



# **Learning & Development Centre Limited (LDC) Annual Reports (September 2022 – July 2023)**

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# **Learning & Development Centre Limited (LDC) Annual Reports (September 2022 – July 2023)**

## **Message from Managing Director/Coordinator:**

I am pleased to introduce the Annual Report of the Learning & Development Centre Ltd (LDC) to our community members, local partners & funders in the year of 2022/23.

LDC has continued to survive & grow from strength to strength through challenging times, particularly in the past 3 Covid & post Covid years by keeping its delivery of activities & services without interruption for our target children & young people who are the future generation of our community.

We all Trustees, staff/volunteers, beneficiaries, members & funders deserve to be proud of LDC's long-standing and sustainable achievements in delivering the proposed project activities and addressing the needs of the target beneficiaries without interruption in the past 23 years, particularly in the last Covid pandemic years.

Such great success in the delivery of our project activities & services is totally depend on the financial success. The financial situation of LDC in the last financial year of 2022/23 has been successful and sustainable in obtaining the maximum annual turnover of **£63,294**. This has increased by **47.7%** of the annual turnover of **£33,093** of the previous year of 2021/22. The financial success in the past 12 months has enabled our organisation to: expand the existing project activities, increase the working hours of the existing employees, and employ new staff members (1 fulltime, 1 part-time & 4 freelance tutors & 2 multi-sport coaches & nutritionists), who can deliver the project activities effectively & successfully as proposed.

Many children & young people who are from minority ethnic communities are still continuously living **in poverty**, as their parents are lacking opportunities for descent employment, qualifications, skills, or experiences because of their refugee backgrounds. It is therefore, extremely important to support disadvantaged children & young people aiming at their educational achievement, as it is the only means to break the cycle of poverty among minority ethnic communities and low income-families.

We use this opportunity to thank our funders, partners, the local Council, staff/volunteers, and community members for their continuous support with the delivery of our activities & services throughout the year of 2022/23.

### **I. LDC Background:**

**Learning & Development Centre Ltd (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. RDCEB had a successful track-record of achievements in the delivery of supplementary education, IT-literacy training, drop-in advice and community activities for 9 years (2001 – 2009).

However, since 2009 as the number of new arrivals/refugees in London had become gradually reduced due to the government dispersal policy, and the vast-majority of the existing refugees/asylum seekers had settled as British citizen, RDCEB was forced to be reformed in 2010 and registered with the Companies House and Charity



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Commission under its current name (LDC). Further to the reformation of LDC, we have made significant changes to the organization establishment, including change of name, status, and target groups that can reflect & address the new needs of the wider ethnic minority communities.

In order to achieve the new establishment objectives, we established community-based **Supplementary School** and have secured own learning Centre, which is available at any time for our delivery of activities & services. We have also successfully developed and adopted a range of policies, teaching programmes, procedures and monitoring systems that enable the Supplementary School to be successful in its delivery of activities & services safely and effectively as planned. As a result, LDC has got successful & sustainable track records in delivering and managing its project activities & services without interruption over the last 23 years (2001 – 2023).

### **Statement of Mission & Objectives:**

The primary mission & objective of LDC is to:

- provide supplementary education that enables disadvantaged children & young people to advance & enhance educational performance and attainment;
- create better opportunities during school holidays for the local children & young people in providing life skills: **outdoor** (physical multi-sport activities) and **indoor** (entertaining, artistic & healthy eating lessons) that enable them to tackle poor health and be active in their future lives & careers;
- increase parental awareness of children's education, self-esteem, ethical & moral values that enable them to educate themselves towards the promotion of their children's sense of integrity & inclusiveness within the wider community.

## **II. Key Activities:**

The LDC key activities of the 2022/23 were curriculum education classes in Maths, English & Science, and extracurricular holiday activity & food programme (HAF) (multi-sport, healthy eating & entertainment). The curriculum education classes and the extracurricular holiday activity & food programme (HAF) for local disadvantaged children & young people were particularly designed for the achievements of two main objectives:

- a) to enhance & advance their educational performance & attainment;
- b) to develop life skills that enable children to be active during the school holidays and keep themselves away from anti-social behaviour and prevent themselves from school exclusion & truancy.

### **A. Curriculum Education Classes:**

The curriculum classes in Maths, English & Science had been delivered as planned throughout the last three school terms (Autumn-2022, Spring & Summer terms 2023) for the local disadvantaged children & young people (age 5 -16) at the LDC Supplementary School Learning Centre.

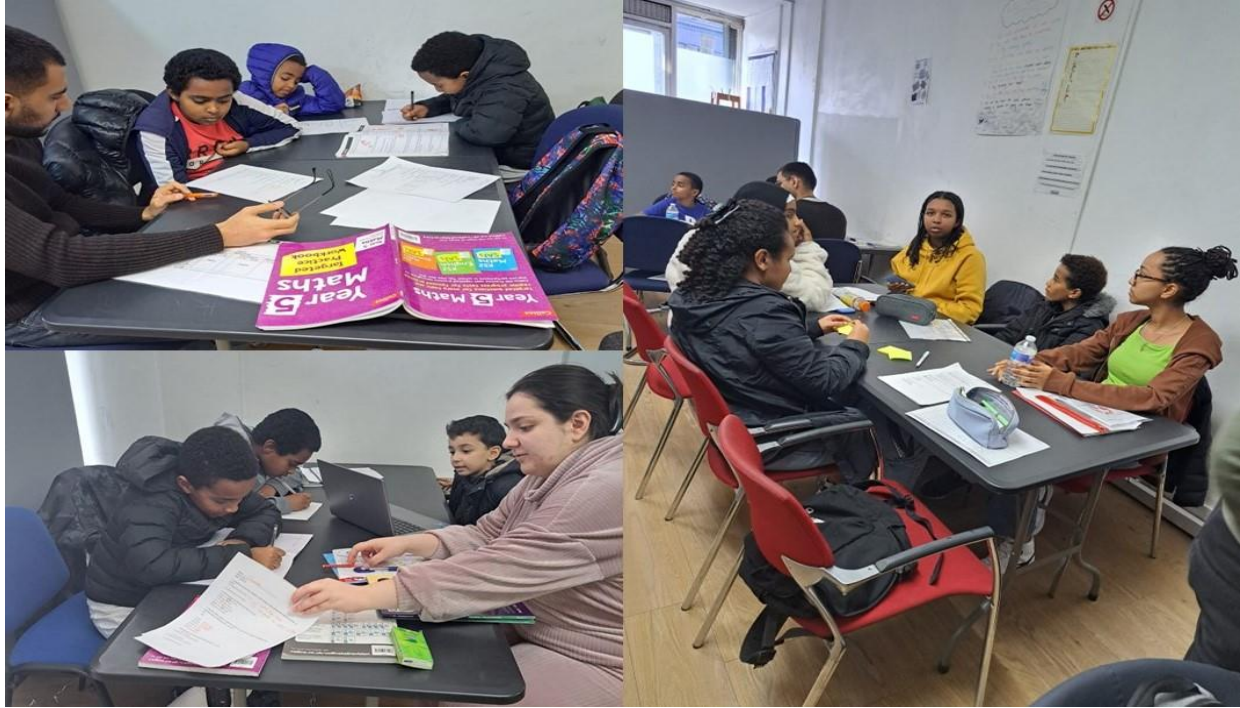
- in-group based on Key Stages (1, 2, 3 & 4) within the National curriculum,



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- one-to-one support with follow-up lessons and homework/course work
- preparation of exam for SAT & GCSE.

The curriculum classes have been running mainly on Saturdays for 4 hours or 2 sessions (10am –14pm) per week and 36 weeks throughout the year.



*Curriculum Lessons Students' picture 1*

### **1. Summary of Outputs & Outcomes**

**Outputs:** the LDC curriculum lessons had been successful as usual in meeting our maximum expectation in the academic year of September 2022 to August 2023.

**Beneficiaries:** as the capacity of the LDC Learning Centre is to accommodate **up to 30** pupils at the same time, in the **Autumn** Term 2022, **29 pupils** (KS1/2 = **17** & KS3/4 = **12**) and in the **Spring** Term 2023, **30 pupils** (KS1/2 = **18** & KS3/4 = **12**) and in the **Summer** Term 2023, **31 pupils** (KS1/2 = **21** & KS3/4 = **11**) were registered and attended the curriculum classes in Maths, English & Science throughout the three school terms. The lessons/classes had been delivered on Saturdays for **4** hours/w or **144** hours and **36** weeks by the end of the year.

Although, the total repetitive number of the beneficiaries for the 3 terms was **88** (28+29+31), the **unrepetitive**/or **unique** number of the beneficiaries by the end of the year was **40**. On average **75%** of or **23** out of **30 pupils** who attended in each term are usually expected to continue to attend the classes throughout the year. For example, **22** out of **29** pupils who attended the classes in the last Autumn Term 2022 continued to attend the classes in the Spring Term 2023, while **25%** of or **7 pupils** left the Supplementary school by the end of the Autumn Term and **8 new pupils** joined the School in the Spring term. The evidence, which shows pupils' progress in English,





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Maths & Science lessons, was teachers' baseline: **class work performance (40%)** and **progress test** at the end of each term **(60%)**.

**Attendance:** The average weekly attendance of the **pupils** who attended the curriculum classes regularly in the three terms was **93%**.



**Curriculum Lessons' Students Picture 2**

**Outcomes:** as the main objective of the curriculum lessons is to enhance & advance the educational performance & attainment of the target beneficiaries, the actual delivery of our curriculum lessons has met successfully the expected outcomes as follows.

According to our average end-of-term **progress-test** results and **class-work performance** throughout the three terms (Sep 2022 – July 2023), **48%**, **40%** and **12%** of **40** beneficiaries, who regularly attended the classes have demonstrated **significant progress (70% - 100%)** and **satisfactory progress (50% - 70%)** and **unsatisfactory (<50%)** respectively.

The contribution of our curriculum lessons to the educational attainment of disadvantaged children & young people is significant. We have many pupils who can be a real witness for our Supplementary School's **positive impact** on the beneficiaries who have been regularly attended the curriculum lessons. We had **4 students** who took GCSE exams last year and they have got good results: (A\*\* - C). For example, one of the 4 students, has obtained top GCSE results: **(3A\*\*, 3A\* & 2A)** and our Supplementary School is proud of such amazing students' achievement.



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**Curriculum Lessons Students picture 3**

### **2. Beneficiaries' backgrounds by age, gender & ethnicity:**

**Age:** 53% and 47% of 40 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 5 –11 (Primary school) and 11–16 (Secondary school) respectively.

**Gender:** 52% and 48% of the 40 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 2022 – August 2023, 40 minority ethnic children and young people benefited from the curriculum core subjects at our Supplementary school. 87% of the beneficiaries were from **African Black Minority Ethnic**, 8% from **Asian Minority Ethnic** and 5% from other white ME communities.

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

**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 (enrolment forms, attendance registers, end-of-term progress tests, teachers' note books).

**Evaluation:** the outcomes of our **curriculum lessons** were evaluated and proved by the **progress-test results**, **class-work** and **beneficiaries' feedbacks** to ensure whether the proposed objectives are being achieved in meeting the proposed plans. We have also evaluated the data obtained from the beneficiaries' feedback against our target outcomes.

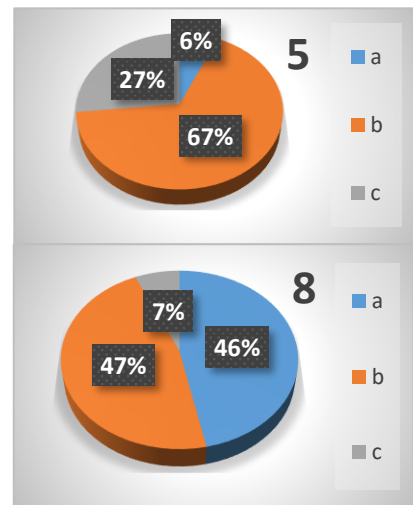
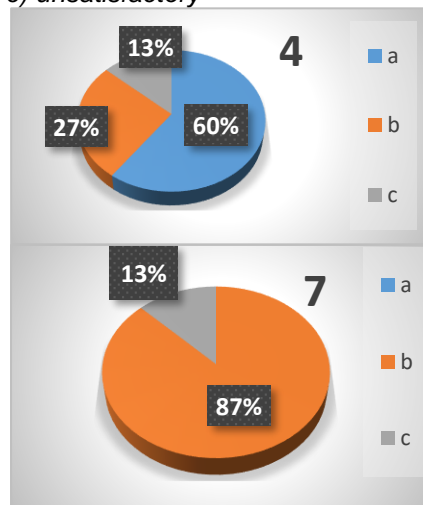
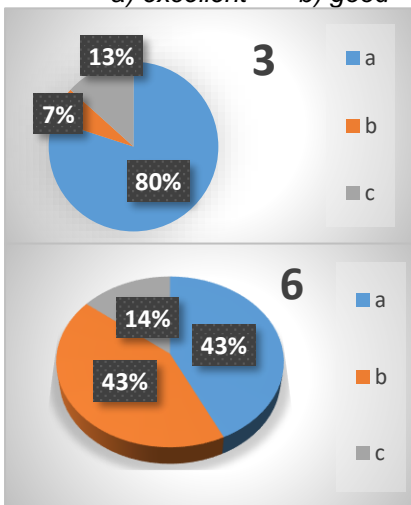
### **4. Beneficiaries feedbacks:**

More than 55% of the beneficiaries (40) completed the below evaluation questionnaires in the Autumn & Spring Terms 2022/23 focussing on their improvements & satisfactions with the overall learning & teaching performance of our Supplementary School.



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3. Do you think that you have benefited from our Saturday school lesson?  
a) yes b) no c) not sure
4. Are you confident that our supplementary school will have a positive impact on your educational progress in the future?  
a) yes, very much b) yes but not too much c) no
5. What is your priority to learn here at the Saturday school?  
a) English b) maths c) science
6. Do you think that the availability of smart phone and unlimited Internet access is the biggest challenge for students to focus on their studies at home and school?  
a) Yes b) No c) Not Sure
7. If you say yes what should be the solution or how we can manage the challenge  
a) it is better not to use smartphone at any time until the end of GCSE  
b) it is good to use smartphone on a limited time only  
c) it is good to leave children alone to have Internet access & smartphone
8. How do you rate the overall teaching and learning performance of the Saturday school?  
a) excellent b) good c) unsatisfactory



## **B. Extracurricular Holiday Activities:**

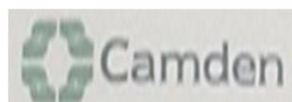
The extracurricular holiday activities are extremely needed for disadvantage children & young people who cannot afford to go on holiday, particularly during the Summer, Christmas, and Easter holidays. The extracurricular holiday activity and food programme (HAF) has been widely recognised and supported by voluntary community organisations and the London Borough of Camden Council as the holiday programme has demonstrated a positive impact on the social life & mental health of disadvantaged children & young people in the London Borough of Camden.

In the post Covid-19 pandemic, **Learning & Development Centre** has been dedicated to deliver the holiday activities and the food programme for the local disadvantaged children & young people, as one of the LDC main objectives and key activities is to provide extracurricular activities for the local target beneficiaries.

### **Main Holiday Activities:**

LDC had delivered the following **outdoor** and **indoor** activities during the last Summer, Christmas & Easter holidays:

- Multi-Sport Activities
- Sporting & Football
- Exercise & Fitness







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- Swinging & Climbing in the play-ground
- Entertaining & Artistic activities in the Learning Centre
- Healthy & hot/fresh free meals
- Nutritional & healthy eating lessons

## 1. Summary of Outputs and Outcomes:

**Outputs: a). 30 children & young people** attended the Summer Holiday Activity & Food (HAF) programme that was delivered for **4 hours** per day and **4 days** per week and **4 weeks** during the summer holiday. **90%** of the beneficiaries were eligible for Free School Meal that was monitored by & reported to Young Camden Foundation (YCF)



**Summer Holiday Activities' Students picture -1**

**b). 29 children & young people** attended & participated in the Winter/Christmas HAF programme that was delivered for **4 hours** per day and **4 days/w** and **1 week** during the Christmas holiday. **93%** of the beneficiaries were eligible for Free School Meal that was monitored by & reported to Young Camden Foundation (YCF)



**Winter/Christmas Holiday Activities Students' picture-2**

**c). 31 children & young people** attended & participated in the Easter HAF programme that was delivered for **4 hours** per day and **4 days/w** and **1 week** during the Easter holiday. **90%** of the beneficiaries were eligible for Free School Meal that was monitored by & reported to Young Camden Foundation (YCF).





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**Easter Holiday Activities Students' picture-3**

The total follow-up number of the beneficiaries for the 3 HAF programmes was **90** (30+29+31), while the none-follow-up /or **unique** number of beneficiaries was **52** for the following reasons:

1. Based on our previous experience, around 20% of the beneficiaries of our HAF holiday programmes are expected to be from the beneficiaries of our curriculum lessons that cannot be counted here, as they have been already counted in the curriculum lesson programme;
2. According to our actual records, **23%** of or **12** out of **52** participants in each HAF programme (Christmas, Easter & Summer 2022/23) came from existing beneficiaries of the curriculum lessons/classes, while **77%** of or **40** out of **52** participants were **new beneficiaries**, who joined our HAF holiday programmes.

**Outcomes:** the extracurricular holiday activity programme had been successful in delivering the proposed activities and achieving the following positive outcomes.

1. **52** beneficiaries had actively participated and benefited from our **outdoor** multi-sport physical activities and have developed sporting habits and skills that enable them to **'be more active'** in their future day-to-day lives.
2. The beneficiaries have significantly benefited from the **entertaining & artistic** activities by **'taking part'** in a range of **indoor activities'** such as painting, drawing, dancing & reading stories. The **indoor** activities had enabled beneficiaries to promote inclusiveness, participation in the community activities and tackle possible social exclusion & isolation.
3. The beneficiaries had successfully benefited from the **healthy eating & nutritional** lessons by developing or **'having greater knowledge of health & nutrition'**, as well as the awareness of the benefits of balanced diets.



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**Summer Holiday Activities Participants Picture-4**

### **2. Beneficiaries' backgrounds by age, gender & ethnicity:**

**Age:** 62% and 38% of 52 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 5 –11 (Primary school) and 11–16 (Secondary school) respectively.

**Gender:** 46% and 54% of the 52 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 2022 – August 2023, 52 minority ethnic children and young people benefited from our extracurricular holiday activities. 51% of such beneficiaries were from **African Black Minority Ethnic**, 34% from **Asian Minority Ethnic** and 15% from other white minority ethnic communities.

### **C. Drop-in Advice & Information Provision:**

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

Along with the Curriculum and Extracurricular activities, LDC staff and volunteers had provided drop-in advice, information, and Community activities throughout the academic year of September 2022 to August 2023. The drop-in advice & information provision had been accessible to parents & carers and elderly people who are in need of our services. Our drop-in advice services have been provided in the form of consultation meeting, distribution of awareness & promotional information.

**Outputs:** more than 75% of our drop-in advice & information provision is back to the face-to-face services at our Learning Centre since Covid-19 pandemic was over in





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the early 2022, while **25%** of the services have still been delivered via telephone and online communication systems. The face-to-face drop-in advice & information had been delivered to **24** target parents & carers on children’s education, social behaviour, and family issues, while the online services (benefits, pensions and housing issues) for elderly people had been delivered to **13** beneficiaries.

**Outcome:** the outcome of the drop-in advice & information provision has been monitored & evaluated by the feedbacks of the beneficiaries. Based on the beneficiaries feedbacks **72.5%** of 24 beneficiaries completed the questionnaires and **94%** of them have been fully satisfied with the advice, information & support services delivered on a face-to-face basis in the Learning Centre by the LDC staff and volunteers.

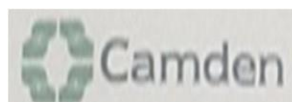
## 2. Local Community Network & Partnership:

Alongside our community support activities in the academic year of 2022/2023, LDC had been working in partnership with the local communities, voluntary & statutory organisations: **Supplementary Schools in Camden, 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 network and sustainability of its activities & services. Working in partnership is also important to expand the extracurricular holiday activities for the local children who are eligible for Free School Meal and to share information & good practice that has made great contributions to the positive impact on the active participation in our holiday programme and on the educational performance & attainment of the beneficiaries. Although, Covid-19 pandemic has been over since 2022, more than 60% of the networking, consultation meetings & trainings have not been backed to the normal face-to-face programme, instead the activities have been continued to be running by virtual & online systems.

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

| Key Project Activities                    | NO of Users | Gender/Sex   |             | Age Range             |                   | Ethnicity        |              | Other       |
|---|-------------|--------------|-------------|-----------------------|-------------------|------------------|--------------|-------------|
|   |             | Girls Female | Boys Male   | Primary School 6 - 11 | High School 11-18 | African Black ME | Asian ME     | ME          |
| Curriculum Subjects' Classes              | 40          | 52%          | 48%         | 53%                   | 47%               | 87%              | 8%           | 5%          |
| Extracurricular Activities                | 52          | 46%          | 54%         | 62%                   | 38%               | 51%              | 34%          | 15%         |
| Face-to-face Drop-in Service Participants | 24          | 76%          | 24%         | -                     | -                 | 92%              | 8%           | 0%          |
| <b>Total Beneficiaries</b>                | <b>116</b>  | <b>58%</b>   | <b>42 %</b> | <b>57.5%</b>          | <b>42.5%</b>      | <b>76.7%</b>     | <b>16.7%</b> | <b>6.6%</b> |







## **Learning & Development Centre Limited (LDC) Annual Reports (September 2022 – July 2023)**

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

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

In the post Covid-19 pandemic, the recovery process of backing to our normal face-to-face activities & services in the site of the Learning Centre has been successful in obtaining the following achievements, which are in some way exceeded our expectation.

a. Due to our financial success, once again, we have been successful in retaining the Lease of our premise (Learning Centre), which is available at any time for the delivery of our site/ face-to-face activities & services.

b. The extracurricular activities have been exceptionally expanded by increasing the number of beneficiaries by **42%** and providing additional activity which is the **provision of fresh & hot foods** for children who are eligible for FSM, as the free school meal is not available from home during the school holidays.

c. The overall **outputs** and **outcomes** of the project in the last academic year have been successful in delivering the proposed project activities & services to **92 (40 + 52)** beneficiaries that enabled us to meet our maximum expectation. For example, based on the end-of-term progress-assessment-tests, **48%** (19 out of 40), **40%** (16 out of 40), and **12%** (5 out of 40) of the students for the curriculum lessons have achieved **significant** progress (**70%-100%**), **satisfactory** progress (**50% - 70%**) & **unsatisfactory (<50%)** respectively.

d. Thanks to our funders, the LDC financial position in the last financial year of 2022/23 has been successful & sustainable. The annual return in the same financial year has also increased by **48%**. This financial success has enabled LDC to expand extracurricular holiday activities and to employ more staff who can deliver the project activities effectively & successfully.

#### **2. Challenges:**

Although, we do not have any challenge for the delivery of our current project, we have been challenged by a few issues in using the online systems through our professional website. Alongside our face-to-face activity & service provision, we have designed & developed professional website that enables us to reach out many more beneficiaries by accessing our online services from home or from wherever they are in London. However, we are currently unable to deliver our services online as planned for the following reasons:

a. After the end of Covid-19 pandemic, more than 80% of parents & carers are not interested to use the online services, as their children have preferred to learn face-to-face lessons in the Learning Centre.

b. Even-though, more than 98% of parents have mobile with internet, around 50% of them have difficulties to use online learning services due to lack of basic skills & experience. They have also no reliable internet facilities (laptop/computer and broadbands accessible to their children).



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### **3. Solution for the Challenge:**

The solution for the challenge is to train parents & carers by: **1)** providing basic ICT literacy trainings and **2)** raising awareness about the benefits of online learning services with digital technology for everyone in the future. This project will bring genuine impact on the capacity of parents & carers that enables them to access the necessary information through digital technology and communicate with the school staff/teachers via online systems.

### **V. State of Financial Information:**

#### **A. Incomes & Incoming Sources:**

The financial situation of LDC in the last financial year of 2022/23 has been successful and sustainable in obtaining the annual return of **£63,294**. The main financial sources of LDC in the last financial year are: **1)** John Lyons Charity: **39.5%**, **2)** LB Camden: **23.7%**, **3)** Young Camden Foundation: **17.3%**, **4)** Yapp Charitable Trust: **3.2%** and **5)** Income-generating sources: **16.3%**.

#### **B. Proposed Budget & Actual Expenditure:**

The proposed budget for the year of 2022/23 was £45,500, but due to the expansion of the HAF holiday activities programme, the actual expenditure in the same financial year became £60,000, that was higher than the proposed budget by 19%. ***A copy of our annual financial accounts is available separately.***

### **VI. Acknowledgement to Funders & Supporters:**

In the post Covid-19 pandemic, our financial sources are:

**John Lyons Charity, LB Camden Council, Young Camden Foundation, and Yapp 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 target 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:

- **John Lyon's Charity (JLC)**
- **London Borough of Camden**
- **Young Camden Foundation (YCF)**
- **Yapp Charitable Trust**

We would also like to thank our staff/volunteers, local partners, particularly the National Resource Centre for Supplementary Education, the Camden Supplementary Schools Forum and the local community partners that have supported our organisation and made valuable contributions to our great achievements of the year.



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## **VII. Legal and Administrative Information:**

The Board of Directors/Trustees of LDC presents its 13<sup>th</sup> annual reports and financial accounts for the year ended 31 March 2023.

### **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 & 1 part-time permanent staff and 4 Freelance/Sessional Tutors and 3 voluntary assistant tutors. The staff meeting and decision is accountable to the **Senior Management Team (SMT)**. The Freelance/sessional staff/Tutors had delivered the proposed activities on a face-to-face basis. After the end of Covid-19 pandemic, all Board & staff meetings have come back to normal face-to-face in the Learning Centre.

**Status of the organisation:** Registered Charity Number 1138756  
Company limited by guarantee 07303004

**Governing Document:** Articles & Memorandum of Association  
Mrs Sara Tesfu

**Honorary Officers:** Ms Azeb M Geta  
Ms Elizabeth Mulatu

**Principal Staff:** Mr Merhatsidk Kennaw (Coordinator)

**Registered Office & Operational Address:** 71 Kingsgate Road  
London, NW6 4JY





## ***Learning & Development Centre Limited (LDC) Annual Reports (September 2022 – July 2023)***

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