



AMAL ALLIANCE
EMPOWERING GLOBAL CITIZENS

AMAL

ALLIANCE

ANNUAL REPORT 2022

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NOTE FROM THE FOUNDER



While on the surface 2022 was the debut of a return to normalcy for most countries, it was plagued with underlying and protracted crises that would inevitably interrupt children's development yet again. On the one hand, children in more developed countries were adjusting to the return to school, while others who had fled the Afghan crisis in 2021 were attempting to assimilate in their respective locations, and even more children were now being forced to flee their native Ukraine due to the immense danger the invasion of Russia provoked. The Ukrainian crisis brought refugees to the forefront of the international humanitarian stage, as the Syrian, Yemeni, Venezuelan, Haitian, the Rohingya, and other crises remained protracted.

Last year marked a tremendous year of growth for Amal Alliance, taking Colors of Kindness to scale and further sedimenting the foundations for evidence based social and emotional learning practices within the field of Education in Emergencies (EiE). After having seen remarkable results from our program in Bangladesh, we embarked on a vigorous intent to gather more evidence, and truly understand the efficacy of our programming across varying contexts. In the first two quarters, we launched three (3) pilots of Colors of Kindness in Greece, as well as the Nakivale and Palabek Settlements in Uganda.

Valuing partnerships, we teamed up with Learning Equality, and Hopelink Action Foundation Uganda (HAF Uganda) to leverage our core competencies and create a new innovative project that enables meaningful engagement with digital learning materials by bringing together playful learning and social-emotional learning in a blended learning model called Flying Colors. With Rotary, we launched a Colors of Kindness pilot in the Nakivale Settlement where we trained women from the camp to teach, and ultimately trained one to become a master trainer who deployed to Palabek Settlement to train our new cohort of teachers.



In Greece, we partnered with the Greek Ministry of Education and Religious Affairs, Learning Equality, and six local NGOs: Association for the Social Support of Youth (ARSIS), Danish Refugee Council (DRC), A Drop in the Ocean, Ladies Union of Drama, and Second Tree to test a pilot with 400 children across public schools, shelters, refugee camps, and urban settings. The EASEL Lab of Harvard Graduate School of Education ran a quasi experiment to evaluate and validate our methodology. Given the promising results, the Greek Government requested we make our programming available within their Skills Lab to all public schools in the country!

It is with heartfelt gratitude that we thank all our donors, UN & NGO partners, academic affiliates, and beneficiaries. Their full embrace of our methodology has helped us collectively move towards whole child development approaches in both formal and informal settings. In particular we would like to acknowledge Porticus, Education Cannot Wait (ECW), and the LEGO Foundation for their firm belief in our work and a mutual vision for a more equitable and inclusive society. We are also most appreciative of the numerous institutions that have bestowed us with the honor of multiple awards. Their acknowledgement has propelled our work forward and showcased the plentitude of possibilities when you design for and with the communities you serve.

Whilst children continue to experience trauma from conflicts, natural disasters, or post-pandemic effects, we will strive to counter the negative effects on their social, emotional, and cognitive development. We stand firmly rooted in our commitment to children worldwide; for they are the future and we must uphold their fundamental right to an education, to experience the joy of childhood, and to learn the social and emotional skills they need to one day become powerful agents of change!

Danielle De La Fuente
Founder & CEO

OUR MISSION

Amal Alliance, Inc. is a 501(c)(3) nonprofit, Non-Governmental Organization (NGO) dedicated to empowering displaced and disenfranchised children through education and social development programs around the globe in both informal and formal education settings. We believe that we are all global citizens with a social and moral responsibility to ensure that all children have access to the fundamental skills needed to reach their full potential. We seek to engage systems that affect displaced and disenfranchised children by offering holistic, evidenced-based interventions. Our whole child approach stimulates the mind and body through education and integration programs that focus on social emotional learning and address trauma at its root cause. These programs allow children to find inner strength and resilience despite their challenging circumstances.





WHAT WE DO

ADVOCATE

We advocate for psychosocial support, early childhood development, social emotional learning, and increased access to education in emergencies and protracted crises.

COLLABORATE

We work with the United Nations, national governments, and international and local NGOs to create synergy between systems to ensure the support that displaced and disenfranchised children so desperately need to grow.

INTERVENE

We engage micro and macro structures that affect displaced and disenfranchised children by offering holistic, trauma-informed interventions.

FOSTER SKILLS

We focus on social emotional programming to hone emotional intelligence and interpersonal skills necessary to build a more cohesive, peaceful community.

PLAY

We incorporate mindfulness practices and play as an informal means to address trauma and foster a sense of inner peace.

SUSTAINABILITY

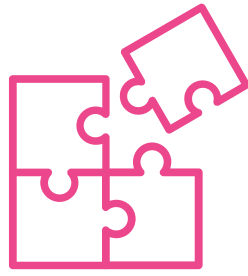
We engage the macro structures to ensure the sustainability and effectiveness of our micro interventions.

OUR FOUR PILLARS



SOCIAL AND EMOTIONAL LEARNING

Increases the ability to properly identify and process emotions, thus decreasing behavioral problems and emotional distress



EARLY CHILDHOOD DEVELOPMENT

Supports healthy cognitive, emotional, and physical growth during the most formative developmental years



PSYCHO-SOCIAL SUPPORT

Creates cohesive, more peaceful communities by recognizing the importance of human relationships



PEACE-BUILDING

Improves overall well-being by holistically engaging the mind, body, and spirit

ADVANCING GLOBAL GOALS (SDGS)



OUR PHILOSOPHY

We believe in advancing quality holistic learning to empower children to become global learners. Realizing that issues do not occur in a vacuum, we engage the macro structures to ensure the sustainability and effectiveness of our micro interventions. Engaging different system levels increases the effectiveness and ensures the sustainability of our work. Through our strategic partnerships, Amal Alliance advances whole child development, educational equity, gender equality, conflict resolution, and peace-building.



WHOLE CHILD DEVELOPMENT

We believe in the inclusion of innovative Psychosocial Support and Social and Emotional Learning (PSS/SEL) for whole child development.



TEACHER & CAREGIVER SUPPORT

We prioritize and support the wellbeing and professional development of teachers and caregivers.



CHILDREN'S WELLBEING AND MENTAL HEALTH

We provide social and emotional learning and psychosocial support programming to enhance mental health and wellbeing of children regardless of race, religion, ethnicity, ability, status, or any other identity .



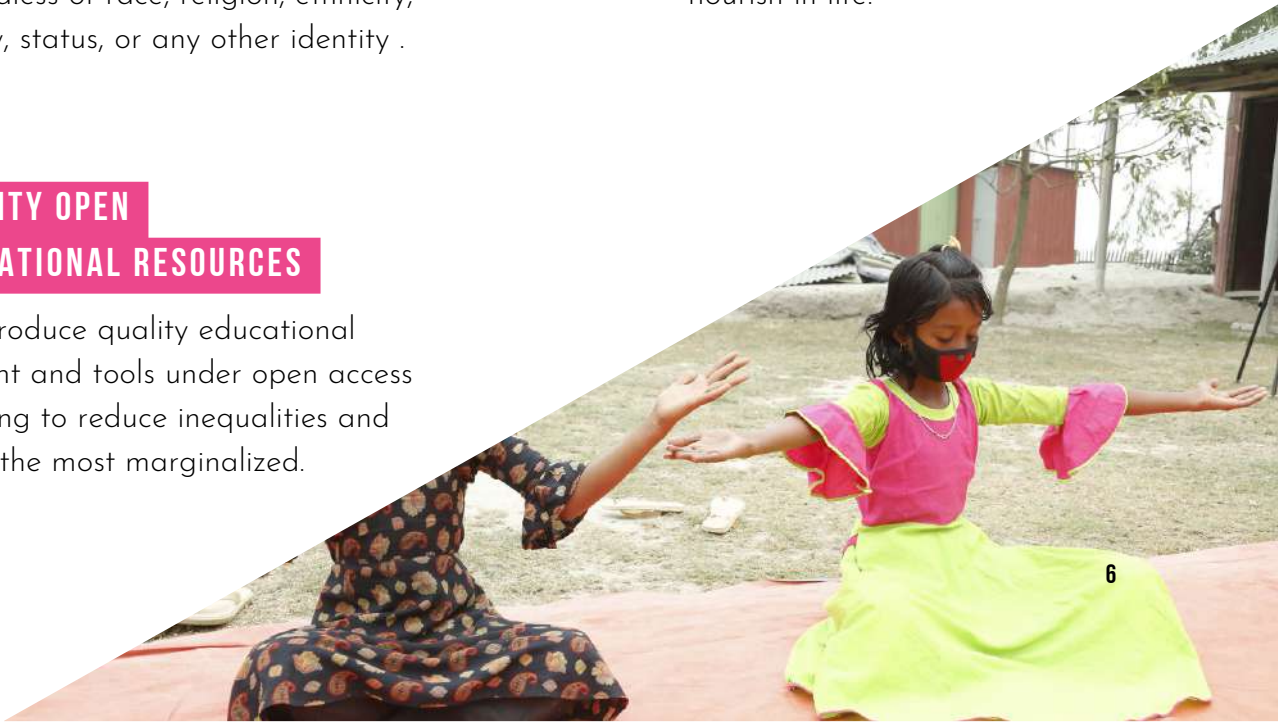
ADVOCATING FOR A BETTER FUTURE

We advocate to transform systems that reflect more equity and inclusiveness for children to learn the skills necessary to flourish in life.



QUALITY OPEN EDUCATIONAL RESOURCES

We produce quality educational content and tools under open access learning to reduce inequalities and serve the most marginalized.

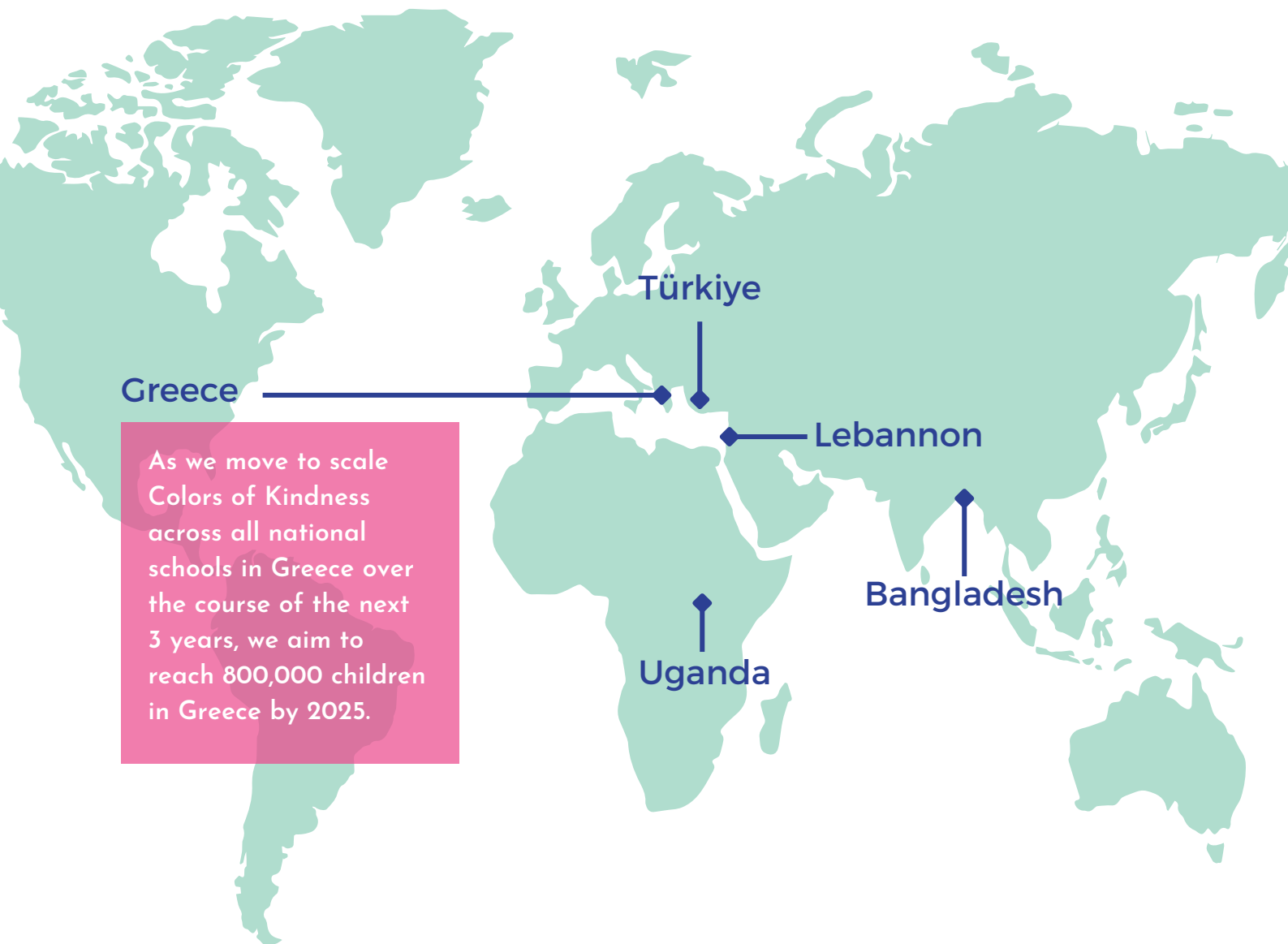


Since our inception, Amal Alliance's holistic programming has benefitted

276,000 children

around the world.

Programs have been implemented in 5 countries, Bangladesh, Greece, Lebanon, Turkey, and Uganda, and thanks to strategic partnerships, our content has been downloaded and used in 175 countries.



Greece

Türkiye

Lebannon

Bangladesh

Uganda

As we move to scale Colors of Kindness across all national schools in Greece over the course of the next 3 years, we aim to reach 800,000 children in Greece by 2025.

GLOBAL IMPACT

COLORS OF KINDNESS



COLORS
OF KINDNESS



COLORS OF KINDNESS IS AMAL ALLIANCE'S MULTI-AWARD WINNING INNOVATIVE EDTECH SOLUTION THAT AIMS TO:

Improve children's social and emotional skills

Increase the overall wellbeing of children and their caregivers

Increase access to inclusive education

Support equitable access to holistic education and social inclusion

Initially designed for education in emergencies (EiE) as children and youth, especially in extreme adversity, are not developing the academic, social and emotional skills and competencies needed to achieve their full potential. Since its debut, it has been tested in both informal and formal education settings in Bangladesh, Greece, and Uganda. Ensuring equitable access, our program provides access to children that would otherwise be left behind such as refugees and vulnerable groups from the host community.

Amal Alliance prides itself on the strength of Colors of Kindness's adaptability. The content's malleable design maintains its base structure while leaving room for stakeholders to create meaningful lesson plans and culturally responsive content that meets the specific needs of varying communities. The different adaptations include 10, 16, and 18 week modules, the SEL Workbook version, and other tailored approaches.

Voted as one of the most innovative and scalable methodologies for social and emotional learning by the LEGO Foundation & HundrED, our unique model designed to be low-cost and scalable even in hard-to-reach contexts. Social and emotional learning materials are delivered via a combination of a podcast within a digital workbook. The SEL audio instruction is provided once per week, and features brightly colored genderless blobs.



WHY SEL?

Social emotional learning (SEL) is particularly important for children as it provides mental health and psychosocial support (MHPSS). SEL has proven to be a necessary component to educational systems, supporting teachers, caregivers, and their children in a positive and safe learning environment. Learners gain the critical life skills for academic success, and the skills necessary to thrive in the 21st century, which are often forgotten in national curriculums. Our SEL content is designed to holistically reengage the learner and accelerate the learning losses over time.



WORKS ONLINE
OR OFFLINE



INCLUDES M&E
FRAMEWORK



GENDER & DISABILITY
INCLUSIVE



CULTURALLY
RELEVANT

COLORS OF KINDNESS...

Through

Movement • Dance • Play • Wellbeing • Art therapy

Focuses on

Social awareness • Appreciating diversity • Effective communication
Responsible decision making • Goal-oriented behavior
Self-awareness • Emotional Regulation

Promotes

Empathy • Critical thinking • Perspective taking
Gratitude • Curiosity • Creativity • Self-efficacy

OUR JOURNEY...THUS FAR

2020

Pilot in Bangladesh

Colors of Kindness was initially tested in Bangladesh including the Rohingya camp in Fall 2020. The program showed a remarkable 16.5% increase in social and emotional competencies.

2021

Workbook
Adaptation
downloaded in
175 countries

2022

Pilots in
Nakivale,
Palabek, &
Greece

COLORS OF KINDNESS

GREECE

The COVID-19 pandemic disrupted the lives of children around the world. The closures of schools and community centers, in addition to mandatory quarantines, added stressors to households and interrupted optimal child development. This is especially true for already vulnerable children, including children with disabilities and children living outside of family care, who are at increased risk of infectious disease, and of physical and emotional maltreatment, mental distress, and violence.

But despite the numerous challenges COVID presented, there is a unique opportunity to reimagine learning that supports wellbeing and skills-based learning to enhance academic outputs. Governments and NGOs often lack both appropriate content to bridge this learning gap and address trauma. As of Jan 2020, UNICEF reported that Greece has approximately 42,500 refugee and migrant children; 5,041 being unaccompanied minors. In addition to displacement aftermath, Greece has had numerous openings and closures of schools, disrupting the child's education and stunting development.



PILOT

Seeing the importance of strategic partnerships to create effective and sustainable interventions, Amal Alliance led the pilot project alongside the Greek Ministry of Education and Religious Affairs and six NGO partners: Association for the Social Support of Youth (ARSIS), Danish Refugee Council (DRC), A Drop in the Ocean, Ladies Union of Drama, and Second Tree. Learning Equality led the tech, providing access to materials on their renowned Kolibri platform. EASEL Lab of Harvard Graduate School of Education conducted a quasi experiment to understand and evaluate the effectiveness of the program.

From January -June 2022, 400 children across 26 classrooms participated in the 16 week pilot across 9 cities in Greece in both informal and formal education settings including refugee camps, shelters, urban settings, and public schools. Teachers, principals, and NGO staff participated in two training sessions held in Athens and Thessaloniki. The Colors of Kindness Team, Learning Equality Team, and Harvard EASEL led the training session where approximately 20 participants attended each.

BUILDING THE EVIDENCE BASE

Given the dearth of quality SEL resources available, and the growing need for psychosocial support, the pilot project was designed to provide evidence based research for scalable psychosocial solutions during and post crisis. The researchers of the EASEL Lab of Harvard Graduate School of Education designed a quasi-experimental study to explore the implementation and impacts of the Colors of Kindness Program in Greece.

The evidence collected during the pilot in Greece demonstrated that with training the teachers, caregivers, and students successfully accessed the Ed-Tech resources to complete all or most of the lessons. Amal Alliance found that student absenteeism and unstable program exposure were barriers to student's engagement with content. To address the need for flexible learning, we continue to develop programs and provide support to children in both formal and informal education systems. Overall, students demonstrated an increase in SEL skills from baseline to endline. Further, evidence showed that the more a student engaged with the Colors program, the higher the increase in SEL skills.



GOING TO SCALE

Recognizing that SEL is a necessary component to education and thanks to the promising results of the pilot, the Greek Ministry of Education and Religious Affairs requested Colors of Kindness be made available to all schools. Amal Alliance is scaling Colors of Kindness across Greece in conjunction with the Ministry's Institute of Educational Policy. Since September 2022, Colors of Kindness can be found on the Skills Lab platform and is available to all public schools in Greece. As we work to incrementally scale the program, we remain committed to monitoring and evaluation to ensure the needs of children and their communities are addressed.

COLORS OF KINDNESS

UGANDA

Uganda is home to the largest numbers of refugees in Africa, more than 1.45 million in total. The majority of those refugees come from South Sudan and the DRC. Despite some schools having re-opened in Uganda, more than 13 million children remain out of school since the end of March 2020, including 600,000 refugee children, as a result of the pandemic. Students are expected to return back to school in the future following a staggered schedule, but the date of this return is uncertain and many children are going without any instruction in the meantime.

Roughly 130,000 displaced individuals from at least 14 countries reside at the Nakivale Refugee Settlement, one of 11 settlements, located in the Isingiro District of southwest Uganda. According to statistics from 2019, there are about 38,000 school-aged refugee children living in the Nakivale settlement. Even before COVID-19, approximately half of those children were out of school for various reasons. Schools that are reopened may have reduced capacity or shutdown at short notice. Education systems will need to maintain a level of readiness to have distance learning tools that are effective for all learners. As noted by colleagues in the field, distance learning for teacher professional development will likely remain highly relevant as teachers often do not receive the support they need in limited resource settings. Camps like the one in Nakivale are considered highly vulnerable during the pandemic. Without more innovative ed-tech solutions and access to devices like tablets, both teachers and students will lack the proper resources to engage in education.



NAKIVALE SETTLEMENT, UGANDA

The Office of the Prime Minister (OPM) Uganda granted permission to Amal Alliance, in partnership with Hopelink Action Foundation Uganda (HAF Uganda) and the Rotaract Club of Nakivale to pilot Colors of Kindness within the Nakivale Settlement.

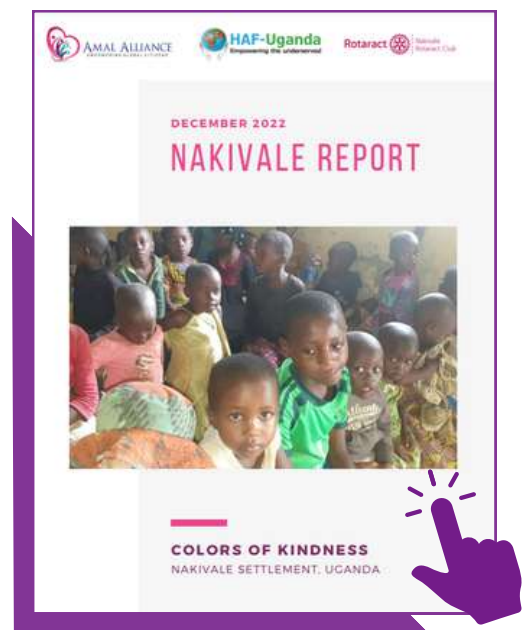
Amal Alliance sourced 4 teachers from the refugee community. They participated in a 1-day virtual training to learn the fundamentals of SEL and how to impart the program, with a follow up training that was conducted midway. One hundred (100) primary school children ages 7-12 participated in the 10-week cycle starting March 2022 in Nakivale, which concluded in June 2022. The pilot was conducted at Nakivale Refugee Settlement in the Kashojwa zone and Base Camp Zone 1.

The 10-week SEL curriculum was delivered via audio podcasts, with one new episode released each week. Each SEL theme was broken down into two-week segments, augmenting that particular SEL competency. The themes are Self-Awareness, Self-Management, Responsible Decision Making, Relationship Building, and Social Awareness. Class duration was approximately 2 hours per week.

The program was a gender empowering model, administered by all female teachers and from the refugee community. The teachers completed training on how to use the application, support students, and practice self-care. In addition, the program empowered the teachers and women in the community to improve their livelihood and emotional well-being.

RESULTS

These skills and resources helped to bridge the learning gap, increase access to and engagement with distance learning, and grow educational opportunities for students in Nakivale Settlement Camp. Students reported an averaged increase in SEL skills of 30% (n=92). Students scored an average of 17.71 on the Student SEL Pre-Assessment and an average of 21.76 on the Post-Assessment. Students also reported improved self confidence, self awareness, goal setting, decision making, relationship building, social awareness, and future outlook. Caregivers reported improvements in their child's mood, family and peer relationships, and focus and task completion. Families even found children to be more helpful at home. Teachers also found the program to be enjoyable and beneficial and shared commentary about their personal growth journey with the Colors program.



FLYING COLORS

Flying Colors is a new innovative project that enables meaningful engagement with digital learning materials by bringing together playful learning and social-emotional learning in a blended learning model to support 600 out-of-school and vulnerable refugee and host community learners (ages 7-12+) at levels P3 and P4 equivalent in Palabek Refugee Settlement. The aim is to enhance academic outcomes and increase integration of displaced children within host communities to foster cultural understanding.

Flying Colors integrates Colors of Kindness, Amal Alliance's EdTech solution that helps children ages 7-12 to develop the skills necessary to cope with the new and difficult emotions that accompany emergency situations and trauma, into Kolibri. Kolibri is Learning Equality's offline-first set of edtech tools for teaching and learning, designed for places without the Internet.

At the heart of Flying Colors is the creation of new curated learning materials called the "Flying Colors Bundle" which will focus on enhancing learning through play AND creating joyful learning experiences. What is particularly unique about this model is that true blended learning can occur: the newly created educator support materials will both enable meaningful engagement with learning materials within a learning platform, as well as facilitate project-based playful learning activities outside of the learning platform.

In partnership with Hopelink Action Foundation Uganda (HAF Uganda), the first cohort of learners began classes in May 2022. This new innovation, when supported through iterations in co-designing with the community and with the support of its evidence partner Innovations for Poverty Action, is designed to soar and scale.



LEVERAGING TECH



EdTech can play an important role in enhancing the learning experience, but cannot replace classroom instruction. Technology should not be the beginning and end of the modern learning experience, but rather, should support teachers and learners by humanizing and personalizing how they learn. In this rapidly changing world, it is especially critical that digital technologies be used effectively in a meaningful way that supports wellbeing, protection, and pedagogical application of teaching.

But, how do we empower teachers to leverage technology without losing the human connection?

We focus on 4 cornerstones that fulfill the promise of personalized learning in this digital era. They include first understanding the context to create a customized approach. Next building the capacity of the teachers' understanding of social and emotional learning, as well as how they must address their own wellbeing so it reflects in the learnings. Then we introduce skills through an SEL lens to help fill gaps in traditional learning methods. Finally, we leverage tech to enhance the experience and bring fruitful learning through a hybrid approach conducive to these unprecedented times.





CREATING A ROADMAP FOR WHOLE CHILD DEVELOPMENT

MIT SOLVE / LEAP

Amal Alliance was selected as a LEAP Project Host as part of the 2022 LEAP Challenge powered by MIT Solve, which sought to support organizations whose innovations bridge learning gaps for underserved children ages 2-12. Children in vulnerable contexts, such as girls and children experiencing humanitarian crises, made up a disproportionate number of youth outside of formal education systems prior to the pandemic. Two years later, pandemic school closures combined with political instability, economic uncertainty, and climate disasters have left these groups and millions more without access to quality education. In the wake of these learning disruptions, strong, evidence-based innovations are needed to re-engage students and provide them with the educational support they need to thrive.

CASE STUDY

With support from the Jacobs Foundation, four LEAP Fellows produced a case study documenting how Amal Alliance has scaled its SEL product, Colors of Kindness, both in formal and informal education settings. The case study focuses on the following key areas:

1. How did Amal build its evidence base?
2. How did Amal influence stakeholders in both formal and informal education settings?
3. Scaling Set Backs & Opportunities
4. Next Phase of Growth



The case study is an easy-to-digest project outcome, which has three key audiences in mind:

- **Founding Teams**
- **Governments**
- **Funders**

The case study is intended to serve as: 1) a public good that Amal will publicize and disseminate to other NGOs and stakeholders, and 2) a tool that Amal can use to continue its scaling journey.



RENEWING OUR COMMITMENT TO UNHCR'S GLOBAL REFUGEE FORUM (GRF)



Amal Alliance is a proud Member of the Global Refugees Forum (GRF) Education Alliance. Launched in Geneva in December 2019, the inaugural forum helped transform the aspirations of the Global Compact on Refugees into concrete action. At the High Level Officials Meeting in December 2021, we announced that we fulfilled the 4 pledges made at the inaugural GRF, and exceeded our initial goal fivefold.

In the lead up to the GRF 2023, Amal Alliance plans to renew their engagement and pledge their commitment to children worldwide. We are grateful to UNHCR and global education stakeholders for their ongoing commitments and partnership to work towards our collective goals.



PARTNERS AND SPONSORS—FINANCIAL TRANSPARENCY:

Platinum
Transparency
2023

Candid.

Amal Alliance is committed to financial transparency, and upholds Candid's platinum seal of transparency, with all our 990 forms online. All grants and contributions go directly to programming costs to serve our beneficiaries.



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Ladies Union of Drama

Second Tree

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EASEL Lab of Harvard Graduate School of Education

MIT Solve / LEAP

NYU Silver School of Social work

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Consortium for Street Children

COVID 19-Response Consortium

Future of Jobs Committee, G-20Y Association

Global Campaign for Education USA

Inclusive Education & Early Childhood CoP

INEE Early Childhood Dev. in Emergencies Task Team

INEE Teacher Wellbeing Reference Group

Institute of International Education Scholar Rescue Fund

Karanga, Global Alliance for SEL & Life Skills

NGO CoM Subcommittee on Children

UNHCR GRF Forum Primary Task Team

UNHCR Humanitarian Education Accelerator (HEA)

The Federation of Sustainable Development Orgs

THRIVE Coalition

Whole Child Development for Displaced Learners

OFFICE SPACE

Coalition Space, Flatiron NYC





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To all our partners,
sponsors, and
collaborators...

THANK YOU!







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