

# Annual Report



2018



ANA AQRA ASSOCIATION



## Mission

Ana Aqra aims to foster an equitable and sustainable learning environment for everyone by:

- Empowering children to be independent learners
- Advocating for active learning communities
- Building teacher capacity
- Providing essential learning resources and tools
- Developing state-of-the-art tools and techniques for Arabic language learning
- Supporting public institutions to become schools of choice

## Vision

Ana Aqra aspires to make learning accessible to all children.

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1.

## executive director's note

RIMA MUSALLAM

### Our Knowledge Is Evolving

Designing with scalability in mind opens the possibility to transfer knowhow from the public to the private education sector.

### Our Understanding Is Deepening

Starting early with high-quality pre-K programs, particularly for children from disadvantaged families, plays an important role in improving outcomes later in life.

### Our Collaborations Are Widening

Investing in collaboration models that instill ownership among members of the education community is essential to sustainable investments.

### Our Focus Is Sharpening

Nurturing independence in learning in an inclusive classroom environment requires capitalizing on every learning opportunity and engaging all available resources.

### Our Care Is Incessant

Developing a continuous chain of care between specialists, trainers, coaches, teachers, school staff, parents and learners creates the safe environment required to build resilience in learning at all levels.

### Most Importantly, Our Commitment To The Public School Is Long Term

As Ana Aqra embarks on its 25<sup>th</sup> year of serving the public school and its community, we want to thank the Ministry of Education and Higher Education and all our partners for their support. We are keen on continuing to engage stakeholders and beneficiaries who share our common vision, namely: 'Making Learning Accessible to All Children'. Together, we believe we can make quality education a reality for all children.

2.

## program director's note



AMINA KLEIT

The Ana Aqra Program Team proudly recognizes the excellent work of our program interventions in schools and centers. Though each school/center is at a different level of performance, and faces different circumstances, all students have seen improved outcomes. The participating schools and centers are working hard to get on or maintain a robust improvement pathway. All participants continue to build on their practice.

At Ana Aqra, we put learners at the heart of the teaching and learning process. We all agree that students have the potential to achieve, regardless of their background. As always, the quality and consistency of implementation remain critical. Our role is thus to help facilitate the conditions required for quality teaching and learning.

Our education team - teachers, trainers and coaches - is creative, caring and able to make a difference. The team makes it possible for teachers to learn from each other and share best practices. The complementarity between teaching, training and coaching enables our continuous cycle of improvement. The interaction between these three practices also helps to maintain the culture and structure that teachers need to effectively collaborate, reflect on and evaluate the impact of their teaching on student learning. Through this collaborative work, our team focuses on what is needed to continuously improve teaching and learning.

## executive summary

# 3.

At Ana Aqra, we remain dedicated to our vision of making quality education available for all children in Lebanon. Over the course of the last quarter century, our commitment has strengthened, and our expertise has evolved with the learnings that we gained from the field. Our vision of making learning accessible to all children means we strive for 100% literacy among all children. While this is an ambitious goal, successful implementation and positive impact over the years have proven that it is, indeed, an attainable goal. Under the guidance of the Ministry of Education and Higher Education (MEHE) and other government organizations, the collaboration of local and international funding agencies as well as volunteers and philanthropists, all children, citizens, and refugees can get the opportunity at a brighter and independent future.

For Ana Aqra, 2018 has been a pivotal year. Where the circumstances of the recent years have called upon us to respond to a crisis situation, the experience that we gained in the implementation of education programs has resulted in deeper understanding of what it takes to deliver quality education for children. As quality education goes hand in hand with overall education systems strengthening and community awareness, we have continued to offer holistic services to cover the learners' entire ecosystem. These services included professional development of teachers, trainers, coaches, and parents to foster a supportive learning environment for the learners in all settings. In 2018, we succeeded in **reaching 48,668 Children, 894 Teachers and 4,350 Parents** as part of **Ten Partner Projects** and **Six Independent Ana Aqra Projects**.

Our challenge moving forward is to capture the learnings that we gained and to translate them into sustainable initiatives that can contribute to the goal of 100% literacy among children in Lebanon. The experience our teachers, trainers, and coaches have gained is an invaluable asset. As are the collaboration models that we have developed between government, semi-government, academia, NGO, and volunteers. To take the next steps, we must leverage technology across our programs to extend the reach of our services and to ensure that we maximize the impact of the knowledge that we gained.





## about us

# 4.

ANA AQRA ASSOCIATION is an independent, nonprofit, non-sectarian, non-political organization that advances literacy and autonomous learning for underprivileged children. Our services address the educational, cultural, and psychosocial needs of underprivileged children of Lebanese public schools and their communities, and focus on student integration, student retention, and teacher training towards long-term sustainability. We also provide education in emergencies in alignment with both the National Education Strategy and the Interagency Network for Education in Emergencies (INEE) standards.

Our core programs are geared towards children in the pre-primary and primary age group. During those years, children's brain development is at its highest for learning functions according to the National Scientific Council on the Developing Child at Harvard University. Through our educational initiatives and programs during these formative years, we create a foundation for lifelong learning, behavior, and both physical and mental health. Our programs start at early childhood education, whereby we prepare young learners to enter formal schooling. They also extend to children up to age fourteen within primary school to support those at risk of dropping out, as well as to support children that have dropped out or had never been to school to integrate into the formal education system. Finally, we complement our learning programs with psychosocial support, as well as provide care for children with special needs.

The essence of quality in early childhood education is embodied in the expertise and skills of teachers and their supporting staff, and in their capacity to build positive relationships with young children. Therefore, a pillar in our approach is dedicated to teacher training and capacity building. Our holistic approach encompasses working with the public schools under the auspices of the MEHE, and its corresponding entities such as the Center for Educational Research and Development (CERD), the Pedagogical and Scholastic Guidance Office (DOPS), as well as working with researchers from the Lebanese University (LU) to further our understanding around teaching and learning. A balanced approach to emotional, social, cognitive, and language development will best prepare all children for success in school, and later in the workplace and community. When we invest wisely and collaborate in a concerted effort towards our common goal of 100% literacy for all children in Lebanon, the next generation will pay that back through a lifetime of productivity and responsible citizenship.

## 4.1

about us

## board of directors

Ana Aqra is overseen by a Board of dedicated leaders from the business community. They oversee Ana Aqra operations and offer guidance and support on key organizational decisions. Their vision guides our long-term objectives and plans, and their network of contacts supports the fundraising that sustains our organization. More importantly, the Board ensures that we bring quality to everything we do.

**MAHA YAHYA**

President

**LUBNA KHALIL**

Vice President

**DENISE BOUSTANI**

Accountant

**AMAL DARWISH**

Treasurer

**TAREK JALLAD**

Secretary

**YILDIZ DIAB**

Member (Co-Founder)

**REEM MOUBASSALEH**

Member

**CHARLES EL HAGE**

Member

**FAWZI KYRIAKOS**

Member

## our programs

# 5.

Ana Aqra has designed a number of programs that aim to support the public education system as well as address the current educational gaps ensued in Lebanon and the region due to the Syrian crisis. These programs have been developed by our educational experts, and always in collaboration with MEHE, CERD, and through support from our partners.

The approach used in all programs is designed around a safe, inclusive, and enabling learning environment where children learn about the learning process and the importance of reaching independence in their learning journey towards a successful future. In parallel, teachers and school staff are periodically trained and coached on creating a responsive classroom and a school climate which fosters independent learning and allows learners to progress at their own pace.

For sustainable impact, Ana Aqra implements the majority of its programs by way of projects inside the Lebanese public schools. In this manner, enhanced teacher expertise and classroom resources can have lasting impact beyond project lifecycles. Where implementation in public schools is not possible, Ana Aqra rents out safe spaces for program implementation.

Since the first response to the Syrian crisis, our programs have proven to be an excellent stepping-stone for refugee children to integrate into formal schooling while providing the perfect opportunity to also improve teaching standards across the public education system.

All our curricula focus on teaching children in both languages of instruction: the standard Arabic and the foreign language of the current or nearest formal public school (English or French).



## our programs



### improving access to education services

#### Non-Formal Education

- Community-Based Early Childhood Education

- Basic Literacy & Numeracy

- Retention Support

- Pre-primary Level  
Children ages 3 - 5 years

- Primary Level  
Children ages 6 - 14 years

### improving quality of education services

#### Formal Education

- Professional Development

- Resource Provision

- Trainers & coaches  
of grades 1 - 6

- Classrooms of  
grades 1 - 6

#### Non-Formal Education

- Teachers of  
grades K1 - 9

- Classrooms of  
grades K1 - 9

■ Out - of - School Children   ■ In - School Children

psychosocial support

## 5.1

our  
programsimproving access to  
education opportunities

## 5.1.1

## Community-Based Early Childhood Education (CB - ECE)



Ana Aqra designed a non-formal Community-Based Early Childhood Education (CB-ECE) program in line with the MEHE regulated CB-ECE program for children of ages 3-5 years. The program intends to prepare children who lack access to formal pre-school due to socio-economic, capacity, or geographical restrictions with the pre-requisites needed to transition to formal, compulsory schooling. The main components of this program include:

- Social-emotional skills
- Integrated domains of language, cognitive, artistic, and motor skills
- Learning through play and structured experiences
- Mother and child for continuous support
- Classroom resources, such as classroom library and educational games

## 5.1

our  
programsimproving access to  
education opportunities

## 5.1.2

## Basic Literacy and Numeracy Program (BLN)



The Basic Literacy and Numeracy (BLN) program is designed to prepare school-aged children, who have either dropped out or have never been to school, for formal school enrollment. The program focuses on developing foundational reading, writing and math skills that are aligned with the official Lebanese curriculum.

By providing the learners with these skills in a period of time close to enrollment, they are better equipped to pursue the proper pathway to formal schooling or enroll in the Accelerated Learning Program (ALP) offered by MEHE for further preparation of out-of-school learners. The main components of this program include:

- Basic language and math skills
- Social-emotional skills through arts and music
- Problem solving and learning strategies
- Learning through projects
- Psychosocial support activities
- Parental engagement
- Levelled readers
- Educational games



## 5.1

our  
programsimproving access to  
education opportunities

## 5.1.3

## Retention Support Program (RS)



The Retention Support (RS) program is comprised of two programs offered at different periods of the year to support underperforming or struggling public school learners in grades 1 to 9:

- **Homework Support Program**

This program supports learners to catch up on their learning and complete their homework assignments successfully. Through this Program, learners are not simply engaged to help with their homework, but are in fact, taught learning and critical thinking strategies that aid them in closing the learning gaps they may have. In this manner, learners are then able to better understand subjects taught at school and independently complete their assignments.

- **Summer Remedial Program**

This program provides extensive support during the academic summer break period to improve literacy skills across subjects, and in turn, close achievement gaps for learners who are at risk of dropping out of school due to poor performance. The main components of this program include:

- Language, math, and science support
- Metacognitive learning strategies
- Learning through projects
- Psychosocial support
- Parental engagement
- Levelled readers and educational games

## 5.1

our  
programsimproving access to  
education opportunities

## 5.1.4

## Psychosocial Support Program (PSS)



The Psychosocial Support (PSS) program is embedded in all of Ana Aqra's educational programs as indicated above and consists of an established set of activities that aim to promote the wellbeing of the learning communities including learners, their parents/ caretakers as well as teachers and other supporting staff. All PSS activities conducted with learners are tailored to serve the needs of the targeted population based on a preliminary needs assessment.

Parental engagement is also a key constituent of the PSS program, whereby biweekly meetings are held with the parents/caretakers in each school or center with the aim of enhancing safe and enabling learning environments for the learners. These meetings, which often take the shape of workshops, facilitate discussion with the parents and support awareness on key topics such as positive parenting, social and emotional development, health and hygiene improvement, violence prevention, social cohesion, basic methods of teaching and learning for parents, and children's rights - including the right to education.



## 5.2

our  
programsimproving quality of  
education services

## 5.2.1

## Professional Development



Ana Aqra prepares training materials tailored to the needs of all educators including trainers, coaches and teachers. Our professional development intervention occurs over an extended period and allows for educators to practice, discuss, adjust, and reflect. The collaborative and reflective approach adopted supports the building of learning communities and results in significant improvement in the level of instructional practice and in student achievement. While our trainers simulate and model the desired practice during the training sessions, our coaches work with the teachers inside and outside the classrooms to help them recognize their core knowledge and strengths, improve their abilities to implement the Ana Aqra workshop model and other instructional strategies, and to benefit from support as they grow and learn professionally. Professional development services are offered for stakeholders within our programs and can also be offered to other entities such as local government and other national and international organizations.

## 5.2

our  
programsimproving quality of  
education services

## 5.2.2

## Resource Provision



Ana Aqra professionals design and publish educational resources to support the teaching and learning process. The aim of these resources is to make contextualized teaching materials more accessible for use in the classrooms. Amongst the most significant resources we are keen on providing are our classroom leveled libraries, including select books in Arabic, English, and/or French that can cater to different reading levels of learners. In addition, we always provide a carpet in our classrooms, where all the social and academic learning takes place in a circle of trust, allowing teachers and children to share the responsibility of their teaching and learning.

## volunteering program



Ana Aqra welcomes volunteers and is grateful for the generosity of supporters donating their time and expertise in the fulfillment of our mission. We are an inclusive agency and thrive on the contributions of volunteers who add value to the various aspects of our work through their experience, skill, and dedication.

Opportunities for volunteering vary, and we are receptive to volunteer-driven initiatives and recommendations. From fundraising and administrative work in the office, to working directly with children or teachers in the classrooms, our volunteers inject new ideas and energy to our work, and support us in our day-to-day activities. We also offer volunteering opportunities for high school and university students who are looking to complete their community service hours while gaining real world experience.

Whatever our volunteers choose to do, they will be contributing to increased literacy and undoubtedly will help make a difference in the lives of marginalized children in the region.

## our projects



Our projects are the means by which our programs come to life. By teaming up with our partners, we are able to design catered implementation plans to meet the needs of the communities to be served. At their core, all projects follow the same approach, as they are all based on Ana Aqra's programs. However, in many instances, additional services can be offered based on the needs of the community and the funds available. For example, most of our projects offer snacks and transportation for learners while other projects incorporate music and art into the standard curriculum.

In many cases, we combine different partners on specific projects, both to close any gaps in funding and ensure provision of a comprehensive program, as well as to compliment specialties of partners in an effort to provide the learners with the best

possible support. The growth of technology in today's classrooms has also prompted Ana Aqra to make digital resources available in our classrooms to facilitate academic achievement in new and innovative ways. These digital resources include computers, tablets as well as augmented reality applications. In addition, all projects are envisioned as means to research, evaluate, and improve our work as well as to extend the reach of our educational products to wider audiences, including the 'I Play and Learn Arabic' Teaching Kit developed by our education team. In other words, Ana Aqra recognizes the importance of remaining flexible in the design of any project while also staying true to our core programs and respective curricula in order to best serve the learners' needs.

## 6.1

our  
projectsin partnership  
projects

## 6.1.1

## Thank You to Our Partners

**UNICEF**

Supporting Vulnerable Girls and Boys to Access and Remain in Education in Lebanon.

**CARITAS Switzerland**

Inclusion of Vulnerable Lebanese and Syrian Refugee Children in Formal Education. Improving Quality of Teaching and Learning for Vulnerable Lebanese and Syrian Refugee Children in Lebanon (QTL).

**World Learning and funded by USAID**

Quality Instruction towards Access and Basic Education Improvement (QITABI).

**Al Madad Foundation**

Children's Learning Center and Classrooms-on-a-Bus.

**Alfanar**

Improving standards of education, learning and literacy for children ages 4 to 14 in Lebanon.

**War Child Holland**

Can't Wait to Learn pilot study.

**Anonymous**

A Second Chance: Integration and Retention Support for vulnerable Syrian and Lebanese 2018.

**Anonymous**

The Just Right Start.

**Anonymous**

Social and Emotional Learning for Out-of-School Children Who Are On the Way To The Public School.

## Testimonials from Our Partners

"Schooling is hugely important for stabilizing societies in a humanitarian crisis. Just seeing the sheer numbers of refugees in Lebanon today, we must appreciate this society is doing an admirable job to accommodate the enormous needs. It is an absolute necessity that we support this country and its civil society organizations such as Ana Aqra. Ana Aqra Association is doing a tremendous job to ensure the retention of vulnerable children and youth in public education, and we are privileged to support Ana Aqra in this endeavor."



**Hugo Fasel**  
General Director of Caritas Switzerland

"After several years of fruitful partnership with Ana Aqra on our Children's Learning Centre project and Classroom-on-a-Bus, 2018/19 saw us working together to reassess the current need and streamline our programmes to ensure that we were providing the best possible outcomes for our pupils. AAA worked hard to understand our concerns and requirements, and this was greatly appreciated. Additionally, their staff in the field could not be more dedicated to the children we serve - the effort they put in every day is inspirational."



**Katharine Robinson**  
Director of Operations, Al Madad Foundation

"Ana Aqra's phenomenal growth since 2010 is a testimony to the team's unmatched commitment and passion; in such a short time they became a major contributor to the country's thought leadership on improving literacy among marginalized children; they are the pride of the NGO world!"



**World Learning**



## 6.2

our  
projectsana aqra  
independent  
projects

## 6.2.1

## School Spirit Reading

Ana Aqra conducts this annual project with the aim of motivating school communities to foster a life-long love of reading. This volunteer-driven project provided several activities, including installing classroom libraries, reading in classrooms, celebrating the national reading week and visiting book fairs.

In 2018, three main events took place:

**Book fair**

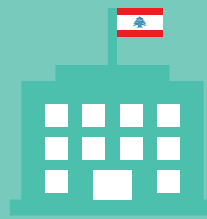
200 learners from six public schools joined Ana Aqra volunteers at the annual book fair. A book was distributed to each of the learners, and an arts and crafts activity was organized with the group of children.

**End of academic year celebration at AUB Issam Fares Hall**

726 learners from nine public schools attended this event. Books by the author Emily Nasrallah were distributed to all learners and an entertainment show was organized.

**Classroom libraries**

Eleven volunteers participated to install a total of 24 classroom libraries in nine public schools. 726 learners benefitted from these in-class libraries, which now contain around 1,000 books in total.



public schools

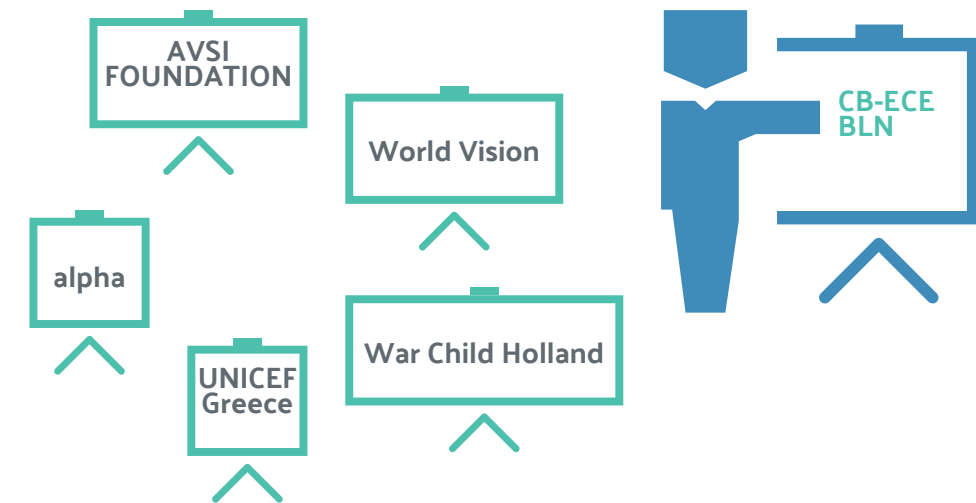
classroom libraries



## Teacher Professional Development Consulting Projects

Ana Aqra was contracted by other organizations in 2018 to provide teacher training and coaching on CB-ECE, BLN as well as inclusion of refugee and migrant children.

Ana Aqra was engaged by the following organizations:



Teacher Training

learners



volunteers



# our impact

7.



Number of Schools

|        |                   |               |
|--------|-------------------|---------------|
| Qitabi | Retention Support | School Spirit |
| 260    | + 14              | + 9           |

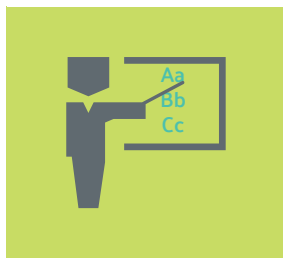
TOTAL  
283



Number of Centers

10

TOTAL  
10



Number of Teachers

|  |  |
|--|--|
| Teacher professional development consulting projects | Teacher professional development within our projects |
| 324  | + 570  |

TOTAL  
894



Number of Parents Engaged

4,350

TOTAL  
4,350



Number of Books Distributed

46,671

TOTAL  
46,671



Number of Learners

|                      |                        |
|----------------------|------------------------|
| Direct Beneficiaries | Indirect Beneficiaries |
| 12,482               | + 36,186               |

TOTAL  
48,668

## learners

### Direct Beneficiaries

| Re-enrolment<br>within 2018 | Service Type |                                     | Unique Number of Learners Per Program |
|-----------------------------|--------------|-------------------------------------|---------------------------------------|
|                             | 24%          | Basic Literacy and Numeracy Program | 1,666                                 |
|                             |              | Early Childhood Education Program   | 3,746                                 |
|                             |              | Homework Support Program            | 5,869                                 |
|                             |              | Remedial Program                    | 1,201                                 |
|                             |              | Retention Support Program           | 7,070                                 |
|                             | Grand Total  |                                     | 12,482                                |

### Direct Beneficiaries Breakdown

| Demographic Breakdown |                     | Total |
|-----------------------|---------------------|-------|
| Gender Breakdown      | Female              | 5,883 |
|                       | Male                | 6,599 |
| Age Breakdown         | 3-5                 | 3,318 |
|                       | 6-14                | 8,971 |
|                       | Above 14            | 193   |
| Nationality Breakdown | Lebanese            | 2,834 |
|                       | Syrian              | 9,598 |
|                       | Palestinian         | 29    |
|                       | Other Nationalities | 21    |
| Region Breakdown      | Baalbeck-Hermel     | 2,112 |
|                       | Beirut              | 1,423 |
|                       | Bekaa               | 5,203 |
|                       | Mount Lebanon       | 2,873 |
|                       | North               | 871   |

### Indirect Beneficiaries

| Service Type |   | Unique Number of Learners Per Program |
|--------------|---|---------------------------------------|
|              | Volunteering Program through School Spirit Activities               | 926                                   |
|              | Improving Reading Outcomes for Primary Level Public School Students | 35,260                                |
| Grand Total  |   | 36,186                                |

## Behind the Numbers

### LEARNERS

"I love to participate in the Homework Support (HWS) because I study and finish my homework and get to know my friends better."

"Circle time, because we all participate and express our opinion."

"So, my parents know that I am improving and passing, and they will be proud of me."

"The teacher helps me more with subjects I didn't know, now I know them, and I do my homework without help."

### TEACHERS

"The (learning and reading) strategies develop students' thinking, and allow them to understand and practice independently."

"Through classroom observation, sharing ideas, directing, and modeling in the classroom."

"Everyone gives us support to bridge academic gaps among struggling learners."

### TEACHER ASSISTANTS

"This structure is engaging and interactive. The students are motivated during circle time, and the activities that teachers prepare attract students."

"Yes, it (training) provided us with new ideas and teaching methods and techniques that we can use in our classes."



### PARENTS

"He became more confident in expressing himself. He started becoming less jealous from his sister at home and is less hyperactive. He also improved academically in Arabic and math the most."

"Teachers are explaining the lessons; my daughter can complete her Arabic homework independently."

"I used to attend every parent's meeting, this is important because I will be able to learn how to deal with my children according to their different learning styles."

### COACHES

"Moving from passive mini-lessons to activities, applying active and multiple learning methods."

"Yes, the organization, posters on the wall, signals, respect and positive conversations lead to reduction of bullying and the use of profane words."

### PRINCIPALS

"As a principal, I try to encourage all mainstream teachers to implement the Ana Aqra approach, supporting this with the level of learners' improvement."

"It was evident how the program reflected positively on the students' behavior, where it was noticed to be more aggressive before, but after conducting the program the impact in general was positive behaviorally and academically."





## 2018 milestones



On May 8, 2018, QITABI carried out the National Reading Week celebration at the UNESCO Palace in Beirut. The celebration recognized the teachers and principals of the 20 schools that took part in piloting the Early Warning System (EWS) intervention during the academic year 2017-2018.



Minister of Education & Higher Education and the British Ambassador to Lebanon Visiting the "Basic Literacy and Numeracy Program" Implemented by Ana Aqra Association.



A soft launching of our 'I Play and Learn Arabic' Teaching Kit was organized to introduce methods for use of games included in the kit and the learnings attained or emphasized from its use in classrooms.

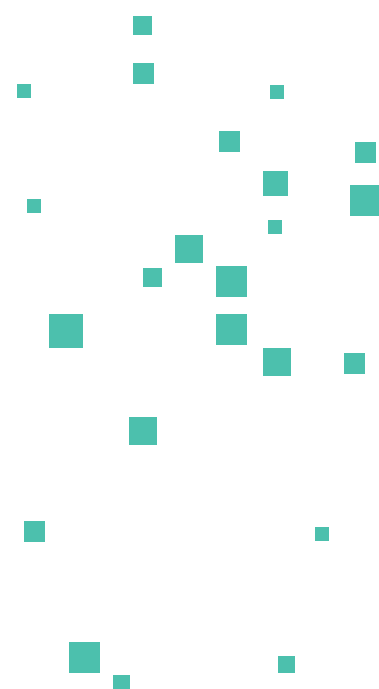


Ana Aqra's Program Director, Amina Kleit, presented at the World Literacy Summit in Oxford, United Kingdom, where effective approaches towards improving literacy were shared with the world's most ardent literacy and educational leaders, institutions, organisations and pioneers.





Ana Aqra proudly published its second book *مغامرة جاد* - or Jad's adventure, written by Ana Aqra's Senior Trainer, Nabiha Khodr-Kaiss and illustrated by Sacha Haddad.



In 2018, Ana Aqra in partnership with Caritas Switzerland, in collaboration with MEHE, the Lebanese University and CERD and supported by University of Teacher Education Zug, conducted a qualitative research, which explores Ana Aqra's education approach from the stakeholders' point of view. The stakeholders engaged include teachers, learners, parents, coaches, principals, and teacher assistants.



In 2018, we introduced music and art into the BLN curriculum in four centers (total of 1,516 learners) to enable a more holistic approach that will benefit children's social-emotional as well as academic performance.



Ana Aqra used an educational App called "Can't Wait to Learn" on tablets provided by World Child Holland which had the basic Math curriculum for the BLN program embedded within it to aid in teaching of 233 BLN learners.





MaktabaTech-a start-up founded by engineering and design college students-as part of the MIT Media Lab Refugee Learning Accelerator program-teamed up with Ana Aqra to test their reading products in the Ana Aqra classrooms. MaktabaTech, has been holding interactive reading sessions with learners from Ana Aqra's centers using their Android application, which uses Augmented Reality to display educational content in more than one language when overlaid with the different pages of the book being used.



As part of the Back to School Campaign led by the MEHE, Ana Aqra advocated for out-of-school learners to enrol in public schools in several regions in Lebanon.

## 9.

## fundraising events



Ana Aqra organized two fundraising events in 2018. In addition to raising funds to support Ana Aqra's operations and projects, these events always prove to be a great way to get all our supporters together for a fun evening.



"Suhoor" held during Ramadan at Aresco Palace in Hamra

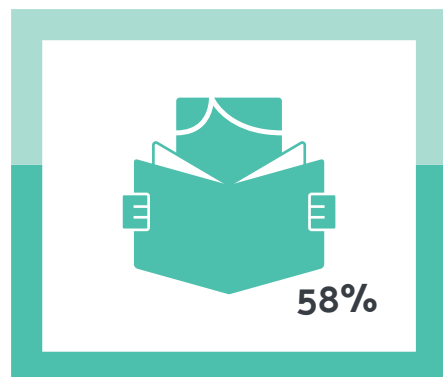
Murex D'or Award Winning Freezer Play was held at the Sunflower Theatre in Badaro



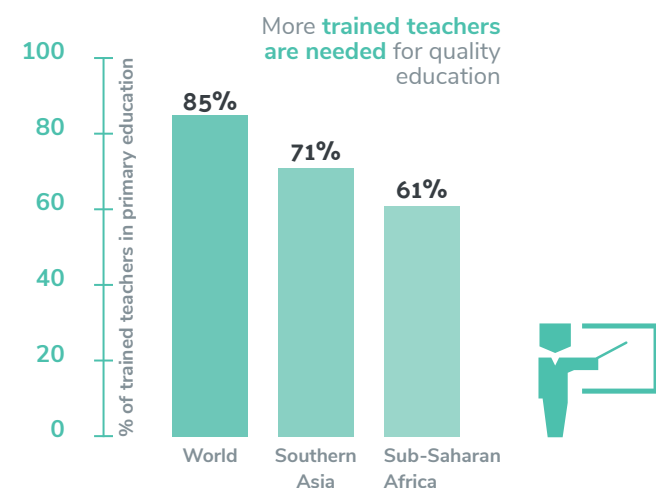


## moving forward with sustainable education development

SDG4 Progress



More than half of children and adolescents are not achieving minimum proficiency in reading and mathematics.



United Nations (2018). The Sustainable Development Goals Report 2018.

As stated by the United Nations, “Inclusive and quality education for all reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development.” As the world gears up to address the educational gaps towards inclusive and equitable quality education for all, we collectively still fall short from reaching SDG4 by 2030 as indicated in the figures above. Sustainable education development, by the nature of Ana Aqra’s work, continues to be at the forefront of our focus in 2019. Our efforts to contribute to SDG4 are ever more strengthened, and we are hyperaware of the changing funding landscape towards educational services in Lebanon and the region. Hence, closing the educational gaps witnessed will now necessitate more innovation in the methods of providing educational services to the most vulnerable children and their communities. In light of the above, Ana Aqra has challenged its team to come up with bold ideas to take our work to the next level. The result has been the development of several proprietary products to package our knowledge and learnings into tangible and easily accessible material for an increasing number of beneficiaries. We are excited about the prospects of going to market with these products and expanding our footprint.



### ‘I Play and Learn Arabic’ Teaching Kit

Ana Aqra’s team has developed an educational kit to support teachers of Arabic classes. This Kit is considered one-of-a-kind in the Lebanese market, considering the meek presence of Arabic language educational materials for purchase. The Kit is comprised of nine educational games that cover various linguistic skills, including phonics, grammar, reading comprehension, and vocabulary. It respects differentiation and varying learning levels, as most of the games can be used on a scale from “beginner” to “advanced” within the same objective and game rules.

### Teacher Handbooks

Ana Aqra’s education team has been working on developing program implementation handbooks that are backed by the theories and that include all the necessary steps for successful implementation of the respective education program. In 2018, the first draft of the Quality of Teaching and Learning (QTL) was developed by a group of experts comprised of practitioners and literacy coaches from Ana Aqra, professors from the Lebanese University (School of Education and Pedagogy), national trainers from CERD, coaches from DOPS, and consultants from the University of Teacher Education Zug in partnership with Caritas Switzerland.



### Online Training Platform

Ana Aqra is keen on making our education trainings available online for wider access to teachers, parents, and other interested entities, such as private and public schools as well as foundations. This online platform and associated training material are being developed in-house by our own education experts and trainers, as well as with specialized consultants.



## financial report

11.

Year Ended December 31, 2018

Statement of Activities (in USD)

| REVENUES                              | UNRESTRICTED     | RESTRICTED       | TOTAL            |
|---------------------------------------|------------------|------------------|------------------|
| Donations                             | 85,235           | 7,357,029        | 7,442,264        |
| Membership Fees                       | 1,994            |                  | 1,994            |
| Training & Capacity Building          | 44,817           |                  | 44,817           |
| Financial Income                      | 5,192            | 13,142           | 18,334           |
| Other Contributions                   | 222,503          |                  | 222,503          |
| Net Assets Released from Restrictions | 6,254,471        | 6,254,471        | 0                |
| <b>Total Revenues</b>                 | <b>6,614,212</b> | <b>1,115,700</b> | <b>7,729,912</b> |
| EXPENSES                              | UNRESTRICTED     | RESTRICTED       | TOTAL            |
| Total Program Services                | 6,282,046        |                  | 6,282,046        |
| Management & General                  | 137,993          |                  | 137,993          |
| <b>Total Expenses</b>                 | <b>6,420,039</b> |                  | <b>6,420,039</b> |
| <b>Net Assets   End of Year</b>       | <b>194,173</b>   | <b>944,556</b>   | <b>1,138,729</b> |



12.

## supporting ana aqra

At Ana Aqra, we always welcome new connections and partnerships! Ana Aqra works towards our vision of making learning accessible to all children. As this is no easy task, we always look to collaborate with individuals, organizations, foundations, companies and agencies who share our vision and values and support us in furthering our social impact. Our supporters can work with us in various ways.

### Get Involved

#### BE A STRATEGIC PARTNER

Our strategic partners are organizations and foundations that work closely with us to support current programs and projects or to co-develop new initiatives to increase our social impact.

#### INVEST IN ANA AQRA

Our investors are venture philanthropy organizations working to help Ana Aqra improve the lives of more children and their communities while increasing our financial sustainability. Our investors are also organizations and companies working across various sectors and are keen on sharing their success to improve the social wellbeing of communities where they operate.

#### ENGAGE IN SOCIAL RESPONSIBILITY

Corporations who believe in the power of education can support us in continuing existing projects or crafting new and innovative initiatives to serve the most vulnerable children and their communities.

#### MAKE A DONATION

Your donation will support Ana Aqra in its efforts to provide education to vulnerable children thus empowering them to improve their lives and reach their full potentials.

#### VOLUNTEER WITH ANA AQRA

Volunteering for Ana Aqra Association promises to be a fun and rewarding experience. You can find a volunteering opportunity with us that matches your skills and interests and helps you increase your social impact footprint.

Call Us  
+961 1 365 149/59

Write to Us  
[info@ana-aqra.org](mailto:info@ana-aqra.org)

Take an Appointment & Visit Our Premise  
Khorafi Bldg. 5<sup>th</sup> Floor, George Cyr Street, Clemenceau, Beirut, Lebanon

[www.ana-aqra.org](http://www.ana-aqra.org)



ANA AQRA ASSOCIATION