



Thursday, August 13, 2025

Annual Report 2024-2025

Courage, Care, and Learning
in a Year of Crisis



MBA



Executive Summary

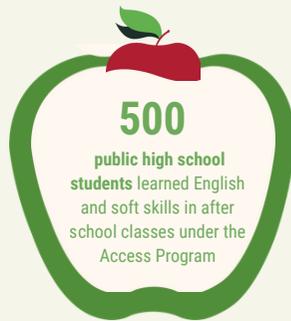
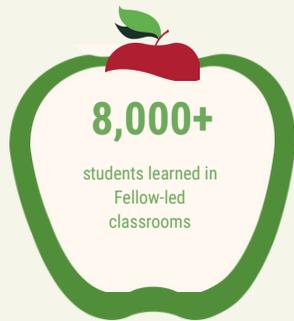
The 2024-2025 academic year in Lebanon unfolded amid war, displacement, and a fragile ceasefire interrupted almost daily. In such conditions, education systems often fracture, and children are among the first to be affected.

Yet, learning endured. Schools reopened on time. Students returned. Fellows stepped back into classrooms with steadiness and care.

Through its Fellowship program and complementary initiatives, Teach For Lebanon supported learning for **more than 178,000 children** - in classrooms, through the hotline, with afternoon classes, and within school communities adapting to the crisis.

Taken together, these results demonstrate that **learning loss is not inevitable—even in crisis**. In a year when schools lost nearly 20% of instructional time, Teach For Lebanon's model protected academic progress, sustained strong student-teacher relationships, and preserved educational continuity at scale. This combination of agility, reach, quality, and resilience positions Teach For Lebanon not only as a service provider, but as a system-strengthening enabler within Lebanon's education landscape.

Key highlights:



In Fellow-led classrooms, students **maintained literacy and numeracy levels despite losing nearly 20% of instructional time**





Why Teach For Lebanon's Approach Works

What sustained learning in Lebanon during a year of war and displacement was not isolated interventions, but a coherent, people-centered model designed to perform even under instability.

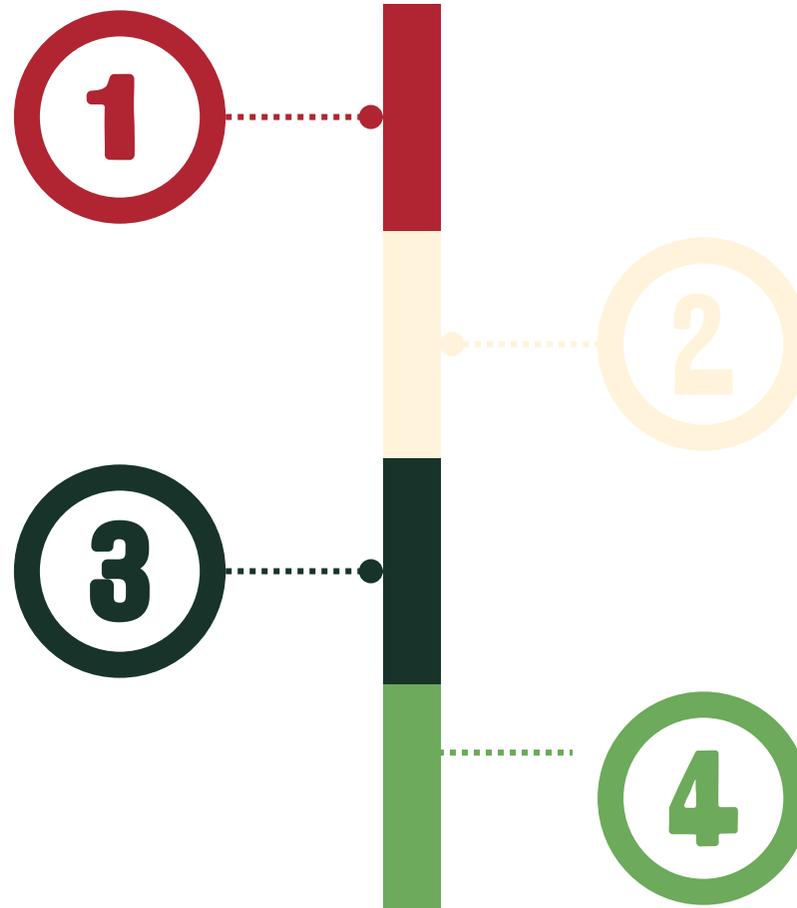
Teach For Lebanon's impact is driven by four mutually reinforcing pillars:

High-Potential Fellows as the Backbone of Sustainability

Teach For Lebanon recruits and trains talented young leaders and places them in classrooms where educational disruption is most acute. Fellows combine strong pedagogy with relational leadership, creating classrooms that remain structured, caring, and academically focused even when conditions outside are unstable.

Continuity Mechanisms Beyond the Classroom

Through initiatives like the Call & Learn hotline, Teach For Lebanon sustains learning: The hotline prevents learning collapse and promotes learning recovery during school closures, displacement, exclusion because of disabilities, or irregular attendance—common realities in Lebanon.



Holistic Practice-Based Teaching That Responds to Reality

Rather than layering disconnected programs, Teach For Lebanon integrates key practice areas—social-emotional learning, trauma-informed teaching, gender-responsive education, and environmental/climate awareness—into daily classroom instruction. This ensures learning continues without overburdening already strained schools.

Alumni as a Long-Term Scale & Impact Strategy

The Fellowship is designed not as a short-term service intervention, but as a leadership pipeline. Alumni remain engaged in education and social sectors, carrying forward classroom-grounded expertise into schools, NGOs, policymaking, and system-level roles.

Together, these pillars form a crisis-resilient education model—one that protects learning in the short term while strengthening leadership capacity for the long term.



A Message from the **Executive Director**

For many children in Lebanon today, school is not a given. It is something that opens, closes, resumes, adapts—and asks them to adjust each time.

We now see twelve-year-olds who have not known a single uninterrupted school year. Learning gaps are real. So is the accumulation of stress and uncertainty they bring with them into the classroom.

Today, more than **1.3 million children and young people** in Lebanon need educational support, and over **one in four children** is out of school or attending irregularly. For many families, schooling has become fragile—dependent on income, location, and the ability to absorb repeated disruption. Attendance alone does not guarantee learning. Across Lebanon, many children sit in classrooms yet fall behind. International benchmarks show that fewer than half of 15-year-olds in Lebanon reach basic proficiency in reading, mathematics, and science.

In this context, Teach For Lebanon Fellows bring quality teaching and classroom stability where both are most needed. Across the country, our Fellows create classrooms where students can settle, focus, and gradually reconnect with learning—even while processing displacement, disruption, and trauma. Over time, confidence returns and learning becomes possible again.

This report reflects those realities honestly. It documents a year shaped by crisis, but also by courage—by students, parents, Fellows, alumni, partners, and supporters who chose continuity over retreat, and care over withdrawal.

We are not an organization that moves from project to project; we are building a collaborative leadership movement with lasting national impact. Since our founding in 2008, Teach For Lebanon has been guided by a simple conviction: that leadership is formed through proximity and responsibility. By placing talented young people in classrooms facing the country’s most pressing challenges, the Fellowship shapes not only better teaching, but future leaders who remain committed to Lebanon’s education system and broader social fabric. Teach For Lebanon’s alumni largely remain in Lebanon, work across education and social sectors, and carry with them a practice-based understanding of the system—turning classroom experience into long-term leadership for a better Lebanon.

Looking ahead, our focus is intentional and ambitious. We will grow in depth and in number—expanding the Fellowship responsibly while strengthening teaching quality, leadership pathways, and alumni engagement. Our aim is sustainable growth: more Fellows, stronger practice, and a larger community of leaders equipped to serve Lebanon’s education system over the long term.

This work is collective. My deepest thanks go to the Fellows who showed up for their students with professionalism and care; to the team whose commitment sustained quality under pressure; to the Board for its stewardship and guidance; and to our partners and donors for their trust. Above all, we thank the school leaders, teachers, students, and families who continue to believe in the value of education—and who make it possible, day after day, even in difficult times.

With gratitude and hope,

Janine Weber-el Meouchy
Teach for Lebanon Executive Director



PART ONE: LEARNING THROUGH CRISIS



When Schools Reopened, Learning Regained Its Place

The school year began under difficult conditions: displacement, economic strain, emotional stress, and ongoing insecurity. For many children, returning to school meant more than returning to lessons - it meant reclaiming routine, connection, and a sense of normalcy.

Teach For Lebanon's **Fellowship** is the organization's core program. This year, it served as the backbone of educational continuity in dozens of public and semi-private schools across the country.

The Fellowship focuses on placing and supporting young leaders who combine strong pedagogy with relational leadership. This focus on quality teaching and human connection is reflected in stable learning outcomes and strong student-reported classroom experiences, even in a year of repeated disruption.





A Classroom That Made Space for Healing

Ali, a nine-year-old student from South Lebanon, had always been eager and outspoken in class. When conflict reached his community, that changed.

When schools reopened, his Fellow, **Maya Hammoud (Cohort 15)**, noticed his withdrawal immediately. Ali avoided eye contact, stopped participating, and struggled to focus.

A conversation with his mother revealed that the war had taken a beloved aunt. Grief had settled quietly into their home.

Maya responded with patience. She invited Ali into small classroom roles, created moments of calm, and allowed him time. One morning, she led the class through breathing exercises under the olive trees around the school. Ali relaxed - visibly.

Later, during a science lesson, Ali quietly picked up a pen and began guiding his group through the activity. It was a small moment, but a meaningful one.

From there, his engagement returned steadily. He began participating again, supporting classmates, and eventually created a "plastic dreamcatcher" for a school recycling project that won second place. He went home smiling - a change his mother said she had been waiting to see.

Ali's story reflects a broader truth: **learning in times of crisis begins when children feel safe enough to re-enter the classroom.** That safety is not accidental. It is created intentionally by educators who understand how emotional well-being and learning are deeply connected.

Teach For Lebanon Fellows are trained in **Social-Emotional Learning (SEL)** and in what it means to support children navigating fear, loss, and instability. Through the support of the **Porticus Foundation**, Fellows received targeted training to recognize emotional distress and respond with appropriate classroom practices. In parallel, the **Education Above All Foundation** provided structured SEL materials that enable Fellows to lead guided activities - helping students regulate emotions, rebuild trust, and reconnect with peers.

These tools allow Fellows to respond thoughtfully to the situations children face, turning classrooms into spaces where learning can resume - not by ignoring what children carry with them, but by addressing it with care and professionalism.



"The activities. Going outside. Breathing in and out. Looking at the trees. When I feel angry or sad now, I just do that again."
-Ali, nine year old student.



Fellowship Impact at Scale



reached nearly



across



By applying trauma-aware and student-centered practices, they sustained learning over time - not through isolated interventions, but through daily, reliable engagement.



Academic Continuity and Classroom Quality

Schools across Lebanon lost close to **20% of instructional time** this year. In most contexts, this level of disruption leads to sharp learning loss.

In Fellow-led classrooms, students **largely maintained literacy (61%) and numeracy (66%) levels**, indicating that learning progression was protected despite reduced time in school.

Beyond academic continuity, our Fellows are creating strong learning environments where students thrive. Through our annual student survey—conducted in partnership with Teach For All using the Tripod Survey, an internationally recognized tool—students reported experiencing classrooms where they felt supported, challenged, and encouraged to participate.

These conditions are strongly linked to learning, particularly in crisis-affected contexts. We have been active contributors in the Teach For All network, sharing our learnings on education in emergencies.



"I'm so grateful this organization exists. It has ensured quality, love, commitment, and care whenever we get a teacher who represents TFL. I speak for everyone when I say we love what you stand for."

— Batoul Taleb, Cohort 16 Fellows' Student

Social-Emotional Development



of students said **their Fellow** genuinely cared about them



increase in students' core **social-emotional skills**

These results reflect classrooms where emotional regulation, trust, and peer relationships were intentionally supported, enabling students to re-engage with learning during a turbulent year.

Children may forget the details of a lesson. They do not forget who showed up when things were difficult & how they were motivated to give their best. Every day.



“

"Big thanks to Teach For Lebanon. This is a pioneering and unique educational collaboration—a path toward hope and excellence. You've made a positive difference through your amazing team."

— Principal Elham Hamra, Hasbaya Public School for Boys



Deepening the Fellowship: Thematic Practice Areas

The 2024–2025 academic year underscored a central reality: sustaining education in Lebanon requires a model that adapts without fragmenting. Rather than introducing parallel initiatives, Teach For Lebanon’s Fellowship is designed as a practice-based leadership model that embeds key thematic areas—social-emotional learning, trauma-informed teaching, gender-responsive education, and climate awareness—within a single, coherent framework. This ensures classrooms remain pedagogically consistent while responding directly to the urgent needs and lived realities of students and educators.



Student Stories



The story of Nour

When Futures Feel Predetermined, We Show Possibilities

Nour was 14 when her parents joked about her being "ready for marriage." She laughed along, but inside, something closed.

Then her teacher Cohort 15 Alumna Ola Abou Chakra invited her to participate in "Spread Your Wings and Fly," part of the Let Girls Thrive initiative

The assignment was simple: Draw your future.

Nour drew herself as a doctor.

When she showed her classmates, they applauded. She had a choice. She'd always had a choice - she just needed someone to help her see it. [Watch the video here.](#)



The story of Mohammad

When Trauma Silences, We Listen

Mohammad stopped speaking after his father died from COVID. In his classroom, he sat silent - day after day, week after week. His teacher, Ghaythaa Obeid, Cohort 15 Alumna thought he might have a speech problem.

Then she reached out to his mother and learned the truth: Mohammad didn't have a speech problem. He carried grief he couldn't name. A childhood interrupted.

His teacher changed her approach. She began engaging him differently - small invitations, patient encouragement, different ways to participate that didn't require him to speak before he was ready. Slowly, Mohammad began to open up. To participate. To be a child again.

There's always a story behind silence. [Watch the video here.](#)



The story behind a moving car

When Destruction Surrounds, We Rebuild

The war had destroyed so much. Lama Abi Farraj, Cohort 16 Fellow, looked at her students - displaced, surrounded by rubble - and made a choice. If everything around them was breaking, they would learn to build.

Through climate education, she challenged them: Find whatever resources you can and create something new.

One student found balloons and cardboard, materials most people would discard. But he saw the possibility. He built a car that runs on air - powered by balloons, held together by creativity.

When it worked, the whole class cheered. Because at that moment, they weren't just learning about renewable energy. They were learning that even in the middle of a crisis, they could create. They could rebuild. [Watch the video here.](#)



A Coherent Model, Deepened Through Practice

Across social-emotional learning, displacement-responsive teaching, gender-responsive education, and climate awareness, the Fellowship's core model remained consistent: Strong pedagogy, relational leadership, and reflective practice. What varied was the thematic lens - allowing Fellows to respond to specific challenges while maintaining coherence in approach.

Rather than fragmenting the Fellowship, these integrated practice areas strengthened its relevance in a year of crisis, contributing to more stable classrooms, stronger teaching practice, and school environments better equipped to support learning under pressure.

[Watch the video here.](#)



Teach For Lebanon's Fellowship is designed with a long-term purpose: To develop leaders by placing them where Lebanon's educational challenges are most visible, complex, and urgent. Teaching in under-resourced schools is not only a service role - it is a formative leadership experience that reshapes how individuals understand inequality, responsibility, and their own capacity to drive change.

Since 2008, the Fellowship has grown into a leadership development platform whose impact extends well beyond the classroom. Alumni carry forward a deep, practice-based understanding of Lebanon's education system and its constraints - grounded in sustained proximity to students, families, and school communities.

A Leadership Movement That Grows From the Classroom

In a country marked by prolonged crisis and high youth emigration, alumni outcomes point to a durable leadership pipeline:

79%

of our alumni are serving in the education sector, the humanitarian sector, addressing Lebanon's social and economic challenges, while others are working in governance to help build more equitable and responsive public institutions.

96%

are employed, despite severe national and especially youth unemployment

1 in 4

alumni hold leadership roles early in their careers



TOGETHER OUR
273 ALUMNI
HAVE DIRECTLY & INDIRECTLY
REACHED
**OVER 1
MILLION
CHILDREN**
ACROSS LEBANON*

In a context marked by prolonged crisis and high youth emigration, these Alumni outcomes represent a national asset. Teach For Lebanon's Alumni network functions as institutional memory—retaining classroom-grounded expertise within Lebanon's education and social sectors.

Rather than losing trained educators to emigration or career transitions, Teach For Lebanon maintains continuity through structured engagement, leadership roles, and ongoing professional development. This ensures alumni remain active contributors to educational and community impact long after their fellowship ends.

The result is cumulative rather than cyclical: institutional knowledge, pedagogical rigor, and crisis-responsive leadership compound over time instead of resetting with each emergency.

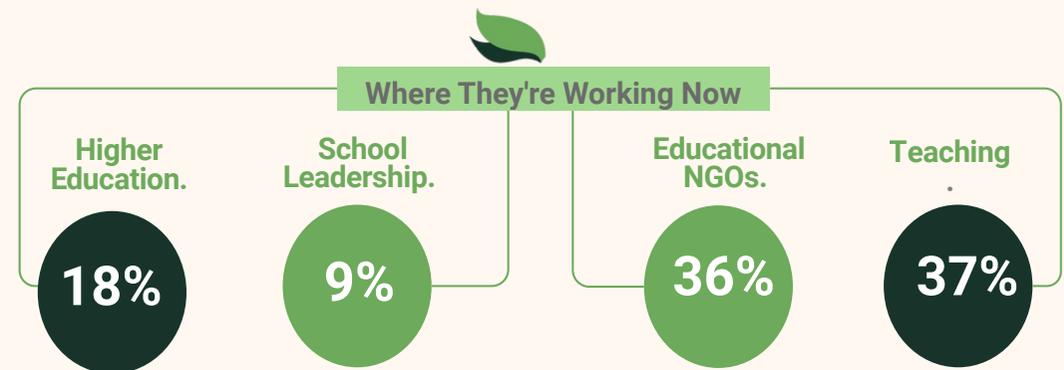
These outcomes reflect more than individual career success. They point to a pattern: Early, high-responsibility experience in classrooms facing structural disadvantage builds both **agency** and **long-term commitment**. Alumni emerge with a belief that change is possible - and that it requires sustained engagement across roles, institutions, and time.

Alumni now serve as teachers, school leaders, NGO professionals, policymakers, and program designers. Many remain closely engaged with Teach For Lebanon, mentoring Fellows, leading training, and contributing to institutional learning. During the reporting year, **over half of Fellow training sessions were led by Alumni**, reinforcing the Fellowship as a collective, intergenerational leadership model.

The classroom is the entry point. The Alumni network is the scale strategy. Together, they form a movement of leaders equipped to address education and broader societal challenges in Lebanon – not as isolated actors, but as part of a connected and accountable community.



When our Fellows complete their two-year commitment, they face a choice many young Lebanese graduates face: leave for better opportunities abroad - or stay and build the Lebanon they believe is possible.



* Direct reach primarily comes from alumni working in schools and teaching roles, while indirect reach is driven by alumni contributing through educational NGOs and system-level positions.



Alumni Stories: Leadership That Endures



WHAT HAPPENS WHEN EXCELLENT TEACHERS DON'T JUST COME AND GO—

What We Plant, Others Build On

When Ghina Rachid, Cohort 12 Alumna walked into Nabil's math classroom, Cohort 16 Fellow, the room erupted. These weren't just any students - they were her students, the ones she'd taught science to four years ago, through screens and uncertainty during COVID.

Nabil Kassem Agha, Cohort 16 Fellow, had planned the surprise carefully, knowing how much it would mean to both Ghina and the students to reunite.

"Seeing them again - really seeing them - reminded me why this work matters. But seeing Nabil there, knowing other Fellows are stationed at schools across the country, that's when I realized: the impact doesn't end when we leave. What we plant, other Fellows build on."

[Watch the video here.](#)



The Student Who Wants to Teach

Nasr is studying biology at the university. When Manar Hammoud, his former teacher, a Cohort 8 Alumna and now a TFL Fellowship Recruitment Manager, spoke with him about his career path, he was clear about what he wanted.

"I'm studying biology, but I want to teach. Not just teach - I want to teach like you did. The way you designed activities, the way you made us think - that's what I want to bring to my students."

Manar has become what the Fellowship promises: Proof that great teachers don't just shape students - they inspire the next generation of educators who'll carry that approach forward.

[Watch the video here.](#)



This moment brings together a Fellow and a student meeting again after five years. Hasan taught Alaa during COVID, a time when learning

Lessons That Last

Alaa, now a high school student, reconnected with her teacher Hasan Ghaddar, Cohort 12 alumnus, years after his Fellowship ended. She still remembered his classes vividly.

"I loved your classes. The activities we did - I still remember them."

The lessons she learned in his classroom had stayed with her long after she left his class. What students learn from great teachers doesn't fade; it shapes how they see themselves and what they believe they can do.

Hasan reflects: "The relationships we build don't end when the Fellowship does. What we teach becomes part of who they are."

[Watch the video here.](#)

These stories reveal the Fellowship's full impact: Alumni like Ghina transform classrooms, then pass the torch to new Fellows who continue the work. Manar inspires students who become the next generation of teachers. The relationships built and lessons taught, like with Hasan, ripple forward, shaping not just individual students but the broader culture of teaching and learning. This is leadership that doesn't end when the Fellowship does - it multiplies, evolves, and endures across schools, communities, and generations.

When war erupted in September 2024, our Fellows were confronted with difficult choices and growing uncertainty due to school closures and funding constraints.

During that time, the support and solidarity of the Lebanese diaspora, alongside TFL-US, played a critical role in stabilizing the path forward. Board members **Dr. Naji Abumrad** and **Dr. Ghina Absi** gathered the Nashville community and doubled the previous year's fundraising in a single evening. Those funds meant our Fellows could continue their work safely.

In Houston, **Mrs. Zeina Fares** and **Mrs. Eva Farha** raised enough to sponsor over four full Fellowships - four teachers, 320+ students who wouldn't have had access to transformative education otherwise.

But something deeper happened this year.

When board members traveled to Beirut in July and sat with Fellows - **Dr. Ghina Absi**, **Mrs. Guitta Bargash**, **Mrs. Zeina Fares**, and **Mrs. Hiba Yazbeck** meeting with **Dr. Batoul Taleb**, **Agness Nohra**, and **Eliza Nasr** - the work stopped being abstract. They heard stories directly from the people living this mission. They returned energized - because proximity to the work changes everything.

TFL-US Executive Director **Annie-Marie Gergi** experienced this too when she visited a partner school in Beirut in April and observed Fellow **Rouba Ghoul** teaching physics with balloons and toy cars. She returned to the U.S. with stories that made the mission real for American supporters.

The distance between Michigan and Mount Lebanon, between Houston and Hasbaya, isn't measured in miles. It's measured in commitment.

And this year, that commitment reached further than ever before.



Sponsors:  **Pinnacle**[™]  **WHITE & CASE**



Call & Learn Hotline: Reaching Students Across the Country

Call & Learn is a nationwide learning support hotline implemented by Teach For Lebanon in partnership with **UNICEF**. It provides ongoing academic and social-emotional support to children across Lebanon through scheduled one-to-one and small-group phone-based sessions, complementing classroom learning and reaching students who face barriers to regular school attendance.

Designed as a continuous service, Call & Learn strengthens learning recovery, engagement, and well-being throughout the school year - not only during periods of school closure. SEL materials were provided by the **Education Above All Foundation**.



Call & Learn



**170,000
Students**

supported



**455,000+
Calls**

delivered



**38,000+
Students**

received individual
academic or SEL
support



**31,500
Students**

supported in group
calls

In a context of repeated school closures and displacement, Call & Learn functioned as a stabilizing learning bridge - ensuring continuity when in-person schooling was not possible.



Batoul's Story: Learning Rebuilt Through Trust

Batoul, a Grade 7 student, had been displaced during the conflict. After failing math the previous year, she lost confidence and motivation.

Her **Call & Learn teacher, Ms. Rabab Mahdi**, noticed Batoul's love of cooking and used it as an entry point for learning. Fractions became recipes. Ratios became spice mixes. Lessons were adapted carefully, step by step, to rebuild understanding without pressure.

Within two months, Batoul improved from **11/20 to 18/20**. More importantly, she regained confidence - turning on her camera during group calls and helping her siblings with homework.

This progress was not accidental. Call & Learn teachers are trained in structured academic support, social-emotional learning, and differentiated instruction - enabling them to respond thoughtfully to students who have experienced disruption and loss. Ms. Rabab's approach reflects practices used consistently across the program.

Batoul's experience is one of many. Across the Call & Learn hotline, students showed measurable improvements in engagement and learning confidence, underscoring how sustained, well-supported teaching can help rebuild learning trajectories even in fragile contexts.

[Watch the video here.](#)



"My child participates more during lessons and asks questions."

– Parent, Beirut



Resilience Through Education Initiative

When war closed schools and scattered families, we didn't accept that learning had to stop. Through our **Resilience Through Education initiative** - in partnership with the **Education Above All Foundation (EAA)** and **Qatar Fund for Development** - we reached over **26,000 students** nationwide through crisis-responsive hotline services and **over 8,000 students in 61 schools** through in-person classroom interventions delivered by our Fellows.

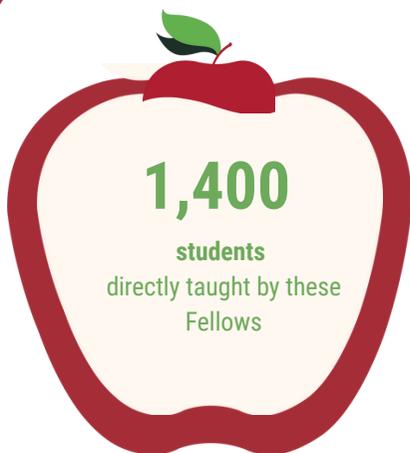
Students like Batoul received SEL-integrated support through materials provided by EAA and contextualized for the Lebanese frame which were approved and greenlit by the Ministry of Education and Higher Education, such as EAA's Let Kids Be Kids kit and other life skills materials that supported both academic continuity and emotional well-being. Teachers gained specialized training in flexible learning models. The in-school component has just begun, but the foundation is set: Education doesn't pause for crisis.



Fostering Resilience and Social-Emotional Growth



integrating social-emotional learning (SEL) into daily instruction.



contributing to the broader cohort of nearly 8,000 students served through the Fellowship.

SEL was embedded into lessons and routines, supporting focus, participation, and readiness to learn.



expanding trauma-aware and SEL-informed practices across entire schools.



strengthening schools' capacity to respond consistently to students' emotional and learning needs.

That means 17 Fellows created impact for over 32,000 students.



PORTICUS

In a year marked by instability and stress, students' ability to engage in learning depended increasingly on emotional safety and classroom relationships. To respond, we partnered with the **Porticus Foundation**, integrating Social-Emotional Learning (SEL) into daily instruction.



"Her attitude towards school has changed. She's excited to learn."

— **Parent, Mount Lebanon**

This is how sustainable change happens: one classroom inspiring an entire school, one excellent teacher elevating every teacher around them.



The English Access Scholarship Program is a two-year English language learning and youth development initiative funded by the U.S. Department of State and implemented by Teach For Lebanon in partnership with U.S. Embassy Beirut's Public Affairs Section. It provides academically strong students from underprivileged communities with a solid foundation in English, along with leadership, technology, and soft skills development.

Delivered through structured classes and enhancement activities, Access supports students in building language proficiency while strengthening confidence, communication skills, and orientation into future career pathways. The program emphasizes attendance, performance, community service, and exposure to U.S. culture and values - preparing students to engage more fully in higher education and civic life.

Access is implemented as a long-term investment in student potential, distinct from emergency or remedial interventions. Its design reflects the understanding that language acquisition and leadership development require quality instruction, enhancement activities, and intensive sessions delivered through a total of 360 program hours per student.

Program Focus

- English language proficiency
- Academic readiness and study skills
- Leadership, communication, and civic engagement
- Exposure to global perspectives and opportunities

Since 2020, our English Access Scholarship Program has reached:



Every story you've read - Ali's healing, Batoul's transformation, our Alumni's sustained leadership - was made possible by careful stewardship of your trust.

Every Dollar Reaches Children

Efficiency Calculation

83%

funds the Fellowship program and the donors' program activities

and only

17%

are spent on operational overheads (staff salaries and benefits, office rent, and operational costs)

Total investment: \$2.7M



What This Means

Your investment does more than fund programs. It sustains classrooms during crises, strengthens schools beyond individual teachers, and builds a leadership pipeline that continues shaping Lebanon's education system long after emergencies pass.

Where Your Money Goes 2024-2025

People & Program Delivery

● Fellowship Program Staff Salaries & Benefits

Staff dedicated to the design, delivery, and management of the Teach For Lebanon Fellowship.

● Non-Fellowship Program Staff Salaries & Benefits

Staff supporting education programs outside the Fellowship, including Access, UNICEF-supported initiatives, and other education projects.

● Fellows Stipends & Benefits

Stipends and benefits provided directly to Teach For Lebanon Fellows (transportation, insurance, stationary kits, mobile recharging cards, printing contribution and cash gifts)

Direct Program Costs

● Fellowship Program Delivery Costs

Professional development sessions, Summer Institute activities, matriculation event, outings, and Fellowship-related events.

● Non-Fellowship Program & Project Costs

Access teacher and student fees, UNICEF teacher fees, Access summer camps, field days, ceremonies, trainings & events, books, instructional materials, and laptops.

Organizational & Operating Costs

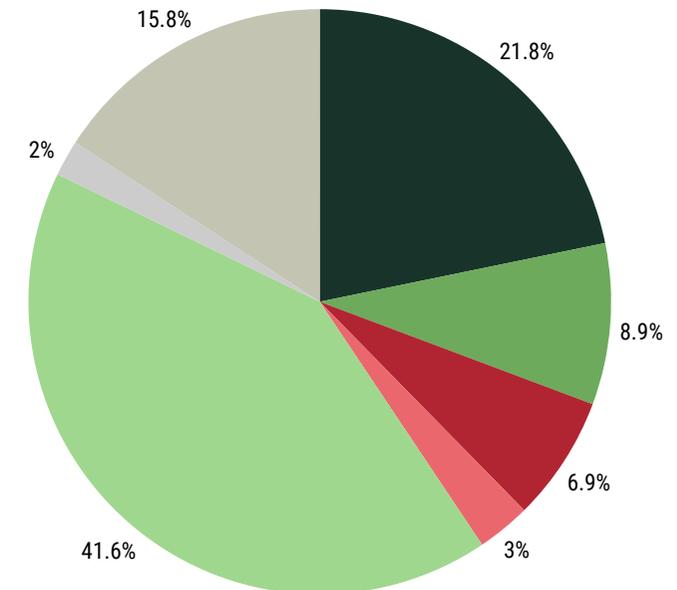
● Office & Facilities Costs

Office rent, generator, internet, telephone, rent-related charges, cleaning, and utilities.

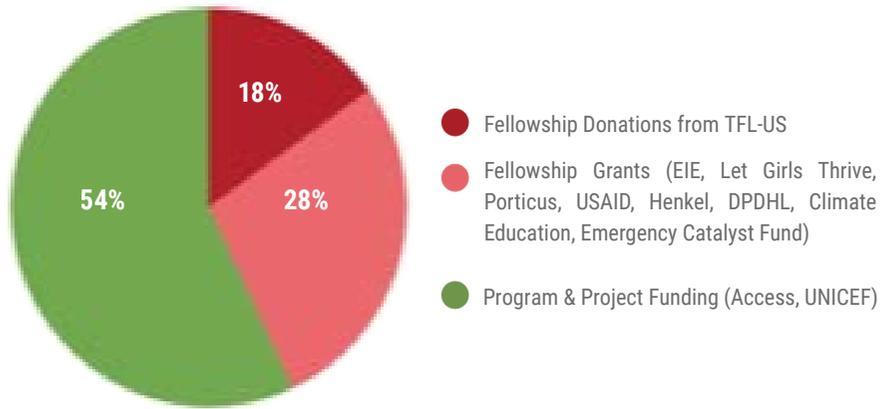
● Administrative & Organizational Support

Support staff salaries and benefits, outsourced consultants and freelancers, and logistics costs.

Investment Category	Amount	%
Fellowship Program Staff Salaries & Benefits	\$ 181,256	7%
Non-Fellowship Program Staff Salaries & Benefits	\$ 245,947	9%
Fellows Stipends & Benefits	\$ 590,667	22%
Fellowship Program Delivery Costs	\$ 81,524	3%
Non-Fellowship Program & Project Costs	\$ 1,133,673	42%
Office & Facilities Costs	\$ 42,136	2%
Administrative & Organizational Support	\$ 425,039	16%
Total TFL expenses 2024-2025	\$ 2,700,142	100%



Our Sources of Funds 2024-2025



Financial Stewardship and Governance

Teach For Lebanon maintains external audits and robust internal controls.

Over the past year, the organization has **reviewed, updated, and modernized its full governance and policy framework**, strengthening accountability across areas ranging from child safeguarding and data protection to financial management and funding allocation.

Key policies are **publicly available on our website**, reflecting our commitment to transparency and responsible stewardship.

We have revised and **strengthened its safeguarding framework through the adoption of a comprehensive Safeguarding Policy, Child Safeguarding Policy, and Protection from Sexual Exploitation and Abuse (PSEA) Policy**, aligned with international standards, ensuring zero tolerance for abuse and the integration of child protection and safeguarding principles across all programs, staff, fellows, partners, and operations.

TFL Sources of Funds 2024-2025

Actual Sources of funds 2024-2025	Amount	%
Fellowship Donations from TFL-US Fellowship	\$ 500,000	18%
Fellowship Grants (EIE, Let Girls Thrive, Porticus, USAID, Henkel, DPDHL, Climate Education, Emergency Catalyst Fund)	\$ 745,453	28%
Program & Project Funding (Access, UNICEF)	\$ 1,462,665	54%
Total TFL Donations 2024-2025	\$ 2,708,118	100%



Our Partners Made This Possible

• Strategic Partners



• Project Partners



Middle East Professional Learning Initiative

• Local Partner





Our Supporters Made This Possible

None of this happens without people who believe education is worth fighting for, even - especially - during crisis. This year's work was made possible by



DIAMOND (20K+)

Debbane, Ray
Abu Mrad, Naji & Nada
Tagher, Charbel & Aida
Boutros, George & Danielle
Abraham Foundation
Evans Roos, Maryann

Shaw, Charles
Tamer, Anthony & Sandra
Eduarte Courtot Foundation
James Luikart
Riley, Reda Radwan



PLATINUM (10K+)

Jesra Foundation
Dagher, Ramzi
Fares, Nijad & Zeina

Kean, Steven & Melissa
Saab, Ghassan & Manal



GOLD (2K+)

Anonymous
Bustany, Ted
Maroney, William and Aimee
Azar, Ray
Dagher, Elias
Farha, Peter & Eva

Homra, Leslie & Scott McWilliams
Zoghbi, William & Hoda
Moussa, Amal
Naimy, Michael
Acevedo, Antonio & Maria
Bejjani, Pierre

Chammas, Mirna
Geagea, Joseph & Marianne
Hamiyeh, Naji Adel
Hamzo, George
Kairouz, Habib
Tamer, Rula & Fouad

Ghandour, Osman
Pinnacle Bank



Our Supporters Made This Possible



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Joubran, Nabil & Rita
Solorzano, Carmen
Akle, Nassim
Baaklini, Sam
Barakat, Nadim
Chemaly, Roy & Rita Assaf Chemaly
Fleyhan, Ziad
Haber, Viviane
Issa, Edmond & Aida
Reda, Hassan
Wright, Joseph & Elizabeth

Gawee Inc
Ghnatios, Nathalie
Maksoud, Alfred & Loretta
Raffoul, Zack & Genevieve
Sams, Betty
Younis, Antoine & Nada
Bond, Michele
Homsky, Amy
Hammoud, Selim
Karam, Maher
Abboud, Salim
Crowe, Terry & Deborah
Rashid, Tanel & Hind
Mchaourab, Hassane

Moyers, Hayley
Raad, Peter & Jocelyne
Tagher, Nicholas
Wiseman III, Thomas A
Eid, Anna
Elshafei, Ruby
Minassian, Sana
MEA
Smaili, Khaled
Al Bostani, Zahra
Saliba, Nadine
Sauma, Bonnie
Asmar, Lina
Diab, Jessika

Hanna, Mahassen
Nashabi, Maya
Saad, Mariam
Barbul, Adrian
Beydoun, Jihan
Karp, Seth & Lauren
Allos, Ban & Suhail
Choufani, Nadine
Abou-Khalil, Rima
Ashker, Thomas
Barghash, Rita
Yazbeck, Hiba
Yared, Aida
Grubb, William
Kolkas, Ziad



Our Executive Team

Executive Director

Janine Weber El Meouchy

Executive Assistant

Shatha Dagher, Executive Assistant

Education

Farah Abu Maita, Head of Education

Ahmad Kassem, Education Manager

Denise Atallah, Education Mentor

Hassan Berjawi, Education Mentor

Omar Salameh, Education Mentor

Samer Al Hanna, Education Mentor

Ghina Rachid, Project & Alumni Coordinator

Nagham Al Banna, Project Coordinator

Rana El-Hassan, Placement Coordinator & CP Focal Point

Human Resources

Fatima Kabbani, Head of People Experience

Farah Miari, HR and Recruitment Coordinator

Finance

Nadia Abou Hamad, Finance Director

Ghewa Zeitouni, Finance Manager

Aya Moussa, Chief Accountant

Compliance

Sarah Ezzeddine, Compliance Officer

Development

Khadije Saleh, Head of Development and Engagement

Communications

Effat Jaber, Communication and Creative Manager

MEAL (Monitoring, Evaluation, Accountability and Learning)

Mohammad Al Saeed, MEAL Coordinator

Georges Najjar, MEAL Officer

Partner Programs

Learning Recovery Hotline

Dr. Lina Harati, Program Director

Layan El Khatib, Senior Quality Controller

Mohamad Said, Program Coordinator

Patricia Khairallah, Quality Controller

- Education Specialists:

Taghrid Abou Haikal, Hiam Hammoud, Celine

Chalhoub, Rana Dally, Sandy Chokor

- Technical Education Officers:

Manal Monzer, Abbas Maanna, Lubna Majthoub,

Hiba Abdallah, George Gerges, Lama Halawi

- Outreach Officers:

Fadwa Nachar, Ola El Baradei

- Program Operators:

Basma Saad, Khadija Dabaja, Alissar Abdallah

The Access Program

George El Assad, Access Program Director

Manar Hammoud, Access Program Coordinator

Rima Sherkawi, Access Education Mentor

Reem Awwad, Access Education Mentor





The Executive Board & TFL-US

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Ms. Annie-Marie Gergi, Executive Director





Support Us

This isn't just about education. It's about nurturing a generation of leaders who choose to stay, serve, and transform their communities from within.

It's about proving that Lebanon's future isn't determined by its crises, but by the young people who refuse to let crises define them.

Our country's children continue to face uncertainty, yet every day they show courage, curiosity, and heart. We owe them a future that matches their potential.

Together, we can build it.

Thank you to our donors, partners, Fellows, Alumni, students, and families who make this work possible.

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