Annual report 2019
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The foreword of this annual report is different from what I wished for. A few months ago, I would have started with writing how CLASSworks contributed to the transition of education in Kenya and how DEAN developed a social business model for the up-scaling of our program.

However.

The Corona crisis that holds our planet in its grip for the last months can’t be ignored and will have an impact on the future of our activities. In what form we don’t know yet, but we expect to see economic impact, specifically in Kenya, and social and educational changes. Surely, there will be new opportunities and hopefully this crisis is what it takes to rethink our economically biased model in favour of a value based model. But we don’t know. An economic crisis seems unavoidable and we can’t predict how this will affect the schools in Kenya and DEAN.

It is too early to tell what our reality will look like after the dust settles. All we can say is that good education is needed. Needed to raise involved and critical citizens. Citizens that make better choices, hold their leaders accountable and hopefully lead the way to a more sustainable future.

DEAN will continue to contribute by supporting the educational sector based on our experiences since 2001 and the transition towards a more activating model that we were able to implement during the last two years. In my opinion, that is our biggest achievement. We have shown how digital tools can actually blend into the educational system. Bringing new and exciting opportunities without compromising the existing system. Our approach to integrate environmental consciousness as one of the important 21st Century Skills proofs very relevant in the light of the current connection that is made between Covid-19 and our relation to the environment.

Despite the strange reality we have entered, we are even more determined to contribute to a better future and I thank all our partners for their support.

Sincerely,

Joost Dam
Director DEAN
Chapter 1
Digital Education
Africa Network
1.1 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 this page 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.

[Diagram of the network represented visually]
1.2 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 work 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.

Viafrica Kenya is a registered NGO in Kenya and responsible for the practical execution of the projects. Viafrica Kenya is completely financed through DEAN and the director of DEAN has a seat in the board of Viafrica Kenya.

1.3 Strategy and results

The strategy for 2019 was to further develop and proof our educational portfolio.

We have updated and expanded our existing portfolio of educational services in line with our vision and the demands in Kenya and Tanzania and proofed its impact at several schools. The results is a solid foundation on which we can further build in the years to come.

Our strategy for the years to come is to focus on the further development of the ElimuPi, our educational server solution. Through the ElimuPi, it is possible to offer affordable ICT for Education solution to almost any school, either urban or rural. This versatility makes it an unique solution with the potential to become the basis of our social business model.

1.4 Developments in Kenya

At the time of writing, schools in Kenya are closed due to the Covid-19 crisis and about to re-open in September 2020. We will continue our activities at schools immediately after the re-opening.

The Kenyan government is supporting Competence Based Learning. We are waiting for them to finish the curriculum amendments for secondary education.
The objective of CLASSworks, our main activity, is to create better opportunities for youth in Kenya by improving education through digital tools and the introduction of 21st Century Skills.

CLASSworks is setup as depicted in the below scheme. Each part will be elaborated upon in the following paragraphs and referred to throughout the activity report.

- Orientation workshops
- Agreement & base line
- Infrastructure & content
- Teacher training
- In-service Support
- Practice days
- Principal seminars
2.1 Orientation workshops

Orientation workshops are the first activity in the CLASSworks program. During orientation workshops we show principals and teachers the potential of our approach, digital tools and 21st Century Skills. The orientation workshops were introduced when we discovered that many decision makers had little knowledge about these subjects and/or an image that did not coincide with our approach and vision.

The workshops are setup like an actual training and have direct value for the teachers. Everything they learn can be applied in their classes, even without digital infrastructure available.
2.2 Agreement and base line

With interested schools, we go through the expectations of the CLASSworks project before we sign an Memorandum of Understanding.

The importance is that all involved are aware of their respective roles and influence on the impact of the project. A sense of ownership is created among teachers and the principal. Evidently, DEAN is available for support and project management, but the actual results are created within the classroom.

The MoU’s we sign with the schools stipulate the expected results and responsibilities.
2.3 Infrastructure

Each school receives a number of tablets and an educational server. The tablets connect through a local Wi-Fi connection with our in-house developed server, called ElimuPi, to access a huge library of educational materials.

**Educational materials on the ElimuPi**
- WikiPedia (offline version)
- Kolibri, a free open source digital customizable curriculum
- A selection of Android Apps

All materials can be accessed without the need of an internet connection.

**Management**
Part of the handover protocol is the school management of the tablets. Where to keep them? How and how often to charge them? How to clean them? Etcetera.

Furthermore, each teacher is asked to keep a log of the tablet use. We use this to evaluate the frequency and nature of the use.
2.4 Teacher training

Empowering teachers starts with a plenary training at our ElimuLab. During the first part of this training the teachers familiarise themselves with the technology and the educational content. Subsequently, we focus on the application of the digital tools in the classroom and how they complement the national curriculum.

During the final part, the teachers acquaint themselves with new teaching and learning methods. They experience how they can blend the development of 21st Century Skills, like Communication, Collaboration, Creativity, and Problem Solving, among students within their lessons and still comply to the national curriculum. The teachers practice with interactive teaching methods and their changing role in the classroom.

The teacher training anticipates on the coming national curriculum changes as dictated by the KICD (Kenya Institute of Curriculum Development). The new curriculum which will be rolled out the coming years explicitly mentions the importance of 21st Century Skills and competence based learning.
2.5 In-service support

The actual impact of the CLASSworks program is created in the classroom. After the plenary training, the teachers start using the digital tools in their lessons. This is when they start encountering practical challenges.

DEAN continues to support the teachers during this important phase. The first line of support is through a special teachers WhatsApp group where teachers from all participating schools express their challenges, ask for support and share ideas. We encourage teachers to offer their ideas and solutions to their colleagues and offer ours when needed.

Every semester a DEAN coach visits each participating school to support the teachers in the classroom. The coach observes the use in the classroom and reflects with the teachers on the added value. The findings are used in additional practical teacher training sessions, both on premise and in our ElimuLab, which address challenges and builds confidence among the teachers in using the digital tools.
2.6 Practice days

Twice per year, we organise practice days at each school. The objective of these days is to inspire teachers in the practical application of their subjects and to show the linkages with other subjects.

We have chosen an environment theme for these practice days. The reason is that we consider “environmental awareness” a 21st Century Skill that determines the quality of life for coming generations.

During a practice day several things come together. Curriculum subjects are put into practice through different assignments the students have to carry out. We actively stimulate the use of 21st Century Skills by having them present, discuss, work in groups, solve problems and be creative. During all assignments the students have to use digital tools, apps and content to look up information, create presentations, make schedules, calculate, practice, and the like. This way they learn the practical applicability of theoretical knowledge and digital tools. This creates a better overall understanding and contributes to improved examination results.

The first series of practice days is about climate change and the value of planting trees. During the day the students learn about this topic and ultimately plant trees around their school thereby also contributing to their direct environment.
2.7 Principal seminars

At least twice per year, we organise principal seminars during which we discuss the progress of the CLASSworks programme with the principals.

The objective of these meetings is multifold. They create the opportunity to exchange ideas, find inspiration, and address challenges. We take the opportunity to report on our findings and stress the important role of the principals in the success of the project. We also introduce new ideas and give demonstrations about the different applications of the digital infrastructure at their schools.
Chapter 3

Results
3.1 Reach

In the period 2018-2019, the reach of the CLASSworks program is as follows.

**Orientation workshops**
- Schools: 22
- Teachers trained: 257

**CLASSworks**
- Participating schools: 18
- Teachers: 330
- Students: 7,496
- Average school size: 416 students
- Smallest school: 136 students
- Largest school: 920 students
- Boys - girls percentages: 46% - 54%

From these schools we have trained 10% of all the teachers. This number increases as we continue to train new teachers each semester and not all schools have finalised their initial teacher training program due to the Corona crisis.

**Practice days**
- Trees planted at schools: 186
- Students involved: 273
- Teachers involved: 12
- CO₂ compensation per year: 4092 kg

**CLASSworks with CBO’s**
Through our partnerships with 5 CBO’s we are able to extend CLASSworks to children at the CBO’s as well as schools associated with the CBO’s. We trained guardians of the CBO’s who are also working at different schools where they implement the practical CLASSworks 21st Century Skills elements and life skills.

- Guardians/teachers trained: 39
- Children at CBO’s: 222
- Associated schools: 26
- Students at associated schools: 13,275
- Boys - girls percentages: 50% - 50%

3.2 Impact

The impact of CLASSworks on education is profound and goes far beyond the introduction of digital tools. CLASSworks impacts the way education is delivered at schools. Evidently, it takes time to unleash the full potential.

Before we describe the different impact areas based on observations and evaluations, we want to highlight a concrete, very recent and unanticipated example of the impact of CLASSworks.

*Teachers started sending assignments to parents through digital means during the Corona shut down. According to a principal the teachers are using their 21st Century Skills to find a creative way to solve this problem and are using ICT as a tool.*
Increased computer literacy
Most students (and teachers) had never used a tablet before. It is amazing to see how fast they embrace the technology and fluently use it.

For students, computer literacy is a valuable skill. It will increase their opportunities on the labour market and assist them in their daily life.

Access to education resources
Teachers use the education resources which complement the subjects they teach. These resources help them to explain a subject, they are used to offer extra practice materials to students, or to stimulate students to find information on their own.

Having access to up-to-date and contemporary teaching materials contributes to a better understanding and appreciation of both the teachers and students of the subjects taught.

Blended learning
We noticed that the teachers change their traditional role and teaching approach. They introduced group assignments and allow students to work individually with tablets to offer them challenges at their individual level. This motivates the students and has a positive effect on the examination results.

Using different teaching methods and blending them with digital assignments makes subjects more attractive, catches the attention and increases participation of the students. All adding to a more inspiring learning environment.

21st Century Skills
The use of 21st Century Skills and practical methods in the classroom is a huge change that requires both the teachers and students to adapt to. Gaining these skills and being able to put your theoretical knowledge into practice has a profound impact on the students.
It contributes to a better understanding (and thus examination scores) of the topics. It also adds to their self-esteem and confidence as they are requested to come up with their own solutions, think critical and be creative. They discover that making mistakes can lead to a good solution and that they are capable of more than just repeating facts.

**Practice**
Trained teachers are increasingly confident in the application of theoretical knowledge into practice. They stimulate students to use the digital infrastructure to work on practical assignments. Our experience shows that in the longer run this increases the understanding of the subjects and results in better examination scores.

**Examination results**
For schools, the effect on the school results are very important. It is too early to show impact as it takes time for this effect to be visible. At a similar project in Tanzania we saw that the scores steadily showed an upward trend. It is safe to assume that over time a similar trend will be visible at the Kenyan schools.

**Subject appreciation**
Tablets, digital content and new learning techniques support an increase in the enjoyment of STEAM (Science, Technology, Engineering, Arts, Mathematics) subjects. Such a change of attitude will translate into more attention, better understanding and results.
Practice at home
One of the schools allows students to take the tablets home for the weekend to further practice. The principal firmly believes, and we share this view, that this contributes to a better understanding and computer literacy.

More....
The appreciation of the project is such that schools are asking for more tablets. They see the potential and would like to expand to more classes and balance the student-tablet rate. We consider this demand in our future planning for up-scaling.

3.3 Activities

Plenary training
Plenary training sessions were organised when new schools joined CLASSworks. The digital literacy levels of the teachers were minimal. For all teachers, using digital tools in the classroom was completely new. The enthusiasm to start using it is surely present. It will take quite some time to see the full effect as the teachers are going through a steep learning curve themselves as well.

In-service support visits
The in-service support visits are very much appreciated by the teachers. It offers a safe environment in which they can express their needs or show the steps they have made since the introduction. We plan to visit each teacher/school at least three times per year to offer this kind of support.

Additional to the visits, the teachers reach DEAN for immediate support through a WhatsApp group.

Activity days
The activity days were introduced to show the options of practical teaching in a realistic situation. We are still further developing this concept as it also links to our social business model.

Principal seminars
Four principal seminars were organised. These regular meetings proved very useful. They offer the opportunity to discuss progress and challenges of the project. Principals inspire each other by sharing their approach and activities.

Capacity building
Since August 2018 a consultant supports us developing our social business model and positioning. He helps us interpret the findings and adjusting the program to fit the demand.

In November 2018, an educationalist visited Viafrica Kenya. She worked on the development of the CLASSworks program with our local staff and introduced new teaching and training techniques to them.

From November 2018 till January 2019 three students from the Technical University Delft stayed in Thika.
They helped to develop the ElimuPi and find local suppliers for a casing for the ElimuPi.

In October 2019 and January/February 2020 two consultants visited our Kenyan office to work with the staff on the further development of the CLASSworks programme.

An educationalist assessed the current training activities and developed ideas with our trainers for next steps and improvements. Overall, her assessment was very positive and there is a lot of potential to increase the impact by further integrating the national curriculum demands into our own curriculum and focus on the application of knowledge.

A business analyst looked at the requirements for further up-scaling of the project as a sustainable business concept. He sees great potential as well based on the current impact, use and demand. Based on his report that will be finished the coming weeks, he will continue to advise us in our way forward.
3.4 ElimuLab

The ElimuLab was setup as a place to serve the CLASSworks activities. When we expanded our activities to CBO’s and students from nearby universities, the ElimuLab became a multi-purpose environment.

On a daily basis 5 - 10 college and university students attend digital literacy courses. We trained more than 200 students. Recently, we changed our model from a course centered approach towards a student centered approach. Instead of offering a course at a certain time which students can attend, students can come to the ElimuLab at their convenience and work on the courses of their choice. All courses will be made available online.

**Coding bootcamps**

Our partnership with Moringa School ended right after the start when Moringa School decided to stop their coding bootcamps because they did not receive further funding. We decided to take over this activity as we are convinced of the potential.

We have been able to organise 2 additional coding bootcamps ourselves and found a great partner in the Human Needs Project in Nairobi to reach under-priviliged children in the slums.
Chapter 3

Results

3.5 Partner network

Impact on a larger scale builds on a strong partner network. We have sought and found good partners during this project. They contributed during the different stages of this project and will continue to do so to further upscale the impact.

Distribution

Reaching our target audiences was an important objective of this project. It is necessary to work with organisations that offer a safe and continuous environment for children to learn.

Evidently, schools were our prime partners during this project. We reached them individually and through our partnership with the National Museums of Kenya and contacts at different Kenyan school associations (KEPSA, KSSHA).

Additional, we started working with different CBO’s to reach vulnerable children in and around slum areas. These CBO’s offer education and work closely with surrounding schools.

Content partners

Good content in line with the national curriculum is essential for schools as they have to comply with this curriculum that forms the basis of the national exams. We found a strong and trusted partner in Longhorn Publishers. They are interested in the distribution of their KICD approved through DEANs ElimuPi. The current status is that we are ironing out some technical challenges to make this possible.

The Open Source content on the ElimuPi is based on a partnership with WorldPossible.

ElimuPi development partners

The first version of the ElimuPi has been largely developed in The Netherlands. We are currently discussing partnerships with two organisations in Kenya (Lakehub and Upande) to provide local support and new functionality.

New Nexus, a Dutch IT consultancy firm, recently offered their support when they learned from our activities in Kenya. They have an existing relationship with LakeHub and ample experience with ICT development projects for the Kenyan context. Their role will be to guide Lakehub in the development process, offer technical advice and train during the implementation phase in Kenya.

Hardware suppliers

A reliable supplier of hardware in Kenya has been found. They can timely provide the necessary hardware for the CLASSworks projects.
3.6 Partner impact

For the partnership between SiSo, De Staffing Groep and DEAN this project proved its value.

The PC-Donation campaign generated 50% more revenue in 2019 compared to 2018. We generated more attention and attracted some new hardware donors. We were also able to create more value from existing donors. In 2019 we developed a fresh folder (attached in proofing documents) which banked on the CLASSworks results.

We have just started a new campaign that connects the need (due to the closing of schools) for digital tools among students in The Netherlands with a similar need in Kenya.

De Staffing Groep generated an increase in absolute coverage about our partnership and the concrete impact in Kenya in different online media and through The Staffing University. The Staffing University is an initiative where experts talk about their field of expertise. The consultants that visited Kenya were included in the schedule. In the proofing documentation a short video is included.

Computable, the leading platform for ICT in The Netherlands, continued their coverage of DEANs ICT activities in Kenya including the partnership activities with De Staffing Groep and SiSo. Links to both articles are included in the appendix.
Chapter 4

Social Business model
The basis for a sustainable business concept has been laid. The coming period, we are going to expand CLASSworks to more schools to fine-tune our proposition and strive to break-even. Evidently, the current circumstances has and will have a big and unknown impact on the future of our CLASSworks program. We are preparing for the continuation after the Corona crises, including more focus on distant learning and distant support.

One of the outcomes of this project is a new social business model underlying the CLASSworks program which should enable the further up-scaling of the project.

4.1 CLASSworks

The funding strategy for new CLASSworks implementations at schools is based on the principle that schools are able to contribute both financial and social. The social contribution of schools values the extra social impact generated by schools as their obligation for the financial support they receive. It also links with the emerging purpose economy in which value is added to other contributions than just financial ones.

The financial coverage break down for the CLASSworks costs are as follows.

1. School contribution : 25%
The minimum school contribution is 25% of the actual costs of the project.

2. DEAN Impact Fund : 25%
The DEAN Impact Fund is capitalised through the SiSo-DEAN PC-Donation campaign and can cover another 25% of each project.

Earned income from other activities like the sales of the ElimuPi, bootcamps and training activities in the ElimuLab also contribute to the Impact Fund.

3. Social activities : 50%
The 50% coverage from social activities needs a bit more explanation. Schools that join CLASSworks agree to participate in different activities that enhance their (digital) education. Integral part of these activities are practical assignments that show the value of blending digital tools, theoretical knowledge and practical activities to increase the actual understanding of students of the school subjects.

We have chosen to involve the schools (students) in practical activities with a positive social contribution. We started with the subjects climate change and plastic pollution. Part of the learning experience
of the students are tree planting and cleaning the environment respectively. The positive impact of these activities are translated into credits. Each credit represents an amount of money. Schools have to earn the equivalent of the monetary value of the 50% subsidy they receive.

Each credit is covered by contributions from organisations. Right now, we have a partnership with a travel agency that asks its clients to compensate CO₂ through trees planted by schools as part of the CLASSworks program. We expect to interest similar partners for the different social areas where schools can contribute.

Break-even, based on an average project, is reached with 18 new CLASSworks schools per year.

### 4.2 ElimuLab

The ElimuLab business case is based on the delivery of courses for university students. We offer time slots in which students can work on courses they subscribed for. The ElimuLab offers the infrastructure, the curriculum and guidance from a trainer. Students can come at a time of their convenience and work at their own pace on the courses. Students contribute a fixed amount per hour, indifferent of the type of course they have chosen.

We discovered that this works much better than set hours per course during which all participants follow the same course. The flexibility offered fits the ever changing schedules of the students.

Break-even is reached at 60% occupancy.

**More online**

The ElimuLab site is expanded with an online learning section. This will be used by students visiting the ElimuLab and is their guideline through the course they have chosen. It fits perfect in our blended learning model.

Additional, we are going to offer these courses to students for remote learning, using their own devices. The Corona crisis brought a rapid acceleration of this idea. We aim to go live in May.

**Coding bootcamps**

The coding bootcamps offer a great condensed starting point for digital literacy. We noticed the interest is high and after three test runs we are now exploring how the bootcamps can contribute to our sustainability.
4.3 ElimuPi

The ElimuPi has shown great potential and attracts a lot of interest from different organisations. In the next version of the ElimuPi we plan to improve the following functionality.

- A more user-friendly interface for common administrator tasks
- A huge update of the free educational resources
- Raspberry Pi 4 as a base model
- Integration of KICD approved content

To realise the last bullet, we work with Longhorn Publishers to make their KICD (Kenyan Institute of Curriculum Development) approved content available through the ElimuPi. All agreements have been signed, we are currently working on the technical implementation and licensing model.
## 5.1 Balance Sheet

**Balance sheet per 31 December 2019**

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<th>Assets</th>
<th>Ref.</th>
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<th>€</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tangible fixed assets</strong></td>
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<tr>
<td>Furniture and fixtures</td>
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<td><strong>Current Assets</strong></td>
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<tr>
<td>Other receivables</td>
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<td>8,186</td>
<td>4,564</td>
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<tr>
<td><strong>Cash</strong></td>
<td>3</td>
<td>90,143</td>
<td>71,984</td>
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| 31/12/2019: 98,738 | 31/12/2018: 76,878 |

<table>
<thead>
<tr>
<th>Reserves &amp; Liabilities</th>
<th>Ref.</th>
<th>€</th>
<th>€</th>
<th>€</th>
<th>€</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reserves</strong></td>
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<tr>
<td>General reserves</td>
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<td>Allocated funds</td>
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<td>Staffing Facility</td>
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<td><strong>Short term liabilities</strong></td>
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<td>Other liabilities</td>
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<td>8,799</td>
<td>6,706</td>
<td>8,799</td>
<td>6,706</td>
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| 31/12/2019: 98,738 | 31/12/2018: 76,878 |
## 5.2 Income & Expenditure

### Income and Expenditure Statement 2019

<table>
<thead>
<tr>
<th></th>
<th>2019</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ref.</strong></td>
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<td>€</td>
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<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Income own fundraising</td>
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<td>212,666</td>
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<tr>
<td>Other income</td>
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<td>1,969</td>
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<tr>
<td>Financial income</td>
<td>8</td>
<td>8</td>
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<tr>
<td><strong>Total income</strong></td>
<td>214,642</td>
<td>190,177</td>
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<tr>
<td><strong>Expenditure</strong></td>
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<td></td>
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<tr>
<td>Spending on the objective</td>
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<td>Expenses own fundraising</td>
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<td>Management and Administration</td>
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<td><strong>Total expenditure</strong></td>
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<td>194,876</td>
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<td><strong>Result</strong></td>
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<tr>
<td><strong>Result allocation or deduction</strong></td>
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<tr>
<td>Increase/decrease general reserve</td>
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<td>-18,565</td>
</tr>
<tr>
<td>Increase/decrease Allocated fund Staffing Facility</td>
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<td>0</td>
</tr>
<tr>
<td><strong>Result</strong></td>
<td>19,767</td>
<td>-18,565</td>
</tr>
</tbody>
</table>
5.3 Explanatory notes

1 Tangible fixed assets

Balance per 1 January 2019
Book value

Movements 2019
Acquisition
Depreciation 122

Balance per 31 December 2019
Cost 609
Cumulative depreciation 201-
Book value 408

Depreciation percentage 20

2 Other receivables

<table>
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<tr>
<th></th>
<th>31/12/2019</th>
<th>31/12/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debitor UCN</td>
<td>4,855</td>
<td>0</td>
</tr>
<tr>
<td>Prepaid costs mission Kenya jan-feb 2020</td>
<td>1,782</td>
<td>1,400</td>
</tr>
<tr>
<td>VAT</td>
<td>0</td>
<td>867</td>
</tr>
<tr>
<td>Rent office january</td>
<td>615</td>
<td>605</td>
</tr>
<tr>
<td>Deposit rent office</td>
<td>605</td>
<td>605</td>
</tr>
<tr>
<td>Prepaid costs Kenya</td>
<td>0</td>
<td>606</td>
</tr>
<tr>
<td>Pension january 2020</td>
<td>322</td>
<td>273</td>
</tr>
<tr>
<td>Interest from savings account</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>8,186</td>
<td>4,364</td>
</tr>
</tbody>
</table>

DEAN received a German subsidy under the Developpp program. The maximum public contribution is 175,000 EUR. The final contribution will be based on the actual spending within the agreed budget lines and can differ from this maximum. Therefor we have chosen to present the actual received contribution in this annual report. Of the maximum contribution 140,000 EUR had been received by the end of 2019. The project was finalised in February 2020 with a final total contribution of 167,629 EUR.
### 3. Cash at bank and in hand

<table>
<thead>
<tr>
<th></th>
<th>31/12/2019</th>
<th>31/12/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rabobank Internet banking account 1022.556.584</td>
<td>89,013</td>
<td>71,005</td>
</tr>
<tr>
<td>Rabobank current account 3246.95.543</td>
<td>1,130</td>
<td>979</td>
</tr>
<tr>
<td>Bank account Germany</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>90,143</td>
<td>71,984</td>
</tr>
</tbody>
</table>

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

### 4. General reserve

<table>
<thead>
<tr>
<th></th>
<th>2019</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance per 1 January</td>
<td>70,171</td>
<td>88,736</td>
</tr>
<tr>
<td>Added from Fund CLASSworks</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Added from Fund Digital Lifeskill</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Added from FUND FT Kilimanjaro</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Withdrawals/additions from result</td>
<td>14,267</td>
<td>-18,565</td>
</tr>
<tr>
<td>Balance per 31 December</td>
<td>84,438</td>
<td>70,171</td>
</tr>
</tbody>
</table>

### 5. Allocated fund Staffing Facility

<table>
<thead>
<tr>
<th></th>
<th>2019</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance per 1 January</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Additions</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Added to general reserve</td>
<td>5,500</td>
<td>0</td>
</tr>
<tr>
<td>Balance per 31 December</td>
<td>5,500</td>
<td>0</td>
</tr>
</tbody>
</table>
### 6 Other liabilities

<table>
<thead>
<tr>
<th></th>
<th>31/12/2019</th>
<th>31/12/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costs to be paid</td>
<td>1,997</td>
<td>1,985</td>
</tr>
<tr>
<td>Accounts Payable</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>VAT</td>
<td>2,135</td>
<td>0</td>
</tr>
<tr>
<td>Wage Taxes</td>
<td>1,980</td>
<td>2,035</td>
</tr>
<tr>
<td>Salaries</td>
<td>2,674</td>
<td>2,673</td>
</tr>
<tr>
<td>Banking costs</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Other</td>
<td>8,799</td>
<td>6,706</td>
</tr>
</tbody>
</table>

### Liabilities not included in the balance sheet

Dean rents an office from Maatschap Dudok. The annual rent including service fees is 6,102 EUR (excluding VAT). The rent agreement has a duration of 12 months and ends at 30 April 2020 and has been prolonged till 30 April 2021. The rent agreement has a termination clause with a 2-month prior notice and is continued for consequent periods of 12 months barring termination.
### Income own fundraising can be divided in the following components:

<table>
<thead>
<tr>
<th></th>
<th>Exploitatie 2019</th>
<th>Exploitatie 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6A Income from own fundraising for objectives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>€</td>
<td>€</td>
</tr>
<tr>
<td>6B Sponsorship in kind</td>
<td>47,295</td>
<td>49,970</td>
</tr>
<tr>
<td>PC donation campaign</td>
<td>54,745</td>
<td>35,495</td>
</tr>
<tr>
<td></td>
<td>110,626</td>
<td>102,715</td>
</tr>
<tr>
<td></td>
<td>188,180</td>
<td>212,666</td>
</tr>
</tbody>
</table>

#### 7A Income from own fundraising for objectives

<table>
<thead>
<tr>
<th></th>
<th>Exploitatie 2019</th>
<th>Exploitatie 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>€</td>
<td>€</td>
</tr>
<tr>
<td>develoPPP.de</td>
<td>32,950</td>
<td>68,100</td>
</tr>
<tr>
<td>Lucendi Foundation</td>
<td>15,000</td>
<td>15,000</td>
</tr>
<tr>
<td>Anonymous contribution</td>
<td>13,100</td>
<td>-</td>
</tr>
<tr>
<td>St. Leo Bij</td>
<td>9,710</td>
<td>-</td>
</tr>
<tr>
<td>Weeshuis der Doopsgezinden</td>
<td>8,000</td>
<td>-</td>
</tr>
<tr>
<td>Staffing Facility BV</td>
<td>5,500</td>
<td>13,000</td>
</tr>
<tr>
<td>Unesco Centrum Nederland</td>
<td>4,855</td>
<td>-</td>
</tr>
<tr>
<td>Emmaus Domstad</td>
<td>4,000</td>
<td>-</td>
</tr>
<tr>
<td>Janssensfonds</td>
<td>3,876</td>
<td>-</td>
</tr>
<tr>
<td>Casterenhoewe</td>
<td>2,985</td>
<td>-</td>
</tr>
<tr>
<td>Hofste Stichting</td>
<td>2,500</td>
<td>-</td>
</tr>
<tr>
<td>Het VIN centrum</td>
<td>2,000</td>
<td>-</td>
</tr>
<tr>
<td>Coffee IT T-Shirt Actie</td>
<td>1,000</td>
<td>-</td>
</tr>
<tr>
<td>Kringloopwinkel de Voorhof</td>
<td>1,000</td>
<td>-</td>
</tr>
<tr>
<td>Wentzo Wireless</td>
<td>1,000</td>
<td>-</td>
</tr>
<tr>
<td>Nikon HOLDINGS Europe bv</td>
<td>549</td>
<td>-</td>
</tr>
<tr>
<td>KCE Fonds</td>
<td>500</td>
<td>-</td>
</tr>
<tr>
<td>St. Keerpunt</td>
<td>500</td>
<td>-</td>
</tr>
<tr>
<td>St. ’t Arm Kinderhuys</td>
<td>500</td>
<td>-</td>
</tr>
<tr>
<td>Wieringa-Kok</td>
<td>500</td>
<td>-</td>
</tr>
<tr>
<td>St. Goede Doelen Delft</td>
<td>350</td>
<td>-</td>
</tr>
<tr>
<td>Kringloopwinkel Reewijk</td>
<td>250</td>
<td>-</td>
</tr>
<tr>
<td>geef.nl</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>FT Kilimanjaro</td>
<td>4,053</td>
<td>-</td>
</tr>
<tr>
<td>TU Delft</td>
<td>2,162</td>
<td>-</td>
</tr>
<tr>
<td>McCoy/Van Egdom</td>
<td>400</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>14,035</td>
<td>10,277</td>
</tr>
</tbody>
</table>
### 7B Sponsorship in kind

<table>
<thead>
<tr>
<th>Service Provider</th>
<th>Exploitatie 2019</th>
<th>Exploitatie 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultants via IT-Staffing</td>
<td>13,600</td>
<td>14,400</td>
</tr>
<tr>
<td>Topdesk</td>
<td>11,292</td>
<td>11,292</td>
</tr>
<tr>
<td>Siso PC-donatie logistics</td>
<td>10,000</td>
<td>10,000</td>
</tr>
<tr>
<td>Siso PC-donatie wiping</td>
<td>7,000</td>
<td>7,000</td>
</tr>
<tr>
<td>Techsoup/Office365</td>
<td>2,126</td>
<td>2,126</td>
</tr>
<tr>
<td>Campai Office support</td>
<td>1,400</td>
<td>1,400</td>
</tr>
<tr>
<td>OnlyOffice CRM</td>
<td>1,100</td>
<td>1,100</td>
</tr>
<tr>
<td>Techsoup/Adobe CC</td>
<td>301</td>
<td>301</td>
</tr>
<tr>
<td>DynaHouse use</td>
<td>297</td>
<td>594</td>
</tr>
<tr>
<td>Site4U</td>
<td>179</td>
<td>179</td>
</tr>
<tr>
<td>Exact</td>
<td>0</td>
<td>1,578</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>47,295</strong></td>
<td><strong>49,970</strong></td>
</tr>
</tbody>
</table>

### 8 Expenditures

<table>
<thead>
<tr>
<th>Category</th>
<th>Exploitatie 2019</th>
<th>Exploitatie 2018</th>
<th>Own fundraising</th>
<th>Management and administration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total expenditures</strong></td>
<td><strong>93,982</strong></td>
<td><strong>8,234</strong></td>
<td><strong>509</strong></td>
<td><strong>147,350</strong></td>
</tr>
<tr>
<td><strong>Purchases and acquisitions</strong></td>
<td><strong>4,765</strong></td>
<td><strong>6,571</strong></td>
<td></td>
<td><strong>11,336</strong></td>
</tr>
<tr>
<td><strong>Outsourc services</strong></td>
<td><strong>9,975</strong></td>
<td><strong>10,219</strong></td>
<td></td>
<td><strong>23,478</strong></td>
</tr>
<tr>
<td><strong>Staff costs</strong></td>
<td><strong>67,269</strong></td>
<td><strong>9,317</strong></td>
<td></td>
<td><strong>97,681</strong></td>
</tr>
<tr>
<td><strong>Housing costs</strong></td>
<td><strong>11,973</strong></td>
<td><strong>2,882</strong></td>
<td></td>
<td><strong>14,855</strong></td>
</tr>
<tr>
<td><strong>Office and general cost</strong></td>
<td><strong>11,973</strong></td>
<td><strong>2,882</strong></td>
<td></td>
<td><strong>25,295</strong></td>
</tr>
<tr>
<td><strong>Extraordinary costs</strong></td>
<td><strong>11,973</strong></td>
<td><strong>2,882</strong></td>
<td></td>
<td><strong>22,031</strong></td>
</tr>
<tr>
<td><strong>Depreciation and interest</strong></td>
<td><strong>11,973</strong></td>
<td><strong>2,882</strong></td>
<td></td>
<td><strong>122</strong></td>
</tr>
<tr>
<td><strong>Total expenditures</strong></td>
<td><strong>93,982</strong></td>
<td><strong>8,234</strong></td>
<td><strong>509</strong></td>
<td><strong>147,350</strong></td>
</tr>
</tbody>
</table>
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.
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 fund-raising activities*
Income from own fund-raising 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 increases the expenses while in reality no actual “payment” takes place.

*Expenses*
Expenses are determined at a historic basis and allocated to the year to which they relate.
5.4 Compilation report 2019

The financial statements 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 2019 and the profit and loss account for the year 2019 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 4410, “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 Gedrags- en Beroepsregels 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/uitleg-samenstellingsverklaring.

Havelte, June 23th 2020
Advitax Accountants & Adviseurs VOF

D. van Ede  RB
Accountant-Administratieconsulent

1 A signed copy is available on request