

# Annual report

2015 & 2016



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# Chapter 1

# Foreword



# Chapter 1

# Foreword

During the years 2015 and 2016 we decided that Viafrica had to transform. This decision was based on several push and pull factors.

We realised that our added value as ICT-for-education partner gradually shifted from ICT towards education. To be able to create significant impact we needed to adjust our organisation with this shifting demand and position ourselves on the forefront of developments within the educational sector.

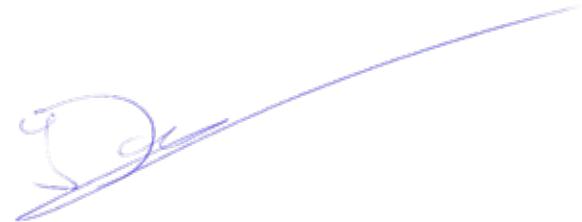
The CLASSworks programme had become so successful that the demand for our services and support from existing school consumed almost all our resources and thereby limited our capacity to innovate. The latter is our reason of being as an NGO. Stimulating developments, bringing new technology and inspiration to educators.

Lastly, import regulations in Tanzania and Kenya on used hardware made our social business model crumble and forced us to change our sustainable model.

The challenge was to combine these three important factors and come up with a new model focusing on education, innovation without the dependency on (used) hardware. One very visible result is that we changed our name from Viafrica in Digital Education Africa Network (DEAN). Our new name directly reflects our activities.

This combined annual report for 2015 and 2016 presents the outcome of this repositioning. Personally, I am very proud of the result and look forward to all new opportunities this opens.

Thank you all!

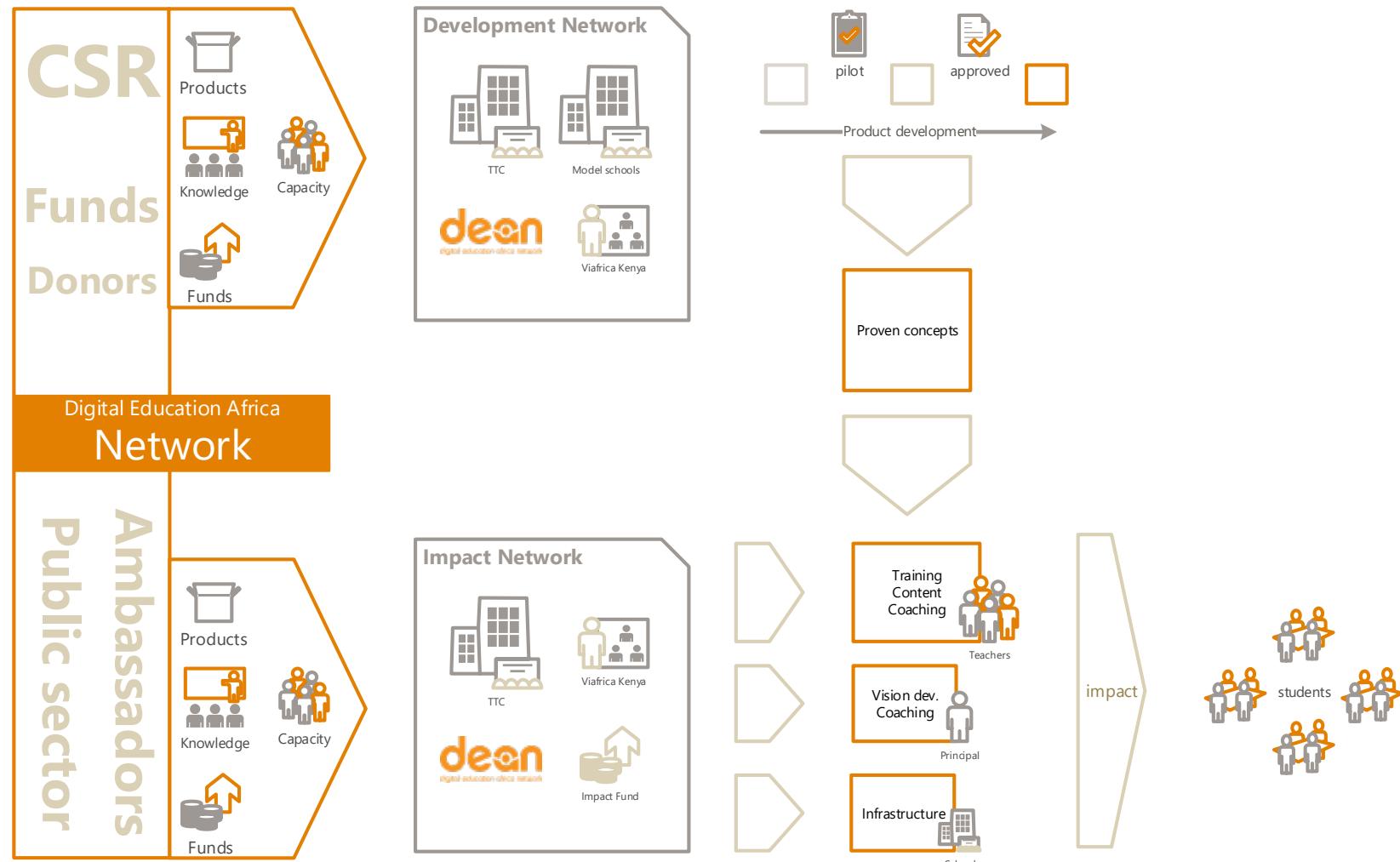


Joost Dam

Managing Director DEAN

## Chapter 2

# Digital Education Africa Network



# Chapter 2

## Digital Education Africa Network

Digital Education Africa Network is founded upon the following points of departure.

- The members of the Digital Education Africa Network share the vision that education is the key to individual, social and economic development.
- All activities of the network focus on the empowerment of children in the primary and secondary school age.
- All members support the view that digital education offers an excellent tool to achieve the above objective.

On page 5 a visual representation of the network is shown. Reading from right to left, the diagram reads as follows.

1. The target audience are students between 6 and 18 years old. We measure our impact through the results we book within this group.
2. The impact is channelled through
  - Teachers: training, coaching and content provision
  - Principals/management: vision development and coaching
  - School, provision of digital infrastructure

3. Members of the Impact Network deliver the projects and its activities to the above-mentioned groups.
4. The Partner Network of DEAN delivers products, knowledge, capacity and knowledge to the Impact Network on demand.
5. All project activities are based on a proof of concept that is the result of a product development phase.
6. The objective of the Development Network is to develop digital education solutions based on an actual demand, proven in practice and with a social business model.
7. The Partner Network of DEAN delivers products, knowledge, capacity and knowledge to the Development Network on demand.

In each of these areas we made huge progress during 2015 and 2016, resulting in a new organisation, a dedicated partner network, new educational products and services and, most important, impactful activities.

# Chapter 3

# Activities



# Chapter 3 Activities

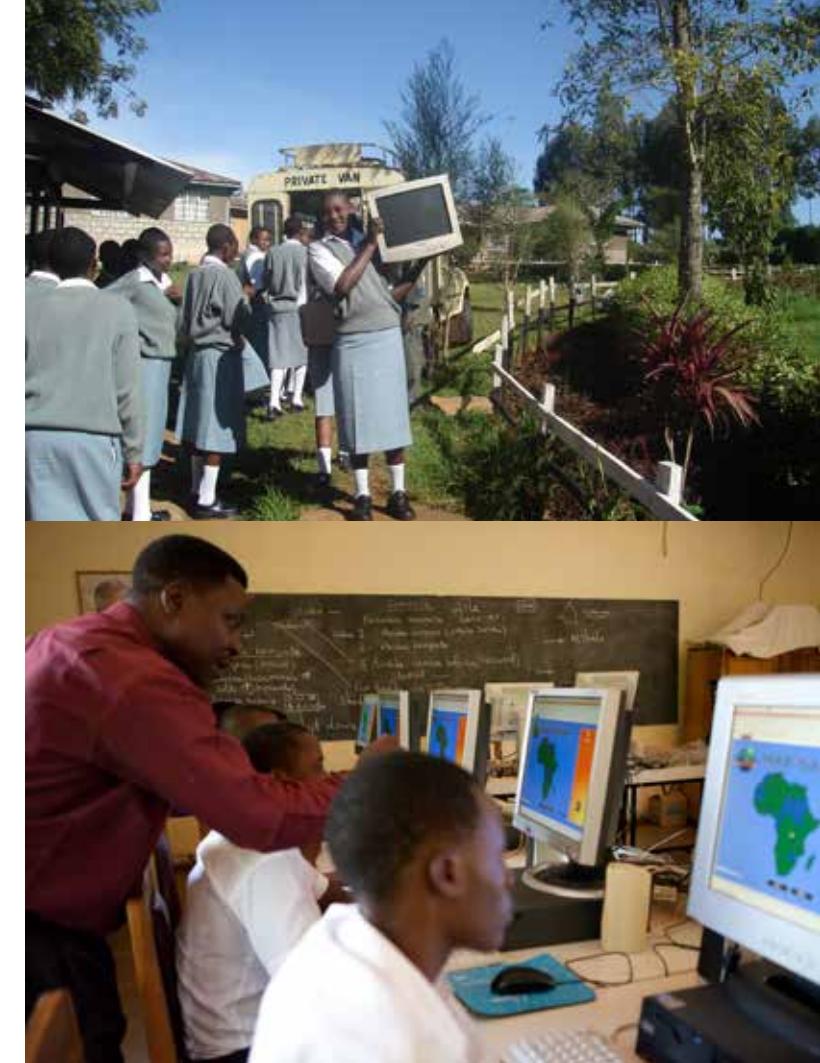
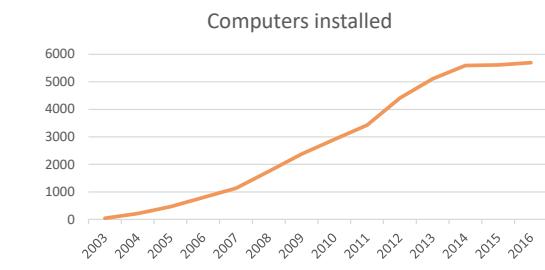
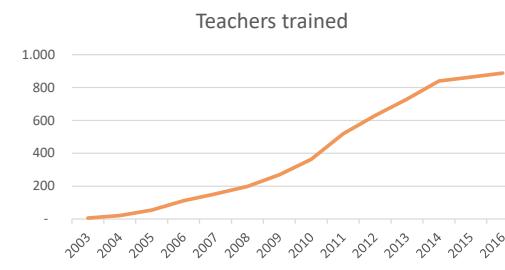
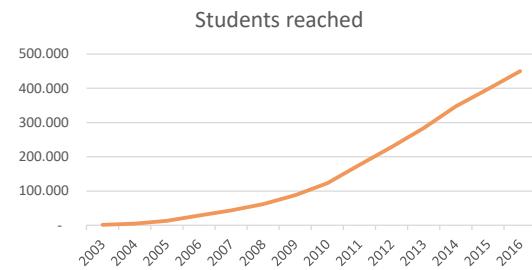
While shaping our new organisation and vision we developed and executed different social educational projects with a shifting focus from a technical towards an educational perspective. At the following pages we present these activities and projects.

## 3.1 Computer laboratories

We have reduced our computer laboratory activities during 2015 and 2016 by fulfilling our outstanding commitments towards schools in the form of service visits and the installation of 8 new computer laboratories.

Since 2003 when we installed the first computer labs we reached more than 450.000 students. We trained almost 900 teachers and installed nearly 6000 computers.

A nice report is available with facts and figures and important experiences and lessons learned during these years. Below three graphs from this report.



# Chapter 3 Activities

## 3.2 Life-Skill project

In the slums of Nairobi we started a life-skill project with different Community Based Organisations (CBO's). This project is a continuation of KIDSworks, a former project at primary schools, in a customised form.

We trained children and staff of the CBO's in different life-skills (health, (taking care of) the environment, social interaction and ICT skills) using a didactic model based on 21st century skills. The latter involves problem solving, social skills, group work, creativity, self expression and the like as skills to be used during learning and workshops.

The outcomes of this project are very positive. Both children and CBO staff appreciate the approach, subjects and practical applications of the skills and knowledge gained. The project is continued in 2017 and will be expanded with new subjects and other target audiences.

A detailed project report is available on request.



# Chapter 3

# Activities

## 3.3 STEM and 21<sup>st</sup> Century Skills

In 2015 we started a STEM (Science, Technology, Engineering, Mathematics) based project in Tanzania at three primary schools. In partnership with FT Kilimanjaro, a local NGO, this project was shaped, starting with the introduction of Mathematics and the use of digital tools. The project was designed as a pilot and expanded at the end of 2016 with the other STEM subject teachers and English teachers after a positive evaluation.

Overall, we use STEM subjects and 21<sup>st</sup> century skills as a point of departure for all our projects. The pictures on the right (from top to bottom) show two teachers working on a perspective assignment using every day objects and the camera of a tablet. The two lower pictures show children working with LittleBits, a modular STEM kit.

Using this (and other) STEM kits provides the opportunity to combine STEM knowledge with 21<sup>st</sup> century skills like curiosity, problem solving, cooperation, communication. During our workshops all these skills are made explicit and reflected upon with the children and teachers.



# Chapter 3

# Activities

## 3.4 ElimuPi

While working on a solution for the use of tablets in the classroom we encountered some restrictions of the readily available hard- and software to facilitate this. A persistent limitation was the seed for the development of our own solution. With a RaspberryPi, a pocket size computer, as a basis and the support of a technical developer from Fujitsu we were able to develop a very affordable setup, called ElimuPi (Elimu means education in Swahili).

Contrary to a fixed computer lab setup, the ElimuPi setup allows us to bring technology into any classroom. The setup works without external power and can be deployed for 8 hours without charging. Currently we work with 20 tablets and the ElimuPi server. All of which can be carried by one person.

The ElimuPi software is completely OpenSource and will be freely shared. We pre-installed a broad range of digital content as well as the option to add your own. An internet connection is optional and works from any location with mobile phone coverage.

Already, the ElimuPi solution attracts positive attention from other NGO's faced with similar limitations of existing solutions. We are discussing options to develop the ElimuPi further with interested parties.



# Chapter 3 Activities

## 3.5 ElimuLab

Reflecting on the impact of digital education in general made us realise that many investments do not yield the anticipated result. An important factor is the inexperience of the sector. Both decision makers and teachers as well as parents lack the knowledge and skills to make informed decisions and get an optimum result out of done investments. In the past DEAN organised many seminars to address this issue and inform and inspire headmasters and teachers about the possibilities. Although flavoured with demonstrations these seminars were primarily theoretical.

Putting the above realisation to practice, DEAN is going to start a chain of education experience centers, called ElimuLabs, in Kenya. These centers offer a permanent place for educators to experience the possibilities of digital education, STEM education and 21<sup>st</sup> century teaching. We are going to organise workshops, trainings, inspiration sessions, master classes and demonstrations for different audiences. But we also offer the possibility to work on your own projects, activities or lessons; providing the infrastructure, tools and support. The lab will also be the central point in all activities at and with schools.

The first ElimuLab is about to open early 2018 and once proven the concept will be opened up for other organisations as a franchise.



00 - 09:30	REFLECTION
30 - 10:00	APPROACH EXPLANATION
00 - 11:00	INTRODUCTION OF TABLETS
00 - 11:30	BREAK
30 - 13:00	INTRODUCTION OF MATH APP
00 - 14:00	LUNCH BREAK
00 - 15:30	PRACTICE WITH THE APPS
30 - 16:00	BREAK
00 - 17:00	NEXT DAY PREPARATIONS



# Finances

Chapter 4



# Chapter 4

# Finances

## 4.1 Balance Sheet

	31-12-2016	31-12-2015	31-12-2014
	€	€	€
<b>Assets</b>			
<b>Tangible fixed assets</b>			
<i>Furniture and fixtures</i>			631
<b>Current Assets</b>			
<i>Other receivables</i>	1.162	1.232	34.767
<b>Cash</b>	83.820	15.999	36.922
	<b>84.982</b>	<b>17.231</b>	<b>72.320</b>
<b>Reserves &amp; Liabilities</b>			
<b>Reserves</b>			
<i>General reserves</i>	15.571	4.004	26.545-
<i>Allocated funds</i>			
<i>CLASSworks</i>	32.745	-	23.940
<i>Digital Lifeskill Project</i>	14.602	-	-
<i>Digital STEM Project</i>	9.827		
<i>CW-online</i>		-	13.326
<i>CW-Support</i>		-	15.467
<i>CW-Mobile</i>		-	4.842
	<b>72.745</b>	<b>4.004</b>	<b>31.030</b>
<b>Short term liabilities</b>			
<i>Loan H.Dam</i>			20.000
<i>Accounts payables</i>			5.124
<i>Other liabilities</i>	12.236	13.227	16.166
	<b>12.236</b>	<b>13.227</b>	<b>41.290</b>
	<b>84.981</b>	<b>17.231</b>	<b>72.320</b>

# Chapter 4

# Finances

## 4.2 Income & Expenditure

	2016 €	2015 €	2014 €
<b>Income</b>			
Income own fundraising	211.685	280.050	432.877
Other income	251	791	7.520
Financial income	10-	59-	344
<b>Total income</b>	<b>211.926</b>	<b>280.781</b>	<b>440.740</b>
<b>Expenditure</b>			
Spending on the objective	109.742	284.349	422.687
Expenses own fundraising	19.420	10.468	21.707
Management and Administration	14.022	12.992	13.813
<b>Total expenditure</b>	<b>143.184</b>	<b>307.809</b>	<b>458.207</b>
<b>Result</b>	<b>68.742</b>	<b>27.027-</b>	<b>17.467-</b>
<b>Result fund allocation or deduction</b>	<b>2016 €</b>	<b>2015 €</b>	<b>2014 €</b>
General reserve	11.568	30.548	5.434
CLASSworks	32.745	23.940-	17.687-
Digital Lifeskill Project Kenya	14.602		
Digital Math Project - FT Kilimanjaro	9.827		
CW-online	-	13.326-	18.912-
CW Academy	-	4.842-	309-
CW Mobile	-	15.467-	4.842
CW Support	-		9.165
<b>Result</b>	<b>68.742</b>	<b>27.027-</b>	<b>17.467-</b>

# Chapter 4

# Finances

## 4.3 Income sources

### 4.3.1 Funds

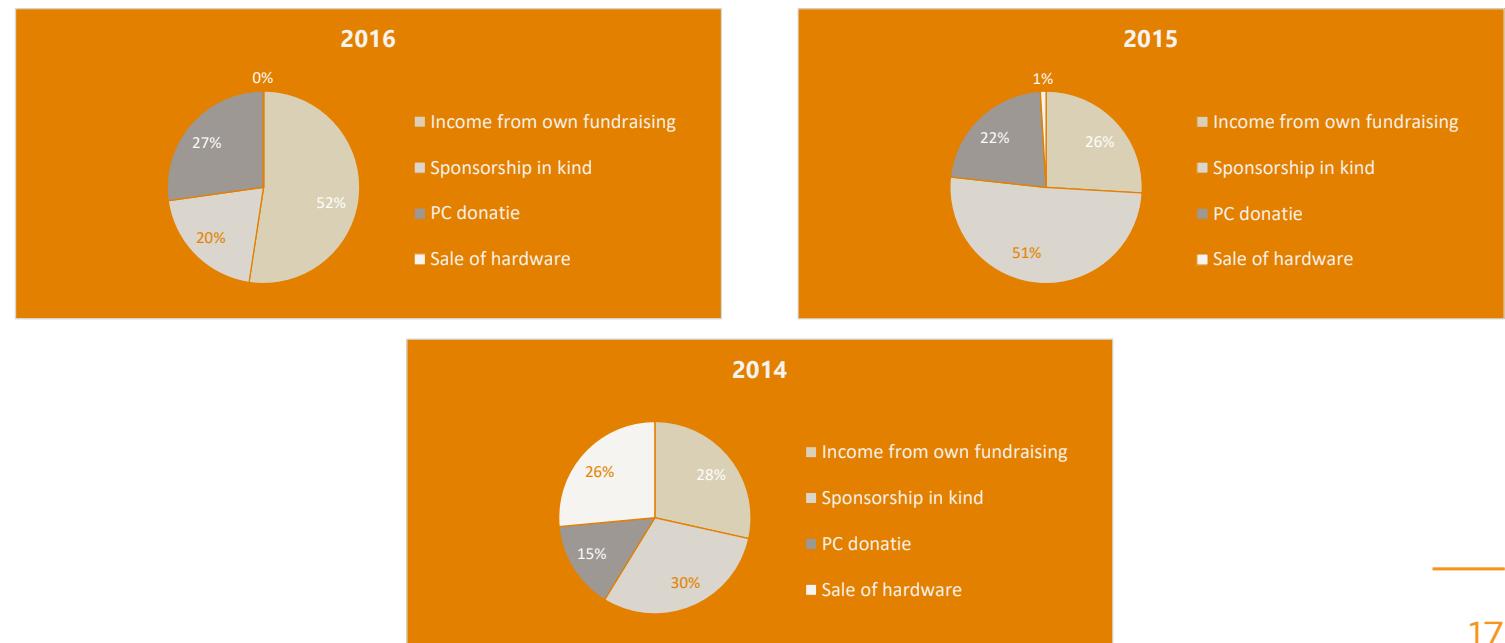
	2016 €	2015 €	2014 €
<i>FT Kilimanjaro</i>	18.268	-	
<i>Lucendi Foundation</i>	15.000	-	
<i>Vitol Charitable Foundation</i>	14.089		
<i>Staffing Facility BV</i>	13.000	9.750	12.570
<i>Femi found to earth</i>	11.625	-	
<i>Heijmerinck Reith</i>	9.120	14.000	12.500
<i>W.M.de Hoop Stichting</i>	6.500	-	
<i>De Johanna Donk-Grote Stichting</i>	5.000		
<i>Hostee Stichting</i>	5.000	-	
<i>St.Janssensfonds</i>	5.000	-	
<i>Stichting Elisabeth Strouven</i>	5.000		
<i>Fujitsu</i>	2.300	-	
<i>Mannheim Business School</i>	500	-	
<i>Provincie Friesland</i>	280		
<i>Kringloopwinkel Reeuwijk</i>	250		
<i>1% club</i>	-	7.434	20.002
<i>Boom bv</i>	-	500	
<i>SK-foundation</i>	-	2.600	10.000
<i>Swap Support bv</i>	-	5.115	
<i>VBVB</i>	-	1.000	800
<i>VSO</i>	-	32.195	
<i>24 Gute Taten</i>			5.781
<i>Accenture</i>			25.000
<i>Brunel Nederland</i>			16.555
<i>Individual donations</i>			120
<i>Lucendi Foundation</i>			15.000
<i>MVO</i>			-
<i>Winters_Speulhof</i>			2.000
<i>Worldloop</i>			3.000
	110.932	72.594	123.328

# Chapter 4

## Finances

### 4.3.2 In kind

	€	€	€
<i>Topdesk</i>	11.292	11.292	11.292
<i>Siso PC-donatie logistics</i>	10.000	10.000	10.000
<i>Siso PC-donatie wiping</i>	7.000	7.000	7.000
<i>TU Delft</i>	5.000	40.000	40.000
<i>Nuovalente</i>	4.000	2.000	
<i>Exact</i>	1.578	1.578	1.578
<i>VCK Logistics</i>	1.500	25.000	30.000
<i>Campai Mailsystem</i>	1.400	1.400	1.400
<i>Teamlab/OnlyOffice</i>	1.100	1.100	1.100
<i>TransIP</i>	170	410	
<i>SITE4U</i>	59	589	589
<i>Accenture</i>	-	8.000	16.000
<i>Brunel</i>	-	8.000	12.000
<i>IDEA</i>	-	16.875	
<i>Consultant via IT-Staffing</i>	-	9.000	
	43.099	142.244	130.959



# Chapter 4

# Finances

## 4.4 Statement 2015



Digital Education Africa Network Foundation  
F.o.o. the Foundation Board  
Seestrasse 11  
1222 TB HILVERSUM

### COMPILATION REPORT

The financial statements of Digital Education Africa Network Foundation at Hilversum have been compiled by me using the information provided by you. The financial statements comprise the balance sheet as at 31 December 2015 and the profit and loss account for the year 2015 with the accompanying explanatory notes. These notes include a summary of the accounting policies which have been applied.

This compilation engagement has been performed by us in accordance with Dutch law, including the Dutch Standard 4410, "Compilation engagements", which is applicable to accountants. The standard requires us to assist you in the preparation and presentation of the financial statements in accordance with Part 9 of Book 2 of the Dutch Civil Code. To this end we have applied our professional expertise in accounting and financial reporting.

In a compilation engagement, you are responsible for ensuring that you provide us with all relevant information and that this information is correct. Therefore, we have conducted our work, in accordance with the applicable regulations, on the assumption that you have fulfilled your responsibility. To conclude our work, we have read the financial statements as a whole to consider whether the financial statements as presented correspond with our understanding of Digital Education Africa Network Foundation. We have not performed any audit or review procedures which would enable us to express an opinion or a conclusion as to the fair presentation of the financial statements.

During this engagement we have complied with the relevant ethical requirements prescribed by the "Verordening Gedrags- en Beroepsregels Accountants" (VGBA). You and other users of these financial statements may therefore assume that we have conducted the engagement in a professional, competent and objective manner and with due care and integrity and that we will treat all information provided to us as confidential.

For further information on the nature and scope of a compilation engagement and the VGBA we refer you to [www.nba.nl/nietleg-samenstellingsverklaring](http://www.nba.nl/nietleg-samenstellingsverklaring)

Hilversum, December 22<sup>nd</sup> 2016  
Advitax Accountants & Adviseurs VOF

A blue ink signature of D. van Ede RB, Accountant-Administrative consultant.

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D. van Ede AA / RB  
List Nederlandse bedrijfsorganisatie  
van Accountants  
Lid Regidor Belastingadviseur



REGISTERD  
BELASTINGD.  
ADVISEURS ■

# Chapter 4

# Finances

## 4.5 Statement 2016



Digital Education Africa Network Foundation  
F.a.o. the Foundation Board  
Snelliuslaan 11  
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### COMPILATION REPORT

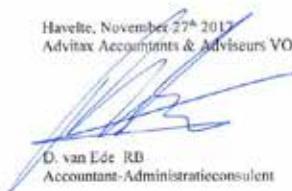
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Havelte, November 27<sup>th</sup> 2017  
Advitax Accountants & Adviseurs VOF  
  
D. van Ede RB  
Accountant-Administratieconsulent