

COMPANY REGISTRATION NUMBER 07079874

A PARTNER IN EDUCATION

A COMPANY LIMITED BY GUARANTEE

ANNUAL REPORT & ACCOUNTS FOR THE YEAR ENDED

30 NOVEMBER 2015



Charity Number 1133224

**A PARTNER IN EDUCATION  
A COMPANY LIMITED BY GUARANTEE**

**ANNUAL REPORT AND ACCOUNTS**

**YEAR ENDED 30 NOVEMBER 2015**

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## LETTER FROM THE CHAIR OF TRUSTEES

Welcome to A Partner in Education's annual report for 2015. This was my first full year as Chair of the charity and I am delighted to submit this report detailing our many excellent achievements this year and our ambitious plans for 2016 and beyond.



In March 2015 I visited Umubano Primary School in Kigali, and arrived for a week of teaching and observing to find classrooms full of happy children and buzzing with activity. I am a painter and was keen to introduce both students and teachers to the joy of expressing oneself through art, so I brought plenty of paper and paint with me and soon had the children from P1 to P6 drawing, painting, storyboarding and using their imaginations. Many of

them had never seen or worked with paint before, and the pleasure on their faces as they worked out how to illustrate their stories and use colour to transform their drawings was a joy to behold. I am pleased to report that this artistic seed has taken root and that art lessons are now a regular occurrence at the school.

Creativity is one of our key passions at APIE, as we understand the importance of a broad and balanced learning experience for all children as they grow and try to make sense of the rapidly changing world around them. This change is particularly noticeable in Kigali, with new buildings springing up everywhere and the continually shifting juxtapositions of traditional and modern ways of life. At Umubano Primary we are very proud to be providing three pre-school classes where role play and language development enable the children to develop understanding of their world and to be ready for the rigours of more formal learning as they enter Primary 1 class at age 6.

We know that one of the main factors that influences academic success is parental support, so this year we have engaged with parents through assemblies and meetings and also provided training for them in how to support their children's learning and behaviour. This has been a great success and is something we will continue to provide in the future.



We are also proud of our achievements in providing appropriate support for a range of special educational needs and are now able to report that Umubano Primary is a truly inclusive school. Our Lead Practitioner has been assessing each child's needs and supporting the teachers to devise appropriate provision this year, and we have committed funds to employ a specialist teacher.



Furthermore, our partnership with OLTAfrica has helped to deliver free training for all staff. We have also been researching the best way to introduce ICT into the curriculum in line with the Rwandan Government's aspirations for 2016, and by the end of 2015 we were ready to purchase hardware and software and to deliver training to staff in readiness for the new school year.

2016 will see many changes in all Rwandan schools as the new curriculum is introduced and we are confident that at APIE we are well ahead of the game, having spent the past two years training teachers and providing resources to enable them to work more effectively and in line with new expectations outlined in the Sustainable Development Goal of quality education for all.

I would like to thank the APIE staff and trustees in the UK, all the team in Rwanda and our donors and supporters in the USA and the UK for believing in and supporting APIE. I look forward to more advances and good news from Rwanda in 2016; please continue to support us and do read on to find out more about APIE's many achievements in 2015 and our plans for 2016, where we will be working with our local and international partners to ensure the long-term sustainability of Umubano Primary School, not only as an excellent primary school, but as a Teaching School which will support the development of quality education across Rwanda.

*Lucy Newmark*

Lucy Newmark



## LEGAL AND ADMINISTRATIVE INFORMATION

The trustees, who are also the directors for the purposes of company law, present their report and unaudited Accounts of the charitable company for the year ended 30 November 2015.

### REFERENCE AND ADMINISTRATIVE DETAILS

Registered charity name	A Partner in Education
Charity registration number	1133224
Company registration number	07079874
Principal office	Brighton Eco Centre 39 – 41 Surrey Street Brighton BN1 3PB
Registered office	Brighton Eco Centre 39 – 41 Surrey Street Brighton BN1 3PB

### The trustees and directors

The trustees and directors who served the charitable company during the year were as follows:

Miss K B Llewellyn  
Cripps Trust Corporation Limited (resigned as a trustee on 15 January 2015)  
Mrs Lucy Newmark  
Mr Steve McCauley  
Sir Keith Ajegbo (joined as a trustee on 23 February 2015)  
Mr Ian James (joined as a trustee on 8 June 2015)

Accountants	Spofforths LLP Chartered Accountants One Jubilee Street Brighton East Sussex BN1 1GE
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## **STRUCTURE, GOVERNANCE AND MANAGEMENT**

A Partner in Education (“APIE”) is a charitable company limited by guarantee with no share capital. The company was established under a Memorandum and Articles of Association, which established the objectives and powers of the company and is governed under its Articles of Association. The company was incorporated on 18 November 2009. The charity was registered in the United Kingdom with the UK registration number 1133224 on 10 December 2009.

On 30 April 2011 an International Non-Governmental Organisation (INGO) called “A Partner in Education” was registered in Rwanda. As from this date the INGO took over all the Rwanda-based activities from APIE (UK). A local governing body has been established to support the work in Rwanda and liaises closely with the APIE board in the UK.

APIE is the charitable enterprise currently supporting the development of quality education in partnership with the Rwandan Government at Umubano Primary School in Kigali, Rwanda. Finance from APIE is directed towards the capital and operational expenditures of the school plus the strategic development of providing a model of excellence for its own pupils and an education centre where professionals from across Rwanda can share good practice.

## **ORGANISATION**

The board of trustees consists of six Trustees who continue in office until retirement or death. New Trustees are selected by existing Trustees and are people who have specific interest in the charity and a range of skills to enhance its development.

New trustees undergo an orientation to brief them of their legal obligations under charity law, the committee and decision-making process and recent financial activities of the charity.

## **PUBLIC BENEFIT REPORTING**

In planning the activities for the year, the Trustees kept in mind the Charity Commission’s guidance on public benefit. The activities benefit under-privileged children and young people by advancing education in developing countries, and do not give rise to any detriment or harm to the public.

## **RISK ASSESSMENT**

The major risks to which the charity is exposed, as identified by the trustees, have been reviewed and systems have been established to mitigate those risks.

## EXECUTIVE SUMMARY

In 2015 APIE came of age. Having launched a five-year strategy to contribute to the improvement of the quality of education in Rwanda, the UK charity then held its official launch at the Royal Geographical Society in London in May, attended by more than 100 supporters.

APIE's pilot school Umubano Primary had an increase in pupil numbers, a new leadership team, a new governing body and a fresh approach to behaviour, teaching and learning. A lot has been achieved in twelve months. Physical punishment has truly become a thing of the past and parental engagement has borne fruit with children clearly more focussed and showing more sustained gains in their learning.

Learning through play and bilingual language and early literacy development are key features of the Early Childhood programme. The home corner is most popular, with all children enjoying role play and developing their social skills. Staff have learned quickly how to work in this new way. It is a seismic shift from didactic teaching and yet on entering the classrooms it seems that it was always like this. Next year we will be hosting Early Childhood student interns for the first time, beginning to share best practice more widely.

Expansion of pupil numbers brought the challenge of increased diversity of learning needs, which we met head-on with additional training and resources and the launch of the Scholarship Fund. Parents have told us how proud they are to be associated with this approach and we are planning to share best practice in Special Needs provision with other schools in the future.

We are delighted with the good marks achieved by this year's leavers in English, Kinyarwanda, Science and Social Studies, which were consistently high. We have learned that we need a strong approach to improving Maths however and plans are already in place for a throughout school strategy to ensure that there is striking improvement in 2016.

All the children who left the school in November 2015 secured places in good secondary schools and we are keeping in touch to check on their progress. We feel confident that they have strong foundations upon which to build. Our additional provision in arts, sports and peace education broadened their knowledge and developed their confidence, as witnessed by parents at the closing ceremony, where pupils performed drama, poetry, dance and song in three languages.

We spent months researching the best way to introduce ICT into the curriculum in Rwanda and are ready to begin to roll this out in 2016. We have been asked specifically by the Ministry of Education, the Rwandan Education Board and by colleagues at DfID and in the Rwandan Education NGO Communication Platform (RENCIP), to ensure that we share all our learning and best practice more widely in the coming year, to support the ambitious aims of achieving quality education for all children in Rwanda, in which ICT will play a significant role.

APIE brokered many new partnerships this year and gained enormous support from a variety of agencies and individuals. We are continually seeing the benefits of partnership working for all concerned and we are committed to exploring ways of facilitating mutual and respectful relationships in international development to ensure that all children have the best life chances.



# 1. Introduction

*APIE envisions a world in which all children, regardless of background and circumstance, have the opportunity to receive high quality education.*



A Partner in Education was founded in 2009 with the ambition of providing high quality education to children regardless of background or circumstance. APIE was established to play a small but significant role within the wider group of Rwandan NGOs which work in partnership with the Rwandan government in its plans for economic and social development.

Initially APIE built a school to provide a model of excellence in primary school education in Rwanda. Umubano Primary School was constructed in a rapidly expanding suburb of the capital, Kigali, to serve a mixed population, including aspiring families seeking high quality, affordable education and families who could not afford to send children to school at all.

It was clear that what was needed subsequently was a focus on teacher education. Furthermore, in light of Rwanda's rapid success in moving towards universal primary education, the challenge has now shifted, both nationally and internationally, in line with the Sustainable Development Goals (SDGs) to focus on the quality of education that children receive.

There has been growing interest in APIE's model, both from individuals and organisations, as scrutiny of charity and international development rightly intensifies and the SDGs raise the important questions around what quality education really looks like and how best to achieve it.

APIE, in recognition of the power of high quality education to lift people out of poverty and transform lives, is committed to the task of exemplifying and facilitating this journey. This means a more joined up approach, incorporating pre-school provision, assessment for learning and provision for all children whatever their needs, as well as continuity into early secondary education. APIE is creating a micro-model of what is possible in terms of transforming education in development and is preparing to scale and share learning, not through a top-down model, but through working on the ground, developing skills and knowledge respectfully, collectively and collaboratively.

APIE is working in partnership with others who are also striving for the best quality education, with teaching excellence at its core. Drawing on international best practice, we are bringing models of effective education into Rwanda in line with the Government's own ambitions and we are proud to be working in this partnership to support the development of a peaceful and prosperous society led by this upcoming generation.



## 2. Aims

*Our mission is to transform the learning experiences of children by providing training opportunities for teachers and school leaders. We aim to empower people through excellent education opportunities, to shape their own visions and materialise their own aspirations.*

**Our specific short and long term aims are as follows:**

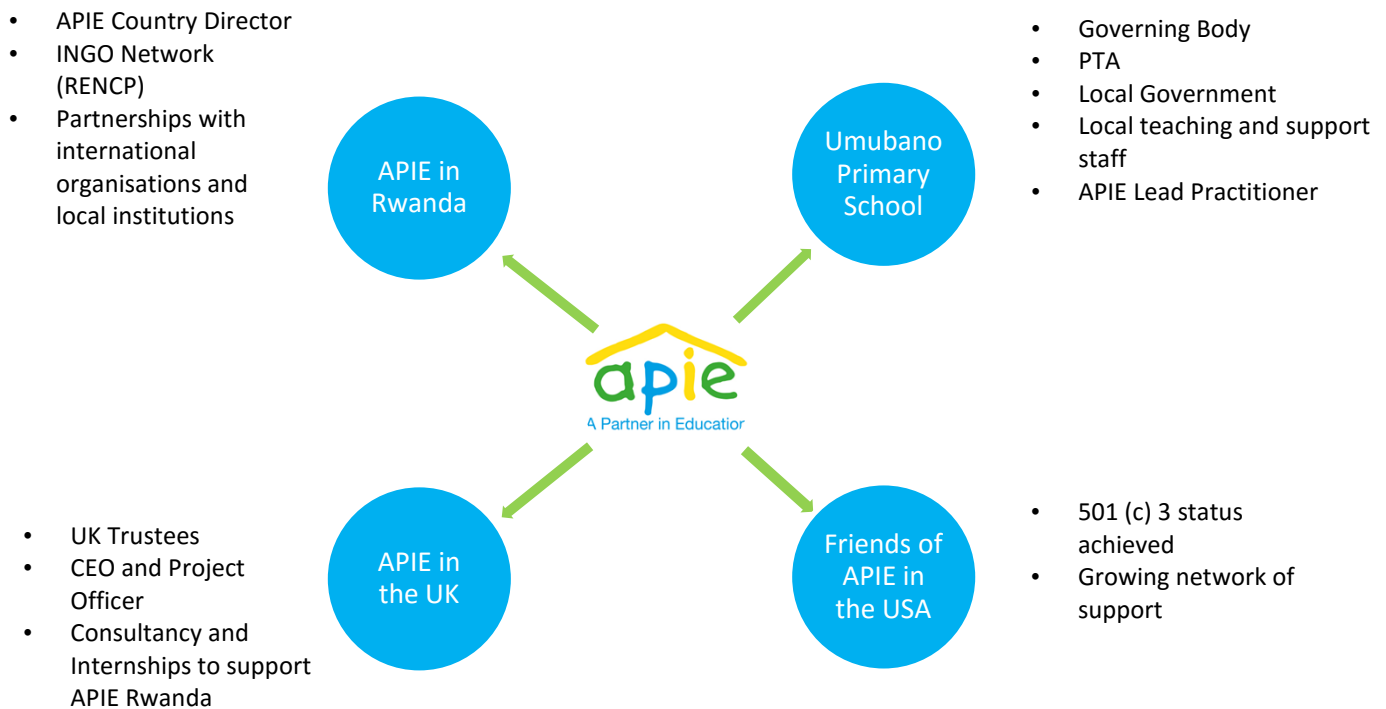
### **1. Short term:**

- To ensure that no child living within 30 minutes walking distance is denied access to Umubano Primary School.
- To ensure that all pupils at Umubano Primary School are catered for and able to perform to their optimum ability, whatever their needs, backgrounds or circumstances.
- To ensure that the leadership team at Umubano Primary School is working efficiently and appropriately and that effective local governance is in place.
- To support all teachers to develop practical skills in child-centred learning and grow in confidence in their assessment, planning and teaching, in order to achieve excellent outcomes.
- To establish effective working partnerships between the UK and Rwanda, particularly the established link with Wroxham Transformative Learning Alliance, whilst acknowledging the important role other schools and organisations can also play.
- To diversify APIE's income generating strategy by working with schools, colleges and other bodies, to fundraise for the scholarship programme and to ensure adequate learning resources for all.
- To raise sufficient funds to invest in ICT and necessary expansion of infrastructure.

### **2. Long term:**

- To ensure that every teacher at Umubano Primary School is able to demonstrate best practice, using interactive child-centred methodology, positive behaviour strategies and confidence in working in partnership with outside agencies.
- To ensure APIE is acknowledged as a significant contributor to the broader national strategy of teacher training, particularly in teaching of Languages, Early Years, Special Needs and ICT.
- To make Peace Education central to the work of Umubano Primary School and APIE and ensure that the school becomes a beacon of good practice in this area, working in partnership not only with other peace education organisations in Rwanda but also internationally.
- To refine our model so that we are able to readily respond to the needs of the moment in the course of Rwanda's rapidly developing education policy and practice.
- To ensure we establish a strong and sustainable model school which serves as a centre of excellence for teachers across the country.

### 3. Organisational Review



Our vision is to harness partnership working to improve the quality of education. The model of APIE working in partnership with Umubano Primary School, larger INGOs, the government of Rwanda, and international partners, is based on the principle of full stakeholder engagement being more likely to lead to sustainable gains. We are learning about what is successful and replicable. APIE remains small, agile and responsive and is therefore able to be at the forefront of new developments, well placed to pilot new initiatives and produce useful data within a short time-span. We are committed to striving for excellence in education and are willing to explore new ways of working until we get it right.

#### APIE in the UK

The appointment of the CEO, Country Director and Project Officer meant that the education strategy was able to provide support and guidance to the local team based at Umubano Primary School in Rwanda, while also being able to draw on international resources for funding and other support.

The expanded APIE trustee board brought fresh ideas and expertise this year from new trustees Sir Keith Ajegbo and Ian James. Keith has over twenty years' experience as a Head Teacher, Education Consultant and Leadership Mentor and as Trustee and Chair of other charities. Ian brings expertise in digital marketing and gave a strong steer to the way we tell our story to a wider audience.

We welcomed Jean Paul Samputu and Roger Jean Nsengiyumva as our patrons. Jean Paul is an inspiration and tireless in his efforts to raise the profile of our work, as he says the possibility of a peaceful society in Rwanda is in the hands of the children. Roger Jean is a young actor, passionate about the role of the young generation in Rwanda and is working with us to make a film in 2016.

We are grateful to actor Emma Thompson for her endorsement of our work. Emma's deep commitment to human rights and education, as well as her personal connection with Rwanda because of her adopted son, are renowned and her endorsement of APIE means a great deal.

We welcome also the formation of a student society at Sussex University, whose inaugural fundraising event in November raised funds for another scholarship place.

This year APIE UK provided two internship opportunities, each for three months and we benefited greatly from their dedication and enthusiasm. Both of the interns have gone on to teacher training and felt that their experience with APIE inspired them and gave them an insight into running a school that would prove to be invaluable.

### **APIE in Rwanda**

The APIE Lead Practitioner at Umubano Primary School (UPS), worked together with the Rwandan Head Teacher of UPS; the Lead Practitioner taking responsibility for the strategy that enables UPS to be a centre of excellence, and the Head managing the school and liaising with Government and community. This joint leadership is central to our mission and enables the school and APIE to shape a successful model of international partnership, rooted in local community and combined with the best of international expertise to create a vibrant and successful centre of learning for adults and children.

APIE reports to local government in Rwanda and liaises with officials regarding our wider role. We are also an active member of RENCPC the Rwandan Education NGO Communication Platform.

### **Umubano Primary School**

UPS has bolstered strong local structures for governance and accountability including two new school governors with experience in education and business and a strengthened Parent Teacher Association. An open door policy has been successful and allows for differences of opinion to be discussed and resolved democratically. Parents often visit the school to talk to the administration or a class teacher.

### **Finance and Fundraising**

APIE UK commits to fundraising to cover the shortfall in the UPS school budget – school fees, agreed with the local community and in-line with government standards, cover approximately 68% of the total running costs of Umubano Primary School. Through fundraising in the UK we also support 30 scholarship places at the school. A further 15 children of staff benefit from free places. To fulfil our vision, APIE UK also secures additional funding, resources and expertise to develop UPS as a Centre of Excellence. Finally, APIE UK pioneers partnerships and disseminates best-practice to impact on the education system more widely. As such APIE currently funds a small team in the UK and Rwanda to research, consult, formulate, deliver and evaluate the broader model of developing a centre of excellence. In 2015 APIE also funded a Special Educational Needs teacher, resources, initial ICT provisions and the APIE Country Director/Lead Practitioner post.

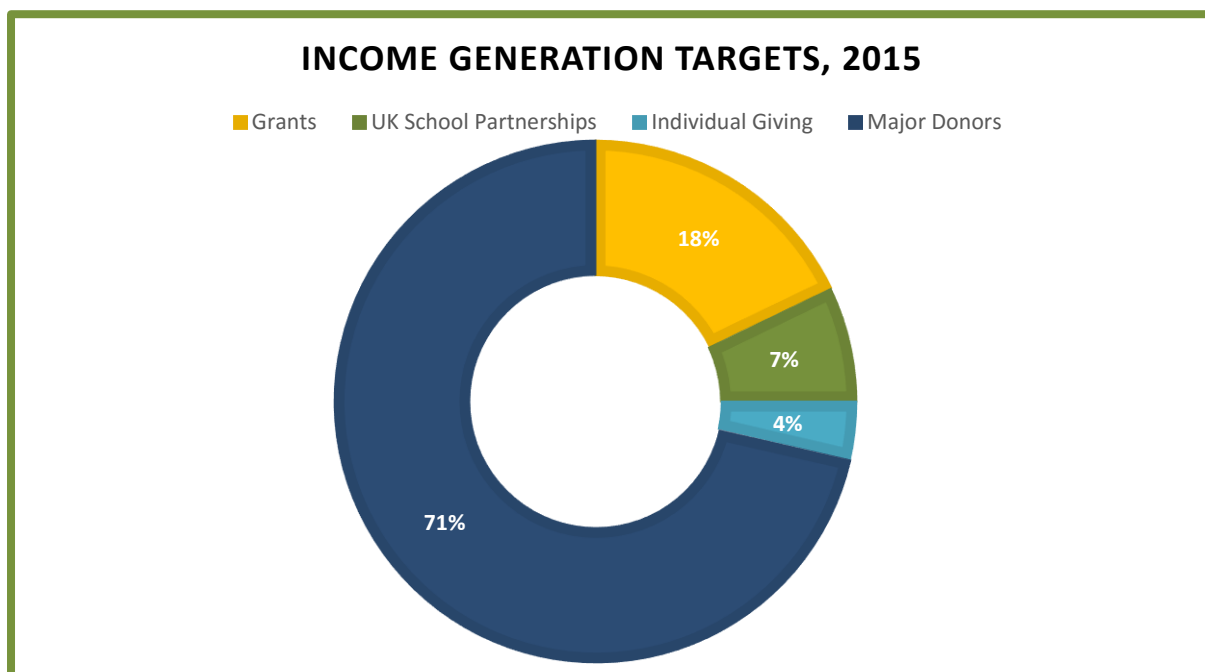
In 2015 our total spend from APIE UK was £93,250 and in addition a donation of £7,000 and a further donation of \$25,000 were sent direct to Rwanda. This year we also made significant economies, including sourcing pro bono legal support, and the increase in pupil numbers meant that more of the UPS budget was covered by school fees with less of a shortfall.

Over the next three years, APIE will work with UPS on a long-term sustainability strategy, which has already begun with the governors of UPS. By the end of 2015 the school is already 68% self-funded through the affordable fee structure and parents agreed to a fee increase in line with inflation.

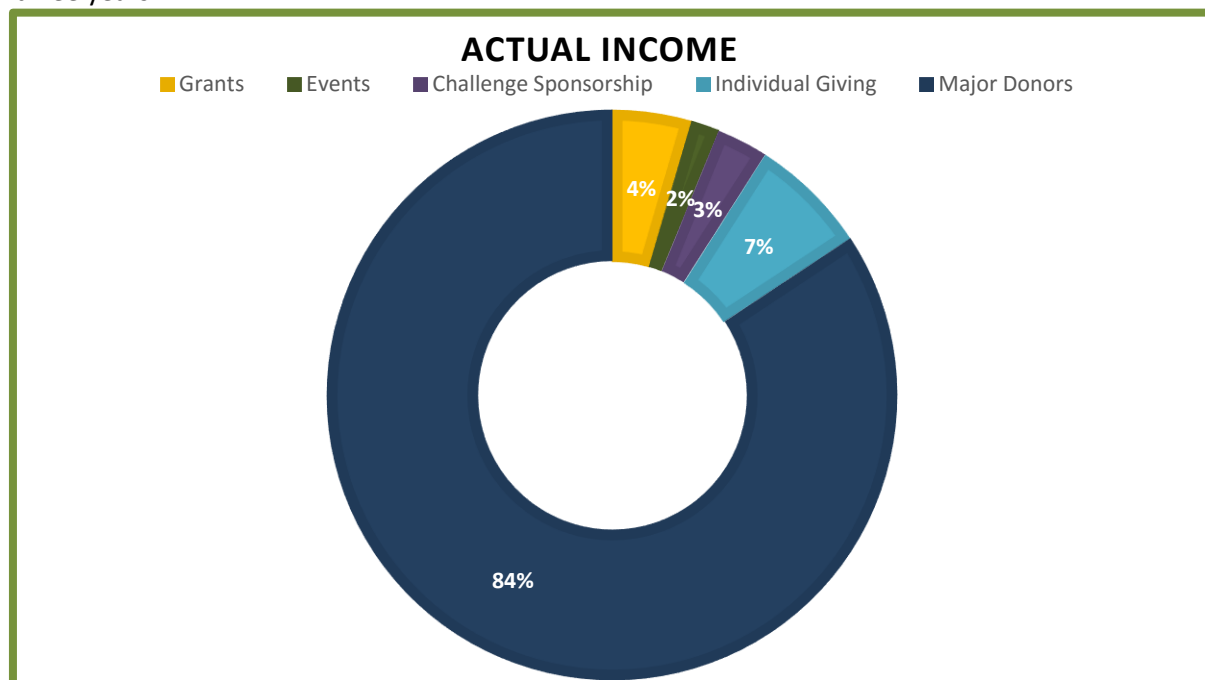
## Diversified Income Generation

Finance for the operations, expenditure and maintenance of the school property were originally given as seed funding from a sole funder. In 2015 we have implemented a new education plan and an ambitious fundraising strategy. Income generation has begun to diversify and grow. While growth has been gradual, there is a significant increase in the number of individual donors (75) both in the UK and the USA. Modest success has been achieved through grant applications. Three challenge events and two fundraising functions have achieved the target of £10,000 for the school scholarship fund.

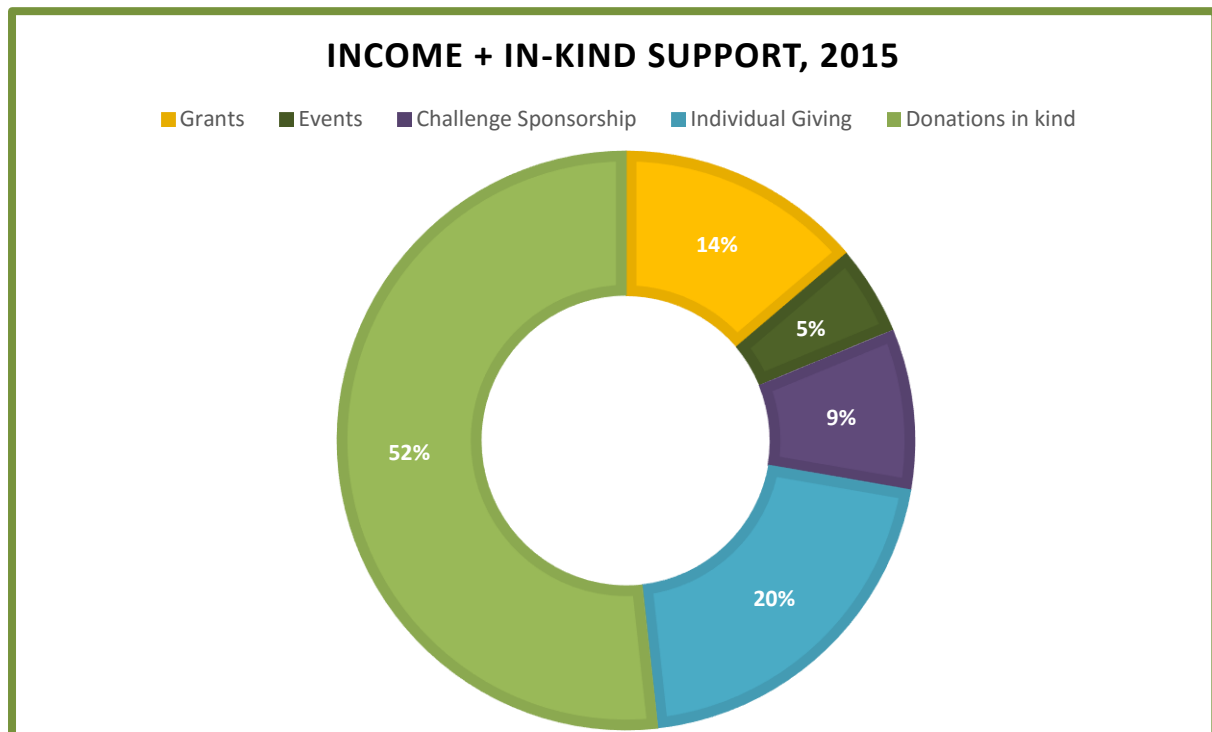
We also achieved 501c3 status in the USA and started to explore fundraising possibilities there, so far raising \$125,000 to be given over four years, which has been directed to UPS for 2016.



The charts above and below show that where we aimed to achieve 29% of income from new sources in 2015, we achieved 16%. This was a significant shift from previous years where the charity depended on a sole donor. In 2016 we aim to improve this diversity of income to at least 50% as well as supporting the process of increased self-sustainability of Umubano Primary School over the next three years.



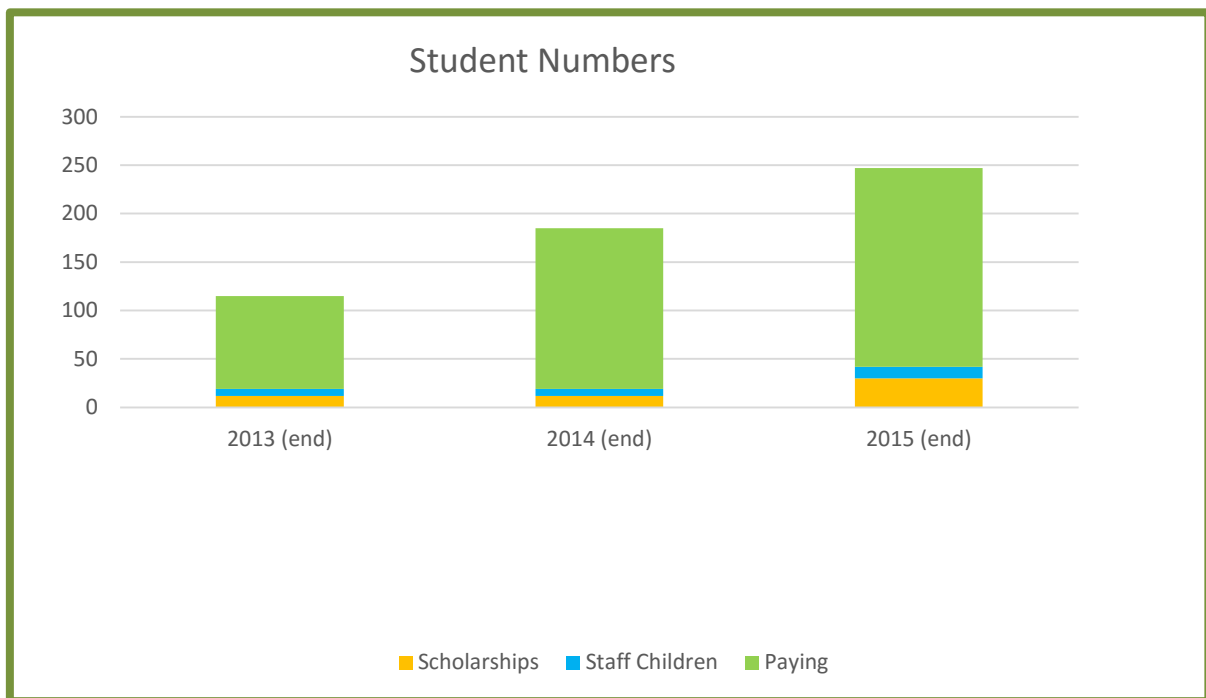
In addition, we have received over £14,420 worth of donations in kind including legal advice in three countries (£3,000), online training for special education needs from OLT (£5,000), books and resources from UK schools (£1,000), expertise and coaching from Wroxham school (£2,500), and musicians, venues and printing for events. We have also had the benefit of expert advice and service in Rwanda from J Burungi to support building works and maintenance of the school and the benefit of a final year student at Carnegie Mellon University who has given us time and expertise to establish our ICT strategy. In the UK we have benefited greatly from having our two interns this year who worked two days a week for three months each to support our fundraising, communications and outreach.



**Our gratitude goes to all these people and organisations, especially to Wroxham School for their ongoing commitment to excellence in education and to sharing the journey with us in Rwanda.**

## 4. Outputs

### 1. Student numbers at Umubano Primary School increased by 60%.



### 2. 30 children were provided with scholarships because they lived within 30 minutes of the school but are unable to afford fees.

All the scholarship children arrived at UPS with additional needs as several of them had never been to school before. All of them have made excellent progress this year and one child who did not speak is now communicating fluently.

### 3. A Positive Behaviour Policy has been fully embraced and corporal punishment has been eliminated.

### 4. Practical and professional teacher training. Training was delivered by the Lead Practitioner on differentiation, identifying and providing for Special Educational Needs, Early Years and Basic Skills.





**5.** We have developed as a Centre of Excellence for Early Years (nursery) teaching through teacher training visits and continued professional development leading to a change of pedagogy, including child-led learning.



**6.** Staff were trained to understand, diagnose and support students with special educational needs and a specialist teacher was appointed.

'I never realised that children learned this way. I now see how much they know and how much they can learn from play and how we can support this and their language development increases rapidly this way.'

- Nursery Teacher

**7.** Teachers committed to incorporate peace education throughout the curriculum following step-down training in peace education from the Kigali Memorial Centre.



**8.** Parents have been engaged through meetings, assemblies and training on supporting children at home with learning and behaviour.

**9.** A strategy for effectively introducing ICT into the curriculum has been researched and developed, and hardware and software have now been purchased to begin piloting.

'We are proud to be part of Umubano School where you care for all children. You must teach this to other schools also so they know that all children can learn if they get the right kind of teaching.'

- Parent

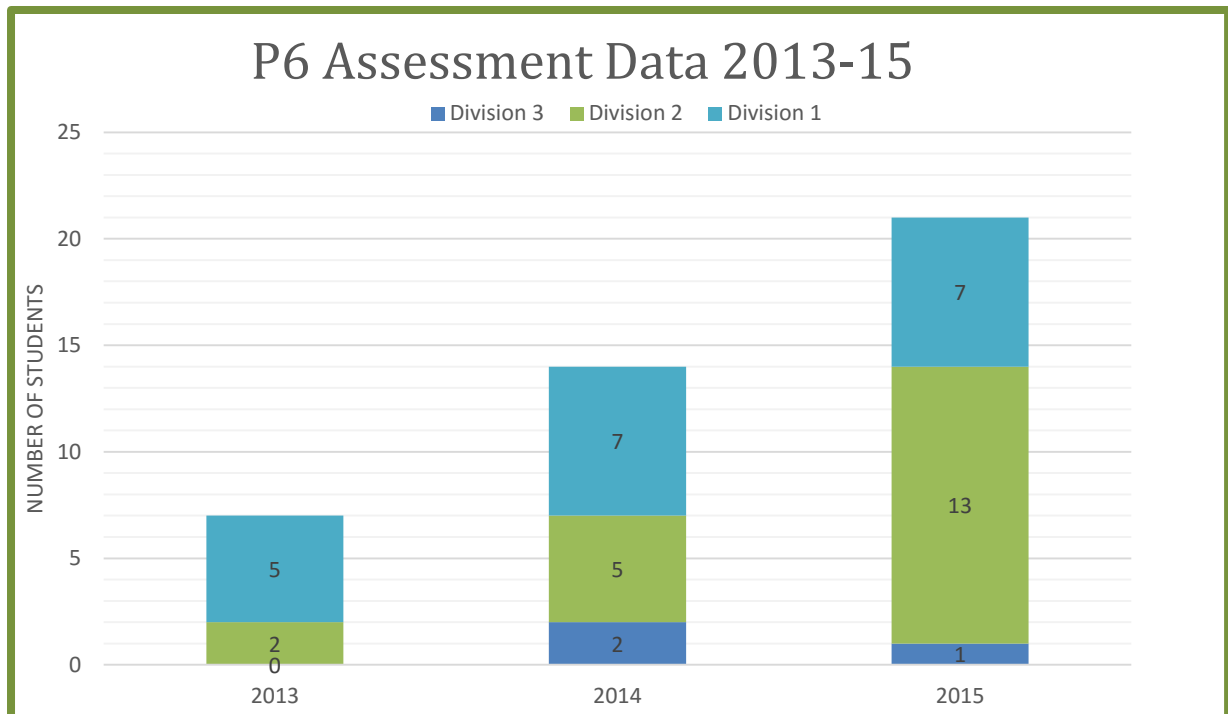
**10.** Active partnerships with five UK Schools have led to learning exchanges, links between student classes and fundraising and donations in-kind. Wroxham School has a leadership link with Umubano Primary and the two Headteachers communicate regularly to share experience.



# 5. Outcomes and Impact

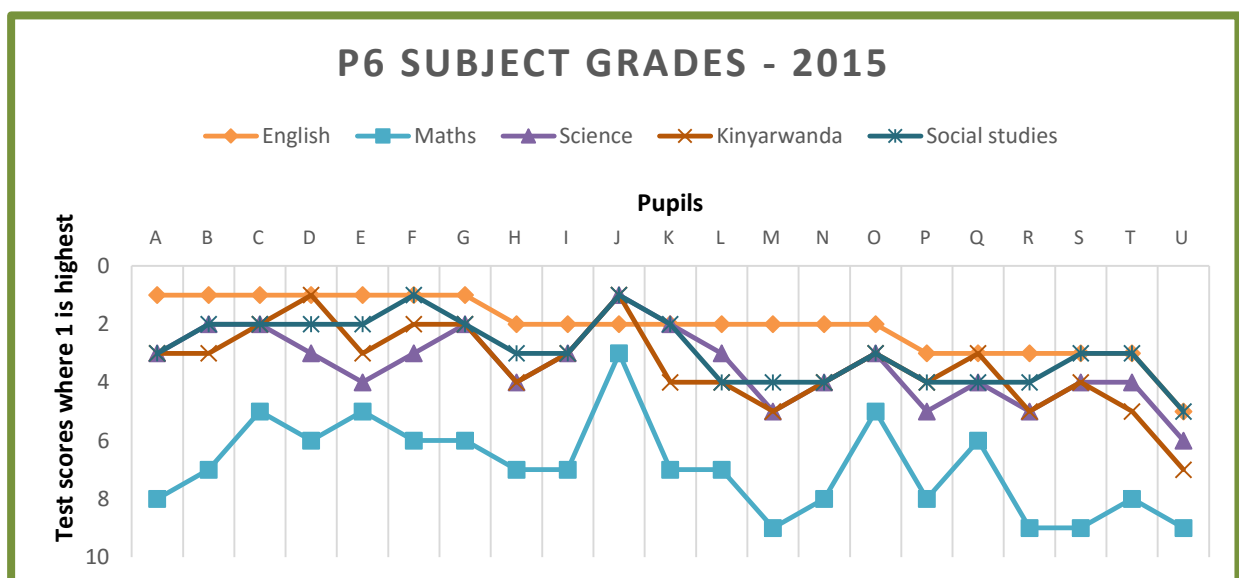
## 1. Pupil achievement

This shows the numbers of pupils in Division I, II and III in the final exams, for each year the school has been open. As numbers have increased so has the range of experience and ability of the pupils. All children have achieved highly with none in Division IV or V and the majority in Division 1 and II.



The outcomes per subject for the Primary 6 leavers are shown below. Results are good in all subjects with the exception of mathematics for which there is already an improvement plan in place for 2016.

Mathematics results for past two years with targets for 2016. Plans are already underway to achieve these and our aim is to have consistently high achievement across all subjects.



	2014 PLE Maths (actual)	2015 PLE Maths (actual)	2016 Target
<b>Score 1-3</b>	0 %	5% (1 learner)	20%
<b>Score 4-7</b>	86 % (12 learners)	57% (12 learners)	70%
<b>Score 8-9</b>	15 % (2 learners)	38% (8 learners)	10%

## 2. Broad and balanced curriculum

Art, music, drama and sport as well as peace education, cultural education and environmental education ensure that pupils have a rounded experience and are well equipped to move onto secondary school.



*In a rapidly changing world, caring for the environment and learning about food production is just as important as work in the classroom.*

All the P6 leavers have places at secondary schools and we will continue to monitor their progress.

Literacy – the school continues to promote a reading culture. The library is full of books thanks to the many donations received, ensuring that all children have access to reading sessions every week, all teachers become familiar with a range of genres and support staff also benefit.



*School-keeper Didier reading the new books as he stamps them in. Books are enjoyed by everyone at Umubano Primary School!*

### 3. Parental engagement

Because parents are fully involved in the life of the school, it is seen as a community hub and a place where everyone is welcome to come and learn. Parental engagement is also supporting children's learning and according to recent research is the largest single factor which influences children's success. APIE continues to give this priority and it is paying dividends for the children.

### 4. Peace education

UPS is the only primary school in Rwanda to have participated in training at the Kigali Memorial Centre, to deliver training to all the staff and to embed peace education throughout the curriculum. This is also enhancing literacy skills as well as increasing confidence in tackling conflict in a healthy way, improving understanding of history and critical thinking more generically. Pupils are increasingly able to debate complex issues and are not afraid to ask questions.



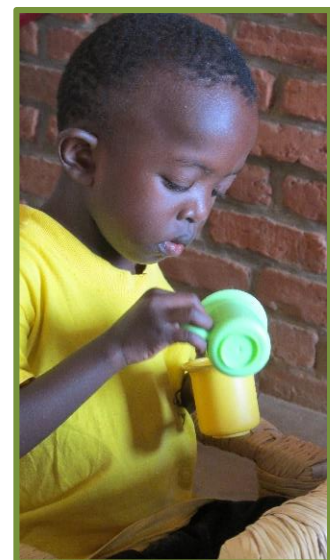
*Umubano Students at the Peace One Day celebration in Kigali. It was the only primary school to attend and the pupils were very proud.*

### 5. Special Educational Needs

APIE's approach to inclusive education has seen a huge shift in attitude and a new positive approach to children with special educational needs. This is a relatively new field of understanding in Rwanda and our work is attracting much interest.

Teachers at UPS are now proud to say that excellence means providing for all children whatever their needs and not only catering for the most able. Parents have said how proud they are to be part of this community and the government of Rwanda is encouraging us to share our learning with more teachers across the country.

We hope to be able to share our good practice more widely over the coming year as RENCP leads on developing a country-wide strategy for special needs provision.





## 6. Impact beyond the school

This year has seen a big shift in APIE's work in Rwanda. Headteacher of UPS Jean de Dieu Dusingize has brought together a staff team who are loyal and committed to the vision of creating a teaching school and a centre of excellence. Working alongside the APIE Lead Practitioner, he has also shown his own willingness to learn and take risks in order to improve his school and working with the local community he has started the journey to sustainability. This in turn has allowed APIE to take the next crucial steps in taking the work beyond the school gates, to engage with partners to start to share the lessons we are learning and contribute more widely to developing quality education in Rwanda.

This year APIE has opened its doors to interns from the teacher training colleges who will be starting full time placements in 2016.

We have also worked in partnership with VSO to develop our Early Childhood programme so that we can develop best practice using local materials and working bilingually in Kinyarwanda and English to ensure that children get the best start in their education.

We have worked with Carnegie Mellon University in Kigali on our ICT research and development again to mutual benefit as we have learned how best to implement the new ICT curriculum and students have learned much to share elsewhere.

Our partnership with the Kigali Memorial Centre has a wide ranging impact as we are able to demonstrate that even primary pupils can benefit from their education programme.

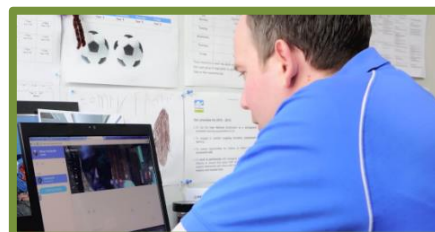
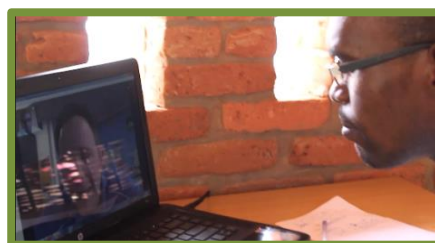
Our role in RENCP continues to strengthen as we welcome partners to work with us as a test bed for new strategies and welcome scrutiny and evaluation so that the learning is widely shared.

Partnership with Centre Marembo is showing how working with local partners enables mutual benefit. Centre Marembo provides health care and education to young women who have been abandoned and mistreated. APIE supports their programme by commissioning them to make our school uniforms and toys for the nursery. The director also brings one of her adopted children to UPS and we will continue to explore ways to be mutually supportive to contribute to breaking cycles of poverty and deprivation.

APIE's vision is becoming a reality. Working in partnership enables everyone to begin to connect up the response to the multiple challenges of large classes, lack of resources and expertise, where it is most needed. We are beginning to see the fruit of the partnerships we have established and we are looking forward to the road ahead.

'While skypeing Martyn we share our experiences. Wroxham has had many successful experiences and I can learn from them. Martyn is a good man who is willing to share Wroxham's best practices with other people. I like to hear that there are things we are doing the same, for instance we both use a positive behaviour strategy. These are some of the things I have discussed with Martyn in our calls: the language policy, teaching IT, having a school forest, developing responsibility in learners, themes and other good ideas for school assemblies and maths teaching.'

**- Jean de Dieu Dusingize**



## 6. The way forward

This year, as UPS expanded under new leadership and governance, we saw that it is well on the way to becoming a sustainable local school. APIE was therefore able to turn its focus to the wider impact of the model on education in Rwanda and as a model for educational development more widely.

Working in partnership, working from the ground up, requires continual attention to detail and preparedness to adapt to change where needed. APIE has provided a firm foundation upon which it is now building, with a committed staff team in Rwanda, well supported in the UK.

In 2016 we will be pursuing:

- Increased consistency of high achievement for all pupils at UPS.
- Improved quality of teaching throughout the school – including improving provision for children with special needs and ensuring that no child is excluded.
- Wider dissemination of our Early Childhood Programme and including provision for parents and carers to attend sessions on how to support learning through play at home.
- Introduction of ICT in the curriculum.
- Continued emphasis on excellence in language and literacy.
- Further development of peace education across the curriculum.
- Wider impact beyond UPS through sharing of best practice with teachers in service and in training and with colleagues in RENCP and Government.

### **The importance of International Development, by intern Molly.....**

‘ It probably goes without saying that this is one of the most valuable lessons that I will take from my experience at APIE. I have learned that the importance in charity lies not simply in giving aid, but in how it is given. I have learned that collaboration is instrumental in facilitating development, and I have learned, most importantly, that International Development is not a one-way street. Through working at APIE, I have found that we learn and develop as much as those to whom we give aid.’





## FINANCIAL REVIEW

Details of the results of the charity's activities for the year are set out on pages 23 and 24 and in the notes on pages 25 to 28.

During the year the charity received donations totalling £88,990 (2014: £50,097).

The charity also received the following in-kind donations:

Donation in kind	Estimated Worth
Legal advice in three countries: UK, USA, Rwanda	£3,000
Online training for special educational needs from OLT	£5,000
Books and resources from schools in UK	£1,000
Expertise and coaching from Wroxham	£2,500
Additional baggage allowance from Kenya Airways	£ 95
Musicians for events	£1,250
Venue for event in Brighton	£ 150
Designer for publicity	£ 400
Printer charity discount saved	£ 25
Trustee self-funded visit to Rwanda	£1,000
<b>Total</b>	<b>£14,420</b>

The result for the year shows a surplus of £1,005 (2014: £33,375, 2013: £3,214).

## RESERVES POLICY

The trustees regularly review the reserves of the charity.

The charity currently has low reserves and is reliant on donors.

One of our supporters has lent the charity funds of £143,094 to date. He will not seek repayment of this loan from other donors to the charity.

## STATEMENT OF TRUSTEES' RESPONSIBILITIES

The trustees (who are also directors of A Partner in Education for the purposes of company law) are responsible for preparing the Trustees' Report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

Company law requires the trustees to prepare accounts for each financial year, which give a true and fair view of the state of affairs of the charitable company and of the incoming resources and application of resources, including the income and expenditure, of the charitable company for the year. In preparing these financial statements, the trustees are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP;
- make judgements and estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements;
- prepare the accounts on the going concern basis unless it is inappropriate to presume that the charitable company will continue in operation.


The trustees are responsible for keeping proper accounting records that disclose with reasonable accuracy at any time the financial position of the charitable company and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the charitable company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The Trustees' report has been prepared taking advantage of the small companies' exemption in Section 415A of the Companies Act 2006.

#### **SMALL COMPANY PROVISIONS**

This report has been prepared in accordance with the provisions applicable to companies entitled to the small companies exemption.

Approved by a member of the management committee on ..... and signed on their behalf by

A handwritten signature in black ink, appearing to read 'Lucy Newmark', written in a cursive style.

Lucy Newmark  
Trustee

INDEPENDENT EXAMINER'S REPORT  
YEAR ENDED 30 NOVEMBER 2015

I report on the accounts of the charity for the year ended 30 November 2015 which are set out on pages 22 to 28.

**Respective responsibilities of trustees and examiner**

The charity's trustees are responsible for the preparation of the accounts. The charity's trustees consider that an audit is not required for this year under section 144 of the Charities Act 2011 (the 2011 Act) and that an independent examination is needed.

It is my responsibility to:

- examine the accounts under section 145 of the 2011 Act;
- follow the procedures laid down in the general Directions given by the Charity Commission under section 145(5)(b) of the 2011 Act; and
- state whether particular matters have come to my attention.

**Basis of independent examiner's statement**

My examination was carried out in accordance with general Directions given by the Charity Commission. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts, and seeking explanations from you as trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently no opinion is given as to whether the accounts present a "true and fair view" and the report is limited to those matters set out in the statement below.

**Independent examiner's statement**

In connection with my examination, no matter has come to my attention:

- 1 which gives me reasonable cause to believe that, in any material respect, the requirements:
  - to keep accounting records in accordance with section 130 of the 2011 Act; and
  - to prepare accounts which accord with the accounting records and comply with the accounting requirements of the 2011 Acthave not been met; or
- 2 to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

Alexander Spofforth BA FCA  
For and on behalf of Spofforths LLP  
Chartered Accountants  
One Jubilee Street  
Brighton  
East Sussex  
BN1 1GE  
Date:

## A Partner in Education

### STATEMENT OF FINANCIAL ACTIVITIES (INCORPORATING THE INCOME AND EXPENDITURE ACCOUNT) FOR THE YEAR ENDED 30 NOVEMBER 2015

	Note	Unrestricted Funds 2015 £	<i>Unrestricted Funds 2014 £</i>
<b>INCOMING RESOURCES</b>			
Incoming resources from generated funds:			
Voluntary income	2	88,990	50,097
<b>TOTAL INCOMING RECOURCES</b>		<u>88,990</u>	<u>50,097</u>
<b>RESOURCES EXPENDED</b>			
Cost of generating funds:			
Charitable activities	3/4	83,622	15,822
Governance costs	5	4,363	900
<b>TOTAL RESOURCES EXPENDED</b>		<u>87,985</u>	<u>16,722</u>
<b>NET MOVEMENT IN FUNDS</b>	7	1,005	33,375
<b>RECONCILIATION OF FUNDS</b>			
Total funds brought forward		<u>3,732</u>	<u>(29,643)</u>
<b>TOTAL FUNDS CARRIED FORWARD</b>		<u>4,737</u>	<u>3,732</u>

The Statement of Financial Activities includes all gains and losses in the year and therefore a statement of total recognised gains and losses has not been prepared.

All of the above amounts relate to continuing activities.

The notes on pages 25 to 28 form part of these Accounts

## A Partner in Education

### BALANCE SHEET FOR THE YEAR ENDED 30 NOVEMBER 2015

	Note	2015 £	2014 £
<b>CURRENT ASSETS</b>			
Debtors	8	143,196	142,570
Cash at bank		5,975	15,788
		<u>149,171</u>	<u>158,358</u>
<b>CREDITORS: Amounts falling due within one year</b>	9	<u>(144,434)</u>	<u>(154,626)</u>
<b>NET CURRENT ASSETS</b>		<u>4,737</u>	<u>3,732</u>
<b>TOTAL ASSETS LESS CURRENT LIABILITIES</b>		<u>4,737</u>	<u>3,732</u>
<b>NET ASSETS</b>		<u><u>4,737</u></u>	<u><u>3,732</u></u>
<b>FUNDS:</b>			
Unrestricted income funds	10	<u>4,737</u>	<u>3,732</u>
<b>TOTAL FUNDS</b>		<u><u>4,737</u></u>	<u><u>3,732</u></u>

For the year ended 30 November 2015 the charitable company was entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies.

Trustees and directors' responsibilities:

- The members have not required the charitable company to obtain an audit of its accounts for year in question in accordance with section 476; and
- The trustees and directors acknowledge their responsibilities for complying with the requirements of the Act with respect to accounting records and the preparation of accounts.

These accounts have been prepared in accordance with the provisions applicable to companies subject to the small company's regime and with Financial Reporting Standard for Smaller Entities (effective April 2008).

These accounts were approved by the trustees and authorised for issue on the .....  
and are signed on their behalf by:

Company Registration Number: 07079874

**The notes on pages 25 to 28 form part of these Accounts**

NOTES TO THE ACCOUNTS  
FOR THE YEAR ENDED 30 NOVEMBER 2015

**1. ACCOUNTING POLICIES**

**Basis of accounting**

The Accounts have been prepared under the historical cost convention and in accordance with the Financial Reporting Standard for Smaller Entities (effective April 2008), and the requirements of the Statement of Recommended Practice 'Accounting and Reporting by Charities' issued in March 2005 (SORP 2005), and the Companies Act 2006. The principle accounting policies adopted in the preparation of the accounts are as follows:-

**Donations**

Donations and income received are accounted for as received, as the value of donations cannot be determined prior to receipt.

**Fund accounting**

Unrestricted general funds: these are funds which can be used in accordance with the charitable objectives at the discretion of the trustees.

Designated funds: these are fund set aside by the trustees out of unrestricted general funds for specific future purposes or projects.

Restricted funds: these are funds that can only be used for particular restricted purposes within the objects of the Charity. Restrictions arise when specified by the donor or when funds are raised for particular restricted purposes.

**Resources expended**

All resources expended are recognised once there is a legal or constructive obligation to make a payment to third party. All resources expended are classified under activity headings that aggregate all costs related to the category.

Expenditure for charitable activities within the resources expended policy: Costs of charitable expenditure represents expenditure incurred in the fulfilment of the Charity's objectives

Allocation of support costs within the resources expended policy: Certain expenditure is directly attributed to specific activities and has been included in those cost categories. Certain other costs, which are attributed to more than one activity, are apportioned across categories on the basis of an estimate of the proportion of time spent by staff on those activities.

Governance costs: represent those costs of the strategic management of the charity and of complying with constitutional and statutory requirements. Irrecoverable VAT is charged against the category of resources expended for which it was incurred.

**Fixed assets**

All fixed assets are initially recorded at cost.



NOTES TO THE ACCOUNTS  
FOR THE YEAR ENDED 30 NOVEMBER 2015

**Foreign currencies**

Assets and liabilities in foreign currencies are translated into sterling at the rates of exchanged ruling at the balance sheet date. Transactions in foreign currencies are translated into sterling at the rate of exchange ruling at the date of the transaction. Exchange differences are taken into account in arriving at the operating profit.

**2. VOLUNTARY INCOME**

	Unrestricted Funds £	Total Funds 2015 £	Total Funds 2014 £
<b>Donations</b>			
Donations	88,990	88,990	50,097

**3. COSTS OF CHARITABLE ACTIVITIES BY FUND TYPE**

	Unrestricted Funds £	Total Funds 2015 £	Total Funds 2014 £
Direct charitable expenditure	87,077	87,077	15,415
Support costs	908	908	1,307
<b>TOTAL FUNDS</b>	87,985	87,985	16,722

**4. COSTS OF CHARITABLE ACTIVITIES BY ACTIVITY TYPE**

	Activities undertaken directly £	Support costs £	Total 2015 £	Total 2014 £
Direct charitable expenditure	87,077	908	87,985	16,722

**5. GOVERNANCE COSTS**

	Total Funds 2015 £	Total Funds 2014 £
Independent examination fees	4,363	900

NOTES TO THE ACCOUNTS  
FOR THE YEAR ENDED 30 NOVEMBER 2015

**SUPPORT COSTS**

	2015	2014
	£	£
Website costs	<u>908</u>	<u>1,307</u>

**6. STAFF COSTS AND EMOLUMENTS**

	2015	2014
	£	£
Wages and salaries	<u>59,788</u>	<u>10,000</u>

**7. DEBTORS**

	2015	2014
	£	£
Loans and advances	<u>143,196</u>	<u>142,570</u>

Loans and advances represent funds advanced to APIE Rwanda, to pay for costs in connection with establishing the school. As and when APIE Rwanda may be able to repay this loan is uncertain, but this balance is matched by the loan from Mr Newmark explained in note 10.

**8. CREDITORS: Amounts falling due within one year**

	2015	2014
	£	£
Other creditors	<u>144,434</u>	<u>154,626</u>

Other creditors includes loans totalling £143,094 (2014: £153,094) from Mr Newmark.

**9. UNRESTRICTED INCOME FUNDS**

	Balance at 1 December 2014	Incoming resources	Balance as 30 November
	£	£	£
General Funds	<u>3,732</u>	<u>1,005</u>	<u>4,737</u>

NOTES TO THE ACCOUNTS  
FOR THE YEAR ENDED 30 NOVEMBER 2015

**10. ANALYSIS OF NET ASSETS BETWEEN FUNDS**

	Unrestricted Funds at 30.11.2015 £
<b>Fund balances at 30 November 2015 are represented by:</b>	
Current assets	4,737
<b>Total Funds</b>	<u>4,737</u>

**11. COMPANY LIMITED BY GUARANTEE**

The members of the company guarantee to contribute an amount not exceeding £1 to assets of company in the event of a winding up.