



ANA AQRA ASSOCIATION



ANA AQRA ASSOCIATION ANNUAL REPORT

FY 2015

For all activities that took place under the auspices of the Lebanese Ministry of Education & Higher Education in partnership with UNICEF, World Learning, MSI & AMIDEAST, Al Madad Foundation, Al Fanar, CSR & Private Donors

TABLE OF CONTENTS

Contents

MESSAGE FROM THE EXECUTIVE DIRECTOR _____	1
ABOUT ANA AQRA ASSOCIATION _____	2
MAIN OBJECTIVES	3
PROGRAM SUMMARY _____	4
FOCUS	4
RESULTS	5
PROJECTS.....	6
QITABI _____	6
Inclusive Learning Environment for Out-of-School Displaced Syrians and Underprivileged Lebanese Learners _____	9
Inclusive and Enabling Protected Learning Environment for out-of- School displaced Syrians and Underprivileged Lebanese Learners _____	16
Education for Me Too _____	22
School Spirit Reading Project _____	27
Training and Curriculum Development _____	29
Activities Supporting Sustainability of Ana Aqra Programs _____	31
PARTNERS AND STAKEHOLDERS _____	32
CONTACT INFORMATION _____	33

MESSAGE FROM THE EXECUTIVE DIRECTOR

MESSAGE FROM THE EXECUTIVE DIRECTOR

Ana Aqra's focus for the last 5 years was to address the achievement gaps and school performance of the public school learners. We are proud that the year 2015 was a proof that the efforts of the association were correctly vested. Ana Aqra has become a partner in the QITABI project; an opportunity that promises to bring the pedagogy of the literacy model used by Ana Aqra since 2010, to the Arabic language classrooms of grades 1 to 4 in 260 public schools. This will contribute towards setting the baseline of reading in Arabic at the grade level.

The year 2015 shed the light on the importance of education programs supporting transitioning learners to formal schooling. These programs served over 13,000 Syrian refugees and other out-of-school children.

The year 2015 ended with a new board appointed to institutionalize the association and focus on its sustainability. The association looks to further its partnership with the Ministry of Education and Higher Education (MEHE) in support of the elementary public school to become the school of choice.

Thank you for the support of MEHE and all our partners including all children and their parents. Thank you for your support which has given opportunities to thousands of children and enabled them to embark on lifetime journeys towards achieving their full potential.

Rima Musallam
Executive Director
January 30, 2016

ABOUT ANA AQRA ASSOCIATION

ABOUT ANA AQRA ASSOCIATION

Ana Aqra Association is a non-profit, non-sectarian, non-political association founded in 1994 and officially established in 1998. Ana Aqra Association benefits vulnerable children, ages 4 to 14 who are attending or will enroll in elementary public schools, while simultaneously benefiting their parents, teachers, and school administrators. Ana Aqra Association's goal is to respond to the educational and psychosocial needs of children during their early years of learning supporting them to enroll, or to sustain their education in public schools. The main focus is to encourage reading, develop a sustainable relationship between children and books, and advance literacy levels while securing safe and enabling learning environments.

In 2015, Iqra' Association became officially known as Ana Aqra Association. This change reflects the impact that the association strives to achieve.



ABOUT ANA AQRA ASSOCIATION

MAIN OBJECTIVES

During the early years of its inception, the association was focused on distributing storybooks to establish elementary classroom libraries in public schools. However, the scope of work had evolved over the years to include retention, integration and teacher training programs that address the risk of children falling behind leading to more achievement gaps. This was done through:

- Supporting public school teachers with capacity building services to close achievement gaps
- Providing public school premises, classrooms in particular, with the necessary tools and resources for active learning, especially leveled class libraries with stories in two languages
- Providing remedial and homework support classes to learners to increase retention rate
- Engaging parents and empowering them to be involved as main partners and active stakeholders in their children's education
- Encouraging reading as a lifelong habit through a "School Spirit" program conducted by volunteers
- Preparing children, ages 3-5, and their parents in the transition to formal education
- Supporting the achievement of safe, inclusive and enabling learning environments through psychosocial and health awareness training

Since 2012, Ana Aqra association has taken part in the regional response to the Syrian crisis within the education sector in partnership with international agencies and organizations as well as local initiatives; under the auspices of the Ministry of Education and Higher Education (MEHE). Main funding agencies include UNICEF, UNESCO, Al Madad Foundation, Olayan and other CSRs as well as private non-politicized donors.

PROGRAM SUMMARY

PROGRAM SUMMARY

FOCUS

While keeping the children at the center of our focus as they read and learn, Ana Aqra Association successfully implemented its three programs at full capacity during 2015.

Projects & Partners	Programs		
	<i>Integration/ Education in Emergency</i>	<i>Retention/ Development</i>	<i>Training & Curriculum Development</i>
QITABI (<i>World Learning</i>)		x	x
Inclusive Learning Environment for Out-of-School Displaced Syrians and Underprivileged Lebanese Learners (<i>UNICEF, Debs, Olayan</i>)	x	x	x
Inclusive Learning Environment for Out-of-School Displaced Syrians and Underprivileged Lebanese Learners (<i>Olayan</i>)	x		x
Education for me Too (<i>Al Madad</i>)	x		x
School Spirit Program (<i>Ana Aqra Volunteers</i>)		x	
Training Services (<i>Al Fanar</i>)			x

PROGRAM SUMMARY

RESULTS



Success Rates: Achieved Against Targets			
Indicator	Target	Achieved	Success Rate
Outreach Activities	72	199	276.39%
Teachers Trained	264	630	238.64%
Trainers Trained	51	56	109.80%
Classes Conducted (BLN & HWS)	690	907	131.45%
Children Enrolled	21790	23226	106.59%
Parents Engaged	2500	2687	107.48%
Schools in Reading Promotion Program	30	25	83.33%

PROGRAM SUMMARY

PROJECTS

QITABI

The four year intervention development project funded by the United States Agency for International Development (USAID) nationally focused Quality Instruction towards Access and Basic Education Improvement (QITABI), is in partnership with World Learning, Management Systems International (MSI) and AMIDEAST in which Ana Aqra Association is an implementing partner from Oct. 2014 to Sept. 2018.

The purpose of QITABI is to expand equitable access and improve learning outcomes for vulnerable students in Lebanese public schools.

The above mentioned partners will provide technical assistance and capacity building in the following three components (sub-Intermediate Results [sub-IRs] in the USAID Mission's draft Country Development Cooperation Strategy):

1.1.1: Improving reading outcomes for primary level public school students

1.1.2: Expanding access to safe and relevant education for vulnerable public school students

1.1.3: Strengthening management (resilience) in education system to better direct and monitor education

Ana Aqra's inputs are mainly related to component one.

Beneficiaries

260 public primary schools will improve early grade reading outcomes through better skilled teachers, early warning system for struggling readers, strengthened remedial system, early grade reading educational materials, and parental involvement in reading activities.

19,200 public primary school students from grades 1-4 will benefit from teachers trained in reading pedagogy, improved school learning environments, classroom materials, and more community-based opportunities for reading practice.

960 teachers will benefit from training and coaching on reading pedagogy and assessment, materials, and a teacher support network.

9,600 parents and guardians will receive coaching in the implementation of structured activities to support children's mastery of early grade reading.

PROGRAM SUMMARY

The Ministry of Education and Higher Education (MEHE), the Center of Educational Research and Development (CERD), the Department for Guidance and Counseling (DOPS), and Education Inspectorate will benefit from institutionalized standardized reading tests, TOTs in the areas of assessment, evidence-based instructional methods, and reading pedagogy.

To date, the following was *completed* and will be further explained in what follows:

- Developing teacher training modules on reading instruction
- Building the capacity of DOPS and CERD trainers
- Implementing the CERD training of teachers

CERD Trainers	DOPS Trainers	Teachers trained by CERD
19	32	362

Teachers trained by CERD per area in 140 schools of cohort one

Aley	12
Jbeil	14
Tripoli	27
Halba	25
Jounieh	24
Beirut	75
Nabatieh	48
Tyr	29
Zahle	36
Baalbek	21
Saida	27
Zgharta	24

17 CERD trainers and 27 QITABI EGR team members implemented a total of 18 four-days training sessions. The training by CERD master trainers focused on delivering the Balanced Literacy Approach and assessment based instruction in an active learning environment. Along the training, the 362 participating teachers each has received training materials comprising a teacher's manual, a teacher's assessment manual and a students' assessment manual.

PROGRAM SUMMARY



DOPS members will monitor the implementation of the Balanced Literacy Approach in the 140 schools of cohort one and the reinforcement of the newly acquired skills in differentiated learning, reading workshops, circle time, classroom management and lesson planning through monitoring and coaching visits supported by the QITABI EGR team.

Furthermore, all classrooms of grades 1 to 4 in the participating schools will be supported with leveled class libraries and teaching and learning materials.

In order to increase the learning opportunities and access to school for out-of-school displaced Syrian refugee children, the mobile classroom was activated in Tripoli, Koura and Akkar providing Basic Literacy and Numeracy (BLN) to 64 out-of-school Syrian refugee children as well as awareness sessions to the families of 146 children. It was also introduced to public school Arabic teachers by CERD trainers to reinforce access to additional resources and support during the upcoming QITABI intervention.

In Ammara and Bourj Al Arab villages in Akkar, QITABI carried out three BLN programs benefiting a total of 64 out-of-school children ages 5 to 9 years old. The BLN is a 2 hours program conducted 5 days per week including a day for psychosocial activities over a period of 12 weeks between September and December of 2015. This is a bridge program to formal public school enrollment.

PROGRAM SUMMARY

In addition, the parents of these benefiting children attended a biweekly meeting in order to share the children's experience, progress and discuss issues from the Psychosocial Support (PSS) program. Parents were encouraged to read for or with their children and to follow up on their learning progress and were empowered to support access and retention of their children in formal public schools.

25% of 214 participating Syrian refugee children enrolled in public school formal education. Among those who did not enroll 38% were under the age of 6 and preschool was not available in their area. Many parents lacked awareness or knowledge about the available access to nearby schools.

Inclusive Learning Environment for Out-of-School Displaced Syrians and Underprivileged Lebanese Learners

In Partnership with UNICEF and Debs Foundation (August 2014- July 2015)

Ana Aqra Association 2014-2015 implemented project builds on the proposed RACE objectives and on sustaining the previous investments made by UNICEF in 2013 to support access and build the capacity of the current public school system, personnel and educational tools, thus strengthening the overall education system.

The "Inclusive and enabling learning environment for out-of-school displaced Syrians and underprivileged Lebanese Learners" project aimed at impacting elementary school-aged out-of-school displaced Syrian and underprivileged Lebanese children (ages 4-14) who could not access public schools during the scholastic year. It also aimed at impacting children who are in need for homework support due to learning a new language. Moreover it aimed at supporting responsive agencies to map a pathway to formal schooling in order for children to learn in an enabling, supportive and protective learning environments in Bekaa, Beirut, Mount Lebanon, North and South Lebanon.

The project's main outputs are:

1) Out-of-school Syrian refugee and underprivileged host community boys and girls (ages 4 -14) have access to basic non-formal literacy and Remedial classes in Bekaa, Beirut, Mount Lebanon, North and South Lebanon.

- Perform outreach activities to engage local authorities and active community members in children's education and advocate for the enrolment of out-of-school children in basic non-formal classes.

PROGRAM SUMMARY

- Distribute UNICEF's provided learner's school materials which include school bags and stationery for **12,760** children.
- Replenish **330** classrooms with additional leveled books and educational material.
- Conduct capacity building sessions for **192** teachers on teaching basic literacy and remedial classes.
- Conduct 144 hours of basic non-formal literacy and remedial classes during winter time as well as 90 hours during summer time for an amended target of **9,790** children in addition to 2 classrooms of Raspberry Pi, besides conducting basic literacy activities for **100** children with special needs in the 'classroom in a bus'.
- Conduct 48 hours of homework support for **6000** 'in-school' children.
- Monitor and re-coach for quality education for basic non-formal schooling during emergency.
- Conduct one joint workshop to share lessons learned in emergency education and best practices.

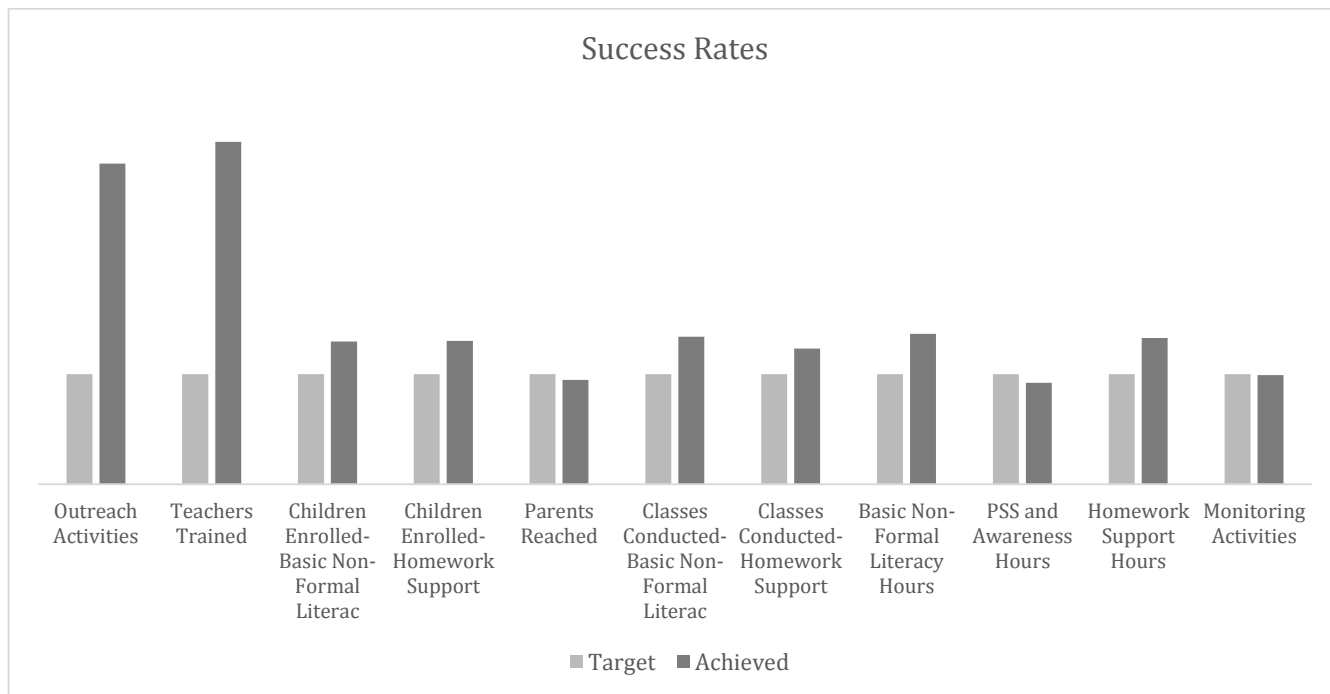
2) Out-of-school Syrian refugee and underprivileged host community boys and girls (ages 4-14) have access to psychosocial support activities in Bekaa, Beirut, Mount Lebanon, North, and South Lebanon.

- Conduct 24 hours of psychosocial support activities to all out-of-school children including children with special needs as well as underprivileged 'at risk' children in mainstream classrooms and those enrolled in the 'classroom in a bus'.
- Conduct 6 hours of awareness sessions for learners on verbal and physical violence and on preventive health including hygiene and nutrition.
- Conduct 6 hours of awareness sessions for parents on verbal and physical violence, positive parenting and health issues relevant to the community.
- Conduct monitoring and re-coaching visits to schools to reinforce quality of the activities learned during awareness sessions.

The below figures summarize and outline all the conducted activities/achieved results in reference to the project's main outputs and targets per activity.

PROGRAM SUMMARY

Summary Analysis



Success Rates: Achieved Against Targets			
Indicator	Target	Achieved	Success Rate
Outreach Activities	60	175	291.67%
Teachers Trained	192	598	311.46%
Children Enrolled- Basic Non-Formal/Remedial	9,790	12,715	129.88%
Children Enrolled- Homework Support	6,000	7,818	130.30%
Parents Reached	2,500	2,369	94.76%
Classes Conducted- Basic Non-Formal/Remedial	330	443	134.24%
Classes Conducted- Homework Support	300	370	123.33%
Basic Non-Formal Literacy Hours	49,790	68,141	136.86%
PSS and Awareness Hours	10,650	9,813	92.14%
Homework Support Hours	14,400	19,163	133.08%
Monitoring Activities	104	103	99.04%

PROGRAM SUMMARY

The below table illustrates the programs that benefited the **20,219** children and the number of children that enrolled in each program.

Education Service	No. of Learners
Remedial	1,592
Basic Literacy & Numeracy	11,123
PSS/Awareness	12,715
Homework Support	7,818

Due to the urgency in need, integration programs were running in informal tented settlements (ITS). This was in partnership with AlphaBet Syrian initiative, Sonbola Syrian initiative, Kids for Kids German-Syrian initiative and Kayani foundation founded by Mrs. Norah Jumblatt.

Ana Aqra built the capacities of the teachers from the above initiatives. Field officers and monitors from Ana Aqra supported the programs which served 1,554 children.

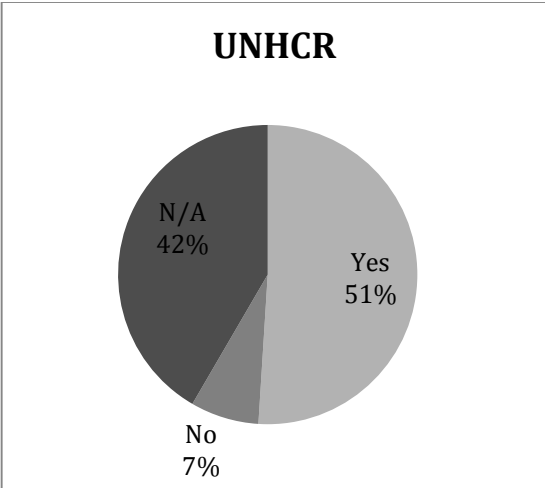
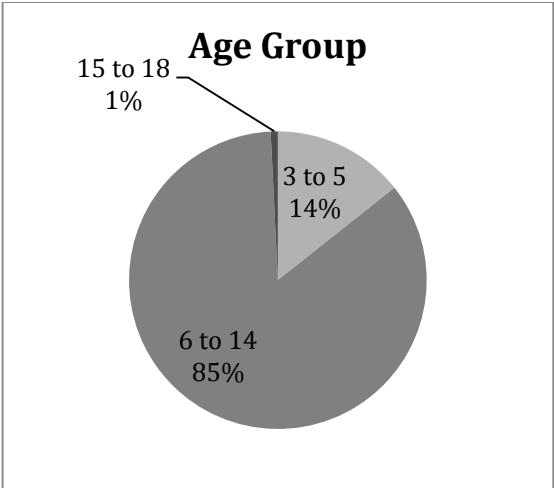
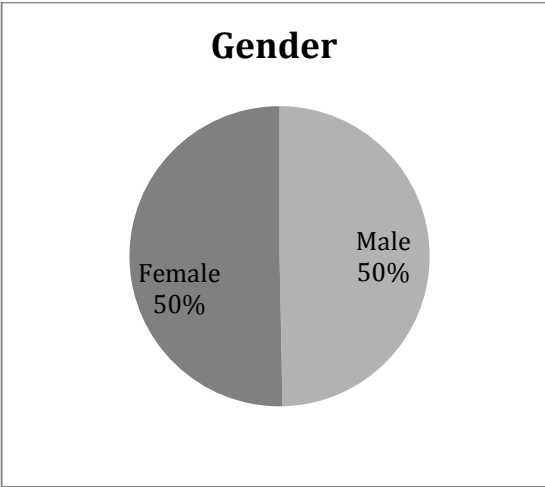
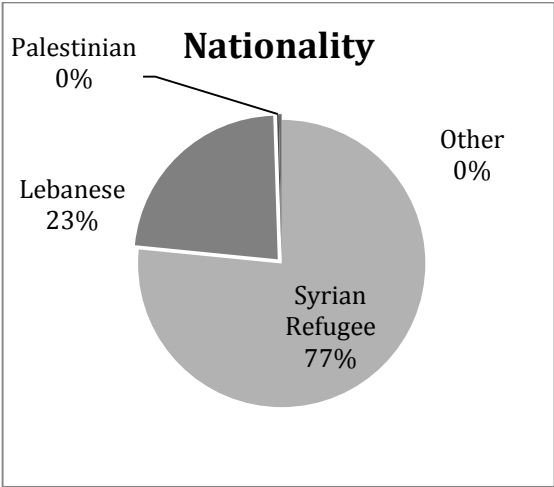
Ana Aqra also led a youth program that enabled adolescent Syrian refugee girls at Kayani Malala School. This process included preparing Arabic, English and Math curricula to cover basic skills as well conducting a PSS program that matches with and serves the needs of girls who are 15 ≥ years old.



PROGRAM SUMMARY

Demographics

The below figures illustrate the demographics of the children who participated and benefited from Ana Aqra's programs.



IT in Education Initiative

PROGRAM SUMMARY

Ana Aqra piloted the innovative PI4L program in two PI4L sessions benefitting 50 children who participated in e-learning activities using the 'Raspberry Pi', to improve and accelerate their literacy skills and to be equipped with the knowledge of using technology. The benefit of the program is that it allowed children as young as 5 years old to start learning computer programming and to create their own stories and videogames supporting the independent readers' approach who use high thinking strategies. 25 Raspberry PI's were installed in the Deir Qannoun center and later moved to the literacy center in Baalbeck.

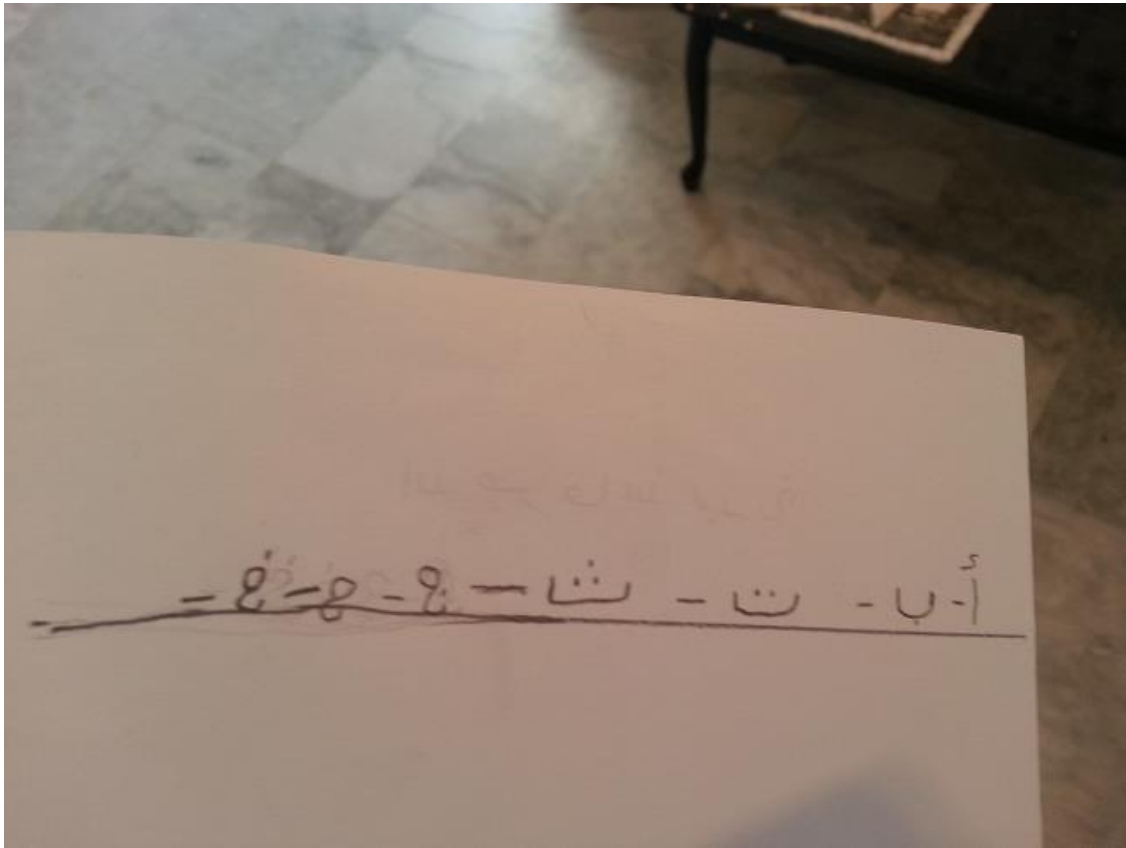


Success Story

Reem M. a 13 year old girl who had hearing difficulties could not speak, nor read or write. Her parents had brought her a hearing device; however, she still did not speak. Reem's behavior and attitude had evidently changed after integrating into our program. Not only did she start reading and writing, but also started talking. Her parents were amazed by the major changes in their daughter's behavior and made sure to constantly visit the center where the program took place so as to give us more insight on her case.

During parents meetings, Reem's father drew attention to Reem's initial introverted and violent attitude at home. Whenever her mother and siblings would attempt reaching out to her, she was physically violent towards them. After getting her hearing device and attending basic literacy classes, Reem has become much more approachable and well integrated into her social settings.

PROGRAM SUMMARY



Reem started recognizing and wrote the first six letters of the Arabic alphabet a month after her enrollment with the continuous learning program. Furthermore, she eventually learned to read and write frequently used words.

PROGRAM SUMMARY

Inclusive and Enabling Protected Learning Environment for out-of- School displaced Syrians and Underprivileged Lebanese Learners

In Partnership with: Olayan CSR and UNICEF (March 2015- December 2015)

Project Impact

Out-of-school Syrian refugee and host community girls and boys (ages 4-14) have access to safe protected inclusive learning environments in Bekaa, Beirut, Mount Lebanon, South and North Lebanon.

Main Activities and Beneficiaries

- **24** outreach activities were performed to engage local authorities and active community members to enroll out-of-school children in basic non-formal literacy classes as well as to host out-of-school children in safe and enabling learning spaces.
- **8,131** out-of-schools displaced Syrian children and underprivileged children from the host community attended basic non-formal classes.
- **94** basic literacy classes were conducted and replenished with additional leveled books and educational material.
- **72** teachers were trained and coached on teaching basic literacy and homework support.
- Monitoring and re-coaching visits for quality education for literacy classes as well as during psychosocial support were conducted on a daily basis per school.
- **7,264** children participated in PSS awareness sessions on verbal and physical violence prevention and on preventive health including hygiene and nutrition where more than **30** volunteers were involved in conducting those activities, most of whom were students from the **American University of Beirut (AUB)**.
- **2,693** children benefited from the teaching hours totally funded by Olayan's CSR funds.
- **867** students benefited from 48 hours of remedial support.
- **318** parents were reached in order to support and be engaged in their children's learning futures. They were involved in awareness sessions on: 1) verbal and physical violence prevention 2) positive parenting 3) preventive health including hygiene and nutrition 4) supporting children to become independent learners 5) securing formal enrolment in schools.

Besides the direct beneficiaries mentioned above the project indirectly benefited: 1) Siblings and families of these out-of-school children 2) students who were taught by the participating teachers in the future 3) Syrian and Lebanese surrounding communities in targeted areas.

PROGRAM SUMMARY

Summary Analysis



Indicator	Target	Achieved	Success Rate
Outreach Activities	12	24	200.00%
Teachers Trained	72	72	100.00%
Classes Conducted	60	94	156.67%
Children Enrolled	6,000	8,131	135.52%

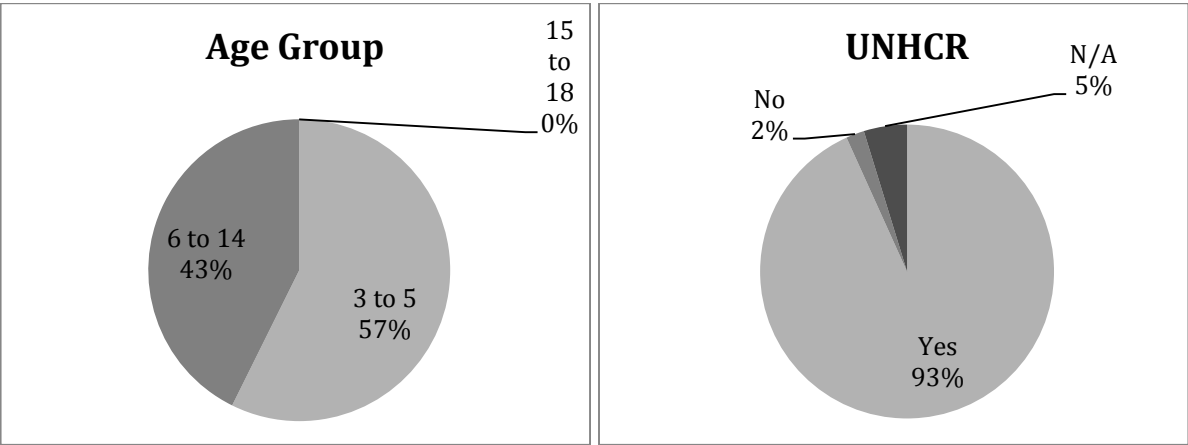
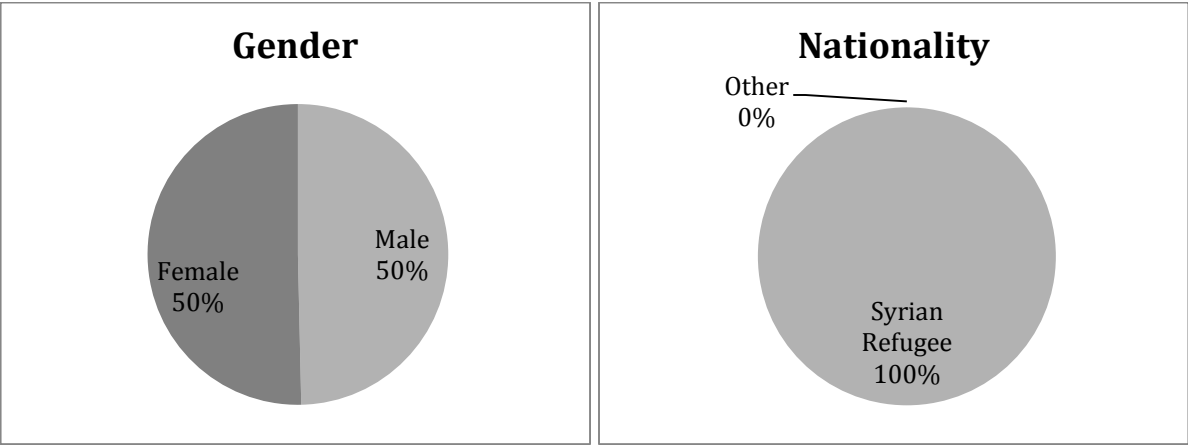
Education Services

Education Service	No. of Learners
Basic Literacy & Numeracy	7,264
Remedial Support	867
Psychosocial Support	7,264

PROGRAM SUMMARY

Demographics

The below figures illustrate the demographics of the children who participated and benefited from Ana Aqra's programs.



PROGRAM SUMMARY



Success Story

A sample schools was randomly chosen, where the learners are ages 3-5, and the following findings were made:

Al Jinan School

-7 classrooms

-112 learners

90% of the learners completed the session knowing:

- 60% of the Arabic letters (name & sound)
- 80% of level 1 sight words and 20% of level 2 sight words
- 8 different colors

PROGRAM SUMMARY

- The days of the week and the numbers from 1 to 10
- How to hold a book and from where to start reading
- The cover, title and illustrator of a story
- How to name things, people and the animals they see in the story they read (level 1,2,3)
- How to think about and describe an event that happened with them
- How to name and draw their favorite things (food, game, color, etc...)

70% of the learners completed the session knowing:

- How to read a story through pictures while understanding the content
- The beginning, middle and end of a story
- The person who writes the story is called an author
- How to identify the characters of a story
- How to tell about what happened with them on a certain day through drawings on a 4 page booklet (with a little guidance needed)
- The vertical and horizontal lines and the basic shapes (circle, square, triangle)

30% of the learners completed the session knowing:

- 90% of the letters
- 70% of the colors
- 100% of level 1 sight words and 50% of the level 2 sight words
- How to write independently what happened with them on a certain day through drawing it on a 4 pages booklet.

20% of the learners completed the session knowing:

- How to write independently what happened with them on a certain day and drawing it in the correct sequence of 4 pages, then reviewing and adding to it.
- How to read a story from levels A and B

PROGRAM SUMMARY



PROGRAM SUMMARY

Education for Me Too

In Partnership with Al Madad Foundation

In partnership with Al Madad Foundation, a UK registered charity committed to the promotion of literacy and education for disadvantaged children across the Middle East, the inauguration of the Children's Learning Center (CLC) was brought about in May 2015.

Its strategic location in Baalbek in the Bekaa valley allows access for children who are facing difficulty enrolling in formal preschool, in particular, the Syrian refugee children. Moreover, the center enables learning spaces in support of primary school retention.



Additionally, two new buses were remodeled and fully equipped with the necessary materials to serve as mobile classrooms that will travel across Lebanon including remote areas allowing equal access to mobile safe and enabling learning environments by as many children as possible.

PROGRAM SUMMARY



Each bus includes computers, a whiteboard, a TV, and a classroom library of leveled books accommodating 13 children each, running up to two sessions a day; therefore serving 26-39 children/day. A ribbon cutting ceremony was held in July at the CLC to launch the 'School in a Bus' where the mayor of Baalbek attended among other key stakeholders in the region.



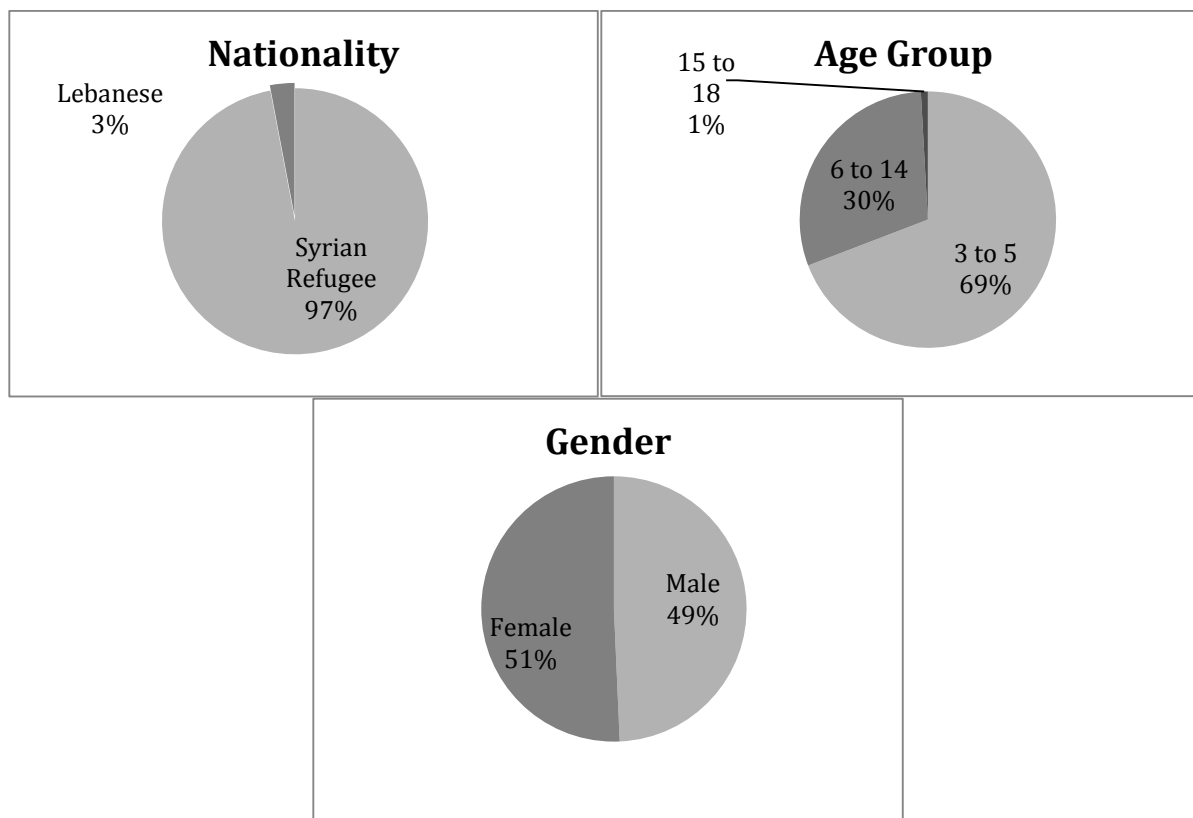
PROGRAM SUMMARY

To date the buses benefited 6 camps, 2 in the Bekaa and 4 in Akkar.



PROGRAM SUMMARY

Demographics



Education Services

Education Service	No. of Learners
Basic Non-Formal	1,007
School in a Bus	135

Success Story

Second shift schools were approved by the ministry to open on January, 2015 to enroll out-of-school Syrian refugees who will attend a certified program. This resulted in 38 students from Deir Qannoun as well as 40 students from NIC to enroll in second shift formal public schools. Therefore, 78 learners who benefited from Al Madad program were finally able to enter the formal system.

PROGRAM SUMMARY

This positive transition of children from non-formal education to formal schooling indicates the success of the mission and the importance of such programs that prepare children to enroll in the formal schooling whenever there is access.

During the months of August and September, children participating in the programs funded by Al Madad worked on an art project in order to produce a 2016 calendar fully prepared by their own artwork as per the below.



Ana Aqra also participated in the 'Twinning' project initiated by Al Madad Foundation where three public Lebanese Schools with learners from grades 2, 3 and 4 exchanged letters with learners of same age groups from other countries. This year, learners were also able to exchange letters with other learners from Germany. This is the third time Ana Aqra facilitates the Twinning project between different Lebanese elementary public schools and schools from other countries.

PROGRAM SUMMARY

School Spirit Reading Project

The School Spirit Reading project delivers activities in order to promote reading. This project was initiated in 2011 with the aim of supporting the idea of a school community behind reading.

The project is implemented by Ana Aqra members and volunteers from the community who love reading. High school learners from private schools are often encouraged to participate.

Activities

- Organization of yearly cultural projects promoting reading
- Refurbishment of Class Libraries
- Promotion of older learners reading to younger learners
- Organization of visits to the yearly Beirut Arabic Book Fair
- Celebration of the National Reading Week at UNESCO

Every year, Ana Aqra Association invites a group of students from a number of public schools to participate in a set of activities within the Beirut Book Fair. The purpose of this activity is to raise awareness about the importance of reading as well as to activate classroom libraries therefore, encouraging students to be more engaged in reading activities. **180** students from 6 different schools were provided with transportation and arrived from different regions in Lebanon to participate in the fair.

The children toured the fair together, and attended a reading session, then enjoyed a small lunch with their teachers and friends. At the end of the fair each learner received a book bag gift. This exposure also raised the awareness of the children on the importance of writing, publishing books and the book industry in general.



PROGRAM SUMMARY

Ana Aqra also held its yearly celebration during the national reading week at UNESCO Palace for the schools which participated in the 'School Spirit' Program. The association's longstanding program's purpose is to activate classroom libraries during the scholastic year. Volunteers and friends of the association distributed books among schools and initiated activities to encourage and engage learners to interact with each other and create activities related to their books. The celebratory event hosted around 1,100 from 33 participating schools. The event involved an entertainment show prepared by the children. Also, learners' artwork was displayed in an exhibition. Moreover, a representative from UNICEF addressed the children with a speech honoring their efforts. Finally, trophies went to the first three schools that were most involved in reading as well as the most interactive teachers and librarians who significantly collaborated with and contributed to the program. Learners on the other hand had their share where each had received a 'book bag' gift (May, 2015).



UNICEF Representative Addressing the Audience & the Children during the Celebration at UNESCO Palace

Results from School Spirit Project

- Developed partnerships with public school administration and teachers
- Ensured sustainability of investments (class libraries)
- Promoted reading in 140 public schools all around Lebanon refining class libraries

PROGRAM SUMMARY

Training and Curriculum Development

In partnership with Al Fanar (2015)

Children do their best learning in a safe, challenging, and joyful environment that meets their developmental needs. Since 2011, Ana Aqra contextualized the following research based proven methodologies:

- Reading & Writing workshop Columbia Teachers College, New York, US.
- The program of choice is the research based and universally applied Balanced Literacy Approach (BLA).

Ana Aqra development team produced the following with the support of Al Fanar:

- Developed teachers training modules across content areas to improve their practice while teaching children to read (2012- ongoing).
- Adapted Danielson's teachers' framework for professional development (2013- ongoing).
- The BLA training module is delivered in Arabic; however it serves teachers who teach English and French as well (2012- ongoing).
- Curriculum development; mainly early childhood until grade 3, with a focus on literacy across disciplines.
- Curriculum development of a PSS program based on the PSS Intervention Pyramid.

The product is best described as follows:

- Integrated Social and Academic skills: To help create a community of learners that are welcomed and provided with a sense of belonging, allowing them to feel engaged and safe as well as giving them grounding in becoming *responsible for and investing in their learning*.
- A Proactive Approach to Discipline: To decrease time on correcting behaviors and increase time on learning. It sets clear expectations approved by the children and written in the students' language for *ownership*.
- Deliberate and direct instructions: Assessment based teaching to meet where the child is. Differentiated instruction and leveled books are key to respond to children's needs and to improve their ability to read for meaning.
- Holistic: Psychosocial Support and Parents' involvement to build community inside the classroom and among families. *Parents play an active role* in the learning of their children.

PROGRAM SUMMARY

In order to sustain Ana Aqra, training and curriculum development services provided in 2015 included:

Client	Teachers Trained	Curriculum Developed
Kayani	18	x
War Child Holland	100	
IRC	100	
Malala/Kayani	26	x
Inaash	13	
Heartland Alliance	10	



PROGRAM SUMMARY

Activities Supporting Sustainability of Ana Aqra Programs

1- Ana Aqra team members attended all national and regional EWG and Core group meetings for better coordination among MEHE, UN agencies and NGOs/INGOs.

2- Mr. Mark Todd, Education Adviser from MEHE visits one of the schools in Mt. Lebanon- N.I.C- that Ana Aqra is currently working in.



3- Ana Aqra's participation in 'Tara Al Arabi' Conference for Leveled Reading (April, 2015).

4- Ana Aqra's participation in EU- Lebanon Cooperation Day (May, 2015).

5- Receiving a three-year permit from MEHE for the 'School Spirit' program to include **119** schools.

6- Ana Aqra's participation in a workshop on the Whole-School Approach (WSA, UNESCO) in Lebanese Schools.

7- Ana Aqra participated in Whole of Syria workshop in Turkey.

8- With the support of Al Fanar, a business plan had been devised and is currently being worked on to generate additional non-restricted income for the association for sustainability purposes. The plan is to offer the service regionally as well as to the low income private sector suffering from challenges serving disadvantaged learners. Given the development program with the Lebanese Ministry of Education & Higher Education, the association will be able to market services to other government schools in the region.

PARTNERS AND STAKEHOLDERS

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**CSR & Private
Donors**

CONTACT INFORMATION

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RIMA MUSALLAM
EXECUTIVE DIRECTOR

AMINA KLEIT
PROGRAM DIRECTOR

Tel +961 365 159

Fax +961 365 149

rmusallam@ana-aqra.org

Tel +961 365 159

Fax +961 365 149

akleit@ana-aqra.org

Ana Aqra Association
Blue bldg. 5th floor,
512 Omar Bin Abdul Aziz St.
Beirut, Lebanon

Tel +961 365 159

Fax +961 365 149

<http://ana-aqra.org/>



ANA AQRA ASSOCIATION

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