



**ENGAGE**

**EDUCATE**

**INSPIRE**

# **WORLD EDUCATION ANNUAL REPORT**

**TWO THOUSAND AND TWENTY**



**WORLD EDUCATION**







The background of the page is a blurred photograph of a classroom. In the foreground, the backs of several students' heads and shoulders are visible as they sit at desks. They are wearing blue and yellow school uniforms. In the background, there are windows with metal frames and a bulletin board with some papers pinned to it. A horizontal dotted line runs across the top of the page, just above the mission statement header.

## MISSION STATEMENT

**WORLD EDUCATION, INC.** is dedicated to improving the lives of the poor through education and social and economic development programs.

We know that racism has led to disparities in education, health, and life outcomes, and have long focused on social justice in the communities we serve.

World Education is well-known for its work around the globe in formal and nonformal education; community development; school

governance; girls' and women's education; integrated literacy; maternal and child health; microcredit and small enterprise development; HIV and AIDS education, prevention, and care; environmental education; refugee training; and monitoring and evaluation.

World Education also works to strengthen adult literacy and education in the United States. Projects are designed to contribute to individual growth, community participation, institutional capacity, and national development.

## LETTER FROM THE

## PRESIDENT & CHAIR



**S**ince our founding in 1951, World Education has been committed to enhancing lives and providing opportunities for children and adults across the globe through education. Our programs foster crucial connections with the world's most marginalized populations, aiding progression toward a society in which no person is left behind. During such a tumultuous year, our mission is more important than ever.

In a world more physically separated by the pandemic, we all have had to adjust the ways in which we connect with each other. As COVID-19 persists, these adjustments are critical to mitigating the short-term consequences of the virus. One of the many benefits of World Education's work is our connection with disparate communities in the U.S. and abroad, which illuminates the ways in which we are all alike—in our aspirations for a healthy life, education for our children, and justice and respect for all.

Along with the pandemic, this year has generated a more critical awareness of social injustice and inequity. We know that racism has led to gross disparities in education, health, and life outcomes, and have long focused on social justice in the communities we serve. In the face of ongoing inequalities in the U.S. and abroad, we at World Education are doing our best to listen to and work with our colleagues and partners to unravel the fabric of racism.

As an organization, we have continued to thrive because of the resilience and commitment of our staff, donors, supporters, and partners over the past year. Our life-changing programs would not be possible without each of your contributions. Thank you for your continued dedication to and passion for our work. We look forward to reconnecting with one another.

Sincerely,

Joel Lamstein

Paul Musante





## COVID-19

**T**he year 2020 was one of tremendous uncertainty. With the rapid transition to online learning amid the COVID-19 pandemic, it was essential to ensure that people not only had the virus-related information and care they needed, but ongoing services as well.

The effects of the crisis are particularly challenging for marginalized girls and adults. World Education has been working with partners to plan activities that meet the needs of programs and people most affected by COVID-19.

Our deepest gratitude to our staff and all the frontline health workers who are helping to keep people safe.

## IN MEMORIAM

Remembering our dedicated staff members who lost their lives to the COVID-19 pandemic. Their extraordinary passion for improving lives through education remains an inspiration to us all, and they will be truly missed.

## RESULTS

### CAMBODIA

As part of the USAID All Children Learning project, World Education is supporting the Ministry of Education, Youth and Sport's rollout of a new Khmer literacy package, Komar Rien Komar Cheh.

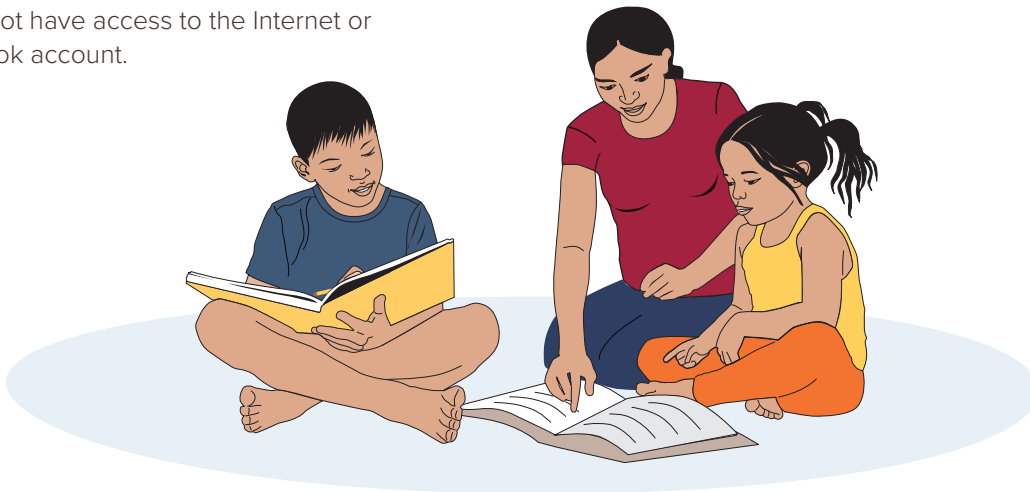
To ensure that students were able to learn at home during the COVID-19 pandemic, **World Education helped develop and distribute distance learning booklets with daily Khmer literacy activities** for early-grade students, and coordinated the delivery of supplementary student books to households.

World Education also used Facebook to support caregivers and get learning content into homes. Each day, World Education helped the Ministry create learning content for the Komar Rien Komar Cheh Facebook page, as well as 1,650 closed Facebook Messenger groups for caregivers. World Education's literacy coaches provided weekly phone calls to caregivers who did not have access to the Internet or a Facebook account.



In 2020, we distributed distance learning booklets to

**96% OF CAREGIVERS  
IN TWO PROVINCES.**





## LAOS

To complement in-school unexploded ordnance (UXO) education, the U.S. Department of State-funded Comprehensive Mine Risk Education Project involves children and teachers from high-UXO risk communities to **develop puppetry performances to bring UXO education out of the classroom and into communities.** Held during holidays and celebrations, these performances are a culturally relevant means of disseminating important safety messages to community members who have limited literacy or who cannot access this information through the national curriculum.



In 2020, World Education supported  
**279**  
**PUPPETRY PERFORMANCES**  
across Laos.

They reached  
**76,878**  
**COMMUNITY MEMBERS.**

The project helped form  
**50**  
**NEW PUPPETRY TROUPES**  
in schools across the country.

## UGANDA



The project helped build gender-based violence and HIV prevention skills of

**53,000 ADOLESCENTS**

who have led or participated in campaigns to improve safety in schools, communities, and families.



The USAID-funded Better Outcomes for Children and Youth Program **mitigated the risks and consequences of violence and HIV** for 137,000 vulnerable children and families, including 19,036 children with HIV and caregivers, in Uganda. With a family-centered service model, Better Outcomes delivered HIV and social protection services, built resilience in children and families, and accelerated Uganda's epidemic control goals. The project improved economic stability for 21,716 families, enabling them to keep children in school, eat regular meals, and access important HIV and health services. This helped cut by more than half the number of families living in destitution —from 1,352 to 698.

**21,716 FAMILIES**

are now able to send their children to school; eat regular meals; and access HIV and health services.





## EGYPT

**39,553  
WOMEN**

have enrolled  
in literacy  
classes over  
the life of the  
project.

The Literate Village program was initiated **to ensure that women—especially mothers of primary-school children—have the necessary literacy skills for continuous learning and self-improvement.** The project developed a literacy model that works to break the cycle of generational illiteracy. The model consists of three months of adult literacy classes, followed by six months of integrated adult literacy, intergenerational learning, and family literacy

classes. At the end of this cycle, women may opt into a six-month “post-literacy” group, intended to strengthen the foundational literacy and learning skills. Following the adult literacy classes, women may also participate in leadership skills development sessions. Literate Village has been implementing this approach in the Beheira and Sohag governorates since 2017, and in Assuit since 2019.



Over  
**2,550 LITERACY  
CLASSES**  
have been opened in  
**1,247 VILLAGES**  
in Sohag, Assiut, and  
Beheira.



## GHANA

To date, STAGE  
has reached  
**14,760**  
**marginalized**  
**girls**  
who have either  
never been  
to school or have  
dropped out  
in early grades.

The Strategic Approaches to Girls' Education (STAGE) project improves the lives of out-of-school girls in Ghana by enrolling them in formal education and economic empowerment programs. Girls are marginalized due to poverty, early marriage, pregnancy, disabilities, and abuse. STAGE builds support structures for the girls by working closely with their families and communities. Classrooms are adapted to meet girls' needs, especially those who have disabilities. Teachers and school managers receive training on inclusive practices and techniques, and home visits and behavior change campaigns encourage caregivers and communities to support their children in their learning.

**During COVID-19, STAGE has kept girls safe and engaged in learning.** Girls have also been instrumental in rolling out hygiene and COVID awareness campaigns. They helped install community tippy taps and made soap for proper hand hygiene.



## UNITED STATES

As adult education programs across the United States had to rapidly convert to virtual formats—typically on shoestring budgets—we focused on **ensuring that they had access to tools and technology to continue providing essential services**. 1,464 adult educators honed their skills for technology-enabled instruction, advising, and program support through our webinars and coaching.

Across Massachusetts, 2,438 adult educators improved their knowledge and skills in advising, career pathways, digital literacy, education leadership, and more through World Education’s SABES Program Support Professional Development Center. For the past 30 years, the MA Department of Elementary and Secondary Education has funded SABES at World Education to provide high-quality professional development and support to increase educator effectiveness and strengthen programs.



**1,464 adult educators** honed their skills for technology-enabled instruction.

**2,438 Massachusetts adult educators** improved their knowledge and skills.

## NEW PROJECTS

### ZAMBIA

For the Keep Girls in School project, World Education designed a case management framework with the Ministry of General Education in Zambia to **support access, retention, and progress of girls in secondary school.**

In 2021, we are launching a 12-month second phase that will pilot this framework in three districts as part of the broader Girls' Education and Women's Empowerment and Livelihoods project, funded by the World Bank. The intervention will **build capacity to avert school drop-out and keep girls in school using an innovative early warning system.** In the context of COVID-19 school closures and the lasting impacts on retention of girls in education, the program will have a critical role in the country and the region.



### NEPAL

With new funding from the Global Fund to End Violence, World Education is collaborating with local partners Antenna Foundation Nepal, Child Workers in Nepal, and Aasaman Nepal to **promote school safety and stop bullying, gender-based violence, corporal punishment, and discrimination** in 500 schools. In 2020, the Safe Learning project trained 171 local government leaders to promote and enforce school safety, and worked with 83 student groups to train youth leaders in non-violent conflict resolution, peacebuilding, and advocacy. The project is also engaging communities to shift social norms and spur behavior change. Overall, Safe Learning has reached 400,000 children, educators, parents, community members, and government stakeholders.

In 2021, a **12-month intervention** will pilot the case management framework in **three districts** as part of the Girls' Education and Women's Empowerment and Livelihoods project.

**Safe Learning** has reached **400,000** children, educators, parents, community members, and government stakeholders.



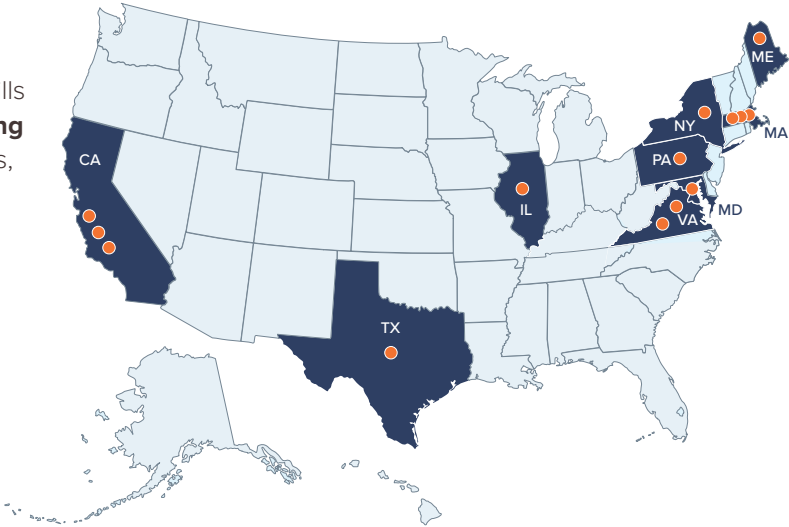
# UNITED STATES

Racial and social inequities are intertwined with deep digital divides and have been exacerbated by COVID response measures that have moved education, social and health services, and employment online. With funding from Walmart, World Education has responded by designing and supporting diverse organizations and state systems to **launch digital navigators services in eight states.**



Digital navigators are trained staff or volunteers who help adults and families secure affordable internet access and devices, and develop foundational digital skills. Partner sites include libraries, a tribal community college, adult education and workforce organizations, and a state social service agency.

450 adult immigrants in 9 states and the District of Columbia improved their English and digital skills through virtual and blended **English Now! learning circles** hosted by community-based organizations, community colleges, unions, libraries, and school districts. Funded by Dollar General Literacy Foundation, this customizable, flexible program model incorporates peer learning and leadership development.



● English Now!  
program  
locations

**450 adult immigrants in 9 states** and the **District of Columbia** improved their English and digital skills through virtual and blended English Now! learning circles.

# FINANCIAL STATEMENT

## BALANCE SHEET

As of June 30, 2020

### ASSETS

Cash	6,174,112
Investments	101,944
Accounts Receivable	3,511,367
Prepaid Expenses	153,591
Equipment (net after depreciation)	12,050
<b>Total Assets</b>	<b>9,953,064</b>

### LIABILITIES & NET ASSETS

#### LIABILITIES

Accounts Payable & Accrued Expenses	1,775,632
Program Advances	3,046,767
Loan Payable	1,074,400
<b>Total Liabilities</b>	<b>5,896,799</b>

#### NET ASSETS

Without Donor Restrictions	3,737,615
With Donor Restrictions	318,650
<b>Total Net Assets</b>	<b>4,056,265</b>

<b>TOTAL LIABILITIES &amp; NET ASSETS</b>	<b>9,953,064</b>
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## STATEMENT OF REVENUE & EXPENSES

Year Ended June 30, 2020

### REVENUE

#### PRIVATE SUPPORT REVENUE

Unrestricted Contributions	293,006
Restricted Contributions and Grants	10,697,197
Interest and Dividends	18,799

#### GOVERNMENTAL PROGRAMS

USAID	18,900,875
Other U.S. Government	1,429,493
Commonwealth of Massachusetts	786,261

#### GOVERNMENT-CUSTODIAN FUNDS

USAID	8,221,023
Other	1,970,000

<b>TOTAL SUPPORT AND REVENUE</b>	<b>42,316,654</b>
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### EXPENSES

#### PROGRAM SERVICES

Asia	6,256,673
Africa	8,566,160
Orphans & Vulnerable Children	16,549,959
Domestic	2,330,578
<b>Total Program Services</b>	<b>33,703,370</b>

#### SUPPORTING SERVICES

Management and General	8,350,549
Fundraising	153,799
<b>Total Supporting Services</b>	<b>8,504,348</b>
Unallowable Expenses	61,933

<b>TOTAL EXPENSES</b>	<b>42,269,651</b>
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Unrealized Net Investment Loss	—
Increase in Unrestricted Net Assets	47,003

#### TEMPORARILY RESTRICTED NET ASSETS

Program Restricted Net Assets	14,664
Net Assets Released from Restrictions	0
Increase in Temporarily Restricted Net Assets	14,664
Increase in Net Assets	61,667

<b>Fund Balance, July 1, 2019</b>	<b>3,994,598</b>
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<b>Fund Balance, June 30, 2020</b>	<b>4,056,265</b>
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This financial statement was extracted from our audited financial statements prepared by Grant Thornton, LLP. Copies of the full financial statements are available upon request.

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







## WORLD EDUCATION DONORS

### WELTHY FISHER SOCIETY

**Named after our founder, the Welthy Fisher Society recognizes the generosity and long-term commitment of donors who have donated one-time gifts of \$25,000 or greater in 2020, as well as donors this year whose cumulative giving exceeds \$25,000.**

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**Gifts between \$2,500  
and \$10,000 in 2020**

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