



ANNUAL REPORT 2024-2025



EXECUTIVE SUMMARY

In a country where uncertainty has become part of everyday life, nafda's growing network of schools continues to hold on to one simple idea: **that change begins close to home — in our classrooms, our communities, and the values we live by.**

This was a demanding year. Escalating conflict, economic pressures, and widening inequalities have touched nearly every community. Some schools endured direct loss; others faced displacement, fear, and deep exhaustion.

Through it all, nafda stood beside schools — who in turn stood with each other — listening, learning, providing their premises, and working together to preserve connection, rebuild trust, and act with purpose.



Together, they are showing what it looks like when schools become centers of renewal — places that spark hope, nurture responsibility, and strengthen the bonds holding communities together.



YEAR 1 **20** SCHOOLS

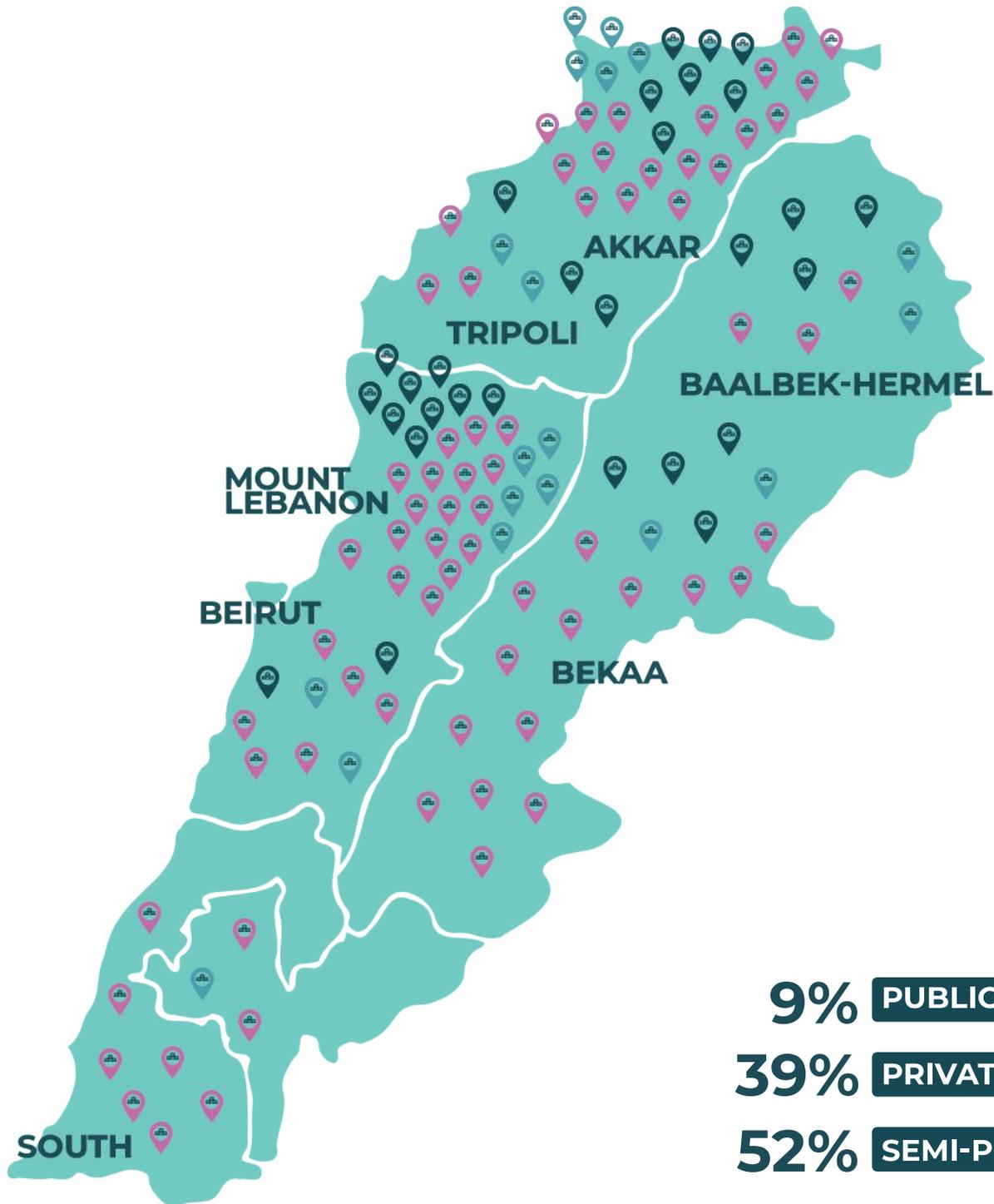
YEAR 2 **55** SCHOOLS

YEAR 3 **130** SCHOOLS

130 SCHOOLS

37000 STUDENTS

2000 EDUCATORS



Over the past year, we worked with 130 schools across Lebanon, engaging 808 educators and 22,850 students whose perseverance continues to give meaning to this movement.

Building on three years of steady growth and strengthened partnerships, nafda worked this year to:



“Together, these efforts are shaping a movement where schools, students, and communities are leading Lebanon’s renewal — one classroom at a time. These breakthroughs mark a turning point: Lebanon’s schools are no longer managing crises — they are leading transformation grounded in values, agency, and civic purpose.”- Naji Talhouk, Chief Executive Director, nafda.

- 1** Deliver **emergency and resilience initiatives**, including trust-building, psychosocial support, and social cohesion programs in over **80 school communities**.
- 2** Expand **citizenship learning** through Aal Seha, reaching **93 schools** nationwide.
- 3** Advance **42 school transformation projects** connecting education with community development in the areas of **well-being, agriculture, entrepreneurship, and STEAM**.
- 4** Facilitate the **launch of Lebanon’s first national Student Council**, giving youth a unified civic voice.
- 5** Strengthen **principal-led Advocacy Hubs**, empowering school leaders to influence education policy from the ground up.



Beyond the numbers, the real change lies in how schools now think and lead, moving from managing constraints to shaping solutions and modeling collaboration, fairness, and active citizenship.

The table below illustrates this evolution in mindset and practice.

Pillar	Before nafda – Dominant Narrative	After nafda – Emerging Narrative
 <p>Promoting Values</p>	<p>Values were treated as abstract moral lessons or extracurricular themes, with little integration into daily school life.</p>	<p>Values are now embedded across school systems—cultivating justice-oriented citizens who practice empathy, fairness, and responsibility and laying the foundations for good governance.</p>
 <p>Activating Communities</p>	<p>Community engagement was limited to occasional meetings or parental involvement in school events.</p>	<p>Schools now lead and co-create with families, civil society organizations, and municipalities — building trust-based partnerships that strengthen wellbeing, inclusion, social cohesion, and shared responsibility.</p>
 <p>Transforming Learning</p>	<p>Teaching was largely understood as curriculum delivery and exam preparation, with limited student voice or project-based learning.</p>	<p>Learning is now viewed as an active, collaborative process that empowers students’ agency, connects lessons to real-life issues, and fosters critical, civic, and creative thinking.</p>
 <p>Influencing Policies</p>	<p>Principals once viewed policy as distant, fixed, and beyond their influence.</p>	<p>Principals now engage collectively in policy dialogue and local advocacy, shaping reform agendas from the ground up and contributing to transparent, inclusive governance.</p>

What Transformation Looks Like in Practice

At the heart of this work are **50 core network schools** engaged in a long-term journey of transformation. Measured across **nafda's four pillars — transforming learning, promoting values, activating communities, and influencing policies**, these schools showed measurable and mindset-driven progress:



recorded significant overall improvement.



advanced in transforming learning through student agency and participation.



deepened values-based education and justice-oriented citizenship.

Education has always been close to our hearts, and supporting nafda since 2023 has been a privilege. What makes nafda stand out is its ability to bring schools together under a shared vision of change, empowering them to lead, collaborate, and rebuild trust in what education can achieve for Lebanon's future. We're proud to be part of this journey and are inspired by the impact it continues to create.

Dalia & Ramzi Rishani



To everyone who has been part of this journey — whether as thought partners, event participants, friends who follow our updates, or supporters who contributed in spirit or financially — we thank you. We're deeply grateful for your time and attention in reading this report, and for the encouragement that continues to fuel our motivation and remind us why this work matters.

***With gratitude,
The nafda community***

EMERGENCY RESPONSE

While the 2024 - 2025 academic year began with promise, the escalation of conflict required us to pivot. True to nafda's values, our response was guided by the voices and needs of our schools. **Schools communicated on three urgent priorities:** providing psychosocial support, rebuilding trust between forcibly displaced and host communities, and ensuring equitable access to learning for every student.

1

From Trauma to Resilience: Schools Leading Psychosocial Support

Principals and teachers repeatedly emphasized the urgent need to address the psychological toll on students and staff: *"Before we can focus on lessons, we need to find ways to breathe again."*

In response, nafda leveraged experts from school networks and collaborated with **Seenaryo**, integrating creative arts, theatre, and play-based methods into its psychosocial response. Interventions combined emotional resilience practices— such as breathing, music, and confidence-building activities— with arts based and professional training in psychological first aid, stress management, and mindfulness.

628
students

were supported through safe-expression and stress-reduction activities.

22
principals
& teachers

were trained to sustain wellbeing practices in their schools.

425
educators

were equipped through joining Emergency Pedagogy webinars to gain practical, classroom-ready tools.



Watch this video to learn more about our Psychosocial Support initiative.



A participating teacher reflected: *"For the first time, I felt I had concrete tools to calm both myself and my students."*



Students from École des Religieuses de Nazareth Kfarzeina, supported by

their school leaders and nafda, developed Khallikconnected — a website designed to link their community with local businesses, facilities, and emergency services. In response to the growing needs during the war in 2024, the students took the initiative to make the platform accessible to all and regularly updated. They also created a dedicated page to help displaced people find safe shelters. Their work reflects the values of engaged citizenship and community-driven action at the heart of nafda’s mission.



See how students from École Religieuses de Nazareth are creating real change in their community.

2 Rebuilding Trust, Reweaving Communities

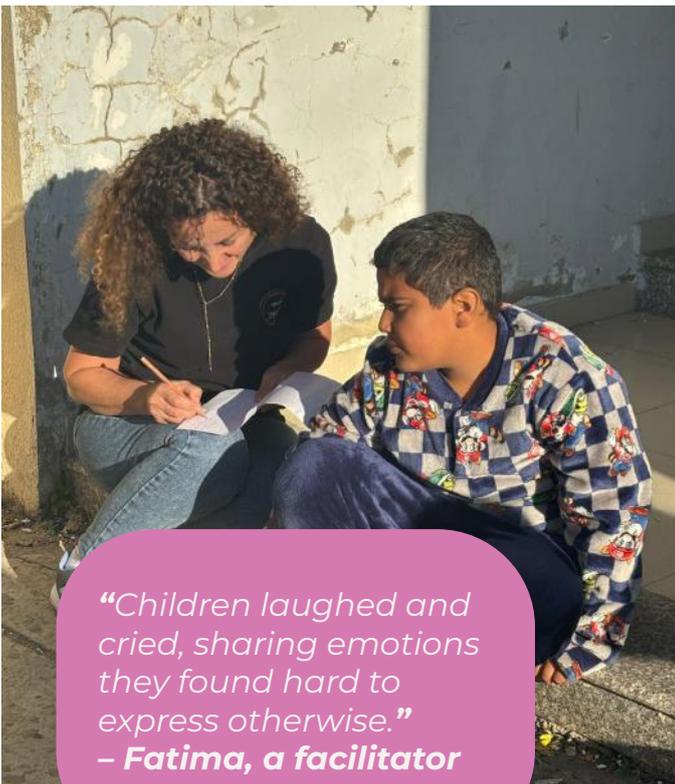
Conflict left communities fractured, creating fear and deepening divides. Schools identified **trust-building** as a critical need — both among students, and between displaced children and host communities.

nafda introduced collaborative, non-competitive activities that fostered empathy, shared purpose, and cooperation — such as group storytelling, collective art murals, and “Dream Book” exercises where children expressed their shared hopes for the future.



During the war: **900** participants — including **460** students, **400** displaced children, and **40** teachers and community volunteers — took part in activities across five locations.

After the war: **12,500** students and **190** teachers participated in team-building activities and initiatives aimed at rebuilding trust and connection within classrooms.



“Children laughed and cried, sharing emotions they found hard to express otherwise.”
– **Fatima, a facilitator**



“We used to stay in our own groups, but now we work with everyone. It feels like we are one team.”
– **Student**

3 Differentiated Instruction: Turning Crisis into Inclusive Learning



The crisis widened learning gaps for displaced students, leaving teachers unprepared to meet diverse student needs.

As one teacher admitted: *“I used to feel lost when facing struggling students—I wanted to help but didn’t know how.”*

nafda trained educators in differentiated instruction and trauma-sensitive approaches, helping them blend academic rigor with empathy.

34 teachers trained across **8** schools, reaching **792** students.



86% reported strengthened understanding of differentiated instruction.



87% felt more confident in trauma-sensitive methods.



100% observed improved student interaction and behavior.



65% teachers reported academic gains, with evidence of particularly strong document analysis in the elementary grades.



“The Dr. Jenö Staehelin Foundation is honoured to support nafda because of its dedication to educating the next generation in Lebanon and to providing children with psychological support as well as spaces for exchange and trust-building.”

Dr. Jenö Staehelin Foundation

STRENGTHENING CITIZENSHIP EDUCATION WITH AAL SEHA

What began three years ago as a bold idea has become **one of Lebanon's most widely used civic education tools**. Aal Seha gives students the chance to practice citizenship and values through real-life scenarios and dialogue, moving beyond memorizing civics concepts to living them in practice.



IN COLLABORATION WITH **TASC**
Teachers. Agents of Social Change

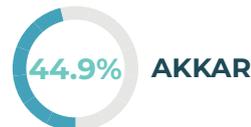
During the **2024 – 2025** academic year, Aal Seha reached **7,519 students** across **90 schools** and **3 scout groups**, with **42 % public** and **36 % semi-private schools**. A total of **103 facilitators** were trained.

WHAT'S NEW THIS YEAR?

Refreshed design: more inclusive visuals reflecting Lebanon's diversity; safer, more durable and sustainable/ecofriendly materials.

Simplified implementation: shorter manual for facilitators, with background content made accessible online.

Junior version piloted: designed for grades 6–4, offering age-appropriate scenarios and a natural pathway into deeper civic learning.





After **AN AVERAGE OF ONLY FOUR SESSIONS**, the program demonstrated strong effectiveness in both student learning and facilitator engagement:

Learning gain

students in both age groups showed significant growth in active citizenship — with juniors improving by **27 %** and youth participants by **23 %**. These gains were accompanied by measurable progress in social justice and good governance.

Facilitator confidence

96 % of facilitators rated their confidence between 4 and 5 out of 5, underscoring the program's usability, clarity, and potential for wider replication.



"We learned that we have more similarities than differences... We stand by each other to make our country better, together." – **Student**

"After discussing responsibility, the students started organizing their own class elections and proposing recycling stations in the playground." – **Teacher**



Ripple effects beyond the classroom

Students organized **mock elections**, launched **environmental campaigns**, engaged **local mayors**, and even **challenged adults on issues of bribery and fairness**.

For example, at Maroun Aboud Official High School, this spirit translated into action: students launched a recycling campaign that collected **502 kg of plastic waste in four weeks**, winning first place in a regional “Go Green” competition.

Parents reported that children corrected them at home when their actions contradicted the values they had been practicing.

A national nafda student council emerged (more on page 23).



Watch this video to hear students and teachers at Notre Dame de la Lumière School share their reflections on Aal Seha.



At The Tree House Foundation, our vision is built on empowering youth and growing responsible citizens. That's why our partnership with Nafda and the Aal Seha initiative is so vital. It tackles Lebanon's challenges by reimagining education and turning classrooms into safe, dynamic spaces for critical thought and shared responsibility. What inspires me most is seeing students' vibrant voices emerge — cultivating fairness, expressing their perspectives freely, and developing the accountable mindset essential for leadership.

nafda is not waiting for a better future; they are collaboratively building it, one confident, justice-minded young citizen at a time!

Maissa Abou Adal, The Tree House Foundation Founder & President

SCHOOL TRANSFORMATION PROJECTS



Through these projects, schools move beyond learning about participation and justice—they begin living them:

- Principals lead collaboratively.
- Teachers are provided with professional development opportunities.
- Students take ownership of change.
- Communities become active partners in education.



Each project reflects the unique priorities of its school — whether improving learning spaces, strengthening well-being, or linking education to local development.

Learn about the 42 school interventions involved under 4 programs:



1 Roots of Change: Leveraging Youth Agency through Agripreneurship (LYAA)

The LYAA initiative emerged from schools' own drive to empower student with leadership, creativity, and agency while linking agriculture to innovation and entrepreneurship.

Six schools across Lebanon — public, semi-private, and private — were selected through a competitive process, engaging **164 students** aged 14 - 18. Despite the withdrawal of U.S. government funding early in the program, nafda and its partners stepped in to sustain it and maintain momentum.

Students are now leading projects that merge environment sustainability with business innovation, including:

- 1. The Little Farmer** – reconnecting youth with nature through a school farm.
- 2. Raisagain** – a zero-waste grape initiative producing raisins, arak, and vine leaves.
- 3. Smart Irrigation Sensor** – a solar-powered device conserving water and reducing costs.
- 4. Nabatech** – an AI-driven solar robot detecting and removing harmful weeds.
- 5. Shroomly** – solar-dried mushroom snacks promoting sustainable food practices.
- 6. SeaCrop** – organic fertilizer made from seaweed and waste.



With technical support from **International College Ali Ghandour Center for Leadership, Diversity and Civic Engagement (IC AGC)** and **AUB's Ardi Ardak**, students have completed training in needs assessment, business modeling, and prototype design.

By mid - 2026, LYAA aims to connect student innovations with Lebanon's corporate ecosystem — creating mentorship opportunities, industry partnerships, and pathways to sustainability.

The program is already proving its impact:

- . 164** students from **six schools** engaged in hands-on agripreneurship projects.
- . 100 %** of participating schools reported stronger student **motivation and collaboration.**
- . Schools** are emerging as local innovation hubs, bridging education, enterprise, and community engagement.

"We're proud to support nafda's transformative mission in Lebanon.

Having witnessed firsthand the work of nafda and its leadership, we have been deeply impressed by the passion, commitment, and dedication that drive this organization forward. nafda's approach to social transformation through education aligns perfectly with our foundational belief that change begins in the classroom and radiates outward.

We are honored to invest in nafda's vision of a more connected, just, and resilient Lebanon—one where every child has the opportunity to become an agent of positive change in their community and beyond.

I wish you all, the guardians of the youth of Lebanon, God's continued blessing upon you and your families. May you remain inspired in the belief that your efforts will plant the seeds of the legacy of our beloved Lebanon—and may those seeds grow into a new chapter of Lebanon's story, one written by the hands and hearts of its youth.

Thomas Abraham, Chairman, The Anthony R. Abraham Foundation



2 Strengthening Emotional Resilience in Lebanon's Schools — Four Well-Being Projects

The well-being initiative was launched amid mounting psychological pressures facing Lebanon's schools, with the aim of placing **teacher and student wellness at the heart of educational resilience**.



Born out of school-led needs assessments and co-designed with principals, four schools were selected to pioneer tailored psychosocial projects. These schools, spanning from north to south Lebanon and representing public, semi-private, and private contexts, share a common vision of fostering safe and inclusive environments for teachers and students.

Selected projects include:

- Supporting **teacher well-being** through digital and AI tools that reduce stress.
- Promoting **student resilience and self-confidence** through peer-led activities.
- Using **arts and theatre** to foster trauma recovery and community expression.
- Enhancing **staff cohesion** through dialogue, reflection, and creative collaboration.

1,100 students

over 100 teachers

So far, the schools have completed planning and initial implementation phases, engaging about **1,100 students** and **over 100 teachers**.

12 schools have already held joint workshops, sharing tools and feedback across institutions — a clear sign of the collaborative culture *nafda* continues to nurture.

Teachers are regaining confidence in their classrooms.

Students are developing emotional resilience and empathy.

Next steps include onboarding specialized partners — from NGOs to educational consultants — to co-deliver and sustain the initiatives, ensuring all interventions remain rooted in values of care, inclusion, and participatory learning.

3 Shaping the Schools of Tomorrow: The Ed’Innov Partnership in 20 Schools

As a strategic partner in the Ed’Innov initiative—part of the **French Embassy’s** “En route vers l’école du futur” (On the Road to the School of the Future) program—nafda supports Lebanese schools in building the foundations of future-ready education. Through this partnership with ESA Business School, SmartESA, and the French Embassy, nafda guides principals, facilitates workshops, and supports the design of actionable school transformation plans. Together, the partners empower leadership teams, foster networks of educators, and promote values of active citizenship, good governance, and social justice.



Twenty schools participated in a structured, school-led process across three main phases:

1 Preparation: Mobilizing principals, assessing capacity-building needs, and forming core project teams to set strong foundations for transformation.

2 Vision & Action Planning: Principals crafted strategic visions and detailed action plans through community engagement, workshops, and feedback sessions. Plans included timelines, budgets, and implementation steps to ensure measurable progress.

3 Pitching: Schools refined their strategic initiatives in preparation for a high-profile event hosted by SmartESA and the French Embassy. This platform will showcase their work, create opportunities for partnerships with start-ups, and



Throughout the first year, schools benefited from a combination of school visits, in-person workshops, collective online coaching sessions, individualized coaching, and daily guidance from nafda staff—ensuring that visions translated into actionable plans. Beyond October 2025, schools will move into the implementation phase, activating their strategic plans, strengthening community engagement, and building partnerships to sustain their School of the Future initiatives.

Spotlight: Christ Abi Nakhoul – Youth Innovation in Action

During a community vision workshop at Cortbawi Technical School, alumnus Christ Abi Nakhoul (Class of 2024) learned about an innovation competition. Inspired by discussions with local stakeholders, he developed Fire Sense, an intelligent fire detection system addressing forest fire prevention, smart agriculture, and rural climate resilience. Christ won the competition, received a grant to support his project, and connected with start-ups and investors. His story demonstrates how Ed’Innov nurtures youth innovation, strengthens local networks, and translates school-led ideas into tangible community impact.

4 FORSA Partnership: School Transformation Through Leadership and Innovation in 12 schools



Through our partnership with **Beit el Baraka's FORSA Program**, generously funded by **MUREX**, nafda implemented its leadership and innovation pathway with Beit el Baraka's network of schools. This collaboration extended nafda's ongoing effort to strengthen the capacity of school principals across Lebanon — equipping them with the strategic vision, emotional intelligence, and management skills needed to lead meaningful and sustainable change.

Spanning **12 schools across diverse regions of Lebanon**, the program combined leadership workshops, strategic planning sessions, and individualized coaching. Principals worked alongside their teams to identify priorities, co-develop action plans, and begin translating vision into tangible results.

The initiative achieved

100% participant satisfaction

83% increase in principals' confidence and capacity

in areas such as teamwork, inclusive planning, and resource management. Building on this success, **three schools are now implementing STEAM projects** — creative, hands-on learning spaces that foster design thinking, problem-solving, and community engagement, while equipping students with essential 21st-century skills.



"nafda taught us not to give up — to believe in the end goal, in each other, and even in our weaknesses."
-Principal

ADVOCACY ACTIVITIES

Over the past few years, nafda has laid the foundation for a bold new direction in our work, building principal-led advocacy capacity at a national and collective level. This year, we are proud to see it finally taking root with the launch of Lebanon's first principal-driven advocacy hubs, engaging **30 principals across four regions**.

Each hub follows a **structured, participatory 8 - phase model** of policy advocacy, placing school leaders at the center of the process. To ensure the work is grounded in solid research, nafda partnered with the **American University of Beirut's Department of Education**, where graduate students produced evidence-based policy briefs on key education challenges. Three briefs were selected by AUB's faculty and nafda's advocacy lead, while a fourth theme was already in progress within one hub.

Principals then selected a policy topic to champion within their school community. Today, each hub is leading a localized advocacy initiative, turning research into **practical, context-driven action**.

Themes Adopted by the Hubs:

. **Strengthening Educational Leadership and Policy Implementation**, developing leadership capacity and translating policies into effective practice.

. **Empowering Public School Principals in Policymaking**, amplifying principals' agency in shaping education reform.

. **Community Engagement & Effective Partnerships**, fostering collaboration between schools, families, and local actors to support public education.

. **Values-Based Teacher Training**, embedding civic, ethical, and social values into teacher professional development.

74 % of principals reported increased agency in influencing education policy — demonstrating stronger advocacy, leadership in local initiatives, and collaboration across schools.

"I left with a deep sense that change is already in motion. nafda is joining other grassroots communities working toward a renewed sense of nationhood — one rooted in community building, collaborative justice, and social inclusion. They are planting seeds to build bridges where wars once created divisions, reminding me that hope is something we sow and nurture."

Yasmina Skaff
Community Development and Sustainability Mediator



What's next

- ✓ Finalization and rollout of action plans per hub.
- ✓ Monthly coordination sessions for peer exchange and accountability across hubs.
- ✓ Implementation of localized advocacy projects, each concluding with a hub-level report.
- ✓ A National Education Forum in 2026 to showcase hub outcomes and policy recommendations directly to the Ministry of Education, policymakers, and national stakeholders.

STUDENT COUNCIL & INITIATIVES

In August 2025, nafda convened its student council to reflect on their shared school experiences and reimagine the future of education. Through open dialogue and collaborative mapping, students explored how school-level decisions are shaped at classroom, community, and national levels. They identified what they can act on directly, what they can influence collectively, and what lies beyond their reach but still shapes their learning.

Students affirmed their role as active agents of change, not passive recipients of schooling. Together, they began to envision their model schools, imagining learning spaces grounded in wellbeing, creativity, and collaboration. Their discussions delved into the absence of Lebanese history in textbooks, the pressures of academic workload, the need to address bullying through real systems of support, and the importance of meaningful student participation in decision-making.

Building on these conversations, the council developed its collective social contract — a shared vision for the schools they aspire to build and the values that guide their work.

EXCERPTS FROM THE STUDENT SOCIAL CONTRACT:

«This work must be carried out with integrity, justice, transparency, and respect. These are not just slogans, but principles that reflect the council's role and responsibility.»

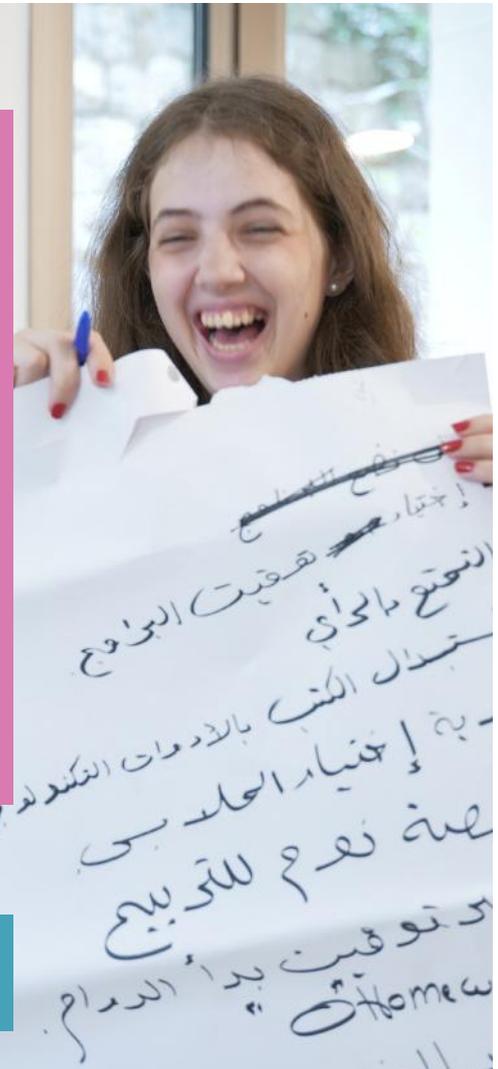
«A fair school is one built on justice and equality, that listens to the voice of every student.»

«Our work goes beyond one school. Together, all nafda schools form a collective force that strengthens our impact and opens the door to shared initiatives.»

«Hand in hand, with our strong belief that tomorrow will be better.»

«We want a school that instills moral and national values that make us active members of our community.»

These commitments reflect a generation of students ready to lead change from within their schools, grounded in values of respect, collaboration, integrity, and hope.



INTERNAL CAPACITY-BUILDING & DEVELOPMENT

This year, nafda strengthened its internal capacity through two key development opportunities for team members:

1. Certificate in Influence and Political Acumen (Advocacy & Influence)

Naji Talhouk and Jinan Shayya Karamneh completed the **Certificate in Influence and Political Acumen**, delivered by the Asfari Institute in partnership with the London School of Economics (LSE) and the Asfari Institute for Civil Society and Citizenship at the American University of Beirut (AUB). The program consisted of four modules, including an in-person module in Pafos, Cyprus with 20 organizations from across the Levant.

The modules covered: enhanced skills in advocacy, influence strategies, strategic planning, and risk assessment, all grounded in international frameworks and adapted to local contexts.



The program also expanded nafda's regional network and culminated in the successful submission of a GBP 7,000 grant proposal to support the implementation of the principals' advocacy plan.

2. Abaad



nafda was selected to join Abaad's **Engaging Civil Society and Youth in Gender-Inclusive Citizenship and Leadership program**, bringing together leading civil society actors across Lebanon.

Through intensive training on gender equality, **gender based violence, and inclusive leadership**, 2 nafda staff members, Sara Ghandour and Razan El Helou, strengthened their ability to embed **gender-transformative perspectives** across nafda's education and community initiatives.

Next phase: nafda is exploring a joint Good Citizenship project with DPNA to be implemented in schools during the **2025–2026 academic year**.

OTHER HIGHLIGHTS

1

STEAM Application and evaluation guide

nafda developed a STEAM Application and evaluation guide to support schools in designing and implementing meaningful, sustainable STEAM projects, rooted in global best practices, local insights, and frameworks that support curriculum innovation.

Created by the nafda team with input from two STEAM experts, it offers school leaders, educators, and community partners a hands-on guide to bring STEAM to life. It includes practical tools like a STEAM checklist, a self-evaluation gradient, and examples of successful projects that make learning more inclusive, engaging, and connected to real-world challenges. In the first phase, the playbook will be piloted across 20 nafda schools.

Next steps

In the second phase, it will be piloted in non-nafda schools to expand its reach and impact.

It will contribute to the Center for Educational Research and Development's (CRDP's) ongoing efforts in developing and strengthening STEAM curriculum.



Rashaya Public High School at COP29

For the past three years, Rashaya Public High School has been part of nafda's growing movement, demonstrating resilience and innovation through one of Lebanon's most challenging periods. With support from nafda's tools and network, this school turned many challenges into opportunities, launching projects that brought learning back to life and reconnected the school with its community.

Among its many achievements was the creation of a STEAM lab, where students designed LiquidSpark — an inventive, sustainable solution to purify river and sea water. Their idea captured national attention, leading teacher Roudaina Kassam and her students to represent Lebanon at COP29 in Baku, Azerbaijan.

Despite the challenges of traveling during wartime, their journey stood as a powerful testament to resilience, creativity, and hope, proving that when schools are empowered, their impact can reach the world.



[Click here to learn more about their journey!](#)



Wadi Al Azhar High School in Rashaya: Student-Driven Innovation

We're thrilled that another nafda school, Wadi Al Azhar High School in Rashaya, has won the INJAZ Al-Arab Award after representing Lebanon at the regional Young Entrepreneurs Competition (YEC 2025) in Cairo!

We love seeing students take their sense of citizenship and responsibility to a new level, and this is beautifully reflected in the initiative they created. When a group of 22 students noticed a classmate struggling to navigate the school in a manual wheelchair, they chose to turn compassion into action.

Through INJAZ Lebanon's Company Program, the students designed and built Neuromove — a DIY kit that transforms any manual wheelchair into a smart, safe, and affordable mobility system. Entirely designed and tested in Lebanon, the device features GPS tracking, SOS alerts, voice and joystick control, and fall detection, giving individuals with disabilities greater independence and confidence.

Their innovation gained national recognition and took them to Cairo, where they won two regional awards in the high school track: the Innovative Venture Award and the Boeing Innovation Booth Award.

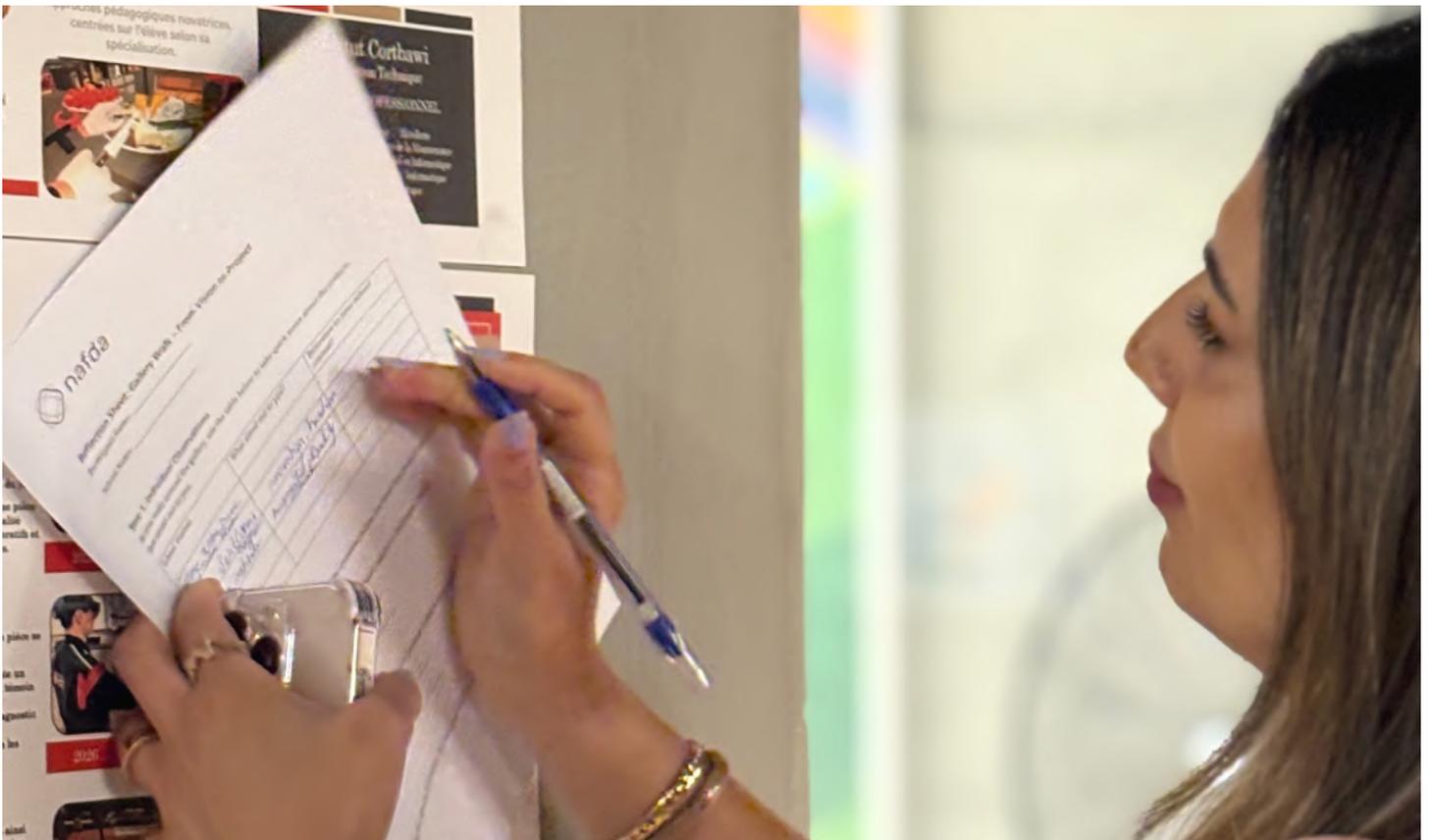
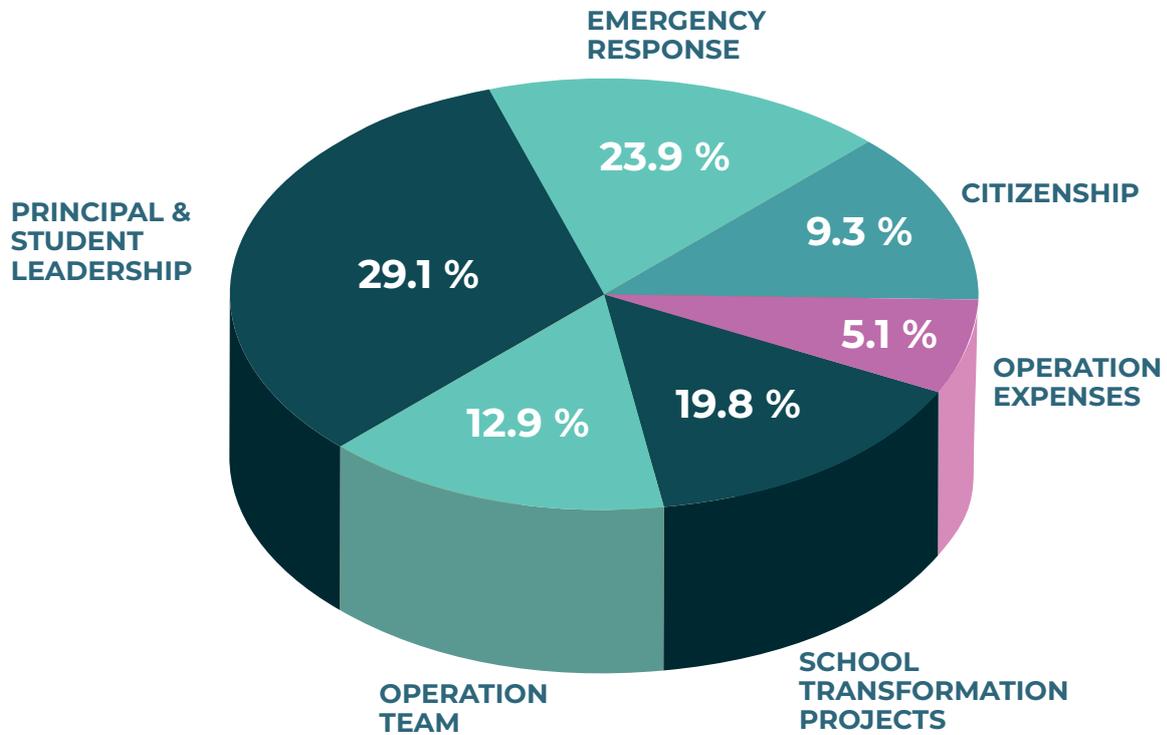
Neuromove is now exploring next steps toward refinement and potential market launch, a powerful example of how young people, when guided by shared values and a spirit of service, can create solutions with lasting social impact.



[Click here to learn more about their journey!](#)

FINANCES

EXPENSES SPLIT



ACKNOWLEDGMENTS

This year wouldn't have been possible without the generosity of our donors & partners. Each gift — whether large or small — carried a message of trust, hope, & solidarity.

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

ANONYMOUS (3)

ASMA ZEIN

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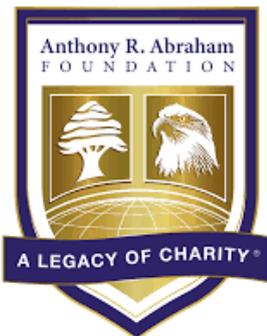
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THE FRENCH EMBASSY IN LEBANON

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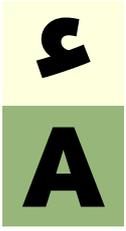


SOCIAL AND ECONOMIC
ACTION FOR LEBANON

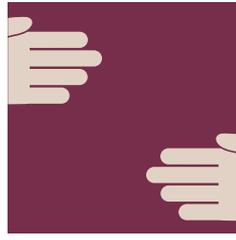
LOGO GUIDE



STRATEGIC PARTNERSHIPS



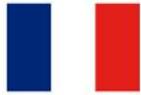
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مؤسسة الأصفري
The Asfari Foundation

LOOKING AHEAD

This past year has shown us that even in the most difficult circumstances, schools can be a source of renewal and resilience. As we move forward, we are focused on turning these lessons into lasting change:

Advancing Shared National Priorities

We are very excited about the launch by the First Lady of “The School of Citizenship” (مدرسة المواطنة) Initiative, which aims to transform Lebanon’s schools into spaces that nurture civic engagement, responsibility, and a renewed sense of connection between citizens and the State. It is a confirmation of the vision of nafda schools and their direction of travel. Participation of nafda schools in The School of Citizenship will give them a **national platform** to scale the citizenship tools and practices that they have developed and pioneered. Also, we continue to engage closely with the **Ministry of Education** to strengthen collaboration around our shared objectives — ensuring that national reforms reflect the voices and experiences of schools and educators across Lebanon.

Deepening Advocacy and Policy Influence

Building on the foundations of our advocacy hubs, we are preparing the first **National Education Forum** in April 2026. This milestone will bring principals’ collective insights and policy recommendations directly to the Ministry of Education and national stakeholders, ensuring that reform is informed by those closest to the classroom.

Scaling the nafda Principal Journey

We are rolling out a structured, two-phased approach to guide new principals through their transformation into nafda leaders. Our goal is to reach 15 % **of Lebanon’s schools within three years**, while keeping the journey adaptable to each school’s unique context.

We are also excited about our partnership with the Academy of Continuing Education Office at the **Lebanese American University (LAU)** where **nafda principals** will also earn certification that strengthens their expertise and credibility.



Expanding Societal Impact

nafda schools are increasingly serving as anchors of community life. Through tools like Aal Seha, civic learning will be translated into more community projects that foster social cohesion and give young people agency in shaping their futures.



Carrying Forward and Innovating Through Collaboration

We remain committed to completing projects that were delayed by the war and international funding cuts, both because schools have requested them and because we know that their impact will be transformational.

And we're excited to expand this impact through new collaborations and projects:

With the MCN Build Foundation

we will transform a school facility into a community library and STEAM learning center, creating an open space for innovation and shared learning.

With MATTER

we will pilot hands-on science and technology experiments that make learning more interactive and future-ready in four schools.

With BeMA

and through the generosity of Mrs. Joumana Rizk in memory of her mother Yole Rizk, we are launching a new arts-based initiative that brings creativity, cultural expression, and civic reflection into Lebanon's schools.

This collaboration reimagines the role of art as a bridge — connecting students to their history, their communities, and one another — while cultivating empathy, curiosity, and a renewed sense of belonging.

Supporting and Developing Youth Capacities

We are exploring a youth capacity-building initiative that **equips them** with financial literacy, AI skills, and grounding in core values — preparing Lebanese youth to engage meaningfully in the labor market and society.

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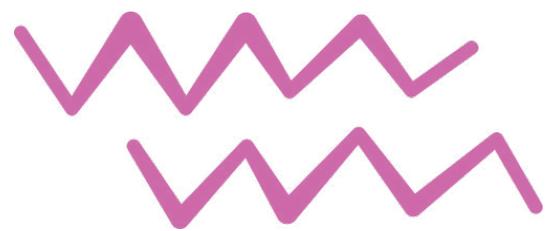
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Thank You for Reading

We appreciate you taking the time to learn about our work and the communities we serve. If you feel inspired to support our mission—or know someone who would—please feel free to share this report and our contribution details below.

Every act of support, no matter the size, helps us reach more schools, empower more students, and strengthen this movement of hope and agency across Lebanon.

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Sal

Bank Address: Elias
Sarkis Avenue, BEMO
building

Beneficiary: NAFDA

Account number:
3506161

SWIFT: EUMOLBBE
IBAN USD: LB0093 43
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1USD

IBAN EURO: LB93
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