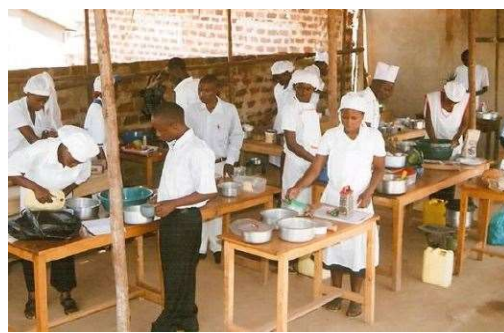




**LEARNING OPPORTUNITY
FOR EVERYBODY!**



POLICY PLAN 2022-2026

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Introduction policy plan 2022-2026

Every five years, the board of the Van Doorn Foundation draws up a (five-year) policy plan. The Van Doorn Foundation hereby presents its fifth policy plan (2022-2026).

The fourth policy plan (2017-2021) was evaluated during a workshop in May 2021 and the starting points for the fifth policy plan (2022-2026) were discussed and decided during a board meeting in July 2021. At the board meeting of October 2021, the fifth policy plan was approved and in October 2024, after an interim evaluation, the financing plan was adjusted.

This policy plan describes the goals the Foundation wants to achieve in the period 2022-2026 and how the Foundation intends to achieve these goals.

This policy plan covers the following topics:

- **Goals of the Foundation**
 - Mission
 - Target Group
 - Means
- **Future Vision and Ambitions**
 - Realisations 2001-2021
 - Vision for the Future
 - Ambitions for 2022-2026
- **Policy and Policy Implementation**
 - Study Funding
 - Project Funding
 - Organisation
 - Financial Plan
 - Fundraising Strategy
 - Communication Strategy
 - Privacy Declaration

**“Education
is not a PROBLEM.
Education
is an OPPORTUNITY.”**

Lyndon B. Johnson



Goals of the Foundation

Mission

The Foundation wants to contribute to the fight against poverty and sees education as an important means in the battle against it.

The **goal** of the Van Doorn Foundation is to improve the self-reliance ⁽¹⁾ of vulnerable and/or underprivileged young people ⁽²⁾ in developing countries by making vocational education more accessible. Vocational training increases the chance of finding a job that can provide wholly or partially in someone's livelihood.

The **mission** of the Van Doorn Foundation is to enable vulnerable and/or underprivileged young people in (some) developing countries to pursue vocational training, to increase their chances to find work, and to support themselves and their families in the future.

- *Because we believe that education is the most effective tool in the fight against poverty.*
- *Because we believe in a 'learning opportunity for everybody'.*

Target Group

Over the next five years, the Foundation will concentrate its activities in four countries in East Africa, namely Kenya, Uganda, Tanzania, and Zambia, where it distinguishes the following target groups:

1. Vulnerable and/or underprivileged young people (aged 14 to 28)
2. Educational institutions that want to make vocational education and training accessible to vulnerable and/or disadvantaged young people, and
3. Local organisations wishing to increase the self-reliance of vulnerable and/or underprivileged young people (empowerment).

Means

The Foundation implements its mission by funding the training / education of and for individuals belonging to the Foundation's target group and by entering into partnerships with organisations pursuing similar goals.

The Foundation makes scholarships available to the target group of vulnerable and/or underprivileged young people for secondary and higher professional education.

The Foundation makes subsidies available to educational institutions for the purchase of training equipment and materials for practical training (learning skills) and for means of transport (increasing accessibility).

The Foundation makes grants available to local organisations for the purchase of toolboxes that are made available to vulnerable and/or disadvantaged young people so that they can more easily find work or start their own business.

¹ The Foundation defines self-reliance as the ability to take care of oneself, to use and develop one's own capacities, to shape one's own life and that of the community in which one is a part in economic and social terms.

² The Foundation defines vulnerable young people, having a mental or physical disability that limits their participation in vocational education, and disadvantaged young people, having financial constraints (e.g., orphaned, semi-orphaned, unemployed parents) that limits their participation in vocational education.



Future Vision and Ambitions

Realisation 2001-2021

The Foundation has twenty years of experience with study funding and made scholarships available to 350 young people since its inception:

- In Asia (Indonesia - Sri Lanka - Nepal) 100 young people received scholarships that gave them the opportunity to attend secondary school, vocational training, secondary and higher professional education, or university education. Among them about 60 orphans in Papua (Indonesia) to pursue training at various schools and some 10 young people with disabilities from Colombo (Sri Lanka) who obtained access to special education.
- In Africa (Kenya - Uganda - Tanzania - Rwanda – Gambia - Senegal – Ghana) 250 young people received a scholarship. The majority were orphans and/or young people from poor families from the slums in Kenya and Uganda.

In the past ten years, the Foundation has also made grants available to 35 organisations with educational objectives to improve existing vocational training or start up new vocational training, from which 3,500 young people benefit every year.

- In West Africa (Ghana, Mali, Cameroon) grants were made available to four local organisations for the purchase of training equipment and materials for vocational education and increasing the self-reliance of 900 young people;
- In East Africa (Kenya, Uganda, and Tanzania) grants were made available to 28 local organisations for the purchase of training equipment and materials for vocational education and increasing the self-reliance of 2,450 young people; including 200 street children, 150 orphans, 250 girls who had fled gender-based violence, 200 teenage mothers and 50 young people with physical disabilities;
- In Asia (Indonesia and Sri Lanka), three local organisations received subsidies to purchase training equipment and materials for vocational training and to increase the self-reliance of 150 young people, including 50 with a mental disability.

Over the past five years, scholarships applications have almost all come from Kenya and Uganda and occasionally from Tanzania and Indonesia. The scholarships varied from € 150 to € 500 and were on average € 300 per year per student and were made available over a period of 1 to 4 years (average 2 years). The total scholarship was therefore on average € 600 per study.

Ten years ago, most scholarships were for general secondary and university education and only 10% for vocational education. In 2011, the Foundation chose to put more emphasis on funding vocational training, because the chances of employment with such training are greater. Since 2017, scholarships are only awarded for vocational training.

The biggest challenge remained to reach vulnerable and/or underprivileged young people who are less familiar with the internet and are therefore less able to apply themselves for a scholarship. To be able to filter the target group from all submitted applications, new application forms have been introduced in 2016, which makes it easier to assess the family and income situation and the living conditions of the applicants. This made it possible to better filter out the most vulnerable and/or underprivileged young people from the applicants.



Project funding was almost only made available for projects in Kenya, Uganda, and Tanzania (once there was a project in Ghana, Cameroon, Mali, and Zambia). The grants made available to local organisations with an educational objective varied from € 2,000 to € 5,000 and averaged € 4,000.

About a third of those local organisations were CBOs or NGOs that wanted to increase the self-reliance of young people; a third were organisations with a training centre for informal vocational training, and a third were recognized vocational training institutions.

All local organisations received assistance to prepare a school business plan, to improve the quality of education and to make the organisations more sustainable (and less dependent on sponsors). Some organisations took 3 months, others almost 6 months to prepare such a plan.

Twenty percent of the local organisations received multi-year funding to an average of € 12,000 per organisation. The other local organisations received a one-off grant of an average of € 4,000 per project. Except for the funding for the construction of classrooms in Mali and Indonesia, the Foundation did no longer make funds available for the construction of schools. The Foundation has assisted some local organisations in preparing applications for funding from other donors for the construction of their classrooms.

13 of the 35 local organisations received training equipment through Dutch organisations: Tools To Work or Gered Gereedschap and through British organisations: Tools for Solidarity or Tools with a Mission. The rest received funds to purchase training equipment themselves locally. In addition, the local organisations received funds to start up new training courses, i.e., to pay the salaries of teachers and purchase training material for the first months.

Vision for the Future

In the future, the Foundation will continue to focus on the self-reliance of young people from slums, street children, children with a physical or mental disability, and underprivileged rural youth. The goal is to break the vicious circle of poverty because these young people are not able to get an education, learn a trade, find work, and are forced to continue in this vicious circle of poverty. The Foundation therefore remains committed to vocational education and self-reliance of the target group. The aim is not so much for youth to obtain diplomas, but rather to acquire market-required, immediately deployable skills, with which the target group can easily find work or practice a profession.

The recently discovered oil and gas reserves and other natural resources (such as gold, silver, copper, iron, bauxite) in West and East African countries have significantly expanded their economies. Although the economy is clearly improving on this continent, not everyone is benefiting from these developments. For those at the bottom of the social ladder, everything remains the same and the gap between rich and poor has only widened. There is still a great need for the Foundation to continue to work for the underprivileged in that region and to increase their access to vocational education and to increase their self-reliance.

Youth unemployment is highest on the African continent and low employability is the biggest obstacle. Empowering young people with deployable skills is therefore essential. Employability means having the skills to get started. Work enables an individual to escape poverty and build a decent life.

The Foundation is small, working in a limited number of countries with a limited budget and limited organisational capacity. The Foundation opts for an approach that must be sustainable and not create new dependence. The approach must be small-scale, whereby with small investments a large impact is achieved. The Foundation's method will change in the future, because of the demand and the need, but also because of the Foundation's capacity.



The Foundation may collaborate more with partners with the aim of transferring the implementation of its policy to organisations that have more capacity and can do it better.

For example, in the future:

- the board may no longer receive and review individual scholarship applications but allocate the scholarship budget among the chosen countries and invite selected educational institutions in those countries to apply for scholarships for the most disadvantaged students. These applications then go through the country advisers, who assess whether the students meet the target group criteria and whether the training programs meet the objective. The board will then pay the scholarships for these underprivileged students directly to the relevant educational institutions.
- the board may no longer receive applications for subsidies for training equipment and materials, means of transport, or toolboxes, but these applications are submitted to our partners (ToolsToWork, Tools4Change, etc.) and the board select some of these applications for funding and makes funds directly available to the partners.
- the country adviser will play a more important role in the implementation of the Foundation's policy. It is also possible to appoint more than one country adviser per country if deemed necessary/useful to support the Foundation's geographically dispersed activities in a particular country.

The policy period 2022-2026 will be a transition period in which the Foundation is preparing for the future, adjusts the working method and gradually introduces new procedures to be able to realize this **vision for the future** in the subsequent period.

Ambitions for 2022-2026

Study funding is mainly made available for **secondary and higher professional education**.

For vocational training, the Foundation wants to make subsidies available to technical and vocational training institutions to make vocational training more accessible to disadvantaged or vulnerable young people, such as young people with a disability, orphans, and street children. Exceptionally, scholarships are made available for (certificate level) vocational training.

Support for local organisations should not only make vocational education and training more accessible but should also increase the chance of work after the training and thus the self-reliance of these young people.

The Foundation therefore wants to support local organisations with vocational education and training objectives with:

- financial resources for the purchase of teaching aides or training equipment ⁽³⁾ to improve the quality of vocational education or to start a new vocational training course.
- financial resources to make vocational education more accessible to the most disadvantaged young people; and
- financial resources for setting up internship programs and learning-on-the-job trajectories (so that the labour market for young people becomes better and more easily accessible).

The Foundation therefore wants to collaborate intensively with organisations that can play a role in this, who could provide the educational institutions with (second-hand) tools and machines.

³ The Foundation defines teaching aids as black- and whiteboards, LCD or overhead projectors, textbooks and demonstration videos for their theory lessons and training machines and tools for the practical lessons.



Policy and Policy implementation

Study Funding (Scholarships)

The Foundation mainly provides scholarship for secondary and higher professional education at recognized educational institutions. The maximum scholarship per academic year per student is € 500. The grant is only intended for direct study cost and not for housing and living expenses.

To apply, the applicant must meet the following criteria:

- being between 14 and 28 years old,
- citizen of Kenya, Uganda, Tanzania, or Zambia,
- the application is for secondary or higher professional education,
- the applicant is demonstrably not in a financial position to follow the course,
- the applicant can provide a good motivation,
- the study can be financed with a maximum grant.

The application procedure consists of two steps: 1) an initial application and 2) a final application. Once the initial application has been assessed positively, the applicant will receive the final application form with which additional information must be submitted.

An initial application for a scholarship can be made in the month of May for studies starting in August/September of that year or in January/February the following year.

Each application must include:

- a. a statement from the educational institution that the student has been or will be admitted and what the study costs are,
- b. a letter of recommendation from a local leader that the student is underprivileged, and the family is unable to finance the study.

The initial applications are assessed by an expert panel, the final applications by the country adviser. Depending on the available budget, a scholarship is awarded to the highest scoring applications (so there is a certain competition).

The Foundation prefers to fund professional education for which employment is most obvious, such as for doctors, nurses, midwives, physiotherapists, medical laboratory technicians, teachers, instructors, construction engineers, mechanical engineers, electrical engineers, agricultural or horticulturalists, computer technicians. ⁽⁴⁾

The selected students sign a scholarship-agreement in which, among other, reporting obligations are defined (accounting for the expenditure of the scholarship) and duties to make material available (video, photos, articles) for fundraising purposes. The study progress report is the basic instrument for monitoring and on the basis of this the scholarship for the next academic year is paid.

The Foundation allocated €76,000 (an annual average €15,000) for scholarships, for the period 2022-2026, approximately 40 students/scholarships annually.

⁴ The Foundation consults with country advisors on the professional education programmes for which employment is most likely.



Project Funding (Grants)

The support that the Foundation offers to local organisations with a vocational education objective can consist of:

- financial support for improving the quality of training or starting up new vocational training courses (e.g. for the purchase of teaching materials)
- financial support for school fees for orphans or to purchase means of transport (bicycles) to improve accessibility to vocational education for the target group
- financial support to set-up apprenticeship programs and learning-on-the-job trajectories and to purchase toolboxes so that young people can more easily find work or start their own business.

The Foundation does not provide funds for the construction of schools or classrooms.

The main criterion for supporting local organisations is *the improved accessibility of vocational education for vulnerable and/or disadvantaged young people*. Accessibility is primarily related to the school fees that young people must pay for vocational education. The intended amount of school fees to be paid can therefore be an important criterion in assessing grant applications. But accessibility also has to do with the availability of training centres. The Foundation can therefore give priority to, for example, setting up new training courses in areas where they are not yet offered or are not offered to the underprivileged. Making bicycles available for pupils / students that live further away from training centre can also be an option.

The Foundation also wants to pay special attention to increasing job prospects by helping local organisations set up internship programs and learning-on-the-job pathways. This makes it easier to enter the labour market. It is also possible, to provide tools in the form of a micro-credit, thus making it possible to start a business.

The grants are made available to:

- recognised educational institutions that demonstrably make vocational education accessible to the target group,
- recognised local organizations (NGOs / CBOs) that carry out informal vocational training and empowerment programs for the target group; and to
- partners for the provision of training equipment and transport means to vocational education and informal vocational training institutions and for the provision of toolboxes for self-reliance of young graduates.⁵

The application procedure consists of two steps: 1) an initial application and 2) a final application. Once the initial application has been assessed positively, the applicant will receive the final application form with which additional information must be submitted.

An initial application for a grant can only be made once a year, i.e., in the month of October.

Each application must include:

- a recommendation from the local government (education department),
- an inventory of existing resources (teachers, classrooms, tools), and
- quotations of the necessary resources (training equipment, means of transport, tools).

⁵ For self-reliance, toolboxes are made available, allowing to establish, a “tool bank” or do-it-yourself service center, where young entrepreneurs can borrow tools for the periods that they have taken on work.



The initial applications are assessed by an expert panel, the final applications by the country adviser. Depending on the available budget, grants are awarded to the highest scoring applications (so there is a certain competition).

Applications for grants are assessed on:

- Recognition and experience of the organisation
- Availability of a policy plan for the organisation
- Insight into the finances of the organisation
- Alignment with the objective of the Foundation (education and/or empowerment)
- Alignment with the target group (vulnerable and/or underprivileged young people)
- Cost of the project (and own contribution)
- Feasibility and sustainability of the project

Grants for vocational education and informal vocational training have a maximum of € 5,000 (for the purchase of training equipment). Financing several small projects in succession for the same local organisation is a possibility.

The selected educational institution, NGOs and CBOs sign a grant agreement in which the reporting obligation are defined (accountability for the expenditure of funds) and the duty to make material available (videos, pictures, articles) for fundraising purposes. Progress reporting is the basic instrument for monitoring and the basis for the payment of subsequent subsidy instalments.⁶

The Foundation allocated €184,000 (an annual average of €37,000) in subsidies for the period 2022-2026, for 6 to 8 projects per year, for the procurement of training equipment, means of transport and toolboxes, which in principle, are paid directly to the suppliers of the goods.

Organisation

The Foundation has a board, advisors and contact persons in the selected countries who all work as volunteers. None of them receive a remuneration. The organisational culture is informal, and decisions are taken by consensus.

Board

The board consists of a chairperson, a secretary, and a treasurer and one or two members without a statutory function. The board is supported by two board advisers (school management and finance) and three (possibly more in the future) country advisers (in the selected countries). In connection with the planned retirement of two board members, at least two new board members will be identified in the coming period.

The board meets every three months and discusses the implementation of the policy and, in consultation with the advisers, identifies strategies and divides the actions to be taken.

One of the board members (or a volunteer identified by this member) assesses the initial applications for scholarships. The country adviser assesses the final applications, and the board awards the scholarships on that basis.

⁶ If the report gives cause to do so, it will be decided on a case-by-case basis whether a site visit by a board member or country adviser is desirable. Site visits are an additional monitoring instrument.



One of the board members (or a volunteer identified by this member) assesses the initial applications for project funding. The country adviser assesses the final applications, and the board awards the grants on that basis.

Intermediaries

For good and clear communication and to prevent abuse and malpractice, contact persons at the relevant educational institutions are identified in the case of study funding. These contact persons are asked to give an opinion about the urgency of the scholarship and to inform the Foundation about the registration of a student and progress of a student's study. The scholarships will be paid directly to the educational institution, in local currency, through the institution's bank.

In the case of project funding, contact persons at local authorities are identified. Through these contact persons, the local authorities are asked to agree to the intended project activity. The grant is in principle transferred directly to the suppliers of the goods, in local currency through the supplier's bank.

Partners

For the provision of educational equipment (to schools) and tools (to empowerment projects), the Foundation works with organisations, who can provide these educational equipment and tools.

Financial Plan

Foundation budgeted a total of € 273,000 for the period 2022-2026:

- € 76,000 for study funding (for ± 200 students / studies)
- €184,000 for project funding (for ± 36 training / empowerment projects)
- €13,000 for overhead (5%)

In the period 2022-2026, the Foundation's budget will for 70% (€ 189,000) be financed from its own resources and 30% (€ 84,000) externally, see table below:

	2022	2023	2024	2025	2026
STUDY FUNDING					
Scholarships	± 40	± 40	± 40	± 40	± 40
€	12,000	12,000	16,000	18,000	18,000
VDS	12,000	12,000	16,000	18,000	18,000
Sponsors	0	0	0	0	0
PROJECT FUNDING					
Grants	± 6	± 6	± 8	± 8	± 10
€	26,000	30,000	38,000	40,000	50,000
VDS	16,000	20,000	19,000	20,000	25,000
Donors	10,000	10,000	19,000	20,000	25,000
OVERHEAD					
Web hosting, bank charges, etc.	2,000	2,000	3,000	3,000	3,000
TOTAAL	40,000	44,000	57,000	61,000	71,000

Every year the budget for that year is decided by the board.
A provisional budget for the longer period 2022-2031 is provided in the annex.



Fundraising Strategy

For the period 2022-2026, the Foundation will increase its own contribution from 50% to 70% and the external financing can thereby be reduced from 50% to 30%.

The Foundation estimates annually on average € 16,000 in external funding, which is expected from:

- *Private donors and sponsors (€2,000 per year) and*
- *Businesses and charity funds (€14,000 per year)*

Each donor or sponsor requires its own approach:

- *Private donors and sponsors* are mainly approached in the manner that is customary in the relevant relationship (direct, verbal, social media, etc.) and preferably by the person with whom the personal relationship exists.
- *Businesses and charity funds* that are actively approached by the Foundation with requests for funding. For each sponsor a person within the Foundation will be designated as relationship-manager and through him / her communication will take place regarding project funding (e.g., progress reports, financial accounting, etc.).

The Foundation wants to connect individuals to the Foundation via the website, newsletters, and Facebook, and to encourage them to make donations, and only to a limited extent submit funding applications to funding institutions.

Communication Strategy

The Foundation is a volunteer organisation. The internal culture and communication are characterized by informality. Internal communication takes place largely via e-mail and the quarterly board meetings. Online external communication is of great importance to the Foundation for fundraising. Sponsors and donors must be approached, encouraged to donate, but also kept informed of what has happened to their contribution.

The objective of the external communication by the Foundation is:

- Increase brand awareness and thereby attracting fans, donors, and sponsors.
- Keep interested parties informed about the activities of the Foundation and the use of financial resources
- To enable the target group (students, educational institutions, and other relevant organisations) in the selected countries to apply for scholarships and grants (for training equipment, transport means and toolboxes).

The main means of communication remain the Foundation's website, the annual report, the newsletters (twice a year) and the messages on Facebook and Instagram (every quarter), as well as oral promotion by board members, board advisers and country advisers.

Since the Foundation will focus on English-speaking East Africa, the French-language website will be closed and annual reports, newsletters and messages on Facebook and Instagram will no longer be translated into French.

Privacy Declaration

The Van Doorn Foundation attaches great importance to the protection of personal data. The Foundation does everything it can to guarantee privacy and therefore handles personal data with care. The Foundation adheres to the applicable laws and regulations, including the General Data Protection Regulation.



VAN DOORN FOUNDATION MULTI-YEAR PLANNING / BUDGET

	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
STUDY FUNDING (policy plan 2022-2026)						Estimated budget 2027-2031				
Scholarships	± 40	± 40	± 40	± 40	± 40	± 60	± 60	± 60	± 80	± 80
€	12,000	12,000	16,000	18,000	18,000	27,000	27,000	27,000	36,000	36,000
VDF (own resources)	12,000	12,000	16,000	18,000	18,000	27,000	27,000	27,000	36,000	36,000
Sponsors	0	0	0	0	0	0	0	0	0	0
PROJECT FUNDING (policy plan 2022-2026)						Estimated budget 2027-2031				
Grants	± 6	± 6	± 8	± 8	± 10	± 10	± 10	± 10	± 10	± 10
€	26,000	30,000	38,000	40,000	50,000	50,000	50,000	50,000	50,000	50,000
VDF (own resources)	16,000	20,000	19,000	20,000	25,000	25,000	25,000	25,000	25,000	25,000
Donors	10,000	10,000	19,000	20,000	25,000	20,000	25,000	25,000	25,000	25,000
OVERHEAD (policy plan 2022-2026)						Estimated budget 2027-2031				
Webhosting, bank charges, etc. (5%)	2,000	2,000	3,000	3,000	3,000	3,850	3,850	3,850	4,300	4,300
TOTAL	40,000	44,000	57,000	61,000	71,000	80,850	80,850	80,850	90,300	90,300