



CONCEPT wiLearn 4 Life

ANYTIME - ANYWHERE - ANYHOW!

VISION

Vulnerable Children, Youth and Communities in deprived environments and fragile contexts are empowered to learn for life using 21st century digital skills to develop their full potential becoming an active member of society.

What does a fulfilled life mean for refugee children being separated from their loved ones by armed militia, forced to hide and run for their life? The suffering from inflicted psychological or physical injuries when fleeing their country is beyond our full comprehension.



WiLearn 4 Life has the aspiration to share faith, hope, love and protection through safe learning environments for a new beginning in their lives. Education as a major stabilizing factor is a fundamental human right critically demanded for over 75 million children affected by displacements through conflict and disaster.¹ The disruptive nature of emergency situations is most often denying learners access to the transformative effects of quality education.

“Children who are uprooted from their homes lose much more than the roof over their heads. Many lose family members, friends, safety and routines. Without an education, they risk losing their futures.” UNICEF [report](#) Education Uprooted

It is our urgent call to action because education cannot be postponed! We mobilize to reach out to the most vulnerable children in crisis so they can attain the core skills and abilities to lead a productive and fulfilling life with joy. A good education reduces their vulnerability and enhances protection from becoming victims of child trafficking, slavery, child marriage and other harmful practices. We envision a world where

¹ Education Cannot Wait Strategic Plan 2018-2021



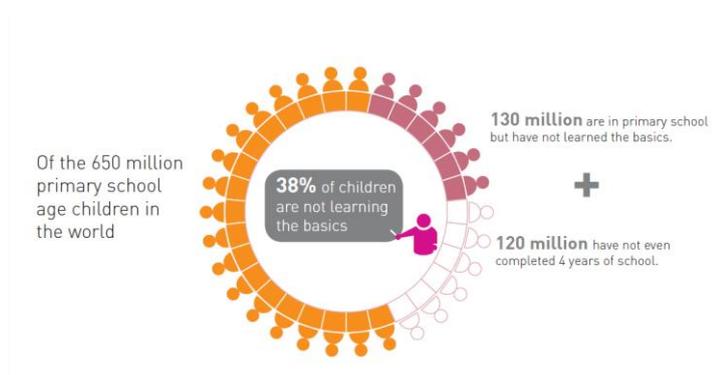
all children experience nurturing care and have timely quality learning opportunities in their homes, communities and schools. A quality education will develop a child's cognitive, social and emotional skills for life. Therefore all children, including the displaced, marginalized, disabled or abandoned shall gain access to formal and non-formal education and psychosocial support.

We recognize that education and learning can take place anywhere outside of the classic school environment at any age and in a large variety of forms. Therefore the parents and communities play a key role in mentoring and modelling children and youth.

GLOBAL EDUCATION CHALLENGES

There are today **264 million** children and youth not going to school – this is a failure that we must tackle together, because education is a shared responsibility and progress can only be sustainable through common efforts. This is essential to meet the ambitions of the Sustainable Development Goal on education (SDG 4), part of the 2030 Agenda for Sustainable Development. ²

The global community recognized according the education monitor report in 2014 that a failure to reach the marginalized have contributed to a learning crisis that needs urgent attention. Worldwide, 250 million children – many of them from disadvantaged backgrounds – are not learning even basic literacy and numeracy skills, let alone the further skills they need to get decent work and lead fulfilling lives. ³



They are at high risk of not reaching their full developmental potential. At the current rate of progress, students in Africa will not achieve universal completion of primary and secondary education until the 22nd Century.

Over 25 million children will never set foot in a primary school – more than half of them girls. For the most vulnerable populations,

including children with a disability, children displaced by conflict, child soldiers, child laborers as well as linguistic and cultural minorities and nomadic populations, the situation is much worse. In addition to cognitive skills, children in many countries are not developing the social and emotional skills required to participate effectively in their own and their community's development. **As an organization we want to change that and aspire for inclusive, equitable access to quality education for all children – nobody shall be left behind!**

STRATEGY ELEMENTS FOR LIFE LONG LEARNING

- **ENSURE ACCESS** to nurturing care and quality education opportunities for all boys and girls including children with a disability, and children from disadvantaged/marginalized groups and children on the move.
- **EQUIP PARENTS** in their role as 'first teachers and protectors' to help children develop physically, emotionally, cognitively, linguistically, culturally, and spiritually.
- **EMPOWER COMMUNITIES** to support children's learning, both in and out of school
- **SUPPORT EFFECTIVE TEACHING** as a key determinant in children achieving a quality education.

² UNESCO GEM Report 2017/18 Accountability in Education

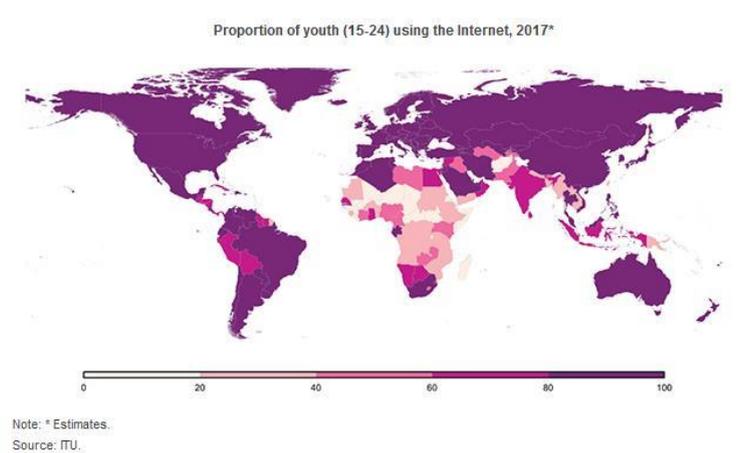
³ EFA GEM Report 2014



- **FOSTER SAFE AND NURTURING LEARNING ENVIRONMENTS**, as ending violence in all its forms both in and around the school is key to achieving equitable educational outcomes.
- **ENGAGE GOVERNMENTS and DONORS** to invest in the transformation of the educational systems by ensuring adequate and consistent funding and policies that support sustainable, quality opportunities for life-long learning.
- **PROMOTE SOCIAL AND EMOTIONAL LEARNING** as essential for children of all ages for them to realize their full potential.
- **ASSESS LEARNING OUTCOMES** in order to ensure that education programs are having measurable impact. (excerpts Our Promise 2030 WVI Global Sector approach: Education)

DIGITAL LEARNING

Information and Communication Technology (ICT) will continue to play a pivotal role in everyday life across the globe. Among many effects ICT has the potential to improve quality teaching and learning as well as delivering universal access to learning material for girls and boys. While global access to communication has reached almost every corner of the earth the



access to the internet information has not reached the vulnerable at the bottom of the pyramid.

Living in the time of the 4th industrial revolution it is hard to imagine what skills adolescents need 15 years from now to master the new digitized environment. To socially and economically participate in the new information age is challenging not only for today's analphabets but even the "old school" parents and the so called

digital natives will need to develop new coping strategies to keep up with the pace of change. Thus for educators preparing children for life after formal education this requires adaptive learning strategies and a new definition of quality education. Blended learning has become one of several researched and proven effective methodology to make formal education fit for the future. It integrates face to face learning with technology based digital instruction. Blended learning supports individualized, child focused, project oriented, active, interactive, creative and mobile learning. It makes learning more productive and less dependent on teaching skills. It provides teachers with new tools, more time for child progress monitoring, and increased data to adapt instruction. Technology supported learning has no intention to replace the teacher but to enhance their capacity and enlarge didactic tools with multi-sensory stimulating, motivating and self-learning content. It enables more self-directed learning structures where fast progress on the basis of the individual learners abilities and mastery enhances the learning process. Blended learning enables a child focused and relevant learning environment within and beyond the classroom to develop skills required for the 21.st century job market. Teachers are challenged to adapt their didactic tools and methodologies to the digital world the children grow up in to close the gap between school leavers and job opportunities. If we are to reduce the inequalities and promote equal



opportunities for vulnerable children like the growing refugee communities we need to enhance the digital literacy and learning skills for them. We anticipate that digital competencies will be a key to connect with the rest of the global community, the economy, or to participate in social and political life. Income generation and trade without basic digital skills might become increasingly challenging. Familiarity with the digital information environment and awareness become essential life skills for every person in order to gain maximum benefit for life long learning.

Due to its nature digital learning content is suitable for large scale distribution at low cost as the broadband internet connectivity is rapidly expanding. eLearning is cost effective for Governments education programs quick to edit and update while the design and development thereof is a booming business in a globalized market. It is seen critical for all learners to become familiar with the enriching capacity and the threats of the information technology. All learners and especially children have to be guided and protected from the negative, harmful and distractive nature that the internet is also offering in abundance. Hence quality education for the next generation needs to be newly defined including child protection mechanisms and digital learning skills in the basic education curriculum.

As depicted on the ITU graph above the most vulnerable children in fragile countries, crisis or conflict zones however have limited or no access to web based learning material due to a lack of learning infrastructure, cost, connectivity and bandwidth issues. Mobile Offline Server structures that contain focused pre-selected and appropriate learning content according to local context are the methods wiLearn 4 life will promote quality education for schools and communities in emergencies.

To start the innovative process of transforming education we are taking note of the 9 trends that stand out according to Peter Fisk in his view on Education 4.0:

1. **Diverse time and place**

Students will have more opportunities to learn at different times in different places. eLearning tools facilitate opportunities for remote, self-paced learning. Classrooms will be flipped, which means the theoretical part is learned outside the classroom, whereas the practical part shall be taught face to face, interactively.

2. **Personalized learning.**

Students will learn with study tools that adapt to the capabilities of a student. This means above average students shall be challenged with harder tasks and questions when a certain level is achieved. Students who experience difficulties with a subject will get the opportunity to practice more until they reach the required level. Students will be positively reinforced during their individual learning processes. This can result in to positive learning experiences and will diminish the amount of students losing confidence about their academic abilities. Furthermore, teachers will be able to see clearly which students need help in which areas.

3. **Free choice.**

Though every subject that is taught aims for the same destination, the road leading towards that destination can vary per student. Similarly to the personalized learning experience, students will be able to modify their learning process with tools they feel are necessary for them. Students will learn with different devices, different programs and techniques based on their own preference. Blended learning, flipped classrooms and BYOD (Bring Your Own Device) form important terminology within this change.

4. **Project based.**

As careers are adapting to the future freelance economy, students of today will adapt to project based



learning and working. This means they have to learn how to apply their skills in shorter terms to a variety of situations. Students should already get acquainted with project based learning in high school. This is when organizational, collaborative, and time management skills can be taught as basics that every student can use in their further academic careers.

5. **Field experience.**

Because technology can facilitate more efficiency in certain domains, curricula will make room for skills that solely require human knowledge and face-to-face interaction. Thus, experience in 'the field' will be emphasized within courses. Schools will provide more opportunities for students to obtain real-world skills that are representative to their jobs. This means curricula will create more room for students to fulfill internships, mentoring projects and collaboration projects (e.g.).

6. **Data interpretation.**

Though mathematics is considered one of three literacies, it is without a doubt that the manual part of this literacy will become irrelevant in the near future. Computers will soon take care of every statistical analysis, and describe and analyse data and predict future trends. Therefore, the human interpretation of these data will become a much more important part of the future curricula. Applying the theoretical knowledge to numbers, and using human reasoning to infer logic and trends from these data will become a fundamental new aspect of this literacy.

7. **Exams will change completely.**

As courseware platforms will assess students capabilities at each step, measuring their competencies through Q&A might become irrelevant, or might not suffice. Many argue that exams are now designed in such a way, that students cram their materials, and forget the next day. Educators worry that exams might not validly measure what students should be capable of when they enter their first job. As the factual knowledge of a student can be measured during their learning process, the application of their knowledge is best tested when they work on projects in the field.

8. **Student ownership.**

Students will become more and more involved in forming their curricula. Maintaining a curriculum that is contemporary, up-to-date and useful is only realistic when professionals as well as 'youngsters' are involved. Critical input from students on the content and durability of their courses is a must for an all-embracing study program.

9. **Mentoring will become more important.**

In 20 years, students will incorporate so much independence in to their learning process, that mentoring will become fundamental to student success. Teachers will form a central point in the jungle of information that our students will be paving their way through. Though the future of education seems remote, the teacher and educational institution are vital to academic performance.

UNESCO identified the following benefits of applying mobile technologies(phones and tablets) in education:

1. Expanding the reach and equity of education
2. Facilitating personalized learning
3. Enabling learning anywhere, anytime
4. Providing immediate feedback and assessment
5. Making better use of classroom time – learning efficiency
6. Building new communities of learners
7. Supporting situated learning
8. Linking concepts- Making learning seamless
9. Bridging formal and informal learning
10. Minimizing educational disruption in conflict and disaster areas
11. Assisting learners with disabilities to keep pace



eLEARNING IN EMERGENCIES - THEORY OF CHANGE

The 4 Key elements we focus on to make **high quality multimedia learning content** a reality for the children (age 3-18), teachers, parents and community members in emergency situations is **free learning software** licenced under the creative commons. This makes quality education material:

1. **ACCESSIBLE** - even in the latest refugee settlements and remote rural areas without internet
2. **ADAPTABLE** - for learners and teachers to define their own educational content
3. **AFFORDABLE** – with free education software for poverty stricken areas with low budget schools
4. **AGNOSTIC** – for any wireless device that can run an internet browser

To achieve our objectives we collaborate with education professionals from Universities, Foundations and NGO's across the globe, the eLearning community of practice, UN Organizations as well as with the Government Education Ministries and the private sector technical suppliers like Microsoft, Intel, Cisco, GEMTEK a.s.o.

Together we work towards a comprehensive collection of already available OER (Open Education Resource) software due to its free unrestricted licenses. wiLearn 4 life will contribute to the universal collaboration and standardization of digital learning material and actively participate in the International Network for Education in Emergencies, INEE⁴ and other pertinent networks. We will also contribute to the OER2Go initiative who collects, categorizes and formats pre-selected learning content to be used via browser interface. World Possible⁵, our main partner NGO based in California USA is producer and operator of the sever based software modules⁶ and is organizing this content in country specific repositories to assure context relevance and national curriculum requirements are met. Our aspiration is to supply valued and validated educational software that runs on ordinary internet browsers in an offline mode.

With learning content established the delivery method may change over time, like using Satellites receivers, but the quality learning content can be accessed continuously as educational material. Until ICT broadband reaches all mankind we promote the use of Offline Servers with easy to use low cost ICT equipment such as tablet PC and Smart phones. The mobile technology focus will be best suited to meet the needs of children on the move and enabling the most deprived education environments to catch up with quality education and equal chances to learn.

Currently the battery powered server of choice is RACHEL Plus⁷ from World Possible.

- 1) **RACHEL** stands for Remote Access Community Hotspot for Education and Learning. It is well suited for community libraries since it is extremely mobile and versatile as a battery powered offline hotspot with a hard disc installed serving up to 40 users at the time (20 when video is streamed). Rachel Plus with its extensive educational multimedia libraries is very cost effective compared to print media and books. It's in service for a decade and reached 47 countries and is found in over 600 schools and numerous correction facilities across the globe. The content stored on the hard drive is covering the interest of all ages

⁴ International Network for Education in Emergencies, www.INEEsite.org

⁵ www.worldpossible.org

⁶ <http://rachelfriends.org/previews/rachelplus-full/>

⁷ <https://store.worldpossible.org/collections/frontpage/products/rachel-plus>



to read, listen, watch and learn from it starting with the entire Wikipedia in the language of choice. The Software package is modular with up to 1 TB of storage space for modules. Integrated is a library application one can design and construct locally in order to upload self-made media like fotos, films and documents directly from a mobile devices such as smart phones. RACHEL Plus contains software programs in 4 main languages but is very adaptable to host any local language curriculum. The pre-installed OER software contains Khan Academy, Wikipedia, Gutenberg Project, TED Talk and the much liked Fantastic Phonics English classes among countless other applications. wiLearn 4 life anticipates to develop content specific to refugee children's needs to address psychosocial support as part of the education in emergency project design. Our service delivery will focus on design start up and system introduction in a participative approach. We will instruct and mobilize teachers, children and youth to define learning content suitable to their situation. Ownership and protection of the hardware is another key element to a well-functioning learning project. Only a small 20W 12V Solar panel can already power the RACHEL Plus unit. The learners can simultaneously access their own selection of educational content with any WiFi device (Smartphones, Tablet PC's, Laptops) that runs a browser. (Annex I) The units can be purchase via the wiLearn.org [Website](#) or the local chapter of World Possible if it exists in the country or from the Webshop.

- 2) **Renewable Energy supply.** The vital issue to bring any electronic device to life for digital learning is the electric power and recharging of the technical devices. Renewable low cost electric supply has to be the first step in an assessment to understand the investment cost factors and the number of lessons that can be generated. Solar or wind power generation is ultimately the desired energy source with a prospective future. wiLearn 4 Life can provide consulting advise with its expertise on solar power solutions.
- 3) **wiLLi stands for wireless Learning Lab interactive** (Annex II) This is a product designed by the Swiss founder of wiLearn 4 life. The solar powered hand carry case for the mobile classroom is designed to support a temporary or mobile learning center during and after the emergency relief operation. It integrates RACHEL Plus and a battery powered video projector for easy facilitation and teaching in remote locations. The kit can be set up anywhere without electricity nor internet connectivity and keeps operational for 6 hours without any recharging. The lab design intends to contain all basic technical elements to run a blended learning class for formal and informal education with a semi-professional teaching staff. It offers a comprehensive solution including a WiFi Access Point with 3G/4G LTE connectivity to update the RACHEL Server in the field. The facilitator has his own tablet to connect to server and BT loudspeakers, or upload content via USB and LAN port connectivity.
- 4) **Production** - The wiLLi case could be produced locally if skilled people are available. The production of wiLLi could turn into a business case, where a local franchise company would develop the hardware and software and sell the units and services to institutions and governments. While innovation, creativity and entrepreneurships are encouraged, ethical standards, mutual respect and shared responsibility are critical success factors for an effective learning outcome.

The technical hardware of wiLLi contains:

- 1 RACHEL Plus Server (500 GB)
- 1 Huawei 4G SIM card adapter with LAN port for updates
- 1 iPad
- 1 Logitech Mouse
- 1 Logitech keyboard
- 1 wiView HD projector with Miracast, Apple TV Android 6, 2GB RAM, 32GB ROM
- 1 Table tripod
- 1 Bluetooth speaker



- Power supply 220V / Inverter und 12V 50Ah Accu Connector for a 120W foldable Solar Panel
- 12V DC out Socket
- 230V AC IN Socket
- 12V DC Solar panel Socket
- Mobile display screen
- 10 USB Charging Ports
- Solar Accupack with 20 full bright LED lights and 2 USB Ports 2.1A
- 2 Lithium (LiFePo4) high performance accu pack total 300 Wh
- 1 Victron Blue Solar Charge Controller 75/15 ultra fast MPPT maximum power tracking
- 1 Victron Battery Charger 230V AC – 12 V DC 5 Amp Lithium, AGM, waterproof
- 1 DC – DC 12V – 15V - 19V Powersupply 90W
- Weight 13 kg (including Batteries and Tablet PC)
- Dimension 50cm x 40cm x 25 cm

PROJECT IMPLEMENTATION

Proposal - The wiLearn 4 life supported project will start with a project proposal capturing the following main issues: (see Annex III Proposal Template)

Summary

Relevance

- **Project Background**
- **Goal and target Beneficiaries**
- **Project Description**
- **Pictures (evtl. Annex1)**

Effectiveness

- **Technical approach**
- **Stakeholder, experts and partner overview**
- **Organigram, Competencies**

Efficiency

- **Project schedule**
- **Resourcing & Budget**
- **Financial mix partner transparency**
- **Account Details SWIO**

Impact

- **USP – wiLearn 4 Life**
- **Monitoring & Evaluation**
- **Final Report**
- **Risks**

Sustainability and Transition

- **Local Participation**
- **Empowerment and transition plan**

Partner selection

- **Funding support options**

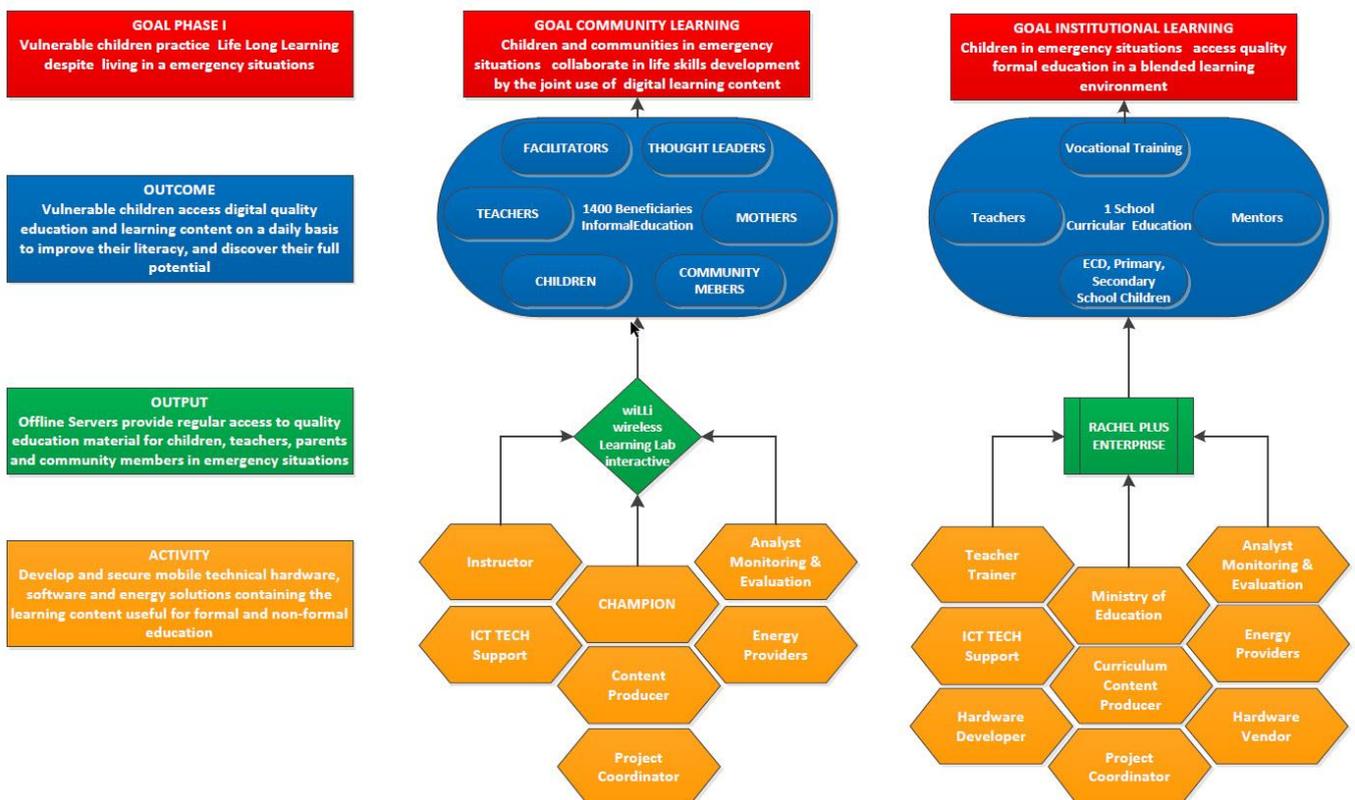


Project value chain. After the proposal review, approval and funding allocation the initial field assessment will be conducted according agreed Terms of Reference (TOR) to answer some of the main questions of:

- **Availability** – learning infrastructure, literacy rate, libraries, digital projects
- **Accessibility** – smartphones, digital devices, 3G / 4 G network, current ecosystem
- **Adoption** –, schools, use of libraries, training courses,
- **Use** - digital banking, use of mobiles, computer skills, hardware repair, software skills, English
- **Output** – AW browser data reports, energy reports, project communication, management report
- **Outcome** – monitoring data analysis, access frequency, duration, client feedback, self-created content and development
- **Impact** – change of learning behavior, child wellbeing, results and trends, scaling opportunities

Project Design - The project design is created in partnership with the users depending on the assessment results, the capacities, the vision and ownership of the local partners. wiLearn 4 Life offers consulting and implementing services to local partners to configure, augment and setup the library according the project design and learners requirements. Guidelines and principles as stipulated by the Framework for Education in Emergencies (Annex IV) are reviewed by our wiLearn for Life education and technical experts. For the introduction and training of project staff a Service Level Agreement (SLA) or an Memorandum of Understanding (MOU) between wiLearn 4 Life and the implementing partner will be signed.

Herewith a sample graph of a simplified Theory of Change with RACHEL Plus and wiLi. Wilearn 4 life recommends to start with a simplified approach using RACHEL Plus. The server is set up as a community learning center for the first phase to quickly capture the motivated crowd, learn from their digital access behavior via data analysis and adapt content to instill maximum local ownership and vision for further development.





SUSTAINABILITY

Champions - wiLearn 4 Life intends to select champions and work with incentives for a minimum of 12 months. This will be the time frame to connect people with a common vision and enable them to advance the education platform shaping their own learning approach. During the project period the trained and accredited Champion will be supported by wiLearn experts via WhatsApp on a quarterly basis or as agreed or as needs arise. We recommend a mentoring visit after 6 month of implementation to maximize the best use of equipment, update the system and further train the leadership and to assess the transformational nature of the teaching and learning processes.

User Forum – [RACHEL friends](#). For continuous support a global community is collecting and dispersing all current issues relating to the hotspot technology as well as the OER content. We strongly encourage regular communication and consultation with the rachelfriends community. They are an excellent resource for support because any other entity can learn from the issues that someone is experiencing with the RACHEL Plus system. Sharing is the power of collaborative learning and part of the new and future learning processes.

Project monitoring – as above we recommend the mentoring / monitoring visit takes place in the first 3-6 months of implementation. It can be scheduled depending on the project design, the challenges on the ground and the data collected during the first 3 months. The project will be monitored by the local project management, the steering committee and wiLearn 4 Life through a monthly browser data sheet exchange via Email. This will allow the stakeholders and the steering committee to monitor the current learner access.

Data privacy – users have no login thus no personal data is collected during any of the learning events. If names can be attributed to learning results the names will remain property of the server owner and fall under his responsibility to be handled according local data privacy laws. Data that is transferred to wiLearn 4 life do not contain any attributes attached to an individual name.

Project Learnings – As a learning organization and for accountability we seek to select indicators that are aligned with SDG#4 and the INEE humanitarian standards. Through targeted questionnaires, digitally or otherwise, the learning outcomes could be attributed more precisely to gender, age and interest group thus may help all stakeholders to improve the quality of education and the environment. Complaints and questionnaires do state which data content will be used for statistical reasons. It is strictly prohibited for project participants to hand data to third parties without prior approval from wiLearn 4 Life for the entire duration and until handover of the project.

Children in difficult circumstances will find the best connection possible to the global society through the eLearning Offline server structures laying the foundations for lifelong learning. We trust that the familiar users will be keen to keep the service running for their own benefit. Their new quality education and learning environments will increasingly depend on technology while digital media skills will be the imperative for the job world they are trying to integrate into.

Impact

Measurements - as an organization we seek impact along 5 focus areas

1) **digital literacy** digitally illiterate people learn to use the smartphone to gain new knowledge, answer pertinent questions and find new solutions to overcome life challenges. They can also solve daily numeracy challenges on their digital devices related to personal finance

(SDG 4.6 – Indicator Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex)



2) **teachers using elearning** platforms regularly to prepare lesson with multimedia content. New child focused pedagogy is applied including eLearning elements used during classroom activities. The quality of life relevant education is increasing through their life learning process.

(SDG 4.a – Indicator 4.a1 Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; ...)

3) **children and youth adopt digital learning 4 life methods** and develop creative skills on smart phones

(SDG 4.3 – Indicator 4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex)

SDG 4.4 - Indicator 4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill)

4) **traumatized people are lifted up** by changing focus, strengthening their faith and hope. They enjoy learning with ICT technology and gain self-confidence and life value through studying

(SDG 4.5 - Indicator 4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated)

5) **donors connect to learning communities and learn** to observe and understand another perspective will transform a donors life as well and increase his passion to increase opportunities for people less fortunate. The priority is the impact to enable illiterate people to learn, read and write with their own digital devices.

RISK MITIGATION

Project coordination – to support, monitor and measure learning outcomes we count on a strong and competent implementing team that communicates well and is familiar with the needs of the affected communities.

Theft - securing the assets is a concern. Mobile equipment can be locked up but can also be removed quite easily. Strong project ownership increases the protection of the assets. Ownership is created by positive impact among a large group of community members. It is therefore critical that impact can be generated across the community in different age groups in order that everyone feels part of the benefit! A management team can assure proper servicing and caretaking of the ICT hardware and infrastructure.

Curriculum debate - the assessment phase will show us which structures already exists and where compliance with current education ecosystems are desired or required. The people with high motivation and personal investment will lead the Open Education Resource debate with the Government Ministries.

Tech expertise – mentoring the development team is critical to success. The project has to assure that mentors are available to carry the vision further. They shall be well acquainted to participate in communities of practice like rachelfriends and other relevant networks.

Handover to the local community upon completion of the 12 month project. Part of the project transition and handover to local stakeholders is a brief business plan to secure funds for a replacement of the technical equipment after 5 years of consecutive use.



RESOURCES

Hardware cost estimates (varies with Nr. of tablets)

Description	Unit	Cost*
RACHEL Plus Server 1TB	1	USD 560.00
wiLLi mobile learning lab with solar power	1	USD 3900.00
TABEA16 tablet case with Alldocube Power M3	16	USD 3700.00
120W Solar Power Supply Unit	1	USD 1200.00

* FOB Switzerland - shipping and import duty not included

PARTNER LINKS

<https://visibleimpact.org/projects/1604-willi-wireless-learning-lab-interactive> Accountability Platform

<http://worldpossible.org/> developer and supplier of RACHEL Plus

<http://rachelfriends.org/previews/rachelplus-en/> education apps on RACHEL

<http://community.rachelfriends.org/> the user and support community

<https://learningequality.org/kolibri/> potential software supplier

<https://www.fhnw.ch/de/personen/urs-groehbiel/> University of Applied Science, associate analyst

<https://dybuster.com/en/> Overcome Learning difficulties for good

<http://www.educationcannotwait.org/> the initiative advocates for funding

<https://www.unicef.org/sowc2017/> About Children in a digital World

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ANNEX I - RACHEL PLUS

Meet the little device that is changing the world, one learning center at a time.

Enhanced features include:

- Up to 50 simultaneous users*
- 1 TB of available storage (over 600GB pre-loaded apps)
- Remote access and updates if/when plugged into the internet
- 5 hour+ battery life
- Extended WiFi range
- Password protected teacher library to upload PDFs, Movies, and other files
- Over 100 downloadable [modules](#)



OER2GO



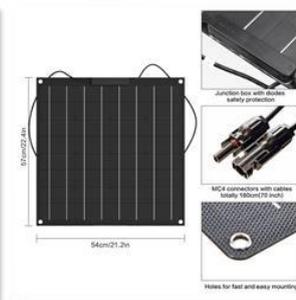
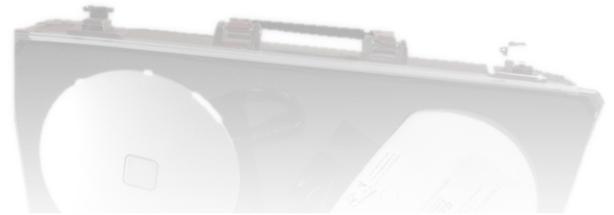
ANNEX II – wiLi the wireless Learning Lab interactive

wiLi

“BEYOND CASE STUDY – A CASE TO STUDY FOR ALL!”

Content Description:

1. Sturdy Airline Handcarry Case 50x40x16 cm
2. RACHEL Plus Server 500 GB (SSD Optional)
3. DLP600 LED WiFi Projector with Android 6.0 Accu powered 2h inkl. Table Tripod
4. Digital library pre-selected,
5. Multi-language en-fr-ar-pt-de-es-
6. Creative local content library - adaptable
7. 2x Tablet PC / iPad Gen4 10”
8. Logitech keyboard K400
9. ANKER Soundcore mini BT
10. Teaching Screen 40x50 cm
11. 230VAC Victron Blue Smart IP65 Accu 5A Charger
12. 12V Solar Panel 2x 50W ETFE
13. Power Tracking Blue Smart BT
14. LiFePO4 Accu Power 2x150 Wh
15. 10 Port USB Charging (7x 2.1A / 3x 1.0A)
16. Huawei E5770 4G mobile SIM Hotspot with LAN for Online updating OER content
17. Powerbank LED light / USB 2.1A port
18. iPhone Tripod Film





ANNEX III – Proposal Template

Project Case

Concept Paper

Project Information	
Project Name	
Project Location	Town, Province, Country
Geo Reference	N/S E/W
Project Stakeholders	
Primary Sector	
Start date of project	dd.mmm.yyyy
Planned Completion date of project	dd.mmm.yyyy
Project Coordination Office	Switzerland
No. of direct beneficiaries M/F	
No. of indirect beneficiaries M/F	
Local implementing partners	
Project manager and contact information	
Proposed Total Budget	
Funding Request Foundations	
Date of submission	
Contact Person	
Tel, Skype, Email	

Summary

- Same structure and titles as the full submission, (maximum one page)



Relevance

- **Project Background**
(summary description of country/area, local context, focal problems and opportunities, need and urgency of the project, instruments and methods in 200 -300 words)
- **Goal and target Beneficiaries**
(description of methodology used to define target beneficiaries / location)
- **Project Description**
(result chain - specify planned project goal, outcomes and outputs and activities relevant to understand intervention logic,)
- **Pictures (evtl. Annex1)**
(at least 4 pictures, describing actual situation, preferably with people/particularly children in it *facing the camera*, at least size of 1GB)

Effectiveness

- **Technical approach**, theory of change, methodologies
- **Stakeholder, experts and partner overview**
- **Organigram, Competencies**

Efficiency

- **Project schedule**
(project implementation plan or simple grid with activity timetable)
- **Resourcing & Budget**
(budget summary - per implementation units including staff cost and OOC)
- **Financial mix partner transparency**
- **Account Details SWIO**

Impact

- **USP – World Vision**
- **Monitoring & Evaluation**
- **Final Report**
- **Risks**

Sustainability and Transition

- **Local Participation**
(description and definition of partnership and participation of local stakeholders)
- **Empowerment and transition plan** and local resource mobilization towards sustainability of outcome)

Partner selection

- **Funding support options**



ANNEX IV – Education in Emergency Guidelines & Standards

INEE

Inter-Agency Network for Education in Emergencies
 Réseau Inter-Agences pour l'Éducation en Situations d'Urgence
 La Red Interagencial para la Educación en Situaciones de Emergencia
 Rede Inter-institucional para a Educação em Situações de Emergência
 الشبكة المشتركة لوكالات التعليم في حالات الطوارئ

MAP

**Minimum Standards for Education:
 Preparedness, Response, Recovery**

Foundational Standards

Community Participation Standards: Participation and Resources – **Coordination Standard:** Coordination – **Analysis Standards:** Assessment, Response Strategies, Monitoring and Evaluation

Access and Learning Environment	Teaching and Learning	Teachers and Other Education Personnel	Education Policy
<p>Standard 1: Equal Access – All individuals have access to quality and relevant education opportunities.</p> <p>Standard 2: Protection and Well-being – Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel.</p> <p>Standard 3: Facilities and Services – Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.</p>	<p>Standard 1: Curricula – Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.</p> <p>Standard 2: Training, Professional Development and Support – Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.</p> <p>Standard 3: Instruction and Learning Processes – Instruction and learning processes are learner-centred, participatory and inclusive.</p> <p>Standard 4: Assessment of Learning Outcomes – Appropriate methods are used to evaluate and validate learning outcomes.</p>	<p>Standard 1: Recruitment and Selection – A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.</p> <p>Standard 2: Conditions of Work – Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.</p> <p>Standard 3: Support and Supervision – Support and supervision mechanisms for teachers and other education personnel function effectively.</p>	<p>Standard 1: Law and Policy Formulation – Education authorities prioritise continuity and recovery of quality education, including free and inclusive access to schooling.</p> <p>Standard 2: Planning and Implementation – Education activities take into account international and national educational policies, laws, standards and plans and the learning needs of affected populations.</p>

Key Thematic Issues: Conflict Mitigation, Disaster Risk Reduction, Early Childhood Development, Gender, HIV and AIDS, Human Rights, Inclusive Education, Inter-sectoral Linkages, Protection, Psychosocial Support and Youth