

# 2020

## Annual Report



ENTREPRENEURS FOR  
KNOWLEDGE

# INTRODUCTION

*You make a difference – we make it easier. #helpmadesimple*

*Dear Reader,*

Our latest annual report stated that the year 2019 was full of transition and excitement for us. Admittedly, it was a different kind of excitement, but the statement also remains valid for this new annual report about 2020.

After having established the independent nonprofit organization Entrepreneurs for Knowledge gGmbH in 2019, we were still at the beginning of forming our structures, working on our concepts and strategies. We launched the Foundation as a Service-concept (read more on page 6) and had high hopes for 2020 to spread the word and get more and more people involved in our projects.

You can imagine the “but”. It starts with a “C” and affected nearly everything. COVID-19 hit hard: Events got canceled, reaching out to people and making our network grow became harder and needed creativity.

Simultaneously the families around our schools were hit tremendously by the lockdowns in the different countries. Hence the Corona crisis also prompted us to create initiatives for emergency aid in addition to our long-term projects. Through the close exchange with our local partners and the children’s many stories, it became increasingly clear to us how many families are currently in great need. That is why we have started an **Emergency Relief Fund** to distribute as many aid packages with food and hygiene articles as possible to families in eight countries.

In addition, to short-term emergency relief, we of course continued to work on our mission to provide long-term educational opportunities for underprivileged children worldwide. Despite the initial fears of how this year would be, we were delighted that the Foundation as a Service concept really took off. Many great companies and individuals joined EFK and took on school projects. **In total 13 new school projects were initiated.**

This year has again proven the importance of strengthening education: to enable children to have a brighter future and develop resilience. And secondly, digitalization is essential. There is no way that we can think about education without the ongoing process of digital efforts.

To establish equal opportunities, we need all of us, companies, and private donors who want to make a difference. To give back to society and to work towards more **educational opportunities for children all around the globe.**

We are delighted how many people were supporting projects. With all its sadness and threats for the most impoverished families – we are happy that the community stood up to fund projects.

**Many thanks to all the supporters, donors, and project partners for making the year 2020 a success.** Through your commitment, many children and families could receive education. No one knows what will happen next, but we are excited about realizing more and more projects and offering #helpmadesimple to many companies and individuals.

**Alone, we can achieve little. But together we can achieve so much – let’s do it together!**

*Your EfK Team*

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## LEGAL AND ADMINISTRATIVE INFORMATION

We're more than happy that Entrepreneurs for Knowledge was extending in 2020. We welcomed a new board member, Stefni Oliver, as well as Anna Wöffen, who enriches our team with her expertise as a graphic designer. The two of them are an enhancement for the work and service EFK is providing, and we are delighted to have them on board.

BOARD MEMBERS	
Jochen Berger	Founder & Managing Director
Serguej Beloussov	Founder & Board Member
Soeren von Varchim	Board Member
Christian Wipf	Board Member
Stefni Oliver	Board Member

*„I am incredibly proud to join the EFK foundation and the important and life-changing projects they facilitate on behalf of disadvantaged children worldwide. Providing more children with access to education and knowledge can genuinely change the world. I look forward to bringing EFK to the UK and giving all of us in the UK tech industry the chance to make a genuine difference to so many lives and communities.“ – Stefni Oliver*

EXECUTIVE TEAM	
Leoni Rossberg	Program Manager
Christian Jaeger	Project Manager
Rebecca Maurer	Communications & PR Officer
Anna Wöffen	Graphic Designer

CHARITY REGISTRATION	
Cologne District Court	Register Number: HRGB98546



## OUR VISION:

*Equal access to knowledge  
and education for everybody.*



## OUR MISSION

We aim to bring together two things: companies' expertise and resources with a commitment to improving educational infrastructure. And in doing so, improving education for underprivileged children in the Global South.

Education is critical to breaking the cycle of poverty and unmet potential. We believe we can make a difference.

There is a great willingness to help impactful nonprofit initiatives, but often this support is deprioritized and delayed. Where to donate to? Is the money really reaching the project? Companies

and most private people have little experience in choosing the best projects to support and often do not have contacts with good organizations in the nonprofit sector.

We launched the Foundation as a Service concept to simplify this effort and help companies with project selection, project management, and ongoing monitoring of the school's development while 100% of the budget goes towards the project. We offer the opportunity to strengthen a company's standing in the industry while giving back to society – a win-win situation for all involved.

## OUR CONCEPT: FOUNDATION AS A SERVICE

## FOUNDATION AS A SERVICE

We link people and companies interested in doing something valuable for society with school projects in different countries that need funding. Our implementing partners on the ground are experts in their field, developing holistic projects with long-term plans, always according to the specific community's need.

We choose projects like planning the construction of new schools or renovation and expanding existing ones to provide safe and appropriate learning environments for children worldwide.

By implementing educational technologies, we aim to improve access to knowledge and quality education for generations of children.

On the other hand, the company receives the service provided by us: we choose the organizations, manage the projects, monitor the progress, and support with PR for the company if needed. We believe that it couldn't be easier to support a trustworthy organization than benefit from this EFK unique service.

We work globally because the need for adequate education is not confined to a specific area but reaches people internationally. This broad approach allows us to match companies with projects that suit their expertise, language skills, and interest areas.



**ENTREPRENEURS FOR  
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### OUR STRATEGY FOLLOWS THE UN'S SUSTAINABLE DEVELOPMENT GOALS:



More information: <https://sdgs.un.org/goals>

## OUR SERVICE



### Project Selection

We have a large portfolio of assessed partner organisation in various countries around the world. We can propose you several projects according to your expectations including a due diligence report. If there is no suitable project, we will gladly support you in your further outreach.



### Fundraising & PR

We support you in setting up a fundraising campaign with a landing page for direct donations. If you would like to organize a charity gala or other events, we are happy to help and advice. Furthermore, we gladly support you with your PR efforts and provide relevant content.



### Project Management

We usually transfer the funding in three installments to monitor the progress. During the construction work we send you monthly updates to inform you about the progress. Once the school is finished, we help to organise an opening ceremony which you can attend with partners and employees – a once in a lifetime experience.



### Project Monitoring

After the school is open, we monitor the developments and send you regular updates which you can share with your employees and customers to create lasting involvement. We explore further needs and seek to evaluate the impact of the new school for the children.

## DONOR JOURNEY: RNT

We want to take you through the journey of RNT and Acronis and their school project in the Dominican Republic.

We support companies and private individuals as well to find their perfect school project. We're flexible in budget and location and want to create a win-win situation for our donors and implementing partners.



### INITIATION

*(October 2019)*

RNT is already active in local social projects and has long considered supporting a project internationally. Through contacts, the CEO learns about the Foundation as a Service concept of Entrepreneurs for Knowledge, and they get in touch to exchange ideas.

### KICK-OFF & RELEASE

*(December 2019)*

RNT announces its CSR division RNT Education and publishes the support of the project in the Dominican Republic. The RNT team and also business partners are happy about the engagement. EFK works in close connection with the marketing team of RNT and supports the communication efforts.

### CHOICE OF PROJECT

*(November 2019)*

Due to a personal connection to the Dominican Republic, RNT chooses a school project in Los Maranitos, a remote village in the mountains. A completely new educational facility is to be built, focusing on education for girls. The budget is about \$54,000. EFK's implementing partner, the NGO Mariposa DR, has a lot of experience in the area.

### FUNDRAISING

*(December 2020)*

RNT would like to involve business partners, employees, family and friends in the process. A fundraising strategy is developed together with EFK and donations are collected, especially over Christmas. EFK provides content, a landing page for easy payment possibilities, and handles all donation receipts.



## GROUNDBREAKING

*(February 2020)*

After an unexpectedly heavy rainy season in Los Maranitos, construction work is slowly getting underway. Since the school is being built in a very remote area, all materials must be procured from the surrounding towns. The construction team comes from the local population.



## CO-FUNDING WITH BUSINESS PARTNER

*(March 2020)*

Acronis and RNT have been business partners for many years, and Acronis decides to join the project in the Dominican Republic. Together, a co-funding agreement is set up and Acronis commits to 25% of the project. An excellent opportunity to deepen relationships as well. A press release is published about this cooperation. DR has a lot of experience in the area.



## CONSTRUCTION WORK

*(February 2020 – February 2021)*

Construction work is progressing but, unfortunately, is repeatedly interrupted by the global Covid Pandemic. The work has to be suspended for several months, and then there is a shortage of building materials. EFK keeps RNT and Acronis constantly informed about the status of the project.



## COMPLETION

*(April 2021)*

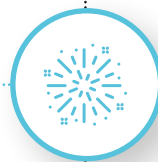
The building and sanitary facilities are now completed. Intensive exchange and direct work with the girls have created great trust with the implementing partner organization Mariposa and the local community. The activities in the new educational facility start. As public schools are still closed for the most part, these activities are significant for the girls.



## OPENING CEREMONY

*(open)*

The opening ceremony of a school is a once-in-a-lifetime experience and an extraordinary occasion for students, teachers, and donors. If not for Pandemic, there would have been a grand opening ceremony with the RNT and Acronis team in mid-2020. This inauguration can hopefully take place in 2021.



## LONG-TERM MONITORING/IMPACT MEASUREMENT:

After the big opening ceremony, RNT and Acronis still receive updates about the improvements of the children's educational standards through a monitoring and evaluation procedure to measure the long-term impact of the school. Of course, the project can still be visited at any time.



### COMPANY

#### Purpose

Most people have the need to make a difference in the world. Giving children a chance to help themselves through education will bring long-term change. A lasting good deed of which one can be proud.

#### Motivation

A company that stands up for underprivileged children creates purposeful impact which leads to team spirit and motivation among its employees and partners.

#### Differentiation

Everyday life in a company is stressful, not everyone thinks about giving something back to society. To finance a school means taking responsibility for the greater good and leads to recognition in the industry.

### CHILDREN

#### Suitable Learning Environment

Appropriate classrooms, sufficient light and temperature insulation and sanitary facilities are essential for children to learn. Only through education the cycle of poverty can be broken.

#### Safety & Security

Schools are often more than just a place of learning. Especially for children living in poverty they are a place of security and ease. A place to break through the hard daily routine.

#### State Support

In many low-income countries, the state only supports schools once a finished building is available. The number of teachers is measured by the number of classrooms. State recognition of the school is essential for its sustainability.

## WHAT OUR NETWORK SAYS

“ I have been looking for a suitable charity project for RNT for quite some time. We are convinced that problems such as poverty and hunger can only be solved sustainably through education. With EFK, we were able to implement our idea easily and are happy when the new school in the Dominican Republic opens its doors. ”

– Sebastian Noelting, CEO, RNT

“ There is only one planet, and every company should participate in whatever way. We need everyone to create this planet in the best way possible. We have an obligation to do something and support. Investors should holistically make sure that companies are seeking to have an impact. ”

– Patrick Pulvermüller (Private Donor)

“ At Acronis, we believe in the ultimate power of knowledge. Our support of schools reflects that belief since that is where children learn to study and to discover to gain knowledge. Building schools inspires our team to work harder and smarter in everything we do. ”

– Gaidar Magdanurov, Acronis Cyber Officer & COO, Acronis



## HOW WE CHOOSE OUR PROJECTS

Every application for funding of the school projects, we carefully examine according to set quality standards. Many years of development aid have shown that not every project leads to improve the situation, and not every donation has a real impact. Therefore, we find projects which are sustainable and focus on the specific needs of the local communities. It's our highest priority that each project reaches children in need of better educational infrastructure. We created specific eligibility criteria for the projects and work exclusively with organizations that meet our strict requirements.

We are in active exchange with our project partners. We receive monthly updates and statements of expenses during the construction phase and can verify if everything is going according to plan.

## Why our projects achieve impact?

Development aid is essential – but in the past it feels like many projects did not show significant impact. One of many obstacles is that projects do not meet the actual local need – even though the actual communities know best what is really needed to improve the situation. That is why we work with small local organizations with a direct bond to the respective communities. On top of that, we try to really create a feeling of ownership towards the project on-site: the communities give either a financial contribution to the budget, labor, or land needed. It helps the projects succeeding but also increases the value for everyone involved.

## How is sustainability achieved?

Apart from all the other criteria, sustainability is an essential topic for us. We strive for sustainable projects in different ways. First, we strive to build the schools in harmony with nature: Economical use of energy, ecological and regional building materials, and a recyclable, climate-adapted, economical construction method.



It differs from school to school, since each country provides its resources. Hence, we don't have THE own way but always explore new options according to the local needs and circumstances.

Secondly: What we don't want is to build a school that is not maintained or where no teachers are getting paid for training the children. This is the reason for us to support infrastructure for non-private schools mainly. After the opening, the project usually is taken over by the state, which is responsible for teachers, curriculum, and school maintenance.

## How is gender equality promoted?

One of our standards for choosing projects is gender equality. We only work together with organizations that ensure gender equality in their programs and empower marginalized genders. There must always be a minimum quota of female students, and the school must be equipped for the unique needs of young girls. They are mostly highly involved in domestic and caring responsibilities. In particular, in times of financial crisis, many parents in economically vulnerable countries question the value of their girls' education because they simply cannot afford the cost of tuition.

## Impact measurement

A new school building is great, but how can we measure its impact? A very important question, but not necessarily an easy one. To be fully able to measure the impact, we need long-term studies and uniformed exams to compare situations and schools.

Therefore, we developed a framework to work with. With indicators that show us the enrollment of students, the ratio of students to teacher, the percentage of girls enrolled as well as the status of the school and the facilities, we monitor the progress and the development of each school. We work very closely with the school principals who report to us. This way, we accompany the school and the project and learn from the outcomes.

But we cannot only talk numbers, when it comes to measuring the impact of education. We want to know, what it actually means for the life of the children, their families and communities, how does it improve their lives? Therefore, we are constantly working on developing new tools, together with local partners and experts, to gain an insight view.



## GUIDING PRINCIPLES



### STRUCTURE

Organizations that are registered, not individuals. We check the trustworthiness and sustainability of every potential partner organisation and always have a direct contact person on site.



### SUSTAINABILITY

Organizations that have a proven strategy for ensuring long-term success in educational programs. We want the schools to be used sustainably and therefore repeatedly require monitoring reports after completion.



### IMPACT

Organizations working with some of the most disadvantaged and marginalized children and youth. The output of the project must be measurable.



### EMPOWERMENT/ GENDER EQUALITY

Organizations that ensure gender equality in their programs and empower marginalized genders. There must always be a minimum quota of female students and the school must be equipped for the special needs of young girls.



### REPUTATION

Organizations that are trusted and recognized by the communities. We review whether other donor organisations have already worked successfully with the implementing partner before.



### EXPERIENCE

Organizations that have valuable experience in the field of schooling infrastructure and a history of similar projects. Every location has special circumstances and specific challenges which always must be taken into account.



### ACCOUNTABILITY/ EFFICIENCY

Organizations that are 100% transparent, accountable for their actions, and use the budget efficiently. We only fund overhead costs in the project country.



### COMMUNITY INVOLVEMENT

Organizations that involve, engage, and embrace the input of the community being served. Only grassroots projects that are supported by the community around the schools will generate sustainable impact.



## COVID-19 PANDEMIC

Unfortunately, we cannot write an annual report for 2020 without even mentioning the effects of COVID-19. The global pandemic also affected our daily work, the progress in the construction sites, and of course, the families and children in the schools we have already built.

Due to all the challenges are given, we can pinpoint three essential topics to focus on here.

### Construction Delays

Caused by the pandemic and its effects on all imaginable areas of life, most school constructions got delayed. Only one construction finished according to plan, which is the project in Tanzania.

Being in lockdown impacted the availability of resources and construction material, labor restrictions, and even infected construction workers or those in quarantine: we had substantial delays in the Dominican Republic, India, and South Africa. Malawi even got postponed, with a scheduled start in 2021. Some projects were shortly retarded, but construction could still be completed in 2020. This was the case in Madagascar, Niger, and Nicaragua.

We keep our fingers crossed for fewer delays and more constructions according to plan in 2021.

### Education & Corona Crisis

Since the outbreak of the COVID-19 pandemic, an entire generation has their education disrupted. The world faces an educational crisis. At the beginning of April, 1.6 billion learners were out of school. We all were aware of this, but here is the bad news: an estimated number of 9.7 million children will probably never return to school.



In its latest report, the international aid organization Save the Children writes, “**The poorest and most marginalized children are at risk – especially from losing out on learning and not returning to the classroom.**”

The economic impact of the COVID-19 crisis forces many children to support their families financially. Many children will be pushed into **child labor**, never returning to school. Girls will be severely affected by **forced child marriage, child pregnancy, or gender-based violence**.

With the school closures around the world, children lost their safe space. Because for many children in disadvantaged regions, school is not only a place to learn but a place where they receive meals, where they access healthcare, and where they meet their friends. Indeed, in times of a virus pandemic, safety for all people. Therefore, prevention in spreading the virus is a necessary precaution. However, **children lose essential parts of their education** because homeschooling does not work without critical infrastructures like electricity and internet access. For example in Kenya, where we support a school project, schools were closed until January 2021. That means almost a year without formal education for Kenyan children.

It was more important than ever to show **solidarity** and **support holistic school projects** considering the needs of the families. Our implementing partners on the ground were working tirelessly to provide remote education and prepare schools for reopening. We decided to not only stand by and watch more children drop out of school and have no opportunities to develop their skills through education. That's the reason why we implemented the Emergency Relief Fund.

## Emergency Relief Fund

Some people got particularly hard hit by this crisis, especially people from low-income countries with a dire economic situation. Home office as day laborer? School from home in Kenyan slums? Social Distancing in Syrian refugee camps? As soon as the COVID-19 pandemic broke out at the beginning of the year 2020, many families around our schools were affected by an existential crisis. **We needed to support them**. Therefore, we collected donations through the Emergency Relief Fund to distribute food packages and essential hygiene items. Here is what we achieved:



1) In **Niger**, people were struck by COVID-19. The Emergency of food insecurity worsened dramatically. Once a month, the Remember Niger Foundation distributed food packages with hygiene articles to help many families the best they can.





2) In **Kenya**, the team of Hope Children's Centre distributed many care packages to families in need. Most parents could not work during the lockdown, and without savings, they were struggling to provide food for their children. The aid packages included Maize (to cook Ugali, the staple of Kenyan food), vegetables, and soap.



3) In the Syrian refugee camp in the Beqa Valley, **Lebanon**, one of the main problems besides the essential supply was the lack of water. Zeltschule e.V. organized the distribution of food on-site. Many children and families were provided with hygiene articles like soap, disinfectant, masks, and essential food items like bread, oil, and rice.



4) The school families in Khayelitsha, **South Africa**, were provided with necessary food items and cleaning materials to disinfect their homes. Our local partner, Molo Mhlaba, efficiently organized the distribution and supported the students during these difficult times.



5) In Nuevo Chimbote, **Peru**, people were in great need as well. The lockdown in Peru took several months. Our partner on site described in a long letter how grateful the people were to have food for themselves and their children – at least for a few weeks.



6) In **Guatemala**, the situation developed similarly harmful, and the lockdown lasted several months. An extremely challenging situation for the families of the school. Our partner distributed food packages including beans, eggs, sugar, pasta, corn oil for cooking, corn, milk powder, and soap.



7) The last distribution was organized in **Senegal** for the people in Soupa Serere. The families received packages filled with hygiene items, masks, and food. Besides, a handwashing station was installed to implement safety measurements in the school. A long-lasting drought brings additional challenges to food security, and the families were grateful to have received some basic supplies.

Especially in this crisis, it became clear how important education is to build up **crisis resilience and break out of poverty. Hence we decided to concentrate also on long-term infrastructural projects.** We remain in close contact with our partners to monitor the situation in the schools. In this sense, thanks to Acronis, Cloudfest, and the many private donors who rapidly contributed to the emergency aid. Every donation has made a huge difference for the families and children and helped them, at least for a while, to get through the most challenging period.





## CHRISTMAS CAMPAIGNS

For Christmas, we gave companies and individuals the opportunity to directly support small projects. Thankfully, every single project was supported and we collected over 18.000€. Thus, we could help many of our schools by infrastructural improvements like school gardens, wells or a school library.



### CAMBODIA – READING BOOKS FOR THE LIBRARY

#### CONTEXT OF THE PROJECT

School libraries are an essential component in learning and teaching but due to a lack of funding, school libraries in Cambodia are only being built and furnished if donors provide dedicated money.

<b>Location:</b> Cambodia, Prei Changa
<b>Partner Organisation:</b> Child's Dream Association Nicaragua
<b>Children reached:</b> 476
<b>Donor:</b> Private donor
<b>Donation:</b> 1.500 €

The Ministry of Education has no budget for school libraries. The school in Prei Changa has a dedicated space for a library but no books and equipment yet.

#### DESCRIPTION OF THE PROJECT

With the donation, the school is able to procure plenty of books and material to inspire all ages to read and create a place where students can immerse themselves in another world.



## LAOS – WATER SYSTEM FOR CLEAN WATER AT SCHOOL

### CONTEXT OF THE PROJECT

Clean water is scarce in the North of Laos, in particular during the dry season. Often villagers and the school resort to water collected during the rainy season and stored for a long time. These water reserves are neither safe nor sustainable. Especially in times of the Corona Pandemic, it is crucial to be able to store sufficient water supplies.

**Location:** Laos, Kob District

**Partner Organisation:** Child's Dream Association

**Children reached:** 290

**Donor:** Daisy Corporate Services

**Donation:** 3.200 €

### CONTEXT OF THE PROJECT

The school in Lebanon has suffered from many challenges last year: The general economic and political crises of Lebanon, the inflation, which makes it more and more challenging to buy food and the detonations at Beirut's harbor, which makes the necessary import of products difficult. Corona made living in the camps even more difficult than it already is. There is no way of keeping social distance in the tight grounds, housing tents and schools.

**Location:** Laos, Kob District

**Partner Organisation:** Child's Dream Association

**Children reached:** 290

**Donor:** Daisy Corporate Services

**Donation:** 3.200 €

### DESCRIPTION OF THE PROJECT

With the donation, an adequate water system in the school can be installed. This should help store sufficient filtered water even in the dry season to protect against health problems.



## LEBANON – BOOKS, STATIONERY, SANITIZERS, MASKS ETC. FOR EACH CHILD

### DESCRIPTION OF THE PROJECT

The school's needs are enormous and with the donations, stationery, water supplies, masks, and books for all children can be provided.





## NIGER – TECHNOLOGY, SOFTWARE & APPLICATIONS AND ADDITIONAL MATERIALS FOR THE NIAMEY SCHOOL FOR THE DEAF

### CONTEXT OF THE PROJECT

Students with learning differences face significant barriers to obtaining high-quality education as resources are prioritized for students representing societal norms in Niger.

**Location:** Kenya, Mombasa

**Partner Organisation:** Hope Children Centre

**Children reached:** 250

**Donor:** Private donor

**Donation:** 1.543 €

### CONTEXT OF THE PROJECT

The Hope Children Centre will be opening a new high school as soon as possible, to allow the elementary students to continue their education. A new building has been built from scratch to house the new school on a plot of land. Now the school urgently needs new cables to be laid and electricity to be set up, allowing for light, use of equipment such as computers and printers and eventually kitchen appliances. Electricity is

**Location:** Niger, Niamey

**Partner Organisation:**  
Remember Niger Coalition

**Children reached:** 450 – 500

**Donor:** Private donor

**Donation:** 4.785 €

### DESCRIPTION OF THE PROJECT

With the donation, the Niamey School for the Deaf can be equipped with technology and specialized software. Increased access to technology and teachers with specialized training will positively impact deaf and hearing-impaired students' educational experience. These resources can enhance students' learning experience ensuring that they gain the knowledge needed to find work and careers after their education is complete.



## KENYA – ELECTRICITY POWER LINES

an important factor in providing an appropriate learning environment.

### DESCRIPTION OF THE PROJECT

With the donation, a safe electricity grid can be installed to connect the school to electricity.



## GUATEMALA – VERTICAL GARDENS MADE OF BAMBOO AND PERMACULTURE PROJECTS

### CONTEXT OF THE PROJECT

In Guatemala, 75% of the children are still under- and malnourished. Since these are children from impoverished families, almost all parents practice agriculture (subsistence farming) at home.

### DESCRIPTION OF THE PROJECT

With the donation, the schools will be equipped

**Location:** Madagascar, Ambalafeno

**Partner Organisation:** Gems of Madagascar

**Children reached:** 450

**Donor:** Private Donor

**Donation:** \$3,800

### CONTEXT OF THE PROJECT

The newly renovated and extended school in Madagascar needs safe water supplies. This will significantly reduce the health risks in the school.

### DESCRIPTION OF THE PROJECT

With the donation, a 14,000-liter tank with a filter for clean water will be installed. The water

**Location:** Guatemala, San Antonio

**Partner Organisation:** Esperanza e.V.

**Children reached:** 800

**Donor:** Crowdfunding

**Donation:** 2.300 €

with school gardens where the children learn about many different kinds of vegetables and medicinal plants. With the vertical bamboo extension elements, the schoolyards' minimal outside spaces are used in the most efficient way. The cycles of nature are experienced here: from raising the seeds, observing the growth, harvesting, and processing, to composting and fertilization. Finally, the students bring their knowledge home to their families and become multipliers.



## MADAGASCAR – WATERTANK WITH FILTER

will be piped underground from the rooftops into the tank. There, it will be cleaned and then automatically fill the hand washing station.





## PERU – PREPARING OUTDOOR CLASSROOMS TO FACE THE CORONAVIRUS EMERGENCY

### CONTEXT OF THE PROJECT

Since the beginning of the last school year, no face-to-face classes have been possible, and all the work has been done virtually. Unfortunately, the situation in which the children's families find themselves at the moment has shown that virtual classes have not worked well in the last months. The children need personal contact with teachers.

**Location:** Peru, Nuevo Chimbote

**Partner Organisation:** Don Bosco

**Children reached:** 150

**Donor:** Private donor

**Donation:** 5.360,69 €

### DESCRIPTION OF THE PROJECT

With the donation, we can set up „outdoor classrooms“ to carry out tutoring and reinforcement activities with the children. The possibility of holding classes in a ventilated environment and respecting the proper safety and prevention measures is the only possibility of allowing the children to receive an adequate education in the next months.



## DIGITIZATION: COMPUTER LABS

We are living in the digital age and the Corona pandemic has once again shown how important educational technology can be. To give the underprivileged children in our projects the opportunity to improve the quality of education through technology, we are setting up computer labs in some of the schools. This initiative is funded and supported by Acronis. Of course, it is particularly important for us to ensure that there are fixed standards that guarantee that such a computer lab can be used sustainably. We want to avoid a situation where after a few months there is nothing but electronic waste lying around. That's why precise planning according to fixed guidelines is important. The objectives for the computer labs are:

- To promote computer literacy among the students and teachers
- To install the habit of learning and research skills among the students
- To provide students with good research tools alongside their normal educational curriculum
- To expose students to computer operation and other ICT skill at their secondary levels

In 2020, we were able to set up a computer lab in Tanzania with our project partner Upendo e.V.. Two more Computer Labs are already under construction in Peru and Senegal.



*Terrat Secondary School, Tanzania*

### **Budget: 16.941€**

- a) Provision of 15 computers
- b) Provision of 15 tables and chairs
- c) Set up and installation of the computer laboratory

## Project implementation:

The number of classrooms available allows the school to allocate one classroom as a computer laboratory. This will allow easy monitoring, follow up and training of small groups of students who are enthusiastic about technology. Gradually the entire school will have a chance in the computer laboratory. The 15 computers will be accompanied with 15 tables and chairs and other associated items for fully setting up the computers.



## OPENED SCHOOLS

Despite the hurdles of 2020, five of our school projects were able to open their doors. The children can now learn in freshly built or renovated classrooms, toilet buildings have been added or renovated and space has been created for the teachers. According to what the school needed.

**5**

schools  
opened

**1228**

children  
reached

**17**

chclassrooms  
build

**Nicaragua**

Caño Los Martínez

**Niger**

Niamey

**Nepal**

Rajipur Chaumala

**Tanzania**

Leemoti

**Madagascar**

Ambalafeno

We work globally as the need for adequate education is not confined to a specific area but reaches around the globe. This broad approach allows us to match companies with projects that suit their expertise, language skills, and fields of interest.

## SCHOOL PROJECTS 2020 – OPENED



After Construction

### NICARAGUA, CAÑO LOS MARTÍNEZ

**Implementing Partner:** buildOn

**Funding Partner:** Acronis

**Type of facility:**

Construction of a school building with two classrooms and sanitary facilities

**Official School Opening:** Nov 2020

**# of students:** 77

**# of classrooms to be built:** 2

**Budget:** \$30,000

**Construction period:** May 2020 – Nov 2020

**Location:** Caño los Martínez, Nicaragua



Before Construction

### CONTEXT

Nicaragua is currently ranked as the 4th least-developed country in Latin America on the UN Human Development Index. Poverty often comes with a lack of educational infrastructure for children. However, basic education is essential for children and their families to break the cycle of poverty. Unfortunately, in Nicaragua only 55% of children complete primary school.

### CONTEXT OF THE PROJECT

The Caño los Martínez school had only one single classroom for 42 students ranking from 3rd to 6th grades. The classroom was dilapidated – the rainwater seeped through the broke zink roof and the ground was muddy whenever it rained. The school was over 15 years old and the walls were rotting.

### PROJECT DESCRIPTION

Construction of a school building with two classrooms and sanitary facilities

### PROJECT IMPLEMENTATION

With joint forces at the Acronis Global Cyber Summit, October 13th – 16th 2019, enough funding was raised for a new school building in Nicaragua. The newly built classrooms will provide a safe and suitable learning environment for more than 50 children from a local community. Moreover, proper sanitary facilities will reduce health risks, school drop-out rates and enable especially girls to stay in school.

The classrooms are being used since the end of year 2020. We're looking forward to an inauguration ceremony to be held in 2021, if COVID-19 situation allows.

### PARTNER ORGANIZATION

BuildOn is a non-profit organization based in the USA. The buildOn movement is powered by passionate people from all walks of life who are committed to ending poverty through service and education. Together, we're breaking the cycle of poverty, illiteracy, and low expectations at home and abroad.

## SCHOOL PROJECTS 2020 – OPENED

### NIGER, NIAMEY

**Implementing Partner:**  
Remember Niger Coalition

**Funding Partner:** Private donor

**Type of facility:** Construction of a school building with four classrooms and an integrated Resource Center

**Official School Opening:** Oct 2020

**# of students:** 120

**# of classrooms to be built:** 4

**Budget:** \$40,000

**Construction period:** March 2020 – Oct 2020

**Location:** Niamey, Niger



After Construction



Before Construction

### CONTEXT

Niger currently ranks last among 189 countries on the United Nation's Education Index, with only 51% of children attending primary school and 19% attending secondary school. Attendance rates for students with disabilities are significantly lower. At the Niamey School for the Deaf, in Niger's capital city, only 62 students have continued to middle school since 2007 because of the lack of specialized support at the public middle school.

### CONTEXT OF THE PROJECT

At the Niamey School for the Deaf, in Niger's capital city, only 62 students have continued to middle school since 2007 because of the lack of specialized support at the public middle school. Of the students that attended public middle school, only 5 of those students completed school and went on to high school.

### PROJECT DESCRIPTION

Construction of a school building with four classrooms and an integrated Resource Center

### PROJECT IMPLEMENTATION

First, in 2020, Remember Niger built a middle school to support primary school students at the Niamey School for the Deaf and provide them with a unique opportunity to continue their education in a school environment that meets their specific learning needs. This construction is completed and doors are opened since end of 2020. Second, Remember Niger built a Resource Center to support specialized programming at the Niamey School for the Deaf. The Resource Center will serve as a library and computer lab for primary and middle school students and will be available to the wider deaf community in Niamey.

### PARTNER ORGANIZATION

The Remember Niger Coalition (Remember Niger) was founded in 2009. Since then, Remember Niger has constructed or improved 36 classrooms in 9 communities, serving over 2,500 children from pre-school through secondary school. Remember Niger employs a collaborative partnership model, working alongside Nigerien school committees to ensure community-driven solutions to the many obstacles in providing and acquiring a quality education in Niger.

## SCHOOL PROJECTS 2020 – OPENED

### TANZANIA, LEMOOTI VILLAGE

**Implementing Partner:** upendo

**Funding Partner:** Private donor

**Type of facility:** Renovation of 4 classrooms, another 4 classrooms will be completed, 2 lavatories

**Official School Opening:** Aug 2020

**# of students:** 431

**# of classrooms to be built:** 2

**Budget:** 53.903 €

**Construction period:** Jan 2020 – Aug 2020

**Location:** Lemooti Village, Tanzania



After renovation



Lemooti Village



Before renovation

### CONTEXT

According to UNICEF, in 2007, Tanzania's government pledged access to free primary school education for every child. Nevertheless, since then the registration of children attending primary school decreased strongly.

Approximately, 2 million children in the age between 7 and 13 years do not have access to education at all, which means they do not even learn basic skills. Furthermore, about 70 % of children aged 14-17 are not registered in secondary school.

### CONTEXT OF THE PROJECT

The village Lemooti is situated in the district of Monduli in the Arusha region next to Lolkisale. It was founded in 2002. The village has a total population of 1,362 people, and 544 among them are children.

### PROJECT DESCRIPTION

Renovation of 4 classrooms, another 4 classrooms will be completed, 2 lavatories

### PROJECT IMPLEMENTATION

With the support of a private donor, our implementing partner Upendo e.V. and the community renovated four classrooms and built and equipped another four classrooms. Furthermore, two toilet blocks with 16 pit latrines each were built.

### PARTNER ORGANIZATION

Upendo e.V. is a German organization promoting development projects on the local level in Africa, particularly in Tanzania, through local people who want to help their countrymen out of poverty and backwardness.



## SCHOOL PROJECTS 2020 – OPENED

### MADAGASCAR, AMBALAFENO

**Implementing Partner:**  
Little Gems of Madagascar

**Funding Partner:** Acronis

**Type of facility:** Construction of a school building with four classrooms, and renovation of the old school building

**Official School Opening:** tba

**# of students:** 450

**# of classrooms to be built:** 4

**Budget:** \$25,000

**Construction period:** Mar 2020 – Jul 2020

**Location:** Ambalafeno, Madagascar



After Construction



Before Construction

### CONTEXT

Madagascar is an island country in the Indian Ocean and one of the poorest countries in the world. Only 1 out of 3 children complete primary school. Approximately 42.5 percent of the population (26 million) is younger than 15 years old. Education quality is weak, producing high rates of grade repetition and school dropouts. In 2018, 66,840 children were not enrolled in school at all.

### CONTEXT OF THE PROJECT

Ambalafeno, a small village west of Antsirabe, provides the only primary and secondary school for the entire region. Unfortunately, the school was badly damaged by a cyclone in 2018. One of the secondary school buildings could not be used anymore and, as a result, some children had to leave, as the other classrooms are highly overcrowded.

### PROJECT DESCRIPTION

Construction of a school building with four classrooms, and renovation of the old school building

### PROJECT IMPLEMENTATION

After the cyclone, large parts of the school were destroyed and about 50 students had to leave the school because of overcrowding.

Four additional classrooms have been built to accommodate older students and the destroyed building has been reconstructed.

Thanks to the renovation of the old school building and the construction of the new additional building, the complex can accommodate about 425 students, allowing room for growth.

### PARTNER ORGANIZATION

Gems Of Madagascar is a US-based not-for-profit organization with the aim to improve the lives of children in Madagascar. They have a local team based in Madagascar. One of their board members is an architect with extensive experience in building many different schools and educational facilities.

## SCHOOL PROJECTS 2020 – OPENED

### NEPAL, RAJIPUR CHAUMALA

**Implementing Partner:** buildOn

**Funding Partner:** Acronis

**Type of facility:** Construction of two classrooms and two toilets

**Official School Opening:** Mar 2020

**# of students:** 150

**# of classrooms to be built:** 2

**Budget:** 26.000 €

**Construction period:** Nov 2019 – Mar 2020

**Location:** Rajipur Chaumala, Nepal



### CONTEXT

Nepal, despite having a well-developed school system, faces many problems in the educational sphere: lower-caste discrimination, lack of physical infrastructure, textbooks, a unified national curriculum, monolingual instruction, lack of constructive and critical pedagogical strategies, and more. Furthermore, poverty and social exclusion are major factors contributing to poor educational performance. Moreover, the April 2015 earthquake and 2015 blockade destroyed schools and severely impacted the nation's ability to keep its remaining schools open.

### CONTEXT OF THE PROJECT

The village currently has an old wooden school building but its roof leaks, making studies impossible during monsoon season. Moreover, there are no sanitary facilities in the school and the whole building is no longer safe for use.

### PROJECT DESCRIPTION

Construction of two classrooms and two toilets

### PROJECT IMPLEMENTATION

In November 2019, a group of Acronis employees went on a trek to Nepal to start construction of a school building in one of the local villages. Volunteers for the project were chosen for their diverse backgrounds and geographies. Despite the COVID-19 situation in 2020 construction work continued and the school opened the new classrooms by the end of the year. The inauguration ceremony is expected to be held in 2021.

### PARTNER ORGANIZATION

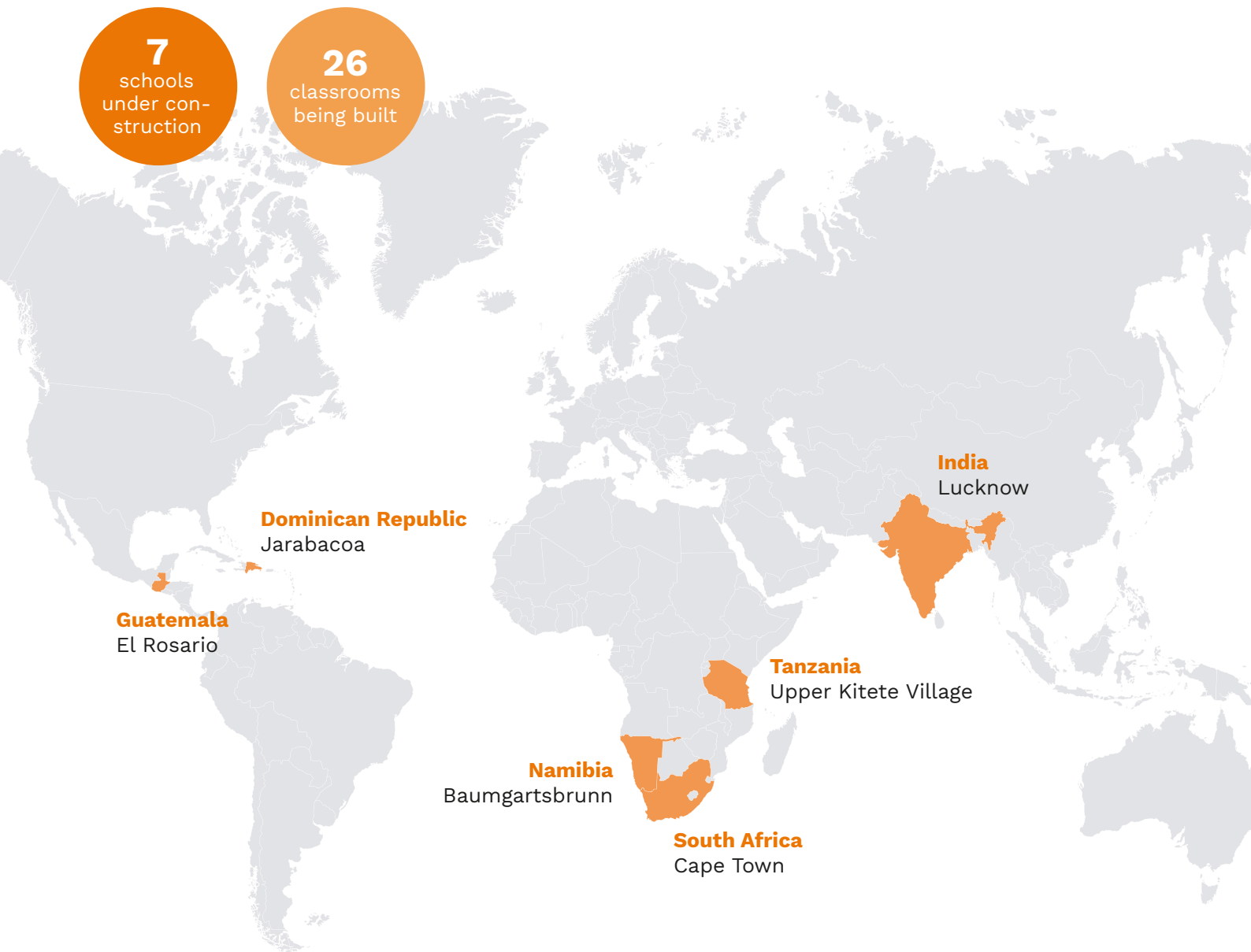
BuildOn is a non-profit organization based in the USA. The buildOn movement is powered by passionate people from all walks of life who are committed to ending poverty through service and education. Together, we're breaking the cycle of poverty, illiteracy, and low expectations at home and abroad.

## UNDER CONSTRUCTION

Also in 2020, construction work started on some projects and continued on others. Covid-19 has partially delayed the process here as described above due to the lockdown and thus construction stop, and also due to the difficulties in procuring the materials. All the projects listed below will be completed in 2021.

**7**  
schools  
under con-  
struction

**26**  
classrooms  
being built



## SCHOOL PROJECTS 2020 – UNDER CONSTRUCTION



### GUATEMALA, LOS ENCUENTROS

**Implementing Partner:** Esperanza/Oyak

**Funding Partner:** Private donor

**Type of facility:** Construction of a new school building with three classrooms, establishment of a permaculture garden

**Official School Opening:** in 2021

**# of students:** 261

**# of classrooms to be built:** 3

**Budget:** 32.000 €

**Construction period:** Nov 2020 – Mar 2021

**Location:** Los Encuentros, Guatemala



### CONTEXT

The current state of education in Guatemala is significantly underfunded. Many classrooms nationwide, especially in rural Guatemala, do not meet minimum standards for classroom space, teaching materials, classroom equipment and furniture, and water/sanitation. In rural areas in particular, no state support means school infrastructure is lacking – few (or sometimes no) teachers are available. Indigenous students are highly disadvantaged with an average of only 2,5 years of schooling.

### CONTEXT OF THE PROJECT

The Rosary School is a school with all the limitations that schools in rural Guatemala have, little access to water, deteriorated and poorly maintained facilities, and a constantly growing student population. Like most rural communities in Guatemala, the population has increased and the school currently has 261 children. The school is affected by the increase in population, and the current facilities are insufficient.

### PROJECT DESCRIPTION

Construction of a new school building with three classrooms, establishment of a permaculture garden

### PROJECT IMPLEMENTATION

Currently, the existing classrooms are being renovated and reinforced to allow for the construction of three additional classrooms. As soon as this is done, the building of the three new classrooms can begin. The community will help with the construction work and the children will be tutored in a nearby warehouse. When the construction is finished, a permaculture garden will be built to enable the children to learn about agriculture.

### PARTNER ORGANIZATION

OYAK and Esperanza are German non-profit organizations. Their mission is to provide quality education to underprivileged youth in Guatemala.



## SCHOOL PROJECTS 2020 – UNDER CONSTRUCTION



### SOUTH AFRICA, CAPE TOWN

**Implementing Partner:** Molo Mhlaba

**Funding Partner:** Acronis

**Type of facility:** Construction of a school building with five classrooms, staff offices, a school kitchen, a computer lab hall, toilets

**Official School Opening:** tba 2021

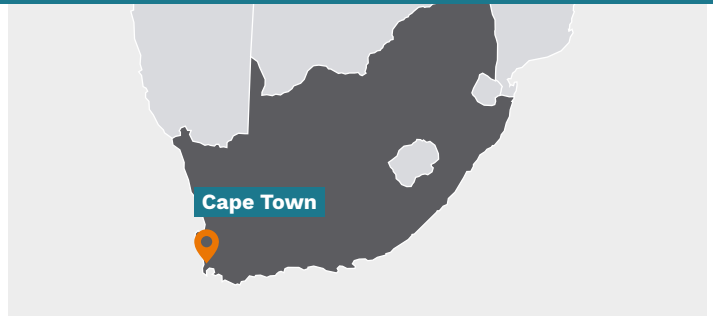
**# of students:** 200

**# of classrooms to be built:** 5

**Budget:** \$71,182.75 USD

**Construction period:** Mar 2020 – tba 2021

**Location:** Cape Town, South Africa



### CONTEXT

According to UNICEF, South Africa spends a bigger share of its gross domestic product on education than any other country in Africa. Yet performance levels are lower than in many other countries in the region. In addition, South Africa still faces the consequences of the legacy of the ravaging apartheid. This is seen – among other problems – in the mass of impoverished and run-down rural and township schools in poor neighborhoods.

### CONTEXT OF THE PROJECT

Khayelitsha is one of Cape Town's most historic and biggest townships housing over 800,000 individuals living in abject poverty. The community is plagued by high levels of HIV, unemployment, high levels of crime and violence and lack of sanitation. This context is especially hard for the upbringing of young girls, who are even more vulnerable to everyday struggles.

### PROJECT DESCRIPTION

Construction of a school building with five classrooms, staff offices, a school kitchen, a computer lab hall, toilets

### PROJECT IMPLEMENTATION

The project focuses on early childhood development and primary school education to ensure that the girls can adjust their academic choices early enough to be able to realistically work towards a career in STEAM (Science, Technology, Engineering, the Arts and Mathematics). By establishing local, low-fee, independent girls' schools in disadvantaged communities, Molo Mhlaba provides South Africa's most vulnerable social group with access to quality STEAM-focused education. This is to provide the girls with a concrete chance of obtaining a job in the future. The quality of education offered by Molo Mhlaba School ensures that girls from Khayelitsha have access to an essential opportunity to develop their full potential.

### PARTNER ORGANIZATION

Molo Mhlaba is a South African charity organization. Molo Mhlaba's mission is "we believe that girls living in underserved communities deserve safe, affordable, quality education to in their communities."

## SCHOOL PROJECTS 2020 – UNDER CONSTRUCTION



### TANZANIA, UPPER KITETE VILLAGE

**Implementing Partner:** upendo

**Funding Partner:** Private donor

**Type of facility:** Construction of 2 new classrooms with teacher's office, construction of 2 toilet blocks

**Official School Opening:** tba 2021

**# of students:** 429

**# of classrooms to be built:** 2

**Budget:** 62.675 €

**Construction period:** Nov 2020 – tba 2021

**Location:** Upper Kitete Village, Tanzania



### CONTEXT

According to UNICEF, in 2007, Tanzania's government pledged access to free primary school education for every child. Nevertheless, since then the registration of children attending primary school decreased strongly. However, approximately, 2 million children in the age between 7 and 13 years do not have access to education at all, which means they do not even learn basic skills. Furthermore, about 70 % of children aged 14-17 are not registered in secondary school.

### CONTEXT OF THE PROJECT

Upper Kitete is one of the five villages which makes Mbulumbulu ward. The population of the village as per 2012 National Population census is 5,198 people. The village as of now has 1,447 children, 876 of them are girls and 571 are boys. 429 pupils attend classes at Bonde la Faru Primary School. The community of Kitete Village has already made a significant contribution to creating appropriate infrastructural conditions for their children.

They built the first five classrooms in 2004 and gradually expanded the school. Nevertheless, the school is now much too small, lacking sufficient classrooms, toilets and equipment.

### PROJECT DESCRIPTION

Construction of 2 new classrooms with teacher's office, construction of 2 toilet blocks

### PROJECT IMPLEMENTATION

Two new classrooms will be built and equipped with desks. Furthermore, the other classrooms will be provided with desks. A teacher's office, equipped with desks and chairs, and an additional teacher's house will be built. Two toilet blocks with 16 latrines each will be constructed. Additionally, the already existing rain water harvesting tank will be renovated.

### PARTNER ORGANIZATION

Upendo e.V. is a German organization promoting development projects on the local level in Africa, particularly in Tanzania, through local people who want to help their countrymen out of poverty and backwardness.

## SCHOOL PROJECTS 2020 – UNDER CONSTRUCTION



### DOMINICAN REPUBLIC, JARABACOA

**Implementing Partner:** Mariposa Foundation

**Funding Partner:** RNT (75%) – Acronis (25%)

**Type of facility:** 2 classrooms, offices, outside area, kitchen, lavatory

**Official School Opening:** tba 2021

**# of students:** 150

**# of classrooms to be built:** 2

**Budget:** 49.000 €

**Construction period:** Jan 2020 – tba

**Location:** Jarabacoa, Dominican Republic



### CONTEXT

Access to education in remote areas is an important issue in the Dominican Republic. Children in rural areas are more likely to become school dropouts. This is particularly due to the distance that children must travel to attend school.

Additionally, the Dominican Republic generally faces the problem of gender and sexual violence against girls and women. Many young girls miss school due to domestic responsibilities, and over 40% become teenage mothers. Poverty leads many young women to early marriage because they must improve their economic situation.

### CONTEXT OF THE PROJECT

Los Maranitos is a small village situated next to Jarabacoa in the Dominican Republic. Families here live in extreme poverty and struggle to meet basic needs such as food, medical care, and shelter. Electricity is inconsistent and water is scarce. The secondary school is a 45 minutes' walk away, and the children have to overcome the distance in mountainous terrain. Besides, public

school is closed up to 5 months a year. This volatility causes many children never to acquire sufficient levels in necessary skills like reading and writing.

### PROJECT DESCRIPTION

2 classrooms, offices, outside area, kitchen, lavatory

### PROJECT IMPLEMENTATION

A high-quality Educational Center in Los Maranitos was built to help children break the cycle of generational poverty. The Educational Center is a vital supplementary educational institution to the public schools in Los Maranitos. It is a safe place for young boys and girls to grow and meet their potential.

### PARTNER ORGANIZATION

Mariposa DR Foundation (MDRF) is a tax-exempt public charity under US law. MDRF's mission is to create sustainable solutions to end generational poverty by educating and empowering girls and inspiring the international community to join the global movement.



## SCHOOL PROJECTS 2020 – UNDER CONSTRUCTION



### NAMIBIA, BAUMGARTSBRUNN

**Implementing Partner:** Pen Paper Peace

**Funding Partner:** Private donor

**Type of facility:** Renovation and extension of the classrooms and the boarding school

**Official School Opening:** tba 2021

**# of students:** 200

**# of classrooms to be renovated:** 5

**Budget:** 30.000 €

**Construction period:** Jan – April 2021

**Location:** Baumgartsbrunn, Namibia



### CONTEXT

Since its independence in 1990, Namibia has developed a comprehensive system of children's rights protection. However, the actual implementation of children's rights is still inadequate. As a continuing effect of the rule of apartheid, the inequality of different ethnic groups is still a major issue in Namibia. Progress is slow in this area, which makes Namibia one of the most unequal countries in the world.

### CONTEXT OF THE PROJECT

The Baumgartsbrunn Primary School hosts around 200 students from the Damara (Khoikhoigowab) language group. The Damara have a low social status in Namibia. Due to the enormous distances between villages and farms, Baumgartsbrunn is a boarding school where students and teachers stay during the school year. Teacher salaries are provided for by the state, however, many necessary renovations, transport for students and teachers as well as specialized trainings (like computer skills) can only be realized with the help of private donors.

Because of the missing resources, the school was several times in danger of being shut down, which

would lead to the children being even more dispersed in a country that is very scarcely populated outside the cities and has very limited possibilities for children from poor economic background.

### PROJECT DESCRIPTION

Renovation and extension of the classrooms and the boarding school

### PROJECT IMPLEMENTATION

The construction work successfully started on time in January 2021. The ceilings in 10 classrooms were installed to allow for better insulation and learning conditions in summer and winter. The window for the room of the 4th grade was installed. Fire extinguishers, geysers (hot water boilers) for the hostels were purchased and installed.

### PARTNER ORGANIZATION

Pen Paper Peace (PPP) is a tax-exempt public charity under German law. PPP's mission is to provide quality education to underprivileged girls and youth in urban and rural Namibia..

## SCHOOL PROJECTS 2020 – UNDER CONSTRUCTION



### INDIA, PIPARSAND

**Implementing Partner:** SHEF

**Funding Partner:** BrainWeb

**Type of facility:**  
6 classrooms + 3 offices, lavatory

**Official School Opening:** tba 2021

**# of students:** 300

**# of classrooms to be built:** 6

**Budget:** 89.908,59 €

**Construction period:** Oct 2019 – Aug 2021

**Location:** Piparsand, India



### CONTEXT

According to UNICEF India an estimated 8.1 million children are out of school, majority of those belonging to the disadvantaged groups. In general, high rates of female feticide prevail, along with high rates of violence against girls and women both domestic and on the streets and amongst the highest rates of child marriage in the world. Girls in India often feel unsafe, unequal and unwanted. Therefore, continuous intervention and interaction is needed to empower girls and move towards a society where they are equal citizens.

### CONTEXT OF THE PROJECT

Uttar Pradesh, where Pipersand is located, is India's largest state and also one of its poorest. Despite recent signs of progress, Uttar Pradesh still faces significant challenges in reducing poverty in its various economic and non-economic dimensions and improving security and well-being for all citizens.

### PROJECT DESCRIPTION

Construction of 6 classrooms + 3 offices, lavatory

### PROJECT IMPLEMENTATION

The land for the proposed school has been identified and procured already and the construction can start anytime. Once the construction is complete (6 classrooms and 3 office/teachers rooms in one flat built up area) the furnishing of the place will start as per budget allocations. Simultaneously the process of government affiliation for the school will also begin.

### PARTNER ORGANIZATION

Study Hall Educational Foundation (SHEF), an inclusive non-profit organization, runs a network of six unique schools and four outreach programs, educating diverse populations of children and young adults.

## PLANNING PROCESS COMPLETED

Selecting and planning projects, finding donors, clarifying processes – the procedure before a project starts can often take several months. Before the construction work begins and the donations are transferred, both the donor and our implementing partner sign an agreement. For these 5 projects, the preparations were completed in 2020 and construction will start in 2021.

**6**  
projects  
planned and  
agreed

**20**  
classrooms  
scheduled

**Guatemala**  
San Antonio (2. Phase)

**Sierra Leone**  
Barbara

**Angola**  
Lepi

**Tanzania**  
Bukoba

**Malawi**  
Kusungu Region

**Indonesia**  
Sumba Barat Daya

You will find more information about these projects at [www.efk.org](http://www.efk.org), regular updates on social media. We are excited about how the projects will take shape.



## CORPORATE DONORS

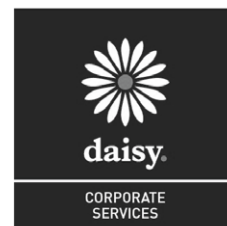
Acronis

RNT  
RAUSCH

HOSTINGER

BrainWeb  
Investment

GoDaddy™



LINDHORST GRUPPE

OX®

Jelastic

## EVENT PARTNER

CLOUDFEST

NamesCon GLOBAL  
*The Domain Economic Forum*

CMC<sup>x</sup>  
Content-Marketing Conference & Expo

## FINANCIAL STATEMENT

Donations are a delicate matter and full transparency is one of our main guiding principles. Besides our Foundation as a Service concept, we have a second unique feature that is a big plus for our donors and makes the donation process trustworthy: 100% of the donations reach the projects. There are no internal costs for personnel expenses for the projects' research and planning, no administrative overhead costs – thanks to our founders, which cover all these expenses. The income is therefore forwarded 1:1 to the projects. Here you can see a detailed breakdown of 2020.

Project	Financing partner	Donation	Output
Carry over General 2019	EFK	31.948,69 €	
Carry over General 2019	EFK (moved to General)		-31.948,69 €
Acronis Online Donations	Acronis	6.194,40 €	-55,40 €
Acronis Online Donations	Acronis Online Donations (Moved to Computer Lab Senegal 2020)		-1.879,51 €
Acronis Online Donations	Acronis Online Donations (moved to South Africa 2020)		-1.230,20 €
Admin	BrainWeb Investment	25.096,16 €	-8.375,14 €
Angola 2020	Private Donor 4	25.000,00 €	
Christmas Project Cambodia 2020	Private	1.500,00 €	
Christmas Project Guatemala 2020	Private	838,26 €	
Christmas Project Guatemala 2020	Individual Online Donations	2.000,73 €	
Christmas Project Kenya 2020	Private	1.300,00 €	
Christmas Project Lebanon 2020	Private	361,74 €	
Christmas Project Lebanon 2020	Individual Online Donations	838,26 €	
Christmas Project Madagascar 2020	Private	3.000,00 €	
Christmas Project Niger 2020	Private Donor 5	4.786,00 €	
Christmas Project Peru 2020	Private Donor 5	5.360,00 €	-5.360,00 €
Computer Lab Nepal 2020	Acronis	10.359,35 €	-10.402,80 €
Computer Lab Nepal 2020	Acronis Online Donations	43,45 €	
Computer Lab Senegal 2020	Acronis	1.043,77 €	-12.818,47 €
Computer Lab Senegal 2020	Acronis Auction	9.895,19 €	
Computer Lab Senegal 2020	Acronis Online Donations	1.879,51 €	
Computer Lab Tanzania 2020	Acronis	16.100,00 €	-16.100,00 €
DomRep 2019	Acronis	12.195,37 €	
DomRep 2019	RNT Rausch	11.596,52 €	-26.032,76 €
DomRep 2019	RNT Rausch Online Donations	3.955,48 €	
Emergency Relief Fund 2020	Acronis	8.888,83 €	
Emergency Relief Fund 2020	BrainWeb Investment	10.000,00 €	
Emergency Relief Fund 2020	Private Donor 3	5.140,00 €	
Emergency Relief Fund 2020	Individual Online Donations	8.552,56 €	
ERF Guatemala 2020	ERF Guatemala		-3.000,00 €
ERF Kenya 2020	ERF		-3.000,00 €
ERF Lebanon 2020	ERF		-3.000,00 €
ERF Niger 2020	ERF		-7.734,30 €
ERF Peru 2020	ERF		-6.000,00 €
ERF Senegal 2020	ERF		-3.638,74 €

<b>ERF South Africa 2020</b>	ERF		-4.657,77 €
<b>General</b>		78.505,51 €	-27.920,79 €
<b>Guatemala (El Rosario) 2020</b>		30.000,00 €	-30.000,00 €
<b>Guatemala (Solola Phase II) 2021</b>		1.786,66 €	
<b>India 2019</b>	BrainWeb Investment	47.551,03 €	-47.551,03 €
<b>Kenya 2019</b>	EFK		-200,00 €
<b>Kenya 2019</b>	EFK (General)	200,00 €	
<b>Madagascar 2020</b>	Acronis	22.610,29 €	-22.610,29 €
<b>Namibia 2020</b>	Private Donor 8	15.484,50 €	-22.000,00 €
<b>Namibia 2020</b>	EFK (General)	6.515,50 €	
<b>Niger 2020</b>	Private Donor 2	40.000,00 €	-40.000,00 €
<b>Open (Computer Lab)</b>	Acronis	1.043,77 €	
<b>Open (Computer Lab)</b>	Acronis Auction	19.704,06 €	
<b>Open (Computer Lab)</b>	Acronis (moved to Computer Lab Senegal 2020)		-1.043,77 €
<b>Open (Computer Lab)</b>	Acronis Auction (moved to Computer Lab Senegal 2020)		-9.895,19 €
<b>Side Project Lebanon 2020</b>	EFK		-3.000,00 €
<b>Side Project Lebanon 2020</b>	EFK (General)	3.000,00 €	
<b>South Africa 2020</b>	Acronis	16.975,09 €	-18.205,29 €
<b>South Africa 2020</b>	Acronis Online Donations	1.230,20 €	
<b>Tanzania (BondeLaFaru) 2020</b>	Private Donor 4	62.675,00 €	-25.070,00 €
<b>Tanzania (Bukoba) 2020</b>	Private Donor 3	30.000,00 €	
<b>Tanzania (Lemooti) 2020</b>	Private Donor 1	53.903,00 €	-53.903,00 €
<b>Currency Conversion Correction</b>	EFK		-551,38 €
<b>Total</b>		<b>657.264,17 €</b>	<b>-465.389,80 €</b>

## ANNUAL FINANCIAL ACCOUNT

The financial statements have been audited by Ernst & Young. The audit did not give rise to any objections. The complete annual accounts are included in the annex.

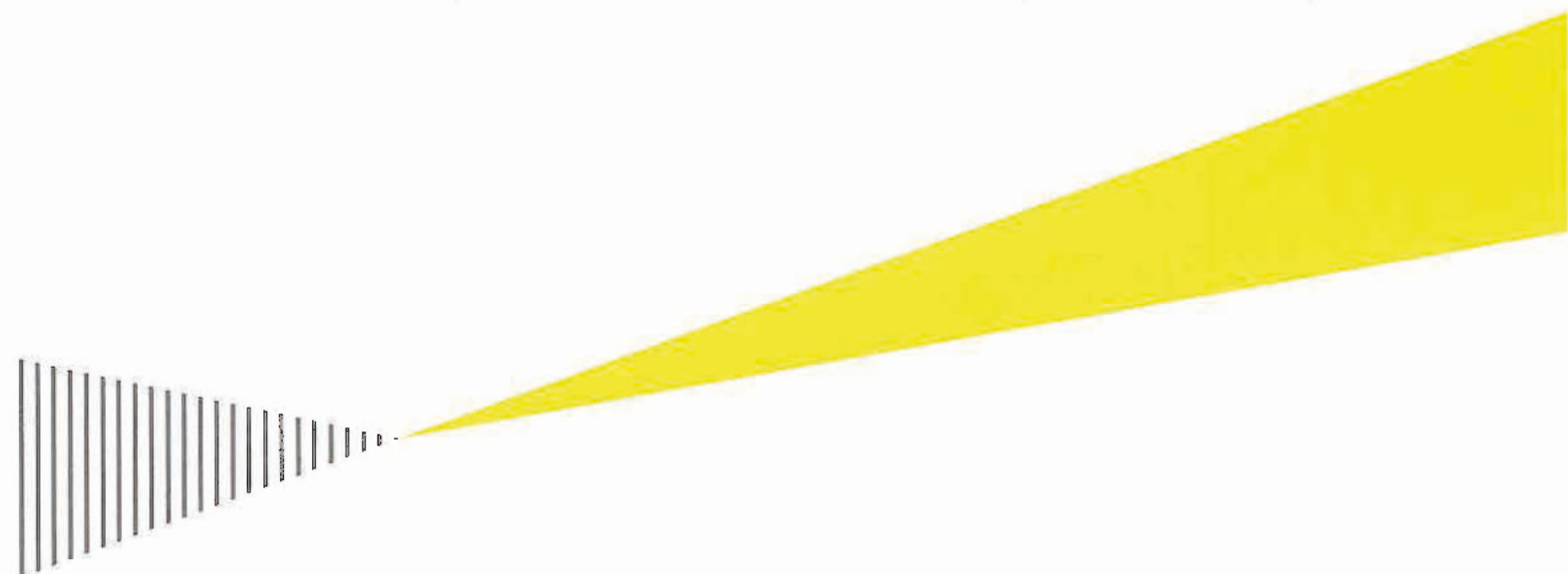


# Entrepreneurs for Knowledge gGmbH Köln

Compilation Report  
Financial statements  
31 December 2020

Ernst & Young GmbH  
Wirtschaftsprüfungsgesellschaft

*[Translation from the German language]*



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## Exhibits

- 1 Balance sheet
- 2 Income statement



## **A. Compilation engagement**

The management of Entrepreneurs for Knowledge gGmbH, Köln, (the "Company") engaged us to compile the financial statements as of 31 December 2020 by conducting a plausibility check.

We were also engaged to compile a condensed version of the financial statements for disclosure purposes to for which size-related exemptions and protective clauses are used.

We performed our compilation work in the months March until April 2021.

We were provided with all the explanations and supporting documentation requested. The legal representatives confirmed the completeness of these explanations and documentation and of the books and records and financial statements.

This report is for Entrepreneurs for Knowledge gGmbH's internal use only. It may only be distributed in its entirety; distribution of parts of the report is not permitted. This report is not intended to act as a basis for decisions made by third parties.

Our work is governed by the "General Engagement Terms for Wirtschaftsprüfer und Wirtschaftsprüfungsgesellschaften [German Public Auditors and Public Audit Firms]" as issued by the Institute of Public Auditors in Germany ["Institut der Wirtschaftsprüfer": IDW] on 30. November 2018, which are attached to this report. Please note the definition of an "individual case of damage" in No. 16 (a) and (b) of the General Engagement Terms and - unless otherwise agreed - our limitation of liability to EUR 4 million or EUR 5 million.

To clarify, we point out that we assume no responsibility, liability or other obligations towards third parties unless we have concluded a written agreement to the contrary with the respective third party or liability cannot effectively be precluded.

As a micro-corporation the Company is not required to prepare an appendix and a management report.

This compilation report is addressed exclusively to Entrepreneurs for Knowledge gGmbH.

## **B. Basis of compilation of the financial statements**

### **I. Prior-year financial statements**

The prior-year financial statements were approved by the shareholder meeting on 24th February 2020.

The shareholder meeting approved a resolution to carry forward the net retained profit to new account.

The prior-year financial statements were published [ (Bundesanzeiger [German Federal Gazette] dated 5th March 2020)].

### **II. Books and records, list of assets and liabilities**

The Company's accounting system is computerized using Datev eG and is carried out by the entity itself. Accounts receivable and payable are recorded in subsidiary ledgers, balances are automatically transferred to the general ledger.

Books and writings of the Society were available for inspection. The assessment of the correctness of the bookkeeping as well as the adequacy and function of internal controls were not part of our mandate. In particular, the assessment of inventories, accrual accounting, and the recognition and measurement of assets and liabilities were not included in the scope of our contract.

In the course of our preparation work, however, no findings were made that contradict the regularity of the accounts.

### **III. Accounting principles**

The accounting provisions of Secs. 242 to 256a and Secs. 264 to 288 HGB as well as the special provisions of the GmbHG ["Gesetz betreffend die Gesellschaften mit beschränkter Haftung": German Limited Liability Companies Act] were applied in compiling of the financial statements. No additional accounting requirements result from the articles of incorporation and bylaws.

The structure of the balance sheet and the profit and loss account is in line with the provisions of Secs. 265 to 277 HGB.

The income statement was prepared using the total cost method in accordance with Sec. 275 (2) HGB.

The valuation was carried out under the aspect of the continuation of the business activity (going concern principle).

#### **IV. Definitions**

The legal representatives decided to exercise the following options in connection with the compilation of the financial statements.

##### **Size-related exemptions and protective clauses**

The company meets the size criteria of a micro-corporation within the meaning of Sec. 267a (1) HGB.

In agreement with the management, the size-dependent exemptions applicable for the preparation of the financial statements have been used as far as possible. In particular, the preparation of notes and a management report in accordance with the facilitation provision of Secs. 264 (1) p. 4 and p. 5 HGB has been waived. In addition, the balance sheet is presented in a condensed form (Sec. 266 (1) p. 3 HGB). For the presentation of the profit and loss account, various items are combined to form the gross profit (Sec. 276 p. 1 HGB).

The following size-related exemptions are applied to the condensed version of the financial statements intended for disclosure:

- Waiver of the submission of the profit and loss statement pursuant to § 326 HGB
- Shortening of the balance sheet structure in accordance with § 327 sentence 1 no. 1 HGB
- Waiver of the filing of notes pursuant to § 327 sentence 1 no. 2 HGB

#### **V. Responsibility**

Please note that, notwithstanding our compilation work and notwithstanding our maintenance of the Company's books and records, the legal representatives are responsible for the books and records and the financial statements as well as the explanations and documents provided to us.



**C. Nature and scope of the compilation work**

Within the scope of our engagement, we compiled the financial statements based on the vouchers, books and records and supporting documentation provided to us, in accordance with German commercial law.

**D. Assessment of the vouchers, books and records and supporting documentation provided**

In addition to the preparation activities, it was our task, in accordance with the contract, to assess the submitted vouchers, books and inventory records with regard to their plausibility.

We have not become aware of any circumstances that speak against the correctness of the documents submitted to us.



## **E. Certificate**

To Entrepreneurs for Knowledge gGmbH

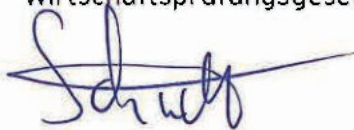
In accordance with our engagement, we have compiled the financial statements attached as exhibits 1 to 2, comprising the balance sheet and the income statement of Entrepreneurs for Knowledge gGmbH, Cologne, for the fiscal year from 1st of January to 31st of December 2020 in accordance with German commercial law and the supplementary provisions of the company agreement.

The basis for the preparation was provided by the vouchers, books and inventory records submitted to us, which we were not commissioned to audit but which we did assess for plausibility, as well as the information provided to us. The maintenance of the books and records and the preparation of the inventory and annual financial statements in accordance with German commercial law and supplementary provisions of the company agreement are the responsibility of the Company's management.

We conducted our engagement in accordance with the IDW Standard: Principles for the Compilation of Financial Statements (IDW S 7). This includes the development of the balance sheet and the profit and loss account on the basis of the bookkeeping and the inventory as well as the specifications on the accounting and valuation methods to be applied. In order to assess the plausibility of the vouchers, books and inventory records submitted to us, which we did not participate in creating, we conducted interviews and analytical assessments in order to rule out with a certain degree of certainty that they are not correct. No circumstances have come to our attention in this connection that speak against the correctness of the documents submitted to us and of the annual financial statements prepared by us on this basis, including the condensed version intended for disclosure.

Cologne, 11 May 2021

Ernst & Young GmbH  
Wirtschaftsprüfungsgesellschaft



S. Schmidt  
Steuerberater



N. Monreal  
Steuerberaterin

## Entrepreneurs for Knowledge gGmbH, Köln

## Balance Sheet as of 31 December 2020

ASSETS			Equity and liabilities	
	31/12/20 EUR	31/12/19 EUR	31/12/20 EUR	31/12/19 EUR
<b>A. Fixed assets</b>			<b>A. Equity</b>	
Long-term financial assets			I. Subscribed capital	25,000.00
Shares in affiliated companies	1.00	0.00	II. Retained profits brought forward	47,901.24
<b>B. Current assets</b>			III. Net income for the financial year	117,200.78
Cash-in-hand, central bank balances, bank balances and cheques	193,131.02	75,901.24	<b>B. Provisions</b>	
			Other provisions	3,030.00
	<u>193,132.02</u>	<u>75,901.24</u>		<u>193,132.02</u>
	<u><u>193,132.02</u></u>	<u><u>75,901.24</u></u>		<u><u>193,132.02</u></u>

## Entrepreneurs for Knowledge gGmbH, Köln

## Income Statement for Fiscal Year from 01/01/20 until 31/12/20

	EUR	2020 EUR	2019 EUR
1. Gross profit		485,178.90	214,990.35
2. Personnel expenses			
a) Wages and salaries	4,950.00		0.00
b) Social security, post-employment and other employee benefit costs	<u>1,547.03</u>	6,497.03	0.00
3. Other operating expenses		<u>361,481.09</u>	<u>162,417.59</u>
- of which currency translation losses EUR 1,047.36 (EUR 0.00)			
4. Profit after taxes		117,200.78	52,572.76
5. Net profit (+) / loss (-) of the year		<u>117,200.78</u>	<u>52,572.76</u>



## OUTLOOK 2021

And what is in store for next year?

Of course, some projects have had to be postponed from 2020 or those that only started towards the end of the year and will be completed in 2021. In addition, more projects are already in the pipeline and planned.

The more schools are opening their doors, the happier and more satisfied we are with enabling as many children as possible to access education.

Last year, hardly any inaugurations could take place. We can't wait for the donors to visit their projects and participate in the grand opening ceremony. The vibe, the music, the shining eyes, finally seeing everything on-site that was only accessible in photos before – that is irreplaceable. We hope that many celebrations of this kind can take place next year!

What else? 2020 has, among many other things, once again confirmed how important digitization is nowadays. This concerns all sectors, but especially schools and education for children. Therefore, besides school buildings and classrooms, we also want to expand more in implementing computer labs at the schools.

EFK is not standing still and is becoming even more international.

To make our Foundation as a Service concept as accessible and straightforward as possible for all donors, also in the UK and US, we will establish new entities there. This will pave the way for EFK to grow even further.

We are very excited about the developments of our still young Foundation and look forward to everything else, the valuable contacts, beautiful projects, and much more.

A big thank you to all supporters, donors, and interested parties, who have already accompanied us on this path and will continue to do so in the future!





[team@efk.org](mailto:team@efk.org) | +49 221 670253-21 | Hohenzollernring 72, 50672 Köln | [www.efk.org](http://www.efk.org)