

# WINDSOR FELLOWSHIP

**FINANCIAL STATEMENTS FOR THE YEAR ENDED  
30<sup>TH</sup> SEPTEMBER 2019**

**Registered Charity No. 1089681  
Registered Companies House No. 4271633**

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## **INTRODUCTION**

On behalf of the Board, I am delighted to welcome you to our 2018/2019 Financial Statements.

2018/2019 saw the launch of two new programmes: - the Fieldfisher 'Your City' Programme and the University City of London Research Opportunity Scholarship (UCL-ROS).

The Windsor Fellowship has consolidated its work over the last year, delivering a sound performance that reflects the demand for our services across a broad client range. We have been able to pursue our vision for **'a nation in which the talents of all the people truly shine'**. A nation in which there are no barriers to success because of race or creed, and where the brightest and the best can take their rightful place as leaders in their workplaces and their communities'.

A special note of thanks must be given to our partners, staff and volunteers who have shown incredible commitment and support to our work. As a result, over the past year, Windsor Fellowship has supported 344 young people and adults and engaged over 50 volunteers to assist in our work. Thanks to them, we can look back on successes, which have helped to place the organisation in a healthy position from which we can seek future growth.

Kevin Coutinho

**Chair, Board of Trustees**

John Lyon's Charity  
Fieldfisher LLP  
Royal Society  
Hummer Tuttle Foundation  
Welsh Government  
Queen Mary University London  
University College London  
Greenpeace  
Partners Group  
Proctor & Gamble  
Deloitte

**Staff**

Edwin Ssekabira  
Joshua LaCumbre-Gibbs  
Karlene Mahoney  
Loren Mahoney Murrell  
Roda Aden  
Rukiya Khan  
Trevor Hall, CBE

## **Volunteers**

Adam Picton	Ivy Kayima
Adrian Jones	James Harker
Aisha Begum	Jess Agyemang
Anisa Lone	Julius Hafalla
Brian Channer	Karen Fearon
Chalice Davies	Kim Jelfs
Charmine Smikle	Mark Kawesa
David Mulryne	Max Telford
Donald Palmer	Mofe Binitie
Dr Adriana Paluszny	Nana Kwaku
Dr Alexandros Bousios	Narita Bahra
Dr Chris Chan	Nimco Qasim
Dr Garrett Hellenthal	Oliver Fenwick
Dr George Booth	Paul Lofthouse
Dr Liam Browne	Paul Toombs
Dr Lily Asquith	Priya Patel
Dr Rachel Edgar	Professor Lucy Walker
Dr Tom Williams	Rachel Mav
Elizabeth Famosa	Rithee Pandya
Elmi Hassan	Sarah Inverary
Fabio Marinello	Shamimaa Ali
Frances Platt	Sofia Gripenberg
Hanita Oloyede	Thomas Ouldrige
Harsh Vekaria	Toby Cubitt
Hiten Voghmaria	Victoria Male
Isobel Mitchell	Zenab Haji-Ismael

*Apologies if you have worked with us during this period and we have not mentioned your name.*

## **Reference and Administrative Details**

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## **Current Trustees Details:**

The Trustees (who are also directors for Companies Act purposes) who served to the date of approval of the financial statements are:

- Kevin Coutinho - Chair
- Rajnikant Shah - Treasurer
- Melissa Coutinho
- Akilah Jeffers
- Abdul Faeem Nori

## **Bankers:**

Barclays Bank PLC  
P.O. Box 90  
357 Strand  
London, WC2R ONX

CAF Bank Ltd  
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ME19 4JQ

## **Accountant:**

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65B London Road  
Romford  
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## **Solicitors:**

Bates, Wells & Braithwaite  
Cheapside House  
138 Cheapside  
London, EC2V 6BB

## **STRUCTURE, GOVERNANCE AND MANAGEMENT**

The Board of Trustees is the Charity's governing body and is responsible for the overall strategic direction and performance of the Charity. Trustees have lead responsibility in specific areas of the organisation's e.g. Finance, Alumni Engagement and Pre-19 work.

Recruitment of new Trustees is an on-going process to ensure a balance of experience and fresh ideas. Each new trustee is given a welcome pack containing a trustees' handbook, Trustees' essential guide, Windsor Fellowship Policies, Articles and Memorandum of Association and other essential documents.

As part of the continuous training and development for the whole Board members attend an Annual Board Strategy Day. They receive presentations from the management team on key new legal developments, discuss and review key Windsor Fellowship policies and procedures for the current and following year paying attention to business development and finance.

### **Management**

The day to day management of the charity is delegated to the Operations Manager who together with the Programmes Managers constitute the Management Team (MT), meeting fortnightly with the Chair.

### **Risk Management**

The Board reviews the risk register at least twice a year and risk owners will be delegated by the Board to manage and mitigate those risks.

The Trustees have considered the risks to which Windsor Fellowship is exposed and the major risk is the possibility of being unable to obtain sufficient unrestricted funding to enable it to continue to fulfil its objectives. The Trustees have put in place the following measures to mitigate this and other risks identified:

- Regular and effective reporting to the Board ensuring proper review of all finances and operations.
- Effective and comprehensive internal control systems and procedures.
- Maintaining good relations with core funders and sponsors ensuring all obligations are met in accordance with service level agreements and contracts agreed.
- Continuing efforts to seek alternative sources of funding.
- Policies and Procedures are in place to ensure compliance with health and safety, equal opportunities, data protection, and child protection legislation.

## **STATEMENT OF TRUSTEES RESPONSIBILITIES**

Company law requires the Trustees to prepare financial statements for each financial year that gives a true and fair view of the state of affairs of the Company and of the incoming resources and resources expended, including the net income of the company for the year.

In preparing those financial statements, the Trustees are required to:

- Select suitable accounting policies and then apply them consistently;
- Make judgements and estimates that are reasonable and prudent;
- State whether applicable accounting standards and statements of recommended practice have been followed, subject to any material departures disclosed and explained in the financial statements; and
- Prepare the financial statements on an on-going basis unless it is inappropriate to presume that Windsor Fellowship will continue in operation.

The Trustees are responsible for keeping proper accounting records which disclose with reasonable accuracy at any time the financial position of the company and to enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the company and hence for taking reasonable steps for the prevention and early detection of fraud and other irregularities. The Directors confirm that they have taken appropriate steps to ensure that there is no relevant financial reporting information that has not been disclosed to the assessor.



## **OBJECTIVES AND ACTIVITIES**

Our vision is for 'a nation in which the talents of all the people truly shine. A nation in which there are no barriers to success because of race or creed, and where the brightest and the best can take their rightful place as leaders in their workplaces and their communities'.

Our mission is to help realise this vision through 'enriching the education, citizenship and employment' of people, particularly those who are of Black and Minority Ethnic (BME) origin. This mission involves promoting excellence in education, employment, and citizenship by developing the leadership and life skills of our beneficiaries.

Our purpose and charitable objective are to educate, train and develop people, particularly young people of BME origin, who are studying, with skills and qualities such as decision making, leadership, team building, organisation, planning, self-awareness, motivation and effective communication in order to:

1. Improve their academic achievement;
2. Encourage and enable them to take an active part in civic life in accordance with the principles of good citizenship;
3. Guide and assist them in exploiting their educational and employment options; and
4. Enhance their ability to secure and progress in employment opportunities focused on careers in industry, commerce, the professions, public administration, and the arts.

In reviewing the Charity's aims and objectives and in planning future activities, the Trustees referred to the Charity Commission's general guidance on public benefit which states that all charities must demonstrate that they are established for public benefit. The Trustees believe that the charity meets both of these principles

- There must be identifiable benefits, or benefits and benefit must be to the public or a section of the public.
- Each programme sets out clearly its target group and the benefit they receive from the programme.

We work with teenagers and young adults of predominantly BME heritage with demonstrable talent and potential, who nevertheless face barriers to success. Helping them secure their progress and inspiring them to achieve senior roles in business, the professions and civic life is our purpose. Our aim is to ensure the successful entry of talented young BME adults into employment that is both professional and career focused. Talent needs to be nurtured in a structured way to ensure it is cultivated, motivated and inspired with a single purpose - to ensure it grows to realise its full potential and develops to be the best that it can be. Whilst based on similar principles, Windsor Fellowship's approach is unique. The combination of five factors gives our programmes their distinctive high impact. These are:

- Firstly, targeting young adults at key stages in their lives – for example, the transition from being recent graduates to employment (Passport to Employment and Careers Focus

programmes); critical stages of undergraduate study (Leadership programmes), the making of career choices during further education (Succeeding in STEM programme), the commencement of GCSE courses (Junior Fellowship programme), and the risk of exclusion from school (AIMS and NEET programmes).

- Secondly, by associating participants with others of similar talent, aspiration and motivation but of different ethnic, cultural or social origins they are encouraged to freely express themselves, examine their history, and enhance/develop the skills that will help them navigate the challenges they will face as they embark on the next phase of their educational or professional careers;
- Thirdly, focusing on more than just participants' academic development and employment. We focus on their personal growth as citizens of contemporary UK society through programmes that encourage independent thinking, challenge participants to be fully conscious of their responsibilities as well as their rights. Diversity, Excellence, Community, Integrity, and Leadership, known as our five tenets, are the organisation's core beliefs/behaviour. Together they represent our 'DNA' and serve as our competency framework;
- Fourthly, providing participants with 'tutoring' and 'guiding' by programme leaders whose credibility comes in part from having themselves succeeded, and often, have done so in the face of institutional racism or other bias; and
- Fifthly, partnering with leading employers, educators and parents and carers.

Our range of programmes target the complete spectrum of talents, from those whose talent is often latent (the disaffected and alienated) who may be on the verge of exclusion from school and need to be re-engaged; through to those individuals who are performing well, and already demonstrate the clear potential to be amongst the highest performing in our society.

## **EDUCATIONAL JOURNEY – PROGRAMMES FOR PRE-19-YEAR-OLDS**

Our Pre-19 Programmes aim to support the achievements of all children and young people in England under the age of 19, specifically 'Enjoying & Achieving', 'Making a Positive Contribution' and 'Economic Well-being'. Our work has two core strands, re-engagement of disaffected and marginalised groups of young people ('helping talent to emerge') and Gifted and Talented ('ensuring talent succeeds'). The Trustees set three core objectives for the Pre-19 area of work. These were to increase the number of young people to access our services, increase the coverage of programmes to include the further education sector, and build the foundations to extend Windsor Fellowship programmes into another major UK city.

### **AIMS Programmes 'Helping Talent to Emerge'**

Across the UK the areas of lowest educational achievement and highest rates of exclusion are often in areas with the highest BME populations. Achievement, Improvement, and Motivation for Students (AIMS) programmes directly address this poverty of aspiration and achievement, particularly within the latent talent pool. AIMS is a school-based personal development programme targeting underachieving pupils many of whom display challenging behaviour and attitude problems. AIMS programmes complement the work of teachers and enthuses parents about the academic and social performance of their children. We know from experience that facilitating the three-way relationship of parents, teachers and students can produce accelerated progress. At the centre of the

programme is a skilled facilitator who challenges pupils to reflect on their attitudes, behaviour and motivation and who seeks to inspire them to positively engage with their teachers and with their parents and to achieve greater levels of success.

### **Windsor Fellowship Junior Programmes ‘Helping to Ensure Talent Succeeds’**

The second strand of our Pre-19 work is helping to ensure that young people demonstrating the potential to achieve good GCSEs do go on to attain that success. Whilst it can be noted that the majority of participants on the Junior Fellowship programme obtain a Year 9 SATs result in English, Mathematics and Science which predicts that they should get good GCSEs, we know, however, that too often individuals with the potential to achieve success, for whatever reasons, do not go on and achieve the grades they are capable of. Whether it is negative peer pressure that debilitates their aspirations; poor teaching that arrests their progress; the impact of others’ low expectations which limits their horizons; or simply, them as individuals not having the motivation to accomplish their potential, the result still remains the same – underperformance at GCSE examinations. Through a combination of working with them, their parents and their schools, the Junior Fellowship complements students’ school experience and helps to ensure that participants achieve five aims:

1. Improve on their projected grades and obtain a minimum of five GCSEs at A\* – C grade
2. Continue their education post-16
3. Make informed career choices
4. Develop their personal skills, effectiveness and develop an interest in community involvement
5. Active citizenship, enabling Windsor Fellows to participate in their communities

The Programme is funded by the John Lyons Charity, working in the London Boroughs of Barnet, Brent, Camden, Ealing, Hammersmith & Fulham, Harrow, Kensington & Chelsea and the Cities of London and Westminster. The Programme was in its second and final year. The outcomes for the Programme are:

1. Participants to demonstrate an increased awareness about possible future pathways assessed by taking a personal initial assessment, workshop evaluations and staged student self-assessments to include end of programme and 3-6-month post programme survey.
2. Participants to demonstrate improved behaviour assessed by a personal initial assessment, parent/teacher/facilitator feedback and staged student self-assessments.
3. Participants to demonstrate improved confidence, motivation, communication, and team-working skills assessed by self-evaluation, feedback from parent/teachers/facilitator and peer evaluation.

## **Outcomes, Second Year Report**

- a) 95% of participants to demonstrate an increased awareness about possible future pathways.

95% stated that they have an increased awareness about possible future pathways.

96% stated that they have an increased awareness about opportunities that can help in their personal development.

The workshops have proved to be impactful in getting students to produce a CV and supporting cover letter and understanding the importance of tailoring the cover letter to your audience and presentation skills. They have put these skills into practice when applying for work shadowing/work experience/volunteering opportunities and applications to FE institutions. As we were working in partnership with Greenpeace, we were able to offer work shadowing/work experience for the students. They worked in the Politics, Donations, Mobilisation, High Value and Supporter Services teams.

The applications were of very good quality, so much so that Greenpeace were able to open other opportunities in additional teams that wished to get involved in supporting students into the organisation. They are keen to provide the students with further work shadowing/experiences and WF will be working with them to facilitate these opportunities in the future.

'I have just finished my day at Greenpeace, and it was fantastic. It was inspiring to be at the hub of where all the action is! It was lovely to meet a few of the staff and get a few of their details for the future! If there are any more placements or work experience opportunities, it would be fantastic. You mentioned that there would be something to do with their Politics team, you can definitely sign me up for that I would be delighted to do any more work with them.'

**ET – Junior Fellow**

'Just wanted to follow up after the work experience last week. It seemed to go really well, and the staff here are keen to offer the experience again! Do let us know if the students or indeed any new ones would like the opportunity to come in again.'

**Senior HR Advisor – Greenpeace**

- b) 80% - Participants to demonstrate improved behaviour assessed by a personal initial assessment, parent/teacher/facilitator feedback and staged student self-assessments.

In year one the student self- evaluations saw 12% declaring that they have made little or no improvements, with the remaining seeing good - to very much improved behaviour. In year two we see 82% realising a very much improved/good level of improvement, with 18% making some improvement. All students have made a shift upwards of making some improvement.

In year two the student's behaviour evaluations are their response in relation to how they generally perceive their behaviour to be, with 83% realising a very much improved, good level of improvement. Teachers and Parents report seeing 86% & 96% realising a very much improved, good level of improvement, respectively.

- c) 80% - Participants to demonstrate improved confidence, motivation, communication, and team-working skills assessed by self-evaluation, feedback from parent/teachers/facilitator and peer evaluation.

### **Improvement in participant Motivation as observed by parent/guardian and teachers**

Teachers see motivation up by approx. 60%, at very good, in year two. Parent/Guardians - 98%, seeing their children at a very good/good level of motivation.

### **Improvement in participant Communication as observed by parent/guardian and teachers**

Teachers see communications up by over 30%, at very good in year two. Parents/Guardians - 98%, seeing their children at a very good/good level of communication skills.

### **Improvement in participant Teamworking as observed by parent/guardian and teachers**

Teachers see teamworking up by over 30%, at very good in year two. Parents/Guardians- 94%, seeing their children at a very good/good level of teamworking skills.

### **Improvement in participant Confidence as observed by parent/guardian and teachers**

Teachers see confidence development up by 50%, at very good in year two. Parents/Guardians - 96%, seeing their children at a very good/good level in confidence development.

With the development of their networking skills coupled with the confidence in their communications skills i.e. letter/email writing etc, we have several students who have been able to source work experience opportunities that they are interested in.

The transition from top-level career options to looking at specific jobs/roles within a sector is noticeable. Through exploration and exposure students are now looking at different areas of Engineering, Law, Medicine, Business Studies, Football/Sport, Police Force, Art etc and are looking at Family Law, Jobs where they can use their analytical skills, Chemical Engineering, Neuroscience, Sport Physiotherapy, MI5 and Anime Artist.

Several students have been able to use these skills to be able to make decisions to move from their current school and continue their FE in an institution, that is more aligned to the courses and/or A levels that they will need to achieve their career goals. We have 8% who have secured their preferred FE institution and 17% who have applied to other FE institutions. The 60% who will be staying at their current school, now have a good idea of what subjects they need to be looking at /taking in FE to achieve their career ambitions, and 10% are not sure about their career choice because it has either changed since last year, or they have not got enough information to make a decision at this time. They are, however, more confident to be able to research/try out/ask for help in order to decide about the area(s) they are interested in.

### **Comments**

Behaviour overall is much improved. Preparing thoroughly for upcoming exams. She still needs to address her punctuality as most of her detentions / behaviour points are due to being late to school and late to lessons. - Teacher

It has been a privilege for xx to have been a part of the Windsor Fellowship for the last two years. We appreciated the investment that this fellowship gives to young people and hope it advances in the future. Many thanks and kind regards. – Parent

Whether it is through the JF Programme or growing into maturity he is taking more responsibility for his actions and not so much involved in the 'noise' in tutor class. - Teacher

The session where my daughter got to learn about finances was a very useful topic to learn as it is not taught in schools. She also got a very good understanding of applying for jobs and what makes a good CV. The trips that she had been able to go to such as going to Oxford University and the conference in Birmingham were also quite important for her to have different views of what her future could be. - Parent

"The whole program has impacted (student) in a way that he is more confident at what he wants to do after GCSE and A levels". - Parent

I think it (the feedback given) really emphasises how much the students have benefitted. - Teacher

'(student) has seen there is more to life than the insulated/closed school life. The importance of learning/education gives you choices! At first, when he was missing football practice (Saturday am) he felt it wasn't fair. Once he got into the second year, he was more positive and could see the benefits'. - Parent

### **Fieldfisher LLP – 'YourCity' Programme**

Windsor Fellowship developed and delivered a programme to raise the aspirations of Year 7 students transitioning into secondary school. The Programme seeks to attract participants from economically and socially disadvantaged backgrounds that are under-represented in the profession and attending a school in the London Borough of Southwark. Participants were offered sessions that aimed to develop their aspirations, goal setting and action planning skills and other key competences to enhance their personal effectiveness (such as team building, working with others, managing conflict). Programme participants can meet with professionals to find out about their life journeys and identify how role modelling can support their personal and professional development.

### **Royal Society – Destination Science, Technology, Engineering, Mathematics and Medicine (STEMM) Programme**

The Royal Society is the independent scientific academy of the UK and the Commonwealth, dedicated to promoting excellence in science. The Society is committed to increasing diversity in STEMM by seeking out talent from all parts of our society, to build and develop a world in which studying and working in science is open to all. The origins of the Royal Society lie in a 1660 'invisible college' of natural philosophers and physicians. Today the society is the UK's national science academy and has a Fellowship of some 1,600 of the world's most eminent scientists.

Destination STEMM, DSTEMM, is a mentoring programme targeted at Black students currently in Year 12 who are living/studying in Greater London. The programme matches each participant with a Mentor from the Royal Society and includes key skills and competency workshops. This report provides an end of programme evaluation of the pilot Destination STEMM programme from October 2018 to August 2019.

The Windsor Fellowship recruited and matched 21 pairs. The programme produced a range of development opportunities with all mentees having experienced tours of their mentors' workplace/university including engaging with a diverse range of people working in STEMM, students at Cambridge, taken part in interview practice for Oxbridge, attended Pharmaceutical Lectures, attended Imperial and Oxford Tours, and participated in an Engineering and Material Labs Summer Fair.

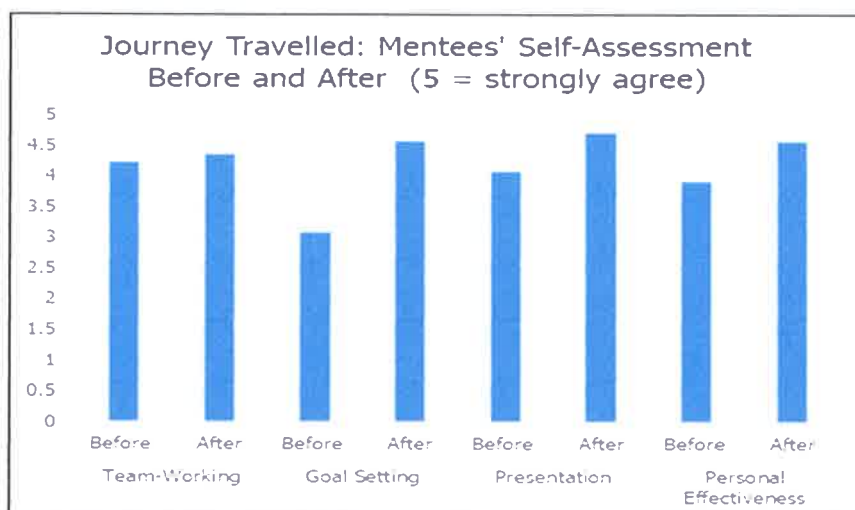
## Programme Outcomes

1. Involve parents/family members in the scheme to increase the support provided to students as prescribed by Aspires
2. Students have gained specific skills and techniques to improve their overall marketability (incl. team-working, goal setting, presentation, and personal effectiveness)
3. Mentors have gained specific skills, techniques, and experience in mentoring (incl. goal setting and providing feedback)
4. Students are more aware of the breadth of options available when following a STEMM pathway (i.e. not just in the lab)
5. Students choose to progress to a STEMM course or apprenticeship programme
6. Students have been exposed to an actual STEMM environment

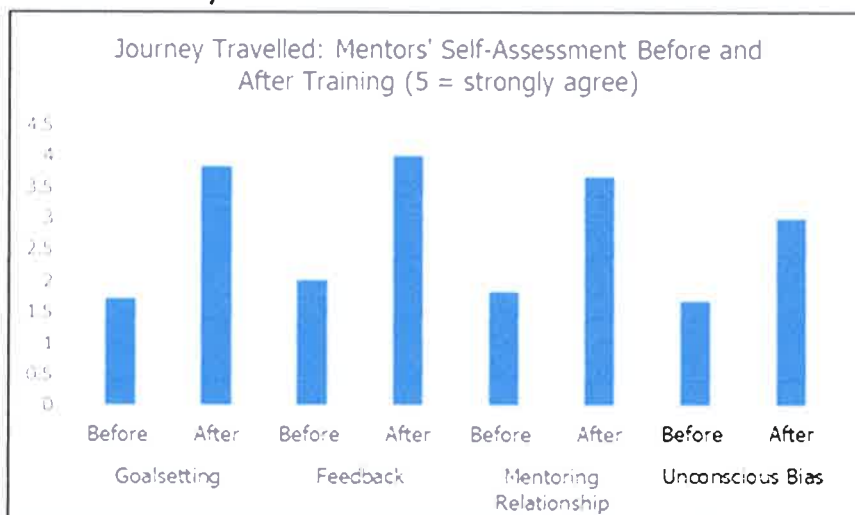
## Outcome Results

1. 19/21 Parent/Guardians attended the Welcome event.  
14/21 attended the Parent/Guardians Evening.  
14/21 of Parent/guardians understand how they can contribute and support their child's participation in Destination STEMM.

### 2. Mentees' Journey Travelled



### 3. Mentors Journey Travelled



4.

In September 18/18* answered:	In December 18/19* answered:
Biochemistry	Biochemistry
Biology	Biology x2
Medicine x 5	Medicine x 5
Chemical engineering	Chemical engineering
Engineering (General) x3	Engineering (General) x3
Human and Natural Sciences	Human and Natural Sciences
IT apprenticeship	Mathematics
Mathematics	Mechanical engineering
Mechanical engineering	Quantity Surveying
Quantity Surveying	Physics
Physics	Psychology
Psychology	
Software development	

*\*NB: Two people gave two responses*

*Question - I have previously considered a career as a researcher?*

- The role of a researcher as a job title in STEMM was unknown to several Mentees. As most Mentors are researchers this led to an increase in Mentees considering this as a possible role for them in the future.
- By December 7/19 respondents considered research as a possible career option.

- When asked, of those who responded, 90% of Mentees stated that they are planning to either get a job in STEMM or continue with further studies after their first degree, such as Masters' or PhD.

*Question - I have spoken to or interacted with people who are studying for a degree in a STEMM subject*

- In September 6/18 had spoken to or interacted with people who are studying for a degree in a STEMM subject. 7/18 had not spoken to or interacted with people who are studying for a degree in a STEMM subject and 2/18 were unsure.
- In December all had spoken to or interacted with people who are studying for a degree in STEMM.

- Question - I have been to a work environment where STEMM work is the primary activity*

a. In September 9/18 stated they had been to a work environment where STEMM is the work is the primary activity. They named the following:

- 'Work experience at a paediatrician's surgery in America'
- 'Work experience at local GP'
- 'Hospital'
- 'BAE systems'
- 'Sexual Health Clinic'

b. In December 14/19 stated they had been to a work environment where STEMM is the work is the primary activity. In addition to the above, this included:

- 'Visiting a research lab'
- Visiting a STEMM company
- Visiting universities



## Post-2018-2019

The programme has been updated to continue into year 13, 2019-2020, to allow a greater opportunity for continued support into the crucial UCAS application period. This has been a positive update for the programme as it allows the Mentees and Mentors the focus for some course such as Medicine and early applications to Oxbridge. Mentees wanted support on how to budget and scholarship/bursary advice. They have also been matched and introduced to Mentees from the previous two cohorts to provide them with study support and sharing their UCAS application and university experience.

### Comments:

'I felt empowered about my future and the opportunities I'm bound to encounter. It was nice to see people like me doing big things. It has inspired me to do more about more hardworking because I can make it if I do put myself out there.' **Destination STEMM Mentee**

'I feel inspired to create a society that reflects the differences that make us special in real life. Talking to Donald Palmer was very enlightening, he was very easy to listen to. The Programme allowed me to meet professionals in science.' **Destination STEMM Mentee**

'Networks for a career in Medicine and help with work experience.' **Destination STEMM Mentee**

'A deeper understanding of what I would like to do in the future.' **Destination STEMM Mentee**

## CITIZENSHIP & SOCIAL COHESION PROGRAMMES

### Youth Dialogue Programme (YDP)

The Hummer Tuttle Foundation sponsored the Windsor Fellowship to run the UK-US Youth Dialogue Programme in 2018. The tenth programme took a group of 12 students to Chicago and Vermont in the USA. The programme offers a group of young people from diverse backgrounds the opportunity to visit and better understand the United States while creating an environment where their leadership and dialogue skills can be developed

### Comments:

YDP has impacted my life more than I thought it would. It has changed me as a person by boosting my confidence whether it be interacting with people, I'm unfamiliar with to public speaking. It taught me to get out of my "comfort zone" and I learned new things all the way through the experience from politics to different cultures and how every small things we do within our societies can make a huge difference if we work together and put our mind to it. RG, 2017

The YDP has totally changed my perspective on the way in which the world functions and has shown me the immense inequality that exists throughout international societies and prompted me to delve further into this to try and best alleviate this huge problem. The YDP has changed my degree pathway and made me see the impact that you can have on people when you know how. I now want to study at Cambridge and go onto study medicine and hopefully work with international organisations to tackle global poverty and inequality. I cannot thank you enough for the impact that you have had on me. JH, 2017

## **HIGHER EDUCATION & EMPLOYMENT PROGRAMMES**

Our Higher Education & Employment (HE&E) work addresses the challenge of today that even when successful in higher education, BME graduates are still twice as likely to be unemployed as white graduates and that even when employed ethnic minorities are relatively underemployed and under-utilised. Our HE&E programmes play a critical role in supporting BME undergraduates and graduates, particularly in their transition from higher education into immensely competitive professions and fields of graduate employment.

### **Windsor Fellowship Leadership Programme for Undergraduates (LPU)**

The Leadership Programme for Undergraduates is designed for Black, Asian and minority ethnic undergraduates who have already exhibited talent and potential. The programme is composed of intensive residential seminars, a Personal Enhancement Programme (PEP), a summer internship and each fellow are required to undertake 2 hours of community/voluntary work each week. Fellows also undertake a minimum of six weeks paid placement with their sponsoring organisations after which some of them start their careers with their sponsoring organisations.

### **Windsor Fellowship Leadership Programme for Undergraduates (LPU Wales)**

As part of the Welsh Governments' effort to reflect the diversity of the UK's population, it is partnering with the Windsor Fellowship to offer a Leadership Programme for Undergraduates studying or living in Wales and is designed for Black, Asian and minority ethnic undergraduates who have already exhibited talent and potential. The LPUW aims to provide work experience, employability support and guidance to individuals from communities that are currently under-represented in the Welsh Government graduate-level workforce. The programme is composed of intensive residential seminars, a Personal Enhancement Programme (PEP), a summer internship and each fellow are required to undertake 2 hours of community/voluntary work each week. Fellows also undertake a minimum of six weeks paid placement and following graduation, a 50-week paid Internship.

### **Queen Mary University London Leadership Programme**

Windsor Fellowship provided a Leadership and Development Programme to support 16-20 students in the penultimate year of their undergraduate degree. Students will be high potential individuals who are interested in pursuing a range of careers and pursuing a summer internship. The Programme will provide structured support to students for nine months, offering them role models from a range subject areas and support to develop their soft skills to enhance their personal development and effectiveness thereby securing academic attainment, educational progression and a summer internship.

### **University City London (UCL) – DeepMind Scholarship Programme**

The WF working in partnership with University College London (UCL) offer scholarships funded by DeepMind to students holding offers for several master's degree courses at UCL. The DeepMind Scholarships are positive action initiatives to help the UCL ensure that it can attract and support students from all sections of the community, particularly those groups that are under-represented in post-graduate studies.

The studentships aim to diversify the academic pipeline of those participating in the master's programmes using the S158 Positive Action provisions of the Equality Act 2010. Based on data and

information held by the College, four studentships of £25,000 each were to be awarded based on one of the applicants' characteristics: 1. Women 2. Black African or Caribbean background 3. From a low household income background.

## **CAREER FOCUSED OPPORTUNITIES**

### **Greenpeace Internships**

The WF in partnership with Greenpeace is offering full time paid internships in a range of areas within the organisation.

### **Partners Group**

The WF in partnership with Partners Group is offering penultimate year undergraduates the opportunity to experience working in a global, dynamic, and client-oriented investment environment.

The internship with Partners Group will provide talented candidates with the ideal opportunity to develop additional skills and to acquire hands-on experience in the world of finance. The internship will help candidates build a valuable professional network and key business relationships.

Two applicants successfully received internships. One went on to acquire a contract of employment with Partners Group and the second completing a great internship, developing skills and networks that got them into a job of their desire.

### **Proctor & Gamble**

The Windsor Fellowship is working in partnership with P&G to offer a paid summer internship within their Sales team. The internship will give first-hand experience of what a career in sales with P&G involves, working on live business problems interns will be expected to make relevant contributions to the growth of the brands. Interns receive a customised learning plan to ensure they get the right levels of coaching, mentoring and formal training as they deliver their work.

## **Assessment & Development Centres**

WF Assessment Development Centres (ADCs) is an opportunity for students and persons applying for our Programmes who are either undergraduates or recent graduates to expose participants to key components of recruitment competitions. Designed for up to 100 participants, exercises include presentations, teamwork, task management and interviews. The sessions are run by Assessors who are professionals drawn from a cross-section of industries. The workshops can be used to supplement existing employability initiatives.

The aim is to close the gap between talented graduates and their employers by empowering participants to successfully navigate into their chosen careers and professions. To do this Windsor Fellowship focuses on meeting three key criteria:

- Give students and graduates the **confidence** to attend assessment centres and perform well in front of their prospective employers
- Create development opportunities for students by helping them identify their **strengths and areas for development** when attending assessment centres. This will allow them to plan and prepare better

- Provide access to **professionals from a cross-section of sectors** so that participants can make informed decisions about career choices

We had 142 participate in a WF ADC during this year.

## **OTHER PROJECTS**

### **Deloitte – Speed Networking**

Windsor Fellowship is working in partnership with the Deloitte Multicultural Network to offer our undergraduate and recent graduate students the opportunity to find out more about Deloitte.

It is an opportunity for those interested in the professional services and want to start planning for the graduate recruitment cycle, networking for a future application.

A chance to ask questions, 1-2-1 and find out more about the professional services, share and receive feedback on your CV, practice interview question(s)

build your networks and social capital. A range of people from various business service lines such as audit & assurance, consulting, financial advisory, risk, and tax services participate.

## **Independent Examiners Report to the Trustee of Windsor Fellowship:**

I report on the accounts of the charity for the year ended 30<sup>th</sup> September 2019 which are set out on the attached pages.

### **Respective Responsibilities of Trustee and Examiner:**

As the charities trustees, you are responsible for the preparation of accounts. You consider the audit requirement of S144 (2) of the charities act 2011 does not apply, and that an independent examination is needed.

It is my responsibility to examine the accounts under s145 of the 2011 Act to follow the procedures laid down in the general directions given by the Charity Commission under S145(5)(b) of the 2011 act and to state whether particular matters have come to my attention.

### **Basis of the Independent Examiners Report:**

My examination was carried out in accordance with the General Directions given by the Charity Commissioners.

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 or disclosures in the accounts and seeking of 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 option 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 examiners qualified 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 accounts records in accordance with the CC S130 of the 2011 Act.

To prepare accounts which accord with the accounting records and to comply with the accounting requirements of the 2011 Act.

### **MOHAMMED CHOWDHURY FMAAT**

(Affiliated member of ACIE)

Chadwell Accounting Services Limited

T/A Alam & Co

Office 6

65B London Road Green Lane

Romford

RM7 9QA

### **Alam & Co Accountant**

Office 6

65B London Road

RM7 9QA

Signature ... 

Date.....

**Windsor Fellowship**  
Statement of Financial Activities  
For the Year Ended 30<sup>th</sup> September 2019

<b>Incoming Resources</b>	<b>Notes</b>	<b>Unrestricted Fund (£)</b>	<b>Restricted Fund (£)</b>	<b>Total 2019</b>	<b>Total 2018</b>
Higher Education & Employment	2	101,254	-	101,254	87,574
Pre -19	3	-	102,567	102,567	127,916
Walcot Foundation			10,789	10,789	
Investment & other Income	4	1,353		1,353	711
<b>Total Income</b>		<b>102,607</b>	<b>113,356</b>	<b>215,963</b>	<b>216,201</b>
<b><u>Resources Expended</u></b>					
<b><u>(Note 5,6 &amp; 7)</u></b>					
Governance & Overhead cost		16,647		16,647	38,838
Charitable Activities		76,068	120,304	196,372	172,045
<b>Total Expenses</b>		<b>92,715</b>	<b>120,304</b>	<b>213,019</b>	<b>210,883</b>
Net Incoming/Outgoing		9,892	(6,948)	2,944	5,318
Unrealised gain/Loss		281		281	(419)
<b>Net Surplus/ Loss</b>		<b>10,173</b>	<b>(6,948)</b>	<b>3,255</b>	<b>4,899</b>
<b>Balance b/fwd.</b>		<b>81,568</b>	<b>29,497</b>	<b>111,065</b>	<b>106,166</b>
<b>Balance c/fwd.</b>		<b>91,741</b>	<b>22,549</b>	<b>114,290</b>	<b>111,065</b>

**Windsor Fellowship**  
Balance Sheet on 30<sup>th</sup> September 2019

	<b>Notes</b>	<b>2019</b>	<b>2018</b>
Investment	8	2,460	2,179
<b><u>Current Assets</u></b>			
Debtors	9	20,039	7,950
Bank & Cash	10	110,463	118,975
		132,962	129,104
<b>Less: Liabilities</b>			
Amount Falling within 1 Year	11	18,672	18,039
<b>Total Assets Less Liabilities</b>		<b>114,290</b>	<b>111,065</b>
Unrestricted Reserve		91,741	81,568
Restricted		22,549	29,497
<b>Total Restricted &amp; Unrestricted</b>		<b>114,290</b>	<b>111,065</b>

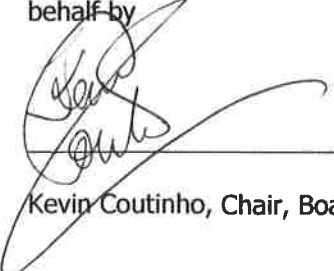
For the Year Ended 30<sup>th</sup> September 2019, The Company was entitled to Exemption from audit under section 477 of the companies act 2006 relating to small companies.

The members have not required the company to obtain an audit of its accounts for the Year in question in accordance with section 476.

The Directors acknowledge their responsibilities for complying with the requirements of the act with respect to accounting records and the preparation of accounts.

The accounts have been prepared in accordance with the provisions applicable to companies subject to small Company act.

The Financial statement was approved by the trustees on 9<sup>th</sup> July 2020 and signed on their behalf by

  
 Kevin Coutinho, Chair, Board of Trustees

**Windsor Fellowship Notes to the accounts**  
**For the Year Ended 30<sup>th</sup> September 2019**

**Note 1: Accounting Policies:**

- **Basis of accounting:** These accounts have been prepared without an audit, on the basis of smaller charities below the charities audit threshold, the accruals accounts are prepared as per Charity Commission requirement in accordance with applicable Accounting Standards SORP FRS 102, 2015 and in accordance with the statement of Recommended Practice (Accounting by Charities) issued by the Charity Commissioners and Companies Act 2006.
- **Depreciation of Tangible Fixed Assets:** Provision is made for depreciation on tangible fixed assets. All cost calculated to write off the cost of each asset over its expected useful life. Assets purchased from restricted funds are capitalised as good practice and charged over the project life.
  - Office Equipment – 25% straight line or over project term if shorter.
  - Assets costing more than £1,000 are capitalised. No fixed assets registered.
- **Funds:** Unrestricted funds are donations and other incoming resources received or generated and can be used at the discretion of the trustees for charitable purposes.
- **Restricted Funds:** Comprises of funds received for specific programmes and activities, as laid down by the grantors. Expenditure that meets these criteria is charged to the fund.
- **Expenditure:** Resources expended are accounted for on an accrual basis. These include, where relevant, VAT not recoverable by the charity. Overhead costs are allocated between the headings of generating funds, charitable activities and governance costs based on Income allocated to these activities.
- **Investment Income:** Interest is credited to the accounts in the Year in which it is receivable. Dividends are included in the accounts in the Year in which they are received, together with any associated tax credits.
- **Donations:** Donations are credited to the accounts in the Year in which they are received.
- **Value-added tax:** The charity is not registered for VAT, and accordingly, where applicable, all expenditure incurred is disclosed inclusive of VAT.
- **Cash flow and Reserve Policy:** The charity has reasonable cash flow and reserve, nothing worried about an ongoing concern. Reserve policy based on three months cost.
- **Governance costs:** Comprises of all costs involving the public accountability of the charity and its compliance with regulation and good practice.



**Windsor Fellowship Notes to the accounts**  
**For the Year Ended 30<sup>th</sup> September 2019**

**Note2: Higher Education & Employment**

<b>Income analysis</b>	<b>Unrestricted</b>	<b>Restricted</b>	<b>Total 2019</b>	<b>Total 2018</b>
Leadership	60,073		60,073	28,523
Pre 19 Access to HE	41,181		41,181	59,051
<hr/>				
<b>Total</b>	<b>101,254</b>		<b>101,254</b>	<b>87,574</b>

**Note 3: Pre 19**

Pre 19 Other	-	102,567	102,567	97,916
John Lyons	-			30,000
Walcot Foundation		10,789	10,789	
<hr/>				
<b>Total</b>	<b>-</b>	<b>113,356</b>	<b>113,356</b>	<b>127,916</b>

**Note 4: Investment**

**and Other Income**

Other Income	1,298	-	1,298	705
Bank Interest	55	-	55	6
<hr/>				
	<b>1,353</b>	<b>-</b>	<b>1,353</b>	<b>711</b>

<b>Grand Total</b>	<b>102,607</b>	<b>113,356</b>	<b>215,963</b>	<b>216,201</b>
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**Windsor Fellowship Notes to the accounts**  
**For the Year Ended 30<sup>th</sup> September 2019**

**Restricted Funds Note 5:**

Bal b/fwd.	Pre 19 other	John Lyons	Walcot Fdn.	Year 2019	Year 2018
	813	28,684		29,497	30,208
Income Resources	102,567		10,789	113,356	127,916
=====					
Total:	103,380	28,684	10,789	142,853	158,124
<b>Expenses:</b>					
Staff Cost	26,250	7,316		33,566	29,692
Charitable Expenses	49,469	18,814		70,299	83,149
Overhead	14,392	4,063		18,455	16,233
=====					
Total Expenses	90,111	30,193	-	120,304	129,074
-----					
Bal c/fwd. 30-9-2019	13,269	(1,509)	10,789	22,549	29,497

**Windsor Fellowship Notes to the accounts**  
**For the Year Ended 30<sup>th</sup> September 2019**

**Support Costs Note: 6**

<b>Direct Costs</b>	<b>Unrestricted</b>	<b>Restricted</b>	<b>Fundraising</b>	<b>Governance</b>	<b>Total</b>
Charitable Cost		68,283			68,283
Staff Costs	76,068	33,566			109,634
Support Cost	14,981	18,455	833	833	35,102

	<b>91,049</b>	<b>120,304</b>	<b>833</b>	<b>833</b>	<b>213,019</b>
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**Note 7:**

Premises Governance & overhead cost	14,981	18,455	833	833	35,102
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<b>Financial Year</b>	<b>2019</b>	<b>2018</b>
=====		

**Note 8:**

Barclays Share	2,460	2,179
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**Note 9:**

Debtors	20,039	7,950
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**Note 10:**

Bank	110,463	118,975
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**Note 11:**

Creditors	18,672	18,039
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**BY ORDER OF THE BOARD OF TRUSTEES**



**Kevin Coutinho, Chair, Board of Trustees**

*9<sup>th</sup> July 2020*  
 Date