

DIGITAL TRANSFORMATION



Annual Report **2020**



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Message from the CEO

2020 was indeed a year of change in many aspects for all of us and with regards to our for-impact organization. While we kicked it off with two highlights by piloting our Start Up program in partnership with Swiss Re in Uganda together with our local partner Junior Achievement and launched our very first Leadership Academy “Leaders for Leaders” supported by the top-notch leadership advisors Anke Houben & Kai Dierke, we were suddenly confronted with the global pandemic affecting all our chapters and operations. Additionally, our Co-Founder Florian Kapitza communicated his thoroughly considered decision to support the organization in a different role after 13 years as managing director of our umbrella organization.

Considering this very dynamic environment, Aiducation was challenged to test the resilience of its business model, its beneficiaries and its team members, partners and supporters across the globe. Our scholarship program was seriously affected by the lockdowns and globally millions of students were sent back home from school. Coming from underprivileged backgrounds our students were not only facing the lack of financial means to pay for their school fees, but suddenly also the lack of digital access to educational institutions moving more and more into the digital space.

Nevertheless, we awarded together with our supporters 216 scholarships despite the global shut-down of schools and created a spark of hope for those students and their families. We furthermore transformed our existing mentoring programs into a total of six long-distance academies during the second half of the year. While our students gathered locally in small groups during a one-week program, our coaches and mentors joined the academies online. Finally, our previous investment into the digital alumni network called the Global Young Leaders Alliance (GYLA) with more than 1'000 users by the end of 2020 turned into a very valuable asset to continue and grow our activities especially in such a digital environment triggered by the pandemic.

Besides the transformation of existing programs, we were working on various business development initiatives. Within a Design Thinking challenge of IBM we prototyped an E-Mentoring program which resulted in a first pilot with 10 pairings of mentors out of our existing support partners and selected mentees taken from our alumni talent pool along a semi-structured 12-month mentoring journey. Simultaneously, the team was working on a viral fundraising platform allowing individuals to easily sponsor a high school scholarship by activating their networks to contribute e.g. within a birthday campaign, a company-wide Christmas engagement or a class of students offering a young talent similar opportunities we take for granted.

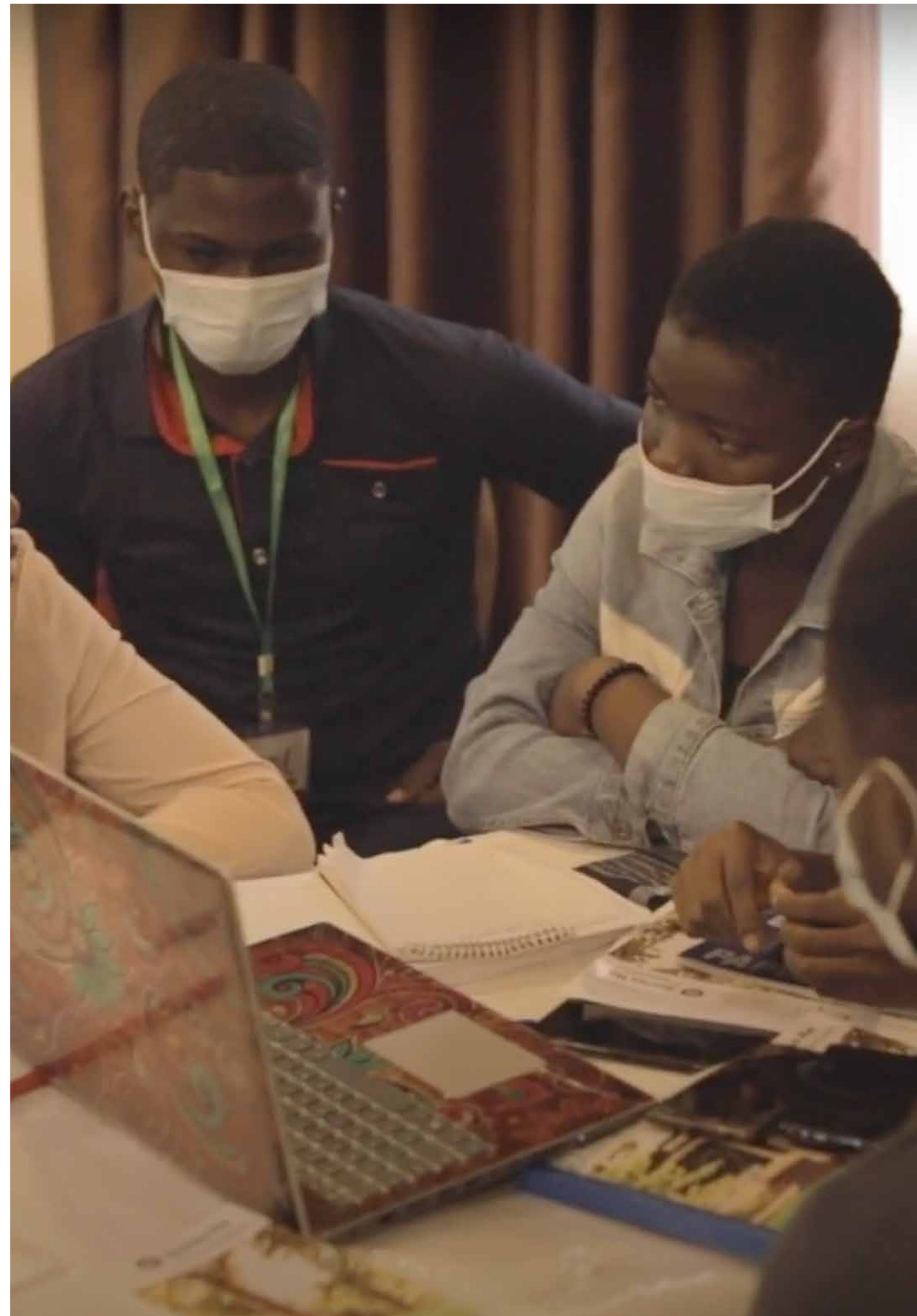
As an organization we rather tried to turn the manifold challenges into opportunities for a certain renewal. A renewal to maximize our impact, with new ideas, optimized processes and increased levels of professionalism, taking into account the changing needs of our talents, supporters and partners in a world undergoing major changes.

Therefore we are grateful to count on the continuous support of our main long-term partners Swiss Re Foundation, Roche Employee Charity Trust, Symphasis Foundation, Wietlisbach Foundation and Fondation Botnar in combination with our silver partners Frey Charitable Foundation, atDta, DierkeHouben Leadership Partners, Reinhart Foundation, Swissair Staff Foundation for Children in Need and Fondation Bénina together with all our supporters and individual AiduMakers, AiduAmabssadors and AiduFriends.

Thank you for your trust and commitment.



Matthias Meier
CEO a.I. Aiducation International



Our Highlights of 2020

Aiducation raised 216 scholarships in 2020, and a total of 2123 scholarships since the foundation of Aiducation in 2007 (status end of 2020).

216

SCHOLARSHIPS IN 2020



Aiducation organized 8 Mentorship Academies

- 5 Swiss Re Start-up Academies in Kenya (1), Ghana (2) and the Uganda (2)
- 1 DierkeHouben Leadership Academy
- 1 Swiss Re Corporate Career Academy
- 1 Swiss Re Entrepreneurship Academy

Aiducation is expanding: In 2020 we had our first 2 Swiss Re Start-up Academies in Uganda.



Aiducation redesigned a part of the Mentorship Academies 2020:

Due to Covid-19 Aiducation had to redesign some of the Swiss Re Mentorship Academies and conducted the very first Long-Distance Academies where Aiducation Talents and local mentors were able to meet physically in Kenya, Ghana and Uganda, and our international Swiss Re mentors from all over the world joined virtually to speak, coach and mentor our talents via Zoom.

22 start-ups had been funded by the end of 2020.



Aiducation developed an E-Mentoring program and conducted the pilot with 12 Mentor-Mentee-pairings in 2020 and will kick off the E-Mentoring with UBS in 2021.



Aiducation's Viral Fundraising Platform

was launched in November 2020 and enables Aiducation supporters to start their own scholarship fundraising campaign in 3 easy steps.

First Aiducation Impact Webinar was successfully conducted in December 2020 with our AiduTalent Hamman Arach and his family from Kenya, the Kenyan Ambassador Andrew Kihurani, and 60 guests joining online.



After the launch of GYLA, our Global Young Leaders Alliance, in Kenya and the Philippines 2019, the network has now been **launched in Ghana, Tanzania and Uganda as well and had 1040 members by end of 2020.**

Aiducation International also formed partnerships with Alison and getAbstract to enhance digital learning opportunities for Aiducation talents on GYLA in Kenya, Ghana, Uganda, Tanzania and the Philippines.

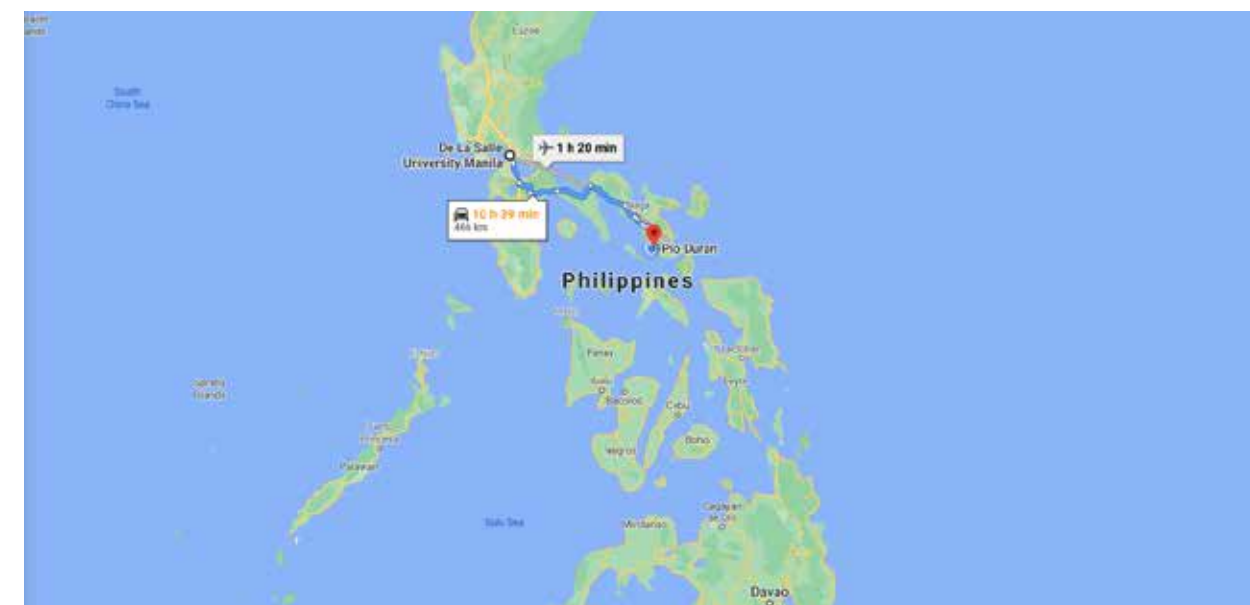
Written by Joshua Pocaan

Joshua's experience What it means to have online classes on the countryside

Joshua is from the Philippines and received an Aiducation Scholarship in 2015. Joshua is in his second year studying Chemical Engineering at the de La Salle University. In this blog he will take us on a trip to the Philippines and write about his experiences during the Covid-19 lockdown. Enjoy the reading!

Hello everyone! I'm Joshua Pocaan, an incoming third year college student at De La Salle University here in the Philippines and I am currently taking up Bachelor of Science in Chemical Engineering. It is an honor for me to share with you my experiences on this platform. As we all navigate this new normal and as we shift to an online world more significantly, I would like to share more about my life amidst the pandemic, and specifically share about how I am dealing with online education.

I am living at a dormitory near my school in Manila, the capital of the Philippines. But when the lockdown (dubbed as the community quarantine) was announced on March 16, I immediately travelled back to my home in the province in Albay, Bicol, 500 kilometers away from Manila. It was in the middle of our second term for the academic year and everything was uncertain. Everyone was expecting that the lockdown will only last for a month, so I thought of this time as a midterm break. Our university already has an online



Distance between home and my school.

learning management system (Canvas) but we only use it as a submission platform and not for delivery of instruction. So, I really expected that this will be a break from a stressful term. However, as the number of Covid-19 cases rise, so does the extension of the lockdown period. With this, the inevitable has come. The University, just like other schools in the country and even in other parts of the world, is forced to shift to an online mode of learning to continue our term.

Being stuck in the province seems to be a great life for those who wish to escape the fast-paced city life. But in reality, it is difficult, especially if you need to stay connected with the world. Internet infrastructure is not reliable in the Philippines. In fact, there are 4000 users per cellular tower in the country compared to the ideal 100 to 200 users per tower, which says a lot that the infrastructure available is congested and lacking. As for my case, the nearest cellular tower to our home is 5 kilometers away. Equipped with my mobile phone internet connection and added with a challenging terrain, climbing stairs and staying on the rooftop at my grandmother's house is necessary if you want to have an internet connection. That is what I needed to deal with to complete the last four weeks of the term. Luckily, I finished the term with good grades.

You may ask why I did not get a prepaid Wi-Fi or even get a postpaid internet plan. There is only one internet service provider in our area and they do not offer any postpaid plan because our address is "too remote".

Thus, I got prepaid Wi-Fi for PhP 999.00 (~\$10), but again, getting signal is difficult. I needed to do something because I cannot take my third term for the next fourteen weeks staying all day on the roof under the heat of the sun just to take my classes. So, that's what I did.



Internet speed test



This is my grandmother's house, up to the rooftop I have internet connection. The arrow points to where I sit to get a decent signal

I needed an antenna for my prepaid Wi-Fi so that I can get a signal without the need to get on the roof. It was quite difficult to find one, but I managed to find an antenna seller on Facebook from Mindanao, another major island in the Philippines 700 kilometers away from where I live, for PhP 3000 (~\$60) and took the risk to buy it. Thankfully, the antenna arrived after three weeks, and I finally managed to get a better internet connection.

Yes, that's the speed I've been working with for the last 14 weeks in the daytime. With this speed, I can watch videos at low resolution loading for 10 minutes. or join a video conference for class only in audio without seeing anything that is being screen-shared by the professor. Honestly, it's way better than the speed that I get from the rooftop. Sometimes I just choose to work at night until sunrise so that I can keep up with my lessons. When there are quizzes, I ask everyone in the house to disconnect from the internet just to make sure I get all the bandwidth. It feels like I'm living in the 90's when there's a need to announce to everyone at home to not use the phone because someone's using the internet. Not that we had the internet as early as that. There are also times when the internet is fast and stable, but it's only for a short period of time.

Aside from the internet problem, there is also the unreliable power service in our province. There was not a week without power interruption, worse that it is unannounced. It makes me feel uneasy throughout



the term knowing that power may be cut-off anytime, during a quiz or a lecture. In fact, it happened to me a lot of times that I needed to get back to my usual routine of climbing up to the rooftop to submit my quizzes or continue the lecture.

Given that situation, I tried to explain to my professors whenever I would pass my work late. There are some who understand my situation, and some of those who don't. I sometimes try to argue with them and tell them how difficult it is to deal with this kind of internet speed and power interruptions, but they keep on insisting that I should do something with my situation - even if I gave them the complete context of what's happening.

Thankfully, I finished my term with flying colors, with only one subject deferred that I can complete until next term, which will already start on October 19. I got a deferred grade for the subject because I was unable to take a long quiz because of internet and power interruptions. Thankfully, everything is fine now since my professor gave me another chance to take the exam. This experience made me realize more that our country was never ready to implement online classes for everyone as the internet infrastructure is not prepared to take the sudden spike in the demand. To be honest, I am still privileged enough to even take online classes despite the difficulty of my situation. I get to continue my studies and have the chance to finish my degree on time. However, a lot must be done by our government and the Internet Service Providers (ISPs) to fast-track the expansion and improvement of their reach so that

everyone can be given equal opportunities and access to education. Students do not deserve to be troubled over something that the government and companies should be providing to everyone.

To give you some perspective, internet penetration in the Philippines, which is the percentage of internet users for the whole population, is only around 71% compared to neighboring countries such as Malaysia and Singapore with over 80%. Translating that number, almost 30 million out of 100 million Filipinos do not have any form of internet connection which deprives them of opportunities. This number is also as large as the public education sector, which unfortunately 26% of them are the only ones connected to the internet. Access to devices (e.g. smartphones, laptops, computers), which most of the students do not have, is another major issue. There is also still a need to help prepare teachers adapt better as they are also struggling with this shift.

The Department of Education also adopted an alternative mode of learning through modules. Learning modules were distributed from the schools and parents will be responsible for the students' learning. This is especially challenging for parents who also don't have

the capability to teach their kids and for parents who are working. My brother is currently in the 8th Grade, and I can see that he is also stressed out studying the modules. He would sometimes cry over a module because he was unable to understand the lesson. So, when he needs help, I stop my own work and try to teach him. There are also times when the internet is fast enough that I give him YouTube videos which he can follow through for his modules.

Although the modular learning for my brother is manageable for him, there are a lot of reports in the news that students are overwhelmed with the workload. I can say this is also true, especially that I am required to be always connected to the internet. There are times when you have done multiple assignments and then in the middle of the night, your professor posts another task that is immediately due the following day. It's as if there is no line between school hours and rest hours, and that just because we are at home for our education means that it's the only thing we need to do. As much as some of the professors allow late submissions, the amount of workload creates a huge number of backlogs. The university gave us a week of independent learning, which somehow became an academic break for some. But for me, this is not



Here is my dad, installing the antenna for the prepaid Wi-Fi.

really the case as I am taking major subjects which are heavier than the usual subjects. These are subjects that are expected to show up in the board examination for chemical engineers. Thankfully, Pathways (Aiducation's partner in the Philippines) is always there to check up on me, not just for academics but also with my mental health as challenges faced by students are not only limited to internet connectivity and power interruptions.

Studying in the province can be really relaxing and conducive for learning as it can be really quiet, even during daytime. I study on our small balcony, and people in our small barangay (neighborhood) always check on how I am doing. They seem to be amazed that I am here in the province when they know that I am studying in Manila. You can see it in their faces, especially the elderly, whenever they see me talking in front of a screen. I can go to the shore easily and walk around our barangay since fortunately there are no Covid-19 cases in our barangay and the whole municipality. Strict implementation of the protocols are actually only carried out in city centers such as Manila.

Although the surrounding is relaxing and conducive, reliable services are lacking in the province, especially in our area. The reality is that these services in the countryside were never delivered as quickly as they have been delivered in the cities. The sparse population is one factor. These unreliable services are what gives me constant anxiety as I always worry if I will be able to finish all my work on time. Additionally, services in the province can also be really expensive. I pay almost PhP 3000 (~\$60) a month for internet expenses. Luckily, the support I get from Pathways and Aiducation has helped me get through.

The people in the barangay, my brother getting stressed out over a module, my family supporting me in my studies, and Pathways are what pushes me to overcome these challenges. I should be able to get through the term as I am privileged enough to have a professor who actually teaches real time. I don't have any modules that I need to work on by myself, without the guidance of a teacher. I am supported by a loving family and Pathways, and I get to finish my studies on time. This experience has taught me to work with and make the best of the resources available around me. However, it is important to note that the privilege of being connected to the internet and having online

classes because of the pandemic should not be a privilege in the first place but a basic necessity for every Filipino and every person around the world.

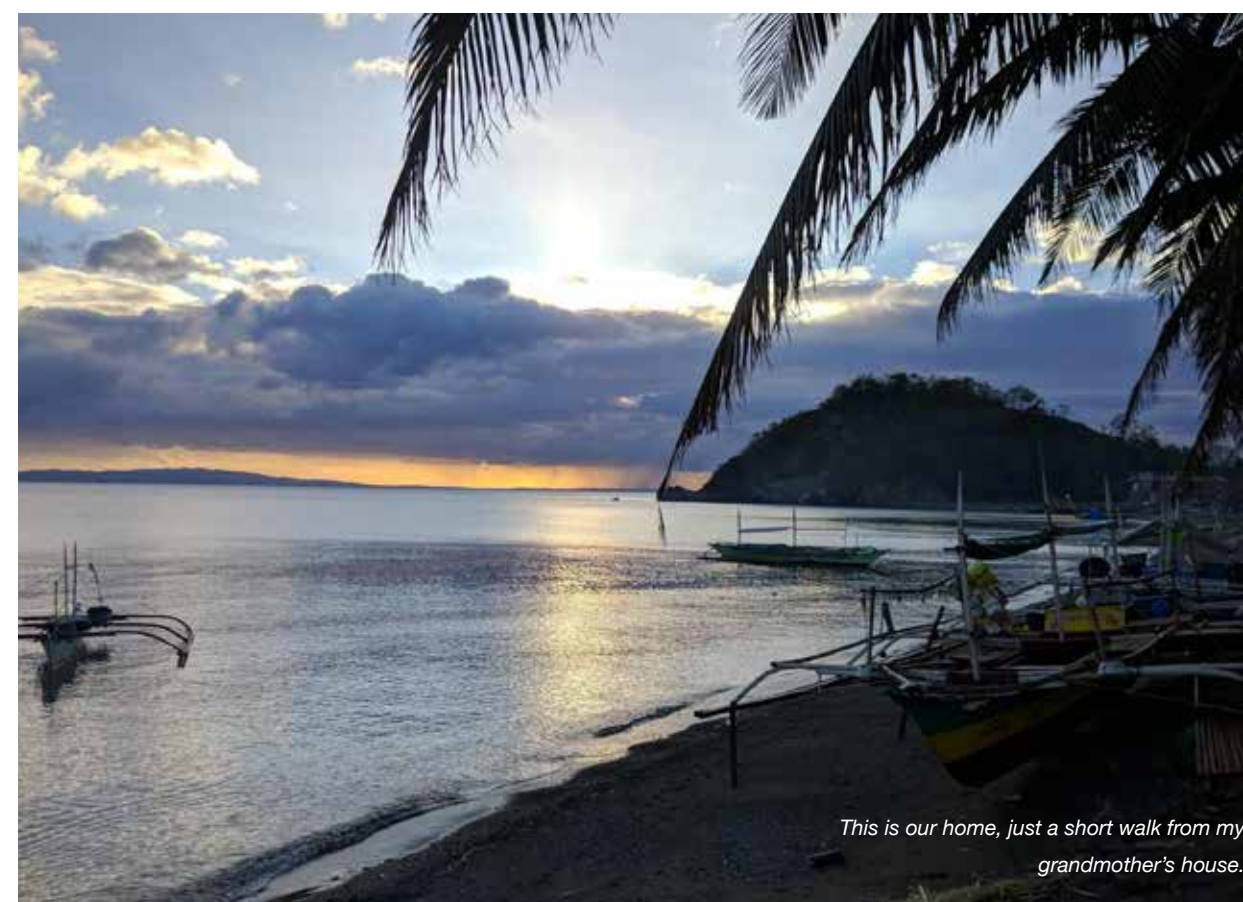
As of writing, it has been 214 days since the Philippines was put on lockdown. But even though this is the case, I decided to move back to the city to be able to get a more stable internet connection. This is because by October 25, I will be starting my thesis term. It will be very difficult as movement will be more limited than what I am used to here in the province. This pandemic has shown the shortcomings not just of the government, but also companies in providing a reliable service for everyone. Additionally, this has also shown how we are left behind by our neighboring countries severely because of the lack of sense of urgency and the need to adapt by our government to the digital world. I just hope that the government will see what is really happening and go beyond their egos of not listening to what science is telling us to do. Without that, our country will be dealing with this problem for a long time. For now, I hope that the ease of movement in other countries continues and that the Covid-19 situation will not become as worse as ours.

Just my tip to those who are dealing with the same situation as mine: try to be as calm as possible when there is a power outage or unstable internet connection. Panicking and being frustrated over this cannot do anything aside from making yourself more stressed out. I understand that we're humans and it's valid that we feel these things. However, this problem is much bigger than us and a collective effort must be done to solve it. If possible, try the alternative ways that are available to you. Seek help and also give help if you can. Ultimately, the most important thing is to stay safe and follow protocols. We'll all get through this, together, someday.

How has the situation been for you?
Stay safe everyone!



Breakfast with my family.



This is our home, just a short walk from my grandmother's house.

Written by Boniface Mahulo

DierkeHouben Leadership Academy Kenya 2020

In February 2020, Aiducation International in partnership with DierkeHouben Leadership Partners successfully implemented the first ever 5-Days Lead Yourself Academy in Nairobi, Kenya. In total, 35 highly talented future Kenyan Leaders, all of them alumni of our scholarship program in Kenya participated in the program with Seven local mentors and our international coaches Anke and Kai who were also the main sponsors of the program.

During the 5-days Academy, participants were taken through very many invaluable topics which included connecting to strengths, stepping from self-awareness

to mindful self-management in order to live up to one's full potential and individual purpose.



Participants' sharing their experiences and insights on the impact of the program:

Link to the an article on the DierkeHouben Leadership Academy Kenya 2020
'Participants' voices: our philanthropic project with a triple win'

You can find a few of the video reactions from the participants sharing their experiences and insights from the program below:

Listen to participant **Simon M. Rick, Entrepreneur, CEO Backyard Kuku Ranch in Kenya**, starting with a quote by Mark Twain "The two most important days in your life are the day you are born and the day you find out why". And adding "in this Academy I found out why I was born"...

Find the full video [here](#) or via the QR code



Watch participant **Wairimu Mwangi, Student of Psychology at Nairobi University**, reflecting her experience – sharing that it has been "eye-opening"... "now I know myself! Before it was like you walk around in the desert and now you found an oasis"...

Find the full video [here](#) or via the QR code



Enjoy listening to participant **Jimmy Tune, Entrepreneur, CEO Crosstown Courier Ltd in Nairobi**, sharing his insights – reflecting on Leonard Cohen's poem: "There is a crack in everything, this is where the light gets in". He shares "now, with this programme I am filled with light"... "I have found some gold in me that I didn't know I have"...

Find the full video [here](#) or via the QR code



Experiences and Insights as shared by our main coaches Anke and Kai from DierkeHouben Leadership Partners.

Link to the article *First DierkeHouben Leadership Academy in Kenya - a unique learning journey for 35 participants, 7 coaches and us!*

"What a unique experience – for 35 highly talented future Kenyan leaders, for 7 executives acting as coaches, and for us. It was wonderful to work with these talents, all of them scholarship alumni of NPO Aiducation. They and their coaches learned to connect to their strengths, to step from self-awareness to mindfully self-manage themselves – in order to live up to their full potential and individual purpose."

A big Thank You to the wonderful coaches Liz Wamuchiru, Mburu Tunu, George Jilani, Robert Mwaura, Joseph Kongoro, Florian Kapitza and Kamau Irungu – all of them executives, here acting as coaches: You did such a great work in listening, encouraging, experimenting, mentoring! These 7 executives embarked upfront in a 2-day preparatory workshop and worked jointly with us for an amazing group of Kenyan talents – students and young entrepreneurs – throughout 5 days focusing on "Lead You Self": starting with defining the individual purpose, understanding and navigating through behavioural style preferences and creating highest self-awareness and emotional intelligence to step up as a conscious leader.

Based on our 18years experience, this Academy additionally leveraged the great work by Daniel Goleman on Emotional Intelligence and by Nick Craig on Leading from Purpose. It is our contribution to the movement of our mentors Daniel Goleman and Michele Nevarez to „Democratize EI“.

Anke and I are grateful for a wealth of fulfilling, precious experiences, images and situations in our mind. We are looking forward to our next DierkeHouben Leadership Academy in 2021. Are you interested to join us as a coach at our next Academy in Kenya in 2021?

Want to learn more about our Lead Your Self Academy? Watch our series of short interviews with coaches and participants for a sneak view on this unique experience (coming soon on LinkedIn DierkeHouben Leadership Partners and on our website www.dierkehouben.com)."

Generally, the program was very successful and was a triple win: For the executives acting as coaches and thus developing as Conscious Leaders, for the Kenyan future leaders to step into purpose and self-awareness – and for DierkeHouben Leadership Partners' philanthropic project, supporting NPO Aiducation and the AiduAlumni in Kenya.

we are looking forward to implementing more of such for continuous impact creation to our alumni community.

You can find more of the key aspects of the program itself [here](#)



Written by Namayi Josephine, edited by Bill Orangi.

Josephine Namayi's insight into the Swiss Re Start-up Academy 2020

Do you see yourself embarking on an entrepreneurial journey? If so, did this academy be of help?

I definitely see myself embarking on this journey, though I'm still unsure about what business I would want to start. The Academy was of immense help. Initially, I didn't have an interest in business since I thought I lacked convincing skills. The Academy has equipped me with many business skills, and I feel ready for such a path.

What were your expectations coming to this Academy? Were those expectations met?

I expected to learn more about businesses. This expectation was more than met. Having lacked a background in business, this Academy formed a very solid foundation.

What sessions had the most value to you?

The session that had the most value to me was marketing and finances. Learning how to manage

money is an important skill since businesses depend 100% on finances and their management. Marketing also determines the success of your business greatly. How you sell your ideas to people and how you convince them to buy your product matters. It was amazing seeing how people strived to market their ideas during our final presentations. Their determination and intent to get their products out there was evident.

Being your first virtual Academy, what was your experience like?

My experience from the virtual Academy was mind-blowing. Seeing all those people from different parts of the world, miles apart and in one meeting was amazing. I would definitely want to be a part of more of the same.

Did you enjoy the one-on-one mentoring with a Swiss Re mentor? How impactful was it to you? Can you imagine continuing this mentoring relationship even after the Academy?

One on one mentoring was an opportunity for me to open up about my life as I learnt from someone with experience who was also willing to share. An opportunity to see life from their perspective and be able to learn from their mistakes to help me in making good decisions for myself. Learning from a Swiss Re mentor who is already accomplished in fields I am interested in was an honour. I envision myself being part of this in the future and mentoring young girls as well.

Would you recommend this Academy to a fellow AiduAlumni?

I would definitely recommend this Academy to all of the AiduAlumni's and to every youth that can be accommodated. They all need to be well equipped with these skills to enable them to navigate the scarce job market.

How can GYLA contribute to your entrepreneurial growth?

GYLA can contribute to my growth by providing a platform for me to market my business. Also through the job and internship opportunities they offer, I will have a chance to gain exposure, where I will be able to learn more about businesses and its management. Aside from that, I can have access to skilled personnel when I'll need it for my company.

“My experience from the virtual Academy was mind-blowing. Seeing all those people from different parts of the world, miles apart and in one meeting was amazing. I would definitely want to be a part of more of the same.”

– Josephine Namayi's

Interview by Cynthia Brauchli

Remembering the impact of Aiducation's Pilot Long-Distance Academies 2020

The year 2020 was probably one of the most challenging years we faced in a long time. Covid-19 interrupted the life as we knew it and forced us to adjust to a world where people were not able to as often meet friends and family, others could not attend school, many businesses had to close down and in many cases, no one was able to move from one place to another anymore. It was a time of uncertainty where everything can change unpredictably from one day to another. These times demand our adaptability more than ever before.

“So many inspiring journeys of young start-up entrepreneurs, and so many encouraging words: on how we – now more than ever – need to stay connected, take care of each other, and above all: trust our hearts & intuition more – because this is what makes us successful in the business, and can grow our potential...”

– Sabina Vrhnjak, Mentor



Like everything else, also Aiducation's Mentorship Academies were impacted by Covid-19. When mentors are not able to travel to the talent's country and it is unknown if, how and for how long people are allowed to come together, organizing Mentorship Academies almost seemed impossible. But continue to create impact is part of Aiducation's DNA and so we were able to work out a blended form of Academies together with our biggest Academy sponsor Swiss Re Foundation. With the help of committed and flexible Swiss Re and local mentors as well as very experienced and motivated teams in our talent raising countries, we were able to conduct 5 so called Long-Distance Academies.

In our Long-Distance Academies we brought together 30-40 talented students in Kenya, Ghana and Uganda for mentorship on the topics around entrepreneurship and a corporate career. While AiduTalents and local mentors were able to meet physically, the Swiss Re mentors from all over the world like Australia, Hong Kong, UK, Canada, Bratislava, India, Mexico, Switzerland and the US joined virtually to speak, coach and mentor our talents via webinar style meetings. What started with an unknown journey, big technical challenges ahead of all of us and a lot of uncertainties resulted into 5 impactful Long-Distance Academies and a positive as well as interesting experience for everyone involved.

Sabina Vrhnjak from Switzerland was a mentor at the Swiss Re Entrepreneurship Academy in Kenya and says: *"...feeling connected, proud, and genuinely happy that I was able to 'spend' a week in Kenya as one of the mentors of the Swiss Re Entrepreneurship Academy. So many inspiring journeys of young start-up entrepreneurs, and so many encouraging words: on how we – now more than ever – need to stay connected, take care of each other, and above all: trust our hearts & intuition more – because this is what makes us successful in the business, and can grow our potential..."*

More insights from the Swiss Re Entrepreneurship Academy can also be found under: <https://gyla.net/news/339919>



In this video of the Swiss Re Start-up Academy in Ghana, mentors like Jeremy Scott-Mckenzie and Prince Essel, coordinators like Diana Agbenyo and Abeiku Greene from JA Ghana and participants like Cynthia Anaba and Hagan Prince share their experiences with us: <https://www.youtube.com/watch?v=Fu-Wcxg1bR8&t=146s>



Josephine Namayi was a participant of the Swiss Re Start-up Academy in Kenya and describes the experience from the virtual Academy as mind-blowing: *"Seeing all those people from different parts of the world, miles apart and in one meeting was amazing. I would definitely want to be a part of more of the same."* More insights from Josephine's experiences can also be found in the previous article in this report on page 17.

And with our Swiss Re Start-up Academy in Uganda we were even mentioned on television with the following report: <https://www.youtube.com/watch?v=tnRzhBFsU3w>



Despite the distance and the technical challenges, we were able to connect talents with mentors from all over the world and enabled an impactful week full of learning, a lot of fun and new friendships. This was only possible thanks to everyone who was involved and committed to make this work. We are thankful for the Swiss Re Foundation and the Swiss Re mentors for adjusting quickly and their willingness to contribute to the impact virtually. Thanks to all our local mentors who not only acted as speakers and mentors but also as

the extended arms of our international mentors. And we are very grateful to our local partners like JA Ghana, JA Uganda and Aiducation Kenya who did a fantastic job in organizing and implementing the blended Academies on-site.

Whatever the year 2021 has in store for us, we are confident that together with our partners, talents and supporters we can continue creating impact around our core products.

Written by Cynthia Brauchli

Our Impact

Aiducation International focuses on giving talents from low-income families with outstanding academic records who want to contribute building their societies access to a powerful blend of formal and informal educational experiences. Our activities are segmented into four core programs:


Overall



Overall

- Founding date: 2007 in Switzerland and Kenya
- Total amount invested: > 8.1mio USD invested into high impact education
- Total no. of scholarships: > 2,163 (>1,250 alumni) since 2007
- Number of paid employees: 3 full-time employees in Switzerland & Umbrella, 8 full-time employees in Kenya & the Philippines
- No. of volunteers: about 30

Formal Education




1. Scholarships

Financial Aid to access formal education (if needed) with the following key results so far:

- **> 2'170 High School Scholarships** in Kenya (2,004) & the Philippines (172).
- **> 90% of our Alumni** in Kenya will join Universities (91%) or Collages (9%)
- Aiducation in Kenya is run predominantly by AiduTalents (including CEO)

Informal Education




2. Academies

Typically, one-week workshops on topics under-taught in formal education with the following key results so far:

- **77 Mentorship Academies** in our talent markets on the topics: Start-up, Leadership, Innovation, Project Management, Financial Literacy, Realize Your Potential and Corporate Career among others
- **> 60% of our alumni** have participated in at least one Academy
- Academies are typically conducted in partnership with like-minded companies and organizations

Informal Education




3. Ventures

Funding and coaching of start-ups from within the network with the following key results so far:

- Seed funding provided to **22 Start-ups** in Kenya with currently **44 jobs created**

Informal Education



4. GYLA

Global Young Leaders Alliance: Online network for continuous learning, mentorship, exchange, opportunities, and growth. Our key results so far:

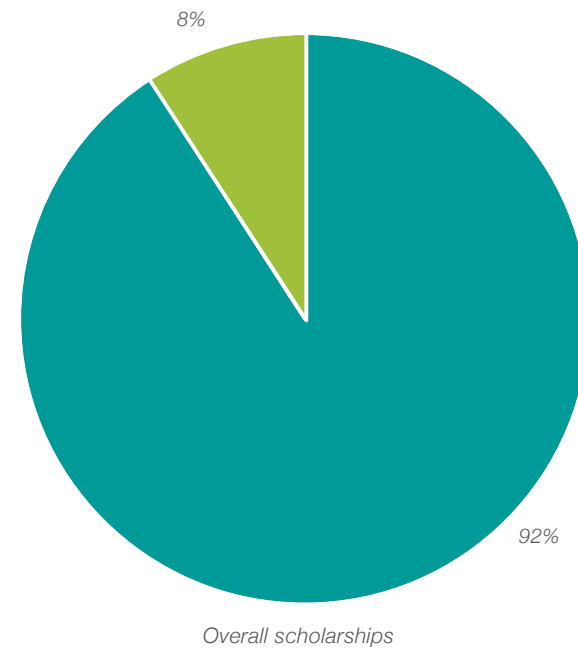
- >1,000 Members joined our online network,
- ~ 180 Members log-in at least once a month
- ~ 160 posts are made by our users each month
- >290 Jobs and opportunities have been posted in our community since January 2019

Scholarships

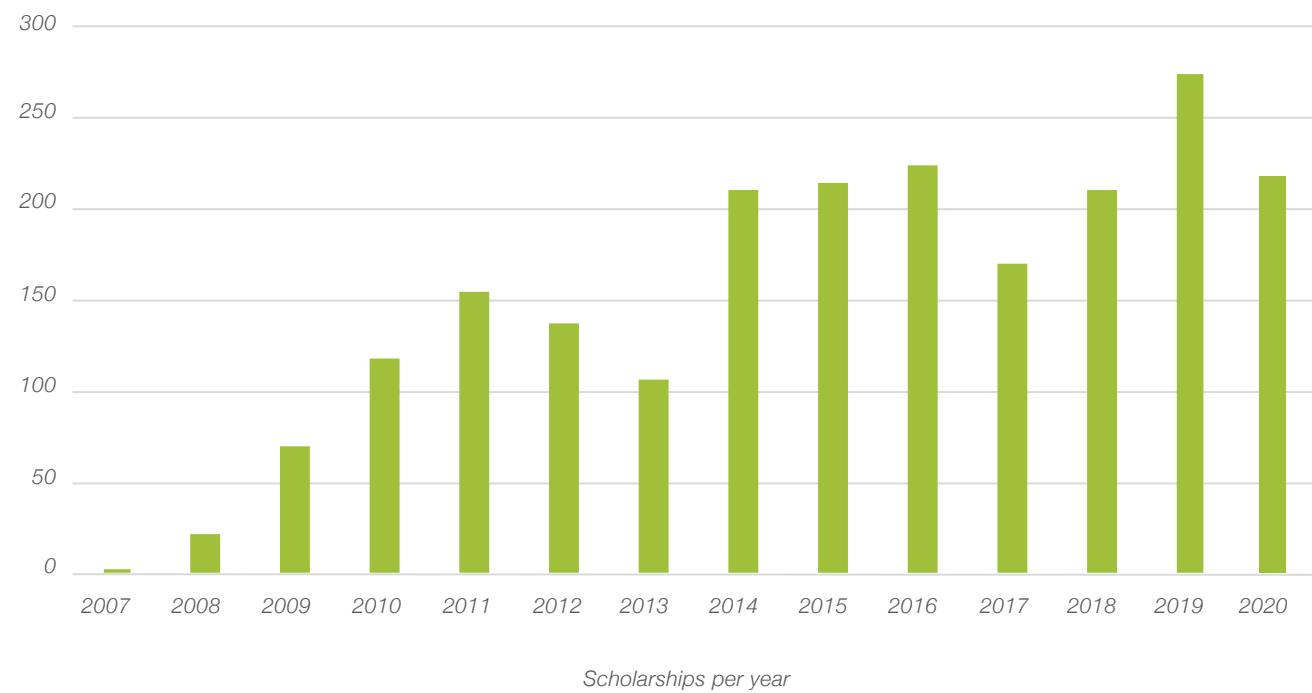
Overall

Since the beginning Aiducation has awarded >2170 High School Scholarships to students in Kenya and the Philippines. (Status April 2021)

- Kenya
- Philippines

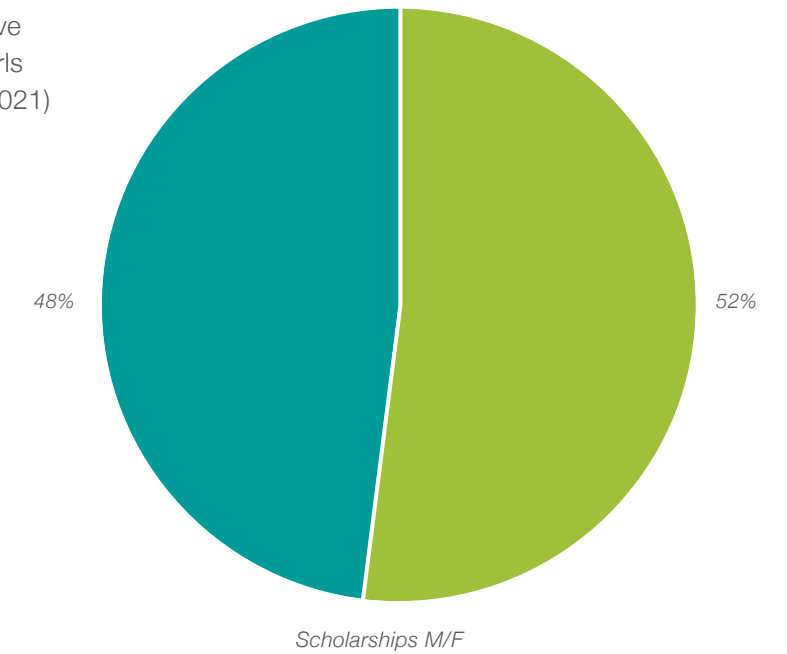


Aiducation has been able to increase the number of scholarships per year for the most part over the years.



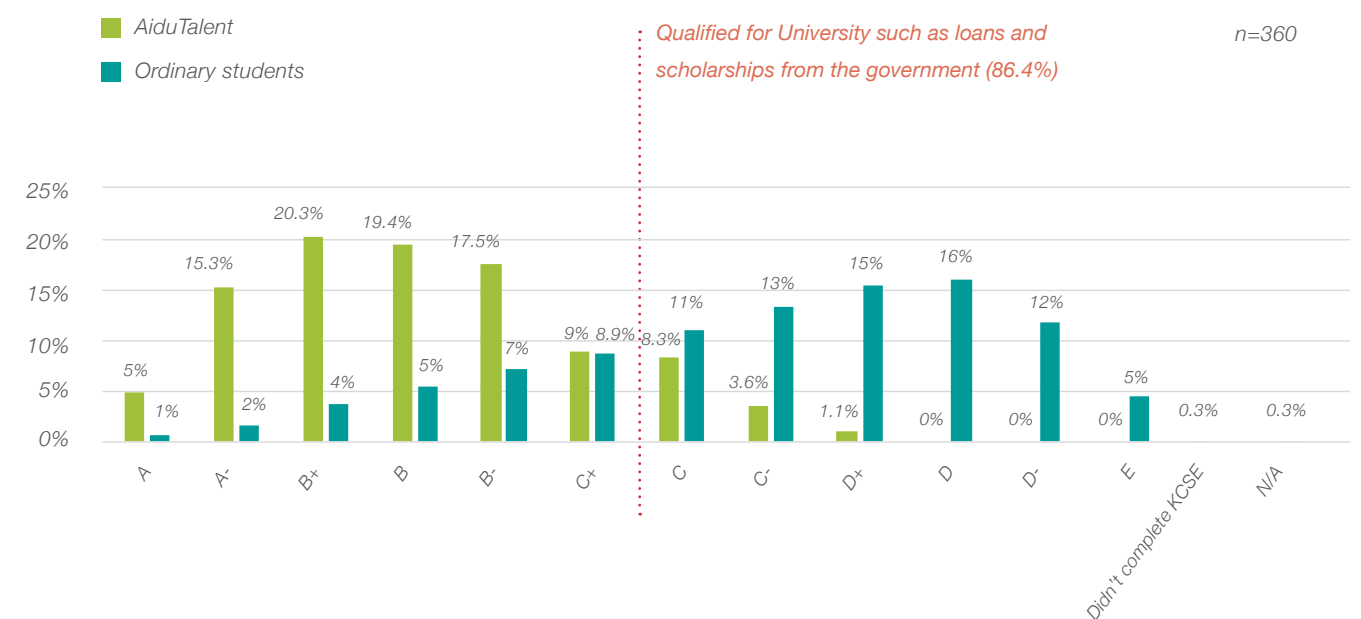
Together with our partners and donors we have changed the lives of many young boys and girls from Kenya and the Philippines (status April 2021)

- Male
- Female



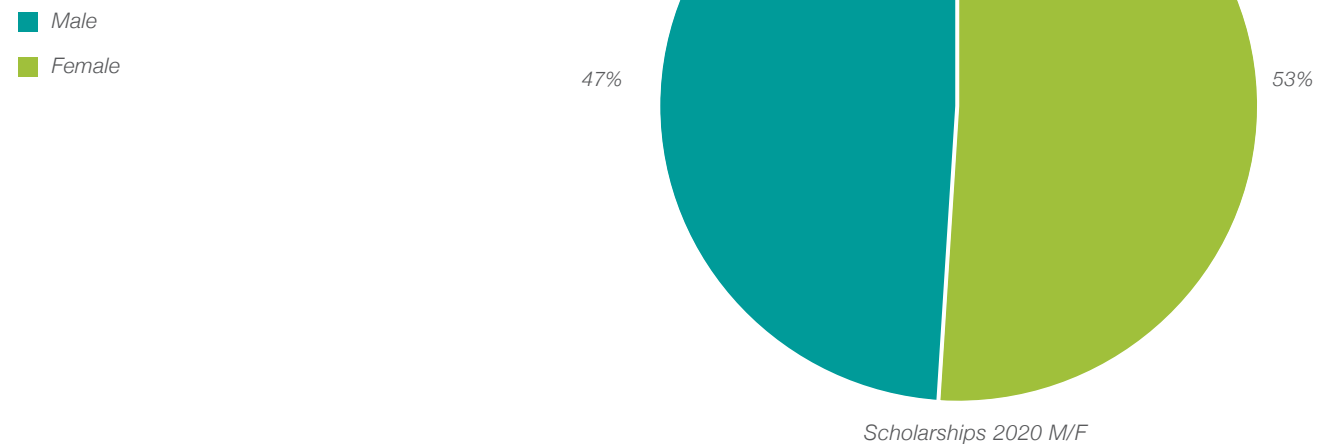
A survey conducted in 2018 showed that 86.4% of the Aiducation students qualified for University admission (indicated by an average grade higher than C+). The Aiducation high school scholarship

enabled them to graduate high school with great results and they had the chances to apply for government support, such as loans and scholarships

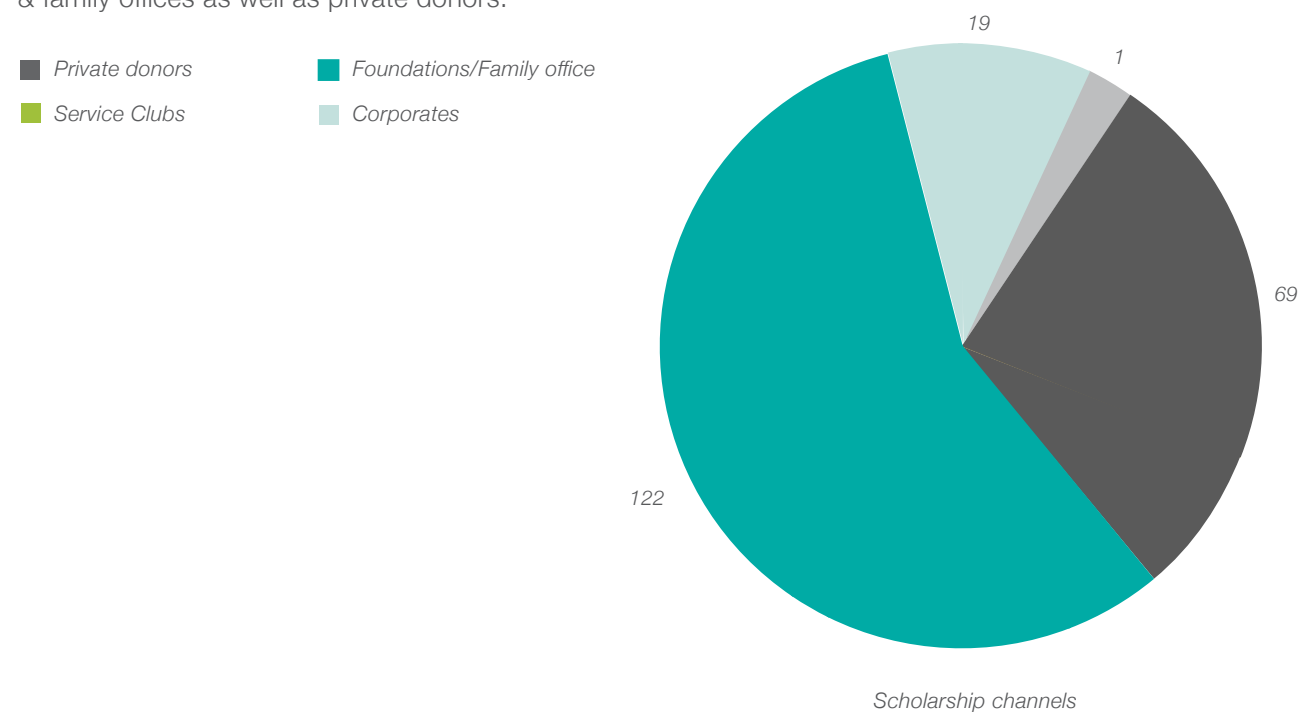


2020

In 2020, we were able to award a total of 216 scholarships.



Most scholarships were raised through foundations & family offices as well as private donors.

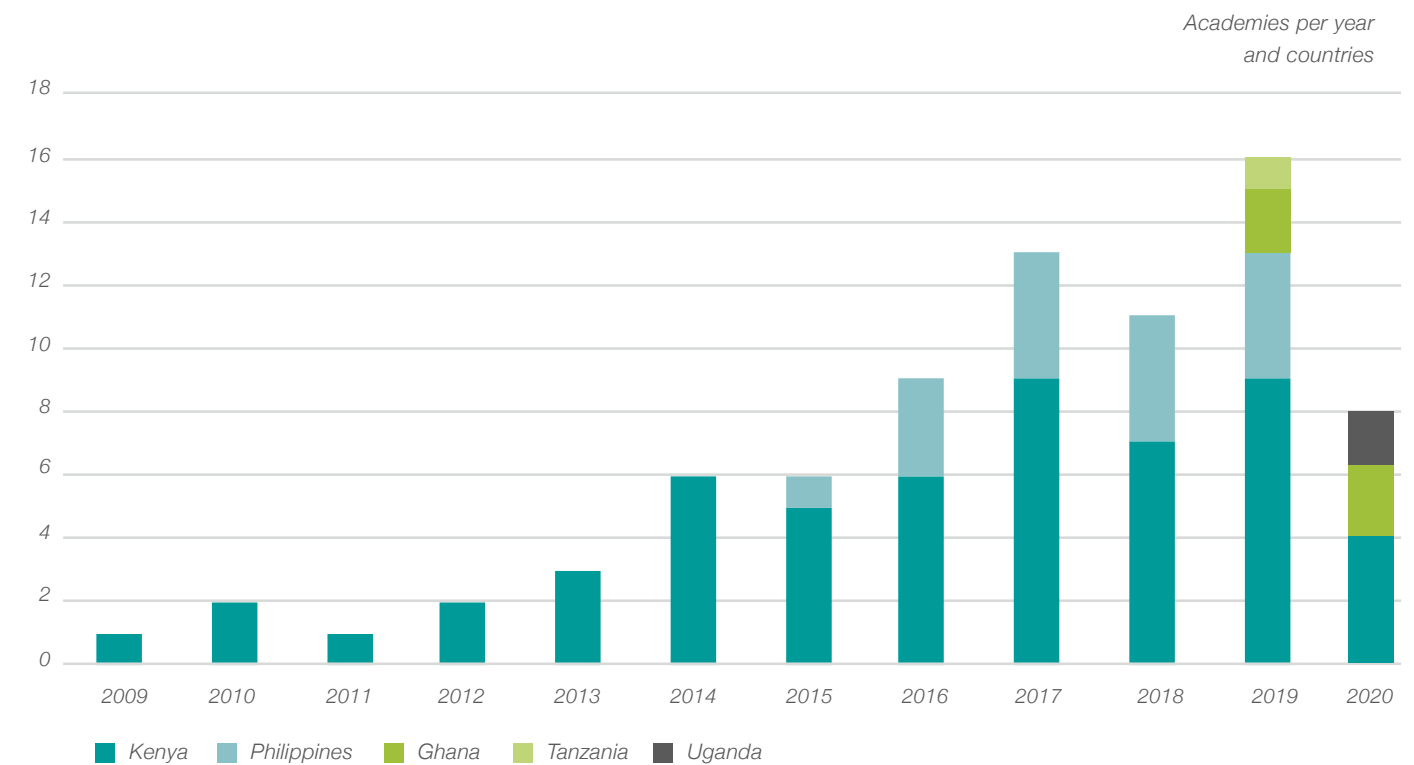


As always, 90% of the scholarship income was invested to give our AiduFellows direct access to quality education.

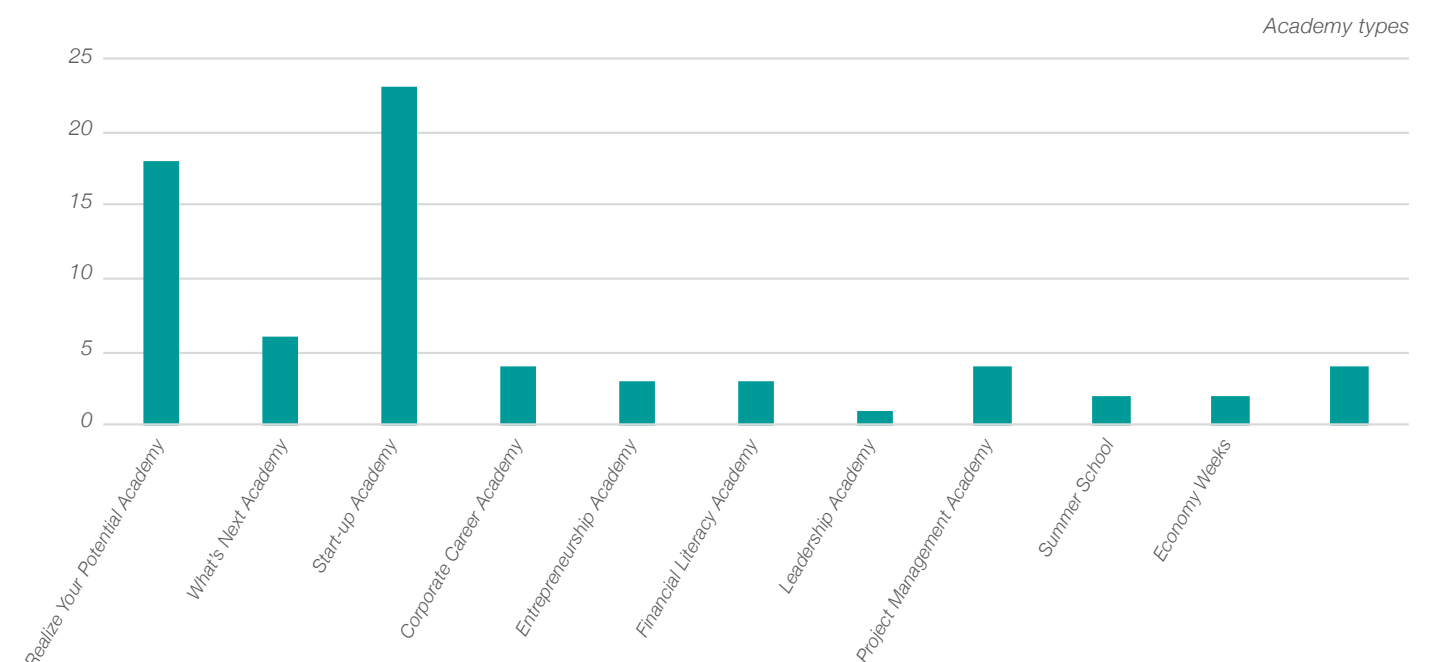
Mentorship Academies

Overall

By the end of 2020 Aiducation has implemented 77 alumni in 5 countries; Kenya, Philippines, Ghana, Tanzania and Ghana



Together with our partners we conducted 11 different kinds of Academies focusing on one specific topic:



2020

In 2020 we were again able to conduct numerous Mentorship Academies together with our partners. A total of 8 successful Academies were held in 3 different countries:

■ Kenya
■ Ghana
■ Tanzania

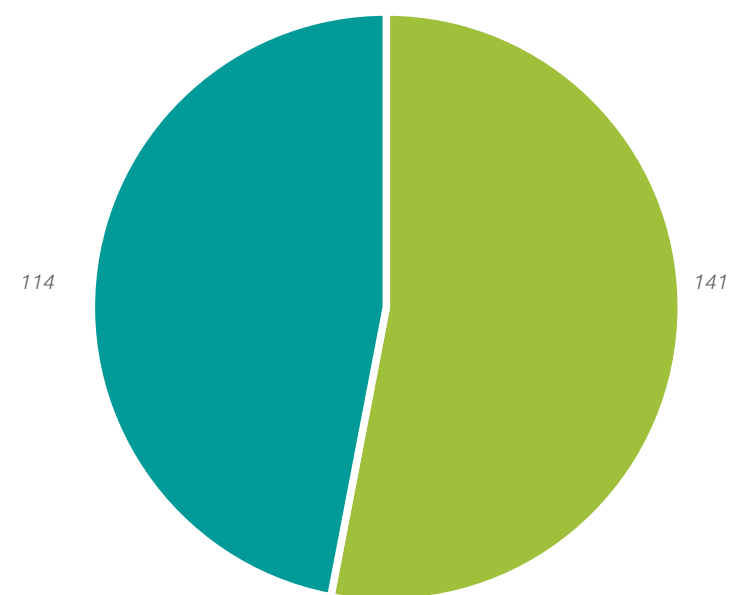


Academies 2020

In total we had 255 participants of which 141 were female and 114 were male.

The highlight was the very first two Start-up Academies in Uganda in January and December 2020.

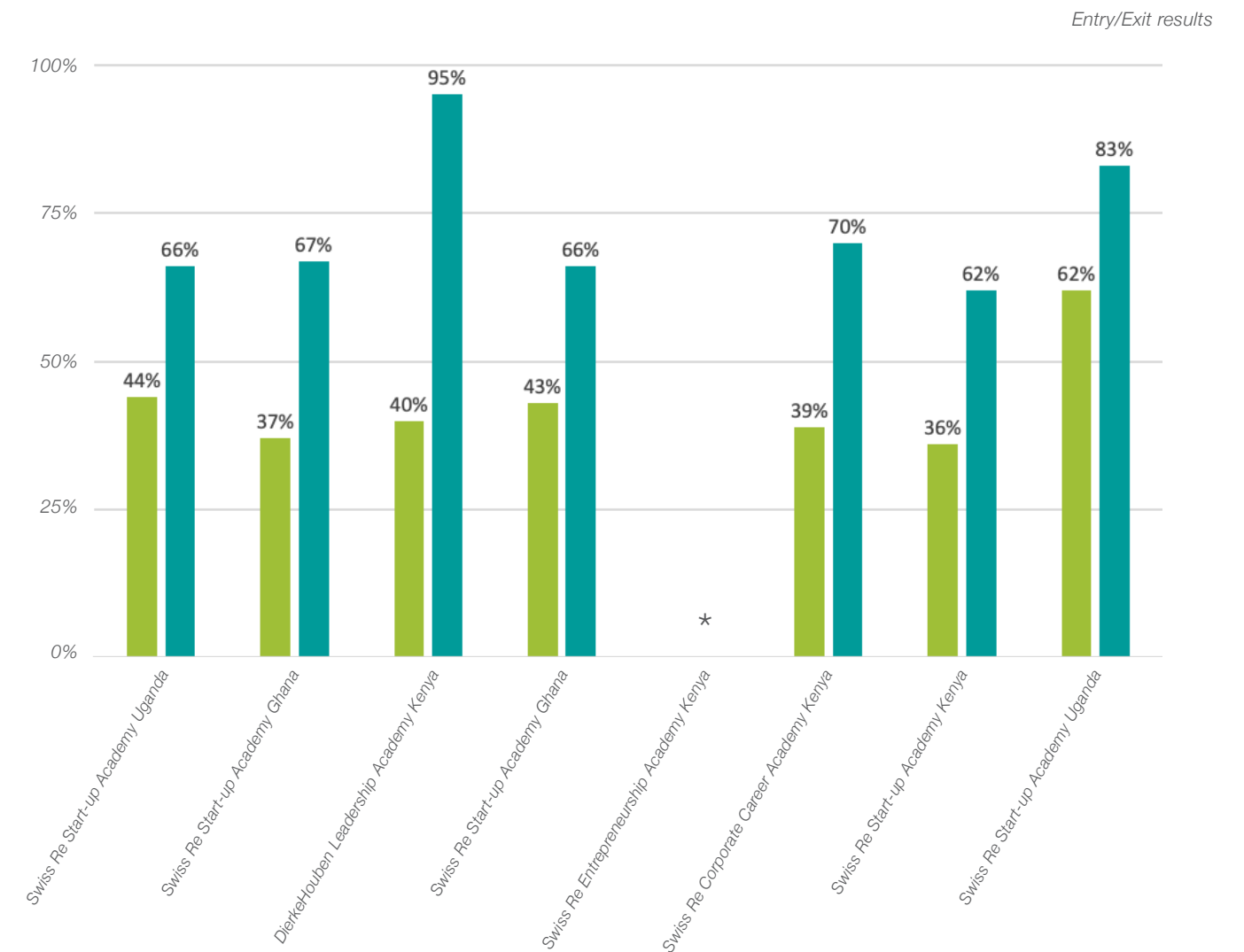
■ Male
■ Female



Academy participants 2020

Academy participants from 2020 rated the Academies on average with 9.12 out of 10 and made a significant knowledge improvement from before to after the Academy: on average from 43% to 73%

■ Entry Quiz
■ Exist Quiz



*No entry / exit quiz because of the Academy format

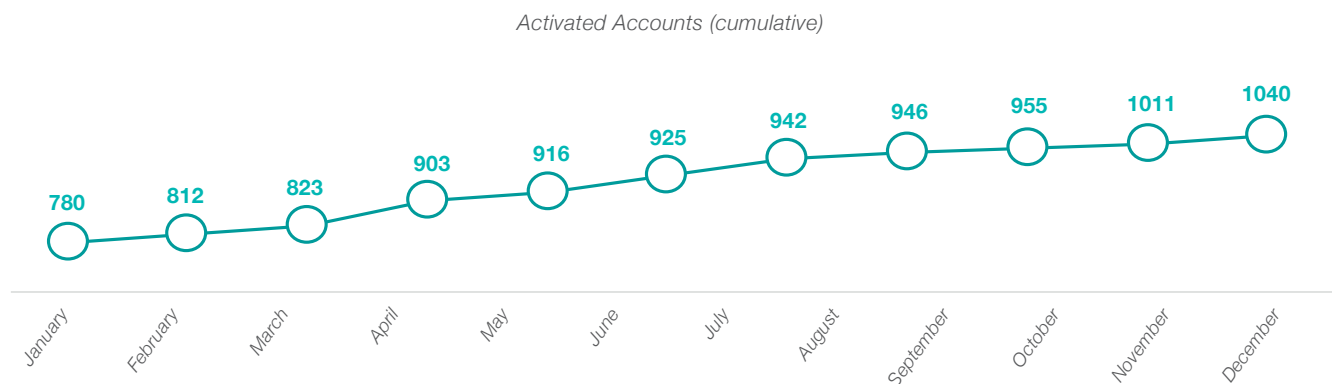
GYLA – Global Young Leaders Alliance

Overall

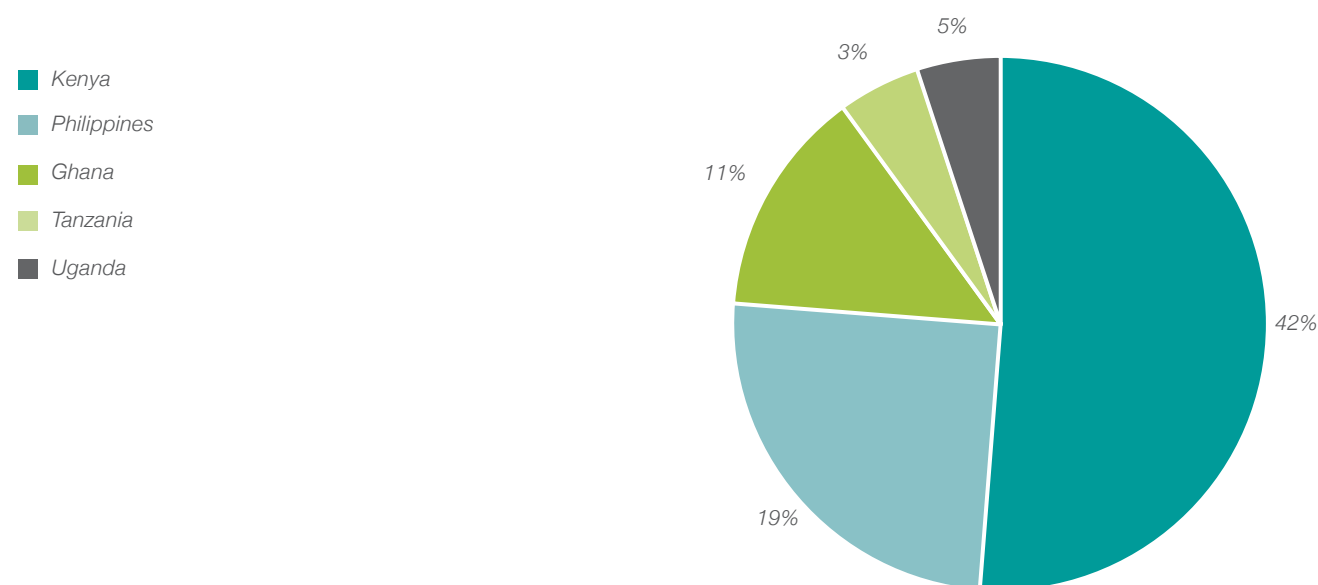
With GYLA we created a growth network for continuous learning and development, that helps high performers from low income families to become the best version of themselves. GYLA has been successfully implemented for Aiducation International talents in Kenya, Ghana, Tanzania, Uganda and the Philippines.

Since its launch beginning 2019 >1000 members from 32 countries have joined our online network (status April 2021), on average >180 members log in at least once a month and 293 jobs and opportunities have been posted.

On average GYLA had a growth rate of 3%



Most members come from our target markets Kenya, the Philippines, Ghana, Uganda and Tanzania. (Status April 2021)



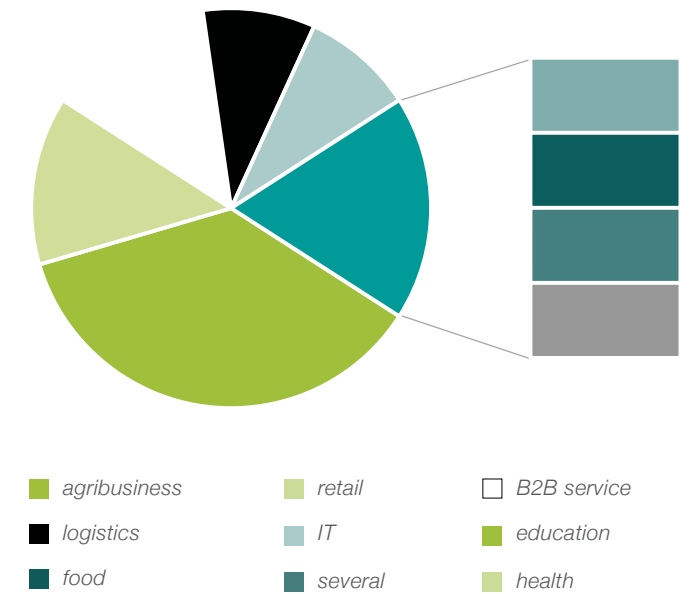
Start-up Fund

Overall

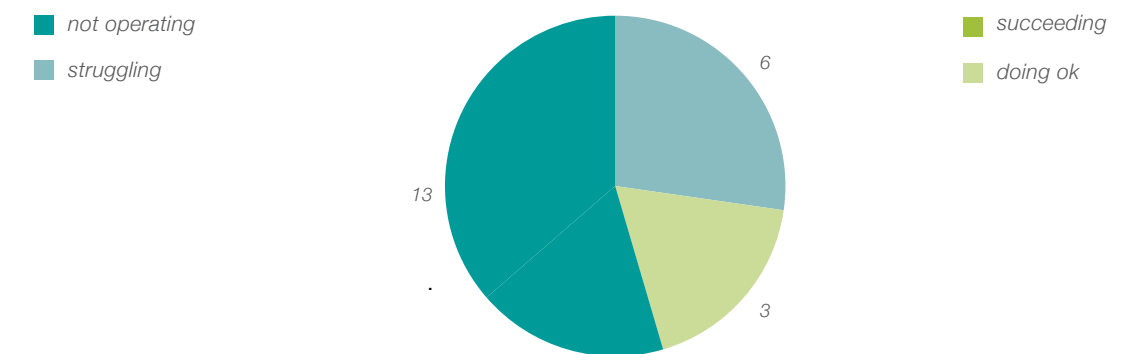
In 2014, following the first Swiss Re Start-up Academy, a charitable fund initiative was launched together with Swiss Re to promote new small businesses in developing countries. The goal is to give people and societies access to their potential by exposing them to early entrepreneurial experiences. Today, Aiducation offers an extensive Start-up Program consisting of Swiss Re Start-up Academies, the Start-up Fund and the Start-up Support.

To date, the Start-up Fund raised approximately CHF 300'000 and invested approximately CHF 200'000 into 22 Start-ups from various industries that are currently employing 44 people.

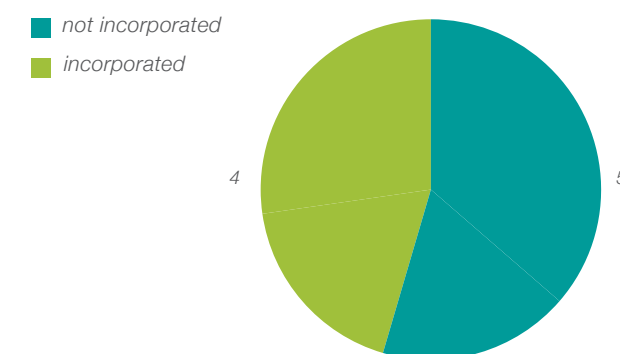
Our start-ups come from diverse mix of industries.



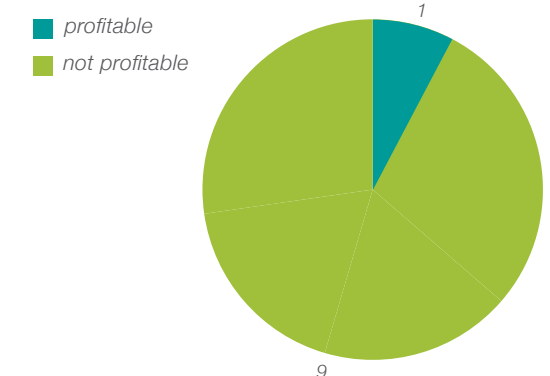
9 of 22 Start-up Fund supported start-ups are still operating.



A total of 5 operating Start-ups are incorporated.



And 1 Start-up is currently profitable (status April 2021).



Financial Report 2020

UMBRELLA
SWITZERLAND
GERMANY
US
UK

Aiducation International (Umbrella)

Assets and Liabilities 31st Dec 2020

	31.12. 2020 (in CHF)	31.12. 2019 (in CHF)
ASSETS		
Current Assets		
Liquid Assets	469'778.98	398'688.38
Accounts receivables due from Affiliates	95'306.19	42'180.21
Other short term receivables	4'008.79	-
Accrued income)	50.07	5'596.30
TOTAL CURRENT ASSET	569'144.03	446'464.89
TOTAL ASSET	569'144.03	446'464.89
LIABILITIES		
Short-term debt capital		
Other short-term debt capital	11'377.05	6'771.30
Short-term receivables towards Affiliates	110'927.77	26'713.14
Deferred income	30'000.00	794.30
TOTAL SHORT-TERM DEBT CAPITAL	152'304.82	34'278.74
TOTAL DEBT CAPITAL	152'304.82	34'278.74
Restricted Funds		
Project Fund Philippines	86'321.45	86'321.45
Project Fund Alumni Relations and Academies	88'692.79	52'272.08
Project Fund Incorporation of a Foundation	15'000.00	15'000.00
Project Fund Scholarships	2'930.50	2'930.50
Project Fund Start-Up Fund	138'214.38	166'697.02
Project Fund Student Loans	5'596.08	5'721.21
TOTAL RESTRICTED FUNDS	328'942.26	328'942.26
Unrestricted Funds (01.01.)	83'243.89	210'124.65
Result Previous year	-3'159.88	-126'880.7
Unrestricted Funds (31.12.)	80'084.01	83'243.89
TOTAL ORGANISATIONAL CAPITAL	80'084.01	83'243.89
TOTAL LIABILITIES	569'144.03	446'464.89

Aiducation International (Umbrella)

Profit and Loss Statement 1st Jan - 31st Dec 2020

	31.12. 2020 (in CHF)	31.12. 2019 (in CHF)
INCOME		
Income AiduPartner	316'197.56	316'942.08
Income Aiducation Units	31'155.65	49'739.98
Members Aiducation International	6'570.00	6'144.00
Other income	4'510.48	29'329.39
TOTAL REVENUE	358'433.69	402'155.45
PROJECT EXPENSES		
Project Expenses	-171'032.08	-210'028.99
DIRECT PROJECT EXPENSES	-171'032.08	-210'028.99
Marketing and Communication	-1'569.61	-2'930.33
MARKETING AND COMMUNICATION	-1'569.61	-2'930.33
ADMINISTRATION EXPENSES		
Salary CEO Umbrella	-42'306.97	-50'000.00
Expenses for employees	-71'970.95	-93'529.01
Administrative Expenses Kenya	-54'306.15	-88'961.99
Travel cost and presentation	-2'717.34	-12'964.47
Other expenses	-10'021.86	-11'520.80
TOTAL ADMINISTRATIVE EXPENSES	-181'323.27	-256'976.27
TOTAL OPERATIONAL EXPENSES	4'508.73	-67'780.14
FINANCIAL RESULTS		
Financial Result	-182.44	-1'386.41
Financial Income	326.77	-
TOTAL FINANCIAL RESULTS	144.33	-1'386.41
Exceptional, one time Expense	-	-15'089.88
OPERATING PROFIT/ CHANGES IN FUND ASSETS	4'653.06	-84'256.43
Allocation restricted funds	-178'845.02	-252'653.32
Usage restricted funds	171'032.08	210'028.99
RESULT BEFORE ALLOCATION TO ORG. CAPITAL	-3'159.88	-126'880.76
Increase/decrease in restricted funds and org. capital	3'159.88	126'880.76
RESULT BEFORE ALLOCATION TO ORG. CAPITAL	358'433.69	-

Bericht der Revisionsstelle

zur eingeschränkten Revision an die Mitgliederversammlung der

Aiducation International

Zürich

Als Revisionsstelle haben wir die Jahresrechnung (Bilanz, Betriebsrechnung und Anhang) der Aiducation International für das am 31. Dezember 2020 abgeschlossene Geschäftsjahr geprüft.

Für die Jahresrechnung ist der Vorstand verantwortlich, während unsere Aufgabe darin besteht, die Jahresrechnung zu prüfen. Wir bestätigen, dass wir die gesetzlichen Anforderungen hinsichtlich Zulassung und Unabhängigkeit erfüllen.

Unsere Revision erfolgte nach dem Schweizer Standard zur eingeschränkten Revision. Danach ist diese Revision so zu planen und durchzuführen, dass wesentliche Fehlaussagen in der Jahresrechnung erkannt werden. Eine eingeschränkte Revision umfasst hauptsächlich Befragungen und analytische Prüfungshandlungen sowie den Umständen angemessene Detailprüfungen der beim geprüften Verein vorhandenen Unterlagen. Dagegen sind Prüfungen der betrieblichen Abläufe und des internen Kontrollsystems sowie Befragungen und weitere Prüfungshandlungen zur Aufdeckung deliktischer Handlungen oder anderer Gesetzesverstösse nicht Bestandteil dieser Revision.

Bei unserer Revision sind wir nicht auf Sachverhalte gestossen, aus denen wir schliessen müssten, dass die Jahresrechnung nicht Gesetz und Statuten entspricht.

PricewaterhouseCoopers AG



Aysegül Eyiz Zala
Revisionsexpertin
Leitende Revisorin



Raffael Brunner

Zürich, 30. April 2021

Beilage:

- Jahresrechnung (Bilanz, Betriebsrechnung und Anhang)

PricewaterhouseCoopers AG, Birchstrasse 160, Postfach, 8050 Zürich
Telefon: +41 58 792 44 00, Telefax: +41 58 792 44 10, www.pwc.ch

PricewaterhouseCoopers AG ist Mitglied eines globalen Netzwerks von rechtlich selbständigen und voneinander unabhängigen Gesellschaften.

Aiducation International Schweiz

Assets and Liabilities 1st Jan - 31st Dec 2020

	31.12. 2020 (in CHF)	31.12. 2019 (in CHF)
ASSETS		
Current assets	972'299	989'862
Open invoices (Academies)	1'100	17'100
Receivables towards AI Germany	2'200	2'200
Receivables towards Umbrella	66'388	39'584
Other receivables	-	-
Active Deferred Charges	72'276	67'994
TOTAL ASSETS	1'114'263	1'116'740
LIABILITIES		
Liabilities towards Umbrella	-84'138	-69'090
Advances	-	-70'000
Passive Deferred Charges	-62'257	-101'199
Provisions	-55'868	-16'235
CURRENT LIABILITIES	-202'263	-256'523
Restricted funds (Scholarships)	-642'269	-643'087
Restricted funds (Academies & Mentoring)	-46'711	-
Restricted funds (misc)	-78'666	-74'525
Restricted funds	-767'646	-717'612
Unrestricted funds	-144'354	-142'604
TOTAL FUNDS	-912'000	-860'216
TOTAL LIABILITIES AND FUNDS	-1'114'263	-1'116'740

Aiducation International Schweiz

Profit and Loss Statement 1st Jan - 31st Dec 2020

	31.12. 2020 (in CHF)	31.12. 2019 (in CHF)
INCOME		
Income scholarships	623'019	694'823
Income Academies & Mentoring	46'791	129'906
Other income (restricted)	65'166	14'525
Income membership fees	20'700	20'317
Income fundraising	92'222	100'974
TOTAL REVENUE	847'898	960'545
EXPENSES		
School Fees (Kenya)	-491'262	-554'220
School Fees (Philippines)	-46'468	-43'898
School Fees	-537'730	-598'118
Academies & Mentoring	-	-97'482
Viral Platforms	-33'926	-
DIRECT PROJECT EXPENSES	-571'656	-695'600
LICENSE FEES	-62'311	-69'480
Other expenses	-10'701	-24'728
Services	-111'350	-113'938
OPERATIONAL COST	-122'051	-138,838
Financial expense	-463	-411
Exchange Rate loss / gain	-39'633	-
FINANCIAL RESULT	-40'096	-411
RESULT BEFORE CHANGES TO FUNDS	51'783	56'215

Aiducation International Schweiz

Profit and Loss Statement 1st Jan - 31st Dec 2020

	31.12. 2020 (in CHF)	31.12. 2019 (in CHF)
EXPENSES cont.		
Allocation restricted funds (scholarships)	-639'019	-727'377
Usage restricted funds (scholarships)	639'838	667'698
RESTRICTED FUND (SCHOLARSHIPS)	819	-59'679
Allocation restricted funds (Academies & Mentoring)	-46'791	-133'806
Usage restricted funds (Academies & Mentoring)	80	140'412
RESTRICTED FUND (ACADEMIES & MENTORING)	-46'711	6'606
Allocation restricted funds (misc.)	-64'536	-42'525
Usage restricted funds (misc.)	60'394	-
RESTRICTED FUND (MISC.)	-4'141	-42'525
Allocation unrestricted funds	-123'998	-161'160
Usage unrestricted funds	122'248	200'543
UNRESTRICTED FUNDS	-1'750	39'383
TOTAL EXPENSES	-51'783	-56'215
END OF THE YEAR RESULT	-	-

Bericht der Revisionsstelle

zur eingeschränkten Revision an die Mitgliederversammlung der
Aiducation International Schweiz
Zürich

Als Revisionsstelle haben wir die Jahresrechnung (Bilanz, Betriebsrechnung und Anhang) der Aiducation International Schweiz für das am 31. Dezember 2020 abgeschlossene Geschäftsjahr geprüft.

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PricewaterhouseCoopers AG


Aysegül Eyiz Zala
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Raffael Brunner

Zürich, 30. April 2021

Beilage:

- Jahresrechnung (Bilanz, Betriebsrechnung und Anhang)

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Telefon: +41 58 792 44 00, Telefax: +41 58 792 44 10, www.pwc.ch

PricewaterhouseCoopers AG ist Mitglied eines globalen Netzwerks von rechtlich selbständigen und voneinander unabhängigen Gesellschaften.

Aiducation International Deutschland

Assets and Liabilities 1st Jan - 31st Dec 2020

	31.12 2020 (in EUR)	31.12 2019 (in EUR)
ASSETS		
Account	39'305.20	51'799.56
Receivables towards members	-	-
Other short-term receivables	-	-
Active deferred charges	-	-
TOTAL ASSETS	39'305.20	51,799.56
LIABILITIES AND FUNDS		
Unrestricted funds (incl. salary)	-15'077.00	-13'127.04
Scholarships funds	-22'172.43	-26'490.69
Fund Kenya	-	-
Start-up Funds	-15.77	-15.77
FUNDS	-37'265.20	-39'633.50
LIABILITIES		
Liabilities towards Aiducation International	-	-10'126.06
Liabilities towards Aiducation CH	-2'040.00	-2'040.00
Liabilities towards members	-	-
Other liabilities	-	-
Passive deferred charges	-	-
CURRENT LIABILITIES	-2'040.00	-12'166.06
TOTAL LIABILITIES AND FUNDS	-39'305.20	-51'799.56

Aiducation International Deutschland

Profit and Loss Statement 1st Jan - 31st Dec 2020

	31.12 2020 (in EUR)	31.12 2019 (in EUR)
EXPENSES		
Scholarships	11'428.26	4,396.02
PROJECT EXPENSES	11'428.26	4,396.02
Bank fees	-	-
FINANCIAL COST	-	-
Allocation scholarship funds (AI CH)	7'110.00	3,960.00
Usage scholarship funds (AI CH)	-11'428.26	-4,396.02
SCHOLARSHIP FUNDS	-4'318.26	-436.02
TOTAL RESTRICTED FUNDS	-4'318.26	-436.02
Allocation unrestricted funds (incl salary)	1'949.96	769.96
Usage unrestricted funds (incl salary)	-	-
TOTAL UNRESTRICTED FUNDS	1'949.96	769.96
TOTAL UNRESTRICTED FUNDS	1'949.96	769.96
TOTAL FUNDS	-2'368.30	333.94
TOTAL EXPENSES	9'059.96	4,729.96
INCOME		
Income from scholarships	-7'899.96	-4,399.96
Income from membership fees	-660.00	-330.00
Other income	-500.00	-
TOTAL INCOME	-9'059.96	-4,729.96
END OF THE YEAR RESULT	-	-

Aiducation International US

Assets and Liabilities 1st Jan - 31st Dec 2020

	31.12 2020 (in USD)	31.12 2019 (in USD)
ASSETS		
Account	27,066	16,305
Receivables	4,867	9,635
Cash	-	-
TOTAL ASSETS	31,932	25,940
LIABILITIES		
Liabilities to Aiducation International	28,654	22,968
Other Liabilities	352	609
TOTAL LIABILITIES	29,006	23,307
Start-up Find	-	-
Scholarship Fund	-	-
Unrestricted Fund	2,926	2,634
TOTAL FUND	2,926	2,634
TOTAL LIABILITIES AND FUNDS	31,932	25,940
CHANGE IN NETS ASSETS	755	399

Aiducation International US

Profit and Loss Statement 1st Jan - 31st Dec 2020

	31.12 2020 (in USD)	31.12 2019 (in USD)
INCOME		
Scholarships	5,957	9,481
Start-up Funds	-	-
Chapter Support/Unrestricted	-	-
Membership/Unrestricted	659	1,053
TOTAL REVENUES	6,616	10,535
EXPENSES		
Scholarship Funding	5,957	9,481
Start-up Fund Funding	-	-
DIRECT EXPENSES	5,957	9,481
OPERATING COSTS		
Legal Fees	367	639
Other Expenses	-	15
TOTAL OPERATING EXPENSES	367	654
RESTRICTED FUNDS		
Scholarship Fund		
Allocation to Fund	5,957	9,481
Use of Fund	5,957	9,481
TOTAL SCHOLARSHIP FUND	-	-
UNRESTRICTED FUNDS		
Allocation to Fund	659	1,053
Use of Fund	367	654
TOTAL UNRESTRICTED FUND	292	399
TOTAL FUNDS	292	399
END OF YEAR RESULT	-	-

Aiducation International UK

Assets and Liabilities for the past business year

	2020-2021 (in GBP)	2019-2020 (in GBP)
ASSETS		
Liquid Assets	-	-
Account	4,665.82	4,332.30
Cash in hand	-	-
Receivables	-	-
TOTAL ASSETS	4665.82	4,332.30
LIABILITIES		
Accounts payables	-	-
Other liabilities	-	-
CURRENT LIABILITIES	-	-
START-UP FUND	-	-
SCHOLARSHIP FUND	-4,617.67	-4,077.67
UNRESTRICTED FUND	-48.15	-254.63
TOTAL FUNDS	-4,665.82	-4,332.30
TOTAL LIABILITIES AND FUNDS	-4,665.82	-4,332.30

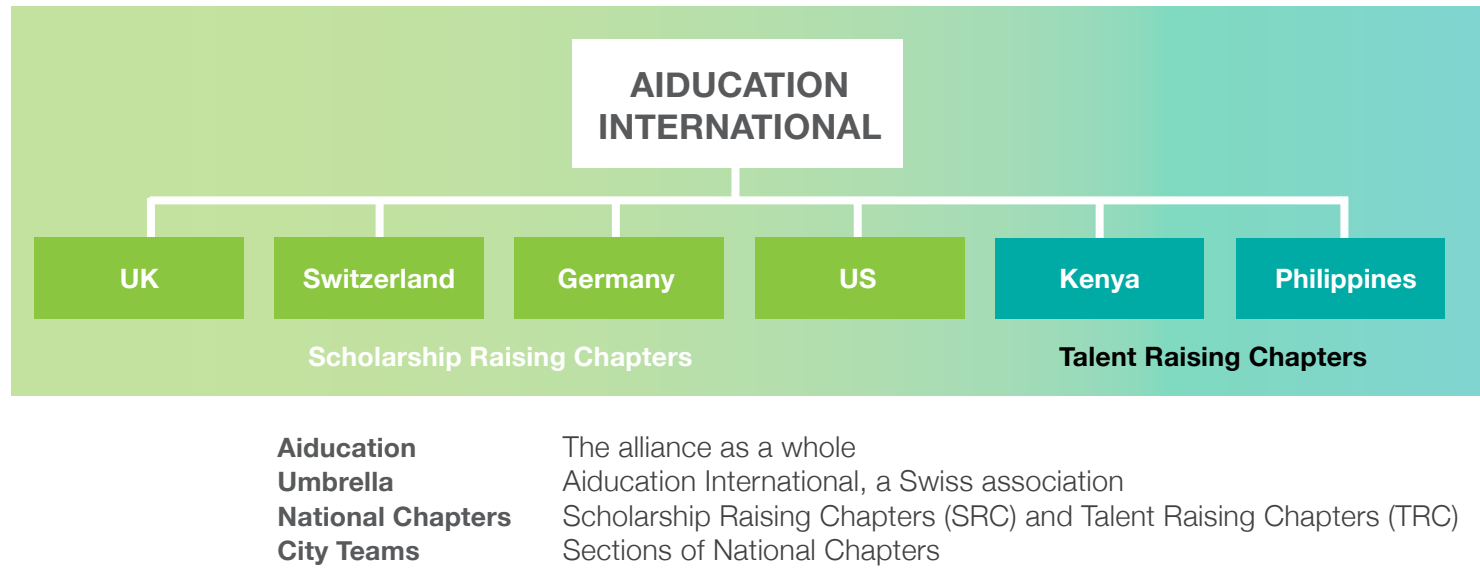
Aiducation International UK

Profit and Loss Statement for the past business year

	2020-2021 (in GBP)	2019-2020 (in GBP)
INCOME		
Events	-	74.72
Donations	600.00	1,035.15
TOTAL INCOME	600.00	1,109.87
EXPENSES		
Scholarships	-	-
Start-up Fund	-	-
Other	-	-
DIRECT PROJECT EXPENSES	-	-
Communications	39.98	35.98
Marketing	-	-
Travels	-	-
Other	226.50	226.50
OPERATIVE EXPENSES	266.48	262.48
SCHOLARSHIP FUND		
Allocation to Scholarship Fund	540.00	998.88
Usage of Scholarship Fund	-	-
TOTAL SCHOLARSHIP FUND	540.00	998.88
START-UP FUND		
Allocation to Start-up Fund	-	-
Usage of Start-up Fund	-	-
TOTAL START-UP FUNDS	-	-
UNRESTRICTED FUND		
Allocation to Unrestricted Fund	60.00	110.99
Usage of Unrestricted Fund	266.48	262.48
TOTAL UNRESTRICTED FUNDS	206.48	151.49
TOTAL FUNDS	333.52	847.39
TOTAL EXPENSES	600.00	1,110.00
ANNUAL PROFIT	-	-

Legal Structure Aiducation International

as of 31 December 2018



No statutory link - National Chapters are not members of the Umbrella but independent Units. However, contractually, all chapters must commit to the principles and organizational structure laid down in the articles of the Umbrella.

Scholarship-raising Chapters (SRC) / Talent-raising Chapters (TRC) - become Units of Aiducation by virtue of a resolution by the Board of Directors of the Umbrella and the signing of the Aiducation Agreement.

Rights and obligations between the Units are governed by the Aiducation Agreement and the AiduManual (processes and directives).

Aiducation International

c/o RMPLAW
Dufourstrasse 90
8008 Zürich, Switzerland

Swiss Tax-Exempt Charity (§ 61 lit. g StG and Art. 56 lit. g DBG) A Swiss association registered in the commercial register of the Canton of Zürich, No.CH-020.6.001.568-2.

Aiducation International Switzerland

c/o Matthias Meier, Hädrichstrasse 7,
8047 Zürich, Switzerland

Swiss Tax-Exempt Charity (§ 61 lit. g StG and Art. 56 lit. g DBG). A Swiss association registered in the commercial register of the Canton of Zürich, No.CH-020.6.001.554-7

Aiducation International UK

PO Box 705, Cambridge CB1 0PB, UK

A charitable association of England and Wales in accordance with the regulations of the Charity Commission, Reg. No. 1136064

Aiducation International Germany

Aiducation International Deutschland e.V
Postfach 1180, 79501 Lörrach, Germany

German Tax-Exempt Charity (§ 52 Abs. 2 Nr. 7 AO) A German association registered in the registry of association with the district court of Mainz (Vereinsregister am Amtsgericht Mainz), Reg. No. VR 40841.

Aiducation International USA, Inc.

Corporation Trust Center, 1209
Orange Street, Wilmington, Delaware 19801,
Newcastle County, USA

US Tax-Exempt Public Charity (Section 501(c)(3) IRC) not-for-profit corporation without authority to issue capital stock subject to the laws of Delaware

Aiducation International Kenya

Aid Education International Kenya
P.O.Box 139
80202 Watamu, Kenya

Aiducation International Philippines

Pathways to Higher Education
Alingal Hall, Ateneo de Manila
University Loyola Heights,
Quezon City, Metro Manila, Philippines

An Initiative of Ateneo de Manila University, Manila A Philippine Donee Institution (Revenue Regulations No. 13-98)

Board of Directors

The Board of Directors of Aiducation International is the executive body of Aiducation International. The Board of Directors consists of one president (the “President”) and a minimum of two other members.

Advisory Board

The Advisory Board of Aiducation International serves as counsel and sparring partner of the executive officers of the Umbrella, in particular of the CEO. It preferably consists of experienced professionals in various relevant fields.

General Assembly

The General Assembly of Aiducation International is the supreme body of Aiducation International. The Annual General Assembly is held every year not later than six months after the closing of the business year.

Ambassadors

Ambassadors support Aiducation as highly esteemed individuals by promoting and sharing the core idea and vision of the organization within their network. They are committed to our cause and willing to raise awareness of education and mentoring as the most important lever for the development of individuals, societies and economies.

Statutory Auditor

The Auditors of Aiducation International review the financial statements annually according to the applicable standards in Switzerland. The audited financial statements are included in the Business Report.

Other board committees

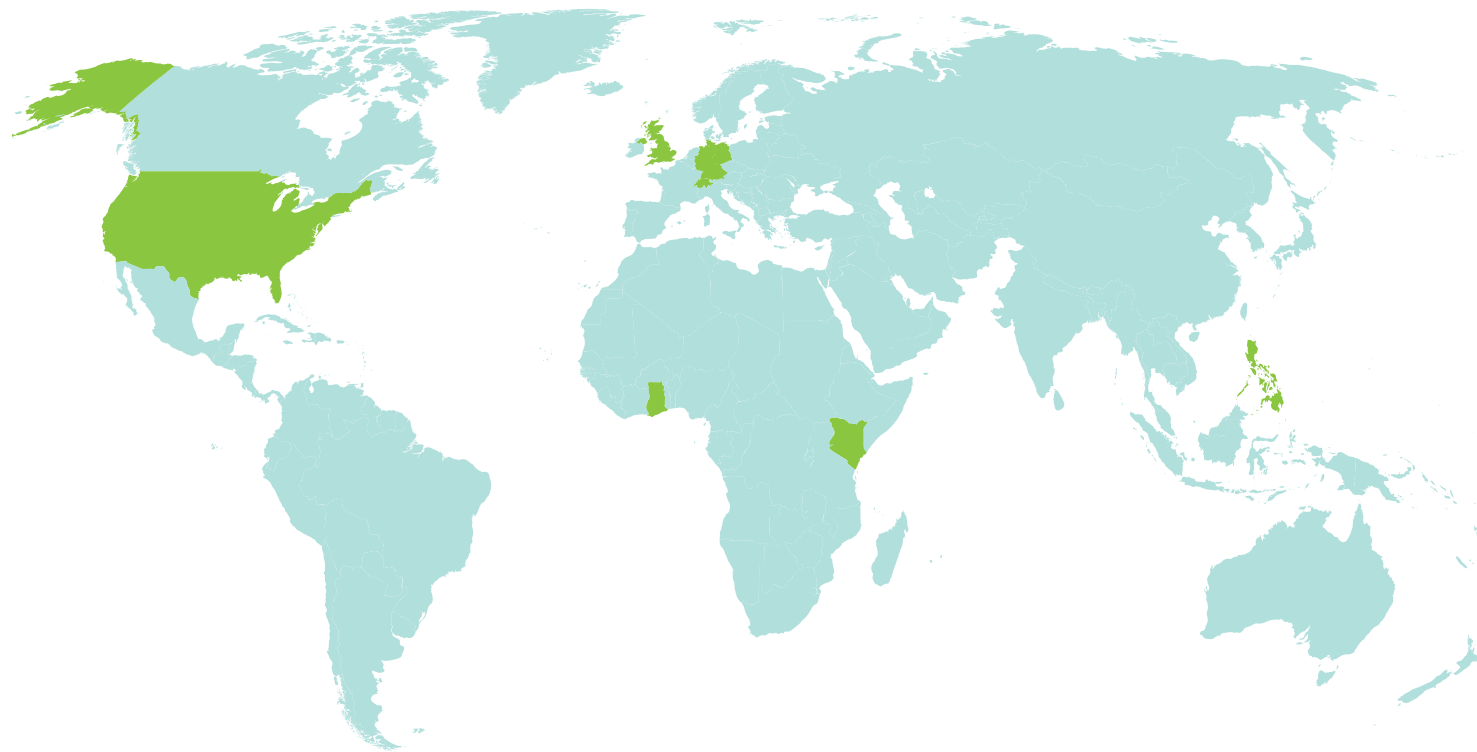
Additional bodies of Aiducation International may be introduced by the board of directors, e.g. Marketing and Sales committee, Audit Committee.

Organizational bodies required by the articles of Aiducation International

Members of the Advisory Board of Aiducation International as well as Ambassadors act in their individual independent capacity, are not representatives, employees, agents, joint ventures, or partners of Aiducation for any purposes whatsoever and do not receive any remuneration or other benefits from Aiducation. Ambassadors currently only exist at AI Switzerland level.

 *is Aiducation International's statutory auditor.*

We are globally active



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Support us to achieve our vision and goals.
Contact us at info@aiducation.org or visit www.aiducation.org.



Aiducation International is a for-impact organization that awards merit-based scholarships to needy high school students in developing countries (focus Kenya and Philippines). The scholars participate in Aiducation's unique mentoring program and thus become part of a network of future decision makers who develop a culture of giving back to their communities. Thereby, donors directly impact individuals and their societies alike. | www.aiducation.org