

ANNUAL REPORT 2025

GLOBAL ANNUAL REPORT 2025



LETTER FROM THE PRESIDENT

Thank you for your interest and partnership with TeachBeyond. In this 2025 annual report, you will catch a glimpse of the incredible work God is doing through education around the world. This year marked the conclusion of our five-year strategic plan, **Embracing the Vision**; a clarion call to live out the transformation we long to see in the world around us. It was a remarkable finish, with much of the organization growing at the fastest pace in our history. When we began planning back in 2020, we were in the midst of a global pandemic, and many of the things we prayed for and wrote about seemed completely impossible. Yet time and again, we have been reminded that with God, all things are possible (Matt. 19:28).

In November, our Global Committee prayerfully approved a new strategic plan: **Vision for the Nations: 2040**. The heart behind this plan is rooted in the reality that, while we celebrate the growth of TeachBeyond over the past decade, much more remains to be done. We must

expand our efforts to mobilize the global church to embrace the responsibilities and opportunities education provides in addressing the global crisis: more than one in three people in our world still need to hear the Gospel for the first time. We are continually astonished by the doors God is opening for TeachBeyond to be at the forefront of communicating the gospel effectively.

As we reflect on the “big story” God is writing, calling us to reach the nations through education, this annual report reminds us that God’s work is deeply personal. These pages share stories of transformation: a mother in Europe hearing the gospel for the first time through her child, the life-changing impact of an English camp on students in Latin America, and so much more. We see a ripple effect of gospel transformation: individuals changed by Christ’s love, communities rising out of poverty, and entire generations ignited with a passion for learning and faith.

Once again, I want to thank each of you for your partnership with TeachBeyond. Without the faithful contributions of churches, donors, partner missions, and many others, we could not have responded to the incredible ways God is opening doors to those who need to hear the gospel. Together, we are expanding our reach to nearly 90 countries, with the goal of impacting millions of learners each year. Please accept my deepest gratitude.



A handwritten signature in black ink that reads "David Durance". The signature is fluid and cursive, written over a light-colored background.

DAVID DURANCE
President

2025 GLOBAL HIGHLIGHTS

WHAT HAS GOD BEEN DOING AROUND THE WORLD?

As we look at 2025, we clearly see how God has grown and sustained the work of TeachBeyond.

By the end of the year, TeachBeyond had increased its impact to **87 countries**, up from 82 a year ago.

Through nearly **4,000 TeachBeyond workers and volunteers**, close to **50,000 learners were impacted**, many of those learners hearing the gospel for the first time.

Whether through ongoing projects, like schools and camps celebrating many years of work, or first-time conferences being held in multiple countries, the work of TeachBeyond continues to live and thrive by the grace and blessings of our God.

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REACHING STUDENTS

FOCUS ON AFRICA



In many parts of the Democratic Republic of Congo (DRC), children's respect is shown through a quiet, reverent posture toward adults, including the value of fearing authority. Children are expected to be silent and deeply deferential. However, as local visitors entered the halls of FATEB Kinshasa Academy (FKA), that is not what was experienced.

This group of visitors, familiar with the cultural value of deferential children, spent time with the children and left both impressed and deeply moved, but not by how fearful the children were. No, rather they were struck by the joy of the students that spilled naturally into their conversations with adults. One visitor even found himself with tears in his eyes as the children asked him questions, their curiosity bright and engaged, their confidence free from fear.

As Tammy Peters, Africa Regional Vice President, shared this story, she reflected, "This doesn't come from an amazing whiteboard or special paints. It's what Christ does through teachers and leadership of the school."

But the story of FKA's growth doesn't end in Kinshasa. In fact, it moves 310 miles east into the city of Kikwit. Fima Héritier,



TeachBeyond National Director, DRC, and his family have regularly made trips to Kikwit bringing supplies, clothes, and shoes all donated by the families of FKA. Fima's family also ministers and reminds those in the orphanage that they are loved and held by their Father in heaven. They are told that while loneliness threatens their everyday life, they are not alone: FKA is full of families who love them and pray for them.

Through these encounters, the orphanage in Kikwit has now opened the doors of a new school. They are currently serving 23 children, a combination of both orphans and local

children. FATEB Kinshasa Academy also celebrated its 10-year anniversary in November of 2025. May God continue to use schools like these across the world to be places of tremendous comfort, peace, and transformation.

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REACHING THROUGH CAMP

FOCUS ON LATIN AMERICA

Camp Director Débora was beginning to feel the weight of the questions many camp directors in ministry ask themselves: What is the true purpose of camp? Is this camp pointing people to Jesus or just simply providing a good time? Are we being intentional about spreading the gospel? Her answers to these questions began to bring discouragement as she saw no way out of this cultural hole her camp had sunk into.

As the first day of TeachBeyond English Camp approached, Débora saw fewer participants on the list than in past years of her camp ministry. But her disappointment and wondering would end there. As days passed, Débora's expectations, ego, and understanding were all slowly reshaped. She was joyfully surprised at the transformation English Camp brought to herself and her community. Every activity was designed with the value of connecting people and building community. Even though her camp had fewer participants than in past years, the power of the camp was multiplied. Débora attributes this not to the fact that it was small, but her belief that "intentional people allow Jesus to use them in ministry for His glory."



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So, what is the true purpose of camp? What Débora herself has learned is that purpose is connected with calling. English Camp reminded her that her calling to camp was one of intentionality. One that involved lives coming to be changed, not simply entertained. It is not about reproducing what is familiar, but faithfully serving the God of all creation, the One who transforms all of us from the inside out.

When our hope in Jesus Christ is renewed like it was for Débora, the heaviness we felt is lifted, and a lighter, more joyful countenance is produced. Because we are no longer working to please man, but rather we work as servants of Christ for the sake of the kingdom of God.





REACHING COMMUNITY

FOCUS ON EAST ASIA

In a school of 25 students, learning took a new path reaching far past the classroom walls. As they learned, played, and grew together, students also grew in compassion and generosity through a partnership the school started with a relief initiative. These young children discovered that even a small school can have a big impact.

While the classroom is often seen as an environment for learning, that setting thrives when it is clean, organized, and safe. Students can learn responsibility and the joy of working as a team as they complete classroom jobs. Through these classroom responsibilities, students at a school in East Asia had the opportunity to earn school dollars, which became part of a larger experience in stewardship and generosity.



Each week as Friday approaches, students begin to think about the items in the school “store” ready to be bought with the dollars they had earned. Dreams of pencils, notebooks, and even candy dance in their minds and excite their hearts. Alongside the excitement of spending, students were also learning the joy and responsibility of giving as they were encouraged to give at least 10% and as much as their hearts desired. But what does this donated money do? Where does it go? The school uses the students’ donations to fill backpacks with school supplies and shoes, and the relief initiative delivers them to children in rural communities. One backpack takes 180 school dollars to fill. At the time of this story, the equivalent of 3,960 school dollars had been given which is enough funds to fill 22 backpacks. All of this is from only 25 students!

The true testimony of this story, though, is not just how many backpacks are filled, but how the vision of transformational education comes to life. Parents of these students are now sharing that this heart posture of giving is overflowing into their homes. Parents said that they have seen their children give more at home as they talk about giving to church and to those in need. Because these young children have been given the opportunity to see needs and experience the joy of giving, they are now sharing how they love people more than money and things. This early life lesson helps shape hearts of gratitude and generosity, teaching children to resist greed and discover the lifelong joy of serving others.



REACHING TEACHERS

FOCUS ON WEST ASIA

Imagine an experience so transformative that one of your core beliefs about childhood changes. This was Dana's* experience as she started teacher training at an early childhood school in West Asia. Dana was raised in an orphanage. Her formal training was limited, and her highest on-paper qualification was a 10th-grade certificate. But what Dana did have was clear evidence of deep love for children and a commitment to work hard, learn, and grow.

After being hired as a teacher, Dana began in-service training for the beginning of the school year. Daily during training, she cried many tears: lament over what she had missed as a child, what her own sons were missing in their education, and tears of frustration and overwhelm as she learned what planning and instruction looked like in a literacy-rich environment.

As her confidence grew through success in lesson planning and implementation, she also saw the fruit of her labor in the children she taught. Her mentor had told her, "Dana, there will be a day when we could put a toy and a favorite book on

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a table and the child is going to run to the book.” Dana did not believe it was possible. After implementing the lesson plans, within a month, children were running to the books! Dana told her mentor, “Ma’am, I didn’t believe that it would happen. When do children run towards books? But now I see that I can help do this for children.”

What an impact Dana has now made! Dana has since been hired at another school after external factors closed this first school down. Within one month of working at the new school, the principal made sure to contact Dana’s previous mentor to sing her praises: good with children, collaborating with other teachers, and focusing on reading.

Dana was becoming a leader among her colleagues as other teachers came to her for help on lesson plan development, discipline, and overall help in the classroom.

As Dana moves forward with her own education, completing her 12th grade exam, she remembers her mentor who was patient, prayerful, and helpful, and she lives grateful for the training she received. This story is powerful evidence of God’s work through teachers: One person faithfully training another who goes on to impact her whole school.

*Name has been changed.

REACHING PARENTS

FOCUS ON EUROPE

Elementary teacher Marlie is always on her toes during Kindergarten Bible time. What begins with songs and a Bible story often leads to deeper conversations in the classroom. One such moment presented an opened door for God to work not only in a student's life, but in her family as well.

The Bible curriculum used in Marlie's classroom starts in Genesis and is a "10,000-foot view" of God's plan unfolding all the way through Paul's ministry in Acts. The students in class are not all coming from Christian homes, so getting this overview is a great way for all children to hear and learn of these stories.

When Marlie steps into the classroom, her heart is often open to noticing the teachable moments that arise during instruction. To an outsider, these moments can seem like distractions or derailments from the lesson, but she sees them as opportunities where the Spirit is moving and unpacking something a student wants or needs to talk about





or understand more deeply. While teachers often expect these moments to frequently happen with students, it is rare for them to occur during a parent meeting.

Recently, the mother of a student came in for a scheduled parent conference. They were set to discuss the usual school-related topics. The meeting progressed smoothly, and they addressed everything on the agenda, yet the mother's final question reminded Marlie never to doubt how the Spirit is working. She shared that her daughter, the very student they had been discussing, had been retelling the Bible stories at home. "I haven't heard these stories before," the mother said. "It's like she's teaching me!"

Had the mother stopped there, Marlie would have been grateful enough for the impact happening through education. But the mother continued, "I haven't thought about God in a very long time. Do you have any resources on your faith? I have a lot of questions." What a moment from the Spirit! Thankful for the trust placed in her, Marlie offered meaningful resources to support the mother's journey of faith.

Transformation often starts with the teacher. The teacher cultivates a classroom where the Holy Spirit can work and transform the lives of the students. Those students then take that transformation home, impacting the lives of their families, who we have seen impact their own communities in response. It is an amazing and beautiful thing to see God use young children to reach their families.

GROWING GLOBAL IMPACT

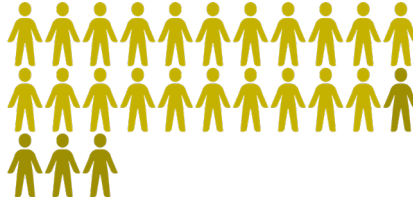
LEARNERS TAUGHT

*One person = ~1,000 learners

2021: 21,387 LEARNERS



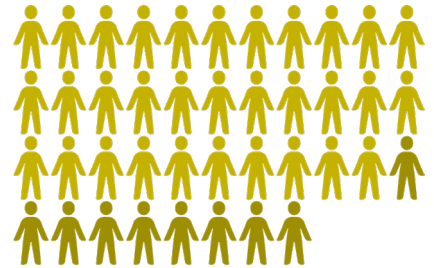
2022: 25,870 LEARNERS



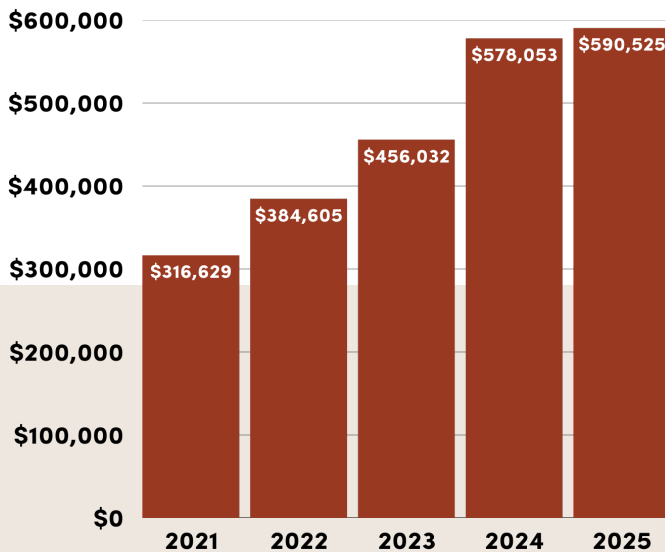
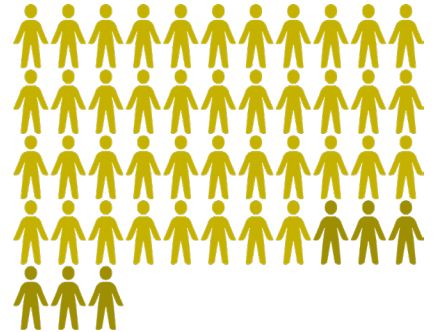
2023: 32,890 LEARNERS



2024: 41,080 LEARNERS



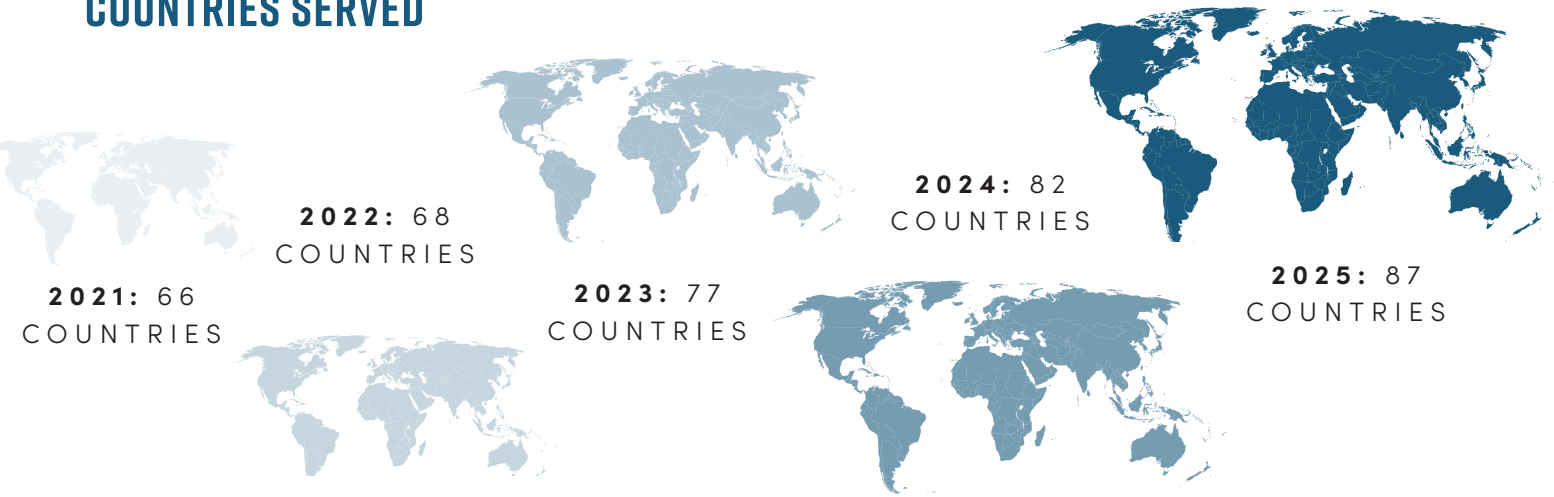
2025: 47,577 LEARNERS



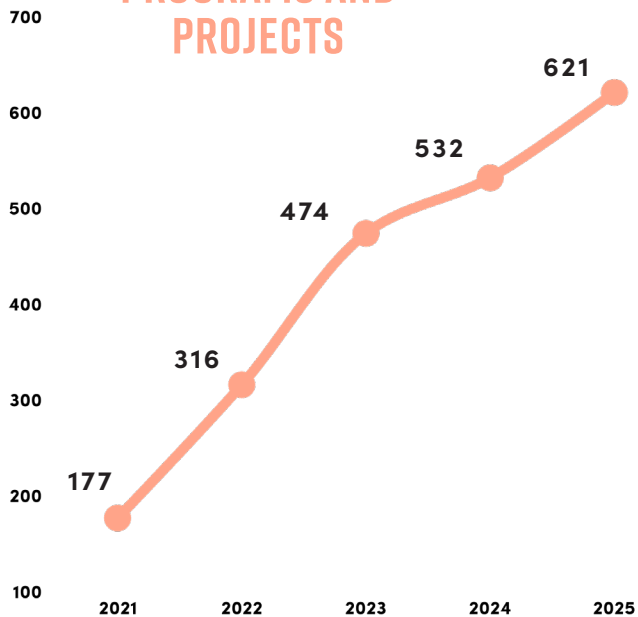
GLOBAL IMPACT FUND GIVING

The Global Impact Fund provides catalytic support to advance the work of TeachBeyond so that the gospel can impact more learners worldwide.

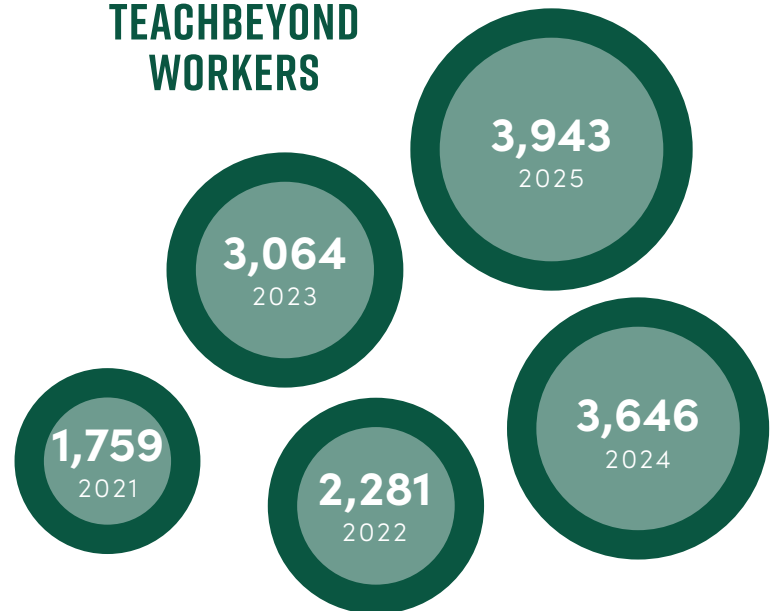
COUNTRIES SERVED



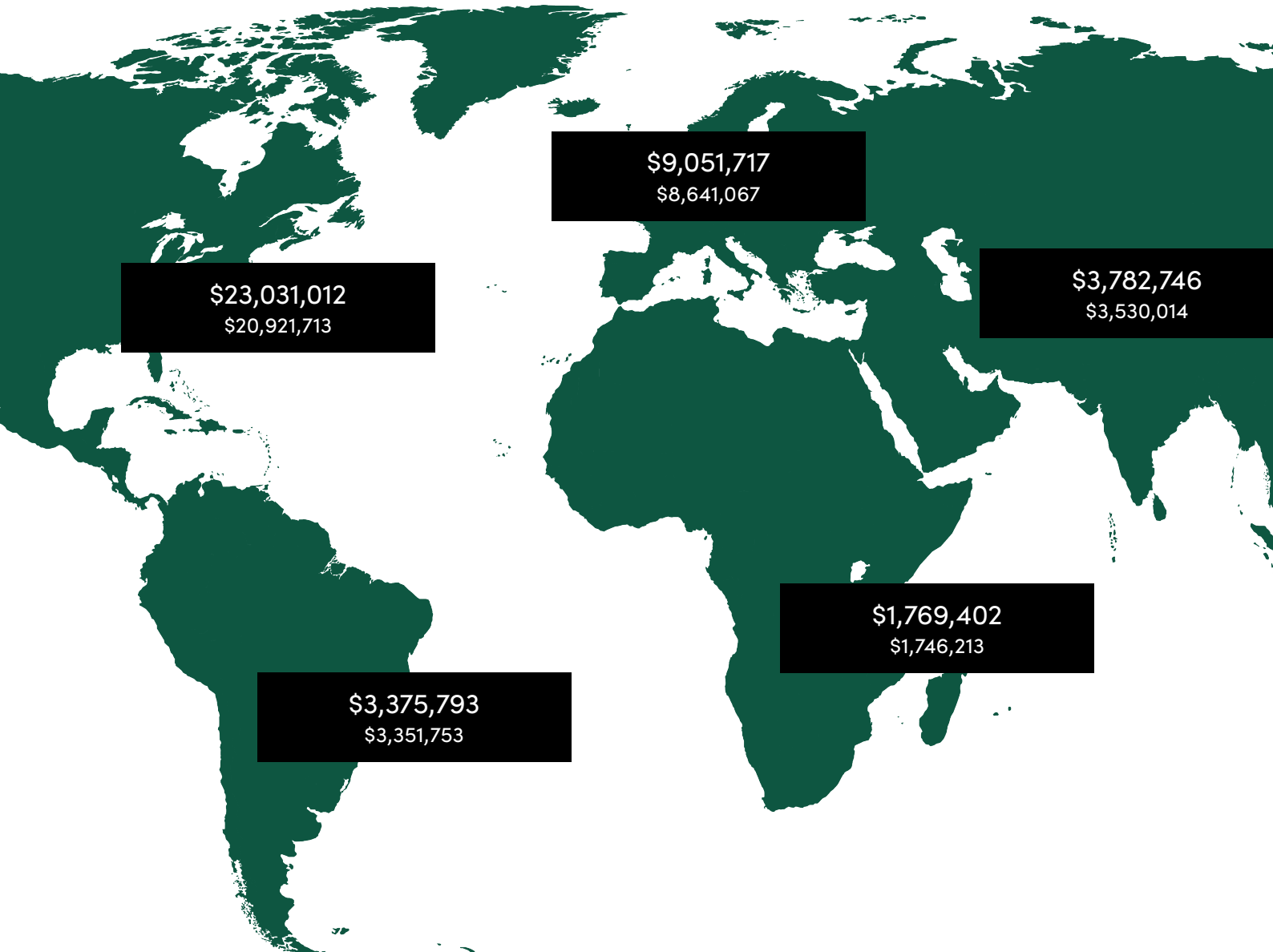
PROGRAMS AND PROJECTS



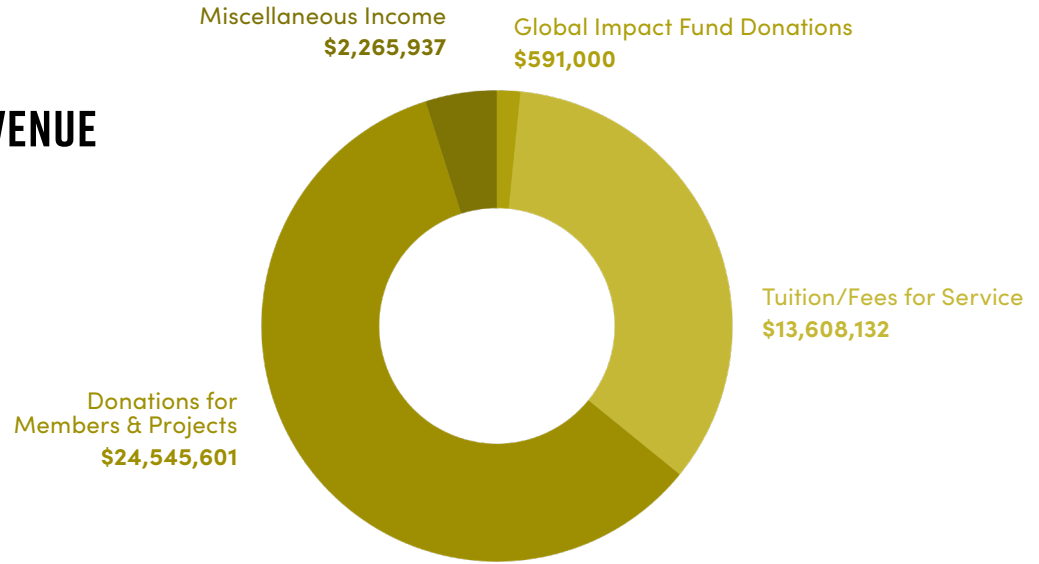
TEACHBEYOND WORKERS



2025 GLOBAL FINANCIAL HIGHLIGHTS



SOURCES OF REVENUE



REGION	REVENUE	EXPENSES	et ASSETS
Africa	\$1,769,402	\$1,746,213	\$435,569
Asia	\$3,782,746	\$3,530,014	\$4,010,146
Europe	\$9,051,717	\$8,641,067	\$15,707,208
Latin America	\$3,375,793	\$3,351,753	\$5,651,725
Canada & USA	\$23,031,012	\$20,921,713	\$13,903,704
Total	\$41,010,670	\$38,190,760	\$39,708,352

*All numbers are based on local reports converted to USD



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