UNITED WORLD SCHOOLS

England & Wales · Charity number 1187721

Details

Status	Registered
Legal form	CIO
Registered	2020-02-03
Register	View on the Charity Commission register

Contact

Address	Fora - The Office Group 133 Whitechapel High Street London E1 7qa
Phone	02034570704
Email	info@uwsglobal.net
Website	https://uwsglobal.net

Activities

Objects: 3. Objects The objects of the CIO are: To advance education by such means as the trustees may consider appropriate, including by means of establishing and operating: any educational establishment or establishments in Cambodia, Myanmar (Burma), Nepal and Madagascar; and in such other parts of the world as the trustees may from time to time think fit and to fulfil such other purposes which are exclusively charitable according to the law of England and Wales and are connected with the charitable work of the trust.

Activities: At UWS, our vision is Zero Education Poverty - a world where every child is empowered through education to choose their own future. Our mission is to ensure children in remote and marginalised communities achieve Foundational Literacy and Numeracy Skills - the essential building blocks of lifelong learning.

Classification

- **How:** Provides Buildings/facilities/open Space, Provides Services, Provides Advocacy/advice/information
- **What:** Education/training, Economic/community Development/employment, Other Charitable Purposes
- **Who:** Children/young People, Other Defined Groups, The General Public/mankind

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Geography

- **Area of benefit:** OVERSEAS
- Burma
- Cambodia
- Madagascar
- Nepal

Finances

Period end	Income	Expenditure	Assets	Employees
2024-12-31	£4,296,424	£3,988,745	£1,606,838	16
2023-12-31	£3,581,512	£3,310,709	£1,299,158	12
2022-12-31	£3,546,686	£3,549,478	£1,028,355	17
2021-12-31	£3,229,246	£3,340,423	£1,031,147	20
2020-12-31	£2,761,761	£2,843,372	£1,219,719	19

Trustees

Name	Role	Appointed
Peter Lance Taylor	Chair	2020-06-10
David Alexander Newbigging		2023-11-01
Isabelle Salabert		2026-02-05
Janet Morris		2022-08-15
Lia Larson		2023-10-18
Olivia de Groot		2023-10-18
Raymond Peter Upton		2022-09-20
Ross Cattell		2023-09-01
Savin Mao		2026-05-26
Shazia Khawar		2025-09-30
Silvia Shiliashka		2022-09-20
Timothy Huish GALLICO		2022-09-20

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UNITED WORLD SCHOOLS

England & Wales - Charity number 1187721

Accounts

UWS

EDUCATE THE FUTURE
CHANGE THE FUTURE

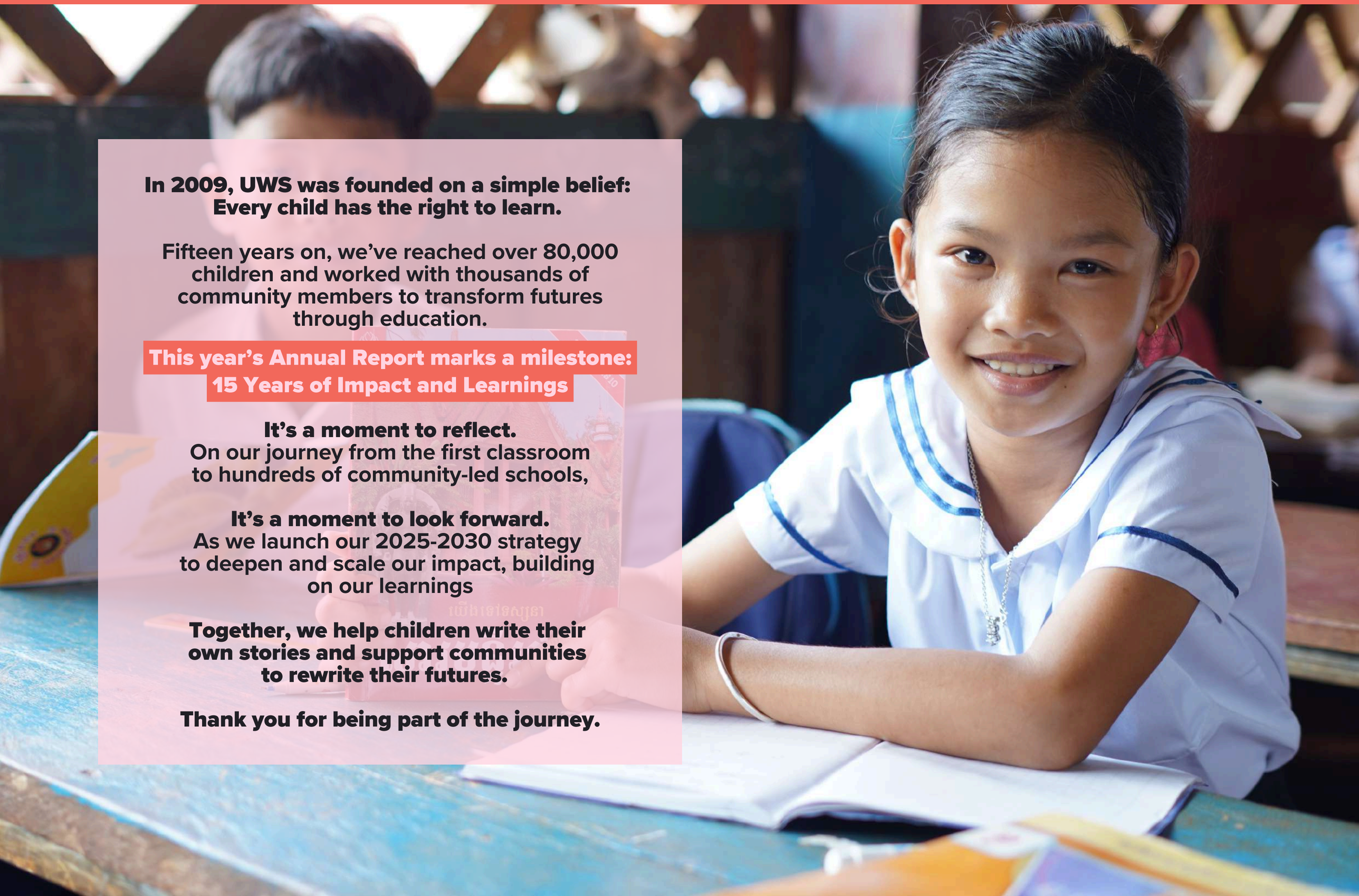
15 YEARS



OF LEARNING

UWS ANNUAL REPORT 2024

UWS



In 2009, UWS was founded on a simple belief: Every child has the right to learn.

Fifteen years on, we've reached over 80,000 children and worked with thousands of community members to transform futures through education.

This year's Annual Report marks a milestone: 15 Years of Impact and Learnings

It's a moment to reflect.
On our journey from the first classroom to hundreds of community-led schools,

It's a moment to look forward.
As we launch our 2025-2030 strategy to deepen and scale our impact, building on our learnings

Together, we help children write their own stories and support communities to rewrite their futures.

Thank you for being part of the journey.

UWS

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WELCOME MESSAGE FROM THE EXECUTIVE CHAIR

At UWS, our vision is Zero Education Poverty: a world where every child can reach their full potential through education. For the past 15 years, we have worked alongside children and families in some of the world's most marginalised communities to make this vision real - transforming the lives of more than 80,000 children so far.

The need has never been greater. Today, more than 70% of 10-year-olds in low- and middle-income countries cannot yet read or understand a simple sentence. UWS exists to change that: by giving children strong teachers, quality learning, and sustainable schools. Every child deserves the chance to read, write, count - and dream!

A RECORD-BREAKING YEAR

2024 was our most impactful year yet. Our programmes reached over 41,000 children, with equal representation of girls and boys. We operated 244 UWS schools across four countries, including opening 15 new schools in Nepal and Madagascar. In Madagascar, our schools are serving around 400 children each on average, underscoring the urgent need and demand in the remote areas where we operate.

Alongside this, we trained more than 1,900 teachers during 2024 - a hugely important investment in long-term quality and sustainability of our education programmes. Every child needs a strong teacher! Teacher attendance remained consistently high, with 85% in Madagascar and above 90% for all other programme countries. To address the intergenerational gaps in education in Madagascar, our teacher training is being conducted in a dedicated first-of-its-kind residential Teacher Training Center built by UWS in one of the most remote regions. Further, all our curricula are locally adapted and are being attuned to support students with their foundational learning outcomes.

We also piloted a bold new approach: extending our proven methodology into 39 government schools in Nepal, at the invitation of local governments, to transform learning outcomes. Through this, we supported more than 4,800 children and trained 534 teachers already in post, demonstrating how we are strengthening education systems from within.

Sustainability remains at the heart of our model, supporting local communities to run their own schools over time. In 2024, we transitioned 56 UWS schools to local government and community ownership in Cambodia, Nepal and Myanmar, ensuring they serve future generations to come. Since inception, UWS has developed 320 schools, of which 131 (41%) are now sustainably managed locally. We continue to build the capacity of community-led School Management Committees (known as FEFFIs in Madagascar), embedding schools firmly within community leadership.

Our data confirms the impact of our approach. Academic achievement was strong across most countries, with Nepal and Myanmar achieving 92% pass rates in national examinations, and Cambodia at 89%. Madagascar's 58% pass rate signals an extremely challenging local context and the need for continued focus on foundational learning. Impressively, student progression to further schooling was highest in Nepal (92%), with Cambodia and Myanmar close behind (83% and 82%). Retention rates were similarly strong - Cambodia at 97%, Nepal at 95%, and Myanmar at 87%. Madagascar's 74% retention rate and 26% dropout rate underscore the need for further targeted interventions.

Together, these achievements show what 15 years of learning makes possible: quality, sustainable, scalable education that transforms children's lives.

THANK YOU

We can only deliver UWS programmes thanks to the fantastic support and generosity of all our supporters. Despite continuing economic challenges, UWS achieved record income of £4.3m in 2024, an increase of 20% from £3.6m in 2023. Equally importantly, we started 2025 with more income visibility than ever before. This impressive growth reflects investment in a stronger and more global fundraising team, and above all the amazing generosity of our donors. Most importantly, this growth translates directly into impact: tens of thousands of children gaining the foundational skills they need for life, free to dream beyond the limits once set for them, thanks to your support.

We finished the year with cash balances of £1.37m, an increase of 20% from £1.14m in 2023, reflecting strong income growth and robust management of costs.

LOOKING AHEAD

2025 marks a step-change in our ambition. After 15 years of building, testing, and refining our approach, we are now ready to accelerate. It took us 15 years to reach 80,000 children. In just the next five years, we will more than triple that - we are aiming to support 260,000 children by 2030.

This bold ambition is set out in our new 2025-2030 Strategy, which we are proud to launch this year. The strategy commits us to: continuing opening new schools where access is most out of reach, and by partnering with governments, at their request, to extend our proven approach to transform learning outcomes for children in government schools.

Our focus remains on driving the quality, sustainability and scale of our programmes, to give hundreds of thousands more children the chance to reach their full potential - every child needs to read, write, count and dream!

UWS LEADERSHIP

Our UWS team is central to this mission. We have made several key changes to strengthen the UWS global leadership team in 2024. These changes are bearing fruit through strong growth in income and new programmatic opportunities. We will continue to invest more in leadership development across UWS, building organisational capacity to match our growing ambition.

Every day, I am privileged to witness the extraordinary dedication of our teams, working against the backdrop of a wide range of challenges, including conflict, displacement, and extreme weather events. I would like to thank every member of the UWS team for their inspirational commitment to our mission. I am particularly proud that our programme country teams are staffed and led by national colleagues, whose expertise and commitment are driving our impact. We are also investing in global team capacity across programmes, fundraising and finance, with most new global roles now located in our programme countries.

We continue to develop our UWS boards internationally - in programme countries and in key fundraising locations including the UK, USA, Germany and Singapore. I am so grateful to all board members for their guidance and passion.

After 15 years, we know what works. Now, we are ready to go further, faster - giving hundreds of thousands more children the chance to read, write, count, and dream.

Together, we're building a future where every child has the chance to learn, thrive and reach their full potential. Thank you for being a part of this transformative journey.



Peter Taylor
Executive Chair, UWS





OUR VISION

ZERO EDUCATION POVERTY

A world where every child can reach their full potential through education.

OUR MISSION

FOUNDATIONAL LEARNING

We ensure children in remote and marginalised communities achieve Foundational Literacy and Numeracy - the essential building blocks of lifelong learning.

SPECIAL FEATURE

REVISITING THE FIRST UWS SCHOOL IN CAMBODIA

15 years ago, a bold vision took root in the remote Ratanakiri Province of northeastern Cambodia.

Korng Nork School - the very first school built by UWS - opened its doors. A milestone that marked the beginning of our efforts to ensure quality education for children living in remote and marginalised regions.

This year, we returned to Korng Nork School to share how their story has unfolded.

Fifteen years ago, in the remote Ratanakiri province, UWS opened the doors to its very first school, Korng Nork Primary School, in a place where no school had stood before. Until then, the children of this community had never held a book, traced the letters of their own names, or dreamed beyond the boundaries of their village. Parents longed for a different future, one where their sons and daughters could read, write, and seize opportunities their generation had never known. But that hope felt distant, almost impossible. Until one day, it wasn't.

Today, Korng Nork stands as a proud public primary school, supported by the government since UWS officially transitioned it in 2020. Its classrooms echo with the joyful hum of learning, the scratch of pencils on paper, the sound of stories being read aloud, and the laughter of children who now have a future they can shape for themselves.





MR. NUY BUNMI: 15 YEARS OF TEACHING

For Nuy Bunmi, the principal of Korng Nork Primary School, teaching is more than a job, it's a commitment he has upheld since the school's very first day.

"I volunteered to come teach at Korng Nork when it was created in 2008," he recalls. ***"Before the school was constructed, children were studying in a small thatched room. They didn't even have proper uniforms back then."***

Over the past 15 years, Bunmi has witnessed his community change. ***"Ever since the school was built, there have been lots of changes. Now we have a School Management Committee, the students are more well-dressed, and we've upgraded our school environment to the best of our ability,"*** he says.

He shares that the community's relationship with education has transformed, too. Parents now visit weekly or bi-weekly to check attendance and follow up on their children's progress. ***"Many of our students have gone on to secondary school, and even university,"*** shares Bunmi proudly.

"UWS has helped with learning and teaching materials, playground equipment, and even set up our school library with all kinds of reading books," he explains.

Looking ahead, Bunmi's hopes remain rooted in the same values that have guided him since day one: ***"I hope the school will continue to develop, especially with the teachers' efforts to give the best to the students."***



A COMMUNITY WRITING ITS OWN FUTURE

For the parents of Korng Nork, the school is more than just a building, it's the foundation of a new chapter for their families. One mother, a rice farmer, has seen all of her children pass through Korng Nork's doors.

"One is in Grade 12 now at the local high school, another is in Grade 9," she says proudly. ***"My younger children are still here in Grade 1 and Grade 2".***

The change from 15 years ago is striking, Another mother recalls: ***"Now there are many more children enrolling. At first, parents didn't pay much attention to their children's studies, but now they do all the time. They hope their children will gain more knowledge and have a better chance at securing a good job."***

Korng Nork's School Management Committee plays an active role in this shift - encouraging parents to keep their children in school and intervening if a child is at risk of dropping out. As one mother put it: ***"Being poor is hard, but being illiterate is even harder. If they know how to read and write, it will be easier for them in the future."***

Fifteen years on, Korng Nork's story shows what happens when a whole community embraces education. The school is not only educating children, it is also shaping a generation of parents who see learning as the foundation for a better life; a legacy that will serve families today and generations yet to come.



THAI DAO: KNOWLEDGE, EXPERIENCE & BRIGHT FUTURE

Thai Dao is one of the many students whose education journey began at Korng Nork Primary School and is now attending O La Lai Secondary School. We meet him on the day of his national exam - a big step on his path to further education.

"I am very happy and excited to have continued my education to secondary school. For me, education is extremely valuable; it has helped me gain more knowledge, experience, life lessons, and has pushed me to study further."

"In the future, I want to finish high school and pursue a bachelor's degree at university. I'm not sure yet what I want to study, but I think I might consider teaching. I'd like to come back and be a teacher at Korng Nork one day."

When asked to describe his experience at Korng Nork in three words, Thai smiles, choosing: Knowledge, experience, and bright future, adding that he wishes his juniors to study hard so that they too can gain better experiences and lead a successful life.

"In the future, I want to finish high school and pursue a bachelor's degree - maybe in teaching. I'd like to come back and be a teacher at Korng Nork one day"
Thai Dao, UWS Alumnus, Cambodia

Korng Nork's first 15 years have shaped the lives of hundreds of children like Thai. And as the school continues to grow, its story, and theirs, is still being written.

As we mark 15 Years of Impact and Learnings, this Annual Report reflects on how we built on this legacy in 2024 - supporting thousands more children to unlock their futures through the power of education. From the first child who stepped into Korng Nork's classrooms to the thousands now learning in over 350 schools across Asia and Africa, the story is the same: when a community gains access to education, they don't just change their children's lives - they begin writing a new future for generations to come.



UWS GLOBAL

For 15 years, UWS has worked to ensure quality education to the world's most remote communities. Today, UWS serves children across Cambodia, Nepal, Myanmar, and Madagascar, united by one vision: Zero Education Poverty. Behind every number is a child gaining the power to read, write, count and dream.

In 2024, our work reached:



MADAGASCAR

UWS schools
22

Children reached
10,380

Teachers trained
195

NEPAL

UWS schools* | of which **transitioned****
102 | **15**

Children reached*
12,038

Teachers trained*
1,040

MYANMAR

UWS schools | of which **transitioned****
63 | **15**

Children reached
3,235

Teachers trained
135

CAMBODIA

UWS schools | of which **transitioned****
96 | **26**

Children reached
15,587

Teachers trained
543

15 YEARS OF IMPACT:

80,000+ CHILDREN

359* SCHOOLS

*includes 320 UWS-constructed schools and 39 locally-run partner schools

**UWS sustainably transitions schools to local ownership within a 5-7 year timeframe, following a capacity development programme

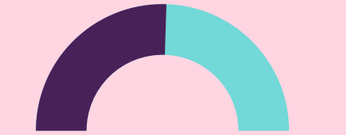


2024: IN NUMBERS

41,240

CHILDREN REACHED

(2023: 33,740 children)



51:49 Girls:Boys

1,913

TEACHERS TRAINED

(2023: 1,437 teachers)

283

SCHOOLS OPERATIONAL*

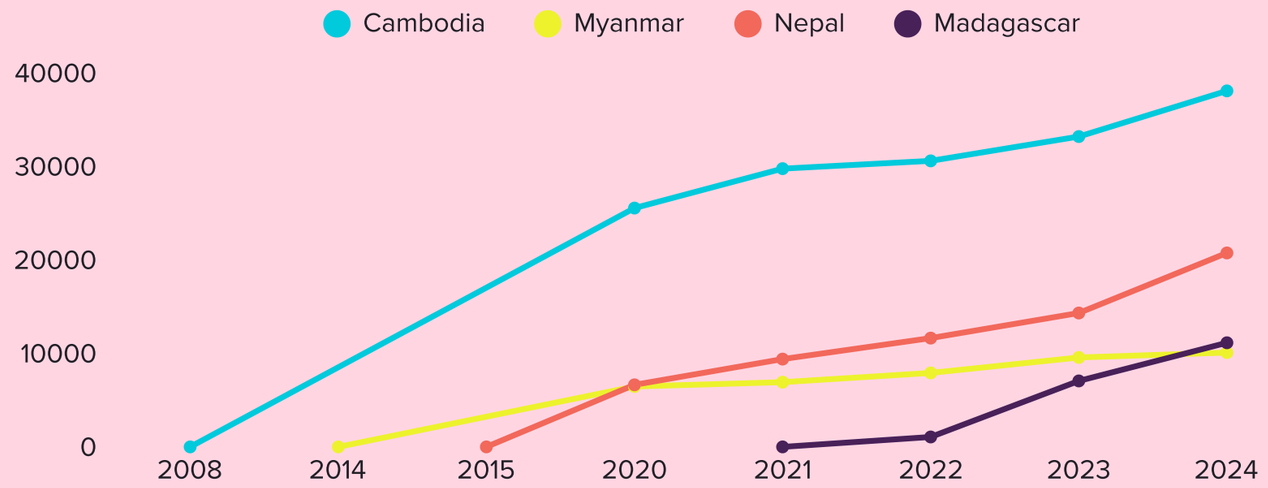
(2023: 246 schools)
(Cumulative: 359 schools)
*includes 39 locally-run partner schools

56

SCHOOLS TRANSITIONED TO LOCAL OWNERSHIP

(2023: 42 schools)
(Cumulative: 131 schools)

SCALING IMPACT (CHILDREN REACHED)



(as of December 2024)

2024
COUNTRY IMPACT HIGHLIGHTS



UWS CAMBODIA

Fifteen years since our first school was built, UWS Cambodia continues to lead by example. In 2024, we supported the integration of former UWS schools into the public system while ensuring quality remained high. Alongside this, targeted initiatives expanded support for girls and strengthened our role in shaping the wider education sector.

In 2025, we will continue exploring opportunities with the Ministry of Education, Youth, and Sport to extend support to children beyond UWS schools.

11,000+ GIRLS RECEIVED TARGETED SUPPORT - PAGE 21

SHARING OUR LEARNINGS WITH THE SECTOR - PAGE 29



UWS NEPAL

In 2024, UWS Nepal supported remote mountain communities to ensure children not only enrol, but stay in school and succeed. Mothers' groups played a critical role in transforming attitudes toward girls' education, while improved infrastructure and teacher training boosted learning outcomes. Thousands more children are now gaining the literacy and numeracy skills to thrive.

Looking ahead to 2025, we will deepen our gender equity work, strengthen community-led school management, and scale our initiatives to support even more children.

6,000+ STUDENTS AT-RISK OF DROPOUT RETAINED - PAGE 19

4,800 STUDENTS SUPPORTED IN NON-UWS SCHOOLS - PAGE 33



UWS MYANMAR

In a deeply sensitive and challenging context, UWS Myanmar continued to deliver education for children in remote and conflict-affected areas. In 2024, our teams worked with communities to keep schools open, train teachers, and safeguard children's right to learn. Remarkably, student achievement and community leadership continued to grow.

In 2025, our focus will be to strengthen resilience: supporting teachers, safeguarding students, and ensuring children's education continues in the most difficult circumstances.

100% MYANMAR LITERACY PASS RATE - PAGE 17

15 SCHOOLS LOCALLY TRANSITIONED - PAGE 26



UWS MADAGASCAR

In one of the world's poorest countries, UWS Madagascar opened the doors of education to thousands more children in 2024. Oversubscription at our schools highlighted both the urgent demand for education and the community's trust in UWS. Teacher development programmes and community engagement helped sustain enrolment and strengthen the quality of learning.

In 2025, we will continue to expand access through constructing new UWS schools, strengthen teacher development, and advocate for education as a path out of poverty.

195 TEACHERS JOINED OUR TRAINING PROGRAMME - PAGE 16

1,800 NEW STUDENTS ENROLLED - PAGE 30

OUR THREE INTERCONNECTED GOALS

For 15 years, UWS has worked alongside communities, teachers, and governments to tackle education poverty at its roots. To achieve UN Sustainable Development Goal 4 - "to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" - we pursue three interconnected goals. These shape not just how we work today, but how we build a better tomorrow.



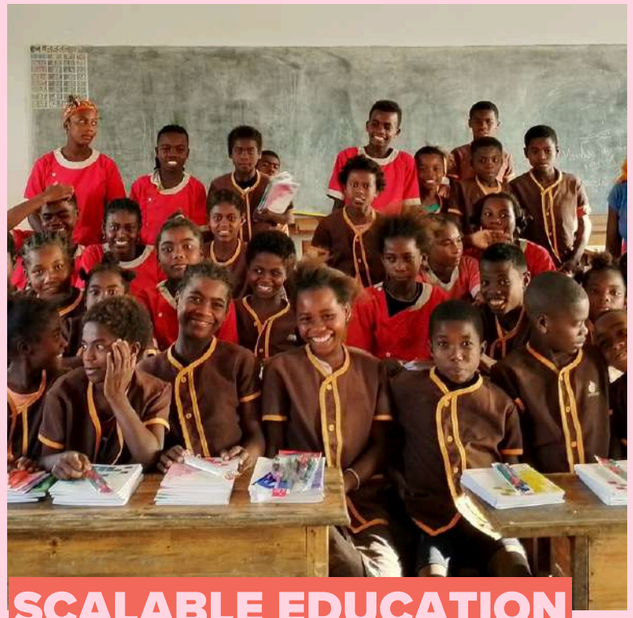
QUALITY EDUCATION

We focus on early literacy and numeracy outcomes - equipping children with the skills they need for life. By training local teachers, embedding evidence-based methods, and promoting gender equality, we ensure that children don't just attend school, they learn, thrive, and imagine brighter futures.



SUSTAINABLE EDUCATION

From day one, we work hand-in-hand with local communities and governments to create schools that are community-owned, and fully embedded into national systems. We support school leaders, parent groups, and local committees to keep children learning long after we step back. We develop capacity, not dependency.



SCALABLE EDUCATION

We build new schools where they're needed most - and we help existing community schools do better too. By working at both community and national level, we're making changes that can go further, faster. We aim to reach 260,000 children by 2030, while strengthening government infrastructure to sustain and expand this impact.

GOAL 1
QUALITY EDUCATION

For 15 years, UWS has seen that literacy and numeracy open the door to all other learning. In 2024, we strengthened these foundations across our schools: from phonics-informed teaching in Myanmar, to expanding dropout prevention programmes in Cambodia and Nepal, and rolling out early grade reading and maths assessments in Nepal and Madagascar. Together, these efforts are helping children not only stay in school, but thrive as confident learners.

QUALITY EDUCATION
ELEVATING LEARNING EXPERIENCES

86%
of UWS students progressed to further schooling

91%
of UWS students passed the national examinations

Foundational literacy and numeracy are the gateway to all other learning. Without these skills, children face lifelong barriers - to further education, secure livelihoods, and full participation in society. A future with vulnerability: to child labour, early marriage, economic exclusion, and cycles of poverty that repeat across generations.

Over the past 15 years, global student enrolment has increased, but without quality teaching and learning provisions, children leave school without the skills they need to shape their futures. Of the 39 million primary-aged children across our countries of operation, just one in ten children reach minimum reading proficiency by the end of primary school.

In 2024, we continued to focus on getting the foundations right: quality in teaching, inclusive classrooms, and engaged communities. Because when we do, we don't just improve learning outcomes, we unlock the potential of children, families, and entire communities.

Our teacher development programs focused on child-centric pedagogies, formative assessment, and contextualised instruction through tailored coaching and classroom support. Our innovative **Hub and Teacher Training Center** approach in Madagascar is helping us tackle inter-generational gaps in education through intensive coaching and mentoring of 195 teachers.

*EGRA/EGMA - Early Grade Reading/Mathematics Assessment

BUILDING BLOCKS FOR FUTURE LEARNING

True foundational learning isn't about memorising answers; it's about deep conceptual understanding. In the multilingual environments we serve, a simple written test at the end of the year can often mask a child's true comprehension.

Going beyond pass rates, our newly adopted standardised formative assessments* in Nepal and Madagascar revealed critical gaps in comprehension and numeracy. These insights are shaping targeted interventions to strengthen foundational skills.

From standardised assessments we are moving into interactive formative assessments - like asking a child to group leaves by numbers or identify sounds in a local story. This allows our teachers to gauge a student's grasp of a concept beyond language barriers. It ensures we are building a robust foundation of critical thinking, not just rote recall, setting children up for genuine, lifelong learning. Further, through child-centric activities, multilingual resources, safe and inclusive classrooms, we're fostering curiosity and confidence in early learners.



MYANMAR

MULTI-LINGUAL, PHONICS-BASED EDUCATION

With over 100 languages spoken across Myanmar, language barriers are one of the biggest obstacles to learning, especially in the rural communities UWS serves. Many children enter school speaking only their mother tongue, with little or no exposure to the national language. Without inclusive strategies or mother-tongue support, these children risk quickly falling behind. UWS Myanmar is committed to promoting multilingual education and equipping community teachers - many of whom speak the same languages as their students - with the tools to build strong literacy foundations.

In 2024, UWS integrated evidence-based phonics instruction into early literacy lessons across 63 schools. This approach focuses on supporting children to decode words using systematic phonics - exploring the relationship between sounds and letters - rather than relying on memorisation. Lessons are reinforced through storytelling, repetition, and song, helping children build both confidence and fluency. By gaining these foundational skills, students shift from learning to read, to reading to learn: the gateway to acquiring knowledge, developing critical thinking, and opens doors to lifelong learning.

This dual-language, phonics-informed approach is already showing results. Every two months, UWS Myanmar conducts formative assessments to track student progress. **In October 2024, 100% of Grade 6 students passed assessments in Myanmar literacy, maths, and science,** demonstrating the impact of strong teaching, supportive classrooms, and engaged learners.

135

teachers trained to integrate phonics-based teaching into literacy lessons

100%

of Grade 6 students passed assessments in Myanmar literacy, maths, and science



UWS students read together in Myanmar

THE TEACHERS WE NEED FOR THE FUTURE THEY DESERVE

NAR LAW KHA'S STORY

Nar Law Kar holds the community teacher position at UWS Hwe Hway School, in rural eastern Shan State, Myanmar. In this account, which has been translated from Burmese, she shares her journey as a teacher, and how she incorporates phonics-based instruction into her teaching, supporting her students to learn to speak and read the national language

"My name is Nar Law Kha, and I am 22 years old. Every morning, I walk for 30 minutes to reach Hwe Hway Primary School, where I teach children in Grades 1 and 3. I also have a young child at home, so I balance being a mother with my work as a teacher.

Many of my students speak the Lahu language at home, so they find it difficult to learn the national language. I follow a simple method in my classroom: teach, revise, and retrain.

For me, teaching is not just about academic subjects. It is about helping children build the skills they need for life.

I encourage them to think for themselves, to be creative through storytelling, and to be ready for the challenges they may face.

Step by step, I have seen them improve. My students are now speaking the national language, solving basic maths problems, and joining in activities that spark their imagination. Their progress gives me strength and reinforces my belief that education can change not just a child's future, but the future of an entire community.

I see the power of education every day, watching my students learn and grow reminds me why I do this, no matter the challenges."

"Every new word my students learn is like a raindrop on dry land - small, but full of life-giving potential for the future of society."
Nar Law Kha, UWS Teacher, Myanmar



A moment from Nar Law Kha's classroom.

CAMBODIA & NEPAL

A COMMUNITY-LED MODEL FOR PREVENTING EARLY SCHOOL DROPOUT

In the remote communities where UWS works, many children still face barriers to completing primary school - from financial hardship to long travel distances and gender-based expectations. In Cambodia, 1 in 4 rural children don't finish primary school; in Nepal, it's 1 in 5.

UWS partnered with Education Above All's Educate A Child programme on a three-year programme (2021–2024), designed to build local, sustainable solutions to school dropout. By placing communities at the heart of the response, the programme has helped thousands of at-risk children stay in school and continue their education.

6,288 young people were supported by the Dropout Prevention Programme in UWS schools across Cambodia and Nepal, achieving a 95% retention rate.

At the core of the programme were School Retention Teams (SRTs) - community-led groups of volunteers, teachers, and UWS staff working together to identify students at risk of dropping out due to extreme poverty, disability, long travel distances, age, or gender discrimination. Once identified, students received tailored support, including:

Catch-up Learning: Across both countries, more than 4,500 students joined holiday and evening classes to catch up on learning, and over 1,800 children in Nepal were supported through targeted tuition - more than four times the target.

School Materials: 11,612 students received learning kits and 552 children received new school uniforms.

Parental and Community Engagement: Nearly 2,000 individual retention plans were created with families, helping address the root causes of school dropout. Over 1,500 students received support with long or difficult journeys to school.

PROJECT IMPACT:

6,288
children supported to stay in school

95%
student retention rate achieved

127
schools engaged across Cambodia and Nepal



Holiday fun classes in Nepal

HELPING CHILDREN STAY, LEARN, THRIVE IN SCHOOL

PHURBA'S STORY

Nine-year-old Phurba* is one of the more than 6,200 children keeping their education on track through the EAA/EAC-UWS Dropout Prevention Programme. Her story, translated from Nepali, shows how the right support can help children learn, stay in school, and work towards their dreams.

Phurba is nine years old, studying in Grade 6 at UWS Chewaa School, just a five-minute walk from her home.

At home, Phurba helps with cooking and collecting firewood. Her family works hard, but meeting their daily needs is often a struggle. Even with these challenges, she remains determined; like her siblings, she hopes to continue learning beyond UWS Chewaa, though secondary school is far from home.

Recognising that financial pressures place Phurba at risk of early school dropout, the School Retention Team at UWS Chewaa identified Phurba as requiring extra support through the EAA/EAC-UWS Dropout Prevention Programme. The team visited her family to develop a plan to help her attend school regularly, and provided essential school supplies and uniform.

From a young age, Phurba has faced challenges with her speech. Rudra Bahadur, the Head Teacher, shares: ***"She struggles with her speech problem, but we are making sure she's getting all the support she needs. Her studies are getting better, and we all can see that she is trying really hard. She is a very lively girl and loves to express herself. She has a gentle smile."***

During the school breaks, Phurba also joins the "Holiday Fun" classes, where as part of the Dropout Prevention Programme she takes part in arts and crafts and catch-up lessons.

Phurba's story shows what's possible when the right support is in place. With support from her family, teachers, and the wider school community, Phurba is determined to keep learning - and working towards her dreams.

"When I grow up, I would like to be a doctor or a teacher one day. I believe that doctors can treat any sickness, and I want to make my parents proud."
Phurba, UWS Chewaa, Nepal

**name has been changed in line with our child protection and safeguarding policies.*



Phurba in her school uniform provided through the programme

CAMBODIA & NEPAL

GENDER RESPONSIVE SCHOOLS

In April 2023, UWS launched our new Girls' Inclusion Programme, funded by UWS supporters and the UK Government through UK Aid Match, promoting inclusive education via enhanced and expanded support for girls across 163 UWS schools in Nepal and Cambodia.

The programme aims to break down the barriers that keep girls out of school - and help them succeed once they're in. Through targeted mentorship, inclusive teaching practices, and strengthened community support structures, the **programme has already reached 13,038 participants, including 11,608 girls.** And the impact goes far beyond numbers: girls are staying in school, participating in class, and increasingly making decisions about their own futures.

At the heart of this shift is teacher training. 814 school staff, including government and community educators, across Cambodia (366) and Nepal (448) received Gender-Responsive Education training. Among those observed in practice, **72% were delivering gender-responsive lessons, an increase of 6% from the previous year, a strong sign that training is translating into classroom impact.**



UWS students sit together during break in Cambodia

To ensure girls feel safe, supported, and seen at school, UWS has also developed and rolled out gender-friendly WASH audit tools, now adopted across both countries.

Driving grassroots change are Mothers' Groups. These women-led collectives support girls at risk of dropping out, advocate for menstrual hygiene, and raise awareness of harmful gender norms. **Their efforts have helped achieve a 97% retention rate for girls in Nepal, surpassing the programme target.**

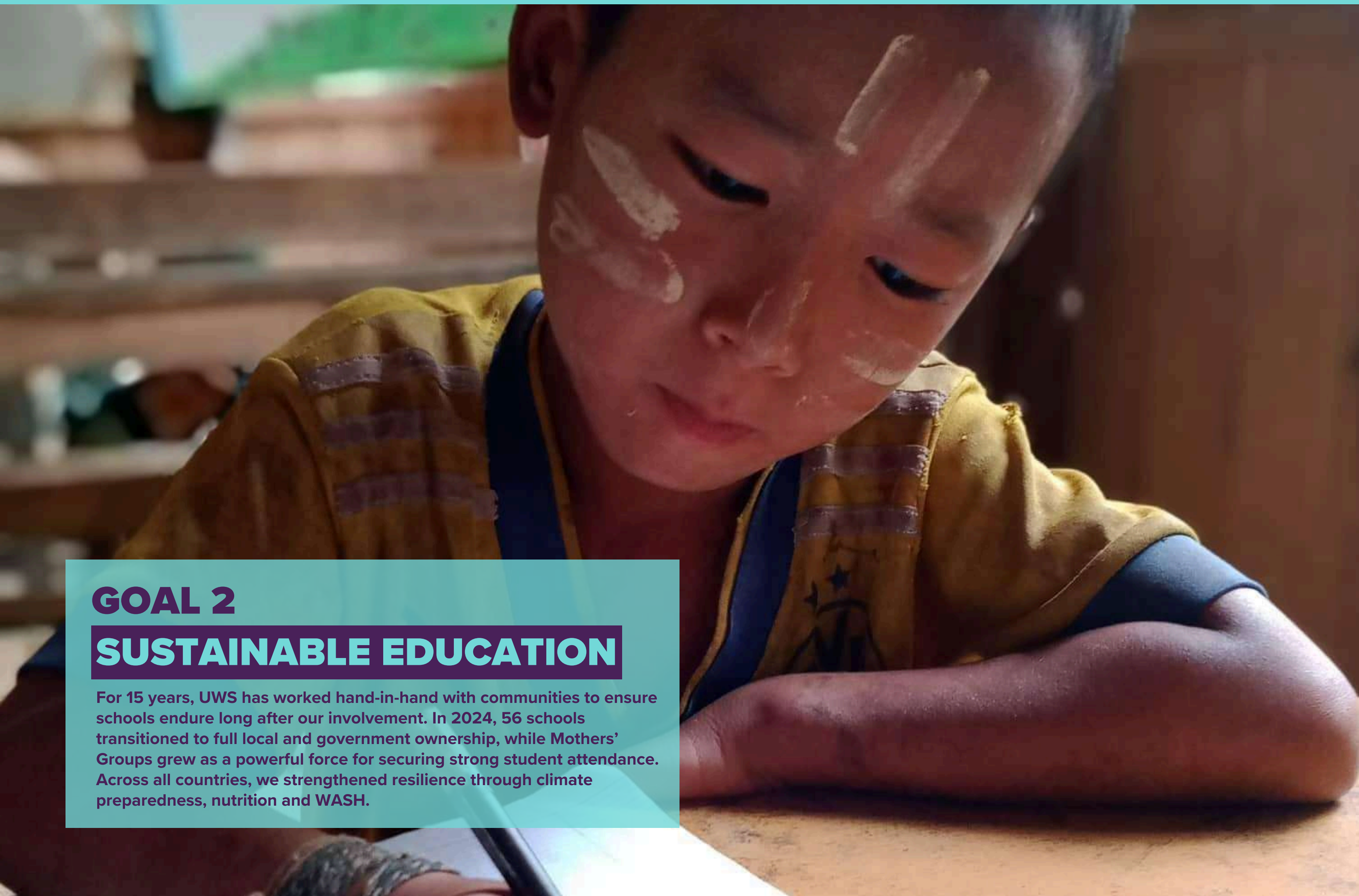
In Cambodia, the programme's influence has begun to extend beyond UWS schools. UWS was invited to present at NGO Education Partnership's (NEP) national conference, contributing evidence and practical strategies on gender-responsive teaching, while also inputting into the NEP policy brief *"Achieving gender equality in and through education in Cambodia"*. This brief has already been shared with the Ministry of Education, Youth and Sport, and represents the first step towards embedding gender equity principles into national planning. In recognition of these efforts, Cambodia's Ministry of Education has started to integrate key elements of UWS' gender-responsive approach into its wider education agenda, amplifying the programme's impact and setting the stage for systemic change.

PROJECT IMPACT:

11,608
girls have been supported through the programme

72%
of teachers were delivering gender-responsive lessons (Nepal)

89
schools with gender friendly WASH facilities



GOAL 2

SUSTAINABLE EDUCATION

For 15 years, UWS has worked hand-in-hand with communities to ensure schools endure long after our involvement. In 2024, 56 schools transitioned to full local and government ownership, while Mothers' Groups grew as a powerful force for securing strong student attendance. Across all countries, we strengthened resilience through climate preparedness, nutrition and WASH.

SUSTAINABLE EDUCATION
CREATING LASTING CHANGE

56
schools successfully transitioned to community ownership in 2024

100%
of transitioned schools evaluated are operating well

Since our first school, UWS has worked hand-in-hand with communities. We believe in building capacity, not dependency, and that sustainable education is something we create together.

In 2024, we formalised 15 new tripartite agreements, bringing our total to 181 active partnerships between UWS, local communities, and government authorities. These agreements underpin a shared vision: that every school should be community-led, government-recognised, and resilient enough to serve future generations of children beyond our involvement.

From School Management Committees to Mothers' Groups, we invest in leadership at every level. We mentor local education actors, facilitate peer learning, and build transition plans tailored to each context. **In 2024, 56 schools successfully transitioned into full local ownership.**

Across all countries, we strengthened the building blocks of sustainability - local leadership, inclusive governance, and strong teaching and learning. Additionally, we conducted our first evaluation study for School Transition in 2024, confirming that our growing network of transitioned schools continues to serve children and communities, long after UWS steps back.

CAMBODIA AND NEPAL
EVALUATING TRANSITION IMPACT

Since launching our transition model in 2020, UWS has supported 131 schools to successfully transition into full local ownership across Cambodia, Nepal, and Myanmar. In 2024, we conducted a formal evaluation to understand how 53 transitioned schools in Cambodia and Nepal were performing after UWS stepped back. In both countries, every school reviewed remained open and operational, with active School Management Committees and engaged local leaders. In Cambodia, all schools continued to receive government inspections and teacher development. In Nepal, all schools remained open, and student performance in national assessments was maintained. Communities demonstrated strong agency, hiring teachers and sourcing materials through local partnerships. Key success factors included early planning, strong leadership training, alignment with national policies, and support for local fundraising.

Overall, the evaluation reinforces that when schools are grounded in strong local leadership and government systems, community-led education can thrive, sustaining education for generations to come.



Mothers' Group meeting in Cambodia

CAMBODIA & NEPAL

MOTHERS' GROUPS: FEMALE-LED SOLUTIONS

Every child should feel safe, seen, and supported at school. While we're proud to have achieved gender parity in student enrolment across our schools, we know that girls continue to face barriers to attending and thriving in the classroom: from gender norms to practical challenges like managing menstruation. In response, a powerful movement is growing - led by mothers.

Across 160 communities in Nepal and Cambodia, mothers are stepping into leadership roles: forming Mothers' Groups, raising their voices, and shaping the future of girls' education in their communities.

At their regular meetings, women come together to share experiences, challenge harmful traditions, and find collective solutions. The groups actively track their children's school attendance and progress, engage with teachers, raise concerns, and guide their households and communities in creating positive learning environments.

Through training on menstrual health and hygiene, they are equipping themselves and their daughters with greater knowledge of their bodies and rights. In Nepal, mothers have also led Financial Literacy Training Sessions, building essential skills in budgeting, saving, and planning.

In doing so, the mothers have become trusted bridges between homes and schools. Their leadership has normalised conversations around education, health, and gender, helping to shift cultural norms from within. What once felt like personal struggles, such as managing menstruation or navigating schooling for daughters, are now shared responsibilities, addressed openly and collectively.

As a result of their efforts, community attitudes are changing. Parents now take turns visiting schools, observing classes, speaking with teachers, and engaging with their children's learning. Parents who previously viewed education as irrelevant for daughters are now actively championing it. From financial resilience to social empowerment, these groups are helping women shape a better future for themselves and their families.

"Thanks to the tireless efforts of the mothers' group, superstitions and harmful practices in the community have significantly decreased. This initiative has fostered a strong sense of ownership and commitment among parents, uniting them in the shared vision of building a better future for their children through education."

SUMITRA DUNGANA
MOTHERS' GROUP LEADER
UWS NEPAL



Mothers' Group meeting in Nepal

THE MOTHERS MAKING EDUCATION A PRIORITY

PREM KALA'S STORY

Prem Kala Dahal, a mother and farmer in rural Nepal, has always cared deeply about her children's education. But today, she's part of something bigger: a growing movement of mothers advocating for quality education in their communities. In this account, translated from Nepali, she shares how collective action is transforming schools, mindsets, and futures in her village.

As president of her local Mothers' Group, Prem Kala Dahal is helping to transform education - not just for her own children, but for families across her community in rural Nepal.

Each month, she leads regular Mothers' Group meetings, bringing women together to discuss school cleanliness, classroom conditions, and the challenges students face in staying in school.

"The mothers have been advocating for their children's futures, which is something we're really proud of," she shares.

The group plays a hands-on role in daily school life, actively monitoring access to safe drinking water, the availability of lunch facilities, and the quality of teaching.

Working closely with the School Management Committee, the Parent-Teacher Association, and the Student Representative Team, the Mothers' Group has helped drive real, tangible improvements.

Their efforts have been strengthened through training and support from UWS Nepal, including sessions on how to create safe, supportive learning environments at home. Prem Kala and her fellow members also conduct regular home visits, encouraging families to prioritise education and support consistent attendance.

"These initiatives have changed our children's mindset about learning," Prem Kala explains. **"They now look forward to going to school."**

"By working together, we've ensured that our children receive better support. It's not just about education within the classroom but it's about creating an overall environment where they can thrive"
Prem Kala Dahal, Mothers' Group President, Nepal



Prem Kala Dahal, president of her community Mothers' Group

MYANMAR

SAFEGUARDING EDUCATION

In Myanmar, an uncertain political landscape continues to challenge children's access to safe, quality education. Yet despite these realities, UWS is securing strong outcomes, delivering foundational learning, advancing gender equality, and ensuring continuity through committed local teachers.

At the start of 2024, UWS supported 63 schools, 135 teachers, and 2,711 students across Eastern Shan State. Throughout the year, we maintained a dual focus: strengthening the quality of education and carefully transitioning schools to local ownership wherever long-term sustainability could be secured.

In March, 15 schools were successfully transitioned to local leadership, while seven were responsibly closed in areas where long-term viability could not be ensured. In this evolving context, we continue to explore sustainability pathways, including transitioning schools to trusted community leadership or local religious institutions. Each model requires intensive capacity-building: training leaders to manage school finances, support teachers, and champion education for the long term.

At the core of our approach in Myanmar is the community teacher model. In 2024, our teacher training programme focused on equipping locally recruited teachers with the skills and confidence to deliver high-quality, phonics-based literacy and numeracy instruction. Students learn in both their mother tongue and the national language, supporting confidence, participation, and steady progress.

Even in these complex conditions, outcomes remain strong: teacher attendance is consistently high, literacy levels are improving, and girls continue to learn on equal terms, reflected in a sustained 55% female enrolment rate.

In 2025, we aim to prepare nine more schools for transition, ensuring that every child has the opportunity to learn and thrive.



Children in Myanmar play outside

KEY IMPACT:

2,711
students supported in Myanmar in 2024

55%
female enrolment, demonstrating commitment to equality

15
schools successfully transitioned to local ownership

CROSS-CUTTING THEMES

BUILDING RESILIENCE FOR LEARNING

Across the remote communities where UWS works, education is deeply affected by children's environments - from what they eat, to the water they drink, to the climate that shapes their lives. This is why we take a holistic approach, to ensure that children not only access school, but thrive once they're in school.

CLIMATE RESILIENCE

In 2024, extreme weather events intensified across UWS countries. Cyclone Alvaro brought destruction to southwestern Madagascar, flooding swept through communities in Myanmar, and landslides disrupted lives and learning in Nepal. In each case, UWS teams responded rapidly, assessing damage, restoring facilities, and reopening learning spaces as quickly and safely as possible. We know these shocks are becoming more frequent and intense. That's why climate resilience is a core component of our model. Across all four countries, UWS schools are constructed to national safety standards, with safe access to water and sanitation. Disaster risk reduction (DRR) is integrated into school life through training for students, teachers, and communities. By preparing schools and communities to adapt and respond, we're helping safeguard children's futures.

NUTRITION

Hunger is a daily barrier to learning across all UWS countries. Many children arrive at school without eating, affecting their ability to concentrate, participate, and stay in school. Malnutrition is driven by poverty, food insecurity, poor dietary diversity, and limited access to health services - and is often worsened by climate shocks like drought and crop failure. In 2024, UWS integrated nutrition into life-skills education, supported school gardens, and, in Madagascar, partnered with the World Food Programme to deliver meals to 1,014 students in targeted schools. In cases of severe malnutrition or neglect, we activated safeguarding systems to coordinate family and health authorities support. We continue to expand awareness of nutrition and hygiene, strengthen links to national feeding and health services, and support families to access the assistance they need.

WATER, SANITATION, & HYGIENE (WASH)

Access to clean water, safe sanitation, and good hygiene remains essential for every child to stay healthy, safe, and in school. In remote communities, these basic services are often unavailable, leading to illness, absenteeism, and in some cases, children dropping out of school altogether. In 2024, UWS continued to address these challenges head-on. We worked with communities to install handwashing stations, build and upgrade toilets, and promote safe hygiene practices across our schools. To promote access to safe drinking water, water filtration systems were installed in UWS school buildings, removing harmful impurities and ensuring students have safe water throughout the school day. Many students now bring bottles from home to refill - taking safe water back home with them. By integrating WASH into school life and infrastructure, we're helping children stay healthy, and attend regularly.



Handwashing facilities at school in Madagascar



GOAL 3

SCALABLE EDUCATION

From one school in rural Cambodia to over 350 communities across four countries, UWS has spent 15 years learning how to deliver education that lasts. In 2024, we opened new schools, trained more teachers, and piloted models with governments to strengthen national systems. Our focus remains clear: scale is not just about numbers, its about building resilient education systems that help every child learn and thrive.

SCALABLE EDUCATION
INCREASING ACCESS TO QUALITY

41,240
children reached through education programmes in 2024

54
new schools supported in 2024, of which 15 UWS-constructed

Fifteen years ago, UWS began with a single school in rural Cambodia. Today, we've worked with over 350 communities across four countries to help more children access quality education. But for us, scale has never been just about numbers. It's about strengthening systems, deepening inclusion, and building models that respond to real-world complexities. Our approach is flexible, cost-effective, and rooted in community leadership.

We scale because the need remains urgent. Millions of children are still out of school, or sit in classrooms but are unable to learn, facing barriers like chronic underinvestment, geographic isolation, and systems that don't meet their needs.

In 2024, we continued to grow our reach and evolve our model - opening new schools, supporting existing ones to improve, and working in closer partnership with government to drive sustainable change.

In 2024, we reached over 41,000 children through 244 UWS schools and 39 partnership schools - including opening 15 new UWS schools in Nepal and Madagascar. From infrastructure and teacher training to community mobilisation and gender inclusion, we remain focused on building education systems that are equitable, resilient, and centred on helping every child learn and thrive.

CAMBODIA
SHARING WHAT WORKS

At UWS, we know that scaling what works goes beyond building schools - it means contributing to stronger education systems for every child. In September 2024, UWS Cambodia participated in the 5th National Conference of the NGO Education Partnership (NEP), which brought together over 200 education stakeholders under the theme *"Equal Opportunity: Same School, Same Teacher, Same Learning Outcome."* The team was proud to co-present alongside representatives from the Ministry of Education, Youth and Sport's Teacher Training Department on the question: *"How do we address gender parity in education?"*. For UWS, it was an opportunity not only to share what we've learned from 15 years of community-based education, but also to listen, learn, and collaborate with those working toward the same goal.



UWS Cambodia's GESSI Specialist, Davit Choun, at the NEP 5th National Conference

MADAGASCAR

OPENING MORE SCHOOLS

Drawing on 15 years of UWS learning, and with the support of Fondation Axian and UWS supporters, we have been able to accelerate change in Madagascar since our first schools opened here in 2022. In just three years, Madagascar has become our fastest-growing programme, reflecting both the urgency of the need and the strength of our model.

In Madagascar's remote southwest region, Atsimo-Andrefana, education systems face some of the toughest challenges in the world: high dropout rates, a severe shortage of trained teachers, and low enrolment. For many families, education has felt out of reach. In 2024, UWS Madagascar made significant progress in tackling these barriers, opening three new schools, taking the total number of operational schools to 22. By the end of 2024, total enrolment had increased by 34% - from 6,324 to 8,496 children.

Meeting this urgent demand means investing in teachers. In 2024, all 195 teachers in Madagascar took part in 21 days of training, covering inclusive pedagogy, classroom management, and foundational literacy and numeracy skills. Teacher satisfaction and confidence rose steadily across the year, and in classrooms, that progress is translating into stronger learning outcomes; 99% of final-grade students who sat the national exam passed. At the same time, a 58% pass rate for students in Grades 1-5 reflects the extremely challenging local context and underlines the need for continued focus on foundational learning.

In 2025, our focus will be to keep pace with the urgent demand for education in Madagascar. We will open new schools to reach thousands more children in remote areas, while scaling teacher training programmes to raise classroom standards nationwide. At the same time, we will expand Mothers' Groups to strengthen community engagement, helping to keep children, especially girls, in school. Together, these efforts will ensure that more children not only gain access to education, but are supported to stay, succeed, and shape brighter futures. UWS Madagascar echoes everything we have learned over the past 15 years: when communities are empowered, teachers are supported, and children are given access to school, change accelerates rapidly.

PROGRAMME IMPACT:

10,380
children received a quality education in 2024

195
teachers took part in 21 days of pedagogical training

99%
of final grade students passed the national exam (CEPE)



Early grade literacy class at UWS Madagascar

EDUCATION HELPS CHILDREN TO WRITE THEIR OWN STORY

MANUEL'S STORY

10-year-old Manuel* is one of 1,800 children across Madagascar who gained access to education through a new UWS school in 2024. He dreams of becoming a doctor, so he can help the people in his remote coastal community. This account has been translated from Masikoro, a Malagasy dialect, and shares the changes Manuel experienced since the opening of his school.

"Five months ago, I wouldn't have believed I'd be sitting in a real classroom. In my village, school meant sitting on the ground, trying to focus under the scorching sun. We had no proper walls, no roof, and sometimes no teachers. Other times, there weren't enough books for all of us. Learning felt impossible, and school didn't feel like where dreams could come true. Sometimes, we only studied once a week because teachers were absent, and there weren't enough classrooms.

Then, last year, something incredible happened. UWS started building a school in my village. Every day, I watched as bricks turned into walls, and a roof was added to keep us safe from the sun and rain. And when the doors finally opened, I knew my life had changed forever.

My parents, seeing the new classrooms and trained teachers, finally felt hopeful. They said, *"With the construction of this new school, we have regained hope. The teachers are trained, the classrooms are modern, and school supplies are provided."*

My teacher believes in me, too. He sees my determination and tells me that I have the potential to become a doctor. He recently said that my classmates and I are more motivated than ever. "Manuel often arrives early to study," he said, "and it shows just how much education has become a treasure for all the students."

With the support of my family, teachers, and UWS, I'm now pursuing my dream with determination."

"I love geography because it's easy for me, but I still struggle with Maths and French. I want to become a doctor and help the people in my village."
Manuel, UWS Student, Madagascar

**name has been changed in line with our child protection and safeguarding policies.*



Manuel raising his hand in class.

NEPAL

INCREASING ACCESS TO QUALITY EDUCATION

In April 2022, UWS launched a three-year initiative to increase enrolment, retention, and learning outcomes of out-of-school children in rural Nepal, funded by UWS supporters and the UK Government through UK Aid Match.

Over the past three years, this project has supported **8,197 children to access improved learning environments** through the construction or adaptation of 67 schools in rural districts.

But infrastructure alone doesn't improve learning. A core focus has been building teachers' capacity to unlock quality learning outcomes. **In Year 3, 480 teachers completed 40+ hours of training** in foundational literacy and numeracy, inclusive pedagogy, and classroom management. These sessions are designed not only to improve technical teaching skills but to help teachers create nurturing, child-centred classrooms.

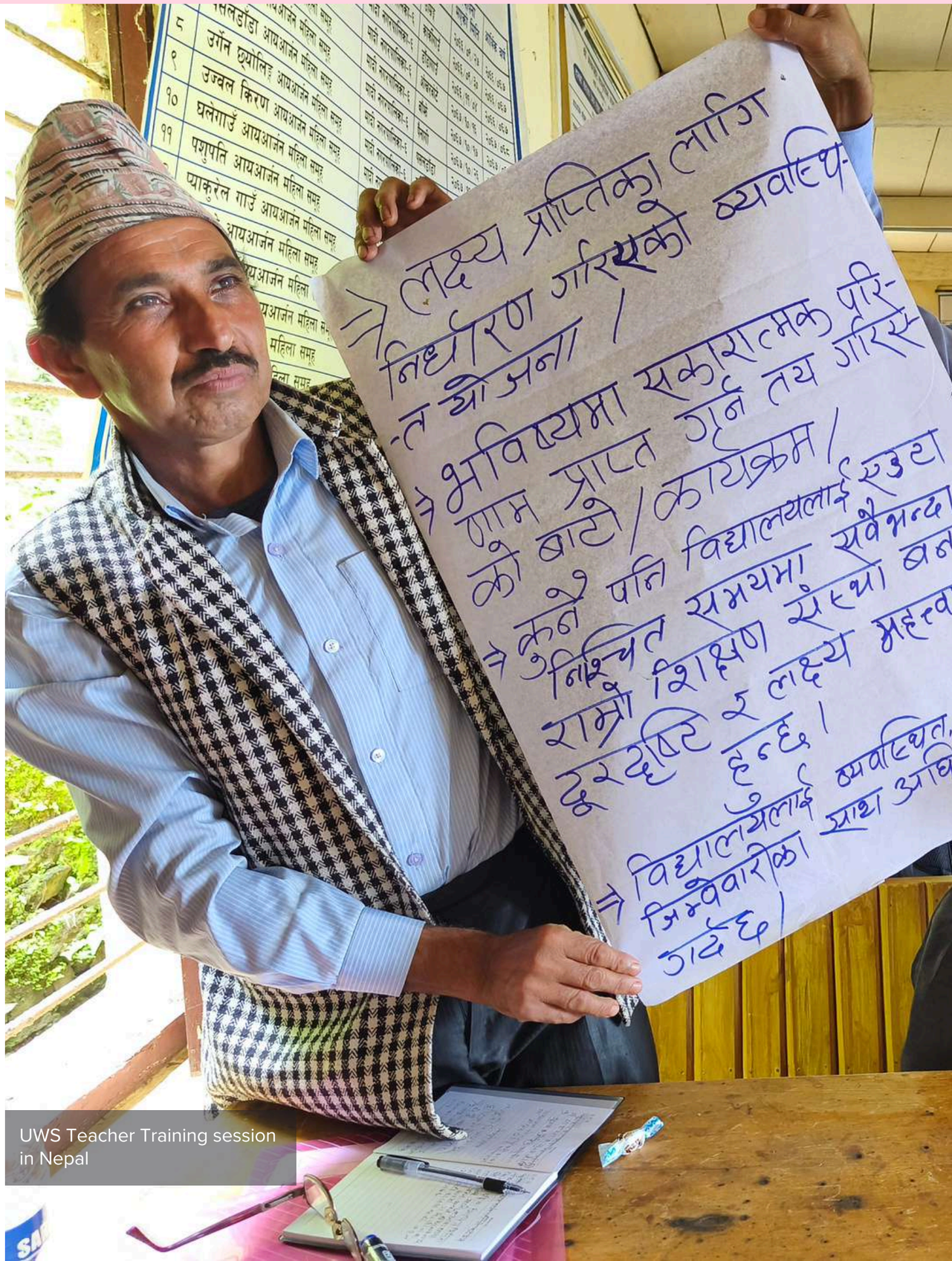
The impact is already clear: 73% of trained teachers have been rated 'good' or 'excellent' in lesson delivery, demonstrating that new pedagogical practices are taking hold. This is critical to ensuring children not only stay in school, but are equipped to learn, progress, and fulfil their potential.

PROJECT IMPACT:

8,197
children reached through the project

73%
of teachers achieved "good" or "excellent" for lesson delivery.

67
schools built or adapted in Nepal



UWS Teacher Training session in Nepal

NEPAL

PARTNERING FOR SCALE

Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

Swiss Agency for Development and Cooperation SDC
स्वीस सरकार विकास सहयोग एसडीसी

Alongside running our own schools, UWS is delivering an approach to scale impact: working hand-in-hand with government schools to strengthen education systems from within.

Through a pilot programme funded by the Swiss Agency for Development and Cooperation, we supported over 7,200 children across 46 UWS schools and 29 government-run community schools, bringing UWS' practices into the public system to drive lasting change.

The programme is grounded in three pillars to achieve improved learning outcomes for children:

Community mobilisation has been a driving force, with school mobilisers, mothers' groups, and girls' clubs playing an active role in reducing dropout, challenging harmful norms, and encouraging inclusive participation in school. These groups act as the bridge between home and classroom.

Teacher training, coaching, and the deployment of "Fellow Teachers" supported by UWS have strengthened classroom delivery and helped create more engaging and inclusive learning environments. As a result, students are more motivated to learn, and teachers more confident to teach.

Targeted support for girls - such as menstrual hygiene kits, awareness sessions, and the creation of Girls' Club spaces - has helped remove barriers to attendance and promote gender equity both inside and outside the classroom.

This model is already influencing both UWS and government strategies for the future. In recognition of its success, Nepal's Department of Education has invited UWS to expand the model in 2025, bringing quality education to even more children across the country.



Working in partnership with government schools in Tanahun, Nepal

PROJECT IMPACT:

7,285
children learning in safe, supportive schools

710
teachers supported through teacher training, mentorship, and peer learning

75
school communities supported

A RECORD YEAR OF FUNDRAISING & PARTNERSHIP

15 Years of Generosity: In 2024, our global community of partners, champions, and supporters came together like never before. Together, we raised record-breaking funds, launched new UWS hubs, and unlocked brighter futures for thousands more children.

FUNDRAISING ACTIVITIES & ACHIEVEMENTS IN 2024

Our work is only made possible because of the passion and commitment of individuals and organisations who share our vision of ending education poverty. And 2024 was no exception.

This year, as we marked 15 Years, we were deeply inspired by the global community rallying behind our mission. From flagship fundraising events to the launch of new fundraising hubs, 2024 saw record-breaking generosity and momentum to reach even more children with the education they deserve.



UWS Gala 2024, hosted by comedian Rory Bremner

CELEBRATING OUR PARTNERSHIPS

Our partners are at the heart of our impact. In 2024, we were proud to strengthen relationships with mission-aligned organisations and funders including the EA Foundation, East Head Impact, FCDO, Tropic, Stepstone and AXIAN Madagascar. We shared our story at a range of corporate events and trips. These moments not only celebrated the power of partnership but also brought our work to life for new and existing supporters.

In September, we joined Tropic Skincare at their annual *Glammies* event, where we connected with over 4,000 Tropic Ambassadors. It was a celebratory gathering that brought the Tropic x UWS partnership to life, showing how every product sold helps a child learn, and leaving ambassadors more deeply connected to our shared mission than ever before.

UWS GALA 2024

Held at the iconic Claridge's Hotel in London, our 2024 Gala Dinner was our most successful yet - with guests pledging over £500,000, including funds to support a brand-new school in Madagascar. Hosted by comedian Rory Bremner, the evening brought together inspiring stories, unforgettable performances and captured the spirit of generosity. The night explored the theme of *Two Futures* - the world we have, and the future we can create through education. Guests enjoyed live music from legendary Malagasy artist Justin Vali, joined by Paddy Bush, and took part in live and silent auctions featuring standout pieces, including a live painting of the London skyline by acclaimed artist Ben Mosley. A heartfelt thank you to everyone who attended, spoke, and supported.

PHILANTHROPY

UWS continues to rely significantly on the generosity of individuals, both long-standing supporters and new champions, who give not only donations, but also their time, expertise, and networks. A major success in 2024 was the power of personal connections, with referrals and recommendations playing a vital role in growing our income and impact. Thank you.

FUNDRAISING ACTIVITIES & ACHIEVEMENTS IN 2024

IN-COUNTRY FUNDRAISING TEAMS

In 2024, UWS recognised the power of empowering local teams with the skills and support to raise vital funds within their own countries. This shift is unlocking new opportunities, strengthening local capacity over dependency, and fostering more authentic, powerful storytelling. In 2025, we're committed to growing this team further, investing in local voices to lead the way forward.



Children dancing outside their school in Nepal

UWS USA

Established as an independent entity in 2020, UWS USA plays a pivotal role in advancing our shared mission. Strategically positioned to support and collaborate with UWS' international operations, UWS USA has galvanised a growing network of donors, schools, and partners who champion education as a fundamental human right. In 2024, the team, powered by an expanding donor community and an engaged board, amplified its impact through new fundraising and advocacy efforts. Its continued growth strengthens our collective ability to reach more children with quality education and build brighter futures through education.

UWS GERMANY

This year marked the launch of UWS Germany - a major milestone as we strengthen our presence in Europe and expand our global fundraising network. Originally founded in 2013 as ConCultures e.V., a grassroots, family-led organisation supporting UWS, the team has spent over a decade organising school campaigns and building meaningful partnerships. In 2024, the organisation officially rebranded as UWS Germany e.V., joining the UWS global network. Now, with a growing community of committed volunteers and advocates, UWS Germany will play a vital role in engaging new supporters and building partnerships that help bring quality education to even more children in the years ahead.

UWS SINGAPORE

2024 also saw the establishment of UWS Singapore, marking the beginning of a new chapter in our efforts to deepen impact and engagement across the Asia-Pacific region. As one of the world's leading hubs for philanthropy and innovation, Singapore offers a powerful platform to grow our community, forge meaningful partnerships, and drive long-term change. With close proximity to many of our programme countries, the UWS Singapore team brings a regional perspective that strengthens cross-border collaboration and accelerates our shared goal: to end education poverty.

THANK YOU

Over the past 15 years, supporters from every corner of the world have made our work possible. In 2024, your continued generosity helped sustain and expand our impact - reaching new communities, building resilient schools, and unlocking opportunities for tens of thousands of children. Whether listed here or not, our heartfelt thanks goes out to each and everyone of our supporters and partners.

CVC

EA Foundation

East Head Impact

The Education Above All Foundation's Educate A Child program

Reiner Meutsch Stiftung FLY&HELP

Fondation Axian

Foreign, Commonwealth, and Development Office

Guernsey Aid

Guernsey Overseas Aid Development Commission

Kishinchand Chellaram Foundation

One Giving Limited

Simpson Thacher & Bartlett

Sloane Robinson Foundation

StepStone Group

Swiss Agency for Development and Cooperation

The Adaptavist Group

The Fraxinus Trust

Tropic Skincare



Breaktime friendships at UWS Cambodia

FINANCIAL PERFORMANCE

A RECORD YEAR OF FUNDRAISING

2024 was a landmark year for UWS, with our highest-ever fundraising income, reaching £4.29 million - an increase of £0.71 million (19.8%) compared to 2023 (£3.58 million). This growth reflects our increasingly diversified income streams and the generosity of our supporters and institutional partners.

A key driver of this success was a sharp rise in institutional funding, which grew to £1.17 million (2023: £0.66 million) and a successful 2024 Gala which generated £0.51 million. Corporate income saw an encouraging rise, growing to £0.91 million (2023: £0.61 million). This increase reflects both new strategic partnerships and renewed support from long-standing corporate donors, and we view this as a vital area for future growth.

Importantly, a significant portion of the income growth came from unrestricted funding, which rose by 31% from £2.45 million in 2023 to £3.20 million in 2024. This flexible funding is essential to our mission, allowing us to respond quickly to local needs and invest strategically for long-term impact. Total cash reserves increased to £1.37 million in 2024 (2023: £1.14 million), remaining comfortably above our minimum prudent thresholds.



INVESTMENT IN PROGRAMME DELIVERY

Total expenditure on core charitable activities rose to £3.34 million (2023: £2.78 million), reflecting a deliberate and strategic investment in our mission. Key drivers of this increase included £250k in expanded educational resource delivery, £220k towards school construction and upgrades, notably in Nepal and Madagascar, and a £95k increase in local country staffing to support programme delivery. This was a deliberate effort to localise our programmatic expertise by investing further in in-country team development. These investments enabled us to expand access to quality education in some of the most underserved communities.

We also secured new government funding for UWS schools, which helped reduce teacher salary costs by £110k, savings that allowed us to allocate more resources to new schools and classrooms. However, a foreign exchange loss of £30k (2023: £70k gain) impacted our overall costs for the year.

FUNDRAISING EFFICIENCY AND IMPACT

Fundraising costs increased by £113k to £644k (2023: £531k), primarily due to the reintroduction of the gala event, which incurred direct costs of £116k. Despite this increase, our return on investment remained strong, seeing £6.32 raised for every £1 spent on fundraising (2023: £6.74). We are now seeing further benefits of this investment in our 2025 income forecast and through the development of more resilient multi-year funding.

Our cost allocation remained consistent year-on-year: for every £1 received, 84p funded charitable activities, while just 16p supported fundraising and essential overheads, a reflection of our commitment to efficiency and impact.

FINANCIAL PERFORMANCE

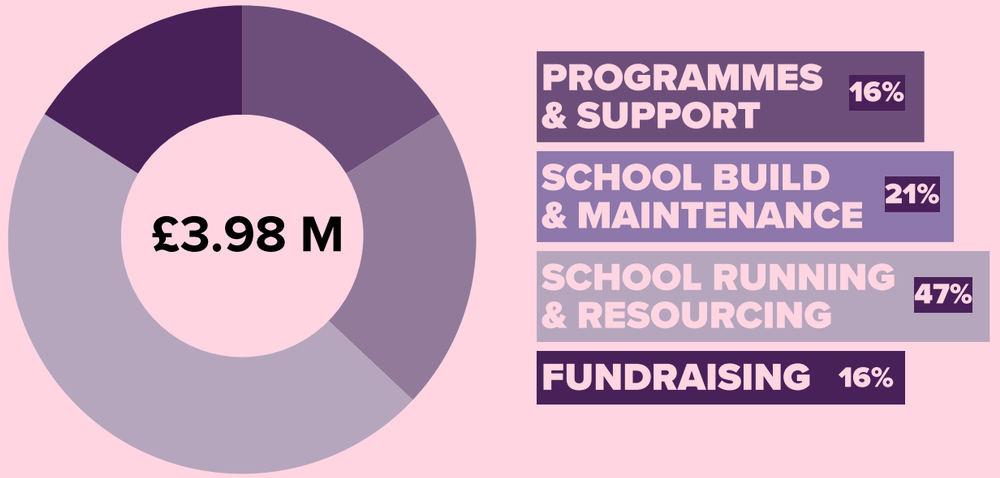
INCOME

In 2024, UWS' total income was £4.29 million, the chart below shows where our income comes from:



EXPENDITURE

Every pound is important. UWS carefully decides where to spend funds to have the greatest long-term impact on achieving our mission. In 2024, UWS spent £3.98 million enabling over 41,000 children to access quality education, and investing in fundraising to protect and grow our programmes.



KEY PERFORMANCE INDICATORS



£97 in 2024
£98 in 2023
Average annual cost of education per child



£1 : £6.32 in 2024
£1 : £6.74 in 2023
For every pound invested in fundraising we turned this into £6



84p in 2024
84p in 2023
84p from each pound donated, directly benefitted a child's education

TOWARDS 2030

We educate like the future depends on it. Because it does.
For 15 years, UWS has worked alongside children, families and communities to deliver education where it's needed most. What began with one school in rural Cambodia has grown into a global movement, spanning four countries, over 350 schools, over 2,000 trained teachers, and over 80,000 children whose lives have been transformed through the power of education.

Now, building on this foundation and the strength of national partnerships, we are launching our 2025-2030 strategy, a bold new chapter to accelerate our impact and reach more children than ever before.

PROGRAMMES STRATEGY 2025-2030

Our new strategy sets our course for the next five years. By 2030, UWS aims to support 260,000 children in marginalised communities to achieve foundational learning - more than tripling our impact in just five years.

Our model focuses on three core pillars:

- providing quality education through teacher training
- building sustainable and inclusive school communities, through community and government engagement
- and scaling access pathways into education by building new schools and developing partnerships with government schools.

To get there, we're driving forward with a two-pronged approach:

- UWS Schools Model: Where access remains out of reach, we will continue to build and support schools in partnership with communities and governments, training teachers, strengthening leadership, and ensuring every child has the chance to thrive.
- Partner Schools Model: Where infrastructure exists but learning outcomes are low, governments in Nepal and Cambodia have invited UWS to extend our proven approach beyond UWS schools. Already underway in Nepal and soon launching in Cambodia, this model focuses on strengthening teaching, improving learning, and creating lasting change at scale.

This evolution reflects who we are: a learning organisation, growing with the needs of the children we serve. Our low-cost, high-impact model reduces barriers, builds local capacity, avoids dependency and ensures lasting change.

We can't achieve our vision alone. Our successful programmes are built by national teams and shaped by the communities we serve. Working in collaboration with communities, governments, national and district NGOs, technical partners, and funders, we will scale our impact and shape the future of education. Together, we will amplify the voices of marginalised children and show that locally-led education solutions are the key to unlocking their potential.

This strategy is a commitment: To the children we serve, to the communities we work with, and to the future of Zero Education Poverty. Ensuring every child can reach their potential through education





UWS

EDUCATE THE FUTURE
CHANGE THE FUTURE

www.uwsglobal.net

info@uwsglobal.net

0203 4570704

Registered with FUNDRAISING REGULATOR

UWS is a UK registered charity
under number 1187721
133 Whitechapel High Street,
London, E1 7QA

United World Schools
Financial Statements
For The Year Ended 31 December 2024

Charity registration number: 1187721

United World Schools

Year Ended 31 December 2024

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United World Schools

Charity Reference and Administrative Details

Year Ended 31 December 2024

Charity registration number	1187721
Trustees	Peter Taylor (Executive Chair) Alex Newbigging (Deputy Chair) Lia Larson Olivia De Groot Ross Cattell Janet Morris Debbie Ball Tim Gallico Peter Upton Silvia Shiliashka Cindy Leggett-Flynn (Appointed 17 September 2024)
Executive team	Vimal Anandpura (Global Chief Financial Officer) Binaya Bogati (Global Chief Operating Officer) Linda Noon (Executive Director of Global Fundraising and Communications) Surya Karki (Global Development Director) Olivia Zane (Head of Global Strategic Partnerships) Francesca Lanning (US Executive Director) Sokha Mok (Country Director, Cambodia) Avinash Jha (Country Director, Nepal) Patrick Eai Hsu (Country Director, Myanmar) Karine Razafindrazaka (Country Director, Madagascar)
Registered office	United World Schools (UWS) 6.07, FORA, 133 Whitechapel High Street, London, E1 7QA.
Website	www.uwsglobal.net
Email	info@uwsglobal.net
Auditor	UHY Hacker Young Chartered Accountants 14 Park Row Nottingham NG1 6GR
Bankers	National Westminster Bank 151 High Street Guildford GU1 3AH

United World Schools

Trustees' Annual Report

Year Ended 31 December 2024

The Trustees present their report and the audited financial statements of the charity for the year ended 31 December 2024. The Trustees have adopted the provisions of the Statement of Recommended Practice (SORP) "Accounting and Reporting by Charities" (FRS 102) "The Financial Reporting Standard applicable in the UK and Republic of Ireland" in preparing the annual report and financial statements of the charity.

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 the Financial Reporting Standard applicable in the UK and Republic of Ireland published in October 2019.

Trustees of the charity
The Trustees who have served during the period and since the period end were as follows:

Peter Taylor (Executive Chair)
Alexander Newbigging (Deputy Chair)
Debbie Ball
Stuart Fletcher
Janet Morris
Jean-Paul Rigaudeau (resigned 22 July 2024)
Silvia Shiliashka
Peter Upton
Tim Gallico
Olivia de Groot
Lia Larson
Ross Cattell
Cindy Leggett-Flynn (appointed 17 September 2024)

Objectives and activities
The objectives of the charity are to ensure that children have access to quality, inclusive education in remote and marginalised communities in countries such as Cambodia, Myanmar, Nepal and Madagascar.

Public benefit statement
In meeting objectives and formulating future plans, the Trustees have considered the Charity Commission's guidance on public benefit. The charity continues to ensure that children have access to quality, inclusive education in remote and marginalised communities in countries such as Cambodia, Myanmar, Nepal and Madagascar.

Achievements and performance
The achievements and performance of the charity are outlined in detail on pages 10 to 37 of the Annual Report.

Financial review (including reserves policy)
A review of the charity's activities and financial position is summarised on pages 38 and 39 of the Annual Report.

In accordance with Charity Commission guidelines, the charity is required to ensure the sustainability of the organisation and maintain operating reserves to offset the impact of unforeseen events and operating cash flows. The charity's policy is to maintain unrestricted reserves at or above three months of running costs. Unrestricted reserves at 31 December 2024 of £1,273,665 represented over 3 months of running costs. These reserves exclude income receivable from Institutions and Foundations at the year end. As a result of its reserves policy, were insufficient funds to be raised, the charity could reduce build and other costs to match the reduced level of income and, if necessary, cease operations without having outstanding financial liabilities.

Structure, governance and management
United World Schools was registered with the Charity Commission on 3 February 2020, under registered number 1187721. It is a Charitable Incorporated Organisation (CIO) and is governed by its constitution.

The charity is governed by a Board of Trustees which acts in an honorary capacity. The Deputy Chair supports the Executive Chair in managing the board in areas where separation between executive and board leadership is appropriate.

The Trustees administer the charity through the Executive Chair (also a Trustee), who leads the Global Executive Team. Lines of responsibility within the charity are clearly drawn and communicated to all staff members. The Executive Director of UWS-USA reports to the board of UWS-USA, a 501(c)3 tax exempt organisation.

The Trustees are appointed through the charity's Board recruitment procedure. The charity advertises Board vacancies from time to time and actively seeks suitable candidates. On appointment, new Trustees undergo an induction period during which their duties and responsibilities are explained to them. They receive a comprehensive pack of information including a copy of the Trust Deed, recent accounts and budgets, Board meeting minutes and a schedule of future meetings and events. Trustees are encouraged to attend meetings with the executive team to understand the day-to-day running of the charity.

The Board of Trustees operated two sub-committees during 2024 – the Audit and Risk Committee and the Remuneration and Nomination Committee.

The Audit and Risk Committee is responsible for:

- assisting the Board in its oversight of the integrity of the charity's financial reporting, including supporting the Board in meeting its responsibilities regarding financial statements and the financial reporting systems and internal controls.
- monitoring the effectiveness and objectivity of external auditors; and
- assisting the Board in its oversight of the charity's risk management framework and the use of its comprehensive risk register, including the charity's performance, to protect against and mitigate risks.
- The Audit and Risk Committee is chaired by a Trustee (currently Ross Cattell)

The major risks (and the plans to mitigate) which were discussed by Trustees at the Audit and Risk Committee and the full Board since the beginning of 2024 are as follows:

- **Governance and Management Risks** specifically performance management and succession planning for leadership roles;
- **Programme Risks** including the monitoring and evaluation of projects to ensure quality in remote areas as well as political instability in countries in which we operate;
- **Fundraising Risks** specifically the ability to generate sufficient income to cover programmes and core costs;
- **People, Finance and System Risks** including the ability to resource key roles and activities adequately, and the risk of misappropriation of funds.

The Remuneration and Nomination Committee is responsible for assisting the Board and making recommendations on:

- recommendations on appointment of trustees
- the appointment and remuneration of the senior Executives of the charity; and
- where relevant agreeing any material changes to the terms of the service contracts of any senior Executives.
- This committee is chaired by a Trustee (currently Janet Morris)

Trustees also visit projects in the countries in which UWS operates, ensuring that the charity continues to meet its objectives by providing quality, cost effective education to children in remote communities in Cambodia, Myanmar, Madagascar and Nepal. This complements visits to our projects by the experienced Executive Team and by other key UWS stakeholders, for example a number of our major funding partners who have significant experience of supporting education in remote communities.

Trustees' responsibilities

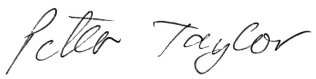
The Trustees are responsible for preparing the Trustees' Annual Report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice). The law applicable to charities in England & Wales requires the Trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charity and of the incoming resources and application of resources of the charity for that period. In preparing these financial statements, the trustees are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP 2019 (FRS 102);
- make judgements and estimates that are reasonable and prudent;
- state whether applicable accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in operation.

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

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

On behalf of the Board of Trustees



Peter Taylor, Executive Chair Date: 3 September 2025

UHY Hacker Young LLP
14 Park Row
Nottingham NG1 6GR

United World Schools

Independent Auditor's Report

Year Ended 31 December 2024

Independent Auditor's Report to the Trustees of United World Schools

Opinion

We have audited the financial statements of United World Schools for the year ended 31 December 2024 which comprise the Statement of Financial Activities, Balance Sheet, Statement of Cash Flows and notes to the financial statements, including significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including FRS 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

In our opinion the financial statements:

- give a true and fair view of the state of the charity's affairs as at 31 December 2024 and of the incoming resources and application of resources for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Charities Act 2011.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charity in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our qualified opinion.

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the trustees' use of the going concern basis of accounting in the preparation of the financial statement is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the charity's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the trustees with respect to going concern are described in the relevant sections of this report.

UHY Hacker Young LLP
14 Park Row
Nottingham NG1 6GR

Independent Auditor's Report to the Trustees of United World Schools (continued)

Other information

The other information comprises the information included in the annual report other than the financial statements and our auditor's report thereon. The trustees are responsible for the other information contained within the financial statements. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

Our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the course of the audit, or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the charity and its environment obtained in the course of the audit, we have not identified material misstatements in the trustees' report (which incorporates the strategic report and the director's report).

We have nothing to report in respect of the following matters where the Charities Act 2011 requires us to report to you if, in our opinion:

- adequate accounting records have not been kept, or returns adequate for our audit have not been received from branches not visited by us; or
- the financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of trustees' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit.

Responsibilities of trustees

As explained more fully in the trustees' responsibilities statement set out on page 47, the trustees are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the trustees are responsible for assessing the group's and the charity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the charity or to cease operations, or have no realistic alternative but to do so.

UHY Hacker Young LLP
14 Park Row
Nottingham NG1 6GR

Independent Auditor's Report to the Trustees of United World Schools (continued)

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

Irregularities, including fraud, are instances of non-compliance with laws and regulations. We design procedures in line with our responsibilities, outlined above, to detect material misstatements in respect of irregularities, including fraud. The extent to which our procedures are capable of detecting irregularities, including fraud is detailed below:

Based on our understanding of the charity and the sector in which it operates, we identified that the principal risks of non-compliance with laws and regulations related to the acts by the charity, which were contrary to applicable laws and regulations including fraud, and we considered the extent to which non-compliance might have a material effect on the financial statements – these included Health & Safety Law, General Data Protection Regulation, general employment law and the relevant local and national government laws and regulations in each of the countries that the charity operates in. We also considered those laws and regulations that have a direct impact on the preparation of the financial statements such as the Charities Act 2011. We evaluated management's incentives and opportunities for fraudulent manipulation of the financial statements (including the risk of override of controls), and determined that the principal risks were related to occurrence and accuracy of expenditure on charitable activities.

Audit procedures performed included: review of the financial statement disclosures to underlying supporting documentation, analytical review and sample transaction testing of expenditure of charitable activities, enquiries of management, testing of journals and evaluating whether there was evidence of bias by the trustees that represented a risk of material misstatement due to fraud.

There are inherent limitations in the audit procedures described above and the further removed non-compliance with laws and regulations is from the events and transactions reflected in the financial statements, the less likely we would become aware of it. Also, the risk of not detecting a material misstatement due to fraud is higher than the risk of not detecting one resulting from error, as fraud may involve deliberate concealment by, for example, forgery or intentional misrepresentations, or through collusion.

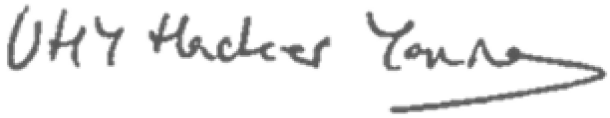
A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at: http://www.frc.org.uk/auditorsresponsibilities. This description forms part of our auditor's report.

UHY Hacker Young LLP
14 Park Row
Nottingham NG1 6GR

Independent Auditor's Report to the Trustees of United World Schools (continued)

Use of our report

This report is made solely to the charity's members, as a body, in accordance with Chapter 3 of Part 8 of the Charities Act 2011 and regulations made under section 154 of that Act. Our audit work has been undertaken so that we might state to the charity's members those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charity and the charity's members as a body, for our audit work, for this report, or for the opinions we have formed.



UHY Hacker Young LLP
Chartered Accountants and Statutory Auditor

Date: 3 September 2025

UHY Hacker Young is eligible to act as an auditor in terms of section 1212 of the Companies Act 2006.

United World Schools

Statement of Financial Activities (Including Income and Expenditure Account)

Year Ended 31 December 2024

	Note	2024 Unrestricted funds £	2024 Restricted funds £	2024 Total £	2023 Total £
Income and endowments from:					
Donations and legacies	**2**	2,671,096	1,089,180	3,760,276	3,576,218
Other trading activities	**3**	529,556	-	529,556	-
Investments	**4**	6,593	-	6,593	5,294
Total income		3,207,245	1,089,180	4,296,425	3,581,512
Expenditure on:					
Charitable activities	**5**	(595,044)	(2,749,246)	(3,344,290)	(2,779,664)
Raising funds	**6**	(632,571)	(11,884)	(644,455)	(531,045)
Total expenditure		(1,227,615)	(2,761,130)	(3,988,745)	(3,310,709)
Net income / (expenditure)		1,979,630	(1,671,950)	307,680	270,803
Transfers between funds	**16**	(1,515,717)	1,515,717	-	-
Net movement in funds	**16**	463,913	(156,233)	307,680	270,803
Reconciliation of funds:					
Total funds brought forward	**16**	809,753	489,405	1,299,158	1,028,355
Total funds carried forward	**16**	1,273,666	333,172	1,606,838	1,299,158

All income and expenditure derive from continuing activities.

The notes on pages 55 to 67 form part of these financial statements.

United World Schools

Balance Sheet

Year Ended 31 December 2024

	Note	2024 £	2023 £
Fixed assets			
Tangible assets	**12**	216,014	109,994
Current assets			
Debtors	**13**	86,505	172,400
Cash at bank and in hand		1,369,292	1,141,649
		1,455,797	1,314,049
Creditors: amounts falling due within one year	**14**	(64,973)	(124,883)
Net current assets		1,390,824	1,189,166
Net assets		1,606,838	1,299,159
Charity Funds			
Restricted funds	**16**	333,172	489,406
Unrestricted funds	**16**	1,273,666	809,753
Total charity funds	**16**	1,606,838	1,299,159

The notes on pages 55 to 67 form part of these financial statements.

The financial statements were approved and authorised for issue by the Board of Trustees on 3 September 2025.

Signed on behalf of the Board of Trustees

Peter Taylor

Peter Taylor, Executive Chair

Charity registration number: 1129537

United World Schools

Statement of Cash Flows

Year Ended 31 December 2024

	Note	2024 £	2023 £
Net cash flow from operating activities	**18**	407,582	(29,472)
Cash flow from investing activities			
Payments to acquire tangible fixed assets		(149,579)	(56,739)
Net cash flow from investing activities		(149,579)	(56,739)
Net increase/(decrease) in cash and cash equivalents		258,003	(86,211)
Cash and cash equivalents at 1 January 2024		1,141,649	1,156,600
Exchange differences		(30,360)	71,260
Cash and cash equivalents at 31 December 2024		1,369,292	1,141,649
Cash and cash equivalents consists of:			
Cash at bank and in hand		1,369,292	1,141,649
Cash and cash equivalents at 31 December 2024		1,369,292	1,141,649

The notes on pages 55 to 67 form part of these financial statements.

1 Summary of significant accounting policies

(a) General information and basis of preparation

United World Schools is a charitable incorporated organisation, registered in England & Wales under registration number 1129537. The address of the registered office is given in the charity information on page 3 of these financial statements. The nature of the charity's operations and principal activities are building schools and advancing education and well-being in countries such as Cambodia, Myanmar, Madagascar and Nepal.

The charity constitutes a public benefit entity as defined by FRS 102. The financial statements have been prepared in accordance with 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) published in October 2019, the Financial Reporting Standard applicable in the United Kingdom and Republic of Ireland (FRS 102), the Charities Act 2011, and UK Generally Accepted Practice.

The financial statements have been prepared to give a 'true and fair' view and have departed from the Charities (Accounts and Reports) Regulations 2008 only to the extent required to provide a 'true and fair view'. This departure has involved following the 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) published in October 2019 rather than the Accounting and Reporting by Charities: Statement of Recommended Practice effective from 1 April 2005 which has since been withdrawn.

The financial statements are prepared on a going concern basis under the historical cost convention. The financial statements are presented in sterling which is the functional currency of the charity.

The significant accounting policies applied in the preparation of these financial statements are set out below. These policies have been consistently applied to all years presented unless otherwise stated.

(b) Funds

Unrestricted funds 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 which are to be used in accordance with specific restrictions imposed by donors or which have been raised by the charity for particular purposes. The cost of raising and administering such funds are charged against the specific fund. The aim and use of each restricted fund is set out in the notes to the financial statements.

(c) Income recognition

All incoming resources are included in the Statement of Financial Activities (SoFA) when the charity is legally entitled to the income after any performance conditions have been met, the amount can be measured reliably and it is probable that the income will be received.

For donations to be recognised the charity will have received the funds. If there are conditions attached to the donation and this requires a level of performance before entitlement can be obtained then income is deferred until those conditions are fully met or the fulfilment of those conditions is within the control of the charity and it is probable that they will be fulfilled. No income was deferred as at the year end.

No amount is included in the financial statements for volunteer time in line with the SORP (FRS 102). Further detail is given in the Trustees' Annual Report.

Income from fundraising events is received in exchange for supplying goods and services in order to raise funds and is recognised when entitlement has occurred.

Income from grants are recognised at fair value when the charity has entitlement after any performance conditions have been met, it is probable that the income will be received and the amount can be measured reliably. If entitlement is not met, then these amounts are deferred.

Income from volunteers represents the contributions made by volunteers towards the cost of their visits to the schools.

Interest income is recognised using the effective interest method on a receivable basis.

(d) Expenditure recognition

All expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all costs related to the category. Expenditure is recognised where there is a legal or constructive obligation to make payments to third parties, it is probable that the settlement will be required and the amount of the obligation can be measured reliably. It is categorised under the following headings:

- Costs of raising funds
- Expenditure on charitable activities

Irrecoverable VAT is charged as an expense against the activity for which expenditure arose.

The construction of new schools, wells, teacher accommodation and the related furnishings and equipment is viewed by the trustees as charitable activities expenditure as it is incurred in delivering the objects of the charity. As such this expenditure is included within charitable activities resources expended within the statement of financial activities and not capitalised.

(e) Support costs allocation

Support costs are those that assist the work of the charity but do not directly represent charitable activities and include office costs, governance costs, and administrative payroll costs. They are incurred directly in support of expenditure on the objects of the charity and include project management. Where support costs cannot be directly attributed to particular headings they have been allocated to cost of raising funds and expenditure on charitable activities on a pro rata basis to the percentage of staff time spent working in each area.

The analysis of these costs is included in note 7.

(f) Tangible fixed assets

Tangible fixed assets are stated at cost (or deemed cost) or valuation less accumulated depreciation and accumulated impairment losses. Cost includes costs directly attributable to making the asset capable of operating as intended.

Depreciation is provided on all tangible fixed assets, at rates calculated to write off the cost, less estimated residual value, of each asset on a systematic basis over its expected useful life as follows:

Equipment	25% on cost
Motor vehicles	25% on cost

We build schools on land owned by the community, and the schools are gifted to the community on completion. Whilst we agree to repair and maintain the schools, we do not capitalise them on our balance sheet as we do not own them or the land.

(g) Debtors and creditors receivable / payable within one year

Debtors and creditors with no stated interest rate and receivable or payable within one year are recorded at transaction price. Any losses arising from impairment are recognised in expenditure.

(h) Foreign currency

Foreign currency transactions are initially recognised by applying to the foreign currency amount the spot exchange rate between the functional currency and the foreign currency at the date of the transaction.

Net foreign exchange gains or losses are charged or credited to the Statement of Financial Activities (SoFA) as outlined in note 8 to the financial statements.

(i) Operating leases

Rentals payable under operating leases, including any lease incentives received, are charged to income on a straight line basis over the term of the relevant lease.

(j) Employee benefits

When employees have rendered service to the charity, short-term employee benefits to which the employees are entitled are recognised at the undiscounted amount expected to be paid in exchange for that service. Redundancy payments are recognised immediately as an expense when the charity is demonstrably committed to make an employee redundant or to provide redundancy benefits.

The charity operates a defined contribution pension plan for the benefit of its employees. Pension contributions are expensed as they become payable.

Under FRS 102, the charity is required to accrue for all short-term compensated absences as holiday entitlement earned but not taken at the balance sheet date. As the charity's holiday year is coterminous with the balance sheet date accrual is only made within the financial statements where material.

(k) Going concern

The financial statements have been prepared on a going concern basis as the trustees believe that no material uncertainties exist. The trustees have considered the level of funds held and the expected level of income and expenditure for 12 months from authorising these financial statements. This has included consideration of stressed scenario showing a material reduction in fund raising with no mitigating cost action. In this scenario, UWS would not operate without three months operating costs covered by reserves. The budgeted income and expenditure is sufficient with the level of reserves for the charity to be able to continue as a going concern.

(l) Judgements and key sources of estimation uncertainty

The following judgements (apart from those involving estimates) have been made in the process of applying the above accounting policies that have had the most significant effect on amounts recognised in the financial statements:

Central office support costs are allocated to expenditure on raising funds or charitable activities as a percentage of a person(s) time spent on those activities or a percentage usage of goods or services relating to those activities.

There are no key assumptions concerning the future and other key sources of estimation uncertainty at the reporting date that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year.

2 Income from donations and legacies

	2024 £	2023 £
Individuals	1,040,075	1,927,781
Partner schools	47,850	100,136
Corporate	906,525	613,353
Trusts & foundations	566,825	238,841
Institutions	1,174,222	664,809
Digital	24,779	31,298
	3,760,276	3,576,218

Income from donations and legacies was £3,760,276 (2023 - £3,576,218) of which £1,089,180 (2023 - £1,124,024) was attributable to restricted funds and £2,671,096 (2023 - £2,452,194) was attributable to unrestricted funds.

3 Income from other trading activities

	2024 £	2023 £
Fundraising events	472,220	-
Other income	57,336	-
	529,556	-

Income from other trading activities was £529,556 (2023 - £Nil) which was wholly attributed to unrestricted funds.

4 Income from investments

	2024 £	2023 £
Interest – deposits	6,593	5,294
	6,593	5,294

Income from investment was £6,593 (2023 - £5,294) which was wholly attributed to unrestricted funds.

5 Analysis of expenditure on charitable activities

	2024 £	2023 £
Building costs	748,836	531,825
Building maintenance	80,442	70,793
Local country salaries	753,279	658,091
Educational resources	466,783	215,316
Teachers' salaries	183,698	294,929
UWK project costs (Cambodia)	-	830
Travel & subsistence in country	175,911	141,478
Administrative costs in country	116,242	84,706
UK programmes and operations salaries	359,714	424,852
Vehicle hire, maintenance & running costs	100,900	85,419
Telephone / internet	20,637	10,777
Rent in country	45,717	46,842
Foreign exchange losses / (gains)	30,360	(71,260)
Depreciation	43,381	18,842
Consultancy	44,424	1,308
Support and governance costs (see note 7 below)	173,966	264,916
	3,344,290	2,779,664

£2,749,246 (2023 - £2,152,816) of the above costs were attributable to restricted funds, and £595,044 (2023 - £626,848) of the above costs were attributable to unrestricted funds.

6 Analysis of expenditure on raising funds

	2024 £	2023 £
Charity portal fundraising fees	-	-
Fundraising event costs	116,828	28,082
UK salaries	401,284	280,092
PR materials	10,366	46,260
Support and governance costs (see note 7)	115,977	176,611
	644,455	531,045

£11,884 (2023 - £3,580) of the above costs were attributable to restricted funds, and £632,571 (2023 - £527,465) of the above costs were attributable to unrestricted funds.

7 Allocation of support and governance costs

2024	Raising funds £	Charitable Activities £	Total £
UK rent	18,202	27,302	45,504
Travel & subsistence	25,153	37,729	62,882
Foreign exchange losses / (gains)	154	231	385
Consultancy fees	12,288	18,432	30,720
Auditor's remuneration (see note 9 below)	15,040	22,560	37,600
Recruitment fees	12,796	19,194	31,990
Legal fees	1,839	2,759	4,598
Bank charges	658	986	1,644
Office supplies and IT	19,301	28,952	48,253
Telephone and internet	-	-	-
Insurance	943	1,415	2,358
Contractor fees	6,639	9,958	16,597
Other	2,894	4,340	7,234
Depreciation of office equipment	71	107	178
Total	115,978	173,965	289,943

7 Allocation of support and governance costs (continued)

2023	Raising funds £	Charitable Activities £	Total £
UK rent	21,166	31,750	52,916
Travel & subsistence	20,183	30,275	50,458
Foreign exchange losses / (gains)	119	179	298
Consultancy fees	26,586	39,880	66,466
Auditor's remuneration (see note 9 below)	14,817	22,225	37,042
Recruitment fees	7,656	11,484	19,140
Legal fees	5,291	7,936	13,227
Bank charges	691	1,037	1,728
Office supplies and IT	33,338	50,007	83,345
Telephone and internet	526	789	1,315
Insurance	2,581	3,872	6,453
Contractor fees	38,736	58,104	96,840
Other	2,234	3,352	5,586
Depreciation of office equipment	2,685	4,028	6,713
Total	176,609	264,918	441,527

Support and governance costs are allocated on the basis of staff time spent on each activity except for consultancy fees which are allocated on a direct basis and country related costs which are all classified as charitable activities.

8 Net income / (expenditure) for the year

Net income / (expenditure) is stated after charging / (crediting):

	2024 £	2023 £
Depreciation of tangible fixed assets	43,559	25,556
Net (gain)/losses on foreign exchange	30,360	(71,260)

9 Auditor's remuneration

The auditor's remuneration amounts to an audit fee of £21,000 (2023 - £20,400).

Per the Note 7, the total figure for auditor's remuneration is £37,600, of which £21,000 represents the auditor's remuneration for UWS (2024). The balance amount represents auditor's remuneration for programme countries and other related charges.

10 Trustees' and key management personnel remuneration and expenses

The Trustees neither received nor waived any remuneration during the year (2023 - £Nil).

The Trustees did not have any expenses reimbursed during the year (2023 - £Nil).

The Trustees donated a total of £196,177 to the charity during the year (2023 - £1,003,876).

The Trustees granted no loans to the charity during the year (2023 - £Nil).

The total amount of employee remuneration received by key management personnel was £495,617 (2023 - £315,323).

The charity considers its key management personnel to comprise the members of the Global Executive Team.

11 Staff costs and employee benefits

The average monthly number of employees on the central office payroll during the year was as follows:

	2024 Number	2023 Number
Raising funds	9	6
Charitable activities	7	6
	16	12

The total staff costs and employee benefits for the central office payroll were as follows:

	2024 £	2023 £
Wages and salaries	680,435	614,279
Social security	64,458	68,770
Defined contribution pension costs	16,385	20,822
	761,278	703,872

The number of employees whose total employee compensation (excluding employer pension costs) exceeded £60,000 was:

	2024 Number	2023 Number
£60,001 - £70,000	1	1
£80,001 - £90,000	1	-
£100,000 - £110,000	1	1
	3	2

12 Tangible fixed assets

	Office Equipment	Motor vehicles	Total
	£	£	£
Cost or valuation:			
At 1 January 2024	74,078	316,657	390,735
Additions	38,175	111,404	149,579
At 31 December 2024	112,253	428,061	540,314
Depreciation:			
At 1 January 2024	37,978	242,763	280,741
Charge for the year	20,657	22,902	43,559
At 31 December 2024	58,635	265,665	324,300
Net book value:			
At 31 December 2024	53,618	162,396	216,014
At 31 December 2023	36,100	73,894	109,994

We build schools on land owned by the community, and the schools are gifted to the community on completion. Whilst we agree to repair and maintain the schools, we do not capitalise them on our balance sheet as we do not own them or the land.

Vehicles represent motorbikes, boats and 4x4 trucks owned in Cambodia, Myanmar, Madagascar and Nepal, which staff use locally to travel to the remote school locations.

13 Debtors

	2024	2023
	£	£
Prepayments	13,279	16,942
Accrued income	59,459	139,798
Other debtors	13,767	15,660
	86,505	172,400

14 Creditors: amounts falling due within one year

	2024 £	2023 £
Accruals	21,026	20,401
Other tax and social security	20,154	18,440
Pensions	(166)	3,677
Trade Creditors	14,756	74,056
Other Creditors	9,203	8,310
	64,973	124,883

15 Operating lease commitments

At the reporting end date the charity had outstanding commitments for future minimum lease payments under non-cancellable operating leases, which fall due as follows:

	2024 £	2023 £
Within one year	9,360	13,374
Due between 2-5 years	-	-
	9,360	13,374

16 Funds reconciliation

Unrestricted funds

General funds – 2024

	Brought forward £	Income £	Expenditure £	Transfers £	Gains / (losses) £	Closing balance £
General	809,753	3,207,245	(1,227,615)	(1,515,717)	-	1,273,666
	809,753	3,207,245	(1,227,615)	(1,515,717)	-	1,273,666

General funds – 2023

	Brought forward £	Income £	Expenditure £	Transfers £	Gains / (losses) £	Closing balance £
General	713,620	2,457,488	(1,154,312)	(1,207,042)	-	809,753
	713,620	2,457,488	(1,154,312)	(1,207,042)	-	809,753

Restricted funds – 2024

	Brought forward £	Income £	Expenditure £	Transfers £	Gains / (losses) £	Closing balance £
Cambodia	189,868	129,128	(808,291)	556,999	-	67,704
Myanmar	-	-	(148,062)	148,062	-	-
Nepal	130,387	278,175	(920,778)	609,684	-	97,468
Madagascar	169,150	681,877	(883,998)	200,971	-	168,000
Central	-	-	-	-		-
	489,405	1,089,180	(2,761,129)	1,515,716	-	333,172

75% of the income received in 2024 (2023: 69%) was unrestricted, meaning the charity can use them as they see fit to further their aims. Where needed, funds are transferred to the appropriate restricted pots where activity was greater than the specific restricted funds.

16 Funds reconciliation (continued)

Restricted funds – 2023

	Brought forward £	Income £	Expenditure £	Transfers £	Gains / (losses) £	Closing balance £
Cambodia	75,000	261,425	(499,594)	353,038	-	189,868
Myanmar	-	810	(379,925)	379,115	-	-
Nepal	129,075	422,155	(782,909)	362,066	-	130,387
Madagascar	110,660	439,634	(493,968)	112,824	-	169,150
Central	-	-	-	-		-
	314,735	1,124,024	(2,156,396)	1,207,042	-	489,405

69% of the income received in 2023 (2022: 59%) was unrestricted, meaning the charity can use them as they see fit to further their aims. Where needed, funds are transferred to the appropriate restricted pots where activity was greater than the specific restricted funds.

17 Analysis of net assets between funds

2024

	Unrestricted funds £	Restricted funds £	Total £
Fixed assets	216,014	-	216,014
Net current assets	1,057,651	333,173	1,390,824
Total	1,273,665	333,173	1,606,838

17 Analysis of net assets between funds (continued)

2023

	Unrestricted funds £	Restricted funds £	Total £
Fixed assets	109,994	-	109,994
Net current assets	699,759	489,405	1,189,164
Total	809,753	489,405	1,299,158

18 Reconciliation of net income to net cash flow from operating activities

	2024 £	2023 £
Net income/(expenditure) for year	307,680	270,803
Depreciation of tangible fixed assets	43,559	25,556
(Increase) / decrease in debtors	85,894	(157,691)
Increase / (decrease) in creditors	(59,911)	(96,881)
(Gains) / losses on foreign exchange	30,360	(71,260)
Net cash flow from operating activities	407,582	(29,472)

19 Pensions and other post-retirement benefits

The charity operates a defined contribution pension plan for its employees. The amount recognised as an expense in the period was £16,385 (2023 - £20,694).

UNITED WORLD SCHOOLS

England & Wales - Charity number 1187721

Accounts

ANNUAL REPORT 2023

EDUCATE THE FUTURE

UWS
EDUCATE THE FUTURE
CHANGE THE FUTURE





RADO, AGE 11,
UWS AMPANDRIVOTSE SCHOOL

“WHEN I GROW UP, I WANT TO FINISH SCHOOL AND BE A POLICEMAN. I WANT TO HELP PEOPLE”

UWS works to support children to write their own stories in life, through education. Children like Rado*, in Madagascar, who is featured here and with his friends on the cover of this annual report.

Rado lives in a remote village on the southwest coast of Madagascar, a place that has been marginalised from basic services, including education, for generations.

Without education, the children here face limited choices. They risk witnessing their parents endure the same hardships their grandparents faced, knowing that with out change, this struggle will become their own future too.

Rado’s community aspired for their children to craft their own stories and shape their own futures.

UWS is partnering with Rado’s community to provide quality education. Although the first few chapters of their lives are already written, the rest of their stories remain untold. With education, children like Rado have the power to determine how their next chapters unfold.

In the pages that follow, you’ll discover the progress we’ve made in 2023, driven by our vision of a world with Zero Education Poverty.

Names marked with * have been changed to protect identities

UWS

WHO ARE WE

UWS' vision is a world with Zero Education Poverty™.
A world in which, every child, by the age of 14, is able to attain minimum proficiency in reading, writing and numeracy skills.

UWS works to ensure children have access to quality, inclusive education in remote and marginalised communities. We build and run schools, we train teachers and we strengthen education systems.

UWS works in partnership with communities; the public; governments and international institutions; private sector organisations; foundations and philanthropists; and, above all, with children and families to create lasting change.

WE BELIEVE THAT WHEN YOU EDUCATE THE FUTURE YOU CHANGE THE FUTURE.

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MESSAGE FROM THE EXECUTIVE CHAIR

At UWS, our vision is Zero Education Poverty – a world where every child can reach their full potential through education. Our mission is to ensure this future for every child in the marginalised rural communities with whom we work.

Working alongside local communities and governments, we're developing quality schools to deliver foundational learning skills in primary education. We're training teachers and strengthening education systems by fostering local ownership and promoting local accountability. We build capacity, not dependency - ensuring that education systems continue to flourish far beyond our involvement. And we deliver this through our low-cost, high-impact model.

In 2023, we made further strides towards this mission, thanks to our teams, partners, supporters, and the communities with whom we work.

2023 HIGHLIGHTS

In 2023, we supported over 25,000 children across Cambodia, Myanmar, Nepal, and Madagascar with access to quality education. With student attendance exceeding 90% and equal representation of boys and girls, our programmatic focus on gender equity is making a significant impact. More than 1,200 teachers lead these efforts, supported through the UWS training programme, ensuring positive learning outcomes. Impressively, over 95% of UWS students in Cambodia and Nepal pursued higher levels of education or vocational training after graduating from our schools.

Throughout 2023, we established 22 new schools in Nepal and Madagascar, with some of the largest student enrolments to date. In Madagascar, our schools are serving around 350 children each on average, highlighting the urgent need and demand in the remote areas where we operate.

Transition to local ownership is a growing and vital part of our model to deliver sustainable impact. In 2023, we successfully transitioned 42 schools to local ownership, supporting local communities to run their own schools over time and ensuring a sustainable future for education in these communities.

One of the highlights of 2023 was the launch of our new Girls' Education project in Nepal and Cambodia – an exciting 3-year programme supported by the Foreign & Commonwealth Development Office (FCDO). This programme has already reached over 9,000 girls, empowering them through initiatives like Mothers' Groups and Girls' Clubs; these are critical steps in dismantling barriers to girls' education. FCDO support provides both security of medium-term funding and represents a significant endorsement of the importance and credibility of our work.

We can only deliver UWS programmes thanks to the fantastic support and generosity of all our supporters. Despite the continuing economic challenges, UWS achieved an income of £3.6m in 2023, in line with 2022. We also invested in a strong fundraising team in late 2023, which is already generating significant growth in 2024, including from UWS USA. To all our supporters – we owe you a huge debt of gratitude on behalf of the tens of thousands of children whose lives are being transformed because of your support.
Costs were well controlled, and we finished the year with cash balances of £1.1m, in line with the previous year.

LOOKING AHEAD

2023 was a milestone year in our sector, marking the halfway point for the 2030 UN Agenda for Sustainable Development, which was adopted in 2015. At its heart are the 17 Sustainable Development Goals (SDGs), a guide for societies to work towards a better future by 2030. UWS actively contributes to the achievement of SDG 4 which is to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. Achieving this goal remains a significant challenge across the world.

In 2024, our focus remains on driving the quality and sustainability of our programmes. We continue to open new UWS schools in Nepal and Madagascar, ensuring access to quality education in some of the most marginalised rural communities in the world.

Examples of key initiatives include:

- Further growth in our Girls’ Education programme across Cambodia and Nepal
- Investment in additional infrastructure in existing schools in Madagascar to accommodate the rapid growth in student enrolment
- Growth in the capacity of our community and teacher training teams in Cambodia, Nepal and Madagascar – to drive better outcomes for our students
- Extension of monitoring and evaluation of UWS schools post transition, with additional capacity for UWS interventions, where needed, to sustain quality standards for the children and communities we serve
- Introduction of quality benchmarks to align with SDG 4, which includes the launch of standardised formative assessments of student learning outcomes in literacy and numeracy
- A pilot programme to extend the UWS training model to other local schools in Nepal following recognition by local government
- Development of a new UWS 2030 programmes strategy which we look forward to sharing with all UWS partners later this year

THE UWS TEAM

We made several key changes to strengthen the UWS global leadership team in 2023. These changes are now bearing fruit through strong growth in income and new programmatic opportunities to develop the quality, sustainability and scale of UWS impact on the lives of the children we serve. We are investing more in leadership development across UWS, building organisational capacity to match our growing ambition.

Every day, I am privileged to witness the extraordinary dedication of our teams to deliver against the backdrop of a wide range of challenges – I would like to thank every member of the UWS team for their inspirational commitment to our mission. I am particularly proud that our programme country teams are staffed and led by local nationals, with their invaluable expertise and unique proximity to the children and communities we serve. Thank you also to our board members who all share the team’s passion for the work of UWS, including those who have stepped down during the past year at the end of their term of office.

Together, we’re building a future where every child has the chance to learn, thrive and reach their full potential. Thank you for being a part of this transformative journey, our team is excited to work with you on the next steps of the UWS mission.

OUR TEAM IS EXCITED TO WORK WITH YOU ON THE NEXT STEPS OF THE UWS MISSION.



Peter Taylor
Executive Chair, UWS

EXECUTIVE SUMMARY
A GLOBAL OVERVIEW



CAMBODIA

In 2023, under a new leadership team, our programmes in Cambodia saw the launch of our girls' education project, fostering collaboration between girls, teachers and communities to create inclusive learning environments. This builds upon the success of our ongoing dropout prevention programme, ensuring the most vulnerable children stay in school.

READ MORE: PAGE 16, 18



NEPAL

In Nepal, beyond constructing 14 new UWS schools to increase the reach of our programmes, our work in 2023 focused on supporting children, particularly girls, at-risk of marginalisation and dropout to stay in school. We've also begun collaborating with government schools to improve learning outcomes for students beyond UWS schools, across the state education system.

READ MORE: PAGE 13, 24



MYANMAR

Our work in Myanmar has pivoted, focusing on driving quality and sustainability of education. We are committed to ensuring that UWS schools remain open and functioning, providing high-quality education to the children enrolled, in spite of disruptions due to after-effects of the Covid-19 pandemic and the ongoing political and civil unrest.

READ MORE: PAGE 22



MADAGASCAR

In Madagascar, our programmes have gone from strength to strength, focused on expanding our network of schools, and opening UWS' very first dedicated teacher training centre, tackling the country's major dual challenge of access to, and quality of, education. Going forward, we'll continue expanding our reach and enhancing the educational landscape in collaboration with local partners.

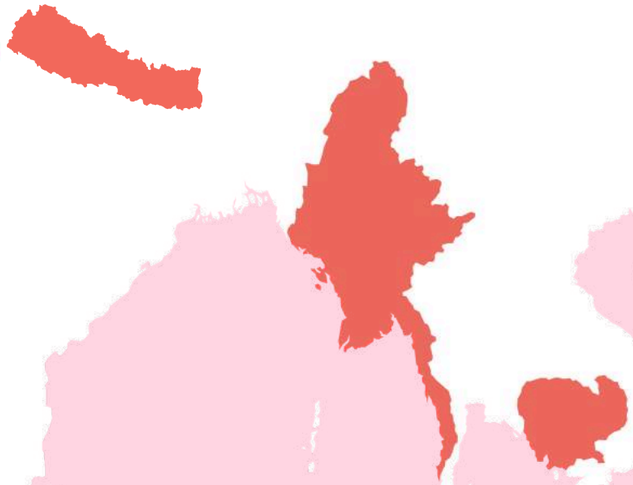
READ MORE: PAGE 11

2023: GLOBAL IMPACT

The UWS movement is made up of organisations serving children across Cambodia, Nepal, Myanmar, and Madagascar and is supported by our partners and supporters around the world.

We share one name and one ambition: Zero Education Poverty.

In 2023, our work reached:



MADAGASCAR

UWS Schools operational
14

Children enrolled
6,494

Teachers working
156

NEPAL

UWS Schools operational
56

Children enrolled
5,703

Teachers working
505

MYANMAR

UWS Schools operational
63

Children enrolled
2,718

Teachers working
137

CAMBODIA

UWS Schools operational
96

Children enrolled
10,700

Teachers working
476

64,159 CHILDREN SUPPORTED SINCE 2008

Numbers as of December 2023

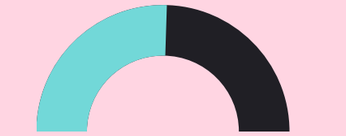


2023: IN NUMBERS

25,615

CHILDREN ENROLLED

(2022: 23,824 children)



GIRLS:BOYS

51:49 Girls:Boys

1,274

TEACHERS SUPPORTED

(2022: 1,328 teachers)

229

SCHOOLS OPERATIONAL

(2022: 243 schools)
(Historic: 303 schools)

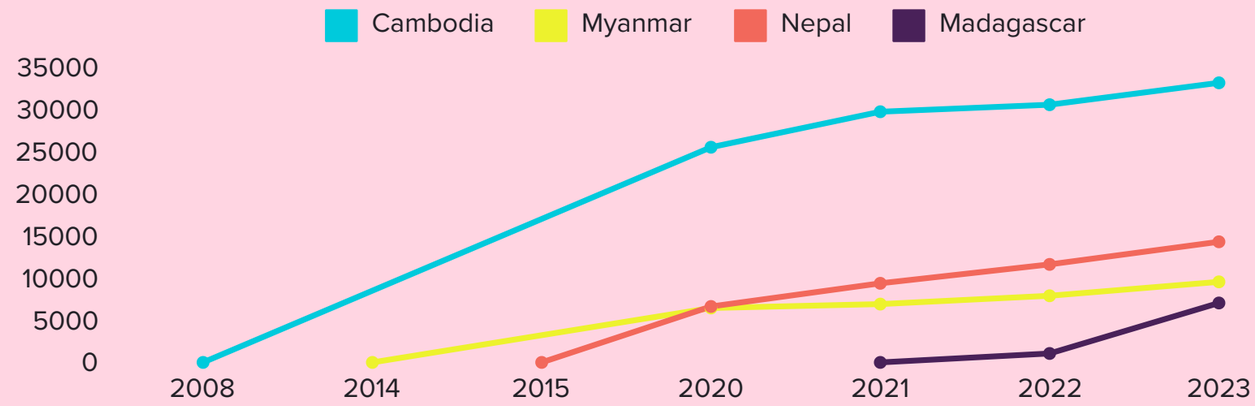
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SCHOOLS TRANSITIONED TO LOCAL OWNERSHIP

(2022: 31 schools)
(Historic: 74 schools)

SCALING IMPACT

(CHILDREN REACHED)



Numbers as of December 2023

OUR APPROACH

UWS works to actively contribute to the achievement of UN Sustainable Development Goal 4, which is to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".

The following five principles guide our work to bring about lasting change for children around the world:



ACCESS

We support children living in rural areas, including previously out-of-school children, to attend and complete primary school (SDG4.1). We do this through building safe and inclusive education facilities in collaboration with rural communities (SDG4.8).



QUALITY

Education systems are only as good as the teachers who provide the schooling, and the quality of facilities available. We work to increase the supply of qualified teachers in the regions we work (SDG4.A). Our teachers deliver an interactive curriculum within engaging learning environments. In this way, they support students to maintain high attendance levels, achieve proficiency in literacy and numeracy (SDG4.6), and inspire them to become active, lifelong learners.





INCLUSION

Inclusive systems ensure every child feels safe and included whilst learning. We aim to eliminate all discrimination in education (SDG4.5). Our teachers are trained and supported to implement gender-responsive, disability-inclusive and effective teaching and learning methodologies for students with diverse needs, including minority language needs, within a welcoming and inclusive learning environment.



STRENGTHENED SYSTEMS

Strengthened systems are the backbone of educational development - something we achieve through transitioning high-quality facilities into the national education system. Moreover, by sharing our work, innovations and best practices with national bodies, we seek to positively influence the standards set for policy, curriculum and infrastructure.



SUSTAINABLE COMMUNITIES

Our projects build capacity, not dependency. We work with communities through multi-year interventions to build local capacity to manage each school independently. Vibrant community and advocacy groups are supported to actively take part in school decision-making.

INCREASING ACCESS
BRIDGING THE EDUCATIONAL DIVIDE

25,615 CHILDREN
were enrolled in UWS schools at the end of 2023

229 SCHOOLS
operated by UWS across countries of operation

In 2023, we worked to give every child access to quality primary education.

Guided by country office-led strategic plans, and in partnership with local communities who have been marginalised from a quality education provision, we worked to build and run schools, train teachers and strengthen education systems.

We launched innovative ways to provide child-centred education services, generating evidence of what works - evidence which is now informing local and national strategies in the regions we work.

And we gave children and young people the tools to advocate for their right to education, and to inspire a life-long love of learning

A GLOBAL EDUCATION CRISIS

Every child has the right to education. Yet in 2023, a staggering 244 million children are not enrolled in formal education. Globally, there remain large pockets of out of school children, particularly among rural and indigenous populations, cultural and linguistic minorities, and children with disabilities. Common barriers include geographical isolation, social exclusion, and chronic underinvestment in rural services.

Moreover, the Covid-19 pandemic presented the worst shock to education and learning in a century, fuelling increased absenteeism, dropout, and significantly impacting student outcomes around the world.

There are currently more non-learners in school than out of school. Approximately 387 million primary school-age children and 230 million lower-secondary school-age adolescents are not achieving minimum proficiency levels in reading and mathematics.

FOR THE FIRST TIME IN HISTORY THERE ARE MORE NON-LEARNERS IN SCHOOL THAN OUT-OF-SCHOOL



OPENING MORE CLASSROOM DOORS

In 2023, UWS reached 25,615 children in the regions we work, across 229 UWS schools providing access to primary education.

Throughout the year, we concentrated our efforts on scaling our operations, constructing and opening 22 new school buildings in Nepal and Madagascar. Our commitment to safe and secure school buildings and grounds goes beyond the physical structures, to ensure our teachers and school leaders are creating a nurturing environment for children to learn and grow.

MADAGASCAR, ATSIMO-ANDREFANA REGION

In the southwest region of Madagascar, we continue to extend our network of schools in what has become our fastest-growing programme. By the end of 2023, we are operating 14 schools serving more than 6,400 children.

1 IN 5 CHILDREN HAVE NEVER ATTENDED SCHOOL

The education system in Madagascar is facing a major dual challenge in relation to access and quality. More than 1.7 million children between the ages of 6 and 14 are out of school and, despite an overall increase in primary school enrolment, almost 1 in 5 children have never attended school.

Teaching capacity is extremely limited and educational materials do not often meet minimum standards. In some regions, there is only one state-certified teacher for 180 pupils in primary education, and only one book for every 15 students. **Since 2021, UWS has been supporting children in the Atsimo-Andrefana region, where the education crisis is acute.**

To address the urgent need for training of teaching staff, we opened our first regional teacher training centre offering a sustainable, replicable model for capacity strengthening of both UWS and government teachers. Together with communities and local government, we're strengthening teaching quality and education infrastructure to provide a quality, inclusive education to all children.



UWS Ampandrivotse School, Madagascar

"Before, we were teaching under trees or in a wooden hut that couldn't shelter the children in the heat or when the rain came. But with UWS we have a school building and frequent training courses for all teachers"

GODA
UWS TEACHER, MADAGASCAR

NEPAL, KOSHI AND LUMBINI PROVINCE

In April 2022, UWS launched a three-year initiative, funded by the British public and the UK Government through UK Aid Match, to expand access to quality primary education for children in rural Nepal.

Our work in Nepal continues to gain momentum, bridging the rural-urban educational divide. We've made significant strides since the project began in 2022, constructing 18 new schools (including 14 in 2023), welcoming 2,415 students into newly built classrooms. Through supporting teachers with training and professional development opportunities, we're ensuring these children receive a quality education and are provided the support they need to reach proficiency in core subjects as well as develop social-emotional skills and wellbeing. By providing education and empowering communities, we're laying the groundwork for improved educational outcomes, better livelihoods, and a reduction in poverty for children in rural Nepal.

EDUCATION HELPS CHILDREN TO WRITE THEIR OWN STORY

PELAGY'S STORY

Twelve-year-old Pelagy* lives in a coastal village in southwest Madagascar. She dreams of becoming a midwife, so she can raise awareness of the challenges women and girls face and reduce cases of teenage pregnancy in her village. This account has been translated from Vezo, a Malagasy dialect.

"My name is Pelagy, I'm 12 years old and I'm in the Grade 3 class. I live with my parents and my sister. We have always lived in this village, my father is a fisherman, but sometimes he also grows manioc. My mother is a fruit seller and in the morning she also sells tea.

Growing up, I had a lot of problems with reading and writing, and not all the children were able to master these skills because our teachers didn't have the necessary skills and they were always absent.

Now it's been two years since UWS built our school. It has changed the education in our village. UWS gives us all the opportunity to get the education we need.

Especially for me, I've noticed that I'm starting to read and write without any problems, thanks to the years I've spent at this school. Our teacher is always present. In my class, we learn several subjects, but the ones I like the most are Malagasy and Mathematics - I'm not too keen on History!

My dream is to become a midwife when I grow up. I want to help the young girls in my village and to fight teenage pregnancy, which is often a challenge due to the customs of our community. I'm sure that this will happen thanks to all the work UWS has done in our school".

"Every evening Pelagy revises her lessons and even though I don't know anything about everything in this notebook, I take a look to see what she has written in there. Our children all go to the school because I don't want them to be like me and their father. We've never been to school and to this day we can't read or write"
Pela, Pelagy's Mother

**name has been changed in line with our child protection and safeguarding policies.*



Pelagy* sits beside her mother, Pela, outside their home.

PREVENTING EARLY SCHOOL DROPOUT

التعليم فوق الجميع | education above all

One-third of the world's out-of-school children have attended school in the past but were forced to drop out. In the last three years (2021-2024), we have been working with Education Above All's Educate A Child (EAC) programme, to identify students at risk of early school dropout and to provide tailored interventions to support student retention.

5,479 young people have been supported by the Dropout Prevention Project in UWS schools across Cambodia and Nepal, surpassing the project target.

CLOSING THE GAP: STRATEGIES FOR STUDENT RETENTION

While significant progress has been made across Nepal to improve enrolment rates, contributing to a nationwide enrolment rate of 97%, student retention remains a key challenge. 29 out of 100 students who enrol in Grade 1 drop out of school before completing Grade 8, the final primary school grade. There are subgroups of children who are more vulnerable to early dropout due to key demographic risk factors. These include living in extreme poverty, the challenges facing girls aged 11+, discrimination, students being overage for their grade, and having a difficult journey to school.

29 OUT OF 100 CHILDREN WHO ENROL IN GRADE 1 DROP OUT BEFORE GRADE 8

Through this programme, School Retention Teams (SRT) at each school have been working with teachers, parents, and community leaders to identify the UWS students who are at-risk of dropout. Once identified, the students receive a range of interventions for better educational outcomes. Community awareness meetings and discussions, promoting student attendance and retention in schools are also held.

127 School Retention Teams (SRT) operating

Each SRT met up to 8 times in 2023

Quarterly Community awareness meetings held

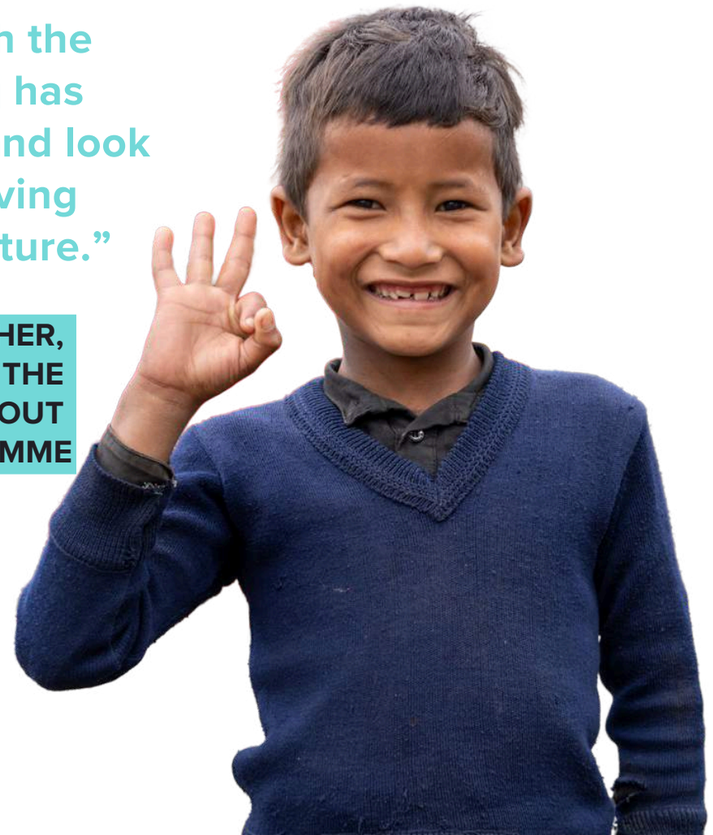


Providing one to one student support, Nepal

"I am very happy with the improvements Manoj has made in his studies and look forward to him achieving great things in the future."

MANOJ'S FATHER, A PARTICIPANT IN THE UWS-EAC DROPOUT PREVENTION PROGRAMME

READ HIS STORY:



EMBEDDING QUALITY AND INCLUSION ELEVATING LEARNING EXPERIENCES

3 IN 5 SCHOOLS

met or exceded expected level for teaching quality

1,274 TEACHERS

received continual professional support in 2023

97.5%

of UWS students in Cambodia and Nepal who completed the highest primary school grade progressed to secondary schooling or vocational training.

Education systems are only as good as the teachers who provide the schooling, and the quality of facilities available. But as we approach 2030, a major issue looms: the world continues to face a significant teacher shortage. 44 million primary and secondary school teachers are required worldwide if we are to achieve universal education by 2030.

44 MILLION TEACHERS ARE REQUIRED WORLDWIDE TO ACHIEVE UNIVERSAL EDUCATION

Since inception, UWS has worked to reduce national and global teachers shortages both through the recruitment of new teachers and the provision of continual professional development and training opportunities for in-service teachers. We support teachers to deliver an interactive curriculum, achieving high attendance and attainment among students, inspiring them to become active, lifelong learners.

THE TEACHERS WE NEED FOR THE FUTURE WE WANT

UWS has an innovative, dual-track model to address nationwide shortages of teaching staff in all countries of operation. We recruit and train teachers from within the communities we serve to create local employment opportunities, ensure education provision is contextually relevant, and build local capacity for education delivery. In addition, we collaborate with education authorities to allocate government-funded teachers to each UWS school. This supports compliant curriculum delivery, while helping to strengthen the national education workforce.

Both community and government teachers benefit from rigorous UWS training. Our cascade training approach focuses on national curricula, with an additional emphasis on classroom culture, lesson facilitation, classroom interaction, and student wellbeing and safety. Throughout 2023, 1,274 teachers were working across UWS schools, each on their own training and professional development journey.

Each UWS schools follows a School Development Plan to ensure school success and positive student outcomes.
School progress is continually monitored through UWS School Development Reports, measuring progress across 9 key focus areas: student attendance; student progress; teacher attendance; teacher quality; school enrichment; school environment; school leadership; school buildings and grounds; and child protection and safeguarding.

92%

92% average UWS teacher attendance in 2023.

UWS FELLOWSHIP PROGRAMME

NITA'S STORY

The UWS Fellowship Programme is a two-year programme which channels the energy of recent Nepali graduates into mobilising social change, enhancing the quality of learning experiences provided for children. Our multi-talented Fellows are placed in a UWS school where they bring enthusiasm and innovation to their teaching. In 2023, 20 Fellows were in post in UWS schools across Nepal.

Nita Acharya joined the UWS Fellowship programme in April 2022. This is her experience of being based at UWS Hile School in the remote Gulmi District of central Nepal.

"I grew up in a privileged area of Nepal, surrounded by love as the youngest member of my family who instilled in me a strong sense of self and a determination to achieve success.

Growing up, I witnessed the struggles of women who were not educated, and this influenced my desire to pursue my own education and advocate for every child to pursue education and strive for a better life.

This motivation led me to join the UWS Fellowship programme - I was eager to immerse myself in rural communities and contribute to improving education provision there.

Adjusting to life in Hile and bridging educational gaps posed many challenges. Implementing innovative teaching methods such as interactive learning and behaviour management helped overcome these obstacles.

I incorporated creativity by mixing up learning with games, drama, songs, and stories to make my lessons engaging and memorable for students. This approach also enhanced their creativity.

Having heartfelt conversations with parents and teachers about children's wellbeing and witnessing positive changes in their attitudes fills me with pride."

"I am happy that I could explore the teaching system of rural Nepal. I feel proud and happy that I got the chance to utilise my skills and knowledge for the betterment of my community"
Nita Acharya, UWS Fellow Teacher, Nepal



Nita delivering a menstrual health and hygiene session

SECURING LEARNING OUTCOMES

The Covid-19 pandemic presented the worst shock to education in a century, fuelling increased absenteeism, dropout, and significantly impacting student outcomes around the world. The ‘quality gap’ usually mirrors wider urban-rural inequalities, with better learning outcomes secured in wealthier urban areas.

At UWS, we are determined to bridge this gap. A quality primary education is the vital first step, the catalyst that sets students on a path to lifelong learning and success. Our focus lies on ensuring young learners build strong foundations in Literacy and Numeracy, while also nurturing their social-emotional development and critical thinking-skills - all essential for the next chapters in their lives.

Our teachers create a welcoming and engaging classroom culture and ensuring positive classroom interaction. Classrooms are not places for rote memorisation; instead, our teachers emphasise active learning, encouraging students to participate, explore, and discover knowledge for themselves. This approach prioritises social-emotional development and encourages students to become confident and engaged learners.

Promisingly, in 2023, 80% of our students in Cambodia and 84% of our students in Nepal, were promoted to the next grade level. Even more heartening, a remarkable 97.5% of UWS primary school graduates in Cambodia and Nepal smoothly transitioned to secondary school or vocational training, demonstrating the lasting impact of our interventions. These figures are a testament to the dedication of our staff, the determination of our students and the support of their families.

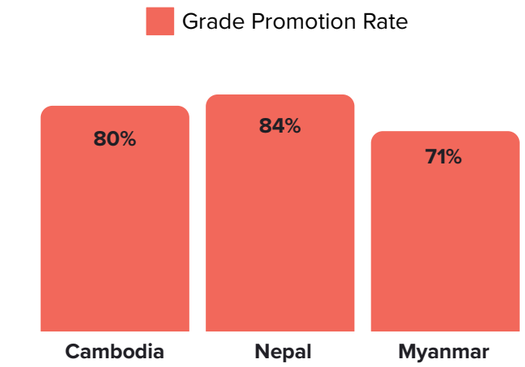
“I love my UWS school. In the future, I would like to be a teacher. I wish to share all my knowledge and ideas with the next generation”

OUN,
UWS STUDENT, CAMBODIA

READ HER STORY:

97.5%

of UWS students in Cambodia and Nepal who completed the highest primary school grade progressed to secondary schooling or vocational training.



Grade promotion is the percentage of students who progressed to the next grade at start of new academic year or successfully finished highest grade of primary school.



STEAM Club,
UWS Mabir School, Nepal

CHANGING WHAT TOMORROW LOOKS LIKE, BY TRANSFORMING EDUCATION TODAY

MR TICH'S STORY

Mr Tich holds the community teacher position at UWS Pu Korng School, in the rural province of Mondulkiri, northeast Cambodia. In this account, which has been translated from Khmer, Mr Tich shares his educational journey - from being a student at UWS Pu Korng, to his recent return to teach the next generation of children in his village.

"As a boy, I went to UWS Pu Korng School. When I started to get an education here, everything in my life started changing. I became a person who understood society, communication, languages. I was a very happy student at UWS Pu Korng School. I tried my best with studying and I practised more at home. I didn't want to become a non-educated person, when I had this opportunity.

After I graduated from UWS Pu Korng primary school, I went to Srea Preh Secondary School which is 15km away from my village. It was very far for a student to go by bicycle every day, but I didn't give up. I graduated from my secondary school too. I have always had the dream of becoming a teacher. I wanted to share all my experiences, what I learnt in school and in society, with the next generation.

Because I wanted to contribute to the development of my village, I applied to be a community teacher at my old primary school.

If I hadn't enrolled in school as a boy, I would probably be working as a farmer. I love my job as a teacher, it's gorgeous and wonderful to be with my students in the classroom.

I enjoy spending time with my students in the school library, encouraging them to read story books and I show them how to make things out of paper and plastic. During breaktime, I lead them in playing sports.

I also work with the community and students, sharing how important it is to enrol in school, to come to school everyday."

"I'd like to thank UWS for letting me succeed in my dreams and providing us a beautiful school. UWS Pu Korng is the children's hope in this village"
Mr Tich, UWS Teacher, Cambodia



Mr Tich sits on the veranda of UWS Pu Korng School

SAFE AND INCLUSIVE SCHOOLS

In April 2023, UWS launched our new Girls' Inclusion Programme, funded by the British public and the UK Government through UK Aid Match, promoting inclusive education via enhanced and expanded support for girls across 152 UWS schools in Nepal and Cambodia.

Through this, we influence governments and communities to endorse practices that reduce barriers to and within education so that more girls enter, and complete, primary education, building strong foundations upon which they can pursue their dreams. To date, the programme has supported over 9,100 girls and over 1,100 teachers to receive instruction on child-friendly and gender-responsive pedagogical methods.

Inclusive schools ensure every child feels safe and welcomed whilst learning. We work collaboratively with each community we serve, ensuring they are passionate about encouraging both boys and girls to attend school and giving every child the opportunity to learn.



UWS students in the classroom in Cambodia

CAMBODIA, GENDER TRANSFORMATIVE EDUCATION

Girls in rural communities face significant barriers to access, participation and quality learning. While we're proud to have achieved gender parity in access to education, we recognise that girls face many additional barriers to attending and thriving in the classroom, placing them at risk of early school dropout. The Chbab Srey, or "Rules for Girls", is still a powerful force in Cambodia, promoting that the role of girls is that of a housekeeper, reproducer and wife. The number of girls in Cambodia being married off in their childhood years remains persistently high, where almost one in five girls are married before their 18th birthday.

Our programmes work to support young women and girls through the following key areas:

2,356 girls identified at-risk of early dropout received at least one preventative intervention to support their retention.

79 out-of-school adolescent girls have enrolled in foundational evening classes to catch up on literacy and numeracy proficiency

69 schools audited and upgraded gender friendly WASH facilities to meet girls' needs.

1,110 teachers received training in gender-responsive teaching methods, challenging gender inequalities in the curriculum and classroom.

2 written recommendations submitted to senior education sector officials to promote gender responsive education systems.

100% of UWS staff, teachers and volunteers received child protection and safeguarding training.

9,196 girls have participated in the first year of the programme, receiving information and support to promote gender equality and to challenge gender norms and customs, including child marriage.

STRENGTHENING CHILD PROTECTION AND SAFEGUARDING

At UWS, we believe every child deserves to learn and grow in a safe and happy place - this is why keeping children safe is at the heart of everything we do.

Since we began, we've worked hard to support the communities we serve to protect their children from harm. Our Child Protection and Safeguarding (CPS) Policy, along with other pertinent policies, underscores our unwavering dedication to establishing secure learning environments worldwide.

The policy serves as a foundation, but each of our country teams drives its implementation. They work closely with local communities to adapt the policy to their specific contexts, ensuring its effectiveness in protecting children. Through ongoing training, awareness campaigns, and capacity-building initiatives, these teams empower community representatives responsible for child protection to champion child safety within their own environments. They ensure reports of misconduct are fully investigated by trained staff, with a survivor-centred approach, and that appropriate actions are taken to protect and safeguard all individuals involved.

Throughout 2023, our country teams continued to refine CPS processes and policies, further solidifying our collective commitment to child safety.

EMPOWERING EVERY CHILD TO THRIVE

UWS prioritises inclusive, high-quality education for all students. Recognising this, our country teams launched the Child Functioning Assessment initiative in 2023. This initiative is a significant step towards ensuring inclusive education by understanding students' individual needs.
Led by our country teams in Nepal and Cambodia, the initiative utilises the Washington Group Short Set Questions, a globally recognised tool. Through close collaboration with local partners like the Karuna Foundation in Nepal, the tool was adapted to each country's specific context. This ensures its effectiveness in evaluating students' functional capabilities across five key domains: vision, hearing, mobility, communication, and self-care.

This valuable information will serve as a foundation for our country teams to develop targeted interventions, inclusive education programs, and tailored policies. By understanding individual needs, UWS can ensure all students receive the specific support they require to thrive within a truly inclusive learning environment.



A UWS student smiles outside the school gates in Nepal

DRIVING SUSTAINABILITY
CREATING LASTING CHANGE

229 TRIPARTITE AGREEMENTS
held between UWS, local communities & local governments

149 MOTHERS' GROUPS
were meeting across Cambodia and Nepal in 2023

4,243 MOTHERS AND GIRLS
were part of a Mothers' Group or Girls' Club in 2023


A community group meeting in Cambodia

ENGAGING COMMUNITIES IN THEIR CHILDREN'S SUCCESS

We prioritise community ownership for a lasting educational impact; each community is involved from the start of each project. In 2023, we signed tripartite agreements with 29 new communities, bringing our total to 229 active partnerships between local communities, local governments and UWS.

Strong parent-child-school relations are critical for a child's long-term learning and development. We train teachers to equip caregivers with strategies and support to create welcoming learning environments at home, nurturing their children's early literacy, numeracy, and social-emotional skills.

At every UWS school, School Management Committees (SMC), locally-led, voluntary governing bodies, support the development of school environments and drive student enrolment and attendance. UWS Education Officers work with each SMC, empowering them to manage their school through training on school governance and administration. Over time, this allows the community to take on increasing responsibility for the school's daily operations and ownership of the project.

"Life is challenging for the children in this community. Some families bring their children to work, meaning they can't come to school. UWS is very important to the community. The school is near their homes and this motivates the parents to send their children to school."

**KLIM MARY,
UWS TEACHER, CAMBODIA**

WOMEN AND GIRLS LEADING THE CHARGE FOR CHANGE

Every child has the power to determine their own future. UWS is proud to have achieved gender parity in student enrolment across our schools. However, we recognise that girls face many additional barriers to attending and thriving in the classroom. That's why we work with students, parents, teachers and entire communities to help all children to feel safe and included to challenge gender stereotypes and to equip girls with knowledge of their bodies and rights.

Throughout 2023, 149 mothers' groups and 152 girls' clubs across Nepal and Cambodia created spaces where women and girls could share experiences, challenges, learn new skills and advocate for the right to quality education.

"Women and girls of these groups meet regularly. They empower each other and ensure their voices are heard"

NATASHA KAFLE,
SENIOR EDUCATION MANAGER
UWS NEPAL





Girls' Club and Mothers' Group in Cambodia

GIRLS' CLUBS: AMPLIFYING VOICES, BUILDING CONFIDENCE

Our Girls' Clubs are designed to be empowering spaces where girls' agency and voices take centre stage. Through workshops and discussions, girls explore critical topics like gender equality and their rights. The Girls' Clubs work to promote girls' leadership, build skills and knowledge, and support girls to design and lead their own interventions to champion their rights in their communities. The Girls' Clubs aim to ensure that girls are not just heard, but that they are empowered to shape their own futures.

MOTHERS' GROUPS: FEMALE-LED SOLUTIONS

During Mothers' Group meetings, we support women to take on a more advisory role, guiding their households and their community to create positive learning environments. Our mothers' groups help to track student performance, meet to discuss concerns, and receive training on menstrual health and hygiene. In addition, in Nepal, mothers have held Financial Literacy Training Sessions sharing essential financial management skills. From budgeting to investment strategies, we empower mothers to build a brighter financial future for themselves and their families.

MYANMAR: PIVOTING OUR MODEL TO SUSTAIN EDUCATION PROVISION

UWS has been working in Myanmar since 2014 to support over 9,500 children living in rural Shan State to access primary education.

The challenges posed by Myanmar's turbulent recent history are reflected clearly in the education sector. The limited governmental infrastructure, in combination with cultural and linguistic divides among the various ethnic groups and ongoing political crisis, has left the school system unable to provide for its most marginalised communities. Following a decade of civilian government, Myanmar has been back under military rule since February 2021.

Myanmar's education system has faced disruptions due to both the Covid-19 pandemic and the ongoing political crisis. Between February 2020 and February 2022, public schools in Myanmar were closed for a staggering 532 days, making it the country with the longest school closures in the East Asia and Pacific Region. Across the country, almost 12 million children have had their education disrupted by conflict, the COVID-19 pandemic, and the social and political crisis.

By the end of 2023, 14 UWS schools had transitioned into local ownership, including the transition of 6 UWS schools to a local NGO located in Pekhon, Shan State, a conflict zone where there is violence and rivalry between different armed groups. The transition of these schools to this local NGO, who specialises in education delivery in conflict areas, presented the strongest opportunity for sustainable education provision for the children enrolled in these schools. In 2024, we intend to transition 15 UWS schools to local ownership. Through the support of local actors, we continue to support children to learn and build resilience within challenging circumstances.

"It is not easy being a teacher, but I do believe that I can cross any difficulties by smiling. I will keep on smiling no matter how hard it is, just for the lovely students that I have. I want them to become educated people in the future"

NANDAR OO
UWS TEACHER, MYANMAR

MYANMAR, SHAN STATE

We are committed to ensuring that our current 63 UWS schools remain open and functioning, providing high-quality education and support to the children enrolled.

ALMOST 12 MILLION CHILDREN HAVE HAD THEIR EDUCATION DISRUPTED.

Given the unstable political climate, we have pivoted our model to focus on the quality and sustainability of our work for the children and communities we serve. Our objective is to secure the phased transition of these schools to sustainable local partners, inclusive of local authorities, NGOs, religious groups and the communities themselves between now and 2027. We are committed to maximising the prospects for these children and their communities and will continue to conduct in-depth monitoring of transitioned schools to ensure the continual provision of equitable, quality education.



Walking home after school, UWS Myanmar

A STORY OF FRIENDSHIP AND DETERMINATION

WAI MHU'S STORY

Wai Mhu Than studies at a UWS primary school in Shan State, Myanmar. In this account, which has been translated from Burmese, he shares his pride in his parents, who work as UWS teachers, and his hopes to be a doctor when he grows up.

"I am very proud to be the son of two teachers. My mother is a teacher in my village, I'm lucky that my mother is near me. My father is working hard as a headteacher in a different village in Kyaing Tong. Sometimes, I want to have both my parents near me, but I know this isn't possible. My father is my hero.

I have many friends in my school, all of them are Palaung ethnicity. Even though I am not of the Palaung ethnicity, because my father is Burmese and my mother is Lahu ethnicity, my friends love me very much.

My friends have told me that we are very lucky to have my mother as a teacher in our village. During our parent's time, there was no school in our village, and for many people in our village it wasn't possible to get an education.

I'm so happy to go to my UWS school in my village and that my parents are employed as teachers with UWS."



"WHEN I'M OLDER, MY DREAM IS TO BECOME A DOCTOR - I KNOW I MUST STUDY HARD IF I WANT TO REALISE MY DREAMS"

WORKING TOGETHER TO ACHIEVE COMMON GOALS

The crisis in learning is threatening the education and futures of millions of children. While our interventions start in the classroom, our impact extends far beyond. We collaborate with Ministries of Education, other non-profit organisations and partners to reach more children with quality education provisions because we know that we will only achieve our vision of a world with Zero Education Poverty by working together.

Recognising that systemic change requires collective action, in 2023 we worked to foster collaborative events that brought together government officials and education stakeholders, sharing best practice in gender-responsive education provisions. Moreover, in Nepal, we began UWS' first programmatic intervention to improve learning outcomes for students beyond the walls of UWS schools.



Girls Inclusion Project launch, Koh Kong Province, Cambodia

SHARING KEY LEARNINGS AND BEST PRACTICE

Our commitment to quality, inclusive education extends beyond project implementation. In 2023, in Nepal, three project launches for our Girls' Inclusion Programme took place in Taplejung, Gulmi and Sankhuwasabha districts, bringing together government officials and education stakeholders. These events proved to be a catalyst for positive change, leading to the formation of Inclusive Working Groups in all three districts, creating valuable platforms for knowledge sharing and collaboration beyond UWS schools.

In Cambodia, we actively participated in a Ministry of Women's Affairs campaign to raise awareness about gender-based violence and harmful practices against women and girls. Partnering with UNICEF, CARE Cambodia, and other NGOs, we co-organised a December 2023 event in Andong Meas District which reached over 700 attendees, primarily students.

NEPAL: STRENGTHENING SYSTEMS THROUGH LOCAL-LEVEL GOVERNMENT COOPERATION

Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

Swiss Agency for Development and Cooperation SDC
स्वीस सरकार विकास सहयोग एसडीसी

In Nepal, while national-level student enrolment rates have significantly improved in recent years, learning outcomes remain low and dropout rates emain high. In 2023, UWS Nepal launched a a collaborative project with the Swiss Agency for Development and Cooperation (SDC). As the exclusive co-funder of the initiative in Nepal, SDC is partnering with UWS Nepal to substantially improve learning outcomes and retention rates for girls and marginalized children attending public and local government schools across Koshi Province.

Together, UWS Nepal and SDC are leading efforts to support 4,950 students from community schools, who are at risk of dropping out of school, by providing teacher training to improve attendance rates and enhance learning outcomes in core subjects like mathematics and Nepali, through improved teaching methods and focused support for students. The project will also see the adoption of our community-centric model, empowering communities to establish initiatives such as Mothers' Groups, and Girls' Clubs, leading to increased awareness, active participation, and ownership of education-related issues.

FUNDRAISING ACTIVITIES & ACHIEVEMENTS IN 2023

Our work is only made possible because of the passion and commitment of individuals and organisations who share our vision of ending education poverty. And 2023 was no exception.

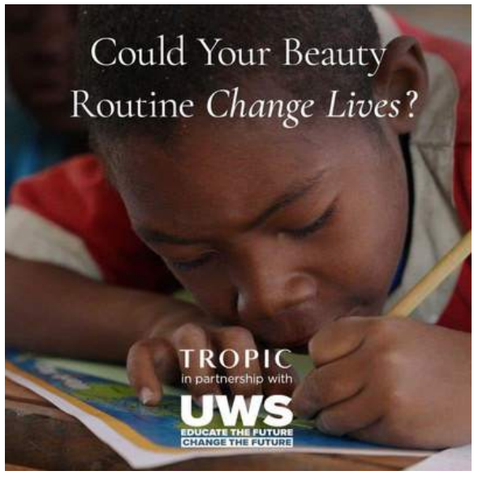
UWS DINNER SERIES

With UWS's events calendar back in full swing, we were thrilled to launch our dinner series, introducing new supporters to our work. Across four evenings, dinners were hosted and attended by 81 people to celebrate and raise over £315,000 for our vital work.



StepStone Group visit UWS programmes in Nepal

TROPIC SKINCARE: GIVE BACK FRIDAY



Our partnership with Tropic Skincare continues to go from strength to strength, having funded over 6 million Days of Education to date. In 2023, Tropic re-wrote the story for Black Friday. Wanting to avoid meaningless flash sales, the team switched things up, using their platform to be a force for good beyond beauty, funding over 73,000 Days of Education through the campaign.

This partnership exemplifies the power of businesses using their platform to drive positive change, and we are immensely grateful for their dedication.

LUCINDA RILEY'S LEGACY

We were touched to receive support from the family of the international bestselling author, Lucinda Riley, of the Seven Sisters Series. In late 2023, the family organised an auction of her estate in her memory, with all proceeds going to UWS. This act of kindness is a powerful reminder of the lasting impact of legacies

IMPACTFUL VISITS

This year, we were thrilled to host visits to our programmes for some of our dedicated supporters and partners, including StepStone Group and Tropic Skincare. These immersive experiences allowed them to witness firsthand the transformative power of education in action. The opportunity to connect with our teams and the communities we serve provided a deeper understanding of the impact their support makes.

"As Lucinda travelled the world researching her many books, she became increasingly passionate about the challenge of providing all children with a school education. It was her wish that her family would donate funds from her estate to this cause"

STEPHEN RILEY

THANK YOU

Our supporters across the world continued to make an outstanding contribution to our work in 2023. From choosing to give a gift, walking the Seven Sisters and reaching Everest Base Camp, to hosting bake sales and Christmas jumper days. Your generosity drives our work, enabling UWS to transform the lives of children and communities through access to quality education. Whether listed here or not, our heartfelt thanks goes out to each and everyone of our supporters and partners.

Allan and Nesta Ferguson Trust

Axian Foundation

Baillie Gifford

Bedford School for Girls

BBIS Berlin Brandenburg International School

British School of Paris

CBRE

Coles-Medlock Foundation

ConCultures

Dubai College

EA Foundation

East Head Impact

Education Above All Foundation's Educate A Child Program

Search Associates

StepStone Group

Swiss Agency for Development and Cooperation

Staatliches Gymnasium Holzkirchen

The Fraxinus Charitable Trust

The TEFL Academy

Tropic Skincare

UK Government



UWS students in Myanmar having fun after school

LOOKING AHEAD: 2024 AND BEYOND

2024 is a pivotal year for UWS, as we mark 15 years since our founding. In those 15 years, our generous supporters have helped us to support more than 64,000 children on their education journey. We are deeply grateful to everyone who has made, and continues to make, our mission possible.

LOCAL LEADERSHIP

Recognising the changing landscape of international development, UWS embraces the call for localisation. Since our beginnings, we've actively collaborated with communities to deliver locally contextualised solutions. We also work with a range of local, national and international partners to influence broader systems so that transformative change for communities can be sustained and scaled. UWS' teams in the countries we work in continue to be led and staffed by local people. We further this commitment through diversifying our Global Team and Leadership Team by appointing people from the countries we work in, to better represent the communities we work with.

INCOME GENERATION

Expanding the fundraising team globally and implementing a new fundraising strategy that creates a sustainable funding model to match the need is a key area of focus in 2024. Core to this is a focus on retaining and securing long term relationships with a range of donors. We are increasing engagement with companies through Environmental, Social, and Governance programs. We're investing in a dedicated global program funding team to identify and secure new grants and institutional funding opportunities. Furthermore, we're committed to long-term growth through strategic fundraising within the countries we operate in. This multi-pronged approach will create a more diversified funding base from funders and supporters, ensuring financial stability. We will continue to work hard to ensure our individual philanthropic donors feel closely connected to the impact they have on children's lives and we will build engagement touch points to inspire them, and attract new supporters. Finally, supporting the growth of UWS' sister organisation, UWS-USA continues to be a major area of focus.

STRATEGY FOR 2030

In 2024, we are developing our UWS 2030 Programmes Strategy, designed to guide our mission of empowering every child in marginalised rural communities to reach their full potential by ensuring foundational learning.
At the core of this strategy will be three key goals:

- **Quality Education:** We are committed to empowering every child to achieve foundational literacy and numeracy skills in a safe and inclusive learning environment.
- **Sustainability**: Building strong education systems is essential for long-term impact and sustaining quality education for future generations of children.
- **Scale**: To accelerate access to quality education for more children in marginalised rural communities.

We look forward to sharing our 2030 Programmes Strategy later this year. We are excited to work with our partners, communities, and supporters to create a world where all children have the opportunity to learn and thrive. We only have the highest hopes and ambitions for 2024 and beyond.



Inside the classroom, UWS Madagascar

FINANCIAL PERFORMANCE

2023 income was £3.58m, in line with prior year (2022: £3.55m). In 2023, we saw a substantial increase in institutional grants to £0.66m (2022: £0.19m), and an increase in donations from individuals to £1.93m (2022: £1.34m) albeit the prior year also included £0.42m income from fundraising events (2023: nil).

In 2023, unrestricted income grew by 15% from £2.14m in 2022 to £2.45m in 2023. Two major factors contributed to this growth: funding in-arrears by institutional sources and unrestricted funding from individuals. Restricted income reduced to £1.12m (2022: £1.41m).

Cash reserves stood at £1.14m in 2023, similar to 2022 (£1.16m). Unrestricted cash reserves were comfortably higher than our minimum levels stated in the reserves policy.

Expenditure for core charitable activities reduced slightly to £2.78m in 2023 (2022: £2.92m), despite substantial growth in expenditure in Madagascar, which is one of our fastest growing areas of impact. The decrease in overall expenditure is primarily attributed to an increase in foreign exchange gains, and reduction in teachers' salaries due to success in securing additional government funding for teachers in UWS schools.

Fundraising costs decreased by £0.10m in 2023 to £0.53m, due to the absence of a major gala event. The return on investment was approximately 7 times the investment in fundraising. For every pound invested, 84p funded charitable activities and 16p went towards fundraising and support costs in 2023.

In addition to income reflected in the accounts of UWS, income was received by UWS USA. UWS USA is registered as a separate charitable entity and is not consolidated in the accounts of UWS.

As noted in our last Annual Report, following the application of enhanced financial controls and whistleblowing policies, we were notified of irregularities in the summer of 2023 within UWS Cambodia. UWS Senior Leadership duly conducted an on-site investigation, which was supplemented by an internal programme audit and an external forensic audit of UWS Cambodia. Appropriate changes were made to personnel, policies and procedures. We have further enhanced our policies and procedures across all operations and have not found any evidence of similar issues in other countries. The Trustees' estimate, based on the work of the forensic auditors, that the total amount of misappropriated funds has a negligible impact on the overall level of UWS expenditure in 2023.



FINANCIAL PERFORMANCE

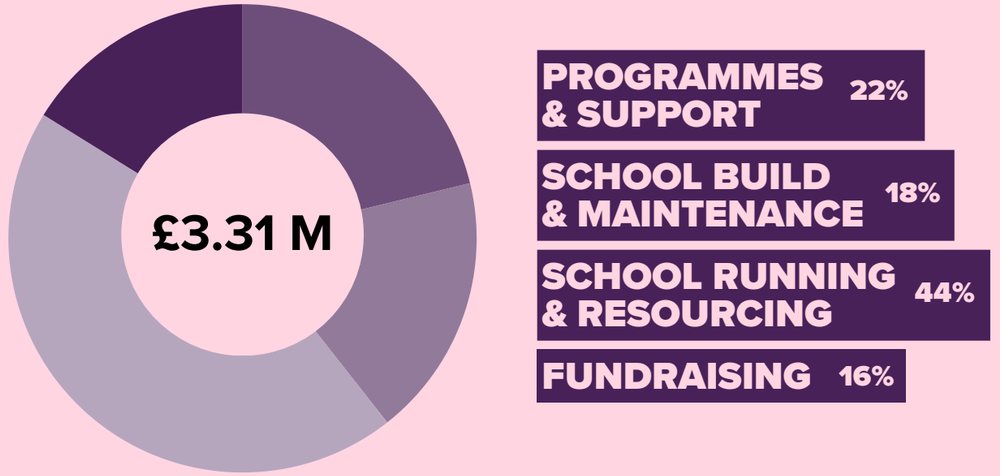
INCOME

In 2023, UWS' total income was £3.58 million, the chart below shows where our income comes from:



EXPENDITURE

Every pound is important. UWS carefully decides where to spend funds to have the greatest long-term impact on achieving our mission. In 2023, UWS spent £3.31 million enabling over 25,000 children to access quality education, and investing in fundraising to protect and grow our programmes.



KEY PERFORMANCE INDICATORS



£98 in 2023
£100 in 2022
Average annual cost of education per child



£1 : £7 in 2023
£1 : £6 in 2022
For every pound invested in fundraising we turned this into £7



84p in 2023
82p in 2022
84p from each pound donated, directly benefitted a child's education



UWS

EDUCATE THE FUTURE
CHANGE THE FUTURE

www.uwsglobal.net

info@uwsglobal.net

0203 4570704

Registered with FUNDRAISING REGULATOR

UWS is a UK registered charity
under number 1187721
133 Whitechapel High Street,
London, E1 7QA

United World Schools
Financial Statements
For The Year Ended 31 December 2023

Charity registration number: 1187721

United World Schools

Financial Statements

Year Ended 31 December 2023

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Charity registration number	1187721
Trustees	Peter Taylor (Executive Chair) Alex Newbigging (Deputy Chair) Lia Larson Olivia De Groot Ross Cattell Janet Morris Jean Paul Rigadeau Debbie Ball Tim Gallico Peter Upton Silvia Shiliashka
Global Executive team	Binaya Bogati (Chief Financial Officer) Linda Noon (Global Director of Fundraising) Olivia Zane (Head of Global Strategic Partnerships) Francesca Lanning (UWS USA Executive Director) Sokha Mok (Country Director, Cambodia) Surya Karki (Country Director, Nepal) Patrick Eai Hsu (Country Director, Myanmar) Karine Le Gallo (Country Director, Madagascar)
Registered office	United World Schools (UWS) 6.07, FORA, 133 Whitechapel High Street, London, E1 7QA.
Website	www.uwsglobal.net
Email	info@uwsglobal.net
Auditor	UHY Hacker Young Chartered Accountants 14 Park Row Nottingham NG1 6GR
Bankers	National Westminster Bank 151 High Street Guildford GU1 3AH

The Trustees present their report and the audited financial statements of the charity for the year ended 31 December 2023. The Trustees have adopted the provisions of the Statement of Recommended Practice (SORP) “Accounting and Reporting by Charities” (FRS 102) “The Financial Reporting Standard applicable in the UK and Republic of Ireland” in preparing the annual report and financial statements of the charity.

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 the Financial Reporting Standard applicable in the UK and Republic of Ireland published in October 2019.

United World Schools

Trustees' Annual Report

Year Ended 31 December 2023

Trustees of the charity
The Trustees who have served during the period and since the period end were as follows:

Peter Taylor (Executive Chair)
Alexander Newbigging (Deputy Chair; appointed 01/11/2023)
Debbie Ball (appointed 09/12/2020)
Stuart Fletcher (resigned 31/12/2022) – (reappointed 17/07/2023 - 12/12/2023)
Janet Morris (resigned 25/04/2022) – (reappointed 15/08/2022)
Matthew Lester (resigned 12/12/2023)
Gareth Weir (resigned 03/05/23)
Jean-Paul Rigaudeau (appointed 17/09/2019)
Silvia Shiliashka (appointed 20/09/2022)
Peter Upton (appointed 20/09/2022)
Tim Gallico (appointed 20/09/2022)
Olivia de Groot (appointed 18/10/2023)
Lia Larson (appointed 18/10/2023)
Ross Cattell (appointed 1/9/2023)

Objectives and activities
The objectives of the charity are to ensure that children have access to quality, inclusive education in remote and marginalised communities in countries such as Cambodia, Myanmar, Nepal and Madagascar.

Public benefit statement
In meeting objectives and formulating future plans, the Trustees have considered the Charity Commission's guidance on public benefit. The charity continues to ensure that children have access to quality, inclusive education in remote and marginalised communities in countries such as Cambodia, Myanmar, Nepal and Madagascar.

Achievements and performance
The achievements and performance of the charity are outlined in detail on pages 6 to 24 of the Annual Report.

Financial review (including reserves policy)
A review of the charity's activities and financial position is summarised on pages 28 and 29 of the Annual Report.

In accordance with Charity Commission guidelines, the charity is required to ensure the sustainability of the organisation and maintain operating reserves to offset the impact of unforeseen events and operating cash flows. The charity's policy is to maintain unrestricted reserves at or above three months of running costs. Unrestricted reserves at 31 December 2023 of £809,753 represented over 3 months of running costs. These reserves exclude income receivable from Institutions and Foundations at the year end. As a result of its reserves policy, were insufficient funds to be raised, the charity could reduce build and other costs to match the reduced level of income and, if necessary, cease operations without having outstanding financial liabilities.

Structure, governance and management
United World Schools was registered with the Charity Commission on 3 February 2020, under registered number 1187721. It is a Charitable Incorporated Organisation (CIO) and is governed by its constitution.

The charity is governed by a Board of Trustees which acts in an honorary capacity. The Deputy Chair supports the Executive Chair in managing the board in areas where separation between executive and board leadership is appropriate.

The Trustees administer the charity through the Executive Chair (also a Trustee), who leads the Global Executive Team. Lines of responsibility within the charity are clearly drawn and communicated to all staff members. The Executive Director of UWS-USA reports to the board of UWS-USA, a 501(c)3 tax exempt organisation.

The Trustees are appointed through the charity's Board recruitment procedure. The charity advertises Board vacancies from time to time and actively seeks suitable candidates. On appointment, new Trustees undergo an induction period during which their duties and responsibilities are explained to them. They receive a comprehensive pack of information including a copy of the Trust Deed, recent accounts and budgets, Board meeting minutes and a schedule of future meetings and events. Trustees are encouraged to attend meetings with the executive team to understand the day-to-day running of the charity.

The Board of Trustees operated two sub-committees during 2023 – the Audit and Risk Committee and the Remuneration and Nomination Committee.

The Audit and Risk Committee is responsible for:

- assisting the Board in its oversight of the integrity of the charity's financial reporting, including supporting the Board in meeting its responsibilities regarding financial statements and the financial reporting systems and internal controls.
- monitoring the effectiveness and objectivity of external auditors; and
- assisting the Board in its oversight of the charity's risk management framework and the use of its comprehensive risk register, including the charity's performance, to protect against and mitigate risks.
- The Audit and Risk Committee is chaired by a Trustee (currently Ross Cattell)

The major risks (and the plans to mitigate) which were discussed by Trustees at the Board and its committees since the beginning of 2023 are as follows:

- **Governance and Management Risks** specifically performance management and succession planning for leadership roles;
- **Programme Risks** including the monitoring and evaluation of projects to ensure quality in remote areas as well as political instability in countries in which we operate;
- **Fundraising Risks** specifically the ability to generate sufficient income to cover programmes and core costs;
- **People, Finance and System Risks** including the ability to resource key roles and activities adequately, and the risk of misappropriation of funds.

As noted in our operating review, following the application of enhanced financial controls and whistleblowing policies, we were notified, in the summer of 2023, of potential irregularities within UWS Cambodia. Senior leadership duly conducted an on-site investigation and found evidence of mismanagement of funds. However, the impact on 2023 financials was negligible as certified by the report of forensic auditors. Appropriate changes were made to personnel, policies and procedures. We have further enhanced our policies and procedures across all operations and have not found any evidence of similar issues in other countries. The Trustees note the restriction on audit scope qualification in UHY's audit opinion, which relates only to 2022 comparative financials as explained in last year's annual report.

The Remuneration and Nomination Committee is responsible for assisting the Board and making recommendations on:

- recommendations on appointment of trustees
- the appointment and remuneration of the senior Executives of the charity; and
- where relevant agreeing any material changes to the terms of the service contracts of any senior Executives.
- This committee is chaired by a Trustee (currently Janet Morris)

Trustees also visit projects in the countries in which UWS operates, ensuring that the charity continues to meet its objectives by providing quality, cost effective education to children in remote communities in Cambodia, Myanmar, Madagascar and Nepal. This complements visits to our projects by the experienced Executive Team and by other key UWS stakeholders, for example a number of our major funding partners who have significant experience of supporting education in remote communities.

Trustees' responsibilities

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

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

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP 2019 (FRS 102);
- make judgements and estimates that are reasonable and prudent;
- state whether applicable accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in operation.

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

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

On behalf of the Board of Trustees



Peter Taylor, Executive Chair Date: 31 July 2024

United World Schools

Independent Auditor's Report

Year Ended 31 December 2023

Independent Auditor's Report to the Trustees of United World Schools

Qualified Opinion
We have audited the financial statements of United World Schools for the year ended 31 December 2023 which comprise the Statement of Financial Activities, Balance Sheet, Statement of Cash Flows and notes to the financial statements, including significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including FRS 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

In our opinion, except for the possible effects of the matter described in the basis for qualified opinion section of our report, the financial statements:

- give a true and fair view of the state of the charity's affairs as at 31 December 2023 and of the incoming resources and application of resources for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Charities Act 2011.

Basis for qualified opinion (on comparative results)
As described in the Trustees report, in June 2023 following the application of enhanced financial controls and whistle blowing polices irregularities were identified in UWS Cambodia which affected expenditure in the year ended 31 December 2022. The total expenditure in Cambodia for the year ended 31 December 2022 was £790,395 (2021: £1,051,729). We were unable to satisfy ourselves as to the level of the overstatement of expenses (or misappropriated sums) by performing additional procedures. Due to this limitation of the scope of our work we were unable to determine whether any adjustment to the comparative information in the financial statements would have been necessary, though we can confirm these adjustments would be limited to UWS Cambodia's expenditure, the analysis on the Statement Of Charitable Activities and related notes and would not affect the reserves position. The year to 31 December 2023 was unaffected and no such circumstances were identified in the current year results.

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charity in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our qualified opinion.

Conclusions relating to going concern
In auditing the financial statements, we have concluded that the trustees' use of the going concern basis of accounting in the preparation of the financial statement is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the charity's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the trustees with respect to going concern are described in the relevant sections of this report.

United World Schools

Independent Auditor's Report

Year Ended 31 December 2023

Independent Auditor's Report to the Trustees of United World Schools (continued)

Other information

The other information comprises the information included in the annual report other than the financial statements and our auditor's report thereon. The trustees are responsible for the other information contained within the financial statements. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

Our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the course of the audit, or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

Matters on which we are required to report by exception
Except for the possible effects of the matter described in the basis for qualified opinion section of our report, in the light of the knowledge and understanding of the charity and its environment obtained in the course of the audit, we have not identified material misstatements in the trustees' report.

Arising solely from the limitation on the scope of our work relating to expenses, specifically in the prior year, referred to above:

- we have not obtained all the information and explanations that we considered necessary for the purpose of our audit of prior year comparatives; and
- we were unable to determine whether adequate accounting records were kept in the prior year.

We have nothing to report in respect of the following matters where the Charities Act 2011 requires us to report to you if, in our opinion:

- returns adequate for our audit have not been received from branches not visited by us; or
- the financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of trustees' remuneration specified by law are not made;

Responsibilities of trustees
As explained more fully in the trustees' responsibilities statement set out on page 27, the trustees are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the trustees are responsible for assessing the group's and the charity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the charity or to cease operations, or have no realistic alternative but to do so.

United World Schools

Independent Auditor's Report

Year Ended 31 December 2023

Independent Auditor's Report to the Trustees of United World Schools (continued)

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

Irregularities, including fraud, are instances of non-compliance with laws and regulations. We design procedures in line with our responsibilities, outlined above, to detect material misstatements in respect of irregularities, including fraud. The extent to which our procedures are capable of detecting irregularities, including fraud is detailed below:

Except for the matter described in the basis for qualified opinion section of our report, based on our understanding of the charity and the sector in which it operates, we identified that the principal risks of non-compliance with laws and regulations related to the acts by the charity, which were contrary to applicable laws and regulations including fraud, and we considered the extent to which non-compliance might have a material effect on the financial statements – these included Health & Safety Law, General Data Protection Regulation, general employment law and the relevant local and national government laws and regulations in each of the countries that the charity operates in. We also considered those laws and regulations that have a direct impact on the preparation of the financial statements such as the Charities Act 2011. We evaluated management's incentives and opportunities for fraudulent manipulation of the financial statements (including the risk of override of controls), and determined that the principal risks were related to occurrence and accuracy of expenditure on charitable activities.

Audit procedures performed included: review of the financial statement disclosures to underlying supporting documentation, analytical review and sample transaction testing of expenditure of charitable activities, enquiries of management, testing of journals and evaluating whether there was evidence of bias by the trustees that represented a risk of material misstatement due to fraud.

There are inherent limitations in the audit procedures described above and the further removed non-compliance with laws and regulations is from the events and transactions reflected in the financial statements, the less likely we would become aware of it. Also, the risk of not detecting a material misstatement due to fraud is higher than the risk of not detecting one resulting from error, as fraud may involve deliberate concealment by, for example, forgery or intentional misrepresentations, or through collusion.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at: http://www.frc.org.uk/auditorsresponsibilities. This description forms part of our auditor's report.

United World Schools

Independent Auditor's Report

Year Ended 31 December 2023

Independent Auditor's Report to the Trustees of United World Schools (continued)

Use of our report

This report is made solely to the charity's members, as a body, in accordance with Chapter 3 of Part 8 of the Charities Act 2011 and regulations made under section 154 of that Act. Our audit work has been undertaken so that we might state to the charity's members those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charity and the charity's members as a body, for our audit work, for this report, or for the opinions we have formed.

UHY Hacker Young LLP
Chartered Accountants and Statutory Auditor

Date: 01/08/2024

UHY Hacker Young is eligible to act as an auditor in terms of section 1212 of the Companies Act 2006.

United World Schools

Statement of Financial Activities (Including Income and Expenditure Account)

Year Ended 31 December 2023

	Note	2023 Unrestricted funds £	2023 Restricted funds £	2023 Total £	2022 Total £
Income and endowments from:					
Donations and legacies	**2**	2,452,194	1,124,024	3,576,218	3,120,509
Other trading activities	**3**	-	-	-	424,856
Investments	**4**	5,294	-	5,294	1,321
Total income		2,457,488	1,124,024	3,581,512	3,546,686
Expenditure on:					
Charitable activities	**5**	(626,848)	(2,152,816)	(2,779,664)	(2,923,169)
Raising funds	**6**	(527,465)	(3,580)	(531,045)	(626,309)
Total expenditure		(1,154,313)	(2,156,396)	(3,310,709)	(3,549,478)
Net income / (expenditure)		1,303,175	(1,032,372)	270,803	(2,792)
Transfers between funds	**17**	(1,207,042)	1,207,042	-	-
Net movement in funds	**17**	96,133	174,670	270,803	(2,792)
Reconciliation of funds:					
Total funds brought forward	**17**	713,620	314,735	1,028,355	1,031,147
Total funds carried forward	**17**	809,753	489,405	1,299,158	1,028,355

All income and expenditure derive from continuing activities.

The notes on pages 44 to 56 form part of these financial statements.

United World Schools

Balance Sheet

Year Ended 31 December 2023

	Note	2023 £	2022 £
Fixed assets			
Tangible assets	**12**	109,994	78,810
Current assets			
Debtors	**13**	172,400	14,709
Cash at bank and in hand		1,141,649	1,156,600
		1,314,049	1,171,309
Creditors: amounts falling due within one year	**14**	(124,884)	(131,764)
Net current assets		1,189,165	1,039,545
Creditors: amounts falling due after one year	**15**	-	(90,000)
Net assets		1,299,158	1,028,355
Charity Funds			
Restricted funds	**17**	489,405	314,735
Unrestricted funds	**17**	809,753	713,620
Total charity funds	**17**	1,299,158	1,028,355

The notes on pages 44 to 56 form part of these financial statements.

The financial statements were approved and authorised for issue by the Board of Trustees on 31 July 2024.

Signed on behalf of the Board of Trustees



Peter Taylor, Executive Chair

Charity registration number: 1187721

United World Schools

Statement of Cash Flows

Year Ended 31 December 2023

	Note	2023 £	2022 £
Net cash flow from operating activities	**19**	(29,472)	294,958
Cash flow from investing activities			
Payments to acquire tangible fixed assets		(56,739)	(22,498)
Net cash flow from investing activities		(56,739)	(22,498)
Net increase/(decrease) in cash and cash equivalents		(86,211)	272,460
Cash and cash equivalents at 1 January 2023		1,156,600	933,442
Exchange differences		71,260	(49,302)
Cash and cash equivalents at 31 December 2023		1,141,649	1,156,600
Cash and cash equivalents consists of:			
Cash at bank and in hand		1,141,649	1,156,600
Cash and cash equivalents at 31 December 2023		1,141,649	1,156,600

The notes on pages 44 to 56 form part of these financial statements.

1 Summary of significant accounting policies

(a) General information and basis of preparation

United World Schools is a charitable incorporated organisation, registered in England & Wales under registration number 1187721. The address of the registered office is given in the charity information on page 3 of these financial statements. The nature of the charity's operations and principal activities are building schools and advancing education and well-being in countries such as Cambodia, Myanmar, Madagascar and Nepal.

The charity constitutes a public benefit entity as defined by FRS 102. The financial statements have been prepared in accordance with 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) published in October 2019, the Financial Reporting Standard applicable in the United Kingdom and Republic of Ireland (FRS 102), the Charities Act 2011, and UK Generally Accepted Practice.

The financial statements have been prepared to give a 'true and fair' view and have departed from the Charities (Accounts and Reports) Regulations 2008 only to the extent required to provide a 'true and fair view'. This departure has involved following the 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) published in October 2019 rather than the Accounting and Reporting by Charities: Statement of Recommended Practice effective from 1 April 2005 which has since been withdrawn.

The financial statements are prepared on a going concern basis under the historical cost convention. The financial statements are presented in sterling which is the functional currency of the charity.

The significant accounting policies applied in the preparation of these financial statements are set out below. These policies have been consistently applied to all years presented unless otherwise stated.

(b) Funds

Unrestricted funds 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 which are to be used in accordance with specific restrictions imposed by donors or which have been raised by the charity for particular purposes. The cost of raising and administering such funds are charged against the specific fund. The aim and use of each restricted fund is set out in the notes to the financial statements.

(c) Income recognition

All incoming resources are included in the Statement of Financial Activities (SoFA) when the charity is legally entitled to the income after any performance conditions have been met, the amount can be measured reliably and it is probable that the income will be received.

For donations to be recognised the charity will have received the funds. If there are conditions attached to the donation and this requires a level of performance before entitlement can be obtained then income is deferred until those conditions are fully met or the fulfilment of those conditions is within the control of the charity and it is probable that they will be fulfilled. No income was deferred as at the year end.

No amount is included in the financial statements for volunteer time in line with the SORP (FRS 102). Further detail is given in the Trustees' Annual Report.

Income from fundraising events is received in exchange for supplying goods and services in order to raise funds and is recognised when entitlement has occurred.

Income from grants are recognised at fair value when the charity has entitlement after any performance conditions have been met, it is probable that the income will be received and the amount can be measured reliably. If entitlement is not met, then these amounts are deferred.

Income from volunteers represents the contributions made by volunteers towards the cost of their visits to the schools.

Interest income is recognised using the effective interest method on a receivable basis.

(d) Expenditure recognition

All expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all costs related to the category. Expenditure is recognised where there is a legal or constructive obligation to make payments to third parties, it is probable that the settlement will be required and the amount of the obligation can be measured reliably. It is categorised under the following headings:

- Costs of raising funds
- Expenditure on charitable activities

Irrecoverable VAT is charged as an expense against the activity for which expenditure arose.

The construction of new schools, wells, teacher accommodation and the related furnishings and equipment is viewed by the trustees as charitable activities expenditure as it is incurred in delivering the objects of the charity. As such this expenditure is included within charitable activities resources expended within the statement of financial activities and not capitalised.

(e) Support costs allocation

Support costs are those that assist the work of the charity but do not directly represent charitable activities and include office costs, governance costs, and administrative payroll costs. They are incurred directly in support of expenditure on the objects of the charity and include project management. Where support costs cannot be directly attributed to particular headings they have been allocated to cost of raising funds and expenditure on charitable activities on a pro rata basis to the percentage of staff time spent working in each area.

The analysis of these costs is included in note 7.

(f) Tangible fixed assets

Tangible fixed assets are stated at cost (or deemed cost) or valuation less accumulated depreciation and accumulated impairment losses. Cost includes costs directly attributable to making the asset capable of operating as intended.

Depreciation is provided on all tangible fixed assets, at rates calculated to write off the cost, less estimated residual value, of each asset on a systematic basis over its expected useful life as follows:

Equipment	25% on cost
Motor vehicles	25% on cost

We build schools on land owned by the community, and the schools are gifted to the community on completion. Whilst we agree to repair and maintain the schools, we do not capitalise them on our balance sheet as we do not own them or the land.

(g) Debtors and creditors receivable / payable within one year

Debtors and creditors with no stated interest rate and receivable or payable within one year are recorded at transaction price. Any losses arising from impairment are recognised in expenditure.

(h) Foreign currency

Foreign currency transactions are initially recognised by applying to the foreign currency amount the spot exchange rate between the functional currency and the foreign currency at the date of the transaction.

Net foreign exchange gains or losses are charged or credited to the Statement of Financial Activities (SoFA) as outlined in note 8 to the financial statements.

(i) Operating leases

Rentals payable under operating leases, including any lease incentives received, are charged to income on a straight line basis over the term of the relevant lease.

(j) Employee benefits

When employees have rendered service to the charity, short-term employee benefits to which the employees are entitled are recognised at the undiscounted amount expected to be paid in exchange for that service. Redundancy payments are recognised immediately as an expense when the charity is demonstrably committed to make an employee redundant or to provide redundancy benefits.

The charity operates a defined contribution pension plan for the benefit of its employees. Pension contributions are expensed as they become payable.

Under FRS 102, the charity is required to accrue for all short-term compensated absences as holiday entitlement earned but not taken at the balance sheet date. As the charity's holiday year is coterminous with the balance sheet date accrual is only made within the financial statements where material.

(k) Going concern

The financial statements have been prepared on a going concern basis as the trustees believe that no material uncertainties exist. The trustees have considered the level of funds held and the expected level of income and expenditure for 12 months from authorising these financial statements. This has included consideration of stressed scenarios showing a material reduction in fund raising with no mitigating cost action. In this scenario, UWS would not operate without three months operating costs covered by reserves. The budgeted income and expenditure is sufficient with the level of reserves for the charity to be able to continue as a going concern.

(l) Judgements and key sources of estimation uncertainty

The following judgements (apart from those involving estimates) have been made in the process of applying the above accounting policies that have had the most significant effect on amounts recognised in the financial statements:

Central office support costs are allocated to expenditure on raising funds or charitable activities as a percentage of a person(s) time spent on those activities or a percentage usage of goods or services relating to those activities.

There are no key assumptions concerning the future and other key sources of estimation uncertainty at the reporting date that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year.

2 Income from donations and legacies

	2023 £	2022 £
Individuals	1,927,781	1,336,433
Partner schools	100,136	166,430
Corporate	613,353	1,076,578
Trusts & foundations	238,841	276,258
Institutions	664,809	192,715
Digital	31,298	72,095
	3,576,218	3,120,509

Income from donations and legacies was £3,576,218 (2022 - £3,120,509) of which £1,124,024 (2022 - £1,407,629) was attributable to restricted funds and £2,452,194 (2022 - £1,712,880) was attributable to unrestricted funds.

3 Income from other trading activities

	2023 £	2022 £
Fundraising events	-	424,856
	-	424,856

In the absence of a major Gala dinner, the Charity didn't receive income from other trading activities in 2023. (2022 - £424,856).

4 Income from investments

	2023 £	2022 £
Interest – deposits	5,294	1,321
	5,294	1,321

Income from investment was £5,294 (2022 - £1,321) which was wholly attributed to unrestricted funds.

5 Analysis of expenditure on charitable activities

	2023 £	2022 £
Building costs	531,825	385,615
Building maintenance	70,793	129,019
Upgrades to WASH facilities	-	2,482
Local country salaries	658,091	708,059
Educational resources	215,316	193,770
Teachers' salaries	294,929	338,782
UWK project costs (Cambodia)	830	31,534
Travel & subsistence in country	141,478	84,791
Administrative costs in country	84,706	33,113
UK programmes and operations salaries	424,852	448,879
Vehicle hire, maintenance & running costs	85,419	163,923
Telephone / internet	10,777	-
Rent in country	46,842	44,326
Foreign exchange losses / (gains)	(71,260)	48,086
Depreciation	18,842	29,335
PR materials	-	-
Consultancy	1,308	88,981
Pensions	-	16,544
Support and governance costs (see note 7 below)	264,916	175,930
	2,779,664	2,923,169

£ 2,152,816 (2022 - £2,125,338) of the above costs were attributable to restricted funds, and £ 626,848 (2022 - £797,831) of the above costs were attributable to unrestricted funds. The above analysis reflects the original categorisation of the Cambodian expenditure of £790,395 in 2022. An element of this prior year expenditure was misappropriated, as set out in the prior year Trustees' report, however, the actual quantum was not fully established. Accordingly, a separate categorisation of misappropriated funds (with corresponding reductions in other categories) has not been included in the above analysis of prior year expenditure.

6 Analysis of expenditure on raising funds

	2023 £	2022 £
Charity portal fundraising fees	-	3,691
Fundraising event costs	28,082	98,825
UK salaries	280,092	324,429
PR materials	46,260	77,469
Support and governance costs (see note 7)	176,611	121,895
	531,045	626,309

£3,580 (2021 - £23,054) of the above costs were attributable to restricted funds, and £ 527,465 (2022 - £603,255) of the above costs were attributable to unrestricted funds.

7 Allocation of support and governance costs

2023	Raising funds £	Charitable Activities £	Total £
UK rent	21,166	31,750	52,916
Travel & subsistence	20,183	30,275	50,458
Foreign exchange losses / (gains)	119	179	298
Consultancy fees	26,586	39,880	66,466
Auditor's remuneration (see note 9 below)	14,817	22,225	37,042
Recruitment fees	7,656	11,484	19,140
Legal fees	5,291	7,936	13,227
Bank charges	691	1,037	1,728
Office supplies and IT	33,338	50,007	83,346
Telephone and internet	526	789	1,315
Insurance	2,581	3,872	6,453
Contractor fees	38,736	58,104	96,839
Other	2,234	3,352	5,586
Depreciation of office equipment	2,685	4,028	6,713
Total	176,611	264,916	441,527

7 Allocation of support and governance costs (continued)

2022	Raising funds £	Charitable Activities £	Total £
UK rent	10,513	15,173	25,686
Travel & subsistence	-	-	-
Foreign exchange losses / (gains)	497	717	1,214
Consultancy fees	20,280	29,270	49,550
Auditor's remuneration (see note 9 below)	7,773	11,219	18,992
Recruitment fees	6,682	9,644	16,326
Legal fees	-	-	-
Bank charges	863	1,244	2,107
Office supplies	25,724	37,128	62,852
Telephone and internet	5,130	7,404	12,534
Insurance	2,585	3,731	6,316
Contractor fees	36,550	52,753	89,303
Other	4,713	6,803	11,516
Depreciation of office equipment	585	844	1,429
Total	121,895	175,930	297,825

Support and governance costs are allocated on the basis of staff time spent on each activity except for consultancy fees which are allocated on a direct basis and country related costs which are all classified as charitable activities.

8 Net income / (expenditure) for the year

Net income / (expenditure) is stated after charging / (crediting):

	2023 £	2022 £
Depreciation of tangible fixed assets	25,556	35,393
Net (gain)/losses on foreign exchange	(71,260)	46,681

9 Auditor's remuneration

The auditor's remuneration amounts to an audit fee of £20,400 (2022 – £15,000).

Per the Note 7, the total figure for auditor's remuneration is £37,042, of which £20,400 represents the auditor's remuneration for UWS (2023). The balance amount represents auditor's remuneration for programme countries and other related charges.

10 Trustees' and key management personnel remuneration and expenses

The Trustees neither received nor waived any remuneration during the year (2022: £Nil).

The Trustees did not have any expenses reimbursed during the year (2022 - £Nil).

The Trustees donated a total of £1,003,876 to the charity during the year (2022 - £710,289).

The Trustees granted no loans to the charity during the year (2022 - £90,000).

The total amount of employee remuneration received by key management personnel was £ 315,323 (2022 - £400,022)

The charity considers its key management personnel to comprise the members of the Global Executive Team.

11 Staff costs and employee benefits

The average monthly number of employees on the central office payroll during the year was as follows:

	2023 Number	2022 Number
Raising funds	6	7
Charitable activities	6	10
	12	17

The total staff costs and employee benefits for the central office payroll were as follows:

	2023 £	2022 £
Wages and salaries	614,279	687,734
Social security	68,770	73,078
Defined contribution pension costs	20,822	28,040
	703,872	788,852

The number of employees whose total employee compensation (excluding employer pension costs) exceeded £60,000 was:

	2023 Number	2022 Number
£60,001 - £70,000	1	1
£ 100,000 - £110,000	1	-
	2	1

12 Tangible fixed assets

	Office Equipment	Motor vehicles	Total
	£	£	£
Cost or valuation:			
At 1 January 2023	55,163	278,833	333,996
Additions	18,915	37,824	56,739
At 31 December 2023	74,078	316,657	390,735
Depreciation:			
At 1 January 2023	24,407	230,777	255,185
Charge for the year	13,571	11,986	25,556
At 31 December 2023	37,978	242,763	280,741
Net book value:			
At 31 December 2023	36,100	73,894	109,994
At 31 December 2022	30,756	48,056	78,810

We build schools on land owned by the community, and the schools are gifted to the community on completion. Whilst we agree to repair and maintain the schools, we do not capitalise them on our balance sheet as we do not own them or the land.

Vehicles represent motorbikes, boats and 4x4 trucks owned in Cambodia, Myanmar, Madagascar and Nepal, which staff use locally to travel to the remote school locations.

13 Debtors

	2023	2022
	£	£
Prepayments	16,942	10,221
Accrued income	139,798	-
Other debtors	15,660	4,488
	172,400	14,709

14 Creditors: amounts falling due within one year

	2023 £	2022 £
Accruals	20,401	15,000
Other tax and social security	18,440	16,232
Pensions	3,677	3,407
Trade Creditors	74,056	74,025
Other Creditors	8,310	23,099
	124,883	131,764

15 Creditors: amounts falling due after one year

	2023 £	2022 £
Loans	-	90,000
	-	90,000

Loans of £90,000 were converted into a generous donation to the charity by the trustees.

16 Operating lease commitments

At the reporting end date the charity had outstanding commitments for future minimum lease payments under non-cancellable operating leases, which fall due as follows:

	2023 £	2022 £
Within one year	13,374	-
Due between 2-5 years	-	-
	13,374	6,599

17 Funds reconciliation

Unrestricted funds

General funds – 2023

	Brought forward £	Income £	Expenditure £	Transfers £	Gains / (losses) £	Closing balance £
General	713,620	2,457,488	(1,154,312)	(1,207,042)	-	809,753
	713,620	2,457,488	(1,154,312)	(1,207,042)	-	809,753

General funds – 2022

	Brought forward £	Income £	Expenditure £	Transfers £	Gains / (losses) £	Closing balance £
General	947,670	2,097,557	(1,401,086)	(930,521)	-	713,620
	947,670	2,097,557	(1,401,086)	(930,521)	-	713,620

Restricted funds – 2023

	Brought forward £	Income £	Expenditure £	Transfers £	Gains / (losses) £	Closing balance £
Cambodia	75,000	261,425	(499,594)	353,038	-	189,868
Myanmar	-	810	(379,925)	379,115	-	-
Nepal	129,075	422,155	(782,909)	362,066	-	130,387
Madagascar	110,660	439,634	(493,968)	112,824	-	169,150
Central	-	-	-	-		-
	314,735	1,124,024	(2,156,396)	1,207,042	-	489,405

69% of the income received in 2023 (2022: 59%) was unrestricted, meaning the charity can use them as they see fit to further their aims. Where needed, funds are transferred to the appropriate restricted pots where activity was greater than the specific restricted funds.

17 Funds reconciliation (continued)

Restricted funds – 2022

	Brought forward £	Income £	Expenditure £	Transfers £	Gains / (losses) £	Closing balance £
Cambodia	-	536,929	(790,395)	328,466	-	75,000
Myanmar	-	140,549	(399,933)	259,384	-	-
Nepal	-	503,560	(772,102)	397,618	-	129,075
Madagascar	83,477	268,092	(126,894)	(114,015)	-	110,660
Central	-	-	(59,068)	59,068		
	83,477	1,449,129	(2,148,392)	930,521	-	314,735

59% of the income received in 2021 (2021: 64%) was unrestricted, meaning the charity can use them as they see fit to further their aims. Where needed, funds are transferred to the appropriate restricted pots where activity was greater than the specific restricted funds.

18 Analysis of net assets between funds

2023

	Unrestricted funds £	Restricted funds £	Total £
Fixed assets	109,994	-	109,994
Net current assets	699,759	489,405	1,189,164
Total	809,753	489,405	1,299,158

18 Analysis of net assets between funds (continued)

2022

	Unrestricted funds £	Restricted funds £	Total £
Fixed assets	78,810	-	78,810
Net current assets	724,810	314,735	1,039,545
Creditors falling due after one year	(90,000)	-	(90,000)
Total	713,620	314,735	1,028,355

19 Reconciliation of net income to net cash flow from operating activities

	2023 £	2022 £
Net income/(expenditure) for year	270,803	(2,792)
Depreciation of tangible fixed assets	25,556	30,765
(Increase) / decrease in debtors	(157,691)	56,837
Increase / (decrease) in creditors	(96,881)	160,846
(Gains) / losses on foreign exchange	(71,260)	49,302
Net cash flow from operating activities	(29,472)	294,958

20 Pensions and other post-retirement benefits

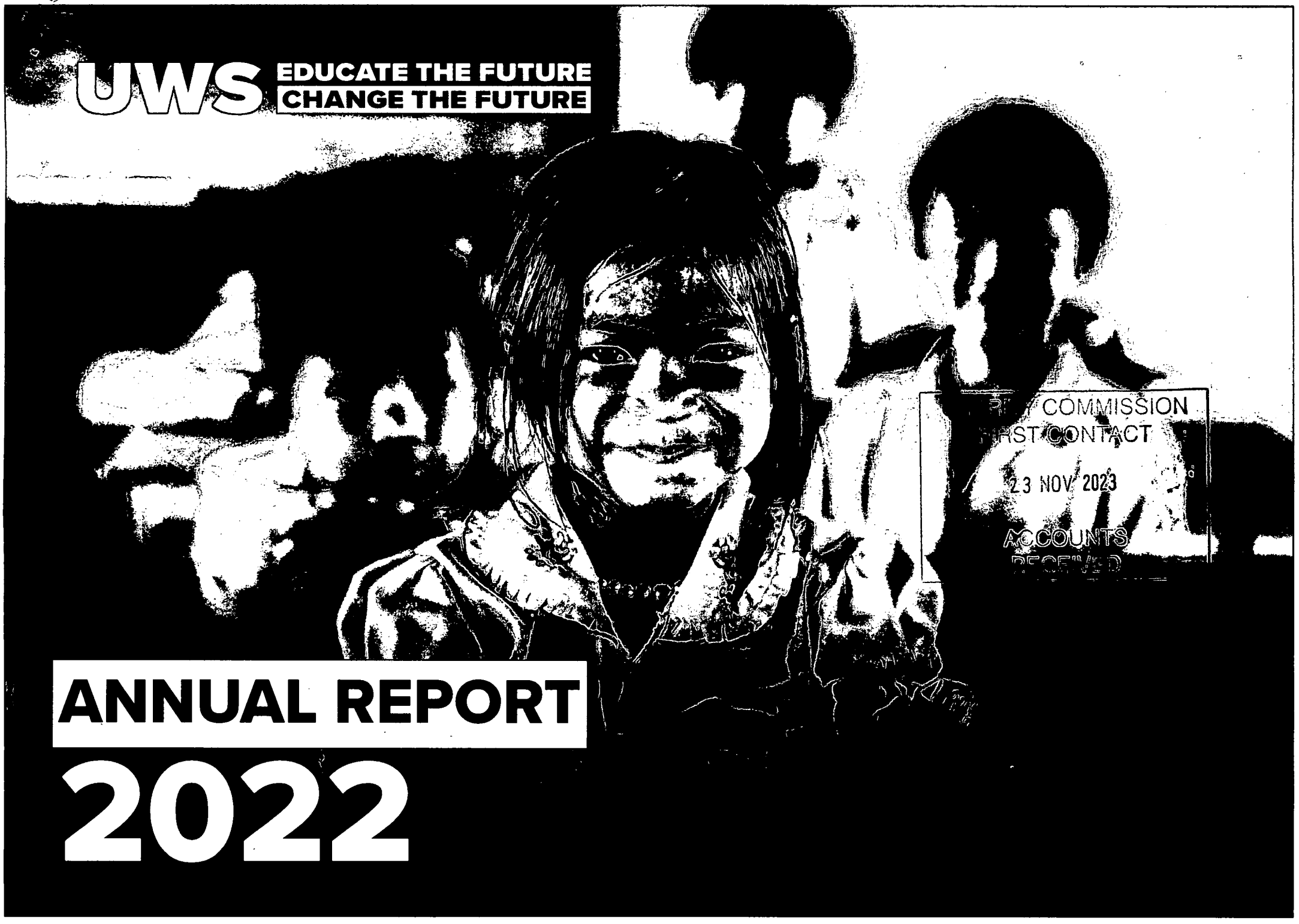
The charity operates a defined contribution pension plan for its employees. The amount recognised as an expense in the period was £20,694 (2022 - £28,040).

UNITED WORLD SCHOOLS

England & Wales - Charity number 1187721

Accounts

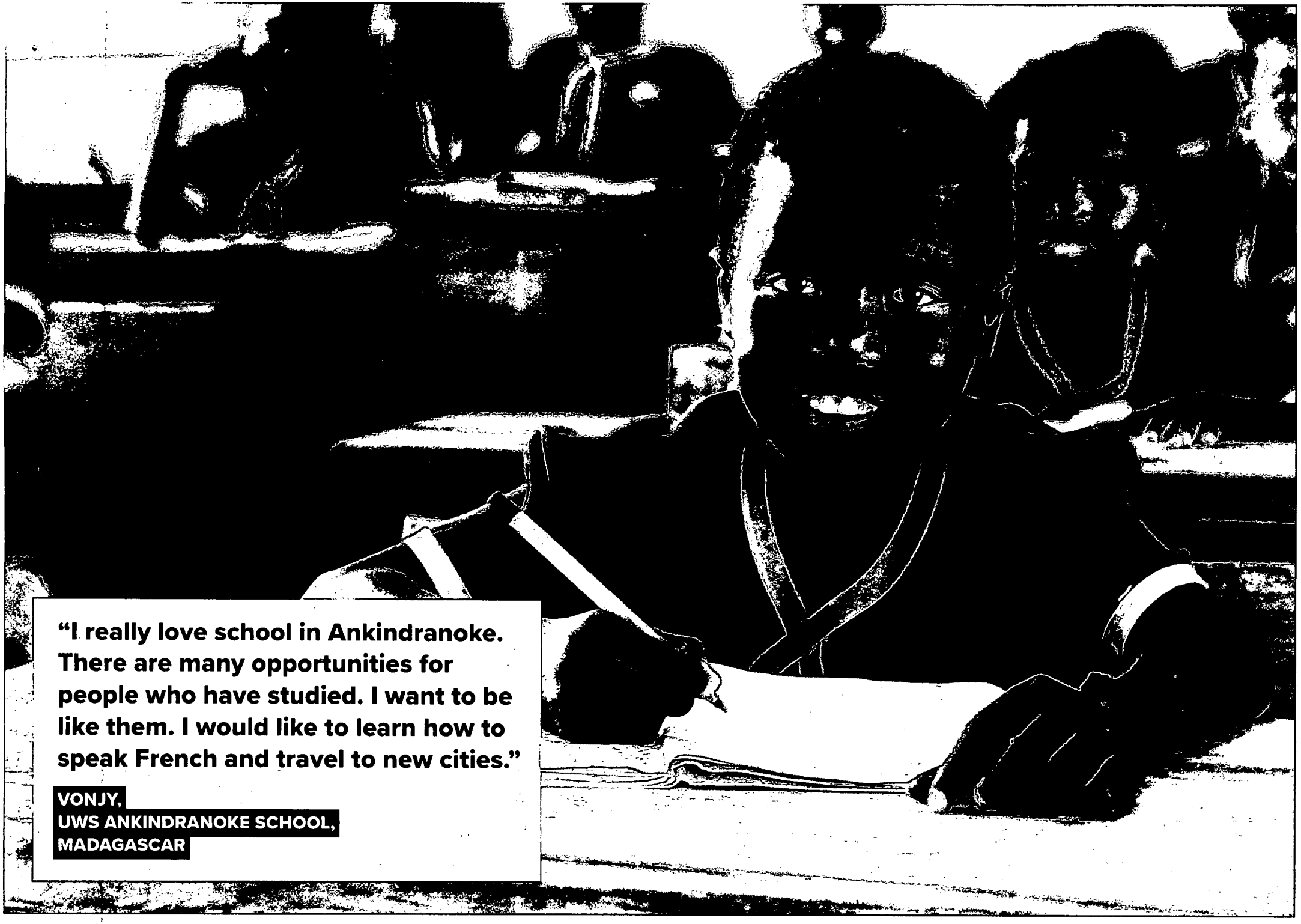
UWS EDUCATE THE FUTURE
CHANGE THE FUTURE



COMMISSION
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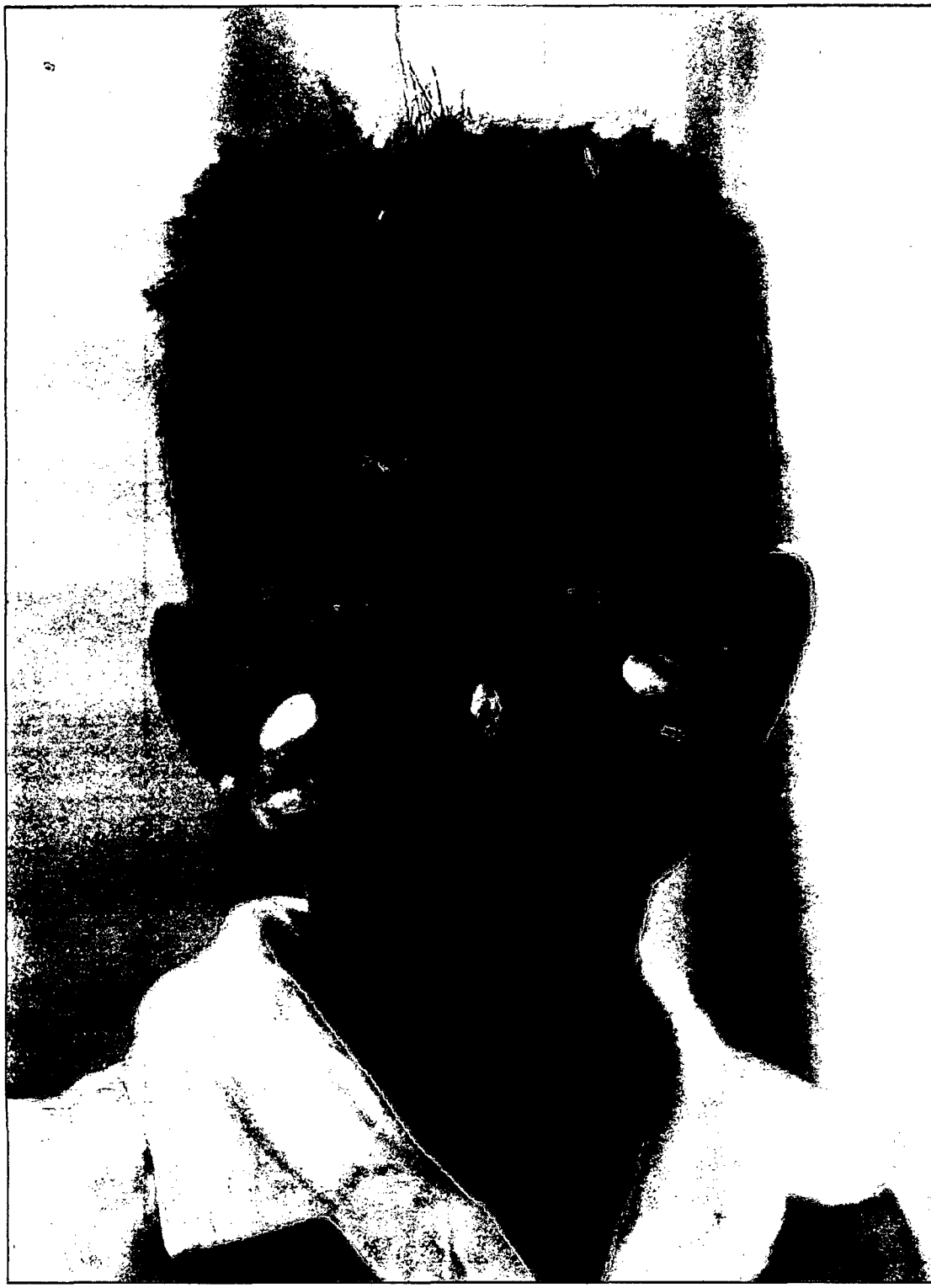
ANNUAL REPORT

2022



"I really love school in Ankindranoke. There are many opportunities for people who have studied. I want to be like them. I would like to learn how to speak French and travel to new cities."

VONJY,
UWS ANKINDRANOKE SCHOOL,
MADAGASCAR



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LETTER FROM THE CHAIRMAN

Since joining the board in 2020, I have been inspired by the impact of United World Schools in transforming life opportunities for some of the world's most marginalised children. Quality education brings so many positive impacts to these children and their communities - accelerating poverty reduction, eradicating inequality and building climate resilience.

UWS works to ensure that children have access to quality, inclusive education in remote and marginalised communities. We work alongside local communities, partners and governments to develop quality schools, train teachers and strengthen education systems for the long term. We build capacity, not dependency – ensuring that education systems continue to flourish far beyond our involvement. And we deliver this through our low-cost high-impact model – UWS educates a child for a full year for only £100.

2022 HIGHLIGHTS

From inception to the end of 2022, UWS reached over 50,000 children in 275 schools. At the end of 2022, nearly 24,000 children were enrolled at 243 UWS schools in Cambodia, Myanmar, Nepal and Madagascar.

During 2022, we built and opened 24 new schools and transitioned 31 schools to local governments and communities, including 20 schools in Cambodia, our most long-standing programme. Transition is a growing and vital part of our model, ensuring sustainable impact, supporting local communities to run their own schools over time and giving UWS the capacity to reach even more excluded children with education.

Working in close collaboration with communities in Madagascar led to UWS opening our first 6 schools in late 2022. These 6 UWS schools have already reached nearly 1,000 children, with further rapid growth in 2023 and beyond.

We successfully reopened 69 UWS schools in Myanmar in June 2022, bringing renewed hope to 4,000 children after more than two years of closure due to COVID and political instability. This was an exceptional achievement by the UWS Myanmar team, including significant levels of recruitment and training of new community teachers in a very challenging context.

Our programme in Nepal continued to develop strongly, including the opening of our 50th school, reaching over 5,000 children. We also saw the first impact of the exciting new Foreign Commonwealth & Development Office (FCDO) grant to increase recruitment and retention of children into schools.

Our work has only been possible thanks to the fantastic support and generosity of our supporters. Despite the continuing economic challenges, UWS achieved income of £3.5m in 2022, up from £3.2m in 2021. I'd like to take this opportunity to sincerely thank everyone who supports our mission, together we are creating opportunities for tens of thousands of children to thrive, and their lives are being transformed.

Our fundraising in 2022 including our second UK Aid Match Campaign, which will generate a further £1.9m from the FCDO to co-fund our programme in Nepal and Cambodia from 2023-2026, with a focus on education for girls. FCDO support provides both security of long-term funding and represents a significant endorsement of the importance and credibility of our work.

We were also successful in raising funds in the US towards the end of 2022, with the prospect of significant growth in US income in future years.

2023 UPDATE

Looking ahead to 2023 and beyond;

- We are aiming to reach over 60,000 children from inception to the end of 2023
- Our programme in Madagascar is growing very rapidly - We have built our first dedicated teacher training centre in Madagascar to address the acute need for increased recruitment and training of teachers
- More than 20 UWS schools will transition into local education systems, particularly in our more longstanding programmes in Cambodia and Myanmar, locking education into the heart of each community for generations to come
- In Summer 2023 we found evidence of mismanagement of funds in our Cambodia programme, following which appropriate changes were made to policies, procedures and personnel ahead of a major new programme
- We have recently launched our new girls' education project in Cambodia and Nepal - an exciting opportunity over the next three years to deliver even greater impact for over 11,000 girls in more than 160 communities
- Our programme in Nepal goes from strength to strength, including further growth in our innovative fellows programme, deploying top graduates as teachers into UWS schools

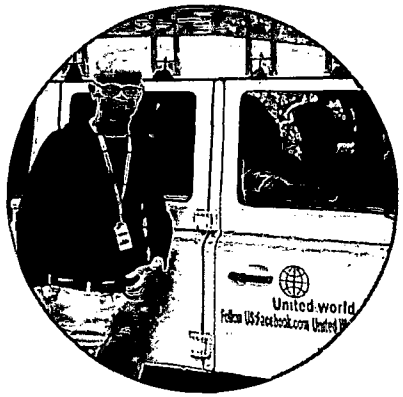




UWS TEAM

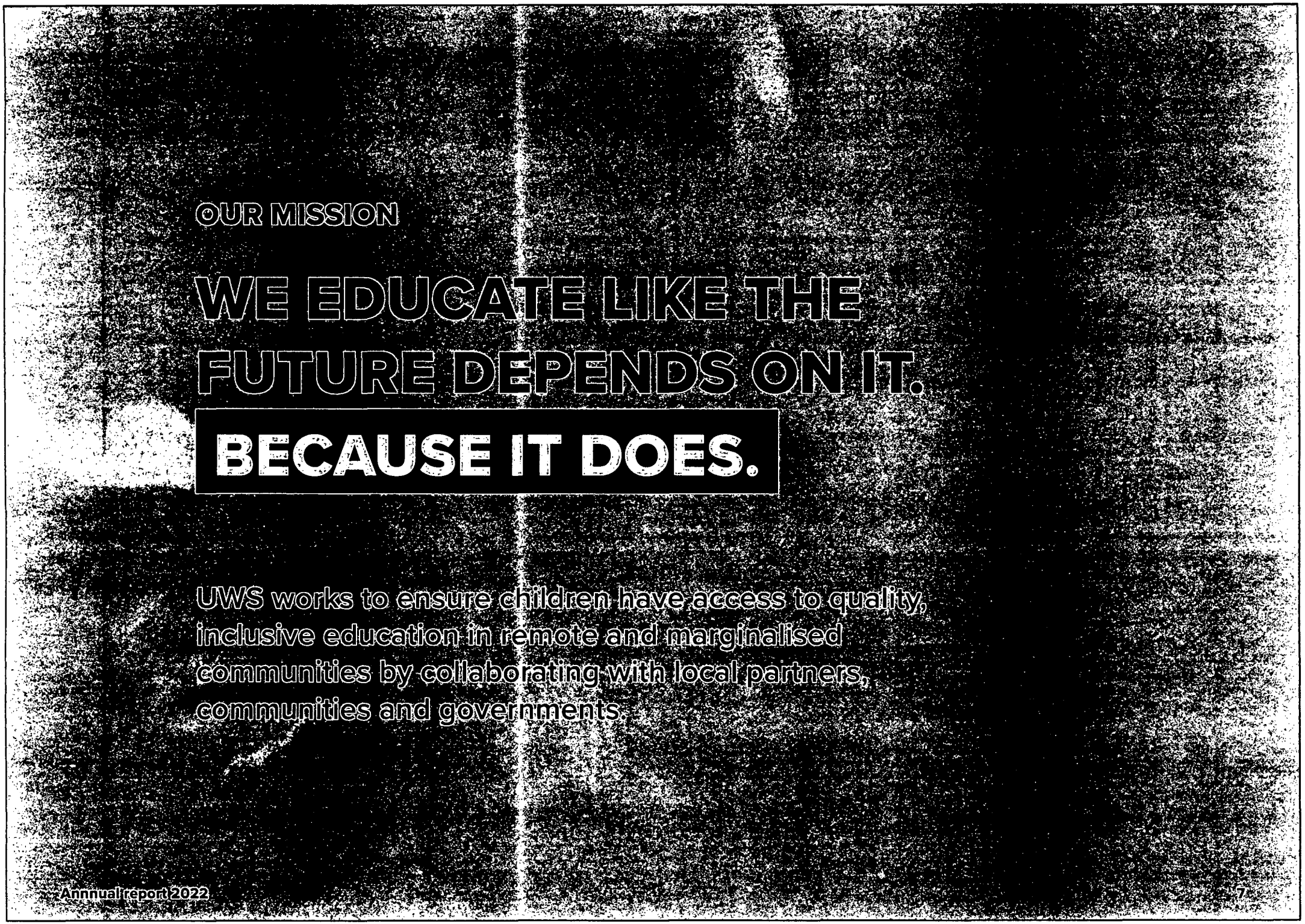
Since becoming Chair in 2020, I have committed more and more time to United World Schools, driven by the huge potential of our model and our programmes. During the Summer of 2023, we reviewed the leadership of the organisation and agreed to simplify the structure for the next stage of UWS growth - I have taken on the role of Executive Chair as Lizz Munday has stepped down as CEO. I would like to thank Lizz for her great work with the global team, including the relaunch of the United World Schools brand. I am driven by the opportunity for even greater impact at scale, transforming the lives of previously excluded children and their communities for the long term.

The events of the past year have once again highlighted the extraordinary dedication of our teams to deliver for our students and their communities, against the backdrop of a wide range of challenges – I would like to thank every member of the UWS team for their commitment to our mission. I am particularly proud that our programme country teams are staffed and led by local nationals with their unique proximity to the children and communities we serve. Thank you also to our board members who all share the team's passion for the work of UWS, and particularly to those who have stepped down during the past year at the end of their term of office.



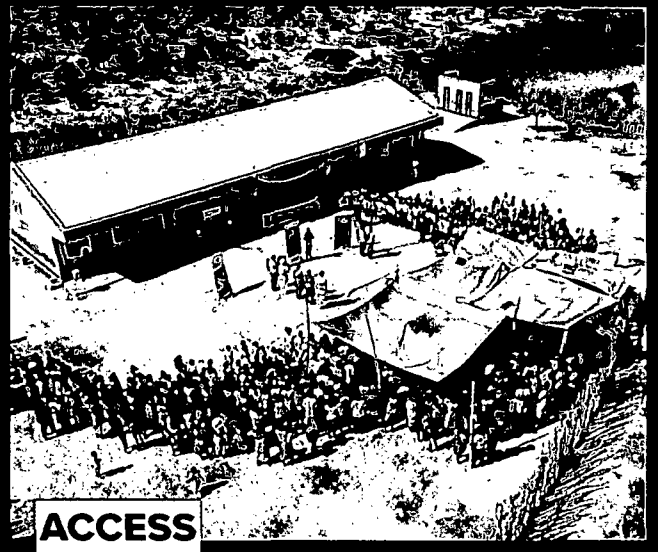
Peter Taylor
Executive Chair,
United World Schools

OUR GLOBAL TEAM IS EXCITED TO WORK WITH YOU ON THE NEXT STEPS OF THE UWS MISSION.


OUR MISSION
WE EDUCATE LIKE THE FUTURE DEPENDS ON IT.
BECAUSE IT DOES.
UWS works to ensure children have access to quality, inclusive education in remote and marginalised communities by collaborating with local partners, communities and governments.

OUR APPROACH

Our Five Pillar approach to sustainable education enables us to deliver high-impact at scale in some of the world's most challenging contexts.



ACCESS

Whether we're building schools or training teachers, shaping curriculums or strengthening infrastructure, our goal is to give every child sustainable access to a high-quality education.



QUALITY

Education systems are only as good as the teachers who provide the schooling. We train teachers to deliver an interactive curriculum that inspires students to become active, lifelong learners.



INCLUSION

Inclusive systems ensure every child feels safe and included whilst learning. We influence governments and embolden communities to endorse practises that reduce the barriers to and within education.



STRENGTHENED SYSTEMS

Strengthened systems are the backbone of educational development. By sharing our work, innovations and best practice with national bodies, we give communities the ability to assert influence over the standards set for policy, curriculum and infrastructure.



SUSTAINABLE COMMUNITIES

So, whether we're increasing equitable access, ensuring effective local ownership, or increasing communities' resilience to climate threats, we make sure local voices are at the centre of everything we do.

OUR IMPACT
IN THEIR WORDS



"I believe that education holds the key to eradicating poverty and preventing early child marriages within families."

NA NU TEL,
TEACHER UWS WAN KAUNG, MYANMAR



"I like all subjects, but my favourite is Mathematics because I'm very good at calculating numbers. I also like drawing and painting. I love my teachers and my friends."

NEANG,
UWS SAENG MA SCHOOL,
CAMBODIA



"This school fills me with joy, as it does all the other parents. I am happy that my son is becoming wise. I can see that he is making an effort with his studies. Sometimes, I look at his books, and it makes me so proud to see his handwriting."

FALINA, MOTHER, UWS ANKINDRANOKE SCHOOL, MADAGASCAR

"Education empowers by unlocking doors to opportunities, shaping destinies and creating a brighter, more equitable world for all."

SUSHMA BHOKA, FELLOW TEACHER, UWS FUNGLING SCHOOL, NEPAL





"I love learning new things. If I have some free time at my home or during school time, I try my best to get some football practice. I love playing football. It is my dream to become a top football player someday."

REKHA, UWS PIPLE ARCHALE SCHOOL, NEPAL

2022 HIGHLIGHTS

2022 WAS OUR MOST IMPACTFUL YEAR YET.

WITH THE HELP OF PASSIONATE SUPPORTERS, AN INCREDIBLE GLOBAL TEAM, AND WORLD-CLASS PARTNERS, WE CONTINUE TO MOVE CLOSER TO OUR VISION OF ENDING EDUCATIONAL POVERTY.



GIRLS WILL BE GIRLS

Girls Will Be Girls was a UWS appeal backed by the Foreign, Commonwealth and Development Office as part of the UK Aid Match Initiative. Through this girls' education project, which begins in April 2023, we seek to improve participation in an inclusive, quality education for 11,603 girls across 163 remote and marginalised communities in Cambodia and Nepal. Throughout April to July 2022, our campaign was marked by several milestones including our Gala, pledge dinners, fundraisers, and a webinar hosted by UWS and Hey Girls on the subject of tackling period poverty. We raised an incredible £1.9million in support of girls' education.



DROPOUT PREVENTION PROGRAMME

Despite a global focus on access to education, retention in school is a serious challenge. 2022 saw the continuation of our three-year partnership with Education Above All Foundation's Educate A Child programme, supporting 5,100 children in Cambodia and Nepal to claim their right to education through timely and targeted drop-out interventions.

"After being involved in Girls' Club, I have been able to be fearless and put my opinion among others. I have also been able to talk about my issues related to menstrual hygiene and help others share their problems as well."

REENA, UWS SATHTARE SCHOOL, NEPAL



HELPING CHILDREN TO LIVE HAPPILY EVER SMARTER

We began our first project co-funded by the Foreign, Commonwealth and Development Office in Nepal. This three-year project seeks to increase the primary school enrolment and retention for 8,500 out-of-school children in remote and rural regions of Nepal. By the end of 2022, as part of this project, we had reached over 750 students through the construction of five new schools, with four additional schools in construction.



UWS IN MADAGASCAR

UWS became a registered NGO in Madagascar in 2022. In partnership with the Axian Foundation, we constructed and opened five new schools in the rural southwest of the country. We are also supporting an existing community school, bringing our total number of schools to six. These schools are now providing education to over 1000 students. In partnership with communities, government, and the Axian Foundation, we will continue to grow our operations in Madagascar.

"Every time the children come back from school, they sing and talk about what they have done there - it's great. We're delighted to see this change in our village."

BRUNO, GRANDFATHER AND FISHERMAN
UWS BELAVENOKE, MADAGASCAR



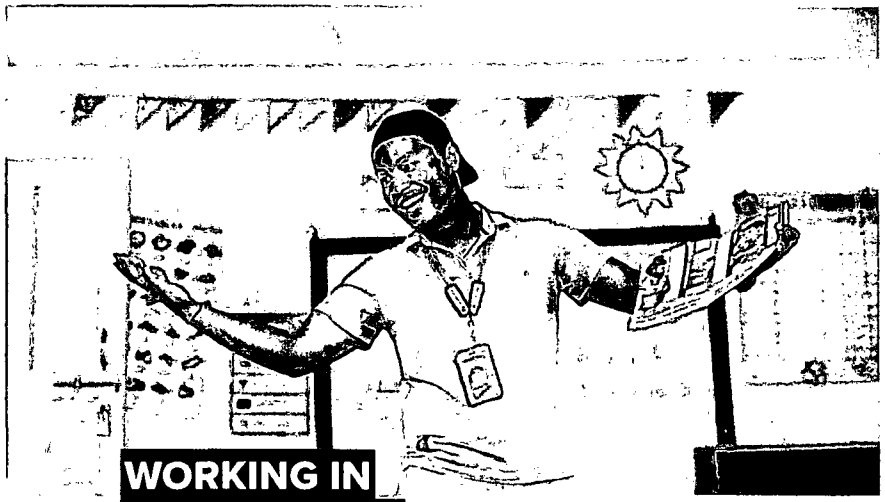
BACK TO SCHOOL IN MYANMAR

We reopened 69 UWS schools in Myanmar in June. This follows two long years of school closures due to the COVID-19 pandemic and political instability. During school closures, our project-based learning programme enabled thousands of UWS students across the country to continue learning.



OUR FIRST IN-PERSON EVENT SINCE THE COVID-19 PANDEMIC

The UWS Gala, held at the Royal Horticultural Halls in May, welcomed 350 guests and international colleagues to celebrate the launch of our *Girls Will Be Girls*, UK Aid Match Campaign. A performance from celebrated Burmese dancer Htike Yadana, speeches by UWS Nepal's Country Director, Surya Karki and education influencer, Vee Kativhu, along with live music from the world-famous Drifters extended the evening to the small hours. We thank all the generous guests and supporters who contributed to the success of the Gala, raising £400,000 on the night.



WORKING IN PARTNERSHIP

Hundreds of businesses, schools, foundations, and individuals chose to partner with UWS in 2022, contributing to our record-setting year. We were particularly excited to launch a partnership with The StepStone Group, the private market investment firm. StepStone and UWS will work in partnership to construct schools, train teachers, and transform lives for thousands of children and generations to come. We are deeply grateful to everyone who supports our mission to end education poverty.

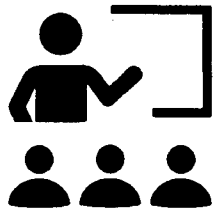
2022 IN NUMBERS

SINCE 2008 WE'VE SUCCESSFULLY PROVIDED QUALITY EDUCATION TO OVER 50,000 CHILDREN.



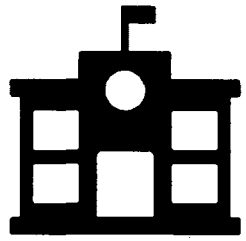
CHILDREN ENROLLED

23,824



TEACHERS SUPPORTED

1,328



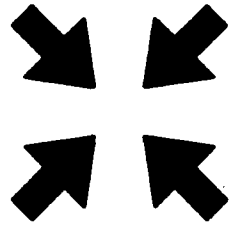
SCHOOLS OPERATIONAL

243



MOTHERS' GROUPS AND GIRLS' CLUBS

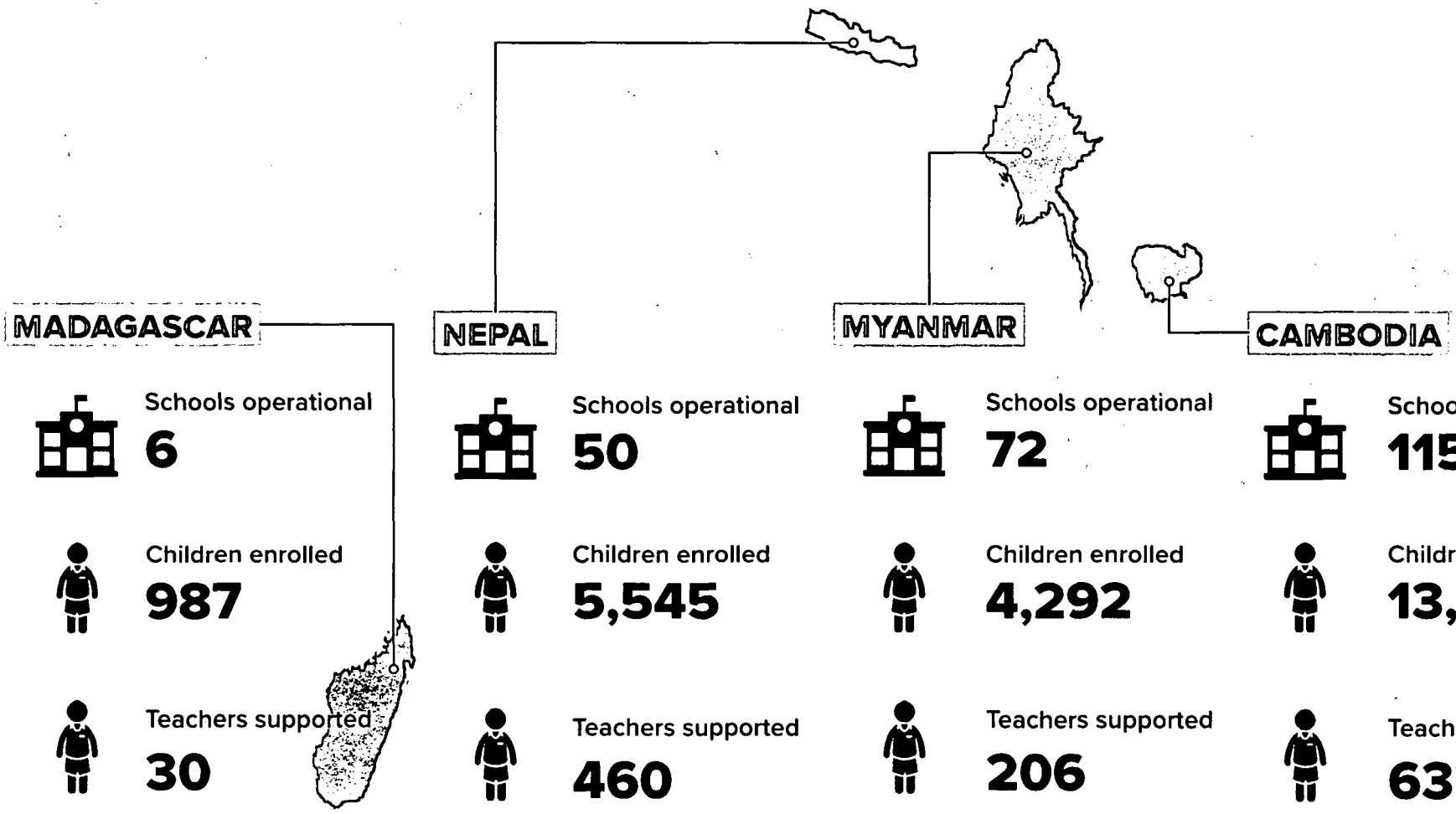
127



SCHOOLS TRANSITIONED TO NATIONAL EDUCATION SYSTEM

31

WHERE WE WORK



MADAGASCAR

Schools operational
6

Children enrolled
987

Teachers supported
30

NEPAL

Schools operational
50

Children enrolled
5,545

Teachers supported
460

MYANMAR

Schools operational
72

Children enrolled
4,292

Teachers supported
206

CAMBODIA

Schools operational
115

Children enrolled
13,300

Teachers supported
632



OUR NEXT CHAPTER

In November 2022, our Global Team came together to reflect on UWS' impact to date and to consider what our shared future could look like. Jump forward six months and after consultations with staff, supporters and partners we launched our re-evaluated brand proposition and organisational values. This is our call to action.

We have always known what UWS does and how it does it. Now, with our new brand narrative, we can tell you why.

We believe that when you educate the future, you change the future.

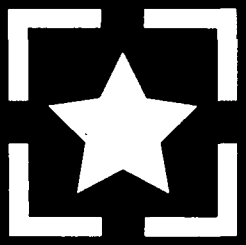
Not just the future of each child, but the future of communities, economies and societies.

FOR US ALL.

Education accelerates poverty reduction, female empowerment and improved infant mortality. Yet 244 million children worldwide are still out of school.

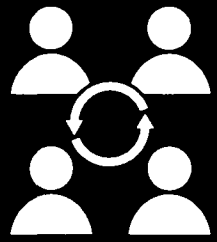
Our new brand narrative encapsulates both urgency and hope. Education offers humanity one of its greatest opportunities to remake a more secure and just world. While we can't ignore the difficulty of what needs to be done, we shine a light on what's possible when we mobilise together.

Our new brand highlights the commitments at the heart of our work



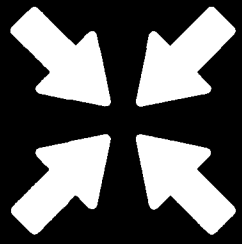
LOW-COST, HIGH-IMPACT

By working in close collaboration with local actors, governments and communities, we are able to deliver a quality, inclusive education at a low cost.



LOCALLY-LED

Through participation in school governance, the voices, needs and values of local people are encompassed in our work, leading to better outcomes and a sustainable future for our schools.



CAPACITY, NOT DEPENDENCY

Whether we are building schools or training teachers, shaping curriculums or strengthening infrastructure - everything we do builds capacity, not dependency. This ensures that education systems continue to flourish beyond our involvement.

While our branding has changed, we remain incredibly proud of our heritage and grateful to our community of supporters around the world who make our work possible. Whether you have supported UWS from the very beginning, or joined our community today, thank you.

We believe that our new branding allows us to stand out, be different and be heard.

TOGETHER WE'RE CHANGING WHAT TOMORROW LOOKS LIKE, BY TRANSFORMING EDUCATION TODAY.

FINANCIAL SUMMARY

for Annual report 2022-23

We are pleased to report that income for the year increased 10% from 2021 to £3,545k. Generous individual donors, including trustees, enabled us to match the previous year's individual giving total and our gala dinner generated income of £425k (2021 events £110k). We expanded and diversified our base of corporate donors to bring our total corporate income to £1,077k (2021 £956k). Lastly institutional income, largely from the 2021 UK Government AidMatch campaign, started to fund new schools in Nepal and will continue to do so until 2025.

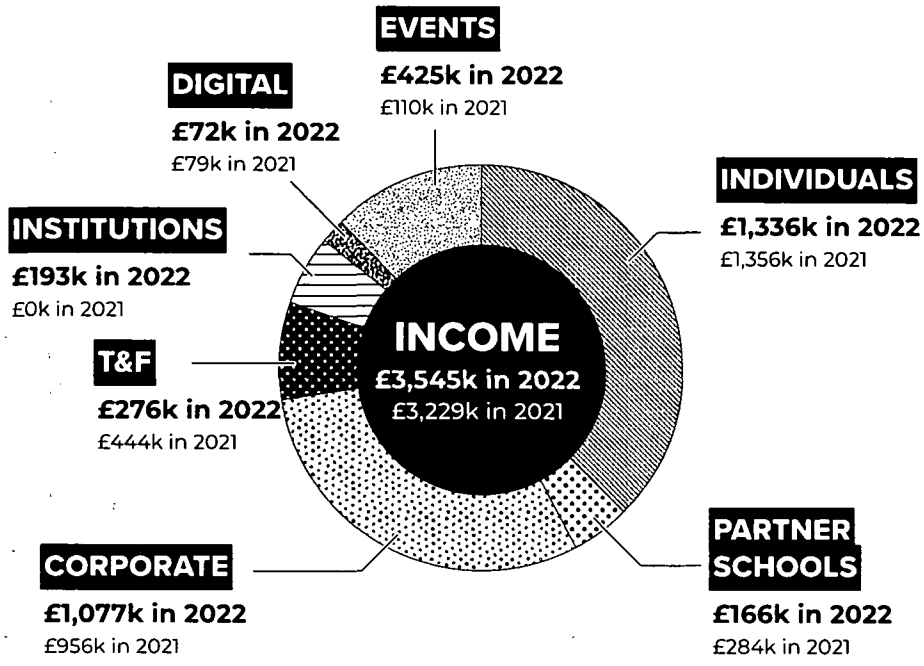
The increase in expenditure during 2022 largely reflects a rise in school running costs (21%) due to schools being fully open after Covid, our new schools in Nepal, and the cost of supporting our first full year in Madagascar. School building costs and central overheads were reduced in the second half of the year to preserve funds. The average cost of building schools has risen to £30,100 (2021 £26,235). This is a result of most of the schools built in the year being in Nepal where the cost of brick construction and corresponding transport costs are higher than other countries

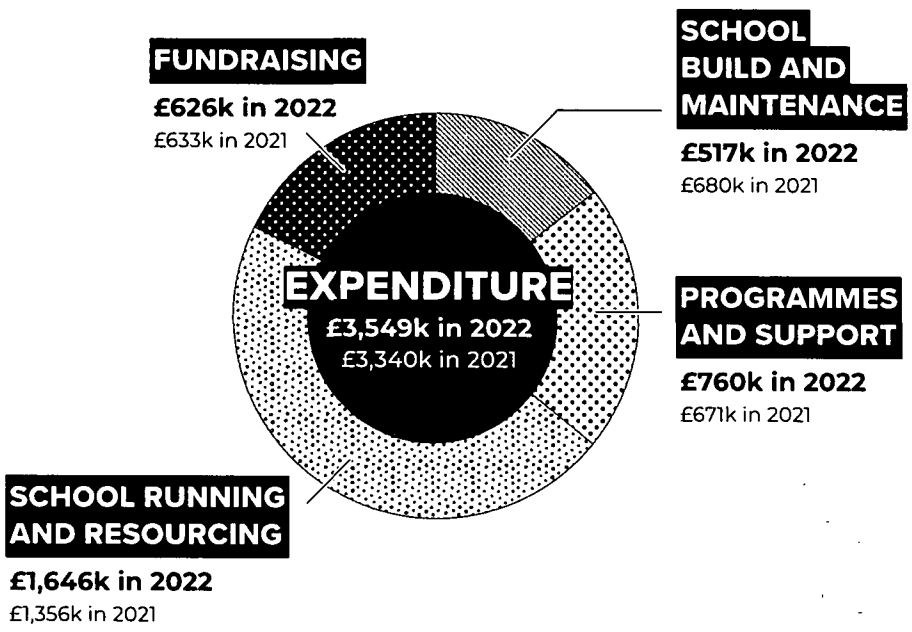
Total UWS reserves at the end of the year were £1,028k (2021 £1,031k). Of this amount, unrestricted reserves had fallen to £714k (2021 £948k) with an equivalent increase in restricted reserves. UWS policy is to maintain free reserves of at least three months running costs. The unrestricted reserves at 31 December 2022 represented 3.0 months of running costs (2021 3.5 months). The Board closely monitors the reserve levels to ensure adequate financial stability.

59% of our funding was unrestricted (2021 64%). Core costs are substantially less than unrestricted income and therefore UWS does not face issues in funding central operations. In 2022 UWS secured a second round of AidMatch funding to finance girls' education in Nepal and Cambodia. This will fund up to £1.9m of operating costs over three years starting in April 2023. We continue to be supported by partner schools and Trusts and Foundations however reduced fundraising activities in these areas resulted in decreased income. We also were successful in raising funds in the US towards the end of the year. The US operations of UWS are separately controlled and therefore not consolidated into the UK accounts. Income from the US is recognised as it is remitted to fund country operations.

As noted in our Trustees' Annual Report, following the application of enhanced financial controls and whistleblowing policies, we were recently notified of potential irregularities within UWS Cambodia. Senior leadership duly conducted an on-site investigation and found evidence of mismanagement of funds. Appropriate changes were made to personnel, policies and procedures. We have further enhanced our policies and procedures across all operations and have not found any evidence of similar issues in other countries.

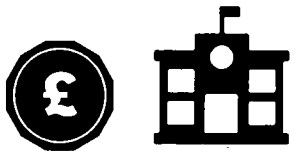
The Trustees note the restriction on audit scope qualification in UHY's audit opinion. This has arisen because it is not practical at this stage to validate to audited financial statement standard, the amount of funds that has been misappropriated. However, the Trustees' current estimate, based on the work of forensic accountants, is that the the total amount does not have a significant impact on the overall level of UWS expenditure in 2022.





KEY PERFORMANCE INDICATORS

AVERAGE DIRECT COST TO BUILD A SCHOOL



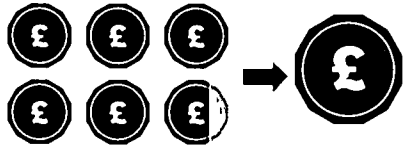
£31,100 in 2022
£26,235 in 2021

AVERAGE ANNUAL COST OF EDUCATION PER CHILD



£100 in 2022
£90 in 2021

FUNDRAISING RETURN ON INVESTMENT



£5.7: £1 in 2022
£5.1 : £1 in 2021

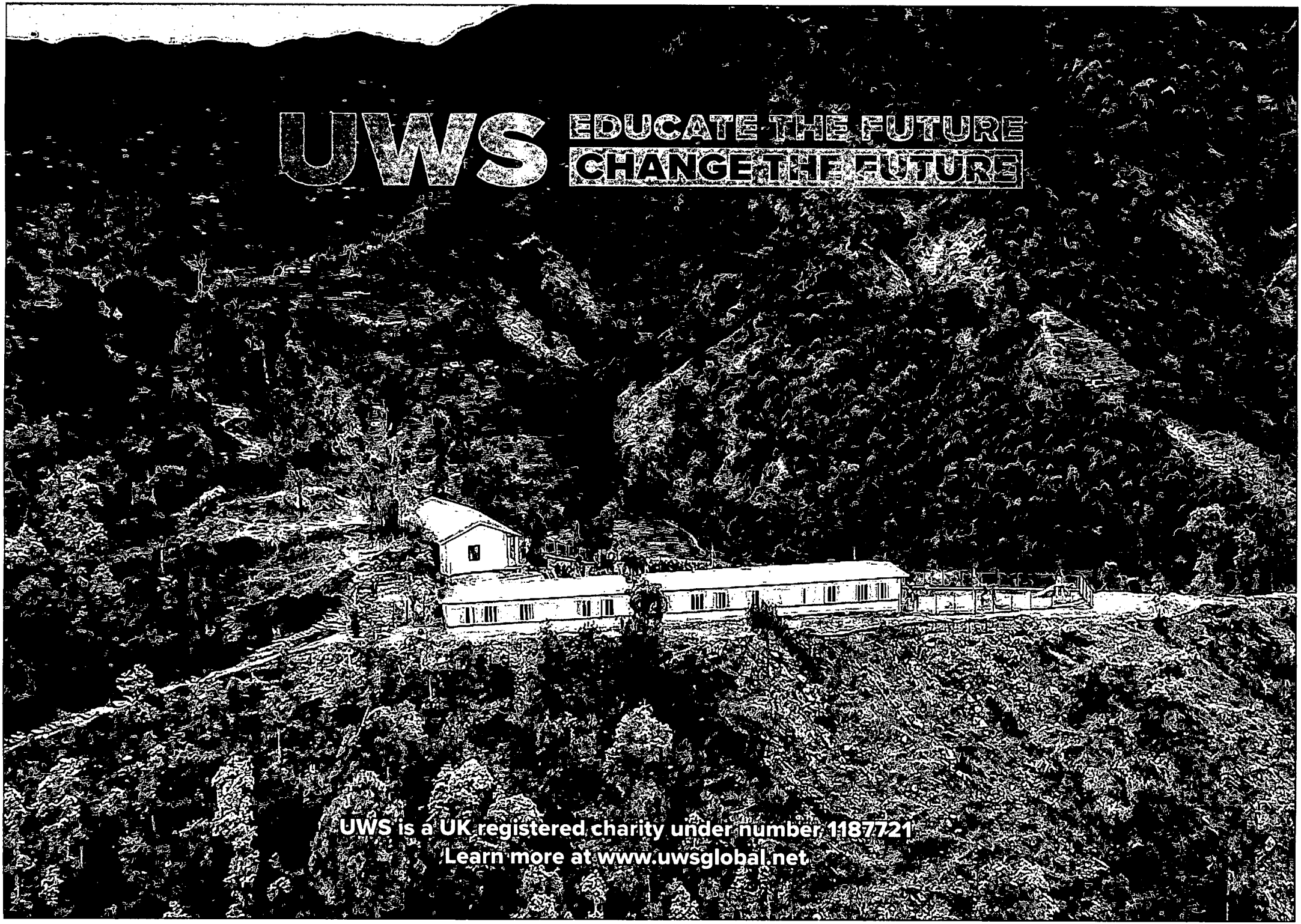
PENCE IN £ ON CHARITABLE ACTIVITIES



82p in 2022
81p in 2021



THANK YOU


UWS
EDUCATE THE FUTURE
CHANGE THE FUTURE
UWS is a UK registered charity under number 1187721
Learn more at www.uwsglobal.net

United World Schools
Financial Statements
For The Year Ended 31 December 2022

Charity registration number: 1187721

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Charity registration number	1187721
Trustees	Peter Taylor (Executive Chair) Silvia Shiliashka Peter Upton Tim Gallico Janet Morris Deborah Ball Stuart Fletcher Jean-Paul Rigaudeau Matthew Lester
Executive team	Binaya Bogati (Chief Finance Officer) Linda Noon (Director of Fundraising) Olivia Zane (Head of Strategic Partnerships) Surya Karki (Nepal Country Director) Patrick Eai Hsu (Myanmar Officer in Charge) Karine Le Gallo (Madagascar Country Director) Kenny Creed (USA Executive Director)
Registered office	4th Floor One Kingdom Street London W2 6BD
Website	www.uwsglobal.net
Email	info@uwsglobal.net
Auditor	UHY Hacker Young Chartered Accountants 14 Park Row Nottingham NG1 6GR
Bankers	National Westminster Bank 151 High Street Guildford GU1 3AH

The Trustees present their report and the audited financial statements of the charity for the year ended 31 December 2022. The Trustees have adopted the provisions of the Statement of Recommended Practice (SORP) "Accounting and Reporting by Charities" (FRS 102) "The Financial Reporting Standard applicable in the UK and Republic of Ireland" in preparing the annual report and financial statements of the charity.

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 the Financial Reporting Standard applicable in the UK and Republic of Ireland published in October 2019.

Trustees of the charity
The Trustees who have served during the period and since the period end were as follows:

Peter Taylor (Executive Chair)
Deborah Ball
Nigel Cumberland (resigned 16/11/2022)
Stuart Fletcher (resigned 31/12/2022) – (reappointed 17/07/2023)
Ronald Graham (resigned 01/09/2022)
Janet Morris (resigned 25/04/2022) - (reappointed 15/08/2022)
Matthew Lester
Boudewijn Peter Theodoor de Wit (resigned 01/09/2022)
Nirmala Rao (resigned 31/12/2022)
Jean-Paul Rigaudeau
Vicky Unwin (resigned 31/12/2022)
Gareth Weir (resigned 03/05/23)
Silvia Shiliashka (appointed 20/09/2022)
Peter Upton (appointed 20/09/2022)
Tim Gallico (appointed 20/09/2022)
Olivia de Groot (appointed 18/10/2023)
Lia Larson (appointed 18/10/2023)
Ross Cattell (appointed 1/9/2023)

Objectives and activities
The objectives of the charity are to ensure that children have access to quality, inclusive education in remote and marginalised communities in countries such as Cambodia, Myanmar, Nepal and Madagascar.

Public benefit statement
In meeting objectives and formulating future plans the Trustees have considered the Charity Commission's guidance on public benefit. The charity continues to ensure that children have access to quality, inclusive education in remote and marginalised communities in countries such as Cambodia, Myanmar, Nepal and Madagascar.

Achievements and performance
The achievements and performance of the charity are outlined in detail on pages 12 to 19 of the Annual Report.

Financial review (including reserves policy)
A review of the charity's activities and financial position is summarised on pages 20 and 21 of the Annual Report.

In accordance with Charity Commission guidelines, the charity is required to ensure the sustainability of the organisation and maintain operating reserves to offset the impact of unforeseen events and operating cash flows. The charity's policy is to maintain unrestricted reserves at or above three months of running costs. Unrestricted reserves at 31 December 2022 of £714,000 represented over 3 months of running costs. These reserves exclude income receivable from Institutions and Foundations at the year end.

Structure, governance and management
United World Schools was registered with the Charity Commission on 3 February 2020, under registered number 1187721. It is a Charitable Incorporated Organisation (CIO) and is governed by its constitution.

The charity is governed by a Board of Trustees which acts in an honorary capacity.

The Trustees administer the charity through the Executive Chair (also a Trustee), who leads the Global Executive Team comprising the Chief Financial Officer, Director of Fundraising, Head of Strategic Partnerships, USA Executive Director and Country Directors for each programme country. Lines of responsibility within the charity are clearly drawn and communicated to all staff members.

The Trustees are appointed through the charity's Board recruitment procedure. The charity advertises Board vacancies from time to time and actively seeks suitable candidates. On appointment, new Trustees undergo an induction period during which their duties and responsibilities are explained to them. They receive a comprehensive pack of information including a copy of the Trust Deed, recent accounts and budgets, Board meeting minutes and a schedule of future meetings and events. Trustees are encouraged to attend meetings with the executive team to understand the day-to-day running of the charity.

The Board of Trustees operated two sub-committees during 2022 – the Audit and Risk Committee and the Remuneration and Nomination Committee.

The Audit and Risk Committee is responsible for:

- assisting the Board in its oversight of the integrity of the charity's financial reporting, including supporting the Board in meeting its responsibilities regarding financial statements and the financial reporting systems and internal controls;
- monitoring the effectiveness and objectivity of external auditors; and
- assisting the Board in its oversight of the charity's risk management framework and the use of its comprehensive risk register, including the charity's performance, to protect against and mitigate risks.
- The Audit and Risk Committee is chaired by a Trustee (currently Matthew Lester)

The major risks (and the plans to mitigate) which were discussed by Trustees at the Audit and Risk Committee and the full Board since the beginning of 2022 are as follows:

- **Programme Risks** including the monitoring and evaluation of projects and political instability in countries in which we operate;
- **Fundraising Risks** specifically the ability to generate sufficient income to cover programmes and core costs;
- **People, Finance and System Risks** including the ability to resource key roles and activities adequately, and the risk of misappropriation of funds.

As noted in our operating review, following the application of enhanced financial controls and whistleblowing policies, we were recently notified of potential irregularities within UWS Cambodia. Senior leadership duly conducted an on-site investigation and found evidence of mismanagement of funds. Appropriate changes were made to personnel, policies and procedures. We have further enhanced our policies and procedures across all operations and have not found any evidence of similar issues in other countries.

United World Schools

Trustees' Annual Report

Year Ended 31 December 2022

The Remuneration and Nomination Committee is responsible for assisting the Board and making recommendations on:

- the appointment and remuneration of the senior Executives of the charity; and
- where relevant agreeing any material changes to the terms of the service contracts of any senior Executives.
- This committee is chaired by a Trustee (currently Janet Morris)

Trustees also regularly visit projects in the countries in which UWS operates, ensuring that the charity continues to meet its objectives by providing quality, cost effective education to children in remote communities in Cambodia, Myanmar, Madagascar and Nepal. This complements visits to our projects by the experienced Executive Team and by other key UWS stakeholders, for example a number of our major funding partners who have significant experience of supporting education in remote communities.

Trustees' responsibilities

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

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

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP 2019 (FRS 102);
- make judgements and estimates that are reasonable and prudent;
- state whether applicable accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in operation.

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

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

On behalf of the Board of Trustees



Peter Taylor, Executive Chair

Date: 31 October 2023

United World Schools

Independent Auditor's Report

Year Ended 31 December 2022

Independent Auditor's Report to the Trustees of United World Schools

Qualified Opinion

We have audited the financial statements of United World Schools for the year ended 31 December 2022 which comprise the Statement of Financial Activities, Balance Sheet, Statement of Cash Flows and notes to the financial statements, including significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including FRS 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

In our opinion, except for the possible effects of the matter described in the basis for qualified opinion section of our report, the financial statements:

- give a true and fair view of the state of the charity's affairs as at 31 December 2022 and of the incoming resources and application of resources for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Charities Act 2011.

Basis for qualified opinion

As described in the Trustees report, following the application of enhanced financial controls and whistle blowing polices irregularities were identified in UWS Cambodia. The total expenditure in Cambodia for the year ended 31 December 2022 was £790,395 (2021: £1,051,729). We were unable to satisfy ourselves as to the level of the overstatement of expenses (or misappropriated sums) by performing additional procedures. Due to this limitation of the scope of our work we were unable to determine whether any adjustment to the financial statements would have been necessary, though we can confirm these adjustments would be limited to UWS Cambodia's expenditure, the analysis on the Statement Of Charitable Activities and related notes and would not affect the reserves position.

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charity in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our qualified opinion.

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the trustees' use of the going concern basis of accounting in the preparation of the financial statement is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the charity's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the trustees with respect to going concern are described in the relevant sections of this report.

UHY Hacker Young
Chartered Accountants

UHY Hacker Young LLP
14 Park Row
Nottingham NG1 6GR

United World Schools

Independent Auditor's Report

Year Ended 31 December 2022

Independent Auditor's Report to the Trustees of United World Schools (continued)

Other Information

The other information comprises the information included in the annual report other than the financial statements and our auditor's report thereon. The trustees are responsible for the other information contained within the financial statements. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

Our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the course of the audit, or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

Matters on which we are required to report by exception

Except for the possible effects of the matter described in the basis for qualified opinion section of our report, in the light of the knowledge and understanding of the charity and its environment obtained in the course of the audit, we have not identified material misstatements in the trustees' report.

Arising solely from the limitation on the scope of our work relating to expenses , referred to above:

- we have not obtained all the information and explanations that we considered necessary for the purpose of our audit; and
- we were unable to determine whether adequate accounting records have been kept.

We have nothing to report in respect of the following matters where the Charities Act 2011 requires us to report to you if, in our opinion:

- returns adequate for our audit have not been received from branches not visited by us; or
- the financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of trustees' remuneration specified by law are not made;

Responsibilities of trustees

As explained more fully in the trustees' responsibilities statement set out on page 27, the trustees are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the trustees are responsible for assessing the group's and the charity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the charity or to cease operations, or have no realistic alternative but to do so.

United World Schools

Independent Auditor's Report

Year Ended 31 December 2022

Independent Auditor's Report to the Trustees of United World Schools (continued)

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

Irregularities, including fraud, are instances of non-compliance with laws and regulations. We design procedures in line with our responsibilities, outlined above, to detect material misstatements in respect of irregularities, including fraud. The extent to which our procedures are capable of detecting irregularities, including fraud is detailed below:

Except for the matter described in the basis for qualified opinion section of our report, based on our understanding of the charity and the sector in which it operates, we identified that the principal risks of non-compliance with laws and regulations related to the acts by the charity, which were contrary to applicable laws and regulations including fraud, and we considered the extent to which non-compliance might have a material effect on the financial statements – these included Health & Safety Law, General Data Protection Regulation, general employment law and the relevant local and national government laws and regulations in each of the countries that the charity operates in. We also considered those laws and regulations that have a direct impact on the preparation of the financial statements such as the Charities Act 2011. We evaluated management's incentives and opportunities for fraudulent manipulation of the financial statements (including the risk of override of controls), and determined that the principal risks were related to occurrence and accuracy of expenditure on charitable activities.

Audit procedures performed included: review of the financial statement disclosures to underlying supporting documentation, analytical review and sample transaction testing of expenditure of charitable activities, enquiries of management, testing of journals and evaluating whether there was evidence of bias by the trustees that represented a risk of material misstatement due to fraud.

There are inherent limitations in the audit procedures described above and the further removed non-compliance with laws and regulations is from the events and transactions reflected in the financial statements, the less likely we would become aware of it. Also, the risk of not detecting a material misstatement due to fraud is higher than the risk of not detecting one resulting from error, as fraud may involve deliberate concealment by, for example, forgery or intentional misrepresentations, or through collusion.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at: http://www.frc.org.uk/auditorsresponsibilities. This description forms part of our auditor's report.

UHY Hacker Young Chartered Accountants

UHY Hacker Young LLP
14 Park Row
Nottingham NG1 6GR

United World Schools

Independent Auditor's Report

Year Ended 31 December 2022

Independent Auditor's Report to the Trustees of United World Schools (continued)

Use of our report

This report is made solely to the charity's members, as a body, in accordance with Chapter 3 of Part 8 of the Charities Act 2011 and regulations made under section 154 of that Act. Our audit work has been undertaken so that we might state to the charity's members those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charity and the charity's members as a body, for our audit work, for this report, or for the opinions we have formed.

UHY Hacker Young

UHY Hacker Young LLP
Chartered Accountants and Statutory Auditor

Date: 1 November 2023

UHY Hacker Young is eligible to act as an auditor in terms of section 1212 of the Companies Act 2006.

United World Schools

Statement of Financial Activities (Including Income and Expenditure Account)

Year Ended 31 December 2022

	Note	2022 Unrestricted funds £	2022 Restricted funds £	2022 Total £	2021 Total £
Income and endowments from:					
Donations and legacies	2	1,711,880	1,408,629	3,120,509	3,118,557
Other trading activities	3	384,356	40,500	424,856	110,154
Investments	4	1,321	-	1,321	535
Total income		2,097,557	1,449,129	3,546,686	3,229,246
Expenditure on:					
Charitable activities	5	797,831	2,125,338	2,923,169	2,707,313
Raising funds	6	603,255	23,054	626,309	633,110
Total expenditure		1,401,086	2,148,392	3,549,478	3,340,423
Net income / (expenditure)		697,471	(700,263)	(2,792)	(111,177)
Transfers between funds	16	(930,521)	930,521	-	-
Net movement in funds	16	(234,050)	231,258	(2,792)	(111,177)
Reconciliation of funds:					
Total funds brought forward	16	947,670	83,477	1,031,147	1,142,324
Total funds carried forward	16	713,620	314,735	1,028,355	1,031,147

All income and expenditure derive from continuing activities.

The notes on pages 31 to 37 form part of these financial statements.

United World Schools

Balance Sheet

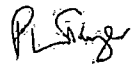
Year Ended 31 December 2022

	Note	2022 £	2021 £
Fixed assets			
Tangible assets	12	78,810	87,077
Current assets			
Debtors	13	14,709	71,546
Cash at bank and in hand		1,156,600	933,442
		1,171,309	1,004,988
Creditors: amounts falling due within one year	14	(131,764)	(60,918)
Net current assets		1,039,545	944,070
Creditors: amounts falling due after one year	15	(90,000)	-
Net assets		1,028,355	1,031,147
Charity Funds			
Restricted funds	16	314,735	83,477
Unrestricted funds	16	713,620	947,670
Total charity funds	16	1,028,355	1,031,147

The notes on pages 31 to 37 form part of these financial statements.

The financial statements were approved and authorised for issue by the Board of Trustees on 31 October 2023.

Signed on behalf of the Board of Trustees



Peter Taylor, Executive Chair

Charity registration number: 1129537

United World Schools

Statement of Cash Flows

Year Ended 31 December 2022

	Note	2022 £	2021 £
Net cash flow from operating activities	18	294,958	(116,429)
Cash flow from investing activities			
Payments to acquire tangible fixed assets		(22,498)	(29,205)
Net cash flow from investing activities		(22,498)	(29,205)
Net increase/(decrease) in cash and cash equivalents		272,460	(145,634)
Cash and cash equivalents at 1 January 2022		933,442	1,092,988
Exchange differences		(49,302)	(13,912)
Cash and cash equivalents at 31 December 2022		1,156,600	933,422
Cash and cash equivalents consists of:			
Cash at bank and in hand		1,156,600	933,442
Cash and cash equivalents at 31 December 2022		1,156,600	933,442

The notes on pages 31 to 37 form part of these financial statements.

United World Schools

Notes to the Financial Statements

Year Ended 31 December 2022

1 **Summary of significant accounting policies**

(a) General information and basis of preparation

United World Schools is a charitable incorporated organisation, registered in England & Wales under registration number 1129537. The address of the registered office is given in the charity information on page 3 of these financial statements. The nature of the charity's operations and principal activities are building schools and advancing education and well-being in countries such as Cambodia, Myanmar, Madagascar and Nepal.

The charity constitutes a public benefit entity as defined by FRS 102. The financial statements have been prepared in accordance with 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) published in October 2019, the Financial Reporting Standard applicable in the United Kingdom and Republic of Ireland (FRS 102), the Charities Act 2011, and UK Generally Accepted Practice.

The financial statements have been prepared to give a 'true and fair' view and have departed from the Charities (Accounts and Reports) Regulations 2008 only to the extent required to provide a 'true and fair view'. This departure has involved following the 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) published in October 2019 rather than the Accounting and Reporting by Charities: Statement of Recommended Practice effective from 1 April 2005 which has since been withdrawn.

The financial statements are prepared on a going concern basis under the historical cost convention. The financial statements are presented in sterling which is the functional currency of the charity.

The significant accounting policies applied in the preparation of these financial statements are set out below. These policies have been consistently applied to all years presented unless otherwise stated.

(b) Funds

Unrestricted funds 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 which are to be used in accordance with specific restrictions imposed by donors or which have been raised by the charity for particular purposes. The cost of raising and administering such funds are charged against the specific fund. The aim and use of each restricted fund is set out in the notes to the financial statements.

(c) Income recognition

All incoming resources are included in the Statement of Financial Activities (SoFA) when the charity is legally entitled to the income after any performance conditions have been met, the amount can be measured reliably and it is probable that the income will be received.

For donations to be recognised the charity will have received the funds. If there are conditions attached to the donation and this requires a level of performance before entitlement can be obtained then income is deferred until those conditions are fully met or the fulfilment of those conditions is within the control of the charity and it is probable that they will be fulfilled. No income was deferred as at the year end.

No amount is included in the financial statements for volunteer time in line with the SORP (FRS 102). Further detail is given in the Trustees' Annual Report.

Income from fundraising events is received in exchange for supplying goods and services in order to raise funds and is recognised when entitlement has occurred.

Income from grants are recognised at fair value when the charity has entitlement after any performance conditions have been met, it is probable that the income will be received and the amount can be measured reliably. If entitlement is not met then these amounts are deferred.

Income from volunteers represents the contributions made by volunteers towards the cost of their visits to the schools.

Interest income is recognised using the effective interest method on a receivable basis.

(d) Expenditure recognition

All expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all costs related to the category. Expenditure is recognised where there is a legal or constructive obligation to make payments to third parties, it is probable that the settlement will be required and the amount of the obligation can be measured reliably. It is categorised under the following headings:

- Costs of raising funds
- Expenditure on charitable activities

Irrecoverable VAT is charged as an expense against the activity for which expenditure arose.

The construction of new schools, wells, teacher accommodation and the related furnishings and equipment is viewed by the trustees as charitable activities expenditure as it is incurred in delivering the objects of the charity. As such this expenditure is included within charitable activities resources expended within the statement of financial activities and not capitalised.

(e) Support costs allocation

Support costs are those that assist the work of the charity but do not directly represent charitable activities and include office costs, governance costs, and administrative payroll costs. They are incurred directly in support of expenditure on the objects of the charity and include project management. Where support costs cannot be directly attributed to particular headings they have been allocated to cost of raising funds and expenditure on charitable activities on a pro rata basis to the percentage of staff time spent working in each area.

The analysis of these costs is included in note 7.

United World Schools

Notes to the Financial Statements

Year Ended 31 December 2022

(f) Tangible fixed assets

Tangible fixed assets are stated at cost (or deemed cost) or valuation less accumulated depreciation and accumulated impairment losses. Cost includes costs directly attributable to making the asset capable of operating as intended.

Depreciation is provided on all tangible fixed assets, at rates calculated to write off the cost, less estimated residual value, of each asset on a systematic basis over its expected useful life as follows:

Equipment	25% on cost
Motor vehicles	25% on cost

We build schools on land owned by the community, and the schools are gifted to the community on completion. Whilst we agree to repair and maintain the schools, we do not capitalise them on our balance sheet as we do not own them or the land.

(g) Debtors and creditors receivable / payable within one year

Debtors and creditors with no stated interest rate and receivable or payable within one year are recorded at transaction price. Any losses arising from impairment are recognised in expenditure.

(h) Foreign currency

Foreign currency transactions are initially recognised by applying to the foreign currency amount the spot exchange rate between the functional currency and the foreign currency at the date of the transaction.

Net foreign exchange gains or losses are charged or credited to the Statement of Financial Activities (SoFA) as outlined in note 8 to the financial statements.

(i) Operating leases

Rentals payable under operating leases, including any lease incentives received, are charged to income on a straight line basis over the term of the relevant lease.

(j) Employee benefits

When employees have rendered service to the charity, short-term employee benefits to which the employees are entitled are recognised at the undiscounted amount expected to be paid in exchange for that service. Redundancy payments are recognised immediately as an expense when the charity is demonstrably committed to make an employee redundant or to provide redundancy benefits.

The charity operates a defined contribution pension plan for the benefit of its employees. Pension contributions are expensed as they become payable.

Under FRS 102, the charity is required to accrue for all short-term compensated absences as holiday entitlement earned but not taken at the balance sheet date. As the charity's holiday year is coterminous with the balance sheet date accrual is only made within the financial statements where material.

(k) Going concern

The financial statements have been prepared on a going concern basis as the trustees believe that no material uncertainties exist. The trustees have considered the level of funds held and the expected level of income and expenditure for 12 months from authorising these financial statements. This has included consideration of stressed scenario showing a material reduction in fund raising with no mitigating cost action. In this scenario, UWS would not operate without three months operating costs covered by reserves. The budgeted income and expenditure is sufficient with the level of reserves for the charity to be able to continue as a going concern.

(l) Judgements and key sources of estimation uncertainty

The following judgements (apart from those involving estimates) have been made in the process of applying the above accounting policies that have had the most significant effect on amounts recognised in the financial statements:

Central office support costs are allocated to expenditure on raising funds or charitable activities as a percentage of a person(s) time spent on those activities or a percentage usage of goods or services relating to those activities.

There are no key assumptions concerning the future and other key sources of estimation uncertainty at the reporting date that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year.

2 Income from donations and legacies

	2022 £	2021 £
Individuals	1,336,433	1,355,791
Partner schools	166,430	284,369
Corporate	1,076,578	956,316
Trusts & foundations	276,258	444,164
Institutions	192,715	-
Digital	72,095	77,917
	3,120,509	3,118,557

Income from donations and legacies was £3,120,509 (2021 - £3,118,557) of which £1,407,629 (2021 - £1,154,134) was attributable to restricted funds and £1,712,880 (2021 - £1,964,423) was attributable to unrestricted funds.

3 Income from other trading activities

	2022 £	2021 £
Fundraising events	424,856	110,154
	424,856	110,154

Income from other trading activities was £424,856 (2021 - £110,154) of which £40,500 (2021 - £10,696) was attributable to restricted funds and £384,356 (2021 – £99,458) was attributable to unrestricted funds.

United World Schools

Notes to the Financial Statements

Year Ended 31 December 2022

4 Income from investments

	2022 £	2021 £
Interest – deposits	1,321	535
	1,321	535

Income from investment was £1,321 (2021 - £535) of which £Nil (2021 - £240) was attributable to restricted funds and £1,321 (2021 - £295) was attributable to unrestricted funds.

5 Analysis of expenditure on charitable activities

	2022 £	2021 £
Building costs	385,615	531,493
Building maintenance	129,019	147,831
Upgrades to WASH facilities	2,482	856
Local country salaries	708,059	628,309
Educational resources	193,770	178,543
Teachers' salaries	338,782	261,759
UWK project costs (Cambodia)	31,534	47,200
Travel & subsistence in country	84,791	58,797
Administrative costs in country	33,113	42,809
UK programmes and operations salaries	448,879	375,365
Vehicle hire, maintenance & running costs	163,923	64,967
Telephone / internet	-	14,494
Rent in country	44,326	37,339
Foreign exchange losses / (gains)	48,086	14,596
Depreciation	29,335	29,730
PR materials	-	96,859
Consultancy	88,981	19,328
Pensions	16,544	13,265
Support and governance costs (see note 8 overleaf)	175,930	143,773
	2,923,169	2,707,313

£2,125,338 (2021 - £2,034,642) of the above costs were attributable to restricted funds, and £797,831 (2021 - £672,671) of the above costs were attributable to unrestricted funds.

The above analysis reflects the original categorisation of the Cambodian expenditure of £790,395 (2021: £1,051,729). An element of this expenditure has been misappropriated (as set out in the Trustees' Report) but the actual quantum has not yet been fully established. Accordingly a separate categorisation of misappropriated funds (with corresponding reductions in other categories) has not been included in the above analysis of expenditure.

6 Analysis of expenditure on raising funds

	2022 £	2021 £
Charity portal fundraising fees	3,691	6,101
Fundraising event costs	98,825	7,326
UK salaries	324,429	402,739
PR materials	77,469	78,250
Support and governance costs (see note 7)	121,895	138,694
	626,309	633,110

£23,054 (2021 - £220) of the above costs were attributable to restricted funds, and £603,255 (2021 - £632,890) of the above costs were attributable to unrestricted funds.

7 Allocation of support and governance costs

2022	Raising funds £	Charitable Activities £	Total £
UK rent	10,513	15,173	25,686
Travel & subsistence	-	-	-
Foreign exchange losses / (gains)	497	717	1,214
Consultancy fees	20,280	29,270	49,550
Auditor's remuneration (see note 10 below)	7,773	11,219	18,992
Recruitment fees	6,682	9,644	16,326
Legal fees	-	-	-
Bank charges	863	1,244	2,107
Office supplies and IT	25,724	37,128	62,852
Telephone and internet	5,130	7,404	12,534
Insurance	2,585	3,731	6,316
Contractor fees	36,550	52,753	89,303
Other	4,713	6,803	11,516
Depreciation of office equipment	585	844	1,429
Total	121,895	175,930	297,825

United World Schools

Notes to the Financial Statements

Year Ended 31 December 2022

7 Allocation of support and governance costs (continued)

2021	Raising funds £	Charitable Activities £	Total £
UK rent	16,861	16,281	33,142
Travel & subsistence	9,801	9,464	19,265
Foreign exchange losses / (gains)	(349)	(336)	(685)
Consultancy fees	31,200	-	31,200
Auditor's remuneration (see note 10 below)	5,692	5,468	11,160
Recruitment fees	30,285	29,098	59,383
Legal fees	5,002	4,807	9,809
Bank charges	365	351	716
Office supplies	25,854	24,840	50,694
Telephone and internet	1,870	1,805	3,675
Insurance	1,084	1,046	2,130
Contractor fees	5,019	45,176	50,195
Other	2,503	2,404	4,907
Depreciation of office equipment	3,507	3,369	6,876
Total	138,694	143,773	282,467

Support and governance costs are allocated on the basis of staff time spent on each activity except for consultancy fees which are allocated on a direct basis and country related costs which are all classified as charitable activities.

8 Net income / (expenditure) for the year

Net income / (expenditure) is stated after charging / (crediting):

	2022 £	2021 £
Depreciation of tangible fixed assets	35,393	36,606
Net losses on foreign exchange	46,681	13,911

9 Auditor's remuneration

The auditor's remuneration amounts to an audit fee of £15,000 (2021 – £11,160).

10 Trustees' and key management personnel remuneration and expenses

The Trustees neither received nor waived any remuneration during the year (2021: £Nil).

The Trustees did not have any expenses reimbursed during the year (2021 - £Nil).

The Trustees donated a total of £710,289 to the charity during the year (2021 - £298,577).

The Trustees granted loans of £90,000 to the charity during the year (2021 - £Nil).

The total amount of employee remuneration received by key management personnel was £400,022 (2021 - £394,418)

The charity considers its key management personnel to comprise the members of the Global Executive Team.

11 Staff costs and employee benefits

The average monthly number of employees on the central office payroll during the year was as follows:

	2022 Number	2021 Number
Raising funds	7	9
Charitable activities	10	11
	17	20

The total staff costs and employees benefits for the central office payroll were as follows:

	2022 £	2021 £
Wages and salaries	687,734	709,373
Social security	73,078	71,293
Defined contribution pension costs	28,040	27,268
	788,852	807,934

The number of employees whose total employee compensation (excluding employer pension costs) exceeded £60,000 was:

	2022 Number	2021 Number
£60,001 - £70,000	1	2
£70,001 - £80,000	-	1
	1	3

United World Schools

Notes to the Financial Statements

Year Ended 31 December 2022

12 Tangible fixed assets

	Office Equipment £	Motor vehicles £	Total £
Cost or valuation:			
At 1 January 2022	34,742	276,756	311,498
Additions	19,717	2,077	21,794
At 31 December 2022	54,459	278,833	333,292
Depreciation:			
At 1 January 2022	14,985	209,436	224,421
Charge for the year	16,128	19,265	35,393
At 31 December 2022	31,113	228,702	259,815
Net book value:			
At 31 December 2022	23,345	50,131	73,477
At 31 December 2021	19,757	67,320	87,077

We build schools on land owned by the community, and the schools are gifted to the community on completion. Whilst we agree to repair and maintain the schools, we do not capitalise them on our balance sheet as we do not own them or the land.

Vehicles represent motorbikes, boats and 4x4 trucks owned in Cambodia, Myanmar, Madagascar and Nepal, which staff use locally to travel to the remote school locations.

13 Debtors

	2022 £	2021 £
Prepayments	10,221	15,305
Accrued income	-	53,008
Other debtors	4,488	3,233
	14,709	71,546

14 Creditors: amounts falling due within one year

	2022 £	2021 £
Accruals	15,000	28,950
Other tax and social security	16,232	27,415
Pensions	3,407	4,553
Trade Creditors	74,025	-
Other Creditors	23,099	-
	131,764	60,918

15 Creditors: amounts falling due after one year

	2022 £	2021 £
Loans	90,000	-
	90,000	-

Loans of £90,000 were granted to the charity during the year by donors. No interest is to be accrued on these amounts. The repayment date is 1 January 2025 however there is an option to allocate these amounts as donations or to write off the loans on agreement between UWS and the lenders.

16 Operating lease commitments

At the reporting end date the charity had outstanding commitments for future minimum lease payments under non-cancellable operating leases, which fall due as follows:

	2022 £	2021 £
Within one year	-	6,599
Due between 2-5 years	-	-
	-	6,599

17 Funds reconciliation

United World Schools

Notes to the Financial Statements

Year Ended 31 December 2022

Unrestricted funds

General funds – 2022

	Brought forward £	Income £	Expenditure £	Transfers £	Gains / (losses) £	Closing balance £
General	947,670	2,098,557	(1,401,086)	(930,521)	-	714,620
	947,670	2,098,557	(1,401,086)	(930,521)	-	714,620

General funds – 2021

	Brought forward £	Income £	Expenditure £	Transfers £	Gains / (losses) £	Closing balance £
General	1,009,777	2,064,176	(1,305,561)	(820,722)	-	947,670
	1,009,777	2,064,176	(1,305,561)	(820,722)	-	947,670

Restricted funds – 2022

	Brought forward £	Income £	Expenditure £	Transfers £	Gains / (losses) £	Closing balance £
Cambodia	-	536,929	(790,395)	328,466	-	75,000
Myanmar	-	140,549	(399,933)	259,384	-	-
Nepal	-	503,560	(772,102)	397,618	-	129,075
Madagascar	83,477	268,092	(126,894)	(114,015)	-	110,660
Central	-	-	(59,068)	59,068		
	83,477	1,449,129	(2,148,392)	930,521	-	314,735

59% of the income received in 2022 (2021: 64%) was unrestricted, meaning the charity can use them as they see fit to further their aims. Where needed, funds are transferred to the appropriate restricted pots where activity was greater than the specific restricted funds.

17 Funds reconciliation (continued)

Restricted funds – 2021

	Brought forward	Income	Expenditure	Transfers	Gains / (losses)	Closing balance
	£	£	£	£	£	£
Cambodia	59,517	646,082	(1,051,729)	346,130	-	-
Myanmar	-	109,637	(293,080)	183,443	-	-
Nepal	73,030	306,554	(572,119)	192,535	-	-
UWK	-	16	(98,630)	98,614	-	-
Madagascar	-	102,781	(19,304)	-	-	83,477
	132,547	1,165,070	(2,034,862)	820,722	-	83,477

64% of the income received in 2021 (2020: 34%) was unrestricted, meaning the charity can use them as they see fit to further their aims. Where needed, funds are transferred to the appropriate restricted pots where activity was greater than the specific restricted funds.

18 Analysis of net assets between funds

2022

	Unrestricted funds	Restricted funds	Total
	£	£	£
Fixed assets	78,810	-	78,810
Net current assets	711,739	237,805	949,544
Total	790,550	237,805	1,028,355

18 Analysis of net assets between funds (continued)

2021

	Unrestricted funds	Restricted funds	Total
	£	£	£
Fixed assets	87,077	-	87,077
Net current assets	860,593	83,477	944,070
Total	947,670	83,477	1,031,147

United World Schools

Notes to the Financial Statements

Year Ended 31 December 2022

19 Reconciliation of net income to net cash flow from operating activities

	2022	2021
	£	£
Net (expenditure) for year	(2,792)	(111,177)
Depreciation of tangible fixed assets	30,765	36,606
(Increase) / decrease in debtors	56,837	(58,082)
Increase / (decrease) in creditors	160,846	2,312
(Gains) / losses on foreign exchange	49,302	13,912
Net cash flow from operating activities	294,958	(116,429)

20 Pensions and other post-retirement benefits

Defined contribution pension plans

The charity operates a defined contribution pension plan for its employees. The amount recognised as an expense in the period was £28,040 (2021 - £27,071).

UNITED WORLD SCHOOLS

England & Wales - Charity number 1187721

Accounts



United World Schools Financial Statements

For The Year Ended 31 December 2021

Charity registration number: 1187721

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United World Schools
Charity Reference and Administrative Details
Year Ended 31 December 2021

Charity registration number	1187721
Trustees	Peter Taylor (Chairman) Deborah Ball Nigel Cumberland Stuart Fletcher Ronald Graham Matthew Lester Janet Morris Vicky Unwin Nirmala Rao Jean-Paul Rigaudeau Boudewijn Peter Theodoor de Wit Gareth Weir
UK executive team	Lizz Munday (Chief Executive Officer) Nadia Adjenef (Director of Finance) Peter Campling (Education Director)
Cambodia, Myanmar & Nepal teams	Nan Sitha (Cambodia Country Director) Surya Karki (Nepal Country Director) Kyaw Soe (Myanmar Country Director)
Registered office	Unit 138 Southbank House Black Prince Road London SE1 7SJ
Website	www.unitedworldschools.org
Email	info@unitedworldschools.org
Auditor	UHY Hacker Young Chartered Accountants 14 Park Row Nottingham NG1 6GR
Bankers	National Westminster Bank 151 High Street Guildford GU1 3AH

The Trustees present their report and the audited financial statements of the charity for the year ended 31 December 2021. The Trustees have adopted the provisions of the Statement of Recommended Practice (SORP) "Accounting and Reporting by Charities" (FRS 102) "The Financial Reporting Standard applicable in the UK and Republic of Ireland" in preparing the annual report and financial statements of the charity.

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 the Financial Reporting Standard applicable in the UK and Republic of Ireland published in October 2019.

Trustees of the charity
The Trustees who have served during the period and since the period end were as follows:

- Peter Taylor (Chairman)
- Fergus Brownlee (resigned 09/12/2021)
- Deborah Ball
- Nigel Cumberland
- Stuart Fletcher
- Ronald Graham
- Janet Morris (resigned 25/04/2022) - (reappointed 15/08/2022)
- Matthew Lester
- Chris Outram (resigned 07/06/2021)
- Boudewijn Peter
- Theodoor de Wit
- Nirmala Rao
- Jean-Paul Rigaudeau
- Vicky Unwin
- John Siebert (resigned 02/09/2021)
- Gareth Weir

Objectives and activities
The objectives of the charity are to build schools and advance education and well-being in countries such as Cambodia, Myanmar, Nepal and Madagascar.

Public benefit statement
In meeting objectives and formulating future plans the Trustees have considered the Charity Commission's guidance on public benefit. The charity continues to build schools and advance well-being in countries such as Cambodia, Myanmar, Nepal and Madagascar.

Achievements and performance
The achievements and performance of the charity are outlined in detail on pages 11 to 28 of the Annual Report.

Financial review (including reserves policy)
A review of the charity's activities and financial position is summarised on pages 31 and 32 of the Annual Report.

In accordance with Charity Commission guidelines, the charity is required to ensure the sustainability of the organisation and maintain operating reserves to offset the impact of unforeseen events and operating cash flows. The charity's policy is to maintain free reserves above three months of running costs. Free reserves at 31 December 2021 of £853,894 exceeded this by £75,661.

United World Schools
Trustees' Annual Report
Year Ended 31 December 2021

Structure, governance and management
United World Schools was registered with the Charity Commission on 3 February 2020, under registered number 1187721. It is a Charitable Incorporated Organisation (CIO) and is governed by its constitution.

On the 31 December 2020 all the assets and liabilities of United World Schools, registered charity number 1129537, were transferred to United World Schools, registered charity number 1187721, under the terms of a Transfer Agreement dated 8 October 2020.

Following submission of the financial statements for the year ended 31 December 2020, United World Schools, registered charity number 1129537, was dissolved.

The employees of United World Schools, registered charity number 1129537, are now employed by United World Schools, registered charity number 1187721, in accordance with TUPE.

The charity is governed by a Board of Trustees which acts in an honorary capacity.

The Trustees administer the charity through the Chief Executive Officer (a non-Board member), who leads the UK Executive Team comprising the Global Education Director, the Director of Finance and The Country Directors for Cambodia, Myanmar and Nepal. Lines of responsibility within the charity are clearly drawn and communicated to all staff members.

The Trustees are appointed through the charity's Board recruitment procedure. The charity advertises Board vacancies from time to time and actively seeks suitable candidates. On appointment, new Trustees undergo an induction period during which their duties and responsibilities are explained to them. They receive a comprehensive pack of information including a copy of the Trust Deed, recent accounts and budgets, Board meeting minutes and a schedule of future meetings and events. Trustees are encouraged to attend meetings with the executive team to understand the day-to-day running of the charity.

The Board of Trustees operated two sub-committees during 2021 – the Audit and Risk Committee and the Remuneration and Nomination Committee.

The Audit and Risk Committee is responsible for:
- assisting the Board in its oversight of the integrity of the charity's financial reporting, including supporting the Board in meeting its responsibilities regarding financial statements and the financial reporting systems and internal controls;
- monitoring the effectiveness and objectivity of external auditors; and
- assisting the Board in its oversight of the charity's risk management framework and the use of its comprehensive risk register, including the charity's performance, to protect against and mitigate risks.
- The Audit and Risk Committee is chaired by a Trustee (currently Matthew Lester)

The major risks (and the plans to mitigate) which were discussed by Trustees at the Audit and Risk Committee and the full Board since the beginning of 2021 are as follows:

GLOBAL RISKS	ADDITIONAL COUNTRY RISKS
1. Child protection or safeguarding issues	1. Health and Safety risks (e.g. major traffic accidents impacting UWS staff or volunteers)
2. Lack of funding for core costs and in country running costs (including the mix of unrestricted vs restricted funding)	2. Health threats in country (e.g. impact of COVID-19 pandemic)
3. Slower than expected transition of schools to Government control	3. Criminality in the form of fraud, bribery and corruption
4. Capacity and capability to drive more growth and maximise funding opportunities from philanthropic funders (major donors, corporates)	4. Political instability leading to a disruption to activities (e.g. military coup in Myanmar
5. Increased staff turnover alongside lack of leadership succession planning and diversity	5. The impact of natural disasters (e.g. landslides or earthquakes) in remote communities
6. Incomplete or inaccurate monitoring or evaluation of UWS projects	
7. Failure in IT security and / or data protection	

The Remuneration and Nomination Committee is responsible for assisting the Board and making recommendations on:

- the appointment and remuneration of the senior Executives of the charity; and
- where relevant agreeing any material changes to the terms of the service contracts of any senior Executives.
- This committee is chaired by at Trustee (currently Stuart Fletcher)

Trustees also regularly visit projects in the countries in which UWS operates, ensuring that the charity continues to meet its objectives by providing quality, cost effective education to children in remote communities in Cambodia, Myanmar and Nepal. This complements visits to our projects by the experienced Executive Team and by other key UWS stakeholders, for example a number of our major funding partners who have significant experience of supporting education in remote communities. This has been affected by recent travel restrictions but Trustee visits have resumed in 2022.

Trustees' responsibilities

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

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

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP 2019 (FRS 102);
- make judgements and estimates that are reasonable and prudent;
- state whether applicable accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in operation.

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

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

On behalf of the Board of Trustees



Peter Taylor, Chairman
Date: 22/08/2022

United World Schools
Independent Auditor's Report
Year Ended 31 December 2021

Independent Auditor's Report to the Trustees of United World Schools (continued)

Opinion

We have audited the financial statements of United World Schools for the year ended 31 December 2021 which comprise the Statement of Financial Activities, Balance Sheet, Statement of Cash Flows and notes to the financial statements, including significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including FRS 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

In our opinion the financial statements:

- give a true and fair view of the state of the charity's affairs as at 31 December 2021 and of the incoming resources and application of resources for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Charities Act 2011.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charity in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the trustees' use of the going concern basis of accounting in the preparation of the financial statement is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the charity's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the trustees with respect to going concern are described in the relevant sections of this report.

UHY Hacker Young
Chartered Accountants

UHY Hacker Young LLP
14 Park Row
Nottingham NG1 6GR

United World Schools
Independent Auditor's Report
Year Ended 31 December 2021

Independent Auditor's Report to the Trustees of United World Schools (continued)

Other information

The other information comprises the information included in the annual report other than the financial statements and our auditor's report thereon. The trustees are responsible for the other information contained within the financial statements. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

Our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the course of the audit, or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the charity and its environment obtained in the course of the audit, we have not identified material misstatements in the trustees' report. We have nothing to report in respect of the following matters where the Charities Act 2011 requires us to report to you if, in our opinion:

- adequate accounting records have not been kept, or returns adequate for our audit have not been received from branches not visited by us; or
- the financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of trustees' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit.

Responsibilities of trustees

As explained more fully in the trustees' responsibilities statement set out on page 39, the trustees are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the trustees are responsible for assessing the group's and the charity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the charity or to cease operations, or have no realistic alternative but to do so.

United World Schools
Independent Auditor's Report
Year Ended 31 December 2021

Independent Auditor's Report to the Trustees of United World Schools (continued)

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

Irregularities, including fraud, are instances of non-compliance with laws and regulations. We design procedures in line with our responsibilities, outlined above, to detect material misstatements in respect of irregularities, including fraud. The extent to which our procedures are capable of detecting irregularities, including fraud is detailed below:

Based on our understanding of the charity and the sector in which it operates, we identified that the principal risks of non-compliance with laws and regulations related to the acts by the charity, which were contrary to applicable laws and regulations including fraud, and we considered the extent to which non-compliance might have a material effect on the financial statements. We also considered those laws and regulations that have a direct impact on the preparation of the financial statements such as the Charities Act 2011. We evaluated management's incentives and opportunities for fraudulent manipulation of the financial statements (including the risk of override of controls), and determined that the principal risks were related to occurrence and accuracy of expenditure on charitable activities.

Audit procedures performed included: review of the financial statement disclosures to underlying supporting documentation, analytical review and sample transaction testing of expenditure of charitable activities, enquiries of management, testing of journals and evaluating whether there was evidence of bias by the trustees that represented a risk of material misstatement due to fraud.

There are inherent limitations in the audit procedures described above and the further removed non-compliance with laws and regulations is from the events and transactions reflected in the financial statements, the less likely we would become aware of it. Also, the risk of not detecting a material misstatement due to fraud is higher than the risk of not detecting one resulting from error, as fraud may involve deliberate concealment by, for example, forgery or intentional misrepresentations, or through collusion.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at: http://www.frc.org.uk/auditorsresponsibilities. This description forms part of our auditor's report.

UHY Hacker Young
Chartered Accountants

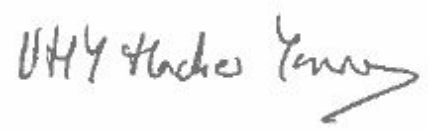
UHY Hacker Young LLP
14 Park Row
Nottingham NG1 6GR

United World Schools
Independent Auditor's Report
Year Ended 31 December 2021

Independent Auditor's Report to the Trustees of United World Schools (continued)

Use of our report

This report is made solely to the charity's members, as a body, in accordance with Chapter 3 of Part 8 of the Charities Act 2011 and regulations made under section 154 of that Act. Our audit work has been undertaken so that we might state to the charity's members those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charity and the charity's members as a body, for our audit work, for this report, or for the opinions we have formed.



UHY Hacker Young LLP
Chartered Accountants and Statutory Auditor
Date: 26 August 2022

UHY Hacker Young is eligible to act as an auditor in terms of section 1212 of the Companies Act 2006.

United World Schools
Statement of Financial Activities (Including Income and Expenditure Account)
Year Ended 31 December 2021

	Note	2021 Unrestricted funds £	2021 Restricted funds £	2021 Total £	2020 (*) Total £
Income and endowments from:					
Donations and legacies	**2**	1,964,423	1,154,134	3,118,557	2,624,190
Charitable activities	**3**	-	-	-	3,896
Other trading activities	**4**	99,458	10,696	110,154	43,046
Investments	**5**	295	240	535	302
Total income		2,064,176	1,165,070	3,229,246	2,671,434
Expenditure on:					
Charitable activities	**6**	672,671	2,034,642	2,707,313	2,436,993
Raising funds	**7**	632,890	220	633,110	393,447
Total expenditure		1,305,561	2,034,862	3,340,423	2,830,440
Net income / (expenditure)		758,615	(869,792)	(111,177)	(159,006)
Transfers between funds	**17**	(820,722)	820,722	-	-
Net movement in funds	**17**	(62,107)	(49,070)	(111,177)	(159,006)
Reconciliation of funds:					
Total funds brought forward	**17**	1,009,777	132,547	1,142,324	1,301,330
Total funds carried forward	**17**	947,670	83,477	1,031,147	1,142,324

(*) Combination of United World Schools, registered charity number 1129537, see note 21 for details.

All income and expenditure derive from continuing activities.
The notes on pages 47 to 60 form part of these financial statements.

United World Schools
Balance Sheet
Year Ended 31 December 2021

	Note	2021 £	2020 (*) £
Fixed assets			
Tangible assets	**13**	87,077	94,478
Current assets			
Debtors	**14**	71,546	13,464
Cash at bank and in hand		933,442	1,092,988
		1,004,988	1,106,452
Creditors: amounts falling due within one year	**15**	(60,918)	(58,606)
Net current assets		944,070	1,047,846
Net assets		1,031,147	1,142,324
Charity Funds			
Restricted funds	**17**	83,477	132,547
Unrestricted funds	**17**	947,670	1,009,777
Total charity funds	**17**	1,031,147	1,142,324

(*) Combination of United World Schools, registered charity number 1129537, see note 21 for details.

The notes on pages 47 to 60 form part of these financial statements.
The financial statements were approved and authorised for issue by the Board of Trustees on 22/08/2022.

Signed on behalf of the Board of Trustees



Peter Taylor, Charman

Charity registration number: 1129537

United World Schools
Statement of Cash Flows
Year Ended 31 December 2021

	Note	2021 £	2020 (*) £
Net cash flow from operating activities	19	(116,429)	(87,809)
Cash flow from investing activities			
Payments to acquire tangible fixed assets		(29,205)	(13,860)
Net cash flow from investing activities		(29,205)	(13,860)
Net increase/(decrease) in cash and cash equivalents		(145,634)	(101,669)
Cash and cash equivalents at 1 January 2021		1,092,988	1,232,645
Exchange differences		(13,912)	(37,988)
Cash and cash equivalents at 31 December 2021		933,442	1,092,988
Cash and cash equivalents consists of:			
Cash at bank and in hand		933,442	1,092,988
Cash and cash equivalents at 31 December 2021		933,442	1,092,988

(*) Combination of United World Schools, registered charity number 1129537, see note 21 for details.

The notes on pages 47 to 60 form part of these financial statements.

United World Schools
Notes to the Financial Statements
Year Ended 31 December 2021

1 Summary of significant accounting policies

(a) General information and basis of preparation

United World Schools is an charitable incorporated organisation, registered in England & Wales under registration number 1129537. The address of the registered office is given in the charity information on page 35 of these financial statements. The nature of the charity's operations and principal activities are building schools and advancing education and well-being in countries such as Cambodia, Myanmar and Nepal.

The charity constitutes a public benefit entity as defined by FRS 102. The financial statements have been prepared in accordance with 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) published in October 2019, the Financial Reporting Standard applicable in the United Kingdom and Republic of Ireland (FRS 102), the Charities Act 2011, and UK Generally Accepted Practice.

The financial statements have been prepared to give a 'true and fair' view and have departed from the Charities (Accounts and Reports) Regulations 2008 only to the extent required to provide a 'true and fair view'. This departure has involved following the 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) published in October 2019 rather than the Accounting and Reporting by Charities: Statement of Recommended Practice effective from 1 April 2005 which has since been withdrawn.

The financial statements are prepared on a going concern basis under the historical cost convention. The financial statements are presented in sterling which is the functional currency of the charity.

The significant accounting policies applied in the preparation of these financial statements are set out below. These policies have been consistently applied to all years presented unless otherwise stated.

(b) Merger accounting

The comparative period for these financial statements covers the charity's first accounting period, from registration with the Charity Commission on 3 February 2020 to 31 December 2020. However, in accordance with the merger accounting rules set out in the Charities SORP, comparative amounts are stated which reflect the results of the combining charity, United World Schools, registered charity number 1129537 (since dissolved). Further details are included in note 21.

(c) Funds

Unrestricted funds 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 which are to be used in accordance with specific restrictions imposed by donors or which have been raised by the charity for particular purposes. The cost of raising and administering such funds are charged against the specific fund. The aim and use of each restricted fund is set out in the notes to the financial statements.

(d) Income recognition

All incoming resources are included in the Statement of Financial Activities (SoFA) when the charity is legally entitled to the income after any performance conditions have been met, the amount can be measured reliably and it is probable that the income will be received.

For donations to be recognised the charity will have received the funds. If there are conditions attached to the donation and this requires a level of performance before entitlement can be obtained then income is deferred until those conditions are fully met or the fulfilment of those conditions is within the control of the charity and it is probable that they will be fulfilled. No income was deferred as at the year end.

No amount is included in the financial statements for volunteer time in line with the SORP (FRS 102). Further detail is given in the Trustees' Annual Report.

Income from fundraising events is received in exchange for supplying goods and services in order to raise funds and is recognised when entitlement has occurred.

Income from grants are recognised at fair value when the charity has entitlement after any performance conditions have been met, it is probable that the income will be received and the amount can be measured reliably. If entitlement is not met then these amounts are deferred.

Income from volunteers represents the contributions made by volunteers towards the cost of their visits to the schools.

Interest income is recognised using the effective interest method on a receivable basis.

(e) Expenditure recognition

All expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all costs related to the category. Expenditure is recognised where there is a legal or constructive obligation to make payments to third parties, it is probable that the settlement will be required and the amount of the obligation can be measured reliably. It is categorised under the following headings:

- Costs of raising funds
- Expenditure on charitable activities

Irrecoverable VAT is charged as an expense against the activity for which expenditure arose.

The construction of new schools, wells, teacher accommodation and the related furnishings and equipment is viewed by the trustees as charitable activities expenditure as it is incurred in delivering the objects of the charity. As such this expenditure is included within charitable activities resources expended within the statement of financial activities and not capitalised.

(f) Support costs allocation

Support costs are those that assist the work of the charity but do not directly represent charitable activities and include office costs, governance costs, and administrative payroll costs. They are incurred directly in support of expenditure on the objects of the charity and include project management. Where support costs cannot be directly attributed to particular headings they have been allocated to cost of raising funds and expenditure on charitable activities on a pro rata basis to the percentage of staff time spent working in each area.

The analysis of these costs is included in note 8.

(g) Tangible fixed assets

Tangible fixed assets are stated at cost (or deemed cost) or valuation less accumulated depreciation and accumulated impairment losses. Cost includes costs directly attributable to making the asset capable of operating as intended.

Depreciation is provided on all tangible fixed assets, at rates calculated to write off the cost, less estimated residual value, of each asset on a systematic basis over its expected useful life as follows:

Equipment	25% on cost
Motor vehicles	25% on cost

We build schools on land owned by the community, and the schools are gifted to the community on completion. Whilst we agree to repair and maintain the schools, we do not capitalise them on our balance sheet as we do not own them or the land.

(h) Debtors and creditors receivable / payable within one year

Debtors and creditors with no stated interest rate and receivable or payable within one year are recorded at transaction price. Any losses arising from impairment are recognised in expenditure.

(i) Foreign currency

Foreign currency transactions are initially recognised by applying to the foreign currency amount the spot exchange rate between the functional currency and the foreign currency at the date of the transaction.

To facilitate the budgeting process of the charity all USD transactions are translated into the functional currency at a fixed rate across the accounting period. This represents a departure from UK Generally Accepted Practice.

This departure has no impact on the net income or expenditure for the year as monetary assets and liabilities denominated in a foreign currency are re-translated at the balance sheet date into the functional currency using the closing rate.

Net foreign exchange gains or losses are charged or credited to the Statement of Financial Activities (SoFA) as outlined in note 9 to the financial statements.

(j) Operating leases

Rentals payable under operating leases, including any lease incentives received, are charged to income on a straight line basis over the term of the relevant lease.

(k) Employee benefits

When employees have rendered service to the charity, short-term employee benefits to which the employees are entitled are recognised at the undiscounted amount expected to be paid in exchange for that service. Redundancy payments are recognised immediately as an expense when the charity is demonstrably committed to make an employee redundant or to provide redundancy benefits.

The charity operates a defined contribution pension plan for the benefit of its employees. Pension contributions are expensed as they become payable.

Under FRS 102, the charity is required to accrue for all short-term compensated absences as holiday entitlement earned but not taken at the balance sheet date. As the charity's holiday year is coterminous with the balance sheet date accrual is only made within the financial statements where material.

(l) Going concern

The financial statements have been prepared on a going concern basis as the trustees believe that no material uncertainties exist. The trustees have considered the level of funds held and the expected level of income and expenditure for 12 months from authorising these financial statements. The budgeted income and expenditure is sufficient with the level of reserves for the charity to be able to continue as a going concern.

(m) Judgements and key sources of estimation uncertainty

The following judgements (apart from those involving estimates) have been made in the process of applying the above accounting policies that have had the most significant effect on amounts recognised in the financial statements:

Central office support costs are allocated to expenditure on raising funds or charitable activities as a percentage of a person(s) time spent on those activities or a percentage usage of goods or services relating to those activities.

There are no key assumptions concerning the future and other key sources of estimation uncertainty at the reporting date that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year.

2 Income from donations and legacies

	2021	2020
	£	£
Individuals	1,355,791	794,191
Partner schools	284,369	228,283
Corporate	956,316	864,090
Trusts & foundations	444,164	827,953
Digital	77,917	-
	3,118,557	2,714,517

Income from donations and legacies was £3,118,557 (2020 - £2,714,517) of which £1,154,134 (2020 - £1,806,978) was attributable to restricted funds and £1,964,423 (2020 - £907,539) was attributable to unrestricted funds.

3 Income from charitable activities

	2021	2020
	£	£
Income from volunteers	-	3,896
		3,896

Income from charitable activities was £Nil (2020 - £3,896) of which £Nil (2020 - £3,896) was attributable to restricted funds and £Nil (2020 - £nil) was attributable to unrestricted funds.

Partner schools visit our schools in country, and the students and teachers volunteer to help teaching in school. These costs are their funding of the in-country travel which we arrange, and also a contribution to the local administrative costs.

4 Income from other trading activities

	2021	2020
	£	£
Fundraising events	110,154	43,046
	110,154	43,046

Income from other trading activities was £110,154 (2020 - £43,046) of which £10,696 (2020 - £nil) was attributable to restricted funds and £99,458 (2020 – £43,046) was attributable to unrestricted funds.

5 Income from investments

	2021	2020
	£	£
Interest – deposits	535	302
	535	302

Income from investment was £535 (2020 - £302) of which £240 (2020 - £nil) was attributable to restricted funds and £295 (2020 - £302) was attributable to unrestricted funds.

6 Analysis of expenditure on charitable activities

	2021	2020
	£	**£**
Building costs	531,493	403,778
Building maintenance	147,831	170,149
Upgrades to WASH facilities	856	184,014
Local country salaries	628,309	484,467
Educational resources	178,543	172,132
Teachers' salaries	261,759	251,024
UWK project costs (Cambodia)	47,200	11,441
Travel & subsistence in country	58,797	102,352
Administrative costs in country	42,809	37,283
UK programmes and operations salaries	375,365	311,858
Volunteer costs	-	10,578
Vehicle hire, maintenance & running costs	64,967	74,523
Telephone / internet	14,494	19,069
Rent in country	37,339	34,825
Foreign exchange losses / (gains)	14,596	35,255
Depreciation of motor vehicles	29,730	36,680
PR materials	96,859	-
Consultancy	19,328	-
Pensions	13,265	24,131
Support and governance costs (see note 8 overleaf)	143,773	86,366
	2,707,313	2,449,925

£2,034,642 (2020 - £1,962,532) of the above costs were attributable to restricted funds, and £672,671 (2020 - £487,393) of the above costs were attributable to unrestricted funds.

7 Analysis of expenditure on raising funds

	2021	2020
	£	£
Charity portal fundraising fees	6,101	2,919
Fundraising event costs	7,326	14,162
UK salaries	402,739	324,241
PR materials	78,250	-
Support and governance costs (see note 8 overleaf)	138,694	52,125
	633,110	393,447

£220 (2020 - £Nil) of the above costs were attributable to restricted funds, and £632,890 (2020 -£393,447) of the above costs were attributable to unrestricted funds.

8 Allocation of support and governance costs

2021	Raising funds	Charitable Activities	Total
	£	£	£
UK rent	16,861	16,281	33,142
Travel & subsistence	9,801	9,464	19,265
Foreign exchange losses / (gains)	(349)	(336)	(685)
Consultancy fees	31,200	-	31,200
Auditor's remuneration (see note 10 below)	5,692	5,468	11,160
Recruitment fees	30,285	29,098	59,383
Legal fees	5,002	4,807	9,809
Bank charges	365	351	716
Office supplies	25,854	24,840	50,694
Telephone and internet	1,870	1,805	3,675
Insurance	1,084	1,046	2,130
Contractor fees	5,019	45,176	50,195
Other	2,503	2,404	4,907
Depreciation of office equipment	3,507	3,369	6,876
Total	138,694	143,773	282,467

2020	Raising funds	Charitable Activities	Total
	£	£	£
UK rent	11,038	9,265	20,303
Travel & subsistence	4,371	3,669	8,040
Foreign exchange losses / (gains)	3,993	3,347	7,340
Consultancy fees	5,523	12,141	17,664
Auditor's remuneration (see note 10 below)	6,365	5,335	11,700
Recruitment fees	5,627	4,723	10,350
Legal fees	2,467	6,237	8,704
Bank charges	750	3,405	4,155
Office supplies	5,273	18,906	24,179
Telephone and internet	4,214	7,213	11,427
Insurance	1,129	10,972	12,101
Depreciation	1,375	1,153	2,528
Total	52,125	86,366	138,491

Support and governance costs are allocated on the basis of staff time spent on each activity except for consultancy fees which are allocated on a direct basis and country related costs which are all classified as charitable activities.

9 Net income / (expenditure) for the year

Net income / (expenditure) is stated after charging / (crediting):

	2021	2020
	£	£
Depreciation of tangible fixed assets	36,606	39,208
Net losses on foreign exchange	13,911	42,595

10 Auditor's remuneration

The auditor's remuneration amounts to an audit fee of £11,160 (2020 – £11,700).

11 Trustees' and key management personnel remuneration and expenses

The Trustees neither received nor waived any remuneration during the year (2020: £Nil).

The Trustees did not have any expenses reimbursed during the year (2020 - £Nil).
The Trustees donated a total of £298,577 to the charity during the year (2020 - £51,577).

The total amount of employee remuneration received by key management personnel were £394,418 (2020 - £302,859)

The charity considers its key management personnel comprise the UK Executive Team and the Cambodia, Myanmar & Nepal Country Directors.

12 Staff costs and employee benefits

The average monthly number of employees on the central office payroll during the year was as follows:

	2021 Number	2020 Number
Raising funds	9	9
Charitable activities	11	10
	20	19

12 Staff costs and employee benefits (continued)

The total staff costs and employees benefits for the central office payroll were as follows:

	2021	2020
	£	£
Wages and salaries	709,373	606,844
Social security	71,293	58,899
Defined contribution pension costs	27,268	24,131
Government grants: Job retention scheme	-	(29,275)
	807,934	660,599

The number of employees whose total employee compensation (excluding employer pension costs) exceeded £60,000 was:

	2021 Number	2020 Number
£60,001 - £70,000	2	1
£70,001 - £80,000	1	1
	3	2

13 Tangible fixed assets

	Office Equipment	Motor vehicles	Total
	£	£	£
Cost or valuation:			
At 1 January 2021	17,075	265,218	282,293
Additions	17,667	11,538	29,205
At 31 December 2021	34,742	276,756	311,498
Depreciation:			
At 1 January 2021	8,109	179,706	187,815
Charge for the year	6,876	29,730	36,606
At 31 December 2021	14,985	209,436	224,421
Net book value:			
At 31 December 2021	19,757	67,320	87,077
At 31 December 2020	8,966	85,512	94,478

We build schools on land owned by the community, and the schools are gifted to the community on completion. Whilst we agree to repair and maintain the schools, we do not capitalise them on our balance sheet as we do not own them or the land.

Vehicles represent motorbikes, boats and 4x4 trucks owned in Cambodia, Myanmar and Nepal, which staff use locally to travel to the remote school locations.

14 Debtors

	2021	2020
	£	£
Prepayments	15,305	3,737
Accrued income	53,008	-
Other debtors	3,233	9,727
	71,546	13,464

15 Creditors: amounts falling due within one year

	2021	2020
	£	£
Accruals	28,950	20,146
Other tax and social security	27,415	24,432
Pensions	4,553	5,910
Deferred income	-	8,118
	60,918	58,606

16 Operating lease commitments

At the reporting end date the charity had outstanding commitments for future minimum lease payments under non-cancellable operating leases, which fall due as follows:

	2021	2020
	£	£
Within one year	6,599	12,883
	6,599	12,883

17 Funds reconciliation Unrestricted funds General funds – 2021

	Brought forward	Income	Expenditure	Transfers	Gains / (losses)	Closing balance
	£	£	£	£	£	£
General	1,009,777	2,064,176	(1,305,561)	(820,722)	-	947,670
	1,009,777	2,064,176	(1,305,561)	(820,722)	-	947,670

General funds – 2020

	Brought forward	Income	Expenditure	Transfers	Gains / (losses)	Closing balance
	£	£	£	£	£	£
General	1,301,330	859,387	(866,735)	(284,205)	-	1,009,777
	1,301,330	859,387	(866,735)	(284,205)	-	1,009,777

Restricted funds – 2021

	Brought forward	Income	Expenditure	Transfers	Gains / (losses)	Closing balance
	£	£	£	£	£	£
Cambodia	59,517	646,082	(1,051,729)	346,130	-	-
Myanmar	-	109,637	(293,080)	183,443	-	-
Nepal	73,030	306,554	(572,119)	192,535	-	-
UWK	-	16	(98,630)	98,614	-	-
Madagascar	-	102,781	(19,304)	-	-	83,477
	132,547	1,165,070	(2,034,862)	820,722	-	83,477

64% of the income received in 2021 (2020: 34%) was unrestricted, meaning the charity can use them as we see fit to further our aims. Where needed, we transferred the funds to the appropriate restricted pots where the activity was greater than the specific restricted funds.

18 17 **Funds reconciliation (continued) Restricted funds – 2020**

19

	Brought forward	Income	Expenditure	Transfers	Gains / (losses)	Closing balance
	£	£	£	£	£	£
Cambodia	-	911,720	(852,203)	-	-	59,517
Myanmar	-	81,977	(308,822)	226,845	-	-
Nepal	-	338,700	(265,670)	-	-	73,030
UWK	-	16,415	(65,796)	49,381	-	-
COVID Appeal		462,062	(470,041)	7,979		-
	-	1,810,874	(1,962,532)	284,205	-	132,547

34% of the income received in 2020 (2019: 49%) was unrestricted, meaning the charity can use them as we see fit to further our aims. Where needed, we transferred the funds to the appropriate restricted pots where the activity was greater than the specific restricted funds.

20 Analysis of net assets between funds

2021

	Unrestricted funds	Restricted funds	Total
	£	£	£
Fixed assets	87,077	-	87,077
Net current assets	860,593	83,477	944,070
Total	947,670	83,477	1,031,147

2020

	Unrestricted funds	Restricted funds	Total
	£	£	£
Fixed assets	94,478	-	94,478
Net current assets	915,299	132,547	1,047,846
Total	1,009,777	132,547	1,142,324

21 Reconciliation of net income to net cash flow from operating activities

	2021	2020
	£	£
Net (expenditure) for year	(111,177)	(159,006)
Depreciation of tangible fixed assets	36,606	39,208
(Increase) / decrease in debtors	(58,082)	6,411
Increase / (decrease) in creditors	2,312	(12,410)
(Gains) / losses on foreign exchange	13,912	37,988
Net cash flow from operating activities	(116,429)	(87,809)

22 Pensions and other post-retirement benefits

Defined contribution pension plans

The charity operates a defined contribution pension plan for its employees. The amount recognised as an expense in the period was £27,071 (2020 - £24,131).

23 Merger accounting

On 3 February 2020, with the agreement of the Trustees, a Charitable Incorporated Organisation (CIO) was approved and registered by the Charity Commission.

United World Schools, registered charity number 1187721, was established as a Charitable Incorporated Organisation (CIO) on 3 February 2020 to take on the charitable activities, assets and liabilities of United World Schools, registered charity number 1129537, as at 31 December 2020.

The operations of United World Schools, registered charity number 1129537, ceased on 31 December 2020, with all assets and liabilities effectively transferred to United World Schools, registered charity number 1187721, as at that date.

The net value of assets transferred to United World Schools, registered charity number 1187721, was £1,142,324.

21 Merger accounting (continued)

Analysis of the principal Statement of Financial Activities components for the period ended 31 December 2020

	United World Schools #1129537 (Pre Merger)	United World Schools #1187721 (Post Merger)	Combined Total
	£	£	£
Total income	2,671,434	-	2,671,434
Total expenditure	(2,830,440)	-	(2,830,440)
Net (expenditure)	(159,006)	-	(159,006)
Net movement in funds	(159,006)	-	(159,006)

Analysis of net assets as at the date of merger

	United World Schools #1129537 (Pre Merger)	Combined Total
	£	£
Net assets	1,142,324	1,142,324
Restricted funds	132,547	132,547
Unrestricted funds	1,009,777	1,009,777
Total funds	1,142,324	1,142,324

united world schools

Registered with FUNDRAISING REGULATOR

UNITED WORLD SCHOOLS

England & Wales - Charity number 1187721

Accounts



united world schools
teach the unreached

2020/2021
ANNUAL REPORT
AND STATEMENT OF ACCOUNTS

unitedworldschools.org UK registered charity number 1187721
United World Schools USA Inc. is a 501(c)3 registered organisation



Hand-washing facilities, Nepal

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Letter from the CEO

2020 presented challenges that none of us could have anticipated. I would like to take a moment to acknowledge every remote community with whom we have worked in partnership with great success to safeguard education during an extraordinary 12 months. Our community leaders, just like our teams and colleagues across the education sector all around the world, have demonstrated remarkable resilience, determination and ingenuity.

Throughout this difficult year we have remained dedicated to the UWS mission to Teach the Unreached; continuing to establish and operate schools in remote communities and reach even more children with quality education that can transform their lives.

In Cambodia, Nepal, Myanmar, the UK and the USA, we have all been deeply impacted by the Covid-19 pandemic. Our teams at UWS took these seismic changes in their stride, adjusting to changing government guidelines, working remotely, teaching remotely, managing remotely, and fundraising remotely. Colleagues have shown their unwavering commitment to delivering education, whether that be through project-based learning, community lessons, or through radio broadcast lessons. More recently, our team in Myanmar has experienced political upheaval, which presents significant challenges in addition to Covid-19. The team remains steadfastly committed to delivering education during this time.

In the face of Covid-19, UWS' teams acted rapidly to provide children with innovative distance learning, as well as pivoting towards WASH (Water, Sanitation and Hygiene) programmes to keep children and communities safe. We upgraded WASH facilities in 175 communities, and our teachers and Education Officers reached 148,000 people in Cambodia, Myanmar and Nepal with essential information about coronavirus and advice on how to prevent the spread. Our distance learning programmes reached over 40,000 children including lessons delivered via loudspeaker. Our radio broadcast lessons reached 23,000 children in Nepal alone, with over 19,000 of these children additional beneficiaries outside of UWS schools.

Throughout the pandemic, our staff, teachers, and Education Officers shouldered the responsibility of safeguarding vulnerable children. The UN warned during the height of the pandemic that 24 million children may never return to school after lockdown. Yet when the UWS community schools reopened in Cambodia and Nepal, over 85% of enrolled students re-joined within a few months. This is a great sign for the future - bucking the global trend. Other highlights included:

- By the end of 2020, UWS had reached over 40,000 children since our first school opened its doors. In 2020, we ran 226 schools and Community Learning Sites, and 21 more were under construction. We even welcomed our 1,000th teacher!



UWS Heluwabesi School, Nepal

- In 2020, we also transitioned our first 5 schools in Cambodia from UWS schools to local and government-run Legacy Schools. This is a vital part of our model, ensuring a sustainable impact, empowering local communities to run their own schools over time and giving UWS the capacity to reach even more underprivileged children with education for the very first time.
- In 2020, our achievements have been formally recognised and UWS was the proud recipient of two international awards, the PIEoneer of the Year award from The PIE News (Professionals in Education) for innovation in education, and the prestigious UNESCO King Sejong Literacy Prize for our mother-tongue education programmes in Myanmar.

None of this would have been possible without the generosity and compassion of our support network of individuals, trusts, corporate and school partners. Despite a global pandemic and subsequent recession, we raised in excess of £2.7m in 2020. With our Partner Schools significantly impacted by global events, and without being able to run fund-raising events, this is an exceptionally strong performance. To all our supporters, on behalf of all of us here at Team UWS, thank you. And even more importantly, thank you on behalf of the tens of thousands of children who stayed safe and continued learning because of you.

Looking ahead to 2021, we remain committed to growth and delivery of an exceptionally low-cost, high-impact and sustainable model that strikes at the heart of delivering the United Nations' Sustainable Development Goal 4 (inclusive, quality education) for every child.

- By running our schools in partnership with local communities and local governments, we can deliver education for as little as USD $2 (£1.50) per student, per week.
- Up to twenty more of our community schools will fully transition into the local education systems, locking education into the heart of each remote community for generations to come.
- As UWS matures, we continue to invest in and develop a broad, diverse and robust global leadership team with the capability to continue to sustainably scale our replicable, proven model.
- We have momentum and confidence in further growth across our income lines in 2021. We will launch our first UK Aid Match campaign, a three-month window where eligible donations from UK taxpayers will be doubled by the British Government. We aim to raise over £2m through the campaign, to bring education to many thousands more children.



"Colleagues have shown their unwavering commitment to delivering education"

- We are thrilled to be fully launching UWS USA Inc, a 501(c)3 registered organisation, who will develop the UWS supporter base and organisational capacity in the United States from 2021.

We are pragmatic, as well as optimistic. At the time of writing, we are still facing and finding solutions to numerous challenges. Schools in Myanmar have been closed for an entire calendar year due to Covid-19, and now the country is experiencing political turmoil. At United World Schools, our primary focus is always the well-being of our students, teachers, and our wider school communities. Throughout the pandemic and political instability, our teachers and Education Officers have been working hard to continue to reach over 4,000 children from remote, ethnic-minority communities in Myanmar with the education they deserve.

Our thanks and appreciation goes to our colleagues in Myanmar, Cambodia, Nepal, UK and the US for successfully managing a hugely challenging period. The UWS team continues to drive UWS forward, making personal sacrifices for the mission. Colleagues inspire each other to deliver for every UWS student. Congratulations team, and well done on another terrific year!

Finally, and in personal news, although this has been an exceedingly difficult decision to take, after ten years, I have decided to step down as UWS' Chief Executive in the Autumn of 2021. I am proud to be leaving UWS on a high, with strong momentum, a great team, and ambitious growth plans. I am incredibly grateful to everyone who has supported UWS on this amazing adventure – education is a human right, and together we can continue to give that right to thousands more children, transforming lives for good.

Thank you for your steadfast support.

Tim Howarth
Chief Executive, United World Schools

Letter from the Chair



"This is a dynamic organisation which has developed a highly scalable, low-cost model for growth"

I am excited to have joined United World Schools at a time of such great resilience and opportunity. In this, my first letter to you, I'd like to look forward to our ambitious plans to accelerate growth, to transform even more lives in the communities we serve.

I was immediately inspired by UWS because we teach the unreached - we go where others can't or won't go, and that is where education is most needed. And all of this is delivered through a compelling and sustainable model which empowers local communities for the long term.

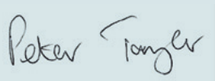
This is a dynamic organisation which has grown rapidly in the past decade to reach over 40,000 children and has successfully navigated the challenges of Covid-19 to date. UWS has developed a highly scalable, low-cost model for growth, financed by a diverse and robust mix of income, for which we are eternally grateful to our many supporters. All of this is testament to the exceptional quality and high-performance ethic of our diverse global team. I am proud that the vast majority of our global team of 1,200 people are local nationals in Cambodia, Myanmar and Nepal, supported by our established team in the UK and our new team in the US, the world's largest market for philanthropy.

We warmly welcomed new Trustees and Senior Executives to the UWS family in 2020, strengthening our capability and capacity in key areas of planned growth. Thank you to our highly committed Board of Trustees who all share the team's passion for the UWS mission; our recent appointments have added further diversity to the board and future recruitment will build further in this direction. Thanks also to the Trustees who have stepped down from the Board during the last year; your contribution over many years has played a key role in making UWS who we are today.

The quality of our team, combined with the continuing strength of support of our donors and partners, together provide an exciting platform to scale up our delivery even more rapidly. We have recently opened our 250th school, another milestone toward our objective to reach 250,000 out of school children with quality, inclusive education to transform lives. To this end we are developing innovative plans for new strategic partnerships and new countries.

We all owe a huge debt of gratitude to Tim, who steps down as CEO in the autumn of 2021. Tim has been at the core of UWS for the last decade; he leaves behind an organisation in excellent shape and with exciting momentum.

We look forward to welcoming a new CEO later this year as we scale up UWS' plans for future growth, to transform hundreds of thousands of lives through the power of education. My colleagues and I look forward to working with you on the exciting next steps of our journey together.



Peter Taylor
Chair, United World Schools



UWS student Kanchi with her grandmother, Nepal

In 2020, over a billion children around the globe experienced what it was like to have no school to go to.

The economic effects of coronavirus have pushed many families further into poverty. This means that, as schools reopen, millions of children around the world may never return.

Girls were already more likely to miss out on primary school than boys. Now their chances of marrying before they turn 18 are even higher. Families who have a son and daughter, but can only afford to send one of them to school, will probably choose their son. This leaves daughters with few options beyond early marriage and having children while still children themselves.

Other children will enter into the workforce to support their families. Innumerable children will never learn to read, write, or count. Those who do return to school will be more likely to drop out than before. For those who were denied an education before the pandemic, their chances of ever receiving one are even lower.

In remote regions of Nepal, Cambodia and Myanmar, the culture of education is new and fragile. Families are dependent on children's help on the farms and at home. For many, it's just too far or dangerous to get to school. In these areas, less than a third of the population completes primary education.

Covid-19 has exacerbated this education crisis, making it even harder to reach these children. We all know how difficult it's been for children everywhere to learn during the pandemic. For children in extremely remote areas with no technology, it has been ever harder.

The UN estimates that 24 million children worldwide may never return to school after the pandemic, becoming victims of a lifetime of poverty. Vital progress made in learning and access to education worldwide will be pushed back by a decade.

We need to act now to ensure that every child has the chance to access quality education. We cannot let the pandemic steal their future.



UWS Ta Lart Thmey School, Cambodia

Where we work



Myanmar

91,889
out-of-school children of primary school age

76
UWS schools

3,554
children enrolled (enrolled at year end)

207
teachers



Nepal

103,384
out-of-school children of primary school age

38
UWS schools

4,464
children enrolled (enrolled at year end)

233
teachers



Cambodia

190,043
out-of-school children of primary school age

112
UWS schools

12,304
children enrolled (enrolled at year end)

682
teachers

*Out-of-school statistics from UNESCO monitoring data.

2020 in numbers

25,241...
children reached (2019: 22,476)

with an additional
19,200
beneficiaries reached in Nepal through the radio programme (2019: 0)

226
schools and partner communities (2019: 208)

21
new schools under construction (2019: 9)

1,122
teachers (2019: 971)

5
schools transitioned to local ownership (2019: 0)

300
children staying at our secondary school dormitory blocks (2019: 300)

74% 83%

In Nepal, **74%** of students who graduated from a UWS primary school continued on to secondary school. In Cambodia, **83%** of graduating students continued on to secondary school.

92% 85%

At the start of the new academic year, **92%** of our students returned to school in Nepal and **85%** returned in Cambodia.

In Myanmar, retention and finish rates are not applicable owing to continued school closures since March 2020.

In addition to our normal education programmes, we also developed new interventions as a response to the coronavirus pandemic. Read more about these and their impact on pages 20-23.

Theory of Change & Operational Model

ACTIVITIES

We teach the unreached, providing education for out of school children in remote and marginalised communities

With the local community, we build primary schools which provide a safe and positive learning environment

Our community teachers and government teachers deliver the national curriculum. Our teacher training and school development programme embeds quality education and promotes child centred learning

Our inclusive practices ensure our schools and curriculum are accessible for all and that all children are engaged in learning. Support is targeted for attendance, retention and learning.

SUSTAINABILITY

We work in partnership with communities, empowering them in governance, leadership and administration through capacity building programmes

We work in partnership with national and local governments in all aspects of our operations. Their contributions to staffing and running costs increase over time, as ours decrease.

We transition the school to community and government ownership after 5-7 years and exit

PRIMARY IMPACT

Children, including the most at risk, attend school regularly and complete primary level education

Children gain literacy and numeracy skills, and develop improved life and social skills

Communities gain structures, capacity and skills to effectively govern and sustain the school

SECONDARY IMPACT

Communities benefit from continued education opportunities, improved health and livelihoods, and reduced inequalities

National education is positively influenced by our policies, practice and training. After transition our legacy schools are a lasting asset to the sector

LONG TERM IMPACT

National education is positively influenced by our policies, practice and training. After transition our legacy schools are a lasting asset to the sector

Transition allows UWS to invest in new unreached communities



UWS Heluwabesi School, Nepal

How we measure our impact

Throughout 2020, we invested in our monitoring, evaluation and learning processes to evidence and scrutinise our impact. Three primary impact measures, underpinned by our theory of change, are now used to judge progress against our long-term goals:

1.
Communities gain structures, capacity and skills to effectively govern the school and sustain quality, inclusive education.

2.
Children gain literacy and numeracy skills and develop improved life and social skills.

3.
Children, including the most vulnerable, attend school regularly and complete primary level education.

In 2021, we will launch an updated data management system. Education Officers will capture individual student data via mobile phone, improving reporting capability and analysis on the data collected. This also supports our inclusion plan, creating an enhanced capability to identify and track vulnerable students. This will facilitate quicker development of intervention plans to prevent school drop out.

We are also investing in NFER (National Foundation for Educational Research) assessments, globally standardised assessments, so that we can monitor and continuously improve the quality of education we deliver.

We will also expand our qualitative methods of impact measurement. Participatory beneficiary feedback, which became central to data collection during the pandemic, will continue to be used as tool for ongoing, structured community influence in local programme delivery.

Our sustainability



"We transition each school to community or national education systems after 5-7 years."

When a child accesses education for the first time, it doesn't only transform their own life. It has a lasting impact on their parents, their future children and their entire community for generations to come.

At United World Schools, we train local teachers, empower students and parents, provide health and sanitation support and partner with regional and national governments. We provide ongoing support and empower communities in governance, leadership and administration until every school is self-sustaining and we are confident in the local authority's ability to maintain it.

We transition each school to community or national education systems after 5-7 years. This means that each school becomes a 'Legacy School', strengthening national education systems and continuing to provide a life-changing education to hundreds of children for generations to come.









UWS Roy Community, Cambodia

UWS Roy School, located in a rural village in the Ratanakiri Province of Cambodia, is one of our schools that transitioned into a self-sustaining Legacy School in 2020. We built UWS Roy School in 2012, with 197 children enrolling in its first year. Since then, UWS Roy School has quickly become one of the cornerstones of the local community.

Inevitable challenges emerge when introducing education for the first time, including near-universal illiteracy and sporadic initial attendance. UWS Roy School has successfully overcome these, with 80% of its students achieving the grades they need to pass. This is a huge achievement for a community that is accessing education for the first time. As well as a great education, children also play with their friends, learn to grow food in the school vegetable garden, borrow books from the school library and more.

"There has been a huge transformation in Roy village since this school was established. Now, the students are more thoughtful and they have their parents' support to stay in school more than previous generations," says Mr. Chom Nop, UWS Roy School's Headteacher. "I've noticed that my Grade 6 children [11-12-year-olds] are less likely to drop out of school to get married than they were before."

12-year-old Vithu has attended UWS Roy School since he was seven years old. Like most of the children at UWS Roy primary school, he is now going to continue his studies at the local Kes Chong high school.

"My teachers, Mr. Sok and Mr. Nop, are my role models," says Vithu. "Whenever I needed help, I could ask my teachers. They always helped me and gave me extra lessons. I want to become a great teacher just like them one day."

Our sustainable education model allows us to build schools and support communities over time, until they are ready to run their own schools with government support. This means we can reach even more remote, marginalised areas around the world with the quality education they deserve. True change takes time, dedication and the hard work of entire communities.

The Roy community, and many others like them, have embraced the support of United World Schools and run with it. Children like Vithu are at the forefront of a transformation which will be felt for generations.



Quality & inclusion

UWS student Preeti, Nepal

Access to education is only the first step in transforming lives. The key to giving children a bright future is providing a quality and inclusive education. This year, we continued to build on the significant progress we've already made in delivering an education that includes every child and gives them the skills they need to succeed in life.

In 2020, we focused on our approach to inclusion, taking the first steps on our roadmap to making every learning environment more inclusive.

We're committed to providing quality inclusive primary education to all children within the communities we serve, while reducing the barriers to and within education for those most at risk of marginalisation, exclusion and underachievement.

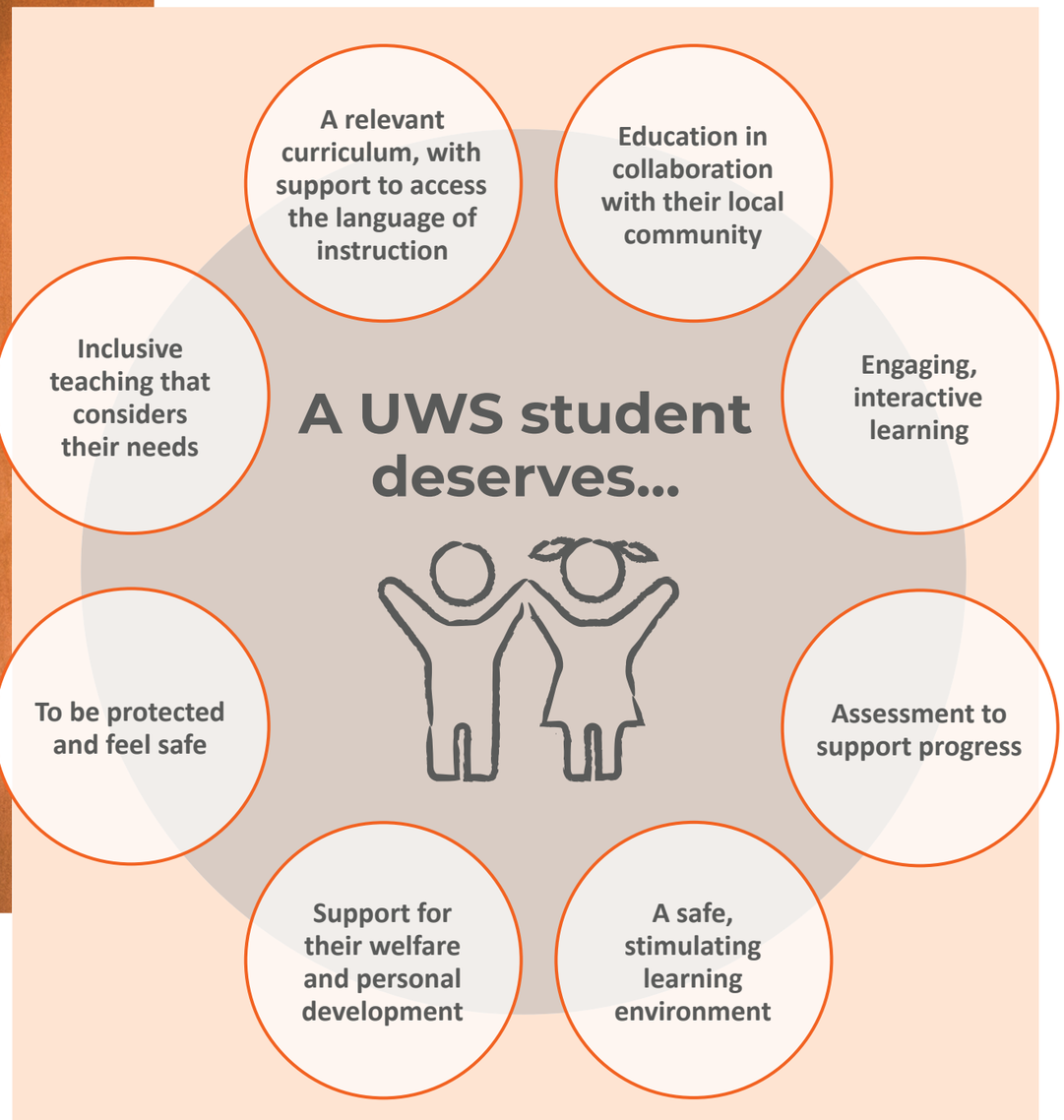
We recognise that the hardest to reach children often face multiple layers of exclusion due to factors such as gender, disability, poverty, ethnicity, religion and language. We work with students, schools and communities to provide targeted support, and to ensure all children have the chance to participate and learn in a safe and stimulating environment.

"All children should have equal opportunities to access a quality education."

We are guided by principles for inclusion around three key themes:

Presence

All children should have equal opportunities to access a quality education. We actively reduce the barriers to entering education and work with families and communities to prevent children from dropping out.



Participation

We promote a positive ethos in schools, where differences between students are seen as opportunities to enrich learning, rather than as problems to be fixed. We work actively towards eradicating all forms of discrimination and we ensure the curriculum is accessible to all students. This includes providing support to access the language of instruction. In 2020, we were awarded the UNESCO King Sejong Literacy Prize for our work helping children to access education in their native language in Myanmar.

Achievement

We create a school environment that supports all students' learning, developing foundational skills, including literacy, numeracy and key life-skills. We make learning engaging and interactive, promoting new ways of teaching that encourage student collaboration and choice. We have high expectations for all, nurturing individual skills and talents and encouraging students to continue their education after primary school.

2020 *in review*

January

• We enter the year with over 200 schools and plans to expand our educational outreach.

March

• Schools close and lockdowns start across Cambodia, Myanmar and Nepal. Our education teams begin distributing distance learning resources immediately.



Schools re-open in Nepal

April

• We launch our Covid-19 emergency appeal, which raises £247,000 towards our response on the ground.

• Simultaneously, we begin a public health campaign and start improving access to handwashing facilities within our partner communities.

"We are continuously asking our teachers and School Management Committees to spread positive messages, asking community members not to panic and to ask for help if they need it. Through our radio programmes, we are regularly reminding parents and children to wash their hands, to take care of children and elderly people, and stay safe at home."
Avinash Jha, UWS Nepal Education Director

• Our Global Citizenship Challenge kicks off, engaging our Partner School community around the world. With schools closed in almost every country, we share cross-curricular activities to complete at home. Our Partner School students continue to learn about global development and fundraise to support other children around the world.

May

• We launch our radio education programme in Nepal, collaborating with local radio stations to deliver lessons over the airwaves.

• We complete upgrades to water and handwashing facilities in 80% of our partner communities.

June

• Our supporters raise funds towards our Covid-19 response in our online summer auction.

August

• 20 cyclists pedal up to 100 miles across Sussex in aid of education, raising funds to support distance learning during the pandemic.



Sussex Cycle Challenge

September

• We're awarded the UNESCO King Sejong Literacy Prize for our work improving literacy rates in remote regions of Myanmar.

"United World Schools winning the UNESCO King Sejong Literacy Prize is an exceptional achievement. It is a tribute to UWS and their partners in Myanmar and especially the teachers, indigenous community and the school children themselves."
James Bridge, Secretary-General of the UK National Commission for UNESCO

• We launch our inclusion policy to build on our progress reaching the most marginalised children and to further focus on addressing barriers to learning as a result of gender, disability, ethnicity and extreme poverty.

October

• UWS Mude, one of our Nepal Schools, kicks off World Education Week, the world's largest education conference. Students and teachers around the world live-stream a panel held at the rural school.

• We are awarded the 'PIEoneer of the Year' award by Professionals In International Education for our work providing an accessible education to children in remote areas.

November

• We welcome our 1000th teacher to the United World Schools community. Moh Moh Lwin joins our incredible Myanmar team to deliver a great education to her students.

"This is a very new village where people migrate from different places. Even though all of the children are Lahu [ethnicity], they have different cultural practices and beliefs. As a teacher, I had to understand each child and their family so that the school can provide a familiar environment for the children."
Moh Moh Lwin, Teacher, Myanmar

• Schools reopen in Cambodia and Nepal and we welcome our students back to the classroom.



Distance learning, Myanmar

December

• We finalise and publish our updated theory of change and continue to invest in our monitoring, evaluation and learning systems. This sets us up to have more impact than ever in 2021 and ensure we are both providing quality education and demonstrating an impressive level of value for money.

Responding to coronavirus

When the pandemic struck and schools closed, we resolved to support our partner communities and ensure our students could still access education. We rapidly adapted our work to focus on providing distance learning and protecting families from coronavirus.

Water and hygiene upgrades

In many of the rural areas in which we operate, handwashing is not embedded into children's routines. This can be due to cultural norms and difficulties accessing running water. We have been prioritising health and hygiene within the communities we work with since we began operating. 2020 shone a light on how crucial a holistic approach to education is.

We provide hand-washing facilities and ensure access to safe water as part of every school development project. At the start of the pandemic, we revisited our hygiene facilities to ensure they were fit to help protect communities from coronavirus.

We upgraded many of the washing facilities to ensure that social distancing was possible and they met World Health Organisation guidelines for Covid-19 prevention. We opened them up to entire communities, while ensuring child protection standards were upheld, to empower communities to protect themselves from Covid-19.



Handwashing facilities, Myanmar

We upgraded 175 water, sanitation and hygiene facilities

Public health information

Alongside offering water and sanitation facilities, we also provide education about the importance of hygiene and sanitation.

"We reached 148,000 people with essential information about coronavirus"

At the beginning of the pandemic, many of the communities we work with were unable to access reliable information about the coronavirus. Factors including limited internet access and language barriers were preventing families from obtaining information about how to stop the spread.

We quickly launched a public information campaign to ensure all the communities we work with had trustworthy and accurate knowledge about the virus. We translated information into local languages and distributed posters and leaflets around villages. Our local teachers and education officers held socially distanced information sessions to share this information. They also delivered key wellbeing messages to communities.

We reached 148,000 people with essential information about coronavirus and advice on how to prevent the spread.

"I would like to go back to school now, but I can't"

Soe May's story



"My name is Soe May. I'm twelve years old. I live in a village in the Shan State of Myanmar and attend a UWS school. Because of covid, I have to stay home at the moment. I help my parents by cleaning the house and feeding the animals.

When covid began, the village leader spoke to us every day about what we can do to prevent illness, and also the new rules set by the government. My UWS teacher also taught us about Covid-19 almost every day. She used a loudspeaker so we could sit apart, and she showed us how to wash our hands. She told us that we have to use not only water but also soap and to wash our hands for about one minute.

"I shared everything my teacher taught me with my parents and they started to follow the advice."

Before coronavirus, I washed my hands sometimes. But now, I wash my hands every morning after playing, after going to the toilet and after coming back from other houses in my village. I shared everything my teacher taught me with my parents and they started to follow the advice. I also taught my younger sister who always listens to me.

I have some books at home to read and write. I often read my books and sometimes draw pictures. I'm worried about my school. I would like to go to school now. But I can't."



UWS student Soe May, Myanmar



Keeping children learning

UWS student Chimini, Nepal

Distance learning

In March, governments closed schools across Cambodia, Myanmar and Nepal. Internet and smartphone access levels are extremely low within the rural communities we partner with, meaning it is challenging to reach them with virtual lessons. Nonetheless, our education teams developed a variety of accessible programmes to ensure children could continue to learn during the pandemic. Throughout the school closures, our students have shown their determination to access an education despite the obstacles.

In Myanmar, teachers conducted outdoor classes with small groups of students, in line with government guidance. These lessons prioritised teaching key concepts and students were then given independent work and project-based learning to complete at home.

In Cambodia, our community teachers went from doorstep to doorstep to deliver worksheets and check in on student wellbeing.

In Nepal, fewer than half of households in the communities we work with have access to the internet. However 85% of them have a radio. We began teaching a daily lesson over a handful of local radio stations, with prompts for further homework. Soon, 10,000 children were listening each day and more radio stations wanted to broadcast our work. Within weeks, we were working in collaboration with 10 local radio stations across Nepal.

We reached 23,000 children with radio education in Nepal, with over 19,000 of those children not in UWS schools.

Ensuring every child returns to school

At the height of the pandemic, the UN warned that 24 million children may never go back to school. This was on top of the 258 million children already out-of-school.

The children from the most marginalised backgrounds are the ones who are least likely to return to school. The economic strains of the pandemic often means they need to work to support their families instead of attending lessons. Girls are at higher risk of marrying young.

We're working closely with parents to encourage them to send their children back to school. This includes household engagement visits and running exciting back-to-school campaigns within communities to encourage them to see the transformational value of education.

We're providing further training to our teams so they can identify the children most at-risk of not returning to school. We'll then provide direct support to these children and their families to support them to return to the classroom. This includes providing additional learning materials, flexible learning options and awareness lessons.

Celebrating local teachers

The pandemic has shone a spotlight on the essential and life-changing work that teachers do. Our quick and flexible response to the pandemic was only successful thanks to our network of teachers who have worked tirelessly to support their students and communities. From delivering homework to holding information sessions to conducting lessons via radio and loudspeakers, their commitment is ensuring that every child receives the education they deserve.

> "The pandemic has shone a spotlight on the essential and life-changing work that teachers do"

united world schools

Educating, no matter what

Nabina, UWS Teaching Fellow, Nepal

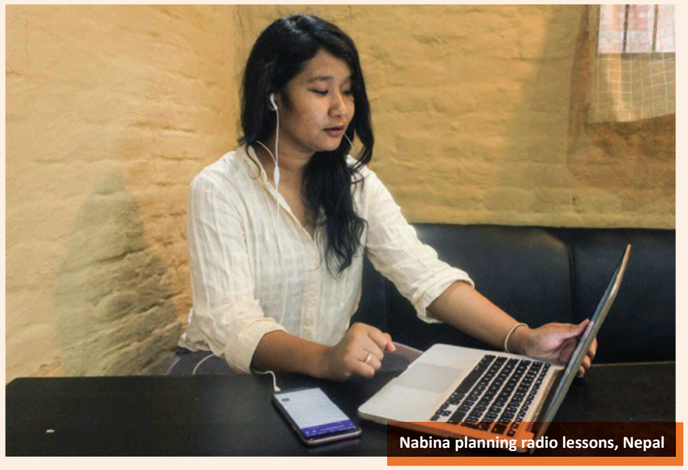


"I've been teaching with UWS for over two years now. Here at UWS Khamare School, there are 132 pupils from 4 to 16 years old. When the lockdown began in Nepal, urban schools started teaching online and it hit us: how were we going to teach these children in rural and remote areas?

We knew fewer than half of households have access to the internet in the communities we serve. We had to innovate fast to ensure that Covid-19 would not widen already existing inequity. We turned to a medium many might consider old-fashioned: radio. Over 85 per cent of households within the communities we work with have a radio. So we started a daily radio programme, Hamro Kakshya, initially with the aim of targeting UWS pupils.

However, these broadcast lessons became very popular. They are now transmitted on 10 local FM stations across two regions, reaching 23,000 children. A quarter of these are UWS pupils. It was a steep learning curve but I and nine other teachers, all working from home, did our best to adapt to this new style of teaching.

> "We were concerned that not every child would come back to our schools"



Nabina planning radio lessons, Nepal

The children were very excited to hear their teacher's voice and name on the radio stations, but they missed going to school. When it was time to return in September, we had to alternate the year groups to observe social distancing. Children had to come to school every other day. Lots of them were asking: "Please, please, can we come to school daily?"

This was so pleasing to see, but education in our villages is new. We were concerned that not every child would come back to our schools after such a long break. I started doing home visits for the most vulnerable families; to see the children, talk to their parents, identify their problems and work out how we could bring them back to school.

I feel that when children miss out on school, they miss out on their childhood. They have lots of heavy responsibilities at home, so it's hard for them to be creative, think of a brighter future or dream beyond their village."

In December 2020, Nabina's full story was featured in the Times Educational Supplement. Read the full story on our website.

UWS in 2021



UK Aid Match, Happily Ever Smarter Appeal

By the end of 2021, our goal is to transform 50,000 lives through quality education.

That means that we're aiming to enrol over 8,000 more out-of-school children into education for the first time, as well as maintaining around 250 schools and Community Learning Sites for our existing students. We are planning for major growth into new regions of Cambodia and Nepal, as well as continuing to support our existing students in Myanmar. Our ambition is to expand our programmes into a fourth country in the next 12 months, as our vision is to teach the unreached across the globe and reach over 250,000 children by the end of 2030.

Bouncing back from Covid-19, we're focusing not only on the number of children reached but also on the quality of education we provide. We're doing this by implementing our inclusive education policy across schools and improving each school with world-class standardised NFER (National Foundation for Educational Research) assessments, so that we can monitor and continuously improve our standards of education. We are also working towards gaining the highly regarded Keeping Children Safe child protection accreditation, to ensure our safeguarding procedures are rigorous.

We're also excited to be running our first ever UK Aid Match campaign in 2021, which will be focused on helping children across Nepal, Cambodia and Myanmar to gain access to the quality education that will help them to live 'Happily Ever Smarter'. During a three month period the UK government will double all donations from UK donors up to £2m.

We will be featured as part of BBC Radio 4's winter fundraising campaign in 2021. We are working to gradually amplify our voice as a leader within the education and development sector.

We have big ambitions for 2021, but an even bigger sense of gratitude to every one of our supporters who has helped us on our journey so far.



"We have big ambitions for 2021"



Expanding into the USA

UWS student Amir walks to school, Nepal

In February 2020, United World Schools launched United World Schools USA (UWS-USA), a U.S.-based 501(c)(3) not-for-profit, to unlock the reach and resources of the United States as we expand our mission "to teach the unreached".

The launch began a 12-month exploratory process in which UWS and USA-USA co-developed a U.S. strategic operating framework, secured funding commitments from a wide range of U.S. donors, and recruited a founding US-based Board of Directors.

UWS-USA's mission is not only to raise resources and profile within the United States for the United World Schools global goal of ensuring that every child everywhere has access to quality education and classrooms, but also to expand the reach of the UWS partner school program to all 50 U.S. states. By creating a national network of emerging global citizens through the partner school program, UWS-USA will help ensure next-generation Americans value the U.S. tradition of positive engagement with the world.

Former UWS global Chairman Chris Outram was named founding Chair of UWS-USA. At this launch, Mr. Outram stated, "The U.S. has long been the leading power in inclusive global development, so I could not be more pleased to be fully launching operations in the U.S… it is my hope that this expansion will allow us to make generational change possible for thousands of children who are particularly vulnerable in this difficult time in global history." Mr. Outram has been joined on the Board by six founding Directors, who in 2021 will support the nurturing of UWS-USA into a dynamic organization that will become a key driver of UWS' growth journey.



"UWS-USA will help ensure next-generation Americans value the U.S. tradition of positive engagement with the world. "

Thank you

In 2020, our community raised an incredible £2.7 million for education.

Thank you to everyone who contributed to this including school sponsors, fundraisers, companies, institutional funders and individual supporters. Your contributions are helping children living in some of the world's poorest regions to navigate the pandemic and continue to access the education they need to break the cycle of poverty.

Over the past year, we have been inspired by the commitment of our global Partner School network. Despite facing interruptions to their own education, students around the world have continued to show their commitment to helping others receive an education.

We would also like to thank our board of trustees, who offer their time and expertise to oversee the governance of our work and guide our long-term strategy.

Thank you also to everyone who has volunteered their time, skills and resources to support our work.

Because of supporters like you, we're closer to creating a world where every child receives the education they deserve.

"I was drawn to UWS by the efficiency of the organisation. There really is a desire for this charity to be run to the best professional standards. We emphasise that we use local resources to the maximum. Whether it's how we go about building schools or how we go about staffing, it's very much a non-classical model. We don't recruit people from the Western world and then deposit them in rural communities.''
Matthew Lester, UWS Trustee and long-term supporter

Global Guardians

Our Global Guardians are a community of individuals and organisations who are committed to supporting equal access to education and creating long-term change. They pledge a minimum donation of £5,000 per year for three years and trust us to use it where it will have the most impact.

The impact of our Global Guardians is exceptional. Their vital funding supports our operational costs and enables our organisation to grow and reach more children.

We'd like to say a particular thank you to all of our Global Guardians for continuing to believe in us during a universally challenging year.



UWS student Kanchi and her best friend, Nepal

Our partnerships

Through what has been an immensely tough year, our generous funders have continued to support our programmes, helping us reach more children than ever with quality, inclusive education.

Trusts and Foundations

The Stavros Niarchos Foundation (SNF) has been instrumental in supporting our education continuation through Covid-19. With SNF's support, we were able to deliver a distance learning programme during school closures to over 35,000 students. SNF's funding also helped us work towards, and implement, safe school reopenings in Cambodia.

"A young person's education is not something you can put a pin in and come back to later when it's convenient, which is why it's so important that, in spite of the obstacles posed by the pandemic, United World Schools found a way to continue its work while prioritizing public health. The organization's outlook and willingness to go where no other is working was a clear match for SNF's pandemic relief initiative, which focuses on meeting critical immediate needs while also looking to long-term recovery and growth."
Ange Munyakaz, SNF Program Officer

Companies and organisations

Staff from our network of corporate partners have shown their support for UWS through volunteering, fundraising, and spreading awareness. One of our newest corporate partners, the TEFL Academy, hosted a live-streamed event featuring our Nepal Country Director Surya Karki. They also give every person attending one of their online courses the chance to add a donation to the course cost for seamless fundraising.

Global Mobility Executive, another of our committed corporate partners, have taken on cycling challenges, running challenges, and championed UWS's work internally and externally through a number of events.

Tropic Skincare have gone above and beyond in their support for United World Schools this year. Tropic ambassadors continued to fundraise and spread awareness about the need for education in rural and marginalised communities. Tropic has now funded over 2 million days of education and our partnership is stronger than ever.



Students in classroom, Cambodia

Fundraisers and events teams

Our challenge events continued to be a success in 2020, including our Sussex 100 cycle challenge and Santa Run. Our Sussex 100 cycle challenge saw participants take on 50-100 miles of cycling across the picturesque South Downs. With the view of the English Channel in the distance, the team covered impressive distances to raise over £18,000.

In December, Team UWS donned their festive finery to take part in a socially-distanced 5k around Regent's Park, with supporters joining from all over the UK.

Partner schools

Dulwich College Singapore is one of our many partner schools that has continued to fundraise for UWS, despite the challenges of Covid-19. Students managed to raise over £22,000 through various activities including a sponsored walk.

At the British School of Paris, students and parents came together to test their sewing skills, making face coverings to sell to friends and family. They helped to keep their community safe and raise much-needed funds for other students at the same time.

Our student ambassadors

Our community of over 100 student ambassadors across the globe have continued to amaze us this year. Through their resilience, determination and passion for education, they have continued to champion our cause in their schools and communities, spreading the word, and raising funds. Anita Kutty is one of our student ambassadors based in Berlin. She shared her passion for education at our International Women's Day event. "I knew I had to get my school community involved to show how much of an impact we could make working together," she said. "UWS's school partnership programme made this possible".

Meet Surya

Headteacher at UWS Helabuwesi School Nepal



"My name is Surya Bahadur Thapa. I'm the Principal of UWS Helabuwesi School and a class teacher. Four years ago, UWS renovated an old building in the village to develop a school, along with improving the toilets and providing drinking water.

Before the school was here, children in this village had to walk for 2 hours to reach the nearest school. The younger children couldn't walk that far, so most children only started going to school when they were 8-10 years old. They didn't like being part of a class of children younger than them so there were many drop-outs. Now we are able to send our children to school from an early age.

"In today's world, education is the basis of development."

They've run teacher trainings, which have covered topics like scientific teaching and motivating students. This has created an appealing environment for the students – they are free from the fear of punishments and have started perceiving the school environment as fun. The teachers are now motivated to be genuinely involved in improving the school environment. We have a periodic assessment system to evaluate students according to the pre-determined objectives and this has really improved the level of teaching here.

There are currently about 11 classes here with 159 students registered in total. This includes children from other districts, who walk here for up to two hours, because of our good teaching practices. More importantly, the community has been motivated to get more involved with the school - a wonderful change.

In today's world, education is the basis of development. If there is no development and change in the education sector, we cannot achieve any progress."



UWS Helawubesi School, Nepal



"My teachers help me lot, and I learn a lot of interesting new things every day. My favourite subject is Mathematics. I feel great when I am able to help my friends with studies too. I like my teachers because they love me."
Kanchi, 11, student at UWS Heluwabesi School



UWS student Preeti, Nepal

Finance **Summary**

We were able to maintain a good level of income in 2020 despite the challenges caused by Covid-19, reflecting a more diverse donor base and a strengthened team. This enabled us to maintain high quality teaching and learning in our schools; and as a result, alongside a focus on cost reduction in a number of areas, we had a small in year deficit of £(82)k (2019: £(76)k deficit).

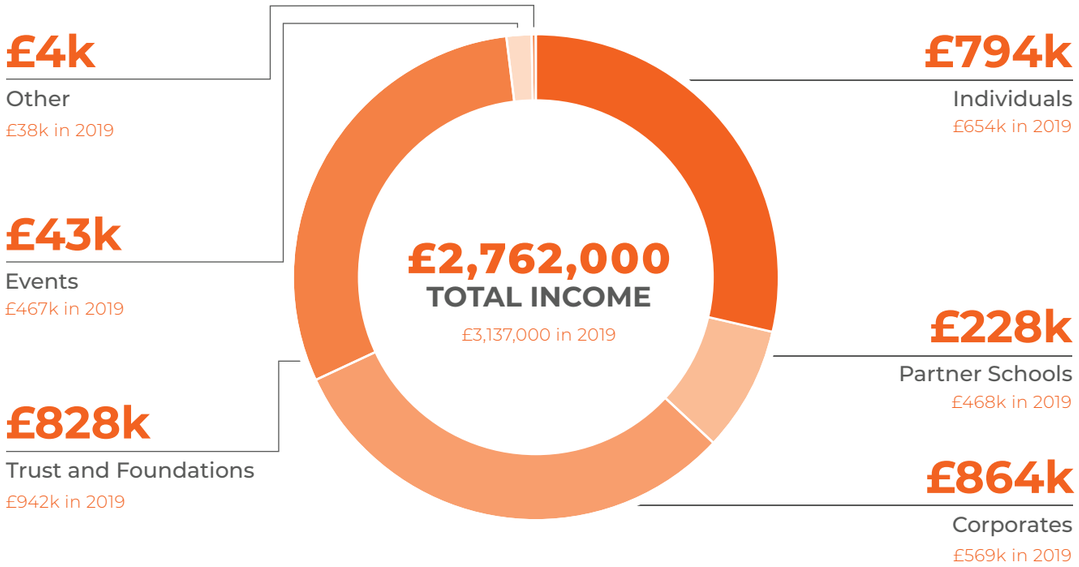
Total income fell from £3,137k in 2019 to £2,762k in 2020, reflecting a reduction in our Events income and income derived from charitable activities. However, we were able to grow our income from donations by over 3% year on year - from £2,633k to £2,715k as we adapted well to the challenging fundraising environment, and we were also able to attract new donors for specific Covid related appeals that we launched during the year.

Total expenditure also reduced from £3,213k in 2019 to £2,843k in 2020, a reduction of over 11%. Following the emergence of the Covid-19 pandemic in the first quarter of 2020 we successfully implemented a number of actions to reduce our expenditure, including salary sacrifices by many of the UWS global team, showing an amazing commitment to the UWS cause to preserve our reserves and therefore help protect the long term viability of the charity. We also scaled back slightly our building programme for new schools.

Total reserves therefore reduced to £1,220k at the end of 2020 from £1,301k, reflecting the £82k in year deficit. Our policy is to maintain free reserves (effectively reserves that UWS can spend on any of our charitable purposes) equivalent to at least three months of running costs. Free reserves as at 31st December 2020 of £980k represented approximately 5 months of running costs (2019: 6 months). These additional reserves provide UWS with a degree of flexibility to continue with future school builds, support existing schools and their associated commitments, whilst also giving us additional headroom to cope with any significant external factors impacting our ability to generate income and deliver programmes.

£000s	2020	2019
Total funds	1,220	1,301
Less:		
Restricted funds	133	0
Fixed assets	94	120
Operating lease	13	4
Free reserves	**980**	**1,177**

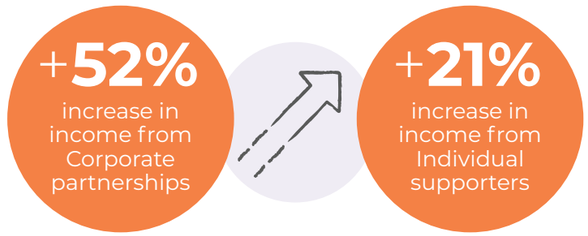
Finance **income**



During 2020 we were very successful in growing income from our Corporate partnerships and our committed Individual supporters, which grew by 52% and 21% respectively. These were offset by a reduction in Partner School income, reflecting the impact of Covid-19 on the ability of partners to raise funds, and a slight reduction in overall Trust and Foundation income. The latter was due to a significant reduction in income from one of our largest supporters, EAC, as the previous contract finished in 2019. We are pleased to be working with EAC again in 2021 and beyond, with a particular focus on supporting children at risk from dropping out of education. Excluding income from EAC, our Trust and Foundation income grew by 80% year on year, supported by significant new donations from three large funders – The Vitol Foundation, The Lego Foundation and The Stavros Niarchos Foundation.

We delivered a successful gala dinner towards the end of 2019, which is only repeated every couple of years. Events income was therefore much lower in 2020. Other income also fell year on year as we were not able to offer donor trips to our programmes for the majority of the year, due to the Covid-19 pandemic.

34% of the income we received in 2020 (2019: 49%) was unrestricted, meaning the charity can use these funds as we see fit to further our aims. This % reduction in 2020 was partially due to the reduction in Events income, and also our focus in 2020 on specific fundraising campaigns in response to Covid-19.




UWS students, Cambodia

Finance **expenditure**

For UWS 2020 was a year of getting the best value for money across all areas. Due to the direct impact of Covid-19 we reduced our underlying costs by over £450k year on year – with half of this reflecting a reduction in school builds and the remainder coming from a combination of salary sacrifices and furlough payments (circa £80k), the lack of travel by donors, trustees and staff to projects and the tightening of other discretionary expenditure (circa £150k). When normal operations resume we expect many of these reductions to reverse, although we will continue to maintain tight cost controls.

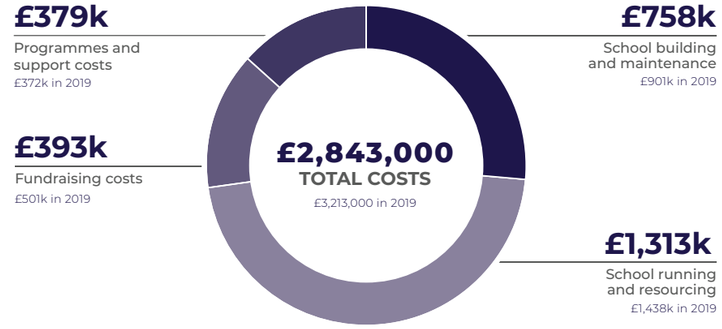
Whereas we reduced the number of schools built in the year, we instead focused a lot of our building work on successfully improving the WASH facilities in each of our communities to meet World Health Organisation standards – a direct investment in facilities of over £184k. Costs associated with the running and resourcing of schools also fell year on year as we became more efficient in purchasing resources, were able to transition the first tranche of teachers and schools to the Government in Cambodia, and we reduced non-essential activities. All of these actions supported a reduction in our core cost per child metric in 2020.

In addition, our overall Fundraising costs reduced year on year – we did not hold a gala dinner in 2020 and focused our activity on generating a better return on investment. Our average headcount in fundraising remained the same year on year with a team on average of nine fundraisers, although we did make an underlying investment in senior fundraising staff in the year. As a result we were able to generate a better fundraising return on investment of £7.0 in 2020, up from £6.3 in 2019.

Our total Programmes and Support costs were broadly flat year on year. We invested in additional monitoring and evaluation and programme development resource in the year, which allowed us to deliver the Education and WASH programmes to support many more children and communities in response to Covid-19. We were successful with several new statutory funding bids which will be delivered in 2021 and beyond; and we also invested in the early development of our new US entity, UWS USA Inc. As a result of these investments our Programmes team costs increased by approximately £50k year on year. Excluding these additional investments our underlying Programmes and Support costs also fell year on year by just over 10%.

The average direct cost to build a school again increased slightly from £22.6k to £23.6k, continuing to reflect some inflationary pressures on materials and labour costs in our operating countries. However, we are pleased to report that the average annual cost to educate a child fell 14% from £85 to £73, reflecting the cost savings we were able to generate in the year, alongside greater efficiencies as UWS gets larger. This was particularly apparent in our largest country of operation, Cambodia, where the average cost per child fell by 18% from £78 to £64.

In 2020 we were able to increase our % of spend on charitable activities compared to prior years - with 86p out of every £1 spent directly on charitable activities (2019: 84p). The healthy increase between years principally reflects the improvements in our fundraising performance, the delivery of the programmes in response to Covid-19 where a higher proportion of spend was focused on the front line, and an overall focus by everyone across UWS in getting value for money in everything we do.



Key Performance Indicator	2020-21	2019-20
Number of schools active (at year end)	226	208
Number of children enrolled (at year end)	20,322	23,334
Number of children enrolled (cumulative to year end)	**>40,000**	**>35,000**
Average direct cost to build a school (excluding community learning sites)	£23,683	£22,637
Average cost of education per child per year (full cost recovery	£73	£85
Fundraising return on investment	£7.0 : £1	£6.3 : £1
Pence in £ on charitable activities	86p	84p

Footnote (to above table) The number of children enrolled at the year end was lower than prior year due to a change in the timing of school openings reflecting the Covid pandemic. We had enrolled well over 23,000 children by the end of March 2021.



86p
spent directly on charitable activites

14p
spent raising the next £1

Statement of accounts

United World Schools

Financial Statements

Period Ended 31 December 2020

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United World Schools

Charity Reference and Administrative Details

Period Ended 31 December 2020

Charity registration number	1187721
Trustees	Peter Taylor (Chairman) Fergus Brownlee Stuart Fletcher Matthew Lester (Honorary Treasurer) Chris Outram Vicky Unwin John Siebert Nirmala Rao Boudewijn Peter Theodoor de Wit Jean-Paul Rigaudeau Gareth Weir Nigel Cumberland Janet Morris Deborah Ball Ronald Graham
UK executive team	Tim Howarth (Chief Executive Officer) Richard Chadwick (Finance & Operations Director) Peter Campling (Global Programmes Director) Sofeena Lalani (Development Director)
Cambodia, Myanmar & Nepal teams	Nan Sitha (Cambodia Country Director) Surya Karki (Nepal Country Director) Dr Kay Khaing Win (Myanmar Country Director)
Overseas executives	Greg Houston (UWS USA Executive Director)
Registered office	Unit 138 Southbank House Black Prince Road London SE1 7SJ
Website	www.unitedworldschools.org
Email	info@unitedworldschools.org
Auditor	UHY Hacker Young Chartered Accountants 14 Park Row Nottingham NG1 6GR
Bankers	National Westminster Bank 151 High Street Guildford GU1 3AH

United World Schools

Trustees' Annual Report

Period Ended 31 December 2020

The Trustees present their report and the audited financial statements of the charity for the period ended 31 December 2020. The Trustees have adopted the provisions of the Statement of Recommended Practice (SORP) "Accounting and Reporting by Charities" (FRS 102) "The Financial Reporting Standard applicable in the UK and Republic of Ireland" in preparing the annual report and financial statements of the charity.

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 the Financial Reporting Standard applicable in the UK and Republic of Ireland published in October 2019.

Trustees of the charity
The Trustees who have served during the period and since the period end were as follows:

Chris Outram (Chairman to 10/06/20)
Stephen Warshaw (Retired 09/12/20)
Vicky Unwin
John Siebert
Fergus Brownlee
Ronald Graham
Stuart Fletcher
Matthew Lester (Honorary Treasurer)
John Lovering (resigned 30/09/20)
Nirmala Rao
Boudewijn Peter Theodoor de Wit
Jean-Paul Rigaudeau
Gareth Weir (appointed 09/12/20)
Nigel Cumberland (appointed 09/12/20)
Janet Morris (appointed 09/12/20)
Deborah Ball (appointed 09/12/20)
Peter Taylor (Chairman from 10/06/20 – appointed 10/06/20)

Objectives and activities
The objectives of the charity are to build schools and advance education and well-being in countries such as Cambodia, Myanmar and Nepal.

Public benefit statement
In meeting objectives and formulating future plans the Trustees have considered the Charity Commission's guidance on public benefit. The charity continues to build schools and advance well-being in countries such as Cambodia, Myanmar and Nepal.

Achievements and performance
The achievements and performance of the charity are outlined in detail on pages 11 to 23 of the Annual Report.

Financial review (including reserves policy)
A review of the charity's activities and financial position is summarised on pages 31 to 33 of the Annual Report.

In accordance with Charity Commission guidelines, the charity is required to ensure the sustainability of the organisation and maintain operating reserves to offset the impact of unforeseen events and operating cash flows. The charity's policy is to maintain free reserves above three months of running costs. Free reserves at 31 December 2020 of £980,092 exceeded this by £379,076.

United World Schools

Trustees' Annual Report

Period Ended 31 December 2020

Structure, governance and management

United World Schools was registered with the Charity Commission on 3 February 2020, under registered number 1187721. It is a Charitable Incorporated Organisation (CIO) and is governed by its constitution.

On the 31 December 2020 all the assets and liabilities of United World Schools, registered charity number 1129537, were transferred to United World Schools, registered charity number 1187721, under the terms of a Transfer Agreement dated 8 October 2020.

Following submission of the financial statements for the year ended 31 December 2020, United World Schools, registered charity number 1129537, will be dissolved.

The employees of United World Schools, registered charity number 1129537, will then be employed by United World Schools, registered charity number 1187721, in accordance with TUPE.

The charity is governed by a Board of Trustees which acts in an honorary capacity. The Board meets up to 4 times a year to set overall policy and strategy and to scrutinise financial matters relating to the operation of the charity. The number of Trustees shall not be less than 2.

The Trustees administer the charity through the Chief Executive Officer (a non-Board member), who leads the UK Executive Team comprising the Development Director, the Global Programmes Director and the Finance & Operations Director. The Global Programmes Director works with a team of country Directors and Managers for Cambodia, Myanmar and Nepal. Lines of responsibility within the charity are clearly drawn and communicated to all staff members. There is a meeting structure to ensure effective communication and co-ordination of activities.

The Trustees are appointed through the charity's Board recruitment procedure. The charity advertises Board vacancies from time to time and actively seeks suitable candidates. On appointment, new Trustees undergo an induction period during which their duties and responsibilities are explained to them. They receive a comprehensive pack of information including a copy of the Trust Deed, recent accounts and budgets, Board meeting minutes and a schedule of future meetings and events. Trustees are encouraged to attend meetings with the executive team to understand the day-to-day running of the charity.

The Board of Trustees operated two sub-committees during 2020 – the Audit and Risk Committee and the Remuneration and Nomination Committee.

The Audit and Risk Committee is responsible for:

assisting the Board in its oversight of the integrity of the charity's financial reporting, including supporting the Board in meeting its responsibilities regarding financial statements and the financial reporting systems and internal controls;

monitoring the effectiveness and objectivity of external auditors; and

assisting the Board in its oversight of the charity's risk management framework and the use of its comprehensive risk register, including the charity's performance, to protect against and mitigate risks.

United World Schools

Trustees' Annual Report

Period Ended 31 December 2020

The major risks (and the plans to mitigate) which were discussed by Trustees at the Audit and Risk Committee and the full Board since the beginning of 2020 are as follows:

GLOBAL RISKS	ADDITIONAL COUNTRY RISKS
1. Child protection or safeguarding issues	1. Health and Safety risks (e.g. major traffic accidents impacting UWS staff or volunteers)
2. Lack of funding for core costs and in country running costs (including the mix of unrestricted vs restricted funding)	2. Health threats in country (e.g. impact of COVID-19 pandemic)
3. Slower than expected transition of schools to Government control	3. Criminality in the form of fraud, bribery and corruption
4. Increased staff turnover alongside the lack of succession planning and leadership diversity	4. Political instability leading to a disruption to activities
5. Incomplete or inaccurate monitoring or evaluation of UWS projects	5. The impact of natural disasters (e.g. landslides or earthquakes) in remote communities
6. Failure in IT security and / or data protection	

The Remuneration and Nomination Committee is responsible for assisting the Board and making recommendations on:

the appointment and remuneration of the senior Executives of the charity; and

where relevant agreeing any material changes to the terms of the service contracts of any senior Executives.

Trustees also regularly visit projects in the countries in which UWS operates, ensuring that the charity continues to meet its objectives by providing quality, cost effective education to children in remote communities in Cambodia, Myanmar and Nepal. This complements visits to our projects by the experienced Executive Team and by other key UWS stakeholders, for example a number of our major funding partners who have significant experience of supporting education in remote communities. During 2020 Trustees were not able to visit projects due to COVID-19 restrictions, however these visits are expected to re-start later in 2021.

On 20 April 2020, with the agreement of the Trustees, a tax exempt public charity was incorporated in the United States of America. United World Schools USA Inc. independently ran in parallel to the UK charity whilst under common control during 2020. Accordingly, the results of United World Schools USA Inc. for the period to 31 December 2020 are consolidated in these financial statements. Going forward, the composition of the board of United World Schools USA Inc. will change to move towards divesting control from the UK charity to an independent US board.

Trustees' responsibilities

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

United World Schools

Trustees' Annual Report

Period Ended 31 December 2020

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

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP 2019 (FRS 102);
- make judgements and estimates that are reasonable and prudent;
- state whether applicable accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in operation.

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

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

On behalf of the Board of Trustees

Peter Taylor, Chairman

Date: 19 May 2021

UHY Hacker Young
Chartered Accountants

UHY Hacker Young LLP
14 Park Row
Nottingham NG1 6GR

United World Schools

Independent Auditor's Report

Period Ended 31 December 2020

Independent Auditor's Report to the Trustees of United World Schools

Opinion

We have audited the financial statements of United World Schools (the parent charity) and its subsidiary (the group) for the period ended 31 December 2020 which comprise the Group Statement of Financial Activities, Group Balance Sheet, Charity Balance Sheet, Group Statement of Cash Flows and notes to the financial statements, including significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including FRS 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

In our opinion the financial statements:

- give a true and fair view of the state of the group's and parent charity's affairs as at 31 December 2020 and of the group's incoming resources and application of resources for the period then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Charities Act 2011.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charity in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the trustees' use of the going concern basis of accounting in the preparation of the financial statement is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the charity's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the trustees with respect to going concern are described in the relevant sections of this report.

UHY Hacker Young Chartered Accountants

UHY Hacker Young LLP
14 Park Row
Nottingham NG1 6GR

United World Schools

Independent Auditor's Report

Period Ended 31 December 2020

Independent Auditor's Report to the Trustees of United World Schools (continued)

Other information

The other information comprises the information included in the annual report other than the financial statements and our auditor's report thereon. The trustees are responsible for the other information contained within the financial statements. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

Our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the course of the audit, or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the charity and its environment obtained in the course of the audit, we have not identified material misstatements in the trustees' report. We have nothing to report in respect of the following matters where the Charities Act 2011 requires us to report to you if, in our opinion:

- adequate accounting records have not been kept, or returns adequate for our audit have not been received from branches not visited by us; or
- the financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of trustees' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit.

Responsibilities of trustees

As explained more fully in the trustees' responsibilities statement set out on page 37, the trustees are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the trustees are responsible for assessing the group's and the charity's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the charity or to cease operations, or have no realistic alternative but to do so.

UHY Hacker Young Chartered Accountants

UHY Hacker Young LLP
14 Park Row
Nottingham NG1 6GR

United World Schools

Independent Auditor's Report

Period Ended 31 December 2020

Independent Auditor's Report to the Trustees of United World Schools (continued)

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

Irregularities, including fraud, are instances of non-compliance with laws and regulations. We design procedures in line with our responsibilities, outlined above, to detect material misstatements in respect of irregularities, including fraud. The extent to which our procedures are capable of detecting irregularities, including fraud is detailed below:

Based on our understanding of the charity and the sector in which it operates, we identified that the principal risks of non-compliance with laws and regulations related to the acts by the charity, which were contrary to applicable laws and regulations including fraud, and we considered the extent to which non-compliance might have a material effect on the financial statements. We also considered those laws and regulations that have a direct impact on the preparation of the financial statements such as the Charities Act 2011. We evaluated management's incentives and opportunities for fraudulent manipulation of the financial statements (including the risk of override of controls), and determined that the principal risks were related to occurrence and accuracy of expenditure on charitable activities.

Audit procedures performed included: review of the financial statement disclosures to underlying supporting documentation, analytical review and sample transaction testing of expenditure of charitable activities, enquiries of management, testing of journals and evaluating whether there was evidence of bias by the trustees that represented a risk of material misstatement due to fraud.

There are inherent limitations in the audit procedures described above and the further removed non-compliance with laws and regulations is from the events and transactions reflected in the financial statements, the less likely we would become aware of it. Also, the risk of not detecting a material misstatement due to fraud is higher than the risk of not detecting one resulting from error, as fraud may involve deliberate concealment by, for example, forgery or intentional misrepresentations, or through collusion.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at: http://www.frc.org.uk/auditorsresponsibilities. This description forms part of our auditor's report.

UHY Hacker Young
Chartered Accountants

UHY Hacker Young LLP
14 Park Row
Nottingham NG1 6GR

United World Schools

Independent Auditor's Report

Period Ended 31 December 2020

Independent Auditor's Report to the Trustees of United World Schools (continued)

Use of our report

This report is made solely to the charity's members, as a body, in accordance with Chapter 3 of Part 8 of the Charities Act 2011 and regulations made under section 154 of that Act. Our audit work has been undertaken so that we might state to the charity's members those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charity and the charity's members as a body, for our audit work, for this report, or for the opinions we have formed.

UHY Hacker Young

UHY Hacker Young LLP
Chartered Accountants and Statutory Auditor

Date: 19 May 2021

UHY Hacker Young is eligible to act as an auditor in terms of section 1212 of the Companies Act 2006.

united world schools

United World Schools

Group Statement of Financial Activities (Including Income and Expenditure Account)

Period Ended 31 December 2020

	Note	2020 (*) Unrestricted funds £	2020 (*) Restricted funds £	2020 (*) Total £	2019 (*) Total £
Income and endowments from:					
Donations and legacies	2	907,539	1,806,978	2,714,517	2,632,677
Charitable activities	3	-	3,896	3,896	34,871
Other trading activities	4	43,046	-	43,046	466,822
Investments	5	302	-	302	2,700
Total income		950,887	1,810,874	2,761,761	3,137,070
Expenditure on:					
Charitable activities	6	487,393	1,962,532	2,449,925	2,711,670
Raising funds	7	393,447	-	393,447	501,161
Total expenditure		880,840	1,962,532	2,843,372	3,212,831
Net income / (expenditure)		70,047	(151,658)	(81,611)	(75,761)
Transfers between funds	17	(284,205)	284,205	-	-
Net movement in funds	17	(214,158)	132,547	(81,611)	(75,761)
Reconciliation of funds:					
Total funds brought forward	17	1,301,330	-	1,301,330	1,377,091
Total funds carried forward	17	1,087,172	132,547	1,219,719	1,301,330

(*) Combination of United World Schools, registered charity number 1129537, see note 22 for details.

All income and expenditure derive from continuing activities.

The notes on pages 49 to 63 form part of these financial statements.

United World Schools

Group Balance Sheet

Period Ended 31 December 2020

	Note	2020(*) £	2019(*) £
Fixed assets			
Tangible assets	**13**	94,478	119,826
Current assets			
Debtors	**14**	13,464	19,875
Cash at bank and in hand		1,183,315	1,232,645
		1,196,779	1,252,520
Creditors: amounts falling due within one year	**15**	(71,538)	(71,016)
Net current assets		1,125,241	1,181,504
Net assets		1,219,719	1,301,330
Charity Funds			
Restricted funds	**17**	132,547	-
Unrestricted funds	**17**	1,087,172	1,301,330
Total charity funds	**17**	1,219,719	1,301,330

(*) Combination of United World Schools, registered charity number 1129537, see note 22 for details.

The notes on pages 49 to 63 form part of these financial statements.

The financial statements were approved and authorised for issue by the Board of Trustees on 19 May 2021.

Signed on behalf of the Board of Trustees

Peter Taylor, Chairman

Charity registration number: 1187721

United World Schools

Charity Balance Sheet

Period Ended 31 December 2020

	Note	2020 (*) £	2019 (*) £
Fixed assets			
Tangible assets	**13**	94,478	119,826
Current assets			
Debtors	**14**	13,464	19,875
Cash at bank and in hand		1,092,988	1,232,645
		1,106,452	1,252,520
Creditors: amounts falling due within one year	**15**	(58,606)	(71,016)
Net current assets		1,047,846	1,181,504
Net assets		1,142,324	1,301,330
Charity Funds			
Restricted funds	**17**	132,547	-
Unrestricted funds	**17**	1,009,777	1,301,330
Total charity funds	**17**	1,142,324	1,301,330

(*) Combination of United World Schools, registered charity number 1129537, see note 22 for details.

The notes on pages 49 to 63 form part of these financial statements.

The financial statements were approved and authorised for issue by the Board of Trustees on 19 May 2021.

Signed on behalf of the Board of Trustees

Peter Taylor, Chairman

Charity registration number: 1187721

United World Schools

Group Statement of Cash Flows

Period Ended 31 December 2020

	Note	2020 (*) £	2019 (*) £
Net cash flow from operating activities	**19**	7,125	30,234
Cash flow from investing activities			
Payments to acquire tangible fixed assets		(13,860)	(38,673)
Net cash flow from investing activities		(13,860)	(38,673)
Net increase in cash and cash equivalents		(6,735)	(8,439)
Cash and cash equivalents at 1 January 2020		1,232,645	1,270,691
Exchange differences		(42,595)	(29,607)
Cash and cash equivalents at 31 December 2020		1,183,315	1,232,645
Cash and cash equivalents consists of:			
Cash at bank and in hand		1,183,315	1,232,645
Cash and cash equivalents at 31 December 2020		1,183,315	1,232,645

(*) Combination of United World Schools, registered charity number 1129537, see note 22 for details.

The notes on pages 49 to 63 form part of these financial statements.

United World Schools

Notes to the Financial Statements

Period Ended 31 December 2020

1 Summary of significant accounting policies

(a) General information and basis of preparation

United World Schools is an incorporated charity, registered in England & Wales under registration number 1187721. The address of the registered office is given in the charity information on page 36 of these financial statements. The nature of the charity's operations and principal activities are building schools and advancing education and well-being in countries such as Cambodia, Myanmar and Nepal.

The charity constitutes a public benefit entity as defined by FRS 102. The financial statements have been prepared in accordance with 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) published in October 2019, the Financial Reporting Standard applicable in the United Kingdom and Republic of Ireland (FRS 102), the Charities Act 2011, and UK Generally Accepted Practice.

The financial statements have been prepared to give a 'true and fair' view and have departed from the Charities (Accounts and Reports) Regulations 2008 only to the extent required to provide a 'true and fair view'. This departure has involved following the 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) published in October 2019 rather than the Accounting and Reporting by Charities: Statement of Recommended Practice effective from 1 April 2005 which has since been withdrawn.

The financial statements are prepared on a going concern basis under the historical cost convention. The financial statements are presented in sterling which is the functional currency of the charity.

The significant accounting policies applied in the preparation of these financial statements are set out below. These policies have been consistently applied to all years presented unless otherwise stated.

(b) Merger accounting

These financial statements cover the charity's first accounting period, from registration with the Charity Commission on 3 February 2020 to 31 December 2020. However, in accordance with the merger accounting rules set out in the Charities SORP, comparative amounts are stated which reflect the results of the combining charity, United World Schools, registered charity number 1129537.Further details are included in note 22.

(c) Funds

Unrestricted funds 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 which are to be used in accordance with specific restrictions imposed by donors or which have been raised by the charity for particular purposes. The cost of raising and administering such funds are charged against the specific fund. The aim and use of each restricted fund is set out in the notes to the financial statements.

(d) Basis of consolidation

The financial statements consolidate the results of the charity and the subsidiary under common control, United World Schools USA Inc., on a line by line basis as required by FRS 102.

(e) Income recognition

All incoming resources are included in the Statement of Financial Activities (SoFA) when the charity is legally entitled to the income after any performance conditions have been met, the amount can be measured reliably and it is probable that the income will be received.

For donations to be recognised the charity will have received the funds. If there are conditions attached to the donation and this requires a level of performance before entitlement can be obtained then income is deferred until those conditions are fully met or the fulfilment of those conditions is within the control of the charity and it is probable that they will be fulfilled. No income was deferred as at the year end.

No amount is included in the financial statements for volunteer time in line with the SORP (FRS 102). Further detail is given in the Trustees' Annual Report.

Income from fundraising events is received in exchange for supplying goods and services in order to raise funds and is recognised when entitlement has occurred.

Income from grants are recognised at fair value when the charity has entitlement after any performance conditions have been met, it is probable that the income will be received and the amount can be measured reliably. If entitlement is not met then these amounts are deferred.

Income from volunteers represents the contributions made by volunteers towards the cost of their visits to the schools.

Interest income is recognised using the effective interest method on a receivable basis.

(f) Expenditure recognition

All expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all costs related to the category. Expenditure is recognised where there is a legal or constructive obligation to make payments to third parties, it is probable that the settlement will be required and the amount of the obligation can be measured reliably. It is categorised under the following headings:

Costs of raising funds
Expenditure on charitable activities

Irrecoverable VAT is charged as an expense against the activity for which expenditure arose.

The construction of new schools, wells, teacher accommodation and the related furnishings and equipment is viewed by the trustees as charitable activities expenditure as it is incurred in delivering the objects of the charity. As such this expenditure is included within charitable activities resources expended within the statement of financial activities and not capitalised.

(g) Support costs allocation

Support costs are those that assist the work of the charity but do not directly represent charitable activities and include office costs, governance costs, and administrative payroll costs. They are incurred directly in support of expenditure on the objects of the charity and include project management. Where support costs cannot be directly attributed to particular headings they have been allocated to cost of raising funds and expenditure on charitable activities on a pro rata basis to the percentage of staff time spent working in each area.

The analysis of these costs is included in note 8.

United World Schools

Notes to the Financial Statements

Period Ended 31 December 2020

(h) Tangible fixed assets

Tangible fixed assets are stated at cost (or deemed cost) or valuation less accumulated depreciation and accumulated impairment losses. Cost includes costs directly attributable to making the asset capable of operating as intended.

Depreciation is provided on all tangible fixed assets, at rates calculated to write off the cost, less estimated residual value, of each asset on a systematic basis over its expected useful life as follows:

Equipment	25% on cost
Motor vehicles	25% on cost

We build schools on land owned by the community, and the schools are gifted to the community on completion. Whilst we agree to repair and maintain the schools, we do not capitalise them on our balance sheet as we do not own them or the land.

(i) Debtors and creditors receivable / payable within one year

Debtors and creditors with no stated interest rate and receivable or payable within one year are recorded at transaction price. Any losses arising from impairment are recognised in expenditure.

(j) Foreign currency

Foreign currency transactions are initially recognised by applying to the foreign currency amount the spot exchange rate between the functional currency and the foreign currency at the date of the transaction.

To facilitate the budgeting process of the charity all USD transactions are translated into the functional currency at a fixed rate across the accounting period. This represents a departure from UK Generally Accepted Practice.

This departure has no impact on the net income or expenditure for the year as monetary assets and liabilities denominated in a foreign currency are re-translated at the balance sheet date into the functional currency using the closing rate.

Net foreign exchange gains or losses are charged or credited to the Statement of Financial Activities (SoFA) as outlined in note 9 to the financial statements.

(k) Operating leases

Rentals payable under operating leases, including any lease incentives received, are charged to income on a straight line basis over the term of the relevant lease.

(l) Employee benefits

When employees have rendered service to the charity, short-term employee benefits to which the employees are entitled are recognised at the undiscounted amount expected to be paid in exchange for that service. Redundancy payments are recognised immediately as an expense when the charity is demonstrably committed to make an employee redundant or to provide redundancy benefits.

The charity operates a defined contribution pension plan for the benefit of its employees. Pension contributions are expensed as they become payable.

Under FRS 102, the charity is required to accrue for all short-term compensated absences as holiday entitlement earned but not taken at the balance sheet date. As the charity's holiday year is coterminous with the balance sheet date accrual is only made within the financial statements where material.

(m) Going concern

The financial statements have been prepared on a going concern basis as the trustees believe that no material uncertainties exist. The trustees have considered the level of funds held and the expected level of income and expenditure for 12 months from authorising these financial statements. The budgeted income and expenditure is sufficient with the level of reserves for the charity to be able to continue as a going concern.

(n) Judgements and key sources of estimation uncertainty

The following judgements (apart from those involving estimates) have been made in the process of applying the above accounting policies that have had the most significant effect on amounts recognised in the financial statements:

Central office support costs are allocated to expenditure on raising funds or charitable activities as a percentage of a person(s) time spent on those activities or a percentage usage of goods or services relating to those activities.

There are no key assumptions concerning the future and other key sources of estimation uncertainty at the reporting date that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year.

2 Income from donations and legacies

	2020 £	2019 £
Individuals	794,191	654,307
Partner schools	228,283	467,806
Corporate	864,090	568,504
Trusts & foundations	827,953	942,060
	2,714,517	2,632,677

Income from donations and legacies was £2,714,517 (2019 - £2,632,677) of which £1,806,978 (2019 - £1,579,024) was attributable to restricted funds and £907,539 (2018 - £1,186,886) was attributable to unrestricted funds.

3 Income from charitable activities

	2020 £	2019 £
Income from volunteers	3,896	34,871
	3,896	34,871

Income from charitable activities was £3,896 (2019 - £34,871) of which £3,896 (2019 - £34,871) was attributable to restricted funds and £nil (2019 - £nil) was attributable to unrestricted funds.

Partner schools visit our schools in country, and the students and teachers volunteer to help teaching in school. These costs are their funding of the in-country travel which we arrange, and also a contribution to the local administrative costs.

United World Schools

Notes to the Financial Statements

Period Ended 31 December 2020

4 Income from other trading activities

	2020 £	2019 £
Fundraising events	43,046	466,822
	43,046	466,822

Income from other trading activities was £43,046 (2019 - £466,822) of which £nil (2019 - £nil) was attributable to restricted funds and £43,046 (2019 – £466,822) was attributable to unrestricted funds.

We held a Gala dinner fundraising event in November 2019, with the aim of raising funds to support the medium to long term objectives of the charity. The event cost £55,204 (see note 7) with an associated return on investment of 8.5 to 1. The event is organised by volunteers and staff.

5 Income from investments

	2020 £	2019 £
Interest – deposits	302	2,700
	302	2,700

Income from investment was £302 (2019 - £2,700) of which £nil (2019 - £nil) was attributable to restricted funds and £302 (2019 - £2,700) was attributable to unrestricted funds.

United World Schools

Notes to the Financial Statements

Period Ended 31 December 2020

6 Analysis of expenditure on charitable activities

	2020 £	2019 £
Building costs	403,778	647,216
Building maintenance	170,149	253,942
Upgrades to WASH facilities	184,014	-
Local country salaries	484,467	499,009
Educational resources	172,132	131,136
Teachers' salaries	251,024	274,716
UWK project costs (Cambodia)	11,441	22,873
Travel & subsistence in country	102,352	125,003
Administrative costs in country	37,283	74,288
UK programmes and operations salaries	311,858	261,603
Volunteer costs	10,578	51,474
Vehicle hire, maintenance & running costs	74,523	97,203
Telephone / internet	19,069	33,441
Rent in country	34,825	25,748
Foreign exchange losses / (gains)	35,255	13,309
Depreciation	36,680	42,300
Pensions	24,131	23,548
Support and governance costs (see note 8 overleaf)	86,366	134,861
	2,449,925	2,711,670

£1,962,532 (2019 - £2,288,910) of the above costs were attributable to restricted funds, and £487,393 (2019 - £422,760) of the above costs were attributable to unrestricted funds.

7 Analysis of expenditure on raising funds

	2020 £	2019 £
Charity portal fundraising fees	2,919	6,149
Fundraising event costs	14,162	55,204
UK salaries	324,241	311,852
Support and governance costs (see note 8 overleaf)	52,125	127,956
	393,447	501,161

£Nil (2019 - £Nil) of the above costs were attributable to restricted funds, and £393,447 (2019 - £501,161) of the above costs were attributable to unrestricted funds.

United World Schools

Notes to the Financial Statements

Period Ended 31 December 2020

8 Allocation of support and governance costs

2020	Raising funds £	Charitable Activities £	Total £
UK rent	11,038	9,265	20,303
Travel & subsistence	4,371	3,669	8,040
Foreign exchange losses	3,993	3,347	7,340
Consultancy fees	5,523	12,141	17,664
Auditor's remuneration (see note 10 below)	6,365	5,335	11,700
Recruitment fees	5,627	4,723	10,350
Legal fees	2,467	6,237	8,704
Bank charges	750	3,405	4,155
Office supplies	5,273	18,906	24,179
Telephone and internet	4,214	7,213	11,427
Insurance	1,129	10,972	12,101
Depreciation	1,375	1,153	2,528
Total	52,125	86,366	138,491

2019	Raising funds £	Charitable Activities £	Total £
UK Rent	16,680	12,018	28,698
Travel & subsistence	36,403	26,228	62,631
Foreign exchange losses	9,473	6,825	16,298
Consultancy fees	6,950	47,676	54,626
Auditor's remuneration (see note 10 below)	6,306	4,544	10,850
Recruitment fees	13,265	9,558	22,823
Legal fees	8,946	6,446	15,392
Bank charges	2,461	1,773	4,234
Office supplies	16,326	11,761	28,087
Telephone and internet	5,884	4,240	10,124
Insurance	5,262	3,792	9,054
Total	127,956	134,861	262,817

Support and governance costs are allocated on the basis of staff time spent on each activity except for consultancy fees which are allocated on a direct basis and country related costs which are all classified as charitable activities.

United World Schools

Notes to the Financial Statements

Period Ended 31 December 2020

9 Net income / (expenditure) for the year

Net income / (expenditure) is stated after charging / (crediting):

	2020 £	2019 £
Depreciation of tangible fixed assets	39,208	42,300
Net losses on foreign exchange	42,595	29,607

10 Auditor's remuneration

The auditor's remuneration amounts to an audit fee of £11,700 (2019 – £10,850).

11 Trustees' and key management personnel remuneration and expenses

The Trustees neither received nor waived any remuneration during the year (2019: £Nil).

The Trustees did not have any expenses reimbursed during the year (2019 - £Nil).

The Trustees donated a total of £51,577 to the charity during the year (2019 - £321,142).

The total amount of employee benefits received by key management personnel were £302,859 (2019 - £344,040).

The charity considers its key management personnel comprise the UK Executive Team and the Cambodia, Myanmar & Nepal Country Directors.

12 Staff costs and employee benefits

The average monthly number of employees on the central office payroll during the year was as follows:

	2020 Number	2019 Number
Raising funds	9	9
Charitable activities	10	7
	19	16

United World Schools

Notes to the Financial Statements

Period Ended 31 December 2020

12 Staff costs and employee benefits (continued)

The total staff costs and employees benefits for the central office payroll were as follows:

	2020 £	2019 £
Wages and salaries	606,844	613,461
Social security	58,899	51,987
Defined contribution pension costs	24,131	23,548
Government grants: Job retention scheme	(29,275)	-
	660,599	688,996

The number of employees whose total employee benefits (excluding employer pension costs) exceeded £60,000 was:

	2020 Number	2019 Number
£60,001 - £70,000	1	1
£70,001 - £80,000	1	1
	2	2

13 Tangible fixed assets

Group & Charity

	Equipment £	Motor vehicles £	Total £
Cost or valuation:			
At 1 January 2020	10,939	257,494	268,433
Additions	6,136	7,724	13,860
At 31 December 2020	17,075	265,218	282,293
Depreciation:			
At 1 January 2020	5,581	143,026	148,607
Charge for the year	2,528	36,680	39,208
At 31 December 2020	8,109	179,706	187,815
Net book value:			
At 31 December 2020	8,966	85,512	94,478
At 31 December 2019	5,358	114,468	119,826

We build schools on land owned by the community, and the schools are gifted to the community on completion. Whilst we agree to repair and maintain the schools, we do not capitalise them on our balance sheet as we do not own them or the land.

Vehicles represent motorbikes, boats and 4x4 trucks owned in Cambodia, Myanmar and Nepal, which staff use locally to travel to the remote school locations.

United World Schools

Notes to the Financial Statements

Period Ended 31 December 2020

14 Debtors

Group & Charity

	2020 £	2019 £
Prepayments	3,737	9,573
Other debtors	9,727	10,302
	13,464	19,875

15 Creditors: amounts falling due within one year

Group

	2020 £	2019 £
Accruals	33,078	53,993
Other tax and social security	24,432	13,532
Pensions	5,910	3,491
Deferred income	8,118	-
	71,538	71,016

Charity

	2020 £	2019 £
Accruals	20,146	53,993
Other tax and social security	24,432	13,532
Pensions	5,910	3,491
Deferred income	8,118	-
	58,606	71,016

16 Operating lease commitments

Group & Charity

At the reporting end date the charity had outstanding commitments for future minimum lease payments under non-cancellable operating leases, which fall due as follows:

	2020 £	2019 £
Within one year	12,883	4,190
	12,883	4,190

United World Schools

Notes to the Financial Statements

Period Ended 31 December 2020

17 Funds reconciliation

Unrestricted funds

General funds – 2020

Group

	Brought forward £	Income £	Expenditure £	Transfers £	Gains / (losses) £	Closing balance £
General	1,301,330	950,887	(880,840)	(284,205)	-	1,087,172
	1,301,330	950,887	(880,840)	(284,205)	-	1,087,172

Charity

	Brought forward £	Income £	Expenditure £	Transfers £	Gains / (losses) £	Closing balance £
General	1,301,330	859,387	(866,735)	(284,205)	-	1,009,777
	1,301,330	859,387	(866,735)	(284,205)	-	1,009,777

General funds – 2019

Group & Charity

	Brought forward £	Income £	Expenditure £	Transfers £	Gains / (losses) £	Closing balance £
General	1,366,052	1,523,175	(923,921)	(663,976)	-	1,301,330
	1,366,052	1,523,175	(923,921)	(663,976)	-	1,301,330

United World Schools

Notes to the Financial Statements

Period Ended 31 December 2020

17 Funds reconciliation (continued)

Restricted funds – 2020

Group & Charity

	Brought forward £	Income £	Expenditure £	Transfers £	Gains / (losses) £	Closing balance £
Cambodia	-	911,720	(852,203)	-	-	59,517
Myanmar	-	81,977	(308,822)	226,845	-	-
Nepal	-	338,700	(265,670)	-	-	73,030
UWK	-	16,415	(65,796)	49,381	-	-
COVID Appeal		462,062	(470,041)	7,979		-
	-	1,810,874	(1,962,532)	284,205	-	132,547

34% of the income received in 2020 (2019: 49%) was unrestricted, meaning the charity can use them as we see fit to further our aims. Where needed, we transferred the funds to the appropriate restricted pots where the activity was greater than the specific restricted funds.

Restricted funds – 2019

Group & Charity

	Brought forward £	Income £	Expenditure £	Transfers £	Gains / (losses) £	Closing balance £
Cambodia	-	1,056,381	(1,256,101)	199,720	-	-
Myanmar	-	186,206	(381,231)	195,025	-	-
Nepal	-	311,182	(564,717)	253,535	-	-
UWK	11,039	60,126	(86,861)	15,696	-	-
	11,039	1,613,895	(2,288,910)	663,976	-	-

49% of the income received in 2019 (2018: 45%) was unrestricted, meaning the charity can use them as we see fit to further our aims. Where needed, we transferred the funds to the appropriate restricted pots where the activity was greater than the specific restricted funds.

United World Schools

Notes to the Financial Statements

Period Ended 31 December 2020

18 Analysis of net assets between funds

2020

Group

	Unrestricted funds £	Restricted funds £	Total £
Fixed assets	94,478	-	94,478
Net current assets	992,694	132,547	1,125,241
Total	1,087,172	132,547	1,219,719

Charity

	Unrestricted funds £	Restricted funds £	Total £
Fixed assets	94,478	-	94,478
Net current assets	915,299	132,547	1,047,846
Total	1,009,777	132,547	1,142,324

2019

Group & Charity

	Unrestricted funds £	Restricted funds £	Total £
Fixed assets	119,826	-	119,826
Net current assets	1,181,504	-	1,181,504
Total	1,301,330	-	1,301,330

Fixed assets held are used in country for charitable activities and, in line with the accounting policies outlined in note 1, the depreciation of these assets is treated as a restricted fund expense. However, there is no restriction on the charity in the use or future sale or disposal of these fixed assets and, as such, they are analysed under unrestricted funds above.

United World Schools

Notes to the Financial Statements

Period Ended 31 December 2020

19 Reconciliation of net income to net cash flow from operating activities

	2020 £	2019 £
Net (expenditure) for year	(81,611)	(75,761)
Depreciation of tangible fixed assets	39,208	42,300
(Increase) / decrease in debtors	6,411	(315)
Increase / (decrease) in creditors	522	34,403
(Gains) / losses on foreign exchange	42,595	29,607
Net cash flow from operating activities	7,125	30,234

20 Pensions and other post-retirement benefits

Defined contribution pension plans

The charity operates a defined contribution pension plan for its employees. The amount recognised as an expense in the period was £24,131 (2019 - £23,548).

21 Subsidiary

On 20 April 2020, with the agreement of the Trustees, a tax exempt public charity was incorporated in the United States of America. United World Schools USA Inc. independently runs in parallel to the UK charity whilst under common control. Accordingly, the results of United World Schools USA Inc. for the period to 31 December 2020 are consolidated in these financial statements.

For the period to 31 December 2020, United World Schools Inc. had incoming resources of £91,500, expenditure of £14,105 and net income of £77,395. Unrestricted funds carried forward as at 31 December 2020 were £77,395.

22 Merger accounting

On 3 February 2020, with the agreement of the Trustees, a Charitable Incorporated Organisation (CIO) was approved and registered by the Charity Commission.

United World Schools, registered charity number 1187721, was established as a Charitable Incorporated Organisation (CIO) on 3 February 2020 to take on the charitable activities, assets and liabilities of United World Schools, registered charity number 1129537, as at 31 December 2020.

The operations of United World Schools, registered charity number 1129537, ceased on 31 December 2020, with all assets and liabilities effectively transferred to United World Schools, registered charity number 1187721, as at that date.

The net value of assets transferred to United World Schools, registered charity number 1187721, was £1,219,719.

United World Schools

Notes to the Financial Statements

Period Ended 31 December 2020

22 Merger accounting (continued)

Analysis of the principal Statement of Financial Activities components for the current period ended 31 December 2020

	United World Schools #1129537 (Pre Merger) £	United World Schools #1187721 (Post Merger) £	Combined Total £
Total income	2,761,761	-	2,761,761
Total expenditure	(2,843,372)	-	(2,843,372)
Net (expenditure)	(81,611)	-	(81,611)
Net movement in funds	(81,611)	-	(81,611)

Analysis of the principal Statement of Financial Activities components for the comparative period ended 31 December 2019

	United World Schools #1129537 (Pre Merger) £	Combined Total £
Total income	3,137,070	3,137,070
Total expenditure	(3,212,831)	(3,212,831)
Net (expenditure)	(75,761)	(75,761)
Net movement in funds	(75,761)	(75,761)

Analysis of net assets as at the date of merger

	United World Schools #1129537 (Pre Merger) £	Combined Total £
Net assets	1,219,719	1,219,719
Restricted funds	132,547	132,547
Unrestricted funds	1,087,172	1,087,172
Total funds	1,219,719	1,219,719



UWS students, Nepal



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teach the unreached

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UK registered charity number 1187721

United World Schools USA Inc. is a 501(c)3 registered organisation



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