



ANNUAL REPORT 2025

A Systems Approach to Education
sustainable – scalable – impactful



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Education with a system – ensuring quality, scaling impact

Early childhood education exists in many regions of Africa, but it is often not sufficiently effective. Daycares are in place and teachers are committed, yet there is a lack of structured curricula, continuous support, and consistent quality standards. For many children, this means that although they attend preschool, they enter primary school with insufficient learning foundations.

2givelife.org develops and distributes, together with the Swiss School System, a **structured education system for preschools in low-resource settings**. The system combines standardized learning materials, a digital platform, and continuous coaching and quality assurance. Its goal is not merely to improve the quality of education in individual cases, but to **maintain it consistently, reproducibly, and independently of location**.

In 2025, the system expanded significantly. At our sites in Tanzania and South Africa, we reached around 5,600 children across 152 daycares. In addition, the system has now been implemented independently, by a partner organization; in Kenya, 12 daycares worked with the Swiss School System, reaching 820 children.

In total, more than 6,400 children benefited from the system.

The two-year curriculum was completed in 2025 and is now fully available for the implementation of the system.

The **franchise model with partners** was also successfully implemented for the first time in Kenya: the St. Paul Children's Home independently financed the application and implemented the Swiss School System without any operational involvement from 2givelife.org. This experience confirms the scalability of our system.

At the same time, the organization in Switzerland was further professionalized. **Tanja Mettler** took up her position as Chief Operating Officer (100%) in July. This step marks the transition from a predominantly volunteer-based structure to a more stable operational leadership and strengthens the organization's capacity for effective management and coordination.

With the **Literacy Program**, a key component of the Swiss School System was completed. The curriculum, specifically developed for African school contexts, enables children to acquire fundamental reading and writing skills within 20 weeks.

For the coming years, the strategic development will focus on four key priorities: scaling through partner organizations in Tanzania and South Africa, strengthening the organizational structure in Switzerland and in the countries of implementation, further expanding the Literacy Program, and establishing systematic impact measurement through Growth Tracking.

The reporting year thus shows that the Swiss School System is evolving from an effective project into a transferable, scalable education system capable of ensuring educational quality independently of location.



Education as a system

A Swiss watch is regarded worldwide as a symbol of precision. Gears, springs, and finely tuned mechanics interlock with accuracy. At the center is the balance wheel – the timekeeper. It ensures that the system runs reliably.

What often remains unseen is that this small masterpiece is itself part of larger systems. Development, production, quality assurance, supply chains, and management structures are what make it possible in the first place. The watch itself knows nothing of these layers – yet without them, it would not exist.

A classroom is a system like this as well. Curriculum, lessons, materials, and processes are all interconnected. At the center stands the teacher – the timekeeper of learning. The way they teach and guide shapes the quality of education a child experiences.

In the Swiss School System, our work begins precisely here – with what children experience every day. But we think beyond that. Educational quality does not arise from individual lessons, but from robust, well-functioning structures.

That is why we develop systems on multiple levels.

Coaches empower teachers. Hubs organize on-site support and ensure quality. Higher-level structures make sure that curricula are developed, materials are provided, digital platforms are operated, and processes are coordinated. Partnerships and a growing franchise model enable organizations to establish their own sites and carry the system forward.

Teachers empower children.

Coaches empower teachers.

Organizations empower sites.

And 2givelife.org develops the structures that make all this possible.

Often, only the classroom is visible. The systems behind it remain unseen. Yet these are precisely

what matter if educational quality is not to depend on the commitment of individuals, but to be secured in the long term.

Over the past year, we have further strengthened these system levels. Our goal remains to empower partners to build structures that sustainably support children.

Education requires precision.

Education requires structures.

Education requires systems.

As President of 2givelife.org, I am convinced **that sustainable educational quality emerges where systems empower people—rather than depend on individuals.** I believe that with this approach, we can build structures that endure across generations. This is the path we intend to continue pursuing with consistency and commitment.

Daniel Mettler, President, 2givelife.org



A structural education problem

In many regions with limited educational resources, early childhood education institutions face structural challenges: local initiatives are highly committed to supporting children, yet often have little access to appropriate learning materials, clear pedagogical guidelines, and systematic professional development. As a result, the quality of early childhood education depends heavily on individual circumstances and is limited in its consistency and scalability.

For many children, this means that although they attend preschool, they enter primary school with insufficient learning foundations. In the long term, this increases the risk of learning gaps and school dropouts—with consequences that extend far beyond children's years in school.

In this context, one thing is clear:

Attending preschool alone is not enough. What matters is the quality of early childhood education—and the ability of systems to ensure this quality consistently and across different contexts.

This is exactly where the Swiss School System comes in. It was developed not only to improve educational quality, but to secure it structurally and make it reproducible across different contexts.

The Swiss School System is currently implemented at direct (i.e. 2give^{life}-operated) sites in Arusha, Mwanza, and Moshi (Tanzania), as well as in Cape Town (South Africa), and at partner-operated sites in Kenya. This setup makes it possible to systematically analyze comparable challenges and to test solutions both directly and through partners.



System components

At the center of the Swiss School System is the child. All elements of the system are designed to empower teachers so that children have better learning opportunities and can develop their abilities.

Structured curriculum

A clearly organized curriculum provides teachers with guidance and ensures that children systematically acquire important learning content.

Learning materials

A wide range of learning materials enables engaging, concrete instruction and helps children actively experience and understand the content.

Digital educational platform

The platform provides lessons, materials, and processes in a structured way and enables

teachers to deliver instruction according to a clearly defined system.

Coaching for teachers

Local coaches regularly support teachers in the classroom and help them effectively foster children's development.

Training for coaches

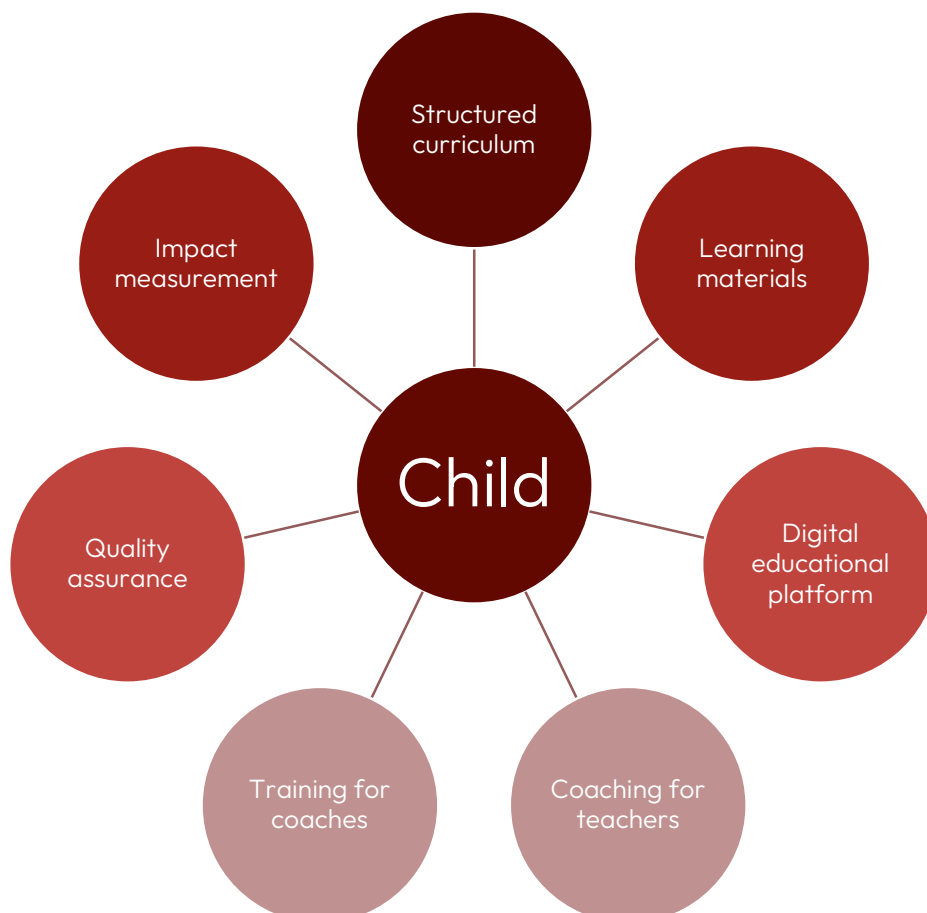
Coaches are specifically trained so they can provide teachers with well-founded professional support and help improve instruction.

Quality assurance

Reviews ensure that the system is implemented reliably and that children benefit from consistently high educational quality.

Impact measurement

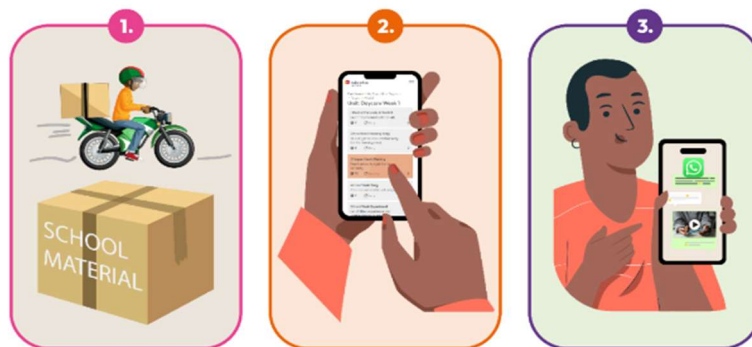
Through structured observation and growth tracking, it becomes visible how children develop and where the system can be further improved.



How institutions work with the Swiss School System

The Swiss School System is implemented in everyday practice through various inter-connected elements. Teachers receive teaching materials, access lessons via the digital

platform, and stay connected with coaches and the system through digital communication channels.



1 Provision of materials

All Swiss School System teaching materials are provided in advance, both physically and digitally via the educational platform.

2 Planning

Teachers access the prepared lessons on the educational platform and plan their instruction.

3 Implementation, feedback and continuous improvement

The lessons are delivered in the classroom and documented through photos and videos. Coaches review the material, provide feedback and support teachers in improving their instruction. Teachers adapt their teaching based on the feedback. The cycle then begins again.



Impact logic of the Swiss School System

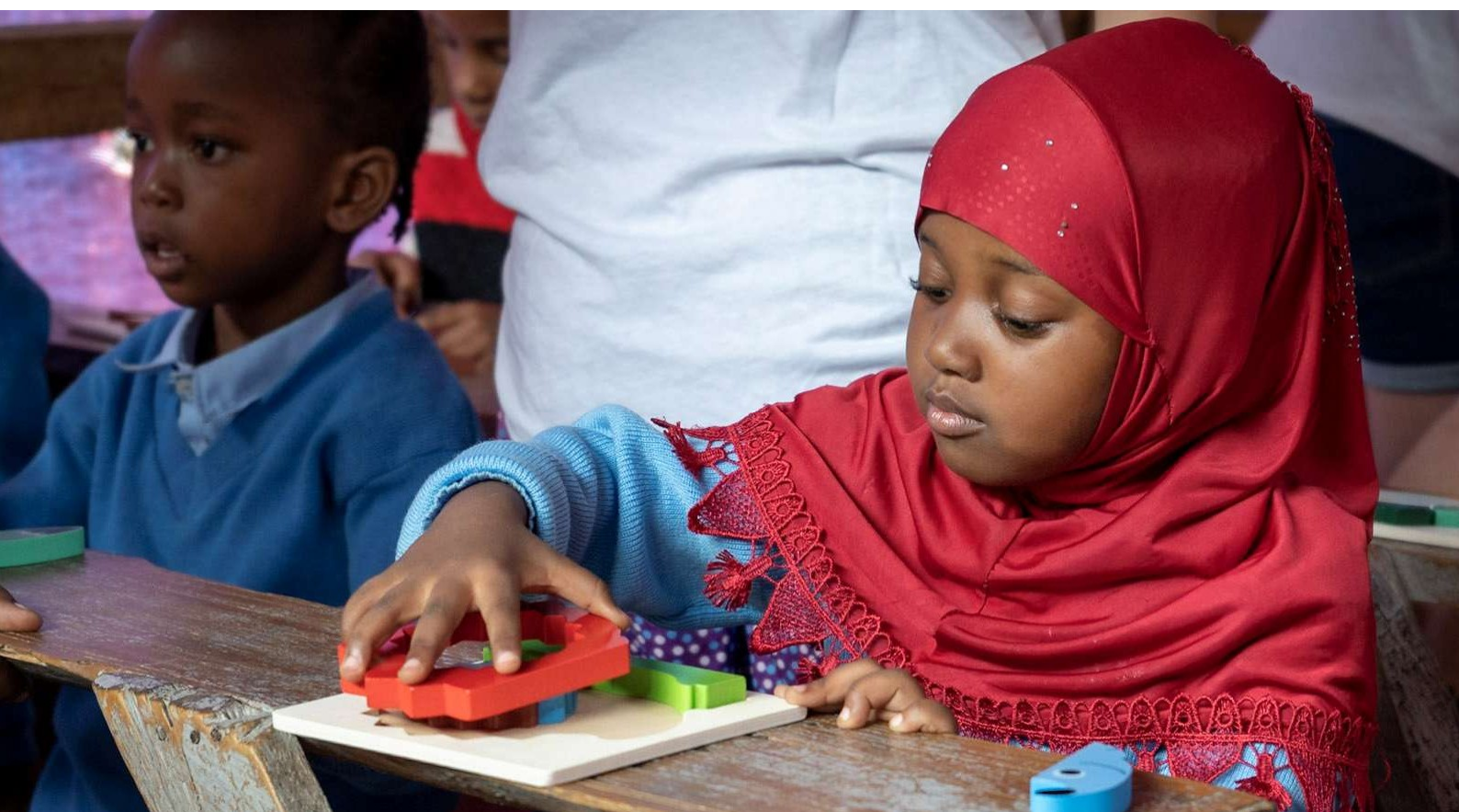
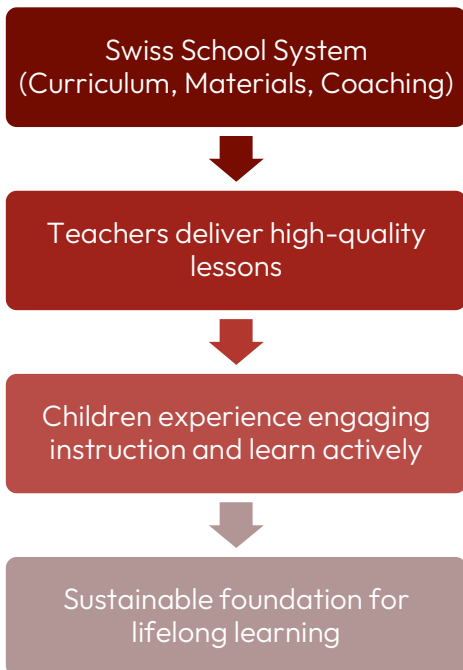
The Swiss School System aims to systematically improve the quality of early childhood education by focusing on the structural conditions necessary for effective early support.

Teachers are provided with a clearly structured curriculum, suitable teaching materials, and a digital platform. In addition, they are supported by coaches and receive regular feedback on their teaching.

This support strengthens their pedagogical competence, leads to more structured teaching, and increases confidence in planning and delivery.

Children benefit directly from this: they experience regular, diverse lessons in a structured learning environment and thereby improve their readiness for entry into primary school.

In the long term, this approach enables a sustainable and scalable improvement in educational quality, as standardized structures can be adopted across different contexts.



Quality assurance and impact measurement

The quality of the Swiss School System arises from its consistent implementation in everyday

practice. Accordingly, quality assurance is a central component.

Implementation in the classroom

- Coaching of teachers
- Video documentation

Quality of support

- Quality Reviews
- Compliance with defined quality standards

Impact on learning

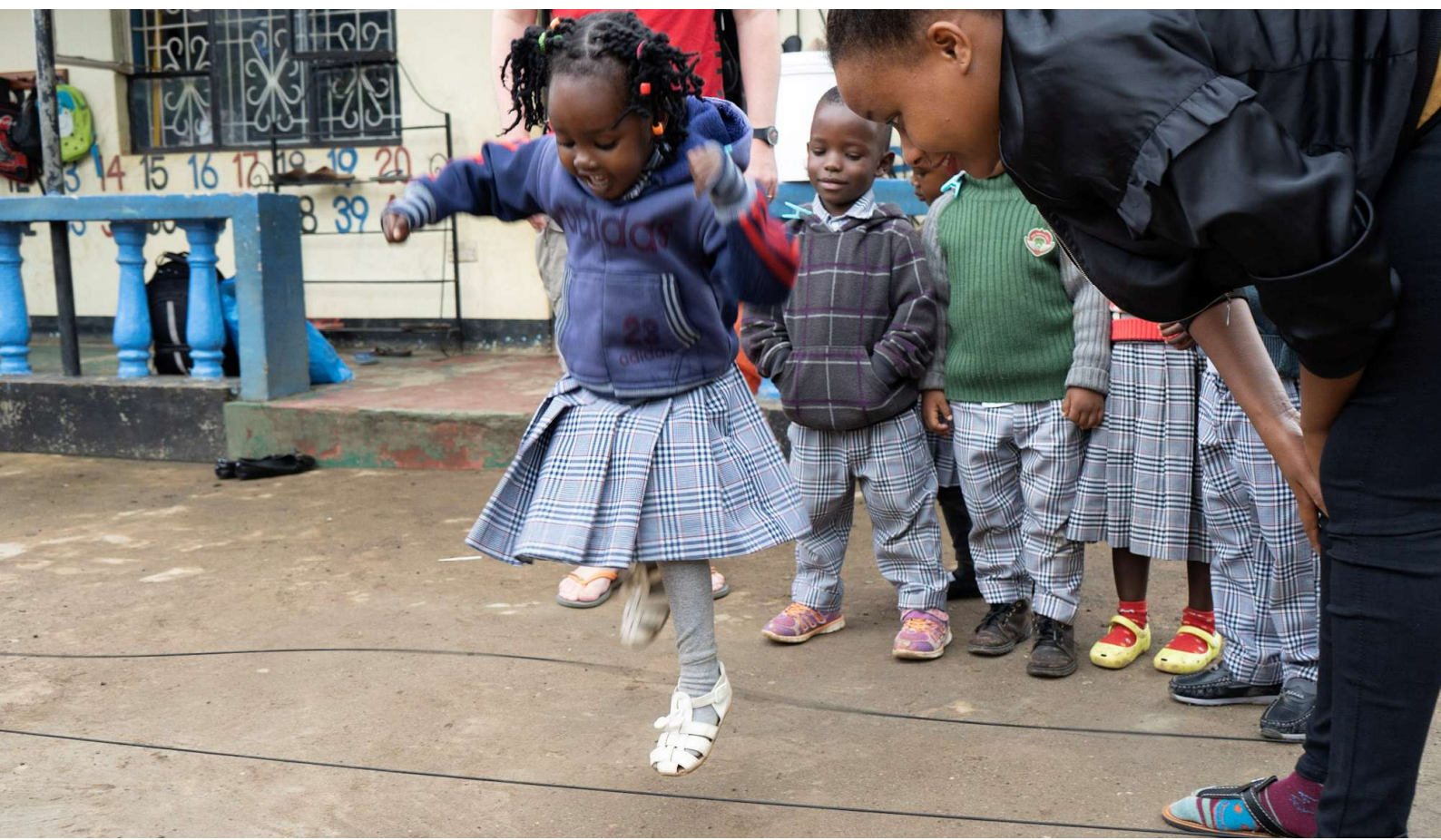
- Growth Tracking
- Reflective sessions with teachers

Teachers are regularly supported by coaches who observe lessons, provide feedback, and assist with structured, child-centered implementation. In addition, teachers document short sequences through photos or video, which are analyzed by coaches and followed up with concrete suggestions for improvement.

Coaching quality is also ensured: quality reviewers observe the work of coaches, check

compliance with standards, and provide feedback.

At the same time, **the impact of the system is now monitored in a systematic way**. As part of Growth Tracking (piloted in Arusha), children's learning progress as well as teachers' development are documented and evaluated. Regular exchange and reflective sessions complement the data collection.



Impact 2025 at a glance

During the reporting year, the Swiss School System further expanded its reach and was effectively implemented in three countries. Overall, several thousand children benefit from structured instruction, clear learning methods,

and continuous support for teachers. The system is implemented directly at sites in Tanzania and South Africa, as well as through a partner organization in Kenya.

6'420
children

3
countries

164
daycares

210
educators

9
coaches

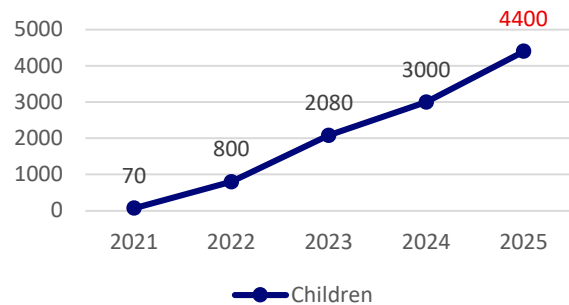


Our locations – reach & development

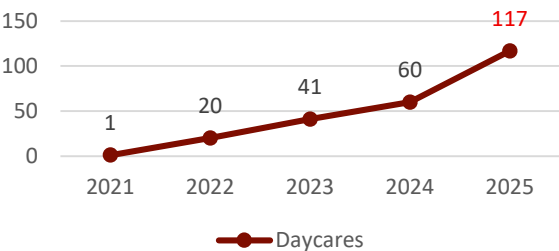
In recent years, the Swiss School System has steadily expanded. Particularly in Tanzania, both the number of participating institutions and the number of children reached have increased significantly.

This expansion was achieved by establishing additional locations, training new coaches, and continuously growing existing daycare networks.

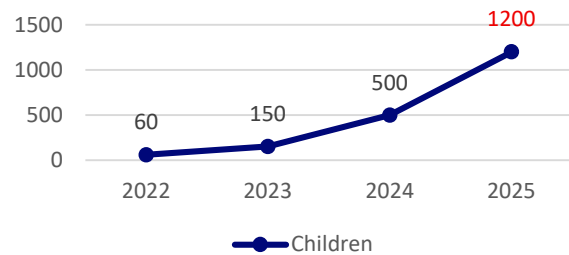
Children reached in Tanzania



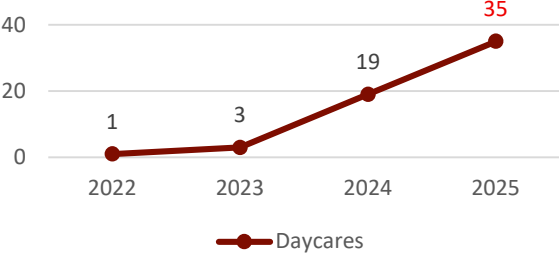
Number of daycares in Tanzania



Children reached in South Africa



Number of daycares in South Africa



Changes in instruction and in children

The introduction of the Swiss School System primarily transforms everyday teaching in the institutions. Teachers work with clearly structured lessons, regularly use learning

materials, and receive continuous support from coaches. **This creates a stable environment in which children can learn actively.**

Regular learning activities	Active participation of children	Structured learning sequence	Preparation for the primary school
Children experience structured learning more frequently in their daily routine.	Children participate more actively in educational games, discussions and tasks.	Lessons follow a clear sequence, which ensures good direction and confidence.	Children develop fundamental skills to be ready for the primary school.

Observations from everyday practice

With the Swiss School System, children can learn in a clearly structured environment. Lessons follow a consistent structure, and learning activities build on one another. This creates a classroom setting in which children regularly practice, repeat tasks, and gradually develop new skills.

Many children increasingly work independently with materials and actively participate in exercises in reading, writing, and counting.

These changes in everyday teaching support the continuous development of foundational skills.



Impact on teachers and institutions

The Swiss School System deliberately focuses on teachers and the structural conditions within institutions. **Teachers play a central role in the quality of early childhood education**, yet they are often faced with the challenge of designing lessons without clearly structured materials and pedagogical guidelines.

Collaboration with institutions is based on the **principle of ownership** and responsibility. 2give^{life}.org provides the curriculum, learning materials, as well as training and coaching, but does not offer direct financial contributions to teachers or institutions. As a result, it primarily

engages institutions that have a genuine interest in improving their educational quality.

At the same time, the organization places importance on visibly recognizing teachers' commitment. **Teachers receive certificates documenting their training within the Swiss School System.** For longer-term collaboration, small tokens of appreciation such as notebooks or backpacks are also provided. This form of recognition strengthens motivation and reinforces the professional nature of the collaboration.

Structured instruction

Lessons follow clearly defined structures.

Implementation of the curriculum

Important learning content is taught systematically.

Professionalization of teachers

Teachers gain confidence and motivation for teaching.

Stronger institutions

The quality of teaching strengthens parents' trust in the daycare.

Observations from everyday practice

Many teachers report that through the prepared lessons; **they have gained a clear framework for their teaching for the first time.** Instead of having to improvise lessons, they can focus more on supporting the children. Many teachers also report **that teaching has become more enjoyable and that they feel more motivated.**

Some institutions report that the Swiss School System helps build families' trust and leads to more parents choosing their daycare.



Impact through partner organizations

Collaboration with partner organizations makes it possible to **implement the Swiss School System beyond its own locations**. This allows more children to gain access to structured learning.

At the same time, this franchise model **strengthens local ownership and responsibility**. Partner organizations implement the system at their own sites and contribute to sustainably improving educational quality in their communities.

Greater reach

More children can benefit from the Swiss School System.

Local responsibility

Partner organizations operate the locations.

Sustainable structures

Support for institutions is organized and funded locally.

Scalable systems

Standardized materials and processes enable transfer of knowledge.

Observations from everyday practice

Although the education system in Kenya is structured differently from that in Tanzania, initial experiences show a similar pattern in the implementation of the Swiss School System. **Teachers go through comparable steps when introducing the structured lessons and learning materials.**

At the same time, it is obvious that due to differences in local conditions materials or processes need to be adapted (localized).



Learning process

The experience gained from implementing the Swiss School System continuously provides valuable insights for the further development of the program. Feedback from classroom observations, coaching sessions, and collaboration with institutions is regularly

evaluated and incorporated into adjustments to the curriculum, materials, and processes.

It becomes clear that educational quality does not arise from good concepts alone, but also from their **consistent application and ongoing development in everyday practice**.

Adaptation to local contexts

Content and methods can be adapted to local conditions.

Continuous development of materials

Materials are continuously developed to reflect feedback.

Learning from practice

Observations from everyday practice show which approaches work well.

Strengthening the system

Insights from implementation help improve structures and processes.

Observations from everyday practice

The implementation of the system shows that **learning materials and teaching methods sometimes need to be adapted to local cultural contexts**. For example, a textbook in which colors were taught through the story of a rainbow had to be revised. In parts of the population, the rainbow is associated with broader societal debates, which led to misunderstandings and required an adjustment of the presentation.

In such situations, it is important that the system can be adapted flexibly to different contexts.



Achievement of objectives in 2025



Implementation and reach

In terms of implementation, the Swiss School System was successfully maintained in existing contexts. In Tanzania, the original target of 100 daycares was clearly exceeded. During the reporting year, 117 institutions worked with the system, demonstrating that both demand and organizational viability are strong in this context.

In South Africa, however, expansion fell short of the planned targets. Instead of the target of 50 institutions, 35 daycares were reached. This was mainly due to changes in the coaching team. The departure of one coach, followed by the onboarding of two new coaches, meant that fewer daycares could be integrated during the reporting year.

Partnership in the franchise model

An important milestone was that the Swiss School System was implemented independently by another organization for the first time. Particularly significant is that the partner organization assumed the operational costs for supporting the daycares on site. This reflects a core objective of the system: to anchor responsibility and funding increasingly at the local level.

Organization

At the organizational level, a key focus during the reporting year was the further development of the structure between the head office in Switzerland and the countries of implementation. In Switzerland, the head office was further expanded to ensure long-term coordination, management, and fundraising.

At the same time, roles and responsibilities were increasingly shifted to the countries of implementation. Staff in South Africa were trained to take on additional responsibilities in the areas of training, quality assurance, and administrative support. These developments contribute to strengthening local capacities and progressively relocating the implementation of the system to the focus countries.

Program and system development

In the area of system development, a key milestone was achieved: during the reporting year, the two-year curriculum was fully completed and is now available as a comprehensive package for implementation at both program sites and partner organizations.

The OER Literacy Program was largely finalized in terms of content during the reporting year. The final preparation for the platform was

completed in February 2026. At the time of writing this report, the 20-week course is available on the publicly accessible platform. The first institutions will begin implementation in April 2026.

Funding

During the reporting year, the overall funding of 2givelife.org was successfully secured. This was supported by intensified fundraising efforts, specific coaching support in fundraising, and close collaboration with both existing and new foundations.

The further development of fundraising structures made it possible to formulate funding requests more clearly and plan them more strategically. At the same time, it became evident that long-term relationships with funding partners are a key foundation for stability.



Organizational structure for the implementation

Implementation of the Swiss School System

The Swiss School System is implemented in a clearly defined structure. Hubs coordinate local implementation and organize support for organizations. Coaches regularly support

teachers in the classroom and guide them in applying the lessons and learning materials. In this way, the system is gradually translated from concept into practice and reaches children in the everyday life of the institutions.

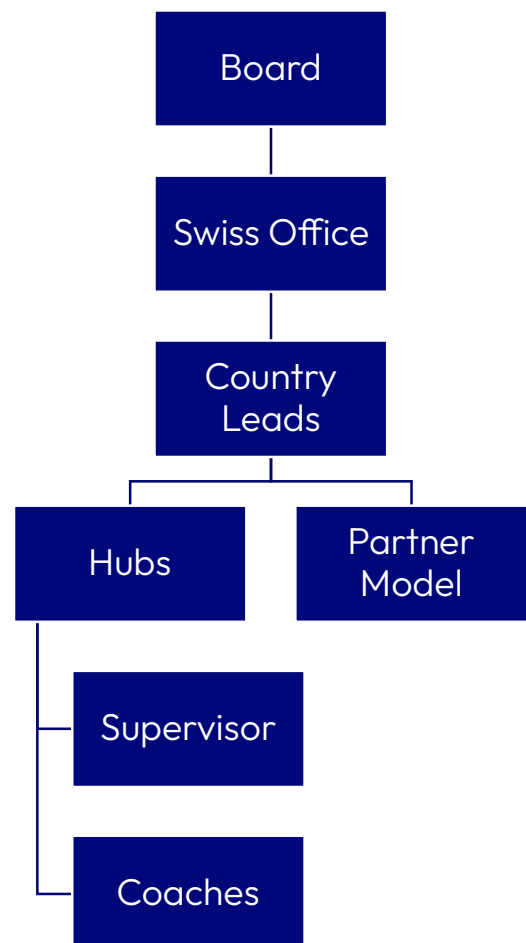


Organization of 2givelife.org

The implementation of the Swiss School System is supported by the organizational structure of 2givelife.org. The Board of Directors is responsible for the strategic direction of the organization, while the office in Switzerland handles operational coordination.

Country Leads coordinate the implementation of the system in individual countries. From there, the work is carried out through two structures: through their own hubs, which coordinate supervisors and coaches, and through partner organizations within the partner franchise model.

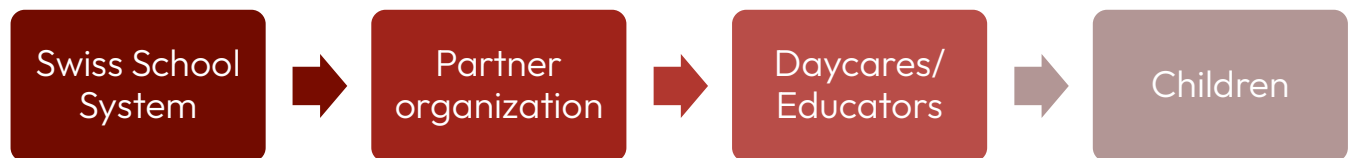
This structure makes it possible to implement the Swiss School System both at the organization's own locations and through partner organizations.



Experience from Implementation

The **clear division of responsibilities** facilitates implementation in everyday practice. Clearly defined roles for hubs, supervisors, and coaches ensure that processes remain transparent and that the quality of implementation can be regularly reviewed.

Implementation through partner organizations



Partner organizations integrate the Swiss School System into their existing programs within the framework of a franchise model and **take responsibility for operational implementation on site**. The system provides the curriculum, materials, and digital tools, while the partners manage the facilities and support teachers in their day-to-day work. This enables local organizations to professionalize their

educational programs in a targeted way while benefiting from the structured elements of the system.

During the reporting year, this approach was implemented on a larger scale for the first time: in Kenya, a partner organization introduced the system and **reached around 900 children within nine months**.

Experience from implementation

Collaboration with partner organizations shows that **the Swiss School System can also be implemented reliably outside the organization's own locations**.

Facilities work with the same lessons and learning materials, and classroom processes develop in a similar way to those at the organization's own locations.



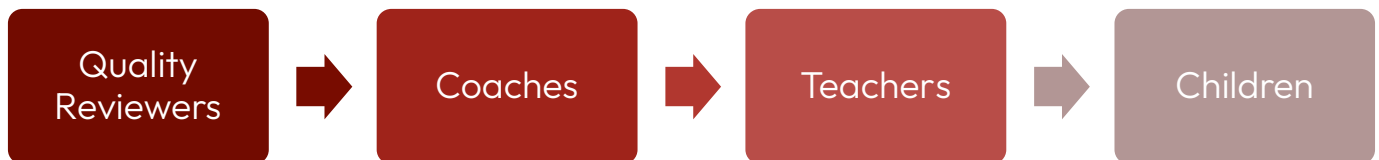
Standardized processes & quality assurance

The Swiss School System is based on clearly defined structures and standardized processes that **enable comparable implementation across different locations**.

Teachers work with a structured curriculum and prepared materials and are supported by coaches who assist them with implementation and provide regular feedback.

To ensure the quality of coaching, independent Quality Reviewers monitor compliance with the standards and provide feedback for continuous improvement.

This multi-level structure ensures ongoing support and evaluation of classroom teaching and creates **reliable, structured learning conditions** for children.



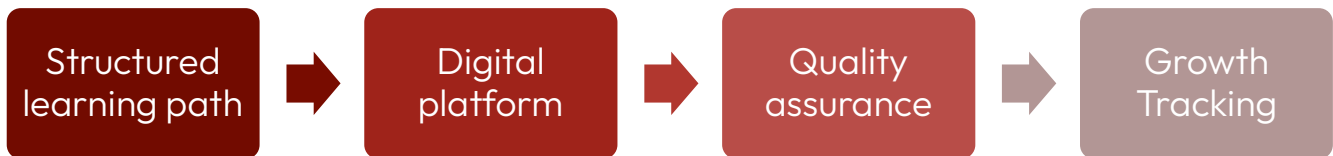
Experience from implementation

Teachers report that **the clearly structured lessons provide them with a reliable framework for the first time**. Thanks to prepared materials and established processes, they are able to focus more on supporting the children.

Coaches are also familiar with this form of quality assurance. They **value the transparent evaluation process** and use feedback to further develop coaching and teaching in a targeted way.



Further development of the system



The Swiss School System is **being continuously developed further**. Feedback from teaching, coaching, and collaboration with educational institutions is continuously incorporated into the curriculum, materials, and processes. The goal is to further structure the system while also adapting it flexibly to different contexts.

A central role is played by the digital education platform. It provides teachers with a clear overview of all lessons and materials and supports both planning and implementation.

The use of learning materials is also managed digitally: **QR code-based material tracking** makes it visible which materials are being used and where, thereby simplifying organization and creating transparency.

At the end of this process chain is Growth Tracking, which systematically records children's learning progress as well as developments in classroom teaching and identifies starting points for further improvement.

Experience from implementation

Digital tools are increasingly simplifying coordination between teachers and coaches. Teachers access their lessons through the platform, while coaches maintain an overview of materials and classroom processes.

Material tracking also provides concrete advantages in everyday practice. **Teachers scan learning materials using a QR code, making it visible which daycare center is using which materials.** This simplifies the organization of materials and helps to better track the use of learning resources.



Strategic priorities

The strategic development of the Swiss School System focuses on four key priorities.

Further
development
of the partner
model

Strengthening
the
organizational
structure

Impact
measurement/
Growth
Tracking

Further
expansion of
the Literacy
Program

Further development of the partner model

A central focus lies in the further development of the partner model. This franchise-like approach makes it possible to implement educational quality standards beyond the organization's own locations.

Strengthening the organizational structure

Another priority is strengthening organizational structures in Switzerland and the countries of operation, including paid management roles in Switzerland and Country Leads in South Africa and Tanzania.

Impact measurement (Growth Tracking)

The planned Growth Tracking system is intended to record children's learning progress and developments in classroom teaching more systematically. The insights gained will help to further develop the system in a targeted way and better understand its impact.

Further expansion of the Literacy Program

The Literacy Program is to be increasingly implemented beyond the organization's own locations, particularly in schools and other educational institutions. This will make it possible to create impact across different forms of implementation.



Goals 2026

For the year 2026, 2givelife.org is pursuing several concrete objectives related to the further implementation of the Swiss School

System, the expansion of partnerships, the development of key programs, and the securing of funding.



Implementation and reach

In Tanzania, the number of facilities working with the Swiss School System is planned to be increased to a total of 190 daycares. An additional focus lies on establishing a new location in Moshi, with around 15 facilities and the corresponding coaching structure.

In South Africa, the implementation is planned to expand to a total of 80 daycares. In addition, another hub is to be established and managed directly by 2givelife.org.

Partnership and franchise model

In both countries, South Africa and Tanzania, the partner model is to be further developed. A pilot location is planned in each country where

the Swiss School System will be implemented by a partner organization in line with the franchise model.

Collaboration with government authorities

In Tanzania, the Swiss School System is to be presented to decision-makers within the relevant department. In South Africa, the system is planned to be presented to the Department of Education, and initial steps toward cooperation with government authorities are to be initiated.

The goal of these discussions is to assess the system's compatibility with public institutions, as cooperation with government authorities could facilitate the implementation of the system and strengthen its long-term impact.

Program and system development

An important focus lies on the further development of the system. This includes conducting Growth Tracking to evaluate the effectiveness of the Swiss School System within the existing contexts. The goal is to better understand to what extent children achieve the expected learning progress and where there is still room for improvement in the practical implementation of the curriculum.

The evaluation is intended to show where the transfer of the system into everyday practice works well and where additional support or adjustments are required.

At the same time, the OER Literacy Program will be tested at 15 external institutions worldwide to examine its applicability independently of the organization's own locations.

Organization

A key step for 2026 is the further expansion of the organizational structure. In Switzerland, the office will be strengthened through an additional paid part-time position in order to reinforce coordination, management, and fundraising over the long term.

At the same time, Country Leads will be appointed in South Africa and Tanzania to oversee expansion at the national level. At the local level, the individual hubs will be managed by supervisors responsible for operational coordination and quality assurance on site.

These structural developments are intended to help anchor responsibilities more clearly, stabilize decision-making processes, and provide organizational support for further growth.

Assessment of a possible foundation structure

In 2026, the Board of Directors will examine to what extent the future establishment of a foundation could be beneficial in supporting the long-term development of the Swiss School System organizationally.

For this purpose, assessments will be carried out and legal frameworks reviewed, including in cooperation with external legal advisors.

Funding

A central goal for 2026 remains to secure funding for ongoing operations and the further expansion of the Swiss School System.

To strengthen the financial foundation, a corporate school partnership program will be established. Within this program, companies will have the opportunity to engage at different levels — as Friends, Partners, Supporters, or Benefactors.

For the year 2026, the goal is to acquire 20 corporate school partners through this program.



Sources of funding

The work of 2givelife.org is made possible through contributions from various groups of supporters. This diverse funding base supports both the implementation of educational programs and the further development of the Swiss School System.

Foundations

Foundations are key partners of 2givelife.org. They enable the implementation of programs at different locations as well as the further development of the Swiss School System.

Strategic partner 2sic

The company 2sic has been an important partner of 2givelife.org for several years. It covers a significant portion of the costs for system development and supports the creation and operation of digital solutions.

Private school sponsors

Private school sponsors support individual facilities through designated contributions. School sponsorship amounts to CHF 1,200 per year and benefits the respective daycare in full.

Church institutions

Church initiatives support the work of 2givelife.org through designated contributions for local educational programs.

Corporate school partners

Companies engage through donation models and support specific educational programs or the further development of the organization.

Private supporters

Individual private supporters provide additional contributions toward financing the work of 2givelife.org. These donations flow into the general implementation of the programs and contribute, in specific cases, to making educational opportunities possible.



Use of funds

The funds are used for the implementation of the Swiss School System at the organization's own locations as well as for collaboration with partner organizations. They are allocated to the curriculum and learning materials, the training and support of coaches, quality assurance, and the operation of the education platform.

A portion of the funds is also used for coordination, support of local sites, and internal management and control processes.

Responsibility, governance, and oversight

The Board of Directors of 2givelife.org is responsible for the strategic direction and the use of funds. The annual financial statements are prepared in accordance with the applicable standards and are externally audited.

Operational implementation

Operational implementation is carried out by the core team in collaboration with local staff, coaches, and partner organizations. Volunteers provide support in specific, clearly defined areas of responsibility.

In the countries of operation, 2givelife.org also works with local HR service providers who handle payroll and personnel administration tasks.

Independent Review of the Financial Statements

The annual financial statements of 2givelife.org were independently reviewed by the elected auditor in accordance with the association's statutes. The original audit report is available in German and can be provided upon request.



BALANCE SHEET

Assets

	End of 2025 in CHF	End of 2024 in CHF
Raiffeisen Bank assets	360'760.81	190'778.51
WISE Bank assets	4'146.93	8'041.97
Project funds in Africa	2'752.00	793.85
Receivables	560.00	2'520.00
Assets Total	368'219.74	202'134.33

Liabilities and equity

	End of 2025 in CHF	End of 2024 in CHF
Short-term liabilities (payables)	21'126.90	0.00
Restricted fund capital	292'345.70	148'815.70
Organizational capital	53'318.63	51'093.69
Annual result	1'428.51	2'224.94
Liabilities Total	368'219.74	202'134.33

OPERATING STATEMENT

	End of 2025 in CHF	End of 2024 in CHF
Income from donations and contributions	399'014.32	198'193.23
Cross-country projects	0.00	-5'626.00
Project Tanzania	-156'031.52	-47'294.39
Project South Africa	-73'236.22	-26'184.30
Expenses for services / projects / events	-782.47	-0.00
Non-project-related personnel expenses Switzerland	-21'856.90	-699.00
Other operating expenses	-2'148.70	-4'848.90
Expenses	-254'055.81	-84'652.59
Fund allocations (-) / withdrawals (+)	-143'530.00	-111'315.70
Annual result before allocation to organizational capital	1'428.51	2'224.94

Special thanks go to the many volunteers and in-kind service donors. Their contributions, amounting to approximately CHF 199,500, made it possible to carry out a significant part of our work without additional costs. Without

this support, the costs for the programs in Tanzania would have been around CHF 121,000 higher, and in South Africa around CHF 78,500 higher.

CLOSING REMARKS

Outlook and thanks

The 2025 reporting year has shown that educational quality does not arise solely through individual projects, but through reliable structures, clear roles, and continuous development. The insights gained from implementation confirm that the Swiss School System can be applied in different contexts while remaining open to adaptation and learning.

Progress in implementation, new collaborations, and the further development of key programs demonstrate that the chosen path is proving successful. At the same time, challenges make it clear that sustainable educational work requires time and shared responsibility.

We extend our sincere thanks to all staff members, coaches, and partner organizations in the countries of operation who carry out the daily educational work. We also thank the

volunteers and ambassadors in Switzerland who support the work of 2givelife.org with great dedication.

We are deeply grateful to the company 2sic, our long-standing main sponsor and technical partner. Their continued support has made the development, operation, and ongoing improvement of the Swiss School System possible.

We owe special thanks to the St. Paul Children's Home Association, whose trust made the independent implementation of the Swiss School System in Kenya possible.

In the coming year, the focus will be on further strengthening existing structures, systematically evaluating impact, and responsibly building new partnerships.

We thank everyone who continues to support this journey.

