



EDUKANS

Onderwijs, de kans van je leven

ANNUAL REPORT

2015



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FOREWORD

Education is not an end in itself. It's about lifelong learning, and good schooling helps with this. All too often, schoolchildren in developing countries are still unable to read well after a few years at school. We're not prepared to accept this, because every child and young person is worth fighting for. First and foremost as a person, as an individual, and as a member of the society in which they're growing up. Every child has potential, now and in the future. That's why it's so important that schools, certainly those in deprived communities, make a real difference. And why learning must truly benefit the pupil and, through the pupil, the community.

In 2015, based on this vision, we were again able to take important steps to improve the availability and quality of education. In Ghana, for example, where no fewer than 100 teachers were trained. And with an impact: the schools involved report that learning outcomes have improved demonstrably. The schools are getting more out of the children and the teachers are getting more pleasure out of teaching.

And in Malawi, where we used education at an early stage to get children and young people talking about relationships, sexuality, child marriage and the risk of HIV-AIDS.

With Learn4Work, our vocational training and education programme, we worked on improving standards in vocational training. Vocational training that actually helps participants find a job. That's so important in a world where more and more young people are leaving home in search of a better life and a better future.

2015 was also a turbulent year. It was the final year in which we received a large government subsidy. In 2016 we will have €6 million less to work with, which we will have to make up for in other ways. As a result, we were forced to reorganise in 2015 and bid farewell to a number of highly valued colleagues. It was an intensive year, in which we prepared for all the challenges ahead. Luckily, we have a large group of donors, businesses, schools and volunteers on whose support we can count!

Rob Rijnbende

Director

1. EDUCATION, THE CHANCE OF A LIFETIME

What you learn at school stays with you forever. Standing up for yourself. Making friends. Taking care of yourself. Nurturing your talents. For this reason, Edukans works on achieving the best possible education in developing countries for children and for young people who want to learn a trade. Because education is the chance of a lifetime.

What if...

It starts with writing your name. Then you learn to do maths and work together. And step by step, you become an adult; someone with their own dreams and desires for the future. But what if there were no school, or school wasn't safe, or if the teacher didn't know how to teach? What if you had no money to continue your education and thus no prospect of work? For all those children and young people, Edukans is there.

Our dream

We believe that talent shouldn't go to waste! Our dream is of a world in which every child has the chance to develop and grow into a self-confident adult.



EXPERTS IN EDUCATION

Edukans originated from the Dutch Union for Christian Education. We've been advocating for children's development for decades, first in the Netherlands and now in developing countries. We work with schools, teachers and parents to offer children the best possible opportunities. Due to our long experience, we're rightly known as experts in education.

The chance of a lifetime

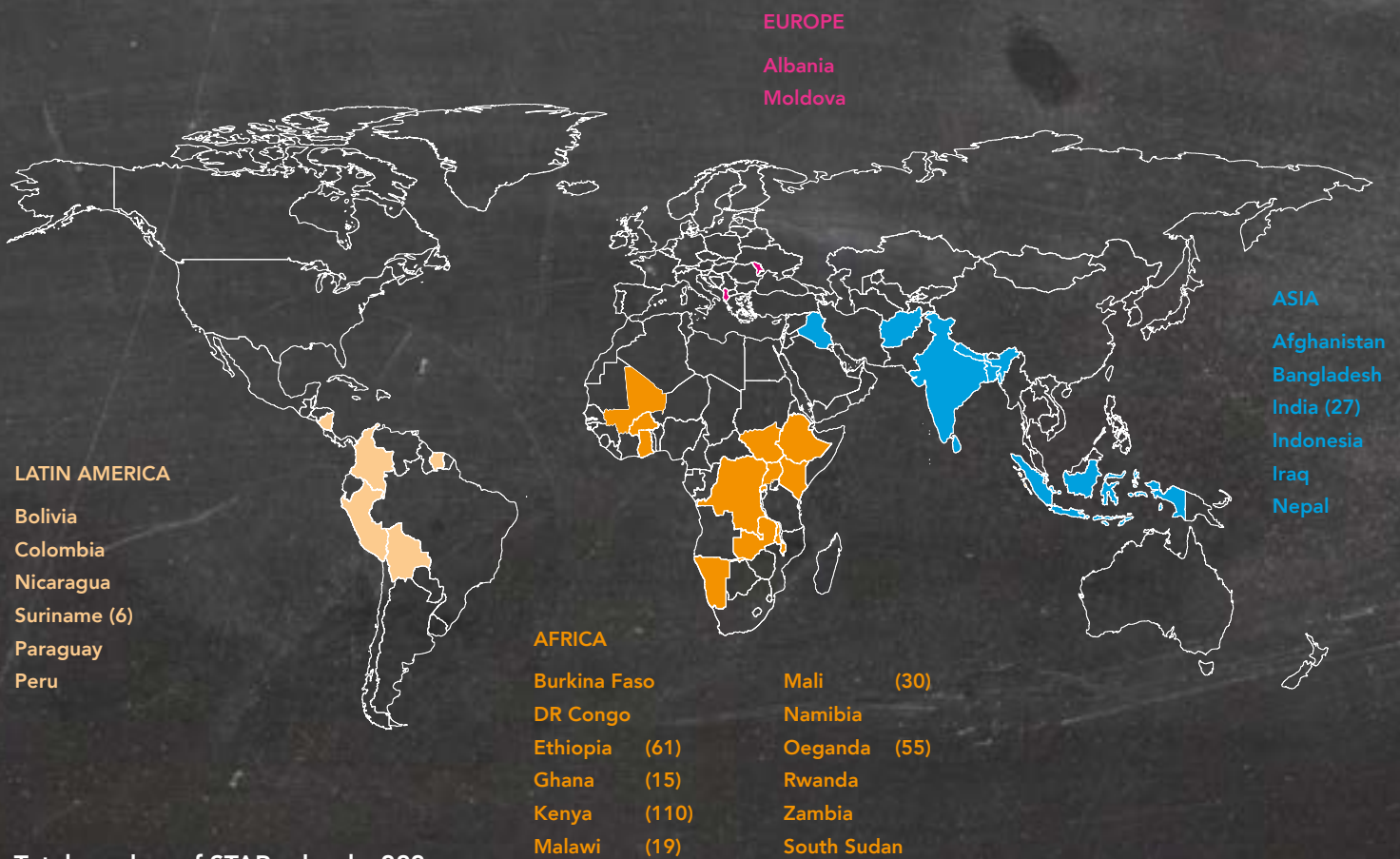
We work with local partners to provide a safe learning environment, for example, well-trained and motivated teachers, parental commitment and relevant training for young people.

Our work is made possible by generous gifts from individuals, churches, companies and other institutions. Thanks to these voluntary donations, we are able to give children across the world the chance of a lifetime.

Edukans' themes

Three themes run through our work: good-quality primary education, employment for young people and education in emergency situations. In addition, we always take account of equal opportunities for girls and boys.

2. WHERE ARE WE ACTIVE?



The number in brackets next to a country shows how many schools in that country work with the STAR-school model.

3. GOOD-QUALITY PRIMARY EDUCATION

250 million children do go to school, but they learn far too little there. Crammed classrooms and badly trained teachers lead to low-quality education. For this reason, many children never finish school.

Edukans provides a safe learning environment, well-trained teachers and parental commitment: all success factors for children to do well at school! We work with various programmes and activities. The results and a few examples are described in this chapter.

Results	
480,016	children reached with better education
1,653	parents' councils and school boards trained
323	schools working with the STAR-school model
2,487	schools reached in total
13,661	teachers trained

3.1 323 SCHOOLS ARE WORKING WITH THE STAR-SCHOOL MODEL

The STAR-school model is our philosophy and our integrated approach to assessing the quality of education. In 2015, the number of schools using the STAR-school model rose from 194 to no fewer than 323 schools. The STAR-school model is also embraced by the private initiatives with which we frequently work. They've found it to be a valuable starting-point for working with schools.



The STAR-school model is based on five pillars (the points of the star):

- A safe learning environment.
- Good supervision of the learning process.
- Well-trained and motivated teachers.
- Well-organised school management.
- Involvement of parents and the community.

Edukans uses the star to map out the development of a school. In partnership with the school, we then tackle the 'pillars' that need improving. Once the school is scoring well on all the pillars, everyone involved can be sure that it's a good school. The children learn enough there and the school can function independently.

3.2 54 TRAINERS TRAINED

Last year Edukans trained 54 trainee primary-school teachers and project managers from ten countries: Ethiopia, Uganda, Congo, Malawi, Zambia, Bolivia, Colombia, Paraguay, Peru and Nicaragua. During the courses, we taught participants how they could improve the quality of learning and education in class.

We focused on the use of active learning methods and how these affect children's learning. The participants also learned to design and provide their own training, by using their own video recordings as training material.

This PREQUIP (Preparing for Education Quality Improvement) training was held in partnership with the University of Amsterdam and local partners. The

Jacob Peredes (Bolivia):

“The most interesting aspect of the course was learning how to film in class. Filming in class enables a trainee to reflect on their own teaching.”



3.3 STAR-SCHOOL AND AKVO FLOW TRAINING

This year we organised a STAR-school and Akvo Flow training in Malawi. With the Akvo Flow method, the data collectors can use an app to upload the data to an online dashboard. This allows results to be presented clearly. Nine Edukans partner organisations participated in the training in Malawi, which consisted partly of theory and partly of a practical assignment in which a school in Southern Malawi was evaluated.

Joe Magombo (DEM):

“That questionnaire with observations and interviews – what a fantastic tool for measuring quality! I want to start using it, too; it really adds value.”



CASE 1.

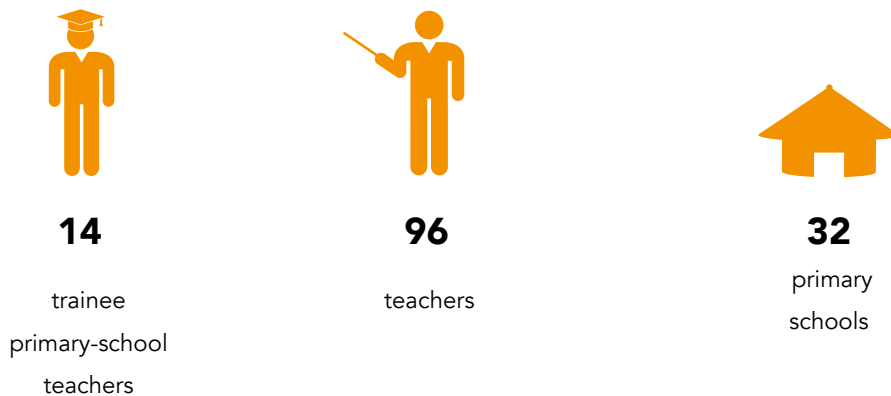
GOOD-QUALITY PRIMARY EDUCATION

BEQUIP is a basic Edukans programme for improving the quality of schooling. The acronym stands for 'Basic Education Quality Improvement Programme'. During a three-year training programme, teachers and trainee teachers learn to improve their teaching with active learning. In 2015, BEQUIP was used in Ethiopia, Uganda, Ghana, Kenya and Congo. The results and a few examples are described in this chapter.

In Ghana we trained 96 teachers to use active teaching methods. The programme has led to a number of important changes in the primary schools concerned. These changes have ensured that the children are now more involved in class and achieve better results. This teaching method also ensures that more pupils go on to secondary education.

- The trained teachers use varied learning activities in class.
- The teachers make optimal use of the available teaching material and also develop their own teaching material.
- The teachers are able to adapt the teaching material to their pupils' social environment.

BEQUIP GHANA IN FIGURES



TRAINEE TEACHERS TRAINED

As well as primary school teachers, Edukans also trained fourteen trainee primary-school teachers. They were taught to train other teachers in active learning methods. In this way, we're bringing about sustainable change in the training of current and future teachers (and with this, the whole education system) in Ghana.

4. JOBS FOR YOUNG PEOPLE

Edukans works on courses that teach young people a trade and encourage entrepreneurship. We always ensure that the course offering is tailored to the labour market. In this way, young people not only learn a trade, but they also have the greatest chance of finding work.

Results	
617	teachers trained
6,437	young people trained
1,945	young people found a job
384	companies involved
309	new courses developed
47	Dutch students visited Learn4Work projects

Edukans is the coordinator of the Learn4Work programme, among other things. Edukans also supports partners abroad that work on vocational education. In this chapter, we describe a number of concrete results.

4.1 RESTAURANT TRAINING IN INDIA

Edukans is supporting a unique partnership in India: the Dutch NGO Planet Hope, Mondriaan College (The Hague) and the Indian organisation ECHO are working together to provide good-quality practical training for young people. In 2015 we trained thirty young people to work as cooks or waiters. Most had previously been living on the streets or working in the stone quarry. Following the course was thus an enormous challenge. Twenty young people have graduated to date and fifteen have found well-paid jobs. The other five are continuing with their studies.

Mondriaan College guarantees the quality of the course and even awards an internationally recognised diploma. In order to gain valuable practical experience, the young people first do work experience in a recently opened restaurant. Moreover, in the long term this restaurant will provide the income to finance the young people's training.

4.2 CARPENTRY AND TAILORING

Not taking classes at school, but learning as you work: that's what sixty young men and ninety young women in Ghana are doing, as they are trained as carpenters and seamstresses. They're learning the trades from thirty tradesmen and women.

Their tutors are also being trained: in accounting, technical skills and teaching skills. What's more, the pupils are also registered so that they can earn an officially recognised diploma.

Our Dutch partner, SNCT, provided the carpentry tools and sewing machines. This means that the students can get working as soon as they finish their training, and can then take on trainees of their own.

4.3 TRAINING IN BOLIVIA

Edukans is a member of the ICCO Cooperative. Together with local organisations, ICCO is implementing a programme in Bolivia to produce food locally for restaurants. Ten restaurant schools have been opened, where young people are taught catering skills. Edukans is strengthening the schools' trainers in the area of practice-oriented learning. In 2015, together with three World Teachers, Edukans trained twelve trainers. We also advised on how to set up a work placement programme, something on which we will follow up in 2016. Altogether, the trainers have trained 421 young people to date. A total of 3,000 young people will eventually be trained.



Dolly, an orphan, lives in Kenya. She not only looks after herself, but also her younger brothers and sisters. Until recently she found this hard, because she hadn't continued with her schooling and was unable to find any work. Thanks to Ujima – Edukans' partner in Kenya – Dolly was able to take a catering course. Now she has an income with which she can provide for herself and her brothers and sisters.

Dolly:

“Ujima and Edukans really changed my life. That's why I asked someone from Ujima to give me away at my wedding, in the place of my deceased father.”

Papkema (13) from Ghana lives with her grandma, because her parents are no longer alive. “You've no idea how happy I am to take part in this project. I was given a school uniform, books, shoes and a bag, so that I could go back to school. My granny and I have learned all about goats. We now look after five goats, which also enables us to look after ourselves.”

Papkema:

“I left school because I had to help my granny and earn money.”



Enemia (18) attends a training centre in rural Nicaragua. Enemia tends a field, together with other students. They hope to be able to sell the crops soon.

Enemia:

“Our tutor makes us feel that we really have something to offer.”

CASE 2.

FIGHTING CHILD MARRIAGE IN MALAWI

In 2015 Edukans joined the fight against child marriage in Malawi. One in five teenage girls in this African country are married. Sometimes girls marry voluntarily, but they're often coerced. As soon as a girl marries, she leaves school and it's assumed that she's ready to become a mother. These girls often have children at a young age and are vulnerable to sexual abuse or violence. Edukans wants to protect these girls. We ensure that they learn at school how to stand up for their rights. By involving the whole community in our work, we're also striving for sustainable change.

SEXUAL HEALTH CLASSES

We help primary schools to teach children about sexual health. In these classes, children learn all about reproduction, friendship, love and sexuality. In Malawi this year we paid particular attention to early and forced marriage. The girls learned about their rights, how to define their limits and why it's better to finish school first.

SUCCESSFUL ADVOCATES

We trained 52 teachers in Malawi, who in turn taught 948 pupils. Almost 700 pupils became advocates against child marriage. They campaigned in their communities to convince parents, traditional and religious leaders and other young people that children should first finish school before getting married.

LIFE SKILLS

Education plays an important role in promoting young people's sexual health and rights. Edukans wants to maximise use of the life-skills theme in education. Life skills are social skills that help children stand up for themselves and get ahead in life. Sexual education forms part of this.



948
pupils



52
teachers



20
schools

CASE 2.

FIGHTING CHILD MARRIAGE IN MALAWI

Evans Gondwe (secondary school teacher):

“There’s great inequality between boys and girls in Malawi. Girls feel inferior when it comes to education and there are many child marriages. Some girls are only ten or twelve years old when they get married. Last year, two girls got married and one girl got pregnant. Girls often marry due to social pressure or for economic reasons. Thanks to the young people who spoke out against child marriage, the girls got divorced after a few weeks and came back to school. The girl who’d become pregnant also came back after she’d given birth.”



MORE IN MALAWI: THE WORLD STARTS WITH ME

In 2013 and 2014, in partnership with Educaids and local partners, Edukans successfully developed a sexual education programme for trainee primary-school teachers. ‘The World Starts With Me’ was piloted in five teacher-training colleges in Malawi and continued in 2015. We trained and re-trained no fewer than sixty trainee teachers, thereby reaching almost 1,000 students. The World Starts With Me programme also drew the attention of the Ministry of Education in Malawi. The Ministry is considering making it a standard part of all primary school teacher-training.



Sandrah Thole (21):

“The World Starts With Me has changed how I interact with others. It has made me realise that I am special and unique.”

CASE 3.

BACK TO SCHOOL AFTER THE EARTHQUAKE IN NEPAL

In the spring of 2015, Nepal was rocked by two devastating earthquakes. Almost 9,000 people lost their lives and 500,000 homes and many schools were destroyed. Edukans launched a fundraising campaign to get children back to school again as quickly as possible.

BACK TO SCHOOL

As a result of the earthquakes, 1.5 million children were no longer able to go to school. Edukans works with the Sathsathai Mundi Foundation in Timal, where the earthquakes affected the lives of more than 5,000 families. Homes and schools were destroyed and numerous children faced the prospect of a year's disrupted education or even no school at all.



6

trainers
trained



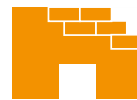
10

tent schools
set up



1,260

children back
in class



8

classrooms
built



43

carpenters and
bricklayers trained



CASE 3.

EDUCATION AFTER THE EARTHQUAKES IN NEPAL

In Timal, we are training local people so that they can construct earthquake-resistant buildings in future. We combined vocational training for 43 carpenters and bricklayers with the training of six female trainers, who will subsequently be able to train more skilled workers. We set up ten tent schools and work is underway on an earthquake-resistant school. As a result, 1,260 children are back at school and the project is contributing to structural development.

SETBACK

Following a political disagreement over the new Nepalese constitution, India closed the border crossing with Nepal in September 2015. This had disastrous consequences for the Nepalese. Tourism has collapsed and practically everything is in short supply. For a long time, no materials were available and the price of building supplies soared. Thanks to our close links with the community and the dedication of Sathsathai Mundi, we were able to keep delays to a minimum.

WHY EDUCATION IN DISASTER SITUATIONS?

In emergencies, the emphasis tends to be on food, clothing and accommodation. Education is often addressed later, sometimes only in the reconstruction phase. Edukans believes that children affected by natural disasters or war should be able to get back to school as soon as possible. In 2015 we campaigned not only for Nepal, but also for children in Malawi and for Syrian refugee children.



5. EDUKANS IN THE NETHERLANDS

Commitment is one of our core values and high on our agenda. The commitment of our partners in developing countries, the teachers we train, and the children we reach with better education. Commitment is also essential in the Netherlands. Commitment is expressed not only in money, but also in time, attention and energy.

Dutch people show their commitment to better education in developing countries by taking part in the Schoenmaatjes campaign, organising fundraising activities or travelling with Edukans. In this chapter, we describe the results of Edukans' campaigns and programmes in the Netherlands.

5.1 SCHOENMAATJES

For the Schoenmaatjes campaign, children in the Netherlands fill a decorated shoebox with school supplies, toiletries and other presents for a child in a developing country. Taking part makes Dutch children aware of the situation of their peers in developing countries and they learn what it means to give and share.

Thanks to Schoenmaatjes, children in developing countries know that someone is thinking of them and they receive school supplies and other presents, often for the first time.

Support from Nick & Simon and Ron Boszhard

The 2015 Schoenmaatjes campaign kicked off with an online concert for schools given by the singers Nick & Simon. Television personality and Edukans ambassador Ron Boszhard also did a Schoenmaatjes tour in November with 'St Nicholas' from children's television. Accompanied by a busload of children, he visited the DHL distribution centre and the Schoenmaatjes collection point in Amersfoort.

FUNDRAISING BY PRIMARY SCHOOLS

Schools campaigned for Edukans throughout the year, raising a total of €102,217 for better education. Among other things, primary schools from across the Netherlands campaigned for the Project of the Year on improving education in India. Schools were able to download information, such as teaching material, to support their campaigns. Altogether, the schools managed to raise €30,000 for the Project of the Year.

Aïjsja (8):

"I received a beautifully decorated, filled shoebox from the Netherlands. From the shoebox, I know for sure that children help each other and don't want war."



Focus point

In 2015 we saw a considerable fall – of around 19% – in the number of shoeboxes. At the time of the Schoenmaatjes campaign, the spotlight was on Syrian refugees in Europe. Many collections were held in the autumn for refugee children in the Netherlands. During this period, it was difficult to draw attention to the plight of children in distant lands. Next year we will put even more emphasis on getting press and social media coverage of the Schoenmaatjes story.

PARTNERSHIP WITH DHL

For the second year, Edukans worked with DHL on a Schoenmaatjes campaign for members of the public. In October and November, members of the public were able to deliver their shoeboxes to 1,300 DHL Parcelshops. More than 2,900 people made use of this opportunity.

SCHOENMAATJES IN BELGIUM

Edukans Belgium organised its first ever shoebox campaign. This resulted in 4,663 shoeboxes and a flood of enthusiastic responses. The Belgian shoeboxes were distributed in the Congo.

Yield	2015	2014
Contribution to distribution of shoeboxes (shipping costs)	€ 362,475	€ 571,865
Donations in kind (value of contents of shoeboxes)	€ 1,570,238	€ 1,925,726



85,339

shoeboxes



1,301

participants (schools, churches, afterschool care, Scout troops and companies)



2,902

members of the public



1,000

volunteers

5.2 GOING GLOBAL

Edukans Going Global is an exchange programme for pupils in secondary education. Going Global links secondary-school pupils from the Netherlands with young people in developing countries. In 2015, pupils worked with their peers in Ethiopia to improve education. The Dutch pupils visited the exchange country. Once home, they gave presentations at school on their unforgettable experiences and the whole school joined the campaign.

€ 446,353 for better education

The campaigners for Edukans Going Global raised no less than €446,353. Singers and Edukans ambassadors Nick & Simon gave a special concert to thank them (see also Chapter 8 on Marketing and Communication).

Broaching difficult topics

The young people from the Netherlands succeeded in discussing sensitive topics with their peers in Ethiopia, such as child marriage, equal opportunities for boys and girls and HIV-AIDS. Thanks to Edukans Going Global, there is space to broach these topics in a meaningful and educational way. And this is incredibly important for the development of these young Ethiopians. The visit ended with a joint performance for the whole community, to get people talking about culturally sensitive topics.

Focus point

The acute threat of ebola meant that some schools were hindered from taking part in the trip. Some schools cancelled the trip for this reason, even though the intended destination was far from the ebola region. Edukans changed the destination of the trip from Ghana to Ethiopia, which was even further away from the affected region. Unfortunately there was still some reluctance among the schools, resulting in a smaller number of participants and the cancellation of one trip.



43

pupils
travelled



2

teachers
accompanied trips



38

schools
took part

Yield	2015	2014
	€ 446,353	€ 543,194

5.3 EDUCATION EXPEDITION

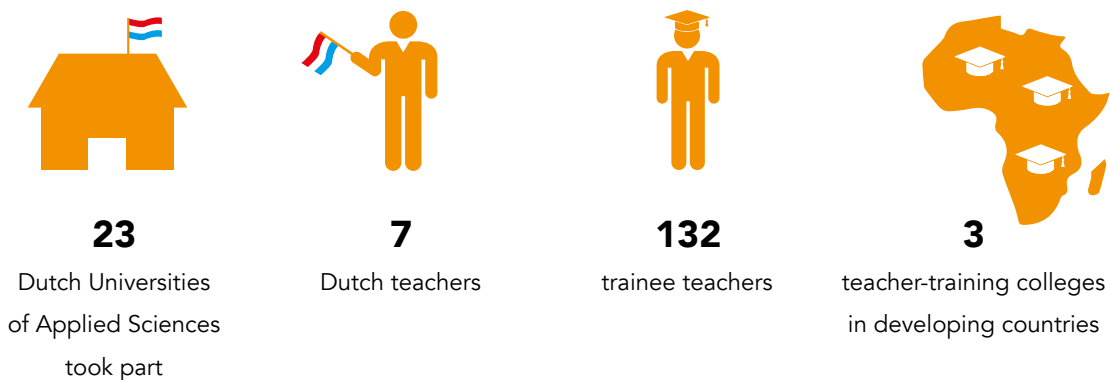
During an Edukans Education Expedition, Dutch and African trainee teachers spend two weeks together. They teach, observe one other and think up new lessons. They work together on ways to improve their teaching. During the trip, the groups visit one or more Edukans education projects. Participants hold fundraising events in the Netherlands to raise money for the projects. In 2015 we held trips to Malawi, Uganda and Kenya.

Pilot: joint trip with World Teacher

This year, an Education Expedition was combined with a World Teacher trip for the first time. Edukans organised a trip to Uganda for students, teachers and head teachers. This proved very successful: combining the different target groups meant that they learned more from each other.

Focus point

The number of participants this year was disappointing. In 2014, 124 trainee teachers took part in the Education Expedition. In 2015, this number fell to 66. The ebola crisis seems to have had an impact on the number of participants.



Yield	2015	2014
	€ 184,227	€ 312,365

5.4 WORLD TEACHER

With the World Teacher programme, education professionals and head teachers travel to a developing country and immerse themselves in education. Together with local colleagues, they come up with ways to change and improve schooling. The participants raise money for Edukans projects in the countries they visit. In 2015, World Teacher was held in Kenya, Malawi, Ghana, Uganda, India, Peru and Suriname.

Number of schools	
Suriname	4
India	5
Uganda	9
Uganda (agriculture)	6
Kenya	6
Ghana	8
Malawi	7
Peru	4
Total	49

8+

**Grade for the Dutch teachers
(for the fourth year in a row!)**

Number of participants	
Dutch teachers	81
Finnish teachers	12
Head teachers	8
Supervisors	20
World Teachers XL	6

Yield	
2015	2014
€ 306,885	€ 270,185

Visiting Kenya with Finland

Visiting a new region and new schools, accompanied by eleven Finnish colleagues. Thanks to the good efforts and preparation of our partner organisation Pamoja, careful team-building activities and the great efforts of all our World Teachers (Kenya, Finland and the Netherlands), this unique trip went exceptionally well in 2015. Arrangements have already been made for a follow-up exchange in 2016.

Green World Teacher

In 2014, the Green World Teacher programme – for teachers in agricultural education – got off to a cautious start with six participants. In 2015, thirteen participants travelled to Northern Uganda. In a former warzone, six agricultural schools were visited and 24 teachers were trained in practical (rather than theoretical) teaching methods.

Focus point

The number of participants is growing less quickly than hoped. We therefore need to pay more attention to acquisition. In addition, only a small number of head teachers participated, while demand for training for head teachers in developing countries is growing. We will pay extra attention to the recruitment of head teachers in 2016.

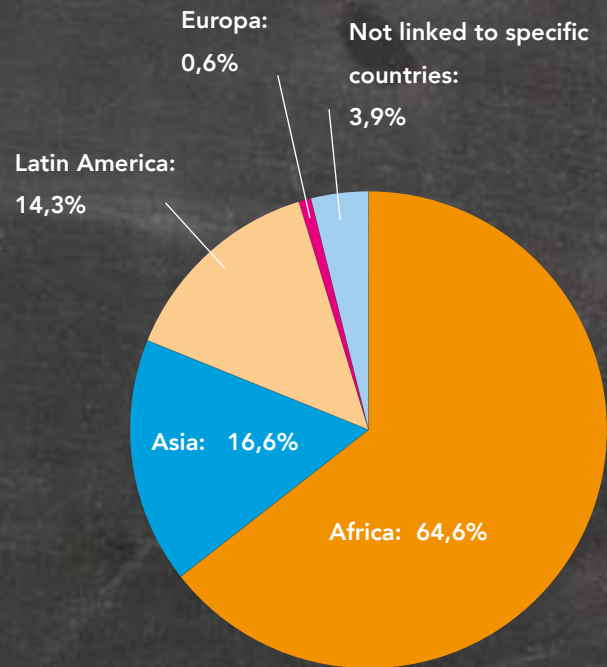
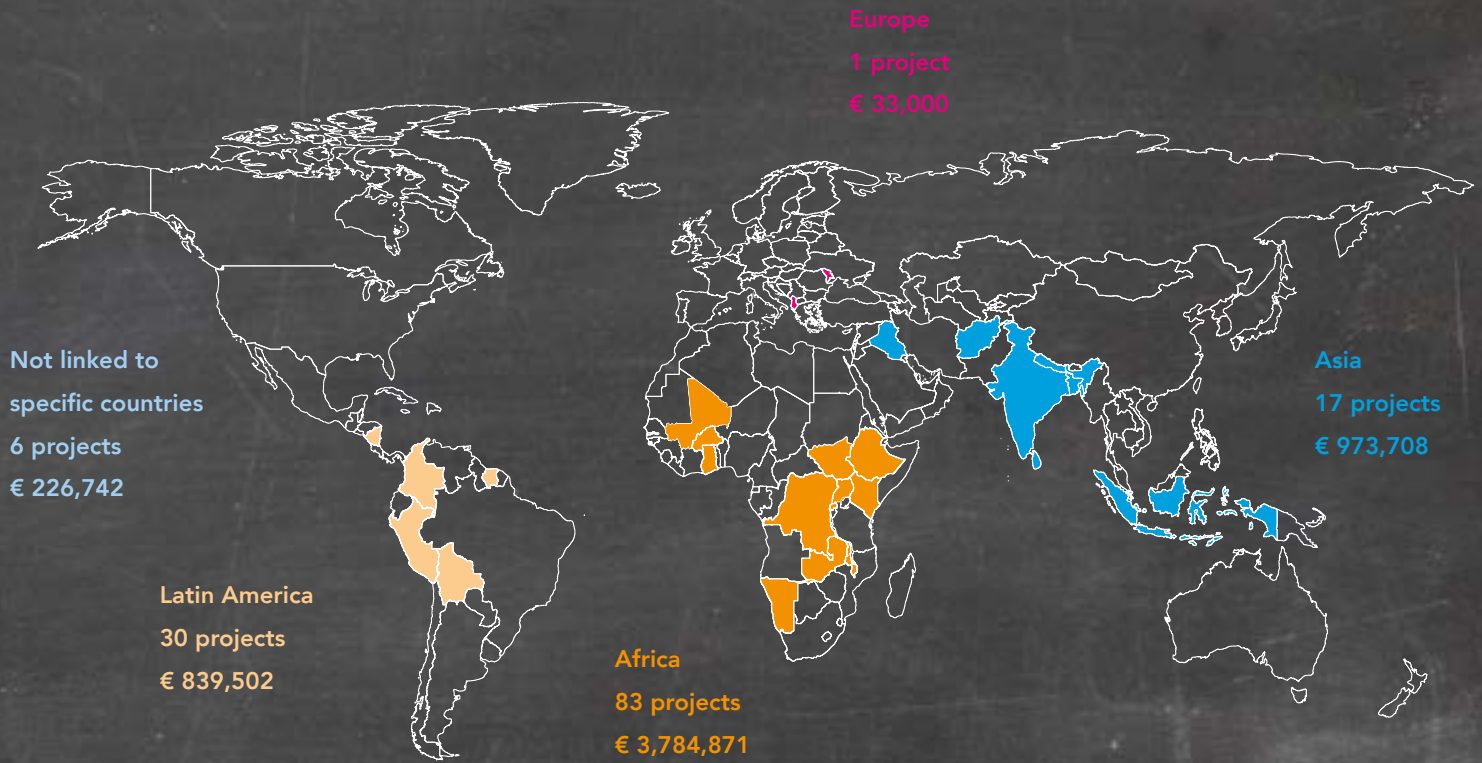
From 2016, the Education Expedition and World Teacher programmes will be combined under the title 'World Teacher'. The revised approach should allow us to organise the trips more efficiently.



Lisa Crooy, World Teacher participant:

"It was special to be surrounded by so much expertise and so many skilled educational professionals. I was proud to be part of this large group of professionals."

6. WHERE DID WE SPEND YOUR MONEY?



General	87 projects	€ 3,277,359
Edukans Partnership	26 projects	€ 1.283,653
Learn4Work	24 projects	€ 1,296,811
Total	137 projects	€ 5,857,823

7. FUNDRAISING

Edukans can count on the support of schools, individuals, companies, foundations, funds, churches and associations. More than 100,000 children, young people and adults supported our work to improve education in developing countries. Thank you so much for your support: you are giving children the chance of a lifetime!

There were many changes within the Edukans Marketing and Communication department. The department got a new manager in April, and colleagues left throughout the year due to the reorganisation. The reorganisation in particular had a considerable impact on our organisation and work.

In the second half of the year, the Marketing and Communication team invested much energy in improving work processes and setting up a new fundraising database system. This allows us to serve the donors better and provide them with relevant information. We were not yet able to harvest the fruits of these efforts in 2015.

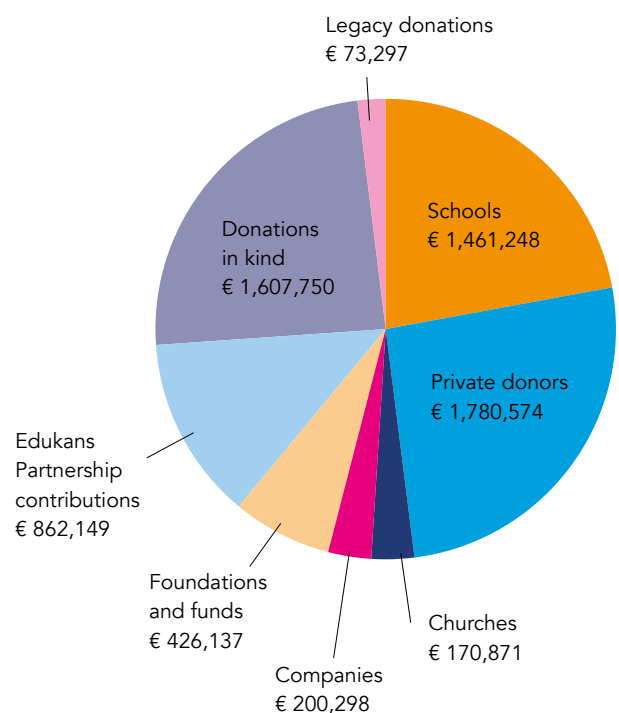
7.1 RESULT OF OUR OWN FUNDRAISING: 6.5 MILLION

In 2015, the result of Edukans' own fundraising was €6,582,324. Our own fundraising made up 50.3% of total revenues; other income came mainly from government subsidies and a fantastic donation from the National Postcode Lottery. In the budget we had allowed for a fall in our own fundraising of over 7%. The result for our own fundraising was 22% lower than that in 2014.

As many government subsidies are ending, our own fundraising is playing an increasingly important role in our work. There are many reasons for the disappointing results: a few large regular donations were stopped, there was a significant fall in legacy donations, and there was a considerable outflow of structural donors. In 2014 we stopped recruiting new donors using door-to-door recruitment, but during the year under review this was not set off against any new inflow.

Fundraising expenses ratio

The fundraising expenses ratio came to 16.1% in 2015, lower than last year's figure (18.1%). Less was invested in fundraising than had been estimated. The many organisational changes meant that some fundraising plans were delayed and will be rolled out in 2016. Several fundraising campaigns were delayed, altered or not implemented at all. A large public campaign, for example, was prepared but did not begin in 2015. Cutbacks were also made through more focused campaigning and smarter purchasing.



7.2 DONATIONS FROM PRIVATE DONORS

Fall in private donations

There was a fall in fundraising from private donors; the result is 12% under the estimate. This is mainly because more donors cancelled regular standing orders than new donors were added. We saw a positive development regarding the raising of one-off donations. An increasing number of donations are being made online. The number of donations made by standing order fell from 68% to 62% of total fundraising.

Generous contributions from churches

We received a total of €170,000 from churches in 2015, €70,000 more than estimated. We see that churches are increasingly supporting Edukans' work in crisis situations. It is fantastic that so many church communities, sometimes over many years, support Edukans' vision and sympathise and contribute generously.

A boost for structural support

Following Edukans' Schoenmaatjes campaign, Dutch parents were asked by phone whether they would like to support education for deprived children. More than 1,800 parents became structural donors – a fantastic result!

In the autumn, we asked our structural donors whether they were prepared to increase their contribution to education. Almost a third of donors responded in the affirmative, a great boost for Edukans' work. It's good to know that we can count on the loyal support of so many donors.

More customised donors relations management

In 2015 we organised our first ever event for donors, as part of our ambition to improve relations with our supporters. On 13 November, we welcomed more than forty donors to Heerenveen. Actress, presenter and Edukans ambassador Martine van Os presented a short programme, which included an introduction to the new director, Rob Rijnbende, and a presentation by Mrs. Jeurissen on the school that she'd helped to establish in Ethiopia. The visitors responded very enthusiastically and the Edukans staff also really enjoyed meeting the donors.

Legacy donations and periodic gifts

In 2015, ten people left part of their assets to Edukans. We received a total of €73,297 from people who named Edukans in their wills, thereby leaving a legacy for the future. In addition, 435 people made tax-free donations. A total of €78,286 was donated in this way.



Crisis situation? We can get kids back to school!

In 2015, Edukans campaigned three times to get children in crisis situations back to school. In February, Malawi was affected by heavy rainfall and floods; in April and May, Nepal was hit by a series of earthquakes; and in Lebanon, many refugee children from Syria need our help to be able to attend school. Donors were very supportive of our extra efforts for children in crisis situations. Particularly generous donations were made for Nepal and Lebanon.

7.3 REVENUES FROM THE PRIVATE SECTOR

Fundraising from companies, foundations and funds fell in 2015 by 17.5% (€133,326). Due to the reorganisation and our internal preparations for 2016, we were less able to respond to market opportunities.

Working with companies

Edukans can count on the support of a number of companies that care about improving education in developing countries. In 2015 we were able to continue our partnerships with firms such as BDO Netherlands, Noordhoff publishers, Reed Elsevier, the Tony Chocolonely Foundation, DHL and Heutink. New businesses also pledged their support. We are very grateful to these companies for their support. The result for commercial fundraising was almost spot on target (€200,298).

Foundations and funds: the Turing Foundation

In 2015, Edukans received a total of €426,137 from equity funds and foundations. We are extremely grateful for this support. We agreed a new partnership with the Turing Foundation for a four-year project in the Congo (Kinshasa) to improve the quality of teaching. We are delighted with this new partnership and the faith that the Turing Foundation is putting in us to implement this project.

7.4 SPECIAL SUPPORT FROM THE NATIONAL POSTCODE LOTTERY

At the beginning of 2015, Edukans became one of the new beneficiaries of the Postcode Lottery. The news was announced on 26 January during the lottery's Goed Geld Gala. As Edukans' Kees de Jong said, it is "fantastic recognition of the importance of education in developing countries, and of the efforts of Edukans and its partners to give children in these countries a hopeful future with good education."

The Postcode Lottery will donate an annual sum of €500,000 to Edukans until 2019, to help with structural improvements to the quality of education in schools in developing countries.

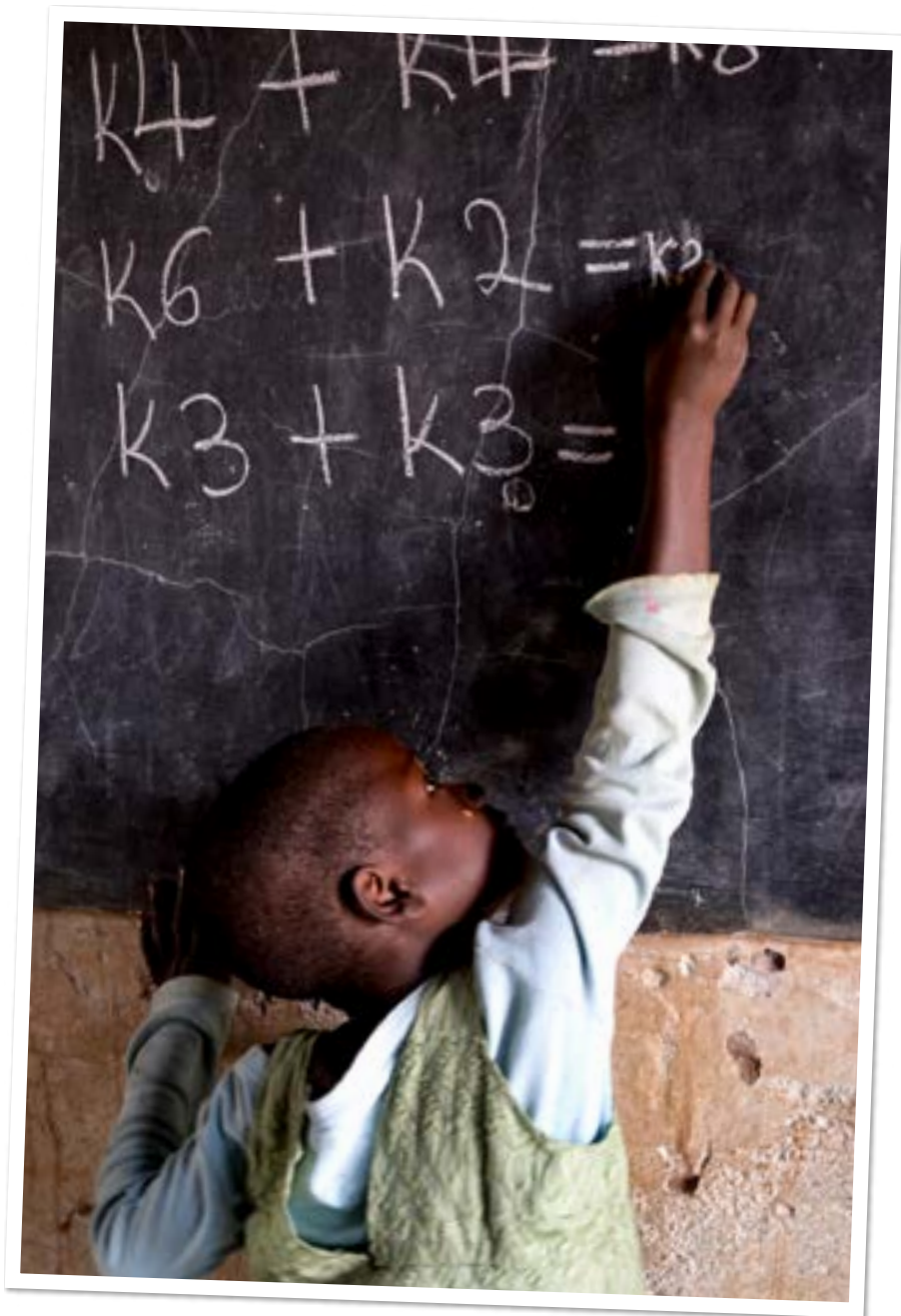


With the large cutbacks being made by the Dutch Cabinet, private funds such as the Dutch National Postcode Lottery are playing an increasingly important role. The charity lottery is a proven and successful method of fundraising. The lottery and its participants make a unique contribution. Not only is the support long-term, but charities can also use their expertise to determine how funds are spent. Edukans is thus extremely pleased and proud to have the support of the National Postcode Lottery.

Photograph: Roy Beusker.

7.5 LOOKING AHEAD TO 2016

Together with our current partners, we will buckle down to achieving our mission in 2016, largely without government subsidies. In 2015, many donors decided to end their structural support for Edukans. We are striving to stem the outflow of structural donors and get our own fundraising back on an upward trend. There are still opportunities for this in the private market. We will capitalise on these by making optimal use of our new database system. This will allow us to respond more quickly to donors' wishes and better tailor our offering to them. We have also created space for innovation and new fundraising methods in 2016. We are focusing on partnerships with new companies, foundations and funds that support our mission, and we are competing for extra project funding from the Postcode Lottery.



8. MARKETING AND COMMUNICATION

In our campaigns, the efforts of our ambassadors and members of the Committee of Recommendation, and in our efforts to get media coverage and maintain a visible presence online, Edukans again worked hard in 2015 to raise awareness and support for our work.

8.1 AMBASSADORS IN ACTION

Edukans has six passionate ambassadors who work for better education in various ways: singers Nick & Simon; actress Bracha van Doesburgh; TV personality Ron Boszhard; presenter Sofie van den Enk; and actress and presenter Martine van Os.

8.2 MASSES OF MEDIA COVERAGE

We were visible in Flair, Life4You, RTL Boulevard, RTL Nieuws, Utrecht Nieuws, Radio NL, RTV Utrecht, Telegraaf, Libelle, Q Music, Vriendin, Amersfoortse Courant and various local papers and online media.

8.3 DEVELOPING A NEW CORPORATE CAMPAIGN

In 2015 we worked on a new corporate campaign. After conducting a brand awareness survey, we decided to build more actively on our brand. What is Edukans and what do we stand for? On the basis of these questions, we brought all of our sub-brands (Schoenmaatjes, Going Global, etc.) together under a single recognisable corporate identity. Our logo was updated, giving us a more professional national and international image. The slogan 'Education, the chance of a lifetime' shows what we stand for and why it's so important. After all, every child deserves a chance to develop his or her talents, and this is only possible with good education. Our autumn campaign to raise funds for Syrian refugee children was the first

8.4 ONLINE VISIBILITY

We managed to reach more people online than last year. Although the number of website visitors fell slightly, our Facebook (19%) and Twitter (7%) followings grew.

	2015	2014
Facebook followers on 31/12	7,418	6,230
Twitter followers on 31/12	3,798	3,524
Visitors to website	276,476	288,854
Unique visitors to website	207,332	211,736

9. POLICY, STRATEGY AND ORGANISATIONAL DEVELOPMENT

In September 2015, the UN in New York adopted the Sustainable Development Goals for a better world. Edukans' policy is in keeping with the goals that have been formulated on education and work.

Sustainable Development Goals:

- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
- Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

9.1 STRATEGIC GOALS AND OUTCOMES

Edukans' strategic plan identifies four core goals.

- Learning
- Localising
- Globalising
- Modelling

Learning

Edukans focuses on lifelong learning for children, young people and adults. Sometimes, even after a few years at school, many children are unable to read or do maths. This means that the quality as well as the availability of education is important. The STAR-school model offers a basis for improving the quality of primary school education. Edukans also has a strong focus on programmes such as 'active learning'. Paying attention to life skills, sexuality and relationships also plays a crucial role. Learn4Work focuses on training that is tailored to the labour market.

Outcomes: learning

Many outcomes were achieved in 2015 in relation to education quality. These are described in Chapters 3 and 4. Here, we add a few specific results.

- Edukans works with five local ICCO organisations on projects relating to economic development, health, water and sanitation, food security and conflict transformation. Edukans contributes by developing the skills of people in developing countries. For example, Edukans provided for the introduction of an educational method at a catering school in Bolivia. Edukans also contributed to other ICCO projects in South Africa, Kenya and West Africa and Bangladesh.
- The turnover for education and skills development projects within the ICCO Cooperative is between 2 and 3 million.
- ICCO and Edukans evaluated the joint Basic Education Program, including the results of the STAR-school model system.
- The World Teacher programme was evaluated in partnership with Utrecht University.
- 323 schools in developing countries are working with the STAR-school model.
- 96 teachers at 32 schools in Ghana were trained in active learning methods (interactive involvement of children in lessons).

Localising

At Edukans, we want to be strongly anchored in Dutch society and also play a meaningful role here. Everyone who wants to support Edukans can make a contribution. Edukans brings local people into action. For instance, we facilitate and link private initiatives in the Netherlands with partner countries. We work with a lot of volunteers. We encourage participants in our programmes to share their experiences in their own professional practice and possibly also in fundraising.

Localising: outcomes

- Within the ICCO framework, agreements were made with the Ministry of Foreign Affairs on a strategic partnership to work on lobbying in around fifteen developing countries.
- Edukans helps Local Expertise Centres (LECs) to become financially independent from Edukans. In Ethiopia (DEC), financial dependence has been reduced to around 20-25%. Savana Signatures in Ghana and EEDF in Malawi have also achieved results in the area of fundraising and the search for partner organisations.
- Volunteers: the number of volunteers who are active for Edukans rose from 904 to 1,079.

Globalising

Edukans wants to become an international civil society organisation with its own offices and representation in both developing countries and Europe. We are achieving this by creating a global network of Edukans organisations. These organisations mirror Edukans in the Netherlands, by focusing on mobilising a movement for education and on preventing exclusion. Edukans also belongs to international networks such as the ICCO Cooperative, the GCE, Educaids, Connect4Change and Learn4Work.

Globalising: outcomes

- Along with the LECs, we are exploring the possibility of becoming an international organisation. In Ethiopia the process has been begun of registering a name and branch.
- Edukans Belgium organised its first shoebox campaign and collected 4,663 shoeboxes for the Congo.
- With Finn Church Aid from Finland, we concluded a partnership agreement in 2014 for common funding proposals, school programme exchanges and the provision of advisory services and training by Edukans. We are still working to find an acceptable partnership model. Via Finn Church Aid, Finnish teachers participated in the World Teacher programme in Kenya.



Modelling

Together with our partners, we have gained a wealth of experience in recent years. To avoid everyone having to re-invent the wheel, we create models and programmes that can be used in different environments. The STAR-school model is a good example: this model has become the backbone of Edukans' policy and plays a key role in many Edukans projects. The same is true of the 7-STEPS model for tailoring vocational courses to the labour market and the 'World Starts With Me' model (see Case 2 – Child marriage in Malawi). Other best practices are embedded within the model, such as the BEQUIP programme for Active Learning (see Case 1 – Active learning thanks to BEQUIP).

Modelling: outcomes

- 323 schools in developing countries are working with the STAR-school model. Edukans Partnership organisations and Wilde Ganzen are also using the model in their projects.
- The results of the STAR-school model were evaluated and positively assessed by MDF, an independent organisation. The model has the potential to improve the quality of education. We need to pay more attention to how external factors such as war, famine, etc., can have an impact.
- A form has been developed that allows STAR-schools to measure how they score on the various aspects of the STAR-school model.
- BEQUIP best practices have been formulated and BEQUIP has been used in Ethiopia, Uganda and Ghana, among other places.
- PREQUIP, a 'train-the-trainer' course, has been held in Ethiopia, Bolivia and Malawi.
- For the 7-STEPS, there is a good practice guide with a short description of the model, a website that describes the model and all kinds of live case stories, and a film has been developed that gives a brief impression of various projects.

9.2 WHICH OBJECTIVES DID WE ACHIEVE IN 2015?

Corporate

Set up and implement a new campaign line	Y
Joint skills projects with five regional offices, Edukans present in one office	Y
Customer relations management system completed and used by 90% of staff	Y
Education policy memo linked to the UN's SDGs	N
Edukans involved in two projects for emergency aid and rehabilitation	Y

Education programmes

Existing PMCs, products and services linked to STAR-schools and STAR points	Y
Case studies, best practices and storytelling ensure STAR-school international brand	N/Y
Akvo Flow used in at least three countries to monitor STAR schools	Y
Edukans acquires user rights for sexual education programmes	N
Edukans has formulated a vision on anchoring Sexual Reproductive Health & Rights within the STAR-school model and vocational education	Y
Edukans develops training on Sexual Reproductive Health & Rights for teachers and training for project staff and trainers	Y
Six new skills pilots are started in partnership with ICCO	Y
Over 5 million worth of contracts for skills	Y

Schools programmes

Education Expedition and World Teacher merged into a programme for education professionals under the English title 'World Teacher'	Y
World Teacher Pilot covering training costs brought to market: at least four customers	N
At least two Going Global schools twin with two schools in Ethiopia	N
Autumn: Schoenmaatjes campaign with an appeal to members of the public, sponsored by businesses	Y
Schoenmaatjes campaign in Belgium	Y
Number of boxes stabilises at 100,000, conversion rate for requested contribution rises from 65% to 75%	N

Fundraising

Social Return on Investment model developed for investing in education based on social entrepreneurship	N
Two strategic partnerships realised with the Dutch government (ICCO and co-Prisma)	N/Y
Besides the ICCO Cooperative, partnership is sought with other parties for institutional fundraising	Y
€500k of new funds contracted for programmes, consultancy and training	Y
New business plan implemented	Y
Development of a separate plan for legacy donations	Y
Recruitment of 2,000 new structural donors of €55/year; 1,000 new donors of €20, 100 donations of €250/year, three major donors of > €10k, ten medium-sized donors of > €1k, ten legacy donations	N/Y
Edukans develops standard packages for fundraising campaigns	N

9.3 PARTNERSHIP

Edukans works with numerous organisations to achieve better education, both within and outside official partnerships.

Local Expertise Centres (LECs). LECs have been established in five countries where Edukans is working: Ethiopia, Malawi, Kenya, Uganda and India. These LECs bring partner organisations together, link small and large projects, and strengthen the quality of education in the country. They make a significant contribution to partner capacity-building and to effective lobbying of local and national government for better education. The LECs also organise the link with education in the Netherlands.

The **Edukans Partnership** is the shared desk for Dutch private initiatives on development cooperation relating to education. The Edukans Partnership supports private initiatives with advice, network access and financial contributions.

The ICCO Cooperative. **Edukans**, co-Prisma and Kerk in Actie are the owners of the ICCO Cooperative. The ICCO Cooperative works on themes such as economic development and improving incomes, food security and sustainable food production systems, human rights, conflict management and democratisation. Skills development, the Edukans theme within ICCO, is important for themes such as economic development and food security.

Educaids. Educaids is a partnership consisting of ICCO, Kerk in Actie, co-Prisma and Edukans. Edukans coordinates the programme.

GCE. Edukans is a main partner of the Global Campaign for Education in the Netherlands.

Learn4Work. To improve vocational education in developing countries, Edukans is secretary and coordinator of Learn4Work (see also Chapter 4). More than forty development and education organisations work together in this partnership.



9.4 ASSESSING QUALITY AND TRANSPARENCY

We are constantly working on ways to evaluate the efficiency of our use of people and resources. Continuous learning and the improvement of quality, progress and efficiency are anchored in the strategic plan, management reporting and the ISO quality manual. Every year a management review is conducted for each department and discussed and adopted by the management team.

The evaluations are used as input for the annual final evaluation by the management, which focuses on improving the performance and efficiency of the whole organisation. Among other things, the outcomes of the final evaluation are incorporated into the quality objectives in the strategic plan. New fundraising projects and programmes for Dutch schools are developed in accordance with the project reporting procedure and approved by the management team.

ISO 9001:2008

Edukans has had ISO certification since 2006. ISO 9001 is an internationally recognised standard for quality management. With justifiable pride, we can report that we came through the triennial re-certification process with flying colours. Our management system meets all the requirements of ISO standard 9001:2008. The key aims of the ISO-certified quality system are:

- A continuous, cyclical learning process that staff members consider meaningful.
- Customer-focused work processes.
- A transparent organisation with clear communication.

Partos 9001: sector-specific implementation of ISO 9001:2008

As part of its efforts to improve quality, the Partos sector organisation has developed a sector-specific version of ISO 9001:2008, the 'Partos 9001', which takes account of the specific circumstances of our area of work. It consists of a translation of the standard in those areas that are thought to need more detailed interpretation. In 2014 Edukans participated in this sector-specific ISO for the first time and also gained this three-year certification.

Other bodies with guidelines upheld by Edukans

Central Bureau on Fundraising (CBF). As a holder of the certificate for small charities (Certificaat voor Kleine Goede Doelen), Edukans complies with the guidelines of the Dutch Central Bureau on Fundraising (CBF).

Dutch tax authorities. As a Dutch public benefit organisation (Algemeen Nut Beogende Instelling, ANBI), we are obliged to meet the requirements set by the Dutch tax authorities.

Association of Fundraising Organisations (VFI). Edukans is affiliated with the Dutch Association of Fundraising Organisations (Vereniging voor Fondsenwervende Instellingen, VFI) and upholds this sector organisation's code of conduct. The code is based on respect, openness, trustworthiness and quality.

Foundation for Annual Reporting. Our annual accounts are drawn up in conformity with Guideline 650 on Reporting for Fundraising Organisations of the Foundation for Annual Reporting.

ISO. Internal and external processes are regularly assessed on the basis of ISO guidelines. Edukans is granted ISO certification by the Kiwa certification organisation.

Fundraising Institute (IF). Edukans' fundraisers are affiliated with the Dutch Fundraising Institute (Instituut Fondsenwerving, IF) and thereby comply with the IF's code of conduct. The purpose of the code is to encourage responsible fundraising practice. The basic principles of the code are integrity of action, transparency and professional management and supervision.

OPTA. In its telemarketing activities, Edukans complies with the legislation and regulations of OPTA (the Dutch independent postal and telecoms authority) and the 'Bel-me-niet' register (opt-out from unsolicited commercial phone calls). For text-message donations via 'Geef SMS' (4333), Edukans complies with the Dutch code of conduct for text-message services (Gedragdscode SMS Dienstverlening) and applicable advertising rules.

9.5 ASSESSING PROJECT OUTCOMES AND PROCEDURES

At Edukans, we continually assess our projects in three ways.

1. Partner organisation projects

Edukans uses the 'project management procedure' to guarantee the quality of partner organisations. This evaluates the efficiency and effectiveness of spending. The criteria are: general policy, intentions in the strategic policy plan and technical, substantive and financial criteria, and the framework conditions.

Output is measured using reports, internal evaluations and field visits. For sums exceeding €50,000, an annual auditor's certificate must be submitted to Edukans. At the end of the programme or project, once the substantive and financial reporting is complete, the project is closed and accounted for to donors and funders.

2. Edukans Assessment Tool

Edukans uses its Edukans Assessment Tool (EAT) to assess the professionalism of partner organisations. The EAT assesses three parts of an organisation: Management and Organisation, Finances and Projects. The results provide insight into the organisation and identify area for improvement, such as: is there specific annual planning? What are the internal checks and balances like? What is communication like between the office and the field? In 2015 EAT teams travelled to Ethiopia and Uganda. Together with Saxion, the quality of three teacher training colleges in Ethiopia was evaluated and a tool was developed for this purpose.

3. Impact of our work

Edukans wants children to finish their schooling – with good results. Research by UNESCO shows that bad education has an enormous impact and that education makes a real difference to economic growth, fighting poverty and improving the position of women. Measuring the quality of education and its effect is a complex undertaking, which is why we introduced our STAR-school approach in 2011 (see also Chapter 3). We map out the initial situation of each school, and the school management reports on the results and what pupils do after they leave school.

9.6 LOBBYING

Edukans is a main partner of the Global Campaign for Education in the Netherlands, the Dutch branch of the worldwide GCE movement that works to achieve rights to education for all. In 2015 the Dutch GCE coalition consisted of Edukans, Oxfam Novib, the General Union of Education (Algemene Onderwijsbond), Save the Children Nederland, Woord en Daad and VSO-Nederland.

2015 was a crucial year for universal rights to good education: it was final year for the Education-for-All goals and the Millennium Goals that the world community adopted in 2000. It was also the year in which the United Nations adopted a new universal development agenda for the coming fifteen years: the Sustainable Development Goals. GCE-NL seized upon this key year, on the one hand, to focus attention on the progress made with the EFA goals over the last fifteen years. On the other hand, we drew politicians' and policymakers' attention to the great lack of funds in the poorest developing countries to realise the new education goals.

As part of the worldwide GCE movement, in 2015 GCE-NL focused on linking national and international discussions:

- we made an expert contribution to the national and international (political) debate;
- we maintained the Education in Developing Countries (Onderwijs in Ontwikkelingslanden) Platform;
- we maintained close contact with our fellow organisations and Dutch representatives in the international GCE network.

On the eve of the 2016 budget debate, the GCE drew the results of the Education Aid Watch Report 2015 to the attention of Minister Ploumen (Trade and Development Cooperation) and the Committee for Foreign Trade and Development Cooperation. Not only is education barely mentioned in the budget, but other donor countries and institutions are also dropping education. Without development aid, the poorest countries will certainly fail to achieve good universal education. External funding remains essential for now. In an incendiary letter, GCE-NL called on the Dutch government to put much more weight behind adequate global support for education.

In a special magazine, *Eerst naar School!*, GCE gave an overview of fifteen years of Dutch education aid. The magazine emphasised the huge progress that has been made in realising the EFA goals over the last fifteen years, and the important role that the Netherlands has played in this. The magazine gave examples of a range of Dutch education aid initiatives by the government and by development organisations, by private initiatives and other parties. It also clearly set out the national and international efforts needed to ensure that the most disadvantaged groups in the poorest countries get access to good-quality education.



9.7 CORPORATE SOCIAL RESPONSIBILITY

For Edukans, corporate social responsibility (CSR) means operating with an eye to the future – a liveable future. We translate this into delivering programmes and education projects in the Netherlands and in developing countries in a respectful, professional and sustainable way, with integrity, and whenever possible in cooperation with third parties.

We have shaped our policy framework for CSR in line with our core values of trust, hope and commitment. These core values have been further developed in a code of conduct. We base the CSR spectrum on a 'CSR wheel' in which the policy frameworks are divided across four policy areas:

- Policy and identity: CSR ambitions and management commitment
- International cooperation
- Social involvement: activities, customer value, dialogue and market orientation
- Operational management: internal environmental policy and internal social policy

The policy is also based on key social and ethical issues, legislation and regulations, and external guidelines and principles in this area. National and international legislation and guidelines also address acting with integrity, especially in relation to anti-corruption measures. Edukans also considers it very important that legislation and regulations on donor protection are observed closely and that donors are given sufficient information. All of our activities focus on providing correct and clear information and on protecting donors' personal data.

The environment

The Edukans office is situated at walking distance from Amersfoort railway station. Travelling with public transport is thus an attractive option for visitors and staff. The office has been given an energy-index 'A' rating, which is very energy efficient. When procuring materials, Edukans chooses those materials that have the least impact on the environment.

9.8 RISKS

The government has significantly limited the opportunities for new subsidies from 2016; large cutbacks are being made and education has ceased to be a key area. From 2016, Edukans will lose around €6 million in subsidies from the Ministry of Foreign Affairs' co-financing system (MFS II). This means that we will lose roughly a third of all revenue. The Learn4Work subsidy will also end in 2017.

Besides this, Edukans is dependent upon donations from private individuals, schools, churches and companies. This revenue source is also uncertain. Given the critical attitude to development cooperation and the competition in the market, it is by no means self-evident that Edukans will always have sufficient resources to be able to continue campaigning for education to the same degree and to realise our future ambitions.

9.9 WHERE DO WE WANT TO GO?

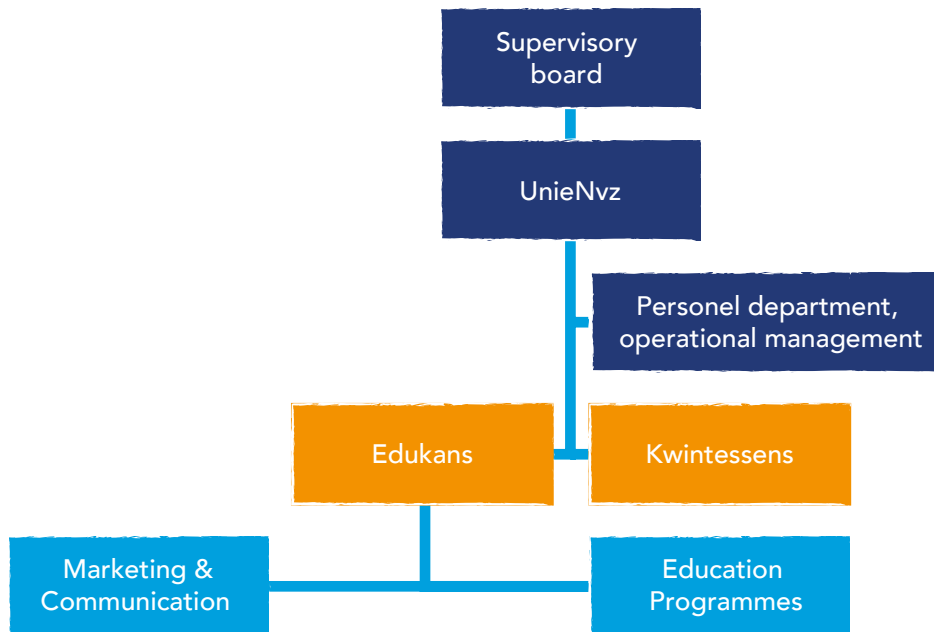
In 2015 we prepared ourselves for a new financial reality. In 2016 and thereafter, a large part of our subsidy will end. This will have an impact on the financing opportunities available to us in the Netherlands in the coming years, and this is regrettable. In the countries where we are active, however, the opportunities for our partners will probably increase. In the coming years we will therefore build further on our international network. In that network, the programmes that we develop can be rolled out more broadly. A network of organisations bound by passion for education and lifelong learning. In this changing landscape we will also keep searching for new chances and opportunities to carry out our mission. Our key ambitions for the coming years are:

- By 2030, Edukans wants to celebrate the world's 10,000th STAR-school (read more about STAR-schools in Section 3.1).
- With our skills programme, Edukans will offer people around the world specific skills that allow them to develop themselves and their surroundings and get access to honest work and fair pay. This model covers basic, socio-emotional and vocational skills.
- Edukans will link interests surrounding good universal education at multiple levels: local, national and international.
- Within 15 years, Edukans as an international civil society organisation will be present in at least 30 countries, spread across the continents, with independent work organisations, representatives and partnerships. These will have strong local support.



10. MANAGEMENT AND ORGANISATION

Founded in 2002, Edukans is an international, specialised development organisation that campaigns for education for disadvantaged children and young people. It has its office in Amersfoort, the Netherlands.



Edukans has two main departments: Education Programmes and Marketing & Communication.

The Education Programmes department is responsible for improving the quality of education in developing countries by supporting partner organisations and forms the link with the Dutch education sector. The Marketing & Communication department focuses on raising revenues from private means and entering into partnerships that provide funding and expertise for our projects. The MT of Edukans consists of the director, the director of international cooperation, the managers of both departments and the head of the Support Unit.

UnieNzv

Together with Kwintessens, Edukans forms part of the UnieNzv Foundation. UnieNzv is a socially responsible organisation that brings together education in the Netherlands and developing countries. Kwintessens specialises in educational publishing for Christian education. The UnieNzv Foundation, the Edukans Foundation and Kwintessens form a single fiscal unit and are housed in the same premises on the 4th floor of Berkenweg 11 in Amersfoort.

Edukans complies with the employment conditions established by the Protestant Church in the Netherlands (Protestantse Kerk Nederland, PKN). A few changes were made to these in 2015, including a pay rise of over 3%.

10.1 SUPERVISION AND MANAGEMENT

Supervisory Board

In 2015, Mr. J. Hardeman, a member of Edukans' Supervisory Board, passed away. Edukans is grateful for the energy and time that Mr. Hardeman put into fulfilling his role on our Supervisory Board. The members of Edukans' Supervisory Board also sit on the Supervisory Board of UnieNzv. Members of the Supervisory Board are appointed for five years and can be re-appointed twice. In 2015, the Supervisory Board consisted of the following members:

- Mr. J. Smit, chair, expertise: strategic policy and organisational development (appointed in 2012, eligible for reappointment in 2017)
- Mrs. J.D.C. Geel, expertise: theology and media (appointed in 2007, eligible for reappointment in 2017)
- Dr. J. Hardeman (appointed in 2005, deceased in 2015)
- Mrs. W. Hoek, expertise: organisational development (appointed in 2007, eligible for reappointment in 2017)
- Mr. A. Holster, member of Audit Committee, expertise: education (appointed in 2008, eligible for reappointment in 2018)
- Mr. R.W. van Tol, chair of Audit Committee, expertise: accountancy (appointed in 2009, reappointed in 2014)

Edukans aims to appoint two new members of the Supervisory Board in 2016.

None of the members of the Supervisory Board report having any additional roles that could conflict with their membership of Edukans' Supervisory Board. The composition of the Supervisory Board of Edukans is the same as that of UnieNzv. The meetings are always held contiguously. The members of the Supervisory Board receive a yearly (maximum) tax-free sum for voluntary work of €1,500 per person.

Management and directorate

As a consequence of the reorganisation, 2015 saw a change in the management of Edukans. The directorate was reduced from two people to one. Ron Rijbende is the managing director of Edukans. The director and management of Edukans and UnieNzv are appointed by the Supervisory Board. The competences of the director and the relations between the director and the Supervisory Board are set out in the Statutes, the Regulations of the Supervisory Board and the Executive Statute.

Annual performance appraisals are held with the managing director on the basis of the executive assessment framework and the director's job description. In 2015 Ron Rijbende held the following additional roles: member of the Supervisory Board of the Christian Social Congress, member of the executive council of the ICCO Cooperative, member of the steering group of the Resource Centre for Religion and Development (Kenniscentrum Religie en Ontwikkeling), and member of the Windesheim advisory group on the philosophy of life (Adviesgroep Lectoraat levensbeschouwing). The salary of the managing director of Edukans is determined on the basis of the Wijffels Code on scale 16 BBTa and 25% is attributed to Edukans.

Details of salary costs

Name of director	R.J. Rijnbende	C. de Jong
Function	Managing director of UnieNzv	Director of Edukans
Terms of employment		
Nature (duration)	Permanent	Permanent
Hours per week	9	36
Part-time percentage	25	100
Period	1/1-31/12	1/1-31/12
Salary		
Gross salary	€ 21,665	€ 81,209
Holiday allowance	€ 1,716	€ 6,430
13 th month	€ 1,798	€ 6,740
Total annual income (VFI)	€ 25,179	€ 94,379
Social security charges (employer part)	€ 1,961	€ 8,914
Taxable benefits/additions	€ 1,079	€ 840
Pension premium (employer part)	€ 2,709	€ 11,351
Pension compensation	€ 408	
Total pay 2015		
	€ 31,336	€ 115,484
Total pay 2014		
	€ 49,546	€ 121,172

10.2 ACCOUNTABILITY STATEMENT

Edukans holds the CBF quality mark, which includes the Good Governance Code of the Wijffels Commission. In the accountability statement, Edukans explains how the three main principles of the CBF quality mark are interpreted:

1. Distinguishing between the functions of supervision, management and implementation.
2. Optimising the effectiveness and efficiency of spending.
3. Optimising relations with stakeholders.

Re. 1. Supervision, management and implementation

The document 'Regulations of the Supervisory Board' brings together various regulations on information provision, profiling, and the recruitment and selection of members of the Supervisory Board and the audit committee.

The Supervisory Board is assisted by an audit committee, which focuses on assessing financial management and the quality of control. The audit committee also assesses the work of the accountant and reports on this to the Supervisory Board during the discussion of the annual accounts.

The Supervisory Board met five times in 2015. The Supervisory Board monitors continuity, monitors the

realisation of strategic objectives, assesses the quality of the management and advises the management on relevant societal developments. The Supervisory Board approves the strategic plan (drawn up for Edukans by the Edukans MT) and the budget, annual accounts and annual report.

In 2015 the Supervisory Board paid particular attention to future developments in development cooperation and their translation into Edukans' long-term strategic vision. In anticipation of the end of MFS II funding, the Board had to make decisions regarding Edukans' organisational transition.

At the discussion of the annual report and annual accounts, the implemented policy was evaluated and assessed and the annual risk analysis was discussed. The Board determined which objectives and results had been achieved and any deviation from these. The evaluation was both financial and substantive in nature. The results of this evaluation were translated into the new version of the strategic plan for 2016-2017. It is clear that both Edukans and Kwintessens are active in areas that give rise to considerable societal debate.

Re. 2. Optimisation of the effectiveness and efficiency of spending

Edukans continuously works to improve quality. For implementing the education programme, Edukans has an extensive monitoring system that follows the quantitative and qualitative results for each programme. In this way, we can show the extent to which participation in education increases as a result of Edukans' funding. We also follow a number of qualitative results for each programme, such as by building a picture of the available learning resources and the training of teachers. Both the availability and the quality of education are important indicators for Edukans. The management uses the strategic plan and the budget to set guiding objectives for Edukans. The management sets standards for the expenses that may be incurred in order to achieve these objectives.

Additional processes and procedures, including on the monitoring and evaluation of projects, are described in the ISO procedure. If resource spending deviates from the budget, this is reported to the managing director, addressed in the audit committee and included in management reporting to the Supervisory Board.

Re. 3. Optimisation of relations with stakeholders

Edukans' direct stakeholders are children and partner organisations in developing countries, donors, funding bodies and volunteers. Various means are used to communicate with these stakeholders. Guidelines and procedures are described in the ISO procedure. Besides personal contact, contact with partner organisations takes place via partner consultations. They are closely involved in future policy development. Volunteers are particularly involved at the programme level.

10.3 PERSONNEL AND POLICY

Edukans' employees belong to one of two departments: Education Programmes and Marketing & Communication. In 2015, a training and education policy was introduced and put to the Works Council.

In 2015, Edukans implemented the reorganisation that had been agreed in 2014. This meant discontinuing the positions of nine permanent members of staff. The positions, and thus the employment, of five temporary members of staff were also discontinued.

On 31 December 2015, 47 employees worked at Edukans: 18 men and 29 women. Thirteen employees had full-time positions and 32 had positions of between 0.5 and 0.9 FTE; two employees had positions of less than 0.5 FTE. In 2015, six new staff were employed by Edukans and 23 staff left.

For support services, Edukans makes use of 4.4 FTE from the UnieNzv Support Unit. In total, 42.8 FTE is

attributed to Edukans. New staff members are given temporary positions. The percentage of sick leave over the whole of 2015 was 3%.

Internal communication

Internal communication is seen as an important instrument for achieving the organisation’s objectives. Employees are frequently involved in the implementation of policy. In addition, there is a biweekly lunch meeting where staff can present their work or the MT can explain decisions.

The internal news provision for staff is updated each day, using the intranet. Members of the Supervisory Board also have access to this. The intranet is used for messages of a substantive and organisational nature and for personnel matters.

10.4 VOLUNTEERS

In the past year, 1,079 volunteers dedicated time and energy to Edukans in all kinds of ways. They helped us to collect and check more than 85,000 shoeboxes. They gave training sessions and workshops, travelled as trip supervisors, and sometimes even took final responsibility for Edukans trips such as Going Global and World Teacher.

We couldn’t do without our volunteers and we are grateful to all volunteers for their help over the past year. Due to the reorganisation, we did not manage to recruit additional office volunteers as planned. Tedros from Eritrea came to the Netherlands as a refugee over a year ago. He spent three days a week helping us to sort the Schoenmaatjes shoeboxes in Zevenhuizen. Tedros is such a dedicated worker that he prefers to skip his breaks. He knows like no other what it’s like to live in poverty, and he thinks that it’s fantastic that so many Dutch children want to share their material wealth with children who have so much less.



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Schoenmaatjes	1,000
Presentations	5
Office	3
Going Global and relations management	22
Education Expedition	32
World Teacher	17
Total	1,079

10.5 COMPLAINTS DEPARTMENT

Part of our ISO quality system also involves dealing with transactions, complaints and compliments.

People frequently contact Edukans to tell us that our actions have deviated in some way from what they'd expected of Edukans. Sometimes we're made aware of an error or mistake we've made, and other times we receive a compliment because we've exceeded donors' expectations.

All such contact is handed via our CRM system, in accordance with the ISO2001 complaints procedure.

Complaints are mainly handled directly by telephone, or otherwise in writing within fourteen days. In 2015 we received and handled 46 complaints.

In half of these cases, the complaint could be settled easily by making an adjustment to our administration.

10.6 WORKS COUNCIL

UnieNzv has a Works Council consisting of five elected members, two of whom work for the Edukans subsidiary.

Elections were held in October 2015 and three new members were elected. For Edukans staff, 2015 was a year of changes, and the Works Council followed these closely. Due to the fall in subsidy revenues, the number of staff was cut back in the course of the year. The discussions with the management on Edukans' transition continued constructively in 2015. The Works Council handled one approval application in 2015 and made use of the right to information and advisory powers.



ANNUAL ACCOUNTS 2015

Balance on 31 December 2015 (in euros)

	31 December 2015	31 December 2014	
ASSETS			
Fixed assets			
Financial assets		1,000,000	1,000,000
Floating assets			
Account receivable	48,431		36,637
Receivables and accruals	6,113,707		7,223,513
Liquid assets	0		0
Sub-total floating assets		6,162,138	7,260,150
Total assets		7,162,138	8,260,150
LIABILITIES			
Reserves			
Continuity reserves	2,579,843		2,579,843
Earmarked reserves	2,191,855		1,600,000
Funds			
Earmarked funds		123,756	0
Provisions		334,034	358,329
Current liabilities		1,932,651	3,721,978
Total liabilities		7,162,138	8,260,150

NOTES ON THE BALANCE SHEET

ASSETS

Fixed assets

Edukans and Kwintessens Publishers share the use of UnieNzv's tangible provisions, such as office space, desks, etc. For this reason, Edukans does not have its own tangible assets.

Floating assets

The receivables and accruals principally consist of an entry of amounts to be settled with UnieNzv and Kwintessens Publishers of €5,423,617. This claim arose because all of Edukans' receipts and payments are made via the UnieNzv bank account. In addition, a claim of €218,076 has arisen for Private Initiatives. Edukans spent more on projects than needed in 2015, according to the Ministry of Foreign Affairs' grant decision. Edukans has therefore included a claim for the subsidy to be received, a sum of €207,600. The other accruals mainly concern expenses paid in advance for Edukans schools programmes that will take place in 2016.

LIABILITIES

Continuity reserve

For reasons of financial prudence, the Edukans Foundation maintains a continuity reserve so that setbacks in yields and expenses can be set off for a calculable period (short-term risk). Setbacks can include the consequences of damage to the organisation's image, the short-term impact of economic crises, losing major donor partners, or seasonal influences. The VFI has set a standard for the continuity reserve at a maximum of 1.5 times the annual costs of the work organisation. At the end of 2015, the continuity reserve amounted to 87% of these costs. The costs of the work organisation are defined as own personnel costs, housing costs, office and general costs and fundraising costs.

Earmarked reserves

In 2012, in connection with the expected fall in subsidies, Edukans established an earmarked reserve for sustainable programme implementation. The reserve is used to guarantee the continuity of projects and programmes when subsidies are reduced, or transfer them responsibly. At the end of the financial year, this reserve was €2,191,855.

Earmarked funds

Donations received with a specific purpose are accounted for via earmarked funds.

Provisions

These are amounts that are included in relation to obligations for staff anniversaries and participation in Kwintessens.

Current liabilities

Current liabilities principally concern commitments that have been entered into for development cooperation education projects, which will be paid in the coming years. This entry also includes the amounts managed by Edukans in its role as secretary of the Educaids and Learn4Work partnerships.

STATEMENT OF INCOME AND EXPENDITURE 2015

(in euros)

	Realisation 2015	Budget 2015	Realisation 2014
INCOME:			
- Income from own fundraising	6,582,324	7,882,750	8,491,921
- Income from third-party campaigns	543,550	0	31,251
- Subsidies (government and other)	5,623,594	6,791,209	7,056,443
- Income from interest	112,030	100,000	140,949
- Secretarial income	89,519	88,945	70,210
- Other income	139,561	150,000	112,235
Total income	13,090,578	15,012,904	15,903,009
EXPENDITURE:			
Spent on objectives			
Information	798,017	1,016,046	1,115,520
World citizenship			
- Edukans Schoenmaatjes	150,795	245,677	194,592
- Education exchange	628,672	705,137	712,076
- Various projects	0	0	94,949
Development cooperation	779,466	950,814	1,001,618
- Education projects general	3,312,240	3,982,122	5,490,114
- Education in emergencies	119,048	0	45,000
- Education projects Edukans Partnership PI	1,283,653	1,500,000	2,605,402
- Education projects additional (from IF)	433,380	1,086,907	0
- Education consultancy	322,992	399,822	0
- Education projects Learn4Work	1,682,587	1,977,466	1,099,902
- Development cooperation education exchange	408,966	544,074	467,962
- Value of shoeboxes	1,570,293	1,995,000	1,925,726
	9,133,159	11,485,390	11,634,106
Total spent on objectives	10,710,641	13,452,250	13,751,245
Fundraising income			
Cost own fundraising	1,056,986	1,352,556	1,539,879
Cost obtaining government subsidies	235,496	218,985	45,472
Total cost fundraising income	1,310,482	1,571,541	1,585,351
Management and administration			
Cost management and administration	360,604	377,775	396,436
Total expenditure	12,381,727	15,401,566	15,733,031
Operating results Edukans Foundation	708,851	-388,661	169,978
Result participation	6,760	7,681	12,337
Result	715,611	-380,980	182,315

NOTES ON STATEMENT OF INCOME AND EXPENDITURE

INCOME

Own fundraising

Edukans' own fundraising is described in Chapter 7 on Fundraising. For private donors, see Section 7.2. For companies, foundations and funds, see Section 7.3.

Third-party campaigns

At the beginning of 2015, Edukans became one of the new beneficiaries of the National Postcode Lottery. Until 2019, the National Postcode Lottery will donate an annual sum of €500,000 to Edukans to help with structural improvements to the quality of education in schools in developing countries. Edukans also received a contribution from EO Metterdaad and Bindinc.

Subsidies

As part of the Dutch government's co-financing framework, Edukans receives a subsidy through its participation in the ICCO alliance and Connect4Change. As coordinator and secretary, Edukans receives a subsidy for the Learn4Work programme for vocational education. In 2015 Edukans also received subsidies from Unite Against Child Marriages (Simavi, Dutch Ministry of Foreign Affairs) and Proofs.

Income from interest

This concerns interest on the current account shared with UnieNzv and Kwintessens.

Secretarial income

This concerns the amount for the Educaids programme, for which Edukans is secretary.

Rate of utilisation of income

Edukans' rate of utilisation of income shows how much is spent in total on the objectives relative to total revenues. For 2015, the rate was 81.8%.

SPENDING

Information

Spending on Information covers materials such as leaflets, posters and other printed matter, but also the development of a public campaign, the website and the Edukans magazine Wijs!. This year we again scrutinised our spending and made cutbacks where possible. The results are described in Chapters 3-8.

Development cooperation

In 2015, Edukans spent €5,857,823 supporting a total of 137 education projects by partner organisations in developing countries. The results are described in Chapters 3 and 4.

World citizenship

These are the costs incurred in the Netherlands for Edukans' schools programmes. See Chapter 5 for an explanation and the results.

Fundraising

See the explanation in Chapter 7.

Expenses ratio own fundraising

See the explanation in Section 7.1.

Cost of subsidies

These are the costs incurred in order to obtain subsidies.

Allocation of expenses for management and administration

These are the overhead expenses that are allocated in accordance with the VFI guidelines. In 2015 the percentage of costs and administration was 2.9%.

Rate of utilisation of expenses

The rate of utilisation of expenses shows how much is spent on the objectives relative to total expenses. For 2015 this was 86.5%.

Result of participation

This concerns 10% of the result of Kwintessens.

STATEMENT OF INCOME AND EXPENDITURE 2015

(in euros)

Allocation	Objective						Fundraising income		Management and administration	Total 2015	Budget 2015	Total 2014
	Information	Development cooperation	Advice and consultancy	Edukans Schoenmaatjes	Education exchange	Learn4Work	Own fundraising	Government subsidies				
Contributions development cooperation	0	3,714,421	350,685	1,720,912	258,347	1,296,811	0	0	0	7,341,175	9,040,837	9,655,786
Direct project costs	0	182,146	0	0	44,557	0	0	0	0	226,703	0	169,325
Direct costs objective	210,737	33,330	0	42,805	301,771	210,216	429,674	76,017	0	1,304,549	2,118,668	1,770,791
Salaries	252,803	399,447	209,384	65,806	182,425	133,031	354,547	95,800	224,902	1,918,144	2,330,408	2,201,915
Social costs	40,886	100,313	45,102	10,835	32,328	25,306	58,792	18,044	33,276	364,882	439,253	376,698
Pension costs	26,370	64,887	32,234	7,572	21,004	14,287	35,404	11,586	24,587	237,930	266,051	260,416
Other personnel costs	14,095	25,160	7,317	2,072	18,200	676	14,640	7,127	11,205	100,491	89,258	96,397
Travel and accommodation costs	10,433	16,808	4,284	1,297	2,533	0	23,117	1,264	8,368	68,104	171,950	102,220
Housing costs	14,843	42,715	19,318	3,711	12,660	2,260	15,498	6,658	10,478	128,141	198,280	140,402
Office and general costs	30,729	63,619	39,287	7,566	25,785	0	36,454	13,528	21,342	238,310	223,727	248,584
Administrative costs	1,238	2,167	1,611	310	1,056	0	1,293	555	874	9,104	12,470	9,606
Depreciation and interest	29,631	49,932	38,564	7,408	25,274	0	30,714	13,291	20,916	215,729	215,000	142,037
Other costs	166,252	202,135	8,585	1,415	5,636	0	56,853	9,626	4,657	455,160	296,665	378,050
Reorganisation costs	0	0	0	0	0	0	0	0	0	0	0	350,130
Charging dir. Project costs	0	-182,146	0	0	-44,557	0	0	0	0	-226,703	0	-169,325
Total	798,017	4,714,934	756,371	1,871,709	887,019	1,682,587	1,056,986	253,496	360,604	12,381,727	15,401,567	15,733,031

EDUKANS FOUNDATION

Edukans current estimates of income and expenditure 2016 (x €1,000)

INCOME		EXPENDITURE	
Income from own fundraising		Spending on objectives	
- Schools	1,327	World citizenship	
- Individuals	2,180	- Edukans Schoenmaatjes	131
- Private sector	925	- Education exchange	723
- Contributions Edukans Partnerships PI	1,000	- Onderwijsuitwisseling	723
- Donations in kind	1,834		
- Legacy donations	147		854
- Other income	0	Development cooperation	
Total income from own fundraising	7,413	- Education projects	1,552
		- Education projects Edukans Partnership PI	1,586
		- Education projects additional (from IF)	1,294
		- Internationalisation	404
		- Education projects Learn4Work	1,350
		- Development cooperation schools campaigns	535
Income from third-party campaigns	500	- Capitalisation shoeboxes	1,804
Government subsidies	2,373		
General service provision	75	Total spent on objectives	10,237
		Fundraising income	
		- Cost own fundraising	1,058
Income from interest	75	- Cost obtaining government subsidies	193
Secretarial income	80	Total cost fundraising income	1,251
		Cost of management and administration	420
TOTAL INCOME	10,516	TOTAL EXPENDITURE	11,908
		- Result participation	11
		Result	-1,381

Notes: in connection with the ending of the co-financing subsidy, current estimates show a considerable deficit as a consequence of the reorganisations and investments that we have had to make. This deficit can be set off against the earmarked Sustainability reserve and can be seen as an investment in the organisation.

COLOPHON

This annual report is published by Edukans.

Edukans holds the quality mark for charities from the Dutch Central Bureau on Fundraising (CBF) and ISO certification.

Edukans is considered to be a public benefit organisation (ANBI) by the Dutch tax authorities.

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