

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

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

Depreciation of owned tangible fixed assets	<u>12,538</u>	<u>5,614</u>
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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	<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	<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	<u>-</u>	<u>260,000</u>
Deferred income at 31 March 2024	<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	<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





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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
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