



## COMMUNICATION ON ENGAGEMENT (COE)

Teach For Lebanon (TFL)

### Period covered by this Communication on Engagement

From: January 2017

To: January 2019

### Part I. Statement of Continued Support by the Chief Executive or Equivalent

Please use the box below to include the statement of continued support signed by your organization's Chief Executive or equivalent.

January 6, 2019.

*To our stakeholders:*

*I am pleased to confirm that Teach For Lebanon reaffirms its support to the United Nations Global Compact and its Ten Principles in the areas of Human Rights, Labour, Environment and Anti-Corruption. This is our Communication on Engagement with the United Nations Global Compact. We welcome feedback on its contents.*

*I would also like to take this opportunity to express our continued support for the Global Compact and request renewing our ongoing commitment to the initiative and its principles.*

*In this Communication of Engagement, we describe the actions that our organization has taken to support the UN Global Compact and its Principles as suggested for an organization like ours. We also commit to sharing this information with our stakeholders using our primary channels of communication.*

*Sincerely yours,*

*Salyne El Samarany  
Chief Executive Officer*

## Part II. Description of Actions

Please use the box below to describe the actions your organization has taken in support of the Global Compact. It is strongly recommended that the actions taken are related to one or more of the specific activities suggested. *Please refer to the complete list of suggested activities for your type of organization found [here](#).*

For the past 2 years, Teach For Lebanon promoted the global compact and its principles by delivering education on topics related to the Sustainable Development Goals, serving more than one SDG at a time. We did so by empowering our “Fellows”; qualified university graduates and young professionals who joined TFL’s program to serve 2 years of their lives as full-time, core-subject teachers in low-income schools in rural and disadvantaged communities. The Fellows’ goals are to lead their students to develop the academic knowledge, life skills, and mindsets needed to be successful and break the cycle of poverty for life. Fellows also lead on extracurricular programming, and community engagement initiatives, targeting various social issues, such as gender-based violence, early marriages, child-protection, human rights and bullying, thus allowing their students to have equal access, exposure and opportunity.

Moreover, during the Fellows’ extra-curricular programming, they sensitize their students to the UNGC’s objectives by creating a number of initiatives that address certain SDG’s. Through these activities, not only did young and marginalized students become aware of concerning global issues, but they’ve also learned how to act as active and effective global citizens who are collectively working for the betterment of their country and world.

Many activities focused on the aspect of personal growth and character building of the youth and children in disadvantaged schools which TFL works with in Lebanon. In alignment with Teach For Lebanon’s mission to eradicate educational inequality in the country while empowering its Fellows “to become leaders in their schools and communities, most projects targeted SDG 4, which is at the core of TFL’s mission. Accordingly, the Fellows worked towards elevating the quality of education with a wide range of topics beginning with teaching students robotics to sharpen their critical thinking and understanding of science to integrating living values in education among refugees and orphans and establishing chemistry and computer labs in schools. They also felt the need to complement scholastic education with financial and vocational education, thus leading to the materialization of many projects in this domain. Other projects were concerned with the health and wellbeing SDG (3) whereby they focused on either spreading awareness (against HIV and drug use), promoting healthier lifestyles by raising awareness about healthy dieting or conducting talents shows which resulted in collecting medicine for those in need.

Additionally, when TFL youth were exposed to the culture in rural areas and refugee-holding schools, they realized that they must promote the values of equality and citizenship to introduce the students to their rights, and amongst the projects initiated were those which focused on women empowerment and women rights whereby some projects taught a select of women self-defense techniques, and other projects focused on human rights, social cohesion and self-expression especially among Syrian refugee children who needed to be familiarized with their rights in light of the dim conditions refugees are forced to live in.

With Lebanon suffering from a concerning and health threatening [garbage crisis](#), numerous projects were put together to teach children on how to recycle. They transformed their schools into “Green Schools”<sup>1</sup> by transforming their school into an environmentally friendly institution by creating green spaces and raising awareness to clean energy and water efficiency.

Furthermore, the most commonly addressed SDGs in the projects delivered by the Fellows and their students are the following: SDG 1, SDG 2, SDG 3, SDG 4, SDG 5, SDG 7, SDG 8, SDG 9, SDG 10, SDG 11, SDG 15, SDG 16 and SDG 17.

### Part III. Measurement of Outcomes

Please use the box below to include the most relevant qualitative and/or quantitative indicators to measure the outcome of the activities described in Part II above.

In the past 2 years, and in alignment with TFL's mission to address educational disadvantage in Lebanon by building the capacity and empowering Lebanon's most promising youth, TFL delivered and achieved the following:

- 12,342 underprivileged children including disadvantaged Lebanese and refugee children (Syrian, Iraqi and Palestinian) and orphans were provided with quality education.
- 1 project tackled SDG 1 "No Poverty" through a project entitled "Tackling Poverty" which helped 7 families understand the causes and effects of poverty while coming up with strategic ways and interventions to overcome their financial challenges.
- 1 project created an on-going campaign to support refugee children in camps with recurring food donations, helping over 50 children have access to food.
- 12 projects were planned and delivered under SDG 3, to ensure healthy lives and promote well-being for all, through a number of diverse projects such as understanding the harm and effects of substance abuse, benefits of healthy dieting, accepting and supporting people with diseases (such as HIV), early marriages and pregnancy. Over 400 children benefitted from the educational learnings under this project.
- 23 projects worked to improve the access to and quality of education to refugee and disadvantaged children by providing them with innovative educational opportunities. Projects included creating libraries at the schools, robotic clubs, financial literacy hubs, literacy and numeracy support groups, and many others. These projects supported over 600 children beneficiaries.
- 2 projects addressed Gender Equality, SDG 5, to raise awareness about, and improve response to, *gender-based violence* in Lebanon. Projects built the leadership of young boys and empowered young girls to stand up for their equal rights. Specifically, in regards to GBV, students learned how to identify signs and symptoms of GBV victims and how to report cases of abuse.
- 1 project benefitted over 40 students addressing SDG 7. The project was conducted by the students and fellow to produce electricity in an affordable way. The project was presented in the Hult Prize competition, won 3<sup>rd</sup> place, and were qualified for the National semi-finals. They also won the Third place for "environment and renewable energy where the students presented the upgraded prototype, after they did some improvements.
- 11 projects serving over 320 students addressed SDG 8. Among these projects were workshops to improve the students soft-skills, such as presentation and negotiations skills, public speaking, time-management, interview tips, etc. to improve their employability chances.
- 16 projects tackled SDGs 9, 10, 11 and 17. These projects enhanced the schools learning environment and impacted a large number of beneficiaries by improving the school infrastructure, integration of special needs in classrooms, community building initiatives, and building partnerships with public and private sectors.
- 12 initiatives empowered our young youth and students to embrace peace and justice by creating to activist campaigns against bullying and violence by spreading the values of love, respect and humanity.

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<sup>1</sup>The Green Schools project is a program under the patronage of the Lebanese Ministry of Education & Higher Education (MEHE), with the support of the Lebanese Ministry of Environment and the Global Coalition for Green Schools.