



# Annual Report

2014 | 2015

Action for Refugees in Lewisham

# Our Mission

- Relieve the poverty of refugees.
- Advance the education of refugees.
- Educate the general public about the rights and needs of refugees.

# Our Values

- **Empowerment:** help people to help themselves.
- **Protection:** uphold migrants & refugees' rights.
- **Equality:** celebrate differences, treat everyone equitably, uphold human rights.
- **Independence:** partner with others
- **Engagement:** involve communities and wider public in our work.
- **Excellence:** our goal, we value transparency, creativity, participation and learning.
- **Respect:** everyone is valued, staff and volunteers are supported to realise their potential.

# Contents

Welcome	1
The Year at AFRIL	3
Rainbow Club: KS1	4
Rainbow Club: KS2	5
AFRIL Saturday Manager	7
Teacher's Spotlight	8
Rainbow Club – Sport	9
Rainbow Club – Art & Craft	11
Fairbeats!	13
Rainbow Club – Family Projects	15
ESOL Classes	17
Creche Report	18
Volunteering	19
Case Study: Through Strangers' Eyes	21
Financial Review	23
Thank You	33

# Welcome

**Refugees are welcome! Over the past eight years the community around the vulnerable people we support has grown; and never more than over the 2015 European summer and the crisis in the Mediterranean. Our growing community of supporters recognise that refugees living in our community now need our support to live with dignity and safety.**

Central government immigration policies and the upcoming Immigration Bill present real threats to the ability of people seeking refuge in the UK to live with safety and dignity. These policies will result in many more people becoming destitute, unable to access justice, and living in fear.

Refugees are not strangers, they are us. We all have the same basic needs, hopes and fears for ourselves and our families. Policies of fear and exclusion create a false divide between us, dehumanising us all. We are proud and encouraged by the outpouring of support from our community following the tragic death of Aylan Kurdi in the Mediterranean this summer. We have struggled to respond to our many new supporters and their offers of support due to our limited resources.

Our new strategy 2015-18 focuses on how Action for Refugees in Lewisham can work with supporters and the people who use our services to address the key challenges around refugee inclusion in Lewisham: individual and community empowerment, accessible services, and a sustainable organisation. In delivering these themes we will strengthen the existing community support for refugees in Lewisham and provide people using our services with the skills and confidence to live independently with dignity and safety.



AFRIL on World Refugee Day 2015

We are committed to supporting individuals and community members to access the skills and knowledge they need to live independently. We have had great success meeting the education needs of children and adults with great success. The Rainbow Club, our supplementary school that runs every Saturday in term time, supports over 60 children each week to develop their literacy, numeracy, physical health, art and music skills. Through our successful partnership with the Fairbeats! music programme, children develop music skills, accessed specialist programmes and experienced significant improvements in their emotional wellbeing. For adults we offer English classes, in partnership with Community Education

Lewisham, to refugees and migrants, and conversation classes and drop in activities at St Margaret's Church in Blackheath. It is a unique opportunity for isolated parents and carers to improve this vital skill as we also offer a free crèche.

People seeking safety in the UK are at the heart of our work. We have worked over the past year to embed people using our services in our work. We created the Parents Forum to enable parents of children using our Rainbow Club service to have a voice in the work that we do, and to empower them with the information and skills to address their own needs. We are indebted to Kate Haskins, our Service User Liaison Trustee, for her work co-designing

and facilitating the Parents Forum. We are looking forward to growing this work and welcoming people who use our services to participate in delivery, planning and governing activities.

Many of the services that refugees need are not accessible to them for a variety of reasons – policy, English language proficiency, or awareness. Our recently returned Advice Service for people seeking refuge in the UK, funded by Trust for London, is filling a critical and growing gap in the advice service network in the region. We are delivering it in partnership with our sister organisation Lewisham Multi Lingual Advisory service from our home at the Leemore Centre and providing outreach to Lewisham Citizens Advice Bureau.

The past year has been a period of renewal and growth for Action for Refugees in Lewisham as we have focused on strengthening the organisation to ensure a sustainable future. We have an ambitious vision for our future which relies on increased support for our work. An organisation that is better able to excite and engage our community in our work. We are doing this in many ways – increasing our social media presence, working with local media, and promoting our work with local community groups such as the Rotary Club. We have already succeeded in achieving our fundraising targets with the dedication and hard work of our fundraising volunteers. We would like to thank Tania Skae, our previous fundraising trustee, who with Katie Allen created a fundraising strategy that will ensure that we achieve our support targets.

Building and sustaining a community of support around this vulnerable

client group is vital. We rely on the dedication and passion of our 30+ volunteers and staff. They bring a diverse range of skills and life experiences, some are former service users. We are grateful to our Manager and Founder Iolanda Chirico and Laura Maziale, our Rainbow Club Manager, who skilfully lead, motivate and excite our volunteers and staff.

Creating a community that welcomes refugees is simple. It's about offering sanctuary, a space where people can live with safety and dignity. We are proud to call Lewisham our home, a local authority that has responded actively to the needs of people seeking refuge in the UK. We look forward to continuing to work with the Council, ensuring that refugees and migrants feel welcome over the coming year. We have supported their efforts from Syria, coordinating care to people in Calais. There are many ways that you can join our efforts to strengthen the welcome for refugees living in Lewisham – volunteering, fundraising, donating, campaigning.

Earlier this year the Social Integration Commission found that one of the biggest challenges facing London is the lack of social integration. People are becoming more isolated, coming together only with people from the same social, ethnic, age or class groups. This is stifling innovation, locking people out of opportunities to grow and thrive and at worst resulting in deteriorating community cohesion as fear and distrust manifest. We believe that current immigration policy risks embedding the worst effects of social exclusion – social isolation, fear, deteriorating wellbeing and community cohesion. With your help we can build some bridges between communities for the benefit of us all.

---

**“Creating a community that welcomes refugees is simple. It’s about offering sanctuary, a space where people can live with safety and dignity. We are proud to call Lewisham our home, a local authority that has responded actively to the needs of people seeking refuge in the UK”**

---

Thank you for your continuing to welcome refugees to our community. We look forward to continuing to your continuing support.

**Iolanda Chirico, Manager  
Renae Mann, Chairperson**

# The Year at AFRIL

## Education and support

- ESOL Entry 1, ESOL Entry 2 and Pre-Entry classes: Mondays, Wednesdays, Thursdays – 48 students; a total of 282 hours
- Weekdays Crèche: 28 children ;a total of 282 hours;
- Rainbow Club: 70 children ; a total of 126 hours.
- Advice: Form filling, arranging appointments, escorting/advocacy

## During the year AFRIL employed 1 part-time staff:

- Manager – 2 days per week;

## Other resources are:

- sessional KS1,KS2 English and Math Teachers, Art, Sport and Reception Leaders;
- 1 part-time Crèche Leader – 8 hours per week.
- 2 creche assistants
- An average of 40 volunteers

## AFRIL runs 7 projects:

- ESOL Classes
- Crèche
- Rainbow Club (Supplementary Saturday School)
- Food Distribution Scheme and client grants
- Clothes and Household items distribution scheme
- Advice signposting, referral and basic advice
- Volunteering opportunities

## Nationalities

Algeria, Afghanistan, Burundi, Bangladesh, Cameron, Democratic Republic of Congo, China, Eritrea, Ethiopia, Iran, Iraq, India, Kenya, Ghana, Nigeria, Gambia, Somalia, Sri-Lanka,

## Ages

We welcome all age groups with the majority of clients being in the age groups:1–11 years old,and 26–34 years old

## Gender

Mostly are women aged between 26-44 years old

## Immigration status

We assist clients who are in the following categories: Asylum-seekers, British(naturalised), Discretionary and Indefinite Leave to Remain, EEA national (naturalised),Outstanding Human rights claim,Refugees and overstayers.

## Vulnerabilities

The majority of our clients have a vulnerability either being lone parent, unemployment, physical or mental health, homelessness and no recourse to public fund



# Rainbow Club

## Key Stage 1: End of Year Reports Summer 2015

All twenty Key Stage 1 children received end of year reports on their progress in Speaking and Listening, Reading, Writing and Maths. In addition there was a comment indicating next steps.

It was evident that all the children had made progress during the year, although they are clearly at different stages of development. Some children are more comfortable in small groups, while others are confident in interacting with the whole class. Most of them were able to listen attentively, although nine were advised that they needed to pay more attention, join in discussions or concentrate harder. In reading most children could talk about the story and its characters. Four or five children are still at the early stages of matching sounds and symbols or words and pictures, but the majority are able to read simple words and can use blending to read unfamiliar words. Many children can also write simple words and sentences, and are beginning to use punctuation correctly, although a few still need to work on their use of capital letters.

In Maths most of the children can use addition and subtraction, some of them with the help of a number line and others independently. Most of them understand place value. The teacher commented on three children whose mental maths was particularly strong and on the knowledge of shapes by nearly half the children.



In discussing the next steps the teacher commented on eleven children who would have greater success if they paid more attention in class and were less easily distracted and explained that they needed to be more considerate on occasion. But overall the children have been working very hard and the teacher was pleased with their progress and attitude.

**“As a teaching team we decided that we would ensure that one TA would always be at her table and through intensive support throughout activities M is now able to express herself more creatively in English”**

### Key Stage 1 Case Study

M is a year one child who at the start of this academic year struggled to focus in lessons and was quite far behind her peers in terms of both her English and Maths. She was unable to form all her letters and numbers and was not able to write a full sentence. She would spend lots of the lesson getting up and wandering around the classroom because she could not focus on the activities. As a teaching team we decided we would ensure that one TA would always be at her table and through intensive support throughout activities M is now able to express herself more creatively in English, giving sentences a go which previously she would not have attempted. With encouragement M is more easily convinced in all lessons that she 'can' and that she should always give things a go. In maths M is also improving in her ability, with the additional support of a TA we can help find new ways to explain concepts and different approaches which allow M to find a way that works for her. Children like M are often overlooked in busy classrooms, so having the Rainbow Club is a great way to give M that extra support to help her reach her potential.

## Rainbow Club – Key Stage 2

**KS2 have had a successful year. The volunteers and I have endeavoured to help the children as much as possible. At the beginning of the academic year children had a chance to express their expectations, which included improving their attainment in both literacy and numeracy, improvement in presentation of work and developing social skills, including making and maintaining friendships.**

This has been part of our main focus. Because of their background, some of the children were lacking in self-confidence and we fostered the building/instilling of this throughout the year. Children have generally blossomed in this area. New friendships have been forged and the children have always been encouraged to show kindness to one another and all the adults who were working with them promoted this aspect.

In numeracy we covered place value, addition and subtraction, division and multiplication, time, 2D and 3D shapes. The major aim has been to consolidate what children are doing in the mainstream schools. The lessons in place value paved the way for children to confidently use all the applications; addition, subtraction, multiplication and division. All the children in KS2 are able to apply the rules of addition and subtraction. Ten children out of 15 were confident with multiplication and worked within the Levels expected of them. Two children worked above the expected level and these were always challenged in their extension work. One child still needs constant encouragement. Four children have been advised that with more focus they can surpass the levels they are working at right now. Most of the children struggled with the concept of division, so this an area which we will need to work on during the next academic year.

In literacy the class focused on both written and spoken language. Each literacy lesson therefore started with a handwriting exercise, the value of which children fully appreciated after a few sessions as it soon became clear that rather than just talking about presentation they were practically doing it and reflecting on what they could do better. Of the 15 children only three are still a cause for concern which stems from being easily distracted. At the beginning of the year the class looked at rules of grammar. Longer pieces of writing, comprehension and composition came later on in the year, in which children were expected to put into practice what we have been learning, with varying degrees of success. In four pieces of composition the majority of the children were able to set up their work commendably as they were encouraged to plan before writing. Eight children wrote confidently, two needed a lot of encouragement and five can improve with more focus. The children became more confident with their reading as we read our text for the year, *War Horse*. Children took turns to read and were tested in their comprehension through question-answer sessions which always followed the reading of the text. The main challenge was that we only had one copy of the book, but the upside was that the children listened attentively.

In both numeracy and literacy children had the opportunity to improve their spoken language which improved as their confidence grew. This was particularly evident in one of our students who initially avoided participating at all in class discussions but with positive praise and prompting he came out of his shell and is an absolute star in numeracy. One of the girls was already good in literacy and continued to improve through class discussions. She was also trusted by some of her less able peers to offer them assistance in a way which adults could not have.

The children have maintained a very high level of commitment to the programme, and we celebrated them through the reward system.

“The children have maintained a very high level of commitment to the programme”



### Key Stage 2 Case Study

I have been helping to teach P since November of 2014 and am pleased to say that he has made excellent progress through the year. When I first began working as an assistant he had a tendency to be disruptive and occasionally to upset other members of the class, and had difficulty focusing on his work. Since then his behaviour has improved a lot – it has been a long time since he has been a source of any trouble – and he has treated his classmates and teachers with a great deal of courtesy and respect. He is always friendly and appears to enjoy the classes. What really stands out is the quality of his writing. He not only has an extremely confident understanding of grammar and sentence structure, but he is able to express himself in a way that is sincere, heartfelt, amusing and creative. His report on his day at the farm was excellent, and the thank you cards he wrote earlier in the year were very well written. For these reasons it has been a pleasure to see him enjoy the classes and to benefit from the teaching he has received.

# AFRIL Saturday Manager

I joined AFRIL as Saturday Manager for the Rainbow club in September 2014. The first thing that really impressed me when I started was to see the dedication and commitment of the many teaching assistants who volunteer their time on a Saturday morning. Most of them have full-time jobs during the week, come from far away, and they all volunteer because they completely believe in the club's mission.



This applies to the teachers as well who do their job with passion and have to be very flexible in the way they work at the club.

It is an amazing feeling to work with a big team where you know and feel that we are all united by the same strong desire to help our children do better at school, be exposed to new opportunities and have better chances in the future to fulfill their potential.

Our children come from a variety of backgrounds and the club also offers an opportunity to help children and families focus on the commonalities we share whilst respecting and valuing our differences.

All the above has made and makes everything else possible and easy. Things can be very hectic on a Saturday and as a Manager you have to be able to deal with many requests at once, solve problems quickly, remember lots of different things and be well organised. I have learnt a lot this year and this has been an incredible personal and professional journey for me as well.

From my point of view, some of our main achievements this year have been:

- We are a strong team that works well together helping each other.
- The celebrations we have had and especially "Refugee Week" have been an excellent way for all of us to celebrate our hard work and see the results of our work with children.
- We have been able to offer baking sessions to the KS1 children in collaboration with Lewisham Cakes for Kids. Thanks to their donations, we have also given birthday cakes to the children during the year.
- The variety of activities we offer to our children: literacy, maths but also music, art and sport makes a very rounded opportunity for growth and fulfillment for our children.
- all classes have worked on a different theme per term that has been then celebrating at the end of term parties.

What I see as areas to work on next year are:

- Working more intensively with schools, local charities and social services creating better links and referrals, monitoring the impact of our work on children and also in order to offer more spaces at the club to those children who most need us.

- To work more with parents involving them more in the educational attainment of their children and the work of the club.
- To expand the work of the club further and improve some of our systems

Of course the main challenge remains to secure funding to make all this possible.

One of AFRIL's strengths is its participatory approach, the way decisions are taken together, and with all the people involved. This is a huge credit to the Manager, Iolanda and the trustees.

As Nelson Mandela said: "Education is the most powerful weapon which you can use to change the world." I wish for the Rainbow Club to grow stronger and stronger, and to continue to touch and enrich so many lives.

**Laura Marziale**

## Teacher's Spotlight: Vita Bailaj



**As a new member of this very hardworking and successful team I would first like to introduce myself. My name is Vita and I started to teach a KS1 Class in May 2015. I personally see education as a basic human right for all children. Extra classes are very important for refugee children because I believe that they create a sense of security and hope and are an important tool for ensuring future success for each individual regardless of race, gender or ethnicity.**

In the KS1 class we have a diverse group of children who have a broad range of needs. However, providing effective support and applying appropriate teaching and learning opportunities will assist them to rebuild their self-esteem, social skills and achieve their best. For the time I have been teaching this class, I would like to emphasise that all children have listened and behaved very well towards myself, other adults and each other. I have also noticed that they try their best in learning, listening and getting involved in every activity we do.

For instance, to prepare for the celebration of Refugee Week, we

looked at the concept of diversity and the meaning of being different. We looked at different things around the classroom and in books and we thought that a world where everybody was the same and did the same things, would be a very boring place to live. So instead we all agreed that a world with different people who like doing different things is definitely more interesting. We used our own language, religion, different hair or eye colour, types of music, food, fashion and our art work, to say and show to parents in assembly that being different is special and luckily in this country is considered and accepted to be very valuable as well.

Based on the end of year maths and English assessments, I could see that the children have worked really hard with their maths and English learning. Well done to everybody.

I now feel very confident and I am looking forward to planning a range of lessons that will include differentiated learning according to age and ability, appropriate teaching according to children's needs, preparing and providing resources to support their learning. My personal belief is that these children, with the right support from our school and home, should be able to become confident in learning the curriculum in a new language. Hopefully this will help them to rebuild their self-esteem, improve and deepen their understanding in English, maths and communication/social skills.

The National Curriculum for KS1 will be followed. The main learning objectives in maths will cover number count, partitioning, collecting

and reading data, place value and shape. Different Literacy learning activities, which will be covered throughout next academic year, will encourage the correct use of English grammar and will also provide valuable rehearsal time for social speech. As part of reading, speaking and listening, I will be using many traditional stories to explore themes such as conflict, changes in life circumstances and we will discuss and share ideas about how to overcome these barriers and how we can succeed in life. To develop their communication/social skills I will support children to form positive relationships with their peers and with adults, feel positive about their own language culture, race and country as well as develop a respect for diversity. Circle time will be used very often to share ideas/thoughts/worries but also to celebrate academic and social achievements within the group.

Finally I would like to say that I am looking forward to put into practice all of my ideas and share them with this class and hopefully we will have a really successful and fun 2015-2016 academic year.

## Rainbow Club – Sport

Working with KS1 and KS2 at the start of the year was very difficult as the majority of the children lacked confidence being in a different environment and didn't speak English too well. I started with easy games such as switch, quick reaction, netball, rounders and football, which were used as a starting point to engage the children.

Throughout the year I encouraged the children to get more involved with the games by having them explain the tasks to one another. Through this I was able to build the confidence and self-esteem in many of them, however there were a few that fell behind causing problems for the rest of the class with disruptive and anti-social behaviour.

One child in particular had a lot of trouble focusing. His level of concentration was low and he showed hyperactive behaviour during the sessions, which included running around when told to stop and hitting other children. Addressing this situation, an extra member of staff was assigned to him to help give guidance and full supervision. As a result there has been a vast improvement in his attitude and ability to focus more.

I also introduced new ways of getting the children involved within the classroom. Both KS1 and KS2 completed a session on healthy eating where they learnt about different types of foods and what effect they have on the body. I brought in fruits and sugary snacks and spoke about their differences and ingredients. I also taught a healthy eating song and dance, which got the children very involved. At the end they were allowed to make different flavoured smoothies with the fruit I had brought in.



To conclude the year, the children participated in a year end sports day held at Ladywell Fields. This was an opportunity for them to show parents what they had been doing throughout the year as well as celebrate their hard work. The children were put into different 'houses' on the day, which represented the different teams and they took part in a 100 metre race, an egg and spoon race, a Frisbee throw, a tug of war and a mini relay. We also gave parents the opportunity to join in the fun with teachers at the end, each child received a medal for taking part and the day finished with a big celebration picnic.

## Key Stage 1

From the first session, communication was very difficult as a lot of the children could not speak English or understand PE. As a result, the activities undertaken were very limited and basic games such as 'switch, quick reaction, netball, rounders and football' were used as a starting point.

During these sessions problems occurred with a few disruptive children due to frustration, and finding the PE classes hard and difficult to follow. One child in particular had trouble focusing as his level of concentration was lower than his peers. He showed hyperactive behaviour such as running around when told to stop and hitting other children. Addressing this situation, an extra member of staff has been assigned to Michael to help give guidance and full supervision. As a result there has been a vast improvement in his attitude and ability to focus more

As time went on the children have shown progression. Frequently playing the games mentioned has built their confidence and increased their level of understanding making the sessions much easier to teach as less time is spent explaining and more time is used to engage.

## Key Stage 2

There are less children in the class making sessions more easy to handle. They showed more confidence and interaction in the general activities, as most of them have already been taught in school.

Therefore, by introducing new rules and obstacles, I was able to challenge the childrens physical ability as well as



enhance their practical skills. However participation seems to be a problem for the girls as many of them do not like physical activities.

Despite having an extra member to help there are a few unresolved issues during lessons. Two boys in particular have trouble getting along with others, on many occasions they fail to listen to instructions, pick on other children in class and cause disruption throughout the lesson. There is also a minor issue with girls and boys taking sides and picking on each other.

---

**“I was able to challenge the childrens physical ability as well as enhance their practical skills”**

---

As an overall assessment, during the last six months, there has been a change in both groups as a whole. Each child has seemed to progress as they are able to take part effectively as well as lead the sessions.

# Rainbow Club – Art & Craft

For this academic year, the Art & Craft programme focused heavily on the core formal elements of art (line, shape, colour, form). Although these were the main areas of interest, the children also conducted various projects calling on other principles of art, such as pattern, composition and design.

The children were given exposure to a variety of craft types including weaving, mixed-media collage, clay modelling & marble printing.

To monitor the children's development throughout the year I used both formative and summative assessment methods. The children were given activities to complete at the end of each term focusing on specific art elements, which enabled me to track the children's progress in various areas (the key learning obtained by the children is outlined below).

## Key Learning Skills

For KS1, the emphasis was on developing basic technical skills in line drawing (being able to record shapes and forms neatly, being able to recognise and record a variety of different types of lines); colour mixing and application with both wet and dry media (being able to identify and mix primary and secondary colours, understand and identify complimentary colours); use a variety of shapes to create interesting compositions (being able to accurately draw geometric and abstract shapes). Activities included finger painting, abstract painting, colour stamping, collage and fabric painting.

With KS2, the focus was on experimenting with the basic art elements to develop a wider appreciation of various forms of art. A design and problem solving element formed part of the projects undertaken by the children. They were given topics and themes to explore, and they produced Art pieces reflecting their own personal response to the specific topic/ theme. The programme for KS2 was also geared towards developing the children's making skills in craft areas. The children learned how to create patterns using weaving techniques, and also learned how to create interesting textures using a marble printing technique. Activities included weaving, card making, drawing using abstract patterns and drawing using positive and negative shapes.



**“The children learned how to create patterns using weaving techniques, and also learned how to create interesting textures using a marble printing technique”**



### Case Study: M

This year M has learned how to mix and apply Primary and secondary colours, as well as blending two colours together using wet media. He has learned how to use both abstract and geometric shapes to create patterns and designs.

At the beginning of the academic year, M seemed very unsettled and unable to focus in class. He was reluctant to follow instructions and was also unwilling to participate constructively during activity time. Since September, M's behaviour has transformed to being one of the most diligent in the class. Giving M specific roles within groups during activity time has helped build his confidence and he is now eager to take on helping roles i.e. handing out materials or tidying up. M has responded well to being given technically challenging activities, and this has really helped to keep him motivated. His communication skills have vastly improved and his motor skills have progressed since the beginning of the year – his work is now one of the neatest in the class and he really takes pride in his work.

# Fairbeats!

**Fairbeats! continues to go from strength to strength at AFRIL. We have now been running every Saturday during term time since April 2011 and there is a vibrant musical community developing at the Rainbow Club.**

This year we worked with around 70 children aged 4–11 at AFRIL. Participants had the opportunity to write and learn new songs, form a band and develop ukulele, fife and percussion skills. The Fairbeats! team of dedicated and highly skilled leaders Abimaro Gunnel, Catherine Carter, Ben Reeve and Jenn Raven worked hard to support participants to have fun and gain new skills that they can take into the future and the rest of their lives.

With continued and invaluable support from Youth Music and Sound Connections; grants from the Radcliffe Trust, Co-operative Community Fund and Music Matters and personal donations from Fairbeats! supporters we have been able to develop high quality and meaningful musical opportunities for all the families whose children attend the Rainbow Club. Fairbeats! became an independent charity in Nov 2015, a big milestone!

As well as Rainbow Club activities Fairbeats! worked with parents alongside their children this year. We were delighted to be invited to take part in The Horniman Museum's Crossing Borders Celebration during Feb 2015. 25 AFRIL clients took part in a four session song writing project led by Fairbeats! and culminating in a performance with the Ghanaian musician, dancer and theatre maker Nii Kwartey Owoo. AFRIL participants wrote a song to perform



Abimaro and the Fairbeats! team lead a session for parents

'I've got a bag full of memories' and created memory boxes in a Horniman session.

One of the highlights this year was the Refugee Week celebration in which music sessions ran all morning including an amazing session with around 20 parents and babies in the newly opened 'Rainbow Club Café'. Parents learnt songs that their children had been working on at Rainbow Club as well as new songs to share with babies and younger children. The Rainbow Club Refugee Week celebration included songs that were written and performed by the children. It was also an opportunity for some of the Fairbeats! bursary students to show off their musical skills with solos

from Lewis, Xue and Lanre, amongst others. Fairbeats! now supports five Rainbow Club participants to receive additional tuition at Midi Music Company and through private lessons. We have also arranged for children to attend musical activities including at Animate Youth Orchestra, Horniman Museum, the Albany Theatre and Rich Mix this year and hope to support even more next year.

If you have any questions about Fairbeats! you can email [fairbeats@gmail.com](mailto:fairbeats@gmail.com).

**Love is Like a Family**  
by Key Stage 1

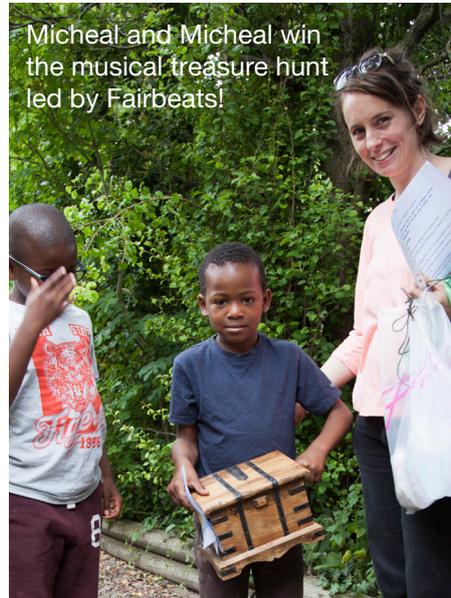
*Love is like a family  
Shining like the sun  
Singing is beautiful  
For everyone*

*Sweet and smooth  
Shimmering in my soul  
Kind and true  
Sparkling in my soul*

**Justice**  
by Key Stage 2

*Justice is red like fire  
Justice is kind  
Justice is a Rainbow in your mind*

*Strong and powerful  
Like the wind over head  
It tastes like honey  
And is hard as lead*



Micheal and Micheal win the musical treasure hunt led by Fairbeats!



Bursary Student Lewis shows off his amazing guitar skills at Refugee Week



Fairbeats! music at the Rainbow Club

# Rainbow Club

## Family Project Report One, 2014

**Week 1:** Exploring likes and preferences, making collages, Pictionary drawing, exploring objects related to trips.

**Week 2:** Looking at maps and learning about transport, choosing places to visit in London and using brochures to gather relevant information. Information about destinations presented to the class.

**Week 3:** Visiting the Horniman museum's collections and Hands on Base for an activity exploring the sensory aspects of museum objects.

**Week 4:** Reviewing Horniman visit, finalising details of visit and planning a route. Visit to library, tour and children's activities.

**Week 5:** Trip to the Natural History Museum to visit the dinosaur exhibition and butterfly farm.

### Who Attended?

There was a variety of abilities within the group. Some learners came with none or very little English and some had intermediate English already so their ILPs reflect this. Most of the children were of school age or older, some found it quite easy to engage in the learning activities except one who had very limited English but benefited from the assistance of an interpreter in the first two weeks. There was an 18 year old who came in the first week, but found the activities were not well suited to his age group and withdrew from the course. The learners enjoyed activities which involved the whole family learning together. The adult learners with

very little English made some good improvement. Four out of seven of the learners achieved two or more of their learning goals. The learners gave a mixed rating for the course of outstanding, good or inadequate.

### Recommendations

It was a very mixed ability class which meant that it was difficult to cater for everyone's learning needs. If recruitment was more targeted to those who have been in the UK for a while but have not had chance to visit trip destinations across London the learning level could be set more appropriately. This project could be extended by a few hours and repeated during holiday periods with different learners.



### Case Study

S was a participant who came with his family and spoke only a little English. He attended the first two weeks and took part in all activities with help from an interpreter. He continued to attend and developed confidence in speaking to staff, volunteers and other participants in English. He helped his wife and daughter to engage as they spoke less English than he did. He considered the course to be too short and would like to continue with English classes.

We managed to make it a fun and educational learning environment in spite of different ages and abilities which resulted in a 70% completion rate. The integration of child and adult learning worked well, with lots of games and fun activities which everyone could take part in. Learners enjoyed the opportunity to go out into the community to visit different places with support.

# Rainbow Club

## Family Project Report Two, 2014

**Week 1:** Food and shopping, naming foods and planning a meal which learners had a budget to purchase ingredients for.

**Week 2:** Going to the doctors and going to the library, labelling body parts and practicing vocabulary used at a library. Visiting the park, playing games and visiting the library for a tour.

**Week 3:** Learning transport and museum vocabulary, visiting the Horniman Museum's collections and Hands on Base. The children took part in a museum art activity: making birds.

**Week 4:** Hobbies and sports, visit to the leisure centre and swimming.

### Recommendations

Learners, staff and volunteers involved with the project felt that this could have been a longer course, perhaps every day during the holiday period or extending into term time. It was a very mixed ability class which meant that it was difficult to cater for everyone's learning needs. If recruitment was more targeted to those who have just arrived in the UK the learning level could be set more appropriately. A paid crèche facility would ensure that adult learners could make the most of a more formal learning element to the course.



### Who Attended?

There was a variety of abilities within the group and some learners came with good English already so their ILPs reflect this. Most of the children were of pre-school age and found it difficult to engage in learning activities but benefited from an environment in which English was being spoken. Most adult learners made some improvement. All but one of the learners achieved 66% of their goals. All learners rated the course as good or outstanding.

### Case Study

One participant, D, came alone and was a keen but quiet participant at first. She attended three out of the four sessions and each week her confidence in speaking English grew. She began to ask questions and use her initiative to get the most she could from the experience. She rated the course, support given and the progress she made as good. She expressed an interest in future learning and completed both the AFRIL and Lewisham council forms.

We managed to make it a fun and educational learning environment in spite of different ages and abilities which resulted in a 63% completion rate. Learners enjoyed the opportunity to go out into the community to visit different places with support.

# ESOL Classes

The ESOL course delivered at Afril this year aimed to help parents to read and write with confidence with their children. We gave parents activities and songs to repeat with their children outside class, we built parents' knowledge and confidence in accessing services at school and developed learners' confidence about what their children learn at school.

The course title was School Matters and parents learned about school staff and their roles, how to communicate with school to report absence; understanding the British education system, with a particular focus on the Foundation Stage, which is taught to children aged from 3 to 5 years old; and understanding letters from school.

They have also developed practical skills and developed confidence in communicating with children, reading with children, speaking to staff at school and establishing a routine of reading with their children.

Learners have also developed functional skills, such as explaining a bus journey clearly, working as a team, using formal and informal English, asking other people for help and listening to suggestions, using mathematical terms correctly, giving and following instructions and being able to give and ask for personal information.

Our course provides an important gateway to other learning opportunities, for example learners have independently exploited learning activities at the library and accessed other English courses. Some learners have progressed onto doing mainstream ESOL exams and accessing activities at other children's centres.

- **Learner A** moved to the UK in 2014 with her family for work. She had attended primary, secondary school and college. She was a hairdresser in her home country and would like to return to that work here. Her attendance has been excellent and she is now looking into accredited courses for next year. She still has some uncertainty about using capital letters mid-sentence, but she writes much more fluidly and cursively and uses full stops accurately in her summative assessment compared to her pre-course assessment.
- **Learner B** was initially outshone by her stronger and more able sister, but after her sister's departure, due to her pregnancy, she has become more relaxed, understands markers such as punctuation and can now form sentences about even abstract concepts using a subject-verb order, such as 'I cook everyday', as opposed to 'every morning cooking'.

Both learners will be moved up to the higher level course in September.

---

**“Our course provides an important gateway to other learning opportunities”**

---



# Creche Report

## September 2014 – July 2015

### Monday Sessions

The number of children using the Crèche has grown since September 2014. Their ages range from eight months to three years and we currently have nine children who attend regularly. We offer advice and support to the parents and their families and our aim is to be able to provide a fun, safe and secure learning environment for the children. We provide a light snack of fresh fruit and water for the children to encourage healthy eating and feedback to the mothers on their children's progress.

### Overview

The children in AFRIL's crèche enjoy the benefits of the EYFS which is managed and overseen by Ruth. The children enjoy exploring, learning and developing their skills through play and participating in the activities that are planned to meet their individual ages and development stages. The welcoming environment helps the children to enjoy outdoor activities as well as indoors and we are pleased with the progress that they have made – from separation anxiety to independence. The mothers tell us how their child looks forward to coming and that they talk about crèche once they are home. Each child is treated as an individual and some have strong attachments to their mother. It is a sense of achievement when we are able to build positive relationships with the children and mothers, and can witness the child at play being happy, comfortable and secure while mum attends the English Class.

### Case Study

One little child (A) started at the crèche in September. She had never attended a setting before. Both mother and child were finding it difficult to separate and mum was fetched a number of times to minimise the stress on A. After missed sessions mum lost her space on the course but returned in January. A Refused to be taken out of the pushchair by mum, refused or threw anything we offered her on the floor, would cry uncontrollably and stuck her fingers down her throat to throw up and mum would then be called. Now A comes in smiling and waving, bids mum goodbye and joins the other children. She is engrossed in what she is doing and is unaware that mum had finished class and was in the room observing her.

Although we do refer children to other services, there is little time to address concerns in depth due to insufficient time within each session. On a positive note we will always accommodate the siblings if the need arises, so mum can attend the class.

### Future Plans

The Manager of the crèche is constantly improving and adding different and new resources to extend the children's learning and development experience. We have recently introduced activities to encourage participation e.g. baking simple cake and biscuit recipes, making fruit salads. We will plan a 'Sports Day' so that the three different session users can come together, and we will hold end of term parties for the children and mothers attending the English classes.

**Lorna Reeves**  
Crèche Leader (Monday)

---

**“The Manager of the crèche is constantly improving and adding different and new resources to extend the children's learning and development experience”**

---

# Volunteering



**I started as AFRIL's Volunteer Coordinator in January 2015, having come across the organisation online when I moved into the area. I had volunteered with other charities that support refugees and asylum seekers in the past and was keen to get involved in a similar grass-roots charity within my new community. I remember during my first day being immediately struck by the energy, creativity and enthusiasm displayed by all the staff and volunteers and I know it's a cliché, but no two days at AFRIL are ever the same.**

Our range of volunteer roles continues to widen and we are always receiving emails from people keen to assist us and donate much needed skills and experience. Currently we have volunteers working on numerous projects including marketing/social media, finance, legal advice, crèche and teaching assistants, language assistants, fundraising and many more. That's not to mention the many generous donations we receive including clothes, toys and food from local residents.

It has been an exciting and busy year for the organisation with the addition of our weekly advice drop-in coupled with a large recruitment drive for the Autumn Term with many new volunteers joining us as teaching assistants at the Rainbow Club and in other roles. We have also hosted two formal induction sessions this year, and volunteers continue to become involved in evaluation and strategic meetings alongside full-time staff and the AFRIL's trustee board to help shape the direction and future of the organisation.

For me, the highlight of the year has to be the celebrations for 'Refugee Week' in June that took place at Leemore Community Hub. It was an opportunity for the children at the Rainbow Club to showcase their hard work but also a chance for parents and families of those who access AFRIL's services to celebrate diversity and multiculturalism with a fusion of singing and culinary delights ranging from authentic Eritrean coffee to quintessentially British tea and cake.

In addition, our website and social media platforms continue to develop and innovate with the help of our media volunteers and our grants team continues to work tirelessly to secure much-needed funding. The new weekly advice service and monthly Sunday Tea at St Margaret's Church have shown that as an organisation, we continue to galvanise community support.

AFRIL's volunteers are truly the backbone of the organisation – without them we couldn't provide the vital services we do for many people within Lewisham. Many work

---

**“AFRIL's volunteers are truly the backbone of the organisation – without them we couldn't provide the vital services we do for many people within Lewisham”**

---

and study during the week and still find the time (and energy) to commit. AFRIL volunteers have the opportunity to boost their CV and hone their skills whilst carrying out important work, and I am proud to see many of our parents and those accessing AFRIL's services are keen to get involved with volunteering too.

As always we are extremely thankful for the work, passion and commitment of all our volunteers and we hope to continue and develop this into the next year and beyond.

**Alice Grimes**  
Volunteer Coordinator



Staff and volunteers at AFRIL's offices in Lewisham

Last year I fulfilled a lifelong ambition of mine by working for four months as a volunteer at AFRIL. I've worked in the admin field for much of my life and I wanted to use the skills to serve the direction of new migrants.

The reaction of my friends to the news was interesting. The scheme I worked on was based on participating with some social and educational activities for new-comers, like integration courses and going to parks and

museums. Through such steps, AFRIL managed to band all new-comers together to pursue activities that they could otherwise not readily accomplish together.

Working with AFRIL has afforded me the opportunity to put my confidence into action and to increase my strength to overcome any kind of challenges. It's very gratifying to know that the schedule has completely transformed its

---

**“Last year I fulfilled a lifelong ambition of mine by working for four months as a volunteer at AFRIL”**

---

prospects, and all of the new-comers were very happy.

**Faresse**  
AFRIL Volunteer



I decided to volunteer because I wanted to know and improve my skills as a teaching assistant. AFRIL gave me that opportunity.

At the beginning I was worried about taking part, but AFRIL assured me

that they would help and support me. At the end I had great feedback from colleagues and they appreciated my efforts and contribution.

I have learnt great team work, to share ideas, and how to support children with their learning.

It has been important for me to volunteer and hopefully in the future I will be able to use my experience to get a job. AFRIL is also supporting my child with learning and behavior, which I am really grateful for.

**Manasse Iramoko**  
AFRIL Volunteer

---

**“I have learnt great team work, to share ideas, and how to support children with their learning”**

---

## Case Study: Through Strangers' Eyes

**In common, I suspect, with many readers I see the world through well-meaning, middle class, white, liberal eyes. But a recent experience was a clear and disturbing reminder that this represents a very partial view of the reality.**

As a volunteer with a local charity I accompanied a friend to the Housing Office. H. is an Iranian refugee who arrived in the UK six years ago having been arrested and subsequently tortured following a political demonstration in Iran. He left behind his wife and three children, one of whom was later killed. He was granted indefinite leave to remain and allocated a room in a local authority hostel. Last year, much to his joy, H.'s wife and two children, a girl of eight and a seventeen year-old son, were able to join him in the U.K and the single room in the hostel became inadequate. Not only were all four living and sleeping in one room but Mr. H.'s health was suffering as a result of the torture, exacerbated by the living conditions.

At first there was some anxiety that the local authority might not recognise his wife's status, but in June they acknowledged their responsibility to find the family more suitable accommodation. Despite this no offer was made and an increasingly desperate Mr. H came to the charity for help. Phone calls and solicitor's letters resulted in assurances from the local authority that new accommodation would be found, but none was forthcoming. Eventually, having made an appointment, I accompanied Mr. H to the Housing Department. The de-humanisation process began at the door. At the entrance details were confirmed and we were issued with a number and asked to wait in a bright,



functional seating area with booths on two sides. A screen on one wall gave baffling and ever changing information about the number of people in various categories and the waiting time - 50 minutes! Behind some booths staff were chatting to each other or using their i-phones, others were empty. At some booths there were considerable queues.

Eventually our number was called. But it appeared that this was just

a 'triage' process and, despite the fact that reception knew the nature of our enquiry and that we had an appointment, we were required to wait in a different queue for the specialist temporary housing officer. No refreshments were available, not even water, and the only people in the room, apart from clients and a security guard, were behind the booths.

After a considerable time Mr. H.'s number was again called and we

were ushered into a booth. The officer explained that the family were being offered alternative and more suitable accommodation in a different hostel. The officer, despite being a specialist, did not know the hostel and was not able to tell us what the accommodation consisted of. All she could say was that Mr. H had to move by 12.00 noon the following day and that if he refused this offer he would be deemed to have made himself intentionally homeless and the local authority would have no more obligations towards him or his family. She gave us a map and told us which bus to catch.

On leaving the department we stopped at the reception desk to ask how Mr. H. could get onto the housing waiting list. At this stage it transpired that the local authority data-base was not up to date and that he was still registered as a single person even though he had just accepted hostel accommodation for his family. The officer changed the information on the computer, assured us that he could now 'bid' for permanent local authority housing and explained the process, which could only be done on-line. She warned that he should do this regularly, despite being a low priority and having very little chance of getting an offer, because if he did not show an interest he would be assumed to have made other arrangements.

The whole process was bewildering, frustrating and upsetting for both of us, but particularly for Mr. H. On arrival all control and individuality was removed. Kafka-like we became a cog in a slow grinding and inefficient machine. Information was denied, was obscure or was incorrect. Individual officers were generally kind and tried to be helpful but each of them dealt with only a small part of the process. Perhaps this is part of a deliberate policy intended to deter people from applying for local authority housing, but more probably a system has developed that is familiar to those



who have to administer it and to some extent the anonymity makes the job of dealing with families in need and distress more manageable. Looking at the process through the eyes of the applicant there are a number of relatively simple changes that would humanise and even streamline the system.

- Timed appointments would reduce waiting times and frustration and increase efficiency and 'through-put'.
- The use of names rather than numbers would remind all concerned that they are dealing with individuals. Staff names could also be displayed.
- A small counter serving tea and coffee might even produce an income for the authority.
- Better information at reception would, in many cases, avoid the need for a triage system. Applicants can generally explain their needs and be directed to the right person immediately. In our case reception referred to the file and knew the problem, but still directed us to wait in a general queue in the first instance.
- Staff should be trained to assist in a range of problems so that

---

**“Looking at the process through the eyes of the applicant there are a number of relatively simple changes that would humanise and even streamline the system.”**

---

- they are neither sitting idly in their booths or gathering long queues.
- If they are said to be specialists one might expect them to know their area thoroughly.
  - Computer data should be up to date and checkable by clients as well as officers.



# Financial Review



# Financial Review

## Public benefit

All of our activities are undertaken to further our charitable purposes for the benefit of the public. The Trustees have had regard to Charity Commission guidance on public benefit in section 4 of the Charities Act 2006.

## Financial Review

2014-15 has been a good year for AFRIL with income received of £78,280 (2014: £29,822), an increase of 162% although not at pre-2013 levels but it shows that the charity has survived the downturn of recent years. The increase in income is due to the efforts of our fundraising volunteers and manager securing new income for the charity as can be seen in note 2a on page 28, and a successful crowd funding campaign launched earlier in the year.

Expenditure for the year was £49,412, an increase of 15% from the previous year (2014: £42,983) as AFRIL continues run the core activities of the Rainbow Club, ESOL classes and Crèche/Reception classes. The Rainbow Club continues to be our flagship activity and accounts for nearly half of the charity's expenditure.

For the first time since 2012, AFRIL income has been greater than expenditure with net incoming resources at £28,868 (2014: outgoing resources £13,161). Post balance sheet date, trustees decided to transfer £7,098 from unrestricted reserves to the Project Manager fund to ensure the position is fully funded for the next financial year.

Unrestricted reserves are £9,051 (2014: £6,720) which exceeds our

reserve policy (see below). Trustees plan to use these funds to further develop the charity, to investigate new sources of income and to ensure continuance in delivery of objectives. Restricted reserves are £34,718 (2014: £8,181) and consists of 4 restricted funds (see note 10 on page 33 for more information).

## Reserve Policy

The charity's reserve policy is keep at a minimum a balance of £2,000 in unrestricted reserves to be used for flexibility in day to day financial management, providing a contingency for any unforeseen expenditure and applying these funds as needed in service delivery. Trustees note that unrestricted reserves of £9,051 exceed this policy.

## John Axon, ACMA

Treasurer

# Statement of Financial Activities

## Statement of financial activities for the year ended 31 May 2015

	Notes	Unrestricted Funds (£)	Restricted Funds (£)	Total 2015 (£)	Total 2014 (£)
<b>Incoming resources</b>					
Voluntary income	2a	9,374	68,293	<b>77,667</b>	29,525
Activities for generating funds					
Interest received		54	-	<b>54</b>	51
Other	2b	1	558	<b>559</b>	246
<b>Total incoming resources</b>		<b>9,429</b>	<b>68,851</b>	<b>78,280</b>	<b>29,822</b>
<b>Resources expended</b>					
Cost of generating funds		-	3,780	<b>3,780</b>	3,992
Charitable activities					
Grants paid to clients		-	1,260	<b>1,260</b>	237
Rainbow Club and Educational services		-	43,029	<b>43,029</b>	37,369
Governance costs		-	1,343	<b>1,343</b>	1,385
<b>Total resources expended</b>	3	-	<b>49,412</b>	<b>49,412</b>	42,983
<b>Net outgoing resources</b>	4	<b>9,429</b>	<b>19,439</b>	<b>28,868</b>	(13,161)
Transfers between funds		(7,098)	7,098	-	-
<b>Net outgoing resources</b>		<b>2,331</b>	<b>26,537</b>	<b>28,868</b>	(13,161)
Funds brought forward on 1 June 2014		6,720	8,181	<b>14,901</b>	28,062
<b>Funds carried forward on 31 May 2015</b>		<b>9,051</b>	<b>34,718</b>	<b>43,769</b>	14,901

# Balance Sheet

Balance Sheet as at 31 May 2015					
	Notes	£	2015 £	£	2014 £
<b>Fixed assets</b>					
Tangible assets	6		-		-
<b>Current assets</b>					
Debtors	7	-		667	
Cash at bank and on hand		<b>52,206</b>		32,838	
<b>Creditors</b>					
Amounts falling due within one year	8	<b>8,437</b>		18,604	
<b>Net current assets</b>			<b>43,769</b>		14,901
<b>Net assets</b>	9		<b>43,769</b>		<b>14,901</b>
<b>Funds</b>					
Restricted funds			<b>34,718</b>		8,181
Unrestricted funds			<b>9,051</b>		6,720
	10		<b>43,769</b>		14,901

These accounts have been prepared in accordance with the special provisions relating to small companies within Part 15 of the Companies Act 2006. The notes on pages 24 to 28 form part of these financial statements.

The financial statements on pages 22 and 23 were approved by Trustees on 8 November 2014.

**Signed on their behalf by:**

**Renaë Mann**  
Chair of the Board

# Accounting Policies

## 1.1 Basis of preparation of the Financial Statements

The financial statements have been prepared under the historical cost convention and in accordance with the Financial Reporting Standard for Smaller Entities (effective January 2007), the Companies Act 2006 and the Statement of Recommended Practice: Accounting and Reporting by Charities issued in March 2005.

## 1.2 Incoming resources

Income is recognised the financial statements when the charity becomes entitled to the income and the amount can be quantified with reasonable accuracy. Voluntary income is received by way of grants and donations and is included in full in the Statement of Financial Activities when receivable. Grants, where the entitlement is not conditional on the delivery of a specific performance by the charity, are recognised when the charity becomes unconditionally entitled to the grant. Incoming resources from grants, where related to performance and specific deliverables, are accounted for as the charity earns the right to consideration by its performance.

## 1.3 Incoming expended

Expenditure is recognised on the accrual basis as a liability is incurred.

Charitable expenditure comprises those costs incurred by the charity in the delivery of its activities and services for its beneficiaries. It includes both costs that can be allocated directly to such activities and those costs of an indirect nature necessary to support them.

Governance costs include those costs associated with meeting the constitutional and statutory requirements of the charity and include examination fees and costs linked to the strategic management of the charity.

Governance costs include those costs associated with meeting the constitutional and statutory requirements of the charity and include examination fees and costs linked to the strategic management of the charity.

Costs relating to a particular activity are allocated directly. Other costs are allocated on an appropriate basis such as staff time or estimated usage.

## 1.4 Tangible fixed assets and depreciation

Tangible Fixed Assets are stated at cost less depreciation. Depreciation is provided at rates calculated to write off the cost of fixed assets less their estimated residual value over their expected useful lives on the following bases:

Furniture and Equipment: 25% straight line basis

## 1.5 Restricted funds

Restricted Funds are to be used for specified purposes as laid down by the funder. Expenditure which meets these criteria is identified to the specified fund together with any other costs agreed by the donor.

## 1.6 Unrestricted funds

Unrestricted funds are grants, donations, self-generated and other income received by the charity without further specified purpose and are available as general funds and expendable in furtherance of the objects of the charity.

## 2a. Voluntary Income

	Unrestricted Funds £	Restricted Funds £	Total 2015 £	Total 2014 £
BBC Children in Need	-	26,396	<b>17,489</b>	17,489
Bank of America	-	630	<b>630</b>	-
CFAF Ltd	-	500	<b>500</b>	-
Community Development	-	2,500	<b>2,500</b>	-
Goldsmiths	-	3,000	<b>3,000</b>	-
Hilden Charitable Fund	-	5,000	<b>5,000</b>	5,000
Imagine Foundation	-	3,000	<b>3,000</b>	-
Leigh Trust	-	1,500	<b>1,500</b>	-
London Borough of Lewisham	-	15,384	<b>15,384</b>	6,246
Methodist Church	-	-	-	100
Parmar Consultants Fund	-	100	<b>100</b>	-
People's Health Trust	-	7,200	<b>7,200</b>	-
St Margaret's Church	750	-	<b>750</b>	-
St. Martin's in the Field	-	-	-	250
The Rotary Club	-	250	<b>250</b>	-
Woodward Trust	-	1,000	<b>1,000</b>	-
Other grants and donations	8,624	1,833	<b>10,457</b>	440
<b>Total voluntary income</b>	<b>9,374</b>	<b>68,293</b>	<b>77,667</b>	<b>29,525</b>

## 2b. Other Incoming Resources

### Sundry Income

Unrestricted Funds £	Restricted Funds £	Total 2015 £	Total 2014 £
1	558	<b>559</b>	246
1	558	<b>559</b>	246

### 3. Resources Expended

	Cost of generating funds £	Charitable activities £	Governance costs £	2015 Total £	2014 Total £
Advertising	-	-	-	-	420
Central office costs	-	2,181	-	2,181	1,647
Destitution fund	-	498	-	498	41
Examiner's fee	-	-	350	350	350
Grants paid to clients	-	1,260	-	1,260	300
Insurance	-	-	237	237	237
Manager	3,780	10,584	756	15,120	15,967
Materials & refreshments	-	5,163	-	5,163	4,901
Miscellaneous	-	352	-	352	441
Premises	-	3,120	-	3,120	2,319
Small equipment	-	264	-	264	1,227
Subscriptions	-	71	-	71	59
Teacher fees	-	18,729	-	18,729	13,208
Travel & transport	-	136	-	136	54
Venue hire	-	535	-	535	833
Volunteer expenses	-	1,396	-	1,396	979
	<b>3,780</b>	<b>44,289</b>	<b>1,343</b>	<b>49,412</b>	<b>42,983</b>

### 4. Net income for the year

The net income for the year is stated after charging the following:

	2015 £	2014 £
Independent examiner's fee	350	360

## 5. Staff costs

Staff costs during the year were:

	2015 £	2014 £
Salaries and wages	<b>15,120</b>	15,120
Social security costs	-	847
	<b>15,120</b>	15,967

No employee received emoluments of more than £60,000.

The average number of employees during the year, calculated on the basis on full time equivalents was 0.4 (2014: 0.4).

## 6. Tangible fixed assets

	Office equipment	Total 2015
Cost at 1 June 2014	3,171	<b>3,171</b>
Cost at 31 May 2015	3,171	<b>3,171</b>
At 1 June 2014	3,171	<b>3,171</b>
At 31 May 2015	3,171	<b>3,171</b>
Net book values		
At 1 June 2014	-	-
<b>At 31 May 2015</b>	-	-

## 7. Debtors

	2015 £	2014 £
Employees	-	200
Co-operative bank	-	120
Social security and other taxes	-	347
	-	667

## 8. Creditors

	2015 £	2014 £
Employees	-	11
Fairbeats	-	14,733
Accrued expenditure	<b>6,201</b>	3,860
Social security and other taxes	<b>2,236</b>	-
	<b>8,437</b>	18,604

## 9. Analysis of net assets between funds

	Unrestricted funds £	Restricted funds £	Total funds £
Fund balances as at 31 May 2015 are represented by: Current assets	9,051	43,155	<b>52,206</b>
Creditors: amounts falling due within one year	-	(8,437)	<b>(8,437)</b>
	9,051	34,718	<b>43,769</b>

## 10. Funds

	At 1 June 2014 £	Incoming resources £	Resources expended £	Transfer between funds £	At 31 May 2015 £
Restricted funds	50	920	(1,200)	-	-
Client grants in Lewisham (CEL)	1,280	558	(1,838)	-	-
Crèche	-	5,940	(5,940)	-	-
Destitution Fund	1,510	413	(867)	-	<b>1,056</b>
Project Manager	-	13,800	(5,668)	6,868	<b>15,000</b>
Rainbow Club	5,341	31,276	(22,059)	(4,000)	<b>10,558</b>
Reception Class	-	9,500	(5,396)	4,000	<b>8,104</b>
Summer Projects	-	6,444	(6,444)	-	-
<b>Total restricted funds</b>	<b>8,181</b>	<b>68,851</b>	<b>(49,412)</b>	<b>7,098</b>	<b>34,718</b>
Unrestricted funds	6,720	9,429	-	(7,098)	<b>9,051</b>
<b>Total funds</b>	<b>14,901</b>	<b>78,280</b>	<b>(49,412)</b>	<b>-</b>	<b>43,769</b>

# Thank You

## Board of Trustees

Renae Mann (Chair from December 2013)  
John Paul Axon (Treasurer)

Catherine Carter, Julie Rey, Lianna Merner, Kate Haskins,  
Gimhani Eryagolla, Ben Alcraft, Katie Allen

## Staff

Iolanda Chirico (General Manager) part time (14 hours per week)  
Ruth Michaels (Creche Leader) Sessional, Lorna Reeves (Creche Assistant),  
Isabella Niven (Creche Assistant) Sessional, Karen Kenton (Yoga Teacher,  
voluntary to December 2014)

## Rainbow Club Staff

Laura Marziale (Rainbow Club Manager), Soraya Gonzalez (KS1 English and  
Maths Teacher to May 2015), Vita Bailaj (KS1 English and Maths from May 2015),  
Ndaizey Murimba (KS2 English and Maths Teacher), Ruth Michaels (Reception  
Teacher), Fiona Wakeley (Arts and Craft Leader), Olu Mason (Sport Leader)

## Volunteers

AFRIL has an average of 30 volunteers throughout the year.

**Office:** Margaret, Nirmala, Faresse

**Fundraisers:** Karen, Katie, Brigitte, Ivana,

**Creche:** Manasse, Grace

**Rainbow Club Teaching assistants:** Minnie, Ben, Emily, Karina, Tama, Grace,  
India, Shilan, Seina, Jonathan, Kari, Jennifer, James

**Rainbow Club Administrator:** Zaid

A special thank to the Crowdfunding donors(list from the website) and the many  
churches who continue to support our work including: St Hilda, Whitefoot Lane  
Christian Centre, St Margaret.

AFRIL continues to be supported by charitable foundations and Trusts including:



The Hilden  
Charitable  
Fund







### **Action for Refugees in Lewisham**

F3 Leemore Central Community Hub  
Bonfield Road, Lewisham  
London SE13 5ES

Tel: +44 (0)20 8297 4111

Email: [iolanda@afril.org.uk](mailto:iolanda@afril.org.uk)

### **About AFRIL**

AFRIL opened to the public in July 2006. We began by providing a free advice service for refugees and asylum seekers, as well as a supplementary School – The Rainbow Club – for children aged between 4 and 11. We now work with an average of 120 clients per week, and over 40 different nationalities.

Our challenge is to survive these difficult times and secure funding for our core costs in running the charity. We continue to rely heavily on the support of volunteers who enable us to provide our services.