IMPACT REPORT 2019
KNOWLEDGE IS POWER

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INCLUSIVE EDUCATION – CHANGING THE GAME FOR 2.4 MILLION CHILDREN

In 2019, you enabled 8,824 children with disabilities in Ethiopia and Burkina Faso to access life-changing educational opportunities.

We would like to express our greatest thanks to you on behalf of the children.

Why inclusive education is important:
We are diverse and each one of us has different strengths, abilities and the right to learn and develop. Inclusive education is schooling of children within a mainstream system, where all children – with or without disabilities – are given the opportunity and support to learn together in the same classroom. Inclusive education does not only support children with disabilities, it creates the space for diversity for all children. It creates a school system that leaves no one behind. This is an important step in reaching societies that are more inclusive. This is even more important in the present crisis situation we are experiencing in connection with COVID-19. Reaching children with disabilities is needed more than ever with the extraordinary challenges that the coronavirus pandemic brings. Education and home-based services have been put on hold or severely decreased, resulting in a decline in care for children with disabilities. With schools being closed, the education and learning divide is increasing. Children who are already marginalised are further excluded. Ensuring access to life-saving and barrier-free information about the virus and alternative teaching channels is necessary for prevention. To address their needs and ensure that we are still able to provide quality support, Light for the World, together with the ministries of education, health and communication of Ethiopia and Burkina Faso, has launched education initiatives to ensure that no child is left behind and to drive a high-impact and value-for-money response to the COVID-19 crisis.

Thank you – for being a game changer for children with disabilities in sub-Saharan Africa. We are proud to have you on board.

Sabine Prenn
National Director Austria
Light for the World

Rupert Roniger
CEO
Light for the World International

“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.”

H.S.H. Prince Philipp von und zu Liechtenstein
Chairman, LGT
2.4 million children in Burkina Faso and Ethiopia have a disability. More than half of them are out of school.

“They experience barriers in enrolling, attending, participating, and learning at school.” (World Bank) Children with disabilities are denied their right to receive quality education and deprived of their dreams of a better and sustainable future.

**OUR AMBITION: SYSTEM CHANGE**

Our vision is a future where every child, regardless of their abilities, can go to school. Our inclusive education programme One Class For All puts the right to education for children with disabilities into practice.

**INCLUSIVE EDUCATION**

Inclusive education transforms education systems in order to increase access, acceptance, participation and learning achievement of all children by removing barriers and enhancing the capacity of the education system to accommodate diversity. Inclusive education means that all children can learn together, from preschool through to vocational training and higher education. **Inclusive education is about ensuring all children 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 aims to guarantee the right to education for children with disabilities.

**VINCENT**

13 years old, A&B school Manga

“I am happy that my teacher has learned to teach in sign language so I can be in class with deaf and hearing children. My dream is to become a doctor after graduating from school.”

**HOW YOU CAN TRIGGER CHANGE**

Investing in inclusive education ...

- Guarantees children of all abilities their right to education
- Reduces poverty
- Benefits individual and national economies
- Improves stability, peace and security
- Opens up societies and fosters creativity and problem-solving capacities
- Contributes to healthier populations
I was deeply touched by how children with disabilities are not only given medical help, but also a new chance for an independent life.

Samira Rauter
Co-Founder, People Share Foundation
**SUCCESSES IN NUMBERS**

**2019**

**BURKINA FASO**

- **Teachers Trained:** 2,018
  - **Women:** 877
  - **Men:** 1,141
- **Schools Reached:** 517
- **Number of Projects:** 10
- **Persons Reached Through Awareness-Raising Activities:** 31,794

- **Children with Disabilities Reached Through Rehabilitation Programmes:** 2,813
  - **Girls:** 1,390
  - **Boys:** 1,423
- **Children with Disabilities Attending School:** 5,421
  - **Girls:** 2,291
  - **Boys:** 3,130

**ETHIOPIA**

- **Teachers Trained:** 1,204
  - **Women:** 535
  - **Men:** 669
- **Schools Reached:** 86
- **Number of Projects:** 14
- **Persons Reached Through Awareness-Raising Activities:** 1,619,852

- **Children with Disabilities Reached Through Rehabilitation Programmes:** 1,227
  - **Girls:** 509
  - **Boys:** 817
- **Children with Disabilities Attending School:** 3,403
  - **Girls:** 1,585
  - **Boys:** 1,818

**Persons Reached Through Awareness-Raising Activities:** 1,651,646

**SUCCESSES IN NUMBERS**

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ACHIEVEMENTS IN BURKINA FASO

We are recognised as the key player in inclusive education

We consulted and supported the Ministry of Education in:

- The adaption of the data set for their annual statistics to collect data on inclusion and children with disabilities to better support them in future.
- The validation of the teacher training manual on inclusive education and its facilitation guide as an important step towards a nationwide implementation. The aim is to offer quality, standardised training for current and future teachers which enables them to adapt inclusive pedagogies ultimately leading to better learning outcomes of all children. In 2019, at 517 schools more than 2,000 teachers were trained in inclusive teaching and learning approaches, a 147% increase compared to 2018. Since the start of our programme, 36.7% of teachers and 62% of principals have been trained in inclusive education at our target schools.
- The use of technology and adapted materials has been key to our work: Through our innovative project, ‘Rebooting literacy’, we will convert at least 500 books to accessible digital formats for learning and leisure reading by people with visual impairments. This counteracts the massive lack of books in Braille or other accessible formats. The project will reach a minimum of 500 students with disabilities. One Class for All strengthens three resource centres. These are inclusive schools and expert organisations at the same time, providing inclusive education and consulting for other organisations. The Ministry of Education also calls upon their expertise. These resource centres gain more and more influence and importance in the whole education system. Thanks to a new app-based monitoring tool we developed an innovative way of collecting monitoring data and to immediately systematise and compare it in order to gain a better insight and strengthen our partner skills. Overall, our projects led to the enrolment of 5,421 students with disabilities in schools.

Philipp Compaoré
Programme Officer, Burkina Faso

“I am happy to see that Light for the World makes a difference: in the areas where we are implementing inclusive education projects, people are sensitised on issues of education and inclusion of children with disabilities, children are cared for and enrolled in schools, teachers are trained to teach children with disabilities in the same classroom. Many efforts are made for thousands of disabled children to enjoy the right to go to school like everyone else.”

ACHIEVEMENTS IN ETHIOPIA

Changing hearts, minds and policies

We developed powerful partnerships in fighting the battle:

- Several international actors like the World Bank see inclusive education as a mainstreaming topic, thanks to our immense advocacy efforts. This results in increasing committed resources and a favourable environment to implement inclusive education in Ethiopia.
- Inclusive education reached national attention with the Education Roadmap. We were consulted to comment on this leading policy document of the education sector, which also emphasises inclusive education.
- We contributed to the international conference Africa Forum on Visual Impairment which took place in Ethiopia for the first time. This year’s focus on inclusive education shows clearly that the topic is an ever-increasing part of the agenda of big local and international players. It was an important milestone for learning and exchanging among expert organisations – to prepare a scale-up and transition of our successful model projects.

Our strong collaboration with different regional bureaus resulted in key policy documents:

In all our three programme regions with our advocacy we achieved an increased commitment of government stakeholders towards disability inclusion. Our strongest success was in the Amhara region, where the Disability Mainstreaming Directive was adopted. This requires all sector bureaus to include people with disabilities in all their actions. With this, the government will ensure that people with disabilities are taken into account on all levels.

We almost doubled our impact on a community level:

The provision of community-based rehabilitation, training for parents and teachers, and the strengthening of 59 inclusive education resource centres together form a strong basis and enable us to reach 3,403 students with disabilities, the number almost doubling compared to 2018.

We strengthened teacher training colleges and completed a pilot project in Dessie with more than 700 student teachers benefitting from new common courses on sign language and Braille. This enables teachers to better address and support all children in mainstream teaching.

Vanegit
Teacher, Ethiopia

“As the mother of my son Yabsragada, who has Down’s syndrome, and as a special needs teacher of 15 other students with varying degrees of learning difficulties, I am absolutely convinced that a quality, inclusive school system creates a nurturing environment in which all children can flourish.”
2019 was an important year for inclusive education: the UN Sustainable Development Goal 4 on education was reviewed at the High-level Political Forum, which is the UN’s main platform to annually review the progress of the SDGs. The Salamanca Statement – the first international commitment towards Education for All – celebrated its 25th anniversary. On both occasions we amplified our advocacy messages on increasing investment for inclusive education.

We launched the Summary Report of ‘Leave No Child Behind’ – the first ever study on the financial contributions for Early Childhood Development (ECD). ECD is placed ever higher on the list of international agenda – such as the G20 – because it is official knowledge (UNESCO) that the earlier a child is supported, the better they will be able to develop, learn and flourish.

The study revealed that governments are falling short on their commitments to protect millions of children with a disability around the world. With this shocking news, it is important for us to demand from governments that they invest more in this sector. This is our opportunity to call for more international investment.

SUSTAINABLE DEVELOPMENT GOALS

According to Sustainable Development Goal (SDG) 4, education systems and education finance have to be made inclusive and accessible to enable children with disabilities to learn with their peers in order to leave no one behind. Sustainable Development Goal 4 (SDG 4) is the education goal of the United Nations. It aims to ‘ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’.

https://sustainabledevelopment.un.org/sdg4

A competent partner to change entire social systems.

Andreas Prinz
CEO, Croma-Pharma GmbH

“For decades it has been important to our family to give something of our success back to the world and to have a constructive impact on society.

With Light for the World we have found a competent partner to change the lives of many children and also entire social systems. We were able to visit these projects ourselves – this has been an unforgettable experience for us.”
UNLEASH THE POTENTIAL OF 2.4 M CHILDREN
Education can be the most powerful equalising force in any society.

NAFISA BABOO
DIRECTOR OF INCLUSIVE EDUCATION, LIGHT FOR THE WORLD
WHAT WE HAVE ACHIEVED SO FAR IN SYSTEM CHANGE

1 EXTENSIVE NETWORK OF SUPPORTIVE SYSTEMS
The establishment of an extensive network of supportive systems is essential to strengthen abilities and to empower children with disabilities.

ACHIEVEMENTS
▶ At our project locations we built up a reliable network of partners to enable children with disabilities to access medical services, functional rehabilitation and assistive devices.
▶ In 2019, our community-based rehabilitation (CBR) projects reached 4,040 children with disabilities.

2 CHANGED MINDSETS
A positively changed mindset and attitude of communities and families towards people with disabilities helps to support the children’s development.

ACHIEVEMENTS
▶ We significantly changed the mindsets in our project regions via public sensitisation campaigns. Children and adults with disabilities are increasingly respected.
▶ Awareness raising activities were implemented with families and communities, which enables them to support children in their development.
▶ We set up child protection mechanisms and trained children and families on issues of child protection.

3 CRITICAL MASS OF SUCCESSFUL INCLUSIVE SCHOOLS
A significant number of schools are empowered to practise inclusion in classrooms.

ACHIEVEMENTS
▶ We worked with more than 600 schools. This is a significant amount and demonstrates that our approaches are effective.
▶ We equipped these schools with adapted teaching material and helped them to reduce physical barriers at the school compound.
▶ We strengthened resource centres and expert organisations who provide schools with learning materials and technical support.

4 EMPOWERED TEACHERS AND NEW CURRICULUMS IN THE PUBLIC SYSTEM
Adaptation of curriculums as well as improved teacher training is key on a national level, so teachers are enabled and motivated to practise inclusive education.

ACHIEVEMENTS
▶ In our teacher training, we supported 3,222 teachers with their knowledge skills and attitudes for practising inclusive education.
▶ We developed training modules to capacitate teachers to practice inclusive pedagogies and to respond to the needs of children with disabilities.

5 LEGAL FRAMEWORK ON NATIONAL AND INTERNATIONAL LEVELS
The establishment and implementation of a legal framework on national and international levels is a core component. Improved policies and legislation, partnerships and alliances and committed national and international resources are important elements in reaching that goal.

ACHIEVEMENTS
▶ We established close partnerships with governments to hold them accountable for their implementation of inclusive education.
▶ We strengthened the capacities of government partners, so that they can translate international and national policy ambitions into reality.
▶ We contributed to the development of the legal framework and improved policies and guidelines for inclusive education in Ethiopia and Burkina Faso.
▶ On an international level, we built bi- and multilateral alliances and significantly advocated the establishment of the Inclusive Education Initiative of the World Bank, which is leading to an increased commitment and investment towards inclusive education.

6 CAPACITY BUILDING AND EXCHANGE
Exchange sessions and training on research, documentation and evaluation as well as capacity building of partner and governmental organisations is relevant for sustainable development.

ACHIEVEMENTS
▶ In our teacher training, we supported 3,222 teachers with their knowledge skills and attitudes for practising inclusive education.
▶ In Ethiopia and Burkina Faso the teacher training curriculums have been incorporated into the official teacher training.
LEAVE NO ONE BEHIND
FINANCIAL REPORT

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

87% OF EXPENSES GO TO DIRECT PROGRAMME IMPLEMENTATION

FUNDING SOURCES

<table>
<thead>
<tr>
<th></th>
<th>2015/2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDIVIDUALS</td>
<td>€ 1,048,500</td>
<td>€ 510,000</td>
<td>€ 433,620</td>
<td>€ 139,802</td>
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<tr>
<td>CORPORATES</td>
<td>€ 50,000</td>
<td>€ 65,000</td>
<td>€ 48,491</td>
<td>€ 46,268</td>
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<td>FOUNDATIONS</td>
<td>€ 287,142</td>
<td>€ 448,491</td>
<td>€ 744,491</td>
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<tr>
<td>PUBLIC/GOVERNMENT FUNDING</td>
<td>€ 23,637</td>
<td>€ 9,000</td>
<td>€ 23,637</td>
<td>€ 9,000</td>
</tr>
<tr>
<td>OTHER FUNDING</td>
<td>€ 40,000</td>
<td>€ 40,000</td>
<td>€ 40,000</td>
<td>€ 40,000</td>
</tr>
<tr>
<td><strong>TOTAL SUPPORT &amp; REVENUE</strong></td>
<td>€ 1,385,642</td>
<td>€ 958,491</td>
<td>€ 1,241,748</td>
<td>€ 676,484</td>
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</tbody>
</table>

Light for the World closed the funding gap of the fiscal year 2019 with generous donations by small individual donors in the amount of € 660,689.

OPERATING EXPENSES

<table>
<thead>
<tr>
<th></th>
<th>2015/2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>REHABILITATION &amp; HEALTH</td>
<td>€ 337,943</td>
<td>€ 329,296</td>
<td>€ 367,368</td>
<td>€ 483,635</td>
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<tr>
<td>FAMILY &amp; COMMUNITY</td>
<td>€ 115,375</td>
<td>€ 63,610</td>
<td>€ 59,028</td>
<td>€ 41,343</td>
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<tr>
<td>INCLUSIVE SCHOOLS</td>
<td>€ 482,312</td>
<td>€ 603,085</td>
<td>€ 459,732</td>
<td>€ 510,672</td>
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<tr>
<td>TEACHER TRAINING</td>
<td>€ 108,818</td>
<td>€ 192,700</td>
<td>€ 78,221</td>
<td>€ 18,831</td>
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<tr>
<td>POLICY &amp; LEGAL FRAMEWORK</td>
<td>€ 144,949</td>
<td>€ 149,252</td>
<td>€ 131,014</td>
<td>€ 198,331</td>
</tr>
<tr>
<td>EXCHANGE &amp; LEARNING</td>
<td>€ 128,358</td>
<td>€ 75,510</td>
<td>€ 68,392</td>
<td>€ 84,360</td>
</tr>
<tr>
<td><strong>TOTAL OPERATING EXPENSES</strong></td>
<td>€ 1,317,755</td>
<td>€ 1,413,453</td>
<td>€ 1,163,754</td>
<td>€ 1,337,173</td>
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</tbody>
</table>

THE LEADERSHIP FORUM – THE GAME CHANGERS

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.

DONATIONS BY TYPE OF INVESTOR

- 21% INDIVIDUALS
- 68% FOUNDATIONS
- 10% CORPORATES
- 1% PUBLIC, GOVERNMENT FUNDING

DONATIONS BY FUNDING STREAM

- 25% LEADERSHIP FUNDING
- 75% OTHER FUNDING

AREAS OF EXPENSES

- 13% PLANNING & SUPPORTING
- 3% FAMILY & COMMUNITY
- 14% POLICY & LEGAL FRAMEWORK
- 14.5% INTERNATIONAL ACTIVITIES
- 72.5% DIRECT PROGRAMME COSTS
- 5% EXCHANGE & LEARNING
- 2% TEACHER TRAINING
- 38% REHABILITATION & HEALTH
- 37% INCLUSIVE SCHOOLS

FUNCTIONAL EXPENSE BREAKDOWN
In 2019 a total of 25 projects promoting inclusive education were supported. Among these were 14 projects in Ethiopia, 10 projects in Burkina Faso and one on an international level.

### Burkina Faso

**List of Projects**

<table>
<thead>
<tr>
<th>INTERVENTION AREAS</th>
<th>PROGRAMME AREAS</th>
<th>TITLE</th>
<th>EXPENDITURE</th>
<th>RESULTS</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHILDREN</td>
<td>Rehabilitation &amp; Health</td>
<td>Inclusive education Kaya, 2017-2020 / p02086</td>
<td>€ 50,556.00</td>
<td>Children with disabilities get the help they need and are able to attend school</td>
<td>2,815 children with disabilities (1,423 boys, 1,390 girls) have access to rehabilitation services</td>
</tr>
<tr>
<td>Family &amp; Community</td>
<td>CBR programme (KODAM'S TILIGRE) Burkina Faso, 2018-2020 / p02222</td>
<td></td>
<td>€ 215,889.74</td>
<td>Changed social attitudes towards disability. Children and their parents are more confident about their abilities</td>
<td>Almost 400,000 persons are reached through awareness raising actions</td>
</tr>
</tbody>
</table>

### Ethiopia

**List of Projects**

<table>
<thead>
<tr>
<th>INTERVENTION AREAS</th>
<th>PROGRAMME AREAS</th>
<th>TITLE</th>
<th>EXPENDITURE</th>
<th>RESULTS</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL</td>
<td>Inclusive Schools</td>
<td>Community-based rehabilitation, Arba Minch / p01928</td>
<td>€ 3,821.64</td>
<td>Children with disabilities get the help they need and are able to attend school</td>
<td>1227 children with disabilities (817 boys, 509 girls) have access to rehabilitation services</td>
</tr>
<tr>
<td>POLICY</td>
<td>Regional Disability Mainstreaming Partnership Program, SNRP, 2017-2019 / p01939</td>
<td></td>
<td>€ 45,812.50</td>
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<tr>
<td>POLICY</td>
<td>Inclusive education, Garango, Burkina Faso, 2017-2019 / p02078</td>
<td></td>
<td>€ 25,187.50</td>
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<tr>
<td>POLICY</td>
<td>Inclusive education for deaf and hard of hearing children, Addis Ababa, 2019-2022 / p02072</td>
<td></td>
<td>€ 11,400.00</td>
<td>Children and their parents are more confident about their abilities</td>
<td>1,639,852 persons reached through awareness raising actions</td>
</tr>
<tr>
<td>POLICY</td>
<td>Reaching the unreached children in the Fagge Zone, 2018-2019 / p01938</td>
<td></td>
<td>€ 24,588.65</td>
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<tr>
<td>POLICY</td>
<td>Creating an accessible learning environment in mainstream schools in North Shewa Zone, 2017-2019 / p01939</td>
<td></td>
<td>€ 22,308.17</td>
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<tr>
<td>POLICY</td>
<td>Community-based rehabilitation, North Gonder Zone, 2017-2020 / p02093</td>
<td></td>
<td>€ 65,000.00</td>
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<tr>
<td>POLICY</td>
<td>Inclusive education Kaya, 2017-2020 / p02243</td>
<td></td>
<td>€ 35,000.00</td>
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<tr>
<td>POLICY</td>
<td>Inclusion of disability in Amhara, 2018-2022 / p01941</td>
<td></td>
<td>€ 1,967.31</td>
<td>National strategies and best practice examples are implemented</td>
<td>1204 teachers (535 women, 669 men) were trained in different aspects of inclusive education</td>
</tr>
<tr>
<td>POLICY</td>
<td>Inclusive education for deaf and hard of hearing children, Addis Ababa, 2019-2022 / p02072</td>
<td></td>
<td>€ 1,664.21</td>
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<tr>
<td>POLICY</td>
<td>Early childhood care and education and inclusion of deaf children in pre-primary and primary education in Bahir Dar, 2019-2021 / p02532</td>
<td></td>
<td>€ 22,965.72</td>
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<tr>
<td>POLICY</td>
<td>Inclusive education for deaf and hard of hearing children, Addis Ababa, 2016-2018 / p02074</td>
<td></td>
<td>€ 18,842.13</td>
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<tr>
<td>POLICY</td>
<td>Early childhood care and education and inclusion of deaf children in pre-primary and primary education in Bahir Dar, 2019-2021 / p02532</td>
<td></td>
<td>€ 16,217.42</td>
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<tr>
<td>POLICY</td>
<td>Inclusive education for deaf and hard of hearing children, Addis Ababa, 2019-2022 / p02072</td>
<td></td>
<td>€ 12,926.74</td>
<td>Teachers are able to deliver quality inclusive education</td>
<td>1204 teachers (535 women, 669 men) were trained in different aspects of inclusive education</td>
</tr>
<tr>
<td>POLICY</td>
<td>Promoting inclusive and early childhood education, Lalibela, 2017-2019 / p02048</td>
<td></td>
<td>€ 3,000.00</td>
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<tr>
<td>POLICY</td>
<td>Teacher Training Strengthening inclusive education at the Addis Ababa University, Addis Ababa, 2017-2018 / p02047</td>
<td></td>
<td>€ 12,926.74</td>
<td>Teachers are able to deliver quality inclusive education</td>
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<tr>
<td>POLICY</td>
<td>Promoting and implementing inclusive education at the Addis Ababa University, Addis Ababa, 2017-2018 / p02047</td>
<td></td>
<td>€ 1,967.31</td>
<td>National strategies and best practice examples are implemented</td>
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### International

**List of Projects**

<table>
<thead>
<tr>
<th>TITLE</th>
<th>EXPENDITURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaving No One Behind When Learning Starts</td>
<td>€ 96,207.00</td>
</tr>
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Thank you for being a game changer.