



ANNUAL REPORT & FINANCIAL STATEMENTS

For period ended 31st December 2018



CONTENTS

Trustee Report for the Period ended 31st December 2018	
Overview	3-4
Direct Student Sponsorship	5-6
Community Learning Hubs	7-8
Enterprise Department	9-11
Thank you	12
Consolidated Income Statement	13
Consolidated Balance Sheet	14
Our Finances Notes to the Accounts	15
Trustee Declaration	16
Independent Examiner's Report	17



TRUSTEE REPORT

For the period ended 31st December 2018



OVERVIEW

2018 was the last year of Xavier Project's 2016-2018 Strategic Plan. We are glad to report that our achievements generally exceeded our plans during this period and we were able to cement our role in Kenya and Uganda providing pioneering education that enables refugees to lead fulfilled lives. By the end of this period we were directly supporting 8,528 refugee children to receive education. We opened 15 learning spaces with community groups, including 12 for young adults and three for children. 6,050 children accessed pioneering learning opportunities, largely via digital innovations which had tangible benefits to their academic attainment. The last three years, and 2018 in particular, have given us assurance of

where our strengths lie as an organisation and this gives us greater clarity in terms of what we aim to achieve in 2019 - 2021. This assurance has been given by donors and operating partner agencies who have backed us and called on our support in areas of community ownership and pioneering education interventions. More significantly, through productive partnerships and constant dialogue, refugee and hosting communities have given us confirmation of our role in promoting their ownership and their agency in interventions that concern them and their futures. This is not something that can be taken for granted, as despite crushing funding cuts and strategic changes, humanitarian structures that support refugees in East Africa still do

not take community participation and ownership to anywhere near the levels needed for the support to be sustainable and effective over the long-run. Xavier Project's approach in this regard is informed by our core value of solidarity, and between 2019-2021 we will continue to be guided by this in our work.

In 2018 our cross-cutting effective changes evolved. In all activities within the education department we aimed for more refugees to be enrolled in and retained in formal education; for refugees to achieve enhanced academic performance; for learning environments to be safer; for social and emotional learning to improve; for more equitable inclusion of marginalised children in education; and for extra-curricular talents to be nurtured. In all activities in the enterprise department, we supported

community groups in providing spaces for safe, inclusive learning and innovation; we provided foundational skills that prepared participants to engage in livelihoods opportunities and to build resilience; we ensured participants accessed technical and business training that increased their income and opportunities for the long term; and we promoted the sustainability and scalability of all activities through permanently increasing the skills and capacities of our network of community based organisations (CBOs).

Our implementation models evolved so that all activities in the education department now sit under either direct student support, or the community learning hub initiative. All activities in the enterprise department sit under the Community Enterprise Cycle.





DIRECT STUDENT SUPPORT

Xavier Project supports individual refugee children and young adults through formal education. We have done so since 2008 and is an important way to ensure refugees access a quality education. Currently fewer than 5% of refugees in East Africa of secondary school age are in school. This is largely because secondary school is expensive. Refugees are unable to pay school fees and the international donor community prioritises funding towards primary schooling for understandable reasons.

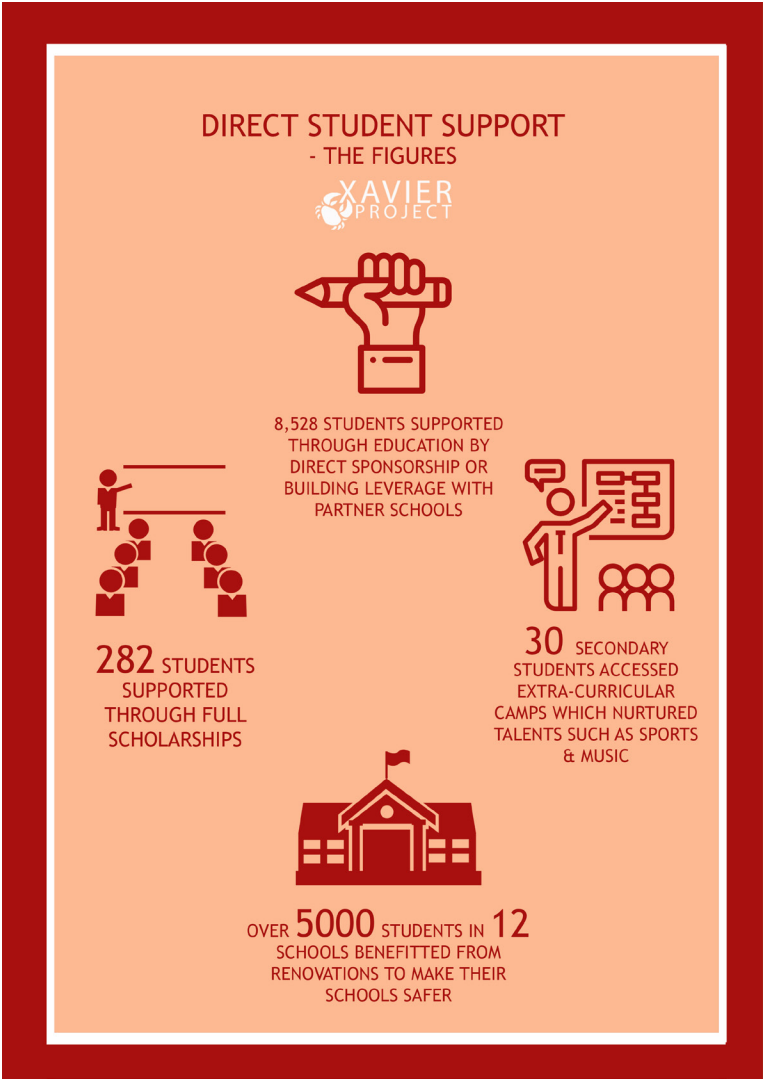
Xavier Project's direct student support implementation model enables us to pursue all the effective changes of the education department. It helps increase access, especially for second-

ary school (282 supported with full scholarship in 2018); it promotes quality through mentorship and monitoring; it promotes inclusivity as we recruit based on merit but target extra-marginalised groups; it enables us to educate the whole person through our extra-curricular and social and emotional support and we focus on the safety of the learning environment in partnership with the schools our students attend.

In 2018 over 5,000 students in 12 partner schools in Nairobi and Mombasa benefitted after we supported the schools with renovations that made the schools safer. 301 secondary aged children accessed three

separate extra-curricular camps which nurtured talents such as music and sports, while focusing on and measuring levels of social and emotional learning. A total of 8,528 students who would otherwise not be in school were supported through education in 2018

through direct sponsorships, building leverage with partner schools that leads to increased enrolment of refugees, and by identifying marginalised children who have been denied the opportunity to study in ways that are preventable.





COMMUNITY LEARNING HUBS

Xavier Project is now running four community learning hubs in Nairobi, Kampala, Kakuma and Imvepi. In 2018 we received support to launch one in the Imvepi Settlement in West Nile region of Uganda. Management committees for each hub are made up of members of the local community - in Imvepi the management committee has evolved from a diverse group of pro-active people to being a registered Community Based Organisation called Community Alliance for Youth Empowerment (CAYE). With CAYE we have constructed a three classroom hub that can provide for the education needs of 3,000 refugee children in the settlement.

Xavier Project runs capacity building

for the hub management committees and equips the hubs with all necessary furnishings including books, hardware, connectivity and security features.

Committees host pioneering learning activities as well as running face to face learning opportunities in the hubs such as language and bridging courses. An example of this is the use of Kitkit School, a literacy and numeracy app designed by Enuma, a USA based education company. Kitkit is context sensitive and is designed for independent learning, a feature that is vital when class sizes in Imvepi are as high as 234, with only one teacher. In Kalobeyei (Kakuma), Kitkit School enabled a 17% to 34%

increase in participants' numeracy and literacy test scores against minimal improvement from a control group. In Kampala, KitKit School participants increased their literacy scores by 47% and their numeracy by 10%.

The hubs act as a partner to the formal schools. Initiatives run by the hubs ease pressure on overcrowding of classrooms, teacher workload, inadequate teaching resources, and lack of co-curricular learning opportunities. Teacher training based at the hubs improve the quality of education delivered in schools, and enable teachers to reach more students with better resources and skills. In both Imvepi and Kampala we ran inaugural teacher training workshops for a total of 44 teachers and educators, using course content designed by the Teachers in Crisis Contexts collaborative with the Interagency Network for Education in Emergencies.

The hubs act as focal point for outreach activities in the community. This outreach, co-ordinated by Xavier

Project identifies out of school children and the hubs provide learning opportunities for children who are out of school as a bridge to formal education as they wait for a place or build the necessary skills to enrol in school. With the community taking more ownership of the education of their children the lack of inclusion is tackled at the source. Through this initiative, 65 refugee children in Nairobi who had been out of school in 2017 were recruited into low cost schools through innovative partnership building by community members. What is more children who have completed primary education but are left with no opportunities to continue their study are recruited to enrol in the on-line secondary schools hosted in the hubs. Four students were able to sit iGSCSE Maths and Chemistry in Nairobi as part of pilot that enables students to study for internationally recognised exams largely through independent study over the internet. A further 13 are studying for the next exam sitting.





ENTERPRISE DEPARTMENT

The Community Enterprise Cycle (CEC) continued to develop as a methodology for individuals in refugee hosting areas to engage in their communities and contribute to their societies. It starts with the identification of a group of community members, under an informal or more formal structure, leading efforts in development of refugee settlements or hosting areas to support their own communities. Xavier Project empowers and enables those community-based initiatives following those four key steps:

STEP ONE:

In 2018 we were supporting 12 community groups across East Africa, including groups running the CEC

in Nairobi, Kakuma, Kampala and Rwamwanja in Uganda. In all cases, they have established a physical space where refugees and host community members can come to learn and share ideas and experiences. Critically, our participants find these community learning spaces safe. Across Kenya and Uganda, 98% of participants said they felt safe learning at these hubs, and 95% said the spaces were welcoming.

We run a capacity building course with these CBOs. Currently the course has 18 modules with titles such as identifying community problems together, forming and communicating a vision, strategic planning, and governance. Courses that help

CBOs deliver better services include, diversity and inclusion, pedagogy for adult education and safeguarding.

STEP TWO:

Every quarter of 2018, over one thousand refugees and host community members were accessing the learning hubs run by the CBOs, peaking at 1,051 in the second quarter. These participants undertook “Readiness” courses and modules designed by Xavier Project in partnership with the CBOs. These include “a good start”, functional adult literacy, English, introduction to computers, marketplace literacy and financial literacy. In 2018 we developed training manuals for each of these modules so that facilitators can concentrate on delivery, with the hard work of content curation done for them. We were able to monitor the progress of these participants - among other data we found that 36% of participants said it helped them use computers better, 35% said it helped them understand and write English better, 40% said it helped them prioritise their income and spending better, 35% said it helped them know more about their rights and opportunities available to them and 31% said it helped them resolve conflict and understand other

people better.

STEP THREE:

Participants who graduate from readiness courses go on to further courses and opportunities related to hard skills and income generation, again delivered by the CBOs in the community hubs. Examples of these courses and opportunities include entrepreneurship courses, training on market value chain analysis, training on savings and loans opportunities, on-line secondary and further education, and micro-business incubators. As a result of these activities, 48% of participants said the CEC helped them get more income, 21% said it helped them access higher educational opportunities, 20% said it helped them start a business, 19% said it helped them get a job, 16% said it helped them participate in online job opportunities. Examples of income generation activities started at the hubs include a tomato growing co-operative and a saving group started in Rwamwanja, 3D printing and sales of bespoke printed items in Kakuma, a recording studio opened in a hub in Nairobi.





SOCIAL BUSINESS:

As part of Step Three of the CEC, Xavier Project is going one step further and opening social businesses with refugees. This way we are able to immerse ourselves in the value chain, beyond simply providing training opportunities on market opportunities. We are therefore able to research and experience first-hand the challenges faced by refugee hosting areas in attracting business and investment, while exploring the many existing opportunities for increased investment and increased business to positively impact the growth of the area. The key example of this for 2018 was the work done on launching a 23 acre farm on the periphery of Rwamwanja. Start-up funding has been acquired and the project will launch in early 2019. Rwamwanja is a 30,000 acre area, with 70,000 refugees subsidising largely off agriculture. The farm will employ refugees and train 500 farmers a year (both refugees and host community members) on better farming practice as well as opening up new markets. The success of the farm will rely on strong partnerships, including the partnerships with the CBOs we have been working closely

with in Rwamwanja. In the long term we intend that the refugees farming in Rwamwanja should benefit from increased yields and revenues, while contributing positively to food security and economic growth in the hosting district of Kamwenge and even beyond.

STEP FOUR:

The CEC model (complete with CBO partnerships) has ensured good value for money for enterprise activities, reducing per-hub running costs by an average of 50% compared to centralised, top down implementation by NGOs. This, in turn, has led to greater capability to sustain and scale the CEC especially when moving in relatively new locations such as Kakuma and Rwamwanja. Partnering with CBOs also ensures that activities are more resilient to funding gaps, and can run semi-autonomously from Xavier Project. Leveraging of the successes of Step Three, some partners, such as Tomorrow Vijana in Rwamwanja and SAVIC in Kakuma are over 90% self-funded and do not depend heavily on Xavier Project for their sustainability and growth.



THANK YOU

We are grateful to all the donors, partners and activists who helped ensure our work in 2018 was successful. In Kenya we were directly supported by UNHCR, UNICEF, GIZ, USAID, Enuma, the Africa Population Health Research Center, and Lutheran World Federation. Our work in Uganda was supported by Perivoli, Nos en Vies Partage, the Treebeard Trust, St James's Place Foundation, the Noel Buxton Trust, the Lennox Hannay Charitable Trust, the RUB White Charitable Trust, The Bower Trust, The Souter Charitable Trust, The RL Charitable Trust, and MFS. We are grateful to organisations that have supported us with content, such as GCSEpod, GL Assessment, Save the Children, Interagency Network for Education in Emergencies and Pangea Education among many others.

Thank you to all the schools, university and community groups who raised funds for Xavier Project in 2018 - Stonyhurst College, Saint Mary's Hall, Radley College, students from the University of East Anglia and Downpatrick Third World Group.

Xavier Project ran four fundraising events in 2018 which contributed to

our success - the Furzey Hill park and view field for the Royal International Air Tattoo, a pub quiz in London in July, the Nairobi Xavier Ball, and Iron Savannah 10km/21km run in Southern Kenya. We are grateful to everyone who attended and supported these events, especially those providing sponsorship or prizes for raffles and auctions. Several other supporters organised independent fundraising events, including marathon runs, bake sales, personal challenges and themed parties.

We are very appreciative of the considerable support we received this year from volunteers who have organised fundraising events and mobilised donations amongst their networks following their own time with us in East Africa. We are continually grateful to all of our regular individual donors who commit hard-earned resources in support of Xavier Project's vision. We hope that through this report you feel closer to understanding how vital your donations are and how much our beneficiaries, our team and the communities we work with appreciate your support.

EDMUND PAGE - CEO

CELIA PAGE - TRUSTEE

CONSOLIDATED INCOME STATEMENT

Consolidated income statement (GBP)						
	2018			2017		
	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted
Income						
Donations and Legacies	646,391	71,241	575,150	697,220	78,690	618,529
Income from Charitable Activities	127,249	35,587	91,663	44,255	44,255	0
Income from Other Activities	1,037	1,016	21	3,780	1,745	2,034
Intercompany transfers	0	-	0	23	-	23
Total Income	774,678	107,843	666,834	745,277	124,690	620,587
Expenses						
Costs of raising funds	37,115	37,115	-	23,664	23,664	-
Expenditure on charitable activities	761,020	161,408	599,612	685,453	139,959	545,494
General & Administrative costs	2,575	2,575	-	13,458	13,458	-
Total Expenses	800,710	201,099	599,612	722,576	177,081	545,494
Net Income(Expenses) and Net Movement in Funds for Year	(26,033)	(93,255)	67,223	22,702	(52,391)	75,093
Reconciliation of Funds						
Total Funds B/F	82,651	82,651		57,478	57,478	
Total Funds C/F	56,619	(10,604)	67,223	80,179	5,087	75,093
Other comprehensive income:						
FX Impact on B/S Net Assets	1,810	1,810		326	326	-
FX Impact on P&L	-	-		-	-	-
Total FX Impact:	1,810	1,810	-	326	326	-
Total Funds C/F	58,429	(8,794)	67,223	80,505	5,413	75,093

CONSOLIDATED BALANCE SHEET

Consolidated Balance Sheet (GBP)		
	2018	2017
	Total	Total
Fixed Assets		
PPE-Land		
Land	-	-
Accumulated Dep	-	-
PPE- Land Total	-	-
PPE- Furniture		
Cost	1,707	1,601
Accumulated Dep	(576)	(384)
PPE- Furniture Total	1,131	1,217
PPE-Computer		
Cost	11,502	7,904
Accumulated Dep	(6,182)	(3,922)
PPE-Computer Total	5,319	3,981
PPE-Motor Vehicle		
Cost	25,012	16,198
Accumulated Dep	(8,911)	(3,286)
PPE-Motor Vehicle Total	16,101	12,911
Fixed Assets Total:	22,552	18,110
Current Assets		
Cash and Cash Equivalents	73,646	105,156
Cash in Transit	25,000	
Receivables	164	1,943
Other Current Assets	5,050	4,254
Current Assets Total:	103,859	111,353
Current Liabilities		
Payables	12,679	1,874
Deferred Income	52,905	43,342
Intercompany	-	-
Staff Loans	1,928	-
Other Current Liability	471	3,741
Current Liabilities total:	67,983	48,958
Total Net Assets	58,429	80,505
The Funds of the Charity:		
Unrestricted Income Fund	(8,794)	5,413
Restricted Income Fund	67,223	75,093
Total Charity Funds	58,429	80,505

OUR FINANCES NOTES TO THE ACCOUNTS

ACCOUNTING BASIS

These financial statements have been prepared on an accruals basis.

ACCOUNTING CONVENTION

The financial statements have been prepared under the historical cost convention and in accordance with the Statement of Recommended Practice (SORP March 2005).

INCOMING RESOURCES

All incoming resources are included in the Consolidated Income Statement when the charity is legally entitled to the income and the amount can be quantified with reasonable accuracy.

RESOURCES EXPENDED

Expenditure is recognised on an accruals basis as a liability is incurred. Expenditure includes VAT which is reported as part of the expenditure to which it relates.

CORPORATION TAX

The charity is exempt from taxation in respect of Income and Capital Gains under section 505 of the Taxes Act 1988 and Section 256 of the Taxation of Chargeable Gains Act 1992 to the extent that such income or gains are applied exclusively to charitable purposes.

TRUSTEE RENUMERATION

Trustees received no remuneration.

FUND ACCOUNTING

Restricted funds are subject to specific conditions by donors as to how they may be used.

TRUST CONSTITUTION

The Governing Document is the Articles of Association made on 17th May 2013. New Trustees are appointed by the existing Trustees.

POLICY ON RESERVES

The charity aims to have unrestricted funds of between £20,000 and £50,000 on deposit at all times to meet unforeseen expenses that may occur in meeting its aims, and to bridge any temporary gaps in income.

STAFF LOAN

This is a short term loan of £ 1,928 borrowed from Edmund Page, which has already been paid in 2019

DEFERRED INCOME

The deferred income is income that was received in 2018 for a program that was start in 2019, currently the project has already started.

FINANCIAL AUDIT

For the financial year ended 31st December 2018, there has been 2 separate audits carried out of the financial statements for Xavier Project Kenya.

Income and Expenses related to projects sponsored by UNICEF examined by PWC who have issued an unqualified audit opinion.

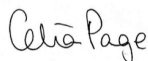
The Xavier Project Financial statements have been audited by Geoffe & Associates, who have issued an unqualified audit opinion.

TRUSTEE DECLARATION

The trustees declare that they have approved the trustees report above.

Signed on behalf of the charity's trustees

Signature

A handwritten signature in black ink that reads "Celia Page". The signature is written in a cursive, flowing style.

Full name: CELIA PAGE

Position: DIRECTOR/CHAIR OF THE BOARD OF TRUSTEES

Date: 08/06/2019

INDEPENDENT EXAMINER'S REPORT

I report on the accounts of Xavier Project for the year ended 31 December 2018.

Respective Responsibilities of trustees and examiner

The charity's trustees are responsible for the preparation of the accounts. The charity's trustees consider that an audit is not required for this year under section 144 of the charities act 2011(the charities act) and that an independent examination is needed.

It is my responsibility to:

- Examine the accounts under section 145 of the Charities Act.
- To follow the procedures laid down in the general directions given by the charity Commission under section 145(5) (b) of the charities Act, and
- State whether particular matters have come to my attention

BASIS OF THE INDEPENDENT EXAMINER'S STATEMENT

My examination was carried out in accordance with general directions given by the charity commission. An examination includes review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts, and seeking explanation from the trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would require an audit, consequently no opinion is given as to whether the accounts present a "true and fair" view and the report is limited to those matters set out in the statement below.

INDEPENDENT EXAMINER'S STATEMENTS

In connection with my examination with my examination, no matter has come to my attention:

1. Which gives me reasonable cause to believe that, in any material respect, the requirements

(i) to keep accounting records in accordance with section 130 of the Charities act; and (ii) to prepare accounts which accord with the accounting records and comply with the accounting requirements of the charities act have not been met; or

2. To which, in my opinion, attention should be drawn in order to enable to proper understanding of the accounts to be reached.

Signature



Full name: JOHN THUILLIER, ACCA

Date: 11/06/2019

