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# Annual Report



**2013**

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**Lideke Wery Educational Institute**

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*Non-profit making company*

## MANAGEMENT SUMMARY

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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 the year under review, the average class occupation for the English and IT classes that the LWEL provides was 63 %. This increase compared to the 50 % occupation of our classes in 2012 is caused primarily by a 24 % capacity reduction. Our students took 7 % more exams in 2013, which is caused primarily by the start of an Access Spoken class in 2013. 96 % of our students passed their exam, which is comparable to the pass rate in 2012. The percentage of students that dropped out of our classes reduced from 17 % to 15 %.

Course fees increased from Batch I to Batch II and remained stable in Batch III. In total, 96 students received a grant from the Institute, with a total value of LKR 1,006,995. The occupation of the Saturday English classes was low, which caused the management to discontinue these classes in 2014. The students' evaluations of the LWEL remain very positive, which signals their appreciation of the Institute's courses, teachers and facilities.

Some highlights for the Institute in 2013 were the visit of the Dutch Ambassador, the Blood Donation Campaign and the several cricket matches that were organized by the students. Particularly the Blood Donation Campaign had a large impact on the school and the local community.

In addition, the LWEL is very proud of the City & Guilds Award that it has received for the second consecutive year as one of the Best Performing English language Centres in Sri Lanka.

The strategy for the upcoming two years is structured around six goals. Firstly, the Institute will focus on creating networks with the principals of the most important government schools in the region. Secondly, we want to continue developing our staff to demonstrate high quality in everything that our staff members do. Thirdly, we strive to maintain the high educational quality standard that we have. Fourthly, we will offer flexible payment of fees in order to receive a higher number of students. Fifthly, the Institute will focus on smarter promotion, among others through the use of an Ambassadors Programme and the network with the principals, Grama Niladhari's and heads of religious institutions in the area. Finally, the Institute aims to have its funding shared between the LWF and Sri Lanka in order to improve the Institute's financial sustainability.

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

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## CHAIRMAN'S STATEMENT

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During 2013, our Institute maintained its position in terms of student numbers and number of exams conducted, respectively. Despite the competition from other similar, non-business institutes in the region, the students' evaluations of the Institute, the statistics and the financial figures justify the value of the Institute to the local community. In addition, our Institute was recognized for the second consecutive year as one of the Best Performing Centres by the British institute City & Guilds. Our deepest appreciation goes to the dedicated teaching and supporting staff of the Institute for this achievement. With the continuous hard work of the staff and other stakeholders, the Board of Directors is confident that the Lideke Wery Educational Institute can maintain its high quality of education and its social recognition by the local community in the future.

The significant reduction in the financial support available to the Institute was a big challenge for the Institute. The Headmaster and Project Coordinator devoted much of their valuable time to budget for the financial year ahead, supported by the valuable ideas and insights of our well-wisher Mr. Ron Wilke. Together with the Board of Directors of the Lideke Wery Foundation, we have now reached for a satisfactory solution which will enable the Institute to continue its mission to provide quality education that is affordable for Sri Lankan youth of the area.

### Future outlook

The Strategic Plan that was developed in the financial year under review sets a clear direction for the growth of the Institute with the funds that it has available. In the financial year ahead the Institute will strive for a smarter promotional programme and to reduce the cost per student/program ratios in order to sustain further

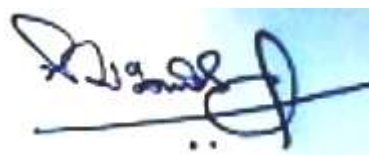


*"Despite the competition from other similar, non-business institutes in the region, the students' evaluations of the Institute, the statistics and the financial figures justify the value of the Institute to the local community".*

improvements to its educational quality and to its current position in the region.

### Appreciation

On behalf of the Directors, I would like to express my gratitude to the Headmaster of the Institute, Mr. Dinesh Abeynayake, the highly dedicated staff and our special well-wisher Mr. Ron Wilke for their invaluable efforts, support and guidance during the year under review. Last but not least, the Institute is deeply thankful to the Lideke Wery Foundation for their continuing financial support that allows the Institute to continue striving towards its valuable mission.

A handwritten signature in blue ink, appearing to read 'Dr. Ranjith Cabral', with a horizontal line underneath.

Dr. Ranjith Cabral  
Chairman Lideke Wery Educational Institute

February 2014

## 1. COMPANY OVERVIEW

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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 26<sup>th</sup>, 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. 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.



MS. LIDEKE WERY

### OUR MISSION

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*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.*

### STRATEGIC PLAN 2014 - 2015

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In order to provide top quality education which is affordable for all local youth, the strategic plan of the Lideke Wery Educational Institute focuses on six main goals. These goals have been established based on a synthesis of the research that has been conducted by Project Coordinators over the past five years.



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## THE SIX GOALS

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### ***1. Creating networks with the principals of the main schools in the area***

In order to create networks with principals of the main schools in the area, the LWEI distinguishes between high priority, medium priority and low priority schools. For the high priority schools, the aim is to establish a tight relationship with the principal. This includes maintaining regular contact with those principals, potentially providing IT support in case of problems at the school and allowing the principals to nominate five underprivileged students for a course at LWEI. In addition, the LWEI would like to provide demonstration classes at the schools. Medium priority schools can nominate three underprivileged students, while the LWEI only puts a poster in front of the low priority schools.

### ***2. Keep on developing our qualified and prepared staff to demonstrate high quality in everything the staff does***

Continuous development of LWEI's staff is required to maintain its current reputation of providing high quality education. This includes providing teacher training and capacitating courses to the staff, as well as making a plan for their development. In addition, financial support is given to the staff for their studies when possible.

### ***3. Maintain the high educational quality standard***

To maintain the high educational quality standard, we aim to have individually-oriented classes, maintain our good facilities and services and to keep exploring new learning techniques. The latter is highly related to the existing program of teacher training by a foreign teacher trainer.



#### **4. Flexible payment of fees**

When students are allowed to pay their course fees in a flexible way, i.e. in instalments, we hope to receive a bigger affluence of new students. Such flexibility also resembles the charity nature of the Institute well.

#### **5. Smarter promotion**

In order to promote the LWEI without spending much money, we should focus on relations with principals of other schools, using the Ambassadors Programme and focusing on those areas where the LWEI is well known and where it has a good reputation. Ambassadors are exceptionally successful and motivated former students of the Institute, which represent the LWEI in promotional activities and in visits to the principals of government schools in the surrounding area. In addition, we would like to establish networks with the Grama Niladhari's and the heads of religious institutions in the area.



#### **6. Have shared funding for the LWEI from both the LWF and Sri Lanka**

An action plan will be developed together with the Board of Directors of the Institute in order to identify and approach potential sources of funding in Sri Lanka. This is done to improve financial sustainability of the Institute given the reduced funding from the LWF.

## 2. THE BOARD OF DIRECTORS

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In 2013, the Board of Directors of the Lideke Wery Educational Institute consisted of the six persons mentioned below.



**Dr. R. Cabral**  
*Chairman*



**Mr. V.P. de Silva**  
*Director*



**Mr. L.J.M. Pieries**  
*Director*



**Mrs. W. Broerse - Rienks**  
*Director*



**Ms. A. Schilderman**  
*Director*



**Mr. J.J. Bijlsma**  
*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

In 2013, Businessmate (Pvt.) Ltd continued to be LWEI's company secretary.



## REMUNERATION TO THE DIRECTORS

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

## DIRECTORS' INTEREST WITH THE CONTRACT OF THE COMPANY

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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

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The year 2013 was an interesting and challenging year for the Lideke Wery Educational Institute in various ways. This chapter provides an overview of the many events and activities that took place.

#### JANUARY

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1 <sup>st</sup>	New Year's Ceremony
5 <sup>th</sup>	Certificate Ceremony Saturday IT-class Batch III 2012
7 <sup>th</sup>	Niranji's 5 <sup>th</sup> Anniversary at LWEL
14 <sup>th</sup>	Start of Batch I, in which 95 unique courses were taught
19 <sup>th</sup>	First Parents Day for Batch I

#### FEBRUARY

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25 <sup>th</sup>	Lideke Wery Cricket Tournament
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#### MARCH

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22 <sup>nd</sup>	Second Parents Day for Batch I
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LIDEKE WERY CRICKET TOURNAMENT

#### APRIL

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4 <sup>th</sup>	Student-organized cricket match against Gonagala Maha Vidyalaya
9 <sup>th</sup>	Visit of the Dutch Ambassador
12 <sup>th</sup> – 22 <sup>nd</sup>	Staff Annual Leave



VISIT OF THE DUTCH AMBASSADOR



VISIT OF THE DUTCH AMBASSADOR

13 <sup>th</sup>	Sri Lankan New Year
22 <sup>nd</sup>	New Year's Ceremony
27 <sup>th</sup>	Certificate Ceremony Batch III 2012
29 <sup>th</sup>	Final Exams Foundation
30 <sup>th</sup>	Final Exams Access & Achiever

## MAY

3 <sup>rd</sup>	Final Exams Application Assistant (Ms. Samilka's students)
4 <sup>th</sup>	Final Exams Application Assistant (Ms. Niranji's students)
13 <sup>th</sup>	Start of Batch II in which 32 unique courses were taught
18 <sup>th</sup>	First Parents Day for Batch II
31 <sup>st</sup>	Staff teambuilding day

## JUNE

7 <sup>th</sup>	First Board Meeting and Annual General Meeting
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## JULY

7 <sup>th</sup>	Farewell of Newton (caretaker)
26 <sup>th</sup>	Second Parents Day for Batch II
27 <sup>th</sup>	Certificate Ceremony for Batch I



CERTIFICATE CEREMONY BATCH III 2012



TEAMBUILDING DAY



FAREWELL OF NEWTON



CERTIFICATE CEREMONY BATCH I



CERTIFICATE CEREMONY BATCH I



## AUGUST

3 <sup>rd</sup>	CV & Interview Training for Batch II
9 <sup>th</sup>	Second Quarterly Board Meeting
16 <sup>th</sup>	Final Exam Hardware course
17 <sup>th</sup>	Final Exam Application Assistant course
19 <sup>th</sup>	Final Exams Foundation, Access, Access Spoken, Achiever and Achiever Spoken
20 <sup>th</sup> – 26 <sup>th</sup>	Staff Annual Leave



CV & INTERVIEW TRAINING BATCH II

## SEPTEMBER

9 <sup>th</sup>	Start of Batch III, in which 81 unique courses were taught
14 <sup>th</sup>	First Parents Day for Batch III

## OCTOBER

4 <sup>th</sup>	Farewell of Niranji
20 <sup>th</sup>	Final Exam Graphic Design students Batch II
23 <sup>rd</sup>	Community Day – Blood Donation Campaign



FAREWELL OF NIRANJI



BLOOD DONATION CAMPAIGN



BLOOD DONATION CAMPAIGN



## NOVEMBER

9 <sup>th</sup>	Lideke Wery Cricket Tournament – Season 2
15 <sup>th</sup>	Hasanthi's wedding
26 <sup>th</sup>	Second Parents Day for Batch III
30 <sup>th</sup>	Certificate Ceremony for Batch II

## DECEMBER

4 <sup>th</sup>	Sinterklaas
7 <sup>th</sup>	CV & Interview training for Batch III
18 <sup>th</sup>	Final Exam Foundation
19 <sup>th</sup>	Final Exams Access, Achiever and Spoken courses
20 <sup>th</sup>	Final Exam Application Assistant
21 <sup>st</sup>	Final Exam Saturday Class Awarding of City & Guilds Award and City & Guilds Medals
24 <sup>th</sup>	Farewell of Samilka
25 <sup>th</sup> – 31 <sup>st</sup>	Staff Annual Leave



LIDEKE WERY CRICKET  
TOURNAMENT - SEASON 2



HASANTHI'S WEDDING



CERTIFICATE CEREMONY BATCH II



CITY & GUILDS AWARD



CITY & GUILDS AWARD AND CITY & GUILDS MEDALS

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## 4. HUMAN RESOURCES

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### STAFF CHANGES IN 2013

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#### TEACHERS

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In 2013 Niranji and Samilka, both IT teachers, resigned from their jobs at the Lideke Wery Educational Institute. Niranji left the Institute in October, while Samilka resigned in December. Praveen Maduranga has been observing and assisting in the IT classes from mid-September as an intern. He is a former student of the LWEL and he will be the IT teacher as of Batch I of 2014. Due to financial constraints we decided not to hire a second IT teacher. This implies that the Institute starts with a lower capacity for IT classes in the coming financial year.

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#### CARETAKER

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At the end of June, Newton retired from his job as caretaker at the Lideke Wery Educational Institute. From the 4<sup>th</sup> of July, Subadra Wijehewa is the new caretaker at the Institute.

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### OVERVIEW OF THE STAFF AS OF DECEMBER 31<sup>ST</sup>

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THE STAFF OF THE LWEL AS OF DECEMBER 31<sup>ST</sup>. FROM LEFT TO RIGHT: SANDER, SUBADRA, HASANTHI, AKUSHLA, DINESH, CHATHURIKA AND PRAVEEN

Name	Function
Dinesh Abeynayake	Headmaster
W.D. Chathurika	English Teacher
Hasanthi Jayawardane	English Teacher
Praveen Maduranga	ICT Teacher
Akushla de Silva	Administrator
Subadra Wijehewa	Caretaker
Sander van der Wielen	Project Coordinator

TABLE 1 - OVERVIEW OF THE STAFF AND THEIR FUNCTIONS AS OF DECEMBER 31ST

## PROJECT COORDINATORS

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. In 2013, the following coordinators visited the Institute.



Irene van 't Hoff  
December 2012 – April 2013



Annefleur Klaus  
April 2013 – August 2013



Isabel Roby  
August 2013 – December 2013



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## 5. PERFORMANCE

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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. In addition, this chapter provides information about the course fees and awarded grants, the occupation of the Saturday Classes and the students' evaluations of the Institute. External recognition for the Institute's performance in 2013 was given by City & Guilds for the second consecutive year. The Lideke Wery Educational Institute received a City and Guilds Award as one of the Best Performing Centres in Sri Lanka.

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### CLASS OCCUPATION PER BATCH

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Per batch, we have set a maximum capacity to ensure sufficient individual attention for our students. For that reason we reduced our capacity for English classes from Batch II onwards to 12 students instead of 14 students. In 2013, it was decided to offer an Access – Spoken class to our students. The maximum capacity for Access – Spoken and Achiever – Spoken classes was set at 10 students. Our maximum capacity for IT students is 28 students per batch, although in Batch II we also offered an IT Hardware course with an additional capacity of 2 students.

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 IT teacher can take one class of 3.5 hours per day;
- ❖ The Project Coordinator teaches the Achiever – Spoken class;
- ❖ Every English class in Batch I has a maximum of 14 students;
- ❖ Every English class in Batch II and III has a maximum of 12 students;
- ❖ Every English Spoken class in all Batches has a maximum of 10 students;
- ❖ Every IT class has a maximum of 14 students, except for IT Hardware (max. 2 students).

This means that our total capacity for English classes was 86 students in Batch I and 78 students in Batch II and Batch III. For IT, our capacity was 28 students in Batch I and Batch III, while our capacity was 30 students in Batch II. In total, this implies that we had a capacity of 114 students in Batch I, 108 students in Batch II and 106 students in Batch III. In 2013, our capacity was 24 % lower than in 2012 due to the reduced maximum number of students per class and because we stopped the Graphic Design course.

When looking at the class occupation for the English courses (see Figure 1) it can be noted that the absolute number of courses provided in Batch I and Batch III is comparable, while Batch II has a significantly lower occupation. In Batch II, only one English class had more students than the usual minimum of 6 students per class. Hence, this minimum was not consistently applied in Batch II. The overall pattern of class occupation, i.e. a low number of students in Batch II, is similar to the class occupation patterns of previous years.

Regarding the class occupation for IT students (see Figure 2), it can be noted that especially during Batch I there was a high occupation rate with 96 % of our class capacity for IT fulfilled. Unfortunately, class occupation for IT in Batch III was significantly lower than in Batch I with an occupation of 54 %. An explanation for this is that we offered Access and Access Spoken courses. Students who take both these



courses (2x 1 hour 45 min) are also required to do listening practicals in the Medialab after or before class. This implies that there is no time for these students to take the Computer Application Assistant course of 3 ½ hours, which also requires them to do practicals in the Medialab before or after class. In other words, students who participated in the Access Spoken class could not attend IT classes.

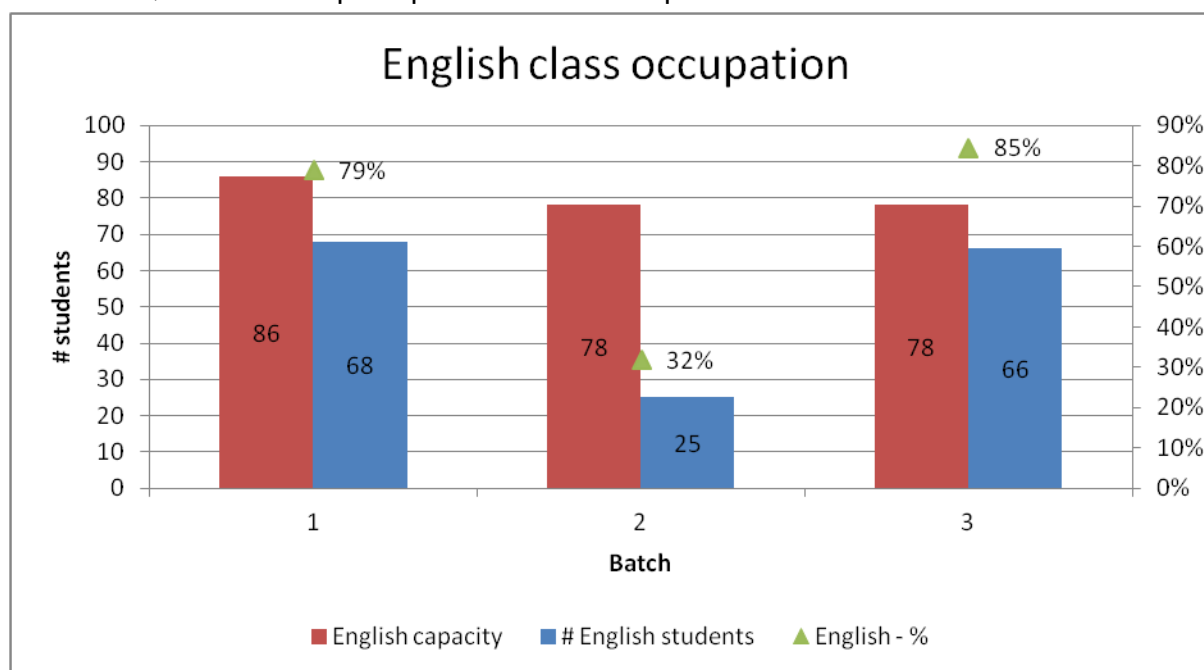


FIGURE 1 - ENGLISH CLASS OCCUPATION PER BATCH

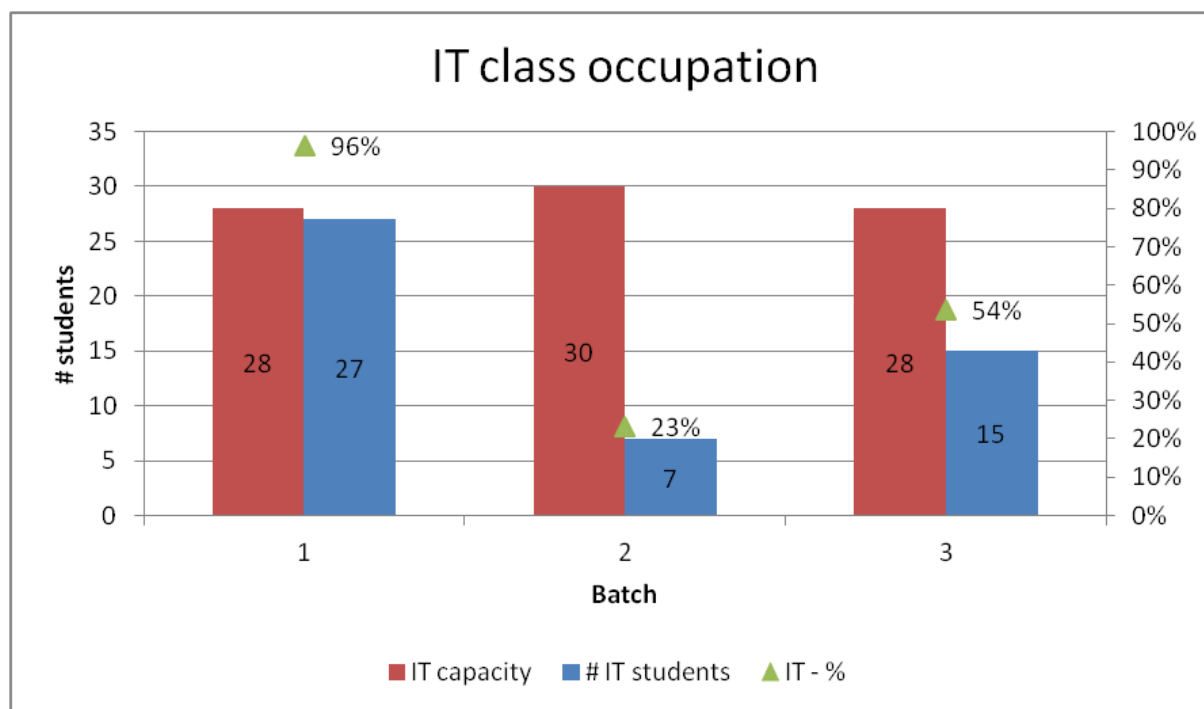


FIGURE 2 - IT CLASS OCCUPATION PER BATCH

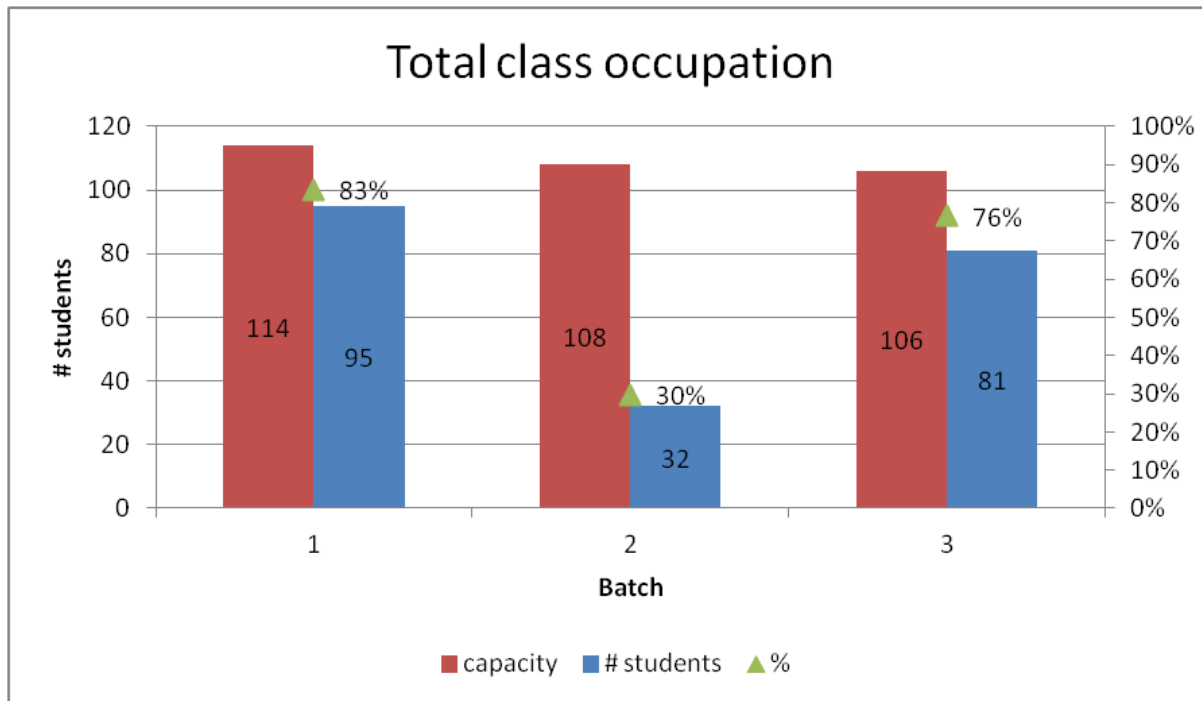


FIGURE 3 - TOTAL CLASS OCCUPATION PER BATCH

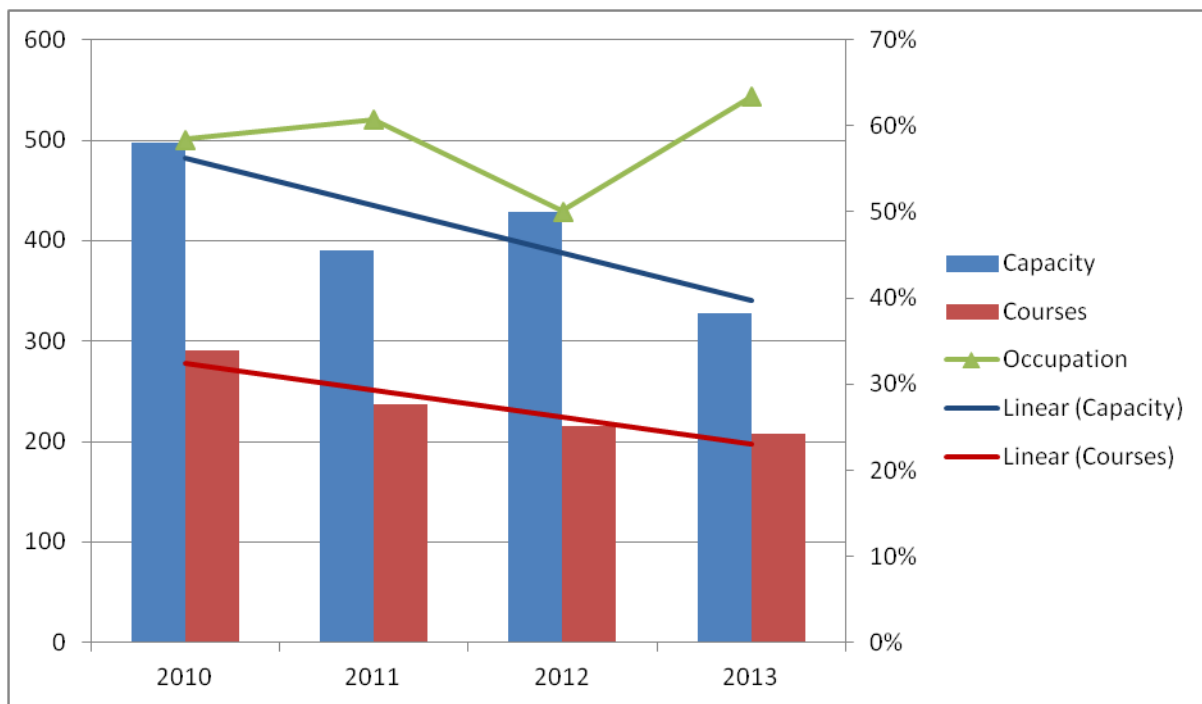


FIGURE 4 - CAPACITY, COURSES AND OCCUPATION 2010 - 2013

Combining the class occupation figures for the English and IT courses yields an average class occupation of 83 % in Batch I, 30 % in Batch II and 76 % in Batch III (see Figure 3). In total, the Lideke Wery Educational Institute provided 208 courses in 2013, which is slightly less than in the previous year. Nevertheless, this implies an average class occupation of 63 %. The strategic decisions mentioned above reduced our capacity by 24 %, which is the primary cause for the improved occupation rate in 2013.

Figure 4 shows that the decreasing trend in the number of courses provided over the past years is continued in 2013. Our capacity, and to a smaller extent the number of courses, is influenced directly by the strategic decisions taken by the management of the Lideke Wery Educational Institute. An overview of these decisions for the period 2011 – 2013 is provided in Table 2 below, as well as the reasons for taking these decisions.

Year	Strategic decisions	Reason
2011	Maximum number of students for English from 18 to 14 New teachers take a maximum of 2 classes in their first batch Change IT course from 4 x 12 students to 2 x 14 students (from Batch III)	Classes too full; more individual attention for students.  In order to have sufficient time to cover the syllabus.
2012	Maximum number of students for English from 14 to 16 IT course in the Medialab of 9 students (Batch III only)	To remove capacity constraints in some classes. To facilitate all applications.
2013	Maximum number of students for English from 16 to 12 (Batch II and Batch III) Maximum number of students for Spoken class from 16 to 10 Start Access Spoken classes  Stopped Graphic Design course  IT Hardware course in Batch II only (maximum of 2 students)	Classes too full; more individual attention for students. Classes too full; more individual attention for students. To improve speaking from a lower level already. TVEC required internships for getting the certificate. To facilitate all applications.

TABLE 2 - STRATEGIC DECISIONS THAT CAUSE CAPACITY CHANGES

## DROP-OUT RATES

The Figures 5, 6 and 7 provide an illustration of the drop-out rates for the English courses, for the IT classes and for the Institute. 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 pay the registration fee 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 LWEL 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. Of course they also waste an opportunity for themselves to develop themselves further.

The Figures show that the number of drop-outs at both the English classes and the IT classes is highest in Batch I (in absolute terms). This may be caused by the fact that many students apply for other vocational education and/or university before the start of Batch I. During Batch I they may receive a confirmation that their application is accepted. Those students subsequently drop out of their course(s) at the Institute.

In relative terms, the number of drop-outs is highest in Batch II, but this percentage is significantly influenced by the low number of students in Batch II. In 2013, the overall drop-out rate was 15 %, compared to a drop-out rate of 17 % in 2012, which signals a small improvement.

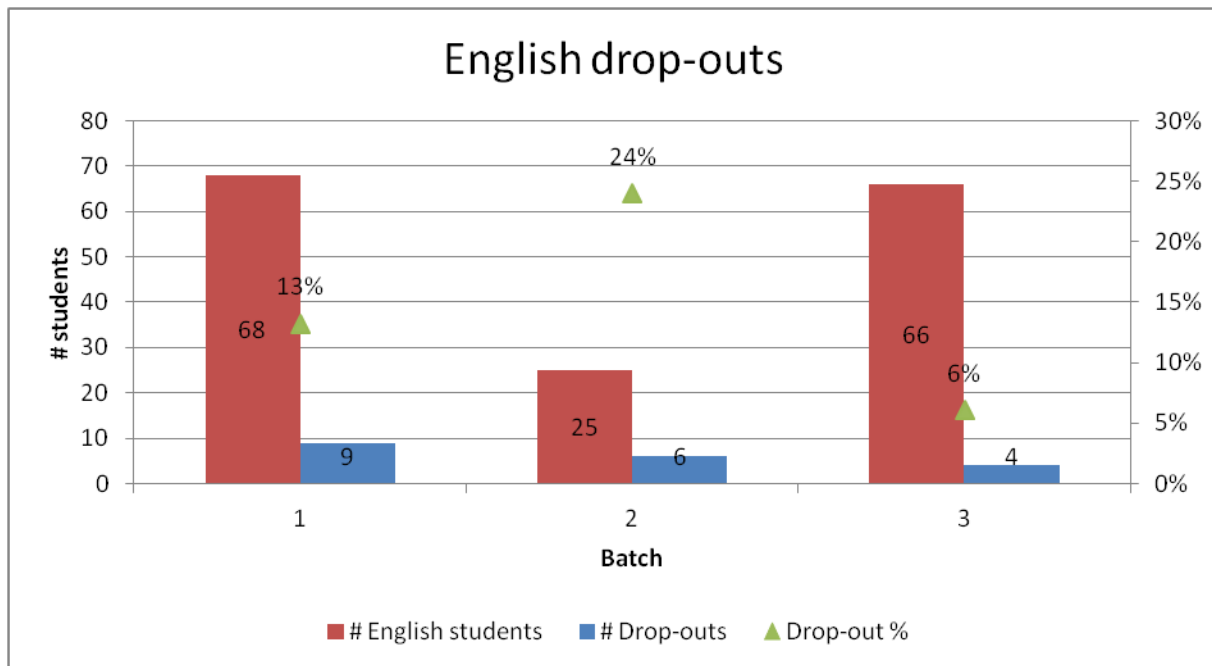


FIGURE 5 - ENGLISH DROP-OUTS PER BATCH

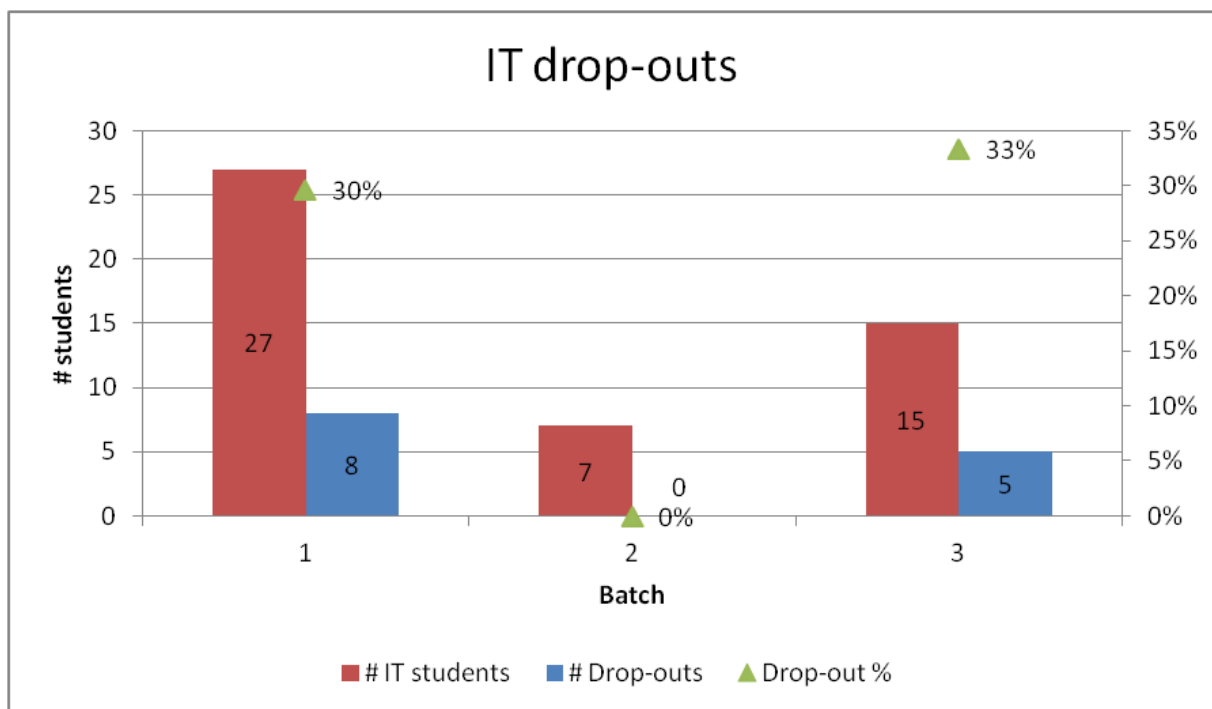


FIGURE 6 - IT DROP-OUTS PER BATCH



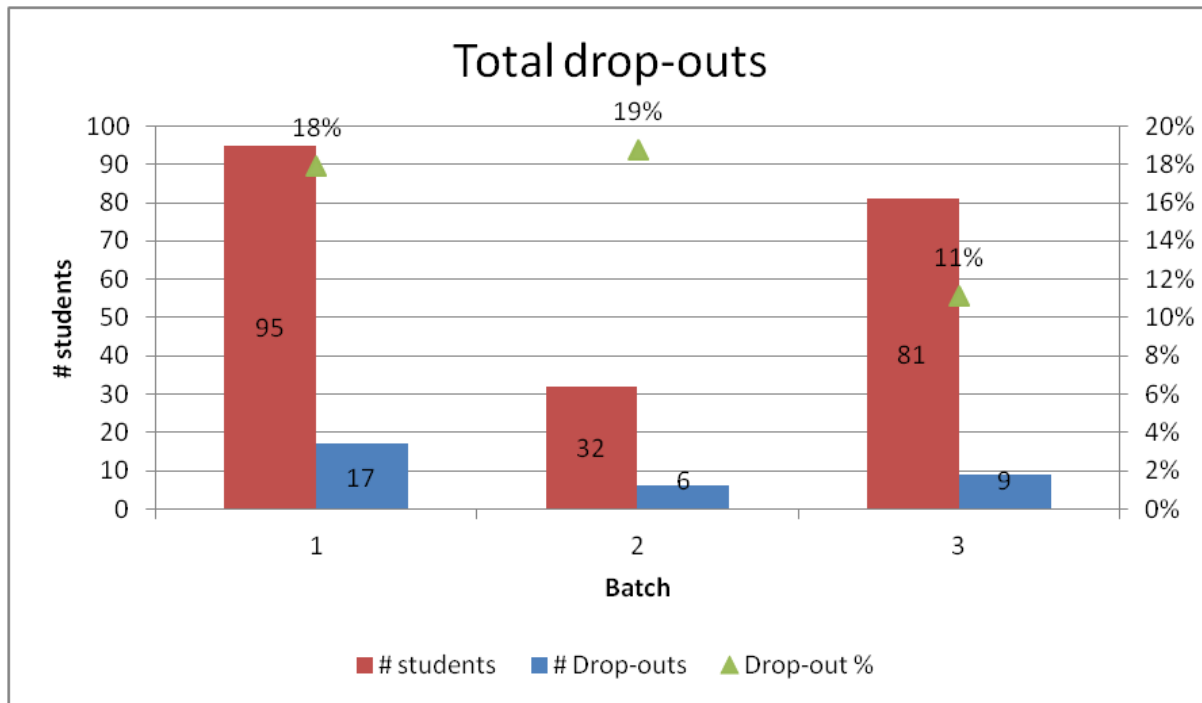


FIGURE 7 - TOTAL DROP-OUTS PER BATCH

## 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, 181 exams were taken by the students, which is 7 % more than in 2012. This is caused primarily by the fact that the Lideke Wery Educational Institute started offering an Access Spoken course in 2013.

Figure 8 shows that exam pass rates of 97 %, 95 % and 95 % can be observed for English students in Batch I, II and III, respectively. During the first two batches of 2013 all IT students passed (see Figure 9), which resulted in an exam pass rate of 100 %. During the third Batch, 86 % of the IT students passed. In 2013, an average of 96 % of the students passed their exams (see Figure 10), which is similar to the previous year.

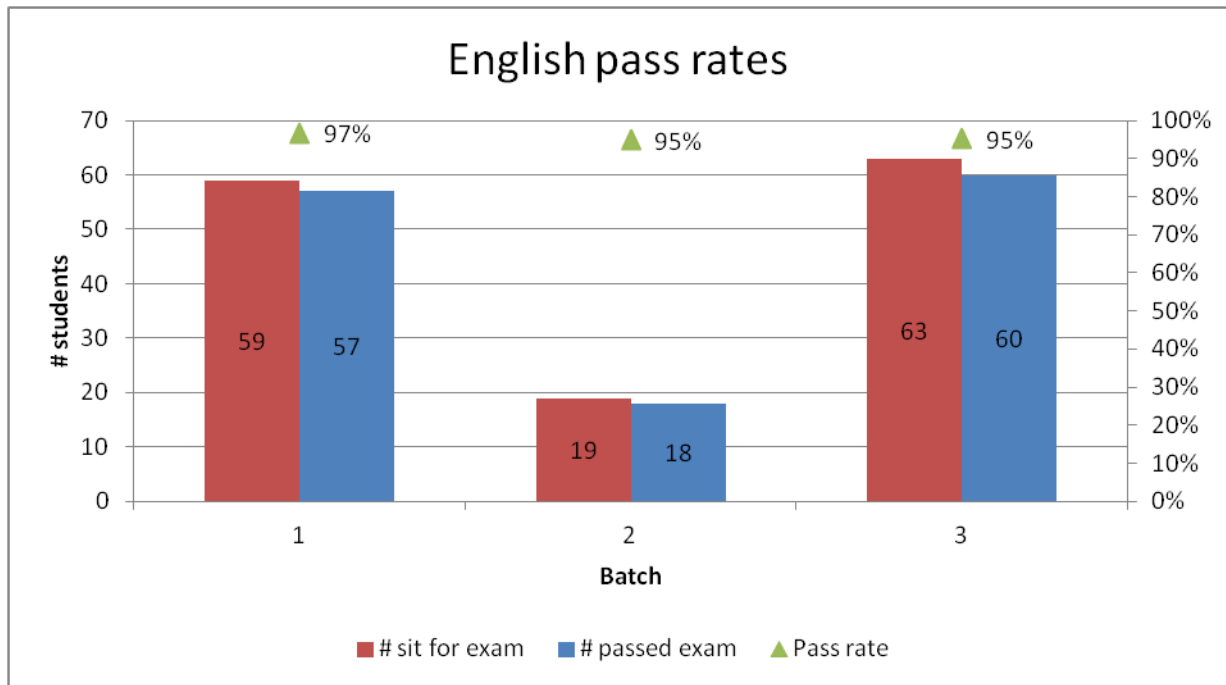


FIGURE 8 - PASS RATES ENGLISH EXAMS PER BATCH

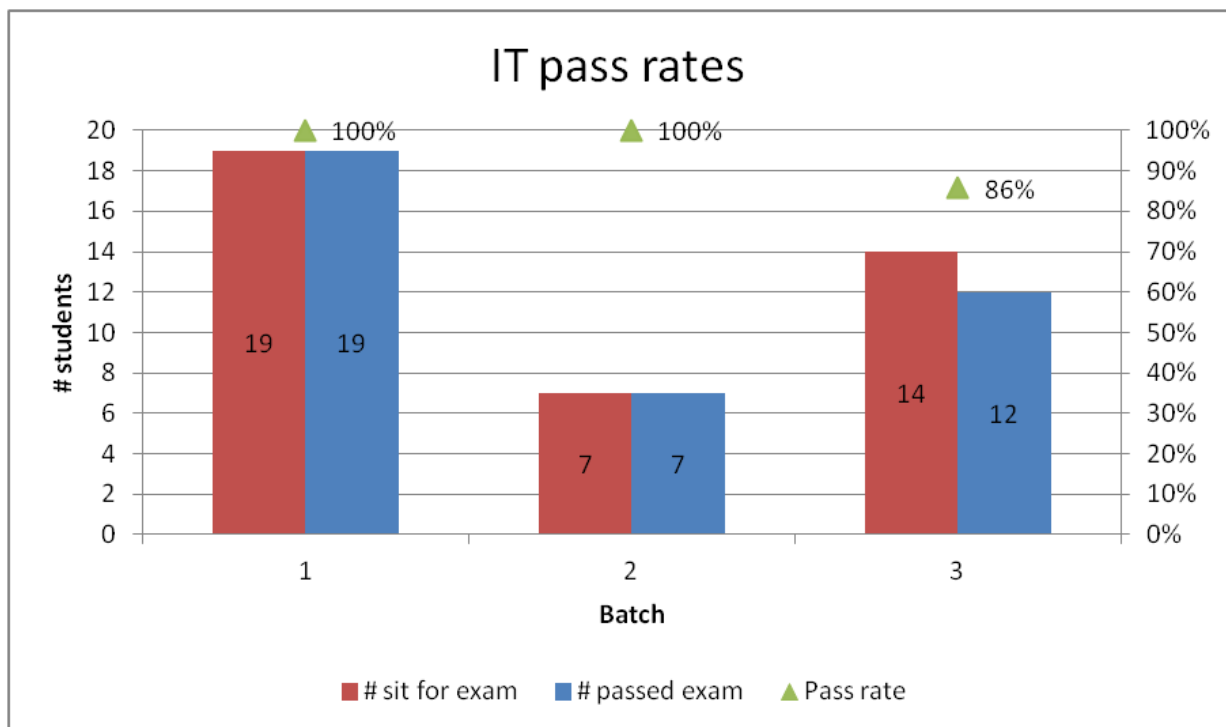


FIGURE 9 - PASS RATES IT EXAMS PER BATCH

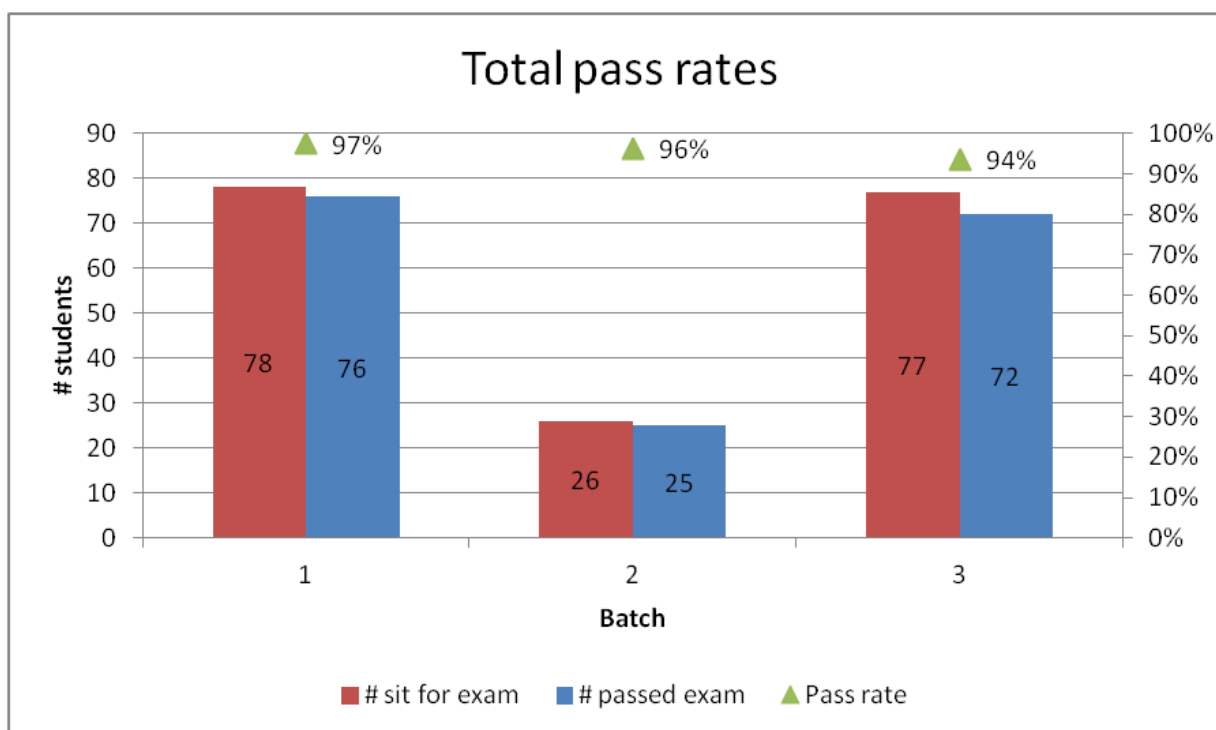


FIGURE 10 - TOTAL PASS RATES PER BATCH

## COURSE FEES AND GRANTS

Table 3 provides the course fees for the different courses per Batch. In accordance with the strategy to make the LWEL less dependent on funding from the Lideke Wery Foundation, the course fees increased from Batch I to Batch II. Nevertheless, they remained stable for the last Batch in order to ensure the accessibility of education at the LWEL to the poorest. The course fees for the Saturday classes are provided in Table 4 below. The duration of the Saturday classes is a whole year, which implies that there is only 1 Batch per year.

Course	Batch I	Batch II	Batch III
Foundation	9,500	10,800	10,800
Access	12,400	14,000	14,000
Access - Spoken	11,700	12,200	12,200
Achiever	12,700	14,200	14,200
Achiever - Spoken	12,000	13,500	13,500
Application Assistant	18,800	21,000	21,000
Graphic Design	19,100	21,100	21,100
Hardware	n/a	10,500	10,500

\* Fees in LKR

TABLE 3 - COURSE FEES PER BATCH IN 2013

Saturday Course	Whole year
English	2,000
IT- Elementary Classes	2,000
IT – Advanced Classes	2,000

\* Fees in LKR

TABLE 4 - COURSE FEES SATURDAY CLASSES 2013

Although the Institute's course fees are already lower than those of commercial institutes in the surrounding area, underprivileged students can apply for a grant of up to 95 % of the course fee. A total of 69 grants were awarded to students in 2013 (see Table 5). One student received a grant of 100 % of the course fee, which should be considered as an exception. On a general level, the number of grants and the total monetary value of the grants awarded in the different batches (see Figure 11) reflect the number of students studying at the Institute in each Batch. The total value of the awarded grants is LKR 1,006,995, which is a significantly higher amount than was awarded in 2012 (LKR 740,029). This is primarily caused by the increased course fees and the fact that more 25 % and 50 % grants have been awarded.

Amount	Batch I	Batch II	Batch III	Total
25%	6	1	3	10
50%	11	4	11	26
75%	6	2	11	19
90%	5	2	0	7
95%	3	3	0	6
100%	0	0	1	1
<b>Total</b>	<b>31</b>	<b>12</b>	<b>26</b>	<b>69</b>

TABLE 5 - GRANTS AWARDED IN 2013

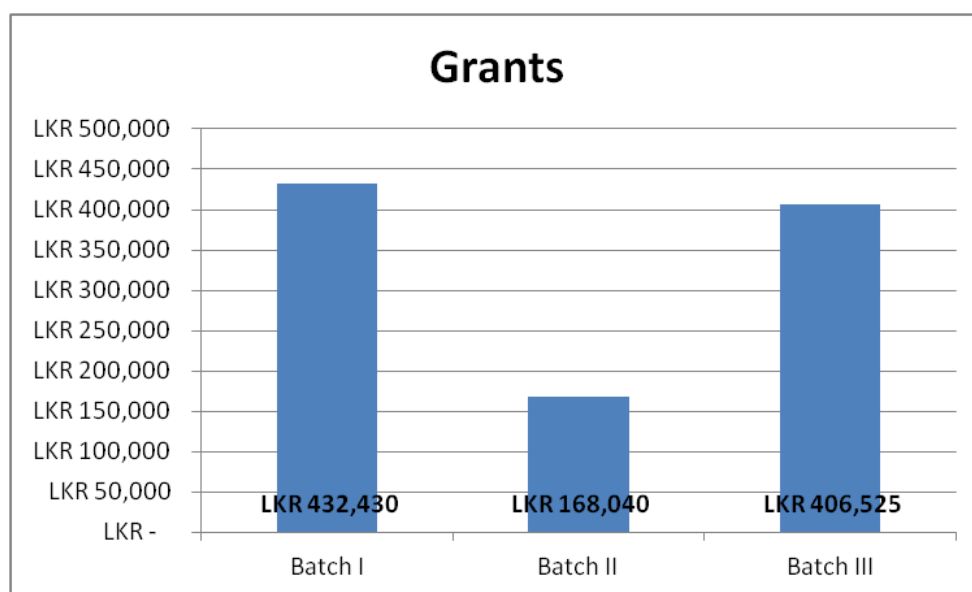


FIGURE 11 - MONETARY VALUE OF GRANTS AWARDED PER BATCH



## SATURDAY CLASSES

The Lideke Wery Educational Institute also provides Saturday classes in English and IT to students between the age of 13 and 15. As mentioned before, the duration of the Saturday classes is 12 months (1 year). In 2013, Mr. Sanira Viraj taught the Saturday IT classes and Ms. Dilsha Chathurangi taught the Saturday class for English. Due to the low class occupation of the Saturday English class (see Figure 12), it was decided not to continue this class in 2014.

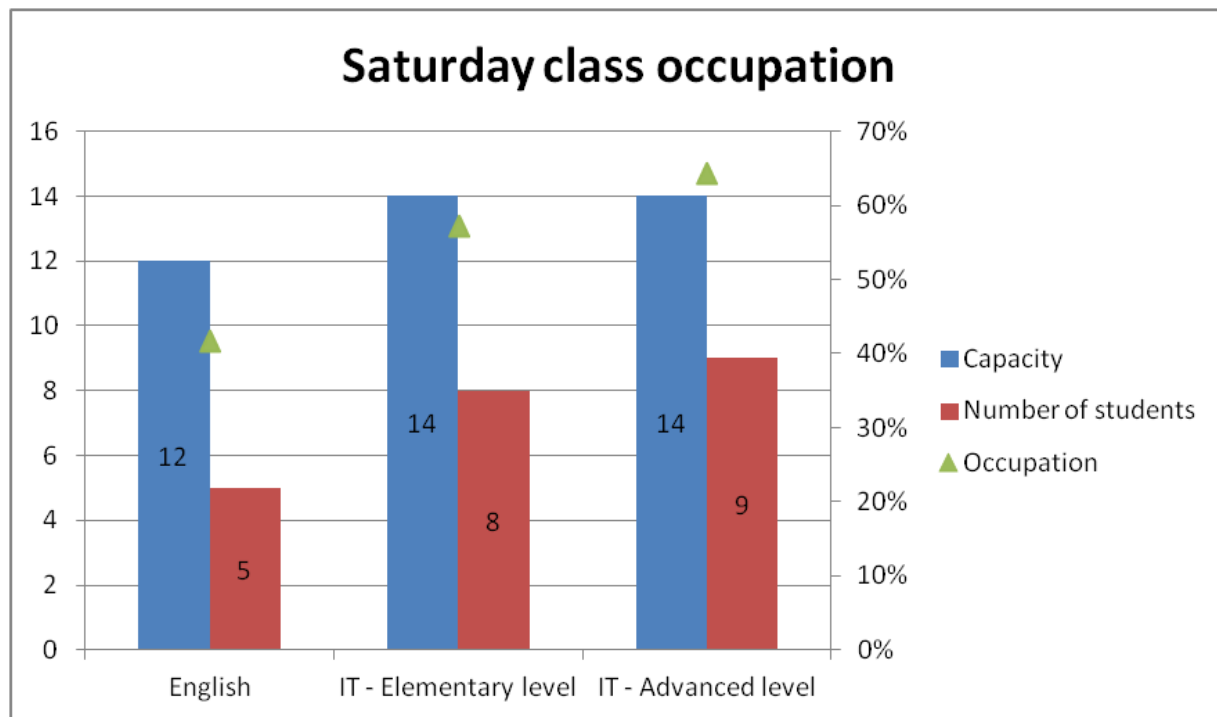


FIGURE 12 - CLASS OCCUPATION SATURDAY CLASSES

## STUDENT EVALUATIONS

All students that complete one or more courses at the Lideke Wery Educational Institute are requested to fill out a student evaluation form. In 2013, 70 student evaluation forms were returned, which show a deep appreciation of our courses, teachers and study facilities (see Figure 13). The students appreciate the content of the courses and the way teachers conduct the classes, which makes it enjoyable for the students to take courses at the LWEL. Not only do the evaluations show excellent results, most students would also recommend the LWEL to others. The latter is particularly important to attract new students to the Institute. Only the evaluation of the Medialab is lower in the third Batch because the students considered the computers in the Medialab to be too slow. In 2014 we will work on improving this.

Furthermore, the students' evaluations show that the best way to improve the classes is to practice more (see Figure 14). The student responses clearly show that our students are motivated to learn and to improve themselves, as they recommend more homework and/or practicing and to focus on parts that they find particularly difficult, such as listening and speaking.

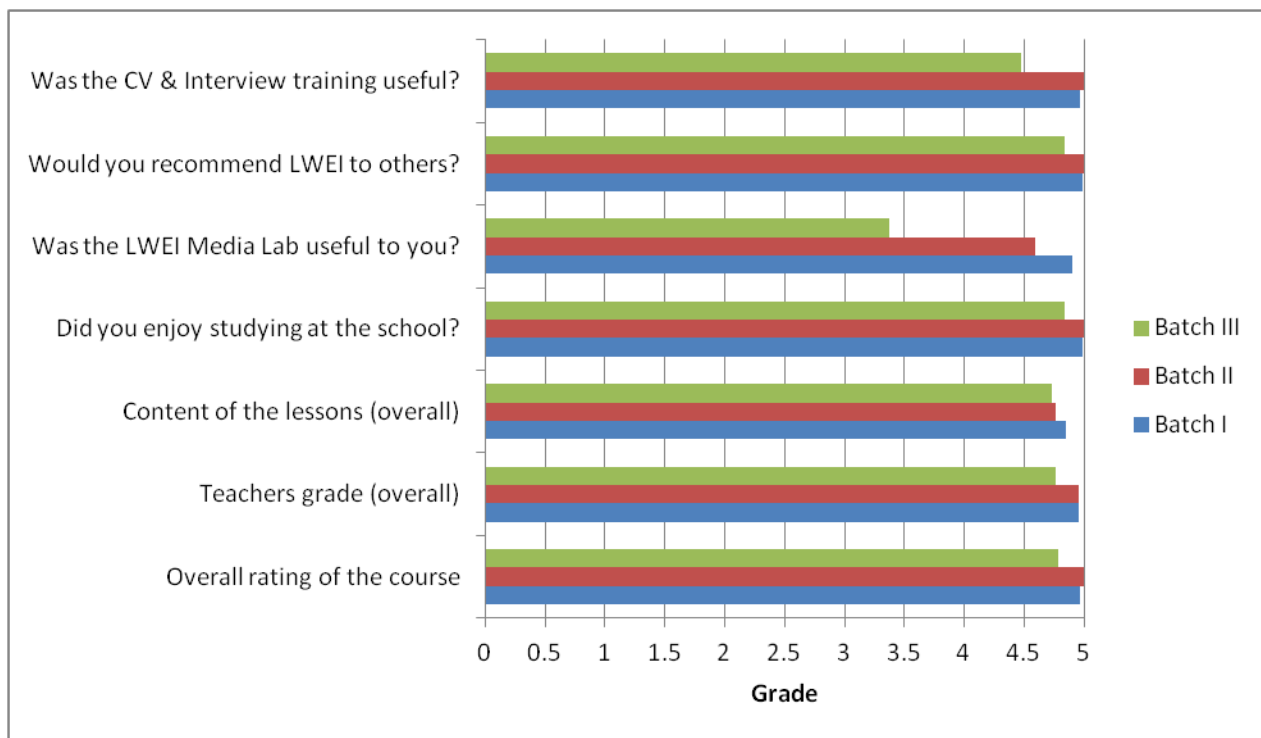


FIGURE 13 - STUDENTS' EVALUATIONS OF THE LWEI



FIGURE 14 - STUDENTS' OPINIONS ABOUT THE BEST WAY TO IMPROVE CLASSES

## 6. AWARDS AND RECOGNITIONS

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### CITY & GUILDS AWARD

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In 2013, the Lideke Wery Educational Institute was awarded the City & Guilds Award as one of the Best Performing Centres in Sri Lanka for the second consecutive year. The LWEL is the only institute in the Southern Province and also the only charity institute that received this Award. The Institute received the City & Guilds Award as recognition for its high educational quality in the period September 2012 until September 2013. More specifically, the LWEL received the City & Guilds Award as a result of its high passing rates at the City & Guilds exams, and as a result of the high number of students that reaches a First Class Pass for their exams.

The Lideke Wery Educational Institute is proud of its English teachers who have achieved this Award. The Institute also appreciates the efforts of the Project Coordinators who have taught the Achiever Spoken course in this period.



### CITY & GUILDS MEDALS OF MERIT

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In addition to the City & Guilds Award, which is awarded to the Institute, many students received an individual recognition for their outstanding performance in the City & Guilds exams. Every student who reached a First Class Pass for a City & Guilds exam was awarded a Medal of Merit. In total, the students of the Lideke Wery Educational Institute were awarded 39 Medals of Merit.

The Lideke Wery Educational Institute is proud that our students have showed the motivation, dedication and willingness to learn that has allowed them to achieve these outstanding results.



## 7. APPRECIATION OF DONORS

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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. Also the Sachsen Fonds of Hans and Christine Heinrichs deserves a special thanks from the Institute.







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