



Annual Report



2015

Lideke Wery Educational Institute

Non-profit making company

MANAGEMENT SUMMARY

The Lideke Wery Educational Institute aims to provide top quality education for Sri Lankan youth, using modern teaching methods and resources. The LWEL wants to be an inspiring environment with a well qualified and continuously developing staff. The Institute will encourage its students to work towards mutual respect between the local community and school. Above all, the education at the Institute should be affordable for all local youth in the Induruwa area.

In 2015, free education was introduced for all courses. This resulted in a very high class occupation for all classes while drop-out and exam pass rates remained stable in regard to previous years. Furthermore, student feedback towards the institute and the teachers was positive and appreciative.

Last year also provided a challenge regarding the certification of our examinations, when City & Guilds unexpectedly stopped offering examinations. For 2016, we have decided to start a partnership with British Council, so we can continue to offer our students an internationally recognized certificate.

Some highlights of the year included a visit by the chairman of our board of directors, Dr. Cabral and teacher's day, a day on which the effort of our teachers was celebrated. Furthermore, for the first time this year an English day was organized and students performed various plays and dramas. Finally, a community project in the form of a blood donation campaign was organized by our students in December, which was a great success.

Thanks to the continuous support of the Lideke Wery Foundation in the Netherlands, the Institute can continue to provide high quality education to the underprivileged youth in the Induruwa area in Sri Lanka.

CONTENTS

Management summary	2
Chairman's statement.....	4
1. Company overview	6
Our mission.....	6
2. The board of directors	7
Remuneration to the directors	8
Directors' interest with the contract of the company	8
3. The year in review	9
4. Human Resources	14
Staff changes	14
Overview of the staff	14
Project coordinators.....	15
5. Performance	16
Class occupation per batch	16
Drop-out rates	18
Exam pass rates	20
Historic performance	21
Student feedback.....	23
6. Appreciation of donors	27
7. Financial statements	28

CHAIRMAN'S STATEMENT



To commemorate the tsunami of 2004, the Lideke Wery Educational Institute decided to offer all educational programs free of charge to all students. We thought that this would be a fitting tribute to all those who lost their life as well as their belongings unexpectedly. This resulted in an enormous inflow of students in particular during the 1st and 3rd enrolments, but also the occupancy for the 2nd class improved significantly.

Market research showed that due to heavy competition from similar institutes in the area, which offer comparable courses free of charge, resulted in the lowering of number of students that applied for LWEL. Next to this phenomenon, the research also showed that the fees we have been charging for our courses, despite the scholarships, were still a hurdle for the financially underprivileged youth from the Induruwa, Aluthgama and Ambolangoda areas. Fortunately, the financial position of the Lideke Wery Foundation made it possible to support free education during this year.

Now that the year has passed we can conclude that offering free education gave a big boost not only to the number of students, but also to the reputation of the institute as a whole. The motivation and dedication of all our staff members improved too and the fully enrolled classes energized the staff even more to give their best. This was noticeable in the feedback we gathered from the students after the completion of their programs. This reputation brought many new students to the institute from rural. The success rates for the English courses as well as for the ICT course were-excellent and contributed to the reputation of the institute.

The-City & Guilds institute decided to terminate their English examinations in Sri Lanka and as a consequence our institute could no longer offer a formal examination for an internationally recognized certificate. British Council came to our rescue and we decided to collaborate with them, and train our students for British Council's Cambridge examinations. Our teachers spent a lot of extra time preparing the students for the on-line Cambridge examination. This turned out to

be a suitable solution with satisfying results. However, the calendar of Cambridge's examinations did not fit in with the institute's calendar and thus we reluctantly had to terminate this collaboration.

City & Guilds offered an alternative on-line examination which we decided to accept and pilot with our students. The outcome looked very promising, but still we are looking into potentially cheaper alternatives for the coming year. We consider it very important to provide our students with an internationally recognized certificate, which will enhance their opportunities in finding jobs as well as furthering their education.

The coming year is going to be a very special year for all of us. The Lideke Wery Foundation in the Netherlands and the Lideke Wery Educational Institute in Sri Lanka will complete 10 years of service in Sri Lanka. We are all very proud of this great achievement and especially of those who dedicated their time and energy to make this possible. We are very fortunate that our ongoing funding position gives us the great opportunity to continue to offer free education for the next years, while commemorating the 10th year of service to a community that deserves a better future.

While thanking the members of the board of directors, both here and in the Netherlands, well-wishers, staff, people from the area and students, who helped the institute in many ways in the past years, we promise that we will do our best to continue offering top quality education with the support of all stakeholders.

Ranjith Cabral, Ph. D.

Chairman Lideke Wery Educational Institute

1. COMPANY OVERVIEW

The Lideke Wery Educational Institute (LWEI) was founded in memory of Lideke Wery. Lideke Wery worked for Ebbinge & Company in the Netherlands. During her honeymoon in Thailand, she died in the tsunami on December 26th, 2004. This beautiful 30 year old person was very sympathetic towards people's development. In her honour, Lideke's colleagues and her husband initiated the Lideke Wery Foundation (LWF) in the Netherlands. The main objectives of LWF are:

- Keeping the memory of Lideke alive
- Supporting the development of people in the tsunami-struck area



MS. LIDEKE WERY

The Lideke Wery Foundation initiated the formation of an institute in Induruwa, Sri Lanka; the Lideke Wery Educational Institute. Since May 2007 this institute is located in Induruwa and since October 2007 it is registered as a non profit making company. The institute is mainly involved in providing English and ICT education at low costs.

OUR MISSION

The Lideke Wery Educational Institute aims to provide top quality education for Sri Lankan youth, using modern teaching methods and resources. The LWEI wants to be an inspiring environment with a well qualified and continuously developing staff. The Institute will encourage its students to work towards mutual respect between the local community and school. Above all, the education at the Institute should be affordable for all local youth.

2. THE BOARD OF DIRECTORS

In 2015, the board of directors of the Lideke Wery Educational Institute consisted of the seven persons mentioned below.



Dr. R. Cabral
Chairman



Mr. V.P. de Silva
Director



Mr. L.J.M. Pieries
Director



Ms. I.N. van 't Hoff
Director



Ms. A. Schilderman
Director



Mr. J.J. Bijlsma
Director



Mr. T.D.H. Lokuge
Director

The board of members of the Lideke Wery Educational Institute consists of the following persons: Mrs. A.M.C. Gunasekera, Ms. J. Schutte, Ms. A. Schilderman, Mrs. P. Srilayatha Ranaweera

REMUNERATION TO THE DIRECTORS

The directors do not receive any remuneration for their work in the company.

DIRECTORS' INTEREST WITH THE CONTRACT OF THE COMPANY

The directors do not have any personal interest in the company. Ms. J. Schutte, Ms. A. Schilderman and Mr. V. P. de Silva all signed the foundation contract of the company.

3. THE YEAR IN REVIEW

The year 2015 was an interesting and challenging year for the Lideke Wery Educational Institute in many ways. This chapter provides an overview of the many events and activities that took place.

JANUARY

05 th	New Year ceremony
05 th - 09 th	Registering of new students and placement tests
14 th	Start of batch I with first day presentation
16 th	First day of classes of batch I
17 th	First parent's day of batch I



First day presentation



First parent's day

FEBRUARY

14 th	Certificate ceremony of batch III 2014
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Certificate ceremony of batch III 2014

MARCH

16 th - 18 th	Mock exams for ICT & English courses
23 th	Second parent's day of batch I

APRIL

10 th	Pre assessment Application Assistant course
13 th - 17 th	Annual staff leave
20 th	New Year ceremony
24 th - 25 th	Final exams Application Assistant course
28 th - 29 th	Final exams English courses



New Year ceremony

MAY

05 th - 08 th	Registering of new students and placement tests
18 th	Start of batch II with first day presentation
19 th	First day of classes of batch II
29 th	First parent's day of batch II



First day presentation

JUNE

No events were held in June.

JULY

11 th	Certificate ceremony of batch I 2015
16 th - 17 th	Mock exams for ICT & English courses
17 th	Second parent's day of batch II



Certificate ceremony of batch I 2015

AUGUST

01 st	CV & interview training
22 nd	Final exams Application Assistant course
17 th - 21 st	Promotional activities
24 th - 28 th	Annual staff leave

SEPTEMBER

01 st - 04 th	Registering of new students and placement tests
07 th	Start of batch III with first day presentation
08 th	First day of classes of batch III
19 th	First parent's day of batch III



First day presentation



First parent's day

OCTOBER

06th Teacher's day



Teacher's day

NOVEMBER

04th English day (drama and plays by students)
16th Mock exams for ICT & English courses
18th Community project day (blood donation campaign)
20th Second parent's day of batch III
28th Certificate ceremony of batch II 2015



English day



Community project day



Certificate ceremony of batch II 2015

DECEMBER

04 th	Pre assessment Application Assistant course
07 th	Saint Nicholas celebration
18 th	Final exams English courses (LWEI exam)
19 th	CV & interview training
18-20 th	Final exams Application Assistant course
21 st - 23 rd	Promotional activities
21 st - 22 nd	Final exams English Access and Achiever courses (City & Guilds exam)
23 rd	Community project day
28 th - 01 st	Annual staff leave



Final exams



CV & interview training

4. HUMAN RESOURCES

STAFF CHANGES

ICT teacher Praveen Maduranga terminated his employment at the institute after batch II of 2015.

OVERVIEW OF THE STAFF

An overview of the staff of the institute during the year 2015 is given below.



Dinesh Abeynayake

Headmaster
since December 2009



Akushla Jinappriya

Administrator
since January 2007



W.D. Chathurika

English teacher
since January 2011



Hasanthi Jayawardane

English teacher
since October 2011



Praveen Maduranga

ICT teacher
since January 2014
until September 2015



Subadra Wijehewa

Caretaker
since July 2013

PROJECT COORDINATORS

Normally, every batch, a new project coordinator from the Netherlands visits the Lideke Wery Educational Institute to support the management of the Institute's day to day activities and to teach the Achiever spoken class. The coordinator is a student attending a Dutch university or a recent graduate who works for the Institute on a charitable basis. In addition to their support for the daily management and their teaching, the coordinators work on one or more specific project(s) or assignment(s) for the Institute. Below is an overview of the project coordinators that visited the institute in 2015.



Martin Ogink
September 2015 –
December 2015



Koen Bressers
December 2015 –
May 2016

5. PERFORMANCE

The performance of the Lideke Wery Educational Institute is measured by the class occupation per batch, the drop-out rate per batch and the exam pass rates per batch.

CLASS OCCUPATION PER BATCH

Per batch, we have set maximum capacity per class to ensure sufficient individual attention for our students. Based on the maximum capacity and the availability of our teachers, the total capacity is calculated. Based on this capacity, the occupation rates are calculated below.

Total capacity was calculated based on the following assumptions.

- Every English teacher can take a maximum of three classes of 1 hour and 45 minutes per day;
- Every ICT teacher can take one class of 3.5 hours per day;
- The project coordinator (if available for that batch) teaches the Achiever – Spoken class;
- Every English class has a maximum of 14 students;
- Every English spoken class has a maximum of 10 students;
- Every ICT class has a maximum of 14 students.
- In batch II, the batch that is typically the least busy, English teachers teach only two classes instead of three, so they have some extra time to develop themselves and to prepare extra classes for the other batches, in which their time is limited.

The following table shows the capacity of 2015 for the different courses.

Course	Max. students per class	Number of classes			Capacity		
		Batch			Batch		
		I	II	III	I	II	III
Foundation, access, achiever	14	5	4	6	70	56	84
Achiever - spoken	10	1	0	1	10	0	10
ICT	14	2	1	1	28	14	14
		Total capacity			108	70	108
		ICT capacity			28	14	14
		English capacity			80	56	94

Some comments with regard to this table:

- In batch I, there was no project coordinator available. An achiever – spoken class was taught by one of the two English teachers.
- In batch II, no project coordinator was available.
- In batch I, two ICT classes were taught; one by the ICT teacher and one by the headmaster. In batch II, only one ICT class was taught by the ICT teacher. The ICT teacher left after batch II; the headmaster taught one ICT class in batch III.

This gives a total capacity of 108 for batches I and III and a total capacity of 70 for batch II. Note that this denotes the number of courses, rather than the number of students (it can be the case that one student is following multiple courses).

The graphs below show the occupation for the English and ICT classes, respectively, and the total occupation. Note that while the graphs are in 'Number of students', it may be the case that one student follows multiple courses, in which case this student is counted twice in the calculations.

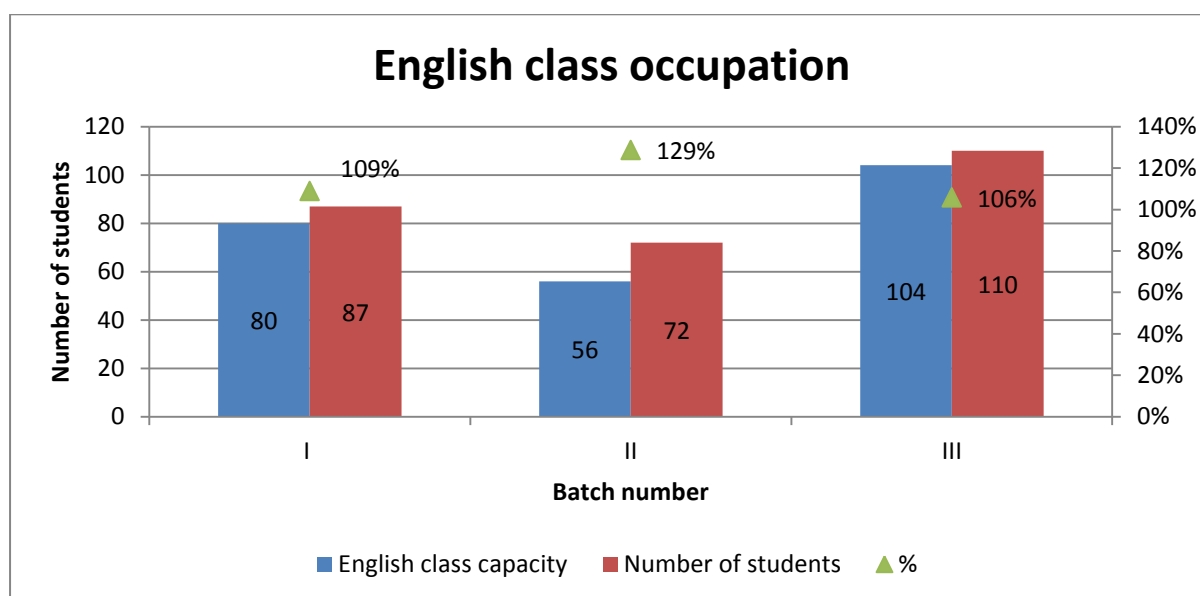


FIGURE 1: ENGLISH CLASS OCCUPATION

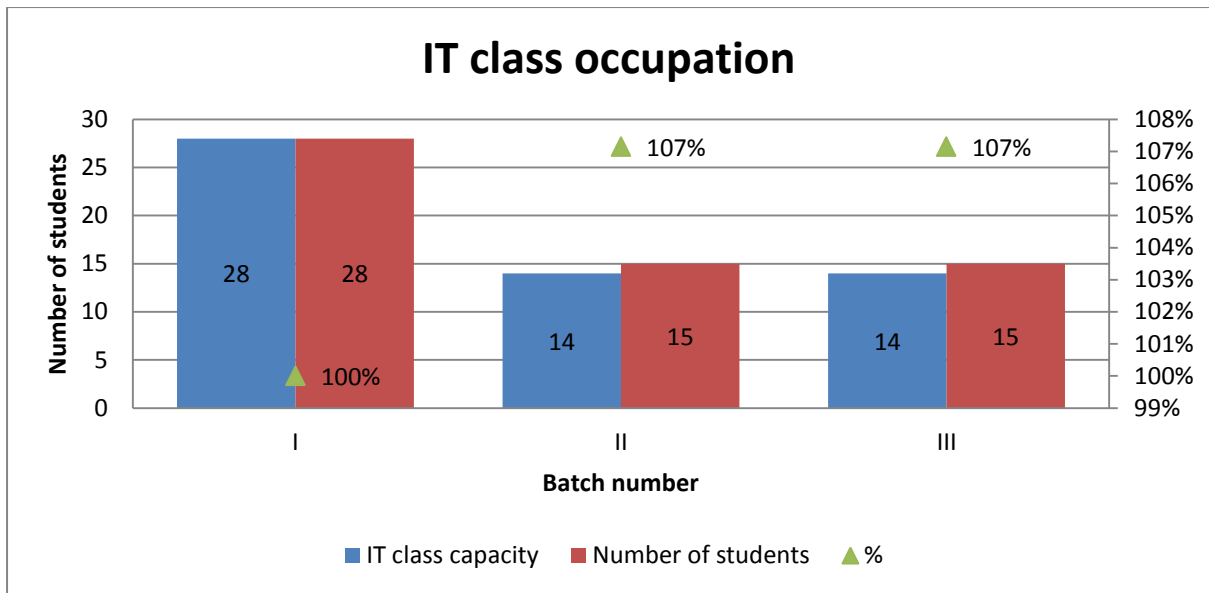


FIGURE 2: ICT CLASS OCCUPATION

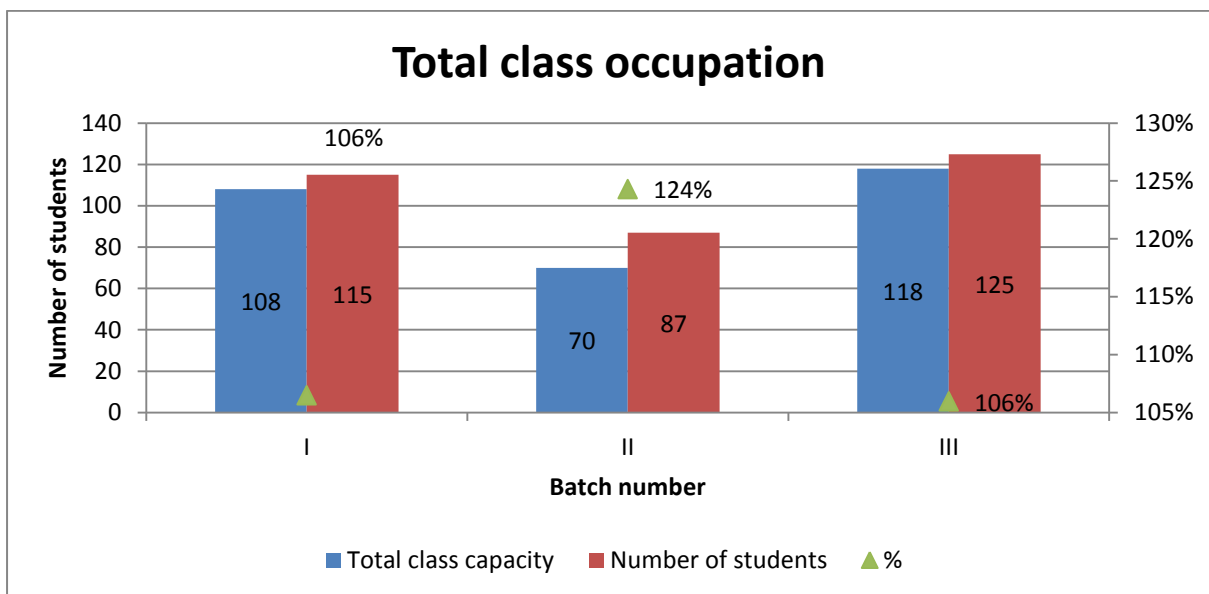


FIGURE 3: TOTAL CLASS OCCUPATION

DROP-OUT RATES

Figure 4, Figure 5 and Figure 6 provide an illustration of the drop-out rates for the English courses, the ICT classes and for the institute as a whole, respectively. A student is considered a drop-out when he/she has started the class but has not done the exam. This means that students who register for a class but do not show up for the classes are not included in these numbers. Only when students drop out

after payments have been made for their final exams the LWEI faces a significant financial disadvantage. However, the main issue with drop-outs is that their registration for the course(s) may deny the chance to participate in a course to a more dedicated student.

In relative terms, the number of drop-outs was highest in batch II, but this percentage is significantly influenced by the low number of students in this batch. In 2015, the overall drop-out rate was 14%, compared to a drop-out rate of 11% in 2014.

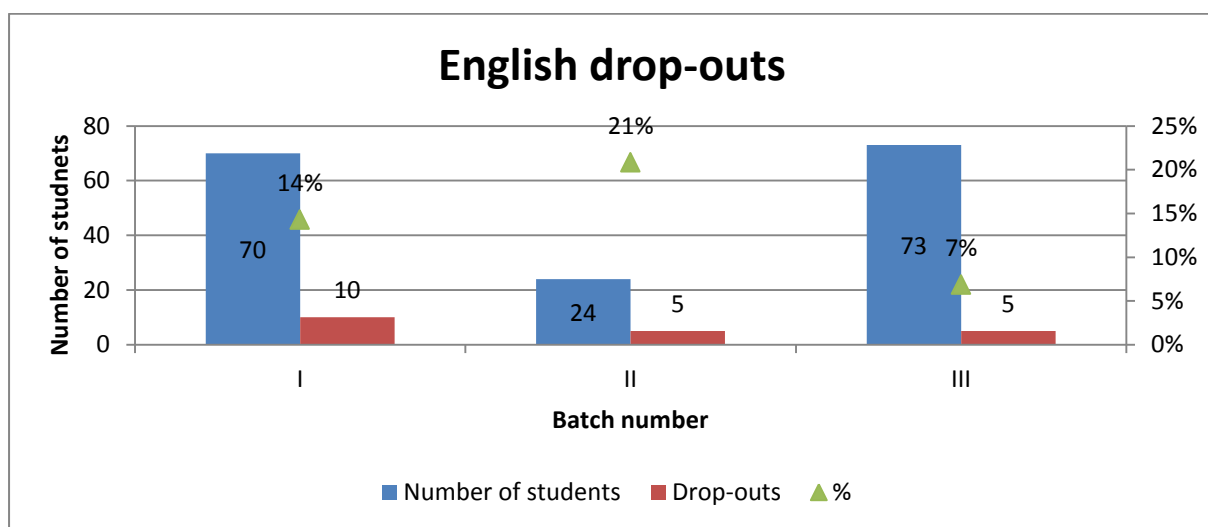


FIGURE 4: ENGLISH DROP-OUTS

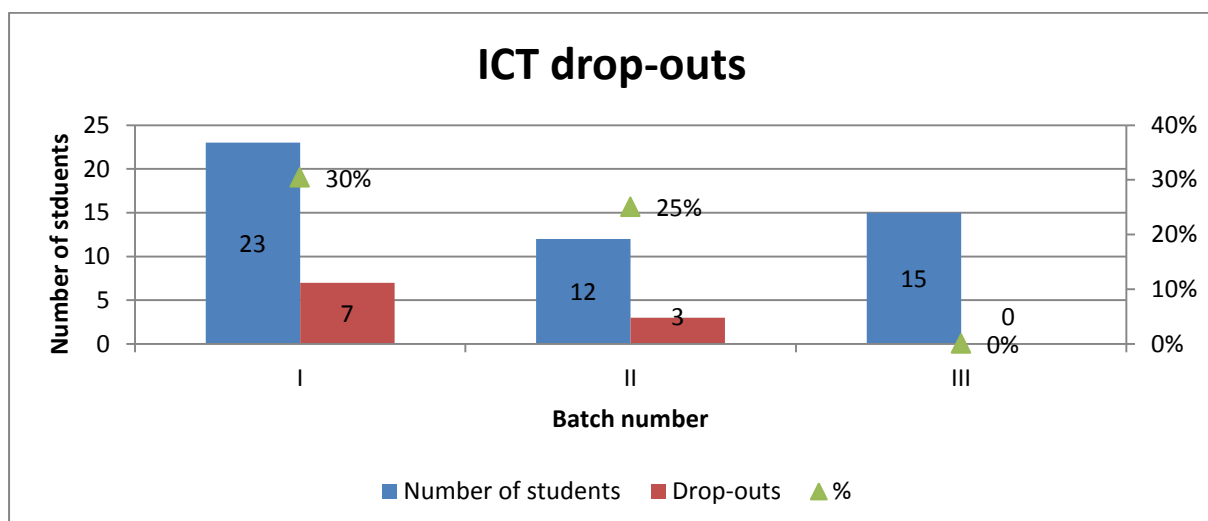


FIGURE 5: ICT DROP-OUTS

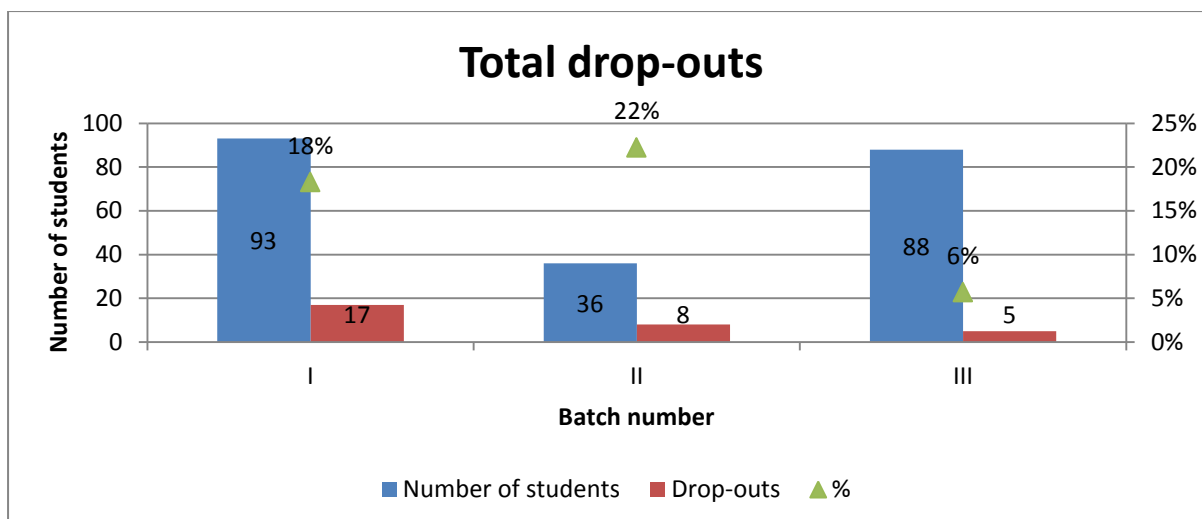


FIGURE 6: TOTAL DROP-OUTS

EXAM PASS RATES

The exam pass rate of the students at the Lideke Wery Educational Institute is calculated by dividing the number of students that passed the exam by the number of students that did the exam. In total, 237 exams were taken by the students, of which 222 resulted in a pass.

The graphs below show the number of students who took and passed the exams, as well as the pass rates for batch I, II and III.

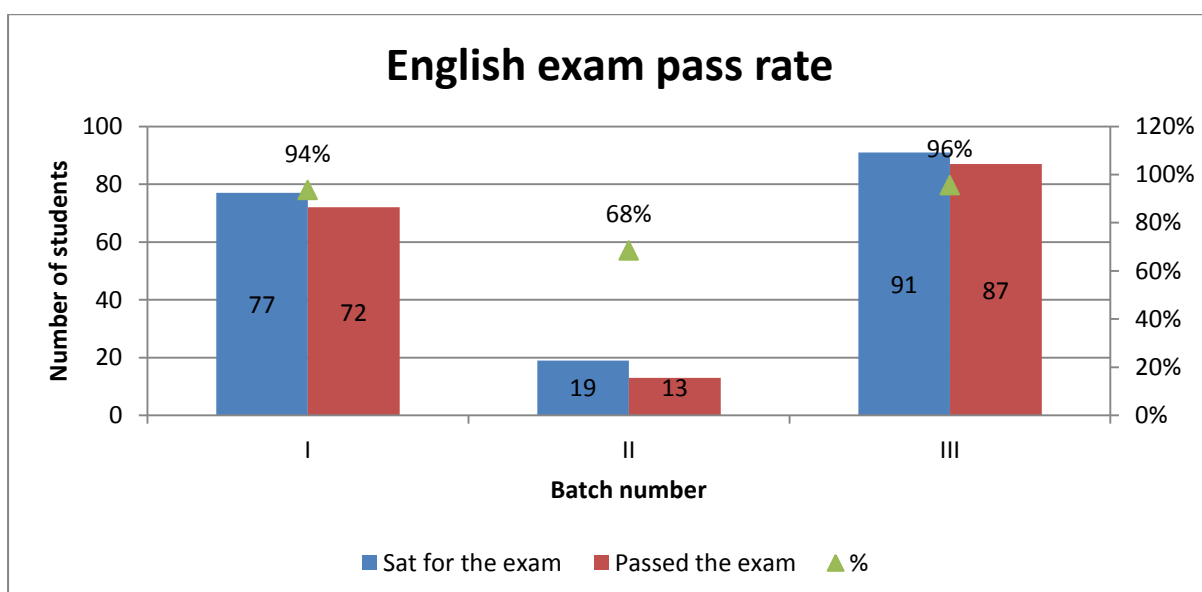


FIGURE 7: ENGLISH EXAM PASS RATE

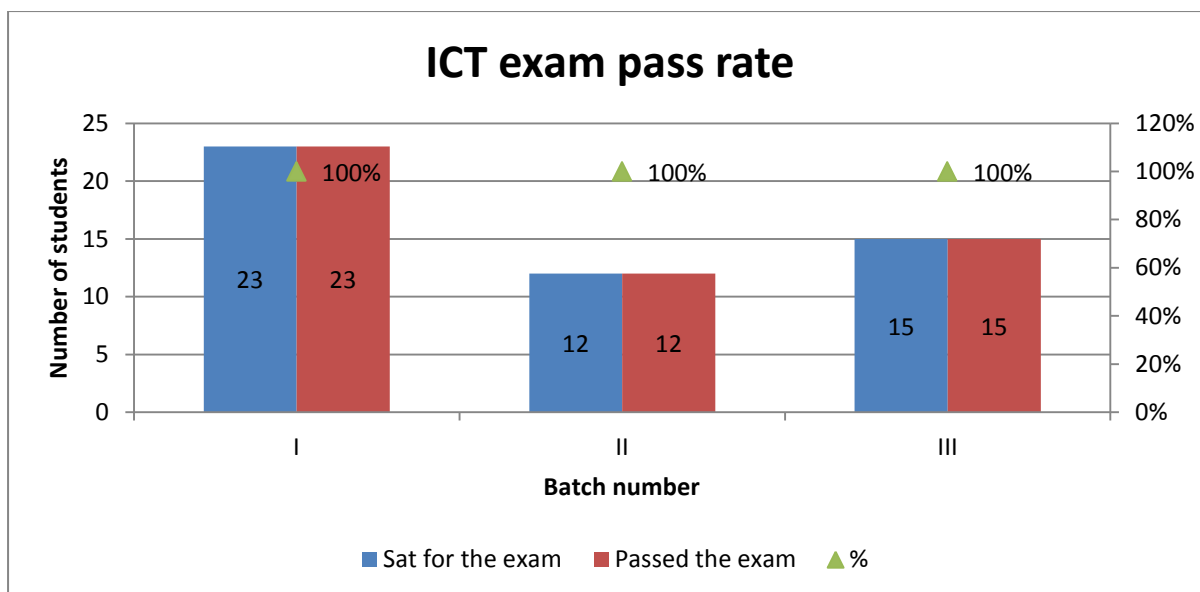


FIGURE 8: ICT EXAM PASS RATE

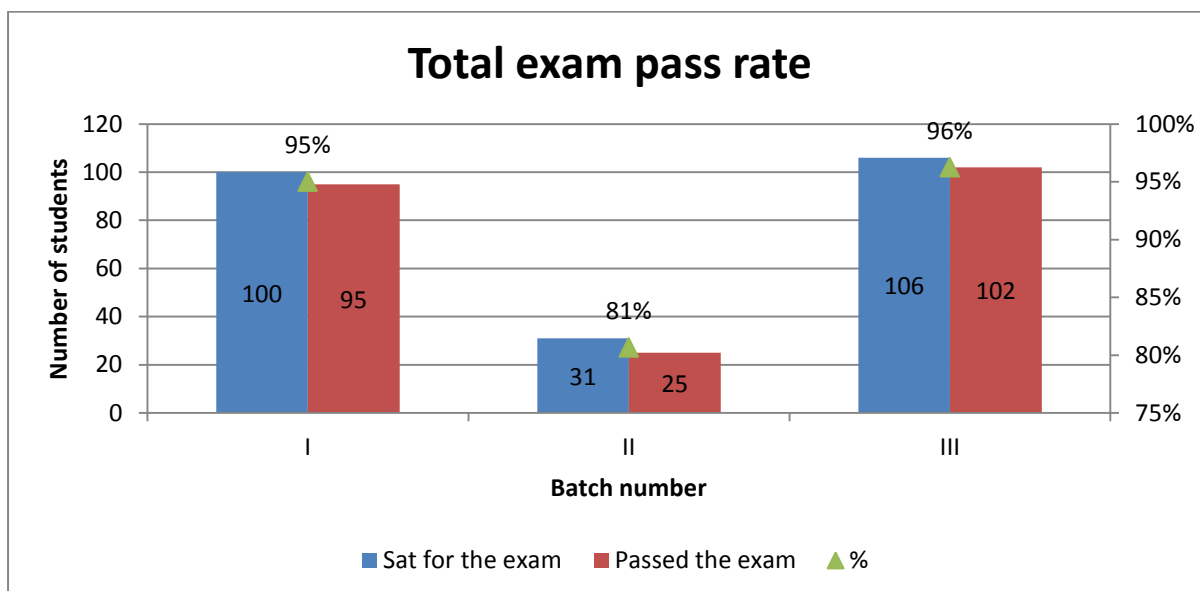


FIGURE 9 TOTAL EXAM PASS RATE

HISTORIC PERFORMANCE

Figure 10 shows an overview of the number of students, occupation and pass rates since 2010. As can be seen from the graph, the occupation rate for 2015 was significantly higher than that of the last years, while keeping a similar passing rate.

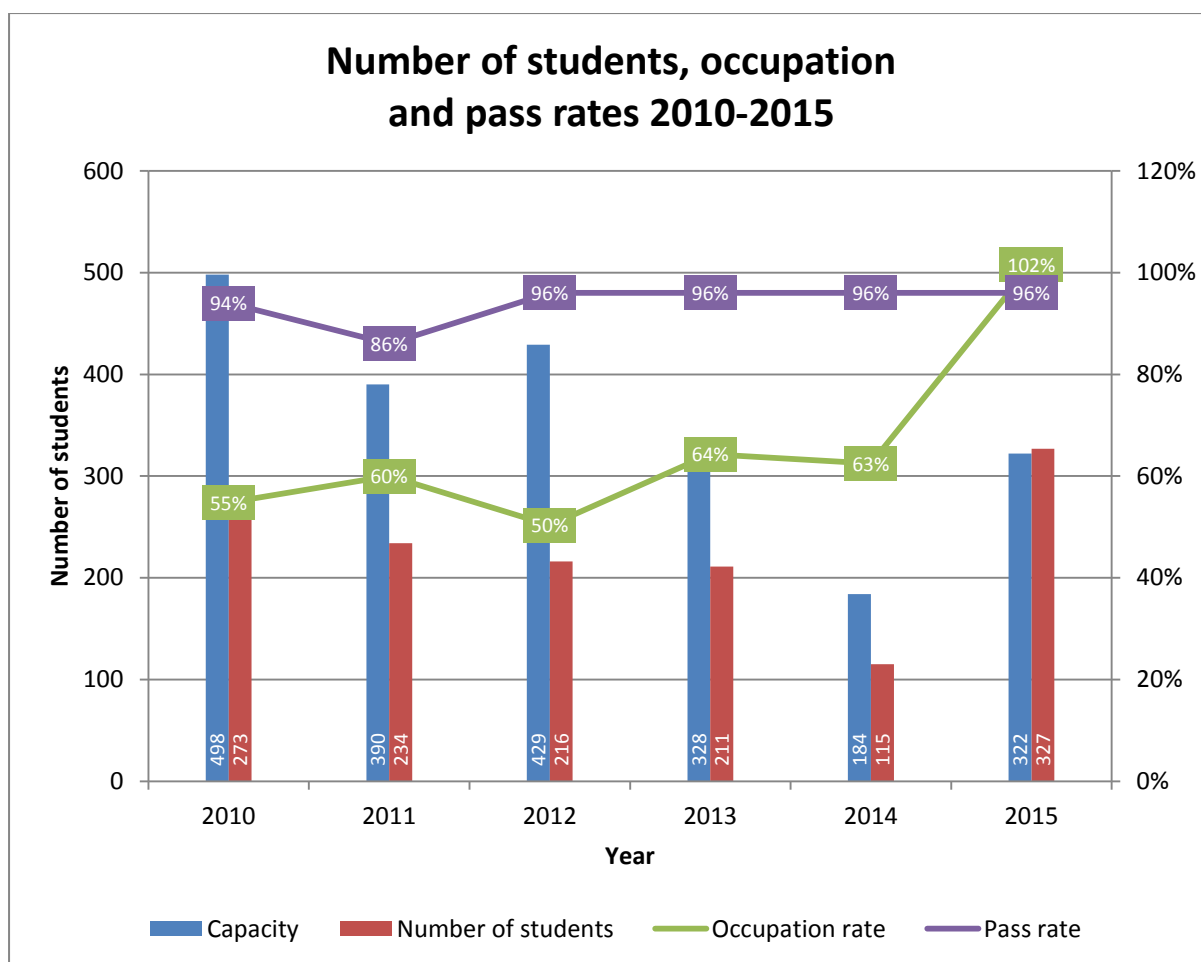


FIGURE 10: NUMBER OF STUDENTS, OCCUPATION AND PASS RATES 2010-2015

Furthermore, the graph shows a lot of changes in capacity and the number of students. In the table below, an overview of strategic decisions and unforeseen events since 2011 is given, that give a (partial) explanation for the changes in these numbers.

Most important, the relatively high occupation of this year can probably best be explained by the offering of all courses for free in 2015 as a commemoration of the tsunami 10 years ago.

- See the table on the next page -

Year	Strategic decisions and unforeseen events
2011	<ul style="list-style-type: none"> • Maximum number of students for English classes from 18 to 14 • New teachers take a maximum of 2 classes in their first batch • Change ICT course from 4 x 12 students to 2 x 14 students (starting batch III)
2012	<ul style="list-style-type: none"> • Maximum number of students for English classes from 14 to 16 • Extra ICT course in the media lab of 9 students (batch III only)
2013	<ul style="list-style-type: none"> • Maximum number of students for English classes from 16 to 12 (batch II and batch III only) • Maximum number of students for spoken classes from 16 to 10 • Start of access spoken classes • Stopped graphic design course • Continue only with one ICT teacher
2014	<ul style="list-style-type: none"> • English classes limited to one teacher (batch I) • Three staff members worked ½ day during batch II • One ICT teacher (maximum of 14 students per batch) • Early leaving of two Project Coordinators
2015	<ul style="list-style-type: none"> • All courses offered for free to commemorate 10 year since tsunami • IT teacher resigned after batch II • Project coordinator only available in batch III

STUDENT FEEDBACK

All students that complete one or more courses at the Lideke Wery Educational Institute are requested to fill out a student evaluation form. Below is a summary of the results of the evaluations of batch 3.

Firstly, a number of numeric scale questions are given. Answers are given according to the following scale: 5 = Excellent 4 = Above average 3 = Average 2 = Below average 1 = Unsatisfactory. Furthermore, for the English classes, some 'yes or no' questions are included. In the table below the average score of the numeric scale questions, as well as the percentage of respondents that answered yes for the 'yes or no' questions, are given.

Overall, we can state that students seem to be very pleased with our institute, teaching methods and teachers, as can be seen from the results.

- See the table on the next page -

Question	Average overall score (1-5)
1. Did the teacher explain everything well?	4.99
2. Did the teacher make the topics interesting?	5.00
3. Was the teacher enthusiastic about the teaching?	4.97
4. Did the teacher motivate you to work well in the class?	5.00
5. Were you able to ask questions and give comments?	4.98
6. Were the teacher's answers satisfactory?	4.98
7. How was the atmosphere (the learning environment) in class?	4.88
8. Was the teacher well prepared for the lessons?	4.99
9. Did the teacher take enough time to explain things?	4.99
10. Did the teacher give good feedback on your homework?	4.92
11. Did you have enough class assignments?	4.91
12. Were you able to do the class assignments by yourself?	4.82
13. Do you understand all the discussed topics?	4.92
14. How was the workload?	4.85
15. Did you enjoy studying at the Lideke Wery Educational Institute?	5.00
16. Was the Lideke's Media Lab useful to you?	4.44
17. Would you recommend (tell about) LWEI to others?	5.00
18. Was the CV & Interview training useful?	4.96
19. Overall rating for the course:	5.00

Question	Percentage 'yes'
We had enough exercises to practice reading.	100%
We had enough exercises to practice writing.	100%
We had enough exercises to practice listening.	81%
We had enough exercises to practice speaking.	75%

The questionnaire also included some open ended questions:

- What was the best thing about the class?

By far, the most given answer to this question was 'the teacher'.

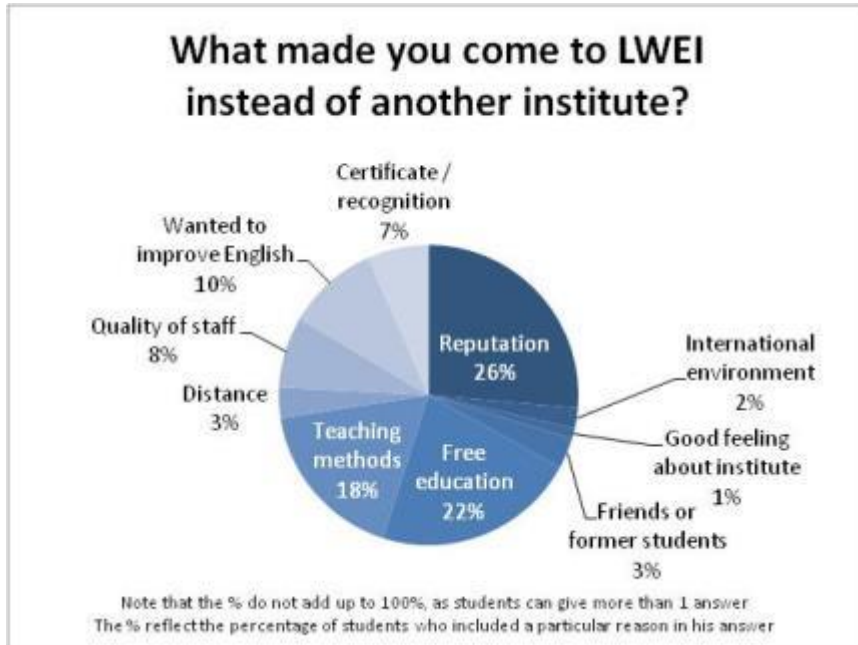
Furthermore, students often praise LWEI's teaching methods and atmosphere. Other answers that came up regularly were the extra-curricular activities, other class members, in-class drama and role-playing and presentations.

- What was the worst thing about the class?

Most students left this question blank. Those who did answer mostly had some minor complaint about the facilities (such as AC capacity issues).

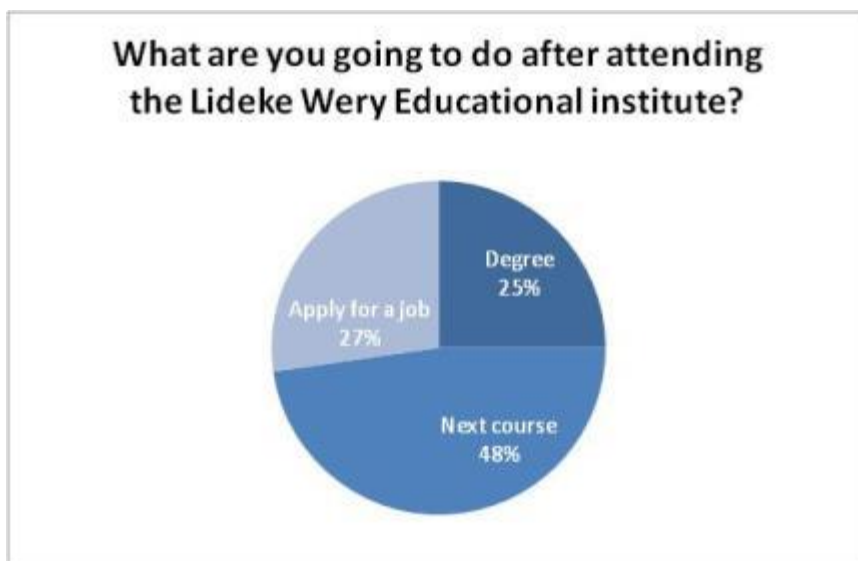
- What made you come to the Lideke Wery Educational institute instead of another institute?

The figure below gives an overview of student's reasons to study at LWEI. The total number of students that filled in this question was 76.



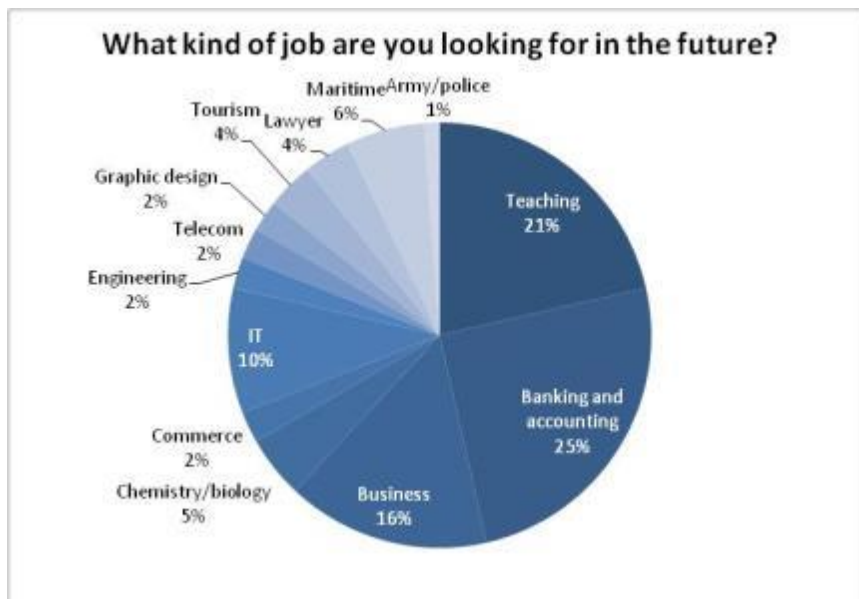
- What are you going to do after attending the Lideke Wery Educational institute?

The figure below shows what students want to do after attending LWEI. The total number of students that filled in this question was 88.



- What kind of job are you looking for in the future?

The figure below shows future job ambitions of students. The total number of students that filled in this question was 84.



Finally, below are some quotes from students that show their appreciation towards our institute:

“This institute improves our knowledge instead of wasting time”

“At this institute, I received the best teacher's guidance, care and trustworthy things in my life. This is unforgettable experience in my life.”

“The best institute where I've studied because of the teachers”

“LWEI is excellent; I recommend it as the best”

“Thanks teachers for giving us knowledge and encouraging us, we never forget you”

“I had the best teacher in this school, now I love English”

“LWEI is excellent; I will stay here until I am fluent in English”

6. APPRECIATION OF DONORS

We would like to express our heartfelt gratitude to our donors and operational supporters who work tirelessly to ensure that the Lideke Wery Educational Institute can continue to provide top quality education to the underprivileged youth in Sri Lanka.



7. FINANCIAL STATEMENTS



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INDEPENDENT AUDITORS' REPORT

TO THE MEMBERS OF LIDEKEWERY EDUCATIONAL INSTITUTE.

Report on the Financial Statements

We have audited the accompanying financial statements of Lidekewery Educational Institute, ("the Company"), which comprise the statement of financial position as at December 31, 2015, the statement of comprehensive income, statement of changes in equity and, statement of cash flow for the year then ended, and a summary of significant accounting policies and other explanatory information.

Board's Responsibility for the Financial Statements

Management is responsible for the preparation of these financial statements that give a true and fair view in accordance with Sri Lanka Financial Reporting Standard for Small and Medium Sized Entities (SLFRS for SMEs), and for such internal control as Board determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Sri Lanka Auditing Standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation of the financial statements that give a true and fair view in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by Board, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



Opinion

In our opinion, the financial statements give a true and fair view of the financial position of the Company as at December 31, 2015, and of its financial performance and cash flows for the year then ended in accordance with Sri Lanka Financial Reporting Standard for Small and Medium Sized Entities (SLFRS for SMEs)

Report on Other Legal and Regulatory Requirements

As required by section 163 (2) of the Companies Act No. 07 of 2007, we state the following:

- a) The basis of opinion and scope and limitations of the audit are as stated above.
- b) In our opinion we have obtained all the information and explanations that were required for the audit and, as far as appears from our examination, proper accounting records have been kept by the Company and the financial statements of the Company, comply with the requirements of section 151 of the Companies Act.

CHARTERED ACCOUNTANTS

Galle, 20th April 2016

DR/SR

LIDEKE WERY EDUCATIONAL INSTITUTE
STATEMENT OF FINANCIAL POSITION

AS AT 31st DECEMBER

	Note	2015 Rs.	2014 Rs.
ASSETS			
Non - Current Assets			
Property, Plant and Equipment	2	2,261,881	1,884,918
Other Financial Assets	3	100,000	100,000
Total Non - Current Assets		<u>2,361,881</u>	<u>1,984,918</u>
Current Assets			
Accounts Receivables	4	4,253	3,403
Prepayments	5	337,986	336,757
Cash and Cash Equivalents	6	861,114	3,406,516
Total Current Assets		<u>1,203,353</u>	<u>3,746,676</u>
Total Assets		<u>3,565,234</u>	<u>5,731,594</u>
LIABILITIES AND RESERVES			
Accumulated Reserves			
Reserves	7	3,309,394	3,309,394
Accumulated Fund	8	(24,584)	(899,061)
Total Accumulated Reserves		<u>3,284,810</u>	<u>2,410,333</u>
Current Liabilities			
Donations Received in Advance	9	-	3,104,122
Accrued Expenses	10	214,719	169,951
Income Tax Liability		65,705	47,188
Total Current Liabilities		<u>280,424</u>	<u>3,321,261</u>
Total Liabilities and Reserves		<u>3,565,234</u>	<u>5,731,594</u>

Figures in brackets indicate deductions.

The notes on page 07 to 16 are an integral part of these financial statements.

I certify that these financial statements have been prepared in compliance with the requirements of the Companies Act No.07 of 2007.



Administrator

The Board of Directors is responsible for the preparation and presentation of these financial statements.

Approved and signed for and on behalf of the Board;

Name of the Director
 L. J. M. Pinnu

 H. L. T. Dhammika

Signature





20th April 2016

Board of Directors

Dr. R. Cabral (*Chairman*)
Ms. A. Schilderman
Mr. V. Primilal de Silva
Mr. J.J. Bijlsma
Mr. L.J.M. Pieries
Ms. I.N. van 't Hoff
Mr. T.D.H. Lokuge

Lideke Wery Educational Institute

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