



Labdoo Stories

Together we can bring education anywhere in the Planet



Tag a laptop, spread education



www.labdoo.org



The stories in this booklet are all real. They come from girls, boys, women and men, who endured an incredible journey to attain an education for themselves or helped many others reach the same goal.

Dedicated to all of them, for their hard work to help spread education, and to all the volunteers around the world who make the Labdoo Project possible.

Labdoo Conference in Barcelona
September 17, 2016

Global Progress: **8080** Dootronics tagged **897** In transit **5387** Delivered **169** Hubs **718** Schools **191267** Students **115** Countries



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Labdoo in Pakistan

Drops of Goodwill

As a child, Sister Zeph was very naughty. You would find her often making jokes at school and pulling her classmates' legs. She also had a dream: that one day she would become a lawyer. At the age of thirteen, her first article on Women's rights appeared in Jung, a very famous newspaper in Pakistan. Then in the course of her growing years, one incident changed her life forever.

"I left my school when I was in Grade Seven," says Sister Zeph. "I decided to never go back to that school. I was so humiliated by what happened. One day while at school, I delivered a speech to my class, acting like a teacher. I was standing on the teacher's chair. When our teacher came into class, she lost her temper and started beating me for my little tirade, in front of my classmates. I was just crying and crying; I was hurt mentally and psychologically. This was not the right way to teach a child who was just being a child."



So at 13, Sister Zeph told her parents that she would stop going to school and that she had envisioned another plan: she would create her own school



where she could be the teacher of her own learnings to other girls in Pakistan.

"It was funny for the people around me—no one trusted me and no-one was ready to join my school because I was just a kid. In the beginning, there was only one student. I started my classes in open air. When I started, there were no pens, no papers, I only had a few books. When it rained, we had to shut shop. Our roof was the sky. Our limit is the sky."

Sister Zeph and her school have now taught more than 500 girls.

A few weeks ago, Janice, a New Zealand woman living in New York, reached out to Project Labdoo. Through her social justice work she had come to learn about Sister Zeph's story. "Is there something we can do to help out?" she wrote in her email to Labdoo. That same week, Jordi, a computer scientist from Barcelona, was scheduled to fly out to New York for work reasons. Using the Labdoo aid social network, these two pieces of information triggered the routing of a call for action to the regional hubs in Barcelona. A day later, laptops from a Labdoo Hub located in Escola Frederic Mistral were reserved and marked with status "S3 - Assigned to a School". Frederic Mistral is one among a list of more than a dozen Labdoo hubs located in its vicinity that are run by students in high schools, which in turn are part of a growing global network of more than 150 hubs located in homes, NGOs, high schools, universities, and companies around the world. Coordinated through the Labdoo aid system they all have the common mission of spreading education around the world by collecting unused laptops and tablets, sanitizing and loading them with education software, and bringing them to schools, all ensuring the missions are carried out with one constraint: there can't be any economic cost nor any environmental damage to the Planet.



Two months before Janice's email, the ninth grade students from Barcelona had written a letter to all the school's parents soliciting unused laptops and tablets, which they then sanitized and loaded with education software following the steps described in their Labdoo dashboard. The software includes more than fifty gigabytes of powerful education applications available in more than 100 languages, for all the areas of science and all school grades, including an offline copy of the Wikipedia.

Sergi, a chief executive from one of the local companies in Barcelona, offered to repurpose his ride back home after work to bring the laptops from the school to Jordi's home. In Labdoo's language, re-purposing a trip—whether on foot, by bike, by car, by airplane, by boat or in any possible form—using CO2-neutral means is called a "dootrip". Sergi had first received the laptops from Elena, an economist and mom whose sons go to Frederic Mistral and happens to work at a company located on the floor right above Sergi's office.

Jordi received the laptops from Sergi and carried them in his luggage to New York where he delivered them to a Labdoo hub in New York managed by Tomiko, Kazushi and Nozomi. The New Zealand woman, Janice, had another friend in Washington State, Malee, who was traveling the week after to visit Sister Zeph's school in Pakistan. She picked the laptops from the Hub in New York and shipped them to Washington State, which were then transported



inside Malee's luggage to Pakistan, where they are now being used by Sister Zeph to teach the girls in her school.



From Barcelona, to New York, to Washington state, to Gujranwala in Pakistan... in just a few weeks from the time the New Zealand woman in New York had reached out to Project Labdoo, laptops loaded with education software were delivered to Sister Zeph's school utilizing only global collaboration, technology and CO2-neutral dootrips, linking a global human chain of goodwill actions coordinated via the Labdoo's aid social network.

This and many other stories are only possible because of all of you... in many places around the world, it's raining drops of goodwill.

References:

<https://zepheducation.org/home/about-sister-zeph/>

<https://www.labdoo.org/edoovillage?e=25578>



Educated Girls
Becoming Global Citizens

Labdoo.org

A student from Sister Zeph's school gaining an education using a Labdoo laptop.



Labdoo.org

Exciting day, a Labdoo traveler (dootrip) arrives at Sister Zeph's school in Pakistan from the USA bringing educational laptops.



Labdoo in Switzerland

There is more than just cheese, chocolate and mountains!

Hi, I am Frank — born and raised in Germany but now a proud citizen of Switzerland. Here is the story of how I created a Labdoo movement in Switzerland:

2012 was the year it all began. Ralf Hamm, one of my former colleagues in the German technology industry, passed the Labdoo “vitamin” onto me in January 2012. After being in the technology field for more than three and a half decades and in addition to my everyday work in the software industry, I wanted to do something more meaningful that would also have a positive impact on our planet. What could be better than combining a passion for technology with an amazing humanitarian network plan to change the world for good?

So in February 2012, I visited one of the first laptop sanitation workshops which Ralf had organized in Germany and almost immediately afterwards, my vision was clear: let's open the first Labdoo hub in Switzerland!



Frank getting his hub started using Labdoo 1.0 back in early 2012.



Ready, steady, go. We opened our hub officially on February 28th and announced our ideas and intentions in various local newspapers. I myself, donated the first Swiss laptop (with Labdoo global identifier 000000472: "<https://www.labdoo.org/content/000000472>"), an HP Pavilion dv3 which is still in use. Using Labdoo's terminology, this laptop was assigned an "S0" status. It is almost unbelievable how long good-quality laptops will last.

At first, the donations came in quite slowly with just a few close friends contributing single laptops. By the time a small laptop donation arrived from a company at the end of March, I realized that we would need to expand our reach and orbit. So I started signing up to various social networks: Facebook, Xing (a German platform), Google+, followed by LinkedIn, Twitter, and finally, Flickr and Tumblr for the beautiful images. However, trial runs with Ello and some other new networks did not live up to their promises.



Frank's team grows day by day with more hubs and volunteers across Switzerland.



Alongside these activities, I started creating our first "EdooVillage" — at Labdoo, that is how we label the schools which receive our educational laptops — and soon, the first "Dootrippers" i.e. travellers around the world who volunteer their luggage space to carry the laptops, came knocking on our door. It was apparent from the beginning that to ensure the smooth growth of our hub operations, one would not work without the other. We did struggle a little in the first year from either not having enough laptop donations to satisfy the high demand from schools or at times, from having more donations than Dootrippers who could transport the laptops for us. In a funny way, it felt for me like skiing in the Swiss mountains with the ups and downs and some bumpy slopes so there was nothing we could not handle!

Then, the Labdoo platform added a new feature called "Hub Branches" which enabled interested persons and supporters to contribute to the cause by accepting laptops on our behalf and taking the time to bring them to my home. Such locations are called "Dropping Points". By the end of 2012, we had received a total of fifty-seven laptops and had carried out our first large Dootrip: a 2383 cubic foot container full of school equipment such as chairs, tables, blackboards and bicycles plus our laptops loaded with educational software, all destined for a school in Cameroon.

In looking to expand the reach of our hub, I focused initially on opening branches in the larger Swiss cities such as Zurich, Basel, Bern, St. Gallen, or Oberwallis. Today, we have eighteen Dropping Points across Switzerland while in the next two months, we will open another two and there are certainly more to come. Switzerland has three main linguistic regions. Besides the German-speaking part where we currently operate, there are also the French [in Geneva and Lausanne] and Italian zones [around the area of Lugano] both of which remain uninitiated by the Labdoo humanitarian network. With around 35% of the total business power in Switzerland, these two regions offer plenty of scope for additional growth.

Between 2013 and 2015 our operations continued to grow steadily. An instrumental factor in this success are our consistent, outreaching activities: we post Facebook news on a regular basis (if possible, twice a week or more) and talk with many potential donors — whether over the phone or



whilst taking a coffee break, every occasion is a good opportunity to help spread the word. These days, most of my time is dedicated to exchanging e-mails, chatting with donors, coordinating with EdooVillages and Dootrippers and on top of all of that, like cheese on a Swiss fondue, the social media activities. Altogether, I am spending at least an hour a day on Labdoo, sometimes more — especially more when we get excited about a growing number of donations and/or our team's goodwill collaborations!



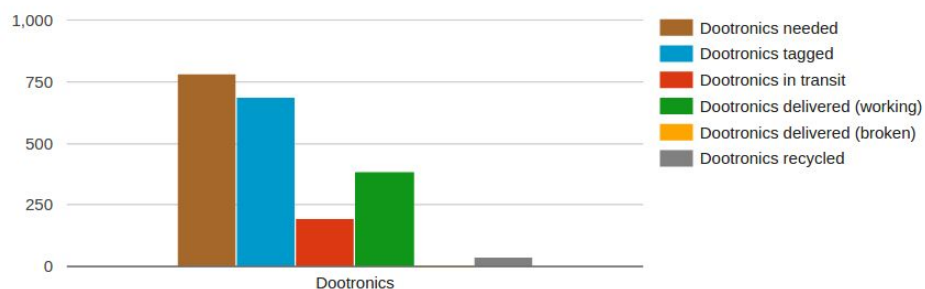
The Labdoo movement in Switzerland has already mobilized more than 1000 laptops. Each of these laptops is a door to education for children in the developing world.

Nowadays, I still sanitize some laptops myself although not as many as I did in the beginning because I am now primarily focused on the grassroots outreaching activities but also because I was able to recruit a core team of top-notch Linux / Ubuntu folks.

A couple more small tips for success? If somebody wants to donate a laptop, I always ask where he/she heard about Labdoo — that gives us a clue about which outreaching activities are working the best. I also try to




connect with everybody on Facebook, Twitter, LinkedIn, etc. This takes some effort but it pays off — more and more people follow us and spread the Labdoo story — viral marketing in the works and for a good cause!



In June 2015, Labdoo release version 2.0 of its platform. That allow hub managers to organically grow by adding hub branches, in the case of Switzerland resulting into the creation many hubs around the country.

About a year ago, a number of new companies started donating laptops thereby steadily increasing the annual volume of contributions: in 2013, we hit the mark of over 100 laptop donations and in 2015, we achieved 250 laptop donations of 10, 20, 50 and even 100 laptops at a time — reason enough to form an official NPO in Switzerland. We established "Verein Labdoo.org" in the summer of 2015 and it was just in time because one record donation was beaten by the next!




[Explore](#)
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[Schools](#)
[Hubs](#)

frankgeisler

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My contributions

Dootronics*:	589	[See all contributed dootronics]
Dootrips*:	0	[See all contributed dootrips]
Edoovillages:	54	[See all contributed edoovillages]
Hubs:	19	[See all contributed hubs]
Wiki articles:	0	[See all contributed wikis]

My carbon footprint savings**

Carbon emissions (kg):	24149
Trees:	1178
Water (Liter):	883500
Liters of gas:	15608.5
Plastic bottles:	34751
Aluminum cans:	159030
Gold (gr):	129.58
Silver (gr):	259.16
Palladium (gr):	47.12
Copper (kg):	176.7
Cobalt (kg):	38.285
Chemical substances (kg):	12958

(*) dootronics and dootrips that you have participated with.
 (**) measured based on number of dootronics that you have participated with.

Using the Labdoo humanitarian network, Frank has helped save 24149 Kgms of carbon emissions, the equivalent of 1178 trees, and these numbers keep growing.

With the new administrative "Labdoo headquarters" in place and the rise in individual and corporation donations, I determined that the large volume of laptops we were now receiving needed a more scalable and faster sanitation process otherwise we ran the risk of donors becoming unhappy with the time it took for their laptops to reach a needy school. To face this challenge, our hub developed a new sanitation process using PXE (Preboot Execution Environment) — rather than manually sanitizing each laptop via the standard CD installation process or the faster cloning of existing



laptops, we discovered that the cloning process could be dramatically accelerated if we did it via a server and network.

We launched a competition between different Swiss groups and after a couple of months of testing and experimenting, one group developed the perfect PXE solution for us. Here is where the Swiss chocolate came into play because the whole team needed plenty of energy to make this happen! Not only that but thanks to this great effort, other Labdoo hubs from around the world can now also benefit from our PXE automated process. We accomplished this by making our software scripts available to the rest of the community via the Labdoo wiki pages.



Kids gaining an education in Togo accessing powerful education content thanks to the work that all the Labdoo hubs are doing in Switzerland.

Victims of our own success, laptop donations started to come in at an even greater pace and in early 2016, we ran out of physical storage space — in a sense, not a bad problem to have. Through our community, I was lucky



enough to procure a room in a newly-built kindergarten, completely for free due to the humanitarian nature of our work! We moved in exactly four years after the foundation of our hub in 2012, shifting 1.7 tons of material from the previous storage room to the new Labdoo Hub Zurich premises.

During the move, we had a pleasant surprise — we found a DELL laptop that was designed by an artist from Togo and coincidentally, we were supporting an EdooVillage in Togo. The media quickly picked up the story and as a result, we became friends with the Managing Directors of Swiss DELL and Lenovo. It is all about networking: this laptop is now on it's way back to Togo for a school project there.

Now we were onto something big, combining all of our team efforts and setting up a sanitation workshop with plenty of "raw material" (hundreds of laptops), a few PXE servers, switches and several metres of cables. At the same time, we improved optimization by breaking the sanitation process up with a couple of smaller steps thus enabling multitasking and this is in turn, helped us to achieve a new Labdoo world record by shortening the average laptop sanitation time to six minutes!

Hang on! That is not the end. There are so many ideas around and we have so many clever people who support us. Let's get even bigger, maybe as big as the Matterhorn Mountain in the Alps!

Best wishes, Frank.

Our Labdoo Hub quick facts:

- Collected over 1000.
- Delivered educational laptops to over 50 edoovillages across the globe, helping to educate nearly 12000 children and students.
- Around 120 TB of data shredded.
- Over 2 tons of laptops donated.



The Story of Ousman from Ghana

My birthplace

They say that childhood marks you for life though in my case, it was not a time that provided many occasions to flourish. I was born in Africa; in a town called Fiaos; in Ghana; on a Tuesday in 1988. When I was a small child, I did not have much to play with and consequently, I had to make my own toys. When I was thirsty, I had to go to the river to get water. There was nothing in my house so if I wanted to eat fish, I had to go fishing in the river. I was the son of the village shaman and I often went into the jungle in search of plants to cure the illnesses of people in the local area.

My story begins one day whilst after herding animals, I was playing football with my friends. All of a sudden, I saw a plane flying overhead. "I kept thinking, "How can a plane stay up there? If I grab something and throw it in the air, it falls to the ground; how come this plane does not fall? ". I compared it with the toys that I had built for myself which I dragged along the ground in order to make them move. Once, I was even told that only white-skinned people flew in those planes.

From that day onwards, I realised that the world would not be confined by the borders of my birthplace. Thus, I began to ruminate on exploring beyond my village. I conceived of the "white man" as a god because we saw Europe as a paradise. I thought that the "white man" was synonymous with intelligence, a doctor, an engineer... in a word, "superior". This notion was not necessarily reinforced in my mind but it provided the motivation for my desire to leave home, that is, to acquaint myself with the white race.

A couple of years passed when I got a job in a nearby village. After that experience, I moved to the second city of the country and finally, I made it to the port of the capital, Accra. There, for the first time in my life, I had the luck to watch some T.V. Barça was playing on the T.V. that day. As I actually worked at the port, I would often see ferries, cars and other machines in general. From that moment forth, my interest in gaining knowledge about



the white race grew greater and greater. I just had to know how they could create and develop such amazing things.

Back then, I was merely an illiterate 12-year-old kid dreaming of a continent beyond my reach. I used to weld sheet metal and with very steady hands and a small body, I was able to get inside the complex machines and tackle welds that were not simple. One day, I heard about Libya. I was told that if I moved there to work, I would receive a good salary. This was something that seemed impossible because to date in Accra, my labour had only earned me a bowl of rice to eat per day. So of course, I agreed to go.

My “journey” across the north of Africa (Sahara Desert)

"The journey that I undertook still resembles a cinematic film to me; like something surreal that could never actually happen." I often ask myself: "How did I survive?" Take the following example of my passage across the Sahara Desert.... 56 people were piled into three Land Rovers, that is, eighteen in each car crossing the desert amidst the dunes. Suddenly, we were all ordered out of the vehicles because the drivers “needed to go for more petrol and would not be away for long”. They did not return and we were left abandoned in the middle of the desert. Nevertheless, one man assured us that he knew the right way out and therefore, we elected to follow him. He took the opportunity to make us pay cash for his directions otherwise he would not agree to lead us away. Days went by and within the group, we faced more and more setbacks; we had neither food nor water. One of the things I learnt from that trek is that “the human body is truly wise; it adapts to any situation”. After 21 days, we made it to the other side of the Sahara. Though only six of us, out of the original 56 people, had survived.

“During that journey, I wanted to give up on several occasions. I was left without any hope; those were harsh spells.”

Throughout that time, I would say that the worst moment arrived after eighteen days of tramping across the desert. We had run out of food and water; we truly had nothing. Bodies were expiring in front of me... I had no hope of staying alive. It should be noted here that three days beforehand, our “leader” had also abandoned the group and he had taken all our money



and valuables. Fortuitously, I saw a dead body occupying a large rock. With fear, I approached him and looked into his pockets. He was carrying a full canteen of water.



In Africa, people often try to reach other countries to gain a better life by risking themselves into a journey through the desert. In my journey from Ghana to Libya, we were 56 but only 6 of us made it. This picture is not from my journey, but you get the idea.

"This saved my life. I wondered why it was me who discovered this canteen but I am grateful that God chose it to be this way."

Once in Libya, things turned out to be worse than expected. In that period, it was a country under the control of Gaddafi. Black immigrants were completely mistreated; "A dog was more highly valued than a black immigrant."

My "voyage" on a small boat

I had been in Libya for four years when I saved enough money to escape the country. The mafia prevailed upon me to pay them 1.600\$ to cross the Mediterranean and eventually, arrive in Spain. "We will carry you; it will just take 45 minutes." they assured me. Of course, I was not able to verify such information. I was in trouble again. The might of the mafia goes way back. It is not just them but also the many other people involved with them (e.g. policemen by day work for the mafia at night).

We were taken back to the desert and it was really tough. We crossed Tunis, Morocco, Algeria, Mauritania..... one of the hardships we encountered, was



being arrested at least ten times by the police in Algeria. This was because of a political agreement between France and Algeria during the presidency of Sarkozy; for each arrested immigrant, the police were rewarded accordingly.



Africans also often adventure to create their own boats (in Spanish they are called "Pateras") to reach Europe through Spain. In my journey, we built two pateras but only one made it. This picture is also not from my journey, but you get the idea too.

"We were thoroughly mistreated: during the day, the police did their job; at night, they became evil."

The mafia did in fact, get us some materials and equipment so that we could build our own boats. Once they were completed, I was brave enough to get into one of them as I could not swim. It took us two attempts to reach far into the ocean. With the first bid, the boat collapsed in the waves and ten people died. One of them was my best friend, Muusa.

After that failed attempt, we retreated back to the desert. I remember losing my shoes and thus, spent a month walking around in bare feet. 33 days later, the mafia provided us with more equipment and and we built two new boats. There were sixty of us in each boat but on this occasion, the



other boat sank. However, ours took us to Fuerteventura (the promised land). A friend of mine exclaimed: “Wake up, brother! We are getting off!” I was exhausted. We crashed into some rocks and the boat overturned right in front of the shore. I thought I was going to die.

Thankfully, I stepped onto dry land and felt truly relieved. The waves had dragged me towards the sand. As a result of sitting in the boat for almost 24 hours, I could not even stretch my legs. Nor could I walk as my feet were covered in scars. My shipmates were marching towards an illuminated road and I just focussed on following them. I recall that it was dark at night and it was raining.

The police appeared along with “La Creu Roja” (The Red Cross) and the media. They were looking after my companions and provided them with blankets. Then, they shouted: “Look, there’s another one”. The Red Cross gathered me up and wrapped me in blankets too. Unlike the others, I was taken to an ambulance as I was trembling. Next, we had to sign several documents for which we were escorted to the Red Cross office. Then, I was taken to the hospital where the doctors performed the so-called “Wrist Test” to ascertain my age. I just knew that I was born on a Tuesday; that is all that matters when a child is born in Ghana.

From there, I was put into jail for about a month and every two or three days, I was led to a dark, little room where I would be interrogated. They wanted me to make a confession but I had nothing to say. After this period of incarceration, I was lucky to learn that the State of Spain had given me the chance to legally reside in their country. With that, I was flown in a small plane to Malaga where I was asked which city I would like to move to. I did not know Spain nor its most important cities. However, I did remember that back in Accra, I had watched a game on T.V. in which Barça had taken part. So I said “Barça”. They understood what I meant; Barcelona was to be my final destination.

24th of February, my arrival in Barcelona

I was provided with a tuna sandwich, a bottle of water, a banana and a one-way ticket. It was Winter 2005 when I arrived in Barcelona for first time. When I got there, I was so happy that I did not immediately ask for the



address of the Red Cross office in that city. I walked around staring intently at every single thing. Cars, houses... it was all new and wonderful. I remember I said Hello to everyone in the street as it is usual to do so in Africa. People looked at me in a weird way... afterwards, it got dark and I did not have time to get to the Red Cross. As a consequence, I had to sleep in the street.

I woke up the next day and I was sitting on a bench around “la Meridiana”. I noticed a woman who was slowly wandering about so I stood up and gently approached her. I showed her all the documents I was carrying with me, explained to her who I was and ask her where I could find the Red Cross office. She barely spoke English and could not understand me. Though she did seem to be interested in my commentary. She took my hand and called her husband who did speak English. I was easily able to talk with him. Next, the woman invited me for some breakfast and gave me her phone number. She asked me to call her if I had to or was going to sleep in the street again.

I headed to Plaça Espanya following the directions that Montserrat Roura [the woman] had given me. Once there, I became very stressed as I did not know how to read the subway map. Suddenly, I heard a feminine voice behind me. I was really scared because in Libya, boys were not permitted to talk to girls. Her name was Eva and she gave me a lot of help. She showed me where the Red Cross office was and advised me to go there by myself (otherwise, they might not accept me). She gave me 40€ and a backpack and then she left.

I was sent to a sports’ complex where I stayed for three nights. However, on the fourth night, I was kicked out and returned to the street. I slept on benches for about a month and it was really fatiguing. That is when I decided to call Montserrat (who had given me her phone number some time ago) and explain my predicament to her. After a long chat, she decided that she and her husband would talk to the Red Cross. They were so generous and as my new guardians, they took me in (I was not yet an adult).

It was the beginning of a new life for me.

The first evening after dinner, my new mum came in to say Good Night and kiss me on the forehead. Then, she turned off the light and left the room.



My first night was really difficult; I could not sleep; I kept crying. I could not fathom how I had been through such a horrifying journey to finally feel safe in my new home. It was the first time someone had kissed me. After a long, long time, I could feel truly loved by someone. In Africa, physical contact has a different purpose: people shake and/or take each others' hands as a way of expressing gratitude.

After much reflection, I drew the following conclusion: the question should not be "Why had this happened to me?" but "What for? What purpose could this experience serve?". The answer was thus: "Now, I must communicate and inform others of my plight in order to create concern for the place I come from. There must be a way to improve our situation in Ghana and most importantly, I must prevent others from suffering as I had. The chances of lost lives are too great."



This is me, I live now in Barcelona, where I study at the university chemistry and business management, I work at a bike shop and I run my own non-profit organization to help bring laptops to schools in Ghana.

I started to study Catalan Spanish so that I could pass my Bachelor exams. Then, I spent two years at UB university to acquire a degree in Chemistry



and now, I am about to complete my degree in Public Relations and Marketing. I also balance my studies with a job as a motorcycle mechanic. Moreover, I have founded the NGO nascoict.org with the purpose of providing access to information and education whilst reducing the digital gap. With this organisation, I try to protect young children from undertaking journeys like the one I made. Had I known the distances and risks and with more information about where Europe was, I would never have left Ghana in the way that I did. Education is the tool for change.

Nasco was founded in the year 2012. I had to buy the forty-five units/computers with my own money when the initial crowd-funding project failed. I felt strongly that as a particular mechanism, this venture was necessary and very, very important. It would be a way of opening a big door to the world and creating a bridge for the underprivileged students of Africa, starting with those in Ghana.

This first 45 desktop computers were sent to Saint Augustine Junior High School in the northern region of Ghana. We started with 850 students and two ICT teachers.

I also thought of sharing this charitable enterprise with schools in Barcelona for those children who have everything they need but do not take advantage of or simply do not appreciate their right and/or access to an education.

After an initial conference, Elena who was a very good friend of Jordi Ros and a volunteer of Labdoo, happened to make a connection with the school. A couple of days later, I received a call from Elena asking for a meeting and in the end, Jordi was able to make time to join us too.

Jordi offered me the opportunity to collaborate with the Labdoo Organization and I realised that with the brilliant concept of Labdoo, I would not have to pay for the computers, myself. So I created the Labdoo Hub Amics de Gracia. We have sent hundreds of laptops to Ghana and we currently have 5,400 students in three schools and a library.

Thanks to the support of all the Labdoo team for making this possible.



This is one of schools I helped create in Ghana. Through my NGO in Barcelona and thanks to the Labdoo collaborative network, I am able to bring educational laptops to the schools in my native country. My idea is that if we bring education to Ghana, kids there will not have to risk their life crossing deserts and oceans like I did.



Labdoo in Tibet

Jampa's Story

I was born and raised in a small village in rural Tibet. My parents are farmers and I grew up collecting yak dung, herding livestock and helping my mother to weed our farm. I also rode horses and everyday, I would play with the other village children on the grassland and chase butterflies. I have to say that I had a great childhood, full of joy and affection from my family and the people around me. In my community, people know each other very well and when anyone needs help, everyone does their best to take care of each other.



At the age of 12, first-time taken a photo at a local photo studio in Tibet .



At the same time, as with every girl in my community, I also have a story to tell that is not so agreeable. My mother told me many times that when she was pregnant with me, she prayed that she would give birth to a boy. So, as a baby girl, my arrival into this world was not so joyful for the family for I was their fourth daughter.

From a young age, I grew up watching my mother, my sisters and my aunts become accomplished housewives whose entire lives are devoted to performing household chores and serving their families. Girls in my community tend to believe that they are born inferior to boys. They are usually content to do housework and get married as their mothers have done. They rarely attend school.

These deep-rooted social stigmas combined with poor economic conditions are the primary barriers against women's access to education in rural Tibet and in many places around the world. Even though my parents were not educated themselves, they believed that sending me to school would set me on a different path and they always reminded me of the importance of my education and its purpose. My parents instilled certain values in me: to show respect; to be caring and no matter what we do, to do it with the kindest intentions. There is a saying in Tibet, "It's better to sing a song with a good heart than to say a prayer with a bad intention."

So, at an early age, I decided on the purpose of my education -- I wanted to help others. Maybe it is my parents' influence; maybe the fact that observing my community caring for and helping each other has truly inspired me and maybe we are all naturally born to be kind and to help



others if we can -- whatever the case, helping others has always been a part of my vision and motivation in life.

I have never stopped working to educate myself. I am now the first person from my community to graduate from university and I am currently earning my Masters Degree in Intercultural Service, Leadership and Management.

I have boldly dared to challenge the social limitations of my community, calling upon my tenacity to navigate educational systems and believing in the power of my own choice.



Speaking at The Emerging Women Conference in San Francisco, October, 2015.



Most importantly, I realised that I wanted to use all my knowledge and experiences to inspire and empower the women and girls in my community and across rural Tibet. I want to help them go further and to take advantage of all the available opportunities as I did. I want all women and girls to dare to use the creative power of their minds.

Rewardingly, I have managed to lead some development projects that benefit the families in my community. Examples include the provision of solar panels and solar torches for supplying electricity and the introduction of a literacy programme for local primary schools. One of the key tools I have used to forge my path is digital technology, for example, sharing my own stories on blogs and connecting with people all over the world through social media.



My Primary School in Gyalten;; small classrooms within a local Temple .

In May 2016, thanks to my dear friend Janice, I connected with Labdoo. What Labdoo does is incredibly inspiring. I learned that Labdoo has delivered thousands of laptops to numerous countries in the developing world thereby providing valuable support to their schools. This organisation



enables those students to participate in 21st century technology, not only by enriching their studies but also in becoming a part of the digital revolution. I decided that it was imperative for me to collaborate with Labdoo and bring laptops to Gyalten Primary School which I myself, attended in rural Tibet.

When I was at Gyalten Primary School 20 years ago, we were not yet aware of the existence of laptops or computers. Surprisingly, even today, the students there have no access to computers nor any knowledge of the importance of technology in education. So I was convinced that it would be the greatest opportunity for me to approach Labdoo for some laptops. I started creating my first EdooVillage by uploading some photographs and an introduction to Gyalten Primary School.



First time meeting Labdoo Team at Central Park, NY 2016.



On a scorching June afternoon at Central Park in downtown Manhattan, I had the pleasure of meeting six wonderful Labdoo volunteers from Spain and Japan. Hearing each of their stories, how they came together and how each of them is making a sizeable difference in the world, I was deeply touched. As every one of them so patiently listened to my story and generously shared his or her own, I knew right away that these were the kind of people with whom I would like to surround myself. Their positive energy, kindness and generosity were truly contagious.



Distributing Labdoo Laptops to Gyalten Primary School in Tibet, 2016 July .

So, we embarked on our first Labdoo collaboration with friendship at Central Park. From June to July this summer, I managed to deliver four laptops and one e-reader to Gyalten Primary School. Just seeing how much



excitement, joy and curiosity was on the students' faces was a humbling experience. I felt profoundly moved and an even stronger appreciation for what Labdoo does. Labdoo not only helps these children to augment their education through technology but in addition, Labdoo brings pure joy to these rural kids in my community and those all around the world.

I hope to continue doing simple yet powerful work together with everyone at Labdoo. Above all, I will remember the potency of Labdoo's mission to help people help others. I firmly believe that getting an education is a human right; moreover, every child deserves a quality education.



Jampa with Joyful students of Gyalten Primary School after receiving the laptops!



Labdoo in Madrid

“Se hace camino al andar”:

A personal journey from noble ideas to hands-on social activism

“Not I, nor anyone else can travel that road for you. You must travel it by yourself. It is not far. It is within reach. Perhaps you have been on it since you were born, and did not know. Perhaps it is everywhere - on water and land.” — Walt Whitman, Leaves of Grass

Hi, my name is Alejandro (Alex) Rodriguez and I come from Madrid, Spain. Since the end of July 2016 when my family relocated to California, I have been living close to San Francisco. I am now 15-years-old and two years ago, I became the founder and hub manager of the Balder School Hub in Las Rozas de Madrid, Spain.

How did I end up founding and managing a Labdoo hub for my school? What could move a 13-year-old boy like me to take on something like this? How was the experience? Was it worth it? Do I have any advice for other young kids who might be thinking of trying to do something similar? I will try to answer these questions by recalling my own Labdoo journey made over these past two years.

As far back as I can remember, I have always liked learning new things especially in maths, science and technology and since I was 10-years-old, I have habitually enjoyed working with computers and software as well as building and programming robots. My dad has constantly encouraged me to spend any spare time on these activities whilst also forever reminding my sister and me how lucky we are. Lucky to have been born to live in this age (he keeps repeating “I envy you so much” and I would keep wondering “Why?”). Lucky to be citizens of a country like Spain at a time when almost everything that we might need or want, was available to us. In addition, my dad often retells us the story of how his parents and my mum’s parents (my grandpas and grandmas) had only been able to attend school until they were 12-years-old because they had to start working at that young age. He



always talks about how tough life was in post-civil war Spain and how his parents worked extremely hard for him, his sister and his brother to give them the education that they themselves, could not have. Each time, I have listened to my dad as though he was talking about an old, black and white movie.

Yes, we had everything that we could possibly need or want including a good education: in good schools with good teachers; plenty of books and well-equipped school laboratories. My mum is a teacher so I guess the idea that a good education is the foundation for every kid's future, runs in the family. I also remember my parents invariably calling me to watch the news on T.V. whenever there was an item relating to education or schools in developing countries or even in poor areas of Spain. I would see classrooms and students without computers; without books; even without desks and chairs; some schools were even without a roof. I did not understand why those children could not have all the resources that were available to me either for learning and/or just having fun. Still, I could see in their faces and in their eyes that they enjoyed going to school.

Maybe it was all of this (if even from the comfortable distance of my little bubble in a wealthy family; in a wealthy neighbourhood; in a wealthy country) that formed a keen sense in my mind that education is a fundamental right and that every kid, no matter where he or she is born (a decision by the way, not of his or her own making), deserves a good education. Although, I must confess that I do not remember this idea extending much beyond the uneasy feeling I experienced each time my parents roused me to watch those news stories on the T.V. Perhaps during that period, I was simply focussed on being a happy child; going to school; playing with my friends and doing the things that I enjoyed the most, like playing basketball!

The background

Fast-forward to the beginning of the 2014/2015 school year, one that would turn out completely differently for me from previous years. Up until that point, I had been going to one school but my parents decided to move



us to a new school called Colegio Balder. So at just 13-years-old, the September of 2014 felt like a new start for me.

As I got to know my classmates and make new friends, the school year carried on. In late November, the Balder Foundation whose charitable activities included building schools in Togo, was running their second "Annual Young Social Entrepreneurship Contest". This competition was open to any student with a viable idea for making the world a better place and the Foundation would help the winner turn his or her idea into a reality. I thought that making the world a better place was something I could readily do; perhaps it simply required fixing some of the things that adults had got wrong. How difficult could that be? But what did they mean by "viable"?

Upon hearing about the contest, I talked it over with my dad. He told me to think rigorously and come up with an idea; that even if it was half-baked, he would help me to give it shape. I deliberated long and hard, over and again. I wanted to participate in the contest but I could not imagine a sure way of making the world the better place. Now that I actually had to think about it, all that came to mind was this: how could I, a mere 13-year-old boy make a difference? The only notion I could dream up was the lofty intention of helping other children (probably in far, far away places) to get a better education. But how could I achieve this? How could I turn this noble objective into a real project?

With the deadline just three days' away, as I was running out of time and almost ready to give up, my dad told me about Labdoo which he already had some knowledge of. Perhaps because he suspected that with computers, software and education in the mix, it would be of interest to me. My dad explained how anyone could make an individual contribution by donating old laptops and/or their spare time to sanitise the laptops and install educational software. He told me how this large project was already up and running and making a real difference across the world. In a single day, I read all the information (and there was a lot) that I could find about Labdoo. Then, I told my dad that whilst being an individual contributor was fine, I really wanted to take on something bigger that would be sustainable in the long run: I would propose setting up a Labdoo hub hosted by my school and



supported by the Balder Foundation. We would receive laptops from the north-western area of Madrid, sanitise them and send them to impoverished schools around the world. We would help bridge the digital divide in the world, help improve education in other countries and help reduce e-waste (that was Labdoo's mission which I instantly found amazing!). There, that was my idea; we would build that hub.

My dad looked at me and said "Sure, that's a piece of cake. Go write the proposal and I will help you with the details." So that was the first step in my journey. They say that "Every journey of a thousand miles begins with a single step". (Is this supposed to be a piece of wisdom? If so, then it should also warn you about how painful that step can be!) For me, the first step was to truly convince myself of the (bold?) notion that I could actually win the contest with this proposal, turn my idea into a reality and with that goal, help make the world a better place.

The second step was to write the proposal in just two days and for this, I had to stay up very late at night! I composed the submission with Word and Powerpoint in case I made it to the last round of the contest and my dad helped me (as he had said he would) to make it "more precise; with quantifiable objectives, tasks and a budget". I thought "Bah! When you are on a mission to make the world a better place, those details should not be necessary." He was sure to remind me of this presumption a year later.

I submitted my entry and was called a few days later to present it before the committee-in-charge. I was really excited but so nervous. However, I also had the feeling that everything would go smoothly because I had prepared my 10-minute presentation diligently. When my turn arrived, I was told that I only had 5 minutes! I had to rush through my proposal and I went home believing that it had not gone well. With a disappointed face, I told my dad what had happened and about all the things that I had not been able to explain to the committee members. He told me to take it easy.

So then, I waited and waited. As the days passed, I went back to my usual routine and after a couple of weeks (which seemed more like a couple of months) as I had not heard anything from the Balder Foundation, I assumed that I had not won the contest.



Then, one Friday afternoon, all the students at school were assembled for the announcement of the results. I went along with the idea of congratulating the winner and maybe even volunteering to help with their project. When the moment of truth came, Lourdes Atrio, the president of the Foundation, called my name. I thought “Wait, what? Did I hear that right?” and immediately proceeded to shake hands with everyone who was congratulating me. I had thought it was going to be the other way around!

That weekend, my parents told me that I looked like a shiny balloon ready to burst. My friends told me “Dude, that’s sick! But it looks way too hard...” but I didn’t care. I was ready to make the world a better place and I was convinced it was going to be easy. I was 13-years-old; I was naive.

The early days

It was early January 2015, cold and windy. I started to set up the Labdoo hub in a 20 square metre storage room next to my technology classroom. The stories that my dad used to tell me about people who had started their companies or social projects in a garage (like “the Steves”: Jobs and Wozniak who founded Apple) came to mind so I was cool with having my little “garage” for establishing the hub.

By early February, with help from my dad and my technology teacher (thanks Alfredo, for everything!), I sanitised our first laptop. Learning the technical process for how to sanitise a laptop and install all the Labdoo software was not difficult. But my dad and Alfredo kept pointing out that this didn't mean the entire undertaking would be easy. The first hurdle was discovering that getting the hub up and running would be so time-consuming. I would have to skip some breaks and classes; make up for missed school work later and then, also work at home on the weekends. This sudden awareness that turning my idea into a reality might not be so straightforward after all and that it would require extra work and effort beyond my daily routine, made me wonder “What have I gotten myself into?!”.

But I did not want to quit; I had to keep going and finish what I had started. Besides, the warm feeling of that first laptop reaching status S2 in



readiness to be transported by a volunteer to a needy school somewhere in the world, helped me get through those first few months. Then, I finished preparing the second laptop and Jordi Ros found a volunteer to take them both to Mexico. This was only 5 months after I had presented my idea to the contest committee and I was already helping some students in Mexico. All this with simply my determination and effort and some help (okay, a lot of help!) from my dad and Alfredo.

I thought of those students in Mexico; I could picture them with their brand new, I mean used laptops; I felt proud, even relieved and I started to believe again that everything would be reeeaaaally easy and that all you need to make things happen, is hard work. Hey, I had just turned 14-years-old; how could I know any better?

After that delivery, the development of the hub seemed to come to a halt. I had received some more laptops but around May of that year, they stopped coming. I guess that's when I realised that a hub needs to actively reach out to its local and wider community otherwise, it can easily fail. This question suddenly became a pressing one: how could I make the hub more visible beyond my school?

On top of that, the lack of space and volunteer time (I had no real volunteers, it was just me and two “forced” volunteers) also became a major problem. I myself, was willing to put in the required, extra time on the project but this meant that I had to catch up with all of my school work later and I could not really ask my dad or my technology teacher to do more since all of this had been my idea. At this juncture, I had the strange feeling that the hub might turn out to be a short-lived adventure. I had no volunteers; only a small stack of laptops; almost no space and barely any time to work on solving all these problems. But this was not how I had imagined my project to turn out; I wanted the hub to keep functioning and grow. My dad kept trying to cheer me up, pointing out how much I had accomplished since he had first mentioned Labdoo to me back in December but I could not get over the sense of disappointment.

The school year came to an end and I approached summer with the intention of focussing on how to improve the slow developmental pace of



the hub. But the truth is that after a few weeks, I could not find the time nor energy to do so. I'd like to think that I decided to recharge my batteries (although my parents made sure that I did not spend the 10 weeks idle!) and aimed to return to school in September with new and fresh ideas on how to fix all the issues.

Moving up and onwards

After a busy summer (hey Dad and Mum, I need more time to do nothing!), the beginning of the 2015/2016 school year was drawing near and I came back to school with the following two resolutions:

1. I would continue as the hub manager instead of trying to turn the job over to someone else (maybe a teacher?) because I felt that I had not finished my job there (come on, only two laptops delivered and only one volunteer, namely myself?).
2. I would not suffer the same time and space constraints that I had experienced during my first year. There, I was clear and firm but I did not have a clue about how to achieve this.

Fortuitously, while I was thinking about that second resolution (and of course, getting nowhere), my school, through Lourdes Atrio and the Principal, Carmen Serrano (thanks Lourdes, thanks Carmen!), offered me the opportunity to turn the Labdoo hub into an official school project for other students to participate in as an elective, extra-curricular activity. This would enable those interested pupils to join the hub by registering for the project and we would all work together in a full class period every Monday. There were many other projects and elective activities available to the kids so I had to give an inspiring presentation about the hub to the whole school to persuade them to choose this project over another. In my speech, I basically explained the whole idea behind Labdoo, how our hub was contributing to it and how this was an important mission to make a better world.

I do not know why (everyone probably thought that as I was the one in charge, they wouldn't have to take it seriously) but my presentation



seemed to convince many students to sign up for the hub. Suddenly, we even had a waiting list for volunteers!

This turned out to be a great help; our team grew to 10 volunteers and the donated laptops started piling up. This was likely because these students talked about the hub when they went home and also, presumably thanks to the efforts of the whole school in spreading the word about the project.



The Balder Labdoo Team of 2015-2016.

However, I soon faced two new issues:

1. How do I organise a team of 10 people (all new to Labdoo) effectively in order to move ahead with all the tasks and activities? After an initial attempt to educate everybody about the whole Labdoo process (which failed miserably - why did I even try that in the first place?), I decided to create two sub-teams within the hub, namely for technical and marketing. The technical team would take care of anything technology-related, in other words, the sanitising of laptops and installing of software. The marketing team would be responsible for publicity-related activities: informing



greater numbers of people about the project and developing events for reaching out to the local community.

2. How do I assign the right students to each sub-team? Then, how do I train these volunteers in all the specifics and activities necessary to a Labdoo hub and furthermore, how do I keep everyone interested and engaged? I really did not know how to go about all of this (do adults really know?) and later, I understood that what motivates you might not be exactly what motivates others.

By this stage, the hub's routine was so different from just a few months' back – it was even a bit chaotic. To be honest, I liked being the boss or at least playing that part. However, it was really laborious to ensure that everyone understood their role on the team and occasionally, I was conscious that all the time I was spending on managing the team was time that I was not actually working on the many laptops that were coming into the hub. But I guess this is what the word "leadership" means..... After a couple of months, with the increased numbers of volunteers and laptops, the lack of sufficient physical space became a major obstacle. Fortunately, we were able to move to a new classroom by the end of the school year which had plenty of space so that we could stop looking like that scene from the Marx Brothers' movie.



A very accurate representation of our Hub Space back in the day.



It began to seem as though most of the main concerns that I had suffered with the previous year (lack of volunteers, lack of resources, lack of time and space) had been resolved. The hub was now functioning at full capacity with laptops coming in; getting sanitised and loaded with educational software in readiness for transporting to those deprived schools possibly in a remote corner of the planet. Nevertheless, I still wanted to see if I could also get the hub involved with the final objective of the whole process, that is to help needy schools get connected to the Labdoo network.

I talked this over with Lourdes at the Balder Foundation and she suggested that I contact an NGO programme called Acción Alegre which the Foundation was helping to build a couple of schools in Togo. A few days' later after speaking with several adults (who were a bit puzzled by this 14-year-old) and collecting all the necessary information, I set up and registered two Labdoo edoovillages for the schools in Togo. Finally, I had the sense of experiencing the whole Labdoo process from obtaining a single used laptop to setting up an edoovillage that would benefit from the donations plus the efforts of the thousands of volunteers all around the world. I felt an enormous pride although my dad still says to me that one day, I should go and visit those schools in Togo to see "the real deal".



Students from the school Noepe-Demime in Togo, where we are servicing laptops.

Around April, a small summary of my endeavours over this period was published in the Labdoo Global Newsletter and a couple of weeks' later, I was invited to be a speaker at this conference. Now here I am after this journey of almost two years.

Some do's and don't's

I have been asked to think about the following question: what advice would I give to other young kids who may be thinking about setting up a Labdoo hub in their schools? I thought that I would summarise the lessons that I have learned during these two years in the following list of do's and don'ts.

DO's

1. Try to know at all times what you're doing: if you don't really know, just ask around (the Labdoo global community, teachers or your parents).



2. Be prepared to put in sufficient time and effort: it will pay off although in the beginning, it may seem otherwise.
3. Think early on how to maintain a steady inflow of resources: from the outset, start planning publicity/marketing strategies or you may end up with no laptops to work on.
4. Get other people to work with you: friends; students; parents; teachers; school staff. Spend all the necessary time and use your charm to persuade them. A hub is a joint effort and there are many diverse activities that need to be undertaken so everyone can contribute (it is not only for geeks!). Besides, (cold) pizza in the hub room tastes better when shared with others!
5. Celebrate with everybody when your first laptop arrives at a needy school (wait, I forgot to do this!).

DON'T's

1. Be lazy: things will not happen just because you want them to.
2. Do important stuff without planning: this includes trying to organise a team without knowing who you will assign to each sub-team or what each one's strengths and weaknesses are.
3. Think that everything will go smoothly and easily: expect both some serious bumps in the road and some serious roadblocks.
4. Despair: a hub's first year may make you feel frustrated at times; just keep thinking about the future and why you got into this in the first place.
5. Consider that there are activities in a hub (for example, the "technical stuff") that are more important than others (for example, the "marketing stuff"): each and every activity, no matter how small it may seem, is crucial to the development of the hub.

Looking back and looking forward

Now that I have left Spain and moved to California, I have had some time to reflect on what I achieved in those two years. I believe that my hard work and that of the many people involved in the creation and development of the Balder School hub have paid off; I feel that the hub is solid and sustainable enough for me to make an exit (although I did not want to quit



it yet!). I am confident that I leave it in good hands but I feel a bit sad about not staying with the team.

This journey of two years hasn't been easy but I think it has been an enriching experience. I have learned so many things; it has helped me to grow as a person as I have managed to face and deal with a number of (hard) problems. It has also enabled me to develop as a citizen because I feel that with every step I took, I was building something for the future and that this whole adventure has been a step forward in helping other children around the world to have a better education.

I hope that the Balder School Hub will continue into the future for students, teachers and parents to come and participate in its activities. Please make it grow and keep helping students in needy schools around the world. I promise that I will help the hub whenever you need me or call me.

I am thinking that perhaps, I will set up another hub in my current high school in California.

Alex

“Caminante, son tus huellas
el camino y nada más;
Caminante, no hay camino,
se hace camino al andar.
Al andar se hace el camino,
y al volver la vista atrás
se ve la senda que nunca
se ha de volver a pisar.
Caminante no hay camino
sino estelas en la mar.”

— Antonio Machado, Proverbios y cantares XXIX



Labdoo in Italy

A Joyful Joint-AD-VENTURE!

Let me introduce myself

I am not an engineer; I am not a technician. Truly, I know nothing about computers so how did I end up in the Labdoo family? I wonder this, myself! I believe the reason is because I love humanitarian projects and worthy causes that encourage solidarity.

My name is Graciela Andrade and I am known by most of my acquaintances as the "FREE-Hugger Chela" since my distinctive visiting card is a tight and long-lasting hug. In the same way that I love to embrace people, I immediately embraced what I have named the Labdoo Joint-Ad-Venture.



ROME HUB: delivering laptops, books and HappyDolls to rural schools and communities world-wide.



I am a national citizen of Ecuador but have lived in Italy since 1980. Coming from a developing country, my greatest surprise was discovering that in Europe, there is so much social welfare available in comparison with my native homeland. Health and education are taken for granted whilst in developing countries, people need to struggle for these basic human rights. I strongly believe that only those who have witnessed poverty, can really appreciate what he/she has.

For almost all of my working life, I was very fortunate to be a part of the United Nations family. I consider this unique experience to have been an enormous privilege as I was able to commit myself to goals which aimed to serve the well-being of people all over the world. This set of circumstances acted as an eye-opener for me especially because I was coming from a previous working environment where the only objective of our daily job was to increase the economic revenues.

How it all began

Whilst working for the United Nations, I had the opportunity to travel quite often to numerous different countries where I became aware of their manifold needs and realities. During this time, I started dedicating myself in a personal capacity, to initially, very small projects thus making a parallel commitment with my professional undertakings. In turn, these private ventures became one of the fundamental purposes in my life.

Suddenly, I discovered that the answer to my question “How can I help?” was to model myself as a bridge between the “demands” of the needy who did not know where to ask for help and the “offers” of those willing who did not know how to help. My purpose became to share with the disadvantaged what was available to the majority of the privileged.

Livelihoods or education?

Both! All of my modest initiatives focus on improving livelihoods and supporting education. In fact, this adventure started on one of my trips home to Ecuador. I decided to take a look and observe my surroundings in



order to identify what needs were apparent. So I visited a local, rural community where a very ratty school building existed and although it was fully functioning, the maintenance of the structure itself had been abandoned after the school's "benefactor" died. After talking with the local residents, I offered some assistance. My proposal was to provide the bricks to repair and actually build a proper schoolhouse.

From this experience, I learned that the key answer to many problems can be found in "communication". It is as easy as this: talk to people; listen to people; we can get close to people in many ways, feeling solidarity in our emotions whilst being supportive with the facts.



ECUADOR: creation of computer laboratory at a rural school in Tungurahua Province supported by Yachana-Huasi (La Escuelita) and Labdoo.



Once back in the office, I shared my experience, feelings and ideas about adopting the school with my colleagues. They were immediately taken by my own enthusiasm and spontaneously offered their support with donations appropriate to each one's individual circumstances. Like a stone in a pond, the first circle was now reinforced by many more, larger circles of solidarity expanding rapidly to my family, friends and social network at both a local and international level.



BOSNIA AND HERZEGOVINA: computer laboratory for after-school courses.

When did Labdoo step into all this?

My private ventures continued slowly but surely until 2010 when I was introduced to Labdoo by my dear Ecuadorian friend Montse Vivero. She is the founder of Yachana-Huasi (La Escuelita de Ecuador), a non-profit initiative based in Barcelona. Montse spoke to me about Labdoo, describing it as "a group of volunteer engineers providing laptops to schools and communities in need; to support education, personal, intellectual and



cultural growth". We nicknamed them "Los Ingen-erosos" (Ingenieros generosos) in Spanish which could be translated into English as "The En-generous"(Generous Engineers). Montse thought we might request some laptops for the "Escuelita" and promptly, the answer from Labdoo was "Yes".

By chance, a first, informal meeting was thereby arranged in Barcelona as I was already there for other purposes. I met the Labdoo founder, Jordi Ros with whom I started a series of fruitful collaborations. In fact, Jordi subsequently came to Rome and gave a presentation to my U.N. colleagues to acquaint them with Labdoo.

Without even realising it, I became the Labdoo Hub in Rome: Chela with no computer, technical skills but with many friends who effectively contributed their knowledge and professional expertise. A real team capable of delivering what I like to call "panecillos calientes", that is "little buns of hot bread just taken out of the oven" because as soon as they were received, the laptops were sanitised and transported to the needy around the world.



ITALY: collaboration with the Comunidad de recuperación de jóvenes "Nuovi Orizzonti".



Chela and her friend and co-worker Serena deliver laptops to a school in Mae Hong Son, Thailand.



Achievements of the Roman Labdoo Hub

As well as my previously existing or newly created projects and following my encounter with Labdoo, I could now provide additional benefits to the educational/cultural programmes. I could now offer many communities access to modern technology at zero expense, thanks to the contributions of Labdoo; without incurring any economic cost and without damaging the Planet.

Countries where Communities benefitted from Labdoo Rome Hub intervention:

More than 100 laptops have been successfully donated to projects in Argentina, Bolivia, Bosnia, Brazil, Cambodia, Colombia, Ecuador, Italy, Kenya and Thailand. This would not have been possible without my helpful friends and collaborators Montse Vivero, Marisalee Palermo, Serena Fortuna and Gianni Silvestri just to mention a few and who are still enthusiastic partners in this adventure.

Institutions who have donated laptops to Labdoo Rome Hub:

FAO of the United Nations

HUAWEI

Thank you for helping me to help others

For their heartfelt collaborations with Labdoo, I wish to thank the organisations and the individual donors who have contributed their laptops; the colleagues who have offered their time and professional skills in the sanitisation process of the computers and the friends who have helped with the dootrips by delivering the laptops to their destinations. I embrace the motto "Help me help others" and I truly believe that it is not necessary to help hundreds of people in order to do good because even if you only help one person, you are already doing so much. **May the Ad-venture continue!**



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And to everyone who one way or another is helping to bring education to those most in need.

The Labdoo Team

