



# A Partner in Education

Limited by guarantee

Annual Report and  
Accounts for the Period  
Ending 31 December 2018



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# 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 period ended 31 December 2018.

## REFERENCE AND ADMINISTRATIVE DETAILS

<b>Registered charity name</b>	A Partner in Education
<b>Charity registration number</b>	1133224
<b>Company registration number</b>	07079874
<b>Registered office</b>	91 Eaton Terrace London, SW1W 8TW
<b>Trustees and Directors</b>	Sir Keith Ajegbo Mr Brooks Newmark Mrs Lucy Newmark Mr Steve McCauley (appointed December 2017) Dr Susan Horner (appointed December 2017) Ian Henn (appointed December 2017) Ms Carole Frost (resigned March 2018) Ms Katherine Llewellyn (resigned February 2019)
<b>Accountants</b>	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 2017, the Board of Trustees recruited three new members; Ian Henn, Marcus Starling and Sue Horner were officially elected to the Board at the Annual General Meeting in December 2017. Two Trustees - Ms Carole Frost and Ms Katherine Llewellyn - resigned in March 2018 and February 2019 respectively.

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.



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 in Kigali: Umubano Primary School. With the school thriving, the next step in our mission is to share what we have learned, facilitating the development of an effective, low-cost and sustainable model of professional development for teachers across the country 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 contribute to the development and maintenance of peace, stability and prosperity in Rwanda.

## Welcome to our Annual Report

We are delighted to share that great strides have been made in 2018 towards both goals in our theory of change: to support the development of inclusive quality teaching and learning within Umubano Primary School and to share best practice more widely across Rwanda.

The professionalism of the teachers at Umubano Primary School grows all the time, and students are achieving academically as well as building strong social and personal skills.

The secondary wing opened in preparation to welcome the first cohort of Senior students in January 2019. The new hall also opened in style for the Ubumuntu Arts Festival - a celebration of unity and reconciliation. You will see on page 19 how the entire school community embraced this opportunity to include creative arts as core work going forward.





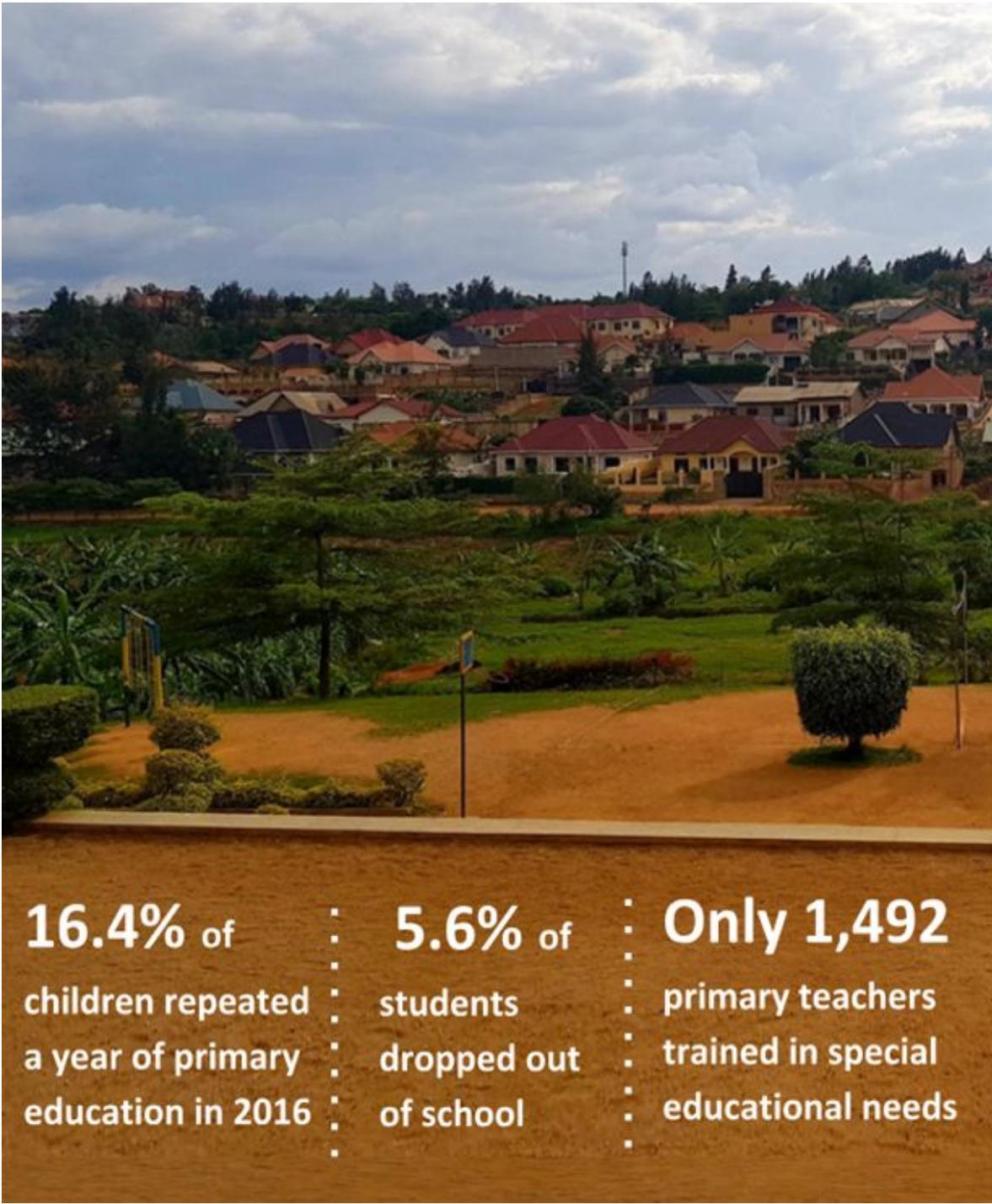
At APIE we focus not only on the academic lives of our students but also on their wellbeing and capacity to develop as citizens able to take care of themselves and contribute positively to society. In the 21st century this is a complex task and not least in Rwanda, where 25 years after the Genocide against the Tutsi, everyone is looking to this generation to forge a peaceful and progressive future for the country. We take seriously the task of trying to understand these challenges and work tirelessly and reflectively with our partners in Rwanda and beyond to develop practice that enables children to develop into confident, articulate, considerate, critical and creative thinkers.

Visitors to Umubano Primary School always tell us that it is special and we know this is true. The Dutch Ambassador called the school an 'oasis' and we are intent on sharing whatever we learn so that the oasis becomes the norm and Rwandan teachers and children continue to flourish in the years to come.

We thank all of our supporters, partners and funders for continuing to believe in our mission. We remain small, agile and responsive to the challenges ahead.

Angie Kotler  
CEO

Steve McCauley  
Chair of Trustees



## The Wider Context

Rwanda is an ambitious country with high aspirations to become a knowledge-based, middle-income nation by 2030 and a strong determination to move forward from the 1994 Genocide against the Tutsi as a successful and cohesive society.

The country achieved significant success against the education-focused Millennium Development Goals, achieving the goal of Universal Primary Education with a net enrolment rate of 97.6% and the highest primary participation rates in East Africa, as well as gender parity at pre-primary, primary and secondary levels (MINEDUC, 2016).

Having achieved the Millennium Development Goal on access to education, the country is now focusing on making gains in learning as well as Sustainable Development Goal 4: 'Ensure inclusive and equitable quality **education** and promote lifelong **learning** opportunities for all' which is much needed to achieve the developmental aspirations of Rwanda. The draft Education Sector Strategic Plan 2018-2023 sets out the following priorities:

- Enhancing quality of teaching and learning at all levels
- Increased access to education programmes
- Education is relevant to national social and economic development
- Equitable opportunities for all levels of learning, irrespective of gender and socio-economic or other status
- Strengthened governance and accountability across all levels of education

The 2018-2023 Plan aims:

*To ensure Rwandan citizens have sufficient and appropriate skills, competences, knowledge and attitudes to drive the continued social and economic development of the country.*

16.4% of children repeated a year of primary education in 2016

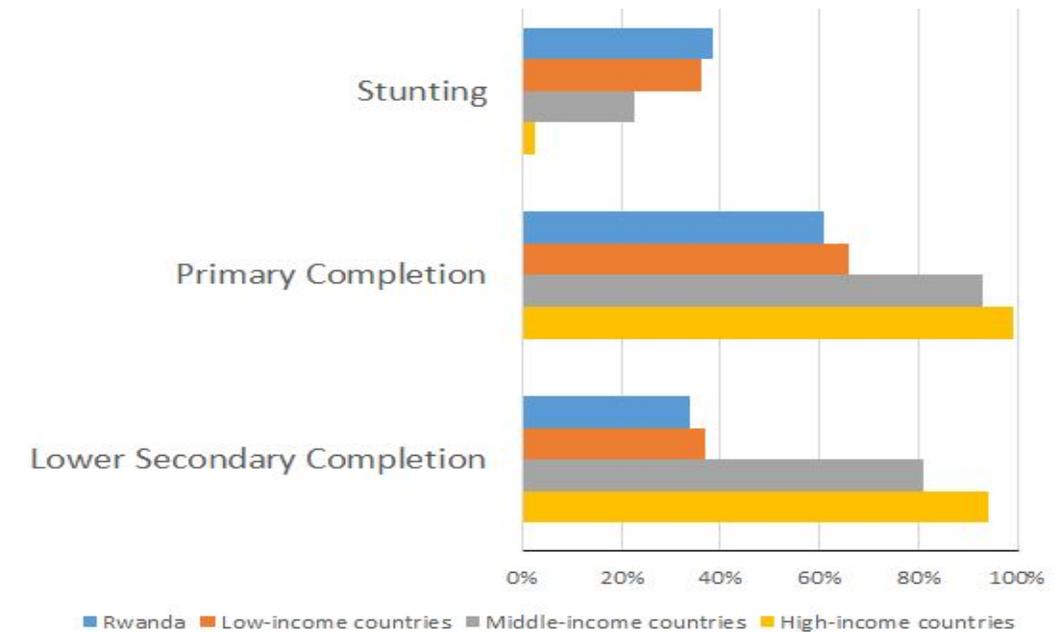
5.6% of students dropped out of school

Only 1,492 primary teachers trained in special educational needs



In 2018, national examinations were set according to the Competence Based Curriculum for the first time, in line with the end of the three-year roll out of the curriculum, which started in 2016. This new curriculum is holistic, learner-centred and designed to be responsive to the needs of society and the labour market. As such, it has significant implications for teacher training, which needs to ensure that teachers are equipped with the skills to deliver the curriculum successfully, and to meet the needs of all learners and enhance inclusivity through implementing differentiation strategies.

The World Bank’s recent study in Rwanda found that the country needs to tackle issues of stunting (known to delay cognitive development and lower educational attainment) and basic education in order to reach its aspiration to be an upper middle-income country.



*“A professional teacher that every child needs is one that is qualified and competent, and one who teaches a child well so that child succeeds. Building our teachers’ capacity is among the Government’s responsibilities and the Ministry of Education’s in particular.”*

**Minister for Education, Hon. Eugene Mutimura**  
October, 2018



**Rwanda’s Minister for Education visiting APIE and Umubano Primary School in May 2018**

Bashir, Sajitha, Marlaine Lockheed, Elizabeth Ninan, and Jee-Peng Tan. *Facing Forward: Schooling for Learning in Africa*. Washington, DC: World Bank, 2018

Training teachers remains critical to the successful implementation of the Education Sector Strategic Plan in Rwanda. APIE continues to support the government in working towards achieving their goals, from developing best practice with Umubano Primary School and providing high quality education for all its students, to the completion of construction of a lower secondary section and opening a teacher training facility. 2018 has seen APIE make progress both within the school and through the piloting of outreach projects to widen the number of teachers reached through our delivery of professional development courses and to support the country's aims in line with the Sustainable Development Goals (SDGs) and especially SDG 4 – 'to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'.



**2010**

- APIE started building a primary school
- APIE hired and trained local staff to run Umubano Primary School

**2013**

- Umubano Primary School opened
- APIE supported professional development in the school

**2015**

- New Headteacher appointed at the school
- APIE asked by Government to develop school as a model of best practice for teachers from other schools

**2017**

- APIE started developing and delivering professional development for teachers beyond the school, in partnership with Umubano teachers who provided local models of best practice

**2018**

- APIE focused on scaling the model and built a teacher training facility
- APIE built a lower secondary section and the school was renamed Umubano Academy

**242** students  
attended Umubano  
in 2018

**97%**  
achieved top  
two divisions  
in Primary  
Leaver Exams

**0%**  
repetition  
and  
dropout  
rates

## Our Solutions

APIE's educational model supports the professional development of Rwandan teachers and school leaders through a 'bottom-up' approach. Rather than sending experts out to schools, we facilitate the training of teachers at our pilot school, and invite others to visit, observe and share ideas to help them develop their practice.

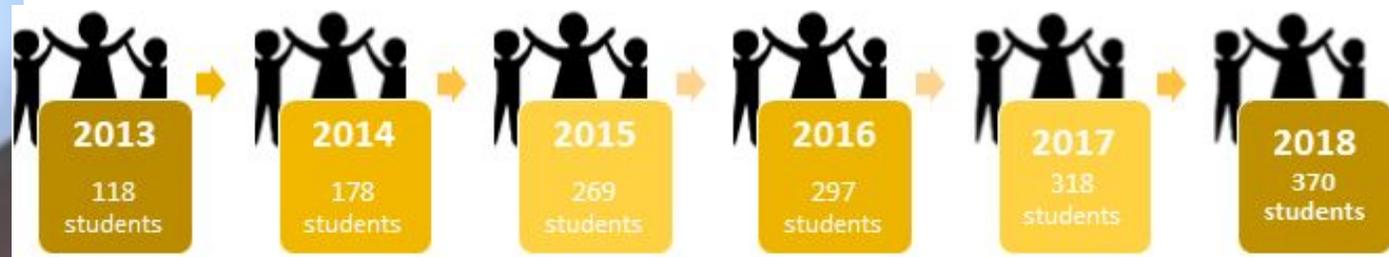
In 2018, Umubano Primary School continued to demonstrate excellence and received accolades from visitors and partners including the World Bank, Aegis Trust and the Minister of Education for Rwanda.

'I am pleased to see that in the Umubano Education for Peace programme, APIE and Aegis Trust – two organisations for whose work I have a lot of respect – are working together. It is of the utmost importance that Rwandan children are well equipped to deal both with their country's past as well as its future'  
*Her Excellency Frederique de Man, Ambassador of the Netherlands to Rwanda*

APIE's ability to leverage both local and international partnerships has enabled rapid progress; after just six years of operation, Umubano Primary School continues to increase its roll and academic performance whilst remaining committed to low levels of dropout and repetition rates and to including all children regardless of their academic ability.

APIE's Theory of Change has two goals:

- 1. To support Umubano Primary School to be a recognised centre of excellence**
- 2. To develop partnerships, programmes and influence to improve the quality of teaching and educational provision in Rwanda**



Cumulative number of children supported through APIE's work at Umubano

## Umubano Primary School: APIE's micro-model

Umubano Primary School is at the heart of APIE's work. The quality of teaching and learning at the school showcases what the charity has achieved in Rwanda to date and acts as the springboard from which we reach further beneficiaries. In 2018, APIE's Education Manager continued to provide CPD (continuing professional development) support to teachers on a range of topics, including Assessment, ICT for Learning and Inclusive Education.

### Case Study

Alice Kampire has been a teacher for 12 years and has taught at Umubano since 2016. She is the Primary One Class Teacher and was promoted to Lower Primary Phase Leader at the start of 2018 – a role in which she is flourishing!

*"I have gained a lot of experience through APIE trainings, working with my colleagues and working with APIE staff. Now I have the skills to manage any class well. My ICT skills have improved – before I started at the school I didn't have many skills but now I use ICT in my lessons confidently. I would not have developed as much professionally if I had still been working in government schools – I would probably still be using very traditional methods!"*

**Alice Kampire, Primary 1 Class Teacher & Phase Leader**

One of our challenges is balancing teacher turnover with stability. As teachers gain in skills they often find roles in higher paid international schools or private sector businesses. Six teachers left in 2018 (38% turnover). Of these, two were offered international promotions and three were offered promotions in Rwanda.

To combat the effects of this on the students, Umubano Primary School regularly hosts teacher trainees to seek outstanding students who graduate and join the staff and in 2018 APIE developed a 12-week Induction Programme for new teachers at Umubano Primary School. The Deputy Headteacher has trained to become a facilitator on this course to ensure that all new teachers have an in-depth on-boarding process to develop their teaching capacity and rapidly adopt the school's values and methods.

**38** : **17** : **94%** of : **23**  
**Umubano** : **Umubano** : **Umubano teachers** : **training**  
**teachers** : **teachers** : **graded very good** : **workshops**  
**trained to** : **trained in** : **or outstanding in** : **delivered in**  
**date** : **2018** : **lesson** : **2018**  
**observations**



**119** training  
workshops  
delivered to date



## Inclusive Education at Umubano Primary School

Gift is a scholarship student at Umubano Primary School who has benefited from the school's Inclusive Education programme. In many Rwandan schools, being identified as having special educational needs makes learning even more of a challenge; without the tools or resources to support students with diverse learning needs, many students are unable to thrive. However, Umubano has an inclusive policy that allows children of all abilities to flourish. Not only does Gift receive a free, high quality education, but he is supported in class by teachers trained by APIE in methods to include all learners, as well as individually out of class by a specialist teacher. APIE and Umubano worked with the Rwanda Education Board to secure oral examinations for Gift in his Primary Leavers Exams (PLE) - the first time this has ever happened in the country! As a result, Gift achieved Division 2 results in his Primary Leavers Examination. Gift will be continuing to study at Umubano as the school opens its secondary section in 2019.

*"If he had attended another school he would not have received the level of support he gets at Umubano."*

**Jean de Dieu Dusingize, Umubano Headteacher**

*"The scholarship programme has helped me as it has allowed me to study at Umubano. I enjoy being a student at Umubano because the education here is at a high level. We learn English and the teachers have a lot of experience. Umubano is different from other schools because the students behave very well. We have access to more materials that help us study, such as tablets and laptops. Having support for my Primary Leavers Exams helped me to perform well. I have the knowledge and it was good to have someone to help me write it."*

**Gift, Scholarship student at Umubano**

**36** children on fully funded scholarships in 2018

**2/3** of top performers in 2018 PLEs on scholarships

**100%** of scholarship students achieved Division 1 or 2 in PLEs to date

Umubano Primary School is a mainstream school that works hard to support children with different needs, recognising that everybody is unique. In 2018, APIE provided ongoing training support to the school's full time SEN Teacher and class teachers, with funding from The Lef Pillon Trust, to ensure that all learners had their needs met. The 17 teaching staff studied two SEN courses on *Learning Strategies* and *Understanding and Supporting Behaviour in the Classroom*, in partnership with OLT International.

Agrippine Umugwaneza is in a very unique position as both the Deputy Headteacher and SEN Coordinator for Umubano Primary School and a parent of a child on the Autistic Spectrum. Agrippine's son, Ganza, has attended Umubano Primary School for 5 years and in that time she feels the family has been supported and that she has gained skills both personally and professionally:

*"As a teacher we have a policy of including all learners. We support every learner at his or her level. We open our minds to find different ways to support our learners. It is a good thing because many parents know that our school will support their child. When I support a child and I see him or her improving, it makes me happy.*

*As a parent, I have many good things to say about Umubano. As a parent of a child with autism I used to worry how he could stay in school but now I see that it is possible for him to be in school. He is given lots of support and we get ideas from specialists. Everyone tries their best to support him. Teachers take care of him and it makes me very happy to see that - you would not find this in other schools. I have hope that Ganza will be able to do something in the future. It is important for him to be in school – day-by-day I see improvements.*

*The school and APIE have provided a lot of support for Ganza. They have provided resources, trained teachers, encouraged and motivated teachers to support him. They always keep us informed as a family and we plan together with the school.*

*As a teacher and a parent, I would not want my child to attend any other school. Other schools do not compare to Umubano!"*

**-Agrippine Umugwaneza, Umubano Deputy Headteacher and parent**

**3** years of APIE SEN programme  
**17** children with SEN supported in 2018  
**27** children with SEN supported to date  
**90%** achieved top three divisions in PLEs  
**100%** of alumni with SEN still in education



## Inclusive Education: Outreach work

In line with the second goal of our theory of change, APIE strives to *develop partnerships, programmes and influence to improve the quality of teaching and educational provision in Rwanda.*

Leading on from our work with government teachers in 2017, APIE developed a follow-up teacher training programme funded by the Lef Pillon Trust this year. This programme saw more intensive support provided to a smaller number of schools, to develop their practice and include participation of headteachers. **As the World Bank advises, for education to improve, what is needed is “recurrent support to teacher from Head [teacher]”.** The five day training programme which was spread out over the year embedded leadership buy-in and support from the headteacher and worked on establishing an Inclusive Education programme at each of the schools. At the end of the training, all 4 schools pledged to identify a Special Needs Coordinator within their school who could support a small SEN programme to support their students with additional learning needs.

*“I learned many things from this training, for example the difference between an impairment and a disability. I learned how to support learners who have an impairment so that they do not face barriers and can function in school positively.”*

**Participant at APIE’s Inclusive Education training, December 2018**

The headteacher of Umubano Primary School, Jean de Dieu Dusingize, worked with APIE to co-facilitate this programme, taking the opportunity to share his experiences of working with APIE.

*“I believe that every school has a big role to play in their community. At Umubano, working with other schools is an opportunity to share our experiences and learn from each other. Supporting APIE with government school trainings gives us the chance to share the good practice that happens at Umubano.”*

**Jean de Dieu Dusingize, Headteacher of Umubano Primary School**

In 2018, APIE was also invited to join a national level taskforce which was created with the aim of advising the Rwandan Education Board on how to help improve access and quality of education for children with special education needs in both mainstream and special education settings. Participating in the group enables APIE to share our learning with national policy makers in Rwanda.

**4** Headteachers trained & **4000** students currently studying at government schools in Kicukiro District reached

**4** Teachers trained in 2018





## Information and Communication Technology (ICT) at Umubano Primary School

*“At APIE we understand that developing programming skills will enable students to compete in a global labour market in the future. Programming tools, such as Scratch, allow children to be creative and have exposure to ICT tools they would not ordinarily use. Gaining skills in programming at a young age makes it easier to develop skills in the future for jobs that have not even been created yet!”*

**– Stephen Odara, APIE ICT Consultant**

Throughout the 2018 academic year the ICT infrastructure within Umubano Primary School has been developed. All classes, thanks to the Grille Foundation, now have a projector installed and access to a laptop, making lessons more interactive and engaging. Tablets are also used widely in classes across different curricular areas.

The Minister of Education visited Umubano in May 2018 and referred to the use of ICT in the classrooms as **“innovative and creative”**.

*“ICT helps the teachers to prepare good learning activities. The projector can be used to show work clearly. It helps with time management as teachers do not have to write a lot of information on the board and improves the learners’ experience as the lessons are interactive.”*

**– Agrippine Umugwaneza, Umubano Primary School Deputy Headteacher**

APIE has supported the school to introduce applications that enhance the teaching and learning experiences in the classrooms. Scratch is a programming application for children that has been rolled out across Rwanda through the Competence-Based Curriculum and was introduced at Umubano Primary School this year. Scratch allows users to create their own projects, such as games and animations.

*“ICT makes lessons more fun because we can use applications on the tablets. I enjoy Kids Multiplication because it helps me with my multiplication tables. I also think the Scratch application is good because it helps me to develop my problem-solving skills. ICT enhances our learning because it is giving us skills for the future. When I grow up, if I work in an office I will need to know how to use different ICT tools.”*

**– Akimana, Umubano Primary School P6 Student**



APIE works hard to support the teachers at Umubano Primary School to ensure that their ICT skills continue to develop, and that they feel confident working with children, whose technological understanding increases rapidly. In 2018, Umubano Primary School teachers were also encouraged to use ICT wherever possible in their administrative work at school.

*“The shift to using more ICT has been important because the world is changing. Using ICT has made our reporting more professional. We used to hand write reports but now that they are typed they look a lot better. Typing reports saves time and teachers can save them and refer to them in the future. Even the Headteacher keeps a soft copy so he can access a child’s reports whenever he needs to e.g. before speaking to their parents”*

**Samuel Muwonge, P5 Class Teacher and ICT Lead Teacher**



Umubano Primary School Senior Leadership team also received training on how to improve their ICT skills and a central database is now kept with all students’ results.

*“The assessment tracking Excel document shows the general picture of the school – students’ performance, levels etc. It helps to identify if students need additional support in particular areas. We can keep records easily and it helps us to understand what is happening across the school. We are able to inform parents easily and quickly about their child’s performance.”*

**Agrippine Umugwaneza, Deputy Headteacher**

APIE also worked with Umubano Primary School staff in 2018 to train parents on applications that can be used at home to support learning.

## ICT - Outreach work

**The World Bank report states that : ‘If [children] don’t master early literacy skills by end of grade 2 and reading comprehension by end of grade 4, they will not progress’.**

ICT is just as important as a vehicle for professional development. In partnership with NABU.org, APIE developed and delivered a training workshop to support a rural library to introduce ICT through the use of e-readers for their staff and visitors.

Umubano Primary School has been using the NABU.org application for the past two years, which provides e-reading materials for children in both English and Kinyarwanda, accessed via the school’s tablets and smartphones. With funding from a private donor, we were able to take our learning to a library in Rwamagana district. APIE trained four librarian-educators and 3 NABU.org staff members on how to use the app with ideas for teaching methodologies and activities to support reading. The library staff have since been running reading sessions with the students from the nearby Duha Complex school. Thanks to this project, relevant e-reading materials are now accessible to the 3400 students who study there.

*“I can now use ICT to teach students how to read and write in English or Kinyarwanda and to enhance children's comprehension of a story they have read.”*

***Participant at APIE’s NABU.org training, October 2018***

We also took the opportunity to share our learning among the EduTech community at the African wide eLearning Africa Conference, which took place in Kigali in September 2018. APIE were successful in applying to present at the conference, where we shared the findings from our ICT pilot project with people from all over Africa.

APIE is a member of the ICT 4 Education Technical Working Group in Rwanda. This national level group brings together key development partners and government officials to share updates and learning within the sector. Through this platform we are able to influence policy discussions and gain insight through discussing ICT related issues with a range of stakeholders.



**4** librarian-educators trained in  
**2018**, increasing the quality of  
education for **3400** children



*"Peace is cooperation  
of people, without  
conflict or violence"*

Nancy Girimpundu  
P5, Umubano Primary School

#PeaceDay #21stSept



*"Peace is when children  
are free to study and  
adults to work. Peace is  
the mother of progress"*

William Dusabimana  
P5, Umubano Primary School

#PeaceDay #21stSept



## Education for Peace at Umubano Primary School

Umubano Primary School provides a unique learning environment where affluent Rwandan children study alongside scholarship children from the lowest poverty category in the country. The school embraces this diverse population and actively seeks to provide learning opportunities where all voices are heard and valued. Diversity and equity as well as reconciliation are key components of education for peace.

Peace is embedded into all the work of the school and the ethos that runs through everything. Led by Jean de Dieu, the Headteacher, in partnership with APIE, the school uses a variety of democratic and restorative practices to support students, teachers and parents to work through conflicts and difficult situations peacefully. Students have weekly meetings to enable them to develop a culture of personal responsibility and shared identity as members of the school. In 2018, APIE focused on supporting the school to improve its use of Peace and Values Education as a cross-cutting theme that is given consideration in all lessons. Teachers also focused on introducing a social skill of the week to help children develop key skills for positive citizenship.

*"It is important for humanity that we resolve conflicts in a positive and peaceful way. We teach our children to use their words instead of violence. We involve parents to find a long term solution to issues. We believe in supporting our families to develop positive behaviour management strategies."*

**– Jean de Dieu Dusingize, Headteacher of Umubano Primary School**

## Education for Peace - Outreach work

APIE continued in its second year of partnership with Aegis Trust with whom we have a Memorandum of Understanding. Umubano Primary School teachers attended three days of training at Kigali Genocide Memorial Centre to learn more about how to further embed Peace education in their practice and to continue developing as a Lead School for Peace in Rwanda, whom others can visit and learn from.

This year, APIE focused on sharing our Education for Peace work with new and existing stakeholders. During the year we hosted **6 visits** where international consultants, diplomats and Government officials were able to tour Umubano Primary School and specifically learn more about our Education for Peace programme.

The school's International Peace Day celebration was attended by Her Excellency Frederique de Man, Ambassador of the Netherlands, Chris Mburu UN Human Rights Advisor and the Aegis Trust Education Team. This gave Umubano students the opportunity to share their understanding of the importance of peace and gave our stakeholders greater insight into how our programme works, through buy-in at all levels, and why Education for Peace matters.

*“Having worked for over 4 years to develop and deliver training that would introduce teachers in Rwanda to content and approaches they could use that would support the development of values required for peace, **we found ourselves in the midst of an institution that was actively striving, and obviously succeeding, to put such notions into action.**”*

*Doyon & Hanson, Aegis Trust Consultants, 2018*

We also developed new partnerships, working for the first time with Heather Randall and the Tony Randall Theatre Foundation on a theme-song for the Ubumuntu Arts Festival which gave APIE and Umubano Primary School a new platform and audience with which to share messages of peace and hope for the future.





## Education for Peace - Ubumuntu Festival

The Ubumuntu Arts Festival, a celebration of humanity and peace-building, was a highlight for many at Umubano Primary School in 2018. Through APIE's work with Heather Randall, students were given the opportunity to work with Alexander Star, an Emmy-nominated singer and songwriter from the USA and Rwandan singer, Andy Bumuntu. The students not only helped to write a new theme song for the Ubumuntu Arts Festival (attended by representatives from 15 different countries) called 'Show Me The Way' but also performed it live on stage with Alexander and Andy. It was a truly memorable experience for everyone involved. After the event, Heather Randall who sponsored this work said:

*"... last week was one of the most joyful of my life and you were all a great part of it. I will never forget it. Onward and upward, there's lots more fun to be had at Umubano! ....."*

The atmosphere in the school throughout the week was electric, with Alexander, Andy and Star's manager, Kuda Biza, visiting every day to rehearse with the students in the brand new hall. They also visited classes and got to know the teachers. When Alexander said *"the magic was felt all around, and I'm grateful I was able to contribute"* he really meant it – it was a magical week! One of the many, many highlights was Star's performance at the very first assembly in the new hall. Students were dancing, cheering, clapping and singing along and it was impossible not to get swept up in the atmosphere.

Our involvement in the festival was an opportunity not only for the students to shine but also the school staff. Teaching assistant Emilie choreographed the dance that the students would perform at the festival.

*"Singing, dancing and performing with Star built confidence in the children – they couldn't believe they were getting to perform with a singer from the USA. Personally, it was a pleasure to see the children, staff and Star and his team happy because of a dance I created. Star was humble and wanted me to keep showing him the dance. We worked together and shared ideas."*

**– Emilie Munyakazi, Teaching Assistant**

# Early Childhood Education at Umubano Primary School

Early Childhood Education is relatively new in Rwanda and the benefits of it are still being understood; benefits such as physical and emotional development, improved communication, development of social skills, opportunities to work with others, development of independence and increased vocabulary.

In 2018, APIE supported Umubano Primary School to improve the quality of provision in the Nursery, focusing on play based learning, 1:1 assessment activities and differentiation to support individual learners' needs. APIE found that children who had attended Umubano Primary School's nursery performed on average 6.6 % better than children who had either had no nursery education or had attended a different nursery. APIE will continue to analyse this as part of a longer term study to evaluate the benefits of quality Early Childhood Education.

Umubano Nursery Phase Leader, Marion, reflects on her understanding of the benefits of Early Childhood Education and the impact that the scholarship programme has had on Kennedy, a student who has been at Umubano Primary School since 2015 when his family succeeded in getting a scholarship place for him in Nursery 1.

*“Early Childhood Education is important because it helps children to prepare for their primary education. It helps them get used to a school environment. It teaches them skills from a young age such as sharing, socialising and playing well with others. At Umubano, students learn English from Nursery 1 – this is important as it helps them to develop their language skills from a young age.”*

*“The scholarship programme has helped Kennedy to learn many things, such as socialising with others and sharing. It was not easy for him to get an education but now he is getting a good chance in life. Having the opportunity to study at Umubano has improved Kennedy's behaviour – when he started at the school he used to fight with others and didn't know how to share but because of the school values and ethos he has changed a lot.”*

**– Marion Tigulyera, Umubano Nursery Phase Leader**



## Construction at Umubano Primary School

The extension of Umubano Primary School was completed in June 2018. The exciting addition to our original site consists of a school hall and services block including modern gas kitchen, science laboratory, toilets, storage room and office for APIE; and a new classroom block with three Secondary classrooms. In light of the extension, in December 2018, Umubano Primary School was renamed and registered as Umubano Academy, with plans to start teaching Secondary level students in 2019.

Since the completion of construction, the hall has been put to full use by Umubano Primary School. It is used to hold full school assemblies and active lessons and clubs; and has hosted two end-of-term ceremonies to which the parents and local community were invited to see student performances, a high-profile Peace Day celebration and rehearsals for the school's involvement in the Ubumuntu Arts Festival.

The addition of the school hall has also enabled teacher training to become more creative and dynamic, with a larger, more fluid working space. From the Rwanda Red Cross leading Umubano Academy and APIE staff through First Aid training, to consultants holding focus groups with students and teachers, the large hall space has already provided an excellent environment in which practical, larger-scale training events and workshops can take place on site at the school.

The space provided by the hall will be a source of income as APIE begins to deliver larger scale teacher trainings, and provide much needed space for other community events, whilst also allowing us to bring teachers on site simultaneously to observe best practice in the school as part of their training.

The construction was funded by Addax & Oryx Foundation, with contributions from the Newmark family, the Victoria League for Commonwealth Friendship, UK fundraising initiatives and US Friends of APIE. It was designed by Active Social Architects and constructed by Geneco Limited.



## Next steps: 2019 and Beyond

In 2019, APIE will be focusing on **embedding sustainability** in all levels of the organisation – **increasing the operations** based in Rwanda, expanding the Friends of APIE support in USA and reducing the spend and employee hours in the UK.

As Umubano Primary School becomes Umubano Academy, we will be working on **leadership development** of the local staff, whose roles will grow as the school starts its **secondary section** and welcomes secondary students for the first time. Our work with Umubano Academy will continue to include **professional development** support for the teachers, and we will explore the opportunity to facilitate **international teacher exchanges** with one of our partner schools in the UK.

APIE also plans to support the school with two new special projects: a **feeding programme** for students, which we hope will secure sufficient funding to feed all scholarship children daily on site at no cost to parents or the school by the end of 2019, and a **Creative Arts programme** which will look at embedding Drama practices into the Social Studies curriculum, as part of our Education for Peace programme.

We intend to expand our outreach programmes in 2019, particularly in **Early Childhood Education and Inclusion**. Having worked on a grant application this year, we hope to share news in 2019 of a new project that will pilot the use of **e Courses** across three districts in Rwanda, delivering interactive training to pre-primary teachers on the Competence Based Curriculum. This project should enable us to **impact the quality of teaching and learning** in many more schools, sharing examples of best practice from Umubano Academy. It is our intention to continue **improving the quality of education** for as many children as possible in Rwanda.





The profile of APIE has been increased significantly this year, with notable visits to our projects in Rwanda from Ministers, Members of Parliament, Ambassadors, donors and Country Directors from major international organisations. We intend to continue **raising the profile** of our organisation and sharing our work through as many networks as possible. In 2019, APIE will stand for election to **Co-Chair the Early Childhood Education Working Group** with Rwanda's Education NGO Communication Platform (RENCP). Through this platform, we hope to gain access to the top level education sector meetings and have the opportunity to influence policy based on the lessons we have learnt from our operations.

We will also continue to work closely with the **APIE Trustees** who bring a multitude of specialist skills to the organisation, including educational expertise and legal advice. 2019 will mark the development of APIE's **new strategic plan** which will come into effect in 2020. We are looking forward to a year of **review and careful reflection** as we consult with current and potential future partners, stakeholders, funders and government officials to continue clarifying where APIE's resources are best placed to meet our aims and to support the development aims of the Rwandan government.

2018 has shown us that providing a **micro-model of best practice** is beginning to gain interest from larger organisations, and to get us a seat at policy-level tables. Interested parties have begun to recognise that our successful model has the **potential to be replicated** on a much larger scale. We are excited at the prospect of **continuing these conversations** in 2019, and look forward to doing this whilst maintaining our values as a respectful and equitable partner in education.

# Our Partners, Donors and Thanks

APIE is a small organisation striving to make a big impact, and we rely on the support of our partners and donors to make our work possible. We'd like to take a moment to thank both our existing supporters, and those we have built relationships with over the last year. Every partner and every donor helps us get one step closer to a sustainable, inclusive model of high-quality education in Rwanda.



**Alan Futerfas**  
**Alexander Star**  
**Alexandra Hahn**  
**Alisa Schierman**  
**Andy Bumuntu**  
**Andrea Miller**  
**Andrew Farkas**  
**Anthony Napoli**  
**Barbara Cutler**  
**Barbara Howard**  
**Brooks & Lucy Newmark**  
**Diane Koyler**  
**Dewey Shay & Cal Shook**  
**Gary B Newman**

**Gregory Orr**  
**Gwill York**  
**Harrow School**  
**Heather Randall**  
**Isaac Mizrahi**  
**Jonathan Ledecky**  
**Karen Jackson**  
**Laura & Scott Malkin**  
**Louise Kerz**  
**Lucy Kalin**  
**Laura Sykes**  
**Marilena Greig**  
**Marlowe Rucker**  
**Michael Fisch**

**Michael Mastro**  
**Michael McCulley**  
**Richard and Elizabeth Fitzgerald**  
**Richard Hester**  
**Sarah Havens**  
**St Albans School**  
**St Giles School**  
**Stephen Graham**  
**Tony Randall Theatrical Fund**  
**Tom Lewis**  
**Tory and Elena Kiam**

**Addax and Oryx Foundation**  
**Aegis Trust**  
**Cedar Hill Foundation**  
**Grille Foundation**  
**Lef Pillon Trust**  
**Nabu.org**  
**OLT Africa**  
**Rwanda Education NGO Coordination Platform**  
**The World Bank**  
**Victoria League**

There are many other supporters who have made 2018 a brilliant year for APIE; thanks to each and every one of you! We'd also like to sincerely thank all the teachers, leaders and staff at Umubano Primary School (now Umubano Academy), for all their enthusiasm, commitment, and hard work - we couldn't do it without you! Thank you.

# Financial Review

Details of the results of the charity’s activities for the period are set out on pages 28 and 29 and in the notes on pages 32 to 37. 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 period APIE UK’s income totalled £142,086 (2017: £91,369) broken down as below:

Income Source	Amount (GBP)
Core Costs – Seed Funder	94,922
Grant Funding	14,958
Donations	23,649
Give as you Live	6
Donated goods and services	8,550
<b>TOTAL</b>	<b>142,086</b>

In addition to financial income in the UK, in-kind and pro-bono support was received as follows:

In-kind donations and pro-bono support	Estimated worth (£)
Pro-bono legal advice - UK	3,000
Pro-bono legal advice - Rwanda	2,000
Book donations (St Albans & St Giles Schools)	450
International transportation of resources	800
Business modelling consultancy	250
Aspire Mentoring - Executive Director	750
Sports equipment (Harrow School)	100
Play equipment (Heather Randall)	100
Laptop donations (Sarah Havens)	600
Professional Coaching - Education Manager	500
<b>TOTAL</b>	<b>8,550</b>

The US-based Friends of APIE Inc. is a registered 501(c)3, founded with the purpose of supporting APIE's mission. APIE is grateful for the donations received from individuals and foundations in the US for our work in Rwanda. The table below outlines donations received from the US and the work and projects they supported.

Donations received from individuals and foundations in the US (1/12/17-31/12/18)	Amount (USD)
Unrestricted donations	96699.4
Donations for scholarship fund	6287.24
Donation for solar panels	5,000.00
Donations for creative arts for peace programme	14187.24
<b>TOTAL raised in the US</b>	<b>122,162.87</b>

## RESERVES POLICY

The charity currently has low reserves and is reliant on donors. The Trustees regularly review the reserves of the charity with an aim to increasing them. There was focus on building these reserves in 2018 (both in Rwanda and the UK) and this will continue into 2019 as a core part of the long-term income generation and sustainability plans.

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 24 June 19 and signed on their behalf by:  
  
..... (Steve McCauley, Chair of the Board of Trustees)

# Independent Examiner's Report

## PERIOD ENDED 31 DECEMBER 2018

I report to the charity trustees on my examination of the accounts of the company for the period ended 31 December 2018 which are set out on pages 29 to 38.

### **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.

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

One Jubilee Street  
Brighton  
East Sussex  
BN1 1GE

Date: 4 July 2019

# Statement of Financial Activities Incorporating the Income and Expenditure account FOR THE PERIOD ENDED 31 DECEMBER 2018

1

	Note	Unrestricted Funds 2018 £	Restricted Funds 2018 £	13 month period Total Funds 2018 £	12 month period Total Funds 2017 £
<b>INCOME FROM:</b>					
Donations		104,514	26,678	131,192	84,089
Grants		-	10,894	10,894	7,280
<b>TOTAL INCOME</b>		<b>104,514</b>	<b>37,572</b>	<b>142,086</b>	<b>91,369</b>
<b>EXPENDITURE ON:</b>					
Charitable activities	2	102,464	46,618	149,082	77,627
<b>TOTAL EXPENDITURE</b>		<b>102,464</b>	<b>46,618</b>	<b>149,082</b>	<b>77,627</b>
<b>NET (EXPENDITURE)/ INCOME</b>		<b>2,050</b>	<b>(9,046)</b>	<b>(6,996)</b>	<b>13,742</b>
<b>RECONCILIATION OF FUNDS</b>					
Total funds brought forward		617	14,696	15,313	1,571
<b>TOTAL FUNDS CARRIED FORWARD</b>		<b>195</b>	<b>8,122</b>	<b>8,317</b>	<b>15,313</b>

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 amounts relate to continuing activities.

The notes on pages 32 to 38 form part of these Accounts

# Balance Sheet

## FOR THE PERIOD ENDED 31 DECEMBER 2018

	Note	31 December 2018 £	£	30 November 2017 £
<b>CURRENT ASSETS</b>				
Debtors	6	143,254		154,149
Cash at bank		10,232		27,082
		<u>153,486</u>		<u>181,231</u>
<b>CREDITORS: Amounts falling due within one year</b>	7	<b>(145,169)</b>		<b>(165,918)</b>
			<b>8,317</b>	<b>15,313</b>
<b>NET CURRENT ASSETS</b>			<u><b>8,317</b></u>	<u><b>15,313</b></u>
<b>NET ASSETS</b>			<u><b>8,317</b></u>	<u><b>15,313</b></u>
<b>FUNDS:</b>				
Unrestricted income funds	8		195	617
Restricted income funds	8		8,122	14,696
			<u><b>8,317</b></u>	<u><b>15,313</b></u>
<b>TOTAL FUNDS</b>			<u><b>8,317</b></u>	<u><b>15,313</b></u>

For the period ended 31 December 2018 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 period 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 ...24 June 2019..... and are signed on their behalf by:



Steve McCauley

Chair of the Board of Trustees

Company Registration Number: 07079874

**The notes on pages 32 to 38 form part of these Accounts**

# Notes to the Accounts - FOR THE PERIOD ENDED 31 DECEMBER 2018

## 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 principal accounting policies adopted in the preparation of the accounts are as follows:-

### **Public benefit**

The charitable company constituted a public benefit entity during the period.

### **Going concern**

These accounts are prepared on a going concern basis.

### **Accounting period**

The reporting period to 31 December 2018 is 13 months long commencing on 01 December 2017. The period was extended to align the financial year with the way both APIE and our first project and key partner, Umubano Primary School, operates, with both the school and operating years commencing in January. This fact means that the comparative amounts are not entirely comparable. This change was approved by the Charity Commission and Companies House.

### **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.

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

## 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	Restricted	Total	Total
	Funds	Funds	Funds 2018	Funds 2017
	£	£	£	£
Accountancy fees	1,518	-	1,518	1,840
Advertising & Marketing	428	-	428	143
Bank charges	77	-	77	51
Donations made to APIE Rwanda	5,771	44,908	50,679	
Hardware	2,855	400	3,255	387
Hospitality / fundraising events	399	-	399	-
Insurance	2,207	-	2,207	1,103
Office rent / deposit	3,543	-	3,543	910
Postage, Freight & Courier	1,038	-	1,038	66
Printing & Stationery	512	-	512	190
Recruitment	2,400	-	2,400	-
Resources for Rwanda	650	1,310	1,960	4,191
Salaries	64,433	-	64,433	55,003
Staff training	1,405	-	1,405	900
Staff travel (Rwanda)	4,054	-	4,054	5,109
Subscriptions	211	-	211	36
Travel and subsistence UK	2,169	-	2,169	1,442
Website and software	701	-	701	601
Telephone & Internet	173	-	173	202
Pensions	2,670	-	2,670	103
Legal and professional fees	5,250	-	5,250	5,350
	<u>102,464</u>	<u>46,618</u>	<u>149,082</u>	<u>77,627</u>

## Notes to the Accounts (continued) – FOR THE PERIOD ENDED 31 DECEMBER 2018

### 3. ACCOUNTANCY FEES

	2018 £	2017 £
Independent examination fees	<b>1,518</b>	<b>1,840</b>

### 4. STAFF COSTS AND EXPENSES

	2018 £	2017 £
Wages and salaries	<b>64,433</b>	<b>55,003</b>
Pensions	<b>2,670</b>	<b>103</b>

During the period 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 period the charity received £8,550 of donated goods and services including Hardware, training courses and professional fees.

## 6. PENSION COMMITMENTS

The amount of pension contributions in the year totalled £2,670 (2017: £103). At the balance sheet date the amount due for pension contributions totalled £200 (2017: £0).

## 7. RELATED PARTY TRANSACTIONS

### B Newmark (Trustee)

B Newmark has lent the charity funds of £143,094. At the balance sheet date the amount owed to B Newmark was £143,094 (2017:£143,094). B Newmark has indicated that he will not seek repayment of the loan from other donors to the charity.

## 8. DEBTORS

	2018	2017
	£	£
Loans and advances	142,448	153,203
Petty cash	806	806
Refundable deposit	-	140
	<u>143,254</u>	<u>154,149</u>

## 9. CREDITORS: Amounts falling due within one year

	2018	2017
	£	£
Trade Creditors	400	1,560
Accruals	1,475	21,264
Deferred income	-	143,094
Other creditors	143,094	-
Pension liability	200	-
	<u>145,169</u>	<u>165,918</u>

Notes to the Accounts (continued) – FOR THE  
PERIOD ENDED 31 DECEMBER 2018

## Notes to the Accounts (continued) – FOR THE PERIOD ENDED 31 DECEMBER 2018

### 10. RECONCILIATION OF FUNDS

	Balance at 1 December 2017	Incoming Resources	Outgoing Resources	Transfers	Balance at 31 December 2018
	£	£	£	£	£
<b>Restricted Funds</b>					
Scholarship Fund	6,226	11,774	21,198	4,510	1,312
Grille Foundation	7,000	10,894	9,666	(1,418)	6,810
Project Umubano	1,070	-	450	(620)	-
Resources for Rwanda	400	-	400	-	-
Construction	-	5,195	5,195	-	-
Secondary School	-	5,645	5,645	-	-
Science Lab	-	4,064	4,064	-	-
	<b>14,696</b>	<b>37,572</b>	<b>46,618</b>	<b>2,472</b>	<b>8,122</b>
					-
<b>Unrestricted - General</b>	<b>617</b>	<b>104,514</b>	<b>102,464</b>	<b>(2,472)</b>	<b>195</b>
	<b>15,313</b>	<b>142,086</b>	<b>149,082</b>	<b>-</b>	<b>8,317</b>

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

**Scholarship Fund** – To provide 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.

**Construction** - These funds were for the construction of the new secondary school classrooms and multi-purpose hall on site next to the original school buildings.

**Secondary School** - These funds were to furnish the new secondary school classrooms, including furniture, classroom resources and curriculum resources.

**Science Lab** - These funds were for the purchase and installation of a science laboratory at Umubano Primary School.

## Notes to the Accounts (continued) – FOR THE PERIOD ENDED 31 DECEMBER 2018

### 11. ANALYSIS OF NET ASSETS BY FUND

	Bank	Debtors	Creditors	Net assets
	£	£	£	£
<b>Restricted Funds</b>				
Scholarship Fund	1,312	-	-	<b>1,312</b>
Grille Foundation	6,810	-	-	<b>6,810</b>
Project Umubano	-	-	-	-
Resources for Rwanda	-	-	-	-
				-
<b>Unrestricted funds</b>	2,110	143,254	(145,169)	<b>195</b>
	<u>10,232</u>	<u>143,254</u>	<u>(145,169)</u>	<u>8,317</u>

### 12. 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.