

# ANNUAL REPORT 2020



Al Madad  
Foundation



# A NOTE FROM OUR MANAGING DIRECTOR

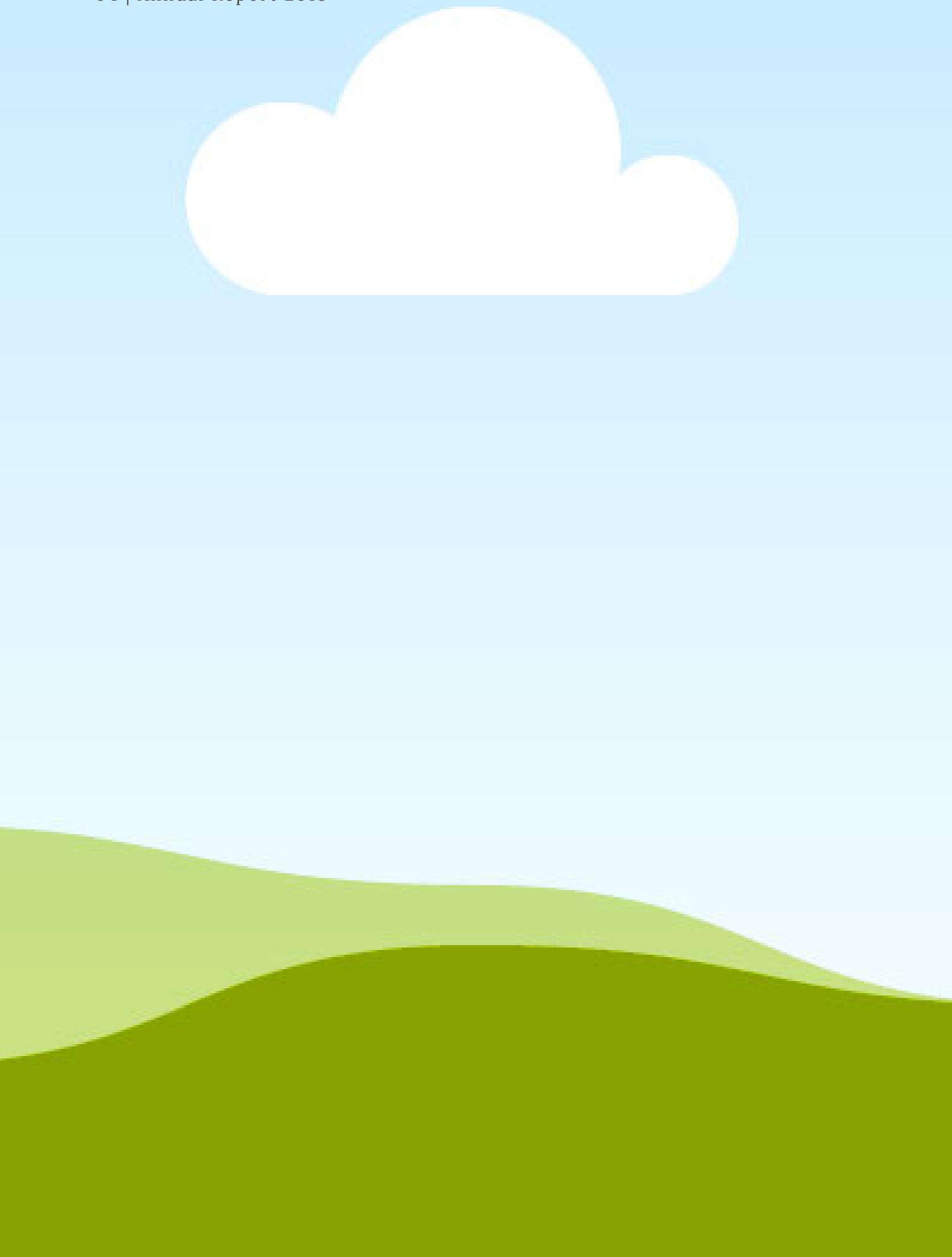
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**Angie Garvich**  
Managing Director



# OUR YEAR AT A GLANCE



# CLARITY OF PURPOSE

THE FIRST STEP WAS DETERMINING WHERE WE WANT TO GO- THE SECOND WAS DECIDING HOW WE WANT TO GET THERE.

If 2017 focused on the clarity of vision achieved through self-evaluation, 2018 was all about clarity of purpose. Confirming our founding tenets was only the beginning, and we knew that to be ultimately successful we must translate these values into clear, actionable principles to guide us in our work.

## **Do No Harm**

Any organisation moving into an area to work, especially overseas, will have some additional influence beyond its intended outcomes. Our chief aim is to increase the positive impact of our projects in any given area while doing everything within our power to mitigate any negative effects caused by us or our partners.

In particular, working with children means that extra precautions must be taken regarding security and safeguarding. We understand that carrying out comprehensive Child Protection procedures can prove challenging at the best of times, much less when formal structures are strained or absent altogether, such as during crisis situations. We do not accept, however, that marginalised young people should expect anything less than the care we would afford our own children.

## **Professionalism in All Things**

We are proud to be partnering with the only professionally recognised Art Therapy organisation in Lebanon at a time when many still consider 'art therapy' to be any activity,

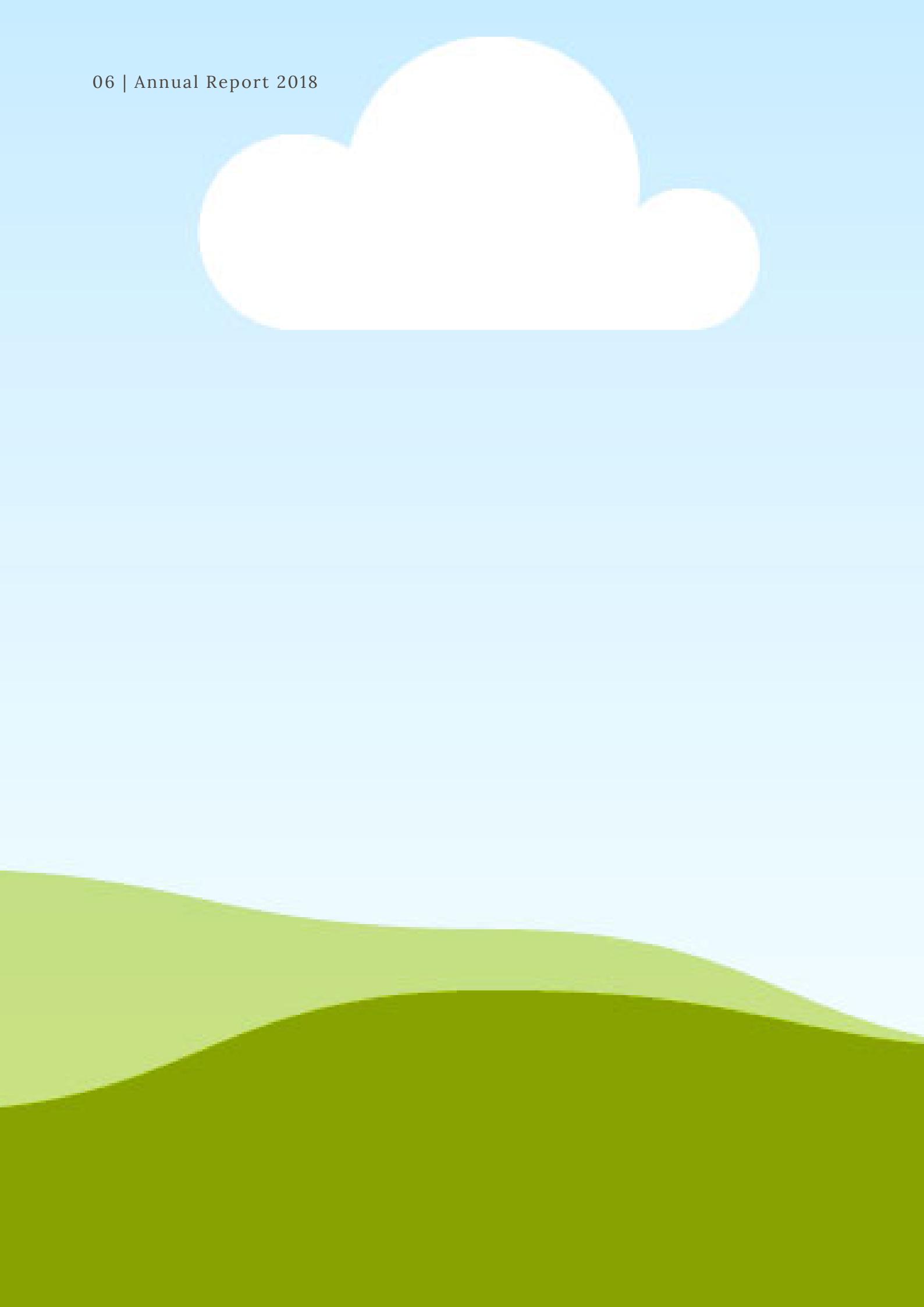
conducted by anyone, involving art or creativity with traumatised children. We firmly believe that "good enough" is not enough for the children we serve, and will continue to work only with professionals possessing proven expertise in their field.

## **Allowing the Recipient a Voice**

Accepting help should never render the recipient helpless. Successfully inviting and integrating service user feedback is an important part of any international development project, and allows us to demonstrate due respect to the communities in which we operate and to achieve our goals more quickly and completely. We recognise that for a variety of reasons this can be extremely difficult to obtain, so seek to "build in" creative methods of collection into the projects we support.

## **Benefiting the Sector**

It is only through working together- as funders, partners, researchers and practitioners- that the sector will ever achieve real results. This is why we prioritise operating in ways that can be of wider benefit to the entire field, whether it be through improvement, replication or enhanced dialogue. From selecting projects that will provide added value outside of our own work to offering detailed feedback to all grant applicants, whether successful or not, AMF are working to add value wherever and however we can.



# EXPANDING MINDS

OUR EDUCATION PROGRAMME IS DESIGNED TO BRING A SENSE OF NORMALCY TO REFUGEE AND DISADVANTAGED HOST COMMUNITY CHILDREN AND TO PROVIDE THEM WITH ESSENTIAL ASSISTANCE, WHETHER IT BE A SMOOTH TRANSITION INTO FORMAL SCHOOL OR ACCESS TO HIGHER EDUCATION OUTSIDE OF THEIR HOME COUNTRY.

In 2017 our specialist non-formal education hub, the Children's Learning Centre, became the epicentre of AMF's educational activities, hosting our largest concentration of pupils and serving as a base for administrative activities. Running in parallel, our Classroom-on-a-Bus programme maintained its flexible and dynamic mission, and in 2018 the two mobile classrooms were refurbished to ensure they remained safe and beautiful havens for children in tented settlements.

Throughout 2018, AMF worked to consolidate operations and collate information from projects in order to evaluate progress, document lessons learnt and enhance impact. As a result, one of the first significant steps taken was the addition of a Project Coordinator at the CLC, allowing us to better support the expansion of both programmes and to more closely monitor activities in the field.

As a direct result, data gathering became more targeted and efficient. New weekly updates and assessment tools were developed to follow up on the training of teachers and staff, to document the progress made with parents, and, most importantly, to monitor the pupil experience in more detail.

Thanks to our partnership with Ana Aqra Association, we are always up to date with what is needed to conform to the requirements of the Ministry of Education and Higher Education in Lebanon. As such,

the start of the 2018 school year saw the implementation of the government's long-awaited unified ECE curriculum and assessments, the universal implementation of which will hopefully promote a more standardised approach across all organisations.

In 2018 we did not forget the importance of host community support in our work. The project team, teachers, transportation team, and support staff are all host community members. Meals, stationery, labour for maintenance work, furnishing and refurbishing of the centre are all sourced locally. This support comes to more than 60% of the project budget.

## Scholarship Programme

We are delighted to report that all of our United World Colleges Scholarship Programme participants successfully completed their studies in July 2018. The future looks very bright for them and in their farewell letters they announced next steps at universities in Europe, Canada and the USA.

"... as I begin my undergraduate studies at Brown University, I just want you to know that Al Madad Foundation is now a part of my life that I will never forget."

-Mohammed Akel  
AMF Scholar



# HEALING HEARTS

IN 2018, AL MADAD FOUNDATION MADE A SIGNIFICANT INVESTMENT IN PSYCHOSOCIAL SUPPORT AS PART OF OUR "WHOLE CHILD" APPROACH TO EDUCATION.

Opportunities for the emotional development of our pupils have improved in 2018, thanks to the introduction of our new Art Therapy project and upgraded Child Protection practices at the CLC.

In line with the rise in reports recommending PSS support to child refugees and their parents, there has been a corresponding increase in organisations entering this field without adequate preparation. AMF has a natural inclination towards art-based activities, but when exploring potential partners we discovered that many actors in the field were not qualified therapists and therefore not true practitioners of 'Art Therapy'. As opposed to replicating existing programmes that focus on "art for art's sake", AMF opted to prove the efficacy, and necessity, of having qualified Art Therapists training teachers and parents and intervening with children needing deeper psychological support.

After an extensive search, AMF chose to work with Artichoke Studio, a social enterprise registered in Beirut and committed to providing Art Therapy services based on high professional and ethical standards. Together we developed a plan to address the particular needs of the CLC community, along with prevention tools and intervention methods to be implemented with pupils, teachers and parents. The project began in earnest in October of 2018 with an intensive preparation

period for teachers at the CLC. Artichoke Studio gave them the skills to observe pupil behaviour and assess whether a child needs to be referred for psychological support. Together with adapted training in PSS aimed at developing creative tools and techniques to fill the gaps of the CLC's existing PSS programme, a solid foundation was built from which to begin working with the pupils themselves in January of 2019.

Much is yet to come, notably therapy sessions for children in need of psychological support beyond the PSS already offered, teacher and parent self-development and self-care workshops, and parenting sessions tackling sensitive topics such as building strong parent-child bonds, sexual abuse, war trauma and gender-based violence, but we have high hopes that the positive changes we are already seeing will only become more pronounced as the project progresses.

We have also been striving to strengthen Child Protection practices across AMF projects. Internal policies have been revamped and, in 2018, we planted the seeds of an exciting new initiative set to begin the following year. The purpose of this forthcoming project will be to highlight the specific needs and challenges around Child Protection within non-formal education, and to produce practical, enforceable steps to better protect the children we serve.



# BUILDING SOLID FOUNDATIONS

CAPACITY DEVELOPMENT IS INTEGRAL TO THE AL MADAD MISSION. THE PAST YEAR SAW THE INTRODUCTION OF PROJECTS WORKING TO IMPROVE TEACHING IN AREAS WHERE THE CURRICULUM IS PARTICULARLY CHALLENGING, ENSURING OUR OFFERING IS AS GOOD AS IT CAN POSSIBLY BE.

AMF train teachers not only for the benefit of our own pupils but also to build capacity within the field as a whole. While our staff retention is excellent, if a teacher chooses to move elsewhere we know that the work we have put into their training will have been worthwhile, as raising our own standard serves to 'raise the bar' for teaching in non-formal education in general.

In the 2017/18 academic year, AMF trained 42 teachers in areas specific to refugee education, encompassing 27 from the CLC and Bus projects and another 15 from other schools. The majority of training each year focuses on specially adapted curricula for pupils in non-formal education and therefore takes into account the additional challenges these children face. Creativity is often key to classroom success, and our teachers are trained to think outside of the box. For example, this past year we offered sessions such as ECE 'Game Scenarios' in which teachers were shown how to use games as learning tools, reducing pupils' anxiety in the classroom.

## Safety in a safe space

Creating an environment where physical, as well as emotional, safety is prioritised was a key area of focus throughout 2017/18 and into 2019. In 2018 we held our first First Aid training session, facilitated by the Lebanese Red Cross, and 2018/19 will see the introduction of planned fire drills in

conjunction with the Lebanese Civil Defense.

## Parents' Meetings

Parental support is essential for us to achieve excellence in teaching and for our pupils to reach their goals in learning. Parents' Meetings at the CLC provide our pupils' families with a thorough introduction to their child's course (ECE or School Retention Support) and advice on how to help them at home. An added benefit is the opportunity to get to know our parents and for them to get to know us, often helping to break down wariness and overcome misconceptions regarding the importance of education. Topics covered include 'The Importance of Early Years Education', 'Parenting Methods and Strategies' and 'Health and Hygiene', all of which aim to support a happy, healthy and stimulating home environment. We achieved 350 session attendances over 2017/18 for both ECE and School Retention Support and hope to build on this success over 2018/19.

## Twinning

Our letter-exchange programme expanded in 2017/18, for the first time allowing teachers to correspond with colleagues overseas. This facilitated not only cultural exchange but also the sharing of personal and professional experiences between teachers in both countries. The number of participating schools remained the same in 2017/18, while the number of pupils increased by 10%.

One of the teachers commented at the end of the programme, "The children really enjoy taking part and cannot wait to receive their letters."

None of the European schools that participated took part in any other form of cultural exchange and all reported that pupils' level of interest in Middle Eastern culture had increased as a result of their participation in the project.

Still, despite positive results, challenges remained in how to translate this initial contact into something with more educational impact and to better engage the schools in more meaningful conversation. After long and difficult deliberations, the AMF team took the decision not to proceed with the exchanges in 2018/19, agreeing on the need to pause until more time and resources could be found to make the most of the project.

### **Building Connections**

The Ministry of Education and Higher Education in Lebanon is responsible for outlining the structure and curriculum for non-formal education, and as this changes and evolves it is vital that we remain up to date to ensure we are meeting the needs of our pupils.

As part of the AMF team's October 2018 site visit to Lebanon we were able to meet with the Ministry representatives to discuss our work and the government's ongoing educational review. As a result, we are

satisfied that, as things stand, we are responding appropriately to the need and can continue to more proactively plan for the future. This is reinforced by statistics from the 3RP interagency response in Egypt, Iraq, Jordan, Lebanon and Turkey, which indicates that

... of the 51,493 refugee and displaced children reached through early childhood care and pre-primary education, AMF educated 564, or 1% - a stunning achievement for a charity of our size!

Equally important is an openness to continuous learning about, and objective questioning of, the areas in which we work. To this end we spend a significant proportion of our administrative time reviewing data, undertaking our own research, and building connections with other actors in the field.

Over the course of 2017/18 we met with 14 new organisations, all of which generously shared their expertise in areas such as non-formal education, Child Protection, and of the situation that our pupils face as they attempt to make their way in the world.

# EARLY CHILDHOOD EDUCATION

## LESSON PLAN

Lesson	Priorities
English Language: The letter "T"	<p>Review previous letters using the Word Wall            + Introduce the letter "T"            + Use flash cards relating to words in the story read during the "Read Aloud" part of the lesson            + Add 3 "T" pictures to the Word Wall            + Create a short Activity: The Secret Box  <i>It will contain flash cards for the letter "T"</i>  <i>Pupils will throw a ball to their peers</i>  <i>Pupils with the ball will take a flash card, name the picture aloud, show it to their peers, put it on the carpet and demonstrate that they can remember it</i>  <i>The teacher will throw the ball back to each pupil and they will try to remember their card</i></p>
Notes	
Reading aloud is a daily activity. It is used for fun and to urge students to read continuously. Through this activity teachers model fluent reading so that students acquire the skills needed to read, predict events, relate to the objective of the day and make a real-life connection.	
Activities	Objectives
<b>Match and Sort</b> <p>Domains:</p> <ul style="list-style-type: none"> <li>-Language and literacy development</li> <li>-Cognitive development</li> <li>-Social and emotional development</li> <li>-Listening and understanding</li> </ul> <p>Materials needed:</p> <ul style="list-style-type: none"> <li>-Flash cards with pictures beginning with the letters "A", "C", and "T"</li> <li>-Coloured baskets/boxes with one letter on each basket</li> <li>-Secret Box, to be used in the activity detailed in the Priorities section</li> </ul> <p>Method:</p> <p>Students take flash cards from the Secret Box and sort into the relevant basket/box</p>	<p>By the end of this session, students should be able to identify, and recognise the sound of, the letter "T"</p>
	Schedule
	<ol style="list-style-type: none"> <li>1. Circle Time:            Attendance            Ice breaking activity            Calendar: days of the week/months of the year/four seasons; numbers; colours; shapes; lines; letters/sounds</li> <li>2. Read Aloud:            Read a story that highlights and focuses on the letter "T"</li> <li>3. Teaching</li> <li>4. Active Engagement</li> <li>5. Real Life Connection</li> <li>6. Rotational or Whole-Classroom Activities</li> </ol>

**BELVEDERE**

HOLLAND PARK

Al Madad Foundation Charity Fashion Show

Tuesday 24<sup>th</sup> March 2018



Al Madad  
Foundation

# MAKING A STATEMENT

SPREADING THE WORD IS VITAL, NOT ONLY REGARDING THE WORK THAT WE DO, BUT ALSO ABOUT THE SITUATION IN THE FIELD AND THE CHALLENGES FACING REFUGEE AND DISPLACED CHILDREN.

Al Madad Foundation made a special social media push in June of 2018 to mark World Refugee Day. From our first tweet of the day our message was taken up by friends and influencers, significantly increasing our Twitter traffic and Facebook reach.

We were delighted to be featured the following month in two articles in The Mayfair Times. The first was a review of our spring Fundraising Fashion Show and the second highlighted the work of the Foundation and its impact, featuring an interview with Board member Basma Alireza.



# MEASURING OUR IMPACT

EFFECTIVE MONITORING AND EVALUATION MEANS WE CONTINUOUSLY REASSESS THE NEEDS, GOALS AND OUTCOMES OF OUR PROJECTS, AND HOW WE CAN BEST USE DATA TO ENSURE OUR PROGRAMMES CONTINUE TO ACHIEVE THE BEST POSSIBLE RESULTS.

## **Measuring our impact**

The work that we do is always going to be about more than just numbers, and we fully recognise that depth of experience and quality of relationships are equally as important. Still, without some means of statistically evaluating the effectiveness of our projects we would only be doing half our job. Good data is essential in measuring the impact of projects, but even in the best of circumstances it can prove frustratingly elusive.

Securing reliable attendance figures are a prime example of this challenge. For some time we had struggled to achieve accurate attendance numbers for the pupils, parents and teachers participating in our projects. Where we had data, the numbers were of overall participants and not unique records, meaning that we could not tell, for example, whether 300 different parents had attended Parents' Meetings over the course of a year, or whether the same group of 50 parents had attended 6 meetings each.

It was a long process, both in terms of developing practical data gathering systems and in simply convincing our partners of the importance and usefulness of capturing this level of detail, but happily the situation today could not be more different.

We can now track the training progress of our teachers to the extent that, at the end of the year, we will create an accurate 'CV' of all the sessions undertaken by each individual. We now know the names of every parent who attends a Parents' Meeting, and similarly, we can create a 'scrapbook' of their academic year's participation.

As for our pupils, we now track on a weekly basis the number present at the CLC for any given session, and the reason for each absence. We have even taken these statistics one step further and examined attendance 'by individual' rather than 'by day' in order to pinpoint pupils with the poorest attendance- often an indicator of other problems- to discuss possible interventions.

Gathering such detailed data allows us to make informed comparisons across academic years and better tailor our offering to variations in need, circumstance, ability or response. The result of all of this work has been that when we plan our programmes, we can do so more confident in the knowledge that we are making the best possible choices for the children we serve.

### **Service User and Staff Feedback**

Still, data only tells part of the story. Obtaining targeted service user feedback in quantity and quality was a priority for us over 2017/18 and remains so in the new school year. Parents' surveys had been conducted previously by our partner, Ana Aqra Association, but 2017/18 was the first year we had access to our own set of results. We found that parents were uniformly positive, which could seem like an optimistic indicator, but often in free education programmes such as ours, parents may be concerned about jeopardising their child's place by providing negative feedback, and we are careful to view overly consistent responses as a possible cause for concern.

These early steps towards implementing a functioning 'feedback loop' represent a good start, but there is still work to be done. In 2018/19 Parents' Focus Groups will be introduced and we hope that in making staff at the CLC aware of this priority we will find new ways to connect with parents that allow for a more open and honest exchange.

Teacher feedback is also of immense value to us. While we have always sought to understand our teachers' views, 2018/19 will be the first year in which we formally seek their opinions on subjects specific to the CLC, such as pupils' meals and our new Art Therapy programme. Our teachers are at the heart of what we do and inspire our pupils, and the teams in Beirut and London, on a daily basis. Any steps we can make towards integrating their voices more fully into our planning can only improve an already great programme, and we look forward to hearing more from them in the new school year.

## AL MADAD FOUNDATION

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