



SELENKAY SMART LEARNING

Sponsored by PD Foundation



FINAL REPORT 2025

Prepared by: Roland Diethelm
Date: 31. Oct 2025

THE MAASAI INTERVENTION

SUMMARY

Time has come to close a chapter and open a new one. In the spirit of multiplication we cling on to the sound advise that Paul gave to Timothy:

“And the things you have heard me say in the presence of many witnesses entrust to reliable people who will also be qualified to teach others...” 2.Tim 2.2

The Maasai children of Iloirero and Lenkisem, growing up in the Selenkay Conservancy of Gamewatchers Safaris, Kenya, were among the first beneficiaries of a new and innovative smart learning platform developed by wiLearn 4 Life and funded by PD Foundation.

In our Smart Learning Community project (SLC) teachers, pupils, parents, siblings, Gamewatchers staff members and community elders all were excited to become part of the new technology bound learning environment. They yearned to become “computer literate” by acquiring digital learning skills and receive free access to information from the offline - world wide web. What was meant to be pilot project and a kick start for autonomous digital learning in the Selenkay region quickly spread to neighbouring Maasai communities across the Porini Wildlife conservancies. Staff members got so excited that many bought personal tablets for their children in their own households. Learning with tablets and projectors has been seen as a great opportunity for personal development ever since. The communities have recognised digital learning and communication technology as the major global driver for development. Thus, it has become the aspiration of school children, parents and teachers alike to take part in it as soon as possible.

The SLC project grounded by our MOU began with the grant over 99’954 USD approved by PD Foundation under CAF UK and a Kick-off meeting in March 2021 followed by a workshop for Lenkisem and Iloirero teachers and community members. Our joint goal as described in the project outline has been to lift the level of quality education for the Maasai communities around the Selenkay conservancy trough the provision of mobile digital learning platforms. The dynamics of working with rural communities, considering social concerns, wildlife conservation aspects and depending on global supply chains required diversions from the originally declared action plan. Instead of 1009 school children from 2 schools we managed to reach over 3500 pupils per year in 7 schools among the Maasai



communities living alongside 2 Gamewatchers conservancies in Amboseli and the Maasai Mara regions.

With this report we summarize the progress made and conclude the SLC project collaboration that was extended from two to four years. We are proud that together we have reduced some inequalities in education in Kenya. We have reason to celebrate the achievements, highlight the learnings and adapt to the challenges as we forge forward to enlarge the footprint of this empowering initiative. The handover of project assets and expertise from wiLearn to Gamewatchers Safaris prepares the path to a mature and independent Kenyan education program that shines beyond the Maasai region as a sample of real Competency Based Curriculum in action.

Thank you all from PD Foundations, Gamewatchers Safaris, and the wiLearn 4 Life team for Your unwavering sharing, caring and practical support making the Selenkay Smart Learning project a success.

Reliable people, qualified to teach others, we wish you success, endurance and resources to continue this interesting and rewarding journey of smart learning!

Roland Diethelm
CEO wiLearn 4 Life



Kickoff Event March 2021 in the Selenkay Conservancy with Community Gamewatchers, wiLearn, Church and Elders

CEO'S VIEWPOINT

“At Gamewatchers Safaris and Porini Camps, we’ve always believed that real conservation starts with people — especially the children growing up in the communities we work alongside.

The wiLearn results this year are incredibly encouraging: 867 pupils, teachers, and parents shared their experiences, and 91% of learners now feel confident using digital devices, with more than 85% saying they understand their subjects better. These aren’t just numbers — they’re young lives opening up to new possibilities.

We know there are challenges: not enough devices, tablets that need upgrading, and power and connectivity that don’t always keep up. But we are committed to overcoming these. Working with our partners, we’ll keep expanding access and strengthening the technology so every child can benefit fully.”

“This program is more than digital learning — it’s about hope, opportunity, and giving every child the tools to build a brighter future.

We’re proud to be part of that journey and without the support from PD Foundation and wiLearn none of this would have been possible! We are very grateful for the



significant financial and technical support providing to realize this huge impact to children’s lives.”

Dr. Mohanjeet Brar (Phd)

Managing Director - Gamewatchers & Porini Camps
www.PoriniSafariCamps.com

Co-Founder Earth Acre
www.EarthAcre.com

PARENTS VIEWPOINT

" We are grateful for this initiative. **The learners can now use smartphones effectively and even teach us how to use them at home.** It has also eased the burden of relying on books, as they can now access study materials and educational games digitally. We are thankful that our children have access to the kind of education we never had as parents Esther Silantoi" **Esther Silantoi**

More viewpoints from teachers and learners on the [video](#)



School books that move, talk, show and challenge - at zero cost - Offline & Online

⋮

wiLearn IIAB Library

MsingiPACK Academy

Enjoy personalized learning for all primary school learners in Kenya using our online content that is aligned to the Kenyan school curriculum. Continue learning all subjects through our many videos notes and interactive content. Improve your revision with our numerous quizzes and KCPE exam bank.

<p>Grade 1</p> <ul style="list-style-type: none"> Mathematics English Kiswahili Hygiene & Nutrition Environmental Christian Religious Education <p>Grade 2</p> <ul style="list-style-type: none"> Mathematics English Kiswahili Hygiene & Nutrition Environmental Christian Religious Education <p>Grade 3</p> <ul style="list-style-type: none"> Mathematics English Kiswahili Hygiene & Nutrition Environmental Christian Religious Education <p>Grade 4</p> <ul style="list-style-type: none"> Mathematics English Kiswahili Christian Religious Education Science & Technology Social Studies <p>Grade 5</p> <ul style="list-style-type: none"> Mathematics Agriculture Arts & Craft 	<ul style="list-style-type: none"> Home Science English Kiswahili Christian Religious Education Science & Technology Social Studies Music <p>Grade 6</p> <ul style="list-style-type: none"> Mathematics Agriculture Arts & Craft Home Science English Kiswahili Christian Religious Education Science & Technology Social Studies Music <p>Grade 7</p> <ul style="list-style-type: none"> Mathematics Agriculture & Nutrition Integrated Science <p>Grade 8</p> <ul style="list-style-type: none"> Mathematics Agriculture & Nutrition Integrated Science <p>Class 6</p> <ul style="list-style-type: none"> Mathematics English Kiswahili Christian Religious Education Science Social Studies 	<p>Class 7</p> <ul style="list-style-type: none"> Mathematics
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our Internet In A Box
reference library is also
online

<http://wiLearn.ch>

Wikipedia in English

Wikipedia is the world's largest encyclopedia, created, moderated, and edited by users for users. It includes millions of illustrations and photographs. More than 7 Million articles can be searched using any word(s) that appear in article titles (this is fast!) Or, do a deep search using any keyword(s) that appear further down in the articles themselves (have patience, this takes time!)

Nextcloud

Nextcloud puts your data at your fingertips, under your control. Store your documents, calendar, contacts and photos on your local server.

PhET in English

Physics and Math Interactive Simulations for young students. PhET is a project of the University of Colorado Boulder, founded in 2002 by Nobel Laureate Carl Wieman, to improve the way science is taught and

IMPACT

Teachers and learners from Selenkay Schools are competent to use mobile learning methods to access quality digital education media relevant to the Kenya curriculum.

Our 3 smart learning objectives have been:

1) Equitable Access - the Selenkay learning community accesses digital education libraries for curriculum relevant eLearning modules Reaching out to the Maasai community on their home turf is a great privilege thanks to Gamewatchers Safaris. Their pioneer founder, Jake Grieves-Cook designed an eco-friendly wildlife conservation policy that included the Maasai community as local land owners, tourism and wildlife preservation. Mohanjeet Brar his successor and owner of the exclusive Gamewatchers Safaris tour operator has been a tremendous inspiration and a super host to our program dedicating his liaison officers Sarah and Naheed as well as his chief rangers Simon and Daniel to coordinate our efforts with the communities on the ground. Our joint venture has created exciting opportunities especially for the young generation to connect rural school children to the digital world of multimedia information, communication technology for study, business and leisure. With Smart Learning the gap to the well-resourced private schools in the capital city has been seemingly reduced and preparing for exams has reached a new level of success among poor under resourced schools in the bush.

What a colorful crowd of learners at all ages who passed our wiLearn introductory workshop!

Project Numbers

7 moLLi Solar Libraries

96 teachers trained

5 Teacher Training Workshops

100 headsets

185 Android Tablets

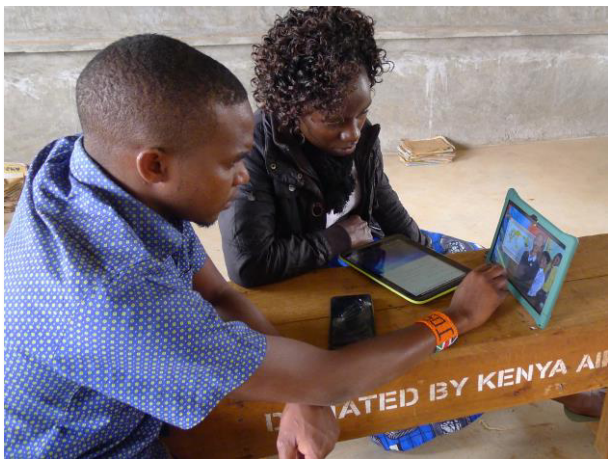
3330+ learners per year

6 Solar Systems

1 wiLearn Kenya Whatsapp Group

7 Smart Learning Communities





2) Teachers are skilled to manage and use ICT in and out of class to enhance child focused digital education and self-oriented learning competencies

we let them speak for themselves through our impact study analysis below and the videos prepared by the survey team in the field.

3) Learners are digitally literate, can download and share eLearning lessons with skills to produce project oriented digital evidence and to achieve lesson objectives at their own speed.

also, their views and voices are captured on our video clip from Selenkay and the Maasai Mara. The survey report analysis answers the question of where we fell short of achieving the goal.



Smart Mobile Learning Impact Report 2025

A Report by: Malombe Victor

September 2025

Foreword

Greetings partners, colleagues, and friends. It is with great pleasure that I present this impact report on our smart mobile learning project. For the past three years, our work in the Selenkay and Ol' Kinyei conservancies, in partnership with Gamewatchers Safaris Limited and with the generous support of the PD Foundation, has been focused on bridging the digital divide. This report is a testament to the tangible change we have created and a roadmap for the future. The insights you are about to see, gathered from over 860 pupils, teachers, and parents, are not just numbers; they are a powerful story of empowerment and transformation.

Malombe Victor, wiLearn 4 Life's Kenya Representative

Table of Content

Foreword	1
Executive Summary.....	3
Introduction.....	4
Key Findings.....	4
Voices from the Ground	7
Video Interview Feedback.....	8
Conclusion	8
Annex.....	9

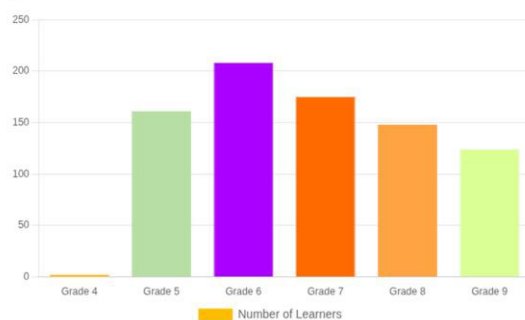
Executive Summary

This report presents a comprehensive analysis of the wiLearn 4 Life smart mobile learning project, a four and a half year initiative implemented in the Selenkay and Ol' Kinyei Conservancies. Based on 867 survey responses from pupils, teachers, and parents across five public schools, the findings reveal a significant and positive impact on digital literacy and academic performance among upper primary school learners. A vast majority of students (91%) reported feeling confident in using digital devices independently. The project has also demonstrably improved academic understanding, with over 85% of pupils agreeing that digital tools have enhanced their comprehension in core subjects. Key challenges identified include a shortage of devices and unreliable power/internet infrastructure, which present clear opportunities for future program expansion and sustainability.



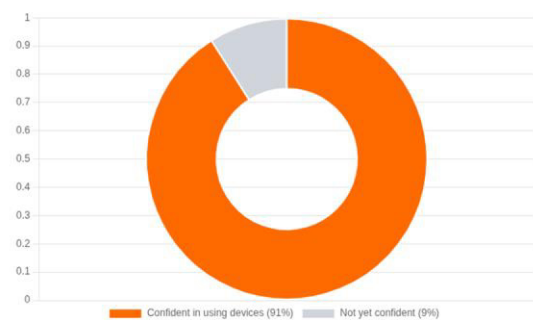
Learner Grade Distribution

The survey specifically targeted upper primary school learners who could complete the questionnaire independently, without teacher assistance, to ensure genuine and unbiased feedback from the students themselves.



Digital Competency

The vast majority of students feel confident and empowered to use the digital tools on their own.



Introduction

The wiLearn 4 Life project, funded by the PD Foundation in collaboration with Gamewatchers Safaris Limited kicked off in March 2021 in Lenkiseem. It was designed to bridge the digital divide and enhance learning outcomes in remote Maasai communities. This impact report consolidates data from surveys conducted in July and September 2025, providing a qualitative and quantitative overview of the program's effectiveness. The insights gathered are crucial for evaluating the project's success and informing future strategic decisions.

Survey Design

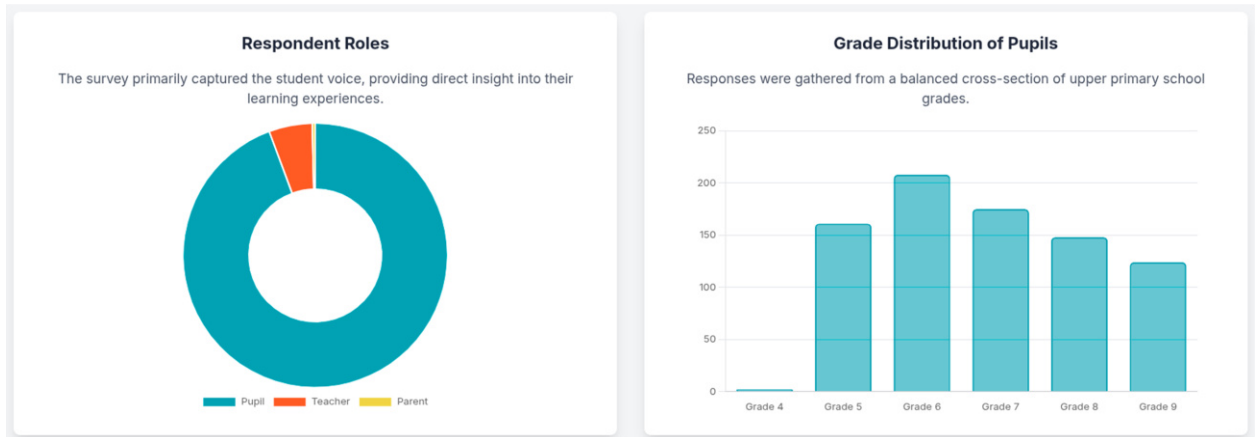
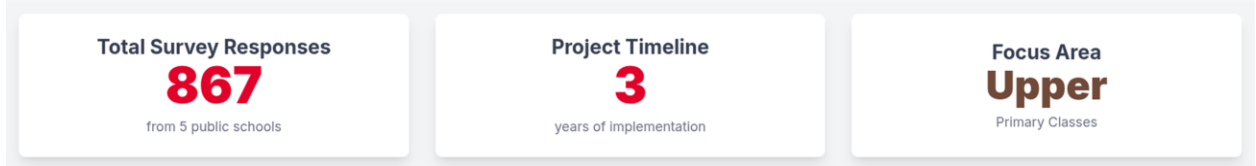
The questionnaire were prepared digitally on [Kobotoolbox](https://ee.kobotoolbox.org/x/HS01TavQ). Android Apps were installed on learners tablets using an interactive software version with web-based data collection tool so that the enumeration was clear from the start. While the answers were partially preset and partially entered via the touch screen keyboard every aspect of answering required basic digital literacy skills demonstrated by the learners during the data collection.

Live Survey Link / Questions: <https://ee.kobotoolbox.org/x/HS01TavQ>

Raw Data : [Reports](#)

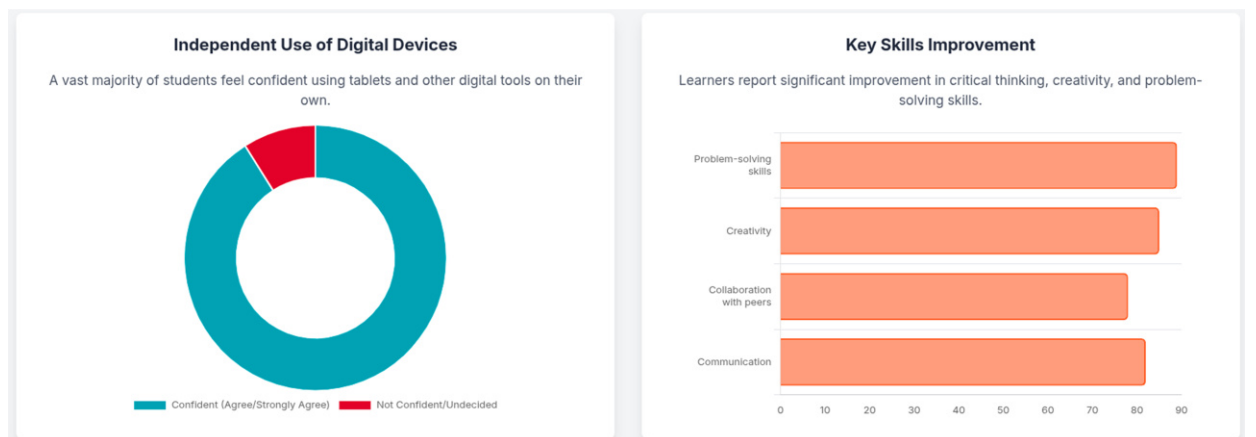
Key Findings

Overview and Demographics The survey received 867 responses, predominantly from pupils, with valuable input from teachers and parents. The pupil responses were well-distributed across grades 4 through 9, providing a balanced view of the project's impact on the target group.



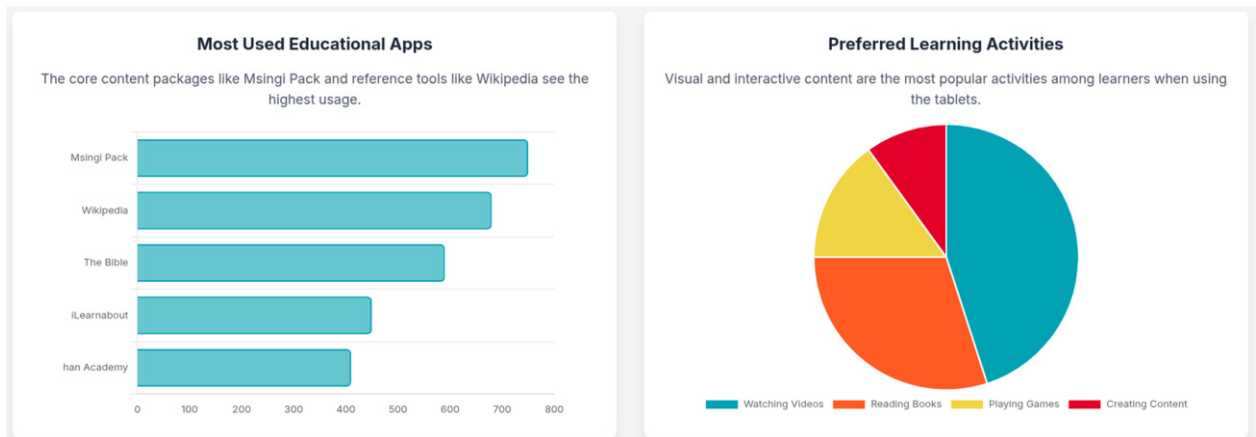
Boosting Digital Competency and Skills The project has been highly effective in building digital confidence. A remarkable **91% of students** feel confident using digital devices on their own. Furthermore, students report significant improvement in essential skills:

- **Problem-solving:** 89%
- **Creativity:** 85%
- **Communication:** 82%
- **Collaboration with peers :**

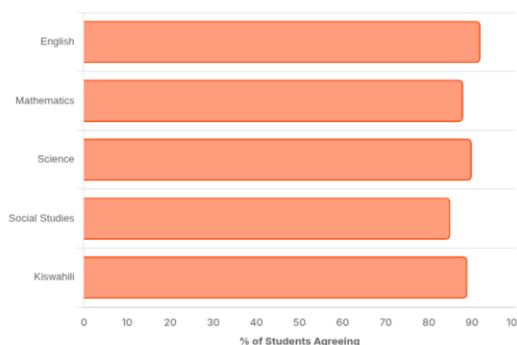


Engagement with Digital Content The data shows high engagement with core educational content and interactive activities. The most frequently used applications include **Msingi Pack** (used by 750 students), **Wikipedia** (680 students), and **The Bible** (590 students). When using the tablets, students most prefer to engage with visual content:

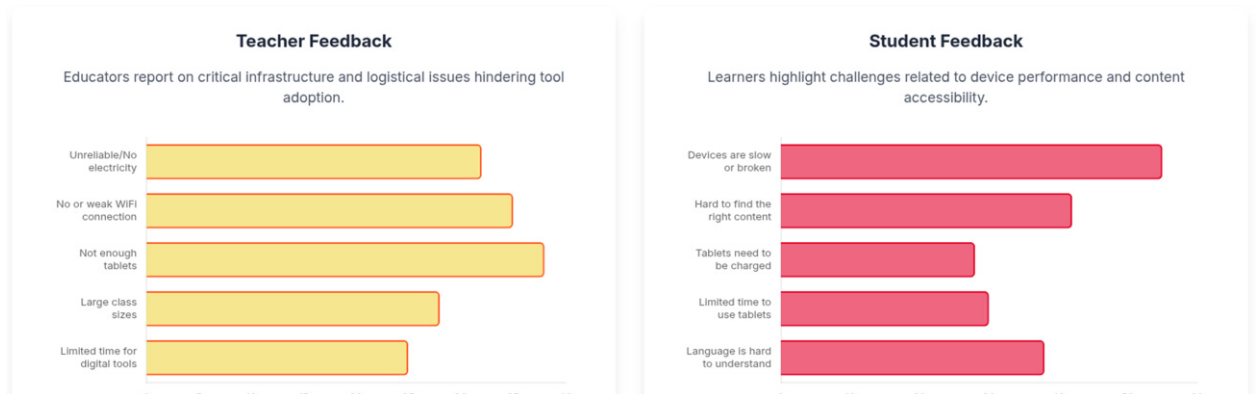
- **Watching educational videos:** 45%
- **Reading digital books:** 30%
- **Playing games:** 15%
- **Creating content:** 10%



Academic Impact The digital tools are positively influencing comprehension across all subjects. Over **85% of students** agreed that their understanding of core subjects had improved. A deep dive into mathematics highlights particular strengths in **problem-solving** and **numbers**, where over 90% of students reported enhanced understanding.



Challenges and Opportunities While the project's impact is overwhelmingly positive, the survey identified key challenges from both student and teacher perspectives. **Teachers primarily highlighted infrastructure and logistical issues**, such as a lack of reliable electricity, weak internet, and a shortage of devices. **Students, on the other hand, were more focused on the performance of the devices themselves**, with issues like slow or broken tablets being the top concern.



Voices from the Ground

Direct feedback from learners and teachers captures the real-world impact of the program, providing a personal perspective on the data.

"The tablets are so helpful, especially for science. I can see the diagrams and videos and it's much easier to understand the concepts than just reading from a book." **Student, Grade 7**

"The mobile learning platform is a game-changer. It makes learning engaging and helps my students think more creatively. The only thing we need is more devices to accommodate everyone." **Teacher, Grade 5**

"The fact that the tablets work even without the internet is a huge advantage for us. We don't have to worry about connectivity issues and can continue learning every day." **Teacher, Grade 6**

"When I'm having trouble with a math problem, I just look it up on the tablet. The videos explain it clearly, and I can pause and re-watch as many times as I need. It's like having a private tutor." **Student, Grade 6**

"I used to find it hard to understand Social Studies, but the digital maps and pictures make it so much clearer. It's like I am traveling to those places." **Student, Grade 8**

"The content is very well-designed, but the slow devices sometimes frustrate the learners. We need to find a way to update the hardware so they can access the content without issues." **Teacher, Grade 8**

Video Interview Feedback

In addition to the written surveys, video interviews were conducted to capture a more authentic and personal perspective from pupils, teachers, and community members. These interviews provide powerful, first-hand accounts of the project's impact on a daily basis.

Pupil Perspectives: The video feedback from pupils highlights the project's ability to make learning more interactive and engaging. Many pupils expressed how the visual nature of the content, from educational videos to digital maps, helped them grasp complex concepts more easily than traditional textbook learning. They also appreciated the self-paced learning environment, allowing them to revisit topics they found challenging.

Teacher Perspectives: Teachers shared how the digital tools have transformed their classroom dynamics. They reported that students are more motivated and participate more actively in lessons. The videos captured the teachers' enthusiasm for the project and their innovative use of the tablets to supplement their teaching methods, even with the logistical challenges they face.

Community Perspectives: Feedback from the community emphasized the broader social impact of the project. Community members shared how they have seen a positive change in their children's enthusiasm for school and their confidence in a world that is becoming increasingly digital. They view the project as a critical investment in their children's future and the community's overall development.

Videos are shared on Youtube: [Selenkay](#) [Ol Kinyei](#)

Conclusion

The wiLearn 4 Life project has been a remarkable success in its mission to empower learners through mobile technology. The program has not only enhanced digital skills and confidence but has also had a direct, positive influence on academic comprehension across key subjects. The challenges identified in this report—particularly the need for more devices and improved infrastructure—present clear opportunities to build on this success and ensure the long-term sustainability of digital learning in these communities.

As we do not want to repeat the content of the many reports written over the last 4 and a half years, we herewith attempt to provide short and straight answers to **questions a donor might ask at the end of a project.** Most of our answers have been documented somewhere in our regular project reports to date.

Did you achieve your objectives?

Yes, we have done so – to an extent not envisaged at the start of the project. This is the overall perspective over the projects in 7 different locations. It's been a great advantage to have multiple schools engaged in Smart Learning, as some are doing much better than others. The diverse setups allow us to compare and learn from success and failures. We lost the initial Lenkistem school, that did not perform to our satisfaction, despite a support manager, that we put in place. He became part of the problem, instead of being part of the solution. In essence we learnt that a poor disinterested school management can severely hamper or bar change of learning behavior among teachers and thwart all efforts of effective self-oriented digital learning. Successful schools have an engaging leadership who is proud of any progressive technological changes for the sake of their pupils learning environment.

Technology supported teaching and learning in class and out of class is complex and challenging. Our schools reveal a lot of details that can be improved but can clearly see the level of impact we have been able to generate with a low level of additional resources. We are aware that there is very much room for improvement on didactic and methodological aspects as well as on all of our project objectives and outputs. One example – we noted that the original Android projector was difficult to handle, weak in performance, weak sound and prone to provide a poor merely readable screen. So we invested in a much better autofocus projector model that also included proper sound. It took us more than a year to upgrade all of the projectors in all the portable cases, as the power unit changed with it – so technically it was not a straight forward one to one replacement.

Schools always want more tablets. How come, that you provided only 186 tablets for 3300 learners?

wiLearn Output a) Information Technology hardware is made available for teachers and community facilitators and learners

Almost all of the schools we were engaging with had Windows tablets from a previous Government initiative called Digischool and Kenya Education Cloud. The Government program failed bitterly because there was virtually no technical adaptation for charging and using tablets, no connectivity to the internet and no offline learning content available to schools. The wiLearn SLC initiative integrated the viable and serviceable tablets of Digischool where it seemed useful. We provided connection of Government tablets to the wiLearn library and designed samples of charging cabinets for easy storing, charging, and transportation of 20 tablet in a

pilot case. Without our adaptation the Digischool tablets have become a worthless stock item.

What took you so long? Why extend from 2022 to 2024?

The start with Lenkistem was not returning the results expected. We lost tablets, headsets and portable gear in the project and did not observe any accountability from the school management, teachers and parents. This was a setback as we had also planned to establish an out of school learning club under the guidance of the Lenkistem smart teaching staff. The process of assessing a new school and training another set of teachers took us well into the second year of action. Overall, the scope of the pilot project design had to be overhauled to meet the criteria of Gamewatchers and wiLearn governance and accountability aspects.

The budget was made for 2 schools – how did you manage 7 schools in the end?

At the time the project budget was made we had very limited experience in effective logistics from China to Kenya. As numbers of imported goods to Nairobi were growing we found a most effective way to reduce freight and import cost with reliable business partners in China and in Kenya. That freed a lot of budgeted capital assigned for hardware. By changing tablet and server models we further reduced the equipment cost without affecting the quality of the platform. In fact, this year we were delivering another 60 tablets to 3 schools that run short of tablets in class. Our operational expenses were kept to a minimum as well since Victor did cover most of our operations in Kenya at a lower cost than me as an expert. However, officially we have exceeded the budget in 2025 and augmented the overspending with undesignated funds from wiLearn 4 Life Switzerland. Further to these explanations an overview of project expenses is given in the Annex I Budget & Expense.

Did the global COVID agenda affect your operation?

Yes, the lockdown of schools slowed our integration process down considerably at existing schools like Iloirero in Selenkay. But on the other hand, the plight of school children spurred new digital initiatives under the Community Based Organisations to compensate for lost school lessons. It was an exciting time but really adhoc and not plannable. Then suddenly in 2022 the heart piece of our libraries was no longer available – the RACHEL server production in Taiwan was declared “end of life” while stock was depleted. We were forced to look for an alternative method to offer a full swing library with over 700 GB of multimedia educational, life skills and recreational content. “Internet in a Box” IIAB was adopted for which new server requirements had to be researched and field tested.

Secondly, travel restriction for unvaccinated staff were severely hampering our project development and support. It was a blessing, when in January 2022 Victor Malombe, a software engineer leaving iLab Africa from Strathmore University joined our program. From then

on wiLearn had very capable “boots on the ground” covering all of East Africa. Via Whatsapp we began to develop our projects together, research new equipment, secure our China import logistics and support the SLC schools in a critical adaptation phase.

How did you get the library content aligned to the school curriculum that teacher ought to follow?

wiLearn Output b) Digital media content software aligned to the Kenya CBC curriculum is available to all Smart Learning Communities. Our servers are equipped with the MsingiPack Kenya perpetual license providing curriculum aligned and KICD approved digital education modules for Grade 1 to Grade 7. The license does include Grade 8 and Grade 9 however, the producer of the software has had severe delays in getting the software complete and ready for distribution.

With Victor Malombe we were able to engage a professional software engineer in our effort to fill the gaps. Victor soon became the regional representative of wiLearn in East Africa who fulfilled a pivotal role of producer, expert support and services for all our smart learning equipment and content. He takes care of updating the libraries when he is on a support visit in the field. Meanwhile a private initiative called “Africana Academy” has produced exam prep material for Grade 7, 8 and 9 that is under trial in various project schools as well as on our online reference library equipment used within the wiLearn community comes with the same look and feel.

Where did you miss the target?

An obvious one is the library concept within the community but outside the school. On several occasion and by project design we wanted to establish a digital reading and learning room that can be used like an internet café. This idea did not take off with the people we had selected. In other locations the equipment is run by a CBO club. Hence in such a situation the concept turns out to work very well. The biggest success stories we hear come from children that discovered the self-motivated learning out of curiosity and self-interest. With free uncharted access to the tablets, the smart board and the IIAB library some clever learners will thrive. This is an area most school projects should focus on, and provide safe out of school learning spaces. It's the most powerful personal development opportunity we can offer.

What happens to the Selenkay schools and ICT equipment now?

Selenkay Smart Learning – the project continues to run under the supervision of Gamewatchers Safaris who renewed the Smart Learning Community Agreement in collaboration with Victor Malombe as a technical consultant. With the handover from wiLearn to Gamewatchers the ownership of all technical investments is secured. wiLearn will step back from operations and take an advisory role for current and future smart learning projects under Gamewatchers Safaris. The mobile learning projects within the wildlife conservation and tourism areas sparked interest across East Africa. Community members from Kidepo, Uganda expressed a strong desire to install a wiLearn project in their constituencies. The handover of established smart learning projects will free up some capacity to look into the requests and new opportunities.

We could not have achieved this without the vision, compassion and generosity of Peter, Barbara and Tamara from PD Foundation. It has been an honor to lead and drive the wiLearn projects on behalf of your family foundation. I sincerely thank you for the opportunity and hope, that you can see the good returns from young Maasai people being empowered to engage in the digital world and mature to make a difference in the Kenyan society, wildlife conservation- and tourism-sector.

Together we make the difference!



“Social Studies on multimedia tablets is like I am traveling to those places.”

Student Grade 8

Expenses Smart Learning Selenkey

Goal Outcome Output Activity	Hierarchy of objectives Strategy of Intervention	Actual 12.2021	Actual 05.2021	Actual 12.2022	Actual 12.2023	Actual 10.2024	Actual 10.2025	Total USD Expenditure	Total Expenditure %
GOAL	Impact - Teachers and learners from Selenkey Schools are competent to use mobile learning methods to access quality digital education media relevant to the Kenya curriculum	65'147	7'020	4'212	8'990	10'484	6'000	101'852	100
1	Equitable Access - The Selenkey learning community access digital education libraries for curriculum relevant eLearning modules								
1 1	eLearning Hardware Provision for teachers and community facilitators Lenkitem & Ileirero - Ilmonchin - Oloibormut- Kishermoruak - Endoinyo Narasha - Nkineji	44'977	4'900	0	2'560	6'360	6'000	64'797	64
1 2	Integrate digital media content aligned to the Kenya CBC curriculum / Swaheli and disability inclusion	2'729	600	0	80	600	0	4'009	4
2	Teachers- Teachers are skilled to manage and use ICT in and out of class to enhance child focussed digital education and self-oriented learning competencies								
2 1	Teacher Training - Smart Learning Workshp	5'032	0	300	1'340	0	0	6'672	7
2 2	Classroom Administrator teacher support for ICT integration (12 months)	4'880	0	0	480	0	0	5'360	5
3	Learners - Learners are digitally literate, can download and share eLearning lessons with skills to produce project oriented digital evidence and to achieve lesson objectives at their own speed								
3 1	Youth, Adults trained to use ICT for self study and school assignments	300	0	0	0	1'000	0	1'300	1
3 2	Monitoring access data, library content, LMS enrollment, and learning outcome reports to maximise learning outcomes	0	0	0	0	0	0	0	0
3 3	Monitoring and Evaluation of digital skills development	0	0	400	0	0	0	400	0
4	Project Management - Technical Expertise, Coordination, Mentoring, Monitoring and Reporting								
4 1	Project Managment and Accountability	7'229	1'520	3'512	4'530	2'524	0	19'314	19

PD Foundation Grant received / CAF UK

73'304 30.04.2021

PD Foundation Grant received / Carry Forward

6'000 30.04.2021

Watu Moja Lee

PD Foundation Grant received / CAF UK

20'650 16.11.2022

Grant Total received

99'954