards for the frequency of implementation of play-based learning at the school or district level to improve teacher's consistency in using the approach.
- Increase mentoring and peer support for teachers.
- Support teachers with strategies and resources for adapting play-based learning to different subjects.
- Teachers find the current manuals difficult to use because they are unable to quickly pull out information and adapt their lessons with the limited time they have for preparation. Teachers should be involved in a joint review process where they are able to co-create a manual that is more user friendly according to their contextual needs.
- Increase best practice sharing among Right To Play supported schools, leverage best practices from schools that have already been successful in implementing play-based learning.
- Support teachers with lesson planning in advance so that teachers can adapt the methodology and easily see how play-based learning can be applied for different subjects.
- Leverage teachers who have successfully implemented play-based learning to support other teachers or even train other teachers.

Positive Learning Environments

From the baseline, it emerged that the largest barrier to developing positive learning environments in Right To Play supported schools is the physical safety of the learning environments which was significantly weaker than the emotional well-being of students in the environment.

Key recommendations highlighted during validation sessions included:

- Although the CoTT includes sessions on corporal punishment and alternative behaviour management approaches an increased focus on these issues is required as this emerged as a major barrier to positive learning environments.
- Involve parents and community members in the effort to reduce corporal punishment.
- Right To Play should identify other actors and networks who deal with similar behaviour management challenges as partners for addressing these deep rooted challenges.
- Increase children's awareness about rights related to behaviour management.
- Increased focus on strategies to handle peer to peer bullying in schools.
- Facilitate awareness raising sessions about behaviour management with teachers.
- The project should link to existing in-country networks which are also working to address challenges that exist in the learning environment.

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

Although life skills results differed per country there were some life skills which were areas of weakness across multiple countries. For countries where the Development Assets Profile was used, the asset that was the weakest over the greatest number of countries was positive identity with the exception of females in Jordan and both males and females in Ethiopia. In these cases social competencies were the weakest asset. Across the other countries, social competencies were also the second lowest asset. Moving forward, Right To Play should consider an increased concentration on child development in these two areas as they have been identified as the weakest assets.

Palestine, Mozambique and Tanzania measured different life skills specific to their programs. Based on these results it is recommended that Mozambique and Tanzania place an increased focus on emotional management as it was the weakest life skill in both countries.

In addition to a concentration on building positive identities, social competencies and emotional management, it is recommended that Right To Play project activities have an increasing focus on developing the life skills of female students. Overall, in the majority of countries there was a higher percentage of males demonstrating life skills in comparison to females. The only country where this was not the case was Lebanon.

Strengthened organizational capacity of civil society organization partners

At the time of the baseline the CSO capacity development strategy was still being finalized in a number of countries. While many CSOs did report initial capacity development from their partnership with Right To Play it is recommended that an intentional strategy be finalized with each CSO partner to ensure that Right To Play is meeting the capacity needs of partners.

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For example, CSO partners identified several areas that they would prioritize for capacity development. There were many capacity areas mentioned by partners but one of the most pressing areas across all countries was the capacity to source finances and resources. Additionally, partners also requested additional support to develop their play-based learning capacity. Other areas included facility development, monitoring, evaluation and learning, financial management/administration, child protection, gender and collaboration/networking.

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*

Table A – Overarching financial overview

	(1)	(2)	(3)	(4)	(5)	(6)
	Approved total budget for agreement period	Total expenditure to date	Approved budget for reporting year	Total expenditure in reporting year	Deviation (3) - (4)	Deviation % (5) as % of (3)
	(2017)	(31/12/2017)	(2017)	(2017)		
Project costs – grant recipient	34,265,429	31,300,997	34,265,429	31,300,997	2,964,432	9%
Project costs – country office, if relevant	1,833,960	2,035,817	1,833,960	2,035,817	201,857	-11%
Project costs – regional/multilateral office, if relevant	2,349,175	2,367,504	2,349,175	2,367,504	18,329	-1%
Project costs – local partners						
= Total Project costs	38,448,564	35,704,319	38,448,564	35,704,319	2,744,246	7%
minus other external funding						
= Project costs, basis for calculation of grant recipient's own contribution	38,448,564	35,704,319	38,448,564	35,704,319	2,744,246	7%
minus grant recipient's own contribution (min. 10%)	4,761,148	7,649,493	4,761,148	7,649,493	2,888,345	-61%
= Norad share of Project costs	33,687,416	28,054,825	33,687,416	28,054,825	5,632,591	17%
plus Norad contribution to administrative costs (up to 7%)	2,358,119	1,963,838	2,358,119	1,963,838	394,281	17%
= Total Norad grant	36,045,535	30,018,663	36,045,535	30,018,663	6,026,872	17%

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

The entire Right To Play initiative (except for Mali) had a deferred revenue of NOK 6,026,872 (16,72%). Main reason for this, and further explained in the Memo sent to Norad on May 11th, 2017 and each country's individual progress report, is the revenue recognition that affected the Tanzania project as a contractual requirement from Global Affairs Canada and LEGO Foundation to fully absorb the funds by December 31, 2017, resulted in a total carry forward of NOK 2,443,259. The same happened in Palestine where a contractual requirement from Dutch ISA to fully exhaust the funds by December 31, 2017 resulted in a deferred revenue of NOK 902,332. In addition, Right To Play Ethiopia faced challenges with the Charity Agency which delayed implementation in Q1 and Q2, and resulted in a deferred revenue of NOK 1,602,341.

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 1, 2018



Thomas Breistein
Program Development Manager
Right To Play Norway

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