

Annual report

2017



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The transition started in 2015 gained a lot of traction in 2017. Our vision on education and our focus on 21st Century Skills is something educators can relate to and appreciate. In 2017 we further developed our approach for classroom based support resulting in a solid educational package in which vision, infrastructure, content and skills are balanced.

Especially, the focus on applied knowledge, problem solving, digital literacy and skills was welcomed by schools and CBO's. They all confirm the necessity of a change in their teaching approach in favour of the above to make sure that they best prepare their students for the future. During our teacher workshops, the struggle of the teachers is very interesting to see. As they are a product of the same system, they experience their own limitations. Once recognised, they are able to grasp and embrace their new role in the classroom and use new teaching techniques on a regular basis.

With the envisioned start of an ElimuLab in 2018 from which we are going to give a strong impuls to 21st Century Skills within education we can create further impact within the educational sector.

I am very happy to conclude that our choice to change our course has proven wise and impactful. With our approach and solutions we are back at the forefront of developments where we should be as an NGO striving for educational development. Together we see ample possibilities to expand our reach and impact in the coming years.

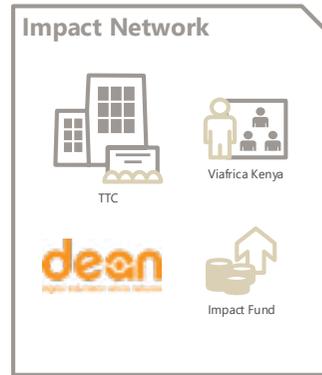
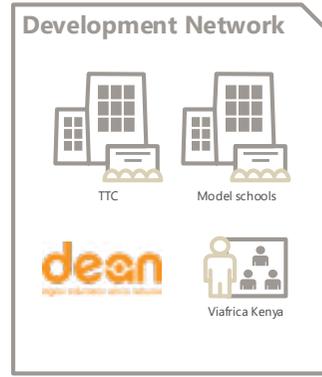
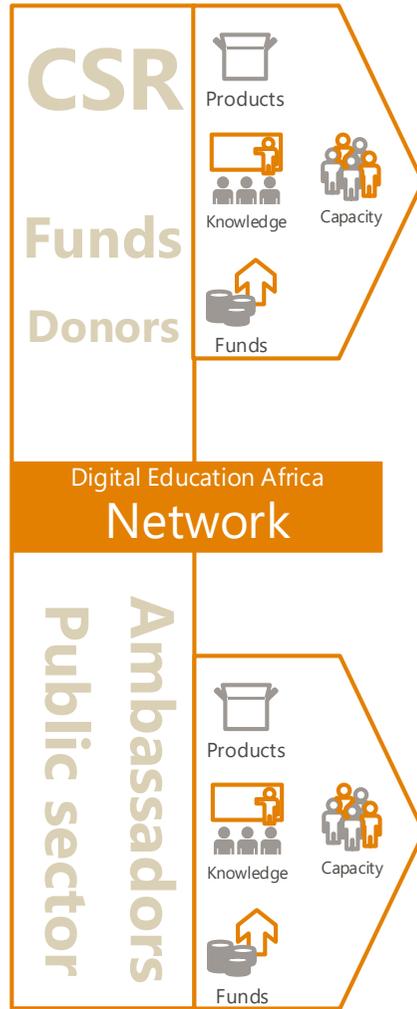
I thank all partners that supported us in 2017 and throughout the years. Your support made a huge difference!



Joost Dam

Managing Director DEAN

Chapter 2
Digital Education
Africa Network





2.1 Mission and vision

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.

2.2 Governance

The board of DEAN has three board members and meets on a quarterly basis. The board members are:

Menno de Leeuw van Weenen (chair)

Fred Koolhof (secretary)

Regina Pasmans (treasurer)

Board members are not compensated. The board determines the financial compensation for the managing director on an annual basis based on a sector benchmark. The managing director is independently authorized to take decisions and act. Major decisions are taken within the board.

DEAN reports regularly about activity progress to its partner organisations in The Netherlands. Through our partner Viafrica Kenya NGO we communicate with our target audiences in Africa on a daily basis. Regular visits from The Netherlands from staff, students and external consultants complement this and creates a complete picture about the demand, progress and impact.

2.3 Strategy and results

The strategy for 2017 was to develop a portfolio for our new proposition and establish a healthy financial position.

Both objectives were met. We have updated and expanded our existing portfolio of educational services in line with our vision and the demands in Kenya and



Tanzania. The results is a solid foundation on which we can build in the years to come. By securing a subsidy from the Developpp program in Germany for the coming two years we have covered a substantial part of our project and organisation costs. This allows us to further expand and create more impact.

In 2017 we consolidated our healthy financial position through a positive result. We spend more on fund raising, this is mainly due to the long process preceding the positive result for the Developpp program. At the same time, we spend more on our objective and were able to lower our management costs.

Our strategy for the years to come is to create a network of organisations with a focus on different aspects of 21st Century Skills, Digital Literacy and STEAM subjects and supply formal and informal education sector organisations with tools and skills to improve their education. The basis of this network is a social business model which ensures sustainability in the longer run.

2.4 Developments in Kenya

The Kenyan government has embraced the idea of ICT as an educational tool and is also moving towards more competent based education. We supports both developments and sees an important contribution for our services as schools need support to comply to these new policies. Schools within our network confirm this.

At the same time the government unintentionally hinders schools to take next steps. Right now, the new curriculum to which the schools have to comply is not published and it seems that it will take considerable time to do so. Without this curriculum schools are left in the dark and are hesitating to invest time or money in any possible transition process.

The government is also distributing free laptops to schools. Officially, all schools should receive hardware. With the current distribution pace this is not likely to happen in the years to come. Nevertheless, schools are not investing in hardware as there remains a change that they will receive it through this government programme. This also slows down the pace of transition.

Another obstacle we have to overcome is the unfamiliarity of the decision makers with the concept of 21st Century Skills and the possible gains for education. In 2018 we start offering Orientation Workshops at schools during which we have the decision makers and teachers experience the possibilities, notions and practical application of 21st Century Skills in education.

We will also start additional initiatives to reach our audiences through different channels who are not bound to the national curriculum.





In 2017 we further expanded our STEAM and 21st Century Skills based activities both in quality and quantity. In this chapter we mention the major projects in 2017.

3.1 STEAM primary schools Tanzania

In partnership with FT Kilimanjaro the STEAM (Science, Technology, Engineering, Arts and Mathematics) project at three primary schools in Tanzania was further developed. In the course of 2017 we organised several one-week workshops, training, and in-service training activities for the teachers of the schools. The focus of the project was to improve the educational results through the introduction of digital means and different teaching techniques based on 21st Century Skills.

The 2017 evaluation of the project showed a positive learning effect. Both teachers and pupils showed their appreciation and increased interest in subjects they never liked, like mathematics, due to the inspiring

effect of the digital tools. We measured an overall better understanding of the different subjects involved as well as less absenteeism. This resulted in better performance at the national examinations in 2018.

This project continues in 2018.

3.2 Tablet introduction Same

As part of the activities of the twinned city connection between Same, Tanzania and Tilburg, The Netherlands we were asked to introduce tablet based education at a primary school in Same. We delivered the hardware, trained the teachers and supported the teachers and a Dutch volunteer from Tilburg on how to integrate the new technology in the classroom. The project has been continued by this volunteer after the startup period.

3.3 Life-Skills at CBO's

In the slums of Nairobi we started a life-skill project with different Community Based Organisations (CBO's) in 2016. 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, the environment, social interaction and digital skills) using a learning model that develops important 21st century skills among the children and guardians. These 21st Century Skills consist of problem solving, social skills, communication, collaboration, creativity, self expression and the like and are used during assignments 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. It boosts confidence and opens new opportunities.

A detailed project report is available on request.



3.4 STEAM & 21st Century Skills

In 2015 we started a STEAM (Science, Technology, Engineering, Arts, Mathematics) based project in Tanzania at three primary schools. Since then, we use STEAM subjects and 21st century skills as a point of departure for all our projects.

In 2017 we executed different workshops and training sessions with secondary schools in Kenya. Teachers were trained in new learning and teaching techniques using digital tools and practical assignments. The outcome of this process is a group of trained teachers who are capable of putting theoretical knowledge into practice. Secondly, we gained a lot of experience in how to train and guide teachers in the use of different learning models and the integration of ICT in the classroom.

In December 2017 two educational consultants visited our office in Kenya to further develop our training portfolio and introduce new teaching techniques.

Based on all the above experiences we have developed a set of learning tools and methods which we use to upscale to more schools. We have been granted a two-year German subsidy to support this up-scaling process.



3.5 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. This 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, Pi comes from RaspberryPi).

The ElimuPi software is completely OpenSource and will be freely shared. We pre-installed a broad range of free digital content. An internet connection is optional and works from any location with mobile phone coverage. During 2017 the ElimuPi was further developed, including a wish list with additional functionality to be realised in 2018. The ElimuPi solution attracts positive attention from schools and other NGO's faced with similar limitations of existing solutions.

3.6 ElimuLab

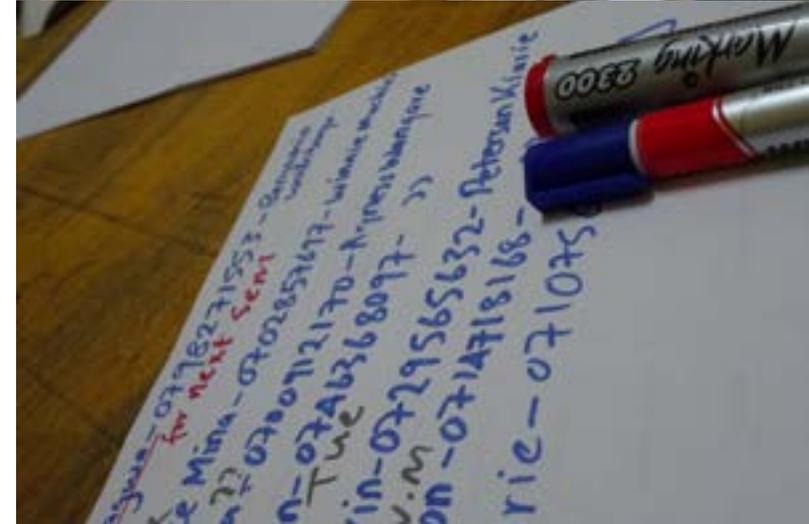
Reflecting on the impact of digital education in general made us realise that many investments do not yield the anticipated result. An important factor is the inexperience of the sector. Both decision makers and teachers as well as parents lack the knowledge and skills to make informed decisions and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



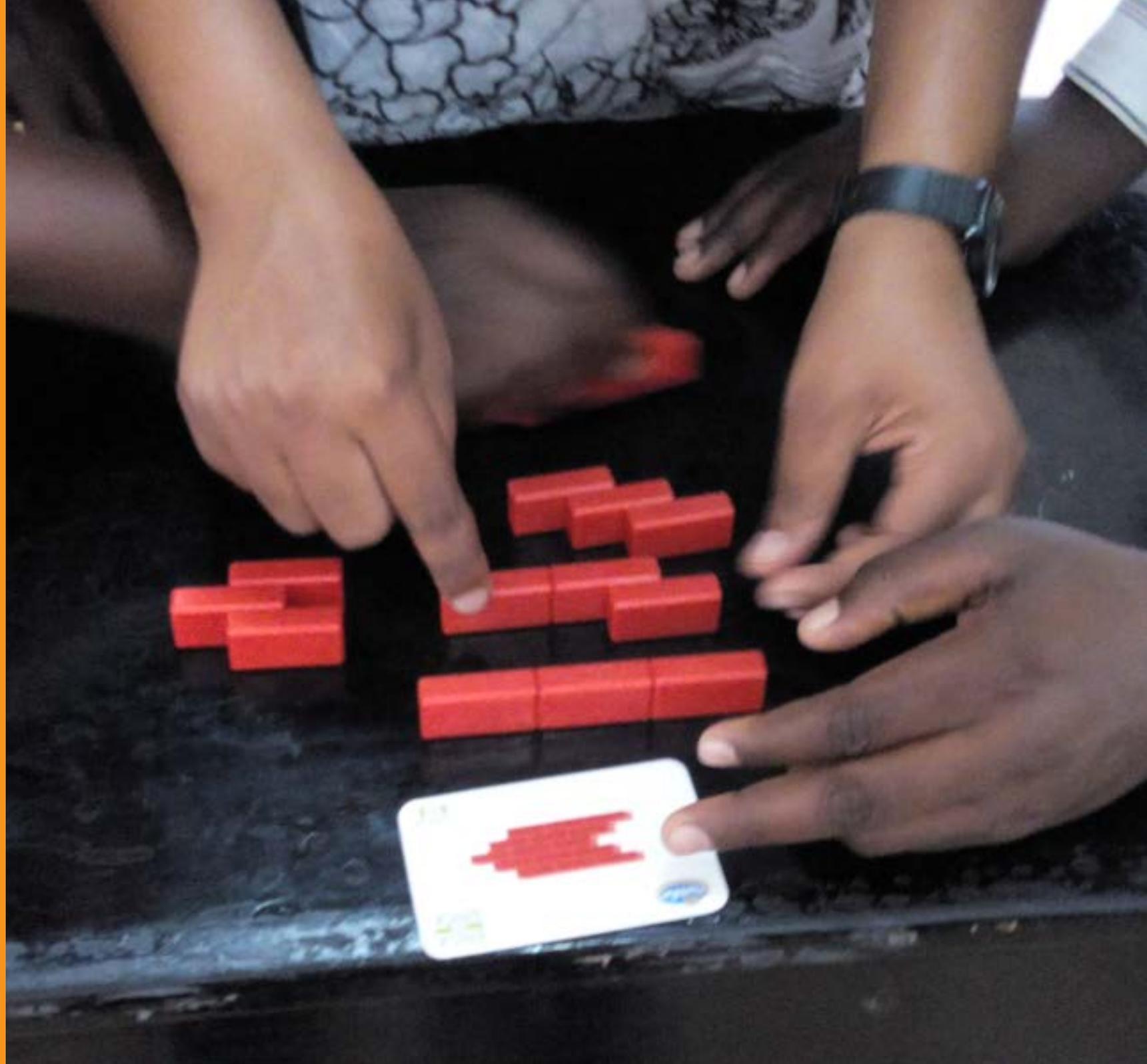
inform and inspire headmasters and teachers about the possibilities.

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, STEAM education and 21st century teaching. We are going to organise workshops, trainings, inspiration sessions, master classes and demonstrations for different audiences. 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 of 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 concept.

At www.elimulab.com all our courses and workshops are presented to our audiences. For our trainers the platform offers all schedules, assignments, teaching materials, and manuals needed per workshop or course. All these materials are digitally accessible and also in a printable format for workshops at locations without an internet connection.



Chapter 4
Finances



4.1 Balance Sheet

Assets		Ref.	31/12/2017		31/12/2016	
			€	€	€	€
Current Assets						
	<i>Other receivables</i>	1	1,324	-		1,162
Cash		2	96,742			83,820
			98,066			84,982
Reserves & Liabilities		Ref.	31/12/2017		31/12/2016	
			€	€	€	€
Reserves						
	<i>General reserves</i>	3	88,737			15,571
	<i>Allocated funds</i>					
	<i>CLASSworks</i>	4	0			32,745
	<i>Digital Lifeskill Project</i>	5	-			14,602
	<i>Digital Math Project</i>	6	-			9,827
	<i>CW-online</i>					
	<i>CW-Support</i>					
	<i>CW-Mobile</i>					
				88,737		72,746
Short term liabilities						
	<i>Other liabilities</i>	7	9,329			12,165
				9,329		12,236
			98,066			84,982

4.2 Income & Expenditure

	Ref.	2017 €	2016 €
Income			
Income own fundraising	8	187,161	211,685
Other income		-	251
Financial income		16	10-
Total income		<u>187,176</u>	<u>211,926</u>
Expenditure			
Spending on the objective		127,801	109,742
Expenses own fundraising		30,955	19,420
Management and Administration		12,430	14,022
Total expenditure	9	<u>171,186</u>	<u>143,184</u>
Result		<u>15,991</u>	<u>68,743</u>
Result allocation or deduction			
		2017 €	2016 €
Increase/decrease general reserve		73,165	11,568
Increase/decrease Allocated fund CLASSworks		32,745-	32,745
Increase/decrease Allocated fund Digital Lifeskill Project in de slums in Kenya		14,602-	14,602
Increase/decrease Allocated fund Digital Math Project in opdracht van FT Kilimanjaro		9,827-	9,827
Result		<u>15,991</u>	<u>68,743</u>

4.3 Explanatory notes

1 Other receivables

	31/12/2017	31/12/2016
	€	€
Pension january 2018	276	-
VAT	1,032	-
Designerij correctie	-	1,000
SiSo PC-donatie	-	116
Interest from savings account	16	46
	<u>1,324</u>	<u>1,162</u>

2 Cash at bank and in hand

	31/12/2017	31/12/2016
	€	€
Rabobank Internet banking account 1022.556.584	95,890	82,843
Rabobank current account 3246.95.543	853	906
Bank account Germany	-	71
	<u>96,742</u>	<u>83,820</u>

The foundation can freely dispose of cash at bank and in hand.

3 General reserve

	2017	2016
	€	€
<i>Balance per 1 January</i>	15,571	4,004
<i>Added from Fund CLASSworks</i>	32,745	-
<i>Added from Fund Digital Lifeskill</i>	14,602	-
<i>Added from FUND FT Kilimanjaro</i>	9,827	-
<i>Withdrawals/additions from result</i>	15,991	11,567
<i>Balance per 31 December</i>	<u>88,736</u>	<u>15,571</u>

4 Allocated fund CLASSworks

	2017	2016
	€	€
<i>Balance per 1 January</i>	32,745	0
<i>Additions</i>	-	32,745
<i>Added to general reserve</i>	32,745	-
<i>Balance per 31 December</i>	<u>0</u>	<u>32,745</u>

5 Allocated fund Digital Lifeskill Project

	2017	2016
	€	€
<i>Balance per 1 January</i>	14,602	-
<i>Additions</i>	-	14,602
<i>Added to general reserve</i>	14,602	-
<i>Balance per 31 December</i>	<u>0</u>	<u>14,602</u>

6 Allocated fund Digital Math Project

	2017	2016
	€	€
<i>Balance per 1 January</i>	9,827	-
<i>Additions</i>	-	9,827
<i>Added to general reserve</i>	9,827	
<i>Balance per 31 December</i>	<u>0</u>	<u>9,827</u>

7 Other liabilities

	31/12/2017	31/12/2016
	€	€
<i>Costs to be paid</i>	2,540	2,796
<i>Accounts Payable</i>	2,156	1,714
<i>VAT</i>	-	3,516
<i>Wage Taxes</i>	1,999	1,739
<i>Salaries</i>	2,619	2,386
<i>Banking costs</i>	15	14
<i>Other</i>		
	<u>9,329</u>	<u>12,165</u>

8 Income own fundraising can be divided in the following components:

	Exploitatie 2017	Exploitatie 2016
	€	€
8A <i>Income from own fundraising for objectives</i>	95,486	110,932
8B <i>Sponsorship in kind</i>	48,269	43,099
<i>PC donatie</i>	43,406	57,655
	<u>187,161</u>	<u>211,685</u>

8A Income from own fundraising for objectives

	Exploitatie 2017	Exploitatie 2016
	€	€
<i>develoPPP.de</i>	38,950	-
<i>FT Kilimanjaro</i>	21,574	18,268
<i>Staffing Facility BV</i>	13,000	13,000
<i>Heijmerinck Reith</i>	10,000	9,120
<i>W.M.de Hoop Stichting</i>	6,977	6,500
<i>Het VIN centrum</i>	2,000	-
<i>Casterenshoeve</i>	2,985	-
<i>De Johanna Donk-Grote Stichting</i>	-	5,000
<i>Femi found to earth</i>	-	11,625
<i>Fujitsu</i>	-	2,300
<i>Hostee Stichting</i>	-	5,000
<i>Kringloopwinkel Reeuwijk</i>	-	250
<i>Lucendi Foundation</i>	-	15,000
<i>Mannheim Business School</i>	-	500
<i>Provincie Friesland</i>	-	280
<i>St.Janssensfonds</i>	-	5,000
<i>Stichting Elisabeth Strouven</i>	-	5,000
<i>Vitol Charitable Foundation</i>	-	14,089
	<u>95,486</u>	<u>110,932</u>

8B Sponsorship in kind

	Exploitatie 2017	Exploitatie 2016
	€	€
<i>Consultants via IT-Staffing</i>	12,000	-
<i>Topdesk</i>	11,292	11,292
<i>Siso PC-donatie logistics</i>	10,000	10,000
<i>Siso PC-donatie wiping</i>	7,000	7,000
<i>Techsoup/Office365</i>	2,126	-
<i>Exact</i>	1,578	1,578
<i>Campai Mailsystem</i>	1,400	1,400
<i>Dynahoese</i>	1,188	-
<i>Teamlab/OnlyOffice</i>	1,100	1,100
<i>Techsoup/adobe</i>	406	-
<i>SITE4U</i>	179	59
<i>TU Delft</i>	-	5,000
<i>Nuovalente</i>	-	4,000
<i>VCK Logistics</i>	-	1,500
<i>TransIP</i>	-	170
	48,269	43,099

	CLASSworks	Digital Lifeskill Project	Digital Math Project	ElimuLab	Project Development	Total	Raising of income Own fundraising	Management and administration
	€	€	€			€	€	€
9 Expenditures								
<i>Purchases and acquisitions</i>	802	333	811			1,946	0	0
<i>Outsources activities</i>	3,300	7,914	5,475		2,249	16,689	0	0
<i>Staff costs</i>	31,405	9,931	5,176	16,172	27,739	46,512	29,150	6,941
<i>Housing costs</i>						-	0	0
<i>Office and general cost</i>	14,031	423	340	850	849	14,794	1,805	5,489
<i>Extraordinary costs</i>						-		
<i>Depreciation and interest</i>						-		
<i>Total expenditures</i>	49,537	18,601	11,802	17,023	30,837	127,801	30,955	12,430

Accounting policies for the valuation of assets and liabilities.

General

Stichting Digital Education Africa Network (DEAN) is based at Snelliuslaan 10, 1222 TE, Hilversum, The Netherlands and has its postal address at Snelliuslaan 11, 1222 TB, Hilversum, The Netherlands. DEAN is registered with the Dutch Chamber of Commerce under number 34154419.

The annual accounts have been prepared in accordance to guideline RJ 650 fundraising institutions. The purpose of this guideline is to provide insight into the costs of the organisation and the spending of its funds in relation to the objective for which the funds have been raised. The annual accounts have been drawn up on the basis of historic costs. The annual accounts are presented in Euros. Assets and liabilities are stated at nominal value.

Foreign currency

Transactions in foreign currency during the reporting period are incorporated into the annual accounts against the exchange rate on the transaction date. Monetary assets and liabilities in foreign currency are converted against the exchange rate on the balance date. The differences of exchange resulting from the completion and conversion are recorded in the income and expenditure statement.

Tangible fixed assets

Other fixed assets are valued at acquisition price including directly attributable costs after deducting straight-line amortisation during the estimated

economic life.

Inventory

Inventory hardware is valued against purchase prices or lower market value.

Accounts receivable

Accounts receivable are included at nominal value.

Cash at bank and in hand

Cash at bank and in hand consists of bank balances and deposits with a term of less than twelve months.

Reserves

The reserves of the foundation are used within the scope of its objective. In so far as these reserves have not been presented as a allocated fund, it is freely disposable.

In 2017 the reserve allocations per project have been accumulated to one general reserve. This provides a realistic insight into the available funds for our mission compared to a the allocation per (sub)project with all its internal dependencies.

Accounting policies for the determination of the result

General

The balance (result) is determined as the difference between the total of the income and the total of the

expenses. Income is accounted for in the year they have been realised; expenses as soon as they are foreseeable.

Income from own fundraising activities

Income from own fundraising is accounted for in the year to which the contribution relates.

Income from joint activities

Income is accounted for in the year to which the contribution relates.

Sponsorship in kind

In accordance with guidelines for fund-raising institutions any sponsorship must be capitalized in kind. This means that the value of the sponsorship in kind is included as expenses and as revenues. Expenses will depend on expenses type and will be included in the corresponding general ledger account. Revenues will be included in the account 'sponsorship in kind'. This makes it seem sometimes as if DEAN spent money on certain goods/services, while this is actually not true.

Expenses

Expenses are determined at a historic basis and allocated to the year to which they relate.

4.4 Statement 2017



Digital Education Africa Network Foundation
F.o.o. the Foundation Board
Sneekdijk 11
5222 TB HELVERSUM

COMPILATION REPORT

The financial statements Digital Education Africa Network Foundation at Helversum have been compiled by me using the information provided by you. The financial statements comprise the balance sheet as at 31 December 2017 and the profit and loss account for the year 2017 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 me in accordance with Dutch law, including the Dutch Standard 4110, "Compilation engagements", which is applicable to accountants. The standard requires me 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 I have applied my professional expertise in accounting and financial reporting.

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

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

For further information on the nature and scope of a compilation engagement and the VGBA I refer you to www.nba.nl/uiting-samenstellingsverklaring.

Harle, January 10th 2019
Advitax Accountants & Adviseurs VOF



D. van Ede RB
Accountant-Administratieconsulent

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 ADVISORS
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