



Learning & Development Centre Limited (LDC) Annual Reports (September 2021 – August 2022)

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I. About LDC:

Following M Kennaw's research/survey's findings/results in 1999 about the needs of Ethiopian and Eritrean refugees & asylum seekers in Britain. Learning & Development Centre (LDC) was established in 2001 under the name of 'Research & Development Centre for Ethiopians in Britain' (RDCEB) to address the immediate needs of Ethiopian & Eritrean refugees & asylum seekers.

LDC was reformed in 2010 under its current name to widen/provide its activities & services to the local minority ethnic community groups targeting children & young people's curriculum education & extracurricular activities.

LDC has been successful in securing own premise (Learning Centre) and has got successful & sustainable track records in delivering its project activities & services without interruption over the last 22 years (2001 – 2022).

The main establishment and project objectives of LDC are to:

- provide supplementary education that enable disadvantaged children & young people to advance & enhance educational performance and attainment;
- Provide extracurricular activities to create better chances for life skills, physical activity (sporting and healthy eating habits) for the target local children/young people to tackle poor health and be active in their future life & career;
- build strong & stable families and community aiming at the development of community activities and care/learning facilities for the promotion of educational motivation, positive self-esteem and ethical/moral values that enable children to maximize & use their potentials/talents.
- provide home-language lessons aiming to enable children & young people to connect themselves to their culture, heritage & identity of their country of origin that is vital to be proud of their identity and promote positive self-esteem & inclusiveness within the wider community;

II. Key Activities:

A. Curriculum Subject Classes

In the post Covid-19, the curriculum subject classes had been delivered on a face-to-face basis to the target beneficiaries throughout the last 3 school terms (Autumn 2021 and Spring & Summer terms 2022). This report has included the classes, sessions and activities which have been running throughout the three terms.

Expected Target Outputs: (Give number of users, figures/percentages on attendance & session)

Our annual expected target plan was to deliver curriculum subjects (**English, Maths & Science** classes) to 40 beneficiaries for 34 weeks or/119 hours throughout the academic year of 2021/2022.

Actual Outputs:

In the post Covid-19 academic year, all our curriculum classes and extracurricular activities have been running face-to-face in our Learning Centre. Based on the target plan, our curriculum classes in **English, Maths & Science** had been delivered to **46** children & young people. The classes have been running mainly on Saturdays for 2 sessions of 3 ½ hours per week and **36 weeks/126** hours throughout the academic year of 2021/2022. The **actual outputs** in this academic year have exceeded the **expected number of beneficiaries by 15%** and **number of sessions/weeks by 6%** respectively. The average weekly attendance of the **beneficiaries** was **94%**.



Session 1 Curriculum Class Students

Outcomes:

Based on our end-of-term **progress-test results** and **class-work performance** throughout the 3 terms, **68%**, **29%** and **3%** of the beneficiaries, who regularly attended the classes have demonstrated **significant (71% -100%)**, **satisfactory (50% - 70%)** and **unsatisfactory (<50%)** improvements in their termly cumulative **progress test & class work performance results** respectively. Based on users' feedback, in comparison with the online learning programme during the period of Covid-19 lockdown, **80%** of the beneficiaries confirmed that the face-to-face learning programme has given them more confidence to improve their class-performance and learning progress.

Monitoring & Evaluation System

As monitoring & evaluation is a continuous management function to assess if progress is made in achieving expected results, we always use this system to collect data, monitor key indicators of the project, and evaluate whether it has met its objectives.

Monitoring:

The monitoring key indicators for our project, which show beneficiaries' progress are **end-of-term progress-test results**, **class-work performance** and teachers' assessment **notes**. The outcomes/impacts of our project activities have been

measured and identified by analysing such monitoring indicators, and keeping & analysing records of all beneficiaries (i.e. enrolment forms, attendance registers & teachers' note books).

Evaluation:

As evaluation is a process that critically examines a project, it involves collecting & analysing information about the project's activities and outcomes aiming to make judgements about the project's improvement and effectiveness. The outcomes of our project activities for the academic year of 2021/2022 have been evaluated and proved by users' feedbacks.

By the end of each Term (Autumn, Spring & Summer Terms), beneficiaries completed evaluation questionnaires (users-feedbacks) 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 are as follows.
 "Have you improved your educational performance at your mainstream school with our support since Covid-19 lockdown rule ended?" 'Yes' **82%** and 'Not sure' **18%**.

"Are you confident that the LDC Supplementary School will have a positive impact on the improvement of your educational attainment?" 'Yes' **76%**, 'No' **5%** and 'not sure' **24%**.

"**What** is your primary need to learn at the Supplementary School?" 'English' **26%**, 'Maths' **50.6%** and 'Science' **23.4%**.

"**What** do you advise the LDC Supplementary School to improve **3 things**, which are important for your education? **a)** prepare more relevant weekly worksheets (**12 pupils**), **b)** be stricter to reduce volume of noise (**8 pupils**), **c)** mor Maths /English teachers (**7 pupils**) and **d)** break time to refresh pupils' mind (**6 pupils**).

"How do you rate the overall teaching & learning performance of the LDC Supplementary School? 'Excellent' **46%**, 'Good' **32%**, Satisfactory **22%** & unsatisfactory **0%**



Session 2 Curriculum Class Students

B. Extracurricular Activities

The project/programme had been delivered during **Christmas/winter, Easter** and **Summer holidays** in the last academic year of 2021/2022. This project is highly demanded by and popular to parents (children & young people) who are unable to go away on holiday during such school holidays.

Christmas Holiday Activity & Food Programme

Outputs: the winter project/programme was running during Christmas holiday 2021 for **4 days/week** and **4 hours/day** for **26 children** & young people, who are living in the London Borough of Camden and eligible for free school meals by delivering the following indoor & outdoor activities:

- Physical activity & football game
- Entertaining & artistic activities
- Nutritional & healthy eating lessons with fresh healthy food provision for lunch.

Outcomes: **26** children aged **5 to 14** years old had actively participated and benefited from the HAF project activities by:

- enjoying & developing sporting habits and football skills that enable them to **'be more active'** in their future day-to-day lives.
- developing or **having greater knowledge of health & nutrition** & awareness of the risks of poor nutrition & the benefits of balanced diets.
- **taking part in engaging and enriching activities** such as painting, drawing, dancing & reading stories. The activities had enabled participants to promote inclusiveness, participation in the community activities and to tackle possible social exclusion & isolation.

Beneficiaries' feedback:

The overall average **success** of our school holiday activity & food programme (HAF) in the last academic year of 2021/2022 has been approved by **87%** of the beneficiaries' feedbacks in having holiday-enjoyment, satisfactions & new skills.



Participants in the Extracurricular Physical Activities

Easter Holiday Activity & Food Programme

Outputs:

The Easter holiday project/programme was running during Easter holiday 2022 for **4 days/week** and **4 hours/day** for **25 children** & young people, who are living in the London Borough of Camden and eligible for free school meals by delivering the following activities indoor and outdoor playgrounds and the LDC Learning Centre:

- Physical activity & football game
- Entertaining & artistic activities
- Nutritional lesson and healthy eating & healthy food provision

Outcomes:

25 children aged **5 to 15** years old had actively & regularly participated and benefited from the project activities by:

- enjoying & developing sporting habits and football skills that enable them to **'be more active'** in their future day-to-day lives.
- developing or **'having greater knowledge of health & nutrition'** & awareness of the risk of poor nutrition & the benefits of balanced diets.
- **taking part in engaging and enriching activities** such as painting, drawing, dancing & reading stories. The activities had enabled participants to promote inclusiveness, participation in the community activities and to tackle possible social exclusion & isolation.

Beneficiaries' feedback:

The overall average **success** of our school holiday activity & food programme (HAF) in the last academic year of 2021/2022 has been approved by **87%** of the beneficiaries' feedbacks in having holiday-enjoyment, satisfactions & new skills.



Extracurricular Artistic & Entertaining Activities' Students

Outputs:

The holiday activity & food-programme was running during the summer holiday 2022 for **4 weeks** and **4 days/week** and **4 hours/day**. The programme had delivered the

below activities to **31 beneficiaries**, who are living in the London Borough of Camden and eligible for free school meals. The indoor and outdoor activities were:

- Physical activity & football game in the Grange Park, NW6
- Entertaining & artistic activities in our LDC Community Centre
- Nutritional lesson & healthy eating/food provision in the Community Centre

22 out of **31** beneficiaries regularly attended 100% of the summer holiday activities, while **9** beneficiaries attended average 50% of the programme activities.

Outcomes:

31 children aged **5 to 15** years old had actively participated and benefited from the project activities by:

- enjoying & developing sporting habits and football skills that enable them to **'be more active'** in their future day-to-day lives.
- developing or **'having greater knowledge of health & nutrition'** & awareness of the risk of poor nutrition & the benefits of balanced diets.
- **taking part in engaging and enriching activities** such as painting, drawing, dancing & reading stories. The activities had enabled participants to promote inclusiveness, participation in the community activities and to tackle possible social exclusion & isolation.

Beneficiaries' feedback:

The overall average **success** of our school holiday activity & food programme (HAF) in the last academic year of 2021/2022 has been approved by **87%** of the beneficiaries' feedbacks in having holiday-enjoyment, satisfactions & new skills.



Healthy Food & Nutritional Lesson

C. Home Language Classes:

The main objective of the Home-language project is to provide native language lessons and promote personal identity, multilingualism, self-esteem, as well as ethical/moral values for children & young people of Ethiopian origin.

Outputs:

Following Covid-19 pandemic, the Amharic language lessons have been running online and face-to-face throughout the year of 2021/2022. The face-to-face and online teaching programme in the last year of 2021/2022, the Amharic language lesson had been delivered to **40 children** (Online = **17** and Face-to-face = **23**) for 1½ hour on Saturdays and **2 hours** on Sundays for **35 weeks** throughout the year.

Alongside the Amharic language classes, promotional lessons (Ethiopian history, culture, heritage, ethical/moral values and positive self-esteem) had been delivered to the same **beneficiaries** during **termly events/celebrations** that enable children to be proud of their identity backgrounds and to tackle low/negative self-esteem.



Amharic Language Class & End of Term Event

Outcomes:

Based on our end-of-term **progress-test results** and **class-work performance** throughout the 3 terms, **17% (significant: 71% -100%)**, **40% (satisfactory: 50% - 70%)** and **43% (unsatisfactory: <50%)** of the students have showed **significant, satisfactory** and **unsatisfactory** progress in their termly cumulative **progress test' results & class work performance** respectively.

Based on the assessment results, all **Class Level 0, Level 1, and Level 2** students, including those who have made significant progress have not been progressed to the expected **Class Level**. Following high level of unsatisfactory progress results, the Amharic school Management Team (MT) has decided that all Amharic language students to stay in the same **class Level** & continue to do the same **lesson** until a

new Amharic curriculum has been developed and the existing teaching & learning methods to be reviewed and changed.

Beneficiaries' feedback:

In the year of 2021/2022, the evaluation questionnaires focused on the quality of teaching & learning programme of the Amharic language class. The evaluation is also focussing on promoting history of home country, heritage, culture & self-esteem.

Based on the response of beneficiaries' feedback, has indicated that the teaching & learning systems to be participatory with teachers and parents at the Community Centre/Online for lesson and at home for homework. For the promotion of historical, social and cultural awareness, participatory community events & celebrations will be held by the end of each term. The new teaching & learning proposal has been approved by **94%** of the parents' and **75%** of the students' feedbacks.

Sample of the 1st 3 out of 33 or 21 out of 231 Amharic/Geez Alphabets

ሀ ሁ ኂ ኃ ኄ ን ሆ ሰ
 ለ ለ ለ ለ ለ ለ ለ ለ
 ሐ ሐ ሐ ሐ ሐ ሐ ሐ ሐ



Sample of Amharic/Home Language Class Students

D. Drop-in Advice & Information Sessions

Alongside the Curriculum, Extracurricular activities and Home language lessons, LDC staff and volunteers had provided drop-in advice, information and Community activities, including consultation meetings throughout the last academic year of 2021/2022. The drop-in advice & information provision had been available for parents, young people and elderly people who have been in need of our services.

Outputs/Outcomes:

In the last academic year of 2021/2022, a one-to-one drop-in advice and information provision was delivered individually to **23 parents**/young and older people. At the same time, community events/celebrations and consultation meetings were delivered collectively to **55** community members. Based on our feedback questionnaires' results, **86%** of the beneficiaries expressed that they were satisfied with the overall advice, information provision and community events/celebrations & meetings.

E. Community Network & Partnership

Alongside our community support activities in the academic year of 2021/2022, LDC had been working in partnership with the local community and voluntary organisations in Camden, such as **6 Supplementary Schools (Partner organisations) in Camden, Camden supplementary schools Forum, Yang Camden Foundation (YCF), National Resource Centre for Supplementary Education (NRCSE) and Voluntary Action Camden (VAC)**. Consultation meetings, surveys, trainings and regular meetings have been running online since Covid-19 pandemic. Through the Community Network & Partnership programme in the last academic year of 2021/2022 more than **14 meetings & training activities** had been delivered to the Partner organisations.

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.

III. Summary of Activities & Safeguarding Policies:

1. Safety & Security of Beneficiaries:

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 had 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 had been in place.
- The classes were divided into 2 sessions with 14/15 pupils & 2 teachers for each session to keep the required social distancing.

Online Safety Care During Covid-19 Pandemic:

During our online programme, children & young people were relatively safer, as they were 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** were not to exchange personal details, including social media links with each other unless it is with parental agreement has been made.
- **Teachers** cannot advertise their teaching job on their own social media.

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 2021/2022, 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 and their safety had been ensured through our safeguarding policies and procedures designed to protect and safeguard all children & vulnerable adults.

2. Users' Data Analysis by Gender, Age/School Year & Ethnicity:

Key Project Activities	NO of Users	Gender/Sex		Age Range		Ethnicity	
		Girls (Female)	Boys (Male)	Primary School 6 - 11	High School 11-18	African Black ME	Asian & other ME
Curriculum Subjects' Classes	46	48%	52%	49%	51%	89%	11%
Extracurricular Activities	81	54%	46%	63%	37%	81%	19%
Home-language Classes	40	55%	45%	50%	50%	100%	0%
Drop-in Advice and Information provision	23	86%	14%	-	-	96%	4%
Total Beneficiaries	190	61%	39%	54%	46%	91.5%	8.5%



Note: 40% of the actual number of beneficiaries for the **Extracurricular activities** and 30% of the **Home-language lessons** are considered as double users.

IV. Particular Achievements, Challenges & Solutions:

1. Achievements:

Even-though, Learning & Development Centre (LDC) had been challenged by the impact of Covid-19 pandemic in 2020/2021, great achievements have been made in the areas of **financial sustainability, delivery of activities, new development of extracurricular activities** and **digital workforce** in the last academic year of 2021/2022.

1. Financial achievement: LDC has been successful in obtaining & generating more than **£33,000 funds** from potential funders and its own income-generating sources in the last financial year of 2021/2022. LDC has at the same time saved sufficient reserve balance of more than **£25,000** in the same financial year. LDC has also secured new grants of **£15,000** from LB Camden Council for the current financial year of 2022/2023 and **£75,000** from John Lyon's Charity for the next 3 financial years. The financial sustainability of LDC has played essential role for our successful consecutive achievements for the delivery of activities & services.

2. Delivery of curriculum subject achievement: LDC has successfully delivered face-to-face curriculum subject-classes in Maths, English & Science for the target beneficiaries without interruption even during the time of Covid-19 pandemic.

3. Extracurricular project achievement: our extracurricular project activities in the London Borough of Camden that are running during **summer, winter** and **spring** terms' school holidays, have been successfully delivered to **81 children & young people** who are eligible for free school meal in the last academic year of **2021/2022**.

4. Development of digital workforce: LDC has developed and built **own website** aiming to reach-out many more target beneficiaries by making the current teaching & learning activities & services to be more accessible to the target beneficiaries and offering online and face-to-face learning opportunities.

5. Appointment of a new part-time employee: following the financial success, LDC has employed a part-time admin/finance worker who can take responsibility for the work of admin/finance & website management or digital workforce.

2. Challenges:

1. Limitation of Class-rooms: despite high level of demands for our services, we have been unable to meet the demands and reach out many more beneficiaries who are in need of our services as we cannot accommodate more than 30 children at one time in our Learning Centre.

2. Shortage of tutors: although, our activities & services are becoming more accessible to many more beneficiaries, shortage of tutors/teachers, particularly a lack of skilled and experienced tutors, is the current outstanding challenge for LDC Supplementary School.

3. Solutions:

1. **Limitation of class rooms:** there is a possibility to arrange 2 shift-sessions that enable the LDC Supplementary School to accommodate 20 - 25 children per session, which makes the current number of beneficiaries to be double. However, in order to achieve this target, LDC needs to increase the current income/budget at least by 15% in the next financial year.

2. **Shortage of tutors:** in order to fill the gap and reduce the challenge, we are planning to recruit university students who are able to teach primary & secondary school students under the supervision of our senior tutors. We will also recruit skilled & experienced tutors by advertising the post in our website.

V. Statement of Financial Information:

Incoming Sources:

Despite some limitation to the **financial availability** during Covid-19 pandemic, the **financial situation** of LDC in the last year of 2021/2022 has been sustainable.

The main financial/incoming sources for LDC in last financial year are:

Grants & Donations:

- **38.6%** from Young Camden Foundation (YCF)
- **£6%** from Yapp Charitable Trust (Yapp)
- **6%** from Hampstead Wells and Campden Trust
- **2.6%** from HMRC

Income-generating Activities:

- **46.8%** from LDC Income-generating sources

A copy of our annual financial accounts is available separately.

VI. Acknowledgements:

Acknowledgement for funders:

Our financial sources/funders have been played significant role in our successful **delivery of activities/services** and **financial sustainability** that enabled us to meet our maximum expectations. We want therefore to use this opportunity to acknowledge all our funders for choosing to invest in our disadvantaged children & young people towards their educational performance/attainment and extracurricular activities through our LDC Supplementary School.

Special thanks go to:

- **Young Camden Foundation (YCF)**
- **The Hampstead Wells and Campden Trust**
- **Yapp Charitable Trust**
- **LB Camden /HMRC**

Acknowledgement for partners, staff & Volunteers:

We want to use this opportunity to thank our staff/volunteers, local partners, particularly the National Resource Centre for Supplementary Education, Camden Supplementary Schools Forum & Camden Supplementary Schools that support our



organisation and make valuable contributions to our great achievements of the year.

VII. Legal and Administrative Information:

Directors/Trustees of LDC present their 11th annual reports and financial accounts for the year ended 31 March 2022.

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.

1. Management:

The Board of Directors/trustees is the highest decision-making body of the organisation. The Board of Directors delegates a senior management team (SMT) that consists of two Trustees/Signatories and Senior staff/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 by consulting with individual Trustees & service users, as well as to monitor & evaluate the delivery of activities & services of the organisation.

2. 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 face-to-face activities as scheduled under the supervision of the Coordinator and **SMT**. Most of Board & staff meetings had been running via both virtually and face-to-face in our Learning Centre.

Legal Status of LDC: Registered Charity Number 1138756
Company limited by guarantee 07303004

Governing Document: Articles & Memorandum of Association

Registered Office & Operational Address: 71 Kingsgate Road
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Telephone number: 02076240652
Website: www.ldcentre.org.uk
Email: Ldcentre2010@gmail.com / Admin@ldcentre.org.uk



Honorary Officers:

Mrs Sara Tesfu
Ms Azeb M Geta

Principal Staff:

Mr Merhatsidk Kennaw (Coordinator)

Bankers:

Barclays Bank
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131 Finchley Road
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