Dear Friends,

What makes the difference between going to school and getting an education?

At World Education, we understand the myriad factors that contribute to a student’s success in the classroom, from qualified teachers to age-appropriate learning materials. Outside the classroom, encouragement and support from family and friends and opportunities to apply newly learned skills have an enormous impact on a student’s success.

This year’s annual report, Ready for School, highlights just a few of World Education’s efforts to help students become effective learners.

The projects featured here demonstrate how World Education is improving the likelihood that students all around the world will succeed in the classroom and beyond. Teacher training programs allow expert teachers to educate their peers, filling classrooms with engaging instructors. Accelerated learning curricula enable students who have dropped out of school to resume their learning and eventually re-enroll. A motivated school management team ensures that students gain the most from their school days, while mentors encourage learners to overcome their self-doubt.

As we enter our 64th year, World Education continues to develop and adapt interventions that address the many factors that contribute to a quality education. Only by considering everything that influences a student’s ability to learn can we have a lasting impact.

We are able to improve education for the people who need it most because of your ongoing partnership and support.

Thank you.

Joel Lamstein, President

Louis Kaplow, Board Chair
World Education began the Aprender a Ler ("Learn to Read") program in 2012 to improve reading outcomes for 2nd and 3rd graders in Mozambique by increasing the quantity and quality of reading instruction. But ensuring that primary school students had age-appropriate learning material and instruction was only the first step. Even though children in the Nampula and Zambezia provinces had access to school, 50% of students weren’t showing up for class.

World Education used a mobile platform to record student and staff arrival times and attendance rates at 122 schools. Our data revealed that morning classes started an average of 38 minutes late. World Education realized that student absenteeism was the result of a domino effect: many school directors arrived late to work, teachers followed their supervisors’ habits or never reported to school, and students stayed home assuming their teachers would not be in class.

World Education has since included a school director and teacher training intervention to this program that highlights the importance of punctuality in students’ learning. We have expanded our rapid data collection system and use key data indicators to provide additional support to schools by sharing timely results with them and collaborating to develop solutions. Now, primary school students in targeted schools in Mozambique receive updated, structured lessons in a supportive environment where everyone is showing up to learn.

LEARNING TOGETHER | MOZAMBIQUE

USAID/Aprender a Ler’s recent program impact evaluation collected data on reading skills. It looked at how much of a simple, grade-level text students were able to read in one minute after one school year. The data revealed that students in schools receiving World Education’s teacher trainings, learning materials, and school management support increased the average number of words correctly read from only 2 to 15 words per minute.
Thousands of people have left Burma (now Myanmar) to seek a better life. Many of these families settle in Thai communities on the Thailand-Burma border, but education opportunities are limited for migrant children who lack Thai language skills and financial resources. Since 2005, World Education has worked to improve education for these refugees and migrants along the border.

Talented teachers are crucial to Burmese students’ success. In 2010, World Education launched its Master Trainer program to enhance teachers’ skills in local schools.

The Master Trainer program currently comprises a group of 12 trainers who conduct biannual teacher training workshops for teachers in migrant schools. Master trainers learn integral teacher training methods, including presentation, facilitation, and coaching skills. They also learn effective teaching methods—such as student-centered learning—to improve their own teaching and impart skills to their trainees. The master trainers then conduct follow-up and coaching visits to ensure that teachers apply what they’ve learned. They also facilitate an annual training-of-trainers (ToTs), which teaches school directors, teachers, and community members how to design and run their own trainings.

World Education’s Master Trainers program has contributed greatly to improving education quality for migrant students. Teachers enhance their professional skills, while school staff and community members are empowered to improve education in their communities.

The Master Trainers program recently established a leadership team among the master trainers who manage operations and provide technical support to newcomers and other trainers. This leadership team will reinforce the strong support network among teachers and trainers, ensuring that students receive the best education.

“I have improved my techniques through the trainings. I have been to so many schools while doing teacher observations that I have also learned from the schools and their teachers.”

– Myoe Nyunt

LEADING BY EXAMPLE | THAI-Burma

Myoe Nyunt, Master Trainer Team Leader

The Master Trainers program has trained more than 600 trainers.
Many adult learners in the United States aren’t academically prepared for college or don’t know how to access financial aid and other resources. Since 2004, World Education’s National College Transition Network (NCTN) has helped the adult education community prepare adult learners to further their education.

NCTN’s Adult College Engagement project aims to increase the college success of adults transitioning from basic education programs to college through peer mentoring. Students receive peer mentoring during critical periods when they are most likely to drop out, such as the first month of school or the end of the semester. Mentors help adult learners gain more self-confidence and commit to continuing their education.

World Education developed a mentoring toolkit for the Adult College Engagement program and also trained the mentors. Three Boston adult education programs and three postsecondary institutions currently participate in the program, which has helped make college more accessible for adult learners in the Boston area and given a boost to those who are already enrolled. World Education’s support ensures that adult learners will be more likely to attend and succeed in college, guaranteeing themselves a brighter future.

During its pilot phase, Adult College Engagement provided mentoring services to 16 adult learners currently enrolled in college transition, high school equivalency, and ESOL classes in three Boston-area adult learning programs.

“The mentoring program is very helpful. It’s easy to ask a person who was in that position. I asked him a lot of questions, he answered all of them […] The mentor will tell you his own story, his own success.”

— Yonas Bogalee, Mentee

“Both of my mentees are in college and I am so proud of them […] They are my inspiration to see how they are eager to succeed.”

— Sophia Bruny, Mentor
Nearly 350,000 vulnerable children in Zimbabwe are currently out of school. Many children drop out or are unable to attend because they cannot afford the school fees. Others must contribute to the family income or care for siblings while their caregivers work. Some are disabled, suffer from HIV, or do not have the necessary paperwork needed to enroll.

In 2013, World Education’s Bantwana Initiative partnered with Zimbabwe’s Ministry of Primary and Secondary Education to launch the Accelerated Learning Program. The Accelerated Learning Program, supported by UNICEF and USAID, provides alternative education to school-age children who have dropped out or cannot access the formal school system. The program compresses the seven-year national primary school curriculum into just three years. Teachers use a participatory, multi-grade learning approach that prepares out-of-school children to write their Grade 7 examinations prior to reintegrating into the formal school system.

World Education’s Bantwana Initiative trains teachers to implement the curriculum and holds meetings with community members about the importance of education for these children. Bantwana also works with local schools to help them identify out-of-school children.

The Accelerated Learning Program has already reached more than 28,600 learners in 593 schools and 20 community learning sites. The program’s tailored curriculum and local outreach enable out-of-school children in Zimbabwe to catch up to their peers and continue the path to higher education.

The Accelerated Learning Program aims to reintegrate 30,000 out-of-school learners into school by June 2015.
In 2014, World Education began more than 20 new projects, including:

- Informing mothers about maternal and child health in Côte d’Ivoire
- Helping people with disabilities become independent in Laos
- Training adult educators to teach science in the U.S.
- Reducing gender-based violence in Zimbabwe and Tanzania
- Raising awareness about Ebola prevention in Ghana
- Training rural community educators in Burma
- Helping U.S. adults receive college credit for prior learning

Last summer, readers around the world joined World Education’s #Pages4Progress campaign to read 2,000,015 total pages in recognition of the 2015 deadline for the UN’s Millenium Development Goal (MDG) #2: Universal primary education.

The results far exceeded our expectations:

2,126 readers read 2,465,862 pages.

In 71 countries (from Argentina to Kuwait!), an estimated 272,376 more people now know about the importance of universal primary education.

Together, we raised $20,975 to support World Education’s reading and literacy programs.

500 people signed the #Pages4Progress petition, calling on UN Secretary General Ban Ki-moon to keep universal education a global development priority.

Ban Ki-moon received our petition and wrote to World Education congratulating us and our supporters on the campaign’s success. You can find his complete letter at www.worlded.org!
## Financial Statement

**Assets**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash</td>
<td>$1,479,998</td>
</tr>
<tr>
<td>Investments</td>
<td>$36,945</td>
</tr>
<tr>
<td>Accounts Receivable</td>
<td>$2,471,299</td>
</tr>
<tr>
<td>Field Advances</td>
<td>$1,460,760</td>
</tr>
<tr>
<td>Equipment (Net After Depreciation)</td>
<td>$30,226</td>
</tr>
<tr>
<td>Other Assets</td>
<td>$97,701</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td><strong>$5,576,929</strong></td>
</tr>
</tbody>
</table>

**Liabilities & Net Assets**

**Liabilities**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts Payable &amp; Accrued Expenses</td>
<td>$1,475,420</td>
</tr>
<tr>
<td>Program Advances</td>
<td>$1,241,692</td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
<td><strong>$2,717,112</strong></td>
</tr>
</tbody>
</table>

**Net Assets**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unrestricted</td>
<td>$2,854,817</td>
</tr>
<tr>
<td>Temporarily Restricted</td>
<td>$5,000</td>
</tr>
<tr>
<td><strong>Total Net Assets</strong></td>
<td><strong>$2,859,817</strong></td>
</tr>
</tbody>
</table>

**Total Liabilities & Net Assets**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Liabilities &amp; Net Assets</strong></td>
<td><strong>$5,576,929</strong></td>
</tr>
</tbody>
</table>

This financial statement was extracted from our audited financial statements prepared by Fougere, CPA. Copies of the full financial statements are available upon request.

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

## Revenue

### Private Support Revenue

- Unrestricted Contributions: $71,233
- Restricted Contributions and Grants: $11,342,981
- Interest and Dividends: $6,226

### Governmental Programs

- USAID: $16,674,597
- Other U.S. Government: $2,040,387
- Commonwealth of Massachusetts: $662,194

### Government-Custodian Funds

- USAID: $5,815,034
- Other: $95,416

**Total Support and Revenue**: $36,727,978

## Expenses

### Program Services

<table>
<thead>
<tr>
<th>Region</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia</td>
<td>$8,087,549</td>
</tr>
<tr>
<td>Africa</td>
<td>$8,586,896</td>
</tr>
<tr>
<td>Commonwealth Corporation</td>
<td>$11,779,735</td>
</tr>
<tr>
<td>Connecticut Department of Education</td>
<td>$1,805,895</td>
</tr>
<tr>
<td>Crown Agents, Ltd.</td>
<td>$2,854,817</td>
</tr>
<tr>
<td>Danish Church Aid</td>
<td>$6,347,542</td>
</tr>
<tr>
<td>Delgado Community College</td>
<td>$197,123</td>
</tr>
<tr>
<td>Development Alternatives, Inc.</td>
<td>$30,226,175</td>
</tr>
<tr>
<td>Dream Blue Foundation</td>
<td>$5,544,865</td>
</tr>
<tr>
<td>ELMA Philanthropies</td>
<td>$40,840,840</td>
</tr>
<tr>
<td>Geneva Global</td>
<td>$76,862</td>
</tr>
<tr>
<td>GIZ</td>
<td>$76,862</td>
</tr>
<tr>
<td>Grapes for Humanity</td>
<td>$2,936,679</td>
</tr>
<tr>
<td>Harris County Department of Education</td>
<td>$2,859,817</td>
</tr>
<tr>
<td>Hivos International</td>
<td>$97,701</td>
</tr>
<tr>
<td>Humanity United</td>
<td>$97,701</td>
</tr>
<tr>
<td>InfiniteEARTH</td>
<td>$97,701</td>
</tr>
<tr>
<td>Institute for the Study of Adult Literacy/ Penn State</td>
<td>$97,701</td>
</tr>
<tr>
<td>International HIV/AIDS Alliance</td>
<td>$97,701</td>
</tr>
<tr>
<td>International Labor Organization</td>
<td>$97,701</td>
</tr>
<tr>
<td>International Rescue Committee</td>
<td>$97,701</td>
</tr>
</tbody>
</table>

## Institutional Funders

American Institutes for Research
- Alcatel-Lucent Foundation
- American Jewish World Service
- Annie E. Casey Foundation
- The Asia Foundation
- Arizona Department of Education
- Australian Embassy
- ATLAS/Hamlin University
- Banyan Tree Foundation
- Baton Rouge Community College
- Bossier Parish Community College
- The Cadmus Group
- Capital for Good
- Cardno Emerging Markets
- Catholic Relief Services
- Commonwealth Corporation
- Connecticut Department of Education
- Crown Agents, Ltd.
- Danish Church Aid
- Delgado Community College
- Development Alternatives, Inc.
- Dream Blue Foundation
- ELMA Philanthropies
- Geneva Global
- GIZ
- Grapes for Humanity
- Harris County Department of Education
- Hivos International
- Humanity United
- InfiniteEARTH
- Institute for the Study of Adult Literacy/Penn State
- International HIV/AIDS Alliance
- International Labor Organization
- International Rescue Committee
- Izumi Foundation
- Jobs for the Future
- Kentucky Council on Postsecondary Education
- Khom Loy Development Foundation
- Kratos Training and Technology Solutions
- The Literacy Assistance Center of New York City
- Maine Department of Education
- Massachusetts Department of Elementary and Secondary Education
- Minnesota Department of Employment and Economic Development
- Nellie Mae Education Foundation
- New Field Foundation
- New Hampshire Department of Education
- New Jersey Association of Lifelong Learning
- New Zealand Aid
- New York City Department of Education
- Oak Foundation
- Ohio Literacy Resource Center
- Kent State University
- Open Society Initiative of Southern Africa
- Open Society Institute
- Pact
- Partnership for a Skilled Workforce
- PATH Foundation
- Plan International
- Quinsigamond Community College
- Rhode Island Department of Elementary and Secondary Education
- Room to Grow Foundation
- RSF Social Finance
- RTI International
- Rubin Foundation
- Save the Children
- Carl and Ruth Shapiro Foundation
- Spirit of Soccer
- State Street Foundation
- South African Medical Research Council
- Stavros Niarchos Foundation
- Technical College System of Georgia
- TESOL International
- Texas Center for the Advancement of Literacy & Learning
- Texas Higher Education Coordinating Board
- Thai Children’s Trust
- Tidewater Community College
- UNICEF
- Union Aid Abroad - APHEDA
- University of Tennessee
- U.S. Agency for International Development
- U.S. Department of Education
- U.S. Department of Labor
- U.S. Department of State
- U.S. Embassy Harare, Zimbabwe
- Vanguard Charitable
- Verizon Foundation
- Vermont Department of Education
- Veteran Training and Entrepreneurship Resource Network
- Virginia Adult Learning Resource Center
- Virginia Workforce Development Services
- Vitol Foundation
- Voluntary Service Overseas
- Wadhwani Foundation
- Wellspring Advisors, LLC.
- World Cocoa Foundation
- World Food Programme
- World Vision
WORLD EDUCATION DONORS

We are grateful to the individuals, families, and organizations that support World Education! Due to space limitations, however we cannot include everyone who supported World Education in 2014.

Welthy Fisher Society:
Named for our founder, WFS recognizes the generosity and long-term commitment of donors who donated one-time gifts of $25,000 or greater in 2014, as well as donors whose cumulative giving met or exceeded $25,000 this year.

Anonymous (2)
Louis Kaplow & Jody Forchheimer
The Shayne Foundation

President’s Circle:
Gifts between $10,000 and $24,999.99 made in 2014.

Apple Matching Gifts
Steven Bredenberg

Educational Leaders:
Gifts between $2,500 - $9,999.99 made in 2014.

Anonymous (6)
Lishan Aklog
Henry Allen
David Ait
Amy & Stephen Altman
Liran Armony
Steve Andrusko
Ariel Aupapane
Associated Students, Inc.
Virginia Baker
Ruzica Banovic
Susan Barnows & Daniel Gillette
Mary & Thomas Bartlett
Cay Bassett
Kaye Beal
Patricia Bellart
Benedicite Sisters of Monastery of St. Gertrude
Brooke & Larry Benowitz
Ann Berthoff
Diane Bertucci
Eileen Binek
John Black
Linda Black
Lakshmi & David Bloom
Micheline Vanden Bossche
Kent & Peter Boyum
Jonathan Brandstein
Chayaporn Banjaradpon
Debra Brode
The Brookaw Foundation
Rachel Broukh
Jane Coey & L. David Brown *
David Bullis & Karen Seligsohn
Shirley Burchfield & Weston Fisher
Thomas Callan
Mary & Warren Campbell
Caye Caplan
Thomas Caruso
Richard A. Cash
J. Harley & Jean Chapman
Evelyn Chan
Tina Cheng
Eric Cheung
Zela Chin
Eileen Chow
Xi Chu
Pamela Civins
Catherine Claman
Sherry & Irald Clary
Sahak Cloyne
Patricia Coan
Elizabeth Coker
Daniel Colon-Flores
John P. Comings & Rima Rudd
Bill Commer
Jennifer Coor
Darren Cormack
Ann Crystal
Mimi Curran
Juliette Cusick
Manisha Datharia
Margaret Dale
Darien High School
Mary Gibbs Deloria
Gretude & Robert Doyle
Sara Dinsdale
Jeremiah J. Donovan
Pamela Driscoll
Steve Durkee
Michael Edwards
Michele Ektren
Larry Enstrom
Jill Evenisier
John Ewing
First Parish in Lincoln
Grahm Fischer
Jadwiga Gajewska
Gill Garb & Colin Sief
Christine & Keith Garbutt
Lisa Stockberger *
Andrea & Glen Urban
Lee Van Kirk & Peter Cowen

Anonymous (2)
Louis Kaplow & Jody Forchheimer
The Shayne Foundation

Educational Leaders:
Gifts between $2,500 - $9,999.99 made in 2014.

Anonymous (6)
Lishan Aklog
Henry Allen
David Ait
Amy & Stephen Altman
Liran Armony
Steve Andrusko
Ariel Aupapane
Associated Students, Inc.
Virginia Baker
Ruzica Banovic
Susan Barnows & Daniel Gillette
Mary & Thomas Bartlett
Cay Bassett
Kaye Beal
Patricia Bellart
Benedicite Sisters of Monastery of St. Gertrude
Brooke & Larry Benowitz
Ann Berthoff
Diane Bertucci
Eileen Binek
John Black
Linda Black
Lakshmi & David Bloom
Micheline Vanden Bossche
Kent & Peter Boyum
Jonathan Brandstein
Chayaporn Banjaradpon
Debra Brode
The Brookaw Foundation
Rachel Broukh
Jane Coey & L. David Brown *
David Bullis & Karen Seligsohn
Shirley Burchfield & Weston Fisher
Thomas Callan
Mary & Warren Campbell
Caye Caplan
Thomas Caruso
Richard A. Cash
J. Harley & Jean Chapman
Evelyn Chan
Tina Cheng
Eric Cheung
Zela Chin
Eileen Chow
Xi Chu
Pamela Civins
Catherine Claman
Sherry & Irald Clary
Sahak Cloyne
Patricia Coan
Elizabeth Coker
Daniel Colon-Flores
John P. Comings & Rima Rudd
Bill Commer
Jennifer Coor
Darren Cormack
Ann Crystal
Mimi Curran
Juliette Cusick
Manisha Datharia
Margaret Dale
Darien High School
Mary Gibbs Deloria
Gretude & Robert Doyle
Sara Dinsdale
Jeremiah J. Donovan
Pamela Driscoll
Steve Durkee
Michael Edwards
Michele Ektren
Larry Enstrom
Jill Evenisier
John Ewing
First Parish in Lincoln
Grahm Fischer
Jadwiga Gajewska
Gill Garb & Colin Sief
Christine & Keith Garbutt
Lisa Stockberger *
Andrea & Glen Urban
Lee Van Kirk & Peter Cowen

Annual Fund:
Gifts between $100 – $2,499.99 made in 2014.

Anonymous (6)
Lishan Aklog
Henry Allen
David Ait
Amy & Stephen Altman
Liran Armony
Steve Andrusko
Ariel Aupapane
Associated Students, Inc.
Virginia Baker
Ruzica Banovic
Susan Barnows & Daniel Gillette
Mary & Thomas Bartlett
Cay Bassett
Kaye Beal
Patricia Bellart
Benedicite Sisters of Monastery of St. Gertrude
Brooke & Larry Benowitz
Ann Berthoff
Diane Bertucci
Eileen Binek
John Black
Linda Black
Lakshmi & David Bloom
Micheline Vanden Bossche
Kent & Peter Boyum
Jonathan Brandstein
Chayaporn Banjaradpon
Debra Brode
The Brookaw Foundation
Rachel Broukh
Jane Coey & L. David Brown *
David Bullis & Karen Seligsohn
Shirley Burchfield & Weston Fisher
Thomas Callan
Mary & Warren Campbell
Caye Caplan
Thomas Caruso
Richard A. Cash
J. Harley & Jean Chapman
Evelyn Chan
Tina Cheng
Eric Cheung
Zela Chin
Eileen Chow
Xi Chu
Pamela Civins
Catherine Claman
Sherry & Irald Clary
Sahak Cloyne
Patricia Coan
Elizabeth Coker
Daniel Colon-Flores
John P. Comings & Rima Rudd
Bill Commer
Jennifer Coor
Darren Cormack
Ann Crystal
Mimi Curran
Juliette Cusick
Manisha Datharia
Margaret Dale
Darien High School
Mary Gibbs Deloria
Gretude & Robert Doyle
Sara Dinsdale
Jeremiah J. Donovan
Pamela Driscoll
Steve Durkee
Michael Edwards
Michele Ektren
Larry Enstrom
Jill Evenisier
John Ewing
First Parish in Lincoln
Grahm Fischer
Jadwiga Gajewska
Gill Garb & Colin Sief
Christine & Keith Garbutt
Lisa Stockberger *
Andrea & Glen Urban
Lee Van Kirk & Peter Cowen

We are grateful to the individuals, families, and organizations that support World Education! Due to space limitations, however we cannot include everyone who supported World Education in 2014.
WORLD EDUCATION, INC. is dedicated to improving the lives of the poor through education and social and economic development programs. World Education is well known for its work around the globe in education (both formal and nonformal sectors); community development; school governance; girls’ and women’s education; integrated literacy; maternal and child health; microcredit and small enterprise development; HIV and AIDS education, prevention, and care; environmental education; refugee training; and monitoring and evaluation.

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