5 YEARS of joyful learning

2020 ANNUAL REPORT
Dear friends,

It is my great pleasure to share the Luminos Fund’s 2020 Annual Report with you—as we celebrate our fifth anniversary—dedicated to the remarkable students, families, and communities we are honored to serve.

Before we begin, will you join me in a brief experiment? Consider for a moment how many times you read something today. Maybe you read an email, a headline, instructions, or a receipt. You are reading this sentence now. How has the ability to read shaped your life? Is the impact possible to quantify? It is magnificent that this ability—this gift—will keep giving for the rest of your life.

At the Luminos Fund, we envision a world where no child is ever denied an education. We believe all children should have the opportunity to learn to read. This vision should not be a bold idea. On the contrary, every child, whether they are born in Boston, Massachusetts or Awassa, Ethiopia, deserves to experience a joyful, rich education—and the power of knowing how to read and calculate. However, the tragic global reality is that our vision of basic education for all, no matter their circumstances, is an ambitious goal. Even before COVID-19, millions were denied an education, often due to crisis, poverty, and discrimination. This has been our sole focus for five years and, today, this education mission is more important and urgent than ever.

In 2020, we rapidly pivoted to new ways of learning due to the pandemic. We delivered thousands of books, worksheets, short stories, and quizzes to students’ homes to support their remote learning in Ethiopia and Liberia; shifted to virtual learning in Lebanon; pivoted to micro-classes; and much more as you will read about in this Annual Report. We were inspired by our wonderful students, teachers, colleagues, communities, and partners; five of their stories are showcased on the following pages. Most of all, we are proud that 91% of our 2019-2020 Second Chance students advanced into mainstream schools where they are continuing their educations. Meanwhile, a new 2020-2021 cohort of students in Luminos classrooms is learning to read and catching up with their peers. None of this would be possible without your support.

Our programs prove that rich, five-senses learning can be achieved in the poorest corners of the globe. Thousands of children learn the fundamentals of reading, writing, and math in Luminos classrooms each year, with positive intergenerational effects on families, communities, and societies. We are proud of our award-winning model and track record for helping children learn and catch up to grade level quickly—and are sharing this knowledge with governments, local NGOs, and others to help more children.

The Luminos Fund is emerging from the COVID-19 crisis more mission-focused and clear-eyed than ever. With your support, we will ensure the world’s remaining out-of-school children get a meaningful chance to learn.

Education is truly one of life’s greatest gifts. Thank you for being part of the Luminos story.

Warmly,

Caitlin Baron
CEO, the Luminos Fund
Even before COVID-19, 258 million children were out of school globally — including one in five primary school-aged children in Sub-Saharan Africa. In COVID’s aftermath, UNICEF estimates that an additional 24 million children may never return to the classroom.

The Luminos Fund was made for this moment.

Our Vision

Our vision is of a world where no child is ever denied the chance to learn.

Our Strategy

The Luminos Fund, a registered 501(c)(3) non-profit, is one of the few international, non-government organizations with a proven model, laser focus, and compelling track record for helping out-of-school children learn. We build transformative education programs, helping children catch up to grade level, reintegrate into local schools, and prepare for lifelong learning. Our main program is called Second Chance.

SHOW
We deliver Second Chance education to children denied an education due to crisis, poverty, or discrimination.

SHARE
We promote broader adoption of Second Chance education by government and other partners.

SHIFT
We create advocacy platforms to champion Second Chance as a lever for universal primary school completion.

How Our Program Works

Our catch-up programs cover the first three grades of school in just 10 months. Our joyful and activity-based approach places children at the center of the learning process. Luminos students learn how to read and do math. They learn how to learn.

Transition to Mainstream Schools
Over 90% of our students advance into government schools after Second Chance, joining their peers.

Student Recruitment
We work with the hardest-to-reach communities and identify out-of-school children ages 8–14.

Parent Engagement
We partner with parents to support their children’s learning throughout the Second Chance lifecycle.

Teacher Training
We recruit and train high-potential local young adults to become Second Chance teachers.

Classrooms
Second Chance classes of 25–30 students run five days a week for 10 months, covering the first three grades of school.

Joyful Learning
Learning is student-centered, incorporating a variety of games and activities with local learning materials and stories.

Ongoing Assessment
Teachers test students’ comprehension and learning on a weekly basis, and support students who need extra help.

Supervision & Coaching
Supervisors regularly visit classrooms, providing feedback and coaching to teachers.

Our Results

Since inception, our award-winning programs have served 152,051 vulnerable children for whom conventional classrooms are inaccessible.

+90% of Luminos students continue their education after our programs.
As we celebrate our 5th anniversary, we wanted to take a moment to reflect on five key facets of our journey.

To date, the Luminos Fund has helped thousands of out-of-school children learn to read, write, and do math through our catch-up programs. Thanks to our community’s transformative support, Luminos has experienced tremendous growth, navigated extraordinary circumstances, and learned valuable lessons along the way.

Impact
The Luminos Fund is unlocking the light of learning in children, with lasting impact on the families, communities, and countries we serve. Here is an overview of our impact to date, including a multi-year pilot.

152,051 CHILDREN SERVED
26 LOCAL PARTNER ORGANIZATIONS
5,778 CLASSROOMS
273,573 PARENTS & COMMUNITY MEMBERS SUPPORTED
20,599 TEACHERS TRAINED

Working with Governments
In addition to managing classrooms directly, we strengthened our partnerships with governments to reach even more children with transformative learning. Luminos works with governments to build educational capacity at national, regional, and local levels and supports Ministries of Education to adopt our model into mainstream government schools. In Ethiopia, we are working with the government to adopt Second Chance nationally.

1,741 GOVERNMENT-LED SECOND CHANCE CLASSES
21,270 GOVERNMENT STUDENTS SERVED

Growth
From expanding our program to new countries to expanding our team, Luminos is on a path of remarkable growth. In 2020, we more than doubled our staff, welcomed two new members to our Board of Directors, and inaugurated our Advisory Board featuring some of the brightest minds in international education.

+3 COUNTRIES
ETHIOPIA | LEBANON | LIBERIA
+12 BOARD OF DIRECTORS & ADVISORY BOARD MEMBERS (MEET THEM ON PAGE 24)

Long-term Results
From day one, Luminos has been committed to maximizing and measuring our program’s impact for the children and communities we serve. We have undertaken 14 external evaluations with three underway.

When compared to their mainstream government school counterparts, Second Chance graduates:
- Perform higher in English and Math by an average of 10%
- Complete primary school at a rate of 2x
- Increase in average words read per minute: 39
- Start of program
- End of program

Advocacy
Luminos is engaging stakeholders from grassroots to grasstops on behalf of children at the margins. Our goal is simple: help parents, teachers, and policymakers make the best decisions for children’s education—especially the most vulnerable—and help more children learn. We do this by sharing replicable insights with the global education community and beyond.

FT | TRANSFORMING MINDS | EDUCATION LEADERSHIP THROUGH CRISIS
De Gendt, De Ha, De Lend.M | Global Development | GPE
Our Reach: The 2020-2021 School Year

COVID-19 challenged the globe in 2020. Learn more about how Luminos pivoted our programs on the following pages.

**Lebanon**

Lebanon is host to millions of Syrian refugees, including one million children. Luminos launched amid the refugee crisis in 2017.

- **1,395** children served
- **216** teachers trained
- **6,190** additional students & teachers reached with psychosocial support

89% of Syrian refugees in Lebanon live below the extreme poverty line.

**Ethiopia**

Ethiopia benefits from strong government investment in education, though it is still home to millions of out-of-school children. Ethiopia is the origin of our Second Chance accelerated learning model.

- **2,400** children served
- **92** teachers trained
- **44.4%** of the population lives below the extreme poverty line

91% of 2019-2020 students transitioned to government schools upon program completion.

**Liberia**

Liberia has one of the highest recorded rates of out-of-school children globally. Luminos launched in Ebola’s aftermath in 2017.

- **11,874** children served
- **462** teachers trained
- **44.4%** of the population lives below the extreme poverty line

91% of 2019-2020 students transitioned to government schools upon program completion.

Data: UNESCO Institute for Statistics, UNHCR, World Bank
In 2020, the COVID-19 pandemic disrupted all of our lives. The consequences are still ongoing, but even a pandemic does not stop the critical need for education; it increases it. Uniquely placed and trusted by both communities and governments, Luminos rapidly adapted our programs during 2020 to best serve the communities where we work and the education sector at large. Here are five key ways that COVID-19 changed our work.

1. Staying Healthy

- **WASH Stations Created**: 143
- **Books, Worksheets, Short Stories, and Quizzes Distributed in Ethiopia & Liberia**: 12,562
- **Masks Distributed**: 18,339

2. New Ways of Learning

- **Outdoor Micro-classes in Ethiopia & Liberia**
  - Size: 4-7 students
  - Length: 2-4 hours
  - Content: Reviewing key concepts with a focus on literacy & numeracy and materials missed during school closures

- **Tablet-based Learning in Lebanon**
  - VIDEOS WITH SCIENCE, MATH, ENGLISH, AND ARABIC LESSONS, AS WELL AS STORIES, RHYMES, AND SONGS

3. Closer Government Engagement

- **Weekly/Monthly Calls**
  - WITH THE MINISTRY OF EDUCATION IN EACH PROGRAM GEOGRAPHY TO HELP INFORM EDUCATION POLICY AND PRACTICE DURING THE PANDEMIC

- **Digitized Curriculum**
  - SUPPORTED DIGITIZATION OF KEY SOCIAL-EMOTIONAL LEARNING MATERIALS FOR NATIONAL USE IN LEBANON

- **Sector Studies**
  - IN PARTNERSHIP WITH THE ETHIOPIAN & LIBERIAN MINISTRIES OF EDUCATION ON THE IMPACT OF COVID-19 ON CHILDREN

The State of Education

Even before COVID-19, 258 million children were out of school (UNESCO). In addition to the significant public health impact of the pandemic, there is a looming education catastrophe:

- **24M**
  - Of all children globally were not reached by any remote learning in 2020 (UNICEF)

- **1/3**
  - Projected learning loss after just three months out of school (Andrabi et al., 2020)

- **1 year**
  - Projected future earnings lost for today’s students (Psacharopoulos et al., 2020)

- **$15T**
  - More children are predicted to drop out of school due to COVID-19, an impact felt more strongly by girls who are at greater risk of violence and exploitation (UNICEF)
Unlocking the Light of Learning: 5 Stories from 2020

The light of learning exists within each of us. For some, that light was unlocked at an early age when they first learned to read. For others, circumstances ranging from civil war to lack of money for school fees prevented that light from becoming fully realized. At Luminos, our mission is to ensure children everywhere get a chance to experience joyful learning, especially those denied an education by crisis, poverty, and discrimination. On the pages that follow, you will discover five stories celebrating the light of learning across our programs during the 2020-2021 school year, from students and their families to Second Chance teachers and Luminos staff.

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   Liberia

2. Lominas
   Ethiopia

3. Sola
   Lebanon

4. Emmanuel
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5. Esayas
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[100%]

OF OUR LIBERIAN FAMILIES RECEIVED NUTRITIONAL SUPPORT DURING SCHOOL CLOSURES

LEBANON: PHONE SURVEY OF STUDENTS’ FAMILIES

LIBERIA: SURVEY TO GAUGE COVID-19’S PSYCHOSOCIAL IMPACT ON STUDENTS

Understanding well-being

EducatioN Leadership through Crisis: A Video Series Hosted by Mubuso Zamchiya

伟步 通过危机：一部视频系列由穆布索·扎姆奇亚主持

11 Education Leaders

8 Weeks

41 Videos

Whatsapp

In Lebanon, teachers shared videos and checked on their students via WhatsApp

Virtual Events & Presentations

5. Going Virtual

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Managing Director of Echidna Giving

Fred Swaniker
Founder & CEO of the African Leadership Group

Min. Matthew Prempeh
Education Minister of Ghana

Sir Michael Barber
Founder & Chairman of Delivery Associates

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Understanding well-being

LebAnon: phone survey of students’ families

LiBeria: survey to gauge COVID-19’s psychosocial impact on students

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100%

Of our Liberian families received nutritional support during school closures

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Maima: From selling bread to learning in a Luminos classroom

“School is important because everyone needs to know how to read and write,” says Maima, an 11-year-old girl from a small community in Liberia.

Maima’s journey to literacy began just this past year when she entered school for the first time as a Second Chance student. “Before Second Chance, I used to sell bread around town,” Maima says. “My mother used to make the bread.”

It is common for children like Maima to be out of school in Liberia. It is estimated that one in five primary-aged children in the country are out of school, a number that will undoubtedly grow as a result of COVID-19. Many families cannot afford the fees that most schools require, and often rely on their children to help earn income to support the family. Getting a second chance at education, like the one Luminos classrooms provide, is still too rare.

Maima’s mother, Juma, believes education is important and has seen Maima’s progress firsthand. “Now my daughter is holding books and reading by herself!”

Juma is a Luminos class parent and helps prepare the midday meal for Maima’s class, typically rice and beans or a fortified porridge—ingredients Luminos provides. “I like the job because I also need to contribute to Second Chance’s efforts,” Juma says. “Second Chance has helped a lot of children in the community move on to the big school.” Providing a midday meal has become all the more important since COVID-19, with 80% of Liberian Luminos families having lost income during COVID-19, and only 5% of Luminos students eating three meals per day.

Second Chance students learn the first three grades of school curriculum in just 10 months, allowing them to catch up to their peers and integrate into government schools, typically into the third or fourth grade.

One of the things Maima loves most about Second Chance is that her teacher, James, takes time to walk students through the lessons. “I like my teacher because he doesn’t get tired—he helps me until I learn.” James enjoys helping his students learn to read and write. For him, teaching is a great way to give back to his community and share his knowledge with others.

“I dream that my daughter will go all the way in school so that the whole family will benefit.”

Juma, mother of Second Chance student Maima, and class parent

Maima with her mother, Juma, outside their home

Favorite Subject: Reading

“When you know how to read, you can do other lessons easily!”

Maima
girls to have an education so they can eventually earn their own income and become independent. “Educated women are empowered,” Lominas emphasizes. “I wish all Ethiopian women had equal access to opportunities.”

In the future, Lominas hopes to continue her own education and further her career in the education sector, eventually helping her brothers and sisters complete their educations as well.

Lominas dreams of better futures for each of her students. “I want them all to join universities or become professionals in any field based on their passion. But, before that, I want them to become outstanding achievers in the conventional schools.”

“Education is the only way out of poverty—especially in rural areas where there is a scarcity of resources.”

Lominas, Second Chance teacher
Luminos recruited Emmanuel as our Liberia Program Associate in 2020, where he helps ensure our Second Chance program operates smoothly.

His inspiring personal journey and accomplishments serve as a testament to the transformative impact of education. Emmanuel, like many students and teachers in our program, was out of school as a child, with no good path to catch up. He supported his family with farm work while they navigated Liberia’s 14-year civil war, holding tight to their faith. But seeing his parents struggle with illiteracy inspired his desire to learn.

At age 16, Emmanuel bravely became a student in the village kindergarten alongside children who were four and five years old. He spoke no English, only his local dialect. His young classmates teased him and called him “Grandpa ABC,” a story that still makes him wince. Through years of hard work and remarkable perseverance, Emmanuel graduated at age 27. When he was about to graduate high school, Emmanuel went home and said to his father, “There is a time now to make you proud. I’m about to make you proud.” Sadly, his father passed away that week and never got to see what came of Emmanuel’s education.

After working in various jobs, including in education, Emmanuel was recruited as a Second Chance teacher. He became a star teacher over the course of four years, unlocking the light of learning in children in his community and ensuring that the next generation of Liberian children could achieve their true potential.

Today, as Program Associate, Emmanuel leverages his experience being out of school and overage as a student and is committed to ensuring that our classrooms have a positive impact on students. “I spend most of my days visiting our Second Chance classes, providing support and supervision to teachers, mostly in Bomi and Cape Mount.” He rides a motorbike for several hours to reach the different classes, down dirt roads that wash out completely in the rainy season.

“I’m not just there to supervise,” Emmanuel explains. “I’m there to guide teachers and coach them on their practice. If a teacher is struggling, it’s likely their students are struggling, too.” Emmanuel’s dedication and passion for learning are hallmark qualities shared by all our staff. He is helping to change thousands of children’s lives and honoring his father’s memory.

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Sola: A Syrian mother’s journey to help refugee children learn in Lebanon

Sola is the Student Supervisor at a Luminos-supported learning center in the Shatila Refugee Camp in southern Beirut.

Civil war in Syria, Sola’s homeland, drove her family to escape for safety. Now, in Lebanon, she hopes for a brighter future. She lives in Shatila with her husband and their three children—Abdulkader, Hanin, and Sahar; ten, nine, and seven years old. Her children are also students in the learning center, which is operated by our local partner Basmeh & Zeitooneh.

In Lebanon, Luminos supports refugee children to restart their education. Crisis and displacement have severely disrupted the lives and education of the Syrian refugee children we serve. Our programs are a key opportunity for these children to catch up to grade level in safe, welcoming classrooms, and prepare to advance into Lebanese schools. Luminos continues to support our students even after they transition into Lebanese schools—both academically and emotionally—and advocate on their behalf when discrimination and poverty pose barriers.

The COVID-19 pandemic shuttered classrooms across Lebanon, pushing millions of children out of school. Luminos quickly pivoted with our partners to provide remote learning solutions and ensure that children like Abdulkader, Hanin, and Sahar could continue learning. As of this writing in July 2021, Luminos students in Lebanon are still learning remotely through tablets and other solutions.

“When COVID began, the learning center closed. We looked for alternatives to continue the educational process, so we created WhatsApp groups for each class with the students and teachers, who would share videos of themselves explaining the lessons, in addition to sharing homework,” says Sola, explaining the program’s ambitious pivot to help students keep learning during the pandemic.

Sola hopes students, including her children, can return to the center next year. Her children miss their friends and school. For now, Sola is thankful. Despite a remarkably challenging year in Lebanon, learning continues with Luminos support.
Esayas: An aspiring doctor who loves learning through games

Like many children in Ethiopia, Esayas hardly set foot in a classroom during the first decade of his life. Instead, he stayed home to help his parents on their farm: a crucial source of food for the family of six.

In the past year as the pandemic swept the globe, Esayas described life as “boring and too much work, with little or no chance to see friends and play.” That all changed when he heard about the Second Chance program from his neighbor. Esayas’ neighbor said that learning is fun and teachers are kind in Second Chance classrooms—something Esayas rushed to tell his parents as he asked to go. They agreed, and Esayas enrolled as a Second Chance student in autumn 2020, at age 10.

Luminos Second Chance classrooms are joyful, safe environments where learning is an interactive and engaging activity, not rote memorization.

“Children enjoy when the learning process involves physical movement, games, and fun,” says Elias, Esayas’ teacher. “They are also happy when given the chance to teach their peers.”

Favorite Subject: Reading & Writing

“Reading and writing are my favorite because I like the way we learn.”

Esayas

This is true for Esayas. When asked about his favorite activity at school, he quickly replies, “Songs and physical activities in the classroom, because it’s fun!” One example of a learning activity is “Musical Letters,” which practices writing. Elias places several chairs in a circle, each with a letter flashcard and a pen. Five selected students march around the circle of chairs while the rest of the class sings. When the song stops, students must find the closest chair, read the flashcard, and write the letter they find on their chalk slate or piece of paper.

In addition to learning games, Luminos classrooms use local resources to turn literacy into a tactile experience. For Esayas, this innovative technique has made learning to read and write his favorite subject. “Reading and writing are my favorite because I like the way we learn: making letters with clay, paper, wood, and other materials.”

Crafting letters out of clay helps students internalize the lesson of letter identification and creates materials they will use throughout the school year.

Esayas’ mother, Bertukan, is pleased with Esayas’ new enthusiasm for learning. “I believe education is the only way out of poverty. I dream of seeing all my children pursue their education to the end and become professionals in any field they choose.”

Looking to the future, Esayas dreams of becoming a doctor, a journey that starts with today’s long-awaited first step thanks to a Luminos classroom: learning to read.

Savings groups for mothers

Esayas’ mother, Bertukan, participates in a weekly savings group for mothers of Second Chance students. Organized by Luminos, these groups meet in a school compound and contribute a small amount to the group savings. Bertukan contributes 10 birr, or $0.25, a week from her grain business. “I buy cereal grains from farmers and sell it in the nearby market. I want to expand this business with the help of the savings group,” says Bertukan. Savings groups learn financial skills and business management. After completing their business plans, mothers are given an initial boost of capital to help them get started. At the end of the Second Chance school year, Luminos connects the mothers to local microfinance groups so that they can continue growing their businesses. Eventually, mothers increase their economic stability and ability to cover the costs of future schooling when children transition to government schools.

“The income I get from my business gives me confidence and freedom. With my income, I was able to take care of my children’s health and buy school materials.”

Bertukan

Along with his peers, Esayas (right), practices writing letters on a chalkboard slate.

Esayas practices writing at home.

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This is the moment to revolutionize education

At this critical moment in history, the global community must not narrow its vision of what is possible for educating children. COVID-19 threatens decades of progress in education, with heartbreaking impact on millions of children and families. With scarcely nine years until 2030 and the end of the UN Sustainable Development Goals (SDGs), will the world rise to meet this moment?

Today calls for bold ambition to revolutionize education.

Luminos is meeting this call, equipped with a proven strategy to transform the way children learn to read and do math. With these essential skills, the door to opportunity opens. We can help millions of children — but we need your support.

Join us on this journey.
Board of Directors

The Luminos Fund Board of Directors is comprised of funders and independent leaders from the education sector. These longtime donors and trusted advisors bring a wealth of knowledge to our organization, and a deep commitment to our mission.

• Alan McCormick, Board Chair (Partner, Legatum)
• Andrew Doust, Director and Secretary (Founder, Plenitude Partners & Co-Founder, Kore Venture)
• Erin Ganju, Director (Managing Director, Echidna Giving)
• George Kronnisanyon Werner, Director (Former Minister of Education, Liberia)
• Philip Vassiliou, Director and Treasurer (CIO & Partner, Legatum)

In 2020, Luminos welcomed two new board members: Erin Ganju and George Kronnisanyon Werner

Erin Ganju is Managing Director at Echidna Giving, a major private funder in girls’ education. Previously, she was COO and CEO of Room to Read, the lauded NGO she co-founded to advance literacy and gender equality. During her tenure, Room to Read helped 12+ million children in 15 countries.

George Kronnisanyon Werner is an acclaimed public-sector leader who served as Liberia’s Minister of Education from 2015 to 2018. Since leaving public service, he has assisted other African and Asian leaders to develop human capital and maximize demographic dividends for long-term economic growth.

Advisory Board

Luminos is grateful to receive additional support from our valued Advisory Board members. Launched in 2020, our Advisory Board features some of the brightest minds in international education.

• Dr. Kwame Akyeampong, Professor of International Education and Development, The Open University
• Carol Bellamy, Former Executive Director, UNICEF
• Dr. Alex Eble, Assistant Professor of Economics and Education, Teachers College, Columbia University
• Susannah Hares, Co-Director of Education Policy and Senior Policy Fellow, Center for Global Development

• Dr. Dzingai Mutumbuka, Former Minister of Education and Culture, Zimbabwe
• Dr. Harry Patrinos, Practice Manager, Education, The World Bank Group
• Dr. Rebecca Winthrop, Co-Director of the Center for Universal Education, Senior Fellow of Global Economy and Development, Brookings Institution

Our Partners

It takes a village! Luminos is proud to collaborate with governments, community-based organizations, leading researchers and evaluators, local consultants, and others in the successful delivery of our education programs.

Ethiopia Partners

• Amhara Development Association
• Bethsaida Restoration & Development Association
• Development through Adult and Non-Formal Education
• Education For Development Association
• Emmanuel Development Association
• Ethiopian Evangelical Church Mekane Yesus-Development & Social Service Commission – North Area Work
• Ethiopian Evangelical Church Mekane Yesus-Development & Social Service Commission – South Area Work
• Genet Foundation
• Harsasha Assistance Developmental Organization
• Ilu Women and Children Integrated Development Association
• Operation Rescue Ethiopia

Liberia Partners

• BRAC-Liberia
• Liberia Institute for the Promotion of Academic Excellence
• Restoring Our Children’s Hope

Lebanon Partners

• Ana Aqra Association
• Basmeh & Zeitooneh
• The Red Pencil Humanitarian Mission

Additionally, Luminos expresses gratitude to the following consultants and external evaluators of our programs.

• Adama Science and Technology University
• ADARA Research and Management Consultancy
• Centre for the Study of Global Development Faculty of Wellbeing, Education, and Language Studies, The Open University
• Centre for International Education, University of Sussex
• Centre for the Study of Global Development
• Centre for the Study of Global Development
• Centre for the Study of Global Development
• Geneva Global
• Megan Kinsey
• Q&A Services, Inc. (Liberia)
• Catherine Richardson

24 THE LUMINOS FUND 2020 ANNUAL REPORT 25
Our Funding Partners

Thank you to our remarkable community of donors and supporters.

From transformative multi-year grants to lemonade stand fundraisers, from anonymous gifts to inspired family giving, our students, teachers, partners, and team are deeply moved by the Luminos Fund’s generous community of supporters.

Thanks to your remarkable support, Luminos is able to fulfill our mission helping the most vulnerable children. Your investments make a real difference in children’s lives. We are grateful for the confidence and trust you place in our team, and to receive multi-year support from so many of our donors.

Luminos always welcomes new like-minded supporters who share our vision of a world where no child is ever denied the chance to learn, and are inspired by the impact Luminos has on the education systems we serve.

Thank you for joining us on this education journey.

Below is a selection of our core funding partners:

UBS Optimus Foundation
UBS

David Weekley Family Foundation

Douglas B. Marshall, Jr. Family Foundation

Christie’s

Hirschmann Stiftung

Legatum

supercell

mulago

Awards & Accolades

Our Funding Partners

Financials

STATEMENT OF FINANCIAL POSITION

<table>
<thead>
<tr>
<th></th>
<th>2020</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSETS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td>$2,053,183</td>
<td>$2,818,838</td>
</tr>
<tr>
<td>Board designated operating reserve</td>
<td>$1,260,000</td>
<td>-</td>
</tr>
<tr>
<td>Accounts receivable</td>
<td>$1,203</td>
<td>$8,124</td>
</tr>
<tr>
<td>Contributions receivable, current portion</td>
<td>$4,894,526</td>
<td>$3,344,987</td>
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<tr>
<td>Prepaid expenses</td>
<td>$21,312</td>
<td>$16,056</td>
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<tr>
<td>Advances</td>
<td>$102,863</td>
<td>$79,839</td>
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<tr>
<td>Contributions receivable, net and non-current portion</td>
<td>$992,330</td>
<td>$2,194,584</td>
</tr>
<tr>
<td>Total assets</td>
<td>$9,325,417</td>
<td>$8,462,428</td>
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<tr>
<td>LIABILITIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts payable and accrued expenses</td>
<td>$94,321</td>
<td>$115,034</td>
</tr>
<tr>
<td>NET ASSETS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Without donor restrictions</td>
<td>$3,959,587</td>
<td>$2,067,853</td>
</tr>
<tr>
<td>With donor restrictions</td>
<td>$5,271,509</td>
<td>$6,279,541</td>
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<tr>
<td>Total net assets</td>
<td>$9,231,096</td>
<td>$8,347,394</td>
</tr>
<tr>
<td>Total liabilities and net assets</td>
<td>$9,325,417</td>
<td>$8,462,428</td>
</tr>
</tbody>
</table>

The Luminos Fund is a 501(c)(3) registered nonprofit.

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2020 STATEMENT OF ACTIVITIES

<table>
<thead>
<tr>
<th></th>
<th>Without Donor Restrictions</th>
<th>With Donor Restrictions</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUPPORT AND REVENUES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contributions</td>
<td>$2,657,972</td>
<td>$1,439,367</td>
<td>$4,097,339</td>
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<tr>
<td>Net assets released from time/purpose restriction</td>
<td>$2,560,746</td>
<td>($2,560,746)</td>
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<tr>
<td>Net foreign currency transaction gain</td>
<td>$5,218,718</td>
<td>($1,121,379)</td>
<td>$4,097,339</td>
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<tr>
<td>OPERATING EXPENSES</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Program services</td>
<td>$2,698,307</td>
<td>-</td>
<td>$2,698,307</td>
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<tr>
<td>Management and general</td>
<td>$341,321</td>
<td>-</td>
<td>$341,321</td>
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<tr>
<td>Fundraising</td>
<td>$300,379</td>
<td>-</td>
<td>$300,379</td>
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<tr>
<td>NON-OPERATING ACTIVITIES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net foreign currency transaction gain</td>
<td>$3,140,007</td>
<td>-</td>
<td>$3,140,007</td>
</tr>
<tr>
<td>CHANGE IN NET ASSETS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net assets, beginning of year</td>
<td>$2,067,853</td>
<td>$6,279,541</td>
<td>$8,347,394</td>
</tr>
<tr>
<td>Net assets, end of year</td>
<td>$3,959,587</td>
<td>$5,271,509</td>
<td>$9,231,096</td>
</tr>
</tbody>
</table>

Net assets, end of year $3,959,587 $5,271,509 $9,231,096

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