



ANNUAL REPORT OCTOBER 2023 - SEPTEMBER 2024

Transforming Schools Into Catalysts For Social Change
In Lebanon's Education Sector



ON BEHALF OF THE BOARD OF ENABLERS

It is heartwarming to see a near-desperate attempt to support schools in Lebanon blossom into a powerful movement for change in the country—driven by principals and educators who have steadfastly refused to give up on their schools and on their country.

In contrast to the despair felt by many Lebanese, both inside and especially outside the country, nafda principals and schools are keeping hope alive. As you will see in this annual report, they are also spreading this hope throughout their communities and beyond, to everyone touched by the nafda spirit!

There is infectious energy in these schools. It shines through the ways they are reinventing learning to be more interactive, student-centered, and relevant to today's world. In the ways they are spreading the values of engaged citizenship, good governance, and social justice, both within school walls and in the surrounding communities. And in the ways they are supporting and uplifting one another across all regions, bridging every conceivable divide in our country.

We are deeply grateful to everyone who has made this magic possible over the past year—and since the start of the nafda journey. To those who have so generously shared their time, wisdom, and resources. To the nafda team members who went way beyond the call of duty to support nafda schools. And to the fearless nafda principals who have led with courage and vision.

We hope this annual report will inspire you to join the nafda community and to become an active participant—as a nafda Principal, Teacher, Student, Enabler, Supporter or Ally.

In solidarity,

Nadim Matta
Co-founding Enabler in nafda



A MOVEMENT IN MOTION

As our third year draws to a close, we are excited to reflect on the remarkable **growth of the nafda movement**.

This year, like every year, we are **grounded in our mission** – to mobilize school communities by anchoring our core values of Engaged Citizenship, Good Governance, and Social Justice—to **bring us closer to our vision**: a Lebanon where determined citizens drive positive transformation in their local communities, creating a ripple effect that reaches the national level.

What started with 19 founding schools **has now expanded to an inspiring network of 55 schools**, each harnessing the power and agency of motivated school principals. Through capacity-building activities, spaces for sharing experiences and learnings, advocacy-related training, and the election of a new Principal Council, these leaders are sharpening fundamental skills and stepping confidently into their roles as leading changemakers, both in their communities and the nation at large.

This year, schools within our network implemented **21 transformation projects** across our core thematic areas. Educators benefited from **capacity-building** within and outside of transformation projects.



Students developed **essential 21st-century skills**, led the formation of a nafda Student Council to **amplify their voices**, and spearheaded the pilot of our **flagship citizenship tool**, the Aal Seha game.

At the heart of all these efforts lies the nafda movement's reason-to-be: ensuring the next generation is afforded opportunities to not only **develop intellectually and professionally** but also **embody the values necessary to drive societal change**. By using values-centric tools and the rapid adoption of Aal Seha, we have supported principals in assessing their current standings and identifying the actions needed to achieve this mission.

This year saw **244 new educators** and **6,048 new students** immerse themselves in both professional and personal development across these activities, and **466 community members** including parents, municipality members and others supporting them.

Thank you for embarking on this journey with us. Don't miss the exciting glimpse into what lies ahead for the nafda movement this coming year.

We're eager to continue this journey of collective growth!

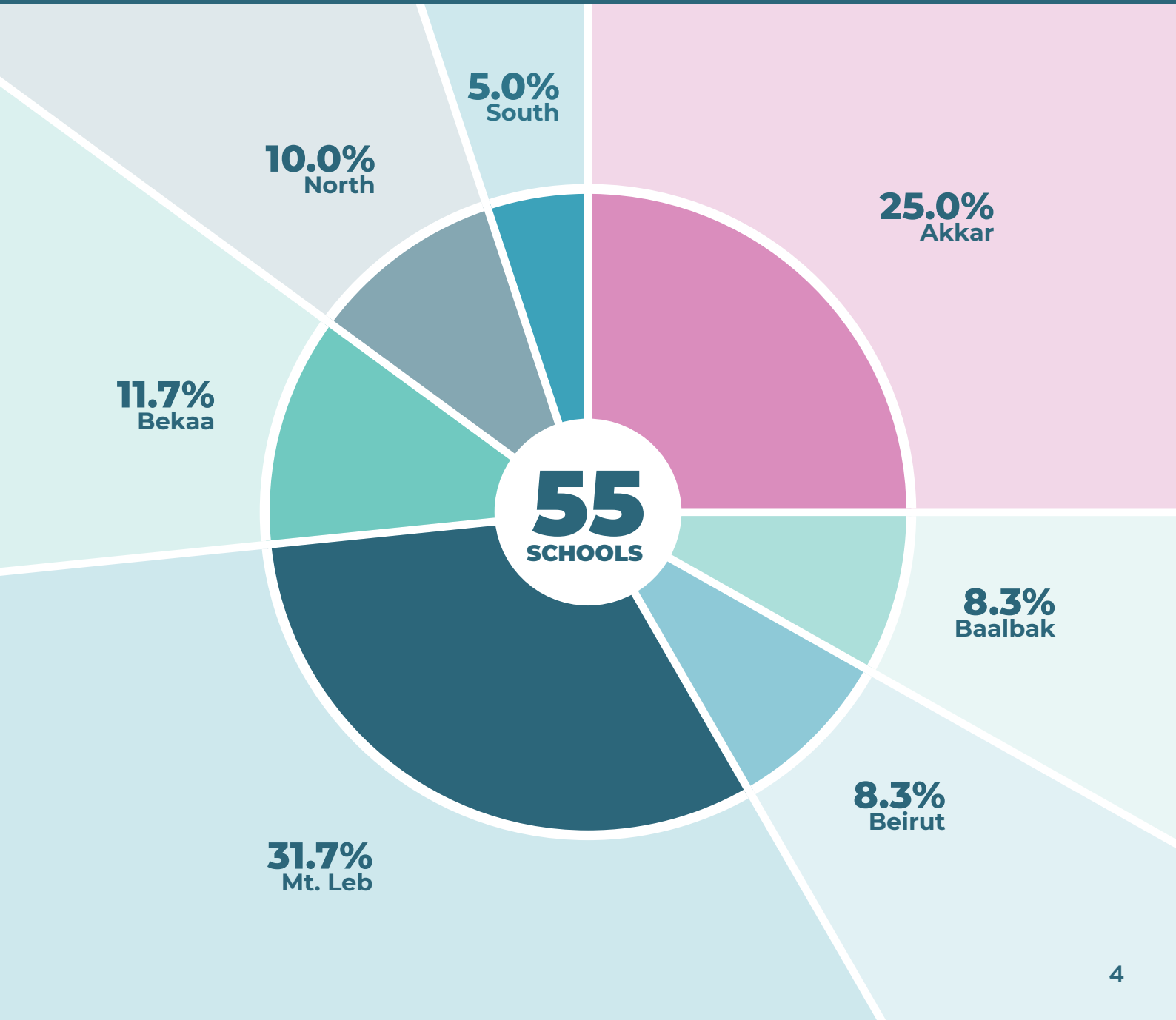
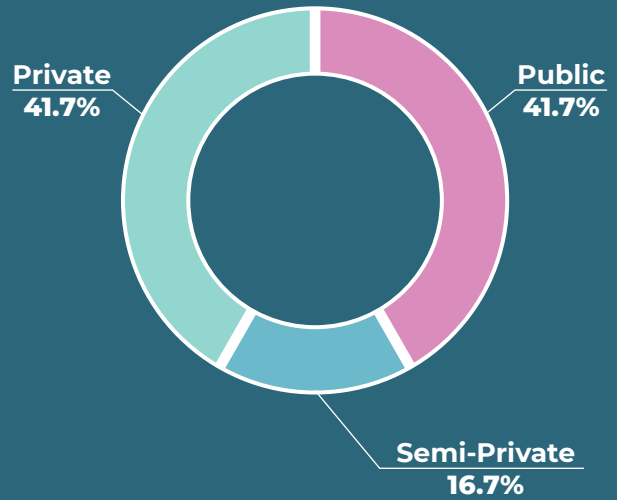
244
New Educators

6,048
New Students

466
Community Members

A YEAR OF IMPACT AND GROWTH

After a rigorous selection process, led by the 19 founding school principals, **36 new schools** joined our network, bringing the total to 55 schools.



LEADERSHIP IN ACTION: AMPLIFYING PRINCIPAL AGENCY

At the heart of nafda's work lies the recognition that school principals are often **overlooked yet powerful agents of change**. The nafda team focuses on creating connections that provide **capacity-building opportunities** which will help **amplify principals' leadership, agency, and advocacy skills through training and coaching**. Below are the key initiatives we implemented this year to empower school leaders across Lebanon.

Capacity-building Initiatives

To kick off the 2023 academic year, nafda launched a series of targeted training sessions designed to:

- Reflect on each principal's leadership style and reinforce adaptable leadership skills.
- Integrate values into school culture and improve strategic planning.
- Enhance project management capabilities and advocacy skills for driving reform.

Throughout the year, principals engaged in peer gatherings that fostered growth through reflection, collaboration, and a renewed commitment to core values. These activities equipped them to better lead their schools and advocate for reform, focusing especially on professional development for teachers.



To provide a clear roadmap for transformation, we partnered with experts like Megan Khairalla from International College (IC) and Nabil Hassan from Beyond Group, respectively.



Peer Learning and Collaboration: Sawa Focus Groups

Derived from the Arabic word for 'together,' SAWA symbolizes unity and collective action. These focus groups connected schools and their communities online biweekly, facilitating cross-regional knowledge exchange and mentorship. These sessions fostered mutual support and provided a platform for principals to explore deeper community connections, enhance teacher capacity, and center the educational journey on students. This collective effort cultivated a sense of belonging, purpose, and mutual growth among participants.

Movement Building Through Webinars

As part of our commitment to movement building, nafda hosted a series of public webinars on pressing topics within the education landscape and youth development. These webinars provided a platform for the nafda community and the public to engage, share diverse perspectives, and participate in meaningful debates.

A total of three webinars featured 12 panelists and attracted over 500 participants, including principals, teachers, students, parents, community members, and private sector actors.

Building on last year's success with topics such as STEAM education and AI in education reform, this year's discussions extended to the critical role of communities in driving societal change.

Click here to access the [webinar recordings](#) and list of inspiring panelists!



Advocacy Hubs: Empowering Principals to Drive Change

Thirty nafda principals established two advocacy hubs, receiving intensive training on an eight-phase advocacy cycle in collaboration with Beyond Group. They developed strategies and recommendations for systemic reform with guidance from education, policy, and legal experts, focusing on the integration of value-based capacity development programs for teachers across Lebanon's public and private schools.

These groups have begun reaching out to experts, MPs, and decision-makers to gain support for translating their advocacy efforts into actionable reforms.

To further advance advocacy efforts, a group of principals, partners, and board members interested in STEAM-related policy formed a team to set an ambitious goal: Within 100 days, they will develop a nafda STEAM conceptual framework and self-evaluation tools. These resources will strengthen the capacity of 55 schools to equip students with 21st-century skills while advocating for a policy endorsed by the Ministry of Education and Higher Education (MEHE), the Center for Educational Research and Development (CERD), and private school networks, encouraging principals to adopt the STEAM checklist.

*Supported by
Beyond Group*

beyond
GROUP

Evaluating Our Impact

As part of our ongoing efforts to empower school leaders, we assessed the impact of our initiatives on 20 principals, representing 36.5% of nafda's leadership network. The results were encouraging: 80% of the principals demonstrated improved project management skills, and 85% showed enhanced leadership abilities, particularly those who received mentorship from nafda's experienced coaches.

However, 30% of principals encountered challenges in developing and monitoring strategic action plans, highlighting the need for stronger support systems. Moving forward, we aim to refine our coaching strategies, offer targeted capacity-building, and reinforce continuous learning, ensuring principals are equipped to drive educational progress effectively.

BRINGING OUR VALUES TO LIFE



At nafda, our work is driven by three core values: good governance, engaged citizenship, and social justice. To embed these values into our partner schools, we have developed several innovative tools: the nafda Values Dashboard, the Values Compass, and the Aal Seha Citizenship Tool.

- **Values Dashboard:** This tool enables principals to explore and categorize the different dimensions of each value, helping them visualize how these core principles can be integrated into school operations.
- **Values Compass:** Building on the Dashboard, the Values Compass acts as a strategic guide that helps schools weave these values into every aspect of their environment—from infrastructure and policies to everyday school culture.

Currently, 17 schools are adopting the nafda Values Dashboard to monitor their progress in embedding these values through various projects

Case Study: Merhbi International School, Akkar

One example of these tools in action is at Merhbi International School in Akkar, where the principal used the Values Dashboard to identify a decline in the integration of values due to high teacher turnover. The Dashboard enabled the principal to assess the current state of values in the school and make targeted adjustments, ensuring that the vision for the student body remained aligned with nafda's core principles.

The Aal Seha Citizenship Tool is the culmination of both – an innovative method of engaging students in civic education.

• **Aal Seha Citizenship Tool:** Developed in collaboration with Wadiaa Khoury from Teachers as Agents of Social Change (TASC) and historian Charles Al Hayek, Aal Seha is a transformative tool that encourages students to think critically and engage in discussions on pressing issues in Lebanon. It fosters citizenship and participatory engagement, aiming to address the underlying causes of Lebanon's socio-economic challenges. The Values Compass complements the Aal Seha Citizenship Tool by specifically evaluating how well nafda's core values are implemented in schools, including governance, curriculum, and infrastructure.

This year, Aal Seha was rolled out in 39 schools, training 52 facilitators and reaching 3,700 students in Cycles 3 and 4.



92 3%
of students now actively sort waste in their schools or homes.

97 4%
of students reported a heightened sense of responsibility towards their school and community, recognizing that freedom of expression is a sacred right.

OVER 95%
of teachers have started incorporating more play-based learning strategies into their teaching.

100%
of students developed an understanding of people with special needs.

"I see Aal Seha as a bridge to connect with students' ideas, especially considering their environment, politics, society, and the current circumstances. It allowed us to create a link between the real-world situations and what we're teaching in our outdated curriculum."

- Baraa, Community Member

Emerging Initiatives Sparked by Aal Seha

Aal Seha is designed to nurture a culture of inclusion, collaboration, problem-solving, transparency, and distributive leadership within schools and their surrounding communities. Aal Seha has inspired numerous initiatives, including:

- Anti-bullying campaigns aimed at fostering inclusive school environments.
- Environmental projects like permaculture and recycling partnerships to promote sustainability.
- Formation of a cross-regional Student Council that collaborates with local municipalities on sustainable development projects.

Click here to watch [the video](#)



“There was a funny incident during recess. Students were standing in line at the store. I quickly cut in to get a croissant because I had to rush to another school. A student told me, “Miss, what you did was wrong. It's not bribery, but we should respect the queue as you taught us.” It was heartwarming to see how much the lesson had impacted them and how much they changed.”

- Lucy, Teacher at Carmalia Majdlaya School



21ST CENTURY LEARNING: EMPOWERMENT THROUGH INNOVATIVE APPROACHES

Following general training on topics like leadership and strategic planning, the nafda team offers one-on-one coaching to principals to learn our process and project implementation methodology. Principals are also grouped into smaller cohorts based on their interests or project priorities, fostering social cohesion and knowledge sharing amongst them. We support the principals as they empower each other.

nafda connects school teams– which are made of community members, principals, teachers, students, and experts– with partners that deliver professional support and training. The nafda team follows the school's journey from goal setting, action planning, budgeting, and implementation up to the celebration of their achievements. To ensure sustainability of the projects, nafda also supports scaling efforts to consolidate projects and amplify their impact.

Scaling Transformation

Building on the foundation set by our founding schools, seven of them mentored new peers, leading to the development of 19 projects. Three other schools embarked on initiatives in nafda's new thematic area – Media and Information Literacy (MIL) – culminating in a total of **21 transformative projects**. As a result, a total of 52 new educators and 3,518 new students have been impacted by this transformative work.

These efforts underscore the effectiveness of peer-to-peer learning and social cohesion, demonstrating how education can drive both academic success and social change by fostering 21st century skills, benefiting students, teachers, and their communities alike.





EQUITABLE & INCLUSIVE EDUCATION

STUDENT SKILLS DEVELOPMENT

MEDIA & INFORMATION LITERACY

EXPERIENTIAL PEDAGOGIES

STEM/ STEAM



NAFDA'S 5 THEMATIC AREAS

1. Equitable & Inclusive Education

This approach tailors teaching to meet the diverse needs of students, ensuring accessibility and success for all. Through this project, schools are challenging standardized norms and adapting education to fit the needs of the students.

Initiatives:

- Students are engaged in a variety of activities, including **collaborative group projects, hands-on experiments, and creative presentations**. They use various media like **videos, design, and music** to

express themselves and take ownership over their learning experiences.

- Teachers are trained to adapt teaching and learning approaches, ensuring they can identify and meet the specific needs of their students.

Practical Skills: Developing Individualised Education Programs (IEPs), inclusive assessment techniques, classroom management & differentiation methodology, student-centered approaches to learning.

Soft Skills: Empathy, communication, adaptability, collaboration, problem-solving.

80% of students involved demonstrated a **20%** increase in **academic performance** in English, Science, Arabic, and Maths.

Critical thinking skills improved by **20%** among **students** and **22.5%** among **teachers**.

The average scores were raised from **13/20** to **15.6/20**.

10 community members actively volunteered their time and expertise, provided feedback and spread awareness about the project.

"At our convent schools, we used to rely on traditional teaching methods. Recently, we've started blending our expertise into creating engaging and fun activities to reach our educational goals. While it's not easy, this unique approach delivers information smoothly to first-grade students, making learning both impactful and enjoyable."

- Teacher at Dekwer School

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STEM/STEAM

2. Student Skills Development

Students developed essential skills through two main approaches. The essence of the projects outlined below lies at the intersection of greening education and community service.

1. Inquiry-Based Learning (IBL):

A student-centered approach that promotes exploration, curiosity, and active discovery over traditional learning models built on memorization.

2. Green Curriculum:

Focused on sustainable agriculture, plant relationships, and ecological interdependence.

IBL Project

- **Recycling Olive Oil to Organic Soap:** Students combined science, language, and math to understand the properties of olive oil and chemistry of soapmaking.
- **Food As Fuel:** Students learned about composting to address food waste, improve soil fertility, and boost agricultural productivity. Their activities include presenting the issue to local councils, researching health and environmental impacts, and collaborating with environmental groups to develop solutions.
- **Waste to Wealth:** Students conducted a waste audit researching environmental impacts and exploring innovative waste management solutions. They also designed eco-friendly products using recycled materials.

Green Curriculum Project:

- **Greener Gardens:** Students repurposed materials like old tires to create vibrant planters. Teachers adopted permaculture practices at home, with community members, including the Mayor, taking active roles in maintaining the school garden.
- **Harvesting for Community:** Students harvested and sold produce, using the proceeds to support community projects. They formed teams, appointed a treasurer, and worked with the parent council to distribute produce to villagers, demonstrating strong community engagement.

Practical Skills: scientific inquiry, environmental research, community engagement, eco-friendly product design, public speaking.

Soft Skills: collaboration, business skills, creativity, critical thinking, and sustainability.





IBL

80% of students in Cycle 1 demonstrated a **20% average improvement** in English & Mathematics.

80% of students in Cycle 2 showed a **35% improvement** in Arabic.

GREEN CURRICULUM

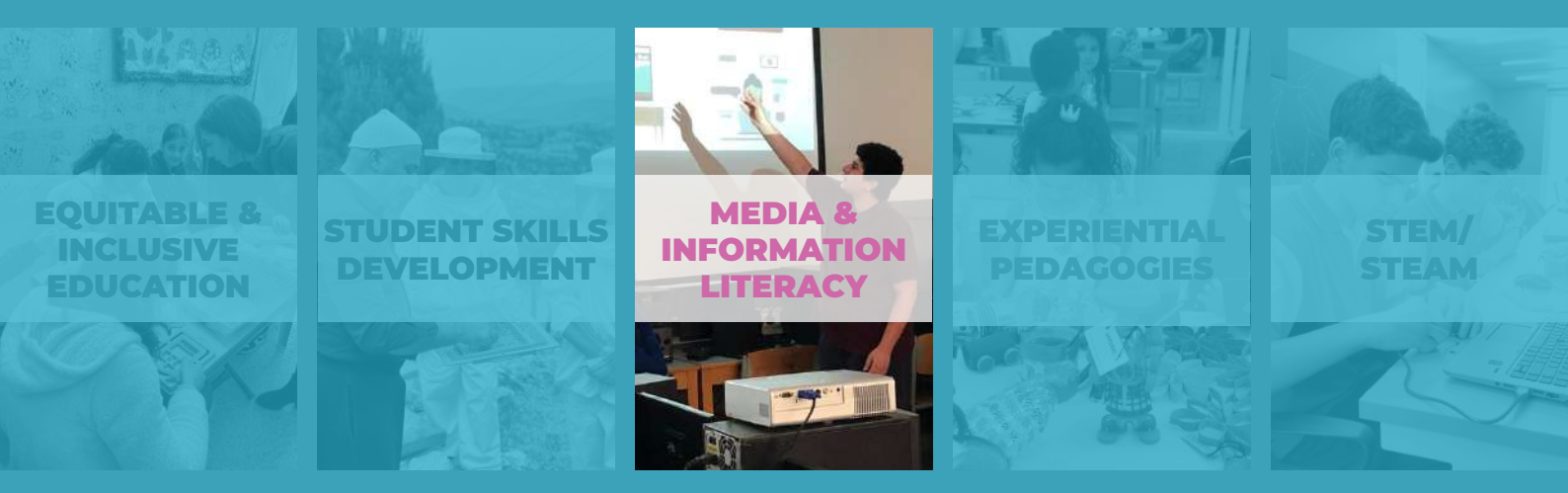
70% of students recognized the benefits of locally-grown food.

"Participating in this project has profoundly transformed my approach to education. I've learned to give our young students more agency, respecting their capabilities and voices, even at such a tender age.

By considering their individual needs and empowering them to take ownership of their learning, I've witnessed a remarkable increase in their confidence and engagement. This experience has not only improved my teaching methods but has also fostered a more inclusive and dynamic learning environment.

I am grateful for the insights and positive changes this project has brought to our school community."

- Sahar Boudargham - Deir Kouch Principal



EQUITABLE & INCLUSIVE EDUCATION

STUDENT SKILLS DEVELOPMENT

MEDIA & INFORMATION LITERACY

EXPERIENTIAL PEDAGOGIES

STEM/STEAM

3. Media & Information Literacy

This approach equips students with the tools to navigate the digital world, critically engage with online content, and combat misinformation and cyberbullying. Through these projects, schools are challenging the spread of false information while promoting digital literacy.

Projects:

- **Cyberbullying Awareness Campaigns:** Creating campaigns to promote inclusivity, psychosocial awareness, and mental well being. Click here [to watch one](#) of their awareness videos.
- **Detecting Fake News:** A video series and social media campaign to help students identify fake news to combat misinformation, fostering social cohesion.

Practical Skills: fact-checking, content creation, social media literacy, awareness campaigns, digital safeguarding.

Soft Skills: ethical responsibility, digital literacy, social cohesion, resilience, empathy.



75% of students expressed increased confidence in their future academic decisions.

60% of students observed an improvement in engagement and responsibility.

70% of students demonstrated a deeper understanding of societal values.

60% increase in parental participation in school activities.

80% of students demonstrated an improvement in recognizing the correlation between societal values and Media & Information Literacy.

"The fake news workshop's interactive approach transformed students from passive learners into critical thinkers. Activities like dissecting headlines, fact-checking in teams, and creating 'fake news detectors' were particularly effective."

- Ms. Bassima Mallat, school teacher

EQUITABLE & INCLUSIVE EDUCATION

STUDENT SKILLS DEVELOPMENT

MEDIA & INFORMATION LITERACY

EXPERIENTIAL PEDAGOGIES

STEM/STEAM

4. Experiential Pedagogies

Experiential pedagogies are teaching methods that emphasize learning through direct experience, encouraging students to engage actively with the material. Instead of relying solely on traditional lectures or memorization, these approaches involve real-world problem-solving and reflective practices.

Initiatives:

- Integrating technology-based instruction into the school's math curriculum, tackling both the students' access to technology due to socio-economic factors and the modernization of an outdated curriculum.

Practical Skills: technology integration, mathematical problem-solving, customized learning, curriculum modernization.

Soft Skills: digital literacy, student agency, confidence, collaboration.



86% of students reported enjoying studying math more than before.

71% emphasized the importance of attending math classes.

Parents expressed their admiration for their children's newfound confidence and positive attitudes toward math, with one mother noting her son's ability to overcome anxiety and improve his math skills using digital platforms.



5. STEM/STEAM

STEAM education integrates Science, Technology, Engineering, Arts, and Mathematics (STEAM) into a unified learning model that fosters creativity, problem-solving, and hands-on experiences. By engaging students in projects that combine technical skills with artistic expression and critical thinking, STEAM initiatives prepare them for real-world challenges.

Initiatives:

- Developing websites for a student's [small jewelry business](#), a digital space for [self-expression](#), and virtually exploring the [architecture of Lebanon's monuments](#).
- Using coding skills to create animations, videos, and games promoting civic engagement and gender equality and



Among the many schools that embraced STEAM, five were sponsored by the Fondation CMA CGM, with two receiving containers repurposed into computer/STEAM labs.

covering issues like job application requirements, bribery, and social cohesion.

- Recycling basalt rocks into home decor items and upcycling discarded clothes into totes and pouches.
- Creating 3D printing visual aids for chemistry and biology classes.
- Utilizing robotics to develop a mobile bin that encourages students to dispose of waste during recess.

Practical Skills: coding, Python, Word-Press, Scratch animation, Arduino Robotics, 3D printing, and sustainable sewing.

Soft Skills: design thinking, human-centered design, entrepreneurship, fostering innovation, and strengthening community ties, innovation, collaboration, applying knowledge to address societal issues.

90-100% improvement in 3D printing and sewing skills.

48% improvement in design thinking.

63% improvement in coding.

90% of students recognized the impact of gender inequality in learning opportunities.

80% of students gained confidence in transferring knowledge to others.

EXPANDING TEACHER CAPACITY BEYOND TRANSFORMATIONAL PROJECTS

Recognizing the diverse needs of teachers across different schools, nafda expanded its capacity-building initiatives beyond school transformation projects. Two teachers led online training sessions designed to bridge skill gaps and improve overall teaching effectiveness.

A total of **387 teachers benefited** from these sessions, gaining knowledge in areas such as STEAM integration, AI in the classroom, and advanced PowerPoint techniques.

PARTNERSHIPS

Collaboration lies at the heart of nafda's work. Our strategic partnerships have been instrumental in advancing our mission to empower students and schools as active citizens, directly contributing to the Sustainable Development Goals (SDGs).

Thanks to the organizations mentioned below, we have **equipped schools with essential tools and resources, enhanced environmental stewardship, and fostered social cohesion and civic values**



thaki

Since nafda's launch, we have been proud partners with Thaki, whose laptops, loaded with educational resources, have significantly enhanced our School Transformation Projects. These devices, equipped with self-navigating platforms, provide access to tools and books supporting STEAM education, digital literacy, media literacy, and other key areas. This partnership has boosted the skills of both teachers and students, promoting growth in life skills, coding, languages, math, reading, and overall well-being.

Additionally, eight nafda schools participated in the **1001 Nights program**, a project implemented by Thaki in partnership with ICRD and supported by the Danish Ministry of Foreign Affairs. This program uses cartoons to teach children aged 7-12 social-emotional skills and civic values. It has been particularly effective in promoting social cohesion, countering gender-based violence (GBV), and improving mental health and well-being among vulnerable children and their families.



Lebanese Alternative Learning

In collaboration with Lebanese Alternative Learning (LAL), 37 educators strengthened their self-development and technical skills through two on-field capacity building workshops provided by LAL. These sessions focused on enhancing education actors' (educators, facilitators, supporting staff, management teams) skills using the Tabshoura program and LALMOUDARESS platform, impacting the learners' journey in a rapidly evolving educational landscape. The workshops were held at two nafda schools, one in Tripoli and one in Zgharta.



The **Greening Education Partnership** initiative, in collaboration with UNESCO and CERD, empowers students and schools to promote environmental awareness and drive climate action.

Three nafda schools participated in workshops at UNESCO's Green Demonstration Room, where students from grades 4-10 explored green building, energy efficiency, and water conservation. This program also provided training for teachers and principals, exemplifying the power of strategic partnerships in fostering environmental stewardship and preparing the next generation eco-conscious citizens.



Partnering with Ardi Ardak, a social enterprise tackling Lebanon's agricultural challenges, we launched a pilot program with nine schools. This initiative focused on training high school students and teachers in sustainable agriculture, establishing seasonal school gardens, and organizing farm visits. The goal of this initiative is to foster sustainable agricultural practices among students that benefit both education and the environment long-term.

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Thirteen nafda schools have joined the International College (IC)'s Ali Ghandour Center (AGC) initiative, exploring community service, service learning, and volunteering models. Inspired by AGC's "empathy to impact" model, teachers and students engaged in design thinking and project-based learning methodologies, ultimately integrating them into community service.

One completed Community Service Project emerged from these efforts, embedding civil engagement into school culture through training, coaching, and pitching sessions.



Dr. Mohammad Harb, Assistant Professor at the Department of Mechanical Engineering at the American University of Beirut and Head of Inspace, played a pivotal role in supporting a number of STEAM projects and scaling them across schools. As an expert trainer, he introduced schools to the "Maker's Mindset," fostering the belief that with the right tools and guidance, every student can become an innovator or entrepreneur.



Naji Talhouk, nafda's Executive Director, was invited to speak at the Innovate Session during the International Congress for School Effectiveness and Improvement (ICSEI) 2024 in Dublin, hosted by the University of British Columbia. The session focused on bridging initial teacher education with ongoing professional development, emphasizing research-driven innovation, policy, collaboration, and equity in education.

In a session on "catalytic affiliation," Naji and other invitees explored concepts like networked learning and collaborative professionalism. **Naji's contributions spotlighted nafda's influence, as it was found that the 100-day method was being adopted by organizations like Action for Children. This highlights the growing influence of nafda's strategies in the broader educational landscape.**



nafda principals took part in the TAHAWOR initiative, hosted by Adyan, to provide the Lebanese Parliament with recommendations for values-driven reforms. These discussions highlighted the evolving role of principals and the policies needed to support principal and teacher development.

In conjunction with the SAWA sessions, principals involved in advocacy work are developing a policy brief on teacher professional development.



IN THE NEWS

As nafda has grown, so has word of its spreading impact. Catch nafda schools' work circulated among the press, international awards, and symposiums! As nafda has grown, so has word of its spreading impact. Catch nafda schools' work circulated among the press, international awards, and symposiums!

L'ORIENT LE-JOUR:

Featured an in-depth article on nafda, explaining our collaborative working model, and how we aim to shift mindsets and behaviors through transformative education.

THE KOFI ANNAN FOUNDATION:

Ran a feature showcasing nafda innovative approach, emphasizing how we go beyond technical skills to focus on human-centered thinking and design while engaging entire school communities.

REUTERS, SKYNEWS, AL HURRA TV:aa

Covered our flagship citizenship game, Aal Seha, spotlighting its implementation in schools and impact on students' knowledge, critical thinking, debate and cooperation skills.

T4 EDUCATION:

Celebrated Rachayya Public School as a nominee to the Top 10 World's Best School Awards! Their incredible agriculture social enterprise project, supported by nafda, was recognized in the Environmental Action category.

YALE SCHOOL OF MANAGEMENT & BROOKING INSTITUTE:

nafda's Chairman, Nadim Matta, shared his insights on global leadership in crises during his talk at the **Yale School of Management**. He highlighted how nafda fosters cooperation, inclusion, and empathy, rooted in our core values. At the **Brookings Institute** symposium, he emphasized the importance of family and community engagement —pillars of nafda's model— on school transformation journeys.



NAFDA SUPPORTERS

We extend our deepest gratitude to all our donors, whose generous contributions form the backbone of nafda's work. Your support—whether for our school transformation initiatives, operational expenses that keep our mission alive, or the impactful implementation of Aal Seha—has been instrumental in driving the positive changes we strive for.

Each of you plays a crucial role in empowering educators, uplifting communities, and fostering a generation of responsible, engaged citizens.

NB: The names listed below are presented alphabetically and do not reflect the level of commitment or contribution.

- AMER BISAT
- ASSOCIATION LIBAN AVENIR
MEILLEUR (ALAM)
- ANONYMOUS (3)
- ASMAHAN ZEIN
- CAMILLE BREIGE
- CG FUND LEBANON
- D. EDDÉ
- DALIA & RAMZI RICHANI CHARITABLE
TRUST
- ELIE KHOURI
- FARAH FUSTOK
- FAYSAL BADRAN
- FOUAD BOUSTANY
- DR. JENÖ STAEHELIN FOUNDATION
- MAROUN EDDÉ
- MEDICI FOR EQUALITY
- MNEIMNEH FAMILY FOUNDATION
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- RASHID AND ROLA BADDOURA
- RIFAI
- SUSAN ABIHAIDAR
- ZADE ZALATIMO AND LUMA DAJANI
- ZEINA & SHADI KARAM



PEOPLE OF NAFDA

Principal Council

This year marked the birth of the second Principal Council, building on the efforts of its founding predecessor. The Council embodies nafda's commitment to shift the ownership of the movement to the principals, positioning them as the main drivers and beneficiaries.

The Council's responsibilities are vast and impactful, including weighing in on new school selections, assessing the impact and processes of all nafda engagements, reviewing school memberships, actively participating in executive meetings, and serving as a bridge between the team and all principals in the movement. They are also deepening their involvement in nafda activities by embracing the new partnership between nafda and YAC (Youth Against Corruption).



AMALE MOGHRABI
Themarouna Special Needs
School in Mount Lebanon



LINA MAKAREM
Ras El Maten Public School in
Mount Lebanon



REINE MOUARBES
Mar Doumit des Pères Carmes
School in Akkar



IKRAM AL ABDALLAH
Dekwer School in Akkar



GLORIA DWEIHI
Écoles des Religieuses de
Nazareth in Zgharta

Core Team

nafda' Core Team is a group of passionate individuals from different walks of life who bring unique skill sets and perspectives to help bring its mission and vision to fruition.



FAHD JAMALEDDINE



SARA GHANDOUR



RAZAN EL HELO



DAHLIA RIZK



NAJI TALHOUK



JINAN KARAME



NOUR FEGHALI



FARAH SABSABI



YOUNNA HELOU

Board

nafda's Board of Enablers are seasoned experts and professionals from diverse fields who came together to jump-start this effort, and who share a passion for education, a bias for action, and a desire to see change in the education system!

Lebanon Board:



BASSAM YAMMINE



FAWZI KYRIAKOS-SAAD



GHIA OSSEIRAN



NADIM MATTA



GILBERT DOUMIT



HANEEN SAYED



JOSEPH BAHOUT



KARIM ABU HAYDAR



MARIA HIBRI



NAYLA FAHED



RANDA KHALIL



ROY SAAB

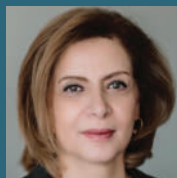


SOUHAIL HAJJAR



WAFSA SAAB

U.S. Board:



FADIA SAADEH



NADIM MATTA



NADIM KYRIAKOS SAAD



RONNIE HAMMAD



ZEINA SFEIR



PLANS AHEAD

As we look towards the future, our goal is to expand the nafda network to 80 school communities and beyond, focusing on the following key areas:

Expanding School Transformation Projects

Next Steps:

- Refining the current School Transformation design based on this year's evaluations.
- Strengthening connections with new key stakeholders, including businesses and SMEs, through new local and international partnerships.
- Expanding collaborations with local and multilateral organizations, eager to adopt elements of the nafda model and benefit from coaching, while contributing to achieving sustainable and scalable outcomes.
- Exploring a new Wellness Initiative, providing schools with resources, training, and the space and intention to embed a culture of wellness and psychosocial support in school communities building on research conducted this year.

Projected Impact:

- Enhance learning opportunities in disadvantaged areas.
- Strengthen the agency of school leaders and students alike.
- Foster the rapid expansion of innovations within school systems.
- Deepen community ties and foster local ownership to ensure sustainability.
- Account for the importance of wellness and mental health in creating an enabling environment for personal and collective growth.
- Support students' and teachers' mental health, social interactions, academic/teaching performance and proactivity and accountability in maintaining a supportive school culture.

Promoting Core Values

Next Steps:

Advance our core values of engaged citizenship, good governance, and social justice through initiatives like Aal Seha. Refinements to Aal Seha will include:

- Introducing more advanced legal questions.
- Creating a version for younger students (Cycles 1 & 2).
- Enhancing design and production elements.
- Developing a digital training component.

New schools will be trained on using the Values Compass and Values Dashboard to track values implementation among students.

Projected Impact:

Expand Aal Seha's reach to 7,500 students and 120 facilitators.



Strengthening Advocacy

This year, we are intensifying our advocacy efforts to drive lasting, systemic change in the Lebanese education sector. Our key objectives include:

Expanding Principal Engagement:

- **Induct more school principals** into our two regional advocacy hubs, currently hosting 30 active principals from diverse schools and regions in Lebanon.
- **Collaborate with key educational stakeholders**, including the Center for Educational Research and Development (CERD) and the Department of Educational Orientation and Guidance (DOPS), **to promote their mission of value-based** professional development for teachers across Lebanon.
- **Implement the Advocacy Action Plan** developed by our principals in collaboration with Beyond Group as well as legal, policy and education experts to effect policy change at the national level.

Developing Policy Papers:

- Deliver policy papers that draw on insights from our other initiatives to inform and influence educational reform, leading to concrete, lasting change.

FINANCES



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