

**UWS** EDUCATE THE FUTURE  
CHANGE THE FUTURE

**15 YEARS**



**OF LEARNING**

UWS ANNUAL REPORT 2024



**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.**





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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 FEFIs 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*

**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 - maybe in teaching. I’d like to come back and be a teacher at Korng Nork one day”**

**Thai Dao, UWS Alumnus, Cambodia**

***“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.

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.

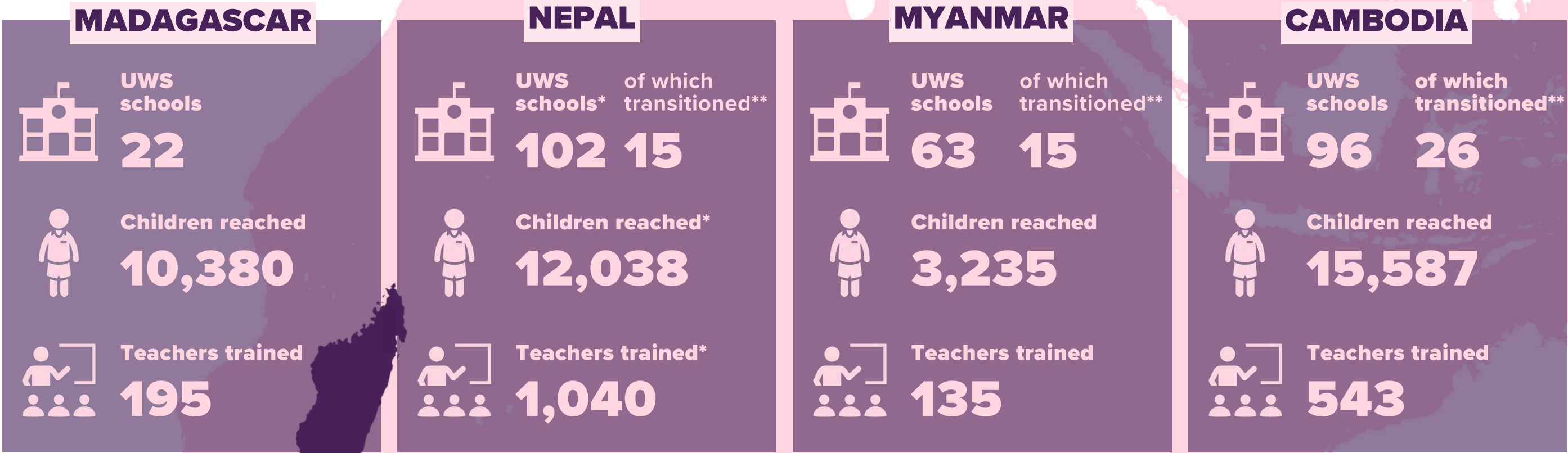




UWS GLOBAL

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:



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



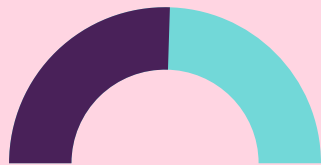


2024: IN NUMBERS

41,240

CHILDREN  
REACHED

(2023: 33,740 children)



GIRLS:BOYS

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

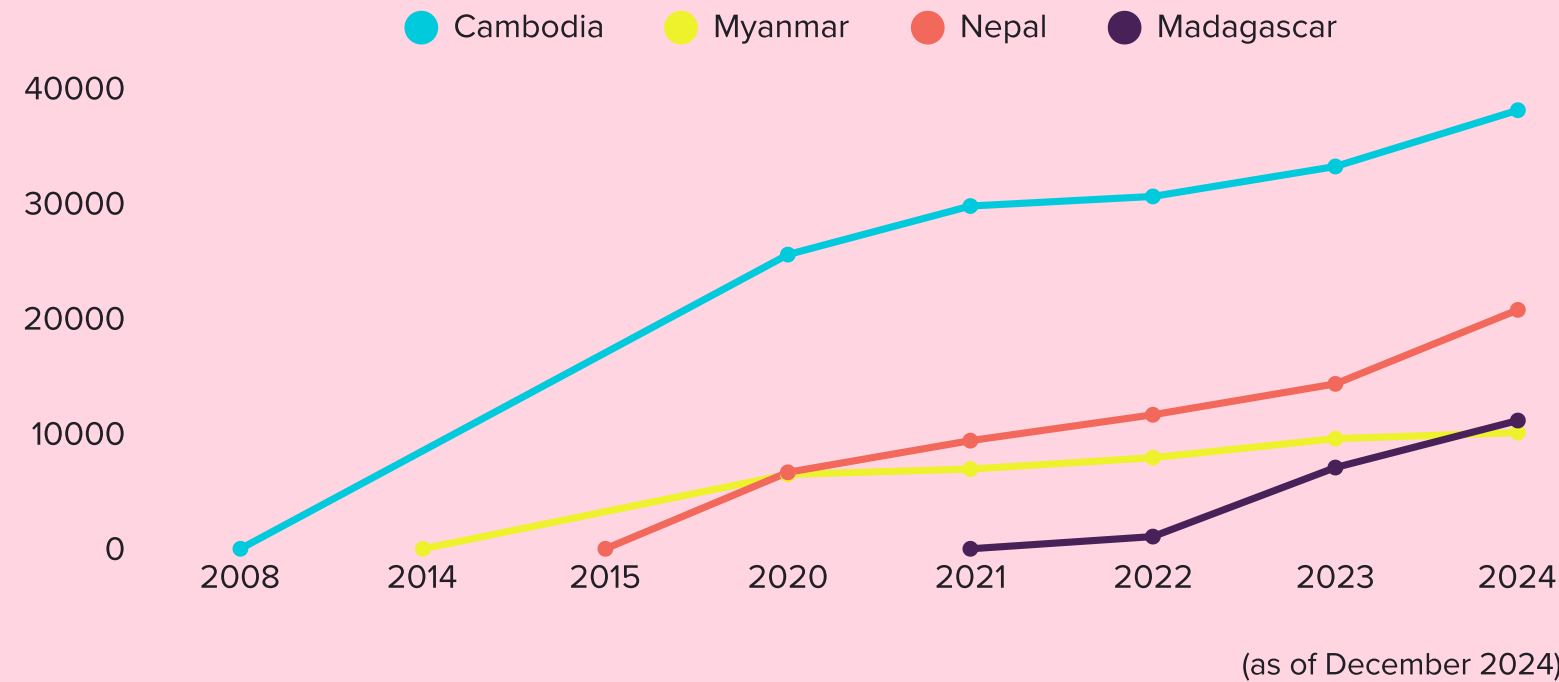
56

SCHOOLS  
TRANSITIONED TO  
LOCAL OWNERSHIP

(2023: 42 schools)

(Cumulative: 131 schools)

SCALING IMPACT (CHILDREN REACHED)





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.



**Only 1 in 10  
children on average  
can demonstrate  
minimum reading  
proficiency by the end  
of primary school.**

Source: World Bank, Learning Poverty Index



## 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.**

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.



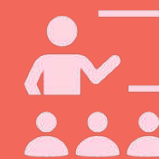
UWS students sit together during break in Cambodia

### 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.

**"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**

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."**



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



A photograph of two young girls in red school uniforms with white collars and cuffs. They are standing outdoors in front of a fence made of vertical wooden poles. The girl in the foreground is smiling and looking towards the right, while the girl behind her looks forward. The background shows a clear blue sky and some dry vegetation.

## 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.

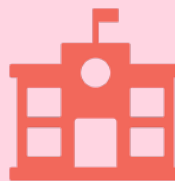


## SCALABLE EDUCATION INCREASING ACCESS TO QUALITY



# 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 5<sup>th</sup> 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.

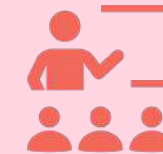
Meeting this urgent demand means investing in teachers. In 2024, all 195 teachers in Madagascar took part in 21 days of training, covering inclusive pedagogy, classroom management, and foundational literacy and numeracy skills. Teacher satisfaction and confidence rose steadily across the year, and in 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:



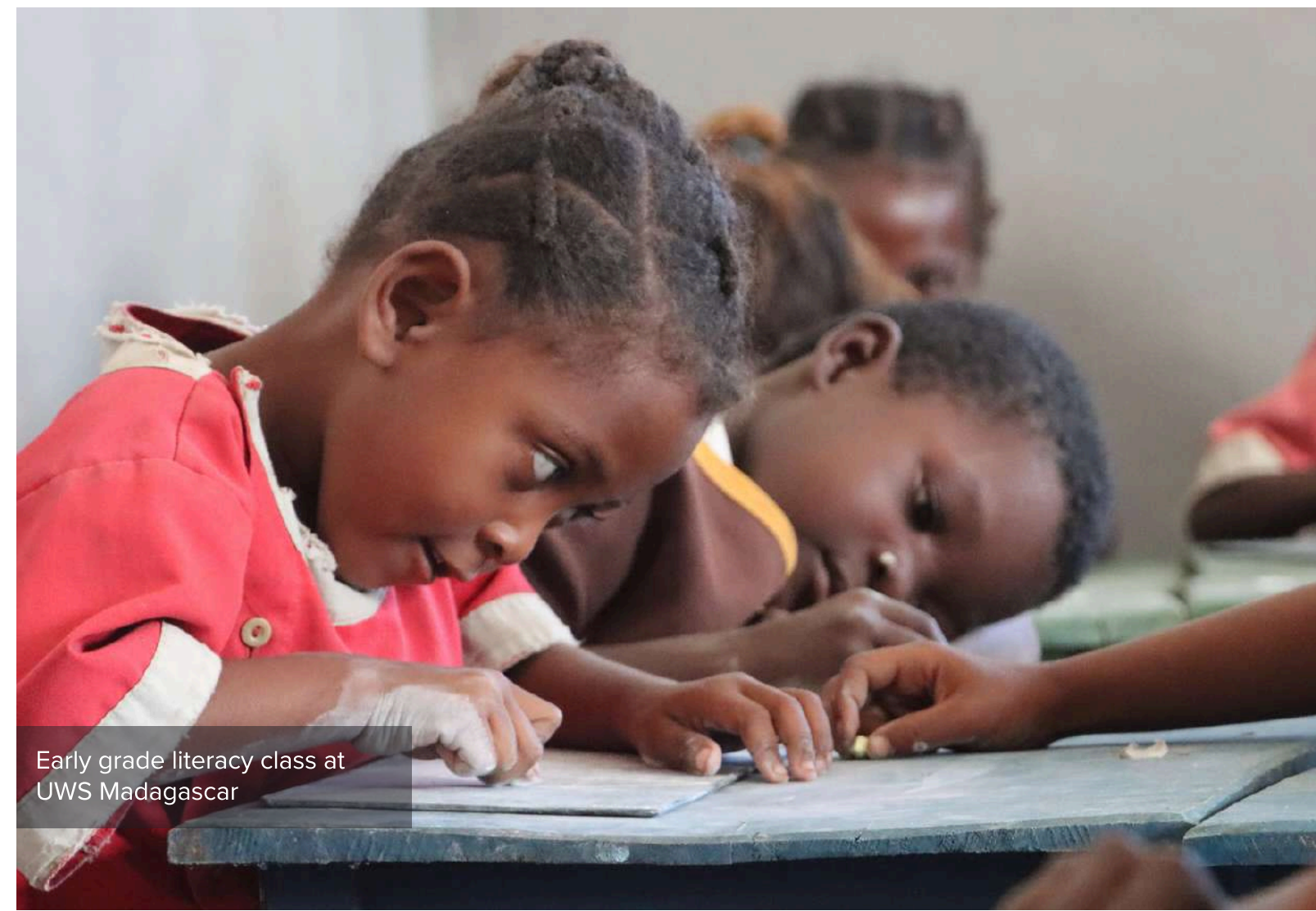
**10,380**  
children  
received a  
quality education  
in 2024



**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.

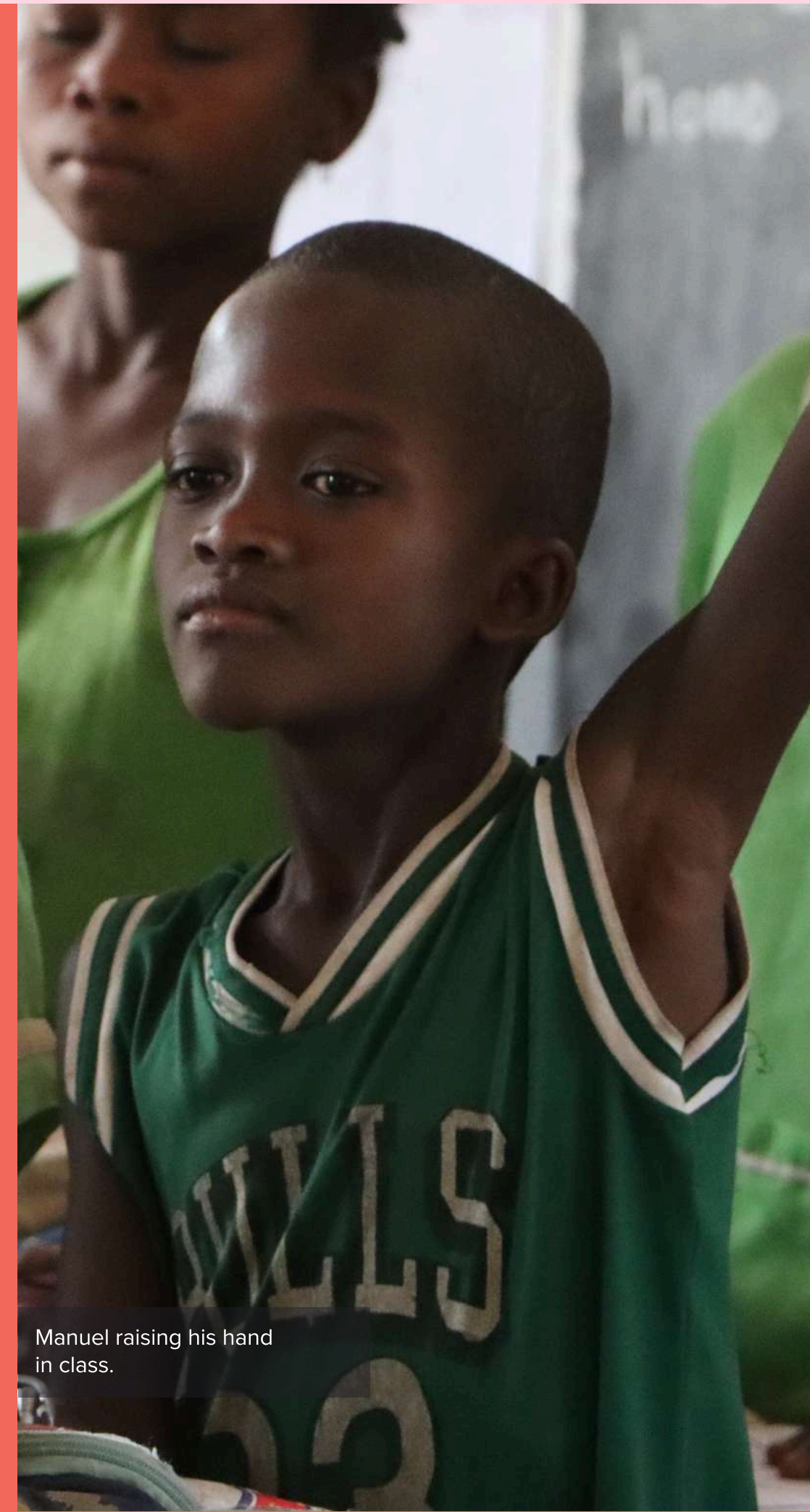
**“I love geography because it’s easy for me, but I still struggle with Maths and French. I want to become a doctor and help the people in my village.”**  
**Manuel, UWS Student, Madagascar**

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.”

*\*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.

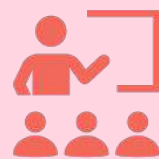
The impact is already clear: 73% of trained teachers have been rated 'good' or 'excellent' in lesson delivery, demonstrating that new pedagogical practices are taking hold. This is critical to ensuring children not only stay in school, but are equipped to learn, progress, and fulfil their potential.

#### PROJECT IMPACT:



**8,197**

children reached through the project



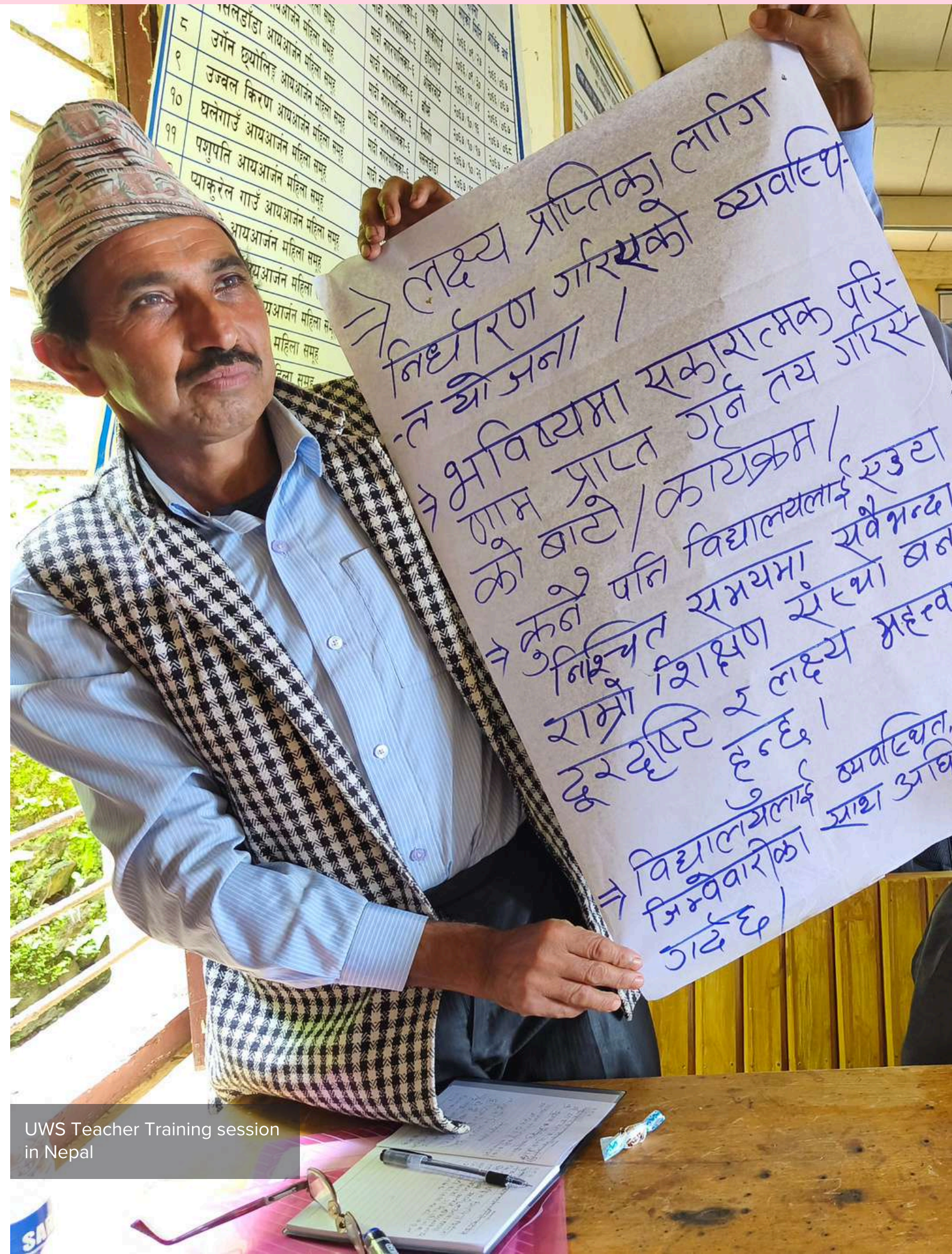
**73%**

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.

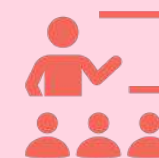


Working in partnership with government schools in Tanahun, Nepal

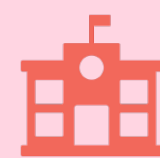
### PROJECT IMPACT:



**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 *Glammys* 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

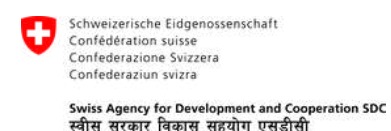
2024 also saw the establishment of UWS Singapore, marking the beginning of a new chapter in our efforts to deepen impact and engagement across the Asia-Pacific region. As one of the world's leading hubs for philanthropy and innovation, Singapore offers a powerful platform to grow our community, forge 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	Foreign, Commonwealth, and Development Office	Sloane Robinson Foundation
EA Foundation		StepStone Group
East Head Impact	Guernsey Aid	Swiss Agency for Development and Cooperation
The Education Above All Foundation's Educate A Child program	Guernsey Overseas Aid Development Commission	The Adaptavist Group
Reiner Meutsch Stiftung FLY&HELP	Kishinchand Chellaram Foundation	The Fraxinus Trust
Fondation Axian	One Giving Limited	Tropic Skincare
	Simpson Thacher & Bartlett	



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

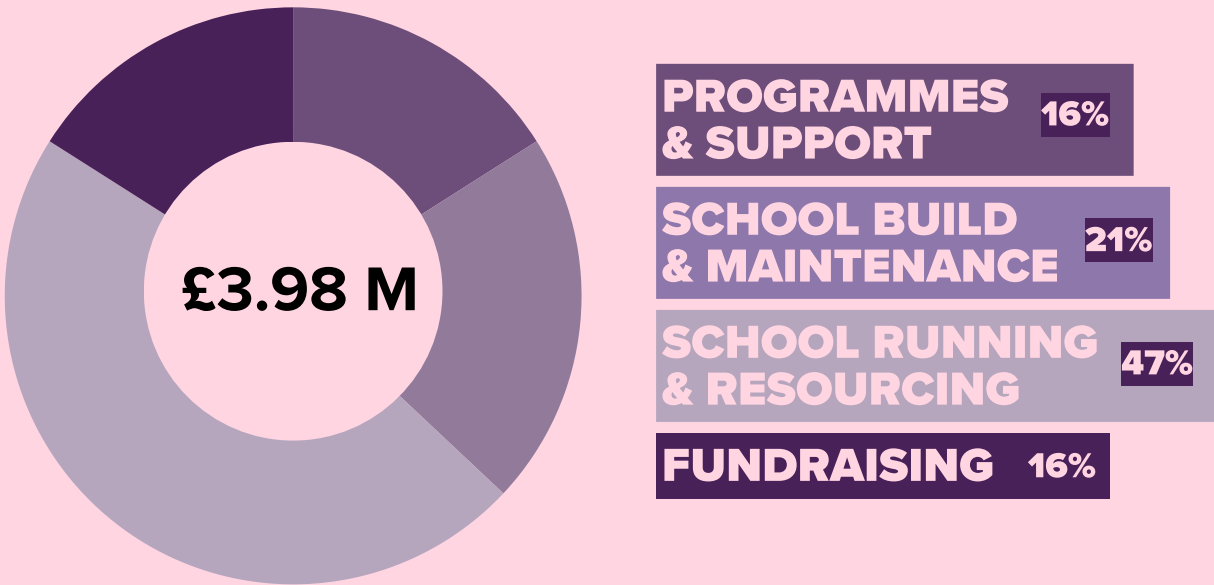
INCOME

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 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](http://www.uwsglobal.net)



[info@uwsglobal.net](mailto: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**



# **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

<b>Charity registration number</b>	1187721
<b>Trustees</b>	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)
<b>Executive team</b>	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)
<b>Registered office</b>	United World Schools (UWS) 6.07, FORA, 133 Whitechapel High Street, London, E1 7QA.
<b>Website</b>	<a href="http://www.uwsglobal.net">www.uwsglobal.net</a>
<b>Email</b>	<a href="mailto:info@uwsglobal.net">info@uwsglobal.net</a>
<b>Auditor</b>	UHY Hacker Young Chartered Accountants 14 Park Row Nottingham NG1 6GR
<b>Bankers</b>	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.



# United World Schools

## Trustees' Annual Report

### Year Ended 31 December 2024

#### 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)



## United World Schools

### Trustees' Annual Report

#### Year Ended 31 December 2024

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



## **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.



## **United World Schools**

### **Independent Auditor's Report**

**Year Ended 31 December 2024**

#### **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.



## **United World Schools**

### **Independent Auditor's Report**

**Year Ended 31 December 2024**

## **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

**United World Schools**

**Independent Auditor's Report**

**Year Ended 31 December 2024**

**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.

A handwritten signature in dark ink that reads 'UHY Hacker Young' followed by a long, sweeping horizontal line.

**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

		2024		2023	
		Unrestricted funds	Restricted funds	Total	Total
	Note	£	£	£	£
<b>Income and endowments from:</b>					
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
<b>Total income</b>		<b>3,207,245</b>	<b>1,089,180</b>	<b>4,296,425</b>	<b>3,581,512</b>
<b>Expenditure on:</b>					
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)
<b>Total expenditure</b>		<b>(1,227,615)</b>	<b>(2,761,130)</b>	<b>(3,988,745)</b>	<b>(3,310,709)</b>
<b>Net income / (expenditure)</b>		<b>1,979,630</b>	<b>(1,671,950)</b>	<b>307,680</b>	<b>270,803</b>
<b>Transfers between funds</b>	16	<b>(1,515,717)</b>	<b>1,515,717</b>	<b>-</b>	<b>-</b>
<b>Net movement in funds</b>	16	<b>463,913</b>	<b>(156,233)</b>	<b>307,680</b>	<b>270,803</b>
<b>Reconciliation of funds:</b>					
Total funds brought forward	16	809,753	489,405	1,299,158	1,028,355
<b>Total funds carried forward</b>	16	<b>1,273,666</b>	<b>333,172</b>	<b>1,606,838</b>	<b>1,299,158</b>

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

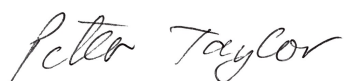
Year Ended 31 December 2024

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

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, Executive Chair

Charity registration number: 1129537



**United World Schools**

**Statement of Cash Flows**

**Year Ended 31 December 2024**

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

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



**Notes to the Financial Statements**

**Year Ended 31 December 2024**

**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.



**Notes to the Financial Statements**

**Year Ended 31 December 2024**

**(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.



## Notes to the Financial Statements

### Year Ended 31 December 2024

#### **(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.



## Notes to the Financial Statements

### Year Ended 31 December 2024

#### (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
	<u>3,760,276</u>	<u>3,576,218</u>

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	-
	<u>529,556</u>	<u>-</u>

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



# United World Schools

## Notes to the Financial Statements

### Year Ended 31 December 2024

#### 4 Income from investments

	2024 £	2023 £
Interest – deposits	6,593	5,294
	<u>6,593</u>	<u>5,294</u>

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
	<u>3,344,290</u>	<u>2,779,664</u>

£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.



# United World Schools

## Notes to the Financial Statements

### Year Ended 31 December 2024

#### 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
	<u>644,455</u>	<u>531,045</u>

£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	<u>115,978</u>	<u>173,965</u>	<u>289,943</u>



# United World Schools

## Notes to the Financial Statements

Year Ended 31 December 2024

### 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.



Notes to the Financial Statements

Year Ended 31 December 2024

**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
	<u>16</u>	<u>12</u>

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
	<u>761,278</u>	<u>703,872</u>

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
	<u>3</u>	<u>2</u>



# United World Schools

## Notes to the Financial Statements

### Year Ended 31 December 2024

#### 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



# United World Schools

## Notes to the Financial Statements

### Year Ended 31 December 2024

#### 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
	<u>64,973</u>	<u>124,883</u>

#### 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	-	-
	<u>9,360</u>	<u>13,374</u>



**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 £	Restrict ed 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 £	Restrict ed 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	<u>407,582</u>	<u>(29,472)</u>

**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).