



THE **AWEN PROJECT**

Trustees Annual Report and Financial Statements Year ended 31 August 2021

“Awen has made me feel like part of a big family. It’s given us some tools that we use at home... and some wonderful new life-long friendships.”

(Awen parent)



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Welcome

The Covid-19 pandemic has shocked the world with devastating impact on people's lives and health. Whilst we are still trying to overcome this current disaster, we are experiencing an increase in frequency and magnitude of extreme weather events in line with the predictions of climate scientists who warn of much worse to come.

The future looks like it's going to be a mess; our kids are the ones who will have to face up to its challenges.

If young people are to have any hope in succeeding, we need to prepare them with the competencies and dispositions they will need to solve the complex, global challenges of our age. Doing this means that we've got to break with the outdated practices of conventional education that no longer serve their purpose.

The Awen Project is doing just that: we're setting up small, free-to-attend learning communities that treat children like they are capable human beings and engage with families as partners in their child's education. We set up our first learning tribe in the forest in South Wales and my dream is that all our learning communities will be based outside in nature.

We know that people learn best when they are interested in something. An Awen education allows young people the freedom to find and follow their own interests, intellectual and creative, free from a rigid curriculum that contains a load of stuff that they will never use. Our students learn to love learning and they are required to be socially responsible members of a community. All the while we're helping them figure out who they are, so by the time they're adults they have the self-knowledge they need to lead a happy, healthy life.

Right now, most families have no choice over how their children are educated. Private schools are unaffordable and unfair and, for most working parents, home education is too much of an ask and it can be socially isolating. Mainstream schools may be brilliant for some, but most teachers would agree that they are far from optimal learning environments, and many of our young people are having a totally miserable time.

Awen Learning communities focus first on wellbeing because if you're not ok you're not gonna be learning anything anyway. We get to know each student, to understand their individual needs and passions. Our young people are not products being fed through a system, but collaborators in a community that values their opinions and efforts.

In the last year, our students have filmed a production of Macbeth, transformed trash collected in the woods into monster sculptures to ward off fly-tippers and litter bugs, and built an online school to stay connected during lockdowns. They have participated in educational role playing games, set in the year 2050, or ancient Britain, or in modern day Afghanistan. They write poetry and paint watercolours in the forest; they learn to identify plants and observe the seasonal changes in an ecosystem that they are a part of. They learn history, languages, economics and psychology. We're not doing anything untested or revolutionary. This is the way they do it in countries that are seen as world leaders in education. And Britain is getting left in the dust.

We are trying to do something huge here. We want to radically change the face of education by setting up learning communities all over the country, to offer children and parents a choice that isn't dependent upon financial circumstances. For this we need fellow travellers and donors who can help us turn children's lives around, and be a part of raising a generation of intelligent, creative, responsible adults who can be the change we need to see.

Across the UK, parents can see the harms inflicted on their children by our out-dated, ineffective, and inhumane education system. The coronavirus pandemic and resulting school closures have exacerbated this further. Now, more than ever, is the time to reinvent our education system and make it fit for the future.

Charlotte Church

FOUNDER AND CHAIR OF TRUSTEES

THE AWEN PROJECT

The Board of Trustees, submit their annual report and the financial statements of The Awen Project for the period ended 31 August 2021.

of Ireland (FRS 102) second edition (effective 1 January 2019)', the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102).



The Awen Project is a Charitable Incorporated Organisation (CIO), registered with the Charity Commission for England and Wales (Charity number: 1186305).

Our aim is to pioneer a new model for education that is democratic, free-to-attend, and human-centred. We empower young people as participants within a learning community by providing conditions supportive of learning (rather than teaching) and supporting families to facilitate their children's education.

The Trustees have referred to the Charity Commission's guidance on public benefit when reviewing the Charity's objectives and activities.

A hand-drawn tree diagram illustrating environmental issues. The trunk is labeled 'AWEN'. Branches include 'Acid rain', 'Global warming', 'Plastic', 'Sediment rise', 'Pollution', 'Deforestation', 'Logging', 'Subsidence', 'Carbon monoxide', 'Fossil fuels', 'Survival', 'Systems', 'Floods', 'Magma', 'Volcanoes', 'Erosion', 'Nitrogen', 'Ice caps melting', 'CO2', 'Carbon monoxide', 'Plant', 'Tree', 'Rain', 'Water', 'Acid', 'Antarctic', 'Ice', 'Flood', 'Drought', 'Oxygen', 'Plant', 'Tree'.

The Awen Project is pioneering a human-centred model for education where children are valued as people in their own right who are allowed to be themselves as active participants in a community. We support them to become healthy, informed, and responsible members of a global society. Today we are running a learning community based in Dinas Powys, South Wales, developing our expertise and approach in partnership with leading experts in education and human development. We plan to extend our impact on the education system through building our home community and welcoming more students and families, piloting our Awen Lite programme that welcomes mainstream educated children and is a potential revenue stream to support the project, and offering training to teachers and education practitioners.

Our vision is to co-create a network of learning communities throughout the world where every human is valued. An Awen education empowers at all levels by training and supporting parents and carers to be present in their children's education, bringing meaning and purpose to everyone in the community. Our team of creative facilitators are developing a relationship-based pedagogy that will form the basis of a new model for education – to replicate around the world, not for our profit but for the profit of future generations.

Over the last year major progress was made in the following areas:

- Adapted to the global pandemic by moving into the forest as a learning community and, when it wasn't possible to meet in person, we co-created an online home with our students;
- Recruited a General Manager who has helped us to mature as an organisation and laid strong foundations for the future;
- Developed our practice as democratic educators through structured training, reflection, and weekly staff supervision;
- Refined our model so other communities might join us and help gather evidence to promote change within the UK education system.

Achievements and performance

Awen moved to the forest at the start of the 2020/21 academic year, with a base in Casehill Woods thanks to a new partnership with the Woodland Trust. We were drawn to this site because we are committed to helping children, families, and communities reconnect with nature. Children can be caretakers of this fledgling forest, learning about sustainability in all its forms (from environmental management to eco-buildings and community energy projects), and growing up alongside this woodland.

The Woodland Trust shares many of our values and takes a unique (and research informed) approach to restoring ancient woodland. It is often possible to bring an ancient woodland back from the brink and the process is remarkably simple: Ancient woodland has the capacity to restore itself to full health; it needs only the right conditions. “Carefully increasing the light levels allows surviving plants, trees and fungi to adapt slowly, meaning restoration is much more likely to be successful.” (Woodland Trust website)

Like the ancient woodland, each of our students has the capacity to flourish; an Awen education seeks to provide the right conditions.



Mapping the dreaming. In the first few weeks of learning in the forest the students mapped out our tribe's territory, naming the different areas and routes as they went, with world-renowned memory expert Lynn Kelly. By superimposing a map of the world on top of their map, we assigned certain trees and bushes as countries, pathways as seas and rivers, inspired by the aboriginal concept of “the dreaming”. We would walk into the woods along the east coast of Russia and China, down through east Asia and into the Indian Ocean where we had our main camp. Another route represented the Mediterranean, with the north coast of Africa on one side and Southern Europe on the other.

“Memories of the Future” was a live-action role-player game set in the year 2050 that we played throughout the Autumn and Winter of 2020. Each student had a character profile specially written for them so that it would spark their individual passions and lead them to discoveries that we knew would inspire them. The game was global in its outlook and had characters from different parts of the world that was dealing with the ecological and geo-political effects of climate change. An Ecuadorian bio-engineer, the mayor of Manila, a nurse from Kiribati, an Anglican vicar, a foreign aid worker in Iraq, the head of the Tokyo Yakuza, a Vietnamese monk, the President of the Guild of Gondoliers in Venice, among others, had to manage crises through problem solving, collaboration and diplomacy. Students were emotionally invested in their character's success and whilst performing code-breaking, letter-writing, public addresses, creative design and the occasional (dice based) fist fight, they were learning about geography, culture, politics, engineering, and ecology.



A digital Awen on Gathertown. During the first COVID-19 closures, Awen used Zoom to provide support for our students online. Moving to Gathertown transformed our online experience into a dynamic environment that we could build together with our students.

With 1980s style graphics and movable avatars, we built areas for students and staff to come together for “offerings” (optional workshops) and designed dedicated spaces for collaboration, such as Philosophy lab.

Working in this way we were able to incorporate successful educational practices from the woods to the online environment, and generate new ways of working that we continue to use in the forest.

“In the second lockdown we began a new and exciting learning platform called Gathertown. On this website you had a pixelated avatar who could move around in a customisable space. In this space we began many new lessons such as Poetry where we explored the works of Emily Dickinson, or The Logic lab where we worked on maths and science.”

(Awen student)

An online open day and guided tour! Awen students invited family members, trustees, and others to join them for a tour of Château Awen and to celebrate their online home. Guests were given the opportunity to take part in offerings in our various lab spaces, such as the music room or poetry in the graveyard, and to ask students about their experience of co-creating an online learning community. Whilst everyone was eager to get back to the woods, it was important for

our community to recognise the value of our online home during the isolation of lockdown.



Café Sensorial. As Autumn arrived in the forest and the days grew shorter, the Awen community collaborated with Theatre Director Iwan Brioc to create an immersive sensory labyrinth theatre piece set in the forest. As Iwan explained, this approach engages the “...suppressed sensitivity of human sensory perception and the suppressed capacity of luminosity inherent in everyday experience. Individual audience members journey alone through a darkened three-dimensional labyrinth and along the way encounter moments and meetings that p r o v o k e subconscious sensory memories (sensory portals) into which they are gently invited to fall.”

At the Café Sensorial, guests were offered a menu of experiences from which to choose, each choice curated and facilitated by different groups of students. “In accepting this invitation, constructs such as time and space, me and you, the inner and the outer start to collapse.” In devising this work, students explored ideas of human connection, conflict, and community, reflecting on their personal experiences within Awen and the relationship between students and families.

Macbeth. A gross and deadly plague has swept the nations of the world, killing everyone over the age of fourteen. The remaining young people have formed gaming squads that can offer protection, whilst competing to be the G.O.A.T. One such squad is led by the mysterious King Dunc... and so begins Awen’s dark reimagining of Shakespeare’s Macbeth.

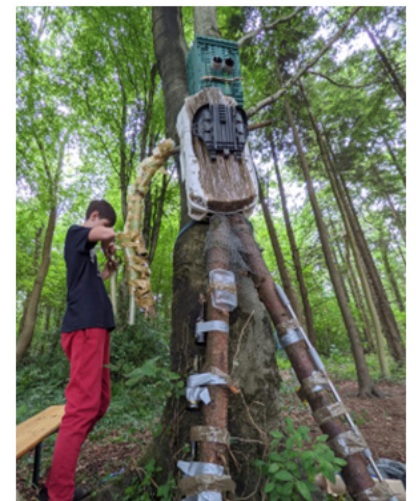


Trash Monsters. A sculpture exhibition in Casehill Woods made using rubbish collected from woodlands, beaches, and streets, to ward off littering and fly-tipping. Each monster represented the creator’s “soul” or “anima” (see Carl Jung) and students took part in activities such as guided meditation to find their “soul-name”, or inner monster. Students’ discoveries about their inner monsters formed the basis of the Trash Monsters’ biographies, which were presented alongside each sculpture.

Carl Jung, and Donald Trump. Students and their families collected trash, cleaned and prepared it for use as materials, and then constructed their sculptures on site in the woods. To protect our monsters, families took turns to wild camp and ward off any evil spirits who might be threatened by our monsters. Finally, students devised a short theatre piece to get across their message loud and clear, and made jewellery from trash to sell and raise funds for the project.



An Awen Education. Our students have created a video about an Awen education, and why this is so important to them. You can find this here: <https://www.youtube.com/watch?v=OUaUsF1HaBA>



Organisational achievements

Organisation & Management

- Our new General Manager, John Carden, has helped Awen to mature as an organisation, putting in place appropriate structures, policies, and procedures for an organisation of our size.
- We are an active member of the Phoenix Education Trust’s ‘Learning Communities Alliance’ – a group specifically for people managing settings such as the Awen Project – in order to keep up to date with changes in government guidance and share, discuss, and develop solutions to common challenges.
- Improved impact monitoring through the use of surveys to gather qualitative and quantitative data from our students and their families.
- Recruited a diverse board of trustees, consisting of experts who can provide accountability and support by challenging our strategy, sharing advice and experience, and identifying opportunities.

Educational practices

- We have made significant progress with our educational model, having clarified and refined our educational philosophy into a coherent approach by drawing upon relevant research and outside experts, as well as improving practice as democratic educators through structured training, reflection, and weekly staff supervision. All of this work has been informed by current and emerging research into educational approaches, such as self-directed education.
- We have clearly articulated our offering to students and their families through a defined set of protocols and an overall timetable structure that enables us to put our approach into practice.
- Awen recruited an experienced democratic educator, Phoebe Patience, who has developed an excellent partnership with educator Jonny Field, co-designing each week and supporting learning across the team.

Awen Families

- The “Guardian Gathering” meets every two weeks to provide support to the project and provide voice to our parents and carers. We have made progress with improving the self-sufficiency of this group through identifying specific roles of support, but this remains a focus area for the coming year.
- We provided a six-week online training course to parents and carers on “social pedagogy” to encourage their understanding and use of approaches to home education and parenting that align with the environment within our learning community.
- We are pleased to welcome Nikki Blenman to the trustee board to act as a beneficiary representative.

Fundraising

- The Awen Project secured additional funding to continue the project for the next year from a generous philanthropic donor.
- We have compiled a case for support and agreed on a fundraising strategy. We have completed a number of applications however the (Covid-19) funding environment is very competitive, especially within education which many foundations consider a statutory activity.
- We are working to secure additional funding to support our work for another two years in order to pilot income generating activities and understand the extent to which we might become self-financing.

Impact Report 2021

Students

Since joining Awen, our parents and carers have seen positive impact on their children:

89% said their child was **happier**

78% said their child was **more engaged in learning**

93% said their child was **more collaborative**

Parents and carers described the impact they had seen for their children:

“Awen has helped [my daughter] have a better understanding of democracy through practicing it. It has helped her to listen to other people’s perspectives while growing the confidence to think about and share her own. It has allowed her to be her wild natured, sensory seeking self. Awen is also helping her to understand that learning can happen outside of four walls and it is truly down to her to learn what she wants, when she wants, which is developing her intrinsic motivation and inside out approach to learning.”

“Awen has provided an environment where my son can experiment, discuss, debate and learn without fear of failure. Giving him the power of choice in his education has lessened his stress and allowed him to develop his sense of self.”

“[Our son] has become more creative and enthusiastic about his learning whereas he was very switched off in school and scared of the discipline style and ethos.”

Families

Awen parents and carers also reported positive impacts for themselves:

89% have become **more confident as parents**

79% have a **better relationship with their children**

86% are **more engaged in their children's learning**

"Being part of Awen has made me realise I can be more active in shaping my own life as well as my children's future. I have pushed (and continue to push) my comfort zones in order to grow and develop personally."

"Awen has opened my eyes to a different way of educating our children which involves the whole family and community, through relational connections, creativity and democracy."

(Results from impact survey of parents and carers completed June 2021)

Goals for 2021/22

The overarching aim for next year is to look outward.

We have a clear understanding of our educational approach and are ready to work with others to raise our profile, create a sustainable income stream, and support other communities to get off the ground.

Fundraising

- Our target is to raise £120k – £150k to cover core operating costs for the next two years. In this time, we will establish a set of income streams and develop a regular-giving base. We believe that philanthropic / major donors will offer the best chances of success and enable us to develop a network of partners who support our vision of a new, more human form of education.
- We will pilot ideas for Awen Lite - an offering for children who are educated in mainstream schools - such as after-school and holiday clubs. We hope to understand the level of demand, establish a pricing structure, and iron out any operational difficulties in delivering such a service.
- Improve fundraising infrastructure, in particular the Awen Project's website, mailing list, and social media. Using these tools effectively will enable us to make the most of engagement with like-minded families and supporters to grow our community and raise funds.

Educational practices

- Maintain developmental approaches for staff (such as weekly supervision) that are working well to improve awareness and practice.
- Continue to formalise and document our educational model as we recognise the habits and structures that best support our students to flourish, recognising that the process of reflection and discovery is more important than the outcome and that there is no one-size-fits-all approach.
- Clarify areas of responsibility within the Learning Community (staff / students / families) and, wherever possible, the community should seek self-sufficiency.

Looking outwards

- Bring together like-minded parents and educators and support them to establish an Awen (or Awen-inspired) setting in their local community. Through collaborating with others, we will necessarily take a critical look at our own ways of being and doing at the same time as nurturing a new educational setting.
- Talk about our work, our approach, and why this is an important (and under-valued) educational discussion. Collaborate with other Learning Communities to critique and support each other and develop practice across our wider community.

Financial review

During the current financial period, which is also the first financial period of the Awen Project, the charity achieved a surplus of £32,878 (2020: £24,775), increasing total reserves at year end to £57,653 (2020: £24,775). Income for the period was £80,000 (2020: £166,367) and expenditure was £47,122 (2020: £141,592).

However, within expenditure in the prior period is a one off expenditure item of £64,406 spent on renovating the Annex at the Spinney (see note 5 of the financial statements).

Of the reserves held at year end £57,653 (2020: £24,775) were unrestricted in nature.

Reserves policy

The trustees are currently in the process of putting together a formal reserves policy, however the current reserves of £57,653 (2020: £24,775) are deemed sufficient for the stage at which the Charity currently is and the current financial obligations of the organisation.



Structure, governance and management

Governing document

The Charity was registered on 12 November 2019 as a charitable incorporated organisation (CIO) governed by its constitution and whose only voting members are the Trustees.

Recruitment and appointment of Trustees

Trustees are elected onto the Board through nomination by the current Trustee Board. New Trustees are provided with an induction by the current members.

Under the governing document, the number of Trustees shall not be less than three with no maximum number. A quorum is formed when one half of the Trustees are present or three, whichever is the greater number. All decisions are made by the Trustees.

Risk management

The trustees review, on an annual basis, the major risks which the charity faces to ensure that it has sufficient resources in the event of adverse conditions. The trustees have examined the operational and business risks which the charity faces and confirm that they are satisfied that systems and controls are established over key financial systems to mitigate any significant risks.

The main risks facing the Charity are as follows:

Education Outcomes, Legislation, and Compliance

Working with young people is a privilege that comes with significant responsibility. In promoting an alternative approach to mainstream education, we must not assume that because we have positive intent that this will automatically yield positive results for the young people in our care.

To ensure the well-being and development of our young people:

- We work with experts to inform our approach and ensure we are guided by research and the experience of more established democratic schools;
- Students participate in weekly coaching sessions to discuss their aims, progress, and any challenges they may currently be facing;
- Students complete regular self-assessments to understand how they are developing across



a range of holistic measures (a broader set of measures than mainstream schools, that includes academic outcomes);

- We engage our parents / carers as partners in their children's education, which necessitates far better, deeper, and more frequent dialogue than would be normal for a mainstream setting;
- Most importantly, we listen to our young people: they are in charge of their own learning, with choice and real power over what they do and how their community is run.

There are many laws and regulations that govern the education and care of young people. We currently operate as a learning community of Elective Home Educated children and our provision is for fewer than 17 hours per week / 50% of a standard school week.

Financial sustainability

We are a young organisation and have not yet established reliable income sources with which to sustain ourselves over the longer term. To address this we are engaging with potential donors to provide further funding, with support from experienced fundraisers. Covid-19 has materially affected trusts and foundations resulting in a more challenging funding environment, especially for less well established charities like us.

There are opportunities for us to create reliable income streams by expanding our offering to include mainstream educated children and teachers, and we plan to launch pilot programmes over the next 12 months to test the market.

Health and safety

As our community is based primarily in the forest, there are many risks we need to be aware of and these change over time, for example trees may fall down after a storm and high winds make the site unsafe. In addition to basic safety checks and policies, our students perform regular site audits. We have appropriate insurance in place for an education setting, including public liability insurance.

Legal and administrative information

Charity name

The Awen Project

Charity registration no.

1186305

Company registration no.

CE019562

Registered office

The Spinney
Twyncyn
Dinas Powys
CF64 4AS

Trustees

Charlotte Church	Chair	
Hannah Fitt	Vice-Chair	appointed 21 April 2021
Sean Bellamy		appointed 10 May 2021
Nicola Blenman		appointed 12 May 2021
John Farrell		appointed 14 June 2021
Jonathan Powell		resigned 10 May 2021
Kevin Rahman-Daultrey		resigned 21 April 2021
Stella Smith		appointed 10 May 2021

Independent examiner

Andy Nash Accounting & Consultancy Ltd
Units 24 & 25
Goodsheds Container Village
Hood Road
Barry
CF62 5QU

Charity number 1186305

Trustee spotlight: Hannah Fitt

Hannah Fitt is a Charity Director, Public Speaker, Life Coach, Musician and Screenwriter as well as mama to two incredible small people, Matilda and Stan.

Hannah co-founded The SAFE Foundation, an international sustainable development charity, which she set up with her Identical Twin Sister in 2006. Through SAFE Hannah has been able to reach over 10,000 people across Africa and Asia and help them access vital health, education and skills resources to lift communities out of poverty.

Hannah is also the Director of Programs and Operations at Keep A Child Alive, the international charity of Grammy award winning artists and activist, Alicia Keys - dedicated to providing health, education and support services to children who have been left behind all over the world.



What was it that attracted you to the Awen Project?

I have never taken for granted what a great education can do. Working all over the world with children who just don't get the opportunity to access education has instilled in me a sense of responsibility - we owe it to our children to get this right. And it cemented my personal philosophy: If we can, we should.

At the SAFE foundation, when talking about global issues, we were often met with the same attitudes - "why does it matter to us?; charity begins at home; I bet our money doesn't even get to these places".

Instead of pushing harder we started asking ourselves - how can we challenge this stigma and misconception about charity and particularly international charity? We knew critical thinking and global education was pivotal in this plight against this misinformation - that was readily available in schools. But what about the children who didn't learn well in that environment? What about the kids who weren't in that mainstream school setting? How could they access this information in a truly meaningful way? So, we developed a global citizenship education program for children not in 'mainstream' or who had different learning needs.

We spent a lot of time researching and developing comprehensive modules of learning on things like cultural sensitivity, sustainability, stigmas and judgements, and a load more - and we were able to produce some great immersive and exciting tools to deliver these - we made our own Virtual Reality experience for example.

What we found was when kids feel confident, they learn and they retain that learning too. Helping them feel like they belong, like they had agency over their decisions and choices was critical. It actually was an incredibly powerful experience to hold space and time and energy with kids that had been written off - and see their true authentic attitudes to things like race, gender, politics and the world we live in.

So when Charlotte started to talk to me about The Awen Project and her hopes and dreams for education, it certainly ignited a spark in me. The philosophy and values of the project matter - and the children, parents, educators, trustees - everyone involved is passionate about making a real lasting difference to an education system that, simply put, doesn't cater for all children.

I hope to contribute my experience of the charity sector and working with young people to help the Awen Project build something really special that can be an example far and wide for an inclusive and accessible education system.

Hannah Fitt

HANNAH FITT

TRUSTEE

Statement of Board of Trustees' responsibilities

The Trustees are responsible for preparing the Trustees' Annual Report and the financial statements in accordance with applicable law and regulations.

Charity law requires the Trustees to prepare financial statements for each financial year. Under that law they are required to prepare the financial statements in accordance with UK Accounting Standards and applicable law (UK Generally Accepted Accounting Practice), including FRS 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland.

Under charity law the Trustees must not approve the financial statements unless they are satisfied that they give a 'true and fair' view of the state of affairs of the Charity and of the excess of income over expenditure for that period. In preparing these financial statements, the Trustees are required to:

- select suitable accounting policies and then apply them consistently;
- make judgements and estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements; and,
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the Charity will continue its activities.

The Trustees are responsible for keeping adequate accounting records that are sufficient to show and explain the Charity's transactions and disclose with reasonable accuracy at any time the financial position of the Charity and enable them to ensure that the financial statements comply with the Charities Act 2011. They have general responsibility for taking such steps as are reasonably open to them to safeguard the assets of the Charity and to prevent and detect fraud and other irregularities.

The Trustees are responsible for the maintenance and integrity of the corporate and financial information included on the Charity's website.

Legislation in the UK governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions. In addition, the Trustees confirm that they are happy that the content of the Annual Review in pages 5-13 meet the requirements of the Trustees' Annual Report under charity law.

They also confirm that the financial statements have been prepared in accordance with the accounting policies set out in the notes to the accounts and comply with the Charity's governing document, the Charities Act 2011 and Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with FRS 102, The Financial Reporting Standard applicable in the UK and Republic of Ireland published on 16 July 2014.

This report was approved and authorised for issue by the Board of Trustees on 13 June 2022 and signed on its behalf by:



CHARLOTTE CHURCH

FOUNDER AND CHAIR OF TRUSTEES

Independent examiner's report

I report to the trustees on my examination of the accounts of The Awen Project (charity number 1186305) for the year ended 31 August 2021 set out on pages 15 to 24.

Respective responsibilities of trustees and examiner

The CIO's trustees are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 (the Charities Act). The CIO's trustees consider that an audit is not required for this year under section 144 of the Charities Act and that an independent examination is needed.

It is my responsibility to:

- examine the accounts under section 145 of the Charities Act;
- to follow the procedures laid down in the general Directions given by the Charity Commission under section 145(5)(b) of the Charities Act; and,
- to state whether particular matters have come to my attention.

This report, including my statement, has been prepared for and only for the CIO's trustees as a body. My work has been undertaken so that I might state to the CIO's trustees those matters I am required to state to them in an independent examiner's report and for no other purpose. To the fullest extent permitted by law, I do not accept or assume responsibility to anyone other than the CIO and the CIO's trustees as a body for my examination work, for this report, or for the statements I have made.

Basis of independent examiner's statement

My examination was carried out in accordance with general directions given by the Charity Commission. An examination includes a review of the accounting records kept by the CIO and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts, and seeking explanations from the trustees concerning any such matters.

The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently no opinion is given as to whether the accounts present a 'true and fair' view and the report is limited to those matters set out in the statement below.

Independent examiner's statement

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

- accounting records were not kept in respect of the CIO as required by section 130 of the Act; or
- the accounts do not accord with those records; or
- the accounts do not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination.

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



ANDREW PHILIP NASH ACA

MEMBER OF THE INSTITUTE OF CHARTERED ACCOUNTANTS IN ENGLAND AND WALES – 2461833

DATED: 13 JUNE 2022

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Barry
CF62 5QU



Andy Nash
Accounting &
Consultancy

Statement of financial activities

For the year ended 31 August 2021

		Unrestricted Funds	Restricted Funds	Total Funds	Total Funds
		Year ended 31 Aug 2021	Year ended 31 Aug 2021	Year ended 31 Aug 2021	Year ended 31 Aug 2020
	Notes	£	£	£	£
Income from:					
Donations and legacies	3	80,000	-	80,000	166,000
Charitable activities	4	-	-	-	367
Total income		80,000	-	80,000	166,367
Expenditure on:					
Raising funds	5	2,297	-	2,297	-
Charitable activities	5	44,825	-	44,825	141,592
Total expenditure		47,122	-	47,122	141,592
Net income/(expenditure)		32,878	-	32,878	24,775
Reconciliation of funds:					
Balance brought forward	9 & 10	24,775	-	24,775	-
Balance carried forward	9 & 10	57,653	-	57,653	24,775

The notes on pages 17 to 24 form part of the financial statements.

All the above results arise from continuing activities.

There were no other recognised gains or losses other than those stated above.

Balance sheet

As at 31 August 2021

	Notes	Total Funds 31 Aug 2021 £	Total Funds 31 Aug 2020 £
Fixed assets			
Tangible fixed assets	6	7,394	-
Current assets			
Debtors	7	163	154
Cash at bank and in hand		53,986	25,701
Total current assets		54,149	25,855
Creditors -			
amounts falling due within one year	8	(3,890)	(1,080)
Net current assets		50,259	24,775
Net assets		57,653	24,775
Funds of the charity:			
Unrestricted funds			
General funds	9 & 10	57,653	24,775
		57,653	24,775
Total funds		57,653	24,775

The notes on pages 17 to 24 form part of the financial statements.

All the above results arise from continuing activities.

There were no other recognised gains or losses other than those stated above.

These financial statements were approved and authorised for issue by the Board of Trustees on 13 June 202 and signed on their behalf by:



CHARLOTTE CHURCH

FOUNDER AND CHAIR OF TRUSTEES

Notes to the financial statements

1. Accounting policies

Basis of preparation of the financial statements

The financial statements have been prepared in accordance with 'Charities SORP (FRS 102) - Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) second edition (effective 1 January 2019)', the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102), including Update Bulletin 1, and relevant charities law.

The effect of any event relating to the period ended 31 August 2021, which occurred before the date of approval of the financial statements by the Board of Trustees has been included in the financial statements to the extent required to show a true and fair view of the state of affairs at 31 August 2021 and the results for the year ended on that date.

The functional currency of the Charity is sterling and amounts in the financial statements are rounded to the nearest pound.

Using the exemption available to smaller charities the Board of Trustees has chosen not to include a Statement of Cash Flows within the financial statements.

Legal status

The Awen Project is a charitable incorporated organisation registered in England & Wales, and meets the definition of a public benefit entity. The registered office is The Spinney, Twyncyn, Dinas Powys, CF64 4AS.

Going concern

The Trustees have assessed whether the use of the going concern basis is appropriate and have considered possible events or conditions that might cast significant doubt on the ability of the Charity to continue as a going concern. The Trustees have made this assessment for a period of at least one year from the date of approval of the financial statements.

The Trustees have considered the Charity's forecasts and projections and have taken account of pressures on income. After making enquiries, the Trustees confirm that the Charity has adequate resources to continue in operational existence for the foreseeable future and that there are no material uncertainties that would impact this assessment. The ongoing COVID-19 pandemic has had no material impact on this assessment. The Charity therefore has adopted the going concern basis in preparing its financial statements.

Fund Accounting

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

Restricted funds are funds that are to be used in accordance with specific restrictions imposed by donors or that have been raised by the Charity for particular purposes. The cost of raising and administering such funds are charged against the specific fund. There are currently no restricted funds within the Charity.

Income

All income is included in the Statement of Financial Activities when the Charity has entitlement, there is probability of receipt and the amount is measurable.

For donations and gifts this is when they are received. Gift Aid is recognised on a receivable basis as part of the income to which it relates.

Income from charitable activities and grants is credited to the Statement of Financial Activities when received or receivable whichever is earlier, unless it relates to a specific future period or event, in which case it is deferred.

Expenditure and irrecoverable VAT

Expenditure is accounted for on an accruals basis and liabilities are recognised as expenditure when there is a legal obligation committing the Charity to the expenditure, it is probable that settlement will be made, and the obligation can be measured.

Non-recoverable VAT is included against the expenditure heading to which it relates.

Indirect costs, including governance costs, which cannot be directly attributed to activities, are allocated between activities proportionate to the direct costs incurred in those activities.

Taxation

As a registered charity income and gains are exempt from Corporation Tax to the extent that they are applied to the charitable objectives.

Tangible fixed assets and depreciation

Tangible fixed assets are stated at cost less accumulated depreciation and any impairment losses, with individual assets over £500 being capitalised. Depreciation is provided for at a rate to ensure the items are written down over their useful economic life as follows:

- Container - 3 years
- Computer equipment - 3 years

Cash at bank and in hand

Cash at bank and in hand includes cash in hand, deposits with banks and funds that are readily convertible into cash at, or close to, their carrying values, but are not held for investment purposes.

Debtors

Trade and other debtors are recognised at the settlement amount after any trade discount is applied.

Creditors

Creditors are recognised where the Charity has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party, and the amount due to settle the obligation can be measured or estimated reliably.

Financial instruments

Basic financial instruments are measured at amortised cost other than investments which are measured at fair value.

Critical estimates and judgements

In preparing financial statements it is necessary to make certain judgements, estimates and assumptions that affect the amounts recognised in the financial statements. The treatment of tangible fixed assets is sensitive to changes in useful economic lives and residual values of assets. These are reassessed annually.

In the view of the Trustees in applying the accounting policies adopted, no judgements were required that have a significant effect on the amounts recognised in the financial statements nor do any estimates or assumptions made carry a significant risk of material adjustment in the next financial year.

2. Comparative statement of financial activities

		Unrestricted Funds Year ended 31 Aug 2020 £	Restricted Funds Year ended 31 Aug 2020 £	Total Funds Year ended 31 Aug 2020 £
	Notes			
Income from:				
Donations and legacies	3	166,000	-	166,000
Charitable activities	4	367	-	367
Total income		166,367	-	166,367
Expenditure on:				
Raising funds	5	-	-	-
Charitable activities	5	141,592	-	141,592
Total expenditure		141,592	-	141,592
Net income/(expenditure)		24,775	-	24,775
Reconciliation of funds:				
Balance brought forward	9 & 10	-	-	-
Balance carried forward	9 & 10	24,775	-	24,775

3. Income from donations and legacies

	Unrestricted Funds Year ended 31 Aug 2021 £	Restricted Funds Year ended 31 Aug 2021 £	Total Funds Year ended 31 Aug 2021 £
Donations	80,000	-	80,000
Total income from donations and legacies	80,000	-	80,000

	Unrestricted Funds Year ended 31 Aug 2020 £	Restricted Funds Year ended 31 Aug 2020 £	Total Funds Year ended 31 Aug 2020 £
Donations	166,000	-	166,000
Total income from donations and legacies	166,000	-	166,000

Contributions for activities
Total income from charitable activities

Unrestricted Funds Year ended 31 Aug 2021 £	Restricted Funds Year ended 31 Aug 2021 £	Total Funds Year ended 31 Aug 2021 £
-	-	-
-	-	-

Contributions for activities
Total income from charitable activities

Unrestricted Funds Year ended 31 Aug 2020 £	Restricted Funds Year ended 31 Aug 2020 £	Total Funds Year ended 31 Aug 2020 £
367	-	367
367	-	367

5. Total expenditure

Raising funds
Charitable activity
Total expenditure

Direct costs Year ended 31 Aug 2021 £	Indirect costs Year ended 31 Aug 2021 £	Total Funds Year ended 31 Aug 2021 £
2,000	297	2,297
39,034	5,791	44,825
41,034	6,088	47,122

Raising funds
Charitable activity
Total expenditure

Direct costs Year ended 31 Aug 2020 £	Indirect costs Year ended 31 Aug 2020 £	Total Funds Year ended 31 Aug 2020 £
-	-	-
136,121	5,471	141,592
136,121	5,471	141,592

Direct expenditure on raising funds includes the following items:

Fundraising consultancy support
Total direct expenditure on raising funds

Total Funds Year ended 31 Aug 2021 £	Total Funds Year ended 31 Aug 2020 £
2,000	-
2,000	-

Direct expenditure on charitable activities includes the following items:

	Total Funds	Total Funds
	Year ended 31 Aug 2021	Year ended 31 Aug 2020
	£	£
Educationalists and other consultants	33,787	57,972
Refurbishment of the Annex at the Spinney	-	64,406
Other direct expenditure	5,247	13,743
Total direct expenditure on charitable activities	39,034	136,121

During the prior financial period £64,406 was spent on refurbishing the Annex at the Spinney which is also the residential address for Charlotte Church and Jonathan Powell, who at the time were both trustees of The Awen Project. The expenditure included construction costs as well as consultancy and planning fees to enable an area separate from the main portion of the property, that had previously been utilised as a studio, to be altered to allow it to be used for educational activities for a temporary period up to 30 July 2020. The work carried out including installing toilets suitable for pupils, as well as amending access to the building. This was deemed to be a suitable temporary location for the activities of the charity whilst more permanent options were explored. Expenditure on provision of educational facilities is in line with the charitable objects of The Awen Project. The work brings no financial benefit to the two trustees as the space would need significant work before it could be used for residential purposes.

This expenditure has not been capitalised in the accounts as, in line with the planning permission granted by the Vale of Glamorgan Council, this area is no longer being utilised for this purpose.

In addition, the expenditure incurred on this refurbishment was more than covered by unrestricted donations into the Charity by trustees (see note 12) and so no publicly raised funds were spent on this, and no gift aid has been claimed on those donations.

Indirect costs includes the following items:

	Total Funds	Total Funds
	Year ended 31 Aug 2021	Year ended 31 Aug 2020
	£	£
Administration and other costs	3,408	2,827
Governance	2,680	2,644
Total indirect expenditure	6,088	5,471

Governance costs includes the following items:

	Total Funds	Total Funds
	Year ended 31 Aug 2021	Year ended 31 Aug 2020
	£	£
Insurance expense	1,600	1,564
Independent examination	1,080	1,080
Total expenditure on governance	2,680	2,644

6. Tangible fixed assets

	Container £	Computer equipment £	Total £
Cost			
As at 1 September 2020	-	-	-
Additions in year	8,380	1,499	9,879
As at 31 August 2021	8,380	1,499	9,879
Accumulated depreciation			
As at 1 September 2020	-	-	-
Charge in year	2,258	227	2,485
As at 31 August 2021	2,258	227	2,485
Net book value			
As at 1 September 2020	-	-	-
As at 31 August 2021	6,122	1,272	7,394

7. Debtors

	Total 31 Aug 2021 £	Total 31 Aug 2020 £
Prepayments	163	154
Total debtors	163	154

8. Creditors - amounts falling due within one year

	Total 31 Aug 2021 £	Total 31 Aug 2020 £
Accruals	3,890	1,080
Total creditors - amounts due within one year	3,890	1,080

9. Analysis of charity funds

	Balance brought forward Year ended 31 Aug 2021 £	Income in period Year ended 31 Aug 2021 £	Expenditure in period Year ended 31 Aug 2021 £	Balance carried forward Year ended 31 Aug 2021 £
Unrestricted funds	24,775	80,000	(47,122)	57,653
Total charity funds	24,775	80,000	(47,122)	57,653

	Balance brought forward Year ended 31 Aug 2020 £	Income in period Year ended 31 Aug 2020 £	Expenditure in period Year ended 31 Aug 2020 £	Balance carried forward Year ended 31 Aug 2020 £
Unrestricted funds	-	166,367	(141,592)	24,775
Total charity funds	-	166,367	(141,592)	24,775

10. Analysis of net assets

	Unrestricted Funds 31 Aug 2021 £	Restricted Funds 31 Aug 2021 £	Total Funds 31 Aug 2021 £
Fixed assets	7,394	-	7,394
Current assets	54,149	-	54,149
Current liabilities	(3,890)	-	(3,890)
Total charity funds	50,259	-	50,259

	Unrestricted Funds 31 Aug 2020 £	Restricted Funds 31 Aug 2020 £	Total Funds 31 Aug 2020 £
Current assets	25,855	-	25,855
Current liabilities	(1,080)	-	(1,080)
Total charity funds	24,775	-	24,775

11. Trustee remuneration

During the year, no Trustee received any remuneration (2020: £Nil). No members of the Board of Trustees received reimbursement of expenses related to attendance at Trustee meetings (2020: £Nil).

12. Related party transactions

During the current year, Jonathan Powell, who was formerly a trustee and is spouse of Charlotte Church, Chair of the Board of Trustees was remunerated a total of £2,810 for his role as a educational consultant after resigning as a trustee. This is permitted under the consitution and Charlotte was not involved in the decision making process nor the discussions around remuneration. His remuneration was at the same rate as other consultants, all of whom are paid below market rates.

There were no related party transactions during the prior period other than the expenditure on the refurbishment of the Annex at The Spinney noted within note 5 above.

Total unrestricted donations from trustees amounted to £Nil (2020: £166,000) in the period.

13. Guarantees and secured charges

As at 31 August 2021 the Charity did not have any outstanding guarantees to third parties nor any debts secured against assets of the Charity (2020: £Nil).