

How can we help children build financial confidence through interactive learning?

The Story Behind the Experiment



"How can we help children build financial confidence through interactive learning?"

This question inspired Pesa Play DAO to develop **Hela Kids**, an interactive financial literacy platform designed for children aged 8–15 in Nairobi, Kenya.

Through engaging learning experiences, the DAO aimed to **equip children with practical financial decision-making skills** while **exploring sustainable revenue models through school licensing and family access.**

On July 24, 2026, Pesa Play DAO brought Hela Kids into a Nairobi primary school, turning its vision into a real-world learning experience.

The Pilot at a Glance

37
CHILDREN PARTICIPATED IN THE FIRST PILOT

3.58/4
AVERAGE RATING FOR LEARNING SOMETHING NEW

3
TEACHERS REPORTED CHILDREN REFERRING TO HELA KIDS CONCEPTS OUTSIDE THE SESSION

Behind the Scenes: Reflections from Four Lanes

Lane 1: Coordination

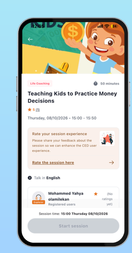
Nana Wassila Hamza Maazou & Sorie Alpha Tholley



Throughout DEP 2, Lane 1 — Coordination played an essential supporting role in keeping Pesa Play DAO connected and aligned.

The team facilitated communication across working groups, followed up with lane leads, consolidated weekly progress reports, and monitored pending tasks and dependencies.

One of its key contributions was developing a more structured reporting process, including coordination summaries and the DAO Consolidated Weekly Working Group Report. As the program progressed toward close-out, Lane 1 focused on ensuring that achievements, outstanding deliverables, and next steps were clearly documented and communicated.



Coordinating a decentralized team across different schedules and time zones was not without challenges.

Delayed or incomplete updates from working groups sometimes made it difficult to maintain an accurate overview of progress.

To address these challenges, Lane 1 maintained regular follow-ups, reviewed available documentation, tracked pending actions, and worked closely with the DAO Lead to clarify missing information.

During the close-out phase, the team also prioritized reporting accuracy, ensuring that confirmed achievements were distinguished from pending or unverified information.

Another learning experience came from CED engagement, where a scheduled session remained incomplete because the registered Explorer did not attend, highlighting the importance of active participant engagement beyond initial registration.

Key Learnings

Communication creates alignment
Regular updates and follow-ups help teams stay informed about priorities and dependencies.

Clear ownership strengthens accountability
Defined reporting responsibilities and timelines make collaboration more effective.

Transparency builds trust
Distinguishing completed work from pending tasks ensures accurate collective reporting.

Engagement requires follow-through
Scheduling activities is only the beginning; participation requires continued outreach.

Documentation should be continuous
Maintaining organized records throughout implementation makes close-out more efficient.

The experience of Lane 1 demonstrated that effective coordination goes beyond collecting progress updates. It requires connecting people, information, and activities to support collective accountability.

For future DAO initiatives, the team emphasized clearer reporting expectations, consistent documentation, structured responsibility tracking, and earlier identification of challenges.

Their journey reinforces one important lesson: Strong decentralized collaboration depends not only on individual contributions, but also on how effectively those contributions are connected toward a shared goal.



Lane 2: Execution & Product

Bismark Cheruiyot & Mohamed Abridan



Lane 2 brought Hela Kids to life through two interactive learning modules, successfully delivered during the first school pilot.

Key Learning: Building a functional product is only one part of execution. Long-term usability depends on ongoing technical maintenance, quality assurance, and operational readiness.

Lane 3: Regeneration & Sales

João Emerson Lobo, Oscar Chaves Marques

Lane 3 developed the foundation for future revenue generation, including school licensing materials, a product pitch deck, a partnership tracker, and plans for family access.

Key Learning: Sustainability requires more than a promising business model. It takes consistent outreach, clear accountability, and the ability to turn preparation into measurable action.

Lane 4: Documentation & Impact

Gintarė Jatautytė, Narmin Mammadli

Lane 4 documented the pilot findings, analyzed learning outcomes, identified assessment limitations, and developed a revised assessment instrument for future use.

Key Learning: Honest documentation is essential to meaningful impact. Understanding why an evaluation falls short can be just as valuable as demonstrating positive results.



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Kat Tokenomics DAO (KTD)
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