



# EXCITING LEARNING SPACES

wiLearn Annual Report 2025

# The Law of Primacy

## EDITORIAL

Dear Friends, Partners, and wiLearn Supporters,

at the heart of our mission is the children's formation 4 Life. Through the creation of unconventional learning spaces we cease a unique opportunity to attract the children's attention at an early age. It's the formative age where principles, believes, personality, habits and social behaviour are shaped. How exciting for us wiLearners to play an important part in the growing process of the thousands of children's that we reach with a playful multimedia library every year. In turn its awe inspiring to realise our responsibilities as guides, teachers and role models to be and provide credible examples where these children can find orientation for self-confidence, growth and success. They come with dreams, excitement and a hunger to discover the world during these formative years. It's also a time full of important questions about the essence of life.

Thousands of years before us wise men writing proverbs already knew about the power of shaping true values early in life.

**“Direct your children onto the right path, and when they are older, they will not leave it.” Proverbs 22:6**

Among the six laws of learning there is the **Law of Primacy** - *first impressions are strong impressions that can last a lifetime ... think about how to make the first impression positive, we only get one attempt!*

It is so crucial to give the young child (and the old man) a great first experience within the digital learning context. We create a secure learning space where they can find a lot of knowledge and wisdom but also God's purpose for their own life. Hence we strive to enhance this first experience in our projects with a standardized tablet setup for easy access. With pre-selected apps we create enjoyable moments of discovery to finding answers on personal questions.

The commitment and dedication of our wiLearn project staff to create these countless temporary learning spaces with Android tablets connected to the Internet In A Box digital library is amazing. Imagine to



move to a new place every day carrying the heavy 18kg moLLi-cases through dusty roads into hot and narrow dwelling places! Its true mobile learning at its best! Our project leaders and volunteers work long hours to prepare, deliver and maintain the technical equipment. Starting the evening before, charging tablets, cleaning, repairing, storing to getting up early morning transporting, setup, distributing, helping and explaining, collecting solar power backup until pack up time to return home in the dark, exhausted and happy.

Creating these new spaces means first of all hardware and infrastructure. At this point a heartfelt *Thank You* to our faithful sponsors who set the foundation and support the fueling of our operations to expand and build new spaces. But reaching our goal as a team another special thanks goes to our wonderful project staff across Africa and your unwavering commitment to transform empty rooms into exciting learning spaces where young minds can travel beyond our imagination and character can be formed beyond our example. Thank you for your sweat and tears, for your love for the children and for being a role model to them when nobody else can see your efforts or applaud your accomplishments. You are my heros of 2025.

We count on you to continue nurturing these hungry minds in the midst of arid lands. As wiLearn we will be right there with you to give you support where we can.

Let's multiply joyful first impressions!

Roland Diethelm  
CEO wiLearn 4 Life



## PROJECT DEVELOPMENTS

### Digital Library On Demand in Kajiado County

The Kajiado mobile digital learning group (KMDL) has expanded their capacity to serve **64 teachers in 6 Schools** in the region providing multimedia lessons to **948 school children in class per week**. As wiLearn we invested in additional library equipment to support their efforts. Sam and his team now runs **2 molLi library cases** and soon will add **another 20 Learner Tablets** for better access for the school children.

One of them is **Generous, the headmaster of Excellence Promise Academy**, a Primary School who is a direct beneficiary of the KMDL eLearning outreach. Despite their lack of resources at the school their passion for teaching over **160 pupils daily** is unwavering. With the little they have had they rented a plot and built the makeshift

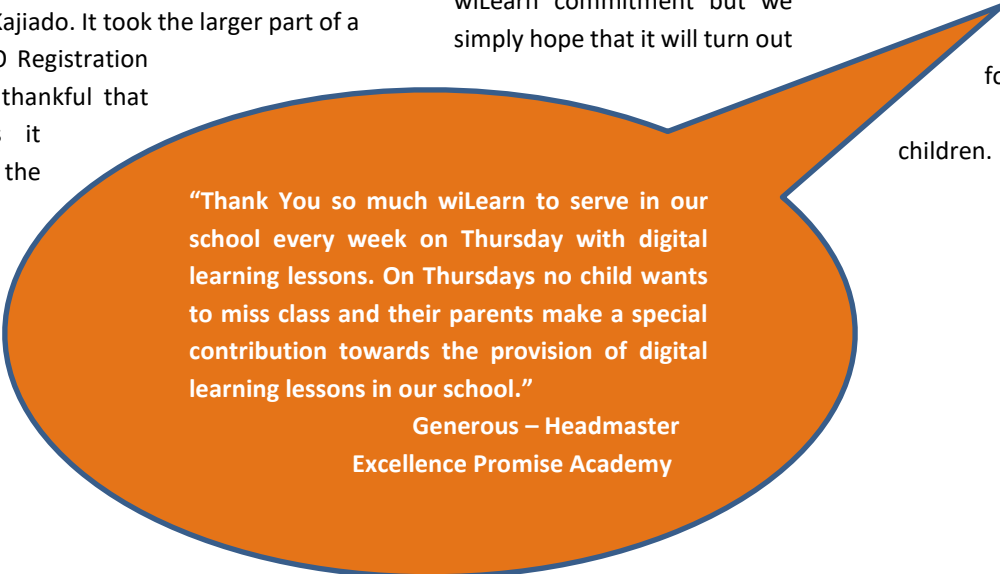


A key step to get proper recognition for their education work was the formation of a Community Based Organisation (CBO) which is officially registered with the County Government of Kajiado. It took the larger part of a year to acquire the CBO Registration Certificate and we are thankful that just before Christmas it finally was issued by the Director of Social Development. This enhances the public awareness and improves the status of the services provided.

classrooms with corrugated iron sheets. **On a Thursday the makeshift classrooms are overflowing** so that some classes are held in the yard. Why Thursdays? Because its digital education time when all children want to attend the exciting lessons presented by the Android tablets and the projectors. Generous is now a happy owner of an Android tablet herself and also learning the tricks of a new generation with eager.

However the headteachers biggest challenge is the eviction from the school plot because of a new landowner intending to move in. Hence she is desperately looking for an investor who could provide funds to acquire a new plot in the area, so she could move all the classroom structures to the new place. Such requests often are far beyond our wiLearn commitment but we simply hope that it will turn out

well for the school children.



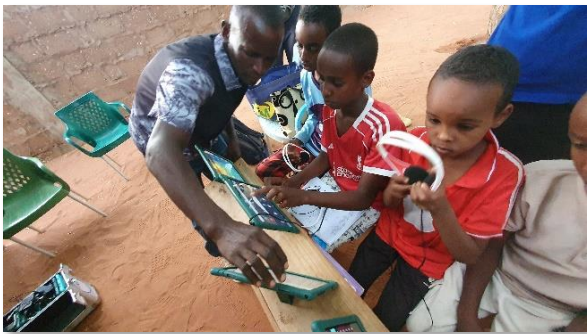
**“Thank You so much wiLearn to serve in our school every week on Thursday with digital learning lessons. On Thursdays no child wants to miss class and their parents make a special contribution towards the provision of digital learning lessons in our school.”**

**Generous – Headmaster  
Excellence Promise Academy**

## PEACE & RESPECT IN WAJIR

**“wiLearn has brought us great new opportunities in education that we appreciate so much!”** In short this is the repeated message we receive from children, youth, parents, teachers, school principals, religious- and community leaders.

From a Swiss perspective we cannot fathom what it means in the life of a traditional goat herder to be landing on the global information highway. Our transition to digital learning was a more gradual one with the impact for change being less interruptive and appearing more organic. Today, it’s a change in lifestyle that the whole society is striving for. Thus wherever wiLearn is reaching out in rural Kenya the communities are proud to be connected to our learning spaces like the Wajir Smart Learning (WASLE) group at the AIC iLearn Center with the multimedia library.



This craving for modern education gives Dalmas and his WASLE team a good standing with the officials and the families in the entire county of Wajir. Weekly requests for any kind of support are coming in and must be evaluated.

**“Dalmas Adongo, living by example”** is not only a passionate teacher for your home crowd after school. Dalmas is a professional teacher employed by a local school and the leader of the WASLE CBO.



**TO THE ENDS OF THE EARTH** – and back. In Oktober 2025 the **WASLE team received their first motorbike.** The total wiLearn investment including modifications



and bikers gear was 1550 USD. The running cost and maintenance is covered by the WASLE CBO. We invested in the bike to ease the burden of transport when organizing smart learning sessions at private homes. These **remote learning spaces are created adhoc in family homes** where parents share the vision of **lifelong learning anytime, anywhere and anyhow.** So wiLearn bought the bike in Nairobi and modified the Cargo capacity for a save bodaboda transport of our heavy molli cases before transferring it to Wajir. The motorbike has not only increased our visibility on the road but promotes mobile reading and learning. It’s our great joy to witness learning sessions with sometimes over 40 children at all ages flocking in from their neighborhood.



**“And if you have Faith in your team, you are a winning team!”** Roland

Do You recognize Faith? She was front page news in our 2024 annual report teaching at the smart board at the iLearn Center. Faith is a driver of smart Learning classes. She practices the day to day routines and applies her zeal for self-oriented learning by using electronic tools and KICD approved software during ordinary lessons. With a lot of experience she is in the position to teach other teachers at various schools how to make best use of the mobile Learning Lab in a classroom session.



**DANDORA – LAND TITLE RECEIVED – LET’S GO!**

Thank God that the land title for the street children project in Dandora was **finally issued in July 2025**. After nearly 3 years of active waiting this official act cleared the way to implement the construction plans made in 2023. On a small plot of 125 m2 the hope for a new home for St. Benedict Community Center (SBCC) is growing.

The next milestone in this education project was to acquire enough funding support to complete construction and furnishing of the 3 storey building. Upon completion **SBCC will own 6 classrooms, 2 offices, a kitchen and a meeting hall while the roof will be used for recreation and as a playground**. We plan to have a small solar power backup installed and to equip two rooms with smart boards for multimedia teaching and learning.

**SUPPORTERS ON SITE!** In October 2026 we organized an exciting project visit with Christine, her sister Katrin and Rolf, her brother in law (on the right). Experiencing Kenya live opened up new opportunities.



Meeting with Diana and her team at the shabby old SBCC premises has been an eye opener of what compassion and commitment can accomplish in young children’s life despite all odds. Moved by the obvious needs Katrin and Rolf gave a very generous longterm commitment to wilearn and the SBCC cause. Our family commitment to SBCC gave wiLearn the extra push to more fundraising for the new Child Care Center. The momentum of compassion caught my cousin **Tamara and her family’s, the PD Foundation’s attention**. She stood very committed to bring this vital project forward without delay and pledged the grant to reach our target amount. Their most significant funding contribution got the ball rolling to start construction in 2025. I consider it a great honor to be part of this outpouring love in action!

**Thank You, our generous donors for sharing our vision to care for the deprived Dandora children in Kenya.**

In just a short while in August 2026 the relocation is happening – thanks to You! With the move to their own building SBCC will leave many challenges and memories behind. Let us pray for a joyful transition!



Our appreciation includes the **Anne Frank Fond in Basel** who keeps supporting the vital **School Meals Program** with their wonderful annual 2025 contribution. **Dorothy, the SBCC kitchen Chef** always wears a big smile when she serves the kids with nutritious food from her small and smokey charcoal kitchen. The meals program support helps to achieve regular school attendance.



## END OF THE MAASAI PROJECT

**The end of a wiLearn project is not the end of digital learning.** Sustainability is the buzzword used for so many things and is of particular interest when preparing communities to take the next step into independence.

With the generous grant funding from the PD Foundation almost 5 years ago wiLearn was enabled and invited to start a joint venture education program with Gamewatchers Safaris and Porini Camps. As a strong team we engaged with their Maasai constituencies beginning with the “**Selenkay Smart Learning Project**” It was lined up as a sort of pilot project among Maasai communities in Kenya, embedded in a complex ecosystem of tourism and wildlife conservation. Our contribution was focused on digital offline learning for all community members in order to strengthen the long term bonding between the Maasai land owners in the Gamewatchers conservancies and the Wildlife Habitat Trust. Together we developed to a veritable project serving in seven Primary and Secondary Schools in two conservancies.

With the onset of the project and the depletion of the grant funding we handed over all project assets, responsibilities and equipment to Gamewatchers. The [final report](#) of this key project is published on our Website. A Grade 8 Student summed up the essence of our Smart Learning impact.

**"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."**

I compare End of Project (EOP) to the adolescent phase of a young person that has matured and wants to discover the world on his own terms. As “parents” its good to stand back and encourage the steps into independence. In this case, Gamewatchers is continuing to give “parental guidance” on smart learning. So **EOP** is not the end but the beginning of another exciting journey of learning!

## THE BEGINNING OF THE NUBA PROJECT

As soon as the opportunity to serve students in

the Nuba Mountain opened up, the wiLearn board was convinced that this is a Godly foresight substantiating our existence as a Christian charity organisation. Khemis the project leader from ACP Sudan (Action for Christians und Persecution) approached us via Whatsapp to ask for library support for the Rock of Hope School in the Nuba Mountains. In collaboration with AVC Switzerland, the mission behind ACP Sudan, we connected all the loose ends to prepare fore the exciting and much needed education project.

Within a month we prepared a solar powered moLLi-Case and a tablet case with 20 learner tablets and a laptop to be in service inside Sudan. As we already had some education content from South Sudan we quickly adapted the library with the Sudanese curricular material. The question arose how we would get the equipment up to Kadugli in a war prone situation and how we could equip the leaders and facilitators with the knowhow to operate the system effortlessly to the level of an instructor teaching others. We came to the conclusion that the most effective way is to fly the team leader and the ICT



specialist to Nairobi, train them up with all the technical basics and some content knowledge.

In October 2025 we set up our workshop at my Rongai apartment welcoming the two Sudanese counterparts for the 3 day workshop. After this thorough briefing we sent them off again at Nairobi Intl Airport, happily with all the equipment as planned – including 40 headsets to start mobile learning in the Nuba Mountains.





- 1) Illustrate the subject matter as vivid as possible – with objects from the environment, simple pictures, short videos or other illustrative examples.
- 2) Give the children the opportunity to understand, practice and deepen content through their own activities through trial and error, project assignments, peer to peer learning or practical applications.

The decisive factor is not the material, but the willingness to get creative and design lessons in such a way that children not only listen but actively learn.

## TCHAD - BUILDING FRENCH LEARNING SPACES

Hansueli Frehner, a Swiss teacher and missionary from SAM Global engaging in a teacher seminary in Chad has been on the lookout for didactic solutions beyond the ordinary. Facing the didactic challenges he reports:

Again and again, the same core question arose: What are the central points that have to be taught in a short training period? What resources are available in schools? Which circumstances become limitations in teaching? And what experiences do the students carry on from their own school days – as learners who have often experienced only frontal teaching?

Among the most important findings were: The classes were very large, often with well over 50 children. In many places, only blackboards and chalk were available as central education tools. Textbooks were rare – not to mention additional reading material or exercise material. Lessons therefore usually took place exclusively from the front; methodological diversity was hardly known or experienced. In addition, there were extremely limited financial resources of the schools, lack of equipment and sometimes large differences in the level of learning capacities within the same class. Over time, two specific principles emerged for my didactics lessons:

So I was looking for ways to implement these principles **Visualize Content** and **Activate Learners** with digital tools adapted to the African context outside of regular internet connectivity. And that is how I found wiLearn and the moLLi case.

Then our collaboration started to create the first French library and learning spaces earmarked for three selected schools located in the capital N'Djamena. They include primary and secondary school classes and together reach around 1,000 pupils. Hence the library had to be adapted in terms of language and content, suitable materials had to be identified and the range of services had to be expanded in a targeted manner so that it corresponds with the curricula and daily school life on site. The project has been funded and supported by SAM global. Roland Diethelm from wilearn supplied the 3 moLLi cases and brought them to Tchad to support us with the introduction workshops. I prepared the school leaders and ICT teachers for the digital learning on site and coached them throughout the entire term. The pilot phase has been scheduled to run for two years and will be evaluated in autumn 2026. The result will determine whether – and in what form – the programme will be continued, expanded or adapted in terms of content.”

Offline digital education created some ripple effects all the way to Bongor. Akwada Association has asked Hansueli to introduce the wiLearn digital library system in their own development programs in the Southwest.





## OFFICE NOTES

It has been a great year for the wiLearn office in terms of consolidation, fundraising and infrastructure. Our office support with Marina in Bookkeeping and Valerie as auditor has been unchanged for which I am very grateful. It is part of our consolidation process as every year I am challenged to get the numbers straight, especially our stock in Kenya. This year we developed a new stock control system on Excel. I am convinced to have an improved overview of incoming and outgoing stock in Kenya subject to diligent use of the system. During the next phase we will also re-organize the storage for quick access at the wiLearn container in Kajiado.

Our office space has received a wonderful facelift during the year with a roof and a veranda all across the container length. wiLearn invested 2825.- USD for the workspace extension. It has become so much cooler and much more spacious to work at the office for the moLLi production of the cases. The veranda has been designed for dual use whereby Sam can host the KMDL digital learning space during holidays for kids in the neighborhood. Sometimes up to 30 kids are present to enjoy the free use of tablets and to browse through the multimedia library looking for their preferred subject. Calculating the cost after the roof project completion we

For our moLLi kit production we invested in some SSD copy machines for quick duplications of library servers and some other useful tools and office equipment to ease the daily routines.



## FINANCIAL OVERVIEW

In terms of fundraising the major goal 2025 was to get the funds for the new SBCC 3 storey school building raised. Thank God and thanks to our dear and faithful supporters we were able to reach the target pledges of 120'000 USD by December 2026 and kickstarted the construction the following month.

The wiLearn income statement 2025 however does not show all the aforementioned commitments received as the larger grants for the construction are being booked in 2026. Despite this fact our education charity is delighted to have received 20'543 CHF of undesigned funding and topped this income line from last year. As our total income almost doubled the major increase compared to last year is due to the designated funds. The allocation is visible

**SPECIAL THANKS** go to our esteemed **Donors** who gave more than 1'000 USD last year\*

*K.Frick, R. Watter, CH / A & D. Groza, CH / R&D. Kast, CH / Saluz-Ammann Stiftung, CH / Anne Frank Stiftung, CH / Unnamed wiLearn Supporters*

from the Fund capital where St. Benedict Community in Dandora has received some construction funding from various individuals and general project funds from a long-term donor commitment mentioned before. Important to note is that wiLearn is transferring such designated funds directly to our partner organisation so **that 100% of the donation ends up at the full disposal of our project partners.**

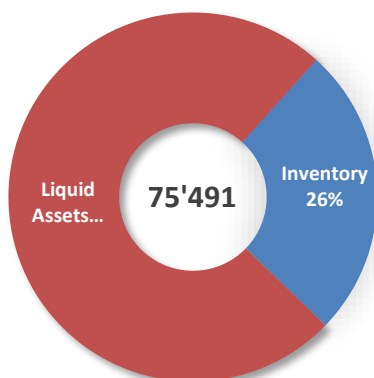
The project services income have diminished due to a lower production output also visible in a lower personnel cost. Our collaboration with Learning 4 All in Zimbabwe and Hope Bridge Tanzania has shifted so that wiLearn services were not required in 2025. With the handover of the Maasai projects to Gamewatchers our focus in 2025 has shifted toward our wiLearn funded projects. The wiLearn Office Roof and Veranda in Kajiado and enhanced equipment for WASLE and KMDL with additional library and tablet cases plus a motorbike are part of our enhanced output capacity that reduced our wiLearn liquid assets last year by 18%. These measures in conjunction with selling our products to AHA Innovation also reduced our overall inventory by over 40%.

wiLearn also decided to sponsor a new project in the Nuba Mountains in collaboration with Action for Persecuted Christians (ACP Sudan) Hence equipment, training, international travel and staff cost were accounted under wiLearn project related cost. As we received new orders for TZA towards the end of 2025 the material cost also ended up on a high. Undesignated wiLearn funds were used to clear the underfunded projects to formerly close the project accounts. Our major fundraising campaign is the SBCC school construction which is reflected under the designated fund capital.

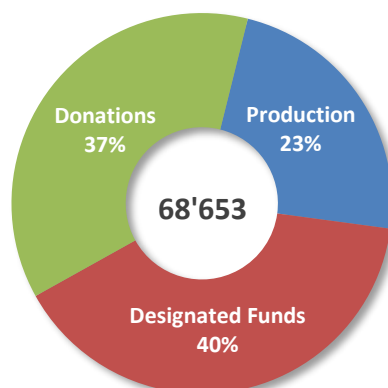
Admin cost have been kept as low as 3% of the overall operating cost and mainly consist of regular IT fees for website, dropbox and various office tools.

Ending up with an annual loss of 1001.70 CHF is a success as we significantly enlarged our smart learning space to a wider group of children in our communities, adding more private learning session and achieved a higher commitment to schools digital learning services then ever before. Thank you wiLearn Kenya team for your efforts!

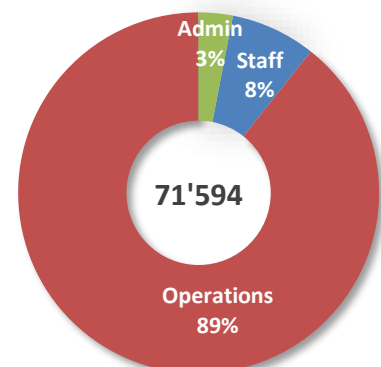
### ASSETS CHF



### INCOME CHF



### EXPENDITURE CHF



## BALANCE SHEET AS OF 31.December 2025

<b>ASSETS</b>	<b>31.12.2025</b>	<b>31.12.2024</b>
<b>Current assets</b>	CHF	CHF
Liqide assets	57'091.97	54'053.23
Inventory	19'628.43	33'780.15
accounts receivable and short-term receivables	0	4'492.70
accrued income	-1'228.92	
<b>Total current assets</b>	<b>75'491.48</b>	<b>92'326.08</b>
<b>TOTAL ASSETS</b>	<b>75'491.48</b>	<b>92'326.08</b>
<b>LIABILITIES</b>		
<b>Current liabilities</b>	CHF	CHF
Other short-term liabilities		
deferred income		263.20
<b>Total current liabilities</b>	<b>0.00</b>	<b>263.20</b>
<b>Total liabilities</b>	<b>0.00</b>	<b>263.20</b>
<b>Funds Designated Capital</b>		
SS2012 Timothy	0.00	0.00
KE2103 Selenkay SLC	0.00	3'693.11
KE2104 Dandora	-100.00	0.00
KE2111 Wajir	0.00	0.00
KE2112 Ambassador	0.00	0.00
ZI2209 L4A	0.00	0.00
KE2401 KMDL	0.00	0.00
KE2512 SBCC Construction	-10'000.00	0.00
<b>Total funds designated</b>	<b>-10'100.00</b>	<b>3'693.11</b>
<b>Organisation capital</b>		
Free capital	86'593.18	65'322.15
Annual profit / loss	-1'001.70	23'047.62
<b>Total organisation capital</b>	<b>85'591.48</b>	<b>88'369.77</b>
<b>TOTAL liabilities</b>	<b>75'491.48</b>	<b>92'326.08</b>

## INCOME & EXPENDITURE STATEMENT 2025

	01.01.-31.12.2025 CHF	01.01.-31.12.2024 CHF
<b>Funding received</b>		
Undesignated Funds	20'543.15	19'920.25
Designated Funds	22'100.00	3'000.00
<b>Total funding received</b>	<u>42'643.15</u>	<u>22'920.25</u>
Services projects	-	37'190.24
Proceeds from delivery	5'320.30	8'542.34
Other revenues	7'589.61	88.11
Unbilled services		
<b>Total operating income</b>	<u>55'553.06</u>	<u>67'844.25</u>
Cost of Goods Sold	14'151.72	896.69
Material cost	32'634.15	27'528.76
Project related cost	17'144.49	11'787.28
Personnel cost	5'462.80	9'539.47
Premises cost	-	2'857.32
Administrative and IT costs	1'235.65	596.00
Marketing cost	598.00	118.90
Other operating related cost	367.35	-
<b>Total operating cost</b>	<u>71'594.16</u>	<u>53'324.42</u>
<b>Operating result</b>	<u>-16'041.10</u>	<u>15'416.52</u>
Financial income		1'536.03
Financial cost	-492.20	-1'008.33
other cost	-38.10	-54.03
<b>Result before change in fond capital</b>	<u>-16'571.40</u>	<u>15'890.19</u>
<b>Change in fund capital</b>		
Use	-6'530.30	-15'609.43
Allocation	22'100.00	8'452.00
Revaluation funds in foreign currency		
<b>Total change in fond capital</b>	<u>15'569.70</u>	<u>-7'157.43</u>
<b>Annual result</b>	<u>-1'001.70</u>	<u>23'047.62</u>
(before allocation to organisational capital)		

### AUDIT REPORT

In accordance with the mandate, the annual financial statements (balance sheet, income statement, statement of capital) of the wiLearn 4 Life Association for the financial year ended December 31, 2025 were audited. In accordance with Swiss GAAP FER 21, the information contained in neither the performance report nor the annual report are subject to an audit.

The Board of Directors is responsible for the financial statements in accordance with Swiss GAAP FER, while the auditor's responsibility is to issue a report on the financial statements based on the audit.

The audit was conducted in accordance with Swiss Auditing Standard 910 "Review of Financial Statements". Those standards require that there is reasonable assurance about whether the financial statements are free from material misstatement. A review consists primarily of inquiries of company personnel and analytical procedures applied to the data underlying the financial statements.

Based on the audit, nothing has come to my attention that causes me to believe that the financial statements do not give a true and fair view of the financial position, the results of operations and the change in capital in accordance with Swiss GAAP FER. On the basis of this report, I propose to the General Assembly to accept WiLearn 4 Life financial Statements for the fiscal year 2025.

Zürich, May 28<sup>th</sup>, 2026



Valerie Gateaux

## BOARD MEMBERS



Daniel Kast President & ICT



Christine Diethelm, Actuary



Hansueli Frehner, Pedagogy

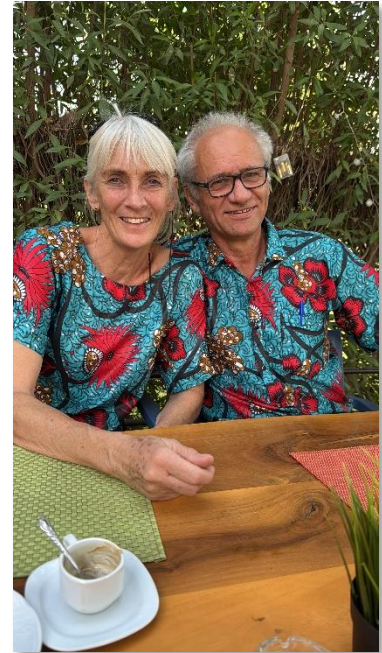


Roland Diethelm, Operations

### Word from the new Board Member:

Five years ago, my wife Silvia and I faced the question of whether we should devote our final, particularly active years of our careers to a mission in Africa — working with an NGO and taking on a role that went beyond purely organizational tasks. Twenty-five years earlier, we had spent four formative years in Tanzania with our children, where I ran a school for expat children. This time, however, I wanted a role where I could work more directly with local people and experience the reality of education in everyday life.

So, at the age of 62, I took early retirement, and we set off for Chad on behalf of SAM global, a Swiss NGO. This challenging assignment led to the discovery and collaboration with wiLearn 4 Life in Switzerland, as described in the Tchad report above....



In summer 2025 we completed our engagement at the teacher training seminar in N'Djamena and returned to Switzerland. Roland Diethelm asked me if I would be willing to take a seat on the board of wiLearn. “On the lookout to fill a void in the wiLearn board it seemed a God given encounter leading to an exceptional opportunity. To find a Swiss person with a mind that is mission focused, a heart for Africans, a teaching background and a desire to try new digital learning methods in an African education context was a foresight” he explained.

I see this request as a vote of confidence – and as an opportunity to contribute the experience gained from the pilot project in Tchad at a strategic level across Africa. In the coming months, it will become clearer which elements of the wiLearn IIAB library are particularly effective in the classroom, what additional support teachers need to use multimedia in class and which adaptations make sense within the francophone context.

The planned evaluation of our SAM Global pilot projects in N’Djamena in autumn 2026 will thus be an important milestone. It is intended to create a sound basis for deciding whether to continue, expand to other schools or gradually scale up to other francophone regions.

Hansueli Frehner  
Board Member, Pedagogy

## Outlook 2026

- **Kajiado Mobile Digital Learning (KMDL)** Plans for service expansion to cover up to 11 schools in the region are executed. wiLearn will contribute additional tablets to make this plan feasible. A new learning space has developed under the new roofed veranda of our wiLearn Kenya container office. KMDL is organizing benches and tables so that regular extracurricular learning can take place in his compound. School dropouts and children on holidays will enjoy this opportunity get their hands on tablets and browse through the multimedia library at the learning center.
- **St. Benedict Childrens Center, Dandora(SBCC)** the construction of the new SBCC place is in the focus. We are looking forward to major milestone in the history of Diana's St. Benedict Community vision. The opening of the new Child Care Center is planned for at the second half of 2026. The 2 Smart Boards will open the opportunity for streetchildren in Nairobi to enjoy state of the art teaching and learning – lets see where this will be leading. Our support for teachers stays in the focus of that new opportunity.
- **Wajir Smart Learning (WASLE)** strengthen their engagement for home schooling. Adult education has become another focal area of our team to enhance women's rights and combat girls circumcisions which has been a strong cultural wiLearn will support awareness campaigns and womens initiatives relating
- **Hope Bridge Foundation** – the partnering with Arnd Weil from Hope Bridge continues. The original goal to establish digital learning opportunities in 15 Schools in the Kagera region is going to be fulfilled this year by adding another 4 schools to the scheme. World Vision Tanzania is the implementing partner of Hope Bridge in the country.
- **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.
- **ACP Sudan** – Nuba Mountains – progress in teacher training has been reported. We anticipate that Kennedy and Jarsam as drivers of this project will make the system operational to all the learners at the Rock of Hope school and beyond. The are planning to move to various primary schools in the region to give these kids the benefit of digital education access on a regular basis. We are excited to hear more of the effects of this project in the war torn country.

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

Contact: Roland Diethelm | Tel: +41 76 215 09 63 | wiLearn 4 Life, Zürcherstr. 36, 8426 Lufingen

**“With partnership, awareness, compassion, and targeted support, meaningful change is possible”**

**Dalmas Adongo, WASLE Leader**