



A Partner in Education



Annual Report and Accounts for the year ended
30 November 2016

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

**Company Registration Number 07079874
Charity Number 1133224**

ANNUAL REPORT AND ACCOUNTS FOR THE YEAR ENDED 30 NOVEMBER 2016

CONTENTS	1
Legal and Administrative Information	2
Letter from the Chair of Trustees	4
Welcome from APIE's CEO	5
Background and Need	6
APIE Organisational Review	7
Outputs, Outcomes and Impact	9
Highlights of 2016	17
The Way Forward	19
Financial Review	20
Statement of Trustees' Responsibilities	21
Independent examiners report	22
Statement of Financial Activities	23
Balance Sheet	24
Notes to the Accounts	25

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 2016.

REFERENCE AND ADMINISTRATIVE DETAILS

Registered charity name	A Partner in Education
Charity registration number	1133224
Company registration number	07079874
Principal office	37 St Margaret's High Street Rottingdean BN2 7HS
Registered office	91 Eaton Terrace London SW1W 8TW
Trustees and Directors	Sir Keith Ajegbo Ms Carole Frost Mr Ian James Miss Katherine Llewellyn Mr Steve McCauley Mr Brooks Newmark Mrs Lucy Newmark
Accountants	Kreston Reeves LLP Chartered Accountants One Jubilee Street Brighton East Sussex BN1 1GE

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.

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, transfers and bequests. A local executive governing body is in the process of being established, and is being steered by a newly appointed Development Manager, reporting to the APIE CEO and overseen by APIE's Board of Trustees in the UK. Friends of APIE Inc.'s primary function is raising awareness and funds in order to best support the development of the work in Rwanda, working closely with the teams in Rwanda and the UK on communications and development.

APIE is the charitable enterprise currently supporting the development of a model of inclusive and equitable quality education as per UN Sustainable Development Goal 4¹ in partnership with the Rwandan Government at Umubano Primary School in Kigali, Rwanda. Finance from APIE is directed towards the strategic development of a holistic model of excellence for pupils at Umubano School and an education centre where professionals from across Rwanda can share good practice and which provides opportunities for ongoing learning and engagement for and within the local community.

ORGANISATION

The Board of Trustees consists of seven 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 2016 Carole Frost joined the board bringing many years of school financial management experience.

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.

Strengths Established infrastructure including executive and Trustees; Clear vision in line with SDGs and Rwandan Government plans; External partnerships; Agility and ability to respond to need.	Weaknesses Continued reliance on single funder for core costs and no reserves; Vulnerability of a small organisation dependent on key staff and insufficient sustainability planning.
Opportunities Wider dissemination of model; Provision of training and support to Government schools and institutions; Making a significant contribution to Education for Peace in Rwanda and more widely.	Threats Core funding withdrawn; Time-lag between application for funds and when needed where no reserves exist; Over-stretched financially and HR.

¹ <https://sustainabledevelopment.un.org/sdgs>

Letter from Steve McCauley, Chair of Trustees

I took office in September 2016 and want to thank Trustee Lucy Newmark for doing such a good job as Chair for the past two years. I also want to thank all the other Trustees of APIE and the Governors of Umubano Primary School in Rwanda for the collaboration and commitment to the vision of creating a Centre of Excellence in Primary Education in Rwanda and a hub from which we will be able to share this best practice more widely in Rwanda.

This year has been exceptionally successful for APIE and I congratulate the team both in the UK and Rwanda for all their hard work. Our key projects of developing ICT for learning, full inclusion for children with special educational needs, the continued development of excellence in teaching and learning and especially in the Early Childhood classes have made Umubano School well and truly stand out from the crowd. I am especially excited about the developing articulation of what it means to create a model of Education for Peace now that this is in the new Rwandan curriculum. We have been working on this over the past two years, knowing how much it matters in enabling Rwanda to have a stable and peaceful future as well as how much it matters on a global level. We are proud to be engaged in this challenging and rewarding work.

2017 will see new buildings as Umubano expands to include older students and provide space for the community to meet and for teachers to attend training. APIE welcomes new staff this year and more activity both within and surrounding the growing Umubano community. We thank all our partners and supporters, without whom we could not do this much needed work. I am looking forward to the forthcoming challenges and opportunities and to sharing the successes and lessons with you.



Steve McCauley, Chair of Trustees



Welcome from APIE's CEO, Angie Kotler

At the end of 2016, I was privileged to attend the end of year closing ceremony put on by teachers and students at APIE's pilot project in Rwanda - Umubano Primary School. The event was attended by over 120 parents and other members of the community, and being there sharing the sense of pride and connection was incredibly moving. The adage that '*It takes a village to raise a child*' is very true, and I'm proud to see Umubano (which translates as 'neighbourliness') truly becoming a 21st century urban version of the traditional village, a place where this diverse community comes together to find appropriate and positive ways for this next generation of Rwandans to move forward and rebuild.

2016 was a very positive year for APIE. Looking over the strategic plan for 2015-19, it is good to see that not only are we on track to achieve our stated aims but that we have also expanded and developed into new areas. Firstly, we can demonstrate that by providing in-house CPD for teachers, the quality of teaching and learning has improved dramatically. There is now a professional environment which is happy and productive, with teachers taking increased responsibility and ownership of their development, seeing themselves as professionals contributing to positive change in Rwanda. By creating a devolved management structure, staff are also working more collaboratively and creatively, with teacher turnover and attendance no longer an issue.

Secondly, improvement is demonstrated in the students' exam results. Student learning is getting stronger, not only in academic achievement but also through the additional activities on offer, including arts, sports and community work. Our holistic approach, valuing skills of empathy, critical thinking and creativity, alongside perseverance and academic excellence is continually evolving through identification of need and appropriate action. The development of an area for quiet reflection has provided a focus for peace, and ongoing CPD has enabled increased engagement in conflict resolution – crucial life skills in a post-conflict society. Full inclusion has also meant meeting the needs of children with special educational needs. In addition, ICT has now been fully integrated in supporting the curriculum for children of all abilities and APIE is on the national working party for ICT. Last but not least, the Early Childhood team has been recognised nationally for demonstrating best practice and is working with external partners to share this more widely across the country.

Thirdly, APIE is gaining traction in its role within the wider education community in Rwanda and abroad. We remain small, agile and responsive; able to partner with larger organisations to maximise our impact. Our model of providing affordable private education for rapid development is important within the wider context of the Sustainable Development Goals. Governments across the world - even the UK - are struggling to provide quality inclusive education. Our model of charging low fees to those who can afford them and providing full scholarships to those families that cannot means we have a wide socio-economic mix at Umubano Primary, a strong sense of commitment and stability in the community and a model which provides what all the pupils need in order to succeed.

We gratefully acknowledge our new and ongoing partners; whether through offering finance, expertise or other resources, your belief in APIE and commitment to the vision of supporting young people to become successful citizens, able to contribute to the new Rwanda, gives us the boost we need to continue in this work. As we move into a new year with new plans, we hope you will continue to work with us to bring opportunity to more children, teachers and their families in 2017. Thank you.



Angie Kotler, CEO

Background and Need

Mission Statement:

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

Organisational Goals:

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

Organisation

APIE was established in the UK in 2009, founded with the understanding that getting children into school is not transformative in itself, but that quality education is what changes lives. It had been identified by a range of stakeholders that there was a gap in Rwanda of models of excellence, which was hindering aspirations of achieving quality education for all. Many INGOs had been working with the Government to provide widespread expansion of teacher training, but there had been a lack of opportunity for practical, hands-on learning for teachers, and no public school yet able to demonstrate best practice. Umubano Primary School was established by APIE to fill this gap and our work is both reinforced and guided by the SDGs². It has evolved from consultation and requests from all levels of the local and national community; we have strong backing from the Rwandan Ministry of Education, University of Rwanda College of Education (URCE) and DfID, and we work in close partnership with the official Rwandan NGO Coordination Platform (RENCP).³

Model

APIE's educational model is based on the development and implementation of a 'bottom-up' method of teacher training. This means that rather than sending experts out to schools, we facilitate the professional development of Rwandan teachers at Umubano Primary School, supporting the Rwandan Government's aims, and the UN Sustainable Development Goal of Quality Education and Inclusion. APIE's ability to leverage both local and international partnerships has enabled rapid progress. In just four years of operation, Umubano Primary School has gained an excellent reputation for providing affordable, holistic and inclusive high-quality education, exemplifying the government's aspirations.

Context

There is a strong determination in Rwanda to move forward from the genocide of 1994 as a successful and cohesive society. Strong leadership and conducive conditions for development include an ambitious education strategy that 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, a lack of practical training opportunities for teachers and a recent transition to English as the official language, together with the ongoing impact and effects of the genocide, create a challenging environment in which to achieve these goals. Our aim is to support the government in achieving these goals, through supporting Umubano Primary in the development and implementation of best practice in a wide range of subjects - from English and ICT, to French, Maths and Education for Peace - and through disseminating this knowledge in the education community through a wide-reaching teacher-training programme.

² <https://sustainabledevelopment.un.org/sdgs>

³ <http://www.rencp.org/>

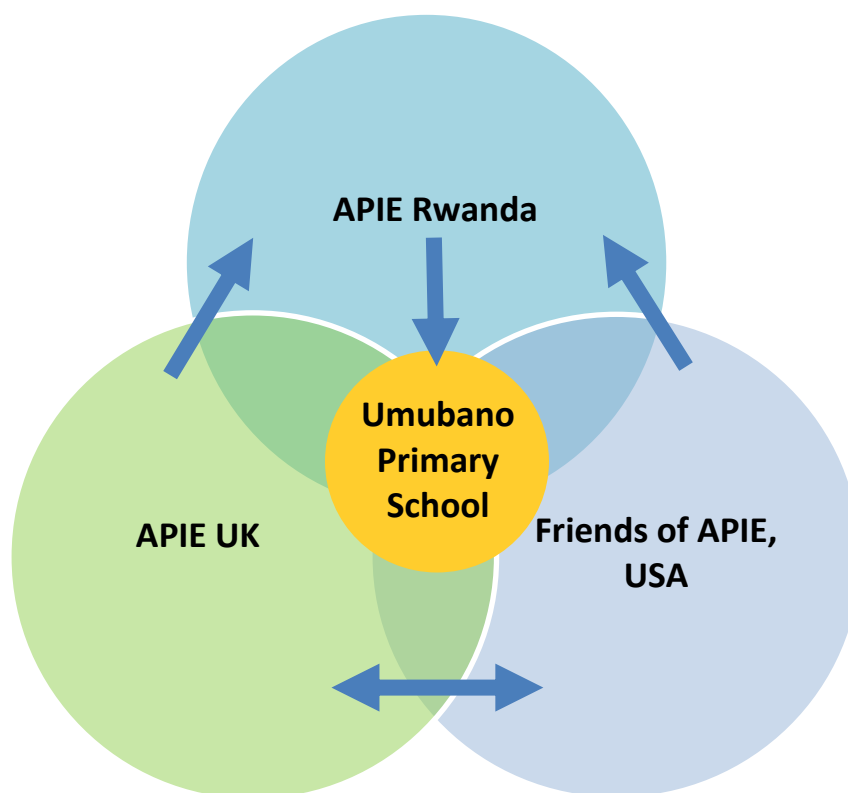
APIE Organisational Review

A Partner in Education is made up of three small separate legal entities, enabling operation in the UK, the US and Rwanda, and equipping the organisation with the tools to effect change locally in Rwanda and leverage partnerships globally. APIE Rwanda, APIE UK and Friends of APIE Inc. (USA) work collaboratively towards carefully identified goals in the progress towards APIE's organisational mission. In 2017 as the teams expand, new processes will be put in place to ensure effective working across the three countries and increased devolvement of responsibility to Rwanda.

APIE Rwanda is responsible for the implementation of the projects on the ground, and for ensuring the continued development of APIE's core purpose; to improve the quality of teaching and learning in Rwanda.

APIE UK's core purpose is the strategic development and management of the charity and its projects, overseeing operational efficiency and developing organisational expansion in order to move towards the organisation's aim of disseminating best practice country-wide.

Friends of APIE Inc. is responsible for the development of a robust and sustainable fundraising strategy to facilitate the ongoing development of projects on the ground.



APIE UK

The appointment of Project Officer Laurenne Ajayi saw the continuation of the UK operational strategy; strengthening internal processes to improve fundraising, communications and partnership development. To improve sustainability and develop the project towards local self-sufficiency, the UK team developed a strategy proposing a steady reduction of the UK office's role, with the expanding team in Rwanda (see below) taking on the majority of the charity's operations. This process commenced with a transition from the office in Brighton to remote working, reducing UK overheads.

The UK Board of Trustees expanded with the introduction of Carole Frost. Carole brings many years of experience as a School Bursar, and will be supporting the team with oversight regarding financial and accounting functions. In September 2016 Lucy Newmark stepped down as the Chair of Trustees after two years in the role. Lucy remains on the Board and is now focusing on fundraising. Steve McCauley, a Trustee for two years and long-term friend to APIE, replaced her as Chair.

APIE Rwanda

Amy Barneclutt held the dual role of Lead Practitioner and Country Director throughout the year and with the expansion of work in Rwanda, it was clear that capacity needed to increase. As the Lead Practitioner role is central to the strategy, a recruitment process led to the appointment of a new Lead Practitioner, Rachel Duncan, in November 2016. Rachel will commence her role at the beginning of the 2017 school year, ensuring continuation of staff professional development and project implementation at the school, while Amy will further develop the external partnerships to support the next phase of the strategy and will take over some of the functions of the UK office.

The team grew further with the creation of the new role of ICT and Monitoring Manager, filled by Stephen Odara, who had already worked closely with Umubano School as a Governor, and through the initial development and implementation of the ICT programme alongside his Master's programme at Carnegie Mellon University in Kigali. Stephen will be providing technical advice and support, staff training in ICT, supporting the expansion of the ICT programme and developing rigorous M&E systems to feed into 2017's planned evaluations.

The APIE Rwanda team's continued focus is to facilitate and empower the staff at Umubano Primary School, with the goal of making themselves redundant as local competence and confidence grows, enabling them to focus on outreach and wider teacher training. The aim of this expansion is also to transfer the running of APIE UK to Rwanda and reduce UK overheads.

Friends of APIE Inc. (USA)

In order to further diversify income generation, it was decided to formalise operations in the USA by hiring a part-time Development Manager. Jaime Lockwood is an experienced fundraiser. She visited Rwanda in November with the CEO and has become a dedicated member of the wider team. She works closely with the teams in the UK and Rwanda, has commenced the recruitment of a Board of US Directors and the development of an income-generation strategy to be implemented in 2017.

Summary of Organisational Aims for 2017

1. Compile a strong Board in the US to lead on income generation strategy;
2. Scale back UK responsibility and commence the transfer of operational management to Rwanda, reducing overheads and improving sustainability;
3. Continue to invest in the team in Rwanda in order to meet the demands of project implementation whilst maintaining strength of leadership to ensure continuity;
4. Strengthen internal structures to ensure working processes are as efficient as possible, with clear lines of communication and all functions appropriately assigned.

Output, Outcomes & Impact

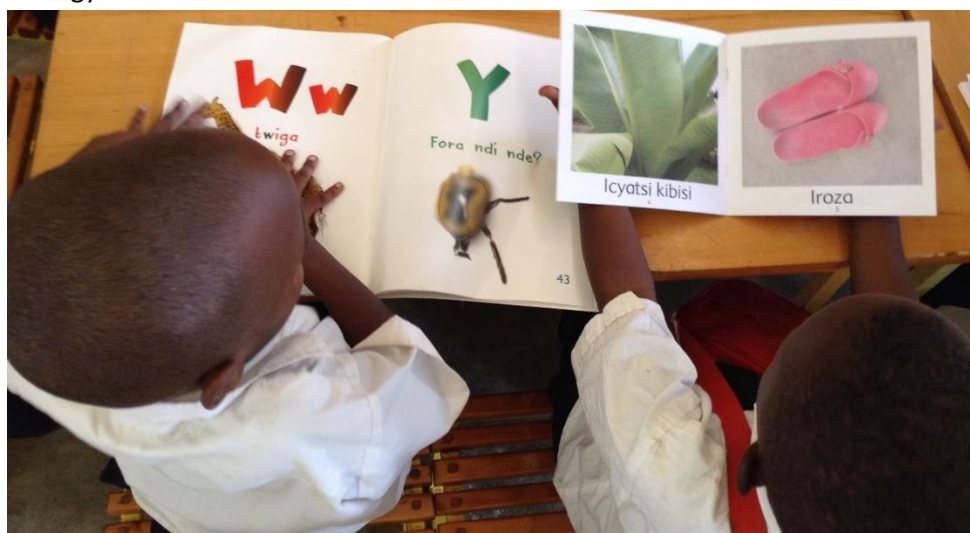
We have measured our impact against two main indicators:

1. The achievement of our stated short-term aims;
2. Progress towards achieving our long-term organisational goals.

1. Aims:

- a. **To ensure that no child living within 30 minutes walking distance is denied access to Umubano Primary School.**

The Scholarship Fund target for 2015 was reached, ensuring that we could continue in our commitment to fully supporting 30 children - just over 10% of the school population – whose families could otherwise not afford the fees. In addition to these 30 students, there are 12 staff scholarships and 87 lower sibling subsidies, reinforcing our commitment to inclusion. Although the increased Scholarship Fund Target for 2016 was not entirely met by APIE in the UK, the additional funds raised in the US, plus a significant amount of in-kind support (see page 20) ensures that we honoured our commitment to all scholarship students this year. Our increased target for 2017 is supported by a stronger strategy across all three countries.



Young students reading in home language, Kinyarwanda

- b. **To ensure that the leadership team at Umubano Primary School is working efficiently and appropriately and that effective local governance is in place.**

The Board of Umubano Primary School saw significant change, with the Chair, Alvin Mihigo stepping down from his role and the position filled by Governor and community leader, Pastor John Kabagambe. In addition, Stephen Odara joined the board after developing the ICT programme.

The school's leadership has remained strong, with the Lead Practitioner and Head Teacher working together throughout the year to ensure strategic development of all projects, whilst ensuring the continued development of best practice within the school. In 2016 leadership was also devolved as three Phase Leaders were appointed to lead the small teaching teams in Early Childhood, Lower Primary and Upper Primary. By the end of the year it was also decided to appoint a Deputy Head. All of this is in line with increasing local leadership capacity. Students are also modelling leadership roles within the school community, with older students supporting younger students and all taking responsibility for the school environment.

- c. 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.**

In 2016, focus on delivering training on Assessment and Differentiation made significant impact, with teachers adapting their teaching to support individual learning needs. Through improved learning outcomes - especially of children with additional needs – staff could see how their strategies were affecting learners and began adopting it into their daily teaching practice.

The Early Years team focused particularly on developing outdoor play and child-led learning opportunities this year. Their practice also improved greatly from last year, as shown by the improvement of their teacher observations. The Nursery environment really transformed in 2016, from something quite formal and teacher-led to an interactive play-based place for learning.

In addition, the Prefect system was replaced by a new system, where all P6 students are given additional responsibility. This has been effective, with the P6 students rising to their new roles and responsibilities and modelling for younger students. Weekly Circle Meetings, introduced in 2016, are led by all P6 students. In these meetings, the school population form mixed P1-P6 groups and discuss issues in a circle for 15 minutes. All members have a voice and are given the chance to speak and have their ideas valued. From these meetings, a number of initiatives have been put into place; for example, student-agreed rules in the toilets and sharing ideas on what they would like their parents to have more training in, in order to support their children better with school work.

- d. 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.**

The SEN programme took significant strides forward this year. Our partnership with OLT Africa saw all teachers at the school trained in Special Educational Needs provision and differentiation, meaning the entire staff are equipped to support the specialised SEN staff in providing for students with additional needs. The training, overseen by the Lead Practitioner, was ongoing throughout the year, particularly with regard to developments within the programme and support from international partners. In June, two International Education Master's students from the University of Sussex visited Umubano Primary School, using the educational model as the focus of their dissertations. One of these students was also a qualified Speech and Language Therapist, and her insight, support and resources made a significant impact on the programme and the confidence of the teachers in supporting students with additional needs.



Master's student Sandy Ramdas delivers SEN training to staff

- e. **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.**

The working relationship between the UK and Rwandan offices continued to strengthen over the year, with the development of operational processes bolstering the ways APIE operates internationally. APIE's partnership with the Wroxham Transformative Learning Alliance (WTLA) continued to play a significant role in the success of Umubano Primary School, with Martyn Vandewalle, then acting Head at Wroxham School, visiting Rwanda in April. Whilst at the school, Martyn worked closely with Umubano's Head Teacher, Jean de Dieu Dusingize, on various elements of his role and the programmes in place at the school, with a particular focus on Maths. In addition to this, WTLA demonstrates a model upon which to plan strategies for sharing educational best practice throughout Rwanda through the establishment of a teaching and learning network.



UPS staff with Martyn during his visit to Kigali

Jean de Dieu was then able to spend a week at Wroxham to reinforce this learning. The mutual exchange between the two Heads exemplifies how APIE sets out to work in equitable and respectful partnership. Martyn said of his visit that it reminded him of what he is able to bring to education and that he took away some very strong ideas of how to improve his own practice in the UK. Jean de Dieu noted that behaviour strategies in the UK were both calm and powerful and that children had very good listening skills. He also loved hearing and learning about different perspectives on education.

- f. **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.**

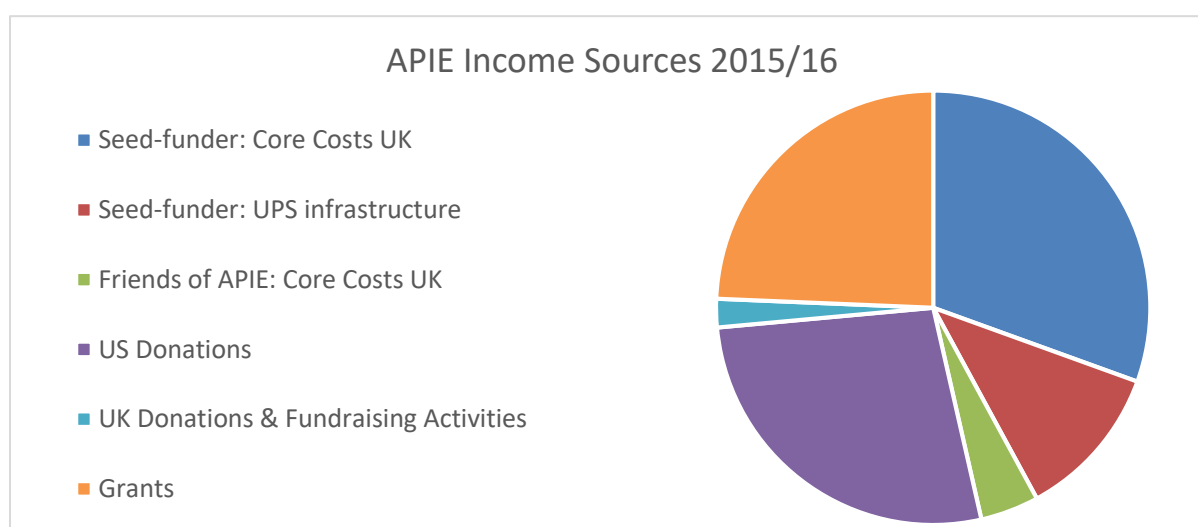
The sources of APIE's income have grown and diversified significantly in 2016. Income from funds raised in the US fed directly to APIE Rwanda, which directly funded the value-added projects at the school, i.e. SEN, ICT and in-house training for staff. Fundraising for the Scholarship Fund in the UK did not achieve the success of 2015, due mainly to a lack of capacity in the UK where the focus was on supporting development in other areas. However, in-kind support, strategic budget adjustments and additional support from US funders ensured that we honoured our commitment to the scholarship students and we have increased our target to support more students next year as we remain committed to respond to local need and will be working across the three countries to enable more children to access education.

While this report is for the UK charity, it is important to show the financial picture for the whole organisation as most income goes direct to Rwanda, not via the UK accounts. The table and chart below show all income across the whole organisation – the UK, US and Rwanda – for the year 2016.

Note	Detail	Amount
1	Seed-funder: Core Costs UK	52,500
2	Seed-funder: UPS infrastructure	19,870
3	Friends of APIE: Core Costs UK	7,494
4	US Donations	46,634
5	UK Donations & Fundraising Activities	3,643
6	Grants	41,857
	TOTAL	£171,998

Notes:

1. Core costs to cover the local expenses and administration of APIE UK.
2. Funds to cover the costs of the purchase of land for Phase 2, and building repairs at UPS.
3. Core costs to cover the local expenses of APIE UK, transferred from Friends of APIE, Inc.
4. Donations to Friends of APIE, Inc. from US donors, sent direct to Rwanda to support UPS and APIE.
5. UK donations totalling and fundraising activities: £2,983 in direct donations, £567 from Events, £53 from Give as you Live and £40 from VMG Gift Aid.
6. \$6,381 from the Lef-Pillon Trust for the SEN programme, and \$46,113 from the Addax & Oryx Foundation as the first instalment of their commitment of \$173,177 for *Phase 2: Scaling the Model*.



In the UK alone, we achieved three significant successes.

Firstly, we were successful in an application for funds from the **Lef-Pillon Foundation** in support of the ongoing development of the Special Educational Needs programme at Umubano Primary School. A grant of £4,930 was made to the programme, which will enable the purchase of essential resources, as well as providing a fund for continued teacher training. We thank the Foundation for their support.

Secondly, a partnership with the **Prospero World Charitable Trust** enabled us to hold a networking evening to showcase the work of APIE to further potential partners. The event entitled 'Peace, Stability and Prosperity: How International Collaboration is Creating Educational Excellence in Rwanda', was beneficial in the development of our strategies this year, with the CEO working closely with the Rwandan High Commission in the development of the Education for Peace programme, and several other attendees contributing to project development and support in new areas.



Guests listen to a discussion on international education at the event with Prospero World

Finally, a significant grant was secured for the development of the next stage of APIE's strategy: *Phase 2: Scaling the Model*. The **Addax & Oryx Foundation** have generously committed to providing the funds to cover the costs of the design and planning stage of the construction of a multi-purpose hall and three additional classrooms, as well as covering the costs of the construction of the hall. These funds – totalling \$173,177 USD – are a significant contribution to facilitating our mission, enabling us to expand our infrastructure in order to meet the demands of our programme, and the immediate need in the local area for teacher training.

In addition, we continued to build relationships with many individuals and organisations that have supported our work throughout the year, without whom many of this year's successes could not have been achieved. We thank all our partners and supporters, those mentioned here and those in the financial review (page 20), for standing with us in ensuring that we are able to continue in our challenging work.

g. To raise sufficient funds to invest in ICT and necessary expansion of infrastructure.

The ICT programme was supported enormously through new and ongoing partnerships over the year, not least by Avanade, whose support in donating technology has more than doubled capacity of the programme, and Stephen Odara, whose initial pro-bono support of the programmes development ensured its success. Library for All's commitment to Umubano Primary School has also meant the development of ICT for learning, as well as developing literacy in English and Kinyarwanda.

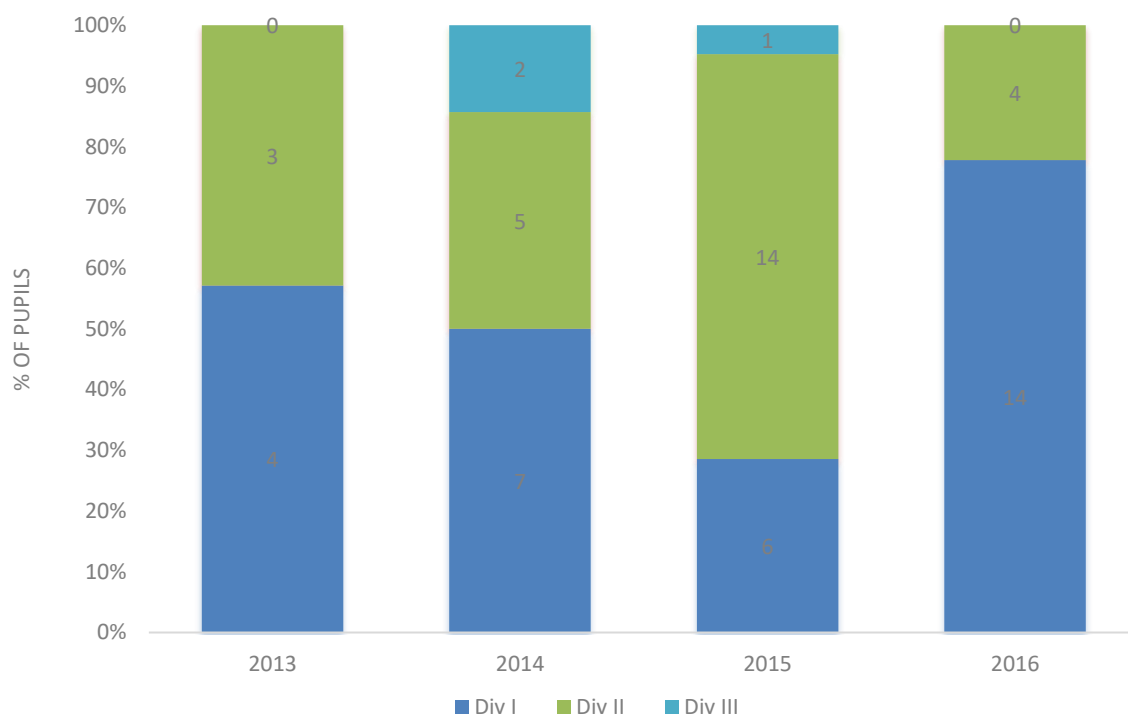


A student uses one of the school's tablets during a lesson

h. To continually strengthen and improve student success.

Academic success:

Pupil performance has increased year on year, with no students getting division IV or V (the lowest in the grade bands) since the school opened in 2013. The graph below demonstrates the increasingly high performance of the pupils since 2014. In the latest results, 78.8% of the pupils achieved Division I and the rest achieved Division II - a significant improvement from the previous year. This is particularly significant as the cohorts are increasingly diverse in ability as we strive for full inclusion.



One of the most significant areas of focus for improvement at Umubano Primary School has been Maths; the only area within the school where attainment has not been consistently strong. The leadership team at UPS took significant steps this year in order to improve this, supported by Wroxham School in the UK - introducing Magic 10 (daily times tables practice), I Love Maths Day for the entire school, and I Love Maths Week for P6. These steps made a significant difference to the Maths grades of the P6 class, as demonstrated below.

Grade	2013	2014	2015	2016	
				Targets	Actuals
1-3	14.3%	0%	4.8%	20%	55.6%
4-7	85.7%	85.7%	57.1%	70%	44.4%
8-9	0%	14.3%	38.1%	10%	0%
Student numbers	7	14	21	18	18

Alumni Achievement:

The first cohort of UPS students sat their Primary Leavers Examinations (PLE) in 2013, having studied at UPS for only one year. This cohort was made up of 5 girls and 2 boys, with 4 pupils receiving Division I (the highest category) and 3 receiving Division II in the Primary Leaver exams.

Information was obtained about the progress of the students in their Senior 1 exams from their parents and/or guardians. The alumni who gave feedback all indicated that Umubano Primary School had laid firm foundations for their secondary school education. At the time of writing, we had received responses from 5 out of the 7 graduates; all 5 who have responded remain in full time education.

Student	Sat S3 Exam	Continued to S4	Additional information
1	Yes	Yes	Continuing in Secondary School
2	Yes	Yes	Attending Agricultural College
3	No	Pending	Poor health required student to retake S3 year
4	Yes	Yes	Continuing in Secondary School
5	Yes	Yes	Continuing in Secondary School
6	Unknown	Unknown	Pending response
7	Unknown	Unknown	Pending response

Although we are pleased with this feedback, we are aware that the limited data is not able to indicate the effectiveness of Umubano Primary School, particularly as this group graduated in its first year of operation. However, following up on the progress of our alumni – particularly conscious that students become vulnerable to dropping out once they leave primary school – will become an ongoing priority. This is also why we will be building more classrooms to provide the first three years of secondary education at UPS.

2. Progress towards organisational goals:

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

Sustainability and Local leadership:

The appointment of the Phase Leaders and a Deputy Head Teacher, strengthening of the Rwandan Board of Governors and increased engagement with parents and the wider community are all key steps in the journey to local sustainability. Parents who can afford to pay fees are keen to continue to do so knowing that their contribution not only secures quality education and innovative practice in the holistic development of their children, but also importantly supports their socio-economically diverse community where the more fortunate support those who have less. This is a key piece of the peace-building process. Parents tell us they are very proud of UPS's inclusive and peaceful ethos and are keen to support the wider dissemination across the country. Parents are also beginning to organise to support the construction of the new community centre which is causing much excitement as plans are formed for its use both for the school and beyond.

Development of teacher-training:

The role of the Lead Practitioner has been highly effective in creating rapid transformation in the classroom. Working alongside, modelling, team teaching and regular training sessions based on lesson observation enable us to target the teachers' needs and follow up with ongoing discussion and reflective practice between teachers. In two years, the development of teacher training has been refined so that it now offers a truly interactive approach, and teachers at UPS can now prepare to deliver training to their peers in neighbouring schools.

Inclusiveness:

APIE's approach to inclusion is simple; everyone is welcome and everyone is valued. We see it as our responsibility to find out what every child needs in order to succeed and to ensure that teachers feel empowered to teach them to the best of their ability. We also employ an additional teacher to work one to one with specific children who need additional support. This approach not only improves outcomes for all students but also makes the teachers more confident in planning and evaluating their work. Most of all it contributes to a professional and positive atmosphere at UPS where teachers also feel valued and where none of the common issues of teacher absenteeism prevail. Inclusion applies to adults as well as children and teachers are encouraged to speak openly when they have challenges, whether personal or professional and know that as a team people will work together to problem-solve and support each other.

Quality of Education:

Our journey towards excellence is an evolving one and we continue to seek models both nearby and around the world and to develop partnerships with others with similar goals. We are beginning to understand the vital ingredients to a successful international learning partnership that has integrity and creates successful outcomes for all. We know that in Rwanda there are particular issues that perhaps need more weighting than in other contexts and we listen and adapt our plans accordingly. Every country, every school, every child is unique – and yet there are emerging universal principles which are clearly worth sharing, not least that happy children will achieve more highly and well-supported teachers will work harder and improve outcomes. In 2017 we will put in place measures to capture some of the key indicators of success in this area and begin to articulate the model in order to share it more widely.



Head Teacher Jean de Dieu addresses students and parents at the End of Year ceremony

Highlights of 2016

1. 2016 was the year in which we embarked on Phase 2 of our strategy: Scaling the Model. The generous financial support of the Addax & Oryx Foundation has meant we were able to commence the plans for a new multi-purpose hall and additional classrooms on site at Umubano Primary School, designed by Active Social Architecture. The project will break ground in summer 2017, meaning we can start to plan and recruit for the first full round of APIE's teacher training programme commencing in 2018 and offer Secondary education to next year's P6 students.

2. In May, UPS's Head Jean de Dieu Dusingize visited the UK, returning a previous visit that Martyn Vandewalle had made to Kigali. It was Jean de Dieu's first time in Europe, and he was kept busy for the full ten days, visiting British primary schools, attending teacher training, and presenting to guests at an event held with Prospero World, on the work being undertaken in Rwanda. Of his trip, he said: *"I believe in the power of [international visits] to improve the quality of education at both Umubano Primary School and Rwandan schools in general, as our vision goes beyond our school."*

3. A new partnership with Avanade has seen significant support given to all aspects of APIE. Firstly, their provision of pro-bono meeting space in central London has been of enormous benefit to the UK operations. Secondly, their provision of 39 smartphones has doubled capacity of the IT programme at UPS, moving it forward rapidly, particularly as these phones were equipped with Windows.

4. APIE was shortlisted by the Aspire Foundation in their M.A.D (Making a Difference) 'We are Africa' campaign, coming runner up for the \$25,000 award. Although we didn't win, the event enabled us to meet with new people and organisations, some of whom our CEO, Angie, has been working with in the time since.



5. APIE's emphasis on Education for Peace has been embedded at UPS, led by Head Teacher Jean de Dieu who works closely with the Aegis Trust⁴. This is entering an important phase of development in establishing a strong model of Education for Peace in Primary Schools, now that it is in the new Rwandan curriculum.⁵ We will be sharing our learning journey of the past two years with other schools as we continue to learn too.



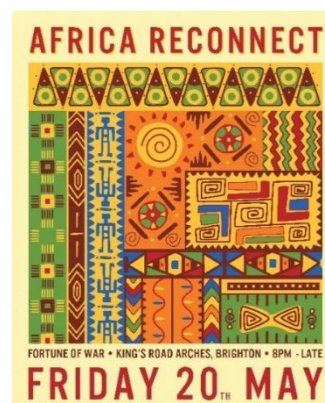
6. A partnership built at the beginning of 2016 has had impressive impact at UPS. Library for All is a cloud-based reading platform, whose purpose is to bring locally relevant e-books to all areas of the world. Literacy has always been a major focus at UPS, with the library stocked through the generosity of UK partners, and this innovation allows students access to further titles, which has had an amazing impact on their reading, as well as integrating ICT into learning.



7. Several boxes of French books were donated to Umubano Primary School through a personal friend of the CEO. With French officially reintroduced into the new Rwandan curriculum and examined from 2018, the impact this will have on ensuring that the provisions at Umubano Primary School are ahead of the curve is enormous. We are hugely grateful for the effort taken by all involved to get these books to Kigali.



8. In May, APIE held a small fundraising night in Brighton: 'Africa Reconnect'. Headlined by APIE's Patron, Jean Paul Samputu, supported by local acts, the Border Band and John Warr of DJ duo Afrobaze, the evening allowed a community of supporters to come together to dance, meet, donate and support APIE in aid of the Scholarship Fund, supporting families who cannot afford school fees to ensure equal access for all.



⁴ <http://www.aegistrust.org/what-we-do/activities/peacebuilding-education/>

⁵ <http://www.peace-ed-campaign.org/peace-education-added-national-curriculum-rwanda/>

The Way Forward

Building on the success and learning of this year, we also reflect that we are half-way through our five year strategy. We are delighted that our plans are coming to fruition and that we continue to provide excellent value for money in terms of the outcomes of students, teacher learning and community building. Our intention to formalise these outcomes through an evaluation process with the University of Rwanda is built on our internal assessments. We are also contributing as thought-leaders, and as we plan for the next two years of operation and our subsequent exit strategy from Rwanda, we will be focusing on how to ensure local sustainability of the education programme and a clearly articulated model and process to leave behind.

2017: Strategic Development

- **Phase 2: Scaling the Model:** building the community hall and new classrooms.
- **Friends of APIE in the US:** developing and maintaining a robust income-generation strategy to support the work in Rwanda.
- **APIE UK:** focusing on devolving leadership and embedding good operational practice, while continuing to guide and support the education strategy in Rwanda.
- **Fundraising and Awareness:** UK Trustees continue to engage at a practical level to raise profile and income – generation possibilities through contacts and activity.
- **Partnership opportunities:** In all three countries partnership is key to our success. APIE will remain small; its strength is in connecting others to input where most needed.
- **Education for Peace:** 2017 will be the year where this evolving model at UPS will be consolidated and embedded in the new curriculum. We are working with Aegis Trust to become a Beacon Primary School for Peace and IPEN as we continue to develop our thinking.
- **Teacher training:** In 2017 we will focus on developing partnerships and infrastructure to enable us to deliver teacher training on site and virtually across the country and to engage in national level conversations about teaching and learning, use of ICT, inclusion and Early Childhood.



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 27. 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 £63,637 (2015: £88,990 – reduced income due to a leaner budget requiring less support from seed-funder) broken down as below:

Income Source	Amount GBP
Core Costs – Newmarks	52,500
Core Costs – Friends of APIE, Inc.	7,494
Regular Donors	664.82
Donations	2,317.88
Events	566.96
Gift Aid from Virgin Money Giving	40
Give as you Live	53.07
TOTAL	£63,637

The charity also received the following in-kind donations and pro-bono support:

Donation in kind	Estimated Worth
39 Windows enabled smartphones	£4,000
A4ID legal advice in three countries	£3,000
Additional baggage allowance from Kenya Airways	£95
Aspire Leadership Coaching	£360
Books and resources from Dolphin Independent School and Brunswick School	£1,000
Charity discount from retailers	£100
Couriers	£35
Curriculum Advice	£200
Event Venue in Brighton	£200
Expertise and coaching from Wroxham School	£2,500
French text books	£1,200
Head Teacher exchange	£2,000
International transportation of resources	£200
Jean Paul Samputu, the Border Band and John Warr of Afrobases at events	£1,500
London meeting room space	£500
Master's students research and SEN expertise	£250
OLT Software and Training	£5,000
Studio 91 Design	£400
Total	£22,540

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.

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

Steve McCauley
Chair of the Board of Trustees

INDEPENDENT EXAMINER'S REPORT YEAR ENDED 30 NOVEMBER 2016

I report on the accounts of the charity for the year ended 30 November 2016 which are set out on pages 23 to 27.

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 Act
 have 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 Kreston Reeves LLP
 Chartered Accountants
 One Jubilee Street
 Brighton
 East Sussex
 BN1 1GE
 Date:

STATEMENT OF FINANCIAL ACTIVITIES FOR THE YEAR ENDED 30 NOVEMBER 2016

	Note	Unrestricted Funds 2016 £	<i>Unrestricted Funds 2015</i> £
INCOME FROM:			
Donations	2	63,637	88,990
TOTAL INCOME		<u>63,637</u>	<u>88,990</u>
EXPENDITURE ON:			
Charitable activities	3-5	66,803	87,985
TOTAL EXPENDITURE		<u>66,803</u>	<u>87,985</u>
NET (EXPENDITURE)/ INCOME	7	(3,166)	1,005
RECONCILIATION OF FUNDS			
Total funds brought forward		4,737	3,732
TOTAL FUNDS CARRIED FORWARD		<u><u>1,571</u></u>	<u><u>4,737</u></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 27 form part of these Accounts

BALANCE SHEET FOR THE YEAR ENDED 30 NOVEMBER 2016

	Note	2016 £	£	2015 £
CURRENT ASSETS				
Debtors	8	143,258		143,196
Cash at bank		2,547		5,975
		<u>145,804</u>		<u>149,171</u>
CREDITORS: Amounts falling due within one year	9	(144,234)		(144,434)
NET CURRENT ASSETS			1,571	4,737
NET ASSETS			<u>1,571</u>	<u>4,737</u>
FUNDS:				
Unrestricted income funds	10		1,571	4,737
TOTAL FUNDS			<u>1,571</u>	<u>4,737</u>

For the year ended 30 November 2016 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 January 2015).

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

The notes on pages 25 to 27 form part of these Accounts

NOTES TO THE ACCOUNTS FOR THE YEAR ENDED 30 NOVEMBER 2016

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 January 2015), and the requirements of the Statement of Recommended Practice 'Accounting and Reporting by Charities' (SORP 2015), 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.

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.

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.

NOTES TO THE ACCOUNTS FOR THE YEAR ENDED 30 NOVEMBER 2016

2. VOLUNTARY INCOME

	Unrestricted Funds £	Total Funds 2016 £	Total Funds 2015 £
Donations			
Donations	63,637	63,637	88,990

3. COSTS OF CHARITABLE ACTIVITIES BY FUND TYPE

	Unrestricted Funds £	Total Funds 2016 £	Total Funds 2015 £
Direct charitable expenditure	66,503	66,503	87,077
Other support costs	300	300	908
TOTAL FUNDS	66,803	66,803	87,985

4. COSTS OF CHARITABLE ACTIVITIES BY ACTIVITY TYPE

	Activities undertaken directly £	Support costs £	Total 2016 £	Total 2015 £
Direct charitable expenditure	66,503	300	66,803	87,985

5. GOVERNANCE COSTS WITHIN CHARITABLE ACTIVITIES'

	Total Funds 2016 £	Total Funds 2015 £
Independent examination fees	1,620	4,363

6. OTHER SUPPORT COSTS

	2016 £	2015 £
Website costs	300	908

NOTES TO THE ACCOUNTS FOR THE YEAR ENDED 30 NOVEMBER 2016

7. STAFF COSTS AND EMOLUMENTS

	2016	2015
	£	£
Wages and salaries	<u>48,746</u>	<u>59,788</u>

8. DEBTORS

	2016	2015
	£	£
Loans and advances	<u>142,451</u>	<u>142,451</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 9.

9. CREDITORS: Amounts falling due within one year

	2016	2015
	£	£
Other creditors	<u>143,094</u>	<u>143,094</u>

10. UNRESTRICTED INCOME FUNDS

	Balance at 1 December 2015	Incoming resources	Balance as 30 November
	£	£	£
General Funds	<u>4,737</u>	<u>(3,166)</u>	<u>1,571</u>

11. ANALYSIS OF NET ASSETS BETWEEN FUNDS

Unrestricted Funds
at 30.11.2016
£

Fund balances at 30 November 2016 are represented by:

Current assets	<u>1,571</u>
Total Funds	<u>1,571</u>

12. 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.