

2022-2026

GLOBAL STRATEGY



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OUR ACHIEVEMENTS SO FAR

- **200** New schools built.
- **424** Schools currently in operation.
- **189,527** Students have been provided access to quality education including **13,785** orphans and **10,810** internally displaced people and refugees.
- **5,967** Teachers employed in our schools and provided with training.



WHO WE ARE

READ Foundation was established in 2006 with its first projects implemented in Pakistan. These include the building of schools and providing quality education in areas of extreme poverty. READ Foundation was also the first organisation to set up temporary learning centres after the Pakistan earthquake in 2005, which provided safe learning spaces for children after their homes and schools were destroyed. Since then, we have expanded our Programmes and geographical outreach to other countries including Yemen, Lebanon, Turkey and Bangladesh.

Education is a basic human right that opens doors for people to lead healthy lives and contribute to their communities.

We strongly believe in the power of education as it transforms lives, giving vulnerable communities a way out of poverty and builds resilience in crises.

Our Programmes ensure the educational empowerment of marginalised communities. We are building and opening schools that provide an education to the world's most vulnerable, setting up mobile classrooms in refugee camps and conflict zones and offering one-to-one sponsorships for orphaned children. We plan to help as many vulnerable communities as we can through our interventions.

VISION, MISSION AND VALUES

VISION

Communities empowered through education.

We believe an educated community is empowered, creating opportunities for their people, ensuring a sustainable and societal transformation.

MISSION

Provide access to quality education for every child and adult.

We focus on providing quality education to enable the development through generations in order to produce change-makers. We aim to reach the most vulnerable to provide opportunity for all.

OUR VALUES

Sustainability: We empower people thus embedding sustainability in our work. We strive to ensure localisation in programme delivery and embrace new technologies and innovation in our approach.

Focus: We will maintain our focus on education in order to ensure our specialism and expertise.

Impact: We will strive to ensure the best possible impact of our programmes and continually evaluate our work for evidence-based learning.

Integrity: We will ensure that we are principled in all we do and how we do it.



WHERE 
WE WORK



THE WORLD CHILDREN FIND THEMSELVES IN

Growing Poverty and Rising Inequality

According to UNESCO , over 258 million children and youth are out of school around the world. Additionally, nearly 10% of the world's children don't have the opportunity to go to school. There are multiple reasons for non-attendance, but they all stem from poverty. Families living in poverty often have to choose between sending their child to school or providing other basic needs. Even if

families do not have to pay tuition fees, school comes with the added costs of uniforms, books, supplies, exam fees. Low household income is a strong predictor of low educational performance and children living in poverty have on average lower educational achievements. Hence, lack of access to education is the main reason of passing poverty from one generation to the next.

Poverty is also the most important factor that determines whether or not a girl or young woman can access education (World Bank). If families cannot afford the costs of schooling for all their children then they are likely to send boys rather than girls to school, and around 15 million girls will never get the opportunity to attend school.

Climate shocks, rising costs and an unsustainable food system is further driving millions of people to the brink of starvation. From 2019 to 2022 the number of acutely food insecure people jumped from 135 million to 345 million, with almost 160 million estimated to be below 19 years of age. This has led to a rise in inequalities in combination with the ongoing education crisis.

Conflict, Disaster and Displacement

The world is in crises, leading to a learning calamity. Armed conflict, climate change, and a global pandemic have caused extremely high levels of forced displacement and further worsened existing inequalities. Unfortunately, along with whole communities, children and adolescents bear the brunt with learning losses never seen before. Their right to continued quality education has been either denied or destroyed.

The unprecedented increase in conflict in recent years has left more people suffering due to displacement and protracted humanitarian needs. Conflict represents a central challenge to educational progress, including safety of teachers, students and infrastructure. Syria, Yemen, Palestine, Afghanistan, Mali, and Nigeria are examples where schools and education facilities are bombed or burned down.

The climate crisis is also one of the leading causes of displacement and threatens access to education. More than half a billion children around the world live in areas vulnerable to flooding or drought. Furthermore, climate has a disproportionate impact on girls with reduced school attendance, increased drop out and risk of child marriage.

The COVID 19 pandemic also caused extreme disruption, affecting over 1.6 billion children and young adults.

Younger and more marginalised children, including girls, have been seen to have missed out the most. Furthermore, only one in ten crises-impacted children are achieving minimum standards in basic education.

What we will do

We believe education works. It works as the foundation upon which a better future can be built, and it works as the tool needed to realise opportunities. It works as the security to ensure sustainable development and self-reliance.

Quality education provides financial stability to a household, improves the wellbeing of vulnerable families, and equalises communities. Nearly 60 million people could escape poverty if all adults had just two more years of schooling, and 420 million people could be lifted out of poverty if all adults completed secondary education.

We want to see a world where all children have the materials they need to make sure education works for them.



Education is the passport to the future, for tomorrow belongs to those who prepare for it today."

– Malcolm X

A – ENSURING ACCESS

We are working to ensure complete and equal access to education for both girls and boys around the world.

Why it matters

The lack of access to education is considered a primary root of poverty. People with an education tend to live healthier and longer lives, as well as grow economically and socially.

Ensuring equal access to education for girls in particular reduces incidents of maternal death, child marriage and gender-based violence.

Communities with higher educational achievements see a reduction in crime, more

care for the environment, and more connection across social, physical and cultural borders.

How we will achieve it

We will proactively ensure equity in numbers between boys and girls in our schools.

We will provide girls a safe and comfortable learning space and carry out girl-specific programmes in areas where girls in schools are under-represented.

We will aim to incorporate the concept of 'Leave No One Behind' by providing access to marginalised children and adults through inclusive programmes.

The positive outcomes we will drive

The results are generational. Every girl that gets an education is more likely to ensure education is prioritised for her children.

Inclusive and holistic education will provide vulnerable children access to quality education and opportunities to make a difference.





B – BUILDING BETTER

We are working to build and upgrade schools to give more facilities and opportunities to children around the world.

Why it matters

The role of the physical environment is extremely important in school settings and is sometimes referred to as the third teacher, after parents and teachers. It can help or hinder learning and teaching.

How we will achieve it

We will construct purpose-built schools in areas most in need. We will enhance existing school buildings to improve the surroundings the children are in.

The positive outcomes we will drive

The right surroundings can lead to better attendance and concentration, as well as motivation and self-esteem. These in turn can improve educational attainment.

C- DEVELOPING COMPETENCY

We are working to grow the capacity and competency of the school communities to improve educational attainment and outcomes for children.

We will strive to continually improve ourselves in order to continually improve what we deliver.

The positive outcomes we will drive

Quality education delivered through competent people and processes. This will enable children to develop all the skills needed to achieve their potential as human beings and full members of their communities. It is only then that they will 'be the change' they wish to see in their society.

Why it matters

"It takes a village to raise a child." Proverb.

Safety, support, companionship, and responsibility lie with more than one person and in more than one place. Parents, teachers, support staff, neighbours, consultants, classrooms, home-life, streets, playgrounds, curricula and much more all make up the eco-system that must be healthy in order for children to learn well.

A holistic approach to ensuring the best possible people and places will lead to the best possible results for the children.

How we will achieve it

We will involve parents in the education of their children and ensure they too have the tools to help their children's education.

We will ensure ongoing teacher training and development.

We will ensure quality provision in all the school provides, directly and indirectly. From textbooks through to play spaces.



A photograph of two children running through a field of tall green grass. The child on the right is a boy wearing a light brown traditional tunic and trousers, smiling broadly. The child on the left is a girl wearing a red headscarf and a striped tunic, also smiling. They are holding hands and running towards the camera. The background is a lush green field with some trees in the distance.

OUR STRATEGIC PRIORITIES

Over the period between 2022–2026, READ Foundation, UK will focus on three strategic priorities with the aim to deliver outcomes of providing access to quality education.



STRATEGIC PRIORITY ONE

Transforming education to be accessible, inclusive and holistic for vulnerable children and adults.

Our first strategic priority will focus fundamentally on transforming education and enabling children and adults to learn better. This would be done through leveraging emerging insights into how people learn and enhance our capacity to work together for a sustainable future. We will aim to ensure the right to learning by providing

all learners - of all ages in all contexts - the knowledge and skills they need to realise their full potential.

Objectives

- To empower children and adults to learn and build resilience to extreme poverty.
- To ensure continued educational support to crisis-affected children and adults.
- To enhance Domestic Education interventions.
- To ensure that vulnerable children and adults are protected and safeguarded.

Why it matters

As more communities suffer from poverty, conflict and disasters, children and young adults are inflicted with an ongoing learning crisis, which has resulted in devastating reversals in the well-being of an entire generation.

We will aim to champion holistic, quality education for the most vulnerable children and adults and provide access to opportunities for the marginalised and impacted populations to improve their lives.

How we will achieve it

We will strive to meet the highest standards of programme delivery to address the learning crises.

We will adopt an evidence-based learning approach along with demonstrating the impact of our work, whilst implementing our strategic priorities.

We will expand our global outreach with respect to implementation with the same vision of providing access to quality education to the most marginalised and impacted populations.

The positive outcomes we will drive

We will make children and adults more resilient to crises and poverty, by providing them opportunities to learn.

We will deliver programmes of a high standard and generate new knowledge to contribute further to the understanding and effectiveness of our programmes.

We will become a globally recognised agent of change, delivering high-quality education to the most vulnerable in the world whilst adopting an agile, adaptive and inclusive approach as a global entity.





STRATEGIC PRIORITY TWO

Securing sustainable income, strengthening partnerships and increasing financial resilience of the organisation.

The current environment has created new challenges for organisations seeking to secure financial sustainability. We will aim to be optimally prepared to face these challenges, and endeavour to maximise various and continuous

funding initiatives through long-term relationships with institutional donors, foundations and the government, as well as through private donations from the public and strategic partners. This would enable us to implement more and better quality programmes in the regions of our work.

Objectives

- To increase and diversify income sources and partnerships.
- To build resilience and sustainability into the organisation's financial strategy.

Why it matters

To continue implementing our programmes, we will need to expand and diversify income streams.

The donor base is dynamic and everchanging with funding strategies realigned with respect to geographical and thematic priorities.

How we will achieve it

It is important we are never complacent in our mission and review and refresh our funding strategies and business models regularly.

We will ensure we think and plan for the future, both in terms of growth and sustainability.

We will further expand geographically and establish fundraising offices.

We will align the thinking of all stakeholders and establish effective partnerships to drive the organisation forward.

We will innovate and ensure, as patterns and preferences for philanthropic giving evolve along with digital technology, we will improve our approaches to raising revenue, focusing on growth with efficiency, to drive greater impact.

The positive outcomes we will drive

Through the generosity of supporters, donors, and partners, we will be able to provide even more access to education, build and upgrade our facilities to improve learning environments and grow the capacity of our local stakeholders.

We will successfully expand to other fundraising markets e.g. USA, Canada, etc.





STRATEGIC PRIORITY THREE

Developing an effective, accountable and renowned organisation.

We will strive to be an adaptable yet efficient and diverse organisation to support its growth and future expansion as one of the key actors in education. Our governance will be enhanced to meet existing and new challenges of the sector, ensuring that they are in line with the Charity Governance Code.

Objectives

- To enhance the brand and increase recognition of READ Foundation in the sector.
- To build a reputation as education specialists.
- To build a robust organisational structure and ensure best practices and continued improvement.
- To enhance the organisational governance performance for improved control.

Why it matters

We would like ourselves to be known as an education focused organisation trusted to deliver high quality programmes, with the aim to become specialists in the sector.

How we will achieve it

We will further increase our resilience by deepening trust and transparency in the organisation through:

1. Building the future leaders of this organisation, who will continue to take the mission of the organisation forward with competence, authenticity and integrity.
2. We will strengthen our procedural, physical and digital infrastructure to ensure we remain relevant, up-to-date, and fit for purpose in an ever-changing world.

We will build consistency of brand, robust operational processes, and an inclusive governance model as we grow in our fundraising markets (USA, Canada), to ensure a common vision for the global organisation.

The positive outcomes we will drive

We will adopt a 'life-long-learning' approach to continue to build our personal and organisational capacity to deliver better!

A collective 'can do' mentality combined with a passion for continual learning and improvement, which will ensure we grow better and stronger together.

Empowered and capable leaders, with a strong organisational infrastructure, which will lead to greater trust and transparency in our organisation. We will build a global family, standing together and dedicated to the shared vision of achieving.



CROSS-CUTTING PRIORITIES



GENDER

Gender mainstreaming is one of the most critical considerations for READ Foundation. We will ensure that in our projects, people of all genders are treated equally. We will be gender-responsive and promote equal outcomes.



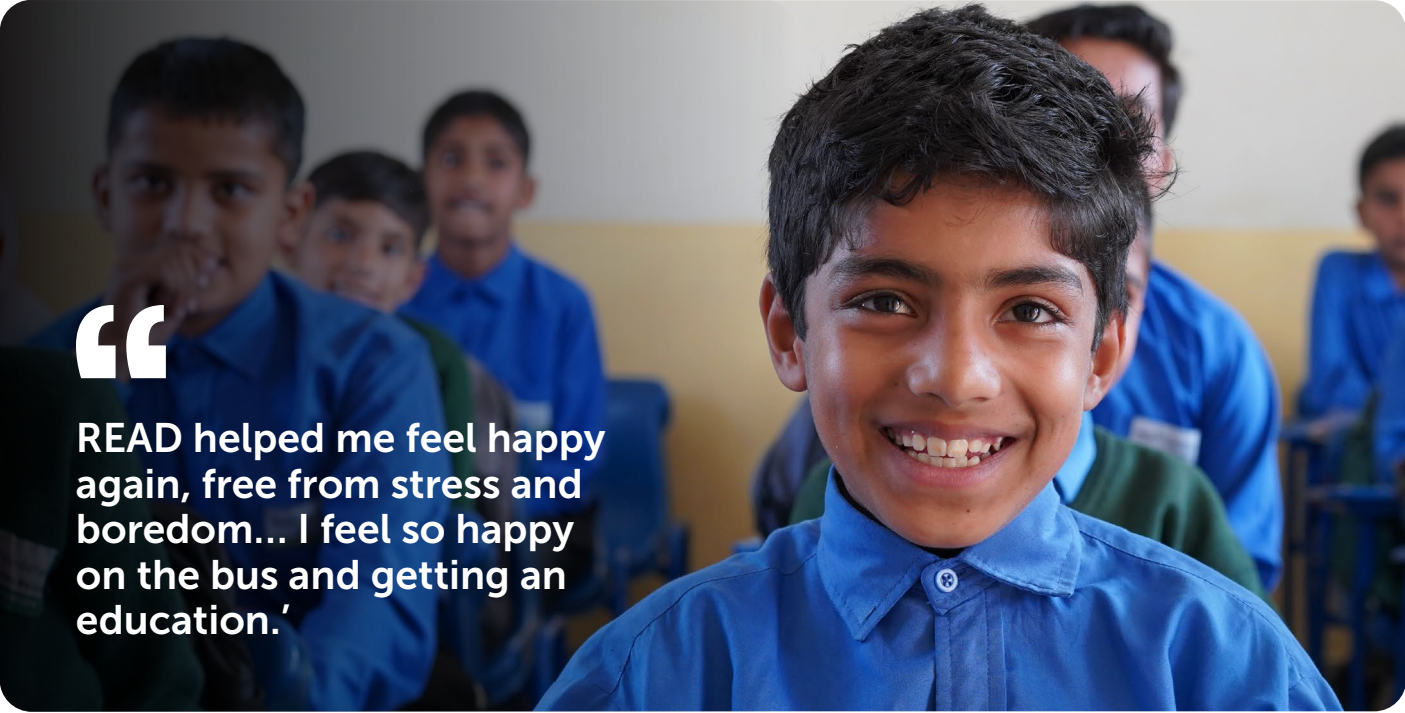
ENVIRONMENT

READ Foundation is committed to ensuring that education is protected from climate-related impacts and protect children and adults in the most effective way possible via its ongoing and new programmes. We understand the continuing pressures on the environment, and the adverse effect on climate, natural resources, and populations, which tend to also negatively affect children and their access to education.



SAFEGUARDING & PROTECTION

The mainstreaming of safeguarding and protection is crucial to ensure no one is exposed to harm and are supported without discrimination. This includes both protection and safeguarding of children and ensuring alignment of safeguarding policies and procedures at READ Foundation.



“

READ helped me feel happy again, free from stress and boredom... I feel so happy on the bus and getting an education.’

WHY READ FOUNDATION

Omar came to Lebanon from Syria in 2013 with his family. He lives in a tent in the Al-Rahman camp in West Baqaa, Lebanon, with his grandparents, parents and three siblings. Omar’s mum described him as a very hyperactive boy who could never sit down and was always roaming around the camp. Since joining Read Foundation’s School in a Bus, he says he has felt a sense of connection and belonging that has really changed him as a person.

Huda has recently graduated from our READ Foundation school in Pakistan and is now studying to be a doctor. Huda is one of

hundreds of READ Foundation students, who beat the odds stacked against her when given the opportunity to achieve her dreams of becoming a doctor. Huda now mentors the current students at her school, motivating them to work hard and reach their full potential. “These students see a future in me.”

READ Foundation invests in education through building schools, implementing projects with holistic outcomes and orphan sponsorships.

As we commit to live up to our promise of providing quality education to vulnerable communities, we will also ensure that our values are lived by us and embedded throughout our operations. Over the next five years, we will continue to evolve and strengthen our organisation and become truly global as we look to serve around the world.



GET IN TOUCH

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