



From 1st of October 05, Aqoon Education Services has been renamed Aqoon Community Education and Training Services, abbreviated as ACETS.

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Aqoon Education Services

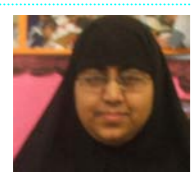


ANNUAL REVIEW 04/05

CHILDREN'S SERVICES

“Equality in education leads successful integration”





I would like to introduce our second successful annual report as a summary of the achievements of the past year. It offers a 'snap shot' of the work of the organisation and how it met its objectives and targets. As the first Somali Social Enterprise in Leicester, it has always been our utmost commitment to promote social inclusion and community

involvement, as well as enhancing knowledge and skills among the new arrivals in the city, particularly among the Somali community.

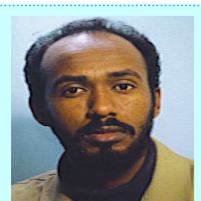
I would like to take this opportunity to thank both our partners and funders for their absolute support in technical and financial such Leicester Shire Economic Partnership, Leicester City Council-Education, Social Enterprise East Midlands, Leicester and County CDA, School Development and Support Agency, Leicester CAN.

Before conclude my introduction to this annual report, I would also like to inform you that due to a business expansion, from 1st of October 2005, our name has been changed from Aqoon Education Services to Aqoon Community Education and Training Services (ACETS).our current business contact address will be highlighted at the end part of this report.

Finally, I would like to personally thank the other members of the Board, staff as well as the volunteers of Aqoon Education for their hard work and commitment throughout the year.

Yasmin Surti
Company Secretary

Our Managing Director's Vision



I must thank Allah for his mercy and guidance to achieve some of the successes recorded in the last year.

I am privileged to be part of this forward-moving social enterprise. Since becoming Director of the first Somali social enterprise in Leicester in 2003, I had always belief and still do working in partnership is the most effective weapon to achieve a good result. As an emerging enterprise, challenges are always foreseen and the overcoming of these challenges depends on the ability of the individuals within an organisation. ACETS formerly Aqoon Education Services had managed to overcome these challenges by using both our internal human capabilities(staff, volunteers, community members), and external support which include business advice and guidance, mentoring from other agencies such as Leicester County CDA, Leicester CAN, whom their support had always been a tangible asset to our successes in the last years.

ACETS, as it expands its services to post 16, I am envisioned in the coming years to lead this enterprise with more dynamic and collaborative based sprit, as ACETS's vision remains finding solutions for social problems within newly arrived communities. These solutions can be solved through working in partnership with other dedicated local agencies who have already maximised their effort in helping the newly arrived communities to settle in the City.

Abdishakur Tarah
Managing Director

	2004	2005	TOTALS
INCOME	£	£	£
Leicester City Council	7,605.00	7,000	14605
Neighbourhood Renewal Fund	12,400	10,000	22,400
Social Enterprise East Midlands	0.00	10,000	10,000.00
Leicester Economic Partnership	4,353	5,286	9,639
Parent Contribution	890.00	860.0	1,750.00
Other Income <i>(income received on behalf of a third party)</i>	0	9,000	9,000
TOTAL	25,248.00	42,146	67,394.00

EXPENDITURE	£	£	£
Salaries and NI costs	9,620	14,309	23929
Office Administration	1785.25	3,160.27	4945.52
Professional fee		7,500	7,500
Staff/Volunteer costs (training, transport)	925	1450	2375
Premises rent costs (office, classrooms)	2,760	2820	5580
Other costs (teaching & learning resources)	1,266.77	1,457.75	2724.52
Bank charges including <i>(Transaction charges, Barclays Business Card)</i>	46.8	49.03	95.83
TOTAL	16357.02	30697.02	47149.87

Balance forwarded			£ 20,244.13
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Cash at the bank			£ 20,244.13
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This financial statement covers 25th June 04 to 30th of June 05

- Integration/Citizenship activities/ courses for pupils and parents
 - It is recommended that a standard city-wide /national assessment system is used
 - It is recommended that the involvement of bilingual support Somali staff to be increased, as they have the advantage of cultural understanding
 - It is recommended that EMAG co-ordinators are provided with awareness raising training and education on the particular circumstances and cultural issues of Somalis and the new arrivals
 - Encouragement of the services provider staff to learn about new arrivals language and culture to facilitate understanding and integration (e.g. City Council commissioned Nottingham university to offer a course to its staff in “ language and culture in the middle East- Farsi”.
 - English language training/ teaching for parents.
- Leicester City Council received and accepted the recommendations made in this report. If you need to obtain a copy of the report you can contact Somali Development Services on 0116-2855888.

AES Active Summer Program



AES Study and Homework Club

Last academic year – 2004/05 has been our second year running the project since it was set up. The club started to run the activity on the 18th September 04 and ends 10th July 05. Due to additional resources provided to us last year by NRF Literacy development and Study Support Unit of the LEA, AES increase its enrolment by 66 percent. This means that the number of children who had been on our waiting list the year 2003/04 (33 pupils) were registered and attended the classes this respective year 2004/05.

The total pupils last year 80 children. Attendance had been very positive (89 per cent average). This is due to combination of high pupils’ motivation and parental involvement in the project. The project recruits an extra club tutor. This means that an extra parallel classroom has been set up to manage the classroom size, maximum 12 pupils. The club has gone to great lengths to better the understanding of pupils’ knowledge within numeracy and literacy. As a priority area, most of the time is spent on helping those pupils who bring homework with them from schools this leaves not much time for other pre-planned lessons.



The homework club tutors have made use of different strategies to help pupils understand new or the useful concept of how to improve their work.

The different strategies include,

- One to one benefit
- Group-work
- Teaching by asking questions also known Socratic approach
- Written work, comprehension, and spelling.



National Numeracy and Literacy strategies were the main references used for the session planning, and this one of the suitable reference material used in the booster classes. The club supplied the primary learning and teaching resources such as, whiteboards and charts, books, and other relevant materials to facilitate teaching and learning aims of the club. It is felt that it would be more beneficial to year six pupils if the time slot was increased by one hour. This would allow greater time for feedback and analysis to be given to pupils. Also this would allow time for SATs Revision.

During this year pupils had also gained an opportunity to attend ICT sessions (for the use of Excel, Power Point and Word). They did presentations on Space and Rain Forest through using Power Point Presentation.

Project Success

The overall project performance shows a significant success by referring our set of targets and the project life-cycle. Although pupils attended sessions once a week but there has been a sign their attendance in the project has been overwhelmingly a contributing factor for the overall performing in the mainstream schools.

Some of the unique success cases include;



A) Seven of KS2 children (year 3) had difficulties in handwriting since they attended the project, these pupils managed to overcome that difficulty.

the availability of specialised handwriting books and a maximised efforts of project tutor (Mr. Isaac Chi kurunhe) for these pupils at the project year, result shows that their handwriting improved up to the required level.

Within this case, there were some concerns in spelling which have been successfully addressed during this year.

B) Last year there were 24 year 6 pupils. Thirteen of them successfully achieved level 4 above in all subjects of their SATs tests. Three level 5 above. This can be considered a success,

because majority of these children are EAL and not long ago arrived in this country and have language barriers. It

is morally unjustifiable for us to claim this success for ourselves as these pupils spend more time in mainstream schools than in this project and we acknowledge the maximum input schools make to raise achievement of their pupils, but AES also receives similar acknowledgement from partner schools that our work for these pupils is a value added to these success.

Partnership

The project securely enjoys a great deal of strong partnership with local primary schools. The following schools those we have with direct working partnership;

Highfields Community Primary School

Medway Community Primary School

Sparkenhoe Community Primary School Upland Junior

School Small number of children comes from other surrounding schools.

The partnership work includes, membership of the project steering group, advice and information sharing on pupils' achievement, specialised site use (ICT suite).



Additional Activities

AES part of our commitment to produce a successful integrated young people, AES provide opportunities for the newly arrived children in Leicester by organising trips, such as Museum, City-round-trip, arts. The aim of these activities was to empower these children with sense of ownership with this multicultural society by knowing the history of the city. Remarkably, Abdishakur Tarah- project Manager and other staff alike did not know that Thomas Cooks originated from Leicester until he took part of this trip.

The best AES Volunteer's experience



As newly arrived, settling in and making new life in a new city was tough challenge. As a way of coping with that kind of situation and making sense out of it, I looked for opportunity to work as volunteer. I must say I was fortunate in getting one with the help of Voluntary Action Leicester (VAL) which puts me in contact with Aqoon Education Service. I joined Aqoon Education Services in late July 2005 and since then have been working with AES as general admin support worker. The experience I gained from here has been valuable and rewarding more than anything else for my professional development. It gives me a sense of achievement and vision for the future. I'm interested in taking up career in community development issues and empowering communities to ending social deprivation. No body is to be poor or deprived! I'd still like to make my time and efforts available in what ever capacity to contribute to help my community now and in the future.

I would personally like to encourage AES to sustain its highly committed work that it does for the community and wish every success for its future.

Abdi Mustafa Ibrahim
Volunteer

Leicester Somali Community Developments updates

- Rajo Employment Agency

Rajo Employment Agency, is an employment agency to support newly arrived members to get access to the job market. With the support of Social Enterprise East midlands, Somali Development Services (mother organisation) undertook a feasibility study to investigate the barriers and their overcoming. SDS disseminated the findings of the feasibility study. Some of the key findings in this report were;

- Insufficient was done to help those facing disadvantage in the job market.
- There were several examples of existing qualifications, skills and experience not being taken into account by agencies and potential employers.
- Lack of UK work experience was also cited as a major barrier to employment.
- Existing support frequently takes little account of the culture and beliefs of Somali people and there was a strong feeling that existing agencies could not be relied upon to tackle the major problems experienced in attempting to obtain meaningful employment.

Since its establishment, Rajo started its activities by registering and screening members of the community as potentials for the job market. The agency is based on 39 Abingdon Road, Leicester and it can be contacted on 0116-2855888 and ask Abdirizak Warsame.

- Research Findings on Mapping Somali Children's Educational Needs

Mapping Somali Children's Educational Needs was social research conducted by the Somali Development Services. As it has been indicated in the Somali development report, there is need for further research on the educational needs of the Somali children. The research specifically investigated the existing educational provisions for the Somali children as new arrivals in the city.

At the end of this research, the following recommendation had been presented to Leicester City Council. Below are some of the key recommendations;

For post 16

In partnership with various HE and FE colleges and university, and organisation like Leicester Learning Partnership, we will be able to provide the following education and training opportunities for post 16,

- High level ESOL provision for overseas qualified people which will be offered at a university
- English for professional and personal development
- Vocational and technical trainings for post 16
 - Construction and its related trainings
 - Media production
 - Computer and IT

Open sessions will be organised for our community members to see our range of trainings, courses and

this will be advertised in public and our website: www.acets.org.uk .

AES has been renamed ACETS (Aqoon Community Education and Training Services), as a result a feasibility study research financed by Social Enterprise East Midlands.

Working in partnership “Far kaliya fool ma dhaqdo”

Starting with Somali phrase “*Far kaliya fool ma dhaqdo*” means “*single finger can not wash a face*”. It is good intention to refer this phrase as working partnership always maximises good results. It is always ACETS’ principle working with others to maximise our commitment to a better result. Last year Aqoon Education Services former name of ACETS approached various organisations to share experience. Some of these contacts led establishing good working relationships and future working partnership.

Our current partners are;

- Leicester City Council - Education
- De Montfort University
- Leicester College
- Leicester Learning Partnerships
- Somali Development Services
- Rajo Employment Agency
- Children and Parent Alliance
- Medway Community Primary School
- Highfields Community Primary School
- Sparkenhoe Community Primary School
- Uplands Junior

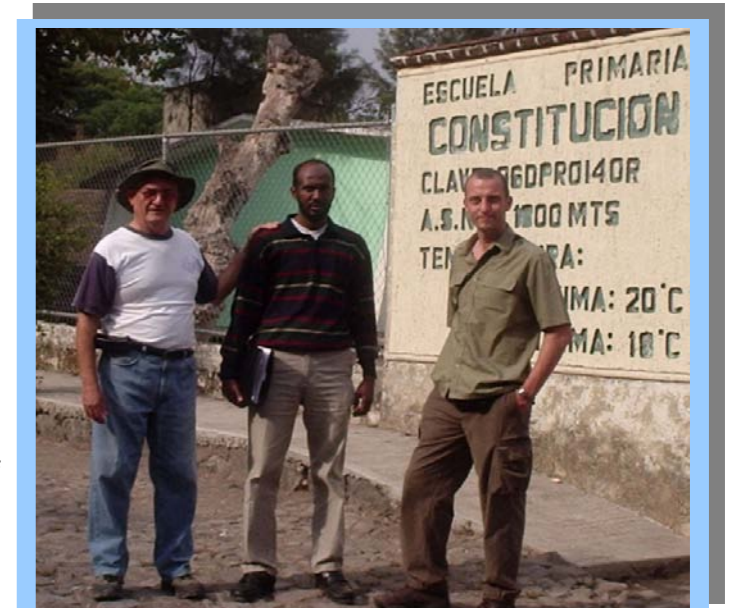
ACETS has both past and future good working relationship with above organisations and we are proud to be associated with them.



Other development:

As a successful study club, AES took part an international research tour project (Fast Forward Project) funded and organized by Centre for British Teachers (CfBT). Abdishakur Tarah from AES Study and Homework club was among other supplementary school managers from Manchester, Bradford, Sheffield and Leicester. The benefit for us and the other supplementary schools were to undertake an action research in an evidence-based comparative assessment of international practice, use lessons learnt from the research to develop their practice, ensure sustainability and maximise their impact on mainstream provision.

At the end of visit, the participant were required to share their experience with their local counterparts in order to maximise the beneficiaries of the project. The participants had the opportunity to visit South Africa, India, and Mexico. On behalf of AES Study and Homework Club, Abdish visited Amigo Project-host project in Colima, Mexico. Abdish presented and shared the findings of the research project with more than fifty managers, volunteers and tutors of supplementary schools in Leicester who attended Leicester Complementary school on the 19th of November 05. One of the unique lessons AES learnt from the tour was the establishment of young volunteers. The Young volunteers who most of them were gift talented provide free after-school tuition to the young children in the local area. It has been a successful scheme and AES commits to set up and apply similar in Leicester.



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Project’s Future development

From the 1st of September 05, the project has been renamed AES Complementary School. It is looking forward to put dedicated efforts in literacy and add some additional activities including, drama, arts and crafts, IT and sports. Additionally, we are looking forward building partnership with the City Learning Centres to enable pupils to learn and gain more knowledge and skills from other academic subjects.

Subject to recommendations from a future research on importance of teaching mother-tongue, AES Complementary may include its activities some Somali Language classes.



Abdishakur Tarah approached me in my role as Study Support Coordinator for the LEA in 2002/03 to provide some financial assistance to an educational initiative targeted at providing Somali school children with out of hours learning opportunities. Many of the children were newly arrived in Leicester and were disadvantaged by their unfamiliarity with the English education system and in some cases with the English language. The work had clear relevance for those of us in the Education Department, as we had been concerned about the relatively poor performance in public examinations.

Small amounts of funding have been located since then to support the work of this excellent social enterprise. Abdish has always kept me very well informed of the group's progress and success stories and this summer I was delighted to be asked to present certificates to AES Study Club students. The project's annual reports are always thorough and heart-warming and I am confident that AES is playing an important role in raising educational standards here in Leicester. As we move towards Extended Services in and Around Schools I feel confident that AES is well placed to serve as a community partner for many of our schools.

Gaynor Nash
 Acting Extended School Co-ordinator



As a Managing Director of Somali Development Services, I have been privileged to had opportunity to work in partnership with Aqoon Education Services which is a dedicated social enterprise to improve the educational achievement of Somali children in Leicester. Their work has been tremendously felt and recognised within our community which has made a huge difference in the life of many children. – *Well done!*. I am looking forward to work with you in many coming years Insha Allah.

Jawaahir Daahir
 Managing Director
 Somali Development Services



As one of the parents whose their children attend at AES Study and Homework Club, I found the project is an important program for our children as well as Somali parents, because it provides help for their homework and extra tuition in all national curriculum subjects which is an added value for raising attainment in schools. It is the third school year that my children attending this Study Club. As the benefit received from this project, my children made a significant progress and achieved well in school. English as an Additional Language Pupils, Somali pupils need such provision and I am overwhelmingly encouraged by the professional commitments of Aqoon Education Services and its supporting agencies, such as, Leicester City Council, Education Department, NRF-Literacy Development to raise standards of Somali pupils in this city. As a parent, I would encourage both to continue the great work they do for the community.

Abdisamed N. Outeh
 Parent



About Homework club.

When I came to England in 2003, I didn't know how to speak any English. Then I went to Medway Primary school and Mr. Barax helped me with my English. After that I saw Mr. Tarah when I went to homework club. I like homework club because it helped me with my English and also other subjects it has even helped me to achieve GREAT levels in my SATS and I would like to thank you for that. I hope that I can come to homework club till year 11 and that it will help during all my life!

Thank you

Hamdi Adan

Hamdi Adan
 (Ex- year 6 pupils)

With support from Social Enterprise East Midlands, ACETS commissioned a feasibility study to explore opportunities within educational and training sectors.

The overall aim of this feasibility study was to test the viability of establishing an agency as a social enterprise, to facilitate the delivery of education and training services to disadvantaged young people and adults. Its primary purpose would be to identify, assist and co-ordinate action to address the educational and skills development needs of the Somali community in Leicester.

In the findings of this research, clear strategic vision with a clear solution had been outlined for ACETS future enterprising.

Potential role for ACETS

Broker – this would involve working in partnership with the supply side agencies to understand and communicate their roles and services to the Somali community and other disadvantaged groups.

Deliverer – the market analysis identified services that Somali people require to enhance their education, training and employment prospects. These included:

- ESOL and business English
- Basic skills
- School support (including homework and study clubs)
- Overseas qualifications recognition
- Vocational skills

Although there is already some provision, the research indicated that many Somali people were not accessing this; and there were also services that are not currently available but for which there is demand.

Researcher Evaluator – this would involve ACETS working in partnership with regional and local strategic bodies such as emda, LSC, LEAs, the Learning Partnership and others to research the market for education and training programmes and ensure that the needs of disadvantaged groups are being addressed effectively. This would support the development and delivery of customer focused services. Following delivery, ACETS would independently evaluate the effectiveness of programmes delivered to disadvantaged groups.

To remove those barriers, ACETS wishes to commit to provide its community members the following the following provisions;

For children,

- Complementary school for primary school children
- Additional social orientation, and integration activities, such as sports, field visit, drama etc.