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2022 has been the most significant year for Amala yet. The numbers of refugees continue to rise and Amalas’ long-term goal is to try to meet the scale of the challenge of enabling all young refugees to access high quality education. This year, we entered the second year of our strategic plan A Launchpad to Scale, which sets out our plans to increase the number of students on our programmes while developing a scaling strategy for the future.

In 2022, nearly 1,500 refugee and crisis-affected youth have participated in Amala programmes, tripling our reach from 2021. This growth has been largely through our Changemaker Courses which we run in collaboration with partners, including refugee and community-led organisations.

This year has also been significant for our High School Diploma programme. The graduation of our first cohort of Diploma students in Kakuma Refugee Camp, Kenya, along with the success of the programme in Jordan provides proof of concept that the programme can work in two very different contexts. We are delighted to see that alumni in both sites are accessing pathways for higher education and livelihoods.

Another milestone reached has been progressing our work towards accreditation of the Diploma in Kenya and Jordan with CIS (Council of International Schools) and NEASC (New England Association of Schools and Colleges), which is a cornerstone for success and expansion of the programme in the future.

Our students and alumni who show us what the power of education to transform the lives of refugees, their communities and the world truly looks like.

This year we have heard many stories of impact and we are excited to share a number of alumni and student stories in the report, from Grace establishing her own carpet weaving business in Kenya to Sara carrying out research on displacement as part of a UNICEF fellowship.

As we look to 2023, we are excited to involve the whole Amala team in the next stage of the accreditation process. We will use our learnings from running the Diploma programme in Amala sites to develop a scaling model and pilot this with partners. We are excited to expand the reach of our Changemaker Courses and will more formally create a pathway for organisations running Changemaker Courses to run the Diploma Programme as well. We will increase our capacity in fundraising to build our sustainability, as well as our capacity in communications to build our visibility and recognition.

Thank you for all of your support in 2022 and enabling young refugees to transform their lives through an Amala education!

Polly Akhurst & Mia Eskelund Pedersen
Co-founders and Co Executive Directors
We live in a time of multiple crises. UNHCR estimates that 1 in 88 people globally have been forced to flee from their home countries. The number of people who have been forcibly displaced stands at 90 million, an increase of nearly 10 million since last year. Humanitarian crises are increasingly protracted, with the average time spent in displacement being 20 years. Displacement is not only being created by conflicts, but increasingly by climate change. The number of people who are forcibly displaced is predicted to rise to hundreds of millions by 2050.

At the same time, we are also facing a crisis in both access and quality of education available to young people. The world is changing rapidly, and the challenges we face as humanity are becoming increasingly complex. Education systems must adapt to these rapidly changing needs and it is estimated that 825 million youth across the globe will not have the skills necessary for the future workforce by 2030 if action is not taken to provide greater access and quality of education.

Refugee and crisis-affected youth stand at the crux of the education and displacement crises. Nearly half of all refugee children are out of school. The challenges faced are exacerbated as an individual becomes older, despite having ambitions and aspirations to finish their education and improve their lives. Many learners describe situations of ‘education poverty’ where hundreds of students are studying in one classroom and where pedagogy consists largely of memorisation.

In these conditions, there is little opportunity for even those who have educational access to develop their potential and meaningfully participate in communities, society and economies. It is therefore more vital than ever for refugee and crisis affected youth to be able to access high quality education.
Amala’s long term ambition is for our programmes to be available to any young person in our target group who wants to access them. In recognition of the growing number of refugees globally and the many complex barriers that refugee youth face in accessing high quality education, we see it as a necessity to seek to match the scale of this challenge.

Our 2021-2022 strategic plan, A Launchpad to Scale, sets out three priority goals for Amala:

1. Make Amala’s education programmes replicable
   Amala’s education programmes focus on developing students’ agency and ability to participate in society. In this strategic period, our focus will be on streamlining and ensuring our model is both simple and cost-effective enough to be replicated by partners without compromising quality.

2. Become a widely-recognised education provider
   In order to build a platform to scale, Amala needs to be widely regarded as a trusted provider of high quality education. We will work with governments, accrediting bodies and partners to obtain formal recognition and raise our profile in order to offer the programme to even more young people in the future and enable Amala students to access a wide range of pathways after graduating.

3. Build organisational capacity to accelerate growth
   To be ready for exponential growth from 2024, a key aim is to build organisational and operational capacity, focusing on improving our internal systems and technology, growing fundraising, developing financial sustainability and building strong partnerships.

How do I feel about my future? Bright!

- LIEM, AMALA HIGH SCHOOL DIPLOMA GRADUATE
We reached over 1200 students through Changemaker Courses, mostly in collaboration with partners in Kakuma Camp, Kenya.

Amala officially became a candidate for accreditation with the CIS and NEASC after a five-day in-person evaluation visit.

Amala students and alumni continuously make positive impact in their communities through volunteering, participation and social entrepreneurship.

The first cohort of the Amala High School Diploma graduated in Kakuma Camp, Kenya.

Amala was featured on the BBC World Service programme ‘People Fixing the World’.

HIGHLIGHTS OF 2022
In Amman, Jordan we celebrated the graduation of the second cohort of Diploma students while welcoming students on Changemaker courses for the first time in three years.

Diploma Programme
In March, we celebrated a major milestone when the second cohort of the Amala High School Diploma finished the programme. Over 350 people attended the cohort’s graduation ceremony, including families and friends of the students and partners of Amala in Jordan. Several students from the second cohort have become Amala facilitators, others such as Sara (profiled below) are pursuing fellowships and higher education opportunities and two others have made a film!

Our alumnus Majd won Jordan Start-Up of the Year for his initiative “ScholaScope” which matches students to universities. A third cohort of students started the programme in April and a fourth cohort in September.

Changemaker Courses
In November, we launched two Changemaker Courses in Social Entrepreneurship and Peacebuilding. The Social Entrepreneurship course is in partnership with the Rise for the world programme which works to find brilliant people who need opportunity and supports them for life as they work to serve others.

New learning centre
In May, we moved our programmes to a new learning centre in Amman that can accommodate our growing student numbers. The centre is easily accessible for students as it is located in the heart of the city. The larger space has enabled us to run more programmes, including a three month English course for students who did not have adequate English to enter the Diploma programme.

It is incredible to facilitate change, and see impact happening instantaneously

MAJD, LEARNING FACILITATOR

AMALA JORDAN

Students reached:
Total: 105
Changemaker Courses: 55
Diploma Programme: 50
Abdullah - current student Diploma Cohort 3 in Jordan

Forced out of his home country of Somalia because of war and conflict, Abdullah came to Jordan in 2011. He first tried joining a school in Jordan but was forced to drop out because he needed to work to support his family. Abdullah did not believe it when he first heard about Amala and the Amala High School Diploma as it sounded like a dream. After facing a lot of rejections from tertiary education institutions and jobs that required a high school certificate, he was starting to lose hope in attaining the opportunities he wanted to pursue.

Having joined the third cohort of the Amala High School Diploma in May, Abdullah’s hope to attain entrepreneurship opportunities and further education is now restored. He has already started applying the entrepreneurship skills he gained from Amala by pursuing his goal of helping other people from his country. He has started working on creating a website that is a platform for eCommerce for the Somali community as well as for job opportunities in collaboration with entrepreneurs in Sweden and Denmark. Through the website, he is aiming to reach over ten thousand people. Abdullah is grateful that Amala’s Diploma programme is flexible and takes into consideration the needs of refugee youth.

Sara, alumnus of Diploma Cohort 2 in Jordan

Sara had been disappointed by many other educational programmes she had participated in previously and so did not have high expectations when she joined Amala’s second cohort in Jordan last year. However, she cannot believe how Amala transformed her life and surpassed her expectations as she completed the programme and graduated in May 2022. What struck Sara was the fact that her facilitators at Amala taught students how to think instead of what to think. She says that having someone who believes in her has encouraged her to help others and she enjoys collaborative work towards positive change in her community.

Sara graduated from the High School Diploma earlier this year and has been chosen as a Youth on the Move Fellowship with UNICEF. As part of this fellowship, she is researching the personal struggles young people face in refugee camps and will discuss with them how to leverage the opportunities available to them. “At Amala, I learnt something that is of value to my everyday life. My perspective on challenges and problems changed because I now have a strategic evidence-based approach to solving problems,” she says.

Sara says that without Amala, she would not have received a scholarship to study digital photography and design at a university in Jordan. Most importantly, she would not have the conviction to pursue opportunities due to a lack of confidence.
**Amala Kenya**

**IDRIS, AMALA ALUMNUS**

Idriss, alumnus of Diploma Cohort 1, Kakuma Camp

Idriss was about to take the national examinations in Sudan when conflict broke out and he had to flee to Kakuma, Kenya in 2016. When he arrived in Kenya, he was not allowed to sit for the national examination without having a Kenyan primary school certificate and therefore needed to start his education again from grade 1 (the lowest level of the primary school system). He persevered and started primary school but unfortunately, he had to drop out because he needed to work. He was therefore delighted when admitted to the Amala High School Diploma in April 2021.

Alongside his Amala studies, Idriss, spent his time volunteering at Community Based Organisation, Kakuma Vocational Centre (KVC). Through his introduction, Amala partnered with KVC to run our Changemaker Courses to reach more displaced youth in Kakuma.

Idriss says that Amala helped him to develop both problem-solving skills and resilience: “With Amala, I have been able to solve my problems but because problems tend to come up again and again, I have learned not to give up and I have hope and trust in myself which has helped my well-being. Amala has helped me discover what I don’t know, it gives me the hope to use my ideas to make a change in the community.”

Idriss graduated in September 2021 and is now working at Advocacy Initiative for Youth Development as a Digital Marketing supervisor and trainer. His dream is to set up his own nonprofit organisation that can help his community and hopes in ten years time it can be helping people worldwide. Idriss is also a poet and has published an anthology, entitled “A Call for Change” on Amazon.

**In Kakuma, we celebrated the growth both the Diploma Programme, the UWC Amala Changemaker Foundation Programme and our Changemaker Courses.**

**Amala High School Diploma**

A major highlight of the year was the graduation of Amala’s first High School Diploma cohort in Kakuma. The cohort graduated on 16 September, in a ceremony attended by their families, UNHCR and Amala’s partners. We were also delighted to have representatives from Cornell and Berkeley Universities in attendance. We are incredibly proud of this first cohort of Diploma students, and are supporting them with their onward pathways in higher education and entrepreneurship.

Some pathways of our first cohort:
- Two alumni have joined Southern New Hampshire University’s online Bachelor of Arts programme in Kakuma Camp.
- Two alumni have established a community-based organisation called “Fly Bring Smile” which is providing education in the arts for youth in Kakuma.

In Kakuma, we celebrated the growth both the Diploma Programme, the UWC Amala Changemaker Foundation Programme and our Changemaker Courses.

**Students reached:**
- Total: 1208
- Changemaker Courses: 1014
- UWC Amala Changemaker Foundation Programme: 44
- Diploma Programme: 150

- One alumnus is currently participating in the Young African Leaders Initiative, a programme launched by Barack Obama.
- One student has opened a pharmacy in his community

We tripled the size of the High School Diploma in Kakuma this year, with 150 students being admitted in 2022. We look forward to supporting their learning journey and to their graduations next year.

**UWC Amala Changemaker Foundation Programme**

This programme, run in collaboration with our partner UWC (United World Colleges), enables secondary school students in Kakuma to develop their abilities as changemakers and apply for opportunities with UWC and the Rise talent programme. In June, a cohort of 20 students completed the programme, three of whom were selected as Rise finalists, and one student has secured a scholarship to continue their education at UWC.

*Continues on the next page*
In September, due to the high demand we experienced for the programme, we grew it to enable 44 students to participate. We are excited to celebrate another group of changemakers who have spent six months on the programme prototyping and launching their own social initiatives and developing leadership & well-being skills.

**Changemaker Courses**

This year saw significant growth in the number of students accessing Amala Changemaker Courses and 1014 youth in Kakuma participated in these programmes through our partnership with seven different refugee-led organisations partners: Faulu Production, URISE Initiative for Africa, Kakuma Vocation Centre (KVC), Kalobeyei Initiative for Better Life (KIBLI), Human Shine Dream (HSD), Refugees and Host Resilience Initiative (REHORI) and House of Hope Community (HHC).

Our partners enable us to reach many more students than we would do on our own, and make programmes accessible for students living in different areas of the camp. In 2023, we will continue to develop this partnership network in Kakuma and will start to explore options for expansion of the Diploma Programme through partners.

**Improvements to the learning centre**

The extreme heat conditions in Kakuma can negatively affect student learning. This year, we have constructed three new classrooms in the learning centre we use, hosted by our partner Faulu Productions. The new classrooms have been a relief to students who can now study in well-ventilated rooms with efficient air circulation making it cooler. In addition, we have installed 12 solar panels and 8 batteries which are providing a stable power supply for our programmes.

**Sudi - Alumnus of Diploma Cohort 1, Kakuma Camp**

"Before Amala I didn’t know how to manage a project, how to even start, how to organise ideas, how to put them into action; but with the help of Amala I learned how to manage a project. So it was all thanks to Amala because if I hadn’t been a part of it, I wouldn’t have had that level of help."

Sudi is 23 years old and is originally from Somalia but now lives in Kakuma Camp. She was one of the pioneering group of students who graduated from the Amala High School Diploma in Kakuma in September 2022. This achievement is significant because many ambitious girls face various challenges to accessing education, including limited financial resources resulting in families choosing to send their male children to school, as well as marriage and early pregnancies.

The Amala High School Diploma gave Sudi a second chance to finish her high school education and motivated her to encourage other girls to continue their education. One day, she visited a primary school in Kakuma and she saw a girl outside, crying and embarrassed because she had her first period and her classmates were making fun of her. This inspired Sudi to start a project that will help more girls who unfortunately end up missing school when they are on their period.

Through the Amala High School Diploma Personal Interest Project (PIP), which encourages students to identify a challenge they would like to address, Sudi started this project called “Girl Power”. The purpose of the project is to provide sanitary pads to young girls in Kakuma camp and also eradicate taboos regarding menstruation so that girls can continue having a conducive learning environment even when they are on their period. Sudi has mobilised funding for the project and has provided sanitary towels to over 500 young refugees in Kakuma primary schools to date.

Now that she has graduated from the programme, Sudi is continuing to develop Girl Power. She is also involved in local journalism in Kakuma and her ambition is to access higher education and become a professional photographer and journalist.
This year we continued our work to support partners to run Changemaker courses in Greece. We joined forces with the Special Secretariat for the Protection of Unaccompanied Minors of the Greek Ministry of Migration and Asylum to partner with 15 organisations across Greece who we trained to develop their skills in educating displaced youth they work with and to run Amala programmes.

While we encountered a number of challenges along the way due to the changing circumstances of unaccompanied minors, five organisations went on to run courses reaching 64 students.

Reflecting on the impact of Amala courses in Greece, one of the educators we trained through Amala workshops said, “This [the course] helped them realise that no matter where you are and no matter the hardships you face, if you work towards what you want, you will be rewarded. This is important for those students because they have experienced great disappointment and disenfranchisement, and so setting goals, working towards them and being rewarded is very important in terms of re-engaging them, motivating and mobilising them. The experience they have at schools, for instance, is very bad and discourages them. The process of this course was crucial in this context.”

While a focus for 2022 has been on consolidating our work in Jordan, Kenya and Greece, we have also started to work with a partner to run Changemaker Courses in Uganda. Our partner, United South Sudan Urban Refugees Community (USSURC), is a community-based organisation based in Kampala which aims to unite all South Sudanese Urban Refugees together so that they can share their problems and also to know their rights as refugees. We are currently training five facilitators from the organisation to run two Amala Changemaker Courses with the aim of reaching 49 students. We are currently looking to expand our work and reach with USSURC and with other organisations in Uganda in 2023.
An interview with Amala's Education Lead Louie Barnett

Amala's mission is to use the power of education to transform the lives of refugees, their communities and the world. Our education model and approach is key to achieving our mission. We caught up with our Education Lead, Louie Barnett, to explore what makes Amala's model of education special.

How is Amala different (or not) from other educational programmes you have been involved with?

In both the Diploma Programme and Changemaker Courses we have carefully developed the curriculum to focus on "lifeworthy learning" - that is learning that genuinely matters in the lives of our students. The curriculum can be easily adapted by facilitators in different locations in response to their context and to suit their needs.

For the Amala High School Diploma, our approach to assessment enables us to recognise, honour and celebrate a wider range of learning, capabilities and interests. It encourages and supports students to find their strengths and passions and to pursue them.

What is the value of our approach to assessment?

Our assessment approach is designed to be genuinely valuable for our students. We ask students to provide evidence of ways they have applied their learning that meets the competencies we set out in our framework. Once we see that they've produced evidence of that competency, we are able to award credit. Students can express agency in different ways to meet the criteria and are constantly building their portfolios. This way of assessment allows students to present themselves and what they have done effectively and signal their strengths to others.

How have we improved our education programmes in the past 5 years?

We have become much more clear about what quality looks like. This has enabled the teams in Jordan and Kenya to take more ownership of their respective programmes, whilst maintaining a level of consistency and quality over the locations. This means that our teams there can be more responsive to student needs than ever before!

What is special about our facilitators and facilitator training programme?

Many of our facilitators live in the local communities where they work and some of them are refugees themselves, and increasingly, they are former students. This means they have a strong understanding of the context and needs of our students. We also recruit facilitators for their attitudes, values and mindsets. All of our facilitators have a desire to continuously learn and improve the impact they have on students.

Do that we can recruit people who understand the context of our students, we do not ask for formal teaching qualifications. However, our facilitators develop their craft on our in-house facilitator training programme that enables them to explore challenges to student learning and practice doing something about them.

In your own words, what is the impact that Amala's learning programmes are having on refugees, their communities and the world?

On our current programmes, we see students accessing pathway opportunities and implementing their own community projects. These are already incredibly positive outcomes. Ultimately, it's our hope that Amala can have an even greater impact by supporting partners who best understand student needs, to implement the diploma programme and use the power of education to transform the lives of refugees, their communities and the world.
Amala works closely with mission-aligned partners who are deeply embedded in their communities and who have a commitment to improving learning opportunities for refugee youth. One of our long-standing partners is Kalobeyei Initiative for Better Life (KI4Bli), a refugee and youth-led organisation founded in 2018. KI4Bli is based in Kalobeyei Refugee Settlement, located 20km from the Kakuma Refugee Camp. Kalobeyei Settlement has fewer services than the camp and youth in the camp have fewer educational opportunities as a result. KI4Bli was established to end dependence by creating educational spaces for young refugees and community members in Kalobeyei.

This year, 237 students participated in Amala’s Peace-building and Social Entrepreneurship courses run by KI4Bli. The KI4Bli team are seeing alumni taking the lead in their communities as peace-builders and ethical leaders. Eight Changemaker Course alumni have secured opportunities to pursue their education with Amala’s High School Diploma and two KI4Bli alumni have been selected for a leadership fellowship in Nairobi.

Here we share the stories of two alumni who have studied for Amala Changemaker Courses with KI4Bli.

**Grace, Social Entrepreneurship alumnus**
Grace from South Sudan is 22 years old and dropped out of school in 2016, when she became a single mother. In March 2022 she joined the Amala Social Entrepreneurship course run by KI4Bli. The skills she developed during the course helped her to start a business of knitting carpets and selling them in the community. She is using the business to support herself and she has since employed two other women. Inspired to continue her education, in September she was successful in joining the Amala High School Diploma.

Reflecting on her experience, Grace says “KI4Bli and Amala have given me golden opportunities in life. When I got pregnant I wanted to kill myself. I had lost hope in living. I did not have support and was thinking that I would be of no value to my child. After joining the change makers programs I have realised my dream of starting a business that is solving community problems and create job opportunities as well as having the chance to complete my education. I have also had the chance to further my education.”

**Joseph, Peace-building alumnus**
Joseph took part in Amala’s Peace-building Course earlier this year. While he was studying for the course he faced a disagreement with the local authorities in Kalobeyei. He was denied his rights and was jailed for several days. His first thought upon his release was to dispute those who arrested him and show how unfair it was. However, instead his learning on the Peace-building course led him to come up with a peace club that educates young people from his community on how to be their own agents of change and help them avoid what happened to him. He wants to enable refugees to restore hope. Joseph is now working on raising funds, with the support of KI4Bli, to be able to launch his peace club.

“\textit{I have learned a lot from my students about their passion for pursuing their education. They have visions of becoming peacemakers and making change in their countries}”

**SAMUEL BINJA, FOUNDER & DIRECTOR OF KI4BLI**
Thank you for your support in 2022

Amala is a registered charity in England and Wales No 1181373.

www.amalaeducation.org