



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 <ul style="list-style-type: none"> • 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 	Empowering principals <ul style="list-style-type: none"> • 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 	Empowering parents <ul style="list-style-type: none"> • 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...		
<ul style="list-style-type: none"> • All students are proficient in all their foundational skills by the time they are in Grade 5 	<ul style="list-style-type: none"> • All students are displaying the 21st century skills and dispositions in line with SEF's student vision 	<ul style="list-style-type: none"> • 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.

SEROOND MODEL



STUDENT LEADERSHIP

By leveraging Change-Based Learning as well as Social-Emotional Learning, we cultivate Student-Leaders through a holistic approach to education.



TEACHER LEADERSHIP

All existing teachers in a school can apply to become "Seroond Teachers" through a 3-year training program. Meanwhile, we place 2+ Teach For Armenia Alumni-Ambassadors in the school to serve as Instructional-Leaders (i.e. teachers of teachers).



SCHOOL LEADERSHIP

In partnership with the principal and regional government, we place a Seroond Leadership Development Manager in the school building as the de facto Vice Principal in order to implement the 3-year Seroond school transformation program.



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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



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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

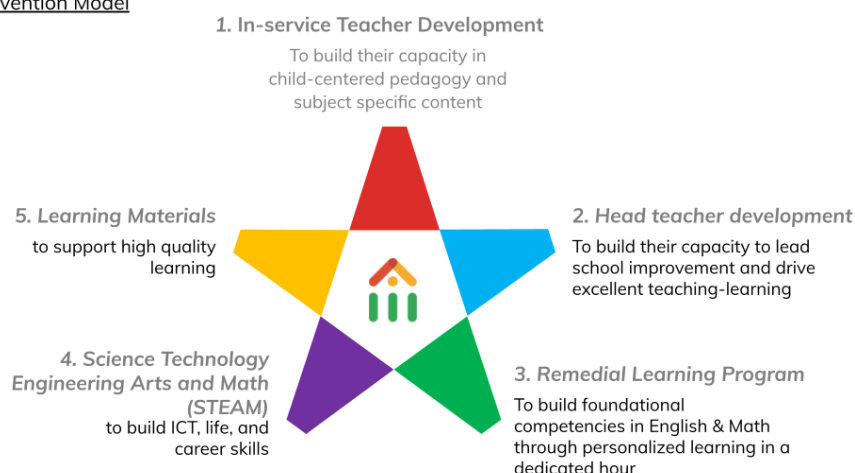
**Data for Grade 2 and Grade 4

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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.

The STAR Intervention Model



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4. We forged a new partnership in Sierra Leone

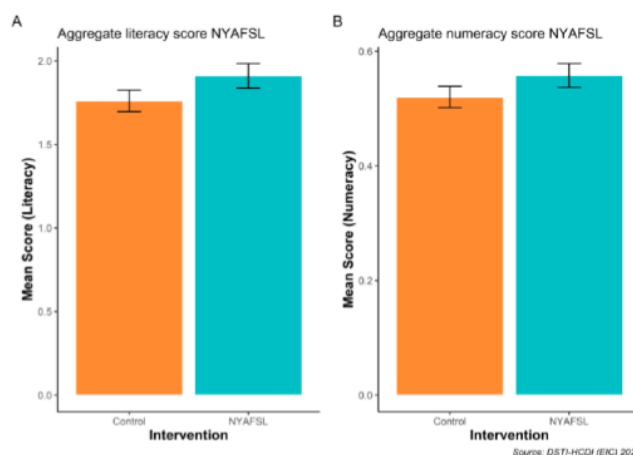
Kizazi began work in Sierra Leone with the National Youth Awareness Forum (NYAF), a leading local NGO working with rural schools for 20 years, to help to strengthen their program in 30 primary schools and develop their capacity to scale.

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).



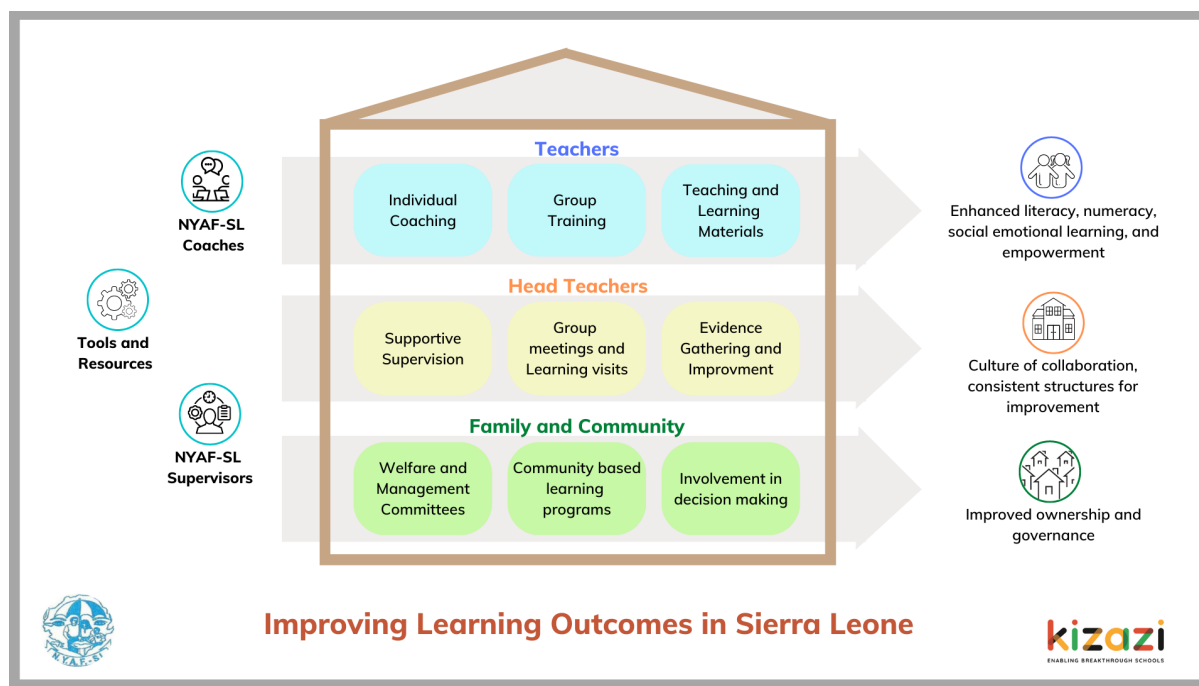
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In the state -sponsored midline of the NYAF program in 30 schools, students attending treatment schools outperformed students in control group schools for literacy and numeracy.



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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. Formerly 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.

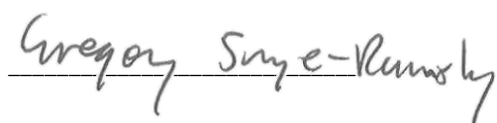
Independent examiner's statement

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.



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

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

*10 month period ended 31 December 2020

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
		<hr/> 201,302	<hr/> 55,143
Liabilities			
Creditors: Amounts falling due within one year	8	(121,260)	(25,201)
Net current assets		<hr/> 80,042	<hr/> 29,942
Total assets less liabilities		<hr/> 80,042	<hr/> 29,942
Total funds of the charity			
Unrestricted income funds	10	80,042	29,942
Total funds		<hr/> 80,042	<hr/> 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
	<u>229,438</u>	<u>228,733</u>
 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
	<u>229,438</u>	<u>228,733</u>
 4. Other trading income		
Service fees and consultancy	108,171	7,694
	<u>108,171</u>	<u>7,694</u>

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
	<u>254,267</u>	<u>198,644</u>

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	-
	<u>287,509</u>	<u>206,485</u>
Total expenditure on charitable activities		

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
	<u>1</u>	<u>1</u>

* 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	-
	<u>101,934</u>	<u>447</u>

CASH

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

CREDITORS

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

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