

# ACTIVITY REPORT 2020



Unity Foundation  
ONG DEPUIS 1991



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Ministry of Foreign and European Affairs  
Preparation for Social Action  
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# EDITORIAL



Dear friends of Unity Foundation,

The year 2020 was a particularly difficult year, when humanity had to face a global health crisis. However, it is in the face of these complex situations that the values of solidarity, mutual aid and community development carried by Unity Foundation take on their full meaning. It is by relying on these values that our seven partners were able to adapt their activities, maintain their programs and overcome this crisis. Many of the projects have been affected by the health crisis, but they all adapted to maintain links with students and all have been supported by local communities. This support has allowed these projects to continue and sometimes even grow stronger.

Unity Foundation has been able to count on its many supporters without whom the health crisis would likely have had a much greater impact. One of our most important supporters is the Ministry of Foreign and European Affairs (MFEA) with whom we maintain a close collaboration thanks to our framework agreement of which 2020 was the third year. This framework agreement and the mutual trust between UF and the MFEA gave us the stability we needed to face this health crisis with serenity. We were also able to count on the unfailing support of our donors who continued to help us despite the difficulties they themselves had to face.

In Luxembourg, the "Mercy's Blessing" campaign, supported by the MFEA since 2016 and designed to raise awareness of the underlying concepts and principles of development, was adapted to take place mostly online in 2020. A remarkable 490 youth participated in a total of 30 face-to-face and online workshops, during which constructive dialogues allowed them to reflect on ways they can make a positive change in their own environment.

This report will give you, dear readers, a better understanding of what I mentioned above and more detailed information about the projects we support and some of the highlights of 2020.

As always, I want to emphasize that the impact of Unity Foundation would not be possible without the support we are fortunate to have from our ministry as well as all of our donors, such as you.

Fernand SCHABER  
President of Unity Foundation



## 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 2020 marked the third 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 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 programs) 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:

- 152 community schools have been created in which 12,767 children can learn
- 473 teachers are conducting classes inside community schools
- 1,343 students have followed the PSA program



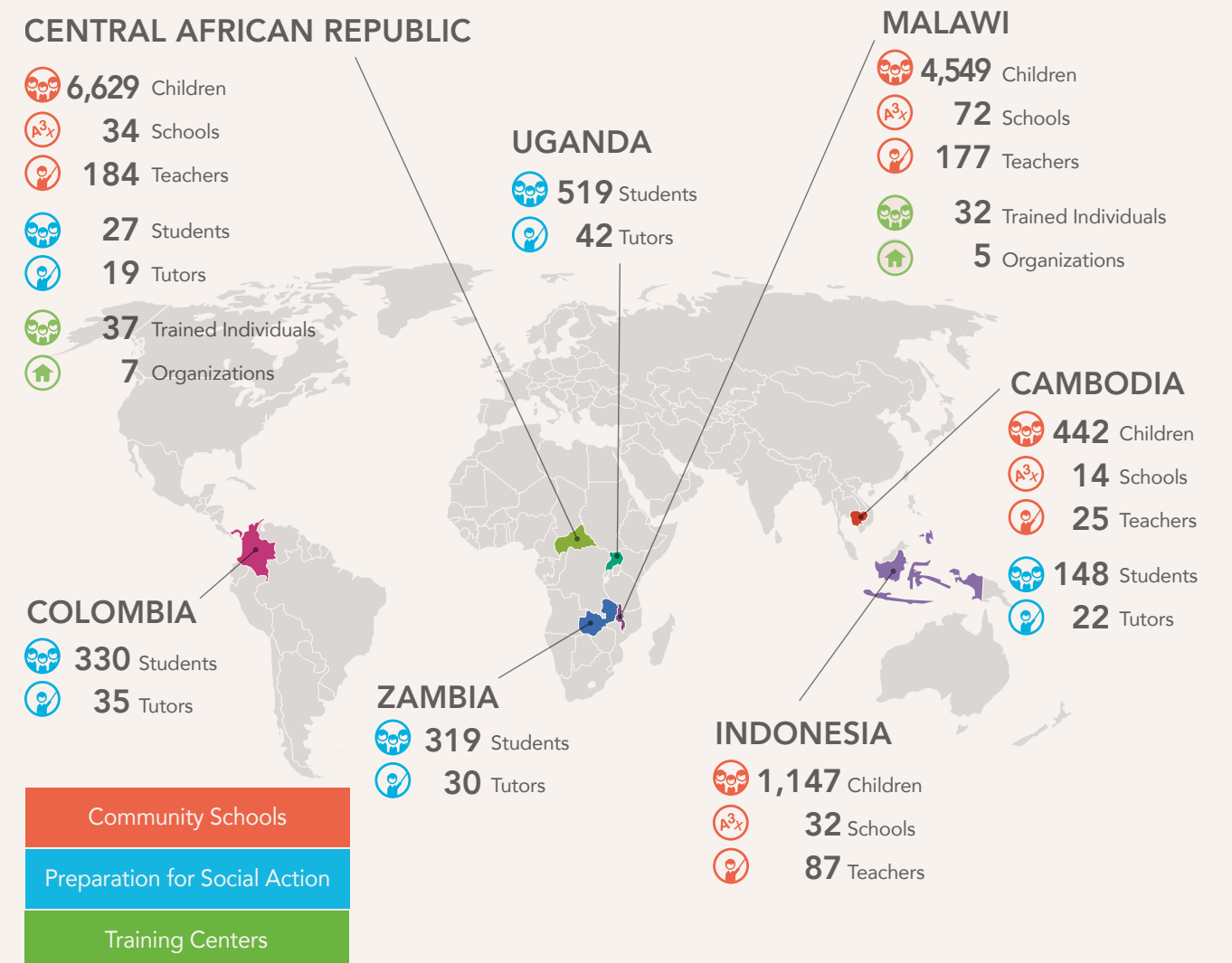
Signing of the Framework Agreement (2018): Dr. Angela Roldán (UF), Mr. Fernand Schaber (UF) and Mr. Romain Schneider (photo courtesy of the MFEA).

# 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 2020



# COMMUNITY SCHOOLS

In 2020, 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.

## Thanks to this participation, the school surpasses its educational purpose

- Teachers will teach about nutrition and health
- In case of a sanitary crisis, the school can be a place for discussion and exchange
- Programs can be organised to create agricultural parcels to produce food
- Other programs can be launched to tackle other challenges within the community

## 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.

Teachers will develop the curriculum based on the national program and adapt it according to their experiences and the local, regional and national contexts in which the students live.

## 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. A majority 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, a lot of the teachers in the community schools are women.



## PREPARATION FOR SOCIAL ACTION

**In 2020, 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.

## 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.

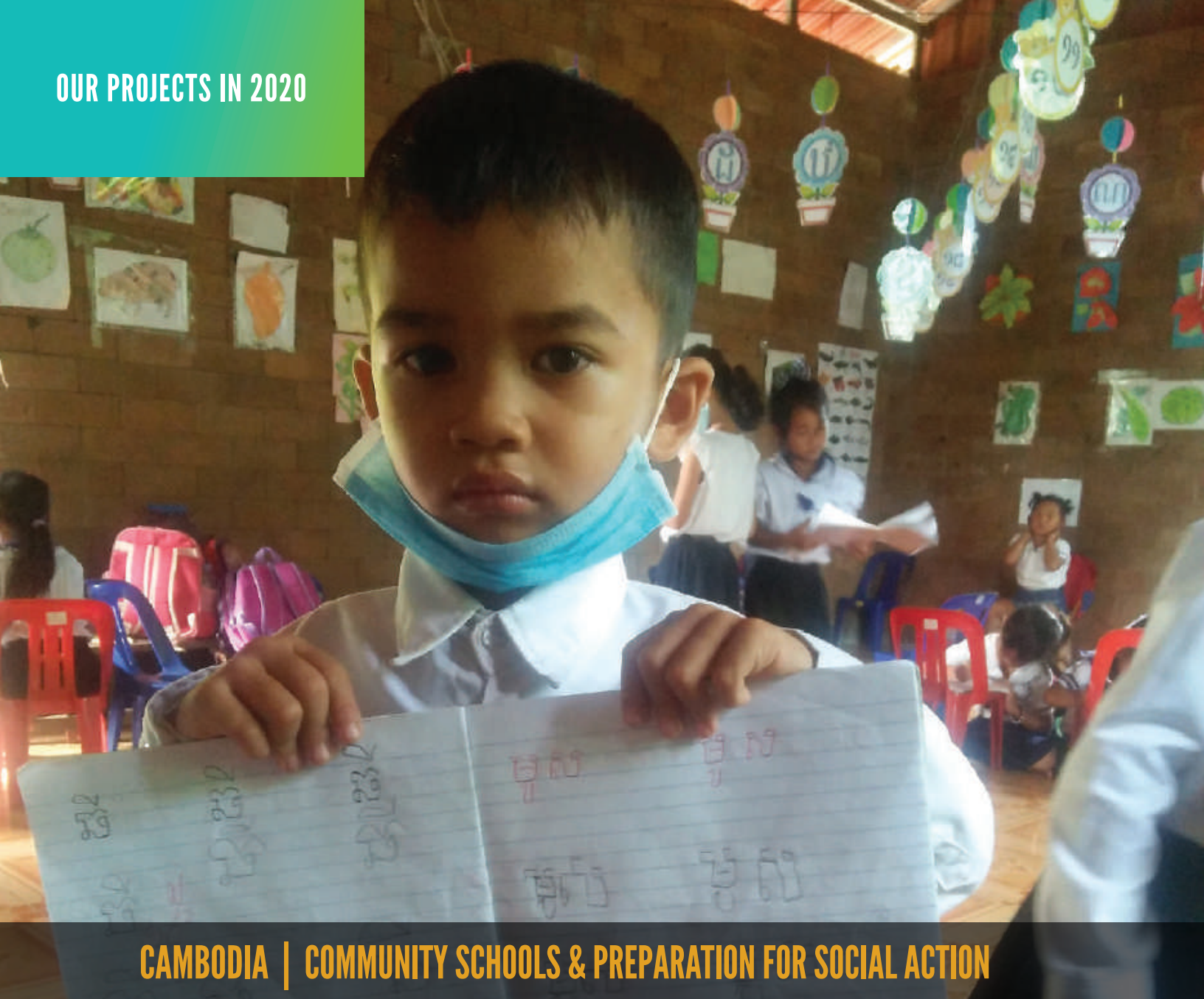
This picture was taken before the current health crisis



### 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.



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

**OUR PARTNER**

CORDE (Cambodian Organization for Research, Development and Education) was created in 1994 by a group of refugees who returned to Cambodia to contribute to the education of children and youth who were deprived of it during the war. CORDE's actions have been supported by Unity Foundation since 2015.



**ADAPTING TO THE HEALTH CRISIS**

The Covid crisis has strongly impacted CORDE's activities, both the community schools and the implementation of the PSA program. All community schools had to close for part of the year and some have not yet been able to reopen despite the decrease in the intensity of the crisis. Fortunately, there is some good news. First, **CORDE has shown great resilience in the face of the crisis.** Because of the restrictions, students could no longer attend school during the week, so the community school coordinator and teaching staff met to develop a plan to ensure educational continuity. It was decided that the students' families, especially the mothers, would take care of the education of the children at home. For this purpose, they were provided with teaching materials and training to ensure teaching. Teachers visited the homes several times a week to help the families and ensure that the education continued. Thanks to the courage of these mothers and the commitment of the teachers, the students were able to continue studying and the links between the parents and the community schools were strengthened.

A second positive point is the **coherence between the lessons offered by CORDE and the government's advice for dealing with the crisis.** Many of the lessons learned from the PSA programs regarding food production advise that, in times of crisis, agricultural production should be diversified by producing not only meat but also fish and vegetables. The teachings of CORDE also encouraged communities to respect the barrier gestures to limit the spread of Covid.

All this adaptation could not have been done without the use of remote learning tools that CORDE has started to integrate into its organization, especially for the PSA program. These tools have also helped to prepare the return to school of many children.

**PROJECT DETAILS**

**Framework Agreement**

🕒 2018 - 2021

**Community Schools**

👥 14 schools

👤 442 students

👩 25 teachers

**PSA Program**

👤 148 students

👩 22 tutors

**EXPENSES 2020**

Total: € 87,834.97

MFEA: € 70,267.98

UF: € 17,566.99

**THE PARTNER**

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

1994 Recognized officially as an NGO

2015 1st collaboration with Unity Foundation



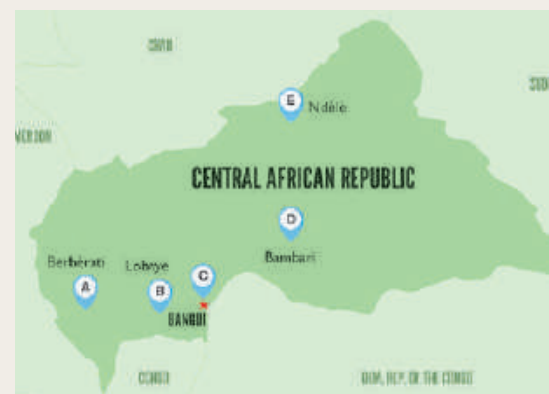


## CENTRAL AFRICAN REPUBLIC | COMMUNITY SCHOOLS, PSA PROGRAM & TRAINING CENTERS

This picture was taken before the current health crisis

### OUR PARTNER

Since 2003, Ahdieh Foundation has been working to promote quality education for the country's children by training and coaching teachers and supporting the development of community schools. Some of these elementary schools are among the best performing in national exams. It also implements the PSA program, which has been used for several years during teacher training. In addition, the foundation supports the establishment of groups following the PSA program 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.

### ADAPTING TO THE HEALTH CRISIS

Ahdieh Foundation had to oversee many projects during the health crisis but it was community schools that required the most adaptation. The Central African government closed the schools at the end of March 2020. Ahdieh Foundation therefore made the decision to create study groups of less than 15 children around the schools to continue studying.

To ensure that this adaptation was as inclusive as possible, Ahdieh Foundation also decided to place the study locations in places that teachers and students could easily reach. These measures have had two positive consequences: the study sites got closer to the children, which has allowed parents to become more involved in their children's education, to help organize classes, and to have discussions among parents. This investment in schools has allowed parents to better understand the work of teachers and to see what pedagogical skills are needed to ensure their children's education. The second notable consequence is the increase in the number of children who have participated in the program. **Indeed, the opening of these decentralized education centers, while schools were closed, allowed for the enrollment of many children, including those who were not attending classes at Ahdieh Foundation schools.** This has also resulted in an increase in the number of teachers.

Ahdieh Foundation's other programs were also impacted by the Covid crisis, and were organized to continue online.

### PROJECT DETAILS

#### Framework Agreement

🕒 2018 - 2021

#### Community Schools

🏫 34 schools

👤 6,629 students

👩 184 teachers

#### PSA Program

🧠 27 students

👩 19 tutors

#### Training Centers

🏠 7 organizations

👤 37 individuals

### EXPENSES 2020

Total: € 191,471.92

MFEA: € 153,177.54

UF: € 34,994.38

Commune de Beckerich\*: € 3,000

Commune de Bettembourg\*: € 300

### THE PARTNER

#### AHDIEH Foundation

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 and Commune de Bettembourg for their generous support towards this project.



## COLOMBIA | PREPARATION FOR SOCIAL ACTION

### OUR PARTNER

Founded in 1989, FUNDAEC has been dedicated to building the capacity of local people, especially in rural areas, to carry out actions and research related to the various processes that compose their social, economic, and cultural lives for over 40 years. 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.



### ADAPTING TO THE HEALTH CRISIS

Colombia has obviously been affected by the Covid crisis, so it is in this context that FUNDAEC had to adapt its activities. Despite the difficulties, FUNDAEC was able to face this crisis calmly thanks to the reinforcement of the institutional capacities of the programs in the region. **This preparation allowed them to quickly adapt to the health measures put in place. The face-to-face courses of the PSA program were therefore replaced by remote learning courses.**

At the end of the year 2020, the number of students had decreased from 424 to 330; this decrease is explained by the impossibility to create new groups in 2020, and by FUNDAEC's decision not to welcome new classes that would have started with remote learning. To help communities impacted by the pandemic to produce food locally, FUNDAEC decided to create online workshops. These workshops helped people in need due to the health crisis, but also strengthened solidarity within the communities. Members of FUNDAEC have noticed how these workshops have transformed people's relationship with the land and helped many people cope with the health crisis.

The crisis did not stop FUNDAEC from continuing with other projects, including the establishment of a **diploma that officially recognizes the training and allows students who have graduated from the PSA program to have a better chance of finding a job.**

### PROJECT DETAILS

#### Framework Agreement

🕒 2018 - 2021

#### PSA Program

👤 330 students

🗣️ 35 tutors

### EXPENSES 2020

Total: € 79,329.76

MFEA: € 47,743.43

UF: € 16,586.33

Fondation NIF\*: € 15,000.00

### 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

### OUR PARTNER

Recognized as an NGO in 1996, the Yayasan Bhinneka Tunggal Ika Universal foundation (YBTI) promotes a vision of development that aims at material, intellectual and moral prosperity. With over 20 years of experience, YBTI supports several community schools. For schools to 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.



### ADAPTING TO THE HEALTH CRISIS

The pandemic had a major impact on YBTI's operations, with government restrictions causing schools to close. In the second half of the year, the restrictions no longer prevented students from attending school, but the limitations on travel, particularly between regions, made it difficult for many students to attend classes. **In response to this challenge, some schools implemented distance learning courses, allowing students to continue to progress. Teachers also visited students to ensure that learning was continuing properly despite the difficult conditions.** YBTI overcame all the challenges and established six new community schools, for a total of 32 schools enrolling 1,147 children, a record for YBTI.

YBTI also participated in a call for proposals from the Indonesian government to train teachers in innovative teaching methods. YBTI's proposal was accepted, so teachers from 16 public kindergartens will be trained by YBTI during the year 2021. This partnership proves once again that our partner's methods are relevant, innovative and approved by national education systems. This year has also been an opportunity for YBTI to reflect on its future and develop a 5-10 year strategic plan to guide its future.

This health crisis was a good way to see YBTI's resilience and integration into the community. **The organization distributed 4,000 copies of a children's book entitled "What is Coronavirus?" to raise community awareness of the consequences of the coronavirus, as its role goes far beyond simple school education.**

### PROJECT DETAILS

#### Framework Agreement

🕒 2018 - 2021

#### Community Schools

👥 32 schools

👤 1,147 students

👩‍🏫 87 teachers

### EXPENSES 2020

Total: € 48,146.21

MFEA: € 29,109.73

UF: € 19,036.48

### THE PARTNER

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

1996 Recognized officially as an NGO

1999 1st collaboration with Unity Foundation

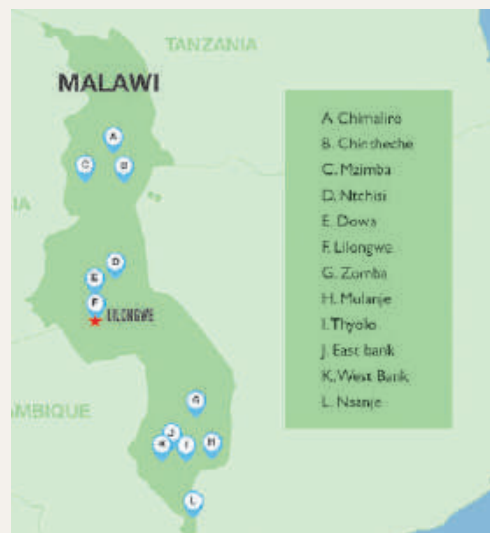


## MALAWI | COMMUNITY SCHOOLS & TRAINING CENTERS

### OUR PARTNER

Bambino Foundation, 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.

Building on its experience in developing community schools, Bambino Foundation has also established a training center for organizations in other English-speaking African countries.



### ADAPTING TO THE HEALTH CRISIS

Bambino Foundation was working with 69 schools in 2020, where nearly 4,549 children were studying. Due to the health crisis, the schools had to close for part of the year, but thanks to the efforts of the teachers, members of the association and parents, the lessons could continue. According to Bambino Foundation, after the schools were closed, parents quickly realized the serious consequences that the closure of the schools could have on their children: loss of knowledge, lack of contact with other children, etc. When the schools closed, **small classes were set up with teachers who taught groups of no more than 10 children.** After the schools reopened, **communities did their best to adapt the classrooms to the health requirements of the crisis.** For example, parents bought plastic chairs to keep children off the floor, brought more water supplies to allow children to wash their hands, and helped clean the classrooms. Bambino Foundation has managed to go further despite the health crisis by opening five new schools that have enabled many children to attend school. In parallel, Bambino Foundation supervised the organization of agricultural activities to support the schools and the teachers.

Bambino Foundation has also been involved in remote schools to raise awareness about the risks of Covid, how it can be caught and how to apply the right sanitary measures.

This shows how Bambino Foundation is involved in the life of the communities and has not only continued its activities but also raised awareness and helped the communities to adapt to the pandemic. Bambino Foundation has also organized training sessions for teachers. While the first session could not be held because of Covid, the second session provided training to 55 teachers.

### PROJECT DETAILS

#### Framework Agreement

🕒 2018 - 2021

#### Community Schools

👤 72 schools

👥 4,549 students

👩 177 teachers

#### Training Centers

🏠 5 organizations

👤 32 individuals

### EXPENSES 2020

Total: € 162,233.81

MFEA: € 129,787.05

UF: € 12,346.76

Private donation: € 100

KPMG Foundation\*: € 20,000

### THE PARTNER

#### Bambino Foundation

2010 Recognized officially as an NGO

2011 1st collaboration with Unity Foundation

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



## ADAPTING TO THE HEALTH CRISIS

The aftermath of Covid forced Kimanya-Ngeyo to adapt the implementation of the PSA program, but while for most Unity Foundation partners this adaptation resulted in a decrease in the number of tutors and students, the return of many young people to their homes created an **increase in the number of groups and thus a need for new tutors. As a result of this development, Kimanya-Ngeyo's tutors are now 43 compared to 36 in 2019** and thus have continued remote learning in the PSA program. Kimanya-Ngeyo has not only engaged current participants but also former participants to help members of different communities create sustainable solutions to produce food. Through their tremendous commitment, over 600 home gardens have been created. Teachers have also participated in this community effort, with 65 teachers creating over 100 urban gardens. These gardens allow people to grow vegetables to have a varied diet.

Our partner understood that the best way to fight the virus was to make as many people as possible aware of the sanitary measures and to integrate the communities into agricultural production. Kimanya-Ngeyo therefore used local radio stations to help as many people as possible organize their food production. The lessons from the PSA program were particularly useful, as they advised producing different types of vegetables to overcome possible shortages, and gave relevant advice on how to produce food quickly.

## PROJECT DETAILS

### Framework Agreement

🕒 2018 - 2021

### PSA Program

👤 519 students

👥 42 tutors

## EXPENSES 2020

Total: € 107,350.84

MFEA: € 85,880.67

UF: € 16,610.17

Diddeléng Hëlleft\*: € 3,000

Private donation: € 1,860.00

## THE PARTNER

### Kimanya-Ngeyo Foundation for Science and Education

2007 Recognized officially as an NGO

2009 1st collaboration with Unity Foundation

## UGANDA | PREPARATION FOR SOCIAL ACTION

### OUR PARTNER

Since its creation, Kimanya-Ngeyo has offered the PSA program to several thousand adolescents and adults representing a wide spectrum of rural and peri-urban community members. In addition, the foundation works with primary school teachers from both private and public schools. Moreover, one of the foundation's strengths is in the area of agriculture. Since 2013, the foundation has been engaged in an action research process to develop diversified, sustainable, high-yielding and ecologically sound production systems, adapted to the realities faced by small-scale farmers.



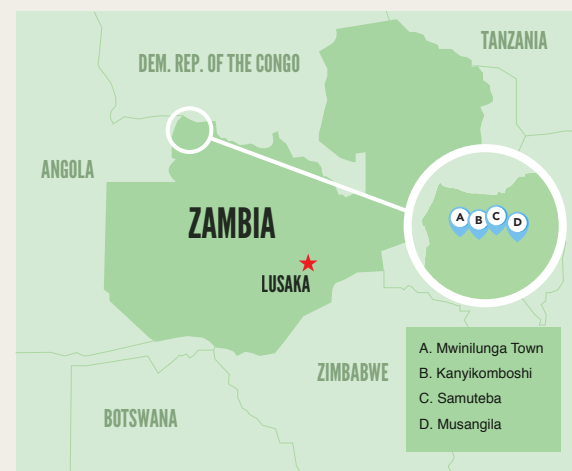
\*On behalf of the beneficiaries of the project, we would like to express our sincerest gratitude to Diddeléng Hëlleft for their generous support towards this project.



## ZAMBIA | PREPARATION FOR SOCIAL ACTION

### OUR PARTNER

In order to respond to the reality of rural youth, Inshindo Foundation gives special attention to the agricultural and environmental component of the PSA program, enabling youth to stay in their communities and launch income-generating initiatives. Over the years, Inshindo Foundation has established strong relationships with government authorities and other organizations. Agricultural officers from the Ministry of Agriculture have had the opportunity to study program texts such as Planting crops and diversified highly efficient Plots, and farming methods from the PSA program have been used by the government to illustrate good practices to local farmers.



### ADAPTING TO THE HEALTH CRISIS

The health crisis had a significant impact on Inshindo Foundation's activities. Face-to-face sessions of the PSA program had to be stopped and replaced by remote learning courses making teaching and learning more difficult. Some events requiring the gathering of many people had to be cancelled such as the graduation ceremony or student gatherings. These challenges also made clear the **great capacity of adaptation and resilience of the tutors and organizers who were able to maintain a link and continue their activities. As a result of these efforts, 27 students graduated from the program**, 5 new groups began their training, 6 former PSA students became involved in their community by creating preschools, and 12 graduates started their own small businesses.

Inshindo Foundation also encouraged PSA students and graduates to start home gardens. In addition to these remarkable efforts, 15 promoters, i.e. graduates of the program, have implemented food production practices on the two DHE plots. The crops from these plots were sold to community members and the money reinvested in the plots and distributed to low income families.

The example of Inshindo Foundation shows how the lessons learned from the PSA program, in spite of the difficulties of the health crisis, have helped to strengthen the integration of young people into the community and have allowed them to start an active life both professionally and socially on a new scale.

### PROJECT DETAILS

#### Framework Agreement

🕒 2018 - 2021

#### PSA Program

👤 319 students

🗣️ 30 tutors

### EXPENSES 2020

Total: € 74,682.49

MFEA: € 59,745.99

UF: € 14,936.50

### THE PARTNER

#### Inshindo Foundation

2007 Recognized officially as an NGO

2017 1st collaboration with Unity Foundation



# EDUCATION FOR DEVELOPMENT

## YOUTH: PROTAGONISTS OF SOCIAL PROGRESS

### Our Workshops

Since 2016, continued support from the Ministry of Foreign and European Affairs has enabled us to run our “Mercy’s Blessing” development education campaign, which aims to create 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, our workshops, based on the award-winning short film “Mercy’s Blessing” by director May Taherzadeh, have reached nearly 2,500 young people in more than 19 institutions and associations in Luxembourg working to empower youth to become active agents of positive change. By exploring principles such as justice, compassion, mutual aid 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 the application of these principles in their own lives.

As a result, many young people testified that the film made them “think about how our choices influence our lives” and expressed a desire to “do whatever we can to help those around us”. In one of our workshops, one of the students noted that “we make choices every day, and when we make them, we need to ask ourselves if they bring us closer to the person we want to be and if they help others”. The young people share a wide variety of ideas for contributing to a better environment, such as being friends with young people who are lonely, becoming a class representative and advocating for the rights of other students, showing affection and appreciation for parents, etc. All agreed that “deep down, every person needs a friend” and that by helping others “we are setting an example and perhaps inspiring other youth to do the same”.



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

### Adapting to the Health Crisis

After a very good year for the development education campaign “Protagonists of Social Progress,” during which the workshops around the short film “Mercy’s Blessing” had evolved significantly, the year 2020 presented a demanding but stimulating challenge to successfully carry out all the planned activities and to build new collaborations with new audiences.

By creating an online version of the workshops and organizing activities and conferences on Zoom, the UF team successfully adapted its core campaign activities to the context of the Covid pandemic. UF’s logic remained the same: prepare the workshops with the teachers taking into account the reality of each class and exploring how some of the concepts in the film can help young people become protagonists of social change. Despite a significant decrease in meeting opportunities, UF was able to organize some events and training sessions: 23 workshops with a total of 416 participants, 23 new facilitators and 4 reflection meetings allowed for continuous improvement of the quality of the training and workshops.

Two conferences were still held, adapting to the new virtual meeting conditions, to reach a wider audience of young adults, parents, academics and members of associative organizations.

### In 2021

Despite the uncertain context, the year 2021 should allow us to integrate new actors in our program, notably NGOs, universities and the general public on a more regular basis with, consequently, a diversification of the pedagogical materials used. UF wants to take advantage of these new points of view to enrich its workshop and share its improvements and reflections with a maximum of people.

If you are a teacher, an educator or a person working with young people, do not hesitate to contact us at [info@unityfoundation.lu](mailto:info@unityfoundation.lu) or by phone at +352 621 656 996.



## OUR COLLABORATION WITH DIRECTOR MAY TAHERZADEH

For the past 5 years, Unity Foundation has had a very inspiring relationship with May Taherzadeh as part of its development education campaign. May Taherzadeh is the director of the award-winning short film "Mercy's Blessing" used in the workshops, and the founder of the organization Inspire Courage for Change, which is dedicated to creating films to inspire constructive action for social change. Unity Foundation works closely with this organization.

At the very beginning of 2020, "Mercy's Blessing" was screened at the International School of Luxembourg (ISL), in front of an audience of more than 260 students aged 11 to 14, and their teachers. The screening gave students the opportunity to ask questions about the film, to discuss concepts such as privilege and justice, and to reflect on the implications of these concepts for their own lives. Many expressed a willingness to reach out and help students who are struggling or being bullied.

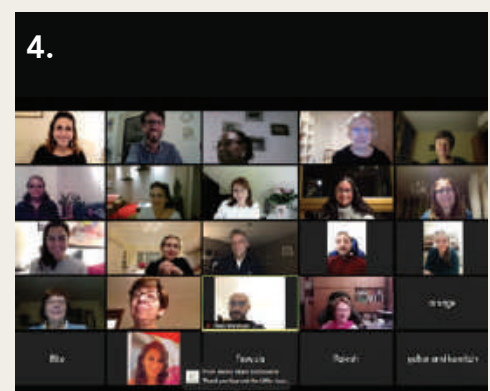
These exchanges were very constructive and the maturity of the students impressed the teachers. The same day, with the help of Unity Foundation, 11 teachers were trained to facilitate a total of 15 workshops around the short film in the following days.

This collaboration with May Taherzadeh continued from a distance, especially in the context of the Orange Week - a week launched in 2008 by the Secretary General of the United Nations and dedicated to raising public awareness of women's rights - during which Unity Foundation and the Luxembourgish Union of Baha'i Women organized two evenings around "Mercy's Blessing", inviting the public to a moment of reflection and sharing, in the presence of May Taherzadeh, to discuss the themes of the film, and particularly the crucial role of education.

May Taherzadeh's visit only strengthened Unity Foundation's commitment to this campaign and engaged more people in thinking about helping young people become protagonists of social change in Luxembourg.

For more information about the facilitator trainings, please contact Unity Foundation at [info@unityfoundation.lu](mailto:info@unityfoundation.lu)

1. Sarah Tesch with teachers at a teacher training session. 2. Drawing from a workshop at the European school. 3. Presentation of "Mercy's Blessing" at the International School of Luxembourg. 4. Meeting on Zoom at the occasion of the Orange Week. Pictures 1 and 3 were taken before the current health crisis



## NEWS AND EVENTS

### May 2020 conference

The health crisis has obviously had a strong impact on UF's activities and has forced us to adapt, notably by working remotely and by cancelling events that bring together many people. To preserve the social link and keep our community informed of the evolution of activities, a zoom conference was organized in May 2020 with UF collaborators, supporters and donors. 28 people participated and it provided an opportunity to report on the impact of the health situation on UF's activities.

### Birthday campaigns going strong in 2020

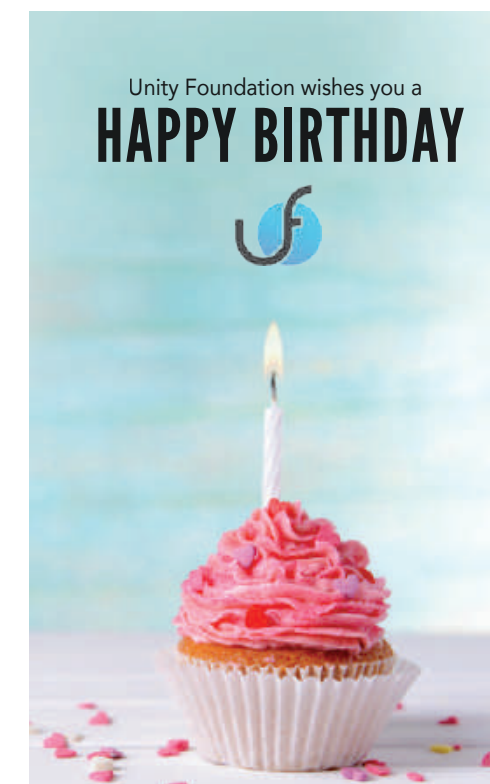
In 2020, we saw that more friends were using Facebook campaigns to raise money for Unity Foundation as an alternative to their birthday gift. In addition to Facebook, our generous donors either included our bank details in their birthday invitations or used other platforms such as Alvarum. All birthday campaigns in 2020, in total, generated almost € 14,000 for Unity Foundation and the projects we support.

These campaigns are very important because they allow their initiator to mobilize friends and the community to donate, and no matter how much the donation is, the final result will support the activities of our partners.

We are grateful to every person who decided to replace their birthday gifts with a call to their friends and family to support Unity Foundation.

### Memorializing with a donation

Other ways to support Unity Foundation can be through donations in the name of a loved one after their death. The idea behind this is that flowers will fade over time, but a donation will have a memorable impact. In 2020, those generous souls who donated to Unity Foundation raised nearly € 8,000.







## KPMG Foundation supports UF in 2020



The year 2020 was marked by a very generous donation of € 20,000 from the KPMG Luxembourg Foundation which supports 12 Luxembourg NGOs for a total of € 248,000. This donation was used to support the work of our partner Bambino Foundation which oversees the creation of community schools in Malawi. By the end of 2020, the number of community schools in Malawi stood at 72 and they were helping more than 4,000 children. KPMG Foundation's donation has been particularly helpful in achieving this result, especially in the face of the challenges caused by the health crisis.

## Giving by sharing knowledge



Jean-Marie Nau, a writer and teacher of Luxembourgish, is a long-time close friend of Unity Foundation. In 2018, he published his book "Eclats de sagesse," a collection of stories from around the world, and decided to donate € 2 to UF for each book sold. For a portion of his Luxembourgish classes, he also donates the proceeds to UF. Jean-Marie Nau's action is remarkable because, whatever activity he pursues, he is always looking for ways to contribute to UF's mission, either by making his network aware of our activities or by his financial contributions.

In 2020, his book sales raised € 721 and his courses € 565. A big thank you to our dear friend Jean-Marie!

## Linklaters & UF: an ongoing partnership

### Linklaters

Every year Linklaters and Unity Foundation team up to participate in the ING Night Marathon. Despite the cancellation of the 2020 marathon, Linklaters has remained a central partner for Unity Foundation thanks to its donations, which in 2020 amounted to € 4,000. Unity Foundation hopes that this fruitful relationship will continue and that the next years will see our two organizations running together for the ING Night Marathon.

## Our team is changing!



The year 2020 has seen two new people join the Unity Foundation team: Sarah Tesch and Anne Cuvillier. Sarah and Anne both started as interns at UF and have shown great motivation and determination in various fields such as project management, communication, fundraising and more. In particular, they have enabled UF to maintain a stable number of people in the team after the departure of Claudine Winkel and Nika Nourinejad. They had been members of the team for 12 and 5 years respectively, and had greatly contributed to the establishment of UF's activities and to the creation of strong links with our partners in Luxembourg and abroad. Thank you again!

These changes in the team allow us to bring new profiles, new experiences and therefore new ideas to improve the actions of Unity Foundation, while keeping the values of unity, sharing and personal and community development.

# SUPPORTING UNITY FOUNDATION



Thank you to all who supported Unity Foundation in 2020!

# 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

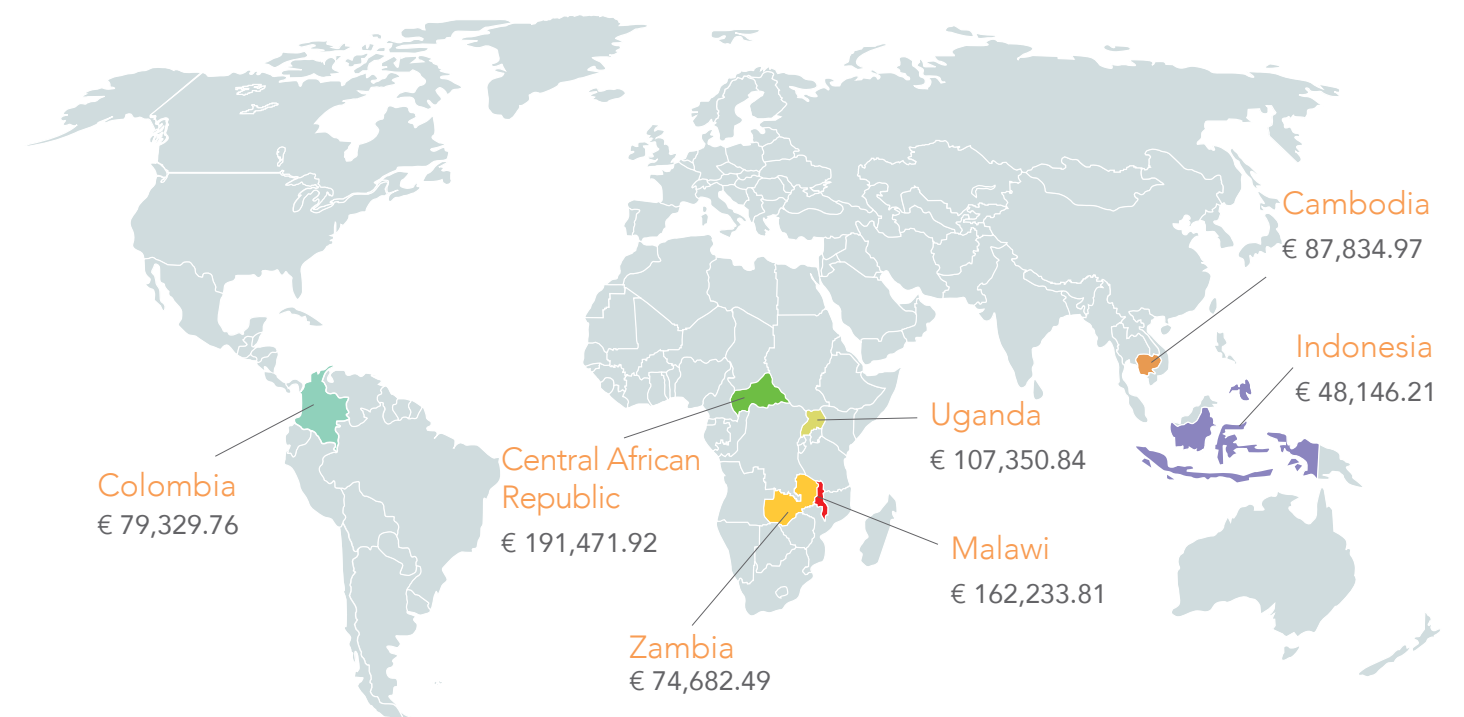
PART COVERED BY MFEA

€ 812,861.59

PART COVERED BY UNITY FOUNDATION

## PROJECT EXPENSES IN 2020

The 7 projects we support have been grouped together in our framework agreement with the MFEA. The following graph illustrates the actual expenditures of our local partners in 2020.



TOTAL EXPENSES IN THESE PROJECTS: € 751,049.99

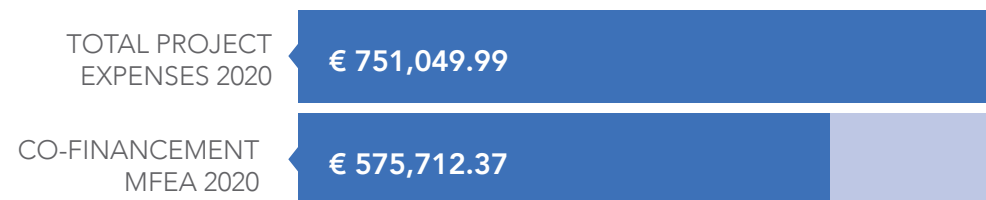
EXPENSES 2020 COVERED BY MFEA: € 575,712.37



## SUPPORT FROM THE MINISTRY OF FOREIGN AND EUROPEAN AFFAIRS

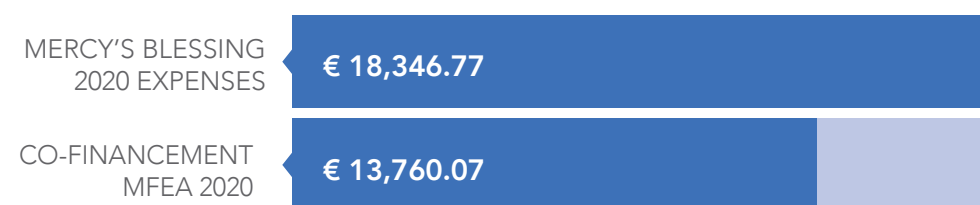
### Co-financing of our projects

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 2020 campaign was also co-financed by the MFEA at a rate of 75%.

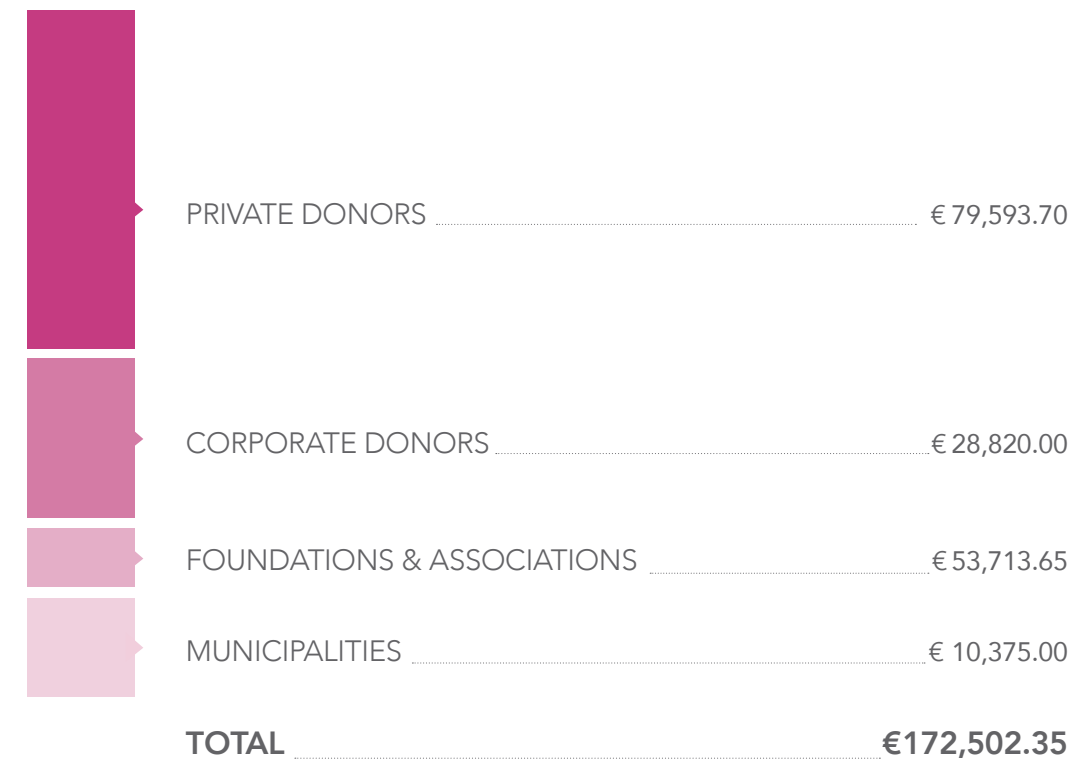


### Administrative costs

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

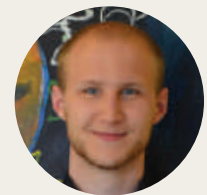


Paul Arbab  
Administrator



Paola Dumet-Fusco  
Treasurer

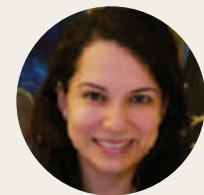
## Office Members:



Yves Wiltgen  
Office & Fundraising  
coordinator



Claudine Winkel  
Project Manager



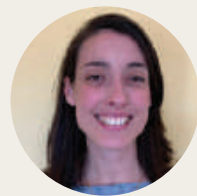
Angela Roldán  
Communication &  
Project Manager



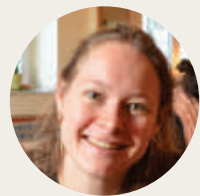
Nika Nourinejad  
Event & PR coordinator



Nicolas Tesch  
Public Discourse Officer



Sarah Tesch  
Project Manager



Anne Cuvillier  
Intern



**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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Unity Foundation

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