APRENDER (UK) LIMITED

England & Wales · Charity number 1136600

Details

Other names	APRENDER LIMITED, APRENDER
Status	Registered
Legal form	Charitable company
Company number	07167874
Registered	2010-06-28
Register	View on the Charity Commission register

Contact

Address	Honeypot Cottage Mill Lane Burgh-On-Bain Market Rasen Lincolnshire LN8 6JZ
Phone	07771861202
Email	admin@aprender.co.uk
Website	www.aprender.co.uk

Activities

Objects: THE ADVANCEMENT OF EDUCATION AMONG YOUNG PEOPLE AND EDUCATIONAL STAFF IN BRAZIL, (ALTHOUGH THE CHARITY MAY OPERATE IN OTHER COUNTRIES AT THE TRUSTEES DISCRETION) BY:- WORKING IN PARTNERSHIP WITH RELEVANT NATIONAL EDUCATION DEPARTMENTS TO INCREASE EDUCATORS KNOWLEDGE, SKILLS AND CAPABILITIES;- THE PROVISION OF TEACHER TRAINING, CONSTANCY AND MENTORING;- THE PROVISION OF EDUCATIONAL RESOURCES AND MATERIALS

Activities: Aprender empowers educators to build better schools through coaching, leadership training, and sustainable learning - impacting 1.2M children across the world. We train local coaches who then develop teachers and school leaders. We democratise access to this training through technology solutions that close the digital divide, allowing educators to participate in training at minimal cost.

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Classification

- **How:** Provides Human Resources, Provides Services, Provides Advocacy/advice/information
- **What:** General Charitable Purposes, Education/training, The Prevention Or Relief Of Poverty, Economic/community Development/employment
- **Who:** Children/young People, The General Public/mankind

Geography

- **Area of benefit:** BRAZIL,
- Brazil
- Burma
- Burundi
- Kenya
- Lebanon
- Malaysia
- Nepal
- Sierra Leone
- Tanzania
- Uganda
- Zambia

Finances

Period end	Income	Expenditure	Assets	Employees
2025-03-31	£26,394	£30,618	-	-
2024-03-31	£27,552	£22,986	-	-
2023-03-31	£25,658	£35,092	-	-
2022-03-31	£33,127	£25,522	-	-
2021-03-31	£26,715	£32,782	-	-

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Trustees

Name	Role	Appointed
Joyce Wangu Mwangi	Chair	2026-01-06
DAVID MILTON PLUMMER		2013-08-22
Dr Evangeline Nderu		2026-03-28
Edgardo Bonilla		2024-03-21
Herbert Seetiso Monadira		2026-01-06
Neil Arthur Walker		2013-08-23
Rhiannon Corlett		2024-02-10

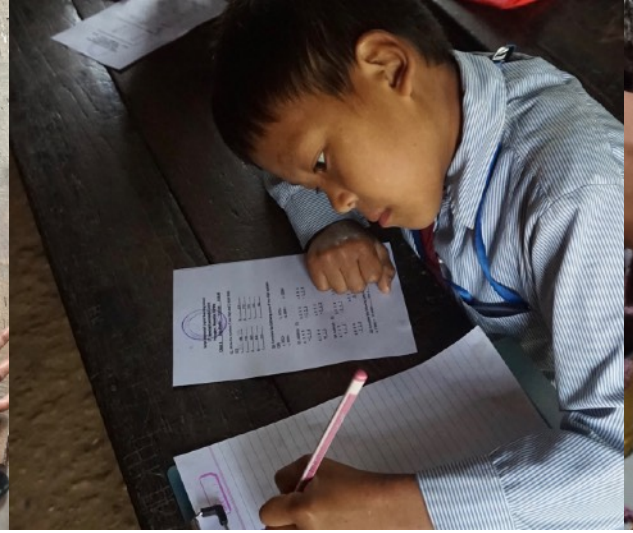
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APRENDER (UK) LIMITED

England & Wales - Charity number 1136600

Accounts






aprender

education development foundation

Trustees Annual Report and Accounts 2024 - 2025







About Aprender

We are an Education Development Foundation, incorporated as a UK-registered charity in 2010.

Aprender has a global vision - we want all children to receive high quality education which produces communities that flourish. Our mission is to advance UN Sustainable Development Goal 4 – Quality Education - by investing in the development of people and systems for schools in low-resource situations.

We train local educators to create self-improving schools that thrive on their own resources.

Through Apto, our unique school improvement model based on international educational research and best practice, we help transform schools in developing countries using a sustainable, low-cost framework.

The essence of our Apto model produces increasing professionalism in school leaders and teachers which in turn impacts educational outcomes and character development in the classroom. By partnering with governments and education-based NGOs, Aprender equips in-country education officers to use our Apto model and create sustainable improvement cycles within their own culture and community.

We are now developing a technological solution that allows leaders and teachers to access our training, even when electricity supply or internet access is compromised.

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Letter From Our Board

My goal as Chair has been to set a bold, clear strategy to position Aprender as a leader in the democratisation of teacher training. That vision extends across our programmes, communications, and fundraising. Last year, we laid out the strategy. This year, we've begun to deliver on it.

We're finalising the design of our on-demand streaming training platform, and piloting our first fully digital learning experience—Aptobox—in remote and disconnected corners of the world. We've also built an expert digital team that has completely rethought how we go to market, aligning our brand and presence with the scale of our ambition. This shift will sit at the heart of our upcoming fundraising work.

2025–26 is the year we expect to see the results of these efforts take root. In our programming—both in-person and digital—we'll be able to reach more people, in more places, with greater impact. And just as importantly, the way we show up in the world—through our communications, our partnerships, and our voice—will fully reflect the work we've been doing behind the scenes.

We're also putting in place a modern fundraising operation: data-driven, impact-backed, and built to support our next phase of growth—step by step, and community by community.

We're proud of the groundwork we've laid. The path ahead is exciting—and the progress is just beginning.

Gary Bonilla

Chair, Aprender UK



Gary Bonilla

Gary Bonilla, Chair

Letter From Our CEO

Through my travels across the developing world, I've seen a deep injustice: children who most need quality education often attend schools without the skills or training to improve. Teachers have the will, but not the professional development to raise outcomes.

I also saw that exam results alone are not enough. In a fast-changing world, it is character — critical thinking, ethics, and community-mindedness — that enables young people to thrive.

Our model transforms underprivileged children's lives by building both character and knowledge, while strengthening local capacity to improve education sustainably. This creates fairer, self-sufficient communities, less likely to fall into conflict.

We work in these ways across the globe:

Research and development. We monitor and evaluate the latest research concerning cross-cultural education development to ensure our school improvement model stays current.

High-quality, high-value coaching is offered free at the point of need. This means that school budgets can be spent on teachers and resources, benefiting the community.

Deep relationships. We take time to develop relationships based on trust and mutual respect, recognising the challenges of working cross-culturally. We deliberately devote time to coaching to get to know the education officers. This relationship deepens through the training and extends into implementing our model across the school/s.

We are entering a new season of expansion. We're excited by what is ahead.

Invest in education. Invest in the future.

Phil Hawkins

CEO Aprender UK



Philip J Hawkins

CEO and Founder

The Why







Challenge No.1

Educators need culturally appropriate, QUALITY PROFESSIONAL DEVELOPMENT courses and coaching. These are not widely available.

Our Solution



PRODUCTS

Our Apto School Improvement Model based on international education research is culturally neutral, relevant and engaging. It values and empowers local educators to improve education outcomes.

We have quality Apto Courses on leadership, teaching, and teams from early years, through primary and secondary phases.

SERVICES

Government/NGO Education Officer Development.
School Leader Coaching.
Face-to face in-country or online training.

Challenge No.2

Educators need ACCESS to those courses and coaching. Internet, data costs, and energy infrastructure restrict access for the majority.

Our Solution



PRODUCTS

Our Apto Courses delivered face-to-face or through our online learning platform.

Where internet coverage is poor or costs too much, our Aptobox ensures delivery of our products direct to educators phones giving 24/7 access.

SERVICES

Data collection allows analysis and evaluation available to local leadership and Aprender.

Challenge No.3



Education administrations do not have the RESOURCES to fund what is needed

Our Solution



OUR DELIVERY MODEL

Minimal running costs.
Empowers locals to self-sustain.
Encourages the use of local free and found materials.
Investors fund our teams so schools don't need to.
We grow through partnerships and networks.

Our Impact by Numbers & Ratings







* As part of our commitment to transparency, we understand that the number of children empowered is an estimate. Change happens when behaviour changes. The teachers who have been through the Apto training teach a new cohort of students every year so the impact multiplies across the years. Better teaching is the gift that keeps giving. But we are also realistic as we understand that not all teachers will continue the changed behaviour. That is true for all training. Based on the Kirkpatrick Model of Behaviour Change showing only 20%–30% of training programmes result in sustained behavioural change, we base our estimates on this conservative figure and use this as a predictor for impact analysis.

We asked our partners:

How do you rate Aprender on supporting you working towards your vision?

They said:



Average score across all partnerships

We asked our partners:

What is the quality of the training provided by Aprender?

They said:



Average score across all partnerships

We asked our partners:

What is the likelihood of you recommending us to others?

They said:



Average score across all partnerships

We asked our partners:

What has been the impact of the training provided by Aprender on the quality of teaching and learning you have observed?

They said:



Average score across all partnerships

We asked our partners:

What has been the impact of the training provided by Aprender on your leadership practice?

They said:



Average score across all partnerships

We asked our partners:

What is the quality of relationship between you and Aprender?

They said:



Average score across all partnerships

Based on responses from 8 partner NGOs/schools across the globe.

We asked our partners:

Can you share an example of how the training impacted your work?

This from Zambia:

“Today, I can proudly say I’m a leader because of the support I got from Aprender, starting from realising our vision to theory of change and leadership training.”



We asked our partners:

Have the teachers implemented any changes in practice since completing the training?

This from Nepal:

“There were big changes. Teachers now make lesson plans and go to class, moving away from traditional methods. Teachers now make friendships with the children and apply the I do, We do, You do method in class.”



We asked our partners:

Have you noticed any changes in student performance or teacher engagement as a result of the training?

This from Lebanon:

“This approach has helped our staff connect more effectively with students, placing them at the centre of the learning experience. The training has contributed to building a positive learning culture.”



We asked our partners:

Can you share an example of how the training impacted your work?

This from Uganda:

“I speak completely differently to small children who cross my path! More than ever, I look at the “Why?” behind the behaviour I’m not happy with and aim to address it in the way that suits that person or child.”



Our Impact on Real Lives





Mireille from GROW preschool, Lebanon

Partnering with Aprender had a significant impact on our work at Grow. It changed our mentality in order to believe that the child-centred approach emphasises active participatory learning. We learned to support our young students by building confidence and decision-making skills, supporting cognitive development, structuring daily routines and intentional play to boost problem-solving and critical thinking. Through the training sessions, we learned how to emphasise social skills and engage our children in cooperative play, helping them develop communication and teamwork.

The supervisor of the Lebanese Ministry of Health declared when he visited our second branch. He witnessed the work we are delivering and he asked us to write a letter to the head of department in the ministry to introduce the approaches we are following at our nursery, and to ask to spread them all around the country.

Aprender changed our whole educational perspective. We believe that the fruit of this partnership with such an organisation will completely change the educational landscape at early childhood development centres. We are blessed to be the first in Lebanon and in the Middle East.







Lorna from Jinja Educational Trust, Uganda

We recognise and harness the power of partnerships for a variety of our projects and all who come into contact with Apto training, thanks to our partnership with Aprender, regularly state that they are “no longer the same.”

Everyone has taken an aspect of their training into the classroom and many teachers are now mentoring and passing on their knowledge to their colleagues.

Apto dovetails with our other education and mental health projects and is without doubt one of the most impactful initiatives we have undertaken over more than 10 years of operations in Uganda – ask anyone at any of our partner schools!

We have now taken 30 school leaders through the Apto Lead course and trained 25 teachers and leaders in Apto Teach. Many of our pre-school teachers have also benefitted from Early Years training.

I am rarely more motivated than when I hear a teacher describe how the training has transformed how he or she thinks and acts both within and outside the school.



Investor Viewpoint

Neil, Head of International Missions Resource Team at Bookham Baptist Church, Surrey, UK.

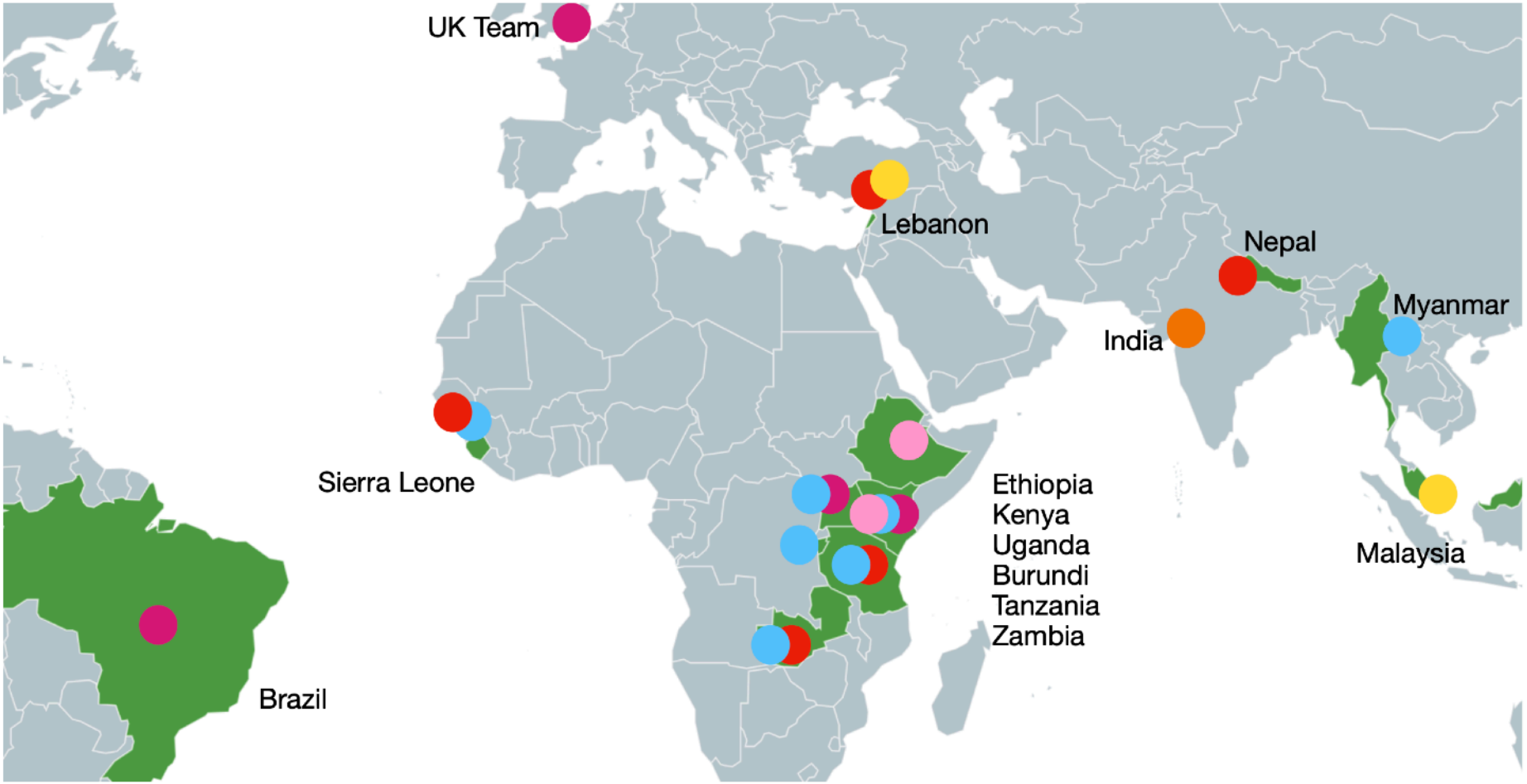
Bookham Baptist Church has been privileged to partner with Aprender since its inception, investing in innovative education development tools and methodologies over many years. In that time we have seen teachers and other education professionals from some of the poorest countries in the world, trained and enabled to bring high quality education practice into the classroom. This in turn has opened up pathways out of poverty for thousands of the most vulnerable young people in our world today.

We are more than donors. We are partners. And this partnership is evidenced through the opportunities we have to be informed about Aprender's strategic plans and the regular communications we receive about the impact Aprender's work is delivering. The role we play in Aprender's success is due to the investment that Aprender makes in the partnership we have together.



BOOKHAM
BAPTIST CHURCH

Where We are Investing



- Trained in-country coaches
- In-country coaches currently in training
- Projects involving refugees
- School projects completed and training being rolled out
- Technology partnerships
- Developing relationship and support for Education NGO

Our impact is a reflection of our values and our mission. Our actions are a reflection of who we are.

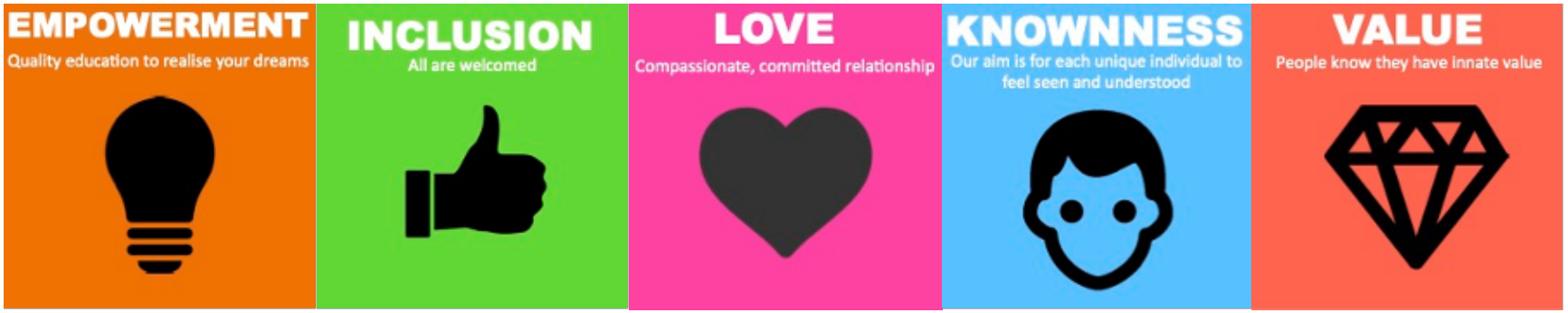
Our Vision: All children receive a high-quality education which produces communities that flourish.

Our Mission: Advancing UN Sustainable Development Goal 4 - Quality Education by investing in the development of education people and systems in low-resource contexts. We work in partnerships with governments, denominational school networks, and NGOs to strengthen local capacity for high-impact school leadership.

Our Approach: We empower education leaders and professionals with a unique, evidence-based framework designed to deliver sustainable, systemic improvement in education quality. While we do not work directly with children, their long-term success remains the ultimate indicator of our impact.



Our Values



Our investors support enables more than just programs—it helps us live out the values that shape lasting change. We believe in **empowerment**: equipping education leaders with the confidence and tools to create meaningful, local solutions. With our partnerships, we ensure **inclusion** is not just a principle, but a practice—reaching those often overlooked and giving every voice a place at the table.

At the core of all we do is **love**—compassion that drives action, especially in the most challenging contexts. We hold fast to **knownness**, believing every individual deserves to be seen, heard, and understood. And above all, we affirm the **value** of every person—because when people feel they matter, they begin to lead, teach, and transform others.

These are not just words. They are the foundation your generosity builds upon—thank you to our investors for making this possible.



Our Model - Apto

Aprender's journey began in 2010 in marginalised Brazilian communities, partnering with NGO Instituto Total.

- Local education authorities welcomed collaboration to improve outcomes in resource-constrained schools. Challenges included poverty, lack of training, and even drug gang presence. Together, we distilled global best practices in education—de-cultured and adapted them to local realities - a toolkit for transformation.
- After four years of research, testing, and refinement, our flagship model emerged: **Apto** (which means "to be able to do something skilfully" in Portuguese)
- Think of **Apto** as our educational "**concentrate**":
    - It contains the essential tools of effective school leadership, teaching, and learning.
    - Local educators—officers, leaders, teachers—add their local "**water**" to adapt it to their culture and context.
    - The result is a mix that works across geographies while staying deeply local.
- We've seen **Apto** work in diverse settings—empowering educators to realise their own visions for change.
- Now, our goal is to **democratise access** to this powerful tool.
    - Educators everywhere deserve the chance to transform their communities.
    - And they shouldn't have to pay for it. Any funds they have need to stay with them.

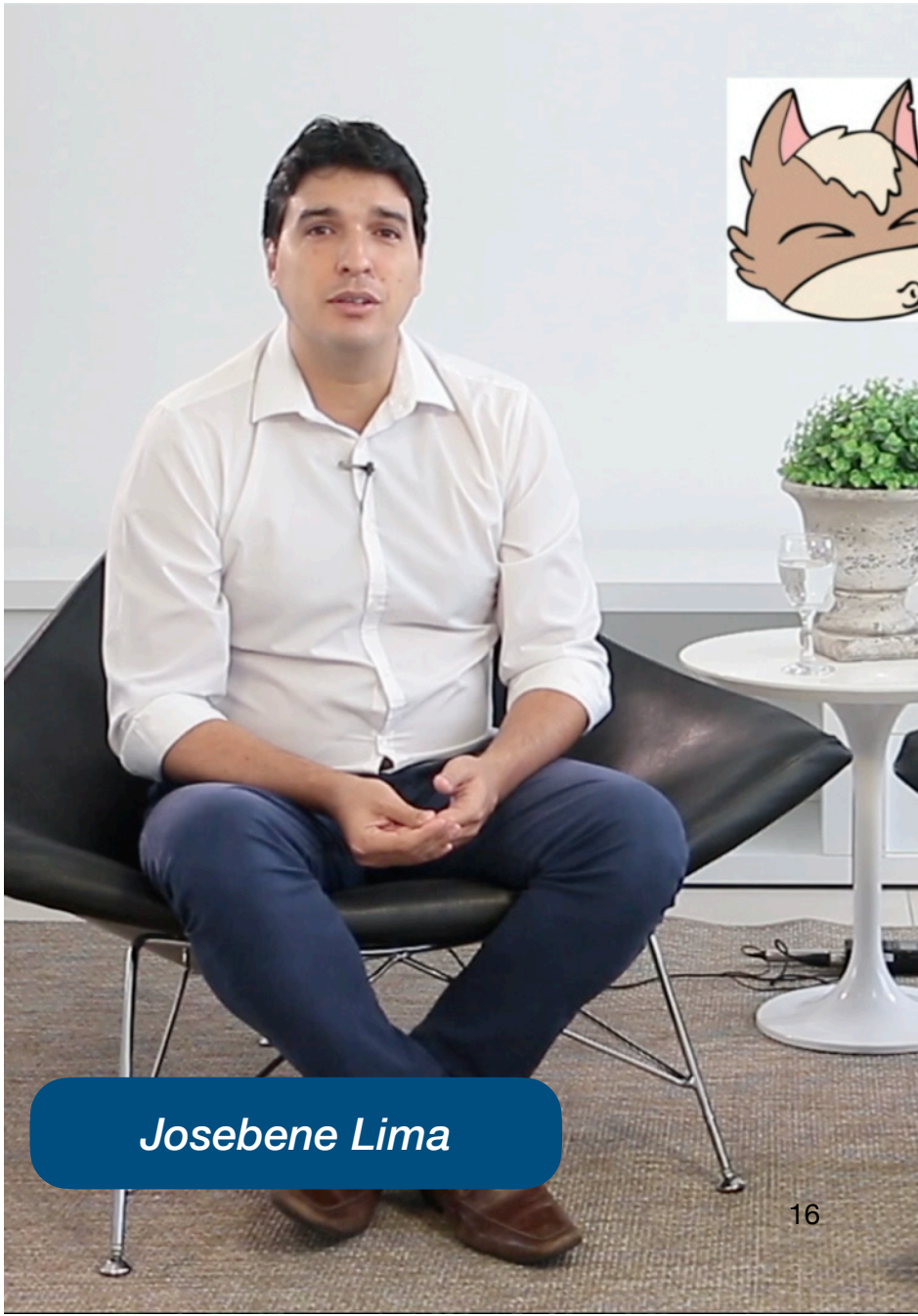
2024-2025 Our Year in Action

Introduction

We have continued to devote resources into making Aprender a synonym with a high-quality education for all, deepen our impact and broaden our reach. Our strategic plan for 2024-26 continues to focus on three key goals to help us build a sustainable future and strengthen our mission:

1. **1.** Developing a Campaign-Based Fundraising Model.
2. **2.** Expanding Our Digital Reach for Greater Accessibility and Impact.
3. **3.** Leveraging In-Person and In-Country Interventions to Engage Key Stakeholders.

We have successfully recruited our first Digital Team to develop effective communication of our past impact, whilst reassessing and developing our digital assets in readiness to support future campaigns.



Strategic Goal 1 - Develop a Campaign-Based Fundraising Model

We have successfully moved to a new way of fundraising that focuses on specific campaigns. This approach has helped us better connect with donors and link their support directly to our work.

What We've Achieved So Far as Part of this 2-year initiative.

Bank on Our Impact:
We created and shared a detailed report showing the number of educators we've trained, where we work, and stories from the people we've helped. This helped us clearly show how we're making education fairer and more accessible. This will be the core of our story to our audiences: educators and investors.

Improved Our Online Presence:

- **Website:** We reviewed our website and will launch an updated version in late 2025.
- **Social Media:** We now post regularly with interesting content and have grown our audience.
- **Search & Tracking:** Our digital tools are in development phase to help more people find us online and track how well our fundraising campaigns perform.





Why This Matters:

- We’ve kept donors informed and engaged, leading to stronger support.
- We have developed our newsletters to better reflect our new strategy
- We can now respond faster to new opportunities or challenges.
- We use data to plan and improve our campaigns.

Other Big Steps:

- We finished a full fundraising plan with help from our CEO, Board, and Digital Team.

Strategic Goal 2 - Expand Digital Reach for Greater Accessibility

We continually evaluate and improve our Apto Model, ensuring we stay up-to-date with education developments. This has kept our digital courses relevant and quality assured. We have also been expanding our digital reach by, for example, finalising our Apto Early Years Course that lets us share early childhood education materials and understanding with people around the world, democratising access to quality early years training. We have a new partnership to expand our online digital learning platform.

What We've Achieved

We have made strong progress across key areas of our work.

Based on feedback from our partners we have also developed Apto training courses, including:

- Apto Teams - Improvement of team dynamics.
- Apto Inspire - Essential guide to teaching students with Special Educational Needs.
- Apto Selfie - Self-awareness in leadership.
- Apto Coach - Using Apto training to train others in a local context.

A recent training evaluation with our partner the Jinja Educational Trust (JET) in Uganda provided encouraging feedback and led to meaningful improvements.





We formed a new partnership with Ontum, an Education Technology company in India that provides smart tools for schools, training, and curriculum support.

Through this partnership with Ontum and with our partner the Jinja Educational Trust (JET), we have advanced the development of the Aptobox—a technology tool designed to deliver high-quality school improvement content in low-connectivity environments.

The Aptobox aims to reduce the digital divide by ensuring equitable access to training, supporting educators and education departments without relying on internet access or mobile data, and sustaining local school improvement while easing the burden on school leaders.



Why This Matters:

- More educators, even in hard-to-reach places, can now use our resources.
- Online learning saves money and helps us reach more people.
- We've created a long-term, flexible way to support teacher training.

Other Big Steps:

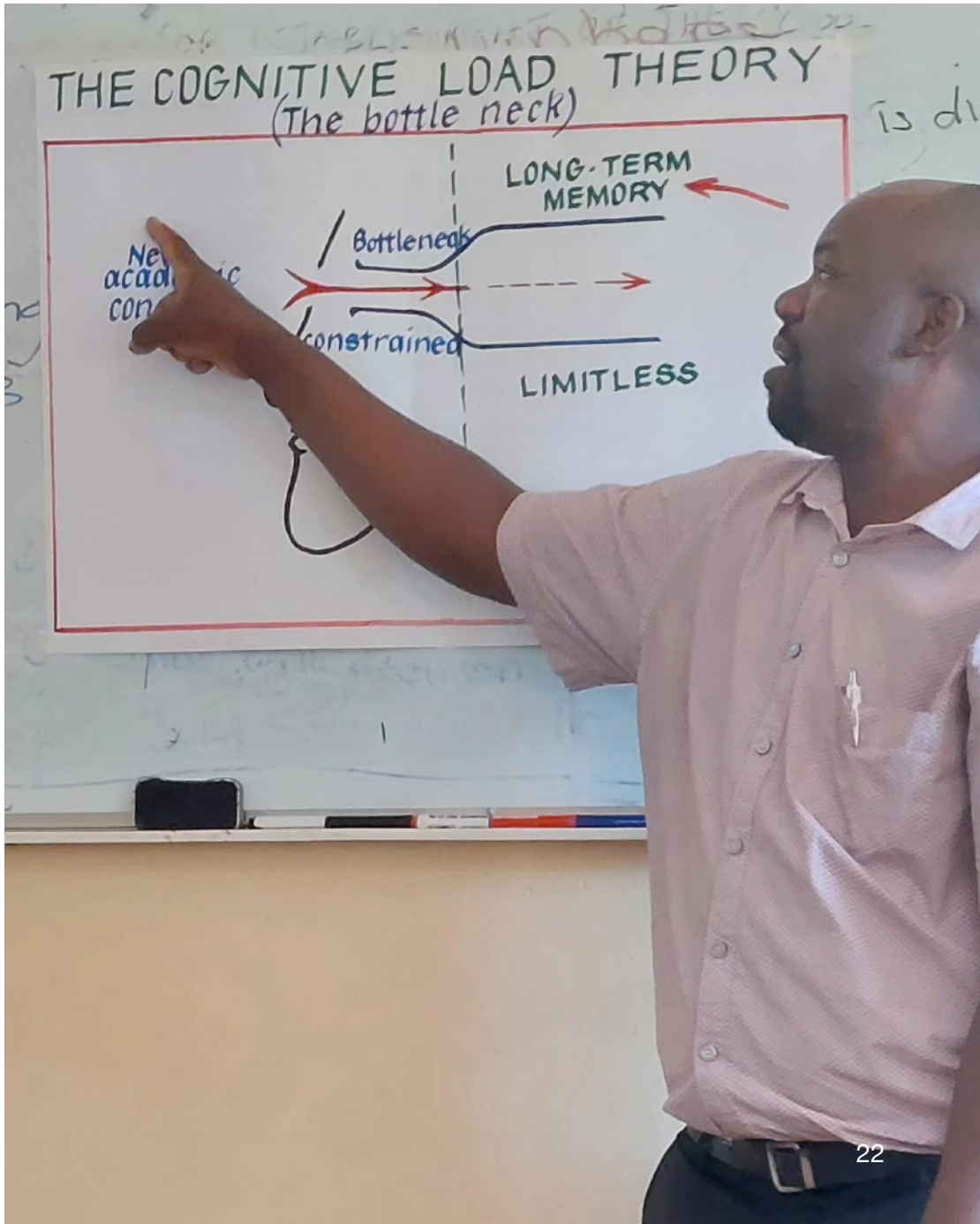
We have recently created a brand new course based on the absolute key essentials to quality teaching and learning to accelerate early impact.

We call the course **'The Big 4'** that includes formative assessment and cognitive load theory, two core ideas that help teachers around the world shift thinking away from 'delivery' of information and towards ensuring that learning is happening effectively. These modules have been rigorously field-tested and we are excited to pilot this in August 2025.

4
APTO
THE BIG FOUR

Strategic Goal 3 - Leverage In-Person Interventions to Build Trust

We've used face-to-face meetings and local events to build stronger relationships with key supporters, especially those focused on early years education.



What We've Achieved

- **Clear Strategy:** We created a plan to focus on the most valuable in-person opportunities.
- **Better Training Delivery:** Our Apto Coaches now use updated materials, supported by a dedicated training coordinator.
- **Stronger Systems:** We improved our systems for handling donor visits, event planning, and finances.

Why This Matters:

We are now in a better position to ensure the following:

- Donors feeling more connected to our work and more committed.
- Ready to offer special visits and events to show the impact of their support.

Other big steps - Volunteer Recruitment



Mary Fowell



Nikhila Ananth



Demi Stubbert



Matt Hayhoe

Volunteers have been essential to everything we've accomplished.

What We've Achieved:

1. Clear role descriptions so volunteers understand their tasks and impact.
2. Recruited skilled people through online platforms and social media.
3. Reached out to professionals with the specific skills we needed.
4. Created engaging materials to show how meaningful it is to volunteer with us.

The Result:

We now have a strong, committed team of volunteers who have been vital to all we've achieved in 2024–25 including our amazing Aprender Digital Team pictured here recruited through Reach Volunteering.

Next Steps - 2025-2026



Strategic Goal 1 - Develop a Campaign-Based Fundraising Model

We will action our fund-raising strategy to increase sustainability and reach through:

Improved Impact Reporting by:

- Collecting higher-quality data and combine it with interviews with beneficiaries on the front line.
- Demonstrating change that has happened as a result of our training.
- Effectively communicating through our new website and social media strategy.

Campaigns through the year by:

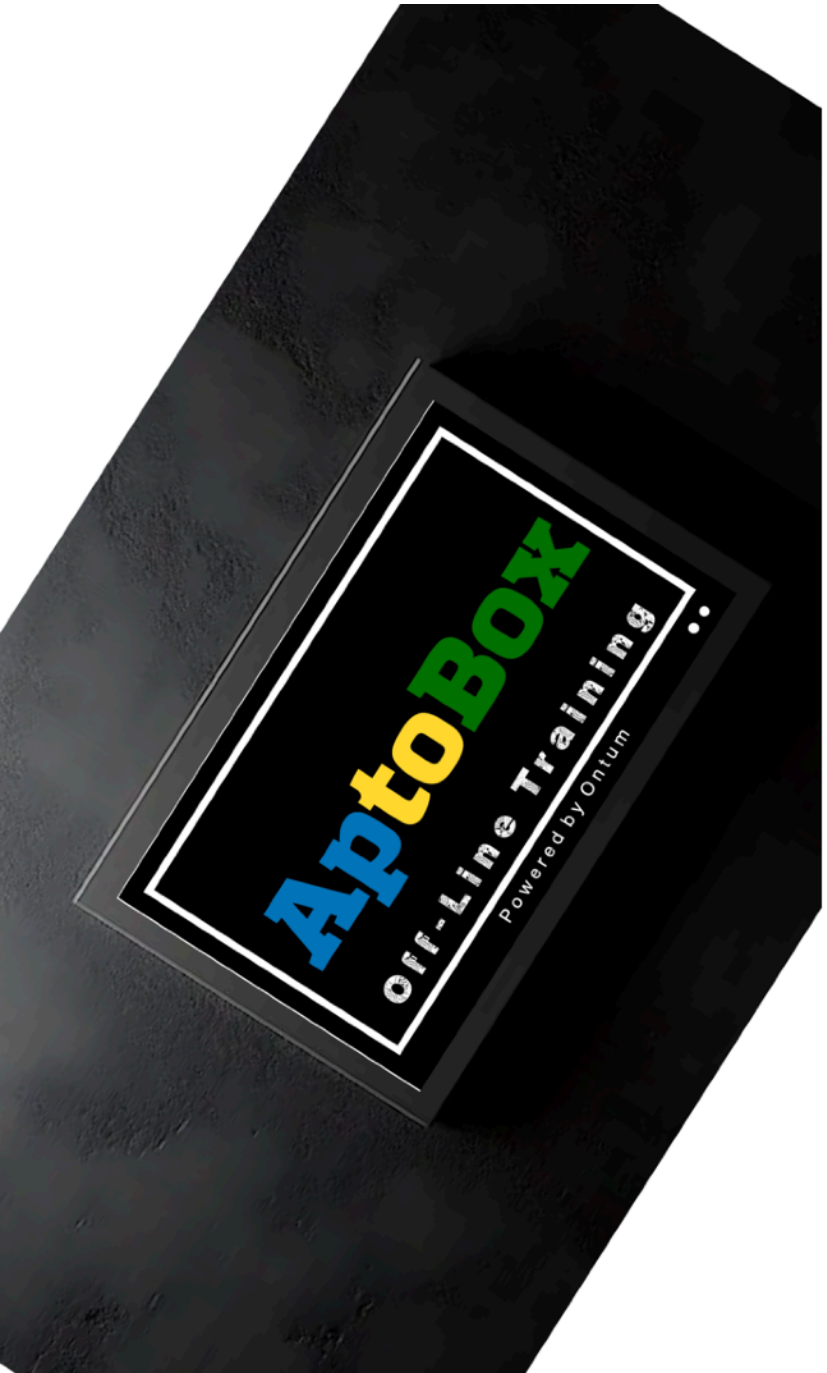
- Focusing on building relationships with our current donors.
- Establishing relationships with new donors.
- Including in-person visits to field projects.

Improving our online presence by:

- **Website:** Launch an updated version in last quarter of 2025 ensuring analytics is embedded and that we follow our communications strategy.
- **Social Media:** We will continue to post regularly with interesting content and grow our audience to boost donations.
- **Search & Tracking:** We will develop our digital tools to help more people find us online and track how well our fundraising campaigns perform.



Strategic Goal 2 - Expand Digital Reach for Greater Accessibility



Impact more children's' lives by expanding our digital reach by launching **Aptobox** to include:

- A pilot of the prototype Aptobox in Uganda in August 2025 in partnership with Ontum and JET to test if the technology and content is fit for purpose.
- Analysis of the pilot, evaluations and interviews with participants.
- Producing a larger second pilot proposal to pitch to key investors.
- Running second pilot in summer 2026 to scale our digital access and reach.

Expand our digital reach by **upscaling our existing courses into online courses** and supporting resources (scripting, presenter training and travel, filming, editing, workbook production, assessment framework) in the following areas:

- **Apto Early Years.**
- **Apto Selfie -** a guide in self-awareness and self-management in school leadership.
- **Apto Inspire** - a course for developing Special Education Needs training for classroom teachers.
- An additional module for **Apto Lead** about challenging leadership conversations.
- Develop **client suggestions** channel for new courses.

Strategic Goal 3 - Leverage In-Person Interventions to Build Trust

We will continue to use face-to-face meetings and local events where possible to build stronger relationships with key supporters, growing new partnerships and investors to increase funding and our network.

We aim to:

- Show real impact by telling compelling **stories** based on our work both in the UK and around the world where we operate.
- Host high-engagement **events**, including small, curated events and field visits to see impact first-hand.
- Train our teams in more effective communication. We have much to **celebrate**.
- Align fundraising with shared values by connecting donor's **passions** with specific programmes.
- Build **relationships**, not transactions, by taking time to build authentic, in-person meetings and activities.
- Leverage peer influence by asking current donors to be **Aprender Ambassadors** and invite their own networks.
- Integrate **digital tools** using mobile giving, QR codes and card readers, and with permission, collecting donor data for follow-up Donor Relationship Management integration.



Our Team

Our team provides strong leadership in development, governance, safeguarding, and inclusion—anchored by diverse professional and cultural experiences.



Gary Bonilla – Chair of Trustees
Experienced nonprofit leader skilled in building emotionally intelligent organisations and driving fundraising success. Brings an international perspective from his extensive marketing experience.

Countries lived/worked in





Phil Hawkins – CEO
Founder of Aprender with over 20 years' teaching and leadership experience in the UK and Brazil. Holds senior education qualifications and specialises in developing school leadership for global impact.

Countries lived/worked in





Neil Walker – Secretary
IT professional with extensive governance experience across retail, financial services, health, and charity sectors. Actively involved in multiple community organisations.

Countries lived/worked in





Rhiannon Corlett – EDI Trustee
Humanities and Social Science teacher passionate about equity and inclusion. Recognised for inspiring learners and promoting positive change in educational settings.

Countries lived/worked in





Helen Gash – Treasurer
HR Manager in a Multi-Academy Trust with strong expertise in school finance and administration. Experienced in managing budgets and supporting charitable fundraising initiatives.

Countries lived/worked in





David Plummer – Trustee
Entrepreneur and senior executive with a proven track record in business turnaround and organisational leadership. Has worked in many countries across public and private sectors.

Countries lived/worked in





Mary Nima– Safeguarding Trustee
English teacher in a state secondary with 25 years experience. Passionate about linguistics, Mary loves our work around the world working alongside educators who are aiming to overcome their respective hurdles.

Countries lived/worked in





Waheeb Nima– Trustee
From a family of teachers and educators in Syria, and having lectured in universities, Waheeb now runs an IT software business and has extensive experience understanding political factors in global affairs.

Countries lived/worked in



Special Thanks to Partners & Funders*

BOOKHAM BAPTIST CHURCH

total instituto

Partners in Education International

kidsalive INTERNATIONAL

KnownValuedLoved
Restoration through Education

Jinja Educational Trust

Pursue
Quality Education, Brighter Futures

SESI ESCOLA DE REFERÊNCIA

ontum



And all our amazing private donors who give so generously year on year. We could not do what we do without you.

* Several of our partners are also funders, either directly, or through contributions towards site visits, or gifts in kind.



A message from Us to You

Invest in Change That Lasts a Lifetime

In today's challenging climate for charitable giving, every pound counts more than ever. While many charities compete for a shrinking pool of donations, Aprender offers a rare opportunity: the chance to create lasting, global impact with exceptional value for money.

We work with communities often left behind — places where children's futures are too easily forgotten. With a small but dedicated team, we deliver remarkable results at minimal cost, equipping education leaders to transform schools and change life outcomes for thousands of children.

Our plan is bold: to expand our reach into even more schools across the globe, multiplying the impact we've already proven. With your partnership, we can turn this vision into reality.

Imagine next year — thousands more children gaining access to quality education through inspired, capable school leaders. Together, we can make it happen.

📧 **Email:** admin@aprender.co.uk

📞 **Call:** +44 7564 070927

🌍 **Donate online:** aprender.co.uk (click the "Donate" button)

Follow us at aprenderuk on

Appendices

Reference and Administrative Information

Charity name:	**Aprender (UK) Limited**
Charity registration number:	**1136600**
Company registration number:	**07167874**
Registered office:	**Aprender (UK) Limited c/o Honeypot Cottage, Mill Lane, Burgh on Bain, Market Rasen, Lincolnshire LN8 6JZ**

Board of Trustees & Directors

Mr Gary Bonilla (Chair)
Mr Neil Walker (Secretary)
Mrs Helen Gash (Treasurer)
Miss Rhiannon Corlett (EDI Lead)
Mrs Mary Nima (Safeguarding Lead)
Mr David Plummer
Mr Waheeb Nima

Accountants

Sherwin Currid LLP, 32 London Road, Guildford,
Surrey, GU1 2AB

Bankers

HSBC, 54 High Street, Epsom, Surrey, KT19 8DS





CHARITY COMMISSION
FOR ENGLAND AND WALES

Objectives and Activities (Public Benefit Statement Included)

- **Charitable Aim:** To advance quality education globally, aligned with UN Sustainable Development Goal 4.
- **Main Activities:**
  - Leadership training for school leaders in low-resource contexts.
  - Digital learning solutions such as AptoBox for low-connectivity areas.
  - Development of curriculum resources (e.g., Apto Lead, Apto Teach).
  - In-person engagement with stakeholders and community leaders.
- **Public Benefit:** Our work enables systemic, sustainable improvements in education, particularly in disadvantaged and underrepresented communities.

Our Governance

The Trustees are responsible for maintaining the integrity of the charity's corporate and financial information. Legislation in the United Kingdom governing the preparation of financial statements may differ from legislation in other jurisdictions. The Charity is constituted as a company limited by guarantee, according to the provisions of the Companies Act 2006. The Charity is registered with the Charity Commission, the regulator for charities in England & Wales.

Governing Documents

The Charity’s leading governing documents are its Memorandum of Association, dated 1st February 2010, and Articles of Association, revised 28th January 2015.

Governance

The Board of Trustees is the governing body for the Charity. Trustees also act as directors for the charitable company Aprender (UK) Limited.

Trustees are volunteers and receive no remuneration.

Networking in our community in the UK and beyond achieves recruiting for all voluntary posts, including trustees, company directors, and board advisors. New board members are recruited to enhance the board's skill mix and diversity or bring valuable experience in governance, strategic management, educational expertise, or business development.

Management and Operations

Strategy approval and regulatory governance are the responsibility of the Board of Trustees. The CEO is responsible for strategy definition, execution, and day-to-day operational management. The trustees and other volunteers undertake operational activities, such as financial management and charity support.The Board has regular meetings (at least every second month) to serve operational, governance, and regulatory purposes.



Governance - Policies in Force



Aprender had the following policies in force when this report was published.

Our aim is to be well-governed according to best practices. Policies are reviewed periodically and updated according to UK legislation, regulation changes, or our operating environment.

These policies may be viewed upon request.

The responsibility for implementing these policies lies with the Board and the CEO.

- Safeguarding and Child Protection
- Equality, Diversity and Inclusion
- Privacy (including Data Protection)
- Modern Slavery
- Trustee Recruitment
- Expenses
- Visits (overseas)
- Risk Management*
- Environment
- Finance
- Prevention of Money Laundering & Terrorist Financing

*As part of our risk management processes, risk management updates is a standing item at all trustees/Board meetings.



Statement of Risk

This section outlines the key risk areas faced by the charity. Our Board of Trustees is responsible for ensuring a robust system of internal controls and risk management. This process involves regular identification, evaluation, and management of risks that could impact our ability to achieve our mission and objectives. A Risk Register is maintained with details of all identified risks, mitigation, contingency, responsibilities and action history archive.

The management of risk includes the consideration of risk mitigation (lowering the likelihood and impact of a risk) and contingency (what we do if the risk becomes reality).

Key Risk Areas
The following risk areas are represented in the charity's risk register:

- Children, young people and adults at risk
- Environment or external factors
- Financial
- Governance
- Information technology
- Operational processes and activities
- Overseas
- Protected characteristics discrimination
- Records and personal information
- Volunteers

The Board of Trustees is committed to a continuous cycle of risk management, ensuring that these and any emerging risks are actively monitored and addressed. We are confident that our systems and procedures are robust, enabling us to continue our vital work effectively and responsibly.

Financial Overview

Trustees' Responsibilities in the Preparation of Financial Statements

The Trustees, also directors of Aprender (UK) Limited for company law, are responsible for preparing the Trustees' Annual Report and financial statements under applicable law and United Kingdom Accounting Standards. Legislation requires the Trustees to prepare financial statements for each financial year, which give an accurate and fair view of the charitable company's state of affairs and the incoming resources and application of resources, including the income and expenditure, of the charitable group for that period. 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 Statement of Recommended Practice.
- Make judgments 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 financial statements on a going concern basis unless it is inappropriate to presume that the charitable company will continue in business.

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 charitable company's and the group's assets and, hence, for taking reasonable steps to prevent and detect fraud and other irregularities.

The Trustees confirm that they have fulfilled the above responsibilities.

Policy On Reserves

The Charity aims to maintain minimum unrestricted funds at a level equivalent to **twelve weeks of operating costs**.

Principal Funding Sources

The charity's principal sources of funds are private donors, grants from grant-making charities and other organisations that share our aims, and fundraising events.

Statement of Financial Activities and Independent Examiner's Report

The SOFA and Examiner's Report are available upon request and will be submitted to the Charity Commission, Companies House and HMRC as required by charity and tax law in England and Wales. Our accounts can be found in the appendix.

Gary Bonilla
Chair – Aprender (UK)
Approved by the Board of Trustees on 27/09/2025

Safeguarding Statement on behalf of The Board



At Aprender, we're committed to creating a safe, healthy and inclusive place to work and volunteer for our coaches and other colleagues, and for those who we come into contact with through our work. To achieve this, we have a safeguarding policy in place, underpinned by safeguarding training designed to help reduce the risk of abuse or harm from occurring, and to equip our people to recognise and report where they may have safeguarding concerns.

As part of their training, all coaches and volunteers are required to agree to a safeguarding code of conduct and are made aware of our expectations in relation to not only their conduct, but also their responsibility to report any concerns.

While coaches and volunteers do not work directly with children, we always carry out Disclosure and Barring (DBS) checks for colleagues, and we work to uphold the child protection systems of the countries in which we offer support.

We have a zero-tolerance approach to anyone who causes harm or abuse, and will thoroughly investigate and respond to any concern. Where appropriate, we report such matters to the police and/or local authorities.

To ensure we are continually maintaining the highest standards of safeguarding, we monitor guidance from the UK Government and the charity regulator, the Charity Commission for England and Wales, on procedures and protocols for safeguarding. We also check for compliance with our safeguarding policies and procedures.

We have a designated Child Protection and Safeguarding trustee. Our policy is available on request.

We are members of the Keeping Children Safe organisation, working to ensure all children have a safe and healthy development into adulthood by ensuring our organisations do no harm through our activities, staff, partners or volunteers.

Inclusion Statement on behalf of The Board

Aprender is committed to Equality, Diversity and Inclusion, so that every individual can reach their full potential where all are welcomed regardless of age, disability, gender, marital status, pregnancy, race, religion, sex, or sexual orientation. We are proud of, and value, the diverse backgrounds of everyone in our communities.

We believe everyone has the right to a challenging and stimulating education and rewarding and fulfilling work. We also believe that our work should reflect the cultural diversity of the societies in which we serve, so that children grow up with an awareness of the contribution made by other cultures to society.

Aprender is committed to ensuring an inclusive environment, where people can be their genuine selves. We are dedicated to taking proactive steps to advance a culture of non-discrimination and equity.

We believe that it is only through advancing equity and embracing diversity and inclusion that we can truly embody our organisational values.

We treat everyone with dignity, fairness and respect and recognise individual uniqueness and identity regardless of any protected characteristic, combination of protected characteristics, or any other characteristic(s), socio-economic or demographic factors and/or cultural traits that may expose them to unfair disadvantage.



aprender
education development foundation



Aprender (UK) Ltd



aprenderuk



aprenderuk

Company registration number: 07167874

Charity registration number: 1136600

APRENDER (UK) LIMITED

(A company limited by guarantee)

Annual Report and Financial Statements

for the Year Ended 31 March 2025

Sherwin Currid Accountancy Limited
Chartered Certified Accountants
32 London Road
Guildford
Surrey
GU1 2AB

APRENDER (UK) LIMITED

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APRENDER (UK) LIMITED

Reference and Administrative Details

Trustees	Mr N Walker Mr D Plummer Ms H Gash Ms R Corlett Mr E Bonilla
Principal Office	Honeypot Cottage Mill Lane Market Rasen Lincolnshire LN8 6JZ
	The charity is incorporated in England and Wales.
Company Registration Number	07167874
Charity Registration Number	1136600
Bankers	HSBC 18 North Street Leatherhead Surrey KT22 7AR
Independent Examiner	Sherwin Currid Accountancy Limited Chartered Certified Accountants 32 London Road Guildford Surrey GU1 2AB

APRENDER (UK) LIMITED

Statement of Trustees' Responsibilities

The trustees (who are also the directors of APRENDER (UK) LIMITED for the purposes of company law) are responsible for preparing the financial statements in accordance with the United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and applicable law and regulations.

Company law requires the trustees to prepare financial statements for each financial year. Under company law the trustees must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the charitable company and of its incoming resources and application of resources, including its income and expenditure, for that period. In preparing these financial statements, the trustees are required to:

- select suitable accounting policies and 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; and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in business.

The trustees are responsible for keeping adequate accounting records that are sufficient to show and explain the charitable company's transactions and 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.

Approved by the trustees of the charity on 27 September 2025 and signed on its behalf by:

N A Walker

N A Walker (Oct 1, 2025 16:24:31 GMT+1)

Mr N Walker
Trustee

APRENDER (UK) LIMITED

Independent Examiner's Report to the trustees of APRENDER (UK) LIMITED

I report to the charity trustees on my examination of the accounts of the charity for the year ended 31 March 2025 which are set out on pages 6 to 11.

Respective responsibilities of trustees and examiner

As the charity's trustees of APRENDER (UK) LIMITED (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 APRENDER (UK) LIMITED 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 charity'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:

1. accounting records were not kept in respect of APRENDER (UK) LIMITED 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.



.....

Sherwin Currid Accountancy Limited
Chartered Certified Accountants

32 London Road
Guildford
Surrey
GU1 2AB

27 September 2025

APRENDER (UK) LIMITED

Statement of Financial Activities for the Year Ended 31 March 2025
(Including Income and Expenditure Account and Statement of Total Recognised Gains and Losses)

Income and Endowments from:	Note	Unrestricted funds £	Restricted funds £	Total 2025 £
Donations and legacies	3	13,849	12,250	26,099
Investment income	4	295	-	295
Total income		14,144	12,250	26,394
Expenditure on:				
Charitable activities	5	(18,368)	(12,250)	(30,618)
Total expenditure		(18,368)	(12,250)	(30,618)
Net income		(4,224)	-	(4,224)
Net movement in funds		(4,224)	-	(4,224)
Reconciliation of funds				
Total funds brought forward		20,356	-	20,356
Total funds carried forward	13	16,132	-	16,132

Income and Endowments from:	Note	Unrestricted funds £	Restricted funds £	Total 2024 £
Donations and legacies	3	15,296	12,000	27,296
Investment income	4	256	-	256
Total income		15,552	12,000	27,552
Expenditure on:				
Charitable activities	5	(10,986)	(12,000)	(22,986)
Total expenditure		(10,986)	(12,000)	(22,986)
Net income		4,566	-	4,566
Net movement in funds		4,566	-	4,566
Reconciliation of funds				
Total funds brought forward		15,790	-	15,790
Total funds carried forward	13	20,356	-	20,356

All of the charity's activities derive from continuing operations during the above two periods.
The funds breakdown for 2024 is shown in note 13.

APRENDER (UK) LIMITED

(Registration number: 07167874)
Balance Sheet as at 31 March 2025

	Note	2025 £	2024 £
Fixed assets			
Tangible assets	10	1,050	-
Current assets			
Cash at bank and in hand	11	17,415	22,682
Creditors: Amounts falling due within one year	12	(2,332)	(2,326)
Net current assets		15,083	20,356
Net assets		16,132	20,356
Funds of the charity:			
Unrestricted funds		16,132	20,356
Restricted funds		-	-
Total funds	13	16,132	20,356

For the financial year ending 31 March 2025 the charity was entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies.

Directors' responsibilities:

- The members have not required the charity to obtain an audit of its accounts for the year in question in accordance with section 476; and
- The 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 companies regime.

The financial statements on pages 4 to 11 were approved by the trustees, and authorised for issue on 27 September 2025 and signed on their behalf by:

N A Walker

N A Walker (Oct 1, 2025 16:24:31 GMT+1)

.....

Mr N Walker
Trustee

APRENDER (UK) LIMITED

Notes to the Financial Statements for the Year Ended 31 March 2025

1 Charity status

The charity is limited by guarantee, incorporated in England and Wales, and consequently does not have share capital. Each of the trustees is liable to contribute an amount not exceeding £10 towards the assets of the charity in the event of liquidation.

The address of its registered office is:
Honeypot Cottage
Mill Lane
Market Rasen
Lincolnshire
LN8 6JZ

These financial statements were authorised for issue by the trustees on 27 September 2025.

2 Accounting policies

Summary of significant accounting policies and key accounting estimates
The principal accounting policies applied in the preparation of these financial statements are set out below. These policies have been consistently applied to all the years presented, unless otherwise stated.

Statement of compliance
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) - (Charities SORP (FRS 102)), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102). They also comply with the Companies Act 2006 and Charities Act 2011.

Basis of preparation
APRENDER (UK) LIMITED meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy notes.

Going concern
The trustees consider that there are no material uncertainties about the charity's ability to continue as a going concern nor any significant areas of uncertainty that affect the carrying value of assets held by the charity.

Exemption from preparing a cash flow statement
The charity opted to early adopt Bulletin 1 published on 2 February 2016 and have therefore not included a cash flow statement in these financial statements.

Income and endowments
All income is recognised once the charity has entitlement to the income, it is probable that the income will be received and the amount of the income receivable can be measured reliably.

Donations and legacies
Donations are recognised when the charity has been notified in writing of both the amount and settlement date. In the event that a donation is subject to conditions that require a level of performance by the charity before the charity is entitled to the funds, the income is deferred and not recognised until either those conditions are fully met, or the fulfilment of those conditions is wholly within the control of the charity and it is probable that these conditions will be fulfilled in the reporting period.

Grants receivable
Grants are recognised when the charity has an entitlement to the funds and any conditions linked to the grants have been met. Where performance conditions are attached to the grant and are yet to be met, the income is recognised as a liability and included on the balance sheet as deferred income to be released.

Gift aid
Incoming resources from tax reclaims are included in the Statement of Financial Activities at the same time as the gift to which they relate.

Expenditure

All expenditure is recognised once there is a legal or constructive obligation to that expenditure, it is probable settlement is required and the amount can be measured reliably. All costs are allocated to the applicable expenditure heading that aggregate similar costs to that category. Where costs cannot be directly attributed to particular headings they have been allocated on a basis consistent with the use of resources, with central staff costs allocated on the basis of time spent, and depreciation charges allocated on the portion of the asset's use. Other support costs are allocated based on the spread of staff costs.

Charitable activities

Charitable expenditure comprises those costs incurred by the charity in the delivery of its activities and services for its beneficiaries. It includes both costs that can be allocated directly to such activities and those costs of an indirect nature necessary to support them.

Governance costs
These include the costs attributable to the charity's compliance with constitutional and statutory requirements, including audit, strategic management and trustees's meetings and reimbursed expenses.

Taxation
The charity is considered to pass the tests set out in Paragraph 1 Schedule 6 of the Finance Act 2010 and therefore it meets the definition of a charitable company for UK corporation tax purposes. Accordingly, the charity is potentially exempt from taxation in respect of income or capital gains received within categories covered by Chapter 3 Part 11 of the Corporation Tax Act 2010 or Section 256 of the Taxation of Chargeable Gains Act 1992, to the extent that such income or gains are applied exclusively to charitable purposes.

Tangible fixed assets
Individual fixed assets costing £500 or more are initially recorded at cost.

Cash and cash equivalents
Cash and cash equivalents comprise cash on hand and call deposits, and other short-term highly liquid investments that are readily convertible to a known amount of cash and are subject to an insignificant risk of change in value.

Trade creditors

Trade creditors are obligations to pay for goods or services that have been acquired in the ordinary course of business from suppliers. Accounts payable are classified as current liabilities if the charity does not have an unconditional right, at the end of the reporting period, to defer settlement of the creditor for at least twelve months after the reporting date. If there is an unconditional right to defer settlement for at least twelve months after the reporting date, they are presented as non-current liabilities.

Trade creditors are recognised initially at the transaction price and subsequently measured at amortised cost using the effective interest method.

Fund structure

Unrestricted income funds are general funds that are available for use at the trustees's discretion in furtherance of the objectives of the charity.

3 Income from donations and legacies

	Unrestricted funds £	Restricted funds £	Total 2025 £	Total 2024 £
Donations and legacies;				
Gift-aided donations	5,593	-	5,593	6,924
Non gift-aided donations	720	-	720	811
Stewardship	742	-	742	531
Just Giving income	4,201	-	4,201	2,043
Retail donations	-	-	-	15
Gift aid reclaimed	1,793	-	1,793	4,172
Grants, including capital grants;				
Groups/charitable trusts	800	12,250	13,050	12,800
Fundraising Event	-	-	-	-
	13,849	12,250	26,099	27,296

4 Investment income

	Unrestricted funds £	Restricted funds £	Total 2025 £	Total 2024 £
Interest receivable and similar income	295	-	295	256

5 Expenditure on charitable activities

	Note	Unrestricted funds £	Restricted funds £	Total 2025 £	Total 2024 £
Direct costs		16,331	12,250	28,581	21,642
Depreciation costs		350	-	350	-
Governance costs	6	1,687	-	1,687	1,344
		18,368	12,250	30,618	22,986

	Grant funding of activity £	Activity support costs £	Total 2025 £	Total 2024 £
Grants to other charities	-	-	-	-
Fundraising costs	-	-	-	-
Consultancy fees	26,812	-	26,812	21,438
Other expenditure	-	-	-	-
	26,812	-	26,812	21,438

£18,368 (2024 - £10,986) of the above expenditure was attributable to unrestricted funds and £12,250 (2024 - £12,000) to restricted funds.

In addition to the expenditure analysed above, there are also governance costs of £1,687 (2024 - £1,344) which relate directly to charitable activities. See note 6 for further details.

6 Analysis of governance and support costs

Governance costs

	Unrestricted funds £	Restricted funds £	Total 2025 £	Total 2024 £
Independent examiner fees	1,212	-	1,212	1,128
Just Giving fees	216	-	216	216
Staff Entertaining	259	-	259	-
	1,687	-	1,687	1,344

7 Trustees remuneration and expenses

No trustees, nor any persons connected with them, have received any remuneration from the charity during the year.

8 Independent examiner's remuneration

	2025 £	2024 £
Examination of the financial statements	1,212	1,128

9 Taxation

The charity is a registered charity and is therefore exempt from taxation.

10 Tangible fixed assets

	Computer equipment £	Total £
Cost		
At 1 April 2024	1,489	1,489
Additions in year	1,400	1,400
At 31 March 2025	2,889	2,889
Depreciation		
At 1 April 2024	1,489	1,489
Charge for the year	350	350
At 31 March 2025	1,839	1,839
Net book value		
At 31 March 2025	1,050	1,050
At 31 March 2024	-	-

11 Cash and cash equivalents

	2025 £	2024 £
Cash at bank	17,415	22,682

12 Creditors: amounts falling due within one year

	2025 £	2024 £
Trade creditors	102	96
Accruals	2,230	2,230
	2,332	2,326

13 Funds

	Balance at 1 April 2024 £	Incoming resources £	Resources expended £	Balance at 31 March 2025 £
Unrestricted funds	20,356	14,144	(18,368)	16,132
Restricted funds	-	12,250	(12,250)	-
Total funds	20,356	26,394	(30,618)	16,132

	Balance at 1 April 2023 £	Incoming resources £	Resources expended £	Balance at 31 March 2024 £
Unrestricted funds	15,790	15,552	(10,986)	20,356
Restricted funds	-	12,000	(12,000)	-
Total funds	15,790	27,552	(22,986)	20,356

14 Analysis of net assets between funds

	Unrestricted funds 2025 £	Total funds 2025 £
Current assets	17,415	17,415
Current liabilities	(2,332)	(2,332)
Total net assets	15,083	15,083

	Unrestricted funds 2024 £	Total funds 2024 £
Current assets	22,682	22,682
Current liabilities	(2,230)	(2,230)
Total net assets	20,452	20,452

15 Analysis of net funds

	At 1 April 2024 £	Financing cash flows £	At 31 March 2025 £
Cash at bank and in hand	22,682	(5,268)	17,415
Net debt	22,682	(5,268)	17,415

	At 1 April 2023 £	Financing cash flows £	At 31 March 2024 £
Cash at bank and in hand	19,544	3,138	22,682
Net debt	19,544	3,138	22,682

APRENDER (UK) LIMITED

Detailed Statement of Financial Activities for the Year Ended 31 March 2025

	Unrestricted funds 2025 £	Restricted funds 2025 £	Total 2025 £	Total 2024 £
Income and Endowments from:				
Donations and legacies (analysed below)	13,849	12,250	26,099	27,296
Investment income (analysed below)	295	-	295	256
Total income	14,144	12,250	26,394	27,552
Expenditure on:				
Charitable activities (analysed below)	(18,368)	(12,250)	(30,618)	(22,986)
Total expenditure	(18,368)	(12,250)	(30,618)	(22,986)
Net income/(expenditure)	(4,224)	-	(4,224)	4,566
Net movement in funds	(4,224)	-	(4,224)	4,566
Reconciliation of funds				
Total funds brought forward	20,356	-	20,356	15,790
Total funds carried forward	16,132	-	16,132	20,357

	Unrestricted funds 2025 £	Restricted funds 2025 £	Total 2025 £	Total 2024 £
Donations and legacies				
Gift-aided donations	5,593	-	5,593	6,924
Non-gift aided donation	720	-	720	811
Justgiving income	4,201	-	4,201	2,043
Gift Aid tax reclaimed	1,793	-	1,793	4,172
Trusts and foundations	800	12,250	13,050	12,800
Stewardship	742	-	742	531
Fund raising event	-	-	-	-
	13,849	12,250	26,099	27,281

	Unrestricted funds 2025 £	Restricted funds 2025 £	Total 2025 £	Total 2024 £
Investment income	295	-	295	256

	Unrestricted funds 2025 £	Restricted funds 2025 £	Total 2025 £	Total 2024 £
Charitable activities				
Subcontract cost	(14,562)	(12,250)	(26,812)	(21,438)
Just Giving fees	(216)	-	(216)	(216)
Computer software and consumables	(156)	-	(156)	(144)
Staff Entertaining	(259)	-	(259)	-
Accountancy fees	(1,212)	-	(1,212)	(1,128)
Travel	(1,553)	-	(1,553)	-
Bank/Finance Charges	(60)	-	(60)	(60)
Depreciation of office equipment	(350)	-	(350)	-
	(18,368)	(12,250)	(30,618)	(22,986)

APRENDER (UK) LIMITED

England & Wales - Charity number 1136600

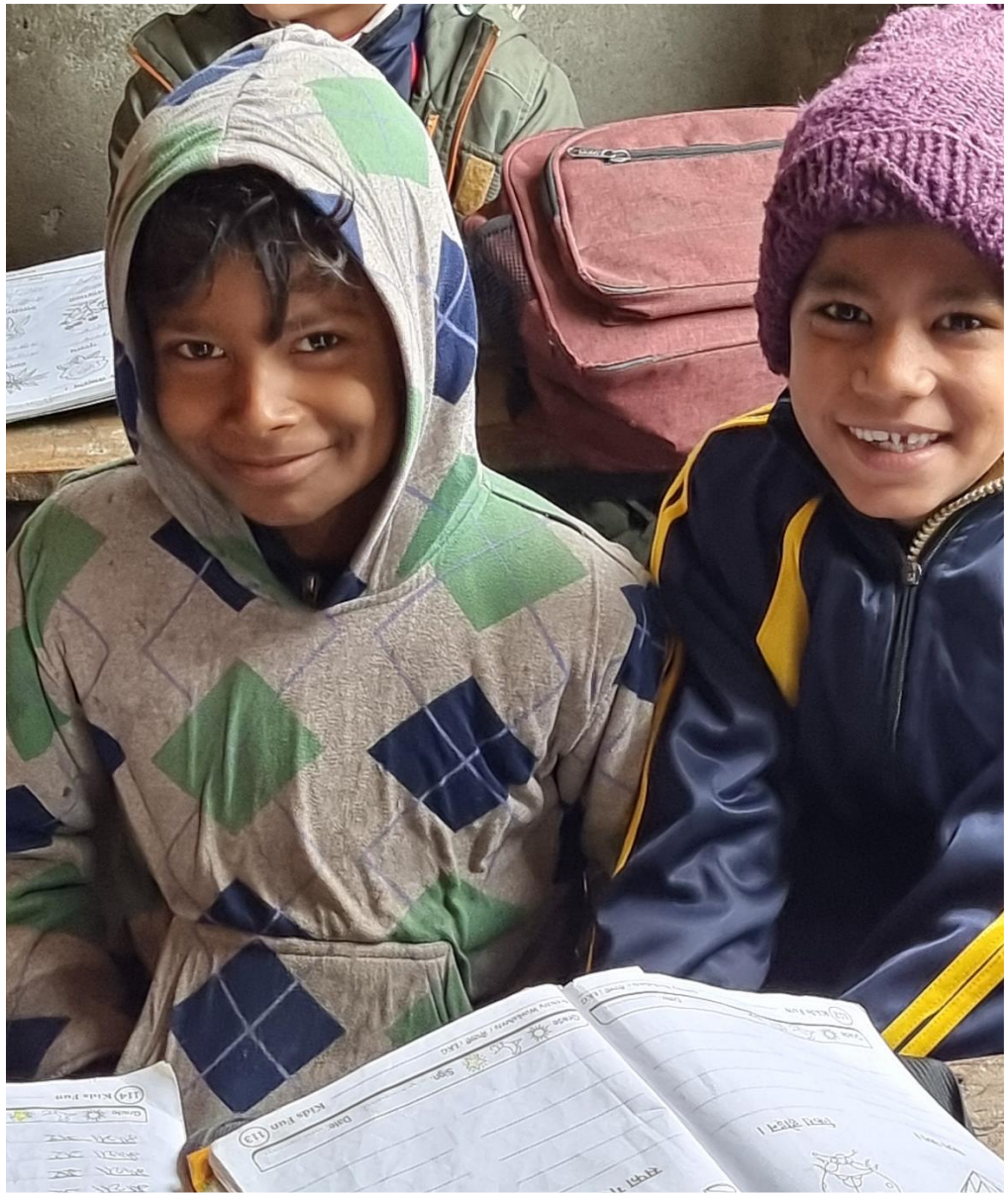
Accounts

aprender

education development foundation

Annual Report

2023 - 2024



The Aprender (UK) Board of Trustees presents its annual report and financial statements for the year ending 31st March 2024.

The Trustees are responsible for maintaining the integrity of the charity's corporate and financial information. Legislation in the United Kingdom governing the preparation of financial statements may differ from legislation in other jurisdictions.

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Reference and Administrative Information

Charity name:	**Aprender (UK) Limited**
Charity registration number:	**1136600**
Company registration number:	**07167874**
Registered office:	**Bookham Baptist Church, Lower Road, Bookham, Leatherhead, Surrey, KT23 4DH**

Board of Trustees & Directors

Mr Gary Bonilla (Chair)
Mr Neil Walker (Secretary)
Mrs Helen Gash (Treasurer)
Miss Rhiannon Corlett (EDI Lead)
Mrs Mary Nima (Safeguarding Lead)
Mr David Plummer
Mr Waheeb Nima

Accountants

Sherwin Currid LLP, 32 London Road, Guildford, Surrey, GU1 2AB

Bankers

HSBC, 18 North Street, Leatherhead, Surrey, KT22 7AR

1. Chairperson s Introduction

I was invited to join Aprender as Chair this year, aiming to help the organisation innovate, expand, and sustain its excellent work. In charting the path forward, I have studied the job done to date, Aprender's rich history, and the communities we serve. What stands out to me most is our resilience.

Reflecting on this past year at Aprender, I am filled with pride and profound gratitude. The challenges of the global pandemic were immense and persisted as we transitioned back to in-person operations. Yet, our resilience and dedication shone through, allowing us to emerge more committed than ever to our mission of providing high-quality education to all. The aftermath of the pandemic underscored the disparities in access to education, particularly in underserved communities, but it also catalysed innovation and adaptability in ways we never imagined.
One of the most heartening aspects of this journey has been our ability to re-engage with our communities in person. Seeing our educators, leaders, and communities face-to-face has reignited our shared passion for education. These interactions have reminded us of the powerful connections that can only be fostered through direct engagement and the tangible impact of our work on the ground.

However, acknowledging our broader challenges, particularly in fundraising here in the UK, is necessary. The economic uncertainties have indeed tested our resources, but they have also revealed the incredible steadfastness of our legacy donors. We are deeply grateful to those who have remained faithful to us, continuing their support and actively engaging with us as we design a sustainable future together. Your unwavering commitment has been the bedrock of our resilience and inspired us to push forward with even greater determination.
I also want to express my deepest gratitude to Neil Walker for his outstanding years of service as Chair before me. Neil built the backbone of this organisation and continues to strengthen it with his unwavering commitment and vision. His leadership has laid the foundation upon which we continue to develop.

To our faithful supporters, thank you for standing by us. Your belief in our mission has been instrumental in shaping our path forward. And to those new to our cause, I warmly invite you to join us on this journey. Together, we can continue to make a profound and lasting impact, bringing the promise of a better future through education to communities worldwide.

Thank you for being part of this journey. Together, we are making high-quality education a reality for all.

Gary Bonilla
London, UK

2. Our Vision

All children receive a high-quality education, which produces communities that flourish.

Our Values



Principal Activity

We focus on the **United Nations Sustainable Development Goal 4 – Quality Education**[1]**.** We do this through investment in **education development** in developing countries and through the building of partnerships with a country's government, denominational schools, or NGOs to increase their capacity to improve the quality of **local school leadership. We provide education leaders and professionals in challenged environments with proven, unique, sustainable frameworks to achieve high-quality education.** We do not work directly with children, although our ultimate long-term goal and best measurement is their success.

The Aprender Education Development Foundation promotes community flourishing[2] by improving educational outcomes. Our service is free to our end users but financed through generous investors and donors. We use our school improvement model, called ***Apto***™, which values and empowers government, denominational, and NGO education departments, allowing them to bring sustainable, systemic change to their schools. We work with registered and informal schools, such as education projects for refugees and displaced communities.

We train educators from all these bodies to be Apto Coaches, using key strategies and ideas to improve the quality of the schools they support. These coaches inspire, train, and guide their school leaders, who, in turn, transfer these skills to their teachers, implementing, embedding, and sustaining the changes in the years to come.

[1] https://sdgs.un.org/goals/goal4
[2] 'Community flourishing' as defined by the Centre for Building Better Community, *www.community.how*

Our ***Apto***™ model enables schools and communities to develop the capacity to impact the following UN **Global Goals for Sustainable Development**[3].



How Our Activities Deliver Public Benefit

Our beneficiaries are children and young people from disadvantaged backgrounds, teachers and educational staff, and government/NGO education officers. Our activities transform the lives of underprivileged children through education that develops critical character strengths and builds relevant knowledge. We build local capacity to improve the quality of learning sustainably. We believe this is fundamentally fair and just and in the interests of the global citizen—educated and self-sufficient communities are less likely to fall into conflict.

We work in these ways across the globe:

Research and development. We monitor and evaluate the latest research concerning cross-cultural education development to ensure ***Apto***™ stays current.
High-quality, high-value coaching is offered free at the point of need. This means that school budgets can be spent on teachers and resources, benefiting the community.
Deep relationships. We take time to develop relationships based on trust and mutual respect, recognising the challenges of working cross-culturally. We deliberately devote time to coaching to get to know the education officers. This relationship deepens through the training and extends into implementing our model across the school/s.

[3] https://sdgs.un.org/goals

We work in four clusters:

- Latin America and the Caribbean
- Africa
- The Middle East
- Asia

All our programs are overseen directly by Apto Coaches, according to our policies and standards of good practice.
We recognise that our Apto Coaches are our most important asset and are fundamental to delivering our strategic ambitions. We have a code of conduct that coaches must sign up to, and we provide continual development conversations with them to ensure their well-being and standards of working.

Aprender is a member of various networks that support its work in several areas. Aprender and its partners work with some of the most vulnerable children worldwide, regardless of race, religion, gender or nationality, working towards fulfilling the United Nations Sustainable Development Goals.

The Trustees ensure that the activities undertaken contribute to the aims and objectives of the Charity with appropriate accountability. The Trustees are, therefore, confident that Aprender meets the public benefit requirements of being a registered charity.

3. Summary Of The Year

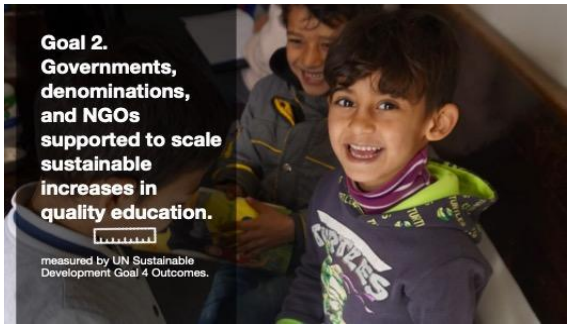
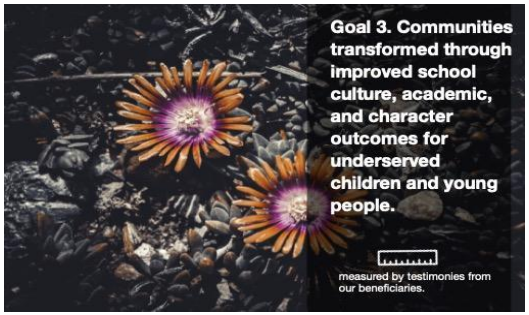
This report provides a summary of the key achievements and activities undertaken by Aprender during the year. Although the year has had its usual mix of online and face-to-face training, it has also been a year of organisational review, re-direction, consolidation, and experimentation. Here are the key highlights of our year:

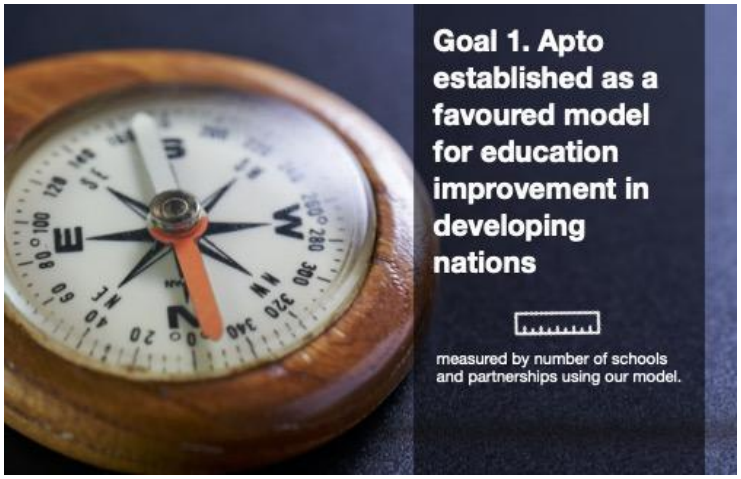
1. **Enhanced Training Initiatives**:
    - We have provided additional training with the Jinja Education Trust, which has been cascaded effectively through their respective teams. This initiative has strengthened our training programs and ensured quality is maintained as it is disseminated.
2. **Support and Development in Nepal**:
    - Our ongoing support of Immanuel School in Dhangadi, Nepal, has continued to make a positive difference with school results improving and the school expanding as parental demand for spaces increased. We have also continued our support of the Children's Kingdom Academy in Malangwa. A visit to Nepal in January 2024 allowed us to evaluate and enhance our initiatives through lesson observations and interviews with the head teacher and staff.
3. **Mentoring and Coaching**:
    - Our work with Kids Alive International in Zambia and the Head Teacher mentoring program has fostered continued improvement in leadership and educational outcomes through increased exam results and strategic planning and action.
    - In Lebanon, our dedicated coach has successfully rolled out training programs in various refugee camps, significantly impacting the communities there through greater outcomes for children, noted through classroom observations.
    - Support for Pursue Kenya coaches has remained a priority, ensuring they have the resources and guidance to embed Apto methodology into their teacher training programmes.
    - Our partnership with the Jinja Education Trust has been our most successful example of mentoring and coaching, with the trained Apto coaches cascading their knowledge and experience gained from the training to the schools they support in Uganda.
4. **Educational Training Rollouts**:
    - The rollout of the Apto Early Years training at Twinkle School in Jinja, Uganda, marks a significant milestone in our commitment to early childhood education.
5. **Evaluation and Impact Assessment**:
    - An impact evaluation consultantlooked at our impact and has provided valuable insights, allowing us to refine our strategies and maximise our effectiveness.

6. **Online Course Development**:
    - Developing the Early Years online course has been a critical focus, facilitating an expanding reach and providing accessible educational resources through our online resources, which will become part of the full online course when completed.
7. **Organisational Growth**:
    - We are pleased to welcome Gary Bonilla, our new Chair and trustee, whose leadership and vision will guide us in the upcoming years.

These accomplishments reflect our dedication to fostering education, supporting communities, and continuously improving our programs. Following a strategic review, we have decided to adapt our work as we advance, focusing on increased quality of early years provision, supporting Apto Coaches in Uganda, start-ups in Lebanon and Nepal, Lebanon as a replication, and Nepal as a start up ‘Apto Seed’ project. We look forward to building on this year's successes and continuing to make a positive impact across the countries we serve.

4. Progress Against Goals And Objectives 2023-24

GOAL	OBJECTIVES
	**1.1** Secure key strategic partnerships to scale impact.
	**2.1** Identify, train and support Apto coaches (minimum of one per country where we operate). **2.2** Provide effective resources to support training. **2.3** Build identified key skills and capacity within our organisation.
	**3.1** School leaders effectively implement Apto model into their schools. **3.2** Build evidence of impact **3.3** Improve our support we give to our partners.



Objective 1.1 Secure critical strategic partnerships to scale impact

This year we have invested in deepening the relationship with our existing partners. With that in mind we have further developed our collaboration with Pursue Kenya, Kids Alive International (Zambia), Jinja Education Trust (Uganda) and The Philemon Project (Lebanon).

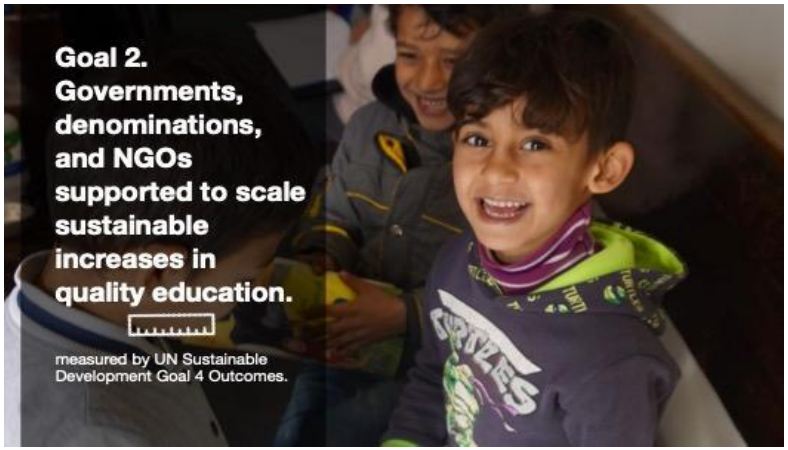
	2014 - 2015	2015-2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023-2024
Number of school-based projects	7	9	8	7	18	25	325	370	375	375
Number of education projects e.g. support schools	3	4	6	4	4	6	9	9	10	10
Total	10	13	14	11	22	31	334	379	385	385

What we have learnt

The critical partners mentioned above have shown repeated willingness to engage and commit to long-term relationships, having the autonomy to make decisions around education provision in their contexts. We are proud of all our partners have achieved and have learned how to adapt our material to increase its quality and effectiveness through our work with them.

Feedback on actions from last year s report

Action for 2022/23	What happened?
1.1.1 Complete a review of potential investors/donors and businesses who can partner with Aprender as part of their corporate and social responsibility commitments. 1.1.2. Seek investment partnerships with key schools in the UK to enable fundraising and awareness raising.	• We paused this until we carried out our strategic review with our new Chair. This now forms part of our strategic plan referenced in section 5 of this report. • This has been paused to give us an opportunity to align our new strategic objectives with our website and communications, including school partnerships.
1.1.3. Establish new MOU with Kids Alive International, including project to invest in teacher training college link. 1.1.4. Establish MOU with UniEvangelica, including project to invest in teacher training college link.	• We are in discussions with KAI teams to determine the best way forward and are awaiting further meetings with their team to agree new objectives. • Our work in Brazil is currently on hold due to socio-political circumstances in the country.



Objective 2.1 Identify, train and support Apto coaches (minimum of one per country where we operate)

We are delighted to report this as our best achievement of the year. Having announced our intention to support the training and qualification of Apto Coaches worldwide, we are thrilled to say we have increased from 9 Apto Coaches last year to 17 this year.

We have continued supporting and providing ongoing professional development for our team of Apto Coaches. The team of Apto Coaches in Pursue Kenya have utilised their knowledge gained from training to adapt their approach to school support and what areas to target intentionally. The team in JET Uganda has used their knowledge to replicate the training with their school leaders and teachers and train incoming new appointees for the organisation. Our Lebanon coach has taken a break to take maternity leave. We await developments in the countries where we are still at the 'school level'.

Table of Apto Coach distribution by country and Apto coaches-in-training:

Country	**# Apto Coaches-in-Training**	**# Apto Coaches**
Brazil	1	1
United Kingdom		4
Lebanon	3	1
Uganda		4
Kenya	2	7
Zambia	1	
Nepal	1	
Burundi*		
Sierra Leone*		
Myanmar*		
Malaysia*		
Tanzania (note)	7	
TOTAL	**15**	**17 (up from 9 last year)**

*Our projects in Sierra Leone, Zambia, Burundi, Myanmar, and Malaysia are still currently at the school level, i.e., we have not progressed to the 'trainer of the trainer' level yet due to political issues or, as yet, lack of connection into local government education departments
Note. We support Apto Coach development in Tanzania through our partnership with PiXL International.

What we have learnt

Building on successful partnerships has been vital in achieving this goal. The success is due to time: time spent across the years developing relationships, time spent travelling and visiting, and time spent on Zoom calls conducting training and development.

Feedback on actions from last year s report

Action for 2022/23	**What happened?**
2.1.1. Be ready with new MOU when SESI are ready to re-engage.	We still await re-engagement.
2.1.2. Pursue link with Zambian government through partnership with Kids Alive International, with a special focus on integrating Apto into teacher training at a local teacher training college.	Due to funding issues, we were not able to travel to Zambia this year and so still await a meeting with the government when we are able to fund our next visit.
2.1.3. Ensure our other coaches-in-training graduate and are supported to establish themselves.	9 of our Apto Coaches-in-Training were able to graduate this year. A further 15 are at various stages of the training but we anticipate 9 more will graduate across the next year.
2.1.4. Carry out 'readiness evaluation' with a) Nepal b) Sierra Leonne c) Kenya using results to prioritise our approach with each country.	Readiness evaluations were completed on these three countries. The indications are that we are ready to take our projects to the next stage in Nepal, Kenya and in Sierra Leonne.
2.1.5. Aid Apto Coach progression with coaches in training in Burundi and in Zambia, supporting them to flourish as newly qualified Apto Coaches using a new Apto Coach Support Programme.	Unfortunately, there was a change of school leadership in the Burundi project and so our Burundian Coach-in-Training needed to leave. Our Coach-in-Training in Zambia has had to contend with wide-ranging demands and so has not made the progress we had all hoped for. Our vision is to see him graduate during the next academic year.
2.1.6. Initiate a new Early Years project in Burundi using our link with the Burundian Ambassador to London.	Due to lack of funding, we have had to postpone this objective. There has also been a change in Burundian embassy and our contact has been moved on. We will re-engage when funding becomes available.

Objective 2.2 Provide adequate resources to support training

We have continued to produce scripts for modules for our new Apto Early Years online training course (more details in Section 5), ensuring that all material is accessible no matter the culture or setting. We are grateful to our partners assisting in this, particularly GROW preschool in Beirut, Lebanon. Following client feedback, we have also continued to adapt our 'Intention to Action' course. There is now more room for discussion and additional reading. We have also been making increasing use of the Enneagram to aid leaders think through personality types and how they can aid communication and support.

What we have learnt

We have learnt that our experience filtering out unhelpful Western cultural references provides a firm platform to build further resources that can be adapted into non-Western settings. Using material from global specialists, we can glean critical ideas and knowledge and rephrase them appropriately and sensitively. Our evaluations reveal that this suits us enormously, and our clients highly value our openness and adaptability.

Feedback on actions from last year s report

Action for 2022/23	**What happened?**
2.2.1. Produce Primary workbook drawing on experience and evaluation, to aid adaptation.	This has been paused due to feedback from clients that an adapted Apto Teach will be an effective course for primary teachers and leaders. We are making those changes and will launch in the next academic year.
2.2.2. Finalise ECHO[5] Arabic version of Apto Early Years course.	We are awaiting funding in getting this translated.
2.2.3. Complete and trial a course focusing on staff and student well-being and implementation tips and strategies.	Awaiting funding.
2.2.4. Produce SEN support resources including online video course on our learning management platform.	Awaiting funding.
2.2.5. Receive feedback from our new African Apto Coaches, incorporating the learning into our Apto Coach Training.	Completed. Material has been updated based on feedback.
2.2.6. Develop our coaching model, assessing alignment with current best practice and re-working our approach based on our findings.	A review has been completed and our CEO is currently completing an accredited Strategic Life Coaching Practitioner Certificate course to ensure we follow best practice.
2.2.6. Complete and trial Translation of Teachnology into Portuguese.	This has been suspended pending renewed engagement from Brazil.
2.2.7. Following significant support from new volunteer communications specialists, launch an updated version of our website.	New website was launched although it will require some changes following the strategic review completed with our new Chair. Website will be updated by November 2024.

Action for 2022/23	What happened?
2.2.8. CEO to attend training on monitoring and evaluation techniques for small charities on 24th and 31st July 2023, using insights to produce a monitoring and evaluation policy.	Training completed. The result was that we have now needed to readjust what we ask from our partners. We are still at the consultation phase, so we are able to evaluate meaningful data and publish results.
2.2.9. Convert Apto Early Years course to fully online with video instruction.	On-going and dependent on funding.
2.2.10. Produce more videos of Apto in practice - particularly in non-Western settings, incorporating them into our training resources.	On-going and dependent on funding.
2.2.11. Produce video online course to scale From Intention to Action course.	Awaiting funding
2.2.12. Produce 'offline' booklet versions of our courses that can work in areas that do not have access to internet/electricity.	Currently in discussions with a potential partner who will be able to help with this.

Objective 2.3 Build identified vital skills and capacity within our organisation.

We welcomed our new Chair, Gary Bonilla, who brings an array of skills and experience from corporate and NGO fields, together with new trustee Rhiannon Corlett, an experienced educator. Attention was also directed to our Apto coaches in the different countries we serve, who use online communications to build their capacity through training workshops and coaching calls. This has successfully extended our capacity, as we now have a more comprehensive range of Apto coaches who can support expansion and sustainability across the organisation.

We successfully achieved our Green Small Business re-certification, which helps build awareness and action for greater sustainability within our organisation.



What we have learnt

Our decision to use Reach Volunteering led to the appointments of our two new trustees, and we will continue to use the same platform to recruit additional support as necessary.

Feedback on actions from last year s report

Action for 2022/23	**What happened?**
2.3.1. Use Reach Volunteering to gain support for CRM, graphic design, and animation.	We paused this objective until our strategic review was complete (May 2024)
2.3.2. Adoption by Board of Communications and Social Media Policy and putting into practice.	We paused this objective until our strategic review was complete (May 2024)
2.3.3. Develop and launch a fundraising strategy linked to our new goals, audiences and website.	We paused this objective until our strategic review was complete (May 2024)
2.3.4. Action recommendations from our communications specialists SWOT analysis.	Most actions acted upon, the few remaining are being targeted through our new strategy (Section 5)
2.3.5. Action offer of coaching support for our CEO.	An offer of coach support has been received and will be taken up in Spring 2025.
2.3.6. Finalise investment strategy and business plan for next 3 years.	We paused this objective until our strategic review was complete (May 2024)
2.3.7. Complete platform for our courses.	We paused this objective until our strategic review was complete (May 2024)
2.3.8. Recruit volunteer Social Media Manager, following guidelines from the Communications and Social Media Policy.	We have advertised and are awaiting the right candidate for this role.



Objective 3.1 School leaders effectively implement the Apto model into their schools.

Through evaluations, we have seen that school leaders effectively implement the Apto model in their schools. As is often the case, some schools are making quicker progress than others due to various circumstances. Most progress has been made in Kenya and Uganda, where we have the most significant concentration of Apto Coaches, and Lebanon, where the Preschool in Beirut has gone from strength to strength under the excellent leadership team.

What we have learnt

The evaluations from the different regions led us to a greater understanding of how Apto is being used in schools and how there have been some barriers to its rollout. Following research, we have now adapted our approach. Following the leadership training, we are now advocating teaching the four most important Apto Teach modules (called ‘The Big 4’, see below) that provide the foundation for the other teaching modules. The new approach focuses on supporting schools to develop ideas based on the Big 4, with a support package to ensure training is converted into action on the ground in a manageable way for the schools.



Feedback on actions from last year s report

Action for 2022/23	What happened?
3.1.1. Support our preschool project GROW in Beirut, Lebanon, as they multiply to form an additional preschool project, ensuring best practice is successfully replicated in new setting.	The preschool replication has started and is currently in construction with a proposed opening in Autumn 2024 but this may be delayed due to the regional conflict.
3.1.2. Send adapted evaluation questionnaire, using results to improve our coach support service.	Questionnaire responses have been received and analysed resulting in new courses and support materials for coaches.
3.1.3. Additional visits needed to Brazil, Burundi and Zambia to further evaluate and support next steps, as per our main objectives.	This has not been possible due to lack of funding.
3.1.4. Produce Apto Lead course specifically designed for Early Years settings.	This has been delayed due to prioritising the scripting of the Apto Early Years course.
3.1.5. Produce observation and feedback training as next step following Apto Teach/Apto Early Years.	This is currently being scripted into the Apto Early Years Teach course

Action for 2022/23	What happened?
3.1.6. Ensure there is better transfer of learning from our evaluations of our courses, adapting them where necessary to ensure we stay current.	Our analysis of evaluations resulted in an adapted approach of the Big 4.

Objective 3.2 Build evidence of impact.

Following consultation with an impact evaluation expert, we collect impact data. However, we have been working with partners to develop the recommended, higher-quality feedback on *literacy levels* as the key indicator of school and student progress. We have trialed some literacy support assessments and are currently awaiting responses. We have also shifted a focus on impact feedback to record more testimonies from the field from teachers and head teachers around the impact that they have seen on a day-to-day basis. This has improved our knowledge about what works best from the training and what areas need further development.

What we have learnt

We have learnt that collecting data from schools is a challenge. When the data is collected, it is often a challenge to provide accurate analysis as frequently the parameters change, meaning that we usually try to compare 'apples with pears'. Collecting data from other 'non-Apto' schools has also been challenging, so a scientific comparison is possible. Different countries have different dissemination methods; whilst some have school data available through a government website, other countries' results are not published school by school, mainly due to political reasons.

Feedback on actions from last year s report

Action for 2022/23	What happened?
3.2.1. Evaluate use of ECHO in GROW preschool in Beirut during implementation and at 6-month intervals for the next 2 years.	This has been postponed due to a pause/change of direction in the application of the training, allowing the preschool more time to embed the main parts of the course before launching the ECHO assessment.
3.2.2. Trial new eQuestionnaire in pilot with JET Uganda. Use feedback to then adapt as necessary and roll out to all other projects.	Trial completed. Feedback received. A new eQuestionnaire pilot is planned with JET Uganda in Autumn 2024.
3.2.3. Launch EYES Classroom Accreditation Scheme, trialling it in the same Preschool in Beirut, then extending out to our preschool project in Zambia.	This has started with the first trials in the preschool in Beirut. Early signs are very good with the school leadership owning the process and aiding different teachers to move towards accreditation. This can then be rolled out to Zambia.
3.2.4. Ensure our new data systems officer has required material and support to fully develop his role.	We are awaiting further data from schools and evaluations to provide a new process that our data systems officer can then use to pilot in 2025.

Action for 2022/23	What happened?
3.2.5. Produce new monitoring and evaluation policy.	Rescheduled to Autumn 2024 due to capacity issues.
3.2.6. Add ‘stories collection’ into our project visits objectives.	Actioned.
3.2.7. Build new dashboard section in our website.	Rescheduled to Autumn 2024 due to capacity issues.

Objective 3.3 Improve the support we give to our partners.

We understand that priorities and resources naturally shift in any NGO or charity developing education. Politics can often change the education landscape rapidly, and previous administration’s objectives can be quickly cancelled, and a new regime is installed. Much of the development work within the Brazilian theatre has been subject to such alterations. The result is a significantly reduced impact, which is disappointing, given the investment over the years. However, we have gained hugely valuable insights and our time in Brazil ultimately gave us our Apto model.. We stand ready to support our Brazilian Apto Coach when he has the capacity and resources to develop new programmes and pilots in a new political reality. Other partners have been affected by the squeeze on funding due to the ongoing global economic crisis. This squeeze has meant some partners cannot afford programmes, resulting in a trimming of projects and slowing progress. Although they face challenging circumstances, we are in awe of their commitment and determination to re-engage when new funding becomes available. They are also eagerly awaiting our new online courses, which they will be able to use cost-effectively. Elsewhere, we have received excellent feedback from partners about the support we give. Our experience and cross-cultural intelligence are often quoted as critical praise areas, and partners are keen to continue the partnerships. New potential partners have approached us, and we await the finance to develop these in the next cycle.

What we have learnt

We have learnt that despite changing political landscapes, our time in Brazil has undoubtedly given us an excellent return on investment. Not only did the experience afford us the cross-cultural exposure on which our unique approach has been built, but it also provided the know-how, testbed, and resources to build, experiment, and refine our Apto model for leadership and teaching which is now used worldwide. Although funding challenges can be complex, we have learnt that they also provide the stimulus to think creatively and invent new and innovative approaches to solve the problems we all face.

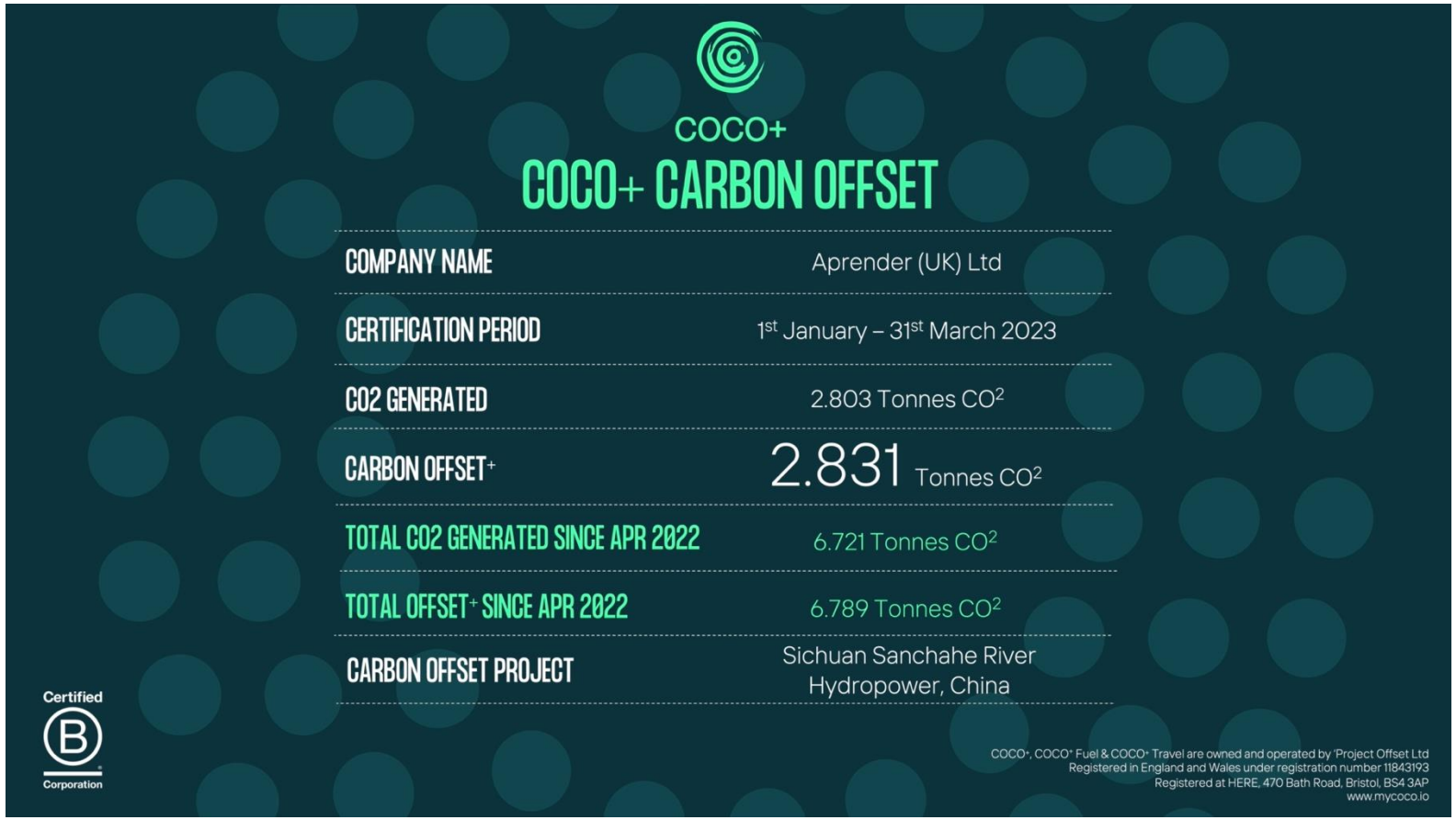
Feedback on actions from last year s report

Action for 2022/23	What happened?
3.3.1.Complete the translation of our eBooks into Portuguese.	Awaiting funding and engagement.

Action for 2022/23	**What happened?**
3.3.2.Complete the translation of the ECHO manual into Arabic.	Awaiting funding.
3.3.3.In consultation with our contacts from BETT, fund and launch our new virtual learning platform.	Awaiting funding and this will be affected by our new strategy outlined in Section 5.
3.3.4. Ensure all partners have signed up to the new Memorandum of Understanding.	This is in process, and will be modified based on our strategic review in May 2024
3.3.5. Further review and develop support systems for in-country Apto Coaches to ensure they are well supported and developed, valued and loved.	Feedback from our coaches indicates a high level of satisfaction with our service and support.
3.3.6. Ensure that we have a system and structure to ensure, across the year, that we devote time to source and understand materials that will help us improve our service, specifically: 3.3.6.1. CEO to complete a certified Enneagram course and receive professional coaching from an Enneagram coach. Insights gained will be inserted into our training. 3.3.6.2. Apto Coaches to be given key reference materials to read and understand, including Patrick Lencioni ‘The Advantage’ and ‘The 5 Dysfunctions Of A Team’. 3.3.6.3. Using our Early Years Consultant experience of an Early Years setting in the UK, understand key lessons and incorporate these into our training courses and materials.	This will be developed across the next year. Completed. Materials connected with our From Intention to Action Course which contains ideas and concepts from these sources has been made available to our coaches. Our Early Years Consultant is currently working part time in a quality early years provider in the UK and meets with our CEO regularly to look at lessons being learnt.

5. Our Carbon Footprint

The carbon that we generate as an organisation and our carbon offsetting is monitored and assessed by an independent company, Coco+. We also offset our carbon through a company called Ecologi. We are delighted that we are net carbon negative and continue to do what we can to ensure to further improve our green credentials.



6. Goals And Objectives 2024-26

Introduction

As we look towards the future, we have a unique opportunity to make Aprender a synonym with a high-quality education for all, deepen our impact and broaden our reach. Our strategic plan for 2024-25 focuses on three key areas to help us build a sustainable future and strengthen our mission:

1. Developing a Campaign-Based Fundraising Model.
2. Expanding Our Digital Reach for Greater Accessibility and Impact.
3. Leveraging In-Person and In-Country Interventions to Engage Key Stakeholders.

We must prepare our organisation to achieve these goals by effectively communicating our past impact, ensuring our digital assets are ready to support future campaigns, and building a robust volunteer recruitment strategy.

We will concentrate delivery to achieve these goals in developing our services in these geographic locales (although these may change as a result of partnership engagement):

1. A new addition to our Apto Seed service of an Apto Early Years online course piloted in Lebanon and Burundi.
2. Develop our Apto Foundations service in Nepal using Aprender's Apto Virtual Platform.
3. Support Apto Coach College service in Uganda to maximise in-country intervention.

Strategic Goals and Preparations

1. Campaign-Based Fundraising Model

- Objective: Transition to a campaign-focused fundraising model that aligns with our strategic goals and maximises donor engagement by directly connecting funding efforts with our programme initiatives.
- Preparatory Steps to Enhance Effectiveness:
  - Codify Our Impact:
    - Develop a comprehensive impact report that captures quantitative data (e.g., number of educators trained, geographic reach) and qualitative data (e.g., case studies, testimonials) to showcase our achievements.
    - Use this report to articulate a compelling narrative highlighting Aprender's success in democratising education and promoting equity across diverse communities.
  - Revise Digital Assets:
    - Website Refresh: We will update our website to feature an "Impact" page with dynamic content, such as success stories, infographics, and videos, that effectively communicate our mission and outcomes.
    - Social Media Strategy: Enhance our social media presence with consistent messaging, engaging content formats (like videos and testimonials), and targeted outreach campaigns to drive traffic and engagement.
    - SEO (Search Engine Optimisation) and Analytics: Optimise our digital platforms for visibility and integrate analytical tools to track engagement, measure conversion rates, and assess the overall effectiveness of our campaigns.
- Rationale:
  - Ongoing Donor Engagement: We should keep our donors actively informed and involved in our work, fostering deeper relationships and increasing retention and support.
  - Agility and Responsiveness: Quickly mobilise resources in response to new opportunities and challenges, ensuring our programmes are well-funded and impactful.
  - Scalability: Align fundraising efforts with current priorities, scaling up or down to meet organisational goals.

    - Data-Driven Fundraising: Leverage evidence of impact to inform campaign strategy and demonstrate effectiveness to stakeholders.
- Next Steps:
    - Finalise Fundraising Strategy:
        - Responsible: CEO, Fundraising Manager (volunteer), and Marketing Coordinator (volunteer).
        - Timeframe: 2-3 months to design a detailed strategy document outlining key campaigns, target audiences, communication channels, and fundraising goals.
        - Dependencies: Completing the impact report, digital asset updates, and effective volunteer recruitment to support fundraising activities.
    - Launch Targeted Campaigns:
        - Responsible: Fundraising Manager (volunteer), Campaign Coordinator (volunteer) with a specialised agency (pro bono or funded through fundraising efforts).
        - Timeframe: Launch within 3-4 months following strategy approval.
        - Staffing Needs: Recruit a volunteer Campaign Coordinator to manage campaign logistics, donor outreach, and event planning.
        - Dependencies: Strategy approval, finalisation of digital assets, platform readiness, and sufficient volunteer capacity to support campaign execution.
    - Utilise Digital Platforms:
        - Responsible: Marketing Coordinator, Social Media Specialist (volunteer), IT support, specialist agency.
        - Timeframe: Continuous updates, with significant revisions aligned with campaign timelines.
        - Dependencies: Availability of analytics tools, SEO optimisation, integration with fundraising software, and ongoing volunteer engagement for content creation and platform management.

2. Expanding Digital Reach for Greater Accessibility and Impact

- Objective: Develop and implement a comprehensive digital learning platform that enables Aprender to deliver high-quality educational resources, with primary focus on early years, and training globally.
- Rationale:
  - Increased Accessibility: Ensure our programmes reach educators and school leaders in even the most remote or underserved areas.
  - Cost Efficiency: Digital delivery reduces the costs associated with traditional in-person training, allowing us to allocate more resources directly to programme activities.
  - Sustainable Impact: Online professional development offers a scalable solution that supports ongoing capacity building and long-term educational improvements.
- Next Steps:
  - Secure Funding for Platform Development:
    - Responsible: CEO, Fundraising Manager.
    - Timeframe: 3-6 months to develop funding proposals and identify and approach potential donors or grant-giving bodies.
    - Staffing Needs: Support from a volunteer Grant Writer to assist with proposal development.
    - Dependencies: Access to robust data on the projected impact of the digital platform and effective volunteer recruitment strategies to fill critical roles like grant writing and donor relations.
  - Collaborate with Platform Developer:
    - Responsible: Digital Learning Manager (volunteer), IT Support Specialist.
    - Timeframe: 6-9 months for platform design and development, including user testing and feedback loops.
    - Staffing Needs: Recruit a volunteer Digital Learning Manager to oversee platform development, curriculum integration, and partnerships with content creators.
    - Dependencies: Successful funding acquisition, engagement of a qualified platform development firm, and sufficient volunteer resources to support development activities.
  - Pilot the Platform with Uganda Partner:

        - Responsible: Digital Learning Manager (volunteer), Local Coordinator in Uganda.
        - Timeframe: 3-4 months for the pilot phase, evaluation, and refinement.
        - Staffing Needs: Engage a volunteer Local Coordinator in Uganda to facilitate the pilot and gather feedback.
        - Dependencies: Completion of platform development, readiness for pilot testing, and maintaining volunteer engagement throughout the pilot phase.
    - International Rollout:
        - Responsible: Digital Learning Manager (volunteer), Marketing Coordinator.
        - Timeframe: 3-6 months after pilot completion.
        - Dependencies: Feedback analysis, adjustments based on pilot outcomes, final platform modifications, and continuous volunteer support for global expansion activities.

3. Leveraging In-Person and In-Country Interventions to Engage Key Stakeholders

- Objective: Use targeted in-person engagements to deepen relationships with key stakeholders, including major donors and partners, to foster long-term support and commitment with a particular focus on early years.
- Rationale:
    - Personalised Donor Engagement: Create meaningful, high-impact experiences that connect donors directly with our work, enhancing their understanding and commitment.
    - Premium Offerings: Develop exclusive opportunities (such as site visits or special workshops) that showcase the tangible impact of their contributions.
    - Strategic Positioning: Use these interactions to reinforce Aprender's reputation as a leader in educational innovation and systemic change.
- Next Steps:
    - Define Criteria for Engagement Opportunities:
        - Responsible: CEO.
        - Timeframe: 2 months to develop a framework for in-person engagement.

        - Dependencies: Alignment with overall fundraising strategy, donor interest, and volunteer capacity to organise and support these engagements.
    - Equip Apto Coaches with Latest Resources:
        - Responsible: Training Coordinator, Apto Coaches.
        - Timeframe: Ongoing, with specific updates aligned with new training modules.
        - Staffing Needs: Additional support from a volunteer Training Coordinator to manage resource distribution and training updates.
        - Dependencies: Availability of updated materials, feedback from recent training sessions, and a steady flow of skilled volunteers to support these efforts.
    - Establish Administrative and Financial Systems:
        - Responsible: Operations Manager, Finance Officer.
        - Timeframe: 3 months to develop or enhance systems for managing donor engagement logistics, invoicing, and quality control.
        - Staffing Needs: Potential recruitment of a volunteer Finance Officer to handle increased administrative workload.
        - Dependencies: Approval of new operational protocols, integration with existing systems, and recruiting sufficient volunteers for ongoing administrative support.

Volunteer Recruitment as a Core Dependency

To successfully execute all strategic goals, we will be highly dependent on a solid and effective volunteer recruitment strategy:

1. Clearly Define Roles and Expectations: Create detailed role descriptions for each volunteer position, emphasising the impact and contribution to our mission.
2. Leverage Multiple Recruitment Channels: Utilise platforms such as Reach Volunteering, VolunteerMatch, Idealist, Do-it.org (UK), social media, partnerships, and referrals.
3. Target Specific Skill Sets: Identify and contact professional networks, forums, and associations that match the skills required for key roles.

4. Create Engaging Outreach Materials: Develop appealing recruitment materials to attract volunteers, such as flyers, social media graphics, and videos highlighting the rewarding nature of volunteering with Aprender.

These recruitment strategies will ensure we maintain a robust and engaged volunteer base, crucial for achieving our strategic goals in 2024-25.

Conclusion

Adopting these strategic approaches, focusing on operational readiness, and maintaining effective volunteer recruitment will enhance our sustainability, extend our reach, and maximise our impact. Effective volunteer engagement, clear timelines, and attention to dependencies are essential to our success. Together, we can continue transforming educational opportunities for underserved communities worldwide.

7. Structure, Governance & Management

The Charity is constituted as a company limited by guarantee, according to the provisions of the Companies Act 2006.
The Charity is registered with the Charity Commission, the regulator for charities in England & Wales.

Governing Documents

The Charity's leading governing documents are its Memorandum of Association, dated 1st February 2010, and Articles of Association, revised 28th January 2015.

Governance

The Board of Trustees is the governing body for the Charity. Trustees also act as directors for **the charitable company Aprender (UK) Limited.**

Trustees are volunteers and receive no remuneration.

Networking in our community in the UK and beyond achieves recruiting for all voluntary posts, including trustees, company directors, and board advisors. New board members are recruited to enhance the board's skill mix and diversity or bring valuable experience in governance, strategic management, educational expertise, or business development.

Management and Operations

Strategy approval and regulatory governance are the responsibility of the Board of Trustees.

The CEO is responsible for strategy definition, execution, and day-to-day operational management. The trustees and other volunteers undertake operational activities, such as financial management and charity support.

The Board has regular meetings (at least every second month) to serve operational, governance, and regulatory purposes.

Partnerships

Aprender is grateful to our partners for their support and commitment. All of our partners have aims and objectives that align with Aprender's.

Our partners are:

Bookham Baptist Church, UK – a registered UK charity.
This partnership has been with us since our beginning and has consistently supported us in many ways, including pastorally, spiritually and financially. A Partnership Agreement covers it. Their International Missions Resource Team oversees all international links, including the partnership with Aprender, and brings accountability and a wide variety of skills and experience available to our Board.

Instituto Total ("Total"), of Goiânia, Brazil – a Brazilian registered institute.
The partnership is covered by a Memorandum of Understanding (MOU) that allows Aprender to access Total's network of contacts and provides support and a working base for Aprender personnel in Brazil. Aprender provides Total with educational expertise to employ in its social projects.

PiXL International, UK – a registered UK charity.
The partnership is covered by an MOU that gives Aprender access to the most significant non-government school network in the UK, thereby allowing professional development, support and sharing of best practices with UK and PiXL-linked schools in 10 other nations. Aprender aids in understanding and growing PiXL's development model.

Kids Alive International (KIA), USA – a registered US charity.
The partnership gives Aprender access to KAI's network of schools in 10 other nations where we have been asked to aid the professional development of their head teachers and staff. An MOU covers this partnership.

Known Valued Loved UK, a registered UK charity.
The partnership is covered by an MOU that has enabled Aprender to build its capacity for training school leaders and teachers, resulting in two schools and two education development charities receiving development in school improvement.

John Catt Education Publishers UK.
An MOU covers this partnership and has given us access to the latest research and practice in in-class teacher coaching.

Jinja Education Trust (JET) – a registered UK and Ugandan charity
The partnership is covered by an MOU that has enabled Aprender to build its capacity for training school leaders and teachers, resulting in four schools' development in school improvement.

Pursue Kenya – a registered UK charity.
The partnership is covered by an MOU that has enabled Aprender to build its capacity for training school leaders and teachers, resulting in twenty-two schools receiving development in school improvement.

SESI Mato Grosso do Sul – a registered education provider in Brazil
The partnership is covered by an MOU jointly with PiXL International, enabling Aprender/PiXL International to build their capacity to train school leaders and teachers.

8. Governance – Policies In Force

Aprender had the following policies in force when this report was published. Our aim is to be well-governed according to best practices. Policies are reviewed periodically and updated according to UK legislation, regulation changes, or our operating environment. These policies may be reviewed upon request. The responsibility for implementing these policies lies with the Board and the CEO.

Safeguarding and Child Protection	Equality, Diversity and Inclusion	Privacy (including Data Protection)
Modern Slavery	Trustee Recruitment	Expenses
Visits (overseas)	Risk Management*	Environment
Finance	Prevention of Money Laundering & Terrorist Financing	

*As part of our risk management processes, risk management updates is a standing item at all trustees/Board meetings.

Statement of Risk

Aprender recognises the inherent risks in our mission to provide education, training, and travel opportunities to underserved communities. Key risks include:

1. **Operational Risks**: Disruptions in programme delivery due to unforeseen events and challenges in travel logistics. We mitigate these through contingency planning, reliable partnerships, and comprehensive insurance.
2. **Financial Risks**: Fluctuations in funding and potential financial misuse. We seek to address this with diversifying funding, strict financial controls, and regular audits.

3. **Reputational Risks**: Potential harm to our reputation from partner actions or public perception. We manage this through due diligence, ethical practices, and proactive communication.
4. **Compliance and Legal Risks**: Non-compliance with regulations and safeguarding issues. We mitigate these by adhering to legal requirements, maintaining up-to-date knowledge, and enforcing child protection policies.
5. **Health and Safety Risks**: Health and safety challenges during travel and programme activities. We conduct pre-travel risk assessments, ensure access to medical care, and implement safety protocols in liaison with our partners on the ground.
6. **Environmental Risks**: Environmental changes affecting program sustainability. We adopt sustainable practices and collaborate with local communities for resilience.

By proactively managing these risks through planning, monitoring, and adaptive strategies, Aprender ensures the safety and success of our mission.

9. Financial Review

Trustees Responsibilities in the Preparation of Financial Statements

The Trustees, also directors of Aprender (UK) Limited for company law, are responsible for preparing the Trustees' Annual Report and financial statements under applicable law and United Kingdom Accounting Standards.

Legislation requires the Trustees to prepare financial statements for each financial year, which give an accurate and fair view of the charitable company's state of affairs and the incoming resources and application of resources, including the income and expenditure, of the charitable group for that period. 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 Statement of Recommended Practice;
- Make judgments 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, and
- Prepare the financial statements on a going concern basis unless it is inappropriate to presume that the charitable company will continue in business.

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 charitable company's and the group's assets and, hence, for taking reasonable steps to prevent and detect fraud and other irregularities.

The Trustees confirm that they have fulfilled the above responsibilities.

Policy On Reserves

The Charity aims to maintain minimum unrestricted funds at a level equivalent to **twelve weeks of operating costs**.

Principal Funding Sources

The charity's principal sources of funds are private donors, grants from grant-making charities and other organisations that share our aims, and fundraising events.

Statement of Financial Activities and Independent Examiner s Report

The SOFA and Examiner's Report are available upon request and will be submitted to the Charity Commission, Companies House and HMRC as required by charity and tax law in England and Wales.

Gary Bonilla
Chair – Aprender (UK)
Approved by the Board of Trustees on 9th October 2024

Company registration number: 07167874

Charity registration number: 1136600

APRENDER (UK) LIMITED

(A company limited by guarantee)

Annual Report and Financial Statements

for the Year Ended 31 March 2024

Sherwin Currid Accountancy Limited
Chartered Certified Accountants
32 London Road
Guildford
Surrey
GU1 2AB

APRENDER (UK) LIMITED

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APRENDER (UK) LIMITED

Reference and Administrative Details

Trustees	Mr N Walker Mr D Plummer Mr W Nima Mrs M Nima Ms H Gash Ms R Corlett Mr E Bonilla
Principal Office	Bookham Baptist Church Lower Road Bookham Leatherhead KT23 4DH
	The charity is incorporated in England and Wales.
Company Registration Number	07167874
Charity Registration Number	1136600
Bankers	HSBC 18 North Street Leatherhead Surrey KT22 7AR
Independent Examiner	Sherwin Currid Accountancy Limited Chartered Certified Accountants 32 London Road Guildford Surrey GU1 2AB

APRENDER (UK) LIMITED

Statement of Trustees' Responsibilities

The trustees (who are also the directors of APRENDER (UK) LIMITED for the purposes of company law) are responsible for preparing the financial statements in accordance with the United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and applicable law and regulations.

Company law requires the trustees to prepare financial statements for each financial year. Under company law the trustees must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the charitable company and of its incoming resources and application of resources, including its income and expenditure, for that period. In preparing these financial statements, the trustees are required to:

- select suitable accounting policies and 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; and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in business.

The trustees are responsible for keeping adequate accounting records that are sufficient to show and explain the charitable company's transactions and 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.

Approved by the trustees of the charity on 13 July 2024 and signed on its behalf by:

.....
Mr N Walker
Trustee

APRENDER (UK) LIMITED

Independent Examiner's Report to the trustees of APRENDER (UK) LIMITED

I report to the charity trustees on my examination of the accounts of the charity for the year ended 31 March 2024 which are set out on pages 6 to 11.

Respective responsibilities of trustees and examiner

As the charity's trustees of APRENDER (UK) LIMITED (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 APRENDER (UK) LIMITED 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 charity'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:

1. accounting records were not kept in respect of APRENDER (UK) LIMITED 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.

.....
Sherwin Currid Accountancy Limited
Chartered Certified Accountants

32 London Road
Guildford
Surrey
GU1 2AB

13 July 2024

APRENDER (UK) LIMITED

Statement of Financial Activities for the Year Ended 31 March 2024
(Including Income and Expenditure Account and Statement of Total Recognised Gains and Losses)

Income and Endowments from:	Note	Unrestricted funds £	Restricted funds £	Total 2024 £
Donations and legacies	3	15,296	12,000	27,296
Investment income	4	256	-	256
Total income		15,552	12,000	27,552
Expenditure on:				
Charitable activities	5	(10,986)	(12,000)	(22,986)
Total expenditure		(10,986)	(12,000)	(22,986)
Net income		4,566	-	4,566
Net movement in funds		4,566	-	4,566
Reconciliation of funds				
Total funds brought forward		15,790	-	15,790
Total funds carried forward	13	20,356	-	20,356

Income and Endowments from:	Note	Unrestricted funds £	Restricted funds £	Total 2023 £
Donations and legacies	3	13,596	12,000	25,596
Investment income	4	62	-	62
Total income		13,658	12,000	25,658
Expenditure on:				
Charitable activities	5	(23,092)	(12,000)	(35,092)
Total expenditure		(23,092)	(12,000)	(35,092)
Net income		(9,434)	-	(9,434)
Net movement in funds		(9,434)	-	(9,434)
Reconciliation of funds				
Total funds brought forward		25,224	-	25,224
Total funds carried forward	13	15,790	-	15,790

All of the charity's activities derive from continuing operations during the above two periods.
The funds breakdown for 2023 is shown in note 13.

APRENDER (UK) LIMITED

(Registration number: 07167874)
Balance Sheet as at 31 March 2024

	Note	2024 £	2023 £
Fixed assets			
Tangible assets	10	-	-
Current assets			
Cash at bank and in hand	11	22,683	18,369
Creditors: Amounts falling due within one year	12	(2,326)	(2,579)
Net current assets		20,357	15,790
Net assets		20,357	15,790
Funds of the charity:			
Unrestricted funds		20,355	15,790
Restricted funds		-	-
Total funds	13	20,355	15,790

For the financial year ending 31 March 2024 the charity was entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies.

Directors' responsibilities:

- The members have not required the charity to obtain an audit of its accounts for the year in question in accordance with section 476; and
- The 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 companies regime.

The financial statements on pages 4 to 11 were approved by the trustees, and authorised for issue on 13 July 2024 and signed on their behalf by:

.....
Mr N Walker
Trustee

APRENDER (UK) LIMITED

Notes to the Financial Statements for the Year Ended 31 March 2024

1 Charity status

The charity is limited by guarantee, incorporated in England and Wales, and consequently does not have share capital. Each of the trustees is liable to contribute an amount not exceeding £10 towards the assets of the charity in the event of liquidation.

The address of its registered office is:
Bookham Baptist Church
Lower Road
Bookham
Leatherhead
KT23 4DH

These financial statements were authorised for issue by the trustees on 13 July 2024.

2 Accounting policies

Summary of significant accounting policies and key accounting estimates
The principal accounting policies applied in the preparation of these financial statements are set out below. These policies have been consistently applied to all the years presented, unless otherwise stated.

Statement of compliance
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) - (Charities SORP (FRS 102)), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102). They also comply with the Companies Act 2006 and Charities Act 2011.

Basis of preparation
APRENDER (UK) LIMITED meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy notes.

Going concern
The trustees consider that there are no material uncertainties about the charity's ability to continue as a going concern nor any significant areas of uncertainty that affect the carrying value of assets held by the charity.

Exemption from preparing a cash flow statement
The charity opted to early adopt Bulletin 1 published on 2 February 2016 and have therefore not included a cash flow statement in these financial statements.

Income and endowments
All income is recognised once the charity has entitlement to the income, it is probable that the income will be received and the amount of the income receivable can be measured reliably.

Donations and legacies
Donations are recognised when the charity has been notified in writing of both the amount and settlement date. In the event that a donation is subject to conditions that require a level of performance by the charity before the charity is entitled to the funds, the income is deferred and not recognised until either those conditions are fully met, or the fulfilment of those conditions is wholly within the control of the charity and it is probable that these conditions will be fulfilled in the reporting period.

Grants receivable
Grants are recognised when the charity has an entitlement to the funds and any conditions linked to the grants have been met. Where performance conditions are attached to the grant and are yet to be met, the income is recognised as a liability and included on the balance sheet as deferred income to be released.

Gift aid

Incoming resources from tax reclaims are included in the Statement of Financial Activities at the same time as the gift to which they relate.

Expenditure

All expenditure is recognised once there is a legal or constructive obligation to that expenditure, it is probable settlement is required and the amount can be measured reliably. All costs are allocated to the applicable expenditure heading that aggregate similar costs to that category. Where costs cannot be directly attributed to particular headings they have been allocated on a basis consistent with the use of resources, with central staff costs allocated on the basis of time spent, and depreciation charges allocated on the portion of the asset's use. Other support costs are allocated based on the spread of staff costs.

Charitable activities

Charitable expenditure comprises those costs incurred by the charity in the delivery of its activities and services for its beneficiaries. It includes both costs that can be allocated directly to such activities and those costs of an indirect nature necessary to support them.

Governance costs
These include the costs attributable to the charity's compliance with constitutional and statutory requirements, including audit, strategic management and trustees's meetings and reimbursed expenses.

Taxation
The charity is considered to pass the tests set out in Paragraph 1 Schedule 6 of the Finance Act 2010 and therefore it meets the definition of a charitable company for UK corporation tax purposes. Accordingly, the charity is potentially exempt from taxation in respect of income or capital gains received within categories covered by Chapter 3 Part 11 of the Corporation Tax Act 2010 or Section 256 of the Taxation of Chargeable Gains Act 1992, to the extent that such income or gains are applied exclusively to charitable purposes.

Tangible fixed assets
Individual fixed assets costing £500 or more are initially recorded at cost.

Cash and cash equivalents
Cash and cash equivalents comprise cash on hand and call deposits, and other short-term highly liquid investments that are readily convertible to a known amount of cash and are subject to an insignificant risk of change in value.

Trade creditors

Trade creditors are obligations to pay for goods or services that have been acquired in the ordinary course of business from suppliers. Accounts payable are classified as current liabilities if the charity does not have an unconditional right, at the end of the reporting period, to defer settlement of the creditor for at least twelve months after the reporting date. If there is an unconditional right to defer settlement for at least twelve months after the reporting date, they are presented as non-current liabilities.

Trade creditors are recognised initially at the transaction price and subsequently measured at amortised cost using the effective interest method.

Fund structure

Unrestricted income funds are general funds that are available for use at the trustees's discretion in furtherance of the objectives of the charity.

3 Income from donations and legacies

	Unrestricted funds £	Restricted funds £	Total 2024 £	Total 2023 £
Donations and legacies;				
Gift-aided donations	6,924	-	6,924	7,673
Non gift-aided donations	811	-	811	946
Stewardship	531	-	531	780
Just Giving income	2,043	-	2,043	1,939
Retail donations	15	-	15	-
Gift aid reclaimed	4,172	-	4,172	-
Grants, including capital grants;				
Groups/charitable trusts	800	12,000	12,800	14,258
Fundraising Event	-	-	-	-
	15,296	12,000	27,296	25,596

4 Investment income

	Unrestricted funds £	Restricted funds £	Total 2024 £	Total 2023 £
Interest receivable and similar income	256	-	256	62

5 Expenditure on charitable activities

	Note	Unrestricted funds £	Restricted funds £	Total 2024 £	Total 2023 £
Direct costs		9,642	12,000	21,642	33,868
Depreciation costs		-	-	-	-
Governance costs	6	1,344	-	1,344	1,224
		10,986	12,000	22,986	35,092

	Grant funding of activity £	Activity support costs £	Total 2024 £	Total 2023 £
Grants to other charities	-	-	-	-
Fundraising costs	-	-	-	-
Consultancy fees	21,438	-	21,438	33,245
Other expenditure	-	-	-	-
	21,438	-	21,438	33,245

£10,986 (2023 - £23,092) of the above expenditure was attributable to unrestricted funds and £12,000 (2023 - £12,000) to restricted funds.

In addition to the expenditure analysed above, there are also governance costs of £1,344 (2023 - £1,224) which relate directly to charitable activities. See note 6 for further details.

6 Analysis of governance and support costs

Governance costs

	Unrestricted funds £	Restricted funds £	Total 2024 £	Total 2023 £
Independent examiner fees	1,128	-	1,128	1,008
Just Giving fees	216	-	216	216
	1,344	-	1,344	1,224

7 Trustees remuneration and expenses

No trustees, nor any persons connected with them, have received any remuneration from the charity during the year.

8 Independent examiner's remuneration

	2024 £	2023 £
Examination of the financial statements	1,128	1,008

9 Taxation

The charity is a registered charity and is therefore exempt from taxation.

10 Tangible fixed assets

	Computer equipment £	Total £
Cost		
At 1 April 2023	1,489	1,489
At 31 March 2024	1,489	1,489
Depreciation		
At 1 April 2023	1,489	1,489
At 31 March 2024	1,489	1,489
Net book value		
At 31 March 2024	-	-
At 31 March 2023	-	-

11 Cash and cash equivalents

	2024 £	2023 £
Cash at bank	22,683	18,369

12 Creditors: amounts falling due within one year

	2024 £	2023 £
Trade creditors	96	906
Accruals	2,230	1,673
	2,326	2,579

13 Funds

	Balance at 1 April 2023 £	Incoming resources £	Resources expended £	Balance at 31 March 2024 £
Unrestricted funds	15,790	15,551	(10,986)	20,355
Restricted funds	-	12,000	(12,000)	-
Total funds	15,790	27,551	(22,986)	20,355

	Balance at 1 April 2022 £	Incoming resources £	Resources expended £	Balance at 31 March 2023 £
Unrestricted funds	25,224	13,658	(23,092)	15,790
Restricted funds	-	12,000	(12,000)	-
Total funds	25,224	25,658	(35,092)	15,790

14 Analysis of net assets between funds

	Unrestricted funds 2024 £	Total funds 2024 £
Current assets	22,683	22,683
Current liabilities	(2,326)	(2,326)
Total net assets	20,357	20,357

	Unrestricted funds 2023 £	Total funds 2023 £
Current assets	18,369	18,369
Current liabilities	(1,673)	(1,673)
Total net assets	16,696	16,696

15 Analysis of net funds

	At 1 April 2023 £	Financing cash flows £	At 31 March 2024 £
Cash at bank and in hand	18,369	4,314	22,683
Net debt	18,369	4,314	22,683

	At 1 April 2022 £	Financing cash flows £	At 31 March 2023 £
Cash at bank and in hand	19,544	(1,175)	18,369
Net debt	19,544	(1,175)	18,369

APRENDER (UK) LIMITED

Detailed Statement of Financial Activities for the Year Ended 31 March 2024

	Unrestricted funds 2024 £	Restricted funds 2024 £	Total 2024 £	Total 2023 £
Income and Endowments from:				
Donations and legacies (analysed below)	15,296	12,000	27,296	25,596
Investment income (analysed below)	256	-	256	62
Total income	15,552	12,000	27,552	25,658
Expenditure on:				
Charitable activities (analysed below)	(10,986)	(12,000)	(22,986)	(35,092)
Total expenditure	(10,986)	(12,000)	(22,986)	(35,092)
Net income/(expenditure)	4,566	-	4,566	(9,434)
Net movement in funds	4,566	-	4,566	(9,434)
Reconciliation of funds				
Total funds brought forward	15,790	-	15,790	25,224
Total funds carried forward	20,356	-	20,356	15,790

	Unrestricted funds 2024 £	Restricted funds 2024 £	Total 2024 £	Total 2023 £
Donations and legacies				
Gift-aided donations	6,924	-	6,924	7,673
Non-gift aided donation	811	-	811	946
Justgiving income	2,043	-	2,043	1,939
Gift Aid tax reclaimed	4,172	-	4,172	-
Trusts and foundations	800	12,000	12,800	14,258
Stewardship	531	-	531	780
Fund raising event	-	-	-	-
	15,281	12,000	27,281	25,596

	Unrestricted funds 2024 £	Restricted funds 2024 £	Total 2024 £	Total 2023 £
Investment income	256	-	256	62

	Unrestricted funds 2024 £	Restricted funds 2024 £	Total 2024 £	Total 2023 £
Charitable activities				
Subcontract cost	(9,438)	(12,000)	(21,438)	(33,245)
Just Giving fees	(216)	-	(216)	(216)
Computer software and consumables	(144)	-	(144)	-
Advertising and marketing	-	-	-	-
Accountancy fees	(1,128)	-	(1,128)	(1,008)
Consultancy Fees	-	-	-	-
Subscriptions	-	-	-	-
Travel	-	-	-	(562)
Bank/Finance Charges	(60)	-	(60)	(61)
	(10,986)	(12,000)	(22,986)	(35,092)

APRENDER (UK) LIMITED

England & Wales - Charity number 1136600

Accounts

aprender

education development foundation

Annual Report 2022 - 2023



The Aprender (UK) Board of Trustees presents its annual report and financial statements for the year ending 31st March 2023.

The Trustees are responsible for the maintenance and integrity of the corporate and financial information held by the Charity. Legislation in the United Kingdom governing the preparation of financial statements may differ from legislation in other jurisdictions.

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Reference and Administrative Information

Charity name:	**Aprender (UK) Limited**
Charity registration number:	**1136600**
Company registration number:	**07167874**
Registered office:	**Bookham Baptist Church, Lower Road, Bookham, Leatherhead, Surrey, KT23 4DH**

Board of Trustees & Directors

Mr Neil Walker (Chair)
Mrs Mary Nima (Safeguarding Lead)
Mr David Plummer
Mrs Helen Gash (Treasurer)
Mr Waheeb Nima

Accountants

Sherwin Currid LLP, 32 London Road, Guildford, Surrey, GU1 2AB

Bankers

HSBC, 18 North Street, Leatherhead, Surrey, KT22 7AR

1. Chairman's Introduction

Every year when I write this introduction, I look back at what I wrote over the previous few years. Some things stay the same – our gratitude to our donors and volunteers; our admiration for those we seek to help as they battle with life's daily challenges; the dedication of our coaches. But while Covid retreats, I now reflect on the added challenges of a war in Ukraine and the unsettling geopolitical situation it has caused, a cost-of-living crisis in most countries and increasing evidence of a global climate catastrophe.

Last year I wrote that I was amazed with the resilience of those we meet in the course of our work in dealing with these challenges. I was humbled by a response when I repeated this one day. "Don't be amazed" they said, "*they* are not resilient". "What do you mean?" I said, beginning to feel a little affronted. They continued, "It is not resilience – *they just don't have a choice*". Like many profound statements, it hits you harder the more you think about it. It is true. The people we help so often don't have choices - they must muddle through the best they can. We diminish their challenges by thinking that this 'resilience' means that they can cope better than we can, that they somehow need less support than we would. Of course, this isn't the case – they just have no choice.

So, assumption duly challenged, I now see the world of those we seek to help a little differently. To give our beneficiaries choices is at the heart of what we do, but now I realise that without choices, the very resilience I thought helped people through their day may simply not be there. What we do, therefore, takes on an even greater significance when viewed through this lens.

I commend this report for 2022-23 to you. Please continue to journey with us.

Neil Walker
Chairman, Board of Trustees
July 2023

2. Our Vision

All children receive a high-quality education which produces communities that flourish.

Principal Activity

The Aprender Education Development Foundation promotes community flourishing[1] by improving educational outcomes. Our service is free to our end users but financed through generous investors and donors. We use our school improvement model, called ***Apto***™, which values and empowers government, denominational, and NGO education departments, allowing them to bring sustainable, systemic change to their schools.

We work with registered schools and informal schools, such as education projects for refugees and displaced communities.

We train educators from all these bodies to be Apto Coaches using key strategies and ideas to improve the quality of their schools they support. These coaches inspire, train and guide their own head teachers who, in turn, transfer these skills to their teachers, implementing, embedding, and sustaining the changes in the years to come.

Our ***Apto***™ model enables schools and communities to develop the capacity to impact the following UN **Global Goals for Sustainable Development**[2].



[1] 'Community flourishing' as defined by the Centre for Building Better Community, www.community.how

[2] https://sdgs.un.org/goals

The Focus of Our Work

Of these global goals we focus on **Goal 4 – Quality Education**[3]**.** We do this through investment in **education development** in developing countries, through the **building of partnerships** with a country's government, denominational schools or NGOs to increase their capacity to improve the quality of **local school leadership.** We do not work directly with children, although their success is our ultimate long-term goal.

How Our Activities Deliver Public Benefit

Our beneficiaries are children and young people from disadvantaged backgrounds, teachers and educational staff, and government/NGO education officers. Our activities transform the lives of disadvantaged children through education that develops key character strengths and builds relevant knowledge. We build local capacity to improve the quality of learning in a sustainable way. We believe that this is fundamentally fair and just, but also in the interests of the global citizen - educated and self-sufficient communities are less likely to fall into conflict.

We work in these ways across the globe:

Research and development. We monitor and evaluate the latest research concerning cross-cultural education development to ensure ***Apto*™** stays up to date.

High quality, high value coaching is offered free at the point of need. This means that school budgets can be spent on teachers and resources, directly benefitting the school community.

Deep relationships. We take time to develop relationships based on trust and mutual respect, recognising the challenges of working cross-culturally. We deliberately devote some of our time coaching to getting to know the education officers. This relationship deepens through the training and then extends into the implementation of our model across the school/s.

[3] https://sdgs.un.org/goals/goal4

We work in four clusters:

- Latin America and the Caribbean
- Africa
- The Middle East
- Asia

All our programs are overseen directly by Apto Coaches, according to our policies and standards of good practice.

We recognise that our Apto Coaches are our most important asset and are fundamental to the delivery of our strategic ambitions. We have a code of conduct that coaches are required to sign up to, and we provide continual development conversations with them to ensure their wellbeing and standards of working.

Aprender is a member of various networks that provide important support for its work in several areas. Aprender and its partners work with some of the most vulnerable children around the world, regardless of race, religion, gender or nationality, working towards fulfilling the United Nations Sustainable Development Goals.

The Trustees ensure that the activities undertaken contribute to the aims and objectives of the Charity with appropriate accountability. The Trustees are therefore confident that Aprender meets the public benefit requirements of being a registered charity.

3. Summary Of The Year

This report provides a summary of the key achievements and activities undertaken by Aprender during the year. We remained dedicated to enhancing our use of technology, focusing on upgrading our website and continuing our support given to our partners.

Having forged a partnership, (jointly with PiXL International in the UK) with SESI[4] (Social Service of Industry) based in Campo Grande, Brazil, last year, Aprender delivered in-person training this year to further enhance leadership and teacher training. Our CEO Phil Hawkins was invited to be the keynote speaker at an education and training event held by SESI and another hosted by UniEvangelica University in Annapolis, central Brazil. Collaborative workshops, training sessions, and knowledge-sharing activities were organised, enabling Aprender to gain valuable insights and strengthen its educational approach.

Aprender expanded to Burundi, focusing on improving education in underserved communities. They evaluated projects using the Apto model and formed new relationships, including with the Burundian Ambassador to the UK, for future initiatives. Building on its existing projects, Aprender continued to work closely with our pilot schools and educators, to empower students with the necessary skills for the future. The impact of these efforts was evident in improved educational outcomes and a successful trial of our accelerated training service. Aprender conducted evaluation visits to Lebanon to assess the impact of previous training programmes on children. Valuable insights were gained, leading to adjustments and improvements where needed. Positive outcomes reinforced Aprender's commitment to early years and primary education, especially in disadvantaged communities like refugees. Aprender continued training initiatives in Beirut, collaborating with local institutions and professionals to provide targeted programs for educators, focusing on holistic development in young learners.

Expanding its reach to East Africa, Aprender conducted its first evaluation visits to Uganda and Kenya. These visits aimed to assess the impact of Aprender's interventions in these regions and identify areas for improvement. We had the pleasure of awarding Apto Coach status to four colleagues in Uganda, our first native African coaches. The feedback received from educators, students, and communities provided positive learning points that will guide future projects and initiatives in these countries.

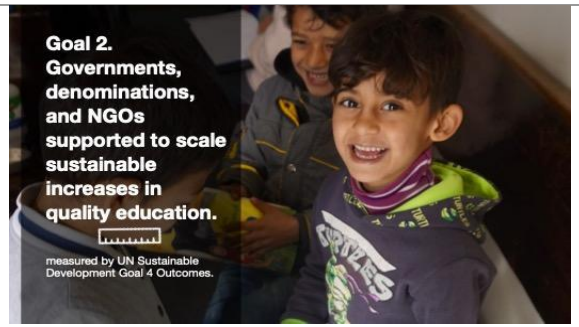
[4] https://www.sesims.com.br/

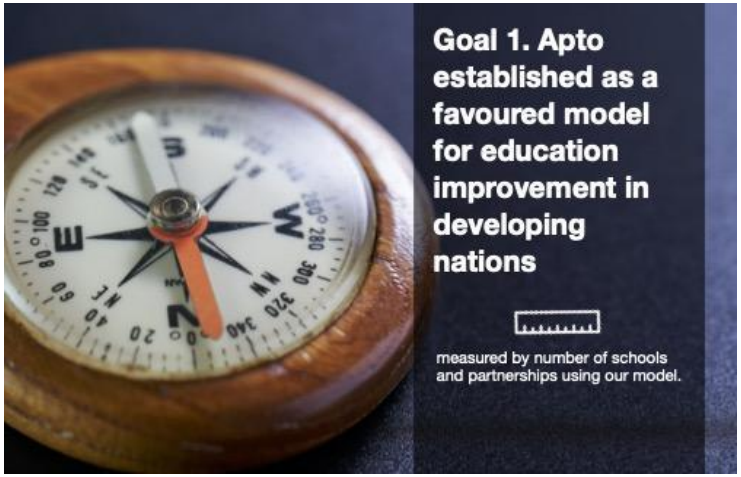
Aprender's sustainability initiatives were recognized when it achieved the Green Business Award[5] status. This recognition highlights Aprender's commitment to incorporating environmentally friendly practices into its operations.

In conclusion, this annual report highlights a year of progress and impact. Through continued development, recognition of its sustainability efforts, international collaborations, and expansion into new regions, Aprender has been able to make a tangible difference in education. The evaluation visits to Lebanon, Uganda, and Kenya further reaffirmed the effectiveness of Aprender's programmes and provided a roadmap for future growth and development. Aprender remains committed to its mission of fostering quality education through partnership and will continue to innovate and expand its reach in the coming year.

[5] https://greensmallbusiness.com/

4. Goals And Objectives

GOAL	OBJECTIVES
	**1.1** Secure key strategic partnerships to scale impact.
	**2.1** Identify, train and support Apto coaches (minimum of one per country where we operate). **2.2** Provide effective resources to support training. **2.3** Build identified key skills and capacity within our organisation.
	**3.1** School leaders effectively implement Apto model into their schools. **3.2** Build evidence of impact **3.3** Improve our support we give to our partners.



Objective 1.1 Secure key strategic partnerships to scale impact

We have sought out new partnerships across the year. We believe that collaboration and working together with like-minded organisations is crucial to achieving sustainable and long-lasting change. As a result, we have successfully developed partnerships with various institutions and individuals.

We are delighted to be developing a positive relationship with the Burundian Ambassador in London. This collaboration has opened up new avenues for us to make a difference in Burundi. We have been able to leverage our resources and expertise to help address the critical challenges faced by early years education and we have started a partnership process with a new school. This collaboration aims to provide quality education, access to resources, and a conducive learning environment for early years children. Through this partnership, we hope to equip the young children with the skills they need to be successful in the next stage of their schooling and in life.

Another significant partnership we are developing is with a teacher training college in Mongu, Western Zambia. We recognise the crucial role teachers play in shaping the next generation. By collaborating with the college, we aim to introduce our Apto model to enhance the skills and knowledge of teachers, equipping them with the tools necessary to provide quality education to their students. This partnership aligns with our vision of creating sustainable and empowered in-country Apto Coaches.

We have also made strategic partnerships with professional volunteers who have added value to areas such as sustainability, communications, social media profiles, and our website. We are very grateful for their support.

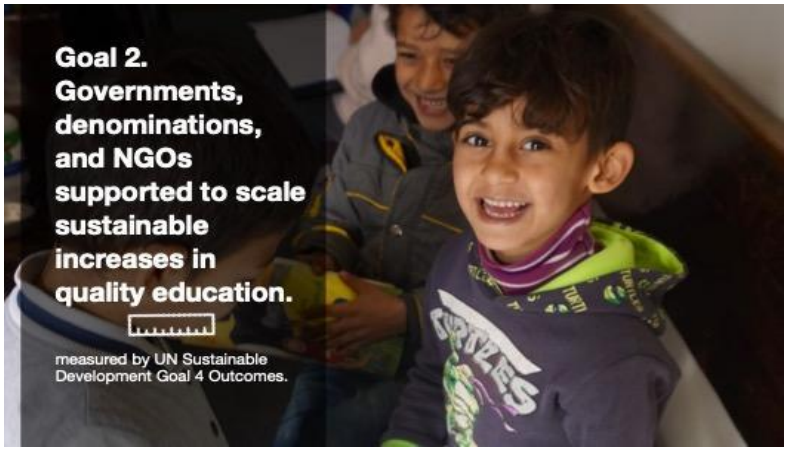
The partnerships established throughout the year have allowed us to expand our reach and maximize our impact. We have positively influenced the lives of individuals in the eleven countries we support, contributing to their education and overall well-being. Moving forward, we remain committed to fostering these partnerships and exploring new opportunities to create lasting change.

What we have learnt

We have learnt that there is a season for expansion of partnerships and another for consolidation, and in so doing preparing the ground for the work ahead is just as important. The number of schools and projects we support has not grown significantly this year, but this is due to our change of focus to prioritise and consolidate in-country Apto Coach development as described in the report for Goal 2.

Feedback on actions from last year's report and actions going forward in 2022/23

Action for 2022/23	**What happened?**	**Next steps – action for 2023/24**
Research most optimal next partnerships for us to engage through consultation with contacts.	• Established good relationship with the Burundian Ambassador in London. • Established relationships with professional volunteers who have added value in areas such as sustainability, communications, social media profiles, and our website.	1.1.1 Complete a review of potential investors/donors and businesses who can partner with Aprender as part of their corporate and social responsibility commitments. 1.1.2. Seek investment partnerships with key schools in the UK to enable fundraising and awareness raising.
Establish at least one partnership with a university teaching faculty.	• Established a link with a teacher training college in Mongu, Zambia, and the UniEvangelica teaching university in Annapolis, Brazil.	1.1.3. Establish new MOU with Kids Alive International, including project to invest in teacher training college link. 1.1.4. Establish MOU with UniEvangelica, including project to invest in teacher training college link.



Objective 2.1 Identify, train and support Apto coaches (minimum of one per country where we operate)

Our Apto coaches, and Apto Coaches-in-Training continue to show commitment, professionalism, creativity and initiative. We are particularly proud of our first qualified Apto Coach in Lebanon who has used our Arabic version of Apto Early Years Training Manual (thanks to funding from Rotary UK for its translation from English) to support two refugee schools in the Bekka Valley, one Christian and one Muslim. Of note is the way she has used the training to bring the two communities together. We have not continued the sharp increase in number of projects this year due to a change of strategy to build depth, impact, and scalability, concentrating instead on our Apto Coach development.

	2014 - 2015	**2015- 2016**	**2016 - 2017**	**2017 - 2018**	**2018 - 2019**	**2019 - 2020**	**2020 - 2021**	**2021 - 2022**	**2022 - 2023**
Number of school-based projects	7	9	8	7	18	25	325	370	375
Number of education projects e.g. support schools	3	4	6	4	4	6	9	9	10
Total	10	13	14	11	22	31	334	379	385

We have also identified and started training Apto coaches-in-training as follows:

Country	# Apto Coaches-in-Training	# Apto Coaches	Country	# Apto Coaches-in-Training	# Apto Coaches
Brazil	1	1	Sierra Leone*		
United Kingdom		3	Burundi*		
Lebanon	3	1	Nepal*		
Uganda		4	Myanmar*		
Kenya	7**		Malaysia*		
Zambia	1		Tanzania (note)	7	
TOTAL	**19**	**9**			

*Our projects in Sierra Leone, Zambia, Burundi, Nepal, Myanmar, and Malaysia are still currently at school level i.e., we have not progressed to 'trainer of the trainer' level yet due to political issues or, as yet lack of connection into local government education departments

**These coaches-in-training will graduate in the first quarter of our next annual cycle bringing our total of Apto Coaches to 15.

Note. We are supporting Apto Coach development in Tanzania through our partnership with PiXL International.

What we have learnt

Our successful partnership with the Jinja Education Trust provided, so far, the best example of the potential for us as a Foundation. Through building our relationship together via online training, we have been able to see the impact where a team of committed trainers, with a passion for their local community schools, can make the Apto model their own and use it to build the capacity of the schools they support. The 'Apto DNA' was transmitted effectively. We've learnt that character, particularly of the head teacher, is key, with a need for commitment, self-reflection, motivation, and care in what they are doing. Where these markers are present, the training has greater impact. We've learnt too that organisation health is a critical control point, and our new Organisational Health Course is now an essential entry point for all future projects. Attendance at training by the school leader is essential, even though they are often busy, their buy-in and understanding of the content and concepts is key.

Feedback on actions from last year's report and actions going forward in 2022/23

Action for 2022/23	**What happened?**	**Next steps – action for 2023/24**
Increase the number of trained Apto coaches/coaches-in-training in Brazil through our partnership with SESI to four (one per region in Mato Grosso do Sul)	The project was paused due to re-organisation of priorities within SESI.	2.1.1. Be ready with new MOU when SESI are ready to re-engage.
Continue to work with our partner in Zambia and links with local government to embed training, support new staff and sign a partnership agreement with the government in Mongu. This will be helped by a proposed visit in September 2022.	Project was paused due to necessity of new MOU and re-organisation happening within Kids Alive International.	2.1.2. Pursue link with Zambian government through partnership with Kids Alive International, with a special focus on integrating Apto into teacher training at a local teacher training college.
Ensure that all our current coaches-in-training graduate and are supported well to establish themselves in their locale, including face-to-face visits where possible.	4 coaches in training graduated during the year and have been supported through online coaching sessions and visits to establish themselves.	2.1.3. Ensure our other coaches-in-training graduate and are supported to establish themselves.
Assist, where possible, our local school-based projects to connect us with their education officers to explore support and scaling opportunities in all countries where we operate by December 2023 (with the exception of Myanmar due to the current geopolitical situation).	This has not been possible this year due to lack of resources and significant political unrest in Lebanon.	2.1.4. Carry out 'readiness evaluation' with a) Nepal b) Sierra Leonne c) Kenya using results to prioritise our approach with each country.
New action for 2023/24		2.1.5. Aid Apto Coach progression with coaches in training in Burundi and in Zambia, supporting them to flourish as newly qualified Apto Coaches using a new Apto Coach Support Programme.
New action for 2023/24		2.1.6. Initiate a new Early Years project in Burundi using our link with the Burundian Ambassador to London.

Objective 2.2 Provide effective resources to support training

Through evaluations received from our partners, and through our ongoing attention to international best practice and research, we have continued to provide supportive resources for our coaches and partner schools.

We have produced new materials across the year, as follows:

- Support videos for Adult-Child interaction in Early Years.
- A new course '*From Intention to Action'* designed to develop healthy teams.

What we have learnt

We have learnt there is a high demand for more resources, particularly around SEN[6] training. Our understanding of critical control points for implementation has grown and we have been able to adapt Patrick Lencioni's *5 dysfunctions of team* into an education setting which builds an organisation's understanding of the barriers they have to progress, and how to address them. The videos we have produced have been very helpful, but they must be the well-structured and culturally appropriate. Videos of Western children playing with open ended resources have been well received. We understand that we need to produce module summary booklets for our Early Years course. We have improved our evaluation of our courses by including final assessment questions to check for understanding. We have learnt much from the evaluations we have received including positive impact on practice from Jinja Education Trust.

Feedback on actions from last year's report and actions going forward in 2022/23

Action for 2022/23	**What happened?**	**Next steps – action for 2023/24**
Complete and trial Apto Primary with adaptations from our Primary Specialist.	An evaluation visit was made to Lebanon by our Primary Specialist, showing clear evidence of successful adaptions to teaching and learning based on Apto training.	2.2.1. Produce Primary workbook drawing on experience and evaluation, to aid adaptation.

[6] SEN - Special Educational Needs

Action for 2022/23	**What happened?**	**Next steps – action for 2023/24**
Complete and trial Early Years ECHO (Early Childhood Observation) training manual Arabic translation.	Completed except for final chapter on assessment. In-country trial completed in Lebanon by Apto Coach resulting in successful adaptations to teaching and learning in tent schools for Syrian refugees.	2.2.2. Finalise ECHO[5] Arabic version of Apto Early Years course.
Complete and trial a course focusing on staff and student well-being and implementation tips and strategies.	Awaiting funding.	2.2.3. Action to be picked up in 2024/25 if resources available.
Complete and trial a course with a focus on Special Educational Needs.	Awaiting funding.	2.2.4. Produce SEN support resources including online video course on our learning management platform.
Complete and trial developing coaching skills and advice.	Evaluation completed by our coaches and coaches in training leading to improved support and understanding of next steps.	2.2.5. Receive feedback from our new African Apto Coaches, incorporating the learning into our Apto Coach Training. 2.2.6. Develop our coaching model, assessing alignment with current best practice and re-working our approach based on our findings.
Complete and trial Translation of **Teachnology** into Portuguese.	Awaiting funding.	2.2.6. Action to be picked up in 2023/24 if resources available.
Launch of our website in summer 2022.	Due to lack of in-house expertise, this action was delayed. Through the year we received support for the new website from one of our supporters and we launched a new website in March 2023.	2.2.7. Following significant support from new volunteer communications specialists, launch an updated version of our website.
Develop a better way of collating and publicising our qualitative feedback.	We amended our evaluation forms and feedback routine and now collect higher quality feedback which is used for reports and marketing.	2.2.8. CEO to attend training on monitoring and evaluation techniques for small charities on 24th and 31st July 2023, using insights to produce a monitoring and evaluation policy.
New action for 2023/24		2.2.9. Convert Apto Early Years course to fully online with video instruction.
New action for 2023/24		2.2.10. Produce more videos of Apto in practice - particularly in non-Western settings, incorporating them into our training resources.

Action for 2022/23	What happened?	Next steps – action for 2023/24
New action for 2023/24		2.2.11. Produce video online course to scale From Intention to Action course.
New action for 2023/24		2.2.12. Produce 'offline' booklet versions of our courses that can work in areas that do not have access to internet/electricity.

Objective 2.3 Build identified key skills and capacity within our organisation.

We have built our capacity in the team by enlisting the help of communications experts who have volunteered their help through Reach Volunteering[7]. We are very grateful for their time. They have helped us to review our website, messaging, communication and social media strategies. Through reaching out to Green Small Business, we were successful in achieving our Green Small Business certification which helps builds awareness and action to greater sustainability within our organisation.

We have received support from business entrepreneurs to build our skills in creating a new investment strategy and business plan. We have also recruited a new member to the team looking specifically at data collection and data systems, an identified weakness from last year.

What we have learnt

We have learnt that it is good to ask for help! We have gained much expertise through Reach Volunteering. We have strengths within the team that we should continue to build on. We gained insight into us as a charity through an externally assessed SWOT analysis on our communications.

[7] Online facility to connect volunteers to opportunities to donate skills - https://reachvolunteering.org.uk/

Feedback on actions from last year's report and actions going forward in 2022/23

Action for 2022/23	**What happened?**	**Next steps – action for 2023/24**
We will advertise for volunteer skills where we require additional support	Received superb support and input from two communication consultants working on our website, and communication and social media policy.	2.3.1. Use Reach Volunteering to gain support for CRM, graphic design, and animation.
Complete our new Communications Policy and guidance.	Communications and Social Media Policy completed.	2.3.2. Adoption by Board and putting into practice.
Develop and launch a fundraising strategy linked to our new goals, audiences and website.	Delayed. Prudent to wait until communications strategy complete including website redesign and marketing ideas linked to fundraising.	2.3.3. Develop and launch a fundraising strategy linked to our new goals, audiences and website.
New action for 2023/24		2.3.4. Action recommendations from our communications specialists SWOT analysis.
New action for 2023/24		2.3.5. Action offer of coaching support for our CEO.
New action for 2023/24		2.3.6. Finalise investment strategy and business plan for next 3 years.
New action for 2023/24		2.3.7. Complete platform for our courses.
New action for 2023/24		2.3.8. Recruit volunteer Social Media Manager, following guidelines from the Communications and Social Media Policy.



Objective 3.1 School leaders effectively implement Apto model into their schools.

We are seeing increased application of our Apto model by course participants and a growing confidence to continue the remarkable transformation of school communities. Following the re-opening of travel following the global pandemic, we were able to make a number of evaluation visits to assess and monitor the implementation of our Apto model in schools.

Here are some examples:

African theatre

In **Burundi**, The King's School early years classes provided outstanding evidence of implementation with excellent examples of adult-child interaction, descriptive play, and use of the daily routine. This has been sustained primarily due to fact that our coach is in situ and can support the practitioners as she in turn receives support from Aprender.

In **Uganda**, our partners from the Jinja Education Trust team (pictured on the front cover) all qualified as the first Apto Coaches in Africa. Our visit in March gave us an opportunity to assess the quality of the training and to test if the knowledge and understanding of school leaders trained by the JET team following their qualification had been effectively transmitted. We are pleased to report that the head teachers excelled in their answers and were keen to thank Aprender for all we have added to their capacity.

In **Sierra Leone**, The Christ the King School have implemented key aspects of Apto into their on-going teacher training support. In the previous year, no student of theirs had passed the government exams. Following the implementation of the training, 100% of their students passed the exam.

In **Kenya**, partners Pursue have begun to implement the Apto Lead training into their support for school leaders in their region in Western Kenya. An evaluation visit in March showed that school leaders had gained fresh insight into school improvement as evidenced in lesson observations. Again, active learning was witnessed being used creatively and with insight in a number of the schools visited.

Middle East theatre

In **Lebanon**, our partner GROW preschool has gone from strength to strength. Following two visits, one in November 2022 we assessed that additional support was needed to better implement the methodology into everyday practice. In January 2023, we visited again with the intention of supporting the preschool to implement what they had been learning, combining whole staff training, individual one-to-one coaching and observations, small group training in areas such as nappy changing and the baby room, and piloting our 'Intention to Action' course. The results are outstanding. Following a visit from the government inspectorate in April 2023, the school was placed at the highest point on their evaluation scale, with hope expressed that they could become the model for all other Lebanese preschools to follow. Meanwhile, in the north of Lebanon near Tripoli, The Good Shepherd school has greatly benefited from Apto Coach training and development of the head teacher and staff. Our evaluation visit in November 2022 showed evidence of Apto techniques being part of the teacher's everyday repertoire and we were impressed by their use of recycled material in producing resources. There was clear evidence of an excellent relationship between the school and the Apto Coach, with the ability in that context to bring challenge and encouragement. The Good Shepherd continues to grow and parents were seen during our visit arriving to try to enrol their children into the school.

Asia theatre

In **Nepal**, head teacher Karna has provided consistent video evidence of the transformation in his school, especially their adoption of the active learning philosophy advocated in our Apto model.

What we have learnt

We now understand that an Early Years setting presents unique perspectives and challenges to school leadership. We see a need to produce an adapted Apto Lead course specially designed for this setting. We have learnt that we need to incorporate a better sequence into our approach and training based on our evaluations. This needs to involve video conference calls before any visits to gauge understanding of the commitment needed to implement the Apto model, and a need for a 10-day additional training and support post-Apto Teach to better support implementation. This post-course support really matters as the organisations concerned are often the first people working in this way in their region.

Feedback on actions from last year's report and actions going forward in 2022/23

Action for 2022/23	What happened?	Next steps – action for 2023/24
Re-engage our pre-school project in Beirut to support a re-adjustment following the disrupted year.	Project successfully re-engaged following monitoring and support visit in January 2023. Evidence provided by third party visit in March 2023 showing established best practice is being used as part of everyday routine.	3.1.1. Support project as they multiply to form an additional preschool project, ensuring best practice is successfully replicated in new setting.
Ensure all of our Apto coaches have an evaluation of implementation by July 2023.	Delayed due to exploration of alternative coaching model. Evaluation now complete and awaiting sending.	3.1.2. Send adapted evaluation questionnaire, using results to improve our coach support service.
Make visits, where possible, to our projects to evaluate progress 'on the ground'.	Visits made to projects in Lebanon, Burundi, Zambia and Kenya where evaluations were completed and reported to the Board.	3.1.3. Additional visits needed to Brazil, Burundi and Zambia to further evaluate and support next steps, as per our main objectives.
New action for 2023/24		3.1.4. Produce Apto Lead course specifically designed for Early Years settings.
New action for 2023/24		3.1.5. Produce observation and feedback training as next step following Apto Teach/Apto Early Years.
New action for 2023/24		3.1.6. Ensure there is better transfer of learning from our evaluations of our courses, adapting them where necessary to ensure we stay current.

Objective 3.2 Build evidence of impact

Following our strategic overview of data necessary to assess impact, the United Nations Sustainable Development Goal 4 objectives have been adapted to our settings, ensuring that we are asking for data that is easily collected, rather than unrealistic due to lack of systems and infrastructure e.g., data security. We have been better at collecting stories of impact, both from individual participants, but also partner organisations. Our Early

Years Evaluation System (EYES) is a tool that includes evaluating the way the physical learning environment and supports the measurement of the indoor space that impacts on high quality childhood development. We introduced a new Apto Early Years Classroom Accreditation Certificate that can now be awarded if key criteria are met. This can be quality assured using a standardised assessment tool and will aid our measurement of impact. Knowing that data collection has been a challenge from previous years we are delighted to have recruited a highly qualified new member on to the team specifically briefed to produce data collection systems and a database which will produce a 'dashboard' of impact that we can publish on our website. We expect to more accurately report on changes in outcomes (quantitative) in line with SDG4 objectives following the implementation of this new data collection system.

In qualitative terms, we have become better at collecting descriptive stories and testimonies from our beneficiaries. These include stories of how, for example, our Lebanese Apto Coach has used the Apto Early Years Course to better serve the refugee tent schools she supports. In our visit in January, we were delighted to see impact of the training, with lesson observations showing evidence of teachers using Apto techniques in their interactions with children, in their classroom arrangement, and in lesson planning.

What we have learnt

We have learnt that data collection does not necessarily mean what we hope it means! Data is only as good as the reliability of the data. Through our strength of relationships (part of our Apto approach) we have been able to get better insight into the problems and challenges of data systems in the schools we support. We have learnt that mindset of our clients is crucial and that we need to take more time to assess and evaluate mindsets before we launch any new project. We understand there are long-standing cultural barriers, politics, and practical challenges that all impact reliability and accuracy of data. This does not mean that we do not collect, but we must be cautious of extrapolating too much from the data and use the qualitative evidence as an indicator of change – not just data. We have learnt that there are leaders in evaluation and monitoring and now we are being professionally developed by groups such as the Small International Development Charity Network.

Feedback on actions from last year's report and actions going forward in 2022/23

Action for 2022/23	**What happened?**	**Next steps – action for 2023/24**
Continue to support our early years projects, extending training to child observation and evaluation, using our ECHO (Early Childhood Observation) system.	Use of our ECHO system has begun in our Beirut early years project.	3.2.1. Evaluate use of ECHO in our project during implementation and at 6-month intervals for the next 2 years.

Action for 2022/23	What happened?	Next steps – action for 2023/24
Launch our new data management app.	This has not been completed due to lack of funds. We therefore adapted our requirements and enlisted the support of our new data systems officer who has produced a simple eQuestionnaire that gathers key data based on UNSDG4 criteria.	3.2.2. Trial new eQuestionnaire in pilot with JET Uganda. Use feedback to then adapt as necessary and roll out to all other projects.
Complete EYES (Early Years Evaluation Sheet) pilot, evaluate and deploy in our other early years settings.	This was successfully trialled at the Beirut preschool project in January, with evaluation showing positive impact on understanding and implementation by the team at the preschool.	3.2.3. Launch EYES Classroom Accreditation Scheme, trialling it in the same Preschool in Beirut, then extending out to our preschool project in Zambia.
New action for 2023/24		3.2.4. Ensure our new data systems officer has required material and support to fully develop his role.
New action for 2023/24		3.2.5. Produce new monitoring and evaluation policy.
New action for 2023/24		3.2.6. Add ‘stories collection’ into our project visits objectives.
New action for 2023/24		3.2.7. Build new dashboard section in our website.

Objective 3.3 Improve the support we give to our partners.

Over the last year we have become better at communicating with our partners and hearing their perspectives and needs, adapting our support accordingly. For example, we work with a preschool and heard from the leaders that they were struggling with finishing tasks, and in handling staff who persistently do not complete key responsibilities. Utilising our research into effective teams, and Non-Violent Communication, we were able to produce a new course and deliver it through video conferencing. They have since reported that they have used the material and have had success in beginning to have those difficult, courageous but crucial conversations to ensure tasks are completed in time. Another partner needed help with developing their teachers’ lesson plans following the Apto Teach Course. We suggested they take photos of their plans and send them

to us for assessment and pointers on next steps. Following this, the head teacher reported that planning had significantly improved and that the students were enjoying lessons more.

We have also branched out into a more consultancy type role with partners and potential future partners. In a visit to Romania in October, we visited several schools and education projects in poorer rural and urban settings. Through our experience in quickly developing trust and relationship we were later asked to facilitate a local charity working in education support with their vision re-write and, for the first time, a Theory of Change[8]. The feedback was positive, and they have subsequently reshaped their communications and have been invited to speak with city authorities using their fresh vision and theory of change.

We have found that increased understanding and use of the Enneagram[9] as a tool for helping leaders engage with their inner world has greatly benefitted training outcomes, as referenced in feedback from clients.

We have deliberately sought to better understand our partners, what they are seeking to do, and the outcomes and impact they are hoping to see.

We have also rewritten our Memorandum of Understanding for partners to better communicate core expectations following a review. This will help establish mindset and openness to change, including expectations around communication, before we expend resources, acting like a quality assurance filter. This will help reduce that chance of projects not delivering for the students and other beneficiaries.

What we have learnt

We have learnt that, like all of us, different people have differing experiences with self-reflection and attention to 'the inner life' – the ego, and emotional drivers of behaviour. We see that where a school leader does not have built-in, deliberate reflection time in their week, they admit they tend towards a reactive style of management, where urgent but not important items tend to dominate use of resources. We have also heard from school leaders that after engaging with us on the courses, they have a greater awareness of the drivers of their behaviour and now find it helpful to pause and think through what is happening inside before committing to action - particularly when dealing with emotionally charged events.

[8] https://www.theoryofchange.org/what-is-theory-of-change/

[9] https://en.wikipedia.org/wiki/Enneagram_of_Personality

Our Apto Model is built on the fact that if schools want to improve, the leaders and teachers have to begin, and sustain, different behaviours. As such, we have learnt the value of this psychological component of our courses and have been able to bring other research and authors, such as Patrick Lencioni's materials[10], to aid better client engagement with what is going on, in the inner life. We've learnt that giving attention to this inner life has a significant impact later on in the course and subsequent roll out of action plans as leaders become more reflective, and open to challenge norms, school culture, and behaviour of staff and students.

Feedback on actions from last year's report and actions going forward in 2022/23

Action for 2022/23	**What happened?**	**Next steps – action for 2023/24**
Complete the translation of our eBooks into Portuguese.	Awaiting funding.	3.3.1. Complete when funding becomes available.
Complete the translation of the ECHO manual into Arabic.	Awaiting funding.	3.3.2. Complete when funding becomes available.
In consultation with our contacts from BETT, fund and launch our new virtual learning platform.	Awaiting funding.	3.3.3. Complete when funding becomes available.
New action for 2023/24		3.3.4. Ensure all partners have signed up to the new Memorandum of Understanding.
New action for 2023/24		3.3.5. Further review and develop support systems for in-country Apto Coaches to ensure they are well supported and developed, valued and loved.

[10] https://www.tablegroup.com

Action for 2022/23	What happened?	Next steps – action for 2023/24
New action for 2023/24		3.3.6. Ensure that we have a system and structure to ensure, across the year, that we devote time to source and understand materials that will help us improve our service, specifically: 3.3.6.1. CEO to complete a certified Enneagram course and receive professional coaching from an Enneagram coach. Insights gained will be inserted into our training. 3.3.6.2. Apto Coaches to be given key reference materials to read and understand, including Patrick Lencioni 'The Advantage' and 'The 5 Dysfunctions Of A Team'. 3.3.6.3. Using our Early Years Consultant experience of an Early Years setting in the UK, understand key lessons and incorporate these into our training courses and materials.

5. Structure, Governance & Management

The Charity is constituted as a company limited by guarantee, according to the provisions of the Companies Act 2006.

The Charity is registered with the Charity Commission, the regulator for charities in England & Wales.

Governing Documents

The Charity's leading governing documents are its Memorandum of Association, dated 1st February 2010, and Articles of Association revised 28th January 2015.

Governance

The Board of Trustees is the governing body for the Charity. Trustees also act as directors for **the charitable company, Aprender (UK) Limited.**

Trustees are volunteers and receive no remuneration.

Recruiting for all voluntary posts, including trustees, company directors and board advisors, is achieved by networking in our community in the UK and beyond. New board members are recruited to enhance board skill mix and diversity, or bring valuable experience of governance, strategic management, educational expertise, or business development.

Management and Operations

Strategy approval and regulatory governance are the responsibility of the Board of Trustees.

Strategy definition, execution and day-to-day operational management are the responsibility of the CEO. Some operational activity, such as financial management, is undertaken by the Trustees and other volunteers in support of the Charity.

The Board has regular meetings (a minimum of every second month) that serve operational, governance and regulatory purposes.

Partnerships

Aprender is grateful to our partners for their support and commitment. All of our partners have aims and objectives that align with those of Aprender. Our partners are:

Bookham Baptist Church, UK – a registered UK charity.

This partnership has been with us since our beginning and has consistently supported us in so many ways, including pastorally, spiritually and financially. It is covered by a Partnership Agreement. Their International Missions Resource Team oversee all international links, including the partnership with Aprender, and bring accountability and a wide variety of skills and experience that is available to our Board.

Instituto Total ("Total"), of Goiânia, Brazil – a Brazilian registered institute.

The partnership is covered by a Memorandum of Understanding (MOU) that allows Aprender to access Total's network of contacts and provides support and a working base for Aprender personnel in Brazil. Aprender provides Total with educational expertise to employ in its social projects.

PiXL International, UK – a registered UK charity.

The partnership is covered by an MOU that gives Aprender access to the largest non-government school network in the UK thereby allowing professional development, support and sharing of best practice with both UK schools and PiXL-linked schools in 10 other nations. Aprender aids the understanding and growth of PiXL's development model.

Kids Alive International (KIA), USA – a registered US charity.

The partnership gives Aprender access to KAI's network of schools in 10 other nations where we have been asked to aid the professional development of their head teachers and staff. This partnership is covered by an MOU.

Known Valued Loved UK – a registered UK charity.

The partnership is covered by an MOU that has enabled Aprender to build their capacity for training school leaders and teachers, resulting in two schools and two education development charities receiving development in school improvement.

John Catt Education Publishers UK.

This partnership is covered by an MOU that has given us access to the latest research and practice around in-class teacher coaching.

Jinja Education Trust (JET) – a registered UK and Ugandan charity

The partnership is covered by an MOU that has enabled Aprender to build their capacity for training school leaders and teachers, resulting in four schools receiving development in school improvement.

Pursue Kenya – a registered UK charity

The partnership is covered by an MOU that has enabled Aprender to build their capacity for training school leaders and teachers, resulting in twenty-two schools receiving development in school improvement.

SESI Mato Grosso do Sul – a registered education provider in Brazil

The partnership is covered by an MOU jointly with PiXL international that has enabled Aprender/PiXL international to build their capacity for training school leaders and teachers.

6. Governance – Policies In Force

Aprender has the following policies in force at the time this report was published. Our aim is to be well-governed according to best practice. Policies are reviewed periodically and updated according to changes in UK legislation or regulation or our operating environment. These policies may be reviewed upon request. The responsibility for implementing these policies lie with the Board and the CEO.

Safeguarding and Child Protection	Equality and Diversity	Privacy (including Data Protection)
Modern Slavery	Trustee Recruitment	Expenses
Visits (overseas)	Risk Management	

7. Financial Review

Trustees' Responsibilities in the Preparation of Financial Statements

The Trustees, who are also directors of Aprender (UK) Limited for the purposes of company law, are responsible for preparing the Trustees' Annual Report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards.

Legislation requires the Trustees to prepare financial statements for each financial year which give 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 group for that period. 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 Statement of Recommended Practice;
- Make judgments 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; and
- Prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in business.

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 the group and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The Trustees confirm that they have fulfilled the above responsibilities.

Policy On Reserves

The Charity aims to maintain minimum unrestricted funds at a level equivalent to **twelve weeks of operating costs**.

Principal Funding Sources

The Charity's principal sources of funds are from private donors, grants from grant-making charities and other organisations that share our aims, and fundraising events.

Statement of Financial Activities and Independent Examiner's Report

The SOFA and Examiner's Report are available upon request and will be submitted to the Charity Commission, Companies House and HMRC as required by charity and tax law in England and Wales.

Neil Walker
Chairman – Aprender (UK)
Approved by the Board of Trustees on 15 July 2023

Company registration number: 07167874

Charity registration number: 1136600

APRENDER (UK) LIMITED

(A company limited by guarantee)

Annual Report and Financial Statements

for the Year Ended 31 March 2023

Sherwin Currid Accountancy Limited
Chartered Certified Accountants
32 London Road
Guildford
Surrey
GU1 2AB

APRENDER (UK) LIMITED

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APRENDER (UK) LIMITED

Reference and Administrative Details

Trustees	Mr N Walker Mr D Plummer Mr W Nima Mrs M Nima Ms H Gash
Principal Office	Bookham Baptist Church Lower Road Bookham Leatherhead KT23 4DH
	The charity is incorporated in England and Wales.
Company Registration Number	07167874
Charity Registration Number	1136600
Bankers	HSBC 18 North Street Leatherhead Surrey KT22 7AR
Independent Examiner	Sherwin Currid Accountancy Limited Chartered Certified Accountants 32 London Road Guildford Surrey GU1 2AB

APRENDER (UK) LIMITED

Statement of Trustees' Responsibilities

The trustees (who are also the directors of APRENDER (UK) LIMITED for the purposes of company law) are responsible for preparing the financial statements in accordance with the United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and applicable law and regulations.

Company law requires the trustees to prepare financial statements for each financial year. Under company law the trustees must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the charitable company and of its incoming resources and application of resources, including its income and expenditure, for that period. In preparing these financial statements, the trustees are required to:

- select suitable accounting policies and 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; and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in business.

The trustees are responsible for keeping adequate accounting records that are sufficient to show and explain the charitable company's transactions and 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.

Approved by the trustees of the charity on 23 July 2023 and signed on its behalf by:

Neil Walker

Neil Walker (Aug 3, 2023 15:58 GMT+1)

Mr N Walker
Trustee

APRENDER (UK) LIMITED

Independent Examiner's Report to the trustees of APRENDER (UK) LIMITED

I report to the charity trustees on my examination of the accounts of the charity for the year ended 31 March 2023 which are set out on pages 6 to 11.

Respective responsibilities of trustees and examiner

As the charity's trustees of APRENDER (UK) LIMITED (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 APRENDER (UK) LIMITED 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 charity'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:

1. accounting records were not kept in respect of APRENDER (UK) LIMITED 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.

.....
Sherwin Currid Accountancy Limited
Chartered Certified Accountants

32 London Road
Guildford
Surrey
GU1 2AB

23 July 2023

APRENDER (UK) LIMITED

Statement of Financial Activities for the Year Ended 31 March 2023
(Including Income and Expenditure Account and Statement of Total Recognised Gains and Losses)

Income and Endowments from:	Note	Unrestricted funds £	Restricted funds £	Total 2023 £
Donations and legacies	3	13,596	12,000	25,596
Investment income	4	62	-	62
Total income		13,658	12,000	25,658
Expenditure on:				
Charitable activities	5	(23,092)	(12,000)	(35,092)
Total expenditure		(23,092)	(12,000)	(35,092)
Net income		(9,434)	-	(9,434)
Net movement in funds		(9,434)	-	(9,434)
Reconciliation of funds				
Total funds brought forward		25,224	-	25,224
Total funds carried forward	13	15,790	-	15,790

Income and Endowments from:	Note	Unrestricted funds £	Restricted funds £	Total 2022 £
Donations and legacies	3	20,565	12,560	33,125
Investment income	4	2	-	2
Total income		20,567	12,560	33,127
Expenditure on:				
Charitable activities	5	(12,962)	(12,560)	(25,522)
Total expenditure		(12,962)	(12,560)	(25,522)
Net income		7,605	-	7,605
Net movement in funds		7,605	-	7,605
Reconciliation of funds				
Total funds brought forward		17,619	-	17,619
Total funds carried forward	13	25,224	-	25,224

All of the charity's activities derive from continuing operations during the above two periods.
The funds breakdown for 2022 is shown in note 13.

APRENDER (UK) LIMITED

(Registration number: 07167874)
Balance Sheet as at 31 March 2023

	Note	2023 £	2022 £
Fixed assets			
Tangible assets	10	-	-
Current assets			
Cash at bank and in hand	11	18,369	28,919
Creditors: Amounts falling due within one year	12	(2,579)	(3,695)
Net current assets		15,790	25,224
Net assets		15,790	25,224
Funds of the charity:			
Unrestricted funds		15,790	25,224
Restricted funds		-	-
Total funds	13	15,790	25,224

For the financial year ending 31 March 2023 the charity was entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies.

Directors' responsibilities:

- The members have not required the charity to obtain an audit of its accounts for the year in question in accordance with section 476; and
- The 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 companies regime.

The financial statements on pages 4 to 11 were approved by the trustees, and authorised for issue on 23 July 2023 and signed on their behalf by:

Neil Walker

Neil Walker (Aug 3, 2023 15:58 GMT+1)

Mr N Walker
Trustee

APRENDER (UK) LIMITED

Notes to the Financial Statements for the Year Ended 31 March 2023

1 Charity status

The charity is limited by guarantee, incorporated in England and Wales, and consequently does not have share capital. Each of the trustees is liable to contribute an amount not exceeding £Nil towards the assets of the charity in the event of liquidation.

The address of its registered office is:
Bookham Baptist Church
Lower Road
Bookham
Leatherhead
KT23 4DH

These financial statements were authorised for issue by the trustees on 23 July 2023.

2 Accounting policies

Summary of significant accounting policies and key accounting estimates
The principal accounting policies applied in the preparation of these financial statements are set out below. These policies have been consistently applied to all the years presented, unless otherwise stated.

Statement of compliance
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) - (Charities SORP (FRS 102)), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102). They also comply with the Companies Act 2006 and Charities Act 2011.

Basis of preparation
APRENDER (UK) LIMITED meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy notes.

Going concern
The trustees consider that there are no material uncertainties about the charity's ability to continue as a going concern nor any significant areas of uncertainty that affect the carrying value of assets held by the charity.

Exemption from preparing a cash flow statement
The charity opted to early adopt Bulletin 1 published on 2 February 2016 and have therefore not included a cash flow statement in these financial statements.

Income and endowments
All income is recognised once the charity has entitlement to the income, it is probable that the income will be received and the amount of the income receivable can be measured reliably.

Donations and legacies
Donations are recognised when the charity has been notified in writing of both the amount and settlement date. In the event that a donation is subject to conditions that require a level of performance by the charity before the charity is entitled to the funds, the income is deferred and not recognised until either those conditions are fully met, or the fulfilment of those conditions is wholly within the control of the charity and it is probable that these conditions will be fulfilled in the reporting period.

Grants receivable
Grants are recognised when the charity has an entitlement to the funds and any conditions linked to the grants have been met. Where performance conditions are attached to the grant and are yet to be met, the income is recognised as a liability and included on the balance sheet as deferred income to be released.

Gift aid

Incoming resources from tax reclaims are included in the Statement of Financial Activities at the same time as the gift to which they relate.

Expenditure

All expenditure is recognised once there is a legal or constructive obligation to that expenditure, it is probable settlement is required and the amount can be measured reliably. All costs are allocated to the applicable expenditure heading that aggregate similar costs to that category. Where costs cannot be directly attributed to particular headings they have been allocated on a basis consistent with the use of resources, with central staff costs allocated on the basis of time spent, and depreciation charges allocated on the portion of the asset's use. Other support costs are allocated based on the spread of staff costs.

Charitable activities

Charitable expenditure comprises those costs incurred by the charity in the delivery of its activities and services for its beneficiaries. It includes both costs that can be allocated directly to such activities and those costs of an indirect nature necessary to support them.

Governance costs
These include the costs attributable to the charity's compliance with constitutional and statutory requirements, including audit, strategic management and trustees's meetings and reimbursed expenses.

Taxation
The charity is considered to pass the tests set out in Paragraph 1 Schedule 6 of the Finance Act 2010 and therefore it meets the definition of a charitable company for UK corporation tax purposes. Accordingly, the charity is potentially exempt from taxation in respect of income or capital gains received within categories covered by Chapter 3 Part 11 of the Corporation Tax Act 2010 or Section 256 of the Taxation of Chargeable Gains Act 1992, to the extent that such income or gains are applied exclusively to charitable purposes.

Tangible fixed assets
Individual fixed assets costing £500 or more are initially recorded at cost.

Cash and cash equivalents
Cash and cash equivalents comprise cash on hand and call deposits, and other short-term highly liquid investments that are readily convertible to a known amount of cash and are subject to an insignificant risk of change in value.

Trade creditors

Trade creditors are obligations to pay for goods or services that have been acquired in the ordinary course of business from suppliers. Accounts payable are classified as current liabilities if the charity does not have an unconditional right, at the end of the reporting period, to defer settlement of the creditor for at least twelve months after the reporting date. If there is an unconditional right to defer settlement for at least twelve months after the reporting date, they are presented as non-current liabilities.

Trade creditors are recognised initially at the transaction price and subsequently measured at amortised cost using the effective interest method.

Fund structure

Unrestricted income funds are general funds that are available for use at the trustees's discretion in furtherance of the objectives of the charity.

3 Income from donations and legacies

	Unrestricted funds £	Restricted funds £	Total 2023 £	Total 2022 £
Donations and legacies;				
Gift-aided donations	7,673	-	7,673	8,356
Non gift-aided donations	946	-	946	2,270
Stewardship	780	-	780	280
Just Giving income	1,939	-	1,939	2,871
Gift aid reclaimed	-	-	-	5,988
Grants, including capital grants;				
Groups/charitable trusts	2,258	12,000	14,258	13,360
Fundraising Event	-	-	-	-
	13,596	12,000	25,596	33,125

4 Investment income

	Unrestricted funds £	Restricted funds £	Total 2023 £	Total 2022 £
Interest receivable and similar income	62	-	62	2

5 Expenditure on charitable activities

	Note	Unrestricted funds £	Restricted funds £	Total 2023 £	Total 2022 £
Direct costs		21,868	12,000	33,868	24,223
Depreciation costs		-	-	-	-
Governance costs	6	1,224	-	1,224	1,299
		23,092	12,000	35,092	25,522

	Grant funding of activity £	Activity support costs £	Total 2023 £	Total 2022 £
Grants to other charities	-	-	-	-
Fundraising costs	-	-	-	-
Consultancy fees	33,245	-	33,245	23,694
Other expenditure	-	-	-	-
	33,245	-	33,245	23,694

£23,092 (2022 - £12,962) of the above expenditure was attributable to unrestricted funds and £12,000 (2022 - £12,560) to restricted funds.

In addition to the expenditure analysed above, there are also governance costs of £1,224 (2022 - £1,299) which relate directly to charitable activities. See note 6 for further details.

6 Analysis of governance and support costs

Governance costs

	Unrestricted funds £	Restricted funds £	Total 2023 £	Total 2022 £
Independent examiner fees	1,008	-	1,008	1,008
Just Giving fees	216	-	216	291
	1,224	-	1,224	1,299

7 Trustees remuneration and expenses

No trustees, nor any persons connected with them, have received any remuneration from the charity during the year.

8 Independent examiner's remuneration

	2023 £	2022 £
Examination of the financial statements	1,008	1,008

9 Taxation

The charity is a registered charity and is therefore exempt from taxation.

10 Tangible fixed assets

	Computer equipment £	Total £
Cost		
At 1 April 2022	1,489	1,489
At 31 March 2023	1,489	1,489
Depreciation		
At 1 April 2022	1,489	1,489
At 31 March 2023	1,489	1,489
Net book value		
At 31 March 2023	-	-
At 31 March 2022	-	-

11 Cash and cash equivalents

	2023 £	2022 £
Cash at bank	18,369	28,919

12 Creditors: amounts falling due within one year

	2023 £	2022 £
Trade creditors	906	-
Accruals	1,673	3,695
	2,579	3,695

13 Funds

	Balance at 1 April 2022 £	Incoming resources £	Resources expended £	Balance at 31 March 2023 £
Unrestricted funds	25,224	13,658	(23,092)	15,790
Restricted funds	-	12,000	(12,000)	-
Total funds	25,224	25,658	(35,092)	15,790

	Balance at 1 April 2021 £	Incoming resources £	Resources expended £	Balance at 31 March 2022 £
Unrestricted funds	17,619	20,567	(12,962)	25,224
Restricted funds	-	12,560	(12,560)	-
Total funds	17,619	33,127	(25,522)	25,224

14 Analysis of net assets between funds

	Unrestricted funds 2023 £	Total funds 2023 £
Current assets	18,369	18,369
Current liabilities	(2,579)	(2,579)
Total net assets	15,790	15,790

	Unrestricted funds 2022 £	Total funds 2022 £
Current assets	28,919	28,919
Current liabilities	(3,695)	(3,695)
Total net assets	25,224	25,224

15 Analysis of net funds

	At 1 April 2022 £	Financing cash flows £	At 31 March 2023 £
Cash at bank and in hand	28,919	(10,550)	18,369
Net debt	28,919	(10,550)	18,369

	At 1 April 2021 £	Financing cash flows £	At 31 March 2022 £
Cash at bank and in hand	19,544	9,375	28,919
Net debt	19,544	9,375	28,919

APRENDER (UK) LIMITED

Detailed Statement of Financial Activities for the Year Ended 31 March 2023

	Unrestricted funds 2023 £	Restricted funds 2023 £	Total 2023 £	Total 2022 £
Income and Endowments from:				
Donations and legacies (analysed below)	13,596	12,000	25,596	33,125
Investment income (analysed below)	62	-	62	2
Total income	13,658	12,000	25,658	33,127
Expenditure on:				
Charitable activities (analysed below)	(23,092)	(12,000)	(35,092)	(25,522)
Total expenditure	(23,092)	(12,000)	(35,092)	(25,522)
Net income/(expenditure)	(9,434)	-	(9,434)	7,605
Net movement in funds	(9,434)	-	(9,434)	7,605
Reconciliation of funds				
Total funds brought forward	25,224	-	25,224	17,619
Total funds carried forward	15,790	-	15,790	25,224

	Unrestricted funds 2023 £	Restricted funds 2023 £	Total 2023 £	Total 2022 £
Donations and legacies				
Gift-aided donations	7,673	-	7,673	8,356
Non-gift aided donation	946	-	946	2,270
Justgiving income	1,939	-	1,939	2,871
Gift Aid tax reclaimed	-	-	-	5,988
Trusts and foundations	2,258	12,000	14,258	13,360
Stewardship	780	-	780	280
Fund raising event	-	-	-	-
	13,596	12,000	25,596	33,125

	Unrestricted funds 2023 £	Restricted funds 2023 £	Total 2023 £	Total 2022 £
Investment income	62	-	62	2

	Unrestricted funds 2023 £	Restricted funds 2023 £	Total 2023 £	Total 2022 £
Charitable activities				
Subcontract cost	(21,245)	(12,000)	(33,245)	(23,694)
Just Giving fees	(216)	-	(216)	(291)
Computer software and consumables	-	-	-	(144)
Advertising and marketing	-	-	-	-
Accountancy fees	(1,008)	-	(1,008)	(1,008)
Consultancy Fees	-	-	-	-
Subscriptions	-	-	-	(370)
Travel	(562)	-	(562)	-
Bank/Finance Charges	(61)	-	(61)	(15)
	(23,092)	(12,000)	(35,092)	(25,522)

APRENDER (UK) LIMITED

England & Wales - Charity number 1136600

Accounts

aprender

education development foundation

Annual Report 2021 - 2022



The Aprender (UK) Board of Trustees presents its annual report and financial statements for the year ending 31st March 2022

The Trustees are responsible for the maintenance and integrity of the corporate and financial information held by the Charity. Legislation in the United Kingdom governing the preparation of financial statements may differ from legislation in other jurisdictions.

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Reference and Administrative Information

Charity name:	**Aprender (UK) Limited**
Charity registration number:	**1136600**
Company registration number:	**07167874**
Registered office:	**Bookham Baptist Church, Lower Road, Bookham, Leatherhead, Surrey, KT23 4DH**

Board of Trustees & Directors

Mr Neil Walker (Chair)	Mrs Mary Nima
Mr David Plummer	Mrs Helen Gash
Mr Waheeb Nima	

Accountants

Sherwin Currid LLP, 32 London Road, Guildford, Surrey, GU1 2AB

Bankers

HSBC, 18 North Street, Leatherhead, Surrey, KT22 7AR

1. Chairman's Introduction

I am pleased to present the Trustees Annual Report for 2021-22.

Last year I wrote about the challenges of Covid-19 to our beneficiaries and to us. Although many in the West feel 'post-Covid-recovery' is here, that cannot be said for the developing world, which remains disproportionately affected by the virus and low vaccination rates. We continue to be amazed by the resilience of those we meet in the course of our work, and it all the more motivates us to push forward and deliver better opportunities for those we seek to benefit.

You will see in this report that we have undertaken a strategic review of how we operate. This is part of a normal cycle of cautious review every few years, taking the time to critically examine what we do, invite external experts to review our strategic plans and refine the way we operate. The review has led us to reposition how we partner and who we partner with – we believe that this will provide us with a better path to scaling what we do – ultimately benefiting more teachers and children.

Every year I have the honour and pleasure of formally thanking our donors. Sometimes I feel the need to find new words to express our gratitude, but they will never be adequate to do so. Our donors continue to walk with us and help us achieve our goals. They share our values and they encourage us. We feel so very blessed.

Neil Walker
Chairman, Board of Trustees
July 2022

2. Strategic Review 2021

During 2021 we undertook a strategic review, looked at our progress to date, our key goals for the next 5 years and how we should re-position ourselves to make achieving these goals more effective. This has resulted in the following:

- We now describe ourselves as an education development foundation. This repositioning helps communicate more succinctly who we are and what we do.
- Whereas before our target client was primarily school leaders, we will now focus upon education officers who work with local government, denominational schools or NGOs who run and support schools. Effectively, our aim is to train the trainers. This makes our model more scalable and builds local capacity to sustainably improve local teaching and learning quality.
- Working through the pandemic has highlighted the need to create a bespoke online learning platform, including elements of directed learning and assessment.
- We also note the necessity of developing an 'app' for educators, to aid the collection of quality assurance data to guide analysis and improvement.
- We have articulated our goals in a new way to communicate them more effectively to our stakeholders.

PRINCIPAL ACTIVITY

The Aprender education development foundation promotes community flourishing[1] by improving educational outcomes. Our service is free to use and, most importantly, empowers school leaders everywhere. We use a school improvement model called ***Apto***™. This values and empowers government, denomination and NGO education departments, allowing them to bring sustainable, systemic change to their schools.

We work with registered schools and informal schools, such as education projects for refugees and displaced communities.

We train educators from all these bodies to be coaches using key strategies and ideas to improve the quality of their schools. These coaches inspire, train and guide their own head teachers who, in turn, transfer these skills to their teachers, implementing, embedding, and sustaining the changes in the years to come.

Our ***Apto***™ model enables schools and communities to develop the capacity to impact the following UN **Global Goals for Sustainable Development**[2].



[1] 'Community flourishing' as defined by the Centre for Building Better Community, www.community.how

[2] https://sdgs.un.org/goals

The Focus of Our Work

Of these global goals we focus on **Goal 4 – Quality Education**[3]**.** We do this through investment in **education development** in developing countries, through the **building of partnerships** with a country's government, denominational schools or NGOs to increase their capacity to improve the quality of **local school leadership.** We do not work directly with children, although their success is our ultimate long-term goal.

How Our Activities Deliver Public Benefit

Our beneficiaries are children and young people from disadvantaged backgrounds, teachers and educational staff, and government/NGO education officers. Our activities transform the lives of disadvantaged children through education that develops key character strengths and builds relevant knowledge. We build local capacity to improve the quality of learning in a sustainable way. We believe that this is fundamentally fair and just, but also in the interests of the global citizen, for example, educated and self-sufficient communities are less likely to fall into conflict.

We continue to work in these ways across the globe:

Research and development. We monitor and evaluate the latest research concerning cross-cultural education development to ensure our model stays up to date.

High quality, high value coaching is offered free at the point of need. This means that school budgets can be spent on teachers and resources, directly benefitting the school community.

Deep relationships. We take time to develop relationships based on trust and mutual respect, recognising the challenges of working cross-culturally. We deliberately devote some of our time coaching to getting to know the education officers. This relationship deepens through the training and then extends into the implementation of our model across the school/s.

We work in four clusters:

- Latin America and the Caribbean
- Africa
- The Middle East
- Asia

All our programs are overseen directly by Apto coaches, according to our policies and standards of good practice.

We recognise that our Apto coaches are our most important asset and are fundamental to the delivery of our strategic ambitions. We have a code of conduct that coaches are required to sign up to, and we provide continual development conversations with them to ensure their wellbeing and standards of working.

[3] https://sdgs.un.org/goals/goal4

Aprender is a member of various networks that provide important support for its work in several areas. These include Global Connections, the PiXL Club, the Small International Development Charity's Network, Small Charity CEOs, and the Apto Education Network.

Aprender and its partners work with some of the most vulnerable children around the world, regardless of race, religion, gender or nationality, working towards fulfilling the United Nations Sustainable Development Goals.

The Trustees ensure that the activities undertaken contribute to the aims and objectives of the Charity with appropriate accountability. The Trustees are therefore confident that Aprender meets the public benefit requirements of the Charity Commission.

3. Summary Of The Year

The global pandemic continued to impact our work across 2021/22. This was the second year that we were unable to travel to our partners and conduct face-to-face training. The academic gaps between rich and poor are still widening, which makes our work all the more urgent. Our flexibility and early adoption of online training resulted in successful workshops, coaching and relationship building across the year, both with pre-existing partnerships and with new partners. Our online Lead and Teach courses continued to be a significant resource and enabled us to begin training the highest number of Apto coaches in our history. Expanding our resources was a key feature of this last year with the following being added to our resource bank:

- An easy-to-adapt lesson observation rubric for school leaders to aid in quality evaluation.
- Additional early years training videos, for example, to further develop active learning techniques.
- New materials developed for primary schools, for example, a differentiated route through the course based on experience.
- Additional training videos in areas such as time management and practical tips on working with children who have suffered trauma.
- Metrics developments to contribute to our assessment of impact so that we can better track outcomes based on UN SDG4.
- Two new eBooks to accompany the Apto Lead and Teach courses.

Training of Apto coaches and school leaders has continued across the year and we have new, exciting partnerships that are scaling our reach, namely:

- Pursue Kenya - www.pursue.org.uk
- Jinja Education Trust in Uganda - www.jinjaedtrust.com
- SESI Mato Grosso do Sul in Brazil - http://www.sesimt.ind.br/institucional/sobre-nos

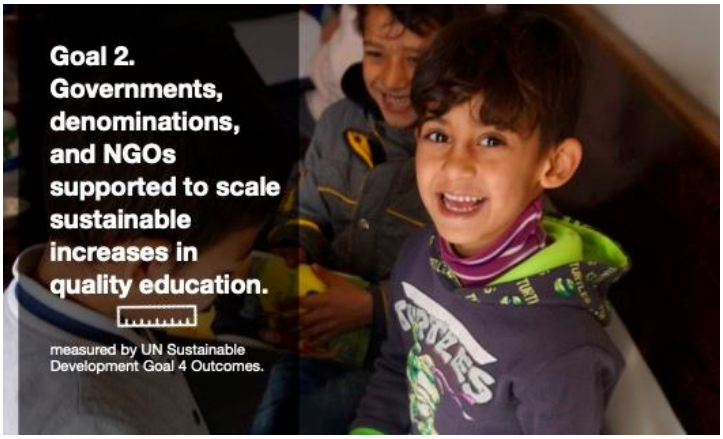
We continue to be adaptive and in line with the latest research findings in education development. Our bold new goals will further enlarge our impact across the globe.

The following sections lay out what we have achieved against the goals from a year ago, taking into account the change of goals brought about by the strategic review.

4. Goals And Objectives

Following the strategic review, we have new goals and related objectives as follows. Our progress this year is measured against these.

The table below provides a summary of the goals and the following pages provides the detail of progress and plans.

GOAL	OBJECTIVES
	**1.1** Secure key strategic partnerships to scale impact.
	**2.1** Identify, train and support Apto coaches (minimum of one per country where we operate). **2.2** Provide effective resources to support training. **2.3** Build identified key skills and capacity within our organisation.
	**3.1** School leaders effectively implement Apto model into their schools. **3.2** Build evidence of impact **3.3** Improve our support we give to our partners.



Objective 1.1 Secure key strategic partnerships to scale impact

The number of schools and education projects we are involved with has increased this year due to the commencement of several key strategic partnerships, namely:

In Brazil with SESI Mato Grosso do Sul. SESI (Industry Social Service) was created in 1946 and serves industries, workers and their families in the promotion of health and education, including the community. They also promote the management of health and safety at work. For 75 years, SESI has been the national reference in educating young people for the future of work in Brazil. They run schools and train students through the application of active pedagogy for the development of key competences. They have been engaging in international cooperation in both industrialised and developing countries. Their partners are international organisations and agencies, governments, technical institutions, private companies, research centres and universities. In Mato Grosso do Sol, a state in the Southwest of Brazil, SESI has 11 schools and are planning to construct a state-of-the-art new, all-through, school using Aprender's Apto methodology.

In Uganda with Jinja Education Trust (JET). The Jinja Educational Trust aims to improve the education, training and welfare of young people in Uganda so they can go on to acquire the necessary skills for a successful and fulfilling life. Education in Uganda is highly valued by those teachers and students who work hard to achieve the best results they can. Through building and equipping high-quality facilities for schools, while promoting the professional development of teachers and working with all staff towards achieving the school vision, JET supported schools are examples of best practice that other schools in the Jinja area can aspire to. The JET Education Programme empowers students to achieve their full potential by gaining academic or vocational qualifications and developing key skills and character strengths. JET support 4 schools in the Jinja area of Uganda.

In Kenya with Pursue Kenya. Pursue facilitates training of teachers in rural schools to improve the quality of education in those communities and run adult literacy classes for members of the local community. There are now more children attending school in sub-Saharan

Africa than ever before. Parents often spend what little money they have on sending their children to school, but sadly the standard of education can be poor, and children do not always learn the valuable skills needed to thrive in the future. Pursue works with teachers in rural primary schools through a series of seminars, coaching and school-based support. Dedicated education officers deliver regular teacher training sessions focusing on practical techniques to improve teaching and learning, working towards every child receiving not just an education, but an excellent education. Specific training forums are also provided for Early Years teachers and school leaders. Pursue supports 22 schools in Western Kenya.

Table 1 Aprender Project Numbers By Year

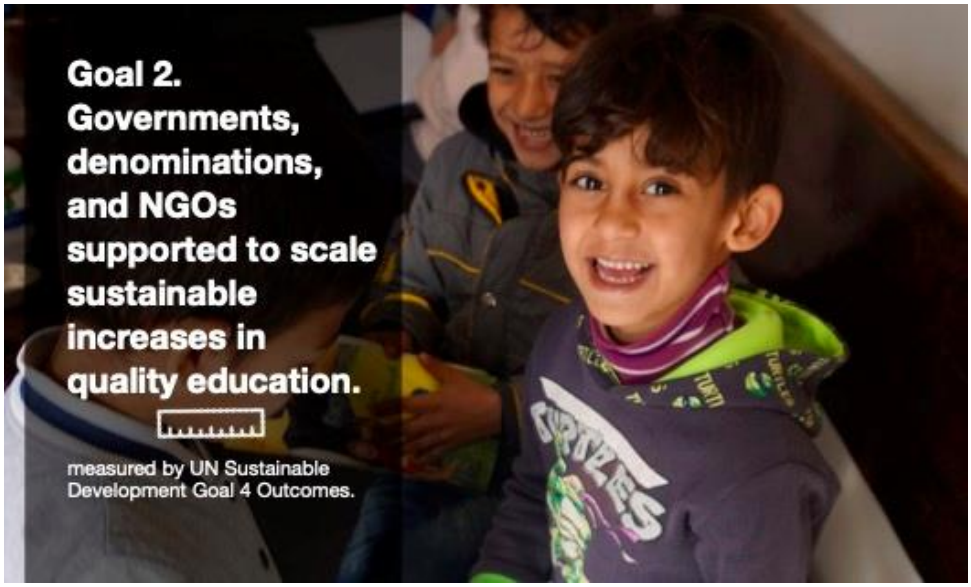
	2014 - 2015	2015- 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
Number of school-based projects	7	9	8	7	18	25	325	370
Number of education projects e.g. support schools	3	4	6	4	4	6	9	9
Total	10	13	14	11	22	31	334	379

What we have learnt

We have refined our approach to partnerships and our due diligence processes, resulting in a more secure footing for the next year. We saw that our strategy to move up a level to 'train the trainers' is bearing fruit with the number of coaches-in-training increasing. We have learnt that even with clear agreements signed, sound relationships and a history of impact, global and national events can still derail progress. For example, the political and economic challenges in Lebanon have slowed down our projects there.

Going forward in 2022/23

1. Research most optimal next partnerships for us to engage through consultation with contacts.
2. Establish at least one partnership with a university teaching faculty in order to support our development and to offer research opportunities for Masters/PhD students.



Objective 2.1 Identify, train and support Apto coaches (minimum of one per country where we operate)

We are so grateful for the work of our Apto coaches. They do an amazing job and continue to contribute to the development of Apto. We have also identified and started training Apto coaches-in-training as follows:

Country	Coaches-in-Training
Brazil	1
Lebanon	3
Uganda	4
Kenya	7
Sierra Leone*	0
Zambia*	0
Burundi*	0
Nepal*	0
Myanmar*	0
Malaysia*	0

*Our projects in Sierra Leone, Zambia, Burundi, Nepal, Myanmar, and Malaysia are still currently at school level i.e., we have not progressed to 'trainer of the trainer' level yet. This is consistent with one of our approaches to build local involvement with a view to the school advocating for us with their local managers. Unfortunately, our project in Myanmar is effectively on hold due to the military coup in February 2021. We have huge respect for the head teacher there who is showing such courage and resilience, and we continue to offer remote support and encouragement.

What we have learnt

Our material, methodology and approach remain up-to-date and are enjoyed by our clients. The creation of our Facebook group has been welcomed and we know encourages each coach to

share what's working and where they have difficulties. We have learnt that it is important to continue the relationship, particularly when times get challenging, for example, with our Lebanon coaches-in-training.

Going forward in 2022/23

1. Increase the number of trained Apto coaches/coaches-in-training in Brazil through our partnership with SESI to four (one per region in Mato Grosso do Sul)
2. Continue to work with our partner in Zambia and links with local government to embed training, support new staff and sign a partnership agreement with the government in Mongu. This will be helped by a proposed visit in September 2022.
3. Ensure that all our current coaches-in-training graduate and are supported well to establish themselves in their locale, including face-to-face visits where possible.
4. Assist, where possible, our local school-based projects to connect us with their education officers to explore support and scaling opportunities in all countries where we operate by December 2023 (with the exception of Myanmar due to the current geopolitical situation).

Objective 2.2 Provide effective resources to support training

Through evaluations received from our partners, and through our ongoing attention to international best practice and research, we have continued to provide supportive resources for our coaches and partner schools.

We have produced a wide range of new material across the year, namely:

- An **easy-to-adapt lesson observation rubric** for school leaders to improve quality evaluation. This is being trialled in Sierra Leone. The rubric contains descriptors based on the key categories of quality teaching highlighted in our Apto Teach course. This enables the school leader to make a more objective evaluation of teaching and learning in their school, establishing a benchmark from which to measure progress.
- **Further early years training videos**. Our Early Years specialist has created additional content for the Apto Early Years training. This has benefited the Early Years settings we support.
- **Materials developed for primary schools**. Our Primary specialist has been supporting a refugee primary informal school in Northern Lebanon. Using her experience, she has adapted some of the Apto materials and has been piloting this with the school, with excellent feedback.
- **Additional training videos** in areas such as time management and practical tips on working with children who have suffered trauma. These have arisen from direct 'asks for help' from our partners. It highlights that they are taking their role seriously and have confidence in us that we will deliver additional training needs that they identify.
- **Metrics developments**. We have developed our understanding of the need to develop our metrics as follows:

a) **Quantitative metrics** aligned with the UN's SDG Goal 4 outcomes

UN SDG 4 Target Outcome	UN SDG 4 Target Indicator
Target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. **Target 4.5** By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.	• Proportion of children and young people **at each proficiency level in (i) reading and (ii) mathematics**, and attendance by gender, ethnicity, Special Educational Need and Disadvantaged Group in each year group.
If you operate a preschool **Target 4.2** By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.	• ECHO (Early Childhood Observation) average KDI score • EYES score[4] • Proportion of children under 5 who are on track/not on track • Attendance percentage of students
Target 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.	• Percentage of students recognised in LORIC character strengths. • Behaviour reports/referrals for misconduct in each year group
Target 4.c* By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states.	• Percentage of teachers in supported schools who have participated in all training sessions. • Average score for lesson observations. • Percentage of teachers that have completed Apto Teach course or our Apto Preschool training course. • Attendance percentage of teachers.

We now have a better system to collect and develop data (reported here under Goal 3, Objective 3.2)

b) **Qualitative metrics** through stories and testimonials from our clients and beneficiaries.

We now have a system that collects stories and testimonials, but we acknowledge that this still requires significant work to fully represent our yearly impact.

- **Work on a new website**. This has been a key part of this year's work as, following our strategic review, we recognised that we needed to better differentiate our communications to our various key audiences, namely:

[4] EYES – Early Years Evaluation Sheet

- Governments, denomination education departments, NGOs who run/support schools/informal schools
- Educators
- Investors and Donors
- Supporters

Our site will launch in the summer of 2022.

- **Two brand new eBooks to accompany the Apto Lead and Teach courses**. CEO Phil Hawkins has written two eBooks that can either be read in their own right or used alongside the training courses.





The Journey – it's all in your head, is a book for school leaders interested in sustainable school improvement, particularly school leaders in developing countries. It gives clear, practical knowledge, advice, and culturally neutral examples to help leaders reflect on what is real, what really matters, and what is really happening.

Teachnology, is a book for school leaders and teachers covering the key elements of excellent classroom pedagogy based on international research and best practice. This 'bread and butter' approach helps staff focus on the core ingredients of what makes a great lesson.

What we have learnt

Our adaptability and creativity have proved critical, as schools re-opened following the Covid-19 pandemic. Our flexibility, which is based on having trained coaches who understand not just the content, but also the underlying philosophy and psychology of the training courses, has resulted in accelerated content production when needed. Identifying our key audiences has helped to filter projects to follow-up and others to politely decline. This has helped our capacity

and our own resources. We have learnt that much can still be delivered virtually and we will continue to develop this side of our service.

We have had feedback from our partners about 'next steps' resources that they would find very useful, namely:

- A new course looking at staff and student well-being and implementation tips and strategies post qualification.
- A course around Special Educational Needs, which we are developing through our partnership with Know Valued Loved.
- Developing coaching skills and advice in partnership with John Catt publishers and Tom Sherrington.

Going forward in 2022/23

Complete and trial the following:

- Apto Primary with adaptations from our Primary Specialist.
- Early Years ECHO (Early Childhood Observation) training manual Arabic translation.
- A course focusing on staff and student well-being and implementation tips and strategies.
- A course with a focus on Special Educational Needs.
- Developing coaching skills and advice.
- Translation of **Teachnology** into Portuguese.
- Launch of our website in summer 2022.
- Develop a better way of collating and publicising our qualitative feedback.

Objective 2.3 Build identified key skills and capacity within our organisation

Key capacity issues identified from our previous report were:

- Fundraising strategy
- Apto promotion strategy
- Key audiences identified and a strategic plan to reach them with desired actions

We recognised in early 2021 that these strategies and actions were vital, but they needed to flow out of, and through, our new website, due in the summer of 2022. Elements of fundraising, promotions and audiences are now being addressed through our new website. We have identified our key audiences and are developing, in parallel with the website, a strategy to reach them with desired actions.

During this year we have increased our capacity by targeted training of in-country Apto coaches in line with our mission. Through more strategic decisions based on our new goals, we have increased our number of coaches-in-training from 2 last year, to 12 this year.

We also recognise that charities use a wide range of skills in an ever-increasingly complex world of marketing and communications. This year we registered with Reach Volunteering, an internet-based service that match charity development needs with key tasks that require extra support. Following the launch of our website, we will be making use of this service.

What we have learnt

We have learnt that our change of focus towards 'training the trainers' has been successful. Our research into our audiences has helped with the creation content and communications through our soon-to-be launched website. We have also learnt that we lack the specialist skills and expertise in some key areas that can now be addressed. We have learnt, too, that we need to develop a 'manifesto' that can be used when communicating with potential investors.

Going forward in 2022/23

1. We will advertise for the following volunteer skills where we require additional support, these being:
    - CRM
    - Copywriting
    - Graphic design
    - Animation
    - Marketing and communications
    - 'App' development (Smartphone software applications)
    - Data management.

2. Complete our new Communications Policy and guidance.
3. Develop and launch a fundraising strategy linked to our new goals, audiences and website.



Objective 3.1 School leaders effectively implement Apto model into their schools

School leaders have begun to implement the Apto model into their schools. Different leaders have prioritised different elements of the model, an expected and desirable outcome from the

training as each knows his/her own context and culture the best. Looking at our four clusters, we can summarise as follows:

- **Latin America and the Caribbean**. The schools in Brazil have worked hard to implement the Pandemic Course that we helped produce last year to aid and support schools coming to terms with the impact of the Covid-19 pandemic. We have received good evaluations from staff. Clearly, with the ban on travel, we have had to do a lot through video conferencing, and we hope, next year, to visit and conduct on-site observations and evaluations.
- **Africa**. Our longer terms partners in Zambia and Burundi are implementing Apto into their schools through changes/reviews of systems, and through extensive training of their teachers. We have continued to support them through coaching calls and additional resources. Our newer partners are still mid-training but have already incorporated aspects of Apto into their own organisations.
- **The Middle East**. Refugee support. Following the pandemic, one of our projects has paused contact due to on-going internal issues. We stand ready to re-engage when asked. Our project in North Lebanon supported by our Primary Specialist has begun to implement key strategies and has reported significant changes in both teacher and student behaviour. Our Beirut projects have seen many challenges due to school closures but have remained resilient and hopeful. The preschool supported by our Early Years Specialist has had significant challenges. Having successfully implemented the model and seeing many benefits, disappointingly, an internal difference of opinion has resulted in a disrupted year for the children and staff. This has had negative impact on the progress of learning at the centre. We have trained an additional Apto Coach specialising in early years to grade 1/infants who is already using her training in tent schools in the Bekkah Valley.
- **Asia**. The Myanmar project has been paused due to the ongoing troubles, but we remain in contact with the head teacher.

  Our project in Nepal has, perhaps, seen the most significant impact of implementing the model. Classrooms have been transformed and teachers now use active learning to provide a rich learning environment for all children. The head teacher is an amazing, enthusiastic leader, full of passion, clearly gifted and demonstrates great character strengths. Evaluation has shown a huge increase in the use of the outdoors as a learning space and the children are enjoying their time at school. The head has also significantly developed the celebration of success across the school.

  Our project in Malaysia, supporting a refugee school for Rohingya children, continues and it is hoped that we can finish the training in the next year.

What we have learnt

We have learnt our methodology is adaptable and valued by our clients and partners. Schools emerging from the pandemic have made good use of the knowledge and skills acquired on the course and are implementing change in their way and their timescale, as it should be. We also know that although Zoom has been and will continue to be of great use to us, there is a pressing need to visit our projects and partners to evaluate progress ‘on the ground’.

Going forward in 2022/23

1. Re-engage our pre-school project in Beirut to support a re-adjustment following the disrupted year.
2. Ensure all of our Apto coaches have an evaluation of implementation by July 2023.
3. Make visits, where possible, to our projects to evaluate progress 'on the ground'.

Objective 3.2 Build evidence of impact

The following sections are taken from the UNSDG Goal 4 outcomes. We know that we only have partial influence in achieving these outcomes and report here on what has already happened and what is likely to happen as our support continues.

How much change in each outcome has happened (or is likely to happen)?

Outcome Indicator	Description	Already happened	Likely to happen
4.1 and 4.5	Proportion of children and young people at each proficiency level in (i) reading and (ii) mathematics, and attendance by gender, ethnicity, Special Educational Need (SEN) and Disadvantaged Group in each year group.	We have some evidence of improved reading, mathematics outcomes and attendance, but the data lacks detail regarding gender, ethnicity, SEN, and disadvantaged groups in each year group.	All schools will have systems in place (timescale dependent on pandemic impact and measures).
4.2	ECHO (Early Childhood Observation) average KDI score. Proportion of children under 5 who are on track/not on track.	Use of ECHO system not yet in use as our preschools are still in early phase development.	All preschools will have systems in place (timescale dependent on pandemic impact and measures).
	Attendance percentage of students	Variable due to Covid measures, but anecdotal evidence of children having increased attendance.	Indications are that attendance will improve but significant other factors involved that are outside our influence.
4.4	Percentage of students recognised in LORIC character strengths.	Most schools still developing systems. Small number of schools starting to recognise students for LORIC development and establishing systems.	All schools will have systems in place (timescale dependent on pandemic impact and measures).
	Behaviour reports/referrals for misconduct in each year group	Most schools still developing systems but anecdotal evidence of students improving behaviour, e.g., incidents of vandalism are markedly reduced.	All schools will have systems in place (timescale dependent on pandemic impact and measures).

Outcome Indicator	Description	Already happened	Likely to happen
4.c	Percentage of teachers in supported schools who have participated in all training sessions.	Average of approximately 85%.	Our target is 90% but there are lots of other factors involved that are outside our influence.
	Average score for lesson observations.	All schools developing systems for this.	All schools will have systems in place (timescale dependent on pandemic impact and measures).
	Percentage of teachers that have completed Apto Teach course or our Apto Preschool training course.	Apto Teach Course: 60% (the remaining are still working their way through the training). All teachers will complete the training in due course. Apto Preschool/Early Years Training Course: 100%.	100%
	Attendance percentage of teachers.	Variable due to Covid measures.	Our target is 90% but there are lots of other factors involved that are outside our influence.

Most of our schools who have gone through the training are on the journey to making this kind of data collection possible. Our Apto coaches are supporting school leaders to cascade training, develop systems including data security so that teachers 'buy in' to support the students. This is very much a 'work in progress'.

We understand that there are certain features in schools that are making progress more difficult. One of these is the continued use of paper registers and mark books. Data is collected routinely by the classroom teacher, e.g., attendance, punctuality, assessment grades, etc. but this data often stays just with the teacher who does not use it to develop understanding of progress based on formative assessment. This hamstrings school development and leaves the school leaders blind as to what is really happening in real time across the school year. They then remain reactive, but we know that a shift to greater proactivity will benefit all stakeholders and this needs significant resource and support.

Throughout this year we have resurrected our dream of developing a simple data management 'app' and have had significant interest and support through our new partnership with SESI in Brazil. We have begun talks with a software development company in Brazil with a view to progressing this as a revolutionary resource for schools. The 'app' will aid data collection for schools and also help us to report on the UNSDG Goal 4 outcomes and provide more effective feedback.

Our early years consultant has produced our unique EYES (Early Years Evaluation Sheet), which has begun to be piloted in Lebanon.

What we have learnt

The UNSDG outcomes remain a good yardstick, universally understood, and provide a common language of impact assessment across both government and the charity sector. Although schools are emerging from the pandemic, the effects of Covid-19 are still being felt. Resources are depleted, learning gaps have widened, and the political fallout continues to create instability. Many governments are understandably pushing hard for schools to help students catch up on lost time, but teachers are struggling to do this and teach their normal curriculum at the same time. Lack of training exacerbates the situation.

Encouragingly, schools that have gone through the Apto training are coping well; the school leaders feel supported and valued, and they are looking ahead with positive intent. Data collection continues to be a challenge. We understand there is a fine balance between helping teachers manage the stress they are under whilst at the same time asking them to do things differently. We must go into the next year with adjusted expectations so that we do not overwhelm our schools with requests. That being said, those schools that have completed the training are moving well in the direction of higher quality assessment and evaluation processes.

Going forward in 2022/23

1. Continue to support our early years projects, extending training to child observation and evaluation, using our ECHO (Early Childhood Observation) system.
2. Launch our new data management app.
3. Complete EYES (Early Years Evaluation Sheet) pilot, evaluate and deploy in our other early years settings.

Objective 3.3 Improve the support we give to our partners

Following the impact of the pandemic last year, we have continued to improve our service, being flexible and creative with additional support requested from our partners.

A new partnership with SESI in Brazil was an excellent opportunity to expand our resources, in particular, translating our Apto Lead eBook into Portuguese. We produced additional video resources including subjects such as time management, active learning, and lesson planning.

Our partner in Nepal asked for mentoring to help him improve the quality of lesson planning from his teachers. This significantly helped him improve the quality of the learning experience.

Our preschool training manual's translation into Arabic was completed thanks to funding from the Rotary Club of Bookham and Horsley. ECHO (Early Childhood Observation) has also begun to be translated into Arabic, and our early years consultant has been using the material to train a Lebanese educator coach.

Our CEO attended the BETT (education technology) conference in London in March which was fruitful for networking and for developing an understanding education and technology

trends. Speakers such as 'Teach for America's Wendy Kopp confirmed we are on the right track with our approach.

Through the additional resources detailed in Objective 2.2, we have improved our support to our partners. We also want to acknowledge the tremendous support we have been given by them. We are very grateful for their support and know that all we do is, in fact, a team effort across all of our partners.

What we have learnt

We have learnt that our partners have a strong relationship with us, one where they are willing to ask for help, even when that may cross cultural lines. Their input has been key, as has their evaluations of what they receive. For example, the new eBooks have been really well received. Our Brazilian partners see this resource as key and have helped arrange a translation into Portuguese.

Through visiting the BETT show this year, we now understand better the need for a fully integrated virtual learning platform. This has been an objective for some time but, in hindsight, it was worth waiting until BETT as we were able to hear from industry experts and make some important contacts.

Going forward in 2022/23

1. Complete the translation of our eBooks into Portuguese.
2. Complete the translation of the ECHO manual into Arabic.
3. In consultation with our contacts from BETT, fund and launch our new virtual learning platform.

5. Structure, Governance & Management

The Charity is constituted as a company limited by guarantee, according to the provisions of the Companies Act 2006.

The Charity is registered with the Charity Commission, the regulator for charities in England & Wales.

Governing Documents

The Charity's leading governing documents are its Memorandum of Association, dated 1st February 2010, and Articles of Association revised 28th January 2015.

Governance

The Board of Trustees is the governing body for the Charity. Trustees also act as directors for **the charitable company, Aprender (UK) Limited.**

Trustees are volunteers and receive no remuneration.

Recruiting for all voluntary posts, including trustees, company directors and board advisors, is achieved by networking in our community in the UK and beyond. New board members are recruited to enhance board skill mix and diversity, or bring valuable experience of governance, strategic management, educational expertise or business development.

Management and Operations

Strategy approval and regulatory governance are the responsibility of the Board of Trustees. Strategy definition, execution and day-to-day operational management are the responsibility of the CEO. Some operational activity, such as financial management, is undertaken by the Trustees and other volunteers in support of the Charity.

The Board has regular meetings (a minimum of every second month) that serve operational, governance and regulatory purposes.

Partnerships

Aprender is grateful to our partners for their support and commitment. All of our partners have aims and objectives that align with those of Aprender. Our partners are:

Bookham Baptist Church, UK – a registered UK charity.
This partnership has been with us since our beginning and has consistently supported us in so many ways, including pastorally, spiritually and financially. It is covered by a Partnership Agreement. Their International Missions Resource Team oversee all international links, including the partnership with Aprender, and bring accountability and a wide variety of skills and experience that is available to our Board.

Instituto Total ("Total"), of Goiânia, Brazil – a Brazilian registered institute.
The partnership is covered by a Memorandum of Understanding (MOU) that allows Aprender to access Total's network of contacts and provides support and a working base for Aprender personnel in Brazil. Aprender provides Total with educational expertise to employ in its social projects.

PiXL International, UK – a registered UK charity.
The partnership is covered by an MOU that gives Aprender access to the largest non-government school network in the UK thereby allowing professional development, support and sharing of best practice with both UK schools and PiXL-linked schools in 10 other nations. Aprender aids the understanding and growth of PiXL's development model.

Kids Alive International (KIA), USA – a registered US charity.
The partnership gives Aprender access to KAI's network of schools in 10 other nations where we have been asked to aid the professional development of their head teachers and staff.
This partnerships is governed by an MOU.

Known Valued Loved UK – a registered UK charity.
The partnership is covered by an MOU that has enabled Aprender to build their capacity for training school leaders and teachers, resulting in two schools and two education development charities receiving development in school improvement.

John Catt Education Publishers UK.
This partnership is covered by an MOU that has given us access to the latest research and practice around in-class teacher coaching.

We have also signed a memorandum of understanding with each of **JET** in Uganda and **Pursue** in Kenya, both of which are already detailed in this report.

We are also building a relationship with the Baptist Mission Society and hope to progress to a partnership agreement in the coming year.

6. Governance – Policies In Force

Aprender has the following policies in force at the time this report was published. Our aim is to be well-governed according to best practice. Policies are reviewed periodically and updated according to changes in UK legislation or regulation or our operating environment. These policies may be reviewed upon request. The responsibility for implementing these policies lie with the Board and the CEO.

- Safeguarding and Child Protection
- Equality and Diversity
- Privacy (including Data Protection)
- Modern Slavery
- Trustee Recruitment
- Expenses
- Visits (overseas)

7. Financial Review

Trustees' Responsibilities in the Preparation of Financial Statements

The Trustees, who are also directors of Aprender (UK) Limited for the purposes of company law, are responsible for preparing the Trustees' Annual Report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards.

Legislation requires the Trustees to prepare financial statements for each financial year which give 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 group for that period. 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 Statement of Recommended Practice;
- Make judgments 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; and
- Prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in business.

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 the group and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The Trustees confirm that they have fulfilled the above responsibilities.

Policy On Reserves

The Charity aims to maintain minimum unrestricted funds at a level equivalent to twelve weeks of operating costs.

Principal Funding Sources

The Charity's principal sources of funds are from private donors, grants from grant-making charities and other organisations that share our aims, and fundraising events.

Statement of Financial Activities and Independent Examiner's Report

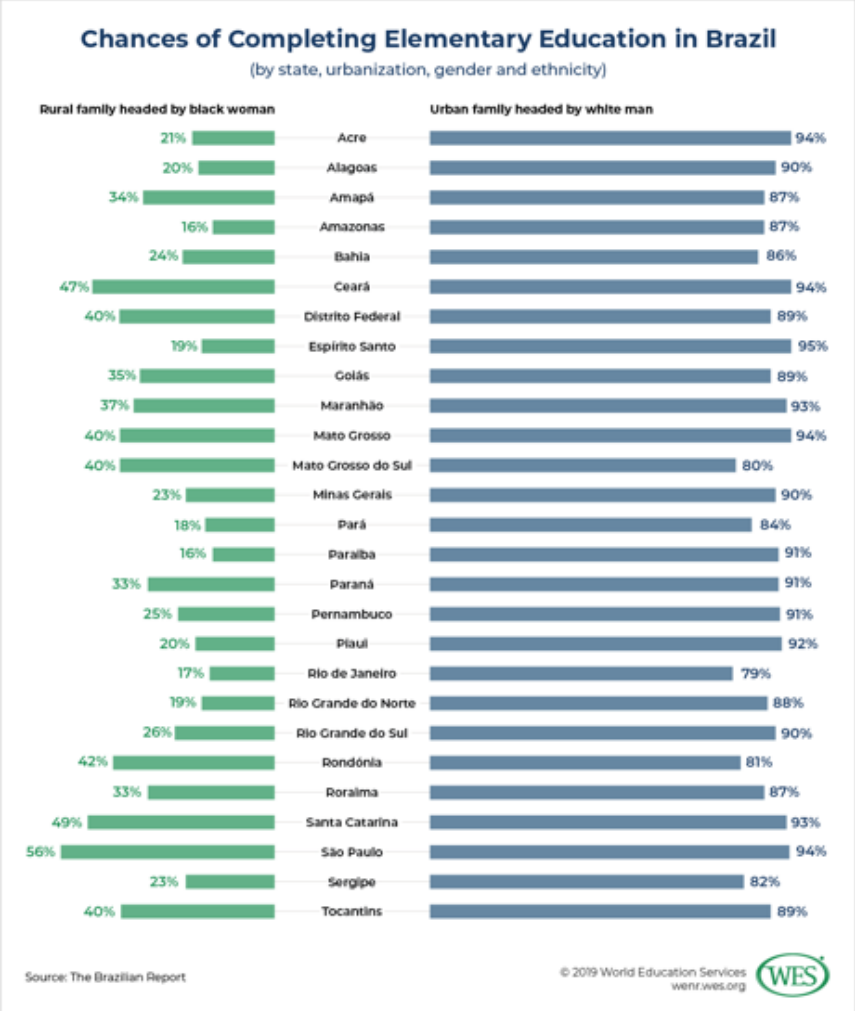
The SOFA and Examiner's Report are available upon request and will be submitted to the Charity Commission, Companies House and HMRC as required by charity and tax law in England and Wales.

Neil Walker
Chairman – Aprender (UK)
Approved by the Board of Trustees on 16 July 2022

Appendix 1 – Background information about education in the countries where our main work is focused.

Brazil

Brazilian education is characterised by wide disparities in resources, access, and quality based on geographic location, socioeconomic status, and ethnicity. Upper-secondary completion rates ranged from 66 percent in cities to 43 percent in rural areas. Higher education attendance was as high as 47 percent among the richest segments of Brazilian society, but only 5 percent among the poorest. Whites have completed 2.5 more mean years of education than indigenous peoples. Private schools, which tend to outperform public schools in terms of learning outcomes, cost as much in fees as poor households earn in total income and are therefore mostly reserved for privileged white elites. As the table below shows, as of 2019, there continues to be wide disparity between education outcomes based on skin colour.



Poor educational outcomes and their impact on individuals, communities and society are well documented, the social and economic costs of which include unemployment, crime, policing, incarceration and family disintegration.

Lebanon

Lebanon continues to suffer under a weak government and economy, a situation that is further compounded by lack of social cohesion. The country went for nearly two-and-a-half years without a president due to political gridlock among the various religious sects. In 2016, youth unemployment was 21.27 percent, more than triple the overall unemployment rate of just 6.78 percent.

The weakness of the government is reflected by problems in the public education sector. At the primary and secondary levels, Lebanon has struggled to increase the quality of public education since the end of the civil war. The tremendous influx of Syrian refugees in recent years has further strained the public education system and has reportedly led some Lebanese parents to move their children from public to private school. In 2015, a striking majority of Lebanon's 491,455 elementary age students, nearly 75 percent, attended private schools. At the same time, transition rates from elementary to secondary education have plunged in recent years, as have gross enrolment rates in higher education.

The RACE (Reaching All Children with Education) II Strategy (2017-2021) [Lebanese Ministry for Education and Higher Education] continues, with the following aims:

- Aligning with the UN Global Goals For Sustainable Developments' Goal 4 on Education, RACE II will seek to integrate human rights, child rights, and child protection principles, as key to its interventions, namely:
    - **Quality education opportunities**.
    - **Quality public education services.**
    - **Inclusive education opportunities** including **early childhood education, to improving quality of teaching services for primary**, secondary, and vocational education, and a focus on equipping children and youth with **effective life-skills.**
    - Improving the **quality of teaching and learning**, and strengthening national education systems, policies and **monitoring**.

Of the approximately 1.5 million Syrian refugees in Lebanon, 74% lack legal status. Authorities heightened calls for the return of refugees in 2018 and municipalities have forcibly evicted thousands of refugees. Children with disabilities are often denied admission to schools. In 2018, 300,000 refugee children were out of school.

Nepal

Nepal is among the least developed countries in the world, with about one-quarter of its population living below the poverty line. Nepal is heavily dependent on remittances, which amount to as much as 30% of GDP. Agriculture is the mainstay of the economy, providing a livelihood for almost two-thirds of the population but accounting for less than a third of GDP. Industrial activity mainly involves the processing of agricultural products, including pulses, jute, sugarcane, tobacco, and grain.

Samiksha Phuyal, a writer for the Krishi Innovation Hub wrote in 2018 'The current status of Nepalese Education System' for NEPGO, (the Nepal Go Association, a joint education initiative with Finland):

"The teaching profession is considered to be the worst profession here. People say if a person can't do anything after study, he/she becomes a teacher, and that's the condition here and thus leaves a bad impression towards the profession of teacher. Even a good teacher does not get a reputation he/she deserves, and this is one of the reasons a qualified and passionate teacher is hard to find as the conception towards a teacher is all in all bad. The poor syllabus of the textbook is one of the drawbacks of the education system.

Usually, the public schools located in remote areas do not have enough staff as the government does not allocate enough teachers. Also, the teachers don't want to stay in such places due to lack of availability of basic items. Thus, a less qualified like, primary level teachers are forced to teach the secondary level students which are beyond their capability. The teacher with no proficiency in a degree teaches the subjects like math teacher teaching social science so the class is always going to be a disaster as he/she can't teach anything beyond what's given in the content resulting to poor education and hence the poor knowledge students."

At the same time, the school system remains plagued by **high dropout rates** with girls still being more likely to leave school earlier than boys. While retention rates have increased strongly over the past decades, only 76.8% of pupils in cohorts that enrol in elementary education remained until the last grade of elementary education in 2015 (UNESCO). Most children that drop out of school come from impoverished households or live at great distances from school. Children from poor families are often forced to quit school because they have to help their families with farming work or have to walk long distances to attend classes. Also, the **education of girls** is still not seen as a priority in some rural households and child marriage is still a relatively common practice even in the cities. According to Human Rights Watch, "37% of girls in Nepal marry before age 18, and 10% are married by age 15". In more rural areas, schools have difficulties **retaining good teachers** who are attracted to the cities due to better salaries being offered. **Antiquated teaching practices** endure in many areas where rote memorisation still reigns, with little differentiation for children with special educational needs. **Preschool education** does not reflect international best practice, with small children being expected to endure the same regime as their older siblings.

Zambia

The Government of Zambia is committed to allocating more resources to the education sector to expand access to primary, secondary, and tertiary education. Education is seen as a major factor in fighting poverty and hunger.

The goal of the education sector is to increase equitable access to quality education and skills training to enhance human capacity for sustainable national development.

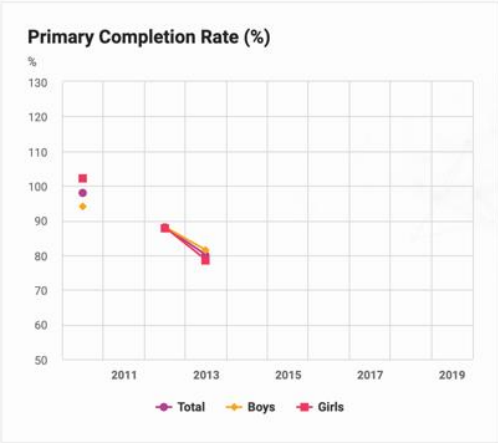
The National Implementation Framework III's (NIF II) primary goal is to enhance human capacity by improving quality education and skills training, with particular attention to raising learning achievement levels and mitigating inequities and inefficiencies.

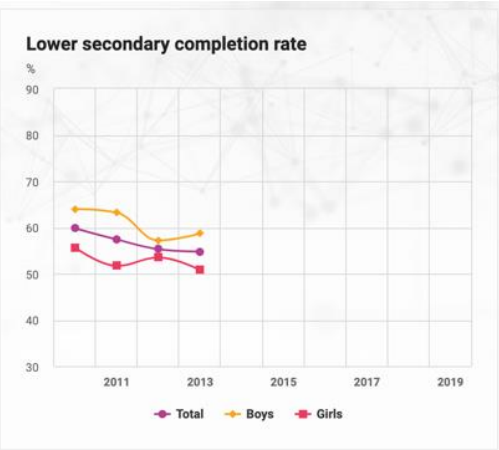
Despite increases in student enrolment and completion rates at the basic school level, quality remains low. This reflects challenges in teacher quality and supply, teaching and learning materials, and school governance.

The Ministry of General Education (MoGE) has set nine objectives in the NIF III period:

1. Increase access, efficiency, and equity to **quality Early Childhood Education** (ECE) and primary education.
2. Increase access, efficiency, and equity to **quality** secondary school education.
3. Increase the number of **qualified and competent teachers** in schools.
4. Increase access to **science, technology, and innovation**.
5. Increase access, participation, and equity in the provision of quality university education.
6. Increase efficiency and equitable access to technical education, vocational, and entrepreneurship trainings.
7. Increase adult literacy levels.
8. Expand and improve infrastructure through the construction of new facilities and rehabilitation of existing ones
9. **Review the curriculum** at all levels to make it relevant and responsive to national aspirations and education needs.

In order to implement NIF III, the Government has set a number of strategic priorities. These include nurturing **strong partnerships with educational service providers**, systemic restructuring and management capacity enhancement, and providing formal and **alternative modes of education delivery.** We have highlighted the areas where Aprender specifically work. As the graphs below indicate, a key indicator of quality education, i.e. completions rates, have consistently dropped in both primary and secondary sectors.





(source: Global Partnership for Education 2020)

Aprender is using its experience in education development in early years schooling to deliver quality education training and support to new and existing preschools and primaries in rural areas.

Company registration number: 07167874

Charity registration number: 1136600

APRENDER (UK) LIMITED

(A company limited by guarantee)

Annual Report and Financial Statements

for the Year Ended 31 March 2022

Sherwin Currid Accountancy Limited
Chartered Certified Accountants
32 London Road
Guildford
Surrey
GU1 2AB

APRENDER (UK) LIMITED

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APRENDER (UK) LIMITED

Reference and Administrative Details

Trustees	Mr N Walker Mr D Plummer Mr W Nima Mrs M Nima Ms H Gash
Principal Office	Bookham Baptist Church Lower Road Bookham Leatherhead KT23 4DH
	The charity is incorporated in England and Wales.
Company Registration Number	07167874
Charity Registration Number	1136600
Bankers	HSBC 18 North Street Leatherhead Surrey KT22 7AR
Independent Examiner	Sherwin Currid Accountancy Limited Chartered Certified Accountants 32 London Road Guildford Surrey GU1 2AB

APRENDER (UK) LIMITED

Statement of Trustees' Responsibilities

The trustees (who are also the directors of APRENDER (UK) LIMITED for the purposes of company law) are responsible for preparing the financial statements in accordance with the United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and applicable law and regulations.

Company law requires the trustees to prepare financial statements for each financial year. Under company law the trustees must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the charitable company and of its incoming resources and application of resources, including its income and expenditure, for that period. In preparing these financial statements, the trustees are required to:

- select suitable accounting policies and 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; and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in business.

The trustees are responsible for keeping adequate accounting records that are sufficient to show and explain the charitable company's transactions and 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.

Approved by the trustees of the charity on 16 July 2022 and signed on its behalf by:

N A Walker

N A Walker (Jul 22, 2022 17:57 GMT+1)

Mr N Walker
Trustee

APRENDER (UK) LIMITED

Independent Examiner's Report to the trustees of APRENDER (UK) LIMITED

I report to the charity trustees on my examination of the accounts of the charity for the year ended 31 March 2022 which are set out on pages 6 to 11.

Respective responsibilities of trustees and examiner

As the charity's trustees of APRENDER (UK) LIMITED (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 APRENDER (UK) LIMITED 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 charity'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:

1. accounting records were not kept in respect of APRENDER (UK) LIMITED 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.

Sherwin Currid
Sherwin Currid (Jul 26, 2022 08:44 GMT+1)

Sherwin Currid Accountancy Limited
Chartered Certified Accountants

32 London Road
Guildford
Surrey
GU1 2AB

16 July 2022

APRENDER (UK) LIMITED

Statement of Financial Activities for the Year Ended 31 March 2022
(Including Income and Expenditure Account and Statement of Total Recognised Gains and Losses)

Income and Endowments from:	Note	Unrestricted funds £	Restricted funds £	Total 2022 £
Donations and legacies	3	20,565	12,560	33,125
Investment income	4	2	-	2
Total income		20,567	12,560	33,127
Expenditure on:				
Charitable activities	5	(12,962)	(12,560)	(25,522)
Total expenditure		(12,962)	(12,560)	(25,522)
Net income		7,605	-	7,605
Net movement in funds		7,605	-	7,605
Reconciliation of funds				
Total funds brought forward		17,619	-	17,619
Total funds carried forward	13	25,224	-	25,224

Income and Endowments from:	Note	Unrestricted funds £	Restricted funds £	Total 2021 £
Donations and legacies	3	14,069	12,640	26,709
Investment income	4	6	-	6
Total income		14,075	12,640	26,715
Expenditure on:				
Charitable activities	5	(20,142)	(12,640)	(32,782)
Total expenditure		(20,142)	(12,640)	(32,782)
Net income		(6,067)	-	(6,067)
Net movement in funds		(6,067)	-	(6,067)
Reconciliation of funds				
Total funds brought forward		23,686	-	23,686
Total funds carried forward	13	17,619	-	17,619

All of the charity's activities derive from continuing operations during the above two periods.
The funds breakdown for 2021 is shown in note 13.

APRENDER (UK) LIMITED

(Registration number: 07167874)
Balance Sheet as at 31 March 2022

	Note	2022 £	2021 £
Fixed assets			
Tangible assets	10	-	-
Current assets			
Cash at bank and in hand	11	28,919	19,544
Creditors: Amounts falling due within one year	12	(3,695)	(1,925)
Net current assets		25,224	17,619
Net assets		25,224	17,619
Funds of the charity:			
Unrestricted funds		25,224	17,619
Restricted funds		-	-
Total funds	13	25,224	17,619

For the financial year ending 31 March 2022 the charity was entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies.

Directors' responsibilities:

- The members have not required the charity to obtain an audit of its accounts for the year in question in accordance with section 476; and
- The 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 companies regime.

The financial statements on pages 4 to 11 were approved by the trustees, and authorised for issue on 16 July 2022 and signed on their behalf by:

N A Walker

N A Walker (Jul 22, 2022 17:57 GMT+1)

Mr N Walker
Trustee

APRENDER (UK) LIMITED

Notes to the Financial Statements for the Year Ended 31 March 2022

1 Charity status

The charity is limited by guarantee, incorporated in England and Wales, and consequently does not have share capital. Each of the trustees is liable to contribute an amount not exceeding £Nil towards the assets of the charity in the event of liquidation.

The address of its registered office is:
Bookham Baptist Church
Lower Road
Bookham
Leatherhead
KT23 4DH

These financial statements were authorised for issue by the trustees on 16 July 2022.

2 Accounting policies

Summary of significant accounting policies and key accounting estimates
The principal accounting policies applied in the preparation of these financial statements are set out below. These policies have been consistently applied to all the years presented, unless otherwise stated.

Statement of compliance
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) - (Charities SORP (FRS 102)), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102). They also comply with the Companies Act 2006 and Charities Act 2011.

Basis of preparation
APRENDER (UK) LIMITED meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy notes.

Going concern
The trustees consider that there are no material uncertainties about the charity's ability to continue as a going concern nor any significant areas of uncertainty that affect the carrying value of assets held by the charity.

Exemption from preparing a cash flow statement
The charity opted to early adopt Bulletin 1 published on 2 February 2016 and have therefore not included a cash flow statement in these financial statements.

Income and endowments
All income is recognised once the charity has entitlement to the income, it is probable that the income will be received and the amount of the income receivable can be measured reliably.

Donations and legacies
Donations are recognised when the charity has been notified in writing of both the amount and settlement date. In the event that a donation is subject to conditions that require a level of performance by the charity before the charity is entitled to the funds, the income is deferred and not recognised until either those conditions are fully met, or the fulfilment of those conditions is wholly within the control of the charity and it is probable that these conditions will be fulfilled in the reporting period.

Grants receivable
Grants are recognised when the charity has an entitlement to the funds and any conditions linked to the grants have been met. Where performance conditions are attached to the grant and are yet to be met, the income is recognised as a liability and included on the balance sheet as deferred income to be released.

Gift aid

Incoming resources from tax reclaims are included in the Statement of Financial Activities at the same time as the gift to which they relate.

Expenditure

All expenditure is recognised once there is a legal or constructive obligation to that expenditure, it is probable settlement is required and the amount can be measured reliably. All costs are allocated to the applicable expenditure heading that aggregate similar costs to that category. Where costs cannot be directly attributed to particular headings they have been allocated on a basis consistent with the use of resources, with central staff costs allocated on the basis of time spent, and depreciation charges allocated on the portion of the asset's use. Other support costs are allocated based on the spread of staff costs.

Charitable activities

Charitable expenditure comprises those costs incurred by the charity in the delivery of its activities and services for its beneficiaries. It includes both costs that can be allocated directly to such activities and those costs of an indirect nature necessary to support them.

Governance costs
These include the costs attributable to the charity's compliance with constitutional and statutory requirements, including audit, strategic management and trustees's meetings and reimbursed expenses.

Taxation
The charity is considered to pass the tests set out in Paragraph 1 Schedule 6 of the Finance Act 2010 and therefore it meets the definition of a charitable company for UK corporation tax purposes. Accordingly, the charity is potentially exempt from taxation in respect of income or capital gains received within categories covered by Chapter 3 Part 11 of the Corporation Tax Act 2010 or Section 256 of the Taxation of Chargeable Gains Act 1992, to the extent that such income or gains are applied exclusively to charitable purposes.

Tangible fixed assets
Individual fixed assets costing £500 or more are initially recorded at cost.

Cash and cash equivalents
Cash and cash equivalents comprise cash on hand and call deposits, and other short-term highly liquid investments that are readily convertible to a known amount of cash and are subject to an insignificant risk of change in value.

Trade creditors

Trade creditors are obligations to pay for goods or services that have been acquired in the ordinary course of business from suppliers. Accounts payable are classified as current liabilities if the charity does not have an unconditional right, at the end of the reporting period, to defer settlement of the creditor for at least twelve months after the reporting date. If there is an unconditional right to defer settlement for at least twelve months after the reporting date, they are presented as non-current liabilities.

Trade creditors are recognised initially at the transaction price and subsequently measured at amortised cost using the effective interest method.

Fund structure

Unrestricted income funds are general funds that are available for use at the trustees's discretion in furtherance of the objectives of the charity.

3 Income from donations and legacies

	Unrestricted funds £	Restricted funds £	Total 2022 £	Total 2021 £
Donations and legacies;				
Gift-aided donations	8,356	-	8,356	8,074
Non gift-aided donations	2,270	-	2,270	2,071
Stewardship	280	-	280	280
Just Giving income	2,871	-	2,871	2,744
Gift aid reclaimed	5,988	-	5,988	-
Grants, including capital grants;				
Groups/charitable trusts	800	12,560	13,360	13,540
Fundraising Event	-	-	-	-
	20,565	12,560	33,125	26,709

4 Investment income

	Unrestricted funds £	Restricted funds £	Total 2022 £	Total 2021 £
Interest receivable and similar income	2	-	2	6

5 Expenditure on charitable activities

	Note	Unrestricted funds £	Restricted funds £	Total 2022 £	Total 2021 £
Direct costs		11,663	12,560	24,223	31,558
Depreciation costs		-	-	-	-
Governance costs	6	1,299	-	1,299	1,224
		12,962	12,560	25,522	32,782

	Grant funding of activity £	Activity support costs £	Total 2022 £	Total 2021 £
Grants to other charities	-	-	-	-
Fundraising costs	-	-	-	-
Consultancy fees	23,694	-	23,694	31,167
Other expenditure	-	-	-	-
	23,694	-	23,694	31,167

£12,962 (2021 - £20,142) of the above expenditure was attributable to unrestricted funds and £12,560 (2021 - £12,640) to restricted funds.

In addition to the expenditure analysed above, there are also governance costs of £1,299 (2021 - £1,224) which relate directly to charitable activities. See note 6 for further details.

6 Analysis of governance and support costs

Governance costs

	Unrestricted funds £	Restricted funds £	Total 2022 £	Total 2021 £
Independent examiner fees	1,008	-	1,008	1,008
Just Giving fees	291	-	291	216
	1,299	-	1,299	1,224

7 Trustees remuneration and expenses

No trustees, nor any persons connected with them, have received any remuneration from the charity during the year.

8 Independent examiner's remuneration

	2022 £	2021 £
Examination of the financial statements	1,008	1,008

9 Taxation

The charity is a registered charity and is therefore exempt from taxation.

10 Tangible fixed assets

	Computer equipment £	Total £
Cost		
At 1 April 2021	1,489	1,489
At 31 March 2022	1,489	1,489
Depreciation		
At 1 April 2021	1,489	1,489
At 31 March 2022	1,489	1,489
Net book value		
At 31 March 2022	-	-
At 31 March 2021	-	-

11 Cash and cash equivalents

	2022 £	2021 £
Cash at bank	28,919	19,544

12 Creditors: amounts falling due within one year

	2022 £	2021 £
Trade creditors	-	-
Accruals	3,695	1,925
	3,695	1,925

13 Funds

	Balance at 1 April 2021 £	Incoming resources £	Resources expended £	Balance at 31 March 2022 £
Unrestricted funds	17,619	20,567	(12,962)	25,224
Restricted funds	-	12,560	(12,560)	-
Total funds	17,619	33,127	(25,522)	25,224

	Balance at 1 April 2020 £	Incoming resources £	Resources expended £	Balance at 31 March 2021 £
Unrestricted funds	23,686	14,075	(20,142)	17,619
Restricted funds	-	12,640	(12,640)	-
Total funds	23,686	26,715	(32,782)	17,619

14 Analysis of net assets between funds

	Unrestricted funds 2022 £	Total funds 2022 £
Current assets	28,919	28,919
Current liabilities	(3,695)	(3,695)
Total net assets	25,224	25,224

	Unrestricted funds 2021 £	Total funds 2021 £
Current assets	19,544	19,544
Current liabilities	(1,925)	(1,925)
Total net assets	17,619	17,619

15 Analysis of net funds

	At 1 April 2021 £	Financing cash flows £	At 31 March 2022 £
Cash at bank and in hand	19,544	9,375	28,919
Net debt	19,544	9,375	28,919

	At 1 April 2020 £	Financing cash flows £	At 31 March 2021 £
Cash at bank and in hand	25,566	(6,023)	19,544
Net debt	25,566	(6,023)	19,544

APRENDER (UK) LIMITED

Detailed Statement of Financial Activities for the Year Ended 31 March 2022

	Unrestricted funds 2022 £	Restricted funds 2022 £	Total 2022 £	Total 2021 £
Income and Endowments from:				
Donations and legacies (analysed below)	20,565	12,560	33,125	26,709
Investment income (analysed below)	2	-	2	6
Total income	20,567	12,560	33,127	26,715
Expenditure on:				
Charitable activities (analysed below)	(12,962)	(12,560)	(25,522)	(32,782)
Total expenditure	(12,962)	(12,560)	(25,522)	(32,782)
Net income/(expenditure)	7,605	-	7,605	(6,067)
Net movement in funds	7,605	-	7,605	(6,067)
Reconciliation of funds				
Total funds brought forward	17,619	-	17,619	23,685
Total funds carried forward	25,224	-	25,224	17,619

	Unrestricted funds 2022 £	Restricted funds 2022 £	Total 2022 £	Total 2021 £
Donations and legacies				
Gift-aided donations	8,356	-	8,356	8,074
Non-gift aided donation	2,270	-	2,270	2,071
Justgiving income	2,871	-	2,871	2,744
Gift Aid tax reclaimed	5,988	-	5,988	-
Trusts and foundations	800	12,560	13,360	13,540
Stewardship	280	-	280	280
Fund raising event	-	-	-	-
	20,566	12,560	33,125	26,708

	Unrestricted funds 2022 £	Restricted funds 2022 £	Total 2022 £	Total 2021 £
Investment income	2	-	2	6

	Unrestricted funds 2022 £	Restricted funds 2022 £	Total 2022 £	Total 2021 £
Charitable activities				
Fundraising costs	-	-	-	-
Subcontract cost	(11,134)	(12,560)	(23,694)	(30,602)
Just Giving fees	(291)	-	(291)	(216)
Computer software and consumables	(144)	-	(144)	(160)
Advertising and marketing	-	-	-	(230)
Accountancy fees	(1,008)	-	(1,008)	(1,008)
Consultancy Fees	-	-	-	(565)
Subscriptions	(370)	-	(370)	-
Bank/Finance Charges	(15)	-	(15)	-
	(12,962)	(12,560)	(25,522)	(32,782)

APRENDER (UK) LIMITED

England & Wales - Charity number 1136600

Accounts


aprender
Better futures through education - theirs and ours
Annual Report 2020 - 2021

The Aprender (UK) Board of Trustees presents its annual report and financial statements for the year ending 31 March 2021.

The Trustees are responsible for the maintenance and integrity of the corporate and financial information held by the Charity. Legislation in the United Kingdom governing the preparation of financial statements may differ from legislation in other jurisdictions.

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Reference and Administrative Information

Charity name:	**Aprender (UK) Limited**
Charity registration number:	**1136600**
Company registration number:	**07167874**
Registered office:	Bookham Baptist Church, Lower Road, Bookham, Leatherhead, Surrey, KT23 4DH.

Board of Trustees & Directors

Mr Neil Walker (Chair)	Mrs Mary Nima
Mr David Plummer	Mrs Helen Gash
Mr Waheeb Nima	

Accountants

Sherwin Currid LLP, 32 London Road, Guildford, Surrey, GU1 2AB

Bankers

HSBC, 18 North Street, Leatherhead, Surrey, KT22 7AR.

2. Chairman's Introduction

I am pleased to present the Trustees Annual Report for 2020-21.

The United Nations writes (https://sdgs.un.org/goals/goal4):

> "The impact of the COVID-19 pandemic on schooling is a generational catastrophe'. Before the pandemic, progress made was already slow and insufficient to reach the SDG[1] education targets. School closures brought by the pandemic have had devastating consequences for children's learning and wellbeing.
> …
> It is estimated that an additional 101 million children and youth (from grades 1 to 9) fell below the minimum reading proficiency level due to COVID-19 in 2020, which wiped out the education gains achieved over the last 20 years."

This heart-breaking summary needs a response, however impossible that may seem. While national governments grapple with public health and economic challenges, previous areas of focus such as education and even the 'build back better' initiatives are not getting the attention and funding that they so desperately need. Organisations like Aprender will need to rise to this challenge, and the pages of this report set out what we have done and what we aim to do to address this global education crisis.

We remain extremely grateful to our donors who have continued with their support throughout the year, allowing us to plan with confidence. Their generosity and steadfast support mean more than words can express, but on behalf of the trustees and the team at Aprender – our heartfelt thanks go to them.

Neil Walker
Chairman, Board of Trustees
October 2021

[1] UN Sustainable Development Goals

3. Our Aims & Objectives

PRINCIPAL ACTIVITY

Aprender supports education leadership and teacher development in formal and informal schools serving disadvantaged communities.

We **coach** school leaders and local education officers in our school development model so:

- School leaders **build** their capacity to develop their teachers.
- Teachers feel **valued**, with access to cutting-edge, culturally relevant, classroom training and development.
- Children can succeed at school and **transform** their communities.

Our ***Apto*™** model enables schools and communities to develop the capacity to impact the following UN Global Goals for **Sustainable Development**[2].



The Focus of Our Work

Of these global goals we focus on **Goal 4 – Quality Education**[3]**.** We do this through investment in **education development** in developing countries, through the building of partnerships with a country's NGOs and government, to increase its capacity to improve the quality of **local school leadership.** We do not work directly with children although their success is our ultimate long-term goal.

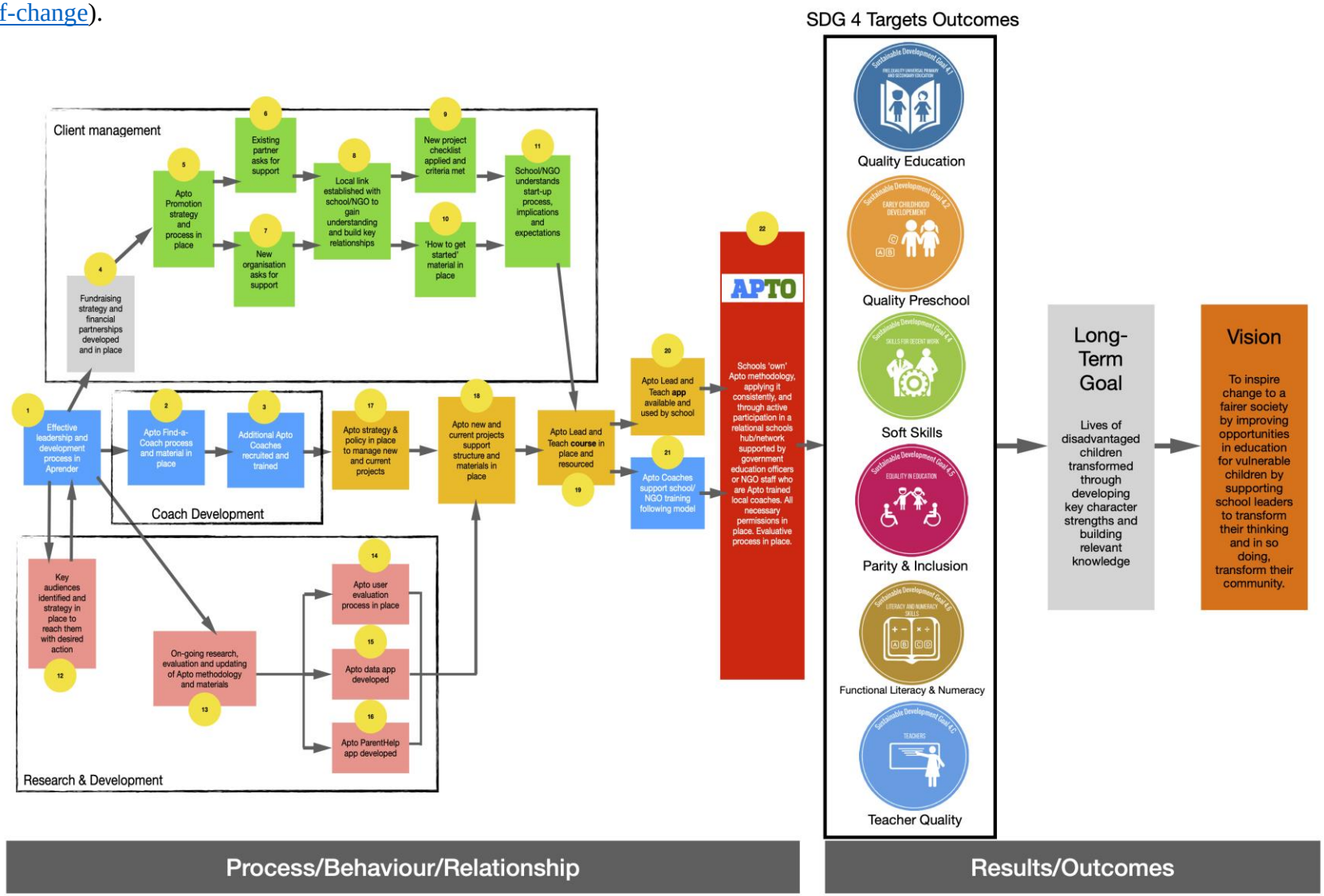
How Our Activities Deliver Public Benefit

Our beneficiaries are children and young people from poor backgrounds, teachers and educational staff, including government education officers. Our activities transform the lives of disadvantaged children through education that develops key character strengths and builds relevant knowledge. We build local capacity to improve the quality of learning in a sustainable way. We believe that this is fundamentally fair and just, but also in the interests of the global citizen – educated and self-sufficient communities are less likely to fall into conflict.

[2] https://sdgs.un.org/goals
[3] https://sdgs.un.org/goals/goal4

Our Theory of Change

Our Theory of Change ("TOC"), below, is based on an accepted method of showing what actions need to happen in sequence to increase the probability of achieving a vision. It defines all stages of our strategy implementation. (For more information on TOC, see https://www.theoryofchange.org/what-is-theory-of-change).



Our main objectives:

- To build the scale and capacity of Aprender, so that we can improve the quality of more local school leadership teams and their in-country support.
- To improve the range of support and training we offer, in particular training booklets that accompany the Apto Lead and Apto Teach courses.

In pursuit of our desired objectives, we continue to work in these ways across the globe:

Research and development: through monitoring and evaluation and by staying connected to latest research concerning cross-cultural education development we ensure our model stays up-to-date.

High quality, high value professional development offered free at the point of need: this means that school budgets can be spent on teachers and resources, directly benefitting the school community.

Deep relationships: we take time to develop relationships based on trust and mutual respect, recognising the challenges of working cross-culturally. We deliberately devote some of our time coaching to getting to know the school leader or education officer. This relationship deepens through the training and then extends into the implementation of our model across the school/s.

We work in four clusters:

- Latin America and the Caribbean
- Africa
- the Middle East
- Asia

Our partners are other education development NGOs, and local churches. All our programs are overseen directly by Apto coaches, according to our policies and standards of good practice.

We recognise that our Apto coaches are our most important asset and are fundamental to the delivery of our strategic ambitions.

Aprender is a member of various networks that provide important support for its work in several areas. These include: Global Connections, the PiXL Club, the Small International Development Charity's Network, Small Charity CEOs, and the Apto Education Network.

Aprender and its partners work with some of the most vulnerable children around the world, regardless of race, religion, gender or nationality, working towards fulfilling the United Nations sustainable development goals.

The trustees ensure that the activities undertaken contribute to these aims and objectives of the charity with appropriate accountability. The trustees are therefore confident that Aprender meets the public benefit requirements of the Charity Commission.

4. Annual Review

Like all organisations around the world, the Covid-19 pandemic has impacted our work markedly. This is the first year we have been unable to travel to our partners and conduct face-to-face training. Head teachers in every country have been massively affected by the on-going health crisis around them. Many have lost teachers, and parents of students. Large portions of the academic year have been lost through school closures and student and teacher absence.

The communities where we work have been hit harder than most. Research shows that poorer communities and non-white people groups are disproportionately affected by the virus. This means that students who were disadvantaged before the pandemic now suffer even more. The attainment gap between the rich and the poor has widened. Experts predict that unless there is significant intervention, these disadvantaged children will never catch up. This is heart-breaking news and re-emphasises the importance of the work we do and the people we serve.

As the pandemic began to bite, we switched to an all-online approach, enabled by our online Lead and Teach courses and the use of video conferencing and messaging technology. Despite the challenges, we noticed many positives and have been awed by the tenacity and passion of the head teachers and schools with whom we partner. We want this report to be a celebration and acknowledgement of them – the true heroes.

As the pandemic progressed, we saw an increase in take-up of our Apto courses. Head teachers who felt they didn't have time for professional development before the outbreak, now had time and were keen to bring a positive out of the negative situation.

This has been a year of thinking the unthinkable and has forced us to be more creative and think of the potential that is there. Like most organisations we have had to adapt our working practices. This, along with consideration of feedback from our partners and service users, has positioned us well for the future.

The following sections lay out what we have achieved against the goals from a year ago.



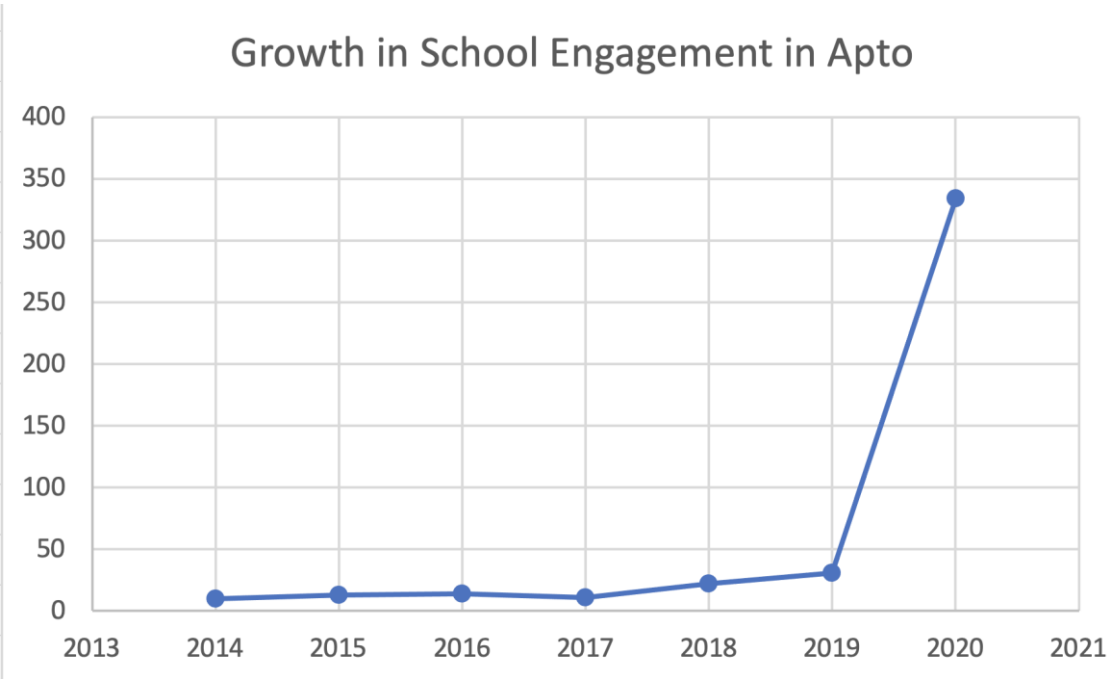
Goal 1. OUR YEAR BUILDING SCALE AND CAPACITY

These are some of the key objectives we set ourselves last year, with examples of how we have met them.

Objective 1: Build our scale.

The number of schools and education projects we are involved with has increased this year. This is principally due to the uptake from schools in Brazil, struggling with the global pandemic, and keen to receive practical, sensitive training and development to enable them to care for and prepare their staff and students as schools closed and members of the community died due to Covid 19.

	2014 - 2015	2015-2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021
Number of school-based projects	7	9	8	7	18	25	325
Number of education projects e.g. support schools	3	4	6	4	4	6	9
Total	10	13	14	11	22	31	334



We continue to coach head teachers and school leadership teams, and train teachers in core capabilities aligned with their school vision. This takes into account key stakeholder engagement so that all views are represented in the school's Theory of Change. Head teachers and leadership teams now operate more effectively in school self-evaluation evidenced through their action plans and research-based innovations. 931 school leaders are now receiving ongoing coaching and/or professional development. Head teachers are cascading the training and development to their teachers. As a result, approximately 16,000 teachers have been directly impacted by our training.

The impact on each student has been almost impossible to measure accurately this year due to the global pandemic.

Across the board, student attainment is down, and many normal assessment mechanisms have been disrupted. Our goal has been to support our head teachers as they have faced their toughest year ever, but we have seen other 'softer' outcomes improve, such as engagement rates and speed of progression through the courses and subsequent action planning. We understand the need to correctly link outcomes to inputs that Aprender provides. For this we assess ourselves according to criteria set out in *Organizational Psychology* by Carrie Foster – see **Appendix** 2.

As well as our projects in Brazil, Lebanon, Nepal and Zambia, we are now also working directly in Sierra Leone, Burundi, and Myanmar. Through partnership with KnownValuedLoved we are supporting schools in Afghanistan and Iraq. Through partnership with PiXL International we are also supporting schools in Jamaica and Tanzania. Approximately 60,000 students have now been impacted this year through school leader training and online coaching.

This scaling has been supported by achieving the following objectives.

Objective 2: Build online tools

Our Apto Lead and Apto Teach online courses are hosted via a YouTube private channel. We have developed an additional course booklet/reflective journal that the head teachers use to accompany our courses, which have benefitted them by providing useful summaries and prompting additional reflection. They have also helped the coaching process as they give useful reference points to guide the conversation. We also have developed additional tools that are used by head teachers such as student progress trackers.

Through our Brazilian partner, Instituto Total, we have created a hybrid course for use in Brazil called the '5 Trilhas' (5 Tracks) that was developed from a live webinar with the ASCD (Association for Supervision and Curriculum Development), an NGO based in Virginia, USA, looking at how schools were beginning to adapt to the pandemic. Using a combination of what we learnt at the ASCD webinar, our Apto model, and our own background in cross-cultural adaptation, we produced an adapted version for use in Brazilian public schools. City authorities in Cristalina (Goiás), Palhoça (Santa Catarina), and Uberlândia (Minas Gerais), have used the online course and supporting webinars. Through this initiative we have been able to support 907 school leaders. Feedback is positive, and we continue to expand into different municipalities. This is a separate Apto adapted model as it addresses school leadership issues generated by the pandemic.

Objectives from last year:

- By March 2021, to have a fully supported online platform (Apto video course, supplementary materials, additional 'go deeper' training videos, 10 new Apto Coaches to cover all phases, plus A.I (Artificial Intelligence) enhanced tracking and connection with all clients) so that we can increase the improvement of the quality of more local school leadership teams and their in-country support.

  Partially completed. We have evaluated the different platforms available and have engaged the services of a professional developer who will be completing the Thinkific Virtual Learning Platform by September 2021. We have several 'go deeper' videos on subjects such as 'Having difficult conversations with staff'. We have not been able to hit the target of 10 new Apto Coaches because equipping local government education officers have been delayed by them due to the pandemic.

- By February 2021, undertake additional research, evaluation and updating of Apto methodology with the production of mini videos using the materials from Tom Sherrington's book "*Walkthrus*" in order to develop our 'go deeper' materials for our online course.

  Not completed. Our lead on this was incapacitated for 4 months and so this item has been deferred to the next year cycle.

Objective 3: Find and train coaches

With the developing pandemic, our potential coaches-in-training in Brazil have been heavily involved in the 5 Trilhas roll-out.

Our two coaches-in-training in Lebanon have completed that Apto Preschool Course and are working through the Apto Leadership Course which is part of the Coach Development Programme. This has taken longer due to the crisis currently affecting Lebanon. We expect them to finish in October 2021.

We have completed the training of two additional coaches in the UK who are now actively supporting projects.

We are developing a partnership with the Zambian Education Department that will likely result in coaches being trained in Western Province, Zambia. We have a coach resource pack available to aid this process. Our aim is to train an additional 5 coaches across the next year.

Apto Coach growth over time.

2016	2017	2018	2019	2020
2	3	4	5	6

Objectives from this year:

- Identify, train and support new consultants/coaches in Brazil, Lebanon, and Zambia by March 2020.

Partially completed. Due to the crisis in Lebanon affecting timescales.

- Trial professional development in our current projects through the use of Apto Lead and Apto Teach, using our coaches and clients to evaluate effectiveness by March 2020.

  Completed. All evaluations have now been received by all schools that have completed the Lead and Teach courses. Results show that they were highly valued and that there is a need for post-course coaching which can be at a reduced frequency but still necessary to aid school leaders in this important implementation phase. This will be incorporated into an 'e-book' aimed at head teachers to support them in putting the training into practice.

Objective 4: Improve Apto method/materials

Apto Preschool Training Manual

Following the completion of the Apto Preschool manual in September 2020, it is now being translated into Arabic thanks to funding from the Rotary Club. We are working with a partner in Syria with a view to expanding the use of this resource in the region. Our Early Years Consultant continues to develop new material and videos that support the developments already underway in Lebanon and Zambia.

Apto Lead and Apto Teach Primary (Apto 6.10)

Our Primary Years Consultant has been developing an adapted version of our model for infant and junior schools, keeping the approach and core DNA intact but using differentiated means to make a more bespoke course for primary head teachers.

Objectives from this year:

- Complete our resources for Apto 6.10.

  Partially completed. Our Primary Years Consultant has completed the Apto Coach onboarding process and is developing additional, differentiated materials that speak more specifically to primary schools. The aim to have this completed by the end of 2021.

- By December 2020, put a leadership development process in place for the Aprender team so that all stages of our Theory of Change have increased monitoring and support.

  Completed. The Theory of Change was evaluated by the Aprender team in April 2020 as presented to the trustees. Weaknesses were identified and adjustments made as a result. This has resulted in increased capacity for monitoring and support.

Apto Lead and Apto Teach Course Booklets

We have developed booklets to accompany the courses. This has led to greater attention to the main questions and reflections by the school leaders and has provided an avenue to build in extra bonus material that has evolved over the last year e.g., including diving deeper into communications by examining the iceberg model of seen and unseen language and emotions.

……..

WHAT WE LEARNT

One year ago we did not know the duration or impact of the global pandemic. We have learnt that the decision taken a year previously to produce a video course for our model was a very wise investment. It meant that when the shift to virtual training happened across the world because of Covid 19 we were ready with material and know how to roll out training across schools. We also learnt that the headteachers in the schools we support are even more resilient and creative than we thought. As schools closed all around the world, our headteachers used this moment as an opportunity for professional development, despite the desperate circumstances around them. We pay tribute to them. We learnt that certain ideas and concepts that we thought could not be taught remotely, could, in fact, be taught through the use of messaging and video conferencing technology. This has fundamentally changed our delivery model for the future which will result in reduced travel and spending and rely more on now established virtual training techniques.

IN OUR LAST REPORT WE OUTLINED THE FOLLOWING ADDITIONAL AIMS:

- By December 2020, have an improved fundraising strategy and financial partnerships developed and in place so that we can impact more head teachers, teachers and students around the world.

  Not completed. Although behind on this target, we were fortunate to be offered the evaluation services of a former Amazon marketing director and a communications director of a high profile UK based charity. These two inputs have helped us conduct a strategic review which in-turn will impact our fundraising strategy.

- By September 2020, have an Apto promotion strategy and process in place so that we can raise more finances to support our activities.

  Not completed. As per the objective above.

- By September 2020, have key audiences identified, and a strategy in place to reach them with desired action so that we can increase supporter engagement and increase fundraising

  Partially completed. Our key audiences have now been identified and a strategy is now being developed to reach them with the desired action.



GOAL 2: OUR YEAR STARTING NEW AND MANAGING EXISTING PROJECTS

These are some of the key objectives we set ourselves last year, with examples of how we have met them.

Objective 1: complete the coach training for our coaches in training by September 2020

Partially Completed. We are delighted that Andy Ball from NGO Known Valued Loved (KVL) completed his coach training in February 2021. KVL are now supporting schools in Afghanistan, Lebanon and Burundi. We have not yet completed the training of our coaches in Lebanon due to the ongoing crisis. It is difficult to predict what will happen and we rely on their feedback to indicate when they are ready to resume training. We hope that they will complete the course by January 2022.

Objective 2: develop metric collection and analysis training for our headteachers to increase their level of strategic planning by March 2021

Partially Completed. We have developed tracking spreadsheets matched to the UN SDG 4 outcomes we measure. Training in the use of this has now been incorporated into post-course coaching as the school leaders begin to implement their action plans. Unfortunately, the pandemic continues to interfere with their plans as schools are repeatedly opened and closed. This has meant delays in putting training and systems into place so that data can be collected and used for strategic planning. Head teachers are under huge pressure, and we have deliberately adopted a light-touch approach as we do not want to increase stress at this most difficult time. In some cases, we needed to do additional training in the use of spreadsheets as some head teachers lacked knowledge and experience. We will need to remain flexible and responsive to our head teachers as things change on the ground for them. In addition, even when they have the data, there will be a big issue with reliability due to the interrupted school year. We now expect that next year will be used as a 'dress rehearsal' so that they can become accustomed to the process and strategy.

Objective 3: use our project start-up process with government education officers in the locales of our schools so that they become accredited Apto coaches and can use our methodology to build capacity across all of the schools in their area. This will build sustainability and viability into all our projects and increase value for money in what we deliver. We aim to trial this in Zambia starting in September 2020, finishing in March 2021.

Partially Completed. We have been able to proceed with a Memorandum of Understanding with the government in Western Province, Zambia, through contact with their Chief Education Officer. The approach and scale have been agreed but the progress then stalled due to the pandemic. Their officers have had wide ranging, serious priorities to address as schools closed across the country and we have been informed that they will re-engage with us when they are able to as Zambia moves into post-pandemic reality.

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WHAT WE LEARNT

Our approach of consistently deploying resources to build relationships with both schools and local education authorities has been key as the pandemic continues. In a time of such pressure for our colleagues on the ground in very challenging circumstances, we have seen that the depth of relationships established a channel of trust and mutual respect. Head teachers highly valued having a wider perspective and experience that Aprender provided gleaned from our network of schools and also through our different partnerships, particularly PiXL. We also learnt that having the e-book on the subject of leadership may provide us with an additional approach that can be offered where clients can read the book first, and then work through the online course. The book could provide a solid foundation of concepts and principles that then make progress through the modules of the course even more effective and efficient. We learnt too, that our partners have been very grateful for the additional expertise we have gained through our additional research e.g. the ASCD (Association for Supervision and Curriculum Development) conference we attended.



GOAL 3: OUR YEAR WITH FINDING AND MANAGING PARTNERS

These are some of the key objectives we set ourselves last year, with examples of how we have met them.

Objective 1: Find new partners that can add value

We have focused on growing existing partners, but at the same time have been in preliminary talks with the Zambian government in the Western province.

Objectives from this year.

- Increase our number of financial investors to sustain our development goals across the next year.

  We have not achieved this objective. Following a review of our strategy and communications we saw that improvements were needed in our messaging and fundraising strategy. Although this is now underway, we need to fulfil all the recommendations to put us in a stronger position to pursue funding objectives. The pandemic has also had an impact globally on donor giving, as well as a reduction in government grants. We are encouraged that our current donor base has continued to generously support us through the pandemic, and we are very grateful for this.

- Improve our promotion strategy and process to engage 2 more partners by November 2020 as part of our aim to partner with 10 key NGO's supporting delivery of SDG 4 by July 2022 so that we can reach and impact more children from disadvantaged communities.

  We have not achieved this objective. This is in large part due to the factors mentioned above.

- To identify key audiences to reach with a strategy and a desired action by September 2020. This will help us to raise our profile and potentially gain access to alternative funding streams and so increase our impact.

Partially completed. We have begun a relationship with an international development coach who has extensive experience and helped us to see how best we can develop our strategy as part of our review. We now have a greater understanding of the key issues we need to address, and as a result of this, the defining of our new key audience as churches and denominational networks who work in education in developing countries.

- To trial our Apto model with a national government, rather than at regional level, by March 2021. This will increase our capacity to reach higher numbers of children from disadvantaged communities and understand how we can best approach other national governments in developing nations.

  We have not achieved this objective. This is due to the pandemic as national governments have had to respond to this emergency with their limited resources. This has meant that professional development has been superseded by the need for adaptation of education to aid home-schooling. We hope that soon we will be able to push ahead with both Jamaican and Zambian government projects.

Objective 2: Manage existing partners effectively

We continue our partnership with PiXL International and have been involved in developments with the government of Jamaica. The program is anticipated to begin in September 2021.

We are supporting a school and preschool run by Resurrection Church Beirut (RCB) in Northern Lebanon. As part of their support, we are developing additional resources with more of a primary school emphasis. This will help us in the future to be more differentiated with the help that we can give.

Our relationship with KnownValuedLoved continues to grow and add value, particularly around Special Educational Needs and developing the approach of working with NGOs in countries who then work with schools. The KnownValuedLoved Chief Executive is also now a trained Apto coach, and he has produced the manual that now accompanies the Apto Lead Course for which we are very grateful. Feedback has been very positive.

We partner with a number of organisations who offer support, guidance and/or finance, namely:

- Instituto Total
- Bookham Baptist Church and their International Mission Resources Team
- Bookham and Horsley Rotary Club
- PiXL International
- Kids Alive International
- Known Valued Loved
- Resurrection Church, Beirut

Objectives from last year.

- Improve the training of partners to help them better understand our Apto model process, implications and expectations by December 2020. We will produce a video guide especially made for partners that helps them see the context and value in working with us. We will know this has been successful when partners engage in a more proactive way and in the language and questions used when communicating with us and their stakeholders/supporters. This will build capacity in our partner organisations to better use our model in their schools' network.

Partially completed. The increased frequency of contact with our partners through video conferencing has meant that we have been able to spend time communicating and listening regarding the Apto model process. This has led to partners engaging in a more proactive way highlighted by their language and questions when communicating with us. We still need to produce the video guides to help them see the context and value in working with us.

- To build a key strategic partnership with Tom Sherrington and team by August 2020 and so be able to produce 'go deeper' training videos based on best practice.

  We have not achieved this objective. This is due to the extra workload caused by responding to the pandemic, and through diverting resources to the production of extra support material for our leadership and teacher courses. We are still in touch with Tom and his team and will hope to produce the new training videos across the next year.

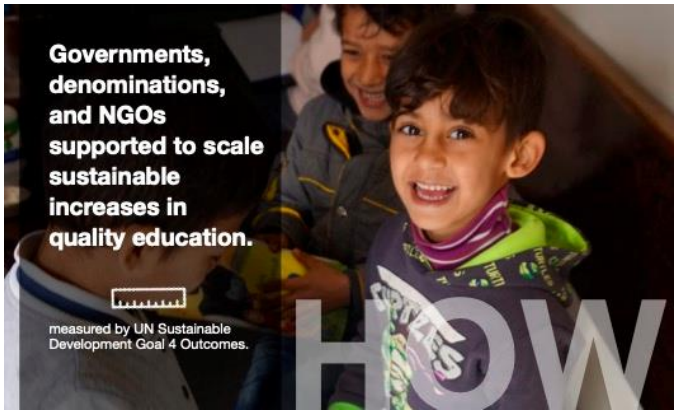
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WHAT WE LEARNT

We learnt that we need to further develop support material to aid schools as they work through the pandemic. This has meant that we have branched out into wider disciplines, such as psychology and trauma support, in order to assist school leaders and teachers as they try to rebuild and sustain local practice. We have attended a number of online webinars which have shown that we are developing good practices and implementation strategies that will assist us in moving forwards.

5. Going forward in 2021/22

Following our strategic review, we have restated our desired outcomes and related objectives as follows. Our progress in the next year will be measured against these.

OUTCOMES SOUGHT	OBJECTIVES
	**A.1** Secure key strategic partnerships to scale impact.
	**B.1** Identify, train and support Apto Coaches (minimum of one per country where we operate). **B.2** Provide effective resources to support training. **B.3** Build identified key skills and capacity within our organisation.
	**C.1** School leaders effectively implement Apto model into their schools. **C.2** Build evidence of impact and improve our support we give to our partners.

6. Structure, Governance & Management

The Charity is constituted as a private company limited by guarantee, according to the provisions of the Companies Act 2006.

The Charity is registered with the Charity Commission, the regulator for charities in England & Wales.

Governing Documents

The Charity's leading governing documents are its Memorandum of Association, dated 1st February 2010, and Articles of Association revised 28th January 2015.

Governance

The Board of Trustees is the governing body for the Charity. Trustees also act as directors for the charitable company, **Aprender (UK) Limited.**

Trustees are volunteers and receive no remuneration.

Recruiting for all voluntary posts, including trustees, company directors and board advisors, is achieved by networking in our community in the UK and beyond. New board members are recruited to enhance board skill mix and diversity, or bring valuable experience of governance, strategic management, educational expertise or business development.

Management and Operations

Strategy approval and regulatory governance are the responsibility of the Board of Trustees. Strategy definition, execution and day-to-day operational management are the responsibility of the CEO. Some operational activity, such as financial management, is undertaken by the Trustees and other volunteers in support of the Charity.

The Board has regular meetings (a minimum of every second month) that serve operational, governance and regulatory purposes.

Partnerships

Aprender is grateful to our partners for their support and commitment. All of our partners have aims and objectives that align with those of Aprender. Our partners are:

Bookham Baptist Church, UK – a registered UK charity.
This partnership has been with us since our beginning and have consistently supported us in so many ways, including pastorally, spiritually and financially. It is covered by a Partnership Agreement. Their International Missions Resource Team oversee all international links, including the partnership with Aprender, and bring accountability and a wide variety of skills and experience that is available to our Board.

Instituto Total ("Total"), of Goiânia, Brazil - a Brazilian registered institute.
The partnership covered by a Memorandum of Understanding (MOU) allows Aprender to access Total's network of contacts and provides support and a working base for Aprender personnel in Brazil. Aprender provides Total with educational expertise to employ in its social projects.

PiXL International, UK - a registered UK charity.
The partnership covered by an MOU gives Aprender access to the largest non-government school network in the UK allowing professional development, support and sharing of best practice with both UK schools and PiXL-linked schools in 10 other nations. Aprender aids the understanding and growth of PiXL's development model.

Kids Alive International (KIA), USA - a registered US charity.
The partnership gives Aprender access to KAI's network of schools in 10 other nations where we have been asked to aid the professional development of their head teachers and staff.
This partnerships is governed by an MOU.

Known Valued Loved UK - a registered UK charity.
The partnership covered by an MOU has enabled Aprender to build their capacity for training school leaders and teachers, resulting in two schools and two education development charities receiving development in school improvement

John Catt Education Publishers UK.
This partnership covered by an MOU has given us access to the latest research and practice around in-class teacher coaching.

We are also building relationships with the following organisations and hope to progress them with an agreement across the next year:

- Baptist Mission Society
- Global Connections

7. Financial Review

Trustees' Responsibilities in the Preparation of Financial Statements

The Trustees (who are also directors of Aprender (UK) Limited for the purposes of company law) are responsible for preparing the Trustees' Annual Report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards.

Legislation requires the Trustees to prepare financial statements for each financial year which give 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 group for that period. 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 Statement of Recommended Practice;
- Make judgments 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; and

- Prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in business.

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 the group and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The Trustees confirm that they have fulfilled the above responsibilities.

Policy On Reserves

The Charity aims to maintain minimum unrestricted funds at a level equivalent to twelve weeks of operating costs.

Principal Funding Sources

The Charity's principal sources of funds are from private donations:

- Giving from private donors;
- Grants from grant-making charities and other organisations that share our aims; and
- Fundraising events.

Statement of Financial Activities and Independent Examiner's Report

The SOFA and Examiner's Report are available upon request and will be submitted to the Charity Commission, Companies House and HMRC as required by charity and tax law in England and Wales.

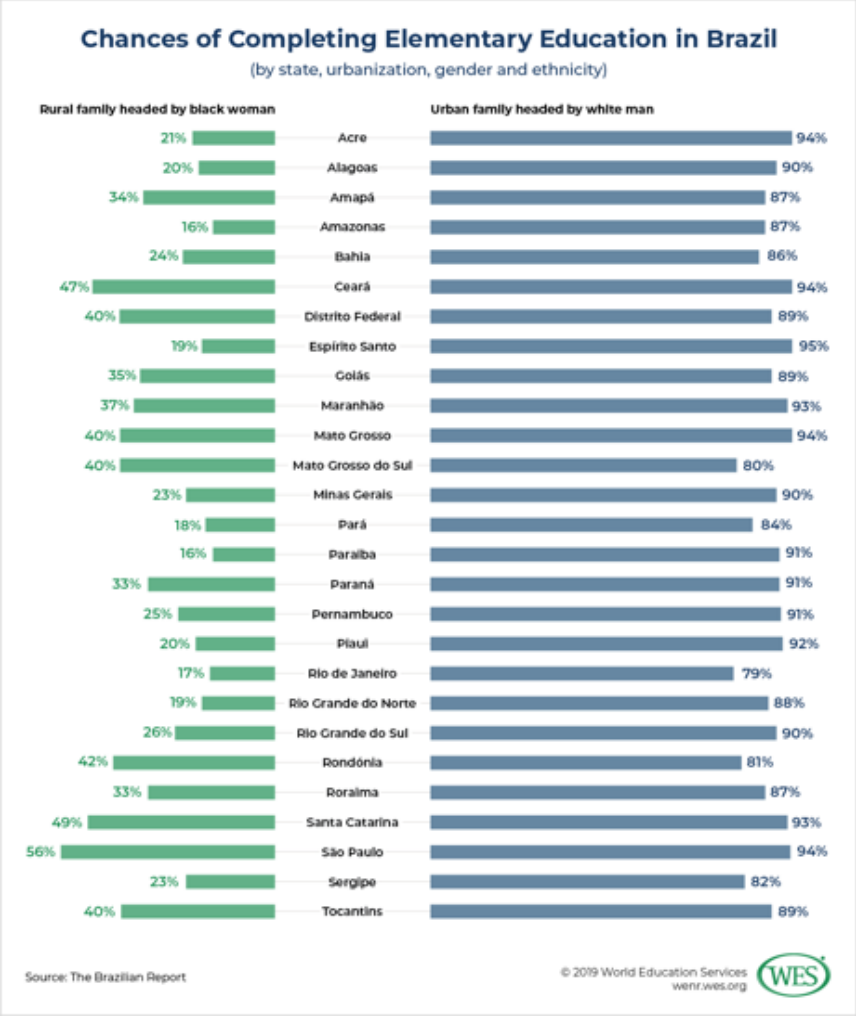
Neil Walker
Chairman – Aprender (UK)

Approved by the Board of Trustees on 20 October 2021

Appendix 1 – Background information about education in the countries where our main work is focused.

Brazil

Brazilian education is characterized by wide disparities in resources, access, and quality based on geographic location, socioeconomic status, and ethnicity. Upper-secondary completion rates ranged from 66 percent in cities to 43 percent in rural areas. Higher education attendance was as high as 47 percent among the richest segments of Brazilian society, but only 5 percent among the poorest. Whites have completed 2.5 more mean years of education than indigenous peoples. Private schools, which tend to outperform public schools in terms of learning outcomes, cost as much in fees as poor households earn in total income and are therefore mostly reserved for privileged white elites. As the table below shows, as of 2019, there continues to be wide disparity between education outcomes based on skin colour.



Poor educational outcomes and their impact on individuals, communities and society are well documented - there are social and economic costs including unemployment, crime, policing, incarceration and those of family disintegration.

Aprender continue to expand its schools network in Brazil in partnership with Instituto Total and PiXL International, demonstrating impact and building local capacity for school self-improvement. We expand on this work later in this report.

Lebanon

Lebanon continues to suffer under a weak government and economy, a situation that is further compounded by lack of social cohesion. The country went for nearly two-and-a-half years without a president due to political gridlock among the various religious sects. In 2016, youth unemployment was 21.27 percent, more than triple the overall unemployment rate of just 6.78 percent.

The weakness of the government is reflected by problems in the public education sector. At the primary and secondary levels, Lebanon has struggled to increase the quality of public education since the end of the civil war. The tremendous influx of Syrian refugees in recent years has further strained the public education system, and has reportedly led some Lebanese parents to move their children from public to private school. In 2015, a striking majority of Lebanon's 491,455 elementary age students – nearly 75 percent – attended private schools. At the same time, transition rates from elementary to secondary education have plunged in recent years, as have gross enrolment rates in higher education.

The RACE (Reaching All Children with Education) II Strategy (2017-2021) [Lebanese Ministry for Education and Higher Education] continues, with the following aims:

- Aligning with the UN Global Goals For Sustainable Developments' Goal 4 on Education, RACE II will seek to integrate human right, child rights, and child protection principles, as key to its interventions, namely:
- **Quality education opportunities**.
- **Quality public education services.**
- **Inclusive education opportunities** including **early childhood education, to improving quality of teaching services for primary**, secondary, and vocational education, and a focus on equipping children and youth with **effective life-skills.**
- Improving the **quality of teaching and learning**, and strengthening national education systems, policies and **monitoring**.

There are approximately 1.5 million Syrian refugees in Lebanon; however, 74% lack legal status. Authorities heightened calls for the return of refugees in 2018 and municipalities have forcibly evicted thousands of refugees. Children with disabilities are often denied admission to schools. In 2018, 300,000 refugee children were out of school.

Aprender are using their experience in cross-cultural education development to deliver quality education training and support to refugee schools in Lebanon.

Nepal

Nepal is among the least developed countries in the world, with about one-quarter of its population living below the poverty line. Nepal is heavily dependent on remittances, which amount to as much as 30% of GDP. Agriculture is the mainstay of the economy, providing a livelihood for almost two-thirds of the population but accounting for less than a third of GDP. Industrial activity mainly involves the processing of agricultural products, including pulses, jute, sugarcane, tobacco, and grain.

Samiksha Phuyal in her newspaper article in 2018 said (translated):

"The teaching profession is considered to be the worst profession here. People say if a person can't do anything after study, he/she becomes a teacher, and that's the condition here and thus leaves a bad impression towards the profession of teacher. Even a good teacher does not get a reputation he/she deserves, and this is one of the reasons a qualified and passionate teacher is hard to find as the conception towards a teacher is all in all bad. The poor syllabus of the textbook is one of the drawbacks of the education system.

Usually, the public schools located in remote areas do not have enough staff as the government does not allocate enough teachers. Also, the teachers don't want to stay in such places due to lack of availability of basic items. Thus, a less qualified like, primary level teachers are forced to teach the secondary level students which are beyond their capability. The teacher with no proficiency in a degree teaches the subjects like math teacher teaching social science so the class is always going to be a disaster as he/she can't teach anything beyond what's given in the content resulting to poor education and hence the poor knowledge students."

At the same time, the school system remains plagued by **high dropout rates** with girls still being more likely to leave school earlier than boys. While retention rates have increased strongly over the past decades, only 76.8% of pupils in cohorts that enrol in elementary education remained until the last grade of elementary education in 2015 (UNESCO). Most children that drop out of school come from impoverished households or live at great distances from school. Children from poor families are often forced to quit school because they have to help their families with farming work or have to walk long distances to attend classes. Also, the **education of girls** is still not seen as a priority in some rural households and child marriage is still a relatively common practice even in the cities. According to Human Rights Watch, "37% of girls in Nepal marry before age 18, and 10% are married by age 15". In more rural areas, schools have difficulties **retaining good teachers** who are attracted to the cities due to better salaries being offered. **Antiquated teaching practices** endure in many areas where rote memorisation still reigns, with little differentiation for children with special educational needs. **Preschool education** does not reflect international best practice, with small children being expected to endure the same regime as their older siblings.

Zambia

The government of Zambia is committed to allocating more resources to the education sector to expand access to primary, secondary, and tertiary education. Education is seen as a major factor in fighting poverty and hunger.

The goal of the education sector is to increase equitable access to quality education and skills training to enhance human capacity for sustainable national development.

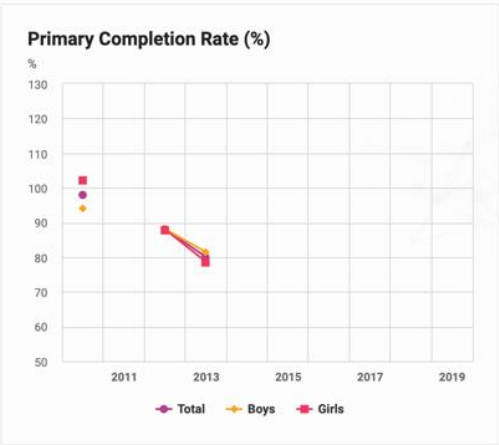
The National Implementation Framework III's (NIF II) primary goal is to enhance human capacity by improving quality education and skills training, with particular attention to raising learning achievement levels and mitigating inequities and inefficiencies.

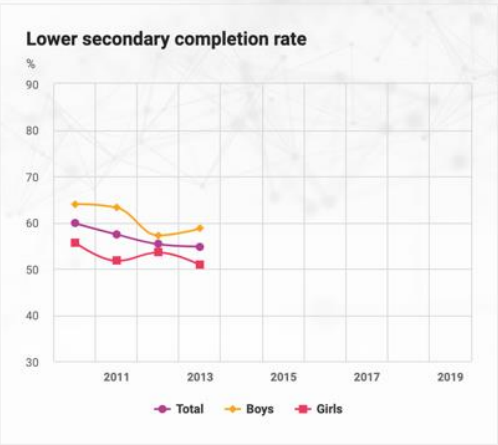
Despite increases in student enrolment and completion rates at the basic school level, quality remains low. This reflects challenges in teacher quality and supply, teaching and learning materials, and school governance.

The ministry of general education (MoGE) has set nine objectives in the NIF III period:

1. Increase access, efficiency, and equity to **quality early childhood education** (ECE) and primary education:
2. Increase access, efficiency, and equity to **quality** secondary school education
3. Increase the number of **qualified and competent teachers** in schools
4. Increase access to **science, technology, and innovation**
5. Increase access, participation, and equity in the provision of quality university education
6. Increase efficiency and equitable access to technical education, vocational, and entrepreneurship trainings
7. Increase adult literacy levels
8. Expand and improve infrastructure through the construction of new facilities and rehabilitation of existing ones
9. **Review the curriculum** at all levels to make it relevant and responsive to national aspirations and education needs

In order to implement NIF III, the government has set a number of strategic priorities. These include nurturing **strong partnerships with educational service providers**, systemic restructuring and management capacity enhancement, and providing formal and **alternative modes of education delivery.** We have highlighted the areas where Aprender specifically work. As the graphs below indicate, a key indicator of quality education, completions rates, have consistently dropped in both primary and secondary sectors.





(source: Global Partnership for Education 2020)

Aprender is using their experience in education development in early years schooling to deliver quality education training and support to new and existing preschools and primaries in rural areas.

Appendix 2

Organizational Psychology by Carrie Foster

1. **Time-order effect:** The intervention must precede the outcome. The introduction of our intervention occurred before the changes in the measured outcomes occurred.
2. **Strength of association:** There is a correlation between the desired outcome and the intervention. For instance, there should be trend between those who participated in the intervention, and the corresponding increase in a measured outcome. This is true in our case, with desired outcomes impacting the students and staff of our schools.
3. **Exclusion of alternate explanations:** There should be no other major explanation attributed to the outcome except for that of your intervention. We are aware that in some of our schools the staff did receive some additional training through other organisations, but these were small interventions and did not duplicate our main work.

Company registration number: 07167874

Charity registration number: 1136600

APRENDER (UK) LIMITED

(A company limited by guarantee)

Annual Report and Financial Statements

for the Year Ended 31 March 2021

Sherwin Currid Accountancy Limited
Chartered Certified Accountants
32 London Road
Guildford
Surrey
GU1 2AB

APRENDER (UK) LIMITED

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Balance Sheet	5
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APRENDER (UK) LIMITED

Reference and Administrative Details

Trustees	Mr N Walker Mr D Plummer Mr W Nima Mrs M Nima Ms H Gash
Principal Office	Bookham Baptist Church Lower Road Bookham Leatherhead KT23 4DH
	The charity is incorporated in England and Wales.
Company Registration Number	07167874
Charity Registration Number	1136600
Bankers	HSBC 18 North Street Leatherhead Surrey KT22 7AR
Independent Examiner	Sherwin Currid Accountancy Limited Chartered Certified Accountants 32 London Road Guildford Surrey GU1 2AB

APRENDER (UK) LIMITED

Statement of Trustees' Responsibilities

The trustees (who are also the directors of APRENDER (UK) LIMITED for the purposes of company law) are responsible for preparing the financial statements in accordance with the United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and applicable law and regulations.

Company law requires the trustees to prepare financial statements for each financial year. Under company law the trustees must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the charitable company and of its incoming resources and application of resources, including its income and expenditure, for that period. In preparing these financial statements, the trustees are required to:

- select suitable accounting policies and 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; and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in business.

The trustees are responsible for keeping adequate accounting records that are sufficient to show and explain the charitable company's transactions and 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.

Approved by the trustees of the charity on 20 October 2021 and signed on its behalf by:

N A Walker

N A Walker (Nov 8, 2021 10:04 GMT)

Mr N Walker
Trustee

APRENDER (UK) LIMITED

Independent Examiner's Report to the trustees of APRENDER (UK) LIMITED

I report to the charity trustees on my examination of the accounts of the charity for the year ended 31 March 2021 which are set out on pages 6 to 11.

Respective responsibilities of trustees and examiner

As the charity's trustees of APRENDER (UK) LIMITED (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 APRENDER (UK) LIMITED 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 charity'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:

1. accounting records were not kept in respect of APRENDER (UK) LIMITED 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.

Sherwin Currid
Sherwin Currid (Nov 8, 2021 10:20 GMT)

Sherwin Currid Accountancy Limited
Chartered Certified Accountants

32 London Road
Guildford
Surrey
GU1 2AB

20 October 2021

APRENDER (UK) LIMITED

Statement of Financial Activities for the Year Ended 31 March 2021
(Including Income and Expenditure Account and Statement of Total Recognised Gains and Losses)

Income and Endowments from:	Note	Unrestricted funds £	Restricted funds £	Total 2021 £
Donations and legacies	3	14,069	12,640	26,709
Investment income	4	6	-	6
Total income		14,075	12,640	26,715
Expenditure on:				
Charitable activities	5	(20,142)	(12,640)	(32,782)
Total expenditure		(20,142)	(12,640)	(32,782)
Net income		(6,067)	-	(6,067)
Net movement in funds		(6,067)	-	(6,067)
Reconciliation of funds				
Total funds brought forward		23,686	-	23,686
Total funds carried forward	13	17,619	-	17,619

Income and Endowments from:	Note	Unrestricted funds £	Restricted funds £	Total 2020 £
Donations and legacies	3	30,071	13,360	43,431
Investment income	4	28	-	28
Total income		30,099	13,360	43,459
Expenditure on:				
Charitable activities	5	(22,441)	(13,360)	(35,801)
Total expenditure		(22,441)	(13,360)	(35,801)
Net income		7,658	-	7,658
Net movement in funds		7,658	-	7,658
Reconciliation of funds				
Total funds brought forward		16,028	-	16,028
Total funds carried forward	13	23,686	-	23,686

All of the charity's activities derive from continuing operations during the above two periods.
The funds breakdown for 2020 is shown in note 13.

APRENDER (UK) LIMITED

(Registration number: 07167874)
Balance Sheet as at 31 March 2021

	Note	2021 £	2020 £
Fixed assets			
Tangible assets	10	-	-
Current assets			
Cash at bank and in hand	11	19,544	25,566
Creditors: Amounts falling due within one year	12	(1,925)	(1,880)
Net current assets		17,619	23,686
Net assets		17,619	23,686
Funds of the charity:			
Unrestricted funds		17,619	23,686
Restricted funds		-	-
Total funds	13	17,619	23,686

For the financial year ending 31 March 2021 the charity was entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies.

Directors' responsibilities:

- The members have not required the charity to obtain an audit of its accounts for the year in question in accordance with section 476; and
- The 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 companies regime.

The financial statements on pages 4 to 11 were approved by the trustees, and authorised for issue on 20 October 2021 and signed on their behalf by:

N A Walker

N A Walker (Nov 8, 2021 10:04 GMT)

Mr N Walker
Trustee

APRENDER (UK) LIMITED

Notes to the Financial Statements for the Year Ended 31 March 2021

1 Charity status

The charity is limited by guarantee, incorporated in England and Wales, and consequently does not have share capital. Each of the trustees is liable to contribute an amount not exceeding £Nil towards the assets of the charity in the event of liquidation.

The address of its registered office is:
Bookham Baptist Church
Lower Road
Bookham
Leatherhead
KT23 4DH

These financial statements were authorised for issue by the trustees on 20 October 2021.

2 Accounting policies

Summary of significant accounting policies and key accounting estimates
The principal accounting policies applied in the preparation of these financial statements are set out below. These policies have been consistently applied to all the years presented, unless otherwise stated.

Statement of compliance
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) - (Charities SORP (FRS 102)), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102). They also comply with the Companies Act 2006 and Charities Act 2011.

Basis of preparation
APRENDER (UK) LIMITED meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy notes.

Going concern
The trustees consider that there are no material uncertainties about the charity's ability to continue as a going concern nor any significant areas of uncertainty that affect the carrying value of assets held by the charity.

Exemption from preparing a cash flow statement
The charity opted to early adopt Bulletin 1 published on 2 February 2016 and have therefore not included a cash flow statement in these financial statements.

Income and endowments
All income is recognised once the charity has entitlement to the income, it is probable that the income will be received and the amount of the income receivable can be measured reliably.

Donations and legacies
Donations are recognised when the charity has been notified in writing of both the amount and settlement date. In the event that a donation is subject to conditions that require a level of performance by the charity before the charity is entitled to the funds, the income is deferred and not recognised until either those conditions are fully met, or the fulfilment of those conditions is wholly within the control of the charity and it is probable that these conditions will be fulfilled in the reporting period.

Grants receivable
Grants are recognised when the charity has an entitlement to the funds and any conditions linked to the grants have been met. Where performance conditions are attached to the grant and are yet to be met, the income is recognised as a liability and included on the balance sheet as deferred income to be released.

Gift aid
Incoming resources from tax reclaims are included in the Statement of Financial Activities at the same time as the gift to which they relate.

Expenditure

All expenditure is recognised once there is a legal or constructive obligation to that expenditure, it is probable settlement is required and the amount can be measured reliably. All costs are allocated to the applicable expenditure heading that aggregate similar costs to that category. Where costs cannot be directly attributed to particular headings they have been allocated on a basis consistent with the use of resources, with central staff costs allocated on the basis of time spent, and depreciation charges allocated on the portion of the asset's use. Other support costs are allocated based on the spread of staff costs.

Charitable activities

Charitable expenditure comprises those costs incurred by the charity in the delivery of its activities and services for its beneficiaries. It includes both costs that can be allocated directly to such activities and those costs of an indirect nature necessary to support them.

Governance costs
These include the costs attributable to the charity's compliance with constitutional and statutory requirements, including audit, strategic management and trustees's meetings and reimbursed expenses.

Taxation
The charity is considered to pass the tests set out in Paragraph 1 Schedule 6 of the Finance Act 2010 and therefore it meets the definition of a charitable company for UK corporation tax purposes. Accordingly, the charity is potentially exempt from taxation in respect of income or capital gains received within categories covered by Chapter 3 Part 11 of the Corporation Tax Act 2010 or Section 256 of the Taxation of Chargeable Gains Act 1992, to the extent that such income or gains are applied exclusively to charitable purposes.

Tangible fixed assets
Individual fixed assets costing £500 or more are initially recorded at cost.

Cash and cash equivalents
Cash and cash equivalents comprise cash on hand and call deposits, and other short-term highly liquid investments that are readily convertible to a known amount of cash and are subject to an insignificant risk of change in value.

Trade creditors

Trade creditors are obligations to pay for goods or services that have been acquired in the ordinary course of business from suppliers. Accounts payable are classified as current liabilities if the charity does not have an unconditional right, at the end of the reporting period, to defer settlement of the creditor for at least twelve months after the reporting date. If there is an unconditional right to defer settlement for at least twelve months after the reporting date, they are presented as non-current liabilities.

Trade creditors are recognised initially at the transaction price and subsequently measured at amortised cost using the effective interest method.

Fund structure

Unrestricted income funds are general funds that are available for use at the trustees's discretion in furtherance of the objectives of the charity.

3 Income from donations and legacies

	Unrestricted funds £	Restricted funds £	Total 2021 £	Total 2020 £
Donations and legacies;				
Gift-aided donations	8,074	-	8,074	11,064
Non gift-aided donations	2,071	-	2,071	9,835
Stewardship	280	-	280	280
Just Giving income	2,744	-	2,744	1,221
Gift aid reclaimed	-	-	-	3,752
Grants, including capital grants;				
Groups/charitable trusts	900	12,640	13,540	14,660
Fundraising Event	-	-	-	2,619
	14,069	12,640	26,709	43,431

4 Investment income

	Unrestricted funds £	Restricted funds £	Total 2021 £	Total 2020 £
Interest receivable and similar income	6	-	6	28

5 Expenditure on charitable activities

	Note	Unrestricted funds £	Restricted funds £	Total 2021 £	Total 2020 £
Direct costs		18,918	12,640	31,558	34,105
Depreciation costs		-	-	-	496
Governance costs	6	1,224	-	1,224	1,200
		20,142	12,640	32,782	35,801

	Grant funding of activity £	Activity support costs £	Total 2021 £	Total 2020 £
Grants to other charities	-	-	-	-
Fundraising costs	-	-	-	1,340
Consultancy fees	31,167	-	31,167	32,765
Other expenditure	-	-	-	496
	31,167	-	31,167	34,601

£20,142 (2020 - £22,441) of the above expenditure was attributable to unrestricted funds and £12,640 (2020 - £13,360) to restricted funds.

In addition to the expenditure analysed above, there are also governance costs of £1,224 (2020 - £1,200) which relate directly to charitable activities. See note 6 for further details.

6 Analysis of governance and support costs

Governance costs

	Unrestricted funds £	Restricted funds £	Total 2021 £	Total 2020 £
Independent examiner fees	1,008	-	1,008	984
Just Giving fees	216	-	216	216
	1,224	-	1,224	1,200

7 Trustees remuneration and expenses

No trustees, nor any persons connected with them, have received any remuneration from the charity during the year.

8 Independent examiner's remuneration

	2021 £	2020 £
Examination of the financial statements	1,008	984

9 Taxation

The charity is a registered charity and is therefore exempt from taxation.

10 Tangible fixed assets

	Computer equipment £	Total £
Cost		
At 1 April 2020	1,489	1,489
At 31 March 2021	1,489	1,489
Depreciation		
At 1 April 2020	1,489	1,489
At 31 March 2021	1,489	1,489
Net book value		
At 31 March 2021	-	-
At 31 March 2020	-	-

11 Cash and cash equivalents

	2021 £	2020 £
Cash at bank	19,544	25,566

12 Creditors: amounts falling due within one year

	2021 £	2020 £
Trade creditors	-	-
Accruals	1,925	1,880
	1,925	1,880

13 Funds

	Balance at 1 April 2020 £	Incoming resources £	Resources expended £	Balance at 31 March 2021 £
Unrestricted funds	23,686	14,075	(20,142)	17,619
Restricted funds	-	12,640	(12,640)	-
Total funds	23,686	26,715	(32,782)	17,619

	Balance at 1 April 2019 £	Incoming resources £	Resources expended £	Balance at 31 March 2020 £
Unrestricted funds	16,028	30,099	(22,441)	23,686
Restricted funds	-	13,360	(13,360)	-
Total funds	16,028	43,459	(35,801)	23,686

14 Analysis of net assets between funds

	Unrestricted funds £	Total funds £
Current assets	19,544	19,544
Current liabilities	(1,925)	(1,925)
Total net assets	17,619	17,619

	Unrestricted funds £	Total funds £
Current assets	25,566	25,566
Current liabilities	(1,880)	(1,880)
Total net assets	23,686	23,686

15 Analysis of net funds

	At 1 April 2020 £	Financing cash flows £	At 31 March 2021 £
Cash at bank and in hand	25,566	(6,022)	19,544
Net debt	25,566	(6,022)	19,544

	At 1 April 2019 £	Financing cash flows £	At 31 March 2020 £
Cash at bank and in hand	17,538	8,028	25,566
Net debt	17,538	8,028	25,566

APRENDER (UK) LIMITED

Detailed Statement of Financial Activities for the Year Ended 31 March 2021

	Unrestricted funds 2021 £	Restricted funds 2021 £	Total 2021 £	Total 2020 £
Income and Endowments from:				
Donations and legacies (analysed below)	14,069	12,640	26,709	43,431
Investment income (analysed below)	6	-	6	28
Total income	14,075	12,640	26,715	43,459
Expenditure on:				
Charitable activities (analysed below)	(20,142)	(12,640)	(32,782)	(35,801)
Total expenditure	(20,142)	(12,640)	(32,782)	(35,801)
Net income/(expenditure)	(6,067)	-	(6,067)	7,658
Net movement in funds	(6,067)	-	(6,067)	7,658
Reconciliation of funds				
Total funds brought forward	23,686	-	23,686	23,686
Total funds carried forward	17,619	-	17,619	31,344

	Unrestricted funds 2021 £	Restricted funds 2021 £	Total 2021 £	Total 2020 £
Donations and legacies				
Gift-aided donations	8,074	-	8,074	11,064
Non-gift aided donation	2,071	-	2,071	9,835
Justgiving income	2,744	-	2,744	1,221
Gift Aid tax reclaimed	-	-	-	3,752
Trusts and foundations	900	12,640	13,540	14,660
Stewardship	280	-	280	280
Fund raising event	-	-	-	2,619
	14,068	12,640	26,708	43,431

	Unrestricted funds 2021 £	Restricted funds 2021 £	Total 2021 £	Total 2020 £
Investment income	6	-	6	28

	Unrestricted funds 2021 £	Restricted funds 2021 £	Total 2021 £	Total 2020 £
Charitable activities				
Fundraising costs	-	-	-	(1,340)
Subcontract cost	(17,962)	(12,640)	(30,602)	(32,765)
Just Giving fees	(216)	-	(216)	(216)
Computer software and consumables	(160)	-	(160)	-
Advertising and marketing	(230)	-	(230)	-
Accountancy fees	(1,008)	-	(1,008)	(984)
Consultancy Fees	(565)	-	(565)	-
Depreciation of office equipment	-	-	-	(496)
	(20,142)	(12,640)	(32,782)	(35,801)

Company registration number: 07167874

Charity registration number: 1136600

APRENDER (UK) LIMITED

(A company limited by guarantee)

Annual Report and Financial Statements

for the Year Ended 31 March 2021

Sherwin Currid Accountancy Limited
Chartered Certified Accountants
32 London Road
Guildford
Surrey
GU1 2AB

APRENDER (UK) LIMITED

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APRENDER (UK) LIMITED

Reference and Administrative Details

Trustees	Mr N Walker Mr D Plummer Mr W Nima Mrs M Nima Ms H Gash
Principal Office	Bookham Baptist Church Lower Road Bookham Leatherhead KT23 4DH
	The charity is incorporated in England and Wales.
Company Registration Number	07167874
Charity Registration Number	1136600
Bankers	HSBC 18 North Street Leatherhead Surrey KT22 7AR
Independent Examiner	Sherwin Currid Accountancy Limited Chartered Certified Accountants 32 London Road Guildford Surrey GU1 2AB

APRENDER (UK) LIMITED

Statement of Trustees' Responsibilities

The trustees (who are also the directors of APRENDER (UK) LIMITED for the purposes of company law) are responsible for preparing the financial statements in accordance with the United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and applicable law and regulations.

Company law requires the trustees to prepare financial statements for each financial year. Under company law the trustees must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the charitable company and of its incoming resources and application of resources, including its income and expenditure, for that period. In preparing these financial statements, the trustees are required to:

- select suitable accounting policies and 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; and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in business.

The trustees are responsible for keeping adequate accounting records that are sufficient to show and explain the charitable company's transactions and 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.

Approved by the trustees of the charity on 20 October 2021 and signed on its behalf by:

N A Walker

N A Walker (Nov 8, 2021 10:04 GMT)

Mr N Walker
Trustee

APRENDER (UK) LIMITED

Independent Examiner's Report to the trustees of APRENDER (UK) LIMITED

I report to the charity trustees on my examination of the accounts of the charity for the year ended 31 March 2021 which are set out on pages 6 to 11.

Respective responsibilities of trustees and examiner

As the charity's trustees of APRENDER (UK) LIMITED (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 APRENDER (UK) LIMITED 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 charity'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:

1. accounting records were not kept in respect of APRENDER (UK) LIMITED 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.

Sherwin Currid
Sherwin Currid (Nov 8, 2021 10:20 GMT)

Sherwin Currid Accountancy Limited
Chartered Certified Accountants

32 London Road
Guildford
Surrey
GU1 2AB

20 October 2021

APRENDER (UK) LIMITED

Statement of Financial Activities for the Year Ended 31 March 2021
(Including Income and Expenditure Account and Statement of Total Recognised Gains and Losses)

Income and Endowments from:	Note	Unrestricted funds £	Restricted funds £	Total 2021 £
Donations and legacies	3	14,069	12,640	26,709
Investment income	4	6	-	6
Total income		14,075	12,640	26,715
Expenditure on:				
Charitable activities	5	(20,142)	(12,640)	(32,782)
Total expenditure		(20,142)	(12,640)	(32,782)
Net income		(6,067)	-	(6,067)
Net movement in funds		(6,067)	-	(6,067)
Reconciliation of funds				
Total funds brought forward		23,686	-	23,686
Total funds carried forward	13	17,619	-	17,619

Income and Endowments from:	Note	Unrestricted funds £	Restricted funds £	Total 2020 £
Donations and legacies	3	30,071	13,360	43,431
Investment income	4	28	-	28
Total income		30,099	13,360	43,459
Expenditure on:				
Charitable activities	5	(22,441)	(13,360)	(35,801)
Total expenditure		(22,441)	(13,360)	(35,801)
Net income		7,658	-	7,658
Net movement in funds		7,658	-	7,658
Reconciliation of funds				
Total funds brought forward		16,028	-	16,028
Total funds carried forward	13	23,686	-	23,686

All of the charity's activities derive from continuing operations during the above two periods.
The funds breakdown for 2020 is shown in note 13.

APRENDER (UK) LIMITED

(Registration number: 07167874)
Balance Sheet as at 31 March 2021

	Note	2021 £	2020 £
Fixed assets			
Tangible assets	10	-	-
Current assets			
Cash at bank and in hand	11	19,544	25,566
Creditors: Amounts falling due within one year	12	(1,925)	(1,880)
Net current assets		17,619	23,686
Net assets		17,619	23,686
Funds of the charity:			
Unrestricted funds		17,619	23,686
Restricted funds		-	-
Total funds	13	17,619	23,686

For the financial year ending 31 March 2021 the charity was entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies.

Directors' responsibilities:

- The members have not required the charity to obtain an audit of its accounts for the year in question in accordance with section 476; and
- The 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 companies regime.

The financial statements on pages 4 to 11 were approved by the trustees, and authorised for issue on 20 October 2021 and signed on their behalf by:

N A Walker

N A Walker (Nov 8, 2021 10:04 GMT)

Mr N Walker
Trustee

APRENDER (UK) LIMITED

Notes to the Financial Statements for the Year Ended 31 March 2021

1 Charity status

The charity is limited by guarantee, incorporated in England and Wales, and consequently does not have share capital. Each of the trustees is liable to contribute an amount not exceeding £Nil towards the assets of the charity in the event of liquidation.

The address of its registered office is:
Bookham Baptist Church
Lower Road
Bookham
Leatherhead
KT23 4DH

These financial statements were authorised for issue by the trustees on 20 October 2021.

2 Accounting policies

Summary of significant accounting policies and key accounting estimates
The principal accounting policies applied in the preparation of these financial statements are set out below. These policies have been consistently applied to all the years presented, unless otherwise stated.

Statement of compliance
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) - (Charities SORP (FRS 102)), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102). They also comply with the Companies Act 2006 and Charities Act 2011.

Basis of preparation
APRENDER (UK) LIMITED meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy notes.

Going concern
The trustees consider that there are no material uncertainties about the charity's ability to continue as a going concern nor any significant areas of uncertainty that affect the carrying value of assets held by the charity.

Exemption from preparing a cash flow statement
The charity opted to early adopt Bulletin 1 published on 2 February 2016 and have therefore not included a cash flow statement in these financial statements.

Income and endowments
All income is recognised once the charity has entitlement to the income, it is probable that the income will be received and the amount of the income receivable can be measured reliably.

Donations and legacies
Donations are recognised when the charity has been notified in writing of both the amount and settlement date. In the event that a donation is subject to conditions that require a level of performance by the charity before the charity is entitled to the funds, the income is deferred and not recognised until either those conditions are fully met, or the fulfilment of those conditions is wholly within the control of the charity and it is probable that these conditions will be fulfilled in the reporting period.

Grants receivable
Grants are recognised when the charity has an entitlement to the funds and any conditions linked to the grants have been met. Where performance conditions are attached to the grant and are yet to be met, the income is recognised as a liability and included on the balance sheet as deferred income to be released.

Gift aid
Incoming resources from tax reclaims are included in the Statement of Financial Activities at the same time as the gift to which they relate.

Expenditure

All expenditure is recognised once there is a legal or constructive obligation to that expenditure, it is probable settlement is required and the amount can be measured reliably. All costs are allocated to the applicable expenditure heading that aggregate similar costs to that category. Where costs cannot be directly attributed to particular headings they have been allocated on a basis consistent with the use of resources, with central staff costs allocated on the basis of time spent, and depreciation charges allocated on the portion of the asset's use. Other support costs are allocated based on the spread of staff costs.

Charitable activities

Charitable expenditure comprises those costs incurred by the charity in the delivery of its activities and services for its beneficiaries. It includes both costs that can be allocated directly to such activities and those costs of an indirect nature necessary to support them.

Governance costs
These include the costs attributable to the charity's compliance with constitutional and statutory requirements, including audit, strategic management and trustees's meetings and reimbursed expenses.

Taxation
The charity is considered to pass the tests set out in Paragraph 1 Schedule 6 of the Finance Act 2010 and therefore it meets the definition of a charitable company for UK corporation tax purposes. Accordingly, the charity is potentially exempt from taxation in respect of income or capital gains received within categories covered by Chapter 3 Part 11 of the Corporation Tax Act 2010 or Section 256 of the Taxation of Chargeable Gains Act 1992, to the extent that such income or gains are applied exclusively to charitable purposes.

Tangible fixed assets
Individual fixed assets costing £500 or more are initially recorded at cost.

Cash and cash equivalents
Cash and cash equivalents comprise cash on hand and call deposits, and other short-term highly liquid investments that are readily convertible to a known amount of cash and are subject to an insignificant risk of change in value.

Trade creditors

Trade creditors are obligations to pay for goods or services that have been acquired in the ordinary course of business from suppliers. Accounts payable are classified as current liabilities if the charity does not have an unconditional right, at the end of the reporting period, to defer settlement of the creditor for at least twelve months after the reporting date. If there is an unconditional right to defer settlement for at least twelve months after the reporting date, they are presented as non-current liabilities.

Trade creditors are recognised initially at the transaction price and subsequently measured at amortised cost using the effective interest method.

Fund structure

Unrestricted income funds are general funds that are available for use at the trustees's discretion in furtherance of the objectives of the charity.

3 Income from donations and legacies

	Unrestricted funds £	Restricted funds £	Total 2021 £	Total 2020 £
Donations and legacies;				
Gift-aided donations	8,074	-	8,074	11,064
Non gift-aided donations	2,071	-	2,071	9,835
Stewardship	280	-	280	280
Just Giving income	2,744	-	2,744	1,221
Gift aid reclaimed	-	-	-	3,752
Grants, including capital grants;				
Groups/charitable trusts	900	12,640	13,540	14,660
Fundraising Event	-	-	-	2,619
	14,069	12,640	26,709	43,431

4 Investment income

	Unrestricted funds £	Restricted funds £	Total 2021 £	Total 2020 £
Interest receivable and similar income	6	-	6	28

5 Expenditure on charitable activities

	Note	Unrestricted funds £	Restricted funds £	Total 2021 £	Total 2020 £
Direct costs		18,918	12,640	31,558	34,105
Depreciation costs		-	-	-	496
Governance costs	6	1,224	-	1,224	1,200
		20,142	12,640	32,782	35,801

	Grant funding of activity £	Activity support costs £	Total 2021 £	Total 2020 £
Grants to other charities	-	-	-	-
Fundraising costs	-	-	-	1,340
Consultancy fees	31,167	-	31,167	32,765
Other expenditure	-	-	-	496
	31,167	-	31,167	34,601

£20,142 (2020 - £22,441) of the above expenditure was attributable to unrestricted funds and £12,640 (2020 - £13,360) to restricted funds.

In addition to the expenditure analysed above, there are also governance costs of £1,224 (2020 - £1,200) which relate directly to charitable activities. See note 6 for further details.

6 Analysis of governance and support costs

Governance costs

	Unrestricted funds £	Restricted funds £	Total 2021 £	Total 2020 £
Independent examiner fees	1,008	-	1,008	984
Just Giving fees	216	-	216	216
	1,224	-	1,224	1,200

7 Trustees remuneration and expenses

No trustees, nor any persons connected with them, have received any remuneration from the charity during the year.

8 Independent examiner's remuneration

	2021 £	2020 £
Examination of the financial statements	1,008	984

9 Taxation

The charity is a registered charity and is therefore exempt from taxation.

10 Tangible fixed assets

	Computer equipment £	Total £
Cost		
At 1 April 2020	1,489	1,489
At 31 March 2021	1,489	1,489
Depreciation		
At 1 April 2020	1,489	1,489
At 31 March 2021	1,489	1,489
Net book value		
At 31 March 2021	-	-
At 31 March 2020	-	-

11 Cash and cash equivalents

	2021 £	2020 £
Cash at bank	19,544	25,566

12 Creditors: amounts falling due within one year

	2021 £	2020 £
Trade creditors	-	-
Accruals	1,925	1,880
	1,925	1,880

13 Funds

	Balance at 1 April 2020 £	Incoming resources £	Resources expended £	Balance at 31 March 2021 £
Unrestricted funds	23,686	14,075	(20,142)	17,619
Restricted funds	-	12,640	(12,640)	-
Total funds	23,686	26,715	(32,782)	17,619

	Balance at 1 April 2019 £	Incoming resources £	Resources expended £	Balance at 31 March 2020 £
Unrestricted funds	16,028	30,099	(22,441)	23,686
Restricted funds	-	13,360	(13,360)	-
Total funds	16,028	43,459	(35,801)	23,686

14 Analysis of net assets between funds

	Unrestricted funds £	Total funds £
Current assets	19,544	19,544
Current liabilities	(1,925)	(1,925)
Total net assets	17,619	17,619

	Unrestricted funds £	Total funds £
Current assets	25,566	25,566
Current liabilities	(1,880)	(1,880)
Total net assets	23,686	23,686

15 Analysis of net funds

	At 1 April 2020 £	Financing cash flows £	At 31 March 2021 £
Cash at bank and in hand	25,566	(6,022)	19,544
Net debt	25,566	(6,022)	19,544

	At 1 April 2019 £	Financing cash flows £	At 31 March 2020 £
Cash at bank and in hand	17,538	8,028	25,566
Net debt	17,538	8,028	25,566

APRENDER (UK) LIMITED

Detailed Statement of Financial Activities for the Year Ended 31 March 2021

	Unrestricted funds 2021 £	Restricted funds 2021 £	Total 2021 £	Total 2020 £
Income and Endowments from:				
Donations and legacies (analysed below)	14,069	12,640	26,709	43,431
Investment income (analysed below)	6	-	6	28
Total income	14,075	12,640	26,715	43,459
Expenditure on:				
Charitable activities (analysed below)	(20,142)	(12,640)	(32,782)	(35,801)
Total expenditure	(20,142)	(12,640)	(32,782)	(35,801)
Net income/(expenditure)	(6,067)	-	(6,067)	7,658
Net movement in funds	(6,067)	-	(6,067)	7,658
Reconciliation of funds				
Total funds brought forward	23,686	-	23,686	23,686
Total funds carried forward	17,619	-	17,619	31,344

	Unrestricted funds 2021 £	Restricted funds 2021 £	Total 2021 £	Total 2020 £
Donations and legacies				
Gift-aided donations	8,074	-	8,074	11,064
Non-gift aided donation	2,071	-	2,071	9,835
Justgiving income	2,744	-	2,744	1,221
Gift Aid tax reclaimed	-	-	-	3,752
Trusts and foundations	900	12,640	13,540	14,660
Stewardship	280	-	280	280
Fund raising event	-	-	-	2,619
	14,068	12,640	26,708	43,431

	Unrestricted funds 2021 £	Restricted funds 2021 £	Total 2021 £	Total 2020 £
Investment income	6	-	6	28

	Unrestricted funds 2021 £	Restricted funds 2021 £	Total 2021 £	Total 2020 £
Charitable activities				
Fundraising costs	-	-	-	(1,340)
Subcontract cost	(17,962)	(12,640)	(30,602)	(32,765)
Just Giving fees	(216)	-	(216)	(216)
Computer software and consumables	(160)	-	(160)	-
Advertising and marketing	(230)	-	(230)	-
Accountancy fees	(1,008)	-	(1,008)	(984)
Consultancy Fees	(565)	-	(565)	-
Depreciation of office equipment	-	-	-	(496)
	(20,142)	(12,640)	(32,782)	(35,801)