

**educate
a child
international**

**ANNUAL REPORT
AND STATEMENT OF ACCOUNTS**

31 March 2021



Ethiopia. Credits: Education Above All

We give children access to quality education
if they are denied this for reasons like
poverty, conflict, disaster, disability and discrimination

Educate A Child International. Registered charity 1160869.
Bates Wells, 10 Queen Street Place, London EC4R 1BE, United Kingdom.

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WHY WE EXIST

Around the world 258 million¹ children were deprived of school even before Covid-19 struck. These out-of-school children are amongst the most in need, facing multiple and overlapping barriers.

Educate A Child International (EACI) provides quality education to children who are denied this due to poverty, conflict, disaster, disability and discrimination, aligned to the Sustainable Development Goals.

A message from our Chair of Trustees

The needs of children and young people are vast. As we are all too aware, Covid-19 has brought unprecedented challenges, impacting all areas of life and leading to a major disruption of education. The right to education of nearly 1.6 billion learners in more than 190 countries has been affected. Fortunately, schools have been re-opening in many countries and educators and learners will work hard together to catch up on lost time.

There is another, systemic challenge underneath this. More children will join the *quarter of a billion* children who were deprived of school before Covid-19 struck – due to poverty, conflict and disaster. We are working tirelessly to support them.



I am delighted that EACI has been revitalised with the arrival of James Shaw-Hamilton as Chief Executive. This report describes the work of EACI in 2020/21 and some of its plans for next year.

EACI's work will build on and further strengthen the mandate and global impact of the Education Above All (EAA) Foundation, which was founded in 2012 by Her Highness Sheikha Moza bint Nasser to fulfil the right to education of those at the greatest disadvantage. EAA is operational in over 55 countries, working through innovative partnership and funding approaches. To date, it has:

- Ensured that 10 million more primary-aged out-of-school children are now enrolled in school in 50+ countries (total commitments are nearing 12 million)
- Established the UN International Day to Protect Education from Attack on 9th September and a #UniteToProtect campaign, drawing global attention to the urgent need to protect the fundamental right to education access, as shown starkly this year through education attacks
- In response to Covid-19, created a free resource bank of educational materials to support offline learning which has benefited over 110,000 students across 120 countries. EAA also launched the #BuildBackEducation campaign to raise global awareness around the need to rebuild education as part of global Covid-19 recovery efforts, to ensure that the current emergency does not become a generational crisis
- Provided more than 7,000 University scholarships in the Middle East for youth in displaced and host communities
- Supported youth development for 16,000 students in multiple countries
- Galvanised support – for example the Asian Development Bank and EAA have agreed to carry out joint projects totalling \$100 million over 5 years to provide access to quality, primary education for out-of-school and at-risk children.

There is more information about EAA at <https://educationaboveall.org>.

I look forward to meeting you when Covid-19 allows. In the meanwhile stay well and safe.

Fahad Al Sulaiti

Chair of Educate A Child International and CEO of Education Above All Foundation

¹ [Out-of-School Children and Youth | UNESCO UIS](#)

A message from our CEO

A staggering 59 million² primary-aged children have no access to school because of poverty, disaster, conflict, social resistance and other reasons. This is nearly the same as the population of the UK.

Children – and especially girls – who are poor, displaced or disabled are far less likely to enrol and stay in school. This affects their health and what they can earn – and the cycle is set to be repeated with their own children.

We can change that.

Education is the single most vital element in combating poverty, improving health, generating economic growth and empowering women. It is the gateway to many of the UN's Sustainable Development Goals. A child whose mother can read is:

- 50% more likely to live past the age of five
- 100% more likely to attend school themselves
- 50% more likely to be immunised against common diseases.

And a girl with one year of additional schooling will increase her earnings by up to a fifth³.

This is why I was excited to join Educate A Child International in October 2020. I am passionate about providing children and young people with life-changing opportunity through education, regardless of their background, in all countries. I have spent 20 years in international development and UK education organisations. I am thrilled to be working with colleagues who have a single-minded determination to help others and to work in partnership. We work closely with Education Above All Foundation's experienced programme and finance teams, providing them in the UK and Europe with:

- Funding from Foundations and Corporate donors
- Ideas and partners to support programmes and policy
- Recognition and accountability by regulators
- Convenient access to stakeholders for whom, for geographical and cultural reasons, the UK is well-situated.

This report re-introduces Educate A Child International. In the last few months, we have:

- Refreshed our strategy and mission, emphasising our commitment to provide access to quality education where it is most needed
- Committed grants of £300,000 to support out-of-school children in Ethiopia, India and Zambia, expanding our impact – in addition to a grant for Iraq last year
- Registered with the UK Fundraising Regulator and adopted the Charity Governance Code
- Joined BOND, the network of British overseas NGOs for development
- Strengthened our policies and processes.

You can read more about us in this report. If you are interested in learning more about our work, please get in touch.

Together with our supporters and stakeholders, we will overcome challenges for the benefit of marginalised children and young people around the world.

James Shaw-Hamilton
Chief Executive Officer of Educate A Child International



² [Children out of school \(% of primary school age\) | Data \(worldbank.org\)](#)

³ Education Counts, UNESCO, 2011

OUR SUPPORT TO OUT-OF-SCHOOL CHILDREN

Ethiopia

We are supporting a project in Gambella, a region with large numbers of out-of-school children and refugees. Our grant will purchase education kits and uniforms in several refugee camps and host community schools.

We are contributing towards a larger EAA project supporting over 35,000 out-of-school children, of whom 45% are girls. The project is being implemented by Save The Children.

Sustainability is important after the end of the project. This includes engagement with the community and parents, systems strengthening, and training for head teachers and schools.

The Trustees have been monitoring the humanitarian situation in Tigray (this is far from the project location).

Barriers to education:

- Refugee status
- Forced marriage
- Lack of school infrastructure
- Child labour
- Poor quality education.

Activities in the larger project:

- Training and mentoring teachers
- Education materials
- Child-friendly schools
- Water and sanitation facilities, including gender-segregated latrines.



Credits for both photographs: Tim Bishop/Quite Frankly, courtesy of EAA

Zambia

There are about 250,000 out-of-school children in Zambia. In rural areas, around 23% of primary-aged children are out-of-school.

We are contributing to a larger project which will reach 175,000 out-of-school children throughout the country, implemented by Zambia Open Community Schools.

The project plans to: increase access to primary education for rural communities without established schools; stimulate access for out-of-school children who have dropped out of primary education; help to retain children in school.

Sustainability is planned though: alignment with government priorities and policy, capacity building, and income-generation.

Barriers to education:

- Long distances to school
- Poverty
- Early/forced marriage
- Gender discrimination
- Lack of facilities for special needs.

Activities include:

- New community schools
- Teacher housing
- Teacher training
- Learning materials
- Community outreach
- School-based feeding programmes.

Iraq

Education has been affected by conflict and instability, while the lack of educational opportunity can also cause tension between host and displaced communities, and may be linked to early marriage, child labour or other forms of abuse.

In 2019/20, EACI made a grant of £100,000 to improve access to quality and inclusive education in Iraq. UNESCO will refurbish 11 schools in the Nineveh Governorate. In related projects, UNESCO aims to enrol 150,000 children in quality primary education, improving the quality of teaching and learning, increasing the involvement of communities and helping parents understand the importance of education.

Sustainability is achieved through alignment with Government priorities, community ownership, infrastructure and capacity building.

India

On average, a girl in India receives less than four years' education throughout her lifetime: as a result, India is home to the largest number of illiterate women in the world, and has an estimated six million children who are out-of-school. Although progress has been made towards universal elementary education, India's education system still faces significant challenges, including:

- high dropout rates
- low-level learning outcomes
- gender disparities in literacy, particularly in remote rural areas.

We are contributing to a larger project which will reach 232,500 out-of-school children in rural, remote and tribal communities across Bihar, Madhya Pradesh and Uttar Pradesh. By 31 March, the overall project had enrolled over 18,000 children.

Sustainability is supported through community ownership and capacity building.

Barriers to education:

- Conflict & insecurity
- Lack of school infrastructure
- Low-quality teaching
- Poverty
- Internal displacement.



Credits: EAA/Paddy Dowling

Barriers to education:

- Poverty
- Early marriage
- Gender discrimination
- Low quality education.

Activities:

- Door-to-door surveys
- School management committee training
- Mobile tracking
- Awareness-raising
- Girl councils.



Credits: EAA

HOW WE WORK

This year, EACI provided significant funding for the projects of Educate A Child, a global programme of EAA which aims to significantly reduce the number of primary-aged children worldwide who are missing out on their right to education. Educate A Child:

- acts from a rights-based approach to education and envisions a world where all children have the opportunity to access a quality primary education
- works in partnership with a variety of implementing partners with proven success, including multilateral agencies like the United Nations, and international and national NGOs
- emphasises innovation, scale and sustainability: it supports and expands projects which break down the barriers preventing out-of-school children from enrolling and staying in primary education.

The needs of out-of-school children are complex and solutions are locally driven. The main barriers addressed by projects are:

Poverty



Poverty can block access to education and retention: costs of school, child labour, economic migration

Geography



Most countries have areas that are challenging, but some are less able to adapt to or overcome this

Instability



Conflict-affected situations, insecurity and instability are some of the largest barriers

Refugees



Some countries which host refugees provide education, while others do not

Gender



Gender barriers are the socially constructed roles, behaviour, activities and attributes that a society considers appropriate for men and women, and boys and girls and the relationships between them

Climate change



This is an existential threat to small island developing states and a real challenge for already vulnerable populations and the least developed countries

Infra-structure



The world's poorest countries need millions of new classrooms, largely in rural and marginalized areas, to alleviate overcrowding, cut class sizes and reduce long travel distances

Resources



Human, material and financial resources are all necessary for quality formal and non-formal education

Quality



Quality includes literacy, numeracy and life skills, and is directly linked to components of teachers, content, methodologies, curriculum, examination systems, policy, planning, and management and administration

This model works because:

- Access and quality of education are complex problems which need strategic, large-scale collaboration between philanthropists, Government, educators and community organisations.
- National challenges need national solutions: EAA is able to leverage funding and connections, including at the highest Ministerial levels in the countries where we work.
- A collective approach brings significantly greater impact, sustainability and economies of scale than supporting a small-scale intervention.
- EAA also brings international standards of project design, monitoring & evaluation and accountability, without expensive infrastructure.

For all grant-making, we carry out thorough due diligence on the implementing partners and projects.

Covid-19 has had a significant impact on learning, due to the continued closure of schools. This is a risk for vulnerable children who historically have had little access to learning, drop-out and/or never return to school. Our implementing partners have responded to this in a number of ways, such as:

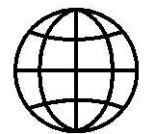
- Expanding programme activity to respond to immediate needs e.g. food parcels and mobile education
- Rearranging activities and timing
- Delivering some activities on-line
- Changing school-based interventions to local, community-based interventions.

BENEFITS OF PARTNERSHIP WITH US

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1 COLLECTIVE GLOBAL APPROACH

Complex problems require strategic, large-scale solutions. We partner with organisations across the globe, linking locally-based projects to global education architecture. EAA participates in forums such as the UNESCO-led SDG4 Steering Committee, the Global Partnership for Education, the International Network on Education in Emergencies, and the International Education Funders Group. Our collective approach brings greater impact, sustainability and economies of scale.



2 STRONG GOVERNANCE

We have strong governance, financial and accountability structures in place. EAA is audited by leading international auditors and governed by an international Board with Executive and Audit Committees that meet regularly.



3 EXPERT SERVICES

EAA has in-house expertise in finance, legal, human resources, internal audit, procurement, policy and strategy, communications and outreach. We are therefore able to offer this support across our programmes.



4 QUALITY ASSURANCE

We undertake robust due diligence into delivery partners, working with high-quality NGOs with a strong track record of performance and in-country local knowledge.



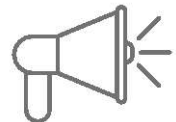
5 KNOWLEDGE CONTRIBUTION

We contribute to the international knowledge base on out-of-school children through: demonstrating results for the most disadvantaged, case studies, targeted research and analyses linking policy and practice, policy dialogue, international meetings, and expert groups.



6 ADVOCACY AND INFLUENCE

We advocate for out-of-school children through: collaborating strategically, engaging communities, influencing policy change, promoting multi-sectoral collaboration, and improving data about out-of-school children.



7 ROBUST DUE DILIGENCE

We bring robust quality assurance mechanisms including: monitoring and evaluation systems and reporting, including through project visits, internal and external auditing, and external data validation. Our projects identify and track each individual child.



8 CO FUNDING

We work with strategic partners and funders who share our vision, co-funding major programmes to maximise financial resources and impact.



THANK YOU

We are incredibly grateful to our donors for their passion and support – you have had a direct impact on young people’s education and life opportunities.

Our fundraising ensures that access to quality education is provided where it is most needed. We want to work with individuals, corporations, trusts and governmental bodies situated in the UK and continental Europe who share our drive to provide children with access to quality education. In line with our fundraising principles, we do not accept funding from profits which might have been made to the detriment of children.

PLANS FOR 2021

We will continue to focus on access to good quality education for those who need it most.

What we will achieve globally	Programmes with lasting impact	
Through our work in Europe	Grow sustainable income	Grow stakeholders’ interest
Based in London	Strong organisation	

We want to expand our grant-making and programme support. We will focus our funding on projects in Sub-Saharan Africa, South Asia and South-East Asia which:

- Have a significant impact on out-of-school children
- Are in the poorest countries with the most-affected out-of-school children
- Meet our strict grant-making standards.

We will also develop projects in the UK to help vulnerable and marginalised groups of children and young people – particularly refugees – access education, including higher education.

We will monitor the progress of all grants and, based on progress reports received, we will pay the agreed instalments.

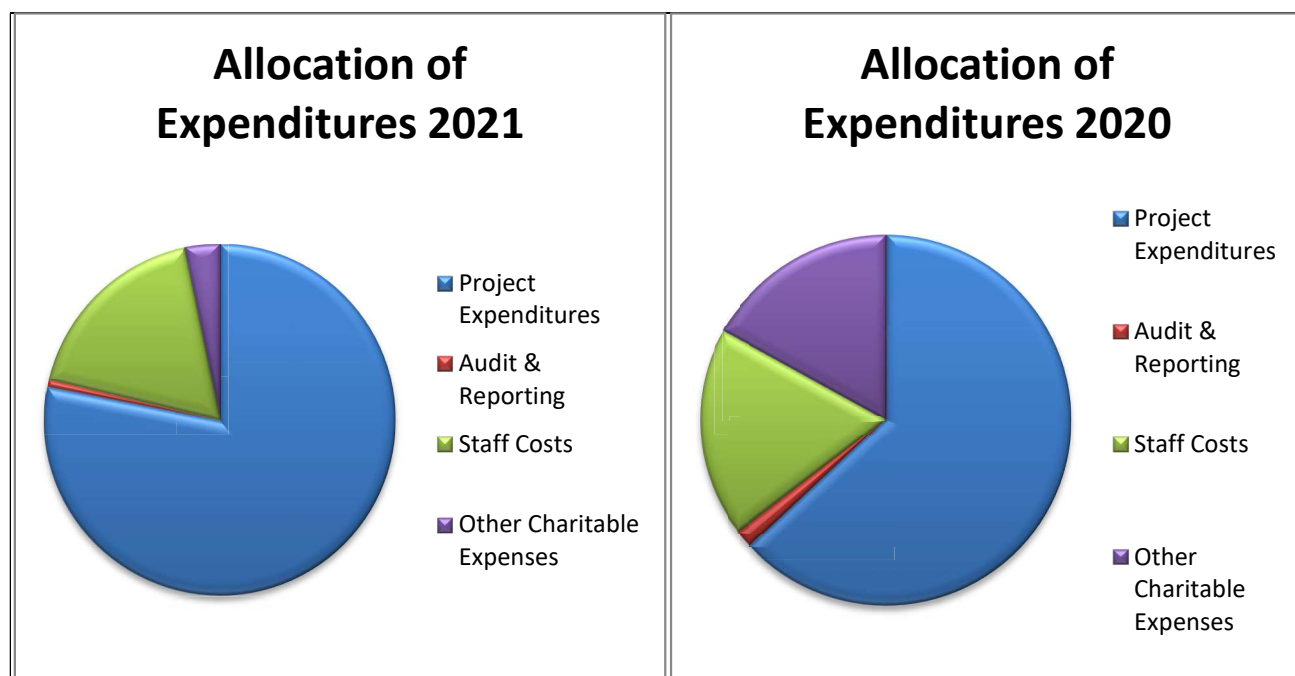
We look forward to meeting you when Covid-19 allows and also through a new website which we will launch soon.

For more information, please contact jhamilton@eaa.org.qa

FINANCE & GOVERNANCE

Financial Summary

The Charity received donations, grants and other income worth £631,087 (£0 in 2019/20). The Trustees committed the majority of this as grants, as described below. At the end of the fiscal year 2020/21 the Charity carried forward a positive bank balance of £631,087 (£Nil in 2019/20). In the fiscal year 2020/21, the Charity's other cash balances (including reserves) of £108,737 were held in trust by Education Above All Foundation (EAA).



In accordance with SORP 2019, costs have been allocated direct to relevant activities. In summary £300,000 (£100,000 in 2019/20) was allocated to direct project expenses, £2,460 (£2,460 in 2019/20) towards audit and report submission and £82,024 (£56,022 in 2019/20) for staff costs and other charitable activities.

Administrative Details

Charity Number	1160869
Registered office and operational address	Bates Wells, 10 Queen Street Place London EC4R 1BE
Trustees	Mr Augustus Della-Porta Mr Fahad Al Sulaiti Dr George Martin Stephen
UK Executive Team	James Shaw-Hamilton (Chief Executive Officer) Anne Faulkner (Fundraising Consultant) Max Wahid (Head of Finance & Administration)
Solicitors	Bates Wells 10 Queen Street Place London EC4R 1BE

Independent Examiners

Haysmacintyre LLP
10 Queen Street Place
London
EC4R 1AG

The Board of Trustees present their report and accounts for the year ended March 2021.

The accounts have been prepared in accordance with the accounting policies set out in note 1 to the accounts and comply with the Charity's governing document, applicable law and the requirements of the Statement of Recommended Practice "SORP 2015", "Accounting and Reporting by Charities" issued in 2015 and the Charities Act 2011.

Structure

Educate A Child - International (the "Charity") was registered as a Charitable Incorporated Organisation (CIO) on 12 March 2015 and is governed by its constitution and Charity Commission regulations.

The sole member of the Charity is Education Above All Foundation, a registered public benefit private organisation, incorporated in Qatar with registered number 03009100 whose office is at MB3 Building, Education City, New Al Rayyan Street, PO Box 34173, Doha, Qatar ("EAA").

Board of Trustees

The Board of Trustees who served during the financial year, and up to the date of signing the Trustees' report, consist of the following individuals:

Mr. Augustus Della-Porta
Mr. Fahad Al Sulaiti
Dr. George Martin Stephen

Objects

The objects of the Charity are to further any purpose which is exclusively charitable under the law of England and Wales including the advancement of education and the relief of poverty:

Policies and Procedures

The Charity has in place robust policies. In line with good practice, it reviews its risk management policy, safeguarding policy and grant agreements at least annually.

As part of this, the Trustees have also adopted an *Anti-Terrorism policy statement* as follows: Educate A Child International renounces all forms of terrorism and will never knowingly support, tolerate or encourage terrorism or the activities of those who embrace terrorism. Consistent with UK law and United Nations Security Council resolutions, EACI is firmly committed to the international fight against terrorism, and in particular, against the financing of terrorism. EACI has strong policies and processes to ensure that none of its nor its donor funds are used, directly or indirectly, to provide support to individuals or entities associated with terrorism.

We are a principled and responsible fundraising organisation. We comply with the Fundraising Regulator's Code of Fundraising Practice <https://www.fundraisingregulator.org.uk/code>.

Public Benefit

EACI's aims were carried out for public benefit. We achieved this through supporting projects which improve the education and lives of marginalized children, and raising awareness of the barriers they face in accessing quality education.

The Trustees have reviewed the guidance issued by the Charity Commission on public benefit and have ensured that the Charity's objects and activities continue to comply with the Charities Act 2011. The Trustees confirm that they have complied with the duty in section 17 of the Charities Act 2011 to have due regard to the public benefit guidance published by the Charity Commission in determining the activities undertaken by the Charity.

Both principles of public benefit identified on the Charity Commission website have been met:

- The benefits are clear and identifiable (enrolment and retention in school, and longer-term benefits), they are related to the charity's aims, and there is no identifiable detriment.
- The beneficiaries are appropriate to the charity's aims, involvement is not restricted by ability to pay for it, and no fees are charged for educational activities.

Equal Opportunities

We recognise that equal opportunities should be an integral part of good practice within the work place. The Charity aims to establish equal opportunity in all areas of its activities including creating a working environment in which the needs and contribution of all people are fully valued.

Safeguarding

We are committed to maintaining the highest degree of ethical conduct amongst our staff and associated personnel. We do not work directly with children or vulnerable adults, yet we are committed to proactively safeguarding and promoting the welfare of our beneficiaries. We take steps to ensure that those who come into contact with us or any programmes that are funded, promoted or associated with us do not, as a result, come to any harm.

Governance and internal control

The systems of internal control are designed to provide reasonable assurance against material mis-statement or loss. They include:

- The Trustees are responsible for the strategic direction of the Charity and, subject to any prudent delegation to advisers and agents, make all substantive decisions in relation to the Charity. The Trustees are not remunerated
- Regular consideration by the Board of Trustees of financial results and non-financial indicators
- Prudent delegation of authority and segregation of duties
- Identification and management of risks.

Risk management

The Trustees have developed a risk management policy to identify, assess and manage risks. They have reviewed the external environment and internal context. The major risks to which EACI is exposed as identified by the Board have been ranked by likelihood and impact. Appropriate systems and procedures are in place to manage these risks and provide reasonable assurance against occurrence.

The global Covid-19 pandemic continues to be significant, multi-dimensional, evolving and overwhelmingly negative, and is likely to remain so for 1-2 years. We treat it as a pervasive part of all risks, rather than treating it as a stand-alone risk.

The main risks are (in summary):

Risk	Mitigations	Impact of Covid-19
Funding & economic instability	We have good plans for diverse and growing fundraising, and robust systems. EACI does not have a large staff or infrastructure, so fixed costs are low.	In all countries, mid-long term economic damage would affect all funding sources. Some funders have prioritised Covid-recovery. Significant impact on partners' ability to meet project targets.
Financial sustainability	We have good plans for diverse and growing fundraising, and good systems. EACI does not have a large staff or infrastructure, so fixed costs are low.	As above. Covid 19 also affects many donors' priorities, bandwidth and ability to meet.
Damaging behaviour including fraud/misuse of funds and safeguarding in EACI or a partner	We have robust policies meeting Charity Commission guidance including: Anti-terrorism, Finance, Grant making, Safeguarding. We have a robust Grant-making process.	Monitoring is harder with travel restrictions.
Key roles sickness	We do not travel to an office and minimize face to face meetings. We will carefully monitor health. Agile, flexible working reduces the impact of some situations.	Increased risk of illness, reducing as staff get vaccinated.

Reserves policy

The Trustees wish to strike the right balance between rapidly spending income and maintaining the appropriate level of resources necessary to ensure uninterrupted operations.

The Trustees have examined the charity's requirements for reserves in light of the main risks to the organisation. Trustees are committed to generating sufficient reserves to support current charitable activities to meet the following requirements:

- Safeguard the charity's service commitment in the event of delays in receipt of grants or other income.
- Providing a financial cushion against risk and future uncertainties.

The Trustees are of the view that reserves should not be set too high, tying up funds which could and should be spent on charitable activities. The charity, therefore, aims to hold unrestricted reserves, excluding those tied up in tangible fixed assets, amounting to three months unrestricted expenditure (average). This is to minimise any disruption to beneficiaries should a source of income cease.

To identify unrestricted reserves, the charity must:

- Identify the net assets figure as per their balance sheet - which represents total funds/reserves
- Split out any reserves that are restricted
- Within the remaining reserves, identify designated amounts (planned for particular purposes or required to mitigate risks or contingencies)
- This produces the "unrestricted reserves".

Review and current level:

The Trustees will review this Reserves policy annually to ensure that the appropriate levels of reserves are maintained.

The charity aims to hold unrestricted reserves, excluding those tied up in tangible fixed assets, amounting to three months expenditure (average), currently £40,000. These are held on trust by the sole member, EAA.

Trustees responsibilities

The Trustees are responsible for preparing the Trustees' Report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

The law applicable to charities in England & Wales requires the Trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the Charity and of the incoming resources and application of resources of the Charity for that period. In preparing these financial statements, the Trustees are required to:

- Select suitable accounting policies and then apply them consistently
- Observe the methods and principles in the Charities SORP
- Make judgments and estimates that are reasonable and prudent
- State whether applicable accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements
- Prepare the financial statements on the going concern basis unless it is inappropriate to presume that the Charity will continue in business.

The Trustees are responsible for keeping proper accounting records that disclose with reasonable accuracy at any time the financial position of the Charity and enable them to ensure that the financial statements comply with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008 and the provisions of the constitution. They are also responsible for safeguarding the assets of the Charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

Approved by the Trustees on 2 August 2021 and signed on their behalf by



Signature:

Name: Mr. Augustus Della-Porta

Independent Examiner's Report to the Trustees of Educate A Child International

I report to the Trustees on my examination of the accounts of Educate a Child – International for the year ended 31 March 2021 which are set out on pages 16 to 22.

Respective responsibilities of Trustees and examiner

The Trustees are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ("the 2011 Act"). The Trustees are satisfied that an audit is not required for this year under section 144(2) of the Charities Act 2011 (the 2011 Act) and have chosen instead to have an independent examination.

I report in respect of my examination of the Trust's accounts as carried out under section 44(1)(c) of the 2005 Act and section 145 of the 2011 Act. In carrying out my examination I have followed the requirements of the applicable 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 giving me cause to believe that in any material respect:

1. accounting records were not kept in respect of the charity as required by section 130 of the 2011 Act; or
2. the accounts do not accord with those records; or
3. the accounts do not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 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.

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.



Murtaza Jessa ACA
Haysmacintyre LLP
10 Queen Street Place
London
EC4R 1AG

Date: 2 August 2021

EDUCATE A CHILD - INTERNATIONAL

STATEMENT OF FINANCIAL ACTIVITIES

FOR THE YEAR ENDED 31 MARCH 2021

	Notes	Total 2021 £	Total 2020 £
INCOME FROM:			
Donations		631,087	-
		-----	-----
Total income		631,087	-
EXPENDITURE ON:			
Charitable activities:	2	384,484	158,482
		-----	-----
Total expenditure		384,484	158,482
NET MOVEMENT IN FUNDS		246,603	(158,482)
Funds brought forward		282,469	440,951
		-----	-----
FUNDS AT 31 MARCH 2021	6	529,072	282,469
		=====	=====

The accompanying notes form part of these financial statements. The statement of financial activities includes all gains and losses recognised in the year.

EDUCATE A CHILD - INTERNATIONAL**BALANCE SHEET****FOR THE YEAR ENDED 31 MARCH 2021**

		2021	2020
	Notes	£	£
FIXED ASSETS			
Tangible fixed assets	3	722	-
CURRENT ASSETS			
Debtors	4	108,737	390,567
Cash at Bank		631,087	-
		<u>739,824</u>	<u>390,567</u>
CREDITORS: amounts falling due within one year	5	<u>(211,474)</u>	<u>(108,098)</u>
NET CURRENT ASSETS		528,350	282,469
NET ASSETS		<u>529,072</u>	<u>282,469</u>
FUNDS			
Unrestricted funds:			
General		225,072	182,469
Designated Funds		304,000	100,000
TOTAL FUNDS	6	<u>529,072</u>	<u>282,469</u>

These accounts were approved by the Board of Directors and authorised for issue on 2 August 2021 and signed on their behalf by:



Trustee: Mr Augustus Della-Porta

The accompanying notes form an integral part of these financial statements.

1. ACCOUNTING POLICIES

(a) Basis of preparation

The financial statements have been prepared under the historical cost convention and in accordance with the Statement of Recommended Practice - Accounting and Reporting by Charities Second Edition (SORP 2019) and Schedule 1a of FRS102.

(b) Fund accounting

General funds are unrestricted funds which are available for use at the discretion of the Trustees in furtherance of the general objectives of the charitable Charity and which have not been designated for other purposes.

Restricted funds are funds which are to be used in accordance with specific restrictions imposed by donors or which have been raised by the Charity for particular purposes.

(c) Income

All income is included in the SOFA when the Charity is legally entitled to the income, there is reasonable certainty of receipt and the amount can be quantified with reasonable accuracy.

(d) Expenditure

All expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all costs related to the category. Where costs cannot be directly attributed to particular headings they have been allocated to activities on a basis consistent with use of resources. All support costs, except governance costs, are allocated between cost of generating funds and resources expended on charitable activities on basis of time spent.

(e) Foreign currencies

All income resources and expenditure accounted for in the year have been converted at the rate applicable at that time.

(f) Going concern

The Trustees consider that there are no material uncertainties regarding the Charity's ability to continue as a going concern.

(g) Critical accounting judgements and estimates

In preparing these accounts, management has made judgements, estimates and assumptions that affect the application of the Charity's accounting policies and the reported assets, liabilities, income and expenditure and the disclosures made in the accounts. Estimates and judgements are continually evaluated and are based on historical experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances.

(h) Tangible fixed assets

Tangible fixed assets are stated at cost less depreciation. Depreciation has been provided on all tangible fixed assets at 33% per year using the straight-line method.

EDUCATE A CHILD - INTERNATIONAL

NOTES TO THE FINANCIAL STATEMENTS - Continued

FOR THE YEAR ENDED 31 MARCH 2021

(i) Debtors

Short-term debtors are measured at transaction price, less any impairment. Loans receivable are measured initially at fair value, net of transaction costs, and are measured subsequently at amortized cost using the effective interest method, less any impairment.

(j) Creditors

Creditors and provisions are recognized 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.

(k) Financial instruments

The Charity only has financial assets and financial liabilities of a kind that qualify as basic financial instruments. Basic financial instruments, including trade and other debtors and creditors are initially recognized at transaction value and subsequently measured at their settlement value.

(l) Cash at bank and in hand

Cash at bank and in hand includes cash balances only.

2. TOTAL EXPENDITURE	Total funds 2021 £	Total funds 2020 £
EXPENDITURE ON CHARITABLE ACTIVITIES		
		-
Salaries	25,355	3,713
HMRC Taxes and NI	13,446	1,060
Pension costs *	2,355	-
Payroll processing fee	442	1,350
Insurance	505	542
Legal fees	6,956	12,958
Postage, stationery and office supplies	34	39
HR Recruitment Consultancy Firm	-	6,000
Professional fees for Fundraising	4,400	-
Audit Fee and Annual Report Submission	2,460	2,460
Telephones, email and fax	216	180
Financial Management and administration	24,300	24,300
Office rentals	3,920	5,880
Depreciation	95	-
Grant Expenditure – UNESCO Iraq	-	100,000
Grant Expenditure – Save The Children Ethiopia	100,000	-
Grant Expenditure – Educate Girls India **	100,000	-
Grant Expenditure – Zambia Open Community Schools Zambia **	100,000	-
	<u>384,484</u>	<u>158,482</u>

* Pension costs are included in Trader Creditors mentioned in Note 5 below

** The Grant Expenditure is included in Committed Grants mentioned in Note 5 below

EDUCATE A CHILD - INTERNATIONAL

NOTES TO THE FINANCIAL STATEMENTS - Continued

FOR THE YEAR ENDED 31 MARCH 2021

3. TANGIBLE FIXED ASSETS		Computer equipment	
		£	
Cost			
Brought forward		-	
Additions		817	
		<hr/>	
Carried forward		817	
		<hr/>	
Depreciation			
Brought forward		-	
Charge for the year		95	
		<hr/>	
Carried forward		95	
		<hr/>	
Net book value			
Carried forward		722	
		<hr/> <hr/>	
Brought forward		-	
		<hr/> <hr/>	

4. DEBTORS	2021	2020
	£	£
Donors (see note 8)	108,737	388,489
Prepayments	-	2,078
	<hr/>	<hr/>
	108,737	390,567
	<hr/> <hr/>	<hr/> <hr/>

5. CREDITORS: amounts falling due within one year	2021	2020
	£	£
Committed grants	200,000	100,000
Accruals	2,460	2,460
Trade creditors	9,014	5,638
	<hr/>	<hr/>
	211,474	108,098
	<hr/> <hr/>	<hr/> <hr/>

EDUCATE A CHILD - INTERNATIONAL

NOTES TO THE FINANCIAL STATEMENTS - Continued

FOR THE YEAR ENDED 31 MARCH 2021

6.	STATEMENT OF FUNDS (2021)	Brought Forward	Income	Expenditure	Transfers	Carried Forward
		£	£	£	£	£
	Unrestricted funds					
	General unrestricted funds	182,469	631,087	(284,484)	(304,000)	225,072
	Designated funds					
	Inclusive education projects	100,000	-	(100,000)	304,000	304,000
	Total funds	<u>282,469</u>	<u>631,087</u>	<u>(384,484)</u>	<u>-</u>	<u>529,072</u>

Under general un-restricted expenditures are included, as first instalments, grants of £100,000 each for Out-of-School Children in India and Zambia for a total of £200,000.

Under Designated Funds is included the £100,000 grant to fund a project to improve access to quality and inclusive education in Ethiopia.

The Trustees have also designated £304,000 for anticipated projects. This includes grants of £100,000 each for Out-of-School Children in India and Zambia.

STATEMENT OF FUNDS (2020)	Brought Forward	Income	Expenditure	Transfers	Carried Forward
	£	£	£	£	£
Unrestricted funds					
General unrestricted funds	240,951	-	(58,482)	-	182,469
Designated funds					
Inclusive education projects	200,000	-	(100,000)	-	100,000
Total funds	<u>440,951</u>	<u>-</u>	<u>(158,482)</u>	<u>-</u>	<u>282,469</u>

Designated funds included £100,000 in anticipation of future grants to fund projects to improve access to quality and inclusive education.

7. TRUSTEES REMUNERATION AND EXPENSES

The Trustees received £nil in remuneration during the year.

8. RELATED PARTY TRANSACTIONS

At 31 March 2021, Education Above All Foundation (EAA), held £108,737 (2020: £388,489) on behalf of the Charity under the terms of a costs agreement.

Mr Augustus Della Porta is a solicitor at Bates Wells Braithwaite London LLP (BWB), which has provided paid legal services of £6,956 (£12,958 in 2019/20) to the Charity during the year.

BWB and the Charity both have formal procedures in place to manage any potential conflict of interest.