Celebrating 25 years of Reading and Independent Learning
1994-2019
# Table of Contents

1. **WORDS FROM OUR PRESIDENT, EXECUTIVE DIRECTOR AND DIRECTOR OF PROGRAMS**  2  
2. **ABOUT US**  5  
3. **OUR TEAM**  6  
4. **OUR MILESTONES, SUSTAINABILITY AND SCALING-UP GOALS 1994-2024**  8  
5. **WALKING THROUGH 2019**  10  
6. **OUR PROGRAMS**  20  
7. **OUR IMPACT**  27  
8. **FINANCIAL REPORT**  30  
9. **PARTNERS**  31
25 years ago, Ana Aqra under the name of Iqra, started its work bringing the love of reading, discovery and learning to children in Lebanese public schools across the country. In 25 years we read a lot of stories, did a lot of activities, and gained a lot of experience.
I want to thank you deeply for offering me this opportunity to be part of this honorable mission: Education. We should all be committed to improve public schools to become the school of choice. Through quality education we can create a better quality of life. I invite you all to be part of our journey towards making the public school the school of choice.

Lubna Khalil
President of Ana Aqra

Arriving at the 25th year presents an opportunity to reflect on stories, in our rich portfolio, of challenges, successes and learnings. The stories of our beneficiaries and partners span across genres, signaling the relevance of collective experience in informing our aspirations and dreams for the way forward. We remain humbled by the vulnerabilities that our communities experience and persist in our steadfast commitment to equity in education and making learning accessible to all children.

Rima Musallam & Amina Kleit
Executive Director and Director of Programs
The British Ambassador to Lebanon, UNICEF Lebanon representative, Minister Of Education & Higher Education and Executive Director of AA, Rima Musallam, during a visit to the BLN Program implemented By Ana Aqra Association

President of AA, Lubna Khalil, public school

Director of Programs of AA, Amina Kleit, public school
Learning more about ‘learning to learn’

-Rima Musallam, Ana Aqra Executive Director
2. ABOUT US

VISION

ANA AQRA aspires to make learning accessible to all children

ABOUT US

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, Lebanese elementary public schools - as well as their parents, teachers, and school administrators.

Within the below two pillars, Ana Aqra integrates play based learning and PSS.

Ana Aqra aims at sustainable impact through innovative initiatives that respond to educational needs.

PILLAR 1

ACCESS to equitable education:
Ana Aqra’s advocacy campaign and quality implementation enhances access to, and demand from, children and their parents, for regulated non-formal education services: Retention Support, BLN, CB-ECE programs.

Children ages 3 - 14 years old

PILLAR 2

QUALITY of education:
Ana Aqra maximizes the impact of the knowledge gained from its implementation to inform decision makers and to scale up the provision of quality education services: Teacher Capacity Building, Curriculum Design and Revision, Education Resource Production.

Teachers of grades K-9
3. OUR TEAM

FIELD AND OPERATION SUPPORT STAFF
23%

EDUCATIONAL EXPERTS
68%

SENIOR MANAGEMENT
9%
- Some of Ana Aqra members during a meeting, Beirut

- Some of Ana Aqra staff during the end of year gathering, Beirut
Ana Aqra partners with MEHE, to nurture the love of reading, through the provision of class libraries in public schools.

Ana Aqra works to strengthen the reading skills of struggling public school learners of cycle one and two, through the introduction of the Balanced Literacy Approach to teaching reading and writing using the workshop model, during summer time.

Ana Aqra starts its first experiments in the application of its model in formal education.

Ana Aqra works on a bigger scale in non-formal education to respond to the Syrian influx.
Ana Aqra adapts and applies its model in formal education in 260 public schools.

Ana Aqra scales up to transfer its best practices in non-formal education.

Ana Aqra launches its sustainability and scaling-up plan:

- Aligned with the Sustainable Development Goals (SDGs) of education for Lebanon.
- Evidence-based best practices and lessons learned collected from the field.
- Ana Aqra's best teaching and learning practices documented in a model.
Ana Aqra’s members renewed their commitment to “Making learning accessible to all children” during the yearly general assembly meeting. Ana Aqra this year celebrates its 25th anniversary and launches its joint campaign with MEHE “Public school education – A joint responsibility”, addressing three areas: Early childhood education, Importance of arabic language and mother tongue, Making the public schools a school of choice.

5. WALKING THROUGH 2019

- Ana Aqra members meeting, Beirut

- AA founder, Yildiz Diab, public school
“National Reading Week” was recognized by Ana Aqra through implementation of **reading activities to engage the community with the public schools.** This year activities included inviting school principals, regional education officers, representatives from the municipalities, and public figures, to visit public schools and read stories in celebration of this event.

-Principal reading to pre-school children, public school

-AA founder, Amal Saab, public school
Ana Aqra plans with its partners the scale up of the Quality Teaching and Learning (QTL) model.

Evidence on the effectiveness of the QTL collected from the Retention Support Program.

#Quality-of-Education

-Representatives from MEHE, CERD, LU, Caritas Switzerland and Ana Aqra with Scale-up Expert Ian Gray.

#Quality-of-Education

-Retention support program, public school
Ana Aqra initiates discussions to scale up its model of Quality of Teaching and Learning in Mauritania.

Ana Aqra, MEHE and Caritas Switzerland presenting the QTL and scaling the know-how at the World Education Leadership Symposium in Zug Switzerland.

#Quality-of-Education

-Aa Aqra, UNICEF & representatives of MEHE, Mauritania

-AA, MEHE & CACH representatives, Zug Switzerland
AA staff participate in a training on special intervention tools to support learners with special needs, to foster an equitable and sustainable learning environment for everyone.

Inclusive CB-ECE with self-managed independent readers and lifelong learners.

#Quality-of-Education

- AA staff working within CB-ECE, inclusion training, Amman

#Access-To-Equitable-Education

- ECE learners, summer program 2019, AA center
Public school learners enroll in the summer remedial program and participate in different activities related to PSS and SEL. Activities included topics on violence prevention, humanitarian principles and values, self-expression, conflict resolution, health and hygiene and others.

Ana Aqra distributes 3,228 classroom libraries through QITABI project (read aloud and leveled books) to all sections of grade one to four in all primary public schools.

-Learners as avid readers, access reading, public school

- Learners participating in PSS activities, public school
Ana Aqra works on **digitizing** the “I play and Learn” Arabic language play kit. Play is one of the main ways in which children learn and develop.

Ana Aqra benefits other educators in the formal and non-formal education through the provision of trainings on the “I play and Learn” games for classroom usage.

- Children using AA educational game, Halabi bookshop event
- AA training teachers of Al Amine school, Zahle
Ana Aqra integrates the QTL approach in the mainstream teaching in four private schools leading to improve performance of both teachers and learners.

Ana Aqra builds teachers’ capacity in implementing blended learning, in some classrooms in Mauritania, through the Akelius project.

#Quality-of-Education

-Private school learners, Beirut

#Quality-of-Education

-Active use of Blended Learning, Mauritania
Ana Aqra incorporates Art therapy into its Basic Literacy and Numeracy program in collaboration with Red Pencil and in partnership with Luminos funds.

#Access-To-Equitable-Education

- Therapeutic self expression, AA learners in Choueifat

Ana Aqra celebrates end of its Summer Remedial Program with public school learners, parents and teachers exposing students’ work.

#Access-To-Equitable-Education

- Children-made books, grade four, public school
“Kids were so committed to learn and were fascinated by the book and the activities around the book”. Said Magalie.
Read full story on AA social media.

#Volunteering-to-make-difference

Volunteers of Ana Aqra participate in cleaning Lebanon’s beaches, as part of the National Beach Cleanup Campaign 2019, launched by the Ministry of Environment.

#Serving-The-Community

“One thing that stood out to us the most was when we saw someone from Ana Aqra helping an illiterate street child”.
Read full story on AA social media.

#Investing-In-The-Future-Generation

-Magalie, French teacher volunteer, AA center
-AA volunteers, Beirut beaches

-Jad & Linda volunteering, AA office
Ana Aqra designed a non-formal Community-Based Early Childhood Education (CB-ECE) program in line with the MEHE developed CB-ECE program for children of ages 3-5 years. The program intends to prepare children who lack access to formal pre-schools due to socio-economic, lack of 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
The 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.

This allows learners to be better equipped to pursue the proper pathway to formal schooling or enroll in the Accelerated Learning Program offered by MEHE.

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
Retention Support Program (RS)

The Retention Support 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 achievement gaps. 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 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
Psychosocial Support Program (PSS)

The 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 discussions 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.
Improving Quality of Education Services

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 on 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 locally or internationally.
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 classrooms.

Amongst the most significant resources we are keen on providing are leveled class libraries, including selecting books in Arabic, English, and/or French that can cater to different reading levels. 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.
Ana Aqra welcomes volunteers and is grateful for the generosity of supporters donating their time and expertise in the fulfillment of its mission. We are an inclusive association 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.
## 7. OUR IMPACT

<table>
<thead>
<tr>
<th></th>
<th>Qitabi (public school)</th>
<th>Retention Support (public school)</th>
<th>School spirit (public school)</th>
<th>QTL (private school)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Schools</strong></td>
<td>942</td>
<td>+</td>
<td>+</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>965</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Teachers</strong></th>
<th>Teacher Professional Development Consulting projects</th>
<th>Within our projects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>230 + 273</td>
<td>230 + 273</td>
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<tr>
<td><strong>Total</strong></td>
<td>506</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Number of Learners</strong></th>
<th>Direct beneficiaries</th>
<th>Indirect Beneficiaries</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6,308</td>
<td>9,541</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15,849</td>
<td></td>
</tr>
</tbody>
</table>

| **Parents**            | 1,800                |

| **Number of Books Distributed** | 398,136              |

| **Number of Community Centers Activated** | 13                   |
Direct Beneficiaries

<table>
<thead>
<tr>
<th>Service Type</th>
<th>Total Enrolled</th>
<th>Unique Number of learners Per Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Literacy and Numeracy Program</td>
<td>775</td>
<td>703</td>
</tr>
<tr>
<td>Early Childhood Education Program</td>
<td>5,699</td>
<td>3,044</td>
</tr>
<tr>
<td>Retention Support= HSP + RP</td>
<td>3,385</td>
<td>2,561</td>
</tr>
<tr>
<td>Homework Support Program (HSP)</td>
<td>2,929</td>
<td>2,105</td>
</tr>
<tr>
<td>Remedial Program (RP)</td>
<td>456</td>
<td>456</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>6,308</strong></td>
<td></td>
</tr>
</tbody>
</table>

Indirect Beneficiaries

<table>
<thead>
<tr>
<th>Service Type</th>
<th>Unique Number of learners Per Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteering Program through School Spirit Activities</td>
<td>1,050</td>
</tr>
<tr>
<td>Improving Reading Outcomes for Primary Level Public School Students</td>
<td>7,191</td>
</tr>
<tr>
<td>Quality of Teaching and Learning for Semi-Private Schools Students</td>
<td>1,300</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>9,541</strong></td>
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</table>
**Direct Beneficiaries Breakdown**

<table>
<thead>
<tr>
<th>Demographic Breakdown</th>
<th>Total</th>
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<tbody>
<tr>
<td><strong>Gender Breakdown</strong></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>3,034</td>
</tr>
<tr>
<td>Male</td>
<td>3,274</td>
</tr>
<tr>
<td><strong>Age Breakdown</strong></td>
<td></td>
</tr>
<tr>
<td>[3-5]</td>
<td>2,784</td>
</tr>
<tr>
<td>[6-14]</td>
<td>3,456</td>
</tr>
<tr>
<td>Above 14</td>
<td>68</td>
</tr>
<tr>
<td><strong>Nationality Breakdown</strong></td>
<td></td>
</tr>
<tr>
<td>Lebanese</td>
<td>1,048</td>
</tr>
<tr>
<td>Syrian</td>
<td>5,237</td>
</tr>
<tr>
<td>Palestinian</td>
<td>7</td>
</tr>
<tr>
<td>Other Nationalities</td>
<td>16</td>
</tr>
<tr>
<td><strong>Region Breakdown</strong></td>
<td></td>
</tr>
<tr>
<td>Baalbeck-Hermel</td>
<td>1,485</td>
</tr>
<tr>
<td>Beirut</td>
<td>699</td>
</tr>
<tr>
<td>Bekaa</td>
<td>2,038</td>
</tr>
<tr>
<td>Mount Lebanon</td>
<td>1,665</td>
</tr>
<tr>
<td>North</td>
<td>421</td>
</tr>
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</table>
## 8. FINANCIAL REPORT

<table>
<thead>
<tr>
<th></th>
<th>UNRESTRICTED</th>
<th>RESTRICTED</th>
<th>TOTAL</th>
</tr>
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<tbody>
<tr>
<td><strong>REVENUES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Donations/funds</td>
<td>176,335</td>
<td>3,706,151</td>
<td>3,882,486</td>
</tr>
<tr>
<td>Membership</td>
<td>2,192</td>
<td></td>
<td>2,192</td>
</tr>
<tr>
<td>Financial revenues (Positive Exchange)</td>
<td></td>
<td>1,071</td>
<td>1,071</td>
</tr>
<tr>
<td>Overhead and Administrative expenses</td>
<td>221,225</td>
<td></td>
<td>221,225</td>
</tr>
<tr>
<td>Net assets released from restrictions</td>
<td>5,715,125</td>
<td>(5,715,125)</td>
<td></td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>6,114,877</td>
<td>(2,007,903)</td>
<td>4,106,974</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>UNRESTRICTED</th>
<th>RESTRICTED</th>
<th>TOTAL</th>
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</thead>
<tbody>
<tr>
<td><strong>EXPENSES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Program Services</td>
<td>5,391,977</td>
<td></td>
<td>5,391,977</td>
</tr>
<tr>
<td>Management and General</td>
<td>323,147</td>
<td></td>
<td>323,147</td>
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<tr>
<td><strong>Total Expenses</strong></td>
<td>5,715,125</td>
<td></td>
<td>5,715,125</td>
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<tr>
<td>Refunds to donor</td>
<td></td>
<td>-84,803</td>
<td>-84,803</td>
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<tr>
<td>Change in Net Assets</td>
<td>-13,099</td>
<td>-1,679,855</td>
<td>-1,692,954</td>
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<tr>
<td>Net Assets, Beginning of Year</td>
<td>512,540</td>
<td>3,295,918</td>
<td>3,808,458</td>
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<tr>
<td>Net Assets, End of Year</td>
<td>499,441</td>
<td>1,616,063</td>
<td>2,115,504</td>
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</tbody>
</table>
9. PARTNERS

- Al Madad Foundation
- ALFANAR
- World Learning
- CARITAS
- Center for Educational Research and Development
- Ministry of Education and Higher Education
- UNICEF
- Luminos Fund
- International Rescue Committee
- War Child
- Terre des hommes
Call us
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Write to us
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Volunteer with us
volunteer@ana-aqra.org

Donate to us
+961 1 365 149/159 extension 120
URL:http://anaaqra.org/donatebank

Take an appointment & Visit our Premise
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Beirut, Lebanon

www.ana-aqra.org

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