



iLearn Center

wiLearn Annual Report 2024

INTRINSIC MOTIVATION

EDITORIAL

Dear Friends, Partners, and Supporters,

as things did not work out as planned, God made an announcement to Jeremiah:

“I will put my laws in their minds and write them on their hearts.

I will be their God, and they will be my people. No longer will they teach their neighbour, or say to one another, ‘Know the Lord’, because they will all know me, from the least of them to the greatest.”

When the old covenant, based on laws God made with his people, was broken time and again, God came up with a second covenant based on love and a free spirit that is yearning for eternal fellowship with God. The first covenant was descriptive, enforced by leaders and put on stone tablets demanding to follow God’s holy laws. It did not work well, as his people were unable to keep these laws thus the covenant became one sided. Only God kept his part while his people wandered off in all direction in fear of facing judgement. God noticed that heavy-handed Lordship did not achieve the loving relationship that He had intended. So God changed his approach and made a second covenant based on the intrinsic motivation of people – He called it “the heart and mind of the people”. When God talks about heart and mind he is looking for people with character that act out of an inner voice with self-motivation, a strong inner discernment, like an inner compass that loves the presence and the nature, the values and character of God.

This is the liberating message – addressing the intrinsic drivers means freedom to grow without outside enforcement. The yearning for new experiences and knowledge inherently put into children’s minds and hearts at a very young age will be their most powerful driver to build character. How do we nourish that intrinsic drive so it can grow? Genius World leading minds have witnessed that industrial age school systems with standardized learning processes have often silenced the inquisitive spirit thus becoming a stumbling block for growth and development?



Hence wiLearn is biased to empower self-oriented learning practices. We strive to create more safe learning spaces for children to discover the subjects of their heart and develop character. Whenever we get a chance we encourage schools to schedule extracurricular access to the library to expand the time and space given to children to grow with intrinsic motivation. That is where learning for life takes on real meaning, as it corresponds with the talents, dreams and capacity of the individual.

The offline library is the ideal education tool for this sort of learning habit, as it streamlines the content and helps to stay focused on educational subjects. Offline libraries cut off the distractions from social media and marketing, while the multimedia content can always be augmented with specific documentation according to the level of learning.

To make these learning spaces humming, a coordinated team effort is required – thank you dear volunteers, teachers and supporters for your personal engagement and your intrinsic motivation to share the essence of digital learning to build joy, growth and character in childrens life’s.

Motivated to learn together and succeed!

Roland Diethelm
CEO wiLearn 4 Life



Jambo Sana Mwalimu,

... yes, this is Sam from Kajiado Mobile Digital Learning on the phone..... correct, 5 schools per week! ... all by myself Yes, parents pay a small fee for their kids to use the wLearn equipment at their school ...

Another one? Sooo sorry I can not add another school right now – no resources ... ok.... I will try to get my daughter to join me ...



iLEARN CENTER WAJIR

in the second half of the year the WASLE team finally received the go ahead and some funds to refurbish the old library located in the compound of the Africa Inland Church in Wajir. In October when regular classes stopped and only learners sitting the national exams were at the schools the team organized the renovation of the two rooms. Dalmas and Victor did the planning and purchasing of the building material to cover the ceiling and the walls, put a solid cement floor and installed electrical gear to operate the digital learning equipment. Furniture was minimal as the budget was used up. Fundraising for proper furniture at the iLearn Center is still ongoing.

Centerpiece of the room is the 65in Smart Board connected to the wiLearn library. (Front page) This board is used for scheduled classes every morning. MsingiPack the main software aligned with the Kenyan CBC curriculum is used for teachers habitual front end instructions. Afternoon sessions are less structured and that is when the iLearn center becomes increasingly populated with children and adults eager to learn individually.

JUST NUMBERS?

21 Schools in Kenya

45 wiLearn Community Members

Pupils/Teachers Ratio
790 /11

1 wiLearn Kenya Office

+23'000 Km Project Travel

21 wiLearn Schools in Tanzania

EXCITED LEARNERS





SUPPORT AND REPAIR

The basis of the wiLearn support structure is a **Whatsapp Group called “wiLearn 4 Life Kenya”**. Currently **45** members are attached to the group. This chat is important as each participant or leader from a project can sign up and share pictures, videos, stories or procedures as well as asking for help. Sometimes the group is able to fix the problem by themselves with collected knowhow. If there are hardware or software changes involved, our local wiLearn representative Victor Malombe is responding to find a quick solution.

wiLearn replaces parts under warranty for the first 24 months to assure sound technical functionality is in place. Recently the battery packs of the heavily used projectors are depleting fast. Once below 30 min of operations we replace weak projector batteries with new ones for about 12 USD material cost. (picture above) The more replacements we make the easier it gets while building a routine. Victor has been visiting all our Kenyan projects at least once a year. He carries the most common spare parts and tools in his travel bag. Our challenge in a fast changing industry is standardized products. The more standardized our eLearning equipment is, the fewer spares we have to carry to make the running of our technical support efficient, swift and affordable.

On our last round of project visits we focused therefore on better standardization of the installed software, so that all equipment used within the wiLearn community comes with the same look and feel.

BRIDGE OF HOPE BRINGS MOBILE LEARNING TO RUKOMA, TANZANIA

The training of trainers at World Vision in the Kagera region turned out to be a success as World Vision implementation in the schools followed shortly thereafter without much ado. We are delighted to see all 11 schools earmarked for the digital learning program succeeding with the introduction.



The trained World Vision staff were able to transfer their acquired knowledge to the local teachers groups and support the running of the libraries independently from then on. On a short visit the project founder Arnd Weil witnessed proud school children in Rukoma demonstrating their ability in acquiring digital lesson content from the library and presenting it with the mobile projector to fellow pupils and visitors.



Arnd has studied the effects of digital learning over several years for his Masters Thesis. His findings have been very convincing and supporting the positive learning outcome reported by the projects schools, teachers and parents alike. Motivated by the positive learning effects using wiLearn mobile library cases led Bridge of Hope Foundation to start many more initiatives such as Allianz Mission in Mwanza or Youth for Christ schools in Rwanda. Find more info under <http://perspektive-hoffnungsbruecke.de/digital-learning-for-kigali-christian-school-kcs/>

We are excited to support Bridge of Hope in 2025 with their plans to expand their activities to Kenya.

NAMIBIA - BUILDING DIGITAL LEARNING COMPETENCE IN OSHIKUKU

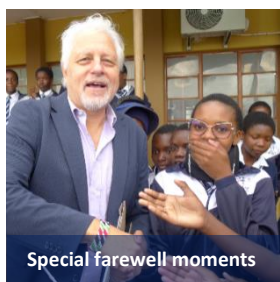


a long way from home but close to my heart lies Ovamboland in the far north of Namibia. Oshikuku is one of the largest towns in the region just 60 km from Ondangwa, where Christine and I began our Mission Aviation assignment in 1991.

Over 30 years later I received a request from Jutta and Patrick Koch from Pfungstadt Germany, to **empower the Nuuyoma Senior Secondary School in Oshikuku, Namibia with digital learning equipment**. Patrick is the mayor of Pfungstadt and organizes annual Namibia partnership visits in collaboration with Oshikuku Town Council to foster ecological and economic community projects in the region. Jutta developed a passion for the youth and their education and founded the [Taamba e.V.](#) Charity to support projects outside of the ecological support programs of the official Pfungstadt Partnership.

After our wiLearn assessment with School Director Mr. Monde in July 2024 we swiftly agreed together with Taamba to support a pilot project at "his school". The principle aspired of NSSS becoming the competence center for elearning in northern Namibia. He noted the lack of blended teaching and learning skills and the absence of suitable multimedia content for tuition. In August we first connected their existing Clevertouch-Board to the wiLearn library. Then we prepared a workshop for November where Patrick handed over 2 complete moLLi cases with 40 tablets.

During this kick-off event to real blended learning I taught the ICT staff and teachers how to make best use of the new multimedia education material using mobile computer technology in class.



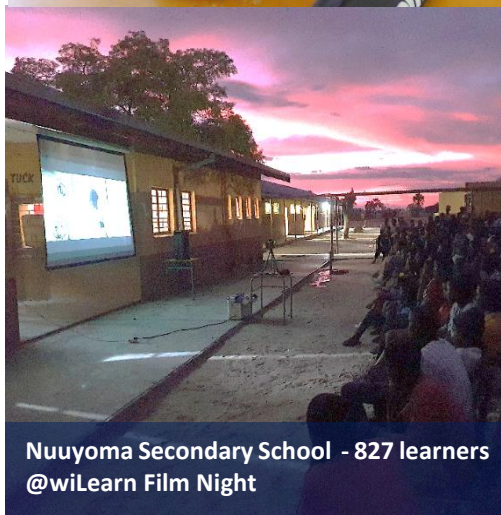
Special farewell moments

Several bright students assisted to set up of the wiFi connections and all the tablets. They demonstrated a huge interest in wiLearn technology and my personal motivation as a Christian believer running this organisation. Their gratitude

towards the donors of Taamba and wiLearn was expressed in a surprise farewell song and many decorated ThankYou Cards. They felt excited and privileged that Nuuyoma Secondary School in northern Namibia was chosen to get digital tools to support their studies for a successful exam.



Leena – the ICT tutor with a love for children and a passion to teach eLearning



Nuuyoma Secondary School - 827 learners
@wiLearn Film Night



FIRST FRENCH wILEARN LIBRARY FOR TCHAD

In October 2024 after several attempts Hansueli Frehner from SAM Global finally got through to establish contact with our wLearn office Switzerland. A shaky internet connection and a Spam filter kept us apart for some time. But Hansueli knows that in Africa you need an extra portion of patience, persistence and endurance to achieve your goals, so we finally got talking and exchanging ideas about digital learning equipment.

SAM Global is a Swiss based Christian NGO with education at the core. For years their expert staff has engaged with the evangelical church schools in Tchad to empower teachers and school management to improve knowledge, critical thinking and learning outcomes in marginalized communities around the capital N'Djamena.

After an evaluation round with various eLearning providers SAM Global decided to partner with us. wLearn offered the most comprehensive approach to meet the immediate education needs of the project schools in poverty-stricken environments. One major hurdle however was the language barrier – French not being the native language of computing and of the wLearn profile. So November became the month to translate the entire

Internet In a Box IIAB library to suit a French school. In addition we banked on an Android APP called ANTON, a free multi-language education software for Grade 1 to 10 developed by the European Union. Modern translation programs like DeepL have

turned out to be an invaluable asset for such transitions. By December we were fully ready with the production of 3 brand new wLearn malles and plans for the first introduction of wLearn equipment in 3 N'Djamena primary schools. Logistics for a new country are always interesting and require the virtues mentioned at the



beginning. A major breakthrough was achieved by importing the 8 inch education tablets directly from China to Tchad with low import taxes. It remains to be seen if such a logistical masterpiece is repeatable.

We are delighted that in the meantime the teacher of Toukra, Sénevé and Moustakbal are proud to present their lessons with a battery powered projector. Pupils love to put a headset on and browse through the tablets apps to discover exciting new books, films and games.

<https://www.wilearn.org/tchad.html>

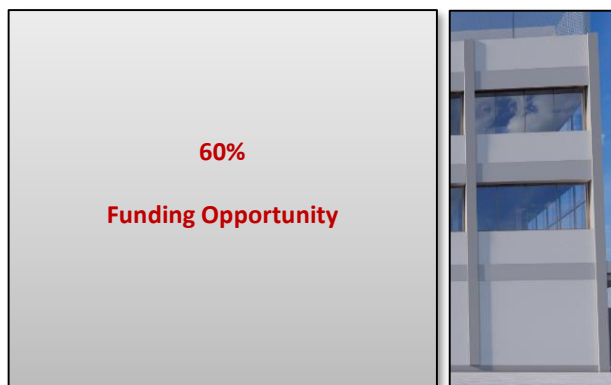
DANDORA - LAND TITLE PENDING

The seasonal flooding at the current SBCC premises where over 160 children are gathering regularly is a disheartening experience. The staff battles the painful losses every time the heavy rains run in streams of water through the classrooms and facilities. It exacerbates the yearning for a swift change of location and stretches the patience of leaders Diana and Charles.

Although a plot for the relocation of the new SBCC Child Care Center project is ready to be built upon, the Kenya officials keep delaying the issuance of the official land title. Without this title of ownership our hands are tied and construction and fundraising remain hampered.

Our team visit to the lawyer gave us hope that in 2025 the Nairobi City council should have completed the survey and computerization of their land. The advocate assured that the title issuance should be swift as soon as the digitalization at the Nairobi land commission has been completed.

SBCC New Child Care Center pledges at 40%



Documentation: <https://www.wilearn.org/files/SBCC-Child-Care-Center-PROJECT-2024-v3.pdf>

We welcome donors and partners to pledge for this high impact project so that we can start without delay after receiving the land title. **Great returns are awaiting** as bright young talents can chase a fulfilling career to bring hope, change and leadership to their own community!

Together we can make the difference!



OFFICE NOTES

Stock control was the focal point that led to the purchase of a wiLearn office container this year. wiLearn Kenya had production material, ICT stock and tools dispersed in too many locations in Nairobi so we decided to look for a better solution. Visibly delighted to have an office in Kajiado, we are located next to Sam Mbogo's house on his compound. Sam agreed in writing to lend us the space for free for the next 5 years. This led to a major improvement in our work processes to produce, customize or repair new moLLi cases and in turn to keep better overview of our assets and inventory.



FINANCIAL OVERVIEW

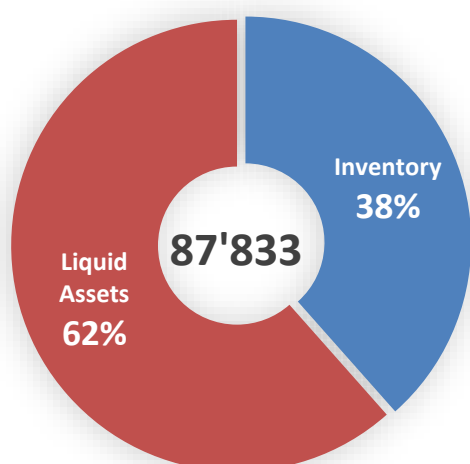
The wiLearn assets of 92'076 CHF have increased by 21% over last year with an increased liquidity of 30%. Although a reduction of inventory was planned for 2024 it turned out that we needed a certain flexibility to act if new request for equipment materialize. Logistics with China continue to have major time lapses so that we must have a balanced stock available to operate. In turn with the focus on the Gamewatchers partnership projects we were reducing designated funds from the PD Foundation grant as the projects are near local handover to Gamewatchers Safaris. Remaining Selenkay grant funds of 3785 CHF will be used up completely in the coming year.

Our organizational capital has been growing thanks to faithful donors, an increase in well managed services in various countries and selected quality investment. New project requests where wiLearn acts as a service provider in partnership with another NGO are supporting the mandates issued to our Kenya Representative and technical advisor Victor Malombe. Payable services rendered by our CEO now working as a volunteer have additionally contributed to the increased operating income.

Non-operational overhead cost have been kept at an absolute minimum as virtually no marketing and office related costs have occurred. Personnel cost could be reduced by 50% as social insurance and benefits for the CEO have been abolished completely this financial year. All personnel cost accrued relate directly with operational management cost factors in Nairobi. We are proud to say that without organizational overheads nearly 100% of donations flow into our wiLearn project efforts.

Ending up with an annual profit of 22'797 CHF shows a financially healthy organisation with capacity to carefully expand the scope in Kajiado, Wajir and northern Kenya in 2025.

ASSETS CHF



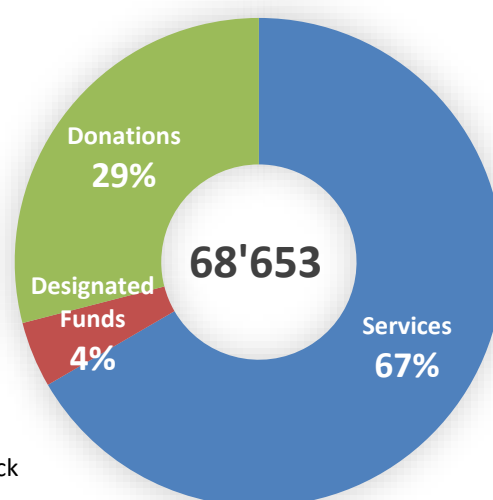
Total assets have increase by 21% last year with a higher liquidity compared to the year before. While liquid assets have increased due to steady donations and more wiLearn services rendered to third party organizations the inventory has remained at similar levels to be ready at once for new service requests.

As general donations were steady mainly coming from our faithful donors our wiLearn services delivered were again in connection with Hope Bridge Foundation, Tanzania and Learning 4 All Zimbabwe. A new collaboration developed with SAM global in Tchad boosted our output as well as the services income side.

Designated Funding was mainly done in connection with the Dandora School Meals Project and the rest of the PD Foundation Grant received in April 2021.

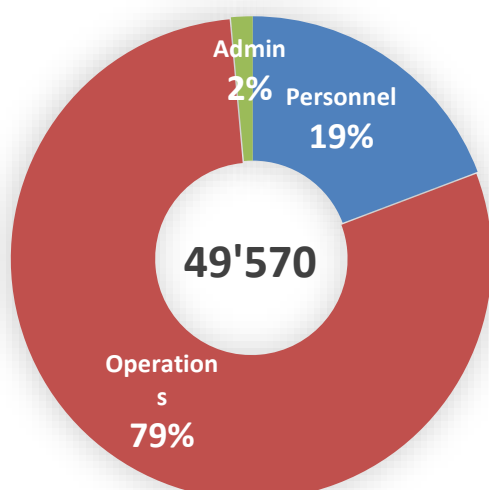
SPECIAL THANKS goes to our esteemed Supporters who donated more than 1'000 CHF last year: R. Watter & K. Frick Switzerland and A & D. Groza, Switzerland

INCOME CHF



To Everyone who has made any kind of contribution to wiLearn 4 Life in 2024, we express our sincere gratitude to your friendship, volunteers and supporters. Together we bring hope, love and understanding!

EXPENDITURE CHF



Nearly **40'000 CHF of our resources** were transferred directly into action output in the wiLearn projects in Africa. Our operations across several countries involved teaching, training, hardware and software production, and servicing of educational libraries in english and in french. Our staff expenses are well invested in Kenya to compensate the wonderful work that Victor Malombe is doing to enhance the cause of wiLearn in all countries we engage in. Thanks to all the volunteer and pro bono work of our wiLearn Swiss office assuring sound financial oversight.

BALANCE SHEET AS OF 31.December 2024

ASSETS	31.12.2024 CHF	31.12.2023 CHF
Current assets		
Liqide assets	54'053.23	41'605.29
Inventory	33780.15	34'676.84
accounts receivable and short-term receivables	4492.7	-
accrued income		-17.50
TOTAL ASSETS	92'326.08	76'264.63
LIABILITIES	31.12.2024 CHF	31.12.2023 CHF
Current liabilities		
Other short-term liabilities		
deferred income	263.20	0.00
Total current liabilities	263.20	0.00
Fund capital		
Funds desingated SS2012 Timothy	0.00	2'006.38
Funds desingated KE2103 Selenkay SLC	3'693.11	14'248.31
Funds desingated KE2102 LEDO	0.00	-
Funds desingated KE2104 Dandora	0.00	15.76
Funds desingated KE2111 Wajir	0.00	1'194.39
Funds desingated KE2112 Ambasssador	0.00	89.30
Fonkapital ZI2209 L4A	0.00	
Fonkapital KE2401 KMDL	0.00	
Total funds designated	3'693.11	10'942.48
Organisation capital		
Free capital	65'322.15	81'012.04
Annual profit / loss	23'047.62	-15'689.89
Total organisation capital	88'396.77	65'322.15
TOTAL LIABILITIES	92'326.08	76'264.63

INCOME STATEMENT AS OF 31.December 2024

	CHF	CHF
	01.01.-31.12.2024	01.01.-31.12.2023
Funding received		
Undesignated Funds	19'920.25	18'369.61
Designated Funds	3'000.00	10'200.00
Total funding received	22'920.25	28'569.61
Services projects	37'190.24	21'171.94
Proceedes from delivery	8'542.34	4'681.44
other revenues	88.11	
Unbilled services		
Balance changes	-896.69	-19'014.13
Total operating income	67'844.25	35'408.86
Material cost	27'528.76	11'305.86
Project related cost	11'787.28	24'332.41
Personnel cost	9'539.47	20'769.54
Premises cost wiLearn Kenya	2'857.32	
Administrative and IT costs	596.00	336.95
Marketing cost	118.90	113.95
other operating related cost		179.75
Total operating cost	52'427.73	57'038.46
Operating result	15'416.52	-21'629.60
Financial income	1'536.03	586.96
Financial cost	-1'008.33	-1'159.06
Other cost – wiLearn projects	-3'059.86	
Result before change in fond capital	12'884.36	-22'201.70
Change in fund capital		
Use	18'615.26	20'711.81
Allocation	-8'452.00	-14'200.00
Total change in fond capital	10'163.26	6'511.81
Annual result	23'047.62	-15'689.89
(before allocation to organisational capital)		

BOARD MEMBERS



Daniel Kast President & ICT



Christine Diethelm, Actuary



Yvonne Rüegg, Pedagogue

Word from the President,

Traveling across Europe, I see people using mobile phones everywhere - older people sending texts and pictures to family members, teenagers connecting with each other, and professionals using apps to measure, book, plan, and make notes. Hardly an hour goes by without seeing someone focused on their mobile phone. We check timetables, plan trips, verify opening hours, seek alternatives, compare prices, and find the best offers. We pay for goods in shops and order others online. We're connected 24/7 and are used to it.

Some people seem addicted to their mobile devices, unable to leave home without them and checking screens every few minutes to avoid missing important notifications. Fear of missing out (FOMO) is common in the Western hemisphere.

Sometimes, accessing a website or online resource leads to distractions from ads, memes, or interesting facts, causing loss of focus and time. The internet poses dangers, especially for children and teenagers, who may struggle to distinguish between truth and lies.

In contrast, the way phones and tablets are used in places like slums in Nairobi, high schools in Namibia, or refugee camps in South Sudan is different. Internet access may be limited, and charging devices can be challenging.

The wiLearn "internet in a box" aims to help teachers, students, and families get the best out of the internet and digital learning platforms without the distractions and moral issues prevalent online.

As we celebrate wiLearn's seventh anniversary in July 2025, we reflect on our growth from "Rachel" to "internet in a box," using Apple and Android tablets, sometimes with solar power, adding video projectors, and even big smart panels. Initially focusing on English-speaking environments, we recently installed our first liab appliances in Tchad, a French-speaking country. Over the years, we've been able to add national curriculums and good entertainment and spiritual content, like the Jesus film in multiple languages.

Having a local representative, Victor, has strengthened our local footprint and reduced travel costs. We continue to partner with other NGOs dedicated to better digital literacy and competency, regardless of internet connection.

We may be a small organization with modest means, but we have a great goal and even greater project partners, ensuring more communities become digitally mature by accessing digital information offline. And we have the world's greatest staff and volunteers, and a God who never sleeps nor slumbers, as mentioned in Psalm 121:1:

„My help comes from the LORD, the Maker of heaven and earth. Indeed, he who watches over Israel will neither slumber nor sleep. The sun will not harm you by day, nor the moon by night. The Lord will watch over your coming and going both now and forevermore.“

Daniel Kast, President

Outlook 2025

- **Selenkay Smart Learning** – the projects were visited but not handed over to local ownership as we had planned. Instead we included another school in Nkinetji and still have some PD Foundation funds remaining for 2025. We once again plan to hand over projects to Gamewatchers Safaris in the second half of 2025. A new partnership agreement will be set up between wiLearn and Gamewatchers for future project launches in additional schools.
- **Tindilo, South Sudan** – we received encouraging information that the tablets were used regularly in class, the projector is also used regularly and the molLi-case is charging well with the solar panel. After reading the library statistics we noticed that the library server has just been accessed at the beginning of the year. Teacher noted that they downloaded the content they needed most from the server to the tablets and thereafter were not connecting to with the wiLearn library. Security in South Sudan is still a major concern so we leave the field visits and reporting in local hands as they are better acquainted with the options.
- **Kajiado Mobile Digital Learning (KMDL)** expansion plans depend on the teaching capacity of the KMDL. We highly recommend to register the CBO and acquire more volunteers to who can support Sam Mbogo with the outreach program. We evaluate the options for an iLearn Center in Kajiado to accommodate the children during their long holidays and generally out of school children.
- **St. Benedict Childrens Center, Dandora (SBCC)** is in the waiting loop until the land title is issued. wiLearn Switzerland will again apply for a grant from Anne Frank Foundation in Basel who supported the school meals program over the last years. More fundraising for the new Child Care Center is still needed before we can start the construction.
- **Wajir Smart Learning (WASLE)** expand the reach is still on the agenda – first with a good organisation at the iLearn Center. We want to encourage out of class extracurricular library use by kids and youth in town. Activate the new partnership agreement with Save the Children Wajir. Support schools with interest to purchase their won eLearning equipment.
- **Hope Bridge Foundation** – the partnering with Arnd Weil from Hope Bridge continues but might shift to a project in Kenya this year.
- **Learning 4 All (L4A)** – Zimbabwe – a national approach for digital learning in collaboration with UNICEF and the Ministry of Education is still possible, but concrete actions are still with Urs Gröbriel. Victor continues to support the current operations in Zimbabwe and reports when new options are on the table.

Donations: Raiffeisen Zürich Airport **IBAN CH80 8147 4000 0024 8387 2** Swift-BIC: RAIFCH22E74

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**“The kindness you put in the World
always has a way of coming back to you”**

Simon & Nauta, NSS Namibia