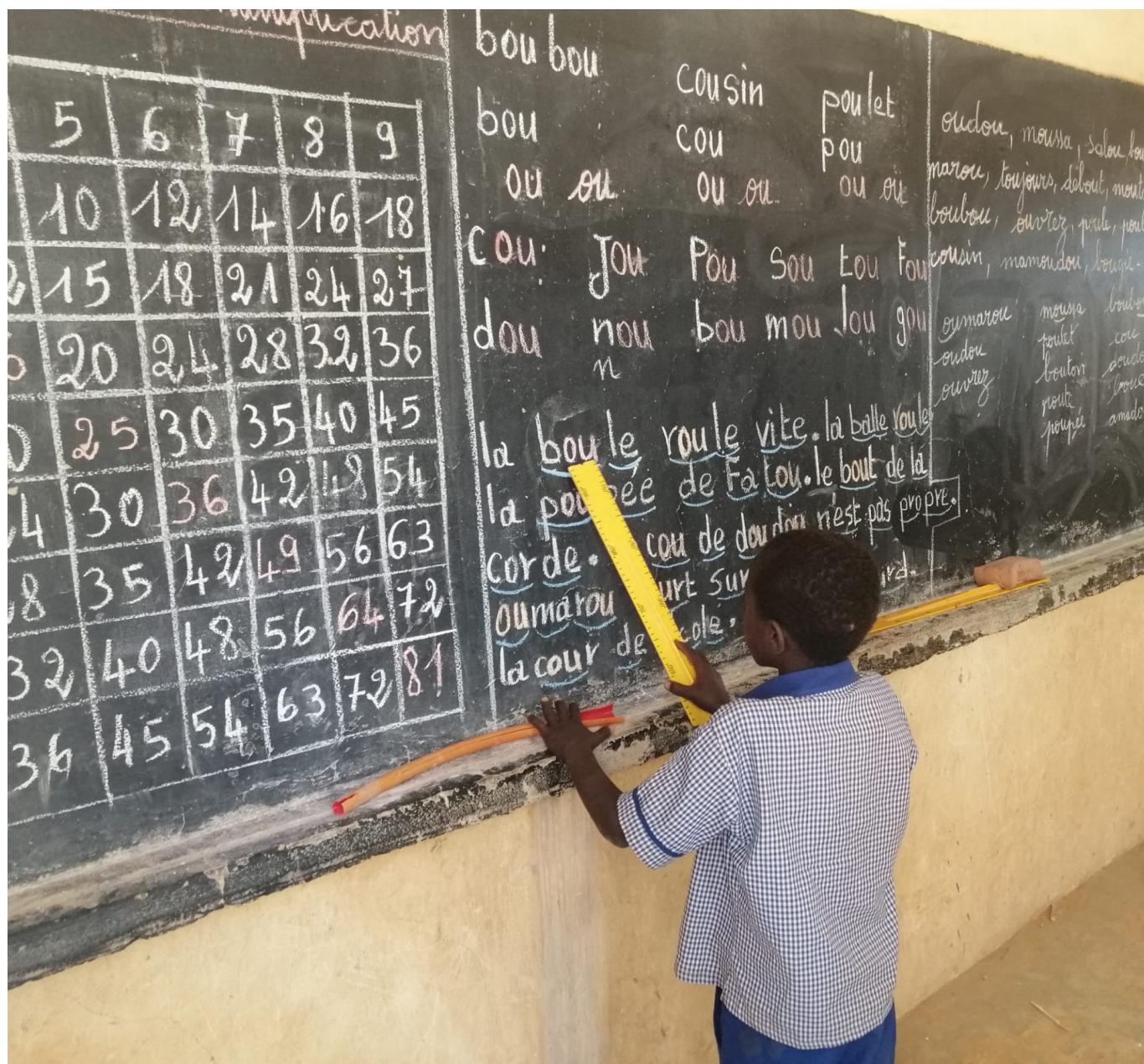


ANNUAL REPORT 2021



On behalf of the board of the Second Wave Education Foundation
Baud Schoenmaeckers, chairman



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The organization



After two years of work, we dare to say: the foundation's foundations are solid, we are anchored in the society of two countries and we are making steady progress. With the addition that working in Africa is a challenge that sometimes means taking three steps forward, and one or two back. Which ultimately makes us move forward. That is also what we experience and are happy to show in this annual report.

The Second Wave Education Foundation (SWEF) was established in January 2020. The road towards it began years before. The idea behind it was to look for something that could really make a difference in the field of education in Africa. So many schools were (and are) set up, countless projects started.

And yet, in many places in Africa, the quality of education remains at a low level and millions of children are deprived of further education. With this in mind, we, the founders of the foundation, started looking for an alternative. We found it in online education. In the Netherlands, this is taken for granted, but in the countries where we are currently active, it is absolutely not.

SWEF's goal is to help children in French speaking Africa to perform better in primary school, so that they reach the levels needed to continue their education. We have set up PetitPouss as a tool, a platform for online education.

PetitPouss is a linguistic nod to the French for push, nudge: *'un petit coup de pouce'*. Initially, we only had the basic subjects of language and mathematics for the two highest classes of primary school.

Meanwhile, children from the four highest grades can work with it. And we have expanded the modules with specific subjects, such as English and general development. At the request of the Nigerian Minister of Education, a module was created for pupils in the first and second grades of secondary school, because the level of education is so pathetically low.

Requests have come for modules on agriculture in relation to adaptation to climate change, health, healthy cooking (*santé public*), hygiene and special education for physically disabled and deaf children. Partners are being sought for this.

The question has also been raised of creating a module for Red Cross volunteers to provide information on Corona and vaccination. Anything is possible. The vehicle is there and the foundation is happy to comply with all requests if there are sufficient resources.

We started our activities in Togo and Niger in 2020 and have learned a lot since then. We have made adaptations, because nothing is self-evident in Africa. Internet is available, but never full time and rarely 100% reliable. Tablets or laptops are available to a limited extent.

Approval to cooperate with a ministry takes patience and endurance; we visited several departments of different ministries last year. After a total of 63 visits, the authorisation is formal. An agreement with a school does not mean that work can start immediately. We have had countless discussions and signed declarations of intent with UN organisations such as UNICEF and UNHCR. Unfortunately, these also require a lot of patience. And communication is via WhatsApp. In total, we sent 1.854 messages within our organisation and teams. In Africa, even more than elsewhere, the three Ps that are necessary to achieve something apply: Passion, Patience, Perseverance.

We wish you a lot of reading pleasure.



The organisation of the Second Wave Education Foundation has remained the same in the Netherlands. In the 'satellites' in Togo and Niger there have been changes of guard.

POLICY

At the end of 2020 we drew up a policy plan (see page 7). We will continue to follow the path that was outlined in this plan. One tightening is that we have expanded our target groups to include deaf and hard of hearing children, the disabled and children who accompany the disabled.

COOPERATION

We continue to cooperate with internationally operating organisations that are active in both Niger and Togo. Due to disappointing results after frequent contact, we are focusing less on attempts to with large UN organisations.

ANNUAL REVIEW 2021

If there is one thing that stands out, it is that an enormous amount of work has been done. Here we highlight a few points:

- The website has been updated and fundraising activities have taken place that have worked well, both in terms of publicity and finance (total proceeds ± €8,200);
- An application to the Triodos Foundation has been honoured (€10,000). A number of other applications are still pending.
- PetitPouss is in the IRCAI top of 100 most promising AI projects that can contribute to achieving the Sustainable Development Goals (see page 9).

In Niger:

- The Ministry of Education has authorised the application making PetitPouss an official part of the Nigerian education system.
- An office was opened and the PetitPouss Niger Foundation was established;
- The educational situation of children with disabilities is investigated;
- Four cooperation proposals have been made with major international organisations which are awaiting approval. With Plan International, with the Stromme Foundation in cooperation with ONEN (the local organisation for innovative teachers) and with Welthungerhilfe;
- Is a cooperation agreement with four schools and with the school for deaf and hard of hearing children;
- Are special projects set up (such as PetitPouss en brousse and the academy).

In Togo:

- The application has been extended to 1500 lessons (was 300) and 6000 exercises (was 1500);
- A team is active that visits schools daily;
- There have been several TV appearances resulting in requests for cooperation; cooperation with farming communities, deaf and hard of hearing people and an action plan with an umbrella organisation for the disabled (CNAO).

FACTS & FIGURES

As can be seen in the annual review, many actions have been taken. This was recognised by, among others, the UNESCO Research Centre for Artificial Intelligence, which included PetitPouss as a promising project in the IRCAI Top 100 (see page 9). There are also many concrete results. We would like to show you some of the figures.

In total, the app has been and is already being used by:

64

TEACHERS

1400

CHILDREN

The PetitPouss application provides:

1500

LESSONS

6000

EXERCISES

So far, the Second Wave Education Foundation has delivered a total of:

104

DONATED LAPTOPS EN
TABLETS

Revenues increased by 119%, from:

€26K → €57K

IN 2020

IN 2021

Cooperation and outreach

- We have established concrete cooperation with 54 schools.
- 192 subscriptions to PetitPouss have been sold and 356 have been given away.
- A total of 384 schools and 68 organisations have been approached and 240 teachers and about 3000 children have been introduced to PetitPouss.
- In addition, 18 radio and TV appearances have been made.

Requests for further development

A number of requests will be taken into account in the further development of the app:

- Secondary schools want a separate module for the first two classes. Children with a lower level do not want a module for CM2 (primary school level comparable to grade 6 in the USA or Dutch 8th grade).
- The English module will be further developed as well as basic computer skills.
- Welthungerhilfe wants to have modules with illustrations for the illiterate group
- Specific modules for (schools for) deaf, hard of hearing and handicapped children are being developed.
- ONEN wants an audio module, because in some cases children have never read before.

Objective

As stated in the articles of association, the objective is:

- *Promoting and improving education and increasing educational opportunities for children in French-speaking African countries;*
- *Developing and providing educational applications, teaching resources and other necessary materials to individuals (parents, teachers, children) and educational institutions that enable children to improve their educational performance in order to prolong and optimise their school career, particularly - but not exclusively - for children in primary education and especially - but not exclusively - for children with learning difficulties and those with limited or insufficient financial resources, starting with French-speaking African countries;*
- *The foundation is non-profit.*

So far, in Togo and Niger contact has been made with 364 schools, concrete cooperation is taking place with 54 schools and about 3000 children have become acquainted with PetitPouss. For practical reasons we initially focused on private schools and their children. In 2021 public schools have been added. In addition, we focus on the disabled and the deaf and hard of hearing. For this very large group of children, there are limited to no opportunities.

The visits we made to both Togo and Niger have made it clear that there is an enormous world to be won here. And that the demand for online education as a tool for children to get ahead is great. As Mounkaila Mossi told us after a visit to *L'ecole des sourds de Niamey*:

"We usually get a warm welcome everywhere, but here it was overwhelming and it gave me goose bumps. I understand, because with our application we open a new world for them."

In Lomé (Togo) we are now doing a project with an umbrella organisation for physically disabled people CNAO (Centre National d'Appareillage Orthopedique et de reeducation) and in Niger with three schools for the deaf and hard of hearing (in Niamey, Zinder and Maradi).

We also want to look at possibilities for children who accompany disabled people; in almost all African countries, children are used to accompany blind people begging, for example. The children receive a tip, but lack education. The first steps have been taken to see how these children can be reached.

We have started in Togo and Niger. Other countries are planned, such as Chad in May 2022 and Guinea Conakry from June 2022. In Guinea, an organisation (Adesguinee) is

prepared to carry out the work and a team has been put together for Chad. Mali has also shown interest, and Benin and Gabon are investigating what is needed to bring PetitPouss to maturity.

Policy 2020 – 2022

- *Continuous development, expansion and improvement of the platform in terms of layout, accessibility and better connection to the local situation;*
- *Extension of the application to other target groups: children from all groups of primary school, the first classes of secondary school and the teachers;*
- *Introduction in other countries, namely Mali, Burkina Faso, Ivory Coast and Guinea Conakry;*
- *Matching the demand from these countries with the increasing demand for online education by Corona;*
- *Research into the possibilities of setting up our own production line of refurbished, simple tablets;*
- *Talks with internet providers and makes joint campaigns so that the internet works in more places;*
- *Intensify existing cooperation with UNHCR, Turing Foundation, Waka Waka and Strømme Foundation;*
- *Establish new cooperation with major international partners such as UNICEF, UNESCO and Plan International;*
- *Entering into partnerships with parties who want to make tablets and (small) laptops available.*

We have hardly deviated from the plan we wrote in 2020 (quoted on the left), except for the expansion countries and the establishment of our own production line (for mainly financial reasons the latter has not yet been successful).

We will continue in this vein, with expansion to the previously mentioned target groups. We have also become more active in approaching funds, organisations and governments (via embassies) in the countries themselves. And we want to put more emphasis on cooperation with parties that can supply us with large numbers of hardware.

We are also going to focus on more classroom-based approaches. This requires less hardware: just one or two PCs and projectors. We started this approach in Togo at two schools and want to apply it to the public school in Niger.

For the expansion to other countries, some lines have been set out. We do not want to invest too much energy and money in this if there is no response. The SWEF team in Chad is ready, a plan is ready and, among other things, we are working with the Chadian Nakar Djindil Syntyche, who recently obtained her doctorate at Leiden University, to submit international applications.

In this annual review, we present the most noteworthy activities and peculiarities in Niger and Togo. We begin in the Netherlands with the state of affairs at the end of December 2021.

THE NETHERLANDS

In 2021 the board met five times. Strategies were discussed, finances were reviewed, and we looked at how we could approach more funds and organisations.

Funding applications and cooperation

A number of large funds have been approached - some with results:

- The Triodos Foundation made a contribution;
- The Turing Foundation has also supported in 2021;
- It has been agreed with Plan International Nederland to work together in Niger (see page 14);
- Cooperation has been sought with Close the Gap in order to solve the problems concerning the lack of hardware. This cooperation will be further developed in Togo in 2022.

PetitPouss in the IRCAI Top100

The International Research Centre for Artificial Intelligence of UNESCO (IRCAI) awarded PetitPouss with a position in the IRCAI Top 100. This list provides an overview of the most promising projects worldwide that help achieve the Sustainable Development Goals (SDGs) using artificial intelligence. Our app contributes to SDG4: quality education.

Online communication en donation campaigns:

- The website secondwavefoundation.org has been renewed and improved. Partly thanks to the card campaign, the number of website visitors increased by 60%.
- We cooperate with DigiWallet who handles donations for SWEF. DigiWallet thinks it is such a nice initiative that it has donated itself.
- The foundation now has a [LinkedIn page](#);
- A [donation page](#) has also been set up on Geef.nl, which facilitates fundraising, online collection campaigns and other donations (yield: €672).
- In December, a [postcard action](#) was held that raised €2,300 for Goudel Gorou in Tchangarey, just outside Niamey. This is the school of Samira - the girl in the picture - and the first public school we will be working with.
- The Beatrix School in Haarlem has held a [sponsor run](#) for Goudel Gorou and raised €5.800. Never in the history of the school has so much money been raised for one cause.



PetitPouss - het digitale onderwijsduwtje in de rug van Samira

Online lessen volgen en digitaal je huiswerk maken? Voor Samira en veel kinderen in West-Afrika is dat niet vanzelfsprekend. PetitPouss helpt om dat te veranderen.

Doe mee en geef een klein zetje. Voor 28 euro kan een kind in Franstalig Afrika een jaar lang online les volgen via www.petitpouss.fr. Doneren is simpel. Scan de QR code of stuur direct op NL43 TRIO 0320 0150 68.

Meer weten?
Kijk op www.secondwavefoundation.org
Mail naar baud@secondwavefoundation.org
of stuur een appje naar 06 54745948

Wij wensen jullie een goed en leerzaam 2022.



Samira's postcard



The dunes of Niamey, just outside the capital

NIGER

Starting in November, 2020 schools³⁴ were visited, contacts were made with international organisations and with various departments of different ministries. All parties indicated their willingness to cooperate as soon as the platform is validated by the Ministry of Education. These parties include:

- [UNHCR](#)
- [UNICEF](#)
- [UNESCO](#)
- [Strømme Foundation \(local\)](#)
- [ADES](#)
- [ONG-ONEN](#)
- [Plan International](#)
- [Welthungerhilfe](#)
- [Enabel](#)
- [Save the Children](#)
- [WorldVision](#)
- [LuxDev](#)
- [Humanité et Inclusion](#)
- and dozens of schools

Authorisation PetitPouss - the process:

- In **January** the new President Bazoum took office. This was followed by changes in all officialdom, with which many of the good contacts disappeared.
- In **June**, INDRAP, the education department linked to the Ministry that makes the content of all educational curricula, approved the content of the PetitPouss platform. It advised the Minister to work with us.
- This advice was not adopted, until in **September** another committee also issued the advice to authorise the platform. In other words, to recognise it as part of the Nigerian education system and to appoint a committee for the further development and refinement of the application and future modules.
- Since the Minister of Education was replaced in **November**, it is important to include the authorisation of PetitPouss in the transition file.

Fondation PetitPouss Niger

In June, the Fondation PetitPouss Niger was established - with now three permanent staff members, an intern and a team of freelancers for film, video and other communications. Like the authorisation, this is a long process that takes a very long time.

To illustrate: the establishment of a foundation requires approval from three different ministries. Whereas in the Netherlands we pick up the phone or schedule a zoom, in Niger it is necessary to make a physical visit 90% of the time.

A lot of time went into "walking the formal paths". That "walk" is still going on and the team in Niamey still visits the various ministries one to three times a week to get all the formal acts ready.

PetitPouss Academy

In September, the office cum classroom was opened in Niamey. The classroom is open on Saturdays and once a week in the afternoon for (after-school) care and to teach children how to use a laptop or tablet and how to work with PetitPouss.



At 28 degrees Celsius it is cold in Niger. Children are well dressed.

Cooperation and projects with schools

Schools are visited weekly, presentations are given and cooperation agreements are made. Concrete cooperation agreements (two of which are contractual) have been made with the schools Binéta, Kokaranta, Elim, Soleil Levant, Baby Success, Ko-Wadat, Pionniers and École primaire Goudel Gorou.

This cooperation includes:

- that a computer room is equipped (sometimes only with a projector, PC and internet and sometimes with donated laptops or tablets, like at Binéta with 30 laptops donated by DLH;
- teaching the use of computers and the application of PetitPouss to teachers and parents who want to teach children to use PetitPouss at school (train the trainer programme);
- providing information to parents, teachers and children;
- that the school has a parents' committee that can serve as a bridge between PetitPouss and the children. The members of the committees have all received a 'compte' (account) to work with.

Project PetitPouss en brousse

In other words: PetitPouss in the countryside. Two proposals have been made for it.

- The first is for Goudel Gorou: the first public school to cooperate with. Not an easy task because there is no electricity, internet is poor and hardware is out of stock. But the desire is great, the need for

innovation enormous. The school will be expanded with a salle informatique. The implementation is still pending, because the Ministry of Education has to give its approval for the cooperation with the school. The school does not want to anticipate this. The Ministry is also visited weekly for this purpose.

- The second proposal was made for a neighbourhood under construction outside the capital, in the Tchangarey district. The need is great, according to a tour of the residents. The nearest school is fifteen kilometres away (accessible through loose sand). The Ministry of Education has been asked to release a plot of land on which a school can be built. If the allocation is there, a group of local parents will start an action to set up this school. We will only start working if this group takes action, because building schools is not one of our objectives.

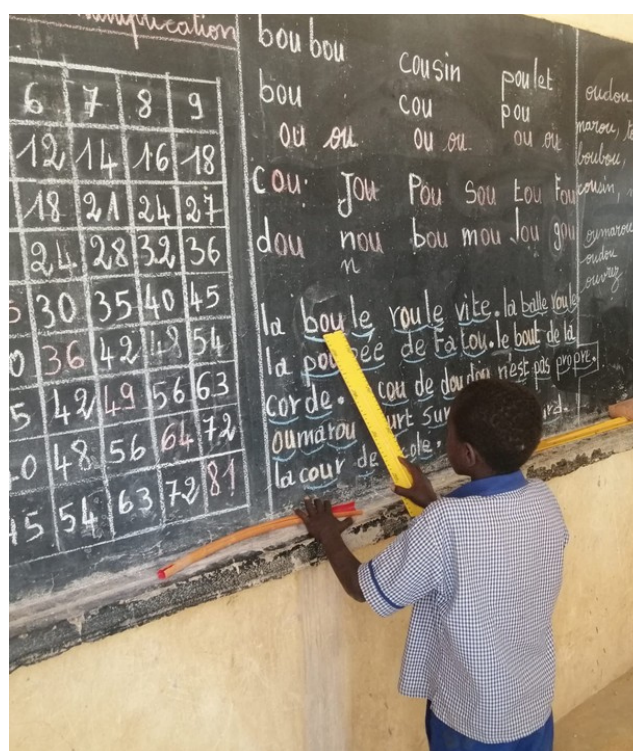
Project PetitPouss pour des sourds

Deaf and hard of hearing children are at a great disadvantage in Nigerian society. It concerns a large group of children: one out of 1000 is born deaf and one out of thousand becomes deaf in the first ten years of life. The number of schools where they can go is disproportionate to this. In Niamey, a city of millions, there is only one school for them.

A small umbrella organisation has set up this and two other schools, in Maradi and in Zinder, with an average of children 200 per school. The children are lonely, often excluded from normal daily life, have difficulty making contact, are often not considered to be full and are called 'retardé', retarded. The school is their refuge where they are understood, can communicate, can learn, can develop themselves. Because the children are deaf or hard of hearing, but not different from their hearing peers - with the same differences in intelligence, the same peculiarities, competences, qualities, mischief.

With PetitPouss, the umbrella organisation wants to create an additional module with sign language that is the same for everyone. At the moment, the language that children speak and use at school is different from the language used at home. Depending on the home situation, in 90% of the children do not use sign language at all. There is also a need for someone who knows international sign language and can teach it to other teachers and the children.

This expert can provide input for the module we want to develop. The implementation of this project will take place in 2022. Applications for it have been made to the foundation Kinderfonds van Dusseldorp. There is also contact with Kentalis and Gain and a mailing will be sent to hearing aid suppliers 250. This expert can provide input for the module we want to develop.



Above: children working with PetitPouss at Binéta primary school in Niamey, Niger. Below: Abdoel at Goudel Gorou public primary school for the PetitPouss en brousse project, just outside Niamey.



Team PetitPouss at the School for the Deaf, Niamey

The implementation of this project will take place in 2022. Applications for it have been made to the foundation Kinderfonds van Dusseldorp. There is also contact with Kentalis and Gain and a mailing is sent to 250 hearing aid suppliers.

PetitPlan project proposal

Plan International has been approached both in the Netherlands and in Niger. The organisation works locally to improve the situation of thousands of children, in many cases with a focus on girls, at various levels - including education.

Plan works in Tillabéri, Diffa, Maradi and Tahoua and would like to carry out a pilot project with SWEF/PetitPouss Niger. The aim is to use Plan's network to ensure that children can attend school wherever they may be, without the assistance of teachers.

The proposal has been made in 2021 and we hope to start in the spring of 2022. The implementation will take place in the eight regions of Niger, with special attention to the areas in crisis; where schools close due to the unsafe situation and children are deprived of education.

Other projects and cooperations

Pilot project Niamey with Strømme & ONEN

After several discussions, we are going to start a pilot project in Niamey with the local branch of the Norwegian Strømme foundation and the Nigerian organisation ONEN in ten education centres with a total of 250 children. These children have an educational disadvantage because they are refugees, disabled or lack financial possibilities. They receive a kind of crash course, so that after a year they can participate in the regular education system. The application PetitPouss will play an important role in this.

Welthungerhilfe project proposal

The intention of Welthungerhilfe is to do a project for refugees in refugee camps in southern Niger (Diffa and Maradi), and north of the capital Niamey (Tillabéri). A proposal has been written for this purpose and is being assessed by the headquarters in Germany. The local director and programme manager want to get started.

Niger has to contend with various streams of refugees. On the one hand, they come from their own country because of the unsafe situation in the country itself (jihadist groups like Boko Haram are also active in Niger from neighbouring Nigeria). On the other hand, there is an increasing flow of refugees from neighbouring Mali, Nigeria and Burkina Faso.

Progress of UNHCR

Since January 2021, more than ten talks have been held with the UNHCR (United Nations High Commissioner for Refugees). A proposal has been on the table since November, but the many stages it has to pass through have so far prevented it from being put into practice.

Progress of UNICEF and the European Union

After talks in February and June, we were supposed to start a pilot project for 3000 children in October. This project has been put on hold because the results of a major study have to be awaited first.

Cooperation with Enabel

Many discussions have been held with Enabel, the Belgian development cooperation agency, and we were recently informed that our platform has been included in their annual plans. These will come into effect in March 2022.

Cooperation with telecom companies

The team has had three talks with Airtel for collaborations on internet coverage. Unfortunately, this has not yet led to action. Contact has also been made with Niger Telecom for cooperation on better internet coverage, also in the far corners of the country. Progress is 'pending'.



View of a village in Togo

TOGO

The office in Togo is also working on various fronts, but the focus in 2021 was on expanding the platform with lessons and exercises for all primary school children - from CE1 (grade 5) to CM2 (grade 8). Each class can now use the following modules: *Français, Math, Calcul mental et problèmes de math* and *Dictées*.

In Togo, a SARL-U was set up (comparable to a BV). This was done to avoid the long processes needed to set up a Fondation (as we went through in Niger). In Togo, 2022 too, a Fondation is being set up. Four people are currently working there.

Whereas in Niger the focus is more on insertion into the Nigerian school system, in Togo we are more on the sales side. In this way, we as SWEF can learn how best to go both ways.

Cooperation and sales activities

The Togo team has visited 350 primary schools and has spoken to 162 headmasters. In consultation with some of them, it was decided to send the parents a flyer, a letter and a registration form. In total, 2000 letters have been issued. But the number of responses has been disappointing: 60 parents have called and 17 have bought a subscription.

There are several reasons for this:

1. A number of schools did not issue the letters, unfortunately without informing us.
2. Many parents have difficulties with the purchase, because they associate a tablet with playing and not learning. They have indicated that if they have a tablet, they hide it during the school year and only let them use it during holidays.
3. Internet use is associated with sex and violence. This is a serious problem. On the one hand, a technical solution is now being sought for this. The question has been put to the Hogeschool van Amsterdam to investigate where solutions lie. On the other hand, there is the challenge of convincing the parents that it is safe.

The Togo team has participated in several parent meetings at schools to present the product. The presentations were always well received and interest was always aroused. Now the step to purchase remains. We are working on that.



Digitisation in Togo; playing with PetitPouss

Various actions have been set up:

- *Bon Cadeau:* In order to make a name for ourself, it was decided to enter into partnerships with hairdressers, children's clothes shops, small boutiques and others. Customers receive a voucher from PetitPouss with which they can get acquainted with the platform and get a discount if they take out a subscription. Aim: at least 100 customers get a free one-month trial period;
- *Christmas (Ludo-educational):* Around Christmas we did a campaign with a personal video message from Father Christmas to 150 children. The action led to 60 children now taking part in a zoom lesson: a prelude to taking out a subscription.
- *Shops:* There is cooperation with all shops that sell tablets. Discussions have been held with the owners and it has been agreed that they will receive a commission if a customer sent by them has taken out a subscription;
- *Parks:* In Lome, there are a number of parks where families gather every weekend. It is a social meeting place where you have to pay for the entrance. PetitPouss Togo talks to the owners (sometimes the city itself, sometimes privately). The idea is that we get a place there where we can receive parents and children and 'take them along' in PetitPouss. A kind of theatre performance.

Other services

Market introduction takes a lot of time and requires perseverance and creativity. For this reason, we have started to offer related services.

- **Club PetitPouss:** If you are a subscriber, you are also a member of Club PetitPouss. Children receive extra explanations and can follow extra lessons. Exercises are done via an online session provided by our *conseiller pédagogique*.
- **Bibliothèque PetitPouss:** There are not many libraries in Lomé. In order to promote reading, every month we send the children who have a subscription a book with assignments. The assignments contain questions that they have to answer, similar to reading comprehension. The assignments are examined by our team and, if necessary, corrected and returned to the children. The idea arose from the wishes of parents, most of whom complain that their children do not read or read too little. This fulfils their request.
- **Cours de soutien online:** In Togo it is customary for a child to get two hours of tutoring a week from a teacher, but most parents are not satisfied and it costs them a lot of money. *Cours de soutien* is the online homework support that PetitPouss provides to parents, in groups or individually.

PetitPouss included

Besides the regular schools, we focused on three specific target groups: farmers, the disabled and the deaf and hard of hearing. The Second Wave Education Foundation can thus reach the poorest part of the Togolese population through PetitPouss Togo.

A. CNAO and PetitPouss

PetitPouss Togo started a cooperation with the CNAO (Centre National d'Appareillage Orthopedique et de Reeducation). During an open day of the CNAO, the PetitPouss project for disabled people was launched. Apart from the importance of the project for the children and their parents, it helps the foundation and the SARL in Togo a great deal because we have met a large number of new organisations. We mention:

- La Fédération des associations de Personnes Handicapées (FETAPH)
- L'association ADS-Togo (Agir pour un Développement Social)
- Coalition nationale togolaise pour l'Éducation pour tous (CNT/EPT)
- Fédération Togolaise des Associations de Personnes Handicapées

Many disabled children in Togo do not attend school. The CNAO has approached us to talk about cooperation. This was found in a pilot with a digital learning programme. CNAO will select 20 disabled children they have in treatment, to measure their progress for a year, starting with a baseline measurement (a test). After a year, we test the children again. CNAO has figures on the results from previous

years so that they can be compared. A needs analysis is also carried out under the leadership of the CNOA in cooperation with the other organisations. PetitPouss Togo makes the teaching materials based on the results.

We proceed as follows:

1. An expert group will be set up under the leadership of the CNAO.
2. Existing modules are analysed and adapted where necessary.
3. On the basis of the analysis, new programmes are conceived and built, based on the existing modules.
4. Funds are sought from both local and international organisations to finance the costs of building the modules, the hardware (tablets and laptops), the internet and the implementation costs.

B. Lomé School for the Deaf

In Togo, approximately 60.000 people (about half the population) are deaf. This is an estimation, because there is no systematic screening for deafness. In Lomé, there is one school for deaf and hearing impaired children: the Ephphata (Hebrew for "open up"), from Kindergarten to grade CM2 (6th grade or 'groep 8' in Dutch). The secondary school is under construction. Ephphata receives a yearly state subsidy of the equivalent of €4.580, which is a fraction of what is needed. The parents do not have to be counted on, as most children come from poor families. There are 137 pupils (58 girls and 86 boys) and ten teachers.

The idea is to work with the EPHPHATA-PetitPouss tutoring platform. With this, the children from CM2 will get such a good education that they will be able to pass the entrance exam more easily in order to go to secondary school.

C. Primary schools in farming community Notsé

Togo, like many African countries, is an agricultural country with many farming communities. One of these is Notsé, with six schools. The mayor of Notsé (Adaïssou Kossi) approached PetitPouss Togo to help his community in the field of education. Most children in the farming community receive little or no education. In addition, they perform poorly at school for several reasons:

1. Children have to help on the farm and often do not go to school for days.
2. When they do go to school, it is with an empty stomach.
3. There is no electricity at home so they cannot do their homework in the evenings.

PetitPouss Togo will help (via SWEF) by:

- donating a PC, beamer and modem;
- training teachers to use PetitPouss in their lessons for the children;
- paying the internet costs for six months;
- helping the mayor raise funds locally.

After two presentations to the school management, teachers and some parents, the decision was made to cooperate. As a result, 682 children will be offered better education.

D. Various primary schools in Lomé

The TV appearances do not go unnoticed in the big city either. Representatives from four parts of the city have come to the office to talk about support and cooperation.

Concrete actions we are taking for all these schools are:

- Together with school management and local government, ensure a well-functioning internet;
- Where necessary, we will arrange with the local government for electricity;
- Setting up a computer room (the space has been made available, internet is available);
- Purchasing the hardware, installing it and making sure it works properly;
- Adapting the existing curriculum for the specific target group, the deaf children;

- Create a sign language module for the children, teachers and parents;
- *Train the trainer programme* for teachers. They will also receive training in ICT use and how to convey this knowledge and skills;
- All pupils (from CE1 to CM2) receive three hours of lessons each week. Starting with computer use, followed by PetitPouss use and collaboration.

PetitPouss commercial & international

With the PetitPouss application, SWEF has a tool that can easily be sold all over the world. For this purpose a separate website has been set up where customers can safely purchase a paid version of PetitPouss (petitpouss.com). A web marketing course has been followed and we are working on a number of videos for marketing purposes.

Parents and children at the CNAO open day



P&L STATEMENT

Datum: 20-05-21

Tijd: 09:38:45

Van Berkel Accountants HAARLEM
St. Second Wave Education 2020 - EUR
Gecombineerde balans Periode 0 tot en met 12

Bladzijde: 1

Rekening	Omschrijving	Balans		Verlies & winst	
		Debet	Credit	Debet	Credit
100500	Triodosbank 068	20.430,15			
	Subtotaal 10:	20.430,15			
138100	Rek.cour. St.Zekerh.Seinwezen		6.500,00		
138200	Rek.cour. Seinwezen Beheer B.V.		5.000,00		
	Subtotaal 13:		11.500,00		
401000	Togo personeel en werkz.heden			4.000,00	
402000	Togo levensonderhoud en bedrijfsvoering			9.181,30	
403000	Giira huur			1.238,00	
	Subtotaal 40:			14.419,30	
429000	Beheervergoeding			2.630,30	
	Subtotaal 42:			2.630,30	
810000	Schenken F. de Pater				20.000,00
811000	Donatie St. Turing Foundation				5.000,00
812000	Donatie Krom-Schoenmacker				1.000,00
	Subtotaal 81:				26.000,00
931000	Betaalde bankrente kosten			20,25	
	Subtotaal 93:			20,25	
		20.430,15	11.500,00	17.069,85	26.000,00
	Saldo winst:		8.930,15	8.930,15	
		20.430,15	20.430,15	26.000,00	26.000,00

P&L STATEMENT 2021

SECOND WAVE EDUCATION | 22

Datum: 07-02-22
Tijd: 10:12:26

Van Berkel Accountants HAARLEM
St. Second Wave Education Foundation 21 - EUR
Gecombineerde balans Periode 0 tot en met 12

Bladzijde: 1

Rekening	Omschrijving	Balans		Verlies & winst	
		Debet	Credit	Debet	Credit
060000	Eigen vermogen		8.930,15		
	Subtotaal 06:		8.930,15		
092100	Lening Seinw.Beheer B.V. 2%		15.000,00		
	Subtotaal 09:		15.000,00		
100500	Triodosbank 068	8.183,64			
	Subtotaal 10:	8.183,64			
138100	Rek.cour.St.Zekerh.Seinwezen		6.500,00		
138200	Rek.cour. Seinwezen Beheer B.V.		5.000,00		
	Subtotaal 13:		11.500,00		
401000	Togo personeel en werkz.heden			50.894,98	
402000	Togo levensonderhoud en bedrijfsvoering			5.161,66	
	Subtotaal 40:			56.056,64	
429000	Betalingen Niger via Bauding Holding BV			17.317,99	
	Subtotaal 42:			17.317,99	
435000	kosten petit pouss			786,50	
436000	Kosten hoofdkantoor Lome			2.279,24	
	Subtotaal 43:			3.065,74	
480000	Verkoopkosten			7.905,71	
	Subtotaal 48:			7.905,71	
492000	Accountantskosten			119,79	
497500	Overige algemene kosten			14,26	
	Subtotaal 49:			134,05	
810000	Schenken F. de Pater				20.000,00
811000	Donatie St. Turing Foundation				14.000,00
813000	Donatie F.M. Oudt				2.500,00
814000	Donatie Abdij Koningsoord				2.500,00
815000	Donatie stg.Triodos Foundation				10.000,00
	Subtotaal 81:				49.000,00
840000	Div. "kleine"donaties				2.533,75
	Subtotaal 84:				2.533,75
850000	Opbrengst sponsorloop				5.876,00
	Subtotaal 85:				5.876,00
931000	Betaalde bankrente kosten			176,13	
	Subtotaal 93:			176,13	
	Saldo verlies:	8.183,64 27.246,51	35.430,15	84.656,26	57.409,75 27.246,51
		35.430,15	35.430,15	84.656,26	84.656,26

THE ORGANISATION

The Foundation was established in Haarlem in January 2020. Since June 2018, the founders have been working on shaping the plans, sharpening the objective, building a network and finding cooperation partners.

The people behind the organisation in the Netherlands are Hasan Giire (initiator, application builder, network in Africa), Bob Hoftijzer (intern and assistant to Hasan in making the exercises for other groups), Eva Zijlmans (communication and general support) and Baud Schoenmaeckers (PR and communication, fundraising, relationship management/network in Africa, implementer).

The board consists of four people - Florrie de Pater (board member), Jaap Stam (secretary), Rolf Martens (treasurer) and Baud Schoenmaeckers (chairman and executive board member). Hasan Giire is the director and has been working in Togo since August 2020.

Reward

The board works without remuneration. For executive activities in countries in Africa, travel and accommodation expenses are reimbursed and allowances are made for local employees. In Togo, these are Christine Akakpo, Sabine Adaïso, Kokou Galley and Hasan Giire. In Niger they are Mounkaila Mossi, Bassirah Chaibou and Idamane Halla Mohamed. Baud Schoenmaeckers is in Niger four to six times a year.



- Name of the organisation: Second Wave Education Foundation;
- Websites:
 - www.secondwavefoundation.org
 - www.petitpouss.fr
- Product: fr.petitpouss.fr has 1500 lessons and 6000 exercises
- Chamber of Commerce number: 77118707
- RSIN Tax number: 860906954
- IBAN Second Wave Education Foundation: NL43 TRIO 0320 0150 68

Contact:

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Social media:

[LinkedIn](#)

[Facebook](#)



This photo was taken during the International Day of Education, when PetitPouss visited the school for deaf and hard of hearing children.
