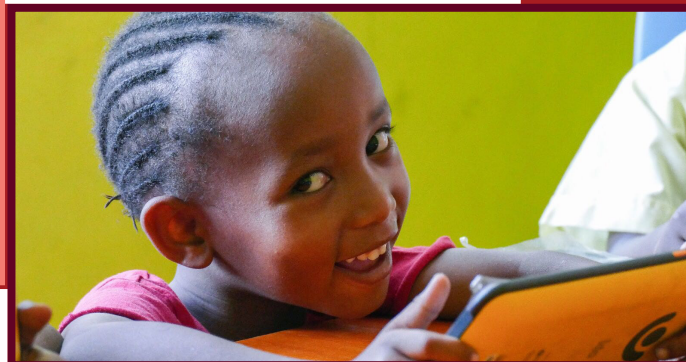


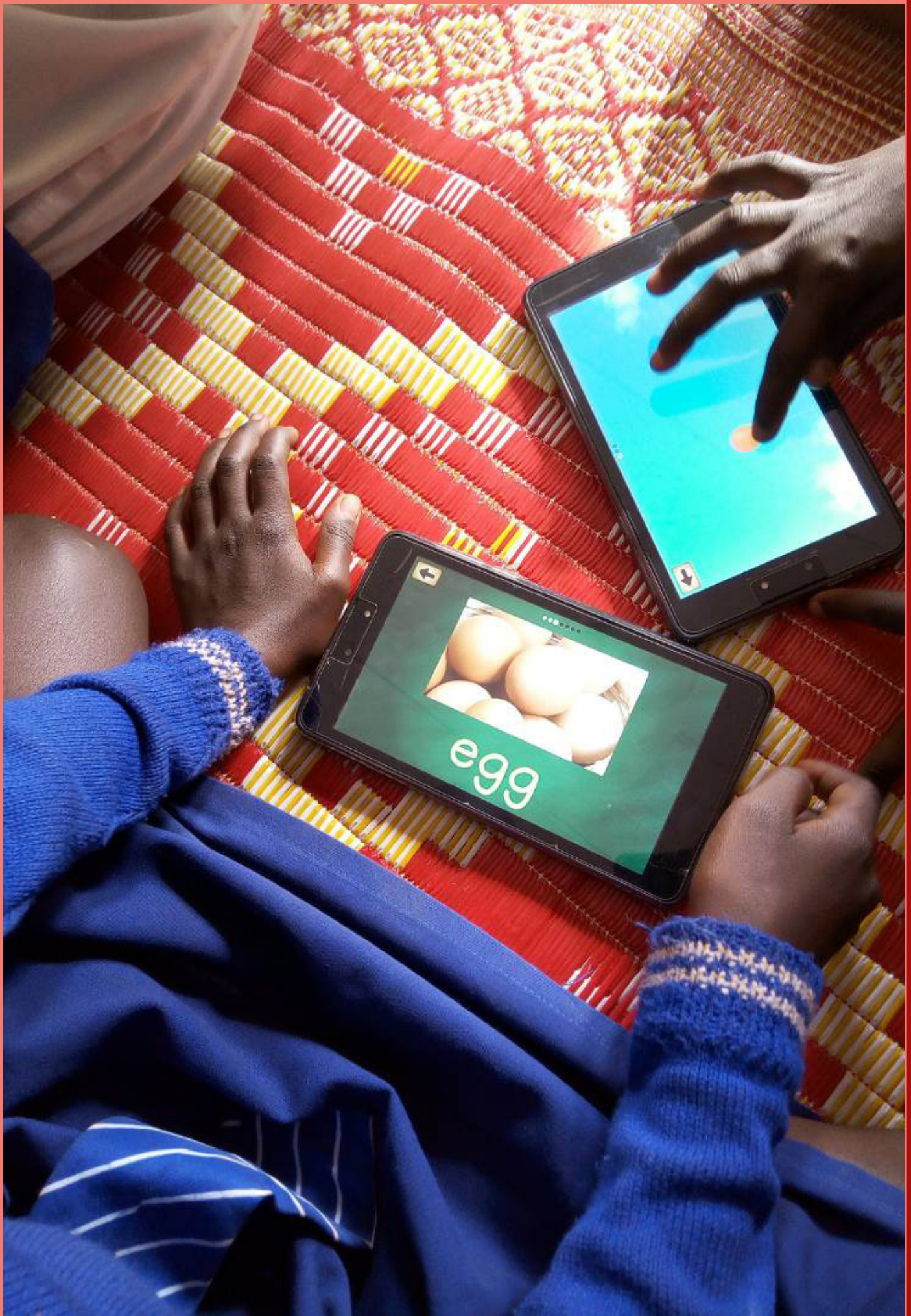


2019-2021 STRATEGIC PLAN



www.xavierproject.org

UK Charity No. - 1153638/ Kenya Charity No. - 21805118654 / Uganda Charity No. - S.5914/10385



CONTENTS

| | |
|--|--------------|
| 1. OUR VISION & MISSION | 4-5 |
| A brief overview of Xavier Project today | |
| 2. ORGANISATIONAL STRATEGY AND LOGIC MODEL | 7 |
| 3. IMPLEMENTATION MODELS | 9-13 |
| Community Learning Hubs | |
| The Community Enterprise Cycle | |
| Rapid Response Hub – New Model | |
| Direct Student Support (Education Department) | |
| 4. OVERVIEW: EDUCATION | 14-17 |
| 5. OVERVIEW: ENTERPRISE | 18-20 |
| 6. APPROACHES | 21-22 |
| Solidarity | |
| Pioneering | |
| Research and Advocacy | |
| 7. STRATEGY FOR GROWTH | 23 |
| Sector Penetration – Improved Performance within existing implementation models and locations | |
| New Models | |
| 8. WORKFORCE STRATEGY | 24 |
| 9. MONITORING, EVALUATION AND LEARNING RELEVANT, SCALEABLE, PROVEN, RADICAL (PERFORMANCE) | 25 |
| 10. COMMUNICATIONS STRATEGY | 26-27 |
| 11. INCOME DIVERSIFICATION | 28 |
| Institutional Donors | |
| Unrestricted income | |
| Enterprise | |
| 12. FINANCIAL STRATEGY | 30 |
| 13. COMPLIANCE AND RISK MANAGEMENT | 30 |
| 14. CONCLUSION | 31 |

1. OUR VISION & MISSION



“Our mission is to promote community led learning that enables refugees to lead fulfilled lives.”

Xavier Project is an International NGO working in Kenya and Uganda. Our mission is to deliver community led learning that enables refugees to lead fulfilled lives.

Xavier Project works in partnership with community based organisations (CBOs) founded by refugees working in refugee hosting areas. In partnership with these CBOs Xavier Project aims to achieve two key goals – enabling refugees to access quality formal education delivered in a safe environment, and enabling refugees to engage in and contribute to their societies.

We work in urban areas as well as in camps and settlements located in rural areas sup-

porting refugees and hosting communities with education and livelihoods opportunities.

Education

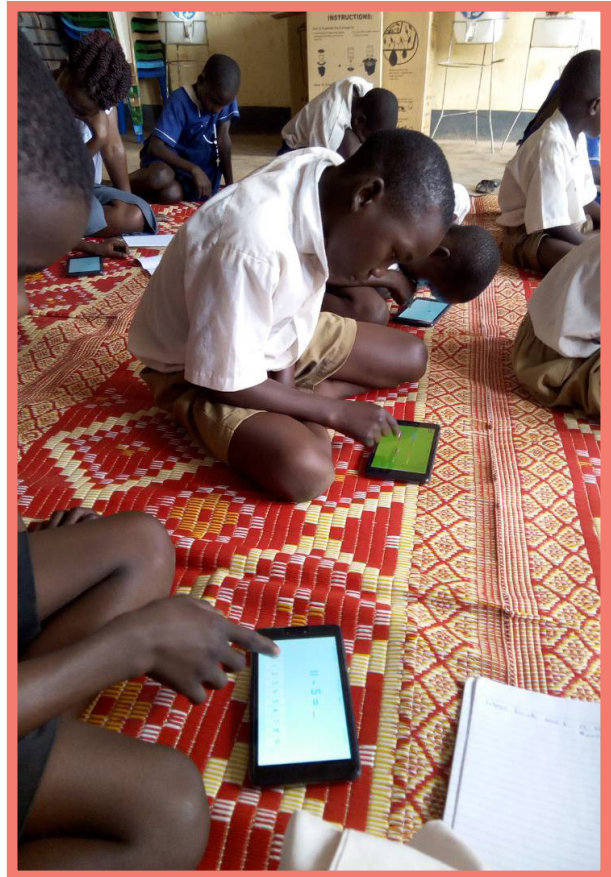
There are over two million refugees living in various locations across Kenya and Uganda. Of these close to one million are children of school age. A minority of refugee children living in Kenya and Uganda have access to any type of education at all. For those who are in education is often of poor quality and not always delivered in a safe environment. With a chronic gap in capacity as well as funding, and demand that is growing by the day, the humanitarian sector in Kenya and Uganda is currently failing to reach these

children in a way that will provide opportunities for them in the future and enable them to live dignified lives. Increased investment is needed and resources need to be expended efficiently to promote sustainability.

In settlements in the north of Uganda it is not unusual to find over 200 children sitting in one makeshift classroom, with more children looking in through the windows. Volunteer and unqualified teachers have been recruited to help as there are not enough teachers and they need support and training. Facilities for teachers, such as accommodation, are often inadequate. Quality learning initiatives have often been inefficient in terms of resources, and pedagogical interventions have not been sufficiently tailored to the challenging context faced by refugees, or been relevant to their post-education ambitions. A UWEZO report states that teachers' competencies are alarmingly low with only 19% of the teachers having a minimum acceptable knowledge of Year Four English and Mathematics. As a result, even when there are no school fees, children are dropping out of schools because learning is of low quality and not relevant. In addition to economic and pedagogical barriers, cultural barriers are preventing many children, especially girls and children with disabilities, to obtain an education even when it is available. The Education team works to address these barriers and challenges.

Enterprise

Even those who do access a formal education are not guaranteed a livelihood: refugees in East Africa face significant struggles in accessing jobs, and pursuing income generating activities. Supporting refugees in becoming self-reliant and economically active in Kenya and Uganda is key to ensuring a sustainable and durable solution to the refugee crisis these countries are facing, especially as prospects of moving back to their country are minimal in the short to mid-term. Refugees have a crucial need for the provision of business and financial literacy training, as well as access to market information. Those should be complemented by increased support in facilitating transactions within the local market and with outside markets, and through helping



refugees access finance and the necessary resources to grow - refugees' entrepreneurship often hits a glass ceiling as their products and services have little room to flourish in settlement and camp micro-economies, with demand and access to resources being limited. This collection of barriers dramatically impacts refugee incomes, and their ability to become active members of the economy of their host country.

In the meantime, international funding for refugees is not meeting the needs faced by refugees, and the situation is not improving, as international donors have become fatigued by the never ending cycles of displacement in this region. Funds are desperately needed, not just for the refugees themselves but for the host communities that are dealing with the impact on the resources, the environment and social cohesion that an influx of hundreds of thousands of people in a short time invariably has.

Despite the challenges to refugee livelihoods, with the right support there are opportunities for refugees to increase their incomes and eventually become self-reliant and contribute to the host country economy. There are numerous examples

of refugees breaking through these barriers, supporting themselves and their families and participating in the growth of the local economy. A study by Danish Refugee Council in 2014 found that 5-10% of refugees in Nairobi had businesses with a turnover of \$1500 per month and were employing locals as well as refugees. Nine out of ten abattoirs in Turkana West are inside Kakuma camp and a population of 100,000 host community members rely on these abattoirs to process the meat from their livestock. Refugees in Rwamwanja settlement contribute over 20,000 tons of maize and 3,000 tons of beans to the local Ugandan food market, and could contribute much more. Many of the areas hosting refugees are experiencing growth across a variety of sectors, as refugees become producers and consumers.

What key improvements to the market environment are needed to enable refugees to start and succeed in various revenue generating activities? How can strategic interventions increase access and maximization of economic opportunities within refugee communities, for greater income, improved livelihoods, and knock-on positive impacts to society? These are the questions and challenges tackled by Xavier Project's Enterprise team in partnership with refugees run CBOs.

A BRIEF HISTORY...

Xavier Project has been working in East Africa for 10 years offering education opportunities to refugees of all ages. Our mission is to ensure that refugees are able to lead safe and fulfilled lives, whatever their background, and we believe that education is the best tool to achieve this.

The organisation was founded by Edmund Page in 2008 as a result of his own experience of volunteering at an informal school in Uganda. Edmund witnessed Congolese children who could not recognise ABC. Following his trip, he committed to sponsoring eight Congolese refugees through school in Kampala. Xavier Project now supports the formal and tertiary education of thousands of children and adult refugees across Kenya and Uganda through community-based partnerships and pioneering learning programmes.

Xavier Project has three headquarters spread across two countries – Kenya and Uganda, and one office in Kakuma Refugee Settlement in Kenya. We work across both countries in urban areas and settlements to reach as many refugees as possible.

Our Impact



9

COMMUNITY ENTERPRISE HUBS SETUP THAT HOST A VARIETY OF COURSES INCLUDING ICT, LANGUAGE & ENTERPRISE COURSES.



4,600

REFUGEES THAT HAVE GRADUATED FROM OUR ENTERPRISE COURSES



25%

GRADUATES THAT GAINED EMPLOYMENT AS A RESULT OF THE SKILLS LEARNED ON THE COURSES



24%

STARTED A BUSINESS USING THE SKILLS LEARNED ON THE COURSES



6

CHILDREN LEARNING HUBS ACROSS EAST AFRICA



12,000+

CHILDREN DIRECTLY ENABLED TO ACCESS SCHOOL SINCE 2008



8,439

REFUGEE CHILDREN SPONSORED TO GO TO SCHOOL



100+

SCHOOLS WE ARE WORKING WITH TO IMPROVE QUALITY OF LEARNING FOR STUDENTS

2. ORGANISATIONAL STRATEGY AND LOGIC MODEL

| | | | | | | |
|--|---|--|---------------------------------------|--|---|--|
| VISION | REFUGEES LEAD FULFILLED LIVES | | | | | |
| | XAVIER PROJECT + REFUGEE COMMUNITY | | | | | |
| GOALS | EDUCATION Refugees have access to quality formal education delivered in a safe environment - through pioneering learning they are able to lead fulfilled lives | | | ENTERPRISE Refugees engage in and contribute to their new societies | | |
| EFFECTIVE CHANGES | More refugees enrol and are retained in formal education | Refugees achieve enhanced academic performance | Learning environments are safer | Refugees have access to safe learning environments where they can share their experiences and enjoy learning | Refugees have access to foundational skills that prepare them for participation in livelihoods opportunities (eg. literacy, finance etc.) | |
| | Social and emotional learning improves | Education for refugees is more inclusive | Extra-curricular talents are nurtured | Refugees access technical and business training that improves their income and opportunities | Refugees run management committees are given the skills and resources to promote the sustainability of each hub | |
| INDICATORS FOR MODELS Eg The Community Hubs | Indicators for social and emotional learning of sponsored students | | | | | |
| Eg Direct Student Support | Indicators for enhanced academic performance as a result of the hubs | | | | | |
| MODELS | A) Community Learning Hubs C) Rapid Response Hub D) Direct Student Support | | | B) Community Enterprise Cycle | | |
| APPROACHES | SOLIDARITY PIONEERING RESEARCH & ADVOCACY | | | | | |

To the left is Xavier Project's Logic Model. At the apex is our vision -- for refugees to live fulfilled lives. This informs everything that we do and is broken down into primary goals across our Education and Enterprise teams. These, in turn, inform our ten effective changes, each of which contributes in its own way to the broader goals.

Underlying these effective changes are our indicators, which demonstrate the extent to which Xavier Project has realised its effective changes. These indicators are achieved in practice through our models -- our ways of structuring our work -- which are listed in Chapter Six. Largely, these effective changes are not achieved through direct implementation by Xavier Project staff members, but in partnership with refugee founded

Community Based Organisations (CBOs).

We know that realising our vision, meeting our goals and implementing lasting change is only made possible through our close partnership with these refugee communities and is at the foundation of our organisational values - solidarity and pioneering.

The effective changes form a results framework to guide the CBOs with support and monitoring from Xavier Project. Building the capacity and sustainability of these CBOs and as a result the wider communities is fundamental to the success and scalability of both Xavier Project's work across East Africa.



3. IMPLEMENTATION MODELS



Over the course of the last strategic plan Xavier Project developed implementation models and theories of change that have been integrated into the development and implementation of every activity we undertake. These models adopt the approaches above and host the activities that pursue the effective changes.

A) COMMUNITY LEARNING HUBS

All of Xavier Project's work in both education and enterprise (except Direct Student Support - see D) is carried out through strong partnerships with CBOs in refugee hosting areas. We work with CBOs who share our vision and act as consultants for them in supporting them to achieve that vision.

The strategies of each CBO is based on the needs and opportunities in their own local communities, taking into account the integrated needs of the refugee communities as well as the hosting communities. As such

the CBOs are formed with diverse members representing the various demographics in the refugee hosting area. Xavier Project works with the CBO to form a vision, an identity, a brand, and a workable strategy while providing technical support on governance, compliance, fundraising, transparency, accountability, pedagogy, monitoring and evaluation.

The CBOs clearly demarcate the work they do to achieve the two key goals, with education work focusing children under the age of 16, and enterprise activities addressing the needs and ambitions of those aged 16 and above.

To achieve the goal of enabling refugees

to access quality formal education delivered in a safe environment, the CBOs run “Community Hubs” that act as partners 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.

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 enroll in school. With the community taking more ownership of the education of their children the lack of inclusion will be tackled at the source. These campaigns also focus on child protection to ensure that learning is delivered in a safe environment. For children excluded from the system due to disability or other significant constraints, the hub brings learning to them.

Xavier Project and CBO partners currently run four community hubs – one in Nairobi, one in Kampala and one in Imvepi Settlement in Uganda and one in Kakuma refugee camp. By the end of 2021 we expect to be running 6 hubs in partnerships with communities, directly impacting 18,000 refugee and host community children.

B) COMMUNITY ENTERPRISE CYCLE

The Community Enterprise Cycle hosts all the activities in the Enterprise Department as a holistic implementation model and is described in more detail on pages 11-13. The Community Enterprise Cycle provides refugees, refugee communities and the local society at large with a sustainable pathway to progress and integrated development through learning and enterprise. Normative paradigms currently present refugees as burdens on their hosting communities and through the Community Enterprise Cycle Xavier Project intends to subvert this narrative. With the right investment, support and skills training, refugee communities can engage in and contribute to their hosting countries and lead more fulfilled lives. Host communities may then feel the positive impact of the arrival of refugees. Xavier Project’s role is to guide this grass-roots lead enterprise and provide targeted assistance, investment and solidarity when necessary.

The CEC works by supporting the efforts of the same refugee led CBOs to improve livelihoods in their communities and promote the sustainable growth of their projects. It starts with the identification of a group of community members, under an informal or more formal structure, leading efforts in the education and livelihood space to support their own communities. Xavier Project aims to empower and enables those community-based initiatives following those four key steps:

Sustainability of the Community Hub Implementation Models

By building strong partnerships with visionary CBOs in refugee hosting areas, Xavier Project is able to launch a virtuous cycle that promotes growth and holistic social change. The agents for change become the refugee communities and their hosting communities, free of dependence on aid and the international community. This is vital in an era when the number of refugee globally is growing every day, and humanitarian funding is unpredictable and under strain. At the core of this strategy working is the agency of the community groups, their resilience and their capacity to deliver change. Xavier Project’s role in building capacity and developing a well-defined partnership model will be crucial during the period of this strategic plan.



STEP 1: PROVISION OF A SAFE LEARNING SPACE

This step of the CEC includes partnership formation with individual CBOs, assessment of their operational gaps, and first-stage capacity building. This can be anything from donating furniture and learning materials to training key staff.

STEP 2: READINESS

This stage enables individual participants to embark on a pathway towards engaging in and contributing to their society that is tailored to their unique needs and ambitions. It is focused on foundational skills, such as literacy, finance and computer skills. A key principle is on-going personal reflection and assessment that gives participants an idea of their starting point and the best next steps they can take. Each course is delivered by CBO staff, assisted by detailed training manuals and comprehensive libraries of learning content. On-going monitoring and assessment, with centralized data, gives the participant and idea of their progress. Meanwhile the same data gives CBOs and Xavier Project insights into the efficacy of each course and the popularity of learning pathways to inform future interventions. These courses are called Readiness Courses as they enable participants to be fully prepared to take hard skills courses at Step Three.

STEP 3: TECHNICAL SKILLS & INCOME GENERATION

At Step Three Xavier Project supports the CBOs to map accessible opportunities in their community and in external markets. These then inform the training of specific technical skills that can help refugees generate more income and leverage more opportunities. It is vital that learning at Step Three is opportunity driven, so that participants are able to use the skills they learn at this step to achieve their goals and contribute positively to their communities.

Under Step Three, Xavier Project also launches social businesses in partnership with the CBOs. Revenue from the social businesses underwrites the sustainability of the CEC, as well as providing Xavier Project and the CBO with a revenue source to support the education work.

STEP 4: SUSTAINABILITY & SCALABILITY

This step encapsulates sustainability for both Xavier Project and the CBOs themselves, as well as scalability of the CEC concept. Through increase in capacity, income and opportunities afforded by Steps 1, 2 and 3, the CBOs become more sustainably run (financially and practically). Xavier Project facilitates collation of “lessons learned” during implementation and shares them with other CBOs in the CEC network. Trainers and participants alike give us feedback to iterate on course content – or contribute to course content themselves – the fruits of which are likewise shared among the CEC network.

CEC CASE STUDY: FARMING ENTERPRISE IN RWAMWANJA SETTLEMENT

Since 2014 Xavier Project has been collaborating with CBOs working in Rwamwanja Refugee Settlement, Southwest Uganda, to establish safe learning spaces which train refugees in language, ICT and enterprise skills with the aim to improve the livelihood opportunities and sustainability within these communities. In Uganda, the Government provides refugee households with half an acre of land to cultivate crops and build a shelter. Most refugees in Rwamwanja are cultivating staple crops of maize and beans yet obtain yields and incomes far below the potential for this fertile area due to farming techniques and obstacles to access the local and regional market.

Xavier Project has purchased 23 acres of land close to the settlement to establish its own farming enterprise. The farm will be a centre to train refugees in the technical skills required for best practice farming. This will coincide with courses on literacy, numeracy, entrepreneurship and marketplace literacy to strengthen skills and knowledge. Taking an adaptive learning approach, the farm will also experiment with the cultivation of cash crops and allow Xavier Project to understand the realities of accessing the market to then share findings with the local community. The working farm and agricultural centre will help to develop in-depth market knowledge and strengthen market structures to support refugees overcome the barriers they face doing business within the region. To complement this, Xavier Project will also be helping refugee farmers to set-up cooperatives and access financial services. Through such technical skills training and market access support, Xavier Project expects refugee farmers' income to double. The farm can directly employ some refugees on a contractual basis. This will have countless benefits to the local community, both host and refugee. not least allowing refugee households to better integrate into the Ugandan society and contribute to the economy, shifting the normative view that refugees are a burden. Xavier Project aims to reinvest the farm's profits back into the local enterprise and education programmes, support the longevity of the skills training and to eventually be able to hand over the management of the farm to the local refugee community.

Our aim is to have a social business initiative generating income to support Xavier Project's work in a majority of the urban areas and settlements in which we operate. These could vary from farming to accommodation services. We believe that this will significantly improve the impact of our work while making community ownership more possible and sustainable.



C) RAPID RESPONSE HUB - NEW MODEL

Xavier Project intends to be more involved in the global movement to ensure that quality education is part of every emergency response in situations of humanitarian crisis.

To this end we will:

- Ensure that communities are fully involved in the design and implementation of education programmes in emergencies through to recovery;
- Help coordinate education rapid assessments and response;
- Strengthen national education systems, particularly national emergency response mechanisms in Kenya and Uganda
- Contribute to improved service delivery regarding education, by using relevant, radical scalable initiatives
- Monitor and evaluate education work in emergencies through to recovery and development;
- Build capacity to increase knowledge and skills in implementing high quality education programmes, particularly by introducing pioneering pedagogies
- Guide donor investment in the education sector.

Our implementation model for emergency response will follow the same principles as the community hubs. The activities will reflect the community hub activities but be designed for rapid deployment. This way a

rapid response hub can evolve into a hub servicing a protracted displacement situation. We will monitor the progress of the students we support through this implementation model, whether they remain in protracted displacement, move to more stabilised refugee settlements, or return to their pre-crisis location.

D) DIRECT STUDENT SUPPORT (EDUCATION DEPARTMENT)

Xavier Project supports individual refugee children and young adults through formal education. We have done so since 2008 and this 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 secondary school; 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.

4. EDUCATION OVERVIEW:

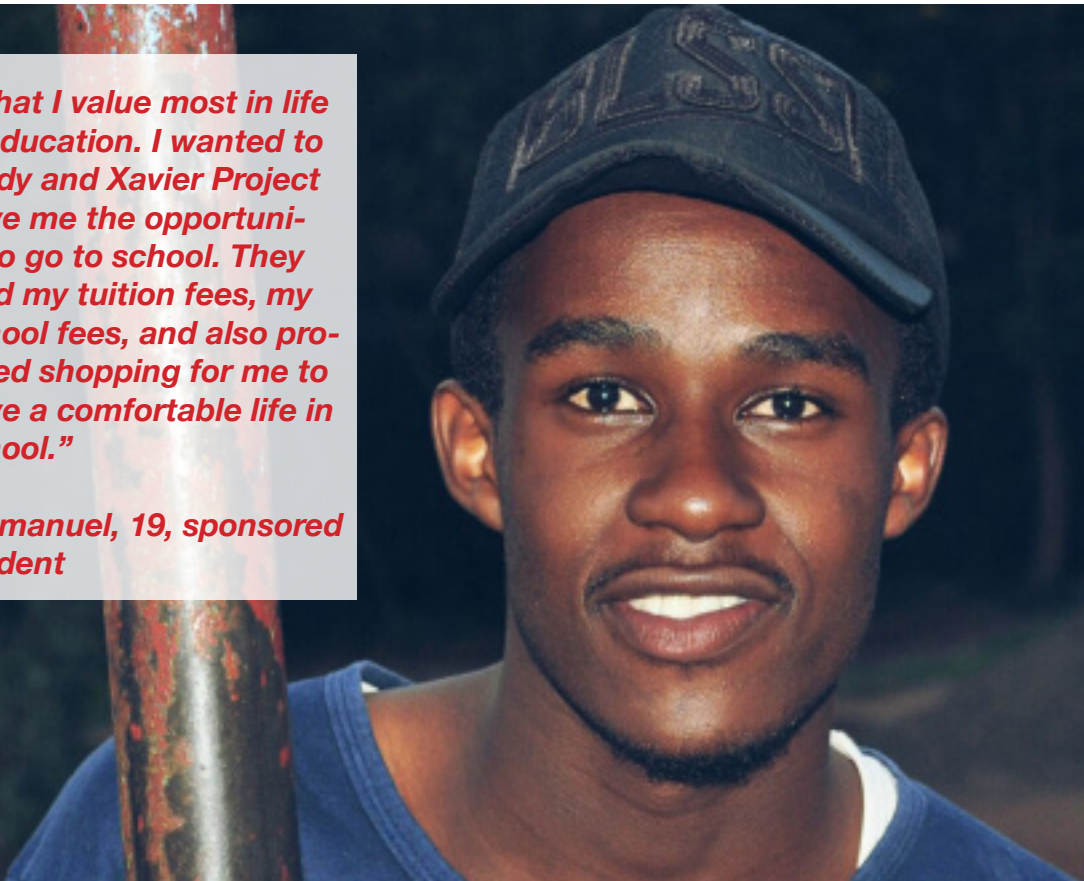
The goal of the Education Department is to enable refugees to access quality formal education delivered in a safe environment. Through this pioneering learning they will be able to lead fulfilled lives.

The Education Department realises this goal by pursuing six effective changes:

| EFFECTIVE CHANGE | DESCRIPTION |
|-----------------------------|---|
| ACCESS | More refugees enroll and are retained in education |
| ACADEMIC QUALITY | Refugees achieve enhanced academic performance |
| SAFETY | Learning environments are safer |
| SOCIAL AND EMOTIONAL SKILLS | Social and emotional learning improves |
| INCLUSIVITY | There is more equitable inclusion of marginalised children in education |
| EXTRACURRICULAR | Extracurricular talents are nurtured |

“What I value most in life is education. I wanted to study and Xavier Project gave me the opportunity to go to school. They paid my tuition fees, my school fees, and also provided shopping for me to have a comfortable life in school.”

Emmanuel, 19, sponsored student



Below is an overview of our successes in pursuing these effective changes so far, and our goals to realise each effective change by 2021.

| | What did we achieve during the period of the last strategic plan? | What do we aim to achieve by 2021? |
|--|--|--|
| More refugees enroll and are retained in education | <p>In 2018, there has been up to 8,528 learners across Kenya and Uganda supported in education at any given time.</p> <p>Xavier Project's current maximum sponsorship slots capacity is 260, and 410 students were supported through secondary school over the last three years.</p> | <p>By 2021 we intend to have a peak reach (at any given time) of 12,500 learners supported through education.</p> <p>Furthermore, we plan to have 4,000 learners across 6 learning hubs regularly accessing our services, with a further 15,000 supported through outreach activities from the hubs -- including marginalised children. These community hubs will be run by CBOs with whom we have a close partnership in Rwamwanja, Imvepi, Kampala, Nairobi and Kakuma.</p> |
| Refugees achieve enhanced academic performance | <p>In Kalobeyei, a tablet based app, Kit-Kit School, enabled a 17 percentage point to 34 percentage point increase in participants' numeracy and literacy test scores. In Uganda, KitKit School participants increased their literacy scores by 47 percentage points and their numeracy by 10 percentage point.</p> <p>In our Kitengela learning hub, participants increased their test literacy scores by 30 percentage points as a result of our intervention.</p> <p>These academic performance results have been demonstrated through randomised control tests (RCTs).</p> <p>Furthermore, we have 4 community hubs in which these academic performance enhancing interventions are being delivered: in Kitengela, Umoja, Imvepi, and Kampala.</p> | <p>By 2021 we wish to have all Xavier Project interventions relevant to this effective change proven through RCT-based qualitative data. We will continue to evaluate the comparative efficacy of academic performance interventions, and therefore expect to see levels of improvement that exceed the previous three years.</p> <p>By 2021 we plan to have 6 community hubs. We will develop a course for parents and community members to increase their level of agency in refugee education.</p> <p>We will reach 300 teachers through direct teacher training, and an additional 700 teachers will undertake capacity building on refugee education, to improve the learning conditions for refugees.</p> <p>Through outreach initiated at the community hubs we will build relationships with the management teams and boards of 12 schools and improve the quality of the education in those schools in partnership with the local community.</p> <p>We will enable 3000 refugee children to transition to secondary school as a result of improved grades at primary school</p> |

| | | |
|---|---|--|
| <p>Learning environments are safer</p> | <p>Ensuring safety of learning environments is critical. All the community hubs have been designed with safety in mind from the outset.</p> <p>In a survey and community discussions on the safety of our Nairobi learning hubs undertaken in October 2018, 95% of respondents rated our hubs either Very Safe or Safe.</p> <p>During this period Xavier Project supported 12 schools in Nairobi and Mombasa with refurbishments that directly contributed to the increased safety of the learning environments. This benefited over 5000 children learning in these schools.</p> | <p>By 2021 we aim to be a leader in safe learning environments interventions, demonstrating best practices and using monitoring toolkits considered the best in the field.</p> <p>Xavier Project has access to the ILET tool designed by Save the Children (Improving Learning Environments Together) that measures school safety. This will enable us to assess the safety and learning environment quality in the schools we work with.</p> <p>By the end of 2021, the eight community hubs we will be exemplary leaders in terms of the safety of the learning space, with high community safety ratings and “green” ILET scores. We will use this a platform to lobby other agencies and practitioners to promote safety across the sector.</p> <p>12 partner schools will go from “red” under the ILET safety assessment to “green”. 50 schools will go from “red” to “orange”.</p> |
| <p>Social and emotional learning improves</p> | <p>In extracurricular student camps, delivery of classes on key social and emotional skills improved students’ confidence and knowledge in these skills. Before taking the classes, only 35% of students rated themselves as knowledgeable and confident, vs 92% afterwards.</p> <p>We have also delivered similar classes at our community learning hubs for 105 participants in 2018, and at Kiryandongo peace camp for 97 participants.</p> | <p>We expect to see similar knowledge and confidence improvement among our supported students, particularly in the areas of Self Esteem, Decision-Making, Resilience to Challenges, Time Management Skills, among others.</p> <p>50 staff members and 150 partner teachers will complete a social and emotional learning course.</p> <p>Under this effective change we will also develop curricula around peace-building and reconciliation.</p> <p>By 2021 we aim to be a leader in providing social and emotional learning interventions, especially in community contexts. These activities will complement those providing enhanced academic performance, and extracurricular opportunities.</p> |

| | | |
|--|---|---|
| <p>There is more equitable inclusion of marginalised children in education</p> | <p>Gender Primary Support: 51% female, 49% male Secondary Support: 42% female, 58% male Accelerated Education Programme at Hubs: 46% female, 54% male</p> <p>Persons with Specific Needs (PSNs) Number of PSNs sponsored at Primary level: 28 Gender ratios of PSNs: 25% female, 75% male PSNs as percentage of total sponsored learners at Primary level: 6.5%</p> | <p>By 2021 we aim to have gender parity (1:1 girls to boys) across all educational interventions, as well as PSNs as 8% of sponsored learners.</p> <p>Furthermore, we will aim to include at least 10% host community participants in our activities.</p> <p>Beyond access we will ensure that learning is inclusive in terms of the usability and relevance of the curriculums, and include groups marginalised by various diversifiers such as gender, age, sexuality, ability, and nationality. Further than being simply responsive to inequities we will have a positively transformative effect on opportunities for marginalised groups.</p> |
| <p>Extracurricular talents are nurtured</p> | <p>Extracurricular talents for 462 secondary school students have been nurtured via 9 holiday camps and other one-off activities. At our learning hubs and library in Kampala, we were able to hold a variety of monthly activities such as debating clubs and informal sports events for 230 children of all ages.</p> | <p>We aim to continue having 3 holiday camps for sponsored students per year, as well as monthly extracurricular activities in all 6 learning hubs. These should interlink with, and complement, academic performance interventions and those providing social and emotional learning.</p> |

5. OVERVIEW - ENTERPRISE:

The goal of the Enterprise Department is to enable refugees to engage in, and contribute to, their new societies. This will help them lead fulfilled lives.

To achieve this, the Enterprise Department pursues four effective changes (each of which is pegged to a step of the Community Enterprise Cycle, described below in the Models section):

| EFFECTIVE CHANGE | DESCRIPTION |
|--------------------------------|--|
| SAFE LEARNING SPACES | Supporting community groups to provide spaces for safe, inclusive learning and innovation |
| READINESS SKILLS | Foundational skills that prepare participants to engage in livelihoods opportunities and to build resilience |
| HARD SKILLS, INCOME GENERATION | Participants access technical and business training that increases their income and opportunities for the long term |
| SUSTAINABILITY AND SCALABILITY | The sustainability and scalability of all activities is promoted through permanently increasing the skills and capacities of our CBO network |

“I had a challenge paying for my high school. I was hopeless and not knowing if I was going to finish my high school education. When I almost finished high school, I went to Xavier Project. They decided to pay my school fees. They did the best thing that I could have ever thought of.”

Jean Marie, 21, former sponsored student now trains young adults in one of Xavier Project’s community hubs



| | What did we achieve during the period of the last strategic plan? | What do we aim to achieve by 2021? |
|------------------------------|---|---|
| Step 1: Safe Learning Spaces | <p>We have supported 12 safe community learning spaces across Kenya and Uganda: Nairobi: L'Afrikana, CVC, Refuge Care, TLPF, and Kivuli. Kampala: YCI, Bondeko Kakuma: SAVIC, URISE, SIR, Kalobeyei. Rwamwanja: Tomorrow Vijana</p> <p>The Community Enterprise Cycle model, based on quality partnerships with refugee community-based organisations (CBOs) has enabled greater cost-effectiveness, and therefore greater reach, than was possible with the previous direct implementation model. It has allowed for rapid accumulation of presence in diverse locales. This is important, since 80% of our participants state that these community learning spaces are the only accessible learning centres in their area.</p> <p>Critically, our participants find these community learning spaces safe. Across Kenya and Uganda, 98% of participants said they felt safe learning in these spaces, and 95% said they were welcoming. Each hub also runs the "Here To Listen" programme, as described above.</p> | <p>In the period between 2019 and 2021 we will create a CBO partnership association for the CBOs running the CEC. Six of the existing 12 groups will graduate through the association so that they are providing holistic social change to their communities sustainably and leading the model with Xavier Project. These CBOs will be in Rwamwanja, Imvepi, Kampala, Kakuma and Nairobi. They will graduate to running the CEC, including social business, as well as Education Community Hubs. An additional 12 CBOs running the CEC will be associate members of the network, benefiting from Xavier Project's consultancy and learning content.</p> <p>We intend to develop a capacity building curriculum for community groups, including a course for Community Based Organisations delivered at the management level. All 18 partner CBOs will graduate through this course.</p> |
| Step 2: Readiness Skills | <p>Our peak numbers for Readiness participants, across Kenya and Uganda, was around 1050 in Q2 2018, with a gender ratio of around 35% female and 65% male.</p> <p>These trainings have the following Readiness outcomes for graduates (average taken over 1 year, self-reported):</p> <ul style="list-style-type: none"> 36% 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 better 35% said it helped them know more about their rights and opportunities available to them 31% said it helped them resolve conflict and understand other people better | <p>By 2021 we aim to be reaching 2250 participants per quarter (based on # of hubs above), with a 1:1 gender ratio globally (some classes may have higher numbers of men or women depending on content).</p> <p>We also aim to be delivering learning content with quality attainment outcomes verified by RCTs. This content will also be certified through open source verification standards.</p> <p>Furthermore, by 2021, all Readiness participants will be in clear pathways to income-generating skills at Step 3.</p> |

| | | |
|---|---|--|
| <p>Step 3: Hard Skills Income Generation</p> | <p>Our training has the following income-based outcomes for graduates (average taken over 1 year):</p> <p>48% said it helped them get more income 21% said it helped them access higher educational opportunities 20% said it helped them start a business</p> <p>19% said it helped them get a job 16% said it helped them participate in online job opportunities</p> | <p>By 2021 we aim to have 3 specific, proven skills pathways which streamline participants towards income-generation, particularly those that complement Xavier Project's social business activities (see below).</p> <p>During this period, 50% of Step 3 participants raise their income to the level at which they earn the equivalent of a local minimum wage (e.g. 7000 KES in Kakuma and 12000 in Nairobi, \$30 in Rwamwanja and \$100 in Kampala)</p> |
| <p>Step 4: Sustainability and Scalability</p> | <p>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 the previous direct implementation model.</p> <p>This, in turn, has led to greater capability to scale our Enterprise operations, especially when moving into new locations. Partnering with CBOs also ensures that activities are more resilient to funding gaps, and can run semi-autonomously from Xavier Project. Some partners, such as YCI in Rwamwanja and SAVIC in Kakuma are over 90% self funded.</p> | <p>By 2021 we aim to have six full partner CBOs running profit-generating social businesses (social enterprise) activities operating under the CEC, the profits of which will be used to sustain operational costs. The social businesses will create jobs for refugees and host communities, enable us to be immersed in and leverage opportunities within the value chain. The 12 associate CBOs will not be supported financially by Xavier Project during this period. We expect at least six associate graduate CBOs to graduate to full partnership by 2022.</p> <p>The social businesses run in these locations in partnership with the CBOs will also promote step four success. Profits from the social businesses will underwrite the Community Enterprise Cycle as well as subsidising Education Community Hub Activities where necessary.</p> <p>The CEC documentation and training materials will be disseminated across all Hubs, as well as aspiring groups, and will be available as an open source resource far beyond Xavier Project's operational reach.</p> <p>In this way, the Enterprise Department will be producing sources of income for Xavier Project and the communities we work with -- from learning spaces, life skills, income-generating skills, to business participation that enables financial sustainability at all levels.</p> |

6. APPROACHES



A) SOLIDARITY -- COMMUNITY OWNERSHIP

Education and Enterprise for Refugees is most effective when it is run and owned by the community.

Xavier Project works with communities to deliver effective changes. Increased community ownership increases accountability. Community owned projects are more sustainable and cost effective. Being self-reliant enables communities to build in other rights such as legal rights, health care and protection. Models that promote community ownership are scalable.

For example, after partnering with refugee CBOs to deliver Enterprise Department activities, Xavier Project experienced the following benefits:

- Course attendance increased

- CBOs and their communities were more willing to share ideas and direction with us

- Implementing activities was roughly 50% cheaper compared to direct implementation models

- During periods of funding uncertainty, activities were able to continue as normal

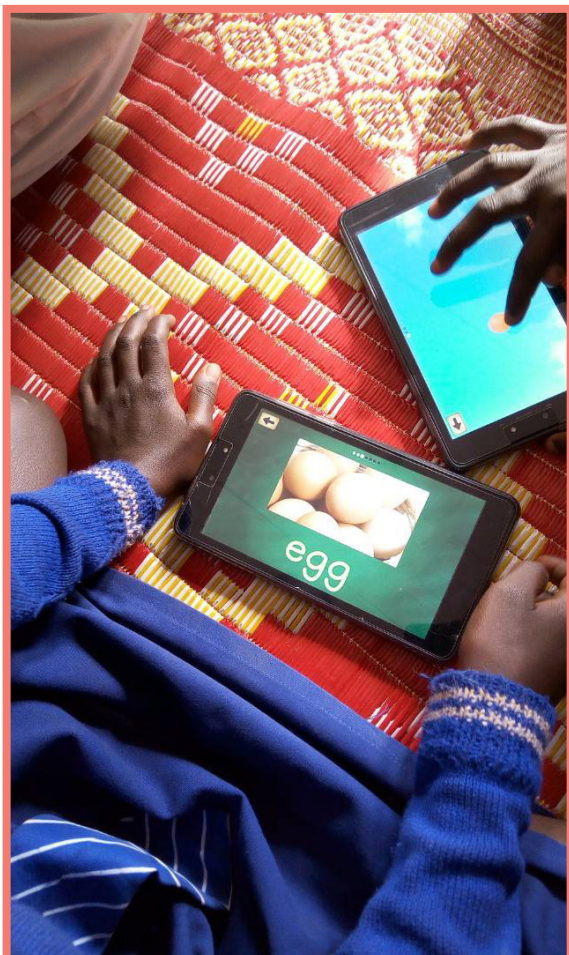
- Our number of locations increased from 4 to 12 in 2 years

B) PIONEERING

Outstanding learning outcomes for all can be achieved in far more resource efficient ways using pioneering and radical pedagogies. Refugees are able to engage in and contribute to their communities using innovative models and by exploiting existing opportunities.

Xavier Project will be an agent of change bringing the right people together to ensure refugees are included in more integrated services, highlighting the mutual interests of all stakeholders in this outcome, from refugees, local host communities, the international community, the private sector and government agencies.

For example, our Eneza and KitKit projects enable quality blended learning opportunities to be delivered to thousands of refugee children with a very low per-student cost, improving their literacy and KCPE grades as demonstrated by Randomised Control Trials (RCTs).



C) RESEARCH & ADVOCACY

A research focus will remain a key approach and goes hand in hand with our pioneering work. There will continue to be new lessons from pioneering activities which have an element of risk and experi-

mentation inherent in their implementation. The exploratory and inquisitive nature of our work will be mapped out and the results recorded. Learning will go beyond an evaluation of the impact on participants to aspects such as pedagogical theory, context variables and longitudinal studies that take into account factors outside the direct impact of the activity.

Our research and experience are highlighting new ways of working that bring better outcomes for refugee communities. These findings need to be shared and best practice adopted by people working in this field. This includes local actors and community members, national authorities and the international community among others, all of whom can be influenced to adopt progressive approaches to refugee education. Xavier Project will work in partnership with other influencers to advocate for this progress.

CASE STUDY: RESEARCH & ADVOCACY

An example of Xavier Project contributing to positive changes within the humanitarian sector is our role in the Advocacy Working Group of the Iteragency Network for Education in Emergencies. INEE is a network with over 15,000 members from all over the world. Xavier Project is one of ten organisations in the Advocacy Working Group (AWG) working to advocate for better education in emergencies. We do this on a national and international level as well as helping to amplify the voices of all the 15,000 members of the network. As an example, the AWG is running a series of webinars on advocacy for which the Xavier Project team have been moderators.

7. STRATEGY FOR GROWTH



A) Sector Penetration – Improved Performance within existing implementation models and locations

As highlighted in our targets for 2021, Xavier Project intends to do better in the activities we are already engaged in and achieve more ambitious results in the locations we are already working in by making our programmes more sustainable. The way we will strive for performance and measure our progress is outlined in Section 10.

B) New Models

Between 2019 and 2021 we will aim to roll out the new model of the rapid response hub, and explore new activities within the current models such as greater investment in social business and courses that promote community agency.

| EXISTING IMPLEMENTATION MODELS | CURRENT OPERATIONAL LOCATIONS |
|--|---|
| Direct Student Support (Education) Community Learning Hubs (Education) The Community Enterprise Cycle (Enterprise) | Urban Areas of Kenya Kakuma and Kaloheyei Urban Areas of Uganda Rwamwanja and Imvepi |

8. WORKFORCE STRATEGY

To achieve this impact Xavier Project will employ a strategy to build a great team.

Our workforce strategy will be in-line with our core value of solidarity. The core value of SOLIDARITY is lived through our sense of team as well as our approach to the communities we work with.

| | |
|------------|---|
| OPEN | Our workforce strategy will be transparent and discussed regularly |
| COHESIVE | Our workforce strategy will have the outcome to achieve a cohesive team that shares one vision |
| PIONEERING | Our workforce strategy will be specifically designed for Xavier Project to best meet its vision. As such it will innovative and promote maximum efficiency. |



9. MONITORING, EVALUATION AND LEARNING

RELEVANT, SCALABLE, PROVEN, RADICAL (PERFORMANCE)

Proving our successes is critical. We intend to prove we are making a truly positive difference and using our funds for the best possible charitable benefit. Additionally, good results give us credibility and leverage when approaching potential funding sources, when coordinating with partner organisations, and when advocating for institutional change in refugee policy.

Each activity or project is assessed on the basis of its department's effective changes, with its own specific indicators. For example, our community learning hubs monitor their participants' attendance, segregated by gender and other factors, to measure the Access and Inclusivity effective changes; they provide additional activities for learners that feed into the Extracurricular and Social and Emotional Skills; they adhere to internationally recognised child safety practices and regularly ask partic-

ipants and parents to report their perception of the space's safety; and they use Randomized Control Trials to assess the quality of academic interventions being delivered there.

An important part of performance assessment is comparing and contrasting different approaches undertaken by Xavier Project and demonstrating which approach has the largest impact. This could include a comparison of an intervention's value for money against its efficacy, as well as assessing which intervention have cross-cutting positive outcomes such as the social and emotional benefits of a literacy programme or increased capacity for communities through programme implementation.. Xavier Project therefore measures performance across three separate levels:

| | |
|--|--|
| Level 1: QUANTITY | Project outputs such as numbers of sponsored students and participants, our reach, or number of teaching locations. It is particularly linked to the Access, Inclusivity, and Safe Learning Spaces effective changes, as well as Readiness Skills. |
| Level 2: QUALITY | Outcomes -The qualitative benefit to participants, households and communities on an intrinsic level, improving their life prospects.. Among others it is relevant for the Academic Quality, Safety, Social and Emotional Skills, Extracurricular, Readiness Skills and Income-Generating Skills effective changes. |
| Level 3: COMPARISON OF APPROACHES | The efficacy and cost-effectiveness of our approaches, compared to one another -- taking into account performance at the quantitative and qualitative levels. This level looks at the extent to which activities are radical, relevant, scalable and provable. Learning from this level informs our long-term direction and decisions. |

10. COMMUNICATIONS STRATEGY



BRANDING AND MESSAGING

In order to attract the attention of new partners and donors Xavier Project has been in the process of consolidating its messaging to create a more succinct brand identity. From re-framing our mission and core values to renaming departments, we are working to eliminate the barriers that stop people from being able to quickly understand and connect our brand with what we do and why we do it.

The next phase of this will be to assess our brand and make changes to provide a more distinctive and recognisable identity within the sector which will resonate more effectively with new audiences. This transition will continue to simplify our messaging and reveal a new visual identity which will be rolled out across our communications. Establishing a coherent and consistent brand will be an essential component for our growth over the coming years in terms of driving awareness, credibility and in turn securing diverse funding.

INCREASED VISIBILITY IN NEW SPACES AS AN OPPORTUNITY FOR DIVERSE FUNDING

Diversifying the channels from which we receive funding continues to be a strategic priority for the organisation and the specific focus of the communications department, particularly with the purpose of generating increased unrestricted income. Our communications strategy underpins all of the plans identified in Chapter 7: Strategy For Growth (Chapter 7).

How this growth translates into our communications...

A) IMPROVED PERFORMANCE -> PROOF THAT WHAT WE DO WORKS, BUILD TRUST WITH NEW AND EXISTING AUDIENCES/DONORS

A primary focus of our communications is to report to our existing community on the work we are implementing and how

we are using our resources effectively and efficiently. Standing out in the sector, improved performance and achieving ambitious results all serve to strengthen these communications - building trust and increased support from our community whilst also gaining the attention of new supporters. These results will be developed into dynamic reports which will more comprehensively communicate the impact of our work.

B) NEW MODELS -> INNOVATIVE PROGRAMMES WE CAN TALK ABOUT TO ENGAGE NEW AUDIENCES/DONORS

Our growth in emergency contexts with the implementation of our rapid response hub model will continue to diversify the communications avenues through which we can engage audiences and secure funding. For example, pioneering response methods in emergency contexts are opportunities to gain attention from the media and can tie into the news agenda. Therefore being more proactive in engaging journalists and media (locally and internationally) provides new platforms from which to build awareness and credibility.

C) INCREASED VISIBILITY WITH OPPORTUNITIES TO ENGAGE NEW AUDIENCES/DONORS

Our increased growth beyond urban settings into settlements in recent years has

given us an opportunity to be visible in new spaces and as a result has allowed us to position ourselves differently in our communications in terms of fundraising, advocacy and as agents of change.

By being active in these spaces gives us a broader perspective, strengthens our research and diversifies our opportunities to be visible within new sectors. Pioneering projects like the Rwamwanja Agricultural business will provide opportunities to be part of new conversations: engaging partners and funders from a social business sphere; positioning ourselves as thought leaders and pioneers in the sector; and using these dialogues about as an opportunity to build our voice. An emphasis will be placed on engaging corporates, trust and foundations with these initiatives.

D) ENGAGING OUR COMMUNITY AND ADVOCACY

Our tailored approach in communicating with our audience will continue to be a key part of our strategy. Making direct connections between our supporters and our beneficiaries has served to strengthen the support of our community - in terms of both donations and advocacy. Recruiting a part-time member to be based in the UK to represent us at relevant supporter and sector-specific events will be an opportunity to engage more actively in UK networks and grow our presence.



11. INCOME DIVERSIFICATION



INSTITUTIONAL DONORS

Over the course of the three years covered by the 2016 – 2018 strategic plan, we increased the number of institutional donors supporting Xavier Project from one to 11. This source of income supported the core of our growth of 280% in income and spending over the same period. Our priority between 2019 and 2021 will be to increase the spread of institutional donors, rather than focusing purely on the volume. The global pool of humanitarian funding is suffering a significant strain at the moment due to decreasing aid budgets in key donor countries such as the United States, and the increasing scale of humanitarian crises, not least due to the rising number of refugees around the world.

UNRESTRICTED INCOME

Xavier Project has generated 30% of its revenue over the last three years from donors who have not restricted their donations to a particular activity but chosen to support us in achieving our general vision. The majority of this funding was raised in the UK. We intend to continue increasing this income source, not by increasing investment in fundraising activities but by communicating our vision and successes more clearly so that support for our work grows organically. This relies on good communication, more crucially generating strong evidence for our work through results based interventions. This is outlined in

Chapter 10: Communications Strategy.

ENTERPRISE

Xavier Project intends to launch new enterprises that will contribute to and benefit from the growth in these developing countries. For example, in Uganda we intend to run a 25 acre farm on the periphery of Rwamwanja that will generate income for Xavier Project while employing refugees from the settlement.

We have been able to achieve a lot with donor funding and we believe there will always be donors willing to support education for refugees. Delivering quality education is expensive and hosting communities are likely to request support from donors to ensure refugee children go to good schools. This is a good thing and at Xavier Project we hope this source of revenue will continue to increase for us in coming years so that we can continue to improve learning outcomes for refugees. However, Xavier Project's 2019 – 2021 strategic plan sees a shift towards greater diversification of income and proportionally we intend to rely less on donor funding. When there is positivity and growth in so many economic sectors in Uganda and Kenya, we intend to engage in these sectors and generate income for our organisation, starting with farming in Uganda. We hope to open one new enterprise per year between 2019 – 2021, raising 30% of our income from this source by the end of the strategic plan's duration.





12. FINANCIAL STRATEGY

Xavier Project has grown at an average of 47% per annum since 2012 in terms of income and spending, during this period we have not built up significant cash reserves. This is largely down to the strain on capacity that the fast growth has resulted in and the investment in organizational capacity needed to keep up with the growth. In the next three years we expect to see slower growth in income and expenditure. We will aim to spend 5% less than we raise so as to build up cash reserves.

The main purposes of building reserves are to protect the organisation in future against unexpected funding shortages to ensure we can make longer term plans with a contingency buffers in place to mitigate against financial risks to build up a reserve that can be used in response to new emergency situations, enabling us to be part of initial responses to new refugee influxes. We aim to build up reserves of £230,000 over the course of the three years this way.



13. COMPLIANCE & RISK MANAGEMENT



Xavier Project has experienced exponential growth over the recent years and this growth has attracted diverse forms of partnerships. The expanded engagement with our donors and beneficiaries mandates us to put in place more robust measures to ensure compliance and to manage risks that may hinder us from achieving our goals. With regards to compliance, Xavier Project will be keen to ensure projects' delivery is in line with the laid down objectives and that reports are of consistent high quality and timely. On the same note, there will close tracking and analysis of all activities to ensure that funds are utilized for the intended purpose and within allocated budgets.

Over the period 2019-2021, Xavier Project will adopt risk based monitoring to closely monitor each of the programs under implementation. Besides mitigating overall organizational risks, each individual program risk will be assessed and mitigated accordingly.

14. CONCLUSION

This strategic plan has been compiled by the whole Xavier Project team with inputs from representatives of our key stakeholders. Over the next three years we expect this strategic plan to help us grow our impact and come closer to realising our vision – that refugees should lead fulfilled lives.

This planning has been carried out at a time when there are globally more refugees than most people alive have ever witnessed, and when there are increased challenges faced by displaced communities arising from protectionist politics, strained environments due to climate change and the changing face of global conflicts. Nevertheless, due to the progress we have achieved since 2008 and by working closely with refugee communities we have learnt not to give up hope and to maintain our belief that all refugees can and deserve to live dignified and fulfilled lives, not least those living in Kenya and Uganda.

We will not give up the belief that refugee accommodating areas do and will contribute

to the growth and prosperity of their hosting nations. By working in close partnership with communities, delivering pioneering programming and by living out our culture of solidarity this strategic plan can bring Xavier Project's vision to reality, especially if the readers of this document continue to provide the support that we continue to depend on. None of our work would be possible without the support of our wider Xavier Project community and we hope you will join us on this journey in the future as we strive to achieve more each year in East Africa.

To keep updated on our work please follow us on www.xavierproject.org or email c.thompson@xavierproject.org and request to join our mailing list.



