

*One Class For All*

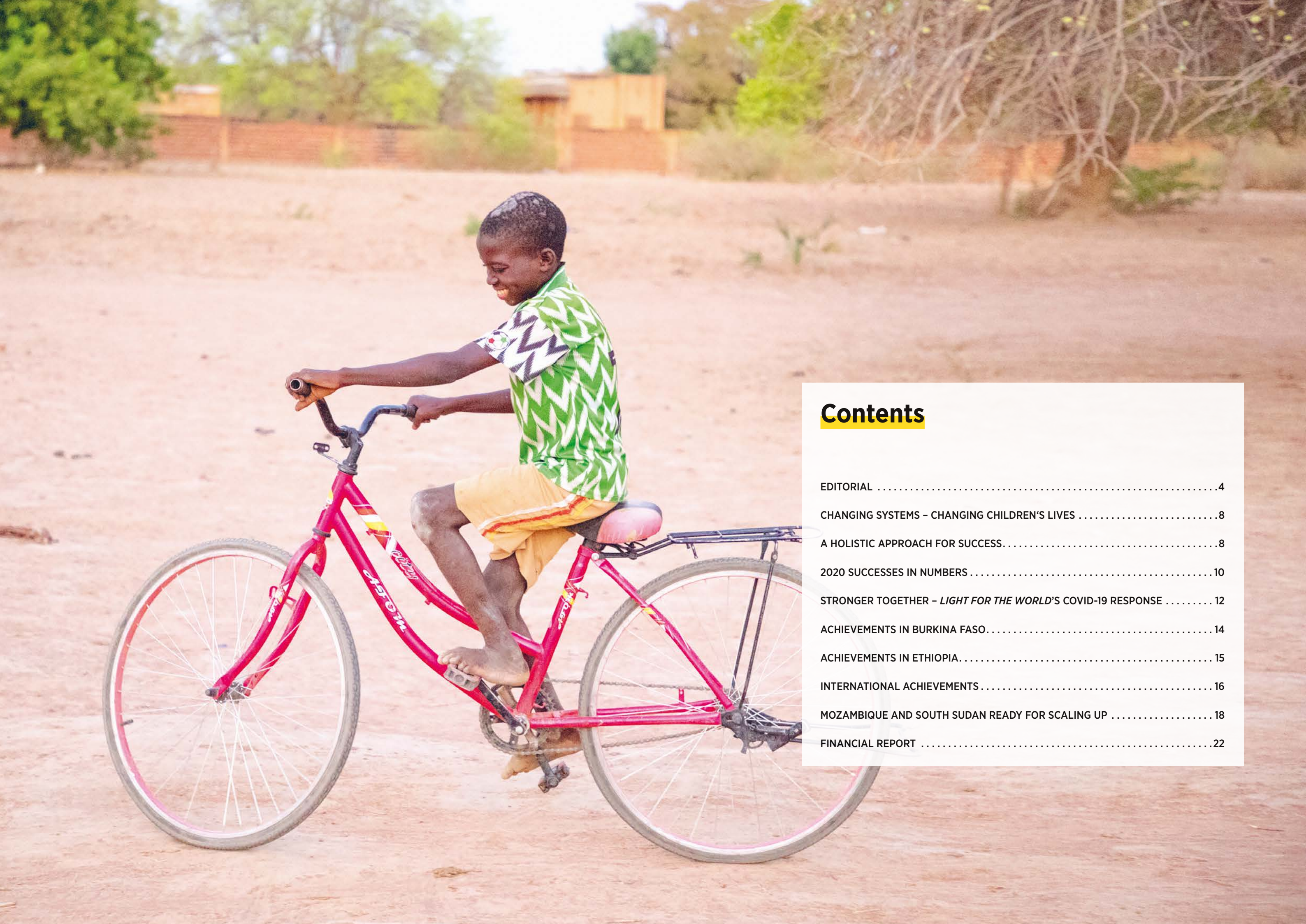


# IMPACT REPORT

**2020**







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# Editorial

## Inclusive Education – Realising rights for children with disabilities

2020 was a turbulent year for the entire world and one of the most challenging years for *Light for the World*. The COVID-19 pandemic is not just a health crisis, but has become a social and an economic crisis that particularly affects the most vulnerable in our societies: people with disabilities.

In the countries where we are active, we see this every day. To curb the number of infected people and deaths, many governments have taken drastic measures. Lockdowns, school closures and a resulting decline in economic activity have led to unemployment, food insecurity, the loss of education for children and an uncertain future.

However, we were able to build on our established structures to respond to the crisis and continue to be there for children with disabilities and their families. Together with the ministries in Ethiopia and Burkina Faso, we have ensured that accessible information about the virus and hygiene materials were made available and provided educational support – to leave no one behind.



**Christina Anderegg**  
National Director Switzerland  
*Light for the World*



Finally, in the last quarter we were able to comprehensively support children and their return to school. Despite the pandemic, we supported more than 6000 children with disabilities in Burkina Faso and Ethiopia in gaining access to education; although collecting accurate data was at times difficult. In total, we have provided schooling for almost 8000 children with disabilities in Africa. We have driven innovation and digitalisation in our projects and set the course to roll out inclusive education to 40 % of all educational institutions in Burkina Faso. One Class For All is expanding: our successful holistic approach to change education systems in Burkina Faso and Ethiopia has now started in South Sudan and Mozambique. We continue to make inclusive education a reality, helping children with disabilities realise their right to education.

This important work would not be possible without the commitment and generosity of compassionate supporters like you. From the bottom of our hearts, thank you for your continued solidarity and trust in *Light for the World* and our inclusive education programme, One Class For All.



**Rupert Roniger**  
CEO  
*Light for the World International*



*„Children who were already at the back of the queue have been moved even further behind. To make this moment in history an educational interruption – rather than a full blown educational drop-out – we need these kids back in school.“*

**Prof. Dr. Jana Zehle**, Professor of Special Education, Inclusive Education and Guidance at Hochschule Hannover





**LET'S BUILD  
A FUTURE  
WHERE EVERY  
CHILD CAN GO  
TO SCHOOL**



## Changing systems – Changing children's lives

One Class For All is an inclusive education programme in sub-Saharan Africa. Inclusive education transforms education systems to increase access, acceptance, participation and learning achievement among all children, regardless of their disabilities, by removing barriers and enhancing the capacity of the education system to accommodate diversity.

### A lasting impact on the lives of children with disabilities

32 million children with disabilities in low- and middle-income countries are out of school. They are being denied their right to receive quality education and deprived of their dreams of a better and sustainable future. One Class For All is working on several levels to ensure that all children can learn and flourish.

### Why *Light for the World* is needed

*Light for the World* has been spearheading inclusive education and driving systemic change since 1990, in partnership with several governments and a wide range of local partners. In 2015, we launched our inclusive education programme One Class For All in Burkina Faso and Ethiopia. The programme puts the right to education for children with disabilities into practice.

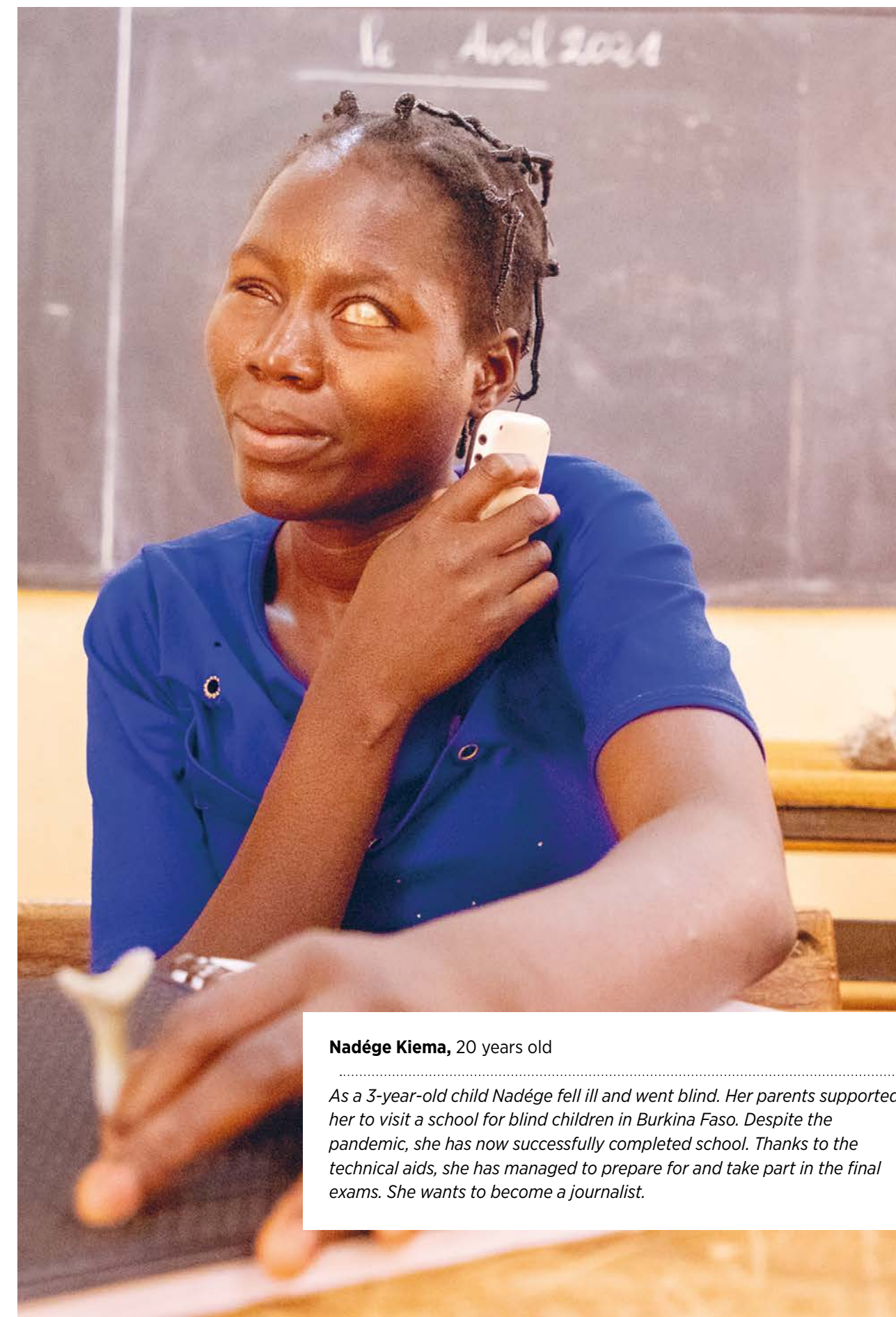
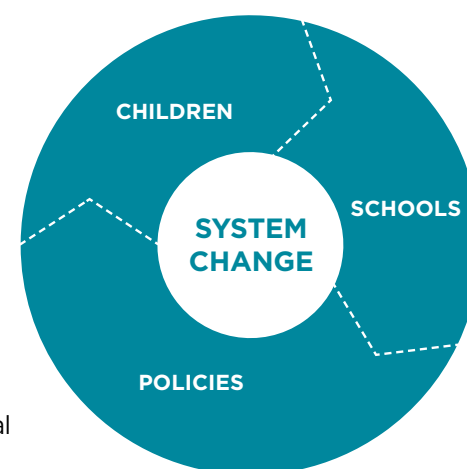
## A holistic approach for success

An external evaluation study was commissioned to review and assess our inclusive education programmes in Ethiopia and Burkina Faso. The evaluation confirms the success of our holistic approach.

The evaluation shows that our model projects and the targeted cooperation with local and national authorities and ministries as well as other actors in civil society are working well and that system change is being promoted.

The schools we work with have seen an increase in the number of children with disabilities enrolled and lower drop-out rates. However, lower levels of enrolment amongst girls with disabilities were noted. We are targeting this in our upcoming projects.

Pedagogical skills are central and generate strong positive effects: the quality of teaching and attitudes towards children with disabilities have improved. Pupils attain better learning outcomes, greater independence, higher levels of confidence, and experience less discrimination. It is recommended to pay more attention and invest more in the training and post-training support of teachers.



**Nadège Kiema, 20 years old**

*As a 3-year-old child Nadège fell ill and went blind. Her parents supported her to visit a school for blind children in Burkina Faso. Despite the pandemic, she has now successfully completed school. Thanks to the technical aids, she has managed to prepare for and take part in the final exams. She wants to become a journalist.*



## Successes in Numbers 2020

### BURKINA FASO



CHILDREN WITH DISABILITIES REACHED  
THROUGH REHABILITATION PROGRAMMES

**2,852**



CHILDREN WITH DISABILITIES  
ATTENDING SCHOOL

**5,000\*** 42 % GIRLS  
58 % BOYS

TEACHERS TRAINED **679** 48 % WOMEN  
52 % MEN

SCHOOLS REACHED **500\***

NUMBER OF PROJECTS **13**



\* Due to COVID-19 and the precarious security situation in some regions, not all schools in Burkina Faso were able to continue recording their figures. The numbers for Burkina Faso are based on experience from recent years and are estimates from our partners.

### ETHIOPIA



CHILDREN WITH DISABILITIES REACHED  
THROUGH REHABILITATION PROGRAMMES

**872** 46 % GIRLS  
54 % BOYS



CHILDREN WITH DISABILITIES  
ATTENDING SCHOOL

**2,491** 44 % GIRLS  
56 % BOYS

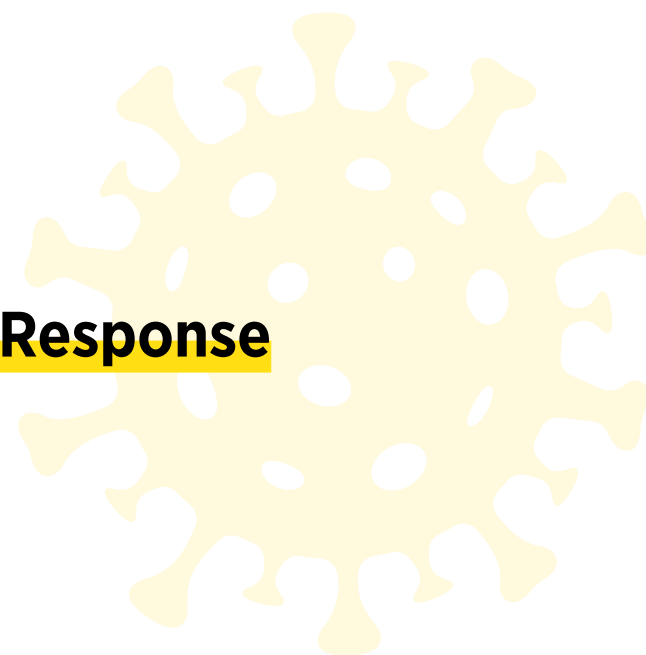
TEACHERS TRAINED **433** 48 % WOMEN  
52 % MEN

SCHOOLS REACHED **69**

NUMBER OF PROJECTS **18**



# Stronger together – Light for the World's COVID-19 Response



The COVID-19 pandemic has had a profound impact on everyone, but the most vulnerable in our society, children with disabilities, are disproportionately affected. Education and home-based services have been stopped or severely decreased, resulting in a decline in care for children with disabilities.

From March 2020, we adapted our programmes to reduce the heightened risk the pandemic poses for girls and boys with disabilities and their families. To address their needs and provide quality support, we have launched several education specific initiatives to ensure that truly no child is left behind.



Health and education partners were supported in providing accessible information on COVID-19 and distributed hygiene materials as preventive measures.



We supported the ministries of education to make distance learning accessible: sign language classes were taught via TV.



We provided material and equipment to enable children with disabilities to continue learning at home while schools were closed.



We ensured that children with disabilities could continue their home-based rehabilitation.



Tools to support teachers and rehabilitation workers were developed to continue addressing the needs of children with disabilities in a safe way.



Economic aid was provided to particularly affected families.



## COVID-19 in Burkina Faso

When Burkina was affected by the COVID-19 pandemic, school closures were some of the first measures, with schools only fully reopening in October 2020. The Ministry of Education did not include students with disabilities in their activities to ensure educational continuity. Therefore, we delivered accessible radio and video courses to hearing impaired students.

To avoid a 'blank' school year, classes with entrance examinations were reopened in June 2020, but with many challenges, especially for children with disabilities. We provided visually impaired students with essential accessible documents to facilitate exam preparation.

### IN RESPONSE TO THE PANDEMIC WE HAVE TAKEN FURTHER MEASURES

- ▶ Braille conversion of awareness and Information posters on COVID-19 for blind students
- ▶ Commercials about COVID-19 were made inclusive with subtitles and sign language
- ▶ Distribution of masks and installation of hand washing facilities with soap

## COVID-19 in Ethiopia

With the outbreak of the pandemic, schools were closed in Ethiopia. To limit potential learning loss, we provided sign language training to 60 deaf and hearing-impaired students and 33 volunteer hearing students through an adapted home-to-home programme. Since October 2020, schools were gradually opened and a safe return for learners with disabilities has been secured. In order to ensure that children come back to school, we carried out a mass education campaign on public radio about the need to send students back to school. In addition to raising awareness for safety and hygiene measures during the pandemic, and the importance of continuous learning, 152 deaf and

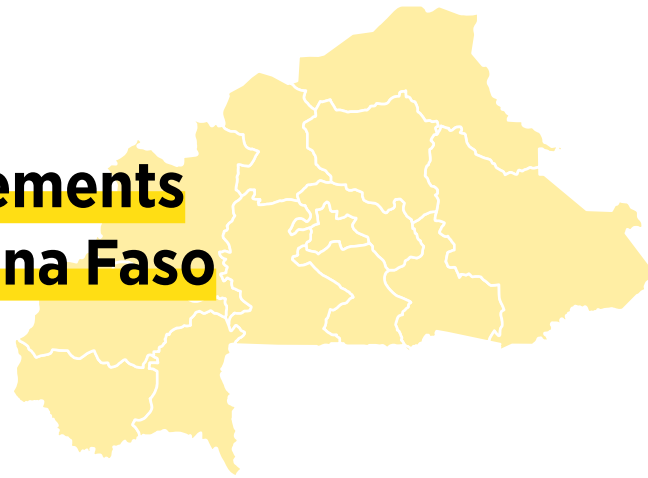
hard of hearing students and their families were supported with our emergency response. This enabled many families to sustain their livelihoods as many of them were on the verge of giving up their small businesses to take care of their children.

### IN RESPONSE TO THE PANDEMIC WE HAVE TAKEN FURTHER MEASURES:

- ▶ Awareness raising on COVID-19 for more than 600 children with disabilities and their families
- ▶ Procured and distributed education packages for children with disabilities at primary school level



# Achievements in Burkina Faso



## Scale-Up of Inclusive Education

### IN BURKINA FASO, WE ARE AT A TURNING POINT

We are rolling out our pilot projects nationwide in cooperation with Catholic schools, which cover 40 % of all educational institutions in the country. Our pilot project in Manga achieved great success: the enrolment rate of children with disabilities in this region is over 70 % higher than in the rest of the country. This provides a strong basis for mainstreaming disability inclusive education.

### DIGITALISATION TAKES INCLUSIVE EDUCATION TO A NEW LEVEL

We support blind and visually impaired students' access to literature. Accessible technologies and

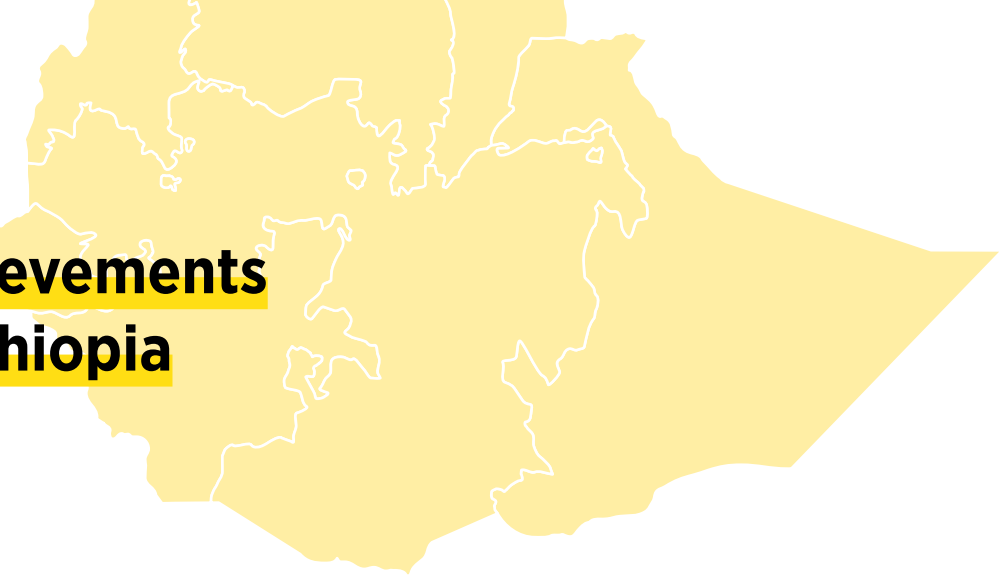
learning materials, which are transcribed into Braille and recorded into audio format, are distributed so that lessons can be followed more easily. By providing accessible examination material, students could revise on their e-readers, and 50 visually impaired students were able to compete in the final examinations on equal basis with their sighted peers.

### THE MINISTRY OF EDUCATION STRENGTHENS TEACHER TRAINING

Encouraged by our work, the Ministry of Education has set itself the goal of improving the quality of teacher education. An evaluation conducted by the ministry confirms that training on inclusive education improves classroom practices. This is the key lever.



# Achievements in Ethiopia



## COVID-19 pushed our project progress regarding technical innovation

A project on digitalisation of early literacy books was started in 2020 in response to COVID-19 related school-closures. In addition to the production of inclusive videos, the project includes the development of a tool that assesses the level of sign language and literacy of young children. The active involvement of parents of deaf and hearing-impaired students will inevitably improve their learning outcomes and positively affect children's socio-emotional learning.

## The Ethiopian Government consulted us

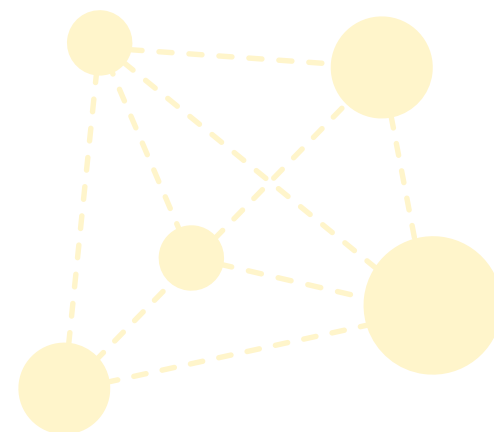
The Ethiopian Government invited us among other civil society organisations to provide expertise and input to their new national education strategy. We pleaded for the plan to be explicitly inclusive of children with disabilities. They have recognised the previous challenges and embedded solutions to achieve the inclusive education goals in the current plan, which is being finalised.





# International Achievements

**We expanded our advocacy messages on increasing investment for inclusive education**



## OUR ADVOCACY WORK CONTINUED AT FULL STRENGTH

This year marked the launch of the Global Education Monitoring Report on the topic of Inclusion and Education<sup>1</sup>. This report serves as a foundation for evidence-based advocacy to promote progress and policy change towards the Sustainable Development Goal for quality education for all (SDG4). We played a key role as expert advisor in the elaboration of the report.

## SPOTLIGHT ON INCLUSIVE EARLY CHILDHOOD DEVELOPMENT

The international and national launches of our research project **Leave No Child Behind**<sup>2</sup> on the state of inclusive early childhood development in Sub-Saharan Africa, brought important public attention on the topic and its lack of funding. These were great opportunities to link stakeholders. In Burkina Faso, this provided an opportunity to promote early childhood development in the media and to connect relevant stakeholders. In line with this initiative, all community-based rehabilitation workers received a training on early childhood development.

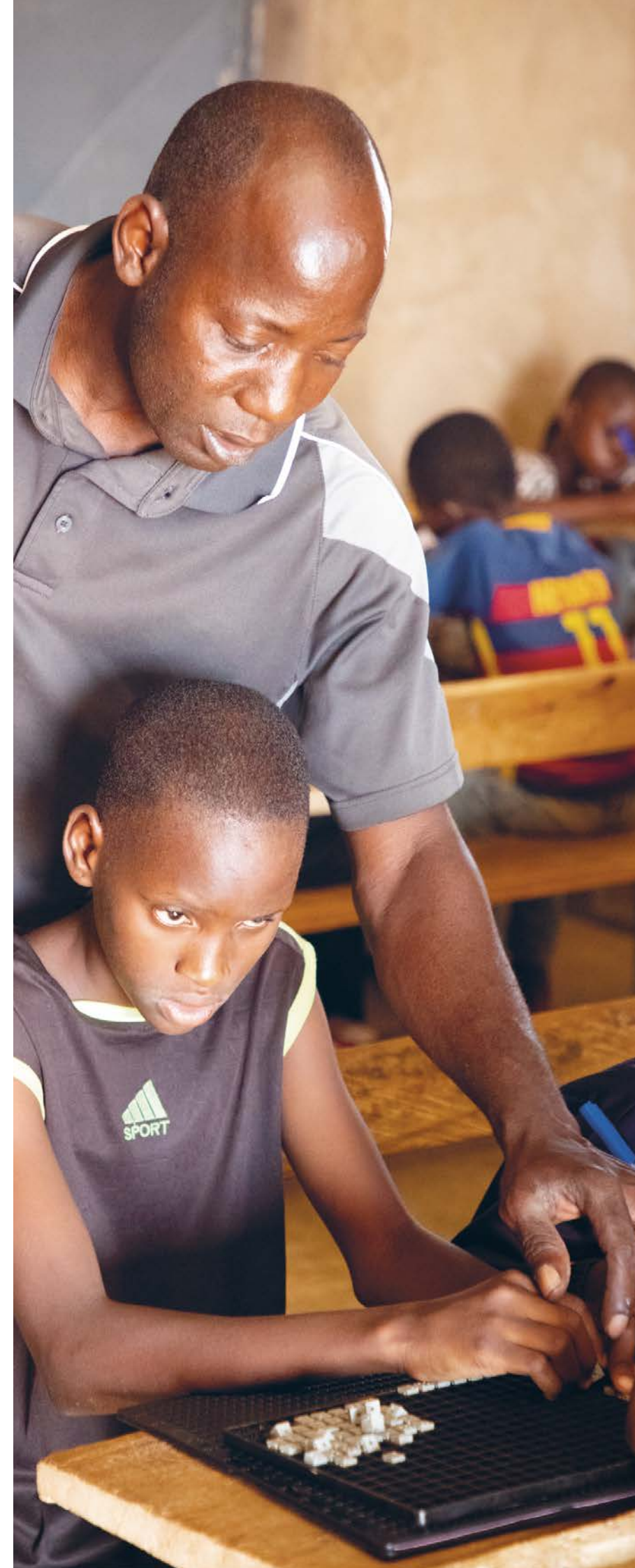
We successfully advocated for inclusive education and early childhood development inputs in key draft US government policy statements and documents,

to raise and amplify a strong, shared message calling for increased attention to inclusive early childhood development.

## EDUCATIONAL WORKFORCE AS BEDROCK OF INCLUSION

Together with ActionAid and Education International, we published a multi-country study on the role and abilities of teachers to deliver disability-inclusive education<sup>3</sup>. Well-trained and qualified teachers are at the forefront of inclusive education. Therefore, a holistic investment is critical to ensuring that all children, especially those with disabilities, enjoy their right to education.

The findings were presented to Commissioner Jutta Urpilainen in a joint open letter, highlighting how we believe that the EU could further support partner countries in their efforts to achieve SDG4. Her response was very positive and welcomed the “strong case in the report for inclusive education to help close the growing divides, and to act as an equalizer within society especially in the context of COVID-19 exacerbating pre-existing inequalities”. She included her commitment that 10 % of EU investments in partner countries under the responsibility of the Directorate-General International Partnership “should be dedicated to education”. An amazing advocacy success, we will definitely monitor and follow-up.



*„COVID-19 has disproportionately affected vulnerable groups, including learners with disabilities. As a former teacher myself, I particularly appreciate the focus on teachers and education support personnel who are the beating heart of any education system.“*

**Jutta Urpilainen**, EU Commissioner for International Partnerships

<sup>1</sup> Global education monitoring report 2020. Inclusion and education: all means all.

<sup>2</sup> Baboo, Nafisa; Walker, Jo (2020): Leave no child behind: Invest in the early years. Light for the World.

<sup>3</sup> ActionAid, Education International, Light for the World (2020): The bedrock of inclusion: why investing in the education workforce is critical to the delivery of SDG4.



# Mozambique and South Sudan ready for scaling up

Seeing the great work accomplished and the ambitious plans ahead, we are happy that our holistic model of inclusive education is expanding effectively. Mozambique and South Sudan are becoming part of our inclusive education programme of One Class For All. This will boost cross-country exchange among our One Class For All partner countries, Burkina Faso, Ethiopia, Mozambique and South Sudan, to foster knowledge, strengthen advocacy and ignite inspiration to support children with disabilities as best we can.

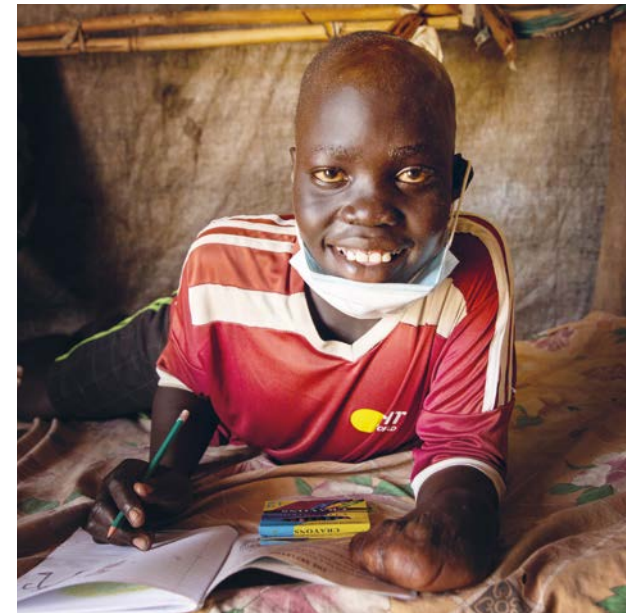
## Award-winning inclusive education projects in both countries

Quality teacher education for inclusive pedagogy is a core of our engagement also in Mozambique and South Sudan. Two innovative inclusive teacher training projects in both countries have been rewarded among 75 projects at the 2020 Zero Project Conference. One Class For All was presented as a model for comprehensive engagement of UN and government representatives, NGOs and foundations.

In both countries, we have established ourselves as a reliable expert organisation on disability inclusion and are appreciated as such by other educational organisations and government actors.

### Inclusive education in South Sudan

The reality of the conflict in South Sudan and the state building efforts put high demand on the education system. But public expenditure is one of the world's lowest for education. The rudimentary basics of the state building started to develop only after the 2005 Peace Agreement. We started our inclusive education engagement within a relief camp and have since broadened our influence



**Juma John Labarach, 12 years old**

*Juma John Labarach is studying in his family's tent in Mahad Internally Displaced People camp in Juba, South Sudan. When he was 3 months old, he and his mother were caught in a fire. Due to the severe injuries suffered from the fire, mother and son had to stay at the hospital for almost two years and Juma John was left with a mutilated hand. Now he is happy to be learning again and to be taught at home.*

to promote inclusive education in the whole country. After the civil war in 2018, we developed the inclusive education policy with the South Sudanese Ministry of General Education, which was ratified in 2020. This is a major step towards inclusive education for all. Moreover, we support the nationwide Girls Education programme to make it disability inclusive.



**Luisa Fernanda, 6 years old**

*Luisa Fernanda lives in Búzi, Mozambique. She has multiple disabilities; she cannot walk or talk. After the terrible cyclone Eloise destroyed their house, they had to face strong floods and escape to the highest and safest place in the village. They are currently living in a transitory house with more than 50 other families. In the middle of this transitory home and community, there is no stopping Luisa from exploring her surroundings: with physical activities and assistive devices, she is now learning to walk on her own.*

### Inclusive education in Mozambique

In Mozambique, almost two million primary-school-age children are not attending school. In upper primary, the gender gap increases, as more girls abandon school prematurely. To counteract this, we are developing a multi-stakeholder pilot programme on inclusive education in Sofala, a very poor province in Mozambique: we support families and strengthen community preschools in which children with disabilities can play and learn alongside their peers. We cooperate with a teacher training centre, with expertise on inclusive education. Together, we have already published a practice-oriented teacher training manual on inclusive pedagogy.

In order to ensure a sustainable implementation, we have set up a forum with all NGOs in the education sector in this province. Now, we have been appointed to lead and coordinate all NGOs working in education and partners of the Provincial Directorate of Education, discussing main challenges in education in the region and persistently raising the agenda of inclusive education. Advocacy for the inclusion of girls and boys with disability in schools extends from the local to the national level with a great success: the countries first Inclusive Education Policy came into effect in 2020 to provide learning for all children.





**A LASTING IMPACT  
ON THE LIVES OF CHILDREN  
WITH DISABILITIES**



# Financial Report

*Light for the World* is proud to report another year of strong support from our amazing donors.



## THE LEADERSHIP FORUM

In our work to create a better world for children with disabilities, we have been fortunate to team up with internationally recognised organisations, institutions and foundations as well as philanthropists. These partners share our view that working strategically for an inclusive world for children with disabilities is not only a responsibility, but an opportunity to shape future societies.

FUNDING SOURCES	2015/2016	2017	2018	2019	2020
Individuals	€ 1,048,500	€ 510,000	€ 433,620	€ 139,802	€ 85,000
Corporates	€ 50,000			€ 65,000	
Foundations	€ 287,142	€ 448,491	€ 744,491	€ 462,682	€ 499,457
Public/Government Funding			€ 23,637	€ 9,000	
Other Funding			€ 40,000		
<b>Total Support &amp; Revenue</b>	<b>€ 1,385,642</b>	<b>€ 958,491</b>	<b>€ 1,241,748</b>	<b>€ 676,484</b>	<b>€ 584,457</b>

*Light for the World* closed the funding gap of the fiscal year 2020 with general donations from small individual donors to the amount of € 999,506.

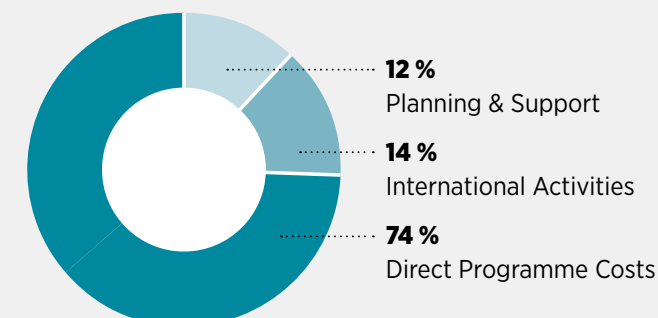
OPERATING EXPENSES	2015/2016	2017	2018	2019	2020
Rehabilitation & Health	€ 337,943	€ 329,296	€ 367,368	€ 483,635	€ 611,999
Family & Community	€ 115,375	€ 63,610	€ 59,028	€ 41,343	€ 170,571
Inclusive Schools	€ 482,312	€ 603,085	€ 459,732	€ 510,672	€ 395,365
Teacher Training	€ 108,818	€ 192,700	€ 78,221	€ 18,831	€ 72,384
Policy & Legal Framework	€ 144,949	€ 149,252	€ 131,014	€ 198,331	€ 309,270
Exchange & Learning	€ 128,358	€ 75,510	€ 68,392	€ 84,360	€ 24,374
<b>Total Operating Expenses</b>	<b>€ 1,317,755</b>	<b>€ 1,413,453</b>	<b>€ 1,163,754</b>	<b>€ 1,337,173</b>	<b>€ 1,583,963</b>



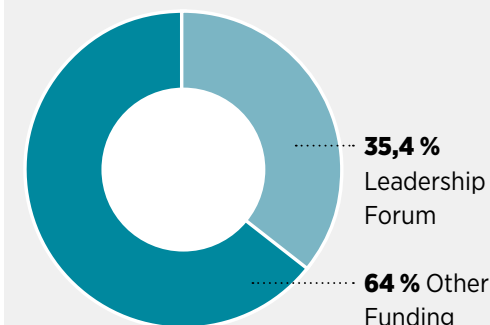
**H.S.H. Prince Philipp von und zu Liechtenstein**, Chairman, LGT

*"International development should be focused on education. One Class For All – well and efficiently managed – supports not only children, but also entire communities in breaking the cycle of poverty. The inclusion of children with disabilities in mainstream education systems and schools stimulates unprecedented energies both among the children and also among adults, teachers and family members alike. The trips to Ethiopia and Burkina Faso exemplified this for me."*

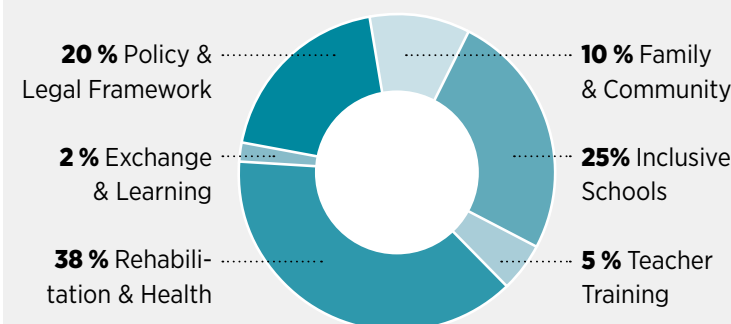
## AREAS OF EXPENSES



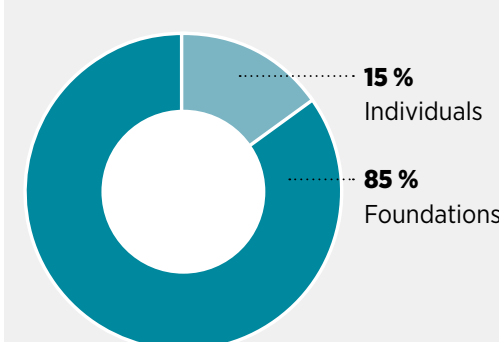
## DONATIONS BY FUNDING STREAM



## FUNCTIONAL EXPENSE BREAKDOWN



## DONATIONS BY TYPE OF INVESTOR







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