



2016 – 2018 STRATEGIC PLAN

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# Introduction

This strategic plan outlines how Xavier Project intends to best impact the lives of refugees living in urban areas of East Africa through education in the period 2016-2018, as well how to expand beyond the limit of the urban areas where we have been working.

The three year plan breaks down the vision of the organisation into departmental goals and strategic objectives from which we have developed a series of effective changes - specific targets for the organisation. The framework of this strategy is reflected in our logic model (see right). Examples of effective changes will be explored in sample case studies throughout this report.

This plan will provide a more detailed explanation of the factors which motivate our specific objectives, approach and ways of proving our impact, as well as our strategy for growth during this period.

Planning for growth will be a crucial element to this strategy and will be integrated into all levels of our work. Xavier Project has been growing by at least 50% every year in nearly all indicators. 2016 brings Xavier Project to a point from which it is now possible to plan strategically for expansion.

REFUGEES LIVE SAFE AND FULFILLING LIVES <i>The document will explain our vision and reason for existence</i>				
<b>VISION</b> Our 'Why'				
Departmental Goals <i>This document will explain how each department promotes our vision</i>	<b>EDUCATION DEPARTMENT</b> Refugees have access to quality formal education delivered in a safe environment – through this education they gain the skills to live fulfilling lives.		<b>TAMUKA DEPARTMENT</b> Refugees engage in their new societies. Through skills and better protection of their rights refugees live fulfilling and safe lives, whether in their host countries, countries of origin, or resettlement countries.	
Strategic Objectives - Our 'how'?	1. More refugees enrol and are retained in formal education	2. Education for refugees is relevant, of good quality, and delivered in a safe environment	3. Refugees have access to learning opportunities that promote sustainable livelihoods among other intrinsic benefits of education	4. There is better awareness of, protection of, and promotion of refugee rights
<i>This document will explain how each department achieves our vision through two strategic objectives</i>				
Effective changes	<div>In this section we discuss the outcomes, outputs and activities that make effective changes towards meeting these strategic objectives</div>			
Approaches	<div>In this section we discuss the approaches used in achieving these effective changes</div>			

# Xavier Project: Why

Our vision is for a world in which everyone has the right to equal opportunities and protection wherever they live and whatever their background. This right is denied to refugees and we are using education to change this. Education is the best tool to help refugees access equal opportunities.

Today there are 20 million people who have been forced to migrate to another country. In their new communities they should not be denied opportunities just because they are not originally from a country. They deserve the same level of opportunity and protection as anyone else. We also believe that given the right opportunities refugees can offer positive contributions to their new communities, whether through integration in their initial host countries, resettlement in third countries, or repatriation to their country of origin.

Xavier Project is not just an organisation that assists refugees through their challenges: we accompany refugees on a mission that will change the world in their favour, until refugees face no inequality and are able to live safe and fulfilled lives.

## Xavier Project: How

At Xavier Project we use pioneering education as the means to achieve our vision supported by our core value of solidarity. Xavier Project has two departments - Education and Tamuka - each with their own departmental goals that contribute to our vision, and each of these goals are met through two strategic objectives.







Refugees live safe and fulfilling lives

EDUCATION DEPARTMENT | TAMUKA DEPARTMENT

Departmental Goals

Refugees have access to quality formal education delivered in a safe environment

Refugees engage in their new societies

STRATEGIC OBJECTIVE 1

STRATEGIC OBJECTIVE 2

Strategic Goals

STRATEGIC OBJECTIVE 3

STRATEGIC OBJECTIVE 4

More refugees enrol and are retained in formal education

Education for refugees is relevant, of good quality, and delivered in a safe environment

Refugees have access to learning opportunities that promote sustainable livelihoods among other intrinsic benefits of education

There is better awareness, protection, and promotion of refugee rights

Effective changes cut across the terminology of outcomes, outputs and activities and describe the tangible differences we intend to make within the set time period.

To achieve the strategic objectives Xavier Project will implement effective changes through the course of three years and prove how these effective changes contribute to these objectives and goals. See the logic model (Appendix One) to more fully understand how the effective changes we are making on a daily basis are contributing towards our objectives, goals and vision.

Approaches

Solidarity

Building Partnerships

Learning about Learning

Influencing Policy



## EDUCATION DEPARTMENT

**DEPARTMENTAL GOAL:** Refugees have access to quality formal education delivered in a safe environment

### Overview

Access to formal education up to the age of 18 is considered a basic human right but only 50% of refugee children globally are going to school. In East Africa, the reality is even starker. At primary level **less than 50% of children are at school**, and **less than 20% of refugee children complete secondary school**. Refugees of primary school age are not going to school in Nairobi for reasons including discrimination, cultural differences, language and/or security. By far the biggest barrier to accessing school is lack of access to finance - no education in East Africa is entirely free.

### Our aim

Xavier Project intends to improve access to safe schools for refugees living in East Africa, while improving the quality of the education they receive there. Therefore we have two strategic objectives within the Education Department for 2016-2018.



# EDUCATION DEPARTMENT

**STRATEGIC OBJECTIVE 1: More refugees enrol and are retained in formal education**



## Case Study 1:

**EFFECTIVE CHANGE:** By the end of 2018 access to primary school for refugees in Nairobi will increase from 65% to 90%. And in Kampala from 35% to 50%

**HOW:** Xavier Project's approach will increase access for refugees to primary schools by:

- lobbying for a reduction in fees and an increase in bursaries from schools and local government authorities
- by building the capacity of schools to raise the funds needed to reduce fees for refugees
- by leveraging support from schools by providing services and resources to schools
- by directly paying the fees for a case-load of vulnerable refugees
- by building the capacity of refugee communities in prioritising the education of their children
- by supporting parents through livelihoods initiatives so that they can pay fees directly
- by providing accelerated learning and bridging classes to children who have been out of school for a long time.



**APPROACH:** This effective change will be achieved by employing all four key approaches - Solidarity, Building Strong Partnership, Learning About Learning and Influencing Policy. These will be implemented in partnership with UNHCR and UNICEF as well as many other partners.



# EDUCATION DEPARTMENT

**STRATEGIC OBJECTIVE 2:** Education for refugees is relevant, of good quality, and delivered in a safe environment



## Case Study 2:

**EFFECTIVE CHANGE:** Academic results for refugees at secondary school who are supported by Xavier Project will increase by an average of one grade each year

**HOW:** Providing access to formal education is a key objective for Xavier Project but it is only the first step. We are committed to ensuring that the refugees we support have access to quality education. This is especially important at secondary level, which is very expensive in both Kenya and Uganda and as a result we employ a merit based recruitment policy for the refugees we support.

We see secondary education as a stepping stone for these students to excel beyond their leaving exams and ultimately become our strongest advocates for making changes in refugee communities. This is already a reality as ten former Xavier Project sponsored students in Kenya recently became Xavier Project employees under the Tamuka department. We will also support our students outside of school hours to ensure that they reach their full academic potential as well as drawing out their hidden extra-curricular talents.



**APPROACH:** This effective change will be achieved by employing all four key approaches - Solidarity, Building Strong Partnership, Learning About Learning and Influencing Policy. These will be implemented in partnership with UNHCR and UNICEF as well as many other partners.

**KEY OUTCOME:** Through these objectives refugees will access formal education, a basic human right, while gaining the skills to enable them to live fulfilling lives.







## TAMUKA DEPARTMENT

DEPARTMENTAL GOAL: Refugees engage in their new societies

### Overview

Urban refugees in East Africa face unique challenges. Culturally, it is difficult to assimilate into their new communities as they can be victims of xenophobia and can struggle with language differences. They cannot easily find jobs in a saturated and often nepotistic job market. There are administrative barriers to economic sustainability such as the challenge of obtaining work permits, and the non-acceptance of foreign qualifications from employers and institutions. Added to this, most urban refugees are hoping to be resettled in developed countries, yet they know very little about the resettlement process, or their chances of being resettled. **Less than 2% of refugees are resettled in any given year.**

### Our aim

Tamuka aims to enable refugees to better engage in their communities through life-long learning opportunities, awareness and protection of rights.



## TAMUKA DEPARTMENT



**STRATEGIC OBJECTIVE 3** - Education for refugees is relevant, of good quality, and delivered in a safe environment



### Case Study 3:

**EFFECTIVE CHANGE:** 80% of regular Tamuka Hub members are more engaged in their new communities due to hub activities.

**HOW:** Engaging in a new community is difficult for anyone, particularly for refugees in East Africa. Being able to survive and live a dignified existence is part of it and is reflected in our effective change that aims to promote the livelihoods of hub members. However, economic sustainability is not the only measure of engagement. Between 2016 and 2018 we will embark on a learning process in partnership with the refugees who use the hub as to what other factors help them to feel more engaged. Hub activities will be tailored with this objective in mind, as well as our monitoring and evaluation tools so that we are more accurately capture the level of engagement refugees feel in their new communities. This effective change is not only relevant to refugees hoping to integrate into local communities in Kenya and Uganda, but also to those for whom repatriation to countries of origin or resettlement in third countries is a realistic durable solution.



**APPROACH:** This effective change will be achieved by employing our core organisational value - solidarity (holistic community focus).



## TAMUKA DEPARTMENT



STRATEGIC OBJECTIVE 4 - There is better awareness, protection, and promotion of refugee rights



### Case Study 4:

**EFFECTIVE CHANGE:** 25,000 refugees are more aware of their rights, the opportunities available to them and the situation they face through Tamuka Newsletter

**HOW:** The Tamuka Newsletter started out as an opportunity for refugees to speak out about the realities of their lives. **The monthly publication now has a readership of 15,000 every month.** Over time the educational elements of the publication have been promoted so that it now serves more as a gateway for refugees to learn about the opportunities available to them and learn more about what rights they should be able to exercise in Kenya and Uganda. Being aware of their rights will increase the chances of refugees exercising them, and this will directly lead to better engagement in their new communities.



**APPROACH:** This effective change will be achieved by employing our core organisational value - solidarity (holistic community focus).

**KEY OUTCOME:** Through skills and better protection of their rights refugees will have fulfilling and safe lives, whether in their host countries, countries of origin, or resettlement countries.

# OUR APPROACH

To achieve our organisational objectives we will employ four key approaches:

- A) Solidarity
- B) Building Partnerships
- C) Learning about Learning
- D) Influencing Policy

These values form the basis of how we plan to implement change. Each one of our effective changes will be categorised under one of these approaches, and on the logic model (in the appendix) they are coded as to the approach that best categorises that effective change.

## A) Solidarity - Holistic Community Focus

Solidarity is Xavier Project's core value. We believe a holistic community focus is essential to achieving our effective changes between 2016 and 2018.

At Xavier Project we believe that refugees are the best people to make lasting positive changes for themselves as individuals and as a community. Therefore, we recognise that the most effective change will come from involving refugees at every level of decision making.

### Case Study 5:

**EFFECTIVE CHANGE:** By the end of 2018 40% of regular users of our Tamuka Hubs will be able to report access to meaningful income as a result of Tamuka activities.

**HOW:** These hubs will be run by management committees made up of refugees and the creative direction of the courses and the use of the hub spaces will be decided first and foremost by refugees.





# OUR APPROACH



## B) Building Partnerships

Xavier Project intends to be agent of change bringing together catalytic stakeholders who share our vision. The most important stakeholders are refugees, but we will also actively seek partnerships with civil society organisations, local authorities, donor organisations and refugee communities in other parts of the world. As well as building bilateral partnerships, Xavier Project will aim for collaboration between all these stakeholders on a unilateral level. A number of our effective changes reflect this objective.

## C) Learning about Learning (Research)

Since 2008 Xavier Project has employed pioneering education strategies. Some have worked successfully, whilst through others we have learnt from our mistakes. Between 2016 and 2018 we will continue to be innovative and aim to share our learning from these experiences to ensure that education for refugees can be more available and effective all over the world. The effective changes related to this will see us run detailed studies throughout the three years, publish research pieces based on these studies and promote the research to practitioners around the world.

### Case Study 6:

**EFFECTIVE CHANGE:** Xavier Project will initiate 12 Education Working Group Meetings among stakeholders in Kampala.

**HOW:** Xavier Project is currently the chair of the refugee education working group under the Forum for Education NGO's in Uganda (FENU). We will ensure that 12 meetings occur during the course of the three years and that action points from these meetings are followed up on. The FENU meetings are inclusive, with members ranging from start-up refugee run organisations to large international NGOs. By making collective decisions these meetings are always learning opportunities for the members. As a result we see these meetings as representing an effective change in themselves.

### Case Study 7:

**EFFECTIVE CHANGE:** Learning from ten Xavier Project studies will be used to educate practitioners and influence policy.

**HOW:** Xavier Project employs programme staff with professional experience in research and we have published four academic research pieces since 2012. We also partner with academic interns who use Xavier Project networks to complete their own studies in areas relevant to our work. We will supervise ten studies between 2016 and 2018, either internally or in partnership that will be used to extend learning in areas that concern our work.

# OUR APPROACH

## D) Influencing Policy

Every day policy decisions are made which affect the lives of the refugees we work with. These decisions are made on institutional, local, national and international levels. Many of these policies concern durable solutions for refugees. We believe that the only people who can bring to effect real durable solutions to the situation they face are refugees themselves. Guided by our core value of solidarity and informed by our other approaches we intend to discover these solutions in partnership with refugees. We will then share this learning with decision makers and other opinion leaders in the area in pursuit of a framework that is more accommodating to our vision.

### Case Study 8:

**EFFECTIVE CHANGE:** 6 campaigns will be run to promote refugee rights and influence policy in host communities between 2016 and 2018

**HOW:** Xavier Project has run campaigns in partnership with Amnesty International and local NGO's regarding the rights of refugees in East Africa and the realities they face. The target audience has been Kenyans and Ugandans. We have also run media campaigns targeting people from donor countries who support the majority of our work financially. Between 2016 and 2018 we will run six such campaigns.



# PROVING OUR IMPACT

Xavier Project takes an innovative approach to monitoring and evaluation.

Evidence will be provided for every effective change via thorough mechanisms. At least every three months the implementing teams evaluate the progress they have made in achieving effective change against their targets. This evaluation will take a multi-layer approach which will go beyond outputs to outcomes and impact.

Xavier Project will take steps to minimise the cost and time of monitoring and evaluation at the same time as increasing its effectiveness and potential for future learning. We will use technology to help us in this and develop monitoring and evaluation strategies that will get us straight to the information we need.

**OUR COMMITMENT:**  
All monitoring, evaluation and analysis is carried out not just to share our results with stakeholders, but most importantly to inform better practice for the future. We will train all implementing staff on how to interpret the data, to maximise on the learning and how to most effectively apply them to future strategies.

## Monitoring and Evaluation example:

**EFFECTIVE CHANGE:** Refugee children who visit the Tamuka libraries regularly will increase their literacy grades by 16% in six months.

**HOW:** Xavier Project has built a partnership with GL Assessment, an educational company in the UK that focuses on assessment. They have kindly given us use of their basic literacy test and cognitive ability test. The literacy test can be taken every three months and gives an accurate picture of the progress of the individual student taking that test. The cognitive ability test gives us a picture of the student's potential irrespective of how much time they have spent in formal schooling. Correlations between the two results will allow us to assess how students who have been out of formal schooling are progressing with their literacy levels.

## Monitoring and Evaluation example:

**EFFECTIVE CHANGE:** 80% of regular Tamuka Hub members feel more engaged in their new communities due to hub activities.

**HOW:** Throughout 2016 the Tamuka team will research what it means to refugees living in Kenya and Uganda to feel more engaged. This will be done through various focus group discussions, one on one interviews and surveys. We will then create tools that will enable us to capture levels of engagement and articulate it in a way that is clear to refugees and other stakeholders. Most importantly we will analyse what and how aspects of our intervention led to increased levels of engagement and realign focus accordingly.



# PLANNING AHEAD FOR GROWTH

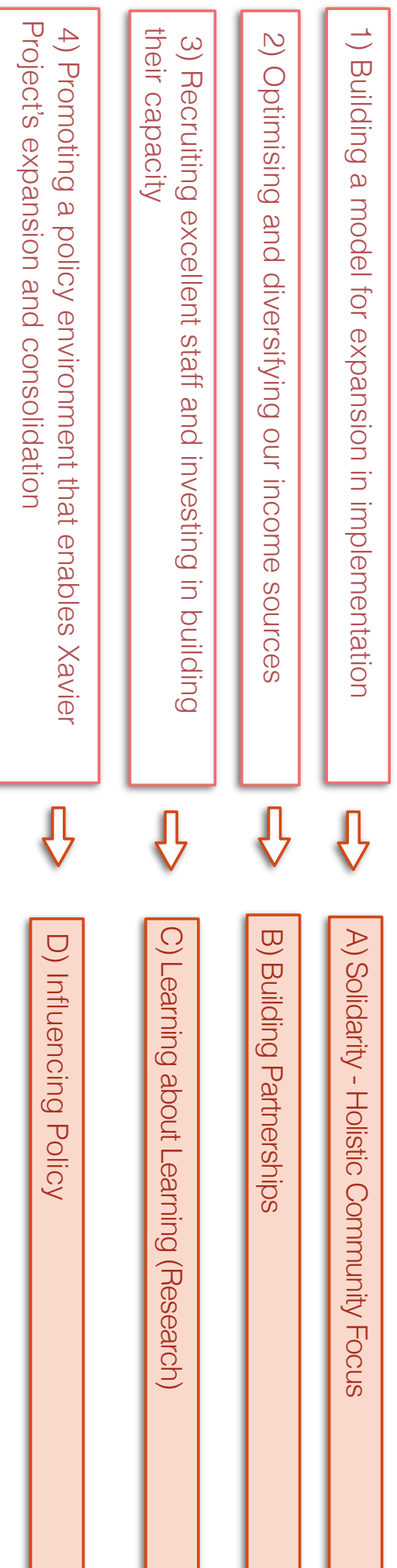
## Overview

Planning for growth is important element to Xavier Project's strategic planning for 2016-2018 as **we have been growing by at least 50% ever year in nearly all indicators**. These include the number of refugees we work with, staff numbers and income, which is ten times higher in 2016 than it was in 2012. It is fitting that the four key elements of planning for growth reflect our four key approaches and demonstrate how planning for growth is integrated into all levels of our work.

The following four key elements will be fundamental to the continued growth and success of Xavier Project from 2016-2018 and into the future:

- 1) Building a model for expansion in implementation
- 2) Optimising and diversifying our income sources
- 3) Recruiting excellent staff and investing in building their capacity
- 4) Promoting a policy environment that enables Xavier Project's expansion and consolidation

## Outlining our approach:





# PLANNING AHEAD FOR GROWTH

## 1) Building a model for expansion in implementation

### Light-footprint first

As we look to expand to new geographical locations outside the urban context in the next phase of our work it is necessary to initially approach these new environments with light-footprint bearing activities followed by heavy footprint programmes. This two-stage approach is outlined below.

Globally, providing quality education for refugees ultimately relies on good schools and teachers. However, this requires significant resource and financial investment. Technology is increasingly able to fill in gaps and act as a boost to traditional educational methods and can therefore play a key role in this deficit. For this reason Xavier Project will primarily harness the power of innovative technological solutions which can provide adaptable learning platforms to advance refugee education. This has been demonstrated by our work with Eneza Education. For the short-term these initiatives are resource efficient and effective but we believe that good education cannot rely on this alone.

**With upward of 20 million refugees around the world, leaders must realise that providing access to education for them is going to take investment on a large scale.** We do not expect to expand to new locations and instantly obtain contracts with institutional donors to improve education for refugees. Instead, we will enter the new landscapes using our light footprint education initiatives (which are mainly hosted by Tamuka at the moment) and the heavy footprint activities such as building the capacities of schools will be part of a second phase through the support of bigger contracts. This approach also takes into account risks and the need to have a secure base before growth can be sustainable.





# PLANNING AHEAD FOR GROWTH

## 1) Building a model for expansion in implementation

### Where we will expand to

Globally, one in two refugee children are not in school and over fifty percent of refugees now live in urban areas - both figures that have been increasing. To tackle this we must learn from our experience over the last eight years and be ready to share these lessons with others.

In the next ten years we hope to see Xavier Project become an authority in challenging migration situations in various locations across the world, whether with infrastructure on the ground or light-footprint interventions that enable refugees to receive quality and relevant education. Currently the global response to migration challenges is not fair and equal, and most of the world's attention, and consequently funding, is focused on a handful of migration situations. We intend to focus on the under-reported migration crises.

Xavier Project is already building a reputation of being able to achieve a lot with minimal resources. We hope to expand to at least one additional location within the three year timeframe of this strategic plan. This will be dependent on thorough research, strong partnerships and by recognising a relevant activity to export that we are extremely confident in. Until the end of 2017 we will refine the models we are working on in Kenya and Uganda and be able to demonstrate that they work.

Within East Africa we will expand beyond the limits of Kampala and Nairobi areas. We are already working with UNHCR in Kakuma camp and USAID/World Vision in Dadaab Camp. We will be working with UNICEF in Mombasa and other urban areas of Kenya. In Uganda, the Tamuka Department is likely to initiate our first activities outside of Kampala in the refugee settlements.



# PLANNING AHEAD FOR GROWTH

## 2) Optimising and diversifying our income sources

At the start of 2016, Xavier Project's funding relies on institutional grants for 65% of income and 35% unrestricted income - mainly from the UK. Our conservative budgeting and planning cash flows have meant we have often had greater successes in unrestricted income generation than forecast. We hope to continue this approach between 2016 and 2018 and build our reserves of unrestricted income to secure the future of our work. Sources to be explored further include corporate funding support, grants from trusts, and sustainable sources of income generated by the refugee community. We also intend to expand the potential of our income from unrestricted sources in the UK and other countries, including Kenya and Uganda.

To make this possible we will establish a business development team who will focus on optimising income through these sources. Initially the team will be based full-time in East Africa albeit with a growing presence in the UK through a volunteer network and more regular visits from full-time staff. By the end of this strategic plan we will establish a small team of full-time staff based in the UK, and we will have a team of volunteers based in the USA.

## Institutional Grants

Income from institutional grants is our fastest growing source of revenue in 2016. We have significant contracts with UNHCR and UNICEF in Kenya. Both contracts cover work in Nairobi and urban areas of Kenya. During the period of this strategic plan we intend to build a stronger partnership with both donors and expand our work with them to Uganda and other areas of Kenya. To achieve this Xavier Project will go beyond the boundaries of our partnership agreements to promote the effectiveness and relevance of our work and demonstrate its vital role in providing education opportunities to refugees. Using this platform we will seek funding opportunities from other institutional donors using our successes in previous contracts to make us stand out.

## Grants from Trusts

Planning and writing proposals will continue to be an important activity for the business development team and they will diversify the source beyond institutional funding to trusts with broader objectives. This will be achieved by displaying proven results, building relationships and advocating the importance of education for refugees.



## 2) Optimising and diversifying our income sources

### Unrestricted Income and Corporate Support

The business development team will increase the income raised through unrestricted sources by:

- engaging our supporters with stronger communication and developing client management structures
- providing better support for fundraising events, particularly high-value or annually recurring events
- approaching individuals to give one-off or recurring donations
- recruiting volunteers and young ambassadors and establishing a dedicated network
- sourcing forms of donation in kind
- establishing fundraising activities in Kenya and Uganda such as events
- engaging corporate support by identifying opportunities to exploit mutual benefit and tapping into existing CSR commitments made by corporate entities in the UK, USA, Kenya and Uganda.

### Sustainable Income Generated by Refugee Communities

As part of our commitment to working through solidarity, the Tamuka department intends to build the capacity of refugee communities to generate income to support our shared objectives. Strategies will cover everything from refugee groups raising funds from philanthropic sources, to sourcing donations in kind from local donors and promoting income generation from entrepreneurial activities held in our hubs.





## PLANNING AHEAD FOR GROWTH

### 3) Recruiting excellent staff and investing in building their capacity

Our staff are highly valued and the successes of Xavier Project so far can be attributed to a team of people who have shown dedication to our mission and the flexibility to grow as the organisation has grown. We intend to continue this trend between 2016 and 2018. The key aspects we look for when recruiting new staff members are character and potential. During the period of this strategic plan we will prioritise recruiting staff members with characters that fit our organisation and the potential to grow professionally in a way that keeps up with the growth of the organisation.

Vitally, we will establish a strong framework for staff capacity building, so that as an organisation we will be able to provide targeted skill acquisition in a timely manner for all of our staff members. This will not only give them the skills, but also the confidence to take on significantly more responsibility every year. This will be achieved through mentoring and capacity-building within the organisation, by recruiting consultants to expand our skills in specific areas, and through sponsoring staff for targeted courses at academic and technical institutions.



# PLANNING AHEAD FOR GROWTH

## 4) Promoting a policy environment that enables Xavier Project's expansion and consolidation

With the right expansion plan, funding sources and staff structure, expansion of Xavier Project's work could still be prevented by unfavourable policies, whether national or international. A relevant example occurred in 2012 when the Government of Kenya ordered all refugees living in Nairobi to return to camps and UNHCR in Kenya urged all funding partners to put activities on hold as a result. Fortunately this directive was reversed. We must remain conscious and sensitive to these challenges and ensure that we are connected to the right networks to reduce their impact on our work. Proactively we will seek to address national and universal policies structures and attitudes that are not compatible with our vision for a world where everyone can access equal opportunities and protection wherever they are and wherever they come from.





# Appendix One – Logic Model

<b>VISION</b>	<p><b>REFUGEES LIVE SAFE AND FULFILLING LIVES</b></p> <p>We believe that everyone has the right to equal opportunities and protection wherever they live and whatever their background. Globally this right is denied to refugees and we use education to change this. Education is the best possible tool to help refugees to access equal opportunities so that they can live safe and fulfilling lives.</p>			
Departmental Goals	<p><b>EDUCATION DEPARTMENT</b></p> <p><b>Refugees have access to quality formal education delivered in a safe environment</b></p> <p>– through this education they gain the skills to live fulfilling lives.</p>		<p><b>TAMUKA DEPARTMENT</b></p> <p><b>Refugees engage in their new societies.</b> Through skills and better protection of their rights refugees live fulfilling and safe lives, whether in their host countries, countries of origin, or resettlement countries.</p>	
Strategic Objectives - Our 'how'?	1. More refugees enrol and are retained in formal education	2. Education for refugees is relevant, of good quality, and delivered in a safe environment	3. Refugees have access to learning opportunities that promote sustainable livelihoods among other intrinsic benefits of education	4. There is better awareness of, protection of, and promotion of refugee rights
Through Education				
Effective changes by the end of 2018	Access to primary school for refugees in Nairobi will increase from 65% to 90%, and in Kampala from 35% to 50% 1A	Capacity of 100 schools providing education to refugees will increase (2B) Academic results for refugees at secondary school who are supported by Xavier Project will increase by an average of one grade each year (2A) 1000 refugees will identify and nurture talents through extra-curricular learning opportunities (2A) Learning from ten Xavier Project studies used to educate practitioners and influence policy (2C) Xavier Project will initiate 12 Education Working Group Meetings among stake holders in Kampala. (2B)	There will be 20 community led committees promoting learning for refugees who have creative control over education interventions that affect them (3A) 12,000 refugees will access meaningful learning in Tamuka Safe Learning Space, 80% of them feel more able to engage in their new communities (3A) 40% of Tamuka members will obtain meaningful sources of income within six months (by the end of 2018) (3A)	
Examples For full list of effective changes refer to the Xavier Project annual work plan				
Approaches	A) Solidarity - Holistic community focus B) Building strong partnerships C) Learning about learning D) Influencing policy			
	<p>Effective changes above are coded according to the primary approach used</p>			



## Appendix 2 - History and rationale for a three year strategic plan



Xavier Project was founded in 2008 in response to the education crisis being faced by refugees living in Kampala, Uganda. The first beneficiaries were Congolese refugee children who were living in Kampala and were missing out on education. Funds were raised in the UK through initiatives of the founder Edmund Page and sent to Kampala to cover the expenses of education for ten children. In 2009 the scholarship programme extended to Nairobi, Kenya, where a similar number of children were enrolled in secondary school.

Education for refugees has remained the primary focus of Xavier Project since its founding. This has focused on supporting refugees through good formal education as well providing life-long learning and extra-curricular educational opportunities that provide an education for the whole person. In 2010 a livelihoods department was initiated to promote sustainable livelihoods for refugee parents with the secondary goal of increasing enrolment of refugees at school whose main barrier to access was lack of means to pay school fees.

In 2012 Xavier Project opened two offices and the first full-time employees were recruited. The third department, Tamuka was launched as a platform for refugees to be able to collaborate and speak out about the realities of their lives. Over the next couple of years Tamuka evolved so that it was no longer primarily focusing on communication and expression for refugees but on life-long learning and sustainable livelihoods. Subsequently it took on the objectives of the livelihoods department which closed in 2014.

Xavier Project has expanded by over 50% every year in terms of income and staff, and has almost doubled its impact in terms of numbers of refugees reached, year on year. By the end of 2014 the income of Xavier Project had reached £173,000 and there were 20 full-time staff members. At the end of 2014 Xavier Project was awarded a contract to implement education interventions in urban areas of Kenya for UNHCR. This diversification from primarily unrestricted income funding to institutional donor funding enabled Xavier Project to sustain the same level of growth.

In early 2015 during the annual Xavier Project conference all staff agreed on the vision and mission outlined in this document, as was the core value of the organisation - solidarity. This marked a confirmation from all stakeholders that Xavier Project should remain a refugee focused organisation that uses education as its tool to achieve impact. Until 2015 Xavier Project had always worked exclusively with urban refugees but as we enter 2016 we are building on our experience and achievements in urban areas by expanding these concepts to refugee camps and settlements.

2016 brings Xavier Project to a point from which it is possible to plan strategically for expansion. However, it is also vital to consolidate our work and pursue greater impact within the sphere we are currently working in.