



Lideke Wery Educational Institute

Non-profit making company

Annual report 2011



Chairman's Statement



"2011 was the year in which we further developed the professionalism of the institute. By keeping focus on quality of the courses we managed to make the content more connecting to students needs. Dedicated staff and board helped us face the common challenge of the quantity of students. By maintaining both quality and quantity we made progress towards sustainability of the institute in the constantly developing but challenging environment of Sri Lanka."

2011 was the year in which we had our first Lustrum; we celebrated our 5th anniversary! The existence of the institute has gained more and more an important share in local community and this made long term sustainability a main focus in 2011, which it also will be for the future. All dedicated stakeholders worked hard on achieving the best results and all are working hard in maintaining the professionalism and quality of the institute and quantity of students.

The quality of education has improved in 2011 due to numerous initiatives. First, the courses of the institute are now evaluated through the Student Feedback Survey. Results showed that students are very satisfied with the way of teaching. The facilities at school like the Media lab do receive good evaluations as well. Second, the institute broadened its educational scope by developing a Hospitality English course. Students working in hotels in and around Induruwa attended the class in the 2nd batch, on Foundation and Access level. Furthermore, English teachers have the possibility to share knowledge and learn from each other in so called 'English Teacher meetings', which will be held as well in 2012. And on top of it, 2011 was also the first year in which students successfully finishing the spoken English class received an official City & Guilds certificate.

The quality of the IT courses was also upgraded. We changed the duration and hereby also the quality of the IT courses. Normally the students were at the institute for over 6 months. This gave several problems regarding dropouts and dedication to the courses and the institute. In the last batch of 2011 we started to offer 4 hours a day (instead of 2) for the duration of only one batch. The capacity of our classes dropped, because we could only give 2 different classes per day instead of 4, but we also got 14 new computers. In the end, the dropout rate decreased, the classes were almost fully occupied and the passing rate was even raised to 100%!

In total there were 237 courses filled at the institute. 205 of these courses were passed with a good result. So 86.5%

of the total courses resulted in a diploma. As in previous years, most difficulties in attracting students were in the 2nd batch. With only 16 students for the English classes the teachers managed to make all the students pass in the second batch. In the IT courses this was 8 out of 11. The total dropout throughout the year was 17 students, from which 8 in the 2nd batch. This is 10% of the total students. Initiatives to raise quantity resulted in different courses provided in the 2nd batch.

The lively atmosphere at the institute makes everything functioning very naturally. Daily matters are very well being taken care of by the headmaster Dinesh, who is constantly supported in this by a Dutch consultant and a Dutch project coordinator. Thanks to the good teamwork of the staff, they are now more able to work independently. The management system is functioning, because of mutual understanding from both different cultures and thus shall be maintained.

The Institute is thankful to receive the ongoing financial support of the Lideke Wery Foundation. A special thanks goes out to the support of Wilde Ganzen (Wild Geese), for the wonderful amount they donated to buy new materials from, including new computers. Wilde Ganzen supports, through their Dutch partners, disadvantaged people who make an effort to achieve a better future to their community, all over the world. Next to the sponsors from The Netherlands we also still receive support of several local companies like SoftLogic and KPMG and also the Star Shine foundation that supports us in recruiting IT students.

Moreover, the Institute's financial performance in 2011 was good. No extra spending was needed, and our expenses ended up below the budgeted amount. The current building could be rented for 2012, but 2013 will bring us an accommodation challenge, while 2012 might be the final year that we can rent this current building. With the current level of professionalism and dedication, to be found in every single stakeholder, we are confident that this will be a difficult but challenging task which will be easily solved.

Lastly the near and far away future lying ahead of the Institute is straight forward and challenged by the aim to be more self-sustaining. The oiled and working machine, which the institutes shows itself to be, will look after itself and offers a good learning environment for many students to come.

Ms. Jikkemien Schutte,
Chairman Lideke Wery Educational Institute
March 2012

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1 Company overview

A Nature of the business of the Company and Mission Statement

The Lideke Wery Educational Institute was founded in memory of Lideke Wery. Lideke Wery worked for Ebbinghe & 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

The foundation will maintain these goals for at least 10 years. The Lideke Wery Foundation initiated the formation of an institute in Induruwa, Sri Lanka; the Lideke Wery Educational Institute (LWEI). 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.

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 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.



Figure 1. Ms. Lideke Wery

B Overview of the directors

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

| | |
|--------------------------|----------|
| Ms. J. Schutte | Chairman |
| Ms. A. Schilderman | |
| Mr. V. Primalal de Silva | |
| Mr. L.J.M. Pieries | |
| Mr. J.J. Bijlsma | |
| Mr. R. Cabral | |

In 2011 we were very happy to welcome Mr. J.J. Bijlsma and Mr. R. Cabral as new members of the board of directors. Mr. Stembo resigned.

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 2011 no changes took place regarding Lideke Wery Educational Institute's board of members. As in 2008, 2009 and 2010 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 and Mr. R.L.J. Wilke all signed the foundation contract of the company.

2 Year in review

The year 2011 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 2011

- 1st Chathurika Watawala, our new English teacher starts today (see figure 6)
- 2nd New Years Ceremony
- 10th Start of the new batch of students. A high number of 120 courses started (see figure 4)
- 22nd Parents' day

February 2011

- 12th CV and interview training (see figure 5)
Received results of batch 3 2010- 86% of students passed the Achiever exam, 100% of students passed the Access exam.

March 2011

- 11th Community Project, we painted the Katukoliha temple in Induruwa (see figure 2)
- 19th LWEL Cricket Cup (student's initiative, see figure 3)
- 24th First SESOL Exams



Figure 2. Community Project at the Katukoliha temple in Induruwa



Figure 3. Discussing tactics at the Cricket Cup



Figure 4. Start of the second batch



Figure 5. Eline giving CV and interview training



Figure 6. Chathurika

April 2011

1st Parent's day
 11th to 18th Staff annual leave
 19th LWEL exams for Applicant Assistant batch 3 2010- resulted in a 100% passing rate
 21st Annual and General Board Meeting
 27th LWEL exams for Foundation English
 28th LWEL exams for SLCDL
 29th SESOL exams for Spoken English

May 2011

9th Start of the new batch of students (2011-2), 27 courses
 14th Reunion Day; 5 years LWEL (see Figure 7-11 below)
 28th Parents Day students batch 2-2011

June 2011

Last week Received exam results batch 1-2011: pass rate over all students 75%.
 Staff evaluations

Reunion Day



Figure 7. Ron lighting the traditional oil lamp



Figure 8. Soda drink competition



Figure 9. Akushla and Niranji



Figure 10. Sack race



Figure 11. Balloon game

July 2011

9th Certificate Ceremony Saturday class students. Pass rate was 95%, drop out was 5%.
 Start batch 2-2011 Saturday classes: 53 students start.
 22nd Parent's day
 30th Board Meeting

August 2011

5th CV and interview training
 19th Community project, the students cleaned the area around the school (see figure 13)
 22nd – 26th Staff Annual leave
 29th Farewell English teacher Niluka (see figure 12)

September 2011

12th Start batch 3-2011 (see figure 17): 90 courses
 17th Parents Day (see figure 14)

October 2011

3rd Certificate Ceremony Hospitality Class (see figure 15)
 7th Board meeting
 10th New English teacher starts: Hasanthi Jayawardane (see figure 16)



Figure 12. Farewell Niluka



Figure 13. Community Project, cleaning up



Figure 14. Parents Day batch 3



Figure 15. Hospitality students with Certificates



Figure 16. Hasanthi



Figure 17. Start of Batch 3 2011

November 2011

11th Board Meeting
25th Parents Day

December 2011

6th "Sinterklaas" celebration
17th CV and interview training
23rd Christmas celebration
19th - 23rd Final exams batch 3-2011: pass rates Foundation level 97.5%. Saturday classes had a 85% pass rate.



Figure 18. Sinterklaas and the staff



Figure 19. Christmas Lunch and tree

3 Human Resources

A Changes in the staff during 2011

Headmaster:

Mr. Dinesh Abeynayake still is the headmaster of the institute.

Teachers:

In January 2011 Chaturika Watawala joined the LWEL as a new English teacher. She started teaching on Foundation and Access level, and is responsible for Foundation and Achiever classes in 2012. In May 2011, Niluka Sajeevani has left the institute because she's got a government job in accounting.

In October Hasanthi Jayawardane was hired as teacher trainee, she teaches Foundation and Access classes. Saturday class teacher Nirodha Withana left and was replaced by Hashani Buddhika.

Guard:

On request of the Project Coordinators, Mr. Newton Mendis served as guard of the institute during the night.

B Overview of the staff as of 31st of December

An overview of the current staff (December 2011) is presented in the table on the next page (table 1).



Figure 20. The staff of the institute, from left to right, see table 1

| Name | |
|-----------------------|-----------------|
| Niranji Prasanga | IT Teacher |
| Akushla Jinappriya | Administration |
| Dinesh Abeynayake | Headmaster |
| Newton Mendis | Caretaker |
| Ranmal Lasantha | IT Teacher |
| W.D Chathurika | English Teacher |
| Hasanathi Jayawardane | English Teacher |

Table 1 Staff members of Lideke Wery Educational institute, from left to right (see figure 20)

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, 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 LWEI.

In 2011 the following coordinators visited the institute:

Irene Sleven

July 2010 – February



Eline Leijten

February – May



Saskia van Lier

May-September



Zephalinde van der Kolk

September- January 2012



4 Performance 2011

In this chapter an outline is given of the performance of the Lideke Wey Educational Institute in 2011. Part A describes class occupation, part B the drop-out rates and part C the pass rates. The course fees 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 2011 three batches were performed

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

Figure 21 provides an overview of the number of courses given during the year and also shows the number of students. Some students followed two English courses, some students followed both an IT and an English course. A variable pattern is shown. We recognize this pattern from earlier years.

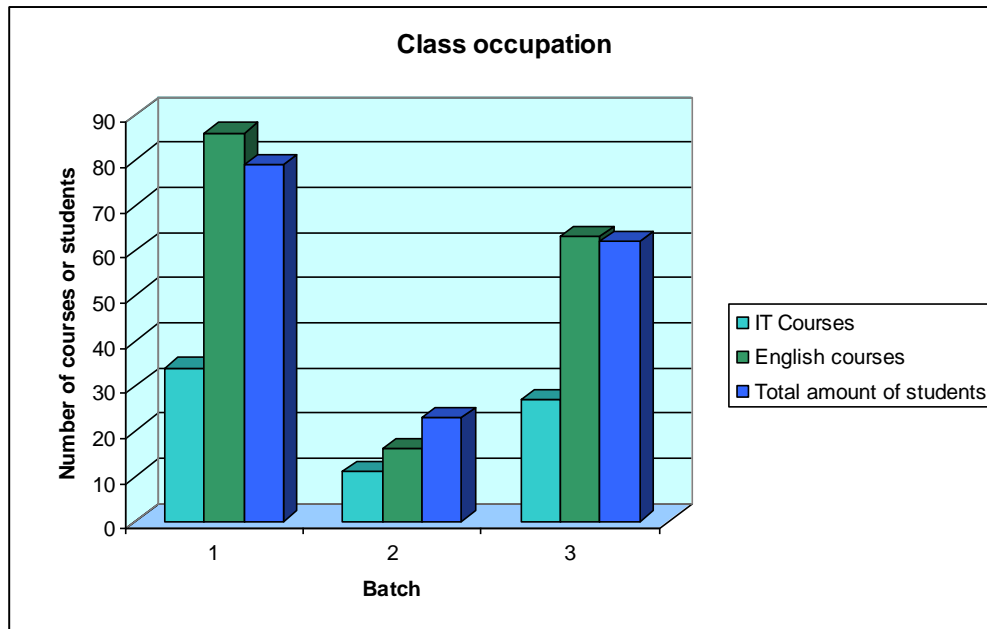


Figure 21. Class occupation, shown per IT courses, English courses and the total amount of student per batch

Next two figures (22 and 23) show the number of courses versus maximum class capacity. English and IT are separated from each other.

We've taken into account a maximum of 14 students per English class and a maximum of 3 English classes per teacher. But Chaturika and Hasanthi starting in 2011 had a maximum of two classes in their first batch, because it was their first time as a teacher in the institute. In the first and the third batch the Coordinator was teacher of the Spoken class and Achiever class, respectively. Remarkable is the graph from batch 1, where the number of courses is higher than de maximum capacity. This is right; the classes were over-occupied, which caused a lot of stress for our teachers.

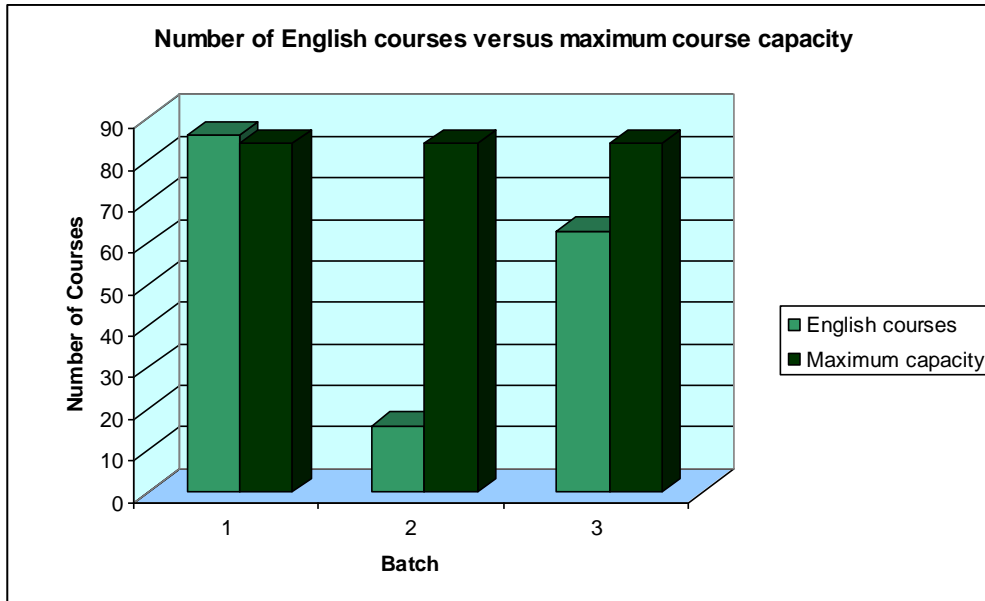


Figure 22. Number of English courses in comparison to the maximum course capacity, shown per batch

The maximum number of IT students per class has increased to 14 in the third batch because of the purchase of new computers. The first two batches it was 12. However, instead of 2 hours class each day, we offer 4 hours each day. Therefore, the maximum of courses we could provide went down from 48 to 28. It is good to see that the IT courses in the 3rd batch are now almost fully occupied. The students have to spend fewer months in a row at the institute and can finish the IT courses within one batch instead of two.

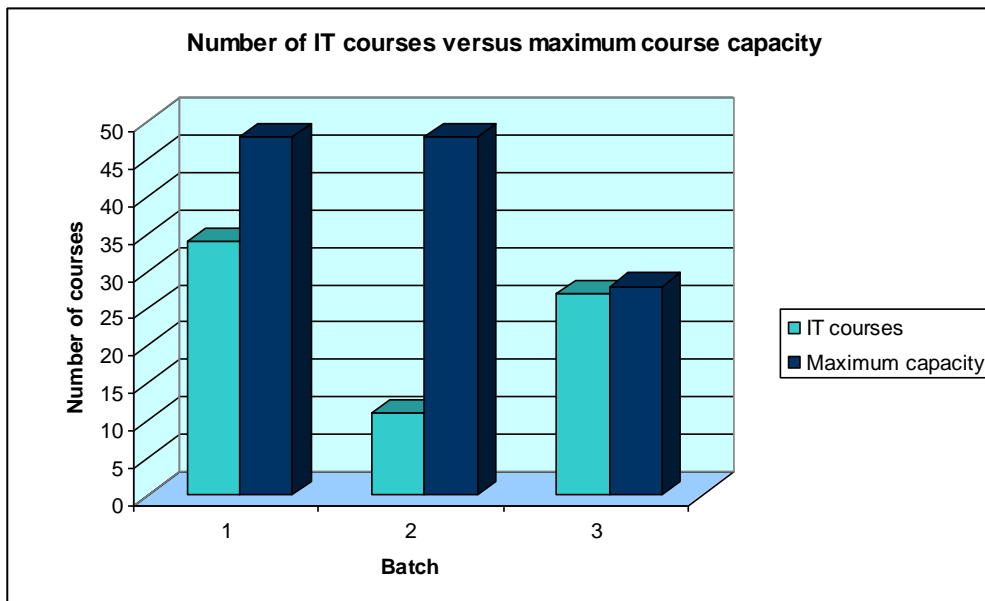


Figure 23. Number of IT courses in comparison to the maximum course capacity, shown per batch

B Drop-out rates

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 drop out rates for both the first and the third batch are almost the same and really low (see figure 24) The second batch the number of drop out is almost 35%. This is mostly due to students who got jobs or started University during the batch.

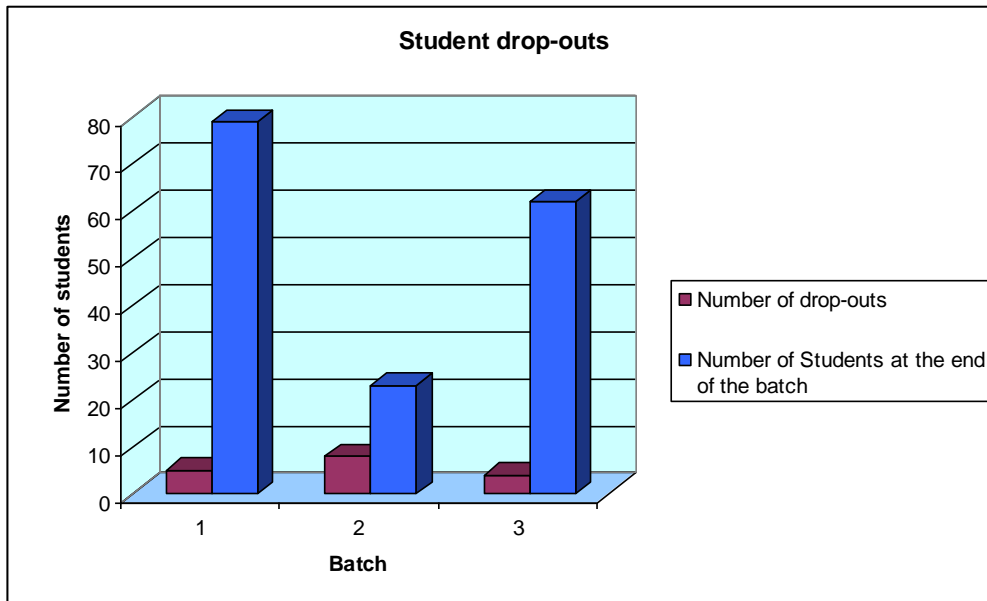


Figure 24. Number of drop-outs next to the number of students in each batch

C Exam results

The pass rates of the IT courses on average are quite acceptable. And as one can see we're improving to an even higher passing rate in the last batch.

English pass rates are high. In the first batch the English classes were a little bit over-occupied, what resulted in a lower pass rate than we are used to. But in both batch 2 and 3 the pass rates have been very high again.

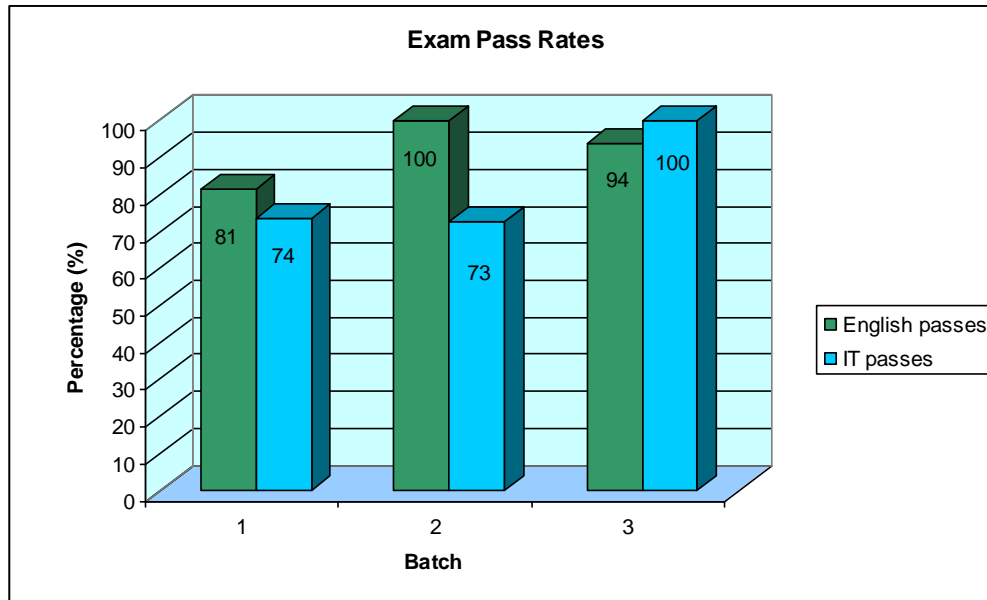


Figure 25. Pass rates in percentage in the different batches.

D Courses fees and scholarships in 2011

| Course | Batch 1 | Batch 2 | Batch 3 |
|-----------------------------|---------|---------|---------|
| Foundation | 3000 | 3000 | 4300 |
| Access | 4500 | 4500 | 6000 |
| Achiever | 5000 | 5000 | 6500 |
| Spoken English | 3000 | 4500 | 6000 |
| Application Assistant | 8000 | 8000 | 10000 |
| Graphic Design | 8500 | 8500 | 10500 |
| English- Elementary Classes | | 500 | |
| IT- Elementary Classes | | 500 | |
| SLCDL | 5500 | 5500 | 6700 |
| Hardware Course | | 4000 | |
| Hospitality English | | 6000 | |

Table 2. Course fees (in LKR) for the year 2011.

The table shows the increase of course fees. By increasing the fees, we gradually make the institute more financially independent which is in line with the aimed long term sustainability. By doing so, the students from not underprivileged families are supporting the scholarships given to the underprivileged students.

In August 2010 a new scholarship scheme was designed. The Lideke Wery Educational Institute provides three types of scholarships, which can cover up to a maximum of 75% of the total course fee. From the 1st batch of 2012 on it will increase up to 90%. Because we will increase the student fees, the scholarships we are granting also have to increase. For both batch 1 and 3, 13 students were given a scholarship. On average 46% and 49% of the total student fees were covered for batch 1 and 3, respectively. This explains the rough duplication of the scholarships granted. The amounts which have been granted to the student are shown in figure 26.

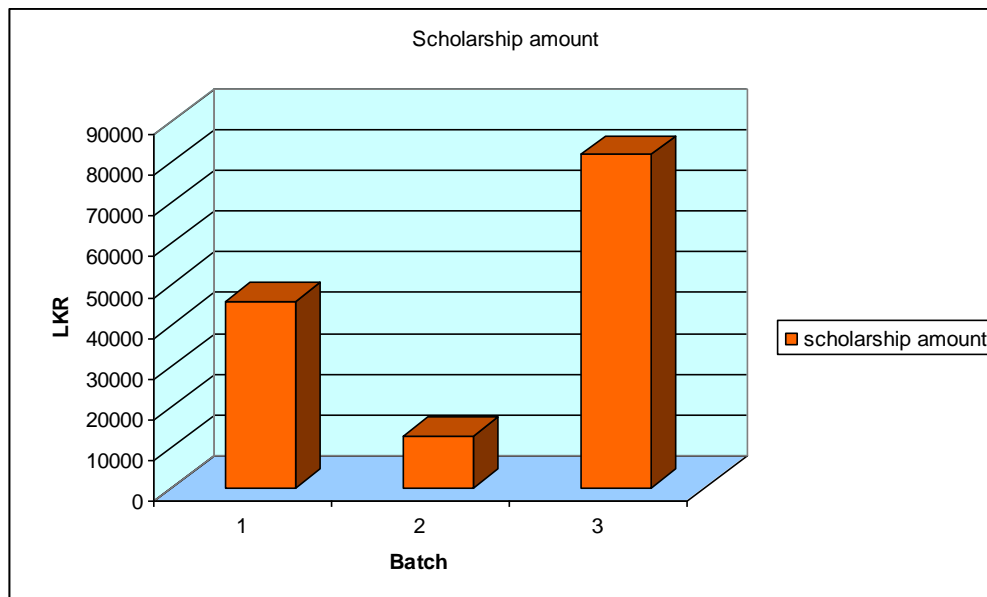


Figure 26. Granted scholarships (in LKR) shown per batch

E Saturday classes

The Lideke Wery Educational institute also provides classes on Saturday to school children between the ages of 13-15 years old. The students need to pay an amount of 500 LKR for this class. The teachers in question are former students of the Institute. In the year 2011, we had two English teachers coming on Saturday, first Nirodha Withana and the second six months Hashani Buddhika. Our IT teacher is Sanira Viraj. During the year a total of 49 children got English lessons (see figure 27) and 52 got IT lessons (see figure 28) at the Institute on Saturdays. The pass rate for IT was around 85% and for English this was even higher with 90%. At the end of the course the students received an LWEL certificate.

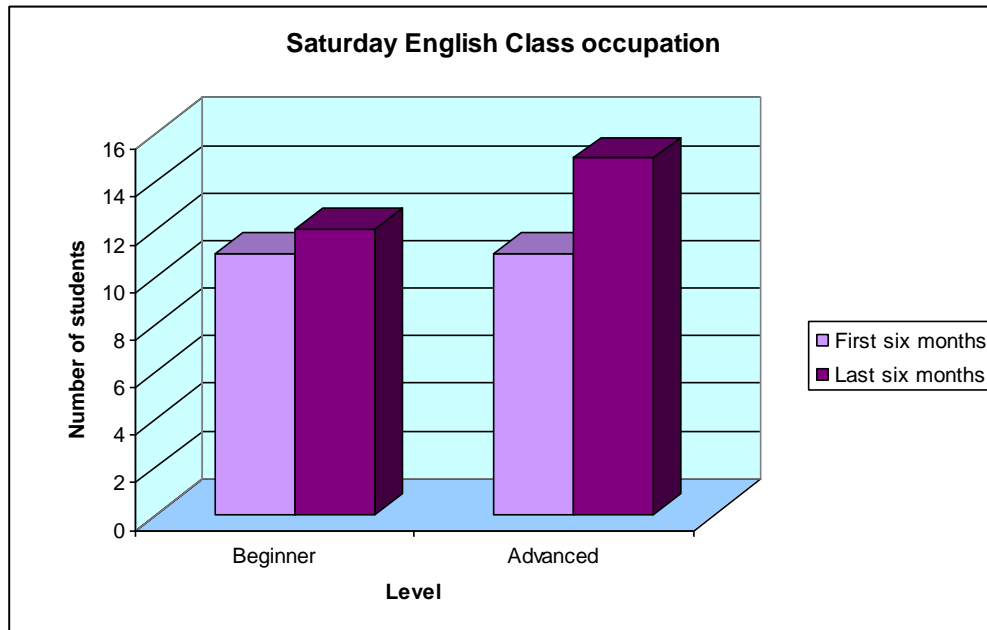


Figure 27. Occupation of the English classes, separated in Beginner and Advanced levels.

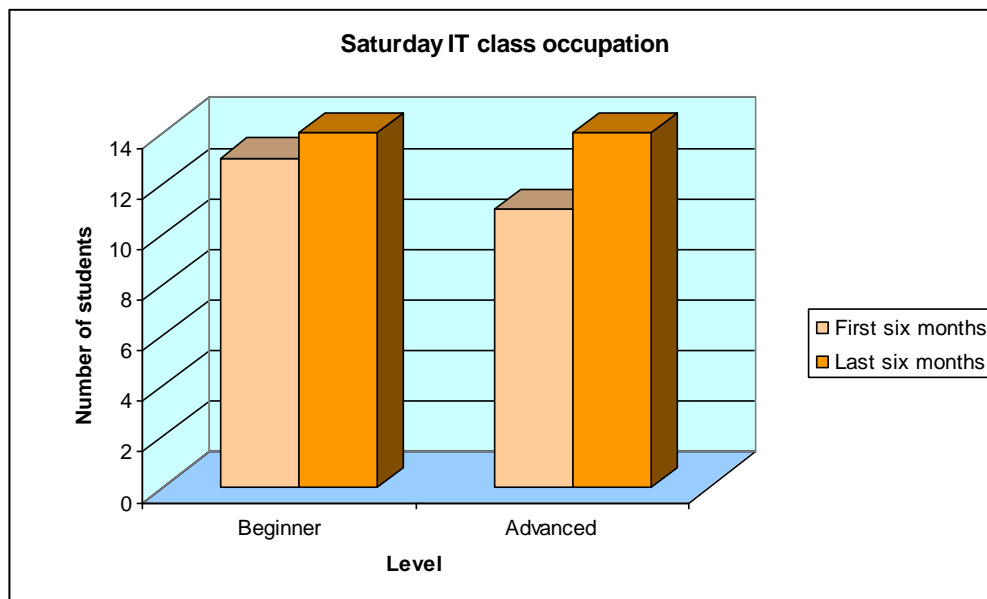


Figure 28. Occupation of the IT classes, separated in Beginner and Advanced levels.

F Student Evaluation

At the end of every batch in 2011, 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. See figure 29 for the results of this survey.

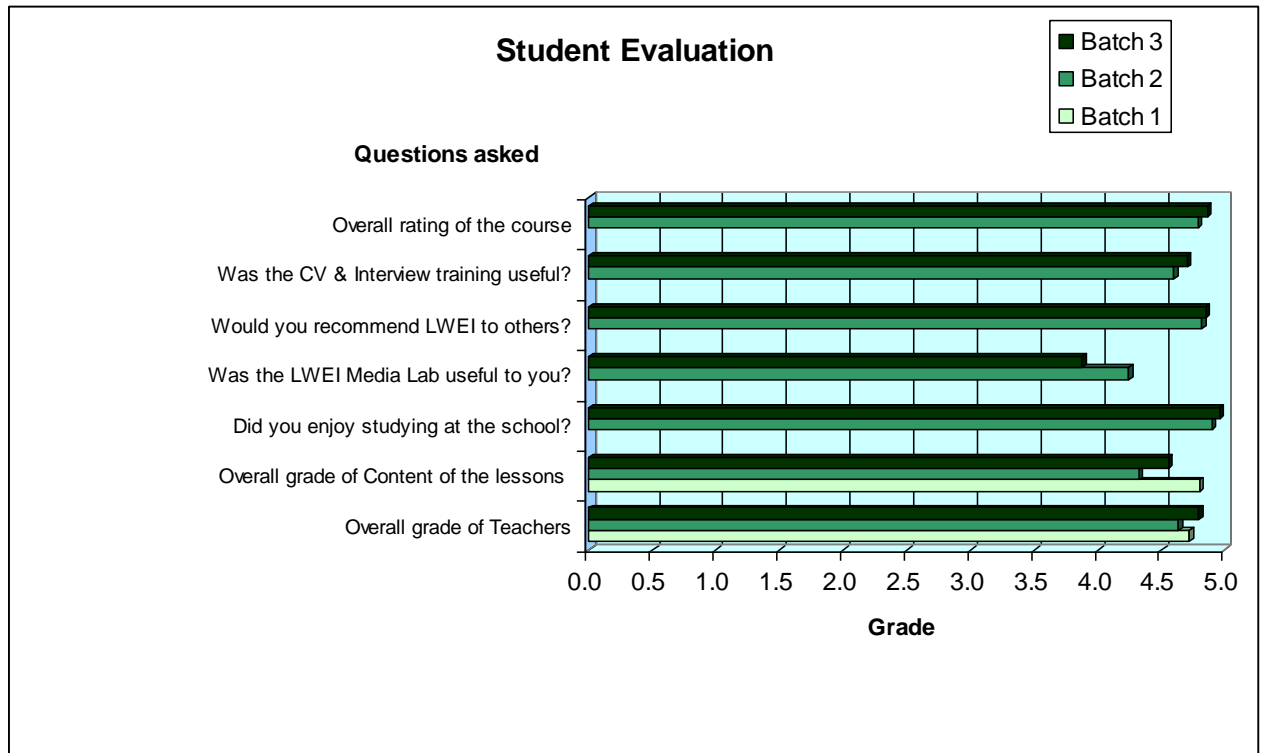


Figure 29. Student evaluation. The students graded the answers from 0 (Unsatisfactory) to 5 (Excellent) on several questions.



Board of Directors:

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Mr. L.J.M. Pieries
Mr. J.J. Bijlsma
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