## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trustees’ Annual Report</td>
<td>1-14</td>
</tr>
<tr>
<td>Impact Report</td>
<td></td>
</tr>
<tr>
<td>- Introduction</td>
<td>5</td>
</tr>
<tr>
<td>- Aims</td>
<td>6</td>
</tr>
<tr>
<td>- Achievements in 2014</td>
<td>7</td>
</tr>
<tr>
<td>- Impact</td>
<td>9</td>
</tr>
<tr>
<td>- Evidence</td>
<td>10</td>
</tr>
<tr>
<td>- Lessons Learned</td>
<td>12</td>
</tr>
<tr>
<td>Independent Examiner’s Report</td>
<td>15</td>
</tr>
<tr>
<td>Statement of Financial Activities (incorporating the income and expenditure account)</td>
<td>16</td>
</tr>
<tr>
<td>Balance Sheet</td>
<td>17</td>
</tr>
<tr>
<td>Notes to the Accounts</td>
<td>18-21</td>
</tr>
</tbody>
</table>
Letter from the Chair of Trustees

As the new chair of trustees I would like to welcome you to A Partner in Education’s annual report for 2014. This has been an exciting year of change for the charity and I am delighted to report both on our progress so far and on our plans for the future.

When the charity was founded in 2009, our mission was to provide a centre of excellence in primary education in Rwanda. Since then we have widened our remit to ensure that our flagship primary school can provide training for primary school teachers from across Rwanda in best educational practice from around the world. In addition, APIE has now established a professional INGO in Rwanda, which not only works closely with the Rwandan government but has also built a strong relationship with the Rwandan Education NGO Coordination Platform (RENCP).

Here in the UK APIE now has a small professional headquarters, which not only ensures that our work is carried out efficiently and professionally, but also makes every effort to raise awareness of the work we are doing in Rwanda, and to continue to grow the numbers of our donors and supporters in the UK.

We have also set up The Friends of APIE Inc. and will partner with this new charity to fundraise in the USA. With the possibility of donations from this wider supporter base we will be in a much stronger position to develop the project and make it sustainable at a local level within our target five-year period.

Every decision we make at APIE is guided by our principles of social inclusion and equality for all. Therefore we have increased the number of scholarship places at Umubano Primary School to ensure that no child living within a thirty minute walk will be excluded, regardless of circumstance. We have also committed to finding ways to provide the families of these children with strategies to cope with the challenging conditions so many of them face. The end result, we hope, will be a model school of which we can be justifiably proud.

We recognise that effective change in the teaching practices and educational system of any country can take time. I believe we are entering a new and significant phase of development; now that Umubano Primary School has blossomed into a thriving community school and is becoming recognised as a centre of excellence in best practice teaching methods we can hope, in conjunction with the Rwandan government and their educational aims, to achieve lasting results.

I would like to thank the UK team at APIE as well as my fellow trustees, who have all worked so hard on the charity’s behalf this year. I look forward to visiting Umubano Primary School early next year and seeing the tremendous progress already made, and to helping to support the work of the charity over the next exciting phase.

Lucy Newmark
The trustees and directors, 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 2014.

REFERENCE AND ADMINISTRATIVE DETAILS

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

The trustees and directors

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

Mr B P V Newmark (resigned as trustee on 11 September 2014)
Miss K B Llewellyn
Cripps Trust Corporation Limited
Mrs Lucy Newmark (joined as trustee on 11 September 2014)
Mr Steve McCauley (joined as trustee on 17 October 2014)

Accountants                     Spofforths LLP
                                Chartered Accountants
                                One Jubilee Street
                                Brighton
                                East Sussex
                                BN1 1GE
A Partner in Education

TRUSTEES’ ANNUAL REPORT (Continued)
YEAR ENDED 30 NOVEMBER 2014

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.

APIE is the charitable enterprise currently supporting the development of the education programme in partnership with the Rwandan Government at Umubano Primary School in Kigali, Rwanda. Currently all finance from APIE is directed towards the capital and operational expenditures of the school with the intention of providing a model of excellence for its own pupils and a place where professionals can share good practice.

Finance for the operations, expenditure and maintenance of the school property have mainly been received to date through grants from a sole funder, although there are plans to diversify funding streams from the beginning of 2015. Student enrolment fees contribute to the operational income of the school. Supplementary finance for activities and requirements of the school are sourced from APIE.
ORGANISATION

The board of trustees consists of three 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.

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

PUBLIC BENEFIT REPORTING

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

RISK ASSESSMENT

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

APIE’s trustees support the work of Umubano School through regular Skype meetings and twice-yearly visits to the school. In April 2014, APIE’s Trustees employed a consultant to carry out a study of the impact of APIE’s work to date in order to inform future strategy. The consultant carried out thorough desk research of education in Rwanda and then conducted a visit to Kigali to meet the school personnel and all other strategic partners in Kigali.

This review resulted in a report to trustees which encouraged them to agree to develop a renewed strategic plan over the five years from 2015, to ensure that the school flourishes, that the wider aim of APIE to develop high quality teacher education is enabled and that the work of the school and the charity become distinct, in order to work towards local sustainability. This will require a more professional approach with an executive body in the UK, to oversee and liaise with operations in Rwanda, as well as raise the profile of APIE in the UK and elsewhere. This will also enable the financial model to become more diverse and increasingly sustainable.
1. Introduction

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

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

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

It was clear that what was needed subsequently was a focus on teacher education. Furthermore, in light of Rwanda’s rapid success in moving towards universal primary education, the challenge has now shifted to focus on the quality of education children receive. APIE, in recognition of the power of high quality education to lift people out of poverty and transform lives, is committed to supporting the development of high quality education in Rwanda and potentially elsewhere.
2. Aims

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

Our specific short and long term aims are as follows:

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

2. Long term:
   - To ensure that every teacher at Umubano Primary School is able to demonstrate best practice, using interactive child-centred methodology, positive behaviour strategies and confidence in working in partnership with outside agencies.
   - To ensure APIE is acknowledged as a small but significant contributor to the broader national strategy of teacher training, particularly in teaching of languages, Early Years and ICT.
   - To make peace education central to the work of Umubano Primary School and APIE and ensure that the school becomes a beacon of good practice in this area, working in partnership not only with other peace education organisations in Rwanda but also internationally.
   - To refine our model so that we are able to readily respond to the needs of the moment in the course of Rwanda’s rapidly developing education policy and practice.
   - To ensure we establish a strong and sustainable model school which serves as a centre of excellence for teachers across the country.
3. Achievements in 2014

**New school leadership**
- An interim Country Director from the UK helped to shape the vision of APIE and UPS (Sept – Nov).
- APIE then recruited a local Rwandan Head Teacher and APIE Lead Practitioner to Umubano Primary School to start in 2015.
- Improved the financial management of the school and secured training in accountancy methods.

**International partnerships**
- International partnership with Wroxham Transformative Learning Alliance established to provide leadership support to Umubano Primary School.
- Policies created at the end of 2014 to prepare the school for new local leadership in 2015 and beyond.
- Identified key areas in which to develop partnership further, e.g. ICT resourcing.

**School Resources**
- Used our international reach to supply Umubano Primary School with learning resources that would not otherwise be available.
- Added over 500 books to Umubano Primary School’s library.
- Children now take books home to practise their reading skills with parents.
- Provided three laptops and a projector for ICT skills training.

**Practical and professional teacher training**
- Teachers received weekly practical teacher training plus intensive training in the school holiday period.
- Teachers co-produced a lesson planning template. This resulted in time-conscious lesson planning and encouraged teachers to use more child-centred methodologies.
- Teachers worked collaboratively on reporting and sharing understanding on pupils’ progress.
- Teachers learned about differentiation to support pupils’ diverse needs.
- Early Years staff received bespoke training.
- Additional input from a visiting Canadian volunteer in the early years’ classes.
- Collaboration with the charity Peace One Day which promotes peace through sport.
- Provided a one week training session from a UK teacher on teaching English as an additional language, through creative processes, including music.

**Strong strategic base built in the UK**
- Drafted and began shaping a five year strategic plan.
- Established an office in the UK and an effective Board of Trustees.
- Developed relationships with two additional UK schools to partner/support Umubano.
- Established a strong network of support in both legal and financial fields.
- Developed a fundraising strategy.
A Partner in Education

TRUSTEES’ ANNUAL REPORT (Continued)
YEAR ENDED 30 NOVEMBER 2014

Excellence in Early Years practice
- The school developed its vision as a Centre of Excellence for Early Years (nursery) teaching.
- Staff attended internationally led training at Wellspring Foundation and nursery teachers visited a model nursery setting.
- Established and strengthened links between Umubano Primary School and VSO, UNICEF and Wellspring Foundation to stay up to date with the country-wide initiatives in Early Years provision and ensure that Umubano Primary School is at the forefront of this.
- Introduced process of child-led learning, teacher facilitation and observation.

Strong local structures for governance and accountability
- Recruited two new governors with experience in the education and business fields.
- Three proactive governors met to discuss and develop school policies and best practice.
- The Parent Teacher Association (PTA) met regularly and acted as conduit for concerns with the school leadership team.
- Parents often visited the school directly to talk to the administration or a class teacher if they had a concern about their child’s education. This open door policy was successful and allowed for differences of opinion to be discussed and resolved democratically, especially around the behaviour policy.
- Regular reporting to local government.

Sustainable school, inclusive environment
- By the end of 2014, the school was 60% self-funded through an affordable fee structure.
- The school population increased from 115 students in September 2013 to 185 by the end of 2014, increasing self-sufficiency.
- Worked in partnership with local authorities to identify 18 new scholarship students, additional to the 12 currently studying, to ensure that no child living within 30 minutes walk of school will be excluded from 2015.

Language policy and multilingualism excellence
- Umubano Primary School teaches in three languages: English, Kinyarwanda and French.

Positive behaviour policy
- Completely eliminated corporal punishment by establishing an effective positive behaviour strategy.

Case study: Book Project

Rose, aged 9, was called into the Head Teacher’s office because it had been reported that she had stolen a book from the school library. The Head asked her why she had taken the book and Rose answered that she just wanted a book of her own to take home and read.

We have drawn upon our international links to fill Umubano’s library, to ensure that every child and teacher has access to books and reference resources. Children in Somerhill School in the UK responded to this powerful message and within a few weeks we had collected over 500 books to fill the school library. Thank you to the children of Somerhill School.

This simple step has helped a thriving reading culture to grow in the school. We are now working to increase the range of reading material available, to support teachers to develop skills of critical thinking, research skills and problem solving, which extend beyond the classroom and into the community. Parents have been engaged in the process to support their children to read independently. And now every child is able to take a book home.
4. Impact

By supporting Umubano Primary School to become a centre of excellence, we are ensuring not only that children are able to attend school, but that they receive a high quality education once they get there. By training staff in-house, by resourcing the school, by becoming a local hub of excellence, the impact of our work goes far beyond the immediate cohort of children and teachers. It not only enables the children to succeed, but also enables the teachers to share the skills learned. By documenting our learning, engaging with the Rwandan NGO network and being proactive with the government teacher training scheme, we are influencing teacher training more widely.

In just two years, Umubano Primary School has gained a very good reputation for dealing with a range of complex issues and standing up for important principles. These include developing a positive behaviour plan, thereby eliminating the need for corporal punishment and valuing the use of home languages, showing that this contributes to improved confidence in communication and accelerates acquisition of English. The innovative Early Years practice gives children a head start in life, builds confidence in language skills and develops creativity and critical thinking from an early age. We have the facilities and expertise to respond to the aspirations of the government in Rwanda. By focusing on building governance and a strong school community, APIE is able to demonstrate the commitment and ability to work flexibly and responsively to the changing needs of the context.

We demonstrate best practice to other schools through our inclusive approach. The scholarship fund supports the poorest families to send their children to school and the facilities for disabled children, and those with special educational needs, ensure that the most disadvantaged are not excluded. There has been additional impact in the form of the learning of the teachers and students in the UK who link with APIE and Umubano School. These relationships are built on equitable and reciprocal principles. We are providing challenges to attitudes and stereotypes of life in Africa, enabling new understanding and respect to develop, and broadening understanding of international connections.

APIE’s contribution to the rebuilding of Rwanda through its education programmes relates not only to the economic and social growth but, importantly, supports the development of dialogue and understanding of the country’s history so that its young people can contribute positively to the safe and thriving future of their country.

APIE is playing a small but significant role in education development. Our approach is responsive to the local community with a focus on local sustainability within the next few years.
50% increase in students achieving the highest grade in national exams

Umubano Primary School received an ‘outstanding’ score in district school report

60% increase in number of students attending Umubano Primary School by the end of 2014

“The library has implemented a reading culture in our students’ minds”

Three vibrant nursery classes with a total of over 80 students, aged 3 - 5

“We have so many resources that you cannot find at other schools like counters, geo-boxes, clocks and science models of the body”
Evidence

“The professional teacher training in school has really helped me in the following things: behavioural policy and classroom management and achievement to a positive discipline without any corporal punishment, how to assess the students with a mixture of questions.”

-Teacher, Umubano Primary School

“I have improved in my teaching using learner centred methods, teaching in groups and focusing on slower learners.”

-Teacher, Umubano Primary School

“I cannot forget what I learned about assessment. We learned about formative assessment given at the end of a lesson and summative assessment done after a certain period (termly) or at the end of the year.”

-Teacher, Umubano Primary School

“My school to me is so educative and when a student gets low marks the teacher always encourages them to perform better. Our school teachers work very hard for the students of the school.”

“We were still getting education, even in the holidays!”

-Student, Umubano Primary School at the summer camp
6. Lessons Learned

At the end of a very busy year, as we reflect on our many achievements, and are poised with our plans for the coming year, we remain mindful of several questions and challenges. How can we develop a truly respectful and reciprocal international partnership between countries 4000 miles apart, with very different histories, geography, economic and social contexts? How do we combine the best practice from both contexts in the most meaningful and effective ways?

This year we discovered that, while all things are possible, change takes time, patience, humility and willingness from all parties; to listen and deeply engage with each other. In this spirit, we feel have all come a long way and are prepared for the challenges ahead.

Our aims for 2015 include establishing local leadership and stronger governance for the school, further developing communication, literacy and ICT skills and continuing to focus on the country’s aims for high quality education through a forthcoming new curriculum. We will further invest in our Early Years provision and introduce classes for expectant mothers and carers of pre-school children. Our focus on inclusion means that we will need to diversify our provision and expertise to ensure that all children receive the education they need for a peaceful, productive and thriving future. We will also work with local partners to break cycles of poverty, by providing support and skills training to those families in need.

Throughout 2014, APIE, as a small charity with a growing international reputation, has worked hard to professionalise its operations and in 2015 will continue on this path, working with an ever-growing range of partners to add to what we are able to provide. We will diversify our funding base and continue to seek and establish productive partnerships with a range of organisations, in order to ensure sustainable support for our projects in Rwanda, and potentially elsewhere.
FINANCIAL REVIEW

Details of the results of the charity’s activities for the year are set out on pages 16 and 17 and in the notes on pages 18 to 21.

During the year the charity received donations totalling £50,097 (2013: £150). Other income to support the charity in achieving its goals was received by the way of loans from Mr B Newmark.

The charity also received the following in-kind donations:

- Over 500 books for the Umubano School Library from the pupils of Somerhill Junior School.
- Hove Park School allowed a specialist member of staff to travel to Rwanda and deliver one week of teacher training on teaching English as an additional language to the staff of UPS.

The expenditure relates to the cost of consultancy on APIE feasibility and strategic planning, direct support from consultant on behalf of the Trustees to APIE Rwanda and Umubano Primary School between May and November, charitable activities, resources for the school in Rwanda, three visits to the school in Rwanda all in accordance with furthering the charitable work of APIE.

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

The charity currently has low reserves and is reliant on donors and one of our supporters who at the year end had lent the company funds of £153,094 (2013: £173,214). He has indicated that he will not seek repayment of these funds until sufficient donations have been received to put the charity in a secure financial position.

RESERVES POLICY

The trustees regularly review the reserves of the charity. A general unrestricted reserve is maintained with an objective to cover the running costs of the charity in order to meet its objectives.

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 7 May 2015 and signed on their behalf by

Lucy Newmark
Trustee
INDEPENDENT EXAMINER’S REPORT  
YEAR ENDED 30 NOVEMBER 2014

I report on the accounts of the charity for the year ended 30 November 2014 which are set out on pages 16 to 21.

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 Spofforths LLP
Chartered Accountants
One Jubilee Street
Brighton
East Sussex
BN1 1GE
Date: 1 April 2015
A Partner in Education

STATEMENT OF FINANCIAL ACTIVITIES
(INCORPORATING THE INCOME AND EXPENDITURE ACCOUNT)
FOR THE YEAR ENDED 30 NOVEMBER 2014

<table>
<thead>
<tr>
<th>Note</th>
<th>Unrestricted Funds 2014 £</th>
<th>Unrestricted Funds 2013 £</th>
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**INCOMING RESOURCES**
Incoming resources from generated funds:
- Voluntary income 2 £50,097 £150

**TOTAL INCOMING RESOURCES**
£50,097 £150

**RESOURCES EXPENDED**
Cost of generating funds:
- Charitable activities 3/4 £15,822 £3,364
- Governance costs 5 £900 £-

**TOTAL RESOURCES EXPENDED**
£16,722 £3,364

**NET MOVEMENT IN FUNDS**
7 £33,375 (£3,214)

**RECONCILIATION OF FUNDS**
Total funds brought forward
(29,643) (26,429)

**TOTAL FUNDS CARRIED FORWARD**
3,732 (29,643)

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 17 to 21 form part of these Accounts
## A Partner in Education

### BALANCE SHEET
### AS AT 30 NOVEMBER 2014

<table>
<thead>
<tr>
<th>Note</th>
<th>2014</th>
<th>2013</th>
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<tr>
<td></td>
<td>£</td>
<td>£</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CURRENT ASSETS</td>
<td></td>
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</tr>
<tr>
<td>Debtors</td>
<td>8</td>
<td>142,570</td>
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<tr>
<td>Cash at bank</td>
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<td>15,788</td>
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<tr>
<td></td>
<td></td>
<td>158,358</td>
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<td>CREDITORS: Amounts falling due within one year</td>
<td>9</td>
<td>(154,626)</td>
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<tr>
<td>NET CURRENT LIABILITIES</td>
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<td>TOTAL ASSETS LESS CURRENT LIABILITIES</td>
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<tr>
<td>NET ASSETS/(LIABILITIES)</td>
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<tr>
<td>FUNDS:</td>
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<tr>
<td>Unrestricted income funds</td>
<td>10</td>
<td>3,732</td>
</tr>
<tr>
<td>TOTAL FUNDS</td>
<td></td>
<td>3,732</td>
</tr>
</tbody>
</table>

For the year ended 30 November 2014 the charitable company was entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies.

Trustees and directors’ responsibilities:

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

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

These accounts were approved by the trustees and authorised for issue on the 7 May 2015 and are signed on their behalf by:

Company Registration Number: 07079874

The notes on pages 17 to 21 form part of these Accounts
1. ACCOUNTING POLICIES

Basis of accounting

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

Donations

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

Fund accounting

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

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

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

Resources expended

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

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

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

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

Fixed assets

All fixed assets are initially recorded at cost.
Foreign currencies

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

2. VOLUNTARY INCOME

<table>
<thead>
<tr>
<th></th>
<th>Unrestricted Funds</th>
<th>Total Funds 2014</th>
<th>Total Funds 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donations</td>
<td></td>
<td>£ 50,097</td>
<td>£ 50,097</td>
</tr>
<tr>
<td>Donations</td>
<td></td>
<td></td>
<td>£ 150</td>
</tr>
</tbody>
</table>

3. COSTS OF CHARITABLE ACTIVITIES BY FUND TYPE

<table>
<thead>
<tr>
<th></th>
<th>Unrestricted Funds</th>
<th>Total Funds 2014</th>
<th>Total Funds 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct charitable expenditure</td>
<td>£ 15,415</td>
<td>£ 15,415</td>
<td>£ 2,880</td>
</tr>
<tr>
<td>Support costs</td>
<td>£ 1,307</td>
<td>£ 1,307</td>
<td>£ 484</td>
</tr>
<tr>
<td>TOTAL FUNDS</td>
<td>£ 16,722</td>
<td>£ 16,722</td>
<td>£ 3,364</td>
</tr>
</tbody>
</table>

4. COSTS OF CHARITABLE ACTIVITIES BY ACTIVITY TYPE

<table>
<thead>
<tr>
<th>Activities undertaken directly</th>
<th>Support costs</th>
<th>Total Funds 2014</th>
<th>Total Funds 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct charitable expenditure</td>
<td>£ 15,415</td>
<td>£ 1,307</td>
<td>£ 16,722</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>£ 3,364</td>
</tr>
</tbody>
</table>

5. GOVERNANCE COSTS

<table>
<thead>
<tr>
<th></th>
<th>Total Funds 2014</th>
<th>Total Funds 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent examination fees</td>
<td>£ 900</td>
<td>-</td>
</tr>
</tbody>
</table>
6. **SUPPORT COSTS**

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website costs</td>
<td>1,307</td>
<td>484</td>
</tr>
</tbody>
</table>

7. **STAFF COSTS AND EMOLUMENTS**

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wages and salaries</td>
<td>10,000</td>
<td>-</td>
</tr>
</tbody>
</table>

8. **DEBTORS**

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loans and advances</td>
<td>142,570</td>
<td>142,451</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other creditors</td>
<td>154,626</td>
<td>175,615</td>
</tr>
</tbody>
</table>

Other creditors includes loans totalling £153,094 (2013: £173,214) from Mr Newmark. He has agreed that he will not seek repayment of £142,570 of these loans until and when the company has received repayment of the £142,570 loan to APIE Rwanda, and the balance of £10,524 only if the charity has sufficient funds to do so. On 28 April 2015 he formally confirmed his generous donation of £50,000 in respect of the balance due to him and this donation is included in these accounts.

10. **UNRESTRICTED INCOME FUNDS**

<table>
<thead>
<tr>
<th></th>
<th>Balance at 1 December 2013</th>
<th>Incoming resources</th>
<th>Balance as 30 November</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Funds</td>
<td>(29,643)</td>
<td>33,375</td>
<td>3,732</td>
</tr>
</tbody>
</table>
11. ANALYSIS OF NET ASSETS BETWEEN FUNDS

Unrestricted Funds at 30.11.2014 £

Fund balances at 30 November 2014 are represented by:

<table>
<thead>
<tr>
<th>Current assets</th>
<th>3,732</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Funds</td>
<td>3,732</td>
</tr>
</tbody>
</table>

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.