TEACHERS FOR PEACE

Organizational Overview & Case for Investment

From Volunteer Commitment to Sustainable Impact

November 2026 · Review draft · Funding period: 1 January–30 June 2027

Teachers for Peace is a founder-led, volunteer-powered international education community offering free online learning, language practice and belonging to people whose lives have been disrupted by war and displacement. This document explains who we are, how learners and volunteer educators move through our work, how the organization is structured, and why an initial €60,000 in philanthropic support for January–June 2027 would give its core contributors a more stable footing.

Jennifer Marie Richmond, Founder & CEO

teachers-for-peace.org

3	10	€60,000	€150,000
Country chapters: Ukraine, Afghanistan and Syria	Proposed compensated part-time operational and programme contributors	Initial January–June 2027 fundraising request; not secured	Cumulative first-year ambition, including the initial €60,000

1. Letter from the founder

Why I am asking for support now

Dear friend,

In March 2022, as Russia's full-scale invasion of Ukraine forced millions of people from their homes, I did the one thing I knew how to do: I taught. I began offering free online classes, and other teachers soon asked how they could help. What started as a personal response has grown, through the generosity of volunteers, into a community whose learners are connected to Ukraine, Afghanistan and Syria.

Over these years I have seen learners arrive anxious and isolated and, over weeks and months, grow more confident and connected. I have seen volunteer educators from many countries give their evenings and weekends because they believe learning is one of the most practical forms of peace-building we have. These are my own observations as a teacher, not measured outcomes, and strengthening how we measure our work is one of our priorities.

I have also seen what it costs to run an international organization almost entirely on goodwill. The people who coordinate our schedules, support our teachers and learners, look after safeguarding, keep our accounts secure and lead our country chapters have done this largely without pay. Their commitment is remarkable, but it is not a responsible long-term model.

So I am asking for something specific: an initial €60,000 in grants or donations for January to June 2027. Its first priority is the operational team, through proposed modest part-time compensation for ten contributors who already carry essential responsibilities, together with the basic infrastructure our learners deserve: safeguarding, data protection and reliable technology.

My own compensation is not included in this proposal. I would rather show first that Teachers for Peace can use support carefully and report on it openly. This is a temporary funding priority, not an expectation that founder leadership should remain permanently unpaid. A founder-compensation review is planned for April–June 2027, subject to funding, legal compliance, documented duties and independent approval.

Thank you for reading about our work and the people behind it. I would be very glad to talk with you.

With warm regards,

Jennifer Richmond

Jennifer Marie Richmond · Founder & CEO, Teachers for Peace

> "The people in this document did not wait for funding before they began. I would like them not to have to wait any longer to be supported." — Jennifer Marie Richmond

2. Executive summary

A volunteer-built organization seeking a stable foundation

Teachers for Peace provides free online education and community to learners affected by war and displacement. It now seeks to move from a model sustained almost entirely by volunteer goodwill to one in which its core contributors receive modest, predictable support. International volunteer educators will remain central to teaching; this proposal supports the people coordinating and sustaining their contribution rather than replacing them with a fully paid teaching workforce.

Our mission

To offer people affected by conflict access to quality learning, a sense of belonging and opportunities to grow and lead, delivered free of charge by a caring international community of educators.

Where we are today

- Founded in March 2022; founder-led and volunteer-powered.
- Programme communities connected to Ukraine, Afghanistan and Syria, each coordinated by a chapter lead.
- Founder-reported historical totals of more than 4,000 free lessons, more than 700 cumulative learners and more than 70 educators involved over time, pending reconciliation against records.
- International recognition, including the GlobalWIIN Gold Innovative Education Award (2023), as described in the source overview.
- Funds administered through Open Collective Europe; no independently incorporated Teachers for Peace nonprofit or statutory governing board has yet been established.

The current challenge

Scheduling, teacher and learner support, safeguarding, technology, communications and chapter coordination depend on a small group of people working largely unpaid. This creates real risks of burnout, lost continuity and limited capacity to report and grow responsibly.

The proposal

An initial €60,000 in philanthropic grants or donations for January–June 2027, forming part of an aspirational €150,000 cumulative first-year fundraising ambition. The €60,000 is for the January–June 2027 operating transition and would fund proposed part-time compensation for ten contributors, essential operating costs, a contingency and fiscal-host fees. Founder compensation is not included. The €150,000 twelve-month ambition includes the initial €60,000 and requires a separately developed annual forecast and review before future commitments.

Key planning figure	Amount
Ten contributors: monthly nominal compensation	€5,900.00
Ten contributors: six-month nominal compensation	€35,400.00
Expenditure before host fees, including contingency	€50,849.15
Gross requirement at assumed 10% host fee	€56,499.06
Initial January–June 2027 fundraising request	€60,000.00
First-year cumulative fundraising ambition	€150,000.00
First twenty-four months: cumulative ambition	€250,000.00

> All amounts are preliminary planning estimates. Compensation figures are nominal proposals, not evidence of contractual commitments, verified take-home pay or complete employer costs. OCE's actual contribution rate and applicable fee base require written confirmation. The fundraising ambitions are not secured donations or approved future expenditure budgets.

3. Who we are

Our story, our programmes and our reach

Teachers for Peace was founded in March 2022 by Jennifer Marie Richmond following Russia's full-scale invasion of Ukraine. It began by providing free online education and grew through the participation of volunteer teachers and community members. Its

programme communities now include learners connected to Ukraine, Afghanistan and Syria.

Language learning

English classes at different levels focus on practical communication, confidence and access to study and work.

Conversation and community

Small-group conversation sessions offer regular, safe spaces to practise, connect and be heard. Community engagement and wellbeing activities support belonging alongside language learning.

Trauma-informed practice

Teaching is guided by trauma-informed principles: predictability, safety, choice and respect for each learner's experience. This educational approach does not represent a claim to provide clinical care or specialist treatment.

Leadership and participation

Opportunities enable learners to take on responsibility, support peers and contribute to community activities, including through Learners to Leaders.

Our country chapters

Chapter	Chapter lead	Focus
Ukraine	Iryna Serdiuk	Language learning and community support for learners connected to Ukraine.
Afghanistan	Zainab Bayat	Access to education, with close attention to learner privacy and safety.
Syria	Osama Raii	Learning and connection for learners affected by conflict and displacement.

Our activity to date

4,000+
Free lessons delivered

700+
Cumulative learners

70+
Educators involved over time

> **Founder-reported historical indicators.** These cumulative totals were previously reported in October 2026 and remain pending reconciliation against class and learner records. They are not counts of currently active learners, educators currently teaching or current monthly participation, and have not been independently audited.

We are committed to measuring our work more rigorously. Reliable class delivery records and stronger impact reporting are among the organization's development priorities, and a dedicated Impact Measurement & Reporting role is planned for a later phase.

4. International recognition

Awards, nominations and professional credentials

Teachers for Peace and its founder have received international recognition since 2022. Awards, nominations and professional qualifications are listed separately below. The descriptions preserve the source overview's distinctions; underlying award and credential records remain to be checked before claims are expanded.

Awards received

Year	Award	Source description
2023	GivingTuesday Starling Excellence Award	Announced in 2023, following Jennifer Richmond's participation in the 2022 Starling Collective cohort.
2023	GlobalWIIN Gold Innovative Education Award	Global Women Inventors & Innovators Network; Reykjavík, Iceland, September 2023.
2024	Silicon Valley International Invention Festival — Bronze Medal	Recognition associated with Teachers for Peace's educational innovation; Santa Clara, California, July 2024.
2026	TechWomen4Boards Honorary Community Voice Award	Founder-level recognition.

Nominations and special distinctions

Year	Nomination
2023	GlobalWIIN Special Recognition Award — Nominee
2026	TechWomen4Boards Rising Talent Leadership Award — Nominee

Professional recognition and qualifications

Date	Credential
2023–2024	Global Schools Advocates Programme — completed 21 February 2024; recognized as graduating with honours.
February 2024	Global Schools Advocate of the Month.
2023	S-E-A-M Certified Advisor.
2026	Institute for Humane Education — Solutionary Micro-Credential.
2026	TechWomen4Boards / EADA — Certified Board Readiness.

Professional qualifications are individual credentials held by the founder and are not competitive organizational awards. Organizational logos are not reproduced here pending authorization. Recognition does not imply endorsement of this funding proposal.

5. Partnerships and fiscal hosting

How we describe our relationships

Fiscal host: Open Collective Europe

Teachers for Peace's funds are administered through its fiscal host, Open Collective Europe (OCE). Fiscal hosting provides a framework for receiving funds, paying expenses that meet the host's requirements and keeping transparent financial records. It does not mean that Teachers for Peace is an incorporated nonprofit or has its own independent legal board. OCE's hosting rules and donor restrictions apply to how funds may be used.

The Geneva Learning Foundation

The source overview describes a documented collaboration with The Geneva Learning Foundation concerning Psychological First Aid (PFA) peer learning for people supporting children affected by the war in Ukraine. An April 2025 memorandum describing this cooperation is reported as prepared and signed by Teachers for Peace; countersignature by The Geneva Learning Foundation remains subject to confirmation.

The source describes the memorandum as non-commercial and non-binding, with no grant, funding or accreditation provided. Its value to Teachers for Peace lies in strengthening trauma-informed awareness among volunteer educators. These are source-reported descriptions, not a new legal determination of the memorandum's status; the executed record and its terms should be confirmed.

Learners to Leaders and GivingTuesday

Learners to Leaders, supported through GivingTuesday, is an important programme and funding relationship. Its resources are restricted to that programme and are kept separate from unrestricted operating support. They are not used to meet the operating budget in this document. Receipt and conditions of the separately reported seed grant require confirmation.

Other relationships

Relationship type	Current position
Fiscal host	Open Collective Europe — financial administration.
Documented collaboration	The Geneva Learning Foundation — PFA peer learning; April 2025 memorandum, countersignature unconfirmed.
Restricted programme funding	Learners to Leaders / GivingTuesday.
Professional networks and events	Participation in the TESOL France International Colloquium (2023) and the Global Schools Program.
Institutional funders	No unrestricted institutional funder is claimed in this document.
Prospective collaborations	Not presented as established partnerships without a documented agreement.

Organizations with which Teachers for Peace has interacted, presented or networked are not described as formal partners unless a documented agreement exists. Prospective relationships must remain clearly identified as prospective.

Any fundraising assistance received does not establish a funding commitment or an endorsement of the financial estimates.

6. The learner journey

How a learner moves through Teachers for Peace

Every learner's path is different. This six-stage pathway describes the operational standard we are developing and strengthening, from first contact to helping lead the community. It should not be read as confirmation that every process has already been standardized or completed for every learner.

Stage	Learner experience	What makes it possible
1. Discover	Hears about us through a chapter, community networks, social media or a friend.	Clear communications and chapter leads who understand local language, culture and circumstances.
2. Join	Registers, shares needs and approximate level, and is welcomed by the chapter team.	Responsive chapter contact, appropriate registration information and privacy-conscious handling of learner needs.
3. Connect	Is offered a suitable class and meets an educator and peers.	Cross-time-zone scheduling, sensible matching and educational support; not formal testing for every learner.
4. Learn	Attends regular classes and conversation sessions guided by trauma-informed principles.	Supported educators, educational guidance, safeguarding expectations and secure, reliable technology.
5. Belong and Grow	Builds confidence, friendships and a sense of community.	Community engagement, wellbeing activities and attention to learners beyond the classroom.
6. Participate and Lead	Supports peers, joins activities and may take on community roles.	Structured, appropriately supported opportunities, including Learners to Leaders.

What each stage requires from us

Discover and Join depend on clear communications and responsive chapter leads who understand each community's language, culture and circumstances. Registration should collect only information needed for safe participation and programme coordination.

Connect depends on careful scheduling across time zones and sensible matching of learners with classes and educators. It does not involve formal placement testing for every learner. Chapter leads and the programme coordinator help bridge availability, connectivity and differing educational needs.

Learn depends on well-supported educators, sound educational guidance and secure, reliable technology. The Education, Teacher & Learner Support Lead provides practical support for teachers and learners, while technical and safeguarding coordination strengthens participation.

Belong and Grow depends on community engagement and attention to wellbeing beyond the classroom. Familiar teachers, responsive contacts and welcoming activities are important to continuity and belonging.

Participate and Lead depends on structured opportunities, such as Learners to Leaders, to take responsibility and give back. Participation should be voluntary, appropriate to the learner's circumstances and supported by safeguarding processes; restricted programme funds must remain separately accounted for.

At every stage, safeguarding matters: protecting learners' privacy, wellbeing and personal safety, particularly in conflict-affected or restrictive environments. Privacy-sensitive participation in Afghanistan requires particular care. Learners must not be required to switch on cameras, and identifying information must not be published without appropriate safeguards and permissions.

How the proposed team strengthens this pathway. Today, each stage relies on people working largely unpaid. Predictable part-time capacity for chapter leads, the Education, Teacher & Learner Support Lead and the Programme Coordination & Communications Lead would make scheduling more reliable, give learners consistent points of contact and protect educational continuity. Actual hours and deliverables remain to be documented rather than assumed.

7. The volunteer educator journey

How volunteer educators join and grow with us

International volunteer educators are central to our model. This six-stage pathway sets out the standard we are developing so that educators are well prepared, aware of safeguarding expectations and supported to stay.

Stage	Educator experience	Support and expectations
1. Discover	Learns about Teachers for Peace through networks, outreach or word of mouth.	Clear mission, volunteer role information and realistic expectations.
2. Apply	Shares experience, availability and motivation.	Responsive follow-up and appropriate assessment of suitability; standardized records being developed.

Stage	Educator experience	Support and expectations
3. Orientation and Safeguarding	Receives orientation, safeguarding expectations and trauma-informed guidance.	Clear reporting routes, privacy expectations and appropriate screening and training records.
4. Plan and Coordinate	Is matched to a chapter and schedule and plans with coordinators.	Educational guidance, chapter context, timetable updates and secure access.
5. Teach	Delivers regular classes and conversation sessions.	Practical support, safeguarding escalation and class delivery records.
6. Stay Engaged and Develop	Receives support, community and development; may mentor others.	Recognition, feedback, problem-solving and opportunities to contribute further.

Who supports educators

- **Education, Teacher & Learner Support Lead:** educational guidance, educator development and practical problem-solving.
- **Programme Coordination & Communications Lead:** weekly schedules and updates to teachers.
- **Chapter leads:** context, cultural understanding and day-to-day liaison.
- **Safeguarding Focal Point, Technology & Cybersecurity Lead:** internal safeguarding processes and secure access.
- **Volunteer & Community Engagement:** welcome, belonging, recognition and retention.

Why retention matters

Every educator who stays brings continuity for learners, who benefit from seeing a familiar face each week. Losing educators means repeated recruitment and onboarding, and disruption for learners.

Volunteer sustainability therefore depends on a reliable core team: people who answer questions, resolve scheduling issues, uphold safeguarding expectations and make volunteers feel their contribution is valued. The proposed investment protects this volunteer model rather than replacing it.

> Orientation and safeguarding standards are being formalized. Standardized safeguarding training and screening records are part of the work planned for 2027, and their completion by every educator is not assumed in this document. Educators need a clear route for raising concerns; internal coordination does not replace specialist safeguarding advice or statutory reporting obligations where applicable.

8. Organizational map

How Teachers for Peace is organized

Organizational layer	People or institution	Responsibility and status
Fiscal host	Open Collective Europe	Financial administration under hosting rules; not a Teachers for Peace statutory board.
Founder leadership	Jennifer Marie Richmond	Founder & CEO; no compensation requested for January–June 2027.
Strategic advisers and in-kind contributors	Patricia Bergström; Zana Aston; Cherise Faith; Richard Graham	Advisory contributions; no statutory board status implied. Adviser fees excluded from this budget.
Education and support	Nataliia Vasylieva	Education, Teacher & Learner Support Lead.
Country chapters	Iryna Serdiuk; Zainab Bayat; Osama Raii	Ukraine, Afghanistan and Syria Chapter Leads respectively.
Coordination and communications	Viktoriia Dudych; Scarlett Fletcher	Programme coordination and operational communications; editorial and fundraising communications respectively.
Safeguarding and technology	Loubna Aitkharraz	Internal safeguarding coordination, technology and cybersecurity.
Community	Jill Teasdale; Liliana Manuela Carvalho Gonçalves; Svitlana Hochachko	Wellbeing, educational activities and volunteer engagement.
Later-phase impact reporting	Sofia Koval	Possible Impact Measurement & Reporting contributor; outside the initial funded ten.
International volunteer educators	Volunteer teaching community	The heart of the teaching model.
Learners	Ukraine; Afghanistan; Syria	Programme communities at the centre of the mission.
Future independent governance	Skills-based board and oversight	Development objective; not legally established.

Reading the map

Teachers for Peace is currently founder-led. The fiscal host administers funds under its own rules; it does not constitute Teachers for Peace's independent governing board. Strategic advisers and in-kind contributors provide guidance rather than being presented as operational managers or statutory directors. Independent board oversight is a development objective, not an existing structure.

The roles shown describe responsibilities contributors already carry; associated compensation is proposed. The proposal itself is not evidence of signed contracts, employment status or appointment to statutory office. Nataliia is not Ukraine Chapter Lead: that responsibility belongs to Iryna. Viktoriia's programme coordination and operational communications role should not be interpreted as automatic responsibility for all global operations.

9. The people behind our work

The team we propose to support

The initial proposal includes ten part-time contributors who already carry essential responsibilities. Amounts are proposed monthly compensation, not legally confirmed employment costs, verified take-home pay or evidence of contractual commitments. Working hours, deliverables, backup arrangements and lawful payment mechanisms require documentation before commitments are made.

Contributor	Position	Core responsibilities	Monthly proposal
Nataliia Vasylieva	Education, Teacher & Learner Support Lead	Teacher and learner support; educational guidance, wellbeing, trauma-informed practice, educator development, problem-solving and continuity.	€800
Iryna Serdiuk	Ukraine Chapter Lead	Ukraine community coordination, learner and educator support, chapter relationships.	€800
Osama Raii	Syria Chapter Lead	Chapter coordination, learner communication, educator relationships and programme continuity.	€800
Zainab Bayat	Afghanistan Chapter Lead	Education access, learner communication, culturally appropriate coordination, privacy and safety.	€800
Loubna Aitkharraz	Safeguarding Focal Point, Technology & Cybersecurity Lead	Internal safeguarding processes, technical access, account security, digital platforms and information protection.	€800
Viktoriia Dudych	Programme Coordination & Communications Lead	Cross-chapter information, weekly schedules, teacher and chapter updates; operational Instagram, LinkedIn and WhatsApp posts.	€500
Scarlett Fletcher	Communications & Editorial Lead	Newsletters, writing, editing and fundraising communications; communications with Teachers Against Poverty; campaigns with Viktoriia and consistent messaging.	€500
Jill Teasdale	Community Wellbeing & Engagement	Community activities, wellbeing and belonging.	€300

Contributor	Position	Core responsibilities	Monthly proposal
Liliana Manuela Carvalho Gonçalves	Educational Activities & Community	Educational activities and community programming.	€300
Svitlana Hochachko	Volunteer & Community Engagement	Volunteer welcome, belonging, recognition and retention.	€300
Monthly total	**Ten contributors**	**Nominal proposed compensation**	**€5,900**
Six-month total	**January–June 2027**	**Nominal proposed compensation**	**€35,400**

Scarlett's communications with Teachers Against Poverty are retained as a source-described responsibility, not as a new claim of a formal organizational partnership.

10. Beyond the compensated team

The ten proposed roles sit within a wider community. Some people are deliberately outside the compensation budget, and others contribute their expertise without compensation through this operating proposal.

Outside the ten-person proposal

- **Jennifer Marie Richmond, Founder & CEO:** founder compensation voluntarily excluded from January–June 2027, as a time-limited priority.
- Strategic advisers and in-kind contributors: Patricia Bergström, Zana Aston, Cherise Faith and Richard Graham; adviser fees are not included.
- **Sofia Koval:** possible later-phase Impact Measurement & Reporting contributor, not part of the initial funded ten.

Important notes

The safeguarding role coordinates internal processes and does not replace external legal advice, independent safeguarding review or specialist GDPR services where required. Payment arrangements must follow applicable employment or contractor rules in each country and OCE's requirements. The budget does not establish those classifications or confirm that every proposed payment is currently feasible.

Strategic and professional support. Teachers for Peace benefits from advice, specialist knowledge and professional contributions from its extended advisory network: Patricia Bergström, Zana Aston, Cherise Faith and Richard Graham. These contributions are described as unpaid or in-kind in the source overview. The January–June 2027 compensation budget includes no adviser fees; any separate economic or contractual arrangement requires independent confirmation.

Founder compensation

Jennifer Marie Richmond has voluntarily excluded founder compensation from the proposed January–June 2027 budget as a deliberate, time-limited funding priority, so that available resources go first to the ten operational contributors.

This does not mean founder leadership has no economic cost. The founder's time, leadership and responsibility carry real value that is currently absorbed personally rather than funded. Building an organization that can outlive its founder requires realistic recognition of leadership work, not permanent dependence on personal sacrifice.

Commitment to review. Founder compensation will be reviewed during April–June 2027. Any later arrangement would depend on funding availability, documented responsibilities, applicable law, OCE's payment requirements and appropriate independent approval. Jennifer should disclose her interest and should not independently approve her own compensation. This review creates no automatic salary, back-payment obligation or financial liability.

11. Our wider support network

Strategic advisers and in-kind professional contributions

Beyond its volunteer educators and proposed core team, Teachers for Peace is supported by people who contribute expertise, time, guidance or services without receiving compensation through the January–June 2027 operating budget.

Contributor	Contribution
Patricia Bergström	Unpaid educational and strategic advisory support, as described in the source overview.
Zana Aston	In-kind strategic and leadership advisory support; potential future governance contributor, not an appointed statutory director.

Contributor	Contribution
Cherise Faith	In-kind professional contributor.
Richard Graham	In-kind professional contributor.

Their contributions support organizational development and reduce the professional-service resources Teachers for Peace would otherwise need to obtain. Their advisory involvement does not constitute a formally established board or itself confer governance authority. This document does not establish employment, consultancy or contractual status, and it makes no unsupported claim about whether separate agreements have been signed, accepted or relied upon.

How this group differs from other roles

Group	January–June 2027 budget	Governance status
Ten operational contributors	Proposed part-time compensation.	Operational roles; no statutory board authority conferred.
Strategic advisers and in-kind contributors	No adviser fees included.	Advisory involvement; not a statutory board.
Formal board of directors	Not applicable.	Not yet constituted; future objective.

12. How we treat in-kind contributions

In-kind professional contributions are an important part of Teachers for Peace's existing support model. They show professional engagement with the mission and give the organization access to expertise beyond its limited cash resources. Their monetary value is not estimated in this document.

Type of support	Treatment in this document
1. Volunteer teaching contributions	The foundation of our teaching model; not valued in cash terms.
2. Unpaid strategic and professional advice	Recognized as in-kind professional contributions; not valued in cash terms.

Type of support	Treatment in this document
3. Donated services and resources	Recognized where documented; not valued in cash terms.
4. Cash donations and grants	The only support counted as cash income, funds raised or contributions to the funding request, subject to classification and restrictions.

Unvalued in-kind contributions are not added to historical cash income, total funds raised or the €60,000 proposed funding request. Any value reported in a future financial or impact report will need documented hours or services, a valuation methodology and appropriate accounting treatment.

> **Funding does not replace volunteerism.** Teachers for Peace has built a community of educators, leaders, advisers and professional supporters who contribute time and expertise. This request seeks predictable part-time support for ten essential operational contributors while the organization continues to benefit from volunteer teaching and in-kind professional advice.

With gratitude

Every lesson Teachers for Peace has delivered since 2022 exists because volunteer educators chose to give their time, skill and care to learners affected by conflict and displacement. Alongside them, Patricia Bergström, Zana Aston, Cherise Faith and Richard Graham have generously offered professional knowledge, guidance and services described in the source overview as unpaid contributions. We acknowledge both communities with deep thanks: they are the foundation on which this proposal is built. This acknowledgement does not determine the existence or terms of any separate arrangement.

13. Six-month operating purpose

What January–June 2027 is for

The funded period is 1 January to 30 June 2027. Compensation is intended to let core contributors dedicate more predictable working capacity to responsibilities they are already performing. November–December 2026 is a transitional, unfunded planning period and is not funded by this proposal.

Practical improvements the investment is designed to support

Priority	Intended improvement
Reliable schedules	Consistent cross-chapter timetables and timely updates to teachers and learners.
Coordination and communications	Consistent volunteer communication, newsletters and public updates.
Teacher and learner support	A dependable point of contact for educational guidance and wellbeing concerns.
Safeguarding	Clear procedures and named responsibilities, with external review where required.
Cybersecurity	Stronger account protection, access control and information security.
Volunteer retention	Welcome, recognition and support that help educators stay.
Class delivery records	More reliable records of classes, learners and educators.
Financial and donor reporting	Regular, transparent reports to funders through the fiscal-host framework.
Preparing for growth	Groundwork for governance development and a separately reviewed annual forecast.

Operational realism

The ten roles are part-time proposals, not an unlimited delivery commitment. Hours or deliverables, points of contact and backup responsibilities must be agreed and recorded. Chapter connectivity, power interruptions, educator availability and cross-border payment constraints may limit delivery; these constraints need to inform schedules and commitments rather than being treated as exceptions after the fact.

Weekly scheduling should use UTC as a common reference alongside Europe/Madrid and Kabul. Europe/Madrid uses CET, UTC+1, until the transition on 28 March 2027, when clocks advance at 01:00 UTC; it then uses CEST, UTC+2, through the remainder of this operating period. Kabul remains UTC+4:30 throughout. Recurring sessions must be rechecked across the March transition rather than assuming the same local-time relationship year-round.

Safeguarding arrangements should identify how concerns are reported to Loubna and escalated appropriately, including access to external specialist support where necessary. Technology work should address account access, secure credentials and continuity when a contributor is unavailable. Neither role substitutes for professional legal or specialist advice.

Monthly implementation reporting should bring together class delivery, learner and educator participation, operational issues, safeguarding process development and budget-to-actual expenditure. Sensitive incidents and personal information must not be disclosed in public impact reporting. Expenditure requests should be supported by appropriate invoices, receipts or other evidence required by OCE and linked to the correct budget and donor restriction.

Why the timing matters

Teachers for Peace has shown what committed volunteers can build. The people coordinating schedules, supporting educators and leading chapters do this work every week. When they must prioritize paid work elsewhere, classes can be disrupted and learners lose continuity. The knowledge, relationships and trust they hold are difficult to replace.

> **The risk of not acting.** Without support, the organization would continue to depend on the personal sacrifice of a small group of people. That model has brought Teachers for Peace this far, but it carries a real risk that key contributors will be unable to continue.

No numeric performance targets or agreed working schedules are invented in this overview. Detailed milestones, working hours or deliverables, backup arrangements and accountability measures belong in the separate Six-Month Organizational Operating Plan and require confirmation.

14. Financial forecast

Six-month operating forecast, January–June 2027

> **Internal calculation and consistency review.** Prepared by Jennifer Marie Richmond with assistance from digital calculation and document-review tools. Figures are preliminary planning estimates and have been checked internally for arithmetic consistency. They have not been independently audited, professionally certified or formally approved.

Scenario A proposes payments to ten contributors at €5,900 per month. **Scenario B** proposes nine payable contributors at €5,100 per month, excluding only Nataliia's €800 monthly payment while lawful and practical payment arrangements remain unresolved. Nataliia remains in the organizational structure. Scenario B is a conditional alternative, not a confirmed decision. The two scenarios must never be added together.

Budget item	Scenario A	Scenario B
Nominal compensation	€35,400.00	€30,600.00
Payment-related allowance, 10%	€3,540.00	€3,060.00
Software and digital platforms	€2,006.50	€2,006.50
Staff connectivity: Syria	€480.00	€480.00
Learner connectivity	€1,200.00	€1,200.00
GDPR and data protection	€900.00	€900.00
Legal and accounting	€900.00	€900.00
Safeguarding and training	€1,500.00	€1,500.00
Educational materials	€300.00	€300.00
Operating subtotal	**€46,226.50**	**€40,946.50**
Contingency, 10%	€4,622.65	€4,094.65
Expenditure before host fees	**€50,849.15**	**€45,041.15**
Illustrative host fee at 10% of gross	€5,649.91	€5,004.57
Gross requirement: assumed 10% fee	**€56,499.06**	**€50,045.72**
Gross requirement: assumed 8% fee	€55,270.82	€48,957.77

The 10% payment-related allowance is a planning assumption only. It does not confirm lawful worker classification, statutory contributions, contractor costs or employment taxation. If actual compliance costs are higher, the budget must be revised before

commitments are made. Founder compensation and adviser fees are excluded.

Fiscal-host fee scenarios and gross-up

OCE's actual contribution rate and applicable fee base must be confirmed in writing. Both 8% and 10% are illustrative assumptions, not verified contractual terms. If a fee is deducted from gross receipts, the amount required is calculated as **expenditure before fees ÷ (1 − fee rate)**, rather than simply adding the fee percentage to expenditure.

Team scenario	Fee assumption	Calculation	Gross required
Scenario A	8%	€50,849.15 ÷ 0.92	€55,270.82
Scenario A	10%	€50,849.15 ÷ 0.90	€56,499.06
Scenario B	8%	€45,041.15 ÷ 0.92	€48,957.77
Scenario B	10%	€45,041.15 ÷ 0.90	€50,045.72

Unallocated headroom if €60,000 is raised

Item	A: 8% fee	A: 10% fee	B: 10% fee
Hypothetical receipts	€60,000.00	€60,000.00	€60,000.00
Less host fee	−€4,800.00	−€6,000.00	−€6,000.00
Less expenditure with contingency	−€50,849.15	−€50,849.15	−€45,041.15
Unallocated headroom	**€4,350.85**	**€3,150.85**	**€8,958.85**

The minimum gross amounts fund planned expenditure, subject to rounding. Headroom is what would remain after fees and planned expenditure if €60,000 were actually raised under the stated assumptions. It is not cash already available, an established reserve or a guaranteed surplus. It may need to absorb processing costs, exchange losses or properly established compliance costs, subject to spending controls.

Cumulative fundraising ambitions

Period	Cumulative ambition	Additional fundraising
Months 1–6: January–June 2027	€60,000	€60,000
Months 1–12: through December 2027	€150,000	€90,000 in months 7–12
Months 1–24: through December 2028	€250,000	€100,000 in months 13–24

The €150,000 includes the first €60,000; the €250,000 includes the first €150,000. These are cumulative ambitions, not separate amounts to be added together, guaranteed donations or approved budgets for later periods.

Illustrative constant-cost projections, not approved expenditure forecasts

The financial reference repeats the six-month baseline at unchanged cost. It assumes every line, including legal, GDPR, safeguarding and materials, recurs each half-year. It does not include inflation, compensation changes, currency changes, new roles, additional chapters or expansion costs. Recurrence and timing require review before each period starts.

Period ending	A: before fee	A: gross, 10%	B: before fee	B: gross, 10%
6 months: June 2027	€50,849.15	€56,499.06	€45,041.15	€50,045.72
12 months: December 2027	€101,698.30	€112,998.12	€90,082.30	€100,091.44
18 months: June 2028	€152,547.45	€169,497.18	€135,123.45	€150,137.16
24 months: December 2028	€203,396.60	€225,996.24	€180,164.60	€200,182.88

> Projection convention: gross amounts repeat the rounded six-month gross requirement, preserving the reference model. Grossing up the aggregate unrounded expenditure once can produce differences of a few cents. The table is a repeated-period illustration, not a determination of actual host charges.

Indicative expenditure coverage

Ambition less core gross requirement	Scenario A	Scenario B
€150,000 less 12-month core gross	€37,001.88	€49,908.56
€250,000 less 24-month core gross	€24,003.76	€49,817.12

These differences compare hypothetical gross receipts with illustrative gross funding requirements. They are not spendable net reserves, current funding or authorization to expand. No separate 18-month fundraising target is assumed.

Phased expansion priorities and decision gates

Stage	Trigger	Additional requirements	Cost status
1. Delivery protection	Funds received above protected core	Internet for Ukraine and Afghanistan chapter leads; backup power for Syria and Afghanistan.	To be costed

Stage	Trigger	Additional requirements	Cost status
2. Security and support	Further eligible funds received	Password manager, backups and other security tools; small IT-support allowance.	To be costed
3. Equipment	Further funds and completed inventory	Laptops, headsets and replacements where a gap is shown.	To be costed
4. Communications and evaluation	Further eligible funds received	Funder materials, impact evaluation and reporting.	To be costed

No stage starts on pledged or expected money. Each requires documented quotations or justified estimates, confirmation of donor eligibility and OCE requirements, and appropriate expenditure approval. No hypothetical surplus is automatically spent. If funding stops, the latest expansion stage pauses first and core delivery is protected.

15. Financial evidence

Assumptions, history and funding sources

Evidence and remaining uncertainty in the forecast

- Compensation amounts are proposals; this document does not establish whether any separate agreements exist.
- Employment and payment costs vary by jurisdiction; the 10% allowance is an estimate, not confirmation of compliance. The reference budget also identifies a 10% versus 15% provision question for further review.
- External legal, GDPR and safeguarding costs are estimates, not quotations.
- Some software figures are based on founder-reported subscriptions.
- Actual cash-flow timing depends on invoices and renewal schedules.
- The fiscal-host contribution rate and fee base remain subject to written confirmation by OCE.
- Restricted grants are not available for unrelated operating expenditure.
- The €60,000 funding request is not secured.
- Nataliia’s payment eligibility and practical payment route remain unresolved; this does not remove her organizational role.
- Expansion stages remain unpriced until supported by documented evidence.

Historical snapshot: Open Collective account

Figure shown on the account snapshot	Amount
Total raised, cumulative	€5,904.41
Total disbursed, cumulative	€5,828.14
Balance shown: €5,904.41 − €5,828.14	**€76.27**

The balance is a point-in-time figure and is not presented as the current balance. Totals may include donations, transfers and other contributions requiring further classification. Examples of individual contributions in the record include €50 on 4 August 2026, €10 on 15 May 2026 and €50 on 11 May 2026; these are already included in the totals above and must not be added again.

The snapshot also shows an “estimated annual budget” of €990.00, a historical platform setting that does not reflect actual expenditure or the 2027 requirement.

> Historical figures are reproduced from the source overview’s description of the Open Collective snapshot. They represent cumulative platform activity displayed at that time, not an independently audited statement or the complete income and expenditure history of Teachers for Peace. The original snapshot has not been independently inspected for this edition.

The financial reference notes that the €76.27 balance may include €60 associated with For Every Mother; no unrestricted opening cash is therefore assumed. It also identifies a missing screenshot labelled “14.51.10”. These historical evidence gaps require resolution rather than an assumption that the displayed balance is available for this proposal.

Restricted programme funding

A separately reported US$2,000 Learners to Leaders seed grant through GivingTuesday is treated as restricted programme funding, subject to confirmation of receipt and conditions. It is not counted as unrestricted operating cash or towards the €60,000 request. Potential matching grants are not counted as income.

16. Governance and sustainability

Using support carefully, building for the long term

Our current structure

Element	Current position
Founder leadership	Founder-led by Jennifer Marie Richmond.
Operational responsibilities	Contributors largely unpaid today; part-time compensation for ten is proposed for January–June 2027.
Strategic and professional support	Patricia Bergström, Zana Aston, Cherise Faith and Richard Graham contribute advisory and professional expertise. This network is not a statutory board.
Fiscal hosting	Open Collective Europe administers funds under its hosting rules.
Independent governance	Future objective; an independent nonprofit and statutory board have not been established.
Possible social enterprise	Exploratory concept only; no Teachers for Peace commercial shareholding company or equity allocation has been established through the planning exercises.

Financial responsibility

Funds will be administered through OCE, with clear records, separation of restricted funds and regular reporting to funders on spending and progress. Proposed internal coordination and review mechanisms should record decisions, document expenditure evidence and track budgets without being presented as a statutory board or as replacing OCE's requirements.

Reporting to funders

Funders can expect regular updates on activity, team stability, safeguarding process development and finances, with impact measurement strengthened as reporting capacity develops. Monthly reporting arrangements should distinguish outputs from observed outcomes, historical cumulative figures from active participation, and plans from completed actions.

Building independent oversight and continuity

The governance ambition draws on Jennifer's TechWomen4Boards board-readiness capstone: to build a resilient organization with independent oversight and shared leadership that can outlive its founder. Development priorities include:

- A future skills-based board, potentially five to seven members, subject to the legal structure selected.
- Independent financial oversight and clear safeguarding accountability.
- Documented delegation of decisions and a conflict-of-interest register.
- Transparent financial reporting and measurable organizational impact.
- Founder succession planning and a practical 90-day continuity plan covering essential responsibilities, authorized access, key contacts and delivery priorities.
- Responsible growth that matches commitments to funding, capacity and legal obligations.

These are proposed governance milestones, not arrangements already legally established. During fiscal hosting, internal coordination meetings, documented reviews, responsibility registers and continuity planning can be developed without claiming statutory board status.

Conflicts of interest and exploratory agreements

A potential future financial interest is not automatically wrongdoing. Anyone involved in a decision concerning their own compensation, ownership or financial benefit must disclose that interest and should not independently approve the decision. This is a normal governance safeguard for founders, advisers and contributors alike.

Planning exercises have explored possible ownership, social enterprise and adviser arrangements. No specific adviser ownership percentage has been agreed through those exercises, no equity has been issued, and no shareholder table or adviser remuneration commitment is established by this proposal.

Exploratory agreements containing contractual language remain outside the funder-facing package pending independent review. Their status cannot be determined merely from how they were drafted: whether they were signed, accepted or otherwise relied upon must be established before describing them as binding or non-binding.

Questions for OCE and professional advisers

- **OCE:** written confirmation of the contribution rate, fee base, processing costs, payment documentation and applicable rules for international contributor payments.
- **OCE:** treatment of restricted Learners to Leaders funds, historical balances, donor conditions and reporting requirements.

- **OCE and professional advisers:** permitted earned-income activity during hosting and any required financial separation or approvals.
- **Legal and accounting professionals:** nonprofit incorporation, commercial trading, a possible separate company, taxation and governance responsibilities.
- **Appropriate professional advisers:** contributor classification and compensation, international payments, adviser arrangements, conflicts of interest and intellectual property.
- **Specialist advice where required:** safeguarding accountability, GDPR and data protection, including sensitive cross-border participation.

Long-term sustainability aspirations

Horizon	Strategic aspiration
Two years	Stabilize operations, develop governance and begin exploring sustainable income sources.
Five years	Work towards diversified income capable of contributing to essential operating costs.
Ten-year development period ending in 2037	Aim for financial resilience in which grants and donations increasingly expand impact rather than cover basic survival.

These horizons are aspirations, not commitments on a guaranteed timeline. The 2027–2037 vision is understood here as a ten-year development interval from a 2027 starting point to the corresponding point in 2037, not eleven complete annual operating budgets. No precise anniversary date is assumed. The founder's 2037 vision is retained.

The Teachers for Peace Academy hypothesis

The Teachers for Peace Academy remains a proposed business hypothesis, not an incorporated company, established commercial operation or source of existing surplus. Potential mission-aligned opportunities include professional development for educators, paid training and workshops, institutional education partnerships, educational resources, consultancy and programme design, and potentially other scalable educational services.

Two approaches remain open: earned-income activity through a suitable nonprofit framework, subject to legal advice and applicable approvals; or a separate commercial enterprise with appropriate governance, ownership arrangements, financial separation and agreements supporting the nonprofit mission. Neither approach has been selected or implemented.

Research should preserve customer discovery, a minimum viable offering, paid pilots, pricing validation, unit economics, contribution-margin analysis and institutional partnership exploration. Safeguarding requirements, intellectual property, financial risks

and evidence-based scale decisions must be considered before growth. There is no invented evidence here of customer willingness to pay.

The separate Ten-Year Sustainability & Social Enterprise Strategy develops this reasoning, previously referenced in the overview as the Long-Term Sustainability Outlook. Its illustrative base case does not achieve full earned-income coverage by 2037. That gap must remain visible rather than being removed by optimistic sales, pricing or volume assumptions. Philanthropy remains important during the transition; alternative scenarios must state what would need to improve and what risks remain.

> **Our constant commitment.** Education will remain free for learners affected by war and displacement. Long-term earned income is being explored to support that mission, not to transfer its costs to those learners.

17. Funding invitation

An invitation to support our next step

We are inviting a small number of funders to help Teachers for Peace move from volunteer commitment to sustainable impact through philanthropic grants or donations. This is not an equity investment or a financial product.

Ways to support

- Lead or join the proposed initial €60,000 fundraising request for January–June 2027.
- Support the January–June 2027 operating transition and the essential contributors sustaining volunteer delivery. Founder compensation is not included in this six-month request.
- Contribute towards the €150,000 cumulative first-year ambition, which includes the initial €60,000 and requires a separately developed and reviewed annual forecast.
- Consider the €250,000 cumulative twenty-four-month ambition, which includes the first €150,000 and is not an additional separate ask of €250,000.
- Support a specific function: teacher and learner support, safeguarding, technology or chapter coordination, with any restrictions documented and respected.
- Share expertise in governance, sustainability or impact measurement.

What your support would strengthen

- **Learner access:** responsive chapters and reliable schedules.
- **Educational continuity:** consistent support for teachers and learners.
- **Safeguarding:** clear responsibilities and secure systems.

- **Team stability:** predictable part-time capacity for core contributors.
- **Reporting:** transparent accounts of spending and progress.

A personal closing

When I think about Teachers for Peace, I think first of people: a learner who finally speaks up in class, a volunteer who logs on after a long day at work, a chapter lead answering messages late at night so that no one is left without a place to learn.

These people have built something valuable. I am asking you to help make sure they can keep going, not on goodwill alone but with modest, fair support for the work they already do. I cannot promise particular outcomes, but I can promise care, openness and regular reporting.

If our work speaks to you, I would be grateful for the chance to talk.

Jennifer Richmond

Contact

Jennifer Marie Richmond

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18. Document status and internal review

Status: review draft, November 2026, prepared for prospective funders, fundraising advisers, legal advisers and future governance contributors. It forms part of a four-document package (Organizational Overview, Six-Month Operating Plan, Financial Budget and Ten-Year Sustainability Strategy) that uses one shared baseline.

Internal calculation and consistency review: all four documents were checked against each other for names, roles, dates, the January–June 2027 operating period, Scenario A (€5,900 a month) and Scenario B (€5,100 a month), the 10% payment-related allowance, the 10% contingency, the fiscal-host gross-up at assumed 8% and 10% rates, the €60,000 / €150,000 / €250,000 cumulative fundraising ambitions, and the 12-, 18- and 24-month illustrative projections. The arithmetic reconciles.

Prepared by Jennifer Marie Richmond with assistance from digital calculation and document-review tools. Figures are preliminary planning estimates and have been checked internally for arithmetic consistency. They have not been independently audited, professionally certified or formally approved.

Still to be confirmed: Open Collective Europe's contribution rate and fee base in writing; lawful payment arrangements, worker classification and actual compliance costs for each contributor (including Nataliia's eligibility); current balances and donor restrictions; quotations for staged costs marked "To be costed"; and professional legal, tax and accounting advice on any future nonprofit, earned-income activity or separate enterprise. None of the funding described is secured.