



# «LEADING BY EXAMPLE»

wiLearn Annual Report 2022



# LEARN LOVE LEAD

## EDITORIAL

Dear Friends, Partners, and Supporters

The 3 L's are – in my view – the critical success factors for our wiLearn education projects. This is an observation I made when meditating on the leadership principles of Jesus Christ (John 21) when he met with his disciples at the sea of Galilee in a challenging time.

Yes, sometimes the going gets rough and we get stuck in the mud on our journey, like in South Sudan's wet cotton soil on the title picture. Will the challenges alter our path? Will we turn back and quit, or will we find a way forward? If the 3 simple everyday terms of learn, love and lead determine our decision making, we have a greater chance of successfully reaching the destination.

Every time I prepare the Annual Report for wiLearn, it is a chance to reflect of where we have come from and where we are going as an organisation.

Scrutinizing our education projects 2022 is an important part of the continuous learning process we are in. As I look for the progress, I also want to understand what caused the failures that bogged us down? What has been my part and what did my teammates and our partners contribute to it? And there comes the Love factor, looking away from my role to others. Did the beneficiaries in the projects gain something? How is the team spirit, and do key players receive the recognition they deserve? Who has taken the lead to get us "out of the mud?"

Good leaders love what they do even in times of crisis as they focus beyond the immediate problem and keep the overview. Their passion for the people and the common cause creates the sense of belonging and pride that successful project teams accompany. Passionate, reflected, and honest leaders have a pulling effect that mobilises followers and get them excited to give their best for the team effort.

In 2022 wiLearn supported 3 projects that excelled and reached thousands of children with digital education. Another 3 learning communities made steady progress and with 2 projects we experienced setbacks and disappointment as they failed to engage. In identifying the major difference between success and failure I discovered that it's neither the lack of resources nor the lack of skills. The common denominator was the lack of honest leadership and communication. At the root was the lack of integrity among project leaders preventing forward movement. Over time a leader will always reveal his true self by his action. Team members cannot be fooled for long by nice words and letters because they discover the



"My joy is to be part of a solution oriented team with leaders on fire for teaching God's principles"

misalignment with the leader's action. Yes, it's true; actions speak louder than words ...

I recognize how blessed wiLearn has been in 2022 to have partnered with many great leaders who demonstrated this "pull effect". Together we overcame tough challenges in the remotest and insecure parts of Africa and created more learning opportunities under the most difficult circumstances on this planet. Thus, we keep the focus on partnering with trustworthy, dedicated project leaders to keep the momentum going. In this report, I wish to honor the humble and dedicated leaders at the helm of our current wiLearn projects and hear from themselves how they see the fruits of their labour.

Thank You, partners and friends for your faithful support that we seek to multiply in 2023.

Together forward to learn love and lead,

Roland Diethelm  
CEO wiLearn 4 Life

Frontpage: Dr. Alex Bolek, Founder of Timothy School in Tindolo taking the wiLearn team to his village in South Sudan



# REFLECTION & REPETITION

## KEYS TO LEARN EFFECTIVELY

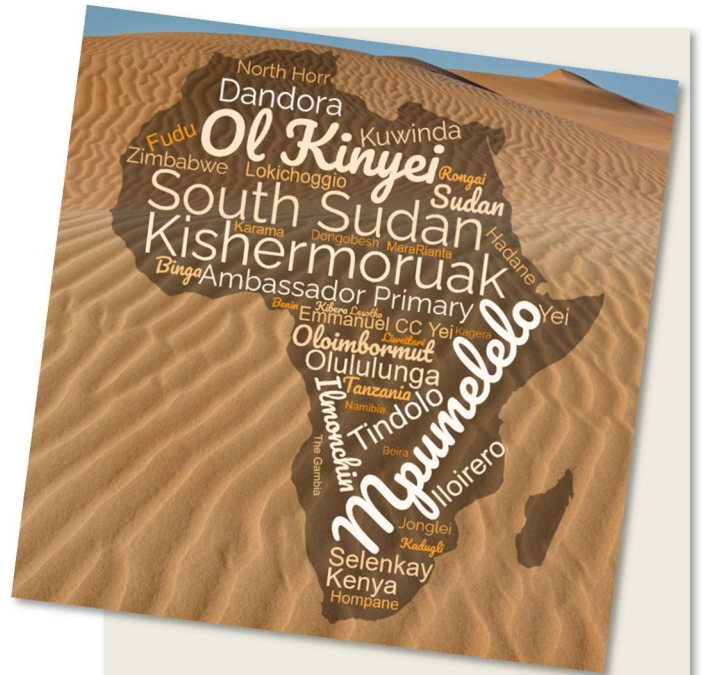


**LIBRARY LOCATIONS** Even though wLearn has a very lean organizational structure, we have created a bigger footprint than what is generally known. In 2022, our reach has expanded even further than what we had planned for. Our latest project is setting foot in Sudan in the Region of the Nuba Mountains.

We have started new offline digital learning projects in three very remote locations.

We also organized the installation of solar power in **Binga, Zimbabwe**, equipped the school in **Tindilo** among the Mundari tribe in **South Sudan** and set base **near Kadugli, Sudan**, the home of a Nubian ICT teacher.

The project map published on our website will give you an overview of our mobile library locations. For quick access to basic project information, you can click on the blue wiLearn Logo on the map. Red Logos show communities that have asked for support in digital learning and require further funding to run a mobile library. The leaders and location have been assessed to qualify and operate a Mobile Learning Library.



Each of these names represent a wiLearn library in action.



## 45 wiLearn Libraries



## PROJECT LEADERS 2022



### wiLearn KENYA - BUILD SOLAR POWERED MOBILE LIBRARIES

**Victor Malombe** is our ICT specialist and wiLearn Representative in Kenya. He has joined the wiLearn team in January 2022 as a consultant. Born in Kitui, Kenya, he has made a career as a Software Developer employed by Strathmore University in Nairobi. Victor has shared his office space sporadically when Roland set up base in Kenya and got acquainted with the wiLearn server technology. Victor became self-employed last year and decided take up a mandate from wiLearn. With the COVID19 travel restrictions in place, Victor quickly stepped into leadership, running the wiLearn projects in Kenya, Zimbabwe and South Sudan. We communicate via Whatsapp instead of the face to face meeting in Nairobi. So my interview about his leadership in wiLearn projects has been recorded digitally:

wL: Victor, when you joined wiLearn at the beginning of the year, what did you expect for the rest of the year?

VM: *I expected to be more involved in outreach projects where wiLearn has been operating within Kenya, while providing technical support and conducting joint workshops with the Roland during his visits.*

wL: What did you love the most about your new role and has that been the area of your expertise before?

VM: *wiLearn has offered me a chance to practically model and create technology products to solve real problems in the community. Prior, I have trained in software development and IT hardware skills that I had limited options to put into practice.*

wL: If you would highlight one achievement in 2022 – which one is it?

VM: *I have directly empowered teachers in ten schools and community centers to integrate digital learning into their pedagogies.*

wL: In your first year you had to learn several new things. What did you find the most rewarding for you personally?

VM: *Assembling electrical equipment and solar technology is a major skill that I have learnt in the past year; the concept of harnessing renewable free energy to run various gadgets with different power requirements in a simple way has changed my choices and plans of electrical components I use in my office, home, and farm.*

wL: Were there any surprises while working within wiLearn smart learning projects?

VM: *I was amazed by the huge effort and investment that was done to the beneficiary communities by wiLearn. Prior to joining the organization, I did not think of much going on at the field. For instance, there were over eight empowered marginalized communities in Kenya all with digital learning skills and smart learning technologies.*



my number of the year

# 456

children reached in South Sudan  
to learn with digital education  
media for their first time

wL: Do you have a favorite project and why did it become special to you?

VM: *Timothy School project with the Mundari Bura community in South Sudan is one of my best projects. I realised the big extend to which a well implemented smart mobile learning project could bridge digital divide and bring a positive change to a community. I am also glad that I met some good friends over there who have been helping me to grow in my spiritual journey with Christ my Lord and saviour.*

wL: Why do you think a Maasai women needs technology skills?

VM: *Despite being in a male dominated community, I have observed that more Maasai women have gotten into occupations and initiatives that need technology. These include teachers, business owners, active church roles, organised groups leaders, bee keepers and solar powered farm managers. All these need information that is already in the Internet to thrive.*

wL: As a leader do you have a special leadership style, a mentor or a principle that you are leaning on?

VM: *I admire transformational leadership that inspires others to improve and achieve their goals. My mentor is Roland Diethelm, CEO wiLearn 4 Life.*

wL: How would you define “successful leadership” and what are the most important characteristics of it?

VM: *When the situation of the people you are working with or for improve because of your intervention then that is a successful leadership.*

wL: If you change one thing in 2023, what will it be?

VM: *I am seeking to grow my business mindset for sustainability, having focused on the technical aspects all along. Sustainability is key for wiLearn to ensure continuity of its operations in the foreseeable future.*

Thank you, Victor, for your commitment – wiLearn projects would not be where they are today without your dedicated work!

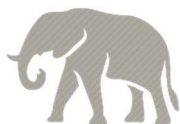


## My favourite Picture:

*"I can be part of history making to introduce smart mobile learning technologies to the Tindilo community at South Sudan for the first time in history. This is one of the most marginalized areas wiLearn is operating."*

Victor Malombe, wiLearn Rep Kenya





## SELENKAY: NATURE CONSERVATION NEEDS EDUCATION

**Mohanjeet Brar** is the Managing Director of Gamewatchers Safaris in Kenya. As part of the delicate ecosystem in Kenya's rich wildlife conservation areas, sustainable tourism as well as our smart learning projects fully depend on a good relationship with the Maasai communities. It is this bonding with mutual trust that creates a win-win-win situation where the Maasai livelihood can grow in parallel with wildlife protection.

Together we experienced success in **training 60 teachers** and setbacks as not all communities engaged with our project the way it was designed. We try to find a few answers from the Chief and leaders as to the lessons learnt from last years' experience with Lenkiseem and Iloirero, the original two schools of the Selenkay Smart Learning project.

WL: Our joint venture in education is about impact – where in the project communities did you observe change?

MB: *The biggest change was in the kids, their enthusiasm and curiosity to learn from the 'cool' new tablets and kit. I have a 10-year-old girl and 12-year-old boy and could see my kids in them. Also, it was great to see the appreciation and commitment of many of the teachers when they saw the 'power' of what the system could do and offer. And what has been most rewarding is to recently see the improvement in grades because of using the system.*

WL: Leading a large tourist company, which leadership principles have been proven successful in your operations?

MB: *Some principles that I aim to base the running of the business on is first of all always having integrity in all that I do and expecting the same from the team. Treating all with respect and dignity. Others are focusing on delighting our guests in all we do, continually aiming to improve and learn, trying to do everything with excellence, and doing my best to see things from others point of view. Also importantly, having fun and enjoying life while doing this.*

WL: Why do Maasai need digital skills?



MB: *In today's world we all need digital skills but unfortunately, opportunities in this world are not shared equally or available everywhere. Digital learning is a way*



*my number of the year*

# 2172

*Maasai Children that are enrolled in school which benefit from the digital learning programs*

*to improve livelihoods and future and not to be dependent only on land-based means of making a living.*

WL: In which community did you see the first fruits of our effort and what did you observe?

MB: *After some teething tech issues, Iloirero was the first school we started to see the positive impact of the wiLearn digital learning program. We saw greater commitment from the teachers and also the school parent teacher committee for wanting to make the program a success as they saw what it could do for their kids.*

WL: How do you handle cultural differences when it comes to nature conservation and learning?

MB: *We all have different cultures and traditions, however there is more that we have in common as people than is different and I prefer to focus on what we have in common, hold as valuable and build relationships based on that.*

WL: Which factors must be considered when making such community projects sustainable?

MB: *An important factor is finding local leaders and local 'champions' for the project that believe in it and want to make it a success for their people.*

WL: What do you consider the most important lesson learnt from the mobile education project so far?

MB: *Regular follow up and follow through is crucial to ensure it is a success and has a positive impact on kids.*

WL: Where do you see potential for growth in our joint education projects?

MB: *The addition of a Victor as a full time Kenyan who is there to regularly go train, help with IT issues and support has made a massive positive impact and with him and continued better reporting on impact there is scope to now take this to many more schools and children.*



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**“Integrity in all that I do and expecting the same from the team”** *Mohanjeet Brar*

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WL: Any thoughts that you would like to share with supporters and partners?

MB: *A huge gratitude for your generous support and also patience as some of these projects take time to implement (along with learning curves) and to start seeing the impact. And to assure of our commitment to the project's success and impact on our community kids!*

### TRANSFER FROM LENKISEM TO OLULULUNGA

Leaders who take up responsibility sometimes have to make tough decisions to push forward for a successful outcome. Our Selenkay Smart Learning team has been committed to the beneficiaries as well as to donors and supporters. When we noticed that the Lenkisem leadership struggled with the integration of digital learning in schools and pupils did not gain adequate access to the new education media we engaged the community to solve the issues. After meetings, observations, and fruitless discussions the team decided in 2022 to move the wiLearn equipment to another learning community who will make better use of it. Together with the Selenkay Conservation warden, we assessed two new primary schools in the area and finally chose the Olulunga Primary School community to be introduced to the digital learning program. Although it needed a solar power installation due to low infrastructure at the school, the teaching staff seemed highly motivated and engaged, welcoming the new era of learning with multimedia libraries, Android tablets and projectors. Victor was organizing the launch and the teachers' workshop after a general overhaul of the retrieved equipment.

### WHEN TODDLERS RAISE FUNDS – QUANTOPIA

“Nobody too small for fundraising!” has been proven by the toddlers from the Child Care Center Quantopia in Egg, Zürich.



The co-founders and leaders of the facility have offered to organize an Art Gallery with pieces of art created by their toddlers during day care sessions. Parents, artist and wellwishers bought the paintings displayed at the private viewing with proceeds going 100% to wiLearn projects in Kenya. It was a really cool idea and a good fun execution with a short speech, cake, coffee, fellowship and a wiLearn hands on exposition.

### TBZ-iPad's FOR HIGHER GRADES IN KUWINDA

Michael Kellenberger, teacher at the Technische Berufsschule Zürich TBZ thought of the wiLearn projects, when the vocational school had to replace the old iPads. TBZ donated 32 iPads to wiLearn projects because our learners only need a functional web browser to access the offline learning material from the server.

Mirjam Diethelm, our Kenyan caretaker at Quantopia, went for a visit to our Kuwinda project in Nairobi shortly after the fundraising event in Egg. She hand-carried a full case of heavy iPad tablets for handover to the Kuwinda community library. She noted “The eyes of the project supervisor Sam Mbogo and his team lit up when I unpacked my bag.”



The iPad's bright screen, sturdy Aluminum body and long battery life will make the evening sessions for the youth a highlight of the week! “Asante Sana!” – many thanks in Swaheli came several times over their lips. They confirmed that through the regular evening classes they experienced a marked increase in visitors to the library and better marks at the national exams due to the many mockup lessons from the wiFi library.







## WAJIR: TEACHING AND MENTORING MARGINALIZED CHILDREN

**Dalmas Adongo** is teaching with a passion. As the Kenya school systems closed down during Covid, Dalmas found a way to reach the kids with educational learning content. He formed a group of teachers, willing to present their lessons via their local radio station. While pondering over improved mobile teaching methods, he asked wiLearn to come to Wajir and help with their digital learning expertise to fill the educational void that most of these pastoralist children have experienced. He quickly founded and registered the Community Based Organisation named the WAJIR SMART LEARNING CBO. As a well respected mobile teaching unit, Dalmas is now leading a team of over 10 facilitators and teachers who visit schools, homes, libraries and churches to make use of a single mobile learning case donated by wiLearn supporters in Switzerland. Amazingly, in 2022, the team had reached over 1000 children in the region to teach them on digital learning principles, life skills and basic grade specific subjects.

WL: Dalmas, you have been so passionate about reaching children in difficult circumstances with education. What drives your passion?

DA: *Is the love and affection I have for children from marginalised Community.*

WL: Can you tell us how you formed your WASLE?

DA: *WASLE was formed in response to the Education challenges that was witnessed during the Covid-19 pandemic. The members who then were offering free lessons to learners at the local radio station to reach the children at home who were denied access to education because of the pandemic. Luckily WiLearn 4 life liked our idea and donated a moLLi teaching unit to us which catapulted our zeal to reach out to the community by promoting digital literacy.*

WL: Are you still using the Mic at the radio station?

DA: *Yes, our Vision is to build a strong network with relevant institutions and enable the marginalized population access to education through digital literacy.*

WL: How would you describe the main beneficiaries of the project?

DA: *enthusiastic and passionate children and youth with a Somali cultural background. They always exhibit hunger to learn with digital media wherever we visit them at home or in schools. Furthermore the project has given us the platform to intergrate with parents and leading members of the community in the quest of promoting digital literacy.*

WL: You must have set some goals for WASLE for 2022. Did you reach the goals or did you miss the target last year and why?

DA: *Yes we set some goals for WASLE for 2022 and we are glad to report that we were able to meet most of them.*

WL: What keeps your project going if the circumstances get difficult?

DA: *What keeps our project going if the circumstances gets difficult is the passion we have for the project and the support we get from wiLearn.*



# 26

*is my number of the year because WASLE has trained 10 female and 16 male teachers how to use the digital media library and projector in a classroom to improve the learning process*

WL: Where do you see the WASLE team in 5 years from now?

DA: *I see a the WASLE team grown up, well trained up and empowered to reach a wider scope promoting digital literacy for every child in Wajir county. I see at least 5 dedicated mobile teams and a digital learning center for a successful digital learning transformation.*

WL: What does the Wajir community or Public offices contribute to the success?

DA: *The Director of Education Wajir County was impressed and encouraged the team to reach as many learners as possible. The team is welcome everywhere, the doors are open and we can move freely in schools, Manyatta's, and churches to teach digital media competences.*

WL: What does every donor who supports your project financially need to know?

DA: *we are committed to the call and thankful for every longterm partnership and support. Especially appreciated is any travel support as one of our limiting factors. Our team is working on voluntary basis because WASLE does not yet have the resources to compensate for their tuition.*

WL: What did you learn from your new work experience 2022?

DA: *In 2022, the digital equipment was a door opener in the community. It helped us to reach out to the learners who had dropped from school due to severe drought that was experienced in Wajir. And equally important is to see that the project fostered peaceful co-existence amongst the culturally diverse community living in Wajir.*

WL: What role should wiLearn play in the WASLE efforts in 2023?

DA: *We thank you for all the support in 2022! We wish wiLearn to continue to partner with us to expand the WASLE reach. Their technical expertise and leadership in mobile learning technology is vital for WASLE to exand the mobile teams and establish a digital learning center.*

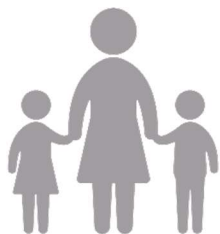
**My favourite Picture:**

*"I am glad to be part of the change that promotes digital literacy in Wajir. These children are not only hungry for food but for interesting digital lessons – the school attendance has markedly increased due to the digital learning tools in class." Dalmaz*





## DONDORA NAIROBI: CARE FOR STREETCHILDREN AROUND THE DUMPSITE



**Diana Jomo:** I am the founder of the registered St. Benedict Community Centre (SBCC) in Dandora, Kenya, and a holder of diploma in early childhood development and education. My vision is to use education to transform the lives of poor street children and give them opportunity to have a dignified life. I strongly believe that each and every child was created by God for a specific purpose in life and therefore it is our divine responsibility to help them overcome challenges that might hinder them from becoming what God wants them to be.

Our Motto is **“Education is key to success.”** So April 2021 was a month of fortune for our SBCC care center having received smart learning equipment and entering into partnership with wiLearn 4 Life. It came at a time when we were struggling to restock our print library following the required change of curriculum from 8.4.4. to the Competency Based Curriculum (CBC). Additionally this curriculum requires a fair amount of digital skills development and learning competence.

The wiLearn library then came with a digital solution for this dilemma of learning materials, MsingiPack had all the curriculum resources we required for the new competency based curriculum. More than a complete multimedia education library in just single portable gadget. The year 2022 we consolidated the new teaching and learning approach and witnessed impressive academic achievements.



- Positive trajectory of **results** in national examinations enabling our learners **secures chance in good secondary schools**.
- **Award winner** Rune Otuoma, our SBCC Alumni learner in his secondary school has received a personal tablet PC as an **award** for exhibiting exemplary skills in using digital learning tools to solve **mathematics** tasks online. Skills he acquired from the wiLearn program at SBCC.
- For the first year SBCC had **high retention rate** of the staff and therefore reduced the need for fresh training on the use of the gadgets. This means maximum benefits to the learners.
- During our bench marking visit to Mully Children Family our learner Richard was showcasing what smart learning lesson entail. Two peer learners demonstrated how the gadgets work and showed a good mastery of the MsingiPACK class specific contents.



# 350

*is my number of the year it is the highest score one of our learners has achieved at the KCPE national exams*

### Challenges in 2022

We faced financial constraints in paying rent and at one point our office was locked by the landlord due to arrears and therefore we could not access our learning equipment. We went on pleading with him. We received eviction notice from the premis where classes are.

A key pillar of our safe and effective learning environment are the school meals. This is a critical element to gain learning potential among many children who else would need to scavage for food on the dumpsite. Unfortunately we run out of food and funds in 2022 to provide meals to the children.

My strenght as a leader to continue despite this incredible difficulties is believing in God and maintaining a positive attitude in challenging cicumstances. I consult with my staff, the SBCC board members, the learners, community members and our partners so that the solution finding becomes a partiapiatory approach. My sincere gratitude to Roland Diethelm from wiLearn for his guidance and support. Most recently we have been consulting with Roland to aquire our own SBCC plot so our care and quality education for marginalized streetchildren around the Dandora dump sites can continue.

We are urgently seeking funds to develop the plot and establish our operation at this new premises. Additionally

### SBCC PROFILE IN 2022

*Learners: 143 Girls and 74 Boys age 4-14*

*Teachers: 4 Female and 5 Male*

*Board Members: 7*

*2 wiLearn LED Android Projectors*

*1 TV Screen, 1 Digital Library*

we are looking for regular sponsors for our school meals program.

Thank You All who have supported us in 2022!



# ST. BENEDICT COMMUNITY CENTRE

"Education is the key to Success"

## MESSAGE FROM A STUDENT- BENEFICIARY.

I am lucky and thankful to be among the first beneficiaries of smart learning at St. benedict community centre. The server provided all we needed to do well in our examinations.

The revision materials we accessed enabled me to do well in K.C.P.E and secured a chance at CHELEZO HIGH SCHOOL a boarding school in Makueni County where I am still doing well always top in my class.

I have chosen computer studies as one of my subjects because I was inspired by the WILEARN 4 LIFE technology I interacted with at St. Benedict community Centre.

My aspiration is to be an engineer in future.

THANK YOU ROLAND, THANK YOU WILEARN 4 LIFE.

RUNE OTUOMA.

Beneficiary of smart learning.



## MESSAGE FROM THE BOARD CHAIRPERSON.

For the last two years since WILEARN 4 LIFE introduced smart learning at St. Benedict Community Centre Dandora the school has registered a positive trend in national exams performance widening the scope of opportunities for children. Despite the challenges our staff go through, they are always determined to give their best. Smarting learning gadgets have motivated both the staff and the learners. We are committed to transform lives of children in Dandora and for us to succeed we need you.



ERICK ODERO

Board Chairperson.



## MESSAGE FROM THE COOK.



Being a cook at St. benedict community centre is less of a job to me but a calling and an opportunity to serve children who need us most at this stage of their lives.

The ups and downs we face in our feeding program do not kill our spirit of service.

I thank all who contribute the little they have to enable us feed the children.

With your support we can make them grow healthy.

DOROTHY MUGENDI.

Cook

## MESSAGE FROM A TEACHER.

I receive young children from home who wants to start their academic journey. With Akili kids program I find it easier to introduce reading, writing and counting to them.

The whole process of teaching using the smarting learning gadgets is very exciting.

Thank you WILEARN 4 LIFE.

JANET

Teacher



"I Always keeping in touch with  
**WILEARN 4 LIFE** representative in  
Kenya, Victor Malombe" Diana

## MESSAGE FROM PROJECT COORDINATOR



Wilearn 4 life: Anytime, Anywhere, Anyhow are probably the most important three words for us all at St. Benedict Community Centre.

Smart learning catalyzes effective teaching and learning process at the Centre, enabling children to interact with technology at an early age and as a result will enable them fit in the ever changing digital world.

We are inspired to serve children in the best way we can.

CHARLES OUMA.

Project coordinator





## SOUTH SUDAN: TIMOTHY PRIMARY SCHOOL AMONG THE MORRAN TRIBE



**Dr. Alex Bolek** was born in Tindilo and is the Director of a hospital in Juba as well as African Chairman of the International Christian Medical and Dentist Association (ICMDA). He has an incredible life's journey that would fill books. To work with him is a great honor as he exemplifies a wise and humble leader with a servant attitude we can all learn from.

**A NEW BEGINNING** The year 2022 came almost to a close before we finally manage to fulfill our plans and launch this vital eLearning project in South Sudan. The needs are overwhelming in all aspects of life, and the resources are lower than anywhere we have worked so far. It was clear from the start that we can only rely on our self-sufficient solar powered library case for any digital learning we planned to accomplish in Tindilo.

**wL:** "Dr. Alex, why did you start an education project in such a deprived area

**AB:** Well, it's a long story – but in a nutshell, my own education has led to my convictions to establish an education facility in my home community.

I was born in South Sudan in the mid 1960's in Tindilo Village about 200 km from Juba, at a time when the first civil war (17 years, 1955-1972) was at its peak in the region. When the first civil war stopped, the late Rev. Bishop Micah Laila and his wife, who are from our community, came and started a school under a tree in our village. We were the first generation of South Sudanese children to attend school after the 17 years of civil war.

Thanks to my brother's job in Juba, I was then supported to enrol at St. Joseph Primary and Intermediate in Juba. I finally graduated from Juba Day High School in 1988 and in the same year moved to Khartoum due to another 21 years of civil war starting 1983 and ending 2005.

From Khartoum, God prepared a path for me to study medicine at the University of Oradea in Romania, thankfully sponsored by my late Christian brother and friend from the USA, Don Church, and his small organization, The Timothy Project.

I graduated in 2004 and returned home to Khartoum Sudan. Due to the civil war and the difficult circumstances in my country, there was a time I thought of migrating to live in another country where I can live in peace and have a comfortable life. But the Lord clearly spoke to my heart that I should not migrate but remain in my country and serve my people. The scripture God used was Zechariah 11:17: "Woe to the worthless shepherd, who deserts the flock!" It meant for me to stay with my people who needed me as a doctor and a shepherd.

In July 2011, South Sudan gained independence from the North and my family and I, being South Sudanese, relocated to Juba, the new capital of South Sudan to start life from scratch.

In December 2013, my wife Helen and I visited my home village Tindilo that had been completely isolated during the civil war for the last two decades. After 27 years of



# 4

is my number of the year  
it's the most exciting  
teamwork

being away, I was extremely disappointed and saddened by the realisation that there were neither education nor healthcare services in the area. The immediate thought that came to my mind was, **"This generation of children must be rescued from illiteracy!"** Hence the vision was born in our hearts to start a new school, The Timothy School. I strongly felt that now it was my turn to give back to the community and multiply "Timothy's" – based on 2 Timothy 2:2.

In Terekeka County, where the Timothy School is located, the literacy rate is only 20% (UNICEF 2011). This county has the highest illiteracy rate, the highest shortage of teachers, as well as the poorest school infrastructure in South Sudan. This background gives enough reasons why I started a school in my community.

Sadly, the children who grew up during the 21-year civil war are now adults but illiterate. This project was therefore a rescue mission, to save the present and future generations of children from illiteracy.

Thank God for the support I received by Christian brothers who shared my vision for Tindilo. We are convinced that education is the most important gift one can give to a child.

By 2013 we engaged the community leaders to start the school. In our first community meeting, we asked for a piece of land to build a school on. The community leaders were in the beginning sceptical if we would really build a school. They told us: "Politicians and NGOs came to us and made empty promises to build schools and hospitals but to this moment nothing happened. What will you, young people do?"

We tried to convince them to give us the land, but we failed. Then I said to them in a God-given-moment "If you don't want to give us the land, I want to buy, how much is the land?" When they saw that I was serious and insistent; one of them said to the Paramount Chief, "Why don't we try them and give them the land. The land is here in the community anyway and they will not put it in a bag and walk away with it. If they will not be able to do anything, the land will still remain here in the community." The next question they asked was, how much of land do you need? My quick reply was "four (4) square km piece of land!"

*I was quite ambitious as I was thinking of having a high school as well in the future. We therefore needed a bigger piece of land. So, they gave us the land.*

*In 2016, we completed building one block of four (4) classrooms with support from Christian friends and well-wishers and the school was officially opened and registered that same year by the government of the defunct Terekeka County.*



In the last few years, God provided funding to build 12 classrooms and 8 offices for headmaster and teachers as well as a solar powered water tower for safe drinking water.

**wL:** Is digital equipment from wiLearn making sense in this underresourced community?

**AB:** Digital learning has become a universal and global education need. In this era, education is no longer classified as 'urban and rural'. For instance, the dream of the father of the South Sudan nation, the late Dr. John Garang De Mabior, was to "take the city to the village", meaning that whatever happens in cities like digital learning in urban schools should also be made available for the village schools. The late SPLA leader emphasised five main areas among of which eradication of illiteracy is one.

*Having therefore a functional school with modern facilities like a multimedia education library in private and community schools can tangibly add to the national agenda of equitable access to quality education. We are therefore privileged to have come to partnership with wiLearn 4 Life. We wish that this partnership will bring Timothy School to become a model school where children from all over South Sudan will look up to and learn from.*

#### **Timothy School Long-term goals:**

*For Timothy School, we aim to grow from a Primary to a high school and ultimately to university preparation. It is also our ambition to offer boarding at the school thus meeting the national education objectives. Building and expanding this school will rescue future generations from illiteracy and thus building a better future for South Sudan.*

*In 2019, we laid the foundation stone for a high school, and the community, having been very sceptical in the beginning, has bought in. After seeing positive results,*

*with 18 pupils finishing from Timothy School and joining high school, the community gave us another two square km piece of land to double the space for the expansion of the school.*

**wL:** Where do you go and who do you involve when decision need to be made to overcome challenges?

**AB:** From the inception of Timothy School, we put together a school committee/board that meet and make decisions and address challenges. We currently have 9 members from Juba as well as from the Tindilo community of which 3 are women. We also share concerns and prayer request in our congregations who support the school.

**wL:** What are your highlights of leading this project launch together with wiLearn at Timothy Primary in 2022?

**AB:** My highlights of the project launch are:

- the moLLi case - the most comprehensive library in a portable case containing the entire South Sudan curriculum and a vast amount of general learning media was amazing. It included the wiFi Server, 10 tablets, projector, portable solar panel, and laptop computer.
- The have the wiLearn tech experts travelling with us to Timothy School. They held the introductory workshop for our teachers. Many of them are unfamiliar with digital gadgets but they enjoyed it.
- the endorsement and written approval from the Director General of Central Equatoria State Ministry of Education to use the digital system and disseminate it in future to other schools in Central Equatoria State of South Sudan.

**wL:** How did digital learning contribute to fulfill your vision for the children?

**AB:** As a faith-based community school we strive for quality education with integrity being the foundation of learning. We believe digital learning will contribute to fulfilling our vision. It will promote educational development for the pupils and introduce them to modern technology early in their learning life. Most often pupils from villages unfamiliar with learning technology start from zero when confronted with tertiary education as they have not yet acquired habitual digital learning skills.

**Note from the Editor:** 4 of the Tindilo teachers had never used a Smartphone, a keyboard or a computer before.







## WILEARN PARTNERSHIPS

**Learning 4 ALL (L4A)** is our key partner who steers our work in Zimbabwe. Mpumelelo Secondary School is the place where Roland started eLearning programs in 2013, together with Professor Urs Gröbhel and Dr. Christoph Pimmer from the University of Applied Science Northwest (FHNW) in Basel, Switzerland. Urs is L4A Chairman and organizer of our current Zimbabwe eLearning program while wiLearn takes up the role of education

technology expertise in old and new projects. The collaboration includes [Lulu](#) from L3 in Zambia and World Vision in Bulawayo. Lulu is an experienced Digital Learning consultant leading the teacher training sessions and moderating the regular Teacher Groups Meetings via WhatsApp. [OER 4 Schools](#) is the core pedagogical learning resource designed and tested by the Cambridge University and available Offline and [Online](#).



It was Edwin Makoti, former deputy of Mpumelelo Secondary now head of **Siachilaba Secondary School**, who took up the initiative to launch a new project in the very remote location of Binga at Lake Kariba, Zimbabwe.

**350 LEARNERS**  
**12 TEACHERS**  
**100 ANDROID TABLET**  
**4 DAY ICT WORKSHOP**  
**3000W SOLAR POWER**  
**2 WHATSAPP TGM**

As a first obstacle, there was no reliable electric power on the school compound. So, a 3kW solar system for 12'000 USD was needed to drive all the electrics including the charging of 100 tablets, a Wi-Fi server, a projector and a printer together plus running some light bulbs in the classrooms. The solar system was put in place by our local professional partner Madison Solar (<https://www.madisonzim.com/>) who completed the job just days before the training. It has been a welcome improvement to the Siachilaba secondary school infrastructure.

wiLearn organized the equipment of 100 tablets shipped from China to Zimbabwe together with keyboards. However, in order to meet the workshop schedule, Victor hand-carried the entire moLLi library kit from Nairobi to Binga which built the cornerstone of the first digital school library in Binga.



**iLA** is our Zambian software partner. They regularly share their latest Conservation Education software development with us. It is an excellent fit for our Maasai communities in Kenya hence we regularly upgrade all our offline servers on site. Victor made 19 WiFi Server Upgrades and System Maintenance during his field 12 project visits.

### iLearnabout: Powering Conservation Education

iLearnabout is an exciting environmental and conservation education initiative providing resources in Sub-Saharan Africa..

#### WILDLIFE CONSERVATION

Lesson 1: Do we need wildlife?  
Lesson 2: What is happening to wildlife?  
Lesson 3: How can we help wildlife?

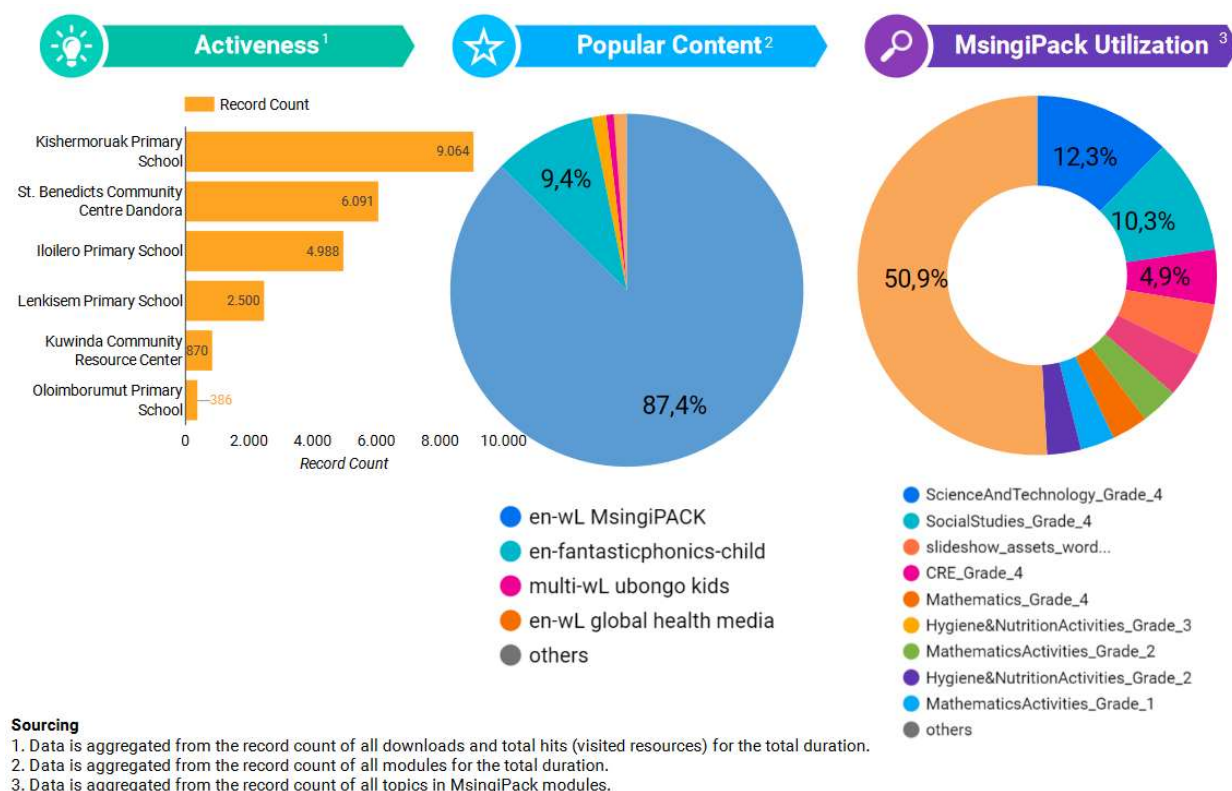
#### BIODIVERSITY

Lesson 1: Why do we need biodiversity?  
Lesson 2: What is happening to biodiversity?  
Lesson 3: How can we help biodiversity?



## LEARNING OUTCOME

In our supervised projects 2022, we focused again on the quantitative access of education resource material from the Wi-Fi library. Our server has AWstats built in and registers date, time, content type, file size and some other parameters whenever users are browsing through the offline content. However, learners who only use the tablet or laptop content without a connection to the server are not noticed by the software and thus not part of our data analysis.



Schools like Oloimbormut have predominantly used the apps installed on the Android tablets, and preinstalled content on the projector do not make full use of the learning tools in the library but still develop digital mobile learning skills. We are scheduling another visit to this school for a workshop to clear misconceptions and help teachers access the WiFi library. It can be fear of lack of knowledge how to connect to a WiFi Network that will block learners to access the library. The exact amount of digital learning competence that comes out of the program **depends on leadership** of the school and the dedication of individuals to keep the equipment operational and ready for work. The actual learning process and progress is best captured through a Learning Management System (LMS) and specific monitoring and feedback applications. Although they are available to users, they require a higher-level digital learning competence by the teacher before such systems can be successfully administrated by them. The lower level of data collection in an offline situation can be seen as a drawback compared to online computer labs. But when looking at the overall scenario, we can guarantee that a community that has no access to digital education information is not developing any mobile learning skills. This implies that our current wiLearn strategy is prioritizing the access to quality digital education resources before we dive into the detailed data collection to analyze of the individual learning behaviour. Whoever can access national Government approved digital curriculums like MsingiPACK and other life skills information from a secure wiLearn library is already at an advantage. It is then up to the individual to recognize such an advantage and use it for their personal development.

The majority of school headmasters and teachers are confirming that grades have been improving since their pupils can learn with digital library content. Not only do teachers have a much greater reference base to educational subjects and didactic tools, but students can expose themselves to Language apps, Agriculture, Primary Healthcare, or Kindergarten lessons that often exceed the local teaching capacity on the subjects as depicted in the Graph above.

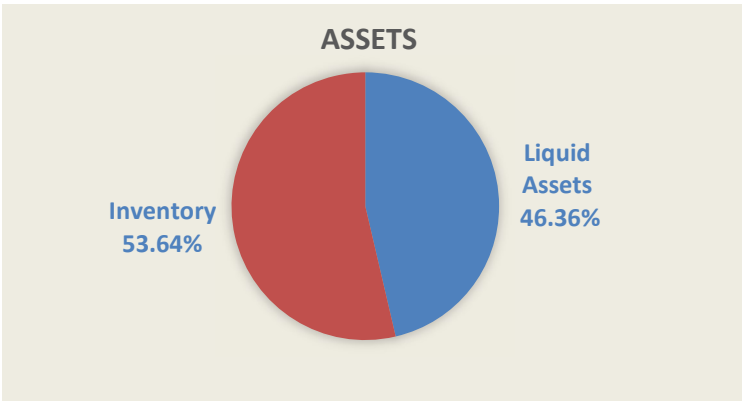




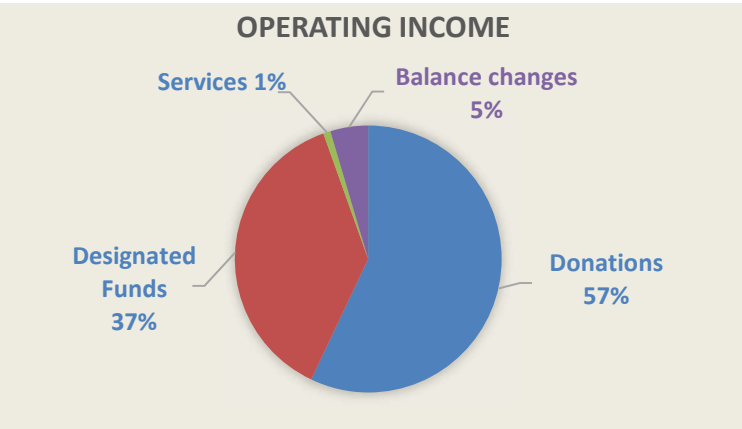
FINANCE OFFICE

Marina Barisic, our finance support, has put in many volunteer hours to take care of the accurate bookkeeping and finance reporting aligned to the GAP FER 21 Standard. She is audited by Valerie Gateaux, a financial expert with a degree in Business Administration. Both their leadership is invaluable to supervise the correct allocation and use of your donations and grants. They are happy to support wiLearn not directly in the field projects but from the back office and during the annual audit. Below you find some key numbers collected and presented from the Finance office in 2022.

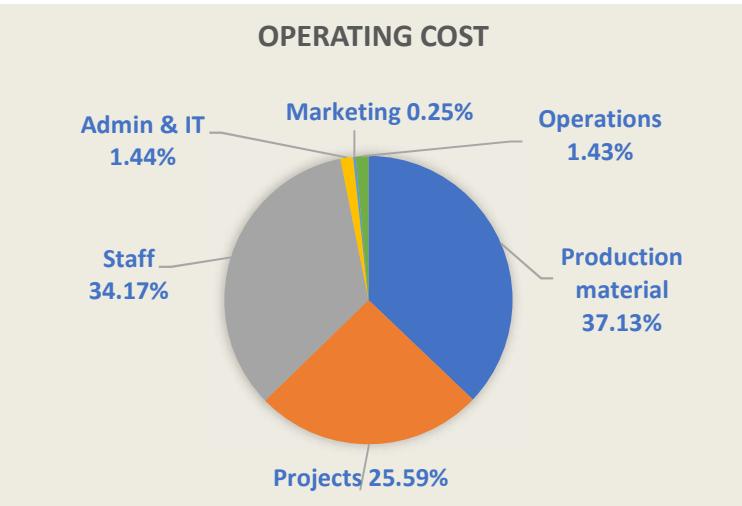
OVERVIEW



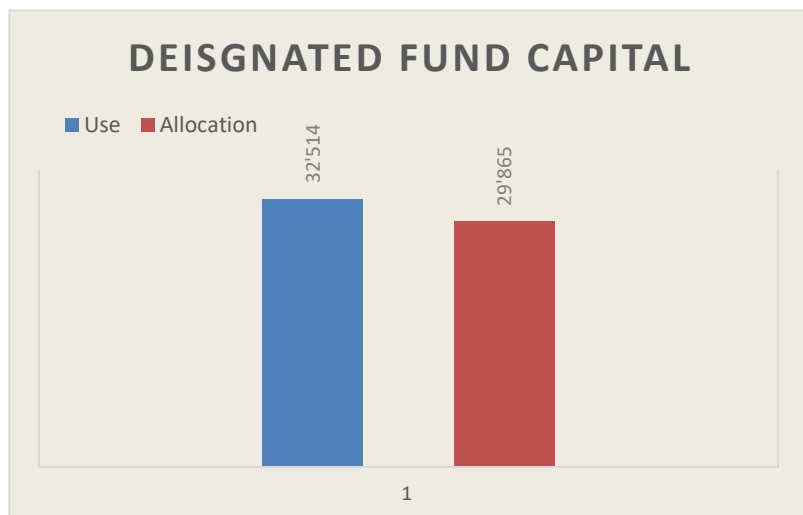
This year the wiLearn inventory went up significantly compared to last year. Inventory now makes up 53 % of the assets. The two main reasons are that the wiLearn Founder Roland Diethelm has donated privately purchased equipment he owned before the existence of the association and the importing of goods from China in bulk. This makes wiLearn less vulnerable to product availability and enables wiLearn to meet the needs of schools and communities in an efficient way.



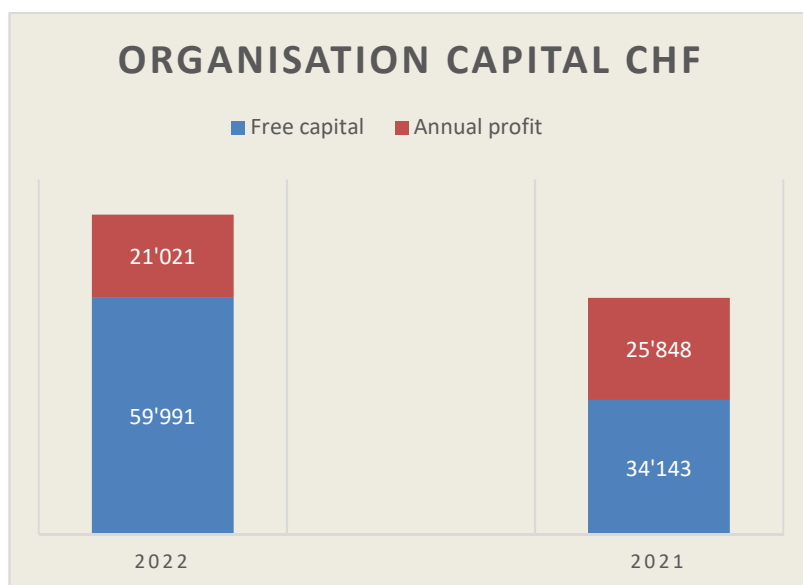
General donations have exceeded the 50% mark. This part of the operating income can be allocated where most needed and gives the organization flexibility to act quickly. We much appreciate the designated grants donations of 37 % allocated to specific projects which give stability and sustainability to project development.



The majority of staff costs are directly related to wiLearn project interventions. It entails all expenses for our technical consultant and representative in Kenya and a part time salary of the wiLearn CEO. The main driver of our operational expenditure is the purchase and logistics of the ICT production material of which the bulk is imported from China. It builds the backbone of our mission and output for current and new projects.



In 2022 the organization used more than 32'000 CHF of allocated project funds to run the ongoing digital learning initiatives. All funds raised this year and more was actually put into service. The overall designated funds which are spent over the entire period of a project and not in a single year have been reduced by about 10%. When designated funds are insufficient general donations are used to support ongoing projects.



We are pleased to see the wiLearn organizational capital growing by 26%. Inventory growth has been the major contributor as we made a detailed count of accrued production material in Kenya and Switzerland. This enables wiLearn to maintain a swift technical support structure and meet the schools and communities' needs in a most effective and efficient way while reducing the pain of logistics chains break downs and delays.

**To Everyone who has made any kind of contribution** in 2022, we express our sincere gratitude. Together we have created many smiles and joy on learners' faces. It's our great reward to see them learn with confidence and hear of their dreams!

**A Special THANK YOU to our esteemed Donors who contributed over 1'000 USD last year:**

- PD Foundation, United Kingdom
- A & D. Groza, Switzerland
- Quantopia Kita, Switzerland
- D. Fuchs-Ospelt, Liechtenstein





## Balance Sheet as of December 31, 2022

<b>ASSETS</b>	<b>31.12.2022</b>	<b>31.12.2021</b>
	<b>CHF</b>	<b>CHF</b>
<b>Current assets</b>		
Liquide assets	46'405.24	57'176.34
Inventory	53'690.97	21'136.69
Accrued income	0.00	-
<b>Total current assets</b>	<b>100'096.21</b>	<b>49'219.00</b>
<b>TOTAL ASSETS</b>	<b>100'096.21</b>	<b>49'219.00</b>

<b>LIABILITIES</b>	<b>Anhang</b>	<b>31.12.2022</b>	<b>31.12.2020</b>
<b>Current liabilities</b>			
Other short-term liabilities			-1'759.17
deferred income		1'651.75	-
<b>Total current liabilities</b>		<b>1'651.75</b>	<b>-</b>
<b>Total liabilities</b>		<b>1'651.75</b>	<b>-</b>

<b>DESIGNATED FUND CAPITAL</b>		
KE2008 Nikuze, Nairobi	0.00	501.67
SS2012 Timothy South Sudan	-2'006.38	9'049.65
KE2103 Selenkay SLC	22'141.28	13'476.54
KE2102 LEDO Lokichoggio	0.00	-33.95
KE2104 Dandora SBCC, Nairobi	-2'529.51	-2'529.51
KE2111 WASLE Wajir	-83.67	-383.34
KE2112 Ambassador, Nairobi	-89.30	
<b>Total designated fund capital</b>	<b>17'432.42</b>	<b>20'081.06</b>

<b>ORGANISATIONAL CAPITAL</b>		
Free capital	59'991.14	34'143.48
Annual profit / loss	21'020.90	25'847.66
<b>Total organisation capital</b>	<b>81'012.04</b>	<b>59'991.14</b>
<b>Total liabilities and organisational capital</b>	<b>100'096.21</b>	<b>80'072.20</b>

## INCOME & EXPENDITURE STATEMENT 2022

	01.01.-31.12.2022	01.01.-31.12.2021
INCOME	CHF	CHF
Donations general	31'469.45	26'694.00
Grants / Donations designated	20'666.35	75'391.63
Total funding received	52'135.80	102'085.63
Services projects	16'684.00	3'037.81
Proceedes from delivery	490.00	1'369.06
Unbilled services		334.15
Balance changes	2'536.62	
<b>Total operating income</b>	<b>71'846.42</b>	<b>106'826.65</b>
<b>EXPENDITURE</b>		
Production Material	19'091.96	43'417.32
Project implementation	13'158.50	15'672.01
Staff	17'568.76	15'314.45
Premises cost		-
Administrative and IT	739.21	690.12
Marketing	130.68	395.60
Oher operating related cost	733.88	170.80
<b>Total operating cost</b>	<b>51'422.99</b>	<b>75'660.30</b>
<b>OPERATING RESULT</b>	<b>20'423.43</b>	<b>31'166.35</b>
Financial income	42.76	166.51
Financial cost	-2'093.93	-699.75
<b>Result before change in fond capital</b>	<b>18'372.26</b>	<b>30'633.11</b>
<b>FONDS CAPITAL</b>		
Use	32'513.86	73'643.99
Allocation	-29'865.22	-78'429.44
Revaluation fonds in foreign currency		
<b>Total change in fonds capital</b>	<b>2'648.64</b>	<b>-4'785.45</b>
<b>ANNUAL RESULT</b>	<b>21'020.90</b>	<b>25'847.66</b>
(before allocation to organisational capital)		



### **Audit report of the 2022 financial statements for the attention of the General Meeting of Shareholders**

The undersigned auditor has audited the annual accounts of the association wiLearn 4 Life for the reporting year 2022 on April 21, 2023 as part of an audit. The audit covered the balance sheet, the operating statement and the statement of changes in capital. Furthermore, individual entries, account balances, items and supporting documents were verified as listed below.

Based on the audit, the following report is issued:

The financial statements presented have been properly maintained, the annual result from the income statement agrees with the result from the balance sheet and the result from the statement of changes in capital.

The opening balances as of 1.1.2022 of the balance sheet agree with the closing balances as of 31.12.2021. The total of individual entries per account during the fiscal year agrees with the corresponding account balances as of 12/31/2022. The sampled supporting documents are accurate and directly deposited in the accounting system. They reconcile with the corresponding entries. The balances of the cash and accounts in CHF and USD tie with the posted balances. The inventories as at 31.12.2021 were checked and confirmed as part of an inventory. There were no significant accounts receivable or accounts payable balances at year-end.

The result before change in fund capital amounts to CHF 17.432,42. In the year under review, fund assets were increased by CHF 2.648,64 and organizational capital was increased by CHF 21.020,90, reflecting the profit of the year.

On the basis of this report, I propose to the General Assembly to accept this annual report.

Zürich, April 21st, 2023



Valerie Gateaux

## BOARD MEMBERS



Daniel Kast President & ICT



Yvonne Rüegg, Pedagogue



Christine Diethelm, Actuary

### Word from the President

The Management Board met four times during the fiscal year 2022. At the Annual General Meeting in May we bid farewell to two founding members with appreciation for their valued contributions to wiLearn over the last 4 years. As the new president elect, I am glad to carry the organization on with a small support team. The board decided to keep the board member vacancy open for the time being due to agility, efficiency, and a volatile working environment. As Board members we continue to perform our work on a voluntary basis without any compensation nor expense claims in 2022.

In addition to our NPO experience, the members of the Board bring to the organization expertise in the fields of education, cooperation and development, fundraising, information and communication technology as well as their engagement in their area of expertise.

The main responsibilities of the Board include advisory to the Managing Director, preparing and conducting the association's general meetings, strategic planning as well as the annual budget.



#### Our Vision

**We promote digital learning skills for families in crisis areas to enable them to lead self-determined lives.**



#### Our Mission

**We inspire learners of all ages in underserved communities by creating free access to mobile learning platforms. With digital libraries, we provide multimedia educational resources with relevant, timely content.**



#### Our Goal

**By 2030, 300,000 learners from underserved areas will gain access to quality educational programs for less than \$2 per month.**

The Board is pleased to note that wiLearn4Life has successfully advanced the vision and goals of the association over the past year, despite difficult lockdown conditions and travel restrictions.

We are looking forward to the development of new projects.

Sincerely, for your wiLearn 4 Life Board

Daniel Kast, President



## Outlook 2023

- **Selenkay** Smart Learning – the Kenyan project with 5 learning communities sponsored by the PD Foundation will continue until at least the end of the year. Victor will provide regular technical support to teachers and monitor and collect learning data in collaboration with the schools. Should we find additional funding support we will continue in collaboration with Gamewatchers Safaris to expand to several new schools in their 2 Wildlife Conservation areas.
- **Tindilo**, South Sudan - we continue to pursue the South Sudan project expansion at a national level as needs are overwhelmingly vast. Hence, we plan to engage a suitable local ICT or Edu-tech partner in Juba to establish an online education reference server for the offline community libraries. To kickstart this ambitious wiLearn initiative we seek additional support and funding. With the potential of a national approach this requires a good collaboration with the Ministry of Education in Juba where we already have an excellent report.
- **Nairobi slums**, Kenya - when funding of at least 6000 USD is secured, we will be ready to expand in several low resource schools outside of Nairobi, where Sam Mbogo from Marist University is already running the Kuwinda community library. He intends to invest more of his work life in sharing his skills as a librarian with the teachers and pupils from marginalized homes.
- **Streetchildren** in **Dandora**, Kenya, deserve a secure learning environment where they can also receive a school meal and child care. St. Benedict Community Center is going through a rough period after eviction from their school compound. A relocation project has been started by acquiring a new plot. Urgent funding is required to save the child care center operations and continue to issue basic education and school meals for more up to 200 children a day. The development of classrooms and facilities on the plot will require an additional investment of 35'000 USD.
- **Wajir**, northern Kenya, the WASLE organization is expanding to reach more pastoralist and out of school children than ever before. Currently we have equipped two mobile teams but have volunteers for up to 5 teams if equipment is funded. We are looking for interested partners to establish a ICT Learning Center in Wajir where we are collaborating with the Africa Inland Church, providing us with free office space on their compound. A project proposal is available for interested parties.
- **Tanzania** – Hope Bridge in partnership with wiLearn is planning to provide 15 new schools solar powered mobile kits. Our Nairobi hub will be vital in logistics, production, and tech support to get this project started well.
- **Fundraising International** - Victor Malombe has been the key person to wiLearn projects in East Africa. We plan to find organizational funding to cover for his income for 2024 and to continue our excellent collaboration.

**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

**"I have chosen computer studies at Chelezo High School  
because I was inspired by using wiLearn technology"**

Rune Otuoma - Alumni of St. Benedict Community Center