Action for Refugees in Lewisham
Annual Report June 2013- May 2014

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Welcome Letter

Dear Readers,

The smiling faces of the Rainbow Club's children at the beginning and end of the classes on Saturday provide much comfort and reassurance and spur us on to continue with our work.

AFRIL continues to assist many vulnerable members of our local community despite major cuts in funding. 2013-2014 marks our 7th year of supporting refugee and migrant communities in Lewisham and neighbouring boroughs in south London. We continue to assist children, young people and families, helping them to feel part of the community and reach their potential. Demand for our services for children and adults continues to increase. Over 170 children have been referred to AFRIL for the Rainbow Club's 2014-15 academic year and we are now working with more than 80 children and 150 families.

"Over 170 children have been referred to Afril for the Rainbow Club's 2014 – 15 academic year and we are now working with more than 80 children and 150 families"

Poverty continues to be a significant issue for the refugees and migrants in Lewisham and the Southeast. Over the last year we have been providing an average of 5 people per week with essential household items, furniture and food and emergency grants of £100. Every week we continue to receive calls from clients and professionals requiring immigration, housing, benefits and health advice that we cannot provide anymore as our advice service which closed in March 2013. We assist clients who are in critical need and refer the ones we do not have the expertise or capacity to assist to partner agencies such as local Citizens Advice Bureau, Southwark Law Centre, and Lewisham and Refugee Migrant Network. The advice role is becoming increasingly important in light of the changing immigration laws and benefits regulations and we are working hard to secure funds to re-establish our advice service in 2015.

The Rainbow Club's children have benefitted from new Art and Sport classes which have considerably enhanced their skills, knowledge and also their self-esteem, confidence and social skills. We have a committed team of volunteers, and a high ratio of adults to children. We welcome new children each week, some of whom are very newly arrived and do not yet even have a school place. They receive priority places at the Rainbow Club, which continues to be oversubscribed and has a long waiting list.

Welcome Letter

"As ever, we are extremely grateful to our committed, skilled and enthusiastic volunteers – more than 30 at the last count – without whom most of our work would not be possible"

AFRIL continues to offer English as Second Language (ESOL) classes for refugees and migrants in partnerships with Community Education Lewisham. This programme is now in its 6th year and is oversubscribed. This year we are enrolling new learners each term to cope with the demand and we have recruited two new crèche assistants to enable parents and carers to attend.

As ever, we are extremely grateful to our committed, skilled and enthusiastic volunteers – more than 30 at the last count – without whom most of our work would not be possible. We are a diverse bunch, from all sectors of the community, including the refugee community. We received £5000 from John Paul Getty in December 2012 towards promoting volunteering among local refugees and asylum-seekers to help them gain new skills, integrate and build more resilient communities. During the 12 months from December 2012 to December 2013 39 clients volunteered, consisting of: 28 at one off events, 5 crèche assistants, 2 office staff and 4 teaching assistants. I feel proud to witness the progress they have made and you can read about it in our volunteering page.

It is with sadness that we say farewell to Pauline Cox who was KS 2 English and Maths Teacher, Nadeem Ali who was KS1 English and Maths teacher and Gwen Rogerson, Art and Crafts Leader at the Rainbow Club. They have made a tremendous contribution to the educational achievements of the many children who attend our Saturday Supplementary school and will be greatly missed.

In our seventh year we have taken some time to reflect on our work up to now with staff, volunteers, partner organisations and the families to plan our future work. The process is almost complete and the AFRIL's Strategic Plan will soon be available to read on our website. Our focus will be on building our capacity to address the causes of poverty and exclusion experienced by refugees and migrants in Lewisham and Southeast London.

Happy reading!

Iolanda Chirico
General Manager

Board Report

Writing the Annual Report is a time for reflection on Action for Refugees' in Lewisham's achievements over the past year and to look ahead to where we are going. It has been an exciting and challenging year, and we are full of hope and determination for another successful year.

Life in austerity Britain continues. Cuts to services continue and are more severe. Legal aid, generalist and specialist advice services, health care, housing and education have all been affected. At AFRIL we see daily the effects of austerity for refugees and asylum seekers already living in poverty with uncertain legal status, no money, and few friends or supporters. If we thought that last year was bad the coming year is likely to be worse with further cuts to local and central government services planned. It's hard not to feel pessimistic.

"We ensure that people using our services receive the targeted support that they need to meet their essential needs and deal with the root cause of their poverty or isolation"

Throughout these challenges AFRIL has remained focused on helping refugees and asylum seekers in Southeast London to escape poverty and isolation through advice, education and practical support. We have continued to support 120 refugee and migrant children and families each week to gain the skills and help that they need to create new lives and be part of their communities, from English classes and educating children to finding a solicitor and registering with GP and food parcels.

Without fail, everyone I have met who works or volunteers at AFRIL has been highly motivated by and utterly dedicated to the work of AFRIL and they are incredibly hard working. We are hugely grateful to those who have worked here, in any and every capacity in the year, including those who have moved on elsewhere.

The quality of the education and support AFRIL offers is exceptional. We ensure that people using our services receive the targeted support that they need to meet their essential needs and deal with the root cause of their poverty or isolation. AFRIL strives to always provide quality help. As the demand for our services continues to exceed what we can offer, our staff and volunteers struggle every day with the dilemma of being able to do good work for an individual or helping as many people as possible.

Board Report

Our Director and founder, Iolanda Chirico, has worked tirelessly to secure AFRIL's success over the year. Our fundraising success over the year have been largely due to her work with our dedicated fundraising volunteers building on AFRIL's reputation as an organization delivering quality practical support, advice and education services to refugees and asylum seekers.

We are grateful for the support of the local community who value the advice and practical help that AFRIL gives to refugees and migrants who are living in poverty and isolation in their community. From our home at the Leemore Community Centre, to our partnership work with Lewisham Churches for Refugees, Lewisham Refugee & Migrant Network, and Blackheath Amnesty International Group to name a few - the Lewisham community gives us the bedrock for our work.

"Our Director and founder, Iolanda Chirico, has worked tirelessly to secure AFRIL's success over the year."

This year has been one of hard work for the Board of Trustees. I thank all the Trustees who have volunteered their time and energy to AFRIL this year. We said farewell to Shona Samuels this year and welcomed Kate Haskins, Tania Skae and myself. Together with long time AFRIL Trustees, Julie Rey and John Axon, we have built a strong team able to lead AFRIL through this challenging period. We would encourage anyone, whether you are a local group or individual, who is interested in supporting AFRIL's work to please contact the Manager.

As we face the challenges of the coming year, organisations like AFRIL that offer practical help, education and advice to refugees and migrants who are living in poverty and isolation have never been more needed. AFRIL is prepared and ready to meet those challenges and to defend refugees and asylum seekers' rights.

Renae Mann

Chairperson

24 September 2014

Mission

Our Mission

AFRIL exists to provide holistic services to relieve refugees, asylum-seekers and migrants' poverty, and improve their quality of life by:

- Increasing access to the services they are entitled to.
- Promoting their continued well-being.

Our Values

AFRIL's values are comprised of the following:

- *Professionalism*: Providing the best possible service in the most effective, professional and caring manner.
- *Inclusiveness*: Our vision is to provide a free service, accessible to all regardless of ethnicity, political beliefs or religious background.
- *Community led and community based:* AFRIL developed from within the local refugee and asylum–seeking communities and remains firmly based within them. Our vision is to provide culturally sensitive and linguistically appropriate responsive services that effectively meet the needs of our communities.

We all have potential

Our clients need support at some time in their lives and because of poverty, prejudice or lack of opportunity they need it is even more pressing. With the right personal and practical support and access to resources they all have the potential to achieve great things.

Raise aspirations

Build confidence and life skills to empower our clients to set achievable goals and fulfill their potential.

Strengthen communities

Helping people to feel safer, building bridges across ages and cultures and working for a better society for all.

Extend opportunities

Supporting our clients to build a new life, enabling them to get back on track and make a positive contribution to their own lives and to the community.

The Year in Numbers

Education and Support

- ESOL Entry 1, ESOL Entry 2 and Pre-Entry classes (Mondays, Wednesdays, Thursdays):
  56 students; a total of **282** hours
- Yoga class:
  25 students; a total of **36** hours
- Weekdays Crèche:
  44 children; a total of **282** hours
- Rainbow Club:
  70 children; a total of **126** hours

During the year AFRIL employed one member of part-time staff:

- Manager – **2** days per week.

Other resources provided are:

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

AFRIL runs 7 projects:

- Rainbow Club (Supplementary Saturday School)
- ESOL Classes
- Crèche
- Food Distribution Scheme
- Clothes and Household items distribution scheme
- Yoga class
- Volunteering opportunities

ESOL Classes

During the year we have offered four weekly English for Speakers of Other Languages (ESOL) classes attended by an average of 12 students in each class. The majority of learners are mothers with young children. The classes are run in partnership with the Community Education Lewisham Family Learning Program.

Throughout this year we have helped the mothers to confidently read to and write with their children. They have developed confidence in singing songs with their toddlers, so much so that their toddlers initiate the songs and games that have been learnt. Both mothers and toddlers love the kinesthetic action songs, such as “incy, wincy spider” and “the wheels on the bus”.

We have focused on healthy eating to help the mothers understand how to provide healthy diets and vital nutrition to their families.

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 accessed activities at other children’s centers.

In the final term, we have been exploring opportunities to exploit facilities to develop learning and facilitate learners' integration into wider society. The course has aimed to build learners' confidence in exploring local parks and making such visits learning opportunities with their toddlers. We have looked at using vocabulary to identify colours, textures and shapes, plus games such as I Spy along with numeracy games.

Learners now go to local parks and proudly report such visits to the rest of the class. They are now more confident about exploiting tourist and learning activities with their children. They have also learnt how to research and apply for a place in reception class at primary school.

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

Case Study

Learner A was very nervous at the beginning of the year, but after repeatedly insisting that she explore opportunities at a children's center close to her home, she now attends 2 English classes a week. Her daughter has many learning opportunities through attending the crèche at both centers.

Learner B initially struggled to understand that the sounds of speech were represented by written words, but thanks to our support she is starting full time ESOL courses at

ESOL Classes

Monday Afternoon

This course is at a higher level than the morning course, to cater for learners with a better grasp of the language. Just as in the morning class, we have helped the mothers to confidently read to and write with their children. They have developed confidence in singing songs with their toddlers, so much so that their toddlers initiate the songs and games that have been learnt. Both mothers and toddlers love the kinesthetic action songs and the mothers are now so confident that they create their own songs, including songs which teach numeracy, such as 'Five little speckled frogs'.

" They are now more confident about exploiting tourist and learning activities with their children. They have also learnt how to research and apply for a place in reception class at primary school. "

We have further developed the idea of healthy eating to help the mothers understand how to provide healthy diets.

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, finding work and accessing activities at other children's centers and toddler's clubs. They use the Ipads to explore activities online and are building a list of attractions to visit with their children over the school holidays.

Adele Harris

ESOL Teacher

Case Study:

Learner A has found speaking and listening classes to attend to enable her to pass the test required by the UK Border Agency to gain citizenship. She now plans to study for a Level 2 English exam (GCSE level) and hopes to train to be a teacher.

Learner B has started to take her children to the library at the weekend, she takes her toddler to sessions at the local children's centre and she is taking driving lessons and she is looking for work.

Crèche

We offer a crèche for the children of our ESOL learners. We have had another wonderful year at the Crèche meeting children's needs and supporting their development. We cared for up to 11 children attending each session regularly, developing and making steps to transition. We have supported two children with special needs who have been referred to Contact A Family by the crèche. We also visited the library with parents and children and have introduced more outdoor play to keep the children active and healthy.

"The crèche strives to inform and empower parents to meet their children's needs, thus enhancing relationships between the generations and improving the quality of care parents are able to give to their disadvantaged children"

The crèche operates with three paid staff and a dedicated team of volunteers and aims to achieve the following:

- Support, encourage and develop the children's physical, social and intellectual skills
- To raise their self-esteem and to broaden their experience through contact with a safe and nurturing environment outside the home. A development plan is drawn up for each child to help them achieve targets which will enhance their life chances and counteract some of the effects of disadvantage
- To enable parents to attend English class while their under 5's are cared for in the crèche.

The crèche strives to inform and empower parents to meet their children's needs, thus enhancing relationships between the generations and improving the quality of care parents are able to give to their disadvantaged children. We share information about activities, health, public transport and other community organisations and events. Following contact with the crèche some children and families are now attending children's centers and other mainstream services.

Ruth Michaels

Creche Leader

Food Distribution

DONATIONS FOR DESTITUTE ASYLUM SEEKER FAMILIES

I wanted to thank everyone from the bottom of my heart for donating to the destitute asylum seeker families. The food distribution went as planned, and the week before Christmas, we managed to deliver all the hampers to each family. It literally took from the morning through to the night and it was well worth it.

The families were absolutely lovely and there were tears of happiness, shock and relief. The tears of happiness stemmed from sheer delight that random strangers could do something so amazing for them. The shock stemmed from disbelief at the amount of boxes and bags that were given to them (we had to make several trips to each house due to the amount we were delivering!). The relief stemmed from each family knowing that they had enough essential food to last them right the way through the winter at least.

What started as a desire to give each family one hamper of food/clothing turned into each family receiving on average about 3 or 4 very large boxes, as well as 3 or 4 big black bags of food and other essential items, like clothes, as well as a very large bag of rice, huge bag of pasta, a large bottle of oil and a large concentrated bottle of juice- not to mention cutlery, plates, glasses, mugs and presents for the children, and some for the parents where possible. I am certain the food was enough to last each family well over 6 months, and definitely through the winter- which was the goal. Overall, it amounted to over £700 worth of items.

It was made possible by those who donated, so a huge thanks to you all.

Rohma Ullah
Food Drive Organiser

"The tears of happiness stemmed from sheer delight that random strangers could do something so amazing for them"

How AFRIL Helped Me

Kamara – AFRIL service user

"What you do is not in vain, we all appreciate the kindness you show with your donations. Thank you"

My name is Kamara, I have been supported by Action for Refugees in Lewisham (AFRIL). I am indeed very grateful or the support given to me and my two children, especially as my daughter is autistic.

I would like to give a brief insight of who I am. I am from Nigeria. My reason for coming to the UK was as a result of war.

Nigeria, as the world knows, is a very rich nation in regards natural resources like petroleum (oil), timber, cocoa, coffee etc. but the problem is the average or ordinary Nigerian has no access whatsoever to these products. Those at the helm of affairs take all these for their selfish interest.

Nigerians flee from the country in the thousands everyday so that they can survive. Coming to the UK has not been a bed of roses for me and my children. AFRIL has does a lot for me, I also go to car boot sales and buy very cheap stuff that can cost between 10p and 50p. I visit Salvation Army charity shops and sometimes I am given vouchers to go to food banks to get food. I can't work as I am waiting on the Home Office decision.

Please personally, I still need your support and I know of hundreds of people suffering from starvation and even homelessness. What you do is not in vain, we all appreciate the kindness you show with your donations.

Thank you

Kamara

The Rainbow Club

The Rainbow Club started 7 years ago in response to the difficulties that refugee children were experiencing at school. With funding from Children in Need, each Saturday AFRIL supports 70 children to develop their English, Maths, Music, Art and Sport skills and to become confident learners.

Every child is unique and has complex needs and all at a clear disadvantage when they join. Many have just arrived in the UK, and do not yet have a place in school. Others had had little or no previous contact with the English language before entering mainstream school. Their families are at the margins of society, and are particularly vulnerable as they have often experienced trauma and multiple losses, and few have any support networks. Parents and children are limited by their English ability and families are left extremely isolated, not equipped with the necessary knowledge to integrate into UK society.

"Every child is unique and has complex needs and all at a clear disadvantage when they join"

All our families are living in poverty, and some are destitute; they do not have regular meals and cannot afford clothing. 83% of the parents of our children at Rainbow Club are unemployed, 48% have no right to work in the UK or claim benefits because of their immigration status and 27% are homeless. Furthermore, child poverty rates are at 99% amongst AFRIL's clients compared to 55% in Lewisham and 37% across London (Child Poverty Action Group).

Renae Mann

Chairperson

Rainbow Club Reception

"As a result of participation in our classes, children grow in confidence, self-esteem and general emotional and educational achievement"

The Reception class at the Rainbow Club from September 2013 has delivered a varied programme of activities for a group of children aged 4-5 years old making a great difference to their lives. Based on the Early Years curriculum, our children have learned essential skills and have a fairer chance of success through the acquisition of numeracy, literacy and social skills which are usually expected of children at that age. It has also helped them in their transition from pre-school to primary school.

As a result of participation in our classes, children grow in confidence, self-esteem and general emotional and educational achievements. Specific outcomes include:

1) Improved children's reading, spelling, writing, and number skills;

2) Increased self-esteem, confidence and creativity using Art and Crafts activities that support and link with their work in numeracy and literacy; and

3) Increased parental and young people's participation in their school and society.

Currently 23 children attend the reception class from various backgrounds ranging from China, Vietnam, Nigeria, and Ghana.

PROGRESS

The children's literacy and numeracy skills have seen a marked improvement. To improve on communication skills, every Saturday we organise a Show & Tell session where the children speak to the class about their experiences or simply talk about a subject.

- 14 children know their phonics.
- All children can count from 1-20.
- Most children can count forward and backwards from 1-10
- 15 children can count from 11-20
- Most children know colours and some shapes.

For physical exercise, we have nature walks in the garden as part of our daily routine which can take up to 15-20 minutes. We then practice sport such as football, basketball, hula hoops and playing with skipping ropes.

Rainbow Club Reception

CASE STUDIES

"Now Fiona is like a completely different child. She is one of the best with her numbers, phonics, socially, working well within a group and with others"

Musin has been with us for a year now. He likes to work one to one on his reading and has improved although he has been absent a few times due to family circumstances. There has been a new addition to the family with a new baby, and also his mum has fallen ill. Musin knows how count to 50, he can spell 45 key reception words and more. His handwriting has vastly improved; he has grown in confidence and has moved on to key stage 1.

Coco started in April; she did not speak a word of English when she first joined reception. She was always very shy, quiet and kind of scared too.

She has been with us for a year now and is doing very well. She can spell key words plus more, her speaking has improved as she is speaking a lot more and is engaging in conversations with other children. Coco is also very good at Maths and is doing quite well in this area.

When **Xian** first started she was quite withdrawn, her head was always down and she couldn't speak a word of English.

Xian has two friends in the class that she works well with, although she does need to improve her communication skills and associate with other children.

When **Fiona** first joined the Rainbow Club, she used to cry a lot, she kept herself to herself, she was quiet, and she didn't want to join in with the class activities. For the first two terms Fiona used to stand around a lot with her face down and she was quite unsettled most of the time. Now Fiona is like a completely different child. She is one of the best with her numbers, phonics, socially, working well within a group and with others. She is trying very hard every week.

Rainbow Club KS1

In English we have covered a range of genres including traditional tales, stories with familiar settings and instructional writing. The children have enjoyed being introduced to a range of texts and styles. The children have been engaged and enthusiastic about their learning. The class enjoyed the role-play and drama activities, as well as making a sandwich that led to some instructional writing.

Most children have shown a real improvement in their writing. Children are able to write sentences using capital letters and full stops. We regularly practiced basic sentence structure and punctuation to help consolidate their learning in school. Some children are now experimenting with a range of punctuation and using compound and even complex sentences in their writing. The children have retold stories and most are able to rewrite them adding their own details. They are able to use a wider range of language to describe things in their writing and a range of connectives to link ideas.

"They are able to work out a range of addition and subtraction problems mentally or use appropriate methods"

In Maths this year we have focused on adding, subtracting and basic number work to help consolidate their learning in school. The children have become a lot more confident working with bigger numbers and the basic operations. They are able to work out a range of addition and subtraction problems mentally or use appropriate methods. They can add and subtract up to 3-digit numbers. They can order numbers up to 100, identify and carry on simple number sequences. The children can partition 2-digit numbers and some can partition 3-digit numbers. We have looked at division as sharing and used arrays to work out multiplication. The children can recognise simple 2D and 3D shapes and name their properties. The class is encouraged to work independently, with those that require more support working closely with an adult. The children have been encouraged to use models or methods that suit them.

The class is well behaved and friendly. They get on with each other and the adults that work with them. Socially, they are happy to mix in class and in the playground, regardless of gender or ethnicity.

Nadeem Ali

KS1 English and Maths Teacher

Rainbow Club KS1

"With support from the volunteers and myself Dino has increased in confidence and really blossomed"

CASE STUDIES

Dino (Year 1) is enrolled in the KS1 class. When he started, he was very shy and wouldn't communicate with either adults or other children, apart from his friend Michael Z. He used to remain quiet for most of the day. He rarely participated during the lessons. He tended to communicate with his friends in Chinese. Whenever I used to ask him anything, he would not say anything at all, nod his head in yes and no or mumble one-word answers. He seemed to have low confidence and was reluctant to engage in any type of conversation. He struggled to write a sentence in literacy and in numeracy appeared to be struggling with numbers and operations.

He slowly started to put his hand up and engage with other children in the class. He participates in the class and regularly puts his hand up, especially in both subjects. He talks in English a lot more now with his friends and spends more time with children from other backgrounds. Dino now engages with adults and increasingly initiates conversation. He is willing to ask for help and starting to speak in full sentences more often. He is able to write ambitious sentences in literacy and becoming increasingly confident in numeracy. He can confidently add and subtract with little support. His social skills have improved a lot and so has his confidence. He is a lot more happy and ready to learn every week often coming in with a smile on his face.

En Qi (Year 2) is a child who comes to the Rainbow Club every week. She is a very able child who has continued to blossom during her time here. She is a cheerful, enthusiastic and very social child. She can write sentences using capital letters, full stops and a range of connectives. She is able to spell a lot of her words correctly. She is very confident in her reading and writing and enjoys both greatly. She is also very capable in numeracy and she is able to use all 4 operations.

I often give year 3 work to her and she is able to do it with little or no support. She needs to be challenged and extended and encouraged to work independently. She also helps other children after finishing her work. She is friends with all the children and always follows the Club rules. She has a mature attitude to learning and life and enjoys coming to Rainbow Club. I challenge En Qi to use more advanced forms of connectives, to include more detail or use a more ambitious vocabulary. She is able to use paragraphs and is able to use a range of powerful words in her writing.

Rainbow Club KS2

It has been very rewarding working with Key Stage 2 this year. We have concentrated on the tools children of all ages require to progress in both Literacy and Numeracy; and consequently all other academic subjects. Key areas of study in Literacy focused on Grammar, Punctuation, Spelling. This included Word Classes, Verb tenses, types of Sentences and Clauses. We also covered Instructional texts, Statements and Commands and Recounting of events. To give some variety we moved onto Poetry during spring term, when the children wrote their own Poems, Limericks and Tongue Twisters which they copied out in their best handwriting for display.

In Numeracy we focused on Number Operations (adding, subtracting, multiplying and dividing). We also examined Simple and Equivalent Fractions, Place Value, Decimals, Co-Ordinates, Weights and Measures; including Areas and Perimeters, specifically the classroom. Comparing the children's Assessments in autumn and spring terms showed a marked improvement in a short space of time. I am therefore very pleased with the efforts of Key Stage 2; especially given the broad range of abilities and ages in this key stage; and anticipate their progress will continue during the summer term.

CASE STUDIES

"X" started part way through the autumn term. Despite being one of our oldest pupils he had virtually no English language ability and required his own Individual Education Plan each week. Where possible he was integrated into the Numeracy class as he recognised the British number system and had relatively advanced mental maths skills. We focused on the Alphabet and Phonetics and his specifically ethnic problems with Pronunciation. We also introduced common CVC vocabulary required of Key Stage 1 pupils in Primary schools. X Enjoys his lessons immensely and benefited from having his Personal Teaching Assistant. His dedication and punctuality have enabled him to progress academically, as well as socialise well with his classmates.

"A" is one of the youngest children in the class and had behaviour issues when she joined us from Key Stage 1. Our established relationship and her happy disposition allowed her to settle in very well and mature as an individual. Having 1 to 1 adult support gave her the confidence to succeed academically and her pride in her achievements was clearly visible. Her low attendance has hindered major academic progress however, her personal improvement regarding her ability to learn has been outstanding.

Pauline Cox

KS2 English and Maths Teacher

Rainbow Club Art

"With a different theme each term, and a different activity each week, pupils have experimented with new ideas and materials, leading to improved self-esteem and engagement with peers"

Art and craft lessons became a regular part of the Rainbow Club programme for KS1 and KS2 pupils this year. Sessions are creative and fun with the aim of improving confidence and supporting work in numeracy and literacy. With a different theme each term, and a different activity each week, pupils have experimented with new ideas and materials, leading to improved self-esteem and engagement with peers. Pupils have been encouraged to express their thoughts and feelings during discussion. A variety of creative activities have enabled pupils to practice their hand-eye co-ordination and motor skills whilst using their imaginations and developing ideas.

Pupils investigated proportion, tone and colour as a means to explore their own identities and widen their perceptions of themselves and others. They created self-portraits using paint and drew classmates with charcoal using observational skills. Pupils also worked in small groups to create large images, encouraging them to explore differences and improve social skills.

They learnt about traditional art practices in different parts of the world: Australia (aboriginal art), Africa, India, China and Indonesia. The lessons began with a discussion about the social and geographical context allowing children to make connections to their own cultures and backgrounds. A range of materials and techniques have been explored including mask making, painting, puppet and lantern making.

Pupils took inspiration from their work on different cultures to help them design and create colourful three dimensional headdresses from simple materials for a performance of their music and songs at the Horniman museum, which was the culmination of the term's work.

The diverse range of art work created has been displayed during end of term parties providing an opportunity for parents, pupils and staff to celebrate pupils' achievements.

CASE STUDIES

Image 1

Image 2

S is a 10 year old by from Nigeria. He often finds it difficult to work independently and would like a lot of attention from adults. When I first started working with him he found it very difficult to engage with art and was disruptive. He produced a portrait (Image 1) in charcoal very quickly and was not able to continue to amend and improve it.

More recently (and possibly partially due to moving into a bigger room) S has been able to engage with the class discussion and put ideas forward along with others. He does not always want to follow instructions but is able to adapt the activity to meet his needs while still being part of the class. For example he adapted his African mask into a skull mask and created a sword (image 2) from other materials. I believe that having some freedom within the structure of the class has helped S to enjoy the art and craft activities which is improving his confidence.

Image 3

M is a 7 year old girl from Tanzania who has lived in the UK since she was 2. She is the youngest in her class and is often quiet in discussions. She seems to really enjoy art lessons and focusses hard on the activities. M displays confidence in her art work, for example Image 3 in which she has grasped the concept of facial tone, which others in the class fund difficult.

M has been more involved in class discussion recently, putting forward thoughts and ideas, and has continued to develop confidence in her art work (Image 4). I believe that the creative process has helped her feel more comfortable with her peers and given her increased self-esteem.

Image 4

Gwen Rogerson

Art & Craft Leader

Rainbow Club Music

Fairbeats!

Music continues to work at the Rainbow Club every Saturday throughout the year supported by a grant from Youth Music. This year we have seen massive progress from the children, some of whom have now been learning their instruments for two full years. At the end of year Refugee Week Celebration at the Horniman Museum, we showed off our skills to the public and our families including the public debut (!) of the Rainbow Club Band. New this year, the band is an opportunity for our young people to bring together all the different skills they have been learning including fife, ukulele, singing, hand percussion and cajon. The kids excelled themselves and gave a really focused and joyful performance to the gathered crowds. We were also delighted that AFRIL parent Josephine Chukwujekwu was able to share a song from her childhood *Nne, Nne / Mother*, *Mother* with the Rainbow Club children as part of the celebration. A film of the performance and preparations is on our website www.fairbeats.co.uk.

"A key aspect of the work we do at AFRIL is to support our young people and their families to get involved with music making outside the centre in the local community"

This year we were joined by a new leader, Abimaro Gunnell to take over the creative sessions with KS1 and 2 as well as lead the band. Abimaro has a wealth of experience as a music leader having worked for Spitalfields Music Festival and Arts Train. She is also a graduate of the Spitalfields Music Leader Apprentice scheme. We are very lucky to have her.

Over the year Fairbeats! has come to realise that a key aspect of the work we do at AFRIL is to support our young people and their families to get involved with music making outside the center in the local community. In fact this was the theme of a report we were commissioned to write by Sound Connections which will be published in September 2014: *Pathfinders' toolkit: Facilitating musical progression routes for children and young people from refugee, asylum seeker and new migrant families.* The report can be found on our website.

Rainbow Club Music

Image 1

This year we have set up the Fairbeats! Music bursary to pay for young people who show an interest in or aptitude for pursuing music further to do so. We launched this with a fascinating sponsored walk about the history of immigration in East London and immediately raised £632. Thanks to all who donated we have now supported four young people to receive weekly music lessons at the Midi Music Company on drums and guitar as well as five young people to take part in Animate Orchestra holiday courses. Fairbeats! leaders have volunteered their time to provide one on one tuition in flute and guitar to several of our young people. We have supported families to take part in holiday sessions at the Horniman Museum, singing sessions with Travel by Song and to take part in The Albany Theatre Street Opera Project alongside many other local community arts organisations.

There have been so many successes this year. Small ones (which are actually huge!) include a young refugee who had arrived in the UK only two weeks earlier leaping off the stage at the end of the Horniman performance to hug and celebrate with her father and big ones which include the stunning news that one of our young people has been selected by the Midi Music Company to receive a scholarship to attend Blackheath Conservatoire next year (Image 1). We are currently registering as a charity and will be meeting with our trustees in the coming months to plan for the future. We look forward to continuing to work successfully in partnership with Action for Refugees in Lewisham and thank all staff, volunteers and trustees for all their support so far.

Catherine Carter

Fairbeats! Manager

JOHN PAUL GETTY REPORT - WE STEP FORWARD PROJECT

AFRIL relies heavily on volunteers; at any given time we have up to 30 people volunteering with the charity. We encourage our clients to volunteer and welcome volunteers from the wider community. In December 2013 we received £5000 from John Paul Getty to promote volunteering among local refugees and asylum-seekers to help them gain new skills, integrate and build more resilient communities. AFRIL's Manager was coopted to this role. She focused on supporting refugees and asylum seekers to volunteer with AFRIL by maintaining their motivation to volunteer despite having sometimes chaotic lifestyles, expanding the range of volunteering opportunities at AFRIL suitable for people with different interests and experiences.

During 2013-14 AFRIL supported over 39 refugees and asylum seekers to volunteer with AFRIL, exceeding our funder targets, in the following roles:

- 28 at one off events
- 5 crèche assistants
- 2 Administrative support staff
- 4 teaching assistants

Our volunteers came predominately from Sri Lanka, Nigeria and Angola, and there were 37 women and 2 men, aged from 16 to 60 years old.

"All of the participants were unemployed and had never worked in the UK although many had qualifications in their country of origin in sectors such as education, banking and small businesses"

All of the participants were unemployed and had never worked in the UK. Many had qualifications in their country of origin in sectors such as education, banking and small businesses. The primary barrier to finding work for our volunteers was their limited English language skills and lack of British qualifications. Caring responsibilities for either young children or infirm family members were another barrier, together with mental health issues such as depression, anxiety and in some cases post-traumatic stress disorder. Many had lost confidence and found it very difficult to adjust to the British way of life and were isolated, having limited contact with the local indigenous population. Some of the women had never ventured out of the house unaccompanied and some found it difficult to use public transport.

AFRIL's Manager worked with each volunteer to assess their needs and create a volunteer programme designed to address their specific barriers. She created volunteer opportunities that enabled each volunteer to participate meaningfully regardless of their individual circumstances and abilities.

Volunteering

The extent to which the project has been successful

"Out of the 5 crèche assistants, 4 are now enrolled on a course in childcare and one has found work as a play worker at a local children's center"

The volunteering programme has developed a successful model for supporting people from refugee and asylum seeking backgrounds to develop skills, confidence and UK work experience. It is a holistic programme that builds on each person's unique strengths and addresses their specific barriers to employment. All of our participants recorded significant improvements in the following areas:

- Made new friendships and felt more involved in their local community.
- Improved their English communication skills.
- They all felt empowered to further their careers and continue with their studies. Out of the 5 crèche assistants, 4 are now enrolled on a course in childcare and one has found work as play worker at a local children's center. Out of the 4 teaching assistants 2 are now volunteering as classroom assistants in two local primary schools and the other 2 are taking a course at Lewisham College on working in local schools. Out of the 39 clients who volunteered 35 also continued volunteering for 12 months and 4 are still volunteering at events.
- All of the 39 participants boosted their confidence and social skills and felt more at ease with going out of their homes and participating at events in the local community using local facilities for the first time. For example, the crèche assistants had not been to the library before and after a couple of trips there with the crèche children, obtained library cards for themselves and their children and are now using the library regularly.

"Of the 4 teaching assistants, 2 are now volunteering as classroom assistants and the other 2 are taking a course at Lewisham College"

At least 30 of the participants recommended our services to friends and community members and also strongly encouraged them to volunteer. As a result at least 25 members of the local Tamil, Chinese and Nigerian communities have now enrolled at our ESOL and Rainbow classes and 4 new members of these communities have joined our volunteering programme as teaching assistants on Saturdays. The participants joined the team of over 20 highly capable volunteers recruited from the local community forging new relationships with local people and thus tackling their isolation, developing social networks and building more resilient local communities. The volunteering programme has been a resounding success enabling 39 members of our communities to make such a huge change to themselves and their families' lives.

Volunteer's Views

The prevalent image of a refugee is of a helpless victim from a war-torn country in Africa or Asia. My parents were both refugees fleeing Hitler's persecution of Jews. They were not helpless nor were they from Asia or Africa. They arrived before the outbreak of the Second World War speaking German as their first language. They quickly settled in England, learnt English, studied, found work and, eventually, raised a family.

So I have always been keen to dispel the stereotype. As a teacher I specialised in supporting children for whom English was an additional language. Some of them were refugees, but many were born in the UK into settled families in which languages other than English were spoken. Many were also the target of racism. When I retired I wanted to continue to contribute to enabling people of all backgrounds, particularly refugees, to live productive and full lives.

AFRIL responded quickly and positively to my enquiries and had the additional advantage, from my point of view, of being local. I have now been volunteering as an admin assistant for almost a year and have learnt an enormous amount. I have also met a group of delightful and committed people and above all, Iolanda, whose energy and vision are an inspiration. What impresses me most of all is the shared view of refugees as people with a contribution to make to their communities and to wider society. They may need some help and guidance to get started but they are not viewed as helpless victims.

AFRIL makes an important contribution to the lives of many people in the area but it relies on committed volunteers who can help in a variety of ways. They assist in the crèche or in working with children at the Saturday Rainbow Club or with adults in English language classes. They can also give support in the office and, very importantly, with fund-raising. I have found volunteering at AFRIL to be very rewarding; not only do I feel that I am making a small contribution to improving the lives of some in our community, but I have also met some interesting and dedicated people!

Margaret Gravelle

Admin Assistant

Volunteer's Views

"The children are a pleasure to spend time with and it is incredibly rewarding to see the progress that they make over the course of a year or two"

I started volunteering with AFRIL in my second year of university. I wanted something practical to do in the local area, to gain some new skills and to compliment my academic studies. I found AFRIL through a quick internet search, and as someone who was already active in campaigning around refugee and migrant issues as well as children's rights and with a strong belief in education for all, the Rainbow Club seemed like the perfect volunteering option. Since then I have graduated, am working full time and moved out of Lewisham – but I have still kept on coming back to the Rainbow Club!

I think the reason for this is quite simple – it is enjoyable! The children are a pleasure to spend time with and it is incredibly rewarding to see the progress that they make over the course of a year or two. It is not only the academic progress, but just as importantly, the growth in confidence. When the child who previously would never put their hand up, would stay silent even when the register was being called, is now desperately waving for the teacher to pick them and chatting away happily to you at break time, it is a real sense of honour to have been a part of that change.

I'd encourage others to get involved and commit to volunteering because whatever reasons you have for wanting to do it initially you will get more from it that you expect! If it is meeting new people, gaining new skills, getting experience in a potential career choice/change, giving something back to the community, experience working in a small voluntary sector organization or experience working with refugee and asylum seekers – volunteering at AFRIL will give you all of these and more.

Tama

Rainbow Club Teaching Assistant

Volunteer's Views

I have been involved with AFRIL since April 2011 when I first visited as a post-graduate student to discuss working with some of AFRIL's clients for a Refugee Week photography project. I was studying for a Postgraduate Certificate in Community and Participatory Art and the project involved working with refugee and asylum seekers to create a photographic record of their lives in Lewisham. Each participant was given a camera to record a day in their lives and the results were exhibited as part of the Refugee Week event at Lewisham Town Hall.

"The children are a pleasure to spend time with and it is incredibly rewarding to see the progress that they make over the course of a year or two"

For me the experience was a really positive one, I had met and worked with some wonderful people, everyone was warm and welcoming and I decided that I would like to continue being involved with AFRIL. I was open to any volunteer role on offer, and at the time the crèche was understaffed, so I joined the team looking after 1 - 5 year olds while their parents attended ESOL classes.

When I started with the crèche I had no experience of pre-school childcare and development and the experience has taught me a lot. Since Ruth joined as crèche leader the service has gone from strength to strength, she has built up a really solid and dedicated team, creating a focus on child development with particular attention to supporting English language development and numeracy. Since 2011 I have seen children who arrived quiet and withdrawn at the crèche, flourish into happy, healthy and communicative primary school pupils. Witnessing these transformations has been a highlight of my experience with AFRIL. I plan to continue volunteering as a crèche worker into 2014/15 and hope to be involved with AFRIL into the future.

Isabella Niven

AFRIL Volunteer since 2011

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 2013-14

The Financial Review continues with reduced funding for AFRIL's work with income received of £29,822 compared to 2012-13 income received of £40,866. 2013-14 was an extremely tough year for generating income for AFRIL's objectives. Initial outlook for 2014-15 is positive with income forecast to be greater than 2013-14.

Income has fallen 27% whilst resources expended has fallen 43%, and is due to a reduction in deliverables being delivered during the year, most notably the Advice Service. AFRIL continues to run the very popular Rainbow Club and was successful in meeting the objectives of the first year. Two more years remain of funding for the Rainbow Club and AFRIL will continue this good work.

The net outgoing resources of the charity were £13,161 for the year, a significant reduction from the previous year of £34,692, a reduction of 62%. This represents spending of income received in advance in the previous year.

Reserves

Total reserves of the charity have decreased from £28,062 in 2013 to £14,901 in 2014. 55% (£8,181) of reserves are restricted and are intended to be spent on specific charitable activities in 2014/15. The charity's reserve policy is kept at a minimum 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. Unrestricted reserves have decreased from £7,646 in 2013 to £6,720 in 2014 but despite this reduction, the reserve policy has been maintained.

John Axon, ACMA

Independent examiner's report to the trustees of Action for Refugees in Lewisham

I report on the accounts for the year ended 31 May 2014, which are set out below.

Respective responsibilities of trustees and examiner

The trustees (who are also the directors of the company for the purposes of company law) are responsible for the preparation of the accounts. The trustees consider that an audit is not required for this year under section 144(2) of the Charities Act 2011 (the 2011 Act) and that an independent examination is needed. That charity's gross income exceeded £250,000 and I am qualified to undertake the examination by being a qualified member of The Chartered Institute of Management Accountants.

Having satisfied myself that the charity is not subject to audit under company law and is eligible for independent examination, it is my responsibility to:

- Examine the accounts under section 145 of the 2011 Act;
- To follow the procedures laid down in the general Directions given by the Charity Commission under section 145(5)(b) of the 2011 Act; and
- To state whether particular matters have come to my attention.

Basis of independent examiner's report

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

Independent examiner's statement

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

(1) which gives me reasonable cause to believe that in any material respect the requirements:

- To keep accounting records in accordance with section 386 of the Companies Act 2006; and
- To prepare accounts which accord with the accounting records, comply with the accounting requirement of section 396 of the Companies Act 2006 and with the methods and principles of the Statement of Recommended Practice: Accounting and Reporting by Charities have not been met; or

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

Stuart Peter Mellor
Chartered Institute of Management Accountants
36 Bond Road, Southampton, Hampshire, SO18 1LQ
14 June 2014

Statement of Financial Activities
For the year ended 31 May 2014

	Notes	Unrestricted Funds £	Restricted Funds £	Total 2014 £	*Total 2013 £*
Incoming resources					
Voluntary income	2a	-	29,525	**29,525**	*40,535*
Activities for generating funds					
Interest received		51	-	**51**	*44*
Other	2b	246	-	**246**	*287*
Total incoming resources		**297**	**29,525**	**29,822**	*40,866*
Resources expended					
Cost of generating funds		-	3,992	**3,992**	*5,002*
Charitable activities					
Grants paid to clients		-	237	**237**	*4,300*
Rainbow Club & Educational services		1,223	36,146	**37,369**	*64,748*
Governance costs		-	1,385	**1,385**	*1,508*
Total resources expended	3	**1,223**	**41,760**	**42,983**	*75,558*
Net outgoing resources	4	**(926)**	**(12,235)**	**(13,161)**	*(34,692)*
Funds brought forward on 1 June 2013		7,646	20,416	28,062	*62,754*
Funds carried forward on 31 May 2014		**6,720**	**8,181**	**14,901**	*28,062*

Balance Sheet
As at 31 May 2014

	Notes		2014		*2013*
		£	£	£	*£*
Fixed assets					
Tangible assets	7		**-**		-
Current assets					
Debtors	8	**667**		*300*	
Cash at bank and on hand		**32,838**		*29,869*	
Creditors					
Amounts falling due within one year	9	**18,604**		*2,107*	
Net current assets			**14,901**		*28,062*
Net assets	10		**14,901**		***28,062***
Funds					
Restricted funds			**8,181**		*20,416*
Unrestricted funds			**6,720**		*7,646*
	11		**14,901**		*28,062*

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 33 to 39 form part of these financial statements.

The financial statements on pages were approved by Trustees on 8 November 2014 were signed on its behalf by:

Notes to the financial statements for the year ended 31 May 2014

1. 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.

Notes to the financial statements for the year ended 31 May 2014

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.

Notes to the financial statements for the year ended 31 May 2014

2a. Voluntary income

	Unrestricted Funds £	Restricted Funds £	**Total 2014 £**	*Total 2013 £*
BBC Children in Need	-	17,489	**17,489**	*5,944*
Frank Buttle	-	-	**-**	*1,300*
Hilden Charitable Fund	-	5,000	**5,000**	*-*
John Paul Getty	-	-	**-**	*5,000*
LewCas	-	-	**-**	*1,000*
Lee Charity William Hatcliffe	-	-	**-**	*2,500*
London Borough of Lewisham	-	6,246	**6,246**	*4,885*
Methodist Church	-	100	**100**	*100*
Scottish Power	-	-	**-**	*1,331*
St. Martin's in the Field	-	250	**250**	*2,900*
Trust for London	-	-	**-**	*9,375*
Youth Music	-	-	**-**	*1,444*
Other grants and donations	-	440	**440**	*2,756*
Total voluntary income	**-**	**29,525**	**29,525**	*38,535*

2b. Other incoming resources

	Unrestricted Funds £	Restricted Funds £	**Total 2014 £**	*Total 2013 £*
Sundry income	246	-	**246**	*287*
	246	**-**	**246**	*287*

Notes to the financial statements for the year ended 31 May 2014

3. Resources expended

	Cost of generating funds £	Charitable activities £	Governance costs £	**2014 Total £**	*2013 Total £*
Accommodation	-	-	-	**-**	*30*
Advertising	-	420	-	**420**	*-*
Advice service	-	-	-	**-**	*19,340*
Central office costs	-	1,647	-	**1,647**	*2,116*
Destitution fund	-	41	-	**41**	*1,117*
Examiner's fee	-	-	350	**350**	*360*
Fundraiser's fee	-	-	-	**-**	*429*
Grants paid to clients	-	300	-	**300**	*4,300*
Insurance	-	-	237	**237**	*-*
Manager	3,992	11,177	798	**15,967**	*18,292*
Materials & refreshments	-	4,901	-	**4,901**	*3,525*
Miscellaneous	-	441	-	**441**	*466*
Premises	-	2,319	-	**2,319**	*2,566*
Small equipment	-	1,227	-	**1,227**	*2,293*
Subscriptions	-	59	-	**59**	*128*
Teacher fees	-	13,208	-	**13,208**	*8,320*
Travel & transport	-	54	-	**54**	*80*
Venue hire	-	833	-	**833**	*2,612*
Volunteer co-ordinator	-	-	-	**-**	*6,674*
Volunteer expenses	-	979	-	**979**	*2,677*
	3,992	**37,606**	**1,385**	**42,983**	*75,325*

4. Net income for the year

The Net Income for the year is stated after charging the following:

	2014 £	*2013 £*
Independent examiner's fee	**350**	*360*

Notes to the financial statements for the year ended 31 May 2014

5. Staff costs

Staff costs during the year were:

	2014	*2013*
	£	*£*
Salaries and wages	**15,120**	*40,953*
Social security costs	**847**	*3,353*
	15,967	*44,306*

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 nil (2013: 1).

6. Related party payments

During the year, Catherine Carter served as a trustee of the Charity. In addition, Catherine continued to manage the Rainbow Club on an ad hoc basis and was paid £200 in total over the year.

7. Tangible fixed assets

	Office equipment	**Total 2014**
Cost at 1 June 2013	3,171	**3,171**
Cost at 31 May 2014	3,171	**3,171**
Accumulated depreciation		
At 1 June 2013	3,171	**3,171**
At 31 May 2014	3,171	**3,171**
Net book values		
At 1 June 2013	-	**-**
At 31 May 2014	**-**	**-**

Notes to the financial statements for the year ended 31 May 2014

8. Debtors

	2014	2013
	£	£
Employees	200	300
Co-operative bank	120	-
Social security and other taxes	347	-
	667	300

9. Creditors

	2014	2013
	£	£
Employees	11	328
Fairbeats	14,733	-
Accrued expenditure	3,860	1,110
Social security and other taxes	-	669
	18,604	2,107

10. Analysis of net assets between funds

	Unrestricted funds	Restricted funds	Total funds
	£	£	£
Fund balances as at 31 May 2014 are represented by:			
Current assets	21,453	12,052	**33,505**
Creditors: amounts falling due Within one year	(14,733)	(3,871)	**(18,604)**
	6,720	**8,181**	**14,901**

Notes to the financial statements for the year ended 31 May 2014

11. Funds

Fund movements were as follows:

	At 1 June 2013 £	Incoming resources £	Resources expended £	**At 31 May 2014 £**
Restricted funds				
Client grants	-	350	(300)	**50**
Community Education in Lewisham (CEL)	5,270	4,166	(8,156)	**1,280**
Destitution Fund	1,261	328	(79)	**1,510**
John Paul Getty	3,500	-	(3,500)	**-**
Magical Stars	-	2,080	(2,080)	**-**
Rainbow Club	10,385	22,601	(27,645)	**5,341**
Total restricted funds	**20,416**	**29,525**	**(41,760)**	**8,181**
Unrestricted funds	7,646	297	(1,223)	**6,720**
Total funds	**28,062**	**29,822**	**(42,983)**	**14,901**

Thank You

AFRIL Board of Trustees

Anne Desir (Chair to February 2013)

Renae Mann (Chair from December 2013)

John Axon, ACMA (Treasurer)

Catherine Carter

Julie Rey

Staff

Iolanda Chirico, General Manager (p/t)

Ruth Michaels, Crèche and Reception Leader (Sessional)

Lorna Reeves and Kiet Tran, Crèche assistants (Sessional)

Karen Kenton, Yoga Teacher (Voluntary)

Rainbow Club Teachers

Nadeem Ali, KS1 English and Maths Teacher

Pauline Cox, KS2 English and Maths Teacher

Gwen Rogerson, Arts and Craft Leader

Daniel Tekle, Sport Leader

Catherine Carter, Fairbeats Manager

Jennifer Raven, Music Teacher

Volunteers

Office: Margaret, Meena, Jan, Pryanka

Fundraisers: Roma, Shala, NhiMui, Katie, Nerida, Brigitte

Annual Report Editors : Sebastian Scott, Mabel Dennison & Zaid Moosa

Crèche: Isabella

Rainbow Club Teaching Assistants: Minnie, Ben, Amelia, Emily, Karina, Tama, Roberta, Grace, India, Shilan, Seina, Dilara, Jonathan, Marietta, Kari, Jennifer, James

Rainbow Club Administrator: Zaid

A special thanks to Sandra Giorgetti, who organised a collection of food through her place of work for Christmas hampers and also household items and clothes through her church, St Hilda in Honor Oak Park

Supporters and Partners

OUR PARTNERS

Goldsmiths College (Volunteers)

Greenwich University (Volunteers)

Fairbeats! (Music session at the Rainbow Club)

Lewisham Churches for Asylum-Seekers (Volunteers for sandwich collection)

Amnesty International- Blackheath (Food Donations)

Pret-A-Manger (Sandwiches Donations)

A special thank you to the members of Suffolk Refugee Support who donated food during the winter food drive

Also thanks to K&L Gates LLP Law Firm for their food and clothing donations

Many thanks to the many local individuals who continue to donate food, clothes and household items.

BBC Children in Need

Vicar's Relief Fund

J PAUL GETTY JNR CHARITABLE TRUST

Lewisham

St Martin in the Fields

Fund for Human Need

The Hilden Charitable Fund

YOUTH MUSIC