



**Known Valued Loved**  
Restoration through Education

# ANNUAL REPORT

2024 - 2025

# MESSAGE FROM THE CEO

As we enter another new year, we take a moment to celebrate the new partnerships we have forged across various countries; extending our reach and positively impacting more teachers, children and their communities.

At the same time, we remain acutely aware of the challenges faced worldwide. Ongoing and emerging conflicts continue to disrupt lives, limiting children and young people's access to education and the opportunities it brings. These realities underscore the urgency and importance of our work, and we are committed to standing alongside communities where support is needed most.

This year has been one of growth and innovation. We have introduced new modules to our teacher training programmes and embedded coaching and mentoring across all our partnerships, ensuring more sustained and impactful support. We have also made significant strides in moving all our content online, making our courses and resources more accessible than ever before.

Our fundraising initiatives have seen increased participation, with individuals making remarkable contributions, whether by hosting events, sponsoring participants, or supporting our campaigns in other meaningful ways. We are delighted to have successfully repeated several beloved fundraisers, including our online auction and WalktheWalk, which continue to inspire generosity and community spirit.

Central to our work is our commitment to a relational approach. We value open, respectful, and collaborative relationships with our partners, listening carefully to their needs and working together to find sustainable solutions. These strong, trust based connections underpin everything we do, allowing us to make a real difference while remaining grounded in the realities our partners face.

We have strengthened our approach to monitoring and evaluating the impact of our work, enabling us to learn, adapt, and continually improve the support we provide. We are committed to being in this for the long term, standing alongside our partners, growing with them, and ensuring the work we do has lasting impact.

All our achievements are made possible by the remarkable support of individuals, businesses, schools, and churches. To everyone who has followed our journey, contributed financially, offered practical help, or encouraged us along the way, we thank you. Your support is vital to the work we do, and we are deeply grateful.

As you read this report, I hope it informs, inspires, and reminds you that you are part of the solution, helping children access the education that opens doors to a brighter future.

Thank you for your continued support and for being an essential part of our journey.

**Andy Ball - CEO**



# OUR MISSION

We believe education is the key to seeing lives rebuilt and communities impacted by conflict restored.

We develop, support, and inform education provision where it is needed most, to give young people the chance of a better future.

# OUR VISION

For all young people in communities impacted by conflict to have the opportunity to receive a high quality education, as is their basic human right.



# ACCESS

Ensuring all young people (in communities impacted by conflict) have access to a high quality, inclusive education.

# QUALITY

Ensuring that the education on offer is of a high quality and adds value to life chances. Providing greater opportunities for young people to progress and improve the quality of their own lives and the communities they live in.

# ADVOCACY

We advocate for the value of and right to an education for all people, regardless of circumstances.



Photo: Lebanon

# THE WHY AND THE HOW...

## The Need

- 250 million children are out of school or not receiving a quality education.
- 60 million children live in conflict affected communities where education is disrupted.
- A global shortage of qualified teachers persists, with many lacking training to meet diverse needs.
- Inequities in access and quality continue, especially in marginalised and rural areas.
- Teacher and school leader wellbeing is neglected, leading to burnout and low retention.
- Student wellbeing is compromised, with mental health and social emotional learning (SEL) rarely addressed.
- Parental engagement remains limited by cultural, economic, or informational barriers.

**Without intervention, millions of children will remain excluded from the life changing power of education.**

We are focused on addressing the complex challenges of children out of school, teacher shortages, and inequities in education, while emphasising well-being, trauma informed practices, and SEL. Our mission is to ensure that education is not only accessible but also inclusive, sustainable, and transformative: shaping futures, building communities, and fostering resilience.



Photo: Lebanon

## Long-Term Goal

A world where every child, regardless of background or circumstance, receives a quality, inclusive education delivered by qualified, motivated, and well supported teachers who foster the holistic development and wellbeing of students.

## 1. Inputs (Resources & Investments)

- Funding & Policy Support: Advocacy for increased education budgets, improved teacher standards, and investment in teacher training, SEL, and trauma informed practices.
- Partnerships: Collaboration with governments, NGOs, schools, and research institutions to strengthen education systems, particularly in conflict affected areas.
- Expertise & Technology: Digital teacher training, learning management systems, and mental health resources, alongside data driven solutions to track progress.

## 2. Activities (Key Interventions)

### A. Teacher Development & Support

- Professional training and certification, including topics such as inclusive, trauma informed teaching and SEL.
- Mental health support, mentoring, and incentives for teacher retention.

### B. Improving Student Wellbeing & Learning

- SEL integrated into classrooms and curricula.
- Trauma informed practices and psychosocial support for students in conflict zones.

### C. Strengthening Parental & Community Engagement

- Establishing community schools and empowering local leaders.

### D. Expanding Access & Quality

- Inclusive models for girls, children with disabilities, and marginalised groups.
- Flexible, low tech accessible learning.

## 3. Outputs (Short-Term Results)

- Improved teacher retention and quality.
- More children learning in safe, inclusive, trauma-informed environments.
- Greater parental involvement and stronger community school partnerships.
- Increased awareness and support for teacher and student mental health.

## 4. Outcomes (Medium-Term Results)

- Higher student retention and academic performance.
- Teachers equipped to manage diverse classrooms effectively.
- Strengthened local education systems.
- Greater resilience and emotional wellbeing among students.

## 5. Impact (Long-Term Change)

A global education system that is inclusive, equitable, and high quality, where children in conflict and marginalised communities have the same opportunities to learn, thrive, and shape the future.



# IMPACT SINCE 2019



Country	Burundi	Iraq	Afghanistan	Lebanon	India	Sierra Leone	Nagaland
Teachers received training	35 teachers 2 school leaders	7 teachers 2 school leaders	30 teachers 5 school leaders	35 teachers 2 school leaders	30 teachers 4 school leaders	2 school leaders	3 school leaders
Children in school	100+	85	90	350	130	400	300+

# AREAS OF FOCUS

## INTERNATIONAL SCHOOL & TEACHER NETWORK (ISTN)...

Is a global support hub designed to empower and connect educators working in schools and diverse learning environments. Through a dynamic online platform, teachers can access continuous professional development, mentorship, networking opportunities, and resources that enhance both their teaching practice and wellbeing.

ISTN provides a range of tailored support, including online courses, webinars, and microlearning modules covering classroom management, student wellbeing, and technology integration. Teachers can participate in interactive forums, virtual meetups, and collaborative projects, sharing best practices and connecting with peers worldwide. One-on-one mentoring and teacher-to-teacher coaching offer personalised guidance, while a supportive online community provides encouragement and space to reflect on successes and challenges.

The network also focuses on teacher wellbeing, offering mental health resources, selfcare workshops, and support for navigating cultural adaptation or work related stress. Leadership training and career development opportunities equip educators for future administrative roles. By breaking isolation, fostering lifelong learning, and providing real time support in challenging environments, ISTN strengthens teaching quality and builds a vibrant, global community of educators.

## TRANSFORMING EDUCATION PROJECT...

Aims to create education hubs or model schools in communities affected by conflict or poverty, where children are often vulnerable to child labour, early marriage, exploitation, and recruitment into armed groups. Our goal is to provide children with high quality, meaningful learning experiences that equip them with skills and qualifications for life, empower them to make a positive difference in their communities, and help break the cycle of poverty.

To achieve this, we partner with strategically located schools or education providers that are accessible to rural or hard to reach communities. We invest in school leaders through capacity building and training in sustainable school improvement, and work with teachers to enhance teaching, learning, planning, and assessment, ensuring creativity, effectiveness, and high quality in the classroom. Hub schools then train teacher trainers, who support other schools within the network, expanding access to education in isolated or under resourced areas.

KVL supports hub schools to become self sustaining while covering additional costs of the network model. Locally based education development officers maintain and strengthen these networks, ensuring partnerships remain robust. Teacher trainers disseminate best practices consistently, and school leaders work collaboratively to provide peer support and accountability, guaranteeing that all children and young people within the network have access to high-quality education.



# COACHING AND MENTORING...

Teaching is a profession that requires ongoing growth, and evidence shows that coaching and mentoring are highly effective professional development strategies, even in low and middle income countries. By embedding these approaches into our work, we help ensure that quality education is not just an aspiration but a lived experience in every classroom, leading to stronger teaching practices, motivated teachers, and improved learning outcomes for students.

In Phase 2 of our work with partners, we provide bespoke coaching and mentoring, meeting teachers where they are. By understanding their context, challenges, and individual strengths, we offer both professional and emotional support. This empowers teachers as individuals, helping them grow in confidence, resilience, and motivation, which in turn creates lasting impact for the children they teach.

Our sessions give teachers space to reflect, explore new strategies, and refine their classroom practice with guidance and encouragement. When teachers feel supported and valued, they are more confident, engaged, and able to create meaningful learning experiences for students. By investing in coaching and mentoring, we ensure that teachers remain at the heart of education, equipping them to deliver the highest quality learning and truly make a difference in the lives of the children they teach.

Photo: Assam



**In countries affected by conflict, girls are 2.5 times more likely to be out of school than boys.**



# STORIES - MHALE

Mhale is the teacher and centre coordinator at Rosemount International.

She loves to surprise her students and is passionate about seeing all children progressing in their development in school.

She first decided to pursue education because she was passionate about teaching.

She dreams that her school would be a place that is instrumental in the holistic development of a child. She wants to break convention of schools in India which focus heavily on academics.

She believes in awakening the leader in each and every child and hopes to collect the necessary resources to build an infrastructure to cater to as many children towards this dream.

KVL helps her to learn ways to build and manage her team. This helps improve her leadership skills as she receives training.





# TEACHER PROFILES



Meet Macet, an administrator and teacher, in Nagaland

She says, “KVL has helped me in my leadership development skills and as I continue to work with the team I am excited to improve and progress in work.” She hopes to become an experimental and skilful teacher who can handle problems with students and handle school matters.

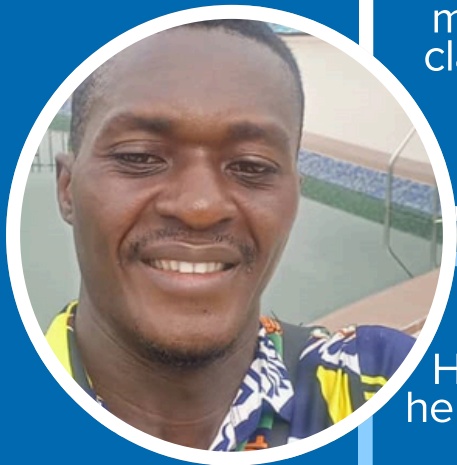


Meet Heni, an English teacher & Project Facilitator at Hope for Communities., Kurdistan.

She is also a student of English Literature and Language. As a teacher, her role is to facilitate learning experiences, design curriculums, assess student progress, and support students in reaching their educational goals.

She says, “I had an incredible session with KVL about teaching methods and how I can provide the best strategies in and out of the classroom. I discovered how to help students persist in their learning process and behaviour.”

Heni hopes to continue growing so she can positively impact her students’ lives.



Meet Stephen, a school administrator, Sierra Leone.

His role is to carry out the day to day running of the school. KVL has helped him develop in his leadership training and role as a head of the school. He hopes to be a good educational administrator.

# FEEDBACK FROM OUR PARTNERS



I didn't know much about strategies for teaching. I got a lot of knowledge from the courses.

**- Heni, Iraq**

It helped the admin team to organise and lead teacher training classes for special educators at school. Since then, the school has a solid leadership and can manage certain activities at school.

**- Nasir, Afghanistan**

After meeting Andy we are excited to get started with KVL and believe this support will have a positive impact across our community

**- Mezhu, India**

After the course my lessons became way more exciting and active and I had less trouble with dealing with misbehaving students, we also had many meetings about behavior management which also helped a lot!

**- Shvar, Iraq**



Nobody is doing what KnownValuedLoved are doing

**- Lucy, India**



The training organised KVL and conducted by Andy, helped the administrative team of ECI School to manage their work and develop leadership skills and teaching career of the school team in general. It helped us to better understand the managerial work at school and prioritize important works of school.

**Asir, Afghanistan**



We thank you for the eye opener in the training we had last Year. Post war teachers and children benefit from this particular contextualised training! We had multiple youth camps looking forward for the cooperation to do it better.

**- Clement, Burundi**

Last year a training was conducted by Mr Andrew Ball through KnownValuedLoved (KVL), which the influence on the teachers was great to enhance and add value in their way in teaching, that reflected on the students on their behaviour and progress in their studies.

Thanks to KnownValuedLoved (KVL) as it left a special touch in our society.

**- Alaa & Charisse, Lebanon**

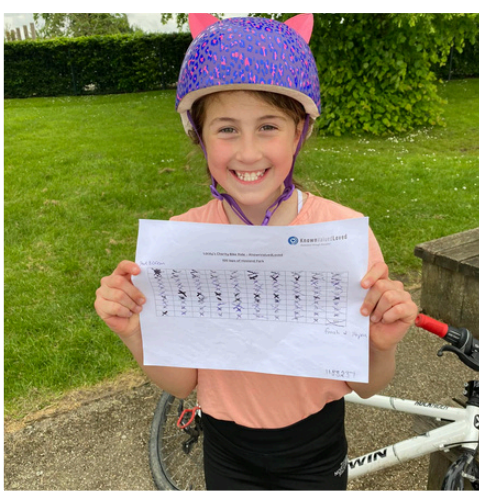


Everything about my lessons changed after I participated in a course with KVL.

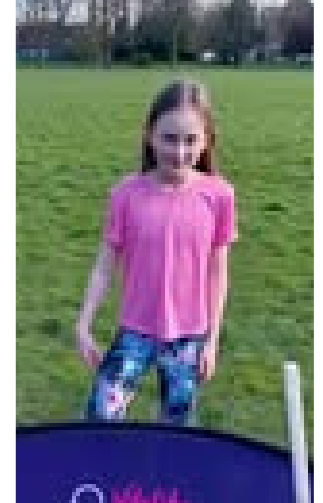
KVL has helped me understand that a teacher is there only to enable learning and it is the students who are at the centre of class.

**- Shkar, Iraq**





**Corporate Partnerships –** In 2022, we established our first corporate partnership with Experian, and this has continued into 2024. This has brought in many new links and supporters, as well as more fundraising opportunities.



# FUNDRAISING

**Cup Of Hope -** We have partnered with Peak Bean UK who have created a unique blend for KnownValuedLoved called Cup of Hope. 15% from every purchase of this unique blend is then donated to KVL.

**Individual Fundraisers –** During the year we had some amazing individual fundraisers taking place including triathlon's, bike rides and runs.

**Silent Auction -** In February 2024, we held our third successful virtual silent auction.

**WalktheWalk –** In June 2024, 15 people walked 50km around the Peak District. This is an annual event and plans are already in place for this to be completed again in 2025.







Scan here for more information

restoration through education





# STRUCTURE, GOVERNANCE & MANAGEMENT

## **Governing document**

Under the Charities Act 2011, KnownValuedLoved was given charity status and began its charitable work on 28th February 2020. On the creation of the charity, trustees were sought based on their strong empathy, as well as a passion for educational needs and justice for others. Skills and experience were also sought in relevant areas. Ongoing trustee recruitment is completed using online platforms such as Reach Volunteering, the KnownValuedLoved website and LinkedIn. Any potential new trustees qualities and skills are aligned with the trustee skills audit and following a successful interview, are approved by the existing trustees prior to their term commencing.

## **Risk management**

The trustees will periodically review important areas of risk. In particular, safeguarding is already recognised as one of these areas when dealing with vulnerable individuals. Other risks are regularly reviewed, such as skills and financial procedures. We also have a policy review schedule to ensure all policies are kept up to date.



KNOWNVALUEDLOVED  
For the year ended 28 February 2025

Account	2024/25	2023/24
Opening Balance	17,686.00	11,978.60
<b>Income</b>		
Donations	23,138.42	19,703.19
Amazon Smile/ Easy Fundraising	55.73	78.08
Church Partnership Income	600.00	3,218.32
Donations by Corporate Orgs	1,157.50	4,633.51
Gift Aid Income	8,961.31	6,904.74
Interest Income	76.10	66.16
Grants & Trusts	3,000.00	15,000.00
Restricted Donations	-	2,650.00
Total Income	36,989.06	52,254.00
<b>Outgoings</b>		
Charitable Activities	35,268.28	42,586.66
Fundraising	2,550.99	1,983.97
Governance	2,243.68	1,696.95
Admin Expenses	111.70	279.02
Total Outgoings	40,174.65	46,546.60
Net Surplus/(Deficit)	- 3,185.59	5,707.40
Closing Balance	14,500.41	17,686.00
<b>Reserves</b>		
Unrestricted Reserves	11,000.41	9,077.00
Set aside per the reserves policy	3,500.00	8,609.00
Restricted		-
Total funds	14,500.41	17,686.00

Accounts prepared by Suzanne Lloyd, Bookkeeper and independently examined by Luke Howson, Finasure Accountants.

KnownValuedLoved had an opening balance of £17,686, and received an income of £36,989 during the financial year. £40,174 was spent on expenditures, leaving a bank balance at the end of the financial year of £14,500. This included the charity reserves of £3,500 and £11,000 of unrestricted funds.

### Reserves Policy

The trustees consider it prudent to maintain reserves, at a level to cover monthly outgoings. At the end of the financial year, the charity reserves were £3,500. This money is held in a savings account with Lloyds Bank. This account is added to every month and will continue to increase until the Reserves Policy of two months core operating costs is met. Due to cash flow and timings of when some income was received, some monies were used from the reserves fund, during the financial year.

# FINANCIAL OVERVIEW

# IMPORTANT INFORMATION

- **Chief Executive Officer** – Andrew Ball
- **Employees** – Jasminder Odusanya, Julie Ridge, Natalie Khoury, Ella Sheldon
- **Freelancers** – Suzanne Lloyd (Virtual Assistance, HR & Bookkeeping)
- **Volunteers** – Various
- **Undergraduate Placements** - Allocated through Sheffield Hallam University
- **Independent Examiner** – Luke Howson, Finansure Accountants
- **Bookkeeper** - Suzanne Lloyd
- **Bank** – Lloyds Bank
- **Charity No.** - 1188237
- **Registered Office** -  
New Street Centre,  
New Street,  
Chesterfield,  
Derbyshire, S40 2JZ

## Chair of Trustees

- **Matt Ingram-Smith** - Commenced February 2020 - *Ongoing*

## Trustees

- **Ian Tannahill** - Commenced December 2022 - *Ongoing*
- **Mark Sheikh** - Commenced January 2022 - September 2024
- **Oliver Scheidt** - Commenced December 2022 - *Ongoing*
- **Lucy Moores** - Commenced July 2023 - *Ongoing*
- **Kelly Strong** - Commenced October 2023 - *Ongoing*



# RUNNING THE CHARITY

The Board of Trustees has terms of reference which state that it must meet three times a year at a minimum and that decisions must be made by at least two members of the Board, or a third of its members, depending on which is greater. The Board has met three times during the period covered by this report, and each meeting was quorate.

At the meetings, discussions are had around strategy, policy, areas of activity, finance, performance, and risk. The day-to-day management activities are delegated to the Chief Executive Officer. The trustees give their time voluntarily and receive no benefit. It is expected that trustees continue to receive training to keep up to date with Charities Commission requirements and best practices. Trustees are periodically referred to the Charities Commission publications on responsibilities and good practice.

## TRUSTEE DECLARATION

The trustees declare that they have approved the Trustees' Report above.

Name Matt Ingram-Smith (Chair of Trustees)

Signed: *Matt Ingram-Smith*

Dated: 27/11/25



Photo:  
Nagaland

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**KNOWN VALUED LOVED**  
**INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES**  
**YEAR ENDED 28 FEBRUARY 2025**

I report on the financial statements of the charity for the year ended 28 February 2025.

**Respective responsibilities of trustees and examiner**

The Trustees are responsible for the preparation of the accounts. The Trustees consider that an audit is not required for this year under section 144(2) of the Charities Act 2011 (the Charities Act) and that an independent examination is needed.

It is my responsibility to:

- examine the accounts under section 145 of the Charities Act;
- to follow the procedures laid down in the general Directions given by the Charity Commission under section 145(5)(b) of the Charities Act; and
- to state whether particular matters have come to my attention.

**Basis of independent examiner's report**

My examination was carried out in accordance with the general Directions given by the Charity Commission. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts, and seeking explanations from you as trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit and consequently no opinion is given as to whether the accounts present a 'true and fair view' and the report is limited to those matters set out in the statement below.

**Independent examiner's statement**

In connection with my examination, no matter has come to my attention:

1. which gives me reasonable cause to believe that in any material respect the requirements:
  - to keep accounting records in accordance with section 130 of the Charities Act; and
  - to prepare accounts which accord with the accounting records and comply with the accounting requirements of the Charities Acthave not been met; or
2. to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.



.....  
L M Howson MAAT  
Independent Examiner

Dated 4<sup>th</sup> December 2025

Finansure Limited, 2 Sheppard Street, Brymbo, Wrexham, LL11 5FF