



IMPACT REPORT

Phoenix Space CIO
2025



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Alaa, 28, from Syria, was a graduate of the advanced level of the Digital Heroes course. She is now successfully utilising the skills learnt in this course, working for an Abu Dhabi based corporate.



Foreword:

Building pathways from education to opportunity for vulnerable and marginalised children and youth.

This year has been a profound reminder of how fragile so much in life can be. Conflict, displacement, economic hardship, and inequality have continued to disrupt education, limit opportunity, and create uncertainty for millions of people around the world. **For many young people, the path forward has become increasingly difficult to see.**

At the same time, the humanitarian sector is facing growing pressure. **As crises become longer, more complex, and increasingly interconnected, it is often young people who bear the greatest burden, facing not only disruption but the loss of stability, continuity, and opportunity.**

Yet amid these challenges, we have witnessed something deeply powerful: **resilience, determination, and an unwavering commitment to keep learning, growing, and moving forward.**

Across every community we serve, young people continue to demonstrate **extraordinary potential**. They are not defined by the crises they experience, but by their ambition, creativity, and determination to shape what comes next.

This belief sits at the heart of Phoenix Space. We believe education is more than access to learning. **It is access to opportunity.**

Education has the power to unlock potential, **but potential alone is not enough.** Too many young people complete programmes, courses, or degrees without access to the networks, experiences, mentorship, and pathways needed to **translate learning into meaningful futures. That is why Phoenix Space works to build pathways from education to opportunity.**

Through future-focused education, STEM and AI learning, digital upskilling, scholarships, educator training, and career readiness programmes, we help learners develop the skills, confidence, and support systems **needed to progress into higher education, employment, entrepreneurship, and long-term livelihoods.**

This year, we have seen this mission come to life in remarkable ways.

In Syria, we have witnessed communities entering a new chapter marked by both uncertainty and hope, with many young people beginning to return home and rebuild their lives after years of displacement. Through STEM education and digital upskilling programmes, we continue to invest in one of **Syria's most important assets for recovery: its people.** By strengthening skills, confidence, and opportunity pathways, we are supporting young people to contribute to the long-term recovery and development of their communities.

In Palestine, amid immense loss and disruption, we have witnessed extraordinary determination from students who refused to allow conflict to define the limits of their education. Through our **scholarships, higher education pathways, and our 'Education to Livelihoods' programme,** students have continued their academic journeys at leading universities while building the skills, networks, and professional experience needed to shape their futures.

These students are studying medicine, engineering, technology, public health, business, and other critical fields. They are future doctors, engineers, educators, researchers, entrepreneurs, and leaders. Through their academic and professional journeys, they are building the expertise needed not only to transform their own lives but to contribute to the **long-term recovery, resilience, and development of their communities.** This reflects a principle that increasingly guides our work: **long-term recovery depends on human capital.**

Communities affected by conflict and displacement need more than aid alone. They need **opportunities.** They need **strong education systems.** They need skilled professionals, capable educators, innovative entrepreneurs, and future leaders equipped to **strengthen institutions, rebuild economies, and drive sustainable development.**

Our role is to help create the pathways that make this possible. At the same time, we recognise that lasting change cannot be built from the outside. It must be built **with and led by communities.**

Local organisations, educators, and community leaders are not simply delivery partners. **They help shape programme design, inform decision-making, and guide the direction of our work.** By investing in local capacity and adapting programmes to local realities, we aim to strengthen systems that can continue to grow, adapt, and **endure long after individual projects have ended.**

This commitment remains central to our mission: **strengthening pathways, investing in people, and supporting communities to shape their own futures.**

To our partners, educators, supporters, and team, thank you for making this work possible. **And to the young people we serve,** thank you for reminding us every day that potential and hope exist everywhere, even when opportunity does not.

The challenges ahead remain immense. But so does the potential of the next generation, and it is in that potential that we continue to place our hope.

WORDS FROM OUR CEO

2025 was a year of humility.

As an educational organisation focused on creating cutting-edge opportunities for underprivileged children and young people, we have, since our inception, been preoccupied with two fundamental questions: **What should we be teaching the next generation in a world defined by transformational change and growing uncertainty? And how can we scale our interventions to reach those who need them most?**

Time and again, we are reminded that uncertainty and precariousness are not abstract concepts. They are **fundamental realities for many of the children and young people we work with**. For countless students, instability has always been a defining feature of their lives. **Many have known no other reality.**

Six years ago, we delivered our very first class to Syrian children in Istanbul, young people who had left their homes so early in life that many could barely remember Syria. Since then, our work with Syrian refugees has expanded across Turkey, Lebanon and Jordan. In 2025, we reached an extraordinary milestone: **launching our first project inside Syria itself**. For the first time, our students are no longer refugees, hearing about their country from the place of exile - they are the future builders of a New Syria. **We are incredibly proud to be supporting the development of Syria's human potential and contributing, in our own way, to the country's reconstruction and recovery.**

The past year also added a new dimension to our work: **crisis response and resource mobilisation**. One of our greatest challenges was coordinating a complex network of civil society organisations, foundations, more than **30** universities, and government agencies to facilitate the safe exit of over **100** students from Gaza and their dependents. These young people had earned places at UK universities, and most of them received scholarships, logistical assistance, visa support, or post-evacuation support through our programmes and partnerships.

It was a profoundly humbling experience to work alongside so many dedicated partners in pursuit of a common goal. Yet the most humbling part of all was welcoming the students to the UK and hearing their stories, their dreams, aspirations, and determination. We were deeply moved by their courage, dignity, and resilience in the face of unimaginable hardship. We are confident that these young people will excel academically and go on to make significant contributions not only to the communities in which they now live and study, but also, one day, to the reconstruction and rehabilitation of Gaza.

At a time marked by geopolitical instability, compounding crises, deepening polarisation, and profound global shifts, our belief remains unchanged: young people are the most powerful catalyst for building societies that are most resilient, adaptive and hopeful. Whether in Gaza, Syria, Jordan, Kenya, or elsewhere, our work is ultimately about unlocking the immense potential of human capital.

We may not be able to eliminate uncertainty. What we can do is equip young people with the knowledge, skills, confidence, and agency to navigate it, and ultimately to thrive despite it. In doing so, we invest not only in individual futures, but in the future of entire communities and societies.

Alevtina
Nepomniachtchikh
Founder & CEO

Impact Since Inception-2019



2,741

People
Impacted



8-35

Students
Ages



14

Programmes
Developed

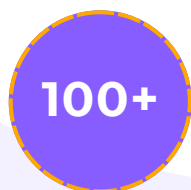


58%

Gender Split of
Beneficiaries



42%



100+

Scholarships Funded
for Palestinian
Students



70+

Successful
Projects
Completed



40+

Successful Local
Partnerships



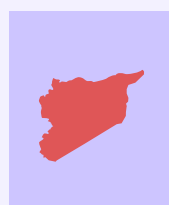
60+

Local facilitators
participated in
capacity building

Global Reach

We partner with local NGOs, organisations, and communities in Ukraine, Italy, Syria, Lebanon, Palestine, Jordan, Turkey, Egypt, Kenya, the United Kingdom and Poland.

Highlights:



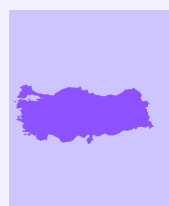
Syria



Palestine



Jordan



Turkey



Kenya



Thailand



Phoenix Space Scholars from Gaza at University in the UK



About Phoenix Space

Vision

A world where every young person, regardless of circumstance, has access to the tools, knowledge, and confidence to shape their future and build resilient, innovative communities.

Mission

Empowering underserved children and youth to become self-reliant, creative, and adaptable agents of change in their communities with access to future-ready education, digital skills, and structured pathways to higher education and decent work.

We enable learners to use their skills to strengthen their communities, support recovery, and contribute to more resilient local systems.

2,741

Students

40+

Key Partnerships

A student in the Zaatari Refugee Camp participating in AI training for business.



Phoenix Space Scholar from Gaza now studying MSc, Applied Digital Health at Oxford University.



Teachers in Thailand engaging in educator training focused on digital and AI tools to enhance STEM pedagogy, improve classroom experiences, and reduce work load.

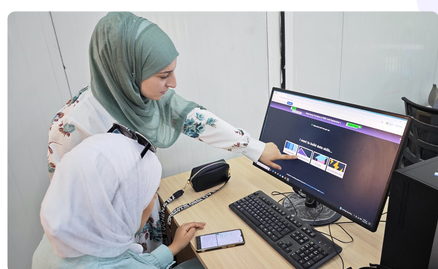


Youth in Syria are enhancing their digital skills to meet labour market demands, preparing for entry-level jobs in the digital sector.



What We Do

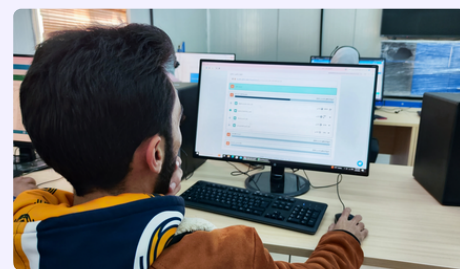
Education → Opportunity →
Livelihoods → Recovery



Student in Zaatari Refugee Camp participating in AI upskilling for business.



Phoenix Space Scholar from Gaza at University in the UK.



Student in the Zaatari Refugee Camp participating in career readiness training in collaboration with **PwC Middle East**.



Empowered Individuals

Young people gain the skills, confidence, networks, and agency needed to pursue education, employment, entrepreneurship, and leadership opportunities.



Pathways to Opportunity

Learners are connected to scholarships, higher education, mentorship, internships, and employment pathways that enable them to build sustainable livelihoods and contribute their expertise to the recovery and development of their communities.



Future-Ready Systems

Through teacher training, institutional partnerships, and community-led delivery models, we strengthen local education ecosystems and build capacity for long-term sustainability.



Thriving Communities

As individuals succeed, families and communities benefit from stronger local talent pipelines, greater economic participation, and increased resilience to drive their own development and recovery.



Teachers in the Amman who took part in STEM Spark training.

What We Are Trying to Solve



A System That Stops at Access

Across conflict-affected, low-resource, and underserved communities, millions of young people face the same challenge: **access to education without access to opportunity.**

While progress has been made in expanding access to education, pathways into higher education, **employment, and sustainable livelihoods remain out of reach for many learners.** Education programmes in fragile contexts often **prioritise enrolment and short-term outcomes,** leaving learners **"schooled but unprepared"** with qualifications that **do not always translate into employment, innovation, or leadership.**

Many young people remain **disconnected** from the scholarships, networks, practical experience, and professional opportunities **needed to progress into sustainable livelihoods.** As a result, communities lose valuable talent and drivers of economic development and recovery, **while young people struggle to convert their education into meaningful opportunities.**

At the same time, employers increasingly seek digital literacy, problem-solving, adaptability, communication, and technical skills. For many young people affected by conflict, poverty, and exclusion, **access to these capabilities and opportunities remains limited, creating a growing skills gap between education and employment.**

Future-Ready Educators

In many crisis-affected and underserved communities, education systems are stretched thin. Teachers work with **limited resources, inconsistent training, and disrupted classrooms, often taking on responsibilities that extend beyond teaching.**

They are expected to foster digital fluency, critical thinking, creativity, and adaptability, yet often **lack the support needed to do so effectively** in low-resource or rapidly changing environments.

As a result, even where access to education exists, the **development of relevant skills and capabilities does not always follow.** Learners may remain disconnected from the in-demand skills needed to progress.

Investments in infrastructure, policy, or technology alone are not enough. Without educators equipped to adapt, guide, and prepare learners for real-world complexity, progress is difficult to sustain. Strengthening teacher support and professional development is essential to closing the gap between education and opportunity.



Our Response

From Learning to Opportunity

What distinguishes Phoenix Space is not only what we teach, but how we enable progression. Many organisations provide access to education. Many deliver training. **Phoenix Space builds pathways.**

We believe that education alone is not enough. Learners also need the skills, networks, guidance, experiences, and opportunities that allow them to translate learning into meaningful futures. **Our role is to bridge the gap.**

We do this by connecting learners to integrated pathways that combine:

- Portfolio-building, internships, and work experience
- Career readiness and employability training
- Mentorship and industry engagement
- Access to scholarships and further education
- STEM, digital, and future-ready skills development
- English language and professional communication

Rather than delivering isolated interventions, **we design ecosystems of support around learners.** We work with educators, universities, employers, industry professionals, and local partners to ensure that learning is connected to **real-world opportunities and long-term progression.**

This approach is particularly important in communities affected by conflict, displacement, and economic exclusion, **where talent often exists but pathways do not.**

Our role is to:

- Design personalised learning and progression pathways
- Connect education to labour market systems
- Open access to higher education and employment opportunities
- Strengthen confidence, agency, and professional networks
- Foster curiosity, adaptability, and lifelong learning

Ultimately, our goal is not simply to help learners access education. It is to help them convert education into opportunity, opportunity into livelihoods, and livelihoods into long-term resilience, recovery, and community-led development.

Strengthening Educators, Strengthening Systems

Teachers are the link between curriculum and classroom experience, between learning and opportunity, and between educational investment and long-term impact.

To address system-level barriers, Phoenix Space works directly with educators to strengthen their ability to deliver engaging, learner-centred, and future-focused education.

Through contextualised training, educators develop practical approaches to STEM education, digital skills, AI literacy, project-based learning, and inclusive pedagogy. Ongoing support helps teachers adapt these approaches to their local contexts and respond to evolving learner needs.

By investing in educators alongside learners, **we strengthen local education systems, improve learning outcomes, and increase the long-term sustainability of impact.**





Our Response

Learner and Community-Centred

The communities we serve are diverse, but many face common challenges: displacement, economic exclusion, limited educational resources, and restricted access to professional opportunities.

Our approach places learners, educators, and communities at the centre of programme design.

Through needs assessments, labour market analysis, and local partnerships, we identify:

- Learner aspirations and barriers
- Existing skills and specialisations
- Employment and opportunity gaps
- Local infrastructure and resource realities
- Community and workforce priorities

We use these insights to build tailored pathways that respond to local realities while supporting long-term development goals.

Building the Foundations Early

While our immediate focus is on helping young people access opportunities, we recognise that the foundations for future success are built long before employment.

Through STEM education, digital learning, and hands-on, project-based experiences, Phoenix Space helps children develop the curiosity, confidence, creativity, critical thinking, and problem-solving abilities that underpin lifelong learning.

We see STEM not as an end in itself, but as a powerful tool for developing essential capabilities. Through STEM learning, children learn to analyse challenges, test ideas, collaborate with others, and design solutions. These skills are critical not only for future careers but also for active citizenship, continued learning, and participation in society.

By fostering these capabilities from an early age, we help lay the foundations for future educational achievement, decent work, innovation, and leadership.

Creating Generational Change

Our vision extends beyond individual programmes or short-term outcomes.

We believe that when young people can access education, opportunity, and meaningful livelihoods, they strengthen their families, contribute to their communities, and create better opportunities for future generations.

By supporting children to develop foundational skills, helping young people access pathways to scholarships and employment, and equipping educators to deliver future-focused learning, Phoenix Space is helping build the human capital needed for long-term resilience, recovery, and sustainable development.



Our Process

Our process supports each learner's journey, from understanding their starting point to achieving meaningful outcomes.



Evidence, Not Assumptions

Mapping Needs & Opportunity:

We assess learners and communities holistically in collaboration with partners on the ground to identify skills, aspirations and barriers to understand the gap between potential and opportunity.



Insight-Led Design

Shaping Pathways:

We translate insights from our partners and key learnings from past courses to tailor pathways, aligning curricula, support systems, and progression routes with learner ambitions, community needs, partner ambitions and real-world demand.



Integrated Learning Delivery

Building Skills & Readiness:

We deliver technical training alongside employability, mentorship, and real-world exposure, ensuring learning is directly connected to opportunity.



Transition to Opportunity

Enabling Progression:

We support learners to convert skills into outcomes, through access to higher education, work experience, employment, and income-generating pathways.



Long-Term Impact

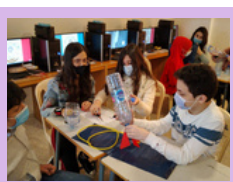
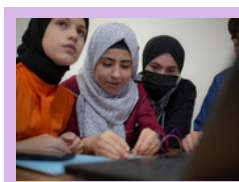
Sustaining Change:

Learners achieve economic independence, gain globally relevant skills, and reinvest in their communities, driving resilience and long-term development.



Our Students' Journey

Comprehensive and diverse programmes offering an array of 21st century skills to individuals of all ages.



8 Years Old

35+ Years Old

STEM Skills and Machine Learning

Advanced Digital & AI Skills

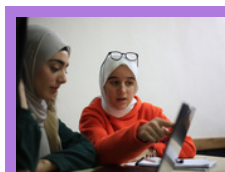
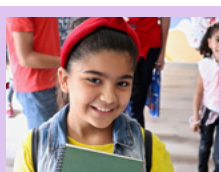
English Proficiency

Scholarship Aid

Career Training/Mentorship

Work Experience

AI Teacher Training



Empowerment Through Education **Phoenix Space's Course Categories**

Pathways to Opportunity

Supporting transitions into higher education, mentorship, employment readiness, internships, and professional development opportunities.



Future-ready learning

Supporting access to STEM, AI, digital, analytical, and applied scientific skills that prepare learners for the evolving global economy.



Educator and Local Capacity

Working with educators and partners to strengthen the delivery of relevant, context-driven education in low-resource environments.



Where We Are Headed

We believe long-term educational transformation requires more than isolated interventions. It requires learning systems that help young people build the skills, confidence, adaptability, and pathways needed to navigate a rapidly changing world.

Our future direction focuses on four interconnected areas:

1. Education as a Pathway to Opportunity

Phoenix Space connects learning to long-term progression.

Across our programmes, we support pathways into:

- higher education
- employability
- digital careers
- innovation
- and community leadership

We believe education should not only prepare young people to access opportunity — but to create it.

4. Institutional & Systems Partnerships

We work with NGOs, schools, governments, universities, and development partners to support scalable educational implementation.

This includes:

- curriculum partnerships
- teacher training
- organisational capacity building
- digital upskilling
- employability pathways
- hybrid and low-resource learning models

Our goal is to help partners create sustainable, locally adaptable learning systems.

2. Future-Ready Learning Pathways

We develop STEM, digital, and applied learning programmes that strengthen:

- problem-solving
- creativity
- digital fluency
- collaboration
- adaptability
- learner agency

3. Teacher & Educator Empowerment

Teachers are central to scalable educational impact.

Phoenix Space increasingly supports educators through:

- hands-on pedagogy
- student-centred learning approaches
- digital and AI-supported teaching tools
- adaptable classroom strategies
- professional development and capacity building

By strengthening teachers, we strengthen the wider educational ecosystem.



Student participating in the
High Altitude Balloon Camp,
Jordan



Sustainable Development Goals We Contribute To

1 NO POVERTY



Creating pathways to sustainable livelihoods that enhance employability, income potential, and social mobility, helping individuals and families break cycles of poverty.

4 QUALITY EDUCATION



Delivering future-focused education and strengthening learning ecosystems to expand access to inclusive, high-quality learning opportunities.

5 GENDER EQUALITY



Providing equitable access to education, mentorship, and career pathways that empower girls and women to thrive in high-growth sectors.

8 DECENT WORK AND ECONOMIC GROWTH



Connecting young people to higher education, mentorship, internships, and employment pathways that reduce youth unemployment, close skills gaps, and foster economic growth.

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



Equipping future talent with the skills and networks needed to contribute to innovation, emerging industries, and resilient economies.

10 REDUCED INEQUALITIES



Expanding access to education and employment opportunities for underserved and displaced communities, helping overcome barriers to social mobility.

11 SUSTAINABLE CITIES AND COMMUNITIES



Investing in local talent and opportunity to strengthen community resilience and support more inclusive and sustainable communities.

13 CLIMATE ACTION



Empowering young people with the knowledge and skills needed to address environmental challenges and strengthen climate resilience.

16 PEACE, JUSTICE AND STRONG INSTITUTIONS



Promoting social cohesion, resilience, and long-term stability by empowering young people and strengthening local education ecosystems.

17 PARTNERSHIPS FOR THE GOALS



Building cross-sector partnerships that expand opportunity, strengthen local ecosystems, and maximise collective impact.



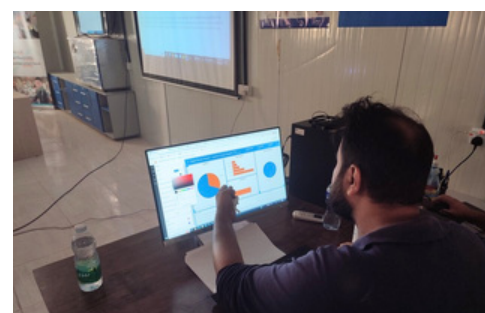
Phoenix Space Scholar from Gaza with her dependents on her way to university in the UK.



Phoenix Space 'Education to Livelihood' programme fellow from Gaza reunited with his family now studying at university in the UK.



Phoenix Space Gazan Scholars at the Houses of Parliament.



Student in Zaatari Refugee Camp participating in AI Prompt Engineering career readiness training.



A Year In Review

Year In Review- Highlights



40

Youth in Syria provided with digital upskilling courses aligned with entry-level roles and career readiness training.



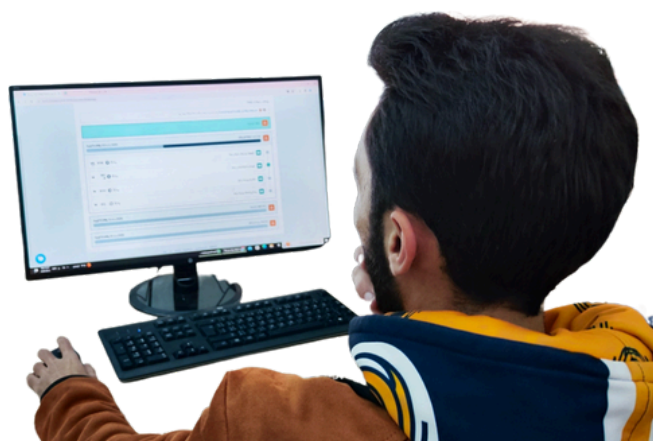
100

Youth across Syria and Palestine were equipped with English language training for educational and professional settings.



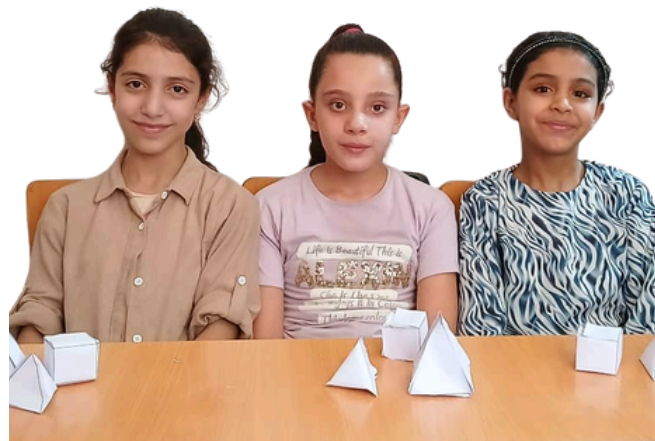
44

Under-resourced & refugee youth across the Middle East received career readiness and digital skills training in partnership with **PwC Middle East**.



120

Children in Syria took part in foundational STEM education learning.



Year In Review- Highlights

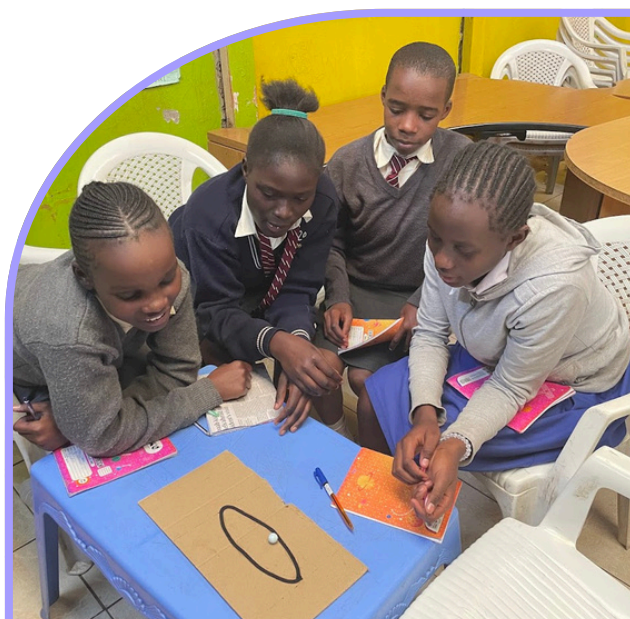
250

Vulnerable girls in
Kibera, Kenya
empowered with hands-
on STEM education.



20

Under-resourced children in
Kisumu, Kenya empowered
with foundational STEM skills.



*Unlocking
Potential
Across
Africa*

Programme Spotlight: Teacher Training for AI Powered Classrooms

Displacement, conflict, economic pressure, and chronic underinvestment have left many education systems stretched thin. Teachers often work without resources, while curricula struggle to keep pace with a rapidly changing, digital world.

Teachers are the human infrastructure of education systems, the link between policy and practice, and between learning and opportunity. Strengthening their capacity multiplies the impact of every other intervention.

Programme Impact at a Glance

31 Local facilitators trained in AI tools	100% From marginalised communities
1,500 Students directly impacted	93% Feel more confident engaging students
86% Feel better equipped to create fun curricula	40:1 Student-teacher ratio

Programme Spotlight: Yala, Thailand

Yala, in Thailand's Deep South, is one of the country's most underserved regions.

Phoenix Space launched Training for AI-Powered Classrooms to equip educators with practical digital and AI tools, including Desmos, ChatGPT, and Mathigon, alongside student-centred teaching approaches.

Through AI-assisted lesson planning, simulations, and interactive methods, teachers deliver more engaging, inclusive, and differentiated learning. These tools also reduce administrative workload, improve efficiency, and help mitigate burnout, allowing teachers to focus on what matters most: **teaching and student engagement**.

Crucially, educators are empowered to design and lead their own STEM programmes, **enabling the organic growth of locally driven, inclusive STEM ecosystems in communities historically underrepresented in these fields**.



Programme Spotlight: Leap Higher - Opening Global Opportunities for Exceptional Palestinian Students

Through a portfolio of scholarship and university preparation programmes, Phoenix Space, alongside our partners, has supported a total of **118** exceptional Palestinian students, predominantly in Gaza, to access leading universities worldwide, safeguarding critical human capital and ensuring talent is not limited by circumstance.

We also supported **80** students in Palestine through dedicated university preparation programmes, creating structured pathways into higher education, as well as access to global competitions to strengthen their academic profiles.

Our model provides end-to-end support, from **mentorship and application guidance to full or partial financial coverage, including tuition fees, living expenses, visas, Immigration Health Surcharge (IHS), and travel.**

Beyond financial support, scholars receive **post-arrival assistance and access employment readiness programmes and work placements**, ensuring a smooth transition and enabling long-term, sustainable livelihoods.

Our approach goes beyond access, building pathways that empower students not only to reach world-class institutions but to succeed and thrive after their degrees are complete.

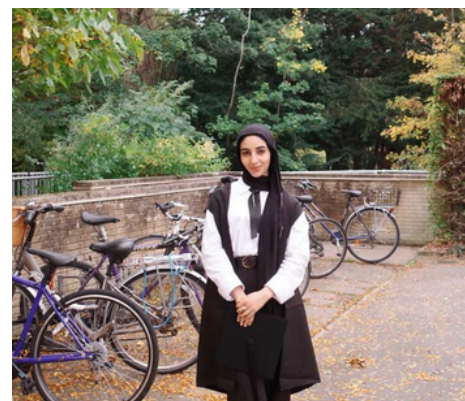
Highlights:



BA, History and Politics, Phoenix Space Scholarship Holder



Launchpad students at International Olympiad on Astronomy and Astrophysics, India



MSc, Applied Digital Health, Phoenix Space Scholar



BA, Electronics and Electrical Engineering, Phoenix Space Scholar



MSc, Public Health, Phoenix Space Scholar



BEng, Biomedical Engineering, Phoenix Space Scholar

Our Scholars' Journey from Gaza – Through Their Eyes





Stories of Transformation

Stories of Transformation

Dana | Palestine → UK

Turning Barriers into Pathways to Higher Education

Dana is a high-achieving Palestinian student who ranked second nationally in her high school exams. After being accepted to a UK university, the outbreak of the genocide in Gaza left her unable to take up her place due to financial and logistical barriers.

Through a structured needs assessment, Phoenix Space identified the urgent support required to enable her transition into higher education. We advocated for **fee waiver reductions with her university and secured additional funding to cover tuition, living costs, and travel, ensuring she could take up her place in the UK.**

Alongside this, we provided **holistic post-settlement support**, including **academic guidance**, access to **learning materials**, and **referrals for medical and mental health support**, as well as essential **WASH** items, **cash** assistance, and multipurpose **vouchers**.

Dana is now studying Biomedical Engineering at a university in the UK. She is focused on developing innovations in prosthetics, applying **her academic journey toward real-world impact and long-term contribution to her field and her community.** Dana has recently enrolled in Phoenix Space's **Education to Livelihoods Programme**, focused on supporting Phoenix Space students' transition into the labour market.

“

...Phoenix Space didn't just fund my studies-it revived the parts of me that the war had silenced. It reminded me that even from ashes, new beginnings can bloom. Through this opportunity, I've found not only a path back to education, but also a deeper sense of purpose: to grow, to heal, and one day to help rebuild the home that raised me.



Stories of Transformation

Mohammad | Zaatari Refugee Camp

Creating Pathways to Future Innovation

Mohammed is a Syrian refugee living in Zaatari Refugee Camp in Jordan. Before joining Phoenix Space, he had limited access to structured STEM learning opportunities.

Through our structured needs assessment, we identified the importance of providing safe, engaging, and hands-on learning environments for younger learners affected by displacement.

Mohammed joined our STEM Spark programme, designed to nurture curiosity through experiential, project-based STEM learning. The programme created a safe space for exploration, experimentation, and discovery, helping learners rebuild confidence in their ability to learn.

Following participation, **96% of students reported being more motivated to learn STEM subjects, reflecting a significant shift in engagement and interest across the cohort.**

Students also demonstrated a strengthened sense of self-belief, with **92% stating that they now believe they can figure anything out if they try hard enough.**

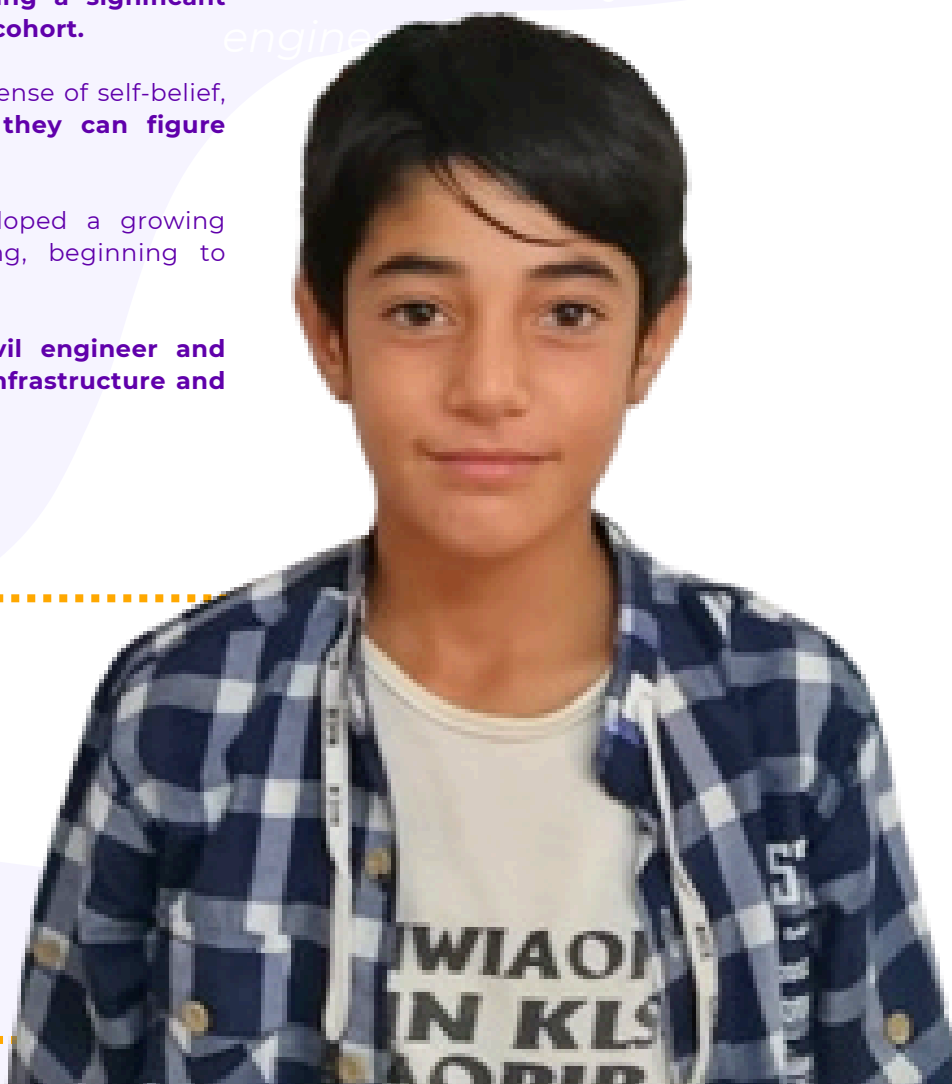
Through this experience, Mohammed developed a growing interest in engineering and problem-solving, beginning to connect learning with real-world challenges.

Mohammed now aspires to become a civil engineer and return to Syria to contribute to rebuilding infrastructure and supporting community recovery.

I want to study civil engineering

“

I want to study civil engineering to help rebuild my country, Syria.



Stories of Transformation

Ahmed | Turkey

Turning Potential into Global Impact: From Displacement to Silicon Valley

Ahmed is a Syrian national who entered Turkey on a tourist visa. While completing high school, he worked informally, earning approximately \$30 per month. He aspired to progress into higher education and build a career in technology.

Through a structured needs assessment, Phoenix Space identified gaps in his technical skills and aligned his learning pathway with his academic and professional ambitions.

He was supported through curated participation in **PwC Digital Heroes and the Python Pioneers programme**, focusing on **data analytics, digital literacy, and programming**. His learning included **Python, data analysis, and tools such as Power BI, Alteryx, Excel, and PowerPoint, delivered through applied, project-based learning**.

With additional financial support from the **Syrian Youth Empowerment Group**, Ahmed was able to progress to higher education, securing an undergraduate scholarship in the United States.

Ahmed is now studying at **Haverford College** and has continued to excel academically and professionally. He has contributed to award-winning projects at international hackathons, engaged in AI research and publications, and completed a software engineering internship at Google, fulfilling a long-held ambition and furthering his goal of using technology to create meaningful change. **His work focuses on developing technology solutions that support refugees and underrepresented communities.**

“

I believe all the challenges I've faced have shaped me into the person I am today: resilient, ambitious, and compassionate. Forced displacement and limited resources may have taken parts of my childhood, but they never diminished my ambition. Today, my dream of pursuing higher education and making a positive impact has become a reality.



Stories of Transformation

Souad | Lebanon

Turning Skills into Careers: Access to Employment-Ready Skills

Souad, a student from Lebanon, joined Phoenix Space **seeking market-ready digital skills** to build a career in the tech sector.

We used a structured needs assessment to identify her aspirations and skill gaps, then mapped her to a tailored learning course to support her ambitions.

Phoenix Space supported her into the PwC Digital Heroes Course- an employment readiness programme delivered in partnership with PwC Middle East, focusing on **data literacy, analytics tools, and workplace readiness**. The programme combined technical training with real-world exposure.

Souad's strong performance led to an **internship at PwC Middle East** as a **Consulting Intern in Financial Services**.

She is now working as an **AI and Software Engineer**, applying the technical foundations gained through her learning and early professional experiences. She has also founded **Dalili.link**, a platform focused on building user-centred AI solutions, including voice assistants, recommendation systems, and natural language processing tools.

Skills Gained:

“

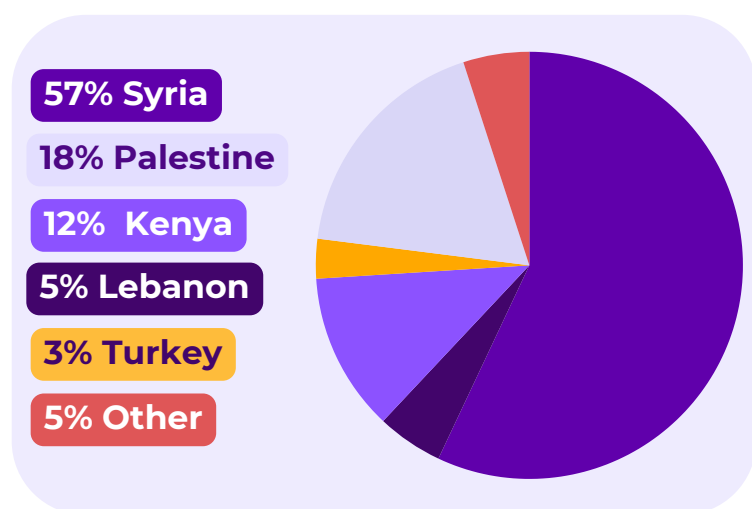
The skills and insights I gained during my time at PwC have prepared me for the dynamic nature of the tech industry the experience has also expanded my network and opened doors.



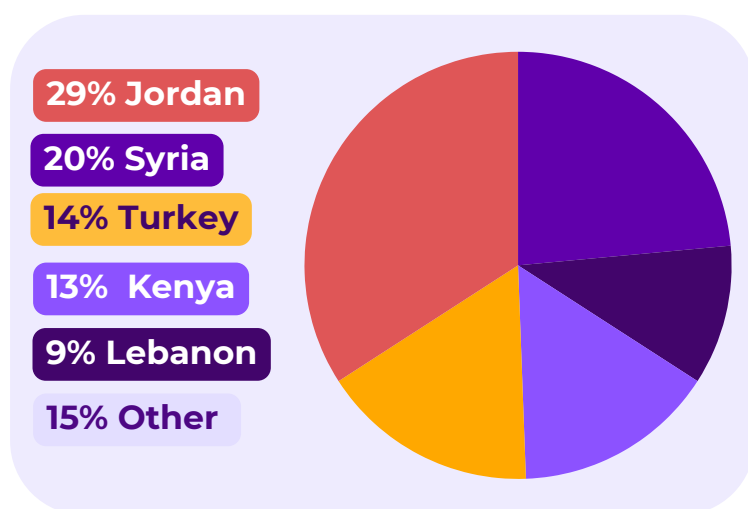
Our
Community

Our Student Demographics Since Inception- 2019

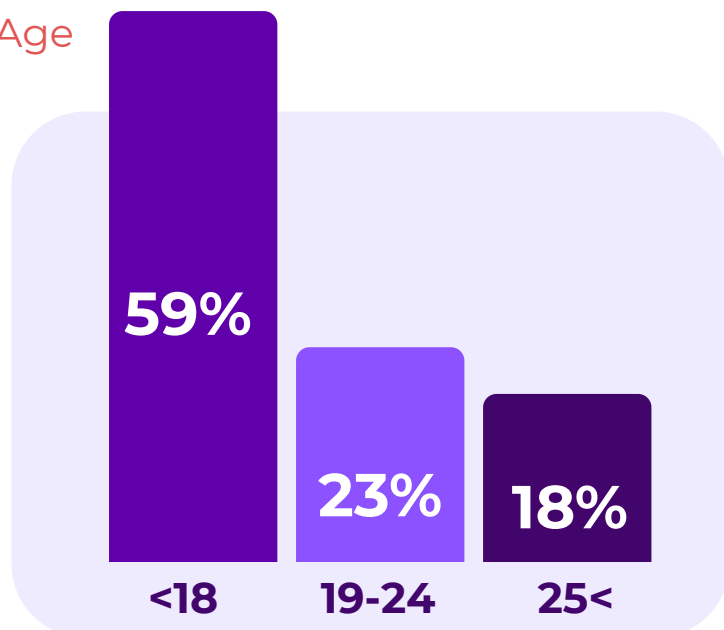
Our Students' Country of Origin



Our Students' Country of Residence



Age



“

I'd like to be a Chemical Engineer in the future. I went home after the composite material lesson and asked my father to help me make the ice and textile experiment. It was so fun!

Qusai, 11, M, Za'atari Refugee Camp Jordan

Students participating
in Balloon Camp in
Kilis, Turkey

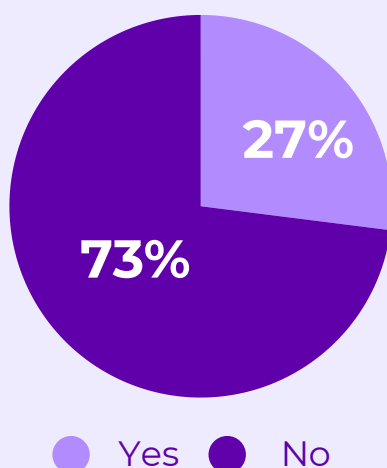


Our Student Demographics Since Inception- 2019

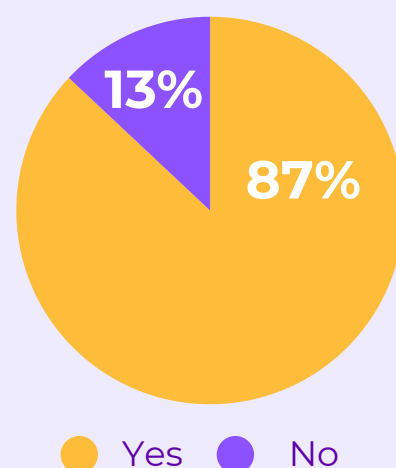
People
Empowered



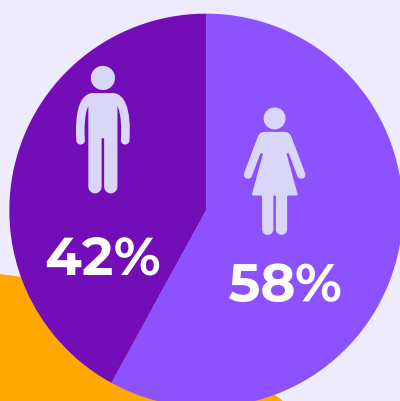
Children with Gaps
In their Education



Students Affected
by Conflict



Gender Split



Student
participating in
STEM Spark
Za'atari Refugee
Camp, Jordan



Meet Our Partners



Education and upskilling is one of our key focus areas in our Corporate Sustainability strategy. We are committed to helping young talent to acquire and develop the right skills to meet the changing needs of the job market and address the impact of digital disruption. I am pleased that we could use our capabilities and expertise to create a positive influence on the students, and I am looking forward to continuing this collaboration with Phoenix Space team.

Roland Hancock

Education Partner and Chief Sustainability Officer at PwC Middle East



At the Syrian Society for Social Development(SSSD), we believe Syria's greatest infrastructure is its youth-not concrete and steel, but curiosity, resilience, and the courage to ask 'why?'. In partnership with Phoenix Space and with the generous support of Gulfsands, our STEM Spark initiative is lighting the first sparks of a knowledge-led recovery. Through hands-on science, creative problem-solving, and digital literacy, we're not just filling classrooms- we're cultivating a generation of thinkers, builders, and future leaders ready to reimagine Syria's tomorrow.

Because when a child in Aleppo builds a paper rocket and learns it falls at the same rate as a feather in a vacuum, they're not just discovering gravity- they're discovering their own potential.

SSSD (Syrian Society for Social Development)

Team Lead



During our partnership, we have constantly been impressed by the professionalism, commitment, and passion of the team of Phoenix Space. Their ability to mobilise resources locally and organise the delivery of the programmes has played a key role in the success of our joint projects.

We particularly appreciated the deployment of the STEM Spark project, a programme including some of our education resources, which not only met its objectives but also had a significant impact on the community. Their collaborative approach with the local partners and us, and attention to detail, made all the difference.

Marie-Claire Certiat

Programme Director Airbus Foundation



It has been a tremendous journey in learning and understanding the challenges students face in conflict zones. Working with Phoenix Space has been an amazing experience and made it viable to find solutions and opportunities for students from Gaza...

Dr Kamran Yunus

Director of Admissions, Downing College Cambridge at University of Cambridge

PHOENIX SPACE TEAM

Our Board of Trustees



Murray Shanks

Murray is a circuit judge. He hears serious criminal cases in the East End of London at Snaresbrook Crown Court and employment and freedom of information cases in Tribunals. Until his appointment in 2009 he was a commercial and employment law barrister and he sat as a judge in the West Indies between 2000 and 2005. Murray has been involved with Prospero World for eight years. Formerly he was a trustee of Crisis, the single homeless charity, for six years and a volunteer and trustee for the Fulham Legal Advice Centre for 20 years. Apart from his time in the West Indies he has lived all his life in London.



Paul Bartram

Paul Bartram has been in Investment Banking for twenty four years, focusing on helping clients strategise on next steps within their businesses and maximise their company potential. Prior to his current role he worked in the bond markets for nineteen years at JPMorgan, Dresdner Kleinwort Wasserstein and Goldman Sachs, in both London and New York. In his charitable endeavours Paul has worked closely with the charity Ickle Pickles for premature babies, and is currently on the board and Treasurer of the Elfrida Society for the Learning Disabled. Paul holds a BA Hons in Philosophy, Politics and Economics from the University of Oxford.



Dr. Simon Foster

Dr. Simon Foster is a Solar-terrestrial physicist and lecturer based at Imperial College London. His area of specialism is Total Solar Irradiance. In addition, Dr. Foster is also active in the public engagement activities of Imperial College London and is a frequent contributor in the media in the areas of space science and physics.

Our Board of Advisors



Basem Abu Dagga

Basem has over two decades of extensive leadership experience in the education and investment sectors across the GCC and North America. His primary passion is education, whereby he has driven PE/VC investments and executed operational growth strategies. Basem has advised over 600M AED of M&A investments for a diverse range of organisations and orchestrated various improvement and development plans with his extensive network of over 250 school owners and high-net-worth individuals. Currently, Basem is involved in the EdTech sector after seeing 300 startups and launching the First EdTech focused Venture Collective in the region. His passion for creating value and transforming education inspired the launch of several new ventures, including The Learning Curve Holdings, ReimaginED Collective, Aster Club Global Partners and LBS Catalysers. He has recently been an active Mentor, Judge and speaker at international conferences and forums with a Venture Capital investment drive.



Muaz Kadi

Muaz has over 18 years of leadership experience as an entrepreneur and investor in the real estate and investment sectors across the Middle East, Turkey, and the UK. He has spearheaded the delivery of more than 400 residential and hospitality units, while also founding a property management firm and a construction company to achieve full vertical integration, enhancing efficiency, quality, and value creation. In addition to his entrepreneurial ventures, Muaz serves as a board member across several companies in multiple jurisdictions. He holds a Bachelor of Business Administration (BBA) and has completed executive education programs at leading global institutions including London Business School, INSEAD, IMD, MIT, and Harvard.

The Core Team



Alevtina Nepomniachtchikh
Founder & CEO

Alevtina is an avid supporter of social impact initiatives with a focus on education and youth empowerment. She is the founder of Phoenix Space. Alevtina is also a film producer and founder of Open Citadel Media. Alevtina has previously worked in the finance industry for over a decade, starting her banking career at Citigroup. Alevtina is a graduate of Oxford University with BA in Modern History and Economics.



Berenika Rozanska
Strategic Development

Berenika has extensive experience in developing and managing small- and large-scale projects and organisational structures. She has a long track record of rapidly scaling projects to improve the lives of the most vulnerable globally. She holds an MA in Cultural Studies from the University of Wroclaw, Poland. An explorer, adventurer, organiser, visionary and a connector.



Safa Al Ashqar
General Manager

Safa is a fellow of TechWomen, an initiative of the Department of State of the US focused on STEM for social entrepreneurship through SDs. A fellow of the Harvard Graduate School of Education. Safa was also the regional manager of the MENA region of Level Up Village in New York, which fosters collaborative STEM education projects between students around the world..



Sarah Gonzalez
Head of Impact

Sarah is professionally focused on impact strategy and measurement and evaluation (M&E) process within the social sector, primarily focused on international development and education. Sarah became a CPA in 2008 and worked for PwC and The Carlyle Group for more than a decade. She holds degrees in Accountancy and Finance from Tulane University and a Master of Evaluation from the University of Melbourne.

The Core Team



Alex Dutton
Head of Education

Alex leads the development of PS' educational offerings. He has travelled the world and taught science and maths, developing educational contents in electronics, maths and physics, and astrophotography. He holds a Bachelor's and Master's degree in Astrophysics from University College London, where he studied space science.



Nazeer Sabbagh
Education Lead

Innovative and accomplished STEM leader with a deep history in teaching, tutorials and supporting both Lecturers and academics to inspire the next generation into STEM-led learning. Currently pursuing a Master's in Nanobiotechnology in Italy, brings 15+ years of existing experience delivering, upgrading, and creating STEM curriculums, with support to laboratories and experimental research projects. Passionate about pushing STEM learning, development, and academic research from the development of curriculums and STEM programmees through to delivering tutorials.



Kamil Mousselli
Empower Partnerships

Kamil Mousselli is a seasoned professional with over 8 years of experience in programme and project management, dedicated to youth empowerment and community development. With extensive expertise in this field, he has demonstrated a strong commitment to leveraging technology and collaboration for social impact. Armed with dual master's degrees in Business Administration and Engineering Management, he has honed his skills as a versatile programme manager across various INGOs and NGOs. This background equips him to drive meaningful, sustainable change in diverse settings, implementing initiatives in various regions to empower youth and foster community development.



Mike Gopal
Head of Partnerships & Development

Mike is originally from London and has worked in several global locations before settling in Dubai in 2014. Passionate about delivering positive change, he is a management consultant who today works with both established and emerging technology brands. Specializing in growth and marketing strategies his previous experiences with brands like Microsoft, Boston Consulting, and British Telecom have equipped him with a wide range of skills.



Katelyn Bell
Head of Fundraising & Communications

Katelyn is dedicated to promoting sustainable humanitarian initiatives. She interned with the Chaffinch Trust while studying International Development and Politics at the University of Stirling, and subsequently earned a BA Honours degree in Social Sciences from Napier University in Edinburgh.



www.phoenixspace.org

Contact us: info@phoenixspace.org

Phoenix Space is a registered charity in England and Wales,
Charity Number: 1206724.