



# Lideke Wery Educational Institute

Non-profit making company

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# Annual report 2010

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## Chairman's Statement



*"2010 was the year in we sharpened our strategy. After four years of hard work, time had come to lift the Institute's professionalism to a higher level. Together with a dedicated staff, this has resulted in an Institute that is focused on its mission and successfully fulfills it: contributing to the development of the underprivileged, talented youngsters of Sri Lanka."*

In order to sharpen our strategic focus, the Institute's management started by evaluating whether the Institute was on the right track.

The first finding evolving from the conducted research is that the Institute is still serving its target group: most of our 2009 and 2010 students are indeed underprivileged. Furthermore, we investigated if the courses we were offering were still in line with our mission, aiming to offer high quality English and IT education to underprivileged local youngsters in order to improve their overall chances on the labour market. We concluded that the Graphic Design course was not in line with this mission. It actually is a very specific course, training students for one profession. Thus, we enriched our IT course programme by offering the more general Sri Lanka Computer Driving Licence course. Next to that, we found out that Sri Lankan youth considers it of high importance to get an official certificate. Because of this, we arranged accreditation for the Applicant Assistant – and Graphic Design courses. Also, we improved the quality of our Spoken English course, and in 2011, successfully finishing this course will lead students to receive an official City & Guilds certificate.

The number of students has been satisfactory. A total number of 243 courses has been completed at the Institute during the year 2010. Only in batch 2 it was quite a tough job to fill the classes. This is a problem we face every year, because of the fact that all A-level and O-level students are occupied at that time. As a solution, we decided to enable pre-O level students to enter the courses. They have followed classes that began at three o'clock. Thanks to this initiative, we have been able to fill the classes after all.

The English courses have resulted in a very high pass rate this year. Especially the results of the second batch were tremendously good. We have then achieved a pass rate of almost 100%. In the third batch, the pass rate of SLCDL was slightly disappointing. Students as well as teachers evaluated the new course SLCDL to be quite difficult, and the course duration might be a little too long. We are convinced that this problem will be solved in 2011.

Thanks to the great effort of our headmaster Dinesh, we have been able to restore the relationship with the students' parents, by organizing Parents' Days. Every batch, the students' parents were invited to visit the Institute. They received information about the Institute's background and its rules and regulations. As the dropout rates proof, restoring this relationship has significantly decreased the number of students leaving the Institute before the final examination.

In general, the daily atmosphere within the institute is very pleasant. Thanks to the good teamwork of the staff, they are now able to work on their own. The local staff is running the Institute more and more, and daily matters are being taken care of by the headmaster, who is constantly supported in this by a Dutch coordinator. The management system in place still delivers fruitful cooperation between two cultures, and thus shall be maintained.

In connection with the aftermath of the financial crisis, unfortunately the Institute has lost one of its Dutch sponsors, namely Lexima, which used to provide the scholarship funding. Subsequently, we were forced to tighten our scholarship procedure. We cherish the hope that the Lideke Wery Foundation will be able to find a new sponsor for 2011. Until this time scholarships will have to be financed by the Institute itself.

Despite the abovementioned, the Institute is very fortunate to receive the ongoing support of several Dutch companies like Ebbinge & Company, putting a lot of effort in the support of the Lideke Wery Foundation. Also, our special thanks go out to the 1% Club, for the wonderful amount they raised to improve our library and medialab. Next to the sponsors from The Netherlands we receive the support of SoftLogic, a local company. Hereby, we want to express our gratitude to all of them. Without sponsors and supporters, underprivileged youngsters from the Induruwa area would never be able to benefit from the Institute's educational opportunities. Thank you on behalf of them!

Lastly, the Institute's financial performance in 2010 was good. No extra spending was needed, and our expenses ended up below the budgeted amount. Next year will bring about a financial challenge, for we have to find the Institute a new building. But with the current level of professionalism and dedication, to be found in every single stakeholder, we are confident that the future lying ahead of the Institute is nothing but bright.



Ms. Jikkemien Schutte,  
Chairman Lideke Wery Educational Institute  
March 2011



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## 1 Company overview

### A Nature of the business of the Company and Mission Statement

The Lideke Wery Educational Institute is offering English and IT courses to underprivileged students in the area of Induruwa. The Institute was founded in memory of Lideke Wery, an enthusiastic young woman from the Netherlands, who worked at Ebbinge & Company. During her honeymoon in Thailand, she died in the tsunami on December 26<sup>th</sup>, 2004.

This beautiful 30 year old person was always dedicated to facilitate people's development. In her honour, Lideke's husband and colleagues initiated the Lideke Wery Foundation (LWF) in the Netherlands. The Lideke Wery Foundation has got two main objectives:

- Firstly, to keep the memory of Lideke alive;
- Secondly, to support the development of people in the tsunami-struck area.

The foundation maintained these goals for the last 5 years, and also for the upcoming 5 years it aims to play a prominent role. The Lideke Wery Educational Institute is currently situated in Induruwa. Since October 2007 the institute is registered as a non profit making company. Thanks to the Lideke Wery Foundation, the institute can offer English and IT courses to youngsters at low costs.

**The mission of the company is the following:**

*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.*



**Figure 1: Ms. Lideke Wery**

### B Overview of the directors

The board of directors of the Lideke Wery Educational Institute consists of the following persons:

Ms. J. Schutte	Chairman
Ms. A. Schilderman	
Mr. V. Primilal de Silva	
Mr. S. Stembo	
Mr. L.J.M. Pieries	
Mr. J.J. Bijlsma	

The board of members of the Lideke Wery Educational Institute consists of the following persons:

Ms. J. Schutte
Ms. A. Schilderman
Mrs. P. Srilayatha Ranaweera
Mrs. A.M.C. Gunasekera

In 2010 J.J. Bijlsma was accepted as new member of the board of directors. Mr. R.L.J. Wilke resigned as board member and director in 2010. As in 2008 and 2009, Nexia Corporate Consultants (PVT) LTD acts as the company secretary.

**C Remuneration to the directors**

The Directors do not receive any remuneration for their work in the company. Furthermore, they do not have any personal interest in the company.

**D Directors' interest with the contract of the company**

Ms. J. Schutte, Ms. A. Schilderman, Mr. V. Primilal de Silva, Mr. S. Stembo, Mr. L.J.M. Pieries and Mr. J.J. Bijlsma have all signed the foundation contract of the company.

**2 Year in review**

The year 2010 was a very dynamic and active year for the institute with lots of events and activities. This chapter provides an overview of the most notable events.

**January 2010**

- 5<sup>th</sup> Start of the new batch of students (2010-1); 93 courses
- 5<sup>th</sup> New Year's ceremony
- 8<sup>th</sup> Team Building Day
- 9<sup>th</sup> Parents' day



Figure 1: Newton focused on the milk.



Figure 2: Demonstration of Niluka during the Parents day.

**February 2010**

Received results of City&Guilds exams Batch 3 2009 – pass rate: 99%

**March 2010**

- 19<sup>th</sup> Parent's day
- 20<sup>th</sup> CV training
- 24<sup>th</sup> Accreditation Applicant Assistant government institution TVEC
- 26<sup>th</sup> Spoken Class exams





**Figure 3: presentation during Spoken Class exam.**



**Figure 4: Foundation students expressing gratitude to their teacher after their exam.**

**April 2010**

10<sup>th</sup> Interview training  
20<sup>th</sup> & 21<sup>st</sup> LWEI exams for English Foundation; City & Guilds exams for Access  
21<sup>st</sup> LWEI exams for Applicant Assistant Graphic Design

**May 2010**

11<sup>th</sup> Start of the new batch of students (2010-2); 84 courses  
21<sup>st</sup> Second Annual General Meeting with the local board  
26<sup>th</sup> Staff team building day



**Figure 5: Second Annual General Meeting: local board directors go critically through the annual report of 2009.**



**Figure 6: Filling the cups with milk coffee during the community activity: Dansala Posson Poya.**



**Figure 7: Staff team building day – How to get all team members over the rope without touching it and with keeping all the team members connected?**

**June 2010**

25<sup>th</sup> Community activity: Dansala Posson Poya

**July 2010**

.. Farewell Menik  
10<sup>th</sup> Interview training



**Figure 8: Farewell Menik. Although it is always difficult to say goodbye it was a beautiful and fun day for all staff members.**



**Figure 9: Interview training. Sascha is explaining how to create an impressive c.v.**



**Figure 10: The new media lab.**

**August 2010**

20<sup>th</sup> Promotion campaign visiting schools  
30<sup>th</sup> Application new batch start

**September 2010**

9<sup>th</sup> Exam Achiever  
13<sup>th</sup> New batch started  
18<sup>th</sup> Parents' day  
22<sup>nd</sup> Final exam Graphic Design

**October 2010**

5<sup>th</sup> Agreement cooperation Star Shine  
30<sup>th</sup> CV and Interview Training

**November 2010**

12<sup>th</sup> Board meeting  
30<sup>th</sup> 2<sup>nd</sup> parents' day





Figure 11: Newton's birthday



Figure 12: Sinterklaas



Figure 13: Sinterklaas

**December 2010**

6 <sup>th</sup>	Sinterklaas
17 <sup>th</sup>	Promotion campaign
21 <sup>st</sup>	Promotion campaign
24 <sup>th</sup>	Christmas lunch

### 3 Human Resources

#### A *Mutations in the staff during 2010*

**Headmaster:**

The Institute is still managed by Mr. Dinesh.

**Teachers:**

Mrs. Mendis left the institute from the 1<sup>st</sup> of July because she moved to Colombo to finish her law studies and to work as a lawyer. Therefore, Ms. H.D.D. Lakmali started to work at the institute as an English teacher trainee. She replaced Mrs. Mendis from August till October. Unfortunately, due to the fact that Ms. Lakmali was not able to meet our expectations, the management eventually decided to dismiss Ms Lakmali.

In order to find a suitable new candidate, we placed a job advertisement in the newspaper. After the interview process, Ms. Chathurika got selected to start as an English teacher trainee. She will start working for the Institute on January 1 2011.

**Guard:**

In May 2010 the management decides to discharge the guard Mr. Ranjith. Mr. Ranjith wasn't providing the expected service. Furthermore, the landlord came over quite often to check on the building. Therefore a guard was no longer needed for security reasons.

#### B *Overview of the staff as of 31st of December*

An overview of the current staff (December 2010 is presented in the table on the next page (table 1).



**Figure 2: The staff of the Institute, from left to right: Ron Wilke, Newton Mendis, Akushla de Silva, Irene Sleven, Niluka de Silva, Dinesh Abeynayake, Niranji Nulathsinghalaga, Ranmal Lasantha**

**Table 1: Staff members of Lideke Wery Educational Institute**

<b>Name</b>	<b>Function</b>
Dinesh Abeynayake	<i>Headmaster</i>
Niluka de Silva	<i>English teacher</i>
Niranji Nulathsinghalaga	<i>IT teacher</i>
Ranmal Lasantha	<i>IT teacher</i>
Akushla de Silva	<i>Administrator</i>
Newton Mendis	<i>Caretaker</i>

### **C Project Coordinators**

Every three to four months a new Project Coordinator from The Netherlands visits the institute to support the school's daily management. The coordinator is a Dutch (ex-)student from the field of technology, finance, or social studies, and he or she works on the institute on a voluntarily basis. Besides their supportive role, the coordinator will work on a specific project to benefit the institute. This could be designing a student database or a new promotional campaign as well as analyzing what amount of course fees would be appropriate for our courses or perform a research on what students do after they finish their course at LWEL.

In 2010 the following coordinators visited the institute:

**Laurens Nolet**

December 2009 – March 2010



**Sascha Huijsman**

March 2010 – July 2010



**Irene Sleven**

July 2010 – February 2011

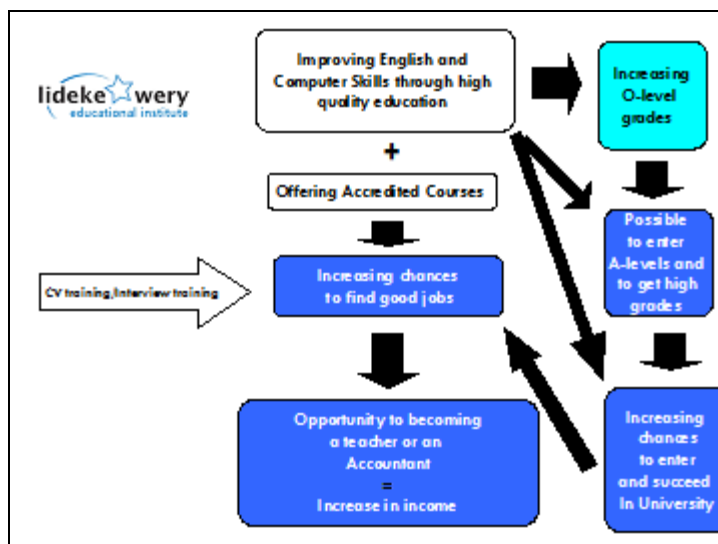


## 4 Strategy

In July 2010 LWEL revised its strategy to see if operations were in line with its mission. Two main questions were examined: Firstly, What is LWEL currently doing, which comes down to the practical question if LWEL should change activities. Secondly, what will happen to the Institute after the foundation will stop providing donations?

Three main points became clear:

- Firstly, in general the activities offered by the institute are still in line with its mission. The institute is still offering top education to Sri Lankan youth by offering accredited English and IT courses. Furthermore, we are still using modern teaching methods in an interactive way. By organizing teacher trainings we keep our staff up to date and well qualified. And lastly, students are getting encouraged to support the local community by organizing several activities.
- Secondly, the institute had to sharpen its activities. It turned out that the IT courses offered should provide broad IT knowledge. Specific vocational courses such as Graphic Design weren't in line with the mission. This course isn't focusing on increasing the education and job chances for students, but prepares students for a particular profession. Furthermore, research showed that the course Applicant Assistant was difficult to complete because of the course duration. It takes 6 months for a student to successfully finish the course, a time period which is often too long for Sri Lankan students. Because of these reasons the Lideke Wery Educational Institute decided to offer Sri Lankan Computer Driving License, a general IT course of 3 months, instead. Besides reviewing courses, also the target group got examined. Until that point, LWEL was mainly focusing on A-level students; whilst O-level grades actually are at least as important as A-level grades as they determine whether students can do their A-level. O-level grades need to be sufficient to enter A-level. Therefore, offering courses to students without an O-level degree is in line with the mission.



- Lastly, research has been carried out to invest if charging substantially higher course fees would be possible.

In October 2010 conducted research showed that there are many institutes charging much higher course fees. As a result we expected many students in the area to be able to afford a fee closer to the actual cost of the courses. We decided to raise the course fees and along with this financing costs and scholarships for other students. See for a more thorough description of this topic Chapter 5.D.

## 5 Performance 2010

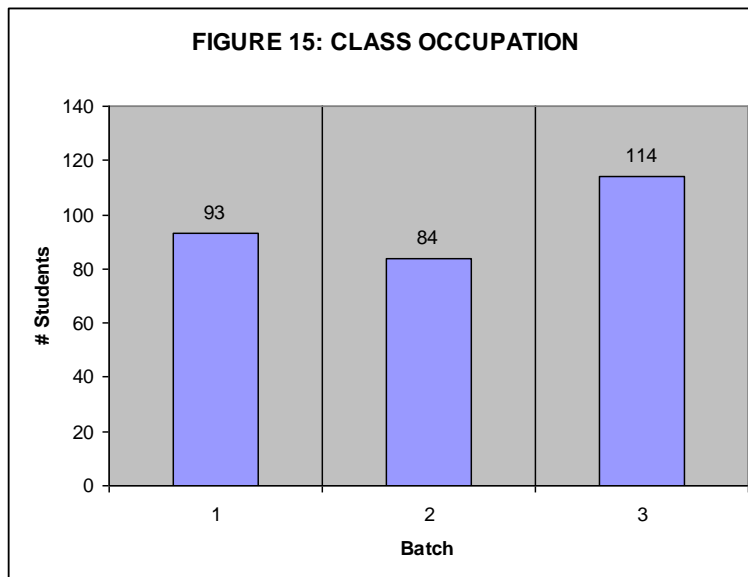
In this chapter an outline is given of the performance of the Lideke Wery Educational Institute in 2010. Part A describes the class occupation, part B the drop-out rates and part C the pass rates. The course fee and the number of scholarships are discussed in part D and E. Finally, part F focuses on the Saturday classes.

### A Class occupation per batch

In 2010 three course batches were performed:

- Batch 1: January to April
- Batch 2: May to July
- Batch 3: September to December.

Figure 15 below provides an overview of the number of courses during the year and a variable pattern is shown. These variations fit into the patterns over the years as batch 2 always has the lowest students. This year, we filled the classes in batch 2 with O-level students.



In figures 16 and 17 the numbers of students per subject are compared to the full class capacities. As can be seen, IT classes are better occupied than English classes. But when interpreting these figures, two differences have to be taken into account. Firstly, the Institute can provide 4 IT classes a day and 6 English classes. Secondly, the capacity for the IT classroom is limited to 12, where the English classrooms can accommodate a maximum of 18 students.

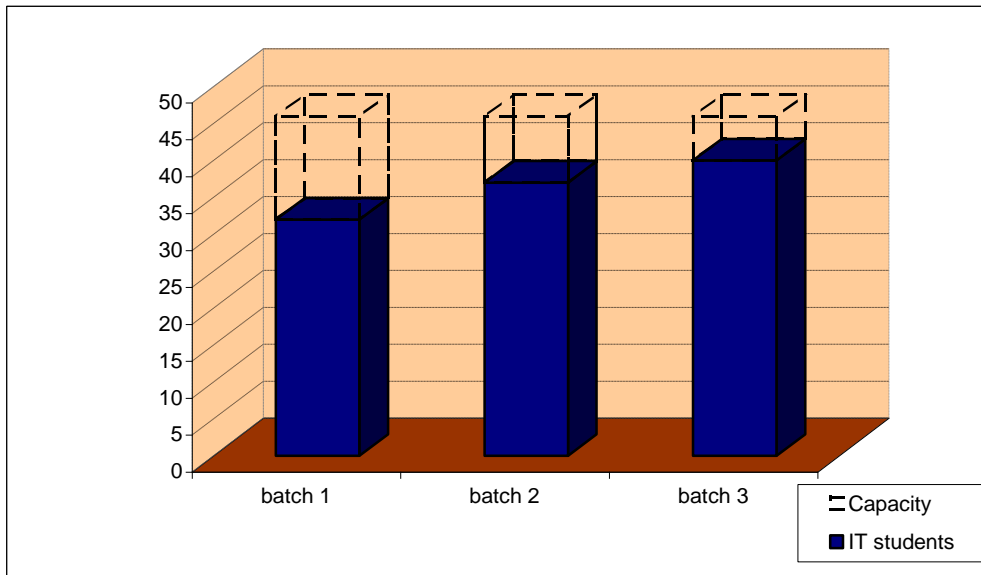


Figure 16: Number of IT students versus maximum class capacity

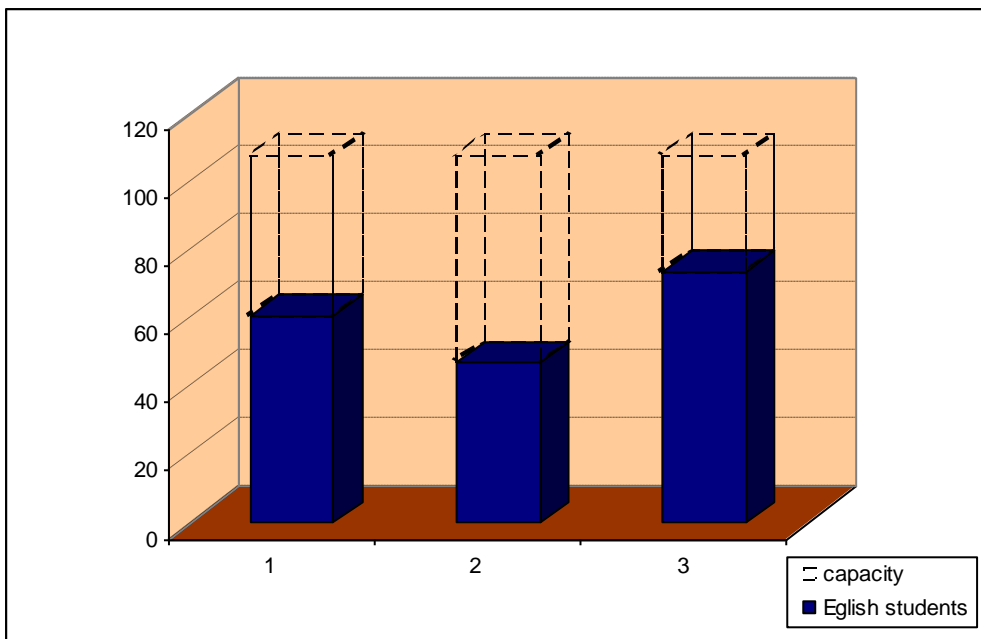
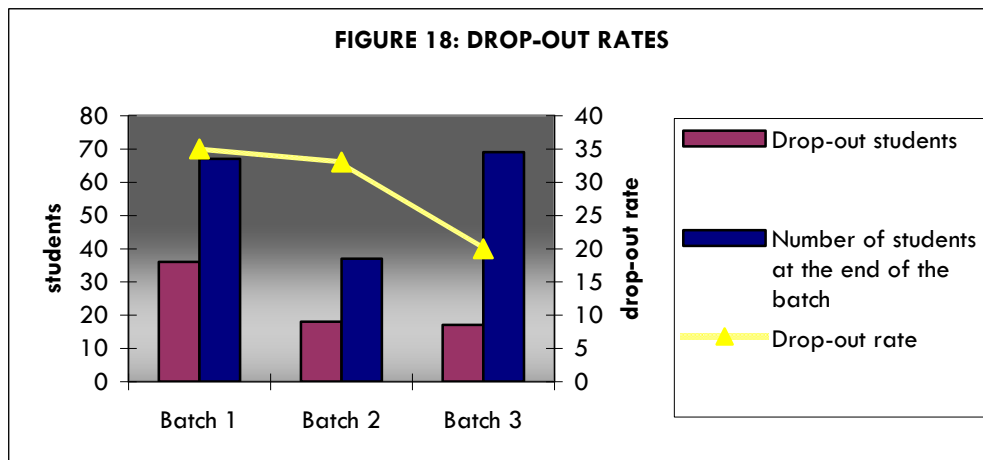


Figure 17: Number of English students versus maximum class capacity



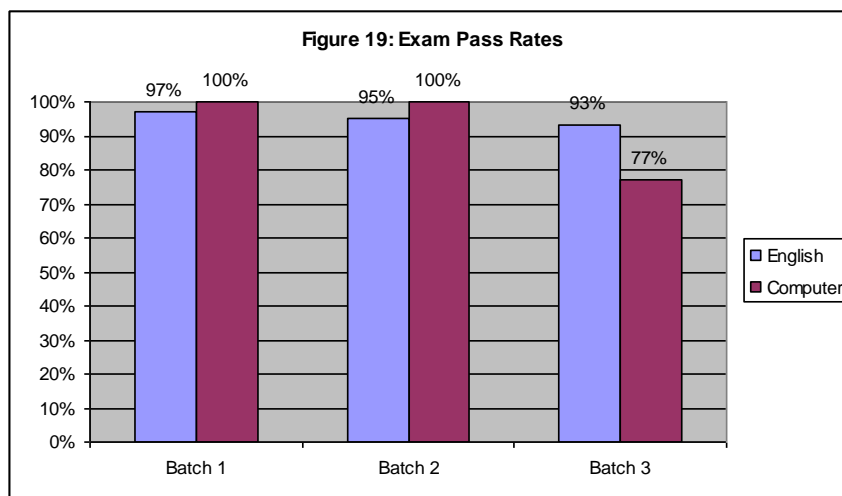
## B Drop-out rates

In figure 18, the drop-out rates of the Lideke Wery Educational Institute are given. The number of drop-outs varies between 35% and 20%. According to the standard, we define a drop-out as a student who pays the whole course fee amount, but decides to quit the course before the end of the exam. As can be seen the number of drop-outs has decreased thanks to an intensified contact with the students' parents. Furthermore, the headmaster has been in close contact with students who aren't showing up for the classes to motivate them and give them moral support. In total 29% of the students dropped out in 2010.



## C Exam results

As illustrated in the following graph, the LWEL exam results have been very high again in 2010, for both the English and the Computer courses. The pass rate of the Computer courses in batch 3 is *relatively low*, but this is due to the introduction of the Sri Lanka Computer Driving License Course (pass rate: 53%), which appeared to be more difficult than expected, as we explained before. The English exam results are excellent and stable, as can be derived from the data below.



## D Courses fees

An overview of the courses fees of 2010 is listed in the table below.

Course	Course fee LKR	
	Batch 1 and 2	Batch 3
Foundation	LKR 1500	LKR 2000
Access	LKR 3000	LKR 3500
Achiever	LKR 3500	LKR 4000
Spoken	LKR 2000	LKR 2500
Applicant Assistant 1	LKR 3000	
Applicant Assistant 2	LKR 4000	
Applicant Assistant ( 1+2 )		LKR 7000
Graphic Design 1	LKR 3500	
Graphic Design 2	LKR 4500	
Sri Lanka Computer Driving License		LKR 4500

The table shows that some changes have taken place during the year 2010. As mentioned above, the course package changed. Furthermore the table shows that the course fees have been changed as well. Although we are not a commercial institute, LWEI decided during the years to increase the prices up to around LKR 3000. The main reasons for this decision were that students might relate low course fees to low quality and to decrease the number of drop-outs.

In October 2010 research was conducted to investigate the price elasticity of the course fees. It presented three options for the Institute:

- If the Institute should be self supporting after five years it would be wise to raise the course fees gradually to be able to compete with commercial institutes after 5 years.
- If the Institute is assured of the same amount of funding for the next coming five years and maybe more we should raise the course fee to cover the scholarships
- If the funding amount would drop, but still can cover the main part of the budget it would be wise to split the course fee and the exam fee. A much bigger part of the cost would be covered and the Institute's courses would still be available to anyone.

On the basis of this research, the management decided to raise the fees in line with the amount needed to cover the course fees. Furthermore, the management requested the Dutch board of directors to look into the long-term strategy of the foundation.

## E Scholarships

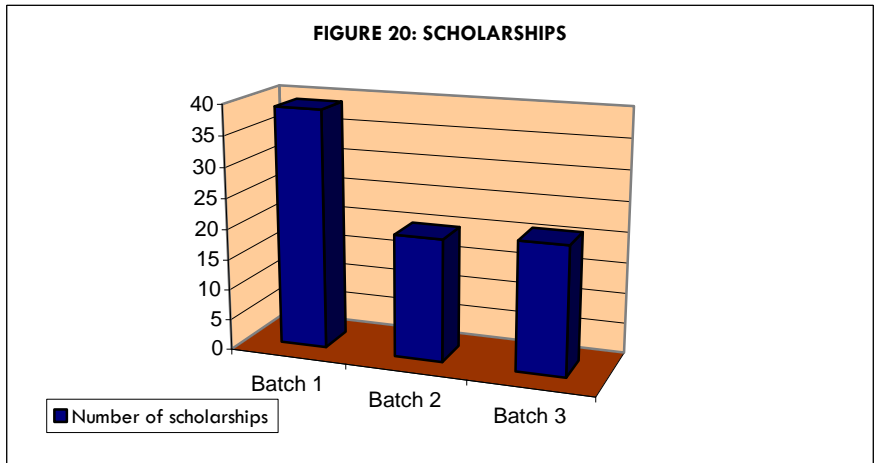
For more than 4 years the scholarships granted by the Lideke Wery Educational Institute were financed by LEXIMA, a company from the Netherlands. Unfortunately, due to the financial crisis and company policy changes, LEXIMA decided not to prolong their financial support. The uncertainty regarding scholarship funding made the Institute more aware of the available scholarship amount and their own scholarship policy.

In August 2010 a new scholarship scheme was designed. According to the new system, The Lideke Wery Institute provides three types of scholarships, which can cover up to a maximum of 75% of the total course fee. In the past, the Lideke Wery Institute provided a scholarship that covered 90% of the course fee. Past experiences made clear that it was difficult to draw a line between granting and not granting a scholarship. Some students weren't poor enough to get the full scholarship amount, but still had difficulties paying the course fee. Due to that fact, the decision has been made to revise the granting procedure.

Secondly, a guideline has been drawn up to create a more objective distribution system. The table below gives a summary of the scholarship guideline.

	<b>Monthly amount</b>
<b>Income father</b>	.....
<b>Income mother</b>	.....
<b>Income brothers &amp; sisters</b>	.....
<b>Income other family members</b>	.....
	<b>Total</b> _____ +
	.....
<b><u>Deduction</u></b>	
<b>Healthcare cost for family members</b>	.....
<b>Monthly education cost for family members</b>	.....
<b>Monthly rent</b>	.....
<b>Other special circumstances</b>	.....
	<b>Total</b> _____ -
	.....
<b><u>Amount a month</u></b>	
<i>Rs.1000-2000</i>	<i>25% Scholarship</i>
<i>Rs.500-1000</i>	<i>50% Scholarship</i>
<i>Rs. 500 and less</i>	<i>75% Scholarship</i>

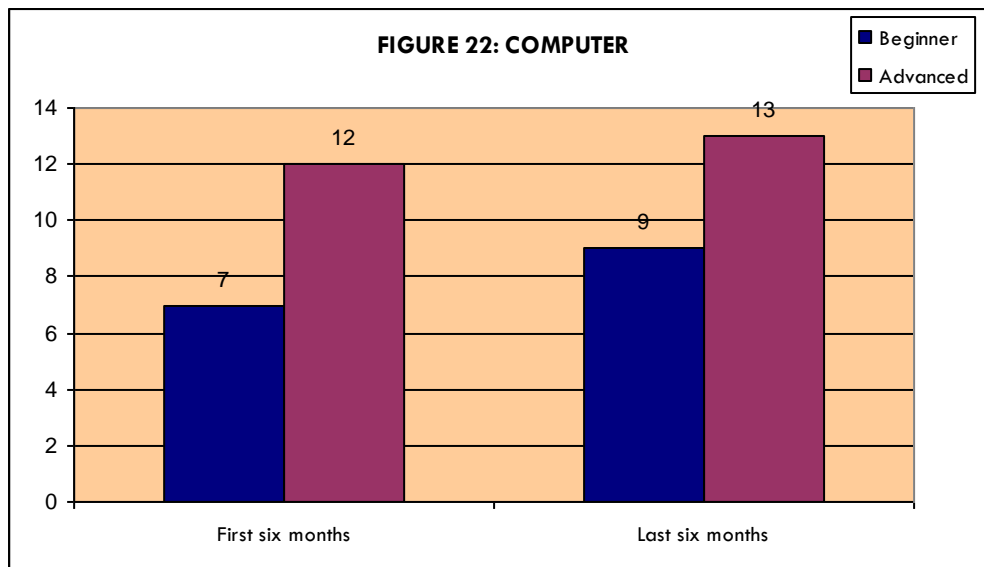
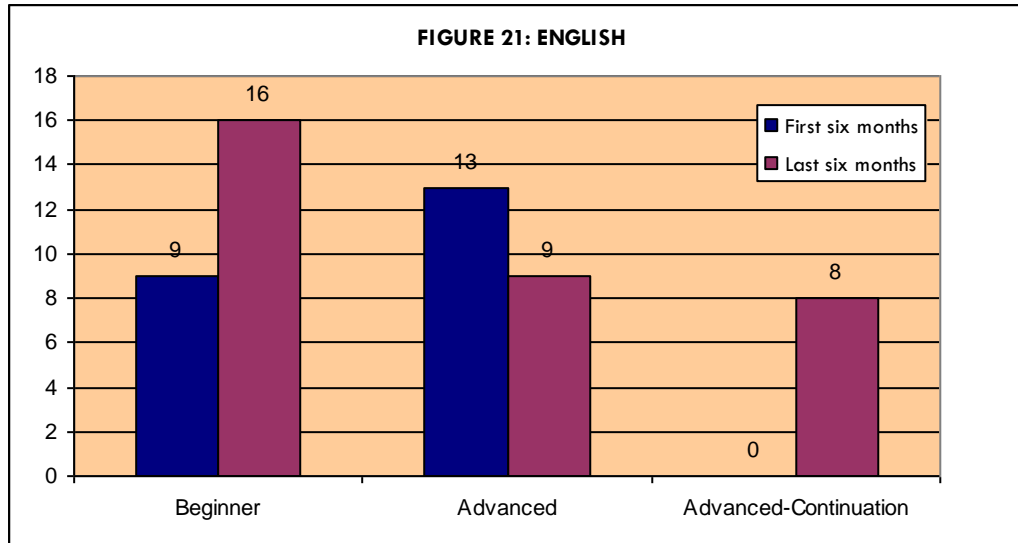
The following graph gives an overview of the number of scholarships granted in 2010. As the graph shows, during the year the management adopted a more strict attitude towards scholarships. Less scholarship were granted. Furthermore, most underprivileged students got a scholarship of 25% in batch 3 compared to a scholarship of 90% in batch 1.



## F Saturday classes

The Lideke Wery Educational institute also provides classes on Saturday to school children between the ages of 10-16 years old. The classes are offered free of charge. The teachers in question are former students of the Institute. In the year 2010, we had two English teachers coming on Saturday, Jayanga and Diana, and one IT teacher, Viraj. During the year a total of 96 children got IT or English lessons at the Institute on Saturdays. At the end of the course the students received a LWEL certificate.

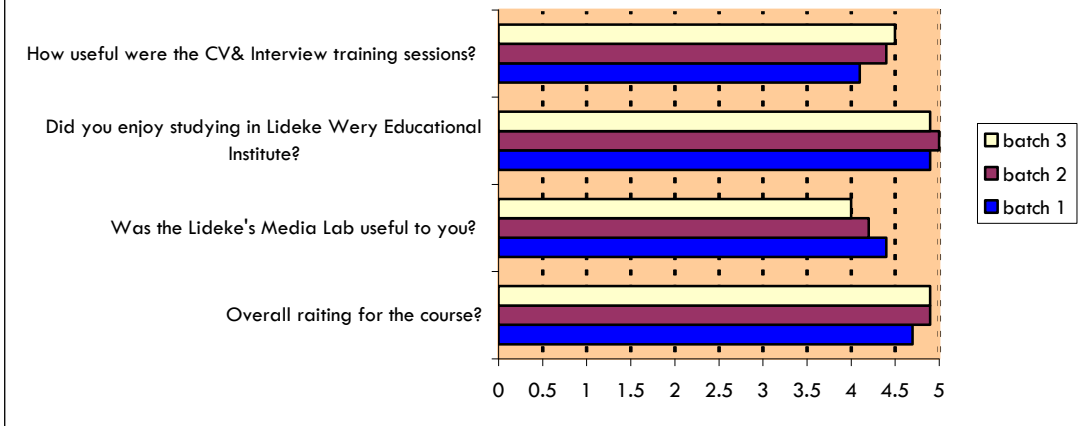
The following graph shows the number of students who took computer classes at the Institute during the first six months and the last six months of 2010.



## G Student Evaluation

At the end of every 2010 batch, students were asked to fill out evaluation forms for each course they followed, expressing their opinions on the quality of the course, performance of the teacher and the overall facilities/services at the institute. The evaluation showed the following results:

**FIGURE 23: STUDENT EVALUATION**





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**Board of Directors:**

Ms. J. Schutte (Chairman)  
Ms. A. Schilderman  
Mr. V. Primilal de Silva  
Mr. S. Stembo  
Mr. L.J.M. Pieries

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