

AMALA EDUCATION

England & Wales · Charity number 1181373

Details

Other names	SKY SCHOOL, AMALA
Status	Registered
Legal form	Charitable company
Company number	10671722
Registered	2018-12-28
Register	View on the Charity Commission register

Contact

Address	Garden Cottage Walters Green Road Penshurst Tonbridge TN11 8HD
Phone	07549912812
Email	hello@amalaeducation.org
Website	www.amalaeducation.org

Activities

Objects: THE OBJECTS OF THE CHARITY ARE FOR THE ADVANCEMENT OF EDUCATION, IN PARTICULAR BUT NOT LIMITED TO FACILITATING ACCESS TO EDUCATION FOR REFUGEES OR THOSE WHO HAVE BEEN AFFECTED BY CONFLICT INCLUDING THROUGH THE PROVISION OF COURSE MATERIALS, LEARNING SUPPORT AND DELIVERY OF TEACHING THROUGH TECHNOLOGY AND DISTANCE LEARNING.

Activities: Amala's mission is to use the power of education to transform the lives of refugees, their communities and the world. We develop high quality and inclusive education programmes aimed at out-of-school refugee and displaced youth.

Classification

- **How:** Provides Services, Provides Advocacy/advice/information
- **What:** Education/training
- **Who:** Children/young People, Other Defined Groups

Geography

- Greece
- Jordan
- Kenya

Finances

Period end	Income	Expenditure	Assets	Employees
2025-03-31	£742,830	£736,147	£730,451	7
2024-03-31	£861,359	£681,898	£723,768	6
2023-03-31	£722,263	£533,218	£544,307	4
2022-03-31	£350,744	£271,125	-	-
2021-03-31	£283,257	£160,025	-	-

Trustees

Name	Role	Appointed
KEITH ANDREW GEORGE CLARK	Chair	2018-02-01
Amin Neghavati		2025-09-12
Bob Harayda		2026-01-29
COLIN HABGOOD		2018-02-01
Caroline Mary McLaughlin		2021-12-13
Jessica Louise Oddy		2020-11-26
MIA ESKELUND PEDERSEN		2017-03-15
POLLY ELLEN MAY AKHURST		2017-03-15
Stela Barcelos Ferreira		2022-11-08

Accounts

AMALA EDUCATION

**TRUSTEES' ANNUAL REPORT
AND UNAUDITED FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED
31 MARCH 2025**



UK Company Number 10671722
UK Registered Charity No 1181373

TRUSTEES' REPORT (INCLUDING DIRECTORS REPORT)
For the year ended 31 March 2025

TABLE OF CONTENTS

Legal and administrative information	3
Introduction	4
Statement of the Chair	4
Objectives and Activities	6
Structure, Management and Governance	11
Statement of Trustees Responsibilities	14
Financial review	15
Independent Examiners Report	17
Financial Statements	18

TRUSTEES' REPORT (INCLUDING DIRECTORS REPORT)

For the year ended 31 March 2025

LEGAL AND ADMINISTRATIVE INFORMATION

Charity name	Amala Education
Company number	10671722
Charity registration number	1181373
Charity's principal address	Garden Cottage Walters Green, Penshurst TN11 8HD Tonbridge
Trustees and Corporate Directors (up to and including date of signing)	Keith Clark (Chair) Colin Habgood (Treasurer) Sara Heinrich (resigned Sept 25) Caroline McLaughlin Jessica Oddy Stela Barcelos Polly Akhurst Mia Eskelund Pedersen (Company Secretary)
Co - Executive Directors	Polly Akhurst Mia Eskelund Pedersen
Bankers	Santander UK Plc Bridle Road, Bootle Merseyside L30 4GB
Independent Examiners	Warner Wilde Chartered, Certified Accountants 4 Marigold Drive, Woking Surrey GU24 9SF
Website	www.amalaeducation.org

TRUSTEES' REPORT (INCLUDING DIRECTORS REPORT)

For the year ended 31 March 2025

INTRODUCTION

The trustees, who are also directors of the company for the purpose of the Companies Act 2006, present their report with the financial statements of the charity for the year ending 31st March 2025.

The financial statements have been prepared in accordance with the accounting policies set out in note 1 to the financial statements and comply with the charitable company's memorandum and articles of association, the Companies Act 2006 and Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their financial statements in accordance with the Financial Reporting Standard applicable in the United Kingdom and Republic of Ireland (FRS 102) (Effective 1 January 2019).

STATEMENT OF THE CHAIR

This was another hugely significant year for Amala. In a range of ways, this was the year in which we moved decisively away from life as a still-young organisation and became fully-fledged, with a robust core team and structure, funding that enables us to plan more securely, and – most important – ever-increasing impact.

The Trustees are incredibly grateful to those individuals, organisations and foundations who committed such transformational, in some cases multi-year, funding during 2024-25. Some of that has enabled us to grow our existing programmes or embark on bold new ways of reaching more refugee youth; in other cases, it has helped with our all-important core funding. We must be conscious of the great pressure on funding in our sector, not least the consequences of the withdrawal of USAID funding. However, we are encouraged that donors and supporters continue to see the vital importance of Amala's work.

The Board appreciates every organisation and individual who contributes to our funding or supports us in other ways. Your commitment inspires us and makes so much possible. To those of you considering a funding or other commitment, we invite you to look more closely at what we do, to see our work in action, and to understand just how far your money will go in making an impact.

We put in place our second strategic plan during this year. This will compel us to move significantly beyond the 5,000 young people from refugee communities that we have reached to date. We are confident now that we are ready for scale. We have ample evidence of the transformational nature of an Amala education – both on individuals and families but also on communities. Not to grow significantly is not an option.

TRUSTEES' REPORT (INCLUDING DIRECTORS REPORT)

For the year ended 31 March 2025

Our new strategic plan also recognises the potential for much wider impact. It is a matter of great satisfaction to the Board that Amala has been able to change some of the discourse on refugee education, and our leaders, facilitators and alumni are all helping other organisations to understand its importance. This is critical when the challenges are only growing: the global population of refugees and displaced people continues to increase, and the need for secondary education in their communities is ever more urgent if lives and communities are to be transformed for the better. Amala is one of the few answers that the global community has.

There were many specific achievements in the year: a first partner agreement to deliver the Global Secondary Diploma, a form of growth that is key to scaling; significant strengthening of our global team, especially in programme development and with plans for finance and fundraising; enhanced quality assurance systems, which are crucial in an education programme without external assessment; and many others. The biggest achievement of all, though, is witnessing the transformed lives of those who come into contact with Amala.

I greatly appreciate the contributions made by my fellow Trustees to Amala's development. Many important decisions were made in the year and every Board meeting marked further tangible progress. In turn, we express our gratitude to our Founders and Co-Executive Directors, Polly Akhurst and Mia Eskelund Pedersen, for their vision, inspiration, and commitment. They identified a need and Amala is now taking major steps towards addressing that need; but there is so very much more to do.

Keith Clark

Chair of the Board of Trustees

TRUSTEES' REPORT (INCLUDING DIRECTORS REPORT)

For the year ended 31 March 2025

OBJECTIVES AND ACTIVITIES

Introduction

By the end of 2024, displacement reached its highest level in history: 122 million, or one in every 67 people worldwide, forced from their homes due to persecution and violence. For young people, this often means a sudden end to education, and with it, opportunities for their future. Education like Amala's changes that.

Mission and vision

Amala was established in 2017 with a bold mission to *use the power of education to transform the lives of refugees, their communities, and the world*. Amala designs and delivers transformative education programmes with a focus on the development of young people who are refugees or in other ways affected by conflict. Our long-term impact goals are to:

- 1) Enable young refugees to turn their hopes into reality
- 2) Ensure that refugees play key roles in solving local and global challenges
- 3) Contribute to achieving inclusive and quality education for all through Amala's unique model of education.

Amala's main objective, as set out in our governing document, the Articles of Association, is:

The advancement of education, in particular but not limited to facilitating access to education for refugees or those who have been affected by conflict, including through the provision of course material, learning support and delivery of teaching through technology and distance learning.

Our Programmes

Our programmes are tailored to the needs of refugee adolescents and young adults and consist of both formal and non-formal learning. Programmes are designed to be adaptable to a wide variety of different contexts and have been run in twelve countries, across four continents.

1. Global Secondary Diploma - the first internationally accredited upper secondary programme enabling out-of-school refugee and conflict-affected youth to complete their secondary education.

2. Changemaker Courses - non-formal programmes that enable youth to cultivate agency in critical areas such as peacebuilding, ethical leadership, social entrepreneurship, digital literacy, and artistic expression.

TRUSTEES' REPORT (INCLUDING DIRECTORS REPORT)

For the year ended 31 March 2025

Strategic Plan - Expanding Hope

This year marked the launch of Amala's second strategic plan, Expanding Hope. The strategy sets out our ambitious goal to enable millions of refugee youth **to access transformative education by 2040**.

Expanding Hope follows our inaugural strategy, *Launchpad to Scale*, a period where we accelerated Amala's development and set the groundwork for our next phase of growth. We are now expanding our transformative learning model and scaling to meet the urgent need for inclusive, life-changing education for refugee youth.

Our strategic goals within the strategy are:

1. **Grow** the impact of Amala's transformative education programmes - at least tripling the reach of our programmes and increasing their accessibility and their value for students and partners.
2. **Extend** our model of transformative education to influence systemic change - start the journey to influence the education in emergencies sector to mainstream transformative education.
3. **Sustain** impact through a strong funding model - power our growth and impact through a mixed economy of repeatable funding, diversified income, and trialling income generation models.

Report of Activities

1. Grow the impact of Amala's transformative education programmes

This year, Amala reached 1,447 students, bringing our total student numbers since 2017 to 4,977. While our student reach was on par with the previous year, it was below our target for the year of 2,175 students. The shortfall was largely due to limited funding for Changemaker Courses earlier in the year due to the focus of the previous year being on accreditation. Successful fundraising efforts at the end of the year meant that we have confirmed funding for 1,550 students to start Amala programmes in the coming year - continuing the trajectory of growth.

Growing our impact is not only about reach but about sustaining and improving the quality of our programmes. This year, we introduced our new quality assurance framework, which defines what quality looks like for Amala across both educational and operational areas. The quality assurance framework is proving to be a valuable tool for continuous improvement of programmes run by Amala as well as those run by partners.

TRUSTEES' REPORT (INCLUDING DIRECTORS REPORT)

For the year ended 31 March 2025

Global Secondary Diploma

The growth of the Global Secondary Diploma (GSD) during this period was significant, with a total of 306 students participating, more than any other year of the programme.

A major milestone was reached when we collaborated with Kalobeyei Initiative for Better Life (Ki4Bli) to pilot a partner-operated GSD for the first time, with the first students starting in March 2025. Ki4Bli first partnered with Amala to run Changemaker Courses in 2021 and was in a strong position to start working with us to expand our reach to the underserved Kalobeyei Settlement area of Kakuma Camp. With funding from CSR partner Renaissance Re, we constructed a new purpose-built classroom for the programme.

In Jordan, we partnered with Grieg Foundation to expand access to the GSD. Grieg Foundation, along with partners Kahane Foundation and Horizon Foundation, is supporting Amala to offer the programme to twice as many students as we have previously, and a new cohort of 50 students will be starting the programme in April 2025.

Alongside welcoming new students, we also saw the programme's strong impact on our alumni, strengthened further by the CIS and NEASC accreditation which was granted in January 2024. Notable achievements include:

- An alumnus from Jordan being accepted to Royal Holloway, University of London to study Business Administration through distance learning whilst continuing his work as Programme Coordinator at Amala.
- An alumna from Kenya starting as Programme Coordinator for the pilot Ki4Bli-run GSD.
- Alumni from Jordan becoming educators for the programme, as well as Refugee Guidance Counsellors for World University Service of Canada (WUSC) and UNHCR Advisors on Resettlement and Complementary Pathways.
- Two alumni from Kakuma being accepted to the Amahoro Fellowship, a highly selective opportunity for entrepreneurs and social entrepreneurs from refugee backgrounds.

Changemaker Courses

Through our Changemaker Courses, we reached 1283 students. As in previous years, the main area of growth with Changemaker Courses has been in Kakuma Camp, where twenty five courses were run by longstanding partners URISE Faulu Productions, Kakuma Refugee Secondary School, Ki4Bli, YEDA and KVC. We also started to work for the first time with an organisation in Nairobi, Umoja Refugee Creative, which serves urban refugees.

An educator from Umoja commented on the Social Entrepreneurship course: *"it's not a system of teaching, it's a system of helping the students to discover, to know how to be social entrepreneurs, someone who can know how to connect and look for information."*

We also grew our work in Uganda, partnering with Lamuka Innovation Centre in Nakivale Settlement and United South Sudan Urban Refugee Community (USSURC).

TRUSTEES' REPORT (INCLUDING DIRECTORS REPORT)

For the year ended 31 March 2025

Additionally, with funding from Education Cannot Wait and in partnership with UWC International, we developed and ran an online learning programme, "Learning Bridge" Programme for a group of 100 Afghan girls around the world.

In addition to these partners, we supported UWC Thailand to run our Ethical Leadership course for their summer school which brings together refugee and non-refugee youth. We also developed a programme for the Institute of International Education's Odyssey Refugee Scholarship programme which combined content from our ethical leadership and social entrepreneurship courses.

Transformative Educator Programme

Now in its second year, Amala's Transformative Educator Programme evolved significantly this year. This programme supports Amala educators to design and deliver transformative learning which sees significant shifts in learners' changemaking skills and mindsets.

2. Extend our model of transformative education to influence systemic change

Our long-term goal for this area is to 'mainstream' our transformative education approach within the refugee education sector. Our short-term aim is to start to explore how we can do this through advocating for our education model and developing evidence for its success.

Instances of thought leadership using transformative education model

We have promoted Amala's education model at eighteen external engagement opportunities this year, both within international education and refugee education. A highlight of the year was in November, when Amala was awarded the 1885 Prize for Exceptional Service to Education by NEASC, one of our accrediting bodies. Amala was invited to speak in plenary about our education model at their conference and Board meeting. We also received our first feature in a major news outlet: the Financial Times ran an article about Amala, our education model and impact both online and in print.

Increasing evidence to support Amala's transformative education approach

Amala is currently collaborating with several researchers to deepen understanding of our transformative education approach. This will help us to produce convincing evidence that our model works and to discover what can be adopted by other systems.

Current research collaborations include Georgina Philips, who is researching accreditation for non-formal refugee education in Jordan and Lebanon and Anne Marie Chow (Seattle Pacific University) who is studying leadership behaviours that foster collective teacher efficacy (CTE) in refugee education.

3. Sustain impact through a strong funding model

At this stage of our development, financial sustainability is now the greatest barrier to scaling our impact. With ambitious plans for growth and scale, it is necessary for Amala to develop a strong funding model. Key priorities are to diversify our funding sources so we are not overly

TRUSTEES' REPORT (INCLUDING DIRECTORS REPORT)

For the year ended 31 March 2025

dependent on one source of income, develop long-term partnerships that can contribute to Amala's growth over time and to build our fundraising and finance functions.

Dedicated efforts from the Co-Executive Directors on partnership development and fundraising towards the strategic plan have been successful, with re-commitments from existing partners and commitments from several new trusts and foundations enabling Amala to have 50% of funds in place to deliver on our strategic plan.

At the same time, the external fundraising environment remains very challenging, with USAID, the largest funder of refugee education closing its doors and many governments decreasing their foreign assistance budgets. This has led to increased competition among philanthropic funders. Our leadership acknowledges that these changes may affect Amala's ambitious plans over the coming years while remaining optimistic about Amala's trajectory of growth.

Another key component of this work has been to further develop both our funding and finance functions in order to enable greater sustainability. In June 2025 we welcomed a new Head of Finance to work strategically to shape Amala's financial future and in Sept 25 we appointed a Head of Transformative Partnerships and Funding who will work closely with the Co-Executive Directors to shape the strategic direction in fundraising.

We also increased our efforts in community partnerships this year. A key area of focus has been the development of the Amala Changemaker Schools Community, a network and toolkit for schools around the world to learn, advocate and fundraise for refugee education. St Joseph's Institution International (SJII) and International School of the Hague (ISH), as committed partner schools, are already part of the network and planning advocacy and fundraising activities for Amala. It is expected that we will grow the network in 2025-26 with more schools due to join in the coming year. The Big Give campaign, now Amala's second year taking part, hit its target, raising £20,000 and establishing itself as a regular fixture in Amala's fundraising calendar.

The trustees express sincere gratitude to Amala's donors for generously supporting the work of the organisation over the past year. Particular thanks are to: Angus Lawson Memorial Trust, Careduca Foundation, Dell, Education Cannot Wait, Educational Opportunity Foundation, Grieg Foundation, Horizon Foundation, International School of the Hague, Kahane Foundation, KM Harbinson Charitable Trust, Malala Fund, Partners in Equity, Renaissance Re, Stitching Sub3, The ALTajir Trust, The Asfari Foundation, The Coles Medlock Foundation, The Waterloo Foundation, UWC International, St Joseph's International Institution, and the individuals and anonymous donors who have also made generous contributions that have led to the continuation of Amala's work and impact.

We also express our thanks to our accreditors CIS and NEASC for their continued belief in Amala's mission.

The trustees are grateful to our network of dedicated partners and volunteers whose commitment ensures that young refugees can transform their lives and communities through education.

TRUSTEES' REPORT (INCLUDING DIRECTORS REPORT)

For the year ended 31 March 2025

STRUCTURE, GOVERNANCE AND MANAGEMENT

Identity and constitution

Amala was founded in 2017 and is a registered charity in England and Wales, Charity Registration Number 1181373 and a Company Limited by Guarantee, Company Registration Number 10671722. Amala's constitution is its Articles of Association, the current version of which is dated 7 September 2023.

Governance and management

Amala's Board of Trustees is made up of eight members. The Board has two sub-committees, the Personnel and Remuneration Committee, which comprises three trustees, and the Finance Committee, led by Amala's Treasurer and made up of two further members, as well as the Committee Secretary. The six non-executive trustees give their time freely and receive no remuneration. Trustees are required to disclose and register all relevant interests at Board meetings. Trustees share a deep commitment to Amala's mission and purpose. They are drawn from different backgrounds, bringing diverse experiences and skills that help manage the organisation responsibly and enable it to fulfil its objectives. New trustees with relevant expertise are elected to the Board by existing trustees. Upon election, new trustees are inducted and briefed on their governance role, the organisation's guiding principles, objectives, policies, work, and strategy.

In 2024/2025, the Board of Trustees met four times: one meeting was held in person and three meetings virtually. The Board met in person in Folkestone, UK in September 2024. Key issues discussed included: strategy, organisational development, fundraising and financial sustainability, finance and budget, safeguarding, performance and risk management.

Appointment and election of trustees

Amala's governing document (Articles of Association) stipulates that there must be a minimum of five trustees.

New trustees are appointed by the existing trustees, and serve for terms of three years. Trustees can serve for a maximum of two consecutive terms, unless exceptional circumstances pertain. Trustees who are also employees of the charity may remain in office for the duration of their employment.

At present, the majority of trustees are founding trustees and have been given active consideration to the addition of further trustees. In doing so, the trustees have been taking into account the expertise, skills and experience required to administer the charity responsibly and effectively at this stage of its development and to enable it to grow. New trustees will be thoroughly briefed on the organisation's work, history, policies, future plans and management

TRUSTEES' REPORT (INCLUDING DIRECTORS REPORT)

For the year ended 31 March 2025

and given access to annual reports, statement of accounts and board papers.

None of the trustees has any beneficial interest in the company. All of the trustees are members of the company and guarantee to contribute £1 in the event of a winding up.

Day to day management

The day-to-day management of the charity is delegated to the two Co-Executive Directors who are also trustees. The two Co Executive Directors are only remunerated for their work as members of staff, and their continued trusteeship is reviewed on an annual basis.

Risk management

The Amala Board of Trustees regularly reviews the risks that Amala is exposed to, considers how to mitigate them and puts adequate controls in place. Amala has identified three principal risk areas:

1. Income / funding: Amala's ability to achieve its ambitious impact goals depends on successful fundraising. Without sufficient funding, the organisation may not meet its strategic objectives. Currently, Amala has a Fundraising Manager and plans to hire a Head of Transformative Partnership and Funding in 2025 to expand the team, helping to secure new funds and diversify income sources for the future.

2. Safeguarding: Amala serves young people who have been affected by conflict or crisis. Many have experienced trauma and may be vulnerable to exploitation, abuse, or neglect. Amala has a comprehensive Safeguarding & Welfare Policy and set of procedures in place to ensure the safety of our students and staff. Further details of safeguarding mitigations are provided below.

3. Unstable operating environments: Government regulations and priorities related to displaced populations in countries where Amala operates may change quickly. Shifts in attitudes toward refugees or conflict in relevant regions can affect Amala's programmes. Amala monitors developments and has established response plans to support continued student learning if local circumstances change.

Public Benefit Statement

The trustees confirm that they have referred to the Charity Commission's guidance on public benefit when reviewing the charity's vision, mission, and objectives and in setting its objectives and policies and planning activities for the year.

Amala's activities are of public benefit because the organisation provides educational programmes free-of-charge to young people who are displaced or affected by conflict who have no or limited access to high quality education.

TRUSTEES' REPORT (INCLUDING DIRECTORS REPORT)

For the year ended 31 March 2025

Our educational programmes enable participants to develop their sense of agency, have an increased sense of wellbeing and purpose and improved access to further opportunities. Furthermore, as the number of refugees continues to rise year on year, Amala is working towards creating a scalable model to provide increasing numbers of conflict affected youth with high quality education at upper secondary level.

Fundraising Statement

The Amala team and Board have strong relationships with the charity's donors. The Amala team develops an annual fundraising strategy, detailing where attention is needed in fostering fundraising relationships, and the communications needed to best share the impact and needs of projects.

Amala raises funds through individuals, events, trust and foundations, companies, and schools. Different members of the team take responsibility for different areas of fundraising but report to each other on activities and progress.

Amala does not use professional fundraisers or involve commercial participators. There have been no complaints about fundraising activity this year.

Amala is signed up to the Fundraising Regulator's Code of Practice and works in a way that is compliant with the Code of Fundraising Practice.

No direct marketing took place in 2024-2025. Amala adheres closely to its privacy policy and ensures the recipients of mailings are carefully selected according to their specific interests. The Amala donor database is kept up to date to accurately record the contact preferences of donors. Any contact changes requested by donors are implemented immediately.

Safeguarding

Amala is committed to the protection of children and young people and has developed a comprehensive Safeguarding and Welfare Policy and Team Code of Conduct that is implemented across the organisation to ensure that children and young people are protected from harm. The Policy sets out how all members of Amala's team (employee, consultant, volunteer or representative) and all Amala students should conduct themselves in their interactions with children and young people. All concerns are tracked and monitored using the Child Protection Online Management System (CPOMS) -a confidential and secure online platform.

The trustees receive a safeguarding update at each board meeting and monitor effective continuous implementation of the Safeguarding and Welfare Policy and strengthening of Amala's safeguarding practices.

The Amala Safeguarding and Welfare Policy is reviewed annually and approved by the Board of Trustees and is published on our website alongside other key safeguarding procedures and Documentation.

TRUSTEES' REPORT (INCLUDING DIRECTORS REPORT)

For the year ended 31 March 2025

Remuneration

The Personnel and Remuneration Committee is responsible for setting the salaries of the Co-Executive Directors and for reviewing the salaries of other team members.

STATEMENT OF TRUSTEES RESPONSIBILITIES

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

The law applicable to charities in England and Wales, the Charities Act 2011, Charity (Accounts and Reports) Regulations 2008 and the provisions of the Constitution 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, including the income and expenditure, of the Charity for that period. In preparing those financial statements, the Trustees are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charity SORP;
- make judgements 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 which disclose with reasonable accuracy at any time the financial position of the Charity and to enable them to ensure that the financial statements comply with 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.

In so far as the Trustees are aware:

- there is no relevant information of which the Charity's examiner is unaware;
- they have taken all steps required to ensure that they are aware of any relevant information and to establish that the examiner is aware of that information.

The Trustees are responsible for the maintenance and integrity of the corporate and financial information included on the Charity's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

TRUSTEES' REPORT (INCLUDING DIRECTORS REPORT)

For the year ended 31 March 2025

FINANCIAL REVIEW

Activities and results

The financial results for the year are set out in the Financial Report. In the year, the charity's total income was £742,830 compared with £861,359 last year. Unrestricted income for the year was £247,752 (2024: £49,577).

Total expenditure for the year was £736,147 of which £727,659 was restricted, compared with £681,898 last year, of which restricted was £657,890. The majority of expenditure was for programme implementation, educational and organisational development.

The net surplus for the year totalled £6,683 (2024: £179,461), constituting a restricted deficit of £232,581 and an unrestricted surplus of £239,264. The deficit on restricted funds is due to a restricted grant from Partners in Equity being received in the prior year for continued use this financial year.

Reserves Policy

As of 31 March 2025, total reserves at year end were £730,451 split as follows:

Restricted Reserves £333,435 (2024: £566,016)

Unrestricted reserves £397,016 (2024: £157,752), split between General Funds of £178,645 and designated funds of £218,371

It is the policy of the charity that unrestricted reserves should be maintained at a level of six months of unrestricted budgeted expenditure. However, due to a grant being received from Stichting Sub 3 towards the end of the year for £207,449, unrestricted reserves have risen above the six month level. At the end of the year, £198,371 of the Sub 3 grant is carried forward, along with an amount of £20,000 from a separate funder. These funds are designated as follows:

Designations	Amount
Kenya Global Secondary Diploma	£125,521
Changemaker Courses	£64,000
Global Secondary Manager and Programme Support	£15,100
Jordan Global Secondary Diploma	£13,750
Total	£218,371

TRUSTEES' REPORT (INCLUDING DIRECTORS REPORT)

For the year ended 31 March 2025

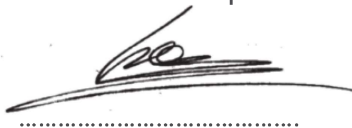
The trustees are dedicated to safeguarding the continuity of Amala's educational programmes, ensuring that all students can complete their studies regardless of potential income shortfalls. In light of the current funding landscape and economic conditions, the trustees have carefully evaluated and determined that the current reserve levels are sufficient.

Going concern

The trustees have assessed the major risks to which the charity is exposed and are satisfied that systems are in place to mitigate exposure to the major risks.

The trustees have a reasonable expectation that Amala has adequate resources to continue to operate the next year. For this reason, they continue to adopt the going concern basis in preparing the financial statements.

The Trustees' report was approved by the Board of Trustees



Keith Clark

Trustee

Dated: 16th December 2025

AMALA EDUCATION

INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES OF AMALA EDUCATION

I report to the trustees on my examination of the financial statements of Amala Education (the charity) for the year ended 31 March 2025.

Responsibilities and basis of report

As the trustees of the charity (and also its directors for the purposes of company law), you are responsible for the preparation of the financial statements in accordance with the requirements of the Companies Act 2006.

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

Independent examiner's statement

Since the charity's gross income exceeded £250,000, the independent examiner must be a member of a body listed in section 145 of the Charities Act 2011. I confirm that I am qualified to undertake the examination because I am a member of Association of Chartered Certified Accountants, which is one of the listed bodies.

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 that in any material respect:

- 1 accounting records were not kept in respect of the charity as required by section 386 of the Companies Act 2006.
- 2 the financial statements do not accord with those records; or
- 3 the financial statements do not comply with the accounting requirements of section 396 of the Companies Act 2006 other than any requirement that the financial statements give a true and fair view, which is not a matter considered as part of an independent examination; or
- 4 the financial statements 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 financial statements 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 financial statements to be reached.

Frances Wilde FCCA DChA

Warner Wilde Limited
Chartered Certified Accountants
4 Marigold Drive
Bisley
Surrey
GU24 9SF
Date:

AMALA EDUCATION

STATEMENT OF FINANCIAL ACTIVITIES INCLUDING INCOME AND EXPENDITURE ACCOUNT

FOR THE YEAR ENDED 31 MARCH 2025

Current financial year		Unrestricted funds 2025 £	Restricted funds 2025 £	Total 2025 £	Total 2024 £
	Notes				
Income from:					
Donations and legacies	3	247,752	495,078	742,830	861,359
Total income		247,752	495,078	742,830	861,359
Expenditure on:					
Raising funds	4	-	7,957	7,957	5,915
Charitable activities	5	8,488	719,702	728,190	675,983
Total expenditure		8,488	727,659	736,147	681,898
Net income/(expenditure) and movement in funds		239,264	(232,581)	6,683	179,461
Reconciliation of funds:					
Fund balances at 1 April 2024		157,752	566,016	723,768	544,307
Fund balances at 31 March 2025		397,016	333,435	730,451	723,768

The statement of financial activities includes all gains and losses recognised in the year. All income and expenditure derive from continuing activities.

Prior financial year		Unrestricted funds 2024 £	Restricted funds 2024 £	Total 2024 £
	Notes			
Income from:				
Donations and legacies	3	49,577	811,782	861,359
Total income		49,577	811,782	861,359
Expenditure on:				
Raising funds	4	342	5,573	5,915
Charitable activities	5	23,666	652,317	675,983
Total expenditure		24,008	657,890	681,898
Net income and movement in funds		25,569	153,892	179,461
Reconciliation of funds:				
Fund balances at 1 April 2023		132,183	412,124	544,307
Fund balances at 31 March 2024		157,752	566,016	723,768

AMALA EDUCATION

BALANCE SHEET

AS AT 31 MARCH 2025

	Notes	2025 £	£	2024 £	£
Fixed assets					
Tangible assets	10		7,211		19,695
Current assets					
Debtors	11	4,590		44,140	
Cash at bank and in hand		738,997		680,853	
		<u>743,587</u>		<u>724,993</u>	
Creditors: amounts falling due within one year	12	<u>(20,347)</u>		<u>(20,920)</u>	
Net current assets			723,240		704,073
Total assets less current liabilities			<u>730,451</u>		<u>723,768</u>
The funds of the charity					
Restricted income funds	14	333,435		566,016	
Unrestricted funds	15	397,016		157,752	
		<u>730,451</u>		<u>723,768</u>	

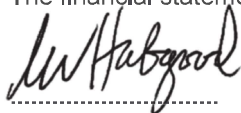
The company is entitled to the exemption from the audit requirement contained in section 477 of the Companies Act 2006, for the year ended 31 March 2025.

The director acknowledges her responsibilities for complying with the requirements of the Companies Act 2006 with respect to accounting records and the preparation of financial statements.

The members have not required the company to obtain an audit of its financial statements for the year in question in accordance with section 476.

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

The financial statements were approved by the trustees on 16th December 2025



C Habgood (Treasurer)
Trustee

Company registration number 10671722 (England and Wales)

AMALA EDUCATION

STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 31 MARCH 2025

	Notes	2025 £	£	2024 £	£
Cash flows from operating activities					
Cash generated from/(absorbed by) operations	19		58,144		(85,424)
Investing activities					
Purchase of tangible fixed assets		-		(513)	
Net cash used in investing activities			-		(513)
Net cash generated from financing activities			-		-
Net increase/(decrease) in cash and cash equivalents			58,144		(85,937)
Cash and cash equivalents at beginning of year			680,853		766,790
Cash and cash equivalents at end of year			738,997		680,853

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2025

1 Accounting policies

Charity information

Amala Education is a private company limited by guarantee incorporated in England and Wales. The registered office is Garden Cottage, Walters Green Road, Penshurst, Tonbridge, Kent, TN11 8HD. Amala Education is also a registered charity.

1.1 Accounting convention

The financial statements have been prepared in accordance with the charity's governing document, the Companies Act 2006 and "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)". The charity is a Public Benefit Entity as defined by FRS 102.

The financial statements are prepared in sterling, which is the functional currency of the charity. Monetary amounts in these financial statements are rounded to the nearest £.

The financial statements have been prepared under the historical cost convention. The principal accounting policies adopted are set out below.

1.2 Going concern

At the time of approving the financial statements, the trustees have a reasonable expectation that the charity has adequate resources to continue in operational existence for the foreseeable future. Thus the trustees continue to adopt the going concern basis of accounting in preparing the financial statements.

1.3 Charitable funds

Unrestricted funds are available for use at the discretion of the trustees in furtherance of their charitable objectives.

Restricted funds are subject to specific conditions by donors or grantors as to how they may be used. The purposes and uses of the restricted funds are set out in the notes to the financial statements.

Endowment funds are subject to specific conditions by donors that the capital must be maintained by the charity.

1.4 Income

Income is recognised when the charity is legally entitled to it after any performance conditions have been met, the amounts can be measured reliably, and it is probable that income will be received.

Cash donations are generally recognised on receipt. Other donations are generally recognised once the charity has been notified. Where the donation has performance conditions which are unmet or requires that the related expenditure is deferred, then the income is deferred. Income tax recoverable in relation to donations received under Gift Aid or deeds of covenant is recognised at the time of the donation.

Legacies are recognised on receipt or otherwise if the charity has been notified of an impending distribution, the amount is known, and receipt is expected. If the amount is not known, the legacy is treated as a contingent asset.

Turnover is measured at the fair value of the consideration received or receivable and represents amounts receivable for goods and services provided in the normal course of business, net of discounts.

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2025

1 Accounting policies

(Continued)

1.5 Expenditure

Expenditure is recognised once there is a legal or constructive obligation to make a payment to a third party, it is probable that settlement will be required and the amount of the obligation can be measured reliably.

Irrecoverable VAT is charged as a cost against the activity for which the expenditure was incurred.

1.6 Tangible fixed assets

Tangible fixed assets are initially measured at cost and subsequently measured at cost or valuation, net of depreciation and any impairment losses.

Depreciation is recognised so as to write off the cost or valuation of assets less their residual values over their useful lives on the following bases:

Computers	3 years straight line
-----------	-----------------------

The gain or loss arising on the disposal of an asset is determined as the difference between the sale proceeds and the carrying value of the asset, and is recognised in the statement of financial activities.

There is a de minimus value for capitalisation of £250.

1.7 Impairment of fixed assets

At each reporting end date, the charity reviews the carrying amounts of its tangible assets to determine whether there is any indication that those assets have suffered an impairment loss. If any such indication exists, the recoverable amount of the asset is estimated in order to determine the extent of the impairment loss (if any).

1.8 Cash and cash equivalents

Cash and cash equivalents include cash in hand, deposits held at call with banks, other short-term liquid investments with original maturities of three months or less, and bank overdrafts. Bank overdrafts are shown within borrowings in current liabilities.

1.9 Financial instruments

The charity has elected to apply the provisions of Section 11 'Basic Financial Instruments' and Section 12 'Other Financial Instruments Issues' of FRS 102 to all of its financial instruments.

Financial instruments are recognised in the charity's balance sheet when the charity becomes party to the contractual provisions of the instrument.

Financial assets and liabilities are offset, with the net amounts presented in the financial statements, when there is a legally enforceable right to set off the recognised amounts and there is an intention to settle on a net basis or to realise the asset and settle the liability simultaneously.

Basic financial assets

Basic financial assets, which include debtors and cash and bank balances, are initially measured at transaction price including transaction costs and are subsequently carried at amortised cost using the effective interest method unless the arrangement constitutes a financing transaction, where the transaction is measured at the present value of the future receipts discounted at a market rate of interest. Financial assets classified as receivable within one year are not amortised.

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2025

1 Accounting policies

(Continued)

Basic financial liabilities

Basic financial liabilities, including creditors and bank loans are initially recognised at transaction price unless the arrangement constitutes a financing transaction, where the debt instrument is measured at the present value of the future payments discounted at a market rate of interest. Financial liabilities classified as payable within one year are not amortised.

Debt instruments are subsequently carried at amortised cost, using the effective interest rate method.

Trade creditors are obligations to pay for goods or services that have been acquired in the ordinary course of operations from suppliers. Amounts payable are classified as current liabilities if payment is due within one year or less. If not, they are presented as non-current liabilities. Trade creditors are recognised initially at transaction price and subsequently measured at amortised cost using the effective interest method.

Derecognition of financial liabilities

Financial liabilities are derecognised when the charity's contractual obligations expire or are discharged or cancelled.

1.10 Employee benefits

The cost of any unused holiday entitlement is recognised in the period in which the employee's services are received.

Termination benefits are recognised immediately as an expense when the charity is demonstrably committed to terminate the employment of an employee or to provide termination benefits.

1.11 Retirement benefits

Payments to defined contribution retirement benefit schemes are charged as an expense as they fall due.

2 Critical accounting estimates and judgements

In the application of the charity's accounting policies, the trustees are required to make judgements, estimates and assumptions about the carrying amount of assets and liabilities that are not readily apparent from other sources. The estimates and associated assumptions are based on historical experience and other factors that are considered to be relevant. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised where the revision affects only that period, or in the period of the revision and future periods where the revision affects both current and future periods.

3 Income from donations and legacies

	Unrestricted funds 2025 £	Restricted funds 2025 £	Total 2025 £	Unrestricted funds 2024 £	Restricted funds 2024 £	Total 2024 £
Donations and gifts	20,151	25,319	45,470	49,577	86,298	135,875
Grants	227,601	469,759	697,360	-	725,484	725,484
	<u>247,752</u>	<u>495,078</u>	<u>742,830</u>	<u>49,577</u>	<u>811,782</u>	<u>861,359</u>

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2025

3 Income from donations and legacies

(Continued)

	Unrestricted funds 2025 £	Restricted funds 2025 £	Total 2025 £	Unrestricted funds 2024 £	Restricted funds 2024 £	Total 2024 £
Donations and gifts						
C Habgood & J Longson	10,220	-	10,220	-	4,980	4,980
Mr and Mrs Miyakoshi	-	-	-	-	57,500	57,500
The Waterloo Foundation	-	5,000	5,000	-	-	-
Griffsome Trust	-	-	-	20,000	-	20,000
C and I McLaughlin	-	5,000	5,000	-	-	-
St Joseph's Institution International Ltd	-	-	-	-	2,229	2,229
The Big Give	-	10,349	10,349	-	14,957	14,957
M Schoningh	-	4,970	4,970	-	-	-
Other	9,931	-	9,931	29,577	6,632	36,209
	<u>20,151</u>	<u>25,319</u>	<u>45,470</u>	<u>49,577</u>	<u>86,298</u>	<u>135,875</u>
Grants						
Partners in Equity	-	130,000	130,000	-	497,500	497,500
Kahane Foundation	-	51,476	51,476	-	40,758	40,758
Stichting Sub3	207,449	-	207,449	-	-	-
Education Cannot Wait	-	29,947	29,947	-	-	-
Grieg Foundation	-	71,354	71,354	-	-	-
Educational Opportunity Foundation	-	27,825	27,825	-	-	-
UWC RISE - Schmidt Futures	-	-	-	-	108,279	108,279
Horizon Foundation	-	36,000	36,000	-	16,000	16,000
The Waterloo Foundation	-	-	-	-	10,000	10,000
Malala Fund	-	32,214	32,214	-	-	-
Careduca Foundation	-	24,393	-	-	-	-
The AlTajir Trust	-	10,000	10,000	-	-	-
Angus Lawson Memorial Trust	-	13,325	13,325	-	-	-
Partner Schools	1,393	4,956	6,349	-	-	-
RenaissanceRe	-	20,000	20,000	-	-	-
The Asfari Foundation	-	7,000	7,000	-	-	-
The Coles Medlock Foundation	-	9,260	9,260	-	-	-
KM Harbinson Charitable Trust	-	1,250	1,250	-	-	-
Dell	-	759	759	-	-	-
Other	18,759	-	18,759	-	52,947	52,947
	<u>227,601</u>	<u>469,759</u>	<u>672,967</u>	<u>-</u>	<u>725,484</u>	<u>725,484</u>

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2025

4 Expenditure on raising funds

	Unrestricted funds 2025 £	Restricted funds 2025 £	Total 2025 £	Unrestricted funds 2024 £	Restricted funds 2024 £	Total 2024 £
Fundraising and publicity						
Advertising	-	940	940	32	50	82
Other fundraising costs	-	7,017	7,017	310	5,523	5,833
	-	7,957	7,957	342	5,573	5,915

5 Expenditure on charitable activities

	Charitable activities 2025 £	Charitable activities 2024 £
Direct costs		
Staff costs	282,096	251,850
Depreciation and impairment	12,485	12,538
Programme delivery	258,451	263,251
Printing, postage and stationery	68	-
IT subscriptions and learning software	13,645	29,216
Other staff costs	14,860	4,512
Course costs	3,080	7,762
Repairs, renewals and small equipment	4,092	650
Rent	3,902	1,024
Insurance	1,505	1,257
Overseas Programme Consultants	129,905	94,935
	724,089	666,995
Share of support and governance costs (see note 6)		
Support	145	1,800
Governance	3,956	7,188
	728,190	675,983
Analysis by fund		
Unrestricted funds - general	8,488	23,666
Restricted funds	719,702	652,317
	728,190	675,983

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2025

6 Support costs allocated to activities

	2025 £	2024 £
General expenses	145	1,800
Governance costs	3,956	7,188
	<u>4,101</u>	<u>8,988</u>
Analysed between:		
Charitable activities	<u>4,101</u>	<u>8,988</u>
Governance costs comprise:	2025 £	2024 £
Legal and professional	406	-
Independent Examiner	1,440	1,491
Board and governance	2,110	5,697
	<u>3,956</u>	<u>7,188</u>

7 Trustees

Two trustees (2024: Two) received remuneration as disclosed in note 8.
Two trustees received £11257 reimbursed expenses for travel, accommodation and conferences.

2 trustees donated a total of £15,220 (2024: £20,917) without conditions.

8 Employees

The average monthly number of employees during the year was:

	2025 Number	2024 Number
	<u>7</u>	<u>6</u>
Employment costs	2025 £	2024 £
Wages and salaries	256,152	229,500
Social security costs	22,189	19,138
Other pension costs	3,755	3,212
	<u>282,096</u>	<u>251,850</u>

There were no employees whose annual remuneration was more than £60,000.

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2025

8 Employees

(Continued)

Remuneration of key management personnel

The remuneration of key management personnel was as follows:

	2025 £	2024 £
Aggregate compensation	114,608	103,371

Key management personnel is defined as the senior management team. Total remuneration includes employer's pension and national insurance contributions before allocation of employer's allowance.

Two trustees (2022: Two) receive remuneration from the charity as disclosed above. This is permitted by the Articles of Association and is not in respect of trustee duties.

9 Taxation

The charity is exempt from taxation on its activities because all its income is applied for charitable purposes.

10 Tangible fixed assets

	Computers £
Cost	
At 1 April 2024	38,473
At 31 March 2025	38,473
Depreciation and impairment	
At 1 April 2024	18,777
Depreciation charged in the year	12,485
At 31 March 2025	31,262
Carrying amount	
At 31 March 2025	7,211
At 31 March 2024	19,695

11 Debtors

	2025 £	2024 £
Amounts falling due within one year:		
Other debtors	4,000	43,383
Prepayments and accrued income	590	757
	4,590	44,140

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2025

12 Creditors: amounts falling due within one year

	2025 £	2024 £
Other taxation and social security	7,652	6,114
Trade creditors	-	7,249
Other creditors	11,240	6,102
Accruals and deferred income	1,455	1,455
	<u>20,347</u>	<u>20,920</u>

13 Retirement benefit schemes

	2025 £	2024 £
Defined contribution schemes		
Charge to profit or loss in respect of defined contribution schemes	<u>3,755</u>	<u>3,212</u>

The charity operates a defined contribution pension scheme for all qualifying employees. The assets of the scheme are held separately from those of the charity in an independently administered fund.

14 Restricted funds

The restricted funds of the charity comprise the unexpended balances of donations and grants held on trust subject to specific conditions by donors as to how they may be used.

	At 1 April 2024 £	Incoming resources £	Resources expended £	At 31 March 2025 £
Amala Global Secondary Diploma Kenya	36,771	24,393	(53,033)	8,131
Changemaker Courses in Jordan	5,331	759	(1,120)	4,970
Changemaker courses, Kenya	24,608	35,815	(35,134)	25,289
Amala Global Secondary Diploma Jordan	24,910	173,801	(125,016)	73,695
Partner operated Global Secondary Diploma, Kenya	-	41,150	(29,819)	11,331
Rise: All locations	13,592	-	(4,968)	8,624
Organisational Development & Capacity Building	460,804	137,000	(457,419)	140,385
Infrastructure Development Kakuma Camp, Kenya	-	20,000	-	20,000
Other restricted funds	-	62,160	(21,150)	41,010
	<u>566,016</u>	<u>495,078</u>	<u>(727,659)</u>	<u>333,435</u>

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2025

14 Restricted funds (Continued)

Previous year:	At 1 April 2023 £	Incoming resources £	Resources expended £	At 31 March 2024 £
Amala High School Diploma Kenya	47,533	30,551	(41,313)	36,771
High School Diploma British	4,119	-	(4,119)	-
Courses in Greece	1,970	-	(1,970)	-
Changemaker Courses in Jordan	-	5,331	-	5,331
Changemaker course in Kakuma Camp, Kenya	66,889	40,506	(82,787)	24,608
Amala High School Diploma Jordan	11,744	60,890	(47,724)	24,910
Rise: All locations	787	108,279	(95,474)	13,592
Organisational Development	270,374	497,500	(331,953)	435,921
Fundraising coordinator	8,708	57,500	(41,325)	24,883
Infrastructure Development Kakuma Camp, Kenya	-	10,000	(10,000)	-
Horizon Scholar Grant	-	1,225	(1,225)	-
	<u>412,124</u>	<u>811,782</u>	<u>(657,890)</u>	<u>566,016</u>

High School Diploma Kenya

To run Amala's transformative High School Diploma for out of school refugee youth in Kakuma Refugee Camp, Kenya.

Changemaker Courses in Jordan

To enable access to transformative educational programmes for refugee youth in Jordan

Changemaker courses, Kenya

For running Amala courses in Kakuma Camp, Kenya.

Amala Global Secondary Diploma Jordan

To run Amala's transformative High School Diploma for out of school refugee youth in Amman, Jordan.

Partner operated Global Secondary Diploma, Kenya

A Global Secondary Diploma course run by a partner in Kenya on behalf of Amala.

Rise: All locations

Funding for a changemaker course in Kenya.

Organisational Development & Capacity Building

For the ongoing development and capacity building in Amala to ensure delivery of the Strategic Plan.

Infrastructure Development Kakuma Camp, Kenya

For future building and infrastructure of the Kakuma Learning Centre.

Other restricted funds

Other funds restricted for the provision of education.

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2025

15 Unrestricted funds

The unrestricted funds of the charity comprise the unexpended balances of donations and grants which are not subject to specific conditions by donors and grantors as to how they may be used. These include designated funds which have been set aside out of unrestricted funds by the trustees for specific purposes.

	At 1 April 2024 £	Incoming resources £	Resources expended £	At 31 March 2025 £
Designated - Kenya Global Secondary Diploma	20,000	105,521	-	125,521
Designated - Changemaker courses	-	64,000	-	64,000
Designated - Kenya office and support costs	-	15,100	-	15,100
Designated - Jordan Global Secondary Diploma	-	13,750	-	13,750
General funds	137,752	49,381	(8,488)	178,645
	<u>157,752</u>	<u>247,752</u>	<u>(8,488)</u>	<u>397,016</u>
Previous year:	At 1 April 2023 £	Incoming resources £	Resources expended £	At 31 March 2024 £
Designated - Kakuma Global School Diploma	-	20,000	-	20,000
General funds	132,183	29,577	(24,008)	137,752
	<u>132,183</u>	<u>49,577</u>	<u>(24,008)</u>	<u>157,752</u>

Unrestricted reserves have increased significantly due to a grant being received from Stitching Sub 3 towards the end of the year for £207,449. At the end of the year, £198,371 of this grant is carried forward, along with an amount of £20,000 from a separate funder. Designations are shown above.

16 Analysis of net assets between funds

	Unrestricted funds 2025 £	Restricted funds 2025 £	Total 2025 £
At 31 March 2025:			
Tangible assets	171	7,040	7,211
Current assets/(liabilities)	396,845	326,395	723,240
	<u>397,016</u>	<u>333,435</u>	<u>730,451</u>

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2025

16 Analysis of net assets between funds

(Continued)

	Unrestricted funds 2024 £	Restricted funds 2024 £	Total 2024 £
At 31 March 2024:			
Tangible assets	341	19,354	19,695
Current assets/(liabilities)	157,411	546,662	704,073
	<u>157,752</u>	<u>566,016</u>	<u>723,768</u>

17 Related party transactions

There have been no transactions with related parties apart from those disclosed at note 7.

18 Future Funding

One of the members of the trustee board, C Habgood, has pledged a donation of £50,000 with the following aims:

1. To demonstrate increased Board support for Amala.
2. To increase restricted reserves.
3. To be matched one-for-one by other unrestricted donations.

£4,980 of this pledge was received during the 2023/24 year.

£10,220 of this pledge was received during the 2024/25 year.

19 Cash generated from/(absorbed by) operations

	2025 £	2024 £
Surplus for the year	6,683	179,461
Adjustments for:		
Depreciation and impairment of tangible fixed assets	12,485	12,538
Movements in working capital:		
Decrease/(increase) in debtors	39,550	(23,492)
(Decrease)/increase in creditors	(574)	6,069
(Decrease) in deferred income	-	(260,000)
Cash generated from/(absorbed by) operations	<u>58,144</u>	<u>(85,424)</u>

Accounts

AMALA EDUCATION

TRUSTEES' ANNUAL REPORT AND FINANCIAL STATEMENTS

FOR THE YEAR ENDED
31 MARCH 2024



UK Company Number 10671722
UK Registered Charity No 1181373

TRUSTEES’ ANNUAL REPORT AND FINANCIAL STATEMENTS
For the year ended 31 March 2024

TABLE OF CONTENTS

Legal and administrative information	3
Statement of the Chair	4
Trustees’ Annual Report	6
Financial report	17

LEGAL AND ADMINISTRATIVE INFORMATION

For the year ended 31 March 2024

Charity name	Amala Education
Company number	10671722
Charity registration number	1181373
Charity's principal address	Garden Cottage Walters Green, Penshurst TN11 8HD Tonbridge
Trustees and Corporate Directors	Keith Clark (Chair) Colin Habgood (Treasurer) Sara Heinrich Caroline McLaughlin Jessica Oddy Stela Barcelos (from 8 November 2022) Polly Akhurst Mia Eskelund Pedersen (Company Secretary)
Co Executive Directors	Polly Akhurst Mia Eskelund Pedersen
Bankers	Santander UK Plc Bridle Road, Bootle Merseyside L30 4GB
Independent Examiners	Warner Wilde Chartered, Certified Accountants 4 Marigold Drive, Woking Surrey GU24 9SF
Website	www.amalaeducation.org

STATEMENT OF THE CHAIR

There will probably come a year that is not even more remarkable than each preceding one for Amala. This year was not it: this was again a milestone year.

Amala has become both the first organisation working in a refugee context to achieve internationally-recognised accreditation and the first organisation working in the way that we do to have done so. It is difficult to overstate this. Accreditation is fundamental to education across the world, and CIS and NEASC set the benchmark for accreditation in international education. The cycle of accreditation is a huge undertaking even for fully-fledged schools. But Amala is not a school in any conventional sense and our colleagues in our core team and centres are unlikely ever to have encountered anything like the CIS-NEASC process and standards. This was, therefore, an extraordinary achievement and the Trustees express our huge appreciation to all who were involved, especially of course, our Co-Executive Directors; we are also grateful to CIS and NEASC for the bold decision to consider working with an organisation so different to those they are accustomed to.

The work required for accreditation caused us to be a little patient with our ambitions in the final year of our strategic plan. That has been more than justified by the impact of accreditation: the process itself caused us to reflect and change in a number of ways; for the first time we have external validation of the quality of our education programme; and it has already opened doors to new potential partners, funders and governmental and intergovernmental contacts, and for our alumni it has opened up more opportunities for progression to further study.

Of course, much else was happening and we made good progress towards our strategic objectives. By the end of the year, we were able to look back on Amala's first three-year plan with a feeling of satisfaction, but also with the impatience that recognises there is far, far more to do. In our new plan we have the ambition to reach significantly more refugee youth. It will be an ambitious next set of goals but, we think, achievable. We need to be continually improving and reflecting and iterating, but we have recognised that it is now primarily funding that stands between us and our goals – our goals for the next three years as well as our longer-term, far more audacious goals.

Although our primary business must remain the delivery of Amala programmes to increasing numbers of young people, I am pleased that the last year has helped us to understand our wider role. Through our work, we can draw attention to the dire need for secondary education for refugee youth and cause others to think about how the challenge might be addressed. We are not interested in solving this crisis on our own!

It has been very gratifying this year to witness our core Amala team moving beyond start-up phase into a highly professional operation. This is seen no more than with our Director of Education Programmes, where we can now be confident that we have world-class leadership to address some of the trickiest of the education-related questions that are before us.

I appreciate the huge contributions made by my fellow Trustees, and we all express our appreciation to the remarkable and visionary funders who have made Amala possible so far. As ever, the final word of thanks must go to our Co-Executive Directors, Polly Akhurt and Mia Eskelund Pedersen: Amala was their vision, and the energy with which they drive the organisation forward continues to be inspirational.



Keith Clark
Chair of the Board of Trustees

TRUSTEES' REPORT

The trustees of Amala Education present their statutory report for the year 1 April 2023 - 31 March 2024.

OBJECTIVES AND ACTIVITIES

Introduction

Over the past year, the number of displaced people globally has increased to 120 million, an increase of 10 million over the last year. Nearly half of those displaced are under the age of eighteen and 13% of refugees are between 18 and 24 years old. Education is the biggest priority for many refugee youth as they seek to build and improve their lives and foster sustainable futures for themselves.

Mission and vision

Amala was established in 2017 with a bold mission to *use the power of education to transform the lives of refugees, their communities and the world*. Amala designs and delivers transformative education programmes with a focus on the development of young people who are refugees or in other ways affected by conflict. Our long-term impact goals are to:

- 1) Enable young refugees to turn their hopes into reality
- 2) Ensure that refugees play key roles in solving local and global challenges
- 3) Contribute to achieving inclusive and quality education for all (Sustainable Development Goal 4) through Amala's unique model of education.

Amala's main objective, as set out in our governing document, the Articles of Association, is:

The advancement of education, in particular but not limited to facilitating access to education for refugees or those who have been affected by conflict, including through the provision of course material, learning support and delivery of teaching through technology and distance learning.

Our Programmes

Our programmes are tailored to the needs of refugee adolescents and young adults, and consist of both formal and non-formal learning. Programmes are designed to be adaptable to a wide variety of different contexts and have been run in ten countries, across four continents.

1. **Global Secondary Diploma*** - the first internationally accredited upper secondary programme enabling out-of-school refugee youth to complete their secondary education.
2. **Changemaker Courses** - non-formal programmes that enable youth to cultivate agency in critical areas such as peace-building, ethical leadership, social entrepreneurship, digital literacy and artistic expression.

*Previously known as the Amala High School Diploma, in January 2024 we changed the name to Global Secondary Diploma to more accurately represent the purpose of the programme.

Strategic Plan - Launchpad to Scale

2023/2024 marked the final year of Amala's first three year strategic plan, "*A Launchpad to Scale*." The plan set out our ambition to significantly grow the numbers of young people we are able to serve, develop organisational readiness and remove barriers to scale in order to create a launchpad for exponential growth and impact from 2024 and beyond.

Our three strategic aims support this ambition:

1. Make Amala's education programmes replicable

Streamlining and ensuring our programmes are simple and cost-effective enough to be replicated by partners without compromising quality, in order to provide greater access to more young refugees.

2. Become a widely-recognised education provider

Become a trusted provider of high quality education through recognition and accreditation of the Amala Global Secondary Diploma and through raising our profile within the education in emergencies sector.

3. Build organisational capacity to accelerate growth

Develop a larger and stronger network of partners and increase our financial sustainability and operational capacity for scaling.

Objectives for 2023/2024

This year, Amala focused on three key objectives within the overall strategic plan aims:

1. Achieve accreditation of the Amala Global Secondary Diploma (GSD) with Council of International Schools (CIS) and New England Association of Schools and Colleges (NEASC)
2. Expand Amala programmes to enable 1,900 refugee youth to access transformative education
3. Grow the capacity of our team in order to deliver on our strategic objectives

Activities

1. Accreditation of the Global Secondary Diploma

Accreditation of Amala's Global Secondary Diploma (GSD) was a key focus within our strategic plan. Amala initiated the process with two globally renowned accreditation bodies, Council of International Schools (CIS) and New England Association of Schools and Colleges (NEASC) in 2021.

This final year of the strategic plan marked the 'self-study process', during which Amala's team carried out extensive work to to meet the standards of the two accreditation bodies and in the

areas of: Purpose and Direction; Governance and Management; Curriculum; Teaching and Learning; Wellbeing and Safeguarding; Staffing; Premises; and Community and Partnerships. The process involved making improvements to Amala's learning centres in Kenya and Jordan to support student wellbeing, as well as strengthening aspects of teaching and learning provision, and reviewing and refining Amala's Safeguarding Policy and approach.

The self-study process culminated in the Amala team submitting a comprehensive report on each of these areas in September 2023, and following this, a week-long visit from both agencies to the sites where we are running the GSD in Jordan and Kenya in November and December 2023. During the visit, the evaluators observed classes, undertook assessments of the premises and held meetings with staff, students and other community members to address practices in the areas listed above. The evaluators expressed that they were impressed by the way in which Amala was meeting the needs of students and is able to deliver high quality education in low-resource environments.

On the basis of the visit and the report, Amala became the first educational institution working in a refugee context to have achieved accredited status from both CIS and NEASC. This was a breakthrough moment organisationally and a powerful endorsement of Amala's innovative learning model. Since the accreditation was granted, we have found that higher education institutions are more readily admitting our alumni, and an increasing number of partners have expressed interest in collaborating with us to expand access to the programme.

The accreditation was also a key opportunity to raise Amala's profile, and targeted efforts to share the news with media outlets resulted in an article in the Financial Times. This coverage is supporting our efforts to be recognised as an established quality education provider among funders and prospective partners. With accreditation now in place, we are well positioned to expand the programme in the coming years.

2. Expand Amala programmes to enable 1,900 refugee youth to access transformative education

This year, Amala programmes provided transformative education to 1,460 students, bringing our total reach since 2017 to 4,168 students. Most of the growth has taken place over the previous two years with the significant growth of Changemaker Courses in collaboration with mission-aligned partner organisations. While the numbers of students reached were a slight increase on those in 22/23, we did not meet our target of 1900 students, mainly due to the challenging external funding environment. Nonetheless, significant progress was made in the year both through expanding access to programmes, building their value to students, and growing our programmes while maintaining quality.

Global Secondary Diploma

New GSD Programmes in Kenya and Jordan

This year, 100 students started studying for the GSD in our Amala-operated sites: 50 in Jordan and 50 on our site in Kenya, and 115 students completed the programme in the year. As the

focus at this time was on completing the accreditation process, we did not seek to grow the GSD during this period.

Our GSD alumni continue to impress us with their pursuit of onward pathways for higher education, entrepreneurship and work. Alumni have been offered places and began their higher education studies institutions in Jordan, Kenya, Canada and the UK. To date, 19% have gone on to higher education (12% higher than the global average for refugees and above the UN Refugee Agency's 15% target). At the same time, many alumni are using the skills they develop in innovation and entrepreneurship to set up businesses and social initiatives, creating livelihood opportunities.

This year, an independent study of our Global Secondary Diploma alumni in Kakuma showed that alumni were three times more likely to access further education and livelihood pathways than non-Amala GSD alumni. The study also showed that Amala's GSD competency framework was aligned to 50% of entry level roles in Kenya, showing the strong link to employment pathways.

Notable alumni achievements this year include:

- An alumnus from Jordan being admitted on a fully funded scholarship to study for a BSc in Business Administration at the University of London.
- An alumnus from Jordan has been admitted on a full scholarship to University of Haute École des Arts du Rhin in France.
- An alumna from Kakuma being accepted to the Amahoro Fellowship, a highly selective opportunity for entrepreneurs and social entrepreneurs from refugee backgrounds.
- A number of alumni in Kakuma were admitted to Southern New Hampshire's Global Education Movement programme, through which they can earn a Bachelor's degree.
- Three alumni from Jordan have become guidance counsellors for other refugees with UNHCR and World University Service of Canada (WUSC) in Jordan.

Changemaker Courses

This year, Amala's Changemaker Courses reached 1360 students, slightly surpassing our reach from the previous year. This was mainly thanks to our continued work with refugee-led organisations in Kakuma, Kenya as well as our partnerships with organisations in Uganda. We worked with two new partners Al Noor Enrichment Centre and Save School to expand courses to Malaysia.

Changemaker Courses in Kakuma

Most of the growth in students continued to come through programming in Kakuma Camp, Kenya where we reached 1167 students through a strong group of partners. Partners include Jesuit Refugee Service (JRS), which is running Amala courses that focus on arts and narratives to students at Kakuma Refugee Secondary School.

Thanks to generous funding from the Waterloo Foundation and the Forrester Family Trust, we piloted a seed funding initiative for students studying Amala's Social Entrepreneurship course in

Kakuma. The initiative provided a small amount of seed funding for students to continue their entrepreneurship projects at the end of the course. To be eligible for funding, students submitted proposals and participated in a Pitch Day to present their ideas to a panel of judges.

Examples of winning initiatives include:

- Kakuma Soap Vision Project; that aims to address the camp's limited access to essential hygiene by producing local, affordable and high-quality soap.
- Crocheting for girls; provides a comprehensive training programme on crocheting for girls who have dropped out of school. Crochet skills empower them to become self-reliant, boost their self-esteem, and enhance their future prospects.

Using Online Technologies to Create Change

Amala's team in Kakuma also ran the Using Online Technologies to Create Change course, developed in collaboration with Raspberry Pi, for a total of 150 students. Since 2022, this programme has equipped students with digital skills including programming, video editing, coding and website design, leading to tangible livelihood outcomes. Several alumni now work as freelance filmmakers and photographers or in teaching roles, helping other young refugees develop IT skills. The course led to employment opportunities whilst enabling participants to launch income-generating projects that address community needs.

UWC-Amala Changemaker Foundation Programme

Amala worked with a consultant to redesign the curriculum of the UWC-Amala Changemaker Foundation Programme curriculum in order to encourage more students to apply to the Rise global talent programme. This year, we expanded the programme to Jordan, with 23 students participating from Amala's Amman centre for the first time. In Kakuma, 45 students enrolled to form our fourth cohort. Across both cohorts, 80% of students took part in the Rise Challenge, and five students were selected as Rise Finalists. The Amala finalists participated in their finalist days in June, and will find out if they have been selected among Rise 100 Global Winners later in 2024.

Students' projects ranged from poultry farming to keeping streets clean using robotics. One of our finalists in Jordan provides photo editing courses to refugees in the field of real estate marketing, with the goal of enhancing their financial independence and increasing their job opportunities.

Collaboration with UWC Thailand

This year, Amala collaborated with UWC Thailand to design and pilot a summer school programme for both refugee and non-refugee students. Amala's Ethical Leadership Changemaker Course (100 hours of learning) formed the 'curricular backbone' of the programme and was adapted to fit within one month of the summer school (Changemaker Courses usually take place over ten weeks). UWC Thailand provided co-curricular activities for students to create a holistic learning experience. The majority of students who participated in the programme were

UWC students from refugee backgrounds who were unable to return home for the holidays. The class also included two students from the Myanmar community in Thailand.

Collaboration with International Institute of Education

Amala also began collaborating with the International Institute of Education (IIE) to develop a wrap-around programme for their Odyssey Scholarship programme, a comprehensive scholarship package for refugee students to complete Bachelor's degrees. Amala has developed a bespoke programme for IIE called "Leadership for Peace", a workshop series drawing on Amala courses in Ethical Leadership, Peace-building and Living Peacefully. Amala will train members of the IIE team to deliver the programme through a series of online workshops.

Quality Assurance Framework

Maintaining and improving the quality of Amala's programmes is critical to our work and as we continue to grow our programmes we need to ensure that programmes are being delivered with a consistent level of quality. As a key enabler of this goal, this year we developed a quality assurance framework comprising standards across key operational and educational areas that can be applied to both Amala and partner-operated programmes. We will begin to implement the framework in 2024/2025.

3. Grow the capacity of our team in order to deliver on our strategic objectives

The process of accreditation created significant opportunities for the Amala team to grow their leadership capacities and colleagues have shared how their leadership skills developed throughout the process. Colleagues across both Kenya and Jordan teams as well as the global team formed small groups to collaborate on improvements, evidence gathering and report writing, areas which may not ordinarily have been in the remit of their work.

Strengthening of Global Programmes function

We have strengthened the team significantly through the recruitment of Lizzie Bray, the former Head of UWC South East Asia Dover Campus, in the role of Director of Education Programmes. Lizzie had previously supported Amala as a consultant during the accreditation self-study phase, and with over 25 years of experience of educational leadership she brings considerable expertise to the team. Lizzie is now managing the global programmes team, which enables the Co-Executive Directors to focus significantly more time on fundraising, partnership development, strategy and organisational development.

The appointment of the Director of Education Programmes has enabled us to reorganise roles within the programmes function to prepare for the next phase of growth and development. We now have a Learning and Innovation Lead to develop and improve programmes, including educator development. We also split global programme coordination into two roles: one for the Global Secondary Diploma and one for Changemaker Courses, providing specialised support to Amala and partner sites.

Strengthening of Teams in Jordan and Kenya

We have strengthened our GSD teams in Jordan and Kenya through the introduction of a Programme Coordinator role, which leads on processes such as student recruitment, induction, and day-to-day programme management. This role has freed up our Programme Managers in both countries to focus more on the oversight of our learning centres and on external matters such as recognition and partnership development. A key focus has also been on supporting the development of both of our Learning Leads on site to support facilitator development and ensure high quality learning outcomes for students.

Facilitator Development Programme (FDP)

This year, all GSD Facilitators have participated in the FDP, a professional learning programme to support the delivery of Amala's transformative education. The programme strengthens the ability of facilitators to design, facilitate and continually improve transformative learning. The programme consists of 100 hours of structured learning, usually over a 15 month period. The programme has greatly strengthened their pedagogical competence, as one facilitator reflects: *"This programme helped me develop meaningful learning experiences that students use to change things around them. Without the programme, I would not be capable of creating equivalent learning experiences."*

We are currently in the process of changing the name of our facilitators to educators to encompass the multi-faceted responsibility they have for teaching, learning and wellbeing for students.

Our next strategy: Expanding Hope

Launchpad to Scale has enabled us to accelerate our development: from a young organisation with a small base of support to an increasingly recognised institution with a track record of impact. With over 4,000 refugees having benefited from an Amala education and pursuing onward pathways opportunities, and the landmark accreditation of our GSD, we are ready to expand hope for refugee youth, dramatically increasing access to transformative education.

As more people are displaced by conflict and persecution, our commitment to expanding our impact has become even more urgent. To respond at the scale of the need, we have developed an ambitious goal to enable millions of refugee youth to access transformative education by 2040. This goal has informed the development of our next three year strategy, 'Expanding Hope.'

Our strategic goals within the strategy are:

1. **Grow the impact of Amala's transformative education programmes** - at least tripling the reach of our programmes, and increasing their accessibility and their value for students and partners.
2. **Extend our model of transformative education to influence systemic change** - start the journey to influence the education in emergencies sector to mainstream transformative education.

3. **Sustain impact through a strong funding model** - power our growth and impact through a mixed economy of repeatable funding, diversified income and trialling income generation models.

The Board recognises that financial sustainability is now the greatest barrier to scaling our impact, and to make the plan a reality will necessitate tripling the organisation's annual budget. At the same time, we are optimistic about the opportunities before us and the significant difference that Amala can make in the lives of young refugees. Since gaining accreditation, we have seen increased interest from prospective partners and foundations, particularly those working in new emergency situations such as Afghanistan and Gaza. We are committed to leveraging this interest to further our mission and extend our reach, ensuring that an ever growing number of young refugees receive the education they deserve.

Fundraising and support

The trustees would like to express their immense gratitude to the donors who have generously supported Amala's work in the last year. In particular, we would like to thank Renaissance Re, Horizon Foundation, Kahane Foundation, Partners in Equity, Raspberry Pi Foundation, Tenacre Foundation, Waterloo Foundation, Griffsome Trust, Eric and Wendy Schmidt Fund for Strategic Innovation, UWC International, St Joseph's International School Singapore and the individual and anonymous donors who have also made generous contributions that have enabled Amala's work and impact to happen.

We would also like to thank CIS and NEASC for their invaluable contribution to our work and mission. The trustees would like to express sincere thanks to the dedicated partners and volunteers who are essential to our work and without their support, Amala would be unable to fulfil its mission of using the power of education to transform the lives of young refugees, their communities and the world.

STRUCTURE, GOVERNANCE AND MANAGEMENT

Identity and constitution

Amala was founded in 2017 and is a registered charity in England and Wales, Charity Registration Number 1181373 and a Company Limited by Guarantee, Company Registration Number 10671722.

Amala's constitution is its Articles of Association, the current version of which is dated 7 September 2023.

Governance and management

Amala's Board of Trustees elected one new member in the past year and there are now eight members. The Board has one sub-committee, the Personnel and Remuneration Committee which comprises three trustees. The six non-executive trustees give their time freely and receive no remuneration. Trustees are required to disclose and register all relevant interests at Board meetings. Trustees share a deep commitment to Amala's mission and purpose and

are drawn from different backgrounds to bring diverse backgrounds, experiences and skill sets to manage the organisation responsibly and enable it to fulfil its objectives. New trustees with relevant expertise are elected to the Board by existing trustees. Upon election, new trustees are inducted and briefed on their governance role, the organisation's guiding principles, objectives, policies, work and strategy.

In 2023/2024, the Board of Trustees met four times: two meetings were held in person and two meetings virtually. At the June 2023 meeting in Amman, Jordan, Trustees were able to observe Amala's programmes and engage directly with students and the Amala team. This gave the Trustees an invaluable opportunity to develop a greater understanding of the contexts and challenges of both students and the Jordan operation. The Board also met in person in Mijas, Spain, in March 2024. Key issues discussed included: strategy, organisational development, fundraising and financial sustainability, finance and budget, safeguarding, performance and risk management.

Day to day management

The day-to-day management of the charity is delegated to the two Co-Executive Directors who are also trustees. The two Co Executive Directors are only remunerated for their work as members of staff, and their continued trusteeship is reviewed on an annual basis.

Risk management

The Amala Board of Trustees regularly reviews the risks that Amala is exposed to, considers how to mitigate them and puts adequate controls in place. This year, the risk analysis identified three principal risk areas:

1. Income / funding: Amala has set ambitious goals for impact which rely on successful fundraising in order to be fulfilled. If we were not successful in securing the necessary funding, it could result in not being able to fulfil the organisation's strategic objectives. To mitigate this risk, the organisation has allocated resources to hire a dedicated Fundraising Coordinator to increase our capacity to raise new funds and develop new income streams.
2. Programmes: Amala works in low resource environments and proudly hires young refugees and conflict-affected youth, including our alumni, to lead and facilitate Amala programmes. Most do not have a teaching qualification, however we have dedicated resources at all levels of the organisation to run and improve a Facilitator Development Programme that gives facilitators the knowledge, skills and competencies to deliver effective learning for all students.
3. External: Government regulations and priorities regarding displaced people in the countries where Amala work can change rapidly. Hostility towards refugees in the host country or conflict in the countries or regions that we work in also poses an external threat to Amala's programmes. We continually monitor the situation and have created response plans to ensure ways that students can continue to learn with Amala even if the local situation changes.

Public Benefit Statement

The trustees confirm that they have referred to the Charity Commission's guidance on public benefit when reviewing the charity's vision, mission and objectives and in setting its objectives and policies and planning activities for the year.

Amala's activities are of public benefit because the organisation provides educational programmes free-of-charge to young people who are displaced or affected by conflict who have no or limited access to high quality education.

Our educational programmes enable participants to develop their sense of agency, have an increased sense of wellbeing and purpose and improved access to further opportunities. Furthermore, as the number of refugees continues to rise year on year, Amala is working towards creating a scalable model to provide increasing numbers of conflict affected youth with high quality education at upper secondary level.

Safeguarding

Amala is committed to the protection of children and young people, and has developed a comprehensive Safeguarding and Welfare Policy and Team Code of Conduct that is implemented across the organisation to ensure that children and young people are protected from harm. The Policy sets out how all members of Amala's team (employee, consultant, volunteer or representative) and all Amala students should conduct themselves in their interactions with children and young people.

The trustees receive a safeguarding update at each board meeting, and monitor effective continuous implementation of the Safeguarding and Welfare Policy and strengthening of Amala's safeguarding practices. No safeguarding issues passed the threshold requiring the active involvement of the Amala Global team.

The Amala Safeguarding and Welfare Policy is reviewed annually and approved by the Board of Trustees, and is published on our website alongside other key safeguarding procedures and Documentation.

Remuneration

The Personnel and Remuneration Committee is responsible for setting the salaries of the Co-Executive Directors and for reviewing the salaries of other team members.

FINANCIAL REVIEW

Activities and results

The financial results for the year are set out in the Financial Report. In the year, the charity's total income was £861,359 compared with £722,263 last year. Unrestricted income for the year was £49,577 (2023: £50,105).

Total expenditure for the year was £681,898 of which £657,890 was restricted. The majority of expenditure was for programme implementation, educational and organisational development.

The net surplus for the year totalled £179, 461 (2023: £189,045), constituting a restricted surplus of £153,892 and an unrestricted a surplus of £25,569.

Reserves Policy

It is the policy of the charity that unrestricted funds should be maintained at a level of six months of unrestricted budgeted expenditure.

As of 31 March 2024, total unrestricted funds were £157,752 (2023: £133,511). Unrestricted funds are in excess of 6 months of the current year's budgeted expenditure.

The trustees are dedicated to safeguarding the continuity of Amala's educational programmes, ensuring that all students can complete their studies regardless of potential income shortfalls. This commitment is especially critical given that one of our core activities is a 15-month formal secondary education completion programme. In light of the current funding landscape and economic conditions, and recognising that a significant portion of Amala's unrestricted income is non-recurring, the trustees have carefully evaluated and determined that the current reserve levels are sufficient. These reserves will enable the charity to fulfil its commitments to students even in the event of a sudden decrease in income.

Going concern

The trustees have assessed the major risks to which the charity is exposed and are satisfied that systems are in place to mitigate exposure to the major risks.

The trustees have a reasonable expectation that Amala has adequate resources to continue to operate the next year. For this reason, they continue to adopt the going concern basis in preparing the financial statements.

The Trustees' report was approved by the Board of Trustees



.....
Keith Clark
Trustee

23/10/2024
Dated:.....

AMALA EDUCATION

INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES OF AMALA EDUCATION

I report to the trustees on my examination of the financial statements of Amala Education (the charity) for the year ended 31 March 2024.

Responsibilities and basis of report

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

Having satisfied myself that the financial statements of the charity 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 the charity's financial statements carried out under section 145 of the Charities Act 2011 (the 2011 Act). In carrying out my examination I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the 2011 Act.

Independent examiner's statement

Since the charity's gross income exceeded £250,000 your examiner must be a member of a body listed in section 145 of the 2011 Act. I confirm that I am qualified to undertake the examination because I am a member of Association of Chartered Certified Accountants, which is one of the listed bodies.

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 that in any material respect:

- 1 accounting records were not kept in respect of the charity as required by section 386 of the 2006 Act; or
- 2 the financial statements do not accord with those records; or
- 3 the financial statements 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 financial statements 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 financial statements to be reached.



Frances Wilde FCCA DChA

Warner Wilde
Chartered Certified Accountants
4 Marigold Drive
Bisley
Surrey
GU24 9SF

Dated: 24/10/2024

AMALA EDUCATION

STATEMENT OF FINANCIAL ACTIVITIES INCLUDING INCOME AND EXPENDITURE ACCOUNT

FOR THE YEAR ENDED 31 MARCH 2024

Current financial year		Unrestricted funds 2024 £	Restricted funds 2024 £	Total 2024 £	Total 2023 £
	Notes				
Income from:					
Donations and legacies	3	49,577	811,782	861,359	722,263
Total income		<u>49,577</u>	<u>811,782</u>	<u>861,359</u>	<u>722,263</u>
Expenditure on:					
Raising funds	4	342	5,573	5,915	3,812
Charitable activities	5	23,666	652,317	675,983	529,406
Total expenditure		<u>24,008</u>	<u>657,890</u>	<u>681,898</u>	<u>533,218</u>
Net income		<u>25,569</u>	<u>153,892</u>	<u>179,461</u>	<u>189,045</u>
Net movement in funds	7	25,569	153,892	179,461	189,045
Reconciliation of funds:					
Fund balances at 1 April 2023		<u>132,183</u>	<u>412,124</u>	<u>544,307</u>	<u>355,262</u>
Fund balances at 31 March 2024		<u>157,752</u>	<u>566,016</u>	<u>723,768</u>	<u>544,307</u>

The statement of financial activities includes all gains and losses recognised in the year. All income and expenditure derive from continuing activities.

AMALA EDUCATION

STATEMENT OF FINANCIAL ACTIVITIES (CONTINUED) INCLUDING INCOME AND EXPENDITURE ACCOUNT

FOR THE YEAR ENDED 31 MARCH 2024

Prior financial year		Unrestricted funds 2023 £	Restricted funds 2023 £	Total 2023 £
	Notes			
Income from:				
Donations and legacies	3	50,105	672,158	722,263
Total income		50,105	672,158	722,263
Expenditure on:				
Raising funds	4	27	3,785	3,812
Charitable activities	5	42,669	486,737	529,406
Total expenditure		42,696	490,522	533,218
Net income		7,409	181,636	189,045
Transfers between funds		(1,328)	1,328	-
Net movement in funds	7	6,081	182,964	189,045
Reconciliation of funds:				
Fund balances at 1 April 2022		126,102	229,160	355,262
Fund balances at 31 March 2023		132,183	412,124	544,307

AMALA EDUCATION

BALANCE SHEET

AS AT 31 MARCH 2024

	Notes	2024 £	£	2023 £	£
Fixed assets					
Tangible assets	12		19,695		31,720
Current assets					
Debtors	13	44,140		20,648	
Cash at bank and in hand		680,853		766,790	
		724,993		787,438	
Creditors: amounts falling due within one year	14	(20,920)		(274,851)	
Net current assets			704,073		512,587
Total assets less current liabilities			723,768		544,307
The funds of the charity					
Restricted income funds	17	566,016		412,124	
Unrestricted funds	18	157,752		132,183	
		723,768		544,307	

The company is entitled to the exemption from the audit requirement contained in section 477 of the Companies Act 2006, for the year ended 31 March 2024.

The directors acknowledge their responsibilities for complying with the requirements of the Companies Act 2006 with respect to accounting records and the preparation of financial statements.

The members have not required the company to obtain an audit of its financial statements for the year in question in accordance with section 476.

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

The financial statements were approved by the trustees on ...20/09/2024....



.....
C Habgood (Treasurer)
Trustee

Company registration number 10671722 (England and Wales)

AMALA EDUCATION

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED 31 MARCH 2024

	Notes	2024 £	£	2023 £	£
Cash flows from operating activities					
Cash (absorbed by)/generated from operations	22		(85,424)		448,217
Investing activities					
Purchase of tangible fixed assets		(513)		(36,154)	
Net cash used in investing activities			(513)		(36,154)
Net cash used in financing activities			-		-
Net (decrease)/increase in cash and cash equivalents			(85,937)		412,063
Cash and cash equivalents at beginning of year			766,790		354,727
Cash and cash equivalents at end of year			680,853		766,790

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2024

1 Accounting policies

Charity information

Amala Education is a private company limited by guarantee incorporated in England and Wales. The registered office is Garden Cottage, Walters Green Road, Penshurst, Tonbridge, Kent, TN11 8HD. Amala Education is also a registered charity.

1.1 Accounting convention

The financial statements have been prepared in accordance with the charity's governing document, the Companies Act 2006 and "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)". The charity is a Public Benefit Entity as defined by FRS 102.

The financial statements are prepared in sterling, which is the functional currency of the charity. Monetary amounts in these financial statements are rounded to the nearest £.

The financial statements have been prepared under the historical cost convention. The principal accounting policies adopted are set out below.

1.2 Going concern

At the time of approving the financial statements, the trustees have a reasonable expectation that the charity has adequate resources to continue in operational existence for the foreseeable future. Thus the trustees continue to adopt the going concern basis of accounting in preparing the financial statements.

1.3 Charitable funds

Unrestricted funds are available for use at the discretion of the trustees in furtherance of their charitable objectives.

Restricted funds are subject to specific conditions by donors or grantors as to how they may be used. The purposes and uses of the restricted funds are set out in the notes to the financial statements.

Endowment funds are subject to specific conditions by donors that the capital must be maintained by the charity.

1.4 Income

Income is recognised when the charity is legally entitled to it after any performance conditions have been met, the amounts can be measured reliably, and it is probable that income will be received.

Cash donations are generally recognised on receipt. Other donations are generally recognised once the charity has been notified. Where the donation has performance conditions which are unmet or requires that the related expenditure is deferred, then the income is deferred. Income tax recoverable in relation to donations received under Gift Aid or deeds of covenant is recognised at the time of the donation.

Legacies are recognised on receipt or otherwise if the charity has been notified of an impending distribution, the amount is known, and receipt is expected. If the amount is not known, the legacy is treated as a contingent asset.

Turnover is measured at the fair value of the consideration received or receivable and represents amounts receivable for goods and services provided in the normal course of business, net of discounts.

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2024

1 Accounting policies

(Continued)

1.5 Expenditure

Expenditure is recognised once there is a legal or constructive obligation to make a payment to a third party, it is probable that settlement will be required and the amount of the obligation can be measured reliably.

Irrecoverable VAT is charged as a cost against the activity for which the expenditure was incurred.

1.6 Tangible fixed assets

Tangible fixed assets are initially measured at cost and subsequently measured at cost or valuation, net of depreciation and any impairment losses.

Depreciation is recognised so as to write off the cost or valuation of assets less their residual values over their useful lives on the following bases:

Computers	3 years straight line
-----------	-----------------------

The gain or loss arising on the disposal of an asset is determined as the difference between the sale proceeds and the carrying value of the asset, and is recognised in the statement of financial activities.

There is a de minimus value for capitalisation of £250.

1.7 Impairment of fixed assets

At each reporting end date, the charity reviews the carrying amounts of its tangible assets to determine whether there is any indication that those assets have suffered an impairment loss. If any such indication exists, the recoverable amount of the asset is estimated in order to determine the extent of the impairment loss (if any).

1.8 Cash and cash equivalents

Cash and cash equivalents include cash in hand, deposits held at call with banks, other short-term liquid investments with original maturities of three months or less, and bank overdrafts. Bank overdrafts are shown within borrowings in current liabilities.

1.9 Financial instruments

The charity has elected to apply the provisions of Section 11 'Basic Financial Instruments' and Section 12 'Other Financial Instruments Issues' of FRS 102 to all of its financial instruments.

Financial instruments are recognised in the charity's balance sheet when the charity becomes party to the contractual provisions of the instrument.

Financial assets and liabilities are offset, with the net amounts presented in the financial statements, when there is a legally enforceable right to set off the recognised amounts and there is an intention to settle on a net basis or to realise the asset and settle the liability simultaneously.

Basic financial assets

Basic financial assets, which include debtors and cash and bank balances, are initially measured at transaction price including transaction costs and are subsequently carried at amortised cost using the effective interest method unless the arrangement constitutes a financing transaction, where the transaction is measured at the present value of the future receipts discounted at a market rate of interest. Financial assets classified as receivable within one year are not amortised.

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2024

1 Accounting policies

(Continued)

Basic financial liabilities

Basic financial liabilities, including creditors and bank loans are initially recognised at transaction price unless the arrangement constitutes a financing transaction, where the debt instrument is measured at the present value of the future payments discounted at a market rate of interest. Financial liabilities classified as payable within one year are not amortised.

Debt instruments are subsequently carried at amortised cost, using the effective interest rate method.

Trade creditors are obligations to pay for goods or services that have been acquired in the ordinary course of operations from suppliers. Amounts payable are classified as current liabilities if payment is due within one year or less. If not, they are presented as non-current liabilities. Trade creditors are recognised initially at transaction price and subsequently measured at amortised cost using the effective interest method.

Derecognition of financial liabilities

Financial liabilities are derecognised when the charity's contractual obligations expire or are discharged or cancelled.

1.10 Employee benefits

The cost of any unused holiday entitlement is recognised in the period in which the employee's services are received.

Termination benefits are recognised immediately as an expense when the charity is demonstrably committed to terminate the employment of an employee or to provide termination benefits.

1.11 Retirement benefits

Payments to defined contribution retirement benefit schemes are charged as an expense as they fall due.

2 Critical accounting estimates and judgements

In the application of the charity's accounting policies, the trustees are required to make judgements, estimates and assumptions about the carrying amount of assets and liabilities that are not readily apparent from other sources. The estimates and associated assumptions are based on historical experience and other factors that are considered to be relevant. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised where the revision affects only that period, or in the period of the revision and future periods where the revision affects both current and future periods.

3 Donations and legacies

	Unrestricted funds general 2024 £	Restricted funds 2024 £	Total 2024 £	Unrestricted funds general 2023 £	Restricted funds 2023 £	Total 2023 £
Donations and gifts	49,577	583,798	633,375	50,105	395,470	445,575
Grants receivable	-	227,984	227,984	-	276,688	276,688
	<u>49,577</u>	<u>811,782</u>	<u>861,359</u>	<u>50,105</u>	<u>672,158</u>	<u>722,263</u>

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 MARCH 2024

3 Donations and legacies

(Continued)

Donations and gifts

C Habgood & J Longson	-	4,980	4,980	5,000	-	5,000
Partners in Equity	-	497,500	497,500	-	360,000	360,000
Mr and Mrs Miyakoshi	-	57,500	57,500	16,500	27,500	44,000
Griffsome Trust	20,000	-	20,000	-	-	-
C and I McLaughlin	-	-	-	10,000	-	10,000
St Joseph's Institution International Ltd	-	2,229	2,229	-	3,324	3,324
The Big Give	-	14,957	14,957	-	-	-
Other	29,577	6,632	36,209	18,605	4,646	23,251
	<u>49,577</u>	<u>583,798</u>	<u>633,375</u>	<u>50,105</u>	<u>395,470</u>	<u>445,575</u>

	Unrestricted funds general 2024 £	Restricted funds 2024 £	Total 2024 £	Unrestricted funds general 2023 £	Restricted funds 2023 £	Total 2023 £
--	--	-------------------------------	--------------------	--	-------------------------------	--------------------

Grants

Raspberry Pi	-	22,065	22,065	-	55,950	55,950
Kahane Foundation	-	40,758	40,758	-	61,338	61,338
Emergence Foundation	-	-	-	-	10,000	10,000
Allen & Overy Foundation	-	-	-	-	55,000	55,000
CSR	-	15,331	15,331	-	-	-
UWC RISE - Schmidt Futures	-	108,279	108,279	-	-	-
Horizon Foundation	-	16,000	16,000	-	22,025	22,025
Waterloo Foundation	-	10,000	10,000	-	-	-
Tenacre Foundation	-	15,551	15,551	-	19,407	19,407
Eric & Wendy Schmidt Fund for Strategic Innovation	-	-	-	-	7,943	7,943
Forrester Family Fund	-	-	-	-	34,000	34,000
Other	-	-	-	-	11,025	11,025
	<u>-</u>	<u>227,984</u>	<u>227,984</u>	<u>-</u>	<u>276,688</u>	<u>276,688</u>

4 Expenditure on raising funds

	Unrestricted funds 2024 £	Restricted funds 2024 £	Total 2024 £	Unrestricted funds 2023 £	Restricted funds 2023 £	Total 2023 £
Fundraising and publicity						
Advertising	32	50	82	25	-	25
Other fundraising costs	310	5,523	5,833	2	3,785	3,787
	<u>342</u>	<u>5,573</u>	<u>5,915</u>	<u>27</u>	<u>3,785</u>	<u>3,812</u>

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2024

5 Expenditure on charitable activities

	Charitable activities 2024 £	Charitable activities 2023 £
Direct costs		
Staff costs	251,850	153,862
Depreciation and impairment	12,538	5,614
Programme delivery	263,251	268,093
IT subscriptions and learning software	29,216	10,654
Other staff costs	4,512	1,416
Course costs	7,762	3,110
Repairs, renewals and small equipment	650	1,485
Rent	1,024	857
Insurance	1,257	648
Consultants, other than facilitators	94,935	74,941
	<u>666,995</u>	<u>520,680</u>
Share of support and governance costs (see note 6)		
Support	1,800	5,480
Governance	7,188	3,246
	<u>675,983</u>	<u>529,406</u>
Analysis by fund		
Unrestricted funds - general	23,666	42,669
Restricted funds	652,317	486,737
	<u>675,983</u>	<u>529,406</u>

6 Support costs allocated to activities

	2024 £	2023 £
General expenses	1,800	5,480
Governance costs	7,188	3,246
	<u>8,988</u>	<u>8,726</u>
Analysed between:		
Charitable activities	<u>8,988</u>	<u>8,726</u>

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2024

6 Support costs allocated to activities (Continued)

	2024 £	2023 £
Governance costs comprise:		
Independent Examiner	1,491	1,362
Board and governance	5,697	1,884
	<u>7,188</u>	<u>3,246</u>

7 Net movement in funds

	2024 £	2023 £
--	-----------	-----------

The net movement in funds is stated after charging/(crediting):

Depreciation of owned tangible fixed assets	<u>12,538</u>	<u>5,614</u>
---	---------------	--------------

8 Trustees

Two trustees (2023: Two) received remuneration as disclosed in note 9.

6 trustees donated a total of £20,917 without conditions.

9 Employees

The average monthly number of employees during the year was:

	2024 Number	2023 Number
	<u>6</u>	<u>4</u>

Employment costs	2024 £	2023 £
Wages and salaries	229,500	141,666
Social security costs	19,138	10,890
Other pension costs	3,212	1,306
	<u>251,850</u>	<u>153,862</u>

Key management personnel is defined as the senior management team, The total remuneration of key management personnel in the period was £103,371 (2023: £102,158). This includes employer's pension and national insurance contributions after allocation of employer's allowance.

There were no employees whose annual remuneration was more than £60,000.

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2024

9 Employees

(Continued)

Remuneration of key management personnel

The remuneration of key management personnel was as follows:

	2024 £	2023 £
Aggregate compensation	103,371	102,158

Two trustees (2022: Two) receive remuneration from the charity as disclosed above. This is permitted by the Articles of Association and is not in respect of trustee duties.

10 Taxation

The charity is exempt from taxation on its activities because all its income is applied for charitable purposes.

11 Donated goods, facilities and services

No donated goods and services were received during the year (2023: £Nil).

12 Tangible fixed assets

	Computers £
Cost	
At 1 April 2023	37,960
Additions	513
At 31 March 2024	38,473
Depreciation and impairment	
At 1 April 2023	6,240
Depreciation charged in the year	12,538
At 31 March 2024	18,778
Carrying amount	
At 31 March 2024	19,695
At 31 March 2023	31,720

13 Debtors

	2024 £	2023 £
Amounts falling due within one year:		
Other debtors	43,383	20,000
Prepayments and accrued income	757	648
	44,140	20,648

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2024

14 Creditors: amounts falling due within one year

	Notes	2024 £	2023 £
Other taxation and social security		6,114	4,468
Deferred income	15	-	260,000
Trade creditors		7,249	-
Other creditors		6,102	5,093
Accruals		1,455	5,290
		<u>20,920</u>	<u>274,851</u>

15 Deferred income

	2024 £	2023 £
Other deferred income	-	260,000
	<u>-</u>	<u>260,000</u>

Deferred income is included in the financial statements as follows:

	2024 £	2023 £
Deferred income is included within:		
Current liabilities	-	260,000
	<u>-</u>	<u>260,000</u>
Movements in the year:		
Deferred income at 1 April 2023	260,000	22,500
Released from previous periods	(260,000)	(22,500)
Resources deferred in the year	-	260,000
	<u>-</u>	<u>260,000</u>
Deferred income at 31 March 2024	-	260,000
	<u>-</u>	<u>260,000</u>

16 Retirement benefit schemes

	2024 £	2023 £
Defined contribution schemes		
Charge to profit or loss in respect of defined contribution schemes	3,212	1,306
	<u>3,212</u>	<u>1,306</u>

The charity operates a defined contribution pension scheme for all qualifying employees. The assets of the scheme are held separately from those of the charity in an independently administered fund.

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 MARCH 2024

17 Restricted funds

The restricted funds of the charity comprise the unexpended balances of donations and grants held on trust subject to specific conditions by donors as to how they may be used.

	Movement in funds				Movement in funds			
	Balance at 1 April 2022	Incoming resources	Resources expended	Transfers	Balance at 1 April 2023	Incoming resources	Resources expended	Balance at 31 March 2024
	£	£	£	£	£	£	£	£
Amala High School Diploma Kenya	60,607	74,407	(87,481)	-	47,533	30,551	(41,313)	36,771
High School Diploma British	-	11,025	(6,906)	-	4,119	-	(4,119)	-
Courses in Greece	1,780	12,200	(12,564)	553	1,970	-	(1,970)	-
Changemaker Courses in Jordan	-	-	-	-	-	5,331	-	5,331
Changemaker course in Kakuma Camp, Kenya	2,192	94,896	(30,974)	775	66,889	40,506	(82,787)	24,608
Foundations Changemaker Programme Jordan	5,392	7,943	(12,548)	-	-	-	-	-
Amala High School Diploma Jordan	16,680	84,187	(89,123)	-	11,744	60,890	(47,724)	24,910
UWC Amala Changemaker Foundations Programme Kenya	22,509	-	(22,509)	-	-	-	-	-
Rise: All locations	-	-	-	-	787	108,279	(95,474)	13,592
Organisational Development	120,000	360,000	(209,626)	-	270,374	497,500	(331,953)	435,921
Fundraising coordinator	-	27,500	(18,791)	-	8,708	57,500	(41,325)	24,883
Infrastructure Development Kakuma Camp, Kenya	-	-	-	-	-	10,000	(10,000)	-
Horizon Scholar Grant	-	-	-	-	-	1,225	(1,225)	-
	<u>229,160</u>	<u>672,158</u>	<u>(490,522)</u>	<u>1,328</u>	<u>412,124</u>	<u>811,782</u>	<u>(657,890)</u>	<u>566,016</u>

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 MARCH 2024

17 Restricted funds

(Continued)

High School Diploma Kenya

To run Amala's transformative High School Diploma for out of school refugee youth in Kakuma Refugee Camp, Kenya.

Courses in Greece

To enable access to transformative educational programmes for refugee youth in Greece.

Courses in Jordan

To enable access to transformative educational programmes for refugee youth in Jordan

Changemaker courses in Kakuma Camp, Kenya

For running Amala courses in Kakuma Camp, Kenya.

High School Diploma Jordan

To run Amala's transformative High School Diploma for out of school refugee youth in Amman, Jordan.

UWC Amala Changemaker Foundations Programme Kenya

To design and implement a Changemaker Foundations Programme for young refugees in Kakuma Camp, Kenya in collaboration with UWC International and their partner Rise.

Foundations Changemaker Programme Jordan

To run a Changemaker Foundations Programme for refugee adolescents in Amman, Jordan and Kakuma Refugee Camp, Kenya to prepare them to apply to the global talent programme Rise and other opportunities.

Fundraising Coordinator

Funding for fundraising coordinator salary and capacity building.

Organisational Development

Partners in Equity funding for capacity building and building a launchpad to scale.

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2024

18 Unrestricted funds

The unrestricted funds of the charity comprise the unexpended balances of donations and grants which are not subject to specific conditions by donors and grantors as to how they may be used. These include designated funds which have been set aside out of unrestricted funds by the trustees for specific purposes.

	At 1 April 2023 £	Incoming resources £	Resources expended £	Transfers £	At 31 March 2024 £
Designated - Kakuma Global School Diploma	-	20,000	-	-	20,000
General funds	132,183	29,577	(24,008)	-	137,752
	<u>132,183</u>	<u>49,577</u>	<u>(24,008)</u>	<u>-</u>	<u>157,752</u>
Previous year:	At 1 April 2022 £	Incoming resources £	Resources expended £	Transfers £	At 31 March 2023 £
General funds	126,102	50,105	(42,696)	(1,328)	132,183
	<u>126,102</u>	<u>50,105</u>	<u>(42,696)</u>	<u>(1,328)</u>	<u>132,183</u>

19 Analysis of net assets between funds

	Unrestricted funds 2024 £	Restricted funds 2024 £	Total 2024 £
At 31 March 2024:			
Tangible assets	341	19,354	19,695
Current assets/(liabilities)	157,411	546,662	704,073
	<u>157,752</u>	<u>566,016</u>	<u>723,768</u>
	Unrestricted funds 2023 £	Restricted funds 2023 £	Total 2023 £
At 31 March 2023:			
Tangible assets	31,720	-	31,720
Current assets/(liabilities)	100,463	412,124	512,587
	<u>132,183</u>	<u>412,124</u>	<u>544,307</u>

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2024

20 Related party transactions

Transactions with related parties

During the year the charity entered into the following transactions with related parties:

	Donations	
	2024	2023
	£	£
Received from trustees	20,917	15,000
	<u>20,917</u>	<u>15,000</u>

The donations were received from trustees / related parties without conditions.

21 Future Funding

One of the members of the trustee board, C Habgood, has pledged a donation of £50,000 with the following aims:

1. To demonstrate increased Board support for Amala.
2. To increase restricted reserves.
3. To be matched one-for-one by other unrestricted donations.

£4,980 of this pledge was received during the 2023/24 year.

22 Cash generated from operations	2024	2023
	£	£
Surplus for the year	179,461	189,045
Adjustments for:		
Depreciation and impairment of tangible fixed assets	12,538	5,614
Movements in working capital:		
(Increase)/decrease in debtors	(23,492)	11,527
Increase in creditors	6,069	4,531
(Decrease)/increase in deferred income	(260,000)	237,500
Cash (absorbed by)/generated from operations	(85,424)	448,217

Title	Annual accounts for signing
File name	2024_SKY001_accou...approval_3009.pdf
Document ID	7e68983d8df5c087c853cca633a27e052a737c66
Audit trail date format	MM / DD / YYYY
Status	Signed

Document history

 SENT	10 / 14 / 2024 16:44:02 UTC	Sent for signature to Colin Habgood (colinwilliamhabgood@gmail.com) from mia@amalaeducation.org IP: 88.97.215.75
 VIEWED	10 / 15 / 2024 16:18:04 UTC	Viewed by Colin Habgood (colinwilliamhabgood@gmail.com) IP: 85.217.134.1
 SIGNED	10 / 15 / 2024 16:18:51 UTC	Signed by Colin Habgood (colinwilliamhabgood@gmail.com) IP: 85.217.134.1
 COMPLETED	10 / 15 / 2024 16:18:51 UTC	The document has been completed.

Title	Annual accounts for signing
File name	Annual_accounts_f...ood_gmail.com.pdf
Document ID	edea3c090ca661b6b7ca44644af1e62514f58d07
Audit trail date format	MM / DD / YYYY
Status	● Signed

Document history

 SENT	10 / 23 / 2024 09:19:59 UTC	Sent for signature to Keith Clark (keith.a.g.clark@gmail.com) from mia@amalaeducation.org IP: 88.97.213.252
 VIEWED	10 / 23 / 2024 10:34:48 UTC	Viewed by Keith Clark (keith.a.g.clark@gmail.com) IP: 2.24.105.56
 SIGNED	10 / 23 / 2024 10:39:06 UTC	Signed by Keith Clark (keith.a.g.clark@gmail.com) IP: 2.24.105.56
 COMPLETED	10 / 23 / 2024 10:39:06 UTC	The document has been completed.

AMALA EDUCATION

England & Wales - Charity number 1181373

Accounts

AMALA EDUCATION

TRUSTEES' ANNUAL REPORT AND UNAUDITED FINANCIAL STATEMENTS

FOR THE YEAR ENDED
31 MARCH 2023



UK Company Number 10671722
UK Registered Charity No 1181373

AMALA EDUCATION

TABLE OF CONTENTS

Statement of the Chair	1
Trustees Annual Report	2 – 11
Independent Examiners Report	12
Statement of Financial Activities	13
Balance Sheet	14
Statement of Cashflows	15
Notes to the Financial Statements	16 - 27

LEGAL AND ADMINISTRATIVE INFORMATION

For the year ended 31 March 2023.

Charity name	Amala Education
Company number	10671722
Charity registration number	1181373
Charity's principal address	Garden Cottage Walters Green, Penshurst TN11 8HD Tonbridge
Trustees and Corporate Directors	Keith Clark (Chair) Colin Habgood (Treasurer) Sara Heinrich Caroline McLaughlin Jessica Oddy Stela Barcelos (from 8 November 2022) Polly Akhurst Mia Eskelund Pedersen (Company Secretary)
Co Executive Directors	Polly Akhurst Mia Eskelund Pedersen
Bankers	Santander UK Plc Bridle Road, Bootle Merseyside L30 4GB
Independent Examiners	Warner Wilde Chartered Certified Accountants 4 Marigold Drive, Bisley Surrey GU24 9SF
Website	www.amalaeducation.org

AMALA EDUCATION

TRUSTEES' REPORT (INCLUDING DIRECTORS' REPORT)

FOR THE YEAR ENDED 31 MARCH 2023

STATEMENT OF THE CHAIR

2022-2023 was a pivotal year for Amala. We can chart very significant progress across the year in pursuit of our mission to empower young refugees through transformative education. However, as we reflect on this year's important milestones, the sobering reality of 28 million young people who are forcibly displaced, with an estimated 80% lacking access to educational opportunities, can only make us more determined to extend and deepen our impact.

This marked the second year of our three-year strategic plan, "A Launchpad to Scale". During the year, Amala concentrated on the three objectives that can help us lay the foundations for our goal of bringing transformational education to young refugees globally. The first objective, making our education programmes replicable, saw Amala doubling our reach. More students enrolled for our full Amala High School Diploma in Kenya and Jordan and the evidence from our pioneering groups of alumni has demonstrated the Diploma's impact and adaptability across different contexts. Meanwhile, collaborating with refugee and community-led organisations has enabled our shorter Changemaker Courses to extend our impact in countries such as Kenya, Jordan, Uganda and Greece.

A major focus was the pursuit of formal recognition for the education we provide. Amala is working towards accreditation from two of the leading agencies in the world of international schools, the Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC). The second evaluation visit from these two bodies took place in 2022, paving the way for a rigorous 15-month self-study phase before a final evaluation visit in December 2023. This has been an enormous undertaking for a still-young organisation, and the process has been hugely important in helping us to understand what we are doing and the impact we can make. We are very different to the schools these accrediting agencies usually work with, and the Board is grateful for the commitment they have shown in recognising the importance of a bespoke education for refugee communities.

Our commitment to sustainable growth has been underlined by strategic investments in organisational capacity. New roles across operations, communications, fundraising, and education have strengthened our team's capabilities and preparedness for the next stages of Amala's development.

The Board deeply appreciates the commitment of our many supporters and funders, whose support has been vital to Amala's development. We now have both qualitative and quantitative evidence of the positive impact that an Amala education has on the lives of our learners. Behind the numbers there are inspiring personal success stories. Some of our alumni have progressed to higher education, others to employment and some to influential positions in their communities. What they have in common is a commitment to improving the lives of others through social entrepreneurship and community initiatives. As we enter the final year of our current strategic plan, Amala is steadfastly focussed on the future, gearing up to realise our long-term goal of using the power of education to enable young refugees to transform their lives, their communities and the world.



Keith Clark
Chair of the Board

AMALA EDUCATION

TRUSTEES' REPORT (INCLUDING DIRECTORS' REPORT) (CONTINUED)

FOR THE YEAR ENDED 31 MARCH 2023

TRUSTEES' REPORT

The trustees of Amala Education present their statutory report for the year 1 April 2022 - 31 March 2023.

The financial statements have been prepared in accordance with the accounting policies set out in note 1 to the financial statements and comply with the charity's governing document, the Companies Act 2006 and "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

Introduction

In 2022, the number of people forced to flee their homes because of persecution, conflict, violence, human rights violations and climate change reached an all time high: 108.4 million people now live in forced displacement worldwide, an increase of 19 million compared to the end of 2021 (UNHCR Global Trends Report 2022). An estimated 22 million displaced youths lack access to educational opportunities that provide them with the knowledge, skills and opportunities to improve their lives and thrive.

Mission and vision

Amala was established in 2017 with a bold mission to *use the power of education to transform the lives of refugees, their communities and the world*. Through designing and delivering high impact educational programmes and partnering with mission-aligned organisations, including refugee-led organisations, we aim to empower young refugees to turn their hopes into reality and play a key role in solving local and global challenges.

Amala designs and delivers transformative education programmes with a focus on the development of young people who are refugees or in other ways affected by conflict. Our long-term impact goals are to:

- 1) Enable young refugees to turn their hopes into reality
- 2) Ensure that refugees play key roles in solving local and global challenges
- 3) Contribute to achieving inclusive and quality education for all (Sustainable Development Goal 4) through Amala's unique model of education.

Amala's objectives, as set out in our governing document, the Articles of Association, are:

The advancement of education, in particular but not limited to facilitating access to education for refugees or those who have been affected by conflict, including through the provision of course material, learning support and delivery of teaching through technology and distance learning.

AMALA EDUCATION

TRUSTEES' REPORT (INCLUDING DIRECTORS' REPORT) (CONTINUED)

FOR THE YEAR ENDED 31 MARCH 2023

Strategic Plan - Launchpad to Scale

Amala believes that all young people should have access to high quality learning that enables them to thrive. Our long term ambition is to make Amala's programmes available to any young person in our target group who wants and needs to access them. With the approval of Amala's first three year strategic plan in 2021, we set out three key aims to help us realise this long-term ambition:

1. Make Amala's education programmes replicable

Through Amala's programmes, refugees can access high quality learning that fosters the development of agency. Our first strategic aim is to improve and streamline our programmes so that they can be replicated and provide greater access to many more young refugees.

2. Become a widely-recognised education provider

Amala seeks to expand opportunities for education, work and entrepreneurship to students who have taken part in our programmes. Our second strategic aim is to raise our profile and recognition amongst governments, workplaces and further education providers. A key focus is pursuing international accreditation.

3. Build organisational capacity to accelerate growth

A foundation for future success is an effective organisation, and our third strategic aim is to build organisational capacity, in particular around internal systems, technology and fundraising to support growth.

The financial year from 1 April 2022 - 31 March 2023 was the second year of the strategic plan.

Objectives for 2022/2023

This year, Amala focused on three key objectives:

- Work towards achieving accreditation with Council of International Schools (CIS) and New England Association of Schools and Colleges (NEASC) through the 15 month self-study process
- Expand access for refugee youth in Kenya and Jordan by increasing our reach to 1,250 refugee youths across all of our programmes
- Facilitate future growth by establishing essential new roles, including a Communications Coordinator and a Fundraising Coordinator.

Activities

Expanding access to the Amala High School Diploma

A major milestone was achieved with the graduation of Amala's first cohort of the Amala High School Diploma in Kakuma Refugee Camp. It was a joyous occasion where the students' perseverance and achievements were celebrated by the whole community.

AMALA EDUCATION

TRUSTEES' REPORT (INCLUDING DIRECTORS' REPORT) (CONTINUED)

FOR THE YEAR ENDED 31 MARCH 2023

We expanded the reach of the Amala High School Diploma. 125 new students embarked on their educational journey with 50 new students starting at our centre in Amman, Jordan and 75 in Kakuma Refugee Camp, Kenya.

Beyond offering a second chance for young refugees to complete their secondary education, the Amala High School Diploma serves as a catalyst for positive change. Throughout the 15-month programme, students not only gain academic knowledge but also develop competencies to solve local and global problems. We see evidence of this in the diverse pathways that students embark on once they have graduated: 20% pursue higher education (which jumps to 40% two years after graduation), 40% enter the workforce, and 42% initiate impactful projects. Additionally, 44% dedicate their time to work, volunteering, or organisations with a social impact focus.*

Among those in higher education, notable institutions which have admitted Amala High School Diploma alumni include the University of Prince Edward Island (Canada), University of the People (online), Luminus Technical University College (Jordan), and Southern New Hampshire University (US/Kenya). Others have been selected for fellowships such as the Kofi Annan Changemaker Programme, UNESCO Global Youth Community, and UNICEF Youth on the Move Fellowship.

Our alumni are actively contributing to social impact through pursuing internships and work with organisations like the Jordan River Foundation, UNICEF, UNHCR, Mosaik, and the Norwegian Refugee Council. Many have also set up their own entrepreneurial initiatives such as the Youth for Peace Initiative; New Horizons (youth training in Jordan); Scrap, a sustainability-focused start-up which recently obtained seed funding from the European Union; an education-focused start-up, ScholaScope, which received acclaim by winning the start-up of the year in Jordan; Girl Power, which focuses on women's empowerment and whose founder was awarded the prestigious Amahori Scholarship and Fly Bring Smile, a new community-based organisation in Kakuma Refugee Camp.

Rachael Sears, Vice President at Southern New Hampshire University (SNHU), emphasises the transformative impact of Amala's programme, stating, "Amala's program prepares students with the skills that they need to become critical thinkers, self-advocates, and valued participants in our higher education community. Amala's work supports their students along the pathway to a life of opportunity and choice." The diverse and impactful journeys of our alumni exemplify the success and effectiveness of Amala's educational approach.

*Most alumni pursue more than one pathway after graduation, and these numbers therefore do not add up to 100%.

Rapid growth in Changemaker Courses

Amala's Changemaker Courses empower youth affected by crises, fostering a sense of agency and equipping them with skills that not only enhance their individual lives but also contribute to the improvement of their communities. These courses cover diverse themes such as Social Entrepreneurship, Peacebuilding in your Community, Ethical Leadership, Economics for Positive Change and Powerful Narratives. While the standard duration for Changemaker Courses is ten weeks,

AMALA EDUCATION

TRUSTEES' REPORT (INCLUDING DIRECTORS' REPORT) (CONTINUED)

FOR THE YEAR ENDED 31 MARCH 2023

their flexibility allows for adaptation to shorter or longer time frames based on specific needs and circumstances.

This year marked a significant expansion of our impact, doubling our reach to 45 courses delivered in collaboration with partners, a substantial increase from 27 courses in the previous year. The growth was also notable in the number of students reached, with 1,318 young refugees accessing the courses, representing a 120% increase from 595 in the prior year. This means Amala exceeded our target of reaching 1,250 students in total, as 1,443 students were enrolled across all of our programmes and locations.

This growth was made possible by the expansion of existing partnerships with refugee-led organisations in Kakuma Refugee Camp such as Kakuma Vocational Centre, Kalobeyi Initiative for Better Life (KI4BLI), Faulu Productions, and URISE, as well as new partnerships with Youth Education and Development Association (YEDA), House of Hope, and Refugee and Host Resilience Initiative (Rehori) which all ran Changemaker Courses in their communities for the first time. This year, we returned to Uganda for the first time since 2020 through a new partnership with the refugee-led organisation USSURC. Excitingly, our initiatives reached new locations in Greece through partnerships with HRC Volos, Echo Hub, and InterEuropean Human Aid Association, and we also trained 46 educators from other organisations to deliver agency-based transformational learning through a new partnership with the Emergence Foundation.

Reflecting on Amala's impact, Samuel Binja, Director of KI4BLI, attests, *"Amala has shifted the power to many refugee-led organisations to serve as many refugees as possible. There is a huge gap that Amala is filling in the refugee community and in the education space."* This testament underscores the transformative role Amala plays in empowering communities and providing young refugees from different backgrounds with transformational education.

Changemaker Foundation Programme in partnership with UWC and its partner Rise

Amala's Changemaker Foundation Programme aims to support secondary school students, aged 15-17, to drive positive change within their communities. The programme is funded by Rise, a global talent programme that finds promising young people and supports them for life, and is implemented in collaboration with UWC (United World Colleges).

Building on the success of the first and second cohorts of the programme, we launched a new cohort in Kakuma Camp and also expanded it to Jordan for the first time. Throughout the initiative, students take a course on Social Entrepreneurship and are guided to participate in the Rise Global Challenge, where they craft projects aimed at benefiting their communities.

In Kakuma, three students became Rise finalists, one secured a scholarship to UWC, and, excitingly, one student in Jordan became a Rise Winner in the summer of 2023. As a winner, she will receive a lifetime of support and opportunities to support her in serving others.

AMALA EDUCATION

TRUSTEES' REPORT (INCLUDING DIRECTORS' REPORT) (CONTINUED)

FOR THE YEAR ENDED 31 MARCH 2023

Partnership with the Raspberry Pi Foundation: launch of a new course using online digital technologies to make change.

We entered a new collaboration with the Raspberry Pi Foundation and developed the course *Using Online Technologies to Create Change*, marrying our agency-based educational approach with Raspberry Pi's expertise in teaching technology and digital literacy to create a course that would be relevant and meaningful to learners in Kakuma Refugee Camp. The course builds students' foundational knowledge of computing, introduces them to web development and culminates in a presentation to show their work.

Using various forms of media and design, students demonstrated their creativity and new knowledge, with many creating websites as part of their projects aimed at addressing community issues. A student shared insights from their experience, saying, "I used to think technology was all about research and that's it, but I came to realise technology can make you come up with beautiful things and it can make you more creative than you ever thought." The collaborative efforts with Raspberry Pi will extend to include new learners in Kakuma next year.

Pursuing international accreditation

In alignment with our strategic aim of becoming a widely recognised education provider, Amala has actively pursued international accreditation from CIS and NEASC. The process of obtaining accreditation is rigorous and takes three years, and has been a key focus for Amala since we started the journey towards accreditation in 2021.

At the time of publication of this report, we are in the final stage of the three year process to obtain accreditation: we have undertaken the so-called self-study process and completed the team evaluation visit. Amala's global team, as well as teams in Kenya and Jordan are actively participating and addressing recommendations made by the accreditation agencies earlier in the process, focusing on the improvement and expansion of our learning centres in Kakuma and Amman. Simultaneously, we are strengthening Amala's Safeguarding Policy and practices in response to recent growth and enhancing our Facilitator Development Programme to further improve learning outcomes for all students.

The accreditation process is serving as a valuable learning opportunity, allowing us to establish even stronger foundations for Amala and prepare for future growth.

Growth and improvement of learning centres

In Kakuma, we secured funding for the construction of three new classrooms which were completed in July 2023. These upgraded spaces not only offer a cool and comfortable atmosphere for students to concentrate on their studies but also ensure that students have the space to come and study and use laptops outside of class.

AMALA EDUCATION

TRUSTEES' REPORT (INCLUDING DIRECTORS' REPORT) (CONTINUED)

FOR THE YEAR ENDED 31 MARCH 2023

In Amman, we moved to a new and larger space in the lively Al Weibdeh neighbourhood. The move means that we can serve more students every week and the larger classroom and common rooms provide a richer learning experience for students.

Growth and development for the Amala team

To enhance Amala's effectiveness, recognition and fundraising efforts, new important roles were put in place, including a Fundraising Coordinator, Communications Coordinator and People, Culture and Operations Coordinator. Furthermore, alumni have enthusiastically joined our team as Learning Facilitators and role models to our current students.

In tandem with this, the introduction of Learning Lead roles on both our sites in Jordan and Kenya signifies our commitment to supporting facilitator development and ensuring a continual enhancement of learning practices and student outcomes.

These strategic additions to our team underscore Amala's dedication to creating a supportive and dynamic environment for both students and facilitators alike and helps us lay crucial foundations for future growth.

Fundraising and support

The trustees would like to express their immense gratitude to the donors who have generously supported Amala's work in the last year. In particular, we would like to thank the Allen & Overy Foundation, British & Foreign Schools Society, Eric and Wendy Schmidt Fund for Strategic Innovation, Emergence Foundation, Forrester Family Fund, Horizon Foundation, Kahane Foundation, Partners in Equity, Raspberry Pi Foundation, Tenacre Foundation, UWC International and the individual and anonymous donors who have also made generous contributions that have enabled Amala's work and impact to happen.

We would also like to thank CIS and NEASC for their invaluable contribution to our work and mission.

The trustees would like to express sincere thanks to the dedicated partners and volunteers who are essential to our work and without their support, Amala would be unable to fulfil its mission of using the power of education to transform the lives of young refugees, their communities and the world.

Looking ahead - plans for next year

The 2023/2024 year will be the last in Amala's three year strategic plan, Launchpad to Scale. In this year, we will continue to focus on growing our reach and impact as well as strategic planning for 2024 and beyond.

1. Make Amala's education programmes replicable

We will extend our impact by reaching at least 1,900 new students enrolled on the Amala High School Diploma and on Changemaker Courses across Amala's two sites and with partners. Concurrently, we

AMALA EDUCATION

TRUSTEES' REPORT (INCLUDING DIRECTORS' REPORT) (CONTINUED)

FOR THE YEAR ENDED 31 MARCH 2023

are dedicated to preparing for future scale by developing a replicable model for the High School Diploma.

2. Become a widely recognised education provider

Our primary focus will revolve around securing international accreditation from CIS and NEASC. We are actively progressing towards the final stage of team evaluation, with the goal of obtaining accreditation in early 2024.

We will also work directly with students and alumni to forge pathways to new opportunities through strategic partnerships with higher and further education institutions in Jordan, Kenya and internationally as well as opportunities for internships and dignified employment.

Additionally, we will seek to have Amala represented in key global fora focused on refugee education and education in emergencies, and advocate for increased access to transformational education for young refugees.

3. Build organisational capacity to accelerate growth

In 2023/2024, we will focus on increasing Amala's visibility and funds raised through capacity building in our fundraising and communications functions to support the continued expansion of Amala programmes, as well as invest in the professional development of our staff and technology ensuring we are well-equipped to continue to expand Amala's reach and impact in the years to come.

STRUCTURE, GOVERNANCE AND MANAGEMENT

Identity and constitution

Amala was founded in 2017 and is a registered charity in England and Wales, Charity Registration Number 1181373 and a Company Limited by Guarantee, Company Registration Number 10671722.

Amala's constitution is its Articles of Association, the current version of which is dated 7 September 2023.

Governance and management

Amala's Board of Trustees elected one new member in the past year and there are now eight members. The Board has one sub-committee, the Personnel and Remuneration Committee which comprises three trustees. The six non-executive trustees give their time freely and receive no remuneration. Trustees are required to disclose and register all relevant interests at Board meetings.

Trustees share a deep commitment to Amala's mission and purpose and are drawn from different backgrounds to bring diverse backgrounds, experiences and skill sets to manage the organisation responsibly and enable it to fulfil its objectives. New trustees with relevant expertise are elected to the Board by existing trustees. Upon election, new trustees are inducted and briefed on their governance role, the organisation's guiding principles, objectives, policies, work and strategy.

AMALA EDUCATION

TRUSTEES' REPORT (INCLUDING DIRECTORS' REPORT) (CONTINUED)

FOR THE YEAR ENDED 31 MARCH 2023

In 2022/2023, the Board of Trustees met four times. Three meetings were held virtually, and one meeting was held in-person in London. Key issues discussed by the trustees during the year included strategy, organisational development, fundraising and financial sustainability, finance and budget, safeguarding, performance and risk management. The Board also approved an updated Theory of Change for the organisation.

Day to day management

The day-to-day management of the charity is delegated to the two Co-Executive Directors who are also trustees. The two Co Executive Directors are only remunerated for their work as members of staff, and their continued trusteeship is reviewed on an annual basis.

Risk management

The Amala Board of Trustees regularly reviews the risks that Amala is exposed to, considers how to mitigate them and puts adequate controls in place. This year, the risk analysis identified three principal risk areas:

1. Income / funding: Amala has set ambitious goals for impact which rely on successful fundraising in order to be fulfilled. If we were not successful in securing the necessary funding, it could result in not being able to fulfil the organisation's strategic objectives. To mitigate this risk, the organisation has allocated resources to hire a dedicated Fundraising Coordinator to increase our capacity to raise new funds and develop new income streams.
2. Programmes: Amala works in low resource environments and proudly hires young refugees and conflict-affected youth, including our alumni, to lead and facilitate Amala programmes. Most do not have a teaching qualification, however we have dedicated resources at all levels of the organisation to run and improve a Facilitator Development Programme that gives facilitators the knowledge, skills and competencies to deliver effective learning for all students.
3. External: Government regulations and priorities regarding displaced people in the countries where Amala work can change rapidly. Hostility towards refugees in the host country or conflict in the countries or regions that we work in also poses an external threat to Amala's programmes. We continually monitor the situation and have created response plans to ensure ways that students can continue to learn with Amala even if the local situation changes.

Public Benefit Statement

The trustees confirm that they have referred to the Charity Commission's guidance on public benefit when reviewing the charity's vision, mission and objectives and in setting its objectives and policies and planning activities for the year.

Amala's activities are of public benefit because the organisation provides educational programmes free-of-charge to young people who are displaced or affected by conflict who have no or limited access to high quality education.

Our educational programmes enable participants to develop their sense of agency, have an increased sense of wellbeing and purpose and improved access to further opportunities. Furthermore, as the

AMALA EDUCATION

TRUSTEES' REPORT (INCLUDING DIRECTORS' REPORT) (CONTINUED)

FOR THE YEAR ENDED 31 MARCH 2023

number of refugees continues to rise year on year, Amala is working towards creating a scalable model to provide increasing numbers of conflict affected youth with high quality education at upper secondary level.

Safeguarding

Amala is committed to the protection of children and young people, and has developed a comprehensive Safeguarding and Welfare Policy and Team Code of Conduct that is implemented across the organisation to ensure that children and young people are protected from harm. The Policy sets out how all members of Amala's team (employee, consultant, volunteer or representative) and all Amala students should conduct themselves in their interactions with children and young people.

The trustees receive a safeguarding update at each board meeting, and monitor effective continuous implementation of the Safeguarding and Welfare Policy and strengthening of Amala's safeguarding practices. No safeguarding issues passed the threshold requiring the active involvement of the Amala Global team..

The Amala Safeguarding and Welfare Policy is reviewed annually and approved by the Board of Trustees, and is published on our website alongside other key safeguarding procedures and documentation.

Remuneration

The Personnel and Remuneration Committee is responsible for setting the salaries of the Co-Executive Directors and for reviewing the salaries of other team members.

FINANCIAL REVIEW

Activities and results

The financial results for the year are set out in the Financial Report. In the year, the charity's income was £722,283 compared with £350,744 last year. Unrestricted income for the year was £50,105.

Total expenditure for the year was £533,218 of which £490,522 was restricted. The majority of expenditure was for programme implementation, educational and organisational development.

The net surplus for the year totalled £189,045, constituting a restricted surplus of £182,964 and an unrestricted a surplus of £6,081.

AMALA EDUCATION

TRUSTEES' REPORT (INCLUDING DIRECTORS' REPORT) (CONTINUED)

FOR THE YEAR ENDED 31 MARCH 2023

Reserves Policy

It is the policy of the charity that unrestricted funds, including designated funds at the discretion of the Board, should be maintained at a level of six months of unrestricted budgeted expenditure.

As of 31 March 2023, total unrestricted funds were £132,183. This represents in excess of six months to the current year's unrestricted budgeted expenditure. The trustees consider that reserves at these levels will ensure that, in the event of a significant drop in funding, they will be able to continue the charity's current activities while consideration is given to ways in which additional funds may be raised.

Going concern

The trustees have assessed the major risks to which the charity is exposed and are satisfied that systems are in place to mitigate exposure to the major risks.

The trustees have a reasonable expectation that Amala has adequate resources to continue to operate the next year. For this reason, they continue to adopt the going concern basis in preparing the financial statements.

The Trustees' report was approved by the Board of Trustees



.....
Keith Clark
Trustee

Dated: 22 December 2023

AMALA EDUCATION

INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES OF AMALA EDUCATION

I report to the trustees on my examination of the financial statements of Amala Education (the charity) for the year ended 31 March 2023.

Responsibilities and basis of report

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

Having satisfied myself that the financial statements of the charity 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 the charity's financial statements carried out under section 145 of the Charities Act 2011 (the 2011 Act). In carrying out my examination I have followed all the applicable Directions given by the Charity Commission under section 145(5) (b) of the 2011 Act.

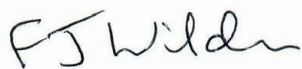
Independent examiner's statement

Since the charity's gross income exceeded £250,000 your examiner must be a member of a body listed in section 145 of the 2011 Act. I confirm that I am qualified to undertake the examination because I am a member of Association of Chartered Certified Accountants, which is one of the listed bodies.

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 that in any material respect:

- 1 accounting records were not kept in respect of the charity as required by section 386 of the 2006 Act; or
- 2 the financial statements do not accord with those records; or
- 3 the financial statements 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 financial statements 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 financial statements to be reached.



Frances Wilde FCCA DChA

Warner Wilde
Chartered Certified Accountants
4 Marigold Drive
Bisley
Surrey
GU24 9SF

Dated: .22 December 2023

AMALA EDUCATION

STATEMENT OF FINANCIAL ACTIVITIES INCLUDING INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31 MARCH 2023

	Notes	Unrestricted funds 2023 £	Restricted funds 2023 £	Total Unrestricted funds 2023 £	Restricted funds 2022 £	Total 2022 £
Income from:						
Donations and legacies	3	50,105	672,158	722,263	23,804	350,744
Expenditure on:						
Raising funds	4	27	3,785	3,812	-	2,141
Charitable activities	5	42,669	486,737	529,406	37,299	268,984
Total expenditure		42,696	490,522	533,218	37,299	271,125
Net incoming resources before transfers		7,409	181,636	189,045	(13,495)	79,619
Gross transfers between funds		(1,328)	1,328	-	-	-
Net income for the year/ Net movement in funds		6,081	182,964	189,045	(13,495)	79,619
Fund balances at 1 April 2022		126,102	229,160	355,262	139,597	275,643
Fund balances at 31 March 2023		132,183	412,124	544,307	126,102	355,262

The statement of financial activities includes all gains and losses recognised in the year.

All income and expenditure derive from continuing activities.

The statement of financial activities also complies with the requirements for an income and expenditure account under the Companies Act 2006.

AMALA EDUCATION

BALANCE SHEET

AS AT 31 MARCH 2023

	Notes	2023 £	£	2022 £	£
Fixed assets					
Tangible assets	10		31,720		1,180
Current assets					
Debtors	11	20,648		32,175	
Cash at bank and in hand		766,790		354,727	
		<u>787,438</u>		<u>386,902</u>	
Creditors: amounts falling due within one year	12	<u>(274,851)</u>		<u>(32,820)</u>	
Net current assets			512,587		354,082
Total assets less current liabilities			<u>544,307</u>		<u>355,262</u>
Income funds					
Restricted funds	14		412,124		229,160
Unrestricted funds			132,183		126,102
			<u>544,307</u>		<u>355,262</u>

The company is entitled to the exemption from the audit requirement contained in section 477 of the Companies Act 2006, for the year ended 31 March 2023.

The directors acknowledge their responsibilities for complying with the requirements of the Companies Act 2006 with respect to accounting records and the preparation of financial statements.

The members have not required the company to obtain an audit of its financial statements for the year in question in accordance with section 476.

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

The financial statements were approved by the Trustees on ~~22/12/2023~~.


Colin Habgood (Treasurer)
Trustee

Company registration number 10671722

AMALA EDUCATION

STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 31 MARCH 2023

	Notes	2023 £	£	2022 £	£
Cash flows from operating activities					
Cash generated from operations	18		448,217		92,412
Investing activities					
Purchase of tangible fixed assets		(36,154)		(946)	
Net cash used in investing activities			(36,154)		(946)
Net cash used in financing activities			-		-
Net increase in cash and cash equivalents			412,063		91,466
Cash and cash equivalents at beginning of year			354,727		263,261
Cash and cash equivalents at end of year			766,790		354,727

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 MARCH 2023

1 Accounting policies

Charity information

Amala Education is a private company limited by guarantee incorporated in England and Wales. The registered office is Garden Cottage, Walters Green Road, Penshurst, Tonbridge, Kent, TN11 8HD. Amala Education is also a registered charity.

1.1 Accounting convention

The financial statements have been prepared in accordance with the charity's governing document, the Companies Act 2006 and "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)". The charity is a Public Benefit Entity as defined by FRS 102.

The charity has taken advantage of the provisions in the SORP for charities applying FRS 102 Update Bulletin 1 not to prepare a Statement of Cash Flows.

The financial statements are prepared in sterling, which is the functional currency of the charity. Monetary amounts in these financial statements are rounded to the nearest £.

The financial statements have been prepared under the historical cost convention. The principal accounting policies adopted are set out below.

1.2 Going concern

At the time of approving the financial statements, the trustees have a reasonable expectation that the charity has adequate resources to continue in operational existence for the foreseeable future. Thus the trustees continue to adopt the going concern basis of accounting in preparing the financial statements.

1.3 Charitable funds

Unrestricted funds are available for use at the discretion of the trustees in furtherance of their charitable objectives.

Restricted funds are subject to specific conditions by donors as to how they may be used. The purposes and uses of the restricted funds are set out in the notes to the financial statements.

Endowment funds are subject to specific conditions by donors that the capital must be maintained by the charity.

1.4 Income

Income is recognised when the charity is legally entitled to it after any performance conditions have been met, the amounts can be measured reliably, and it is probable that income will be received.

Cash donations are generally recognised on receipt. Other donations are generally recognised once the charity has been notified. Where the donation has performance conditions which are unmet or requires that the related expenditure is deferred, then the income is deferred. Income tax recoverable in relation to donations received under Gift Aid or deeds of covenant is recognised at the time of the donation.

Legacies are recognised on receipt or otherwise if the charity has been notified of an impending distribution, the amount is known, and receipt is expected. If the amount is not known, the legacy is treated as a contingent asset.

Turnover is measured at the fair value of the consideration received or receivable and represents amounts receivable for goods and services provided in the normal course of business, net of discounts.

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2023

1 Accounting policies

(Continued)

1.5 Expenditure

Expenditure is recognised once there is a legal or constructive obligation to make a payment to a third party, it is probable that settlement will be required and the amount of the obligation can be measured reliably.

Irrecoverable VAT is charged as a cost against the activity for which the expenditure was incurred.

1.6 Tangible fixed assets

Tangible fixed assets are initially measured at cost and subsequently measured at cost or valuation, net of depreciation and any impairment losses.

Depreciation is recognised so as to write off the cost or valuation of assets less their residual values over their useful lives on the following bases:

Computers	3 years straight line
-----------	-----------------------

The gain or loss arising on the disposal of an asset is determined as the difference between the sale proceeds and the carrying value of the asset, and is recognised in the statement of financial activities.

There is a de minimus value for capitalisation of £250.

1.7 Impairment of fixed assets

At each reporting end date, the charity reviews the carrying amounts of its tangible assets to determine whether there is any indication that those assets have suffered an impairment loss. If any such indication exists, the recoverable amount of the asset is estimated in order to determine the extent of the impairment loss (if any).

1.8 Cash and cash equivalents

Cash and cash equivalents include cash in hand, deposits held at call with banks, other short-term liquid investments with original maturities of three months or less, and bank overdrafts. Bank overdrafts are shown within borrowings in current liabilities.

1.9 Financial instruments

The charity has elected to apply the provisions of Section 11 'Basic Financial Instruments' and Section 12 'Other Financial Instruments Issues' of FRS 102 to all of its financial instruments.

Financial instruments are recognised in the charity's balance sheet when the charity becomes party to the contractual provisions of the instrument.

Financial assets and liabilities are offset, with the net amounts presented in the financial statements, when there is a legally enforceable right to set off the recognised amounts and there is an intention to settle on a net basis or to realise the asset and settle the liability simultaneously.

Basic financial assets

Basic financial assets, which include debtors and cash and bank balances, are initially measured at transaction price including transaction costs and are subsequently carried at amortised cost using the effective interest method unless the arrangement constitutes a financing transaction, where the transaction is measured at the present value of the future receipts discounted at a market rate of interest. Financial assets classified as receivable within one year are not amortised.

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2023

1 Accounting policies

(Continued)

Basic financial liabilities

Basic financial liabilities, including creditors and bank loans are initially recognised at transaction price unless the arrangement constitutes a financing transaction, where the debt instrument is measured at the present value of the future payments discounted at a market rate of interest. Financial liabilities classified as payable within one year are not amortised.

Debt instruments are subsequently carried at amortised cost, using the effective interest rate method.

Trade creditors are obligations to pay for goods or services that have been acquired in the ordinary course of operations from suppliers. Amounts payable are classified as current liabilities if payment is due within one year or less. If not, they are presented as non-current liabilities. Trade creditors are recognised initially at transaction price and subsequently measured at amortised cost using the effective interest method.

Derecognition of financial liabilities

Financial liabilities are derecognised when the charity's contractual obligations expire or are discharged or cancelled.

1.10 Employee benefits

The cost of any unused holiday entitlement is recognised in the period in which the employee's services are received.

Termination benefits are recognised immediately as an expense when the charity is demonstrably committed to terminate the employment of an employee or to provide termination benefits.

1.11 Retirement benefits

Payments to defined contribution retirement benefit schemes are charged as an expense as they fall due.

2 Critical accounting estimates and judgements

In the application of the charity's accounting policies, the trustees are required to make judgements, estimates and assumptions about the carrying amount of assets and liabilities that are not readily apparent from other sources. The estimates and associated assumptions are based on historical experience and other factors that are considered to be relevant. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised where the revision affects only that period, or in the period of the revision and future periods where the revision affects both current and future periods.

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2023

3 Donations and legacies

	Unrestricted funds	Restricted funds	Total	Unrestricted funds	Restricted funds	Total
	2023 £	2023 £	2023 £	2022 £	2022 £	2022 £
Donations and gifts	50,105	395,470	445,575	20,104	148,495	168,599
Grants receivable	-	276,688	276,688	1,500	178,445	179,945
Donated goods and services	-	-	-	2,200	-	2,200
	<u>50,105</u>	<u>672,158</u>	<u>722,263</u>	<u>23,804</u>	<u>326,940</u>	<u>350,744</u>
Donations and gifts						
C Habgood & J Longson	5,000	-	5,000	5,000	-	5,000
Partners in Equity	-	360,000	360,000	-	120,000	120,000
Mr and Mrs Miyakoshi	16,500	27,500	44,000	-	12,500	12,500
C and I McLaughlin	10,000	-	10,000	-	-	-
St Joseph's Institution International Ltd	-	3,324	3,324	-	-	-
Other	18,605	4,646	23,251	15,104	15,995	31,099
	<u>50,105</u>	<u>395,470</u>	<u>445,575</u>	<u>20,104</u>	<u>148,495</u>	<u>168,599</u>

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2023

3 Donations and legacies

(Continued)

	Unrestricted funds	Restricted funds	Total	Unrestricted funds	Restricted funds	Total
	2023 £	2023 £	2023 £	2022 £	2022 £	2022 £
Grants receivable for core activities						
Edit Mills Charitable Trust	-	-	-	-	5,000	5,000
Kahane Foundation	-	61,338	61,338	-	2,500	2,500
Emergence Foundation	-	10,000	10,000	-	10,000	10,000
MSN Fund	-	-	-	-	5,000	5,000
Allen & Overy Foundation	-	55,000	55,000	-	50,000	50,000
Theirworld	-	-	-	-	8,000	8,000
UWC RISE - Schmidt Futures	-	-	-	-	36,009	36,009
Horizon Foundation	-	22,025	22,025	-	5,000	5,000
British & Foreign School Society	-	11,025	11,025	1,500	20,000	21,500
Tenacre Foundation	-	19,407	19,407	-	-	-
Raspberry Pi	-	55,950	55,950	-	-	-
Eric & Wendy Schmidt Fund for Strategic Innovation	-	7,943	7,943	-	-	-
Forrester Family Fund	-	34,000	34,000	-	-	-
Other	-	-	-	-	36,936	36,936
	-	276,688	276,688	1,500	178,445	179,945

Other

The charity received £15,000 (2022: £5,000) from trustees / related parties without conditions.

4 Raising funds

	Unrestricted funds	Restricted funds	Total	Restricted funds
	2023 £	2023 £	2023 £	2022 £
<u>Fundraising and publicity</u>				
Advertising	25	-	25	93
Other fundraising costs	2	3,785	3,787	2,048
Total for year ended 31 March	27	3,785	3,812	2,141

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2023

5 Charitable activities

	2023 £	2022 £
Staff costs	153,862	88,263
Depreciation and impairment	5,614	339
Programme delivery	268,093	167,073
IT subscriptions and learning software	10,654	7,345
Other staff costs	1,416	2,331
Course costs	3,110	-
Repairs, renewals and small equipment	1,485	696
Rent	857	1,033
Insurance	648	-
Consultants, other than facilitators	74,941	-
	<u>520,680</u>	<u>267,080</u>
Share of support costs (see note 6)	5,480	560
Share of governance costs (see note 6)	3,246	1,344
	<u>529,406</u>	<u>268,984</u>
Analysis by fund		
Unrestricted funds	42,669	37,299
Restricted funds	486,737	231,685
	<u>529,406</u>	<u>268,984</u>

6 Support costs

	Support costs £	Governance costs £	2023 £	Support costs £	Governance costs £	2022 £
General expenses	5,480	-	5,480	560	-	560
Independent Examiner	-	1,362	1,362	-	1,344	1,344
Board and governance	-	1,884	1,884	-	-	-
	<u>5,480</u>	<u>3,246</u>	<u>8,726</u>	<u>560</u>	<u>1,344</u>	<u>1,904</u>
Analysed between Charitable activities	<u>5,480</u>	<u>3,246</u>	<u>8,726</u>	<u>560</u>	<u>1,344</u>	<u>1,904</u>

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2023

7 Trustees

Two trustees (2021: Two) received remuneration as disclosed in note 14.

8 Employees

The average monthly number of employees during the year was:

	2023 Number	2022 Number
	4	3
	<u>4</u>	<u>3</u>
Employment costs	2023 £	2022 £
Wages and salaries	141,666	83,667
Social security costs	10,890	3,886
Other pension costs	1,306	710
	<u>153,862</u>	<u>88,263</u>

Key management personnel is defined as the senior management team, The total remuneration of key management personnel in the period was £102,158 (2022: £63,012). This includes employer's pension and national insurance contributions after allocation of employer's allowance.

There were no employees whose annual remuneration was more than £60,000.

9 Donated goods, facilities and services

No donated goods and services were received during the year (2022: £2,200).

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2023

10 Tangible fixed assets

	Computers £
Cost	
At 1 April 2022	1,806
Additions	36,154
At 31 March 2023	37,960
Depreciation and impairment	
At 1 April 2022	626
Depreciation charged in the year	5,614
At 31 March 2023	6,240
Carrying amount	
At 31 March 2023	31,720
At 31 March 2022	1,180

11 Debtors

	2023 £	2022 £
Amounts falling due within one year:		
Other debtors	20,000	20,000
Prepayments and accrued income	648	12,175
	20,648	32,175

12 Creditors: amounts falling due within one year

	Notes	2023 £	2022 £
Other taxation and social security		4,468	6,271
Deferred income	13	260,000	22,500
Other creditors		5,093	2,705
Accruals		5,290	1,344
		274,851	32,820

13 Deferred income

	2023 £	2022 £
Other deferred income	260,000	22,500

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2023

13 Deferred income

(Continued)

Deferred income is included in the financial statements as follows:

	2023 £	2022 £
Deferred income is included within:		
Current liabilities	260,000	22,500
Movements in the year:		
Deferred income at 1 April 2022	22,500	-
Released from previous periods	(22,500)	-
Resources deferred in the year	260,000	22,500
Deferred income at 31 March 2023	260,000	22,500

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 MARCH 2023

14 Restricted funds

The income funds of the charity include restricted funds comprising the following unexpended balances of donations and grants held on trust for specific purposes:

	Movement in funds				Movement in funds				Balance at 31 March 2023
	Balance at 1 April 2021	Incoming resources	Resources expended	Transfers	Balance at 1 April 2022	Incoming resources	Resources expended	Transfers	
	£	£	£	£	£	£	£	£	£
Curriculum development	2,955	-	-	(2,955)	-	-	-	-	-
Amala High School Diploma Kenya	90,861	56,935	(87,189)	-	60,607	74,407	(87,481)	-	47,533
High School Diploma British	-	-	-	-	-	11,025	(6,906)	-	4,119
Courses in Greece	-	23,000	(21,220)	-	1,780	12,200	(12,564)	553	1,969
Changemaker course in Kakuma Camp, Kenya	6,316	5,000	(9,124)	-	2,192	94,896	(30,974)	775	66,889
Foundations Changemaker Programme Jordan	-	5,495	(103)	-	5,392	7,943	(12,548)	-	787
Amala High School Diploma Jordan	18,535	68,000	(72,810)	2,955	16,680	84,187	(89,123)	-	11,744
UWC Amala Changemaker Foundations Programme Kenya	17,379	36,010	(30,880)	-	22,509	-	(22,509)	-	-
Organisational Development	-	120,000	-	-	120,000	360,000	(209,626)	-	270,374
Fundraising coordinator	-	12,500	(12,500)	-	-	27,500	(18,791)	-	8,709
	<u>136,046</u>	<u>326,940</u>	<u>(233,826)</u>	<u>-</u>	<u>229,160</u>	<u>672,158</u>	<u>(490,522)</u>	<u>1,328</u>	<u>412,124</u>

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 MARCH 2023

14 Restricted funds

(Continued)

High School Diploma Kenya

To run Amala's transformative High School Diploma for out of school refugee youth in Kakuma Refugee Camp, Kenya.

Courses in Greece

To enable access to transformative educational programmes for refugee youth in Greece.

Courses in Jordan

To enable access to transformative educational programmes for refugee youth in Jordan

Chanegmaker courses in Kakuma Camp, Kenya

For running Amala courses in Kakuma Camp, Kenya.

High School Diploma Jordan

To run Amala's transformative High School Diploma for out of school refugee youth in Amman, Jordan.

UWC Amala Changemaker Foundations Programme Kenya

To design and implement a Changemaker Foundations Programme for young refugees in Kakuma Camp, Kenya in collaboration with UWC International and their partner Rise.

Foundations Changemaker Programme Jordan

To run a Changemaker Foundations Programme for refugee adolescents in Amman, Jordan and Kakuma Refugee Camp, Kenya to prepare them to apply to the global talent programme Rise and other opportunities.

Fundraising Coordinator

Funding for fundraising coordinator salary and capacity building.

Organisational Development

Partners in Equity funding for capacity building and building a launchpad to scale.

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2023

15 Analysis of net assets between funds

	Unrestricted funds 2023 £	Restricted funds 2023 £	Total 2023 £	Unrestricted funds 2022 £	Restricted funds 2022 £	Total 2022 £
Fund balances at 31 March 2023 are represented by:						
Tangible assets	31,720	-	31,720	1,180	-	1,180
Current assets/ (liabilities)	100,463	412,124	512,587	124,922	229,160	354,082
	<u>132,183</u>	<u>412,124</u>	<u>544,307</u>	<u>126,102</u>	<u>229,160</u>	<u>355,262</u>

16 Related party transactions

Remuneration of key management personnel

The remuneration of key management personnel is as follows.

	2023 £	2022 £
Aggregate compensation	<u>102,158</u>	<u>63,012</u>

Two trustees (2022: Two) receive remuneration from the charity as disclosed above. This is permitted by the Articles of Association and is not in respect of trustee duties.

17 Future Funding

One of the members of the trustee board, C Habgood, has pledged a donation of £50,000 with the following aims:

1. To demonstrate increased Board support for Amala.
2. To increase restricted reserves.
3. To be matched one-for-one by other unrestricted donations.

18 Cash generated from operations

	2023 £	2022 £
Surplus for the year	189,045	79,619
Adjustments for:		
Depreciation and impairment of tangible fixed assets	5,614	339
Movements in working capital:		
Decrease/(increase) in debtors	11,527	(12,175)
Increase in creditors	4,531	2,129
Increase in deferred income	237,500	22,500
Cash generated from operations	<u>448,217</u>	<u>92,412</u>

AMALA EDUCATION

England & Wales - Charity number 1181373

Accounts

AMALA EDUCATION

TRUSTEES ANNUAL REPORT AND FINANCIAL STATEMENTS

**FOR THE YEAR ENDED
31 MARCH 2022**



UK Company Number 10671722
UK Registered Charity No 1181373

TRUSTEES ANNUAL REPORT AND FINANCIAL STATEMENTS
For the year ended March 2022

TABLE OF CONTENTS

Legal and administrative information	3
Statement of the Chair	4
Trustees Annual Report	5
Financial report	16

LEGAL AND ADMINISTRATIVE INFORMATION

For the year ended 31 March 2022.

Charity name	Amala Education
Company number	10671722
Charity registration number	1181373
Charity's principal address	Garden Cottage Walters Green, Penshurst TN11 8HD Tonbridge
Trustees and Corporate Directors	Keith Clark (Chair) Colin Habgood (Treasurer) Sara Heinrich Caroline McLaughlin (from December 2021) Jessica Oddy Polly Akhurst Mia Eskelund Pedersen (Company Secretary)
Co Executive Directors	Polly Akhurst Mia Eskelund Pedersen
Bankers	Santander UK Plc Bridle Road, Bootle Merseyside L30 4GB
Independent Examiners	Warner Wilde Chartered, Certified accountants 4 Marigold Drive, Woking Surrey GU24 9SF
Website	www.amalaeducation.org

STATEMENT OF THE CHAIR

I am delighted to introduce the Report of the Trustees for the Financial Year 2021-2022.

Each year in Amala's short existence has been full of milestones, but this was probably our most momentous twelve months so far. Most significantly, we saw our first cohort of students graduate with an Amala High School Diploma, with a second group in Jordan and a first in Kakuma Camp, Kenya embarking on the Diploma. While we also celebrate the impact of our shorter Changemaker Courses, which will continue to be a vital part of our offer, it is the full Amala High School Diploma that is at the centre of Amala's ambitions. The first graduation was remarkable, and the proof of both the need and the impact of what we do could be seen in that first graduating class. It was a very special occasion.

We also agreed our first strategic plan, *A Launchpad to Scale*, early in the year and much of our efforts were then focused on the first objectives and the groundwork for what we want to achieve in this planning period. We have been extraordinarily grateful for the continued support of existing donors and those who committed to us for the first time in the year. We now have many wonderful supporters who make our work possible, but special appreciation must go to Partners in Equity, from whom we received our first seven-figure commitment. That can truly be said to have been game-changing for us, and in particular it has given us the confidence that our strategic objectives can be achieved.

Another consequence of these financial commitments is that we have been able to grow our structures and team. Under-resourcing is one of our major risks and so the Board of Trustees welcomes a strengthened team with relief and optimism. Amala remains an extremely modest operation – and it is part of who we are and what we do that we are likely always to be a lean organisation – but we need a robust central structure if we are going to be able to deliver the education programmes and the impact that we know are so desperately needed in refugee communities. We are very grateful to those supporters who share with us an appreciation for the importance of investing in our operations.

The Board of Trustees is enormously grateful to our founders and Co-Executive Directors, Mia Eskelund Pedersen and Polly Akhurst. Amala was their vision, they have driven our remarkable progress so far and their inspiration and dedication remain at the heart of our development.

With our utmost appreciation to all who have supported us this year and will do so in the future.



Keith Clark
Chair of the Board of Trustees

TRUSTEES' REPORT

The trustees of Amala Education present their statutory report for the year 1 April 2021 - 31 March 2022.

The financial statements have been prepared in accordance with the accounting policies set out in note 1 to the financial statements and comply with the charity's governing document, the Companies Act 2006 and "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

More than 80 million people are living in forced displacement worldwide, equating to over 1% of the world's population being displaced. As fewer than one in three refugee adolescents are accessing secondary education, and only 3% are going on to higher education, this presents not only a crisis of displacement, but also a crisis of education.

Since Amala was established in 2017, we have worked in partnership with refugee and crisis-affected youth to design and deliver high impact educational programmes that aim to address the needs of both refugee youth and young people in the countries where refugees are living who experience similar challenges.

Amala's **vision** is for a world where everyone can build a future they have reason to value.

Amala's **mission** is to use the power of education to transform the lives of refugees, their communities and the world.

The Charity's objects, as set out in its governing document, the Articles of Association, are:

The advancement of education, in particular but not limited to facilitating access to education for refugees or those who have been affected by conflict, including through the provision of course material, learning support and delivery of teaching through technology and distance learning.

Strategic Plan - Launchpad to Scale

Amala's long term ambition is for our programmes to be available to any young person in our target group who wants to access them. In recognition of the growing number of refugees globally and the many complex barriers that refugee youth face in accessing high quality education, we see it as a necessity to seek to match the scale of this challenge.

Amala's first strategic plan, developed over a nine-month period and approved by the Board of Trustees in July 2021, sets out the next steps towards our long-term ambition. The strategy was developed in collaboration with a range of stakeholders including, staff, students, funders and partners, and focuses on creating a 'Launchpad to Scale.' This strategy marks a new phase of our organisational development in which we will significantly grow the numbers of young people we serve, develop organisational readiness and remove barriers to scale in order to grow our reach and impact exponentially from 2024 and beyond.

Specifically, we are working towards three strategic aims:

1. Make Amala's education programmes replicable

Amala's education programmes focus on developing students' agency and ability to participate in society. In this strategic period, our focus will be on streamlining and ensuring our model is both simple and cost-effective enough to be replicated by partners without compromising quality.

2. Become a widely-recognised education provider

In order to build a platform to scale, Amala needs to be widely regarded as a trusted provider of high quality education. We will work with governments, accrediting bodies and partners to obtain formal recognition and raise our profile in order to offer the programme to even more young people in the future and enable Amala students to access a wide range of pathways after graduating.

3. Build organisational capacity to accelerate growth

To be ready for exponential growth from 2024, a key aim is to build organisational and operational capacity, focusing on improving our internal systems and technology, growing fundraising, developing financial sustainability and building strong partnership.

The financial year 2021/2022 marked the first year of the three-year strategic plan.

Key objectives for the year were:

- Expand the reach of Amala Changemaker Courses in collaboration with partners to reach 500 displaced youth.
- Enable 100 refugee youth in Jordan and Kenya to complete their secondary education through the Amala High School Diploma and pursue accreditation for the programme in both sites.
- Increase organisational capacity through fundraising to carry out the strategic plan and to develop financial sustainability for Amala beyond the strategic period.

Activities

Launch of the Amala High School Diploma in Kakuma, Kenya

The Amala High School Diploma is a programme for out-of-school youth who would otherwise not be able to finish their upper secondary education. April 2021 marked the launch of the High School Diploma for 50 young people in Kakuma Camp, Kenya. Along with the 50 students already enrolled in Jordan, this brought the total number of students enrolled to 100. The programme is hosted in premises owned by our partner Faulu Productions, with whom we have developed a memorandum of understanding lasting until 2026. In 2021, we successfully fundraised to improve conditions for student learning in the premises. This resulted in the refurbishment of three classrooms within the centre and the addition of solar panels to enable a steady power supply and further improve student learning.

As well as enabling young refugees to have a second chance to finish their secondary education, the High School Diploma helps students to develop the competencies to make change in their communities. Over the course of the 15-month programme, students establish projects to address issues that they and their communities face. This year it has been rewarding to see students bringing their ideas to life. For example, one of our female students, Sudi, is implementing a project called *Girls Power Initiative (GPI)* which focuses on providing sanitary towels to school-going girls to keep them in education. She has already reached 500 girls with the initiative so far. Two other students, Sadaq and Sidiq, have developed a project to teach art to the community for which they have been awarded a grant of US \$5000 to implement.

Graduation of the first High School Diploma Cohort in Amman, Jordan

In October 2021, we celebrated the graduation of the pioneer cohort of Amala High School Diploma students in Amman, Jordan. Seventeen of the twenty-five students who started the programme were awarded the High School Diploma, four students having dropped out and three leaving the programme early due to resettlement in Canada. All current students in Amman were invited to the graduation, alongside family members, friends and key stakeholders involved in Amala's development in Jordan. The energy, pride and sense of achievement among our students was palpable and was echoed in the words of one of our graduating students Mohammad who said, *"One of my best times ever was in the last 15 months, you can not believe the change and the things that I learnt with Amala. One of the things I loved is the mission of Amala. I believe it after what I have faced, I always believed that education is power."*

The graduation of our first High School Diploma students is a highly significant milestone in Amala's development, as it forms proof of concept for the programme and the possibilities for further growth. To mark the moment, in November we hosted an online celebration event, which was an opportunity to bring together more than one hundred stakeholders who have supported Amala's development to date. The event also provided an opportunity to publicly

launch the Strategic Plan and to engage participants in considering ways to support Amala in our next stages.

Our team in Jordan, supported by volunteer pathways advisors, helped our new alumni as they considered their next steps. As the Amala High School Diploma is a new programme, there is a need for advocacy and raising awareness so that the institutions where our students may look to access opportunities have a good understanding of Amala and our programmes. We have seen positive results from this work: our graduating students from the first cohort have been accepted to study for tertiary education opportunities in Jordan, internationally and online. Institutions where our alumni have been accepted include Princess Sumayya University (Jordan), SAE Amman (Jordan), Xim University (online), American University of Madaba (Jordan), University of Waterloo (Canada), University of the People (online), and Prince Edward Island University (Canada).

Work and entrepreneurship are also pathways for our alumni. As examples, one alumnus has started working as a Youth Lead at the Digital Opportunity Trust, supporting young people in Jordan to be social innovators and another is working on an entrepreneurship project which focuses on the provision of scholarship opportunities for disadvantaged youth. Three students who left the programme early travelled to Canada as part of the WUSC student refugee programme, which combines resettlement with study at a Canadian university. Several students are also pursuing resettlement in the US where they hope to have access to other education opportunities.

In addition to supporting students with their next steps, this year we have made the pathways advising component of the High School Diploma programme more scalable and sustainable by enabling facilitators to take responsibility by providing support and guidance through an improved pathways curriculum. Facilitators are now able to better advise students on their pathways options specifically in the context of their progress with the programme.

Accreditation

A key objective of the year was to pursue accreditation for the High School Diploma Programme. Third-party accreditation will enable Amala to continuously improve our educational offering and will support recognition both with governments and with institutions where our alumni will seek pathways Amala has partnered with Council of International Schools (CIS), an international accreditation body that has offered the opportunity to apply for membership and access to accreditation services on a pro bono basis.

In August 2021, following a week-long virtual visit from CIS evaluators to our sites in both Jordan and Kenya, we were granted CIS membership status, which enabled us to apply for accreditation, the first stage of which is preparatory evaluation. During this stage, we put in place improvements that responded to CIS' recommendations, which was then followed by a preparatory evaluation visit which has enabled us to be granted *candidate status for accreditation*.

Moreover, we were delighted that in January 2021, American accreditation body NEASC (New England Association of Schools and College) joined the accreditation process, also on a pro bono basis, which means we are now in the process of being accredited by two bodies, adding weight to our offering. The next steps are to undertake the CIS self-study process, with a final evaluation visit planned for November 2023, which we hope will result in a decision in favour of accreditation.

Changemaker Courses

Amala's Changemaker Courses enable refugee and crisis-affected youth to develop their sense of agency and build skills that will improve their lives as well as their communities, economies and societies. Changemaker Course themes include Social Entrepreneurship, Peacebuilding in Your Community, Ethical Leadership and Economics for Positive Change. Changemaker Courses are typically run over a period of ten weeks but can also be adapted to be run over shorter or longer periods of time. This year, we sought to expand access to Changemaker Courses, in line with our strategic goal of reaching 500 students in 2021-2022. In fact, we surpassed this goal and reached nearly 600 students in Kenya, Greece and Uganda in the year.

Much of the growth in Changemaker Courses has been focused on Kakuma Camp in Kenya, where Amala programmes are becoming increasingly well-known and where we have developed relationships with several refugee-led organisations who have been very motivated to run programmes. We have a procedure to assess the potential of partners running Amala courses, during which we consider their capacity, commitment and the resources they have available for running programmes. We aim to continue this growth of courses by creating a stronger network of partners both in Kakuma and in other locations next year. In Greece, we have also been developing partnerships to run Amala courses with various organisations, particularly those working with unaccompanied minors. As a result, 95 students took part in Amala courses in Greece this year.

Changemaker Courses have an impact not only on the individuals participating in them, but also on the communities in which they operate. For example, in summer 2021, a partner in Greece ran an Amala Peacebuilding Course in the small town of Kalavryta. There are considerable tensions within the community around migration and although the course was meant to involve local Greek students as well as refugees, all of the local students dropped out within the first week. Despite this, our partner's team persevered and invited the community to a presentation of the peace-building projects undertaken by students in the final week of the course. A facilitator reported that in the end *"I heard really good feedback from the community, they found it really positive that this happened and the programme helped the local community break some of the prejudices."*

Changemaker Foundation Programme in partnership with UWC and its partner Rise

In June our first cohort of twenty students graduated from the Changemaker Foundation Programme, an initiative we are running in Kakuma Camp, Kenya to support secondary school students aged 15-18 to develop their ability to drive change in their communities. The programme is funded by Rise, a global talent programme that finds talented young people and supports them for life, and is implemented in collaboration with UWC (United World Colleges). During the programme, students are supported to apply to the Rise Global Challenge, which requires them to develop a project to benefit their community. They are also supported in applying for scholarship opportunities at a UWC school or college.

Students participating in this programme developed social initiatives which they also used to apply to Rise. One such project is Project21, which aims to reduce poverty within the camp through training single mothers in skills such as tailoring. One student involved in Project21, Christian, also became one of Rise's 100 Global Winners, which means he will access a lifetime of support to create greater social impact, including further development of his project. His selection was featured in an article by the Associated Press (AP). Furthermore, four students on the programme were offered scholarships to a UWC school or college. A new cohort of twenty students have subsequently started the programme.

Education Development

Running the full High School Diploma Programme in Jordan has enabled us to better understand the support that is needed to deliver the programme. As a result, we have simplified and integrated the competency-based assessment approach we use within the course curricula and have simplified the way the assessment process is introduced to facilitators. We have formalised the support we offered to facilitators through the Amala Coaching Network and facilitators on the programme are conducting "learning walks" in order to observe each other's practice and to support continuous improvement.

We have sought to build the teaching and learning expertise of our teams in Jordan and Kenya through the recruitment of a "Learning Lead" on each site. Our Education Lead is working closely with both individuals to coordinate feedback on curriculum, have oversight of student learning outcomes and identify and support facilitator learning needs.

In 2021, we also developed a process for curriculum review. Feedback from our High School Diploma students has shown that digital literacy is an area that could be addressed further within the curriculum. We have therefore been exploring the development of an additional course which will focus on creating change through technology, in collaboration with the Raspberry Pi Foundation, which has a wealth of expertise in digital literacy curriculums.

Fundraising and support

The trustees would like to express their immense gratitude to the donors who have generously supported Amala's work in the last year. In particular, we would like to thank the Allen & Overy Foundation, British & Foreign Schools Society, Catalyst Foundation for Universal Education, Emergence Foundation, Horizon Foundation, Kahane Foundation, MSN Fund, Partners in

Equity, UWC International and the individual and anonymous donors who have also made generous contributions.

We would also like to thank UWC South East Asia, the Council of International Schools and New England Association of Schools and Colleges for their invaluable contribution to our work and mission.

The trustees are grateful to the over thirty volunteers who have given up their time freely to support Amala's work in the last year.

All our donors, volunteers and partners are essential to our work. Without them, Amala would not be able to fulfil our mission of using the power of education to transform the lives of young refugees, their communities and the world.

Looking ahead - plans for 2022/2023

In 2022/23, we enter into the second year of our strategic plan, Launchpad to Scale. We will continue to grow and improve our programming with a focus on our three strategic objectives:

1. Make Amala's education programmes replicable

We will grow the reach of Changemaker Courses and establish a strong network of partners to facilitate the delivery of the majority of courses. Our aim will be to reach 900 students in the year.

We will improve and iterate the Amala High School Diploma, through examining and improving the depth and rigour of our curriculum and our assessment model. A specific focus will be on developing a targeted facilitator development programme for the High School Diploma which enables facilitators to provide appropriate support and challenge for learners. We will sustain the student numbers in Jordan and grow the programme to reach 150 students in Kakuma Camp.

2. Become a widely recognised education provider

We will continue to pursue accreditation for the High School Diploma with the Council of International Schools and NEASC, undertaking the preparatory evaluation stage and entering into the self-study process. This will involve putting in place recommendations for improvement and providing evidence that we meet the standards for accreditation.

We will continue to advocate for the relevance and value of the High School Diploma with institutions where our alumni are likely to seek opportunities. We will also focus on improving our monitoring and evaluation approach and processes, with a focus on being able to provide robust evidence of impact. Lastly, we will focus on improving Amala's visibility, in particular within the education in emergencies space.

3. *Build organisational capacity to accelerate growth*

We will increase Amala's operational capacity for growth and scaling beyond the current strategic period through using technology to make our processes more efficient. As our team grows, we will develop policies and approaches that reflect our culture and values. We will continue to grow Amala's donor base and pursue plans for financial sustainability both within and beyond the strategic period.

STRUCTURE, GOVERNANCE AND MANAGEMENT

Identity and constitution

Amala was founded in 2017 and is a registered charity in England and Wales, Charity Registration Number 1181373 and a Company Limited by Guarantee, Company Registration Number 10671722.

Amala's constitution is its Articles of Association, the current version of which is dated 10 December 2018.

Governance and management

Amala's Board of Trustees elected a new member in the past year and now comprises seven members who are responsible for directing the management and running the organisation. The Board has one sub-committee, the Remuneration Committee which comprises three trustees. The five non-executive trustees give their time freely and receive no remuneration. Trustees are required to disclose and register all relevant interests at all Board meetings.

Trustees share a deep commitment to Amala's mission and purpose and are drawn from different backgrounds to bring diverse backgrounds, experiences and skill sets to manage the organisation responsibly and enable it to fulfil its objectives. New trustees are elected to the Board by existing trustees. Upon election, new trustees are briefed on their governance role, the organisation's guiding principles, objectives and strategy.

In 2021/2022, the Board of Trustees met six times. Due to the ongoing restrictions and impact of the Covid-19 pandemic, all meetings were held virtually. Key issues discussed by the trustees during the year included fundraising and future financial sustainability, organisational development, safeguarding, policies, budget, performance, financial accounts and risk management. As described in earlier sections of this report, the Board also approved Amala's first Strategic Plan *A Launchpad to Scale* and updated the organisation's guiding statements.

Day to day management

The day-to-day management of the charity is delegated to the two Co-Executive Directors who are also trustees. The two Co Executive Directors are only remunerated for their work as members of staff, and their continued trusteeship is reviewed on an annual basis.

Risk management

The Amala Board of Trustees regularly reviews the risks that Amala is exposed to, considers how to mitigate them and puts adequate controls in place. This year, the risk analysis identified three principal risk areas:

1. Operational / People: Amala continues to rely on a small staff team, and in particular the Co-Executive Directors carry out many responsibilities within the organisation. The recent growth in programmes also means that the team has increased and the organisation has developed and implemented training and a quality assurance framework to ensure that Amala's high quality of programme delivery continues.
2. Funding / Finance: With the strategic plan, Amala has set ambitious targets for growth which rely on successful fundraising in order to be fulfilled. A lack of income could result in not being able to fulfil the organisation's strategic objectives. To mitigate this risk, additional resources have been allocated to engage new and potential funding partners.
3. External: Government regulations and priorities regarding displaced people in the countries where Amala work can change rapidly. Hostility towards refugees in the host country also poses an external threat to Amala's programmes. We continually monitor the situation and have created response plans to ensure ways that students can continue to learn with Amala even if the local situation changes.

Public Benefit Statement

The trustees confirm that they have referred to the Charity Commission's guidance on public benefit when reviewing the charity's vision, mission and objectives and in setting its objectives and policies and planning activities for the year.

Amala's activities are of public benefit because the organisation provides educational programmes free-of-charge to young people who are displaced or affected by conflict who have no or limited access to high quality education.

Our educational programmes enable participants to develop their sense of ethical agency, have an increased sense of wellbeing and purpose and improved access to further opportunities. Furthermore, as the number of refugees continues to rise year on year, Amala is working towards creating a scalable model to provide increasing numbers of conflict affected youth with high quality education at upper secondary level.

Safeguarding

Amala is committed to the protection of children and young people, and has developed a comprehensive Safeguarding and Welfare Policy and Team Code of Conduct that is implemented across the organisation to ensure that children and young people are protected from harm. The Policy sets out how all members of Amala's team (employee, consultant, volunteer or representative) and all Amala students should conduct themselves in their interactions with children and young people.

The trustees receive a safeguarding update at each board meeting. We were not required to deal with any safeguarding issues arising from Amala's operations during the year.

The Amala Safeguarding and Welfare Policy is reviewed annually and approved by the Board of Trustees, and is published on our website.

Remuneration

The Remuneration Committee is responsible for setting the salaries of the Co-Executive Directors and for reviewing the salaries of other team members.

FINANCIAL REVIEW

Activities and results

The financial results for the year are set out in the Financial Report. In the year, the charity's income was £350,744 compared with £283,257 last year. This includes in-kind donated goods and services valued at £2,200. Unrestricted income for the year was £23,804.

Total expenditure for the year was £271,125 of which £231,685 was restricted. The majority of expenditure was for programme implementation, educational and organisational development.

The net surplus for the year totalled £79,619, constituting a restricted surplus of £93,114 and an unrestricted deficit of £13,495.

Reserves Policy

It is the policy of the charity that unrestricted funds, which have not been designated for a specific use, should be maintained at a level equivalent to at least 6 months of unrestricted budgeted expenditure.

At 31 March 2022 total funds were £355,262 of which £126,102 were unrestricted. These both represent in excess of 6 months related to the current year's budgeted expenditure. The trustees consider that reserves at these levels will ensure that, in the event of a significant drop in funding, they will be able to continue the charity's current activities while consideration is given to ways in which additional funds may be raised.

Going concern

The trustees have assessed the major risks to which the charity is exposed and are satisfied that systems are in place to mitigate exposure to the major risks.

The trustees have a reasonable expectation that Amala has adequate resources to continue to operate the next year. For this reason, they continue to adopt the going concern basis in preparing the financial statements.

The Trustees' report was approved by the Board of Trustees



.....
Name: Keith Clark
Trustee

12 / 20 / 2022
Dated:.....

AMALA EDUCATION

BALANCE SHEET

AS AT 31 MARCH 2022

	Notes	2022 £	£	2021 £	£
Fixed assets					
Tangible assets	10		1,180		573
Current assets					
Debtors	11	32,175		20,000	
Cash at bank and in hand		354,727		263,261	
		<u>386,902</u>		<u>283,261</u>	
Creditors: amounts falling due within one year	12	<u>(32,820)</u>		<u>(8,191)</u>	
Net current assets			354,082		275,070
Total assets less current liabilities			<u>355,262</u>		<u>275,643</u>
Income funds					
Restricted funds	14	229,160		136,046	
Unrestricted funds		126,102		139,597	
		<u>355,262</u>		<u>275,643</u>	

The company is entitled to the exemption from the audit requirement contained in section 477 of the Companies Act 2006, for the year ended 31 March 2022.

The directors acknowledge their responsibilities for complying with the requirements of the Companies Act 2006 with respect to accounting records and the preparation of financial statements.

The members have not required the company to obtain an audit of its financial statements for the year in question in accordance with section 476.

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

The financial statements were approved by the Trustees on 16 December 2022

.....
C Habgood (Treasurer)
Trustee

Company registration number 10671722

AMALA EDUCATION

STATEMENT OF FINANCIAL ACTIVITIES INCLUDING INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31 MARCH 2022

	Notes	Unrestricted funds 2022 £	Restricted funds 2022 £	Total Unrestricted funds 2022 £	Restricted funds 2021 £	Total 2021 £
Income from:						
Donations and legacies	3	23,804	326,940	350,744	106,333	283,257
Expenditure on:						
Raising funds	4	-	2,141	2,141	1,011	1,011
Charitable activities	5	37,299	231,685	268,984	53,062	159,014
Total expenditure		37,299	233,826	271,125	54,073	160,025
Net (expenditure)/income for the year/						
Net movement in funds		(13,495)	93,114	79,619	52,260	123,232
Fund balances at 1 April 2021		139,597	136,046	275,643	87,337	152,411
Fund balances at 31 March 2022		126,102	229,160	355,262	139,597	275,643

The statement of financial activities includes all gains and losses recognised in the year.

All income and expenditure derive from continuing activities.

The statement of financial activities also complies with the requirements for an income and expenditure account under the Companies Act 2006.

AMALA EDUCATION

BALANCE SHEET

AS AT 31 MARCH 2022

	Notes	2022 £	£	2021 £	£
Fixed assets					
Tangible assets	10		1,180		573
Current assets					
Debtors	11	32,175		20,000	
Cash at bank and in hand		354,727		263,261	
		<u>386,902</u>		<u>283,261</u>	
Creditors: amounts falling due within one year	12	<u>(32,820)</u>		<u>(8,191)</u>	
Net current assets			354,082		275,070
Total assets less current liabilities			<u>355,262</u>		<u>275,643</u>
Income funds					
Restricted funds	14	229,160		136,046	
Unrestricted funds		126,102		139,597	
		<u>355,262</u>		<u>275,643</u>	

The company is entitled to the exemption from the audit requirement contained in section 477 of the Companies Act 2006, for the year ended 31 March 2022.

The directors acknowledge their responsibilities for complying with the requirements of the Companies Act 2006 with respect to accounting records and the preparation of financial statements.

The members have not required the company to obtain an audit of its financial statements for the year in question in accordance with section 476.

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

The financial statements were approved by the Trustees on 16 December 2022



.....
C Habgood (Treasurer)
Trustee

Company registration number 10671722

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 MARCH 2022

1 Accounting policies

Charity information

Amala Education is a private company limited by guarantee incorporated in England and Wales. The registered office is Garden Cottage, Walters Green Road, Penshurst, Tonbridge, Kent, TN11 8HD. Amala Education is also a registered charity.

1.1 Accounting convention

The financial statements have been prepared in accordance with the charity's governing document, the Companies Act 2006 and "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)". The charity is a Public Benefit Entity as defined by FRS 102.

The charity has taken advantage of the provisions in the SORP for charities applying FRS 102 Update Bulletin 1 not to prepare a Statement of Cash Flows.

The financial statements are prepared in sterling, which is the functional currency of the charity. Monetary amounts in these financial statements are rounded to the nearest £.

The financial statements have been prepared under the historical cost convention. The principal accounting policies adopted are set out below.

1.2 Going concern

At the time of approving the financial statements, the trustees have a reasonable expectation that the charity has adequate resources to continue in operational existence for the foreseeable future. Thus the trustees continue to adopt the going concern basis of accounting in preparing the financial statements.

1.3 Charitable funds

Unrestricted funds are available for use at the discretion of the trustees in furtherance of their charitable objectives.

Restricted funds are subject to specific conditions by donors as to how they may be used. The purposes and uses of the restricted funds are set out in the notes to the financial statements.

Endowment funds are subject to specific conditions by donors that the capital must be maintained by the charity.

1.4 Income

Income is recognised when the charity is legally entitled to it after any performance conditions have been met, the amounts can be measured reliably, and it is probable that income will be received.

Cash donations are generally recognised on receipt. Other donations are generally recognised once the charity has been notified. Where the donation has performance conditions which are unmet or requires that the related expenditure is deferred, then the income is deferred. Income tax recoverable in relation to donations received under Gift Aid or deeds of covenant is recognised at the time of the donation.

Legacies are recognised on receipt or otherwise if the charity has been notified of an impending distribution, the amount is known, and receipt is expected. If the amount is not known, the legacy is treated as a contingent asset.

Turnover is measured at the fair value of the consideration received or receivable and represents amounts receivable for goods and services provided in the normal course of business, net of discounts.

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2022

1 Accounting policies (Continued)

1.5 Expenditure

Expenditure is recognised once there is a legal or constructive obligation to make a payment to a third party, it is probable that settlement will be required and the amount of the obligation can be measured reliably.

Irrecoverable VAT is charged as a cost against the activity for which the expenditure was incurred.

1.6 Tangible fixed assets

Tangible fixed assets are initially measured at cost and subsequently measured at cost or valuation, net of depreciation and any impairment losses.

Depreciation is recognised so as to write off the cost or valuation of assets less their residual values over their useful lives on the following bases:

Computers	3 years straight line
-----------	-----------------------

The gain or loss arising on the disposal of an asset is determined as the difference between the sale proceeds and the carrying value of the asset, and is recognised in the statement of financial activities.

1.7 Impairment of fixed assets

At each reporting end date, the charity reviews the carrying amounts of its tangible assets to determine whether there is any indication that those assets have suffered an impairment loss. If any such indication exists, the recoverable amount of the asset is estimated in order to determine the extent of the impairment loss (if any).

1.8 Cash and cash equivalents

Cash and cash equivalents include cash in hand, deposits held at call with banks, other short-term liquid investments with original maturities of three months or less, and bank overdrafts. Bank overdrafts are shown within borrowings in current liabilities.

1.9 Financial instruments

The charity has elected to apply the provisions of Section 11 'Basic Financial Instruments' and Section 12 'Other Financial Instruments Issues' of FRS 102 to all of its financial instruments.

Financial instruments are recognised in the charity's balance sheet when the charity becomes party to the contractual provisions of the instrument.

Financial assets and liabilities are offset, with the net amounts presented in the financial statements, when there is a legally enforceable right to set off the recognised amounts and there is an intention to settle on a net basis or to realise the asset and settle the liability simultaneously.

Basic financial assets

Basic financial assets, which include debtors and cash and bank balances, are initially measured at transaction price including transaction costs and are subsequently carried at amortised cost using the effective interest method unless the arrangement constitutes a financing transaction, where the transaction is measured at the present value of the future receipts discounted at a market rate of interest. Financial assets classified as receivable within one year are not amortised.

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2022

1 Accounting policies

(Continued)

Basic financial liabilities

Basic financial liabilities, including creditors and bank loans are initially recognised at transaction price unless the arrangement constitutes a financing transaction, where the debt instrument is measured at the present value of the future payments discounted at a market rate of interest. Financial liabilities classified as payable within one year are not amortised.

Debt instruments are subsequently carried at amortised cost, using the effective interest rate method.

Trade creditors are obligations to pay for goods or services that have been acquired in the ordinary course of operations from suppliers. Amounts payable are classified as current liabilities if payment is due within one year or less. If not, they are presented as non-current liabilities. Trade creditors are recognised initially at transaction price and subsequently measured at amortised cost using the effective interest method.

Derecognition of financial liabilities

Financial liabilities are derecognised when the charity's contractual obligations expire or are discharged or cancelled.

1.10 Employee benefits

The cost of any unused holiday entitlement is recognised in the period in which the employee's services are received.

Termination benefits are recognised immediately as an expense when the charity is demonstrably committed to terminate the employment of an employee or to provide termination benefits.

1.11 Retirement benefits

Payments to defined contribution retirement benefit schemes are charged as an expense as they fall due.

2 Critical accounting estimates and judgements

In the application of the charity's accounting policies, the trustees are required to make judgements, estimates and assumptions about the carrying amount of assets and liabilities that are not readily apparent from other sources. The estimates and associated assumptions are based on historical experience and other factors that are considered to be relevant. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised where the revision affects only that period, or in the period of the revision and future periods where the revision affects both current and future periods.

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2022

3 Donations and legacies

	Unrestricted funds	Restricted funds	Total	Unrestricted funds	Restricted funds	Total
	2022 £	2022 £	2022 £	2021 £	2021 £	2021 £
Donations and gifts	20,104	148,495	168,599	106,333	-	106,333
Grants receivable	1,500	178,445	179,945	-	176,924	176,924
Donated goods and services	2,200	-	2,200	-	-	-
	<u>23,804</u>	<u>326,940</u>	<u>350,744</u>	<u>106,333</u>	<u>176,924</u>	<u>283,257</u>
Donations and gifts						
C Habgood & J Longson	5,000	-	5,000	10,000	-	10,000
Partners in Equity	-	120,000	120,000	-	-	-
Mr and Mrs Miyakoshi	-	12,500	12,500	79,993	-	79,993
C and I McLaughlin	-	-	-	5,000	-	5,000
Other	15,104	15,995	31,099	11,340	-	11,340
	<u>20,104</u>	<u>148,495</u>	<u>168,599</u>	<u>106,333</u>	<u>-</u>	<u>106,333</u>

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2022

3 Donations and legacies

(Continued)

	Unrestricted funds	Restricted funds	Total	Unrestricted funds	Restricted funds	Total
	2022 £	2022 £	2022 £	2021 £	2021 £	2021 £
Grants receivable for core activities						
Edit Mills Charitable Trust	-	5,000	5,000	-	-	-
Kahane Foundation	-	2,500	2,500	-	69,868	69,868
Emergence Foundation	-	10,000	10,000	-	-	-
MSN Fund	-	5,000	5,000	-	-	-
Allen & Overy Foundation	-	50,000	50,000	-	50,000	50,000
Theirworld	-	8,000	8,000	-	-	-
UWC RISE - Schmidt Futures	-	36,009	36,009	-	38,081	38,081
Horizon Foundation	-	5,000	5,000	-	10,000	10,000
British & Foreign School Society	1,500	20,000	21,500	-	8,975	8,975
Other	-	36,936	36,936	-	-	-
	<u>1,500</u>	<u>178,445</u>	<u>179,945</u>	<u>-</u>	<u>176,924</u>	<u>176,924</u>

Other

The charity received £5,000 (2021: £10,000) from trustees / related parties without conditions.

4 Raising funds

	Restricted funds	Unrestricted funds
	2022 £	2021 £
<u>Fundraising and publicity</u>		
Advertising	93	755
Other fundraising costs	2,048	256
	<u>2,141</u>	<u>1,011</u>
Total for year ended 31 March		

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2022

5 Charitable activities

	2022 £	2021 £
Staff costs	88,263	69,240
Depreciation and impairment	339	287
Programme delivery	167,073	78,941
IT subscriptions and learning software	7,345	7,013
Other staff costs	2,331	199
Repairs, renewals and small equipment	696	1,118
Rent	1,033	-
Insurance	-	207
	<u>267,080</u>	<u>157,005</u>
Share of support costs (see note 6)	560	441
Share of governance costs (see note 6)	1,344	1,568
	<u>268,984</u>	<u>159,014</u>
Analysis by fund		
Unrestricted funds	37,299	53,062
Restricted funds	231,685	105,952
	<u>268,984</u>	<u>159,014</u>

6 Support costs

	Support costs £	Governance costs £	2022 £	Support costs £	Governance costs £	2021 £
General expenses	560	-	560	441	-	441
Legal and professional	-	-	-	-	158	158
Independent Examiner	-	1,344	1,344	-	1,410	1,410
	<u>560</u>	<u>1,344</u>	<u>1,904</u>	<u>441</u>	<u>1,568</u>	<u>2,009</u>
Analysed between						
Charitable activities	560	1,344	1,904	441	1,568	2,009
	<u>560</u>	<u>1,344</u>	<u>1,904</u>	<u>441</u>	<u>1,568</u>	<u>2,009</u>

Governance costs include Independent Examination fees of £1,344 (2021- £1,224).

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2022

7 Trustees

Two trustees (2021: Two) received remuneration as disclosed in note 14.

8 Employees

The average monthly number of employees during the year was:

	2022 Number	2021 Number
	3	3
	<u>3</u>	<u>3</u>
Employment costs	2022	2021
	£	£
Wages and salaries	83,667	67,014
Social security costs	3,886	1,746
Other pension costs	710	480
	<u>88,263</u>	<u>69,240</u>
	<u>88,263</u>	<u>69,240</u>

Key management personnel is defined as the senior management team, The total remuneration of key management personnel in the period was £63,012 (2021: £53,334). This includes employer's pension and national insurance contributions after allocation of employer's allowance.

There were no employees whose annual remuneration was more than £60,000.

9 Donated goods, facilities and services

No donated goods and services were received during the year (2021: None).

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2022

10 Tangible fixed assets

	Computers £
Cost	
At 1 April 2021	860
Additions	946
At 31 March 2022	1,806
Depreciation and impairment	
At 1 April 2021	287
Depreciation charged in the year	339
At 31 March 2022	626
Carrying amount	
At 31 March 2022	1,180
At 31 March 2021	573

11 Debtors

	2022 £	2021 £
Amounts falling due within one year:		
Other debtors	20,000	20,000
Prepayments and accrued income	12,175	-
	32,175	20,000

12 Creditors: amounts falling due within one year

	Notes	2022 £	2021 £
Other taxation and social security		6,271	5,683
Deferred income	13	22,500	-
Other creditors		2,705	293
Accruals		1,344	2,215
		32,820	8,191

13 Deferred income

	2022 £	2021 £
Other deferred income	22,500	-

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2022

13 Deferred income

(Continued)

Deferred income is included in the financial statements as follows:

	2022 £	2021 £
Deferred income is included within:		
Current liabilities	22,500	-
	<u> </u>	<u> </u>
Movements in the year:		
Deferred income at 1 April 2021	-	-
Resources deferred in the year	22,500	-
	<u> </u>	<u> </u>
Deferred income at 31 March 2022	22,500	-
	<u> </u>	<u> </u>

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 MARCH 2022

14 Restricted funds

The income funds of the charity include restricted funds comprising the following unexpended balances of donations and grants held on trust for specific purposes:

	Movement in funds			Movement in funds			
	Balance at 1 April 2020	Incoming resources	Resources expended	Balance at 1 April 2021	Incoming resources	Resources expended	Transfers
	£	£	£	£	£	£	Balance at 31 March 2022 £
Curriculum development	2,955	-	-	2,955	-	-	(2,955)
Amala High School Diploma Kenya	47,684	58,975	(15,798)	90,861	56,935	(87,189)	-
Courses in Malaysia	5,000	-	(5,000)	-	-	-	-
Courses in Greece	1,685	-	(1,685)	-	23,000	(21,220)	-
Changemaker course in Kakuma Camp, Kenya	7,573	-	(1,257)	6,316	5,000	(9,124)	-
Changemaker course Jordan	-	-	-	-	5,495	(103)	-
Amala High School Diploma Jordan	177	79,868	(61,510)	18,535	68,000	(72,810)	2,955
UWC Amala Changemaker Foundations Programme Kenya	-	38,081	(20,702)	17,379	36,010	(30,880)	-
Organisational Infrastructure	-	-	-	-	120,000	-	-
Fundraising Coordinator	-	-	-	-	12,500	(12,500)	-
	<u>65,074</u>	<u>176,924</u>	<u>(105,952)</u>	<u>136,046</u>	<u>326,940</u>	<u>(233,826)</u>	<u>-</u>
							<u>229,160</u>

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 MARCH 2022

14 Restricted funds

(Continued)

Curriculum Development

For curriculum development.

High School Diploma Kenya

For piloting the Amala High School Diploma in Kakuma Camp, Kenya.

Courses in Malaysia

For Ethical Leadership and Social Entrepreneur courses in Malaysia.

Courses in Greece

For running Amala courses for young refugees in Athens, Greece.

Courses in Jordan

For running Amala courses for young refugees in Amman, Jordan.

Chanegmaker courses in Kakuma Camp, Kenya

For running Amala courses in Kakuma Camp, Kenya.

High School Diploma Jordan

For piloting the Amala High School Diploma in Amman, Jordan.

UWC Amala Changemaker Foundations Programme Kenya

To design and implement a Changemaker Foundations Programme for young refugees in Kakuma Camp, Kenya in collaboration with UWC International and their partner Rise.

Changemaker Course Jordan

To design and implement a Changemaker Foundations Programme for young refugees in Jordan.

Fundraising Coordinator

Funding for fundraising coordinator salary and capacity building.

Organisational Infrastructure

Partners in Equity funding for capacity building and building a launchpad to scale.

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2022

15 Analysis of net assets between funds

	Unrestricted funds 2022 £	Restricted funds 2022 £	Total 2022 £	Unrestricted funds 2021 £	Restricted funds 2021 £	Total 2021 £
Fund balances at 31 March 2022 are represented by:						
Tangible assets	1,180	-	1,180	573	-	573
Current assets/ (liabilities)	124,922	229,160	354,082	139,024	136,046	275,070
	<u>126,102</u>	<u>229,160</u>	<u>355,262</u>	<u>139,597</u>	<u>136,046</u>	<u>275,643</u>

16 Related party transactions

Remuneration of key management personnel

The remuneration of key management personnel is as follows.

	2022 £	2021 £
Aggregate compensation	<u>63,012</u>	<u>53,334</u>

Two trustees (2021: Two) receive remuneration from the charity as disclosed above. This is permitted by the Articles of Association and is not in respect of trustee duties.

Accounts

AMALA EDUCATION
TRUSTEES ANNUAL REPORT AND FINANCIAL STATEMENTS
FOR THE YEAR ENDED
31 MARCH 2021



UK Company Number 10671722
UK Registered Charity No 1181373

LEGAL AND ADMINISTRATIVE INFORMATION

For the year ended 31 March 2021.

Charity name	Amala Education
Company number	10671722
Charity registration number	1181373
Charity's principal address	Garden Cottage Walters Green, Penshurst TN11 8HD Tonbridge
Trustees and Corporate Directors	Keith Clark (Chair) Colin Habgood (Treasurer) Sara Heinrich Jessica Oddy - <i>from November 2020</i> Polly Akhurst Mia Eskelund Pedersen (Company Secretary)
Co Executive Directors	Polly Akhurst Mia Eskelund Pedersen
Bankers	Santander UK Plc Bridle Road, Bootle Merseyside L30 4GB
Independent Examiners	Warner Wilde Chartered, Certified accountants 4 Marigold Drive, Woking Surrey GU24 9SF
Website	www.amalaeducation.org

TABLE OF CONTENTS

Trustees' Report	1-11
Independent examiner's report	12
Statement of financial activities	13
Balance sheet	14
Notes to the financial statements	15-25

TRUSTEES' REPORT (INCLUDING DIRECTORS' REPORT)

FOR THE YEAR ENDED 31 MARCH 2021

STATEMENT OF THE CHAIR

It is a real pleasure to introduce the Amala Trustees' Report for the year 2020-21.

This was a momentous year for Amala. It was the year in which we launched the Amala High School Diploma Programme with our first intakes of students in Jordan and Kenya. The launch took place despite the pandemic and some necessary adaptation of our programmes. However, from the outset Amala's educational model has been based on the concept of blended learning, which became the *modus operandi* for so many educators globally during the year.

We have made very rapid progress over our first four years. At the same time, the Trustees feel strongly that we have developed in a robust and deliberate way that has enabled us to test our concept and build secure foundations. We have developed curriculum content and piloted courses, we have evaluated our impact, we have come to understand how to build effective relationships with partners, and we have built a strong core team and volunteer support base.

We have already observed the extraordinary impact of Amala courses in many different locations. The young people who have undertaken these courses have had their lives transformed and have been able to make real change in their communities or to take up other education opportunities that would otherwise have been closed to them. We are committed to retaining an offer of standalone courses to maximise access, but we are now looking forward to seeing how much more will be achieved as a result of the High School Diploma Programme.

As Trustees, we spent considerable time during the year developing Amala's first strategic plan. We finalised this shortly after the end of the year and we are confident that it will steer us through the next critical stage: consolidation and preparing for scale. It will be only through significant scaling that we will be able to meet our ambitious vision and mission.

The Trustees offer our huge appreciation to those who have supported us in every way. We have needed the commitment of our funders to make this progress. To give funds during a start-up phase requires belief, vision and courage and we will always be grateful to our early donors. We are proud to have partnered with you.

I must also express the Trustees' continuing admiration of our founders and co-Executive Directors, Polly Akhurst and Mia Eskelund Pedersen. They identified a need and they have been selfless and relentless in their pursuit of a way to meet that need. Each of the numerous landmarks passed during the year was a tribute to the clarity and relevance of their initial idea.

We look forward to considerable further development in the year ahead and to working with both existing and new partners and friends to continue moving towards our shared goal: using the power of education to transform the lives of refugees, their communities and the world.



Keith Clark
Chair of the Board

TRUSTEES' REPORT (INCLUDING DIRECTORS' REPORT)

FOR THE YEAR ENDED 31 MARCH 2021

TRUSTEES' REPORT

The trustees of Amala Education present their statutory report for the year 1 April 2020 - 31 March 2021.

Amala Education (company number 10671722) became a registered charity (charity number 1181373) on 31 December, 2018.

The financial statements have been prepared in accordance with the accounting policies set out in note 1 to the financial statements and comply with the charity's governing document, the Companies Act 2006 and "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)".

The charity changed its working name to Amala in January 2020 and a full name change was registered at Companies House in June 2021 and approved by the Charity Commission in August 2021. The trustees took the decision to change the name of the charity because of the likely difficulty trademarking the previous name *Sky School* following objections from a global corporation to the use of the name for this charitable purpose.

OBJECTIVES AND ACTIVITIES

Access to education is vital for the full development of human and societal potential. Yet for millions of the world's growing refugee population, education remains a distant dream. Poverty, distance to schools and lack of capacity in existing school systems keep more than two-thirds of young refugees out of school, despite most young people wishing to continue their education.

This year, the global refugee population reached more than 80 million and fewer than a third of refugee adolescents were able to complete their secondary education. The Covid-19 pandemic continued to further disrupt the education of some of the world's most marginalised children and young people, with the UN Refugee Agency estimating that fewer than 50% of refugee girls will return to school after the pandemic.

In line with the UN's Sustainable Development Goal 4 that aims to ensure inclusive and equitable quality education leading to relevant and effective learning outcomes, Amala has identified a need not only to provide access to education, but also to improve the quality and relevance of education in refugee and crisis-affected communities. Too many young people experience education poverty, and as a result, lack the agency and competencies to develop their full potential to meaningfully participate in society and create sustainable livelihoods. In a world of rapid change and uncertainty, education for refugee youth and crisis-affected communities could not be more vital and urgent.

Amala was founded four years ago in direct response to this acute lack of high quality education provision for refugees and crisis-affected youth. Our charity objects, vision and mission were drawn up with this problem in mind.

Amala's **vision** is for a world where all young people have the opportunity to build a future they have reason to value.

Amala's **mission** is to use the power of education to transform the lives of refugees, their communities and the world.

TRUSTEES' REPORT (INCLUDING DIRECTORS' REPORT)

FOR THE YEAR ENDED 31 MARCH 2021

The Charity's objects, as set out in its governing document, the Articles of Association, are:

The advancement of education, in particular but not limited to facilitating access to education for refugees or those who have been affected by conflict, including through the provision of course material, learning support and delivery of teaching through technology and distance learning.

With this in mind, key objectives for the period included:

- Enable refugees and crisis-affected youth to develop their agency, improve their lives and those of their communities and the world through the delivery of transformational learning programmes.
- Develop curricula at upper secondary education level, including new assessment methods, and launch the Amala High School Diploma as a pilot programme in two locations.
- Create access to further education, skills training, work and entrepreneurship for Amala learners and alumni

Amala pursued its objectives through four primary activities:

- (1) Programme launch and delivery
- (2) Educational development
- (3) Accreditation and recognition
- (4) Monitoring and evaluation

REVIEW OF ACTIVITIES AND ACHIEVEMENTS

Activities

(1) Programme launch and delivery

Launch of the Amala High School Diploma

In June, we celebrated a landmark moment as we launched the Amala High School Diploma, the first international high school curriculum in the world designed with and for refugee youth. Much of Amala's work over the past two years, including the piloting of Amala courses and our deliberate blended learning approach, the development of partner relationships and other education development work, has had the launch of the full Diploma programme as its ultimate objective. .

After a three-month delay caused by the Covid-19 pandemic, in June 2020 we were thrilled to welcome the first 25 Amala High School Diploma students in Amman, Jordan . The launch was followed by another 25 students enrolling onto the programme in Amman in January 2021 and then its launch in Kakuma Camp, Kenya in early April 2021.

The 100 pioneer Amala High School Diploma students hail from twelve countries, with representation from Burundi, Democratic Republic of the Congo, Eritrea, Ethiopia, Ghana, Iraq, Jordan, Rwanda, Somalia, South Sudan, Sudan and Syria across our two locations.

The Amala High School Diploma is a programme for out-of-school youth who would otherwise not be able to finish their high school education. The programme is holistic, covers a range of areas from social entrepreneurship to maths and science, is typically studied over a period of fifteen months and consists of three key components:

1. **Amala Courses** - students study for ten courses in five streams. Courses have been designed to make them relevant to the communities in which they are offered and range from *Maths for Change* to *Creating*

TRUSTEES' REPORT (INCLUDING DIRECTORS' REPORT)

FOR THE YEAR ENDED 31 MARCH 2021

Sustainable Economies and Powerful Narratives. Each course takes place over ten weeks and involves ten hours per week of study. Students typically study two courses at once.

2. **Personal Interest Project (PIP)** - the PIP allows students to delve into an area of personal interest. It could be an issue affecting the community, a passion or a career goal. Students spend approximately fifty hours on the PIP, culminating in a presentation and report on their learning.
3. **Pathways Advising** - Amala's team helps students to develop their educational and career aspirations through the pathways advising programme, which involves a wide range of support ranging from goal-setting, CV and application writing and supporting students to launch their own entrepreneurship projects.

Short Courses

During the year, Amala also ran individual courses in six countries for 248 learners from 19 countries: Afghanistan, Burundi, Cameroon, Democratic Republic of Congo, Eritrea, Ethiopia, Gambia, Mexico, Myanmar, Pakistan, Rwanda, Sierra Leone, Somalia, South Sudan, Sri Lanka, Syria, Trinidad and Tobago, Uganda and Venezuela.

We ran the following courses: *Social Entrepreneurship - How to be a changemaker*, *Peace-building in your community*, *English for Changemakers*, *Ethical Leadership*, *Living Peace* and *Economics for Positive Change*.

We ran 16 individual courses, the highest number since Amala's foundation. These were operated with new partners in Cameroon (BRIGHT), Malaysia (Fugee) and Uganda (Rwamwanja Youth Group), existing partners in Kenya (URISE Initiative for Africa; KI4BLI, Trinidad and Tobago (Living Water Community), and in Greece with volunteers supporting an Amala-operated programme

During the year, we trained 34 facilitators to run Amala programmes. This included 7 to support the Amala High School Diploma, and 27 to support Amala's individual courses. All training took place remotely.

Changemaker Foundation Programme in partnership with UWC and their partner Rise

In November 2021, we launched the The Changemaker Foundation Programme with United World Colleges (UWC) and their partner, Rise. Over the next three years, the Changemaker Foundation Programme will support the education and onward pathways of young people in Kakuma Camp, Kenya, empower the students to become changemakers in their community, and give them access to new educational and training opportunities, including a potential scholarship to attend a UWC school or Rise's Global Talent Programme.

(2) Educational development

In 2020-2021, Amala completed its initial curriculum development process. Over the last two years, eleven courses have been developed and piloted with learners, alongside a pioneering approach to assessment for the Amala High School Diploma. In response to the ongoing Covid-19 pandemic, all Amala's curricula were adapted for online-only study to ensure that students could continue learning remotely when it was not possible for them to come to in-person classes.

This year, Amala's approach to assessment has been further developed and refined. A competency-based approach to assessment is employed: students do not take exams, rather, throughout the programme they provide evidence of their learning in Amala's seven key competency areas: sustainable innovation, resourcefulness, leading change, self-navigated learning, understanding self, other people and cultures, technical, scientific and numerical literacy, and problem solving and critical thinking. These competencies are converted into credits towards the High School Diploma, which feature alongside a portfolio of work on a digital transcript offered in cooperation with our partner, the Mastery Transcript Consortium.

TRUSTEES' REPORT (INCLUDING DIRECTORS' REPORT)

FOR THE YEAR ENDED 31 MARCH 2021

Another highlight of the year was the development of a bespoke Facilitator Development Programme for facilitators who will be leading learning on the Amala High School Diploma Programme. Over four days, facilitators are equipped with the skills to plan and implement effective learning experiences for students, to cultivate safe, supportive and inclusive learning environments and to support students in their physical, social and emotional wellbeing. Facilitators are also paired with a coach who supports their ongoing professional development on a one-to-one basis .

We are extremely grateful to the educators, specialists and schools who have participated in and supported the curriculum development process. 150 people have participated in this process over the last two-and-a-half years, coming from 34 countries and representing 60 schools and organisations.

(3) Accreditation and recognition

A key strand in Amala's Recognition and Accreditation Strategy is to pursue accreditation by an external accrediting body. Amala is proud to have partnered with the Council of International Schools (CIS) who have offered the opportunity to apply for membership and access to accreditation services on a pro bono basis. We are delighted to announce that we have recently been granted CIS membership and aim to pursue full CIS accreditation for the Amala High School Diploma within the next year.

Enabling access to opportunities for further education, entrepreneurship and work is another important pillar of Amala's work. This year, we established a pathways advising programme for students on the Amala High School Diploma whereby students take part in a series of workshops designed to equip them with self-advocacy and application writing skills and to support them in exploring and accessing possible future pathways. Each student on the first Amala High School Diploma cohort in Jordan was paired with a pathway advisor who will support them to find and access opportunities after graduating.

We are extremely grateful to the 25 volunteer pathways advisors who are supporting Amala students and the team at UWC South East Asia who developed the pathways advising programme.

Finally, Amala was proud to be recognised in November 2020 - for the second year running - by Finnish initiative HundrED as one of the hundred most impactful and inspiring educational innovations worldwide .

(4) Monitoring and evaluation

Amala is committed to monitoring and evaluation activities with the purpose of maintaining the quality of delivery of our programmes and courses, learning about the impact on our students, and continually making improvements for the future.

Amala's monitoring and evaluation activities are focused on student surveys before and after each programme and six months after graduating. These surveys seek to understand the impact of the programme, the progress made in learning and feedback on the programme as a whole. A sample group from each course is also chosen for evaluation interviews, and we also seek regular feedback and insights from facilitators.

Impact

Since Amala was founded, we have served 748 students across 15 locations. Through transformative education, we enable young refugees and crisis affected youth to unleash their potential, improve their lives and their communities and to drive wider change through participation and influence in their communities and beyond.

TRUSTEES' REPORT (INCLUDING DIRECTORS' REPORT)

FOR THE YEAR ENDED 31 MARCH 2021

The applications to the first intake to the Amala High School Diploma clearly demonstrated the need for alternative ways for young refugees and crisis affected youth to access education. We received five applications per place, and students expressed their deep desire to complete their education and explained the circumstances which had so far prevented them from doing so. A male applicant from Syria said: *'I stopped going to school when I was forced to move to Jordan in 2015. I tried to pursue education here, but due to my brother's illness and my age, I was not able to'*. Amala provided him with a unique second chance to complete his education.

The students who applied to the Amala High School Diploma saw education not only as a key to unlocking future opportunities for themselves, but also as the way to drive change within their communities: One applicant, originally from the Democratic Republic of Congo, said *"I am applying to the Amala High School Diploma to continue my education. Education will always be the key to life. I want to help my society to fight poverty. Gaining knowledge and skills are the most important tools to win this battle. I hope and believe that through the Amala High School Diploma, I will fulfill and achieve my dreams"*

The first cohort of Amala High School Diploma students were still to graduate at the end of the year, but students have already reported on the impact of their learning. One student said: *'I have become better at solving problems and thinking about solutions systematically. This new way of thinking makes me act differently, feel more confident in myself and treat others in a better way'*.

86% of the students currently enrolled on the Amala High School Diploma report that they have already taken action to create positive change since commencing the Diploma, demonstrating an extraordinary commitment to improving the lives of others. One Syrian student studying with Amala in Jordan started a project to combat cyberbullying amongst young people, and another young Syrian launched an initiative called Youth for Peace, with the aim of promoting peaceful coexistence amongst different communities in Jordan.

We are looking forward to following the journey of the hundred pioneering Amala High School Diploma students after they graduate, and seeing how they will use their education to unlock opportunities for others.

The ten-week standalone courses also show the positive impact of Amala's transformative education. One student from Cameroon taking an Amala course in Kenya said *'Amala changed my way of thinking. Before, I used to think that I needed to solve problems with violence, but now I know that you can solve a problem before reacting in this way'*. Another student who had taken an Amala course in Trinidad and Tobago said *'The course enabled me to be more confident in my views and opinions. It also helped me develop a greater appreciation for hearing other people's perspectives'*.

Contribution of volunteers

The trustees are grateful to the many volunteers who have given up their time freely to support Amala's work in the last year. 67 volunteers directly supported us as course leaders, trustees, facilitators running our programmes and in other organisational aspects of our work.

In particular we would like to mention:

Aaron Holingshead, Alissa Abboud, Andrea Hendrickson, Anne Marie Chow, Benjamin Clapp, Catherine Parkin, Caroline MacLaughlan, Charlie Wackwitz, Christopher Hoff, Claire Knowles, Colleen Amik Giapitsoglou, Cory Miller, Craig Brown, Dan Keyworth, Diana Abukazam, Dongjie Chen, Eleanor Endler, Emily Fisher, Emma Hall, Erin Witthoft, Gabrielle Tremblay, Gemma Dawson, Greer Bevel, Iman Allawzi, Izzet Sengel, Jacquie Villa Evanko, Jason Brewer,

TRUSTEES' REPORT (INCLUDING DIRECTORS' REPORT)

FOR THE YEAR ENDED 31 MARCH 2021

Jesse Martz, Johanna Fishbein, Joyce Osiango, Katherine Wallace, Konstantinos Frangopoulos, Kyra Kellawan, Laura Kaub, Lieve Perera, Lina Rashid, Linda De Flavis, Maddie Macnichol, Mala Swaminathan, Mercy Jesudass, Michaela Korodimou, Michelle Klar, Nicola Dinsdale, Nele Merholz, Nowarah Al-Nahar, Oliver Canning, Panos Theodorou, Patrick Desbarats, Philippa Baxter, Rachel Leonard, Robbie Jefferies, Robert Zipp, Roberto Pitea, Ruth Lucas, Shalini Jain, Shruti Tewari, Sonja Bhan, Sreeya Mukherjee, Swati Shrestha, Tina Forbush, Tilson Crew, Tanya Murphy, Theresa Forbes, Tomoko Miyakoshi, Victoria Lidzbarski, Yuni Henningsson and Wilson Lee.

Fundraising and support

The trustees would also like to express their immense gratitude to the donors who have generously supported Amala's work in the last year. In particular, we would like to thank the Allen & Overy Foundation, British & Foreign Schools Society, Catalyst Foundation for Universal Education, Emergence Foundation, Horizon Foundation, Kahane Foundation, Partners in Equity, UWC International and the anonymous donors who have also made generous contributions.

Likewise, we would like to thank UWC South East Asia and the Council of International Schools for their invaluable contribution to our work and mission.

All our donors, volunteers and partners are essential to our work. Without them, Amala would not be able to fulfill our mission of using the power of education to transform the lives of young refugees, their communities and the world.

Looking ahead - Plans for 21/22

Over the last three years, Amala has developed, piloted and launched the Amala High School Diploma and our standalone courses. With the first students graduating in September 2021, we have established *proof of concept* of this new programme.

During 2021, we will be working towards our new strategic ambition - a Launchpad to Scale that will enable 5,000 young refugees and crisis-affected youth to access Amala's learning programmes. This new strategy will focus on three core areas: making Amala's programmes replicable and cost effective in order to reach more young people worldwide; becoming a widely recognised education provider for refugee youth with programmes that enable Amala alumni to access a wide range of opportunities for further education, entrepreneurship and work; and building organisational capacity and partnerships to accelerate growth.

In the long-term, Amala's ambition is that our programmes are available to every young refugee or crisis-affected young person who wants to access them. The next three years will set the foundations for achieving this ambitious goal.

STRUCTURE, GOVERNANCE AND MANAGEMENT

Constitution Board of Trustees

Amala was founded in 2017 by Polly Akhurst and Mia Eskelund Pedersen. The organisation is registered as a charity in England and Wales, Charity Registration Number 1181373 and a Company Limited by Guarantee, Company registration number 10671722.

Amala's constitution is its Articles of Association, the current version of which is dated 10 December, 2018.

TRUSTEES' REPORT (INCLUDING DIRECTORS' REPORT)

FOR THE YEAR ENDED 31 MARCH 2021

The Board of Trustees comprises six members who together are responsible for the directing the management and running of the organisation. The Board has one sub-committee, the Remuneration Committee, comprising three trustees. The four non-executive trustees give their time freely and receive no remuneration. Trustees are required to disclose and register all relevant interests at all Board meetings.

Trustees are drawn from diverse backgrounds, and bring a set of expertise, skills and experiences required to administer the charity responsibly and effectively at this stage of its development and enable it to grow. New trustees are elected to the Board by existing trustees. New trustees are thoroughly briefed on their governance role, the organisation's work, history, objectives, policies, future plans and given access to annual reports, statement of accounts and previous board papers.

In 2020/21, the Board of Trustees met seven times. Due to Covid-19 restrictions, all meetings were held virtually. Key issues discussed by the trustees during board meetings included programme adaptation in response to Covid-19 restrictions, policies, evaluation, safeguarding, budget, performance, budgets, financial accounts and risk management. In the latter part of the year, the Board also began work on Amala's first Strategic Plan and revisited the charity's guiding statements, namely the mission and vision statements. After a thorough review and consultation with stakeholders, a new set of guiding statements were approved by the Board in July 2021.

Management

The day-to-day management of the charity is delegated to the Co Executive Directors who are also trustees. The two Co Executive Directors are only remunerated for their work as members of staff, and their continued trusteeship is reviewed on an annual basis.

Safeguarding

Amala is committed to the protection of children and young people, and has developed a comprehensive Safeguarding and Welfare Policy and Code of Conduct that is implemented across the organisation to ensure that children and young people are protected from harm. The Policy sets out how all members of Amala's team (employee, consultant, volunteer or representative) and all Amala students should conduct themselves in their interactions with children and young people.

This year, Amala became a member of Keeping Children Safe, and with their guidance and support, we further strengthened our safeguarding practices, which will continue to be a key focus for the coming year.

The trustees receive a safeguarding update at each board meeting. We were not required to deal with any safeguarding issues arising from its operations during the year year.

The Amala Safeguarding and Welfare Policy is reviewed annually and approved by the Board of Trustees and is published on our website.

Public Benefit Statement

The trustees confirm that they have referred to the Charity Commission's guidance on public benefit when reviewing the charity's vision, mission and objectives and in setting its objectives and policies and planning activities for the year.

The charity's activities are of public benefit because Amala provides education at the secondary level that is free-of-charge and accessible to young people who are displaced, who mostly live in low income countries that host large numbers of such populations, and who do not generally have access to such educational provision. Our educational

TRUSTEES' REPORT (INCLUDING DIRECTORS' REPORT)

FOR THE YEAR ENDED 31 MARCH 2021

programmes focus on developing young people's sense of ethical agency, their ability to thrive and, in the longer-term, their ability to make positive change in their communities and in the world. As the global refugee population is predicted to increase significantly in the next ten years, Amala is working to solve the global problem of lack of high quality education provision for refugees.

Risk management

The trustees are responsible for managing the risks that Amala is exposed to, mitigating risks and putting adequate controls in place. The organisation's risk register is scrutinised by the trustees on an annual basis, with any risks requiring attention followed up at each meeting of the trustees. In the past year, the principal risks identified have been:

Potential risk	Mitigation and controls
COVID-19: Risk of students and staff becoming infected	As an organisation, we have taken a position of caution, keeping the safety of our staff and students front and centre in the past year. Staff have primarily worked from home, and all international travel has been suspended. Classes have been carried out via online technologies, such as Zoom or students have come to in-person classes on rotation to minimise the number of people gathered at once. Hygiene kits have been provided in Amala classrooms, and in-country coordinators are responsible for implementing local Covid-19 guidelines, including social distancing.
Funding and lack of income resulting in lack of ability to fulfill strategic objectives. Risk compounded by Covid-19.	The trustees mitigate this risk by putting in place a fundraising plan and continually seeking to grow and diversify the supporter base and consider new possible income streams. Financial controls in place and managed by the Board of Trustees.
Overreliance on a small staff team, in particular the Co Executive Directors who carry out most responsibilities within the organisation	The trustees mitigate this risk by encouraging a culture of learning, mentoring and coaching. They remain in close contact with the Co Executive Director and Amala's Education Lead for continuous support and oversight. The team has also grown in the last year, and staff members are taking on an increasing number of responsibilities. The trustees are also mindful of the need to grow the staff team as a means to achieve more balance in its reliance on individuals.
Lack of quality in delivery of education programmes resulting in negative student experiences and lack of recognition for the Amala High School Diploma.	This risk is mitigated by delivering a high quality facilitator training programme to anyone running Amala learning, and frequent monitoring of evaluation surveys by students. The trustees are also developing a comprehensive quality assurance framework, expected to be put in place by October 2021.

TRUSTEES' REPORT (INCLUDING DIRECTORS' REPORT)

FOR THE YEAR ENDED 31 MARCH 2021

Anti Bribery and Corruption

Amala takes fraud, bribery and corruption very seriously, and does not accept any level of fraud, bribery or corruption within the organisation or by any individual or organisation receiving Amala funds or representing Amala. Amala expects and requires all staff to act honestly and with integrity at all times and to safeguard the resources for which they are responsible. Amala's Anti Bribery and Corruption Policy sets out the process and procedures in cases where fraud and corrupt practices are discovered or suspected.

Remuneration

The Remuneration Committee is responsible for setting the salaries of the Co-Executive Directors and for reviewing the salaries of other employees. The Remuneration Committee is conscious that, at this stage of the charity's development, the Co-Executive Directors' remuneration, and to a lesser degree that of some other employees, is significantly below salary levels in similar organisations, and considers that this is not sustainable in the longer term. It expects to be able to increase this remuneration in modest steps as the charity develops.

Partners

In the last year, Amala partnered with six organisations to run programmes in their countries and communities. The organisation has an approvals process in place for new partners, and has signed a Memorandum of Understanding (MOU) with each partner to set down the objectives, framework, respective roles and responsibilities, and working methodology of the collaboration.

Amala also partners with UWC South East Asia, which supports the organisation's curriculum development and communications work. Amala and UWC South East Asia have signed a Memorandum of Understanding that provides a framework for this partnership.

FINANCIAL REVIEW

Activities and results

Amala has increased its income this financial year, growing from £193,463 to £283,257 in 2021. This is predominantly due to an increase in the funding received from new partnerships with foundations.

Thanks to the support of all of our funders, we were able to deliver transformational learning to the largest ever number of students in the midst of the Covid-19 pandemic and launch our flagship programme, the Amala High School Diploma.

In the year, the charity received donations amounting to £283,257, of which £106,333 were unrestricted. Expenditure for the year totalled £160,025 (2020: £95,967), of which £54,073 was unrestricted. The majority of the expenditure was on implementing Amala's programmes and educational development.

The net surplus for the year totalled £123,232 of which £52,260 was unrestricted.

Reserves Policy

It is the policy of the charity that unrestricted funds, which have not been designated for a specific use, and total funds should each be maintained at a level equivalent to at least 6 month of each of unrestricted and total budgeted expenditure.

TRUSTEES' REPORT (INCLUDING DIRECTORS' REPORT)

FOR THE YEAR ENDED 31 MARCH 2021

At 31 March 2021 total funds were £275,643 of which £139,597 was unrestricted. These both represent in excess of 6 months related current year's budgeted expenditure. The trustees consider that reserves at these levels will ensure that, in the event of a significant drop in funding, they will be able to continue the charity's current activities while consideration is given to ways in which additional funds may be raised.

This statement is made in recognition of the fact that the charity is now offering diploma programmes which are set to run over a fifteen month period and require both restricted and unrestricted funding.

Going concern

The trustees have assessed the major risks to which the charity is exposed and are satisfied that systems are in place to mitigate exposure to the major risks.

The trustees have a reasonable expectation that Amala has adequate resources to continue to operate for the foreseeable future. For this reason, they continue to adopt the going concern basis in preparing the financial statements.

The trustees' report was approved by the Board of Trustees



.....
K A G Clark (Chair)

Trustee 14/12/2021

Dated:.....

AMALA EDUCATION

INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES OF AMALA EDUCATION

I report to the trustees on my examination of the financial statements of Amala Education (the charity) for the year ended 31 March 2021.

Responsibilities and basis of report

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

Having satisfied myself that the financial statements of the charity 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 the charity's financial statements carried out under section 145 of the Charities Act 2011 (the 2011 Act). In carrying out my examination I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the 2011 Act.

Independent examiner's statement

Since the charity's gross income exceeded £250,000 your examiner must be a member of a body listed in section 145 of the 2011 Act. I confirm that I am qualified to undertake the examination because I am a member of Association of Chartered Certified Accountants, which is one of the listed bodies.

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 that in any material respect:

- 1 accounting records were not kept in respect of the charity as required by section 386 of the 2006 Act; or
- 2 the financial statements do not accord with those records; or
- 3 the financial statements 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 financial statements 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 financial statements to be reached.

Frances Wilde FCCA DChA

Warner Wilde
Chartered Certified Accountants
4 Marigold Drive
Bisley
Surrey
GU24 9SF

Dated:

AMALA EDUCATION

STATEMENT OF FINANCIAL ACTIVITIES INCLUDING INCOME AND EXPENDITURE ACCOUNT

FOR THE YEAR ENDED 31 MARCH 2021

	Notes	Unrestricted funds 2021 £	Restricted funds 2021 £	Total 2021 £	Unrestricted funds 2020 £	Restricted funds 2020 £	Total 2020 £
Income from:							
Donations and legacies	3	106,333	176,924	283,257	99,104	94,359	193,463
Expenditure on:							
Raising funds	4	1,011	-	1,011	3,091	273	3,364
Charitable activities	5	53,062	105,952	159,014	39,259	53,344	92,603
Total resources expended		54,073	105,952	160,025	42,350	53,617	95,967
Net income for the year/ Net movement in funds		52,260	70,972	123,232	56,754	40,742	97,496
Fund balances at 1 April 2020		87,337	65,074	152,411	30,583	24,332	54,915
Fund balances at 31 March 2021		139,597	136,046	275,643	87,337	65,074	152,411

The statement of financial activities includes all gains and losses recognised in the year.

All income and expenditure derive from continuing activities.

The statement of financial activities also complies with the requirements for an income and expenditure account under the Companies Act 2006.

AMALA EDUCATION

BALANCE SHEET

AS AT 31 MARCH 2021

	Notes	2021 £	£	2020 £	£
Fixed assets					
Tangible assets	10		573		-
Current assets					
Debtors	11	20,000		20,206	
Cash at bank and in hand		263,261		136,130	
		<u>283,261</u>		<u>156,336</u>	
Creditors: amounts falling due within one year	12	<u>(8,191)</u>		<u>(3,925)</u>	
Net current assets			275,070		152,411
Total assets less current liabilities			<u>275,643</u>		<u>152,411</u>
Income funds					
Restricted funds	13	136,046		65,074	
Unrestricted funds		139,597		87,337	
		<u>275,643</u>		<u>152,411</u>	

The company is entitled to the exemption from the audit requirement contained in section 477 of the Companies Act 2006, for the year ended 31 March 2021.

The trustees acknowledge their responsibilities for ensuring that the charity keeps accounting records which comply with section 386 of the Act and for preparing financial statements which give a true and fair view of the state of affairs of the company as at the end of the financial year and of its incoming resources and application of resources, including its income and expenditure, for the 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 company.

The members have not required the company to obtain an audit of its financial statements for the year in question in accordance with section 476.

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

The financial statements were approved by the Trustees on 13/12/2021



.....
C Habgood (Treasurer)
Trustee

Company Registration No. 10671722

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2021

1 Accounting policies

Charity information

Amala Education (formerly Sky School), is a private company limited by guarantee incorporated in England and Wales. The registered office is Garden Cottage, Walters Green Road, Penshurst, Tonbridge, Kent, TN11 8HD. Sky School is also a registered charity.

1.1 Accounting convention

The financial statements have been prepared in accordance with the charity's governing document, the Companies Act 2006 and "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)". The charity is a Public Benefit Entity as defined by FRS 102.

The charity has taken advantage of the provisions in the SORP for charities applying FRS 102 Update Bulletin 1 not to prepare a Statement of Cash Flows.

The financial statements are prepared in sterling, which is the functional currency of the charity. Monetary amounts in these financial statements are rounded to the nearest £.

The financial statements have been prepared under the historical cost convention. The principal accounting policies adopted are set out below.

1.2 Going concern

At the time of approving the financial statements, the trustees have a reasonable expectation that the charity has adequate resources to continue in operational existence for the foreseeable future. Thus the trustees continue to adopt the going concern basis of accounting in preparing the financial statements.

1.3 Charitable funds

Unrestricted funds are available for use at the discretion of the trustees in furtherance of their charitable objectives.

Restricted funds are subject to specific conditions by donors as to how they may be used. The purposes and uses of the restricted funds are set out in the notes to the financial statements.

Endowment funds are subject to specific conditions by donors that the capital must be maintained by the charity.

1.4 Income

Income is recognised when the charity is legally entitled to it after any performance conditions have been met, the amounts can be measured reliably, and it is probable that income will be received.

Cash donations are recognised on receipt. Other donations are recognised once the charity has been notified of the donation, unless performance conditions require deferral of the amount. Income tax recoverable in relation to donations received under Gift Aid or deeds of covenant is recognised at the time of the donation.

Legacies are recognised on receipt or otherwise if the charity has been notified of an impending distribution, the amount is known, and receipt is expected. If the amount is not known, the legacy is treated as a contingent asset.

Turnover is measured at the fair value of the consideration received or receivable and represents amounts receivable for goods and services provided in the normal course of business, net of discounts.

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2021

1 Accounting policies

(Continued)

1.5 Expenditure

Expenditure is recognised once there is a legal or constructive obligation to make a payment to a third party, it is probable that settlement will be required and the amount of the obligation can be measured reliably.

Irrecoverable VAT is charged as a cost against the activity for which the expenditure was incurred.

1.6 Tangible fixed assets

Tangible fixed assets are initially measured at cost and subsequently measured at cost or valuation, net of depreciation and any impairment losses.

Depreciation is recognised so as to write off the cost or valuation of assets less their residual values over their useful lives on the following bases:

Computers	3 years straight line
-----------	-----------------------

The gain or loss arising on the disposal of an asset is determined as the difference between the sale proceeds and the carrying value of the asset, and is recognised in net income/(expenditure) for the year.

1.7 Impairment of fixed assets

At each reporting end date, the charity reviews the carrying amounts of its tangible assets to determine whether there is any indication that those assets have suffered an impairment loss. If any such indication exists, the recoverable amount of the asset is estimated in order to determine the extent of the impairment loss (if any).

1.8 Cash and cash equivalents

Cash and cash equivalents include cash in hand, deposits held at call with banks, other short-term liquid investments with original maturities of three months or less, and bank overdrafts. Bank overdrafts are shown within borrowings in current liabilities.

1.9 Financial instruments

The charity has elected to apply the provisions of Section 11 'Basic Financial Instruments' and Section 12 'Other Financial Instruments Issues' of FRS 102 to all of its financial instruments.

Financial instruments are recognised in the charity's balance sheet when the charity becomes party to the contractual provisions of the instrument.

Financial assets and liabilities are offset, with the net amounts presented in the financial statements, when there is a legally enforceable right to set off the recognised amounts and there is an intention to settle on a net basis or to realise the asset and settle the liability simultaneously.

Basic financial assets

Basic financial assets, which include debtors and cash and bank balances, are initially measured at transaction price including transaction costs and are subsequently carried at amortised cost using the effective interest method unless the arrangement constitutes a financing transaction, where the transaction is measured at the present value of the future receipts discounted at a market rate of interest. Financial assets classified as receivable within one year are not amortised.

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2021

1 Accounting policies

(Continued)

Basic financial liabilities

Basic financial liabilities, including creditors and bank loans are initially recognised at transaction price unless the arrangement constitutes a financing transaction, where the debt instrument is measured at the present value of the future payments discounted at a market rate of interest. Financial liabilities classified as payable within one year are not amortised.

Debt instruments are subsequently carried at amortised cost, using the effective interest rate method.

Trade creditors are obligations to pay for goods or services that have been acquired in the ordinary course of operations from suppliers. Amounts payable are classified as current liabilities if payment is due within one year or less. If not, they are presented as non-current liabilities. Trade creditors are recognised initially at transaction price and subsequently measured at amortised cost using the effective interest method.

Derecognition of financial liabilities

Financial liabilities are derecognised when the charity's contractual obligations expire or are discharged or cancelled.

1.10 Employee benefits

The cost of any unused holiday entitlement is recognised in the period in which the employee's services are received.

Termination benefits are recognised immediately as an expense when the charity is demonstrably committed to terminate the employment of an employee or to provide termination benefits.

1.11 Retirement benefits

Payments to defined contribution retirement benefit schemes are charged as an expense as they fall due.

2 Critical accounting estimates and judgements

In the application of the charity's accounting policies, the trustees are required to make judgements, estimates and assumptions about the carrying amount of assets and liabilities that are not readily apparent from other sources. The estimates and associated assumptions are based on historical experience and other factors that are considered to be relevant. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised where the revision affects only that period, or in the period of the revision and future periods where the revision affects both current and future periods.

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2021

3 Donations and legacies

	Unrestricted funds	Restricted funds	Total	Unrestricted funds	Restricted funds	Total
	2021 £	2021 £	2021 £	2020 £	2020 £	2020 £
Donations and gifts	106,333	-	106,333	88,904	-	88,904
Grants receivable	-	176,924	176,924	-	94,359	94,359
Donated goods and services	-	-	-	10,200	-	10,200
	<u>106,333</u>	<u>176,924</u>	<u>283,257</u>	<u>99,104</u>	<u>94,359</u>	<u>193,463</u>
Donations and gifts						
C Habgood & J Longson	10,000	-	10,000	20,000	-	20,000
Partners in Equity	-	-	-	36,794	-	36,794
T & S Miyakoshi	79,993	-	79,993	5,000	-	5,000
Dell	-	-	-	8,621	-	8,621
C & I MacLaughlan	5,000	-	5,000	5,300	-	5,300
Other	11,340	-	11,340	13,189	-	13,189
	<u>106,333</u>	<u>-</u>	<u>106,333</u>	<u>88,904</u>	<u>-</u>	<u>88,904</u>

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2021

3 Donations and legacies

(Continued)

	Unrestricted funds	Restricted funds	Total	Unrestricted funds	Restricted funds	Total
	2021 £	2021 £	2021 £	2020 £	2020 £	2020 £
Grants receivable for core activities						
Catalyst Foundation for Universal Education	-	-	-	-	57,702	57,702
Kahane Foundation	-	69,868	69,868	-	9,972	9,972
Emergence Foundation	-	-	-	-	12,080	12,080
MSN Fund	-	-	-	-	5,000	5,000
Allen & Overy	-	50,000	50,000	-	5,000	5,000
UWC South East Asia	-	-	-	-	4,605	4,605
UWC RISE - Schmidt Futures	-	38,081	38,081	-	-	-
Horizon Foundation	-	10,000	10,000	-	-	-
British & Foreign School Society	-	8,975	8,975	-	-	-
	-	176,924	176,924	-	94,359	94,359

Other

The charity received £10,000 (2020: £20,000) from trustees / related parties without conditions.

4 Raising funds

	Unrestricted funds	Unrestricted funds	Restricted funds	Total
	2021 £	2020 £	2020 £	2020 £
<u>Fundraising and publicity</u>				
Advertising	755	291	273	564
Other fundraising costs	256	2,800	-	2,800
Total for year ended 31 March	1,011	3,091	273	3,364

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2021

5 Charitable activities

	2021 £	2020 £
Staff costs	69,240	56,897
Depreciation and impairment	287	-
Programme delivery	78,941	17,449
Curriculum development	-	5,560
Printing, postage and stationery	-	11
IT subscriptions and learning software	7,013	6,504
Other staff costs	199	536
Repairs, renewals and small equipment	1,118	-
Rent	-	3,798
Insurance	207	416
	<u>157,005</u>	<u>91,171</u>
Share of support costs (see note 6)	441	86
Share of governance costs (see note 6)	1,568	1,346
	<u>159,014</u>	<u>92,603</u>
Analysis by fund		
Unrestricted funds	53,062	39,259
Restricted funds	105,952	53,344
	<u>159,014</u>	<u>92,603</u>

6 Support costs

	Support costs £	Governance costs £	2021 £	Support costs £	Governance costs £	2020 £
General expenses	441	-	441	86	-	86
Legal and professional	-	158	158	-	-	-
Accountancy	-	1,410	1,410	-	1,200	1,200
Board and governance	-	-	-	-	146	146
	<u>441</u>	<u>1,568</u>	<u>2,009</u>	<u>86</u>	<u>1,346</u>	<u>1,432</u>
Analysed between Charitable activities	<u>441</u>	<u>1,568</u>	<u>2,009</u>	<u>86</u>	<u>1,346</u>	<u>1,432</u>

Governance costs includes Independent Examination fees of £1,224 (2020- £1,200).

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2021

7 Trustees

Two trustees (2020: 2) received remuneration as disclosed in note 14.

8 Employees

Number of employees

The average monthly number of employees during the year was:

	2021 Number	2020 Number
	3	3
	<u>3</u>	<u>3</u>
Employment costs	2021	2020
	£	£
Wages and salaries	67,014	56,054
Social security costs	1,746	768
Other pension costs	480	75
	<u>69,240</u>	<u>56,897</u>

9 Donated goods, facilities and services

No donated goods and services were received during the year (2020 £3,000 office space and £7,200 staffing).

10 Tangible fixed assets

	Computers £
Cost	
Additions	860
At 31 March 2021	<u>860</u>
Depreciation and impairment	
Depreciation charged in the year	287
At 31 March 2021	<u>287</u>
Carrying amount	
At 31 March 2021	<u>573</u>

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2021

11 Debtors

	2021 £	2020 £
Amounts falling due within one year:		
Other debtors	20,000	20,000
Prepayments and accrued income	-	206
	<u>20,000</u>	<u>20,206</u>

12 Creditors: amounts falling due within one year

	2021 £	2020 £
Other taxation and social security	5,683	2,560
Other creditors	293	165
Accruals	2,215	1,200
	<u>8,191</u>	<u>3,925</u>

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2021

13 Restricted funds

The income funds of the charity include restricted funds comprising the following unexpended balances of donations and grants held on trust for specific purposes:

	Movement in funds		Movement in funds	
	Balance at 1 April 2019	Incoming resources	Resources expended	Balance at 1 April 2020
	£	£	£	£
Curriculum development	24,155	-	(21,200)	2,955
Social entrepreneurship course - Jordan	177	-	-	-
Amala High School Diploma Kenya	-	57,702	(10,018)	47,684
Courses in Malaysia	-	5,000	-	5,000
Courses in Greece	-	12,080	(10,395)	1,685
Courses in Jordan	-	9,972	(9,972)	-
Courses in Kenya	-	9,605	(2,032)	7,573
Amala High School Diploma Jordan	-	-	-	177
Changemaker Foundations Programme Kenya	-	-	-	-
	24,332	94,359	(53,617)	65,074
				176,924
				(105,952)
				136,046

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2021

13	Restricted funds	(Continued)
	<u>Curriculum Development</u> For curriculum development	
	<u>High School Diploma Kenya</u> For piloting the Amala High School Diploma in Kakuma Camp, Kenya	
	<u>Courses in Malaysia</u> For Ethical Leadership and Social Entrepreneur courses in Malaysia	
	<u>Courses in Greece</u> For running Amala courses for young refugees in Athens, Greece	
	<u>Courses in Jordan</u> For running Amala courses for young refugees in Amman, Jordan	
	<u>Courses in Kenya</u> For running Amala courses in Kakuma Camp, Kenya	
	<u>High School Diploma Jordan</u> For piloting the Amala High School Diploma in Amman, Jordan	
	<u>Changemaker Foundations Programme Kenya</u> To design and implement a Changemaker Foundations Programme for young refugees in Kakuma Camp, Kenya in collaboration with UWC International and their partner Rise	

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2021

14 Analysis of net assets between funds

	Unrestricted funds 2021 £	Restricted funds 2021 £	Total 2021 £	Unrestricted funds 2020 £	Restricted funds 2020 £	Total 2020 £
Fund balances at 31 March 2021 are represented by:						
Tangible assets	573	-	573	-	-	-
Current assets/ (liabilities)	139,024	136,046	275,070	87,337	65,074	152,411
	<u>139,597</u>	<u>136,046</u>	<u>275,643</u>	<u>87,337</u>	<u>65,074</u>	<u>152,411</u>

15 Related party transactions

Remuneration of key management personnel

The remuneration of key management personnel is as follows.

	2021 £	2020 £
Aggregate compensation	<u>53,334</u>	<u>44,000</u>

Two trustees (2020: 2) receive remuneration from the charity as disclosed above. This is permitted by the Articles of Association and is not in respect of trustee duties.