



# ACTIVITY REPORT 2019



Unity Foundation  
ONG DEPUIS 1991



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CS Community Schools  
MFEA Ministry of Foreign and European Affairs  
PSA Preparation for Social Action  
UF Unity Foundation

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# EDITORIAL



Dear friends of Unity Foundation,

In 2019, Unity Foundation had the pleasure to continue to support our 7 partners in their goal to educate and empower their communities through their various projects. This is an amazing achievement that could not be possible without the support of our donors and our close collaboration with the Ministry of Foreign and European Affairs of Luxembourg (MFEA).

In 2019, we entered the second year of our framework agreement ("accord-cadre") with the MFEA. If anything, this support and collaboration has further encouraged us at Unity Foundation to strive in our efforts to raise awareness in our local community in Luxembourg. We understand that with this collaboration comes much more responsibility and work, which we are wholeheartedly willing to do.

Much of our efforts in 2019 can be seen in our awareness campaigns and fundraising initiatives. One of our greatest achievements this year was mobilizing the community to create personal fundraising initiatives made easier through Facebook campaigns. **Close to € 20,000 were raised through Facebook alone. This is undoubtedly a record for such initiatives and we hope that this encourages more people to join in. A reminder that a simple act can have a far-reaching impact.**

Another aspect we are proud of is the growth of our 'Education for Development' campaign which has been designed to raise consciousness about the concepts and principles central to development. As a part of our awareness-raising activities in Luxembourg, we launched the "Mercy's Blessing" campaign in 2016, with the support of the MFEA. At the heart of this campaign are workshops in schools, organizations and communities around the film "Mercy's Blessing" (more details of this campaign can be seen in chapter 7 & 8). **In 2019, a remarkable 490 young individuals participated in a total of 30 workshops** with the aim of creating a constructive dialogue and reflecting on ways youth can bring positive change in their own environment.

This report will provide you with more insight as to what I have mentioned above as well as more detailed information into the projects we support and some highlights in 2019.

As always, I wish to stress that the impact Unity Foundation is making could not be possible without the support we are blessed to have from our government as well as our donors such as yourself.

Fernand SCHABER  
President



## ABOUT OUR ORGANIZATION

Established in 1991, Unity Foundation is a Luxembourgish non-profit organization committed to **empowering communities through education**. We work with a network of local development partners in Latin-America, Africa and Asia, assisting them in their efforts to build capacity among their communities to take charge of their own social and economic development. We believe this is the best way to ensure sustainability and long-term impact. Our organization provides financial resources to our partners that carry out educational projects within the framework of three lines of action: Community Schools, the Preparation for Social Action (PSA) program and Training Centers. All our projects are co-financed by the MFEA.

### Baha'i International Development Organization (BIDO)

The Baha'i International Development Organization (founded in 1983 as OSED - Office of Social and Economic Development) was established for the purpose of facilitating learning in the field of development on all continents in the context of Baha'i-inspired projects, by fostering and supporting action, reflection on action, study, consultation, the gathering and systematization of experience, conceptualization, and training.

BIDO has been our trustworthy and competent partner for many years. They are in touch with local grassroots NGOs implementing development projects and accompanying their activities and progress. As some of these local NGOs gain experience and develop their institutional capacity, BIDO suggests these potential project partners to Unity Foundation. Thus, we have the advantage of working together with local partners who have a positive track record, have demonstrated trustworthiness and reliability and have the capacity to cooperate with an external funding agency.

BIDO and the MFEA act as two filters ensuring the quality and integrity of our projects.

### OUR CORE VALUES



## OUR APPROACH

Together with its local partners, Unity Foundation adopted a specific vision of development which guides and influences the way projects are carried out. At the heart of this framework lie the following beliefs and principles, which are Baha'i-inspired and universal in their nature:

**Every human being is endowed with inherent potentialities that can be revealed through adequate education.** According to this vision, the populations with whom we work are not perceived as helpless victims nor as passive recipients of external aid. Rather, our development efforts seek to tap into the vast pool of capacities of local populations and empower them to become protagonists of their own development.

**Development has both a material and a moral dimension, and both must progress in a coherent way.** For development projects to achieve their objective of increasing people's prosperity, they cannot simply define material goals such as building infrastructure or increasing people's income. As important as these objectives may be, the progress and well-being of a population can only be achieved and sustained if individuals develop qualities and attitudes such as altruism, honesty and perseverance, and if communities learn to work together in unity. Thus, the educational programs we support are not only about providing instruction to children or imparting knowledge and skills to young people and adults; they also enable those who take part in them to acquire a virtuous and upright character, to reflect on the moral implications of their daily choices and to learn to create environments of unity based on diversity in their communities.

**Achieving equality between women and men is a prerequisite for prosperity.** For a community to develop, women must have the same opportunities to access education and to flourish as men, so that men and women can collaborate on an equal footing in all areas of human activity.

At Unity Foundation, development is viewed as a process, the protagonists of which are the people themselves, irrespective of the degree of material prosperity achieved by their nations.

Development activity emerges from within a community and belongs to the people and institutions that are implementing the effort. While action is directed towards visible improvement of some aspect of life, the main concern of the projects is to develop people's capacity to make decisions about their development and then to implement them.

Unity Foundation only supports local NGOs who have a proven capacity to utilize funds effectively and the ability to interact well with outside donors.

## UNITY FOUNDATION IN NUMBERS



- Cambodia
- Central African Republic
- Colombia
- Indonesia
- Malawi
- Uganda
- Zambia



- Community Schools
- Preparation for Social Action
- Training Centers



of experience and collaboration with local partners

# FRAMEWORK AGREEMENT 2018 - 2021

The year 2019 marked the second year of entering into our four-year framework agreement ("accord-cadre") with the Ministry of Foreign and European Affairs of Luxembourg.

For more than two decades, the Ministry has supported our development projects and our vision and we are continuously full of gratitude towards our local partners for entrusting us with the financial support to their projects, and towards the Ministry for their generous contribution of pledging approximately 76% of the total budget for our seven partners. In more concrete terms, this means that starting 1st January 2018 until the end of 2021, the MFEA has pledged € 2,586,500.00 for our seven partners.

Being blessed with this help and funding from the Ministry, our partners are encouraged to continue their tireless work of raising awareness in their communities on the importance of education, to continue training youth and adults (via teacher training programs and PSA) and to accompany community members in the implementation of social actions of various kinds.

Although not all processes of positive community-led transformation can be quantified, the goals that were set for the FA over the 4-year period in some 200 communities are:

- more than 200 new Community Schools will be established, providing education to more than 13,000 children,
- more than 500 individuals will be able to provide training to youths and adults,
- about 5,000 youth will receive training (PSA program, teacher training program).

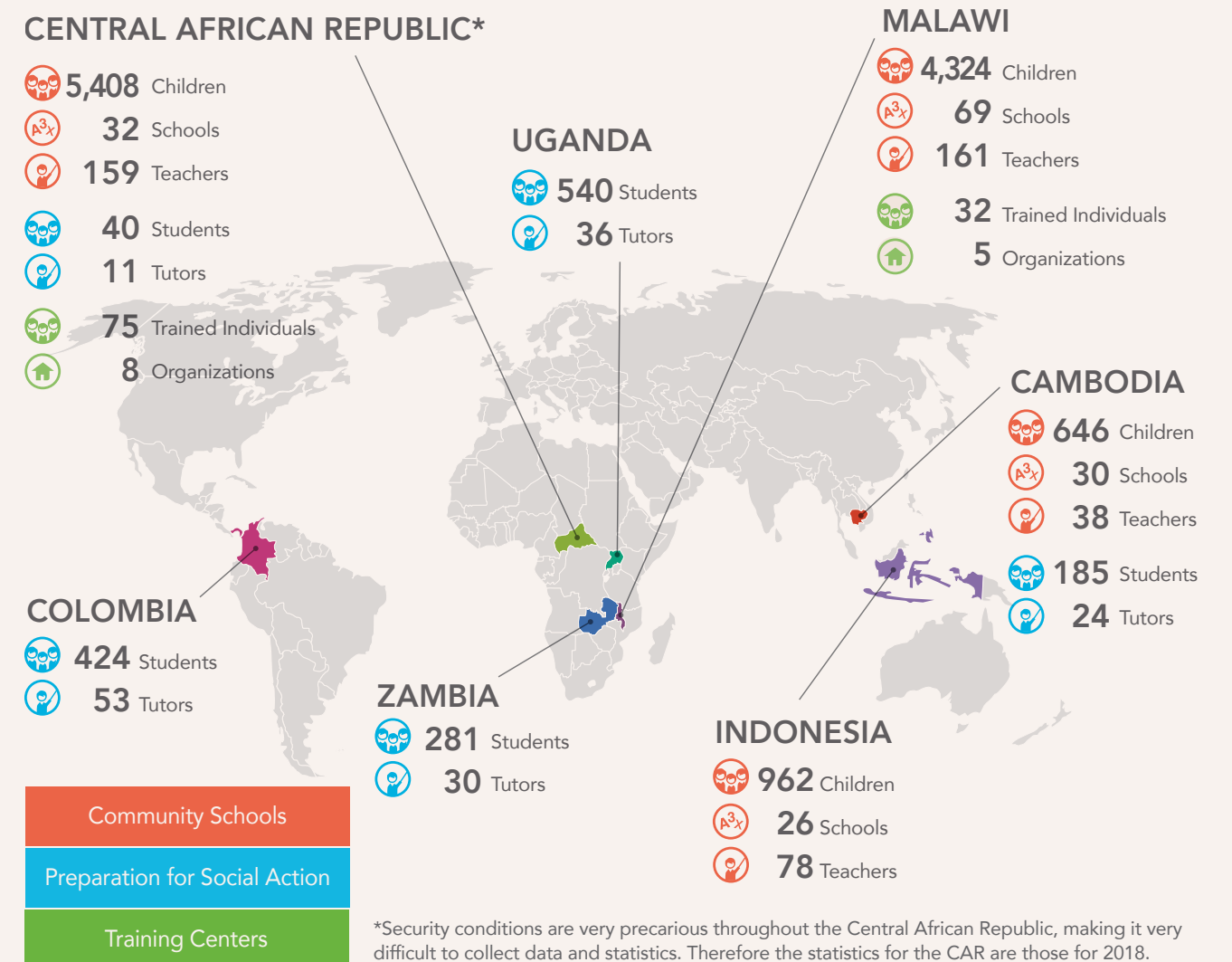


# ONE PROGRAM, THREE LINES OF ACTION

All our projects are carried out under one single development program entitled "Education and training for the integrated development of marginalized communities in rural and peri-urban areas". Each of our partners follows one or more of the following three lines of action:

- Community Schools
- Preparation for Social Action
- Training Centers

## ACTIVITIES IN NUMBERS (CUMULATIVE TO 2019)





## COMMUNITY SCHOOLS

In 2019, Unity Foundation supported four Community School projects: in Cambodia, Central African Republic, Indonesia and Malawi. The focus of this line of action is about building the capacity of individuals and communities to attend to the material and moral educational needs of their children.

Community schools provide pre-school, primary and, when more developed, secondary education for children. Schools are often established in isolated areas, where there are few or no schools. The work of our local partners begins with raising community awareness of the importance of education. The choice to create a school is the result of a community decision, which contributes greatly to its sustainability. In the next step, designated individuals follow a systematic teacher training program and are supported by other community members to establish and sustain a community school.

The growth of these schools is organic: most of the time, the schools begin with a single class at the preschool level to which, each year, additional teachers and grade levels are added. In many cases, the school starts under the shade of a tree or in a private house, until it grows and land is acquired to build a dedicated building.

Community participation and ownership are at the heart of the project and the community is actively involved at all stages of the development of the school.

### HOW DOES THE COMMUNITY PARTICIPATION AND OWNERSHIP MANIFEST ITSELF?

Here are some examples that illustrate the community's ownership of the school and its participation in its management and development:

- The inhabitants themselves provide the construction materials to build their own school building;
- The parents pay a school fee which allows to pay the teachers and maintain the school;
- Some schools have parent associations that provide various forms of support to the school;
- Some schools organize parental seminars to discuss the importance of education for the community;
- The school management committee is in close contact with community leaders and members of the community, and in ongoing conversation with parents.

### HOW ARE TEACHERS TRAINED?

The goal of our partners is to strengthen the capacity of communities to meet the educational needs of children through teacher training, a training that links practice to theory. Teachers are gradually trained at different levels from kindergarten to primary school, during seminars lasting several weeks. The training includes the study of the curriculum at the level assigned to the teacher (mainly based on national curricula and other teaching materials), some units of the PSA program and other materials on the moral education curriculum that is provided.

After the initial training seminar, teachers continue to be supported throughout the year. At the school level, the management committee helps teachers create and revise lesson plans and discuss interactions with parents and students, and teachers meet regularly to reflect and share their experiences. At the regional level, regular reflection meetings are held, and teachers are occasionally visited by the organization's regional staff.

### HOW IS THE CURRICULUM DEVELOPED?

The curriculum used in schools is continuously developed. In the case of our partner in the Central African Republic, a team of more experienced teachers meet regularly to review and enrich the curriculum with the support of the directors of the Ahdieh Foundation. Teachers use their experience to develop lesson plans. Small sub-groups of 3 to 4 teachers focus on the specific areas of the program, namely mathematics, technology, language, science and the kindergarten program. The concepts studied are complemented by exercises, songs, drama, visual arts, games, memorization activities and service projects. In all areas of the curriculum, teachers help students understand the implications of the concepts they are studying in the context of their families, regions, continents and the world.

### WHAT IS THE CONTRIBUTION OF THE SCHOOL TO THE DEVELOPMENT OF THE COMMUNITY?

A community school, when established, provides education for a relatively small number of children. Over time, the role that the school plays in the community evolves and becomes more complex. For example, as Ahdieh Foundation gained experience with supporting communities to address the educational needs of their children, it also found itself drawn ever more deeply into understanding and addressing other concerns of the populations with which it was working. A common challenge many of the communities faced was related to nutrition and children's health. The children attending the

schools were often not adequately nourished and had difficulties concentrating during the school day. In 2010, the organization began assisting the teachers of certain community schools, along with members of the community, to study materials aimed at building capacity to engage in highly productive, environmentally sustainable agricultural practices. With the institution's support, these communities then established and began tending to experimental agricultural plots. At a basic level, schools were then able to provide a hot meal to the students each day. Beyond this, a process was also set in motion to assist the community to generate, apply, and disseminate knowledge about how to effectively meet the nutritional needs of the population while also increasing the income of farming families. Similarly, other action-research programs can be initiated on different aspects of community life, such as health, and many schools hope to establish community health centers in the long term. Thus, analyzing continuously the social reality of the community allows our partners to identify other areas of learning and to create additional programs accordingly.

### WHAT IS THE PLACE OF WOMEN AND GIRLS IN SCHOOLS?

Special care and attention is given to girls attending community schools and women who are members of the school committee and being trained as teachers. About 60% of students in community schools are girls. How is this achieved? Mainly through talking to parents and explaining the importance of education for their daughters, who will in turn be primary caregivers. Also, many older girls have to take care of their younger siblings while the parents are working. Community schools acknowledge this reality and allow those girls to attend classes with their younger siblings. In other projects, the local partners organize special daycare for the children of women who want to follow the teacher training. As a result, about 70% of the teachers in the community schools are women.

# PREPARATION FOR SOCIAL ACTION

In 2019, Unity Foundation supported five PSA projects: in Cambodia, Central African Republic, Colombia, Uganda and Zambia.

The PSA program allows young people to develop the capabilities they need to become promoters of community well-being.

This program seeks to help young students and professionals to acquire, in addition to the knowledge and abilities they possess in their specific fields, a deeper understanding of a set of concepts and to enhance certain qualities, attitudes, and skills that will enable them to serve their communities more effectively and thus promote the well-being of their people.

Community service is the core and essential feature of the PSA program. The program teaches participants to identify the needs of their communities and find ways to meet them. From their learning and understanding of their reality, students launch initiatives in areas such as sustainable agricultural production, livestock, environmental conservation, pre-school education, health or income-generating activities. As the groups advance through the program these acts of service increase in complexity and impact on the community. Acts of service lead to service projects of about 6 months and from there, productive projects follow.

## A PROGRAM WITH A LONG HISTORY

The PSA program originated in Colombia based on the experience and as a natural continuation of FUNDAEC's Tutorial Learning System (SAT) carried out in rural communities throughout Latin America for more than 20 years. SAT has reached some 300,000 young people in Colombia and in other countries in Latin America. In order to respond to the interest in adopting SAT in other countries, FUNDAEC has modified some of the curricular content and the result of this effort is the PSA program. During the last decade, the PSA program has spread to other continents, e.g. Asia, Africa, where it has been successfully established in many regions.

## HOW DOES PSA WORK?

The PSA program is conducted in the form of study groups, each composed of 10 to 15 students and a tutor who meet approximately 20 hours a week. It comprises 24 books that aim at developing the capabilities of young people in the areas of language, mathematics, science, and processes of community life. The latter area encompasses community development, technology and service to the community. As participants move forward in the study of books, they work together on service projects in the community. The program is organized around blocks of 3-4 units that are often studied consecutively. The activities undertaken by the groups are guided by these textbooks, which integrate knowledge from many disciplines and help students develop their capacities, serve their communities and influence the various processes of community life.

## EQUALITY BETWEEN WOMEN AND MEN

The PSA content and methodology strives to address the underlying causes of gender disparities by promoting the equality of women and men. Further, because of the flexible study schedule, PSA is readily accessible to women. Available statistics show that over 50% of the youth are young women. Reports and interviews indicate that women's confidence is raised by the development of their language skills and that they develop the capability to voice their opinion within their local communities. their opinion within their local communities.



## TRAINING CENTERS

Capitalizing on their accumulated experience, some of our partners have broadened the range of their activities to support emerging development organizations. Thus, Training Centers were set up by Ahdieh Foundation for the French-speaking African countries and by Bambino Foundation for the English-speaking African countries. These spaces aim at bringing together like-minded organizations, learning from each other's experiences and thus reinforcing each organization's capacity to establish Community Schools in their respective countries.



For its daily activities, the Training Centers make use of the infrastructures and resources of the two above mentioned foundations. The centers are run by "resource persons". These individuals carry out accompaniment visits to partner organizations to provide them with the necessary support and ensure the capitalization of learning that emerges from the various countries.

### WHAT LEARNING IS GENERATED BY THE TRAINING CENTERS?

Among the many learnings that have been generated by organizations promoting the development of community schools in English-speaking countries, we can mention the following:

- The school is more than a building; it serves as a "center of light", where conversations about how to develop the community as a whole can take place.
- When spaces are created for different actors surrounding a school – teachers, parents, community members, school management committees, institutions (government, community leaders and other NGOs) – to meet and consult with each other. This increases community support for the school, promotes ownership and contributes to the development and sustainability of the school.
- Close and regular accompaniment of teachers by coordinators at different levels, supported by constant encouragement, strengthens their commitment.

### LOCATIONS

Currently, we are supporting training centers which have been established in the Central African Republic and Malawi. Our partners Ahdieh Foundation and Bambino Foundation are accompanying organizations in the following French and English-speaking African countries, respectively:

- Burkina Faso, Chad, Côte d'Ivoire, Mali, Democratic Republic of Congo, Republic of Congo, and Togo;
- Ethiopia, Swaziland, Tanzania, and Zambia.



**CAMBODIA | COMMUNITY SCHOOLS & PREPARATION FOR SOCIAL ACTION**

**SOME FACTS ABOUT CAMBODIA**

Cambodia is a Southeast Asian country of 16 million people, three-quarters of whom live in rural areas. Cambodian society has been deeply affected and its educational system weakened due to the tensions, violence and political instability that characterized the country for several decades. The quality of education is a particular challenge in rural areas where lack of opportunities leads to significant migration to cities and other countries, depriving these regions of human resources essential for their development. Young people from rural areas, 70% of whom migrate to urban centres, suffer most from an education system that is not adapted to their reality. This is where our partner CORDE comes in.



**OUR PARTNER**

CORDE (Cambodian Organization for Research, Development and Education) was created in 1994 by a group of refugees who returned to Cambodia to help educate children and youth who were deprived from school during the war. Since then, the organization has been committed to supporting the opening of community schools in rural areas and educating young people to lead a life of service to their community and to promote its well-being through the PSA program. CORDE's actions have been supported by Unity Foundation since 2015.

**HIGHLIGHTS IN 2019**

In 2019, CORDE was able to improve the quality of their projects in many ways. On the one hand, they improved PSA courses by regularly visiting the different groups and providing assistance to its tutors. On the other hand, CORDE strengthened their bonds of collaboration with many communities in which their programs are offered by participating in meetings organized by the local authorities. These meetings, centered around education and capacity building, provided a fruitful ground for CORDE to present their projects and explore how they can be of benefit to the whole community. CORDE also collaborated with other NGOs to facilitate the access to quality education for local youth.

Another highlight was the numerical increase of community schools and PSA groups within Cambodia. There were 5 additional PSA groups formed which allowed 48 participants to benefit from its programs. Furthermore, 5 new community schools with 85 students were formed and 10 teachers trained. However, our partner CORDE is fully aware of the necessity to focus on quality. They will continue to focus on helping children to graduate while putting emphasis on the quality of teaching. of the best students in her class. As a mother of two boys and a community teacher, she always thinks about how to improve the quality of the education and is more than ever convinced that this is the best way she can serve her community.

**PROJECT DETAILS**

**Framework Agreement**

🕒 2018 - 2021

**Community Schools**

👤 30 schools

👤 646 students

👤 38 teachers

**PSA Program**

👤 185 students

👤 24 tutors

**EXPENSES 2019**

Total: € 100,718.70

MFEA: € 80,574.96

UF: € 17,143.74

Fraentreff Réiserbann

asbl\*: € 3,000

**THE PARTNER**

**Cambodian Organisation for Research, Development and Education (CORDE)**

1994 Recognized officially as an NGO

2015 1st collaboration with Unity Foundation

\*On behalf of the beneficiaries of the project, we would like to express our sincerest gratitude to Fraentreff Réiserbann asbl for their generous support towards this project.

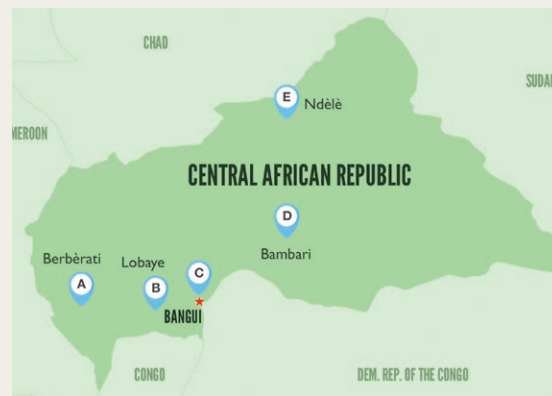




## CENTRAL AFRICAN REPUBLIC | COMMUNITY SCHOOLS, PSA PROGRAM & TRAINING CENTERS

### SOME FACTS ABOUT THE COUNTRY

The Central African Republic (CAR) is a country in central Africa that has experienced several episodes of civil war since the early 2000s. Insecurity, violence and unrest have characterized the country throughout the past few years and the most recent conflict, which started in 2013, has greatly weakened access to education for the younger generations. UNICEF reported that 70% of public school students did not return to school that year, due to a lack of teachers, population displacement, school destruction and insecurity.



In this context, Ahdieh Foundation does valuable work by supporting the establishment of community schools and building the capacity of young people so that they can be responsible in the reconstruction and development of their country.

### OUR PARTNER

Since 2003, Ahdieh Foundation has worked to promote quality education for the children of the country by providing training to teachers and supporting the development of community schools. While nearly all of the schools in the capital city were shut down during the war which began in 2013, several of the community schools were able to remain open and even provide education to children from other schools that had been forced to close. Some of these primary schools are among the best performing on national exams. In addition to academic excellence, the balance between theory and practice and the emphasis on moral development and community service reinforce the quality of the education provided.

Ahdieh Foundation also implements the PSA program, which has been used for several years, during teacher training. In addition to this, the foundation is now seeking to support

the establishment of PSA groups for youth and adults around the schools.

Finally, the foundation's training center strengthens the capacities of nine other organizations working in the field of education in French-speaking African countries.

### HIGHLIGHTS IN 2019

In 2019, Ahdieh Foundation continued its efforts within the framework of its three lines of action. The context of instability and insecurity in several regions has made it difficult to implement some of the activities planned, but efforts have continued to the extent possible.

Regarding community schools, a highlight of the year was the training of many teachers in the community health program. In the Umbella-Mpoko sub-region, for example, 134 teachers were trained in three modules of this program. The goal of this was to develop their capacity to keep the school grounds wholesome and help parents better understand the importance of preventing disease through hygiene measures in their neighbourhoods and villages.

The Preparation for Social Action program has continued to develop, both in the context of teacher training and in the perspective of establishing groups in neighbourhoods and villages around schools. In this respect, two training seminars were held during the year with 24 potential tutors. Following these, some participants formed teams and carried out awareness-raising activities on topics such as malaria, family planning and the effects of air pollution. Others have also initiated small urban gardens in their neighbourhoods.

Finally, in January-February 2019, the training center hosted a five-week capacity-building seminar for resource persons from organizations of French-speaking African countries. This fruitful meeting provided an opportunity to share the learning generated in the development of community schools and to consult on many themes, including: human resources development within each organization; prospects for implementing the secondary curriculum; and prospects for improving teacher training in science of education through the development of three-part materials for teachers to study over three consecutive years.

## PROJECT DETAILS

### Framework Agreement

🕒 2018 - 2021

### Community Schools

🏫 32 schools

👤 5,408 students

👩 159 teachers

### PSA Program

👤 40 students

👩 11 tutors

### Training Centers

🏠 8 organizations

👤 75 individuals

## EXPENSES 2019

Total: € 174,676.79

MFEA: € 139,741.43

UF: € 32,935.36

Commune de Beckerich\*: € 2,000

## THE PARTNER

### Fondation AHDIEH

2006 Recognized officially as an NGO

2010 1st collaboration with Unity Foundation

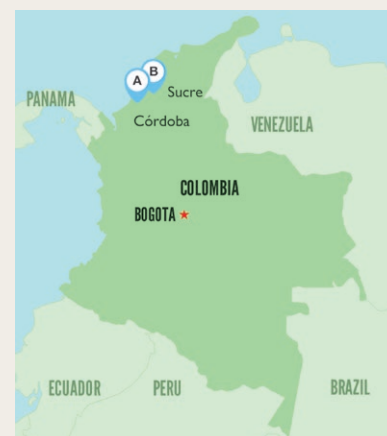
\*On behalf of the beneficiaries of the project, we would like to express our sincerest gratitude to Commune de Beckerich for their generous support towards this project.



## COLOMBIA | PREPARATION FOR SOCIAL ACTION

### SOME FACTS ABOUT THE COUNTRY

Along the Caribbean coast of Colombia, there is essentially a rural region mainly consisting of large livestock farms and large agricultural farms. However the main focus is on the development of large-scale farming and cattle breeding for commercial purposes resulting in inadequate food production for local needs and thus endangering the local population, which for the most part does not have sufficient income. In addition, few young people have access to quality secondary education and there is an overwhelming sense of hopelessness about their power to break the cycle of poverty. In the face of these circumstances, many young people join illegal armed groups or move to urban centers in the region and beyond, looking for work or to continue their education. Aware of this social reality, FUNDAEC systematically explores an approach to social and economic development that builds the confidence and ability of young people to become agents of positive social change in their local community.



### OUR PARTNER

Founded in 1989, FUNDAEC is the oldest organization with which Unity Foundation collaborates. For more than 40 years, FUNDAEC has dedicated itself to creating capacity within local populations to enable them to carry out action and research related to the various processes that make up their social, economic, and cultural life. At the heart of FUNDAEC's efforts lies the conviction that knowledge plays a central role in the development of a population, and that communities should not only have access to information, but also participate fully in the generation and application of knowledge. To this end, FUNDAEC has developed over the years the SAT program (Sistema de Aprendizaje Tutorial, or System for Tutorial Learning in English), based on a series of textbooks that on the one hand bring together elements of knowledge from diverse fields in a way that proves relevant to the reality of students in rural areas in Colombia, and on the other hand constitute the result of the systematization of the new knowledge being generated by the other learning processes that have been set in motion in the region. To respond to the interest shown in SAT by an increasing number of organizations around the world,

FUNDAEC has modified some of its curricular elements and created in the middle of the 2000s the Preparation for Social Action (PSA) program which Unity Foundation has been funding in Colombia since 2008.

### HIGHLIGHTS IN 2019

In 2019, progress continued towards the implementation of the PSA program and incorporating certain changes to improve its quality. One of these changes was the establishment of the first Community Learning Plot, initially called a 'Demonstration Plot'. This first experience allowed not only the participants and their respective communities to learn, but has also provided very important lessons for the other three plots that will be implemented in the remainder of this project.

Moreover, new service projects were implemented during the past year. They constituted opportunities for families, leaders and community institutions to participate, get involved, contribute their ideas and provide concrete help. The community of El Charcón is an example of this, where a very committed tutor and a very motivated group, took on the task of carrying out complex service projects. This was possible because they obtained the trust of the families and community leaders.

The first service project organized was the repair of a bridge made of logs and other simple materials. Another was to create a recreational park for children and families. Prior to this, community meetings were organized for both service projects where the needs of the community were discussed and proposals presented.

Another example of a service project started with a PSA group with third grade students of a school in Lorica. The aim of the project was to help children improve their reading and comprehension skills by having a PSA participant accompany a group of 3 or 4 children. This was met with strong support from the teachers and encouraging results were obtained for both the students of the school and the PSA participants.

The development of institutional capacity continued to advance. Tutors' meetings took place every month and a half, and reinforcement and progress Meetings every two weeks. **Additionally this year, 139 new participants entered the PSA program and 128 graduated from it, consequently increasing the pool of resources.**

### PROJECT DETAILS

#### Framework Agreement

🕒 2018 - 2021

#### PSA Program

👤 424 students

🗣️ 53 tutors

### EXPENSES 2019

Total: € 89,966.48

MFEA: € 53,979.89

UF: € 20,986.59

NIF\*: € 15,000

### THE PARTNER

#### Fundación para la Aplicación y Enseñanza de las Ciencias (FUNDAEC)

1989 Recognized officially as an NGO

2008 1st collaboration with Unity Foundation

\*On behalf of the beneficiaries of the project, we would like to express our sincerest gratitude to Fondation NIF for their generous support towards this project.



## INDONESIA | COMMUNITY SCHOOLS

### SOME FACTS ABOUT THE COUNTRY

Located on the border between the Indian Ocean and the Pacific Ocean, Indonesia is the largest archipelago in the world where 44% of the population lives in rural areas, often isolated, lacking infrastructure and skilled human resources. The quality of education, especially pre-school education, remains a challenge and schools in these regions lack adequate teachers and training. In addition, access to education varies considerably depending on the economic situation of families. It is these challenges that the Yayasan Bhinneka Tunggal Ika Foundation (YBTI) seeks to address, contributing to the goal of education for all.



### OUR PARTNER

Recognized as an NGO in 1996, YBTI, whose name means “unity in diversity” in Indonesian, promotes a vision of development that seeks material, intellectual and moral prosperity. With more than 20 years of experience, YBTI has supported several communities in their efforts to take charge of their children’s education by setting up community schools in remote villages of the Mentawai Island of Siberut in West Sumatra and in the District of Dairi in North Sumatra.

To ensure that schools grow and develop successfully, the foundation has identified four core elements where it provides support to teachers: systematic lesson planning, visits to parents’ homes, parental study meetings and open day celebrations. It also supports

schools’ efforts to cultivate relationships with the wider community and government.

### HIGHLIGHTS IN 2019

A defining moment for YBTI this year was the systematic study by the board in May/June 2019 of several documents covering: social action and community schools. A main conclusion resulting from this in-depth study and reflection was a deeper understanding of the need for coherence in any social action taken in the wider community and this included having a solid framework on which to base the action. This study helped the board understand how the community schools could serve as the framework with the teachers being the main actors.

The board then decided to study these same documents with YBTI field staff. This process helped the board and YBTI staff to both develop a shared understanding of the documents and to develop appropriate strategies and actions to strengthen the capacity of the teachers, schools and communities. They also focused on the importance of regularly carrying out an upward spiral of action, reflection, consultation, evaluation and planning.

This process resulted in the formation of regional field teams tasked with implementing the new plan.

These regional field teams, supported by the board, then focused their activities on the following four areas:

1. Strengthening the capacity of the YBTI field teams
2. Strengthening the capacity of the community schools
3. Increasing community awareness of true education
4. Building relationships with local government

**As a result, 9 new community schools were created, 605 new students joined and 32 additional teachers are now able to teach the children and support the schools.**

Another predominant improvement was the teachers’ increasing capacity to have meaningful conversations with parents and the broader community about education and service. This resulted in a total of 145 parents being involved in learning seminars and parental study groups.

### PROJECT DETAILS

#### Framework Agreement

🕒 2018 - 2021

#### Community Schools

🏫 26 schools

👤 962 students

👩‍🏫 78 teachers

### EXPENSES 2019

Total: € 56,134.34

MFEA: € 33,680.60

UF: € 22,453.74

### THE PARTNER

#### Yayasan Bhinneka Tunggal Ika Universal (YBTI)

1996 Recognized officially as an NGO

1999 1st collaboration with Unity Foundation

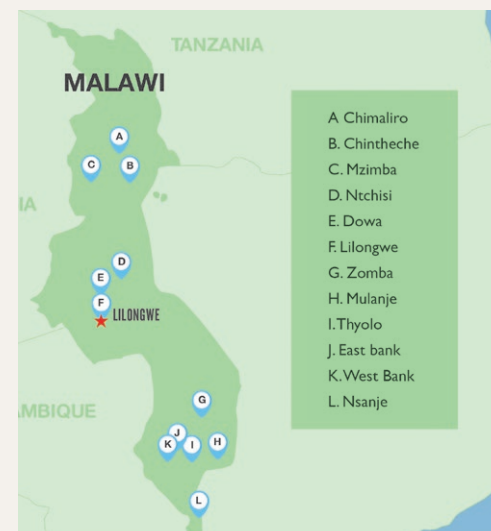


## MALAWI | COMMUNITY SCHOOLS & TRAINING CENTERS

### SOME FACTS ABOUT THE COUNTRY

Known as “the warm heart of Africa” because of the kindness of its inhabitants, the small country of Malawi is located in South-East Africa.

Around 83% of the population is settled in rural areas and only a few children in these rural communities have access to education before primary school age. The efforts of Bambino Foundation has been to introduce pre-school in the rural communities and therefore help improve the quality of education in the villages and solve the problem of the long distances between some communities and schools, a fundamental barrier to children’s access to education.



### OUR PARTNER

The main objective of Bambino Foundation is to promote pre-school and primary education by providing training for teachers and encouraging communities to take charge of their children’s education through the creation of community schools. In addition to supporting education of children, local communities and teachers engage in an agricultural action-research program by establishing a school agricultural plot aimed at meeting the nutritional needs of children, increasing income for the school and learning about how to increase agricultural productivity in the community surrounding the school.

Drawing on its experience in the development of community schools, Bambino Foundation has also established a training center for organizations in other African countries that work with community schools, which allows the foundation to gather and share knowledge that will advance the activities of these organizations in their respective countries.

### HIGHLIGHTS IN 2019

Bambino Foundation has continued to enhance the communities’ awareness and understanding of the importance of education, providing training and encouraging service to achieve material and moral prosperity. Through the impact of the awareness sessions and training, more and more parents are willing to send their children to school, hence increasing the number of students and raising the need for more schools in the communities. **Thus, in Malawi in 2019, five new community schools with 168 students were formed and 26 teachers trained.**

Bambino Foundation understands the importance of engaging in meaningful conversations with the community members and parents at every opportunity it gets during its field visits/accompaniment and during the teacher gatherings and Parent teacher association (PTA) orientations, continually raising awareness about the importance of education and how they can assist the development of the school. The sustenance of schools depends mainly on the parent’s willingness to support teachers in the training of the children as well as their willingness to send their children to school.

Bambino Foundation continued its collaborations with local authorities to raise awareness of the importance of education. This year they had meetings with the Ministry of Gender, Children, Disability and Social Welfare (MoGCDSW) on Early Childhood Development (ECD) policy on curriculum and Community Based Organization (CBO) with the aim of learning from one another. These types of meetings provide a platform for Bambino Foundation to introduce themselves and also gives the opportunity to learn what other organizations are involved in and to share experiences.

### PROJECT DETAILS

#### Framework Agreement

🕒 2018 - 2021

#### Community Schools

🏫 69 schools

👤 4,324 students

👩 161 teachers

#### Training Centers

🏠 5 organizations

👤 32 individuals

### EXPENSES 2019

Total: € 173,750.33

MFEA: € 139,000.26

UF: € 14,750.07

Private donation: € 20,000

### THE PARTNER

#### Bambino Foundation

2010 Recognized officially as an NGO

2011 1st collaboration with Unity Foundation



## UGANDA | PREPARATION FOR SOCIAL ACTION

### SOME FACTS ABOUT THE COUNTRY

Located in East-Central Africa, Uganda became in 2007 the first African country to introduce free universal secondary education. Yet, in 2017, 79% of students who began primary school did not make it to secondary school at all. In addition, three quarters of the population live in rural areas but migration to larger cities is ever increasing, due to the lack of opportunities. In response to these challenges, the Kimanya-Ngeyo Foundation for Science and Education initiated the Preparation for Social Action (PSA) program to give youth and adults access to a high quality education which enables them to further develop their intellectual and moral capacities and to take ownership of the development of their community.



### OUR PARTNER

Since its inception, Kimanya-Ngeyo has offered the PSA program to a few thousand youth and adults representing a wide spectrum of rural and peri-urban community members: from students to school dropouts, young mothers to small farmers, as well as teachers and small entrepreneurs. Through this program, youth and adults learn to become promoters of well-being in their community and initiate projects that contribute to its overall development. In addition to offering the program to youth and adults of various profiles, Kimanya-Ngeyo is engaged in training primary school teachers from private and public schools. Studying the PSA program positively impacts the quality of their teaching. Moreover, the field of agriculture is one of the foundation's strengths. Since 2013, it has

been engaged in a process of action-research in an effort to develop diverse, sustainable, high-yielding, and ecologically sound production systems that are appropriate for the realities faced by small farms.

### HIGHLIGHTS IN 2019

During the year 2019, Kimanya-Ngeyo **trained 17 new tutors**, mainly from those who had in the past been engaged in the program. During training and reflection meetings, emphasis was placed on helping the tutors to further deepen their understanding on the aims of PSA and to develop skills and abilities, attitudes and qualities for effective delivery of the materials.

**About 300 current participants and 250 graduate students** sought avenues either as teams or individuals to improve the wellbeing of their communities. For example, some formed farmers' associations, savings and lending schemes, some trained and opened their homes for moral education for all segments of the population, some established projects in the area of clean and safe water and sustainable agricultural systems. In three communities the participants, in consultation with local and regional institutions, organized conferences for women to reflect on the role of women in the development of the community.

During the year, the team of individuals following action-research activities in the domain of agriculture has been generating learning in the areas of urban garden management, chicken production, polyculture systems of different scales and effects of green manure on production. The team also undertook a number of experiments throughout the year, including a soil solarization experiment at a greenhouse to determine its effect on the spread of bacterial wilt of tomato; natural pesticide experiments; and seed preservation experiments. The team also continued the management of an urban garden and began efforts to set up a seed bank.

In November-December 2019, Kimanya-Ngeyo hosted a five-week continental seminar on agriculture, with participants coming from Central African Republic, Chad, Cameroon, Democratic Republic of the Congo, Malawi, Zambia, and Uganda.

### PROJECT DETAILS

#### Framework Agreement

🕒 2018 - 2021

#### PSA Program

👤 540 students

🗣️ 36 tutors

### EXPENSES 2019

Total: € 96,095.95

MFEA: € 76,876.76

UF: € 8,359.19

Diddeléng Hëlleft\*: € 3,000

Commune de Pétange: € 7,500

Private donation: € 360

### THE PARTNER

#### Kimanya-Ngeyo Foundation for Science and Education

**2007** Recognized officially as an NGO

**2009** 1st collaboration with Unity Foundation

\*On behalf of the beneficiaries of the project, we would like to express our sincerest gratitude to Diddeléng Hëlleft and Commune de Pétange for their generous support towards this project.



## ZAMBIA | PREPARATION FOR SOCIAL ACTION

### SOME FACTS ABOUT THE COUNTRY

With about 17 million inhabitants, around 56% of Zambians currently live in rural areas resulting in agriculture being an important part of Zambia's formal and informal economy. Considering this, our partner has placed a vital importance to supporting communities in the systematization of knowledge around small farms.

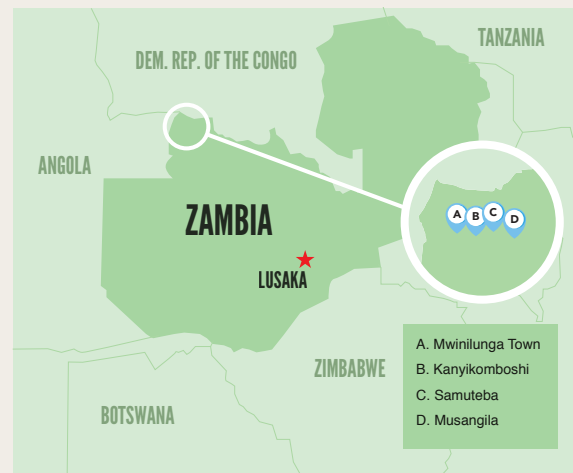
### OUR PARTNER

Inshindo Foundation aims to develop the capabilities of youth to be responsible for their own development and contribute to that of their communities, through the implementation of the PSA program. In order to respond to the reality of youth living in rural areas, special emphasis has been given to the agricultural and environmental component of the program, thus empowering youth to stay in their own local community and launch income-generating initiatives.

Over the years, Inshindo Foundation has established strong relationships with government authorities and other organizations. Agriculture officers from the Ministry of Agriculture had the opportunity to study various PSA texts such as Planting Crops and Diversified Highly Efficient (DHE) Plots, encouraging local farmers to use the "good practices" found in the PSA program.

### HIGHLIGHTS IN 2019

During the year 2019, Inshindo Foundation organized training at different levels to advance learning and reinforce capacities in tutors and trainers. In addition to weekly tutor refresher courses, five tutor training sessions were held, with emphasis being on coordinators to improve their computer skills. One space that was used to reinforce training and provide feedback to the program was student consultation meetings, held every quarter. The student consultation meetings allowed students to reflect on their advancement in the program, discuss the challenges they face and provide suggestions on areas of the program that needed improvement. Questions that were reflected on during these spaces included:



how the PSA program was helping students to take a responsible approach to learning; how to improve pace of study and attendance; and challenges PSA groups were facing. These meetings generated many new insights and learnings on how to continuously improve the delivery of the program.

During the year, groups of participants carried out social actions in different areas. In the area of health, some participants from Mwinilunga Central Unit were engaged in community health campaigns on waste management at household level, and the importance of separating biodegradable from non-biodegradable wastes.

Another example is of three participants who were involved in Family Health Community activities working as Community Health Volunteers. Their involvement was providing malaria testing services, malaria medicine dispersion, child immunization and nutrition program activities.

In the area of agriculture, participants established two plots providing them an area to learn different practices and technologies. There were 32 tutors who were directly involved in the learning process with a total of 83 farmers. Some participants also established small enterprises such as grocery shops and barbershops, and were using knowledge acquired in the PSA books about small business management.

Consistent reflection and consultation with PSA students on the significance of service to their communities and humanity in general, the PSA groups performed a number of service activities which included: fetching water for the elderly people in Kapidi community, collecting firewood for the elderly people in Katuyola and Nyangombe communities and digging a pit latrine at Nyangombe Rural Health Centre.

At the regional level, Inshindo Foundation continued collaborating with government line-department such as the Agriculture, Community Development and Health departments. The organization participated in consultative meetings organized by the government on nutrition, women livelihood and agriculture.

## PROJECT DETAILS

### Framework Agreement

🕒 2018 - 2021

### PSA Program

👤 281 students

🗣️ 30 tutors

## EXPENSES 2019

Total: € 81,654.13

MFEA: € 65,323.30

UF: € 1,746.00

Ville de Luxembourg\*:

€ 14,584.83

## THE PARTNER

### Inshindo Foundation

2007 Recognized officially as an NGO

2017 1st collaboration with Unity Foundation

On behalf of the beneficiaries of the project, we would like to express our sincerest gratitude to the Municipality of Luxembourg City for their generous support towards this project.



# EDUCATION FOR DEVELOPMENT YOUTH: PROTAGONISTS OF SOCIAL PROGRESS

## Our Workshops

With the ongoing support of the MFEA, we launched the “Mercy’s Blessing” campaign in 2016, with the aim of creating spaces in which young people can come together and reflect on their potential, opportunities and role in bringing about positive change in their own environment.

Since then, we have been using the short film “Mercy’s Blessing” by May Taherzadeh and offering workshops to schools, organizations working with youth and interested communities that seek to empower youth to become agents of positive change. By exploring principles such as justice, compassion, mutual support and equal opportunity, which are at the heart of any development initiative, the workshops aim to help young people analyze their own environment and reflect on how to apply these principles in their own lives.

For example, many young people say that the film made them “reflect on how our choices influence our lives” and expressed their desire to “do everything possible to help those around them”. In one of our workshops, one of the students noted that “we make choices every day, and when we make them, we have to ask ourselves if they bring us closer to the person we want to be and if they help other people?”. Participants share a wide variety of ideas on how to contribute to a better environment, such as befriending young people who feel lonely, becoming a class representative and standing up for the rights of other students, showing affection and gratitude to parents, etc. All agreed that

“deep down, everyone needs a friend” and that by helping others “we are setting an example and maybe inspiring other young people to do the same”.

Since launching our campaign in 2016, some 1,100 young people have participated in our workshops. A remarkable fact of the year 2019: 490 young people have participated in a total of 30 workshops organized in 5 different establishments. Among the young participants, 185 attend the Lycée Edward Steichen in Clervaux (LESC), 154 the European School in Kirchberg (EURSC I), 39 the Lycée Hubert Clement in Esch-sur-Alzette and 32 the Lycée Nic Bieber in Dudelange. Unlike the other years, a large part of the workshops took place outside schools, especially as part of the “Job Elo” training courses for young people looking for work at the Centre d’Orientation Socio-Professionnelle (COSP).



The short film Mercy’s Blessing won 12 international awards and was officially selected in 21 film festivals.

## Meeting key people in the socio-educational field

This year, we have learned to involve more teachers and educators in the planning of the workshops. In a systematic way we have prepared the workshops with them, taking into account the reality of each class and exploring how some of the concepts in the film can help young people to become protagonists of social change.

In 2019, we met with 23 school directors and actors in the socio-educational field before and after the workshops. Interviews with teachers and educators resulted in a greater investment on their part and an exploration of the themes well beyond the workshops. At LESC, the teachers used the themes during their individual session with some of the students and at the European School, the teachers organised an artistic workshop around the themes (drama, drawing, collage, storytelling). At COSP, reflections on how to use our “privileges”, the importance of “sacrifice” and “the choices we make to help others” have become an integral part of the training offered to youth looking for work.



Facilitator training with a group of teachers at LESC.

## Training to become workshop facilitators

Following a great demand from various actors in the socio-educational field, UF has initiated a new line of action which consists of a training and follow-up for the facilitators. The aim of this training is to enable more people to carry out the workshops independently. In the course of this year, a total number of 28 people were trained to facilitate workshops based on the film Mercy's Blessing. Following the training and accompaniment offered by UF, the COSP coordinator for the site in Bastendorf, testified to the importance of this tool, which has become an integral part of their work with young people seeking employment. During the two months youth spend at COSP, the facilitators and counsellors often refer back to the values discussed during the workshops.'

## General public event

Finally, the year 2019 was crowned by the event “Youth - Protagonists of Social Change” bringing together some 80 participants in order to encourage an exchange of people's experiences in using the film and conducting the workshops in Luxembourg.

## In 2020

Although we experimented with the use of the arts in 2019, in 2020 UF will focus on training and accompanying various people to become independent facilitators of the workshops and to offer a series of 2 to 3 workshops in order to reach more young people. This series will consist of a discussion workshop, an artistic expression (theatre, drawing, writing) and the design of a simple service project planned by young people.

If you are a teacher, educator or someone working with young people, please do not hesitate to contact us via email at [info@unityfoundation.lu](mailto:info@unityfoundation.lu) or by phone at +352 25 26 20.



In some workshops, students have expressed the importance they attach to friendship through drawings.



## A FRUITFUL COLLABORATION WITH DIRECTOR MAY TAHERZADEH

Between November 13th - 15th, 2019, Unity Foundation was honored to welcome May Taherzadeh, director of the award-winning short film "Mercy's Blessing" and founder of the organization Inspire Courage for Change, which is dedicated to creating films and using them to inspire constructive action for social change. Unity Foundation works closely with this organization as part of its development education campaign. At the heart of this campaign are workshops in schools, organizations and communities around the film, "Mercy's Blessing".

During her visit, director May Taherzadeh was able to visit the European School in Kirchberg to present her film and to hold a question-and-answer session with 300 students aged 11 to 13. At the International School of Luxembourg, she was also able to interact with teachers, school staff and parents about the campaign. The latter expressed how important it is that their children can participate in workshops around this film and reflect on its themes.

Another highlight of her visit was a meeting with the MFEA with the Senior Inspector and the Cooperation Officer of the NGO Desk, during which a consultation took place on the next steps for Unity Foundation's development education campaign. Efforts to extend the scope and impact of this campaign are already under way: on the one hand, the training of workshop facilitators\* to develop the capacity of an increasing number of people to organize workshops in various settings; on the other hand, to carry out series of workshops within the same group of young people (instead of only one workshop), to explore the themes deeper and include the artistic and service activities in the program.

May Taherzadeh's stay in Luxembourg was crowned by the event "Youth - Protagonists of Social Change". During this evening, the audience was able to watch the film and have a Q&A session with the film director. The evening also included the testimonies of three people who have been using the film and conducting workshops in their respective structures: Marthese Lufi, at the European School; Veronika Blockhuis Aat the COSP (Centre d'Orientation Socio-Professionnelle) and Ruhiyeh Thabet in a refugee camp. They shared about the positive impact the film and workshops have had on their participants. These testimonies highlighted the fact that offering young people opportunities to reflect on deep questions helps to awaken

their aspiration to become actors of positive change. As Marthese Lufi said: "It is amazing how ready young people are to help others. We just need to give them a chance, we need to empower them. Otherwise, they try to find other means of fulfilling their deeper needs, when the deeper needs can be satisfied by just helping others."

May Taherzadeh's visit only strengthened Unity Foundation's commitment to this campaign and allowed more people to become engaged in a conversation aimed at helping young people to become protagonists of social change in Luxembourg.

\*For more information on facilitators' trainings, please contact Unity Foundation.

1. Q&A session with students aged 11 to 13 years old at the European School | 2. Nicolas Tesch, May Taherzadeh and Fernand Schaber at the Ministry for Foreign and European affairs. | 3. Several speakers discussed the effects of the workshops in Luxembourg. | 4. May Taherzadeh sharing captivating stories about the making of her short-film "Mercy's Blessing".





## NEWS AND EVENTS

### CREATIVE FUNDRAISING

In 2019, we have seen some amazing fundraising initiatives, some of which are part of our regular campaigns and others are initiated and carried out by our friends and donors. We are always happy to see that people, be they children or adults, take the opportunity to raise funds for Unity Foundation and thereby support our cause in creative ways.



In 2019

RELEASE  
YOUR  
CREATIVITY

Support  
in your own way!



Unity Foundation wishes you a  
**HAPPY BIRTHDAY**



### Birthday campaigns going strong in 2019!

In 2019, we saw a significant increase in friends using Facebook Fundraising campaigns to raise money for Unity Foundation in lieu of gifts for their birthday. Apart from Facebook, our generous donors used other various platforms such as Alvarum or simply by including our bank account info in their birthday invitations.

All the birthday campaigns we had in 2019 have collectively raised close to € 20,000 for Unity Foundation and the projects we support. This is undoubtedly a record for such initiatives and we hope that this encourages more people to join in.

These initiatives mean a great deal to Unity Foundation because it mobilizes friends and the community to contribute, and no matter how small or big the donation, the end result can reap large benefits for Unity Foundation and the local communities involved in our projects.

We feel so honoured and grateful every time someone decides to sacrifice their birthday presents and instead calls on their friends and family to donate to Unity Foundation.

### Memorializing with a donation

Other ways of making a contribution to Unity Foundation can be expressed by making donations after a loved one passes in their name. The idea behind it is that flowers will fade over time, but a donation will make a memorable impact. In 2019, those generous souls who made donations to Unity Foundation raised close to € 17,000.



## Festival des Migrations

Unity Foundation took part at the 36th "Festival des migrations", which was held from the 1st to 3rd of March 2019 at LuxExpo and organized by CLAE. This event is organized yearly and celebrates diversity and the multicultural population of Luxembourg. This year's event attracted more than 30,000 visitors that could discover over 400 various stands.

Our informative stand attracted many visitors who wanted to learn more about the work of Unity Foundation and we were pleased by the many meaningful conversations we had.

## ING Night Marathon 2019

We would like to sincerely thank all the 35 runners of the "Linklaters & Unity Foundation" team for having completed the 2019 ING Night Marathon!

We are incredibly grateful for the energy and effort exerted to meet this challenge year after year and the contribution to help promote Unity Foundation and our message of empowering local communities all over the world to take their development into their own hands.

A special thank you goes to our long-time partner, Linklaters, for their € 11,500 donation and their continuous support. For eight years the Linklaters & Unity Foundation team has been running the ING Night Marathon together, and we are already looking forward to next year's.



Thank you to all who supported Unity Foundation in 2019!

Here are photos of some memorable check remittances.

# FINANCING

## OUR COMMITMENT TO OUR LOCAL PARTNERS 2018-2021

Between 2018 and 2021, in accordance with our framework agreement with the Ministry of Foreign and European Affairs, we pledge the following budget for our 7 local partners:

**3,399,361.59** euros

€ 2,586,500.00

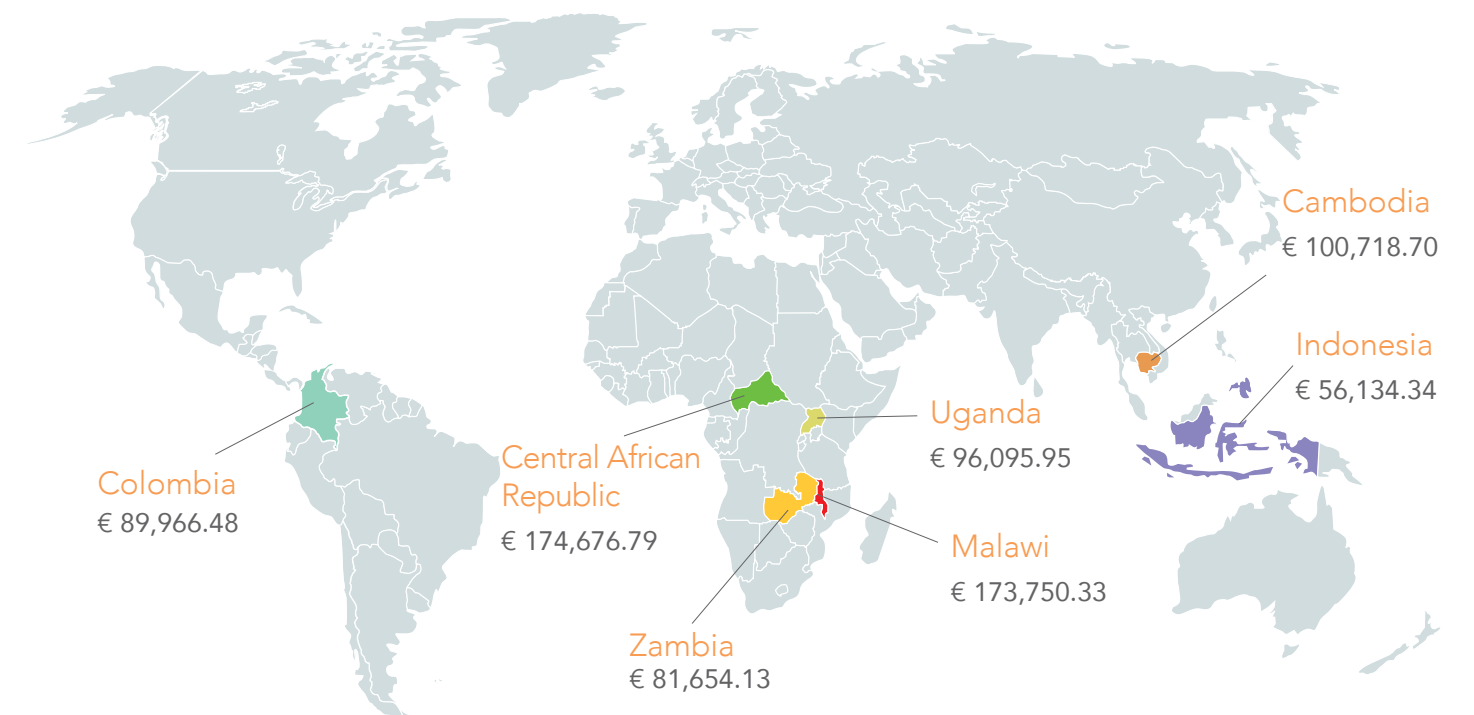
PART COVERED BY MFEA

€ 812,861.59

PART COVERED BY UNITY FOUNDATION

## PROJECT EXPENSES IN 2019

The following graph details the actual expenses in 2019 of the seven partners we support under our framework agreement with the MFEA.



TOTAL EXPENSES IN THESE PROJECTS: € 772,996.72

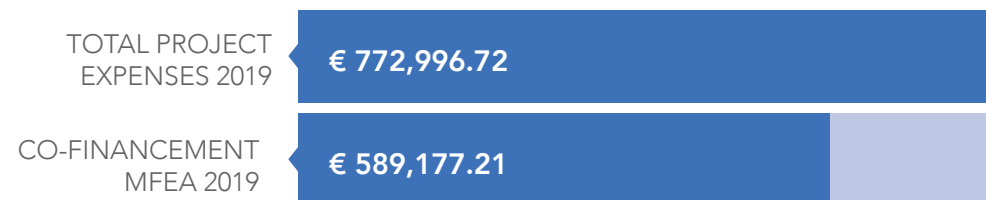
EXPENSES 2019 COVERED BY MFEA: € 589,177.21



## SUPPORT FROM THE MINISTRY OF FOREIGN AND EUROPEAN AFFAIRS

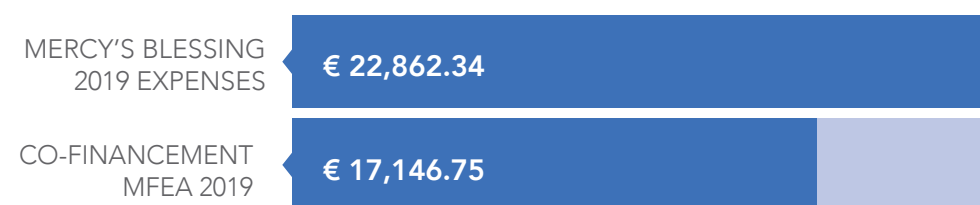
### Co-financing of our projects

All our projects are co-financed by the Ministry of Foreign and European Affairs. Without the generous co-financing policy we would not be able to support so many wonderful projects. The MFEA has agreed to co-finance the efforts of our local partners at an average rate of 76%.



### Co-financing of our public awareness activities

The Mercy's Blessing 2019 campaign was also co-financed by the MFEA at a rate of 75%.

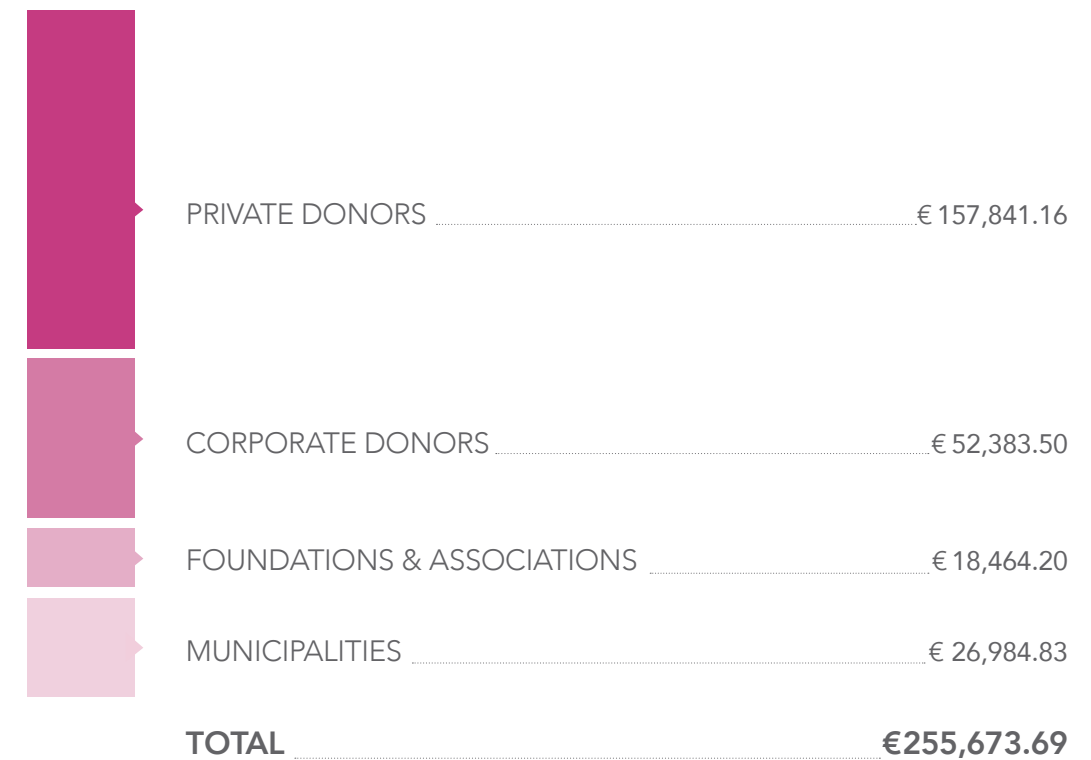


### Administrative fees

The Ministry reimburses some part of our administrative costs.



## WHERE OUR DONATIONS COME FROM



## Audited Annual Accounts

Our annual accounts are audited every year and are included in the Luxembourg Business Registry. We are happy to send a copy of the published accounts on simple demand.

### Sound and transparent financial management

- Strict accounting by GT Fiduciaire
- Annual accounts audited by Statera Audit
- Founding member of the association "Don en Confiance"
- Tax relief for individuals and businesses
- Regular information on the use of funds.





# UNITY FOUNDATION PRESENTS ITSELF

## Board Members:



Fernand Schaber  
President



Abbas Rafii  
Vice president



Thomas Hueck  
Administrator

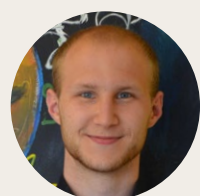


Paul Arbab  
Administrator



Paola Dumet-Fusco  
Treasurer

## Office Members:



Yves Wiltgen  
Coordinator



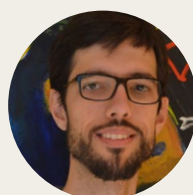
Claudine Winkel  
Project Manager



Angela Roldán  
Communication & Project Manager  
Administrator



Nika Nourinejad  
Event & PR coordinator



Nicolas Tesch  
Public Discourse Officer



**IN ORDER TO KEEP UP THE GOOD WORK, WE ARE COUNTING ON YOUR SUPPORT!**

### ACCOUNTS

BIL: IBAN LU39 0028 1030 9750 0000  
CCP: IBAN LU03 1111 1326 8384 0000  
BCEE: IBAN LU33 0019 3755 0535 4000

A big thank you to all the people who make it possible for us to keep our activities going!  
Your donations are tax deductible.

### UNITY FOUNDATION

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[www.unityfoundation.lu](http://www.unityfoundation.lu)

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Unity Foundation

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