



A Partner in Education
Annual Report and Accounts for the
year ended 30 November 2017



'Peace education does not mean sacrificing high achievement, and in fact the opposite is true as it is the very focus on these values that enables everyone [at Umubano Primary School] to succeed, intellectually and emotionally.'

Dr John Rutayisire

A Partner in Education works in Rwanda to support the development and dissemination of a model of inclusive, equitable, quality education. We are guided by Sustainable Development Goal 4: to *ensure inclusive and quality education for all and promote lifelong learning*. We work with the Rwandan Government, other NGOs and international partners to leverage expertise and resources to support the strategic development of a model of educational excellence at our pilot project, Umubano Primary School, on the outskirts of Kigali. With Umubano Primary School thriving, our next step has been to scale what we have learned, facilitating the development of an effective, low-cost and sustainable model of in-service professional development for teachers to ensure that every child in Rwanda - regardless of background or circumstance - can access their right to a quality education, equipping them with the tools to build a strong, peaceful future for themselves, their communities and their country.

Our Vision

A world where all children, regardless of background and circumstance, have the opportunity to receive high quality education.

Our Mission

To facilitate delivery of sustainable, locally-led programmes of teacher training, accelerating progress towards fully inclusive, quality education in Rwanda.

Our Aims

To raise standards of education through developing best practice in the Rwandan context; support the development of model schools which become self-sufficient, high standard teaching and learning hubs; and to contribute to the development and maintenance of peace, stability and prosperity in Rwanda.

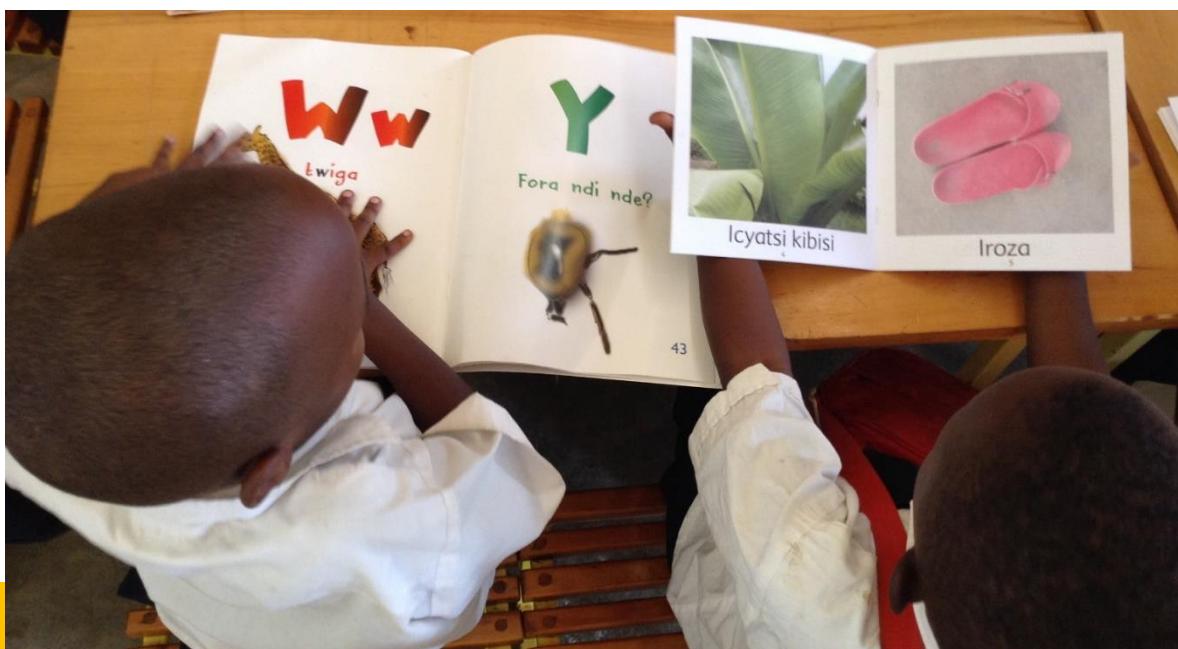


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ACRONYMS

APIE	A Partner in Education	MoU	Memorandum of Understanding
CBC	Competence Based Curriculum	NGO	Non-governmental Organisation
CPD	Continuing Professional Development	OLT	Online Training International
DfID	Department for International Development	PLE	Primary Leavers Examinations
ECD	Early Childhood Development	REB	Rwandan Education Board
ECE	Early Childhood Education	RENCP	Rwanda Education NGO Co-ordination Platform
ESSP	Education Sector Strategic Plan	SBM	School-based Mentor
FTE	Full-time Equivalent	SDG	Sustainable Development Goal/s
ICT	Information and Communications Technology	SEN	Special Educational Needs
INGO	International Non-governmental Organisation	UPS	Umubano Primary School
M&E	Monitoring and Evaluation		
MINEDUC	Republic of Rwanda Ministry of Education		

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 2017.

REFERENCE AND ADMINISTRATIVE DETAILS

Registered charity name	A Partner in Education
Charity registration number	1133224
Company registration number	07079874
Registered office	91 Eaton Terrace London, SW1W 8TW
Trustees and Directors	Sir Keith Ajegbo Ms Carole Frost Ms Katherine Llewellyn Mr Steve McCauley Mr Brooks Newmark Mrs Lucy Newmark
Accountants	Kreston Reeves LLP One Jubilee Street Brighton, East Sussex, BN1 1GE

STRUCTURE, GOVERNANCE AND MANAGEMENT

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. In September 2017, the Board of Trustees recruited three new members; Ian Henn, Marcus Starling and Sue Horner, who will be officially elected to the Board at the Annual General Meeting in December 2017.

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 governs its activities and established its objectives and powers. The company was incorporated on 18 November 2009, and 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. From this date the INGO took over all the Rwanda-based activities from APIE UK. APIE Rwanda is overseen by the Board of Trustees in the UK.

On 15 March 2016, a charitable organisation called “Friends of APIE, Inc.” was re-registered with 501 (c) (3) status in the USA, determining organisational exemption from paying federal tax and allowing the receipt of tax deductible donations, gifts and transfers. Friends of APIE Inc.’s primary function is to raise awareness and funds to best support the development of the work in Rwanda, working closely with the teams in Rwanda and the UK. Overseen by APIE’s Board of Trustees in the UK, a local executive governing body is in the process of being established.

Welcome to our Annual Report

2017 has been a good year for A Partner in Education; not without its challenges, but these have served to guide us in growing and developing our work in Rwanda.

In this report you will read about how Umubano Primary School (UPS) has been named as the first Beacon School for Peace in Rwanda. This is a tremendous acknowledgement of all the work done to date as well as a new signpost for us on our learning journey. This new status for UPS means working in partnership with Aegis Trust for the next five years to help define what a 'school for peace' really looks and feels like, and means that every single student, teacher and parent will be involved in that ongoing conversation. We will be working closely with Aegis and the Rwandan Education Board to define these criteria and support other schools on what we know will be a rewarding and vital journey.



We understand that achievement for all means full inclusion as well as excellent language teaching, high quality early years provision, judicious use of ICT and many extra-curricular activities - at UPS, these all contribute to education for peace. In addition we know that valuing teachers as skilled professionals is key. These values are at the heart of our work, and we see the evidence of success in the atmosphere at the school. As one visitor this year said:

'I felt it in the classrooms, heard it in the laughter of the young people, smelled it in the aromas coming from the kitchen and witnessed your compassion leading us to each room. Bravo!'



A significant success and testament to the ongoing hard work at the school and beyond is the fact that this year the PLE results were even better than last year, continuing their upward trajectory. UPS also came first in its district and third in the whole of Kigali City in a schools peer review, and received 95% in a Government inspection. These accolades support the staff to keep motivated to continue improving and learning, and to that end APIE has continued to provide in-house professional development, working alongside the school's leadership team and other external partners to listen and learn about how we can best facilitate the progress of teaching and learning as well as how to contribute to education more widely in Rwanda.

Of course APIE's role extends beyond Umubano School and 2017 marked a step change in the way we work. Our outreach work has impacted on teachers, parents and children across the country and you will read of the range of ways this has happened in this report.

APIE continues to punch above its weight; for such a small organisation our work goes a long way. One example of this was in August, when we had the tremendously exciting opportunity to design and deliver training to newly-appointed Rwandan School-based Mentors from 700 schools across the country. We did this in partnership with the UK Conservative Party's International Social Action project, Project Umubano, with whom the school has a long-standing relationship and from where it got its name. Over the course of one week, 27 UK volunteers worked alongside UPS teachers to deliver the training, and they told us what a great experience it was and that they had gained as much as they had given. They also visited UPS at the end of the week and some of the volunteers have continued to support us ever since, for which we are very grateful. The important achievement for us was seeing how readily UPS's teachers rose to the challenge of training others and working confidently alongside native English speakers.

We have received support in-kind from so many this year as well as much needed funds from generous donors so that we can continue to develop teacher skills and the quality of education at UPS. Again, we are extremely grateful as we could not do this work without such support. In addition to crucial financial aid, we deeply value everyone's time, thought and care. Every conversation enriches us.

We look forward to continuing the work in 2018, with Umubano School, the entire local community it serves, the Government of Rwanda and all stakeholders who contribute to creating a positive, prosperous and peaceful future in Rwanda. As ever, we want to thank everyone for believing in our vision of quality education for every child and supporting us through another year – we couldn't do it without you.



Angie Kotler, CEO



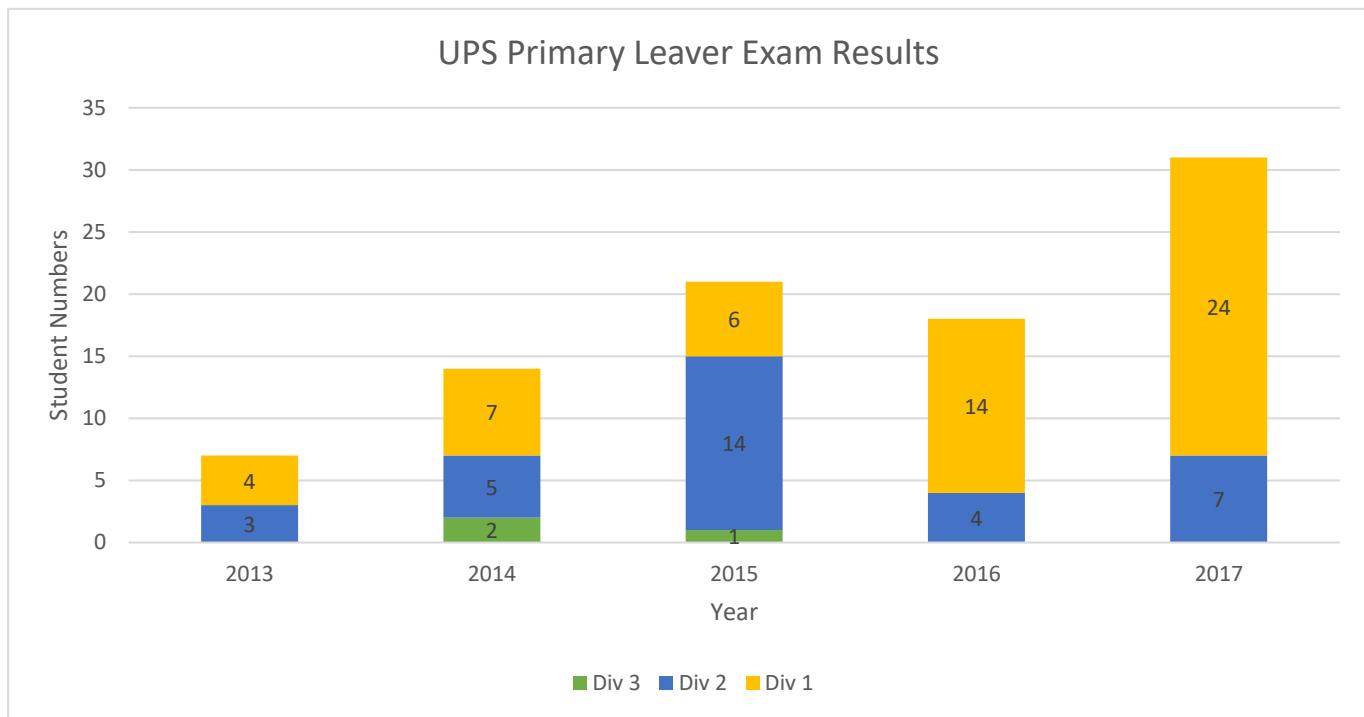
Steve McCauley, Chair of Trustees



At a glance...

We believe that the foundations laid by a high quality and inclusive education are one of the keys to building sustainable peace with social justice. One generation on from the genocide, Rwanda is looking to the future, and our role is to support the development of Rwanda's educational infrastructure to cope with the rising need and corresponding demand for educational excellence. In 2017, we focused on strengthening our infrastructure – physical as well as organisational – in order to meet the growing demands for our support; we continued to ensure that Umubano Primary School demonstrated excellence; and we commenced our programme of outreach and CPD in pursuit of our mission of improving the quality of education for every student in Rwanda.





The results at Umubano Primary School have improved year on year. 2017 represents a very significant achievement, with it being the largest P6 cohort so far (31 students) of which 77% achieved Division 1 (the highest grade band) and the rest Division 2. There were none in Division 3, and UPS has never had a child in the lowest Divisions 4 or 5. Of the students in Division 1, two achieved the highest aggregate score possible across all five subjects. We are particularly proud this year as these results also demonstrate the success of the SEN programme at UPS. It is common practice in Rwanda for children with additional learning needs to repeat school years; instead, we work hard to provide the support needed for these students to succeed. Five students within the 2017 P6 cohort had additional learning needs; one child with significant additional learning needs undertook the exams with the support of a scribe (the first time this has been done in Rwanda), and managed to achieve Division 2. This means that he, like all of the students, has also secured a place at secondary school and will be able to continue his education.

In 2017, we trained:

16 educators at UPS: 13 teachers and 3 teaching assistants

59 parents; 9 at a local centre in Early Childhood Development and 50 at UPS in English phonics, good home-school relationships and the impact of media on children

17 local government teachers in Special Educational Needs

691 government School-based Mentors
who went on to train **15,918** of their colleagues



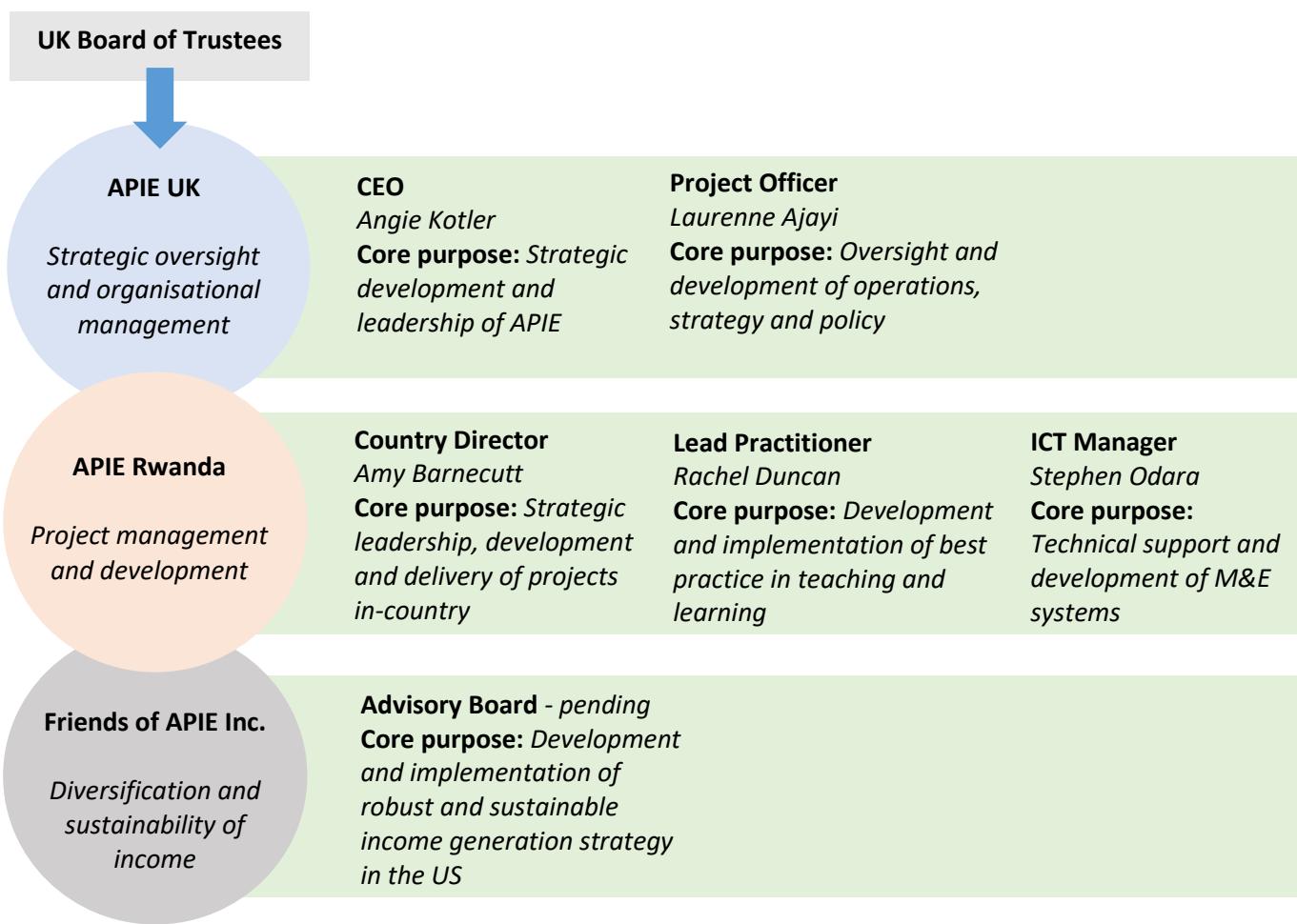
Benefiting a total of **637,950 students** across Rwanda



Organisational Review

The diagram below shows the staffing structure of the three legal entities of APIE. APIE has a very small executive team and is well supported by an active board of trustees. Despite the broadening remit of APIE in Rwanda, it is the intention to keep the team in the UK as small as possible while continuing to build capacity in Kigali. Our ultimate aim is to reduce the UK operation to the bare minimum, with the majority of the work carried out from the Rwandan office. Support from the US is not yet systematised but this has been an aim from the outset and, despite some setbacks this year, is still in progress.

APIE is a small, agile and responsive INGO and manages remote working between staff and trustees in different countries through regular online communication and a minimum of two working visits to Rwanda each year from a combination of staff and trustees. The interface between APIE staff and UPS staff is very respectful, effective and supportive, with our ultimate aim being to leave a sustainable legacy owned and directed by Rwandan staff.



At the end of 2016, our organisational strategy was focused on reducing the role of the UK team, transferring both operations and strategic leadership to Rwanda. This decision was based on developing as sustainable a model as possible, with the remaining (limited) capacity outside of Rwanda directed to diversifying income streams and developing international relationships. However, even with the increased staff team on the ground (2017 was the first year APIE had more than one staff member in Rwanda), expansion of the outreach work during this year has meant that we were not ready to make this transition yet. As this critical point in APIE's growth, a strategic organisational review has been scheduled by the Board of Trustees to ensure that the organisation is fit for purpose whilst our work continues to grow, with a focus on succession planning and increasing capacity on the ground in Rwanda to ensure organisational stability as well as facilitating further independence of Umubano Primary School. This review will be undertaken at the beginning of 2018, ensuring APIE can continue to grow and develop in a way that best meets the needs of our mission.

Income Generation

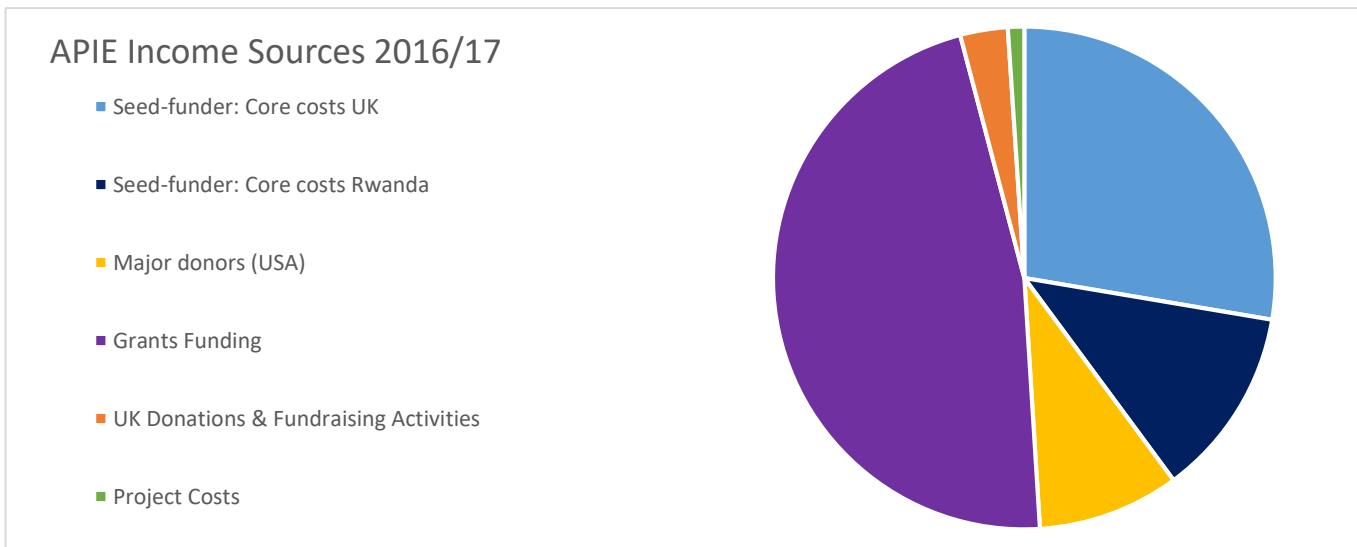
As a small but growing organisation initially funded solely by our founder, one of our core aims has been – and continues to be – the diversification of income. In 2017 we achieved considerable success against this goal, increasing the percentage of income from sources other than our founder. Although this report is for the UK-based branch of APIE, as in previous years of annual reports it is important to show the full picture of income generation for the entire organisation, as a significant portion of the fundraising efforts of the UK office go directly to Rwanda, and as such are not represented in the UK accounts. The table and chart below show the income across the entire organisation for the year 2017.

Note	Detail	Amount GBP
1	Seed-funder: Core costs UK	65,396
2	Seed-funder: Core costs Rwanda	28,897
3	Major donors (USA)*	21,591
4	Grants Funding	110,851
5	UK Donations & Fundraising Activities	7,230
6	Project Costs	2,488
	Total	£145,592

*The rate of dollars to sterling has been calculated at 1GBP = 1.39 USD. All calculations have been done on the compilation of this report, and as such have not taken into account historic fluctuations in rate.

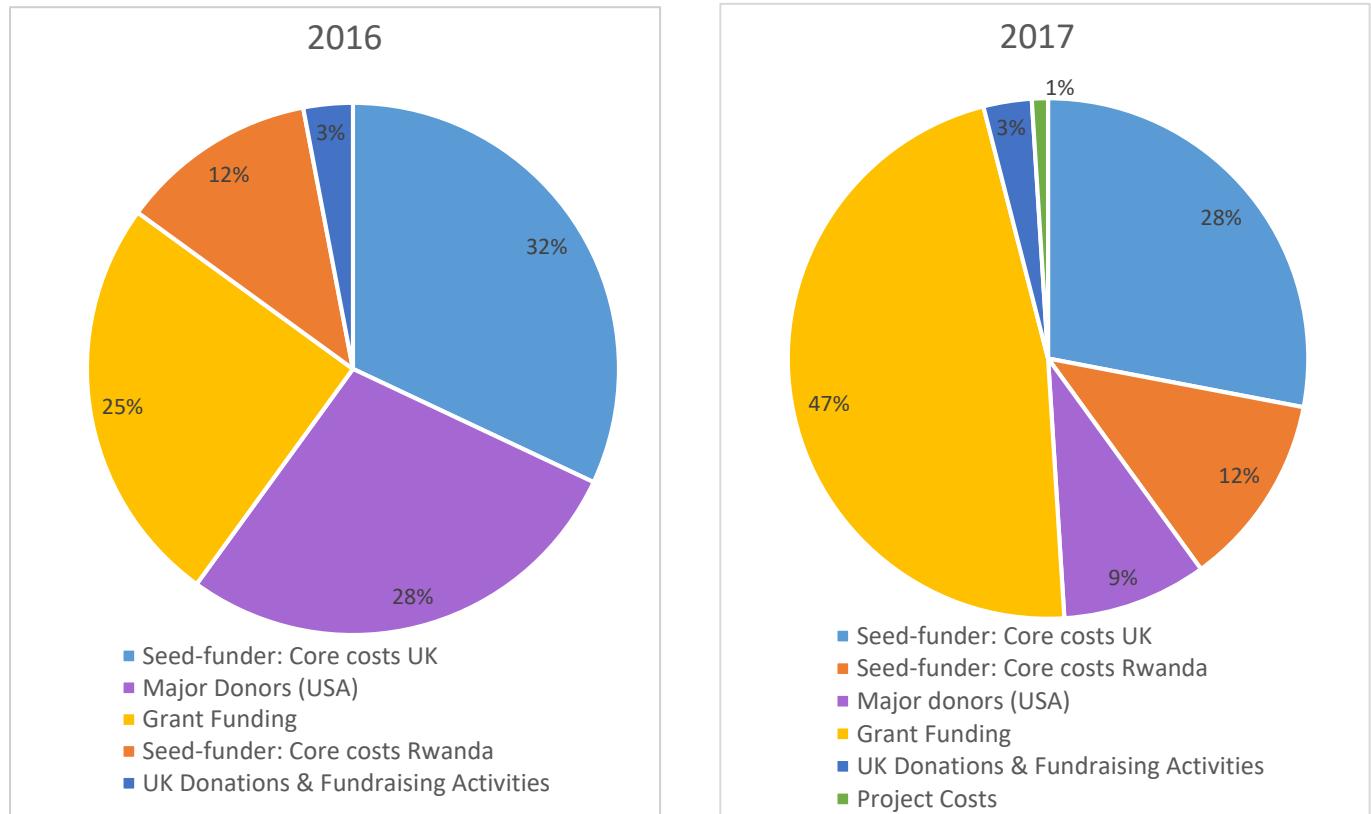
Notes

- Core costs to cover the local expenses and administration of APIE UK.
- Core costs to cover the local expenses and administration of APIE Rwanda.
- Donation to Friends of APIE Inc. from a US donor, directed to Rwanda to support APIE operations.
- £19,000 was granted to APIE from the Grille Foundation, with £7,000 restricted to the Scholarship Fund, £6,000 to hardware and a further £6,000 to meet the costs of the ICT Manager in Rwanda in 2018. An additional £990 was granted by Lef Pillon to support the continuation of the SEN programme (transferred to Rwanda in USD = \$1,376). In addition, APIE received the second and third instalments of funding from the Addax and Oryx Foundation towards the construction project, totalling £90,861 (transferred direct to Rwanda in USD = \$127,039).
- £702 from regular donors, £6,128 in one off donations and £400 in community fundraising (from St Monica's R C Primary School).
- £2,488 as a donation from the office of Andrew Mitchell to meet the costs of the Project Umubano training in Kigali in August 2017.



The chart below shows the diversification of income in comparison to the previous financial year:

Source	2016		2017	
	Total Amount	%	Total Amount	%
Seed-funder: Core costs UK	52,500	32%	65,396	28%
Seed-funder: Core costs Rwanda	19,870	12%	28,897	12%
Major donors (USA)	46,634	28%	21,591	9%
Grant Funding	41,857	25%	110,851	47%
UK Donations & Fundraising Activities	4,003	3%	7,230	3%
Project Costs	0	0	2,488	1%
	£164,864		£236,453	



APIE's founder has committed to meeting the core costs of the organisation – at our current capacity – until the end of the current strategy in 2019, enabling all fundraising efforts to be directed towards the development and capacity building of projects on the ground in Rwanda. Bearing in mind the increase in total income and the increase of core costs in Kigali (with two new members of staff hired at the beginning of the year to meet the growing workload), we were still successful in reducing our seed-funders contribution from 44% in 2016 to 40% in 2017. There was a significant drop in support from the US as we did not have the capacity needed to develop an ongoing programme of engagement as planned. However, grant funding increased this year, with project-specific funding from three separate organisations. UK donations and fundraising activities were the same percentage of income as in 2016, although there was an increase in amount (2016: £4,003, 2017: £7,230). This is an area we aim to continue to improve on in following years.

In line with a strategic organisational review scheduled for the beginning of 2018, we will adjust our resource development strategy through close analysis of our successes and failures in order to continue to diversify funding streams, improve organisational sustainability and facilitate the pursuit of our organisational objectives. In addition, in 2018 we want to put a strategy in place to commence building reserves in the UK and Rwanda; APIE holds no reserves at this time, a risk which has been identified by the Board of Trustees.

Background and Context

There is a strong determination in Rwanda to move forward from the genocide of 1994 as a successful and cohesive society. An ambitious education strategy calls for all partners to work towards clearly stated goals in order to support the country's aims of development, stability and economic growth. However, there are challenges; limited resources, a new curriculum, the transition to English as the language of instruction, a lack of practical training opportunities for teachers together with the ongoing impact and effects of the genocide create a challenging environment for educational development. Our aim is to support the government to achieve their goals through supporting Umubano Primary School in the development and implementation of best practice in a wide range of subjects, and sharing this knowledge with the education community via a wide-reaching, sustainable and forward-thinking programme of teacher professional development.



Sustainable Development Goal 4

"In some parts of the world, students are going to school every day. It's their normal life. But in other parts of the world, we are starving for education... it's like a precious gift. It's like a diamond..."

Malala Yousafzai

APIE's aim in establishing Umubano Primary School was to create an example of what is possible, marrying the aspirations of the Sustainable Development Goals with Rwanda's Education Sector Strategic Plan and Vision 2020. Whilst it is important for governments to commit to providing the very best education for all children, the gaps between these goals and reality remain wide in many contexts. Even in Rwanda, where the government is driven by their commitment to achieving the SDGs, there is a long road to travel to make this a reality for every child. Resources are scarce, budgets tight, class sizes large and teachers under-trained.

'By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.' (Indicator 4.7, Sustainable Development Goal 4)

As recommended in SDG 4 - to *ensure inclusive and quality education for all and promote lifelong learning* - APIE works in partnership with the government and other INGOs according to the principles of mutual accountability, with a focus on results and shared responsibility. We aim to provide a low-cost, replicable model of education, where parents pay what they can afford and we raise the rest to ensure no child is excluded. However, our aim is not only to provide the best possible education in one school, but to share best practice widely throughout the country, helping many more schools, teachers and students to attain the objectives of the SDGs.

Quality education is every child's right and in order to deliver that, highly professional teachers are needed. APIE's core purpose is to design and deliver quality professional development to Rwandan teachers so that they can raise their game, ensure that all students achieve proficiency in literacy and numeracy, derive satisfaction from their work and become lifelong learners themselves. APIE also provides training and support to parents and other young adults, to enable them to enhance their skills and confidence in the home and workplace. At a glance, this is how we are working towards SDG 4:

Access to 12 years education. We provide education from age 3–11, and our lower secondary classrooms – currently under construction, but set to open for 2019 - will cater for students up to 15 years of age.

Early Childhood Education. APIE provides three years Early Childhood Education (ECE), working closely with parents to ensure a consistent supportive environment for young children to thrive.

Inclusion. APIE takes inclusion and support for all children's needs very seriously; we have a specialist teacher and provide training for all staff to understand the range of needs they have to be able to work with. This November, for the first time ever in Rwanda, we managed to secure a scribe for one of our P6 students so that he could attempt the primary leaver's exam. Thanks to this support, he achieved highly enough to continue on in his education.

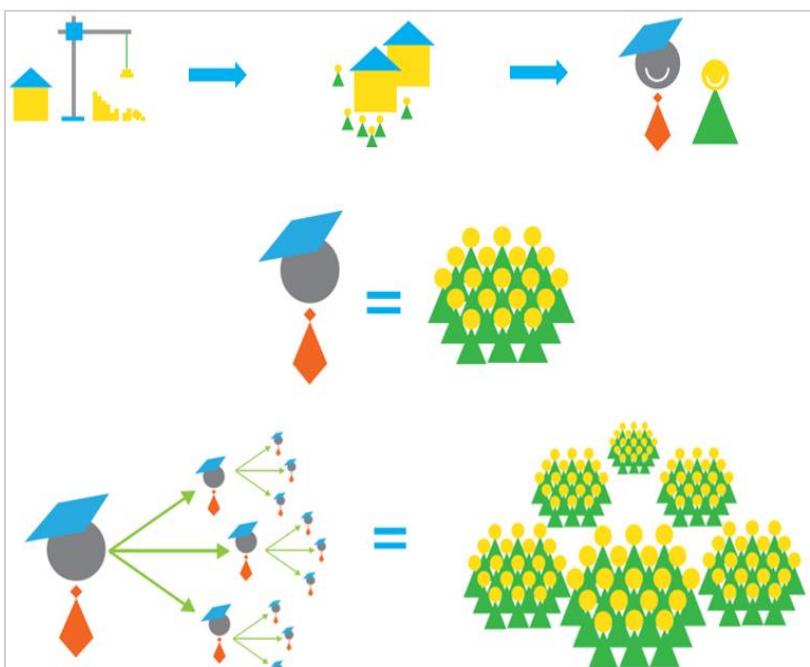
ICT. We have introduced ICT to Umubano Primary School because the students and teachers are global citizens, keen to learn about the rest of the world as well as their own country. Rwanda also wants all its citizens to be prepared to work in the global economy so ICT skills are essential.

Gender parity. APIE ensures that all children have access to the same quality of education. Girls at UPS do as well as boys and there is a zero drop-out rate. We are closely monitoring the progress of the alumni who all go on to secondary education in order to assess whether a more targeted approach is required to support the continuation of education for female students.

Citizenship education. Both this and wellbeing are among the key priorities for APIE as we know that it takes more than basic literacy and maths to become an effective citizen. Umubano Primary School has become the first Beacon School for Peace in Rwanda, and embraces and enacts all the values of the SDGs.

Model

APIE's model is based on the development and implementation of a 'bottom-up' method of teacher training; rather than sending experts out to schools, we facilitate the professional development of Rwandan teachers at our pilot project, which is beginning to share its practice through a growing learning network of teachers. APIE's ability to leverage both local and international partnerships has enabled rapid progress; in four years of operation, UPS has gained an excellent reputation for providing affordable, holistic and inclusive high-quality education. In 2017, it was ranked in the top three primary schools in Kigali, achieved 95% in a government inspection and in partnership with Aegis Trust, became Rwanda's first Beacon School for Peace. In partnership with APIE staff, UPS's teachers have been designing and delivering training in gender and English language to other Rwandan teachers, as well as providing training for young mothers in parenting skills. APIE staff have also been running courses on inclusion for neighbouring schools. All of this work is set to expand over the next few years enabled by the completion of the new hall/training centre, the increased skills of the teachers and new technologies.



Education for Peace

Peace education has had many definitions, and is necessarily both universal in aims and context-specific in manifestation. When asked what we mean by our commitment to education for peace we feel the definition that best fits with our approach is:

'Peace education is the process of teaching people about the threats of violence and strategies for peace. Peace educators strive to provide insights into how to transform a culture of violence into a peaceful culture. They have to build consensus about what peace strategies can bring maximum benefit to the group.'

(Harris 2009:11, cited in Positive Peace in Schools by Cremin and Bevington 2017)

In Rwanda, teaching about the genocide of 1994 is a mandatory part of the curriculum and as such, it is imperative that teachers are well equipped and supported to teach about their recent history, a complex task particularly considering that they have all experienced levels of trauma. As well as curriculum studies documenting the events of the genocide, there is a new cross-cutting theme of Peace and Values to be embedded across all subjects. We believe that the formation of an ethos of peaceful values is an essential base upon which to ground all teaching and learning, and the cultivation of this has provided a central focus to our work at UPS.

Umbabano Primary School has been developing its ethos of education for peace over the past four years, gradually shifting from a formal, hierarchical, traditionally discipline-led model to one which is democratic, respectful and calm, with a focus on positive behaviour to encourage and motivate students and teachers alike. There are frequent opportunities for both informal and formal conversations about the issues students are facing in their day to day lives in a rapidly changing society, all lessons exemplify full inclusion of all pupils and teachers use participatory methods where students feel empowered and courageous to try new things.

Working in a second and (for many) third language presents challenges to teachers and students alike, so we prioritise competence in English through a range of activities, both formal and informal. The results speak for themselves; exam results have improved year on year, and students are increasingly confident to discuss a host of topics in English, Kinyarwanda and French, which has recently been reintroduced. Parents are welcome to get involved in the life of the school and it is evident that UPS is becoming the hub of the community it serves, where issues are discussed and people come together to problem-solve, share problems and to celebrate their children growing up in peace.

All of these 'ingredients' and many more contribute to Education for Peace, a title we use rather than 'peace education' in order to encapsulate the whole package of learning and skills required to live peacefully, positively and productively. Our 5-year partnership with Aegis will focus on exploring and articulating the learning journey of a school committed to education for peace and to provide a legacy to all schools across the country.



Output, Outcomes and Impact

In order to measure our impact throughout 2017, we have considered our input, outputs and impact on each of the aims outlined in our Strategic Plan (2014), charting progress towards our organisational goals whilst also enabling the collation of data from additional projects - which have arisen in response to need and opportunities - within our framework of monitoring and evaluation. Our priorities were identified in line with the ambitions for Rwanda's education strategy as defined by the government, as well as being directly influenced by Sustainable Development Goal 4.

We work hard to follow the seven principles of social value in all we do and use these to guide our thinking whenever we make decisions about what to do next or when claiming any particular outcome.

1. **Involve stakeholders.** Inform what gets measured and how they are measured and valued in an account of social value by involving stakeholders;
2. **Understand what changes.** Articulate how change is created and evaluate this through evidence gathered, recognising positive and negative changes as well as those that are intended and unintended;
3. **Value the things that matter.** Making decisions about allocating resources between different options needs to recognise the values of stakeholders. Value refers to the relative importance of different outcomes, and is informed by stakeholders' preferences;
4. **Only include what is material.** Determine what information and evidence must be included in order to give a true and fair picture, such that stakeholders can draw reasonable conclusions about impact;
5. **Do not over-claim.** Only claim the value that activities are responsible for creating;
6. **Be transparent.** Demonstrate the basis on which any analysis may be considered accurate and honest, and show that it will be reported to and discussed with stakeholders;
7. **Verify the result.** Ensure appropriate independent assurance.

Because development is happening rapidly in Rwanda and because APIE is small, we have focused first and foremost on raising the professionalism of the teachers at Umubano Primary School and sharing our successes through the various forums we participate in at national level. Opportunities have then arisen to share our learning journey in partnership with larger organisations, including Aegis Trust (Education for Peace), Save the Children (ECD), Library for All (ICT and Literacy) and through grants from foundations in the UK, such as Lef Pillon (SEN). We have monitored all our programmes closely both internally and through consultation, so that by the end of the year we have been able to develop a vision and design a workable model for a teaching and learning network using our new training centre (to be completed by April 2018) as well as new technologies to reach rural teachers on a regular basis.

Our Priorities

1. Excellence in Early Childhood Education
2. Excellence in Language Teaching
3. Access to and competence in ICT
4. Excellence in inclusive education
5. Education for Peace
6. A rich practical experience for trainee and in-service teachers across Rwanda

1. Excellence in Early Childhood Education

This year, APIE continued to focus on developing and maintaining excellence in Early Years Education at UPS by providing weekly CPD for the Nursery staff on how to deliver best practice using the new Competence Based Curriculum. This marks a significant shift; whilst the Rwandan government has recognised the importance of ECE, as yet there is no widespread understanding of the important role it plays in children's development, so providing frequent regular opportunities to reflect on the shift from formal instruction to play based learning in the early years has allowed staff to deepen their understanding through their own experiences. This model of reflection-in-action is a proven method of teacher development which goes far beyond instruction-based training. Moreover it mirrors the methodology of 'learning through doing' that they are being asked to use with the children, reinforcing the learning process on both personal and professional levels. Staff are able to talk with the confidence of believing in what they are doing and able to demonstrate the results through children's increased competence and confidence in their learning. Teachers are now more often seen supporting and extending learning with the children as they are engaged in activities rather than instructing from the front of the room. Visitors frequently remark on the quality of teaching and learning in the UPS Nursery.

This year a MoU was signed with Save the Children Rwanda who then delivered three days of training to APIE and UPS Nursery staff on their First Steps Parent Empowerment Program for parents of 0-3 year olds. This led to the delivery by UPS teaching staff of an outreach programme for nine very young mothers at Centre Marembo, a local women's centre. The programme was a huge success, with positive feedback both from the participants and UPS staff and requests for further training to be delivered.

Outputs

- More child-centred teaching with multiple activities going on in classrooms, including an increased focus on play based learning;
- Nursery children making good progress across the curriculum, whilst the Nursery staff became more willing and proactive to try out new ideas and change their practice;
- ECE work at UPS has been filmed and documented by VSO to be used in training manuals in rural ECE settings.

Outcomes

- UPS is recognised as modelling best practice in ECE according to the Rwandan Curriculum.
- APIE is able to share learning at national level through Early Childhood Education Working Group (RENCP).
- We have submitted a proposal to DfID for a small charity grant of £50,000 over two years to support the roll out of model lessons via video and mobile networking. Progress on this application is pending.

Lessons

UPS enrolment at Nursery level did not increase significantly this year, with only 63% of spaces taken up. This had a significant impact on the budget of the school, so we are aware of the need not only to advertise these spaces, but focus more on community outreach to explain to parents the importance of ECE in building foundations for learning. A plan was put in place towards the end of the year to work on this.

First Steps Parent Empowerment

During the First Steps Parent Empowerment programme, baby Christian symbolically took his first steps! Although the programme can't take credit for this wonderful moment, it did serve as an example of what the programme is trying to do; supporting parents to recognise that they are a child's first and most important teacher and empowering them to nurture their children's development through play and early literacy. Christian's mum, Bernadette, said: "The classes have had a positive effect on us as we are very young and don't know what parenting is all about. Our life circumstances make it more challenging so the classes have been positive for us."



2. Excellence in language teaching

APIE has a continued focus on excellent bilingual teaching in English and Kinyarwanda, and with the reintroduction of French this year seeks to maintain balance, appropriate use of each language and for pupils to achieve high level competence in all three. At UPS, we have held weekly professional development sessions for the three English Language Teachers to develop their skills further, including introduction of a spelling programme and an approach to developing the best use of ICT in language teaching. In addition, APIE has offered further support with language-specific resources and book donations, ensuring that there is a wide range of literature and resources available to support teaching and learning across the school. A parents' training session on language development was also delivered this year in response to questions and concerns raised regarding the language policy (see below in 'Lessons' for further information).

Outputs

- Teachers gaining confidence in how to use code switching and bilingual teaching techniques;
- Nursery team now deploying one Kinyarwanda and one English staff speaker in each class;
- Greater engagement with parents about the importance of developing both Kinyarwanda and English;
- French has been successfully reintroduced with a new French Teacher who works across the school. UPS aims to achieve competence in three languages by the end of primary school;

Outcomes

- Children making good progress in all three languages;
- Student competence in English is especially strong at UPS;
- UPS is beginning to be recognised as a strong language school, with ongoing engagement with parents about why Kinyarwanda continues to be given weight (this is government policy and children are examined in both languages in Primary 6);
- APIE developed a training package for 9 UPS teachers to work with 27 UK volunteers who led an intensive English course for 700 School-based Mentors in August 2017.

Lessons

Working bi- and tri-lingually is challenging, but with commitment and expertise is not impossible. Relating strongly to identity, language is always an emotive subject and parents often seek reassurance that the language they value is also valued by us. We have taken the approach of aiming for competence in all three languages because we understand the importance of maintaining home language for both cultural and cognitive reasons, whilst the need for pupils to be competent in English to open doors to them in the future. French is also a link to family and community for many, and so in this complex context our approach aims for pupils to be competent, fluid and confident in all three. Teachers have required a great deal of support and reflection in order to agree on a language policy which they understand, commit to and feel able to work with. As a low-cost private school, UPS treads a fine line between government policy (to teach only in Kinyarwanda with English as a discrete subject up to P3 and then switch to English medium education at P4) and the aspirations of parents who see English as the gateway to better employment and a more prosperous future. We continue to reflect and refine our approach in line with what we see are the best outcomes for student competency.

Pastoral care

Understanding the importance of the mother tongue as key to children's development is crucial in creating a safe learning environment where children are able to express themselves freely. This year, UPS introduced pastoral sessions with Kinyarwanda teachers so that issues that children may not feel able to express in English can be aired and shared freely, ensuring that opportunities for self-expression are not limited by language barriers.



3. Access to and competence in ICT

ICT was introduced to UPS in 2016, with 30 Android tablets and 39 Microsoft phones loaded with relevant educational applications deployed for use in class. Programme development has been supported by the APIE ICT Manager; having consulted with UPS on ICT in 2016, he was employed by APIE from 2017 to support development of the use of the hardware and software, and to train teachers to use ICT effectively in their teaching. He has supported the Lead Practitioner in designing training for all the staff with specific emphasis on using applications in the classroom. In addition, more targeted training has been delivered to the Maths and English teachers on a fortnightly basis to support their effective use of ICT as part of the curriculum. Inevitably, we quickly saw that some students needed to have the opportunity to go faster with ICT than lessons allowed as they learn much faster than the teachers, so this year has also seen the introduction of a weekly ICT club, with those students who are showing innovative use of the ICT able to spend additional time putting their own skills and interests to the test.

Outputs

- Tablets being used for literacy, science, maths and other subjects by all teachers, whilst children's confidence and competence in ICT has grown significantly;
- Successful work to date with use of e-learning, particularly e-literacy, meaning that students do not have to wait to change library books, can read at their own pace and always find something suitable for their ability;
- Partnership with Library for All has enabled access to more e-books. APIE will facilitate outreach training funded by Library for All in 2018 to support the strategic roll out of their app across Rwanda.

Outcomes

- UPS is becoming known for its ICT provision with some parents choosing the school for this reason;
- APIE was invited to join the ICT 4 Education National Working Group (MINEDUC) to share best practice and stay on top of national trends in ICT;
- ICT for Assessment will be introduced in 2018 when laptops for teachers are purchased and all classes are following the introduction of the Competence Based Curriculum;

Lessons

UPS teachers are confident with consumer tasks but less so with creative tasks. They are keen to further develop their ICT skills and are requesting more training as we move forward. Sessions are planned for January 2018, with further CPD to continue throughout the year. It is important also to support students to learn at their own pace with ICT, whilst ensuring safety and appropriate use within the school curriculum. To date students do not have independent internet access at school and are restricted to using the downloaded material selected and supervised by teachers. Our aim has been to understand the advantages, challenges and risks of introduction of ICT to schools in Rwanda both for the direct benefit of teachers and students at UPS *and* in order to contribute to the national programme and curriculum requirements. We have proceeded carefully, developing a detailed understanding of all that is needed to be in place for successful implementation, including appropriate hardware and software, reliable connectivity and power, space to store and care for equipment and training and support for teachers so they have the skills, knowledge and confidence to take this leap.

School visits

At the end of 2017, Microsoft visited Umubano Primary School as part of an application for Showcase School status. Whilst this application is pending, Microsoft has given the school free access to Microsoft software, furthering opportunities for ICT and computer literacy. If successful, as a Microsoft Showcase School UPS will be able to share forward thinking ideas more easily with others through outreach tools, supporting the dissemination of an effective model of ICT learning throughout the country.



4. Excellence in inclusive education

In line with the SDGs and the aspirations of the government, inclusion has been a key part of APIE's educational strategy. Through the Scholarship Fund - which provides places for up to 20% of the school's population - several children with special needs are enrolled at UPS. Online Training Africa (OLT) has provided APIE with free, online training programmes in inclusion and differentiation, and since first receiving the training in 2016, two APIE Rwanda staff have become facilitators. This training has been delivered to the entire staff team in order to ensure all have skills and knowledge of principles of inclusion, diagnostics and appropriate differentiated teaching provision. APIE is the first organisation to pilot this training in Africa. Additional support has been given to the specialist SEN teacher and the Deputy Head in order to ensure that we are developing sustainable practice.

Outputs

- APIE obtained REB's permission to have a scribe for one student in the PLE (primary leavers' exam) this year, setting an important precedent and demonstrating to parents that all students are valued and given a chance to succeed;
- UPS staff recognise that children have different needs and show commitment to and understanding of finding appropriate provision for all children as far as possible. They are becoming increasingly confident at supporting children with a range of different abilities;
- Well-received outreach training funded by Lef Pillon was delivered to 10 local schools. Follow up visits indicated marked improvements in SEN provision and teacher awareness and willingness to support children with varied needs. The generous continuing support of Lef Pillon will allow this work to continue in 2018.

Outcomes

- UPS is becoming known as an Inclusive School, challenging thinking and attitudes about special needs and demonstrating success with students previously deemed 'unteachable';
- Parents have expressed gratitude to the school for the way they support all learners;
- Students on the SEN register are succeeding in their exams without having to resit years;
- APIE is able to share learning at national level through Equity and Inclusion Working Group (RENCP) and contributed to 2017 ESSP review in relation to Inclusion;
- Following outreach training, five government teachers have done further training in their schools and requested further support from APIE.

Lessons

Inclusion work requires additional resources and this puts a financial burden upon the school. UPS is committed to continuing to support children regardless of ability, and APIE currently supports this by raising funds to ensure that this can be a reality. There are implications for the future sustainability of this approach when UPS becomes independent of APIE, something we will need to focus on in our strategy over the coming years. At the moment, Inclusion is high on Rwandan national priorities and is a key aspect of peace and social justice. As such, APIE also remains committed to ensuring that the educational needs of all children and their families in the UPS catchment area are met to the best of our ability as a key strand of our model of Education for Peace.

Teachers as change-makers

Ngabonziza is a P2 student at a local primary school in Kigali; he has partial paralysis in his right arm and leg. Although he has been registered at his school since 2015, he rarely attended as his parents believed his impairment affected his ability to learn. This year, his teacher Placide was supported by APIE through Inclusive Education training and school visits. After the training, Placide contacted the family to convince them to allow Ngabonziza back to school. "I had learned that every child has the right to go to school...just because he has a physical impairment it does not mean he cannot learn." Ngabonziza now attends school every day and is doing very well, demonstrating the transformational nature of this training.



5. Education for Peace

This year, Education for Peace developed significantly as a project, with APIE signing a five year partnership agreement with Aegis Trust through which we will continue to develop, investigate and disseminate effective models of peace education. We also delivered training to teachers and parents, drawing from a wide range of international sources including the International Positive Education Network and Peace First, tailoring content to the specific environment in which we operate. In addition, we commissioned an independent evaluation on APIE's emerging model of Education for Peace to assess our work at UPS so far, and to shape our strategy going forward. This report is available on our website and will serve as a springboard to further monitoring and evaluation as we progress with the partnership with Aegis. As always, Peace Day was celebrated at the school with a range of activities, including the school's Peace Corner being painted with a mural designed by students with local artists.

Outputs

- UPS was announced as the first Beacon School for Peace in the new national programme introduced by Aegis Trust in partnership with REB and MINEDUC;
- The feedback from the external evaluation (by Dr. John Rutayisire) was extremely positive and affirming about the impact of our policies and practices in shaping a peaceful school community;
- UPS's ability to handle sensitive issues in a peaceful manner has continued to strengthen, with reconciliation, conflict resolution and open communication between all stakeholders encouraged.

Outcomes

- APIE has been invited to work with Aegis Trust to support future teacher professional development in peace and values, including for UPS to host visits from other schools; we are currently in the process of developing the action plan for this work for which we will jointly (with Aegis) seek funding;
- UPS is becoming known for being a school that promotes peace as a core aspect of its education;
- Positive discipline has been adopted by parents at home as well as in the school community. Parents reflect on this openly and recognise the school's role in introducing alternatives to corporal punishment;
- Children and teachers feel safe and valued, and the wider community is involved in school life.

Lessons

Whilst we appreciate the complexities of this path, we are committed to it. The past four years has seen the school population grow and stabilise, with the school community – teachers, students and parents – committed both to the school and the pursuit of peace. The school has a low drop-out rate and in the past two years has not lost a single teacher; in a country where mobility between schools and jobs is commonplace, this is testament to the fact everyone at UPS knows they are valued, seen and heard. When issues arise, we spend time talking and consulting with members of the community at all levels, allowing us all to grow and learn a little each time. We understand that this journey of working towards and defining Education for Peace has no clear destination, but we also believe that it is in travelling that we learn the most.

Evaluation feedback

UPS is providing a model of education for a peaceful future, where a school can be the hub of the community and contribute to the formation of shared values and identity.

Findings... indicate that it is possible to develop a school to a standard of excellence, which also espouses the values of peace education... Peace education does not mean sacrificing high achievement, and in fact the opposite is true as it is the very focus on these values that enables everyone to succeed, intellectually and emotionally. (Rutayisire 2017)



6. A rich practical experience for trainee and in-service teachers across Rwanda

In 2017 UPS offered internships to Teacher Training College students for one term, offering the opportunity to observe, learn from and contribute to best practice in the classroom. We also continued to deliver regular CPD to UPS staff; with the Country Director and Lead Practitioner roles separated for the first time, APIE had a member of staff in the school at all times to deliver training, support teaching and work with the administration. 2017 also saw the outreach programme grow in line with our vision; in April and August, an Inclusive Education training programme was delivered in 10 local schools to 17 teachers, ultimately impacting 1,870 students. Additionally, in partnership with Project Umubano and REB, APIE designed and supported the facilitation and delivery of a further outreach training programme on English and Gender for 691 SBMs, impacting a further 15,918 teachers and 635,855 students. The success of this programme has strengthened APIE's relationship with REB, with plans in place to continue working together on further training.

Outputs

- UPS teachers' professional development is improving all the time, evidenced in their performance reviews, their confidence in working collaboratively and their willingness and enthusiasm to work beyond the walls of UPS with their peers in other schools;
- UPS Teacher retention has improved, with most teachers having now been at the school for more than two years, no absenteeism or lateness and a lively and professional atmosphere in the staffroom;
- Teachers show passion and commitment to their own learning as well as that of their students;
- In partnership with REB, APIE contributed to national SBM training guides.

Outcomes

- Teachers are able to train others: this year nine teachers partnered with UK volunteers to train SBMs (senior level government teachers) whilst Nursery staff also led a Parent Empowerment programme for young mothers, having been trained by Save the Children;
- APIE is able to share learning at national level through Teacher Development and Educational Leadership Working Group (RENCP).

Lessons

This year has exceeded our expectations in terms of teachers' commitment to their own learning and development, renewing our impetus in developing this strand of our work. New technologies are now urgently needed to ensure that teachers in remote areas are able to access the training programmes we are developing and become part of learning networks. We also need to continue to invest in the staff at UPS who are demonstrating just how much they are capable of. We will seek funding to provide ongoing learning pathways for them and continue our commitment as partners to the professional journeys of this inspiring staff. We will also document and share our own learning more widely as we believe that investing in people over an extended period of time reaps enormous dividends and will be the key to improving the quality of education for the next generation in Rwanda.

Training with Project Umubano

Focusing on English and gender – with Chimamanda Ngozi Adichie's *We should all be feminists* as the core text – this intensive programme for 691 SBMs was a success, with 95% of participants stating they had developed new strategies for student centred learning, and 93% feeling they had improved their level of spoken English.

In this training, I enjoyed the debate session because it helped us to improve different skills, especially critical thinking. It helped me to understand deeply what the gender balance is and the role of it and the way of implementing it in our school. - Training Participant



Highlights of 2017

UPS inspection results

This year the school was inspected by Rwanda Education Board and was ranked number 1 in Kicukiro District and third in Kigali City, receiving 95% in its inspection score. The inspectors acknowledged the positive behaviour policy in place and were impressed with the school's infrastructure as well as the quality of teaching and learning they observed.



Lef Pillon and Special Educational Needs

Generous support from The Lef Pillon Trust this year has allowed APIE to support UPS teachers to develop their SEN practice more rigorously, resulting in one of the students at UPS being given a scribe for their P6 examinations, the first time this has happened in Rwanda. It has also enabled us to deliver outreach training on Inclusive Education. Working closely with teachers from 10 local schools, we have delivered training on how to support children with Special Educational Needs and visited the schools to assess the impact of the training, with results indicating that the teachers are embedding their learning in their work.



Project Umubano

During the summer, APIE worked in partnership with the Rwandan Education Board and Project Umubano - the Conservative Party's social action project - to design an English-language training programme for School-based Mentors. The training was delivered in August to 700 participants at centres in Kigali and Rwanamagana. UPS teachers partnered with the UK volunteers to train the local teachers in a one week programme focused on improving English skills through close study of Chimamanda Ngozi Adichie's *We Should All be Feminists*. The week culminated in a formal dinner with His Excellency the President Paul Kagame.



Partnership with OLT

APIE's Lead Practitioner, Rachel Duncan, became a facilitator for OLT this year and delivered their online training course on Autistic Spectrum Disorder to all 16 teachers and the Head Teacher at UPS. We are currently exploring the option of sharing this training with more teachers in Rwanda through the use of offline capsule technology in 2018.



Partnership with Aegis Trust

APIE Signed a 5 year MoU with Aegis Trust this year, marking the start of a formal partnership following previous collaborations. Within this agreement, Umubano Primary School is named the first Beacon School of Excellence for Peace Education and there are plans for the school to host learning visits from other schools, as well as APIE to support Aegis with training and resource development.



Library for All visits

APIE's partnership with Library for All has continued successfully this year, with them offering to fund a pilot outreach training project in 2018. Library for All visited UPS a number of times this year, with one of their funders, Bloomberg Philanthropies' Verna Eggleston, describing her visit as "*amazing... Bravo!*" ICT has continued to improve at the school this year with new funding secured for 2018 from the Grille Foundation which will help gain more momentum next year.



Construction

Funds committed by the Addax & Oryx Foundation were used this year to commence construction of three secondary classrooms and a multi-purpose hall at Umubano Primary School, breaking ground in August 2017. Designed by Active Social Architecture, construction is running to schedule, with Umubano's first secondary class set to open in 2019. Further funds are being sought to complete construction, with the hall set to be used both for the school and to facilitate APIE's teacher training and outreach programmes.



Education Policy

As APIE is becoming better known for its expertise in the professional development of teachers, we have been requested to collaborate more at national level this year than ever before. We contributed to the review of the official Education Sector Strategic Plan, partnered with REB to support their School Based Mentor Programme manuals and have sat on a range of national-level working groups. In addition, in March, APIE's CEO presented as part of a panel discussion during Aegis Trust's International conference on Education and Peacebuilding, contributing her expertise in the field of Education for Peace.



The Way Forward

In 2018 we will embark on a more detailed plan of action on the Education for Peace programme, prepare to open our doors to secondary students and expand our outreach programmes - particularly on inclusion - to teachers and other schools across Rwanda. In 2018 we hope to impact the quality of teaching and learning in hundreds more schools, thereby contributing to the improved quality of education for thousands more children. We will aim to refine our model of designing and delivering professional development across the country, working in partnership with investors and other stakeholders to harness appropriate technologies to close the gap between urban and rural schools –something that is currently a major concern to the government and has been shown in much recent research to be persistent.

We have been consulting widely and will continue to do so to ensure that we are taking the best approach to make appropriate training courses regularly and easily accessible in the areas of Early Childhood Education, Inclusion, ICT and English. We will also continue working closely with Aegis Trust to refine and better understand the evolving model of Education for Peace, combining professional development for teachers, support to parents, developing a strong peaceful ethos in schools and providing resources that teachers can access to support them both in lessons and in informal settings with students. As this process evolves and, together with all stakeholders, we reflect on our learning along the way, we will begin to articulate and share this with the wider education community. We also intend to develop a stronger research strand to our work over the next few years so that we are able to qualify our growing understanding of what works in this context in terms of improving the quality of education for all children in Rwanda.

At the end of 2017 we appointed three new trustees and will be working closely with our expanded board to test our assumptions, review our strategy and draft plans for APIE beyond 2019. Our aim will be to further the self-sufficiency of Umubano School, and for APIE to have established local networks of teachers as learners, connected by the central learning hub at UPS. We are currently researching the viability of exciting new technologies to reach out to teachers in the most remote areas who are currently lagging behind the more urban areas in terms of professional support and development.

We will also continue to work in partnership with other INGOs, trusts, foundations and with governments. Through all our work, we remain lean, agile and responsive; always consulting and listening to stakeholders, working reflectively and adapting our practice according to the lessons we learn along the way. 2017 showed us clearly that the more we listen to our stakeholders, the better our collective outcomes will be. Our aim to be partners in education feels increasingly like a truly respectful and equitable relationship with the staff at Umubano School and everyone we work with in Rwanda, and we are genuinely learning as much as we give. We look forward to many more conversations next year and to many more successes for students and teachers in Rwanda.



Our Partners

APIE's model is based on working in partnership, leveraging relationships with individuals and organisations – large and small – in order to develop a sustainable and effective model of education, fit to support Rwanda to achieve its aims. Whilst we have forged relationships with many different organisations, we have particular thanks for the following who have made the achievements of this year possible.

Active Social Architecture

Addax & Oryx Foundation

Aegis Trust

Centre Marembo

Geneco-Inter Ltd

Grille Foundation

Lef Pillon Trust

Library for All

OLT Africa

Rwanda Education Board

Rwanda Education NGO Co-ordination Platform

Save the Children Rwanda

St Monica's R C Primary School, Bootle

Studio 91

In addition, there are several people we have to thank for their ongoing support, time and advice.

Brooks & Lucy Newmark

Dewey & Cal Shay

Linzi Fidelin

Tom Lewis

Laura & Scott Malkin

Sarah Havens

Laura Sykes

Dina Black

Mimi Errington

Sara De Marco

Andrew Mitchell, Alessia Dini, Faye Watson and all the volunteers on Project Umubano

There are many others who have made the achievements of this year possible; we are so grateful to you all for your support. In addition, our most sincere thanks go to the leaders, teachers and all staff at Umubano Primary School, without whom literally none of this could happen. Thank you.



Financial Review

Details of the results of the charity's activities for the year are set out on pages 28 and 29 and in the notes on pages 30 to 33. These accounts are representative of APIE UK only, due to the way in which the organisation is structured as three separate legal entities. During the year APIE UK's income totalled £91,369 (2016: £63,637) broken down as below:

Income Source	Amount GBP
Core Costs – Seed Funder	65,396
Grant Funding	7,280
Regular Donors	702
Donations	6,118
Community fundraising	400
Project funding	2,488
Give as you Live	10
Donated goods and services	8,975
TOTAL	£91,369

The breakdown of the in-kind donations and pro-bono support made to the charity was as follows:

Item	Estimated Worth
A4ID legal advice - Rwanda	3,000
Professional Coaching for CEO (6 sessions)	750
Avanade – central London meeting Room Space (3 meetings)	450
Book donations from St Monica's School	200
Recorders	175
Book donations – Project Umubano	50
Book donations – Project Umubano Volunteer	500
International transportation of resources	1,500
IPEN Consultancy	50
Architectural visit to Kigali	2,000
Sussex University - project development expertise	200
Cambridge University – project development expertise	100
TOTAL	£8,975

RESERVES POLICY

The charity currently has low reserves and is reliant on donors. The Trustees regularly review the reserves of the charity, and a significant part of the income generation strategy for 2017 will focus on building charity reserves.

Any reserves held by the charity at the year end are to be used to further the charities objectives. Where these reserves are restricted the purpose of funds held is detailed by the donor. Descriptions of the purpose of these restricted funds can be found in note 8 to these accounts.

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 (FRS 102);
- 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

Steve McCauley
Chair of the Board of Trustees

Independent Examiner's Report

YEAR ENDED 30 NOVEMBER 2017

I report to the charity trustees on my examination of the accounts of the company for the year ended 30 November 2017 which are set out on pages 28 to 33.

Responsibilities and basis of report

As the charity trustees of the company (and also its directors for the purposes of company law) you are responsible for the preparation of the accounts in accordance with the requirements of the Companies Act 2006 ('the 2006 Act').

Having satisfied myself that the accounts of the company are not required to be audited under Part 16 of the 2006 Act and are eligible for independent examination, I report in respect of my examination of your company's accounts as carried out under section 145 of the Charities Act 2011 ('the 2011 Act'). In carrying out my examination I have followed the directions given by the Charity Commission under section 145(5)(b) of the 2011 Act.

Independent examiner's statement

I have completed my examination. I confirm that no matters have come to my attention in connection with the examination giving me cause to believe that in any material respect:

1. accounting records were not kept in respect of the company as required by section 386 of the 2006 Act; or
2. the accounts do not accord with those records; or
3. the accounts do not comply with the accounting requirements of section 396 of the 2006 Act other than any requirement that the accounts give a 'true and fair view' which is not a matter considered as part of an independent examination; or
4. the accounts have not been prepared in accordance with the methods and principles of the Statement of Recommended Practice for accounting and reporting by charities applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102).

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

Allison Jones FCA
For and on behalf of Kreston Reeves LLP
Chartered Accountants

One Jubilee Street
Brighton
East Sussex
BN1 1GE
Date:

Statement of Financial Activities

FOR THE YEAR ENDED 30 NOVEMBER 2017

	Note	Unrestricted Funds 2017 £	Restricted Funds 2017 £	Total Funds 2017 £	<i>Unrestricted Funds 2016 £</i>
INCOME FROM:					
Donations		74,901	9,188	84,089	63,637
Grants		-	7,280	7,280	-
TOTAL INCOME		74,901	16,468	91,369	63,637
EXPENDITURE ON:					
Charitable activities	2	75,855	1,772	77,627	66,803
TOTAL EXPENDITURE		75,855	1,772	77,627	66,803
NET (EXPENDITURE)/ INCOME		(954)	14,696	13,742	(3,166)
RECONCILIATION OF FUNDS					
Total funds brought forward		1,571	-	1,571	4,737
TOTAL FUNDS CARRIED FORWARD		617	14,696	15,313	1,571
		<hr/>	<hr/>	<hr/>	<hr/>

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.

Balance Sheet

FOR THE YEAR ENDED 30 NOVEMBER 2017

	Note	2017 £	2016 £
CURRENT ASSETS			
Debtors	6	154,149	143,258
Cash at bank		27,082	2,547
		—————	—————
		181,231	145,804
CREDITORS: Amounts falling due within one year	7	(165,918)	(144,234)
		—————	—————
NET CURRENT ASSETS		15,313	1,571
		—————	—————
NET ASSETS		15,313	1,571
		—————	—————
FUNDS:			
Unrestricted income funds	8	617	1,571
Restricted income funds	8	14,696	-
		—————	—————
TOTAL FUNDS		15,313	1,571
		—————	—————

For the year ended 30 November 2017 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.

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

Steve McCauley

Company Registration Number: 07079874

Notes to the Accounts

FOR THE YEAR ENDED 30 NOVEMBER 2017

1. ACCOUNTING POLICIES

Basis of accounting

The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102), effective 1 January 2015, the Charities SORP (FRS 102) 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.

Incoming resources

The charity's income recognition is dependent upon the nature of the income being either an exchange or non-exchange transaction. Income is only recognised when it can be reliably measured and receipt is probable.

Exchange transactions are those which the charity delivers goods or services under a contract and as such are recognised on an accruals basis including contracts and grants with time related conditions.

Non-exchange transactions are those which are given freely to the charity by a donor and as such are recognised on a receipts basis as and when they are received.

Donated goods and services

Donated goods and services are recognised as income when:

- the charity has entitlement over the economic benefits that flow from the donation;
- it is probable the associated economic benefits will flow to the entity; and
- the value can be measured reliably.

Fair value is determined on the basis of the value of the gift to the charity. For example the amount the charity would be willing to pay in the open market for such goods and services. A corresponding amount is recognised in expenditure within the relevant expense category.

Fund accounting

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

Restricted funds: are funds which are to be used in accordance with specific restrictions imposed by donors or which have been raised by the charity for particular purposes. The cost of raising and administering such funds are charged against the specific fund. The aim and use of each restricted fund is set out in the notes to the financial statements.

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.

Notes to the Accounts

FOR THE YEAR ENDED 30 NOVEMBER 2017

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.

Debtors are measured at their recoverable amounts.

Creditors are measured at the transaction price.

Foreign currencies

Assets and liabilities in foreign currencies are translated into sterling at the rates of exchange 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.

Judgements and key sources of estimation uncertainty

The following judgements (apart from those involving estimates) have been made in the process of applying the above accounting policies that have had the most significant effect on amounts recognised in the financial statements:

- The trustees have made a judgement surrounding the value of goods and services received. The value of donated goods and services were valued using the amount the charity would be willing to pay in an open market for such items.

2. CHARITABLE ACTIVITIES EXPENDITURE

	Unrestricted Funds £	Restricted Funds £	Total Funds 2017 £	Total Funds 2016 £
Accountancy fees	1,840	-	1,840	1,620
Advertising & Marketing	143	-	143	633
Bank charges	51	-	51	29
Consulting	-	-	-	660
Entertainment-100% business	-	-	-	54
Hardware	107	280	387	329
Hospitality / fundraising events	-	-	-	3,124
Insurance	1,103	-	1,103	1,050
Office rent / deposit	910	-	910	4,007
Postage, Freight & Courier	66	-	66	46
Printing & Stationery	190	-	190	146
Rates	-	-	-	181
Resources for Rwanda	2,699	1,492	4,191	54
Salaries	55,003	-	55,003	48,746
Staff training	900	-	900	70
Staff travel (Rwanda)	5,109	-	5,109	4,268
Subscriptions	36	-	36	23
Sundries	-	-	-	20
Travel and subsistence UK	1,442	-	1,442	1,367
Website and software	601	-	601	376
Telephone & Internet	202	-	202	-
Pensions	103	-	103	-
Legal and professional fees	5,350		5,350	
	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
	75,855	1,772	77,627	66,803
	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

Notes to the Accounts

FOR THE YEAR ENDED 30 NOVEMBER 2017

3. ACCOUNTANCY FEES

	2017 £	2016 £
Independent examination fees	1,840	1,620
	=====	=====

4. STAFF COSTS AND EXPENSES

	2017 £	2016 £
Wages and salaries	55,003	48,746
	=====	=====

During the year no trustee expenses were incurred.

There were no employees who received employee benefits (excluding employer pension costs) of more than £60,000.

5. DONATED GOODS AND SERVICES

During the year the charity received £8,975 of donated goods and services including the use of office space, training courses and professional fees.

6. DEBTORS

	2017 £	2016 £
Loans and advances	154,009	142,451
Refundable deposit	140	-
	=====	=====
	154,149	142,451
	=====	=====

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.

7. CREDITORS: Amounts falling due within one year

	2017 £	2016 £
Accruals	1,560	1,140
Deferred income	21,264	-
Other creditors	143,094	143,094
	=====	=====
	165,918	144,234
	=====	=====

Notes to the Accounts

FOR THE YEAR ENDED 30 NOVEMBER 2017

8. RECONCILIATION OF FUNDS

	Balance at 1 December 2016	Incoming Resources	Outgoing Resources	Transfers	Balance at 30 November 2017
Restricted Funds	£	£	£	£	£
Scholarship Fund	-	6,300	(74)	-	6,226
Grille Foundation	-	7,280	(280)	-	7,000
Project Umubano	-	2,488	(1,418)	-	1,070
Resources for Rwanda	-	400	-	-	400
	-	16,468	(1,772)	-	14,696
Unrestricted - General	1,571	74,901	(75,855)	-	617
	1,571	91,369	(77,627)	-	15,313

The income funds of the charity include restricted funds for specific purposes as follows;

Scholarship Fund – Providing full scholarships for up to 20% of the school population. The Scholarship Fund also contributes to some of the ‘value added’ elements at the school, including teacher CPD and Special Educational Needs provision to ensure that the quality of education is excellent for all, regardless of background, circumstance or ability.

Grille Foundation – The funds held from the Grille Foundation are restricted to use for 6 full scholarships for three years.

Project Umubano – These funds were for the facilitation of a teacher training programme in August 2017, in which together with Project Umubano and the Rwandan Education Board, APIE trained 691 School-based Mentors.

Resources for Rwanda – These funds are restricted to use for APIE’s projects in Rwanda.

9. ANALYSIS OF NET ASSETS BY FUND

	Bank	Debtors	Creditors	Net assets
	£	£	£	£
Restricted Funds				
Scholarship Fund	6,226	-	-	6,226
Grille Foundation	7,000	-	-	7,000
Project Umubano	1,070	-	-	1,070
Resources for Rwanda	400	-	-	400
Unrestricted funds	12,386	154,149	(165,918)	617
	27,082	154,149	(165,918)	15,313

10. COMPANY LIMITED BY GUARANTEE

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