KIZAZI

England & Wales · Charity number 1187749

Details

Status	Registered
Legal form	CIO
Registered	2020-02-04
Register	View on the Charity Commission register

Contact

Address	30 London Fields East Side London E8 3SA
Phone	07931518473
Email	nick.canning@kizazi.org
Website	www.kizazi.org

Activities

Objects: THE OBJECT OF THE CIO IS TO ADVANCE EDUCATION OF THE PUBLIC IN GENERAL AND IN PARTICULAR TO ASSIST WORLDWIDE IN THE PROVISION OF RESOURCES, SUPPORT AND INFORMATION TO INDIVIDUALS, ORGANISATIONS AND GROUPS TO INCREASE THEIR CAPACITY TO DEVELOP, MANAGE AND RUN SCHOOLS FOR THE PUBLIC BENEFIT, WITH THE OBJECT OF THE IMPROVEMENT OF THE QUALITY OF EDUCATION IN DEPRIVED COMMUNITIES.

Activities: Kizazi builds enduring capacity in local education organizations to launch and scale breakthrough school models. We work with teams of committed and talented local education leaders from the earliest stages of designing and launching great new school networks. We also provide support to established organizations to strengthen and codify their models so they can be effectively scaled.

Classification

- **How:** Provides Advocacy/advice/information, Acts As An Umbrella Or Resource Body
- **What:** Education/training
- **Who:** Children/young People

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Geography

- Armenia
- India
- Nigeria
- Sierra Leone

Finances

Period end	Income	Expenditure	Assets	Employees
2024-12-31	£501,489	£554,300	£-63,186	2
2023-12-31	£589,135	£604,287	£-10,375	2
2022-12-31	£371,007	£446,271	-	-
2021-12-31	£337,609	£287,509	-	-
2020-12-31	£236,427	£206,485	-	-

Trustees

Name	Role	Appointed
Nicholas Anthony Canning	Chair	2025-04-01
Folasade Adefisayo		2023-12-13
Larisa Hovannisian		2023-05-04
Veda Sunassee		2023-05-04

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KIZAZI

England & Wales - Charity number 1187749

Accounts

ENABLING BREAKTHROUGH SCHOOLS

Trustees Report and Accounts
for the period 1 January 2024 to 31 December 2024

Registered Charity Number 1187749



Kizazi Trustees Report and Accounts

for the period 1 January 2024 to 31 December 2024

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Officers and Professional Advisers

Board of Trustees	Vandana Goyal (term ended on 1st April 2025) Veda Sunassee Larisa Hovannisian Folasade Adefisayo Nicholas Canning (term began on 1st April 2025)
Chief Executive Officer	Nicholas Canning (CEO term ended on 1st April 2025) Rhoda Odigboh (term began on 1st April 2025)
Registered Charity Number	1187749
Address	30 London Fields East Side London E8 3SA
Independent Examiner	Gregory Smye-Rumsby ACA CTA Dixon Wilson Chartered Accountants 22 Chancery Lane, London WC2A 1LS
Bankers	Barclays 120, Moorgate, London, EC2M 6UR

Legal Status
Kizazi is an independent charity registered as a Charitable Incorporated Organization by the Charity Commission for England and Wales with registration number 1187749. Kizazi was registered on 4th February 2020.

Trustees' Report For The Period 1 January 2024 to 31 December 2024

I. Our Mission

Kizazi exists to ensure this generation of children are empowered by education to thrive, wherever in the world they grow up.

To deliver on this purpose, we work with local NGOs and government partners in low-income countries to design and spread locally relevant school models that develop the whole child and transform their learning.

II. Why We Exist

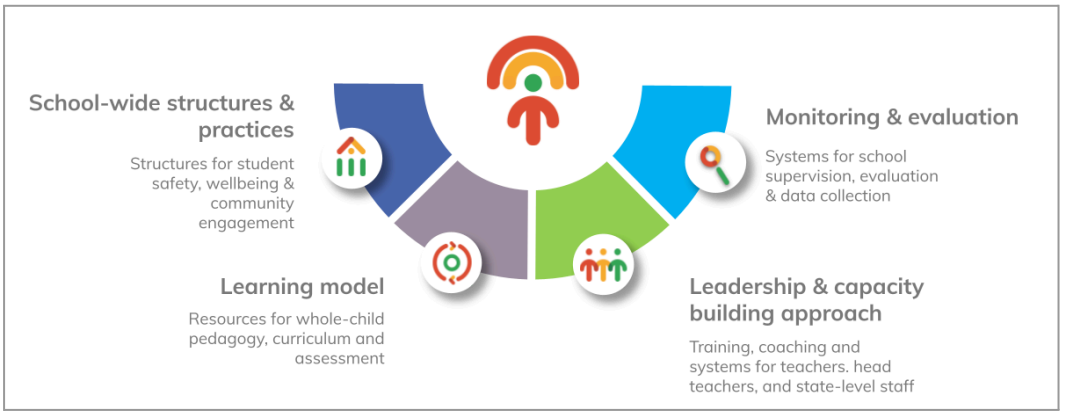
Across the world, about 1 billion children are multidimensionally poor, lacking necessities as basic as nutritious food or clean water (UNICEF). Risks of conflict, climate change, and diseases further exacerbate their suffering. Kizazi works with children attending government schools in such adverse contexts in Africa and Asia.

The prevailing school designs in under-resourced contexts fail to support the needs and holistic development of children. The curriculum and intended learning outcomes are not aligned with the demands of the 21st century and the needs of the region. Rote-based teaching approaches do not reflect our growing understanding of how children learn. Multi-generational poverty hinders cognitive abilities and prevents children from participating in class, which the schools are not designed to respond to. Consequently, learning levels remain low, and children are unable to lead thriving lives.

Therefore, at Kizazi, we believe that we need to fundamentally challenge the status quo and bring innovation in school design and system reform. Our charitable objective is to advance the education of the public in general and in particular to assist worldwide in the provision of technical resources, support, and information to individuals, organisations, and groups to increase their capacity to develop, manage and run schools for the public benefit, with the objective to improve the quality of education in deprived communities.

III. Our Solution

Kizazi's system transformation program enables local education leaders to implement and scale locally appropriate school models that develop the whole child and transform their learning. We begin by redefining the purpose and outcomes of education that children need to thrive in their local contexts. We then bring change in four key areas of how schools operate to deliver the renewed outcomes.



And our solutions are rooted in three key principles core to our mission - "whole-child", "whole-school", and "contextual".

Embrace the whole child

Promote cognitive, emotional, physical, social and identity development of children and respond to their adversity and trauma

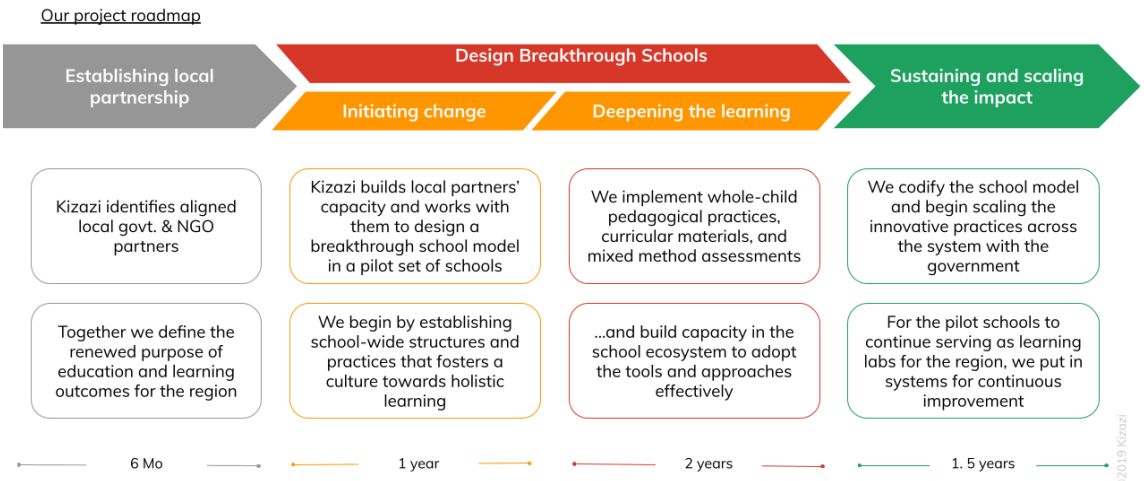
Activate the whole school

Integrate all aspects of the school ecosystem including the people, culture, and the community towards the shared purpose of whole-child education

Anchor in context

Make the change and learning relevant to what matters in local & global communities and restore identity, culture and traditions

To redesign schools & transform education systems we work in deep long-term partnerships with local NGO and government partners.



With this approach, we have been working with four government systems across India, Armenia, Sierra Leone, and Liberia.

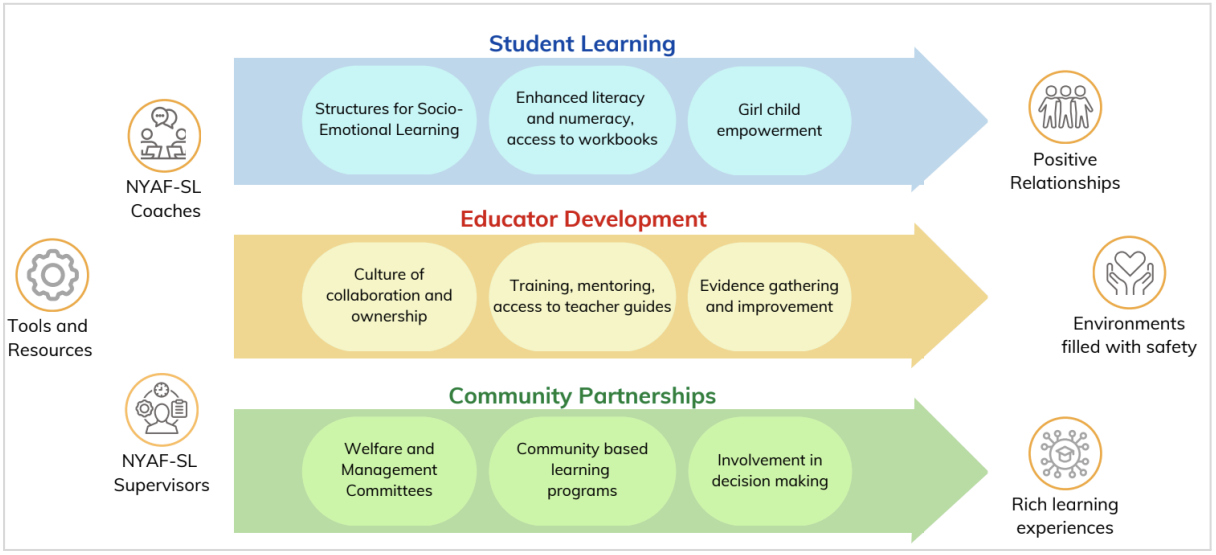
IV. 2024 Activities, Highlights, and Performance

In 2024, along with our local NGO partners we worked on redesign projects with four government systems reaching over 30,000+ children across Sub-Saharan Africa and Asia. Through our work, we have developed strongly evidenced local innovations, which are improving learning and well-being for rapidly increasing numbers of children. We are also beginning to see the influence of our partners' school models spread widely beyond our core intervention schools. Below are the key highlights of Kizazi in 2024.

1. Our work in 67 schools in Sierra Leone as part of the Sierra Leone Education Innovation Challenge (SLEIC) is delivering promising whole-child outcomes

Kizazi and our local partner in Sierra Leone, the National Youth Awareness Forum (NYAF), are working together to deliver an ambitious project to transform holistic learning outcomes for ~20,000 children in rural Sierra Leone as part of the Government and Education Outcomes Fund's SLEIC Program. After a rigorous selection process that ran for 6+ months, our consortium led by NYAF and backed by Rockdale Foundation, was one of the five service providers selected for the program. SLEIC is a three-year "impact bond" based program where the payments for the intervention will be based on the gains made in learning outcomes.

Starting in September 2022 we launched the program in 67 schools across the districts of Moyamba, Bonthe, and Pujehun. The program is rooted in a school model that aims to support children, educators & communities with positive relationships, an environment of safety, and rich learning experiences.



Key aspects of the program implementation in 2024 include:

1. Educator Development
   - Educator professional development: Kizazi designed practice-based cycles of training which integrates hands-on teaching practice, reflection, and feedback directly into the training process. Daily observation and instructional coaching in upskilling the teachers' and school leaders' capacity in creating a better student learning experience for all students. We trained our local partner's 17 School

Coaches and Supervisors annually for over 63 hours in leadership, coaching & mentoring, and in delivering PD cycles to 400+ teachers & school leaders. This has led to annually over 50 hours of teacher trainings for 350+ teachers, 50 hours of training for 67 HTs, and over 2956 classroom observations & coaching conversations.

- Learning Circle: We designed a structured and collaborative approach to professional development where teachers meet daily to engage in reflective practice, share insights and expertise, and collectively learn from one another's experiences. This ongoing process fosters a culture of continuous improvement and supports teachers in enhancing their instructional strategies, deepening their subject matter knowledge, and ultimately improving student learning outcomes.

2. School Structures

- Mother Support Group: We integrated in the structure of mother groups in schools to champion child safegaurding and protection matters through weekly student assembly, community awareness, and parent engagements.
- School Management Committees: We built the capacity of the school management committee through training & engagements in working collaboratively with the head teachers in sustaining a healthy school and school-community relationship, using a school-based scorecard.

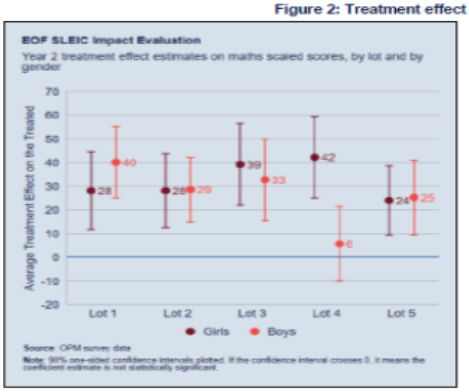
3. Monitoring & Evaluation Systems: Beyond the external RCT evaluation being conducted by a third party -

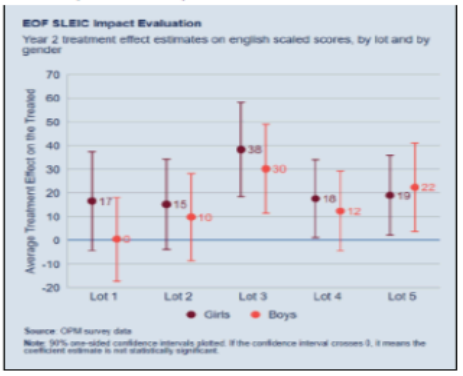
- Kizazi led the development of mixed-method assessments administered by all teachers and coaches to measure learning and wellbeing e.g., internal literacy & math assessments, student wellbeing surveys, and teacher wellbeing surveys.
- Along with a tech partner, we developed the tool and dashboards used by 20+ staff of the local NGO to collect and use the data for decision-making and program improvement.
- We also designed school-level structures for improved M&E - dedicated time for teachers to collaboratively understand and use data at school-level, and student report cards to drive community engagement and accountability.
- We built the capacity of School Coaches to hold effective district-level meetings to share data and co-plan with government representatives each term.

We are also witnessing a promising impact within one year of the project in both external and internal evaluations. As part of the Sierra Leone Education Innovation Challenge, Oxford Policy Management's RCT evaluation in 2024 showed that within 2 years, the program had an effect size of 0.18SD in Math for girls, 0.19SD for boys, and 0.15SD in English for girls and 0.17SD for boys.

Lot 5 refers to group of intervention schools for NYAF and Kizazi

Figure 2: Treatment effect estimates for each Lot (not in SD unit)





Year 2 lot results transformed into SD units

Maths										English									
Lot 1		Lot 2		Lot 3		Lot 4		Lot 5		Lot 1		Lot 2		Lot 3		Lot 4		Lot 5	
0.333**	0.459***	0.247**	0.248***	0.386***	0.327***	0.452***	0.056	0.182**	0.187**	0.197	0.006	0.140	0.092	0.381***	0.291**	0.200*	0.128	0.152*	0.167*

Note: Stars indicate statistical significance: * p<0.10 ** p<0.05 ***p<0.01

Source: EOF Evaluation 2023 and 2024

Our own internal metrics also show considerable holistic improvement with,

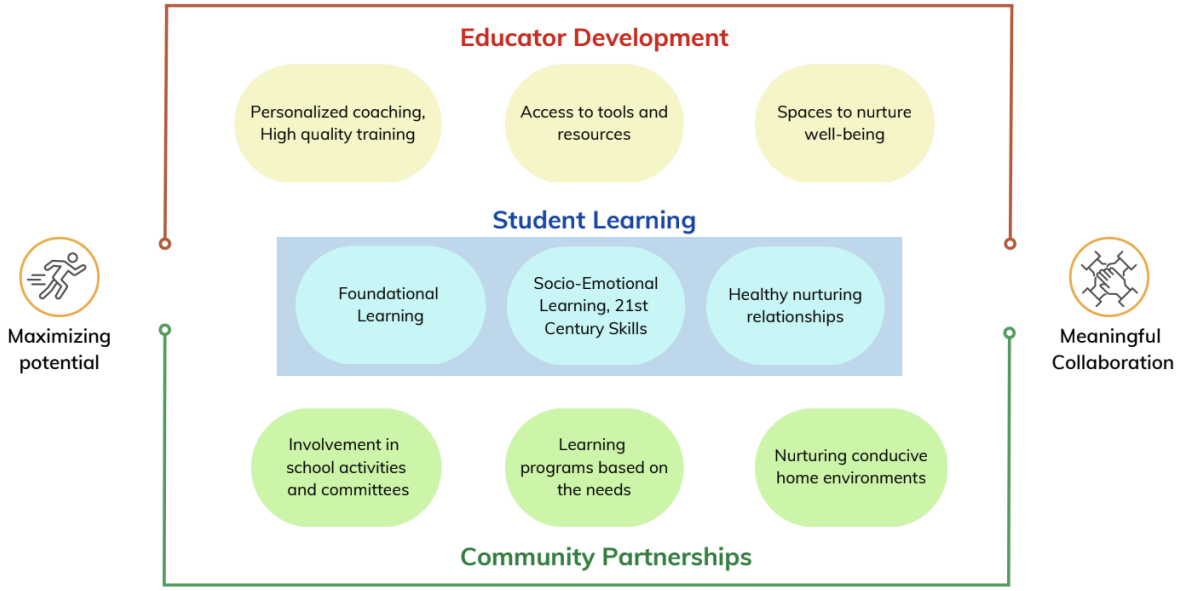
- 42% of grade 1-6 students can add and subtract numbers up to at least 100 in 2024, as compared to 21% at the beginning of the program in 2022.
- 30% of students can read and understand at least simple sentences in 2024, as compared to 19% in 2022.
- 97% of students responded ‘true’ and ‘very true’ to ‘my teacher respects me’ in 2024, as compared to 86% in 2022.

We are also seeing a direct link between teacher wellbeing & foundational learning - a 1% improvement in teacher well-being correlates with a 0.7-1 % rise in students reaching grade-level mastery in English.

2. Simple Education Foundation is growing and scaling its impact by working with state systems in India

In India, we worked with our partner Simple Education Foundation to transform government primary schools into “Centres of Excellence" (COE). We started with 3 COE schools in Delhi in 2018 and now SEF’s school model is being implemented in 8 Center of Excellence schools across Delhi and Uttarakhand impacting 1100+ students. The learnings are being used for SEF’s large-scale teacher development program in three states impacting 100,000+ teachers and reaching 5 million students.

SEF School Model



Kizazi has worked with the SEF team to co-design the school model, build their capacity for implementation, provide access to global evidence and experts, and iterate through many cycles of implementation and improvement.

In 2024, we supported SEF's strategy, outreach, and knowledge development for its expansion in Punjab state, India. The partnership concluded as SEF chose to prioritize work in the teacher-development arena, stepping away from direct whole-school transformation — a shift that remained aligned with Kizazi's purpose and approach to whole-child development.

SEF Leadership Step-backs

In 2024, we continued strengthening SEF's state-level teacher development programs. We facilitated weekly leadership step-backs with SEF team members to shape SEF's strategy for scaling instructional coaching.

Themes explored included:

- Why instructional coaching matters in the Indian education context
- SEF's philosophy and values for coaching
- SEF's approach to coaching as a professional practice
- SEF's approach to scaling coaching for systemic adoption

Approach:

- Online and in-person weekly team meetings
- Desk research
- Stakeholder engagement (Coach interviews, structured discussions with government, head-teachers, teachers)
- SEF past years data review
- Ethnographic writings

- Self-reflections and journaling, art & body-based spaces for expression

Key Outputs:

- Whitepaper on SEF's purpose, vision, and approach to coaching
- Coaching Competencies Framework
- Punjab State Approach to Mentor Teacher (Coach) Development

SEF Government Partnership Strategy

SEF received an opportunity to expand its work to Punjab, in northern India. We supported government engagement through in-person meetings, outreach, and the development of a Punjab Government Partnership Strategy. This included the articulation of a clear state-level implementation plan.

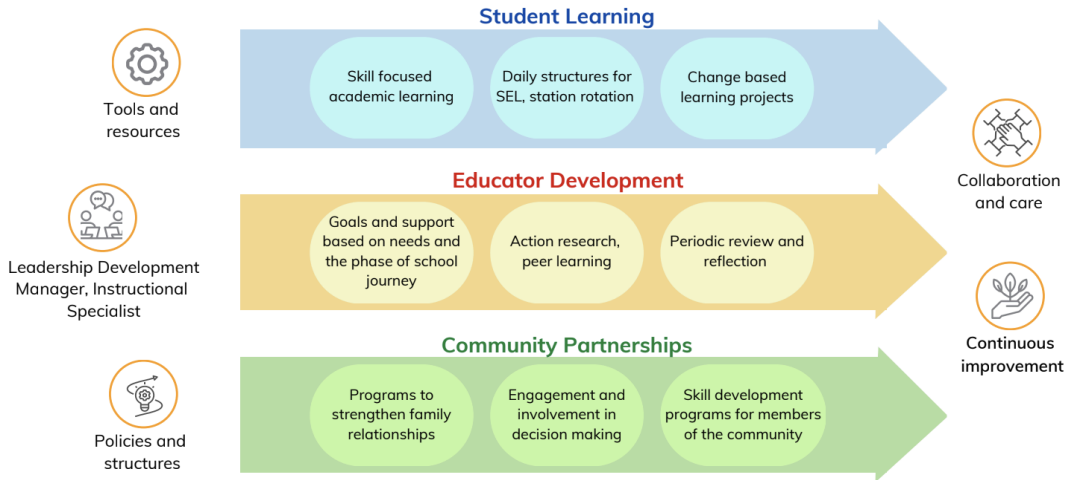
Coaching-Competencies Framework

Together with SEF, we co-developed the Coaching-Competencies Framework. It is anchored in SEF's student vision and aligned with the Teacher Competencies Framework, creating a triangulated foundation for whole-child development

3. Seroond Schools in Armenia continue to expand, deliver gains in student learning, and work closely with the national government

In Armenia we have worked with our partners Teach For Armenia and the local government since 2019 on Seroond Schools, a first-of-its-kind program in the country to transform government schools for holistic learning. Seroond started working in its first school in 2020 and is now a network of 6 schools across multiple regions with an official mandate from the national government to replicate the program across the country.

With a renewed purpose of education to bring a sense of safety, honor, & collective dream to the children of Armenia, Seroond & Kizazi developed the Seroond School Model.



Kizazi has worked with the Seroond team to develop and strengthen the school model prioritising the work in the following key areas:

- Purpose & outcomes: a statement and framework aligned to the 6Cs framework of whole child development

- Academic learning model: approach to “Change-based Learning” and maths and reading assessments
- Whole child development model: socio-emotional learning structures and school-specific strategies
- Educator development: training modules, observation tools, coaching method, and peer support structures
- Community engagement: approaches to community and parent meetings, workshops, and events
- Learning & Evaluation: school evaluation framework and tools, and teacher and student learning tools as well as process and tools of analysing & reporting outcomes at all levels of the school & program
- Multi-year operational plans & handbook for the team to replicate the Seroond school model

The key objective of the 2024 Seroond–Kizazi partnership was to co-develop an **Authored Model Application** for government approval toward state adoption. The envisioned Authored School was designed as an **AI-powered charter school, rooted in whole-child development for the children of Armenia, with a student vision centered on joy, peace, and discovery.**

Key activities included:

- Designing and delivering a learning journey to India for Second Leadership to help develop a context-specific philosophy for whole-child development.
- Conducting an interventions mapping exercise to identify gaps in tools, materials, and assessments across whole-child development, teacher development, and school management.
- Facilitating a visioning exercise with stakeholders to co-create a next-generation school vision.
- Carrying out a context review, data study, and learning calls with global innovation schools.
- Developing a Monitoring, Evaluation, and Learning (MEL) framework.
- Building the financial model for the Authored School.
- Supporting government partnership and scale strategy.

4. We launched a new partnership in Liberia to deliver whole-child outcomes for 10,000 children and develop a replicable model

We launched work with a new local partner, UMovement, to transform 40 government primary schools in Liberia as part of a state initiative, and through the program we aim to develop a replicable model for the government to scale. We launched the partnership with an on-ground visit to understand the context and the purpose & outcomes of education needed in Liberia’s context. Over the next few years, we will design and implement four key areas of shifts (collectively termed as “school model”) in the 40 intervention schools -

1. Learning Model	● Pedagogy based on whole-child principles of building trusting relationships, responding to variabilities, fostering the mind-body, and integrating academic and life skills ● Language and math curriculum based on RTI's 5Ts, global proficiency framework, use of mother tongue, and principles for inclusion ● Textbooks and workbooks that are based on the above pedagogy and curriculum ● Dedicated time in school-day for SEL lessons, sharing circles, and morning meetings ● Accelerated learning program for age-appropriate grade placement of overage children
2. Educator development	● Teacher guides with lesson plans and strategies to deliver whole-child learning ● Annual trainings on whole-child pedagogy, termly data-based refreshers, monthly well-being circles, and weekly individual coaching
3. M&E systems	● Mixed-method assessments administered by teachers and coaches to measure learning and wellbeing ● Dedicated time for teachers to collaboratively understand and use data ● School-level report cards to drive community engagement and accountability
4. School structures	● Monthly family engagement through parent-teacher conferences ● Mother support groups to lead girl empowerment and safety ● School-level cultural events to build joy and belonging

We are currently in the design phase of the project, where we are designing the different elements of the school model. From 2024, we will begin phased implementation of the model by building the capacity of 14+ School Coaches and Program staff of UMovement to adopt and implement the model. This will be accompanied by a comprehensive baseline evaluation and subsequent termly and annual evaluations.

5. We continued to strengthen our organization across multiple areas

- Board: We have welcomed a member to the Board, and transitioned one member while three board members continue their roles.
    - Nick Canning joined the board as Board Chair (more below)
    - Vandana stepped down from the board after 5 years
    - Larisa Hovannisian, Veda Sunassee and Folasade Adefisayo continue as board members.

  We are also grateful to Vandana for her contributions to Kizazi as she stepped down from the Board in March of 2025.

- People: In April 2025, Nick Canning resigned as CEO and Rhoda Odigboh was approved and appointed CEO by the board. It reflects the new strategy for Kizazi as transitions towards a more focused approach to the work. Nick Canning transitioned into a board role as Chair of Kizazi Board of Trustees. We lost our Head of Strategy and Operations and Cofounder/Chief Program Officer, Romana Shaikh.

- Knowledge sharing: We shared our learnings at multiple local and global education conventions - Salex conference hosted by Jacobs Foundation, HundrED Global Summit to represent our selection in the HundrED Global Collection for 2025.

Public Benefit

When reviewing our aims and objectives and in planning our future activities, we have referred to the Charity Commission's general guidance on Public Benefit and on running a charity (PB2). The Trustees' focus has always been to measure how planned activities will contribute to the aims and objectives they have set.

Structure, Governance, and Management

Kizazi is registered with the Charity Commission for England and Wales as a Charitable Incorporated Organisation.

Kizazi is managed by a Board of Trustees appointed to three-year terms. The Trustees during the year and currently (and other Officers and Professional Advisers) are as noted on Page 2. All our Trustees give their time on a voluntary basis and are passionate advocates of the charity's work.

The Board meets virtually 3 times a year with additional individual teleconference meetings as needed. The skills, experience, and commitment of our Board of Trustees are regularly reviewed. Where there are gaps, potential new trustees will be invited to an informal interview with the Chair and other trustees and to attend a Board Meeting as an observer before a formal appointment is made.

Risk Management

The trustees continually assess the major risks to which the charity is exposed and systems have been established to mitigate these risks. The charity's risk register is reviewed annually at the Trustees' meeting.

The principal risks identified are:

- securing sustainable income and maintaining an adequate level of reserves to meet the charity's short-term liabilities
- safeguarding children and adults involved with Kizazi
- maintaining the quality of operations and delivering impact as our program scales

Cashflow risk is mitigated by quarterly reviews of the funding pipeline for the following twelve months and taking corrective steps as needed e.g., reducing expenditure, and accelerating fundraising efforts. The safeguarding of children and adults is ensured through rigorous implementation of our policies and processes and evolving them to be responsive to current needs. The program quality is carefully tracked through monitoring systems, KPIs, and evaluations.

Pay Policy For Senior Staff

All staff are paid in accordance with a salary scale which is reviewed each year, this includes the CEO's salary which is approved and reviewed by the Board.

Financial Review

Income and Expenditure

The total income for the financial year was £501,489(2023 - £589,135) and the total expenditure was £554,300 (2023 - £604,287).

During the course of 2024, we were delighted to receive unrestricted grants from the Vitol Foundation and others. We also received restricted grants from the National Youth Awareness Forum (via Rockdale Foundation) for our work in Sierra Leone, from the Jacobs Foundation to develop research and evaluation systems for measuring our whole-child and whole-school models. We received grants from SENSE Foundation Brussels, Coles Medlock Foundation, Allan and Nesta Ferguson Charitable Trust for our work in Liberia.

We also received service fees from Teach For Armenia for our support on the Seroond Schools program.

Against our expenditure we had a total deficit of £52,811 and ended the year with a net negative reserve of £63,186 (2023 - £10,375 negative reserve)

At the year-end, we held £156,606 of grant funding in respect of activities that were to be delivered the year ending 31 December 2025. The surplus released in early 2025 from these activities covered the net deficit as at 31 December 2024.

Reserves

The trustees' policy on income reserves is to maintain sufficient unrestricted and restricted reserves to cover the charity's short-term liabilities. At the end of the financial year ending December 2024, our unrestricted income was £219,940 and unrestricted expenditure was £213,437 leading to a surplus of £6,503 (2023 - £58,158 deficit). Our restricted income in the year was £281,549 and expenditure was £340,863, leading to a deficit of £59,314 (2023 - £43,006 surplus).

The trustees recognise the deficit in net unrestricted reserves which was caused by delays in securing sufficient unrestricted income.

During the year, we took multiple steps to minimise use of our unrestricted reserves in line with our reserves policy -

- In line with our financial policies, we are closely tracking each of our project budgets and ensuring there is no overspend
- We have reduced headcount and reduced other expenditure heads like travel and overheads till we have improved our reserve position
- We are also working to expand our unrestricted revenue sources including applying for more grant opportunities

Grants and Service Income Received in Year

Kizazi is grateful for the support during the year of the following:

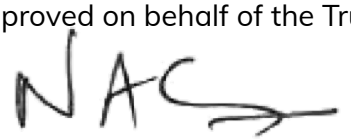
- Vitol Foundation
- SENSE Foundation Brussels
- National Youth Awareness Forum (via Rockdale Foundation)
- Global Schools Forum
- Teach For Armenia
- Jacobs Foundation
- Allan & Nesta Ferguson Charitable Trust
- Coles-Medlock Foundation

Trustees' Responsibilities In Relation To The Financial Statements

The law applicable to charities in England and Wales requires the Charity 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 its income and expenditure for that period. In preparing the financial statements, the Charity is required to:

- Select suitable accounting policies and then apply them consistently
- Make judgements and estimates that are reasonable and prudent
- State whether applicable accounting standards and statements of recommended practice have been followed, subject to any material departures disclosed and explained in the financial statements
- Prepare the financial statement on the going concern basis unless it is inappropriate to presume that the CIO will continue in operation for the foreseeable future; and
- Observe the methods and principles in the Charities SORP (FRS 102). The Trustees are responsible for keeping accounting records that disclose with reasonable accuracy the financial position of the charity and enable them to ensure that the financial statements comply with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008, and the provisions of the CIO's governing document. 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.

Approved on behalf of the Trustees



.....

Nick Canning
Chair Of Trustees

Dated: September 15th 2025

Independent examiner's report to the trustees of Kizazi

I report to the trustees on my examination of the accounts of the Charitable Incorporated Organisation ("CIO") for the period 1 January 2024 – 31 December 2024.

Responsibilities and basis of report

As the charity trustees of the CIO you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ('the Act'). You are satisfied that an audit is not required for this year under charity law and that an independent examination is needed.

I report in respect of my examination of the CIO's accounts carried out under section 145 of the 2011 Act and in carrying out my examination I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act. Dixon Wilson, a firm of Chartered Accountants of which I am a partner has provided bookkeeping services to the Trust and I have applied the FRC's Revised Ethical Standard in carrying out my examination.

An independent examination does not involve gathering all the evidence that would be required in an audit and consequently does not cover all the matters that an auditor considers in giving their opinion on the accounts. The planning and conduct of an audit goes beyond the limited assurance that an independent examination can provide. Consequently, I express no opinion as to whether the accounts present a 'true and fair' view and my report is limited to those specific matters set out in the independent examiner's statement.

Independent examiner's statement

I am qualified to undertake the examination by being a qualified member of the Institute of Chartered Accountants in England and Wales.

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

1. accounting records were not kept in respect of the CIO as required by section 130 of the Act; or
2. the accounts do not accord with those records; or
3. the accounts do not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair view' which is not a matter considered as part of an independent examination.
4. the accounts have not been prepared in accordance with the methods and principles of the Statement of Recommended Practice for accounting and reporting by charities applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102).

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

Gregory Smye-Rumsby

GREGORY SMYE-RUMSBY ACA CTA
Dixon Wilson
22 Chancery Lane
London WC2A 1LS

23 October 2025

KIZAZI

STATEMENT OF FINANCIAL ACTIVITIES

ACCOUNTS FOR PERIOD ENDED 31 DECEMBER 2024

		2024 £	2024 £	2024 £	2023 £	2023 £	2023 £
Income and endowments from:	**Note**	**Unrestricted funds**	**Restricted funds**	**Total**	**Unrestricted funds**	**Restricted funds**	**Total**
Grants	2,3	168,270	281,549	449,819	297,378	261,911	559,289
Bank interest	4	262	-	262	150	-	150
Service fees and consultancy	4	51,408	-	51,408	29,696	-	29,696
Total income		219,940	281,549	501,489	327,224	261,911	589,135
Expenditure on:							
Charitable activities	5	(213,437)	(340,863)	(554,300)	(385,382)	(218,905)	(604,287)
Total expenditure		(213,437)	(340,863)	(554,300)	(385,382)	(218,905)	(604,287)
Net income and net movement in funds		6,503	(59,314)	(52,811)	(58,158)	43,006	(15,152)
Net movement of funds		6,503	(59,314)	(52,811)	(58,158)	43,006	(15,152)
Reconciliation of funds							
Funds b/f		(87,717)	77,342	(10,375)	(29,559)	34,336	4,777
Funds c/f		(81,214)	18,028	(63,186)	(87,717)	77,342	(10,375)

KIZAZI

BALANCE SHEET

ACCOUNTS FOR PERIOD ENDED 31 DECEMBER 2024

	Note	2024 £	2023 £
Current Assets			
Cash at bank	6	95,588	113,774
Debtors	7	12,627	40,781
		108,215	154,555
Liabilities			
Creditors: Amounts falling due within one year	8	(171,401)	(164,930)
Net current liabilities		(63,186)	(10,375)
Total net liabilities		(63,186)	(10,375)
Total funds of the charity:			
Unrestricted income funds	10	(81,214)	(87,717)
Restricted funds	10	18,028	77,342
Total funds		(63,186)	(10,375)

The Financial statements on pages 18 to 27 were approved by the Trustees on….....and were signed on their behalf by :-



Nicholas Canning
Chair of Trustees

15 September 2025

KIZAZI

STATEMENT OF CASH FLOWS

ACCOUNTS FOR PERIOD ENDED 31 DECEMBER 2024

	Note	2024 £	2023 £
Net cash used in operating activities	13	(18,448)	111,127
Cash flows from investing activities			
Interest		262	150
Net cash provided by investing activities		262	150
Change in cash and cash equivalents		(18,186)	111,277
Cash and cash equivalents brought forward		113,774	2,497
Cash and cash equivalents carried forward		95,588	113,774

1. Accounting policies

The principal accounting policies adopted, judgement and key sources of estimation uncertainty in the preparation of the financial statements are as follows:

(a) Basis of preparation and assessment of going concern

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) effective 1 January 2019 and the Charities Act 2011.

Kizazi meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy note.

The trustees consider that there are no material uncertainties about the CIO's ability to continue as a going concern. There are no significant areas of adjustment and key assumptions that affect items in the accounts.

(b) Fund accounting policy

Unrestricted funds are general funds that are available for use at the trustees' discretion in furtherance of the objectives of the charity.
Restricted funds represent sums given to the charity subject to restrictions as to how the funds can be used.

(c) Incoming resources

All income is recognised in the statement of financial activities, when Kizazi has entitlement to the income, it is probable that the income will be received and the amount of the income can be measured reliably.

Grants are recognised when the Kizazi has been notified in writing of both the amount and settlement date. In the event that a donation is subject to conditions that require a level of performance before the charity is entitled to the funds, the income is deferred and not recognised until either those conditions are fully met, or the fulfilment of those conditions is wholly within the control of the charity and it is probable that those conditions will be fulfilled in the reporting period.

(d) Resources expended

Liabilities are recognised as soon as there is a legal or constructive obligation committing the charity to the expenditure, it is probable that settlement will be required and the amount of the obligation can be measured reliably.

All expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all costs related to the category.

Charitable activities include staff costs for those individuals whose time is spent directly on further the CIO's charitable aims and the governance and support costs, in connection with the management of Kizazi including the accountant's fees, organisational administration and compliance with constitutional and statutory requirements.

1. Accounting policies (continued)

(e) Financial instruments

Financial instruments are recognised in the company's Balance Sheet when the company becomes party to the contractual provisions of the instrument. Financial assets and liabilities are offset, with the net amounts presented in the financial statements, when there is a legally enforceable right to set off the recognised amounts and there is an intention to settle on a net basis or to realise the asset and settle the liability simultaneously.

Basic financial assets
Basic financial assets, which include receivables and cash at bank, are initially measured at transaction price including transaction costs and are subsequently carried at amortised cost using the effective interest method unless the arrangement constitutes a financing transaction, where the transaction is measured at present value of the future receipts discounted at a market rate of interest.

Basic financial liabilities
Basic financial liabilities, including payables, are initially recognised at transaction price unless the arrangement constitutes a financing transaction, where the debt instrument is measured at the present value of the future payments discounted at a market rate of interest.

2. Grant income	2024 £	2023 £
Grants from institutions (note 3)	449,819	559,289
	449,819	559,289

3. Grants from institutions	2024 Unrestricted £	2024 Restricted £	2024 Total £	2023 Unrestricted £	2023 Restricted £	2023 Total £
Vitol Foundation	157,629	-	157,629	232,076	-	232,076
Peter Cundill Foundation	-	-	-	61,846	-	61,846
Sense Foundation	-	21,567	21,567	-	-	-
Coles-Medlock	-	10,000	10,000	-	-	-
Allan and Nesta Ferguson Trust	-	20,000	20,000	-	-	-
National Youth Awareness Forum	-	32,249	32,249	-	72,356	72,356
Jacobs Foundation	-	197,733	197,733	-	189,555	189,555
Souter Trust	-	-	-	3,456	-	3,456
Other individuals	6,256	-	6,256	-	-	-
Global Schools Forum	4,385	-	4,385	-	-	-
	168,270	281,549	449,819	297,378	261,911	559,289

4. Other trading activities	2024 £	2023 £
Service fees and consultancy	51,408	29,696
Bank interest	262	150
	51,670	29,846

All other trading income in this year and the prior period was unrestricted.

5. Charitable Activities	2024 Unrestricted £	2024 Restricted £	2024 Total £	2023 Unrestricted £	2023 Restricted £	2023 Total £
Wages and salaries	90,708	133,486	224,194	188,164	34,088	222,252
Outsourced wages	51,600	132,687	184,287	77,354	123,221	200,575
Outsourced service costs	36,598	53,477	90,075	60,331	47,311	107,642
Consultancy fees	-	9,834	9,834	115	-	115
	178,906	329,484	508,390	325,964	204,620	530,584

Outsourced service costs and outsourced wages include the cost of using agency staff around the world to deliver the charity's aims and objectives.
- Outsourced service costs include contracted staff and services outside the UK.
- Outsourced wages represent the wages for non-UK staff hired through payroll agencies.

Reporting of the Outsourced wages and Outsourced service costs have been separated out from 2022 onwards and prior to that were amalgamated under Outsourced Service Costs.

Support costs allocated to charitable activities:

Staff training	2,342	-	2,342	1,461	-	1,461
Travel expenses	4,422	11,379	15,801	16,787	13,487	30,274
IT & Software	4,534	-	4,534	5,791	-	5,791
Insurance	6,277	-	6,277	4,986	-	4,986
Office supplies	1,000	-	1,000	3,897	-	3,897
Printing and stationery	56	-	56	-	-	-
Governance costs (below)	7,860	-	7,860	10,920	-	10,920
Bank charges	1,045	-	1,045	1,023	-	1,023
Legal and professional	1,898	-	1,898	3,426	-	3,426
Advertising	-	-	-	738	-	738
Rent	950	-	950	950	-	950
Conference Fees	-	-	-	-	798	798
Fines and penalties	689	-	689	-	-	-
Nicholas Canning	-		-	-	-	-
Foreign exchange losses/(gains)	3,458	-	3,458	9,439	-	9,439
	34,531	11,379	45,910	59,418	14,285	73,703
Total expenditure on charitable activities	213,437	340,863	554,300	385,382	218,905	604,287

Governance costs

Accountancy fees	6,780	-	6,780	10,560	-	10,560
Independent examination fees	1,080	-	1,080	360	-	360
	7,860	-	7,860	10,920	-	10,920

Number of employees who received employee benefits between:	2024	2023
£80,000 - £90,000	1	1
£90,000 - £100,000	-	-
£120,000 - £130,000*	1	1
	2	2

* this band contains the earnings of the Chief Executive who is key management personnel.

The number of staff directly employed in the year was two (2023 - two).
The total employee benefits paid to key management personnel, including employers pension contributions was £120,300 (2023 - £121,900).

6. Cash	2024 £	2023 £
Cash at bank and in hand	95,588	113,774
	95,588	113,774

7. Debtors	2024 £	2023 £
Prepayments	2,594	5,231
Accrued income	5,640	29,696
Other debtors	27	854
Taxation and social security	4,366	5,000
	12,627	40,781

8. Creditors	2024 £	2023 £
Taxation and social security	7,043	-
Trade creditors	835	-
Accruals	6,917	7,301
Deferred income	156,606	157,629
	171,401	164,930

9. Taxation

Kizazi is a registered charity and as such is exempt from tax on its income to the extent this is applied for charitable purposes.

10. Analysis of funds	At 1 January 2024 £	Incoming resources £	Resources expended £	Transfers £	At 31 December 2024 £
Analysis of fund movements					
Unrestricted fund	(87,717)	219,940	(213,437)	-	(81,214)
Restricted funds	77,342	281,549	(340,863)	-	18,028
Total funds	(10,375)	501,489	(554,300)	-	(63,186)

11. Analysis of net assets between funds

Fund balances as at 31 December 2023 are represented by	Unrestricted £	Restricted £	Total 2024 £	Total 2023 £
Cash at bank	-	95,588	95,588	113,774
Debtors	90,187	(77,560)	12,627	40,781
Creditors	(171,401)	-	(171,401)	(164,930)
	(81,214)	18,028	(63,186)	(10,375)

Unrestricted funds - comprises the undistributed income of the charity which the Trustees are free to use in accordance with the charity's objectives.

Restricted funds - comprises grants and donations made in order to fund the charity's research and work with partner schools.

12. Trustees' remuneration

None of the Trustees were reimbursed for expenses or received any remuneration during the year.

13. Reconciliation of net movements in funds to net cash flow from operating activities

	2024 £	2023 £
Net movement in funds	(52,811)	(15,152)
Deduct income from investments	(262)	(150)
Increase in creditors	6,471	145,316
Decrease/(increase) in debtors	28,154	(18,887)
Net cash used in operating activities	(18,448)	111,127

KIZAZI

England & Wales - Charity number 1187749

Accounts

kizazi

ENABLING BREAKTHROUGH SCHOOLS

Trustees Report and Accounts
for the period 1 January 2023 to 31 December 2023

Registered Charity Number 1187749



Kizazi Trustees Report and Accounts

for the period 1 January 2023 to 31 December 2023

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Officers and Professional Advisers

Board of Trustees	Vandana Goyal | Chair Veda Sunassee (term began May 2023) Larisa Hovannisian (term began May 2023) Folasade Adefisayo (term started December 2023) Seema Bansal (term ended October 2023) Susannah Hares (term ended February 2023)
Founder and CEO	Nicholas Canning
Registered Charity Number	1187749
Address	30 London Fields East Side London E8 3SA
Independent Examiner	Gregory Smye-Rumsby ACA CTA Dixon Wilson Chartered Accountants 22 Chancery Lane, London WC2A 1LS
Bankers	Barclays 120, Moorgate, London, EC2M 6UR

Legal Status

Kizazi is an independent charity registered as a Charitable Incorporated Organization by the Charity Commission for England and Wales with registration number 1187749. Kizazi was registered on 4th February 2020.

Trustees' Report For The Period 1 January 2023 to 31 December 2023

I. Our Mission

Kizazi exists to ensure this generation of children are empowered by education to thrive, wherever in the world they grow up.

To deliver on this purpose, we work with local NGOs and government partners in low-income countries to design and spread locally relevant school models that develop the whole child and transform their learning.

II. Why We Exist

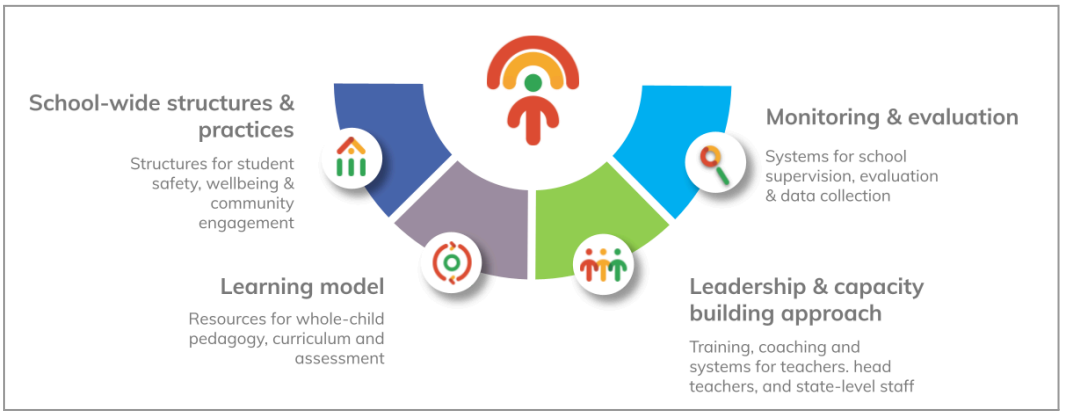
Across the world, about 1 billion children are multidimensionally poor, lacking necessities as basic as nutritious food or clean water (UNICEF). Risks of conflict, climate change, and diseases further exacerbate their suffering. Kizazi works with children attending government schools in such adverse contexts in Africa and Asia.

The prevailing school designs in under-resourced contexts fail to support the needs and holistic development of children. The curriculum and intended learning outcomes are not aligned with the demands of the 21st century and the needs of the region. Rote-based teaching approaches do not reflect our growing understanding of how children learn. Multi-generational poverty hinders cognitive abilities and prevents children from participating in class, which the schools are not designed to respond to. Consequently, learning levels remain low, and children are unable to lead thriving lives.

Therefore, at Kizazi, we believe that we need to fundamentally challenge the status quo and bring innovation in school design and system reform. Our charitable objective is to advance the education of the public in general and in particular to assist worldwide in the provision of technical resources, support, and information to individuals, organisations, and groups to increase their capacity to develop, manage and run schools for the public benefit, with the objective to improve the quality of education in deprived communities.

III. Our Solution

Kizazi's system transformation program enables local education leaders to implement and scale locally appropriate school models that develop the whole child and transform their learning. We begin by redefining the purpose and outcomes of education that children need to thrive in their local contexts. We then bring change in four key areas of how schools operate to deliver the renewed outcomes.



And our solutions are rooted in three key principles core to our mission - "whole-child", "whole-school", and "contextual".

Embrace the whole child

Promote cognitive, emotional, physical, social and identity development of children and respond to their adversity and trauma

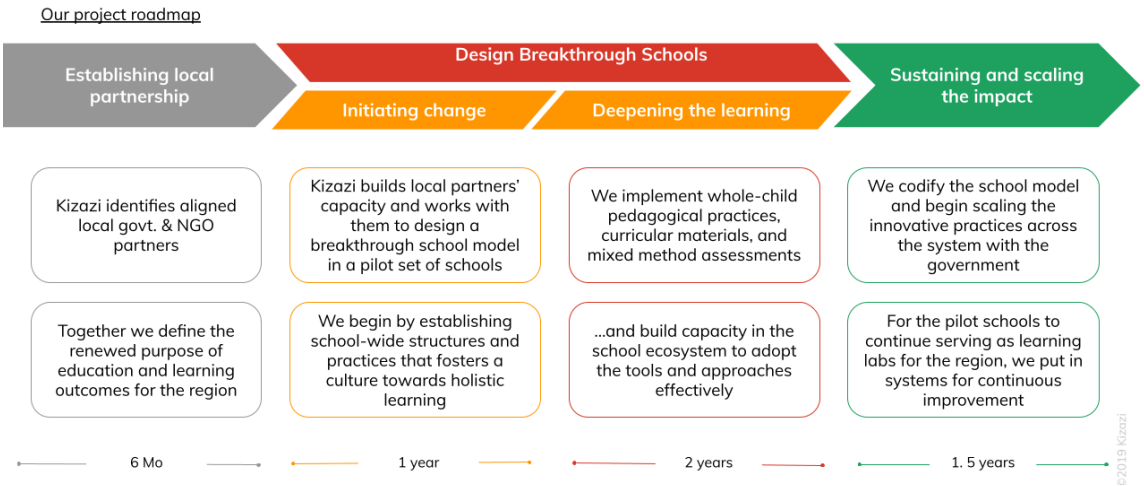
Activate the whole school

Integrate all aspects of the school ecosystem including the people, culture, and the community towards the shared purpose of whole-child education

Anchor in context

Make the change and learning relevant to what matters in local & global communities and restore identity, culture and traditions

To redesign schools & transform education systems we work in deep long-term partnerships with local NGO and government partners.



With this approach, we have been working with four government systems across India, Armenia, Sierra Leone, and Liberia.

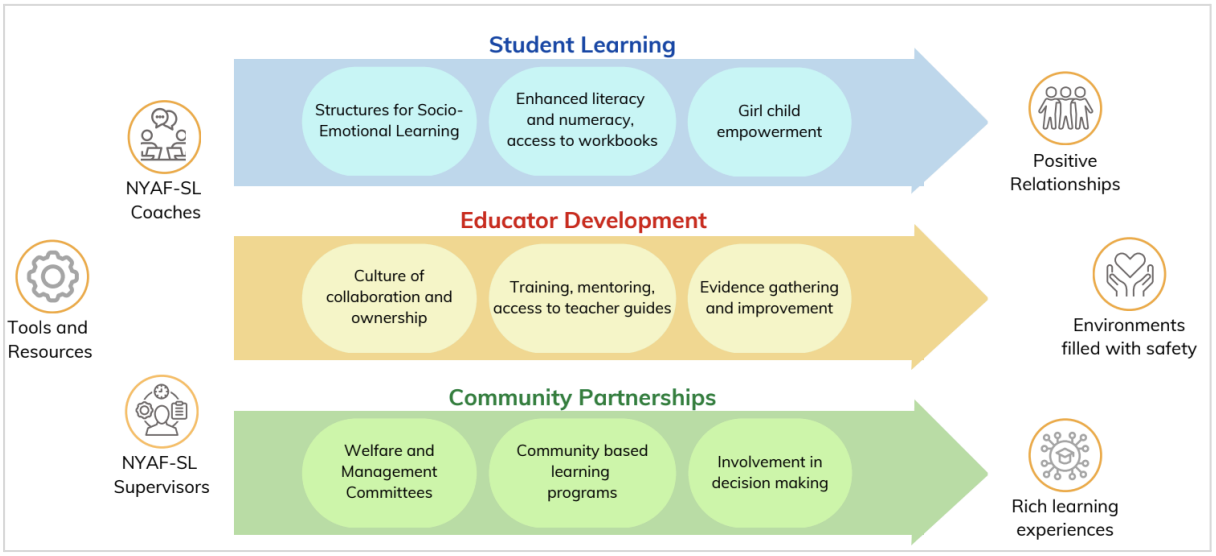
IV. 2023 Activities, Highlights, and Performance

In 2023, along with our local NGO partners we worked on redesign projects with four government systems reaching over 30,000+ children across Sub-Saharan Africa and Asia. Through our work, we have developed strongly evidenced local innovations, which are improving learning and well-being for rapidly increasing numbers of children. We are also beginning to see the influence of our partners' school models spread widely beyond our core intervention schools. Below are the key highlights of Kizazi in 2023.

1. Our work in 67 schools in Sierra Leone as part of the Sierra Leone Education Innovation Challenge (SLEIC) is delivering promising whole-child outcomes

Kizazi and our local partner in Sierra Leone, the National Youth Awareness Forum (NYAF), are working together to deliver an ambitious project to transform holistic learning outcomes for ~20,000 children in rural Sierra Leone as part of the Government and Education Outcomes Fund's SLEIC Program. After a rigorous selection process that ran for 6+ months, our consortium led by NYAF and backed by Rockdale Foundation, was one of the five service providers selected for the program. SLEIC is a three-year "impact bond" based program where the payments for the intervention will be based on the gains made in learning outcomes.

Starting in September 2022 we launched the program in 67 schools across the districts of Moyamba, Bonthe, and Pujehun. The program is rooted in a school model that aims to support children, educators & communities with positive relationships, an environment of safety, and rich learning experiences.



Key aspects of the program implementation in 2023 include:

1. Learning Model
   - Learning materials for teachers and students: Kizazi, along with Madhi Foundation and Sols Arc, led the development of semi-structured teacher guides, concept/ practice cards, and student workbooks for English and Math for Grades 1-6. The materials are easy & intuitive for teachers to work with and are based on

RTI's 5Ts, global proficiency framework, use of mother tongue, and principles for inclusion. These materials were delivered to all ~20,000 children and 300+ teachers in the intervention schools.

- SEL integration: We integrated socio-emotional learning and life skills within the classroom experience by designing strategies such as movement and music to regulate the nervous system, and morning meetings to forge meaningful peer and adult relationships. These strategies have been explicitly included in the teacher guides and training modules for teachers and coaches.
- Revision in timetable: We developed a new timetable with an extended 45-minute time for literacy & numeracy, a 15-minute dedicated slot for each start and end of day SEL routine/ story time, and 25 minutes for teachers to plan after school hours.

2. Educator Development

- Educator professional development: Kizazi designed cycles of training, observation, and coaching rooted in building teachers' and head teachers' capacities for leadership, pedagogy, school culture, using evidence, and supporting their own well-being. Kizazi's staff trained our local partner's 17 School Coaches and Supervisors in delivering these PD cycles to 300+ teachers and co-facilitated multiple teacher and HT trainings on-ground. This has led to annually over 56 hours of teacher trainings for 300+ teachers, 56 hours of training for 67 HTs, and over 3675 classroom observations & coaching conversations.
- Peer-to-peer collaboration: We also established school-based communities of practice to enable teachers to plan collaboratively, observe each other's lessons, and reflect together on what children need. We introduced time in school timetables for peer observation & planning, built the capacity of School Coaches to hold effective cluster meetings for teachers to come together to share every term, and set up protocols for teachers' online groups.

3. School Structures

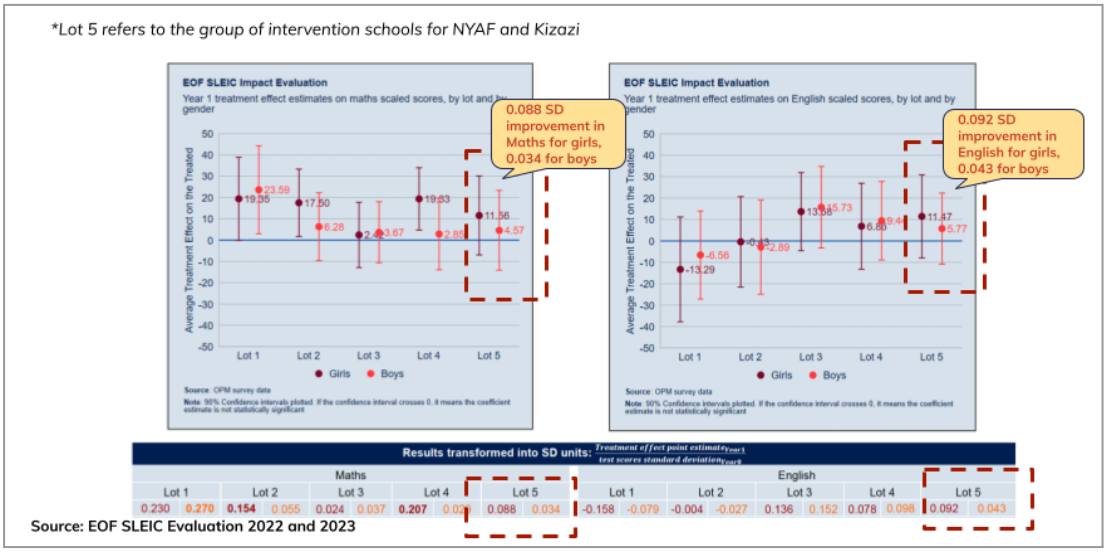
- Mother Support Group: We designed the structure of mother groups in schools to interact with students and check in on their well-being, run community awareness campaigns, and for teachers to have a channel to communicate concerns.
- School Management Committees: We built the capacity of School Coaches to work with the school management committee in the development of an effective annual school improvement plan for each school, and in building a strong school-community relationship.

4. Monitoring & Evaluation Systems: Beyond the external RCT evaluation being conducted by a third party -

- Kizazi led the development of mixed-method assessments administered by all teachers and coaches to measure learning and wellbeing e.g., internal literacy & math assessments, student wellbeing surveys, and teacher wellbeing surveys.
- Along with a tech partner, we developed the tool and dashboards used by 20+ staff of the local NGO to collect and use the data for decision-making and program improvement.
- We also designed school-level structures for improved M&E - dedicated time for teachers to collaboratively understand and use data at school-level, and student report cards to drive community engagement and accountability.

- We built the capacity of School Coaches to hold effective district-level meetings to share data and co-plan with government representatives each term.

We are also witnessing a promising impact within one year of the project in both external and internal evaluations. The first-year RCT evaluation in 2023 showed that within 6 months the program delivered 0.088 SD improvement in Maths for girls, 0.034 for boys, and 0.092 SD improvement in English for girls, 0.043 for boys.



Source: EOF SLEIC Evaluation 2022 and 2023

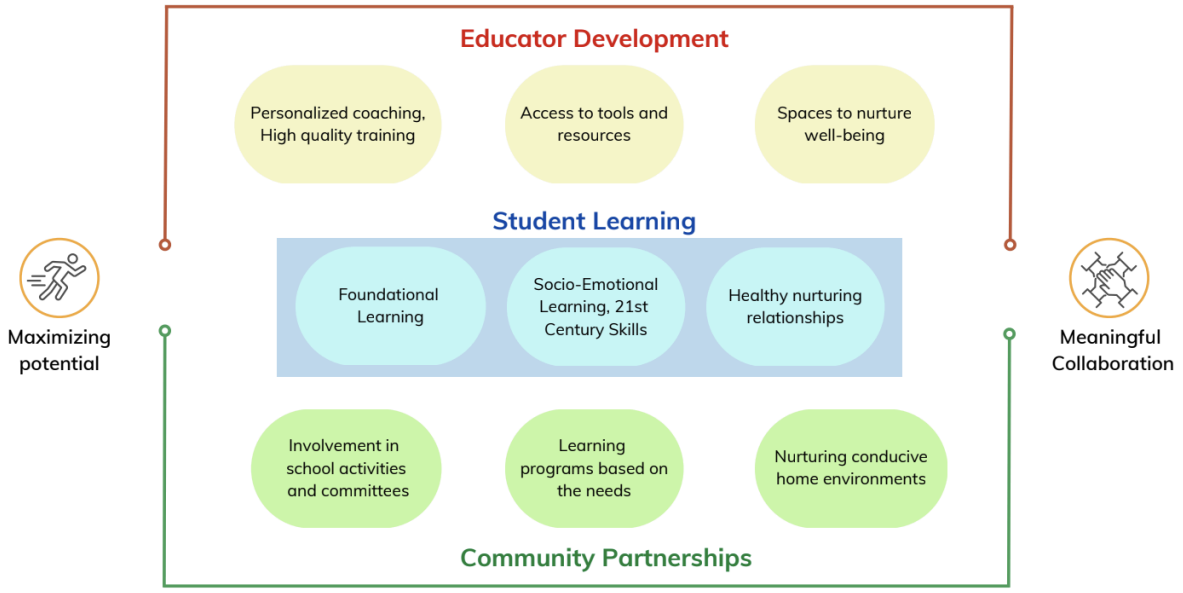
In our internal assessments, in English reading, there is a 16% growth in % of children who are at grade level, and in written Math, there is a 20% growth in % of children who are at grade level. Children and parents are also reporting improved levels of safety & care -

- 95% of children in our intervention schools now report feeling safe to make mistakes in school. Similarly, while only 77% of students felt that teachers responded with care at the beginning of the project, more than 95% of students answered affirmatively to the same question in 2023.
- The impact of these shifts extends to caregivers who also report increased confidence in sending their kids to school. In 2022, 73% of caregivers said that their child is respected/cared for in school. This number increased to 91% of caregivers in 2023 after a full year of the program.
- We are also seeing a direct link between teacher wellbeing & foundational learning - e.g., for an increase of 1% in teacher wellbeing score, % of students at higher-level maths proficiencies increases by 2.5%

2. Simple Education Foundation is growing and scaling its impact by working with state systems in India

In India, we work with our partner Simple Education Foundation to transform government primary schools into “Centres of Excellence" (COE). We started with 3 COE schools in Delhi in 2018 and now SEF’s school model is being implemented in 8 Center of Excellence schools across Delhi and Uttarakhand impacting 1100+ students. The learnings are being used for SEF’s large-scale teacher development program in three states impacting 100,000+ teachers and reaching 5 million students.

SEF School Model

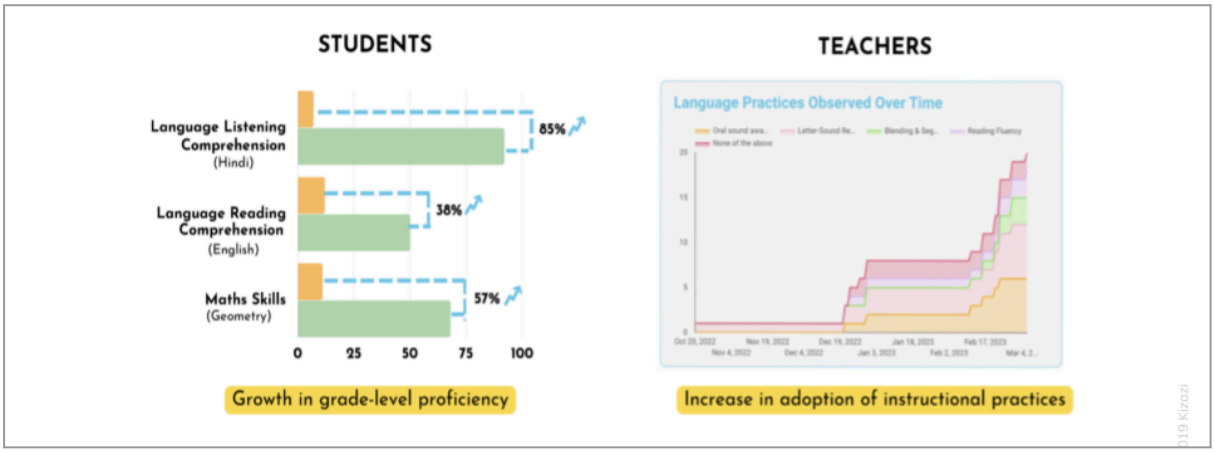


Kizazi has worked with the SEF team to co-design the school model, build their capacity for implementation, provide access to global evidence and experts, and iterate through many cycles of implementation and improvement. In 2023, we continued to work on these areas and strengthen SEF's state-level teacher development programs with key activities being -

- **Bilingual Language Curriculum**: We continued our work around the bilingual curriculum and built the SEF team's capacity to conduct a language study in Delhi & Uttarakhand and to develop a language ladder for a bilingual language curriculum. In doing this, Kizazi worked with SEF to a) gather evidence and data around language usage and needs, b) learn about different approaches and evidence around bilingual and multilingual learning, c) develop language progression framework, K-5 learning outcomes for mother tongue (Hindi) & English aligned to this approach, and d) develop learning materials for bilingual learning. This led to the development of a Hindi-to-English progression plan for language and learning materials including practice cards, fluency guides, and teaching activities. These are being implemented in the SEF-supported schools in Delhi and Uttarakhand impacting 1,100+ children. As a result of this work, SEF was also involved in the design of Teacher Training modules with the SCERT, Uttarakhand leading to findings from this work being included in state-level foundational learning programs.
- **FLN assessments**: Kizazi supported SEF through training and expert reviews to develop comprehensive, aligned, and leveled summative assessments to evaluate all aspects of language (reading, writing, speaking, and listening) and mathematics (conceptual understanding, procedural fluency & application across all domains). These assessments have been used across all of SEF schools in Delhi & Uttarakhand enabling a more accurate identification of learning needs across levels and domains.

- **Diagnostics approach:** Kizazi facilitated the development of a baseline assessment framework and aligned tools for new state-level interventions. As a result, SEF covered 95+ schools to conduct baseline assessments using indicators, observation tools, and field visit guides contextualised to the Punjab state context.
- **Codification and sharing:** We developed and shared a school model summary of SEF's Centre of Excellence program capturing the context, design principles & approach, and a day at SEF school. This was published on Kizazi's website and shared on a webinar with practitioners from across the world.

The work has consistently delivered improvement in learning outcomes. In the academic year 2022-23, schools reopened after the COVID-19 closures and SEF's Centres of Excellence continued to deliver promising learning gains.



Statewide in-service teacher training program in Delhi also shows classroom-level shifts in teaching practices and student engagement.

The data below shows the outputs (training proficiency), outcomes (teacher adoption in classroom) and early indicators of student engagement. These were collected through exit tickets post trainings and classroom observations conducted by mentor teachers.

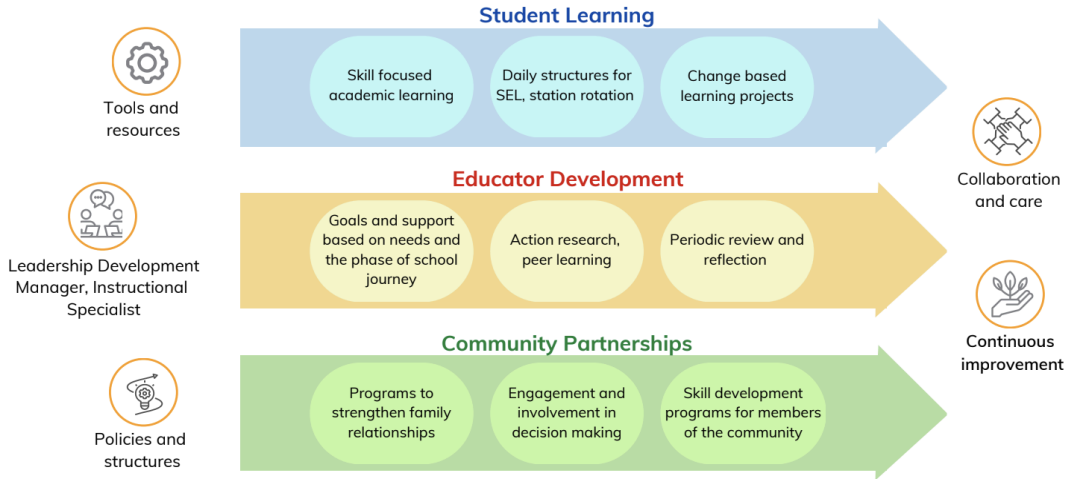
(Note: This table only depicts the competencies prioritised in first two training modules. All subdomains and indicators can be accessed here.)

Larger Domain	Sub-Domain prioritised in teacher development	Teacher proficiency in training	Teacher adoption *(coach reported data)*	Student Engagement *(coach reported data)*
Children at the centre	Fostering student safety and healthy classroom relationships	73.97%	68.20 %	39.88%
	Designing inclusive classroom practices to ensure learning is equitable for all children.	85.14%	58.15 %	
Core as a teacher	Practicing appropriate pedagogical strategies in the classroom towards the learning objective/s.	85.14%	58.15 %	34.81%
Collective as partners	Collaborating with school staff to contribute to school vision and SDP.	85.14%		

3. Seroond Schools in Armenia continue to expand, deliver gains in student learning, and work closely with the national government

In Armenia we have worked with our partners Teach For Armenia and the local government since 2019 on Seroond Schools, a first-of-its-kind program in the country to transform government schools for holistic learning. Seroond started working in its first school in 2020 and is now a network of 6 schools across multiple regions with an official mandate from the national government to replicate the program across the country.

With a renewed purpose of education to bring a sense of safety, honor, & collective dream to the children of Armenia, Seroond & Kizazi developed the Seroond School Model.



Kizazi has worked with the Seroond team to develop and strengthen the school model prioritising the work in the following key areas:

- Purpose & outcomes: a statement and framework aligned to the 6Cs framework of whole child development
- Academic learning model: approach to “Change-based Learning” and maths and reading assessments
- Whole child development model: socio-emotional learning structures and school-specific strategies
- Educator development: training modules, observation tools, coaching method, and peer support structures
- Community engagement: approaches to community and parent meetings, workshops, and events
- Learning & Evaluation: school evaluation framework and tools, and teacher and student learning tools as well as process and tools of analysing & reporting outcomes at all levels of the school & program
- Multi-year operational plans & handbook for the team to replicate the Seroond school model

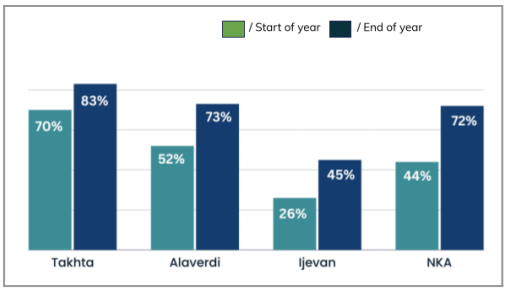
In 2023, we continued to work on these areas to strengthen and scale the Seroond model, with key activities being -

- We codified and shared the Seroond whole-school whole-child model along with three signature school practices and their implementation templates. These knowledge pieces were published on Kizazi’s website.
- We co-developed a leveled Armenian Language assessment framework, assessment tools, and guides for in-class support along with data entry tools & dashboards.

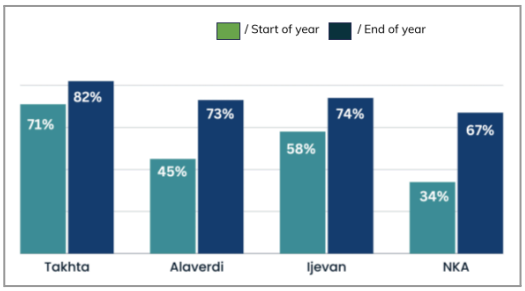
- We conducted weekly check-ins with the Seroond team to build capacity around LDM needs for well-being, response to war, & SEL-focused needs for grades 5-8
- Co-developed application to the government for a new leapfrog initiative called the Authored School
- We supported reviewing long-term strategy and theory of change for Seroond and facilitated workshops to inquire into choices and strategies

The Seroond program has consistently delivered improved learning outcomes year on year. In the annual endline assessment in June 23, all four Seroond schools (Takhta, Alaverdi, Ijevan, and NKA) showed promising gains in Math and Literacy.

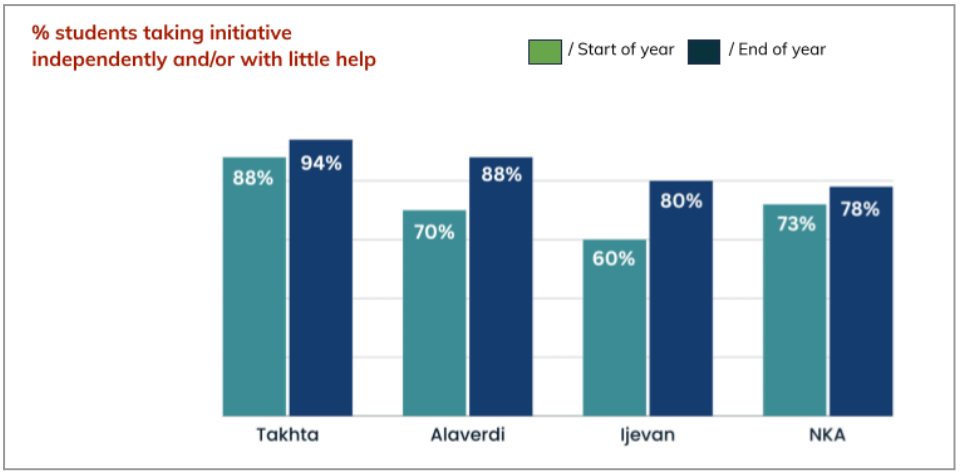
Average Math scores



Average scores in the Armenian language



On life skills as well, measured through a research-based tool, students have demonstrated substantial growth.



4. We launched a new partnership in Liberia to deliver whole-child outcomes for 10,000 children and develop a replicable model

We launched work with a new local partner, UMovement, to transform 40 government primary schools in Liberia as part of a state initiative, and through the program we aim to develop a replicable model for the government to scale. We launched the partnership with an on-ground visit to understand the context and the purpose & outcomes of education needed in Liberia's context. Over the next few years, we will design and implement four key areas of shifts (collectively termed as "school model") in the 40 intervention schools -

1. Learning Model	• Pedagogy based on whole-child principles of building trusting relationships, responding to variabilities, fostering the mind-body, and integrating academic and life skills • Language and math curriculum based on RTI's 5Ts, global proficiency framework, use of mother tongue, and principles for inclusion • Textbooks and workbooks that are based on the above pedagogy and curriculum • Dedicated time in school-day for SEL lessons, sharing circles, and morning meetings • Accelerated learning program for age-appropriate grade placement of overage children
2. Educator development	• Teacher guides with lesson plans and strategies to deliver whole-child learning • Annual trainings on whole-child pedagogy, termly data-based refreshers, monthly well-being circles, and weekly individual coaching
3. M&E systems	• Mixed-method assessments administered by teachers and coaches to measure learning and wellbeing • Dedicated time for teachers to collaboratively understand and use data • School-level report cards to drive community engagement and accountability
4. School structures	• Monthly family engagement through parent-teacher conferences • Mother support groups to lead girl empowerment and safety • School-level cultural events to build joy and belonging

We are currently in the design phase of the project, where we are designing the different elements of the school model. From 2024, we will begin phased implementation of the model by building the capacity of 14+ School Coaches and Program staff of UMovement to adopt and implement the model. This will be accompanied by a comprehensive baseline evaluation and subsequent termly and annual evaluations.

5. We continued to strengthen our organization across multiple areas

- Board: We elected three new members to the Board
    - Larisa Hovannisian: Larisa founded Teach For Armenia in 2013 which has since grown to become one of the most prominent educational organizations in Armenia, impacting over 30,000 students in more than 100+ rural communities across the country
    - Veda Sunassee: Veda has served several roles in the African Leadership Group - a pan-African initiative to develop 2 million African leaders by 2035. As the CEO of African Leadership University, he currently oversees operations across both the Mauritius & Rwanda campuses.
    - Folasade Adefisayo: As the Hon'ble Commissioner for Education in Lagos State, Nigeria, from 2019 to 2023, Folasade was instrumental in implementing educational reforms, demonstrating unwavering commitment to enhancing education in Nigeria.

We are also grateful to Seema Bansal for her contributions to Kizazi as she stepped down from the Board in October 2023.

- People: Romana Shaikh took on an expanded “Co-founder and Chief Program Officer” title to reflect her role in building Kizazi and to support her to play a greater role in representing us externally. We also hired two new full-time staff members in the role of Head of Development & Communications and Lead of India and Armenia Programs.
- Knowledge sharing: We shared our learnings at multiple local and global education conventions - Roundtable with Brookings and Delhi Government, Origami 2023 in India, Let There Be Teachers Conference in Nigeria, Re-rooting in African History Summit, Nigeria Evidence Summit, UKFIET 2023 Conference in Oxford, and the SALEX Conference in Colombia. Across all these platforms a common theme was us sharing our findings and evidence of whole-child school design. We also led learning sessions for an FLN-focused community of practice with Global Schools Forum and our own organized webinars with education practitioners. We launched a knowledge portal on our website where we shared school model summaries from our work in Sierra Leone, India, and Armenia as well as codified signature practices of these school models for practitioners to adopt.

Public Benefit

When reviewing our aims and objectives and in planning our future activities, we have referred to the Charity Commission’s general guidance on Public Benefit and on running a charity (PB2). The Trustees’ focus has always been to measure how planned activities will contribute to the aims and objectives they have set.

Structure, Governance, and Management

Kizazi is registered with the Charity Commission for England and Wales as a Charitable Incorporated Organisation.

Kizazi is managed by a Board of Trustees appointed to three-year terms. The Trustees during the year and currently (and other Officers and Professional Advisers) are as noted on Page 2. All our Trustees give their time on a voluntary basis and are passionate advocates of the charity’s work.

The Board meets virtually 3 times a year with frequent individual teleconference meetings as needed. The skills, experience, and commitment of our Board of Trustees are regularly reviewed. Where there are gaps, potential new trustees will be invited to an informal interview with the Chair and other trustees and to attend a Board Meeting as an observer before a formal appointment is made.

Risk Management

The trustees continually assess the major risks to which the charity is exposed and systems have been established to mitigate these risks. The charity's risk register is reviewed annually at the Trustees' meeting.

The principal risks identified are:

- securing sustainable income and maintaining an adequate level of reserves to meet the charity's short-term liabilities
- safeguarding children and adults involved with Kizazi
- maintaining the quality of operations and delivering impact as our program scales

Cashflow risk is mitigated by quarterly reviews of the funding pipeline for the following twelve months and taking corrective steps as needed e.g., reducing expenditure, and accelerating fundraising efforts. The safeguarding of children and adults is ensured through rigorous implementation of our policies and processes and evolving them to be responsive to current needs. The program quality is carefully tracked through monitoring systems, KPIs, and evaluations.

Pay Policy For Senior Staff

All staff are paid in accordance with a salary scale which is reviewed each year, this includes the CEO's salary which is approved and reviewed by the Board.

Financial Review

Income and Expenditure

The total income for the financial year was £589,135 and the total expenditure was £604,287.

During the course of 2023, we were delighted to receive unrestricted grants from the Vitol Foundation, the Peter Cundill Foundation, and the Souter Trust. We also received restricted grants from the National Youth Awareness Forum for our work in Sierra Leone, and from the Jacobs Foundation to develop research and evaluation systems for measuring our whole-child and whole-school models.

We also received service fees from Teach For Armenia for our support on the Seroond Schools program.

Against our expenditure we had a total deficit of £15,153, we were able to cover some portion of the deficit using the previous year's reserves but ended the year with a net negative reserve of £10,375.

At the year-end, we held £157,629 of grant funding in respect of activities that were being delivered the year ended 31 December 2024. The surplus released in early 2024 from these activities covered the overall small net deficit as at 31 December 2023.

Reserves

The trustees' policy on income reserves is to maintain sufficient unrestricted and restricted reserves to cover the charity's short-term liabilities. At the end of the financial year ending December 2023, our unrestricted income was £327,224 and unrestricted

expenditure was £385,382 leading to a deficit of £58,158 (2022 - £109,601 deficit). Our restricted income in the year was £261,911 and expenditure was £218,905, leading to a surplus of £43,007 (2022 - £34,336 surplus).

The trustees recognise the deficit in the unrestricted reserves which was caused by delays in securing sufficient unrestricted income.

Post the year-end, we have taken multiple steps to build back our unrestricted reserves in line with our reserves policy -

- In line with our financial policies, we are closely tracking each of our project budgets and ensuring there is no overspend
- We have slowed down on hiring substantially and reduced other expenditure heads like travel and overheads till we have improved our reserve position
- We are also working to expand our unrestricted revenue sources including applying for more grant opportunities

Grants Received in Year

Kizazi is grateful for the support during the year of the following:

- Vitol Foundation
- Peter Cundill Foundation
- National Youth Awareness Forum
- Jacobs Foundation
- Souter Trust

Trustees' Responsibilities In Relation To The Financial Statements

The law applicable to charities in England and Wales requires the Charity 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 its income and expenditure for that period. In preparing the financial statements, the Charity is required to:

- Select suitable accounting policies and then apply them consistently
- Make judgements and estimates that are reasonable and prudent
- State whether applicable accounting standards and statements of recommended practice have been followed, subject to any material departures disclosed and explained in the financial statements
- Prepare the financial statement on the going concern basis unless it is inappropriate to presume that the CIO will continue in operation for the foreseeable future; and
- Observe the methods and principles in the Charities SORP (FRS 102). The Trustees are responsible for keeping accounting records that disclose with reasonable accuracy the financial position of the charity and enable them to ensure that the financial statements comply with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008, and the provisions of the CIO's governing document. 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.

Approved on behalf of the Trustees

Vandana Goyal Nagar

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Date: 2024.10.15 15:25:10 +05'30'

.....

Vandana Goyal
Chair Of Trustees

Dated:

Independent examiner's report to the trustees of Kizazi

I report to the trustees on my examination of the accounts of the Charitable Incorporated Organisation ("CIO") for the period 1 January 2023 – 31 December 2023.

Responsibilities and basis of report

As the charity trustees of the CIO you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ('the Act'). You are satisfied that an audit is not required for this year under charity law and that an independent examination is needed.

I report in respect of my examination of the CIO's accounts carried out under section 145 of the 2011 Act and in carrying out my examination I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act. Dixon Wilson, a firm of Chartered Accountants of which I am a partner has provided bookkeeping services to the Trust and I have applied the FRC's Revised Ethical Standard in carrying out my examination.

An independent examination does not involve gathering all the evidence that would be required in an audit and consequently does not cover all the matters that an auditor considers in giving their opinion on the accounts. The planning and conduct of an audit goes beyond the limited assurance that an independent examination can provide. Consequently, I express no opinion as to whether the accounts present a 'true and fair' view and my report is limited to those specific matters set out in the independent examiner's statement.

Independent examiner's statement

I am qualified to undertake the examination by being a qualified member of the Institute of Chartered Accountants in England and Wales.

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

1. accounting records were not kept in respect of the CIO as required by section 130 of the Act; or
2. the accounts do not accord with those records; or
3. the accounts do not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair view' which is not a matter considered as part of an independent examination.
4. the accounts have not been prepared in accordance with the methods and principles of the Statement of Recommended Practice for accounting and reporting by charities applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102).

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

Gregory Smye-Rumsby

GREGORY SMYE-RUMSBY ACA CTA
Dixon Wilson
22 Chancery Lane
London WC2A 1LS

16 October 2024

KIZAZI

STATEMENT OF FINANCIAL ACTIVITIES

ACCOUNTS FOR PERIOD ENDED 31 DECEMBER 2023

	Note	2023 £ Unrestricted funds	2023 £ Restricted funds	2023 £ Total	2022 £ Unrestricted funds	2022 £ Restricted funds	2022 £ Total
Income and endowments from:							
Grants	2	297,378	261,911	559,289	188,534	126,629	315,163
Bank interest		150	-	150	-	-	-
Other trading activities	4	29,696	-	29,696	55,844	-	55,844
Total income		327,224	261,911	589,135	244,376	126,629	371,006
Expenditure on:							
Charitable activities	5	(385,382)	(218,905)	(604,287)	(353,978)	(92,293)	(446,271)
Total expenditure		(385,382)	(218,905)	(604,287)	(353,978)	(92,293)	(446,271)
Net income and net movement in funds		(58,158)	43,007	(15,153)	(109,601)	34,336	(75,265)
Net movement of funds		(58,158)	43,007	(15,153)	(109,601)	34,336	(75,265)
Reconciliation of funds							
Funds b/f		(29,559)	34,336	4,777	80,042	-	80,042
Funds c/f		(87,718)	77,343	(10,375)	(29,559)	34,336	4,777

KIZAZI

BALANCE SHEET

ACCOUNTS FOR PERIOD ENDED 31 DECEMBER 2023

	Note	2023 £	2022 £
Current Assets			
Cash at bank	6	113,773	2,496
Debtors	7	40,781	21,895
		154,555	24,391
Liabilities			
Creditors: Amounts falling due within one year	8	(164,930)	(19,614)
Net current assets		(10,375)	4,777
Total net assets		(10,375)	4,777
Total funds of the charity:			
Unrestricted income funds	10	(87,718)	(29,559)
Restricted funds	10	77,343	34,336
Total funds		(10,375)	4,777

The Financial statements on pages 18 to 27 were approved by the Trustees on….17 September, 2024.....and were signed on their behalf by :-

Vandana Goyal Nagar

Digitally signed by Vandana Goyal Nagar
Date: 2024.10.15 15:25:41 +05'30'

Vandana Goyal
Chair of Trustees

KIZAZI

STATEMENT OF CASH FLOWS

ACCOUNTS FOR PERIOD ENDED 31 DECEMBER 2023

	Note	2023 £	2022 £
Net cash used in operating activities	13	111,127	(96,872)
Cash flows from investing activities			
Interest		150	-
Net cash provided by investing activities		150	-
Change in cash and cash equivalents		111,277	(96,872)
Cash and cash equivalents brought forward		2,496	99,368
Cash and cash equivalents carried forward		113,773	2,496

1. Accounting policies

The principal accounting policies adopted, judgement and key sources of estimation uncertainty in the preparation of the financial statements are as follows:

(a) Basis of preparation and assessment of going concern

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) effective 1 January 2019 and the Charities Act 2011.

Kizazi meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy note.

The trustees consider that there are no material uncertainties about the CIO's ability to continue as a going concern. There are no significant areas of adjustment and key assumptions that affect items in the accounts.

(b) Fund accounting policy

Unrestricted funds are general funds that are available for use at the trustees' discretion in furtherance of the objectives of the charity.
Restricted funds represent sums given to the charity subject to restrictions as to how the funds can be used.

(c) Incoming resources

All income is recognised in the statement of financial activities, when Kizazi has entitlement to the income, it is probable that the income will be received and the amount of the income can be measure reliably.

Grants are recognised when the Kizazi has been notified in writing of both the amount and settlement date. In the event that a donation is subject to conditions that require a level of performance before the charity is entitled to the funds, the income is deferred and not recognised until either those conditions are fully met, or the fulfilment of those conditions is wholly within the control of the charity and it is probable that those conditions will be fulfilled in the

(d) Resources expended

Liabilities are recognised as soon as there is a legal or constructive obligation committing the charity to the expenditure, it is probable that settlement will be required and the amount of the obligation can be measured reliably.

All expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all costs related to the category.

Charitable activities include staff costs for those individuals whose time is spent directly on further the CIO's charitable aims and the governance and support costs, in connection with the management of Kizazi including the accountant's fees, organisational administration and compliance with constitutional and statutory requirements.

1. Accounting policies (continued)

(e) Financial instruments

Financial instruments are recognised in the company's Balance Sheet when the company becomes party to the contractual provisions of the instrument. Financial assets and liabilities are offset, with the net amounts presented in the financial statements, when there is a legally enforceable right to set off the recognised amounts and there is an intention to settle on a net basis or to realise the asset and settle the liability simultaneously.

Basic financial assets
Basic financial assets, which include receivables and cash at bank, are initially measured at transaction price including transaction costs and are subsequently carried at amortised cost using the effective interest method unless the arrangement constitutes a financing transaction, where the transaction is measured at present value of the future receipts discounted at a market rate of interest.

Basic financial liabilities
Basic financial liabilities, including payables, are initially recognised at transaction price unless the arrangement constitutes a financing transaction, where the debt instrument is measured at the present value of the future payments discounted at a market rate of interest.

2. Grant income	**2023**	**2022**
	£	**£**
Grants from institutions (note 3)	559,289	315,163
	559,289	315,163

3. Grants from institutions	**2023**	**2023**	**2023**	**2022**	**2022**	**2022**
	Unrestricted	**Restricted**	**Total**	**Unrestricted**	**Restricted**	**Total**
	£	**£**	**£**	**£**	**£**	**£**
Vitol Foundation	232,076	-	232,076	84,272	-	84,272
Peter Cundill Foundation	61,846	-	61,846	91,654	-	91,654
UBS Optimus Foundation	-	-	-	12,608	-	12,608
Rockdale Foundation	-	-	-	-	36,941	36,941
Waterloo Foundation	-	-	-	-	10,000	10,000
National Youth Awareness Forum Sierra Leor	-	72,356	72,356	-	79,688	79,688
Jacobs Foundation	-	189,555	189,555	-	-	-
Souter Trust	3,456	-	3,456	-	-	-
	297,377.84	261,911	559,289	188,534	126,629	315,163

4. Other trading activities	**2023**	**2022**
	£	**£**
Service fees and consultancy	29,696	55,844
Bank interest	150	-
	29,846	55,844

All other trading income in this year and the prior period was unrestricted.

5. Charitable Activities	2023 Unrestricted £	2023 Restricted £	2023 Total £	2022 Unrestricted £	2022 Restricted £	2022 Total £
Wages and salaries	188,164	34,088	222,252	172,832	4,642	177,474
Outsourced wages	77,353	123,222	200,575	58,783	50,893	109,676
Outsourced service costs	60,331	47,311	107,642	79,080	27,164	106,244
Consultancy fees	115	-	115	9,996	-	9,996
	325,964	204,620	530,584	320,691	82,699	403,390

Outsourced service costs and outsourced wages include the cost of using agency staff around the world to deliver the charity's aims and objectives.
- Outsourced service costs include contracted staff and services outside the UK.
- Outsourced wages represent the wages for non-UK staff hired through payroll agencies.

Reporting of the Outsourced wages and Outsourced service costs have been separated out from 2022 onwards and prior to that were amalgamated under Outsourced Service Costs.

Support costs allocated to charitable activities:

Staff training	1,461	-	1,461	2,156	-	2,156
Travel expenses	16,787	13,487	30,274	16,513	9,594	26,107
IT & Software	5,791	-	5,791	3,616	-	3,616
Insurance	4,986	-	4,986	7,791	-	7,791
Office supplies	3,897	-	3,897	3,101	-	3,101
Governance costs (below)	10,920	-	10,920	1,560	-	1,560
Bank charges	1,023	-	1,023	1,256	-	1,256
Legal and professional	3,426	-	3,426	5,897	-	5,897
Advertising	738	-	738	-	-	-
Rent	950	-	950	317	-	317
Conference Fees	-	797	797	450	-	450
Employee moving costs	-	-	-	711	-	711
Foreign exchange losses/(gains)	9,439	-	9,439	(10,081)	-	(10,081)
	59,418	14,284	73,703	33,287	9,594	42,881
Total expenditure on charitable activities	385,382	218,905	604,287	353,978	92,293	446,271

Governance costs

Accountancy fees	10,560	-	10,560	1,190	-	1,190
Independent examination fees	360	-	360	370	-	370
	10,920	-	10,920	1,560	-	1,560

Number of employees who received employee benefits between:	2023	2022
£60,000 - £70,000	-	1
£80,000 - £90,000	1	-
£100,000 - £110,000	-	1
£120,000 - £130,000(*)	1	-
	2	2

* this band contains the earnings of the Chief Executive who is key management personnel.

The number of staff directly employed in the year was two (2022 - two).
The total employee benefits paid to key management personnel, including employers pension contribututions was £121,900 (2022 - £105,500).

6. Cash	**2023**	**2022**
	£	**£**
Cash at bank and in hand	113,773	2,496
	113,773	2,496

7. Debtors	**2023**	**2022**
	£	**£**
Prepayments	5,231	3,468
Accrued income	29,696	18,427
Other debtors	854	-
Taxation and social security	5,000	-
	40,781	21,895

8. Creditors	**2023**	**2022**
	£	**£**
Taxation and social security	-	11,469
Accruals	7,301	8,145
Deferred income	157,629	-
	164,930	19,614

9. Taxation

Kizazi is a registered charity and as such is exempt from tax on its income to the extent this is applied for charitable purposes.

10. Analysis of funds	At 1 January 2023 £	Incoming resources £	Resources expended £	Transfers £	At 31 December 2023 £
Analysis of fund movements					
Unrestricted fund	(29,559)	327,224	(385,382)	-	(87,718)
Restricted funds	34,336	261,911	(218,905)	-	77,343
Total funds	4,777	589,135	(604,287)	-	(10,375)

11. Analysis of net assets between funds

Fund balances as at 31 December 2023 are represented by	Unrestricted £	Restricted £	Total 2023 £	Total 2022 £
Cash at bank	-	113,773	113,773	2,496
Debtors	77,211	(36,430)	40,781	21,895
Creditors	(164,930)	-	(164,930)	(19,614)
	(87,719)	77,343	(10,376)	4,777

Unrestricted funds - comprises the undistributed income of the charity which the Trustees are free to use in accordance with the charity's objectives.

Restricted funds - comprises grants and donations made in order to fund the charity's research and work with partner schools.

12. Trustees' remuneration

None of the Trustees were reimbursed for expenses or received any remuneration during the year.

13. Reconciliation of net movements in funds to net cash flow from operating activities

	2023 £	2022 £
Net movement in funds	(15,153)	(75,265)
Deduct income from investments	(150)	-
Increase/(Decrease) in creditors	145,316	(101,646)
(Increase)/Decrease in debtors	(18,887)	80,039
Net cash used in operating activities	111,127	(96,872)

KIZAZI

England & Wales - Charity number 1187749

Accounts

kizazi

ENABLING BREAKTHROUGH SCHOOLS

Trustees Report and Accounts
for the period 1 January 2022 to 31 December 2022

Registered Charity Number 1187749



Kizazi Trustees Report and Accounts

for the period 1 January 2022 to 31 December 2022

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Officers and Professional Advisers

Board of Trustees	Vandana Goyal | Chair Seema Bansal Susannah Hares (term ended February 2023) Veda Sunassee (term started May 2023) Larisa Hovannisian (term started May 2023)
Founder and CEO	Nicholas Canning
Registered Charity Number	1187749
Address	30 London Fields East Side London E8 3SA
Independent Examiner	Gregory Smye-Rumsby ACA CTA Dixon Wilson Chartered Accountants 22 Chancery Lane, London WC2A 1LS
Bankers	Barclays 120, Moorgate, London, EC2M 6UR

Legal Status

Kizazi is an independent charity registered as a Charitable Incorporated Organization by the Charity Commission for England and Wales with the registration number 1187749. Kizazi was registered on 4th February, 2020.

Trustees' Report For The Period 1 January 2022 to 31 December 2022

I. Our Mission

Kizazi exists to ensure this generation of children are empowered by education to thrive, wherever in the world they grow up.

To deliver on this purpose, we work with local partners to develop, implement, and spread breakthrough school models in under-resourced communities around the world.

II. Why We Exist

Kizazi works with children attending government schools in under-resourced communities in Africa and Asia. In rural Sierra Leone, 8 out of 10 children live in poverty and are at high risk of child marriage, adolescent pregnancy, and gender-based violence[1]. In Armenian border provinces, conflict with neighbouring countries have left 90,000 people in a refugee-like situation, 90% of them being women and children[2]. In Delhi in India, almost 1.7 million live below the poverty line[3]. During the pandemic, Delhi along with the rest of the country experienced one of the longest school lockdowns in the world, with children being out of school for over 600 days, struggling to access health and nutrition services, sanitary items, or even go out to play[3].

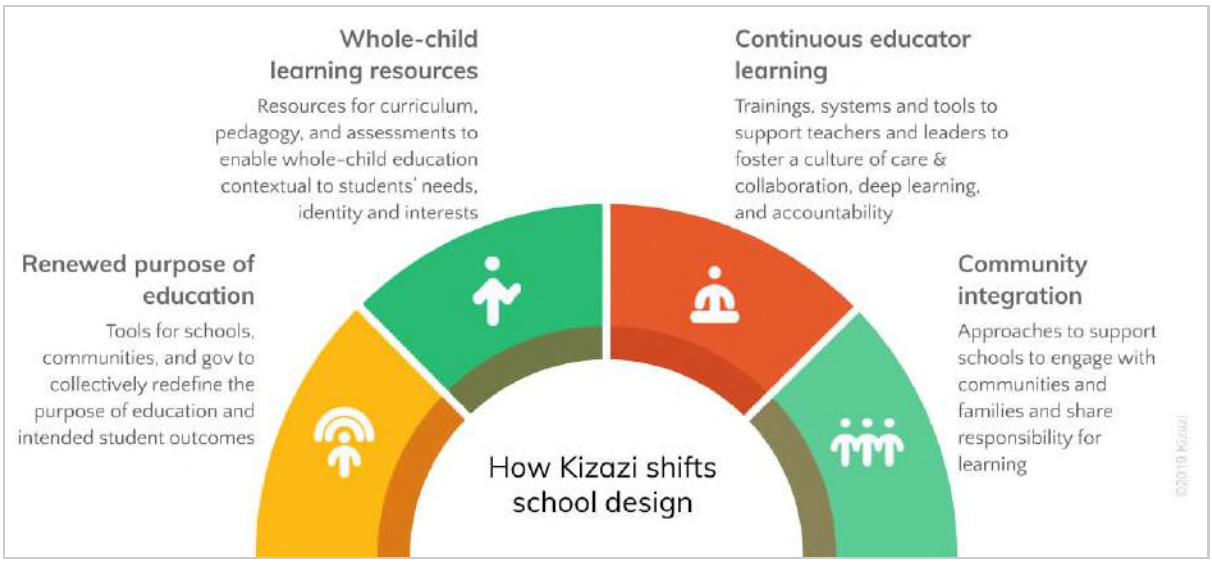
The prevailing school designs in under-resourced contexts fail to support the needs and holistic development of children in adversity. Curriculum and intended learning outcomes are not aligned with the demands of the 21st century and needs of the region. Rote-based teaching approaches do not reflect our growing understanding of how children learn. Multi-generational poverty hinders cognitive abilities and prevents children from participating in class, which the schools are not designed to respond to. Consequently, learning levels remain low, and children are unable to lead thriving lives.

Therefore, at Kizazi, we believe that we need to fundamentally challenge the status-quo and bring innovation in school design. Our charitable objective is to advance education of the public in general and in particular to assist worldwide in the provision of technical resources, support, and information to individuals, organisations and group to increase their capacity to develop, manage and run schools for the public benefit, with the objective to improve the quality of education in deprived communities.

III. Our Solution

Kizazi's school redesign program enables local education leaders to implement locally appropriate school models that develop the whole child and transform their learning. Through our program we introduce four big shifts in how schools are designed:

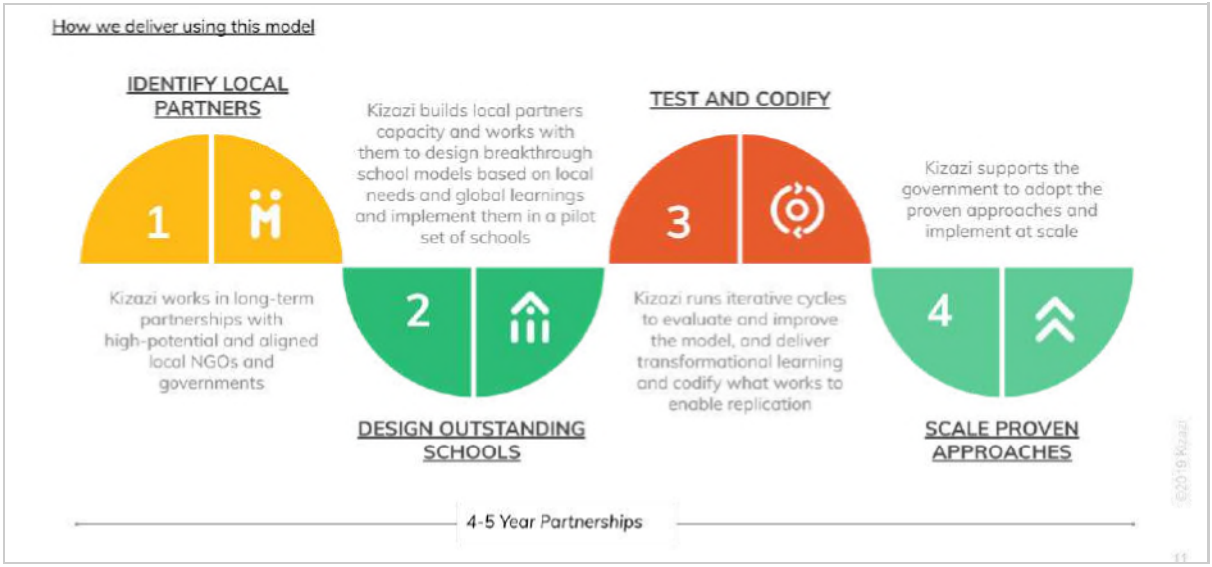
1. UNICEF and Government of Sierra Leone 2019, Multidimensional Child Poverty in Sierra Leone; UNFPA 2018, National strategy for the reduction of adolescent pregnancy and child marriage 2018 - 2022
2. UNHCR 2021: Urgent needs in Armenia and Azerbaijan related to the Nagorno-Karabakh conflict
3. Economic Survey of Delhi 2019-20 based on 2011 census data; https://webarchive.unesco.org/web/20220629024039/https://en.unesco.org/covid19/educationresponse/; Save The Children 2022, World of India's Girls



And our solutions are rooted in three key principles core to our mission - “whole-child”, “whole-school”, and “contextual”.



To deliver our school design program we work in deep long-term partnerships with local NGO and government partners.



With this approach we have been working with four government systems across India, Armenia, Sierra Leone, and Nigeria.

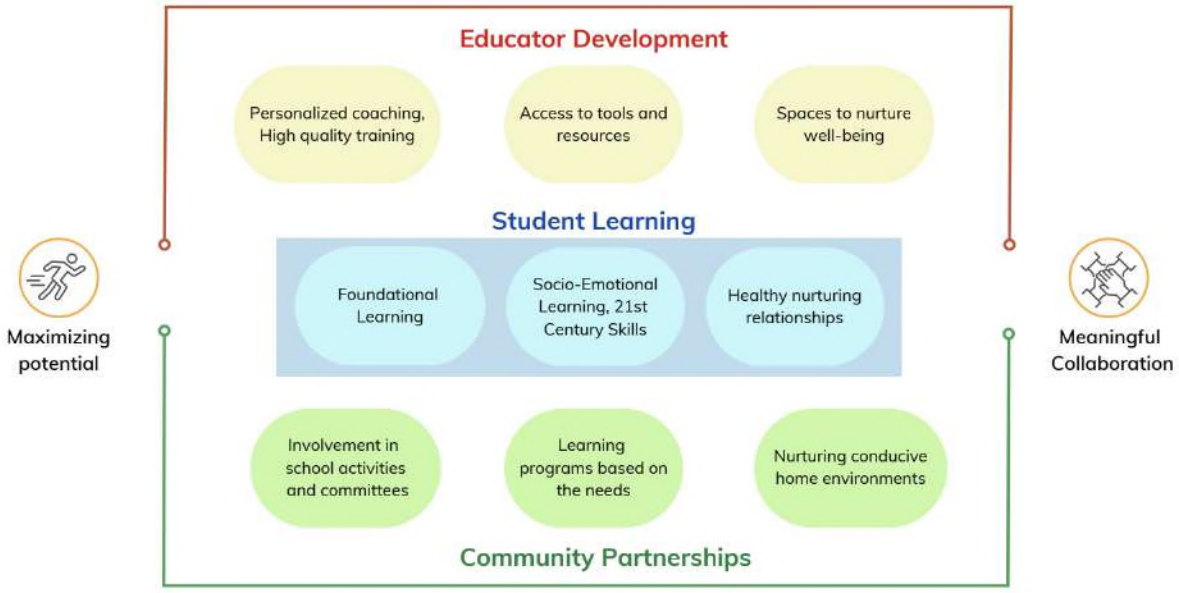
IV. 2022 Activities, Highlights, and Performance

In 2022, along with our local NGO partners we worked on redesign projects with four government systems impacting over 35,000+ children across Sub-Saharan Africa and Asia. Through our work we have developed strongly-evidenced local innovations, which are improving learning outcomes for rapidly increasing numbers of children. We are also beginning to see the influence of our partners' school models spread widely beyond our core intervention schools. Below are the key highlights of Kizazi in 2022.

1. Simple Education Foundation is growing and scaling its impact by working with state systems in India

In India we work with our partners Simple Education Foundation and Government of Delhi and Uttarakhand to transform government primary schools into "Centres of Excellence" (COE). We started with 3 COE schools in Delhi in 2018 and now SEF's school model is being implemented in 10 Center of Excellence schools across Delhi and Uttarakhand impacting 1500+ students. The learnings are being used for SEF's new system transformation program to revamp in-service training for 80,000 teachers across Delhi.

SEF School Model



Kizazi has worked with the SEF team to co-design the school model, build their capacity for implementation, provide access to global evidence and experts, and iterate through many cycles of implementation and improvement. In 2022, we continued to work on these areas and strengthen the school model with key activities being -

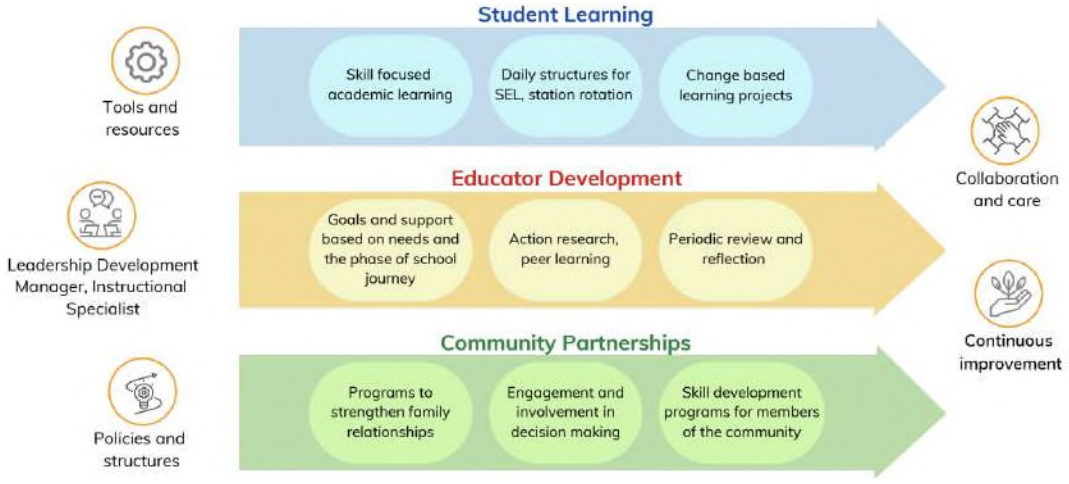
- **Developing language ladder & learning outcomes map for early grades:** In line with mother tongue supported learning, we developed an approach to teach using the local language (Hindi) and transition to English. We also developed K-5 learning outcomes for mother tongue (Hindi) & English aligned to this approach.
- **Capacity building of school based associates & development of language/safety practices:** Associate capacity building workshops were conducted on SEF's student vision & language approach. These culminated in the creation of language/safety practices for use in classrooms. Teachers began using this approach to create & deliver lesson plans with the help of SEF Associates.
- **Development of Design Guide for Lesson Planning :** A design guide to support the development of integrated curricular lessons & Hindi lessons was built. Associates were trained on using these lessons to support teacher practice.
- **Development of Teacher & Student Material Prototypes (Hindi):** A prototype for teacher & student materials was developed in mother tongue for grade 1, along with the scope & sequence to build out these materials. This arose out of a need to standardise the approach & leverage the work done by associates in creating lesson plans. We also leveraged the work of CSF, KFI & other Hindi language experts to build these prototypes.

We also concluded the external study of the program supported by 4th Wheel which established a promising impact on teacher and school leader practices and mindsets (e.g., >90% of teachers reported to be using activity-based learning and technology) and also helped identify areas for improvement.

2. Seroond Schools in Armenia continued to expand and deliver consistent gains in student outcomes

In Armenia we have worked with our partners Teach For Armenia and the local government since 2019 on Seroond Schools, a first of its kind program in the country to transform government schools for holistic learning. Seroond started working in its first school in 2020 and is now a network of 4 schools across multiple regions with an official mandate from the national government to replicate the program across the country.

With a renewed purpose of education to bring a sense of safety, honour, & collective dream to the children of Armenia, Seroond & Kizazi developed the Seroond School Model.



Kizazi has worked with the Seroond team to develop and strengthen the school model prioritising the work in following key areas:

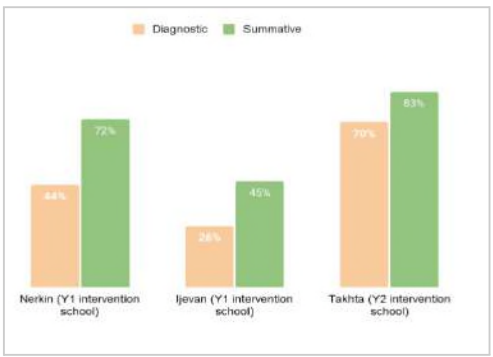
- Purpose & outcomes: a statement and framework aligned to the 6Cs framework of whole child development
- Academic learning model: approach to “Change-based Learning” and maths and reading assessments
- Whole child development model: socio-emotional learning structures and school specific strategies
- Educator development: training modules, observation tools, coaching method, and peer support structures
- Community engagement: approaches to community and parent meetings, workshops, and events
- Learning & evaluation: school evaluation framework and tools, and teacher and student learning tools
- Multi year sequence of activities: operational plan & handbook for team to replicate the Seroond school model
- Evidence of impact against local standards: process and tools of analysing & reporting outcomes at all levels of the school & program

In 2022, we continued to work on these areas to strengthening the Seroond model, with key activities being -

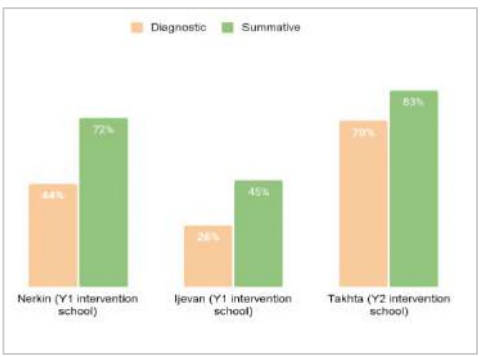
- **Developing levelled reading assessments:** A levelled outcomes framework for reading in Armenian language (the first of its kind) was developed. Levelled assessments from Grade 1 to 10 have been created.
- **School & student specific SEL:** We trained the team to identify specific SEL needs for their school or specific children. There is an approach to individual student plans being used across all schools.
- **School Evaluation Process & Tools:** Based on the learnings and vision for the school model, Kizazi facilitated a process and trained the team to develop an approach and tools for whole school evaluation. This has been tested and will be further revised in 2023 along with efforts to work with the ministry to institutionalise this nationally.

The Seroond program has consistently delivered improved learning outcomes year on year. In the annual endline assessment in June 22, all three Seroond schools showed promising gains in Math and Literacy.

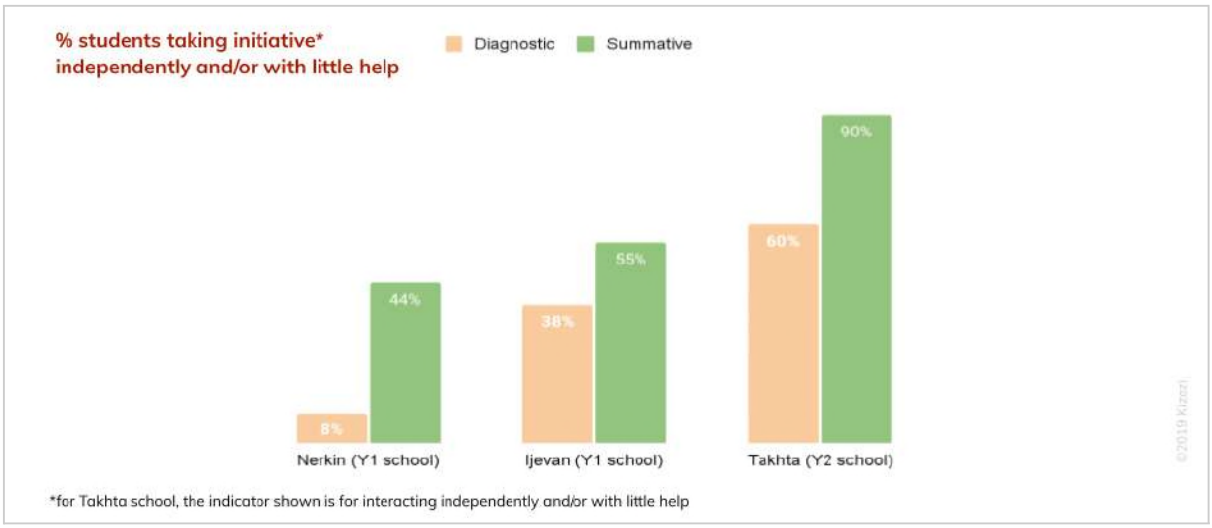
Average Math scores



Average scores in Armenian language



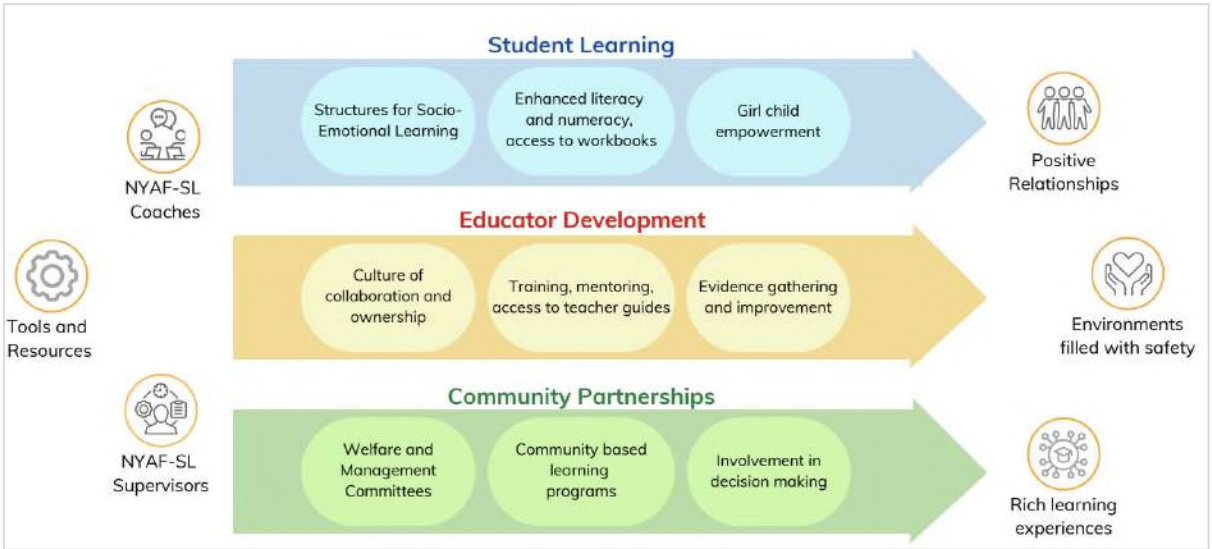
On life skills as well, measured through a research based tool, students have demonstrated substantial growth.



3. We launched work in 67 schools in Sierra Leone as part of the Sierra Leone Education Innovation Challenge (SLEIC)

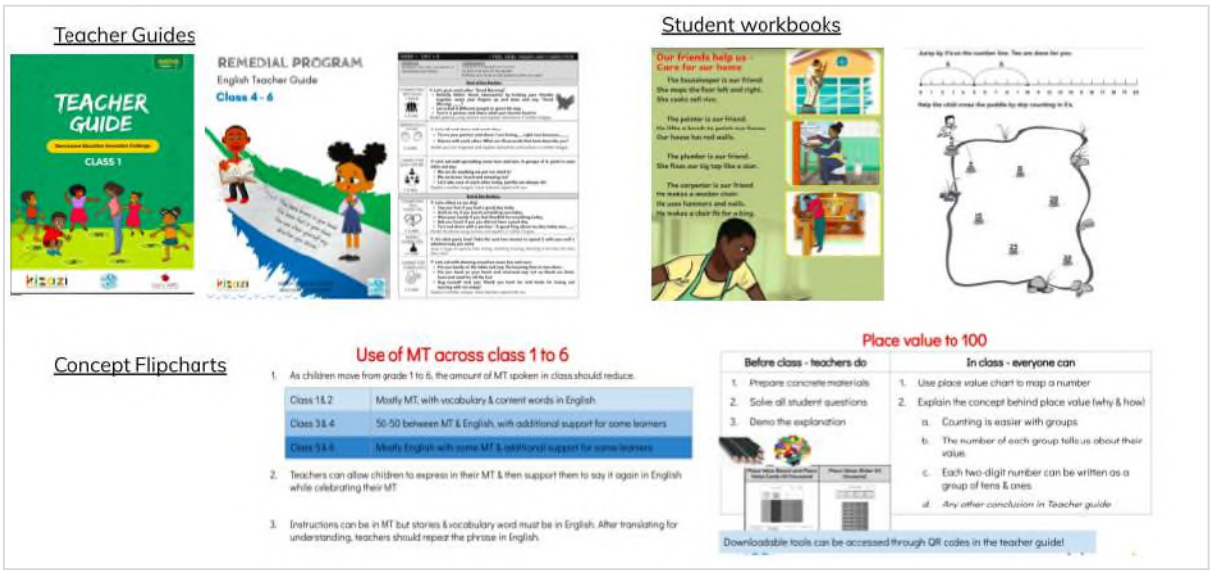
Kizazi and our local partner in Sierra Leone, National Youth Awareness Forum (NYAF), are working together to deliver an ambitious project to transform holistic learning outcomes for ~20,000 children in rural Sierra Leone as part of the Government and Education Outcomes Fund's SLEIC Program. After a rigorous selection process that ran for 6+ months, our consortium led by NYAF and backed by a social investor, was one of the five service providers selected for the program. SLEIC is a three-year "impact bond" based program where the payments for the intervention will be based on the gains made in learning outcomes.

Starting September 2022 we launched the program in 67 schools across the districts of Moyamba, Bonthe, and Pujehun. The program is rooted in a school model that aims to support children, educators & communities with positive relationships, an environment of safety, and rich learning experiences.

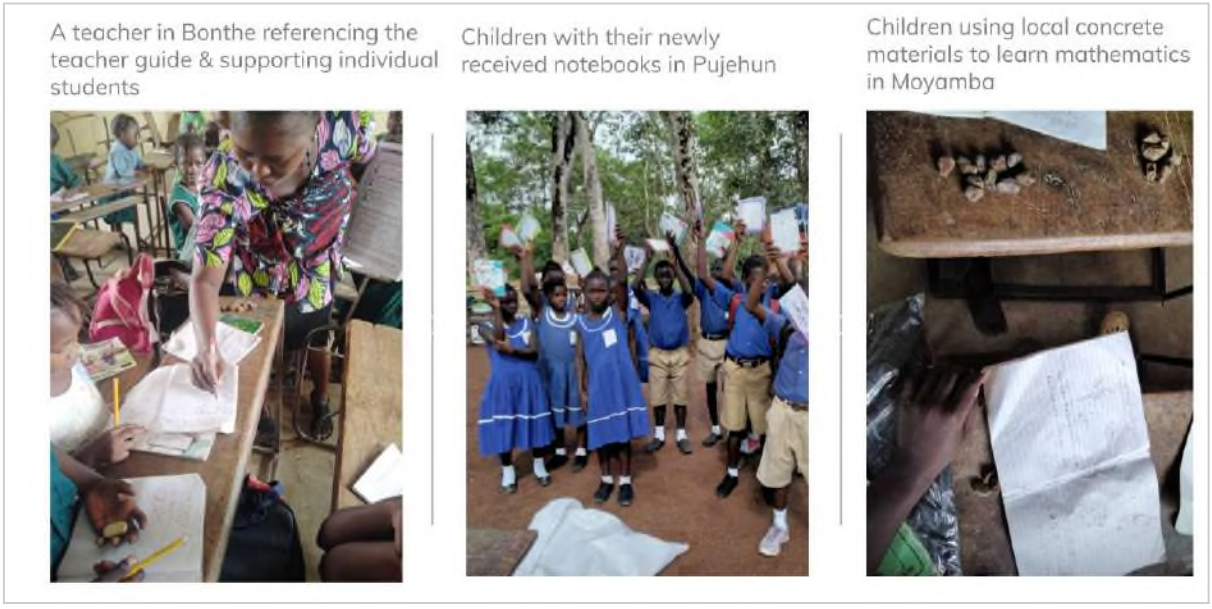


Key highlights from the program implementation in 2022 include:

- Development of teaching and learning materials: Along with expert curriculum partners we began development of teaching and learning materials that integrate rigorous, inclusive and contextually-relevant academics and socio-emotional learning in the form of student workbooks, teacher guides, and concept cards. Teacher guides for the first term were provided to all 400+ teachers and development of term 2 materials was completed. Students also received notebooks for additional practice.



- Improved practices in classrooms: we trained 400+ teachers in innovative teaching learning practices and the use of teacher guides. Although early, we are already witnessing changes in classroom practices e.g., use of dance and music, activity based instruction, use of grouping & learning materials.



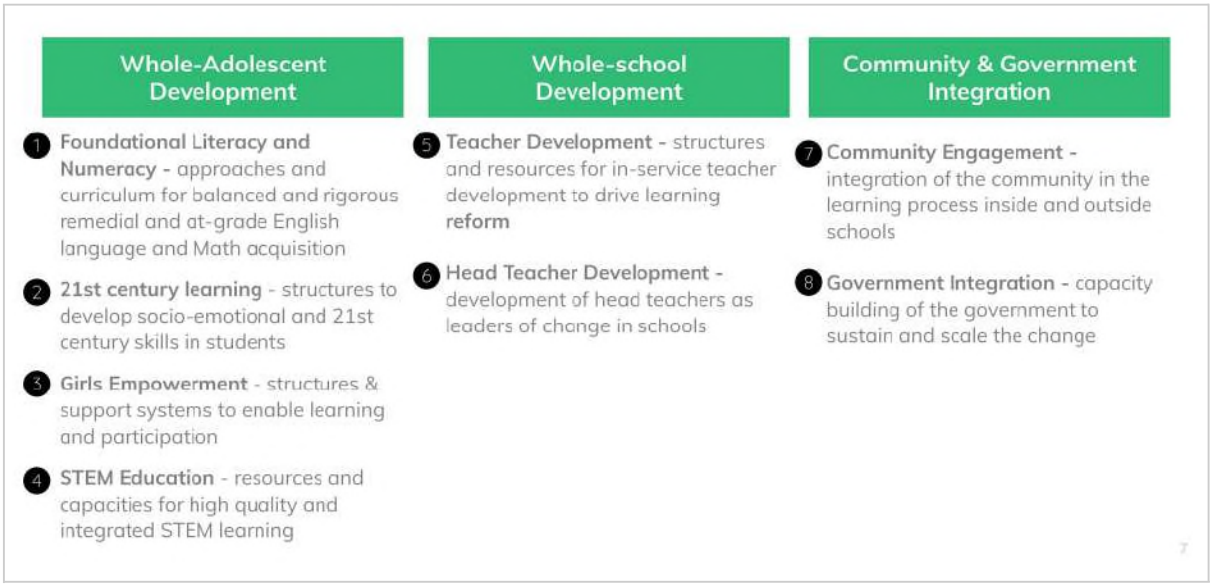
- Improved capacity of local leadership for evidence gathering: capacity of all program coaches and supervisors was built to support teachers and principals and to collect and use data for program improvement. They are now collecting data using simple online tools and using it to inform teacher support.

4. We continued to make progress in launching EkoSTAR, a junior secondary school transformation program in Lagos, Nigeria

Along with our local partners, the Education Reform and Innovation Team (ERIT), and the Lagos State Government we have been developing a program to transform junior secondary schools in the state. In 2021, after working with the local team to develop plans to launch the program in 10 schools and scale to 60 schools by 2024, we launched a system diagnostic and needs analysis to inform our program design. In 2022, we made further progress in designing and launching the program -

- We refined the EkoSTAR school model to incorporate the holistic needs of the adolescents and school communities in Lagos State

The EkoSTAR School Model



- Ahead of the program launch, a school leader orientation session was held in July 2022 with 10 principals and vice-principals of the pilot schools. During the orientation, along with introducing participants to the EkoSTAR program, topics around clarity of vision, managing a team and the importance of professional development were also discussed. School leaders also received materials to support their own leadership development.



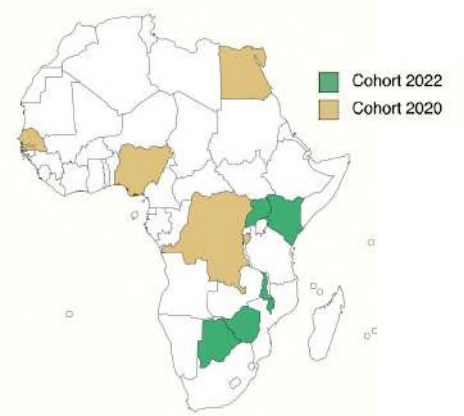


- Similar session was conducted for 52 teachers from the 10 pilot schools. Teachers were trained on student-centred teaching and learning and use of formative assessments. Maths and English language lessons were also modelled to demonstrate the use of the innovative practices.





5. We launched our second cohort with African Leadership Academy to support school operators to redesign their school models



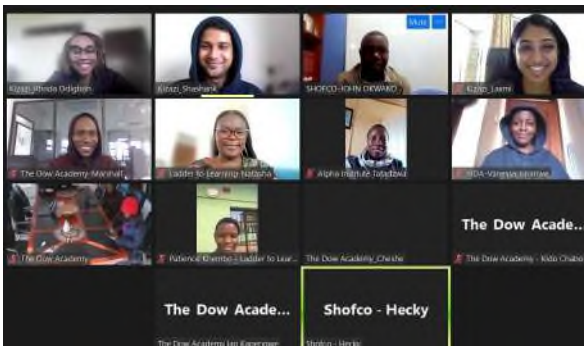
At Kizazi, we want to catalyse innovations in school design across the world. With that vision, using our learnings from our core programs we launched the Kizazi School Model Design program, a cohort-based accelerator, to support high-potential school operators to strengthen and codify their school models. In 2020, we partnered with the African Leadership Academy (ALA) to launch the first cohort with five school operators across Nigeria, Senegal, Burundi, Egypt, and DRC together supporting ~2,000 children.

After its successful completion, we launched our second cohort in 2022 with ALA to support school operators from Uganda, Malawi, Kenya, Zimbabwe, and Botswana supporting 3,500 children - the majority of them running low-cost private schools and some in very challenging contexts e.g., YIDA in Uganda, with 95% of its students from the refugee community, seeks to provide quality education that unleashes the full potential of refugee children in Africa, SHOFCO in Kenya wants to provide high-quality education and leadership skills to girls in the Kibera and Mathare, Africa's largest slums.

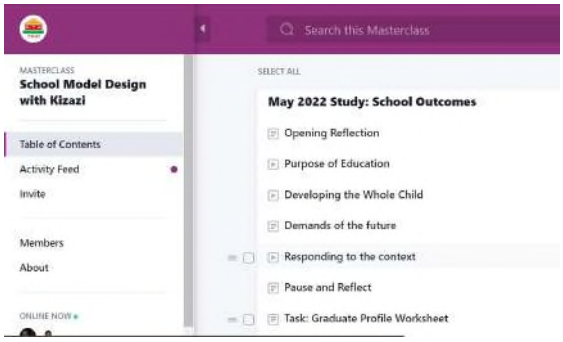
The program was designed into monthly cycles where during each month, Kizazi enabled the development of capabilities of school teams through the following processes:



The 8 month program culminated with each of the teams creating a School Design Handbook that offers a thorough, consistent and effective integration of all the design elements created by the teams. This, along with the phase 1 implementation plan that was also developed during the program, will guide the change process in each of their schools for the next few years.



Online cohort workshop on school design in Jun'22



Online course we have developed

We witnessed promising impact through the program -

- All school founders worked collaboratively with a change team that had representation from children, teachers and parents, establishing a distributed and collaborative leadership
- All school teams built an outcomes framework for their school relevant to their context and aligned to the needs of the whole child. They redesigned the assessment framework, the curricular intent, the educator development, and structures for continuous learning in the school ecosystem aligned to the outcomes framework.

6. We continued to strengthen our organization across multiple areas

- People: We hired two new full-time staff members in the role of Foundational Learning Specialist and Program Lead for West Africa
    - Laxmi Nair joined us as Foundational Learning Specialist based out of Mumbai, India. Prior to joining Kizazi, Laxmi was Associate Director at 321 Education Foundation where she handled the Program Design & Training aimed at improving foundational literacy.
    - Ubadire Ike joined us as Program Lead for West Africa to lead our work in Sierra Leone. Having worked at NewGlobe and Bridge Academies in

Nigeria, Ubadire comes with more than 9 years of experience in improving learning outcomes, teacher training, and learning and development.

- Knowledge sharing: we shared our learnings from our work through multiple mediums, some of the key ones being -
    - We facilitated a session at the Global Schools Forum's annual conference in South Africa to share insights on whole child education models from our work, especially in relation to the post pandemic world and the contextual realities. Practitioners and education stakeholders from across the world attended the session.
    - Romana, our Chief Program Officer, attended the Salzburg Global Seminar, a convention of 50 education leaders from across the world who came together to discuss ideas to reimagine education systems. Romana spoke on the theme of Power where she shared reflections on the power our identities carry and don't carry and how that influences the priorities in education. She also contributed to a working paper by the Centre for Development Policy & Practice on supporting the Indian Muslim Child.
    - Our Head of Africa Programs, Rhoda Odigboh participated at the NEDIS 2022 by The Education Partnership Centre (TEP Centre). Her panel addressed the topic, Measuring Progress towards Sustainable Development in Africa Using Learning Outcome Data. She explored the role that real life issues should play in determining how data helps inform the journey towards sustainable development and learning outcomes. Identifying aspects of the life of the average African child that needs to be measured, Rhoda highlighted the work Kizazi does in recognizing the role that multi generational poverty, trauma and well being plays in measuring learning outcomes.
- Strategy: As Kizazi moves to next stage of its development, we have identified three key areas of strategic priorities for our next three years



Public Benefit

When reviewing our aims and objectives and in planning our future activities, we have referred to the Charity Commission's general guidance on Public Benefit and on running a charity (PB2). The Trustees' focus has always been to measure how planned activities will contribute to the aims and objectives they have set.

Structure, Governance and Management

Kizazi is registered with the Charity Commission for England and Wales as a Charitable Incorporated Organisation.

Kizazi is managed by a Board of Trustees appointed to three year terms. The Trustees during the year and currently (and other Officers and Professional Advisers) are as noted on Page 2. All our Trustees give their time on a voluntary basis and are passionate advocates of the charity's work.

The Board meets virtually 3 times a year with frequent individual teleconference meetings as per need. The skills, experience and commitment of our Board of Trustees are regularly reviewed. Where there are gaps, potential new trustees will be invited to an informal interview with the Chair and other trustees and to attend a Board Meeting as an observer before a formal appointment is made.

Risk Management

The trustees continually assess the major risks to which the charity is exposed and systems have been established to mitigate these risks. The charity's risk register is reviewed annually at the Trustees meeting.

The principal risks identified are:

- securing sustainable income and maintain an adequate level of reserves to meet the charity's short term liabilities
- safeguarding children and adults involved with Kizazi
- maintaining the quality of operations as our programme scales
- specifically in Nigeria, local partner raising sufficient funds for themselves to continue the project

Cashflow risk is mitigated by quarterly reviews of the funding pipeline for the following twelve months. Safeguarding of children and adults is ensured through rigorous implementation of our policies and processes. The programme quality is carefully tracked through monitoring systems, KPIs and evaluations. In Nigeria, we are supporting the local partner to raise funds and pausing on the full scope of work till resources are secured.

Pay Policy For Senior Staff

All staff are paid in accordance with a salary scale which is reviewed each year, this includes the CEO's salary which is approved and reviewed by the Board.

Financial Review

Income and Expenditure

The total income for the financial year was £371,007 and the total expenditure was £446,271.

During the course of 2022, we were delighted to receive unrestricted grants from Vitol Foundation, Peter Cundill Foundation, and UBS Optimus Foundation. We also received grants from Rockdale Foundation and National Youth Awareness Forum for our work in Sierra Leone, and from the Waterloo Foundation for our work in Nigeria.

In addition, African Leadership Academy paid for our services to work with their second cohort of five school operators to strengthen their school models. We also received service fees from Teach For Armenia for our support on the Seroond Schools program.

While against our expenditure we had a total deficit of £75,265, we were able to cover the deficit using previous year's reserves and end the year with a net positive reserve balance of £4,777.

Reserves

The trustees' policy on income reserves is to maintain sufficient unrestricted and restricted reserves to cover the charity's short term liabilities. At the end of the financial year ending December 2022, our unrestricted income was £244,377 and unrestricted expenditure was £353,978 leading to a deficit of £109,601 (2021 - £50,100 surplus). Our restricted income in the year was £126,629 and expenditure was £92,293, leading to a surplus of £34,336 (2021 - £nil).

The trustees recognise the deficit in the unrestricted reserves which was caused by delays in securing sufficient unrestricted income. We plan to build back our unrestricted reserves in line with our reserves policy by raising more unrestricted income in 2023 and limiting our expenditure if needed.

Grants Received in Year

Kizazi is grateful for the support during the year of the following:

- Vitol Foundation
- Rockdale Foundation
- National Youth Awareness Forum
- Peter Cundill Foundation
- Waterloo Foundation
- UBS Optimus Foundation

Restatement of 2021 Accounts

The accounts have been restated to incorporate the impact of a misclassification of the grant from Rockdale Foundation in 2021 which imposes restrictions on its use. The change has resulted in moving £24,335 of income which was previously unrestricted to restricted. It has also resulted in an equal amount (£24,335) of expenditure being moved from unrestricted to restricted.

Trustees' Responsibilities In Relation To The Financial Statements

The law applicable to charities in England and Wales requires the Charity 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 its income and expenditure for that period. In preparing the financial statements, the Charity is required to:

- Select suitable accounting policies and then apply them consistently
- Make judgements and estimates that are reasonable and prudent
- State whether applicable accounting standards and statements of recommended practice have been followed, subject to any material departures disclosed and explained in the financial statements
- Prepare the financial statement on the going concern basis unless it is inappropriate to presume that the CIO will continue in operation for the foreseeable future; and
- Observe the methods and principles in the Charities SORP (FRS 102). The Trustees are responsible for keeping accounting records which disclose with reasonable accuracy the financial position of the charity and enable them to ensure that the financial statements comply with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008 and the provisions of the CIO's governing document. 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.

Approved on behalf of the Trustees

Vandana Goyal Nagar

Digitally signed by Vandana Goyal Nagar
Date: 2023.10.20 10:29:49 +05'30'

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Vandana Goyal
Chair Of Trustees

Dated: 19th October, 2023

Independent examiner's report to the trustees of Kizazi

I report to the trustees on my examination of the accounts of the Charitable Incorporated Organisation ("CIO") for the period 1 January 2022 – 31 December 2022.

Responsibilities and basis of report

As the charity trustees of the CIO you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ('the Act'). You are satisfied that an audit is not required for this year under charity law and that an independent examination is needed.

I report in respect of my examination of the CIO's accounts carried out under section 145 of the 2011 Act and in carrying out my examination I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act. Dixon Wilson, a firm of Chartered Accountants of which I am a partner has provided bookkeeping services to the Trust and I have applied the FRC's Revised Ethical Standard in carrying out my examination.

An independent examination does not involve gathering all the evidence that would be required in an audit and consequently does not cover all the matters that an auditor considers in giving their opinion on the accounts. The planning and conduct of an audit goes beyond the limited assurance that an independent examination can provide. Consequently, I express no opinion as to whether the accounts present a 'true and fair' view and my report is limited to those specific matters set out in the independent examiner's statement.

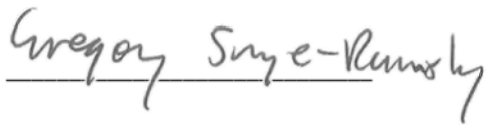
Independent examiner's statement

I am qualified to undertake the examination by being a qualified member of the Institute of Chartered Accountants in England and Wales.

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

1. accounting records were not kept in respect of the CIO as required by section 130 of the Act; or
2. the accounts do not accord with those records; or
3. the accounts do not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair view' which is not a matter considered as part of an independent examination.
4. the accounts have not been prepared in accordance with the methods and principles of the Statement of Recommended Practice for accounting and reporting by charities applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102).

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



GREGORY SMYE-RUMSBY ACA CTA
Dixon Wilson Chartered Accountants
22 Chancery Lane
London WC2A 1LS
20 October 2023

KIZAZI

STATEMENT OF FINANCIAL ACTIVITIES

ACCOUNTS FOR PERIOD ENDED 31 DECEMBER 2022

	Note	2022 £ Unrestricted funds	2022 £ Restricted funds	2022 £ Total	2021 £ As restated Unrestricted funds	2021 £ As restated Restricted funds	2021 £ Total
Income and endowments from:							
Grants	2	188,534	126,629	315,163	205,103	24,335	229,438
Other trading activities	4	55,844	-	55,844	108,171	-	108,171
Total income		244,377	126,629	371,007	313,274	24,335	337,609
Expenditure on:							
Charitable activities	5	(353,978)	(92,293)	(446,271)	(263,174)	(24,335)	(287,509)
Total expenditure		(353,978)	(92,293)	(446,271)	(263,174)	(24,335)	(287,509)
Net income and net movement in funds		(109,601)	34,336	(75,265)	50,100	-	50,100
Net movement of funds		(109,601)	34,336	(75,265)	50,100	-	50,100
Reconciliation of funds							
Funds b/f		80,042	-	80,042	29,942	-	29,942
Funds c/f		(29,559)	34,336	4,777	80,042	-	80,042

KIZAZI

BALANCE SHEET

ACCOUNTS FOR PERIOD ENDED 31 DECEMBER 2022

	Note	2022 £	2021 £
Current Assets			
Cash at bank	6	2,496	99,368
Debtors	7	21,895	101,934
		24,391	201,302
Liabilities			
Creditors: Amounts falling due within one year	8	(19,614)	(121,260)
Net current assets		4,777	80,042
Total net assets		4,777	80,042
Total funds of the charity:			
Unrestricted income funds	10	(29,559)	80,042
Restricted funds	10	34,336	-
Total funds		4,777	80,042

The Finacial statements on pages 18 to 25 were approved by the Trustees on 19th October, 2023 and were signed on their behalf by :-

Vandana Goyal Nagar

Digitally signed by Vandana Goyal Nagar
Date: 2023.10.20 10:30:38 +05'30'

Vandana Goyal
Chair of Trustees

KIZAZI

ACCOUNTING POLICIES

ACCOUNTS FOR PERIOD ENDED 31 DECEMBER 2022

1. Accounting policies

The principal accounting policies adopted, judgement and key sources of estimation uncertainty in the preparation of the financial statements are as follows:

(a) Basis of preparation and assessment of going concern

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) effective 1 January 2019 and the Charities Act 2011.

Kizazi meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy note.

The trustees consider that there are no material uncertainties about the CIO's ability to continue as a going concern. There are no significant areas of adjustment and key assumptions that affect items in the accounts.

(b) Fund accounting policy

Unrestricted funds are general funds that are available for use at the trustees' discretion in furtherance of the objectives of the charity.
Restricted funds represent sums given to the charity subject to restrictions as to how the funds can be used.

(c) Incoming resources

All income is recognised in the statement of financial activities, when Kizazi has entitlement to the income, it is probable that the income will be received and the amount of the income can be measure reliably.

Grants are recognised when the Kizazi has been notified in writing of both the amount and settlement date. In the event that a donation is subject to conditions that require a level of performance before the charity is entitled to the funds, the income is deferred and not recognised until either those conditions are fully met, or the fulfilment of those conditions is wholly within the control of the charity and it is probable that those conditions will be fulfilled in the reporting period.

(d) Resources expended

Liabilities are recognised as soon as there is a legal or constructive obligation committing the charity to the expenditure, it is probable that settlement will be required and the amount of the obligation can be measured reliably.

All expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all costs related to the category.

Charitable activities include staff costs for those individuals whose time is spent directly on further the CIO's charitable aims and the governance and support costs, in connection with the management of Kizazi including the accountant's fees, organisational administration and compliance with constitutional and statutory requirements.

(e) Financial instruments

Financial instruments are recognised in the company's Balance Sheet when the company becomes party to the contractual provisions of the instrument. Financial assets and liabilities are offset, with the net amounts presented in the financial statements, when there is a legally enforceable right to set off the recognised amounts and there is an intention to settle on a net basis or to realise the asset and settle the liability simultaneously.

Basic financial assets
Basic financial assets, which include receivables and cash at bank, are initially measured at transaction price including transaction costs and are subsequently carried at amortised cost using the effective interest method unless the arrangement constitutes a financing transaction, where the transaction is measured at present value of the future receipts discounted at a market rate of interest.

Basic financial liabilities
Basic financial liabilities, including payables, are initially recognised at transaction price unless the arrangement constitutes a financing transaction, where the debt instrument is measured at the present value of the future payments discounted at a market rate of interest.

(f) Trustees

None of the Trustees were reimbursed for expenses or received any remuneration during the year.

(g) Prior period adjustment

The accounts have been restated to incorporate the impact of a misclassification of a grant agreement which imposes restrictions on its use. The change has resulted in moving £24,335 of income which was previously unrestricted to restricted. It has also result in an equal amount (£24,335) of expenditure being moved from unrestricted to restricted.

2. Grant income	2022 £	2021 £
Grants from institutions (note 3)	315,163	229,438
	315,163	229,438

3. Grants from institutions	2022 Unrestricted £	2022 Restricted £	2022 Total £	2021 As restated Unrestricted £	2021 As restated Restricted £	2021 Total £
Vitol Foundation	84,272	-	84,272	130,024	-	130,024
Peter Cundill Foundation	91,654	-	91,654	75,080	-	75,080
UBS Optimus Foundation	12,608	-	12,608	-	-	-
Rockdale Foundation	-	36,941	36,941	-	24,335	24,335
Waterloo Foundation	-	10,000	10,000	-	-	-
National Youth Awareness Forum Sierra Leon	-	79,688	79,688	-	-	-
	188,534	126,629	315,163	205,103	24,335	229,438

4. Other trading activities	2022 £	2021 £
Service fees and consultancy	55,844	108,171
	55,844	108,171

All other trading income in this year and the prior period was unrestricted.

5. Charitable Activities	2022 Unrestricted £	2022 Restricted £	2022 Total £	2021 As restated Unrestricted £	2021 As restated Restricted £	2021 Total £
Wages and salaries	172,832	4,642	177,474	112,579	-	112,579
Outsourced wages	58,783	50,893	109,676	-	-	-
Outsourced service costs	79,080	27,164	106,244	122,228	18,670	140,898
Consultancy fees	9,996	-	9,996	790	-	790
	320,691	82,699	403,390	235,597	18,670	254,267

Outsourced service costs and outsourced wages include the cost of using agency staff around the world to deliver the charity's aims and objectives.
- Outsourced service costs include contracted staff and services outside the UK.
- Outsourced wages represent the wages for non-UK staff hired through payroll agencies.

Reporting of the Outsourced wages and Outsourced service costs have been separated out from 2022 onwards and prior to that were amalgamated under Outsourced Service Costs.

Support costs allocated to charitable activities:

Staff training	2,156	-	2,156	3,558	-	3,558
Travel expenses	16,513	9,594	26,107	4,788	5,665	10,453
IT & Software	3,616	-	3,616	6,240	-	6,240
Insurance	7,791	-	7,791	207	-	207
Office supplies	3,101	-	3,101	20	-	20
Governance costs (below)	1,560	-	1,560	5,600	-	5,600
Bank charges	1,256	-	1,256	791	-	791
Legal and professional	5,897	-	5,897	5,636	-	5,636
Advertising	-	-	-	737	-	737
Rent	317	-	317	-	-	-
Conference Fees	450	-	450	-	-	-
Employee moving costs	711	-	711	-	-	-
Foreign exchange (gains)	(10,081)	-	(10,081)	-	-	-
	33,287	9,594	42,881	27,577	5,665	33,242
Total expenditure on charitable activities	353,978	92,293	446,271	263,174	24,335	287,509

Governance costs

Accountancy fees	1,190	-	1,190	4,200	-	4,200
Independent examination fees	370	-	370	1,400	-	1,400
	1,560	-	1,560	5,600	-	5,600

Number of employees who received employee benefits between:	2022	2021
£60,000 - £70,000	1	-
£90,001 - £100,000	-	1
£100,001 - £110,000(*)	1	-
	2	1

* this band contains the earnings of the Chief Executive who is key management personnel.

The number of staff directly employed in the year was two (2021 - one).
The total employee benefits paid to key management personnel, including employers pension contribututions was £105,500 (2021 - £100,000).

6. Cash	2022 £	2021 £
Cash at bank and in hand	2,496	99,368
	2,496	99,368

7. Debtors	2022 £	2021 £
Prepayments	3,468	447
Accrued Income	18,427	101,487
	21,895	101,934

8. Creditors	2022 £	2021 £
Taxation and social security	11,469	9,381
Accruals	8,145	27,607
Deferred Income	-	84,272
	19,614	121,260

9. Taxation

Kizazi is a registered charity and as such is exempt from tax on its income to the extent this is applied for charitable purposes.

10. Analysis of funds	At 1 January 2022 £	Incoming resources £	Resources expended £	Transfers £	At 31 December 2022 £
Analysis of fund movements					
Unrestricted fund	80,042	244,377	(353,978)	-	(29,559)
Restricted funds	-	126,629	(92,293)	-	34,336
Total funds	80,042	371,007	(446,271)	-	4,777

11. Analysis of net assets between funds

Fund balances as at 31 December 2022 are represented by	Unrestricted £	Restricted £	Total 2022 £	Total 2021 £
Cash at bank	-	2,496	2,496	99,368
Debtors	(9,945)	31,840	21,895	101,934
Creditors	(19,614)	-	(19,614)	(121,260)
	(29,559)	34,336	4,777	80,042

KIZAZI

England & Wales - Charity number 1187749

Accounts

kizazi

ENABLING BREAKTHROUGH SCHOOLS

Trustees Report and Accounts
for the period 1 January 2021 to 31 December 2021

Registered Charity Number 1187749



Kizazi Trustees Report and Accounts

for the period 1 January 2021 to 31 December 2021

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Officers and Professional Advisers

Board of Trustees	Vandana Goyal | Chair Seema Bansal Susannah Hares
Founder and CEO	Nicholas Canning
Registered Charity Number	1187749
Address	30 London Fields East Side London E8 3SA
Independent Examiner	Gregory Smye-Rumsby ACA CTA Dixon Wilson Chartered Accountants 22 Chancery Lane, London WC2A 1LS
Bankers	Barclays 120, Moorgate, London, EC2M 6UR

Legal Status

Kizazi is an independent charity registered as a Charitable Incorporated Organization by the Charity Commission for England and Wales with the registration number 1187749. Kizazi was registered on 4th February, 2020.

Trustees' Report For The Period 1 January 2021 to 31 December 2021

I. Our Mission

Kizazi exists to ensure this generation of children are empowered by education to thrive, wherever in the world they grow up.

To deliver on this purpose, we work with local partners to develop, implement, and spread breakthrough school models in under-resourced communities around the world.

II. Why We Exist

Across the globe there is a learning crisis: 1) Before COVID-19, nearly 6 out of every 10 ten year-olds in low- and middle-income countries suffered from learning poverty—this has now potentially gone up to 7 in every ten children (*World Bank 2022*); 2) One third of the working age population in low- and middle-income countries lack the basic skills required to get quality jobs (World Bank); 3) Schools are also not developing the broader knowledge, skills and values children and societies need to thrive in the 21st century (*Secondary Education In Africa: Preparing Youth For The Future of Work*). Furthermore, the pandemic has laid bare and exacerbated the inequities and weaknesses in education systems.

Children and families in poverty face multi-dimensional and multi-generational challenges that are maintained by archaic education systems around the world. This multi-layered complexity shows up in challenges within the school on a daily basis that are further exacerbated by the adversities unique to each local context. Beyond the low student outcomes you can see the need for change in schools in the prevalence of harsh approaches to discipline that include physical and emotional violence, the pressure of teaching 60 children at the same time, the fear of authority, outdated teaching-learning approaches, the vast syllabus and narrow testing, or the exclusion of a child's first language.

Current models of schooling are not meeting the needs of children. We need to develop better school models and support their implementation at scale. Therefore, our charitable objective is to advance education of the public in general and in particular to assist worldwide in the provision of technical resources, support, and information to individuals, organisations and group to increase their capacity to develop, manage and run schools for the public benefit, with the objective to improve the quality of education in deprived communities.

III. Our Solution

To stimulate change Kizazi works to create “breakthrough” schools that are an image of a transformed society in the communities that need them the most - schools that acknowledge and support the adversity that children come from, foster their holistic growth, bring in parents and communities as partners in each child’s learning, and constantly innovate and improve approaches to teaching and learning. To develop these schools Kizazi works in three key steps:

- Form local coalitions for change: Kizazi partners with local NGOs and governments who align with our vision, and are committed to developing and scaling a new vision for their schools
- Create examples of new models of school: Kizazi works with the local NGO & government to co-develop school models based on local needs and through Kizazi’s global learnings, implements the model in pilot set of schools to continuously test, improve, & codify the school model and deliver significantly improved learning outcomes
- Support the system to adopt new approaches: Kizazi and local NGO then work with the government to build the system’s capacity to adopt the new and proven approaches and implement them at scale

Kizazi works with NGOs & local governments to deliver on the above steps through four key mediums:

- Direct design and implementation support e.g., developing a whole school intervention design, implementing & iterating on it, collecting evidence & codifying the solutions
- Workshops and exposure e.g., on ground training and coaching on breakthrough school approaches
- Tools & knowledge resources e.g., student outcome frameworks, tools for student data collection
- External collaborations e.g., learning exchange with other Kizazi partners or curated experts in the field focused on priorities specific to the partner

IV. 2021 Activities, Highlights, and Performance

Despite the continued challenges of the global pandemic, the year 2021 left us inspired by the perseverance of our local partners, their communities and, most of all, the children. We ended the year working on redesign programs with 49 schools impacting 20,000+ children. Across all our four core partnerships, we worked with our local partners to strengthen their school models and witnessed promising growth in student outcomes and our proven approaches being scaled to impact more and more children. Below are the key highlights of Kizazi in 2021 -

1. Simple Schools in India continued to deliver and grow despite the continued school closures

Our first partnership has been with the Simple Education Foundation (SEF) since 2018. SEF runs a program in five government schools each in Delhi and Uttarakhand to build the capacity of teachers, principals, and communities to ensure high-quality learning for all children. In 2018, Kizazi partnered with them having been inspired by their high-potential leadership, their deep and holistic vision for children, and their track record of impact, both in terms of academic outcomes and broader child development. Since then we have been working together to develop, test and codify the SEF program into a comprehensive transformation model for primary schools.

The SEF school model

Through the core program named Centres of Excellence, SEF partners with government schools and works with their existing teachers, principals, and communities ...		
Empowering teachers	**Empowering principals**	**Empowering parents**
• **Teaching and learning materials**: for each teacher SEF provides a handbook of high-quality lesson plans and other learning aids that integrate foundational academic learning with 21st century skills and mindsets • **Learning circles**: SEF runs monthly trainings & workshops for continuous skill building on pedagogy, assessments etc • **Weekly coaching**: SEF supports leaders to conduct cycles of teacher observation in the classroom, providing feedback, coaching, and demonstrating teaching strategies	• **Culture & systems support**: SEF provides training and coaching on creating a school culture of joy and learning, and building systems to improve school administration • **Leadership circles**: SEF runs monthly peer learning circles to strengthen Principal leadership skills • **Fortnightly check-ins** with SEF staff to help solve operational challenges	• **Strengthening School Management Committees (SMCs)**: SEF supports parents to actively participate in SMCs (the community bodies setup by the government to lead planning and monitoring of school development) • **Learning circles**: SEF runs monthly workshops for parents for continuous skill building (e.g., on creating safe learning environment at home) • **Home kits:** SEF provides learning tools to support student learning after school & during school closures
***Why* - so that all stakeholders are invested and empowered to create excellent schools where...**		
• All students are proficient in all their foundational skills by the time they are in Grade 5	• All students are displaying the 21st century skills and dispositions in line with SEF's student vision	• All students have continuous access to opportunities to explore individual skills, passions, and interests

In 2021, the key highlights of our work together has been in three key areas -

- **School Model Design and Codification**: We worked with Simple Education Foundation (SEF), to continue to improve and codify the school model e.g., developed approach to designing for codification and learning loops, developed principles and approaches to making knowledge products experiential for different user engagement. Throughout the pandemic, we supported SEF to implement a remote learning program to support their students during school closures, both for foundational learning as well as socio-emotional support. Through our expert-led global foundational learning track, we also supported SEF

to develop English and Math outcomes frameworks and assessment tools to make foundational learning more conceptually deep and holistic.

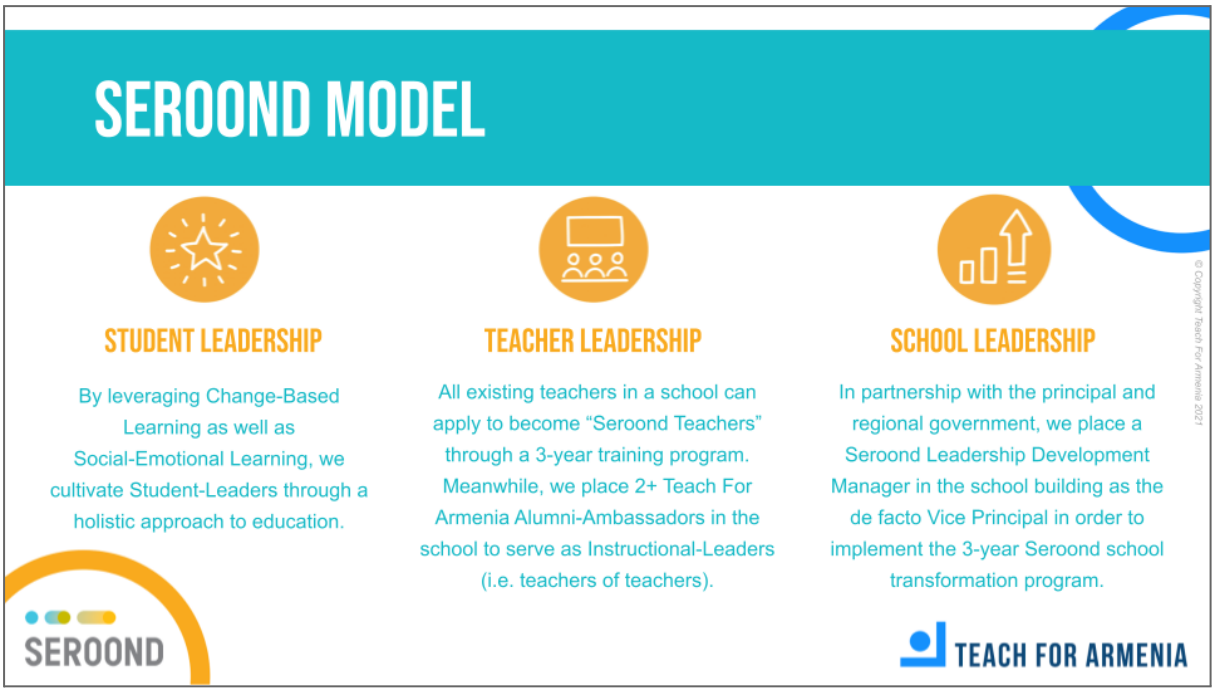
- **External Evaluation:** We also commissioned an external agency to evaluate the Simple School Program and in the process develop strategy, tools, and processes for rigorous ongoing evaluation that SEF can adopt in their program - the agency completed the baseline study in 2021.
- **Scaling:** SEF started working with the Government of Delhi to apply learnings from the Simple Schools project to transform in-service training for all 80,000+ teachers in the state. Additionally, SEF expanded to 2 more schools for direct implementation of the core program in Delhi.

Our work with SEF has consistently delivered promising outcomes through the years -

- Before the pandemic in 2019, proficiency in Maths (76%) and Language (70%) in SEF's Centre of Excellence Schools has been 3 times higher as compared to other government schools.
- During the pandemic in 2020-21, despite almost two years of school closures, students through the remote learning program gained more than 50% proficiency in life skills (e.g., critical thinking, creativity, empathy) as well as academics (numeracy, literacy, and sciences).
- The 3rd party evaluation of the SEF model in 2021-22 established promising impact on teacher practices and mindsets e.g., more than 60% of teachers are effectively using teaching and learning tools in their classrooms, 97% of the teachers have a good relationship with their principals, and 90% of teachers can articulate best practices to improve student's academic performance.

2. Our partnership with Teach For Armenia on Seroond Schools delivered highly promising results within one year

We worked with Teach for Armenia and the local government of Tavush (border district in Armenia) to launch a government school transformation program with the objective to develop a breakthrough school model for the country. Together, we developed the school model and successfully launched the first school in September 2020.



Kizazi started working with the local team in the first school under the program focussing on implementation using specific design and delivery cycles, building a culture of learning and development with all stakeholders, developing simple tools for evidence gathering to set the foundation for evidence based decisions and data early on, and consistently documented all the tools and plans to enable effective expansion. We also built the local team's capacity to expand the model to two more schools from Sep'21 onwards. After a long halt in travel due to COVID-19, we resumed on-ground travel in Oct'21 and also conducted on-site trainings





Within just one year of launch, academic achievement in Seroond's first school doubled, and so did student enrollment from 47 to 105 students.

In 2021, within one year of launch of the first Seroond School and despite the challenging context of the pandemic and the war, students demonstrated growth

Below are the results from the first year of our program in Armenia; students across Grades 2-4 in the pilot school were assessed on academic competencies and life skills.

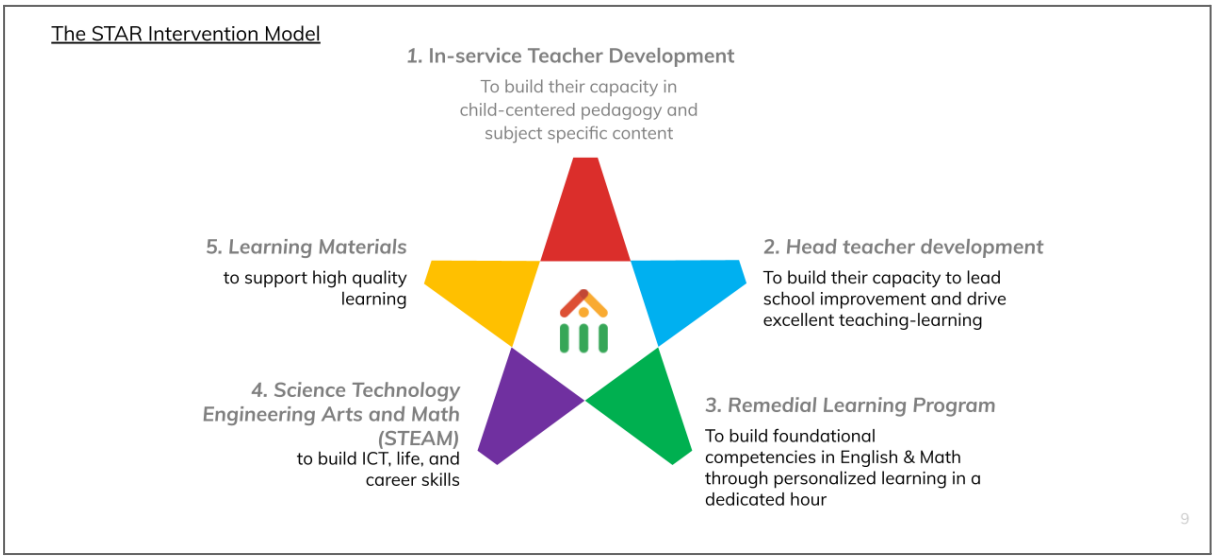
	Beginning of Year (Nov'20)	End of Year (Jun'21)	Growth
Math*	56%	81%	**25%**
Armenian Language	69	84%	**15%**
Life Skills Assessment (score out of 5)	2.93	4.48	**1.55**

**Data for Grade 2 and Grade 4

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3. We launched the EkoSTAR program for transformation of Junior Secondary Schools in Lagos State, Nigeria

We partnered with the Education Reform and Innovation Team (ERIT), a leading local NGO, and the Lagos State Government to launch a program to transform junior secondary schools in the state. After working with the local team to develop plans, we launched the program in 2021 starting with a system diagnostic and needs analysis and are currently launching the intervention in 10 schools with plans to scale to 60 schools across Lagos State by the third year of the project in 2024. A key accomplishment of the program thus far has been to rally the government and local leadership to prioritise deeper learning as we set outcomes for the program - 21s century skills, socio-emotional outcomes, student centred pedagogy, and holistic teacher development.



4. We forged a new partnership in Sierra Leone

Kizazi began work in Sierra Leone with the National Youth Awareness Forum (NYAF), a leading local NGO working with rural schools for 20 years, to help to strengthen their program in 30 primary schools and develop their capacity to scale.

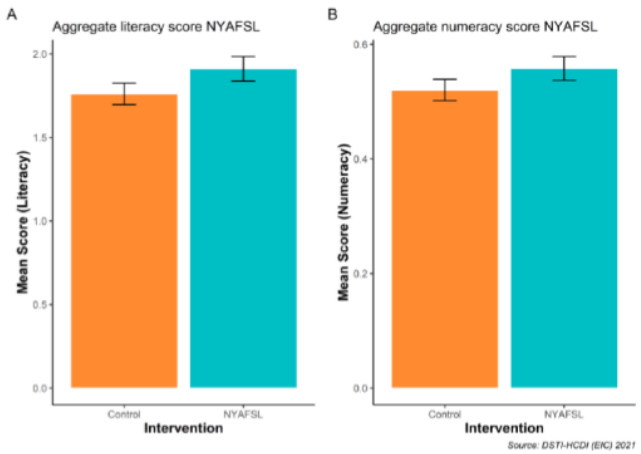
We led a diagnostic exercise to identify strengths and areas of improvement of the current school program as well as the organization. Based on the findings, we supported NYAF to clarify their vision and outcomes for the children they serve and the system in Sierra Leone. We built the capacity of the team to support teachers for improved practices in English, Maths and socio-emotional development, are leading the development of foundational curriculum, and strengthening critical organisational practices (e.g., budgeting, recruitment).





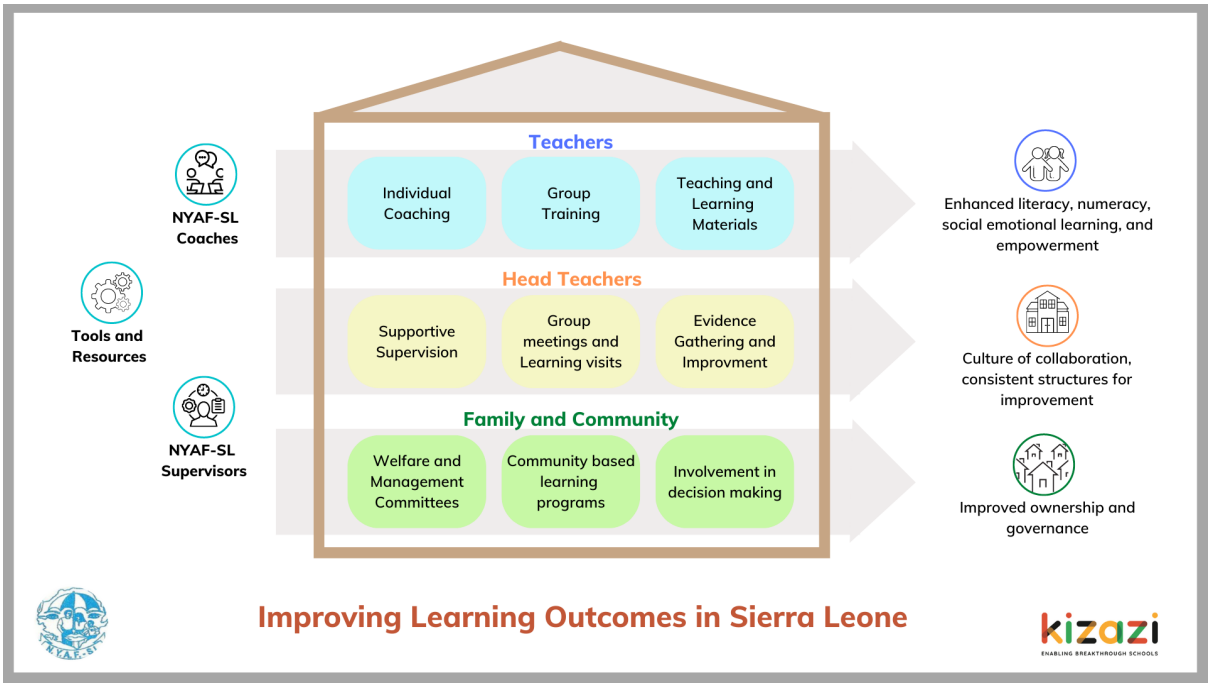
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In the state -sponsored midline of the NYAF program in 30 schools, students attending treatment schools outperformed students in control group schools for literacy and numeracy.



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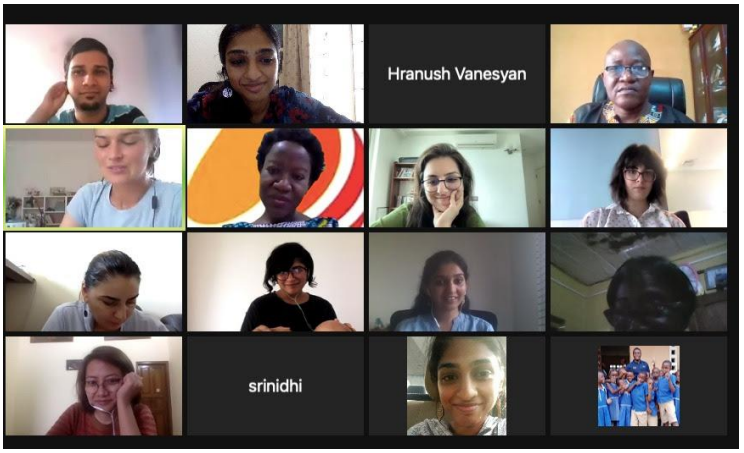
In November 2021, along with NYAF we also led the development of a proposal to the Sierra Leone Education Innovation Challenge (SLEIC), a results-based financing project launched by the Education Outcomes Fund and Government of Sierra Leone. Through this ambitious project we will be able to scale our work to 67 more schools to impact 20,000 children. Below is an illustration of the proposed school model -



5. We continued to strengthened our organization across multiple areas

- People: We hired two new full-time staff members in the role of Head of Africa Programs and Head of Learning & Design
    - Shashank Lakshmipathy as Head Learning & Design in India. Shashank comes with multiple years of experience working with educators at organisations like Akanksha Foundation and Teach For India. He works with our Partner teams on design and delivery of Kizazi's support.
    - Rhoda Odigboh as Head of Africa Programs, Nigeria. Fromerly Regional Director of Academics for Africa at New Globe (Bridge's govt facing brand) and former Director of Academics, Nigeria for Bridge, Rhoda has a decade of experience of working with education systems in Africa. She joins us in place of our former Africa Head, Leah Anyanwu.

  Additionally, specialists in the fields of Foundational Learning and M&E also supported us part time to help us make progress with our projects in these areas.
- Program: We launched our first cross-partner support program on Foundational Learning for Partners to answer "How do we teach Mathematics & Languages in a way that is meaningful, conceptually deep, inclusive and holistic?"



- Strategy: We refined our organization purpose, mission, and offering to align with our evolving strategy
- Values: We established organisational values to guide Kizazi's work

Public Benefit

When reviewing our aims and objectives and in planning our future activities, we have referred to the Charity Commission's general guidance on Public Benefit and on running a charity (PB2). The Trustees' focus has always been to measure how planned activities will contribute to the aims and objectives they have set.

Structure, Governance and Management

Kizazi is registered with the Charity Commission for England and Wales as a Charitable Incorporated Organisation.

Kizazi is managed by a Board of Trustees appointed to three year terms. The Trustees during the year and currently (and other Officers and Professional Advisers) are as noted on Page 2. All our Trustees give their time on a voluntary basis and are passionate advocates of the charity's work.

The Board meets virtually 3 times a year with frequent individual teleconference meetings as per need. The skills, experience and commitment of our Board of Trustees are regularly reviewed. Where there are gaps, potential new trustees will be invited to an informal interview with the Chair and other trustees and to attend a Board Meeting as an observer before a formal appointment is made.

Risk Management

The trustees continually assess the major risks to which the charity is exposed and systems have been established to mitigate these risks. The charity's risk register will be reviewed annually at the Trustees meeting.

The principal risks during the challenging context of COVID-19 pandemic have been securing sustainable income and maintaining the quality of operations of the programme. Cashflow risk is mitigated by quarterly reviews of the funding pipeline for the following twelve months. The programme quality is carefully tracked through monitoring systems, KPIs and evaluations.

Pay Policy For Senior Staff

All staff are paid in accordance with a salary scale which is reviewed each year, this includes the CEO's salary which is approved and reviewed by the Board.

Financial Review

Kizazi's annual income for 2021 was £337,609.

During the course of 2021, we were delighted to receive a 2021 instalment of unrestricted grant from Vitol Foundation, a grant from Rockdale Foundation for our work in Sierra Leone, and an unrestricted grant from Peter Cundill Foundation.

In addition, African Leadership Academy paid the final instalment for the costs of our support in 2020 to their Anzisha Education Accelerator Program to work with five school operators across Africa to strengthen and codify their school models. We also received service fees from Teach For Armenia for our support on the Seroond Schools program.

Income and Expenditure

The total income for the financial year was £337,609 and the total expenditure was £287,509.

Free Reserves

The trustees' policy on income reserves is to maintain sufficient financial reserves to cover the charities short term liabilities. At the end of the financial year ending December 2021, reserves, which are shown as unrestricted funds in the balance sheet, were £80,042. This is in line with the reserves policy.

Grants Received in Year

Kizazi is grateful for the support during the year of the following:

- Vitol Foundation
- Rockdale Foundation
- Peter Cundill Foundation

Trustees' Responsibilities In Relation To The Financial Statements

The law applicable to charities in England and Wales requires the Charity 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 its income and expenditure for that period. In preparing the financial statements, the Charity is required to:

- Select suitable accounting policies and then apply them consistently
- Make judgements and estimates that are reasonable and prudent
- State whether applicable accounting standards and statements of recommended practice have been followed, subject to any material departures disclosed and explained in the financial statements
- Prepare the financial statement on the going concern basis unless it is inappropriate to presume that the CIO will continue in operation for the foreseeable future; and
- Observe the methods and principles in the Charities SORP (FRS 102). The Trustees are responsible for keeping accounting records which disclose with reasonable accuracy the financial position of the charity and enable them to ensure that the financial statements comply with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008 and the provisions of the CIO's governing document. 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.

Approved on behalf of the Trustees

Vandana Goyal .....
Chair Of Trustees

Dated: Nov. 8, 2022

Independent examiner's report to the trustees of Kizazi

I report to the trustees on my examination of the accounts of the Charitable Incorporated Organisation ("CIO") for the period 1 January 2021 – 31 December 2021.

Responsibilities and basis of report

As the charity trustees of the CIO you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ('the Act'). You are satisfied that an audit is not required for this year under charity law and that an independent examination is needed.

I report in respect of my examination of the CIO's accounts carried out under section 145 of the 2011 Act and in carrying out my examination I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act. Dixon Wilson, a firm of Chartered Accountants of which I am a partner, has provided bookkeeping services to the Trust and I have applied the FRC's Revised Ethical Standard in carrying out my examination.

An independent examination does not involve gathering all the evidence that would be required in an audit and consequently does not cover all the matters that an auditor considers in giving their opinion on the accounts. The planning and conduct of an audit goes beyond the limited assurance that an independent examination can provide. Consequently, I express no opinion as to whether the accounts present a 'true and fair' view and my report is limited to those specific matters set out in the independent examiner's statement.

Independent examiner's statement

I am qualified to undertake the examination by being a qualified member of the Institute of Chartered Accountants in England and Wales.

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

1. accounting records were not kept in respect of the CIO as required by section 130 of the Act; or
2. the accounts do not accord with those records; or
3. the accounts do not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair view' which is not a matter considered as part of an independent examination; or
4. the accounts have not been prepared in accordance with the methods and principles of the Statement of Recommended Practice for accounting and reporting by charities applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102).

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

Gregory Smye-Rumsby

G SMYE-RUMSBY ACA CTA
Dixon Wilson Chartered Accountants
22 Chancery Lane
London WC2A 1LS
8 Nov 2022

STATEMENT OF FINANCIAL ACTIVITIES

ACCOUNTS FOR YEAR ENDED 31 DECEMBER 2021

	Note	2021 £ Unrestricted funds	2020* £ Unrestricted funds
Income and endowments from:			
Grants	2	229,438	228,733
Other trading activities	4	108,171	7,694
Total income		337,609	236,427
Expenditure on:			
Charitable activities	5	(287,509)	(206,485)
Total expenditure		(287,509)	(206,485)
Net income and net movement in funds		50,100	29,942
Net movement of funds		50,100	29,942
Reconciliation of funds			
Funds b/f		29,942	-
Funds c/f		80,042	29,942

*10 month period ended 31 December 2020

kizazi

BALANCE SHEET

ACCOUNTS FOR YEAR ENDED 31 DECEMBER 2021

	Note	2021	2020
		£	£
Current Assets			
Debtors	6	101,934	447
Cash at bank	7	99,368	54,696
		201,302	55,143
Liabilities			
Creditors: Amounts falling due within one year	8	(121,260)	(25,201)
Net current assets		80,042	29,942
Total assets less liabilities		80,042	29,942
Total funds of the charity			
Unrestricted income funds	10	80,042	29,942
Total funds		80,042	29,942

The financial statements on pages 15 to 22 were approved by the Trustees on 8 November 2022 and were signed on their behalf by :-

Vandana Goyal
Chair of Trustees

The notes on pages 17 to 22 form part of these financial statements.

ACCOUNTING POLICIES

ACCOUNTS FOR YEAR ENDED 31 DECEMBER 2021

1. Accounting policies

The principal accounting policies adopted, judgement and key sources of estimation uncertainty in the preparation of the financial statements are as follows:

(a) Basis of preparation and assessment of going concern

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) effective 1 January 2019 and the Charities Act 2011.

Kizazi meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy note.

The trustees consider that there are no material uncertainties about the CIO's ability to continue as a going concern. There are no significant areas of adjustment and key assumptions that affect items in the accounts.

(b) Fund accounting policy

Unrestricted funds are general funds that are available for use at the trustees' discretion in furtherance of the objectives of the charity.

(c) Incoming resources

All income is recognised in the statement of financial activities, when Kizazi has entitlement to the income, it is probable that the income will be received and the amount of the income can be measured reliably.

Grants are recognised when the Kizazi has been notified in writing of both the amount and settlement date. In the event that a donation is subject to conditions that require a level of performance before the charity is entitled to the funds, the income is deferred and not recognised until either those conditions are fully met, or the fulfilment of those conditions is wholly within the control of the charity and it is probable that those conditions will be fulfilled in the reporting period.

Other trading income represents services fees received from carrying out its charitable aims and objectives. Kizazi is entitled to income from these activities when contractual milestones have been fulfilled.

(d) Resources expended

Liabilities are recognised as soon as there is a legal or constructive obligation committing the charity to the expenditure, it is probable that settlement will be required and the amount of the obligation can be measured reliably.

All expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all costs related to the category.

Charitable activities include staff costs for those individuals whose time spent directly on furthering the CIO's charitable aims and the governance and support costs, in connection with the management of Kizazi including the accountant's fees, organisational administration and compliance with constitutional and statutory requirements.

(e) Financial instruments

Financial instruments are recognised in the company's Balance Sheet when the company becomes party to the contractual provisions of the instrument. Financial assets and liabilities are offset, with the net amounts presented in the financial statements, when there is a legally enforceable right to set off the recognised amounts and there is an intention to settle on a net basis or to realise the asset and settle the liability simultaneously.

Basic financial assets

Basic financial assets, which include debtors and cash at bank, are initially measured at transaction price including transaction costs and are subsequently carried at amortised cost using the effective interest method unless the arrangement constitutes a financing transaction, where the transaction is measured at present value of the future receipts discounted at a market rate of interest.

Basic financial liabilities

Basic financial liabilities, including creditors, are initially recognised at transaction price unless the arrangement constitutes a financing transaction, where the debt instrument is measured at the present value of the future payments discounted at a market rate of interest.

(f) Trustees

None of the Trustees were reimbursed for expenses or received any remuneration during the year.

INCOME

ACCOUNTS FOR YEAR ENDED 31 DECEMBER 2021

2. Income	2021	2020
	£	£
Grants from institutions	229,438	228,733
	229,438	228,733

3. Grants from institutions

Vitol Foundation	130,024	45,245
Together Education	-	4,710
Peter Cundill Foundation	75,080	87,237
UBS Optimus Foundation	-	71,242
Rockdale Foundation	24,335	20,299
	229,438	228,733

4. Other trading income

Service fees and consultancy	108,171	7,694
	108,171	7,694

EXPENDITURE

ACCOUNTS FOR YEAR ENDED 31 DECEMBER 2021

	2021	2020
5. Charitable Activities	**£**	**£**
Consultancy fees	790	5,614
Outsourced service costs	140,898	108,595
Wages and salaries	112,579	84,435
	254,267	198,644

Outsourced service costs include the cost of using staff around the world to deliver the charity's aims and objectives. The number of staff directly employed in the year was 1 (2020 -1).

Support costs allocated to charitable activities:

Staff training	3,558	-
Travel expenses	10,453	1,087
IT & Software	6,240	1,205
Branding	-	1,032
Insurance	207	203
Office supplies	20	17
Accountancy fees	4,200	3,250
Independent examination fees	1,400	750
Bank charges	791	297
Legal and professional	5,636	-
Advertising	737	-
Total expenditure on charitable activities	287,509	206,485

Number of employees of Kizazi who earned from:	2021	2020
£60,001 to £70,000	0	0
£70,001 to £80,000	0	0
£80,001 to £90,000 (*)	0	1
£90,001 to £100,000 (*)	1	0
	1	**1**

* this band contains the earnings of the Chief Executive

DEBTORS

ACCOUNTS FOR YEAR ENDED 31 DECEMBER 2021

6. Debtors	2021	2020
	£	£
Prepayments	447	447
Accrued Income	101,487	-
	101,934	447

CASH

7. Cash	2021	2020
	£	£
Cash at bank and in hand	99,369	54,696
	99,369	54,696

CREDITORS

8. Creditors	2021	2020
	£	£
Taxation and social security	9,382	19,076
Accruals	27,607	6,125
Deferred Income	84,272	-
	121,260	25,201

TAXATION

ACCOUNTS FOR YEAR ENDED 31 DECEMBER 2021

9. Taxation

Kizazi is a registered charity and as such is exempt from tax on its income to the extent this is applied for charitable purposes.

ANALYSIS OF FUNDS

10. Analysis of funds	At 1 January 2021	Incoming resources	Resources expended	Transfers	At 31 December 2021
	£	£	£	£	£
Analysis of fund movements					
Unrestricted fund	29,942	337,609	(287,509)	-	80,042
	29,942	337,609	(287,509)	-	80,042

KIZAZI

England & Wales - Charity number 1187749

Accounts

kizazi

ENABLING BREAKTHROUGH SCHOOLS

Trustees Report and Accounts
for the period 4 February 2020 to 31 December 2020

Registered Charity Number 1187749



Kizazi Trustees Report and Accounts

for the period 4 February 2020 to 31 December 2020

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Officers and Professional Advisers

Board of Trustees	Vandana Goyal | Chair Susannah Hares Seema Bansal Richard Cheesman (resigned February 2020) Nikki Feltham (resigned May 2020)
Founder and CEO	Nicholas Canning
Registered Charity Number	1187749
Address	30 London Fields East Side London E8 3SA
Independent Examiner	Gregory Smye-Rumsby ACA CTA Dixon Wilson Chartered Accountants 22 Chancery Lane, London WC2A 1LS
Bankers	Barclays 120, Moorgate, London, EC2M 6UR

Legal Status

Kizazi is an independent charity registered as a Charitable Incorporated Organization by the Charity Commission for England and Wales with the registration number 1187749. Kizazi was registered on 4th February, 2020.

Prior to being established as an independent charitable entity, Kizazi was fiscally sponsored as a project by Together Education (a US based non-profit organization). Together Education's fiscal sponsorship of Kizazi continued thereafter until Kizazi was ready to manage its own finances and ended effective 30th April, 2020. The accounts in the report therefore only reflect the financial activities after 30th April, 2020.

Trustees' Report For The Period 4 February 2020 to 31 December 2020

I. Our Mission

Kizazi exists to ensure this generation of children are empowered by education to thrive, wherever in the world they grow up.

To deliver on this purpose, we work with local partners to develop, implement, and spread breakthrough school models in under-resourced communities around the world.

II. Why We Exist

Across the globe there is a learning crisis: 1) 90% of age 10 children in low-income countries cannot read with comprehension, compared with only 9% in high-income countries (*Azevedo et al. 2019*); 2) One third of the working age population in low- and middle-income countries lack the basic skills required to get quality jobs (World Bank); 3) Schools are also not developing the broader knowledge, skills and values children and societies need to thrive in the 21st century (*Secondary Education In Africa: Preparing Youth For The Future of Work*). Furthermore, the pandemic has laid bare and exacerbated the inequities and weaknesses in education systems.

Current models of schooling across the developing world are not meeting the needs of children. Through our work with our partners in the last three years we are witnessing common problems in school model design and implementation across geographies –

1. Ineffective teaching and learning processes e.g., narrow aims of teaching that are not focussed on whole-child development, pedagogy based in rote learning, limited in-school support for teacher development, and ineffective use of technology
2. Lack of wider support for children e.g., lack of systems to ensure pupil safety and wellbeing, insufficient support to address consequences of adversity and individual learning needs, insufficient engagement of parents and communities
3. Systems not aligned to support learning e.g., schools held accountable for process compliance not learning, curricula are overly broad and not relevant to students and the world they live in, wider system supporting schools not aligned to clear goals for improving student learning

We need to develop better school models and support their implementation at scale. Therefore, our charitable objective is to advance education of the public in general and in particular to assist worldwide in the provision of technical resources, support, and information to individuals, organisations and group to increase their capacity to develop,

manage and run schools for the public benefit, with the objective to improve the quality of education in deprived communities.

III. Our Solution

Kizazi works with local NGOs and governments to help them develop and spread breakthrough school models. Our theory of change below describes the key objectives of our work:

- Kizazi partners with local NGO and government who align with our vision, and are committed to developing and scaling a breakthrough school model
- Kizazi, local partner, and government co-develop, based on local needs and Kizazi's global learnings, a school model
- Local partner and government implement the model in pilot set of schools with support from Kizazi to continuously test, improve, evaluate and codify and deliver learning outcomes
- Kizazi and local partner work with the government to build the system's capacity to adopt the proven school model and implement it at scale
- Kizazi also shares the knowledge and learnings with others in the education community across the world

Kizazi works with NGOs & local government partners to deliver on the above objectives through four key mediums:

- Direct design and implementation support: On-going support to design and implement school model and program strategies
- Workshops and exposure: Team capacity building to develop knowledge, skills and mindsets
- Knowledge resources: Tools, templates and case studies to improve quality of outputs and increase knowledge
- External collaborations: Access to support from leading local and international school networks, educators, and NGOs.

IV. 2020 Activities, Highlights, and Performance

Despite the challenges of the global pandemic and a breathtaking range of issues faced by our local partners, the year 2020 left us inspired by the perseverance of our local partners, their communities and, most of all, the children. We ended the year working with 8+ local teams across Africa and Asia to develop breakthrough school models for 20,000+ children. Below are the key highlights of Kizazi in 2020 -

1. **We supported partners to strengthen school models, support children during the pandemic, and deliver improved learning outcomes**

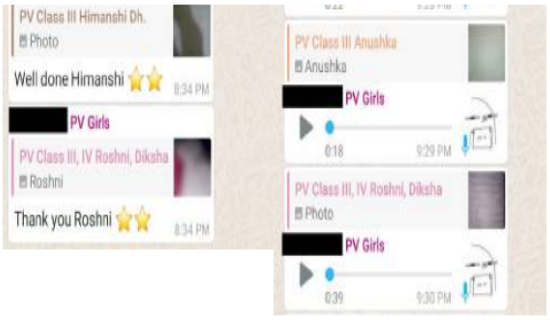
In India, we worked with Simple Education Foundation, which works with 5 government primary schools serving ~1,000 children in Delhi and Uttarakhand. We supported SEF to strengthen their school model by defining their student vision, developing curriculum that integrates academic learning and their whole child vision, implementing new processes for evaluation & innovation, codifying the program, and developing plans for scale. In 2020, we also supported SEF to implement a remote learning program to support their students during school closures, both for foundational learning as well as socio emotional support.

Shifts have been recorded in teaching practises which are now more student centric and evidence informed. The data below reflects the outcomes of the remote learning program implemented by SEF. Students (who have access to phone and internet) in the two intervention schools (Bhim Nagri and Pushp Vihar) were delivered a unit of learning and their mastery in SEF's student vision indicators (e.g., communication, collaboration) and academic competencies was measured at the end of the unit.

SV INDICATOR AND ACADEMIC COMPREHENSION MASTERY

	Bhim Nagri		Pushp Vihar	
	Math	Literacy	Math	Literacy
Student Vision Indicators Mastery	45.83%	53.08%	50.00%	57.67%
Academic Comprehension Mastery	50.83%	58.13%	56.99%	76.25%

Snippets from the remote learning program at SEF - online feedback and voice notes



We worked with the SEF leadership to help them define their long-term strategy to scale



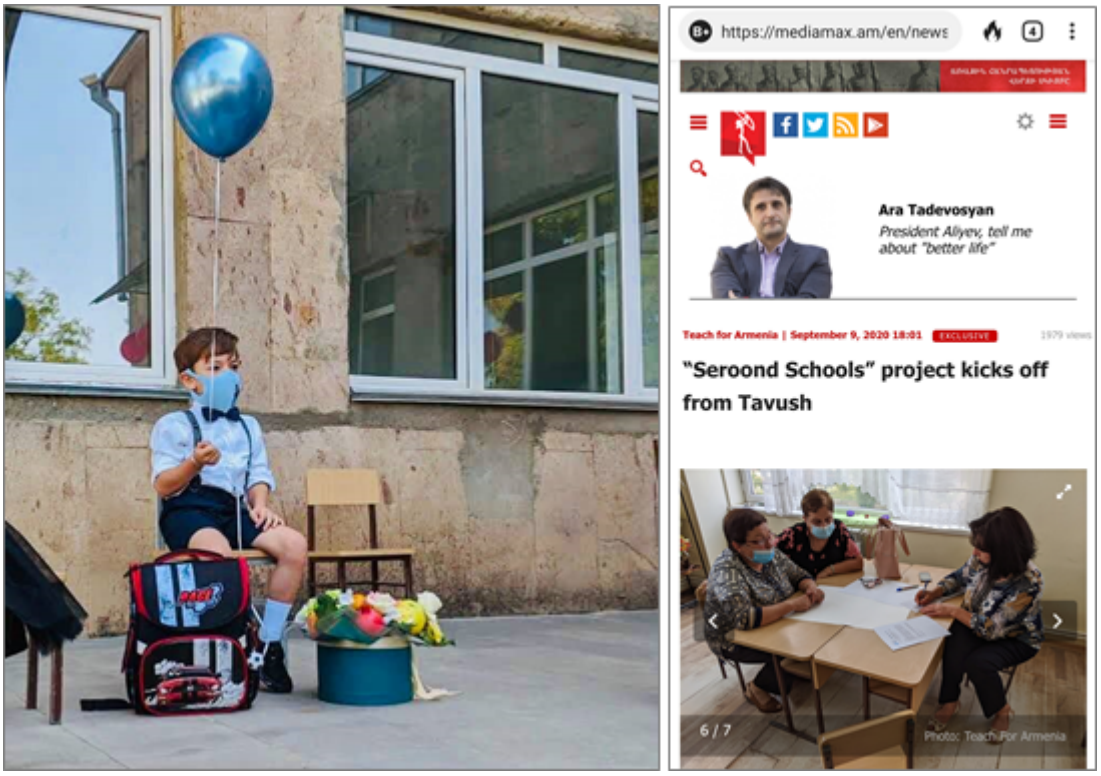
In India, we also worked with Akanksha Schools, a school network operating 22 government secondary schools in Maharashtra, India. We supported Akanksha to develop a comprehensive framework that defines their student outcomes, describes benchmarks for learning and includes a collection of tools for assessment and evaluation. We have currently paused our support to Akanksha leadership as they reassess their priorities in light of Covid-19. Akanksha teams continue to be a part of any partner wide COVID-responsive learning and support opportunities.

In Ghana, we supported a team of Teach For Ghana alumni to develop their plans for an organization (Eke Schools) to operate a school network with an innovative and pioneering model. We paused our support to the team as they faced delays in securing local and central government approval to launch due to the Covid-19 pandemic.

We launched a global collaboration to reimagine learning for after the pandemic. We worked with the innovative School 21 in London to help all our NGO partners experience project-based learning in action as they each explored how to evolve their models during and post the pandemic. Five program leads and school teams attended a series of workshops led by School 21 over a one-month period.

2. **We launched new partnerships with local NGOs and governments to develop breakthrough school models**

After over a year of planning and development with our partners at Teach For Armenia, we were thrilled to support the launch of the first Seroond School in September 2020 in a government primary school in the border region of Tavush. Since launching, the community has faced the devastating circumstances of an international conflict occurring during a global pandemic, making even more obvious the critical need for schools to support student wellbeing. We are working with the Seroond team to test and refine a whole-child development school model with the aim of supporting adoption by schools across the region and beyond.



First Day of Seroond and Local News Coverage

We partnered with the Education Reform and Innovation Team (ERIT) and Lagos State Government to launch a program to strengthen junior secondary schools in the state. After working with the local team to develop plans, we launched the program in 2021 starting with a system diagnostic and needs analysis.

Kizazi began work in Sierra Leone with the National Youth Awareness Forum (NYAF), a leading local NGO working with rural schools, to help strengthen and scale their approach to whole school transformation. NYAF is currently working with 30 government primary schools under the Sierra Leone Government's Education Innovation Challenge.

3. **We supported educational innovation across Africa**

Kizazi worked with the African Leadership Academy in supporting their Anzisha Education Fellows to launch and grow high-potential schools all over Africa. We virtually supported a cohort of five school teams from Nigeria, Senegal, Burundi, Egypt, and the Democratic Republic of Congo to identify, test and refine their learning models, while codifying their approaches to enable sustainability and scale.



The ALA cohort members: Manasse (DRC), Beehive (Nigeria), Village Health Works (Burundi), Act Schools (Egypt), Sabs Education (Senegal)

More broadly, a key goal for us is to develop and share a unique set of tools and resources in excellence in school design and management. We continue to capture considerable knowledge on breakthrough school models in the form of case studies, tools and templates. In the coming years, we aim to launch an online platform to share our knowledge with the wider community.

4. **We continued to build strong foundations of our organization**

We continued to make progress to strengthen the our organization in –

- Spin-out: After having received approvals from the UK Charities Commission for our registration as an independent charity, we spun out from Together Education. We now have set up all systems in-house for operations, financials, and accounting.
- Program Advisory Group: We set up our Program Advisory Group with a diverse global group with experience in designing & running great schools to provide advice & challenge our thinking on program design. We held the first PAG meeting in August 2020.
- External Partnerships: We partnered with School 21 to help our partners across India, Armenia, Ghana, and Nigeria experience project-based learning in action as they each explored how to evolve their models during and post the pandemic. We are also now a member of the Global Schools Forum and featured as an innovation on the HundrED platform.
- Communication and Branding: We launched our website where visitors will find information about us, our current projects and partners, as well as our blogs and learnings. We also established our social media presence across LinkedIn and Twitter.

Public Benefit

When reviewing our aims and objectives and in planning our future activities, we have referred to the Charity Commission's general guidance on Public Benefit and on running a charity (PB2),' The Trustees' focus has always been to measure how planned activities will contribute to the aims and objectives they have set.

Structure, Governance and Management

Kizazi is registered with the Charity Commission for England and Wales as a Charitable Incorporated Organisation.

Kizazi is managed by a Board of Trustees appointed to three year terms. The Trustees during the year and currently (and other Officers and Professional Advisers) are as noted on Page 2. All our Trustees give their time on a voluntary basis and are passionate advocates of the charity's work.

The Board meets virtually not less than 3 times a year with frequent individual teleconference meetings as per need. The skills, experience and commitment of our Board of Trustees are regularly reviewed. Where there are gaps, potential new trustees will be invited to an informal interview with the Chair and other trustees and to attend a Board Meeting as an observer before a formal appointment is made.

Risk Management

The trustees continually assess the major risks to which the charity is exposed and systems have been established to mitigate these risks. The charity's risk register will be reviewed annually at the Trustees meeting.

The principal risks during the challenging context of COVID-19 pandemic have been securing sustainable income and maintaining the quality of operations of the programme. Cashflow risk is mitigated by quarterly reviews of the funding pipeline for the following twelve months. The programme quality is carefully tracked through monitoring systems, KPIs and evaluations.

Pay Policy For Senior Staff

All staff are paid in accordance with a salary scale which is reviewed each year, this includes the CEO's salary which is approved and reviewed by the Board.

Financial Review

Kizazi's annual income for 2020 was £236,427. In 2018, Vitol Foundation and UBS Optimus Foundation committed 3 year grants to Kizazi. Funds from these grants were managed by Kizazi's fiscal sponsor Together Education up till 30th April, 2020. Post that,

the remainder amount from the funds received up till 30th April were sub-granted to Kizazi.

During the course of 2020, we were delighted to receive further instalments of unrestricted grants from Vitol Foundation and UBS Optimus Foundation, a grant from Rockdale Foundation for our work in Sierra Leone, and an unrestricted grant from Peter Cundill Foundation.

In addition, African Leadership Academy covered the costs of our support to their Anzisha Education Accelerator Program to work with five school operators across Africa to strengthen and codify their school models.

Income and Expenditure

The total income for the financial year was £236,427 and the total expenditure was £206,485.

Free Reserves

The trustees' policy on income reserves is to maintain sufficient financial reserves to cover the charities short term liabilities. At the end of the financial year ending December 2020, reserves, which are shown as unrestricted funds in the balance sheet, were £29,942. This is in line with the reserves policy.

Grants Received in Year

Kizazi is grateful for the support during the year of the following:

- Vitol Foundation
- UBS Optimus Foundation
- Rockdale Foundation
- Peter Cundill Foundation

Trustees' Responsibilities In Relation To The Financial Statements

The law applicable to charities in England and Wales requires the Charity 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 its income and expenditure for that period. In preparing the financial statements, the Charity is required to:

- Select suitable accounting policies and then apply them consistently
- Make judgements and estimates that are reasonable and prudent
- State whether applicable accounting standards and statements of recommended practice have been followed, subject to any material departures disclosed and explained in the financial statements

- Prepare the financial statement on the going concern basis unless it is inappropriate to presume that the CIO will continue in operation for the foreseeable future; and
- Observe the methods and principles in the Charities SORP (FRS 102). The Trustees are responsible for keeping accounting records which disclose with reasonable accuracy the financial position of the charity and enable them to ensure that the financial statements comply with the Charities Act 2011, the Charity (Accounts and Reports) Regulations 2008 and the provisions of the CIO's governing document. 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.

Approved on behalf of the Trustees

Vandana Goyal .....
Chair Of Trustees

Dated: 19 Jan, 2022

Independent examiner's report to the trustees of Kizazi

I report to the trustees on my examination of the accounts of the Charitable Incorporated Organisation ("CIO") for the period 4 February 2020 – 31 December 2020.

Responsibilities and basis of report

As the charity trustees of the CIO you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ('the Act'). You are satisfied that an audit is not required for this year under charity law and that an independent examination is needed.

I report in respect of my examination of the CIO's accounts carried out under section 145 of the 2011 Act and in carrying out my examination I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act. Dixon Wilson, a firm of Chartered Accountants of which I am a partner, has provided bookkeeping services to the Trust and I have applied the FRC's Revised Ethical Standard in carrying out my examination.

An independent examination does not involve gathering all the evidence that would be required in an audit and consequently does not cover all the matters that an auditor considers in giving their opinion on the accounts. The planning and conduct of an audit goes beyond the limited assurance that an independent examination can provide. Consequently, I express no opinion as to whether the accounts present a 'true and fair' view and my report is limited to those specific matters set out in the independent examiner's statement.

Independent examiner's statement

I am qualified to undertake the examination by being a qualified member of the Institute of Chartered Accountants in England and Wales.

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

1. accounting records were not kept in respect of the CIO as required by section 130 of the Act; or
2. the accounts do not accord with those records; or
3. the accounts do not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair view' which is not a matter considered as part of an independent examination.
4. the accounts have not been prepared in accordance with the methods and principles of the Statement of Recommended Practice for accounting and reporting by charities applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102).

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

Gregory Smye-Rumsby

G SMYE-RUMSBY ACA CTA
Dixon Wilson Chartered Accountants
22 Chancery Lane
London WC2A 1LS
03/02/2022

STATEMENT OF FINANCIAL ACTIVITIES

ACCOUNTS FOR PERIOD 4 FEBRUARY 2020 TO 31 DECEMBER 2020

	Note	2020 £ Unrestricted funds
Income and endowments from:		
Grants	2	228,733
Other trading activities	4	7,694
Total income		236,427
Expenditure on:		
Charitable activities	5	(206,485)
Total expenditure		(206,485)
Net income and net movement in funds		29,942
Net movement of funds		29,942
Reconciliation of funds		
Funds b/f		-
Funds c/f		29,942

All amounts are in respect of continuing activities.

BALANCE SHEET

ACCOUNTS FOR PERIOD 4 FEBRUARY 2020 TO 31 DECEMBER 2020

	Note	2020 £
Current Assets		
Cash at bank	6	54,696
Debtors	7	447
Total Assets		55,143
Liabilities		
Creditors: Amounts falling due within one year	8	(25,201)
Net current assets		29,942
Total assets less liabilities		29,942
Total funds of the charity		
Unrestricted income funds	10	29,942
Total funds		29,942

The financial statements on pages 13 to 14 were approved by the Trustees on 19 Jan, 2022 and were signed on their behalf by :-

Vandana Goyal
Chair of Trustees

The notes on pages 15 to 20 form part of these financial statements.

ACCOUNTING POLICIES

ACCOUNTS FOR PERIOD 4 FEBRUARY 2020 TO 31 DECEMBER 2020

1. Accounting policies

The principal accounting policies adopted, judgement and key sources of estimation uncertainty in the preparation of the financial statements are as follows:

(a) Basis of preparation and assessment of going concern

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) effective 1 January 2019 and the Charities Act 2011.

Kizazi meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy note.

The trustees consider that there are no material uncertainties about the CIO's ability to continue as a going concern. There are no significant areas of adjustment and key assumptions that affect items in the accounts.

(b) Fund accounting policy

Unrestricted funds are general funds that are available for use at the trustees' discretion in furtherance of the objectives of the charity.

(c) Incoming resources

All income is recognised in the statement of financial activities, when Kizazi has entitlement to the income, it is probable that the income will be received and the amount of the income can be measured reliably.

Grants are recognised when the Kizazi has been notified in writing of both the amount and settlement date. In the event that a donation is subject to conditions that require a level of performance before the charity is entitled to the funds, the income is deferred and not recognised until either those conditions are fully met, or the fulfilment of those conditions is wholly within the control of the charity and it is probable that those conditions will be fulfilled in the reporting period.

Income for trading activities comprises the fair value of the consideration received or receivable for the provision of services provided under service agreements. The charity recognises trading income when it is probable that future economic benefits will flow to the entity, the amount of income can be reliably measured and the entity becomes entitled to the work under the terms of the agreement.

(d) Resources expended

Liabilities are recognised as soon as there is a legal or constructive obligation committing the charity to the expenditure, it is probable that settlement will be required and the amount of the obligation can be measured reliably.

All expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all costs related to the category.

Charitable activities include staff costs for those individuals whose time is spent directly on further the CIO's charitable aims and the governance and support costs, in connection with the management of Kizazi including the accountant's fees, organisational administration and compliance with constitutional and statutory requirements.

(e) Financial instruments

Financial instruments are recognised in the company's Balance Sheet when the company becomes party to the contractual provisions of the instrument. Financial assets and liabilities are offset, with the net amounts presented in the financial statements, when there is a legally enforceable right to set off the recognised amounts and there is an intention to settle on a net basis or to realise the asset and settle the liability simultaneously.

Basic financial assets

Basic financial assets, which include receivables and cash at bank, are initially measured at transaction price including transaction costs and are subsequently carried at amortised cost using the effective interest method unless the arrangement constitutes a financing transaction, where the transaction is measured at present value of the future receipts discounted at a market rate of interest.

Basic financial liabilities

Basic financial liabilities, including payables, are initially recognised at transaction price unless the arrangement constitutes a financing transaction, where the debt instrument is measured at the present value of the future payments discounted at a market rate of interest.

(f) Trustees

None of the Trustees were reimbursed for expenses or received any remuneration during the year.

INCOME

ACCOUNTS FOR PERIOD 4 FEBRUARY 2020 TO 31 DECEMBER 2020

2. Income	**2020**
	£
Grants from institutions	228,733
	228,733

3. Grants from institutions

Peter Cundill Foundation	7,770
Peter Cundill Foundation Grant	79,467
Rockdale Foundation	20,299
Together Education	4,710
UBS Optimus Foundation	71,242
Vitol Foundation	45,245
	228,733

4. Other trading income

Service fees and consultancy	7,694
	7,694

EXPENDITURE

ACCOUNTS FOR PERIOD 4 FEBRUARY 2020 TO 31 DECEMBER 2020

5. Charitable Activities	**Direct activities**
	£
Consultancy Fees	5,614
Wages and salaries	193,030
	198,644
Support costs allocated to charitable activities:	
Travel expenses	1,087
IT & Software	1,205
Branding	1,032
Insurance	203
Office supplies	17
Accountancy fees	3,250
Independent examination fees	750
Bank charges	297
Total expenditure on charitable activities	206,485

Number of employees of Kizazi who earned from:	2020 numbers
£60,001 to £70,000	0
£70,001 to £80,000	0
£80,001 to £90,000 (*)	1
	1

* this band contains the earnings of the Chief Executive in 2020 only including professional fees during the contract period from March to May and thereafter the salary from the employment period June onwards. The salary bands reflect salary actually paid from the Charity account to an individual, not the full annual salary.

CASH

ACCOUNTS FOR PERIOD 4 FEBRUARY 2020 TO 31 DECEMBER 2020

6. Cash	**2020**
	£
Cash at bank and in hand	54,696
	54,696

7. Debtors	**2020**
	£
Prepayments	447
	447

8. Creditors	**2020**
	£
Taxation and social security	19,076
Accruals	6,125
	25,201

9. Taxation

Kizazi is a registered charity and as such is exempt from tax on its income to the extent this is applied for charitable purposes.

10. Analysis of funds	At 4 February 2020 £	Incoming resources £	Resources expended £	Transfers £	At 31 December 2020 £
Analysis of fund movements					
Unrestricted fund	-	236,427	(206,485)	-	29,942
	-	236,427	(206,485)	-	29,942