



## Income statement for the year ended 30 Sept 2010

	2010	2009
<b>Revenues</b>		
Grants	23032.04	8,250.89
Donations	25742.31	8,530.00
Standing orders	3857.61	686.25
Sponsorship / fundraising	1722.79	1,114.40
Other	7682.32	15.27
	<hr/> 62037.07	<hr/> 18,596.81

### Income not yet received:

Wandsworth Youth Service	900	920.00
SWSJ	3890.96	737.17
Putney creche	1500	
Business rates	385.58	
Total revenue	<hr/> 68713.61	<hr/> 20,253.98

### Expenses

After-school club	2774.03	345.00
Youth club	3834.94	737.17
Mentoring	675.36	

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[info@kleviskola.org](mailto:info@kleviskola.org) \* [www.kleviskola.org](http://www.kleviskola.org)

Registered Company no. 6462487

Registered Charity no. 1124376

		595.19
Trips/holidays	9167.32	10,810.26
STAR FC	1556.44	1,959.49
Summer scheme	1471.56	
Advocacy	25.01	
Minibuses	20364.62	
Office	9332.69	
Training	1354.51	
Volunteer/intern expenses	713.90	
Integration	268.00	
Other	4234.38	742.65
Total expenses	55772.76	15,189.76
<b>Income over expenditure</b>	12940.85	5,064.22

#### Balance sheet as at 30 September 2010

	Notes	2010	2009
		£	£
Debtors	1	6676.54	1657.17
Cash	2	15361.36	9097.05
<b>Total</b>		22037.9	10754.22

#### Movement of funds

Opening balance	9097.05	5690
Income over expenditure	12940.85	5064.22
<b>Closing balance</b>	22037.9	10754.22

## **1. Debtors**

	<b>2010</b>	<b>2009</b>
	<b>£</b>	<b>£</b>
Opening balance		
Wandsworth Youth Service	900	920
SWSJ	3890.96	737.17
Putney creche	1500	
Business rates	385.58	
Closing debtor balance	<b>6676.54</b>	<b>1657.17</b>

## **2. Cash**

	<b>2010</b>	<b>2009</b>
	<b>£</b>	<b>£</b>
Opening Balance	9097.05	5690
Income Over Expenditure	12940.85	5064.22
Debtors	-6676.54	-1657.17
Closing cash/bank balance	<b>15361.36</b>	<b>9097.05</b>

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Klevis  
Kola  
Foundation

**Annual Report 2011-12**

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## Charity Overview

The Klevis Kola Foundation is an organisation rooted within the community around Tooting, South London. Working across three boroughs, Wandsworth, Merton, and Lambeth, the foundation offers practical support to refugee and asylum-seeking families, helping them to play their full part in the community.

Arriving as a refugee in the UK can be a terrifying and disempowering experience. Difficulties with language, accessing services and overcoming prejudice are ever-present.

Klevis Kola exists to help refugees overcome those challenges, and to help them rebuild their lives at the centre of the community. Klevis Kola works closely with a number of organisations in south London to deliver services for refugees and asylum seekers, which include after-school and youth clubs, a programme of trips and holidays, an integration project and advocacy and outreach services. Our principal partners are Student Action for Refugees, at St George's, University of London.

# Charity Details

## Name

Klevis Kola Foundation. The Klevis Kola Foundation is a private limited company also registered as a charity with the Charity Commission of England and Wales.

## Registered Company Number

6462487 (memorandum and articles of association incorporated 3<sup>rd</sup> January 2008)

## Registered Charity Number

1124376 (registered on 6<sup>th</sup> June 2008)

## Registered and Principle Office

29, Marlborough Road, Colliers Wood, London SW19 2HF

## Trustees

Christopher Hands, Jessica Thomas, Fatoumata Kone, Ladan Hall, Richard Smith and Shirley Hodgson. New trustees may be appointed by the directors in accordance with the provisions of the articles of the association.

## Objects

1. To preserve and protect the physical and mental health of those seeking asylum and those granted refugee status and their dependants.
  2. The provision of facilities for recreation or other leisure time occupation with the object of improving the conditions of life of those persons who have need of such facilities by reason of their youth, age, infirmity or disablement, financial hardship or social and economic circumstances.
  3. To advance the education of those seeking asylum and those granted refugee status and their dependants in need thereof so as to advance them in life and assist them to adapt within a new community.
  4. To advance the education of the public in general about the issues relating to refugees and those seeking asylum.
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# Financial Information

In the year 1<sup>st</sup> October 2010 - 30<sup>th</sup> September 2011, the Klevis Kola Foundation received revenues of £81,615.77 and incurred expenses of £84,391.46

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The Klevis Kola Foundation has a reserves policy (approved April 2011) setting out a target range for reserves of 16%-20% of the charity's annual expenditure.

# Funding

Approximately three fifths of the foundation's income in the year 1<sup>st</sup> October 2010-30<sup>th</sup> September 2011 was from private donations and fundraising, and two fifths from grant funding.

We very much appreciate the generosity of the private donors who fund the majority of the salaries of two of our members of staff, and those who support us with both regular and one off donations. We thank StAR SGUL for continuing to support us through fundraising events such as bucket shaking at local tube stations and a number of cake sales and an International Lunch event at the Medical School.

Over the past year we are grateful to have received grants from the Sir Walter St John Educational Charity, Lloyds TSB Foundation, BBC Children in Need, the Evening Standard Dispossessed Fund & the Big Lottery, the London Community Foundation, Muggins Fund and the Hilden Charitable Trust.

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## Team: staff and volunteers

All of the work which the foundation carries out relies on the hard work of a small staff team, supported by an invaluable group of interns and project coordinators, who give their time voluntarily, and around 150 highly motivated community volunteers. It is impossible to underestimate the role which volunteers play in planning and delivering the foundation's various projects, whether they undertake a part-time internship, attend activities on a weekly basis or join us for annual events such as the summer scheme.

Not only do we benefit from having a large team of dedicated volunteers, but many of them are highly skilled and keen to share their knowledge, accomplishments and professional experience with us. We are particularly fortunate to have a number of mentor supervisors with backgrounds in psychology and psychotherapy and an advocacy coordinator who has previously worked for CAB, not to mention many talented linguists who volunteer as interpreters on home visits and assist with advocacy cases.

Molly Abraham	<i>Projects coordinator</i>
Elly Brown	<i>Education outreach coordinator</i>
Jenny Love	<i>Fundraising and project support officer</i>
Mohamed Rashid	<i>Advocacy</i>
Natalia Kurysz	<i>After school club</i>
Halima Adams, Alice Hunt	<i>Women's coffee afternoon</i>
Shah Mirza, Lucia Mukonoweshuro & Lynnet Akol	<i>Outreach</i>
Eleanor Karslake	<i>Education outreach</i>
Andrew Harvey	<i>StAR FC</i>
Rita Leonard	<i>Volunteer support</i>
Nick Childs & Daisy Boehm	<i>Fundraising</i>



# View from the Chair

In 2011-12 the Klevis Kola Foundation has made great strides in its mission to support vulnerable refugee families and help them to integrate into the local community in south London. We have accepted around 80 new referrals this year, and now work with a total of 265 children and young people from more than 100 families. To support these families, we have welcomed a large number of new volunteers to the foundation; 60 people have joined us this year, with around 120 people volunteering regularly for the foundation. Many of these volunteers continue to come from St George's, University of London, whose healthcare students learn essential communication and teamwork skills alongside new friends from Congo, Eritrea and Somalia. To complement this growth, we have built strong relationships with more of the primary and secondary schools in Wandsworth, to allow us to support the children in partnership with their teachers.



The foundation's clubs have welcomed these many new arrivals, and continued to offer a safe space away from other daily pressures where children and young people can make new friends. We have also been able to offer new opportunities: STAR FC, the foundation's football club, has

seen new life under the leadership of coordinator Andrew Harvey. We have also been able to communicate our message on a bigger stage; in May Arthur Smith grandly led the *Laughter Clinic*, a benefit comedy night for the foundation attended by more than three hundred people.

We have welcomed a new member of staff: Elly Brown joined the team in 2011 as the education outreach coordinator, and she has developed important new work in support of a group with which we had previously not been able to work consistently. She has supported a large group of young people who have had little previous access to formal education, many of whom are unaccompanied minors, helping them to gain the skills and qualifications they need to build a new life in London. She has done this through individual casework, a peer-led study group, visits and excursions, and supplementary work in the young people's mother tongues. Many new volunteers have been attracted to Elly's projects, and we anticipate that those projects will continue to grow over the coming year.

We have developed our educational work in other areas. Alongside the ESOL provision at youth club on Thursdays, we now offer a class for the parents of the children on Tuesday evenings, and a class for adolescents on Wednesday evenings. Alongside structured educational support at both the after school club and the youth club, we have offered a number of activities aimed at helping the young people to raise their educational aspirations, including

participating in a number of workshops at SOAS (London University) and a fact-finding trip to Oxford University.

Klevis Kola volunteers have long provided practical support for the families who are connected with the foundation, and in 2012 we have developed a framework for making this support more effective and sustainable. Our new advocacy coordinator, Mohammed Rashid, has developed a drop-in service for families needing help with housing, employment or legal matters, and has already made a big impact in the lives of many families.



The foundation has also long encouraged parents and families to develop skills they need to improve their lives for themselves. This work has found increased emphasis and focus at the International Women's

Coffee Afternoon, which has this year become a fortnightly event, with new speakers, keep-fit and first aid classes, and English language support. Like the foundation's after-school clubs, the women's group has become a landmark of local life where people from everywhere feel at home.

**“I love meeting new friends. I didn't know anyone before. I belong now. Now I can help other new people to feel the same”**

[unaccompanied minor]

The Klevis Kola Foundation provides essential support for refugee children and families in southwest London; the foundation also makes it possible for people to meet and to learn from one another in ways that would not otherwise have been possible. We would like to invite anyone reading this report who has not had the pleasure of doing so, to come and volunteer at one of the projects and to make a new connection.

**Christopher Hands, Chair of Trustees**

# Projects

## After School Club

The after school club has had yet another wonderful, fun-packed year: come rain or shine, up to 50 children between the ages of three and 12 have been coming to our Tuesday club to relax, learn new things and play with their friends. The club continues to rely on the contribution of a group of dedicated volunteers, around 30 of who attend each week, and who continue to make sure that all the children can enjoy themselves in a safe, friendly and stimulating environment.



As in previous years, the children have worked in four groups, each led by group leaders who have put a great deal of effort into organising a range of educational and fun activities for their groups. Many of these activities have been based around term-long themes such as *growing*, *the human body*, *the Tudors* and *the Farm*, some of which were suggested by the children themselves in end of term feedback. Children have also had a lot of fun cooking and baking, taking part in Olympics-themed sports competitions, learning how to graffiti and generally getting messy with pens, paints, glitter and clay.



The after school club has continued to receive a high number of new referrals throughout the year. We have developed new strategies for monitoring and supporting the progress of these children during their first few weeks at the club, including providing one-to-one training for 13 regular after school club volunteers, enabling them to act as key workers who ensure that new children integrate well into the club environment and make the most of their time with us.

Overall, 2011-2012 has been a very successful year for the after school club and we hope to build on this good work in the year ahead.

### **New developments: after school club**

- Introduction of themes for each term
- Introduction of key worker volunteers for new children at the club

## Youth Club

The youth club has thrived throughout this year with around 50 young people coming to access learning support, have fun in a relaxed and welcoming environment and make new friends.



Each term, young people have been able to choose from a variety of groups to work in, selecting between art, ESOL, camping planning, peer mentoring and more. Young people have also been able to access GCSE revision help and support with advocacy issues at the youth club. The most popular activity of the year, however, has been cooking, as one of our volunteers explains below.

### **Volunteer voices: youth club**

*“In January this year I joined the Klevis Kola Foundation as a volunteer, and I have a hard time believing that six whole months have already gone by since the first time I set foot into the youth club. I guess that’s why they say “time flies when you’re having fun”. Every week, I plan a cooking session for the young people, with the aim of promoting healthy living and the importance of a balanced diet as well as introducing them to a range of cuisines from around the world. Some of the best dishes that have been prepared this term by our ‘young chefs’ include delicious prawn springrolls, a Moroccan tagine, banana and chocolate pancakes, a spicy Thai green curry, fruit trifles, and mackerel fishcakes. The cooking sessions give the young people an opportunity to work as a team as everyone helps to peel, chop, grate, fry and bake, but they also give young people an opportunity to express their own creativity by experimenting with different ingredients and different flavours.*

*I have many touching memories from my time as a volunteer at the youth club over the last six months, but the best memories are of occasions when the young people have expressed the sense of accomplishment that comes from putting the finishing touches to a great-tasting dish. Equally memorable are those times when we can laugh over the ‘not-so-tasty’ ones! No matter what, we always end up having ounces of fun.”*

[Sophie]

### **New Developments: youth club**

- Introduction of peer mentoring at the youth club
- Involvement of young people in planning residential trips

### Mentoring

Throughout this year the Klevis Kola Foundation mentoring scheme has continued to match children to adult volunteers who visit them weekly to provide companionship and positive activities. Thanks to the scheme we have been able to work intensively with those children and young people who are in need of extra support or who find other services difficult to access. Here one of our current mentors shares some of her experiences of the scheme.

### **Volunteer voices: mentoring**

*“I first met my mentee six months ago. At first I was a little nervous since our training had equipped us to deal with lots of potential challenges during the first weeks of the mentoring process. I seem to have been very lucky in this respect, however, because she showed no apprehension and took charge in getting to know me, making sure I knew the things she liked doing, and was kept*



*up to speed with all the characters and stories from school.*

*We meet weekly for a couple of hours and have a lot of fun – even on the weeks when we’re mainly doing homework, we have a bus trip to the library and back for me to hear all the latest gossip. It’s very much a two-way relationship: I am providing support, help with homework, and hopefully friendship, but I get back lots of laughter, learn about Somalia, and gain an insight into a childhood that in some respects is very different to the one I experienced. I’ve re-learnt how to swing super high on swings, tried multicoloured ice-creams that probably wouldn’t have been my own first choice, and will be going on a much anticipated ice skating trip soon.*

*My mentee is currently in year 6 and will be moving to secondary school in September. I remember being anxious when I was at that stage, and I’m glad that I’ll be seeing her through that transition. We talk a lot about it and about her expectations and concerns. We’ve visited the school uniform shop together and thought about what her walk to school will be like. I’ve even learned to recognise her new school blazer from several hundred yards, when I encounter kids wearing it during my cycle to work!”*

[Liza]

We have adjusted our training for new mentors to run on a quarterly basis this year, enabling us to establish a number of successful new pairings. There are currently six mentoring relationships running, with four more due to start within the next two months. Two extremely successful relationships have ended this year, although in both cases the pairs are maintaining contact in a more informal way.



We have also recruited two new mentor supervisors, both of whom have extensive experience in supervision. This has added great depth to the team and allowed us to increase the level and quality of support we offer to mentors.

Over the coming year we aim to continue to grow our team of mentors to keep up with the ever growing mentee waiting list

### **Volunteer voices: mentoring**

*“I came to the mentoring scheme through the KKF youth club, where I’d been volunteering for a year. Over this time, a positive relationship developed between me and a club member, who asked me to be his mentor. I’ve now been his mentor for four months and we both really enjoy and look forward to our weekly meetings.*

*We started out by meeting in a cafe, having a chat and brainstorming some ideas for activities. Since then, we’ve repaired the boy’s bike and gone cycling in local parks, made and launched a water rocket (getting suitably soaked in the process) and gone on many walks - even spotting some newts in a pond. During the school holidays we’ve been on day trips to the British Museum and Science Museum, explored central London on foot from Hyde Park to Trafalgar Square, and braved the Laser Quest at the London Trocadero.*

*These activities have been great fun in their own right, but have also built up a series of shared experiences which strengthen our relationship and making us feel very comfortable in each other's company. It has also provided opportunities to discuss any worries, think problems through together, and just talk about wider interests. Monthly meetings with my supervisor help me to reflect on how our relationship is developing and provide me with useful advice.*

*I hope that my mentee will continue to grow in confidence through our meetings. I also hope he will learn just how many affordable and interesting activities he can access in London as his knowledge of the transport system increases.”*

[Tom]

#### **New Developments: mentoring**

- Two new, experienced mentor supervisors recruited to the team

### **Trips and Holidays**

We have continued to support the children and young people engaged in our projects to take part in a range of trips throughout 2011-12. These have included a variety of day trips at the end of each club term to attractions such as Bockett's Farm, Brighton and the Horniman Museum, as well as longer residential trips.

So far this year, we have run a 3-day camping trip for 45 children from the after school club as well as an overnight trip to Oxford for members of the youth club interested in learning more about higher education. We also have two camping trips planned for the beginning of the summer holidays for young people from youth club.

going camping “gives you a break from home” and “it gets rid of your fear”

[10 year old girl, 9 year old boy]



In order to maintain the value of the trips we run for young people, in 2011-12 we have introduced criteria for all of the trips we run, which must now: present young people with a challenge; provide an opportunity to try a new activity; or, be educational.

at camping “you get to sleep outside and discover nature” and “you try out new stuff”

[10 year old boy, 11 year old girl]

We are also moving towards greater integration of trips with activities at the clubs, with our Easter trips all reflecting the themes groups had worked on during the spring term. For example, the year 5-6 group, whose theme had been *the Tudors*, visited Hampton Court, whilst the year 1-2 group furthered their understanding of the

inner-workings of the human body at the Science Museum.



While we believe that these kinds of trips have value in their own right- giving isolated young people an often rare opportunity to get out of the house and have fun- we continue to work hard to find ways of making trips relevant and useful to the development of the children and young people with whom we work. In the report below, one volunteer explains how a trip to visit Oxford University encouraged young people to think about their future studies, while having fun and learning about a previously unknown part of the UK.

### **Volunteer voices: Oxford University trip**

*“The objective of this trip, which was funded by the Sir Walter St John Educational Charity, was to raise aspirations for higher education amongst the secondary school students with whom we work. This complements support provided within the education outreach project.*

*In total 11 young people between the ages of 12 and 19 participated in the Oxford trip and were accompanied by five volunteers. After arriving by train from London, the weekend commenced with a tour of the historic Bodleian Library followed by a picnic in a park near the grounds of Christchurch*

*College. The group then moved onto Jesus College, where they were given an inspirational presentation delivered by Dr Alexandra Lumbers, a Senior Tutor at the college. Dr Lumbers talked about the benefits of higher education and how to access it, as well as giving information about life as a student at Jesus College. At the end of the presentation, the young people proved to be both inquisitive and eager to learn more as they took part in a lively Q&A session. They were then given a tour of the college by five undergraduate students from various degree disciplines, who gave them some insight into their own experiences as they showed them around.*

*The following day, after a hearty breakfast at the hostel, the young people were given some time to explore the delights that Oxford has to offer and were treated to a punting adventure on the Cherwell before the weekend came to a close with a short visit to the fascinating Pitt Rivers Museum.*

*Feedback from the students indicated that the trip was a success and along with having fun, the trip had indeed inspired them to think about higher education as an attainable and desirable option.”*

[Shivani]

### **New Developments: trips and holidays**

- Introduction of criteria for trips
- Trips planned to complement and build on work done at club

### **Summer Scheme**

This year our summer scheme, which aims to provide children with new experiences and relieve the boredom and isolation of the long summer break,

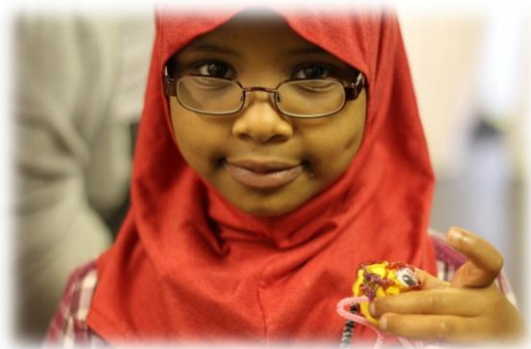


ran between August 13<sup>th</sup> and August 27<sup>th</sup>. Over the two week period we worked with around 90 different children and young people between the ages of three and 19 years.

**“I wanted to come to  
make new friends”**

[11 year old girl]

Morning activities, which were held at local youth and community centres, included craft, sport, music and cooking, ranging from Japanese-lantern making to herb planting and basketball.



In the afternoons, we took young people on a variety of entertaining trips in the local area and central London. There were also two day excursions to Hastings and Bockett's Farm and two full-day visits to Guildford Spectrum where young people could choose to take part in swimming, ice skating and bowling.

**“my favourite things  
were meeting new  
volunteers and making  
pizza”**

[10 year old girl]

Forty volunteers participated in the summer scheme. Some of these were our regular volunteers, whilst others

were new to the foundation. We are very pleased that many of the new volunteers have continued to be involved in other projects in 2011-12.

### **Volunteer voices: summer scheme**

*“I was born in Zimbabwe but grew up in London and I remember how difficult it was to start a new life in a different country with a new language, school, house and community. As soon as I discovered that the Klevis Kola Foundation was an organisation that could support families in similar situations to the one that I was once in, I was excited to get involved in any way I could.*

*During the summer scheme I had the opportunity to work with all the age groups and each day's activities at the summer scheme were totally different. This meant that the children were continually excited when asking, 'what's happening tomorrow?' My favourite activity was going to Bockett's Farm and seeing my group feed the animals despite initially saying they were scared.*



*Watching the children try new activities, enjoy things they didn't think they would like and make new friends, showed me that Klevis Kola's goal of supporting families to gain independence whilst playing a part in the community truly was and is a reality thanks to projects like the summer scheme.*



*Knowing this, as well as seeing the children have the opportunity to try new things, made me more excited about the organisation and the other ways they support and empower refugee and asylum-seeking families. Thanks to the summer scheme my eyes were opened to the many ways an organisation could support families and I was inspired to continue being involved with Klevis Kola.”*

[Lucia]

## Advocacy

This year we have been successful in strengthening the advocacy service we offer to families with whom we work. In the second half of the year we have introduced two weekly dedicated *advocacy days* when people can come to the office by appointment, or drop-in, to access support with the issues they are facing. We have recruited a volunteer advocacy caseworker who has been able to use his previous experience working for the CAB to increase the capacity and depth of advocacy work and we are now able to offer support in both English and Somali.

Whilst we continue to support people with day-to-day tasks such as filling in forms and making telephone calls, we have increasingly been working with families on complex issues, supporting them over a sustained period of time. These have included cases of families made homeless by eviction, young people without school places, family reunification and difficulties accessing essential medical care. Thanks to our increasingly strong relationships with statutory organisations such as schools and Children’s Services, we are often invited to attend meetings to support families and parents.

In the coming year we hope to continue growing our advocacy work. In particular, we aim to increase the

capacity of the drop-in sessions, by training more of our volunteers in basic advice work and to forge new links with other agencies with whom we work to provide advocacy support.

### **New Developments: advocacy**

- Introduction of two weekly ‘advocacy days’ with a dedicated volunteer

## International Women’s Coffee Afternoon

The women’s coffee afternoon has gone from strength to strength in 2011-2012. Responding to popular demand, the project has now moved from running monthly to fortnightly. The project has a large reach with 45 different women attending Coffee Afternoons in 2011-2012, and between 10 and 20 women attending each session.



The informal sessions provide a space for women to meet new people, practice speaking English, share their skills and learn new ones. Activities that have run at the coffee afternoon this year include making cushion covers and shopping bags, a *first aid for mums* session, aerobics and cooking. In response to feedback from the women who attend the project, we have also recently introduced a conversational English class at the beginning of each session.

“I love to talk to everyone.

Everyone is friendly”

[woman from Bangladesh]

The coffee afternoon provides a valuable opportunity for the women to relax whilst their children are taken care of by the wonderful team of volunteers who run the coffee afternoon crèche. Around ten volunteers come on a regular basis, entertaining kids with activities like baking fairy cakes, decorating crowns and jewellery making.

The development of the women’s coffee afternoon has been led by a committee made up of those women who attend the coffee afternoon most regularly. The committee now meets monthly and during these dynamic meetings ideas are shared about how to engage new women with the project and plans for future sessions are made. The women’s committee plays a key role in deciding on the direction the project will take, making these meetings a valued and empowering space for the women involved.

**New developments:  
international women’s coffee  
afternoon**

- Coffee afternoon meetings go fortnightly
- Women involved with planning sessions through monthly committee meetings
- Introduction of English conversation class

## ESOL

Throughout the year we have run an ESOL class for teenagers through the education outreach project and have

also continued to offer ESOL provision at youth club. While our Tuesday ESOL class for parents took a break during the first half of the year the class was successfully re-launched in March with a new volunteer teacher, since when it has welcomed back a number of the parents who attended last year as well as new members.

### **Volunteer voices: teaching ESOL**

*“Volunteering to teach the parents’ ESOL class on Tuesday evenings has been a rewarding experience. There is a core of five women who attend each week and a couple more that come when they can. The lessons focus on encouraging them to speak English with one another in order to improve fluency. It is also an opportunity for the parents who come to build on their confidence by sharing stories and experiences within a welcoming environment.*

*Another volunteer and I work together to help the parents consolidate their knowledge and understanding of the language and then allow them to put it into practice by constructing dialogues based on what they already know. This has proven to be a really successful way of introducing new vocabulary and phrases because the parents are producing the sentences themselves. It gives them greater confidence in their speaking abilities, and by practising pronunciation as a group they can avoid feeling worried about making mistakes. Going through spelling and small grammar points has been useful for those who want to improve their reading and writing, and further develops their understanding of the vocabulary used.*

*Getting to know the group and seeing them interact more confidently with each other has really made me appreciate the impact which volunteers have with KKF.”*

[Lathana]

**New developments: ESOL**

- Introduction of teen ESOL class as part of education outreach

## Outreach

Outreach at Klevis Kola continues to grow, with the team seeing an increase in referrals as links with other organisations also grow. Over the past ten months, the outreach team has met around 80 new families, worked intensively with many of these families to help them integrate into our services, as well as continuing to strengthen relationships made with other particularly vulnerable families in previous years. As a result of visits made by the outreach team, around 50 new children and young people have been introduced to our projects, accessing vital support through our after school club, youth club, ESOL classes and education outreach activities.



The team has also worked on updating its administrative processes, creating a more efficient records-keeping system. A more structured outreach process has helped us to respond more quickly to referrals, and we have consequently seen the time between referral and initial visit shorten considerably. The team has also been working hard to forge links with new agencies, leading to a particularly noticeable increase in the

number of referrals coming from social care and local schools.

Within the organisation, outreach is playing an important role in joining up different projects. Our outreach team has been increasingly involved in linking families to the advocacy service, as positive relationships built through outreach work give families the reassurance and confidence to contact us in difficult situations. We are also starting to look at ways to provide more services to families that come to the international women's coffee afternoon.

A further development this year has been the growing involvement of volunteers from other KKF projects in outreach work. Many volunteers have acted as interpreters, enabling us to offer support to hard-to-reach families, while giving volunteers an opportunity to build closer relationships with the families of the children they meet at clubs and during trips. The greater involvement of volunteers is just one of the steps which we are taking towards expanding the outreach team's capacity to respond to the continuing increase in the number of referrals which we anticipate in the coming year.

**New developments: outreach**

- Increase in the number of new referrals
- Members of the outreach team attending clubs as a 'familiar face' for new children

## Education Outreach

Over the course of the year, 52 young people have been referred to our new education outreach project which launched in September 2011. Some have rapidly accessed other KKF activities- many attend youth club or become young volunteers- while others

take longer to join activities or to accept our regular support. Unaccompanied minors form the core group catered for by education outreach. Below, the project leader explains why support through this programme is essential for the group we serve.

**“Everyone has the right to education. Education shall be free...higher education shall be equally accessible to all on the basis of merit”**

[Article 26, Universal Declaration of Human Rights]

*“For many who are new arrivals, at early stages of learning English, or who have had no, limited or interrupted prior education, support is essential. Even those young people who arrive with a good grasp of English and a good education behind them are hindered in their attempts to secure a good education here. Many are placed in basic skills classes because it is presumed that all asylum seeking children need this and teachers struggle because they have so many other demands placed upon them. It is therefore very common for this group of young people to fall behind at school, to become disillusioned, to believe that they will fail, and to feel that they are unfairly treated, ignored, or isolated.*

*Education outreach exists to support young people holistically as they negotiate the difficult early stages of learning English and adapting to the education system here. We listen to their aspirations and find ways to work towards these- entering young people for GCSEs when they can't access them through school or college, using bilingual books to cement key vocabulary, finding*

*college courses which allow young people to pursue an educational pathway that they have chosen, giving subject specific support, and liaising with schools and colleges in order to smooth out difficulties and ensure clear communication. We offer weekly sessions where young people can meet individually with an adult to discuss their education and find solutions to current difficulties; ESOL classes for teenagers providing a welcoming, informal space for them to practice English and boost their confidence; a study group for help with coursework, homework, revision and study skills; and holistic support with other aspects of their lives which may impact on their educational success.”*

[Elly]

Work undertaken within the remit of education outreach divides into a number of project strands. The type and scope of support young people may access will depend on their individual needs.

**“Education gives me hope for my future. Without it, I am not anybody. If I can get a good education...I can change myself and make a good future. I want people to see me as a resource, as someone who can give something positive. No one else has supported me, just Klevis Kola”**

[unaccompanied minor]

The **peer study group** began in January 2012 and ran until the end of GCSEs in June. Each week, we have offered support for individuals and small groups with homework, past papers, academic vocabulary and study skills. Young people report improved grades at school, more confidence in speaking English, and have become supportive of each other. A reading group will run during the summer to encourage young people to continue learning.

The **ESOL class** runs every Wednesday evening and is, on average, attended by 7 young people. It provides a relaxed, supportive and responsive environment where learners at a range of levels are able to develop their skills.

All new referrals are visited at home, with some taking up **one-to-one support** as well as other activities. Throughout the year, 12 young people have made use of this provision. Time has been spent on a range of activities including phonics and basic English for children waiting for school places or at the very beginning of their education here, talking about school systems (e.g. reading a timetable or using a homework diary), visiting colleges and finding suitable courses, as well as discussing any difficulties. This has given young people the opportunity to raise their own concerns about experiences at school which we have then been able to address by liaising with schools. We have also been able to enter 2 people for GCSE maths who had not been able to secure a place for GCSEs at school or college.

A wide range of issues have arisen from working with this group requiring **education advocacy** support, including: accompanying young people aged 16-19 to job centres to secure benefits payments enabling them to

continue on college courses; helping young people to find secure accommodation; making links with college tutors and school teachers to find out what they think young people need further support on; and, attending parents' evenings to advocate for appropriate exam entries and to discuss in-school support for children who have had very little previous education.

“Before, the school called every week about trouble. Now I have confidence in her education. Teachers listen to us and they understand our situation. Now, she is doing well and she is happy”

[parent of a recently arrived girl]

Giving young people a chance to participate in **mother tongue activities** can be an important confidence boost as well as impacting on their ability to learn in a new language. In February, eight young people spent three mornings working on a project using their first language in creative ways through Urdu poetry, Amharic proverbs and Somali folk tales. The group discussed what their language means to them and expressed some powerful ideas: that losing your language feels like you are losing part of yourself; and that if they didn't maintain their fluency they would start to forget their home country. Some of the group worked on reading and broadening their vocabulary, while some wanted to improve their writing in different scripts. The group came together to share their work at Tooting



Tales, a literary festival hosted by Brick Box in Tooting Market.



Over the course of the year, we have been able to feedback some of the knowledge acquired through working with this group to other agencies through offering **training**.

“We are delighted by the support our students have been given...We have also learned more about some of the contexts children have come from which helps us to understand how difficult school can be for them”

[local school's EAL coordinator]

We were particularly proud to be invited to run workshops on working with new arrivals in schools at the annual Ethnic Minority Achievement conference for Wandsworth schools.

## StAR FC

StAR FC was re-launched earlier this year after more than a year's hiatus thanks to a generous grant from the Evening Standard Dispossessed Fund and Big Lottery. We are now focusing the project at a slightly younger age group than previously and we are taking the first steps to work more holistically with the young people who attend, concentrating not only on the footballing aspects, but social and educational ones too.

Since February 2012 football training and informal games have taken place every Sunday, for two to three hours. To date, more than 40 young people have taken part in the project, with the average age of players being 14 years old. Some of the young people who come have been referred through outside agencies and schools, others have come through the Klevis Kola youth club and others have learnt about the project through word-of-mouth. The ethnic makeup of the attendees has been broad, including Somali, Black British, Kenyan, Moroccan, Portuguese, Pakistani, Yemeni, as well as others.

Through participating in the project, young people are supported to feel more confident about themselves, to improve their social skills and make new friends, to be aware and welcoming of cultural differences and to overcome language barriers. These attributes are transferrable and help to produce positive outcomes for the young people in many areas of their lives.

The StAR FC football sessions are facilitated by FA qualified coaching staff and are divided into two sections, with the first section focused on improving the young people's football skills, technique and knowledge and the second section giving the young people

a chance to apply what they have learnt in the previous session, during matches.

“I come to Star FC to play and improve my football. I enjoy the challenges and learning new things. It gives me the opportunity to socialise and make new friends. If I didn’t come to Star FC, I would just be hanging out on my block, so it keeps me off the streets”

[14 year old boy]

In the coming months, we would like to run some social activities, such as attending a professional football match, while our long term aim is to produce an established StAR FC team that can compete in local youth leagues.

**New developments: StAR FC**

- Re-launch of StAR FC led by an FA qualified coach
- Focus on younger teens who may not be accessing other services



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