



## Aprender Trustees Annual Report 2021-22

The Aprender (UK) Board of Trustees presents its annual report and financial statements for the year ending 31<sup>st</sup> 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:	<b>Aprender (UK) Limited</b>
Charity registration number:	<b>1136600</b>
Company registration number:	<b>07167874</b>
Registered office:	<b>Bookham Baptist Church, Lower Road, Bookham, Leatherhead, Surrey, KT23 4DH</b>

### 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<sup>1</sup> 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*<sup>TM</sup>. 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*<sup>TM</sup> model enables schools and communities to develop the capacity to impact the following UN **Global Goals for Sustainable Development**<sup>2</sup>.



<sup>1</sup> ‘Community flourishing’ as defined by the Centre for Building Better Community, [www.community.how](http://www.community.how)

<sup>2</sup> <https://sdgs.un.org/goals>

## The Focus of Our Work

Of these global goals we focus on **Goal 4 – Quality Education**<sup>3</sup>. 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.

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<sup>3</sup> <https://sdgs.un.org/goals/goal4>



## **Aprender Trustees Annual Report 2021-22**

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](http://www.pursue.org.uk)
- Jinja Education Trust in Uganda - [www.jinjaedtrust.com](http://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
 <p><b>Goal 1. Apto established as a favoured model for education improvement in developing nations</b></p> <p>measured by number of schools and partnerships using our model.</p>	<p><b>1.1</b> Secure key strategic partnerships to scale impact.</p>
 <p><b>Goal 2. Governments, denominations, and NGOs supported to scale sustainable increases in quality education.</b></p> <p>measured by UN Sustainable Development Goal 4 Outcomes.</p>	<p><b>2.1</b> Identify, train and support Apto coaches (minimum of one per country where we operate).</p> <p><b>2.2</b> Provide effective resources to support training.</p> <p><b>2.3</b> Build identified key skills and capacity within our organisation.</p>
 <p><b>Goal 3. Communities transformed through improved school culture, academic, and character outcomes for underserved children and young people.</b></p> <p>measured by testimonies from our beneficiaries.</p>	<p><b>3.1</b> School leaders effectively implement Apto model into their schools.</p> <p><b>3.2</b> Build evidence of impact</p> <p><b>3.3</b> Improve our support we give to our partners.</p>





## 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

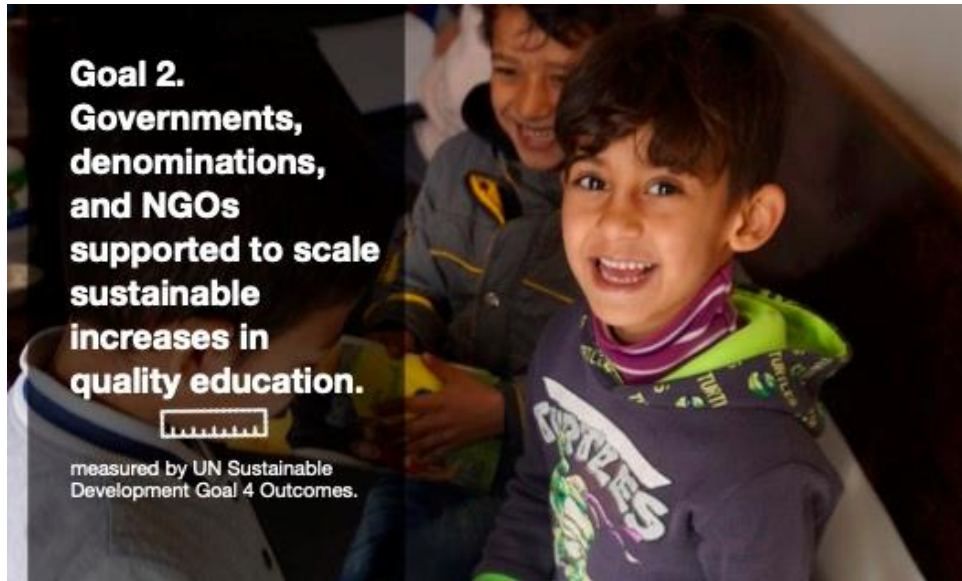
	2014 - 2015	2015- 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
Number of school-based projects	7	9	8	7	18	25	325	370
Number of education projects e.g. support schools	3	4	6	4	4	6	9	9
Total	10	13	14	11	22	31	334	379

## 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
<p><b>Target 4.1</b> By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.</p> <p><b>Target 4.5</b> 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.</p>	<ul style="list-style-type: none"> <li>Proportion of children and young people <b>at each proficiency level in (i) reading and (ii) mathematics</b>, and attendance by gender, ethnicity, Special Educational Need and Disadvantaged Group in each year group.</li> </ul>
<p><b>If you operate a preschool</b></p> <p><b>Target 4.2</b> 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.</p>	<ul style="list-style-type: none"> <li>ECHO (Early Childhood Observation) average KDI score</li> <li>EYES score<sup>4</sup></li> <li>Proportion of children under 5 who are on track/not on track</li> <li>Attendance percentage of students</li> </ul>
<p><b>Target 4.4</b> 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.</p>	<ul style="list-style-type: none"> <li>Percentage of students recognised in LORIC character strengths.</li> <li>Behaviour reports/referrals for misconduct in each year group</li> </ul>
<p><b>Target 4.c*</b> 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.</p>	<ul style="list-style-type: none"> <li>Percentage of teachers in supported schools who have participated in all training sessions.</li> <li>Average score for lesson observations.</li> <li>Percentage of teachers that have completed Apto Teach course or our Apto Preschool training course.</li> <li>Attendance percentage of teachers.</li> </ul>

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:

<sup>4</sup> 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).



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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 hampers 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 1<sup>st</sup> February 2010, and Articles of Association revised 28<sup>th</sup> 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 KIA’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 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.



## Aprender Trustees Annual Report 2021-22

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

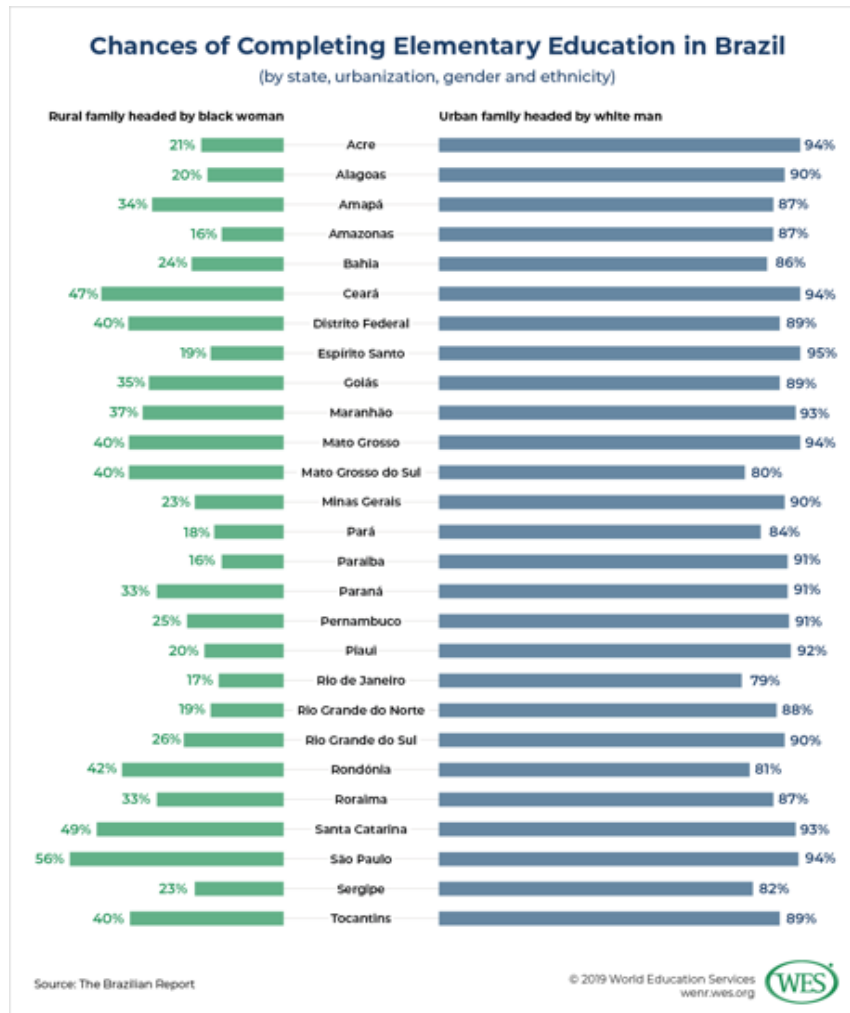
Chairman – Aprender (UK)

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.

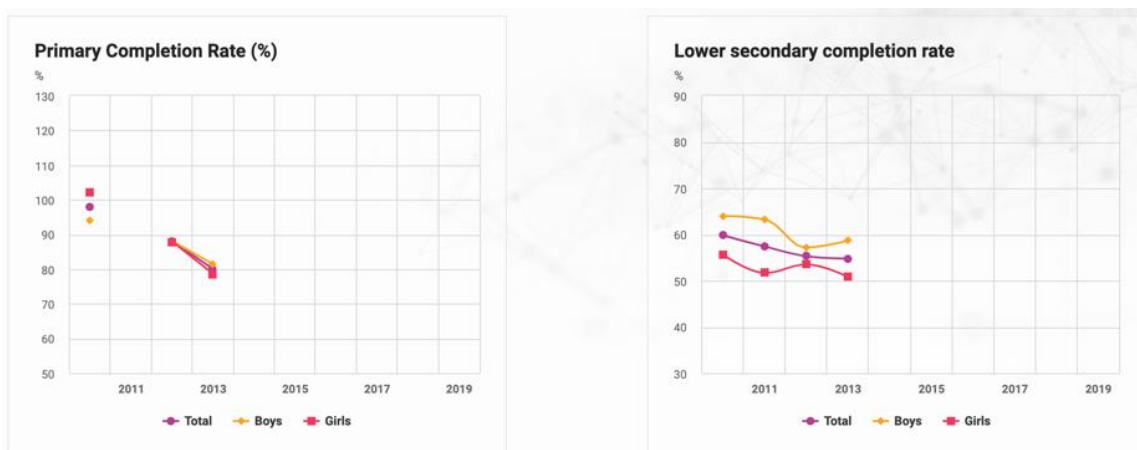
The National Implementation Framework III’s (NIF II) primary goal is to enhance human capacity by improving quality education and skills training, with particular attention to raising learning achievement levels and mitigating inequities and inefficiencies.

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:

*NA Walker*

NA 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)

		Unrestricted funds £	Restricted funds £	Total 2022 £
<b>Income and Endowments from:</b>	<b>Note</b>			
Donations and legacies	3	20,565	12,560	33,125
Investment income	4	2	-	2
Total income		<u>20,567</u>	<u>12,560</u>	<u>33,127</u>
<b>Expenditure on:</b>				
Charitable activities	5	<u>(12,962)</u>	<u>(12,560)</u>	<u>(25,522)</u>
Total expenditure		<u>(12,962)</u>	<u>(12,560)</u>	<u>(25,522)</u>
Net income		<u>7,605</u>	<u>-</u>	<u>7,605</u>
Net movement in funds		7,605	-	7,605
<b>Reconciliation of funds</b>				
Total funds brought forward		17,619	-	17,619
Total funds carried forward	13	<u>25,224</u>	<u>-</u>	<u>25,224</u>
		Unrestricted funds £	Restricted funds £	Total 2021 £
<b>Income and Endowments from:</b>	<b>Note</b>			
Donations and legacies	3	14,069	12,640	26,709
Investment income	4	6	-	6
Total income		<u>14,075</u>	<u>12,640</u>	<u>26,715</u>
<b>Expenditure on:</b>				
Charitable activities	5	<u>(20,142)</u>	<u>(12,640)</u>	<u>(32,782)</u>
Total expenditure		<u>(20,142)</u>	<u>(12,640)</u>	<u>(32,782)</u>
Net income		<u>(6,067)</u>	<u>-</u>	<u>(6,067)</u>
Net movement in funds		(6,067)	-	(6,067)
<b>Reconciliation of funds</b>				
Total funds brought forward		23,686	-	23,686
Total funds carried forward	13	<u>17,619</u>	<u>-</u>	<u>17,619</u>

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

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:

*NA Walker*

NA 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.

## **APRENDER (UK) LIMITED**

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

#### **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.

# APRENDER (UK) LIMITED

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

### 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	-	-	-	-
	<u>20,565</u>	<u>12,560</u>	<u>33,125</u>	<u>26,709</u>

### 4 Investment income

	Unrestricted funds £	Restricted funds £	Total 2022 £	Total 2021 £
Interest receivable and similar income	<u>2</u>	<u>-</u>	<u>2</u>	<u>6</u>

# APRENDER (UK) LIMITED

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

### 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
		<u>12,962</u>	<u>12,560</u>	<u>25,522</u>	<u>32,782</u>
		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		-	-	-	-
		<u>23,694</u>	<u>-</u>	<u>23,694</u>	<u>31,167</u>

£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.



# APRENDER (UK) LIMITED

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

### 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
	<u>1,299</u>	<u>-</u>	<u>1,299</u>	<u>1,224</u>

### 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	<u>1,008</u>	<u>1,008</u>

### 9 Taxation

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

### 10 Tangible fixed assets

	Computer equipment £	Total £
<b>Cost</b>		
At 1 April 2021	<u>1,489</u>	<u>1,489</u>
At 31 March 2022	<u>1,489</u>	<u>1,489</u>
<b>Depreciation</b>		
At 1 April 2021	<u>1,489</u>	<u>1,489</u>
At 31 March 2022	<u>1,489</u>	<u>1,489</u>
<b>Net book value</b>		
At 31 March 2022	<u>-</u>	<u>-</u>
At 31 March 2021	<u>-</u>	<u>-</u>

### 11 Cash and cash equivalents

	2022 £	2021 £
Cash at bank	<u>28,919</u>	<u>19,544</u>

### 12 Creditors: amounts falling due within one year

	2022 £	2021 £
Trade creditors	-	-
Accruals	<u>3,695</u>	<u>1,925</u>
	<u>3,695</u>	<u>1,925</u>

# APRENDER (UK) LIMITED

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

### 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)	-
<b>Total funds</b>	<b>17,619</b>	<b>33,127</b>	<b>(25,522)</b>	<b>25,224</b>
	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)	-
<b>Total funds</b>	<b>23,686</b>	<b>26,715</b>	<b>(32,782)</b>	<b>17,619</b>

### 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)
<b>Total net assets</b>	<b>25,224</b>	<b>25,224</b>
	Unrestricted funds 2021 £	Total funds 2021 £
Current assets	19,544	19,544
Current liabilities	(1,925)	(1,925)
<b>Total net assets</b>	<b>17,619</b>	<b>17,619</b>

### 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
<b>Net debt</b>	<b>19,544</b>	<b>9,375</b>	<b>28,919</b>
	At 1 April 2020 £	Financing cash flows £	At 31 March 2021 £
Cash at bank and in hand	25,566	(6,023)	19,544
<b>Net debt</b>	<b>25,566</b>	<b>(6,023)</b>	<b>19,544</b>

# 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 £
<b>Income and Endowments from:</b>				
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
<b>Expenditure on:</b>				
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)
<b>Reconciliation of funds</b>				
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 £
<b>Donations and legacies</b>				
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 £
<b>Charitable activities</b>				
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)