There is nothing like a child’s joy when they discover that all the world’s knowledge is available to them because they can read and write. It unlocks the light within and gives them a sense of freedom and opportunity. It compels them to want to learn all they can about our planet – its places, peoples, possibilities, and even problems. It inspires them to keep on learning—whenever they can and for as long as they can—as they strive to make a meaningful contribution to society throughout their lives.

We call this experience “joyful learning,” and we believe it’s something every child deserves. The unfortunate reality is that there are still millions of children worldwide who do not get a chance to learn at all. This is an injustice and an inequality that needs to be addressed. That’s why Luminos exists. We’re here for children like Mary in Liberia and Ahmed in Lebanon, who have faced barriers related to poverty, conflict, and discrimination that have delayed their opportunity to learn.

With your incredible support, however, Luminos has been able to step into the gap and provide a second chance to children like Mary and Ahmed. We are thrilled to be able to work with our dedicated network of implementing partners, committed investors, and thoughtful experts, who have helped bring joyful learning opportunities to life for these children in Ethiopia, Liberia, and Lebanon. Over the next three years, with your help, we will not only expand opportunities in these countries, but also bring joyful learning to children in other locations as well.

The recognition for our programs over the last year has been deeply humbling. We are honored and delighted to have received the WISE Award from the Qatar Foundation and the HundrED Global Innovations Award. It is a tribute to the hard work our children and their learning facilitators have put into their learning. We are so very proud of them!

In the coming years, we want to play a role in improving the information available to education decision-makers, encouraging more collaborative action, facilitating experimentation, and supporting evidence-based systems change as we work together to make joyful learning available to all children.

We look forward to your partnership as we progress in this critical journey. Thanks for your continuing support!

Caitlin Baron
CEO, the Luminos Fund
Our Awards

Over the last year, we’ve had the opportunity to celebrate as the impact of our work was recognized with two global awards: the WISE Awards from the Qatar Foundation, and the HundrED Global Innovations Awards.

These awards are a testament to the engagement of our students in their learning; the commitment of their learning facilitators, parents, and caregivers to their success; the hard work and dedication of our network of partners; and the pivotal contributions of organizations and individuals invested in our work.

WISE AWARD

The World Innovation Summit for Education (WISE), an international initiative for innovation and collaboration in education, announced the Luminos Fund’s Second Chance program as a winner of its 2017 WISE Awards, which recognize and promote innovative education initiatives around the world.

Luminos was among six WISE Awards winners in 2017, selected by a panel of experts from a group of 350 nominees.

HUNDRED

HundrED had been searching the world for 100 of the most inspiring innovations in education in 2017 and selected the Luminos Fund’s Second Chance program as an honoree. The announcement was made at the HundrED Innovation Summit in Helsinki, where CEO Caitlin Baron was a keynote speaker.

The core goal of HundrED is to help innovative practices in education spread, as education is the key to a happy and healthy future.

Our Impact

To date, we’ve helped over 100,000 children get a second chance at a good education.

220,000

Children and adults have directly benefited from our programs to date.

104,331

Second Chance Students to Date

Our work helped 17,000 children get back in school and build literacy and numeracy skills in 2017.

2012 2013 2014 2015 2016 2017

ETIOPIA

2017

14,250

LIBERIA

2017

2,000

LEBANON

2017

782

Graduates of our Second Chance programs progress to local public schools and stay in school.

95% 75%

TRANSITION TO MAINSTREAM SCHOOL ARE STILL IN MAINSTREAM SCHOOL

Data includes students enrolled in the 2016-2017 academic year and all previous years.
The Luminos Fund exists to help countries secure joyful learning for all children.

We believe that the most effective way to solve problems in education is bottom-up. Let practice inform policy, not the other way around. Innovation should lead the way when it comes to improving systems. That’s why we focus on solving the most intractable problems in education by creating “ecosystems.” We collaborate with relevant stakeholders to develop and scale new approaches, which we can leverage to drive improvements in education delivery.

We employ the following four strategies as we build out these experimental ecosystems,

1. Mapping the Ecosystem
Governments and non-government actors often launch initiatives without first taking stock of the web of interacting players and rapidly evolving environments that shape and influence the education system. By collaborating with local stakeholders to map the ecosystem, Luminos will help forge a clear-eyed, data-rich view of the unique opportunities and constraints in the operating environment and deliver strategic insights to inform decision making.

2. Convening Stakeholders
A major barrier to innovation is the inefficiency that results when stakeholders working on the same set of problems operate in silos. Luminos aims to serve as a beacon for collective impact by creating opportunities for education officials, funders, implementers, industry experts, and community leaders to share ideas and experiments. Convenings will take place both in-country and internationally as we work to break down the relational and informational barriers that prevent collaboration.

3. Incubating Solutions
The work of any experimental ecosystem needs to be grounded in tangible initiatives. Luminos will serve as an incubator that works collaboratively with local organizations to develop rapid-learning-cycle micro-pilots to test key assumptions about how to solve different problems along the education value chain. As micro-pilots mature, they will graduate to true pilots that deliver solutions at significant scale and provide objective performance feedback to the ecosystem through rigorous external evaluation.

4. Building Government Capacity
To assist governments in fulfilling their role as facilitators of experimental ecosystems, Luminos will help key public education officials grow in their ability to cultivate experimentation, promote collective impact, make small bets, support true pilots, and ultimately promote evidence-based policy reform.

According to UNESCO, more than 617 million children (387 million at primary level and 230 million at lower secondary level) are not achieving minimum standards in reading and math. There are also over 260 million children globally who are not going to school at all.
Mary’s Story

“‘I love the games and songs, and the reading and writing activities. I am happy to be in this class because it makes school fun and good.’”

Mary’s mother, Tenneh, desperately wanted her daughter to go to school. She volunteered and prepared meals for the students at the Mango Town government school, but still Mary was unable to attend. Tenneh’s work as a gardener paid for the family’s food and housing, but left her unable to afford school materials, uniforms, or fees. One year ago, with no prior formal schooling, Mary enrolled in the Luminos accelerated learning program and in just 10 months, Mary learned how to read, write, and do math. Her mother joined the program’s Parental Engagement Group which has helped her save enough to pay for Mary’s education when she transitioned into the Mango Town school. Today, Mary continues to study in school at the third grade level.
I remember how, at the checkpoints, they threw all our stuff on the ground to check whether we had any weapons, and, of course, we were not armed. I left Syria with my family: my mother, father and five other siblings.

The eldest among us is Fatima; she’s one year older. She has some medical condition [some sort of paralysis], and I support her to come to school and at home as well. Sometimes the bus driver tells me not to bring her because I make them wait a lot until we arrive, but I always refuse and bring her along.

I make him return when I see my sister crying. I have never told the teacher here but next time I will so that she speaks to him. My brother also helps me, along with my cousin, in order to support my sister.

We live in a tent, among another 28-30 tents in the settlement we stay in. We moved here first. When the situation became more severe, my grandparents followed, and then my uncle. My aunt followed, but she did not like it over here because she is not used to staying in tents! We want to go back but every time we decide, something happens. My friend’s family thought that the situation had become better and so they went back to find out that it had actually become worse, and so they came back. I have some uncles that are still in Kfar Hamra. My grandmother from my mum’s side is still there. I really want to go see her. Unfortunately, our house had been destroyed, as well as my grandfather’s house; he is staying underground now; it’s safer.

When we first came here, my neighbor would teach us. Now, I am learning the English letters, as well as many other things. We do circle time. We dance to the music and draw. The teacher is my favorite, Ms. Safiya. I come to school every day, so I can learn and so no one will call me stupid.

Ali likes to draw dresses and wants to become a fashion designer when he grows up. He pays his neighbor $3 per day to teach him how to make dresses. His first dress, though not very nice according to him, was purchased by another girl from the camp for Eid.
Our Priorities

**Working System**
- Children participate in play-based learning in early childhood
- Children build literacy and numeracy skills and a foundation for lifelong learning
- Children grow as lifelong learners and establish strong life and career skills

**Failing System**
- Children do not experience playful learning in early childhood
- Children do not attend school or start late and receive poor quality learning
- Children, especially girls, dropout of school or experience subpar education

**SCHOOL-AGED YEARS**
- Children do not attend school or start late and receive poor quality learning
- Children do not experience playful learning in early childhood

**ADOLESCENCE**
- Children grow as lifelong learners and establish strong life and career skills
- Children do not attend school or start late and receive poor quality learning

Our Initiatives

**SECOND CHANCE**
Luminos was created as a standalone entity in 2016, but we were built upon eight years of skillful investment and guidance from the Legatum Foundation, our anchor donor. Working with the philanthropic advisory firm, Geneva Global, Legatum created and refined the ‘Speed School’ program -- designed to enable children who had missed out on school to get a second chance at an education.

Serving children who are ten or eleven years old and have either never been to school or started and dropped out, the Speed School program enables children to cover three years of school curriculum in one, intense year, and then mainstream to their local village school. Now known as the Luminos Second Chance program, this model has enabled over 100,000 children across rural Ethiopia to get a second chance at an education.

Since 2016, Luminos has built upon this legacy substantially. With the support of new funders, including Dubai Cares, Mulago, UBS Optimus Foundation, and others, Luminos has replicated the Second Chance program in Liberia, a country with the highest recorded rate of out-of-school children in the world. Since 2016, Luminos has built upon this legacy substantially. With the support of new funders, including Dubai Cares, Mulago, UBS Optimus Foundation, and others, Luminos has replicated the Second Chance program in Liberia, a country with the highest recorded rate of out-of-school children in the world.

Luminos is committed to ensuring all children experience joyful learning from early childhood to adolescence. Learning should be built on a foundation of play in the early years. In primary school, playful learning should help children cultivate literacy and numeracy skills. The enjoyment children derive from education should help them as adolescents develop life and career skills, as well as a commitment to lifelong learning.

Unfortunately, this ideal is not the reality for millions of children around the world. In fact, the absence of joyful learning in early childhood, the missed opportunity to attend school in primary years, and the barriers to staying in school as an adolescent at impede a child’s ability to adequately prepare for life.

These problems are most acute for the hardest-to-reach children who—due to poverty, conflict, and discrimination—find themselves at the margins of the education system and of society.

But children at the margins cannot be ignored. Ensuring they, too, can experience joyful learning is not only a moral imperative but an effective strategy for improving education systems holistically. When you solve problems at the margins, you derive solutions that can contribute to improvements in the mainstream.

That’s why at Luminos, our strategy is to focus our attention on those key challenges that affect children at the margins, namely missing out on early learning, being out of school in the primary years, and dropping out during adolescence (especially girls). Every child should have a joyful start: those who are out of school should have a second chance; and those girls who drop out because of discrimination should receive an education that shows them they matter.

**JOYFUL START**
As we’ve moved forward, we’ve come to appreciate how transferable some of the lessons from our Second Chance program are. Among other things, we have realized that the core elements of the program have relevance beyond the narrow issue of out-of-school children. For example, a critical factor in our success has been the power of joyful learning.

Children learn best by playing, doing, and connecting with others. Our pedagogical approach—which is specially designed to deliver a constructivist learning model in resource-scarce environments—proves that it’s possible to bring rich learning to the poorest corners of the world. We believe this is a lesson of broad and profound significance for the global education sector, and beginning in 2018, we are working to bring the power of joyful learning into the early learning context.

We look forward to applying the four strategies of our theory of action—cultivate knowledge, convene stakeholders, co-create solutions, and catalyze systems change—to this work.

**GIRLS MATTER**
Girls between the ages of 10 and 14 have thrived in our Second Chance program. We see opportunity to enhance our model and incorporate more of what girls need to attend school, to experience dignity at school, to stay in school, and to succeed in learning. Over the next three years, we look forward to establishing a refined program dedicated to girls.

Children learn best by playing, doing, and connecting with others.
Second chance classrooms blend child-centric pedagogy and activity-based learning methods to ensure children not only grasp the minimum learning competencies, but also develop a positive experience towards learning. By incorporating play-based education and other engaging learning techniques, we’re able to help children with a range of different learning styles succeed.

Ethiopia

101,502
CHILDREN GIVEN A SECOND CHANCE EDUCATION SINCE INCEPTION

97%
TRANSITION TO MAINSTREAM SCHOOL

Second chance classrooms blend child-centric pedagogy and activity-based learning methods to ensure children not only grasp the minimum learning competencies, but also develop a positive experience towards learning. By incorporating play-based education and other engaging learning techniques, we’re able to help children with a range of different learning styles succeed.

14,250 parents/caregivers involved

570 SECOND CHANCE SCHOOLS

607 SECOND CHANCE FACILITATORS AND PARTNERS TRAINED

Data from the 2016-2017 academic year.

97%

Out-of-school children and adolescents:
- 10,149,792
- Percent of Ethiopian girls out of school: 36%
- Percent of Ethiopian boys out of school: 31%

Pupil-teacher ratio in primary school: 55:1

Expenditure on education as a percentage of total government expenditure: 27%
(Source: UNESCO)

SECOND CHANCE PROGRAM
- 2011: Program launched
- 14 implementing partners
- 14,250 parents/caregivers involved
- 4,850 preschoolers in readiness programs

Total Population: 94.1 million

OUR THEORY OF ACTION

MAPPING THE ECOSYSTEM
CONVENING STAKEHOLDERS
INCUBATING SOLUTIONS
BUILDING GOVERNMENT CAPACITY

BUILDING GOVERNMENT CAPACITY
Ethiopia has the second highest number of out-of-school children in Sub-Saharan Africa, with an estimated 2.1 million children not in primary school. Since 2011, the Second Chance program has worked in partnership with 14 different Ethiopian NGO's to enable more than 100,000 children to get a second chance at an education. In 2017, the Luminos Fund reached 14,250 Ethiopian children across the Amhara and SNNPR regions.

The model has been rigorously evaluated over the last five years by the Centre for International Education at the University of Sussex. Over 90 percent of the children who start our program successfully transition back to their local government school. External evaluations also show that graduates of our program enter government school at slightly higher learning levels than their peers and persist through school at better rates.

After several years of impact, the Ethiopian government has demonstrated eagerness to partner to further scale up the program for government implementation. Efforts are underway to scope this next phase of engagement.
Liberia

Luminos partners with four, Liberian non-governmental organizations to implement Second Chance in Montserrado and Bomi counties, in consultation with District Education Offices, local primary schools, and other stakeholders.

Beyond providing schooling to children, Luminos expects to present the government with a validated model which it can use to provide high quality education to even more out-of-school children in the future.

**OUR THEORY OF ACTION**

- Mapping the ecosystem
- Convening stakeholders
- Incubating solutions
- Building government capacity

**INCUBATING SOLUTIONS**

Africa’s oldest republic, Liberia has faced decades of intermittent instability and conflict since the 1980s. In many ways, Liberia is still recovering from the Ebola outbreak in 2015, when schools were closed for an entire year. Liberia suffers from one of the highest recorded rates of out-of-school children in the world, with 62% of primary-school-age children currently missing out on an education.

Liberia has committed to a visionary program for the strengthening of education nationwide. The sector has worked persistently to achieve significant improvements in educational opportunities for their nation’s children, but the challenge surpasses the system’s current capacities and many primary-aged children remain out of school with few obvious prospects for returning. To support national efforts already underway in Liberia, the Luminos Fund launched an accelerated learning pilot program in 2016 in Montserrado and Bomi counties with the expressed aim of returning out-of-school children back into the formal system.

This last academic year, we commenced work in Liberia, enrolling 2,000 children across Montserrado and Bomi counties in a Second Chance pilot. Of this first cohort, 93% of students are still in government school. Data from the 2016-2017 academic year.

**KEY FACTS**

- Out-of-school children and adolescents: 625,419
- Percent of Liberian girls out of school: 50%
- Percent of Liberian boys out of school: 44%
- Pupil-teacher ratio in primary school: 30:1
- Expenditure on education as a percentage of total government expenditure: 8%
  (Source: UNESCO)

**SECOND CHANCE PROGRAM**

- 2016: Program launched
- 4 Implementing partners
- 18,000 parents/caregivers involved
- 48% of students are girls
- 126 teachers trained in government schools

**TOTAL POPULATION**

4.2 million

**THEORY OF CHANGE**

- Building government capacity
- Incubating solutions
- Convening stakeholders
- Mapping the ecosystem

**SECOND CHANCE PROGRAM**

- 2016: Program launched
- 4 Implementing partners
- 18,000 parents/caregivers involved
- 48% of students are girls
- 126 teachers trained in government schools

**TOTAL POPULATION**

4.2 million
In Lebanon, Luminos supports two programs to enable Syrian refugees to get back to school and succeed: a preparatory program for children entering the formal system and homework support for refugees who have recently transitioned back to school to ensure they persist in their studies. The educational support provided by the Luminos program enables more Syrian refugee children to access formal education within the Lebanese government school system and better assimilate into their new educational environments.

**Total Population:** 6 million

Lebanon

displaced from their homes within Syria and another 4.8 million struggling as refugees in the region. The Lebanese government has taken the extraordinary step of committing to enroll all Syrian refugee children in their public school system. As positive as the policy environment might be, the reality at the school level is that there are still numerous barriers to access, from academic under-preparedness to discrimination.

Currently only half of the Syrian refugees in Lebanon attend formal school.

Building on our experience with out-of-school children, Luminos worked with Ana Aqra, a Lebanese non-profit, to develop the Back to School program to help refugee children restart their education. Many students have been out of school for years, and all of them are learning in English and French for the first time, the standard languages of instruction in Lebanon. The Back to School program is an opportunity for refugees to catch up to grade level and prepare to assimilate into Lebanese classrooms. As part of the curriculum, our students create drawings to remember their homeland and to begin to come to terms with the trauma they have seen. Our program continues to support refugees after they transition into Lebanese schools—both academically and emotionally—and advocates on their behalf when discrimination and poverty pose barriers.

**INCUBATING SOLUTIONS**

The war in Syria has wrought immense suffering on children and their families, with 6 million people displaced from their homes within Syria and another 4.8 million struggling as refugees in the region. The Lebanese government has taken the extraordinary step of committing to enroll all Syrian refugee children in their public school system. As positive as the policy environment might be, the reality at the school level is that there are still numerous barriers to access, from academic under-preparedness to discrimination.

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THE LUMINOS FUND

The Luminos Fund is part of a global community of organizations founded and supported by the Legatum Foundation, the development arm of the Legatum Group, a purpose-driven international investment organization with a passion for global prosperity. With an initial investment of $10 million over five years, Legatum founded the Luminos Fund—originally known as the Speed School Fund—to advance education that unlocks the light in every child.

At the end of 2017, the Legatum Foundation’s initiatives had impacted over 270 million lives globally. In addition to the Luminos Fund, the Legatum Foundation has originated, incubated, and scaled several ground-breaking interventions that tackle global challenges, such as the Freedom Fund to eradicate modern slavery; the END Fund to control and eliminate neglected tropical diseases; the Legatum Center, a global learning platform for principled innovation-driven entrepreneurs; and the Legatum Institute, a think tank which focuses on shaping the values, ideas and policies which will transform society and see all people prosper.

The golden thread that links these interventions together is the belief that the world doesn’t need to be as it is; that social justice is within reach for everyone; that advancement is obtainable; and that personal transformation is possible.

Liberating Human Potential

Financials

STATEMENT OF FINANCIAL POSITION

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<tr>
<th>ASSETS</th>
<th>2017</th>
<th>2016</th>
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<td>Current assets</td>
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<tr>
<td>Cash and cash equivalents</td>
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<td>Pledges receivable</td>
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<td>Prepaid expenses</td>
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<td>Total assets</td>
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<th>LIABILITIES AND NET ASSETS</th>
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<td>Current liabilities</td>
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<tr>
<td>Accounts payable and accrued expenses</td>
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<th>NET ASSETS</th>
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<tbody>
<tr>
<td>Unrestricted</td>
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<td>Temporarily restricted</td>
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<td>Total net assets</td>
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<td>$2,489,701</td>
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| Total liabilities and net assets | $3,388,661 | $2,733,501 |

2017 STATEMENT OF ACTIVITIES

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<th>SUPPORT AND REVENUES</th>
<th>Unrestricted</th>
<th>Temporarily Restricted</th>
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<td>Contributions</td>
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<td>Net assets released from time purpose restriction</td>
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OPERATING EXPENSES

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<td>Program services</td>
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<td>Management and general</td>
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<td>Fundraising</td>
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<td>$4,329,991</td>
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<th>CHANGES IN NET ASSETS</th>
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<tr>
<td>Net assets, beginning of year</td>
<td>$545,738</td>
<td>$1,943,963</td>
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<tr>
<td>Net assets, end of year</td>
<td>$2,316,786</td>
<td>$753,099</td>
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Our Partners

IMPLEMENTING PARTNERS
Luminos is proud to work with strong local implementing partners in the delivery of our programs.

ETHIOPIA
- Adams Thermal System Foundation
- Ethiopian Evangelical Church Mekene Yesus Development and Service Commission
- Integrated Service for AIDS Prevention & Support Organization
- Haresha Assistance & Development Organization
- Hope for Children Ethiopia Relief and Development Association
- Impact Association for Social Services
- Netsebrak Reproductive Health & Social Development Organization
- Operation Rescue Ethiopia
- Professional Alliance for Development
- Rehoboth Supporting & Development Organization
- Tigray Development Association
- Wide Horizons for Children
- Wolitta Development Association
- Summer Institute for Linguistics

LIBERIA
- Community Activity for Livelihood in Liberia
- Liberia Institute for the Promotion of Academic Excellence
- Restoring Our Children’s Hope
- Street Child Liberia

LEBANON
- Ana Aqra Association

STRATEGIC PARTNER
Geneva Global has played a pivotal role in helping launch the Luminos Second Chance program and continues implementation of the program in Ethiopia in partnership with Luminos.

FUNDING PARTNERS
As we continue to grow our community of funding partners, we would like to thank and recognize the following organizations for their important contributions in 2017.
“Learning science amazes me! Everything I learn here makes me happy.”

Tibebu, a Luminos Second Chance student