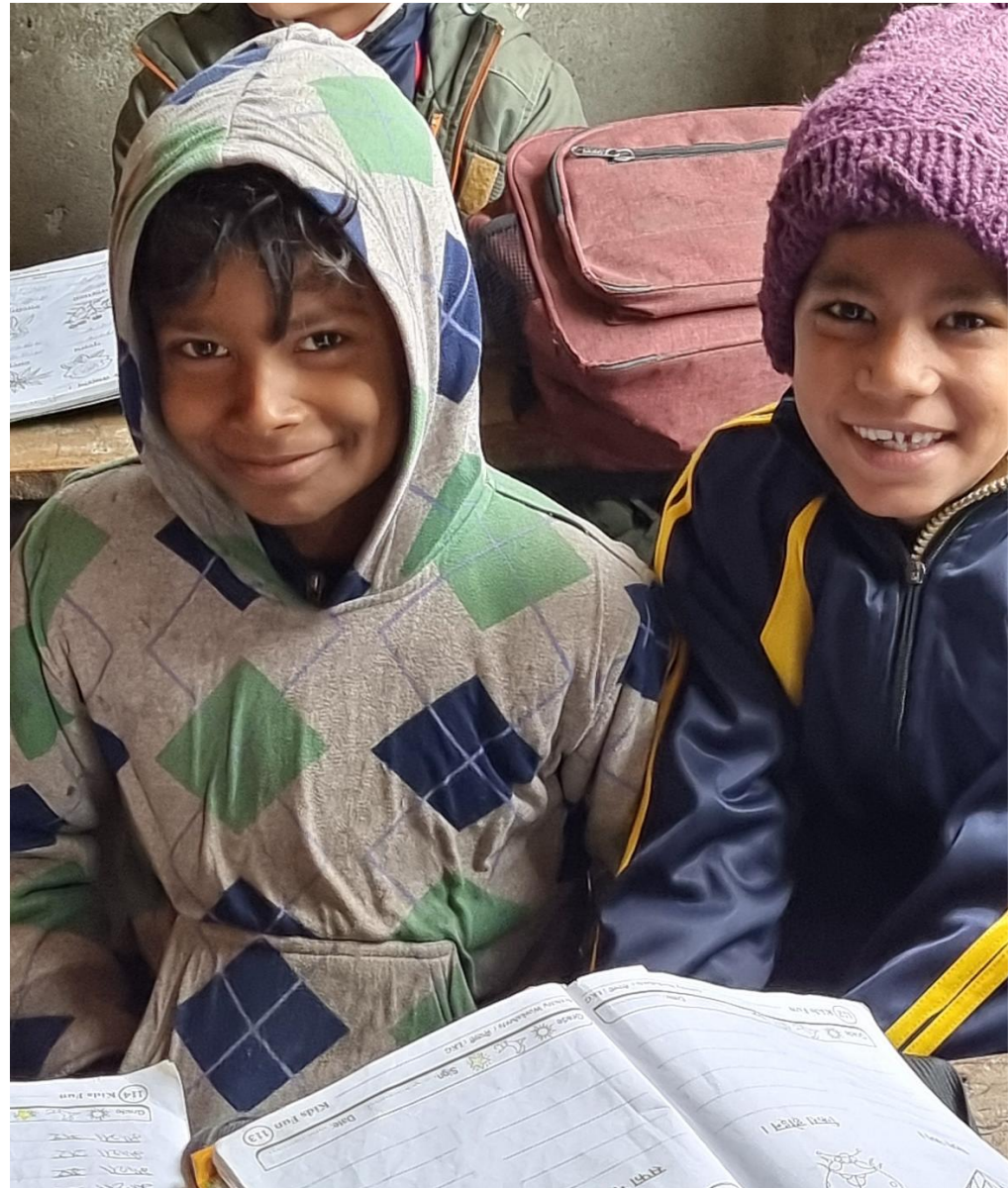




# Annual Report 2023 - 2024



## Aprender Trustees Annual Report 2023-24

The Aprender (UK) Board of Trustees presents its annual report and financial statements for the year ending 31<sup>st</sup> 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.

1. Chairperson's Introduction .....	4
2. Our Vision .....	5
3. Summary Of The Year .....	8
4. Goals And Objectives 2023-24.....	10
5. Our Carbon Footprint .....	24
6. Goals And Objectives 2024-26.....	25
7. Structure, Governance & Management .....	32
8. Governance – Policies In Force.....	34
9. Financial Review .....	35

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

## 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**<sup>1</sup>. 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<sup>2</sup> 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*<sup>TM</sup>, 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.

---

<sup>1</sup> <https://sdgs.un.org/goals/goal4>

<sup>2</sup> 'Community flourishing' as defined by the Centre for Building Better Community, [www.community.how](http://www.community.how)

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>3</sup>.



### 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*<sup>TM</sup> 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.

---

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

## Aprender Trustees Annual Report 2023-24

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 consultant looked at our impact and has provided valuable insights, allowing us to refine our strategies and maximise our effectiveness.

**6. Online Course Development:**


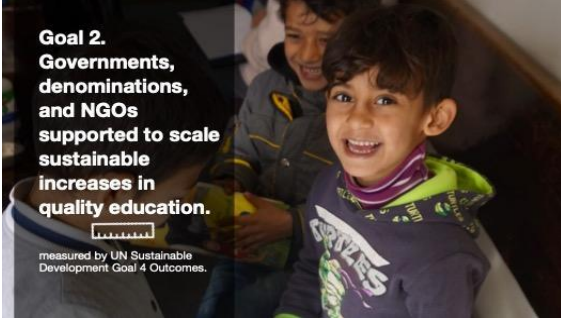

- Developing the Early Years online course has been a critical focus, facilitating an expanding reach and providing accessible educational resources through our online resources, which will become part of the full online course when completed.

**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
 <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).  <b>2.2</b> Provide effective resources to support training.  <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.  <b>3.2</b> Build evidence of impact  <b>3.3</b> Improve our support we give to our partners.</p>



### 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).

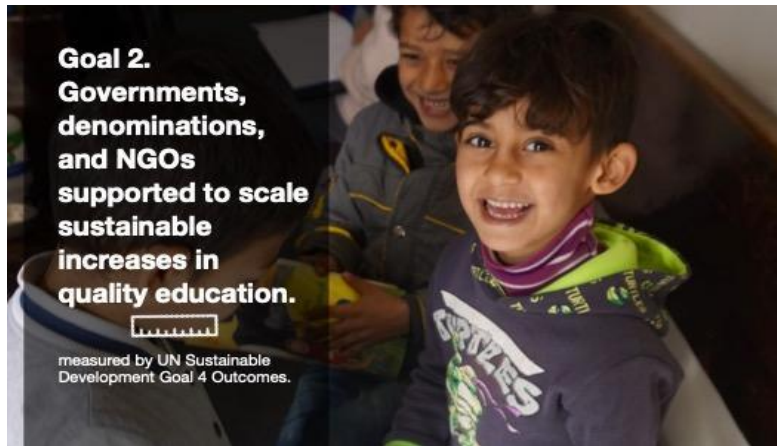
	2014 - 2015	2015- 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023- 2024
Number of school-based projects	7	9	8	7	18	25	325	370	375	375
Number of education projects e.g. support schools	3	4	6	4	4	6	9	9	10	10
Total	10	13	14	11	22	31	334	379	385	385

## 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.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• This has been paused to give us an opportunity to align our new strategic objectives with our website and communications, including school partnerships.</li> </ul>
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.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Our work in Brazil is currently on hold due to socio-political circumstances in the country.</li> </ul>



### **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'.

## Aprender Trustees Annual Report 2023-24

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	
<b>TOTAL</b>	<b>15</b>	<b>17 (up from 9 last year)</b>

\*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 Leone 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 Leone.
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 <sup>5</sup> 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.

## Aprender Trustees Annual Report 2023-24

Action for 2022/23	What happened?
2.2.8. CEO to attend training on monitoring and evaluation techniques for small charities on 24 <sup>th</sup> and 31 <sup>st</sup> 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.

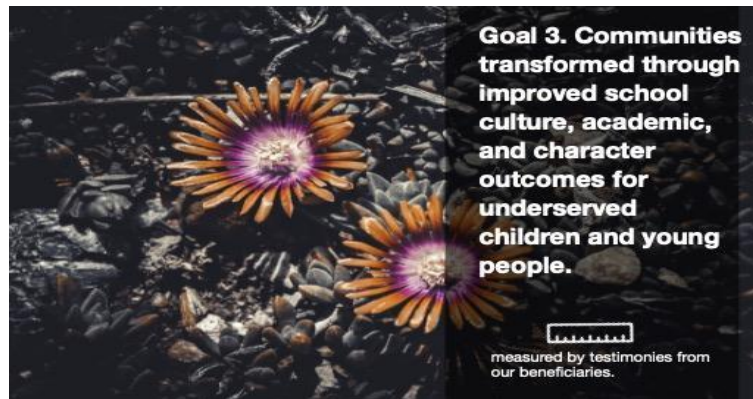


## What we have learnt

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.

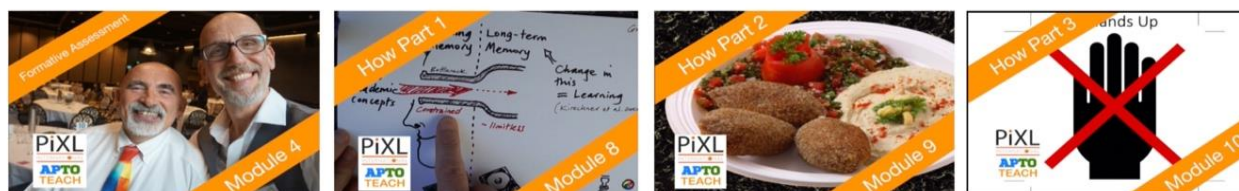


### **Objective 3.1 School leaders effectively implement the Apto model into their schools.**

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.

## Aprender Trustees Annual Report 2023-24

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

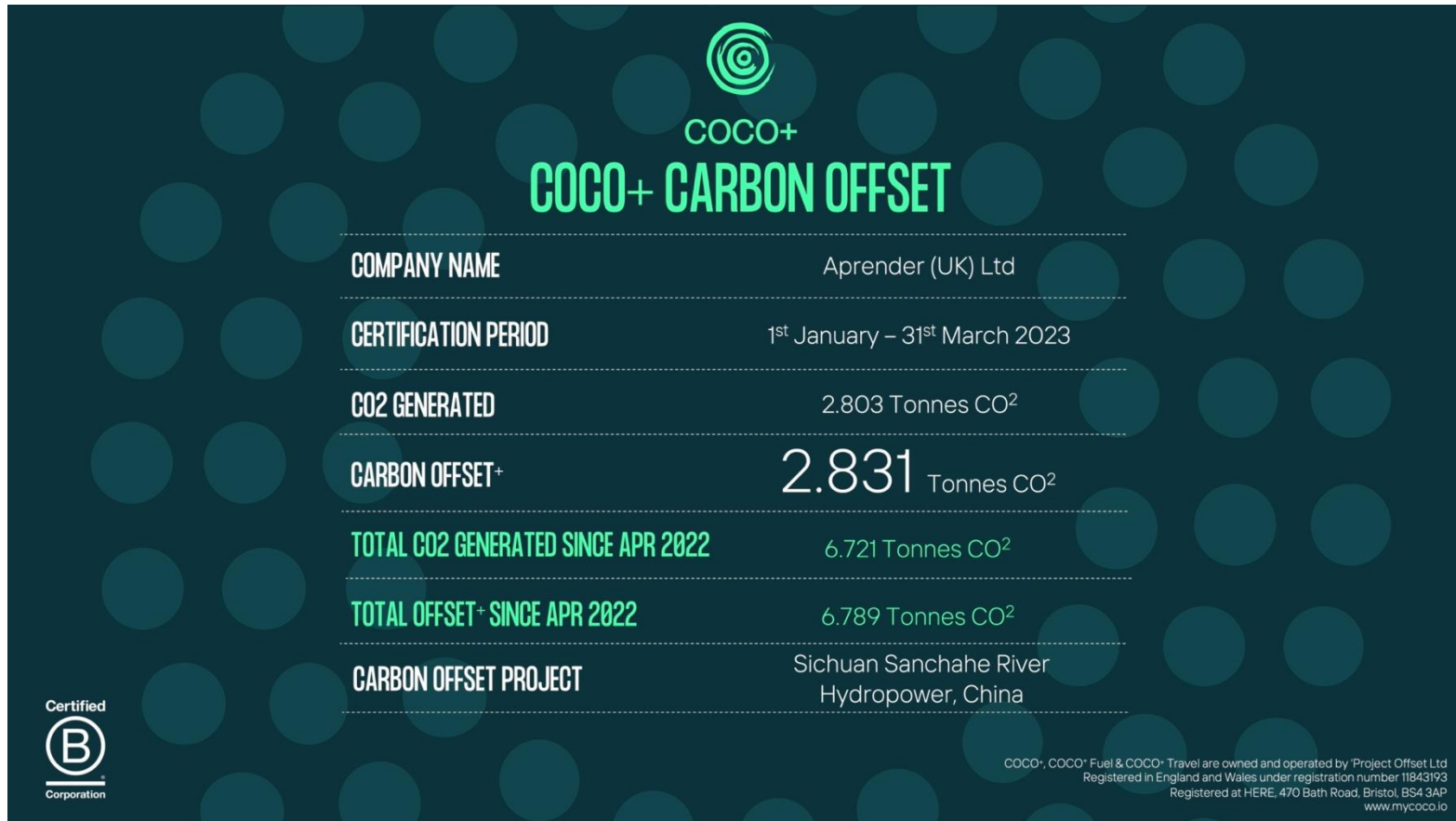
Action for 2022/23	What happened?
3.3.1. Complete the translation of our eBooks into Portuguese.	Awaiting funding and engagement.

## Aprender Trustees Annual Report 2023-24

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.
<p>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:</p> <p>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.</p> <p>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'.</p> <p>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.</p>	<p>This will be developed across the next year.</p> <p>Completed.</p> <p>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.</p>

## 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.

## Aprender Trustees Annual Report 2023-24

- 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.

## Aprender Trustees Annual Report 2023-24

- 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.

## Aprender Trustees Annual Report 2023-24

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 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.**

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 9<sup>th</sup> 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**

**Contents**

Reference and Administrative Details	1
Statement of Trustees' Responsibilities	2
Independent Examiner's Report	3
Statement of Financial Activities	4
Balance Sheet	5
Notes to the Financial Statements	6 to 11

## **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)

		Unrestricted funds £	Restricted funds £	Total 2024 £
<b>Income and Endowments from:</b>	<b>Note</b>			
Donations and legacies	3	15,296	12,000	27,296
Investment income	4	256	-	256
Total income		<u>15,552</u>	<u>12,000</u>	<u>27,552</u>
<b>Expenditure on:</b>				
Charitable activities	5	<u>(10,986)</u>	<u>(12,000)</u>	<u>(22,986)</u>
Total expenditure		<u>(10,986)</u>	<u>(12,000)</u>	<u>(22,986)</u>
Net income		<u>4,566</u>	<u>-</u>	<u>4,566</u>
Net movement in funds		4,566	-	4,566
<b>Reconciliation of funds</b>				
Total funds brought forward		15,790	-	15,790
Total funds carried forward	13	<u>20,356</u>	<u>-</u>	<u>20,356</u>
		Unrestricted funds £	Restricted funds £	Total 2023 £
<b>Income and Endowments from:</b>	<b>Note</b>			
Donations and legacies	3	13,596	12,000	25,596
Investment income	4	62	-	62
Total income		<u>13,658</u>	<u>12,000</u>	<u>25,658</u>
<b>Expenditure on:</b>				
Charitable activities	5	<u>(23,092)</u>	<u>(12,000)</u>	<u>(35,092)</u>
Total expenditure		<u>(23,092)</u>	<u>(12,000)</u>	<u>(35,092)</u>
Net income		<u>(9,434)</u>	<u>-</u>	<u>(9,434)</u>
Net movement in funds		(9,434)	-	(9,434)
<b>Reconciliation of funds</b>				
Total funds brought forward		25,224	-	25,224
Total funds carried forward	13	<u>15,790</u>	<u>-</u>	<u>15,790</u>

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

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.

## **APRENDER (UK) LIMITED**

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

#### **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 2024

### 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	-	-	-	-
	<u>15,296</u>	<u>12,000</u>	<u>27,296</u>	<u>25,596</u>

### 4 Investment income

	Unrestricted funds £	Restricted funds £	Total 2024 £	Total 2023 £
Interest receivable and similar income	<u>256</u>	<u>-</u>	<u>256</u>	<u>62</u>

# APRENDER (UK) LIMITED

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

### 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
		<u>10,986</u>	<u>12,000</u>	<u>22,986</u>	<u>35,092</u>
		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		-	-	-	-
		<u>21,438</u>	<u>-</u>	<u>21,438</u>	<u>33,245</u>

£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.

# APRENDER (UK) LIMITED

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

### 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
	<u>1,344</u>	<u>-</u>	<u>1,344</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

	2024 £	2023 £
Examination of the financial statements	<u>1,128</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 2023	<u>1,489</u>	<u>1,489</u>
At 31 March 2024	<u>1,489</u>	<u>1,489</u>
<b>Depreciation</b>		
At 1 April 2023	<u>1,489</u>	<u>1,489</u>
At 31 March 2024	<u>1,489</u>	<u>1,489</u>
<b>Net book value</b>		
At 31 March 2024	<u>-</u>	<u>-</u>
At 31 March 2023	<u>-</u>	<u>-</u>

### 11 Cash and cash equivalents

	2024 £	2023 £
Cash at bank	<u>22,683</u>	<u>18,369</u>

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

	2024 £	2023 £
Trade creditors	96	906
Accruals	<u>2,230</u>	<u>1,673</u>
	<u>2,326</u>	<u>2,579</u>

# APRENDER (UK) LIMITED

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

### 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)	-
<b>Total funds</b>	<b>15,790</b>	<b>27,551</b>	<b>(22,986)</b>	<b>20,355</b>
	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)	-
<b>Total funds</b>	<b>25,224</b>	<b>25,658</b>	<b>(35,092)</b>	<b>15,790</b>

### 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)
<b>Total net assets</b>	<b>20,357</b>	<b>20,357</b>
	Unrestricted funds 2023 £	Total funds 2023 £
Current assets	18,369	18,369
Current liabilities	(1,673)	(1,673)
<b>Total net assets</b>	<b>16,696</b>	<b>16,696</b>

### 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
<b>Net debt</b>	<b>18,369</b>	<b>4,314</b>	<b>22,683</b>
	At 1 April 2022 £	Financing cash flows £	At 31 March 2023 £
Cash at bank and in hand	19,544	(1,175)	18,369
<b>Net debt</b>	<b>19,544</b>	<b>(1,175)</b>	<b>18,369</b>

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