



ANNUAL REPORT 2024/2025



INTRODUCTION

Fursa means “opportunity” in Kiswahili. The Fursa Trust believes that all children deserve a life of choice and opportunity, regardless of their circumstances.

The Fursa Trust is a registered CIO with the Charity Commission of England and Wales. We work directly through a subsidiary organisation in Kenya, the Fursa Trust Kenya, providing strategic, operational and financial support to meet our aims and objectives as described in this report.

This Report is an obligation to the Charity Commission, but it is also an opportunity for us to share our journey and our progress with our partners and donors - past, present and future.

Read on and thank you for your support!

Chairperson's Letter

The past year has been anything but straightforward for The Fursa Trust. Change, political unrest, flooding and rising living costs – all of these shaped the lives of the children and families we work with in Deep Sea, and they shaped our work too. And yet, alongside the challenges, there has been so much to celebrate.

One of the biggest lessons of this year has been the power of community. When delays to our new building threatened to disrupt our programmes, the community stepped in – offering space, support and trust. Our Kenya team adapted with remarkable creativity and commitment, making sure children continued to have somewhere safe to go, learn and simply be children.

This was also a year of real milestones. We celebrated our first Fursa student graduating from high school and earning a place at university – something that would have seemed impossible just a few years ago. We strengthened our work with the co-creation of the Fursa Learning Framework, helping children build not just academic skills, but confidence, life skills and a sense of possibility. When young people tell us that Fursa feels like home, we know we are doing something right.

Behind the scenes we've also been building for the future – strengthening our Board, refining our fundraising approach, and planning carefully for sustainable growth - both in Deep Sea and beyond.

None of this would be possible without the generosity and belief of our donors, partners, volunteers and friends. Your support creates opportunity where it is needed most. Thank you for standing with us, especially in a year that asked so much of everyone.



RUHI MORBIWALLA

The Fursa Trust Chairperson

ABOUT FURSA

The Fursa Trust supports children to break free from poverty and discrimination, supporting their education and their confidence to build a better life. We work with children and their families living in extreme poverty in Kenya's most overlooked communities, and we are currently working in an informal settlement in Parklands, Nairobi called Deep Sea.

Deep Sea is a very densely populated environment. Children and their families live in rudimentary iron sheet dwellings that lack very basic amenities like running water, electricity, or drains. They live in rooms without windows, a bathroom or a kitchen.



Eclipsed by other larger slums, Deep Sea is not on the radar of big charities. The Fursa Trust originated within the community itself. In 2019, Ruhi Morbiwalla, our Chair, met a group of volunteers, church and community leaders in Deep Sea. The group were looking for ways to support children from the community in their education. 12 children were identified whose families were struggling to make ends meet and support their kids through school. These children started to meet informally after school in a borrowed room and the idea of an organisation that would support children through their school years was born.

OUR VISION

The Fursa Trust is committed to creating a world where all children, regardless of their background and circumstance, can lead a life of choice and opportunity.

OUR MISSION

We support underserved children in Kenya to build skills and confidence, enabling them to access better lives.

WHAT WE DO

Rooted in the heart of the local community, we create safe and nurturing spaces that promote the joy of learning, inside the classroom and beyond. **The Fursa Trust in the UK provides a programme of support to children and their families that is delivered by our partner organisation, The Fursa Trust Kenya. This programme of support is built on creating a place of safety and belonging, centred around our Clubs.**

The Afterschool Club supports students academically, socially and emotionally (help with foundational literacy and numeracy, mentoring, life skills etc.), providing a safe and welcoming environment for children to come to after school every day. On our Funday Fridays children participate in games and debates that promote communication and critical thinking. Peer to peer learning boosts confidence and community, and children can get help with specific areas and topics where they are struggling to understand in school.



Our **Saturday and Holiday Clubs** provide a fun and enriching environment for children to develop, learn and imagine their future. This includes trips to parks and museums, meeting mentors, and inspirational community members and professionals from different fields, taking part in engaging goal setting and creative activities and performances etc.

The **trips and outings** that Fursa offers to children are a fundamental part of our approach, taking children out of their comfort zone and exposing them to experiences and environments that they would otherwise never have a chance to enjoy. These opportunities can open young people's eyes and minds to new worlds and build a sense of possibility and confidence in them.



Parents and guardians of children attending the Fursa Clubs attend regular (monthly) meetings and workshops that build community and offer training in relevant subjects such as child development, nutrition, wellness practices, household and small business finances etc.

The Fursa Trust also assists families with finding funding for **school tuition fees** and other adhoc costs relating to their education. We have a small reserve for providing such grants directly and also build connections with organisations and funders in Kenya and beyond to provide this support. Grants are never given directly to families but are paid directly to schools or other providers concerned.

Adhoc support in response to major health or other crises that impact directly on our families, where possible developing links with community leaders and other service providers with expertise in these areas.

Fundraising, primarily in the UK and Kenya, to ensure sustainable financing to support all our activities in Kenya.

WHY A CLUB?

It's not safe to be a child in an informal settlement. There is little to no lighting after dark, alcohol and drugs are rife and incidents of violence and abuse are commonplace. While parents are out working and sometimes return late, an after-school club provides the assurance that their children are safe and cared for.

Most of our children are in classes of 50 or more students at school; teachers are under pressure to get through the curriculum and students that fall behind have little chance of ever catching up. From Grade 4 (around 10 years old), all classes are taught in English and so children struggling with English as a second language are even more challenged in all their subjects.

A Club provides an opportunity for more personalised learning in a supportive community. We focus on foundational literacy and maths skills, bridging the gaps in learning and helping our students make the most of their school days. We do not replicate school. Instead we can respond to individual students and assess where each child might need help with their studies.

The Club also offers a safe space where children can talk about difficult things they're facing. While children can be exposed to violence at home, illnesses or addictions, we are there to listen to them and offer a space where they can talk without shame and feel supported, taking care of their social and emotional well being.

Most children in an informal settlement have little hope and can't envision a better future. They are focused on surviving day to day. This is why we invite special guests to come and talk to them. We also run trips that expose children to different environments and help them imagine a world and a life beyond the confines of their immediate surroundings.

We provide all our students with a snack each day. This ensures that children receive adequate nutrition to promote their overall health and well-being, to improve focus and concentration during our activities, positively influencing academic performance and skill development and to boost attendance and consistent participation in educational and extracurricular activities. During holidays, when schools are closed, Fursa provides all our students with a nutritious lunch.

We also celebrate birthdays each month with a cake and singing - small actions that show we care for each and every child, we celebrate their lives and we are with them as they grow.

OUR CORE BELIEFS

Children are at the heart of our work.

Building self-esteem, aspiration, and the skills and confidence to work with others are crucial ingredients that enable and enhance academic achievement.

Academic success creates opportunity in Kenya; access to better secondary schools depends on achievement at primary school level.

Parents and guardians are essential partners in the work of The Fursa Trust and we all share accountability for their children's development and growth.

Volunteers who share Fursa's values and who are committed to our vision and mission bring diversity and experience and help us achieve our objectives.

The Fursa model is scalable through the training and empowerment of local programme providers.

PARENTS = PARTNERS

The Fursa Trust believes that parents and guardians play an important role in a child's development and are key partners in our work.

Empowering parents empower their children. Seventeen percent of our parents are illiterate and close to 60% have trouble reading English. Work opportunities are precarious at best, single-parent households are common, and many struggle with mental health and substance misuse.

When a child joins the Club, we visit their family to understand their personal situation, how they think and their struggles. This is crucial to understand the context in which the child is living, in order to better help them.

- We hold monthly parent meetings where parents can meet the staff and volunteers, and learn about how their children are progressing in the Club. These meetings also create links among the parents where they can share their experiences and struggles and feel less alone.
- We help parents make the best of the resources they have, with workshops on, for example, money management, and the impacts of substance abuse and misuse on adults and children.
- We inform parents about child development and share information about parenting skills and how they can support and encourage their children.
- We provide support to parents and their children during the transition to high school, completing forms with parents who are illiterate and helping them understand the processes for registration which are complex and completely new to them.

THE YEAR IN REVIEW - Kenya

A growing Team

Over the course of the year, our team was strengthened by the creation and recruitment of two new posts: an Operations Manager to develop, strengthen and implement the systems and policies essential for us to grow, and an Internship, bringing energy and support to delivery with our young people, as well as with administrative tasks. Consolidating our Policies and Procedures creates a solid base for expansion into new locations. And of course, more people increases the number of children and their families that we can support.

The Fursa Framework

A focus for us in 2024 has been the co-creation of the **Fursa Learning Framework**, integrating the three elements of our work with children: life skills and mentoring, foundational literacy and numeracy and opportunity. The Learning Framework ensures we will make maximum use of our new space to ensure opportunities for Fursa children and their families:

- By engaging in fun and creative activities children develop critical thinking and problem solving skills.
- Peer-to-peer learning and group work activities encourage children to work collaboratively as a team, respecting each other's strengths and weaknesses.
- The approach is highly compatible with the new Kenyan Competency Based Curriculum (CBC)¹, and the children and volunteers have told us that they are discovering that learning can be interactive and fun!

"The learning framework is very essential to my role in Fursa. It is a tool that has given me confidence to make informed decisions, take initiative in running day to day activities in Fursa and also solving problems independently.

It has offered me an opportunity to grow and advance in my knowledge and skills through continuous learning, which leads to the development of a learning-to-learn culture in the club.

Exploring the learning framework will foster a culture of curiosity and innovation among the volunteers, children, personal growth and organisational success."

Emily, Fursa lead facilitator

¹ The Kenyan Competency based Curriculum (CBC) is a new system of education designed by the Kenya Institute of Curriculum Development (KICD) team and launched by the ministry of education in 2017. The CBC is designed to emphasize the significance of developing skills and knowledge and also applying those competencies to real life situations.

Construction woes

The construction of our new building was struck by a series of delays and broken promises, starting with the floods that hit Kenya in April and May 2024. Due to be completed by August 2024, work was still underway at the end of this reporting period. At one point in the year we were faced with the decision whether to move our activities to a site outside of Deep Sea or continue with provision within the community.

The team in Kenya responded brilliantly to the challenge, adapting our programmes to allow continuity in provision of the afterschool and holiday clubs. We were blessed with the good will of the community, who allowed us to convert their Community Hall to a club space. The space was just enough for our existing students from Grade 5 to Grade 9. During holidays, when all our secondary students return home from boarding schools, the team split the group into two - holding the club for one group in the morning and another in the afternoon. To ensure all the young people could gather together periodically for joint activities, a local school allowed us to use their space several days a week. With no room or space to meet or work during the day, a local co-working space provided a venue for the team to meet, plan and develop new programmes.

Highlights at the club

Academic “firsts”

- In November, we celebrated our first Fursa High School Graduate! Kevin graduated with a C+ and was the only young person among his peers in Deep Sea to be offered a place in University. Kevin starts at university in September 2025, studying IT, and in the meantime he has joined our team of Fursa volunteers. This is giving him experience working in a team, preparing materials and ideas for club activities, participating in regular meetings and being a role model and adviser for the younger children.
- As the new Kenya Curriculum rolled out, January 2025 saw Kenya’s first ever cohort of “Grade 9” students². Instead of taking KCPE exams in October, and making the move to Secondary School, students completing Grade 8 stayed on in their schools for one more year of Junior Secondary School (JSS), marking a key shift to the new Competency Based Curriculum (CBC)³. They complete their Kenya Junior School Education Assessment (KJSEA) exams in November 2025 and will start in Senior Secondary School in January 2026.

² Grade 9 in Kenya is the equivalent of Year 10 in England.

³ Kenya has shifted to a “6,3,3 system” - six years in Primary (Grades 1-6), 3 years in Junior Secondary (Grades 7-9) and three years in Senior Secondary (Grades 10-12). Students take their Kenya Certificate of Secondary Education at the end of their Grade 12 (the equivalent of Year 13 in England).

Secondary Scholars

Secondary school is only part-funded by the Government of Kenya and is out of reach for families in Deep Sea without financial support. The Fursa Trust supports children and their families attending secondary school in a number of ways.

- Providing tuition fees, a uniform and bedding to a number of students and helping identify sponsors for others.
- Helping students and their parents navigate the national system that allocates secondary schools to young people, including understanding which scholarships may be available to them and how to request for transfers.
- Guiding and mentoring students and their parents and guardians through the transition from primary to secondary school.
- Providing encouragement and motivation, as well as a safe space, for secondary scholars to come to during the holidays, where they can support each other and receive advice and help with challenges - social, emotional or academic.

In January 2025, **36 out of the 67 children enrolled in Fursa were secondary scholars**. Of these, four received scholarships from Kenyan scholarship schemes; 32 (89%) were funded directly by The Fursa Trust or individual donors through Fursa.

11 of our secondary students embarked on their final year (Form 4) in January 2025. We are looking ahead to how we can best support our young graduates in their transition from high school to adulthood, including further studies or vocational training.

Life Skills

Throughout the year, we facilitated hands-on, engaging, and interactive sessions on key life skills, which are incorporated into our Learning Framework, including:

- Self-Awareness and Coping with Emotions
- Conflict Resolution
- Sexual Health and Reproductive Rights (SHRR)
- Drug and Substance Abuse
- Governance and Citizenship
- Business and Entrepreneurship

A highlight was during the August school holidays when the young people of Fursa became young entrepreneurs, running successful small businesses within Deep Sea slum. Over three weeks, the children came up with a business idea, conducted market research among people within Deep Sea, created their logo and tagline and wrote up a business plan. They



presented their ideas to their peers for feedback and then were ready to hit the streets. With an initial “investment” of 500 Kenya Shillings (approx £3), children had a week to pilot their projects. All the students were able to repay their loan and held a celebration from their profits. A number of children were still running their small enterprises a year later!

Trips and Outings

“Fursa” means opportunity in Kiswahili and over the course of the year we create opportunities for children and young people to get out of their comfort zone and experience new challenges and experiences. Deep Sea has no green space and very little space for activities. Over the course of the year, Fursa arranged for visits to the nearby City Park as well as Karura Forest and the Giraffe Sanctuary, where kids could explore their natural heritage, learn about the environment and have fun playing games or participating in mindfulness sessions. Some highlights this year included:

- **Camp at the Rowallan Scout camp**
A two night, three day camping trip in the forests on the outskirts of Nairobi offered Fursa kids and teens a valuable opportunity to learn in a new environment. It allowed them to bond with peers, develop teamwork skills and foster a stronger sense of community and togetherness.
(<https://youtu.be/MSK1fOgdICk?si=TUB-mHJuBt2ppRiK>)
- **Visit to Kapa Oil Refineries**
Our secondary school students visited Kapa Oil Refineries, a leading company in the production of cooking oils, soaps, detergents and margarine. This visit exposed the learners to industrial processes and broadened their understanding of career opportunities in manufacturing and related industries. Such trips are instrumental in helping the students envision their futures and consider various professional paths after secondary school education.



- Faraja 5k run for Charity

The children of Fursa once again participated in the 5k run in support of the Faraja Cancer Charity and children suffering from cancer. This year was a particularly special event as children were donated sports shoes collected by the student body at Peponi School and the children met the guest of honour, the world record-breaking long-distance runner and Olympic champion, Eliud Kipchoge!



Talent Development



- Annual Talent Show

Our annual talent show, Fursa provides a platform for Fursa kids to express themselves creatively through art and science. This event boosts their confidence and gives them an opportunity to showcase their talents to peers, parents and the community.

(<https://youtu.be/u4hHIEdbxfo?si=zttJkyfK1RjWjXf3>)

"I have stopped being shy and gained confidence."

– Franklin

- Co-Curricular Achievements

We also encourage students to actively participate in co-curricular activities at school. A notable achievement this year was by one of our students from Form 2, who competed at the Kenya National Music Festivals. As our young people grow and develop their own interests and passions we continue to look for opportunities for them to participate in programmes and activities, including partnerships with Cheza Cheza dance and the Youth Theatre of Kenya.

Parental support

A highlight for our parents in June 2024 was a parent session focused on mental health. The workshop introduced what is mental unwellness, symptoms in an individual, and how to overcome poor mental health through simple and affordable ways, such as taking a walk, doing physical exercise, having enough sleep and drinking enough water. The session also covered parenting skills and how issues at home can directly impact on their children's mental health.

"The staff were great and very inquisitive, I love their positive attitude. The parents session was so motivating. Their desire to learn and do the best for their children was encouraging."

(Counsellor & trainer)

Challenges

- **Floods:**
Severe flooding in April and May 2025, which displaced many families in Kenya, caused a two-week delay in the start of Term 2. This resulted in a shorter term requiring students to rush through their lessons. Despite the challenges, the Fursa team adapted by providing additional academic support to help the teens keep up with their studies, even as they waited for the schools to resume normal schedules.
- **Political Unrest:**
Protests during the year occasionally caused a tense learning environment in schools. The youth-led protests highlighted the need for civic education among our teens, empowering them to understand their rights and actively engage in shaping their futures in a safe and legal way.
- **Increased Cost of Living:**
The rising cost of living affected many families and resulted in higher school fees than originally predicted. This explains many noticeable increases in programme costs compared to earlier projections. Despite this, Fursa Trust remains committed to ensuring that no child is left behind due to financial constraints.
- **Teen Pregnancy:**
One of our secondary students faced an unexpected pregnancy this year. This significantly impacted her school performance and highlighted the challenges teens in Deep Sea face. While respecting her autonomy, Fursa has intensified its focus on equipping students with Sexual and Reproductive Health and Rights (SRHR) education for all students to help them make informed and confident choices about their futures. The students gained a deeper understanding of their bodies and learned practical tools to navigate their growth and well-being. Lessons focused on setting boundaries, recognising and managing peer pressure, understanding changes during puberty and staying informed about their health and safety.

- After extensive consultation with the young person and her family, Fursa continues to support her return to school to continue her studies in January 2026.
- **Child Protection Measures:**
A child protection officer has been identified within Deep Sea area to work with Fursa Trust. This ensures legal guidance and swift action in cases where children face risks such as teenage pregnancy or sexual abuse.
- **School Transfers:**
Several students faced challenges that made school transfers necessary for their well-being and successful learning. These cases underscore Fursa's prioritisation of children's welfare and the importance of tailoring support to their individual needs.



Photo: Fursa kids & teens after a lesson on Menstrual Health and Hygiene. The girls received reusable sanitary products.

Our Impact

- 36 children enrolled in secondary schools
- Our first high school graduate enrolled in University to study Information Technology and Computer Studies.
- Parents tell us they see their children happier and calmer and they do not have to worry that their children are not safe.

But don't just take our word for it. We asked our secondary school students for their feedback about their experience of being at Fursa - why they came and what had changed for them as a result. 34 out of 36 students responded. Using open ended questions allowed them to speak about our impacts unprompted and in their own words.

They told us they go to Fursa for a range of reasons: for homework help; to socialise with their friends and engage in peer to peer learning; to learn lessons they do not get at school such as how to set and respect boundaries and personal hygiene, they go to be encouraged, to have fun and to gain personal development skills.

100 % told us Fursa made them feel good, loved, encouraged or positive in some other way.

Why do you come to the Fursa Club?

'First of all I feel loved and it's like my family. I feel good because I get help in my studies where I have difficulties. Also I get good advice by different facilitators about my life skills. They (do) share their interesting stories about their life where we learn many things" (PN, Grade 9)

"Fursa is the best club I have ever seen because when I have problems, they actually helped me to solve it." (ZA, Grade 9)

"I come to Fursa because of the tuition and activities that are there, but apart from that I feel safe, loved and accepted in Fursa" (BM, Grade 11)

How does coming to Fursa make you feel?

"Loved and happy" - "Makes me feel courageous" - "I feel that I am home" - "Good!" (x 32!)

What has changed for you since you started coming to Fursa?

When asked what had changed for them, more than 60% of the students spoke about improvements in peer to peer relationships and their ability to express ideas, which directly supports their school performance and social interaction. Students spoke about how they had achieved better academic engagement and performance through Fursa. They spoke about positive behaviour change and personal development, bolstered by a sense of safety, support and mentorship.

"I have improved my English and I am more able to express myself better before others. I have gained courage and it has improved self-confidence unlike... before I joined Fursa" (IK, Grade 9)

'Since I started coming to Fursa my grades have greatly improved since I acquire revision books that are available in Fursa and they help me in my revision'. (CM, Grade 10)

"The way I talk to [adults] and my fellow students... The way I carry myself around Deep Sea. The way I respect my boundaries and how I manage my time." (JA, Grade 11)

"It has helped me with school fees to join high school

It has made me to choose my career

It has helped me to overcome shyness and to have courage

It has helped me to love and understand myself" (MF, Grade 10)

Give examples of what's improved for you at school.

Students frequently share with us their challenging school conditions - bullying and/or peer pressure from classmates, poor teaching in overcrowded classrooms, and family pressures that create additional demands and pull them from their studies.

In spite of this, 98% of students reported an improvement in their school life as a result of Fursa's support. 33% told us that their grades have improved and 19% told us about how Fursa has allowed them to stay in school by supporting them through school fees, revision books and uniforms.

"I have improved in various subjects such as business studies and I am confident in consulting my friends and teachers in areas which I do not understand" (FT, Grade 9)

50% of students told us that their social, communication and conflict-management skills had improved due to what they had learned at Fursa.

"My confidence has improved to the point I can be able to address people during an assembly and also I can really interact with other teachers including the principal." (BM, Grade 11)

"In my previous school I was bullied but since I spoke out I was taken to another school and now I am good." (DM, Grade 10)

"Discipline, self-control, teaching friends what's good and bad" (JO, Grade 9)

"I can speak out when something is wrong" (SK, Grade 11)

This feedback, collected regularly from all students, helps us identify where we need to strengthen and focus our efforts and also helps motivate the team and volunteers.

Highlights in the UK

Most of the action takes place in Kenya but a lot of work happens in England.

As our activities and ambitions for Kenya grow it is important that we build the capacity and strength of our Board of Trustees. In March 2025 our Finance Trustee, Mitali Kelly, stepped down after 5 years with Fursa. Mitali was one of the founding Trustees, setting up our systems to ensure compliance and providing a constant source of advice, support and challenge. She will be greatly missed. In March 2025 we appointed two new Advisors to the board who have since joined the board as Trustees (September 2025). Sajad Manzoor is our Finance and Risk Trustee and Charlotte Hall is our Fundraising Trustee. Both bring great experience, energy and knowledge and we are very happy to have them on board!

FUNDRAISING

Fundraising has continued to focus on building up a core of individual and corporate friends of Fursa making smaller or larger donations. Regular donations from Friends of Fursa create the security we need to allow our Kenya partner organisation to employ staff and invest in their development, which is so crucial to support children and families in Deep Sea. We have been greatly supported this year by two significant donations by UK foundations that have enabled us to grow the team in Kenya.

Our new fundraising strategy, developed this year with the support of a fundraising expert, helped us in setting clear goals and increasing our focus on raising funds through trusts and foundations. Implementing a fundraising strategy that supports sustainable growth will be greatly enhanced by having a new Trustee on our board with expertise in fundraising. We are also looking to build up a stronger fundraising effort in Kenya. An appeal during Ramadhan in March raised more than £6,000 - enough to fund a daily meal for all our students during the month of Ramaddan and all school holidays, and snacks during the rest of the school year.

Our team in Kenya continues to be supported by volunteers in England - as well as developing skills in social media, we have updated our website to better reflect our work and our team, and we continue to work with a UK-based production company and a Kenya-based video company to support our fundraising efforts with compelling storytelling through photos and film.

The Year Ahead

In England

- Review our Relationship Agreement between The Fursa Trust and Fursa Trust Kenya to ensure robust systems are in place that respect the governing articles of the partner organisations and adequate reporting and risk management.
- Review our reserves policy.
- Undertake a strategic review and co-create a three year Strategic Plan for 2026-2029 with the following outcomes:
 - Increase our impact and reach more children
 - Consolidate our model and demonstrate replicability
 - Reduce risk - diversify away from Deep Sea
 - Mitigate costs and become more sustainable
- Consolidate and enhance our fundraising strategy to support the new strategic plan.

In Kenya

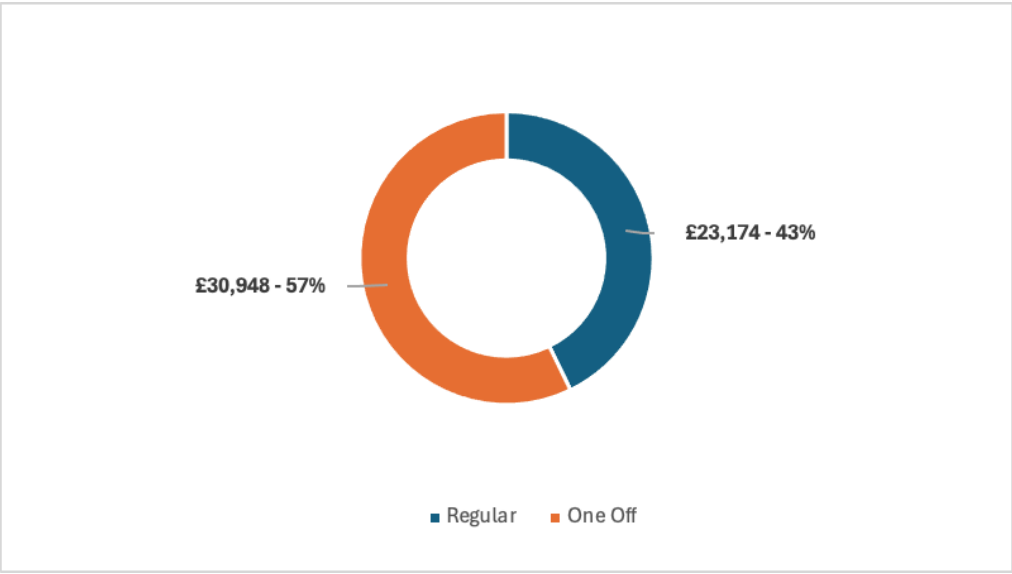
- Complete the construction and transition into the new Fursa Hub in Deep Sea.
- Support in the co-creation of a three year strategic plan to increase our impact within Deep Sea and expand our work into other communities (2026-2029).
- Develop and implement a programme to empower our post-high school graduates to transition with greater confidence into adulthood and employment, entrepreneurship or further education. Partnering with other organisations and institutions, the project will empower our young graduates with the skills and attitudes they will need to lead and succeed in transitioning to adulthood.
- Expand the opportunities for young people to explore different passions and interests.
- Develop a comprehensive digital literacy programme, including integrating IT into learning, promoting online safety, and digital skills and including workshops for parents to help them keep their children safe online.
- Review, develop and implement policies, organisational systems and operating procedures and streamline processes and systems to ensure the organisation is legally compliant and to facilitate growth.
- Expand the Board of Directors, with a focus on strengthening our finance, human resources and legal expertise to create the resilience and capacity to support our growth.
- Have fun!

2023/2024 FINANCIAL STATEMENT

INCOME AND EXPENDITURE APRIL 2021--MARCH 2025 (The Fursa Trust UK)



INCOME BY SOURCE FY 2024/25



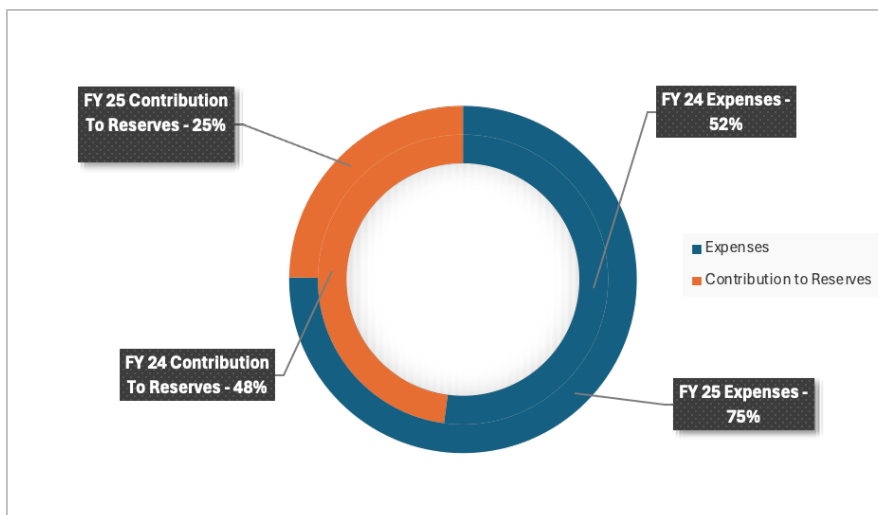
Reserves Policy

The purpose of a Reserve Policy is to ensure the long-term financial stability of The Fursa Trust. The reserves provide a source of internal funds for unanticipated shortfalls, unforeseen expenses, or investment opportunities that further our mission.

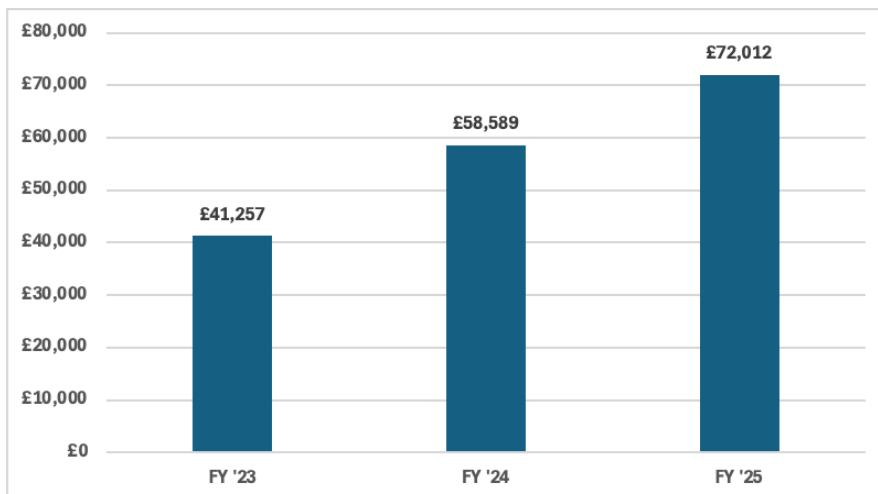
The Fursa Trust has made a commitment to contribute to secondary school fees for a number of students. Our reserves policy takes this future commitment into account as well as the need to ensure continuity in service provision for at least 6 months. In addition to this we have been concerned with building reserves that allow for sustainable growth, ensuring continuity of provision to the children and families of Deep Sea, and the potential to expand our reach within and beyond Deep Sea.

Our new Finance Trustee is working together with the Board to review our reserves policy over the course of the coming year to ensure it is fit for purpose to manage risk and sustainability in the context of a strategy for growth.

FY 2024 AND FY 2025 CONTRIBUTION TO RESERVES



Cash Funds at Year End



Legal and Administrative Information

The Fursa Trust is a registered charitable incorporated organization, governed by a Charitable Incorporated Organisation Foundation Constitution. The only voting members are the CIO's charity trustees. Trustees are appointed by the Board of Trustees.

In all our activities, the Trustees have had regard to the guidance issued by the Charity Commission on public benefit

The Fursa Trust was registered with the UK Charity Commission in December 2019.

OUR TRUSTEES

Ruhi Morbiwalla (Chair)

Marc Hersheson

Sarah Gabay

Phillida Chenevix Trench

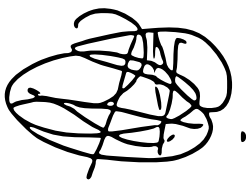
Mitali Kelly (until March 2025)

Registered Address: 13A Acol Road, London NW6 3AA

Charity Number: 1186991

Trustees have had regard to the guidance issued by the Charity Commission on public benefit

*WEBSITE: THEFURSATRUST.ORG | INSTAGRAM: [@THEFURSATRUST](https://www.instagram.com/THEFURSATRUST) | FACEBOOK:
[FACEBOOK.COM/THEFURSATRUST](https://www.facebook.com/THEFURSATRUST)*



Ruhi Morbiwalla 29-01-26



CHARITY COMMISSION
FOR ENGLAND AND WALES

The Fursa Trust

1186991

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Receipts and payments accounts

For the period from	Period start date	To	Period end date
	01/04/2024		31/03/2025

Section A Receipts and payments

	Unrestricted funds to the nearest £	Restricted funds to the nearest £	Endowment funds to the nearest £	Total funds to the nearest £	Last year to the nearest £
A1 Receipts					
Donations and Grants	43,976	10,143	-	54,119	36,180
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
Sub total (Gross income for AR)	43,976	10,143	-	54,119	36,180
A2 Asset and investment sales, (see table).					
	-	-	-	-	-
	-	-	-	-	-
Sub total	-	-	-	-	-
Total receipts	43,976	10,143	-	54,119	36,180
A3 Payments					
	-	-	-	-	-
Charitable activities	14,306	-	-	14,306	12,309
Payment to Fursa Kenya	19,790	6,600	-	26,390	4,674
Governance costs	-	-	-	-	1,865
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
	-	-	-	-	-
Sub total	34,096	6,600	-	40,696	18,848
A4 Asset and investment purchases, (see table)					
	-	-	-	-	-
	-	-	-	-	-
Sub total	-	-	-	-	-
Total payments	34,096	6,600	-	40,696	18,848
Net of receipts/(payments)	9,880	3,543	-	13,423	17,332
A5 Transfers between funds	-	-	-	-	-
A6 Cash funds last year end	58,589	-	-	58,589	41,257
Cash funds this year end	68,469	3,543	-	72,012	58,589

Section B Statement of assets and liabilities at the end of the period

Categories	Details	Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
B1 Cash funds	Current Account	18,469	3,543	-
	Savings Account	50,000	-	-
		-	-	-
	Total cash funds	68,469	3,543	-
	(agree balances with receipts and payments account(s))	OK	OK	OK
		Unrestricted funds to nearest £	Restricted funds to nearest £	Endowment funds to nearest £
B2 Other monetary assets	Details			
		-	-	-
		-	-	-
		-	-	-
B3 Investment assets	Details	Fund to which asset belongs	Cost (optional)	Current value (optional)
	None		-	-
			-	-
			-	-
			-	-
			-	-
B4 Assets retained for the charity's own use	Details	Fund to which asset belongs	Cost (optional)	Current value (optional)
	None		-	-
			-	-
			-	-
			-	-
B5 Liabilities	Details	Fund to which liability relates	Amount due (optional)	When due (optional)
	None		-	
			-	
			-	
			-	
			-	

Notes to the accounts 2024/25

CIO Guarantees and Secured Debts


The trustees confirm, in accordance with the Charitable Incorporated Organisations (General) Regulations 2012, that at the year end the CIO did not have any outstanding guarantees to third parties nor any debts secured on assets of the CIO.

Signed by one or two trustees on behalf of all the trustees

Signature

Print Name

Date of approval



Ruhi Morbiwalla

28/01/2026



Section A

Independent Examiner's Report

**Report to the trustees/
members of**

Fursa Trust

**On accounts for the
period**

1/4/24 to 31/3/25

**Charity no
(if any)**

1186991

**Responsibilities and
basis of report**

I report to the trustees on my examination of the accounts of the above charity for the period 1/4/24 to 31/3/25

As the charity trustees of the Trust, you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ("the Act").

I report in respect of my examination of the Trust's accounts carried out under section 145 of the 2011 Act and in carrying out my examination, I have followed the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act. The accounts have been prepared on a Receipts and Payments basis in accordance with section 133 of the act.

**Independent
examiner's statement**

I confirm that I have the requisite skills and experience to conduct the Independent Examination for this charity to the standards required as set out in Appendix 5 of CC32. Although retired from practice as an accountant and as a member of a listed professional accountancy body, I continue to conduct a number of examinations on a voluntary basis every year. I also confirm that I am independent of the charity as set out in Direction 2 of CC32.

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

- accounting records were not kept in accordance with section 130 of the Act or
- the accounts do not accord with the accounting records

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

Signed:

Date: 29/1/26

Name: Andy Moore

Address: Blaenpentre, Swyddffynnon, Ystrad Meurig, SY25 6AW