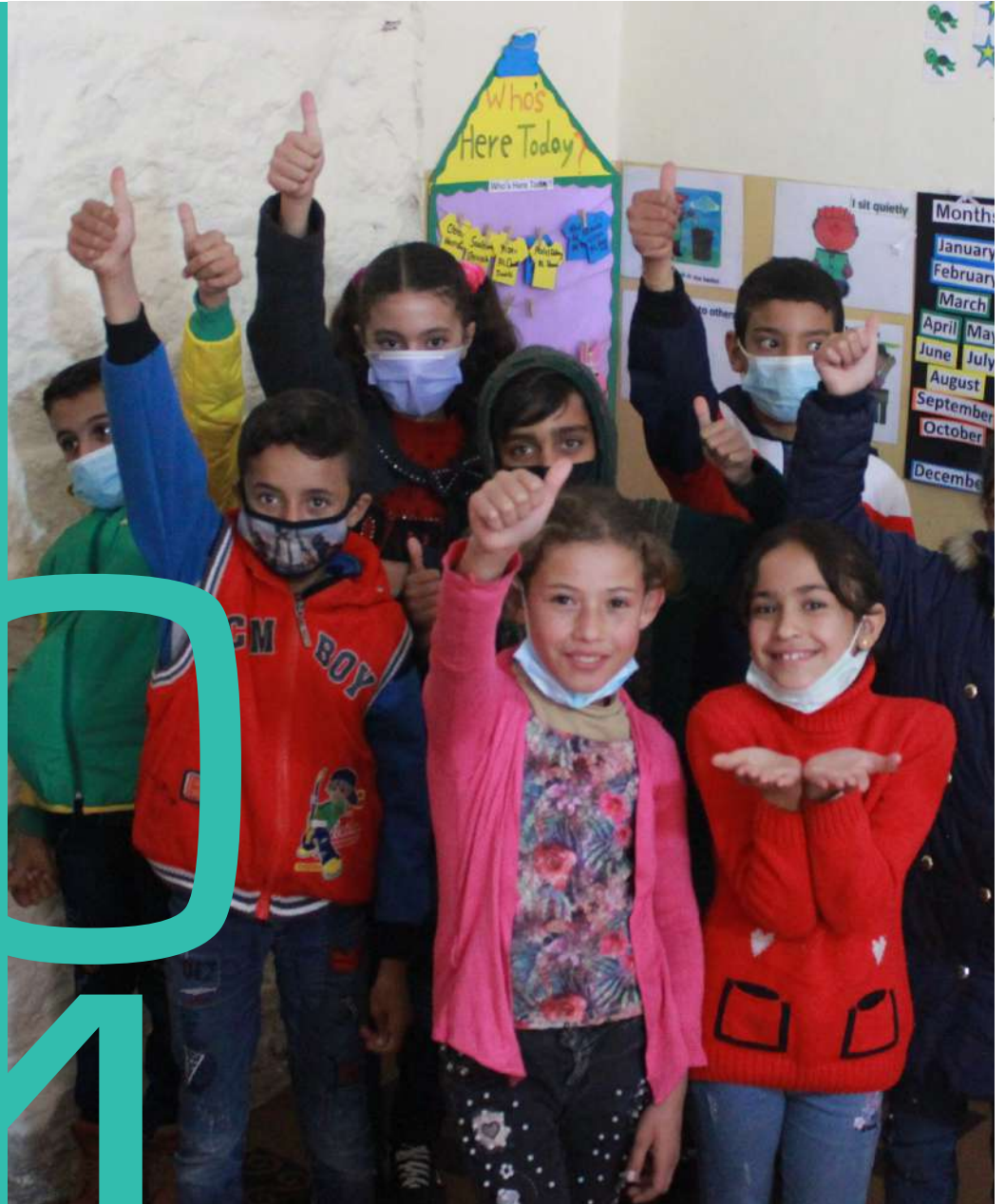


FACING ADVERSITY WITH AGILITY



2021

ANNUAL REPORT



ANA AQRA ASSOCIATION



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01

WORDS FROM OUR PRESIDENT, EXECUTIVE DIRECTOR, and DIRECTOR OF PROGRAMS

Much like the previous year, 2021 was again punctuated by the covid-19 pandemic and additional school lockdowns, as well as the acute crises facing Lebanon and the current economic context. These ongoing challenges demonstrated the Ana Aqra Association team's resilience and agility. We are pleased with what has been accomplished with regard to quality education and wellbeing.

The challenges further cemented our commitment and underscored the amazing staff Ana Aqra has. We are fortunate to have a skilled, dedicated, and compassionate team who went above and beyond, despite the multi crises we are going through, to serve learners, caregivers, and teachers and support them to be the best they can be.

I also heartily thank Rima and Amina as they continue to steer Ana Aqra in the direction it needs to go. Their dedication and commitment are beyond anything I know of.

Lubna Khalil

President of Ana Aqra Association

In 2021, we learned that improving both resilience and agility is key for navigating and mitigating challenges during multi crises. We invested time in strategic foresight and management to allow for timely decision-making while reducing risk. We produced digital and hands-on resources to support learners, teachers, and parents. We collaborated closely with our partners to join expertise and reduce duplication. We also worked more intently with our team reinforcing problem-solving skills, coordination, creativity, wellbeing, and emotional intelligence. We provided focused solutions to preserve quality education where teaching and learning can continue with the least interruptions. We couldn't do most of what we did without our stakeholders' continuous interest in children's education and wellbeing.

Thank you.

Rima Musallam Executive Director

Amina Kleit Director of Programs

02 ABOUT US

Vision



Ana Aqra aspires to make learning accessible to all

Who We Are

Ana Aqra Association is a Lebanese non-profit, non-sectarian, non-political association benefiting vulnerable children, ages 3 to 14 – who are attending, or on their way to attend, Lebanese elementary schools – as well as their parents, teachers, and school administrators.

Within the below two pillars, Ana Aqra integrates play-based learning and PSS and aims at making sustainable impact through innovative programs that respond to educational needs.

Pillar 1

Improving Access and Retention in Formal Education with a focus on Early Childhood Education and Public Schools

- Preparedness and Retention for children ages 3-14 years old
- Provision of Adequate Resources
- Promotion of Reading

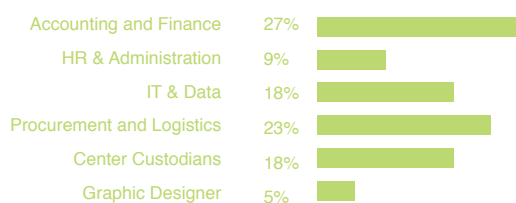
Pillar 2

Quality Teaching and Learning

- Arabic Language Reading and Writing (G1-G6)
- Early Childhood Education (KG1-KG3)
- PSS & SEL (KG1-KG2)
- Distance Learning
- Training and Coaching for Teachers (K-9)

03 OUR TEAM

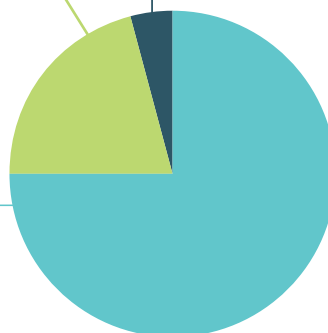
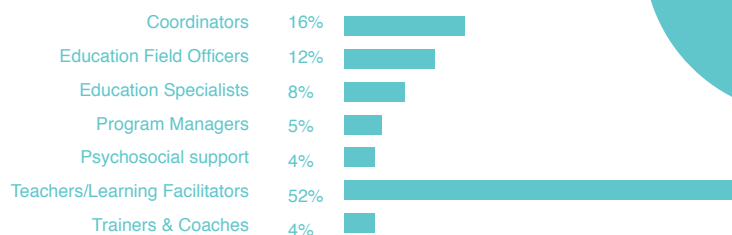
21% Operations Support Staff



4% Senior Management

Director of Programs
Executive Director
HR & Admin Manager
PSS and Health Program Manager

75% Education Experts



→ *Staying hopeful and working collaboratively*



04

OUR MILESTONES, SUSTAINABILITY, AND SCALE-UP GOALS 1994-2024

2022 - 2026

- Invests further in the creation of digital resources to support Distance Learning
- Counteracts the brain drain of experts and teachers of the public school system
- Links education to Livelihood skills Advocates for education as part of cross-sector response

2020 - 2021

- Incorporates its Distance Learning framework in all its education programs
- Designs and produces an Early Childhood gaming kit to be distributed to every public school
- Transitions the Parental Program 'I Also can Teach' to distance learning in preparation for scale-up
- Partakes in a marathon for the creation of digital resources to support Distance Learning
- Commits to Natafa3al (a consortium led by NRC and funded by AFD) in support of 'Public schools → community schools'

2015 - 2019

- Scales up its best practices in non-formal education
- Adapts and applies its model in 260 public schools in partnership with WL (QITABI/USAID)
- Launches its sustainability and scale-up plan in 2019:
 - Aligns with the Sustainable Development Goals (SDGs) of education for Lebanon
 - Codifies its endorsed Quality Teaching and Learning model (QTL).
- Commits to QITABI2 (a consortium led by WL funded by USAID) to benefit all elementary public schools in Lebanon

2009 - 2014

- Starts introducing leveled books to the public school class library
- Focuses on strengthening the reading and writing skills of struggling public school learners in cycles 1 and 2 by introducing the Balanced Literacy Approach to teaching reading and writing using the workshop model during summertime. (2010-2011)
- Pilots its model in formal education (2011/2012/2013).
- Scales up its model in non-formal education in response to the influx of Syrian refugees

1994 - 2008

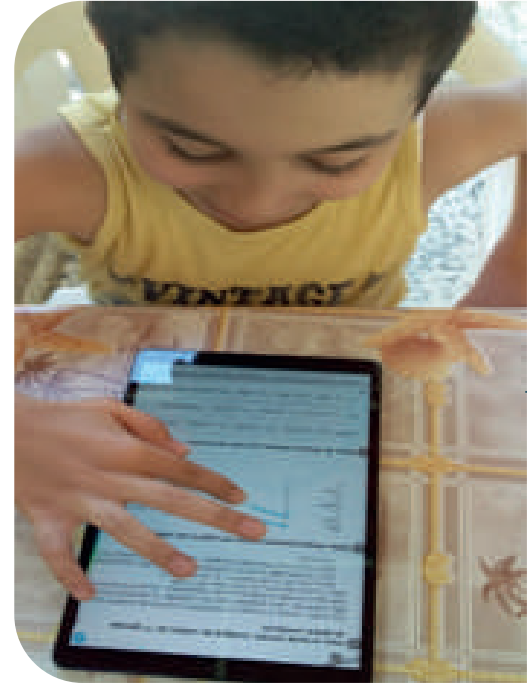
- Partners with MEHE to nurture the love of reading by providing class libraries in public schools
- Reads to children and celebrates the national reading week

● The “Continuous and Holistic Integration of Learning and Development for the Children of Beirut” (CHILD) ←

November 2020- August 2021

Early Childhood Education and Retention Support Programs

In partnership with Caritas Switzerland (CACH) as a response to Beirut Blast, the CHILD project was implemented in collaboration with Caritas Austria (CAUT), Caritas Lebanon (CL), and Seenaryo. The project had two goals: to provide quality education through a remote regulated non-formal early childhood education program for 500 Syrian refugee children and a homework support program for 700 Lebanese learners enrolled in seven public schools in Beirut, as well as to deliver child protection services. Both programs included the delivery of the Quality Teaching and Learning (QTL) model, developed by Ana Aqra and supported by CACH, as well as the promotion of secure, safe, and participatory school environments. To help with the recovery of education following the blast, school teachers received ongoing coaching and self-care packages and psychosocial support (PSS) was integrated into the curricula targeting children and their caregivers. In addition, each of the seven schools was equipped with technological devices, stationery, and home-schooling kits to support parents and the home learning environment during remote teaching and learning.



→ A student, enrolled in the retention support program, practicing a remote lesson

● I Can Always Learn Project ▲

November 2020 - February 2022

Early Childhood Education and Retention Support programs

In partnership with a generous donor who wishes to remain anonymous, Ana Aqra implemented the “I Can Always Learn” project as a response to the exacerbating disruptions in education caused by the spread of COVID-19 and the adverse consequences of Lebanon’s dire economic situation. Via remote learning, the project provided early childhood and retention support education services to children ages 4-6 and 6-8 respectively. The program aims to fill pre-existing gaps caused by either non-stimulating environments for children who are not yet enrolled in school or school interruptions for those who are. The project also delivered the “I Can Also Teach” program, which engaged community stakeholders, particularly parents and caregivers, in supporting the active learning environment by building their capacities and skills in early literacy and child development milestones. Through teacher training and teacher coaching sessions, the project built the teachers’ capacities in quality teaching and learning and teachers adopted their best practices in support of distance learning.



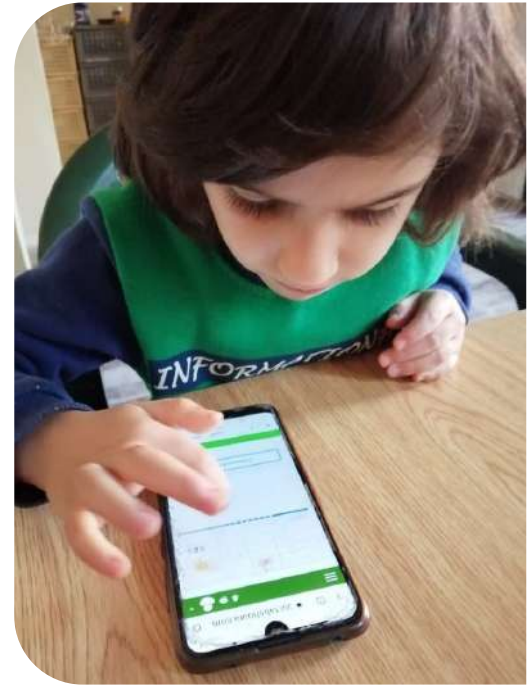
→ ECE learners attending Ana Aqra CBECE center for additional support during distance learning intervention

● “My Best Start”

October 2021- March 2022

Early Childhood Education Program

In partnership with Their World and in collaboration with Al Fanar, Ana Aqra and the Lebanese Alternative Learning (LAL) combined their respective expertise to ensure access to quality teaching and learning through digitized educational materials for the children enrolled in early childhood education and their caregivers. During the year 2021, 100 digitized lesson units with tips for teachers and parents were in the works and will be ready to populate LAL and other platforms to assist teachers, learners and their parents in the successful use of supporting interactive materials and online educational tools. Ana Aqra experts mapped the most essential learning outcomes for KG1-KG3, focusing on literacy in all three language (Arabic, English, and French) and the technical experts of LAL designed the digitized child-centered units of study.



An ECE learner viewing practicing a digitized lesson developed by Ana Aqra

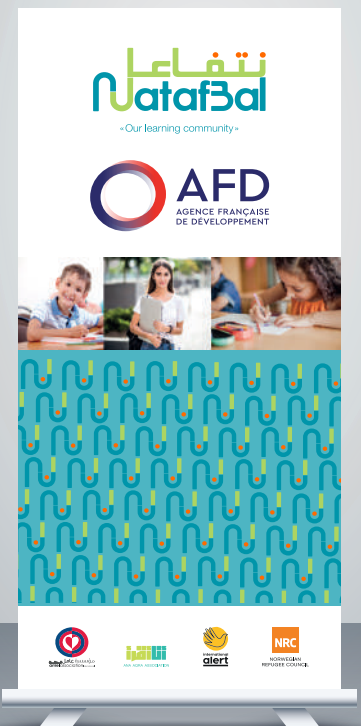
● Nataf3al

Supporting retention of vulnerable children in school in Lebanon

January 2021 - March 2024

Retention Support and development program

In partnership with a consortium led by NRC and funded by Agence Française de Développement (AFD), the Nataf3al project aims to ensure that all students stay in school and successfully complete their education with the assumption that if the entire school can be a support system for all students, then the students can be successful despite future shocks to education and the broader local and national context. The project will support 20 public schools over a three-year period in the most vulnerable cadasters in Beirut, Mount Lebanon, Beqaa, Baalbek and Akkar and will reach over 12,000 learners, 600 teachers, and 3200 parents through the partnership with MEHE and the consortium members including Norwegian Refugee Council (NRC), Ana Aqra, Amel Association, and International Alert. In 2021, the consortium planned to address the most critical retention needs of learners in a holistic approach using a social cohesion lens. The consortium will use the community school framework to guide the overall approach of the project's interventions, assuming that stronger connections between the school and local resources benefit all students, families, and communities. Phase I of the project is an immediate response and needs-based programmatic development, Phase II is a community-informed response, and Phase III is a community-led response with support from consortium partners. Each phase includes four objectives: Supporting student retention directly, strengthening teacher capacity, increasing access to school, and enhancing social cohesion through community-informed and/or led interventions, and finally learning for capitalization modeling. Data and evidence from interventions and project learning activities will be compiled to inform programmatic adaptations and ensure sustainable transfer of successful interventions to school communities, duty bearers, and external actors.



Nataf3al through building stronger connections between the school and the local resources so all students will benefit and reach their potentials

● **Psycho-Social Support Services for Children and Families Attending Schools Affected by Beirut Blast**

October 2020-May 2022

Psycho-Social program

In partnership with a generous donor who wishes to remain anonymous, Ana Aqra addressed the psychosocial needs of 600 children enrolled in three semi-private schools in Beirut that were affected with their families by the 2020 Beirut port explosion. Educational psychologists provided long-term intervention to families and teachers through regular school visits and remote interventions. The interventions assisted caregivers and their children in coping with post-traumatic stress disorders and in regulating their physiological, emotional, and behavioral responses. 14 learners with special needs were referred to specialized services. 32 teachers and frontline personnel who are constantly dealing with various types of vulnerabilities during Lebanon's period of stress and uncertainty received training and support in well-being and self-care. Teachers also provided catch-up programs to 168 learners enrolled in semi-private schools in order to close pre-existing gaps resulting from school interruptions.



A mother and her daughter engaged in an English lesson using Ana Aqra homeschooling kit

● **Quality Instruction Towards Access and Basic Education Improvement (QITABI) 2 Program**

April 2019- December 2023

Development program

In partnership with World Learning and funded by USAID, and in collaboration with American Lebanese Learning Centre (ALLC), International Rescue Committee (IRC) and Management Systems International (MSI), Ana Aqra leads on Arabic literacy and is responsible for the development of reading/writing instructional material and the relevant teacher training of the QITAIB2 project. Ana Aqra implements in 471 schools in Akkar, North Lebanon, Baalbeck/Hermel and Beqaa regions. A variety of activities and educational resources were delivered across all schools and institutions benefiting from QITABI2. Ana Aqra was in charge of distributing educational and classroom materials to the 471 primary public schools. Furthermore, Ana Aqra participated in the procurement and equipping of 2,550 Arabic classroom library sets for grades 5 and 6 learners at the 887 schools and CRDP and DOPS centers throughout Lebanon (Figures 2 and 3). In addition, the Ana Aqra Arabic mobile app "Hafila Hafila" has been endorsed by CRDP and is now available for free on its platform. It features six educational games with three different difficulty levels for learners in cycles 1 and 2.



Principal of Abdel Mixed Public School receiving QITABI2 Arabic Classroom Library set

● Retention Support in Central Beqaa (RTN)

November 2021 - July 2022

Retention Support Program

In partnership with IRC, this project provided adequate homework support (HWS) to 500 Syrian refugee girls and boys enrolled in five public schools who are at risk of dropping out of formal education. The program provided students with remote support sessions in order to improve their school performance, increase retention, and equip them with strategies and skills to complete their homework assignments independently. All implementing teachers received capacity building based on the 'Quality Teaching and Learning' model and approach, as well as remote teaching methodologies and resources that include links and activities directly aligned with grade level curriculum and lesson objectives. Through training and coaching sessions, the project built the teachers' capacities in adopting best practices in teaching during the distance learning modality. The program also engaged parents and caregivers of enrolled learners and provided them with instructional materials for wellbeing as well as materials that will enhance safe and enabling home learning environment.

● Save one School at a Time

November 2021 - June 2024

Retention Support Program

In partnership with Next Philanthropy Foundation-Wise Philanthropy Advisors, Ana Aqra facilitates the three-year partnership aimed at preserving access and quality education within a functional and successful public school. This project supports one school by providing top-up and transportation for 50 teachers, as well as snacks and transportation for 729 learners, allowing them to attend and complete their secondary schooling. The project also provides a total of 60 tablets for distance/remote learning, as well as funding for school operations to ensure safe and enabling learning environments. The project also aims at building the capacity of teachers in Ana Aqra's Quality Teaching and Learning model in order to mitigate challenges with language literacy levels of newly enrolled learners. As a result, the participating school was able to reduce teacher absenteeism and improve learners' attendance during Lebanon's nationwide teacher strike.



→ Learners receiving essential support during mainstream classes

Second Chance

September 2021 - August 2022

Retention Support, Basic Literacy & Numeracy, and PSS Programs

In an ongoing partnership with Luminos, the Second Chance project provided direct services to children in two vulnerable regions, Baalbek and the Beqaa Valley, and resulted in the codification of the Ana Aqra PSS program content. The project delivered basic literacy and numeracy (BLN) classes to 300 children aged 10 to 14 who have been identified as being out of school and have not been enrolled in school for the past two years or more in order to assist them in transitioning to the formal schooling system (either second shift or ALP). In addition, 100 learners enrolled in public schools received Summer Remedial program and 300 students in grades 1 to 9 received Home Work Support to improve their academic performance and wellbeing. PSS activities were provided to all 800 students, including their families, to promote their well-being and continued protection. In 2021, Ana Aqra was able to capture all the learnings from implementing psychosocial support, social and emotional learning, and voices for humanities activities. As a result, three manuals including teacher training and teacher materials, have been revised, endorsed, and approved by CRDP. Ana Aqra and CRDP collaborated closely together on the preparation and digitization of content and interactive lessons and made them available on the CRDP platform to support teachers and students' self-learning. The materials developed are based on the learners' psychosocial needs as well as their different stages of development across ages in a progressive sequence. All PSS content, both digital and non-digital, including teachers' guides and manuals, is made available on the CRDP platform and is accessible to all schools in Lebanon and other countries. Some of the work is still in progress and will be completed in 2022.



Mr. Nohra with collaborating partners



Psychosocial wellbeing activity manual



Hard copy of Book "This is Me" for learners



06 OUR EDUCATION SERVICES

Professional Development

Trainings and Coaching 2021

Efforts to build teachers' capacities continued throughout the year 2021. Ana Aqra trained 457 teachers and teaching staff. 91 teachers received support coaching sessions and successfully implemented the high-quality teaching and learning (QTL) on-line, hybrid, blended, and face-to-face lessons. There was a high demand for teachers to be trained in delivering distance learning across all programs, including Retention Support (RTN), Basic Literacy and Numeracy (BLN), and Community Based Early Childhood Education (CBECE). As a result, teachers received the following trainings throughout the year:

Quality Teaching & Learning (QTL) Training

The QTL training is a five-day face-to-face training and a three-day remote training. Due to the ongoing interruptions and COVID-19, remote training dominated in 2021. The training's goal is to enable trainees to assess teaching and differentiate their instructions in a multileveled classroom within a positive and safe environment. The QTL training is based on the below eight elements:



Teachers participating in all Ana Aqra projects received ongoing online coaching following any trainings to support and assist them in ensuring high quality of teaching and learning through the new modalities of implementation.

Other partners and INGOs that benefited from Ana Aqra QTL training in 2021 include:

- Amel Association, Norwegian Refugee Council (NRC) and International Alert working in a consortium with Ana Aqra on the Nataf3al project
- Terre Des Homme (TDH) for face-to-face teaching and learning
- Caritas Lebanon teachers in 5 different private and semi-private schools received distance training as well as Information Technology (IT) trainings in collaboration with Caritas Switzerland
- UNICEF-Mauritania received blended learning using the Akelius Digital Language Learning Platform

Finally, Ana Aqra trainers and curriculum experts successfully created content and training materials for adult literacy in 2021, as well as conducted this teacher training for Amel Association to support adults in learning how to read, write, and do basic math in everyday situations.

● Adult Literacy and Numeracy Curriculum

Amel Association International reached out to Ana Aqra to design a Literacy and Numeracy curriculum for adults with the purpose of improving caregivers' literacy and numeracy skills and enabling them to better support their children in their learning journey. Ana Aqra's education experts designed the Adult Literacy and Numeracy curriculum and included content material for two cycles of 200 hours of teaching as well as the assessments needed to track caregivers' progress. Ana Aqra's trainers and experts conducted a "Training of Trainers (ToT)" with follow-up sessions to ensure that Amel's facilitators implement the curriculum with the best teaching practices.



Amel International facilitating the adult literacy and numeracy curriculum designed by Ana Aqra Association

● The Just Right Start Kit

In 2021, Ana Aqra finalized the production of the "Just Right Start" kit which was designed to support teachers and parents with the resources they needed to provide game-based learning and teaching for preschoolers and Grade 1 learners. The "Just Right Start" kit was created to provide public school teachers with educational resources and materials in order to facilitate the learning and teaching processes with inclusive tools and contextual materials. The kit was produced in three languages: Arabic, English, and French and it covers basic skills, thematic learning, and educational games targeting the different areas of development. The "Just Right Start" kit was created with age-appropriate designs and materials to appeal to school-age children. In 2021, the Just Right Start Kit was endorsed by CRDP and approved by MEHE for distribution and use in public schools. 1029 copies in Arabic, 582 in French, and 512 in English were printed to be distributed to 806 public schools with kindergarten classes, each according to its teaching language. The distribution of the 1654 kits to public schools will be launched in 2022 in close coordination with MEHE and will be available in all public schools in Lebanon with Kindergarten classes. 30 CRDP and 16 DOPS centers will be equipped with the "Just Right Start" Kit as educational resources to help with training design. Ana Aqra is contributing additional kits to equip the Community-Based Early Childhood Education centers in the Non-Formal Education Program.



https://youtube.com/playlist?list=PLdRLB_axa-XOhJWBWRI4Uc_6eGYC27nTf



● The "Hafila Hafila" Application

Hafila Hafila is a mobile application developed by education specialists at Ana Aqra. It combines six games to help children and adults learn Arabic by introducing them to basic language skills. The application is extremely engaging and works both offline and online. Players can have fun, compete with one another, and learn Arabic all at the same time. Hafila Hafila is used by a number of students in both private and public schools. In 2021, Hafila Hafila was launched on the CRDP Mawaridy platform. All Mawaridy registered users now have access to the application and can acquire a wide range of linguistic skills through play.



<https://play.google.com/store/apps/details?id=com.anaaqra.hafilahafila>

● The “I Play and Learn with Ana Aqra” Kit

“I Play and Learn with Ana Aqra” is an educational kit that includes seven card games and two board games. It was designed by Ana Aqra team to improve and support Arabic language acquisitions and it:

- Provides educators with diverse resources to support them in achieving language learning objectives.
- Offers opportunities for formative assessment (teacher-led and self-assessment).
- Encourages learners to participate and communicate.
- Provides authentic language learning opportunities within a student-centered learning environment.
- Fosters collaborative learning by engaging learners in group play.
- Promotes the development of social-emotional skills.
- Addresses all of the different components of language.

This kit is used by a diverse group of children in schools and across Ana Aqra programs as a primary resource for teachers to facilitate their lessons in teaching Arabic to the entire class, during both guided and independent work.

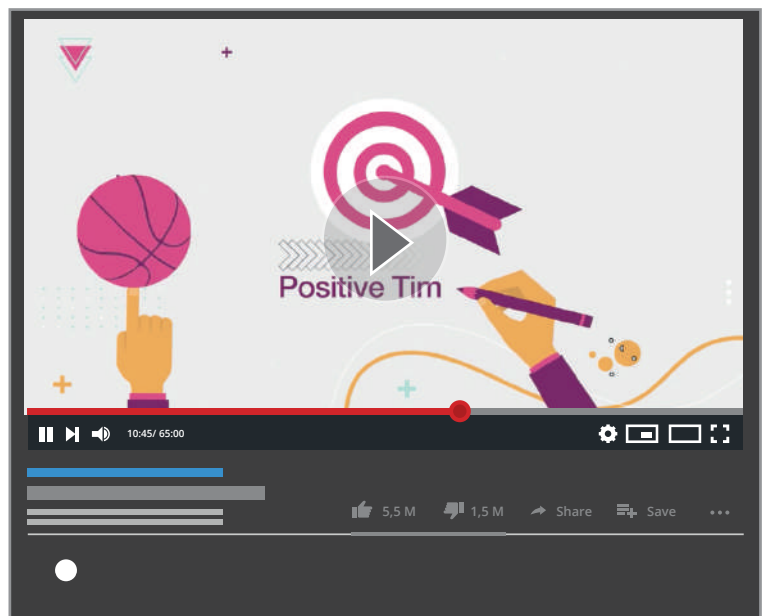


● The Kids' Life Coaching Package ◀

The Kids' Life Coaching package is a collection of 12 videos created by Ana Aqra team to support parents in coaching their children. These videos provide parents with positive parenting tips and tools to help them maintain healthy relationships with their kids. The package includes three main components:

- Building Connections
- Setting Daily Routines
- Developing a Growth Mindset

In addition to the instructional videos, the Parental Kids' Life Coaching Package includes activities to reinforce the covered or targeted skills, as well as a journal that children and youth can use to reflect. This package was widely distributed to parents and students in public and private schools during the year 2021, when remote learning became the new normal and parental support was desperately needed.



08 OUR IMPACT



09 OUR BENEFICIARIES

Direct Beneficiaries

	Program Type	Total Enrolled	Unique Number of learners Per Program	Demographic Breakdown		
						Total
Re-enrollment Rate 22%	Basic Literacy and Numeracy Program	627	447	Gender	Female	2,066
					Male	2,158
	Early Childhood Education Program	2,286	1,771	Age	[3-5]	1,372
					[6-14]	2,775
					Above 14	77
	Homework Support Program	2,216	1,708	Nationality	Lebanese	1,193
					Syrian	2,966
	Psychosocial Support Program	300	298		Palestinian	34
					Other	31
	Grand Total	5,429	4,224	Region	Baalbeck-Hermel	673
					Beirut	1,610
					Bekaa	1,306
					Mount Lebanon	635

10 OUR FINANCIAL REPORT

Statement of revenue and expenditure (in USD) for the year ended December 2021

REVENUE	Amount
Grants Received	5,245,084
Services Income	39,608
Total Revenue	5,284,692
EXPENDITURE	Amount
Direct cost on projects	4,631,901
Indirect cost on projects	156,572
Interest and similar expenses	10,808
Difference of exchange (Loss)/ Gain	214,501
Total Expenditure	4,584,780
Surplus/(Deficit) of revenue over expenditure	699,912





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