

# IMPACT

# REPORT

# 2022-2023



**“Amala's programmes give young refugees a lifeline in an environment with few educational options while simultaneously providing a platform for their development.”**

Mohamed Hure, Education Officer, UNHCR



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



# INTRODUCTION

This report is on impact made during the financial year, April 2022 - March 2023.

## This has been the most significant year for Amala yet.

As we write this introduction, an estimated 18 million young people are living in forced displacement, approximately 80% of whom lack access to educational opportunities that help them improve their lives.

In the second year of our three year strategic plan, *A Launchpad to Scale*, we focused on continuing to deliver on three key objectives that set the foundations for our goal to bring transformational education to a significant number of young refugees in the years to come.

### 1. Make Amala's education programmes replicable

During the year, Amala doubled its reach with nearly 1500 refugee and crisis-affected youth participating in programmes across Kenya, Jordan, Uganda, and Greece. This growth has been driven mainly through Changemaker Courses, run in collaboration with refugee and community-led organisations.

The success of our initial High School Diploma graduates in Kakuma Refugee Camp and the ongoing success of the programme in Jordan are proof of concept of the Diploma's impact and adaptability across different contexts. The next step is to develop a quality assurance framework to support partners in replicating the programme.

### 2. Become a widely-recognised education provider

We have concentrated intensely during this period on obtaining accreditation for the Amala High School Diploma from the Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEASC). After completing the preparatory evaluation in May 2022, we are currently in the 15-month self-study phase, leading to a final 'team evaluation' visit scheduled for December 2023.

### 3. Build organisational capacity to accelerate growth

We have strengthened our team's capabilities by introducing new roles across human resources, operations, communications, fundraising and learning teams. Investments in the Kakuma premises aim to establish Amala-operated sites as centres of excellence.

The impact of these efforts is evident in our alumni. The report presents, for the first time, an overview of the pathway destinations of our alumni. The statistics and stories in this report show how an Amala education not only improves their own lives - leading to higher education and work, but also nurtures a commitment to improving others' lives through social entrepreneurship and community initiatives.

Our progress positions us strongly to enter the final year of our current strategic plan, and we are gearing up for the future, focusing on our long-term goal of enabling millions of young refugees to transform their lives, communities, and the world through the power of education.

### Mia Eskelund and Polly Akhurst Amala Co-Founders and Co-Executive Directors





# WHAT WE DO

**We develop education programmes in collaboration with people who have experience of displacement**



**We design curriculum that focuses on developing agency for positive change**



**We support local facilitators to improve their impact on student learning**



**We connect students to education, livelihood and social impact opportunities**



**We cultivate a community of students and their families, alumni, staff and volunteers committed to positive change**



**We run programmes with mission-aligned partners, including refugee and community-led organisations**





# OUR 2022-2023 HIGHLIGHTS

## 1 Programme growth and development

We reached **1443** students in total across our two core programme strands, over 100% increase on the total of 695 students for the previous year.

### High School Diploma Programme

Our 15 month long **Diploma Programme**, the first international high school qualification designed by and for displaced youth, includes ten Changemaker Courses, a pathways advisory programme and a personal interest project.

**Growth:** This year, we reached the highest number of students yet. 125 young refugees engaged in our Diploma across our learning centres in Jordan and Kenya, signifying a 25% increase on the previous year. We saw 48 students graduate this year across the two sites.

**Development:** During the year, we continued to refine our delivery model to improve learning outcomes for students, introducing a new Learning Lead role to support course facilitators and curriculum refinement, whilst launching a continuous development programme for Amala facilitators, the majority of whom are refugees and who enable the learning to take place throughout each programme.

### Changemaker courses and local partnership work

Our **Changemaker Courses** are short courses that develop students' life skills and enable them to participate in society, through areas including Social Entrepreneurship, Ethical Leadership and Peace-building.

**"Amala has shifted the power to many refugee-led organisations to serve as many refugees as possible. There is a huge gap that Amala is filling in the refugee community and in the education space."**

Samuel Binja, Director of Kalobeyei Initiative for Better Life, Amala Partner, Kakuma Refugee Camp, Kenya

**Growth:** 45 courses were delivered throughout the year, the majority by local community organisations, compared to 27 the previous year. We reached the highest number of students yet, with 1318 young refugees accessing these courses, compared to 595 the previous year, a 120% increase. We worked across Jordan, Kenya, Greece and Uganda to partner with 12 local organisations which led on the delivery of the learning.



# OUR 2022-2023 HIGHLIGHTS

## 2 Investing in infrastructure

### Growing the team

We grew our programme teams in both Amman and Kakuma. This included employing three of our first Diploma alumni as Learning Facilitators. We recruited for a new role of People, Culture and Operations Coordinator and launched recruitment for communications and fundraising roles, all building organisational capacity to scale our impact.

**“It has always been my dream to work for Amala and give back the knowledge I got to my community. Finally, now my dream has come true.”**

Destin, Amala Learning Facilitator

### Improvements to Amala’s Learning Centre in Kakuma Refugee Camp, Kenya



This year we invested in the construction of new classroom spaces, replacing a series of temporary shelters made from iron sheets with three well-ventilated, semi permanent classrooms, kitted out with concrete floors and power sockets. These spaces provide cool and comfortable environments for students to focus on their studies and connect to power to complete independent assignments.







# OUR 2022-2023 HIGHLIGHTS

## 3 Special projects & new partnerships

During the year, we worked with international partners to develop and deliver bespoke learning programmes to refugee youth, which opened up opportunities.

### A Changemaker Foundation Course focused on international opportunities:

#### Amala in partnership with RISE and United World Colleges

A bespoke course for students in Kenya to develop the necessary knowledge and skills to apply for international opportunities, focusing on the RISE challenge and United World Colleges scholarships.



### Theatre Workshops

#### Amala in partnership with the International Schools Theatre Association (ISTA)

An event delivering hands-on training to Amala students in Amman, Jordan, who had the opportunity to work with educators from around the globe to share their stories through theatre.





## A Changemaker course using online digital technologies to make change:

### Amala in partnership with Raspberry Pi

A bespoke Changemaker Course for refugee youth in Kenya around using technology to bring about positive social change.

Amala partnered with the Raspberry Pi Foundation, marrying our agency-based educational approach with Raspberry Pi's expertise in teaching technology and digital literacy to create a course that would be relevant and meaningful to learners in Kakuma Refugee Camp.

The 100-hour course built on students' foundational knowledge of computing, introduced them to web development and culminated in a presentation to show what they have worked on. Students used a range of media and design, and some developed websites, many using their projects to address issues in their community.

**"I used to think technology was all about research and that's it, but I came to realise technology can make you come up with beautiful things and it can make you more creative than you ever thought."**

Naomi, student



**"Facilitating the Raspberry Pi course was a fulfilling experience. Seeing the students' educative and informative journey such as in graphic designing, online communication, filming, video and audio editing, coding, web creation and interaction of various software was immensely gratifying. Empowering them with the tools and knowledge to utilise online technology for change left a long-lasting impact, not only on their lives but also on mine as their facilitator."**

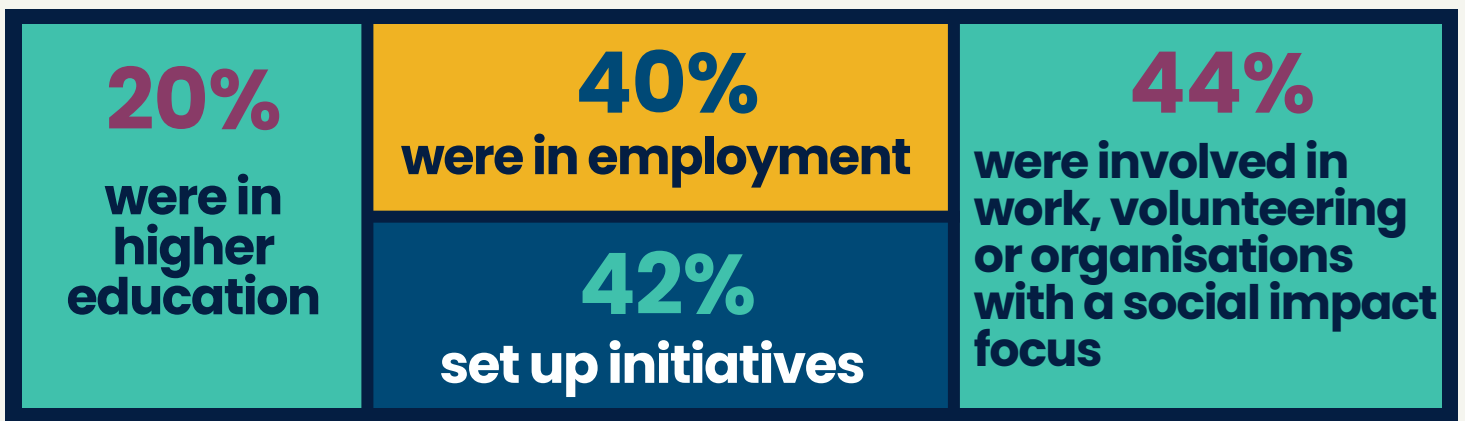
Moses, Amala Learning Facilitator



# OUR 2022-2023 HIGHLIGHTS

## 4 Alumni achievements

A standout highlight of the year has to be the impact we are seeing Amala alumni make, following their graduation from Amala courses. Pathways data for Diploma Programme students shows that during this year, our alumni were engaged in the following activities and journeys, making positive change in their own lives, local communities and in global contexts.



Numerous alumni are now engaged in global advocacy on refugee issues. Read more about alumni pathways in the later section of this report.



**“Amala's program prepares students with the skills that they need to become critical thinkers, self-advocates and valued participants in our higher education community. Amala's work supports their students along the pathway to a life of opportunity and choice.”**

Rachael Sears, Vice President at Southern New Hampshire University (SNHU)



# THE YEAR IN NUMBERS

**1443**

Young refugees engaged in Amala's transformational learning programmes

**12**

Locally led community organisations partnered with Amala to deliver transformational learning

**66**

Local facilitators were trained and supported to enable student learning

**125**

Studied the Amala High School Diploma

**45**

Changemaker courses were delivered across four countries

**1318**

Studied Amala Changemaker Courses



# THE YEAR IN QUOTES

**"The course helped me by developing a sense of belonging."**

**"I was having a lot of anger in me, but now am a peacebuilder. I started feeling like part of my community since I joined the Amala programme... access to school was something that I missed in my life."**

**"The opportunity to participate in Amala could be a turning point in people's lives."**

**"Because of the Amala learning programme, I changed my mind to be thinking not as a refugee, but thinking as a young person whose thoughts can help to build the community and world."**

**"Studying at Amala was a discovery of myself and a discovery of what the people in my community need. It has really changed my life, and of the life of many of my fellow students."**

**"I am very grateful for the course I have received; it has profoundly transformed my life. I am really experiencing the power of becoming literate... I am feeling respected and useful to my community too."**

**"The most important thing from this course was the opportunity to work as part of a team and to exchange ideas and share my philosophy with others. Also the fact that we built a unique tool, helpful for a community, was something really exciting."**

**"Amala didn't teach me how to read and write but taught me how to use my language to make the change."**

**"I never expected the huge level of improvement that I gained through education. I saw improvement in my life, in every aspect. It changed me. I owe it to Amala because it showed me the real value of education."**



# STORIES OF IMPACT

## Sadiq and Sadak

### Social entrepreneurship for positive local change

Sadiq and Sadak graduated from the Amala High School Diploma in September 2022. Together, they founded Fly Bring Smile, a refugee led-organisation on a mission to make education and skills more accessible, relevant, and engaging for everyone.

Sadiq and Sadak were exploring solutions to challenges in their community as part of their studies on the Amala High School Diploma. They found that many young refugees in Kakuma Refugee Camp faced unemployment and lacked access to skills they would need to succeed in the workforce. Sadiq and Sadak came up with the idea of using art to bridge the gap between education, skills and employment, calling it Fly Bring Smile.

Their fine art programme gives refugee youth access to art and teaches techniques in drawing and painting which they can build into a skill they can monetise. Regular exhibitions at Fly Bring Smile enable these students to exhibit and sell their art, and the initiative secured funding to provide art equipment to those on the programme. Many businesses in the camp need help to brand and advertise their shops, and Fly Bring Smile equips the young people on its programme with the skills to work with those local businesses, which in turn gives back to the community.

Using skills that they gained on the Amala High School Diploma, Sadiq and Sadak have created an initiative that has already positively impacted hundreds of young people in Kakuma Refugee Camp.



**“Fly Bring Smile is really a product of Amala. This is how we can give back to the community those who didn’t get the same chance as us.”**

Sadaq



# Mohammad

## In higher education and driving positive global change

Mohammad is a 28-year old Syrian refugee, peacebuilding advocate and activist. Since graduating from the Amala High School Diploma, he has taken part in global advocacy forums, developed a successful peacebuilding youth organisation, and is now studying for his undergraduate degree in Business Management at Royal Holloway, University of London.

**“Through the Amala High School Diploma, I learned a lot about how I can really be an ethical leader and how to be someone creating positive and real change, not just traditional actions.”**



Mohammad recalls being immediately captivated by Amala’s unique approach to education, when he saw the Amala High School Diploma being advertised in Jordan in 2020, where he was living. The distinctive names of the non-traditional courses which make up the Amala High School Diploma such as ‘Peacebuilding in Your Community’ stood out to him. Mohammad had always been interested in leadership, and through the Amala High School Diploma, he consolidated his skills and learnt about how to be an ethical leader, creating tangible and positive change.

Mohammad chose to focus his Personal Interest Project as part of the Amala High School Diploma on peacebuilding, and from it developed his highly successful initiative, Youth For Peace. Youth for Peace promotes the value of peacebuilding through projects which raise awareness of global issues, and bring young people together to learn about subjects such as global citizenship.

In 2022, Mohammad was chosen to be a Kofi Annan Changemaker, one of just twelve from over 4000 applicants worldwide. Mohammad also recently participated in the first cohort of Learners to Leaders with the Ban Ki-Moon Centre for Global Citizens in Austria. In Autumn 2023, Mohammad started his undergraduate degree at Royal Holloway, University of London, becoming the first Amala alumnus to study at a UK university.



# Vivian

## Educator advocating for refugee education in global forums

Vivian is a 24-year old Iraqi refugee, education advocate and Amala Learning Facilitator. After graduating from the Amala High School Diploma in 2022 and inspired by what she had learnt, Vivian became a Learning Facilitator with Amala, running courses and helping the next cohorts of Amala students to unlock their potential.



**“None of us are just sitting at home, like we were before joining Amala. Some of us are working, some are doing internships with UNICEF, some are building projects and businesses, and a lot of us are an active part of the advocacy community.”**

Vivian came to Jordan at the age of 18 seeking asylum, without a high school certificate and feeling directionless. All her friends were starting university, so Vivian started searching for any educational opportunities she could to further her education which had been interrupted by forced displacement. She perfected her English for a year before finding out about Amala. Vivian was “mind blown” by Amala’s unique educational approach and ethos, and immediately enrolled to be part of the second cohort of the Amala High School Diploma Programme.

After gaining her Amala Diploma, Vivian decided to channel her passion for education into a role as an Amala Learning Facilitator, where she uses her skills to bring the Amala learning experience to the next generation of Amala students. She enjoys the responsibility of supporting the students, and is in an expert position to do so having experienced the courses as a learner.



Vivian uses her first-hand expertise of refugee education to advocate for high quality learning for displaced people. She is a member of the Refugee Education Council and, alongside her role at Amala is also as a Guidance Counselor with UNHCR and World University Service of Canada (WUSC).





# Siham

## Young female entrepreneurs making change in their community

Siham is a graduate of the UWC-Amala Changemaker Foundation Programme. Along with five other female classmates all aged between 14 and 18, the group used their entrepreneurial skills to launch the *Sinnan Project*, an initiative that addresses gender inequalities in Kakuma Camp.



“As young girls, we understand and experience the effect of gender inequalities in our daily life. We are teaming up to address the issue to create a better future for ourselves and our sisters and brothers in our communities.”

**“I learned about sustainable projects at Amala and that was when I found this idea in a small corner of my mind. So I had thought about it before, but it wouldn't have been an idea without the knowledge I got from Amala.”**

Siham had always had ideas of changing the way her community thought about women and girls, but didn't know how she could start making the change, or learn the skills to do so. Through the Changemaker Foundation Programme, Siham was encouraged by Learning Facilitators to build a team and develop her project.

The Sinnan Project was Siham's idea to address the manifold causes of gender inequalities in Kakuma Refugee Camp where she lives, such as early marriage and pregnancy, women's rights, sexual harassment and gender based violence.

To do this, the Sinnan Project offers mentorship sessions, social media platforms where women and girls can share and discuss experiences, as well as distributing menstrual health kits to girls.

Siham's project is a remarkable example of the skills and initiative that our programmes enable young people to develop and apply to tackle local issues.



# Alamin

**An Amala community member who is making positive change in his community and in society**

**Alamin Jebrin Tutu is an Amala Changemaker Course Learning Facilitator with Amala implementation partner, URISE, in Kakuma Refugee Camp.**

Alamin recalls the shift in his mindset that happened when he began facilitating the Amala course.



“I am privileged to have become part of this inspiring community at Amala.

Before, I thought of the refugee life as a life dependent on the relief provided by other organisations, but now I am certain that as a refugee, one has the opportunity to create more impact in the lives of others.

“I am very impressed by my students for taking initiatives that are really helpful to the community. The most interesting thing about these initiatives is that they are driven by their personal experiences.

“One student saw the importance of recycling waste paper. Another student was able to identify that in their community, the Oromo and Somali children needed help in accessing pre-primary education without affecting their religious practices. A group of students came up with an idea of a youth initiative where young people volunteer to clean market streets.”

# GLOBAL IMPACT

We recently invited the Amala Alumni Community to reflect on the impact that studying with Amala has had on themselves and those around them, through a new global survey.

## Refugees are turning their hopes into reality, through entrepreneurship, study and work



"I'm currently volunteering to teach at my community short courses like English language and computer literacy to help improve the education levels to those unable to receive. I enjoy my work because when I see progress among my students it makes me happy and motivates me to do more."

**-Martha, English for Changemakers, Kampala, Uganda**



"For me, learning on the Amala programme has opened doors to knowledge, skills, and personal growth to me that may have otherwise been inaccessible."

**-Kantala, Amala High School Diploma, Kakuma, Kenya**

*Kantala is now studying electrical installation at Don Bosco, Kenya.*



"The Amala learning has been helpful to me because I have improved on my leadership skills and has really changed my life. I have started my own business and it's making me independent."

**-Esther, Amala High School Diploma, Kakuma, Kenya**

*Esther is a Facilitator and Finance Officer at Kalobeyei Initiative for Better Life.*



"Amala gave us the confidence in ourselves to become what we dream of."

**-Hasan, Amala High School Diploma, Amman, Jordan**

*Hasan used the skills he developed at Amala to found New Horizons, an organisation that runs training for refugees, to strengthen their ability to become changemakers. After finishing the Diploma, Hasan became an Amala Learning Facilitator.*



# Refugees are playing a key role in solving local and global challenges



“I loved every course. Through Amala I developed a new mindset...the mindset of seeing myself as a global citizen and an active agent of social transformation.”

**-David, Amala High School Diploma, Kakuma, Kenya**

*David is currently studying music production in Nairobi. He developed a movement whereby he invites young people to begin thinking about how they can utilise their talents to inspire positive change in their communities and the world. He works with young musicians teaching them guitar and singing, and hopes to grow his initiative into a music school in Kakuma Refugee Camp.*



“Before Amala, I was really shy - I didn’t even know how to do a presentation. Amala helped me with presenting and showing myself, and I continued to improve. In the office we have to do presentations. Amala also helped me with report writing, employing different strategies, looking for resources and trustworthy information and knowing how to apply those in my work.”

**-Sarah, Amala High School Diploma, Amman, Jordan**

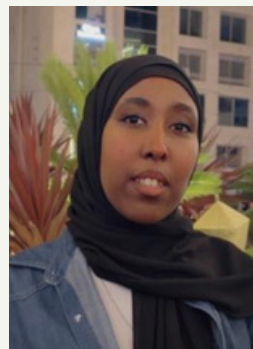
*Sarah is currently a Youth on the Move fellow with UNICEF MENA, leading the Advocacy Youth Group.*

## Amala’s model of education is contributing to achieving quality and inclusive education for all



“The course has helped me to have the confidence and that courage to tell the world about myself and what I can do. Through the course am able to face the world and tell my story.”

**-Mariam, Amala Changemaker course, Kakuma, Kenya**



The programme has empowered me to discover my strengths and potential, igniting a newfound sense of confidence and determination.

**-Idil, Amala High School Diploma, Amman, Jordan**



“Many of us were not not able to afford tuitions. I grabbed this chance to study Peacebuilding which has sharpened my knowledge. I never give up based on my challenges.”

**-Bibi, Amala Changemaker course, Kampala, Uganda**



“The topics and style of Amala was different and amazing. Making sure that students learnt and asking for evidence of learning. It was just right for me.”

**-Majd, Amala High School Diploma, Amman, Jordan**



**“As a refugee, it can be challenging to assume a sense of control over one's life because we've endured a multitude of experiences, many of which were beyond our control and of a magnitude that was overwhelming. But learning at Amala helps you get out of that victim mindset and develop new ways of thinking.”**

Vivian, Amala alumna and Learning Facilitator





# OUR COMMUNITY OF SUPPORTERS

**Amala has an incredible community of supporters, from committed individual donors, trusts and foundations, to companies and school groups.**

These individuals, groups and organisations have organised events, taken up sponsored challenges, mobilised work colleagues to pledge support and demonstrated invaluable trust in and commitment to our mission of using the power of education to bring about positive change for young refugees, their communities and the world.

A big thank you goes out to all who have supported Amala on our journey so far.

If you are interested in joining us, here are a few ways you can pledge your support:

## **Join our Catalyst Circle**

Matched funded, committed giving opportunity for donors who give above £1,000 a year

## **Get involved in community fundraising or corporate support**

Support us as a school, set up a challenge/occasion (Just Giving), a CSR project or employee match funding initiative

## **Engage in partnerships**

Opportunities for foundations to support projects and strategic priorities

## **Connect and advocate**

Share, 'like', talk and help advocate for quality education for all refugee youth

## **Find out more**

[www.amalaeducation.org/support-our-work](http://www.amalaeducation.org/support-our-work)

To discuss options for giving, contact [hannah@amalaeducation.org](mailto:hannah@amalaeducation.org) or [mia@amalaeducation.org](mailto:mia@amalaeducation.org)

## **Follow our work**

Search Amala Education on [Facebook](#) and [LinkedIn](#)

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## Spotlight on schools partnership: St Joseph's Institution International, Singapore

For the past two years, St Joseph's Institution International (SJII) in Singapore have raised funds\* through their 'Amala Week' activities, whilst raising awareness of the barriers young refugees face in accessing education and pathway opportunities. During this year, they raised over £3,000 through their hard work and commitment to the cause.



**"We set out to raise awareness and \$2500, we achieved so much more in terms of awareness, interest in supporting Amala's work, and the final funds raised. All of these are skills which will serve them well when they step out into the real world."**

Shivanthi Kandiah-Evans, Teacher, SJII

**"Not only did we have fun organising activities such as bake sales, netball tournaments and daisy sales, we also were able to meaningfully reflect upon the role quality education plays in a refugee learner's life."**

Megen, SJII student



# THE FUTURE

## **Amala is on a journey.**

Having set down strong foundations, we are continuing our ambitious journey to bring transformational education to young refugees across the globe.

To scale our impact over the next few years we will pursue significant staged growth, focusing on the following strategic priorities:



**Growing the reach and impact of Amala programmes through robust partner authorisation model**



**Increasing access to pathways and impact beyond Amala through recognition, partnerships and a strong network of alumni**



**Providing equitable access to all programmes, ensuring that we can reach the most vulnerable youth**



**Innovating to create more impact in new ways, including through advocacy and influence**



**Increasing financial sustainability, including through income generation**



**Investing in the learning and development of our people and our partners**



**WE THANK ALL**  
**OF OUR DONORS, PARTNERS AND VOLUNTEERS**  
**FOR THEIR SUPPORT**  
**AND ENGAGEMENT**

