



# SUSTAINABILITY REPORT

2020-2021





# CONTENTS

## **PREFACE** ..... pages 2 - 18

- Director's Statement
- Our 2020 Impact
- Introduction
- Our Aims
- Sustainability Goals
- Methodology
- Our Goals

## **PROFIT** ..... pages 19- 24

- Partnerships
- Ethical Fundraising
- Reporting
- Profit: what next?

## **PLANET** ..... pages 25- 36

- Our Approach
- Resources
- Eco Education
- Carbon Emissions
- Planet: what next?

## **PEOPLE** ..... pages 37- 54

- Our Approach
- Accommodation
- Volunteering
- Human Rights
- Inclusivity
- Training
- Education
- People: what next?

## **CONCLUSIONS** ..... pages 55- 57

# DIRECTORS' STATEMENT

When asked to describe ourselves, one of the words most frequently used is 'grassroots'. 'We're a grassroots organisation', 'working on a grassroots level', 'finding grassroots solutions' and so on.

We often don't stop to ask ourselves what exactly we mean by this. But let's take it literally for a moment. Grass is a green, luscious and fast-growing plant. How so? It sends its roots deeply into the soil, and not just one or two roots, but hundreds of small offshoots that firmly anchor the plant and draw up nutritious minerals and vitamins.

At Action for Education, we strive to create and contribute to societies that are powerful, positive and sustainable. To do this, we too must establish roots, and what these roots look like will determine our ability to affect wide scale change.

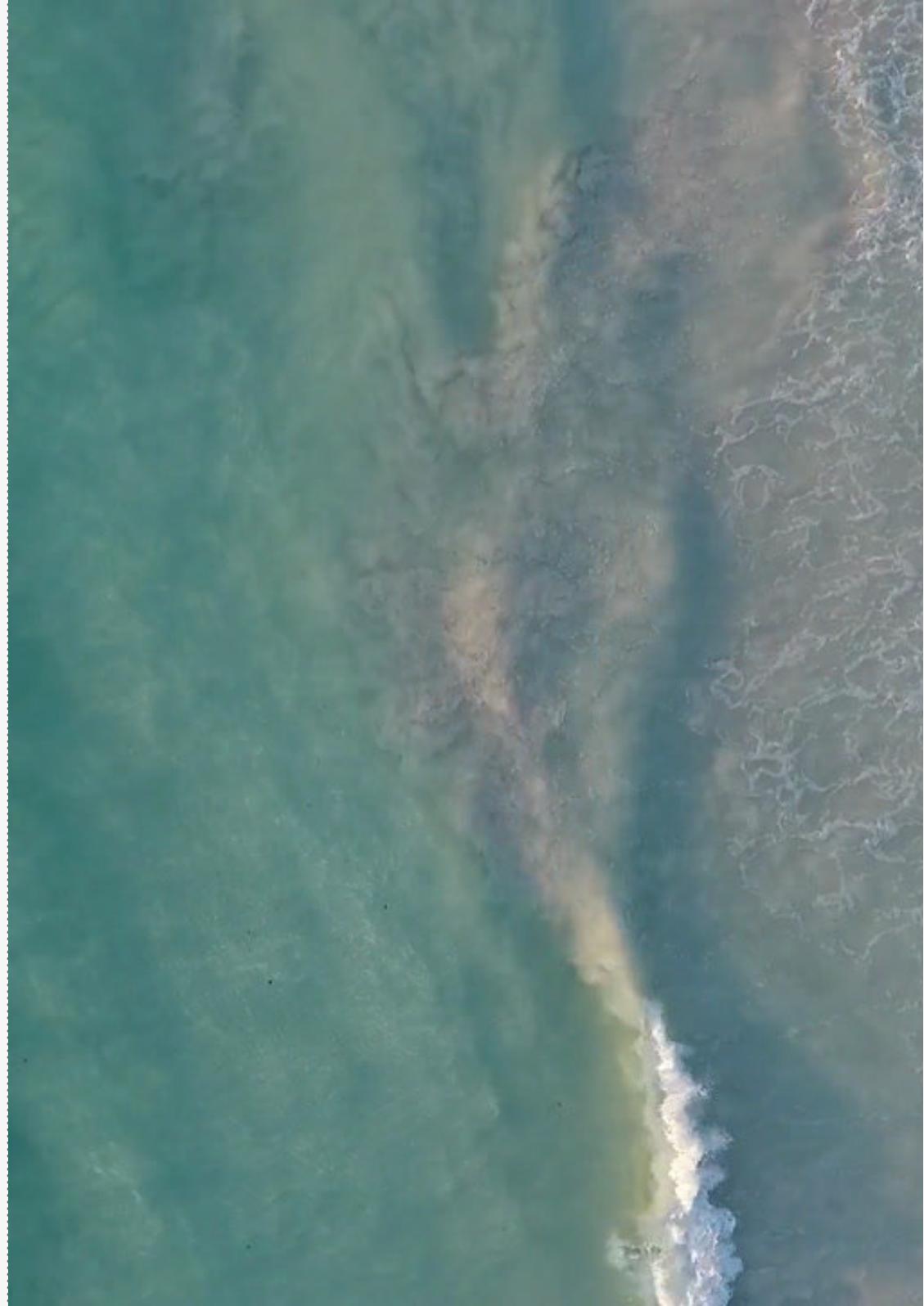
In this, our first Sustainability Report, we have undergone a long internal reflection, the results of which are presented in the following pages.

While there is a misconception that sustainability chiefly refers to the environment, our alignment with UN Sustainability Goals requires a much broader evaluation that also encompasses our financial processes, organisational resilience and responsibility as an employer and volunteer recruiter.

But this is also much more than just a report. This is also a promise for how we will work in the future. Organisations of all sizes have a responsibility to themselves and to the world around them to consider their impact. It is easy to point the finger at large corporations and international organisations, but they too started small.

From hereon, we are committed to growing sustainably. Like the roots that sustain our world's most prevalent plant, we are determined to be part of a grassroots community that acts in harmony and balance with the world around us. In this report, discover how we aim to do just that.

**SOLANGE WÜRSTEN & JACOB WARN**  
Directors



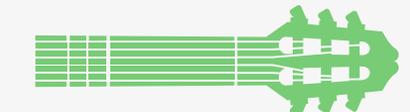
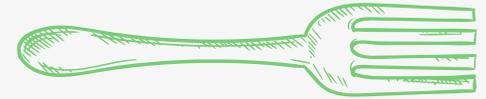


## OUR 2020 IMPACT

57 Volunteers



13000 Hot meals



245 Music lessons

2500 Classes



339 Hygiene packs

3000 Showers



# ABOUT THE REPORT

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Welcome to Action for Education's *first ever* Sustainability Report for the year 2020. It is inspired by the GRIG4 Guidelines, GRI NGO sector supplement and the United Nations Global Compact Principles taking into consideration that we are a grassroots NGO operating at a very local level in Chios and Samos. The objective of this report is to inform all interested parties about the way we respond to their needs and expectations, as well as to disclose our contribution to significant objectives of the United Nations Sustainable Development Goals (SDGs). It is worth noting that this sustainability report has been completed internally and does not include independent external assurance.

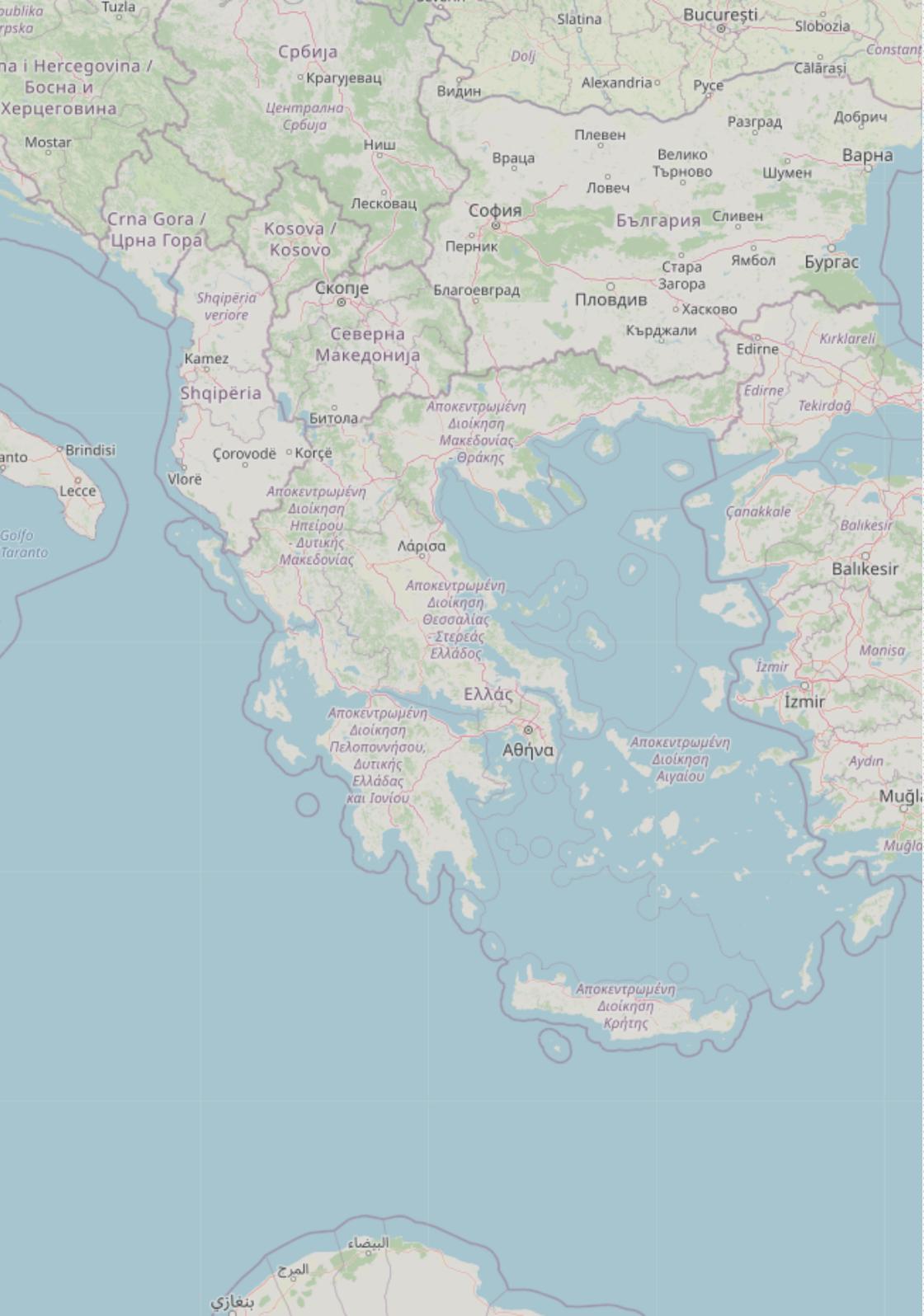
# AUTHOR'S NOTE

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This report was researched, prepared and written by Hannah Robinson.

"The GRI training and certification was completed and then the report was conducted over a period of 3 months, in collaboration with all AFE centres on the Aegean islands. I hope our report can kickstart a positive reflection of sustainability within the grassroots NGO sector and I look forward to seeing the subsequent 'next steps' of this report unfold in the coming years."





# INTRODUCTION

Action for Education (AFE) is a young non-profit working with refugee communities on the Aegean Islands in Greece. We envision a world where everyone can create powerful and positive change for themselves and for others. To get there, we are taking bold action to protect the rights and wellbeing of refugees.

AFE was established in 2018 by a group of long-term volunteers working on the Greek island of Chios. Having taken over the management of the education projects started by Be Aware and Share in 2016, AFE remains committed to supporting marginalised communities in Greece.

Whilst thousands of asylum seekers continue to live in makeshift camps on the islands, and those on the mainland continue to face huge barriers to continued learning and integration, we will not stop working to meet basic needs and run our critical safe spaces that foster empowerment and build communities.

At AFE, we uphold a flexible and open-minded approach to the diverse needs of the population, hence the variety of vocational activities we provide, constant partnerships we form and workshops we run. In order to be a sustainable non-profit organisation, we need to be able to maintain our aims over the long-term, acting not only to support beneficiaries whilst they are in our spaces, but aim to create sustainable and long-lasting impacts for everyone involved.

# OUR AIMS

Our primary aim for this report is to internally reflect on the sustainability of our practises, projects and initiatives to ensure that we have positive long-term environmental, societal and economic impact. We have aimed at comprehensive stakeholder engagement to understand the most significant expectations, interests and priorities, and to reflect these in this report. In doing so, we also aim to present AFE's contribution to the important goals of the 2030 UN Agenda for Sustainable Development and build a new sustainability pillar that will run through our organisation.

## 1 REFLECTIVE PRACTICES

COVID-19 has made 2020 a particularly challenging year for our operations on the Aegean islands. On top of this we were faced with a magnitude 7 earthquake and subsequent tsunami in Samos, multiple fires within refugee camps and harsh winter conditions. This led us to only open for 23 weeks of the year, providing us ample time to **monitor, assess and reflect** on our organisation's wider impact.

## 3 SUSTAINABLE PRACTICE

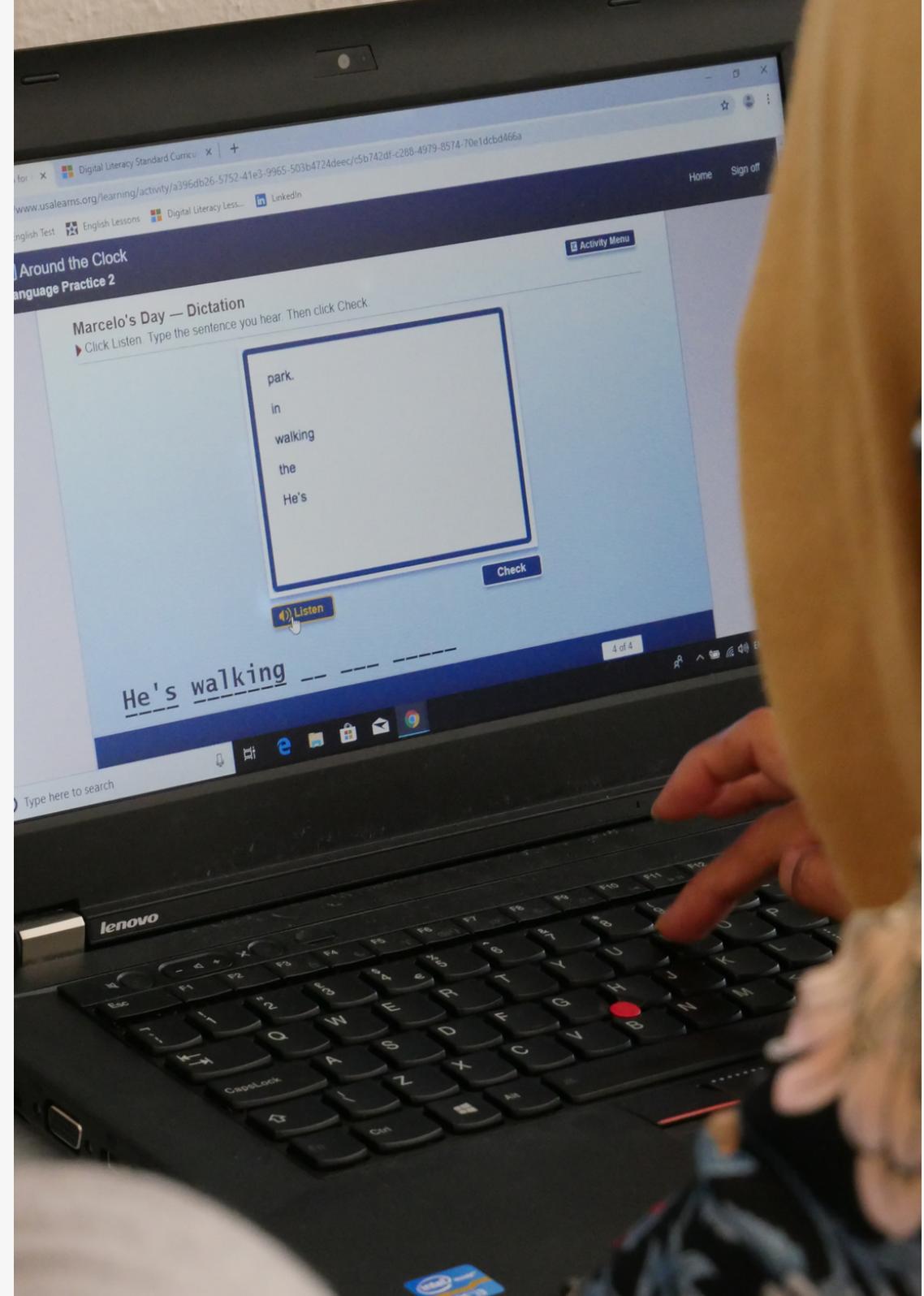
We aim to use this report as the beginning of our journey to integrate and embed sustainability into the core practices of AFE - recognising that migration is inextricably interconnected with broader social and environmental issues.

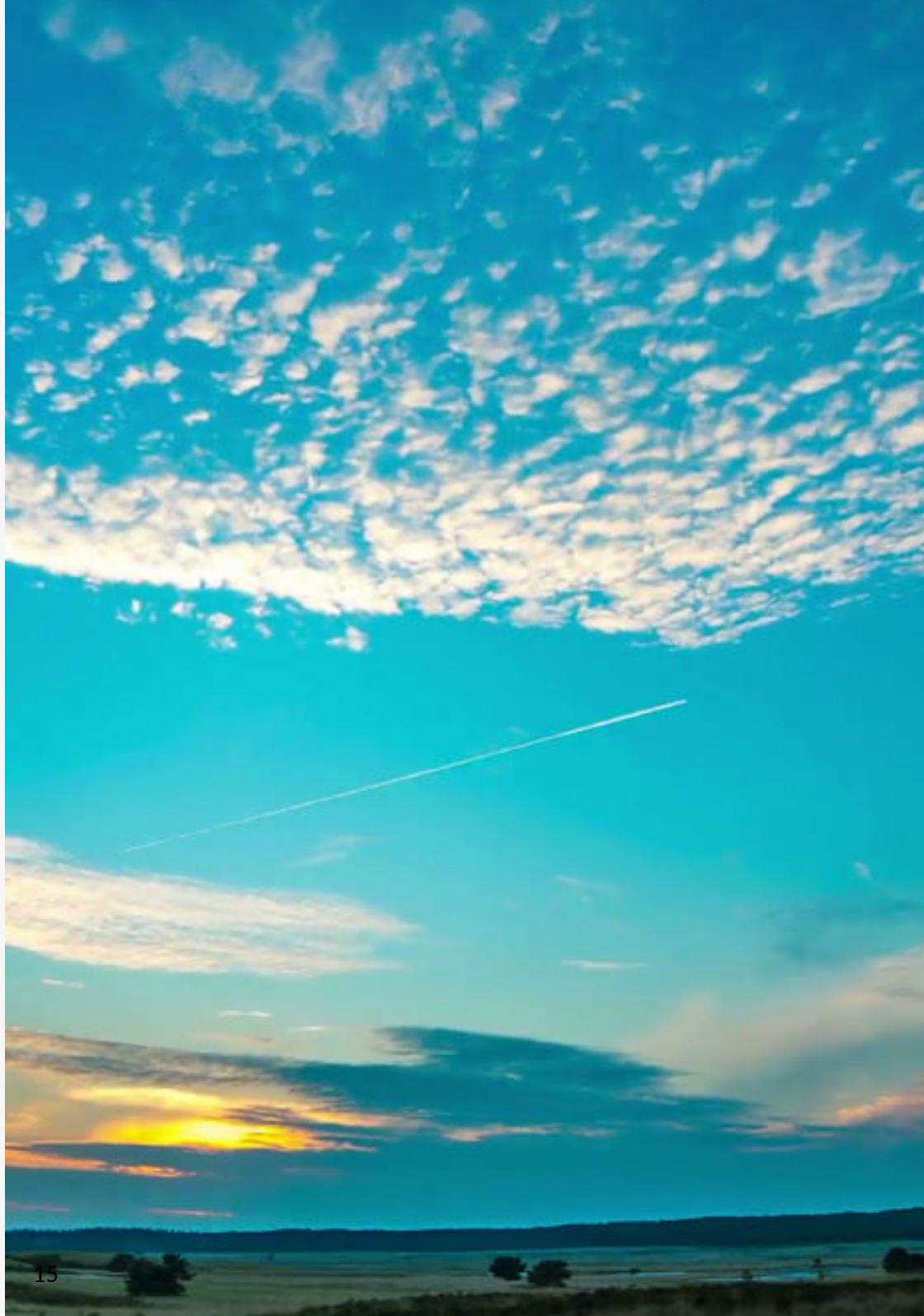
## 2 OPENNESS AND HONESTY

We strive to lead the way in setting exemplary practices and in recognising our interconnectedness with the wider world. With increasing pressure on NGOs to become more transparent and take better accountability for their internal and external sustainability, this report will enable us to be at the forefront of the shift in attitudes to becoming more conscious about the wider impacts of our actions.

## 4 CREATE A NEW WAVE

Once completed, there is the prospect of supporting similar grassroots NGOs with assistance in adhering to these guidelines. This could create a wave of accountability and transparency that is currently lacking within the nonprofit sector.





## METHODOLOGY

We internally determined 38 sustainability topics most applicable to our operations. We identified all of AFE's stakeholders (entities or individuals that can reasonably be expected to be significantly affected by the reporting organisation's activities, products, or services) and developed several methods of engagement to understand their sustainability expectations, interests and priorities. A combination of GRI standards, UN Sustainable Development Targets and internal indicators were presented to stakeholders.

The use of an online questionnaire, alongside Instagram polls, surveys and internal AFE meetings, allowed us to determine which topics and disclosures to incorporate into the report.

On the following page are listed the sustainability goals deemed to be the most significant. In addition to these goals, we have included other key sustainability matters that we as an organisation passionately feel must be discussed within a non-profit organisation, namely local community relations, volunteer ethics and human rights.

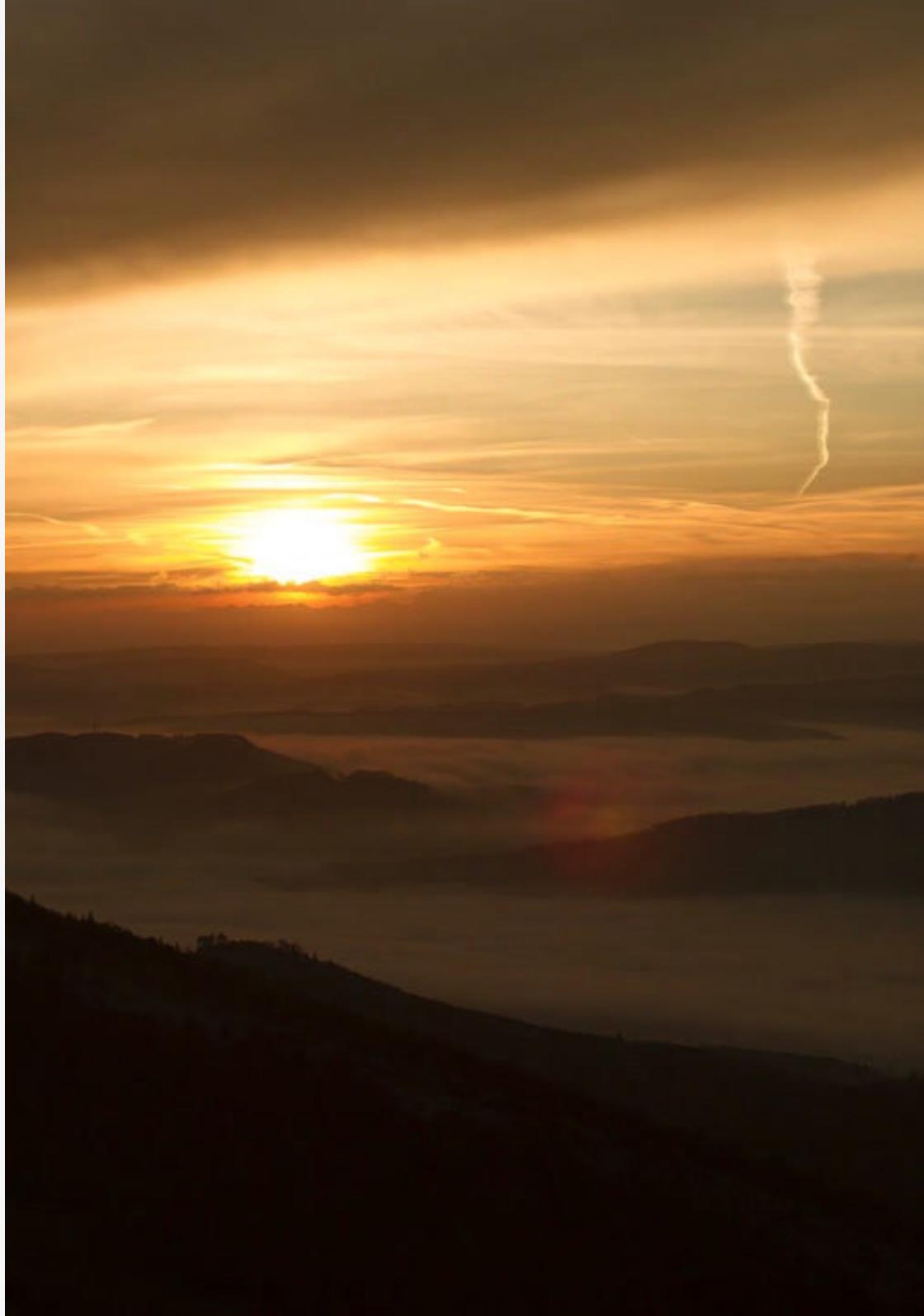
# SUSTAINABILITY GOALS

We are primarily an informal and holistic education organisation, therefore long term sustainability is one of our core goals. Despite the uncertain and often volatile environment in the North Aegean, with emergency relief a constant feature of our work, we seek to provide a consistent and stable space in which our students can learn and grow, often for extended periods of time. Indeed, the extended waiting times for asylum decisions in Greece (often exceeding one year, and occasionally more than two), along with the long term benefits of integrating security, empowerment and education into our operations, means that the SDGs can and should form a fundamental part of our organisational vision.

We aim to uphold a sustainability pillar throughout all we do at Action for Education, taking into account the impact on people, planet and 'profit' at every decision level. Though profit is not one of our aims, we aim to use lessons learnt about sustaining profits to integrate financial security throughout our projects.

The 17 Sustainable Development Goals (SDGs) were established in 2015 as an urgent call for action by all countries - developed and developing - in a global partnership. They recognise that ending poverty must go hand-in-hand with strategies that improve health and education, reduce inequality, and continue to provide economic growth – all while tackling climate change and working to preserve our natural world. We have identified the six Sustainable Development Goals (SDG's) that we directly/most engage with. We not only commit to sustaining these targets but also to expand our efforts to assist the global effort, based on our findings in this report.





# OUR GOALS

## 1 PROFIT

1. Long term partnerships to ensure financial stability
2. Transparent proof of ethical fundraising
3. Clear financial reporting and expenditure transparency

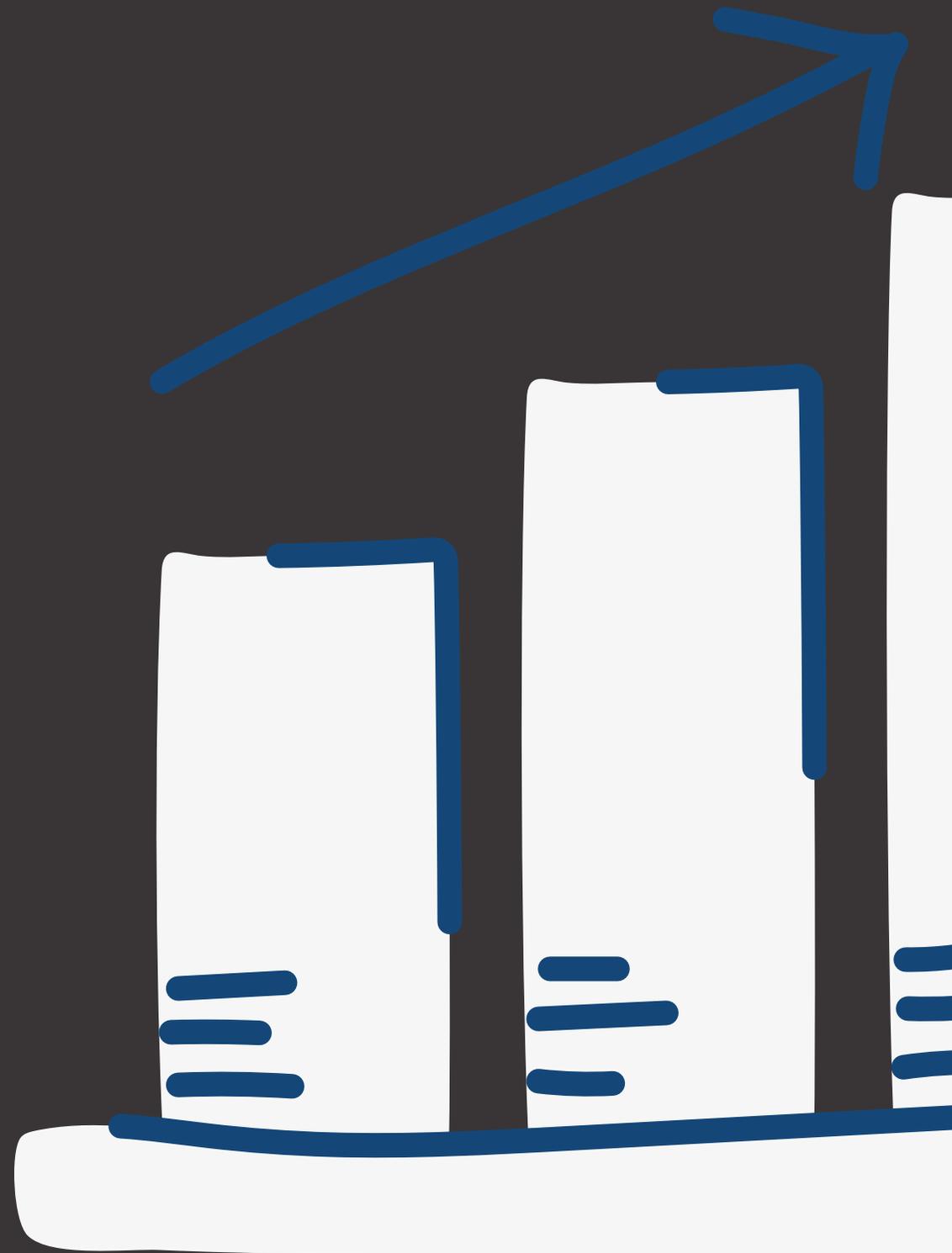
## 2 PLANET

1. Efficient use of resources - recycling, reducing, reusing
2. Environmental education as core component of education activities
3. Carbon emissions mitigation in relation to energy

## 3 PEOPLE

1. The social, economic and political inclusion of all
2. Orderly, safe, regular and responsible migration of people
3. Education policies that are safe, inclusive and effective

**PROFIT\***



We're a non-profit! But donations and income are crucial for sustainable and impactful work!

# PARTNERSHIPS

## Developing long term partnerships to ensure financial stability

We believe that the cultivation of trust and deep, open partnership are the foundations of a successful and sustainable organisation. We celebrate the collaborations we have formed with many inspiring partners. These partners come in many shapes and sizes, from large foundations and local community groups, down to the individuals who enable our work with their donations.

All of our major funding partners are openly shared on our website, facilitating full financial disclosure and complete transparency. Detailed breakdowns of their financial contributions are made publicly available in our quarterly reports.

We look to build financial stability by encouraging the majority of our partners to provide monthly contributions to the organisation, with only a few donating in an ad-hoc approach. In addition to our consistent funding partnerships, we have 37 recurring donors that contribute €5-90 monthly, which further contributes to our vision of sustainable financial stability. We are actively looking to grow our monthly recurring donors over the coming year, to cover 25% of our income (currently at 15%). Over the next 3 years, we aim to hit a target of 50%, to have increasingly independent funding that provides a reliable and steady income. We actively choose ethical funding partners that share the same values as us at Action for Education.

# ETHICAL FUNDRAISING

## High standards of safeguarding and protection in public relations

We uphold the highest standards of safeguarding and protection. This is exemplified by our policy of not sharing participants' faces or names in social media campaigns, nor identifiable or incriminating material. Although this is not a universal practice in the industry, we strongly believe we can create engaging content without the need for faces. Furthermore, we require official consent before using any photos, clarifying possible uses of the photo and where it may appear. Usually our students are happy to appear, but we always check beforehand.

We make a conscious effort to use language that isn't divisive in our reports, outreach and social media. For example, we avoid terms like 'us' and 'them', and rather try and create inclusive notions that promote a sense of equity and community.

We avoid language that may reinforce patriarchal power injustice within our content, otherwise we are only contributing to reaffirm the views and attitudes that have created these migration issues. It is essential that our fundraising campaigns are authentic and that the material we use in order to do so is in line with the ethical nature of our organisation.

# REPORTING

## Clear financial reporting and expenditure transparency

Our financial report provides full details on Action for Education's finances, across both the Greek and UK organisations. This report is designed to offer an accurate insight into the combined revenue and expenditures of our NGO and allows for complete financial transparency. It includes a Balance Statement, our Statement of Financial Activities, a breakdown of incoming funds by contact and theme, expenditure by category and project. The report also outlines our non-profit's immediate and long-term goals, and elaborates on whether we intend to continue with, modify, terminate and/or replace all of our current initiatives.

Alongside our annual reporting, we produce monthly financial snapshots, available on request, as well as public quarterly finance summaries published in our Quarterly Reports. Further clarification on AFE's finances are welcomed at any time by contacting us directly.

# PROFIT: WHAT NEXT?

- Increase our recurring donation revenue to 25% by the end of 2021
- Increase our recurring donation revenue to 50% by end of 2023
- Increase number of partners committing to long-term support (e.g. 3-6 months)



**PLANET**





## OUR APPROACH

It is fundamental to recognise that even though environmental management is a crucial aspect of sustainable development, the situation in the Aegean Islands is often one of desperation and uncertainty. Refugees are faced with inadequate living conditions, insufficient nutrition and unstable prospects.

Taking into account our privilege, we first place the environmental burden upon ourselves - Action for Education - so that participants can learn from and replicate environmentally friendly practices, without imposing yet another external pressure or our students. The environmental initiatives that we implement are centred around the activities of the volunteers, whilst providing education to the participants on how to be environmentally conscious.

We have high expectation of all our volunteers to act sustainably inside and outside of the centre, and trust that they uphold these attitudes throughout their time with us.

# RESOURCES

## Efficient use of resources: reducing, recycling, reusing

### Reduce

We're paper-free... almost! Personal notebooks are supplied to the students and teachers are encouraged to use the class whiteboard as their primary tool in lessons. This reduces printing paper worksheets and minimises waste.

We are not paper free however, exemplified through our Samos worksheet distribution in national lockdown of late 2020. In this case we had to weigh up the pros and cons of printing and quality education for the students and took precedence over our environmental impact of paper worksheets during this period.

Recently, both our Samos and Chios teams have increased their digital teaching resources; uploading digital versions of English textbooks, designing teacher-friendly curriculums and trainings to simplify the process and create efficient, paper-free lesson plans/resources.

We provide students with reusable Tupperware lunch boxes for their hot meals to eliminate single use plastic and aluminium packaging, as well as creating a sense of ownership.

### Recycle

Recycling bins are present throughout all education centres which we encourage all participants and volunteers to use. We have also have three recycling bins in Banana House (organic matter, plastic and paper) that were designed, built and painted by our students.

We are committed to ensure up-cycled recycling bins like these are seen across all of our centres this coming year. Although recycling infrastructure on the islands are limited, having separated bins promotes sustainable behaviour for the students, particularly as this may be common practise in other countries they may live in.

### Reuse

We encourage creativity and craftsmanship from our students, alongside teaching sustainable practices and behaviours. Efforts are always made to reuse materials on the island before purchasing additional goods and we make a conscious effort to upcycle where we can. Not only does this mean we can allocate finances to more impactful causes, we are step by step reducing our negative impact on the environment.

We often use wood to build as it can easily be repurposed and recycled, as well as the fact it is the most abundant material on the islands. All these were made by students using surplus wood from other NGO warehouses on the Aegean islands.

Our goal is always to ensure what we are doing has long term positive impacts, whether that's socially, environmentally or economically.



# ECO EDUCATION

## Environmental education as a core component of education activities

Feedback highlighted the most important way in which AFE could be more environmentally friendly and further engage with SDG 13 'Climate Action' is to provide environmental education. This is something we already do, but we can definitely develop!

### Vegetable Gardens

Currently we have a vegetable garden in Banana House, Samos. The seasonal vegetables were all chosen and planted by the students and the expectation was for participants to tend to and care for the vegetables, learning basic horticulture techniques. However, with several lockdowns over the winter months, the volunteer staff took over and sent updates to the students on their growth. Similarly, in Chios Mastic Campus we built 6 seasonal vegetable garden beds, and have already started planting this years vegetables in the hope of using the crop to supply the Mastic Campus kitchen. The volunteer apartments have also been collecting food waste to use as compost within these garden beds! We hope to continue both these projects, increasing the number of vegetables and expanding the breadth of sustainable gardening education we can provide.

### Eco-lessons

Had COVID not affected teaching, Yugi, our youth centre in Chios, would have run their climate related teaching month within their centres. This has previously involved exciting initiatives and projects such as beach cleans, nature walks, upcycling instruments and science experiments. During this month discussions take place concerning the topic of environmentalism within these contexts as it is essential we acknowledge our unique set of circumstances.

Though recycling infrastructure is lacking on the Aegean islands, identifying and separating recyclable materials is good practice for volunteers and students alike. In line with the United Nations Global Compact guidelines, we hope to continue to incorporate environmental sustainability into our curriculum and expand our initiatives to promote greater environmental responsibility.





# CARBON EMISSIONS

## Mitigating carbon emissions through facilities and transport

Evaluating our carbon footprint involved several stages. The first step was to calculate the total carbon emissions across our education centres and volunteer houses as an indicator of our environmental impact. Calculations were estimates based on our electricity consumption. Though this is therefore likely not a reflection of our entire greenhouse gas emissions, but as electricity is our main source of emissions, this is our most significant indicator. Moving forward, this process has paved the way for AFE to produce resources to calculate more concrete annual CO2 emissions.

Based on our electricity bills from both Chios and Samos for 2020, we calculated a total carbon footprint of 50t CO2e, split between 27t CO2e (7 apartments) and 23t CO2e (7 education centres). We are currently investigating our carbon offsetting options, consciously seeking to support an ethical and ideally Greek initiative in order to have a genuine impact.

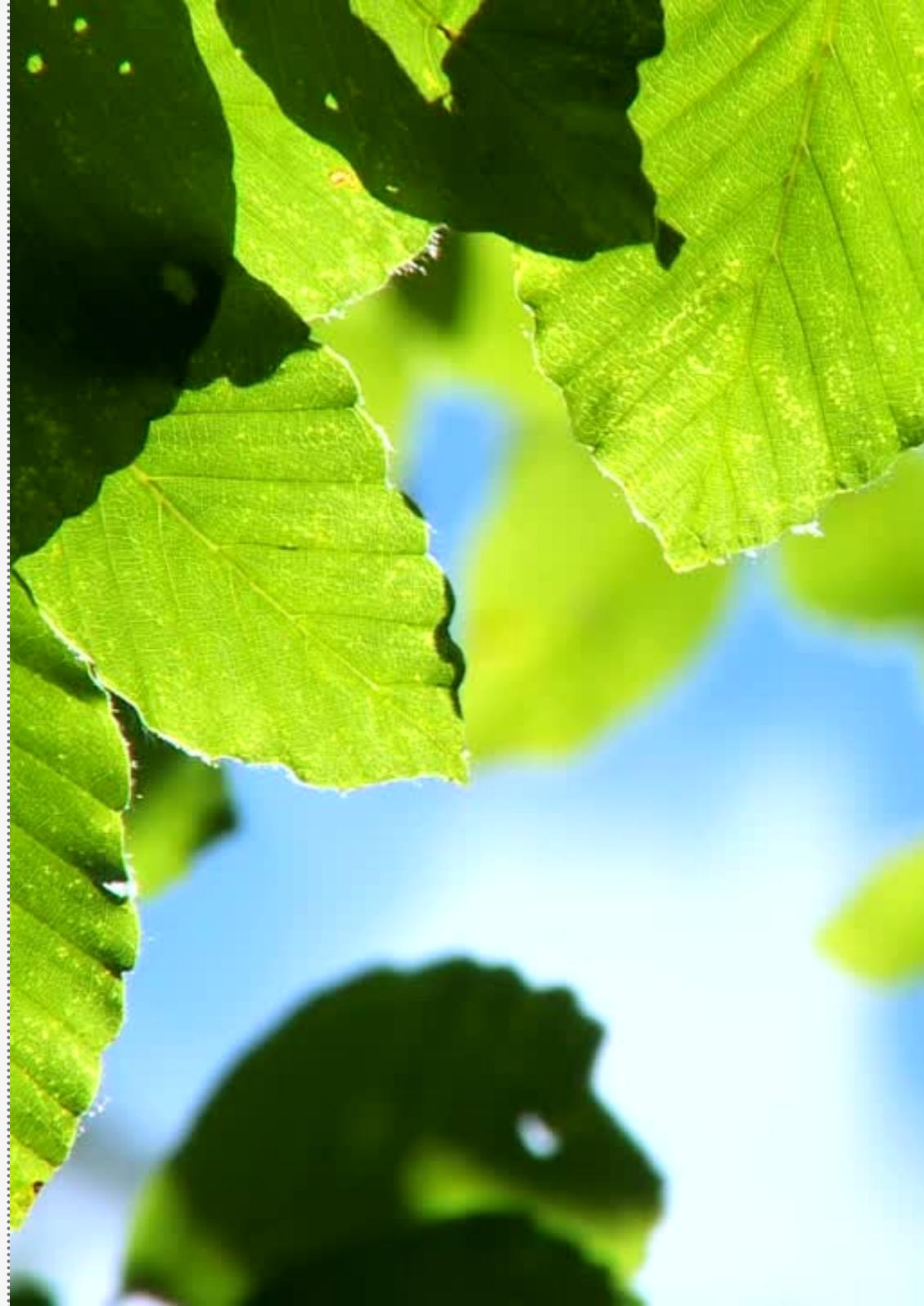
The journey for volunteers to the Aegean islands is another central carbon emission challenge. With international volunteers travelling by plane and ferry from all over Europe (and sometimes further afield), carbon emissions in relation to transport is a topic we need to address. We cannot let our efforts to be low carbon in the Aegean islands be outweighed with excessive flying and travel between countries, therefore, incentives for volunteers to choose transport options are key.

Efforts are being made to subsidise those traveling by Ferry instead of flying between the Aegean Islands, but this is particularly aimed at the long-term coordinators. International volunteers will also be increasingly encouraged to choose an alternative option to flying and we will remind volunteers to do so throughout the recruitment process - perhaps suggesting if they do fly, they offset their carbon emissions.

## PLANET: WHAT NEXT?

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1. Ensure up-cycled recycling bins are available in *all* AFE centres
2. Increase availability of discounted carbon-friendly transport to all volunteers
3. Run Climate Action months in all centres in line with COP26
4. Improve environmental education in all AFE centres
5. Offset carbon emissions in partnership with local agencies



**PEOPLE**





## OUR APPROACH

Our practises are aligned to the UNGC Labour Principles and we actively seek to create a fair, inclusive and supportive working environment for our volunteers and participants.

Action for Education relies on the incredible work of our energetic, caring and dedicated volunteers, from all over Europe and the refugee community. Volunteering with Action for Education is not 'voluntourism' and the psychological demands can be high, so we only accept volunteers aged 23 and over. Volunteers will mostly be in teaching or youth worker roles, with some also taking on roles within the kitchen, shower facilities and day-to-day logistics. Everyone is expected to take an active role across all areas of Action for Education, and volunteers are particularly encouraged to bring additional skills they may have, be these sports, construction, cooking or many others.

Having both international volunteer and volunteers from the refugee community is incredibly valuable within our organisation. Community volunteers have a much greater understanding of our students, their unique situation and their needs, whilst bridging the gaps of culture, language and diversify our team in the best ways. The inclusion of community volunteers is invaluable as it removes the gap of 'us' and 'them' and creates a strong community where we can all work together to achieve a common goal of providing quality education and a safe space for marginalised communities in Greece. A diverse workforce enables all parties and demographics to be represented in decisions and creates a better understanding of all the needs and how we can fulfil them. This attitude is consistent throughout the whole organisation, ensuring international and community volunteers are continually treated fairly and equally.

# ACCOMMODATION

Accommodation is provided for all volunteers at a subsidised rate and houses are shared by all volunteers to further embed our inclusive community values.

Due to the nature of our education projects, we invite volunteers to join us for as long as they are able, with a minimum of 6 weeks. Ideally, we would only take on volunteers who can commit to 3 months teaching, as we recognise that long-term commitments are essential for building trust and meaningful professional relationships with students. Longevity of stay also correlates with the depth of impact volunteers can have within the projects, and we recognise how much we have to learn from each volunteer who joins our team.

In spite of that, we are aware it is a privileged situation to be able to volunteer for this period of time. We do what we can to facilitate long-term commitment, whilst setting realistic time frames to enable a diverse pool of volunteers to join our team.

For local volunteers from the refugee community, we offer accommodation only after an initial trial period. This is due to two main factors: 1) capacity in our city accommodation, and 2) ensuring motives for volunteering with AFE extend beyond housing.

Ideally, we would have the capacity to house everyone, but due to these restrictions we have had to add a policy, which has to a certain extent made the housing slightly exclusive. This is something we are actively trying to resolve.





## VOLUNTEERING

2020 saw AFE volunteers representing 30 different countries and the majority stayed between 6-12 weeks, and often much longer. This may be partially due to COVID restrictions, however we hope to continue this long-term commitment in the coming years too. Community volunteers are not included within the table as their volunteer period is dependent on the time frame of their asylum seeking process. However, community volunteers typically remain with us for the duration of their time on Samos/Chios.

Coordinator roles are also not included within the data, but positions are a minimum 6 month contract, with contracts seen as ongoing to avoid voluntourism and a high turnover model of many other organisations.

Benefits to long-term volunteer commitment include:

- Stability and consistency of teachers across our learning centres
- Volunteers have a better understanding of the environment in which they work
- A more cohesive and stable workforce
- Students benefit from familiar faces, increased trust and strong relationships
- Higher quality teaching with greater understanding of specific student needs
- Deeper knowledge acquisition and understanding about the situation on the ground
- Better able to advocate for change when they return to their home country
- Prevention of child attachment issues commonplace with short-term volunteering
- Long-term quality projects can be implemented by volunteers

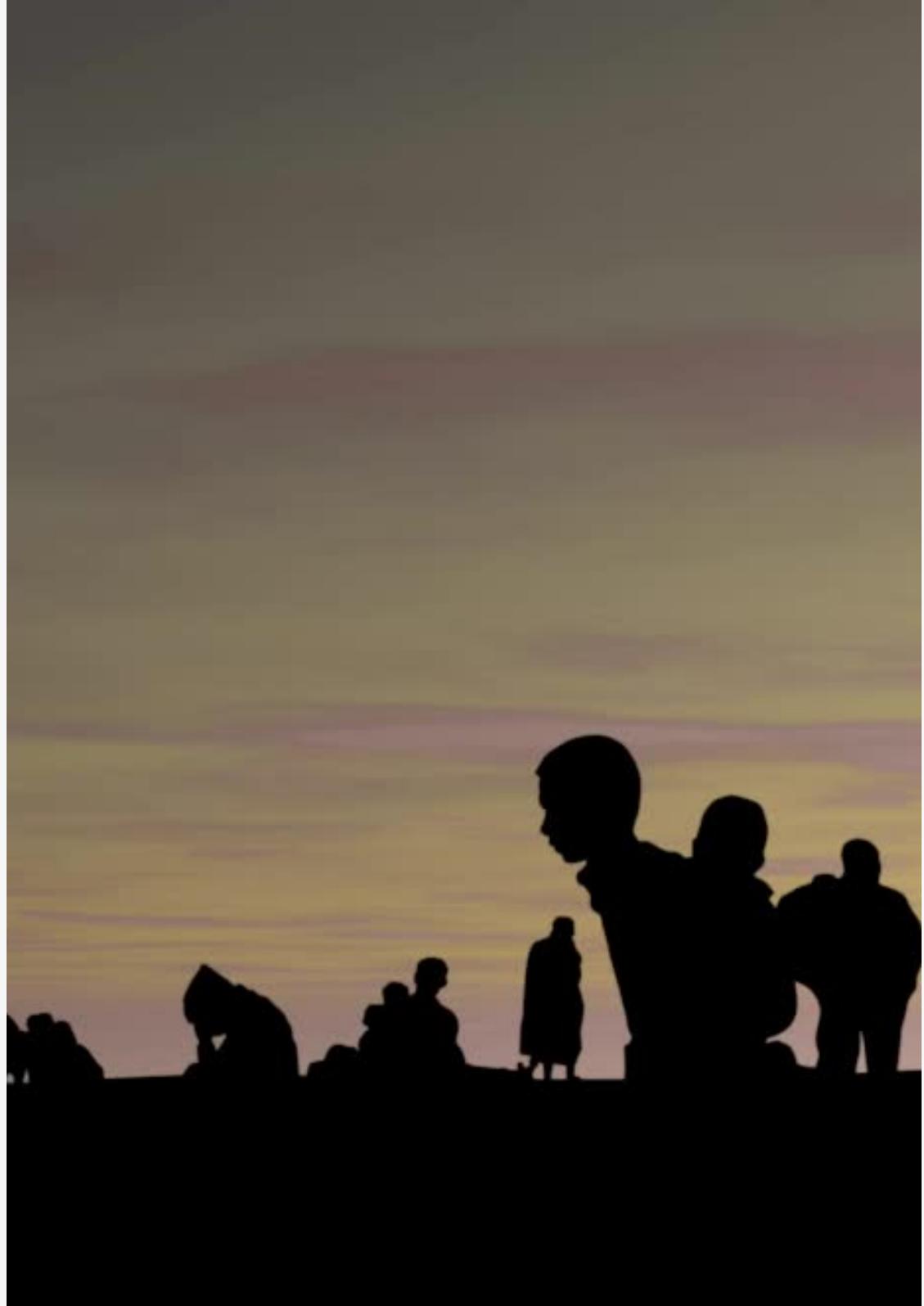
# HUMAN RIGHTS

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## Facilitating orderly, safe, regular and responsible migration of people

In line with the UNGC, the core goals of our organisation are centred around the support and protection of internationally proclaimed human rights. We consciously investigate and implement ways to protect the human rights of all on the Aegean, and participate in activism to promote safe migration routes, quality education for all and reduced inequalities. Alongside our core education programmes, we implement high-level and community-based advocacy projects to work towards sustainable and more humane migration policies.

Throughout 2020, we founded and led a new European campaign, *Europe Must Act*, dedicated to building civil support for the relocation of refugees from the Aegean Islands where our projects are based. We continue to advocate for systematic change recognising that 'emergency' education and basic needs supports only addresses the acute issues faced by refugees. Long-term solutions are still much-needed.



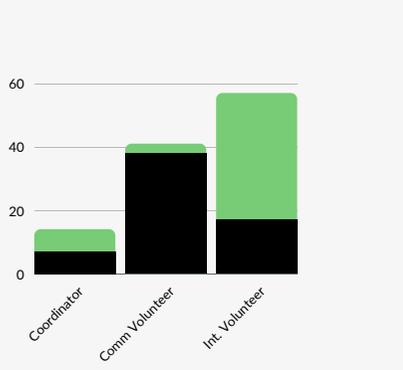
# INCLUSIVITY

## Gender equality in the workplace

Within AFE, we make a conscious and consistent effort to employ fairly to represent all genders. Equal gender representation is consistent at every levels of the decision-making process and we have previously put out job advertisements that are gender specific if we feel our workforce is not representative.

There is a clear and context-specific reason why most of our community volunteers and students are male. In the context of migration and island hotspots, we often see women and children getting priority for transfer, therefore we see a higher population of young men.

It is also important to recognise that the female volunteers are not relegated to supporting roles, our female volunteers are in teaching and translation positions - equal to that of all the male volunteers. We do recognise that there are fewer female community volunteers, so a central aim of ours the coming year will be to investigate how we can attract more women to our organisation and facilitate them taking on leadership roles.



## Transparency of diversity within the workplace

In 2020 we created two coordination roles on Chios specifically for candidates with a refugee background in Greece. This is something we are replicating in Samos and Athens in 2021 as it increases representation of all groups within decision making processes, reduces inequalities in line with SDG 10 and further increases the sustainability of the organisation. By the end of 2021, we intend 30% of AFE's leadership positions to be filled by individuals with a refugee background.

Although our services promote inclusivity and equality, currently the demographic accessing the service is predominantly from the Afghan community. One of our aims moving forward is to attract and encourage individuals from diverse communities to make use of our services and ensure we provide equal support across culture and language groups. This could be further supported by diversifying our community workforce and promote awareness among diverse communities to support the growth of our space.

## Engaging local communities

Relations between NGOs and the local communities in the Aegean islands have been fraught for the past few years. On Samos in particular, we seek to build better relations with Samos citizens. We want to add value to the community and town as well as the lives of our students. Additionally, the stability of the local community increases longevity of volunteers and consequently the sustainability of teaching. If we make an effort to involve the local community in our work, hopefully we can simultaneously reduce tensions and strengthen the impact of our work.

In 2020 we recruited 2 local Greek teachers, and this coming year we hope to expand our team with new volunteers to run Greek classes, as well as strengthen connections with the local community and provide any other vocational skills that will support and inspire our students. By the end of 2021, we aim that 15% of our project leadership positions are filled by local Greek staff.

# TRAINING

## Develop and retain talent through training and education within the workplace

Upon arrival volunteers are given comprehensive on-boarding before they begin their role within the education centres. ESL teacher training and mentoring is routinely provided by existing volunteers who are either qualified teachers or those with previous experience working in these contexts (or both). Throughout 2020 we held various training workshops with partner organisations on the Islands.

Moving forward, we must factor in the nature of high volunteer and coordinator turnover that occurs within this sector. Planning for transition of leadership should be taken into consideration, with measures set in place to cross-train staff so that essential day-to-day functions can continue effectively and uninterrupted.

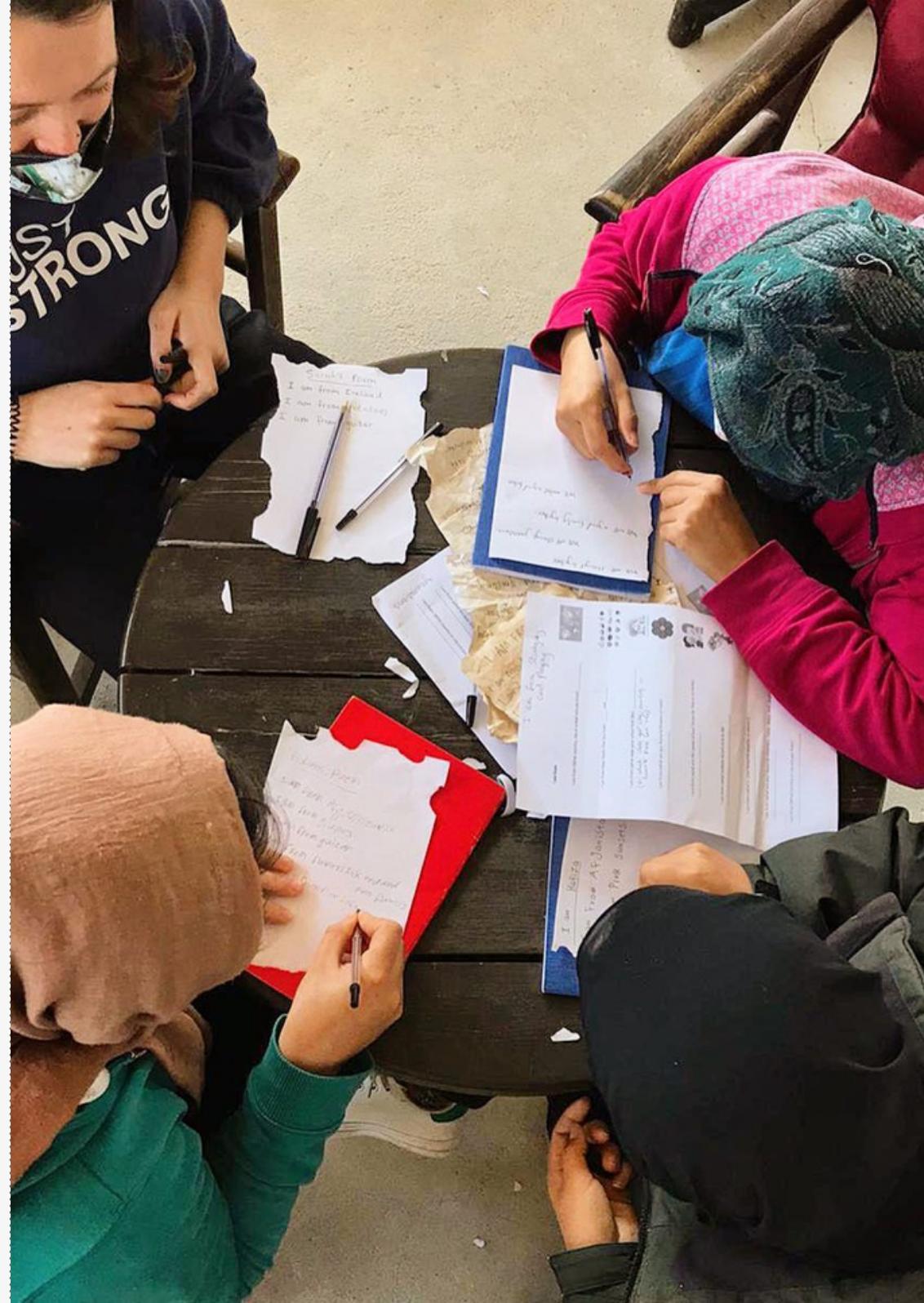
Training ensures all volunteers feel confident and have the necessary skills to effectively fulfil their roles and the retention of trained volunteers further assists to create a socially sustainable environment.

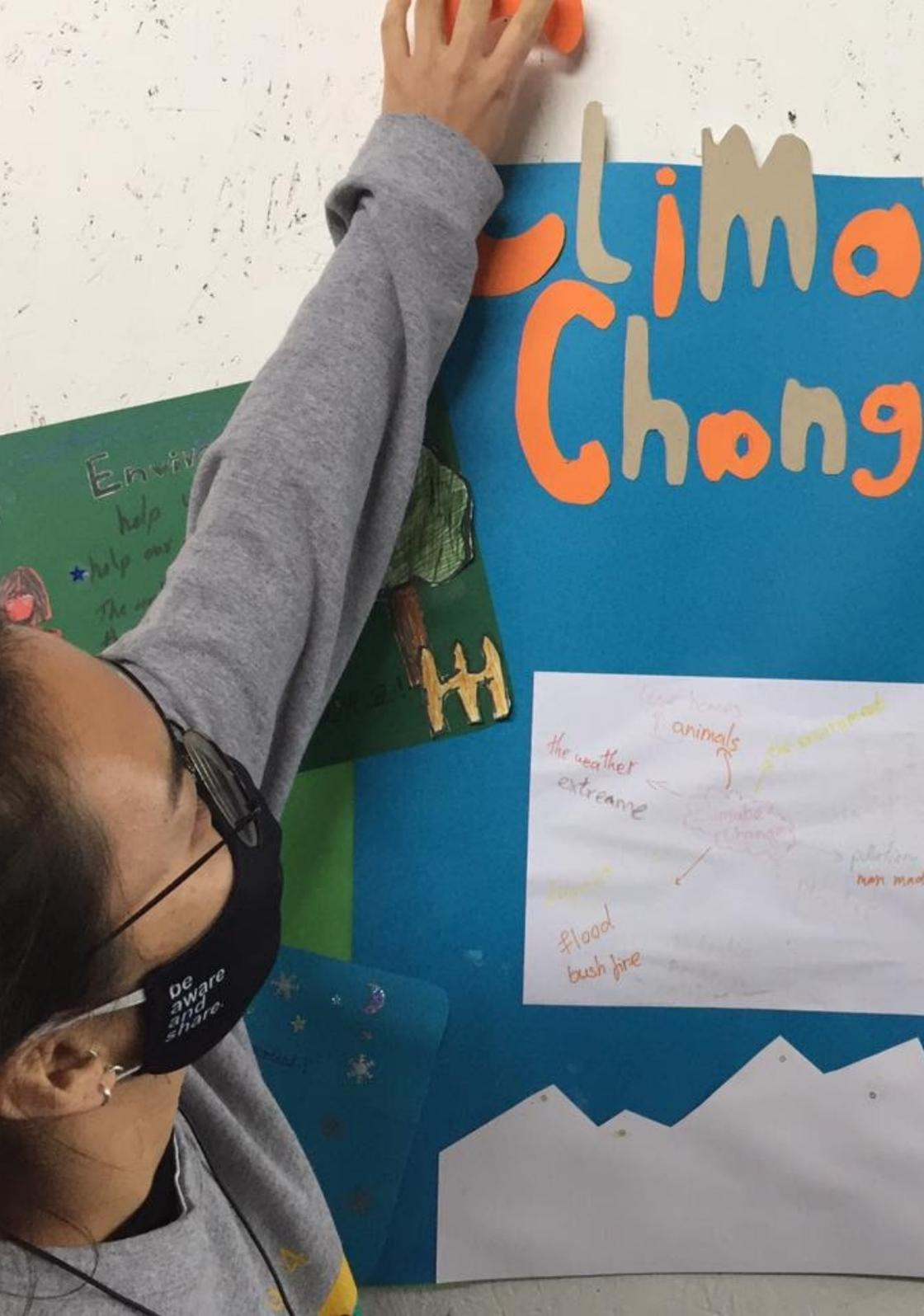
### Internal Training

- Teacher training
- LGBTQI+
- Child Protection
- Relationships and Boundaries
- Conflict Resolution

### Partner-led Training

- Legal workshops
- Psychosocial support
- Welfare and wellbeing
- Stress management
- The asylum process
- Healthy & Safety
- First Aid





# EDUCATION

## Creating effective and high-quality education programmes

Education is the primary service we provide. The positive impact of quality education stretches far beyond the accumulation of languages at AFE; it, empowers marginalised communities, reduces gender inequalities and opens up access to employment and stability. We primarily run English classes (ABC, Beginner, Intermediate and Advanced levels), as well as Greek and progressively more German due to many asylum ambitions. Our lessons are designed to prepare participants with relevant skills and vocabulary, whilst providing a safe space for students to learn in a relaxed environment.

Collectively across all AFE centres, we have ongoing curriculum development, working groups and teacher trainings to ensure we are constantly improving and adapting over time.

As we develop these programmes, we put a emphasis on collecting regular feedback. Feedback mechanisms are essential in order to reflect and grow as an organisation, especially when set in an emergency setting when the situation changes frequently and sometimes dramatically. Adapting and learning is a constant process. Internal feedback is important for sustainability as it enables leadership to fully understand the current state of the workplace, take on criticism or praise (hopefully) and have a more significant and long-lasting impact.

Our feedback mechanisms include:

- Banana Parliament (weekly)
- Fortnightly check-ins
- Questionnaire on volunteer departure
- Whistleblowing mechanisms
- Incident reporting forms

## PEOPLE: WHAT NEXT?

1. Increased number of female community volunteers
2. 30% of AFE's leadership have a refugee background by end of 2021
3. Local Greeks occupy 30% of leadership positions by the end of 2021
4. Certified training opportunities are available to all community volunteers
5. Student-led feedback meetings held monthly



# **CONCLUSIONS**

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# WHAT NOW?

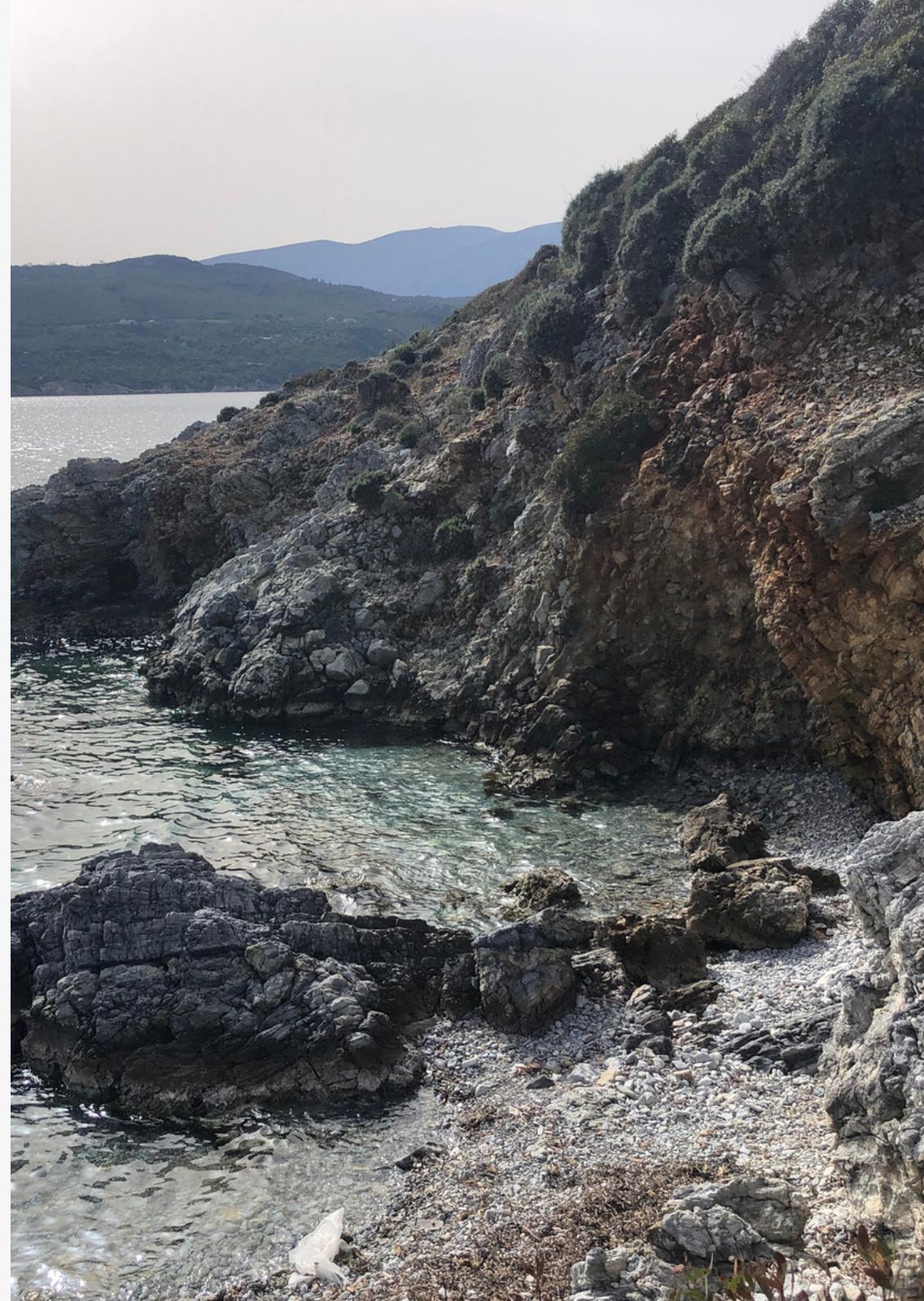
Throughout this report, we have highlighted the key Sustainability Goals related to our work and we have celebrated our efforts to achieve these.

We have examined how partnerships and recurring funding are essential to our long-term sustainability and how the highest levels of financial ethics and transparency are important to our donor community. We have evaluated how our use of resources and the carbon footprint of volunteers and buildings has a significant detrimental impact. We have identified the extent to which we are truly an inclusive and diverse organisation and reaffirmed our commitment to providing quality education.

So where do we go from here? Across these key areas of profit, planet and people, we now need to take even more action.

This includes working hard to develop long-term funding relationships and stewarding as we grow a healthy and equitable organisation. We are doubling-down on our provision of environmental education to students in our centres, and at the same time taking steps to cut and offset our carbon emissions. Finally, we are firmly committed to being a diverse and inclusive team by achieving important targets across gender, background and nationality.

As we take these steps, we invite you to hold us accountable and to be an active participant in a process of critical self-reflection and practice. If you're interested in hearing more about our sustainability work, find out more at [www.actionforeducation.org/sustainability](http://www.actionforeducation.org/sustainability).





LGBTQ+

Informational sign on the wall

PALETTE