

WORLD EDUCATION

READY FOR SCHOOL

. ANNUAL REPORT 2014



WORLD EDUCATION



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Dear Friends,

What makes the difference between going to school and getting an education?

At World Education, we understand the myriad factors that contribute to a student’s success in the classroom, from qualified teachers to age-appropriate learning materials. Outside the classroom, encouragement and support from family and friends and opportunities to apply newly learned skills have an enormous impact on a student’s success.

This year’s annual report, Ready for School, highlights just a few of World Education’s efforts to help students become effective learners.

The projects featured here demonstrate how World Education is improving the likelihood that students all around the world will succeed in the classroom and beyond. Teacher training programs allow expert teachers to educate their peers, filling classrooms with engaging instructors. Accelerated learning curricula enable students who have dropped out of school to resume their

learning and eventually re-enroll. A motivated school management team ensures that students gain the most from their school days, while mentors encourage learners to overcome their self-doubt.

As we enter our 64th year, World Education continues to develop and adapt interventions that address the many factors that contribute to a quality education. Only by considering everything that influences a student’s ability to learn can we have a lasting impact.

We are able to improve education for the people who need it most because of your ongoing partnership and support.

Thank you.

Joel H. Lamstein
Joel Lamstein, President

Louis Kaplow
Louis Kaplow, Board Chair



LEARNING TOGETHER | MOZAMBIQUE

World Education began the Aprender a Ler (“Learn to Read”) program in 2012 to improve reading outcomes for 2nd and 3rd graders in Mozambique by increasing the quantity and quality of reading instruction. But ensuring that primary school students had age-appropriate learning material and instruction was only the first step. Even though children in the Nampula and Zambezia provinces had access to school, 50% of students weren’t showing up for class.

World Education used a mobile platform to record student and staff arrival times and attendance rates at 122 schools. Our data revealed that morning classes started an average of 38 minutes late. World Education realized that student absenteeism was the result of a domino effect: many school directors arrived late to

work, teachers followed their supervisors’ habits or never reported to school, and students stayed home assuming their teachers would not be in class.

World Education has since included a school director and teacher training intervention to this program that highlights the importance of punctuality in students’ learning. We have expanded our rapid data collection system and use key data indicators to provide additional support to schools by sharing timely results with them and collaborating to develop solutions. Now, primary school students in targeted schools in Mozambique receive updated, structured lessons in a supportive environment where everyone is showing up to learn.



USAID/Aprender a Ler’s recent program impact evaluation collected data on reading skills. It looked at how much of a simple, grade-level text students were able to read in one minute after one school year. The data revealed that students in schools receiving World Education’s teacher trainings, learning materials, and school management support increased the average number of words correctly read from only 2 to 15 words per minute.





LEADING BY EXAMPLE | THAI-BURMA

Thousands of people have left Burma (now Myanmar) to seek a better life. Many of these families settle in Thai communities on the Thailand-Burma border, but education opportunities are limited for migrant children who lack Thai language skills and financial resources. Since 2005, World Education has worked to improve education for these refugees and migrants along the border.

Talented teachers are crucial to Burmese students' success. In 2010, World Education launched its Master Trainer program to enhance teachers' skills in local schools.

The Master Trainer program currently comprises a group of 12 trainers who conduct biannual teacher training workshops for teachers in migrant schools. Master trainers learn integral teacher training methods, including presentation, facilitation, and coaching skills. They also learn effective teaching methods—such as student-centered learning—to improve their own teaching and impart skills to their trainees. The master trainers then conduct follow-up and coaching visits to ensure that teachers apply what they've learned. They also facilitate an annual training-of-trainers (ToTs), which teaches school directors, teachers, and community members how to design and run their own trainings.

World Education's Master Trainers program has contributed greatly to improving education quality for migrant students. Teachers enhance their professional skills, while school staff and community members are empowered to improve education in their communities.

The Master Trainers program recently established a leadership team among the master trainers who manage operations and provide technical support to newcomers and other trainers. This leadership team will reinforce the strong support network among teachers and trainers, ensuring that students receive the best education.

"I have improved my techniques through the trainings. I have been to so many schools while doing teacher observations that I have also learned from the schools and their teachers."

— Myoe Nyunt



Myoe Nyunt, *Master Trainer Team Leader*

The Master Trainers program has trained more than 600 trainers.

TAKING THE NEXT STEP | U.S.

Many adult learners in the United States aren't academically prepared for college or don't know how to access financial aid and other resources. Since 2004, World Education's National College Transition Network (NCTN) has helped the adult education community prepare adult learners to further their education.

NCTN's Adult College Engagement project aims to increase the college success of adults transitioning from basic education programs to college through peer mentoring. Students receive peer mentoring during critical periods when they are most likely to drop out, such as the first month of school or the end of the

semester. Mentors help adult learners gain more self-confidence and commit to continuing their education.

World Education developed a mentoring toolkit for the Adult College Engagement program and also trained the mentors. Three Boston adult education programs and three postsecondary institutions currently participate in the program, which has helped make college more accessible for adult learners in the Boston area and given a boost to those who are already enrolled. World Education's support ensures that adult learners will be more likely to attend and succeed in college, guaranteeing themselves a brighter future.



During its pilot phase, Adult College Engagement provided mentoring services to 16 adult learners currently enrolled in college transition, high school equivalency, and ESOL classes in three Boston-area adult learning programs.



"The mentoring program is very helpful. It's easy to ask a person who was in that position. I asked him a lot of questions, he answered all of them [...] The mentor will tell you his own story, his own success."

— Yonas Bogalee, Mentee

"Both of my mentees are in college and I am so proud of them [...] They are my inspiration to see how they are eager to succeed."

— Sophia Bruny, Mentor





GETTING A SECOND CHANCE | ZIMBABWE

Nearly 350,000 vulnerable children in Zimbabwe are currently out of school. Many children drop out or are unable to attend because they cannot afford the school fees. Others must contribute to the family income or care for siblings while their caregivers work. Some are disabled, suffer from HIV, or do not have the necessary paperwork needed to enroll.

In 2013, World Education's Bantwana Initiative partnered with Zimbabwe's Ministry of Primary and Secondary Education to launch the Accelerated

Learning Program. The Accelerated Learning Program, supported by UNICEF and USAID, provides alternative education to school-age children who have dropped out or cannot access the formal school system. The program compresses the seven-year national primary school curriculum into just three years.

Teachers use a participatory, multi-grade learning approach that prepares out-of-school children to write their Grade 7 examinations prior to reintegrating into the formal school system.

World Education's Bantwana Initiative trains teachers to implement the curriculum and holds meetings with community members about the importance of education for these children. Bantwana also works with local schools to help them identify out-of-school children.

The Accelerated Learning Program has already reached more than 28,600 learners in 593 schools and 20 community learning sites. The program's tailored curriculum and local outreach enable out-of-school children in Zimbabwe to catch up to their peers and continue the path to higher education.



The Accelerated Learning Program aims to reintegrate 30,000 out-of-school learners into school by June 2015.



NEW PROJECTS

In 2014, World Education began more than 20 new projects, including:



Informing mothers about maternal and child health in Côte d'Ivoire



Helping people with disabilities become independent in Laos



Training adult educators to teach science in the U.S.



Reducing gender-based violence in Zimbabwe and Tanzania



Raising awareness about Ebola prevention in Ghana



Training rural community educators in Burma



Helping U.S. adults receive college credit for prior learning

PROMOTING EDUCATION | #PAGES4PROGRESS

Last summer, readers around the world joined World Education's #Pages4Progress campaign to read **2,000,015** total pages in recognition of the 2015 deadline for the UN's Millenium Development Goal (MDG) #2: Universal primary education.

The results far exceeded our expectations:

2,126
readers read
2,465,862
pages.

In **71** countries
(from Argentina to
Kuwait!)

An estimated
272,376
more people now
know about the
importance of
universal primary
education.

Together, we raised **\$20,975** to support
World Education's reading and literacy programs.

500 people signed the #Pages4Progress petition, calling
on UN Secretary General Ban Ki-moon to keep universal
education a global development priority.

Ban Ki-moon received our petition and wrote to World Education
congratulating us and our supporters on the campaign's success.
You can find his complete letter at www.worlded.org!



FINANCIAL STATEMENT

ASSETS	
Cash	1,479,998
Investments	36,945
Accounts Receivable	2,471,299
Field Advances	1,460,760
Equipment (Net After Depreciation)	30,226
Other Assets	97,701
Total Assets	5,576,929
LIABILITIES & NET ASSETS	
LIABILITIES	
Accounts Payable & Accrued Expenses	1,475,420
Program Advances	1,241,692
Total Liabilities	2,717,112
NET ASSETS	
Unrestricted	2,854,817
Temporarily Restricted	5,000
Total Net Assets	2,859,817
TOTAL LIABILITIES & NET ASSETS	5,576,929

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This financial statement was extracted from our audited financial statements prepared by Fougere, CPA. Copies of the full financial statements are available upon request.

World Education is deeply grateful to all of the institutions and individual donors whose support makes our work possible.

REVENUE	
PRIVATE SUPPORT REVENUE	
Unrestricted Contributions	71,233
Restricted Contributions and Grants	11,342,981
Interest and Dividends	6,226
GOVERNMENTAL PROGRAMS	
USAID	16,674,597
Other U.S. Government	2,040,387
Commonwealth of Massachusetts	692,104
GOVERNMENT-CUSTODIAN FUNDS	
USAID	5,815,034
Other	85,416
Total Support and Revenue	36,727,978
EXPENSES	
PROGRAM SERVICES	
Asia	8,087,549
Africa	8,586,896
Other International	11,779,735
Domestic	1,805,995
Total Program Services	30,260,175
SUPPORTING SERVICES	
Management and General	6,347,542
Fundraising	197,123
Total Supporting Services	6,544,665
TOTAL EXPENSES	
Unrealized Net Investment Loss	-
Decrease in Unrestricted Net Assets	-76,862
Net Assets Released from Restrictions	-
Revenue Over Expenses	-76,862
Fund Balance, July 1, 2013	2,936,679
Fund Balance, June 30, 2014	2,859,817

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American Jewish World Service	Kentucky Council	Spirit of Soccer
Annie E. Casey Foundation	on Postsecondary Education	State Street Foundation
The Asia Foundation	Khom Loy Development Foundation	South African Medical Research Council
Arizona Department of Education	Kratos Training and Technology Solutions	Stavros Niarchos Foundation
Australian Embassy	The Literacy Assistance Center	Technical College System of Georgia
ATLAS/Hamlin University	of New York City	TESOL International
Banyan Tree Foundation	Maine Department of Education	Texas Center for the Advancement
Baton Rouge Community College	Massachusetts Department of	of Literacy & Learning
Bossier Parish Community College	Elementary and Secondary Education	Texas Higher Education
The Cadmus Group	Minnesota Department of Employment	Coordinating Board
Capital for Good	and Economic Development	Thai Children's Trust
Cardno Emerging Markets	Nellie Mae Education Foundation	Tidewater Community College
Catholic Relief Services	New Field Foundation	UNICEF
Commonwealth Corporation	New Hampshire	Union Aid Abroad - APHEDA
Connecticut Department of Education	Department of Education	University of Tennessee
Crown Agents, Ltd.	New Jersey Association	U.S. Agency for International
Danish Church Aid	of Lifelong Learning	Development
Delgado Community College	New Zealand Aid	U.S. Department of Education
Development Alternatives, Inc.	New York City Department of Education	U.S. Department of Labor
Dream Blue Foundation	Oak Foundation	U.S. Department of State
ELMA Philanthropies	Ohio Literacy Resource Center,	U.S. Embassy Harare, Zimbabwe
Geneva Global	Kent State University	Vanguard Charitable
GIZ	Open Society Initiative of Southern Africa	Verizon Foundation
Grapes for Humanity	Open Society Institute	Vermont Department of Education
Harris County Department of Education	PACT	Veteran Training and Entrepreneurship
Hivos International	Partnership for a Skilled Workforce	Resource Network
Indiana Department	PATH Foundation	Virginia Adult Learning Resource Center
of Workforce Development	Plan International	Virginia Workforce Development Services
Humanity United	Quinsigamond Community College	Vitol Foundation
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Institute for the Study of Adult Literacy/	and Secondary Education	Wadhvani Foundation
Penn State	Room to Grow Foundation	Wellspring Advisors, LLC.
International HIV/AIDS Alliance	RSF Social Finance	World Cocoa Foundation
International Labor Organization	RTI International	World Food Programme
International Rescue Committee	Rubin Foundation	World Vision



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We are grateful to the individuals, families, and organizations that support World Education!
Due to space limitations, however we cannot include everyone who supported World Education in 2014.

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Named for our founder, WFS recognizes the generosity and long-term commitment of donors who donated one-time gifts of \$25,000 or greater in 2014, as well as donors whose cumulative giving met or exceeded \$25,000 this year.

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