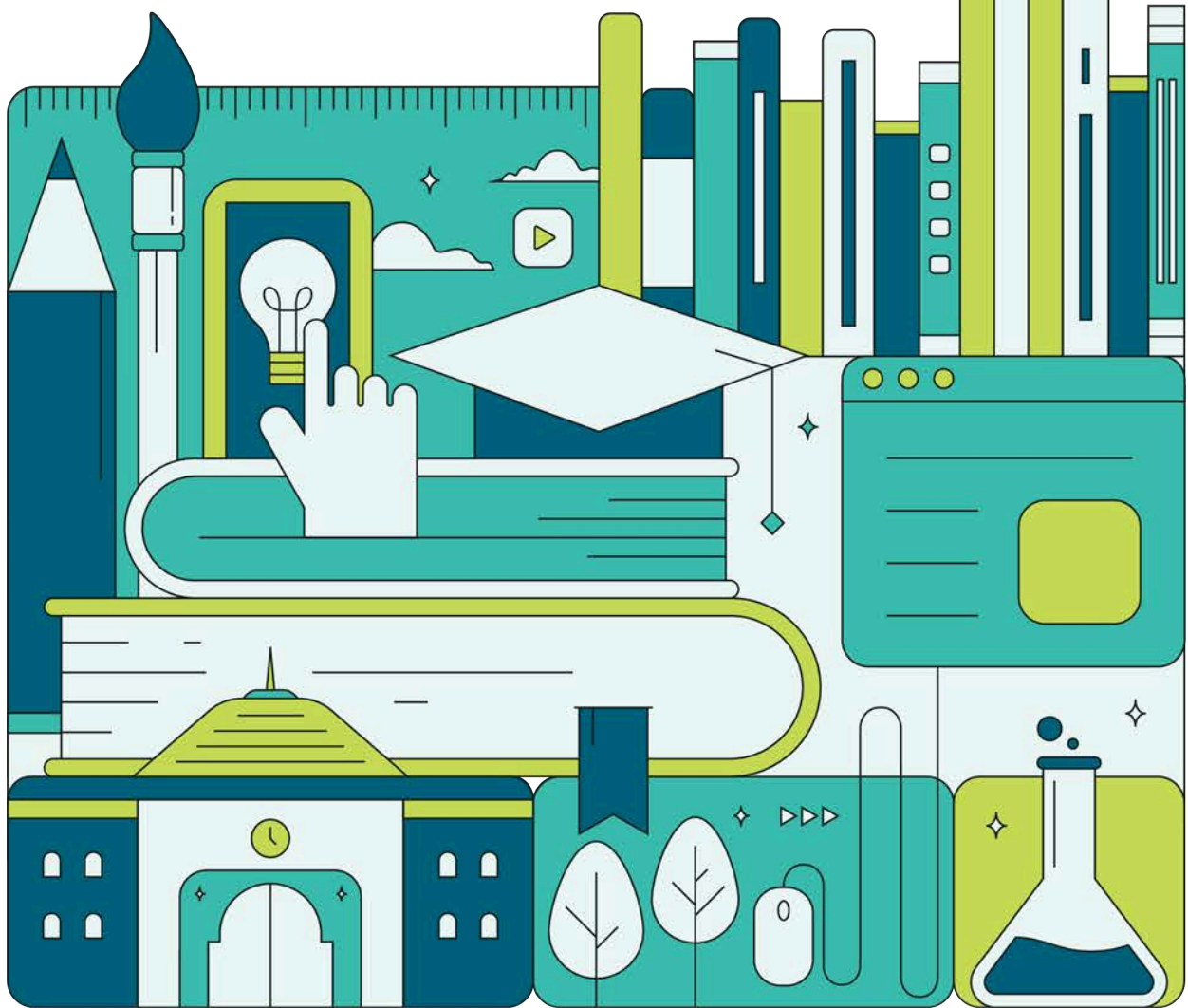


Navigating Education Challenges

ANA AQRA ANNUAL REPORT



2024



ANA AQRA ASSOCIATION

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Words from our President, Executive Director and the Director of Programs



Dear Supporters and Friends,

As 2024 draws to a close, I reflect not only on the many trials we've endured, but more importantly, on the collective strength that has allowed us to rise in the face of adversity. This year challenged us deeply, with conflict, displacement, and disruption shadowing the lives of countless children. But it also revealed something powerful: the enduring impact of community, compassion, and education.

At Ana Aqra, we believe that learning is not a luxury reserved for stable times, it is a lifeline in moments of crisis. Throughout the past year, our teams have responded swiftly and humanely to the educational needs of children impacted by war. We established safe learning environments where there were none, trained educators under pressure, and created moments of normalcy in an otherwise turbulent reality.

This work has not been easy. Members of our own staff have faced personal losses and uncertainty, yet they showed up, with empathy, skill, and courage. Their resilience is mirrored in the children we serve, whose curiosity and joy continue to shine, even in the most difficult circumstances.

Beyond the immediate response, 2024 was also a year of reaffirming our long-term vision: building inclusive, learner-centered systems that honor every child's right to learn and grow. We deepened our investments in teacher development, parental engagement, psychosocial support, and localized learning solutions, because quality education must reach every corner, especially those too often overlooked.

To our partners, donors, and friends: Thank you. Your trust has fueled every step we've taken and every child we've reached. We know the road ahead is uncertain, but we walk it with hope, because we walk it together.

Let us continue to believe in the power of learning to transform lives, even in the most fragile settings. Let us keep pushing the boundaries of what's possible, because children deserve nothing less.

With deep gratitude,
Nahed Zein Naamani
President of the Board



Dear supporters, partners, and friends,

As we reflect on 2024, we are reminded of the remarkable resilience and unwavering commitment of our community in the face of unprecedented challenges.

This past year was marked by immense hardships, particularly as we responded to the devastating impact of war on children’s education. Yet, through collaboration, adaptability, and determination, Ana Aqra remained steadfast in its mission to ensure that learning continues for those we can reach.

In times of crisis, education becomes more than just a right, it is a source of stability, hope, and healing. Our emergency response efforts focused on providing immediate and impactful support to displaced children, ensuring safe learning spaces, and equipping teachers and caregivers with the tools needed to navigate this difficult period. While the war disrupted the lives of many, including our own team members, we remained committed to standing by them, allowing them to regain stability and continue their essential work.

Despite the challenges, Ana Aqra’s commitment to quality education remains stronger than ever. We continue to invest in the development of human capital, fostering both the personal and professional growth of educators and learners alike. Our holistic and inclusive approach emphasizes not only academic success but also the life skills necessary for children to thrive in an uncertain world.

None of this would have been possible without the unwavering support of our partners, donors, and team members who stood by us in the most trying times. Your dedication has been instrumental in keeping hope alive for many children.

As we move forward, let us reaffirm our commitment to making learning accessible to as many children as possible and to standing by those who dedicate their lives to this mission.

Together, we make a difference.

Sincerely,

Marwan Haffar,
Executive Director

Amina Kleit,
Director of Programs

A photograph of several young children in a classroom. They are smiling and holding up their hands, which are painted with yellow and blue paint. In the background, there is a logo for 'Ana Kamen' featuring a stylized hand icon. The image is overlaid with a semi-transparent blue filter and decorative white and blue curved shapes at the corners.

Ana
Kamen

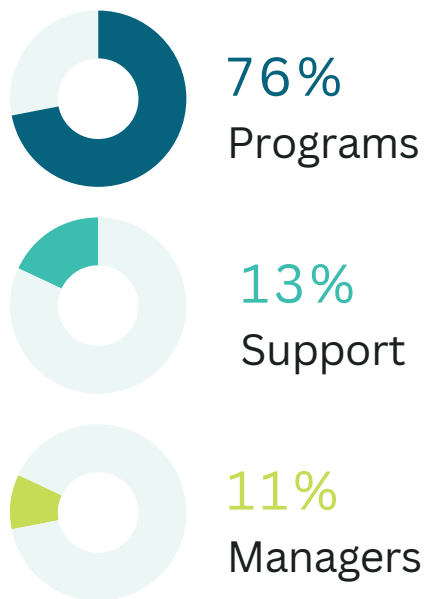
1. What We Do

Vision

Ana Aqra
ASPIRES
to make learning
ACCESSIBLE
to all
Children

Our Team

Our Team is small but efficient



Who We Are

Ana Aqra Association is a Lebanese non-profit, non-sectarian, non-political association benefiting vulnerable children, ages 3 to 18, who are attending, or on their way to attend, Lebanese public schools, as well as their parents, teachers, and school administrators.

Within the below two pillars, Ana Aqra integrates its holistic approach to education, the Quality Teaching and Learning (QTL) model, 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 3-18 years old
- Provision of Adequate Educational Requirements
- Promotion of Reading

PILLAR 2:

Quality Teaching and Learning

- Arabic Language Reading and Writing (G1-G6)
- Early Childhood Education (KG1-KG3)
- Distance Learning
- Training and Coaching for teachers

A photograph of two young children, a boy and a girl, sitting on a carpeted floor in a classroom, playing with colorful building blocks. The boy is on the left, wearing a red tank top, and the girl is on the right, wearing a patterned shirt. They are both focused on their play. In the background, there is a whiteboard with Arabic text and numbers, and several educational posters on the wall, including one with the number 15 and another with a hand icon. The image has a blue overlay and a white circular graphic in the bottom right corner.

2. Supporting Learning in Crisis



With support from the Luminos Fund, Swiss Philanthropy Foundation, and Lebanon Humanitarian Fund (LHF), and in partnership with World Vision, Ana Aqra led a comprehensive emergency response to aid children and caregivers affected by recent hostilities in Lebanon. The initiative addressed displacement and school closures by focusing on psychosocial support, educational continuity, and infrastructure rehabilitation.

Key Objectives:

- Promote the Social and Emotional Wellbeing and resilience of children and caregivers.
- Facilitate the continuity of learning through non-formal and structured activities.
- Support the transition from emergency to recovery, particularly in the education sector.



Psychosocial Support and Educational Activities

Ana Aqra set up Child-Friendly Spaces (CFS) in shelters and community centers to provide children with recreational and emotional support activities such as art, music, drama, and life skills. These included weekly psychosocial sessions and educational activities designed to promote children’s safety and wellbeing.

- 837 children benefited from these activities.
- 35 PSS kits with art and educational materials were distributed.

Support to Caregivers

Ana Aqra distributed parental engagement materials on child development and emotional wellbeing, benefiting 250 caregivers. Relief packages, including food, hygiene items, and winterization supplies, were also provided to support families facing displacement and hardship.

Education Infrastructure Recovery

In coordination with the Ministry of Education and Higher Education (MEHE), Ana Aqra initiated:

- Rehabilitation of four conflict-damaged public schools.
- Decommissioning of eight schools previously used as shelters by removing temporary structures and performing necessary repairs.

These efforts aimed to restore safe, inclusive, and functional learning environments for students returning to school.

Emergency Response 2024 - Snapshot



837

Children



175

Adults



250

caregivers



6,338
Daily Snacks



43
Hygiene Kits



35
PSS Kits



28
Food Parcels



280
Blankets



200
Winterization Kits



10
Stationary Kits

A young girl with dark hair in a braid, wearing a pink jacket and a floral headband, is reading a book. She is in a library or bookstore, with shelves of books visible in the background. The text '3. Coping with Changing Needs' is overlaid on the image in a large, white, sans-serif font. The number '3' is highlighted in yellow. The background is slightly blurred, showing various book covers and shelves.

3. Coping with Changing Needs

1994 - 2008

- Partners with MEHE to foster a love of reading.
- Engages children through read-alouds and celebrates National Reading Week.

2009 - 2014

- Introduces leveled books to public school class libraries.
- Strengthens the reading and writing skills of struggling public school learners in Cycles 1 and 2 (2010–2011).
- Pilots its model in formal education (2011–2013).
- Scales up its model in non-formal education in response to the influx of Syrian refugees.

2015 - 2019

- Scales up its best practices in non-formal education.
- Adapts and applies its model in 260 public schools in partnership with World Learning (QITABI/USAID).
- Launches its sustainability and scale-up plan in 2019, in alignment with Lebanon’s education-related Sustainable Development Goals (SDGs).
- Codifies its endorsed Quality Teaching and Learning (QTL) model.
- Commits to QITABI 2, a consortium led by World Learning and funded by USAID, to benefit all primary public schools in Lebanon.

2020 - 2021

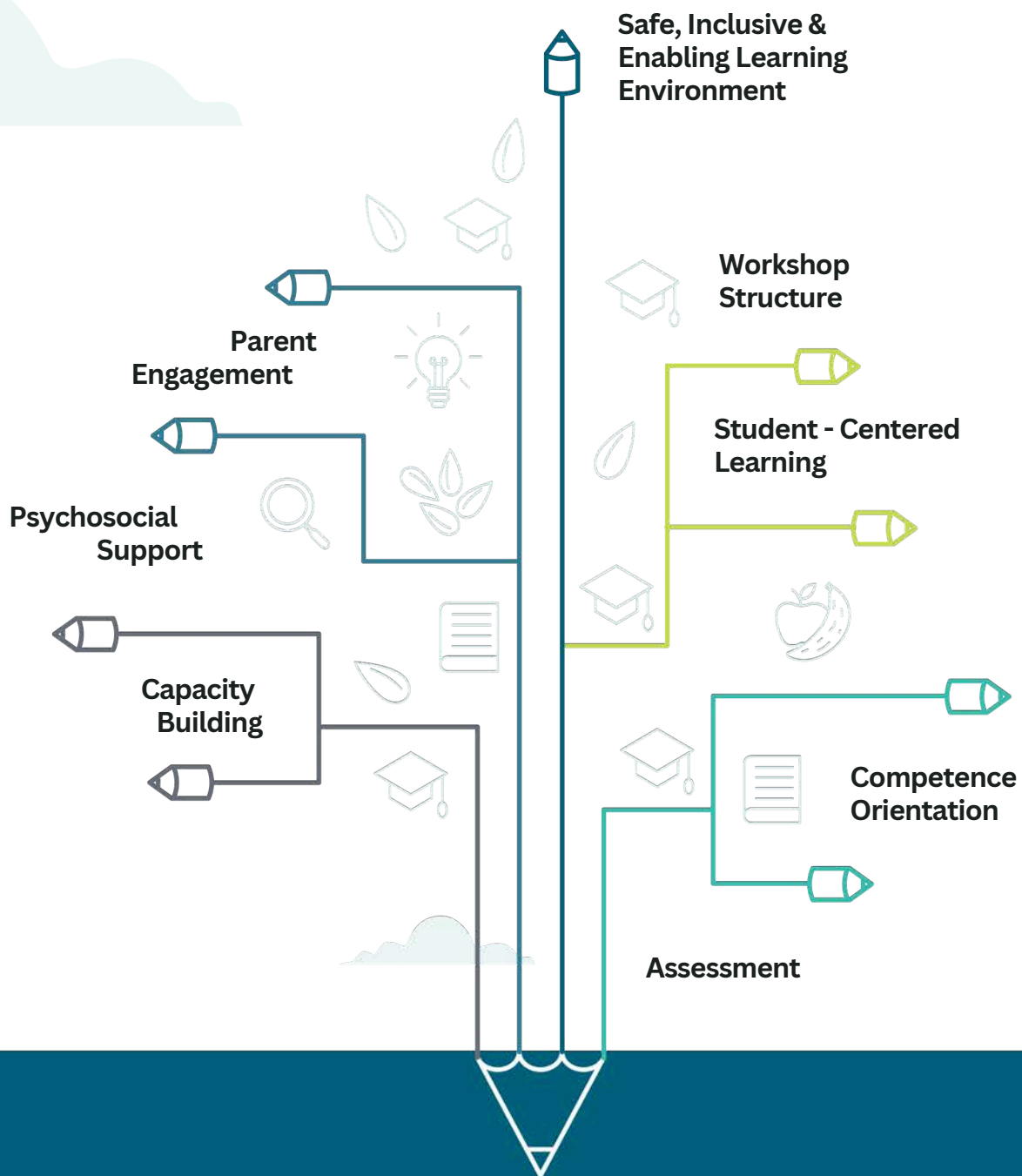
- Incorporates its Distance Learning framework in all its education programs.
- Designs and produces an Early Childhood gaming kit to be distributed to every public school.
- Transitions the parental program I Also Can Teach to distance learning in preparation for scale-up.
- Partakes in a marathon to create digital resources in support of Distance Learning.
- Commits to Natafa3al, a consortium led by NRC and funded by AFD, in support of “Our learning community—the public school as the community school.”

2022 - 2026

- Invests in the development of digital learning resources.
- Supports the retention of skilled educators in the public school system.
- Connects foundational education with livelihood and life skills.
- Advocates for education as an essential component of cross-sectoral humanitarian response.



4. Our Education Services



Quality Teaching & Learning



Professional Development Training and Coaching

At Ana Aqra, sustained success continues to be rooted in our commitment to planning and investing in the capacity building of educators and all those supporting the learning process. Throughout 2024, training and coaching remained central pillars of our work.

In 2024, Ana Aqra trained 192 teachers on the Quality Teaching and Learning model (QTL), with a strong emphasis on the practical implementation of diverse educational programs. These included Retention Support, Homework Support, Community-Based Early Childhood Education (CBECE), Adult Literacy, as well as Hybrid and Remote Learning. The trained educators were engaged in projects implemented across various regions in Lebanon, including Beirut, Mount Lebanon, the North, Akkar, Bekaa, and Baalbeck.

Recognizing that professional development goes beyond training sessions, Ana Aqra continued its dedicated coaching efforts in the field. This hands-on support ensured that teachers received the guidance needed to effectively translate their learning into impactful classroom practices, reinforcing our long-standing belief in continuous, practice-oriented capacity building.

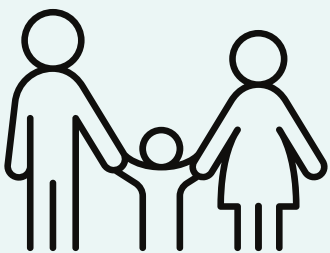
Our focus during 2024 was staying agile to respond to all emergencies, including the war on Lebanon, while continuing to prioritize training and coaching for teachers, coaches, and trainers. We believe, and it has been proven, that well-equipped and supported educators enhance the quality of teaching and learning, ultimately leading to improved student performance.



Psychosocial, Wellbeing and Life Skills

The Psychosocial and Wellbeing Program at the Ana Aqra Association follows a holistic approach to education, aiming to provide quality, well-rounded learning experiences for learners, parents, and their communities. In 2024, the program was further strengthened by the integration of a contextualized Life Skills component, developed with the support of the QITABI3 project. This new addition features a curriculum aligned with the LSCE international framework and mapped against the Lebanese national curriculum, with clearly defined competencies that enhance learners' personal, social, and professional capabilities.

Parental engagement is an integral part of all Ana Aqra's interventions, recognizing the vital role parents play in supporting children's learning and wellbeing. In 2024, we reached a total of 3,722 parents across all our projects, strengthening their involvement in their children's educational journey. A key example of this commitment is our initiative to enhance the quality of Early Childhood Education at home and in public schools, implemented in collaboration with MEHE, CERD, DOPS, and in partnership with Porticus. As part of this effort, CERD endorsed Ana Aqra's parental engagement programs, "I Can Also Teach" and "Kids Life Coaching". The initiative trained 48 formal school teachers and 12 public school directors, and was piloted with around 1,000 families and children aged 3 to 8. Parents reported noticeable improvements, including positive behavioral changes in their children, greater parental empowerment, increased understanding of child development, and enhanced academic performance.



A young girl with dark hair in a ponytail, wearing a light blue school uniform, stands in a classroom. She is holding a stack of papers in her left hand and has her right hand on a stack of papers on a desk. In the background, another student in a green shirt is visible, and a whiteboard is partially seen. The image has a blue overlay and white text.

5. Our Resources

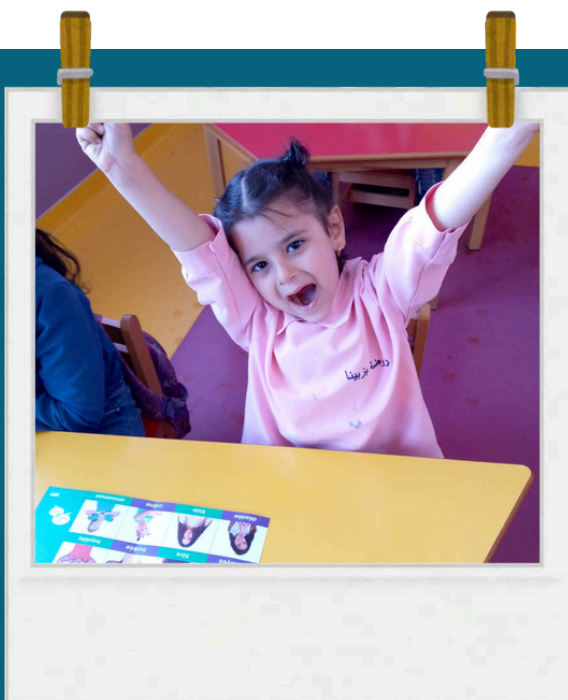


“The Just Right Start” Kit

In 2023, Ana Aqra collaborated with CERD to enhance the Early Childhood Education (ECE) teacher training by integrating “The Just Right Start” Kit, which was distributed to public schools to equip teachers and parents with resources for game-based learning and teaching for preschoolers. The trained teachers were also coached by DOPS, providing complementary support to help them effectively implement the new approaches in their classrooms.

Building on this foundation, in 2024, Ana Aqra continued its work with CERD by delivering targeted teacher training and engaging communities in school readiness initiatives. These efforts aim to activate the use of the distributed resources, support smooth transitions into school, and promote long-term retention for young learners.

To further expand access, the kit is also available on the Mawaridi platform, allowing a broader audience, including educators, and early learning professionals, to benefit from the materials.



The ECE Homeschooling Kit

Ana Aqra Association's Early Childhood Education (ECE) Homeschooling Kit is a hands-on learning resource designed to support young children's early development both at home and in school.

Endorsed by the Center for Educational Research and Development (CERD), the kit is shared with all parents whose children are enrolled in Ana Aqra's programs, reinforcing family engagement in the learning process.

The kit includes 26 durable, laminated, and interactive materials organized in a ring binder with colorful, easy-to-use card sets. Covering key early learning concepts, Arabic and English alphabets, numbers, colors, shapes, days, months, seasons, sight words, and word families, it promotes playful, structured learning in Arabic, English, and French.

Designed to withstand repeated use and encourage active exploration, the kit empowers parents and educators alike to support school readiness and nurture foundational skills.

By bridging the home and school environments, Ana Aqra fosters inclusive, child-centered learning that places families at the heart of early education.



Ana Aqra's Digitized SEL & PSS Package

Ana Aqra Association has developed a digitized Social-Emotional Learning (SEL) and Psychosocial Support (PSS) package tailored for children affected by crisis, displacement, and instability. This comprehensive resource integrates emotional wellbeing into education, fostering resilience and supporting children's social and emotional development. Designed for children aged 5 to 12, the package features interactive storybooks, emotion cards, journaling prompts, drawing activities, and group games. These tools help build essential SEL competencies such as self-awareness, empathy, and emotional regulation, and can be flexibly used in schools, learning centers, or at home by educators, facilitators, and caregivers. The Package, endorsed by the Center for Educational Research and Development (CERD) and hosted on the Mawaridi platform, is accessible, adaptable, and grounded in child-centered educational practice. It provides a practical and meaningful pathway to healing and learning, even in the most challenging contexts.



The “Hafila Hafila” Application



HAFILA HAFILA IS A MOBILE APPLICATION
developed by Education Experts 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.



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.

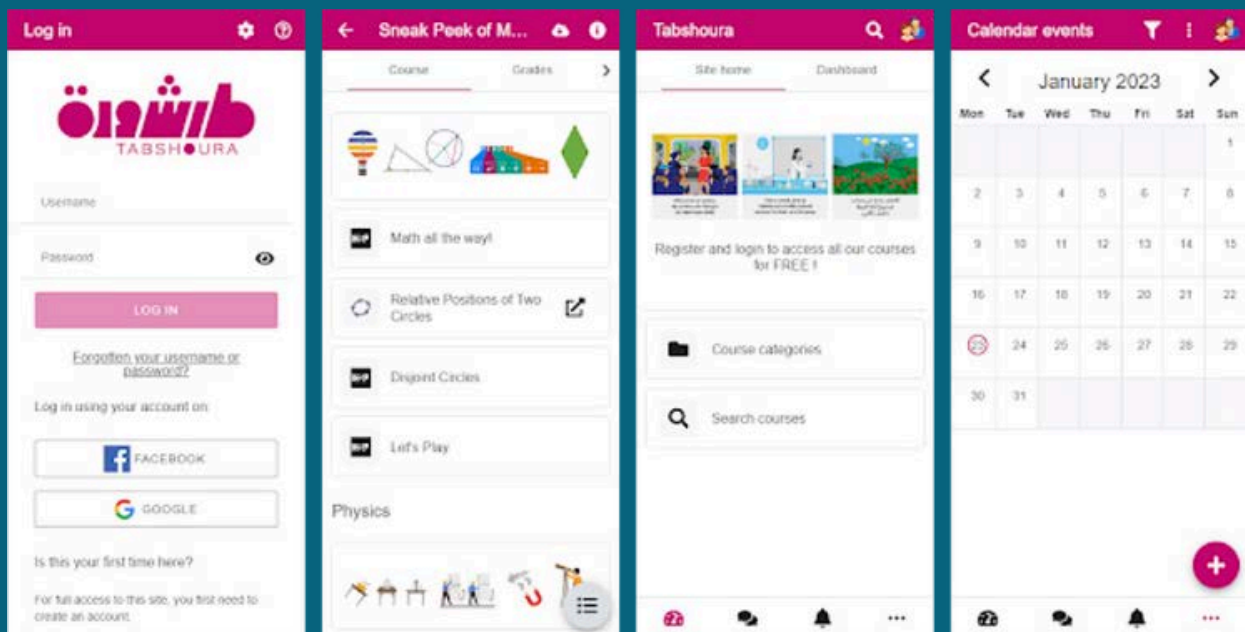


This kit is used by a diverse group of children in schools and across Ana Aqra programs as a primary resource for teachers to facilitate their lessons in teaching Arabic to the entire class, during both guided and independent work.

Digital Units of Lessons for Early Childhood Education



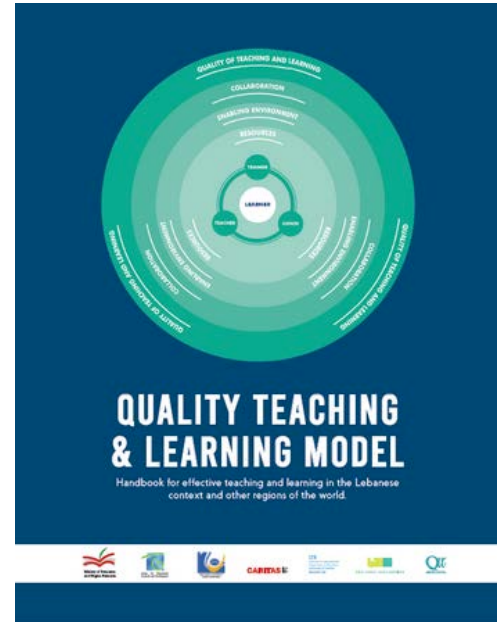
In partnership with Their World, Ana Aqra and Lebanese Alternative Learning (LAL) collaborated to create digital educational materials for Early Childhood Education, ensuring access to quality teaching and learning. A total of 100 digitized lesson units were developed and reviewed by the Center for Educational Research and Development (CERD) of the Ministry of Education and Higher Education. These lessons are aligned with the Ana Aqra QTL Model. Each unit begins with a read-aloud text and includes up to six mini-lessons targeting essential literacy skills such as listening comprehension, letter recognition/phonetics, phonological awareness, sight words, and concept of print. Accessible through the Tabshoura platform, these resources assist teachers, learners, and parents in using interactive materials and digital learning tools.





Professional Development Resources - QTL Model and Handbook

Ana Aqra Association, in partnership with Caritas Switzerland, developed the Quality Teaching and Learning (QTL) model to strengthen teaching practices, improve student learning, and promote psychosocial wellbeing. Built around learner-centered workshops, psychosocial support, teacher training with observation and assessment, and reflective coaching, the model is supported by the QTL Handbook, a practical resource that translates research and best practices into clear, actionable guidance on pedagogy, classroom strategies, and coaching.



The QTL Handbook is organized into three parts for ease of use. Part 1 (Chapters 1–3) introduces the QTL model, its theoretical framework, and practical strategies for transforming teaching and learning in classrooms. Part 2 (Chapters 4–7) provides implementation guidance, covering the stages and steps of the model, classroom practices, teacher training materials (including a 5-day training plan), and coach training materials (including a 3-day training plan). Part 3 compiles references, templates, examples, and additional resources to support application and sustainability.

QUALITY TEACHING & LEARNING MODEL

Handbook for effective teaching and learning in the Lebanese context and other regions of the world.

Professional Development Resources - Psychosocial Support and Wellbeing model

Ana Aqra's Psychosocial Support (PSS) and Wellbeing professional development model integrates four key resources to strengthen teacher capacity, promote student wellbeing, and foster resilience:

- **Voices for Humanity (VFH):** A values-based program for adolescents, young adults, educators, and humanitarian workers, integrating universal humanitarian principles, humanity, impartiality, neutrality, and independence, into teaching and learning. Through five structured modules, VFH develops empathy, teamwork, problem-solving, and humanitarian awareness, promoting social cohesion and a generation capable of meaningful societal contribution.
- **Social and Emotional Learning (SEL):** A framework enabling teachers to embed SEL across the curriculum, supporting learners in building self-awareness, managing emotions, and developing empathy and positive relationships. Resources include lesson plans, interactive activities, and guidance for integration into daily teaching.
- **Psychosocial Support (PSS):** Practical tools to create emotionally safe classrooms, identify distress, and foster resilience. The package provides structured session guides, adaptable activities, and progression models for strengthening coping skills and wellbeing.
- **Life Skills:** A progression-based curriculum developing essential skills for school, work, and community engagement, such as communication, problem-solving, financial literacy, and decision-making. Resources include lesson plans, classroom activities, and professional training aligned with global frameworks and adapted locally.



A group of children and adults are gathered in a room, holding colorful balloons (blue, purple, pink, green, yellow). The scene is festive and joyful. In the background, there is a purple chart with numbers 1 through 10 and some educational posters on the wall. The overall atmosphere is bright and celebratory.

5. Our Beneficiaries



9,160

Learners

**Direct
Beneficiaries**



136,856

Learners

**Indirect
Beneficiaries**



21

Retention Public
Schools



17

Community Centers
Activated



192

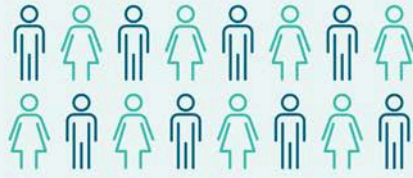
Teacher,
Professional
Development



3,722

Parents/Caregivers

Demographic Breakdown



9,160



52%



49%

Age Breakdown

10%
3-6
Years old

87%
6-14
Years old

3%
>14
Years old



Breakdown per Program Type

Basic Literacy and Numeracy Program
Early Childhood Education Program
Retention Support Program

of Unique
learners

of parents

544

164

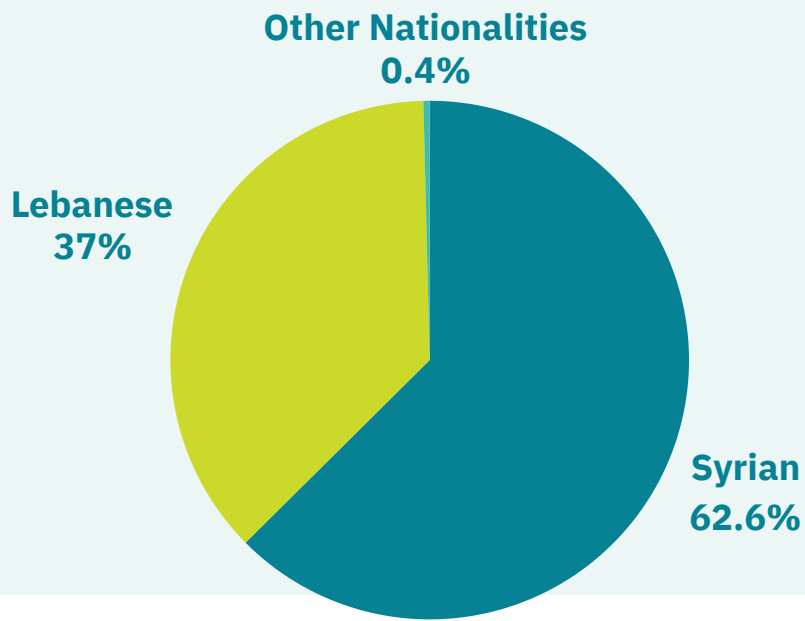
1353

587

7263

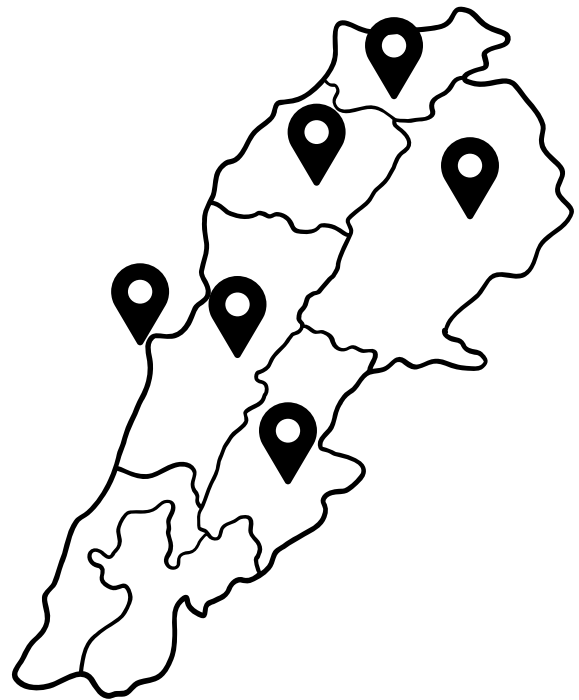
2971

Nationality Breakdown



Regional Breakdown

Akkar	1,367
North	335
Baalbeck-Hermel	1,335
Beqaa	1,862
Mount Lebanon	2,965
Beirut	1,296



Breakdown by Program Type

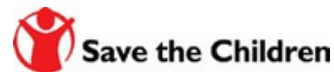
Basic Literacy and Numeracy Program	849	544
Early Childhood Education Program	1578	1353
Retention Support Program	9042	7263

Total Enrolled

Unique



7. Our Donors & Partners



Annex

The image features a vibrant, abstract background with soft, overlapping colors of green, yellow, and light blue. In the lower right quadrant, there is a close-up, slightly blurred photograph of a bright yellow plastic container filled with various colored highlighters. The highlighters are in shades of orange, yellow, green, and pink. The word "Annex" is printed in a clean, white, sans-serif font, centered horizontally and partially overlapping the highlighter container.

Programs and Projects

>> “Social and Emotional School Readiness and Transitioning” Project

October 2024 – October 2026

In partnership with Porticus, this project aims to develop and integrate Social and Emotional Learning (SEL) programs to enhance school readiness and smooth transitions for preschool-aged children. SEL toolkits and training will be developed and provided to teachers, school directors, and caregivers in public schools. The initiative also includes a research component to evaluate the impact of SEL school readiness and transition on educational outcomes, contributing to broader MEHE policy development and scaling up of Ana Aqra’s ECE model.

>> “Ana Kamen” Project – Phase 2

November 2024 – May 2026

In its second phase, and in partnership with WeWorld, this project strengthens inclusive education through retention support and community-based early childhood education programs in underserved areas in Akkar (Kfartoun, Rahbe, Tekrit, Joumeh, and Wadi Khaled). It focuses on children with disabilities and aims to enhance school accessibility, build teacher and caregiver capacities, and raise awareness on inclusive practices within the community.



>> Makani (My Place) Project: Education, Protection, Community Empowerment, and Inclusion Pathways in Lebanon

October 2022– September 2025

Funded by AICS and led by TDH Italy in partnership with COSPE, Ana Aqra, and ABAAD, this project addresses barriers to education through retention programs, protection services, and support for economic inclusion. It directly benefits 5,742 children and parents in Jbeil and Souk El Ghareb, with a focus on at-risk and out-of-school children, and mothers from vulnerable communities who receive livelihood support to stabilize family environments and promote school retention.



>> “Second Chance” Project

September 2024 – August 2025

In partnership with Luminos, this project delivers holistic educational support to out-of-school children aged 10 to 14, helping them transition to formal schooling. It includes BLN classes, retention programs, summer remedial learning, and early childhood education services in Baalbek and the Beqaa Valley. Caregivers also benefit from foundational literacy training and self-sufficiency workshops designed to enhance their support for children's learning and reduce economic vulnerability.

>> “My Best Start-3” Project

November 2024 – August 2025

Ana Aqra, in collaboration with TheirWorld and LAL, leads the third phase of this digital ECE initiative by producing 50 new digitized lesson units in Arabic, math, and science for preschoolers. CERD experts will lead training and coaching for 32 teachers and 9 school directors in 9 public schools. The project also includes parental engagement through the “I Can Also Teach” program. The initiative supports the scaling of Ana Aqra’s ECE model by embedding its resources in public education system.

>> “Education Cannot Wait” Project

August 2022 – June 2025

Implemented in partnership with Save the Children, this project provides community-based non-formal education to more than 4,250 out-of-school refugee children in North, Akkar, and Mount Lebanon. It includes early childhood and BLN programs, capacity building for teachers following the Ana Aqra’s QTL model, and positive parenting support. During 2024–2025, the project continues with ECE program for 575 learners and a remote BLN program for 150 learners.

>> “Educate to Empower” Project

September 2023 – February 2025

This project supports 2,990 individuals in Zahle, including 2,400 vulnerable children and 590 caregivers. Interventions include school- and community-based retention support, summer programs, and psychosocial sessions. Inclusive practices ensure that children with disabilities are reached. Caregivers receive awareness sessions on parenting, health, and education to better support their children and contribute to their well-being.

>> QITABI3

August 2023 – January 2025

QITABI 3 is a five-year USAID-funded program led by RTI International, launched in August 2023 to support Lebanon’s Ministry of Education in improving inclusive education, literacy, numeracy, and social-emotional skills for children and youth. Building on previous phases, it focuses on public and disadvantaged private schools, offering technical assistance in education planning and evaluation. Ana Aqra Association is a key partner leading Arabic literacy and life skills efforts, working with World Learning, SKILD Center, and INJAZ Lebanon. The program was suspended after a Stop Work Order in January 2025.



>> “Nataf3al” Project

January 2021 – December 2024

Funded by AFD and implemented in a consortium led by NRC, this three-year initiative supported 20 public schools across Beirut, Mount Lebanon, Beqaa, Baalbek, and Akkar. It provides retention support for over 12,000 learners and capacity-building for 600 teachers and 3,200 parents. Nataf3al aimed to reinforce the role of schools as community hubs, equipping them to withstand systemic shocks and support long-term educational resilience.

>> “Academic Recovery, Retention, and Family Well-being” Project

December 2023 – December 2024

Funded by LHF, this project targets 2,300 children in Aley, Chouf, and El Metn through intensive retention and remedial programs. It includes homework support, a summer catch-up program, winterization supplies, SEL sessions, and healthy snacks. The project prioritizes inclusion, targeting 3% children with disabilities. 760 caregivers participate in parenting and psychosocial sessions designed to strengthen family support systems and protect children from child labor, early marriage, or abuse.

>> “Improving the Quality of Safe, Enabling and Stimulating Learning Environments” Project

January 2023 – June 2024

In collaboration with Porticus, this project supports 12 public schools in strengthening early learning environments. It integrates Ana Aqra’s digital and hands-on resources into CERD teacher training and DOPS teacher coaching, and improves parental engagement. The project benefits 48 teachers, 12 school directors, 1,000 families, and 1,000 children aged 3–8, ensuring a sustainable foundation for quality early learning in formal school settings.

 | @anaaqra
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 | @AnaAqra1
 | Ana Aqra Association
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ANA AQRA ASSOCIATION