

Charity Number: NIC100556

NIPSA GLOBAL SOLIDARITY AND

DEVELOPING WORLD FUND

FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 DECEMBER 2021

NIPSA GLOBAL SOLIDARITY AND DEVELOPING WORLD FUND

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NIPSA GLOBAL SOLIDARITY AND DEVELOPING WORLD FUND

LEGAL AND ADMINISTRATIVE INFORMATION

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Committee Members:	Roisin Madine Mark McCloskey Eamon Doherty Gerry Malone Ian Boersma Roger Clifford Sabine Antal Siobhan Bell Jane Scott Lucia Collins Ruaidhri O'Sandair Denise Crilly John McKeegan Brendan O'Reilly	Retired June 2021 Retired June 2021 Retired June 2021 Retired June 2021 Elected June 2021 Elected June 2021 Elected June 2021 Elected June 2021 Re-elected June 2021 Re-elected June 2021 Re-elected June 2021 Re-elected June 2021 Re-elected June 2021 Re-elected June 2021
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Charity Number:	NIC 100556	
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***NIPSA GLOBAL SOLIDARITY AND DEVELOPING WORLD FUND
MANAGEMENT COMMITTEE'S REPORT
FOR THE YEAR ENDED 31 DECEMBER 2021***

1. Objective and Activities

- 1.1** The Charity is established to prevent or relieve poverty, sickness, disease or human suffering and to promote human rights throughout the world.
- 1.2** The main projects during the year in furtherance of the Charity's objectives were:
- (i) A project with the Centre for Global Education - Project Nour: Educating Palestinian and Syrian Refugees in Beirut, Lebanon.
 - (ii) A project with Tools for Solidarity to provide income generation and support for artisans in Njombe, Southern Highlands of Tanzania.

2. Achievements and Performance

- 2.1 Centre for Global Education - Project Nour: Educating Palestinian and Syrian Refugees in Beirut, Lebanon.**
- 2.1.1 Project Partners:** Centre for Global Education (Belfast) and the Women's Program Association (Lebanon).
- 2.1.2 Grant received:** £11,000.00 in February 2021 (Year 2 of 2)
- 2.1.3 Project Delivery Dates:** 01 June – 30 September 2021.
- 2.1.4 Project Aims**
- To provide educational support services to 100 children aged 6-13 years unable to attend school and suffering from the acute effects of trauma caused by exposure to severe poverty in the refugee camp of Burj Barajneh.
 - To provide psychosocial care to help address mental health problems among the child participants caused by the severe social and economic problems in the camp.
 - To provide a hot meal to every child daily for the duration of the project.
 - To provide the children with eight field trips outside the camp to leisure facilities, parks and nature reserves to escape the often stressful living environment in Burj Barajneh.
 - To provide a safe and structured play environment inside the camp which supports formal sector learning, cultural events, arts and crafts, and fun.

2.1.5 Project Objectives:

To provide 100 Palestinian and Syrian refugee children, aged 6 to 13, with:

- Formal education in a community setting, which will enhance their understanding of key areas of the schools' curriculum including literacy and numeracy;
- Psychosocial support and stress management to help alleviate mental health problems caused by poverty and trauma;
- Family workshops to enable parents to extend psychosocial support into the household;
- Life skills that build their self-confidence and enable them to deal with the pressures and demands of life in the camp;
- Eight x one-day field trips over the duration of the programme to leisure facilities and parks to play and have fun.

2.1.6 Project Location: The project was delivered in Burj Barajneh Refugee, Beirut, Lebanon.

2.1.7 Project Delivery

The project was delivered over a period of four months (June to September 2021) to 100 Palestinian and Syrian children aged 6-13 years. They were divided into four groups of 25 and attended the Women's Program Association from Monday - Friday, 9.30am to 12.30pm. Each group was facilitated by a trained member of the WPA team with the necessary skills and experience to deliver education activities and psychosocial support. The children received training in key areas of the curriculum: Mathematics, English, Arabic, literacy, numeracy and arts and crafts. Each child received a hot meal every day and was taken on two field trips per month outside the camp to leisure parks and nature reserves where they could play and have fun.

2.1.8 Project Outcomes

Formal Education

The children received classes every day from 9.30am - 12.30pm that covered key areas of the schools' curriculum including Arabic, English, Mathematics and Life Skills. The classes enabled the students to learn key formal sector skills in a community setting when they are unable to attend school. The training was facilitated by staff of the Women's Program Association.

Arts and Crafts

All of the children had the opportunity to participate in classes focused on arts and crafts, including drawing, wall murals and paper crafts. The activities were delivered using active learning methodologies that involved regular interaction between the facilitator and the children.

Day Trips

Project Nour provided two day trips per month to the 100 children to leisure facilities, nature reserves and to the river for swimming. It provided them with an opportunity to escape the pressured environment of Burj Barajneh which lacks safe play facilities and is a densely populated, concrete environment that limits the children's capacity to enjoy their childhood.

Receiving a hot meal

One of the Women's Program Association's many achievements in Burj Barajneh has been the creation of Soufra, a catering business that produces food in the camp and sells it at subsidised prices. A vertical garden on the roof of the WPA building grows a range of vegetables that sustains Soufra's catering activities. The children participating in the programme received a hot meal every day made possible through Soufra and NIPSA's support.

Cultural Activities

The children had the opportunity to participate in cultural activities including traditional dance which is a central element of Palestinian and Syrian life. Dabka is traditional Palestinian song and dance that young people learn from an early age. The children also composed and acted out role plays focused on important social issues such as street children and homelessness.

2.1.9 Evaluation

In September 2021, CGE Director, Stephen McCloskey, visited Burj Barajneh to meet the project staff including: Mariam al-Shaar, Director of the Women's Program Association; Tahani Charif, Project Manager, Sabrine al-Shaar, Project Co-ordinator, and the facilitators and young people. The main purpose of the visit was to evaluate the project activities and its outcomes, and plan for a future iteration of the project.

2.2 Next Steps

The Centre for Global Education has secured a new two-year grant of £23,000 (£11,500 per annum) from NIPSA's Developing World Fund to extend this programme in Lebanon from 1 February 2022 to 31 July 2023.

2.3 Tools for Solidarity – Income Generation and Support for Artisans in Njombe, Southern Highlands of Tanzania

2.3.1 Tools for Solidarity is a not-for-profit charity organisation in Belfast. TFS is based on volunteering work and welcomes local and international volunteers. TFS goal is to support artisans in the poorest parts of the world (mostly in Africa) by providing high quality hand tools, electrical tools and sewing machines. Currently TFS has two sewing and tools centres in Tanzania including one running since 2007.

2.3.2 Our partner in Tanzania is the Small Industries Development Organisation (SIDO), a governmental organisation. Together with SIDO, Tools for Solidarity established a centre based in Njombe region Southern Highlands of Tanzania. TFS submitted a funding application to NIPSA in January 2020 to support the development of this new centre, and received the funds in two stages, in February 2020 and January 2021.

2.3.3 The main objective of the project is to support and develop programmes to assist the artisan sector in both rural and urban areas of the Southern Highland Zone. The primary focus will be to support artisans within both Njombe regions by supplying tools, sewing machines, machinery, training and backup service support. The project will target those people within the community who face extra barriers to income generation. These are rural and urban poor, with a focus on women, youth, vocational training centres (VTC) and people with disabilities (PWD).

2.3.4 In September 2020 TFS sent a container, funded by NIPSA, with 329 sewing machines, around 4500 hand tools, 23 starter kits (carpentry, auto-mechanic and building), 50 electrical tools and 9 pieces of heavy-duty machinery that arrives in Tanzania two months later. The project officially started in November 2020 – when SIDO hired the workshop coordinator, Janeth Mwangala – but the centre opened its doors in February 2021. After opening, SIDO hired another mechanic, Michael Kakwale.

2.3.5 In January 2021, two members of TFS staff travelled to Tanzania for three months to assist with setting up the NASTC centre. Without the generous help of NIPSA this would not have been possible. TFS used the funds received mainly to set up the workshop – this includes buying materials to build shelves and work tables, add extra security to the door and the windows, get electricity in the workshop, build a small grinder room, etc.

2.3.6 There were three main purposes of the visit:

- 1. To build and set up the workshop*
- 2. Meetings with district officials to promote the project in Njombe region and neighbouring regions.*
- 3. Training of staff*
 - in tools refurbishment and maintenance
 - sewing machine repair
 - the administration part of the project

2.3.7 TFS staff managed to deliver on time the training in tools refurbishment and administration but unfortunately ran out of time regarding the sewing machine repair training. TFS requested one of the mechanics to come from the MSTC centre (Mwanza Sewing Training Centre) that TFS and SIDO Mwanza had set up in 2007. Emmanuel Pama, Junior mechanic at MSTC, came in Njombe from May 2021 to September 2021 to help with the sewing machines repair training and with the first training session delivered to artisans at the NASTC centre. It was very pleasing to see this successful transfer of knowledge from one TFS project to another.

- 2.3.8 In 2021 NASTC allocated 98 sewing machines to artisans including 1 sewing machine to a person with disabilities (free of charge). The staff sold 600 hand tools and about 35 electrical tools and pieces of heavy-duty machinery.
- 2.3.9 The NASTC centre also organised 3 training sessions and trained 80 artisans during 2021 in dress design, business skills and sewing machine maintenance. Each tailor receives food free of charge during the training course, and an allowance for transport and accommodation for artisans coming from far away.
- 2.4 The Management Committee has complied with its duty to have due regard to the Commission's public benefit guidance when exercising any powers or duties to which the guidance is relevant.

3. *Financial Review*

- 3.1 The management committee is satisfied with the financial result for the year and with the level of reserves at the year end.

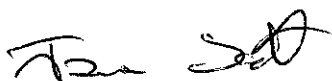
4. *Structure, Governance and Management*

- 4.1 The Charity is governed by its constitution.
- 4.2 Members of the management committee are appointed as required and in accordance with the constitution. Up to six members are elected at the annual NIPSA delegate conference and up to four members are appointed from members of the Council of Northern Ireland Public Service Alliance.

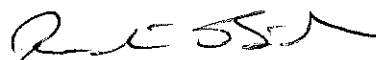
5. *Responsibilities of the Management Committee*

- 5.1 Members of the management committee are responsible for maintaining proper accounting records which disclose with reasonable accuracy at any time the financial position of the charity and to enable them to ensure that the financial statements comply with applicable legislation. They are also responsible for safeguarding the assets of the charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

Approved by the management committee on 1 September 2022 and signed on their behalf by:



Jane Scott
Chairperson



Ruaidhri O'Sandair
Vice-Chairperson