Cover Image: Martu, a 10-year-old Luminos student in Liberia, loves learning to read and write in school and proudly exclaims, “I like coming to learn! I like everything in school!”

Current Image: Amanuel is a Luminos teacher in Ethiopia. “I wanted to become a teacher because I believe that a community can only change when they get education,” he says. “So, I decided to contribute my part by becoming a teacher and educating the new generation.”

### Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEO Letter</td>
<td>4</td>
</tr>
<tr>
<td>The Threat Facing Children’s Education</td>
<td>6</td>
</tr>
<tr>
<td>Our Mission</td>
<td>7</td>
</tr>
<tr>
<td>Our Impact</td>
<td>8</td>
</tr>
<tr>
<td>How Our Program Works</td>
<td>9</td>
</tr>
<tr>
<td>Where We Work: 2021-22 School Year</td>
<td>10</td>
</tr>
<tr>
<td>Key Accomplishments: 2021-22 School Year</td>
<td>12</td>
</tr>
<tr>
<td>Stories From Our 2021-22 School Year</td>
<td>15</td>
</tr>
<tr>
<td>Our Boards</td>
<td>30</td>
</tr>
<tr>
<td>Our Partners</td>
<td>32</td>
</tr>
<tr>
<td>Our Donors</td>
<td>34</td>
</tr>
<tr>
<td>Our Financials</td>
<td>35</td>
</tr>
</tbody>
</table>
Dear friends,

2021 was a year defined by hardship and hope. COVID-19 has laid bare an education crisis with disproportionate impact on the most vulnerable children around the world. Even before the pandemic, an estimated 53% of children in low- and middle-income countries were unable to read and understand a simple story by age 10 — and one in five primary-school-aged children in Sub-Saharan Africa was shut out of school.

The outlook today is far worse: 70% of 10-year-olds in these countries are unable to read or understand a simple story.

Overcoming this crisis will require our endurance, commitment, and laser focus to ensure no child is ever denied an education. Luminos is more committed than ever to the students and communities we serve.

“You see light when you get education, and the light will show you where you will go,” explains Tewodros, a nine-year-old student in our Ethiopia program.

This year marked Tewodros’ first time in a classroom and his mother, Tewabech, is proud of his progress in the Luminos program.

“He did not recognize letters before he started school here. Now he can read and write very well,” she says. Tewodros already has his sights on becoming an engineer.

Thanks to our community of donors, partners, and friends, Luminos reached 20,840 out-of-school children like Tewodros across Africa and the Middle East with transformative education this year, and our organization experienced marked growth and expansion.

This year, we launched a new Luminos country program in Ghana serving 1,500 out-of-school children and a government advisory project with the Ministry of Basic & Secondary Education in The Gambia. To support this growth, we also expanded our team of ‘Lumineers’ by more than 58% — a majority of whom are based in Africa.

More and more people are taking note of our program’s remarkable impact. In 2021, Luminos was humbled by several awards including the US Library of Congress Literacy Award. Their International Prize recognizes a significant and measurable contribution towards increasing literacy levels outside the United States.

While the world has a long way to go before recovering from the consequences of COVID-19, I find hope, joy, and urgency in all the children we serve. In one school year, our students learn how to read, write, and do math — taking a big leap towards becoming young leaders in their community.

“You see light when you get education, and the light will show you where you will go.”

Tewodros, 9-year-old Luminos student in Ethiopia

To date, Luminos has reached 172,957 out-of-school children, but the impact of our mission extends beyond classroom walls to families, communities, and society.

I am humbled to be on this journey with you. With your support, the Luminos team will continue tackling the education crisis and serving many more children with transformative education in the years ahead.

Warmly,

Caitlin Baron
CEO, the Luminos Fund

Luminos student Tewodros with his mother, Tewabech.
The THREAT facing children’s education is URGENT and IMMENSE, especially for the most vulnerable.

70% of 10-year-olds in low- and middle-income countries are unable to read and understand a simple story.

Over 1 billion children were affected by school closures during the pandemic.

$21 trillion dollars in expected lifetime earnings have been lost by today’s students due to the pandemic.

To ensure all children have equal access to joyful, foundational learning, especially those shut out of education by crisis, poverty, or discrimination.
To date, Luminos catch-up education programs have unlocked the light of learning in 172,957 out-of-school children.

- Luminos students progress ten times faster than students in comparable programs.
- Over 90% of Luminos graduates transition to government school.
- Luminos students complete primary school at nearly twice the rate of their peers.

**How Our Program Works**

The Luminos Fund, a registered 501(c)(3) nonprofit, is one of the few international, non-government organizations with a proven method, 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 government schools, and prepare for lifelong learning. In each of our countries of operation, Luminos brings a holistic approach: working in partnership with community-based organizations and governments to co-create country-specific curricula and implement the program.

- **Transition to Government Schools**
  Over 90% of our students advance into government schools after the program, joining their peers.

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

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

- **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 program life cycle.

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

- **Classrooms**
  Luminos 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.

- **SHARE**
  We promote broader adoption of the Luminos method by government and other partners.

- **SHIFT**
  We create advocacy platforms to champion the Luminos method, ensuring all children have equal access to joyful, foundational learning.

**Show**

We deliver the Luminos program to children denied an education due to crisis, poverty, or discrimination.

**Share**

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

**Shift**

We create advocacy platforms to champion the Luminos method, ensuring all children have equal access to joyful, foundational learning.
Where We Work: 2021-22 School Year

In the 2021-22 school year, Luminos served 20,840 vulnerable and out-of-school children across our country programs.

We work in some of the world’s most challenging contexts. Below, we include the Sustainable Development Goal (SDG) Index, ranking countries on a list of 163 out of the total 193 United Nations Member States. The index takes into account each country’s progress towards achieving the SDGs.

- **The Gambia**
  - UN SDG Global Ranking: 122/163
  - Provided Curriculum Development & Advisory Services to the Government
  - 9,727 total beneficiaries
  - 3,150 students served

- **Liberia**
  - UN SDG Global Ranking: 158/163
  - 3,340 total beneficiaries
  - 1,090 students served

- **Ghana**
  - UN SDG Global Ranking: 110/163
  - 3,063 total beneficiaries
  - 1,500 students served

- **Ethiopia**
  - UN SDG Global Ranking: 128/163
  - 20,666 total beneficiaries
  - 15,100 students served

- **Lebanon**
  - UN SDG Global Ranking: 97/163
  - 3,063 total beneficiaries
  - 1,500 students served

Total beneficiaries include parents, teachers, government officials, and students.
Key Accomplishments:
2021-22 School Year

Invited to The Gambia
Board member and Liberia’s former Minister of Education, George Kronnianyou Werner, and Luminos Ethiopia Country Director & Regional Strategic Advisor, Dr. Alemayehu Hailu Gebre, embarked on a key exploration with The Gambia by invitation of the country’s Ministry of Basic & Secondary Education (MoBSE). This laid the groundwork for our expansion and technical advisory project to serve The Gambia’s out-of-school children.

Hosted “Getting Ghana Back to School”
Luminos hosted its 9th annual U.N. General Assembly week event, “Getting Ghana Back to School,” featuring a panel of Ghanaian luminaries and education experts as we explored the latest research on COVID-19’s impact on education in Ghana – and announced our 2022 launch.

Published the Liberia Endline Evaluation Report
Luminos Liberia students made transformational gains in reading in 2021 despite the pandemic-shortened school year (7 months versus the normal 10). Students soared from barely recognizing the alphabet at the start of the program to reading an average of 31.5 words per minute by the end, with girls making even greater gains than boys.

Ghana’s Ministry of Education signed a Memorandum of Understanding with Luminos endorsing the expansion of our education mission. Today, 1,500 out-of-school children in Ghana’s Ashanti region are learning in Luminos classrooms.

Honored as a member of HundrED’s 2022 Global Collection
For the fifth year in a row, global education nonprofit, HundrED, recognized Luminos’ catch-up education program as one of the world’s leading K-12 education innovations.

Supported the launch of Ethiopia’s first “Accelerated Learning Unit”
In Ethiopia, the Ministry of Education inaugurated a new Accelerated Learning Unit (ALU) following years of planning, collaboration, and technical support from Luminos. Establishing the ALU is a significant step forward in the government’s adoption of programs like ours to reach the country’s out-of-school children. Luminos is helping the ALU develop education strategies and guidelines and training their staff.

Awarded the Library of Congress 2021 International Literacy Prize
The United States Library of Congress honored Luminos with its 2021 International Literacy Prize. The International Prize recognizes one organization making significant, measurable contributions to increasing literacy levels outside the US.

Digitized Psychosocial Curriculum in Lebanon
Luminos and our partners worked closely with the Ministry of Education andHigher Education and CERD to integrate our new digitized psychosocial curriculum supporting children, parents, and teachers across selected grades in Lebanese government schools.

Signed an MOU with Ghana’s MOE
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Stories From Our 2021-22 School Year

For out-of-school children, education is a passport for transformative change. In the pages that follow, we invite you to read how Luminos classrooms provide a second chance for out-of-school children to experience joyful learning and catch up on missed opportunity.

Students, teachers, staff, and partners from Ethiopia, Ghana, Lebanon, Liberia, and The Gambia have overcome significant barriers, often against the odds. When faced with difficult choices, they chose education for their children, their family, and their community.

Together, we celebrate their accomplishments from the 2021-22 school year – each bound together by our shared vision: a world where no child is ever denied the chance to learn.

Ethiopia
Mignot, student

Liberia
Siah, alumna

Ghana
Adams, teacher

The Gambia
Emily, colleague

Lebanon
Batoul, student

Nour, a Luminos student in Lebanon, in her classroom. In Lebanon, Luminos serves Syrian refugee children by helping them restart their education.
Over 200 miles south from Ethiopia’s capital, Addis Ababa, a Luminos classroom is buzzing with learning. Out-of-school children who either never enrolled in school before or dropped out are taking their second chance at education and running with it.

Mignot, a ten-year-old girl, is eager to share what she loves most about the classroom.

“My favorite activity is singing songs because I learn about so many things when I sing the songs. And I never forget the songs, so I never forget what I have learned,” she says.

Luminos classrooms are joyful, safe environments where learning is interactive and engaging. Our free, one-year catch-up program has been a transformative experience for Mignot, who dropped out of a government school a few years ago.

“She couldn’t read or write, but now she loves to read when she gets home,” beams Mignot’s mother, Alemitu.

“Mignot is one of my students that really excelled. She is now one of the top students in this classroom. I am very proud of her,” says her teacher, Derese.

“The best thing about being a teacher is seeing my students improve. It is quite amazing how they transform within such a short period of time.”

He adds, “Educating girls is important for our country because they make up half of the population and can have a huge impact on the community.”

The Luminos program is transformative for vulnerable children like Mignot. Children learn to read, write, and do math, and over 90% of Luminos students continue their education after our program: advancing into government schools with their peers.

Setting up impactful classrooms like this is ambitious and necessary, especially in today’s global learning crisis — and occasionally met with skepticism.

“At first, I thought it was impossible. I just couldn’t accept it. I had so many questions about the program,” admits Mesfin Yacob, the government’s district-level Team Leader who provides support to all the classrooms in Mignot’s community. But after seeing Luminos students and teachers interact with enthusiasm and determination, and the dramatic learning gains that Luminos students make, Mesfin changed his mind.

“After I saw the results, I believed in the program,” he explains.

“I have been able to see closely how the lessons are given and how the teachers are committed. The follow up by teachers is quite amazing. They do much better than the regular teachers. Even highly paid teachers do not show this level of commitment and output. The classrooms are lively and have a lot of learning resources,” says Mesfin.

He adds, “I am now a champion of the program.”

Mignot has every intention of continuing her education until she can reach her dreams.

“I would like to become a doctor,” she says, “so that I can be able to help people and save their lives.”
The classroom where Adams teaches in Mossipanin, a rural community in southern Ghana, is surrounded by small farms and rough roads. Hours from Ghana’s second largest city, Kumasi, most of Mossipanin’s residents are farmers. Each day, they walk to their plots of land to grow yams, corn, and beans to feed their families and sell at the market.

Adams came to Mossipanin years ago from a nearby town to complete his national service for the government. Adams was happy and, when his service finished, decided he would stay.

“I started helping the community as their secretary,” Adams says. As secretary, Adams keeps the community up to date on what is happening, takes notes for villagers who do not know how to read, and generally serves as a link between Mossipanin and the rest of the world. When Luminos began recruiting young adults to train as teachers, Mossipanin’s village chief immediately put Adams’ name forward.

Luminos signed a Memorandum of Understanding with Ghana’s national Ministry of Education in the autumn of 2021 and officially launched our Ghana program serving 1,500 formerly out-of-school children in the Ashanti region where Mossipanin is located.

Luminos Leadership: Ghana

God has provided a talent to every child. At Luminos, we bring out the light in that child. It’s a big gift to Ghana. Everybody has the capability to learn, and they just need a little push. That’s why we are here.”

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“God has provided a talent to every child. At Luminos, we bring out the light in that child. It’s a big gift to Ghana. Everybody has the capability to learn, and they just need a little push. That’s why we are here.”

Ethel Sakitey, Ghana Country Director

With the second highest number of primary-school-aged out-of-school children in Ghana and little support historically, Ashanti has a deep need for a catch-up education program to help children build foundational reading, writing, and math skills. Data shows that the majority of children entered Luminos’ program unable to read a single word.

In Adams’ classroom today, students eagerly join in learning songs and dances, reading and writing, and solving basic math equations.

“I love mathematics,” says Adams, noting that he always strives to involve his students in learning activities and the teaching process itself to help them internalize lessons. His enthusiasm is infectious: students from Adams’ class usually name math as their favorite subject!

“My favorite thing to learn is math,” says eight-year-old Bele, one of Adams’ students. “I feel happy when I study it. I especially like doing subtraction!”

Bele loves when Adams leads the class in an activity called Number Line where Adams draws a line on the floor in chalk, labeling it with numbers such as 1-10. Students practice addition and subtraction by taking steps forward and backward on the line.

Adams cares deeply about his students—Bele shares that Adams once made the long journey into town to buy sandals for him when he had none.

Adams has big dreams for his students and himself. He says, “I want my students to become a better person than I. Education is the key to success in everything. I would be proud seeing my kids having a better future; a better life through education.”

Adams’ love for learning extends beyond his classroom: he is pursuing a degree in Business Management in Kumasi and one day hopes to get his master’s degree.

Today, Adams proudly declares, “Teaching is my passion! I like teaching because I want to make a better future.”

With teachers like Adams, the future for Ghana’s children is bright.
Sitting at a desk surrounded by classmates, 11-year-old Batoul treasures her paper, pencils, and books — prized possessions at this Luminos classroom in Baalbek, situated in Lebanon’s Beqaa Valley.

One of 13 million Syrians violently displaced from their home, Batoul has yearned for a sense of normalcy and an education like other children her age. Civil war, crisis, and displacement have severely disrupted the lives and education of the Syrian refugee children Luminos serves in Lebanon. Our programs support children — both academically and emotionally — so they can catch up to grade level in safe, welcoming classrooms and prepare to advance into Lebanese government schools. Classrooms are full of joy, resilience, kindness, and warmth and provide a safe space for students to explore and cultivate their potential.

“I can calculate and compute numbers quickly now,” Batoul says, beaming with pride. “Math is my favorite subject.”

“She feels that the school is her second home. She trusts her teacher,” says Batoul’s mother, Nawal.

At that time, Batoul knew only a few letters and words, and numbers one through ten. But education was merely one of their concerns, as the family experienced homelessness.

“We were homeless during the winter season,” Nawal says. “People later on helped us by offering us the basic necessities such as food and blankets. We were offered shelter and a job.”

As the sole provider for six children, Nawal has made unimaginable choices and sacrifices to meet the family’s basic needs.

“I worry about my kids the most, mainly about educating them,” explains Nawal. “After we were forced to flee our home, we faced many obstacles.”

“She feels that the school is her second home. She trusts her teacher.”

Nawal, Batoul’s mother
Luminos was among those who could help provide relief. As she passed by a classroom, Nawal noticed a gathering of parents and children. Nawal approached the group to learn more about why they were there and stayed to register her daughter to enroll in a Luminos classroom.

Today, all Nawal’s children are in school, and Batoul’s teacher, Noha, is proud of the progress that she has made in the classroom.

“She became studious and diligent,” says Noha. “She has overcome all the obstacles.”

Such encouragement is fuel for Batoul’s future ambitions.

“The teacher always praises me and empowers me,” says Batoul. “I would like to continue to the university level and be a doctor.”

In a context like Lebanon, where Syrian children and their parents are battling daily struggles, Luminos’ classrooms are often the only form of stability and safety that our students know. Most importantly, it is a space where our students can truly be children – where they can learn, play, laugh, and dream.”

Angie Thadani, Senior Director of Programs

Luminos Leadership: Lebanon

A massive mango tree casts a shade over Siah’s school, offering some respite from the humid Liberian sun.

Every morning, Siah walks the short distance from her bright blue house to her 6th grade classroom eager to learn for the day.

It was not always like this for Siah. Her parents were unable to afford the school fees to send Siah, the youngest of five children, to government school. Instead, Siah helped her mother sell traditional Liberian meals, like pepper meat soup, around her community.

Three years ago, at the age of 10, Siah finally started school for the first time in a Luminos classroom in Bomi County.

When Luminos began offering our free catch-up education program in Siah’s community, her parents jumped at the chance to send her to school. Siah remembers her time in the Luminos classroom fondly.

“It helped me learn how to pronounce words—how to read and write,” she says. One of her favorite memories was learning to use phonics to break down letter sounds in a word. Luminos’ program was instrumental in helping Siah step forward on the path of learning.

“The Luminos program helped prepare me for the school I’m in now,” Siah says. When Siah started Luminos’ program, she was unable to read the alphabet, do math, or identify letters. By the end of the one-year program, Siah was a top student in her class.

Siah’s parents were struck by her transformation. When Siah’s mother, Kumba, saw the progress her daughter was making with Luminos, she vowed to keep Siah in school. Siah transitioned into 3rd grade at her local government school when she completed the Luminos program. Today, Siah attends 6th grade
and continues to help her mother sell hot meals in the afternoon.

“I also like to play kickball with my friends!” Siah adds with enthusiasm.

Using the skills she learned in Luminos’ program, Siah has become a fervent reader and loves stories. Her favorite subject is social studies.

“I like to hear the story of our country,” Siah says. Siah’s passion for stories and her country has grown into a dream of being a journalist. “If I become a journalist, I would help others in the community. If there was something happening in our country, I would announce it to the public.”

Through the Luminos program, Siah received a second chance at education and a deeply instilled joy of learning.

Luminos Liberia Students Make Remarkable Progress

Year on year, our students in Liberia advance from not recognizing the letters in the alphabet to reading short books within our program. We were thrilled to see similar results in 2020-21 despite the shortened school year due to COVID-19.

Results from an external endline evaluation show that the Luminos program increased students’ oral reading fluency by 28.7 words per minute (WPM), with girls progressing 4 WPM more than boys.

These results are remarkable on two accounts. First, the 2020-21 school year was a shorter, 7-month program due to the COVID-19 pandemic (in a typical school year, the Luminos program runs for 10 months). Second, the 2020-21 school year marked the reopening of classes in Liberia for the Luminos Fund after COVID-19 school closures (mid-March through December 2020).

Musa, a 10-year-old Luminos student, performed at the top of his class. By the end of the school year, Musa was reading short stories and transitioned into grade 4 in government school.

“When you look at the numbers of out-of-school children in the country, we are confident we can get 50,000 kids into school and learning,” says Emily. “This is a solvable problem.”

Although funding for education is scarce compared to the needs, teachers in The Gambia are fully committed to their students. Their passion often extends beyond the classroom, as they tend to wear many hats: nurturer, caregiver, health worker – even nutritionist.

However, there is a long road ahead. Public classrooms tend to be bare. Unlike Luminos classrooms, there are no colorful posters on the wall, no markers, pens, and few, if any, books for the students. Teachers need a user-friendly accelerated curriculum suitable for out-of-school and vulnerable children, as well as regular training, resources, and support.

“Regardless of how excellent our curriculum may be, if teachers don’t know how to teach it, it’s all for naught. Teacher training will be critical for The Gambia,” says Emily.

In 2022, Luminos invited The Gambia’s MoBSE to visit our programs in Liberia, where they had an opportunity to see the benefits of continuous training and feedback for teachers.

“After each teacher training session, teachers would be prompted: What went well, and what didn’t go well? It is really important that we have relationships built on trust, because if not, we won’t be able see the transformation we want to see,” explains Emily.

For Emily, who recently moved back to The Gambia to work with Luminos, her interest in education is deeply rooted.

“Education is a big part of who I am. My grandmother was one of the first teachers in The Gambia. We have a lot of teachers in my family,” she says. “We are proof of and the advocates for education as a tool to lift yourself out of poverty and reach your fullest potential.”

Looking ahead, Luminos is excited to grow our partnership with the government and realize our vision where thousands of children catch up to grade level, reintegrate into government schools, and prepare for lifelong learning.

“There is an eagerness for this change in The Gambia, which is really unparalleled,” says Emily.

While The Gambia is one of the smallest countries in Africa — with just less than 2.5 million residents — the value of education is clear, even if achieving quality education for all is still a challenge.

“People understand why they need to go to school and its direct impacts on their futures – like being able to live in a house and not a temporary structure, being able to speak English. The benefits and impacts of education are clear even to the youngest learners in The Gambia and it is something they yearn for,” explains Emily Joof, Associate Director of Programs at Luminos, who is based in Banjul.

At the request of The Gambian government, based on our unique expertise and program track record worldwide, Luminos is providing curriculum development support and advisory services to the Ministry of Basic and Secondary Education (MoBSE) and co-creating a practical plan that will ensure all out-of-school primary-aged children in The Gambia receive a second chance at education.

“Every child deserves to be given the opportunity to explore and realize their full potentials through schooling,” says Mr. Momodou Jeng, Director of Curriculum Research Evaluation and Development Directorate at MoBSE and a key partner to Luminos. “This is my conviction.”

Mr. Jeng (center, in suit jacket) visiting a Luminos classroom in Liberia as part of the MoBSE learning trip.
We are at a fork in the road.

The global community is at risk of failing a generation of young people in the Global South who may never become the doctors, leaders, human rights activists, or teachers they might have been. Millions of children were already shut out of school. And, since COVID-19, millions more have fallen so far behind they are at grave risk of dropping out forever.

The Luminos Fund’s mission and transformative education programs are changing children’s lives. We are taking urgent action to reverse the current crisis and scaling proven solutions to help millions of children catch up and thrive.

Every child deserves the gift of an education.

This education crisis can be averted, but only if we act together. Please join us.

Tsigereda, a Luminos student in Ethiopia.
Our Boards

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)
- Atje Drexler, Director (Senior Vice President, Global Issues, Robert Bosch Stiftung)
- Erin Ganju, Director (Managing Director, Echidna Giving)
- 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
- Mubuso Zamchiya, Managing Director, Age of Learning Foundation

In 2021, Luminos welcomed a new board member: Atje Drexler

Atje Drexler is Senior Vice President, Global Issues at the Robert Bosch Stiftung, a major foundation in Germany that promotes the common good and the development of civil society. In her current position, Atje oversees the work of the Foundation on the topics of Inequality and Peace, and exploring engagement opportunities in education in the Global South. Atje has been with the Robert Bosch Stiftung since 2001. Before joining the Foundation, she worked in the automotive industry after graduating from the University of Göttingen in 1998 with degrees in Slavic Studies and Economics.

Advisory Board

Luminos is grateful to receive additional support from our Advisory Board of top researchers and thought leaders in international education. Luminos Advisory Board members provide invaluable support on strategy, program design, policy, and advocacy.

- 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
- Mubuso Zamchiya, Managing Director, Age of Learning Foundation

From left to right: Erin Ganju, Alan McCormick, Caitlin Baron, George Kronnisanyon Werner, Dr. Bettina Berns (observer), Atje Drexler, and Philip Vassiliou.

Lewi, a Luminos student in Ethiopia, says that when he grows up, “I would like to become a teacher just like my teacher, so that I can give knowledge to other people.”
Community-Based Organizations

Frontline community-based organizations are fundamental to Luminos’ model. We partner with community-based organizations to co-create and deliver our country-specific programs. Our program is about two-thirds the same everywhere, but a critical third of the model is developed at the country level, together with our partners.

Working with Luminos defines the true essence of collaboration and partnership. Our context-driven knowledge of the issues is always valued by the Luminos team. The openness and strong commitment to integrating feedback makes this partnership so worthwhile.

The impact of the Luminos project cannot be quantified. It is beyond the number of students that transitioned to public schools. For us at LIPACE, the real impact is in the families and community of people that appreciates the value of education as a key to improving their livelihoods. There’s nothing more transformative than watching a child holding a pencil for the first time at age 12 only to complete primary school four years later. It’s been an inspiring journey.”

Benjamin M. Freeman Jr., Executive Director, Liberia Institute for the Promotion of Academic Excellence (LIPACE)

Ghana Partners
- Link Community Development
- School for Life

Ethiopia Partners
- African Child Policy Forum
- Amhara Development Association
- Development through Adult and Non-Formal Education
- Emmanuel Development Association
- Ethiopian Evangelical Church Mekane Yesus-Development & Social Service Commission – South Area Work
- Geneva Global Ethiopia
- Hansasha Assistance Developmental Organization
- Ilu Women and Children Integrated Development Association
- Integrated Service on Health and Development Organization
- Professional Alliance for Development
- RATSON: Women, Youth and Children Development Programme
- True Love Community Transformation
- Wolaita Development Association

Liberia Partners
- Liberia Institute for the Promotion of Academic Excellence (LIPACE)
- Restoring Our Children’s Hope (ROCH)
- Youth Movement for Collective Action (UMOVEMENT)

Lebanon Partners
- Ana Aqra Association
- Basmeh & Zeitooneh

Luminos has a locally led approach to ensure the successful delivery of our education programs, driven by partnerships with governments, community-based organizations, leading researchers and evaluators, and consultants where we work.

Governments

From advising on national education policies, to supporting research, to building government capacity to implement Luminos programs within government school systems — Luminos works in close partnership with ministries of education in each of our countries of operation. Though these partnerships vary from country to country, all our government collaborations emphasize strengthening education systems, sharing best practices, prioritizing shared goals, and building capacity to bring joyful, transformative learning to millions of vulnerable children.

As home to our longest-standing program and most advanced government partnership, government adoption of the Luminos program model is a major focus of our efforts in Ethiopia. The government began exploring how to adapt our model in 2017 with a small pilot of 35 government primary school classrooms in vulnerable communities. Today, the Ethiopian Ministry of Education is rolling out our model nationally as its preferred solution to reach out-of-school children and has served 33,920 children to-date.

“The rate at which Luminos students are performing is exceptional... I want to applaud Luminos Fund for the tremendous work being done in improving results in education in Liberia.”

Minister Tarnue Marwolo Bongolee, Assistant Minister for Student Personnel Services, Liberia

Minister of Education, Ethiopia
Ministry of Education, Ghana
Ministry of Education, Liberia
Ministry of Education and Higher Education, Lebanon
Ministry of Basic and Secondary Education, The Gambia
Our Donors

The Luminos Fund is immensely grateful to our funding partners and supporters whose generosity enables Luminos to bring joyful learning to thousands of out-of-school children each year and scale to new geographies with lasting impact on children and their families. A range of organizations, foundations, families, and individuals generously support our vision and programs. Together, we are creating a world where no child is ever denied the chance to learn.

Below is a selection of our core funding partners:

- Beverly Sherck Education Charitable Corporation
- Bill & Melinda Gates Foundation
- Cartier Philanthropy
- Christie’s
- Douglas B. Marshall, Jr. Family Foundation
- Dovetail Impact Foundation
- Dubai Cares
- Echidna Giving
- Hirschmann Stiftung
- Legatum
- The LEGO Foundation
- Mulago Foundation
- Oak Foundation
- The Peter Cundill Foundation
- Robert Bosch Stiftung
- SAS-P
- Supercell
- UBS Optimus Foundation

Awards & Accolades

Our Financials

After operating shortened academic programs in 2021 due to COVID-19, we are thrilled to be running full academic school years once again.

**STATEMENTS OF FINANCIAL POSITION**

<table>
<thead>
<tr>
<th></th>
<th>2021</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td>$3,992,462</td>
<td>$2,053,183</td>
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<td>Board designated operating reserve</td>
<td>$1,760,000</td>
<td>$1,260,000</td>
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<tr>
<td>Accounts receivable</td>
<td>$1,203</td>
<td>$1,203</td>
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<tr>
<td>Contributions receivable, current portion</td>
<td>$4,762,494</td>
<td>$4,894,526</td>
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<tr>
<td>Prepaid expenses</td>
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<td>$21,312</td>
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<tr>
<td>Advances</td>
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<td>$102,863</td>
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<tr>
<td>Contributions receivable, net and non-current portion</td>
<td>$1,296,301</td>
<td>$992,330</td>
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<tr>
<td><strong>Total assets</strong></td>
<td>$11,864,333</td>
<td>$9,325,417</td>
</tr>
</tbody>
</table>

| **LIABILITIES** |          |          |
| Accounts payable and accrued expenses | $72,849 | $94,321 |
| **NET ASSETS**  |          |          |
| Without donor restrictions | $6,062,459 | $3,959,587 |
| With donor restrictions | $5,729,025 | $5,271,509 |
| **Total net assets** | $11,791,484 | $9,231,096 |

| **Total liabilities and net assets** | $11,864,333 | $9,325,417 |

<table>
<thead>
<tr>
<th><strong>REVENUE AND SUPPORT</strong></th>
<th>Without Donor Restrictions</th>
<th>With Donor Restrictions</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Grants and contributions</td>
<td>$3,594,254</td>
<td>$3,295,526</td>
<td>$6,889,780</td>
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<td>Net assets released from restriction</td>
<td>$2,719,487</td>
<td>($2,719,487)</td>
<td>-</td>
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<tr>
<td><strong>Total revenue and support</strong></td>
<td>$6,313,741</td>
<td>$576,039</td>
<td>$6,889,780</td>
</tr>
</tbody>
</table>

| **OPERATING EXPENSES** |          |          |
| Program services | $1,511,935 | - | $3,511,935 |
| General and administrative | $332,918 | - | $332,918 |
| Fundraising | $360,724 | - | $360,724 |
| **Total operating expenses** | $4,205,577 | - | $4,205,577 |

| **NON-OPERATING ACTIVITIES** |          |          |
| Net foreign currency transaction loss | ($5,292) | ($118,523) | ($123,815) |
| **CHANGE IN NET ASSETS** | $2,102,872 | $457,516 | $2,560,388 |
| Net assets, beginning of year | $3,959,587 | $5,271,509 | $9,231,096 |
| **Net assets, end of year** | $6,062,459 | $5,729,025 | $11,791,484 |

The Luminos Fund is a 501(c)(3) registered nonprofit.
In a Luminos Liberia classroom, students work in small groups to practice using new vocabulary words in sentences.