

Learning & Development Centre Limited (LDC) Annual Reports (September 2019 – August 2020)

I. Objectives

The main objectives of Learning & Development Centre are to:

- enhance educational performance & attainment of disadvantaged children & young people by providing curriculum core subjects and promoting positive self-esteem that enable them to improve their future life;
- Provide home-language lessons and promote positive self-esteem, including ethical & moral values for children & youths of Ethiopian origin.
- Develop sporting habits (physical activities) & healthy eating awareness by providing theoretical & practical lessons & advice for all beneficiaries;

II. Activities & Services

As the main project objective of our Supplementary Education is to enhance educational performance and attainment of disadvantaged children and youths, the grant once again has met our maximum expectations by delivering Curriculum Core Subjects' Classes in **English, Maths & Science** and other extra-supportive activities, such as physical/sporting, healthy eating and Home-language lessons. The key & other supportive activities & services for the academic year of 2019/2020 were as follows.

- 1. Curriculum Core Subjects' classes**
- 2. Home-language lessons with promotion of self-esteem**
- 3. Physical activity & healthy eating lesson**
- 4. Community support with advice & information provision**
- 5. Community Network & Partnership Activities**

1.1 Curriculum Core Subjects' Classes (Autumn & Spring Terms)

Annual Target Outputs:

As the main objective of the curriculum core subjects' project is to enhance educational performance & attainment of disadvantaged children & young people, our annual **target output** was to deliver curriculum core subjects' classes in English, Maths & Science at least to **50** children & young people for **3 hours** per week and **11/12** weeks termly or **34/35** weeks annually.

Actual Outputs

Based on our annual target outputs, the curriculum core subjects in the Autumn and Spring Terms had been successfully delivered to **52** beneficiaries, which was slightly greater than the annual target number of **50**. The beneficiaries attended the curriculum core subjects' classes for **23 weeks** or **69 hours** in the 2 terms, as we could not continue to deliver our planned activities in the **Summer Term** as a normal

situation, because of the Covid-19 lockdown rule.

In the Autumn Term 2019, **34 pupils (KS1/2 = 21 & KS3/4 = 13)** and in the Spring Term 2020, **36 pupils (KS1/2 = 22 & KS3/4 = 14)** attended regularly the curriculum core subjects' classes in **English, Maths & Science**. Although, the total repetitive number of pupils for the **3 terms**, including **26 pupils** in the Summer Term was **96 (34+36+26)**, the **actual** number of beneficiaries was **54**. Because, 74% (25) of the beneficiaries who attended in the Autumn Term continued to attend in the Spring Term as well, while **26% (9)** left the school by the end of the Autumn Term and **11** new beneficiaries joined the school in the beginning of the Spring Term. In addition, **26** (24 existing and 2 new) pupils attended the Online-learning programme during the Summer Term 2020, (*for more details; see the Online-learning programme below*).

In terms of our termly & annual target plans, the actual outputs (**number of beneficiaries**) in the 3 terms increased by **8%** ($54 - 50 = 4$). Although, we missed 1 week's classes before the end of the Spring Term, because of Covid-19 lockdown, the actual number of classes/weeks & hours of lessons had met the termly target outputs.

Outcomes:

The outcomes of the curriculum core subjects' teaching & learning activities had been measured and proved by the following evidences/indicators. The evidence, which showed beneficiaries' progress or improvement in their educational performance & attainment, was teachers' baseline (**class work performance and progress test-results**).

Based on the average termly **progress-test-results** and **class-work performance** in the Autumn and Spring Terms, **74%**, **21%** and **5%** of **54** beneficiaries, who regularly attended the classes had achieved **significant progress (71% -100% or equivalent to grade 7 - 9)**, **satisfactory progress (50% - 70% or equivalent to grade 3 - 6)** and **unsatisfactory progress (<50% or equivalent to less than grade 3)** respectively.

Monitoring:

The above outputs and outcomes for our project activities & services were measured and proved by our effective monitoring systems, (i.e. assessing & analyzing **entry assessment tests, progress tests** and **class work performance** of the beneficiaries) and keeping & analyzing records of all beneficiaries (i.e. enrolment forms, attendance registers & teachers' note books).

Evaluation:

The outcomes of our project activities are always evaluated and proved by users' feedbacks obtained from the beneficiaries through evaluation questionnaires & surveys to ensure whether the proposed objectives are being achieved in meeting the identified needs. We also evaluated the data obtained from the beneficiaries' feedback against our planned or target outputs & outcomes focusing on the track of outcome indicators. In the end of the Autumn and Spring terms, beneficiaries completed evaluation questionnaires as usual. The evaluation questionnaires focused on beneficiaries' improvements & satisfactions with the overall learning & teaching performance and promotion of self-esteem/ confidence at our Supplementary

School. Some of the feedback questionnaires were: “Have you improved your educational performance at your mainstream school?” ‘Yes’ 85.8%, ‘No’ 5% and ‘Not sure’ 9.2%. “Are you confident that LDC Supplementary School will have a positive impact on the improvement of your educational performance & attainment?” ‘Yes’ 76.5%, ‘No’ 0% and ‘not sure’ 24.5%. “What is your primary need to learn at the Supplementary School?” ‘English’ 35.2%, ‘Maths’ 50% and ‘Science’ 14.8%. “Which one is your best teacher? English: 32%, Maths: 60% and Science: 8%. “What do you advise the Supplementary School to improve 3 things, which are important for your education? a) More teachers and less number of pupils in a session/class, b) opening more classes in the afternoon to reduce overcrowding & volume of noise, c) 15 -20 minutes break-time for the 3 hours’ sessions. “How do you rate the overall teaching & learning performance of the Supplementary School? ‘Excellent’ 51%, ‘Good’ 33%, Satisfactory 16% & unsatisfactory 0%.

Beneficiaries’ backgrounds by age, gender & ethnicity:

Age: 61% and 39% of 54 pupils/beneficiaries who had regularly attended the curriculum core subjects’ classes in Maths, English /or Science in the Autumn, Spring & Summer Terms were the age of 6 –11 (Primary school) and 11–18 (Secondary + A Level) respectively.

Gender: 51% and 49% of the 54 pupils/beneficiaries who had regularly attended the curriculum core subjects’ classes in Maths, English /or Science in the Autumn, Spring & Summer Terms were **girls** and **boys** respectively.

Ethnicity: in the academic year of Sep 2019 – August 2020, 54 minority ethnic children and young people benefited from the curriculum core subjects at our Supplementary school. 55% of the beneficiaries were from **African Black Minority Ethnic**, 41% from **Asian Minority Ethnic** and 4% from other minority ethnic communities.



Sample Picture of Curriculum Subjects’ Class Students

1.2 Online Learning Activities (Summer Term):

Due to the LDC Trustees/staff/volunteers' great efforts, we managed to change the challenges of Covid-19 pandemic into an opportunity by:

1. Obtaining our existing funders' permission to use the restricted funds for the emergency costs during the time of lockdown rules;
2. making new funding applications & being successful in obtaining financial support from the government and the London Community Response Fund.

As a result, we developed & adopted **online-learning at-home system** to continue the delivery of our activities & services for our beneficiaries by accessing them to the curriculum core subjects' classes in Maths & English and the Home-language lessons in the Summer Term (from 16 May 2020 to 31 July 2020).

Online-Learning Outputs:

Target number of beneficiaries, classes & hours of lessons:

When our **online-learning at-home programme** was adopted and launched on 8 May 2020, **57** or **78%** of our existing beneficiaries of the curriculum core subjects and the Home-language lessons were enrolled to use the new **online-learning system**. The online programme was running on **Saturdays & Sundays** for 6 hours each day. The programme started on 16 May 2020 and ended 31 July 2020. In this Summer Term's **online programme**, **26** beneficiaries (KS1/2 = **17** & KS3/4 = **9**) attended the classes in Maths & English and **31** beneficiaries (KS1/2 = **27** and KS3/4 = **4**) attended the Home-language (Amharic) lessons. The total number of beneficiaries, who attended the curriculum core subjects & the Home-language lessons, was **57** (**43 existing** and **14 new** beneficiaries). **12** of the new beneficiaries joined the Home-language lesson and **2** of them joined the curriculum core subjects during the Summer Term online-learning programme.

Online-Learning Outcomes:

The main objective of the **online learning-at-home programme** was to:

- 1) encourage children & young people to stay at home and protect themselves & their families from the corona virus infection; 2) help beneficiaries to reduce the negative impact of the Covid-19 pandemic and to manage its challenges; 3) create opportunities for the beneficiaries that enable them to continue their learning activities at home during the Covid-19 lockdown rule.

The above objectives have been met by the below expected outcomes.

1. **57** children & young people were enrolled and attended the online-learning activities that enabled them to stay & learn at home and protect themselves from the Coronavirus infection during the lockdown rules;
2. **66%** and **34%** of **57** pupils who did take progress tests by the end of the Summer Term demonstrated **significant progress** (70% - 100%) and **satisfactory progress** (50% - 70%) respectively.
3. **73%** of users' feedbacks confirmed that the beneficiaries developed online-learning skills, strong motivation & self-confidence in achieving their educational performance & attainment through the alternative online-learning system.
4. **85%** of the beneficiaries believed that the online-learning programme gave them strength to manage the negative impact of Covid-19 during the lockdown rule.

Monitoring: the above outputs and outcomes for our project activities & services were measured and proved by our effective monitoring systems, (i.e. assessing & analyzing **progress tests** and **class work performance** of the beneficiaries) and keeping & analyzing records of all beneficiaries (i.e. enrolment forms, attendance registers & teachers' note books).

Evaluation: the outcomes of our **online-learning activities** were evaluated and proved by the **progress-test results** and **users' feedbacks** obtained from the beneficiaries through evaluation questionnaires & surveys to ensure whether the proposed objectives are being achieved in meeting the identified needs. We also evaluated the data obtained from the beneficiaries' feedback against our target outcomes focusing on the track of outcome indicators.

3. Home-language Activities

The main objective of the Home-language project is to provide native language lessons and promote personal identity, multilingualism, self-esteem, ethical & moral values for Ethio-British children & youths. The Home-language project is highly demanded by and popular to the local Ethiopian communities. Although, most of the beneficiaries are from low-income families, parents are dedicated to make financial, material & moral contributions to the Home-language lessons, as parents/carers are fully understand that maintaining native language is central to connect children to their culture, history & heritage that enable them to develop positive self-esteem and self-belief in their personal identity.

Home-language Lessons: in order to deliver effective lessons to the learners, the Home/Amharic language classes during the Autumn, Spring & Summer Terms had been classified into 3 class-levels based on learners' needs, abilities & progress results as below.

Class Level 0/1:

Alphabets & Abugida Counting & Hand-writing

(ፊደላትን በቀጥታና በተዘዋዋሪ መልክ/ስልት መቁጠርና የእጅ ጽሑፍ መለማመድ)

Class Level 2: (Class Level 2 + 1)

Reading - ማንበብ (words, sentences, paragraphs)

Speaking - መናገር (talking, conversation, questioning, answering)

Writing - መጻፍ (alphabets, words, sentences, paragraphs)

Listening - መስማት (sounds, pronunciations)

Class Level 3: (Class Level 3 + 2)

Identity - የግል ማንነት: basic Ethiopian history, culture, heritage

Self-esteem - ራስን ከሌሎች ሰዎች ዝቅ አድርጎ አለማየት (promoting children's dignity, moral, self-confidence, personal identity by tackling low & negative self-esteem).

Home-language Outputs and Outcomes

Annual target outputs: throughout the academic year (Autumn, Spring and Summer Terms), the annual target plan was to deliver Home-language/Amharic classes to **30 children** for **2 ½ hours** per week and **11/12 weeks** per term and **34/35 weeks** annually.

Actual Outputs: the actual Home/Amharic language lessons in the Autumn and Spring Terms, had been successfully delivered to **33** beneficiaries on Saturdays followed by the curriculum subjects' classes for **2 ½ hours** and **23 weeks** or **57.5 hours**. The total actual number of Home-language beneficiaries in the 3 Terms, including **12 new pupils** in the Sumer Term was **45**, which was significantly greater than the annual target number of **30**.

Home-language Outcomes: following the termly tests' results, pupils who achieved or showed more than **60%** of the assessment tests had progressed into the next levels. Based on the assessment results, **58%** of **Class Level 0/1** progressed into **Class Level 1**; **65%** of **Class Level 1** progressed into **Class Level 2** and **82%** of **Class Level 2** progressed into **Class Level 3**.

Home-language Users' feedbacks: by the end of the 2 terms in the last academic year, Home=language beneficiaries completed evaluation questionnaires. The evaluation questionnaires focused on beneficiaries' improvements & satisfactions with the overall home-language learning & teaching performance and promotion of self-esteem/ confidence. Some of the feedback questionnaires were: "Have you improved your Home/Amharic language lesson performance in your Class-Level?" '**Yes**' **76%**, '**No**' **8%** and '**Not sure**' **16%**. "Have you improved your understanding and self-confidence in your identity since you joined the Home/Amharic language lesson?" '**Yes**' **91%**, '**No**' **0%** and '**not sure**' **9%**. "How do you rate the overall teaching & learning performance of the Home/Amharic language School? '**Excellent**' **68%**, '**Good**' **30%**, Satisfactory **2%**."



Sample picture of pupils at Home/Amharic language & Self-esteem Session

4. Physical activity and Healthy eating lessons

We delivered physical activity and healthy eating lessons in the Autumn and Spring Terms, as one of our main objectives is to support children & young people to have better chances for developing sporting habits, skills, knowledge, understanding and awareness of unhealthy eating, obesity/overweight & poor health in their future life-styles & careers.

Outputs: our target plan in the Autumn & Spring Terms was to deliver **9** sessions of **physical** activity and **healthy eating** lessons to **30** beneficiaries during Christmas, Half-term and Easter holidays for **1½ hours** per session.

The actual activities and lessons were successfully delivered to **33** beneficiaries who consisted of **16 pupils** from the curriculum core subjects and **17 pupils** from the Home/Amharic language lessons. The beneficiaries attended **6** physical and healthy eating **sessions** in the Autumn & Spring Terms, although we missed 3 sessions during Easter Holidays because of Covid-19 lockdown.

Outcomes: based on the Christmas and Autumn & Spring half-term holidays' physical activity performance, healthy eating **progress assessment tests** and feedback **questionnaires**, **77%** of the beneficiaries demonstrated good physical activity performance and developed good understanding & awareness of healthy eating, dietary and nutritional values of the foods they use every day.



Parents/pupils at Physical activity & Healthy eating lesson & advice during Spring Half-Term Holiday

4.1 Community Support with Advice & information provision

Alongside the Supplementary School activities, LDC staff members/volunteers had provided drop-in advice, information and Community activities (events, consultation meetings) throughout the academic year (September 2019 to August 2020). The drop-in advice & information provision had been available for parents, elderly people and young people who are in need of such services in the last 12 months.

Target Outputs:

Our annual target plan in the last academic year was to provide drop-in community support services: 1) educational advice for **15** parents, who have schoolchildren; 2) support with housing and other benefit issues for **10** elderly people, and 3) social, educational & community awareness events for **45** community members (children, young people and parents/carers).

Actual Outcomes:

The actual outcomes of the drop-in services in the last academic year had been successfully delivered to **55** target beneficiaries (**16** parents, **8** elderly people and **31** community members /parents & children) on weekdays & weekends for average **5** hours per week and **35** weeks per year. Although, because of Covid-19 lockdown, the actual number of beneficiaries was slightly less than the annual target number of beneficiaries, the delivery of the proposed services was successful & excellent, as it had been rated by the beneficiaries' feedbacks.



Children with parents at Community Celebration Event during Christmas Holiday

4.2 Safeguarding Policies & Procedures:

Throughout the delivery of activities & services, the LDC Board of Directors/Trustees had made sure that the Supplementary school's best practice and policies had been in place. The Board also strongly had supported 'Every Child Matter' policy and made sure that children had been safe and happy and achieved their potentials. LDC Trustees and staff members were also committed to ensuring that vulnerable adults would be safe in all aspects when involved in the LDC activities. Such protections had been ensured through our safeguarding policies and procedures designed to protect and safeguard vulnerable adults, including our employees and volunteers.

In the academic year of 2019/2020, LDC Board of Trustees did again review the

safeguarding & teaching policies and procedures that would enable all activities & services to be delivered for beneficiaries safely & effectively in our Learning Centre. (All safeguarding policies and procedures are available for beneficiaries, funders and registered community members).

5. Community Network & Partnership Activities

Alongside our community support activities in the academic year of 2019/2020, LDC had been working in partnership with the local community and voluntary organisations in Camden, such as Camden supplementary schools Forum, Supplementary Schools Partnership in Camden, Yang Camden Foundation (YCF), National Resource Centre for Supplementary Education (NRCSE) and Voluntary Action Camden (VAC).

Working in partnership with the local partner organisations in the last academic year was extremely beneficial for LDC to increase the quality and sustainability of its activities & services. Working in partnership was also important to share information & good practice and to ensure that the supplementary school provision in Camden have a positive impact on the educational performance & attainment of disadvantaged children & young people by promoting positive attitudes to educational achievements.

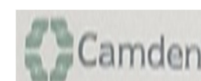
Although, in the last academic year the face-to-face meetings & trainings had been affected by the Covid-19 pandemic, we managed to attend virtually **8** consultation meetings & trainings with partner organisations and to participate in a range of **11** surveys online.

III. Summary of Activities & Beneficiaries by Gender, Age/School Year & Ethnicity:

Activities	NO of Pupils	Gender/Sex		Age Range		Ethnicity		Other
		Girls Female	Boys Male	Primary School 6 - 11	High School 11-18	African Black ME	Asian ME	
Curriculum Subjects' Classes	54	51%	49%	61%	39%	55%	41%	4%
Home-language Lessons	45	58%	42%	75%	25%	100%	0%	0%
Physical & Healthy Eating Lessons	(24)	(55%)	(45%)	(80%)	(20%)	(85%)	(12%)	(3%)
Drop-in Advice and Information provision	(55) 11	(57%) 64%	(43%) 36%	-	-	85%	10%	5%
Actual Total	110	174%	126%	136%	64%	240%	51%	9%

Note: the actual number of beneficiaries is **110**. **Because,** 100% of the PH (24) & 80% of the Drop-in (55) beneficiaries have not been counted, as they are the same beneficiaries of the curriculum core subjects & Home-language classes.

IV. Particular Achievements, Challenges & Solutions:



1. Achievements:

Learning & Development Centre (LDC) has successfully sustained the following achievements in the last 12 months.

- LDC has got successful & sustainable track records in delivering its proposed project activities & services without interruption for the last 12 months;
- LDC has been able to retain own premise (Learning Centre), which is available at any time for the delivery of its activities & services by managing the financial risk of Covid-19 pandemic;
- **74% of 54** beneficiaries, who regularly attended the classes & did take the termly progress tests, have achieved **significant progress (71% -100% or equivalent to 7 – 9 grade)**,
- According to the Autumn Christmas & Spring half-term holidays' physical activity performance & healthy eating **progress assessment tests** and feedback **questionnaires**, **77%** of the beneficiaries demonstrated good physical activity performance and developed good understanding & awareness of healthy eating and poor health.
- LDC has been awarded Quality Mark Award by the National Resource Centre for Supplementary Education (NRCSE);
- LDC has managed the challenges of Covid-19 pandemic by developing & adopting an alternative **online-learning at-home system** for the continuity of its delivery of activities & services during the lockdown rule and beyond;
- LDC has been able to change the challenge of Covid-19 pandemic into an opportunity by being successful in obtaining financial support from the existing funders, the government/Camden Council, the London Community Response Fund and other new funders that enable LDC to continue the delivery of its activities & services without interruption for the next 12 months.

2. Challenges:

Despite great achievements in the overall delivery of activities & services, LDC has been encountered by the following challenges.

- LDC was forced to close-down its delivery of activities & services because of Covid-19 pandemic, particularly in the first 2 months since the effect of the lockdown rule;
- LDC was unable to retain its experienced tutors/trainers & volunteers. LDC could also unable to claim the government Job Retention Scheme grants for its tutors & volunteers, as they used to work for LDC as a voluntary basis and a freelance or self-employed;
- LDC has lost its incoming sources (hall hire, tuition fees/parents' contributions) since the Covid-19 lockdown rule until to date;
- LDC was at risk of losing its Leasehold ownership of the premise, due to inability to use restricted funds for the rents & utility costs until the permission was obtained from the existing funders for the use of restricted funds;
- The main challenge of our organization has been that unfortunately, all our existing grants have been ending & will end from August to the end of December 2020.

3. Solutions:

The main challenge of LDC during & in the recovery period of Covid-19



JOHN LYON'S CHARITY



lockdown is a financial problem. Unfortunately, all our existing grants, including the grant from our major funder, John Lyon's Charity will end in December 2020, as the grant policy of JLC does not allow us to reapply for another 3-years' grants without 1 year break. In order to manage and overcome the financial challenge and develop an alternative online learning system that enables us to make our activities & services accessible to the beneficiaries remotely at their home, we have designed short & long-term action-plans.

1. Short-term action plan:

Fundraising activities: in order to minimize our financial challenge during Covid-19 lockdown (April 2020 to December 2020), we have made & carried out effective funding applications and fundraising activities throughout the Summer Term. As a result, LDC has been successful in obtaining 1) permission from the existing funders for the use of restricted funds; 2) new financial supports of £10,000 from the government/Camden Council, and 3) £6,800 from the London Community Response Fund that enable LDC to continue & sustain the delivery of its activities & services up-to the end of December 2020. .

Delivery of activities: in order to resolve the short-term challenge of Covid-19 pandemic with regard to the problem of accessing our activities/services to the beneficiaries, we have developed & adopted an alternative **online-learning at-home system** and have been able to access our beneficiaries to the curriculum core subjects and the Home-language lessons during the Summer Term. From the month of September 2020, 55% of our activities & services have been running **face-to-face** in the **Learning Centre** for the target beneficiaries, while 45% of them continue to be running remotely the **online-learning at-home system**.

2. Long-term action:

Fundraising activities: in order to solve our long-term financial problem, particularly, from January 2021 to December 2021, we have made further funding applications to potential funders and fundraising activities. Following our effective fundraising activities, we have secured around £12,000 and have been awaiting a positive decision of more than £25,000 from potential funders. If we will be successful in obtaining such amounts, we will continue & sustain the delivery of our activities & services for the next 1 year and beyond. We have also an action plan to make further funding applications to our existing and other potential funders focusing on long-term funding availabilities that enable us to secure a long-term financial sustainability, at least for the next 3 - 4 years.

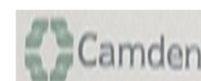
V. Financial Information:

Despite some challenges as described above, the financial situation of LDC in the last 2 years has been sustainable. The grant awarded by the John Lyon's Charity, LB Camden and Yapp have been the main contributors to our financial sustainability. The main financial sources of LDC in the financial year ended at 31 March 2020 were: (1) 43.2% from John Lyon's Charity, (2) 15.85% from London Borough of Camden, (3) 5.76% from the Yapp Charitable Trust and (4) 3.6% from Young Camden Foundation and (5) 31.59% from LDC income-generating sources.

A copy of our annual financial accounts is available separately.



JOHN LYON'S CHARITY



VI. Acknowledgements:

We would like to acknowledge all our funders for choosing to invest in our disadvantaged children & young people's education & skills-development through the LDC Supplementary School. Special thanks go to:

- John Lyon's Charity
- London Borough of Camden
- Yapp Charitable Trust
- Young Camden Foundation

We would also like to thank staff/volunteers, local partners, particularly the National Resource Centre for Supplementary Education and community members that support LDC and make valuable contributions to our great achievements of the year.

VII. Legal and Administrative Information:

The Board of Directors/Trustees of LDC presents its 10th annual reports and financial accounts for the year ended 31 March 2020.

1. Governance:

Learning & Development Centre Ltd is a registered charity and company limited by guarantee. The governance framework for the organisation is set out in the Memorandum and Articles of Association lodged with the Companies House and the Charity Commission of England and Wales.

Management:

The Board of Directors/trustees is the highest decision-making body of the organisation. The Board of Directors delegates a senior management team that consists of two Trustees/Signatories and the Coordinator of the organisation. The Senior Management Team (SMT) is accountable to the Board of Directors. SMT shall communicate and hold meetings on a regular basis to prepare policies & procedures; coordinate the general management and administrative activities; implement the day-to-day operational activities, including staffing matters, fundraising and accounting activities. The Coordinator who plays a vital role in the SMT is authorized by the Board of Directors to communicate with regulators, funders, and government agencies; design and develop policies & projects in consulting with individual Trustees & service users, and to monitor & evaluate the delivery of activities & services of the organisation.

Staffing & Volunteering:

Operational activities & services are delivered by part-time paid staff and volunteers. The staff meeting and decision is accountable to the **Senior Management Team (SMT)**. LDC permanent staff are currently flexible furloughed and working at home for 10 –15 hours per week. The sessional staff (Tutors) are delivering the proposed activities online as scheduled under the supervision of the Coordinator. All Board and staff meetings have been running virtually online as necessary.

Status: Registered Charity Number 1138756
Company limited by guarantee 07303004

Governing Document: Articles & Memorandum of Association

**Registered Office &
Operational Address:** 71 Kingsgate Road
London, NW6 4JY
Tel: 02076240652
Email: Ldcentre2010@gmail.com

Honorary Officers:
Mrs Sara Tesfu
Mr Brook Asfaw
Ms Elizabeth Mulatu

Principal Staff Mr Merhatsidk Kennaw (Coordinator)

Bankers Barclays Bank
Swiss Cottage
131 Finchley Road
London, NW3 6HY
