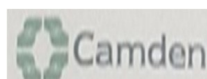




# ***Learning & Development Centre Limited (LDC) Annual Reports (September 2020 – August 2021)***

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## I. Key Activities for 2020/21:

### 1. Curriculum Classes

- A) Face-to-face classes (Autumn Term)
- B) Online Classes (Spring Term)
- C) Face-to-face classes (Summer Term)

### 2. Extracurricular Activities

- A) Physical Activity & Football Match
- B) Healthy Eating & Nutritional lessons
- C) Entertaining & Artistic Activities:
- D) Safety & Security of Beneficiaries:

### 3. Home Language Classes

- A) Amharic Language Lessons
- B) Promotion of self-esteem

### 4. Drop-in Advice & Information Provision

### 5. Community Network & Partnership

### 6. Safeguarding Policies & Procedures:

## 1. Curriculum Classes

### A). Face-to-Face Curriculum Classes (Autumn Term 2020):

The main objective of the Curriculum Core Subjects is to: improve educational performance & attainment of disadvantaged children & young people by providing curriculum lessons/classes in **English, Maths & Science**, including promotional motivation & aspiration.

### Evidence for Progress:

The evidence, which shows pupils' progress in English, Maths /or Science lessons, is teachers' baseline: **entry assessments test, class work performance** and **progress test** at the end of the term.

### Target Outputs: (Give figures/percentages on attendance & session)

Our annual target plan was to deliver curriculum subjects (**English, Maths & Science** classes) to **20** pupils per term at our supplementary school for at least **11** weeks termly and **34** weeks annually.

### Actual Outputs:

Curriculum Class in Maths, English & Science is the major project activity of Learning & Development Centre. The Curriculum class is designed to advance and

enhance the educational performance and attainment of disadvantaged children & young people. After the lockdown rule was lifted during the Autumn Term 2020, we successfully delivered the curriculum core subjects (Maths, English & Science) to **24** target children and young people on **a face-to-face basis** in our Learning Centre.

The classes were running mainly on Saturdays for 2 sessions of 3 hours and **13** weeks from 12<sup>th</sup> September 2020 to 19<sup>th</sup> December 2020 before the second Covid lockdown was declared. In comparison with our annual target plan of **20 pupils**, the actual outputs in the Autumn Term exceeded the target number of beneficiaries by **20%**. The average attendance of the **pupils** per week was **93%**.

**Outcomes:**

According to our end-of-term **progress-test** results and **class-work performance** throughout the Autumn Term, **65%**, **33%** and **2%** of the pupils, who regularly attended the classes had demonstrated **significant (71% -100%)**, **satisfactory (50% - 70%)** and **unsatisfactory (<50%)** improvements in their termly **progress test** and **class work performance** respectively.



**Sample Picture for Curriculum Class Students**

**B). Online Classes (Spring Term 2021)**

As the main objective of our **online learning programme** in the **Spring Term** was to **create opportunities** for the target children & young people that enabled them to **continue their learning activities at home** during the second Covid-19 lockdown rule, our curriculum classes in Maths and English were successfully delivered **virtually** for the beneficiaries who registered with the LDC Supplementary School.

### **Evidence for Progress:**

The evidence, which shows beneficiaries' progress in English & Maths lessons, was **online work performance** and **progress test** results at the end of the Spring Term.

### **Target Outputs of the Spring Term:**

Our termly average target output was to deliver curriculum subjects classes in **English & Maths** to the minimum number of **20 pupils** in the Spring Term through our online programme for 2 sessions of 4 hours per week and **11 weeks** in the term.

### **Actual Outputs of the Spring Term:**

After our **online-learning programme** was adopted and launched during the first Covid-19 lockdown, the delivery system for our teaching & learning activities during the second Covid lockdown was effectively operated. Although, the demand of beneficiaries slightly lower than the demand during the first lockdown, the delivery of our curriculum lessons/classes was successfully delivered to **26** children/young people. The Online programme was running on **Saturdays** for **4 hours** or **2 sessions** and **11 weeks** in the Spring Term. In comparison with our Target Output of **20 beneficiaries/pupils**, the **actual outputs** exceeded the target number of **20 pupils** by **30%**. The average attendance of the **pupils** per week in the term was **91%**.

### **Outcomes:**

As the main objective of the **online programme** was to create opportunities for continuing learning at home during the lockdown rule, we had achieved the expected **outcomes** as follows.

1. The target children & young people **benefited** from the online-learning programme by enabling them to stay at home & continue accessing the curriculum classes and learning from home during the lockdown rule;
2. **68%** and **32%** of **26** pupils, who took **progress tests** by the end of the term achieved **significant progress (70% - 100%)** and **satisfactory progress (50% - 70%)** respectively.
3. Based on users' feedback, **85%** of the beneficiaries believed that the online-learning programme gave them a good chance to manage the negative impact of Covid-19 during the lockdown rule.

### **C. Face-to-face Classes (Summer Term 2021)**

As the primary objective of the Curriculum Core Subjects is to: improve educational performance & attainment of disadvantaged children & young people, we successfully delivered curriculum lessons/classes in **English, Maths & Science** to the target beneficiaries during the Summer Term by promoting at the same time their educational motivation & aspiration.

### **Evidence for Progress:**

The evidence, which showed pupils' progress in English, Maths/Science lessons, was teachers' baseline: **entry assessments test, class work performance** and **progress test** by the end of each term.

### **Target Outputs of the Summer Term:**

Our annual target output was to deliver curriculum subjects' (**English, Maths & Science**) classes to a minimum number of **20 pupils** per term for **11 weeks** termly and **34 weeks** annually.

### **Actual Outputs of the Summer Term:**

As the curriculum class in Maths, English & Science is the major project activity of Learning & Development Centre. The Curriculum class is designed to advance and enhance the educational performance and attainment of disadvantaged children & young people. After the lockdown rule was lifted up during the Summer Term 2021, we successfully delivered the curriculum core subjects (Maths, English & Science) to **23** target children and young people on a **face-to-face basis** in our Learning Centre. The classes were running mainly on Saturdays for 3 hours or 2 sessions and for **12** weeks in the Summer Term. The average attendance of the beneficiaries per week in this term was **96%**.

**Outcomes:** Based on our end-of-term **progress-test** results and **class-work performance** in the Summer Term, **69%, 29%** and **2%** of the **23** beneficiaries, who regularly attended the classes had achieved **significant (71% -100%), satisfactory (50% - 70%)** and **unsatisfactory (<50%)** improvements in their termly **progress test** and **class work performance** respectively.



*Sample Picture of Curriculum Subjects' Class Students*

## **2. Extracurricular Activities**

The Summer Holiday Activity programme was extremely needed for children and young people who had been severely affected by Covid-19 restrictions. Covid-19 restrictions have already brought a negative impact on children & young people's social life & mental health, particularly, the impact of Covid on children/young people, who are already disadvantaged, is likely to widen existing poverty & inequalities.

**30 targeted children** & young people participated in our Summer Holiday Activity programme. The target beneficiaries were expected to achieve the following positive outcomes:

- Have greater knowledge of health and nutrition,
- Be more active,
- Take part in engaging and enriching activities,
- Be safe and not isolated, by creating better opportunities for accessing **leisure** and **social** activities with healthy free meals in this summer holiday activity programme.

### **A. Outputs of Physical Activity & Football**

**22 out of 30 children & young** people participated in our physical activity & football match programme that was running outdoor, in the Grange Park. The physical activity, including football & other sporting activities were running for **2 hours** per day and **4 days** per week and **4 weeks** throughout the summer holiday programme.

**Outcome:** The beneficiaries had actively participated and benefited from the physical activity and football match by developing sporting habits and football skills that enable them to **'be more active'** in their future day-to-day lives.



The Summer Holiday Football Team

### **B. Outputs of Healthy Eating & Nutritional lessons:**

**20 out of 30 children & young** people participated in the Healthy Eating & Nutritional lessons. The activities/lessons were running indoor, in the Learning

Centre. The lessons were delivered in the Centre for **1 hour** per day and **4 days** per week and **4 weeks** throughout the programme.

**Outcome:** 20 beneficiaries had successfully benefited from the **healthy eating & nutritional** lessons by developing or **'having greater knowledge of health & nutrition'** & awareness of the risk of poor nutrition & the benefits of balanced diets.



Participants in Nutritional & Health Lesson Session

### **C. Outputs of Entertaining & Artistic Activities:**

**28 Out of 30 children** & young people participated in the entertaining and artistic activities. The activities were running indoor, in the Learning Centre & outdoor, in the Grange Park for **1 hour** per day and **4 days** per week and **4 weeks** throughout the programme.

**Outcomes: 28 beneficiaries** had significantly benefited from the **entertaining & artistic** activities by **'taking part in engaging and enriching activities'** such as painting, drawing, dancing, reading stories, drama & comedy. Such activities had enabled beneficiaries to promote inclusiveness, participation in the community activities and to tackle possible social exclusion & isolation.



Participants in Artistic Activities

### **3. Home Language Classes:**

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 & young people. The Home-language project is highly demanded by and popular to the local Ethiopian communities.

#### **A. Promotion of self-esteem**

Alongside the home/Amharic language lessons, we had delivered promotional activities to children/young people on ethics/moral, culture, history & heritage that enable them to develop positive self-esteem and self-belief in their personal identity. Parents/carers & community members have also been dedicated in making financial, material & moral contributions to the development of Home-language lessons, as all community members are fully aware that maintaining home language is central to connect children to their culture and heritage.

#### **B. Outputs:**

Due to Covid-19 pandemic, the Home-language (Amharic language class) had been running online learning programme throughout the year. The Home/Amharic language lessons in the Autumn, Spring and Summer Terms, had been successfully delivered to **45 children** & young people on Sundays for **3 hours** and **35 weeks /Sundays** throughout the 3 terms. Advice & home-language promotional lesson was delivered to the target children and young people. This includes basic Ethiopian history, culture & heritage, as well as promotion of children's dignity, moral, self-confidence, personal identity that enable them to tackle low & negative self-esteem.

#### **Outcomes:**

Based on our end-of-term **progress-test** results and **online learning performance** at the end of each term, pupils who achieved or showed more than **50%** of the assessment tests progressed into the next levels. For example, on the basis of the assessment results, **45%** of the **pupils** progressed from **Class Level 0+ to Class Level 1**; **67%** of the **pupils** progressed from **Class Level 1 to Class Level 2** and **70%** of the **pupils** progressed from **Class Level 2 to Class Level 3**.

**Beneficiaries' feedback:** the evaluation questionnaires focused on beneficiaries' improvements & satisfactions with the overall home-language learning & teaching performance and promotion of self-esteem/ confidence. The main feedback questionnaires were: "Have you improved your Home/Amharic language lesson performance in your Class-Level?" **'Yes' 75%**, **'No' 8%** and **'Not sure' 17%**. "Have you improved your understanding and self-confidence in your identity since you joined the Home/Amharic language lesson?" **'Yes' 96%**, **'No' 0%** and **'not sure' 4%**. "How do you rate the overall teaching & learning performance of the Home/Amharic language School? **'Excellent' 70%**, **'Good' 25%**, Satisfactory **5%**.





Sample Picture for Home Language Class Students

#### **4. Drop-in Advice & Information Provision**

Alongside the Curriculum, Home language and Extracurricular activities, LDC staff and volunteers had provided drop-in advice, information and Community activities (events, consultation meetings) throughout the academic year (September 2020 to August 2021). The drop-in advice & information provision has been available for parents, elderly people and young people who are in need of such services in the last 12 months.

#### **Outputs/Outcomes:**

Due to Covid-19 pandemic, more than 80% of the services was delivered via telephone and online systems (email, text and virtual meeting). The following services were delivered to **51** target beneficiaries: 1) educational advice to **13** parents/young people; 2) support with housing and other benefit issues to **9** elderly people, and 3) social, educational & community awareness events to **29** community members (young people and parents/carers). **76%** of the beneficiaries expressed that they were satisfied with the advice & support services.

#### **5. Community Network & Partnership**

Alongside our community support activities in the academic year of 2020/2021, LDC had been working in partnership with the local community and voluntary organisations in Camden, such as **Supplementary Schools Partnership in Camden (6 Community based organisations)**, **Camden supplementary schools Forum**, **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 their 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 **13** consultation meetings & trainings with partner organisations. We also participated in a range of **16** surveys online.

### **6. Safeguarding Policies & Procedures:**

In the delivery of our activities & services, particularly during Covid-19 pandemic, the safety and security of our beneficiaries is our priority. In order to make sure the safety & security of the beneficiaries, we had introduced and put a range of safeguarding policies, procedures, protective measures & materials in place. According to the feedback, the beneficiaries had felt safer and reduced stress & social isolation. Effective safety & security can confirm that LDC Supplementary School work hard for the beneficiaries who deserve to **'be safe and not isolated'**. In order to manage Covid related risks and to make the delivery of our face-to-face activities & services safer, the following measures have been in place:

- Fire alarm-check is carried out once a week since the Centre is opened
- Air Ventilation is to be on during class time.
- Exit door is open during class time as the premise is in the ground floor
- Wearing face masks & using hand sanitisers/washing for personal protection
- The required distance between pupils & tutors to be kept.
- Hand sanitisers, hand washing, soap, anti-bacterial wipes have been in place.
- The classes are divided into 2 sessions and 14/15 pupils are allocated to each session with 2 teachers, (2 pupils at 1 desk or 3 pupils at 1 desk, if they are from the same family. This enables us to keep the required social distancing.

### **Online Safety Care During Covid-19 Pandemic:**

During our online programme, children & young people are relatively safer, as they are learning from their own home with their parents & carers. As a result, we focussed on communication and e-safety associated with the internet, emailing, text messaging and other forms of digital communication/access. The following concerns were considered for online safety care.

- **Pupils** should not be exchanging personal details, including social media links with each other unless it is with parental agreement has been made.
- **Teachers** should not advertise their teaching job on their own social media pages.
- **Parents** need to know when online meetings/classes have been scheduled and who will be appearing, name, role in the LDC Supplementary School. They also need to know what to expect and should be invited to see the teacher initially on the online meeting/class.

During the delivery of our activities & services throughout the year of 2020/2021, the Board of Directors strongly 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 all beneficiaries would be safe. Such protections had been ensured through our safeguarding policies and procedures designed to protect and safeguard all children/young people & vulnerable adults, including our employees and volunteers.

## **II. Summary of Outputs & Outcomes for Key Activities**

As the primary objective of the whole Supplementary School activities & services is to improve educational performance & attainment of disadvantaged children & young people, we successfully delivered all activities listed throughout this report.

### **1. Summary of Outputs:**

Throughout the year (Autumn, Spring and Summer Terms) of 2020/21, we had successfully delivered the proposed key activities & services to the target beneficiaries as follows:

**a). Curriculum core subjects' classes** in Maths, English & Science to **73 (24, 26 & 23 pupils each term)** target beneficiaries for **36 weeks** throughout the three terms.

**b). Extracurricular Activities:** the extracurricular activities were delivered to **30** children & young people for **4 weeks** and **64** hours in the summer holiday.

**c). Home-language Classes:** the home-language classes were running online and delivered to **45** target children & young people on Sundays for **35 weeks** in the 3 terms.

**d). Drop-in Advice and Information Provision:** as LDC is community-based organisation, advice, information and consultancy meetings/events had been delivered to **51** community members (parents/carers, elderly people and registered members).

### **2. Summary of Outcomes:**

**a). Summary of outcomes for curriculum classes:** based on our end-of-term progress-test & class-work performance, the **average results** within the three terms, **67%**, **31%** and **2%** of the beneficiaries, who regularly attended the classes had achieved **significant (71% -100%)**, **satisfactory (50% - 70%)** and **unsatisfactory (<50%)** improvements respectively.

**b). Summary of outcomes for extracurricular activities: 22 out of 30** beneficiaries had actively participated and benefited from the physical activity and football match by developing sporting habits and football skills that enable them to **'be more active'** in their future day-to-day lives. **20 out of 30** beneficiaries had successfully benefited from the **healthy eating & nutritional** lessons by developing or **'having greater knowledge of health & nutrition'** & awareness of the risk of poor nutrition & the benefits of balanced diets. **28 out of 30 beneficiaries** had significantly benefited from the **entertaining & artistic** activities by **'taking part in engaging and enriching activities'** that enabled beneficiaries to promote

inclusiveness, participation in the community activities and to tackle possible social exclusion & isolation.

**c). Summary of outcomes for Home-language Classes:** based on our end-of-term **progress-test** results and **online learning performance** at the end of each term, pupils who achieved or showed more than **50%** of the **assessment-tests' results** progressed into the next levels. For example, on the basis of the assessment results, **45%** of the **pupils** progressed from **Class Level 0+** to **Class Level 1**; **67%** of the **pupils** progressed from **Class Level 1** to **Class Level 2** and **70%** of the **pupils** progressed from **Class Level 2** to **Class Level 3**.

**d). Summary of outcomes for Drop-in advice/information:** the drop-in advice & information provision services were delivered to **51** beneficiaries: 1) educational advice to **13** parents/young people; 2) support with housing and other benefit issues to **9** elderly people, and 3) social, educational & community awareness events to **29** community members (young people and parents/carers). **76%** of the beneficiaries expressed that they were satisfied with the advice & support services.

### **3. Monitoring & Evaluation:**

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

**b). 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.

**c). Beneficiaries' feedbacks:** all beneficiaries from curriculum classes, extracurricular activities and home language lessons completed evaluation questionnaires by the end of each term focussing on their improvements & satisfactions with the overall learning & teaching performance and promotion of self-esteem/ confidence at our Supplementary School. The average of some feedback-questionnaires, was: **Q1.** "Do you think that you have benefited from the LDC teaching & learning activities?" **'Yes, very much' 63.6%**, **'Yes, very little' 36.4%**, **No, 0%** and **'Not sure' 0%**. **Q2.** "Are you confident that LDC Supplementary School will have a positive impact on your overall educational achievement in the future?" **'Yes, very much' 54.5%**, **'yes, very little' 36.4%**, **'No' 0%** and **'not sure' 9.1%**. **Q3.** "Have been satisfied with the LDC Supplementary School teaching & learning process through both face-to-face and online programme?" **'Yes, 80%**, **'No, 10%** and **'Not sure, 10%**. **Q4.** "How do you rate the overall teaching & learning performance of the LDC Supplementary School? **'Excellent', 63.6%**, **'Very good', 27.3%** **'Satisfactory' 9.1%** and **'Unsatisfactory' 0%**. **Q5.** "Have you been



satisfied with that the protection measures for the Covid-19 pandemic have been in place throughout the terms?" **Yes**, very much, **81.8%**, Very little, **18.2%**, **No**, **0%**.

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

Key Project Activities	NO of Users	Gender/Sex		Age Range		Ethnicity		Other ME
		Girls Female	Boys Male	Primary School 6 - 11	High School 11-18	African Black ME	Asian ME	
Curriculum Subjects' Classes	49	57%	43%	55%	45%	90%	10%	0%
Extracurricular Activities	30	53%	47%	73%	27%	93%	7%	0%
Home-language Classes	45	53%	47%	71%	29%	100%	0%	0%
Drop-in Advice and Information provision	51	73%	27%	-	-	95%	5%	0%
<b>Total Beneficiaries</b>	<b>175</b>	<b>105</b>	<b>70</b>	<b>81</b>	<b>43</b>	<b>165</b>	<b>10</b>	<b>0</b>

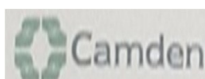
**Note:** the actual number of beneficiaries can be **125**, as **28% (50)** of the beneficiaries were double or follow-up users of the **Extracurricular activities** and the **Home Language classes**.

### **IV. Particular Achievements and Challenges:**

#### **1. Achievements:**

Although, because of Covid-19 lockdown restrictions, there was disruption of and limited access to our face-to-face services /routine activities at our site Learning Centre, LDC:

- 1.1 has sustained the delivery of its routine activities for **49** disadvantaged children & young people and **special extracurricular activities** during the summer holiday programme for **30** children/young people who were eligible for Free School Meal through both face-to-face and online programmes for the last 12 months;
- 1.2 was successful once again to retain own resourceful premise (Learning Centre), which is available at any time for the delivery of its site activities & services by reducing the financial risk of Covid-19 pandemic;
- 1.3 The overall **outputs** and **outcomes** of the delivery of our key activities & services in the last 12 months achieved our expectation in serving **125** beneficiaries and **69%** and **31%** of the beneficiaries demonstrated **significant** progress/achievement (**71% - 100%**) and **satisfactory** progress/achievement (**50% - 70%**) respectively, (refer to the outputs & outcomes above in this Report).



1.4 has designed & built **own website** aiming to develop digital workforce in the future that enable LDC to reach out many more target beneficiaries by making the online and site-teaching & learning systems easier & more accessible to all target beneficiaries from home and at the Supplementary School's Learning Centre.

1.5 Even-though, the current Covid-19 crisis is profoundly affecting our opportunities in achieving a long-term financial sustainability, LDC was successful in obtaining a short-term funding to sustain our delivery of activities by managing the current Covid crisis and lockdown restrictions.

## **2. Challenges:**

Despite great achievements in obtaining a short-term funding and in the delivery of our routine activities & services, we have been encountered by:

2.1 a shortage of staff/tutors for our face-to-face classes since Covid-19 was announced. Although, teaching/learning from home remotely was suitable for the majority of our tutors, teaching on a face-to-face basis has been uncomfortable for them because of Covid-19 restricted measures.

2.2 a lack of long-term financial availability, as most of the potential funders have been in favour of a short-term funding in addressing the emergency concerns posed by Covid-19 pandemic.

2.3 parents' worries and anxieties in sending their children to the face-to-face classes because of the current and consequent restrictions of Covid-19 pandemic.

## **V. Financial Information:**

Despite some challenges caused by Covid-19 pandemic, the financial situation of LDC in the last financial year had been sustainable. This financial sustainability was supported by short-term funders, mainly the government business & Job Retention support and the support of other potential funders in the financial year of 2020/21. The main financial sources of LDC in the financial year ended at 31 March 2021 were: (1) Government/HMRC Job Retention support/grant (**27.76%**), (2) LB Camden Council as a business support (**22.99%**), (3) City Bridge of London (**15.6%**) (4) Young Camden Foundation (**9.77%**), (5) Yapp Charitable Trust (**4.6%**), (6) Hampstead Wells and Campden Trust (**4.6%**), and (7) Income-generating sources (**14.65%**). *A copy of our annual financial accounts is available separately.*

## **VI. Acknowledgements:**

### **Acknowledgement for Financial Supporters/funders:**

During this challenging time of Covid-19 pandemic, our financial sources/funders were: **The London Community Response (City Bridge Trust), LB Camden Council, Young Camden Foundation, The Hampstead Wells and Campden**



**Trust, The Yapp Charitable Trust, John Lyon's Charity** (previous funder) and **HMRC's Job Retention Schem Grants** played significant role in our successful delivery of activities & services that enabled us to meet our maximum expectations.

We would therefore like to acknowledge all our funders for choosing to invest in our disadvantaged children & young people's educational performance/attainment and extracurricular activities and promotion of self-esteem/aspiration through our LDC Supplementary School. Special thanks go to:

- **The London Community Response (City Bridge Trust)**
- **London Borough of Camden**
- **Young Camden Foundation**
- **The Hampstead Wells and Campden Trust**
- **Yapp Charitable Trust**
- **John Lyon's Charity (B/F from previous grant)**

We would also like to thank our staff/volunteers, local partners, particularly the National Resource Centre for Supplementary Education, Camden Supplementary Schools Forum and community members that support our organisation 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 11<sup>th</sup> annual reports and financial accounts for the year ended 31 March 2021.

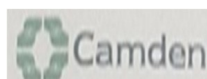
### **1. Governance:**

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 1 full-time staff/head Tutor and 4 Freelance/Sessional Tutors and 2 volunteers. The staff meeting and decision is accountable to the **Senior Management Team (SMT)**. LDC permanent employee had been flexible furloughed during the Covid lockdown restrictions and working from home for 10 –15 hours per week. The Freelance/sessional staff/Tutors had delivered the proposed activities online and face-to-face as scheduled under the supervision of the Coordinator. Most of Board & staff meetings had been running virtually online as required.

**Status of the organisation:** 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  
Telephone number: 02076240652  
Website: [www.ldcentre.org.uk](http://www.ldcentre.org.uk)  
Email: [Ldcentre2010@gmail.com](mailto:Ldcentre2010@gmail.com) / [Admin@ldcentre.org.uk](mailto:Admin@ldcentre.org.uk)

**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

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