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A LETTER FROM OUR CEO

Dear friends,

As we look back at recent years, many words come to mind. Disruption: from pandemics, climate change, conflict, and displacement. Inequality: millions of children in low- and middle-income countries face a learning crisis. But, despite these challenges, the words that rise to the top of my mind are determination, hope, and joy. What makes me so optimistic? It’s the enduring spirit and tenacity of the children we serve. Together with support from their families, our community based partners, and Luminos, these children are overcoming obstacles standing in the way of their success in education. Consider Betelhem. Before she arrived in a Luminos classroom, she experienced violence in her community, dropped out of first grade, and was forced to leave her home at just seven years old. Like many of our students in the Konso zone of Ethiopia, Betelhem had faced immense stress and trauma. But her father, Petros, had hope. “I believe the Luminos program will open her mind and help her learn fast,” he shared. The Luminos program helps children learn to read, write, and do math, and promotes the well-being and safety of all children. “I feel happy in class,” says Betelhem. Luminos and our community-based partners work tirelessly to reach the most vulnerable out-of-school children with life-changing education.

Thanks to your support, Luminos is on track to serve 59,000 out-of-school children in the 2023-24 school year. But our work does not stop there. In recent years, Luminos launched new country programs in Ghana and The Gambia and signed working agreements with governments in all our African country programs. The Ethiopian and Ghanaian ministries of education have participated in various educational exchanges organized by Luminos. Our Liberia program expanded to serve nearly twice as many students with transformative education, and we launched additional projects centered on girls and keeping children safe. Our programs in Ethiopia scaled to new geographies and populations, and we strengthened our government adoption work. We also launched the Luminos Method: a collection of best practices derived from our experience working in some of the hardest-to-reach communities. The Luminos Method is available to the broader education sector to accelerate our vision of helping all children achieve foundational learning across the globe. We were also honored to receive the 2022 Klaus J. Jacobs Best Practice Prize, which recognizes outstanding achievements and practices in advancing quality education. These achievements are only possible thanks to your support. Together, we can ensure that every child can catch up and thrive. On behalf of our team and the children and communities we serve, thank you for making our education mission possible.

Warmly,

Caitlin Baron, CEO, The Luminos Fund
ABOUT THE LUMINOS FUND

Our Vision

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

Our Mission

Our mission is to ensure children everywhere have equal access to joyful, foundational learning, especially those shut out of education by crisis, poverty, or discrimination.

Our Core Beliefs & Values

To deliver our mission, we are united by a shared set of values. We believe that learning to read is a crucial milestone in every child’s life. At Luminos, we unlock the transformative power of foundational learning for every child. We do this by upholding the following core beliefs and values:

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<table>
<thead>
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<tbody>
<tr>
<td>1</td>
<td>We believe that <strong>every child is capable of learning</strong> a remarkable amount in a short period of time, if given the chance.</td>
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<tr>
<td>2</td>
<td>We keep children’s joy and well-being at the heart of everything we do.</td>
</tr>
<tr>
<td>3</td>
<td>We embrace <strong>assessment</strong> as a key component of effective teaching and learning.</td>
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<tr>
<td>4</td>
<td>We celebrate and empower <strong>local leadership</strong> throughout our work with partner communities and governments.</td>
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<td>5</td>
<td>We use <strong>research, program data, and skilled classroom observation</strong> in the tenacious pursuit of excellence.</td>
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<tr>
<td>6</td>
<td>We celebrate the unique contexts and cultures of the communities we serve in our curricula and pedagogy.</td>
</tr>
<tr>
<td>7</td>
<td>We act with the highest standards of <strong>integrity and care</strong>, ensuring <strong>mutual accountability</strong> among colleagues and partners.</td>
</tr>
<tr>
<td>8</td>
<td>We take the initiative to <strong>solve problems</strong> where we find them, managing <strong>details</strong> large and small, with urgency.</td>
</tr>
<tr>
<td>9</td>
<td>We act deliberately to ensure that our organization is <strong>inclusive</strong> for people of different genders, racial backgrounds, ethnicities, sexual orientations, religious beliefs, abilities, and other sources of diversity.</td>
</tr>
<tr>
<td>10</td>
<td>We build deep, authentic relationships with our supporters in celebration of the mutually transformative power of giving.</td>
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THE CHALLENGE

The global community is failing a generation of young people in the Global South who may never be able to unlock their full potential and thrive. Fragile education systems buckle under the relentless weight of disruption: from epidemics, climate change, conflict, and other crises. Tragically, 78 million primary-school age children are still excluded from education in Sub-Saharan Africa, and 90% of children in the region are unable to read proficiently by the time they are 10 years old. For the most marginalized children, the effects of missed education from crises extend over a lifetime. As crises and climate-related disruptions increasingly threaten global stability, particularly in the poorest countries, education systems must be equipped to adapt to emergent challenges.

As the long-term effects of the COVID-19 pandemic come into focus, much of the progress made over the last several decades to expand education opportunity is being lost. More than 1 billion children were affected by school closures during the pandemic, and one in three children were not reached by any remote learning during COVID. In total, children lost 2 trillion hours of in-person learning during the pandemic, with vulnerable children most at-risk of learning loss and dropping out of school. Over the course of their lifetimes, today’s students will make 21 trillion USD less in future earnings because of the pandemic.

Climate shocks, such as floods and droughts, disrupt the education of 38 million children every year, and climate crises deeply affect children’s learning, especially for the most marginalized. In Africa, school enrollment has already declined by 20% in drought-affected regions. By 2025, climate change will contribute to preventing over 12 million girls every year from completing their education—and possibly just as many boys. Climate change is also likely to spur conflict, which is a key reason worldwide why young people are not in school. As wars become longer and more complex, millions of children will likely be unable to finish—or even start—their education. We are at risk of losing the potential of 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.

The legacy of COVID-19: Millions of children will be shut out from education with tragic, lifelong effects on families and societies.

- 24M more children are predicted to drop out of school due to COVID-19, an impact felt more strongly by girls, who are at greater risk of violence and exploitation.
- 1/3 of all children were not reached by any remote learning during COVID.
- 1yr projected learning loss after just three months out of school.
- $21T projected in lost future earnings for today’s students.
These and other challenges affect children’s access to quality education in several ways. In some cases, children never even enter a classroom, often because endemic barriers and ongoing shocks limit families’ ability to pay for the basic costs of school—including textbooks, uniforms, notebooks, and pencils. Many children who do enroll in school soon drop out—because school becomes too expensive, because children need to work to support their families, or because schools are not able to properly support children’s learning—and children become discouraged. Worldwide, children with learning differences are often the least likely to enroll in and finish primary school, in part because schools and teachers are not prepared to provide the right kind of help.

The Perils of Illiteracy

Literacy is a gateway event. It enables children to access further education, become self-directed learners, and engage socially, politically, and economically in their communities in ways that would otherwise not be possible. Children who do not reach this minimum threshold of reading with comprehension and performing basic math get stuck in what we call a “learning trap.” A child is in a learning trap when she is unable to access further education because she lacks basic literacy and numeracy skills. This idea builds on the World Bank’s concept of learning poverty, but goes a step further to emphasize that when students are in a learning trap, they cannot benefit from higher education—or further investment in that education—until they master the basic, foundational skills of literacy and numeracy. Worldwide, 600 million children are stuck in this learning trap and cannot read or write; tragically, two-thirds of them are in school. In low-income countries, 90% of children are unable to read with comprehension by the time they reach the end of primary school age. In large part, this is because so many millions of children of primary school age are entirely out of school—including nearly one in five children in Sub-Saharan Africa.

Children who are stuck in a learning trap are far more likely to drop out of school because they do not have the basic reading, writing, and math skills needed to keep up with coursework in upper primary and secondary school. However, children who stay in school have better life outcomes than those who drop out. For each additional year a child stays in school, her future earnings rise by 10%, and she is 10% less likely to become a teen mother. If and when she does have children, she is 66% less likely to die in childbirth, and her children are twice as likely to go to school.

Children on the Margins

In any crisis, vulnerable children are most likely to be left behind. These children may be girls, children with learning differences, refugees and displaced children, young people living in poverty, and religious or ethnic minorities. Girls in low income countries are less likely to be enrolled in secondary school than boys (39% vs 44%), and children with learning differences are far less likely to attend school; in rural Ethiopia, 34% of non-disabled children are out of school compared to 64% of disabled children. Among refugee children, 48% are not in school, including 66% of children of secondary school age.
One such child is Konjit, whose life was upended when her family was forced to flee their home in Ethiopia. “Everything was stolen and burned,” says Konjit. Providing a safe and nurturing learning environment for children like Konjit is critical to ensuring that they are not left behind. The Luminos program not only offers education but also instills a sense of hope and possibility for a better future.

**OUR JOURNEY**

The Luminos Fund was founded to ensure that every child has the chance to experience joyful, meaningful learning. Luminos’ catch-up programs enable out-of-school children—often excluded by poverty, crisis, or discrimination—to develop foundational literacy and numeracy skills that are needed to escape the learning trap and effectively participate in further education.

The Luminos Method has been tested, refined, and scaled based on a robust evidence base and strong track record of impact. Our program effectively supports previously out-of-school children to “learn how to learn,” building literacy and numeracy skills in just 10 months, and giving them a second chance at education. Since 2016, we have scaled up our work in Ethiopia, and in 2017 launched new country programs in Liberia and Lebanon. Liberia has one of the highest recorded rates of out-of-school children globally, and in Lebanon, Syrian refugee children are at high risk of not completing their education. In 2021, we were thrilled to launch our program in Ghana for 1,500 children. Finally, in 2021 we have formed a strong partnership with the Ministry of Basic & Secondary Education in The Gambia to support their curriculum development. To date, our program has unlocked the light of learning in the lives of over 277,000 children.

In the wake of compounding crises around the world—including the COVID-19 pandemic, social injustice, ongoing conflict, and horrific poverty—our mission to provide an education to the most vulnerable children is more important than ever. Hundreds of millions of children were out of school during the pandemic, and many did not return to education, even after schools reopened. Of those who have returned, many lost the basic literacy and numeracy skills needed to learn, and at are risk of dropping out. These reasons are precisely why Luminos exists.

**Luminos was made for this moment.**

**Our North Star**

In everything we do, our North Star—the single, guiding aim for all our work and our definition of success—is *Joyful Learning*.

In our classrooms, joy and excitement are a necessary precursor to learning; learning cannot happen effectively if children are unhappy and disengaged. We also understand *joyful* learning to encompass learning in an environment where children’s safety is prioritized.

At the same time, a joyful classroom experience alone is not enough—children must also be *learning*. Luminos’ first-class education program ensures that our students learn a remarkable amount in a short period of time.
Our Theory of Change

At the core of our mission is the conviction that children who can read, write, and do basic math will be better prepared to succeed in further education and more capable of making well-informed decisions for themselves and their families. Once children surpass the threshold of literacy, they are empowered to become self-directed learners and are better positioned to be agents of change in their own lives, as well as for their communities.

We believe that Luminos has a key role to play in supporting children on this journey, and we are uniquely positioned to add value through three approaches.

First, through the direct delivery of the Luminos program, we aim to show what children can achieve when they are given a second chance to learn. It is critical to demonstrate not only to policymakers but also to learners themselves that all children have immense potential—and that unlocking it is easier than we think.

Second, we strive to share our knowledge, expertise, and best practices so governments and local communities can implement the Luminos model themselves and achieve excellent, quantifiable results.

Lastly, we seek to shift the global conversation on education to create an enabling environment for the widespread adoption of accelerated, catch-up learning programs. Events such as the Berlin Global Education Funders Forum, held in 2022 and hosted by Luminos and Robert Bosch Stiftung GmbH, position Luminos to spark the ideas and forge the connections necessary to craft bold responses to the challenges ahead of us.

Through showing, sharing, and shifting, we will unlock the light in every child.

Thought Leadership

We are continuously inspired and motivated by the children in our classrooms, and are committed to sharing this joy and progress with other stakeholders in the education sector. Luminos is widely recognized as an emerging thought leader in this field and has established a notable track record of facilitating gatherings and dialogues to share insights, raise critical questions, and cultivate networks that maximize impact for children.
In our next phase of growth, our thought leadership will focus on sharing the Luminos Method with stakeholders throughout the education system and to promote the joyful approach to literacy and numeracy that unlock the light in every child.

The Luminos Method

Luminos has a key role to play in helping the world significantly tackle learning poverty and achieve SDG 4 by 2030, and our catch-up program is designed to do exactly that. Luminos employs an intensive, student-centered approach to reach the most marginalized populations—children aged 8 - 14 denied an education due to poverty, crisis, or discrimination—with the aim of rapidly building the foundational literacy and numeracy skills learners need to transition back to formal primary education at the end of our ten-month program. By bringing children together in joyful learning communities, our approach ensures that students with a range of learning styles not only attain minimum learning competencies, but also develop both productive and mutually supportive relationships with peers and teachers, as well as a positive mindset toward learning.

To codify the best practices from our work, we are developing the Luminos Method: a collection of best practices for foundational learning and accelerated education, drawing on scientific research combined with Luminos’ deep experience in improving foundational learning outcomes for the most marginalized children in the countries where we work. The Method represents the core elements of our high-impact accelerated education program for out-of-school children to enable stakeholders to adopt and streamline the Luminos model throughout education systems. At scale, widespread adoption of the Method will enable children throughout Sub-Saharan Africa to master foundational skills, setting them on a path of lifelong learning.

How our program works:
Where We Work

Luminos works in some of the most challenging educational contexts in Sub-Saharan Africa and the Middle East. Below is a map of the countries where work: Ethiopia, Ghana, Lebanon, Liberia, and The Gambia.

Our Results

Rigorous evaluation has demonstrated that the Luminos Method has a transformational impact on children’s lives. Not only do graduates of the Luminos program go on to succeed in mainstream primary school, but they have better academic and personal outcomes than their peers who started in government schools.

The Luminos Method enables children to make incredible gains in foundational learning in record time. When children first enroll in the Luminos program, they are typically unable to read, write, or perform basic math. In Liberia, 92% of students in our 2021 cohort were unable to read a single word when they started our program, and on average could read fewer than three words per minute. Depending on the context, girls may have lower learning levels than boys when they first enter a Luminos classroom. However, in just ten months, children make dramatic gains. In Liberia, students progressed from being able to read an average of just 1 word per minute at the start of the program to 29 words per minute at the end of the program. Children in Liberia learn more from one year in our program than they would from their entire education in the public school system.

Children who complete the Luminos program also have a radically different future. A University of Sussex longitudinal study from our Ethiopia program shows that over 90% of children transition to formal school and outperform their peers in English and math by 10%. Luminos graduates also have higher aspirations than their peers and are happier and more confident. Six years after completing the Luminos program, 75% of our students are still in mainstream schools, compared to 63% of students who started in public school. Luminos students complete primary school at nearly twice the rate of children who initially enroll in government schools.
These would be extraordinary results for any child but are especially notable for students in the Luminos program: children who join our classrooms have either never enrolled in school before or previously dropped out of school, and as such are already highly vulnerable and highly unlikely to return to—not to mention succeed in—any form of education. Results from the longitudinal study strongly suggest that children who attended the Luminos program do better than their peers because they believe they can succeed in further education—and this belief is directly cultivated through the unique learning experience of the Luminos program.

We are honored that our mission and transformative impact have been recognized internationally. The Luminos Fund has received multiple global awards including the Klaus J. Jacobs Best Practice Prize, Library of Congress International Literacy Prize, the WISE Award from the Qatar Foundation, the Barry & Marie Lipman Family Prize, and is a member of HundrED Global Innovations Award “Hall of Fame.”

STRATEGIC OBJECTIVES

Programmatic Objectives

Direct Delivery
Support 66,740 additional children with quality and transformative foundational learning.

Our conviction that foundational learning is the key to unlocking children’s potential has never been stronger. In the aftermath of COVID-19, more children than ever before need high-quality foundational learning that prepares them to succeed in further education and future endeavors. We believe that the Luminos program must be a central component of any solution to tackle the global learning crisis and achieve SDG 4 by 2030. Over the next three years, we will:

- Provide at least 66,740 additional children access to quality education through direct delivery of the Luminos program.
- Launch our direct delivery program in at least one new country on the African continent, in addition to our existing direct delivery programs in Ethiopia, Liberia, Ghana, and Lebanon.
- Ensure every child in our program makes meaningful process towards functional literacy and numeracy. In Liberia, for example, our program enables children to read nearly 30 words per minute after just 10 months.

Government Adoption
Expand our government advisory work to support the inclusion of accelerated learning programs for out-of-school children in formal education systems, reaching an additional 195,260 children.
Our government adoption work is a promising approach to expand the reach of foundational learning programs in a multitude of new contexts and a strategic complement to our direct implementation work. Through this partnership approach, Luminos supports ministries of education and other national stakeholders to develop programs like the Luminos approach that can be fully and sustainably integrated into the public education system. The Luminos Method is a key resource to support this objective. Over the next three years, we will:

- Support at least **195,260 additional children** to access quality education by enabling government adoption of accelerated learning.
- Expand our government adoption work to at least **one new country** on the African continent, in addition to our current government partnerships in Ethiopia, Liberia, and The Gambia.

**Curriculum Development**

*Develop curricula and supporting materials tailored to out-of-school children and localized for the context that can be leveraged by stakeholders throughout education systems.*

We are building a dedicated curriculum development team called Teaching & Learning to lead the design and contextualization of Luminos’ teaching and learning materials for each of our country programs. When relevant, we work closely with government counterparts to tailor materials and draw on existing curricular materials available in-country. Over the next three years, we will:

- Develop high-quality curricula with the potential to reach **2 million children**.
- Partner with at least **one new government** to design localized curricula materials, in addition to current collaborations in Ethiopia, Ghana, and The Gambia.

**Teacher Capacity Building**

*Provide training to teachers on the Luminos Method to support high-quality accelerated learning.*

We believe well-supported teachers drawn from the same low-income communities we serve can play a critical role in reaching the most vulnerable children and enabling them to catch up with their peers. Our training and support program is designed to model the learning environments and teacher behaviors that will support students to succeed. Over the next three years, we will:

- Strengthen **9,842 teachers’** skills and knowledge through capacity building on the Luminos Method.
- Design new pathways to build the capacity of educators in low resource contexts in Africa.

**Advocacy and Thought Leadership**

*Strengthen our position as a recognized thought leader in the education sector.*

Our thought leadership provides a unique platform to share best practices gleaned through our work, learn from other promising approaches, and shape the dialogue within the education sector. Ultimately, through our thought leadership we aim to advocate on behalf of out-of-school children, especially with key decision-makers within funders and governments, to shift resources in an equitable manner and promote approaches capable of delivering transformational impact. Over the next three years, we will:

- Continue to **advocate for transformative education** for the hardest to reach children through quality accelerated learning pathways.
- Convene at least **two public events annually** with key thought leaders in the sector.
Cross-Cutting Programmatic Objectives

Luminos Method

*Spur wide adoption of our model through sharing the Luminos Method with stakeholders at all levels of education systems.*

The Luminos Method is positioned for widespread adoption and scale, with the potential to reach millions of children in Sub-Saharan Africa. We will disseminate the Method through both in-person and digital channels to ensure that a variety of stakeholders—from governments to local organizations to funders—have the guidance needed to scale-up quality accelerated education for out-of-school children. Over the next three years, we will:

- Complete and disseminate all elements of the Luminos Method to support a continued spotlight on the education crisis.
- Leverage diverse channels and networks to share the Luminos Method with **20,000 stakeholders**.

Data, Research, and Development

*Use a diverse set of data points to maximize classroom learning.*

Data is the key to understanding why, when, and how our students are learning, and ensuring that every child is set up to succeed in our classrooms. Our team is continuously collecting, analyzing, and acting on data from multiple touchpoints to provide the best possible learning experience for children. Over the next three years, we will:

- Conduct at least **three rigorously evaluated pilots** of adaptations of our model tailored to specific vulnerable groups (children with learning differences, internally displaced children, etc.).
- Conduct at least **one external evaluation per year** in each country we operate our program.
- Roll out a data dashboard in each country where Luminos operates a direct delivery program (Ghana, Liberia, Ethiopia).

Operational Objectives

In support of our programmatic objectives, we have identified the following operational objectives:

**Fundraising**

*Expand and diversify our funder base.*

As Luminos continues to expand, we recognize our funder base will need to evolve in turn. We anticipate that part of this evolution over the next three years will include initiating partnerships with bilateral and multilateral agencies, while maintaining and growing our relationships with high-net-worth individuals and foundations that are well-positioned to support our next phase of development. Over the next three years, we will:

- Maintain an ambitious growth trajectory that positions Luminos to be a **$15 million** per year organization by 2026.
- Diversify our funding base while maintaining our core values and commitment to impact for the most marginalized.
Human Resources

*Invest deeply in our most valuable asset: our staff.*

A more senior team based in Africa will accelerate our progress and support our goals to localize our knowledge and expertise. This team will be a valuable resource for countries as they work to weave our programming into the fabric of their education systems. In addition, Luminos has enjoyed exceptional governance and guidance from our founding board members. Over the course of the strategic plan period, the board plans to complete a strategic review of its composition to identify how best to position Luminos for this next stage of growth. We anticipate that at least three (possibly six) new board members will be added during the period, and that two or three of the existing board members will step down at the end of their respective terms. Over the next three years, we will:

- Continue to strengthen our in-country teams and implementing partners.
- Add two additional members to the Governance Board.
- Build out our focus on health and wellness.

Countries of Operation

*Expand our programs to reach a total of six countries.*

The Luminos model is most effective in contexts where needs and opportunities align. We look forward to expanding to new countries as part of our journey to scale. Over the next three years, we will:

- Launch in one new country on the African continent to provide transformative education for the most marginalized, bringing Luminos’ geographic footprint to six countries.

Evaluating Our Impact

Luminos is committed to rigorous monitoring and evaluation at the programmatic level and organizational level. We have developed specific metrics of success for each of our objectives above, which both provide concrete objectives for our growth, as well as support our internal accountability.

Three-Year Projections

With the support of our dedicated philanthropic partners, we have achieved remarkable growth and impact for children in just eight years. Over the three-year period between 2024 and 2026, we plan to build a $15 million (USD) operation that reaches 262,000 additional children in up to six countries.

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<th>DIMENSION</th>
<th>2024</th>
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<tr>
<td>Budget (USD)</td>
<td>11,000,000</td>
<td>13,000,000</td>
<td>15,000,000</td>
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<tr>
<td>Children (direct delivery)</td>
<td>19,740</td>
<td>22,000</td>
<td>25,000</td>
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<tr>
<td>Children (government adoption)</td>
<td>53,260</td>
<td>65,000</td>
<td>77,000</td>
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<td>Countries</td>
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OUR TEAM

As of April 2023, 56% of Luminos staff were women and 44% men, with 63% of management positions being held by women and 37% held by men. 67% of staff identify as Black, Asian/Pacific Islander, or Latinx. 55% of staff and 50% of management are in Africa. The average age of staff at Luminos is 38, and 94% of staff hold a university degree. Staff, on average, stay with Luminos for about two years.

We plan to continue to build our team to increase our reach and impact. Our focus will remain on hiring talented Africans to support our country programing and cross cutting teams.

Quantitative analysis of current team

Executive and Program Leadership

Executive Leadership

Caitlin Baron, Chief Executive Officer
Caitlin is the CEO of the Luminos Fund, an international education nonprofit dedicated to giving the world’s most vulnerable, out-of-school children a second chance to learn. She holds a Bachelor of Arts in Political Science from UCLA and a MA from the Fletcher School at Tufts University.

Maretta Silverman, Vice President of Development & Communications
Maretta is privileged to lead engagement with our community of supporters, amplify student voices and program stories, oversee the fundraising and communications teams, manage events, and more. She holds a BSFS from Georgetown University’s Walsh School of Foreign Service in International Politics & Foreign Policy.
Dr. Kirsty Newman, Vice President of Programs
Kirsty oversees the global programs team to support joyful, foundational learning for children at the margins. She holds a PhD in Virology from the University of Edinburgh, a Post-graduate Diploma in Management from Birkbeck, University of London, and a BScHons in Immunology and Microbiology from Newcastle University.

Anh Le, Senior Director of Finance & Administration
Anh is responsible for managing Luminos accounting, financial planning, tax, and finance functions, as well as operational support for the organization. She holds a bachelor’s degree in accounting and finance from Northeastern University and is a certified public accountant (CPA).

Program Leadership

Dr. Alemayehu Hailu Gebre, Senior Director of Programs, Ethiopia
In Ethiopia, Alex provides strategic oversight of Luminos programming, advises on the organization’s growth strategy, and facilitates effective engagement with governments and community-based organizations. Alex has a master’s in economics from the Indira Gandhi National Open University (IGNOU) and a PhD in education from Atlantic International University.

Hassen Ahmed Assen, Country Manager, Ethiopia
Hassen plays a key leadership role in program planning and execution, curriculum development, and monitoring & evaluation in Ethiopia. He has a degree in English language teaching from Kotebe College of Teacher Education, a BA in Educational Administration, and a master’s degree in educational research and development from Addis Ababa University.

Donnalee Donaldson, Senior Director of Programs
Donnalee helps lead large-scale government advisory projects and oversees the adaptation of various Luminos program elements to serve specific populations in Liberia and The Gambia. She holds a BA from Seton Hall University, a JD from the Emory University School of Law, and a certificate in Higher Education in Emergencies from the University of Geneva.

James Earl Kiawoin, Country Manager, Liberia
James manages day-to-day operations, overall program delivery, government and stakeholder engagement, and supports staff development in Liberia. James holds a MPA with a focus on international development from the school of Public and International Affairs at Princeton University and a BA in Political Science from Colorado College.

Awa Minteh, Country Manager, The Gambia
Awa oversees the delivery and expansion of programming in The Gambia and supports Gambian staff. Awa studied Biology and Public Health at the University of The Gambia and holds a MA in Human Geography – International Development and Management from Lund University.

Senyo Tettegah, County Manager, Ghana
Senyo leads the Ghana country team, overseeing staff, program delivery and expansion, and government relations. He holds a degree in Political Science and English Language from the University of Ghana, a Postgraduate Diploma in Education from the University of Education, Winneba, and a master’s degree in international education and development from the University of Sussex as a Chevening Scholar.
Luminos’ Cross Cutting Teams: Impact and Teaching & Learning

In 2023, Luminos created two cross cutting teams to support our work to measure, design, and implement high-quality catch-up programs across our geographies. The Impact Team plays a key role in measuring learning outcomes and providing data to support decision making at the country team and organization level. The Teaching & Learning Team works to align curriculum and training programs with the needs of students, teachers, and communities.

Ernesta Orlovaitė, Director of Impact, Impact Lead
Ernesta oversees program design and delivery, collaborating with staff, the government, and local partners. She also guides Luminos’ efforts to strengthen its capacity for data-based decision-making to drive better outcomes for our students. She holds BSc degrees in Economics and Engineering and MSc degrees in Artificial Intelligence and International Development.

Noor Khan, Program Director, Curriculum, Teaching & Learning Co-Lead
Noor leads the organization’s curriculum development and enhancements for education programs serving children across Sub-Saharan Africa and the Middle East. She holds a MA in Education and Social Justice from the Institute of Education, University of London.

Elizabeth (Liz) Robinson, Director of Programs, Teaching & Learning Co-Lead
Liz oversees the overall program delivery in Lebanon, and global curriculum development and teacher training projects. She holds a BA from Tufts University, an MA in Education and International Development from University College London, and a Graduate Certificate in Early Grade Reading in Developing Countries from UMASS Amherst.

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OUR IMPLEMENTING PARTNERS

At present, we work with 21 implementing partners (IPs) in Ethiopia, Ghana, Lebanon, Liberia, and The Gambia. These IPs are community-based organizations (CBOs) who implement Luminos education programs. In addition to the IPs listed below, we work closely with the Ministry of Education, Ethiopia; Ministry of Education, Ghana; Ministry of Education and Higher Education, Lebanon; Ministry of Education, Liberia; and the Ministry of Basic and Secondary Education, The Gambia.

**Ethiopia Partners**

- Emmanuel Development Association (EDA)
- Ethiopian Evangelical Church Mekane Yesus- Development & Social Service Commission (EECMY-DASSC)
- Hope for Children in Ethiopia Relief and Development Association (HCF-RD)
- Integrated Service on Health and Development Organization (ISHDO)
- Operation Rescue Ethiopia (ORE)
- Positive Action for Development (PAD)
- Ratson: Women, Youth, and Children Development Program
- Summer Institute of Linguistics (SIL Ethiopia)
- Tigray Development Association (TDA)
- Wolaita Development Association (WoDA)

**Ghana Partners**

- Link Community Development (LCD)
- School for Life (SFL)

**Lebanon Partners**

- Ana Aqra Association (AA)
- Basmeh & Zeitooneh (BZ)

**Liberia Partners**

- Kids’ Educational Engagement Project (KEEP)
- Liberia Institute for the Promotion of Academic Excellence (LIPACE)
- Restoring Our Children’s Hope (ROCH)
- Special Emergency Activity to Restore Children’s Hope (SEARCH)

**The Gambia Partners**

- Effective Intervention (EI)
- Future in Our Hands (FIOH)