

Report of the Trustees and
Unaudited Financial Statements
for the Year Ended 30 April 2025
for
GUA Africa

Monahans
Chartered Accountants
Hermes House
Fire Fly Avenue
Swindon
Wiltshire
SN2 2GA

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for the Year Ended 30 April 2025

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Report of the Trustees
for the Year Ended 30 April 2025

The trustees who are also directors of the charity for the purposes of the Companies Act 2006, present their report with the financial statements of the charity for the year ended 30 April 2025. The trustees have adopted the provisions of Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019).

OBJECTIVES AND ACTIVITIES

Objectives and aims

The objectives of the charity are for the benefit of people living in Sub-Saharan Africa, by:

1. The advancement of education for the public benefit by providing and assisting in the provision of facilities for education.
2. The relief of financial hardship, in particular but not exclusively by the provision of education and vocational training.
3. The relief of sickness and preservation of good health by providing or assisting in the provision of equipment, facilities and services.
4. The relief of need of persons in areas of conflict or affected by conflict, in particular children and young adults.
5. The relief of need of orphans by providing or assisting in the provision of items, services and facilities.

Our Mission

Our mission is to work with individuals, families and communities to help them overcome the effects of war and poverty.

We primarily work in Kenya offering education to refugees who have survived war and genocide. We believe that a holistic approach to education is key, especially in communities where young people have been cut off from mainstream schooling.

We provide inclusive and holistic educational, wellbeing and leadership programming in safe spaces where diversity of people with wide ranging skills, talents and creativity are shared, nurtured, and celebrated and in order to address more sustainable solutions for peace and independence for our young beneficiaries.

Our current work is focused on educational opportunities for refugees. This includes an extensive educational program at our **Gatwitch Hub** in Kakuma Refugee Camp, NW Kenya and our partnership with **My Start** who also deliver high quality creative art workshops and vocational training at the camp too.

Public benefit

The trustees have paid due regard to the Charity Commission's guidance on public benefit in deciding what activities the charity should undertake. The trustees consider that they have acted in the public benefit.

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OBJECTIVES AND ACTIVITIES

Strategic Objectives of Our Projects

Gatwitch Hub

Since 2019 we have been working with over 400 + rolling youth and community members at our inaugural Gatwitch Hub; a refugee led project space at the heart of the South Sudanese community in Kakuma Refugee camp, Kenya. We are committed to developing it as a safe space for our beneficiaries, supporting them with their wide ranging skills, talents and creativity.

Survivors of War Project

Facilitate the ongoing sponsorship (from individual sponsors) that enables the young adults to go to school/college/university.

Provide emotional support to the group (in loco parentis). Provide accommodation for all students where required.

Assist in the transitions from the programme into employment, and assist with arrangement of internships where necessary as part of their studies.

MyStart Project

My Start is an educational Creative Arts project for GUA Africa which provides Art and film workshops in Kakuma Refugee Camp, Kenya and the work produced at the camp is then exhibited in UK schools

My Story - The workshops enable young refugees to express themselves in a fun and dynamic way, as well as reflect upon their experiences and challenging circumstances through education and the Arts. The exhibitions allow these stories to be shared and acts as a powerful, visual resource in the camp and UK schools.

My Art - Creative learning is integral to all young people's social and emotional development. Art celebrates and values the individual. This is particularly important for displaced people trying to reclaim their sense of identity and purpose that has been lost in the abyss of war and suffering.

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ACHIEVEMENTS AND PERFORMANCE

Activities and Performance

Gua Africa provides educational programs for those affected by war and displacement in East Africa. We work primarily in Kenya offering education to refugees who have survived war and genocide. We believe that an inclusive and holistic approach to education is key, especially in communities where young people have been cut off from mainstream schooling.

Our programs offer academic scholarships to refugees, as well as a range of comprehensive, purpose driven initiatives, which promote creative wellbeing and leadership to address more sustainable solutions for peace and independence for our young beneficiaries.

Our work focuses on the students from the world's newest country South Sudan, and with the victims of its long running civil war as part of Sudan throughout the 80s, 90s and 00s. Many of these are living in Kakuma Refugee Camp.

Survivors of War Programme

Private Donors:

We have currently scaled the programme down to provide ongoing support to two remaining participants, while we re-pivot and refine our objectives. This transition will enable us to reopen the programme with a broader focus, extending support to a wider community of young people.

Gatwitch Hub - Kakuma Refugee Camp, NW Kenya

Grants:

We completed our initial **£20,000 GBP grant from Choose Love** for the **Gatwitch Hub** in **August 2023**. This funding covered the construction of an additional classroom, staff salaries, basic utilities, and the running costs of expanded activities and classes. During this period, we also completed the installation of a water tank and tap, finalising the hub's water connection and enabling the establishment of our garden area. Choose Love's support for this programme continued beyond the initial grant period.

In **March 2024**, we received an additional **Choose Love "Climate Change and Education" grant of \$30,000 USD**, which retrospectively covered some 2023 costs and supported expanded creative and educational programming. This included art programming for My Start, increased art workshops at the Gatwitch Hub, additional dance and yoga classes, IT classes, and wider educational activities. This grant funded programming at the Gatwitch Hub through to **December 2024**.

In **February 2025**, we received the **Choose Love "Leadership" grant of \$25,000 USD**, which continued to cover Gatwitch Hub programme costs, backdated to January 2025. The grant also supported two leadership courses for young refugees:

- o a **two-day in-person leadership course in Nairobi** for newly settled young refugees, and
- o a **one-week online "My Life is Art" leadership course** delivered in **Kakuma**.

Both courses were led by our founder and wellbeing lead, **Emmanuel Jal**, and were accompanied by his **My Life is Art** book and supporting literature.

Also in **February 2025**, we received a **£23,842.37 grant from The Headley Fund** to deliver a **peer mentorship programme focused on sexual health**, in partnership with **The Nasio Trust**.

Main Programming

Beneficiaries

- 200 youth from Kakuma Refugee Camp
- 145 children and young people (ages 2-21):
 - o 63 girls
 - o 82 boys
- Teachers and community leaders:
 - o 6 male teachers and community leaders
 - o 3 female teachers
- 1 female librarian
- Local community members:
 - o 3 male shopkeepers
 - o 3 female shopkeepers
- **Nationalities**- South Sudanese- [Nuer, Dinka] Ugandans, Kenyans
- **Ethnic groups**-Dinka , Nuer, Turkana,

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Activities:

New Garden Space

The hub as a whole and the welcoming library area has formed a creative and safe space for everyone in the community to socialise, learn and come together. In the harsh environment of Kakuma 3, (average of 43-degree heat), the space has become a sanctuary for the community and a positive environment for all ages.

The garden area has become a safe, green environment for wellbeing and learning, providing opportunity for moments of calm in chaos, we have also developed this space as a foundation for climate resilience, environmental awareness, and longer-term food security in an arid, displacement setting.

Investment & Implementation:

We hired a professional gardener, who came all the way to Nairobi to personally source various plants and flowers that would be planted at the Hub. The garden was established in November 2024 through investment in gardening materials, soil improvement inputs, water elevators, efficient water fittings, These investments were designed to ensure sustainability, appropriate water management, an ongoing maintenance in a drought-prone environment such as Kakuma.

The space has been developed collaboratively, involving programme staff, teachers, the gardener, and community members, with support from volunteers. This shared approach has helped embed ownership, accountability, and practical learning within the centre.

What the Garden Looks Like in Practice:

The garden currently functions as:

- A shaded, green learning and wellbeing environment
- An outdoor classroom for reading, creative activities, and group learning
- A calm play and reflection space that supports concentration and emotional regulation

Seating areas within the garden enable children to learn, read, and participate in activities outdoors, improving the overall learning environment and offering respite from enclosed spaces and heat.

The presence of greenery has had a noticeable impact on the atmosphere of the Centre, making it more welcoming, calming, and conducive to learning.

Impact on Education & Wellbeing:

The garden enhances educational outcomes indirectly by:

- Improving focus, engagement, and behavior through access to outdoor learning
- Supporting psychosocial wellbeing, which positively influences classroom participation
- Providing flexible learning spaces for children who benefit from movement, fresh air, and informal settings

Teachers report improved engagement during activities held in the garden, particularly for younger children and those who struggle in more traditional classroom environments.

This early exposure helps build awareness of climate challenges and sustainable practices that are relevant both within Kakuma and for future resettlement or return contexts.

Over time, this model supports self-reliance, environmental responsibility, and resilience, key outcomes in its placement settings where communities must adapt continuously to environmental and social constraints.

Existing Programming

We currently continue with:

Remedial classes - Extra classes for Primary school students entering Secondary School.

Progress/Achievements:

- 1: Teaching pupils who have been struggling and performing badly, ended up being the best at school despite previous dismal performance.
- 2: Building a strong relationship with parents and colleagues to create a positive and inclusive learning environment in Kakuma 4.
- 3: Encourage pupils to learn about their culture and heritage by engaging them during free lessons by inviting motivational speakers.
- 4: Increased use of Gatwichi library to introduce young students to the concepts of reading. New books were donated, shelving and a secure safe space to distribute books from.

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Investment:

Financial incentives for Early Years Teachers, Elementary Teachers, and Computer Teachers; Textbooks, fiction, non-fiction books, well-being and leadership books, indoor and outdoor recreational games, paddling pools, Early Years materials.

Impact:

1. Educational Continuity

Early Years and Infants

Establishing a strong early learning foundation for young children is a critical component of both child protection and Education in Emergencies (EiE). In contexts of displacement, early childhood education provides not only learning opportunities but also safety, stability, and a sense of normalcy for children whose lives have been disrupted by conflict and crisis.

Our early years learning programme has been designed and resourced in line with EiE and child-centred safeguarding principles. Working closely with education specialists and local schools, we draw on internationally recognised learning-through-play approaches that support children's cognitive, social, and emotional development while promoting resilience and wellbeing.

Teacher training is central to this approach. By equipping early years educators with appropriate pedagogical skills, safeguarding knowledge, and ongoing professional support, we help ensure quality, consistency, and accountability. Well-trained teachers play a vital role in identifying and responding to the needs of children who are among the most vulnerable within the community.

Early childhood provision also supports child protection outcomes beyond the classroom. Safe, structured learning spaces provide essential respite for parents and caregivers, most often mothers, enabling greater access to education, livelihoods, and enterprise, while ensuring children remain in protected environments.

The right to play is a core principle of our work. Play-based learning is recognised within Education in Emergencies as fundamental to children's recovery, psychosocial wellbeing, and development. We prioritise resourcing programmes with age-appropriate materials, accessible libraries, and safe learning spaces that encourage exploration, creativity, and social interaction.

Sustained access to education is essential in emergency settings. Short-term or fragmented provision risks undermining children's progress and wellbeing. We address this through links with schools in Kakuma and a continuum of learning opportunities available to all community members. Computer literacy courses, reading circles, maths and science classes, and holistic learning programmes including art, dance and yoga ensure children can continue to learn and develop within a safe, inclusive, and protective environment.

Refugee children often experience prolonged disruptions to schooling due to displacement, conflict, and mobility. This programme restores structured learning environments, ensuring children can resume age-appropriate education and maintain academic progression despite instability.

2. Improved Learning Outcomes:

We have ensured that teacher training is carefully scaffolded, combining the expertise of local educators with ongoing input from our education specialist. This blended approach strengthens contextual understanding while embedding internationally recognised pedagogical standards. Training focuses on child-centred, play-based, and trauma-informed teaching practices, classroom management, and safeguarding, enabling teachers to respond effectively to the diverse needs of learners in a displacement setting. Ongoing mentoring and peer support further reinforce quality and consistency across classrooms.

As a result, improved learning outcomes are evident. Well-trained teachers, alongside consistent access to age-appropriate textbooks and learning materials, support the development of foundational literacy, numeracy, and comprehension skills. This enables learners to progress at an appropriate pace and work towards meeting both national curriculum expectations and internationally recognised education standards. Consistency in teaching quality and resources is particularly critical in emergency contexts, where disruption to learning is common and sustained educational engagement is key to long-term attainment and wellbeing.

3. Digital Literacy; Future Readiness

Building on our investment in qualified, well-supported teachers, the inclusion of dedicated Computer Teachers ensures that learners develop foundational digital literacy skills in a structured and safe learning environment. Students are introduced to essential competencies such as typing, digital research, basic software applications, and responsible technology use, delivered through age-appropriate and scaffolded instruction.

As part of this work, we are beginning to embed cyber-safe practice into the curriculum. This includes

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early learning around online safety, privacy, respectful digital behaviour, and recognizing potential risks, ensuring that students are supported to engage with technology in ways that are both empowering and protective. In displacement contexts, access to digital skills is increasingly critical.

These foundational ICT competencies support progression into secondary education, vocational training, and accredited learning pathways, while also strengthening learners' ability to engage with digital learning platforms and educational resources. Digital literacy also enhances broader learning outcomes by reinforcing literacy, numeracy, problem-solving, and critical thinking skills.

By embedding digital literacy and cyber safety within our wider education programme, we help equip young people with the skills, confidence, and adaptability needed to navigate future learning and future employment opportunities, whether in host communities or upon return to their home countries.

4. School Retention, Child Protection & Community Trust

Consistent access to safe, structured education plays a critical role in improving school retention and reducing dropout rates in displacement settings, particularly for girls and adolescents, who face heightened risks of exclusion from education. Stable schooling environments support regular attendance and continuity in learning during periods of uncertainty, helping families prioritise education over negative coping mechanisms such as child labour, early marriage, or early pregnancy, risks that disproportionately affect adolescent girls.

The Hub also functions as an essential protective space, especially for adolescents navigating increased vulnerability. Within a strong child protection framework, well-managed learning environments provide supervision, routine, and psychosocial support, reducing exposure to exploitation, gender-based violence, neglect, and harmful coping strategies. Safeguarding trained teachers and staff are better equipped to identify gender-specific and age-related protection risks, respond appropriately, and refer concerns through established safeguarding pathways.

For adolescent learners, safe and inclusive schools also support positive identity formation, peer relationships, and life skills development, contributing to resilience and wellbeing during a critical stage of development.

Over time, the consistent delivery of quality education strengthens parental/ career trust and engagement, particularly in relation to girls' education. When families see their daughters and adolescent children learning in safe, supportive environments, confidence in education services increases. This trust encourages sustained participation, reinforces the value of education within the household, and supports shifts in social norms that enable girls and young people to remain in school longer.

Together, these outcomes contribute to a protective, gender-responsive education ecosystem that supports children and adolescents not only to stay in education, but to learn, develop, and thrive within a safe, dignified, and inclusive environment.

5. Psychosocial Wellbeing, Creative Expression, Safe Spaces for Healing

In displacement settings, children and adolescents face heightened psychosocial stressors resulting from conflict, loss, disrupted education, and prolonged uncertainty. Our psychosocial wellbeing and creative arts programming is designed to provide safe, structured, and culturally responsive spaces that support emotional regulation, resilience, and positive development, with a particular focus on girls and adolescents.

At the heart of the Hub sits our Library, which plays a key role in supporting literacy, learning, and psychosocial wellbeing. We ensure the library is well managed through the training and ongoing support of a dedicated librarian, with clear systems in place to maintain access, organisation, and responsible use of resources. The collection includes both donated and purchased books, carefully selected and categorised to meet the needs of early years learners through to adults. Structured library times are embedded within the programme, alongside facilitated reading and literacy groups led by the librarian and teachers, helping to foster a culture of reading, learning, and inclusion within a safe and supportive environment.

Programming & Delivery

Our psychosocial programme also includes:

Yoga classes focused on breathing, grounding, and gentle movement

Dance classes supporting physical expression, cultural identity, and peer connection

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Creative arts workshops delivered through My Start alumni and visiting art teachers through My Start project. These are often in holiday time to ensure school attenders in particular vulnerable teenager groups can attend. We run large art workshops during school holidays (either over 2 - 4 week periods) which fall three times a year in the camp. Classes include drawing, painting, mixed media collage, sculpture, collaborative installations and storytelling. My Start creative programs and creative processes are central to the art programming and we support both online and in person providing age- appropriate, structured creative sessions that support emotional literacy and confidence with concepts and technical skills. Our My Start alumni now running many of the holiday sessions are testament to the cycle of learning, developing and giving back to the community.

Programming is delivered to defined age groups (e.g. early years, children, adolescents), with particular attention to ensuring safe and inclusive access for girls. Sessions take place in group settings to encourage peer interaction, while remaining flexible and trauma-informed.

Youth Leadership & Community Infrastructure

Investment:

Gatwich Hub (Manager Site Officer)

AYAN(African Youth Action Network) Youth Summit, Project Coordinator.

Impact:

Safe, Structured Community Spaces:

The Gatwich Hub provides a secure and inclusive environment where youth can gather, learn, collaborate, and access services away from unsafe or exploitative settings.

Youth Leadership Development:

The AYAN Youth Summit equips refugee youth with leadership, communication, and advocacy skills, empowering them to represent their communities and influence decision-making processes. Thankfully, the yoga teacher, the Hub Manager and the Early Years Supervisor represented GUA Africa at the AYAN summit that was scheduled for three days in Nairobi, Kenya.

Through our leadership grant from Choose Love we also selected a young leader to be selected as part of an international Refugee Youth Leadership Council (RYLC) - with more ongoing activity to be announced.

Civic Engagement & Advocacy:

Youth gain platforms to voice concerns, propose solutions, and engage with humanitarian stakeholders, fostering active citizenship even in displacement contexts.

Skills Development & Employability:

Activities hosted at the hub build transferable skills such as teamwork, event coordination, facilitation, and public speaking.

Operational Effectiveness & Program Continuity:

The Project Coordinator ensures coordination, monitoring, and implementation efficiency, maximizing impact and minimizing resource wastage.

Protection Safeguarding:

Managed infrastructure and staffing reduce risks associated with unregulated gatherings, ensuring child and youth safety.

Community-Led Solutions:

Youth-led initiatives emerging from the hub promote sustainable, locally relevant solutions to community challenges.

Art Programming and 'My Start':

New Programming:

Nasio Peer Mentorship Partnership

Beneficiaries:

Cohort 1: 25 students: 11 females, 14 males

Cohort 2: 45 students: 19 females, 26 males

Total 70 Students

GUA AFRICA and NASIO TRUST have been conducting Peer Health Education Training and equipping youth in Kakuma Refugee Camp, particularly within the South Sudanese community, with essential knowledge and skills to address critical health issues.

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Certified trainees are then mandated to become peer educators, spreading awareness within schools and communities to promote healthier lifestyles and reduce harmful practices.

Topics Covered:

- The training addressed values, adolescent development, menstrual hygiene, human sexuality, family planning, and HIV/AIDS. These topics empower youth to make informed choices, protect themselves from health risks, and share life-saving knowledge with their peers.

Positive Impact:

- o Raised awareness of the disadvantages of early marriage and early pregnancy.
- o Reduced risk of early pregnancies and sexually transmitted infections.
- o Strengthened girls' ability to protect themselves against harmful practices.
- o Promoted family planning and responsible decision-making.

Challenges:

Some topics, such as condom use, remain culturally sensitive, and misinformation among peers occasionally created resistance to open discussions.

Adaptations:

From Cohort 1 to Cohort 2, the program was adjusted to:

- o Respect cultural sensitivities in teaching approaches.
- o Involve community leaders for greater acceptance.
- o Increase interactive and practical learning sessions.

Student Feedback:

Students expressed appreciation for the training and requested more opportunities. They showed willingness to carry out community sensitization's and highlighted the need for practical experiences and resources.

Next Steps:

- o Provide practicums and access to hub learning materials.
- o Expand training to reach more youth.
- o Support students to establish health clubs with materials, space, and mentorship.
- o Engage communities to sustain youth-led health initiatives.

Conclusion:

The Peer Health Education Training is building a network of certified youth peer educators who are changing attitudes and behaviours in Kakuma. With continued support, the program will expand its reach, overcome cultural barriers, and provide essential sexual health support to the ever-increasing young population of the camp.

London College of Fashion "Making for Change"

In late April 2025, we hosted "Making for Change" in collaboration with the London College of Fashion (LCF)-an initiative that brings together creativity, skills development, and enterprise. Partnerships such as this open new opportunities while modelling the solidarity and co-creation essential for long-term, meaningful change.

From 21-25 April 2025, during our annual site visit to Kakuma Refugee Camp, we welcomed Anna Ellis, Head of Business Development (Making for Change), London College of Fashion, University of the Arts London, by invitation. Please note that the financial costs associated with this visit, including the budget provided by London College of Fashion, extended slightly into May 2025 and therefore crossed into the next financial year.

During the site visit, we gathered qualitative data from women in the camp regarding their aspirations, skills, and ambitions to develop textile-making businesses. This information will inform the future development of a women-led textile enterprise, subject to securing appropriate funding.

My Start Project

June 2024

Refugee week-Talks and workshops at The Hall Middle School, Hampstead. Whole School assembly (400 boys) and accompanying year 8 workshops (120 boys). The boys' workshops took inspiration from last year's workshop and visit to Kakuma Refugee Camp, led by Aize Muhammed Paul, entitled Wonder Boys. During the workshops, students examined poems and artworks created in Kakuma that explored themes of boyhood and manhood. They then produced their own poems and artworks using similar aesthetic qualities.

Cost for assembly and workshops received: £600

Talks and workshops at Dulwich College-Junior. Whole school assembly (300 boys) and then year 4 workshops (120 students split within 4 classes). Students had the opportunity of looking at recently produced artwork from Kakuma (generated during the Wonder Boys workshops with Aize) and participate in a live Q and A session with Aize himself.

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Cost for workshops received: £200

September 2024

A-level jewellery project-Dulwich College Sixth form

Two classes of 15-year-old students studying A Level Jewellery and Design took inspiration from the Wonder Boys exhibition to design and create jewellery for sale. An initial talk was delivered to introduce the theme, provide contextual and background information about Kakuma Refugee Camp, and support students' understanding of the project. Proceeds from the jewellery sales will be donated to us in September 2025.

Wonderboys Kakuma Book Sales

Sales of the book produced to accompany the Wonder Boys project were collected by My Start and subsequently transferred back to our partner. The total profit, after deducting postage and packaging costs, was £272. A separate inventory detailing these sales is available and has been provided.

Reimbursement:

Money repaid for last year's April 2024 Wonder Boys' trip and subsequent expenses to Amy in 2 instalments: £770 in September 2024 and £120 in December 2025 (as duly noted on the bank transfers). Total: £890

There were no trips to Kakuma Refugee Project during this year.

Organisational Development

In **August 2023**, we received an **Organisational Development grant from Choose Love of \$30,000 USD** (approximately **£23,000 GBP**). This funding formed part of a **two-year commitment** and supported organisational development through to **September 2024**.

In **October 2024**, we received a second instalment of **\$30,000 USD** (equivalent to **£22,364.36 GBP**), continuing the two-year commitment and covering **core organisational costs through to October 2025**.

This funding contributed significantly to **staffing and organisational capacity** in both the UK and Kenya. It enabled Gua to recruit a **Development Manager** from 2023, strengthening and diversifying our fundraising streams, and a **Kenyan Liaison Officer** to support grant management and programme operations in Kenya.

In the first year, the funding also supported the provision of **laptops and printers for staff and students** and the development of **fundraising and marketing materials**. In the second year, it covered a greater proportion of core organisational costs, including support for a **paid Director**, strengthening governance, leadership, and long-term sustainability.

Project Aim and Summary

To develop the charity by bringing on a paid Development Manager and paid staff to support greater fundraising and extend our programming.

Gua Africa has been run by volunteers and low-paid staff since 2009. This has meant that our donations have been able to reach our beneficiaries almost directly; however, it has also stifled the growth of the charity and limited our ability to fundraise more effectively and expand our programming and impact. This investment aimed to support the sustainability of the charity and ensure stronger fundraising streams for the future.

Through this funding, we were able to make vital investments in our core team as follows:

Imoit Ekuam - Kenyan Student Liaison, Kakuma Refugee Camp

For the past five years, we have relied on transparent communication and on-the-ground support in Kakuma Refugee Camp as we built The Gatwitch Hub. This funding helped us to increase our Kenyan Liaison, Imoit's, pay to match his commitment and skill set, enabling us to retain him as a valuable member of our team. This has been essential as we continue to expand programming at the Hub.

Irene Tunya - Kenyan Programme Liaison, Nairobi

This funding enabled us to cover Irene's salary for two years and provide additional support across the charity's operations as programming in Kenya expanded. It also allowed us to streamline our administration by hiring a new Finance Officer and Bookkeeper, which removed accounting responsibilities from Irene's role and allowed her to focus on stronger reporting and communications.

Tania Campbell Golding - UK Executive Director

Tania had been working on a volunteer basis up until this funding. This investment allowed her to dedicate more time to the charity, re-pivot the core team and operations, and establish improved management structures and financial systems.

Camilla Robinson - Development Manager, UK

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This grant enabled us to hire Camilla Robinson for two years, a role we hope to sustain going forward.

Onboarding a Development Manager has been key to our growth and success over the past two years. Camilla's role has had a direct impact on the entire core team, allowing each person to fulfil their role more efficiently and productively. Her focus has been on the growth and development of networks, fundraising, and securing financial investment from grants and donors.

This work requires the focused attention of a manager dedicated to connecting with funding bodies and partners to support the long-term sustainability of the organisation's work, as well as the time and capacity to research and apply for these opportunities in a detail-oriented manner.

New Opportunities and Grants Developed and Received

Since joining Gua Africa in October 2023 on a 0.2 allocation, Camilla has applied for 10 grants, formed fundraising relationships with several UK and Canadian African Caribbean Societies, and identified potential corporate donor partners.

The average lead time for identifying, applying for, and receiving funding is around one year, with the strongest applications built on sustainable, long-term partnerships. As a result, Camilla developed a partnership with London College of Fashion, Making for Change (LCF MFC) for Gua Africa's Women's Business and Textiles Course. This collaboration has been extremely successful for both parties, with LCF MFC awarded £5,000 through the University of the Arts London (UAL) Global Seed Fund to visit Kakuma and conduct research through focus groups with women at Gua's Gatwich Hub.

Organisation	Type of Donation	Amount	Allocation
GANDYS	Corporate Donor	£20,376	-Core Costs October-December 2025-Gatwich Hub Jan- December 2026
University of the Arts London	In Kind Donation	£5,000	Site Visit for LCF MFC, April 2025
The Headley Trust	Grant AwardedIn Kind Donation £8786(Part of grant awarded to our partner, NASIO Trust)	£33,000	NASIO Trust Peer Mentor programme which trains young adults about sexual health, safe sex & prevention of rape, teenage pregnancy and marriage
Hollick Family Trust	Private Trust Donor	£2000	Repair of the two classroom floors at Gatwich Hub

Financial summary Year 2:

Core team salaries:

Although we have secured funding to further support the salaries of our core team, we have used funding exceptionally efficiently, supporting 4 key roles over 2 years and added the support of a new financial officer in Kenya who now handles all of our book keeping.

Travel & Site visits:

Funding has also been allocated to core team members' travel to enable them to visit Gua's key programming. During these visits all core members have volunteered their time for free, but travel has helped cover Tania (our Executive Director) and Sue our UK board member's visits to Kenya and Kakuma Refugee Camp to ensure proper reporting and assessment of our projects. This has been essential in maintaining good relationships with Imoit Ekuam, our Kakuma liaison and all our volunteer-led refugee teachers and management at the camp. It has helped us further our safeguarding and teacher training and build out new projects. Camilla Robinson has also visited the camp (her visit was covered by another grant) and for the team to work cohesively together in the field.

FINANCIAL REVIEW

Reserves policy

A formal reserves policy was agreed at the 12th May 2012 meeting of the executive committee.

At 30th April 2025 we had total funds of £29,683 of which £35,136 are restricted funds. The cash balance was £32,483. We remain committed to having a small amount of reserves in place. Our overheads are very small and this minimises any risk of debts being accrued.

Going concern

At 30 April 2025, the charity had negative unrestricted funds. Since the year end unrestricted donations have been received to replenish reserves. The trustees consider that there are no material uncertainties about the Charity's ability to continue as a going concern. The charity overheads are very small and this minimises any risk of debts being accrued.

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STRUCTURE, GOVERNANCE AND MANAGEMENT

Governing document

The charity is controlled by its governing document, a deed of trust, and constitutes a limited company, limited by guarantee, as defined by the Companies Act 2006.

Recruitment and appointment of new trustees

Emmanuel Jal is the founder of GUA Africa and he approached the other two initial trustees who assisted in the process of the charity registration. The existing trustees of the charity are responsible for the appointment of any additional trustees.

REFERENCE AND ADMINISTRATIVE DETAILS

Registered Company number

06241750 (England and Wales)

Registered Charity number

1123840

Registered office

84 Buchanan Gardens
LONDON
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Trustees

E Jal Jak Gatwich
Ms T Campbell-Golding
Ms S Mulholland
K Hoque
S Cappallero

Independent Examiner

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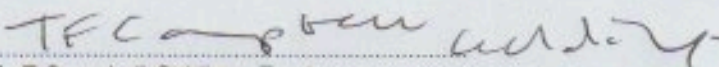
www.gua-africa.org

Email

tanya@gua-africa.org

This report has been prepared in accordance with the special provisions of Part 15 of the Companies Act 2006 relating to small companies.

Approved by order of the board of trustees on 29/01/26 and signed on its behalf by:


Ms T Campbell-Golding - Trustee

Independent Examiner's Report to the Trustees of
GUA Africa

Independent examiner's report to the trustees of GUA Africa ('the Company')

I report to the charity trustees on my examination of the accounts of the Company for the year ended 30 April 2025.

Responsibilities and basis of report

As the charity's trustees of the Company (and also its directors for the purposes of company law) you are responsible for the preparation of the accounts in accordance with the requirements of the Companies Act 2006 ('the 2006 Act').

Having satisfied myself that the accounts of the Company are not required to be audited under Part 16 of the 2006 Act and are eligible for independent examination, I report in respect of my examination of your charity's accounts as carried out under Section 145 of the Charities Act 2011 ('the 2011 Act'). In carrying out my examination I have followed the Directions given by the Charity Commission under Section 145(5) (b) of the 2011 Act.

Independent examiner's statement

I have completed my examination. I confirm that no matters have come to my attention in connection with the examination giving me cause to believe:

1. accounting records were not kept in respect of the Company as required by Section 386 of the 2006 Act; or
2. the accounts do not accord with those records; or
3. the accounts do not comply with the accounting requirements of Section 396 of the 2006 Act other than any requirement that the accounts give a true and fair view which is not a matter considered as part of an independent examination; or
4. the accounts have not been prepared in accordance with the methods and principles of the Statement of Recommended Practice for accounting and reporting by charities (applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102)).

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.



James Gare FCA DChA

Monahans
Chartered Accountants
Hermes House
Fire Fly Avenue
Swindon
Wiltshire
SN2 2GA

Date: **29 January 2026**
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GUA Africa

Statement of Financial Activities
(Incorporating an Income and Expenditure Account)
for the Year Ended 30 April 2025

	Notes	Unrestricted funds £	Restricted funds £	2025 Total funds £	2024 Total funds £
INCOME AND ENDOWMENTS FROM					
Donations and legacies	2	9,102	71,028	80,130	115,172
Investment income	3	6	-	6	28
Total		<u>9,108</u>	<u>71,028</u>	<u>80,136</u>	<u>115,200</u>
 EXPENDITURE ON					
Raising funds	4	-	9,109	9,109	6,212
Charitable activities	5				
Sub-Saharan Africa		8,621	43,741	52,362	104,601
Total		<u>8,621</u>	<u>52,850</u>	<u>61,471</u>	<u>110,813</u>
 NET INCOME		487	18,178	18,665	4,387
Transfers between funds	14	(1,234)	1,234	-	-
Net movement in funds		<u>(747)</u>	<u>19,412</u>	<u>18,665</u>	<u>4,387</u>
 RECONCILIATION OF FUNDS					
Total funds brought forward		(4,706)	15,724	11,018	6,631
 TOTAL FUNDS CARRIED FORWARD		<u><u>(5,453)</u></u>	<u><u>35,136</u></u>	<u><u>29,683</u></u>	<u><u>11,018</u></u>

The notes form part of these financial statements

Balance Sheet
30 April 2025

	Notes	2025 £	2024 £
CURRENT ASSETS			
Stocks	11	200	200
Cash at bank and in hand		32,484	13,457
		<u>32,684</u>	<u>13,657</u>
CREDITORS			
Amounts falling due within one year	12	(3,001)	(2,639)
NET CURRENT ASSETS		<u>29,683</u>	<u>11,018</u>
TOTAL ASSETS LESS CURRENT LIABILITIES		29,683	11,018
NET ASSETS		<u>29,683</u>	<u>11,018</u>
FUNDS	14		
Unrestricted funds		(5,452)	(4,706)
Restricted funds		35,135	15,724
TOTAL FUNDS		<u>29,683</u>	<u>11,018</u>

The charitable company is entitled to exemption from audit under Section 477 of the Companies Act 2006 for the year ended 30 April 2025.

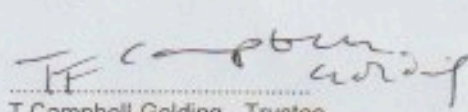
The members have not required the company to obtain an audit of its financial statements for the year ended 30 April 2025 in accordance with Section 476 of the Companies Act 2006.

The trustees acknowledge their responsibilities for

- (a) ensuring that the charitable company keeps accounting records that comply with Sections 386 and 387 of the Companies Act 2006 and
- (b) preparing financial statements which give a true and fair view of the state of affairs of the charitable company as at the end of each financial year and of its surplus or deficit for each financial year in accordance with the requirements of Sections 394 and 395 and which otherwise comply with the requirements of the Companies Act 2006 relating to financial statements, so far as applicable to the charitable company.

These financial statements have been prepared in accordance with the provisions applicable to charitable companies subject to the small companies regime.

The financial statements were approved by the Board of Trustees and authorised for issue on 29/01/26 and were signed on its behalf by:


T Campbell-Golding - Trustee

Notes to the Financial Statements
for the Year Ended 30 April 2025

1. ACCOUNTING POLICIES

Basis of preparing the financial statements

The financial statements of the charitable company, which is a public benefit entity under FRS 102, have been prepared in accordance with the Charities SORP (FRS 102) 'Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019)', Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' and the Companies Act 2006. The financial statements have been prepared under the historical cost convention.

The financial statements are prepared on a going concern basis, under the historical cost convention, modified to include certain items at fair value. The financial statements are prepared in sterling which is the functional currency of the charity and rounded to the nearest pound.

There are no significant areas of judgements or key sources of estimation uncertainty.

Going concern

At 30 April 2025, the charity had negative unrestricted funds. Since the year end unrestricted donations have been received to replenish reserves. The trustees consider that there are no material uncertainties about the Charity's ability to continue as a going concern. The charity overheads are very small and this minimises any risk of debts being accrued.

General information and legal status of the charity

Gua Africa is a company limited by guarantee and has no share capital. In the event of the charity being wound up, the liability in respect of the guarantee is limited to £1 per member of the charity. The registered office address and nature of the charity's operations and principal activities can be found in the Trustees' Report.

Financial reporting standard 102 - reduced disclosure exemptions

The charity has taken exemption from preparing a cash flow statement under the charities SORP (FRS 102) Update Bulletin 1 issued on 2 February 2016, as the charity constitutes a small charity.

Income

All income is recognised in the Statement of Financial Activities once the charity has entitlement to the funds, it is probable that the income will be received and the amount can be measured reliably.

Expenditure

Liabilities are recognised as expenditure as soon as there is a legal or constructive obligation committing the charity to that expenditure, it is probable that a transfer of economic benefits will be required in settlement and the amount of the obligation can be measured reliably. Expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all cost related to the category. Where costs cannot be directly attributed to particular headings they have been allocated to activities on a basis consistent with the use of resources.

Tangible fixed assets

Depreciation is provided at the following annual rates in order to write off each asset over its estimated useful life.

Computer equipment - 33% on straight line basis

Stocks

Stocks are valued at the lower of cost and net realisable value, after making due allowance for obsolete and slow moving items.

Taxation

The charity is exempt from corporation tax on its charitable activities.

Fund accounting

Unrestricted funds can be used in accordance with the charitable objectives at the discretion of the trustees.

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

Restricted funds can only be used for particular restricted purposes within the objects of the charity. Restrictions arise when specified by the donor or when funds are raised for particular restricted purposes.

Notes to the Financial Statements - continued
for the Year Ended 30 April 2025

1. ACCOUNTING POLICIES - continued

Fund accounting

Further explanation of the nature and purpose of each fund is included in the notes to the financial statements.

Debtors

Trade and other debtors are recognised at the settlement amount due after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

Cash at bank and in hand

Cash at bank and cash in hand includes cash and short term highly liquid investments with a short maturity of three months or less from the date of acquisition or opening of the deposit or similar account.

Creditors and provisions

Creditors and provisions are recognised where the charity has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

Financial instruments

The charity only has financial assets and financial liabilities of a kind that qualify as basic financial instruments. Basic financial instruments are initially recognised at transaction value and subsequently measured at their settlement value.

2. DONATIONS AND LEGACIES

	2025	2024
	£	£
Donations and income from sales of merchandise	77,525	111,523
Sponsorship	2,605	3,649
	<u>80,130</u>	<u>115,172</u>

3. INVESTMENT INCOME

	2025	2024
	£	£
Deposit account interest	6	28
	<u>6</u>	<u>28</u>

4. RAISING FUNDS

Raising donations and legacies

	2025	2024
	£	£
Staff costs	9,109	6,212
	<u>9,109</u>	<u>6,212</u>

5. CHARITABLE ACTIVITIES COSTS

	Direct Costs (see note 6)	Support costs (see note 7)	Totals
	£	£	£
Sub-Saharan Africa	36,575	15,787	52,362
	<u>36,575</u>	<u>15,787</u>	<u>52,362</u>

GUA Africa

Notes to the Financial Statements - continued
for the Year Ended 30 April 2025

6. DIRECT COSTS OF CHARITABLE ACTIVITIES

	2025	2024
	£	£
Survivor of war payments	2,200	23,979
Vocational training programs	1,130	-
Travel and trip costs	11,317	19,072
My Start - workshop materials	272	498
My Start - travel	660	-
My Start - art materials	-	2,155
Project costs	20,996	45,406
	<u>36,575</u>	<u>91,110</u>

7. SUPPORT COSTS

	Management	Finance	Governance	Totals
	£	£	costs	£
	£	£	£	£
Sub-Saharan Africa	<u>11,568</u>	<u>859</u>	<u>3,360</u>	<u>15,787</u>

Support costs, included in the above, are as follows:

	2025	2024
	Sub-Saharan	Total
	Africa	activities
	£	£
Trustees' fees	4,800	4,800
UK office and telephone	4,460	4,596
Advertising	200	23
Sundries	1,593	113
Computer expenses	515	259
Bank charges and foreign exchange		
gain/loss	859	810
Accountancy and legal fees	3,360	2,890
	<u>15,787</u>	<u>13,491</u>

8. TRUSTEES' REMUNERATION AND BENEFITS

	2025	2024
	£	£
Trustees' fees	<u>4,800</u>	<u>4,800</u>

The trustee, T Campbell-Golding, received remuneration of £400 a month as the Director of the charity.

Trustees' expenses

There were no trustees' expenses paid for the year ended 30 April 2025 nor for the year ended 30 April 2024.

9. COMPARATIVES FOR THE STATEMENT OF FINANCIAL ACTIVITIES

	Unrestricted	Restricted	Total
	funds	funds	funds
	£	£	£
INCOME AND ENDOWMENTS FROM			
Donations and legacies	6,619	108,553	115,172
Investment income	28	-	28
Total	<u>6,647</u>	<u>108,553</u>	<u>115,200</u>
EXPENDITURE ON			
Raising funds	-	6,212	6,212
Charitable activities			
Sub-Saharan Africa	9,179	95,422	104,601

GUA Africa

Notes to the Financial Statements - continued
for the Year Ended 30 April 2025

9. COMPARATIVES FOR THE STATEMENT OF FINANCIAL ACTIVITIES - continued

	Unrestricted funds £	Restricted funds £	Total funds £
Total	9,179	101,634	110,813
NET INCOME/(EXPENDITURE)	(2,532)	6,919	4,387
Transfers between funds	(2,616)	2,616	-
Net movement in funds	(5,148)	9,535	4,387
RECONCILIATION OF FUNDS			
Total funds brought forward	442	6,189	6,631
TOTAL FUNDS CARRIED FORWARD	(4,706)	15,724	11,018

10. TANGIBLE FIXED ASSETS

	Computer equipment £
COST	
At 1 May 2024 and 30 April 2025	1,368
DEPRECIATION	
At 1 May 2024 and 30 April 2025	1,368
NET BOOK VALUE	
At 30 April 2025	-
At 30 April 2024	-

11. STOCKS

	2025 £	2024 £
Stocks	200	200

12. CREDITORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	2025 £	2024 £
Accrued expenses	3,001	2,639

13. ANALYSIS OF NET ASSETS BETWEEN FUNDS

	Unrestricted funds £	Restricted funds £	2025 Total funds £	2024 Total funds £
Current assets	(2,451)	35,135	32,684	13,657
Current liabilities	(3,001)	-	(3,001)	(2,639)
	(5,452)	35,135	29,683	11,018

GUA Africa

**Notes to the Financial Statements - continued
for the Year Ended 30 April 2025**

14. MOVEMENT IN FUNDS

	At 1.5.24 £	Net movement in funds £	Transfers between funds £	At 30.4.25 £
Unrestricted funds				
General fund	(4,706)	488	(1,234)	(5,452)
Restricted funds				
My Start project	-	(1,234)	1,234	-
Child Sponsorship Programmes	-	585	-	585
Research travel trip	41	(41)	-	-
Prism - Development and staff costs	6,018	-	(6,018)	-
Choose Love - Gatwitch Hub Climate Change and Education	9,647	(9,647)	-	-
Choose Love - Emergency Response - refugees	18	(18)	-	-
Nasio Trust	-	19,522	-	19,522
LCF Grant	-	(2,316)	-	(2,316)
Choose Love - Development	-	(4,058)	6,018	1,960
Choose Love - Leadership	-	15,384	-	15,384
	<u>15,724</u>	<u>18,177</u>	<u>1,234</u>	<u>35,135</u>
TOTAL FUNDS	<u>11,018</u>	<u>18,665</u>	<u>-</u>	<u>29,683</u>

Net movement in funds, included in the above are as follows:

	Incoming resources £	Resources expended £	Movement in funds £
Unrestricted funds			
General fund	9,108	(8,620)	488
Restricted funds			
My Start project	1,724	(2,958)	(1,234)
Child Sponsorship Programmes	2,605	(2,020)	585
Research travel trip	-	(41)	(41)
Choose Love - Gatwitch Hub Climate Change and Education	-	(9,647)	(9,647)
Choose Love - Emergency Response - refugees	-	(18)	(18)
Nasio Trust	23,843	(4,321)	19,522
LCF Grant	1	(2,317)	(2,316)
Choose Love - Development	23,217	(27,275)	(4,058)
Choose Love - Leadership	19,638	(4,254)	15,384
	<u>71,028</u>	<u>(52,851)</u>	<u>18,177</u>
TOTAL FUNDS	<u>80,136</u>	<u>(61,471)</u>	<u>18,665</u>

GUA Africa

**Notes to the Financial Statements - continued
for the Year Ended 30 April 2025**

14. MOVEMENT IN FUNDS - continued

Comparatives for movement in funds

	At 1.5.23 £	Net movement in funds £	Transfers between funds £	At 30.4.24 £
Unrestricted funds				
General fund	442	(2,532)	(2,616)	(4,706)
Restricted funds				
My Start project	-	(991)	991	-
Gatwitch Hub	6,189	(6,189)	-	-
Research travel trip	-	41	-	41
Prism - Development and staff costs	-	6,018	-	6,018
Choose Love - Emergency Response - Bus	-	(1,625)	1,625	-
Choose Love - Gatwitch Hub Climate				
Change and Education	-	9,647	-	9,647
Choose Love - Emergency Response - refugees	-	18	-	18
	<u>6,189</u>	<u>6,919</u>	<u>2,616</u>	<u>15,724</u>
TOTAL FUNDS	<u>6,631</u>	<u>4,387</u>	<u>-</u>	<u>11,018</u>

Comparative net movement in funds, included in the above are as follows:

	Incoming resources £	Resources expended £	Movement in funds £
Unrestricted funds			
General fund	6,647	(9,179)	(2,532)
Restricted funds			
My Start project	2,669	(3,660)	(991)
Child Sponsorship Programmes	3,642	(3,642)	-
Gatwitch Hub	-	(6,189)	(6,189)
Research travel trip	9,989	(9,948)	41
Prism - Development and staff costs	23,518	(17,500)	6,018
Emergency Relief Program - Bus	14,080	(14,080)	-
Choose Love - Emergency Response - Bus	21,176	(22,801)	(1,625)
Choose Love - Gatwitch Hub Climate			
Change and Education	23,181	(13,534)	9,647
Choose Love - Emergency Response - refugees	10,298	(10,280)	18
	<u>108,553</u>	<u>(101,634)</u>	<u>6,919</u>
TOTAL FUNDS	<u>115,200</u>	<u>(110,813)</u>	<u>4,387</u>

Restricted funds

Child Sponsorship Programmes - funds donated for individual students under Survivors of War programme are restricted to that students' fees and personal expenses, any balance to be used for GUA admin expenses.

My Start project - A creative arts project running art and film workshops in refugee camps. The work produced at the camp is then exhibited in UK schools.

Gatwitch Hub - grants received to fund ongoing educational programs at a community - led educational hub in Kakuma Refugee camp, offering an extensive program for youth in Early Years, Primary school education, sports, yoga, dance, art, leadership, mental well-being, literacy, ICT and entrepreneurship.

Choose Love - Development - funding for hiring of a new development Manager and running costs

Notes to the Financial Statements - continued
for the Year Ended 30 April 2025

14. MOVEMENT IN FUNDS - continued

Choose Love - Gatwitch Hub Climate Change and Education - funding for the Gatwitch Hub ongoing educational programming, climate change education and the implementation of green space at the hub.

Choose Love - Leadership - to cover Gatwitch Hub programming, as well as some additional leadership courses and activities.

The Nasio Trust - Nasio Trust partnership funded by The Hedley Foundation for sexual health peer mentorship programming.

LCF Grant - London College of Fashion in Partnership for 'Making for Change' - Research trip to Kakuma.

Transfers

Transfers have been made to cover deficits on restricted funds.

Funds in deficit

The LCF grant is in deficit as costs have been incurred in advance of funding being received. The funding received post year end will cover those costs.

15. RELATED PARTY DISCLOSURES

There were no related party transactions for the year ended 30 April 2025.