

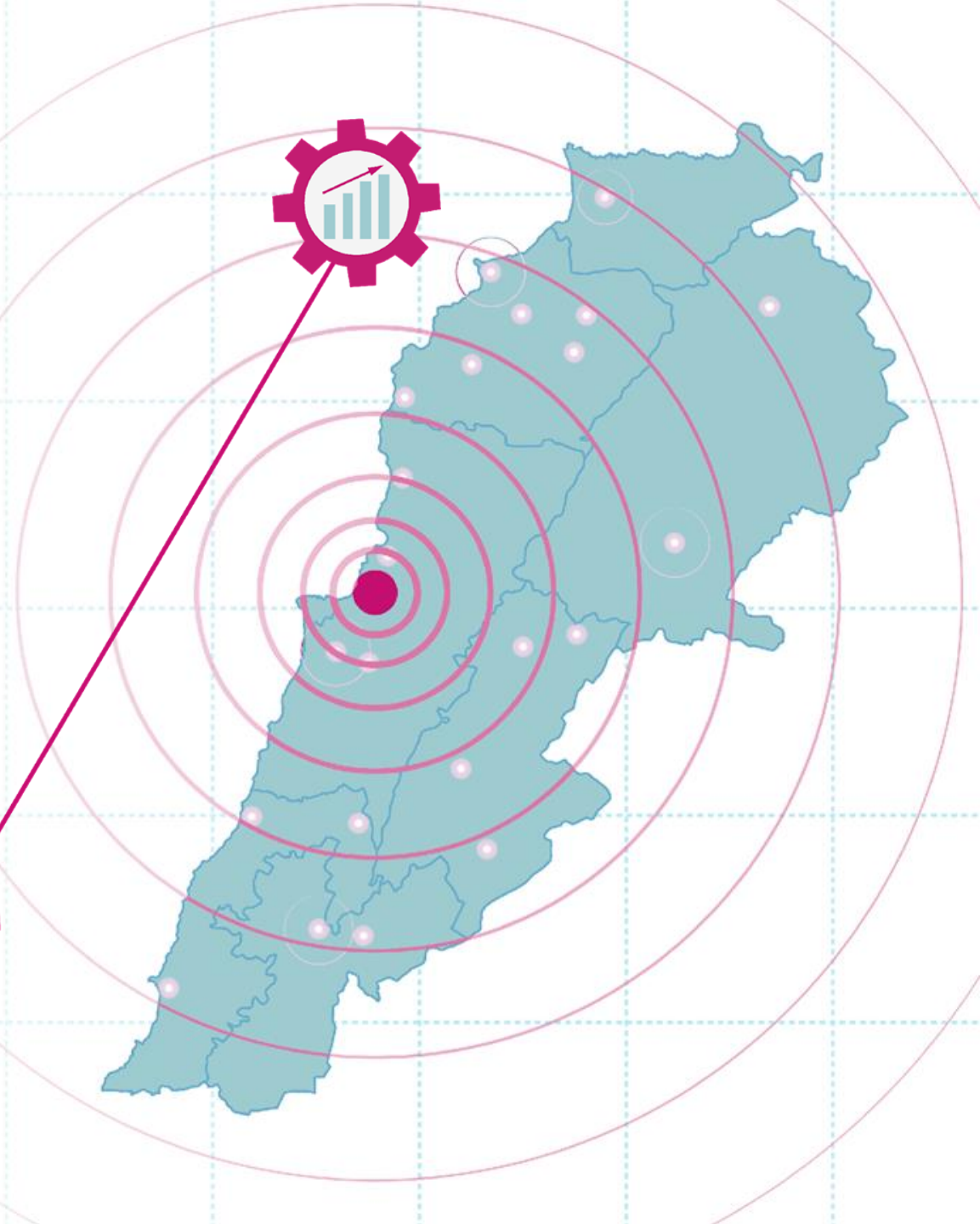
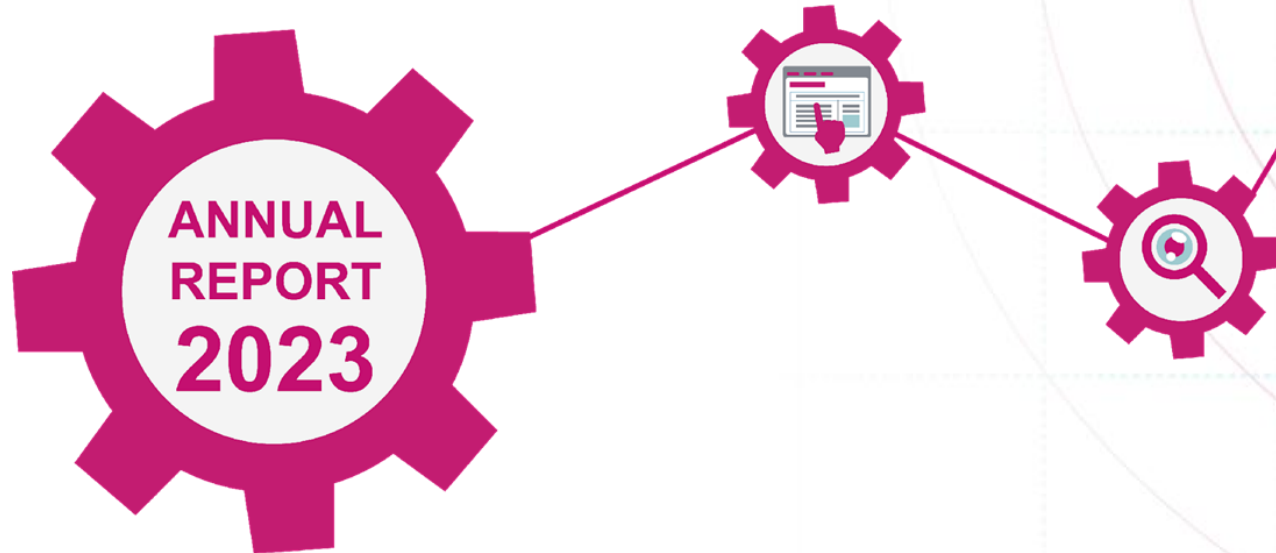


Lebanese Alternative Learning

EDUCATION THROUGH TECHNOLOGY

## THE SCALE AND LEARN YEAR

Expanding our Reach, Enhancing our Impact



# EDITORIAL



*“When we fail intelligently, failure, learning and innovation are inextricably linked.”*

Ashley Good, CEO, Fail Forward



This year, motivated by our journey on the road to provide capacity building sessions on our various programs, we’re doing something different with our annual report. Given the challenges we faced, we decided to step out of our comfort zone. We’re adding a **“Failure analysis report”** section, inspired by Ashley Good, the CEO of Fail Forward.

As Ashley theorized, there exists a significant difference between our perception of failure and the courage demonstrated by individuals and organizations willing to share their failures for the sake of collective learning and growth.

In this spirit, we acknowledge that failures can be powerful tools to build trust, enhance performance, and inspire new possibilities.

# EDITORIAL

*“Embracing failure is not a mark of weakness but a commitment to continuous improvement”.*

Brene Brown,

Raising Strong

Instead of only celebrating successes, we're embracing our shortcomings as crucial growth opportunity and sharing our learnings with you.

In essence, we are celebrating humility as a core value and acknowledging, as a team, the power of learning from our mistakes.

**Nayla Zreik Fahed – Co-founder & CEO**

# WHERE DOES LAL STAND TODAY?

**1,137**

Units  
published

**24**

Schools  
Trained

**33**

Public Schools  
Trained

**32**

Partners'  
NGOs

**+60,000**

Platform  
users



**+3,000**

Teachers  
trained

**+7,147**

Students  
trained

# WHAT MAKES IT ALL HAPPEN: THE LAL TEAM



Another year, filled with both challenges and achievements, has gone by.

The LAL Team, our key to constant growth, has shown incredible commitment and flexibility. We want to shed the light on the people whose strong dedication to continuous learning pushes our organization forward.

# CONTENT DEPARTMENT



**Nayla Zreik Fahed**  
Chief Learning Officer



**Muriel Albina**  
Tabshoura Content Manager



**Haigo Dolmayan**  
Lalmoudaress Content Manager



**Hala Chacar**  
Lalidara Manager



**Patrick Habib**  
Capacity Building Manager



**Grace Najjar**  
ECE Content Manager

# CONTENT DEPARTMENT



**Ruba Mehdi**  
Language Manager



**Narimane Ayoub**  
Project Coordinator



**Samira Trawi**  
Content Developer



**Reine Sakr**  
Project Coordinator  
Math Subject Matter Expert



**Noha Haidar**  
Arabic Subject Matter Expert



**Marie-Jo Ghorra**  
French Subject Matter Expert

# TECH DEPARTMENT



**Nagi Ghorra**  
Co-founder & CTO



**Hussein Al Lahham**  
Technology & Innovation Manager



**Zakaria Janzi**  
DevOps/SysAdmin

# MEAL DEPARTMENT



**Mona Ebsim**  
Monitoring & Evaluation Manager



**Taymour Kanaan**  
Senior Research Analyst



**Lara Afif**  
Monitoring & Evaluation Assistant

# CREATIVE DEPARTMENT



**Danielle Namour**  
Creative Manager



**Mariam Al Lahham**  
Illustrator

# CONSULTED SOLUTIONS DEPARTMENT



**Myriam Turk**  
Business Developer



**Ramzi Kahale**  
Sales & Marketing Manager



**Eliane Haddad**  
Partnerships & Fundraising

# ADMINISTRATIVE DEPARTMENT



**Romy Melki**  
HR & Office Manager



**Zahra Haidar**  
Finance Officer



**Ahmad Shaiban**  
Projects & Operations Manager



**Mariam Al Lahham**  
Projects & Operations Assistant

# OUR 2023 PROJECTS



# My Best Start Project

Theirworld

SKILD  
— CENTER —

ANA AQRA ASSOCIATION

Following its impact and success in motivating young children to learn while having fun, my Best Start Project was extended for the year 2023 in order to complete more units designed by Ana Aqra and adapted and transformed into digital learning units by LAL. SKILD team joined this year and added an essential element of learning skills to the program.

**80**

## Literacy Skills

---

The Literacy units cover language skills in Arabic, English, and French. 80 units were reviewed and completed.

**20**

## Foundational Skills

---

The Foundational Skills focus on Math, Science, and Vocabulary. 20 units were reviewed and edited.

**13**

## Executive Functions, Psychomotor & Oral Skills

---

13 units were designed to provide caregivers with the information and resources needed for better acquisition of psychomotor and oral skills, as well as the development of executive functions. The units also include stories and activities for students to practice.



# My Best Start Project Scale



14

Schools

Following the remarkable achievements of the project and the generous support from TheirWorld, LAL is expanding the project intervention to 14 schools in 2024.

Theirworld



180

Tablets

This scaling aims at providing 180 configured tablets to those schools facilitating the access to My Best Start program and supporting teachers with trainings and workshops.



92

Teachers Trained

With the support of Ana Aqra, LAL also collaborated with CRDP this year to adjust the content, ensuring better alignment with the Lebanese curriculum.

1,431

Students Reached



# Elementary Grade 4



**54**  
Units Created

**57**  
Units Reviewed

**9**  
Schools

**200**  
Teachers Trained

**3,000**  
Students Reached

Building on our past successes with the invaluable backing of Right to Play, we've achieved the development of Grade 4. We also reviewed an adapted 57 units from Grade 1 to 3 based on our pilot feedback.

Just as we did in Cycle I, we've followed an approach that blends learning with the joy of play. In Cycle I, we utilized a storytelling methodology. However, for Grade 4, we've transitioned to a discovery methodology in which students go through a journey of self-discovery, engaging in interactive activities to uncover new concepts independently. This shift ensures that learning is meaningful and entertaining at the same time.



# MOBILE OFFLINE APP IN PUBLIC SCHOOLS

## Up-Scaling Digitalization & Promoting Facility Management in the Education Sector



Implemented by  
**giz** Deutsche Gesellschaft  
für Internationale  
Zusammenarbeit (GIZ) GmbH



21

Public Schools

1,797

Tablets Configured

3,575

Students Reached

443

Teachers Trained

145

Students' Multipliers

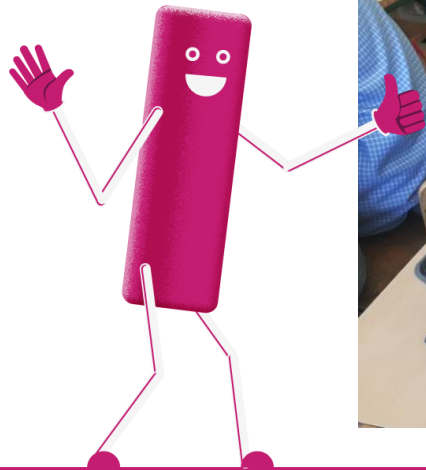
Throughout the past year, our organization supported 21 public schools through the GIZ SUFA project. We configured donated tablets equipped with the Tabshoura App for offline learning, conducted training sessions for teachers on blended learning with the Tabshoura platform, and engaged parents with the app's functionalities.

Additionally, we enriched the Lalmoudaress platform with educational tutorials and methods and advocated for sustainable facility management by creating the Lalidara website, set to be transferred to the Ministry of Education and Higher Education (MEHE).

**Our efforts aimed at integrating technology into education, fostering sustainable practices, and building a comprehensive support system for students, teachers, and parents.**



# Trainings in Public Schools



# Blending with Tabshoura

## Scaling a Blended Education Model in Lebanon



In the framework of Shabake II project, a partnership between LAL and Teach for Lebanon (TFL) was established, supported by Expertise France.

**78**  
Tablets

**10**  
Schools

**20**  
Fellows

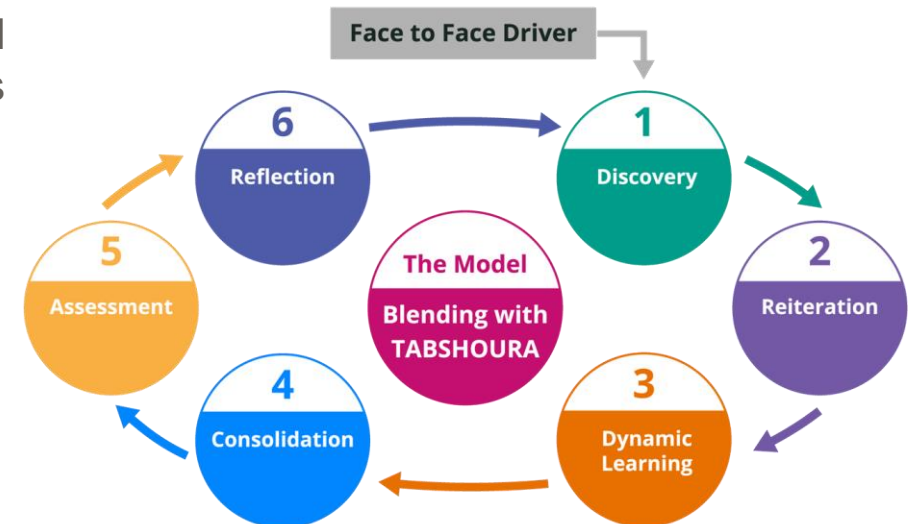
**100+**  
Teachers

**2000+**  
Students

We began with a comprehensive study on the realm of Blended Learning in the international literature and the alternative solutions adopted in Lebanon to face school closures.

An article is to be published.

The research led to the creation of a Blended Learning Model tailored to the Lebanese context: **“Blending with Tabshoura”**.



# Blending with Tabshoura

## Scaling a Blended Education Model in Lebanon

**But our journey did not end there.**

LAL trained the fellows of Teach for Lebanon NGO on this model. Their mission is to transfer this method to 100 teachers, enriching them with **the transformative pedagogical approach**, while also equipping school IT teams with the technical prowess needed for success.

**And now, we take the next step.**

With trained teachers, we implement the Blended Learning Model in classes, **targeting 2,000 students.**



# Language for Math and Sciences



In partnership with



Implemented by



Dr. Tamer Amin, Associate Professor; Dr. Rabih Al Mouhayar, Associate Professor; Ruba Mehdi.

40

Modules for Cycle 1

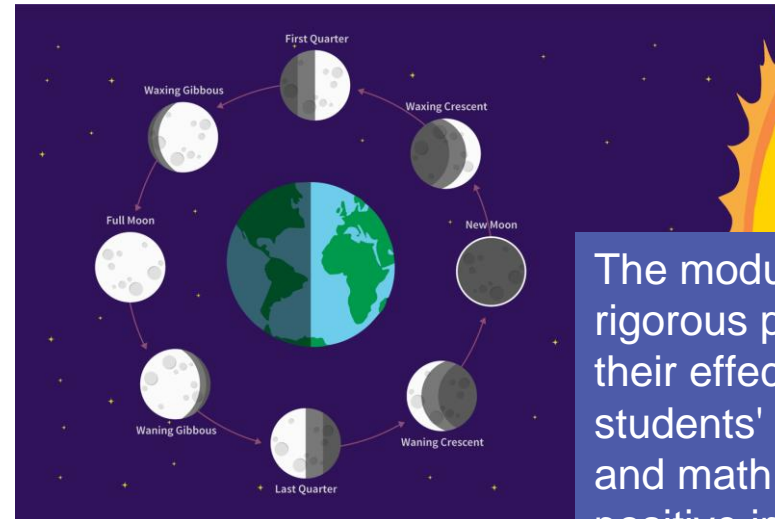
10

Modules for Cycle 2

6

Modules Piloted

This project is a collaboration between AUB and LAL. The practical objective of the project was to create modules on Tabshoura aimed at fostering specialized language skills required for science and mathematics through a genre-based approach. These modules serve to aid learners in overcoming language barriers that impede conceptual understanding, thus facilitating their proficiency in these subjects.



The modules underwent rigorous piloting, demonstrating their effectiveness in enhancing students' writing skills in science and math, consequently yielding positive impacts on their overall academic performance.

# Tech Enhancement



مؤسسة الأصفري  
The Asfari Foundation

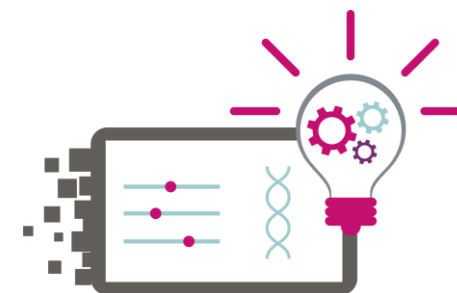


Over the past year, our project has marked significant achievements in **revolutionizing LAL's technological framework**. The execution of needs assessments, skills audits, and the formulation of a 3-year ICT strategy have set the stage for **ongoing innovation and growth**.



This strategic foundation facilitated the successful launch of a **ticketing system**, significantly boosting support efficiency and response times. Moreover, we developed a comprehensive knowledge base, creating a robust support and centralized learning environment.

Our innovations proceeded with the introduction of a Moodle plugin for course filtering. This plugin enables users **to effortlessly navigate courses** using multiple custom fields, enhancing accessibility. The plugin's code has been shared on GitHub, contributing to the open-source community. Furthermore, we've explored caching Moodle content, aiming to assist schools with limited internet connectivity by **minimizing their online data requirements for accessing Tabshoura**.



## **We have yet again marked the end of a successful year for LAL Solutions.**

Our continued success alongside our partners was boosted even more due to our ability to adapt our services to a wider range of industries. The confidence we've accrued over the past years allowed us to think in a broader way. Our expertise was fine-tuned, and our operations were streamlined well enough to take on bigger and more competitive markets. Supported by AlFanar, we decided to rebrand ourselves as ConsultEd Solutions.

Now back to 2023, we've applied our co-creation and digital transformation expertise to cater clients such as the International Institute for Very Very Serious Studies - with whom we are working on a clowning program for the second year in a row, Les Amis des Marionnettes with whom we developed an interactive unit to raise awareness on water resources management, as well as the Institute of Finance for whom we digitalized the public procurement course. For the latter, we took it a step further by designing and implementing a full-fledged learning management system able to host their courses and take the learning experience to a different level.

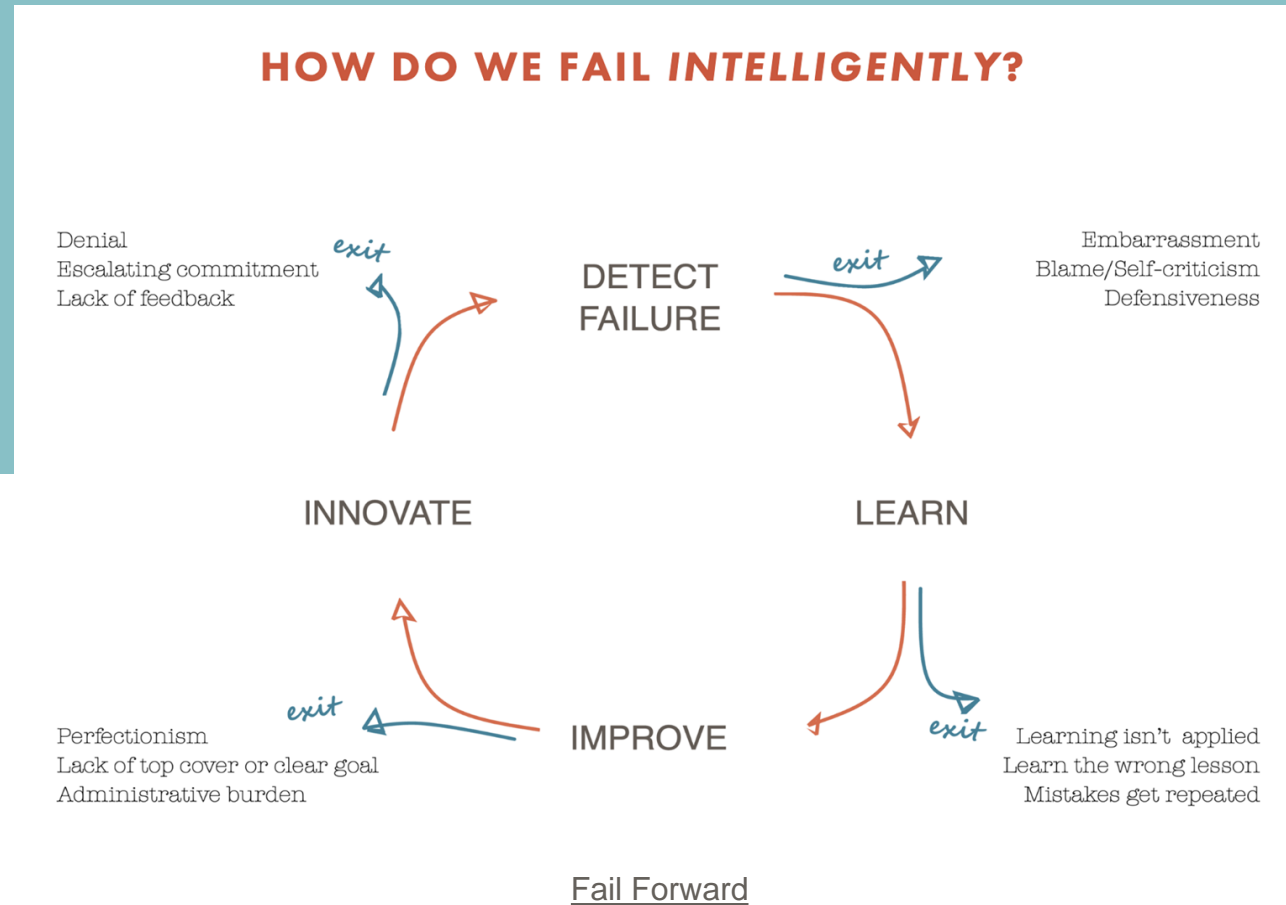
As for our longstanding collaboration with NAFDA, 2023 marked the year where we successfully implemented a capacity building project focused on empowering educators from 9 of their member schools.

**For this year, as we unveil our fresh “new look”, anticipate an even more remarkable experience with us!**

# OUR 2023 FAILURE ANALYSIS REPORTS



# How Do We Fail Intelligently?





# LAL Strategic Issues #1



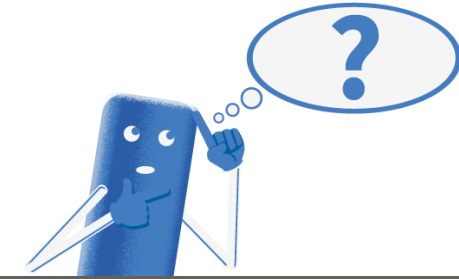
## Strategic Objective:

Consider LAL's mission as a holistic program instead of a sum of projects and begin pursuing institutional funding to guarantee long-term sustainability.



## Initial Assumption:

A unified program approach could better demonstrate the potential for sustained impact, aligning with the long-term investment strategies of institutional donors. We will be able to align our future projects under a unified strategy.



## Failure Detection:

Our projects did not always match our immediate objectives. It complicated the growth of our overall mission.



# LAL Strategic Issues #1



## Learn

In many cases we take projects that are not part of our immediate objectives simply because we need to secure funds to sustain our operations.



## Improve and Innovate

**Strategic Project Selection:** Prioritize choosing projects that inherently align with our overarching strategy. **Strengthen**

**Projects' Planning:** Improve our strategic planning process to ensure it includes setting clear priorities that guide decision-making and project alignment.

**Diversify Proposals:** Allocate more time to look for proposals that matches our mission.

**Address institutional donors:** Find institutional donors interested in EdTech and pitch our program rather than a single project.

**Regular Review and Adaptation:** Implement a continuous review process for our strategy and KPIs. This agile approach will allow us to adapt to changing circumstances, learn from our experiences, and make informed adjustments to our strategy and operations.



# LAL Strategic Issues #2



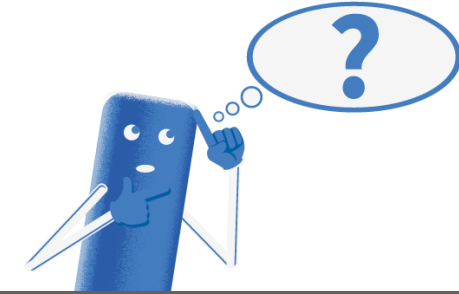
## Strategic Objective:

Reaching a bigger audience of beneficiaries, supporters, donors.



## Initial Assumption:

Filling key positions will allow us to reach this bigger audience.



## Failure Detection:

Lack of appropriate resources to hire, both funding and available skilled staff.  
As a result, LAL staff are filling positions they are not qualified for, resulting in a further loss in resources.



# LAL Strategic Issues #2



## Learn

Lack of appropriate resources, both funding and available skilled staff, to hire. As a result, LAL staff are filling positions they are not qualified for, resulting in a further loss in resources.



## Improve and Innovate

**Creating self-sustaining source of income:** through private funding, fundraising and selling our EdTech Services to third parties.

**Training and Capacity Building:** Invest in training for our management team on project planning, priority setting, and time management.

**Hiring Qualified Staff in Key Positions:** Hire a Chief of Operation, a Marketing Manager and and a Human Resources Manager, counting on their skills to bring more projects and sustain the operations of the organisation.



# Monitoring and Evaluation



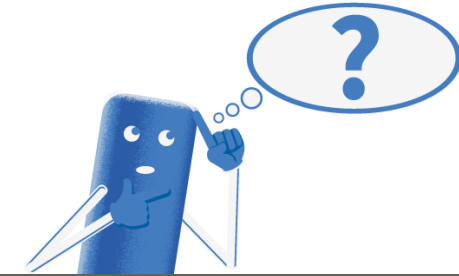
## Objective:

Transition the Monitoring and Evaluation focus from project-specific analytics to a broader evaluation of LAL's overall performance and impact.



## Initial Assumption:

This broader data perspective is anticipated to refine our understanding of LAL's reach and effectiveness.



## Failure Detection:

Our M&E Department faced challenges in accessing complete demographic information from Tabshoura users, which is vital for gauging LAL's overall service impact. This lack of comprehensive data compromised our ability to evaluate our impact accurately and make data-driven decisions.



# Monitoring and Evaluation



## Learn

The lack of established procedures and standardized tools for comprehensive data collection: Our team, tasked with visiting schools and implementing programs, was not adequately informed or equipped to collect essential demographic information consistently about LAL overall program.

The absence of clear guidelines and appropriate tools for systematic data gathering directly impacted the quality of insights generated by our Monitoring and Evaluation Department, limiting our understanding of the effectiveness and reach of our overall program.

## Improve and Innovate

**Data Collection Strategy:** Developed a systematic approach to collect user demographic information to understand LAL overall impact by creating tailored data collection tools.

**Capacity Building:** Provided training to staff on data collection methodologies and techniques to ensure accurate and consistent data collection. Clearly defining roles and responsibilities in data collection.

**Data Cleaning and Validation:** Established protocols for cleaning and validating data to improve its quality and reliability.

**Interdepartmental collaboration:** The M&E team closely collaborated with LAL's ICT department to ensure data cleanliness and consistency, enabling optimized data availability for automated extraction and convenient access.



# Scaling a Blended Education Model



## Objective:

Research, design, develop and test a blended learning education model around Tabshoura, adapted to the challenges and needs of the Lebanese education system in partnership with Teach for Lebanon.



## Initial Assumption:

If we create a blended learning model adapted to the needs and challenges of teachers in Lebanon, we will facilitate their shift to a hybrid model as it is a need in the actual Lebanese education crisis' situation and a requirement of the 21<sup>st</sup> century education.



## Failure Detection

The Model exhibits innovation, but while designed as a potential solution for the evolving educational landscape, its reception has been met with some reluctance, attributed to varying levels of schools. Additionally, a significant language barrier has hindered the full dedication of teachers, further complicating its implementation.

# Scaling a Blended Education Model



## Learn

### When we launched our program, we fell into the following pitfalls:

- Our initial approach was to assess the needs and levels of teachers broadly, without focusing on the specific individuals we would be working with. This led to an assumption that all public schools' teachers had similar needs and challenges, an assumption that fell short of acknowledging the unique obstacles each teacher faced.
- Additionally, we underestimated the extent of training required for our fellows, both in terms of its duration and content.
- We did not take advantage of the education committee created to support us in the process.

## Improve and Innovate

1. Integrate the teachers as partners from inception to implementation and conduct a differentiated needs analysis.
2. Adapt the toolkit to the identified skills of the teachers.
3. Allocate more time to training.
4. Consult the Education Committee often.
5. Create a community of teachers to consult.



# Up-scaling Digitization and Promoting Facility Management in the Education Sector



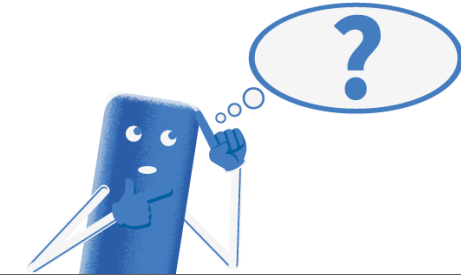
## Objective:

Improving the digital learning environment by supporting schools, teachers, students and parents in the access and operation of digital platforms and content through schools' open days.



## Initial Assumption:

Working closely with our partners will enhance LAL's outreach and promote Tabshoura and Lalmoudaress platforms in Public Schools



## Failure Detection:

Our project faced significant hurdles due to insufficient communication among all parties involved which led to difficulties in the project's execution.

# Up-scaling Digitization and Promoting Facility Management in the Education Sector



## Learn

This communication is due to a lack of clarity in tasks distribution, as there was no clear agreement on the roles and responsibilities of each stakeholder.



## What can we do about it?

**Strategic Engagement:** Proactively reinforce our engagement with key stakeholders at the CRDP and MEHE. This involves setting up meetings to share insights, challenges and lessons learned and ensure our programs are integrated into the broader educational strategy meeting the ministry's current and future needs.

**Information:** Inform the key stakeholders about our tech enhancement, like the multi-tenant solution and the cache servers. Share a comprehensive report detailing lessons learned and challenges faced.

**Implementation Partnership:** Work closely with the Teach for Lebanon team, who will be taking charge of the implementation phase 2, provide them with the necessary support, resources, and guidance to ensure a seamless transition and effective execution of the project.



# Image Library Automatization



## Objective:

Gradually name and put in the image Library all the illustrations that have been made for the platform Tabshoura so that they are easily accessible to teachers and the LAL team.



## Initial Assumption:

If we automate the Image Library, the developers will be able to find needed illustrations easily, this will facilitate the work of developers and illustrators and make it more time efficient.



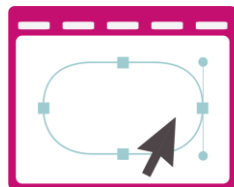
## Failure Detection

The automatization process is being constantly delayed by lack of time. Moreover, the creative director is not being able to delegate this task before classifying the files.





# Image Library Automatization



## Learn

We did not establish a clear process from the beginning of the visual creation which made our managing and scaling efforts increasingly difficult with time. At the outset, the need for illustrations in our work seemed manageable. However, as time went on, we underestimated how quickly this need would grow and how it would start to pile up, becoming more of a challenge than we anticipated.

## Improve and Innovate

Establish and document clear processes for managing tasks, especially those related to illustrations and visual content, ensuring they're scalable and efficient. Prioritizing tasks and planning resources and timelines effectively will allow us to balance the urgency of enhancing visuals for the offline app with other project demands. Assessing the need for more resources, regularly reviewing and adapting our strategies, and improving team communication are key steps. Hiring a data entry personnel to kick-off the documentation work.



# Fundraising Strategy



## Objective:

Our goal was to secure resources for completing the remaining chapters of TABSHOURA by the end of 2023.



## Initial Assumption:

If we launch an Avatar Fundraising campaign, we will be able to secure funds to complete Tabshoura missing units.



## Failure detection

Delays and inconsistencies in messaging.



# Fundraising Strategy



## Learn:

Our team presumed a certain level of expertise existed internally, leading to an underestimation of the campaign's complexities, especially for a first-time venture. Additionally, smooth communication was anticipated despite the absence of a dedicated marketing department.



## Improve and Innovate

In recognition of these challenges, our team has taken a proactive step towards future fundraising success. Recognizing the importance of clear communication and strategic outreach, we've established a dedicated marketing department. This new team includes a communication and event planning specialist to ensure consistent messaging and to potentially build engaging fundraising events. This strategic investment positions LAL for a more effective and impactful fundraising campaign in the future.

# Operations Department



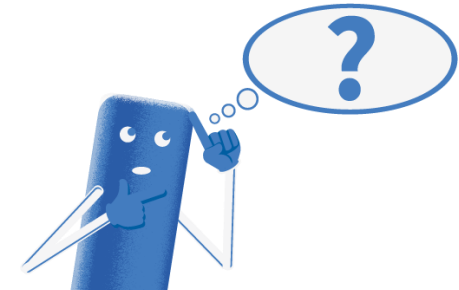
## Objective:

Ensure a smooth implementation to all the projects and operations we are working on within LAL.



## Initial Assumption:

The initiated & ongoing projects (mainly Shabake, GIZ and Tahawor) should meet the planned activities timeline. Internal communication and needs should be addressed as well.



## Failure Detection

Delays in some project activities due to unexpected changes.

# Operations Department



## Learn

We thought the teacher training for the Shabake project would go smoothly, but many teachers wanted online sessions instead.

Figuring out the paperwork and procurement process was tough, like solving a complicated puzzle.

Handling the huge tasks for the Shabake and GIZ projects was difficult at first.

Planning our budget carefully and dealing with the challenges that came up felt like playing a strategic game.

## Improve and Innovate

This challenge made us adjust our budget to encourage in-person attendance. This solution worked and showed us how important it is to stay flexible and ready to adapt. Once we got it, it made us smarter and ready for what comes next. It showed us there's something to learn in every tricky situation.

Google Calendar helped us organize everything and everyone. This change made our work much smoother. Moving from casual WhatsApp messages to using emails and meeting notes was a big change also. Staying calm and working together not only solves problems but also makes our work environment better.

# HIGHLIGHTS



# “TAHAWOR”



تجاوز

## Consolidate value driven reforms

Tahawor project aims at working with deputies, staffers and civil society experts to come up with reform outcomes in the educational sector in Lebanon represented in proposing new laws, recommending adjustments on previous laws, or reform recommendations to the parliament.

This objective will be addressed through communication with deputies and experts to participate in 10 roundtable discussions, to choose 3 topics and target them coming up with an outcome for each topic.

Between October and December 2023, we built our team, communicated with deputies interested in working on the educational theme, in addition to organizations and experts from the civil society. 13 deputies confirmed their participation either by themselves or through their staffers, and 5 organizations and 3 experts joined the participants list as well.



We set a plan for the implementation of the roundtables that are held every second Tuesday of each month in Sofitel Le Gabriel Hotel starting January 2024.



# Tabshoura Mobile App LAUNCH EVENT

Through its partnership with GIZ on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ), LAL addressed the limited access of schools and students to the internet by developing the 'Tabshoura App' that allows children to download lesson units on tablets provided with the financial support of Germany to public schools and use them offline.

LAL announced the launch of the offline App through an event, that took place on Tuesday, January 24th at the Abou Khater amphitheater of the Saint Joseph University. It is called Kelna LAL 3elm (all for education), "Our journey through digital education". The event was under the patronage and in the presence of the Minister of Education and Higher Education (MEHE), Mr. Abbas Halabi, and in the presence of the German ambassador to Lebanon, Mr. Andreas Kindl. Were also present, Mr. Imad Achkar, the director general of Education, Professor Hiam Ishaak, president of CRDP, Mr. Thomas Mueller, GIZ Lebanon, Country Director, Ms. Lama Zeinoun Tabet, Director of the GIZ SUFA Project in Lebanon, LAL partners and several representatives of education institutions, international agencies, public and private schools, and education centers.





# THANK YOU

Click on the icons below to follow us

