Our work spans education, community development, integrated literacy, microcredit and small enterprise development, workforce development, foundational digital skills, HIV education, and monitoring and evaluation.

World Education incorporates equity and inclusion in all the work that we do. Whether we’re working with people who have disabilities in Myanmar and Laos, ensuring that girls receive a high-quality education in Ghana, or providing adult learners in the U.S. the digital skills needed for full participation in the job market, we aim to improve the lives of society’s most marginalized members.
Dear Friends,

World Education is dedicated to improving the quality of life for children and adults around the world through education. Our mission promotes individual and collective change, and every day we aim to make a positive impact on the lives of the most marginalized people—wherever we work.

We have always been struck by inequity, especially in access to high-quality and affordable education around the world, and we believe it is possible to alleviate those inequities. Here at World Education, we have been working toward a better future for everyone, regardless of race, gender, age, sex, or ability, since our founding in 1951.

This year, our annual report highlights the way equity and inclusion are interlaced throughout the work that we do. Our approaches are participatory and multidisciplinary in nature and designed to build capacity, promote self-sufficiency, and unify communities. We create access to services that support people’s individual and collective needs—whether it’s the rural poor, people who have disabilities, women, or adult learners.

Our work would not be possible without our partners, stakeholders, staff, and dedicated community. Your contributions allow us to work consistently toward our mission—an improved quality of life for all. Thank you for your support over the years. We look forward to accomplishing more together.

Sincerely,

Joel Lamstein

Paul Musante
BENIN

World Education has strengthened the skills of first and second grade teachers in 144 schools in Benin, placing a strong emphasis on girls’ and inclusive education. In 2019, the Beninese government adapted and integrated our approach into the national curriculum for early language learning levels.

World Education has also helped 30 mothers’ and fathers’ associations establish mentoring partnerships in 93 project communities, matching 559 female mentors with 594 young girls. Among mentors’ responsibilities are studying with their mentees, ensuring their safety on the way to and from school, and notifying teachers and parents’ associations of absences. Through this intervention, we are decreasing the number of out-of-school girls and school drop-outs.

NEPAL

In Nepal, where the latest census listed 123 different languages, many minority-language speakers and children with disabilities do not have access to books that support their learning. To fill this gap, World Education created 1,430 digital books in eight languages, plus Nepal’s very first digital books with Nepali Sign Language video for children who are deaf. Two-hundred of these books are enhanced with audio in four languages for children who are visually impaired.

World Education also trains linguistic minorities and people who have disabilities to create stories that serve children who have not had access to learning materials, whether due to language, disability, or both.
UGANDA

The Bantwana Initiative’s Better Outcomes for Children and Youth project in Uganda delivers critical HIV, social protection, and economic strengthening services to build resilience of vulnerable families and mitigate the risks and effects of HIV and violence. This year, the project served 136,825 children and caregivers, 19,036 of whom were living with HIV.

The project also reached 8,912 adolescent girls and young women with economic support packages to mitigate the underlying causes of poverty and build family resiliency. We also established 564 demonstration gardens and 5,421 kitchen gardens to enhance food security for vulnerable families.

UNITED STATES

Last year, World Education formed and began leading the DigitalUS coalition of 24 national organizations focused on advancing digital literacy and equity for the 32 million adults in the U.S. who lack these skills and access. The goal is to ensure that all adults in the U.S. have the foundational digital skills to thrive in work and life by 2030.

Our EdTech Center’s Moving Forward with Mobile Learning initiative won the national Adult Literacy XPRIZE Communities Competition by helping 2,815 adults improve their skills through mobile learning apps.
GHANA

Supporting Marginalized Girls to Stay in School

The Strategic Approaches to Girls’ Education (STAGE) project provides formal and nonformal education services to out-of-school girls in Ghana, enabling them to improve their lives by acquiring literacy and numeracy skills and relevant knowledge.

The girls in the program are highly vulnerable and systematically marginalized due to factors such as early marriage, pregnancy, disabilities, and abuse. STAGE builds support structures for the girls by working closely with their families and communities. Classrooms are adapted to meet the needs of girls, especially those who have disabilities. Teachers and school managers receive training on inclusive practices and techniques; home visits sensitize parents, caregivers, and families; and behavior change communication campaigns support the inclusion of marginalized girls and people who have disabilities in community life. Through these interventions, STAGE is transforming the lives of more than 17,000 girls.

LAOS

Engaging Communities to Reduce Discrimination of People with Disabilities

Persons who have disabilities in Laos experience barriers to their full participation in society, often resulting in lower school attendance rates and living standards, and stigmatization in their communities.

In Laos, World Education’s USAID Okard (“Opportunity”) project promotes disability inclusion through three components: health, economic empowerment, and stakeholder engagement. The Community-Based Inclusive Development (CBID) Demonstration Model builds and promotes an inclusive society by informing each of these components through community awareness-raising, screening activities, and case management.
At the individual level, CBID facilitators identify and collaborate with people who have difficulty functioning and their families to develop personalized action plans of interventions to barriers that hinder their inclusion in society. The project screened 853 people with difficulties in functioning in 36 villages in 2019.

In the next phase, World Education will provide case management; psychosocial support; advice on home-based rehabilitation and accessibility accommodations; and referrals to medical, rehabilitation, and assistive product providers.

**ESWATINI**

**Building a Safer Eswatini for Girls and Women with Disabilities**

Violence against women and girls is widespread in Eswatini, and is even more severe for those living with disabilities. World Education’s Bantwana Initiative is partnering with the Swaziland Action Group Against Abuse to identify and link persons with disabilities to abuse prevention, reduction, and response resources, with a special focus on the country’s refugee population.

Our three-pronged strategy—community awareness-raising, positive parenting skills for caregivers, and social asset building for disabled women and girls—addresses negative stereotypes, traditions, and practices that have long perpetuated gender-based violence. The project is funded by the United Nations Trust Fund to End Violence against Women.
MOZAMBIQUE

Rebuilding After the Storm

In March 2019, Cyclone Idai struck southern Africa in one of the most catastrophic cyclones the continent has ever seen.

After the storm, our Mozambique and Zimbabwe staff members did not hesitate to help their affected communities—despite several having lost their homes themselves. In Beira, Mozambique, where the cyclone hit hardest, staff quickly connected more than 10,000 children with formal humanitarian and relief aid.

Thank you to everyone who contributed to support both our staff and their communities.

UNITED STATES

Building the Skills of Single Mothers

More than 2 million college students in the U.S. are single mothers with a powerful motivation to set a positive example for their children and improve their lives. Eighty-nine percent are low-income. Education and training have the potential to reap life-changing benefits for them across employment, quality of life, and children’s outcomes.

World Education’s National College Transition Network documented promising practices that address the needs of single mother students on campus and is assisting eight community colleges to expand key practices and services to enhance their success in college and careers.
World Education hosted its third annual fundraiser, Global Voices, on October 3, 2019. Global Voices is a gathering of our friends and partners that celebrates the power of education to unlock opportunities for girls and women around the world.

This year, we explored girls’ education through World Education’s Bantwana Initiative, launched to improve the well-being of vulnerable children and their caregivers affected by HIV and poverty.

We were joined by a panel that illuminated how mentorship, support, and education can improve the lives of children in Eswatini. Moderated by the terrific emcee, Alyssa Wright, the panel included award-winning filmmaker Aaron Kopp, director of the Swazi documentary Liyana; Samukeliso Busika, Bantwana program manager for girls education in Eswatini; and Bantwana vice president Gill Garb.

This celebration is an opportunity to raise awareness of issues that face girls and women around the world, show the incredible work we are doing in the field, and, through the generosity of our supporters, raise unrestricted funds to continue that work. Your contributions support the half-a-million people who our programs reach.


### BALANCE SHEET

*As of June 30, 2019*

#### ASSETS

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Cash</td>
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<td>Advances</td>
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<td>Equipment (net after depreciation)</td>
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<tr>
<td><strong>Total Assets</strong></td>
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#### LIABILITIES & NET ASSETS

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<thead>
<tr>
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<td>Program Advances</td>
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<td><strong>Total Liabilities</strong></td>
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#### NET ASSETS

<table>
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<tr>
<th>Category</th>
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<tr>
<td>Without Donor Restrictions</td>
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<tr>
<td>With Donor Restrictions</td>
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<td><strong>Total Net Assets</strong></td>
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**TOTAL LIABILITIES & NET ASSETS**

<table>
<thead>
<tr>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9,040,127</strong></td>
</tr>
</tbody>
</table>

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

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

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### STATEMENT OF REVENUE & EXPENSES

*Year Ended June 30, 2019*

#### REVENUE

<table>
<thead>
<tr>
<th>Revenue Type</th>
<th>Amount</th>
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<tbody>
<tr>
<td><strong>PRIVATE SUPPORT REVENUE</strong></td>
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<tr>
<td>Unrestricted Contributions</td>
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<td>Restricted Contributions and Grants</td>
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<td>Interest and Dividends</td>
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<td><strong>GOVERNMENTAL PROGRAMS</strong></td>
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<td>USAID</td>
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<td>Other U.S. Government</td>
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<td>Commonwealth of Massachusetts</td>
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<tr>
<td><strong>GOVERNMENT-CUSTODIAN FUNDS</strong></td>
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<td>USAID</td>
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<td>Other</td>
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<td><strong>Total Support and Revenue</strong></td>
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#### EXPENSES

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<th>Expense Type</th>
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<td><strong>PROGRAM SERVICES</strong></td>
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<td>Asia</td>
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<tr>
<td>Africa</td>
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<td>Orphans &amp; Vulnerable Children</td>
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<tr>
<td>Domestic</td>
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<td><strong>Total Program Services</strong></td>
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<table>
<thead>
<tr>
<th>Amount</th>
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<tbody>
<tr>
<td><strong>Supporting Services</strong></td>
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<tr>
<td>Management and General</td>
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<tr>
<td>Fundraising</td>
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<tr>
<td><strong>Total Supporting Services</strong></td>
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<td>Unallowable Expenses</td>
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<tr>
<td><strong>TOTAL EXPENSES</strong></td>
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<th>Amount</th>
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<tr>
<td>Unrealized Net Investment Loss</td>
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<td>Increase in Unrestricted Net Assets</td>
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#### TEMPORARILY RESTRICTED NET ASSETS

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<tbody>
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<td>Net Assets Released from Restrictions</td>
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<tr>
<td>Increase in Temporarily Restricted Net Assets</td>
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<td>Increase in Net Assets</td>
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<table>
<thead>
<tr>
<th>Amount</th>
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<tr>
<td><strong>Fund Balance, July 1, 2018</strong></td>
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<tr>
<td><strong>Fund Balance, June 30, 2019</strong></td>
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</table>
21P-STEM
Alcatel-Lucent Foundation
Amarillo College
American Institutes for Research
Banyan Tree Foundation
Barry Callebuet Sourcing
The Cadmus Group, Inc.
Catholic Relief Services
Center for Law & Social Policy
Connecticut Department of Education
Creative Associates International
Crown Agents
Development Alternatives, Inc.
Dollar General Literacy Foundation
ECMC Foundation
EDCO Collaborative
Educational Development Center
EngenderHealth
FHI360
Global Giving Foundation
Global Health Uganda
Gorongosa National Park
Grapes for Humanity
GTE
Humanity & Inclusion
Humanity United
IMC Worldwide Limited
Institute of Museum & Library Services
Jacobs Foundation
John Snow, Inc.
JSI Research & Training Institute, Inc.
Luolo Gold Mines
Manhattan Strategy Group
Margaret A. Cargill Foundation
Massachusetts Dept of Elementary & Secondary Education
National Immigration Forum
National Skills Coalition
Oak Foundation
Open Society Initiative
Portland State University
Price Waterhouse Coopers (PWC)
Quatar Foundation
Queen Rania Foundation
Quinsigamond Community College
RTI International
Save the Children
Seaport Hotel & World Trade Center
Solidaridad West Africa
Southwest Plains Regional
State of Arizona
Stavros Niarchos Foundation
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