



Reporting on Country Programmes

Nabad for development

Annual report 2021

Table of Contents

DONOR- SECTOR Project **Error! Bookmark not defined.**

Overall Summary: **Error! Bookmark not defined.**

Target Beneficiaries and Attendance Rate: **Error! Bookmark not defined.**

Activities: **Error! Bookmark not defined.**

Events and Trainings: **Error! Bookmark not defined.**

Other: **Error! Bookmark not defined.**

Photos: **Error! Bookmark not defined.**

-ACRONYMS	
To add all abbreviations by each department	
CHV	Community Hygiene Volunteer
FP	Focal Point
IS	Informal Settlement
MHM	Menstrual Hygiene Management
PDM	Post-Distribution Monitoring
PHE	Public Health Engineering
PHP	Public Health Promotion
SOPS	Standard Operating Procedures
SRHR	Sexual Reproductive Health and Rights
WaSH	Water, Sanitation and Hygiene Promotion

MEHE	Ministry of Education and higher Education
ECE	Early Childhood Education
ECD	Early Childhood Development
ABLN	Adapted Basic Literacy and Numeracy
BLN	Basic Literacy and Numeracy
YBLN	Youth Basic Literacy and Numeracy
ALP	Accelerated Learning Program
RS	Retention Support
RC	Remedial Classes
HSG	Homework Support Group
FLC	Foreign Language Classes
ECL	Education Community Liaison
RACE	Reaching All Children in Education
OOSC	Out of School Children
CERD	Center of Education Research and Development
PMU	Program Management Unit
LCRP	Lebanon Crises Response Plan
EIE	Education In Emergency
CWD	Children with Disabilities
TLC	Teachers Learning Circle

PCG	Parent Commity Group
PTA	Parent Teacher Association
HH	House Hold

1. DONOR-SECTOR PROJECT:

EDUCATION:

Project Name: Non-Formal Education Programme in Central Bekaa		Donor name: IRC/UNHCR		
Department: Education		Budget: 519.721 USD		
Area of intervention: North and Central Bakaa		Duration of project: 11th of January 2021 - 31st of December 2021		
-Overall summary:				
Starting the 11th of January 2021 and in response to the novel coronavirus, Nabad with close coordination with IRC was able to successfully continue the implementation of the “Non-formal Education Programme in Central Bekaa”. The project will end in the 31st of December 2021. Areas of intervention include Central and North Bekaa. The activities included in the project are: provision of BLN, HSG, 7-9 YO activities, awareness sessions, importance of education sessions and OOSP. The target is divided as follows: BLN (1800 children), HSG (225 children), 7-9 (100 children), OOSP (1500 children), awareness sessions (2500 individuals) and 39 second shift schools.				
-Target beneficiaries:				
Objective		Activity	Achieved Target	Actual vs. Target
Children, youth, and their caregivers are provided with	1.1	# Of Awareness sessions for refugee children, youth and	500 sessions	134%

the necessary support to increase their demand for formal education or regulated non-formal education.	1.2	caregivers to improve access to primary and secondary schools		
		# of individuals reached with outreach and awareness sessions	5342 (2740 F; 2602 M)	119%
		# of Out of School (OOS) children identified	2308 (1092 F; 1216 M)	115%
		# of Households (HHs) reached	723	145%
Refugee children access quality formal education activities in a protective environment	2.1	# of second shift public schools with education community liaison volunteers	39	100%
		# of education community liaison volunteers ECLs involved	39 (25 F, 14 M)	100%
	2.2	# of children supported with homework support group	230 (115 G; 115 B)	102%
	2.3	# of children supported with tailored educational program for 7 to 9 years old	101 (40 G, 61 B)	101%
Bridging the educational gap for out-of-school refugee children with alternative programs “basic BLN” to prepare them to successfully reintegrate into mainstream school	3.1	# of children supported with Basic BLN	C1: 514 (244 G; 270 B)	98%
			C2: 703 (342 G & 361 B)	
			C3: 631 (319 G & 312 B)	
		# of refugee children with disabilities enrolled in the BLN	12 (6 G; 6 B)	92%
	# of groups established to receive remote education	17	53%	
Teachers and educators in learning spaces are capacitated to contribute to inclusive, safe, healthy and protective environment.	4.1	# of teachers, education personnel and educators trained	26	100%

-Activities:

Activity 1.1: Provide awareness sessions for refugee children, youth and caregivers to improve access to primary and secondary schools

In total, the ECL’s have reached a target of 5342 individuals with 500 awareness sessions, about access to education, with a focus on second shift, and are mobilized to support access to and retention of children in public schools and referrals to non-formal education programs.

The planning was initiated on the 11th of January 2021, and the delivery of the awareness sessions was initiated in March. Nabad with close coordination with IRC, was able to successfully implement all awareness activities remotely. The sessions covered the following components:

1. *Difference between Formal and Non-Formal Education and how to access public schools (near available schools) | Distance Education | Education levels, ages, and criteria (cycles: KGs, Cycle 1/2/3, Intermediates, Secondary, University, TVET: BP1/2, BT 1/2/3, TS ½, LT, Masters with agencies/NGOs that provide grants) | ECLs and their responsibilities | HSGs | ECE and B-ECE |BLN, Y-BLN | ALP, Y-ALP | updates from caregivers on whether any family member is infected by COVID-19 | sharing with families any updated UNHCR services/decisions*

Also, dedicated COVID-19 sessions were added to the importance of education sessions, to provide beneficiaries with the needed information to protect themselves and their families.

Provided below are details on the 500 delivered awareness sessions which covered both the *importance of education* and *COVID-19 awareness*:

# Importance of education and COVID-19 sessions	Month	Individuals
23	March	171 (83 F; 88 M)
70	April	873 (463 F; 410 M)
116	May	1047 (491 F; 556 M)
31	June	355 (168 F; 187 M)
30	July	337 (147F; 190M)
69	August	767 (431 F; 336 M)
72	September	806 (425 F; 381 M)
64	October	699 (382 F; 317 M)
25	November	287 (150 F; 137 M)
0	December	0

The main challenge faced here is the ability to reach all beneficiaries with the awareness sessions in the lockdown periods. However, the team was able to help many confused beneficiaries to register their children back in the education loop through the awareness raised.

Activity 1.2: Identify students out of school to be enrolled in informal education system

The ECL have reached 2308 children remotely via WhatsApp and when possible, physically through field visits.

The aim is to refer children that are out of school on the KoBo (UNHCR's database) to be referred to working NGOs in order to support them enroll in FE or NFE programs.

Moreover, the main challenge during the OOS profiling was the lack of trust in some cases since some beneficiaries refused to share details with the ECLs because in their opinion, they are not receiving any support for their children after they are being referred through the KoBo.

The total number of referrals from the Education officers for the year 2021 was 836 cases divided into Health, Child protection, Education, Shelter, and Legal documents.

Activity 2.1: Enhance communication with parents and referrals of cases of violence in public schools

As mentioned in section 3.1, there were 39 active Education Community Liaisons (ECLs), 23 F & 16 M, who were present at 39 schools (each school had 1 ECL). The ECLs played an active role throughout the program in providing the team with weekly updates at the field level, sharing challenges faced, communicating important information to the community and assisting in registering out of school students. More importantly, they constantly raised awareness on COVID-19 precautions and communicated details of vaccination campaigns.

One of the main challenges present in this component is the perceived low incentive given to the ECLs given the critical economic crisis and the increased workload with an absence of OVs. ECLs were receiving 400,000 LBP which pushed them to call for a strike starting March 12, 2021, thus leading to stopping the field activity in Central Beqaa until end of March.

After several meetings with Nabad staff and consequently with UNHCR, there was an increase in the incentives given to the ECLs to 650,000 LBP starting March 2021. To further respond to the ECL's concerns, they started getting 1,600,000LBP per month in the last quarter of 2021 which reflected positively on their motivation.

Moreover, listed below are some challenges and actions taken related to the ECL involvement:

1. 17 out of 39 ECLs were vaccinated and 4 are waiting to get vaccinated. The vaccine campaign was initiated came by UNHCR to vaccinate the ECLs. However, there was a lack of trust in some vaccines in the first place. The ECLs were enrolled in a training facilitated by Balamand University, in which they took further information on vaccination that they should share with the community. In addition, they also finished the PSEA training.
2. ECLs faced a challenge with the referrals template which required a lot of time to be filled on the tablet. In addition to that some information shared were considered confidential by the beneficiaries and thus they could not share them. A training was delivered to all the ECLs on how to use all the different forms required on KoBo. This was discussed in the monthly meeting. As a result, a meeting with UNHCR was assigned to closely follow up on the matter. In this meeting, 2 suggestions were proposed: The first was to use the IRF as soft copy on the tablet. Secondly, to minimize the data collected directly from the ECLs to include only the basic information from beneficiaries, and any additional information to be collected by the focal point which received the case. The IRF is being used by the ECLs as a soft copy on their tablets, but the data collected is

still not minimized.

3. Many decisions were released from MEHE, which led to some confusion among the caregivers of children attending second shift schools with respect to the learning modality being shifted to blended or physical. Accordingly, there was a proper follow up with the ECLs to disseminate the regulations from MEHE in a timely manner preventing any confusion.

Activity 2.2: Retain and support children attending second shift schools, by providing Homework support group activities

NABAD was able to reach and register 230 children (115 G; 115 B) and assign 11 facilitators (8G, 3B) in HSG covering North and Central Beqaa; each facilitator in charge of 15 students.

At the beginning of 2021, 10 groups were received from IRC to be followed up by NABAD. However, based on the increasing need for HSG and on the suggestion of UNHCR, 5 groups were added. Therefore, there are 15 groups of HSG in total. Outreach workers were recruited to follow up on the HSG activities.

First, these 10 groups were undergoing remote learning, but based on the caregivers' proposal who communicated with the facilitators on their request for blended learning, the children started with the blended modality. They were meeting at the facilitators' house 1-2 times on a weekly basis and based on the facilitators' availability.

Stationary kits, tablets and rechargeable cards were distributed with a strict follow-up done with the caregivers and facilitators.

Post-tests were conducted in the end of December to 25 children from different groups. Moreover, Child Satisfaction Survey have been conducted for 42 children from different areas to measure the satisfaction of the children after received HSG sessions and evaluate the success of the program. Furthermore, Pre-Test have been conducted for 45 children for the new year (2022).

It's worth mentioning the several challenges present in this component. Schools were constantly on strike due to the critical situation in Lebanon (teachers' salaries, transportation costs, etc.) which led to a delay in delivering the curriculum. This in turn led to placing the children under the risk to be dropped out from second shift schools and affected their learning. Moreover, there was a lack of learning materials for both children and facilitators who in turn are volunteers, thus receiving no form of remuneration or incentive.

This called for an intensive follow-up by the team and the facilitators on the curriculum as well as a training for the facilitators on remote learning and usage of material. Additionally, Nabad distributed stationary kits, white boards, and PPE materials which were donated by UNHCR and IRC.

Activity 2.3: Supporting children between the ages of six and nine, who are at risk of remaining without education due to school closures and the lack of appropriate educational programs, through educational activities to keep them engaged in the learning process.

Nabad reached 101 students (40 G, 61 B) distributed among 4 groups, each instructed by a teacher; so 4 teachers (1 M; 3 F). The area of intervention is in Central Bekaa; in Qab Elias, Saadnayel, Omareye, Terbol and Bar Elias.

Teachers finished two days of training, which was focused on BLN, classroom management, healing classroom, active learning, and technical planning on the curriculum to be used, lessons learned, child rights and inclusion. During the second cycle the teachers had two days refresher training concerning BLN

curriculum and technical plan. Daily phone calls were conducted with the teacher to discuss the challenges and the activities that were sent to the students.

The curriculum used in cycle 1 was for the BLN program shared from IRC's side, and in cycle 2 MEHE's curriculum (Grades 1 and 2 in public schools) was used. 5 sessions were delivered weekly, 3 hours per day (15 hours per week/ group). In addition, new material tailored by NABAD staff and reviewed by IRC was added to the program which is the CRS activities (Caregiver Recreational Support). The purpose of this CRS is to engage parents and their children in the educational process, including interactive and fun activities using materials found in their homes, so it incurred no costs on the parents at all. This led to receiving positive feedback from caregivers. All activities were conducted remotely.

This has already led to positive feedback, in which many parents were eager to register their children in the program and seemed motivated to participate in their children's education. Videos were sent by parents which show how they are conducting the learning process with their youngsters. Also, follow up phone calls were made with parents, in which they were asked general questions about their feedback with respect to the program.

So, each cycle covered 192 sessions having a total of 384 sessions. The sessions were planned as follows:

- 2 sessions in the morning with 2 teachers from 9 AM till 12 PM
- 2 sessions in the afternoon with 2 teachers from 1 PM till 4 PM

And the cycle dates were set as follows:

1. cycle 1: June 2 - August 30.
2. cycle 2: September 13 - December 9.

The students were provided with rechargeable cards, stationery, and recreational kits, learning activities and 3 booklets (English, Arabic and Math) for each child.

All students in cycle 1 were assessed, based on the ECE MEHE's assessment tool remote version for L2. The tool was used as it is without modifying in order to keep the averages for every domain as the ones given by MEHE. Furthermore, the tools were adapted based on a close cooperation and coordination between the technical education units of IRC and NABAD. As for cycle 2 the ECE MEHE's assessment tool was used as a remote version for L3.

Activity 3.1: Provide children (10-14) with BLN and Life Skills

BLN is a basic literacy and numeracy program that targets the children who are out of school for 3 years or more or have never been enrolled in school, within the age range 10-14 years, covering the subjects of Arabic, Foreign Language, Math and Life Skills.

Nabad implemented 3 cycles of the program with 1,848 students in BLN program in in Central Bekaa (BarElias, Saadnayel, Taalabaya, Ali Nahri, QabElias, Rayak, Dalhamieh, Faour, Majdal Anjar, and Kfarzabad).

	# Students per cycle
Cycle 1 – February 15 – May 21	514 (244 G; 270 B)
Cycle 2 – June 7 – September 10	703 (342 G & 361 B)

The ECLs outreached the target for cycle 1 in Central Bekaa in the above-mentioned areas and the validation process was conducted by the education officers to confirm that children outreached fit the criteria for the program.

The curriculum used for cycle 1 was shared from IRC's side and it included materials that fits the needs of children registered. However, as MEHE's curriculum was received for cycles 2 and 3, it was very challenging for the children to understand so it was modified slightly to meet their needs. As per MEHE standards, it was known that the number of sessions should be 250 divided as follows: 80 Arabic, 80 Foreign language, 80 Math, 10 Life Skills. So, each cycle covered 250 sessions having a total of 750 sessions, all delivered remotely.

Nabad's technical team designs the BLN technical plan per cycle and provides to teachers to serve as their guide for content delivery. The number of sessions for each subject (Math, Arabic, and English) are assigned according to the required sessions from MEHE curriculum. The plan includes all the sessions/subjects scheduled for each day for each week of a cycle, the requested outcomes for each lesson and its proper activities.

So the number of sessions for each subject were assigned according to MEHE's guidelines and the cycle dates were planned accordingly. Classes were running from Monday to Friday with 4 sessions delivered daily.

To properly capacitate the teachers before the program starts, they were given several trainings from Nabad's technical officer and the team concerning several important points. Listed below are the trainings that were delivered by the education technical officer at Nabad:

1. TLC and Lessons learned on January 28, 2021.
2. BLN training on January 29, 2021, and 28 May 2021
3. ASER, SEL, and curriculum on February 2, 2021
4. Life skills core team on May 19, 2021
5. MEHE's curriculum training on May 24 & 25, 2021
6. BLN technical plan training for MEHE's curriculum on June 4, 2021
7. Technical plan cycle 3 and lessons learned training on 13 September 2021.

514 students were registered during cycle 1, (244 G & 270 B). The pre-test "ASER" was done remotely by the teachers via WhatsApp. 17 WhatsApp groups were created each with 25 students depending on their level (Emerging / Developing). So, 17 teachers (16 F& 1M) were recruited. Each teacher is responsible for 1 class (25 students).

As for cycle 2, it started in the 7th of June 2021 registering 252 new students (126 F & 126 M) in North Bekaa (Tamnin, Bednayel, Ksarnaba, and Sariin). 161 children were outreached in Central Beqaa (81 F & 80 M) and 91 children North Beqaa (45 F & 46 M). Thus, the total number of students in cycle 2 registered was 683 children (337 G & 346 B). The post-test "ASER" was done to all students at the end of cycle 1 which was also counted as the pre-test for cycle 2. The cycle was planned to be conducted using the blended modality, but due to COVID-19, it remained implemented remotely. 46 WhatsApp groups were

created each with 15 students depending on their level (Emerging / Developing). Additional 6 teachers were recruited, and the total number of teachers was 23 (21 F& 2 M). So, for the second and third cycles, each teacher had 2 classes, and each class consisted of 14-16 students.

As for cycle 3, it started on September 20, and 20 students (15 G & 5 B) were registered at the beginning of the cycle instead of the students that dropped out. Moreover, a total of 38 students dropped out at the end of the cycle due to different reasons (leaving the country, moving to North Lebanon, stopping to answer their phones).

It's worth mentioning the progress of the BLN students from one cycle to another, that was reflected through the ASER pre- and post- tests. We are all aware that those results are not accurate since ASER was done remotely and parents were sometimes helping their kids while other times they weren't near them. Furthermore, we all agree that the ASER assessment is not appropriate to measure the progress of students while using MEHE curriculum.

The results of students who have moved from emerging level into developing level shows a very high progress for students during the three cycles for old and new students as well. Even those who have stayed in the same level have showed increase in results regarding the subjects. Only 2% of our students have shown degradation results. Listed below are further details on the children's progress.

ASER pretest was done for 429 children in cycle 1; the results were shared with IRC and UNHCR.

ASER pretest was done for 622 children in cycle 2.

Furthermore, among the 645 students that have performed the ASER post-test in cycle 3, we have 398 students who have started with us from cycle 1 and continued till the end of cycle 3, those students were divided into 357 emerging level and 41 developing level.

1. 74.1% of those were as emerging level and moved into developing level.
2. 15.6% of those were as emerging level and stayed in emerging level but with an observed development in the subjects' results.
3. 10.3% of those were as developing level and stayed in developing level.

As per the new students who have joined later, we have 229 students who were divided into 193 emerging and 36 developing.

4. 60% of those were as emerging level and moved into developing level.
5. 14% of those were as developing level and stayed in developing level.
6. 24% of those who were as emerging level and stayed in emerging level but with an observed development in the subjects' results.
7. 2% of those who were developing and moved into emerging level

Moreover, there were several challenges faced during the program related to the BLN program:

1. 72 BLN dropouts for many reasons such as: moving to another place, no phone availability, etc. however, follow up calls were conducted by teachers and officers with the families and the focal point in each camp, as well as household visits made.
2. The MEHE curriculum was very advanced on all levels and not suitable for the targeted age groups. This was clearly addressed to the technical education manager at IRC and there was an

agreement on using the books of level 1 for level 2 with modified activities to be included.

1. Lack of devices and internet coverage. Tablets were distributed in the second half of the year, but internet and electricity remained a barrier for many children. With the support of IRC, tablets and rechargeable cards were distributed. The electricity cut was preventing students and teachers from having routine and from having normal classes. All classes were starting in the morning and kept the group opened all day. Teachers were very flexible and students were participating when having internet. Furthermore, very comprehensive and clear videos were created by the teachers and all were checked by the technical team.
2. The assessment tool was advanced and divided based on the age of the children. ASER test was used as an assessment. So, modified tools were created for levels 1,2 & 3, to be used by next year if any projects occur. Moreover, videos were created to support students in solving the pre/post – test if doing remotely.
3. Number of books received by Nabad were less than what was required so they weren't enough for all students. The teachers were taking photos for the activities and sending for the students to solve. Furthermore, some inappropriate content and mistakes were detected in the books issued by MEHE. A list was created with the mistakes and the corrections as well and shared with IRC. All mistakes were corrected before shared with kids. Moreover, the content was very advanced while reaching level 2 in the books.

As for the inclusion of children with disabilities, 12 Children with disabilities were included in the BLN WhatsApp groups (6 G & 6 B), in addition to 14 students (5 F & 9 M) with health issues that have no effect on their learning process. The types of their cases are varying between hole in heart, hearing and vision problems, speaking difficulty, glandular, diabetes, reflex urine, asthma, infection in the eye nerve, deficiency in calcium, ventricular septal defect, legs bend, and growth delay. Videos and activities were modified to tackle their needs and shared on the WhatsApp groups, and an individual development plan was set for each student as per his/her needs.

6 wheelchairs and 9 visual aids were distributed in central: barelias, saadnayel, Ali Nahri, Terbol and north: bouday, hauch rafka, bednayel).

Activity 4.1: Provision of training for the teachers to promote inclusive safe and healthy environment in the learning groups.

A series of trainings were delivered to trainings as mentioned in the previous sections.

Teacher Learning Circles (TLC) sessions were done each month as a chance for teachers to discuss common challenges and best practices. All TLC materials were shown and discussed to all teachers. The peer coach technique was also added to support teachers, learn from other through remote modality. A meeting was held with teachers and daily steps were set to be implemented in all groups. During the program, teachers were being given one-on-one daily support and follow-up from the Nabad team to address any questions or issues and they're continuously getting refresher trainings.

An important technique in helping teachers learn from each other is the peer coach technique designed by Nabad. This technique allows for capacitating teachers remotely or physically. At NABAD, teachers enter the groups of each other (this is organized in a way only one teacher enters one group and then to be switched where all teachers enter all groups at the end of the cycle). The teacher should be only an observer; She is not allowed to contact any teacher or to share any information. A daily report should be sent from the observer teacher to the officer mentioning what went well and what didn't work well in the class she was observing. The consent of all teachers was taken and the notes provided by the observer are to be discussed with this delivering teacher to check if the notes are accurate or not.

Mentoring the groups lately was very challenging because of the electricity and not having students participating. Some gaps were found in some teachers' performance teachers who needed further development/training. Accordingly, spot checks and mentoring sessions were done on monthly basis, detailed

teachers' plan was set for each teacher upon her/his needs to fill the gaps. At the end of cycle 3, all teachers

become much better, where they improved to "meeting expectations" and even some improved to "exceeding expectations as evaluated by Nabad's team.

-Challenges and best practices:

	Challenges	Best practices
Community engagement challenges	<p>-Due to the work load and increasing tasks at field level especially after the absence of the OVs component, there was pressure on the ECLs in alignment with the economic crises. In addition to that, the incentives received by them were low (400,000 LBP). Therefore, the ECLs called for strike and this led to stop the field activity in Central Beqaa.</p> <p>-The most frequent challenges reported by the ECLs during the reporting period were as follows:</p> <p>Parents are afraid to send their kids to schools due to COVID 19 pandemic. Based on the decision from MEHE to shift to blended or physical modality, parents could not send their children to school because of the high cost of transportation as well as the lack of fuel. Some problems in the legal</p>	<p>-There was a follow up on the matter and several meetings were done in accordance. A meeting was done with NABAD staff, as well as a meeting with UNHCR. Based on that, there was an increase in the incentives given to the ECLs to 650,000 LBP which began in March, 2021.</p> <p>-Close follow up, clear communication and effective coordination are constantly done between NABAD and IRC such as the compilation of challenges on weekly basis, which are sent to UNHCR in order to keep tracks and find solutions for those challenges.</p> <p>-The ECLs underwent a training facilitated by Balamand University, in which they took further information on vaccination that they should share with the community.</p> <p>-This was discussed in the monthly meeting. As a result, a meeting with UNHCR was assigned in order to closely follow up on the matter. In this meeting, 2 suggestions were proposed: The first was to use the IRF as soft copy on the tablet. Secondly, to minimize the data collected directly from the ECLs to include only the basic information from beneficiaries, and any additional information to be collected by the focal point which received the case.</p>

	<p>documents of the beneficiaries.</p> <p>-2 out of 39 ECLs were vaccinated. The vaccine campaign was initiated came by UNHCR in order to vaccinated the ECLs. However, there was a lack of trust in AstraZeneca vaccine's effect on the health.</p> <p>-ECLs faced a challenge with the referrals template which required a lot of time to be filled on the tablet. In addition to that some information shared were considered confidential by the beneficiaries and thus they could not share them.</p>	
BLN	<p>-The MEHE curriculum was very advanced on all levels and not suitable for the targeted age groups.</p> <p>-The assessment tool was advanced and divided based on the age of the children</p> <p>-Number of books received were less than what was required.</p> <p>-Lack of devices and internet coverage.</p>	<p>-This was clearly addressed to the technical education manager at IRC and there was an agreement on using the books of level 1 for level 2 with modified activities to be included.</p> <p>-The ASER was used as an assessment tool.</p> <p>-Requested the books from IRC.</p> <p>-With the support of IRC, tablets and rechargeable cards were distributed.</p>
HSG	<p>-Schools were on strike which led to a delay in delivering the curriculum. This in turn led to placing the children under the risk to be dropped out from</p>	<p>-There was an increase in target from 10 groups to 15 groups, in addition to already having an intensive follow up on the curriculum as well as a training for the facilitators on remote learning and usage of material.</p> <p>-We distributed stationary kits and white boards, in addition to face masks and sanitizers. These goods were donated by UNHCR and</p>

	second shift schools and affected their learning. -Lack of learning materials for both children and facilitators.	IRC to NABAD.
General	-Many decisions were released from MEHE, which led to some confusion among the caregivers of children attending second shift schools with respect to the learning modality being shifted to blended or physical. -14 BLN dropouts for many reasons such as: moving to another place, no phone availability, etc...	-There was a proper follow up with the ECLs in order to disseminate the regulations from MEHE in a timely manner preventing any confusion. -Follow up calls were conducted to the families and to the focal point in each camp, as well as household visits. The Follow up calls were conducted by the officers and the teachers.

-Success story:

Impact/qualitative information of activity/change in attitudes or behaviours

Success Story 1:

When faced with an obstacle, NABAD rises to the challenge!

The story of a student who misbehaved but was dealt with in the best way possible by the team of NABAD.

During our teaching cycles, we come across different types of students. Each student has a different mentality, different upbringing, different morals, and different attitudes than others. As a team in NABAD, we pay close attention on how to deal with our students carefully, and how to cope with different students in case any problems arise.

There was a certain case that took place with us during this cycle in one of the BLN classes. The case was eventually dealt with, with great success. Having the student's interest and child guard safety in mind, NABAD was able to adjust the inappropriate behaviour of a certain student. Here's how it all went down.

A BLN student in one of the classes, was doing just fine in the beginning. Until one day, he started acting in a different inappropriate manner. He was a good student who used to share his academic work with the teacher normally. However, at one point during the cycle, he started sending inappropriate messages to his teacher and fellow students.

The inappropriate messages were sent not only to the teacher's private number, but also to the WhatsApp

group that was created for teaching the students. He even apparently sent messages to some students privately.

The messages included inappropriate language at times, and inappropriate love messages to the teacher at other times. Of course, his homeroom teacher Serine was baffled at first and definitely wanted to get this under control because not only was she disturbed privately; parents of other students started complaining as well.

Serine obviously talked privately with this student and started asking him why he's doing what he's doing and telling him that it's inappropriate to do so. However, the student didn't answer. She tried many times but with no success. Later, the teacher contacted the educational managers in charge in NABAD, who in turn tried reaching out to this student and to his parents many times, but weren't receiving any answer as well. At one point, the teacher decided to remove him from the class WhatsApp group in hope of him to realize that what he's doing is not right. However, he didn't contact her whatsoever during that time. Later on, she added him back to the group because in NABAD we care about our students learning and thus we didn't want him to be absent from his daily classes. Unfortunately, the behavior was repeated. That was when the student actually responded to his teacher, and the baffling issue was that he actually started saying that the messages are not his. He said that a neighbor friend of his was sending those messages from his phone! Of course, the teacher knew that that was not correct because she knew the voice of her student. However, she went along with him and didn't say anything to offend him of course or to make him feel suspected.

That's when the teacher tried to phone him to talk to his parents, and the mother picked up. She started defending her child and saying that that wasn't him on the phone and that the phone was at the repair guy. Although the teacher knew that wasn't correct, she tried to get more information and clarification from the mother who was insistent that that wasn't her child sending the messages. Also eventually, there was no cooperation from the mother.

Finally, the team decided to do a field visit to his house to get things straight once and for all. The highly qualified team, went on a mission but with nothing other than the child's 'Child Protection Safety' in mind. They wanted to be very careful not to hurt or offend the child in any way, especially in front of his parents who may react in a negative way towards their son if they knew the truth.

The field visit was a success. Although during the visit, the child still insisted that what happened (the messages) weren't of his doing and that his friend was sending the messages. The team treated the issue properly and showed him that they believed him. So, the child felt comfortable to continue talking with the team. They then made it clear to him that he shouldn't let anyone use his phone anymore no matter who it is so that these inappropriate messages don't come leaking out! That way of dealing with him was great, and at the end he promised to do so. He even apologized to the teacher and expressed his wish to reenter the group and continue learning with his friends.

Of course, that's what happened. He returned to the group and continued participating in the lessons with his friends who were glad for his return. The teacher as well was very happy as well for his return and realized that his behavior adjusted and changed back to normal.

The field visit wasn't the only action done by NABAD's team, although a referral report was delivered to Himaya in order to follow up with the child for any kind of support needed.

Most certainly, challenges like these in our workplace are not easy to handle many times. But fortunately, in NABAD, with a team of such qualified and devoted individuals, anything is easy! NABAD never fails to embrace refugees and provide them with the best conditions possible to help them grow; to grow in education, in mind and in spirit! And, with the students growing and flourishing, we flourish as well with

love and persistence to deliver the best that we can for our students.

Success Story 2:

Success is inevitable with the proper plan

NABAD's technical plan for cycle 2 defies all odds and proves successful.

When cycle 1 ended, all of us as members of NABAD felt a little worried. The next step was huge. We were going to start with a new cycle that required the use of challenging MEHE books. It wasn't the content that we worried about, it was the ability to present that material to our BLN students in the easiest way possible. It was a challenge. However, NABAD always rises to the challenge!

Cycle 2 for our students involved a more developed curriculum. A total of five books were to be included in the student's daily studies. English was more developed and even contained phonetics and reading. The same applied for Arabic which demanded more focus on reading and writing. Math was one to develop as well with harder new concepts to be given. Not to mention, what used to be explained in a week, now ought to be given in one 50-minute lecture. So yes, the program set by MEHE was one to be reconsidered and it cried for adjustment. That's what we did and that's why, after a month of following our detailed plan, our cycle is moving so smoothly.

Once cycle 1 was over, NABAD Technical Officer set out on a mission to prepare for cycle 2. After attending official meetings for the new MEHE books and her realizing that work needed to be done, she called for meeting with the BLN teachers. The meeting entailed clear explanation for the curriculum, its contents, proper learning strategies to be used, and what was expected for teachers to prepare. 'Capacity building' was the title, and the focus was to definitely make sure everything was clear for all teachers. They needed to be prepared well mentally for what was ahead of them.

The following days followed extensive pondering, planning and preparation for the official technical plan that was to be followed. The books and their content were examined closely and all the themes and lessons were dived down into a period of three months and a half. The plan was made so easy, that we felt its success as teachers right away. From the first meeting after the plan was set, we realized that it broke down all the concepts, lessons, and goals required from teachers and students in a relieving manner. It didn't disregard any concept that MEHE wanted to include, but it made it acceptable for BLN students to grasp and teachers to apply. Each day in the plan in the first few months even contained 4 consecutive sessions. 2 sessions for one of the subjects each day in order to give time to develop a challenging concept or lesson. In addition, the order of the lessons wasn't followed exactly as the MEHE books suggested. As a professional should and due to our previous knowledge and experience in the education sector, NABAD Technical Education Officer, realized that the order of lessons needed to be changed. Without affecting any of the ideas or required units, the plan was developed to entail all the details of the 4 subjects consecutively.

NABAD's continuous strive for the students' interest, never fails to let anyone down. With a detailed simplified technical plan for cycle 2, everyone felt a huge win. It's times like these, where rising up to the challenge is a must and obstacles are to be destroyed. Thankfully, our cycle currently is running smoother than ever, and the kids and the teachers are both happy. It was a win-win situation!

-Lessons learned:

Please share your general reflections and lessons learned

1. Solid coordination with humanitarian actors (Edu, protection, health) involved in the response positively contributed to the rapid respond and complementarity of the services and activities that

we provided.

2. Proactively consulting with caregivers through the ECLs, sharing regular important information and circulars, addressing challenges and referrals has proven to be crucial during this period and should continue to be strongly adapted.
3. Honest and transparent communication between Nabad and the partners emphasis the trust and open new opportunities.

-Events and Training:

Give summary about conducted trainings, conferences or events.

BLN teachers:

1. 23 teachers (21 F, 2 M) were trained with IRC technical education manager on the MEHE BLN curriculum, classroom management and active learning.
2. 23 teachers were trained with Nabad's technical officer on technical plan, MEHE curriculum, TLC, ASER and SEL.

7-9 Y program facilitators:

1. teachers (1 M; 3 F) were trained on active learning, technical planning on the curriculum to be used, lessons learned, child rights and inclusion.
2. Refresher training concerning BLN curriculum and technical plan

HSG facilitators:

1. Importance of education
2. Learning modality
3. How to teach remotely

Moreover, refresher trainings on the MEHE curriculum and technical plan were given during the program to teachers and all staff and facilitators received trainings on child identification and referrals by CP team.

Trainings were given to the ECLs in February on how to use different Kobo forms for the reporting process (out of school profiling form, teaching modality, and referrals forms).

-Others:

Other activities take place, visits, meetings, working groups.

Inclusion of Children with Disabilities:

12 Children with disabilities were included in the BLN WhatsApp groups (6 G & 6 B), in addition to 14 students (5 F & 9 M) with health issues that have no effect their learning process. The types of their cases are varying between hole in heart, hearing and vision problems, speaking difficulty, glandular, diabetes, reflex urine, asthma, infection in the eye nerve, deficiency in calcium, ventricular septal defect, legs bend, growth delay. Videos and activities to be modified in order to tackle their needs and to be shared on the WhatsApp groups.

An individual development plan will be set for each student as per his/her needs.

Monitoring Tool Kit:

1. 2 FGDs were conducted for OOSC. Each group was made of 5 students. These FGDs were conducted via WhatsApp group and phone calls were made to the children who did not reply on the groups.
2. KII's were conducted with five 2nd shift schools' directors.
3. 16 KIIs with ECLs divided into 8 Pre and 8 Post
4. 10 KIIs with community members
5. FGDs for 34 children in 8 schools.
6. KIIs with 3 groups of HSG-s Caregivers
7. 3 Surveys with HSG-s children

E- Flow:

E-Flow is a tech firm that supports education initiatives in Lebanon and the MENA region to overcome barriers hindering access to distance learning. A technical demo about an interactive remote learning solution used to deliver educational material over common messaging apps including WhatsApp was conducted with IRC and Nabad staff back in March 2021.

The platform was piloted by Nabad education staff with 10 BLN students, and 1 teacher. Then a several of following up meetings were conducted to share the feedbacks and search new ways to contextualize the platform and be aligned with the existing education program.

This platform was not implemented due to many challenges related to the curriculum.

Tablet Distribution:

The distribution process took place in a well-organized manner, in which the beneficiaries were given numbers to take turns in acquiring the tablets. In addition to that, all the beneficiaries who received the tablets signed a pledge to confirm that they will return it at the end of the program. The pledge includes the IMEI number of the assigned tablet. Moreover, spot-checks will be conducted to make sure the tablets are still in the children's possession:

1. BLN: 475 tablets were distributed.
1. HSG: 156 tablets were distributed to the children
2. HSGF: 4 tablets were distributed to 4 facilitators
3. ECL: 39 tablets were distributed.
4. BLN teachers: 17 tablets were distributed.

After cycle 3 of the BLN program ended on December 24, 2021, the collection of the tablets took place, and 275 tablets were collected in the first phase. Furthermore, the collection process had a negative social impact on the community because children were very happy with their devices and taking them back from them caused frustration even though all the beneficiaries signed pledges when they received the tablets stating that they will be returning them at the end of the program. While collecting the tablets, many parents explained how their children reacted when they were told that they should return the tablets. Some children were crying, others did not have dinner because they were upset, and some did not want to return them back.

The tablets related to HSG remained with students and facilitators who will continue the 2022 program with Nabad.

-Photos:

HSG:



7-9 YO program:



Tablets distribution for BLN children:



-Link to the working and humanitarian system:
<i>Describe any efforts to coordinate the project activities with the humanitarian coordination system/attending working groups/forums....</i>
The education sector in Nabad effectively participated in the education coordination sector meeting. Education sector in Nabad is an active member in: BLN subgroup, RS group and ECE group. In addition, Nabad education sector is a member in CP and Education group in Bekaa area.
-Link between Nabad and Donors
<i>which activities of the Donor implementation have supported your implementation? include what technical support your team has received from the Donor's advisors</i>
Through the high quality of implementation of the project of education in the field, Nabad established a trustworthy relationship with the donor directly. We were able to establish a clear and transparent communication channel. As a result, Nabad was able to negotiate with both partner and donor to increase the target, number of staff and create new activities.

Project Name: Back to Future II	Donor name: AVSI
Department: Education	Budget: 62490 USD
Area of intervention: West Beqaa	Duration of project: January 2021 – End of December 2021
Overall summary:	
<i>Describe the overall situation for the project., executive summary, duration, donor, budget, areas of intervention.</i>	
Nabad with the partnership with AVSI, aims to minimize the educational gap in West Beqaa by ensuring that children are empowered to enrol into public schools through creating a supportive environment. Nabad will meet the educational and psychosocial needs of refugee children through provision of Non formal community education system BLN, FLC and PSS sessions.	
NABAD will work to coordinate and deliver distance learning through “Can’t Wait to Learn” curriculum, Akelius Languages application, and SOON manual to 100 BLN children, FLC to 140 students from West Beqaa Area.	
Target beneficiaries:	
<i>How many beneficiaries are benefited in the program, what is the attendance rate.</i>	

BLN: 260 Children, from January 2021 till July 2021

PSS: 260 Children, from January 2021 till July 2021

FLC: 140 Children, from July 2021 till end of December 2021

BLN: 100 Children from July 2021 till end of December 2021

Activities:

To be filled Update about all the activities completed during reporting period, including actual achievement.

1. **BLN:**

243 students (117 Female, 126 Male) were enrolled in BLN distance learning project in cycle 3 on 13 April 2021. all of them are Syrian, living in West Beqaa area, mainly in Marj, Hawsh al Harimi, and Ghazzeh. They did their pretest in a week and the first session was implemented on 20 April 2021.

The students are divided into twelve (12) groups, six (6) of them attend the sessions in the morning shift from 8:00 am to 12:00 pm, and the other six (6) on afternoon starting from 12:00 pm to 4:00 pm.

Ten (10: sections A to E) of these groups formed from students attending level 3, they are total of 206. While the other two (2: section F) groups are attending level 1, and they are a total of 37 student.

Among these 243 students, there is working students, students with disabilities, referred students, and dropout ones as well.

BLN program is covering three subjects (Arabic, English & Math) in addition to Social Emotional Learning.

6 Teachers (4 Females and 2 male) deliver Arabic, and Math sessions on Tuesdays, Thursdays, and Saturdays (2 hours/ subject/ group). As well as 3 hours for teaching English as a foreign language each Friday.

Each one of the teachers is responsible for 2 groups of students, one attends the sessions in the morning and the other on afternoon.

FLC:

After NABAD team (Technical education officer: Christine, education manager assistant: Romy, and Education officer: Maryam) attended the Foreign Language training with AVSI, they cascaded it to BLN/ cycle 4 teachers on 23, 24, 27, and 28 of September 2021 at Rayak NABAD office.

First 3 days was delivered by Christine al Kak with the help and support of Romy and Maryam, while the last day was delivered by Maryam.

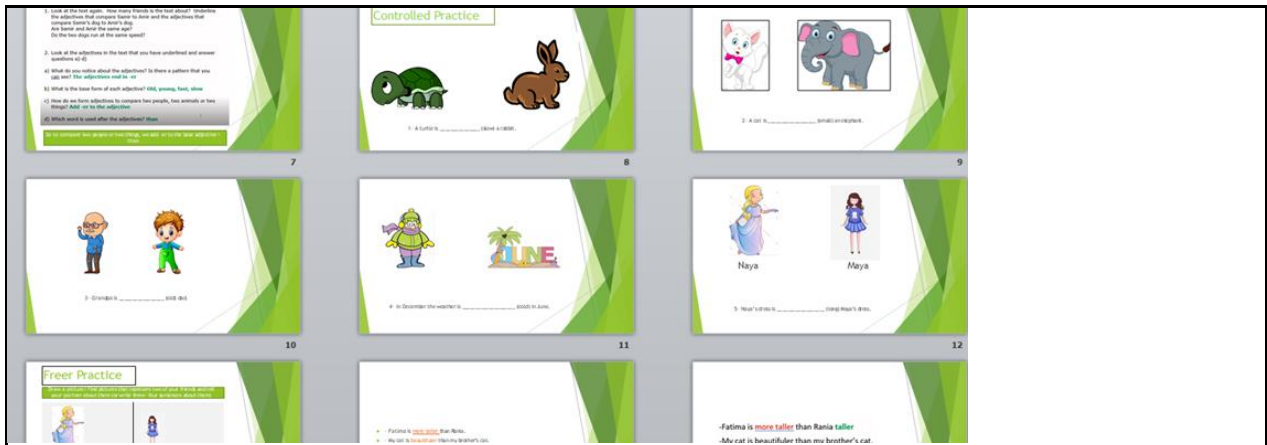
Six teachers attended the training (4 Females and 2 Males), they are: Sarah Al Hindi, Raya Chamsldin, Hanaa Chaddad, Nadia Al Husseini, Ayman Ramadan, and Sati Ghadade.

The table below shows the timing and the topics of the training on each day:

Day/ date	Timing	Topics delivered
23 sept	9:00 – 3:00	Lesson planning: Lead-in Language Presentation Language clarification Controlled Practice Freer Practice
24 sept	10:00 – 2:00	Classroom management Types of interaction to use in the lessons Factors to set up an activity
27 sept	9:00 – 3:00	Learning styles Learning strategies Student centered and teacher-led classes
28 sept	9:00 – 2:00	Error Correction Error types Errors causes When should the teacher correct. Correction strategies (writing signs, sandwich approach)

The training was delivered using several strategies: practicing, games and activities, group working, wrap up activities ... etc. here there are some details and examples:

In the first day, a lesson was explained for the attendees from A to Z about “comparing two people or things by adding –er + than”, using visual materials



After finishing day 1, the attendees/ teachers have planned for a language lesson from BLN MEHE book using all the methods and the framework that they have learnt in this day. And each pair of attendees represented their plan before a self and peer evaluation and group discussion took place about it.



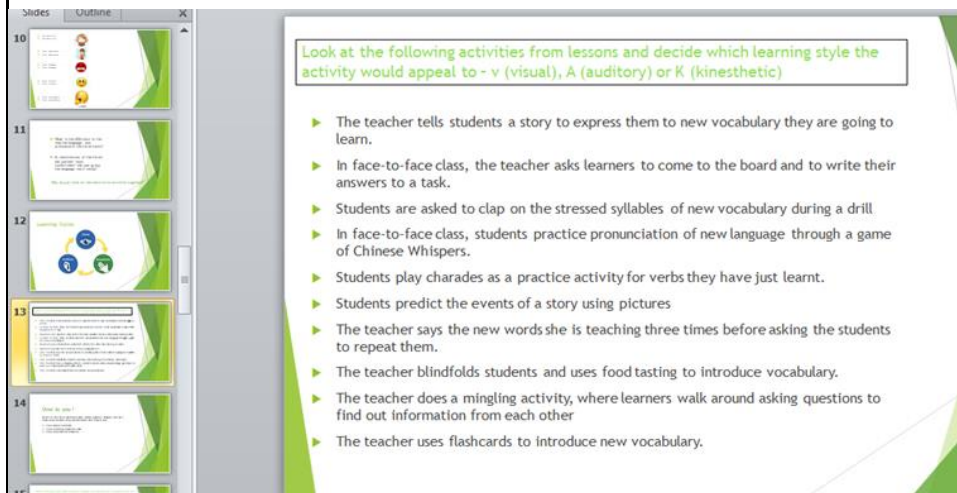
Most of the activities that were done in the first training, were also used in the cascaded one as AVSI's request

What learning strategies could we suggest our learners use to help them in the following five areas?

	Visual Learners	Auditory Learners	Kinesthetic Learners
1. Remembering new vocabulary			
2. Improving content in written assignments	Using pics to help with creativity and generation of ideas		
3. Improving pronunciation			Using a word wall to categorize words with the same sounds
4. Remembering new grammar		Creating a jingle using the new language	
5. Revising for exams	Creating your own flashcards		

Attendees were asked to solve, complete, improve or correct sentences and situation in many activities, in

order to conclude message, or revise topics, or practice main ideas about the delivered information.



Summary and revision took place at the beginning and the end of each training day, either by a small activity as shown in pictures below, or using an energizer as in last day training; were all the previous ideas were remembered and revised through a game.



Games and activities also took place during these sessions, challenging games, and participatory activities

Spanish language were used in the beginning of the 3rd day as an opening activity to let the attendees conclude and predict about learning styles and strategies

The PPT that was used in the four training days were developed by Christine, Romy, and Maryam using the ideas and information shown in the screenshots that were shared by AVSI, and other activities that suites the personal training.

Life Skills Sessions

After implementing 16 PSS sessions (life skills);8 domains during the month of October you can find the challenges faced and successes:

1. According to the time of the sessions between 12 P.M. and 3 P.M. daily, many students are participating at the time and the rest are sharing their answers and participating at the end of the day.

2. Children like the activity given to them during the session.
3. Children are feeling happy and enjoying the sessions.
4. Children are expressing their feeling toward the content and share their experiences.
5. Approximately all students are attending

Challenges:

1. The continuous and long shutdown of electricity especially in West Bekaa.
2. Working children.
3. No sufficient time to charge their cell phones.
4. Children are using WIFI instead of cellular data.

During October:

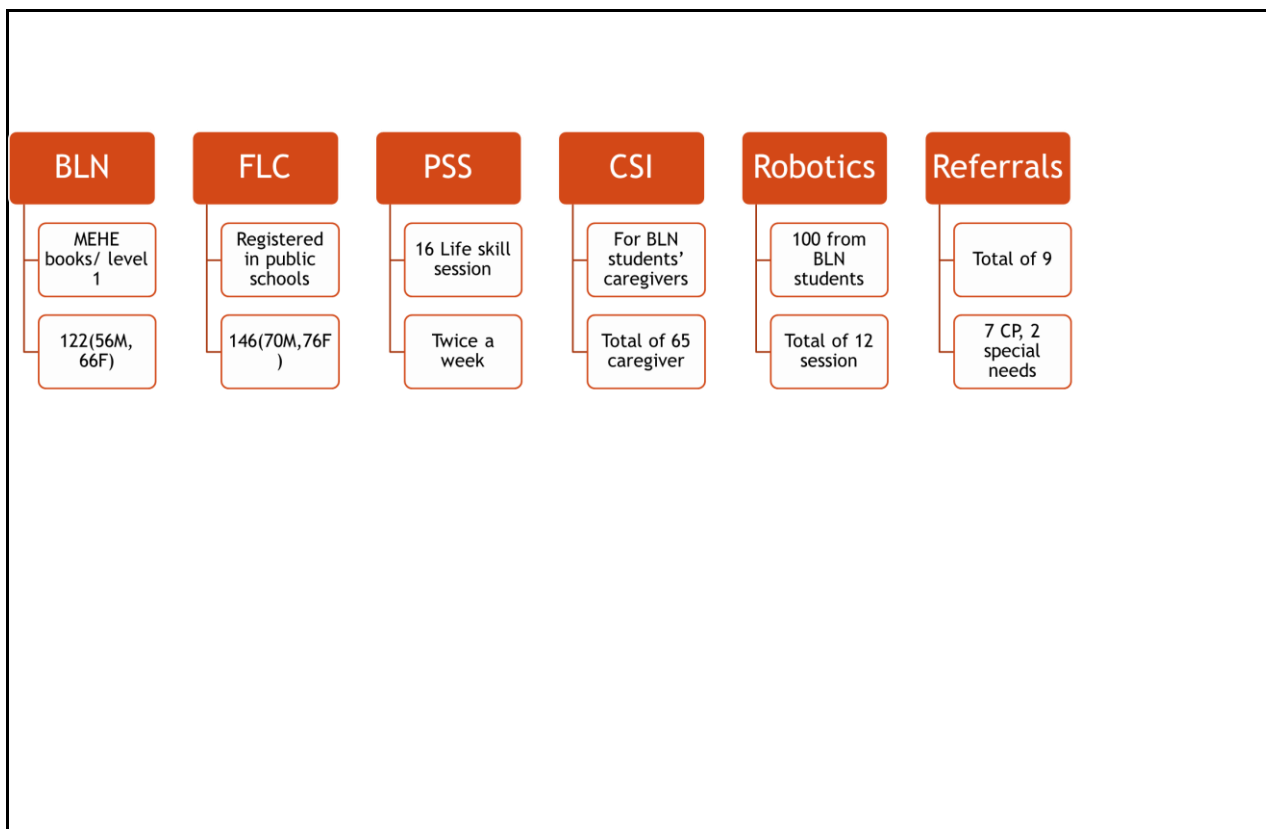
1. 16 sessions implemented (dates: 4, 5, 6, 7, 11, 12, 13, 14, 18, 19, 20, 21, 25, 26, 27, and 28 of October).
2. Monday and Wednesday for groups A(AM), B(AM) and C(AM).
3. Tuesday and Thursday for groups D(AM), E(AM) and F(AM).
4. Each group takes 2 session per week.
5. Each session takes for 60 minutes.

The time 60 minutes might not be enough for finishing the session and the content we are talking about is interesting and close to their mind and talks about their rights and daily life. Children are expressing their feelings toward the content and also, they liked the ending activities. I believe that Life Skills is better than the gazing ahead and soon, since they are targeting the children in a direct way and talking about their daily life nowadays. Also I am comfortable while giving the sessions.

In addition to all mentioned above two sessions per week is more effective than one session since there is no long time till the next session and I stay in contact with them each 2 days so they do not forget the time and day of session.

From the six groups I am working on, there are 4 children who left their groups during the month of October.

Cycle 4 included the following:



Challenges and best practices:

	Challenges	Best practices
Project overall challenges	<ol style="list-style-type: none"> Attendance is still varying because of the new students who will be contacted, to move them to the groups of the suitable timing for them. Parents are absent from home, which leads to decrease the number of participations in the PSS sessions. Children that participated in “Beladi” project were not participating well in the following week, since they were attending in center Ghazi all the day, but with the follow up from our side and the videos and story were sent to them on the private chat to react and see what we were talking about in the last PSS session so nothing will be missed. The remaining rechargeable phone 	<ol style="list-style-type: none"> 13 beneficiaries were successfully referred to Zainab as students in need to be enrolled in education programs, not BLN, they never attended school. 3 from our caregivers were referred to the protection team after they asked for counselling and specialized intervention in the field of parental skills. In many opportunities, while communicating with the caregivers, trying to make a positive change and to work together for the student’s best interest, we observed and heard many good comments. Many parents expressed thankful greetings, since they are observing a real progress in their children’s

	<p>cards from the two previous receipt orders, were not enough to complete the distribution related to march 2021. So, the distribution was put on hold until the rest of the cards were received.</p> <p>5. Shortage of electricity and lack of proper internet connection is directly affecting the students' attendance.</p>	<p>educational level</p> <p>10. The PSS sessions are giving the students a safe space to express their feelings and problems, where many referrals are detected during these sessions, especially the Child protection ones.</p> <p>11. CSI sessions is leaving very positive impact on the caregivers, and how to have a good communication with their children. Rawda Al Jasem, a mother of three BLN students attending with us said: "the exercises and activities that you are sharing during CSI sessions are helping me to overcome my stress and this is helping me in improving my communication with my children"</p> <p>12. One of the students that was referred to the CP case management, and during the follow-up process said: "the individual intervention I'm having from the case manager is very good and affective, I started to have more confidence, more relations with my community, and I'm accepting my physical disability</p>
--	---	--

Success story:

Impact/qualitative information of activity/change in attitudes or behaviours

Success Story 1, Cycle 3:

Aziza (Fake Name), a 14 years old girl, is a student attending section C(PM). She started in our BLN project since Sep 2020. She and her family immigrated to Lebanon 9 years ago, where they settled in one of the ITS at Al Marj, West Bekaa.

Recently, the teacher knew that Aziza has been suffering from certain illness in her nervous system. Her disease status progression reflected negatively on her personality and caused her certain psychological illness.

First of all, she was referred as a special need case and for a child protection service as well.

The teacher Nadia Al Husseini contacted her mother in order to corporate with each other and try to help Aziza.

the mother was taught certain skills about how to deal with her daughter and try to help her in returning her self-confidence, and in some teaching strategies.

We explained to both of them that psychological and nerval illness is just a type of illness like any other disease and has a cure and treatment, so they should not be shy or feel any shame.

After few weeks, I started to notice a clear development in Aziza's situation psychologically and on the education progress level as well. This made her and her mother happier and much encouraged to continue in making Aziza's life better.

Today, Aziza likes school, loves her self and proud of what she is and what she is trying to be in the future.

Now, she sends me the assignment and class work as fast as she can.

Seeing this optimism in Aziza made the teacher feel proud.

Success Story 2:

Saif (fake name), a 13 years old student, living in Ghazza - alkadrieh - 006, with his family members (father, mother, 2 sisters and 3 brothers), since 2016. After escaping from the Syrian war.

He is one of our BLN students, he started online classes on 4 Sept, 2020. With group E (PM).

At the beginning, his participation was very low and discontinuous. the teacher contacted him to know if there is any problem.

After communicating him and his family, his mother told us that Saif and his brother are working from morning till evening because the father had a Stroke, which affected him physically preventing him from working and he had a problem with speech and memory.

Also, the parents used to go to the hospital from time to time for several days, this prevented him from continuing his studies due to the lack of availability of the phone.

The teacher decided to give him support and more time to do homework when the phone is available and follow up on previous lessons with him and explain them to him.

With a continuous support and individual follow-up from the teacher, and after three weeks, using several teaching strategies to keep him engaged and entertained in the lessons, Days later and even till now Saif still very interested in the lessons and continues diligently, also he is decorating and committing to the homework with love and concern.

Lessons learned:

Please share your general reflections and lessons learned

1. Solid coordination with humanitarian actors (Edu, protection, health) involved in the response positively contributed to the rapid respond and complementarity of the services and activities that we provided.
2. Honest and transparent communication between Nabad and the partners emphasis the trust and open new opportunities.

Events and Training:

Give summary about conducted trainings, conferences or events.

1. AVSI – NABAD education team attended two trainings during this month:
2. On Monday 14 June 2021, it was a preparation for the new coming cycle, were the new schedule and books were discussed and explained.
3. On 22, 23, 24, and 25 June 2021, the topics were: Lesson Planning, Classroom Management, Teaching Strategies, and Assessment.

The teachers participated in the following trainings:

4. Healing classroom, active learning, E- learning
5. Safe identification and referral
6. Using Akelius Application
7. Using BTF online system
8. Delivering a Foreign Language
9. Video making
10. Lesson planning, class room management, Teaching Strategies, Assessment
11. CWTL curriculum usage
12. MEHE BLN curriculum usage

Others:

Other activities take place, visits, meetings, working groups.

Referrals:

1. 27 referrals took place. 15 of them are female and the rest are males (15F, 12M).
2. 13 of them was referred internally to NABAD's protection sector.
3. 14 of them was referred to AVSI as special education needs cases.

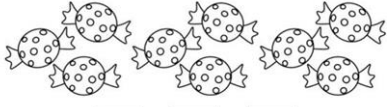
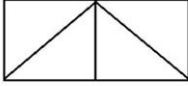
Photos:


BLN:


ورقة عمل رقم (1/6/4/3)

الاسم: اليوم: التاريخ:

1. استخدم الأشكال الآتية في إيجاد ناتج الجمع أو الطرح:

 = $\frac{5}{9}$ - $\frac{9}{9}$

 = $\frac{1}{4}$ + $\frac{2}{4}$

الكلب الكلب
 الخنازير الخنازير
 السمكة السمكة
 القطة القطة
 الطماطم الطماطم
 الكتاب الكتاب
 اللعب اللعب
 السرير السرير
 المعالجة المعالجة
 المراجعات المراجعات

Subtract the following numbers

14 - 3 = 11

18 - 7 = 11

19 - 6 = 13

20 - 10 = 10

9 - 5 = 4

11 - 11 = 0


13 - 2 = 11

FLC

Short Vowel - Letter I

Look at the pictures below and say each picture name. Then Write the letter I to complete each of the words.







Amimo
Al Oub
Pronouns Worksheet

Q. Fill in the blanks with correct pronouns.

She	He	They	It
-----	----	------	----

-  She is beautiful.
-  She is an ant.
-  They are happy.
-  He is a student.
-  It are young.

Please visit our site for worksheets and charts <https://whatistheurl.com/>

Robotics

حقوق العناصر الأساسية لبناء الروبوت



موتور أو محرك
 غطاء قلبية
 بطارية
 ورق
 كوب بلاستيك
 بالون
 أسلاك
 عيدان خشب



Link to the working and humanitarian system:

Describe any efforts to coordinate the project activities with the humanitarian coordination system/attending working groups/forums....

The education sector in Nabad effectively participated in the education coordination sector meeting. Education sector in Nabad is an active member in: BLN subgroup, RS group and ECE group. In addition,

Nabad education sector is a member in CP and Education group in Bekaa area.

Link between Nabad and Donors

which activities of the Donor implementation have supported your implementation? include what technical support your team has received from the Donor's advisors

Through the high quality of implementation of the project of education in the field, Nabad established a trustworthy relationship with the donor directly. We were able to establish a clear and transparent communication channel. As a result, Nabad was able to negotiate with both partner and donor to increase the target, number of staff and create new activities.

Project Name: More children access and remain in quality and protective learning spaces in Central Beqaa	Donor name: SCI\ NMFA
Department: Education	Budget: 80080.8 USD
Area of intervention: Central Beqaa	Duration of project: April 2021 – End of December 2021
Overall summary:	
Describe the overall situation for the project., executive summary, duration, donor, budget, areas of intervention.	
Nabad with the partnership with SCI, aim to achieve the following objectives throughout the project:	
<ol style="list-style-type: none"> 1. Provide Basic Literacy and Numeracy (BLN) opportunities to enable OOSC to build foundational skills and transition to regulated education opportunities. 2. Provide Remedial Support on core foundational skills to prevent dropout of vulnerable children. 3. Teachers and educators in learning spaces are capacitated to contribute to inclusive, safe, healthy and protective environment. 	
Target beneficiaries:	
How many beneficiaries are benefited in the program, what is the attendance rate.	
BLN: 140 Children	
RS: 100 Children	
Goal	

Objective / Outcome	Project Target	Achieved	Target (Month)	Achieved (Month)
# and % of child protection cases reported which were responded to appropriately as per the SOP (CP A)	100%	71%		
Result / Output				
# of students enrolled in targeted educational institutions RS	22			
100				
# of students enrolled in targeted educational institutions BLN	69			
140				
Number of children affected by school closures supported to access distance learning (COVID indicator)	291			
200				
# of classrooms constructed or rehabilitated	1			
7				
# of crisis affected [children and youth/girls and boys 3-18] with access to learning spaces with adequate gender-sensitive and accessible WASH facilities, and COVID-19 risk mitigation measures in place	0			
240				
# teachers/education personnel recruited	13			
13				
# of students in target educational institutions provided with learning materials	270			
240				
# out of school children supported to enroll into educational institutions BLN	0			
140				
# out-of-school children identified through outreach activities within the community	380			

350				
# of CWDs that have received assistive devices	5			
5				
# of children receiving transportation support to address barriers to education	0			
240				
Result/ Output				
# of educational staff trained	15	15		
% of teachers and other education personnel showing increased knowledge and teaching skills to address the learning and psychosocial well-being needs of girls and boys *	75%	100%		
% of children with improvements in social emotional wellbeing	50%	92%		
% of supported schools with feedback and complaints system established	100%	100%		
# of Parent Teachers Associations or School Management Committee members trained	10	0		
# Caregivers trained	100	0		
# of (and/or % of targeted) school-closure affected caregivers who receive guidance on supporting children's wellbeing	216	211		
Parent Community Groups are actively engaged in extracurricular activities	2	2		
Activities:				
To be filled Update about all the activities completed during reporting period, including actual achievement.				
BLN:				
169 students were registered, (69 F & 100 M) and got the pre-assessment to indicate the level of each, accordingly 7 WhatsApp groups were created each with approximate equal number of students. One cycle was done, covering 72 days having a total of 292 sessions. BLN program was covering three subjects (Arabic, English & Math and Life skills) in addition to Social Emotional Learning (SEL) activities that were done once a week for 10 weeks in the cycle to reach 18 sessions in total. Students were referred to ALP program, but their admission is pending follow-up from UNICEF on enrollment.				

7 BLN teachers (5 F & 2 M) were recruited, each teacher was responsible for 1 class, and got a thorough BLN curriculum training from the technical officer and program officer at Nabad.

RS:

122 students were registered (72 F & 50 M) and got the pre-assessment to indicate the level of each, accordingly 6 WhatsApp groups were created each with approximate equal number of students.

6 teachers (3 F & 3 M) were recruited. Each one of them was responsible for 1 class. The students were having support in all subjects taught at the school through extra exercises and activities that was shared by the teachers on a daily routine for 72 days having a total of 292 sessions.

SEL sessions:

Throughout the sessions, a series of structured activities were done to address the social emotional learning skills for the children registered in our programs. Even if some children have good academic capabilities and assets, but the social emotional part of the children life can get in the way of the children development. In addition to that, it can lead to children anxiety and depression.

18 SEL sessions were conducted with the 266 students (131 females and 135 males) in the BLN and the RS programs.

Covid-19 awareness sessions:

In response to the novel coronavirus, Nabad with close coordination with SCI was able to successfully implement the COVID-19 awareness sessions in the center of Ali-Nahri. Adhering to the precautions referred by the ministry of public health. In which all of the students and the caregivers attended these sessions.

Nabad education team have reached a target of 271 individuals with 271 sessions through delivered awareness sessions on the 9th and 13th of July, 2021.

Referrals during project lifetime:

Nabad team was working closely with SCI to refer any critical cases. 40 child labor-related cases were referred by the Educators in addition to 94 following referred by the Education officer, identified through the Washington group questionnaire.

# of referrals	Referral type	Status
21	Mobility	SCI follow up
5	Self-care	Referred to SCI
5	Seeing	Referred to SCI
22	Communication	Referred to SCI
1	Cognition	Referred to SCI
40	Working children	Referred to SCI

PCGs

Nabad education team provided PCGs, in which the parents had the opportunity to be heard in any judicial and administrative proceedings affecting the child. Caregivers are not passive recipients, rather they are acknowledged to have the right and the capacity to influence issues of relevance to their children's lives and them.

100 caregivers from central Beqaa refugee's localities were targeted through three sessions. Nabad gave an introduction about education, how does it affects the future of the students, challenges, and solutions that students are facing through the cycle. Some of these challenges were the Internet availability and the lack of stationaries at their places. These challenges were overcome through distributing the stationary kits and the Internet cards for the students.

TLCs

After having all the teacher and program staff received the training on the Teacher Learning Circuits-TLC from SCI's capacity building team, the program's 13 teachers ran 4 TLCs, on June 28th, July 28th, August 27th, and September 27th.

The point of conducting Teacher Learning Circles is not just to indicate challenges and their solutions, but it is also to create an environment where teachers who have aspects that they feel more capable in than others can pass their knowledge and experience on to their colleagues. The teachers made plans for their learning procedure and have shared their successes, achievements, in addition to the challenges that they had through the month.

Child rights, safe identification and referral activity:

SCI's CP team coordinated with Nabad's team to complete this activity. After undergoing a training on 28/9/2021 and 29/9/2021 on the topic of "Child Rights, Protection and How to Identify and Safely Report Violation" from SCI focal point, the education officer created 6 WhatsApp groups having 20 students/caregivers in each, in the first week of November. Conducted Pre-Test for each of the students/caregivers and the people from the community between 8th of November and the 11th of the same month. Moreover, the Post-tests were done to the students registered and completed the sessions.

So, the team targeted 101 caregivers and 120 students, and 11 people from the community of Beqaa area, through the following sessions:

1. 5 sessions for the caregivers.
2. 8 sessions for the students.
3. 3 sessions for the people from the community.

Distribution:

Each RS and BLN student received a learning materials kit to use during the program (notebook, pens, play dough, sharpener, etc.); 159 Learning materials for the BLN and 110 Learning materials for the RS were distributed on July 6, 9 and 23.

Moreover, on monthly basis they received a rechargeable card. Moreover, the BLN students were given some handouts since they didn't have the MEHE books available.

Challenges and best practices:

Throughout the project implementation, the COVID-19 pandemic has affected educational systems worldwide, leading to total closures of schools, in education to adhering remote modality of teaching for both of the programs (BLN & RS).

Moving to remote modality of implementation was one of the biggest challenges in the reporting period. Mentioning that some students had no access to phones, internet or electricity. In addition to that, child labor continues to be the most common problem that the teachers in the programs dealt with, as a result of the economic crisis in Lebanon. Shedding the light here on the late night arrival of the working children. And the late night follows up from the teachers. Moreover, the education officer was following up day by day on the student's attendance remotely and through field visits to the potential drop out and actual dropped out students. We have amended the majority of our activities to remote modalities, like the staff trainings, SEL activities, in addition to the lessons for the students.

	Challenges	Best practices
Project overall challenges	<ol style="list-style-type: none"> 1. There were challenges in the attendance of the students and following up on them. However, "hot groups" were created in order to directly contact the inactive students. 2. Some challenges were faced in the data collected, since some of it was incorrect. Therefore, we had to verify and update it. 3. Learning contents and attendances: Teachers need more content to offer for the students in the program Some teachers have more than one level of students in the class Students were replying late to the teachers' studying material because they do not have their personal phones, and were waiting for their parents to get back home so they can follow up with the teachers. 4. Because of the child Labor, the students have to come in at a later time to follow up with their classes. 5. Late replies from the students after being contacted by the teachers. 6. Some students do not participate unless they are reminded to. 	<ol style="list-style-type: none"> 1. Teachers are contacting the parents through the PCGs to tell them about the importance of education and its positive impact on the future of the students. Teachers are communicating through a Whatsapp group and sharing the lessons and work prepared by them so they could benefit from the content and share it with the students, especially teachers who have more than one level of the students in the class. In addition to that, teachers are dividing the sessions into two parts, one in the afternoon and another in the morning, so they could follow up with all of the students in the program. 2. Teachers are contacting the parents through the PCGs to tell them about the importance of education and its positive impact on the future of the students. Moreover, teachers are available to reply for the late messages from the students who are working, in the same day or in the day after. In addition to that, there will be hot groups for the inactive students to directly follow up with them.

Success story:
Impact/qualitative information of activity/change in attitudes or behaviour
Lessons learned:
Please share your general reflections and lessons learned
<p>The program education officer held a “lessons learnt” meeting with the program teachers on December 15 to discuss with the teachers their overall observations about the project.</p> <p>One of the main factors that contributed to the success of the project is the flexibility shown by the teachers and program staff and the close coordination among them. Teachers were sharing their prepared materials to be more effective as a team and were constantly following up with the education officer to address any issues on a timely manner. Moreover, the team was communicating with students outside class times where needed to overcome certain issues such as connectivity, electricity, work, etc.</p> <p>The team might benefit from having more TLCs throughout the program, to incorporate peer coaching, increase the coordination on each subject matter, and discuss student assessments.</p> <p>It will be highly useful to have the BLN books available with all children and not only relying on providing specific materials/handouts where needed.</p> <p>The student interaction is expected to enhance when a blended modality is adopted, this way the connectivity/electricity issues can be mitigated. Students will benefit from the direct interaction with the teachers and their peers. Surely, in this case the children’s transportation to centers and rechargeable cards as shall be provided.</p> <p>Throughout the program, the team constantly followed up with the children on a case by case basis, over WhatsApp and through door-to-door visits where needed. This is to ensure all concerns were addresses and to minimize the student drop-out rate.</p> <p>The team received high appreciation from the caregivers for the information and attention given to the children during the classes, and for the support given to them during all awareness and PCG sessions.</p> <p><i>Daoud al Ghobain’s father a student at our program thanked NABAD and Save the Children for the lessons delivered to the students as it was an addition to their skills and knowledge. “Throughout the program daoud and his siblings gained a lot of skills in literacy and numeracy”</i></p> <p>Issa al Darwich a caregiver for children registered in our program said “NABAD is the best organization for teaching children” after his children completed the first cycle of the program.</p> <p>As for the PSS sessions and Child rights sessions delivered to the students and the caregivers in the RS and the BLN program, the attendees were glad to being aware of the child rights, mentioning from them, their right to get access education, and their right to be treated equally.</p>
Events and Training:
Give summary about conducted trainings, conferences or events.
13 BLN and RS Teachers (8 females and 5 males), and one education officer (male) got:

1. Child safe guarding was done the 17th of May 2021
2. ASER training was done on the 19rd of May 2021
3. Child protection training was done on 20th of May 2021
4. Remote Learning training was done on 8th of June 2021
5. Teaching in complex context (TICC) was done on 14th of June 2021
6. Teaching Learning circuits was done on the 15th of June 2021
7. SELF training was done on 7th of July 2021
8. Basics of disability and inclusion was done on 13th of July 2021
9. GBV training was done on 24th of September 2021

6 RS teachers (3 females and 3 males) got:

1. Literacy boost training that was held on 17th and 21st of June 2021

7 BLN teachers (5 females and 2 males) got:

2. BLN assessment training that was held on the 1st of July 2021
3. BLN MEHE curriculum was held on 13th of August 2021

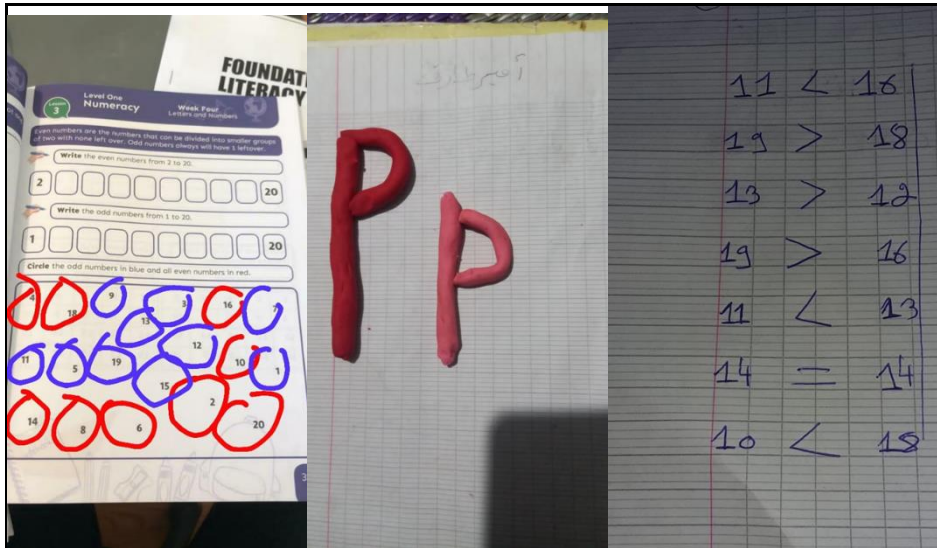
In addition to the “Child Rights, Protection and How to Identify and Safely Report Violation” training specifically given to the program education officer.

Others:

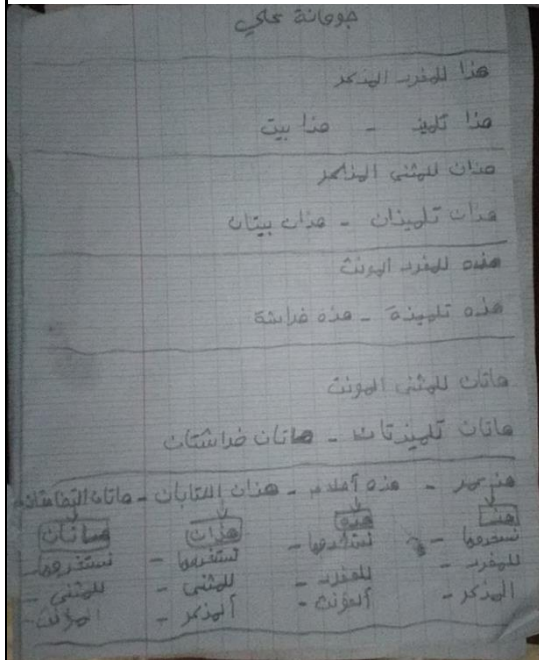
Other activities take place, visits, meetings, working groups.

Photos:

BLN:



RS:



Link to the working and humanitarian system:

Describe any efforts to coordinate the project activities with the humanitarian coordination system/attending working groups/forums....

The education sector in Nabad effectively participated in the education coordination sector meeting. Education sector in Nabad is an active member in: BLN subgroup, RS group and ECE group. In addition, Nabad education sector is a member in CP and Education group in Bekaa area.

Link between Nabad and Donors

which activities of the Donor implementation have supported your implementation? include what technical support your team has received from the Donor's advisor

Through the high quality of implementation of the project of education in the field, Nabad established a trustworthy relationship with the donor directly. We were able to establish a clear and transparent communication channel.

<p>Project Name: Strengthen coordination and accountability for addressing protection risks facing Syrian refugees while empowering them to make informed life decisions through integrated protection and education.</p>	<p>Donor name: IRC/ECHO</p>
<p>Department: Education</p>	<p>Budget: \$281,631</p>
<p>Area of intervention: Central Beqaa</p>	<p>Duration of project: June 15 2021 – May 31 2022</p>
<p>Overall summary:</p>	
<p>Describe the overall situation for the project., executive summary, duration, donor, budget, areas of intervention.</p>	
<p>Nabad with the partnership with SCI, aim to achieve the following objectives throughout the project:</p> <ol style="list-style-type: none"> 1. The protection environment for Syrian refugees in Lebanon is enhanced through coordinated interventions designed to improve access to information and services; increase humanitarian accountability; improve the quality of and access to services and support for survivors of violence and those at risk of violence, including out of school and working children. 2. Increased access to quality, specialized child protection services support to those at risk of violence including vulnerable and out of schoolworking children 	
<p>Target beneficiaries:</p>	
<p>How many beneficiaries are benefited in the program, what is the attendance rate.</p>	
<p>Following are the set targets, and in the next section the activities and achieved targets until end of</p>	

December are provided.

Objective	Target	Female	Male
Beneficiaries			
1. Out of school children targeted with BLN	415	166	249
2. Caregivers targeted with parenting sessions	166	140	26
3. Teachers and facilitators targeted with training	28	25	3
4. Provision of age-appropriate focused psychosocial support services to street and working children	120	40	80
5. Increase access to information through awareness raising with a specific focus on risk mitigation and harm reduction	200	90	110
7. Provision of parenting sessions for male and female caregivers of working children aimed at violence reduction	120	100	20
Project	1049	561	488
Total			

Activities:

To be filled Update about all the activities completed during reporting period, including actual achievement.

Activity 1: Provide extremely vulnerable out of school and street and working children and adolescents, including adolescent girls, with educational services to help them build foundational reading, numeracy, and social and emotional skills

Activity 2: Provide teachers and facilitators with the necessary knowledge, social and emotional and

classroom management skills to support the specific learning needs of vulnerable refugee children.

Activity 3: Provision of parenting sessions for male and female caregivers aimed at improving children's learning

Non formal education refers to education that occurs outside the formal school such as BLN programs. BLN is a basic literacy and numeracy program that targets the children who are out of school for 3 years or more or have never been enrolled in school, within the age range 10-14 years, covering the subjects of Arabic, Foreign Language, Math and Life Skills.

Nabad in partnership with IRC funded by ECHO is implementing BLN program in North Bekaa (Hauch Al Rafika, Hauch Sneid, Hauch Al Nabe, Hauch Al Arab, Saraain, Nabi shit, Khoder, Helaneye, Bednayel).

The outreach team utilized three strategies to achieve their target:

1. Setting the plan
2. Setting the method
3. Reaching out and communicating (delivering awareness sessions)

Nabad started the outreach by visiting the areas targeted on 16 June, 2021 after taking the permission from the municipality then the camp's Shawish, and coordinating with the other stakeholders in the areas such as school directors and other NGOs.

NABAD started with the outreach for the caregivers and children who fit the BLN criteria. The target number of children until September was 131, 66 of which were males and 65 were females. 295 students were requested to be added to the original target of 120 as of September. Accordingly, Nabad had 300 new students outreached, 150 of which were males and 150 females. During October and November, Nabad did further outreach to replace the dropouts during that period so 106 students were targeted; 48 of which were males and 58 females. So, the total number of students as of end of December is 462 students (213 males and 249 females) 445.

As for the teachers' recruitment, 6 teachers (1 male and 5 females) were identified for the old target students (120), then 14 (1 male and 13 females) were hired to educate the newly-targeted students (295), totalling to 20 teachers. During December, 3 new teachers replaced previously recruited ones (having now 19 females and 1 male). The replacement done is due to the pregnancy of one of the teachers and the relocation of the other two.

Each teacher is responsible for one class, with 20 children each.

To properly capacitate the teachers before program starts, they were given several trainings from Nabad's technical officer and the team concerning several important points, such as: discussing the technical plans, guiding teachers to better utilize the MEHE curriculum and conducting the BLN assessment, the modality of preparing videos for the sessions (when to use and what to cover), Bloom's taxonomy, classroom management, child's rights, active learning, learning styles and other educational topics. A one-day training was held in July to the 6 teachers responsible for the primary target of 120 students. A new two-day training was given on September 21-22, at Nabad offices, to the 14 teachers responsible for the newly targeted students.

Listed below are the learning objectives of the curriculum and classroom management related training sessions:

National BLN Curriculum

By the end of this session, participants will be able to:

1. Describe the key components of a good lesson plan
2. Explain how to use a lesson plan to achieve a learning objective
3. Explain why lessons should be meaningful and relevant to students' lives
4. Plan lessons that relate to students' lives by using meaningful examples

Classroom Management

By the end of this session participants will be able to:

5. Create a strong classroom community through effective classroom management strategies
6. Implement classroom organization techniques and routines that promote student learning
7. Use positive discipline to address misbehavior

Nabad's technical team designs the BLN technical plan per cycle and provides to teachers to serve as their guide for content delivery. The number of sessions for each subject (Math, Arabic, and English) are assigned according to the required sessions from MEHE curriculum. The plan includes all the sessions/subjects scheduled for each day for each week of a cycle, the requested outcomes for each lesson and its proper activities.

As per MEHE standards, it was known that the number of sessions should be 250 divided as follows: 80 Arabic, 80 Foreign language, 80 Math, 10 Life Skills. Lately MEHE added 6 sessions to the Life Skills. Therefore, the total has changed from 250 into 256 sessions.

So the number of sessions for each subject were assigned according to MEHE's guidelines and the cycle dates were planned accordingly. Classes were running from Monday to Friday with 4 sessions delivered daily.

Listed below are the dates of all cycles with the planned modality:

Cycle 1:

1. Old target: Jul. 6 – Oct. 22 – remote modality
2. New target: Sep. 27 – Dec. 28 – remote modality

Cycle 2:

1. Old target: Nov. 1 – Feb. 11 – 256 sessions – blended modality
2. New target: Jan. 3 – Mar. 16 – 256 sessions – blended modality

Cycle 3:

3. Old target: Feb. 21 – May 28 – fully at the center
4. New target: Mar. 21 – May 28 – fully at the center

Since the new target of 295 children wasn't included from the beginning of the project, its corresponding first cycles started on different dates, which required having different technical plans for each target group.

Customizing the plans was challenging and took the team around two weeks of continuous work to be able to summarize the number of sessions in less but more condensed sessions. This means that the sessions which were to take 16 weeks were scheduled to be delivered in 13 weeks and 2 days for the new target, while taking in to consideration the preservation of quality, students' needs and teachers' well-being. However, through proper planning and close following-up the implementation has been smooth.

To monitor the children's improvement throughout the program and to properly deliver classes to them, all children should undergo pre- and post- assessments. MEHE's assessment was used for this program and its pre- and post- tests include 3 levels: 1, 2 and 3. Nabad's team further adapted the assessment tools to make them less challenging and confusing for children specifically when done remotely, also given that no guidance or instructions were given by MEHE on how to work with them. Originally, the tests were made up of several questions for each subject, and were to be sent to the students via WhatsApp to be solved and sent back immediately after. Obviously, that would have created difficulty and confusion among the students to perform, taking into consideration that it's done remotely. So first of all, the technical team decided to decrease the number of assessment questions to fit the main material covered in the curriculum and the technical plan. Then, a trial was done for a couple of students by submitting the tests as they are to the students, and wait for their work. The students, as expected, had a difficult time understanding and navigating through the exam. So, that's when the technical team decided to try another idea that turned out to be successful. Each test and subject were modified after taking the confirmation from the technical unit at IRC. The test was explained through 3 different videos divided according to the subject, in which it made it clear for the students to keep track of the questions, understand them, and know how and where to answer them. They tried it, and it worked way better than the previous method. So, the students were eventually able to be assessed more adequately in this improved manner.

The old target children undertook the pre-tests during the first 2 weeks of their first cycle remotely. However, with the opening of the program center at Hauch Al Rafka, the old target teachers conducted most of the pre-tests for Cycle 2 there, during the first 2 weeks of the cycle. Some pre-tests were conducted at the field level (door to door), in which some teachers visited the students in order to reach the target on time. This was done due to the inactivity of some children because of internet and electricity issues. Therefore, the pre-test was done successfully and covered the entire target.

The new target teachers conducted several field visits to some students in order to finalize the pre-test with accurate results. The post-test for the new target students for cycle 1 was done during the last two weeks of December.

The teachers collaborate on a weekly basis to prepare the materials to be delivered to students in a way to make it efficient for all. Each week different teachers are delegated to prepare a set of videos and activities, and after being validated/reviewed by the technical team, they're shared with the other teachers to deliver to their students in the upcoming week. Lots of lessons were adapted to fit the needs of the students. Activities were adjusted and lessons were made easier and clearer. Surprisingly, there were numerous mistakes detected in MEHE's books, but were soon corrected and modified carefully. The content was actually concerning at first and thus was worked on so that the main ideas and outcomes be simplified and delivered.

For the remote sessions, the students were divided into groups of 20 each, guided by a teacher who delivered the classes via whatsapp.

All sessions were being delivered remotely until the launch of C2-Old Target on November 1 where the blended modality was launched. The team designed the technical plan in a way to have the life skills sessions delivered during the physical sessions, given that such sessions are much more effective and interactive when done face to face with the students.

Moreover, a teaching center was identified in Houch Rafka; classes were fully equipped, transportation arranged, and classes scheduled for 1 day a week (120 students attending the center once a week, half during the AM shift and half during the PM shift).

All students will be attending classes twice a week at the center starting January until the end of Cycle 2, and will be fully attending the center during Cycle 3.

The team continues to adapt the lessons and delivery methods to better fit the needs of the students, specifically after having the chance to directly interact with the students on a weekly basis at the center. Also, the technical team continued proofreading the MEHE's book to identify and modify any possible errors and/or simply some content for easier comprehension by the students. All students are being provided with rechargeable cards and stationery kits.

Throughout the cycles, teachers are being given one-on-one daily support and follow-up from the Nabad team to address any questions or issues and they're continuously getting refresher trainings.

Furthermore, Teacher Learning Circles (TLC) which are performed periodically as a chance for teachers to discuss common challenges and best practices, were initiated for all teachers on November 1st. This first TLC session was done physically at Nabad's premises and was mainly about guiding the teachers about what is meant by TLC, how topics are identified and why it is done. All TLC materials were shown and discussed to all teachers. At the end of the session, it was agreed on who from the teachers will be conducting the second session.

The second TLC was done on December 23 at Nabad offices, attended by all 20 teachers and representatives from IRC, covering the topic "Speaking Arabic in an English Session".

An important technique in helping teachers learn from each other is the peer coach technique designed by Nabad, which teachers were informed about and will start implementing during December. This technique allows for capacitating teachers remotely or physically. At NABAD, teachers will be entering the groups of each other (this is organized in a way only one teacher enters one group and then to be switched where all teachers enter all groups at the end of the cycle). The teacher should be only an observer; She is not allowed to contact any teacher or to share any information. A daily report should be sent from the observer teacher to the officer mentioning what went well and what didn't work well in the class she was observing. The consent of all teachers was taken and the notes provided by the observer are to be discussed with this delivering teacher to check if the notes are accurate or not.

Regarding the TCOs. the baseline- and mid-line TCOs for the old teachers (6 teachers), were finalized during October. It is worth mentioning that no mentoring feedback was filled for these teachers due to the fact that no form was shared previously.

NABAD has created its own mentoring checklist that covers all areas and gaps observed in the groups. The checklist was divided into two parts, general comments and specific ones in which shows strengths and weaknesses for each teacher. At the end of this checklist there was a part for setting the teachers' development plan that supports teachers in developing their experience especially while using remote modality.

In addition to that, the baseline TCO was done for the new target teachers (14 teachers) directly on the online link shared by IRC and mentoring feedback was filled and then signed by each teacher and officer. The midline TCO for the new 14 teachers was done during the last two weeks of December, at the end of cycle 1 for the new target.

After doing the midline TCOs and filling the mentoring forms, we have noticed a high improvement in

teachers' performance in addition to the Peer coaching method that played an important role in cooperating between teachers so they learn from each other.

As for engaging the caregivers in the program, two of the Nabad team attended the FMD training delivered by IRC on August 30th and 31st, and later on the program officer attended a similar training at IRC on November 5 to ensure that this component is fully comprehended and delivered to the caregivers. The team set the sessions' schedule for the whole project and cascaded the FMD training to select Nabad staff on November 23rd so they contribute to delivering the sessions in physical modality.

The target for the parenting sessions is 166 parents, attending 6 FMD parenting sessions throughout the whole cycles, and the achievement until end of December is 180. The 180 caregivers are registered and have had pre-FMD surveys conducted with them. This is a contingency plan to make sure we maintain the target until the end of the project (making sure the same caregivers attend all 6 sessions).

The parenting sessions topics are as follows:

Cycle 1 covering:

5. **Session 1:** Introduction
6. **Session 2:** Understanding parent's stress & Coping and healing strategies

Cycle 2 covering:

7. **Session 3:** Understanding brain Development & Positive Parental time for healthy growth and development
8. **Session 4:** Empathy- Respecting your child's opinions and thoughts & encouraging responsibility- Family rules and routines

Cycle 3 covering:

9. **Session 5:** Discipline with dignity & Talking, Storytelling and playing games
10. **Session 6:** Understanding children's psychosocial needs ,Providing psychosocial support to children & Review and Celebration .

Four sessions for caregivers of the old target children were conducted on the dates 7-14 & 28 September, 5 & 29 October, 2-11-16 & 18 November, 2021.

* 54 caregivers (13males and 41 females) attended sessions one and two.

*35 caregivers (8 males and 27 females) attended session 3.

*35 caregivers (7 males and 28 females) attended session 4.

The remaining 2 remaining sessions will be delivered during cycle 3 starting from 21 February till the end of May, 2022.

Additionally, 125 new caregivers were reached and received the following sessions:

1. The first session was given remotely as an introduction on November 18th. The total number of

caregivers who attended the session was 12 caregivers (10 males and 2 females) in addition to the 113 caregivers (35 males and 78 females) attended session one physically on 30 November and 6,7 and 12 December, 2021.

As for the second session (Understanding parent's stress and coping and healing strategies), it was given physically for 118 caregivers (42 males and 76 females) on 12-14-15-23 and 30 December, 2021.

2. ~~were females and 11 were males.~~

Throughout the sessions, the caregivers were highly engaged and openly shared their thoughts, concerns and experiences as parents. Their commitment to attending the sessions was enhancing as the positive word of mouth was spreading across the community about the FMD curriculum and the classes of the children. Several of the caregivers expressed their appreciation to the education provided to their children since this will provide the latter with a better life and future; as uneducated parents they're dealing with rough life conditions. Additionally, in some occasions where certain caregivers couldn't attend a session, they nominated a relative to attend on their behalf so they don't miss the content, and even more there were individuals not registered to the sessions wanting to join. The attendees are even asking to keep the sessions going beyond the allocated time, taking this as an opportunity to share their thoughts and learn.

It's worth noting that in almost each session, they were raising their concerns about the lack of connectivity and electricity, standing as obstacles to helping their children in education.

Almost one year since the COVID-19 virus emerged and turned lives upside down, the enduring global pandemic continues to impact lives fundamentally. Nabad team is providing awareness on COVID19 and its vaccination, and supporting caregivers in applying on MOPHCOVAX platform and then aiding them in filling the COVID vaccination tool.

The number of COVID vaccination tools submitted until end of November is 198, which includes the old 145 caregivers of the piloting, in addition to 53 caregivers from the recent target.

The MEL team conducted 257 vaccination tools with 257 beneficiaries. Out of them, 213 registered on the COVID-19 government platform as follows

1. 124 out of the 145 caregivers who attended the COVID campaign in June are registered.
2. 89 out of the 112 caregivers who are attending the parenting sessions are registered to the platform

Moreover, during January, the MEL team will conduct the COVID-19 vaccination tool with the remaining 68 caregivers who are attending with us the parenting sessions. The team is spreading awareness about COVID-19 at the beginning of each parenting session, meaning 180 were reached so far (86 individuals above the set 166 target).

It's worth noting that the having COVID-19 causes a challenge on delivering classes physically at the center, ensuring the safety of all attendees and limiting/preventing the spread of the virus.

Challenges and best practices:

Success story:

Impact/qualitative information of activity/change in attitudes or behaviour

Lessons learned:

Please share your general reflections and lessons learned

Events and Training:

Give summary about conducted trainings, conferences or events.

Others:

Other activities take place, visits, meetings, working groups.

Photos:

Link to the working and humanitarian system:

Describe any efforts to coordinate the project activities with the humanitarian coordination system/attending working groups/forums....

The education sector in Nabad effectively participated in the education coordination sector meeting. Education sector in Nabad is an active member in: BLN subgroup, RS group and ECE group. In addition, Nabad education sector is a member in CP and Education group in Bekaa area.

Link between Nabad and Donors

which activities of the Donor implementation have supported your implementation? include what technical support your team has received from the Donor's advisor

Food Security:

Project Name: TCA for vulnerable households facing socio-economic shocks	Donor name: Oxfam
Department: Temporary Cash assistance-Livelihood	Budget: 74221.6
Area of intervention: Burj Hamoud, Burj Al barajneh	Duration of project: 8 months. From: 15/10/2021 till 15/6/2022
-Overall summary:	
Describe the overall situation for the project., executive summary, duration, donor, budget, areas of intervention.	
<p>These funds are intended for Association Nabad for Development's response to the deterioration of socio-economic conditions in Lebanon. Within this context, Association Nabad for Development will target affected communities in Beirut, extending from Burj Hamoud to Burj Al Brajneh to assess their eligibility for Temporary Cash Assistance.</p> <p>Oxfam GB has approved a grant of EUR 62,371.09. Project expenditures cannot exceed this approved amount in EUR.</p> <p>The grant is made in relation to Temporary Cash Assistance (TCA) for vulnerable households facing socio-economic shocks (LEBA92) based on agreed action points between Association Nabad for Development and Oxfam GB. The grant must be used exclusively by Association Nabad for Development for the agreed response and in accordance with Concept Note (Annex 2) and Budget (Annex 3) which form an integral part of this agreement. The financing for this grant is provided by Giro555/SHO funding through Oxfam Novib. Any attempt to 'double fund' project activities will be taken very seriously by Oxfam and when proven, will be considered non-compliance with this Agreement and will result in remaining tranches of funding being withheld and/ or disbursed funds being reclaimed.</p> <p>Achievement of these milestones/ outputs according to the attached Concept Note and Budget represent the conditions against which Oxfam GB will agree to pay the remaining instalments of the project budget.</p> <p>Any proposed changes to the project outputs, implementation and/ or any consequent budget changes of more than 10% against any single budget category OR line must be formally agreed prior to expenditure/ implementation in writing between Association Nabad for Development and Oxfam GB and attached as a dated Appendix to this agreement.</p>	

-Target beneficiaries:
800 households, around 60% Lebanese beneficiaries and 40% for expats
-Activities:
To be filled Update about all the activities completed during reporting period, including actual achievement
295 TCA assessments were filled-in, 159 beneficiaries got their cards, 65 cards to be distributed
-Challenges and best practices:
To be filled
-Success story:
Impact/qualitative information of activity/change in attitudes or behaviours
To be filled...
-Lessons learned:
Please share your general reflections and lessons learned
To be filled..
-Events and Training:
Give summary about conducted trainings, conferences or events.
To be filled
-Others:
Other activities take place, visits, meetings, working groups.
To be filled...
-Photos:
To be uploaded
-Link to the working and humanitarian system:
<i>Describe any efforts to coordinate the project activities with the humanitarian coordination system/attending working groups/forums....</i>
<i>To be filled...</i>
<i>-Link between Nabad and Donors</i>
<i>which activities of the Donor implementation have supported your implementation? include what technical support your team has received from the Donor's advisors</i>

To be filled by Manger

Project Name: Emergency Basic Need Assistance as Response for COVID-19 Outbreak and economic crisis	Donor name: Norwegian perople aid
Department: food security	Budget: 99 000\$
Area of intervention:	Durartion of the project: 6 months for 2021 and 12 months for 2022

-Overall summary:

The main aim of the project is to ensure Lives saved and resilience built of refugee and host communities in Lebanon. The project is to ensure that 1501 families are assess and received food parcels.

During the reporting period covering the period from 1 September to 31 December 2021 the management team was highly involved in the recruitment of the project team includes 5 enumerators, 1 community mobilizer and a field officer, a capacity building plan was also developed to ensure that all project staff are trained and updated on all aspects of the project such as target numbers. The team was trained on KOBO, and on conducting assessments.

The logistical aspect of the project was also launched where food parcels was also being under procurement by raising tenders. After both food parcels and analyses of the assessments are finalized the team will be ready to start the needed distribution while ensuring all needed supporting documents are in place.

-Target beneficiaries:

Lebanese	30%			
Syrian	70%			

-Activities:

Distribution of food parcels : The distribution for the Syrian refugees and vulnerable people went very smoothly and in a very effective way. As a result, the team managed to distribute a total of 1045 food parcels for the Syrian beneficiaries which is approximately 70% of the food parcels and which was the target for the Syrian refugees as per the project framework.

Nevertheless, and regarding the 30% of the food kits for the Lebanese beneficiaries, the distribution was also conducted in an efficient and very organized way.

NABAD started the distribution for the Lebanese beneficiaries in Zahle where 67 kits were distributed mostly door to door and same goes for Saadnayel and Taalabaya where 17 kits were as well distributed door to door. After that, the team conducted a distribution in Roseland an affiliated center for NABAD in Ali el Nahri, where 288 food kits were distributed for people living in Riyaq, Ali el Nahri, Sariin and Douris. Finally, 84 Kits were distributed also door to door for people living in areas such as Baalbak, Moallaka, Wede el aarayesh, Raait, Qabb elias, Anjar and Bar elias...

Thus, the team managed to distribute a total of 456 food parcels for the Lebanese beneficiaries which is approximately 30% of the food parcels and which was the target for the Lebanese refugees as per the project framework.

As a result, and to sum up everything, in total the team has distributed a total of 1501 Kits. 1045 for Syrian refugees and 456 for Lebanese Beneficiaries.

-Challenges and best practices:

	Challenges	Best practices

<p>-Due to the economic crisis that is affecting all sectors in Lebanon, the team faced challenges with lack of fuel which lead to limited movement at the field, another challenge that affected the project was social instability in the area, such as road closure and protests which lead to cancelling pre planed field visits and assessments. Finally electricity cuts affected work arrangement where the team had to adapt to work from home modality. All in all the team was able to overcome the challenges and finalized all the needed assessment and procure all the needed materials to ensure that the project is running smoothly.</p> <p>- Refugees complaining about not receiving kit or their names were not identified on the sheet. We try to explain to them the reason behind not receiving the kit since there is a specific criteria behind every distribution. We also try to asses and analyze the situation since there is a possibility some was not available when the assessment was conducted. In case there was a valid argument we refer them.</p> <p>-The biggest success at this point is ensuring that number of assessments was met given all the challenges that is affecting the country. The team was able to adapt and worked hard to ensure that both host and refugee communities will receive the needed food parcels. Another success story was the feedback received from beneficiaries, since we are able to respond to their basic needs in a timely manner.</p> <p>-Another success was that despite all the challenges the team was facing as mentioned above the team was able to start the distribution according to the plan and conduct it in a very organized and efficient manner by distributing parcels in different areas and by reaching as much beneficiaries as possible while receiving a very positive feedbacks from the beneficiaries.</p>	<p>Nabad has established a risk mitigation plan at the beginning of the project to avoid any delay in implementation so we will be following this plan to ensure a smooth implementation</p>
---	--

--	--	--

-Success story:

Impact/qualitative information of activity/change in attitudes or behaviours

1. The biggest success at this point is ensuring that all the food kits were distributed to all the people in need and most importantly the target was met given all the challenges that is affecting the country. The team was able to adapt and worked hard to ensure that both host and refugee communities will receive the needed food parcels
2. As mentioned above, the team was able to adapt to all the factors that is affecting the country and was able to distribute a total of 1501 kits for the Syrian refugees and Lebanese people that are in need in different areas efficiently and according to the plan. The biggest success was drawing a smile on these people's faces that are really in need in such hard and tough situation we are passing through.

PROTECTION:

Project Name: Protecting the most vulnerable displacement and conflict affected Syrians through age, gender, and diversity responsive interventions.	Donor name: Danida E
Department: Child protection	Budget: 80,000 USD
Area of intervention: central and west Bekaa	Durartion of the project: 1-March2021- 31 December 2021
-Overall summary:	
The main aim of the project is: Protective environment is enhanced for the most vulnerable men, women,	

girls, and boys through provision of safe responsive, preventative, and remedial protection services and the well-being and coping capacities of vulnerable men, women, girls and boys are enhanced through the provision of psychosocial support services.

The child protection team were consisted of two case workers, two focused PSS facilitators and 1 child protection team leader. Before the implementation of any activity a project management plan tool was updated and filled with most of the departments at Nabad to fully have a clear message and information about the project implementation.

This project is mainly focusing on the below activities:

1. Provision of Focused psychosocial support to children engaged in child labour
2. Provision of Focused psychosocial support to the caregivers of the working children
3. Provision of community-based PSS for children and caregivers
4. Provision of child protection case management for medium and high-risk cases
5. Provision of information sessions for boys, girls, men and women

Before the project implementation phase, Nabad child protection team received a lot of trainings and capacity building on protection, case management, facilitation skills, FPSS, safe identification and referral, gender and inclusion, first aid trainings....

-Target beneficiaries:

Lebanese	30%			
Syrian	70%			

-Activities:				
<p>1- Provision of child protection case management:</p> <p>During the last year, Nabad child protection case workers reached 71 cases of medium and high risk levels and provided them with the needed support and individual support. The cases are identified in central and west Bekaa areas, assessed and closed till end of December 2021.</p> <p>2- Provision of Community based psychosocial support sessions:</p> <p>Nabad PSS team did outreach visits for most of the areas in central and west Bekaa (Marj, barelias, Hawsh Harimi, Rayak, Aali Nahri, Terbol....) and registered many children in need and interested to participate in the CBPSS sessions. In total the number reached during 2021 implementation is</p> <ol style="list-style-type: none"> # Of Children participated in CBPSS (195) children desegregated between (6-11) and (12-17) years old , attending 8 sessions in total (1 session/week) # Of Caregivers participating in CBPSS (49) attending 8 sessions as well <p>3- Provision of Focused psychosocial support activities for children and caregivers.</p> <p>Nabad PSS team reached and identified children engaged in child labour and in need for PSS sessions, as they reach the below target:</p> <ol style="list-style-type: none"> # of children participated in FPSS (child labour): 65. The sessions were conducted in blended approach (face to face and online), taking into consideration COVID-19 precautions and measures . # of caregivers participated in FPSS (child labour): 33 <p>3- Provision of information sessions on child protection topics: Nabad child protection team reached 570 beneficiaries (children and caregivers) in central and west Bekaa areas, and provide them with information sessions on child protection.</p>				
-Challenges and best practices:				
	Challenges	Best practices		

	<p>The restriction of movements due-to COVID 19 pandemic</p> <p>The school online sessions which are conducted in non-specific time the thing that obstruct our sessions.</p>	<p>Nabad team provided the CP activities in both modalities (in person and remotely) following the do no harm principle and doing an effort to conduct the sessions in quality basis.</p> <p>Nabad team set a monthly plan updated weekly and will do double effort to complete all project activities on time.</p>
	<p>The electricity and fuel situation as most of cases and participants are unreachable because of the loss of electricity as well as the loss of internet</p>	<p>Nabad team set a monthly plan updated weekly and will do double effort to complete all project activities on time.</p>

-Success story:

Impact/qualitative information of activity/change in attitudes or behaviours

1. Nabad CP team conducted outreach activities in central and west Bekaa areas (Hawsh Harimi, Marj and Saadneyil) to identify the needs for vulnerable children and caregivers. The children and caregivers were very interested and happy to receive CBPSS as they express their happiness for the CP staff in starting the activities.
2. The children and caregivers in Al Marj area expressed their interest in supporting the CP team in the implementation of the activities.
 1. The beneficiaries are waiting and interested to receive sessions from Nabad CP staff remotely and in person.

POTECTION (GBV)

<p>Project Name: Improved community knowledge and capacity to respond to GBV</p> <p>Promote GEEW & prevent / respond 2 GBV incldg humanitarian</p>	<p>Donor name: SIDA</p>
--	-------------------------

Department: Gender based violence	Budget: 100,000 USD		
Area of intervention: central and west Bekaa	Duration of the project: 9 months implementation Jan-feb-March-June-July-August-Sept-Oct-Nov 2021		
-Overall summary:			
<p>The main aim of the project is to promote gender equality and work on enhancing access to GBV services. The project also includes GBV service provision and cash component integrated with GBV case management services.</p> <p>NABAD GBV team consisted of two GBV case workers, two GBV facilitators, two peer coaches and 1 GBV officer.</p> <p>The implementation of the GBV project were done in two phases: The first phase started from January and ended in March 2021, the second phase started from June and ended in 31 of November 2021.</p> <p>The GBV activities that were conducted during the reporting period (2021) were the following:</p> <ol style="list-style-type: none"> 1- provision of GBV awareness sessions to all community members (boys, girls, men and women) 2- Provision of GBV services for women and girls 3- Provision of Reproductive health awareness sessions 4- Distribution of self-care kits to girls and women 5- Provision of cash and voucher assistance 6- Implementing of GBV initiatives / events 			
-Target beneficiaries:			
Lebanese	50%		
Syrian	50%		
-Activities:			
<p>1- Provision of GBV awareness sessions:</p> <p>The GBV facilitators provided GBV awareness sessions in different locations in Bekaa areas.</p> <p>Nabad GBV facilitators reached 1400 beneficiaries in different locations (Nabad WGSS in Aali Nahri, Child protection center in Aali Nahri, Sari in Informal settlement, and in Talia social development center).</p>			

The beneficiaries were sensitized on difference between gender and sex, the consequences of GBV on individual, family and community, early marriage, Types of GBV, and GBV services in Bekaa. The GBV staff followed the COVID -19 precaution (masks, distance, sanitizers) during the face-to-face implementation of the GBV awareness sessions.

Beneficiaries as well received an information session about the GBV case management service. They expressed their happiness in accessing the WGSS in Aali Nahri where they felt safe and have the place to express their opinions and speak about their concerns. Moreover, they were very happy in receiving dignity kits at the end of each session which is a needed item for them currently because of the multiple crisis that Lebanon is passing through. The Lebanese and Syrian beneficiaries request to receive more GBV sessions on different topics.

The coordination with Medair facilitate providing GBV awareness sessions in Talia and Britel Social development centers, as well as providing holistic approach to beneficiaries through referring them to different services (reproductive health, GBV, PSS, health...)

2- Provision of reproductive health services (RH):

Nabad GBV team provided Reproductive health awareness sessions to **1002** beneficiaries in coordination with MEDIAR in the SDCs and in the WGSS during the reporting period. The beneficiaries expressed that they received this information for the first time and they are in need for more sessions in the future. The girls, men and women expressed their happiness in receiving the health information that will help them in maintaining a good health for the children and family.

3- Distribution of self -care kits to girls and women, participating in GBV services:

During the reporting period Nabad GBV team distributed **1500** dignity kits to 1500 vulnerable females after receiving GBV service(GBV/RH awareness, GBV case management, PSS sessions) from Nabad staff at WGSS, at field level, or in the dispensaries in Talia and Britel.

4- Provision of cash and voucher assistance to vulnerable women and girls:

Nabad GBV team received trainings and sessions on the provision of ECA to vulnerable beneficiaries under GBV case management, the GBV case workers also received a training on the post distribution monitoring of the ECA (emergency cash assistance). The GBV case workers during the reporting period provided emergency cash assistance in hand to **40** vulnerable GBV cases. Each case received 800,000 LBP for one time. Total paid is 32,000,000 LBP, which is equivalent to 2666.67USD at 12,000 rate.

This cash minimizes the risk of the GBV survivors being evicted by the landlord, as well as mitigating exposing to further GBV risks that is practiced on the GBV cases. All the GBV cases that was assisted with cash were able to move from the abusive situation to normal one, where also Nabad tea were referring cases to other needed services

Nabad GBV case worker completed an assessment with the case through direct follow up. After finishing the assessment, the case worker indicates the vulnerability of the GBV case and refer it to cash assistance. The cash modality was divided in to two, the in-hand delivery of Cash for the cases that are high risk and prefers to receive the cash in hand, and the OTC modality for the cases that are not high risk and this action not occurring further harm to beneficiaries

1. Provision of Cash for transport for beneficiaries attending WGSS (women and girls safe space) for receiving GBV services:

During the reporting period, Nabad GBV team was able to provide transportation fees to the beneficiaries accessing the WGSS at Aali Nahri for the purpose of receiving different GBV services (GBV/RH

awareness sessions, GBV case management, ESG sessions and PSS).

The transportation fees helped beneficiaries during the socio-economic crisis to access the WGSS and receive the GBV service. Nabad team helped in total.

804 beneficiaries (753 females, 51 males); (389 Syrian, 414 Lebanese) assisted through CFT paying 30,000LBP for each visit to WGSS. So the beneficiary that access the center two times received CFT two times. So, the total amount paid in this indicator is 39,000,000LBP which is equivalent to 3250 USD at 12,000LBP rate.

5- Provision of GBV services for women and girls:

1. Provision of GBV case management service:

Nabad GBV team were implementing the GBV services (awareness sessions, PSS and case management) in the WGSS in Aali Nahri, central Bekaa area. Women, men, boys and girls were visiting the safe space to register for the GBV activities.

The GBV case workers identified and registered female caregivers and adolescents for the participation with emotional support group sessions and PSS sessions. The ESG sessions for female caregivers were implemented in the WGSS in Aali Nahri as well as providing the case management service.

Nabad GBV case workers identified and assessed **80** females in different areas in Bekaa (Aali Nahri, Rayak, Nasriyeh, Tamnin, Sariin, Marej, QabElias, Ham, Fakiha, Talia, Madina Senaiiya and Moalaka).

The GBV Case workers provided GBV case management service to all the cases identified, following all the steps to close the case in a qualified manner after completing the action plan with each case.

The beneficiaries are at medium and high-risk level. The case workers were referring the cases to different service providers including legal, basic assistance, health, and wash referrals.

The GBV case workers were following up the cases, preparing the action plan on a weekly basis in the center through face-to-face modality following the COVID-19 precaution and remotely when the beneficiaries were not able to access the safe space.

1. Provision of PSS activities to women and girls

Nabad GBV case workers provided emotional support group sessions to female caregivers in the WGSS in Aali Nahri to 100 females (50 % Syrian); (50 % Lebanese). The emotional support groups are 6 sessions. Each group received 1 session/week. The participants access the WGSS in Aali Nahri and received all the sessions during the reporting period.

6- Implementing GBV initiatives/ events by peer groups:

The GBV peer facilitators continue outreach field visits in central Bekaa area and coordinate with the municipalities and other local actors to identify and register active individuals to be trained on GBV and to prepare for the initiatives as well. So, the GBV peer facilitators coordinate with the Lebanese Red Cross in Bekaa and registered individuals interested in receiving and working on GBV. Also, the community volunteers expressed their interest in participating in the GBV events for promoting gender equality and minimizing GBV among women and girls.

In Total 25 participants (14 Lebanese, 11 Syrian); (16 males, 9 females) were participating in GBV sessions/trainings each week with the GBV peer facilitators.

They were meeting one /week and receive trainings on GBV core concept, GBV types, difference between gender and sex, the consequences of GBV on individual, family and community, gender equality, and

causes as GBV. During October and November, the trained GBV peers were trained on preparing, planning and implementation GBV events with Nabad GBV team.

The GBV peer facilitators received a training on menstrual Hygiene management training with UNFPA and AUBMC during October.

The initiatives conducted by the peer coaches and the community members are the following:

First Initiative:

After the efficient collaboration and communication between Nabad for Development and Piece of art organization, an initiative was implemented on 4th of December 2021.

The male peer groups prepared and facilitated the implementation of the initiative. The initiative was a mural event that was conducted in Bekaa –Rayak-Aali Nahri, Sekka Road beside PHC of Ali al Nahri, in the presence of representatives from Rayak Municipality, Lebanese Red Cross, Lebanese Civil Defense, War Child, Intersos, Piece of Art, Nabad Association, the beneficiaries who have participated in our activities (ESG, PSS, GBV and RH awareness Sessions, and the Peer-to-Peer Sessions), also audience from the host community, to have total number of 115 participants. After finalizing the wall painting there was a video that was introducing the picture. Most of the participants have the opportunity to paint, that made them satisfied, and interested to have an event for the first time in the area.

The mural is a painting that indicated the importance of minimizing GBV and promoting gender equality.

Second Initiative:

Nabad GBV staff in coordination with the trained male peers planned and implemented a video that indicates and represents the important key messages of the 16 days of activism on December 10 2021. The first video was implemented by Nabad GBV staff disseminating awareness on empowerment of women and decreasing GBV. The second video was prepared and implemented by the GBV male peers speaking about their experience in participating with GBV sessions at Nabad and also spreading the 16 days of activism messages.

Third Initiative:

Nabad implemented a round table with the Lebanese Army in Rayak area (central Bekaa). The purpose of this round table is to provide awareness session on the GBV project, 16 days of activism and the importance of ending GBV through multiple efforts. The event took place on 15th of December with the presence of the key actors in the Lebanese army and Nabad staff.

In total 50 individuals were presenting. They expressed their happiness to know about the purpose of the project and they are willing and interested to receive more GBV sessions and to work together to end GBV amongst girls and women

-Challenges and best practices:

	Challenges	Best practices
	<ol style="list-style-type: none"> 1. Shortage of fuel, where staff were not able to access the centres because lack of fuel. 1. Internet and electricity cut where it was hard to staff to communicate with beneficiaries. 2. It was hard to engage more males in the GBV awareness sessions, as they were all day searching for work or working because of the poverty and bad economic and health situation. 	<p>Nabad team provided the GBV activities in both modalities (in person and remotely) following the do no harm principle and doing an effort to conduct the sessions in quality basis.</p>
	<ol style="list-style-type: none"> 1. Fluctuation of Prices where no fixed prices and this affecting on delays in procuring the needed materials for the project 	

-Success story:

Impact/qualitative information of activity/change in attitudes or behaviours

The female caregivers expressed their happiness in receiving the PSS sessions. They feel more empowered and they were requesting more sessions in the future. The women also feel comfortable in the safe space and safe as they were expressing their opinions and concerns. They said that they feel supported and happy and there is someone who is listening to them, and these sessions were much needed in these difficult and stressful situations.

-Photos:



PROTECTION –Beirut :

Project Name: Eemergency Child Protection, SRHR and Education Response to the Beirut Crisis, Lebanon	Donor name: PLAN International
Department: Gender based violence and Child Protection	Budget: 230,000 USD
Area of intervention: Mount Lebanon, greater Beirut area	Duration of the project: 1 September 2021 – 31 March 2022
-Overall summary:	
<p>Throughout the 4 months of project activities implementation, several activities were provided to vulnerable Lebanese citizens, Syrian and Palestinian refugees under the Child Protection and Gender-Based Violence/Sexual and Reproductive Health and Rights components in Greater Beirut area including: Burj Hamoud, Nabaa, Cola, Burj El Barajne, Barbir, Basta, Msaytbe, Cola, and Tarik Jdide, Jnah, Manara, Madina Riyadiye, Zkak El Blat, Sabra, Karantina, Mar-Elias, Mar-Elias Palestinian-refugees camp and Burj El Barajne Palestinian-refugees camp. 250 crisis-affected children (55.2% girls, 44.8% boys) were provided with at least 7 Focused Psychosocial Support sessions and activities using face-to-face modality in 2 different safe spaces (Burj Hamoud and Cola area)</p> <p>90 survivors (30% girls, 70% boys) and/or at risk affected children, including 64 child labour cases who will receive protective gear kits, were provided by case management services and multi-sector referrals.</p> <p>146 vulnerable and crisis-affected families were provided by total of LBP 2,400,000 each in cash after identification and assessment.</p> <p>522 adolescent girls, 354 adolescent boys, 46 young male adults, 1,572 young female adults, and 55 female caregivers and adults were provided with GBV & SRHR raising-awareness sessions and available services and referrals at Nabad community centres and other local NGOs centres. 2,300 females (22.7% adolescents, 68.35% young adults, and 9% caregivers and adults) will be provided with personal hygiene kits including: reusable sanitary pads, disposable day and night sanitary pads, shampoo bottles, hairbrush, bathing luffas, panty-liners, toothbrush, toothpaste, large cotton towels, liquid hand wash bottle, wet wipes, pack of face masks, and hand sanitizers).</p> <p>GBV field staff have conducted an event on the 9th and 10th of December of 2021 in celebration of the 16 days of Activism against GBV at Burj El Barajne and Burj Hamoud area to 366 Lebanese, Syrian and Palestinian adolescent girls and young female adults. The event included awareness sessions with the support of SIDC workers about Early Marriage and its disadvantages, Types of Gender-Based Violence, sexual and reproductive health and rights, and HIV/AIDS prevention and concerns. Nabad field staff were using a holistic-approach technique where all beneficiaries and their families had the access to benefit from most of the services provided in the same project as they were referred depending on their needs and vulnerability. Nabad field staff were following all precautionary measures against COVID-19 pandemic while conducting their field outreach activities, home visits, FPSS sessions, awareness sessions, and events</p>	
-Target beneficiaries:	
Lebanese	40%

Syrian	60%		
--------	-----	--	--

-Activities:

1- Provision of Psychosocial Support (PSS) for crisis-affected girls and boys. This includes culturally and age-appropriate activities with PSS objectives such as drama, crafts, traditional storytelling, sports and sessions with key child protection messages using Plan's Life skills for Protection (LS4P) curriculum, after proper training of facilitators:

1. 3 Focused Psychosocial Support Facilitators were trained by PLAN CP focal points using Plan's Life skills for Protection (LS4P) curriculum in 2 full days.
2. Nabad child protection team were on track in over-achieving the target, reaching 248 out of 240. crisis-affected children ((55.65% girls, 44.35% boy) were provided with at least 7 Focused Psychosocial Support sessions and activities using face-to-face modality in 2 different safe spaces (Burj Hamoud and Cola area). The sessions provided key child protection messages including: Child rights and responsibilities, expressing feelings, understanding one's body and its biological changes, communication skills and building relationships, and other life skills through interactive activities.
3. Each participant was provided with Transportation fees of LBP 60,000 for each session attended at the community safe spaces and refreshments were distributed
4. Children has shown high level of interest in attending the sessions and in participating during the discussions done between them and the facilitators. Some child labour cases asked their employers for a break to attend the sessions as they felt it's their place to interact with other children. Children have used drawings and other types of arts to express the positive impact they are feeling during the sessions. Caseworkers working with children attending the FPSS sessions provided positive feedback regarding the change of attitude and behaviour and enhancing their confidence.
5. Pre and Post Wellbeing and Life Skills information surveys were conducted at the 1st and the last session to check the impact of the sessions on the children's information, skills and views

2- Training conducted for Nabad case workers and case management supervisor on National Case Management SOPs

Nabad will be providing case management for 90 survivors and/or at risk affected girls and boys including Cash for Protection and referrals to multi-sectoral services. 90 cases will receive cash for protection services for a period of 3 months (800,000 lbp per month):

1. 3 CP caseworkers and Team leader were trained by PLAN CP and CM focal points at PLAN International on National Case Management SOPs in 3 full days.
2. Nabad reached 90 survivors (30% girls, 70% boys) and/or at risk affected children, including 64 child labour cases (13 girls and 51 boys) who will receive protective gear kits, were provided by case management services and multi-sector referrals. Identification, Assessment, Risk Evaluation, Action Planning, Implementation and Referrals, and Follow-ups were done by the caseworkers to each case. Each caseworker took the consent from the child him/herself and from their caregivers

after informing them with services that will be provided during the project duration including service referrals, action plan implementation, follow-ups and closure. The caseworkers were committed to the basic principles of child protection including: No Harm, Best interest of the Child, No Discrimination, Informed Consent and Validation, Confidentiality, and Accountably.

3. The caseworkers has also referred 49 (12 girls, 37 boys) cases that meet the criteria and are available to attend the Focused Psychosocial Support Facilitators under the same project to start attending the FPSS sessions the soonest. Moreover, 10 adolescent girls were referred to the GBV/SRHR component to benefit from attending the awareness sessions and personal hygiene kits distribution. 6 cases (3 boys, 3 girls) were referred to Community-Based PSS sessions at Red Oak, 10 cases (7 girls, 3 boys) were referred to mental healthcare service at Restart Centre, 63 cases (45 boys, 18 girls) were referred to BLN Education services at Tdh Italy and Mouvement Social, 3 cases (2 boys, 1 girl) were referred to Community-Based Early Childhood Education at AVSI, 2 cases (1 girl, 1 boy) referred to Education Retention Support (homework support) at Mouvement Social, and 6 female cases referred to GBV FPSS sessions at Nabad for development (another project partnered with PLAN International).
4. 146 vulnerable and crisis-affected families were provided by total of LBP 2,400,000 each in cash after identification and assessment. Cash for Protection distribution was provided per households rather than per child through cash transfers on-counter. In addition, families of children that are attending FPSS sessions were added to the target so a higher number of vulnerable families can benefit from this service to lower the risk of abuse or exploitation. Although it was mentioned to the supplier to be transferring the money on 3 installments (at least 15 days between each installment) to the caregivers, LBP 800,000 each, however they were delayed and sent in 1 installment due to some technical issues from their side.
5. The caseworkers were not able to do all the remaining necessary referrals, follow-ups and closures of cases due to the high caseload in limited duration. The extension of the project for more additional 3 months, will help provide qualified service without causing any harm.

3- Provision of Protective gear kits to children in case management component and involved in child labor. Kits to be tailored based on each case and depending on type of work but could include: hats, gloves, masks, reusable bottles, appropriate work shoes etc.

1. Under the case management component 64 cases (13 girls and 51 boys) will be receiving protective gear kits tailored based on each case and depending on type of work including appropriate working shoes, winter jackets, masks, and gloves.
2. 26 cases (12 girls, 14 boys) who are not working children will be provided with winter jackets and winter boots to be protected from the heavy rain during the winter season.

4- Conduct awareness-raising sessions for adolescent girls and young women on GBV, SRH and available services and referrals

1. 2 GBV/SRHR social workers were provided with a training by the GBV focal points at PLAN International regarding the topics and key messages to be provided during the awareness sessions in 2 full days.
2. 2,494 out of 2,500 were reached 522 adolescent girls, 354 adolescent boys, 46 young male adults, 1,572 young female adults, and 55 female caregivers and adults were provided with GBV & SRHR raising-awareness sessions and available services and referrals at Nabad community centres and other local NGOs centres.

1. GBV field staff have conducted an event on the 9th and 10th of December of 2021 in celebration of the 16 days of Activism against GBV at Burj El Barajne and Burj Hamoud area to 366 Lebanese, Syrian and Palestinian adolescent girls and young female adults. The event included awareness sessions with the support of SIDC workers about Early Marriage and its disadvantages, Types of Gender-Based Violence, sexual and reproductive health and rights, and HIV/AIDS prevention and concerns.

5- Distribution of personal hygiene kits (including reusable pads, disposable pads, shampoo, soap, toothpaste, toothbrushes, towels) for 2,000 women and adolescent girls.

1. 2,300 females (22.7% adolescents, 68.35% young adults, and 9% caregivers and adults) will be provided with personal hygiene kits including: reusable sanitary pads, disposable day and night sanitary pads, shampoo bottles, hairbrush, bathing luffas, panty-liners, toothbrush, toothpaste, large cotton towels, liquid hand wash bottle, wet wipes, pack of face masks, and hand sanitizers).
2. The targeted number for distributing personal hygiene kits has increased from 2,000 kits to 2,300 kits as many vulnerable female caregivers and adults over the age of 24 years were asking to register to benefit from this service as they are financially struggling to purchase personal hygiene items due to the constant increase of prices and to also attend GBV and SRHR awareness sessions as they have lack of access to such information. This increase in target has provided female caregivers with awareness regarding puberty, personal hygiene, early marriage, types of GBV, and women’s legal rights.

-Challenges and best practices:

	Challenges	Best practices
	<ol style="list-style-type: none"> 1. Challenges within the existence of multiple exchange rates leading to spending fluctuations: some budget amendments were done due to different exchange rates as Nabad was using the 1 USD = 12,000 LBP ‘Sayrafa’ bank rate, however we increased the targeted number of beneficiaries to benefit from the Cash for Protection service. 2. Challenges in the provision of supporting documents while financial reporting: no challenges has occurred during the project implementation. 3. Challenges in ensuring adequate mutual capacity strengthening is provided given the short timeframe of the project/partnership: no challenges 	<p>The risks of the project were identified and discussed during risk assessment session that was conducted on Tuesday the 19th of October at 11:00 am via Teams – Microsoft Application attended by PLAN Emergency Project Coordinator, PLAN Risk Mitigation Officer, Nabad Area Program Manager, Nabad Protection Manager, and Nabad Team Leader.</p> <ol style="list-style-type: none"> 1. COVID-19 outbreak and instilled prevention measures including lockdowns, curfews and sector-based restrictions: No measures were taken by the local authorities to instill prevention measures during the project period. 2. Frequent power and internet connection cuts due to the socio-economic crisis (fuel shortage, devaluation of currency): the existence of generators, solar

	<p>occurred as all necessary trainings were provided ahead of implementation.</p> <p>4. Possibility of facing safety risk when distributing kits: The distribution of kits was not implemented during the project period.</p> <p>5. Challenges of delays in money transfer and receiving cash over the counter: Although it was mentioned to the supplier to be transferring the money on 3 installments (at least 15 days between each installment) to the caregivers, LBP 800,000 each, however they were delayed and sent in 1 installment due to some technical issues from their side. However, this mistake had a positive impact as the amounts were sent during the holidays which helped some families provide clothing to their children and since the amount was sent LBP 2,400,000 which reduced risk of eviction to many families.</p> <p>6. Challenges in planning sessions timings given project participants enrollment in education (schools..): some sessions were available before and after school timings to ensure that all participants' attendance.</p> <p>7. Challenges in inadequate transportation fees being given due to the lack of consistency in the socio-economic situation/financial crisis: no challenges occurred.</p> <p>8. Challenges in coordinating with municipalities and local leaders influenced by the political situation thus affecting access to the areas: caseworkers were not able to enter Burj El Barajne area to do their outreach activities,</p>	<p>systems in community centers and offices in addition to solar system power banks to ensure accessibility to power and internet has helped to decrease the risk of power and internet cuts, but due to electricity hours rationing there were sometimes lack of lighting in the safe space.</p> <p>3. Fuel shortage which is limiting staff and project participants movement (access to beneficiaries, increasingly expensive public transportation): No fuel shortage occurred during the project's period.</p> <p>4. Civil unrest, protests and roadblocks on both local and national levels: Roadblocks has occurred with low frequency, remote sessions were provided instead to ensure the safety and security of staff and beneficiaries.</p> <p>5. Safety risks of theft and carjacking whose trend is increasing: No safety risks has occurred during the project's period.</p> <p>6. Challenges of procuring kits due to shortage of items within the market: No challenge occurred due to shortage of items.</p> <p>7. Challenges of not receiving enough quotations from suppliers (limit in duration of quotation): No challenges has occurred during the project's duration.</p> <p>8. Constant changes of item prices which limit the ability of conducting procurement processes: The kits were not procured during the project's duration due to the fluctuation of the exchange rate and non-stop changes of prices, however they will be procured during the</p>
--	---	---

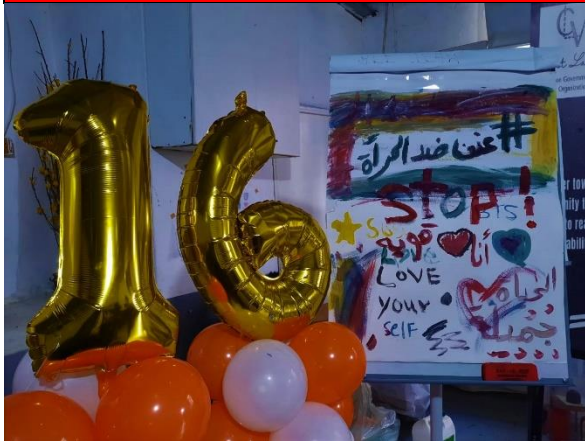
	<p>where an official letter was sent to the President of the Municipality but due to the political influence on the area, no acceptance was provided. However, social workers were able to conduct awareness sessions in the neighbourhood of the area while the transportation fees has encouraged participants to commute to the safe space at Cola area to attend the FPSS sessions.</p>	<p>extension of the project.</p>
--	---	----------------------------------

-Lessons learned

1. The necessity of providing food/ cash assistance to the vulnerable families while taking into consideration the different exchange rates. The level of stress increases and the economic situation in Lebanon is not stable, and this is resulting in more working children, unemployment, Gender-based violence and domestic violence.
2. Integrating cash support in child protection case management service, as it helps in achieving the action plan of the intervention and minimize the child abuse.
3. Continue providing FPSS sessions for boys, girls and caregivers as the request for these activities is increasing from beneficiary’s side and the need on the field for support for girls and boys needed to decrease the child abuse (child labour, early marriage, poverty and health problems) as several individuals were asking to be registered for other cycles and for other sessions.
4. Providing FPSS sessions using the face-to-face modality gave children the opportunity to express their thoughts and feelings as they felt that the safe space is their place to do so, such modality has also helped facilitators to observe cases that are in need of referral to case management or other services.
5. The use of the holistic approach has shown a successful impact where each individual and their family was able to get access to other services under the same project. For example, a working girl aged 14 got the access to attend FPSS sessions, attend GBV awareness sessions, receive a personal hygiene kit, cash for protection, and case management services from the same service.
6. Constant communication and coordination with local authorities and NGOs has provided capacity building to the local communities and supported the objectives of the project by reaching higher targets.
7. The importance of providing personal hygiene kits to vulnerable females as the prices are increasing due fluctuation in pricing items and women are using unhealthy methods during their menstrual cycle.
8. Continue providing GBV/SRHR sessions in vulnerable areas as they have lack of access to information that concerns their bodies and civil rights.
9. Medium-High risks cases need more than 3 months to provide qualified service while taking into

consideration the caseload for each caseworker.

-Photos:



Child Protection and Livelihood

Project Name: Bridging the humanitarian-development nexus to support comprehensive youth resilience	Donor name: DANIDA
Department: Child Protection and Livelihood	Budget: USD 329,240
Area of intervention: Central and North Beqaa	Duration of project: Jan 2021- December 2021
-Overall summary:	
The main goal of the project is to increase the capacity of male and female youth with and without disabilities from Refugee and Lebanese host communities to absorb shocks, adapt to financial and psychosocial stressors and to proactively transform civil society.	

There are three outcomes to be able to achieve the above objective:

1. ABSORB: Families have increased capacity to meet their basic needs and absorb financial shocks
2. ADAPT: Improved protective environment for vulnerable youth, females, and males with and without disabilities affected by serious child protection violations and GBV including increased ability to alleviate distress, enhanced resilience and pursuit of livelihood options.
3. TRANSFORM: Male and Female with and without disabilities and civil society have increased capacity to act as agents of change in their own communities on child/girls' rights and social cohesion/inclusion

-Target beneficiaries:

How many beneficiaries are benefited in the program, what is the attendance rate.

Under this project we have targeted:

65% of our target Syrian refugee with and without disabilities

35% of our target is Lebanese with and without disabilities.

-Activities:

To be filled Update about all the activities completed during reporting period, including actual achievement.

1. Protection Component:
2. MHPSS Activities:
3. The target reached in the first year was 343 youth (F 282, M 115) and 231 caregivers (F 190, M 41). The youth were divided into groups based on age; the age group criteria were 14 to 17 years old, 18 to 23 years old, and 23 to 29 years old.
- 4.
5. MHPSS sessions were conducted with both youth and caregivers using the Youth Resilience program, which is intended to promote resilience and better coping abilities, as well as improve child-caregiver interactions. A blended modality was used to implement the sessions, such as sessions were conducted remotely via Zoom application and face-to-face. Since some participants were not familiar with using the online platform, Zoom, a tutorial video in the Arabic language was shared with participants on WhatsApp groups as a guidance on how to download the application and understand its features, including how to join a meeting via the invitation link. The tutorial video was shared with both caregivers and youth one week ahead of each remote session.
6. The first sessions for both youth and caregivers were conducted face-to-face. The participants were invited to the center to meet the team, get to know each other and the facilitators in person, and complete the pre-test assessments. This allowed them to be well introduced to the program and its objectives, as well as set accurate expectations. The first session for caregivers, titled Introducing the Youth Resilience Program, attempts to include the parents in the program and introduce them to the topics that will be discussed, and their expected impact on resilience and coping with difficulties. The caregivers attend four sessions under the youth resilience program.

Some of the caregivers were skeptical on what the program will provide to their children. Other caregivers supposed that the program will provide discipline their children on their own. These thoughts have changed and the facilitators has observed the positive transformation the caregivers had along the sessions. The parents, now, believes the program's ability to provide support, increased resilience, capacity building and internal development for their children. Moreover, the program increased social networks among caregivers living in the same neighborhoods and areas, helping the parents in supporting each other and sharing their experiences.

7. On the other hand, youth's first session was titled Team Building, Trust and Mutual Respect, attempts to introduce the participants to one another, decide on ground rules for the sessions, and enhance team building and communication skills. The youth had the opportunity to attend eight sessions under the youth resilience program. The sessions included both Syrian and host community participants. They were able to share their concerns and found similarities in how they are affected by the recent economic crisis and general frustration.
- 8.
9. Case Management:
10. NABAD's case management team identified 117 child protection cases (F 71, M 46) from Syrian and Lebanese nationalities (Syrian: 80 cases, Lebanese: 37 cases). The cases were identified during field visits or referred internally and from other NGOs through RIMS system. The cases were as follows: 35 physical abuse cases, 23 worst forms of child labor cases, 29 child labor cases, 19 emotional abuse cases, 8 cases of neglect, and 3 sexual abuse cases from unknown perpetrators. The case workers worked with the children through recreational activities and psychosocial support sessions. The caseworkers not only worked with children and their families to mitigate the risks of the child protection concerns, but also provided awareness and psychosocial support as the recent economic crisis affected the wellbeing of families, which exacerbated risks on children. Caregivers received sessions on positive parenting and education on child rights, which intends to empower them. Most of the families were also supported with Emergency Cash Assistance (ECA), which was used to provide basic needs, as well as help children engaged in labor. As a result, most of the children were removed from labor and/or changed to low-risk cases.
- 11.
12. CRG Activities:
13. Nabad PAR team provided Child Right Awareness sessions to 63 youth and 24 caregivers. The caregivers had high participation, especially after knowing that their children would have an active role in society and that their participation in making decisions is very important and they thanked us for this information because some did not have this information. The Child Protection Against Violence session was very important for the caregivers, they shared with us their concerns in light of these difficult security and economic conditions that the country is going through, as they do not feel safe or secure and the increase in murders and thefts.
14. Initially, 58 youth took part in the Participatory Action Research Training from the CRG awareness sessions. The youth attended 6 day- training on Participatory Action Research (PAR) divided into 4 groups based on age, above 18 and below 18, and areas. The PAR training with the youth were held at Baytouna safe space center. NABAD PAR team, adapted two days' training on social cohesion and peace building." A lot look like me" and "how do we hear how we speak" were the main two activities added to the PAR manual. The purpose of these activities is to allow participants to discover thing in common with others and difference is not necessarily disagreement and for the second activity; to identify obstacles of communication and avoids them

in their conversation with others, to acquire the skill of dialogue based on actively listening to others and to prove himself and support the others in positive communication.

15. During these training, youth had the opportunity to discuss the problems they face among their communities and to choose 2 research topic questions; “The importance of children’s entertainment and the presence of recreational places” and “The low level of education in Ali NAHRI and TAMNINE public school in the primary stage”. PAR researcher participated in the data collection dividing themselves between; interview’s facilitator, note taker and photographer. Most of the interviews and FGDs (with students and children) were held face to face only the interviews with NGO stakeholders and educational sector presentative were done remotely via Zoom application. PAR youth team took the lead in the Zoom meetings in creating the meeting link and the facilitation. In Addition, the PAR youth distributed around 250 Survey to be filled among local communities and 100 interview with different stakeholders. The PAR youth finalized the first draft of the report and submitted to Save the Children for review and final check.

16.

17. Livelihood Component:

18. Life Skills:

19. The Life Skills activities started in June 8 and ended on the 28th of October targeting 360 participants, in which the participants were divided among 2 facilitators from the Nabad life skills team. The beneficiaries that Nabad targeted, were from the following areas: Rayak, Ali Nahri, Masa, Riit, Tamnine Fawka and Tahta, Nasreyieh, Sariin, Bednayil, Marj, Bar Elias, Dalhameye, Faour, Zahle & suburbs.

20.

21. The 360 participants were achieved among 5 consecutive cycles as follows:

22. -Cycle 1: 81 participants, from 8 June, 2021 till 9 July, 2021

23. -Cycle 2: 85 participants, from 12 July, 2021 till 6 August, 2021

24. -Cycle 3: 143 participants, from 9 August, 2021 till 10 September, 2021

25. -Cycle 4: 40 participants, from 16 September, 2021 till 8 October, 2021

26. -Cycle 5: 11 participants, from 14 October, 2021 till 28 October, 2021

27.

28. Prior starting the implementation, Nabad team received multi training and capacity building coaching sessions from Save the Children team to master and orientate the skills for the best purpose possible. The capacity building plan was in line with different coordination meeting to find the best implementation methodology. On the other side, the life skills team had to do an internal meeting with the other components (MHPSS, English, IT) to avoid any time conflict while delivering the sessions as part of the needed coordination under the integrated program.

29. The participants, as part of their feedback, were able to break the barriers and changed the stereotypes between the inter and intra Lebanese-Syrian communities. Youth from different nationalities were trained, empowered and ultimately raised their sense of community-responsibility. Feedback received so far from participants was really positive in terms of the use of the participatory approach, the capacity of the team and the content of the sessions, the feedback

also includes how some exercises or techniques from the sessions have been helping in their daily life (especially the anger management, communication, and conflict resolution activities). The participants showed interest in session 7 in the Life 4 Success manual “Conflict Resolution” as they related it to gaining listening and dialogue skills with other to resolve problems and find solutions. The participants commented on the importance of PowerPoint presentation which made the sessions more amusing, educative and added the collective work. Regarding the approach of the beneficiaries, we can't deny that the first session is always shy and less interactive at the beginning but once the rules of the sessions was set (no idea is wrong, confidentiality, no mocking, etc.) and our facilitation techniques were deployed our Life skills' facilitators quickly created a trust bond between them which allowed a better interaction and approach. Furthermore, switching between the sessions and making the first and last sessions face to face helped us break the ice faster and easier.

30.

31. Livelihood Counseling Activities:

32. The Livelihood Counseling activities started in mid of September and ended in the mid of December, targeting 360 participants. Nabad Livelihood Counseling team that consisted from 2 males & 4 females as per the participant sex disaggregation. The counseling sessions consisted of four sessions:

33. -Session 1: Face to face introductory session, overall overview about the livelihood counseling, what will be the mission of the counselors in giving the sessions, and what are the beneficiaries expectations from the sessions. Plus, explaining the PDP form

34.

35. -Session 2: The counselors will go into details in explaining the PDP, and will re check what the beneficiaries filled in the PDP form, in addition they will be sharing a motivation video, or article to motivate the beneficiaries and empower their personality and confidence. Also, they will be highlighting the importance of education to achieve goals. After that the counselors will open a discussion about jobs for above 18 participants.

36.

37. -Session 3: It will start in a recap about sessions 1 & 2, besides the job discussion and the way they should be applying for the job. In this session, the participants will be able to know how to write a CV, & what are the success factors for a good CV in order to use it while applying for the job. Besides that, the counselor will share the most well knows questions for the job interview.

38.

39.

40. -Session 4: This session is the last one in the livelihood guidance whereby Nabad's counselors will be checking again on the PDP form of the participants, and give their advices for the participant. Together they will end up with a clear and smart plan that will help them to reach their goals easier.

41.

42. During the counseling sessions, Nabad team worked on matching the participant's interests, skills and education level with the local job market. The matching was done through a service mapping list the list prepared that includes all the private sectors within the local communities and

institutions that provide vocational trainings. Nabad counselors focused on explaining the Lebanese Labor Law for the job seeking participants to highlight their rights and responsibilities. In addition, the team distributed among the participants the “Steps for Every Job Seeker” booklet from Save the Children that helps the job seekers in every step to employment. Financial Literacy was an important topic to talk about, in which the Nabad livelihood counselors was keen on delivering an effective understanding on how to use various financial skills, financial management, investing, family budgeting, defining priorities, and the most important thing is saving. Nutrition Messages was shared also with all the beneficiaries (under & above 18) during home visits and during the participants visits to Baytuna Center. The team focused on the importance of breastfeeding from age zero until the age of 6 months and how the breast milk is considered the safest food for every baby. Moreover, the complementary foods that each baby needs upon reaching the age of six months, and some other tips on breastfeeding in Covid-19 pandemic. Not to forget, Child Safe Guarding the main topic in which the team was always reminding the beneficiaries during the program period on how to protect their children from any harm, how children can protect themselves, referral cases to any observed case, and providing the beneficiaries with hotline numbers in case children were subjected to violence. The awareness was done through distributing and explaining tips on child safe guarding during home visits and youth visiting Baytouna Center. As one of the Livelihood counseling achievements, 50 to 60 youth have either found a job, started internship and started their own business as entrepreneurs.

43.

44. English Activity:

45. The English sessions started in 14th of June, and ended on the 28th of October targeting a total of 360 participants in 4 consecutive cycles:

46. -Cycle 1: 83 participants, from June 14, 2021 till July 16, 2021

47. -Cycle 2: 138 participants, from July 19, 2021 till September 3, 2021

48. -Cycle 3/part 1: 77 participants, from September 13, 2021 till October 1st, 2021

49. -Cycle 3/part 2: 51 participants, from October 7, 2021 till October 20, 2021

50. -Cycle 4: 11 participants, from October 18, 2021 till October 28, 2021

51. Prior starting the implementation, Nabad English facilitator had to prepare the English manual in order to share it with Save the Children to be approved. And after several meetings and discussions, Nabad & SCI agreed on giving the beneficiaries a total of 16 hrs./ per each level (Level 1 & Level 2).

52. The division of groups in English was more complicated, in which the English facilitator should take into consideration the level & the age criteria. For this reason, facilitator created an entry test to determine which level the youth are to include them in the established groups.

53. For that, the pretest was shared to the 1st group of Cycle 1 via WhatsApp to test their English knowledge, and based on it they will be divided into (Level 1, above & below 18) & (Level 2, above & below 18). As a posttest will be followed after the session ends to evaluate the progress and development of the participants.

54. The English curriculum covered the following topics:

55. -Sessions 1 & 2: Level 1 Pronouns+ Articles+ Verb to be / Level 2 Pronouns+ Time+ Prepositions

56. -Sessions 3 & 4: Level 1 Nouns/ Family members/Prepositions of place +Level 2 Places+ Possessive pronouns and adjectives
57. -Sessions 5 & 6: level 1 WH Questions + Have got and has got/ Level 2 Modals+ Countable and uncountable
58. -Sessions 7 & 8: Level 1 demonstrative + Body part / Level 2 Nouns + Simple Present tense
59. -Sessions 9 & 10: Level 1 Possessive adjectives / places + Level 2 Present Progressive/music
60. -Sessions 11 & 12: Level 1 Parts of the house + Simple Present tense + Level 2 School objects/ Weather/ Numbers/Colors
61. -Sessions 13 & 14: Level 1 Food + There is, there are + Countable and uncountable/ Level 2 Simple Past tense+ Possessive nouns
62. -Sessions 15 & 16: Level 1 and 2: Adverbs +Sports
63. As part of the participant's efforts in Level one, some of the illiterate participants were able to write their names, introducing themselves, writing words in English through WhatsApp and understand new concepts at the end of the sessions. Participants in Level two showed efforts in communicating with the English facilitator and their friends only in English to practice their spelling skills. The participants even requested to have more time and sessions. Some of the participants established their learning not only through sessions but also through asking for books, applications, and references that can help them to improve their English language. Also, learning English language was one of the reasons that made them feel satisfied and proud of themselves, especially those that left school for their circumstances. Indeed, the participants started to utilized the English lessons and target vocabs in their real life and some of them taught their kids the lessons that they acquired.
- 64.
65. IT Activities
66. The IT activities started on the 14th of October till 15th of December targeting a total number of 330 participants and being implemented with CIS institution. The participants were divided into three cycles based on their area (Central/ North Beqaa) and the age criteria; above 18 and below 18. The pre-test helped the IT facilitators to identify the participants' groups based on three levels as the following:
67. Level 0: For illiterate and 0/20 grade in the pre-test.
68. Level 1: grades between 1/20 9/20
69. Level 2: grades between 10/20 20/20
70. CIS's curriculum adapted the blended methodology (online and physical sessions) in order to cover the 60 hours per each participant. Before initiating the online sessions, trainers invite all trainees through sending Zoom-Cloud meeting links via their WhatsApp groups, after entering the class, trainers are required to quickly evaluate the interaction and if it's necessary to switch the session into WhatsApp follow-up. As a matter of fact, WhatsApp follow-up (pictures, short videos and voice messages) seemed to be more effective than Zoom, this is due to the connection issues and the fact that trainees are more used to deal with WhatsApp than other programs. Physical sessions were a mix of theory and practice, some minutes at the beginning of the session was held to introduce and recap all information given through online classes, it was useful to make a small

refresh on the brain of trainees so that they start engage with trainers. As for the rest of classes, it was fully conducted through direct exercises where trainers were showing how programs and its features work, such as Word 2016, Excel 2016 and Power Point 2016. All features in each program were given and trainees were asked to implement all steps and try all features, this was interested as trainees were able to use computer for the first time ever and see how important this domain is. Furthermore, participants showed interest in social media topic in which trainees had the opportunity to create mailing addresses per each. Learn and practice sending mails and composing their own email signature. Participants from different level showed improvement in their IT skills at the end of the sessions. This was translated into beneficiaries creating presentation showing what has been achieved during this IT course. This transformation is impressive giving the short period of time during the implementation. Here the link to some videos created by level 0, 1 and 2 participants:

https://drive.google.com/file/d/1-4s1nx_xeY12R2PNQG9AYP8SNfvwoYsk/view?usp=sharing

-Challenges and best practices:

COVID-19 and its Variants: At the beginning of the project earlier 2021, Lebanon was on national lockdown due to the spread of the virus. This imposed a risk in delay of launching the activities, the outreach process and risk to spread the virus to vulnerable families. To mitigate this risk/challenge, we started our activities after the lockdown was over, the implementation methodology of activities followed the blended method which including online and face to face delivery of sessions. In addition, Nabad followed to safety and security guidelines set by Save the Children whereby 9 attendees were allowed per classroom and protective measures were strictly implemented. Moreover, Nabad announced that the vaccination in mandatory for all staff and facilitators directly contacting beneficiaries.

Lebanese Lira Deflation: The rapid devaluation of the Lebanese Lira facing the US Dollar implicated risks and challenges to our implementation such as the following; The daily increase in the dollar exchange rate resulted in daily change in fuel pricing leading to a crisis that effected the transportation. The transportation service that Nabad contracted with canceled the framework agreement because of the change in prices and activation of black-market prices. Not only the transportation framework has ended but also most of the frameworks signed such as refreshment, stationary. etc this imposed a risk in delay with the procurements. However, as mitigation, Nabad team has doubled their efforts to secure needed materials for the implementation. In addition, the program team held several coordination meetings with Save the Children focal points for best practice plan.

Electricity and connection: Within the multiphase crisis Lebanon is facing, the electricity and internet connection were negatively affected. The loss of the WIFI connection and 3/4G services imposed a huge challenge in finding a suitable timing for participants to join the remote sessions. In addition, Nabad staff found it challenging to meet some responsibilities on time specially reporting due to electricity cut. As mitigation, Nabad tried to find alternative power usage like power banks to complete the sessions and as well provided Nabad the amount of money needed to buy the participants' rechargeable cards.

-Success story:

Impact/qualitative information of activity/change in attitudes or behaviours

"Life taught me how to face and fight, Life gave me the strength to stand up again, I am alive in each moment that I take a breath and wait for miracles to come" Mahmoud

Mahmoud a Syrian male from Halab, he is 24 years old. He moved to Lebanon in 2015 with his family

that consists from the father, mother, three sisters, and three brothers, and now living in Bar Elias.

The first sentence Mahmoud said:” My house was destroyed and nothing left, only ashes and woods remained”. He described the scenario that were associated by the war and fights, that made them leave their country to a foreign place.

Mahmoud was so special to his family; he has a strong personality and attitude even that he suffers from brain disorders. His health and speech problems made him a faithful person full of positive energy. Mahmoud said;” I never felt different from others, I always see the beauty and blessing of being alive even that our situation was hard, but we are survivors”.

Mahmoud’s childhood was hard, especially at his first experience with school that makes him cry in each time he remembered it. He was sharing with Nabad team his story in school when he entered grade 1. He was hoping to learn and make friends, but it was a nightmare.

The teacher didn’t understand his case, and he needs more time to read and write.

He said: “The teacher hits me in front of the class, I sat in the corner crying, hiding my face, waiting to leave the school forever”. Mahmoud told us that this school and teacher printed in his heart a black hole, insisted to never go back to school even that his father tried to change his mind, but he couldn’t forget the laughs of the students and insults of the teacher.

His father never gives up of his child, he was Mahmoud’s teacher, teaching him all the subjects and raising him to become an educated person. Mahmoud expressed his feeling of self-satisfaction and said,” I can discuss any issue, I read a lot”. He is proud of himself dreaming to become a lawyer to defend the maltreated people who suffered like them.

Many stories were described by Mahmoud, he was so glad and happy to share with us his experience in life, especially when he came back to Syria to get the papers and identification. He said: “15 days in Syria trying to search for our documents, because my family need them. I am the backbone of my mother and father, the eyes of my father who can’t see well, the health of my mother who suffers from many problems. My brother left us, my sisters got married, I am the only one taking care of my parents that are my ideals in life”.

Mahmoud mentioned all the details of his father’s efforts to make him a better person. He repeated many times these sentences “Al Hamdullillah, my father is with me”. “My pain is when I see my parents sick”

The first time Mahmoud participated in a program, was with Nabad and SCI. It was a new experience for him, meeting new people and developing his communication skills. He took English, Life skills, MHPSS, Computer, and Livelihood Counseling. Mahmoud explained that English was so far from him, because his father taught him everything except English. He was excited to learn new language and he tried his best to understand some concepts and words. Also, MHPSS and Life Skills developed his personality and skills. He is more confident and prouder of himself. His psychological condition became stable. Mahmoud became a brave person facing his fear and bullies.

The most course that affected Mahmoud and drew a picture for his future was livelihood counseling. Indeed, Mahmoud focused too much on becoming a lawyer, but after counseling he convinced himself that he should work to continue his dream and nothing is impossible. But to achieve this dream, he started working in trading clothes, using the cash assistant from Nabad program to earn more money in order to save some to his dream, and to help his parents financially and achieve what he is aiming for.

Mahmoud was so happy sharing with Nabad team his story, and he was thankful to each one who was a reason in his change, and his last words was: “I will fight till the end to fulfill my dreams and to see my

parents happy. I will speak up and say to all the people that treated me different, that we are all the same”

2nd success story:

“Believe in yourself, have Faith in your abilities, confidence in your own power, finally, you will arrive”.
Leen

Leen is a Lebanese female, she is 18 years old, living in Ali Nahri with her 4 sisters, 2 brothers, and her parents.

“I am strong; I can reach my goals. Our financial situations will not be my obstacle in life, I will work and continue my dream”, said by Leen

Leen described her dreams and hobbies, she draws her path waiting for someone to guide her to the right track. She was little when she acted as a nurse. She said:” My parents always call me, the nurse of the family. I read a lot about nursing and understand its responsibilities and duties”. She started with her dream and ends with her cruel reality that faced her parents’ life, which is financial problems.

Leen studied in a technical school specialized in nursing. She got her diploma and then she changed her mind. We asked Leen, why does she change her mind of becoming a nurse? She replied,” The real world doesn’t help the dreams to grow, it destroys our dreams and obliged us to think for other goals that meet our needs”.

She continued, “All I want, is a hand to push me back and return my hope. Yes, I was dreaming to become a nurse, but now I want to become an English teacher”. She explained why she changed her opinion and illustrated some points about goals and facts. Leen is a realistic person, with high potential to adapt with hard situations. Being an English teacher for Leen is the way to live the life that she wanted, a decent life.

Nabad/SCI program were the first steps to reach her goals. She said “All the courses were useful, they formalized to one mixture that full of knowledge and benefits, my dreams were progressing due to these programs, I learned English, I became strong and candid with myself, I draw my goals and steps to reach successes. All these I learned from English, MHPSS, and Life skills”.

Leen emphasized how the cash assistant was the rescuer and saver to their life in the most difficult time that they were drowning in debt. Her father’s salary couldn’t afford to buy food, Leen elaborated.

Also, she explained how the counseling sessions opened a new door for her and returned her first dream back, that is to be a nurse through finding for her a place to train as a nurse in a nursery school. Leen was so glad to practice her skills and in the same time to learn the teaching skills that will help her when she will become an English teacher.

Leen told us that our courses make her to do a level test in the Lebanese University in English department, but unfortunately, she didn’t pass. She said:” Even that I didn’t pass, I will repeat the exam next year. This is what your program taught me, how to fight for our dream and to keep on trying. At the end I will reach the top”.

-Lessons learned:

Please share your general reflections and lessons learned

71. Lesson Learnt:

72. •Adding New levels on the syllabus that suits the illiterate and advanced students for the English

Activity: during the implementation, there was a gap between illiterate and advanced students which resulted in delivering extra lessons to meet participants; expectations and needs.

•Changing/ editing some topics in the English sessions: Due to our conditions in Lebanon, most of the students are planning to travel. So, the participants were asking for more communication lessons that should be done face-to-face and should be after the students learned the necessary and target lessons. Thus, it is more effective to have more new communication sessions, which means; 6 more hours only for using the target language, vocabs, grammar, based on the topic they choose.

-Events and Training:

Give summary about conducted trainings, conferences or events.

General	Training Title	Training Date	Number of Days
External_Save the Children	Child Safeguarding Orientation Session	26/03/2021	1
External_Save the Children	Anti-Fraud Policy Induction	15/04/2021	1
External_Save the Children	Safe Identification & CP Concept Training	16/04/2021	1
External_Save the Children	SCI Trackers	20/04/2021	1
External_Save the Children	NABAD SOP Development	10/6/2021	Still ongoing
External_Save the Children	Narrative Reporting	14 & 15/06/2021	2
Internal_NABAD	Problem management plus	14/03/2021	1
Internal_NABAD	Life Skills Coaching Session	21/04/2021	1
Internal_NABAD	Emotion Management	24/04/2021	1
Internal_NABAD	ECRIF teaching techniques	29/04/2021	1
Internal_NABAD	MH GAP and PSS and CM treatment pathway	28/5/2021	1
Livelihood			
External_Save the Children	Life Skills TOT	22 & 23/04/2021	2
External_Save the Children	Nutrition Messages	26/05/2021	1
External_Save the Children	Livelihood Counselling	3 & 4/06/2021	2

External_Save the Children	Financial Literacy	16 & 17/06/2021	2
External_Save the Children	Nutrition Messages (Part 2)	21/06/2021	1
CP			
External_Save the Children	Introduction to CRG,PAR & CRP	7/5/2021	1
External_Save the Children	MHPSS TOT : Child & youth resilience	24,25,26,27/05/2021	4
External_Save the Children	FGD Training	10/5/2021	1
External_Save the Children	Safety Audit & Assessment Tool	1/6/2021	1
External_Save the Children	Peer to Peer PFA training	29-30-July 2021	2
External_Save the Children	PAR training	14-15-16-23-29-30 July 2021 5 and 6 th of August	5
External Save the Children	Gender Training	24 th of September	1
External Save the Children	BDI Training	29 of September	1
Nabad	Training on Facilitation Skills	14 December	1
Nabad	Training on Reporting Skills	15 December	1

-Photos:

The link below contains photos from the different components.

https://nabad-my.sharepoint.com/:f/g/person/sawsan_safa_nabadassociation_org/Ej4_Uhm9fJ1AjojLZanlggYBVos8STo2oc_OkIg14EuQAg?e=HdPB8M

-Link to the working and humanitarian system:

Describe any efforts to coordinate the project activities with the humanitarian coordination system/attending working groups/forums....

Regular meetings, follow ups and reporting with the partner to maintain the high level of implementation. Furthermore, Nabad is effectively participating in the Beqaa Social Stability/ Livelihoods sector coordination meetings.

-Link between Nabad and Donors

which activities of the Donor implementation have supported your implementation? include what technical support your team has received from the Donor's advisors

Through the high quality of implementation of the project, Nabad has established a trustworthy relationship with Save the Children, in which we were able to establish a clear and transparent communication channel. As a result, Nabad was able to start phase 2 of the project funded by DANIDA with increased number of staff, new areas of intervention and new activities.

WASH PROJECT:

Project Name: OXFAM - GAC WASH and Protection Response to the Protracted Syrian Refugee Crisis in North Beqaa, Lebanon OXFAM – DANIDA III Strengthened Protection and Resilience of Crisis-affected Women, Men, Girls and Boys in Syria and Lebanon	Donor name: Partnership: Oxfam Donor: DANIDA GAC
Department: WASH	Budget: GAC: 165,641.13 CAD DANIDA III: 873,130,55 DKK
Area of intervention: Bekaa area: Saaidi and Bouday Villages	Duration of project: GAC From: 1 st March 2021 till 31 December 2022 DANIDA: 1 JAN 2021 Till 28 th February 2022
-Overall summary:	
DANIDA III: Oxfam and NABAD will work together to support refugees of Syrian origin living in informal tented sites and collective shelters in Bekaa as well as beneficiaries of Lebanese or other origins. NABAD will contribute to achieving the following Objective under the project funded by Danish International Development Agency. (see annex 2: proposal).	
Oxfam GB has approved a grant of 871,131 DKK Project expenditure cannot exceed this approved amount in DKK.	
The grant is made in relation to Project “Strengthened Protection and Resilience of 44,000 Crisis-affected Women, Men, Girls and Boys in Syria and Lebanon” (LEBA89) based on a project proposal (annex 2) agreed between NABAD and Oxfam GB. The grant must be used exclusively by NABAD for the agreed Project and in accordance with the attached proposal (annex 2) and budget (annex 3) which form an	

integral part of this agreement. The financing for this grant is provided by Danish International Development agency

. Any attempt to 'double fund' project activities will be taken very seriously by Oxfam and when proven, will result in remaining tranches of funding being withheld

The objectives and outputs of the project are outlined as follows. Achievement of these milestones/ outputs according to the attached project proposal and budget represent the conditions against which Oxfam GB will agree to pay remaining installments of the project budget (annex 3). Where project activities are funded by an external donor, milestones and outputs will correspond to those outlined in Oxfam GB's agreement with the donor.

GAC: Oxfam and NABAD will work together to support refugees of Syrian origin living in informal tented sites and collective shelters in Bekaa as well as beneficiaries of Lebanese or other origins. NABAD will contribute to achieving the following Objective under the project funded by Global Affairs Canada (GAC). (see annex 2: proposal).

Immediate Outcomes 1130 Increased ability among refugees living in ISs in Bouday and Saide, particularly women and girls, to promote public health and good hygiene practices

Oxfam GB has approved a grant of 165,641.13 CAD Project expenditure cannot exceed this approved amount in CAD.

The grant is made in relation to Project "WASH and Protection Response to the Protracted Syrian Refugee Crisis in North Bekaa, Lebanon" (LEBA94) based on a project proposal (annex 2) agreed between NABAD and Oxfam GB. The grant must be used exclusively by NABAD for the agreed Project and in accordance with the attached proposal (annex 2) and budget (annex 3) which form an integral part of this agreement. The financing for this grant is provided by Global Affairs Canada. Any attempt to 'double fund' project activities will be taken very seriously by Oxfam and when proven, will result in remaining tranches of funding being withheld.

The objectives and outputs of the project are outlined as follows. Achievement of these milestones/ outputs according to the attached project proposal and budget represent the conditions against which Oxfam GB will agree to pay remaining installments of the project budget (annex 3). Where project activities are funded by an external donor, milestones and outputs will correspond to those outlined in Oxfam GB's agreement with the donor.

-Target beneficiaries:

GAC WASH Project			
WASH and Protection Response to the Protracted Syrian Refugee Crisis in North Bekaa, Lebanon			
	Indicators	Total Approved Target	Actual Reached Target
1130	Increased the ability among refugees living in Iss in Bouday and Saidi, Particularly women and girls, to promote public health and good hygiene		

	practices		
a	%total of CHVs who report being able to minitor public health risks	80%	98
b	% total of women and girls with knowledge on MHM	80%	90%
c	% total of males and females who are aware of hygiene and public health issues and risks	80%	Female: 85% Male: 85%
1131	Training of community hygiene volunteers (men and women) on hygiene and public health topics conducted with a focus on the needs of women and girls		
a	# of hygiene and PHP training sessions conducted	208	415
b	# of hygiene and PHP sessions attendees	3120	2,008
1132	Women and children led hygiene promotion activities and campaign conducted (children campaigns, international events, information- sharing)		
a	# of PHP activities (including children events) provided by oxfam,women's group and CHVs	8 children campaign 2 international events	1 international campaign 1 children campaign
b	# of people reached with hygiene promotion activities	260	2044
DANIDA WASH Project			
Strengthened Protection and Resilience of 44,000 Crisis-affected women,Men,Girls, and Boys in Syria and Lebanon			
	Indicators	Total Approved Target	Actual Reached Target

1	# of referrals conducted by Oxfam,Community structures and partners that are received and responded to	TBD	670
2	# of trained CFPs, CHVs and CTVs	78	78
3	# of public health awareness sessions held	TBD	402
4	# of hygiene sessions conducted by CHVs in their community	TBD	206
5	# of people who attend hygiene and public health promotion sessions	TBD	1,454
6	# of COVID-19 focal points supported	53	61
7	# of digitalized material produced	1	1
8	# of municipalities and shops supported with COVID-19 prevention measures	TBD	2 Municipalities 63 Shops
9	# of children who receive hygiene kits	1700	1929

-Activities:

1. Phone Cards Distribution to CHV and FP in Saaidi and Bouday on monthly basis;
 2. Awareness session on main WASH Topics: Waterborne diseases, SRHR/ menstrual hygiene, personal hygiene, environmental hygiene/ SWM, and food security.
 3. Recruitment and building capacity to selected CHV and FP.
 4. Awareness session on COVID-19 virus and distribution of IPC kits to infected patients.
 5. Awareness sessions on the importance of the COVID-19 vaccine and assist in platform registration.;
 6. Support municipalities and shops through direct distribution of disinfection kits.
 7. Support in latrine hygiene practices through the distribution of latrine cleaning kits.
 8. Collect monitoring tool on monthly basis from the CHV to be updated by any spread diseases or health assistance;
 9. Collect referral tools every 2 months to keep the record of any cases inside the ITs and assist the needs.
- Build Policy brief about the access of refugee and vulnerable local to COVID-19 vaccine.

-Challenges and best practices:

Challenges:

1. Health awareness and practices take time to assess the positive impact, this needs continues non stop effort.
2. Covid-19 pandemic has a big role in working remotely, this was a bit challenging on a team level to regular monitor and to stay close to the beneficiary needs and meet the required task/activity.
3. Electricity and weak internet connection affected in a way on another the timeline of each activity (sometimes take longer than expected because of these obstacles);

Best Practices:

1. Regular meeting with the team, to brainstorm new ideas and new creative ways o meet the objective of each activity;
2. Motivate the team and spread positive energy, this technique push the team to give more and be productive with the beneficiary;
3. Frequent evaluation to the work by the end of each activity, to learn more from any gaps and to enhance/improve later process

-Success story:

Impact/qualitative information of activity/change in attitudes or behaviours

On a team level: The team is very satisfied with work occurred on the team level since they can see and assess people's needs and notice the positive impact whether on knowledge health level or practices health level;

On the beneficiary level: A success story was conducted with our CHV called Bushra.

The link of her success story: <https://www.facebook.com/409551795813495/posts/4344224762346159/>

The link for municipality and shops distribution video: <https://wetransfer.com/downloads/be8e76e5fe14fbe33a8d045f4cc6556f20220209085339/b095958355e802675a3a644f3be7731220220209085339/e7c606>

-Lessons learned:

Please share your general reflections and lessons learned

1. Create new methods, new modalities to change people's perspectives towards correct health practices and knowledge.
2. Always have plan B and C for any activity;
3. Prepare the team for any emergency action.

-Events and Training:

Give summary about conducted trainings, conferences or events.

1. Child protection policy;
2. First aid trainings;
3. Accountability;
4. Sexual and reproductive health and rights;

-MEL Department

Monitoring and evaluation are essential management functions that are interactive and mutually supportive. They help Nabad to provide a clear basis for decision-making; and offer practical lessons from experience to guide future development interventions. Monitoring and evaluation are integrated into the programming cycle to enhance the implementation and achievement of results from current programs and projects as well as the design of future programs and projects.

MEL are the systematic and timely provision of essential information used as a basis for decision-making at appropriate management levels. It is an integral part of the monitoring function.

The MEL team main roles are to:

1. Monitor the ongoing activities of the project.
2. Monitor the efficiency.
3. Provide constant feedback.
4. Identify potential problems.
5. Evaluate the extent to which the project is able to achieve its general objectives.
6. Verify the data and analyse it to report in the indicator tracking table.
7. Provide support to the team when needed.

Experiences confirm that programs investing significantly in MEL can benefit from:

1. Increased program quality and management capacity;
2. Ability to make informed adjustments;
3. Motivation and transparency for staff and partners;

4. Increased leverage with donors and greater prospects for expansion.

In order to increase the staff understanding of the role and responsibility of the MEL department, to build competence in entering and reviewing the data and finally to identify and agree on the data flow chart the MEL department conducted inductions for all projects team.

The MEL team designed databases for DANIDA-E, Ole Kirk, TV collection, IRC UNHCR Education, UNFPA, IRC ECHO, NPA and PLAN international to support the projects team in collecting the data and summarize these data as per the log frame and ITT of each project. Moreover, the MEL officers conducted a small training for all the projects team on how to use these tools, follow up and support them with the data entry on a weekly basis.

Within the DANIDA project implemented in partnership with SCI, the MEL officer supported the project team in using the databases, conducting the livelihood assessment and verifying the beneficiaries using the RAIS online platform.

During any distributions implemented by the projects team, our MEL officers were monitoring these distributions by using an observation checklist and feedback questionnaires conducted with the beneficiaries. Note that these tools are designed and coded into Kobo using xls form.

By the end of each month, the MEL team respects the deadlines for each project, in validating, cleaning and analysing the data, in order to updates and share the related indicator tracking table to our partners and the PMs, and report on the Activity Info online platform.

Concerning the WASH project, the PM updates the ITT and Activity Info, the MEL team attended the CPT analysis as well as meeting with Oxfam M&E focal point.

As for the Protection projects (DRC DANIDA-E, TV Collection and Ole Kirk), at the end of each cycle, the MEL team conducted Participant Feedback and Satisfaction Questionnaire for children attending the CBPSS, pre and post test for parents attending the CBPSS, and PSS COVID-19 evaluation form for parents and children attending FPSS, and drafting the related reports.

As For the IRC ECHO (protection and education sector) the MEL team conducted a COVID-10 vaccination tool along with pre and post tests for children and caregivers and a client satisfaction surveys.

The MEL team followed up and supported the AVSI project team in updating the BTF online system and validating their databases.

Finally, the MEL team worked with NPA on a food security assessment and analysed the data collected in order to collect the improvement of our beneficiaries within the food consumption score, the dietary diversity score and the coping strategy index.

Here is a short list of additional duties performed by the M&E team:

1. Attending several capacity building trainings on M&E, data analysis and reporting on Activity Info.
2. Contributing in proposal writing for the OCHA project and drafting a vulnerability assessment. Also, coding and uploading this assessment on the Kobo web server.
3. Supporting the projects team in installing and setting up the ODK and KoBo collect applications on the related tablets.

4. Participating in SMT internal meetings.
5. Participating in cash SOP development.
6. Designing the final version of Takalam tools.

-Accountability and feedback mechanism

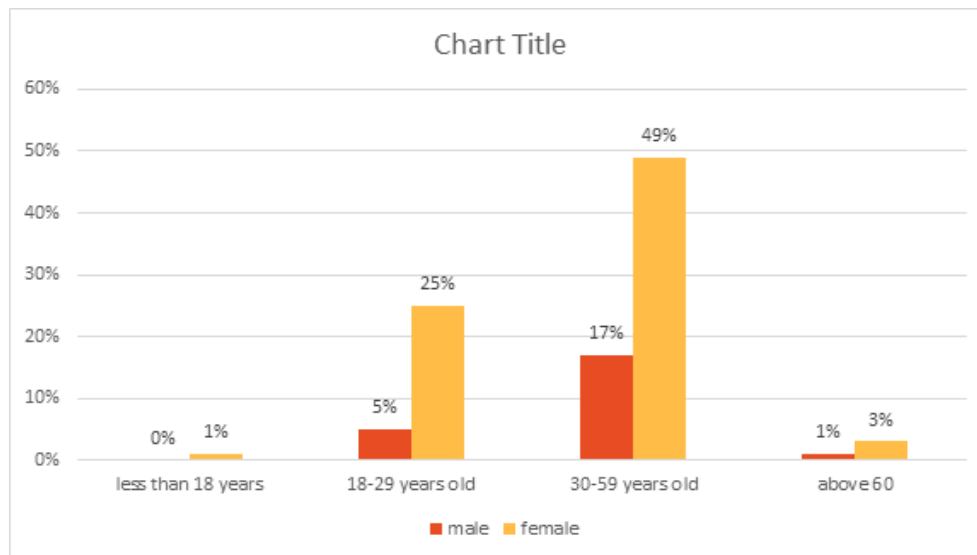
T **Activities carried out during 2021:**

1. Accountability team leader has been assigned on April to improve the community complaints and feedback mechanism Takallam and to mainstream accountability practices in all Nabad's programs.
2. Updated, developed and maintain a secure and confidential complaint and feedback database to track, record and document all data considering sensitive complaints.
3. IRC deliver a technical support and gave the fund to have the JIRA system in place for the feedback database.
4. Participation in accountability training held by Action Aid and implement an initiative by developing IEC materials about feedback mechanism.
5. SOP for the complaints and feedback mechanism has been developed and updated.
6. Takallam communication materials have been modified and we have now in place: leaflets, posters, business card and stickers to ensure high visibility and efficiency of the complaint and feedback mechanism.
7. A WhatsApp number has been added for the communication channels so our beneficiaries can contact us and complaint with no extra call fees.
8. An accountability training has been conducted for Bekaa and Beirut staff.

Feedback received during JAN 2021-JUNE 2021

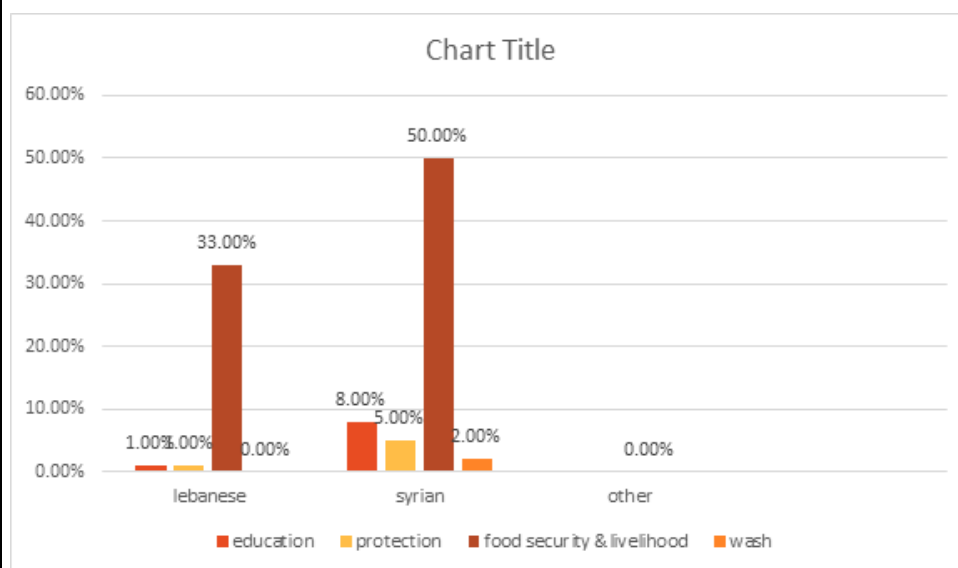
675 communication notes were received during the first half year through the complaints and feedback channels.

1. number of complaints by gender and age.



1. 22% of the callers were male, 78% were female.
2. 66% of the average age range of the approaching clients was above 30-59 years old, where 49% of these were women and 17% were men
3. 30% of the average age range of the approaching clients was between 18 and 29 years, where 25% of these were women, 5% were men.
4. 4% of the average range of the approaching clients was above than 60 years old where 3% of these were women and 1% were men.
5. 1% of the average age range of the approaching clients was less than 18 years, where % of these were girls and 0% were boys.
6. It is noticed that from all age groups, more women were submitting feedback than men, one of the reasons might be their vulnerability and that Nabad has programs targeting women more.

7. Number of complaints by nationality and sectors



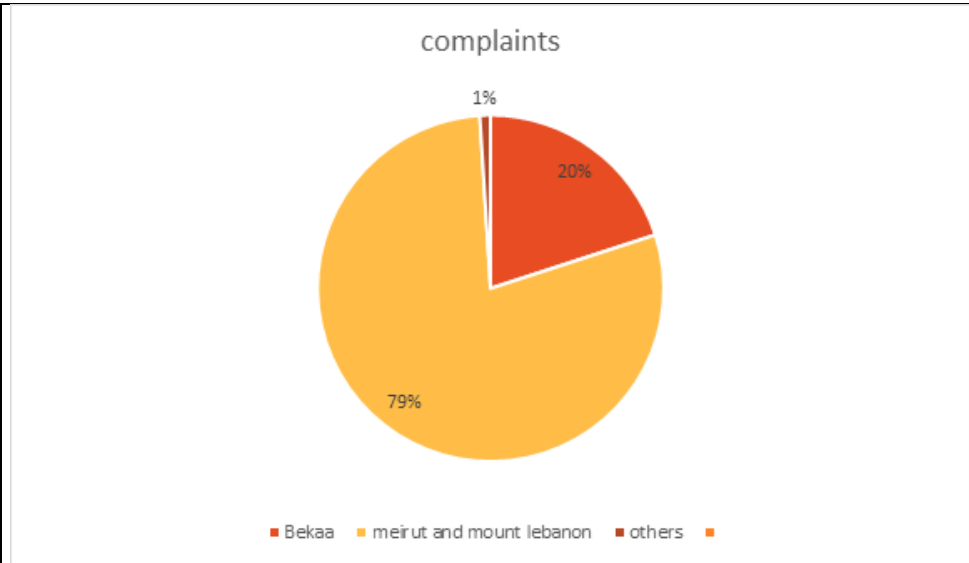
8. 35% of the complainants were Lebanese, 65% were Syrian and one person was Sudanese.

9. 83% of the complainants were requested the food security and livelihood

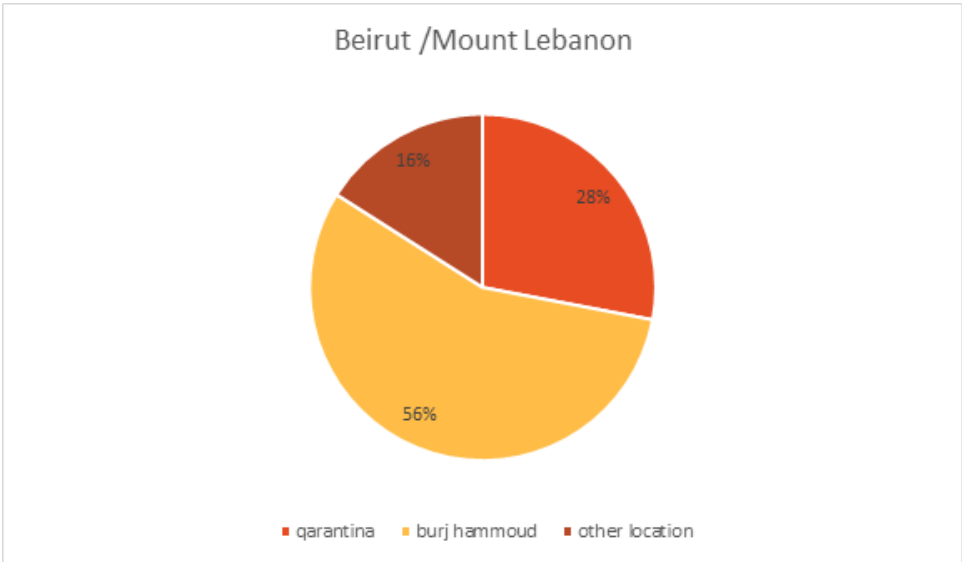
sector,9% education,2% wash and 6% protection.

10. The most requested sector is the food security and livelihood with 83%, while all complainants were Syrian 9% for the education program and for protection sector it was 5%syrian and 1% Lebanese. 2% of complaints from the Wash unit, so we should work with the Wash and education teams to disseminate and outreach about our feedback mechanism with our beneficiaries and stakeholders.

11. **Number of complainants by cadaster and governorate**



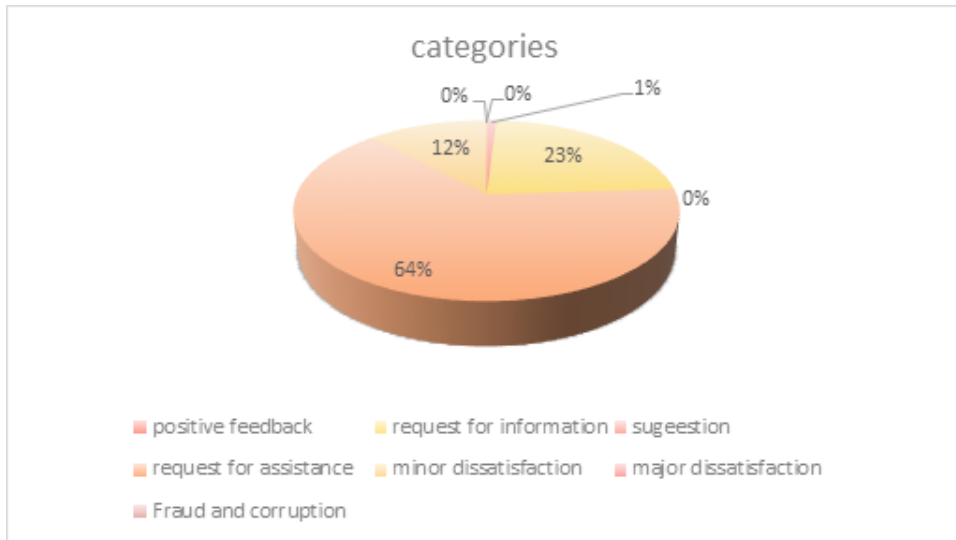
- 12. 79% of the complainants were from Beirut/Mount Lebanon governorate, 20% from Bekaa, and 1% from other governorates.
- 13. 84% of the complainants were from bourj hamoud and Qarantina cadaster in Beirut/Mount Lebanon governorate, while 16% from another locations. this huge number in this area is to the big needs, the blast of Beirut and our area of intervention.



- 14. **Type of complaint/call**
- 15. 64% of the callers requested assistance, 23% requested information, 1% had

positive feedback, 12% (82 person) of the complainants had minor dissatisfactions with program activities and 0.1% (1 person) was Fraud and corruption by Nabad team. All complaints were taken seriously and referred to the relevant focal points and are being handled.

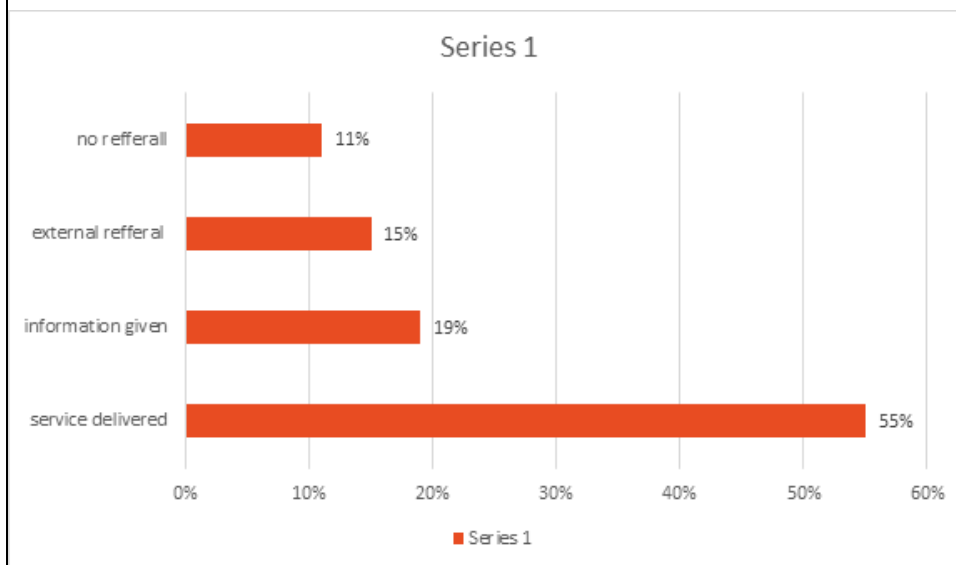
16. 44% of the complaints received by hotline call, while 55% through WhatsApp number.



- 17.

18. Number of complaints by decision.

53% of complainants had service delivered, 2% had information given, 15% of complainants were referred to other agencies for service delivery, where 11% of complainants didn't refer to any agency due to lack of services.



Takallam feedback activities for the 2022.

19. Disseminate adult Takallam video with the adult beneficiaries as an outreach method to the community.
20. disseminate kid Takallam video with children and with their caregivers to submit any potential feedback/complaint with the support of their parents.
21. Coordinating with all teams to visit all locations and conducting accountability training about our feedback mechanism with new staff and volunteers.
22. Meeting with all teams to enhance accountability practices in our work.
23. Meeting with the review committee to discuss issues related the programs and the feedback mechanism.
24. Start with Jira software to track and record the issues of the complaints and feedback mechanism.