

YOUTH TOGETHER
FOR
HUMAN RIGHTS EDUCATION

TRUSTEES REPORT AND FINANCIAL
STATEMENTS
FOR THE YEAR ENDING
30 JUNE 2021

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Youth Together for Human Rights Education (YTHRE)

Principal address:

Hafod Oleu, Waunfawr, Caernarfon, Gwynedd, Wales LL55 4EX

Trustees:

Fareeda Bulbrook CEO

Jane Bullock- Treasurer

Robin Bullock- Secretary

Jesse Wilson

Dale Bulbrook

Governance:

The constitution of YTHRE was adopted on 12/06/2011 and amended on 26/08/2011. During this period YTHRE operated as a small charity. It applied for full charity status and gained this on the 5th September 2011. The charity consists of 5 Members and 3 volunteers who work towards the aims and objectives of the organisation. Trustees are appointed and reappointed on a yearly basis at the general meeting held annually.

Objectives and activities:

1. To promote human rights (as set out in the Universal Declaration of Human Rights and subsequent United Nations conventions and declarations) throughout the world by all or any of the following means:

- a. Relieving need among the victims of human rights abuse;
- b. Research into human rights issues;
- c. Educating the public about human rights;
- d. Commenting on proposed human rights legislation;
- e. Raising awareness of human rights issues;
- f. Promoting public support for human rights;
- g. Promoting respect for human rights by individuals and corporations;
- h. International advocacy of human rights;
- i. Eliminating infringements of human rights.

2. Such other purposes as are exclusively charitable in accordance with the laws of England and Wales as the trustees may from time to time determine.

Executive Summary

Youth Together for Human Rights Education

Our Mission:

To educate individuals in the true sense of the term. To provide for a holistic system of education that leads to academic results and enables the student to demonstrate character skills in daily living. To empower individuals so they are more responsible for themselves and are able to own the community around them. To make students knowledgeable about Human Rights, so that they can play an effective role in creating a society that is caring of others. To develop awareness, skills and attitudes in individuals, so they support a culture based on Human Rights, with equal rights for women, girls and those most vulnerable.

Our Vision:

To create a world which we can call our HOME.

A society in which the individual rights are protected. Where individuals take responsibility for the rights of others.

Where men, women and children grant respect to each other irrespective of age, gender, race, religion, ethnicity or class.

Where peace and tolerance prevails.

A fair and just society, where children grow up to reach their full potential.

Where harmony and creativity shine through the brotherhood of mankind, by the individual's own efforts, skills and contribution.

Our Values:

We want individuals to know they are responsible for the values that prevail in society. They can improve or worsen them by their actions and words. We want individuals to know that they are worthy of dignity and have the right to be treated fairly, without discrimination of age, gender, ethnicity or religion. We want individuals to take pride in participating in community work projects, being independent learners and in standing up for the Rights of themselves and others.

How We Work and Where We Work:

We work in Pakistan, where we are registered as a not-for-profit organisation. We are registered as a charity in the United Kingdom. In Pakistan we are working directly with beneficiaries who are of school going age or youth who have missed out on schooling. Street-kids education receives priority, especially for youth who have missed primary education and are therefore not given admission in any school. We also work with educational institutions and community groups, involving students, teachers, parents, religious scholars, young children and businesses. We raise awareness of Human Rights through our seminars, workshops, magazine articles, newsletters, books and videos.

Our objective is to provide knowledge, skills and attitudes to empower individuals, so they can play an effective role in reaching their own goals and in creating a culture that protects the rights of all. As it takes time to shift attitudes and change habits, our school programs are structured to work over many school terms. We work with government and private schools conducting workshops, debates, plays and activities that build character and encourage students to be responsible for themselves and others.

As children learn most from their parents and teachers, we conduct teacher training and parent awareness sessions. Our programs for parents emphasise the parent role in providing nutrition, exercise and rest to

children, as these are children's basic rights. This program is in demand from both teachers and parents. We have also been asked to deliver the same to secondary school children as well.

We have also delivered our programs into three Universities of Karachi. Requests have come in to deliver more workshops to students. We continue to work towards raising awareness of the role of the individual in the application of the 30 Human Rights in their own homes, educational institutions and workplaces. We encourage community work by students, teachers and parents to overcome the lack of rights that many face in Pakistan.

Milestones and Achievements:

We started working in the field of *Human Rights* with emphasis on gender rights in 2009. Our programs got accepted by schools in 2010 with a request from the Head Teachers to deliver workshops regularly to primary and secondary school children. We extended our programs to teachers and parents in 2011. By 2013 our programme became part of a school curriculum, with children enrolled and assessed on our *Character Development Programme*.

In 2012 we gained permission from the provincial government to conduct workshops in government schools of two towns within Karachi. Seeing the results of our programme, the government extended their permission to work in 2 more towns.

Our programs are also delivered at University / College level. We have also delivered Human Rights awareness sessions in villages within the province of Sindh. In our recent project, we worked with parents, teachers and students of secondary schools who were cognisant of the growing animosities between ethnicities, religions and sects in their local areas. The project has produced noticeable results with audiences who speak about improvement in their ability to face situations, spot extremists, and their ability to resolve conflict. Women and girls have benefited most from the project in realising the power they hold in bringing about values that support Human Rights and that counter extremism.

In 2015 we translated and distributed booklets on Human Rights in the local language of Sindhi and Urdu. We have produced educational booklets in 3 subjects to help children, parents and teachers in bring quality education to schools. We also produced a "*Do's and Don't Book for Parents/Teachers*" to help children, especially girls, reach their full potential. We regularly appear on TV shows, spreading the message of *Rights for All* with emphasis on gender rights. Across schools, we conduct peace-walks, pledge-signing and celebrate *International Days*, uniting people towards creating a world of peace and appreciation.

We have delivered in many areas of Karachi:

A brief summary of our projects over the past years follows.

No	Name of projects	Duration		Project Description	Donor/ Project Delivery Location
		Start Date	End Date		
1	I Have Potential! I Have Goals! Watch Me Reach Them!	Sep-2019	Oct-2020	Empowering 90 unschooled children in three local centres, imparting knowledge, skills and attitudes with computer taught and external trips to Lincoln Corner. Empowering 90 unschooled children in three local centres, imparting knowledge, skills and attitudes with computer taught and external trips to Lincoln Corner. Children who have missed primary education and on whom the doors of education have been shut, are given chance to start their journey towards the fast-track schooling program. Age of 13 to 18. Communities that we are working with to no longer settle for a life of illiteracy for their kids.	US Consulate Karachi + YTHRE/ Sachal, Village, Ayoub Village Karachi Rural and Urban underprivileged Areas
2	I Want My Right To Education	Oct-2017	Sep-2019	A pilot project (extended after a year in Sept 2018) working with 40 underserved and at-risk unschooled youth (age bracket 8 to 18) and their parents across 5 different communities. Pakistan has over 22.5 million children out of school. We are opening the closed doors of education for street/unschooled kids who have missed out on primary schooling and could not gain admission to any other school.	US Consulate Karachi + YTHRE Karachi Rural and Urban under-privileged Areas
3	Ambassadors and Advocates of Peace	Dec-2016	Oct-2017	Project empowered 150 students, improving on their critical thinking, organization, presentation, planning and leadership skills, to enable them to generate peer advocates of human rights that counter violent extremism. To further this goal, we provided advance level training to these 50 youth. They then formed groups of 5 and each group led another batch of 10 more students from another school to successfully train them on human rights values, conduct surveys, public awareness sessions and community work, in a high risk extremist prone area.	Karachi Youth Initiatives -DAI + YTHRE Lyari Chakiwara Ghareebabad
4	Karachi Peacemakers	Nov 2015	June-2016	We empowered 120 youth from 4 educational institutions to unite, create values supportive of human rights and decreased intolerance and extremism. Teachers, students (girls and boys) and parents were empowered with study skills, communication skills and critical thinking skills.	Karachi Youth Initiatives -DAI + YTHRE/ Lyari Chakiwara PECHS, Nazimabad (Sakhi Hasan)
5	Making A Difference	July 2016	Nov 2016	Our beneficiaries were school leavers, secondary and primary school students with teachers and parents of students. The training of teachers received emphasis on character building, teaching skills and practicing human right values in classrooms. We brought about personal responsibility of values associated with human rights of protecting ones own rights and those of others.	YTHRE own project/ Nazimabad, Lyari Chakiwara

6	I am the Peace of Karachi	July-2015	Nov-2015	Improving knowledge, skills and attitudes in children, with efforts directed towards their personal success, while respecting the rights of others, character skills development and building their communication skills.	Karachi Youth Initiatives -DAI + YTHRE Shar Goth, Nazimabad (Sakhi Hasan)
7	I am Empowered	Aug-2014	July-2015	This project emphasised character development and responsibility for fairness and tolerance across differences. We served youth from universities, schools and colleges. We trained teachers and parents and reached 25 schools over a one-year project, working with 2 colleges and 3 University Departments.	US Consulate Islamabad + YTHRE/ Karachi Rural and Urban Underprivileged Areas
8	Youth Empowerment - Creating a Better Tomorrow	Oct-2014	April 2015	Underserved children, parents and teachers served - brought about improvement in schools awareness of role and responsibility of individual in bringing human rights to society, improving health and social conduct and promoting the value of true education. Additionally University students through the community work program were empowered to understand democratic and human right values and conduct community work in rural areas of Karachi.	Switzerland Embassy Islamabad + YTHRE/ Ibrahim Hyderi
9	Character Counts - Human Rights Awareness	July 2013	Dec 2014	Project directed at bringing change in attitudes amongst the teachers, students and parents. a positive change in responsibilities and duties with the existing mind-set changed and raised awareness about protecting their own rights and mindful of the rights of others.	US Consulate Islamabad + YTHRE/ Karachi Rural and Urban Underprivileged Areas

Summary and Work Accomplishments in the Year 2020 -2021: This year we worked on four areas.

1. The project *I have Potential! I have Goals! Watch Me Reach Them!* was brought to a close. The goal of this project was to open the closed doors of education for unschooled/street kids, who have missed out on education, by getting community to be responsible for the teenagers.
2. *Greenhouse Empowerment Courses* were provided online, to raise awareness, improve knowledge and empower people across the different provinces of Pakistan.
3. *Greenhouse Academy Project* was further advanced to service children with quality education in underprivileged area of Karachi. The project involved the running of schools: Preprimary School, Primary School, Secondary School during most of the months of academic year. We also operated Homeschooling during the Covid-19 lockdown periods. In addition we provided Tuition Services
4. Project to construct our own GreenHouse Academy building was put into action.
5. CEO was the Guest Speaker on Revive FM (London) A VISION FOR PAKISTAN - She spoke on the way to realise the dream of a stable and prosperous Pakistan through quality education.

A brief summary of each follows:

- (1) *Project I have Potential! I have Goals! Watch Me Reach Them!* This project started at the end of September 2019. The goal of this project was to awaken the need for quality education in communities where

teenagers have been denied education and make them own and be responsible for the problem. The project is directed at getting illiterate teenagers to gain literacy and be able to do basic Maths and read and write in English and Urdu. Students will have improved in character, realise their potential, have goals for their future and demonstrate social responsibility. They will be able to demonstrate critical thinking skills, know the long-term effects of discrimination and extremism based on gender, religion and nationality. Students will be able to demonstrate a change in attitude, with acceptance of people

Baseline Data	Results after 6 months
Character Skill: Optimism 96% of students showed next to no optimism about their future.	Character Skill: Optimism Marked improvement with only 24% of students showing next to no optimism and 76% of the students are optimistic about the future.
Attitude on : Ethnicity: 100% of students considered their own ethnicity, nationality, sect and religion to grant them superiority over other people not belonging to their group. They regarded others as inferior. Gender: Girls and boys both considered girls to be inferior and not capable of being helped to improve so equality could even be sought.	Attitude on: Ethnicity: 27% of the students were of the view that everyone was deserving of respect irrespective of ethnicity. Gender: 33% of the boys and girls said that women and men have different roles and responsibilities and inferior and superior was not a way to look at this area. Physical exercise was seen as relevant to both, male and female by 100% of the students.
Responsibility on: Health Hygiene: 0% students viewed this responsibility as their own. 0 % students keep hygiene. None change wash or clean themselves daily. 100% said they change clothes once in a week. Students teeth are discoloured and dirty. Human Rights: 0% students had the concept of rights of another. They did not see beyond themselves and most had no self-esteem.	Responsibility on: Health Hygiene: 70% of the students clean their teeth and are determined to continue to do so, in order that their teeth become white. 83% of the students now wash their face daily. Human Rights: 71 % of students know Human Right No. 1, 2. and 4 child-rights

from other cultures, religions and nationalities. Gender rights will be recognised by them. They will have the ability to identify extremist groups and know the consequences of joining such groups.

We showed good progress on all outcomes of this project till March 2020. With school closures in late Feb and early March due to the pandemic, the attendance of students was impacted at our three community centres. We used the time well to train our teachers on the project. In keeping with the orders of the Sindh Government, we had to close our three community centres from mid March. This decision was made by consultation with community members, in the best interests of children and for the wellbeing of the teachers at our community centres. During closed down period we stayed in touch with the teachers at the community centre. The pandemic presented issues that none of us predicted. In spite of trying hard we found it difficult to continue with the rules of social distancing and unexpected issues. Given the challenges and difficult situations that arose, a request to close down the project was made by us at the end of September and by mutual consent the project was closed on the 9th of October 2020.

For the Project *I have Potential! I have Goals! Watch Me Reach Them!*, our quarterly report *Performance Indicators* show that at the three centre, we had been exceeding the targets on *Test Results in Maths, English and Urdu*.

We also went beyond the target set for attendance at the *Community Centre*, at our *YTHRE office* and at *Lincoln Corner*.

All other *performance indicators* were on track and these were moving to plan to meet the objectives stated in the approved proposal.

Ninety teenagers who were treated as illiterate and discarded were given a chance to become part of society through this project. The biggest loss has been that we were not able to complete our promise to the 90 students enrolled on this project. Some successes to share with you.

Here are a few of the results obtained over the six months period we were active.

Here are the successes of some of our students.

Baseer, Age 13, Area Sachal Village, says: Before this lesson I was cheating many times in class and I felt proud of myself for not being caught by the teacher, I was very happy and felt intelligent. Today's lesson taught me about the consequences of cheating. I realised I was fooling myself the most. I realised if I am cheating I am not learning and closing the door on further learning. I will not be able to learn new things. I realised I lower my self-respect in front of my class-fellows too and my teachers. Also in my family and in my community. I realised I have decreased my confidence level, feel uncomfortable, am pretending I know and I am not able to teach anyone else. I realised I felt inside all these things in my personality. Today I promised to myself I will not do cheating. I will be truthful, become a good learner in class, focus on study and on getting my aim in life. I realised sportsmanship qualities are connected with our character and develop my personality.

Muzamil, Age 13, Area Sachal Village, says: I was not doing exercise before. I thought it is a very bad activity for girls to do exercise. They should not participate in such activity as it is shameful. In my Sports Lessons, I learnt exercise is very helpful to spend a healthy and happy life. Exercise decreases stress and many diseases too. I learnt the benefits of exercise. I realised I have a responsibility to look after the body. I have to keep it fit to achieve my goals in life. After I realised this I changed my mind. I have started exercising and I follow my teachers direction. It was little hard for me initially to do the movements but it is becoming easier for me now. I am also doing exercise at home daily and encouraging my friends and siblings to do the same.

Farwa, Age 15, Area Shar Village, says: Before many times when we lost a game I was using abusive language and blaming opposite team players as a normal routine. I thought this is correct behaviour to defend my own team, I said aloud they were doing cheating and I was aggressive in talking to them and blamed them for our losing the game. Today I learnt something exciting. I came to know about *sore loser* and *sore winner*. These were new concepts for me. I realised Sports Class is very much close to testing my human character development. I realised I was wrong - my behaviour was bad previously. Now I want to correct my habits and I promise to myself I will never become *sore loser* or *sore winner*. Also when I will see anywhere *sore loser* and *sore winner* I will correct them gently and teach good conduct.

(2) We provided online *Greenhouse Empowerment Courses* to raise awareness, improve knowledge and empower people across the different provinces of Pakistan. Two Courses were run, each of 4 week duration, giving us total participation over 8 weeks of 156:

- "*The Soldier of The Universal Declaration of Human Rights.*"

- "*Empower Me To Reach My Full Potential*"

With restrictions as a result of pandemic, we decided to run empowerment sessions online. We partnered with a few organisations to make aware the need to know and apply human rights. This increased our profile across all the provinces of Pakistan and in the USA. Through 4 such sessions, reaching 70 participants we were able to schedule a 4 week course called the *The Soldier of The Universal Declaration of Human Rights*. We started our course delivery online via zoom. We received many applications from varied backgrounds and all provinces. After interviews and assessment, we enrolled 35 candidates on the course. Candidates were passionate about improving themselves and being effective in their personal and professional life. All shared the dream to make a Better Pakistan by being more responsible for it. Our first session was delivered on 4th Sep 2020 - it covered the following :

"Recognising Me Within Society".

It answered five questions:

1. Who am I, Who are others? How are we different?
2. What is needed for me to be successful in life?
3. Given a choice of things I need, which should hold higher value for me?
4. What distinguishes me from other living creatures? What should I aim for?
5. How can I be successful?

The following week we linked our last session to "Applying Human Rights to our Lives". Good successes followed through as a result of our training. Here is a sample of some comments made by our students:

"I learnt a lot from today's session. It was very fruitful in the way I could practically apply how to remove barriers of discrimination. I have now a pathway of how to change one's self."

"The 2 weeks sessions have been brilliant. The way the session is conducted. The way you explain things. I really like it."

"This course has changed my paradigm".

"I very much liked the discussion part which gave us an opportunity to share ideas and to develop the skills to make Pakistan a peaceful country."

"The way of explaining, and the information about discrimination that related to us at an individual level. It was awesome and mind-blowing."

"I would like to work as a strong member of this organization."

"I will apply what I have learnt in these two weeks to my life. I will not discriminate on others as well as not allow myself to be less or more. I will try to give the basic rights to all others".

"I learnt from today's session how to purify myself".

"I learnt so many new things in today's session, the list is too long to write..."

"The course is very interesting and I am satisfied with the training. It will help me a lot to raise my voice for others rights and for a healthy peaceful society."

"I developed many new views in today's training and especially the view that how to be me (a spiritual being) and how to meet others - as a spiritual being."

"I learnt to care of the elderly. I will take more care of my father now."

The following two weeks Zoom Sessions were directed towards supporting students towards practical application of human rights in life. Student began to see they have a sphere of influence and they have a passion they serve. Questions were asked s hey got to know themselves.

IN LIFE WHAT ARE YOU A SOLDIER OF? If you have no passion you have no life!

Why not choose the biggest passion? Why not live your life serving in the best possible way?

We successfully moved into unique sessions to bring the previous training forward for analysis.

Each of our students reviewed their own personal viewpoints:

What truly identifies me and my life?

What are the choices I should make in life? How do I know these are the right choices?

What is the value of my life - What am I truly worth?

Am I discriminating in my home, in my professional life, and in my personal life?

What is the real truth about what I think about others?

The course was successful with many students saying their personal and professional viewpoints had changed and they were more effective in supporting others rights in the homes and in offices.

The next online Zoom Course was a paid course. It was called "Empower Me To Reach My Full Potential". The prerequisite to this course was *The Soldier of The Universal Declaration of Human Rights*. In this course the student became more aware of themselves and how to use their potential to succeed. They learnt the

difference between fact and opinion; how Knowledge Skills Attitudes all impacted on imagination; how imagination impacted on future. Student then moved onto to learning about how to judge WHO IS RESPONSIBLE? In the complexity of life, it can often be thought that there is so little we control in our lives. Yet, without Control can we be Responsible? Why does one person grow up to be more responsible than another? What can we do as parents and as teachers to ensure that those under our control can be taught to be responsible? Student were interested and the workshop was participatory. The concluded the course. There were difficulties in connection in some areas with students but we provided off line service to ensure the student progressed.

- (3) We advanced our *Greenhouse Academy Project* servicing children with quality education in underprivileged area of Karachi. The project involved the running of schools: Preprimary School, Primary School, Secondary School during most of the months of academic year. We also operated Homeschooling during the Covid-19 lockdown periods. In addition we provided Tuition Services.

Our enrolment at the start of the year was 106 students with most students in the lower schools. We run the school based on subsidised fee. Internet facilities in this area are poor and most homes do not use this facility. Due to Covid-19 Pandemic this year the schedule of the school was severely impacted. Repeated government announcements of closures also made parents hold back children from school. For child safety, these decisions were reviewed by the provincial government every 10 days or so. The ongoing situation created uncertainty for parents on how to proceed. Some parents left Karachi and went to villages. Others were impacted by closures and income suffered. Parents wanted to save on any expenditures. Even buying school books and copies is considered non-essential items.

When schools were opened we operated based on Government Standard Operating Procedures ensuring safety rules of hygiene and mask were strictly followed at our school. With internet facilities not available to our students, we were quick to implement Homeschooling facilities. Students were provided weekly worksheets and home assignments for each Class. We provided this service throughout the year. Even when schools were open and parents were reluctant to send students, we supported them with homeschooling. Additionally we supported students by opening the office and having teachers available to answer any queries or help students with homework. In addition we ran tuition classes keeping students distance apart while helping them complete their homework and understand the lesson. We managed to get students promoted to the next Class in April 2020. For the Academic Year ending April 2021 we shortened the syllabus to include the topics/lessons that were prerequisite to progressing into the next year. We promoted the student based on their marking on home assignments and on school exam results. Our progress and outcomes of School Project depends on stability in schools remaining open in the coming year. We closed the financial year with 90 students enrolled in the school. Our tuition services ran for 5 months and we were tutoring over 30 students during these months,

This year with frequent and uncertain closures, the year has been challenging for us in many ways:

- completing the syllabus for the academic years within a shorter period with many gaps in student attendance.
- absenteeism of students. Students leaving city to be in the village during the lockdown period and unable to participate in the homeschooling or regular school or tuition services.
- unpaid subsidised fee. For months parents did not pay the fees due, although received services of homeschool or schooling regularly from us. The amounts had to be written off as bad debt.
- four dedicated staff worked without pay to provide services over 3 months, while remaining staff were on leave without pay. Staff then went on half pay for 3 months to enable the school to continue.

- The school is operational at the end of the year. It continues on overdrawn funds. Staff are receiving full pay. We are hoping that with new admissions by the end of the year the school will be able to cover its expenses.
- new admissions were curtailed with uncertainty. We continue to receive more than expected enquiries and confirmation of admissions when the school stabilises.

In spite of the constraints we have created some remarkable changes in students and in our parents.

Parent Success: Class 2 Mother of Usma: I as a parent send my kids to school. Part of my responsibility is to put them through tuition classes regularly. I used to think my job is then done. I did not look at my children's work. I expected the Tuition Teacher to monitor and resolve all study issues. Greenhouse Academy teachers interest in my children and multiple conversation with me, helped me to spot that the if teachers on tuitions are unqualified or are giving another method of teaching, this can cause confusion to my child and ruin my child's education. I realised that capable teacher and alignment in teaching makes the child competent. Parents checking on child progress and issues and supporting the school, plays a vital role in getting better results in children. I made a promise to myself that I will not repeat such a mistake.

Parent Success: Class 3 Nawab Ali Khaskhei: Corona Pandemic situation severely impacted on the education of my children. Even kids who had access to internet were not getting proper education through the online classes. I did not have internet and so kept my children at home I did not go out or take responsibility over the months for my children's education. Greenhouse Academy continued to request to collect homework and ensure homeschooling. I however paid little attention to that. I reassured myself that I was following government notification of school closure. Early this year I realised I have made a big mistake. My children had forgotten basics of writing reading and numeracy. My lack of participation in the Homeschooling Programme had resulted in a big loss to my children.

I am grateful that Greenhouse Academy on opening ran special classes to enable children to pick up basics. Even during school time basics were drilled. This I really appreciated.

I promised the School Management to maintain good coordination with them in future. Whatever the circumstances, I realise the responsibility must be taken to ensure the children's education is not harmed but fully supported. I cannot bring back the time lost but I can prevent loss of future time.

Homework Responsibility: *Bilal Class 5 Student:* I had an habit of not completing my homework. I gave teachers a lot of excuses, especially in Maths. My Maths Teacher never gave up on me. She made me understand that it's necessary to do practice in order to gain expertise in Mathematics. She along with other teachers made time in break for me to help me understand concepts. I realised that I was not doing enough practice on Maths so I am lagging behind the rest of the students in Class; my attitude was the cause. I promised myself to take interest in completing my homework. Now I have been regular on doing homework for many weeks and have started to enjoy my studies too.

Covid -19 Restrictions: *Uzma Class 5 student:* We have been confined to many social restrictions due to the pandemic. Coming back to school was not a normal thing. Teachers and School Management helped us to see that we have to continue with life and continue our education. We cannot meet our life purpose and our goals if we are left behind on our education. I realised we have to change our operating basis. With Covid-19 whole world is fighting a battle. We have some standard protocols to follow and ensure that life keeps on moving and we continue to get our education. I have realised that if we keep social distancing, wear a mask, our school life can to a great degree meet its purpose. Operating under the SOP's we can continue our education. I completed the last Academic Session. I am aiming to learn more in new session. InshaAllah things will be back to normal.

Teacher Success: Muskan- Class Teacher (Primary School): After lockdown in March 2020 I rejoined this in October 2020 and then again mid November schools closed and I rejoined in April 2021. During the lockdown period the Greenhouse Academy provided teachers with online training with our CEO from UK. When the school opened I got one on one training with CEO. This has been life changing for me. I find myself much more determined to serve and give quality education to my students. I feel my life is worth something and for the first time I have a life purpose. All my other desires and purposes have become secondary. Now I only want to serve Allah and this is the greatest change in me and now I am observing myself and thinking that this is the best success in my life.

I was not involved Greenhouse Academy serviced my Class students during the lockdown period. Following the SOP's during this time Greenhouse Academy continued to provide Homeschool and Tuition services. When students returned to my Classroom a lot of my work and patience was required with students. I have had to give extra time to students to ensure the basic foundation of the subject is stably known. Through team effort at this school the loss to my students was minimised and I got my students through to completing the minimum requirements of the Academic Year.

I feel that the personal training given to me as a teacher at Greenhouse Academy has enabled me to be more determined in my purpose of giving quality education to my students and overcome any and all obstacles. Each student is special for me. I do my best for serving Allah through the children in my Classroom.

- (4) We put into action the plan to have our own school building. We purchased 2 plots to construct our own school building in the locality where we operate through rented premises.

Bringing True Education to Life: If I had been taught Human Rights along with Religious Education... If I had been taught and drilled in the basics of communication and conflict resolution along with Social Studies... If I had been taught the basics of how to manage a budget and my personal finances along with Mathematics... If Religious Studies had been taught to enhance me and guide my life... If all my teachers had insisted that I look up any words of their subject that I didn't fully understand in a good dictionary while studying... If all that had happened when I was at school, my life would have been at minimum a full 100% better. More productive, more creative, and far more satisfying. If we had all been taught to learn the lessons of History instead of memorising a timeline, how much better and wiser would our entire global culture be today?

What do you want the world to look like for your children, and your grandchildren? How we educate our children right now, today, will alone determine that future.

Our project is about constructing a new school building - to be the first of our many schools that give *True Education*. We aim to bring true education to the student and for the parents and society. We will enrich students with personal responsibility for self development, with meaningful purpose towards life, with the values of local culture, while at the same time we open the doors to the role of citizenship and values that are practised in the outside world. We have purchased a plot of 660 square yards for construction of the GreenHouse Academy. This is located in Scheme 33 of Karachi, near Karachi University.

We have been hugely successful over recent years, providing education to children in the most deprived areas of Pakistan. We provide more than the tools to get a job done. We also teach respect and tolerance, vital in a country where radicalisation and intolerance are endemic. We also tackle the inequalities within Pakistani society where women are often viewed as second class citizens; at the back of the queue for education, subject to honour killings, forced marriage and acid attacks.

Historically we have used rented buildings to conduct in-house training and to run our school. For conducting our Educational Projects, we have used the space provided by other educational institutions. We

feel now is the time to make a real difference and build our own school. Our goal is to build a four storey school, able to accommodate more than five times as many students as we can currently support, in an environment especially designed to meet true educational purposes.

Our school would not look out of place in most towns in the UK, but for Pakistan it is a radical departure. For many in Pakistan the school is in dark overcrowded rooms and learning is by rote. Our classrooms will be bright and airy, our teaching will be inclusive, and youngsters will learn practical life skills alongside critical thinking. Pupils will also learn to celebrate difference in others, rather than to fear it, and will learn to respect everyone regardless of gender, race or religion. The school itself is designed to be sustainable, utilising local building skills, as well as natural ventilation and light. It will provide modern and effective learning spaces for more than 500 children in the first phase, and will also provide unparalleled teacher training opportunities, allowing us to have an impact well beyond our own school gates.

Volunteers Outreach: Our volunteer program is a public relations program making youth and the educational institutions aware of the need to involve students in social responsibility by supporting unschooled kids right to education. We guide volunteers to conduct seminars across Pakistan to bring about a culture that grants dignity to all. We have people in both Pakistan and the UK who regularly give their time to the activities of the charity.

Our services are free of cost to all educational institutions. We also distributed booklets on *Human Rights* in the local languages of Sindhi and Urdu. Booklets on *Maths Dictionary*, *English Grammar Dictionary*, *Science Dictionary* were distributed to assist teachers improve the quality of their teaching. The booklet of *Do's and Don'ts for Parents* was provided to parents to assist them in understanding child rights and in helping their children reach their full potential.

The results of our projects are promising with the audiences of parents, teachers and students. We need to expand our programmes. The current environment poses a threat to youth in terms of the rise in extremist and terrorist groups coupled with limited critical thinking skills amongst parents and teachers. We therefore are keen to work to empower youth values and develop skills that help in assessing situations/ data and seeing the consequences that may result due to personal conduct. Additionally we are keen to bring about values that support social responsibility.

Public Benefit:

In planning our activities, the Trustees of YTHRE have had due regard to the guidance from the Charity Commission on the issue of Public Benefit. We consider that our activities of advocating for, and educating people upon, human rights bring wide ranging benefits to the public. We are operating within a culture where there is a dire need for women and child rights to be accepted; where discrimination based on gender, age, class, religion and ethnicity are daily occurrences, affecting people in homes and workplaces. Through our activities, benefits are received by the young and old, by women and children and by villagers and city-folk. Benefits are in the form of learning to be more responsible in matters relating to education and health, willingly working to help communities, freedom of expression, freedom from torture, mutual respect, cohesion amongst different ethnic groups and willingness to grant respect to followers of other religions and nationalities.

Future Plans:

We will be focusing on educating illiterate and semi-literate children in underprivileged areas, especially those who have missed primary education. Values and habits are slow to change. Lasting change is brought about by having the same audience year after year. Having a school is an ideal way to serve not only the students but also the community. We are looking at strengthening communities around us, so they take responsibility for themselves and those around them and so that they work collectively to bring about a better future. The coming year will see a continued emphasis on raising awareness of Human Rights and changing the mind-set of people towards appreciation of the diversity and inclusion of other groups with most emphasis on the *Right to Education*, especially for girls. Our team will be working on:-

1. Our **Empowerment Towards Prosperity Project** will be empowering hearts and minds of youth, parents and teachers. We build on their social awareness, leadership and critical thinking skills. Our programs instil values that support Human Rights and counter extremism. Our learning programs widely impact individuals, households and communities, with youth implementing community projects to better conditions.
2. Our **Semi-Literate and Illiterate Kids Project** will aim to take responsibility for girls and boys ignored by society or getting poor schooling. We will continue to run our school and in it fast-tracking these children through schooling, bringing new life and enjoyment to learning. Our span of responsibility is long-term, working towards enabling these children to apply for college education. This is our main project.
3. Our **Teacher Training and Quality Education for Students Project** aims to provide the quickest way to close the gap between desired and current values. We want to invest in teacher training and improve on the quality of education. Our programs will work towards developing creativity and rational analysis. We will run a school and train students and teachers to direct them away from mindless robotism and rote learning and towards a love of learning.
4. Our **School Building Project** will place a quality school in reach of the underprivileged in society. We will be hiring and training more staff and expanding the school to service more children.

Generating Funds is one of our major priorities. Only through proper funding can we create the needed impact and reach the goals we are working on. During the next 12 months we would like to expand our programme to take on the education of 250 semi-literate and illiterate kids and have our school building construction near completion.

Reserves Policy:

We try to work on a project by project basis and only undertake work for which we have funding in hand. Our reserves policy is to cover these costs for a 6 month time period. The Covid -19 period has left us with no reserves and we are keen to have support to continue our work.

End of Trustees Report.

Independent Examiner's Report

**Report to the members of Youth Together for Human Rights Education
On the accounts for the period ended 30 June 2021**

Independent examiner's report on the accounts**Respective responsibilities of trustees and examiner**

The Charity's trustees are responsible for the preparation of the accounts. The Charity's trustees consider that an audit is not required for this year under section 144 of the Charities Act 2011 (the Charities Act) and that an independent examination is needed.

It is my responsibility to:

- examine the accounts under section 145 of the Charities Act,
- to follow the procedures laid down in the general Directions given by the Charity Commission (under section 145(5)(b) of the Charities Act), and
- to state whether particular matters have come to my attention.

Basis of independent examiner's statement

My examination was carried out in accordance with general Directions given by the Charity Commission. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts, and seeking explanations from the trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently no opinion is given as to whether the accounts present a 'true and fair' view and the report is limited to those matters set out in the statement below.

Independent examiner's statement

In connection with my examination, no matter has come to my attention which gives me reasonable cause to believe that in, any material respect, the requirements:

- to keep accounting records in accordance with section 130 of the Charities Act; and
- to prepare accounts which accord with the accounting records and comply with the accounting requirements of the Charities Act

have not been met.



Andrew Betts FCA
5th January 2022

BettsFinance
Chartered Accountants
73 Mackie Avenue
Brighton
BN1 8RD

Youth Together for Human Rights Education

Statement of financial activities
for the year ended 30 June 2021

	Note	General fund	Total for the year	Last Year
		£	£	£
Incoming Resources				
Donations		112,772	112,772	18,387
Resources expended				
Charities activities				
Pakistan programme		110,000	110,000	16,321
UK Direct and indirect costs		1,867	1,867	2,030
		111,867	111,867	18,351
Net incoming resources		905	905	36
Other recognised gains and losses		0	0	0
Movement between funds		0	0	0
Total funds brought forward		248	248	212
Total funds carried forward		1,153	1,153	248

Youth Together for Human Rights Education

Balance Sheet as at 30 June 2021

	This year		Last year	
	£	£	£	£
Current Assets				
Cash at bank		1,273		14,368
Current liabilities: amounts falling due within one year				
Creditors	0		14,000	
Accruals	120		120	
		120		14,120
		1,153		248
Funds of the charity				
General fund		1,153		248
Restricted funds		0		0
		1,153		248

Extended Statement of Financial Activities

Pakistan Expenses		£
<u>Direct Costs (Projects)</u>		9309
Project expenses	<u>Total Direct Costs</u>	9309
<u>Support costs</u>		
Premises		4490
Office Supplies		1874
Bank interest & charges		593
Utilities		203
Sundries		0
	<u>Total Support Costs</u>	7159
School Construction Costs		4628
<u>Governance Costs</u>		
Auditors' Remuneration Legal and professional fees		1615
	<u>Total Governance Costs</u>	1615
	<u>Total Amount Expenses</u>	22711
UK Expenses		£
<u>Direct Costs (Projects)</u>		
Project expenses		14419
	<u>Total Direct Costs</u>	14419
Support costs		1747
	<u>Total Support Costs</u>	1747
<u>Governance Costs</u>		
Auditors' remuneration		120
Legal and professional fees		0
	<u>Total Governance Costs</u>	120
	<u>Total Amount Expenses</u>	16286
UK Contributed towards Land Purchase Cost		95581
	Total Contribution sent to Pakistan	110000
	Indirect and Direct Costs	1867
	Grand Total	111867

Notes to Financial Activities

1. Accounting policies

1.1 Fund accounting

General funds are unrestricted funds which are available for use at the discretion of the Trustees in furtherance of the general objectives of the charity and which have not been designated for other purposes.

Designated funds comprise unrestricted funds that have been set aside by the Trustees for particular purposes. The aim and use of each designated fund is set out in the notes to the financial statements.

Restricted funds are funds which are to be used in accordance with specific restrictions imposed by donors which have been raised by the charity for particular purposes. The aim and use of each restricted fund is set out in the Trustees report by name of Project.

1.2 Incoming resources

All incoming resources are included in the Statement of financial activities when the charity is legally entitled to the income and the amount can be quantified with reasonable accuracy.

1.3 Resources expended

All expenditure is accounted for on a cash basis and has been included under expense categories that aggregate all costs for allocation to activities. Where costs cannot be directly attributed to particular activities they have been allocated on a basis consistent with the use of the resources.

Support costs are those costs incurred directly in support of expenditure on the objects of the charity and include project management as directed by the Trustees. Governance costs are those incurred in connection with administration of the charity and compliance with constitutional and statutory requirements.

2. Income Sources

The Project income shown in the Independent Auditors Report relates specifically to three areas. Unrestricted funds and Restricted Funds. The Restricted Funds comprise of Books and Material.

3. Direct Costs

Direct Costs relate to costs incurred of material, labour and resources while working with public. Activities carried out are as shown in the Trustees report. Costs were incurred both in the UK and Pakistan.

4. Support Costs

Support costs for the Pakistan Projects has been detailed. In addition to monetary expenditure, a number of Volunteers in Pakistan bear some of the costs themselves and this is considered a donation in kind and not shown in the Financial Statement. The Support cost for UK work is partly borne by the Trustees and as such is not shown in the Financial Statements.

5. Governance Costs

-The Governance Cost as incurred in Pakistan relates to two areas: 1. Registering the organisation legally with the Tax office in accordance with the requirements of a non-governmental organisation working as a not-for-profit organisation in the country. This cost is incurred every two years 2. Carrying out of the Accountancy work by Independent Financial Accountants, as required to do so annually.

-The Governance cost as incurred in UK relates to costs incurred for Independent Examiners Report of the YTHRE UK accounts and Accounting fee paid for maintaining the set of Pakistan Accounts.

<<< End of Financial Report >>>

End of Report for Year Ending June 2020.
