

# ANNUAL REPORT



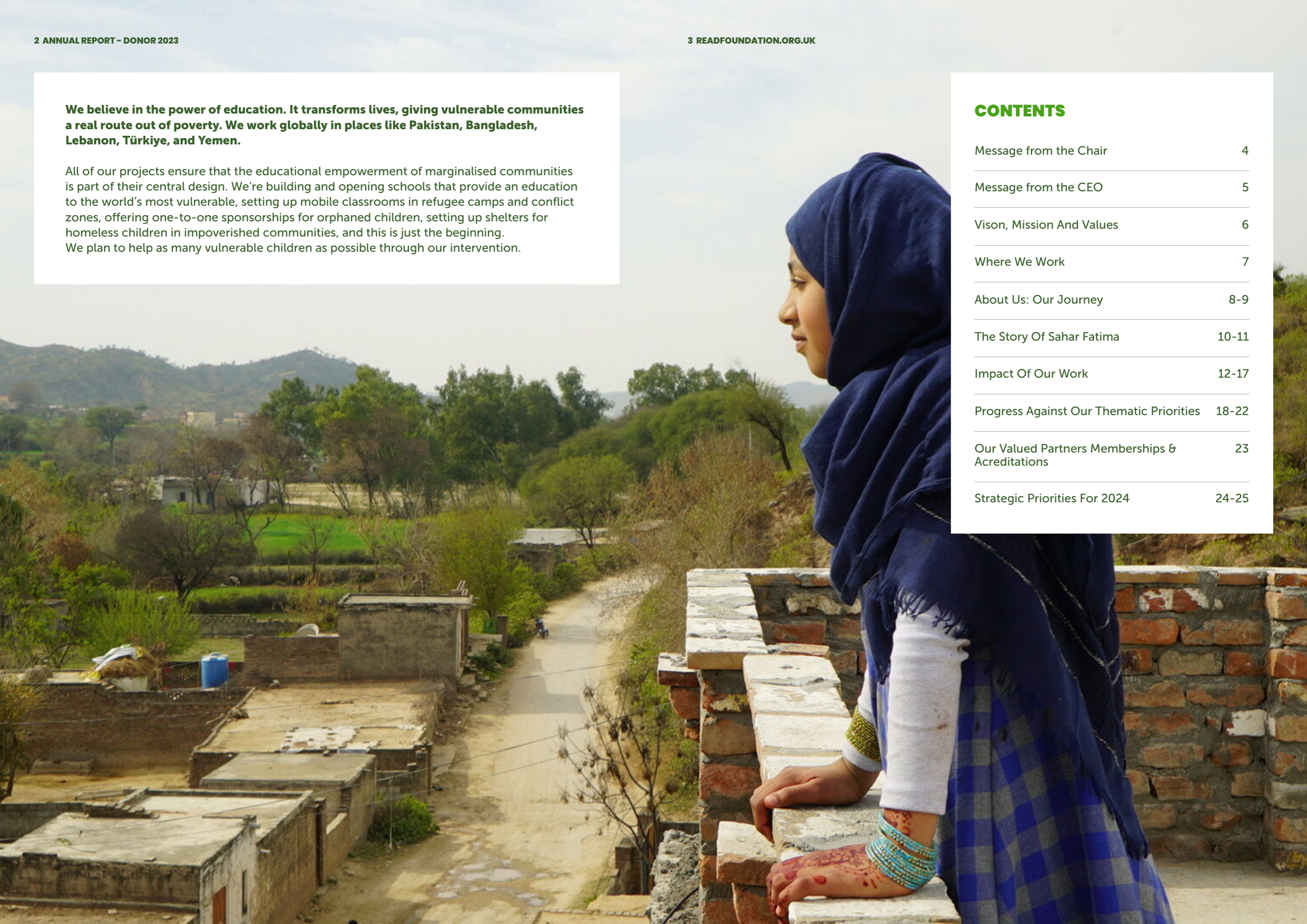


**We believe in the power of education. It transforms lives, giving vulnerable communities a real route out of poverty. We work globally in places like Pakistan, Bangladesh, Lebanon, Türkiye, and Yemen.**

All of our projects ensure that the educational empowerment of marginalised communities is part of their central design. We're building and opening schools that provide an education to the world's most vulnerable, setting up mobile classrooms in refugee camps and conflict zones, offering one-to-one sponsorships for orphaned children, setting up shelters for homeless children in impoverished communities, and this is just the beginning. We plan to help as many vulnerable children as possible through our intervention.

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## MESSAGE FROM THE CHAIRMAN

**Assalamu' Alaykum Wa Rahmatullahi Wabarakatu,**

In the name of Allah, the Most Gracious and the Most Merciful.

Reflecting on our journey, my heart fills with gratitude and passion. I feel deep gratitude for the opportunity to serve others, which instils a relentless passion to continue advancing on this fulfilling path. It's not just about building schools but about providing hope for a better future, which is what we strive for at READ Foundation. We are committed to continuous improvement and to maintaining transparency at all times.

Embarking on a new horizon, we've charted a long-term strategy that is bold and visionary. It embodies our commitment to every child's right to education, irrespective of their circumstances. As Chairman, it has been a profound privilege to

work with a purpose-driven team, witness the fruits of our development work first-hand, and feel the warmth of our global family. None of this would be possible without our devoted staff, the ceaseless efforts of our volunteers, and last but certainly not least, the overwhelming generosity of our donors. Each one of you plays an indispensable role in this noble mission. Together, we strive to be more than a charity; we strive to be a movement for a better future.

May Allah (SWT) continue to guide our path, bless our collective efforts, and make us instrumental in bringing forth a brighter, more educated world.

May peace be upon you all.



*Haroon Rashid*  
**Haroon Rashid**  
Chairman, READ Foundation

## MESSAGE FROM THE CEO

**Assalamu' Alaykum Wa Rahmatullahi Wabarakatu,**

In the name of Allah, the Most Gracious and the Most Merciful.

Each passing year unveils its own set of challenges. Globally, the extent of suffering is unprecedented. Now, more than ever, solidarity is paramount. Here is where our ethos, 'Education Works', holds significance. Education is a powerful force to uplift impoverished communities – a truth I've witnessed in the hopeful eyes and fiery ambitions of the children we aid. They aspire to reshape the world, and our donors lay the foundation for them.

Did you know READ Foundation schools rank among the top in Pakistan? This success reflects our dedicated teachers, our donors' unwavering support, and our students' relentless spirit – a transformative combination in battling poverty.

Over the past year, we've expanded our educational outreach and built more schools.

Our initiatives include the innovative 'school in a bus' for refugees, sanctuaries for Bangladesh's street children, amplified efforts in Yemen, nurturing orphaned children, and establishing high-performing schools in Pakistan. We also stepped in and supported the Türkiye Earthquake and Pakistan Floods victims. Our strides have been monumental, all thanks to our donor family.

We ensure we are principled in all we do and how we do it. We create an environment of trust and hold ourselves accountable to the people we work with.

May Allah (SWT) bless and accept our endeavours to alleviate global pain with sincere intentions, excellence, and empowerment.



*J. Akhtar*  
**Jahangeer Akhtar**  
CEO, READ Foundation





# VISION, MISSION AND VALUES

## VISION

A world empowered through education

We believe that an educated community is an empowered one. This provides opportunities for its members and ensures lasting transformation within their society.

## MISSION

Provide accessible, inclusive, and quality education

We prioritise offering quality education to foster development across generations, aiming to produce change-makers. Our goal is to reach the most vulnerable and ensure opportunities for everyone.

## VALUES



**WE STRIVE FOR SUSTAINABLE IMPACT**

We make a sustained impact in the lives of children and adults by specialising in education and localising our programme delivery.



**WE TAKE INITIATIVE**

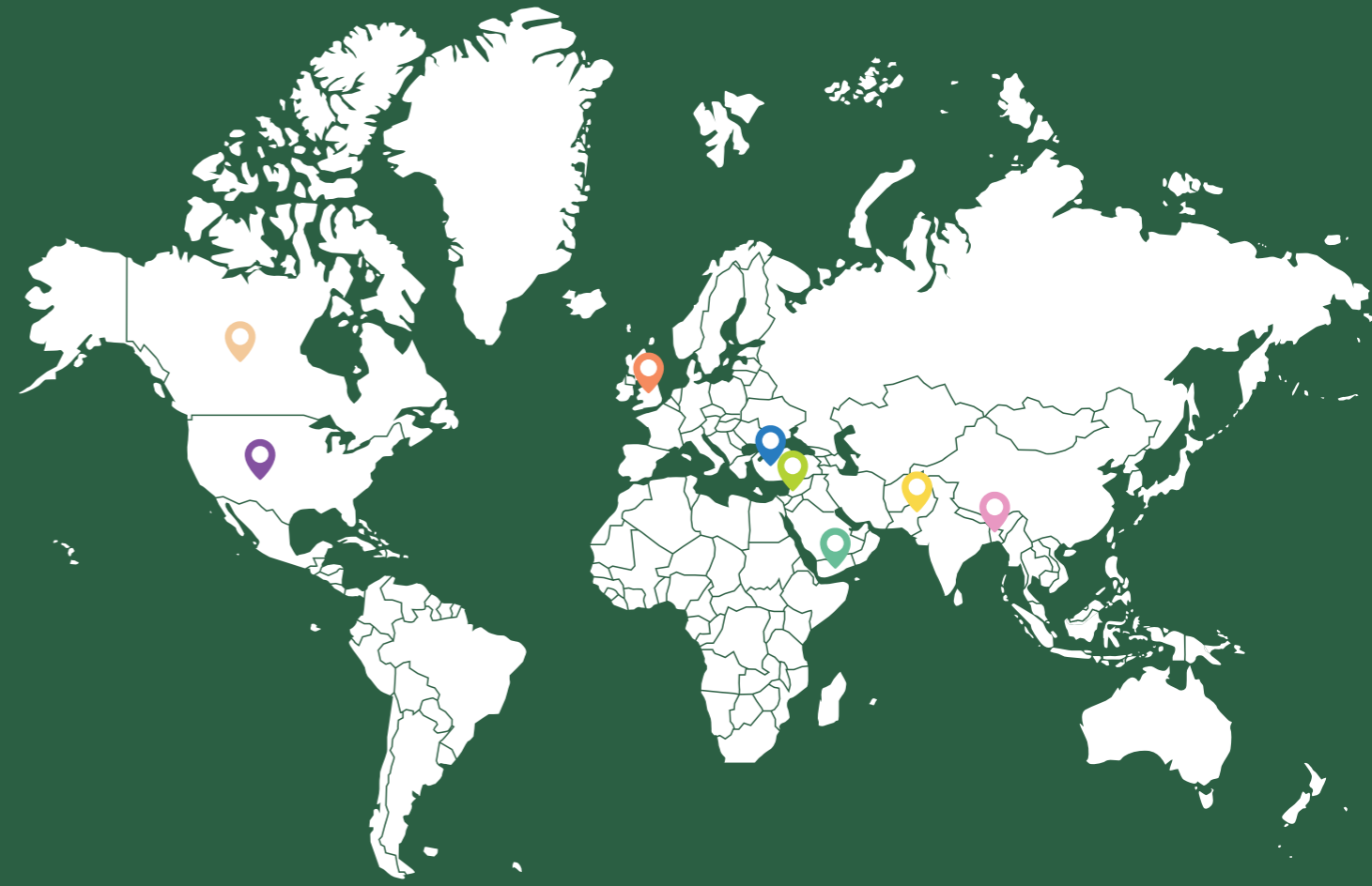
We are passionate about what we do. We value innovation and challenge ourselves to think big and be bold.











**WE ACT WITH INTEGRITY**

We ensure we are principled in all we do and how we do it. We create an environment of trust and hold ourselves accountable to the people we work with.

# WHERE WE WORK



-  **TURKEY**
-  **YEMEN**
-  **LEBANON**
-  **PAKISTAN**
-  **BANGLADESH**
-  **UNITED KINGDOM (OFFICE)**
-  **CANADA (OFFICE)**
-  **USA (OFFICE)**

## AREAS OF WORK

READ Foundation operates globally, extending educational support and aid across several countries. Our efforts are concentrated in Lebanon, Yemen, Türkiye, Pakistan, and Bangladesh. Additionally, we have offices in the UK, Canada, and the USA.



# ABOUT US: OUR JOURNEY



**2006**



**June 23, 2006**

READ was established as a charity in the UK

**2013**

**78,000**

Students attending READ schools

**4,000**

Teachers in employment

**340**

Schools in operations

Awarded a grant (DfID) for Pakistan

READ broke 3 Guinness World Records in one day

**2016**



In the national Secondary School Certificate examinations,

**14 of 20**

highest achievers were students from READ Foundation school

**2019**



School in a Bus project launched in Lebanon

**130,000 +**

Alumni

READ opens its office in Yemen

**2021**



**5,948**

Teachers trained as educators

**112,000+**

Students attending READ schools

**2022**

**150,000+**

Alumni

**5,948**

Teachers in employment

**400+**

Schools in Pakistan

READ opens its office in the USA and Canada





## THE STORY OF SAHAR FATIMA

Sahar Fatima and her two sisters live with their mother in their uncle's home. Following the unfortunate passing of her father, the family's circumstances grew challenging. Sahar's father, an electrician who worked abroad, succumbed to liver disease despite extensive treatment. Meeting daily expenses has become a struggle for them. READ Foundation's Orphan Family Support recently provided Sahar's mother with a sewing machine. This has aided her in managing her children's clothing and some basic necessities, yet many expenses remain unmet. Sahar Fatima and her sister Nayab Rani already attend a READ Foundation school, with the youngest planning to enrol soon. Both Sahar Fatima and her sister Nayab Rani receive support from READ Foundation in the form of complimentary education, as well as uniforms, shoes, stationery, and school bags.

With gratitude, the family has a place to call home. Sahar had two maternal uncles, but one has sadly passed on. Presently, Sahar's mother resides with her only surviving brother, a READ Foundation School teacher who supports both Sahar's family and his own. Their home comprises two rooms, a kitchen, and a bathroom. READ Foundation offers free education to Sahar and her sisters, complete with school uniforms, stationery, textbooks, notebooks, and shoes. The initiative has been crucial for the family, assisting them with food rations and electricity bills. Without this support, fulfilling the educational aspirations of Sahar Fatima and her siblings would have remained a distant dream.



“  
May Allah keep  
the donors safe  
and blessed.”





# IMPACT OF OUR WORK



**In the wake of severe flooding, countless schools were decimated, leading to significant disruptions in education.**

Initially, READ Foundation set up Temporary Learning Centres to bridge the educational gap for 600 children. In partnership with the Sindh Education Department, we are currently rehabilitating 11 flood-affected schools. Beyond education, READ Foundation extended aid in the form of food supplies, housing reconstruction, and tent provisions, benefiting approximately 160,000 flood survivors.

Pakistan grapples with the world's second-highest count of out-of-school children (OOSC). An estimated 22.8 million children aged 5-6 are not in school. Common reasons include the absence of nearby schools. Even when schools are accessible, many aren't purpose-built, failing to provide a secure and suitable learning environment. To address this shortfall, we've erected nine school buildings across Pakistan this year, enhancing the educational prospects for over 3,600 students.

Additionally, this year saw the initiation of our higher education scholarship project. This initiative aims to financially assist budding doctors and engineers who, due to financial constraints, might otherwise have to abandon their aspirations.



**After the catastrophic earthquakes in February 2023, READ Foundation assisted over 9,400 individuals with essentials like food, clothing, shelter, and water.**

To minimise educational disruption for children affected by the quake, we've established six secure learning spaces, accommodating 3,500 children. We offer psychosocial support, recreational activities, and educational assistance in Türkiye and the Euphrates Shield Area. This ensures a safe and consistent environment for their development.

Additionally, we operate three temporary and two permanent learning centres (TLCs) catering to orphaned refugees. These centres deliver non-formal education, psychosocial support, and a robotics skills programme for nearly 1,200 students. As our permanent learning centres approach the conclusion of their inaugural year, they will transition to the oversight of the Turkish government. This change guarantees that approximately 800 students maintain access to a high-calibre education.





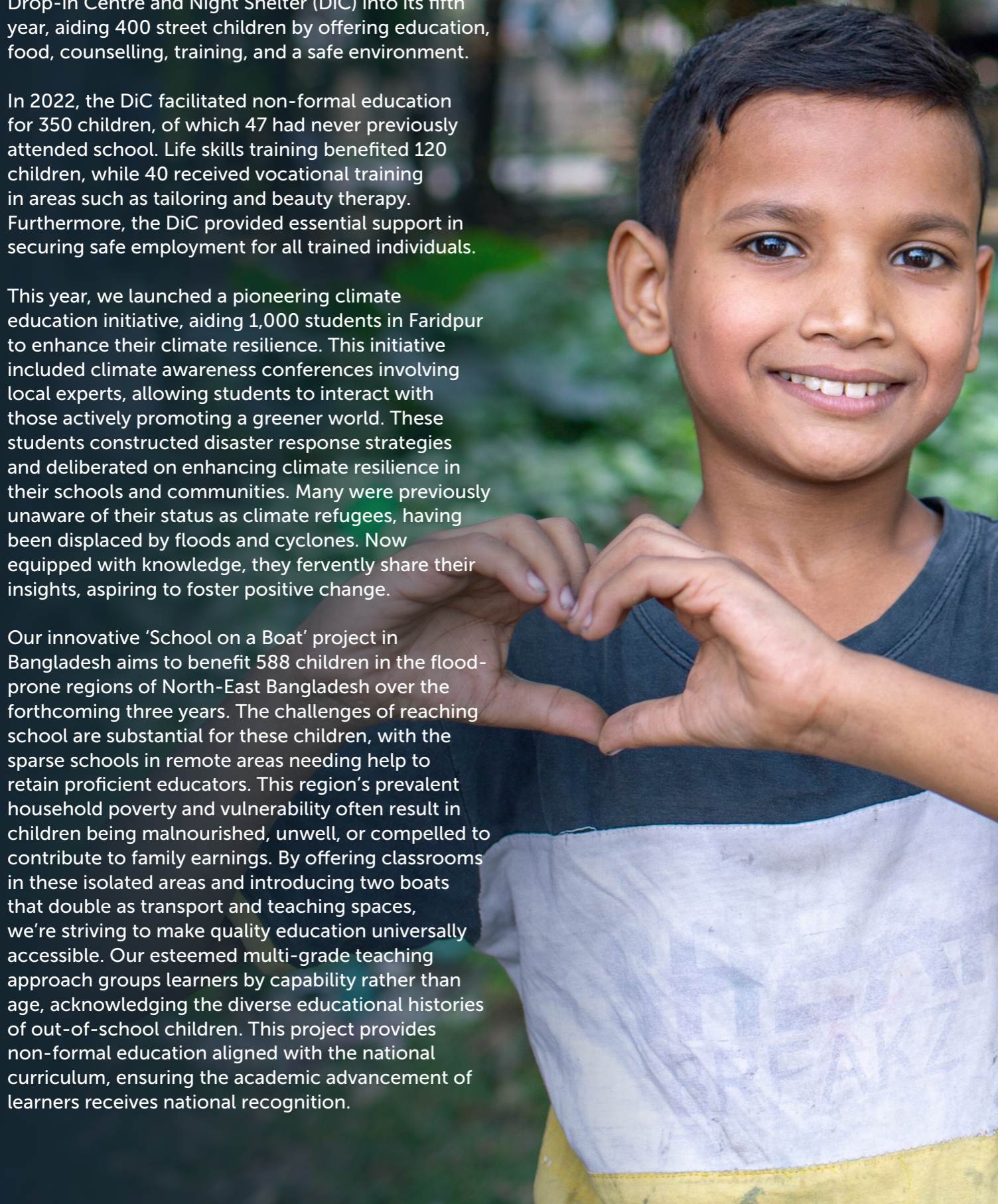
# BANGLADESH

In 2023, READ UK extends its commitment to the Drop-in Centre and Night Shelter (DiC) into its fifth year, aiding 400 street children by offering education, food, counselling, training, and a safe environment.

In 2022, the DiC facilitated non-formal education for 350 children, of which 47 had never previously attended school. Life skills training benefited 120 children, while 40 received vocational training in areas such as tailoring and beauty therapy. Furthermore, the DiC provided essential support in securing safe employment for all trained individuals.

This year, we launched a pioneering climate education initiative, aiding 1,000 students in Faridpur to enhance their climate resilience. This initiative included climate awareness conferences involving local experts, allowing students to interact with those actively promoting a greener world. These students constructed disaster response strategies and deliberated on enhancing climate resilience in their schools and communities. Many were previously unaware of their status as climate refugees, having been displaced by floods and cyclones. Now equipped with knowledge, they fervently share their insights, aspiring to foster positive change.

Our innovative 'School on a Boat' project in Bangladesh aims to benefit 588 children in the flood-prone regions of North-East Bangladesh over the forthcoming three years. The challenges of reaching school are substantial for these children, with the sparse schools in remote areas needing help to retain proficient educators. This region's prevalent household poverty and vulnerability often result in children being malnourished, unwell, or compelled to contribute to family earnings. By offering classrooms in these isolated areas and introducing two boats that double as transport and teaching spaces, we're striving to make quality education universally accessible. Our esteemed multi-grade teaching approach groups learners by capability rather than age, acknowledging the diverse educational histories of out-of-school children. This project provides non-formal education aligned with the national curriculum, ensuring the academic advancement of learners receives national recognition.

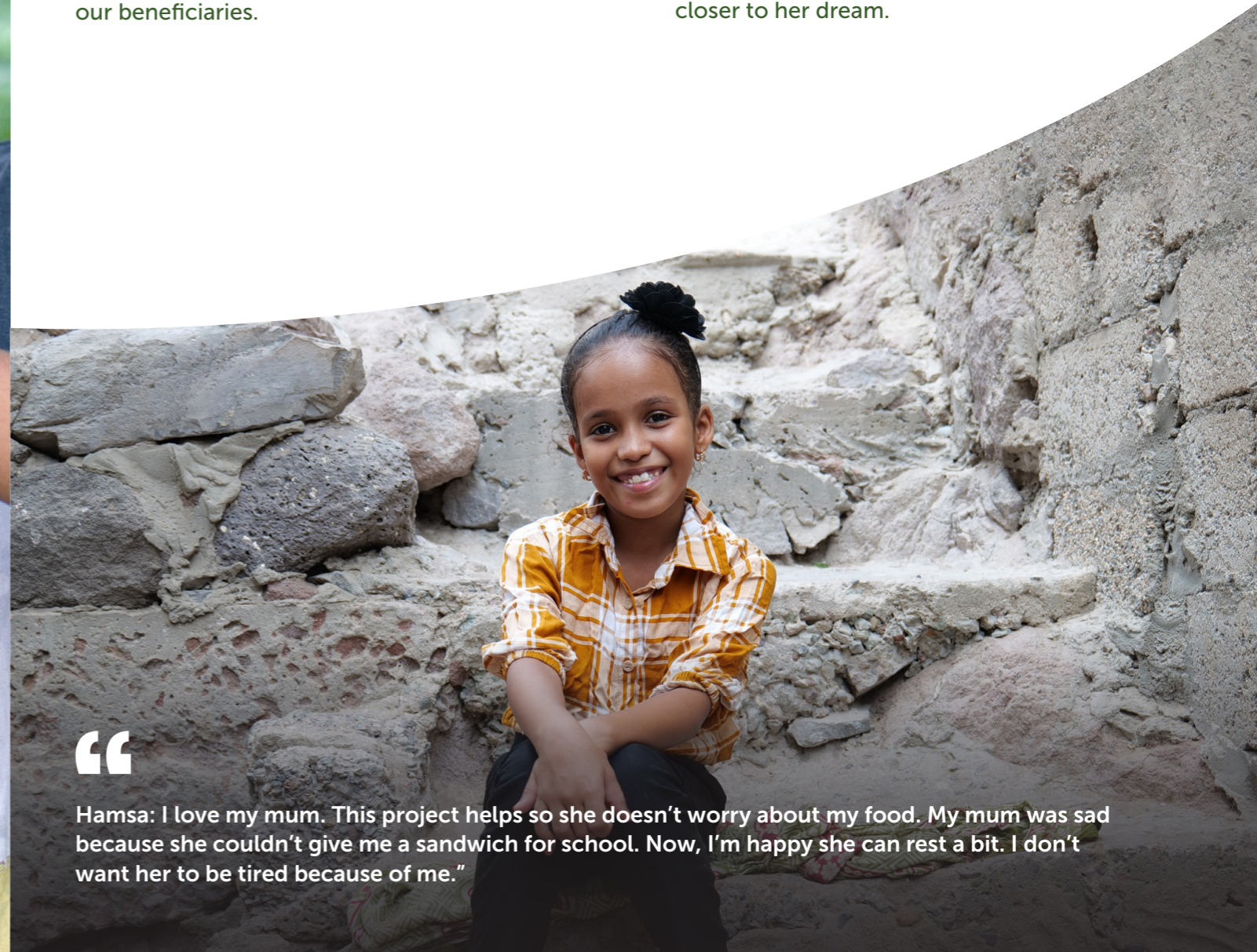



# YEMEN

After successfully completing the inaugural year of our Breakfast Club, we have provided 709 students and educators with a daily wholesome breakfast and have revamped WASH facilities to enhance hygiene standards throughout the school. As we transition into the Club's second year, plans are underway to extend our programme, aiming to assist 1,189 students and staff across three institutions, of which two are dedicated girls' schools. Rehabilitation efforts have commenced on eight schools spanning three governorates, ensuring that over 5,400 students maintain safe access to quality education. Concurrently, we've executed several seasonal initiatives, including a winter campaign, guaranteeing our interventions are punctual and tailored to the evolving requirements of our beneficiaries.

## BREAKFAST PROJECT – ADEN, YEMEN.

Every day presents a challenge for Hamsa's family securing adequate food. With her father as the sole breadwinner, currently unemployed, they've depended on relatives' generosity. Hamsa's mother grappled with fears of malnutrition and the escalating food prices. Fortunately, READ Foundation's Breakfast Club stepped in, offering Hamsa a daily nutritious meal. This intervention not only bolstered the family's food security but also enhanced Hamsa's focus in school. Now, with aspirations of becoming a policewoman to uphold the law, Hamsa's consistent nourishment aids her academic pursuits, bringing her closer to her dream.



“

Hamsa: I love my mum. This project helps so she doesn't worry about my food. My mum was sad because she couldn't give me a sandwich for school. Now, I'm happy she can rest a bit. I don't want her to be tired because of me.”





A SIAB student said:

Marwa Hamadi: During the recreational activities class, I learnt about doctors and how their occupation is not scary. And now, I want to become a doctor, too. Ms Sara said it was possible through education and that I should not give up on my dreams and work hard for them. This is exactly what I am doing. Thank you, SIAB. I will miss you."



## LEBANON

**Our 'School in a Bus' (SIAB) initiative has seen growth, welcoming its third bus in 2022.**

This year marked the inception of our Accelerated Learning Project (ALP), which has augmented the academic achievements of 25 orphaned children requiring supplementary assistance outside regular schooling. Furthermore, under the umbrella of our 'Holistic Approach to Syrian Orphans' project, set to conclude this year, we've granted scholarships and psychosocial aid to 33 orphans.

The Special Needs Education Hub (SNEH) has entered its second year. Given its impactful outcomes, we've expanded its intake by 60%. Through this endeavour, children with special needs obtain foundational literacy and skillsets, complemented by therapeutic and corrective sessions to bolster their educational journey.



One of the SIAB teachers said: Due to mass illiteracy, only a few parents signed up for the project at the start, but it quickly became the favourite of all the parents in the camp. The SIAB's reputation is known throughout the camp, and more and more people are signing up for the programme."







## PROGRESS AGAINST OUR THEMATIC PRIORITIES

### 1. EMPOWERING CHILDREN THROUGH EDUCATION

Child empowerment remains central to our mission at READ Foundation. We firmly believe that by furnishing children with pertinent skills and knowledge, we pave the way for them to overcome the cycle of poverty.

In alignment with the UN's 'Leave no One Behind' principle, our projects in Pakistan, encompassing 'Build, Adopt, and Open a School', have expanded access to top-tier education in remote regions. These initiatives have resulted in the construction and renovating of primary, secondary, and collegiate institutions across Azad Jammu & Kashmir (AJK), Punjab, Khyber Pakhtunkhwa (KPK), and Gilgit Baltistan.

We're also poised to broaden our reach to Sindh, marking our inaugural school build in the province.

In Bangladesh, our Drop-in Centre and Night Shelter caters to 400 children. It provides sustenance, healthcare, counselling, and the promise of a robust education. Our utmost priority is to ensure their safety and offer holistic support. This encompasses vocational training, life skills education, mental health services, and a customised curriculum tailored to each child's capability.

For many of these children, this marks their initial encounter with such prospects. By blending our care, guidance, and educational interventions, we endeavour to steer them towards a more hopeful and prosperous trajectory.

### DROP-IN CENTRE – FARDIPUR, BANGLADESH

At just eight years old, Rashida experienced the loss of her father. Following her mother's remarriage, Rashida and her sister found themselves in the care of their grandmother, residing in Faridpur's slums. Despite her grandmother's modest income from her work as a servant, it is insufficient to cover rent. Consequently, she resorts to begging to make ends meet. The family's living conditions are challenging, they inhabit a single room and share amenities with 30 other families. Frequent floods exacerbate the already unsanitary environment, leading to recurring illnesses.

During one of her grandmother's begging episodes, a DiC teacher chanced upon Rashida and invited her to join the centre. Here, she received medical care and consistent counselling. Rashida embarked on a sewing course to hone a skill alongside her academic pursuits. The nurturing environment of the DiC has transformed her, she engages in her studies with passion and has formed bonds with her peers. She no longer feels vulnerable; she sees the DiC community as her extended family. With a renewed sense of purpose, Rashida aspires to further her education and sewing skills, hoping to achieve self-reliance in the future.

### CLIMATE EDUCATION – FARIDPUR, BANGLADESH

At 15, Saimun resides with his family in Bhatilaxmipur, Chunagat. They were compelled to relocate here after devastating floods and riverbank erosion rendered their Digirchar farm uninhabitable. The aftermath of the floods left the family bereft of most possessions. Consequently, they were unable to secure land in Chunagat with flood protection, leading to their new home being susceptible to annual floods. This recurrent flooding often hinders Saimun's journey to school.

Upon attending a climate workshop facilitated by READ, Saimun immediately connected the information imparted to his personal experiences. He's now convinced of the urgency for everyone to grasp the complexities of climate change. Saimun is keen to delve deeper into its causes and effects and is motivating his peers to follow suit. He also advocates for his school to adopt more environmentally-conscious practices and better equip themselves against the climate-induced challenges confronting their community.





## 2. EDUCATION IN EMERGENCIES

Amidst crises, children's education frequently becomes a secondary concern as humanitarian resources primarily channel into health and nutrition. A mere 3% of global humanitarian funding is allocated to education, making it one of the most underfunded sectors (as per INEE - Inter-agency Network for Education in Emergencies).

Identifying this shortfall, READ Foundation places a paramount emphasis on Education in Emergencies (EiE). We've been executing outcome-centric programmes in nations including Lebanon, Pakistan, Türkiye, and Yemen.

Our initiatives, such as the 'School in a Bus', 'Special Needs Education Hub', and 'Accelerated Learning', cater specifically to refugee children, encompassing those with disabilities. We've imparted foundational literacy and numeracy, skill development, and psychosocial support through these projects. The beneficiaries of these programmes have experienced profound transformations, not only in their academic capabilities but also in their self-assuredness and interpersonal skills.

The recent flooding in Pakistan wreaked havoc on its infrastructure. Numerous schools suffered partial to total damage, causing an unprecedented interruption in education. In response, READ Foundation launched a school rehabilitation drive in the flood-affected regions towards 2022's close, aiming to restore and construct new schools. Furthermore, Temporary Learning Centres (TLCs) were established to maintain educational continuity.

Our endeavours in Yemen are pivotal for students whose academic pursuits have been derailed by prolonged conflict. A significant number of schools are either unsafe or unsuitable, especially for female students. Consequently, numerous children have lost invaluable academic years.

Our school rehabilitation initiatives refurbish these institutions, creating a secure and inviting learning environment. We prioritise gender-sensitive WASH facilities, ensuring that female students can attend school with safety and

dignity while also fostering hygienic practices. Our Breakfast Club plays an instrumental role in alleviating hunger's strain on families, ensuring children remain in school equipped with the vitality to engage fully in their studies. Our timely and adaptive seasonal endeavours in Yemen reflect our commitment to addressing the evolving needs of those under our care.

Refugees in Türkiye and areas of Syria under Turkish control face formidable challenges. Uprooted by conflict, they often grapple with the instability that's pivotal to a child's development. At READ Foundation, we're steadfast in our belief that every child deserves an education. Our projects in Türkiye strive to reintegrate children into formal education systems, ensuring they feel bolstered and tenacious. Our offerings encompass psychosocial support, vocational and life skills training, and informal learning environments. In response to the catastrophic earthquakes of February 2023, READ Foundation promptly provided emergency relief, swiftly transitioning to establish six secure learning spaces, ensuring minimal educational disruption for affected children.

In Bangladesh, we've embarked on a comprehensive educational initiative supporting the Rohingya refugees in Bashan Char. This involves offering non-formal education to orphaned refugees and equipping the broader community with livelihood skills. This holistic approach to education ensures the entire community can rally behind the children's educational aspirations.



## HOPE STARS CENTRE – AZAZ, TÜRKIYE

At the tender age of 3, Malak faced the heart-wrenching loss of her parents in an airstrike. Now aged 9, she and her three siblings reside with their eldest brother and his family in Azaz after being displaced from their home. The financial strain on her eldest brother, coupled with their reliance on humanitarian aid, means their living conditions remain insecure. Amidst these challenges, the inauguration of READ's Hope Stars Centre in Azaz became a beacon of hope for Malak. She holds a special affinity for the life skills programme titled 'I am stronger', where she feels liberated to voice her thoughts and emotions without reservation. It's also honed her communicative abilities. Prior to her association with the Hope Stars Centre, Malak led a solitary life, attributing her isolation to her innate shyness and challenges in social interactions. She reflects, "Before the centre,

my reticence kept friends at bay. Now, through the activities and support at the centre, I've evolved into a more sociable individual, eager to share positivity. I even impart lessons from the centre to my brothers during our playtime." Malak harbours aspirations of becoming an educator, driven by her conviction in the transformative power of education and her desire to champion it for future generations.



**Malak: Now that I joined the Centre and the project activities, my personality has turned into a social one that loves everyone and seeks to spread beautiful things among them."**



## AL-SALAAM CENTRE – AZAZ, TÜRKIYE

At eight, Aya lost her father to a military strike. After relocations, she settled in Azaz. At Al Salaam Centre, she finds solace in the support program, balancing recreation and education. Though hindered by family finances, she received vital medical help through the project. Aya dreams of becoming a paediatrician focused on helping underprivileged children access care.



### 3. ORPHANS & CHILD WELFARE

Pakistan hosts an estimated 4.2 million orphans, children bereft of one or both parents during their formative years when they are most in need of affection, guidance, and security. Regrettably, the nation’s legislative framework does not offer these vulnerable children any protective measures, leaving them susceptible to various adversities, including child labour, trafficking, substance abuse, and criminal activities. An alarming number of these children are left to fend for themselves on the streets.

In response to this pressing concern, our orphan sponsorship scheme in Pakistan is meticulously tailored to address the distinct needs of these children. We pledge to guarantee their access to high-calibre education by integrating them into READ Foundation schools. Furthermore, they are furnished with essential school resources and a monthly stipend, mitigating the financial impediments tied to education.

By facilitating their enrolment in READ schools, we endow these children with a plethora of advantages. This includes comprehensive personal development, emotional bolstering, enhanced health and nutrition, and prospects for a brighter future. Our programme has already

transformed the lives of tens of thousands of orphans, and our reach continues to expand annually. In the previous year alone, we championed the educational pursuits of over 5,000 orphans.

### 4. SAFEGUARDING

In the opening quarter of 2023, READ Foundation proudly joined the ranks of the CHS Alliance, an esteemed global consortium dedicated to upholding the Core Humanitarian Standard (CHS) and championing accountability towards the communities we serve. We are poised to embark on a comprehensive self-assessment in the ensuing months, guided by the CHS Alliance. This exercise is primed to enhance our accountability measures, fortify our commitment to people-centric interventions, and elevate the quality of our services for beneficiaries. Concurrently, this quarter witnessed the induction of a global safeguarding advisor to our team. This pivotal role is actively steering the formulation of our five-year safeguarding blueprint while concurrently refining our overarching safeguarding and child protection protocols. This aligns them with global benchmarks and fulfils the prerequisites of CHS Alliance membership.



## OUR VALUED PARTNERS MEMBERSHIPS & ACCREDITATIONS

READ Foundation is well integrated in the global and local NGO sectors, working closely with faith-based and secular NGOs and funding agencies of various governments. We are now proud to be members of Scotland’s International Development Alliance (SIDA) and the Office of the Scottish Charity Register (OSCR), which ensures we work closely with a range of partners in Scotland and further afield. READ Foundation is also part of the Muslim Charities Forum and BOND. Being members of the CHS Alliance, we aim to continue delivering our projects according to the Core Humanitarian Standards (CHS).



As a member of the CHS Alliance, we will ensure accountability towards affected populations.”





# STRATEGIC PRIORITIES FOR 2024

## 1. FIVE-YEAR STRATEGY

READ Foundation has a vision to transform education into a powerful tool for empowerment and resilience. We recognise the importance of holistic education in empowering individuals and building resilience to extreme poverty. Over the next five years, we will continue implementing integrated projects that go beyond traditional academic learning. This includes promoting life skills development, addressing climate-related shocks and responding to the educational needs of crisis-affected communities. In line with our commitment to growth and expansion, we will strive to enhance our operations and adapt to emerging challenges to ensure sustainable impact and to transform lives.

## 2. MEAL

Monitoring, evaluation, accountability and continuous learning (MEAL) are core to READ Foundation. Our MEAL activities have a global remit that includes the planning and designing of tools and surveys, monitoring visits and assessments of our partners' capacity and projects, and training and capacity building of teams wherever we work. This helps us to maintain quality in programme delivery and share best practices actively with relevant stakeholders.

READ Foundation will redraft its MEAL manual and associated processes as part of its periodic internal review and self-assessments. The manual will be rolled out to our field offices to continuously improve overall programme delivery and collective accountability. This will be complemented by monitoring visits to projects and local partners and stakeholders, ensuring quality and maintaining good governance.

## 3. EDUCATION IN EMERGENCIES

READ Foundation strives to create an educational environment that remains resilient and accessible, even in the face of emergencies. We demonstrate a commitment to addressing the needs of vulnerable populations in crisis situations, and we will continue to develop a strong track record in Education in Emergencies (EiE) interventions that are evidence-based and responsive.

We plan to further advance our work by ensuring we are well-equipped to respond with inclusive and timely interventions. We are establishing clear objectives for 2024, which include the development of comprehensive policies to provide systematic guidelines and procedures for our interventions, capacity-building initiatives to enhance our skills and expertise and strategic partnerships to facilitate learning opportunities and exchanges with experts. Through these objectives, READ Foundation will further strengthen its ability to respond to the educational needs of crisis-affected communities.

## 4. QUALITY ASSURANCE & GOOD GOVERNANCE

At READ Foundation, we continuously strive to improve our processes and control mechanisms to sustain growth. This includes reviewing and improving our policies and procedures concerning due diligence, compliance, and staff safety and security. This will strengthen our capacity and ability and enable us to continue working in protracted crisis scenarios such as Yemen.

We are also building resources to better equip our teams to manage bigger and more complex projects and setting our sights on global expansion. Furthermore, as we continue to bolster our know-how and capacity, we remain confident in seamlessly delivering projects funded by institutional and strategic partners.

## 5. SAFEGUARDING

As part of our ongoing efforts to strengthen safeguarding practices within the organisation, we are keen to emphasise the importance of leadership in safeguarding. This has resulted in the formation of a Safeguarding Working Group, comprising key members of the organisation across different countries, ready to take forward the safeguarding agenda for READ Foundation. We are also excited to announce the initiation of a safeguarding and child protection self-audit to evaluate our existing policies and procedures, ensuring they align with international best practices and legal requirements.

In line with our organisational aim to ensure vulnerable children and adults are protected and safeguarded, in 2024, READ Foundation plans to continue promoting a robust safeguarding culture. We are dedicated to nurturing leaders who promote and champion the protection of the most vulnerable members of the communities where we work, as well as ensuring relevant capacity building and training of our field staff and implementing partners.

## 6. GLOBAL EXPANSION

To expand our geographical reach and impact, READ Foundation will identify and collaborate with new partners who share a similar vision. We plan to explore new geographical locations and expand our presence in existing areas to ensure that more vulnerable children and adults can access inclusive and transformative educational opportunities.

## 7. CLIMATE

READ Foundation aims to empower children and adults to learn and build resilience to extreme poverty. One of our key objectives is to support communities affected by climate-related shocks by strengthening education systems and infrastructure for improved resilience, adaptability, and recovery. We will continue to implement projects that equip teachers with

the necessary skills, knowledge, and experience to integrate climate change education into the curriculum effectively and educate students to become agents of change.

In 2024, READ Foundation plans to continue its commitment to transforming education in the face of climate change by ensuring a significant portion of our projects embed strategies for resilience and adaptation. Our emphasis on environmental considerations in infrastructure development will help build climate-resilient educational facilities. We will also collaborate with specialised organisations in this field to enhance our ability to create accessible and inclusive systems and to deliver a just transition in the education sector.

## 8. READ CANADA & USA

Our expansion into Canada and the USA represents a crucial step toward furthering our audience and, as a result, our impact on education for sustainable development. Along with our aim to increase visibility and promote education empowerment, our new offices will also serve as hubs for information dissemination and sharing of best practices.

Our Canadian and American offices have an active focus on identifying funding sources and fundraising initiatives with those who share our vision. This will be implemented through the cultivation of a network of new strategic partners, institutions and grantors situated solely in Canada and the USA. By optimising Canada and the USA's extensive resources, we plan to increase our capabilities for larger and more sustainable projects and our impact on the world's most vulnerable children.





Education Works

## Get In Touch

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