



**A  
FAIRER  
WORLD**

*Learn - Connect - Act*

## 2021 Annual Report



Human rights



Inclusion



Education

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*Learn - Connect - Act*

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## Our purpose

To prevent and control human behaviour that is harmful to human beings, specifically in emotional and physical abuse, self-harm and suicide arising from prejudice, inequality and discriminatory practices.

To provide training and educational programs to schools and workplaces to raise awareness around these issues and promote empathy, respect, inclusion and diversity competence.

## Our aims

To be a leader in the promotion of education for social justice and human rights.

To develop and deliver programs that contribute to a just, peaceful and sustainable world.

To work collaboratively with others who share our vision.

## We provide

Professional training for schools and workplaces

Innovative education and training programs

Learning resources

Award-winning events

Inspiring presentations

Teaching ideas and mentoring

Access to support networks

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**Cover photos: Top left:** *Students Against Racism* presenting at Parliament House. **Right:** Marzi presenting as a human 'book'.  
**Bottom left:** The Cosgrove High School Action Day for the *Let's Get Together* program was on both ABC News and WIN News.

# 2021 Impact

## People power 2021

4,762 paid hours (\$178,222 paid)  
3,277 volunteer hours (\$141,446 economic value)  
634 human 'book' hours (\$20,570 in honoraria paid)  
1 MAD Visionary, 4 MAD Stars, 6 MAD Friends  
13 honorary, 30 group & 65 individual members  
53 active volunteers, including 10 Committee members  
33 active human 'books' (74 trained since 2014)

**4,762 paid hours**  
**3,277 volunteer hours**

## Hobart Human Library

53 workshops delivered to 1192 people in 2021  
Most common rating for quality and usefulness 10/10  
Average rating for quality (workplaces) 9.4/10, usefulness 9.4/10  
Average rating for quality overall 8.6/10, usefulness 8.8/10

**10/10 most common  
rating given**

## Let's Get Together

Delivered in 9 schools to 449 students in 2021  
3,178 student participants in 13 schools since 2014  
"I don't think there are any ways to make this  
program better because it was awesome!"  
Student - Cosgrove High School

**449 students in 2021**

## Workplace diversity and inclusion training

Since 2018:  
51 *Hobart Human Library* workshops  
19 *Unconscious Bias* workshops  
4 *Inclusion Strategies* workshops

**74 workshops  
since 2018**

## Students Against Racism

29 *Living in Between* workshops delivered to over 1500 people  
Pathways to Opportunities supported 44 students 2019 -2021  
5 *The Story Behind My Suitcase* shows to 800 people.  
4 *Women's Business* shows to 200 people.

**Over 1,500  
participants  
in 2021**

## Financial sustainability

Financial sustainability was further enhanced in 2021 with a reduced reliance on project grants – a decrease from 39% of total income to 30% – and an increase in professional fees and other income from \$163,453 to \$263,590.

Message from Committee Co-Presidents Lesley Mackay and Diana Shaw

## The power of working together



Co-President, Lesley Mackay

Welcome to our Annual Report, a celebration of the achievements of A Fairer World in the extraordinary year that was 2021. Despite high levels of uncertainty and ongoing change in our global community and local environment, A Fairer World has continued to adapt and grow the reach of our innovative programs.

Every day our members, friends, supporters, staff and volunteers demonstrate our vision of working together for a just, peaceful and sustainable world future. By contributing to education programs, awareness raising and skill development programs everyone associated with A Fairer World can be very proud of their role in changing lives by addressing inequality and injustice, and being an ally for diversity and acting for inclusion. It is both humbling and enriching to be a part of this small and impactful organisation.

We could not achieve what we do without the trusting relationships we have with funders and partners. The Department of Education continues to value our programs in schools and this year the Tasmanian Community Fund helped make our digital engagement strategy 'come to life' by funding the creation of a new online presence and learning platform. The management team from Service Tasmania also played a role in this project by trialling the learning platform, providing some terrific feedback, and wholeheartedly embracing our Diversity and Inclusion Training along the way.

This year we farewell, Greg Harper, and thank him for 18 years of service as our auditor and welcome the support of accounting firm, Bentleys, as our new auditors.

Thank you to our patrons, Professor Kate Warner and Robin Banks for your advice and dedication to raising the profile of our work throughout the past year. We are pleased that Kate has agreed to continue supporting our work in the new role of Ambassador. We are delighted to welcome the new Governor, Her Excellency The Honorable Barbara Baker AC, as a new Patron.

We acknowledge the significant and continuing support of Ian Newman by inviting him to also be one of our inaugural Ambassadors. In recognition of their outstanding contributions, we are pleased to welcome three new Honorary members, Professor Kate Warner, Glenda Radcliffe and Robin Wilkinson.

**Every day our members, friends, supporters, staff and volunteers demonstrate our vision of working together for a just, peaceful and sustainable world future.**

Our sincere gratitude to A Fairer World's volunteers and staff; Helen Hortle (Coordinator), Sharifah Emalia Al-Gadrie (Hobart Human Library Manager), Caitlin Eiszele (Administrator) and Jodie Epper (Educational Leader). The skills, dedication and hard work of this small team creates a professional and respectful workplace for all, and enables the delivery of extraordinary learning experiences in Tasmanian workplaces and schools.

Thank you to all Committee members, for their extensive expertise, generosity and service, and acknowledge our outgoing Committee Members this year, Glynis Flower, Nic McBride, Steve Robinson, Donna Woodleigh, Charlotte Jones and Lesley Mackay. We wish the Committee for 2022 the same deep experience of being part of something special that is A Fairer World.

As we move into 2022 we are well placed to embrace change as we look to continue to improve our digital capabilities, expand delivery of our Diversity and Inclusion Training program, further develop fundraising opportunities and continue to be a leader in education for a fair and just world.



Co-President, Diana Shaw, presents as a human 'book'

Message from Coordinator Helen Hortle

## A dream team

It's difficult to bring it down to just a few, but these are my pick of the highlights of 2021:

- Increasing the visibility and voices of those with lived experience of prejudice and discrimination in all of our programs, read more on page 11.
- Updating our digital engagement with a new website, learning platform and newsletter, see page 15.
- Making a significant step on what for me has been an 18-year project to diversify the organisation's income base. This year, professional fees for the combined organisations increased by \$95,000 or 89% on 2020.
- Validation of the value of our programs by the Department of Education with two three-year grants, which subsidise the cost of the *Let's Get Together* program and the *Hobart Human Library* in schools.

**These advances have only been made possible by a 'dream team' of staff and volunteers.**

Jodie has been with us for over a year now and has successfully bedded down a full cycle of the *Let's Get Together* program including piloting it in primary schools. Emalia has done an extraordinary job stretching across multiple roles; Manager of the *Hobart Human Library*, project officer for the *Pathways to Opportunities* project with the *Students Against Racism*, and running *Women's Business*. Caitlin has wowed us with her IT and bookkeeping skills. Elsa has kept us COVID-clean and tamed the garden, adding edibles among the flowers.

Throughout this report you will see thanks to the fabulous team of volunteers who assist with our various programs. A huge thanks also to those who volunteer in the office; Sue, Ant, Katie, Rosa, Emma and Megan.

There has been some flux with the Management Committee this year and I'm looking forward to a new, broader structure next year that will allow staff members to join the Committee. This structure will more closely align with our collaborative values and add cogency to our strategic planning. My great thanks to Co-Presidents, Diana and Lesley, who so graciously stepped up when needed, and to other Committee members who have supported me and the proposed changes to the name, constitution and structure of the organisation. A special thanks to Wendy and Robin for their extra work in the respective roles of Treasurer and HR support.

The healthy surplus reported in the Financial Report may give the impression that we are doing well, however, much of the surplus is due to COVID-related subsidies which have now ceased. A substantial donation from Ian Newman, for which we are hugely grateful, has contributed to the surplus. Looking forward, we now have more staff and will need to continue to increase our professional services and fees if the 2022 budget is not to absorb the gains from 2021.

There is much to look forward to in 2022. We will be training more community educators and using the Community Educator Training package to train advocates for other organisations. On the school front, there will be a new Australian curriculum, so we will need to review our school programs to ensure that they continue to serve our aims whilst also fitting with school priorities. For workplaces, we have ideas for new services that will encourage and support greater commitment to breaking down systemic barriers. I hope that you, as members, will continue to support us on the journey!



**Above:** Helen (centre) presenting at the Australian Human Resources Institute State Conference with human 'books' Chloe (left) and John (right). New human 'book' Fiona (bottom left) went along to observe.

The generous support of our patrons, staff, volunteers and members is vital to our organisation. Thank you to each and every one of you.

## Patrons

### Her Excellency the Honourable Barbara Baker AC, Governor of Tasmania

This year we were delighted that new Governor, the Honourable Barbara Baker, agreed to follow the retiring Governor, Professor the Honourable Kate Warner AC in becoming a Patron of A Fairer World. Her Excellency has already attended a school Action Day at Cosgrove High School and offered to host a *Hobart Human Library* workshop at Government House in the New Year. Her Excellency is known for her enormous contributions made to the administration of justice, the advancement of specialist advocacy in the family law jurisdiction and the promotion of women at the bar.



### Robin Banks, human rights lawyer, community activist, former Tasmanian Anti-Discrimination Commissioner

This year Robin has continued her significant contribution to A Fairer World by assisting in the co-design and co-delivery of our Diversity & Inclusion Training Program for workplaces. This unique and powerful workshop series brings together the *Hobart Human Library*, a workshop on *Unconscious Bias* and another on Inclusive Strategies. Robin believes that this offering is Tasmania's most comprehensive diversity and inclusion training program for workplaces, even more so now that it can be offered in flexible blended modes.

## Committee members & staff

### A Fairer World Management Committee

Lesley Mackay & Diana Shaw, Co-Presidents  
Wendy Evans, Treasurer  
Abi Binning, Secretary  
Robin Bowden  
Barb Mawson  
Steve Robinson  
Charlotte Jones  
Donna Woodleigh  
Deidre Tan

### Global Learning Resource Library Committee

Diana Shaw, Chair  
Lesley Mackay, Deputy Chair  
Wendy Evans, Treasurer  
Abi Binning, Secretary

### Staff (all part-time or casual)

Helen Hortle, Coordinator  
Jodie Epper, Educational Leader  
Sharifah Emalia Al-Gadrie, Hobart Human Library Manager  
Caitlin Eiszele, Administration Officer  
Elsa Gebremedhin, General Assistant  
Jo Sinclair, presenter  
Shivangi Gheewala, IT  
Tsigereda Ayelgn, Women's Business  
Risa Muramatsu, Women's Business  
Claire Yang, Women's Business

### Pro Bono

Robin Banks, Rights & Inclusion Consultant  
Dr Sue Stack, Education Consultant  
Clarke, Harper & Associates (previous auditors)  
Bentleys (new auditors)

# New Honorary Members & Ambassadors

We are delighted that the following people have accepted Honorary (life) membership and/or the role of Ambassador for A Fairer World. Ambassador is a new role bestowed on active supporters who "enhance the status of the organisation by their willingness to be publicly associated with A Fairer World, its vision and activities."

**Glenda Radcliffe:** Honorary membership awarded in 2021 for the most workshop presentations as a human 'book' - 140! Read Glenda's story at [www.afairerworld.org/glenda](http://www.afairerworld.org/glenda).

**Robin Wilkinson AM:** Honorary membership awarded in 2021 for the longest continuous service as a human 'book'. Read Robin's story at [www.afairerworld.org/robinw](http://www.afairerworld.org/robinw).

**Professor Kate Warner, AC:** Stepping down as Governor of Tasmania, also meant stepping down as our Patron, so we are pleased that Professor Warner will continue to support our work as an Honorary member and Ambassador.

**Ian Newman:** Already an Honorary member and MAD Visionary, Ian has this year accepted our invitation to be an Ambassador.

## Members

### MAD Visionary & Honorary member

Ian Newman

### MAD Stars & members

Robin Banks & Michael Small, Jonathon Pyefinch, Hon Meg Webb MP

### MAD Friends & members

Wendy Evans, Hon Duncan Kerr *Chev LH*, Lesley Mackay, Sally & Gerry McGushin, Dr Robyn Moore

### Honorary members

Maureen Aiken, Robin Bowden, John Carpenter, Mary Dickins, Helen Hortle, Cheryl Hughes, Ros Lewis, Glenda Radcliffe, Karen Reid, Doreen Shenman, Yabbo Thompson, Professor Kate Warner AC, Robin Wilkinson AM

### School members

Cosgrove High, Cygnet Primary, Dover Primary, Franklin Primary, Geeveston Primary, Glen Huon Primary, Huonville High, Huonville Primary, Kingston High, Montrose Bay High, Sorell School, St Helens District High, Tarooma Primary, The Cottage School, The Friends' School, Triabunna District, Woodbridge School

### Organisational members

Anglicare Tasmania, Global Learning Resource Library, Multicultural Council of Tasmania, Positive Lives, RESULTS International (Australia), Scripture Union Tas Inc, Soroptimist International of Hobart, Tasmanian Conservation Trust, Working It Out, Youth Network of Tasmania

### Household members

Jeremy & Gina Olivieri, Joanna Wierenga

### Individual members

Hon Elise Archer MHA, Senator Catryna Bilyk, Abi Binning, Carol Bristow, Glynis Flower, Jennie Herrera, Olivia Hogarth, Michael Hortle, Fiona Horwood, Vija Hughes, Daniel Hulme, Charlotte Jones, Ari Braz Magalhães, Barbara Mawson, Mike McCausland, Natalie Lees, Steve Robinson, Diana Shaw, Suzanne Schulz, Deidre Tan, Donna Woodleigh

### Staff & volunteer members

Robyn Aitken (teacher), Sharifah Emalia Al-Gadrie (Hobart Human Library Manager), Rosa Brammall (librarian), Caroline Cochrane (librarian), Antony Cox (general), Caitlin Eiszele (Admin Officer), Jodie Epper (Educational Leader), Emma Galaz (librarian), Elsa Gebremedhin (general), Megan Hale (librarian), Sue Kitto (teacher), Madelaine Rojahn (librarian & writer), Joanna Sinclair (librarian)

### Human 'book' members

Amin Ali, Rose Anderson, Michaela Broderick, Andy Gall, Shivangi Gheewala, Manika Gurung, Erenie Hiras, Emma Horton, Sam Horton, Natasha Lahey, Tendayi Makwehe, Janelle McMillan, Stuart McPherson, Luisa Mejia, Ricky Meerding, Amber Meredith, Emma Missen, Jennifer Oldfield, Paul Pritchard, Marci Whitton, Marziyeh Riaz, Wadeed Salboud, Maria Saracino, Amay Scott, John Stevens, Fiona Strahan, Leyla Tajik, Anneli Valkama, Chloe Whitby, Marci Whitton, Katie Zhang

Working with schools to create positive culture change

## Let's Get Together

The *Let's Get Together* program is more than an anti-bullying program. It develops students' diversity competence – the knowledge, skills and dispositions that enable students to contribute to a respectful school culture. By building these skills, students are finding their voice, are being motivated to address bullying behaviours and are willing to become agents for change.

### People

The program is led by Jodie Epper (below), an experienced educator with a strong passion for young people and social justice.

Volunteer education mentors: Dr Sue Stack, Barb Mawson, Steve Robinson, Robyn Aitken, Sue Kitto



### Objectives

Create more respectful school cultures.  
Address discrimination and bullying.  
Build diversity competence in staff and students.

### Format

20 hours designed for grades 6, 7 and 8

### Funding 2021

Department of Education and individual school contracts.

***Let's Get Together was delivered in 9 schools with 449 students in 2021***

### Participating schools 2021

Cosgrove High (grade 7)  
Sorell School (grade 7)  
Woodbridge School (grade 8)  
Huonville Primary School (grade 6)  
Cygnet Primary School (grade 6)  
Glen Huon Primary School (grade 6)  
Dover Primary School (grade 6)  
Geeveston Primary School (grade 6)  
Franklin Primary School (grade 6)

## Let's Get Together program evaluator

In 2021 we were pleased to welcome a new program evaluator, Dr Sarah Stewart, after the retirement of our long-term evaluator, Dr Sue Stack. Sarah specialises in *Result-based accountability (RBA)*, a methodology that is 'a disciplined way of thinking and acting to improve entrenched and complex social problems.' RBA includes both qualitative and quantitative data analysis and asks the questions 'how much', 'how well' and 'what impact' in relation to predetermined key indicators. The story behind these numbers is then unpacked, with a view to evaluating progress towards achievement of the program aims and objectives.

***"It's been impressive seeing and hearing so many students across so many schools making positive changes to school culture, speaking up about discrimination accessing and acting on their student voice".*** Dr Sarah Stewart (left)



## What students say

"I've learned that we can change things."

Cosgrove High School

"You never really know what people are going through, so you shouldn't judge."

Huon Valley Primary School cluster

"If someone was getting bullied an active bystander would try and stop them or go and get a teacher."

Huon Valley Primary School cluster



## What teachers say

The program had "immense positive impact" on a number of students with "trauma-impacted backgrounds and really challenging behaviours."

Sorell school

"Students are more willing to come forward and voice their concerns now – there's less of a mentality that this is 'dobbing', as they are more aware of social justice issues and more able to stand up for what they think is right."

Cosgrove High School

"It's strengthened my relationship with the kids, I think, they know that they can talk to me about anything now basically."

Huon Valley Primary School Cluster



**Top:** Students at Cosgrove High School present on body positivity at Action Day. **Second from top:** Students from Dover Primary showcase videos made by students about stopping discrimination. **Third from top:** Students from Sorell School campaign for an end to cyberbullying. **Bottom:** Cosgrove High School students convince Mayor Bec Enders to sign their petition.

## Embodying student wellbeing

The Tasmanian Department of Education's 2021 Student Wellbeing Survey shows that students' perceptions of school climate (the overall tone of the school environment, including the way teachers and students interact and how students treat each other) has deteriorated further since the 2020 survey. "Low wellbeing" in school climate climbs from 21% in Year 6 to 38% in Year 7 to 43% in Years 8 and 9, to a high of 44% in Year 10. Based on these results, and the strong correlation between school climate and educational attainment, we applaud the Government's provision of significant funding for the new Child and Student Wellbeing Strategy.

The *Let's Get Together* program is also making an impact on school climate in Tasmanian schools. It does this on a number of different levels. The most obvious is through a focus on building empathy and respect. However, the program also builds students' skills to tackle discrimination and bullying; fosters student voice — the power to speak out when they see inequity; and also allows students to create change on an aspect of school culture directly related to their wellbeing.

**"I'm on playground duty a lot and I hear a lot of conversations among students and I'm seeing demonstrations of empathy with a lot of the bigger boys actively taking steps to include the kids who are often excluded from things."** Teacher, Huon Valley Primary School Cluster

The following are just a few examples of action projects chosen by students in 2021: *Being body positive; Stop bullying; Speak out against racism; More support – less barriers for students with disabilities; Mental health matters; Be positive about gender; No more cyberbullying; Belonging.*

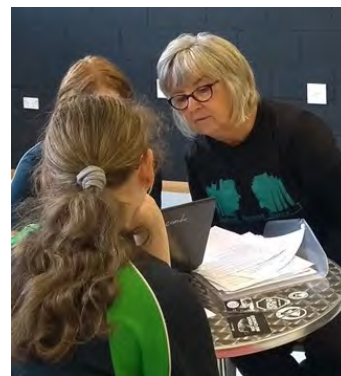
Through the program, students select a topic of interest, research it, then learn how to advocate for a change in those behaviours – a powerful learning experience and one that is changing the culture in *Let's Get Together* schools.

**"The support from the *Let's Get Together* team has been amazing, helping us to better educate our students on the critical topic of diversity education in helping to build a more respectful school and society."**

Jenny Cowling, Principal, Sorell School

## Partnering for change

Changing behaviours for a respectful school community requires everyone working together over the long-term — a value we model in program delivery. Over many years we have built a significant network with others in the community who are creating positive social change. These organisations have expertise in different areas that can assist us, the teachers and students to understand complex social issues and how best to address them. The participation of these local community experts adds a unique dimension to *Let's Get Together* and we thank all of them for their ongoing support.



Community workers from Women's Legal Service (**left**) and Migrant Resource Centre (**centre**) explain complex social issues to students at a Community Diversity Expo as part of the *Let's Get Together* program. **Right:** Former school principal and A Fairer World volunteer, Barb Mawson, mentors students with their action project as part of the *Let's Get Together* program.

Breaking down systemic barriers to achievement of potential

## Diversity and Inclusion Training

Creating change in our own behaviour or in organisations is hard work, and research shows that a good way to stay motivated is to connect with people who have experienced the consequences of exclusion and discrimination. This research underlies our Feel, Think, Do model and is the basis of our workplace diversity and inclusion training package. All workshops are co-designed and co-delivered with Tasmanians who have personal experience of exclusion and who have trained as community educators.

### People

Community educators: human 'books' who have undertaken further training.

Professional inclusion trainers: Robin Banks, Helen Hortle, Sharifah Emalia Al-Gadrie.

### Objectives

Develop empathy and respect for diversity  
Understand the brain processes behind unconscious bias  
Address personal and systemic barriers to inclusion

### Funding

Professional fee for service.

**In 2021, 20 diversity and inclusion training workshops were presented in Tasmanian workplaces.**

### Hobart Human Library (13)

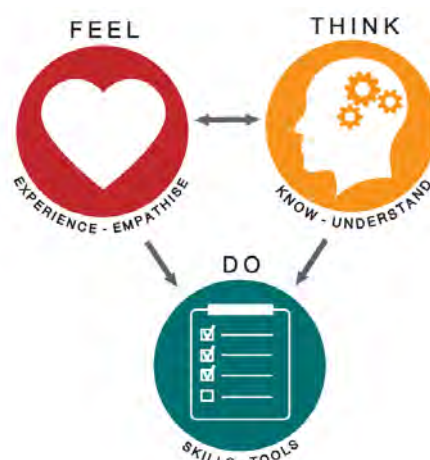
TasNetworks (5)  
Service Tasmania (1 online, 1 face-to-face)  
Institute of Marine and Antarctic Studies (1)  
Commonwealth Scientific and Industrial Research Organisation (3)  
Government House (1)  
Parliament House (1)

### Unconscious Bias (6)

TasNetworks (5)  
Service Tasmania (1)

### Inclusion Strategies (1)

Service Tasmania (1)



### Workshops

#### FEEL (affective)

*Hobart Human Library* workshop with real life examples of prejudice and discrimination told by people who have experienced them. A two-hour workshop in the workplace or six flexible 30-minute sessions (2 online modules and 4 Zoom chats).

#### THINK (cognitive)

*Unconscious Bias* workshop with interactive demonstrations of the existence and effects of unconscious biases. A three-hour workshop in the workplace, co-delivered by community educators and professional inclusion trainers.

#### DO (active/behavioural)

*Inclusion Strategies* workshop on practical tools and strategies that can be implemented immediately in the workplace immediately. A three-hour workshop in the workplace co-delivered by community educators and professional inclusion trainers.

**Below:** TasNetworks staff listened to Rose's story of her encounters with racism as a teacher in Tasmania.



Putting personal experience at the centre of all that we do

## Community educator training



Diversity and inclusion training, and in particular unconscious bias training, has had some bad publicity recently, which for some has been an excuse to claim that there's no point to any diversity and inclusion training. This claim, like much training, fails to recognise that it requires both time and commitment to change entrenched biases, behaviours and systems. But research shows that it is both possible and worthwhile to improve diversity and inclusion in workplaces.

Other than the problem of tokenism, is the failure to incorporate the voices of people with lived experience. Lived experience is needed not only to inform system changes, but to provide ongoing impetus and motivation for change.

We have been excited this year to be able to further centre the voices of people with lived experience of discrimination in our Diversity & Inclusion Training program. Those voices have always been the focus of the first of the workshops in the program, the *Hobart Human Library*; a grant from the Community Support Levy has allowed us to extend this to the other two workshops in the program, *Unconscious Bias* and *Inclusion Strategies*.

There were two parts to this innovation. Firstly, to upskill the human 'books' (some of whom have been working with us for 8 years) as community educators. The grant allowed us to write, trial and revise a Community Educator Training Package — see outline below. Sixteen human 'books' assisted in this process and have completed or almost completed the course.

Secondly, the human 'books' worked with us to redesign the *Unconscious Bias* and *Inclusion Strategies* workshops. This process involved extensive workshoping, rewriting and trialling of both workshops. They are now interactive, fun and most importantly, include the community educators as co-presenters.

We believe that our Diversity and Inclusion Training program is now unique in Tasmania, if not nationally, and addresses the key shortfalls that have been identified in past diversity and inclusion training programs.

"Doing this extra training is helping me with my communication skills, which leads to more confidence, which leads to a better storyteller. I have upskilled and have more involvement and definitely have the opportunity to do more with new books and

*Unconscious Bias.*" Natasha Lahey (pictured right), human 'book' and community educator



### Community Educator Training Program

Unit	Description
Personal Storytelling	Learn to use personal experience to effectively engage an audience.
Presenting in a Forum	Learn skills to co-present in a forum.
Digital Storytelling	Learn to share your story online using a variety of media.
Unconscious Bias & Inclusive Language	Understand the role of unconscious bias as a barrier to diversity and inclusion in the workplace and the key brain functions that contribute to the development of biases. Identify personal examples of the ways in which unconscious bias has affected you and learn to present these in a way that expands others' understanding of the workings and impact of bias.
Inclusion Strategies	Learn strategies for individuals and organisations to mitigate the effects of unconscious bias.
Skill Sharing	Learn to train others in personal storytelling.

You can ask that!

## Inclusion Forums

The Inclusion Forum is offered as an alternative to the full *Hobart Human Library* workshop. It is ideal as a taster or refresher, for schools or workplaces, or for larger audiences, such as at conferences.

Like the *Hobart Human Library* an Inclusion Forum uses the art of storytelling to break down barriers and build empathy. It provides an opportunity for audiences to hear the personal experience of prejudice from two human 'books' and ask questions in a Q & A that we call, "You can ask that!"

### People

Human 'books' who have undertaken training for Inclusion Forums.

Facilitators: Helen Hortle, Sharifah Emalia Al-Gadrie

### Funding

Professional fee for service



**Above:** Emma, Emalia and Fiona presenting at The Hutchins School/St Michael's Collegiate Year 10 Conference.

**9 Inclusion Forums have been presented since initiated in late 2021.**

### Inclusion Forums 2021

Claremont College (1)  
Australian Human Resources Institute State Conference (1)  
The Hutchins School/St Michael's Collegiate Year 10 Conference (5)  
Department of Treasury & Finance staff (1)  
Department of State Growth staff (1)

Book report: John Stevens

## From Engineer to Educator

**56 years living as a "normal person" changed in an instant. My journey from impairment to inclusion for people with disability.**

John is a practiced advocate and lived experience educator. He was a member of the Premier's Disability Advisory Council for 7 years and has been a spokesperson for the Stroke Foundation for a number of years.

We first crossed paths with John in his role as the Treasurer of Disability Voices Tasmania, a new organisation auspiced by A Fairer World. We were thrilled when John decided to add human 'book' in the *Hobart Human Library* to his collection of advocacy titles.

With his background as both professional engineer and advocate, John has been a perfect fit as a presenter in Inclusion Forums, where he comfortably batters questions on inclusion and accessibility and gently nudges organisations towards valuing people with a disability in the workplace.

John has now presented his human 'book' story at 13 workshops and probably had the widest age gap of participants in his first two workshops – one at Government House for business leaders, followed by one with grade 5 students in the Huon Valley!

**"I find sharing my story cathartic... It's empowering to talk about how the world can be more inclusive for people with difference, be that disability or otherwise."** John Stevens



**Above:** John shares his story as part of the Inclusion Forum for the Australian Human Rights Institute Conference.

Our human 'books' are bestsellers!

# Hobart Human Library



The *Hobart Human Library* uses the art of storytelling to break down barriers and build empathy. It provides a safe, supported space for 'readers' to speak informally with a human 'book' – to hear their story, ask questions about their experiences and learn a new perspective.

The human 'books' are trained community educators who talk about the exclusion, prejudice and discrimination they have experienced as a result of one of their characteristics such as culture, religion, gender, sexual orientation, appearance, ability or wellness. The *Hobart Human Library* can be a stand-alone workshop or the first step in our *Let's Get Together* school program or our *Diversity and Inclusion Training* program for workplaces.

## People

Sharifah Emalia Al-Gadrie, Hobart Human Library Manager

33 active human 'books' (see list on page 6)

11 volunteer librarians (see list on page 6)

## Objectives

Develop empathy and respect for diversity

Reduce discrimination

Build social inclusion

## Format

Schools: 90 – 100 minute workshop

Workplaces: 2-hour face-to-face workshop or six 30-minute online sessions

## Funding 2021

Workshop fees, donations and grants

Community Support Levy grant (2020 – 2021)

Department of Education grant (2021 – 2023)

Tasmanian Community Fund grant

## Workplace & community workshops 2021 (15)

TasNetworks (5)

Service Tasmania (1 online, 1 face-to-face)

Institute of Marine and Antarctic Studies (1)

Commonwealth Scientific and Industrial Research Organisation (3)

Government House (1)

St Helens Community (2)

Parliament House (1)

**In 2021, 53 Hobart Human Library workshops were delivered to a total of 1,192 'readers' in workplaces and schools across Tasmania.**

## School workshops 2021 (38)

Sorell School (4)

Montrose Bay High School (5)

The Friends School (3)

Woodbridge School (2)

St Helens District High School (2)

Franklin Primary School (1)

Cygnets Primary School (2)

Dover and Geeveston Primary Schools (1)

Glen Huon Primary School (1)

Huonville Primary School (3)

TasTAFE Written and Spoken English (1)

Kingston High School (9)

Cosgrove High School (3)

**Below:** Jodie, Emalia, Jenna, Paul, Maria, Natasha and Robin with the *Hobart Human Library* at Montrose Bay High School.



Book report: Katie Zhang

## Embrace Adversity and Cultivate Gratitude

**A daughter who accepted herself and became determined to make positive changes in her life.**

In March 2021, Katie answered an advertisement with the Australian International Youth Association to lend a hand with the *Women's Business* shows at Moonah Arts Centre. Not long after the show, Katie asked if A Fairer World needed volunteers.

Katie joined the *Hobart Human Library* as a librarian and helped in the office with admin. Her fantastic English skills made her a valuable proofreader in the development of the new A Fairer World website.

After participating in 15 workshops as a librarian, Katie felt ready to share her story and has now completed her training as a human 'book'. She told her story for the first time at the A Fairer World fundraiser in memory of Greg in late November.

**"Coming to A Fairer World is like a recharge for me. The time I spend with people here makes me feel refreshed and regenerated."** Katie Zhang, human 'book'



**Above:** Katie's first trip to St Helens was with the *Hobart Human Library* as a librarian. Pictured here with Helen and Emalia.

Book report: Marzi Riazi

## From Iran with Love

**Discriminated against in her homeland and in her new home too... the story of a girl from the Middle East who answers oppression with hard work and love.**

It was by chance that Marzi found A Fairer World. During conversations as part of her PhD research, we are fortunate that she met someone who had heard of our work and connected Marzi with us.

Marzi was initially curious about the *Women's Business* project which, when she reached out in mid-2020, had been postponed due to COVID restrictions. After finding out more about A Fairer World's work, Marzi quickly signed herself up to become a human 'book'.

Since joining A Fairer World in late 2020, Marzi has presented her human 'book' story at 18 workshops in schools and workplaces. She has also performed in three *Women's Business* shows.

**"I'm from Iran, and I found out that people in Tasmania don't know much about my country and my culture... for me, talking about my country and our culture is really fulfilling. It makes me happy to share my lived experiences."** Marzi Riazi, human 'book'



**Above:** Marzi performs in *Women's Business* show at Salamanca Arts Centre this year.

## Virtual inclusion



**Left:** Service Tasmania staff at one of the pilot *Hobart Human Library* Zoom sessions with human 'book, Amay, and Helen.

During 2021, in response to COVID restrictions impacting our ability to deliver face-to-face workshops, the *Hobart Human Library* went virtual.

After experimenting in 2020 with a Zoom version of the two hour workshop, we realised the benefits of a virtual option for both clients and human 'books' in removing geographic and mobility barriers. However, the two-hour workshop required an intense technical and labour input. A more flexible option, where the workshop could be delivered over a number of shorter, paced units became a possible solution.

Thanks to a grant from the Tasmanian Community Fund that allowed us to buy-in the required expertise, we were able to purchase and customise an online learning platform that allows us to offer a blended, modular *Hobart Human Library* course. The platform deals with enrolment, progress tracking, and certification and online unit content. Two of the four course units (equivalent to the briefing and debriefing sections of the live workshop) are completed online in the participants' own time, whilst four human 'book' readings are completed in scheduled half-hour Zoom sessions.

Staff from Service Tasmania were the first to experience the blended *Hobart Human Library* course, with all eight participants completing the full course. The pilot program was well received by the staff, who rated the overall quality of the course at 9.4 out of 10, slightly higher than our face-to-face workshops average score!

**"The online delivery worked extremely well and enabled our staff to participate and interact with their human 'books' simultaneously from their various service centres including Devonport, Launceston, Glenorchy and Hobart."** Noelene Kelly, Director, Service Tasmania

As with the two-hour Zoom workshop, this format allows human 'books' and clients outside of Hobart or with mobility restrictions to participate, with the further benefit that half-hour sessions reduce the time commitment for individual human 'books'. As organisers, the whole process is less technically and labour intense, a win all round! This flexible blended learning course is available to other organisations and next year we will add other online course options, such as *Inclusive Language*.

**"As a long standing presenter with A Fairer World it wasn't an easy decision when I moved interstate in 2020. The virtual experience gave me the opportunity to continue to advocate, interact and contribute to working on others empathy muscles. I cannot wait to see what 2022 will bring."** Michaela, human 'book'

"People are living completely different lives from myself. And I couldn't relate to much, but I learned so much and it was a real eye opener for how different each life looks."

Student, St Helens District High School

"I work in customer service and training and this will benefit me and my colleagues directly. It's good to be reminded how prejudices are still apparent and how they impact people."

Reader, Parliament House workshop

"Their activity is amazing. I learned many other's stories and experience that I have never know and never think about."

Student, TasTAFE

"Absolutely fantastic. I got so much more out of this than I expected, even though I came in with an open mind and high hopes."

Reader, IMAS

"[Students] learned about diversity within society and our local community. They got a fantastic opportunity to practice empathy and resilience."

Teacher, Montrose Bay High School

"Cannot fault - absolutely necessary. This should be in every school. "

Teacher, Sorell School



**Top:** Emma shares her story with Grade 7 students at Kingston High School. **Second from top:** Paul shares his story with Grade 6 students in the Huon Valley. **Third from top:** Natasha shares her story with Grade 7 students at Sorell School. **Bottom:** Chloe shares her story with Grade 6 students in the Huon Valley.

Two-way learning and cultural exchange builds confidence

## Students Against Racism



A Fairer World, in partnership with Students Against Racism and TasTAFE, presented three anti-racism programs in 2021, *Living in Between*, *Stories Behind My Suitcase* and *Pathways to Opportunities*. Students Against Racism and A Fairer World also collaborated to present *Women's Business*.

Each of these projects centres the voices and experiences of young people from refugee and migrant background.

### Living in Between

Each year a new group of students works with Students Against Racism founder and manager, Gini Ennals, to develop their own *Living In Between* cross-cultural workshop. Students share personal stories of their journey to Australia and their lives now, while developing skills in public speaking, teamwork and English communication. In 2021, 17 students trained as presenters for the workshop.

### Pathways to Opportunities

*Pathways to Opportunities* is a pilot project that supports young people from migrant and refugee background to transition from their last year of intensive English learning into work or further study. Over the span of the project, 44 young people have been supported.

The program has been funded for two years (2019 & 2021) by the Tasmanian Department of State Growth.

### People

Gini Ennals, founder and manager

Sharifah Emalia Al-Gadrie, project officer (*Pathways to Opportunities*)

Dr Sue Stack, independent evaluator for *Pathways to Opportunities*

44 student presenters

10 former YMEP students who acted as mentors



**Winners of the 2021 ABC Hobart  
Community Spirit Award - Multicultural  
Community Cohesion & the 2021 Tasmanian  
Community Group of the Year**

### 2021 workplace and community workshops (19)

TasTAFE Community Service Students (2)  
TasTAFE administration staff (1)  
Queen Victoria Aged Home (1)  
Huonville Driving mentors (1)  
Tasmania Police Academy (3)  
Hobart City Council (1)  
Mathers House (1)  
TasTAFE Disability Courses students (1)  
Parliament House (1)  
Work and Training (1)  
TasTAFE leadership (1)  
TasCOSS Statewide Conference (1)  
TasTAFE Client Services (1)  
Hospice Volunteers (1)  
Catholic Care (1)  
English Language Services Volunteers (1)

**Students Against Racism delivered 34  
cross-cultural workshops to over 1,500  
people in 2021.**

### 2021 school workshops (15)

Cosgrove High School (2)  
The Friends School (2)  
Tarremah Steiner School (1)  
St Aloysius College (1)  
Sacred Heart College (1)  
Elizabeth College (1)  
New Norfolk High School (2)  
Franklin Primary School (1)  
Brighton Primary School (2)  
Austin's Ferry Primary School (2)

**Left:** Feeling connected after presenting their *Living in Between* workshop at Parliament House, Abdullah, Rufta, Firozeh, Naifti and Maryam pose with Daisy, Melody, Kawindi and Jess from the Tasmanian Refugee Legal Service and Phoebe from the Department of Education.

Students Against Racism brings powerful stories to the stage

## The Story Behind My Suitcase



**Above:** The cast pose on stage at the Peacock Theatre in Salamanca Arts Centre. **From top left:** Blu, Abdullah, Zeinab. **Second row from left:** Manisha, Naifti, Maryam, Yiyi, Sumaya, Rufta, Firozeh. **Front row from left:** Hadisa, Fithawit, Adonay, Sussie, Archana, Sara.

“I have been to many theatre performances that have uplifted, entertained and intrigued me ... and this was one of those rare performances that changed me. The strength in these young people's gentleness, the courage in their vulnerability and the beauty in their spirit was simply uplifting.” Audience member

Developed with the mentorship of Emily Conolan, *The Story Behind My Suitcase*, is a dramatic play which explores the homeland, journey and adjustment each student experiences. Students worked with Emily and Students Against Racism founder, Gini Ennals, to co-create the play, weaving their own stories and experiences together to create a powerful narrative.

*The Story Behind My Suitcase* played to 800 people at five sold out shows at the Salamanca Arts Centre Peacock Theatre in 2021.

Students cited their involvement in creating and presenting the show as a pivotal moment for them in building their confidence and one of the highlights of their year.

*The Story Behind My Suitcase* had funding assistance from Hobart City Council Creative Hobart Grants.

“Working with Students Against Racism has given me confidence, skills and a chance to learn more about my background while I shared it with others. I did work experience and got a job. I acted in a play, met people from all over Tasmania, pushed myself to try new things and connected with my teammates. It has been a great year.”

Moo Blut Lay, Students Against Racism member

Multicultural women connect and celebrate

## Women's Business

Since 2014, Students Against Racism and A Fairer World have collaborated to present *Women's Business*. The project brings women from refugee and migrant backgrounds together to co-create public shows which celebrate cultural heritage through fashion, storytelling and dance.

Postponed by COVID restrictions in 2020, the project finally got off the ground in 2021. Two sold out shows were held at the Moonah Arts Centre, as part of the *Her Story* show for Moonah Taste of the World, and a further show was performed at Salamanca Arts Centre in August.

Sharifah Emalia Al-Gadrie stepped up as project manager, with Gini Ennals (founder and previous project manager) in an advisory role. COVID restrictions and introduction of honoraria for performers meant that the cast was smaller than in previous years, however this resulted in a closely knit team.



**Above:** The cast and crew pose on stage at Salamanca Arts Centre during rehearsal for their final show of 2021. Top from left: Qianru, Marzi, Katherine, Tawheda, Lakkana, Nina, Daniela and Yvonne. Front from left: Risa, Leandra, Emma, Leyla, Emalia and Maira.

### People

Sharifah Emalia Al-Gadrie, project manager

Risa Muramatsu, project officer and choreographer

Performers: Leandra Palacios, Katherine Robayo, Maira Rodriguez, Qianru Long, Nina Hamasaki, Yvonne Leung, Tawheda Mahmoud, Leyla Tajik, Marzi Riazi, Lakkana Srisong, Lila Chuwan, Daniela Romero

Crew/support: Emma Hamasaki, Tsigereda Ayelgn, Shivangi Gheewala, Louise Goitch, Nelle Degrassi

Childcare: Claire Liu

### Funding

Communities Tasmania - Multicultural Grants Program 2020-2021

Bellenden

### Partner organisations

Multicultural Council of Tasmania

Moonah Arts Centre

Australian International Youth Association

Salamanca Arts Centre

## Tasmanian Centre for Global Learning Inc & Global Learning Resource Library Inc

Revenue of \$419,939 (2020 \$297,549) came from:

30% grants (2020 39%)

54% professional fees (2020 40%)

16% fundraising & other (2020 21%)

Note that this revenue includes \$44,327 (2021 \$28,000) in COVID-related Government subsidies, which have been removed from the percentages to allow more accurate comparison to prior years.

Expenditure of \$369,893 (2020 \$267,172) came from:

80% wages (2020 72%)

10% operating & projects (2020 12%)

1% materials & equipment (2020 7%)

4% occupancy & other (2020 6%)

5% school support (2020 3%)

## Financial Report contents

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## Statement by the Co-Presidents and the Treasurer

For the year ended 30<sup>th</sup> June 2021

The President and Treasurer of the Tasmanian Centre for Global Learning declare that:

1. The financial statements and notes for the Tasmanian Centre for Global Learning Inc, which include the Global Learning Resource Library Inc, as attached, present fairly the organisation's financial position as at 30 June 2021 and its performance for the year ended on that date in accordance with Australian Accounting Standards and other mandatory professional reporting requirements; and
2. In our opinion there are reasonable grounds to believe that the organisation will be able to pay its debts as and when they become due and payable.

This declaration is made on behalf of the Management Committee.



Diana Shaw  
Co-President



Lesley Mackay  
Co-President



Wendy Evans  
Treasurer

Dated: 23rd November 2021

# Tasmanian Centre for Global Learning Inc

## Audit Report - page 1



Bentleys Tasmania Audit  
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### INDEPENDENT AUDIT REPORT TO THE MEMBERS OF TASMANIAN CENTRE FOR GLOBAL LEARNING INC ABN: 95 646 520 620

#### *Opinion*

We have audited the special purpose financial report of Tasmanian Centre for Global Learning Inc (the Association), which comprises the statement of financial position as at 30 June 2021, the statement of operations and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial report of Tasmanian Centre for Global Learning Inc has been prepared in accordance with Division 60 of the Australian Charities and Not-for-Profits Commission Act 2012, including:

- a) giving a true and fair view of the registered entity's financial position as at 30 June 2021, and of its financial performance for the year ended on that date; and
- b) complying with Australian Accounting Standards to the extent described in Note 1, and Division 60 the Australian Charities and Not-for-profits Commission Regulation 2013.

#### *Basis for Opinion*

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Report section of our report. We are independent of the Entity in accordance with the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 Code of Ethics for Professional Accountants (the Code) that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.



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Liability limited by a scheme approved under Professional Standards Legislation.



# Tasmanian Centre for Global Learning Inc

## Audit Report - page 2



### ***Emphasis of Matter – Basis of Accounting***

We draw attention to Note 1 to the financial report, which describes the basis of accounting. The special purpose financial report has been prepared for the purpose of fulfilling the responsible entities' financial reporting responsibilities under the ACNC Act. As a result, the financial report may not be suitable for another purpose. Our opinion is not modified in respect of this matter.

### ***Responsibility of the Board for the Financial Report***

The Board of Management of the registered entity are responsible for the preparation of the financial report that gives a true and fair view and have determined that the basis of preparation described in Note 1 to the financial report is appropriate to meet the requirements of the ACNC Act and the needs of the members. The Board's responsibility also includes such internal control as the Board determines is necessary to enable the preparation of a financial report that gives a true and fair view and is free from material misstatement, whether due to fraud or error.

In preparing the financial report, the Board is responsible for assessing the registered entity's ability to continue as a going concern, disclosing, as applicable, matters relating to going concern and using the going concern basis of accounting unless the Board either intends to liquidate the registered entity or to cease operations, or have no realistic alternative but to do so.

### ***Auditor's Responsibilities for the Audit of the Financial Report***

Our objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

As part of an audit in accordance with Australian Auditing Standards, we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

# Tasmanian Centre for Global Learning Inc

## Audit Report - page 3



- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Board.
- Conclude on the appropriateness of the Board's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the entity to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.

We communicate with the Board regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

A handwritten signature in black ink, appearing to read 'Michael Ian Derbyshire'.

**Michael Ian Derbyshire**  
Director

Hobart

23 November 2021

# Tasmanian Centre for Global Learning Inc

## Statement of Operations

For the year ended 30 June 2021

	2021	2020
<b>GRANTS &amp; PROJECTS (details page 6)</b>		
Balance 1st July	44,050	58,912
Less Balance 30th June	16,639	44,050
Net movement in grants & projects	<u>27,411</u>	<u>14,862</u>
<b>Add OTHER INCOME</b>		
Grants & projects	77,560	53,113
Interest received	3,615	3,612
Membership subscriptions	596	1,011
Professional fees for services	139,402	91,849
Sponsorship, fundraising & donations	6,522	7,791
Government subsidies	33,827	19,000
Sundry income	14,302	7,582
<b>Total other income</b>	<u>275,824</u>	<u>183,958</u>
<b>Total income</b>	<u>303,235</u>	<u>198,820</u>
<b>Less EXPENSES</b>		
Equipment & resources	703	767
Financial expenses	1,019	871
Human resource costs	213,201	153,827
Occupancy costs	7,442	7,573
Operating & project costs	50,824	25,405
<b>Total expenses</b>	<u>273,189</u>	<u>188,443</u>
<b>Operating surplus (deficit)</b>	<u>30,046</u>	<u>10,377</u>
<b>Add EXTRAORDINARY ITEMS</b>		
Donations	20,000	20,000
Transfers from (to) Special Reserve	6,600	(19,000)
<b>Surplus (deficit) after Extraordinary items</b>	<u><u>56,646</u></u>	<u><u>11,377</u></u>

# Tasmanian Centre for Global Learning Inc

## Statement of Assets & Liabilities

As at 30th June 2021

	NOTE	2021	2020
<b>ACCUMULATED FUNDS</b>			
Accumulated Funds brought forward		27,342	15,965
Net surplus (deficit)		56,646	11,377
Special reserve		12,400	19,000
<b>Total Accumulated Funds</b>		<b>96,388</b>	<b>46,342</b>
This is represented by:			
<b>CURRENT ASSETS</b>			
TCGL bank accounts		182,803	133,388
GLRL bank accounts		7,475	34,964
Bendigo term deposits		365,411	361,221
Cash on hand		415	420
Receivables	(2)	19,024	13,441
<b>Total current assets</b>		<b>575,128</b>	<b>543,434</b>
<b>Less CURRENT LIABILITIES</b>			
Creditors & accrued expenses		23,512	16,410
Revenue received in advance		5,763	31,379
Staff provisions	(1B)	39,428	23,593
Global Learning Resource Library funds held in trust	(3)	500	500
Disability Voices Tasmania funds held in trust	(4)	361,086	352,532
Students Against Racism funds held in trust	(5)	9,727	766
Other funds held in trust	(6)	-	844
Unexpended grants	(7 - 11)	16,639	44,050
Global Learning Resource Library unexpended grants	(12 - 18)	5,384	12,435
<b>Total current liabilities</b>		<b>462,039</b>	<b>482,509</b>
<b>Working capital</b>		<b>113,089</b>	<b>60,925</b>
<b>Add NON-CURRENT ASSETS</b>			
<b>Furniture &amp; Equipment at cost</b>	(1C)	15,452	15,452
Less provision for depreciation		15,452	15,452
<b>Total non-current assets</b>		<b>-</b>	<b>-</b>
		<b>113,089</b>	<b>60,925</b>
<b>Less NON-CURRENT LIABILITIES</b>			
Display Board Replacement provision		1,481	1,481
Long Service Leave provision	(1B)	15,220	13,102
<b>Total non-current liabilities</b>		<b>16,701</b>	<b>14,583</b>
<b>Net Assets</b>		<b>96,388</b>	<b>46,342</b>

# Tasmanian Centre for Global Learning Inc

## Funds Held in Trust

For the year ended 30th June 2021

Global Learning Resource Library			
	NOTE	2021	2020
<b>GRANTS &amp; PROJECTS (details page 8)</b>			
Balance 1st July		12,435	23,323
Less Balance 30th June		5,384	12,435
Net movement in grants & projects		<u>7,051</u>	<u>10,888</u>
<b>Add OTHER INCOME</b>			
Grants & projects		-	27,233
Donations & fundraising		12,173	10,973
Membership subscriptions		1,028	278
Professional fees for services		63,657	15,750
Government COVID subsidies		10,500	9,000
Sundry Income		2,295	4,607
Total other income		<u>89,653</u>	<u>67,841</u>
Total funds available		<u>96,704</u>	<u>78,729</u>
<b>Less EXPENSES</b>			
Equipment & resources		1,124	18,529
Financial expenses		838	778
Human resource costs		82,407	38,848
Occupancy costs		6,615	5,949
Operating & project costs		5,720	14,625
Total expenses		<u>96,704</u>	<u>78,729</u>
Operating surplus (deficit)		<u>-</u>	<u>-</u>
Add Balance of funds at 1st July		500	500
Balance of funds at 30th June	(3)	<u><u>500</u></u>	<u><u>500</u></u>

### Disability Voices Tasmania

	NOTE	2021	2020
Balance of project funds at 1st July		352,532	
Add grant from NDIA/DSS		206,750	413,500
Less expenses		(198,196)	(60,968)
Balance of project funds at 30th June	(4)	<u><u>361,086</u></u>	<u><u>352,532</u></u>

### Students Against Racism fundraising

	NOTE	2021	2020
Balance of project funds at 1st July		766	6,869
Add income		17,303	3,850
Less expenses		(8,342)	(9,953)
Balance of project funds at 30th June	(5)	<u><u>9,727</u></u>	<u><u>766</u></u>

# Tasmanian Centre for Global Learning Inc

## Project & Grant Balances

As at 30th June 2021

### Projects & Grants - summary

	NOTE	2021	2020
Pathways to Opportunities 2019 & 2021	(7)	15,672	36,830
Students Against Racism training exchange 2019	(8)	-	-
Women's Business 2021	(9)	967	7,220
Workshop subsidies and human 'book' training	(10)	-	-
Virtual inclusion project	(11)	-	-
Total unexpended project funds at 30th June		<u>16,639</u>	<u>44,050</u>

### Projects & Grants - detailed

	NOTE	2021	2020
<b>Pathways to Opportunities 2019 &amp; 2021</b>			
Balance of project funds at 1st July		36,830	58,912
Skills Tasmania grant		-	32,213
Add workshop income		1,070	986
Less expenses		(22,228)	(55,281)
Balance of project funds at 30th June	(7)	<u>15,672</u>	<u>36,830</u>

#### Students Against Racism training exchange 2019

FRRR grant 2019			7,400
Add student fundraising			3,900
Less expenses			(11,300)
Balance of project funds at 30th June	(8)		<u>-</u>

#### Women's Business 2021

Balance of project funds at 1st July		7,220	
Tasmanian Government Multicultural grant 2019		-	7,500
Add other income		5,289	-
Less expenses		(11,542)	(280)
Balance of project funds at 30th June	(9)	<u>967</u>	<u>7,220</u>

#### Workshop subsidies and human 'book' training

Department of Education grant		31,060	
Less expenses		(31,060)	
Balance of project funds at 30th June	(10)	<u>-</u>	

#### Virtual inclusion project

Tasmanian Community Fund grant		46,500	
Add Department of Education contribution from LGT grant		8,000	
Add TCGL contribution from Special Reserve		6,600	
Less expenses		(61,100)	
Balance of project funds at 30th June	(11)	<u>-</u>	

# Global Learning Resource Library Inc

## Project & Grant Balances

As at 30th June 2021

### Projects & Grants - summary

	NOTE	2021	2020
Hobart Human Library subsidy and travel project	(12)	-	-
Purchase of materials for Hobart Human Library	(13)	-	-
Multicultural video stories	(14)	-	-
Purchase of tech packs for volunteers	(15)	-	495
Community educator training project	(16)	5,384	11,940
Equipment for Hobart Human Library	(17)	-	-
Purchase of public address system	(18)	-	-
Total unexpended project funds at 30th June		<u>5,384</u>	<u>12,435</u>

### Projects & Grants - detailed

	NOTE	2021	2020
<b>Hobart Human Library subsidy and travel project</b>			
Balance of project funds at 1st July			14,126
Tasmanian Community Fund grant 2017-19			-
Less expenses			<u>(14,126)</u>
Balance of project funds at 30th June	(12)		<u>-</u>
<b>Purchase of materials for Hobart Human Library</b>			
Balance of project funds at 1st July			2,987
Less expenses			<u>(2,987)</u>
Balance of project funds at 30th June	(13)		<u>-</u>
<b>Multicultural video stories</b>			
Tasmanian Government Multicultural Grant 2019			6,210
Less expenses			<u>(6,210)</u>
Balance of project funds at 30th June	(14)		<u>-</u>
<b>Purchase of tech packs for volunteers</b>			
Balance of project funds at 1st July		495	
TasCOSS Essential Technology Fund Grant 2020			4,651
Less expenses		<u>(495)</u>	<u>(4,156)</u>
Balance of project funds at 30th June	(15)	<u>-</u>	<u>495</u>

# Global Learning Resource Library Inc

## Project & Grant Balances

As at 30th June 2021

	NOTE	2021	2020
<b>Community educator training project</b>			
Balance of project funds at 1st July		11,940	-
Community Support Levy Grant 2020		-	17,883
Less expenses		(6,556)	(5,943)
Balance of project funds at 30th June	(16)	<u>5,384</u>	<u>11,940</u>
 <b>Equipment for Hobart Human Library</b>			
Stronger Communities grant 2019			3,600
Contribution from A Fairer World			3,600
Less expenses			(7,200)
Balance of project funds at 30th June	(17)		<u>-</u>
 <b>Purchase of public address system</b>			
Community Sector Banking grant			1,099
Less expenses			(1,099)
Balance of project funds at 30th June	(18)		<u>-</u>

# Tasmanian Centre for Global Learning Inc

## Notes to and forming part of the Financial Statements

### For the year ended 30th June 2021

#### 1. Summary of significant accounting policies

Although the Management Committee of the Tasmanian Centre for Global Learning Inc has agreed that the Association is not a reporting entity, the financial statements have been prepared in accordance with applicable Australian Accounting Standards.

They have been prepared on the basis of historical costs and, unless stated, do not take into account current changing money standards or unless stated, current values of non-current assets. The Accounting Policies have been consistently applied and are consistent with those of the previous year.

##### (A) Income tax

The Association is exempt from Income Tax.

##### (B) Employee entitlements

At 30<sup>th</sup> June 2021, the Tasmanian Centre for Global Learning Inc employed five part-time staff members on contract (including one on behalf of Disability Voices Tasmania), one of whom has been continuously employed since 1 July 2005. Long Service and Annual Leave have been accrued for these employees where legally entitled.

##### (C) Non-current assets

Items of plant and equipment are recorded at cost and depreciated on the straight line method for new acquisitions. Older items have been depreciated on the reducing balance method. Items costing \$300 or less are depreciated in full at purchase.

##### (D) Interest income

Interest on term deposits has been accrued at 30<sup>th</sup> June 2021. All other interest is recognised when credited to bank accounts.

##### (E) Unexpended grants

Grants are recognised when received throughout the year and amounts unspent are carried forward at the end of the year. Each project with its related grant(s) and expenditure is recorded separately and a separate Income and Expenditure Statement is prepared.

#### 2. Receivables

It is anticipated that all amounts owing to the Tasmanian Centre for Global Learning Inc will be recoverable.

#### 3. Global Learning Resource Library Association Inc fund

During 1999/2000 a Library Fund was set up to accept tax deductible donations for the purchase of library resource materials. In 2006 the name of the Fund was changed to the Global Learning Resource Library Association and in 2012 the Association was incorporated. In accordance with a resolution of the committee of the Global Learning Resource Library Association Inc on 7 September 2011, when there is sufficient money in the Library Fund it is to reimburse the Tasmanian Centre for Global Learning for its share of occupancy costs, library staff and volunteer costs. At 30<sup>th</sup> June 2021, \$500 remained in the Fund as well as \$5,384 in unexpended grants and projects.

#### **4. Disability Voices Tasmania**

In February 2020, the Tasmanian Centre for Global Learning Inc auspiced a three-year *Information, Linkages and Capacity Building Program* grant of \$827,000 from the National Disability Insurance Agency for the establishment of Disability Voices Tasmania. In October 2020, all grants under the *Information, Linkages and Capacity Building Program* were transferred from the National Disability Insurance Agency to the Department of Social Services. At 30<sup>th</sup> June 2021, \$620,250 had been received, of which \$361,086 remained unspent.

#### **5. Students Against Racism**

The Tasmanian Centre for Global Learning Inc has a partnership with the Students Against Racism to run the *Living in Between* project. From time to time the students fundraise for activities outside the funded program and because they do not have a bank account, the Centre holds these monies on their behalf. At 30<sup>th</sup> June 2021, \$9,727 remained in the Fund.

#### **6. Other funds held in trust**

At 30<sup>th</sup> June 2020, \$844 was held in trust from a grant the Tasmanian Centre for Global Learning Inc auspiced for the Conversations project. At 30<sup>th</sup> June 2021 the grant had been fully expended.

#### **7. Pathways to Opportunities 2019-21**

In 2018, a grant of \$128,853 was approved by the Tasmanian Government through Skills Tasmania for the Pathways to Opportunities project to be run in partnership with the Students Against Racism over two years (2019 and 2020). As a result of COVID the 2020 component was postponed until 2021. At 30<sup>th</sup> June 2021, \$109,3525 had been received of which \$15,672 remained unspent.

#### **8. 8. Students Against Racism training exchange**

In 2019, a grant of \$7,400 was received from the Foundation for Rural & Regional Renewal for a training exchange to Bendigo. At 30<sup>th</sup> June 2020, the grant had been fully expended.

#### **9. Women's Business 2021**

In 2020, a grant of \$7,500 was received from the Tasmanian Government through the Multicultural Grants Program for the development and public performance of Women's Business 2020 by the Students Against Racism. As a result of COVID the project was postponed until 2021. A further \$5,289 was received in donations and tickets sales and at 30<sup>th</sup> June 2021, \$967 of project funds remained unspent.

#### **10. School workshops subsidies and human 'book training**

In September 2020, a grant of \$31,060 was received from the Department of Education to subsidise the cost of Hobart Human Library workshops for schools (including the cost of trips to rural and regional areas of Tasmania) and to assist in the recruitment and training of human 'books'. At 30<sup>th</sup> June 2021 the grant had been fully expended.

#### **11. Virtual inclusion project**

In February 2021, a grant of \$46,500 was received from the Tasmanian Community Fund for a virtual inclusion project, to build an online learning platform. As part of the grant requirements, the Tasmanian Centre for Global Learning Inc contributed \$6,600 from its Special Reserve and \$8,000 from a grant from the Department of Education towards the project. At 30<sup>th</sup> June 2021, the grant had been fully expended.

#### **12. Hobart Human Library subsidy and travel project**

In 2017, a grant of \$57,863 over three years was approved by the Tasmanian Community Fund towards subsidy of Hobart Human Library workshops for schools and community groups, and overnight trips to rural and regional areas of Tasmania. At 30<sup>th</sup> June 2020, the grant had been fully expended.

### **13. Hobart Human Library DSS Volunteer grant 2019**

In April 2019, the Department of Social Services provided a Volunteer Grant of \$4,550 to fund materials, equipment, travel and training of volunteers with the Hobart Human Library. At 30<sup>th</sup> June 2020, the grant had been fully expended.

### **14. Hobart Human Library multicultural video stories**

In February 2019, the Tasmanian Government provided a grant of \$9,000 through the Multicultural Grants Program to fund two short videos of human 'book' stories for workplaces. At 30<sup>th</sup> June 2020, the grant had been fully expended.

### **15. Purchase of tech packs for volunteers**

In May 2020, the Tasmanian Council of Social Service provided a grant of \$4,651 through the Essential Technology Fund to purchase tech packs for volunteers. At 30<sup>th</sup> June 2021, the grant had been fully expended.

### **16. Community educator training project**

In May 2020, the Tasmanian Government provided a grant of \$9,000 through the Community Support Levy grant program to fund upskilling of human 'books' as community educators. At 30<sup>th</sup> June 2021, \$5,384 of the grant remained unspent.

### **17. Equipment for Hobart Human Library**

In January 2020, the Australian Government provided a grant of \$3,600 through the Stronger Communities program towards equipment for the Hobart Human Library. As part of the grant requirements, the Tasmanian Centre for Global Learning Inc contributed a further \$3,600 to the project. At 30<sup>th</sup> June 2020, the grant had been fully expended.

### **18. Purchase of public address system**

In December 2019, Community Sector Banking provided a grant of \$1,100 to purchase a PA system. At 30<sup>th</sup> June 2020, the funds had been fully expended.

### **19. Related Parties**

Members of the Committee of Management are elected on an honorary basis and, apart from reimbursement of expenses paid on behalf of the Centre, no other payments were made to members of the Committee in the year ended 30<sup>th</sup> June 2021, with the following exception:

In the year ended 30<sup>th</sup> June 2021, Co-President, Diana Shaw, was paid \$1,054.10 in honoraria and travel reimbursements for presenting as a human 'book'.





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*Learn - Connect - Act*

Annual Report of Tasmanian Centre for Global Learning Inc  
& Global Learning Resource Library Association Inc (trading as A Fairer World)

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