

Annual Report 2025

THE BOOK IN SCHOOL



Cover photo: Christine Wassmer leads a teacher training course (CPD) in Kumasi, Ghana.

FOREWORD

2025 – in preparation and full of anticipation

The strong growth of the TBIS project has required an expansion of THE BOOK IN SCHOOL's administrative infrastructure. In 2025, we further professionalised our organisations' processes in Switzerland and Ghana, including the implementation of Swiss GAAP FER 21 (see page 10). At the same time, we have laid the organisational and logistical groundwork for the successful launch of our next major TBIS project planned for the 2026/27 school year. See pages 6 & 7.

Research on Reading Competence and Resilience: TBIS provides further training for teachers based on evidence-based teaching methods, ensuring that children receive the most effective education possible. Following the successful TBIS project 2023/24 with 24,000 pupils and 700 teachers participating, over 120 evaluation interviews were conducted with headteachers, teachers and pupils. Without exception, these interviews confirmed the extremely positive impact of the project. We now wish to analyse these observations in greater depth with the help of systematic research study. In 2025, research studies were prepared for the 2026/27 TBIS project, focusing on the assessment of reading skills and resilience. See pages 4 & 5.

The year 2025 is often described as a time of rapid acceleration and growing tensions in various areas, particularly in relation to artificial intelligence, geopolitical developments and climate change. Compared to a decade earlier, the world appears significantly more fragmented and volatile.

This makes it all the more important for children to receive clarity, guidance and holistic support. This is precisely where THE BOOK IN SCHOOL comes in. Innovative, communicative teaching methods combined with reading material that offers depth and comfort provide pupils with hope and stability. We would like to express our heartfelt thanks to everyone who supports TBIS. Together, we are making a decisive contribution to lasting change. We hope to enable 25,000 pupils and 700 teachers to take part in the TBIS project 2026/27.



I.P. Wassmer Huijgen
President of the board





According to the latest UNESCO study figures, 62% of primary school pupils in Ghana cannot read. Children in Ghana urgently need your help.
For example, our project manager recently visited a school in a very remote area that was interested in taking part in the TBIS project. After a long journey in a 4x4 over bumpy, difficult-to-access tracks, she reached the school and observed lessons for Years 5 and 6. She was shocked to find that, apart from three pupils, the other 70 children could not read, not even simple words.

With THE BOOK IN SCHOOL, you can enable a child to learn to read for as little as CHF 20, thereby making a lasting difference to their life, regardless of their social or religious background.

EVIDENCE-BASED TEACHING

Since the first project in the 2018/19 academic year, 40,000 children and 900 teachers have participated in four TBIS projects. Following each project, written evaluations and/or on-camera interviews were carried out with school leaders, teachers and pupils. Over the years – and regardless of social and ethnic background – the positive, wide-ranging outcomes and impacts of the project were consistently confirmed.

READING SKILLS

One particularly noteworthy result concerns reading skills. 90% of pupils were able to significantly improve their reading skills within three to four months. In practical terms: after 60 days of daily (choral) reading followed by a 10-minute discussion of the text read, pupils can read more accurately, fluently and expressively. Furthermore, they can discuss the text, understand its meaning, and express their own opinions on it.

As mentioned in the foreword, alongside these observations and reports, we aim to gather more systematic evidence of the project's effectiveness. A brief description of the planned research study in the academic year 2026/27 can be found in the next column.



Aim of the study:
To investigate how THE BOOK IN SCHOOL project affects the reading skills of children in the five year groups B4–B8. The reading progress of the children participating in the project will be compared with that of children in the same year groups following the standard curriculum (the control group). Reading skills will be assessed before and after the programme to determine progress.

Nine pupils per year group from six schools participating in the TBIS project will be included in the study. The same number of pupils and schools will be included in the control group. A total of 540 pupils are expected to participate in the study in Ghana.

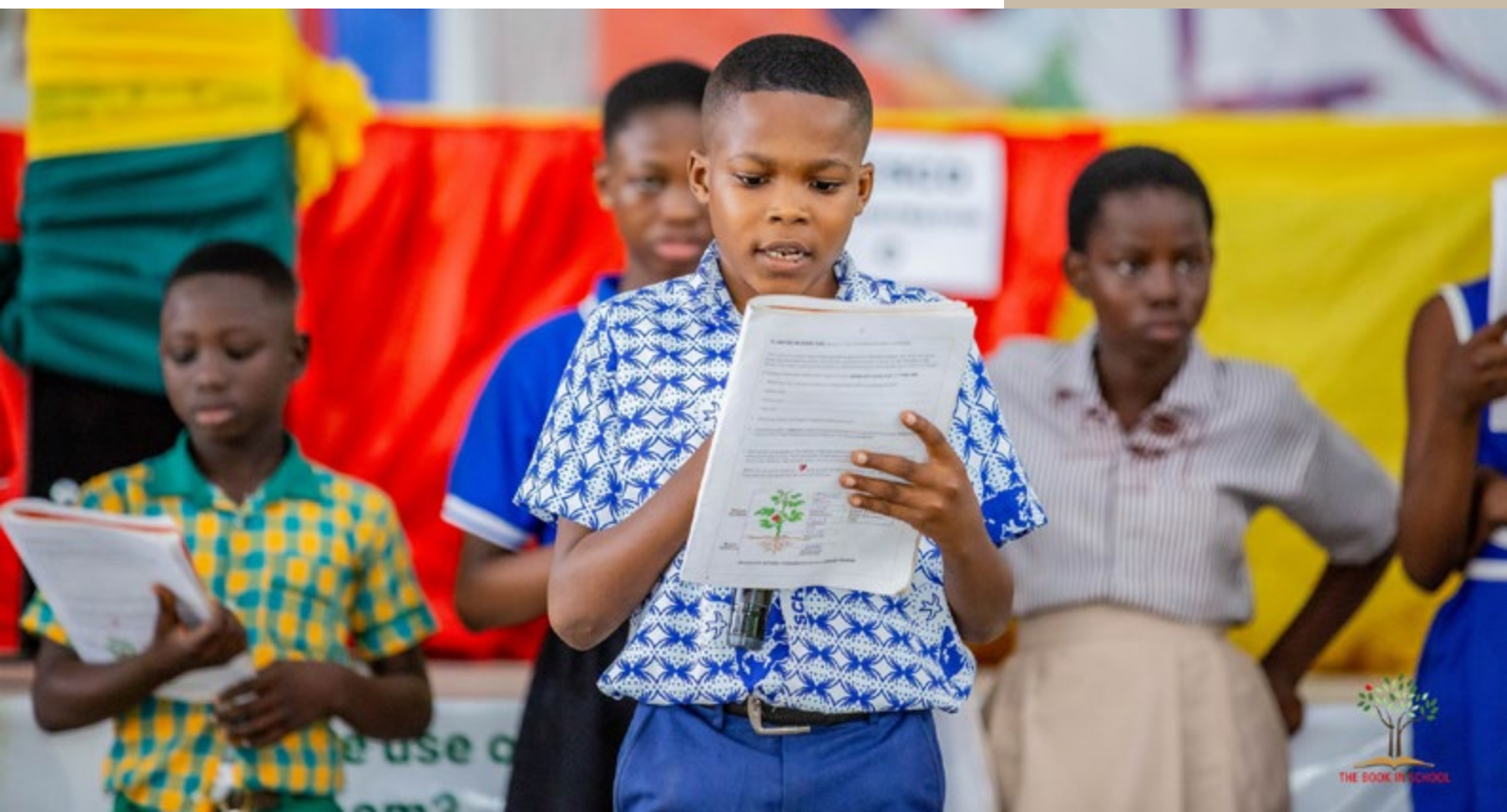
GORT-5:
We will use *the Gray Oral Reading Test, 5th edition*, to measure reading skills. This internationally recognised test is designed for children and young people aged 6 to 23, and it measures reading speed, accuracy, fluency, and comprehension. This assessment tool can be used in a Ghanaian cultural context.

RESILIENCE

Another area we wish to evaluate is the increased resilience observed by teachers in their pupils. They report that previously reserved pupils now express their opinions freely in class; anxious pupils sit their exams with confidence; there are fewer arguments amongst pupils; absenteeism has stopped; and pupils arrive at school on time, or even early. Furthermore, pupils participate more actively in lessons across all subjects.

What has caused this increased resilience? Could it be because children in the project learn how to overcome obstacles and tackle challenges? Or is it because they can read better and experience a sense of achievement? Is there a connection with the biblical text they read together every day, which strengthens them and gives them a more hopeful outlook on the future and the world? The strengthening of pupils' resilience through the TBIS project, with its holistic, spiritual approach, will be investigated in collaboration with a research institute.





IN PREPARATION AND FULL OF ANTICIPATION

During an ongoing project, the local team in Ghana can grow to comprise as many as 15 people. During the preparatory phase, however, only the core staff are employed. The aim is for them to one day run the TBIS project in Ghana independently. Meet two of our key staff members, Bernice and Curtis, and find out what their main areas of focus were in 2025 and what preparations are involved for the planned TBIS project with 25,000 pupils and 700 teachers.

Bernice Peprah lives in Kumasi with her husband, Precious Dakeh. They have four children aged between 7 and 17. Bernice holds a bachelor's degree in primary education, specialising in mathematics, and a master's degree in educational science. She has 22 years' teaching experience.



How long have you been working at TBIS? I've been working at TBIS for two years, but I'd already taken part in two TBIS projects as a teacher at state schools in Kumasi.

What is your area of responsibility? I work in the field of education: I coordinate the schools and our local TBIS teacher coaches, and liaise with parents and educational authorities.

What kept you busy as the TBIS Team Ghana in 2025? In 2025, we had the opportunity to focus on larger administrative and organisational tasks that we would otherwise not get around to amidst the whirlwind of a large TBIS project. These included drawing up organisational regulations, documenting the project process in detail, and, for the first time, handling the bookkeeping and audit for THE BOOK IN SCHOOL Ghana Limited by Guarantee (our partner organisation).
Particularly exciting was the preparation of the research studies on reading skills, which are scheduled to begin in August this year. A key initial step was to assess the extent to which THE BOOK IN SCHOOL aligns with the latest developments and guidelines from the Ministry of Education (in Ghana) - which yielded positive results. During in-depth discussions with headteachers and teaching staff from various schools, the specific realities, needs and challenges of everyday school life were re-evaluated. On this basis, suitable schools were then identified to take part in the studies.

There are countries in Africa, and even in West Africa, where people live in worse conditions than in Ghana. Some people would argue that Ghana does not need help so urgently. Why do you think Ghana needs the «THE BOOK IN SCHOOL» project? Ghana urgently needs THE BOOK IN SCHOOL because most primary school pupils struggle with reading and there is a certain degree of moral decline amongst them. Through playful and interactive methods, pupils learn to read easily, and the biblical text helps to strengthen their morals and teach them discipline. Discipline is crucial for a child's education and holistic development.

How long have you been working at TBIS? I've been working at TBIS since September 2021 and I've already been involved in two TBIS projects. The first project involved 8,500 pupils, straight after the pandemic, and the second involved 24,000 pupils.

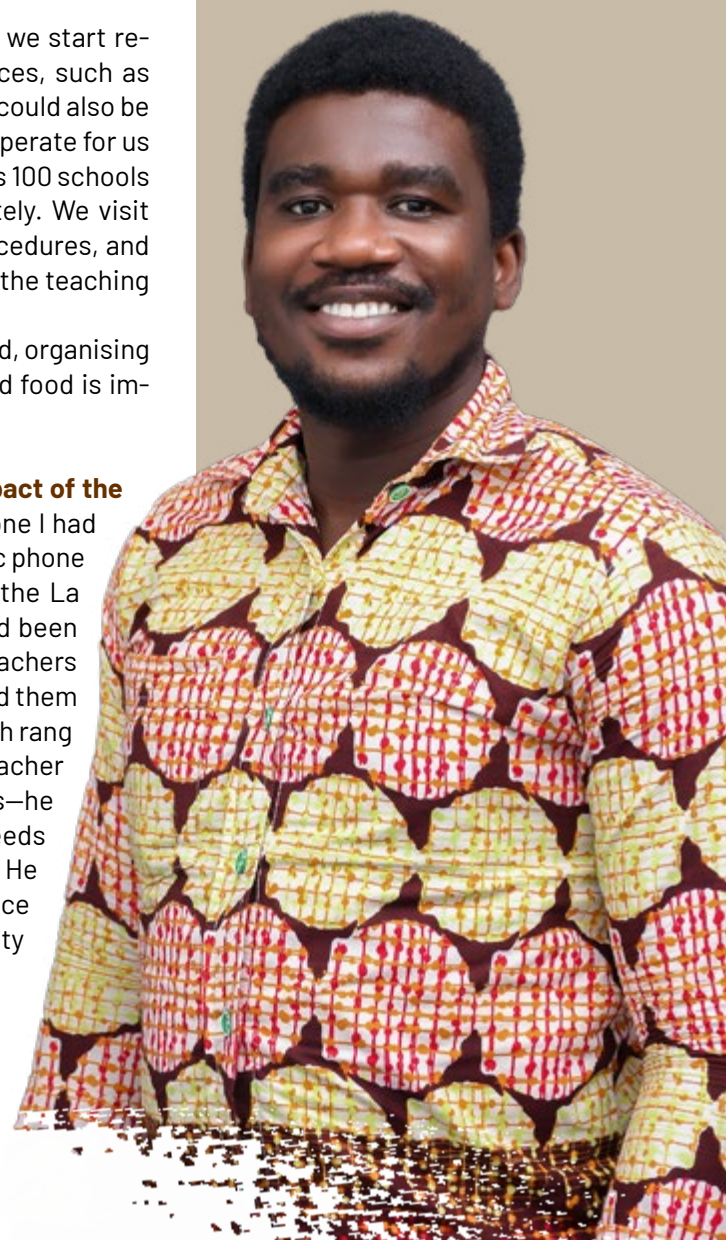
What does your role involve? I mainly work in administration and communications. At TBIS, however, you have to be prepared to step in wherever needed – from driving to setting up the stage. And it's invigorating!

What preparations need to be made before a major TBIS project can begin? A major project requires extensive organisational and logistical preparation. This includes:

- **Communication:** We need the approval of the directors of education. In addition, various stakeholders in the planned areas of operation must be involved, e.g. tribal elders, churches and local authorities.
- **Staff recruitment:** New local staff are recruited in all project areas. I actively assist with staff selection and recruitment preparations.
- **School recruitment:** Three months before the project begins, we start recruiting schools. We receive enquiries from all sorts of sources, such as tribal chiefs, educational authorities and teachers. However, it could also be from someone we meet by chance, such as a waiter, who is desperate for us to come and help their community. In the last survey, as many as 100 schools came forward wanting to participate in the project immediately. We visit the schools in person, explain the project's objectives and procedures, and encourage the school management to discuss everything with the teaching team – an important step that is not a given in Ghana.
- **Logistics for teacher training:** having teaching materials printed, organising training venues and accommodation, selecting catering – good food is important for teachers in Ghana!

Could you share a personal experience that illustrates the impact of the project? There are countless experiences, but I'd like to share one I had recently, in October 2025. One morning, I received an enthusiastic phone call from a certain Fred Mensah, the cultural coordinator for the La Dadekotopen parish. During a school inspection, Mr Mensah had been captivated by the beauty of the murals on the school walls. The teachers explained to him that TBIS had provided the materials and trained them to support the pupils' creative work. Deeply impressed, Mr Mensah rang to congratulate us. After I had explained our core mission—teacher training and the promotion of reading skills through biblical texts—he said: «Mr Curtis, this project is exactly what our municipality needs to curb the rising immorality and crime among our young people.» He was so convinced by the TBIS solution that he wanted to introduce the TBIS team and the project to the local MP and the community leaders.

Curtis Conduah is married to Lauretta and has three children, all under the age of three. The family lives in Tema, Greater Accra. Curtis holds a Bachelor's degree in Sociology with a specialisation in Linguistics (2014) and a Master's degree in Public Health (2021). He worked as an operations manager in the private sector from 2016 to 2019 and as an administrator in the healthcare sector from 2019 to 2021, including on the Ghanaian immunisation programme.



BALANCE AND INCOME STATEMENT

The financial statements have been prepared in accordance with Swiss GAAP FER 21. They give a true and fair view of the organisation's financial position, results of operations and cash flows.

Balance Sheet as of December 31

(Amounts in CHF)

	Notes	2025	2024
Assets			
Cash and cash equivalents	1	62'454	27'323
Prepaid expenses	2	209	0
Total current assets		**62'664**	**27'323**
Total assets		**62'664**	**27'323**
Liabilities			
Other short-term liabilities	3	8'924	7'405
Accrued expenses	4	7'300	2'500
Total current liabilities		**16'224**	**9'905**
Fund "TBIS Education Project"	5	29'000	0
Total restricted fund capital		**29'000**	**0**
Total liabilities and restricted fund capital		**45'224**	**9'905**
Association capital		17'418	35'881
Result for the year		22	-18'463
Total organisational capital		**17'440**	**17'418**
Total liabilities and equity		**62'664**	**27'323**

Income Statement for the financial year ended December 31

(Amounts in CHF)

	Notes	2025	2024
Restricted donations received		181'612	229'672
Donations received		181’612	229’672
Operating income	6	**181’612**	**229’672**
Project and programme expenses	7	-65’311	-193’715
Personnel expenses	8	-66’210	-59’713
Fundraising and general advertising expenses	9	-4’203	-5’495
Operating and administrative expenses	10	-16’353	-8’345
Total operating expenses		**-152’078**	**-267’268**
Operating result		**29’534**	**-37’596**
Financial expenses		-512	-867
Net financial result		**-512**	**-867**
Annual result before changes in fund capital		**29’022**	**-38’463**
Withdrawals from donation fund		0	20’000
Allocations to the fund "TBIS Education Project"		-29’000	0
Change in fund capital		**-29’000**	**20’000**
Annual result (before changes in organisational capital)		**22**	**-18’463**
Change in organisational capital		-22	18’463
Net annual result		**0**	**0**

AUDIT REPORT

To the General Assembly of Members
THE BOOK IN SCHOOL

Report of the Statutory Auditor on the Limited Statutory Examination

As statutory auditors, we have examined the financial statements (balance sheet, income statement, statement of changes in equity and notes) of THE BOOK IN SCHOOL for the year ended December 31, 2025 In accordance with Swiss GAAP FER 21, the information in the performance report is not subject to the obligation of examination of auditors. The comparative figures in the annual financial statements were not audited.

These financial statements in accordance with Swiss GAAP FER Core and the requirements of Swiss law and the articles of foundation and regulations are the responsibility of the Board of Foundation. Our responsibility is to perform a limited statutory examination on these financial statements. We confirm that we meet the licensing and independence requirements as stipulated by Swiss law.

We conducted our examination in accordance with the Swiss Standard on the Limited Statutory Examination. This standard requires that we plan and perform a limited statutory examination to identify material misstatements in the financial statements. A limited statutory examination consists primarily of inquiries of company personnel and analytical procedures as well as detailed tests of company documents as considered necessary in the circumstances. However, the testing of operational processes and the internal control system, as well as inquiries and further testing procedures to detect fraud or other legal violations, are not within the scope of this examination.

Based on our limited statutory examination, nothing has come to our attention that causes us to believe that the financial statements do not give a true and fair view of the financial position, the results of operations and the cash flows in accordance with Swiss GAAP FER and do not comply with Swiss law and the articles of foundation and regulations.

Berne, 16.03.2026

GFELLER + PARTNER AG

True & Fair View: What is Swiss GAAP FER 21?

Swiss GAAP FER 21 is a Swiss accounting standard developed specifically for charitable organisations, foundations and non-profit organisations. It sets out how financial information is recorded, presented and disclosed to ensure transparency and comparability. Unlike profit-oriented standards, the focus here is not on profit but on demonstrating the effectiveness of the funds used.

Accounting in accordance with Swiss GAAP FER 21 is a prerequisite for the certification of a non-profit organisation (ZEVO seal of approval/Code of Honor). The full version of the annual accounts in accordance with Swiss GAAP FER 21 is available on request.

SPREAD THE WORD...

In 2025, we had the opportunity to present THE BOOK IN SCHOOL at various locations across Switzerland – Bern, Thurgau, Geneva.

Here is an impression: «On 1 May 2025, we gained a very interesting, informative and, above all, encouraging insight into the work of Christine Wassmer's The Book in School. The concept behind this reading method is brilliant: the children not only learn to read, but also get to know the Bible. And on top of that, it's great fun. The pupils' eagerness and enthusiasm for the reading competitions are impressive. This is how school lessons should always be. The programme is widely recognised, (including by the National Teaching Council of Ghana), as it meets a real need. The afternoon was very lively, and for a moment, we felt transported to Africa.» Leadership of FMG (BEZ) and FFG Münsingen

Would you also like a TBIS presentation – multimedia and interactive?
Do contact us: info@thebookinschool.com – Junkerngasse 28, 3011 Bern – 079 220 69 52









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