



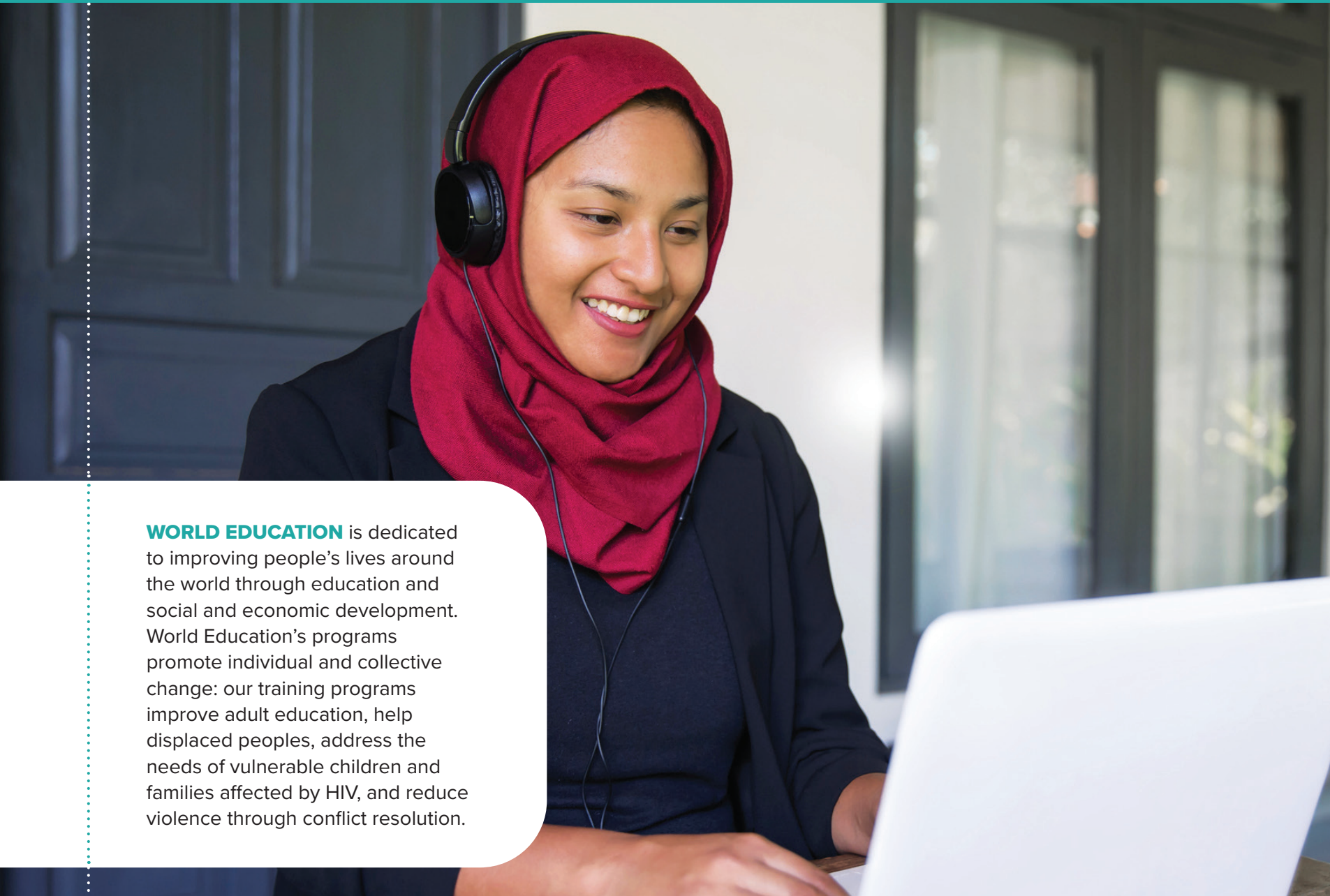
WORLD EDUCATION



# World Education Annual Report

TWO THOUSAND AND TWENTY-ONE

# Mission Statement



**WORLD EDUCATION** is dedicated to improving people's lives around the world through education and social and economic development. World Education's programs promote individual and collective change: our training programs improve adult education, help displaced peoples, address the needs of vulnerable children and families affected by HIV, and reduce violence through conflict resolution.

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## LETTER FROM THE Board Chair

2021 was a year of significant milestones for World Education. It marked 70 years since Welthy Fisher returned to India to establish Literacy House in Lucknow, an organization that would grow into a global endeavor. We are proud to have spent these past 70 years promoting access to education around the world, giving millions of individuals opportunities to improve their lives. We currently work in 22 countries, developing local expertise and integrating marginalized groups into education systems.

Our work—as with so many others’—was challenged by the COVID-19 pandemic. We used digital messaging and radio, leveraged social distancing, and other approaches to maintain our education programs. Unlike 2020, which focused on temporary methods of compliance with emergency protocols, we are finding durable solutions because it is clear that the future will be different as a result of this global experience. Amidst these challenges, we also lost several members of our team this year, including some who succumbed to COVID-19.

Appropriately for this 70th anniversary, we are also beginning a major leadership transition. After almost 40 years as president, Joel Lamstein retired at the end of 2021. His impact on the organization has been immeasurable, having taken the helm of World Education when it was struggling financially and its global reach waning. During Joel’s tenure, World Education

established expansive work in the U.S., built expertise in HIV prevention and the specific needs of the more than 25 million orphans that AIDS left behind, and supported the independence and effectiveness of numerous nongovernmental organizations around the world.

When this report is printed, our new president, Margaret Crotty, will have assumed her position. She inherits an organization that is trusted by local leadership in the countries where we work and is well-versed in adapting to complex crises and challenging terrain. World Education is where it is today because of Joel, and we honor his contributions. World Education stands on a firm foundation of management systems, expertise, and accomplishments and is ready for new challenges.

As always, the support of our donor and partner community makes our work possible. Thank you for your contributions, and for joining us as we leap into the next phase.

Sincerely,



Paul Musante, Board Chair

## Introduction

**T**his year we celebrated our 70th anniversary. Together we reviewed and reflected on the growth that has taken place in the countries where we work, and how our role in the movement for social justice has evolved over these many years.

In our 2021 Annual Report, we have framed results around the key themes of adaptability, people-centered, and relationships, with examples of our achievements and project results.



# Adaptability

Our EdTech Center issued **1,649 digital badges** to education providers and practitioners in the U.S.

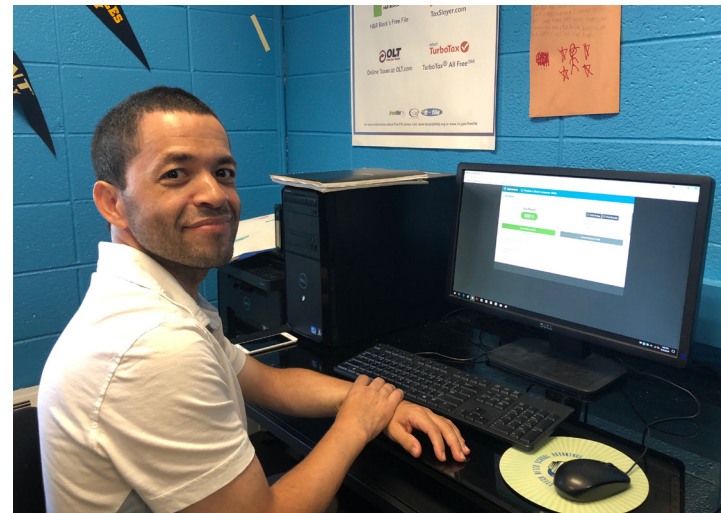
In Cambodia, we helped continue the early grade reading growth of almost **101,000 students.**

Adapting to changing circumstances has always been a critical approach. As we reflect on our work in the context of equity and anti-racism, we recognize the need to adapt our approaches, language, and understanding of the social and economic problems we seek to resolve systemically and locally. Transcending groups and nations, the consequences of climate change are the ultimate test of versatility and ingenuity—for World Education, the development sector, and the world. Furthermore, as the COVID pandemic continued to move learning and other services online, our adaptability as an organization was critical to providing continued support. Following are just a few examples of our work last year.

In the U.S., as programs moved online throughout the pandemic, **improving access to and strengthening the digital skills of students and educators** became an urgent priority. Our EdTech Center’s Transforming Distance Education course issued **1,649 digital badges** to education providers and practitioners who learned to design, deliver, and evaluate distance learning. Programs have also shifted to acknowledge and support diversity, equity, and inclusion priorities. Last year, our Program Support Professional Development Center delivered more than **1,300 hours of content related to diversity, equity, and inclusion**

to 635 adult educators from 70 Massachusetts adult education programs.

We continued our work to **improve children’s early grade reading skills** by providing materials, teacher training, and technical assistance for online learning. This year, in Cambodia, given the lack of consistent in-person schooling, promoting and facilitating at-home learning was key. We distributed **573,685** teaching and learning materials and supported **41,488** parents and caregivers through messaging apps and phone calls. Overall, we helped continue the early grade ((1–3) reading growth of almost **101,000** students.



Beyond moving online, **education programs must adapt to changes in policy and learning approaches.** In Mozambique, we continued to work with partners to strengthen the education system as they scale up the use of mother tongue language learning. This year our consortium trained almost **10,000** teachers in two provinces and reached more than **186,000** early grade students, who can now learn to read and write in their native language before plunging into Portuguese, the national language, in upper-primary classes.

To strengthen child protection and contain the ongoing pandemic of gender-based violence (GBV) in Zimbabwe, we provided services to more than **3,320 child survivors** of GBV and other harmful practices. World Education trained **825 social protection service workers** to provide timely and high-quality services to survivors of GBV and violence against children. Those trained social protection workers in turn reached almost **2,500 children with psychosocial support.** Our training approach during COVID, using a mix of digital and in-person small groups, has been adapted by the Department of Social Development for national roll-out.





# People-Centered

Eight American community colleges are better equipped to support educational goals of **15,000** parenting students.

We have always put people at the center of solutions to community problems. We consistently focus on people's needs, listening to what they want, engaging end-users in program design, and monitoring and revising approaches as we gather feedback. We use these perspectives to identify disparities in access to education and reshape the systems that perpetuate them.

To better understand **parenting behaviors that affect children's education** in Jordan, we engaged more than 1,640 people in a study, Parental Behavior in the Early Years. The study gathered insights to inform the design of programs that promote behaviors that help children learn. Without a design with such explicit focus on the inputs of Jordanian mothers and fathers of children below age six, we would not gain the insights needed to positively affect the knowledge, attitudes, and practices of parents of different backgrounds.

In the U.S., adult students with children, especially **single mothers, are a growing population at higher education institutions**—yet they are often invisible to faculty and administrators. We provided

guidance to eight community colleges that identified **15,000 parenting students** as a result of institutionalizing new data collection practices and cross-departmental collaborations. These colleges are now better equipped to support parenting students to realize their educational goals.



**4,000 children**  
in Laos were educated on the risks  
of UXO in their communities.



In Laos, puppetry is a traditional method for entertainment and community education, especially in remote villages without electricity. These same villages are also high-risk areas for unexploded ordnance (bombs) (UXO) dropped during the Vietnam War. To **promote safety messages and prevent harm caused by UXO**, we supported 20 puppetry troupes led by local primary school students and their teachers. These troupes reached **6,080 community members**, including more than **4,000 children**, with messages about the risks of UXO in their fields and communities.

High HIV prevalence and limited treatment threaten the safety of orphans and vulnerable children. This year, we worked in Malawi to **reduce children's vulnerability and prevent HIV**, reaching more than **106,570 children**, adolescents, and their caregivers with comprehensive services through case management. Of those, 98% now know their HIV status and 100% of children and adolescents living with HIV are enrolled in antiretroviral therapy. Furthermore, almost **33,000** boys and girls ages 9–14 received HIV and GBV-prevention education.

# Relationships

We held over **90 workshops** in Benin on the importance of education and retaining girls in school.

We cannot do our work alone. Partnerships with local organizations and communities, as well as funders and government bodies, are critical for any program to succeed. We engage with partners in honest reflection and critical feedback so that our work continues to be responsive, respectful, and community-driven.

Across the globe, we advocate to ensure that children are supported for **learning both in and outside the classroom**. When schools shut down during COVID-19, in-person neighborhood groups enabled students to continue learning in Nepal. Our deep relationships with local organizations

enabled us to help these neighborhood groups cope in the face of nationwide shutdowns. We continued to serve in- and out-of-school children, reaching **5,134 schools** and supporting **62,557 students** through small group community learning sessions during school closures. We also trained **2,263** early childhood and early grade teachers, and supported the inclusion of children with disabilities, for example through the development of accessible learning materials, training for teachers of Nepali Sign Language and Braille, and development of an app to help children learn Nepali Sign Language.



In Uganda, we helped mitigate the risk and consequences of HIV and violence to **234,000** children and families.

In Benin, in addition to strengthening capacity in the education sector, we are **raising awareness of the importance of education by engaging communities** through parent-teacher associations. This year, we held more than **90** advocacy workshops with **464** participants on the importance of education and retaining girls in school. We also held over **100** listening sessions for mothers' associations on proper nutrition, the importance of school, and parental responsibility in education. In addition, we **trained 1,081 members** of mother and father groups in child protection to promote well-being.

In the U.S., we collaborated with over **200 diverse organizations** and employers to **meet people's needs and elevate their strengths as workers and community members**. This included co-launching an Employer Network for Advancing Digital Equity; expanding opportunities for single mothers and increasing equity in career and technical education in over **20** community colleges; and supporting **41** education programs for English learners by partner nonprofits across the U.S.

Strong relationships anchor everything we do. In Uganda, through the USAID/Integrated Children and Youth Activity, our technical assistance has



**strengthened capacity and coordination** between the government, clinics, and community partners to help children learn and stay healthy, safe, and stable. With our partners, we delivered HIV and social protection services to mitigate the risk and consequences of HIV and violence to **234,000 vulnerable children and families**, including **14,015** children and adolescents living with HIV. We built the confidence and skills of **31,513** vulnerable children to protect themselves from HIV and GBV, and mobilized community support through neighborhood watch groups to help families cope with stresses related to COVID-19 and protracted school closures.



# Financials

## BALANCE SHEET

As of June 30, 2021

### ASSETS

Cash	4,703,094
Investments	101,944
Accounts Receivable	5,294,014
Advances	42,281
Prepaid Expenses	84,702
Equipment (Net After Depreciation)	9,037
<b>Total Assets</b>	<b>10,235,072</b>

### LIABILITIES & NET ASSETS

#### LIABILITIES

Accounts Payable & Accrued Expenses	1,964,336
Program Advances	2,590,423
<b>Total Liabilities</b>	<b>4,554,759</b>

#### NET ASSETS

Without Donor Restrictions	5,131,897
With Donor Restrictions	548,416
<b>Total Net Assets</b>	<b>5,680,313</b>

<b>TOTAL LIABILITIES &amp; NET ASSETS</b>	<b>10,235,072</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.

## STATEMENT OF REVENUE & EXPENSES

Year Ended June 30, 2021

### REVENUE

#### PRIVATE SUPPORT REVENUE

Unrestricted Contributions	261,599
Restricted Contributions and Grants	11,156,395
Interest and Dividends	11,263
Gain on Forgiveness of Debt	1,074,400
Net Assets Released from Restriction	78,524

#### GOVERNMENTAL PROGRAMS

USAID	20,227,533
Other U.S. Government	1,748,092
Commonwealth of Massachusetts	712,916

#### GOVERNMENT-CUSTODIAN FUNDS

USAID	9,457,072
Other	1,872,274

<b>TOTAL SUPPORT AND REVENUE</b>	<b>46,600,068</b>
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### EXPENSES

#### PROGRAM SERVICES

Asia	7,876,791
Africa	7,924,977
Orphans & Vulnerable Children	19,354,961
Domestic	2,081,477
<b>Total Program Services</b>	<b>37,238,205</b>

#### SUPPORTING SERVICES

Management and General Fundraising	7,700,895
	87,279
<b>Total Supporting Services</b>	<b>7,788,174</b>
Unallowable Expenses	179,407

<b>TOTAL EXPENSES</b>	<b>45,205,786</b>
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Increase in Unrestricted Net Assets	1,394,282
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#### TEMPORARILY RESTRICTED NET ASSETS

Program Restricted Net Assets	308,290
Net Assets Released from Restrictions	(78,524)
Change in Net Assets	1,624,048

<b>Fund Balance, July 1, 2020</b>	<b>4,056,265</b>
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<b>Fund Balance, June 30, 2021</b>	<b>5,680,313</b>
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# Institutional Funders & Partners

21st Century Partnership for Stem Education	Cornerstone Corporation for a Skilled Workforce	Library Sciences	Philioever Foundation	U.S. Department of Labor
Accelalpha		International Society for Technology In Education	Portland State University	U.S. Department of State
Action for Equity	Creative Associates International, Inc.	Jobs for the Future	PricewaterhouseCoopers	UN Foundation
Ace of Florida Foundation	Development Alternatives, Inc.	John Snow, Inc.	Queen Rania Foundation	UNICEF
Ace Network / DAACE, Inc.	Dollar General Literacy Foundation	JSI Research & Training Institute, Inc.	Republic of Zambia Ministry of General Education	UN Office for Project Services
Adobe	ECMC Foundation	Learning Upgrade	Rhode Island Department of Education	University of Central Florida
Amarillo College	EDCO Collaborative	Louisiana Association for Public, Community, & Adult Education	RTI International	University of the District of Columbia
American Institutes for Research	Education Above All Foundation	Loulo Gold Mines	Sacramento County Office of Education	University of Washington
Associacao Nacional Para O Desenvolvimento Auto Sustenado	Education Development Center	Manhattan Strategy Group	Save the Children	Upwardly Global
Bantwana Initiative - Swaziland	Engender Health	Massachusetts Department of Elementary & Secondary Education	Solidaridad West Africa	The Urban Institute
Benevity Community Impact Fund	FHI360	MDB, Inc.	Southeast Arkansas Education Services	Vermont Department of Education
Bill & Melinda Gates Foundation	First Literacy	Millenium Challenge Corporation	State of Arizona	The Virginia Community College System
C2D Services, Inc.	Foundation for California Community Colleges	Mondelēz International, Inc	Switzerland International Labor Force	Vital Edge Aid
Catholic Relief Services	Fund to End Violence Against Children	National Coalition for Literacy	TERC	Walmart Inc.
Chicago Citywide Literacy	Global Giving Foundation	National Immigration Forum	The Tides Foundation	WES Mariam Assefa Fund
Commonwealth of Kentucky	Grapes for Humanity	New Hampshire Department of Education	Train	WestEd
Community College Rhode Island Foundation	Humanity & Inclusion	Oak Foundation	Tyson Shared Services, Inc.	Wiley
Comusanas	Humanity United	Open Society Initiative for Southern Africa	UK Foreign Commonwealth & Development Office	The World Bank
Connecticut Department of Education	IMC Worldwide Limited	Pacific Library Partnership	U.S. Agency for International Development	World Education Australia, Limited
	Institute of Museum &		U.S. Department of Agriculture	World Food Program
				World Vision



# World Education Donors



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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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	<b>Mark Nelson</b> Partner, Latham & Watkins LLP, Retired	

# In Memoriam

HAIYAN HUA



1955–2021

**W**e remember Haiyan Hua, a global education pioneer and World Education vice president for Africa. Haiyan was passionate about enabling others to learn, and he brought his expertise and empowering approach to development work to World Education. He drove efforts to examine and evaluate how and why children struggle in school and how education systems can be strengthened. He worked to improve learning outcomes for children, strengthen economic opportunity for families, and increase community engagement around education. Haiyan was a beloved friend and trusted mentor, and he is greatly missed.

We remember all our colleagues we lost this year, whose commitment to education continues to change lives around the world.

# Joel Lamstein Retires



**A**fter dedicating more than 43 years of his life to education and public health, Joel Lamstein has retired. Joel was president of World Education, Inc., as well as public health organizations John Snow, Inc. and JSI Research & Training Institute, Inc.

His dedication to our work to improve people's lives through education has been unwavering. He will be missed. Thank you, Joel.





**WORLD EDUCATION**

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