

AMALA EDUCATION
TRUSTEES ANNUAL REPORT AND FINANCIAL STATEMENTS
FOR THE YEAR ENDED
31 MARCH 2021



UK Company Number 10671722
UK Registered Charity No 1181373

LEGAL AND ADMINISTRATIVE INFORMATION
For the year ended 31 March 2021.

Charity name	Amala Education
Company number	10671722
Charity registration number	1181373
Charity's principal address	Garden Cottage Walters Green, Penshurst TN11 8HD Tonbridge
Trustees and Corporate Directors	Keith Clark (Chair) Colin Habgood (Treasurer) Sara Heinrich Jessica Oddy - <i>from November 2020</i> Polly Akhurst Mia Eskelund Pedersen (Company Secretary)
Co Executive Directors	Polly Akhurst Mia Eskelund Pedersen
Bankers	Santander UK Plc Bridle Road, Bootle Merseyside L30 4GB
Independent Examiners	Warner Wilde Chartered, Certified accountants 4 Marigold Drive, Woking Surrey GU24 9SF
Website	www.amalaeducation.org

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TRUSTEES' REPORT (INCLUDING DIRECTORS' REPORT)

FOR THE YEAR ENDED 31 MARCH 2021

STATEMENT OF THE CHAIR

It is a real pleasure to introduce the Amala Trustees' Report for the year 2020-21.

This was a momentous year for Amala. It was the year in which we launched the Amala High School Diploma Programme with our first intakes of students in Jordan and Kenya. The launch took place despite the pandemic and some necessary adaptation of our programmes. However, from the outset Amala's educational model has been based on the concept of blended learning, which became the *modus operandi* for so many educators globally during the year.

We have made very rapid progress over our first four years. At the same time, the Trustees feel strongly that we have developed in a robust and deliberate way that has enabled us to test our concept and build secure foundations. We have developed curriculum content and piloted courses, we have evaluated our impact, we have come to understand how to build effective relationships with partners, and we have built a strong core team and volunteer support base.

We have already observed the extraordinary impact of Amala courses in many different locations. The young people who have undertaken these courses have had their lives transformed and have been able to make real change in their communities or to take up other education opportunities that would otherwise have been closed to them. We are committed to retaining an offer of standalone courses to maximise access, but we are now looking forward to seeing how much more will be achieved as a result of the High School Diploma Programme.

As Trustees, we spent considerable time during the year developing Amala's first strategic plan. We finalised this shortly after the end of the year and we are confident that it will steer us through the next critical stage: consolidation and preparing for scale. It will be only through significant scaling that we will be able to meet our ambitious vision and mission.

The Trustees offer our huge appreciation to those who have supported us in every way. We have needed the commitment of our funders to make this progress. To give funds during a start-up phase requires belief, vision and courage and we will always be grateful to our early donors. We are proud to have partnered with you.

I must also express the Trustees' continuing admiration of our founders and co-Executive Directors, Polly Akhurst and Mia Eskelund Pedersen. They identified a need and they have been selfless and relentless in their pursuit of a way to meet that need. Each of the numerous landmarks passed during the year was a tribute to the clarity and relevance of their initial idea.

We look forward to considerable further development in the year ahead and to working with both existing and new partners and friends to continue moving towards our shared goal: using the power of education to transform the lives of refugees, their communities and the world.



Keith Clark
Chair of the Board

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TRUSTEES' REPORT

The trustees of Amala Education present their statutory report for the year 1 April 2020 - 31 March 2021.

Amala Education (company number 10671722) became a registered charity (charity number 1181373) on 31 December, 2018.

The financial statements have been prepared in accordance with the accounting policies set out in note 1 to the financial statements and comply with the charity's governing document, the Companies Act 2006 and "Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019)".

The charity changed its working name to Amala in January 2020 and a full name change was registered at Companies House in June 2021 and approved by the Charity Commission in August 2021. The trustees took the decision to change the name of the charity because of the likely difficulty trademarking the previous name *Sky School* following objections from a global corporation to the use of the name for this charitable purpose.

OBJECTIVES AND ACTIVITIES

Access to education is vital for the full development of human and societal potential. Yet for millions of the world's growing refugee population, education remains a distant dream. Poverty, distance to schools and lack of capacity in existing school systems keep more than two-thirds of young refugees out of school, despite most young people wishing to continue their education.

This year, the global refugee population reached more than 80 million and fewer than a third of refugee adolescents were able to complete their secondary education. The Covid-19 pandemic continued to further disrupt the education of some of the world's most marginalised children and young people, with the UN Refugee Agency estimating that fewer than 50% of refugee girls will return to school after the pandemic.

In line with the UN's Sustainable Development Goal 4 that aims to ensure inclusive and equitable quality education leading to relevant and effective learning outcomes, Amala has identified a need not only to provide access to education, but also to improve the quality and relevance of education in refugee and crisis-affected communities. Too many young people experience education poverty, and as a result, lack the agency and competencies to develop their full potential to meaningfully participate in society and create sustainable livelihoods. In a world of rapid change and uncertainty, education for refugee youth and crisis-affected communities could not be more vital and urgent.

Amala was founded four years ago in direct response to this acute lack of high quality education provision for refugees and crisis-affected youth. Our charity objects, vision and mission were drawn up with this problem in mind.

Amala's **vision** is for a world where all young people have the opportunity to build a future they have reason to value.

Amala's **mission** is to use the power of education to transform the lives of refugees, their communities and the world.

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The Charity's objects, as set out in its governing document, the Articles of Association, are:

The advancement of education, in particular but not limited to facilitating access to education for refugees or those who have been affected by conflict, including through the provision of course material, learning support and delivery of teaching through technology and distance learning.

With this in mind, key objectives for the period included:

- Enable refugees and crisis-affected youth to develop their agency, improve their lives and those of their communities and the world through the delivery of transformational learning programmes.
- Develop curricula at upper secondary education level, including new assessment methods, and launch the Amala High School Diploma as a pilot programme in two locations.
- Create access to further education, skills training, work and entrepreneurship for Amala learners and alumni

Amala pursued its objectives through four primary activities:

- (1) Programme launch and delivery
- (2) Educational development
- (3) Accreditation and recognition
- (4) Monitoring and evaluation

REVIEW OF ACTIVITIES AND ACHIEVEMENTS

Activities

(1) Programme launch and delivery

Launch of the Amala High School Diploma

In June, we celebrated a landmark moment as we launched the Amala High School Diploma, the first international high school curriculum in the world designed with and for refugee youth. Much of Amala's work over the past two years, including the piloting of Amala courses and our deliberate blended learning approach, the development of partner relationships and other education development work, has had the launch of the full Diploma programme as its ultimate objective. .

After a three-month delay caused by the Covid-19 pandemic, in June 2020 we were thrilled to welcome the first 25 Amala High School Diploma students in Amman, Jordan . The launch was followed by another 25 students enrolling onto the programme in Amman in January 2021 and then its launch in Kakuma Camp, Kenya in early April 2021.

The 100 pioneer Amala High School Diploma students hail from twelve countries, with representation from Burundi, Democratic Republic of the Congo, Eritrea, Ethiopia, Ghana, Iraq, Jordan, Rwanda, Somalia, South Sudan, Sudan and Syria across our two locations.

The Amala High School Diploma is a programme for out-of-school youth who would otherwise not be able to finish their high school education. The programme is holistic, covers a range of areas from social entrepreneurship to maths and science, is typically studied over a period of fifteen months and consists of three key components:

1. **Amala Courses** - students study for ten courses in five streams. Courses have been designed to make them relevant to the communities in which they are offered and range from *Maths for Change* to *Creating*

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Sustainable Economies and Powerful Narratives. Each course takes place over ten weeks and involves ten hours per week of study. Students typically study two courses at once.

2. **Personal Interest Project (PIP)** - the PIP allows students to delve into an area of personal interest. It could be an issue affecting the community, a passion or a career goal. Students spend approximately fifty hours on the PIP, culminating in a presentation and report on their learning.
3. **Pathways Advising** - Amala's team helps students to develop their educational and career aspirations through the pathways advising programme, which involves a wide range of support ranging from goal-setting, CV and application writing and supporting students to launch their own entrepreneurship projects.

Short Courses

During the year, Amala also ran individual courses in six countries for 248 learners from 19 countries: Afghanistan, Burundi, Cameroon, Democratic Republic of Congo, Eritrea, Ethiopia, Gambia, Mexico, Myanmar, Pakistan, Rwanda, Sierra Leone, Somalia, South Sudan, Sri Lanka, Syria, Trinidad and Tobago, Uganda and Venezuela.

We ran the following courses: *Social Entrepreneurship - How to be a changemaker, Peace-building in your community, English for Changemakers, Ethical Leadership, Living Peace* and *Economics for Positive Change*.

We ran 16 individual courses, the highest number since Amala's foundation. These were operated with new partners in Cameroon (BRIGHT), Malaysia (Fugee) and Uganda (Rwamwanja Youth Group), existing partners in Kenya (URISE Initiative for Africa; KI4BLI, Trinidad and Tobago (Living Water Community), and in Greece with volunteers supporting an Amala-operated programme

During the year, we trained 34 facilitators to run Amala programmes. This included 7 to support the Amala High School Diploma, and 27 to support Amala's individual courses. All training took place remotely.

Changemaker Foundation Programme in partnership with UWC and their partner Rise

In November 2021, we launched the The Changemaker Foundation Programme with United World Colleges (UWC) and their partner, Rise. Over the next three years, the Changemaker Foundation Programme will support the education and onward pathways of young people in Kakuma Camp, Kenya, empower the students to become changemakers in their community, and give them access to new educational and training opportunities, including a potential scholarship to attend a UWC school or Rise's Global Talent Programme.

(2) Educational development

In 2020-2021, Amala completed its initial curriculum development process. Over the last two years, eleven courses have been developed and piloted with learners, alongside a pioneering approach to assessment for the Amala High School Diploma. In response to the ongoing Covid-19 pandemic, all Amala's curricula were adapted for online-only study to ensure that students could continue learning remotely when it was not possible for them to come to in-person classes.

This year, Amala's approach to assessment has been further developed and refined. A competency-based approach to assessment is employed: students do not take exams, rather, throughout the programme they provide evidence of their learning in Amala's seven key competency areas: sustainable innovation, resourcefulness, leading change, self-navigated learning, understanding self, other people and cultures, technical, scientific and numerical literacy, and problem solving and critical thinking. These competencies are converted into credits towards the High School Diploma, which feature alongside a portfolio of work on a digital transcript offered in cooperation with our partner, the Mastery Transcript Consortium.

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Another highlight of the year was the development of a bespoke Facilitator Development Programme for facilitators who will be leading learning on the Amala High School Diploma Programme. Over four days, facilitators are equipped with the skills to plan and implement effective learning experiences for students, to cultivate safe, supportive and inclusive learning environments and to support students in their physical, social and emotional wellbeing. Facilitators are also paired with a coach who supports their ongoing professional development on a one-to-one basis .

We are extremely grateful to the educators, specialists and schools who have participated in and supported the curriculum development process. 150 people have participated in this process over the last two-and-a-half years, coming from 34 countries and representing 60 schools and organisations.

(3) Accreditation and recognition

A key strand in Amala's Recognition and Accreditation Strategy is to pursue accreditation by an external accrediting body. Amala is proud to have partnered with the Council of International Schools (CIS) who have offered the opportunity to apply for membership and access to accreditation services on a pro bono basis. We are delighted to announce that we have recently been granted CIS membership and aim to pursue full CIS accreditation for the Amala High School Diploma within the next year.

Enabling access to opportunities for further education, entrepreneurship and work is another important pillar of Amala's work. This year, we established a pathways advising programme for students on the Amala High School Diploma whereby students take part in a series of workshops designed to equip them with self-advocacy and application writing skills and to support them in exploring and accessing possible future pathways. Each student on the first Amala High School Diploma cohort in Jordan was paired with a pathway advisor who will support them to find and access opportunities after graduating.

We are extremely grateful to the 25 volunteer pathways advisors who are supporting Amala students and the team at UWC South East Asia who developed the pathways advising programme.

Finally, Amala was proud to be recognised in November 2020 - for the second year running - by Finnish initiative HundrED as one of the hundred most impactful and inspiring educational innovations worldwide .

(4) Monitoring and evaluation

Amala is committed to monitoring and evaluation activities with the purpose of maintaining the quality of delivery of our programmes and courses, learning about the impact on our students, and continually making improvements for the future.

Amala's monitoring and evaluation activities are focused on student surveys before and after each programme and six months after graduating. These surveys seek to understand the impact of the programme, the progress made in learning and feedback on the programme as a whole. A sample group from each course is also chosen for evaluation interviews, and we also seek regular feedback and insights from facilitators.

Impact

Since Amala was founded, we have served 748 students across 15 locations. Through transformative education, we enable young refugees and crisis affected youth to unleash their potential, improve their lives and their communities and to drive wider change through participation and influence in their communities and beyond.

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The applications to the first intake to the Amala High School Diploma clearly demonstrated the need for alternative ways for young refugees and crisis affected youth to access education. We received five applications per place, and students expressed their deep desire to complete their education and explained the circumstances which had so far prevented them from doing so. A male applicant from Syria said: *'I stopped going to school when I was forced to move to Jordan in 2015. I tried to pursue education here, but due to my brother's illness and my age, I was not able to'*. Amala provided him with a unique second chance to complete his education.

The students who applied to the Amala High School Diploma saw education not only as a key to unlocking future opportunities for themselves, but also as the way to drive change within their communities: One applicant, originally from the Democratic Republic of Congo, said *"I am applying to the Amala High School Diploma to continue my education. Education will always be the key to life. I want to help my society to fight poverty. Gaining knowledge and skills are the most important tools to win this battle. I hope and believe that through the Amala High School Diploma, I will fulfill and achieve my dreams"*

The first cohort of Amala High School Diploma students were still to graduate at the end of the year, but students have already reported on the impact of their learning. One student said: *'I have become better at solving problems and thinking about solutions systematically. This new way of thinking makes me act differently, feel more confident in myself and treat others in a better way'*.

86% of the students currently enrolled on the Amala High School Diploma report that they have already taken action to create positive change since commencing the Diploma, demonstrating an extraordinary commitment to improving the lives of others. One Syrian student studying with Amala in Jordan started a project to combat cyberbullying amongst young people, and another young Syrian launched an initiative called Youth for Peace, with the aim of promoting peaceful coexistence amongst different communities in Jordan.

We are looking forward to following the journey of the hundred pioneering Amala High School Diploma students after they graduate, and seeing how they will use their education to unlock opportunities for others.

The ten-week standalone courses also show the positive impact of Amala's transformative education. One student from Cameroon taking an Amala course in Kenya said *'Amala changed my way of thinking. Before, I used to think that I needed to solve problems with violence, but now I know that you can solve a problem before reacting in this way'*. Another student who had taken an Amala course in Trinidad and Tobago said *'The course enabled me to be more confident in my views and opinions. It also helped me develop a greater appreciation for hearing other people's perspectives'*.

Contribution of volunteers

The trustees are grateful to the many volunteers who have given up their time freely to support Amala's work in the last year. 67 volunteers directly supported us as course leaders, trustees, facilitators running our programmes and in other organisational aspects of our work.

In particular we would like to mention:

Aaron Holingshead, Alissa Abboud, Andrea Hendrickson, Anne Marie Chow, Benjamin Clapp, Catherine Parkin, Caroline MacLaughlan, Charlie Wackwitz, Christopher Hoff, Claire Knowles, Colleen Amik Giapitsoglou, Cory Miller, Craig Brown, Dan Keyworth, Diana Abukazam, Dongjie Chen, Eleanor Endler, Emily Fisher, Emma Hall, Erin Witthoft, Gabrielle Tremblay, Gemma Dawson, Greer Bevel, Iman Allawzi, Izzet Sengel, Jacquie Villa Evanko, Jason Brewer,

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Jesse Martz, Johanna Fishbein, Joyce Osiango, Katherine Wallace, Konstantinos Frangopoulos, Kyra Kellawan, Laura Kaub, Lieve Perera, Lina Rashid, Linda De Flavis, Maddie Macnichol, Mala Swaminathan, Mercy Jesudass, Michaela Korodimou, Michelle Klar, Nicola Dinsdale, Nele Merholz, Nowarah Al-Nahar, Oliver Canning, Panos Theodorou, Patrick Desbarats, Philippa Baxter, Rachel Leonard, Robbie Jefferies, Robert Zipp, Roberto Pitea, Ruth Lucas, Shalini Jain, Shruti Tewari, Sonja Bhan, Sreeya Mukherjee, Swati Shrestha, Tina Forbush, Tilson Crew, Tanya Murphy, Theresa Forbes, Tomoko Miyakoshi, Victoria Lidzbarski, Yuni Henningsson and Wilson Lee.

Fundraising and support

The trustees would also like to express their immense gratitude to the donors who have generously supported Amala's work in the last year. In particular, we would like to thank the Allen & Overy Foundation, British & Foreign Schools Society, Catalyst Foundation for Universal Education, Emergence Foundation, Horizon Foundation, Kahane Foundation, Partners in Equity, UWC International and the anonymous donors who have also made generous contributions.

Likewise, we would like to thank UWC South East Asia and the Council of International Schools for their invaluable contribution to our work and mission.

All our donors, volunteers and partners are essential to our work. Without them, Amala would not be able to fulfill our mission of using the power of education to transform the lives of young refugees, their communities and the world.

Looking ahead - Plans for 21/22

Over the last three years, Amala has developed, piloted and launched the Amala High School Diploma and our standalone courses. With the first students graduating in September 2021, we have established *proof of concept* of this new programme.

During 2021, we will be working towards our new strategic ambition - a Launchpad to Scale that will enable 5,000 young refugees and crisis-affected youth to access Amala's learning programmes. This new strategy will focus on three core areas: making Amala's programmes replicable and cost effective in order to reach more young people worldwide; becoming a widely recognised education provider for refugee youth with programmes that enable Amala alumni to access a wide range of opportunities for further education, entrepreneurship and work; and building organisational capacity and partnerships to accelerate growth.

In the long-term, Amala's ambition is that our programmes are available to every young refugee or crisis-affected young person who wants to access them. The next three years will set the foundations for achieving this ambitious goal.

STRUCTURE, GOVERNANCE AND MANAGEMENT

Constitution Board of Trustees

Amala was founded in 2017 by Polly Akhurst and Mia Eskelund Pedersen. The organisation is registered as a charity in England and Wales, Charity Registration Number 1181373 and a Company Limited by Guarantee, Company registration number 10671722.

Amala's constitution is its Articles of Association, the current version of which is dated 10 December, 2018.

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The Board of Trustees comprises six members who together are responsible for the directing the management and running of the organisation. The Board has one sub-committee, the Remuneration Committee, comprising three trustees. The four non-executive trustees give their time freely and receive no remuneration. Trustees are required to disclose and register all relevant interests at all Board meetings.

Trustees are drawn from diverse backgrounds, and bring a set of expertise, skills and experiences required to administer the charity responsibly and effectively at this stage of its development and enable it to grow. New trustees are elected to the Board by existing trustees. New trustees are thoroughly briefed on their governance role, the organisation's work, history, objectives, policies, future plans and given access to annual reports, statement of accounts and previous board papers.

In 2020/21, the Board of Trustees met seven times. Due to Covid-19 restrictions, all meetings were held virtually. Key issues discussed by the trustees during board meetings included programme adaptation in response to Covid-19 restrictions, policies, evaluation, safeguarding, budget, performance, budgets, financial accounts and risk management. In the latter part of the year, the Board also began work on Amala's first Strategic Plan and revisited the charity's guiding statements, namely the mission and vision statements. After a thorough review and consultation with stakeholders, a new set of guiding statements were approved by the Board in July 2021.

Management

The day-to-day management of the charity is delegated to the Co Executive Directors who are also trustees. The two Co Executive Directors are only remunerated for their work as members of staff, and their continued trusteeship is reviewed on an annual basis.

Safeguarding

Amala is committed to the protection of children and young people, and has developed a comprehensive Safeguarding and Welfare Policy and Code of Conduct that is implemented across the organisation to ensure that children and young people are protected from harm. The Policy sets out how all members of Amala's team (employee, consultant, volunteer or representative) and all Amala students should conduct themselves in their interactions with children and young people.

This year, Amala became a member of Keeping Children Safe, and with their guidance and support, we further strengthened our safeguarding practices, which will continue to be a key focus for the coming year.

The trustees receive a safeguarding update at each board meeting. We were not required to deal with any safeguarding issues arising from its operations during the year year.

The Amala Safeguarding and Welfare Policy is reviewed annually and approved by the Board of Trustees and is published on our website.

Public Benefit Statement

The trustees confirm that they have referred to the Charity Commission's guidance on public benefit when reviewing the charity's vision, mission and objectives and in setting its objectives and policies and planning activities for the year.

The charity's activities are of public benefit because Amala provides education at the secondary level that is free-of-charge and accessible to young people who are displaced, who mostly live in low income countries that host large numbers of such populations, and who do not generally have access to such educational provision. Our educational

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programmes focus on developing young people's sense of ethical agency, their ability to thrive and, in the longer-term, their ability to make positive change in their communities and in the world. As the global refugee population is predicted to increase significantly in the next ten years, Amala is working to solve the global problem of lack of high quality education provision for refugees.

Risk management

The trustees are responsible for managing the risks that Amala is exposed to, mitigating risks and putting adequate controls in place. The organisation's risk register is scrutinised by the trustees on an annual basis, with any risks requiring attention followed up at each meeting of the trustees. In the past year, the principal risks identified have been:

Potential risk	Mitigation and controls
COVID-19: Risk of students and staff becoming infected	<p>As an organisation, we have taken a position of caution, keeping the safety of our staff and students front and centre in the past year. Staff have primarily worked from home, and all international travel has been suspended. Classes have been carried out via online technologies, such as Zoom or students have come to in-person classes on rotation to minimise the number of people gathered at once.</p> <p>Hygiene kits have been provided in Amala classrooms, and in-country coordinators are responsible for implementing local Covid-19 guidelines, including social distancing.</p>
<p>Funding and lack of income resulting in lack of ability to fulfill strategic objectives.</p> <p>Risk compounded by Covid-19.</p>	<p>The trustees mitigate this risk by putting in place a fundraising plan and continually seeking to grow and diversify the supporter base and consider new possible income streams. Financial controls in place and managed by the Board of Trustees.</p>
<p>Overreliance on a small staff team, in particular the Co Executive Directors who carry out most responsibilities within the organisation</p>	<p>The trustees mitigate this risk by encouraging a culture of learning, mentoring and coaching. They remain in close contact with the Co Executive Director and Amala's Education Lead for continuous support and oversight. The team has also grown in the last year, and staff members are taking on an increasing number of responsibilities.</p> <p>The trustees are also mindful of the need to grow the staff team as a means to achieve more balance in its reliance on individuals.</p>
<p>Lack of quality in delivery of education programmes resulting in negative student experiences and lack of recognition for the Amala High School Diploma.</p>	<p>This risk is mitigated by delivering a high quality facilitator training programme to anyone running Amala learning, and frequent monitoring of evaluation surveys by students. The trustees are also developing a comprehensive quality assurance framework, expected to be put in place by October 2021.</p>

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Anti Bribery and Corruption

Amala takes fraud, bribery and corruption very seriously, and does not accept any level of fraud, bribery or corruption within the organisation or by any individual or organisation receiving Amala funds or representing Amala. Amala expects and requires all staff to act honestly and with integrity at all times and to safeguard the resources for which they are responsible. Amala's Anti Bribery and Corruption Policy sets out the process and procedures in cases where fraud and corrupt practices are discovered or suspected.

Remuneration

The Remuneration Committee is responsible for setting the salaries of the Co-Executive Directors and for reviewing the salaries of other employees. The Remuneration Committee is conscious that, at this stage of the charity's development, the Co-Executive Directors' remuneration, and to a lesser degree that of some other employees, is significantly below salary levels in similar organisations, and considers that this is not sustainable in the longer term. It expects to be able to increase this remuneration in modest steps as the charity develops.

Partners

In the last year, Amala partnered with six organisations to run programmes in their countries and communities. The organisation has an approvals process in place for new partners, and has signed a Memorandum of Understanding (MOU) with each partner to set down the objectives, framework, respective roles and responsibilities, and working methodology of the collaboration.

Amala also partners with UWC South East Asia, which supports the organisation's curriculum development and communications work. Amala and UWC South East Asia have signed a Memorandum of Understanding that provides a framework for this partnership.

FINANCIAL REVIEW

Activities and results

Amala has increased its income this financial year, growing from £193,463 to £283,257 in 2021. This is predominantly due to an increase in the funding received from new partnerships with foundations.

Thanks to the support of all of our funders, we were able to deliver transformational learning to the largest ever number of students in the midst of the Covid-19 pandemic and launch our flagship programme, the Amala High School Diploma.

In the year, the charity received donations amounting to £283,257, of which £106,333 were unrestricted. Expenditure for the year totalled £160,025 (2020: £95,967), of which £54,073 was unrestricted. The majority of the expenditure was on implementing Amala's programmes and educational development.

The net surplus for the year totalled £123,232 of which £52,260 was unrestricted.

Reserves Policy

It is the policy of the charity that unrestricted funds, which have not been designated for a specific use, and total funds should each be maintained at a level equivalent to at least 6 month of each of unrestricted and total budgeted expenditure.

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At 31 March 2021 total funds were £275,643 of which £139,597 was unrestricted. These both represent in excess of 6 months related current year's budgeted expenditure. The trustees consider that reserves at these levels will ensure that, in the event of a significant drop in funding, they will be able to continue the charity's current activities while consideration is given to ways in which additional funds may be raised.

This statement is made in recognition of the fact that the charity is now offering diploma programmes which are set to run over a fifteen month period and require both restricted and unrestricted funding.

Going concern

The trustees have assessed the major risks to which the charity is exposed and are satisfied that systems are in place to mitigate exposure to the major risks.

The trustees have a reasonable expectation that Amala has adequate resources to continue to operate for the foreseeable future. For this reason, they continue to adopt the going concern basis in preparing the financial statements.

The trustees' report was approved by the Board of Trustees



.....
K A G Clark (Chair)

Trustee 14/12/2021

Dated:.....

AMALA EDUCATION

INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES OF AMALA EDUCATION

I report to the trustees on my examination of the financial statements of Amala Education (the charity) for the year ended 31 March 2021.

Responsibilities and basis of report

As the trustees of the charity (and also its directors for the purposes of company law) you are responsible for the preparation of the financial statements in accordance with the requirements of the Companies Act 2006 (the 2006 Act).

Having satisfied myself that the financial statements of the charity are not required to be audited under Part 16 of the 2006 Act and are eligible for independent examination, I report in respect of my examination of the charity's financial statements carried out under section 145 of the Charities Act 2011 (the 2011 Act). In carrying out my examination I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the 2011 Act.

Independent examiner's statement

Since the charity's gross income exceeded £250,000 your examiner must be a member of a body listed in section 145 of the 2011 Act. I confirm that I am qualified to undertake the examination because I am a member of Association of Chartered Certified Accountants, which is one of the listed bodies.

I have completed my examination. I confirm that no 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 charity as required by section 386 of the 2006 Act; or
- 2 the financial statements do not accord with those records; or
- 3 the financial statements do not comply with the accounting requirements of section 396 of the 2006 Act 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 financial statements 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 other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the financial statements to be reached.

Frances Wilde FCCA DChA

Warner Wilde
Chartered Certified Accountants
4 Marigold Drive
Bisley
Surrey
GU24 9SF

Dated:

AMALA EDUCATION

STATEMENT OF FINANCIAL ACTIVITIES INCLUDING INCOME AND EXPENDITURE ACCOUNT

FOR THE YEAR ENDED 31 MARCH 2021

	Notes	Unrestricted funds 2021 £	Restricted funds 2021 £	Total 2021 £	Unrestricted funds 2020 £	Restricted funds 2020 £	Total 2020 £
Income from:							
Donations and legacies	3	106,333	176,924	283,257	99,104	94,359	193,463
Expenditure on:							
Raising funds	4	1,011	-	1,011	3,091	273	3,364
Charitable activities	5	53,062	105,952	159,014	39,259	53,344	92,603
Total resources expended		54,073	105,952	160,025	42,350	53,617	95,967
Net income for the year/ Net movement in funds		52,260	70,972	123,232	56,754	40,742	97,496
Fund balances at 1 April 2020		87,337	65,074	152,411	30,583	24,332	54,915
Fund balances at 31 March 2021		139,597	136,046	275,643	87,337	65,074	152,411

The statement of financial activities includes all gains and losses recognised in the year.

All income and expenditure derive from continuing activities.

The statement of financial activities also complies with the requirements for an income and expenditure account under the Companies Act 2006.

AMALA EDUCATION

BALANCE SHEET

AS AT 31 MARCH 2021

	Notes	2021 £	£	2020 £	£
Fixed assets					
Tangible assets	10		573		-
Current assets					
Debtors	11	20,000		20,206	
Cash at bank and in hand		263,261		136,130	
		<u>283,261</u>		<u>156,336</u>	
Creditors: amounts falling due within one year	12	(8,191)		(3,925)	
Net current assets			275,070		152,411
Total assets less current liabilities			<u>275,643</u>		<u>152,411</u>
Income funds					
Restricted funds	13		136,046		65,074
Unrestricted funds			139,597		87,337
			<u>275,643</u>		<u>152,411</u>

The company is entitled to the exemption from the audit requirement contained in section 477 of the Companies Act 2006, for the year ended 31 March 2021.

The trustees acknowledge their responsibilities for ensuring that the charity keeps accounting records which comply with section 386 of the Act and for preparing financial statements which give a true and fair view of the state of affairs of the company as at the end of the financial year and of its incoming resources and application of resources, including its income and expenditure, for the financial year in accordance with the requirements of sections 394 and 395 and which otherwise comply with the requirements of the Companies Act 2006 relating to financial statements, so far as applicable to the company.

The members have not required the company to obtain an audit of its financial statements for the year in question in accordance with section 476.

These financial statements have been prepared in accordance with the provisions applicable to companies subject to the small companies regime.

The financial statements were approved by the Trustees on 13/12/2021



.....
C Habgood (Treasurer)
Trustee

Company Registration No. 10671722

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 MARCH 2021

1 Accounting policies

Charity information

Amala Education (formerly Sky School), is a private company limited by guarantee incorporated in England and Wales. The registered office is Garden Cottage, Walters Green Road, Penshurst, Tonbridge, Kent, TN11 8HD. Sky School is also a registered charity.

1.1 Accounting convention

The financial statements have been prepared in accordance with the charity's governing document, the Companies Act 2006 and "Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019)". The charity is a Public Benefit Entity as defined by FRS 102.

The charity has taken advantage of the provisions in the SORP for charities applying FRS 102 Update Bulletin 1 not to prepare a Statement of Cash Flows.

The financial statements are prepared in sterling, which is the functional currency of the charity. Monetary amounts in these financial statements are rounded to the nearest £.

The financial statements have been prepared under the historical cost convention. The principal accounting policies adopted are set out below.

1.2 Going concern

At the time of approving the financial statements, the trustees have a reasonable expectation that the charity has adequate resources to continue in operational existence for the foreseeable future. Thus the trustees continue to adopt the going concern basis of accounting in preparing the financial statements.

1.3 Charitable funds

Unrestricted funds are available for use at the discretion of the trustees in furtherance of their charitable objectives.

Restricted funds are subject to specific conditions by donors as to how they may be used. The purposes and uses of the restricted funds are set out in the notes to the financial statements.

Endowment funds are subject to specific conditions by donors that the capital must be maintained by the charity.

1.4 Income

Income is recognised when the charity is legally entitled to it after any performance conditions have been met, the amounts can be measured reliably, and it is probable that income will be received.

Cash donations are recognised on receipt. Other donations are recognised once the charity has been notified of the donation, unless performance conditions require deferral of the amount. Income tax recoverable in relation to donations received under Gift Aid or deeds of covenant is recognised at the time of the donation.

Legacies are recognised on receipt or otherwise if the charity has been notified of an impending distribution, the amount is known, and receipt is expected. If the amount is not known, the legacy is treated as a contingent asset.

Turnover is measured at the fair value of the consideration received or receivable and represents amounts receivable for goods and services provided in the normal course of business, net of discounts.

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2021

1 Accounting policies (Continued)

1.5 Expenditure

Expenditure is recognised once there is a legal or constructive obligation to make a payment to a third party, it is probable that settlement will be required and the amount of the obligation can be measured reliably.

Irrecoverable VAT is charged as a cost against the activity for which the expenditure was incurred.

1.6 Tangible fixed assets

Tangible fixed assets are initially measured at cost and subsequently measured at cost or valuation, net of depreciation and any impairment losses.

Depreciation is recognised so as to write off the cost or valuation of assets less their residual values over their useful lives on the following bases:

Computers	3 years straight line
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The gain or loss arising on the disposal of an asset is determined as the difference between the sale proceeds and the carrying value of the asset, and is recognised in net income/(expenditure) for the year.

1.7 Impairment of fixed assets

At each reporting end date, the charity reviews the carrying amounts of its tangible assets to determine whether there is any indication that those assets have suffered an impairment loss. If any such indication exists, the recoverable amount of the asset is estimated in order to determine the extent of the impairment loss (if any).

1.8 Cash and cash equivalents

Cash and cash equivalents include cash in hand, deposits held at call with banks, other short-term liquid investments with original maturities of three months or less, and bank overdrafts. Bank overdrafts are shown within borrowings in current liabilities.

1.9 Financial instruments

The charity has elected to apply the provisions of Section 11 'Basic Financial Instruments' and Section 12 'Other Financial Instruments Issues' of FRS 102 to all of its financial instruments.

Financial instruments are recognised in the charity's balance sheet when the charity 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 and bank balances, 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 the present value of the future receipts discounted at a market rate of interest. Financial assets classified as receivable within one year are not amortised.

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2021

1 Accounting policies

(Continued)

Basic financial liabilities

Basic financial liabilities, including creditors and bank loans 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. Financial liabilities classified as payable within one year are not amortised.

Debt instruments are subsequently carried at amortised cost, using the effective interest rate method.

Trade creditors are obligations to pay for goods or services that have been acquired in the ordinary course of operations from suppliers. Amounts payable are classified as current liabilities if payment is due within one year or less. If not, they are presented as non-current liabilities. Trade creditors are recognised initially at transaction price and subsequently measured at amortised cost using the effective interest method.

Derecognition of financial liabilities

Financial liabilities are derecognised when the charity's contractual obligations expire or are discharged or cancelled.

1.10 Employee benefits

The cost of any unused holiday entitlement is recognised in the period in which the employee's services are received.

Termination benefits are recognised immediately as an expense when the charity is demonstrably committed to terminate the employment of an employee or to provide termination benefits.

1.11 Retirement benefits

Payments to defined contribution retirement benefit schemes are charged as an expense as they fall due.

2 Critical accounting estimates and judgements

In the application of the charity's accounting policies, the trustees are required to make judgements, estimates and assumptions about the carrying amount of assets and liabilities that are not readily apparent from other sources. The estimates and associated assumptions are based on historical experience and other factors that are considered to be relevant. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised where the revision affects only that period, or in the period of the revision and future periods where the revision affects both current and future periods.

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2021

3 Donations and legacies

	Unrestricted funds	Restricted funds	Total	Unrestricted funds	Restricted funds	Total
	2021	2021	2021	2020	2020	2020
	£	£	£	£	£	£
Donations and gifts	106,333	-	106,333	88,904	-	88,904
Grants receivable	-	176,924	176,924	-	94,359	94,359
Donated goods and services	-	-	-	10,200	-	10,200
	<u>106,333</u>	<u>176,924</u>	<u>283,257</u>	<u>99,104</u>	<u>94,359</u>	<u>193,463</u>
Donations and gifts						
C Habgood & J Longson	10,000	-	10,000	20,000	-	20,000
Partners in Equity	-	-	-	36,794	-	36,794
T & S Miyakoshi	79,993	-	79,993	5,000	-	5,000
Dell	-	-	-	8,621	-	8,621
C & I MacLaughlan	5,000	-	5,000	5,300	-	5,300
Other	11,340	-	11,340	13,189	-	13,189
	<u>106,333</u>	<u>-</u>	<u>106,333</u>	<u>88,904</u>	<u>-</u>	<u>88,904</u>

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2021

3 Donations and legacies

(Continued)

	Unrestricted funds	Restricted funds	Total	Unrestricted funds	Restricted funds	Total
	2021	2021	2021	2020	2020	2020
	£	£	£	£	£	£
Grants receivable for core activities						
Catalyst Foundation for Universal Education	-	-	-	-	57,702	57,702
Kahane Foundation	-	69,868	69,868	-	9,972	9,972
Emergence Foundation	-	-	-	-	12,080	12,080
MSN Fund	-	-	-	-	5,000	5,000
Allen & Overy	-	50,000	50,000	-	5,000	5,000
UWC South East Asia	-	-	-	-	4,605	4,605
UWC RISE - Schmidt Futures	-	38,081	38,081	-	-	-
Horizon Foundation	-	10,000	10,000	-	-	-
British & Foreign School Society	-	8,975	8,975	-	-	-
	<u>-</u>	<u>176,924</u>	<u>176,924</u>	<u>-</u>	<u>94,359</u>	<u>94,359</u>

Other

The charity received £10,000 (2020: £20,000) from trustees / related parties without conditions.

4 Raising funds

	Unrestricted funds	Unrestricted funds	Restricted funds	Total
	2021	2020	2020	2020
	£	£	£	£
<u>Fundraising and publicity</u>				
Advertising	755	291	273	564
Other fundraising costs	256	2,800	-	2,800
	<u>1,011</u>	<u>3,091</u>	<u>273</u>	<u>3,364</u>

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2021

5 Charitable activities

	2021 £	2020 £
Staff costs	69,240	56,897
Depreciation and impairment	287	-
Programme delivery	78,941	17,449
Curriculum development	-	5,560
Printing, postage and stationery	-	11
IT subscriptions and learning software	7,013	6,504
Other staff costs	199	536
Repairs, renewals and small equipment	1,118	-
Rent	-	3,798
Insurance	207	416
	<u>157,005</u>	<u>91,171</u>
Share of support costs (see note 6)	441	86
Share of governance costs (see note 6)	1,568	1,346
	<u>159,014</u>	<u>92,603</u>
Analysis by fund		
Unrestricted funds	53,062	39,259
Restricted funds	105,952	53,344
	<u>159,014</u>	<u>92,603</u>

6 Support costs

	Support costs £	Governance costs £	2021 £	Support costs £	Governance costs £	2020 £
General expenses	441	-	441	86	-	86
Legal and professional	-	158	158	-	-	-
Accountancy	-	1,410	1,410	-	1,200	1,200
Board and governance	-	-	-	-	146	146
	<u>441</u>	<u>1,568</u>	<u>2,009</u>	<u>86</u>	<u>1,346</u>	<u>1,432</u>
Analysed between						
Charitable activities	<u>441</u>	<u>1,568</u>	<u>2,009</u>	<u>86</u>	<u>1,346</u>	<u>1,432</u>

Governance costs includes Independent Examination fees of £1,224 (2020- £1,200).

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2021

7 Trustees

Two trustees (2020: 2) received remuneration as disclosed in note 14.

8 Employees

Number of employees

The average monthly number of employees during the year was:

	2021 Number	2020 Number
	3	3
	<u>3</u>	<u>3</u>

Employment costs

	2021 £	2020 £
Wages and salaries	67,014	56,054
Social security costs	1,746	768
Other pension costs	480	75
	<u>69,240</u>	<u>56,897</u>

9 Donated goods, facilities and services

No donated goods and services were received during the year (2020 £3,000 office space and £7,200 staffing).

10 Tangible fixed assets

	Computers £
Cost	
Additions	860
At 31 March 2021	<u>860</u>
Depreciation and impairment	
Depreciation charged in the year	287
At 31 March 2021	<u>287</u>
Carrying amount	
At 31 March 2021	<u>573</u>

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2021

11 Debtors	2021	2020
	£	£
Amounts falling due within one year:		
Other debtors	20,000	20,000
Prepayments and accrued income	-	206
	<u>20,000</u>	<u>20,206</u>
	<u><u>20,000</u></u>	<u><u>20,206</u></u>
12 Creditors: amounts falling due within one year	2021	2020
	£	£
Other taxation and social security	5,683	2,560
Other creditors	293	165
Accruals	2,215	1,200
	<u>8,191</u>	<u>3,925</u>
	<u><u>8,191</u></u>	<u><u>3,925</u></u>

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 MARCH 2021

13 Restricted funds

The income funds of the charity include restricted funds comprising the following unexpended balances of donations and grants held on trust for specific purposes:

	Movement in funds		Movement in funds				
	Balance at 1 April 2019	Incoming resources	Resources expended	Balance at 1 April 2020	Incoming resources	Resources expended 31 March 2021	Balance at 31 March 2021
	£	£	£	£	£	£	£
Curriculum development	24,155	-	(21,200)	2,955	-	-	2,955
Social entrepreneurship course - Jordan	177	-	-	-	-	-	-
Amala High School Diploma Kenya	-	57,702	(10,018)	47,684	58,975	(15,798)	90,861
Courses in Malaysia	-	5,000	-	5,000	-	(5,000)	-
Courses in Greece	-	12,080	(10,395)	1,685	-	(1,685)	-
Courses in Jordan	-	9,972	(9,972)	-	-	-	-
Courses in Kenya	-	9,605	(2,032)	7,573	-	(1,257)	6,316
Amala High School Diploma Jordan	-	-	-	177	79,868	(61,510)	18,535
Changemaker Foundations Programme Kenya	-	-	-	-	38,081	(20,702)	17,379
	<u>24,332</u>	<u>94,359</u>	<u>(53,617)</u>	<u>65,074</u>	<u>176,924</u>	<u>(105,952)</u>	<u>136,046</u>

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 MARCH 2021

13 Restricted funds

(Continued)

Curriculum Development
For curriculum development

High School Diploma Kenya
For piloting the Amala High School Diploma in Kakuma Camp, Kenya

Courses in Malaysia
For Ethical Leadership and Social Entrepreneur courses in Malaysia

Courses in Greece
For running Amala courses for young refugees in Athens, Greece

Courses in Jordan
For running Amala courses for young refugees in Amman, Jordan

Courses in Kenya
For running Amala courses in Kakuma Camp, Kenya

High School Diploma Jordan
For piloting the Amala High School Diploma in Amman, Jordan

Changemaker Foundations Programme Kenya
To design and implement a Changemaker Foundations Programme for young refugees in Kakuma Camp, Kenya in collaboration with UWC International and their partner Rise

AMALA EDUCATION

NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 MARCH 2021

14 Analysis of net assets between funds

	Unrestricted funds 2021 £	Restricted funds 2021 £	Total 2021 £	Unrestricted funds 2020 £	Restricted funds 2020 £	Total 2020 £
Fund balances at 31 March 2021 are represented by:						
Tangible assets	573	-	573	-	-	-
Current assets/ (liabilities)	139,024	136,046	275,070	87,337	65,074	152,411
	<u>139,597</u>	<u>136,046</u>	<u>275,643</u>	<u>87,337</u>	<u>65,074</u>	<u>152,411</u>

15 Related party transactions

Remuneration of key management personnel

The remuneration of key management personnel is as follows.

	2021 £	2020 £
Aggregate compensation	<u>53,334</u>	<u>44,000</u>

Two trustees (2020: 2) receive remuneration from the charity as disclosed above. This is permitted by the Articles of Association and is not in respect of trustee duties.