

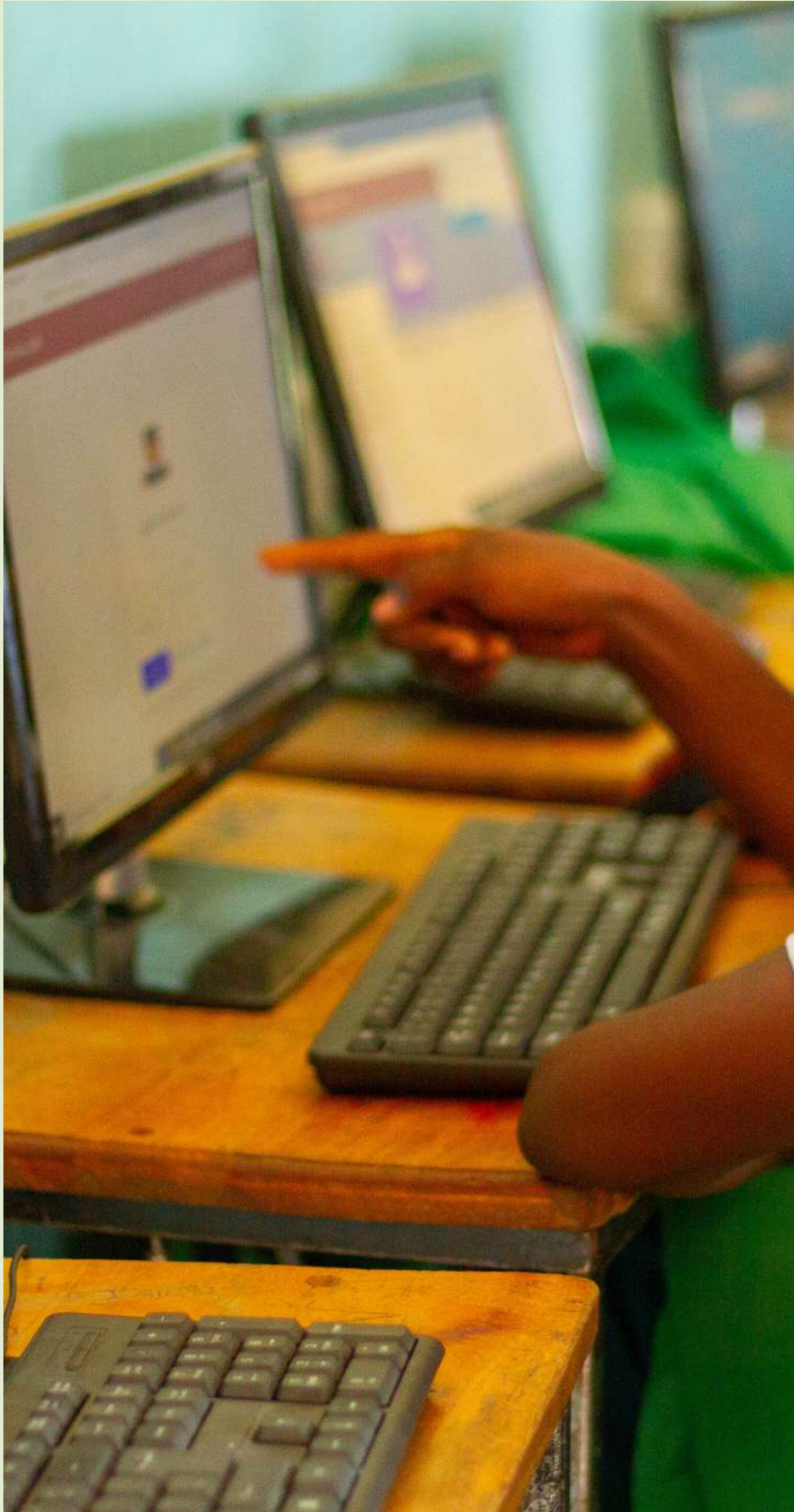


CAMARA EDUCATION TANZANIA

2020 ANNUAL REPORT

CAMARA.ORG.TZ

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MESSAGE FROM COUNTRY MANAGER

The year 2020 presented us with the terrific disaster of Covid19. Over 1.6 billion children and youth were forced to be out of school while tens of millions of people are at risk of falling into extreme poverty. Despite these challenges, Camara Education Tanzania achieved significant accomplishments in advancing the use of technology in education.

We successfully implemented three projects which directly impacted 897 learners, disseminated over 557 ICT equipment through different social enterprise initiatives which will serve more than 5000 learners from 15 schools. Similarly, we have organized and participated in several other initiatives and events to foster the use of technology in education.

None of this could have been accomplished without the dedication and commitment of our staff, donors, partners, beneficiaries, and our board of directors. I want to personally thank you all for making our work possible during these challenging times.

As we are about to see light at the end of the tunnel of the COVID-19 crisis, Camara look forward to working with you to support full recovery and build resilient education programs.



DAYANI M. M

Country Manager

ORGANIZATION OVERVIEW

Camara Education Tanzania is a social enterprise dedicated to delivering real impact through technology by empowering young generations to improve their own life opportunities. Camara Education Tanzania(CTZ) was established as a Non-government organization (NGO) in 2012, under the registration number 00NGO/00006076, Camara Education Tanzania is a part of an international NGO (Camara Education Ltd) established in 2005 in Dublin Ireland with a network of educational hubs in Kenya, Lesotho, Zambia and Ethiopia and Ireland.

MISSION

Our mission is to transform education using technology to empower disadvantaged students.

VISION

Our vision is a world-class technology-enabled education accessible to all.

OUR VALUE

- **Committed**
We deliver results
- **Collaborative**
We achieve more by working together
- **Caring**
We care for our people and those we serve
- **Creative**
We innovate to solve problems

OUR FOUNDING BELIEVES

We believe that quality education and youth empowerment are the greatest tools to alleviate poverty. Thus, we aim to use technology to improve educational outcomes and empower the young generation to improve their own life opportunities. Our founding believes are:

- Poverty is unacceptable in the 21st century.
- Education is the key to alleviating poverty.
- Technology has the ability to radically improve education

2020 OVERVIEW

Tanzania is one of the nations affected by the covid-19 especially in the area of education. In a response to the covid-19 crisis, on March 17, 2020, the government shut down all educational institutions for 30 days which was later extended to 3 months until June when reopened.

Tanzania, like many other countries, faced a learning crisis which made the government and other education stakeholders initiate different distance learning programs through mass media and online platforms to ensure the continuity of learning during the pandemic.

Institutions heavily invested in online learning had an easier time responding to the pandemic shutdown and pivot to remote teaching.



Due to Covid-19 trended Camara Education Tanzania closed its Office on 26/4/2020 and re-opened on 20/7/2020. During the closure of the offices, our focus shifted on supporting remote learning and ensure educators, parents, and learners get the support they need. Some of the activities we performed remotely during this period are:

- Dissemination of digital learning content throughout our website and flash drives to parents and learners at home. The content covered different topics for secondary schools and was made publicly accessible and advertised through social media and other platforms.
- Educating the community on how to support learners at home by writing articles, sharing success stories from teachers, and other useful information which could help learners at home
- Reviewing and resigning our strategy for 2020 and beyond to ensure we are more prepared to handle crisis situation like Covid19.

Due to Covid19, some of our projects were suspended such as UCDVO while others were completely redesigned for remote implementation. Although 2020 was tough and didn't turn out as we planned, we were able to successfully implement different projects and pursue our mission.

PROJECT IMPLEMENTATION

SKILLS FOR THEIR FUTURE

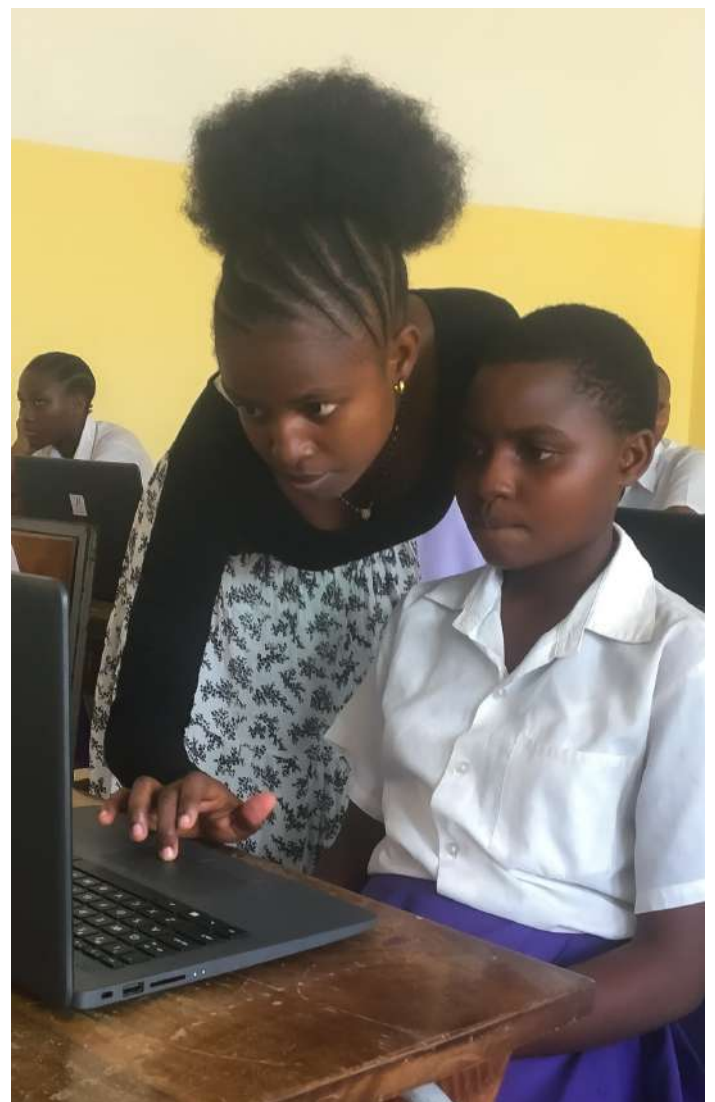
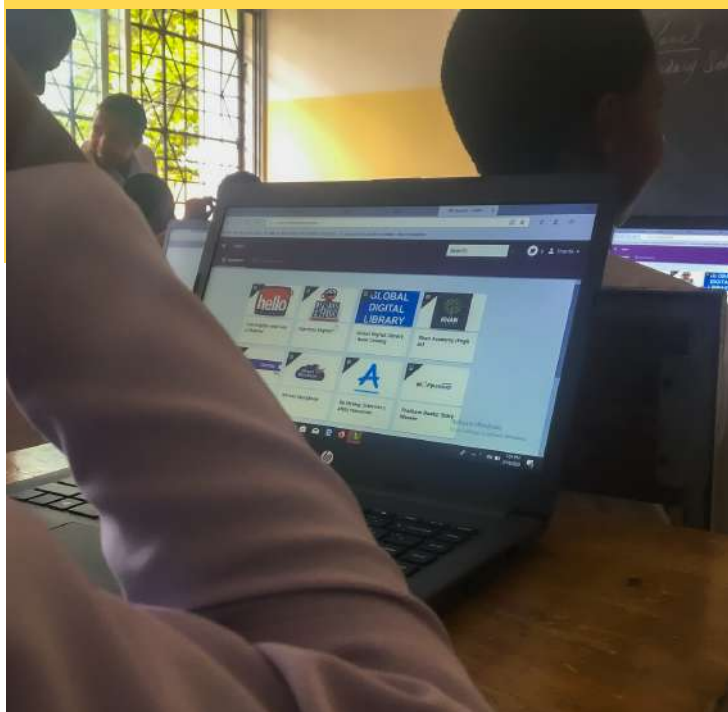
This project was funded by Their World and implemented by BRAC Tanzania and Camara Education Tanzania. Our role was to install the Kolibri platform in 20 laptops, load the provided digital content, and train teachers on how to use Kolibri.

The project was implemented at Temeke Secondary School in Dar Es Salaam and the training began on the 10th to 16th of March 2020. Though our role is over, the project is still ongoing with BRAC supporting the school.

The installed digital content addresses digital Literacy skills along with Khan Academy, BeStrong, Blockly Games and Free English, Hello Channel, Espresso English as well as channels that offer digital books (Global Digital Library, African Storybook, and Pratham Storyweaver).

During the Covid19 school closure, we provided the Kolibri installer, documentation and also shared the link for the Kolibri Online platform (Demo) so that the trained teachers could continue to practice at home.

We have maintained close contact with the school to ensure we are capable of providing immediate support in case they need any technical assistance.



ENUMA "KITKIT" PROJECT

Kitkit School is a comprehensive early learning solution designed for lower grade children by Enuma, Inc.

Kitkit School is a child-directed, tablet-based, personalized learning system, ideal for self-directed early learning in low-resource communities in developing countries to improve literacy and numeracy.

The project was co-funded by KOICA Korea and Enuma aiming at designing and testing a scalable and sustainable model of implementing KitKit in school settings.

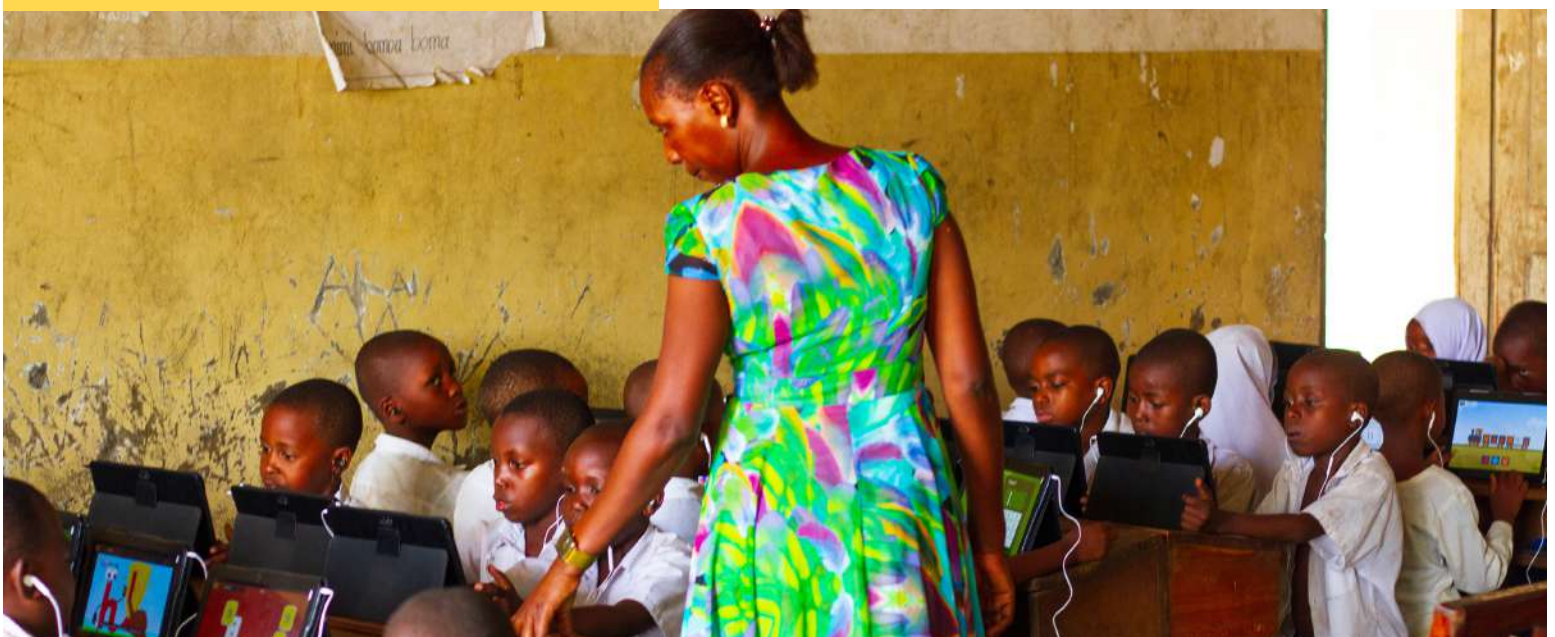
The initial plan was to implement the project for 6 months between April and September 2020, targeting 300 learners from grades 1-3. However, due to Covid19 school closure, the implementation was reduced to 3 months.

The project was implemented between Sept-Dec at Twiga Primary School in Temeke, Dar Es Salaam.

The project was approved by the Tanzania Institute of Education (TIE) and the President's Office, Regional Administration, and Local Government Tanzania (PO-RALG).

TIE reviewed KitKit app, provided recommendations for improvements, and gave approval for implementing the pilot for 3 months. The project was successfully completed and enabled the design of a scalable model of implementing a similar intervention in other schools,

Enuma is working to release a new version of the app which will accommodate improvements and recommendations generated in this project.



DISCOVER LEARNING PROJECT

This was the continuation of the 2019 Discover Learning project funded by the Bill and Melinda Gates Foundation and lead by the University of California Barkley. The project aims at improving social-emotional learning for very young adolescents (10-11).

In 2020, the project plan was to scale up to 8 schools from 4 schools but due to Covid19, the design of the project was changed to remote implementation using different technologies such as Public TV, CD/USB Drives, and Whatsapp/USDD chatbots.

Our role on the project as technical partners was to prepare and deliver 400 CD drives & 100 USB flash drives per week over a period of 10 weeks, design, test and deliver interactive WhatsApp and text messages to 550 parents for data collection, content delivery, assignments submission, and other project updates.

We have completed the implementation phase and we are now preparing reports and analyzing all the collected data. The project is expected to end in April 2021.

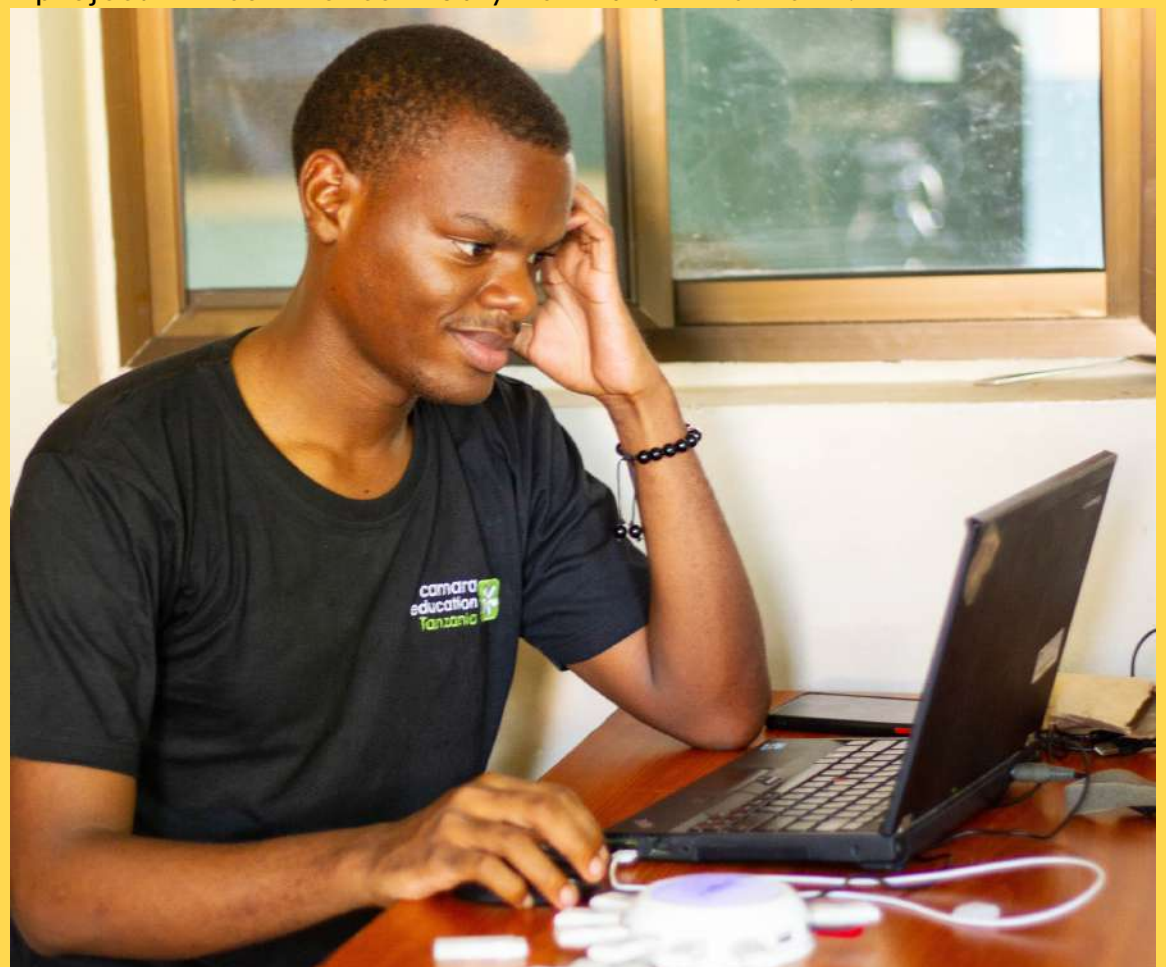


ODI-PROJECT

This project aims to use technology to address mental health challenges facing students in four Camara-served schools in Morogoro and Mwanza regions. Camara Education Tanzania is working with the Tanzania Training Center for International Health (TTCIH) from Morogoro as implementing partners in Tanzania while Vietnam National University is the implementing partner in Vietnam. The project is funded by Botnar Foundation and is being led by Overseas Development Initiative (ODI) from the UK.

We are the technology partner for the project and our role is to design and develop the digital solution for the project to be rolled out in schools. Currently, we are in the baseline data collection phase of the project and our partners TTCIH are collecting baseline data until the end of March 2021.

We will work with youth from these schools to co-design and co-create the digital solution. The first phase will end in June 2021 and after donor approval, the second phase of the project will commence in July 2021 until mid-2022.



EVENTS & MEDIA



MEDIA APPEARANCE

In 2020, we had twelve media appearances talking about different Edutech issues. This includes TV stations (ITV & Capital TV), Radio Stations (TBC Taifa, TBC FM, Radio One, Capital & RFA), and newspapers (Mwananchi, Tanzania Daima & Diraa).

All our websites (Camtech & Camara) are up to date with relevant news and we are now adding more content to reflect our projects and plans for 2021. We will also be preparing an annual report in early Jan to reflect all activities accomplished in 2020 and it will be shared with different stakeholders in our communications and branding initiatives for 2021.



INTERNATIONAL DAY OF EDUCATION

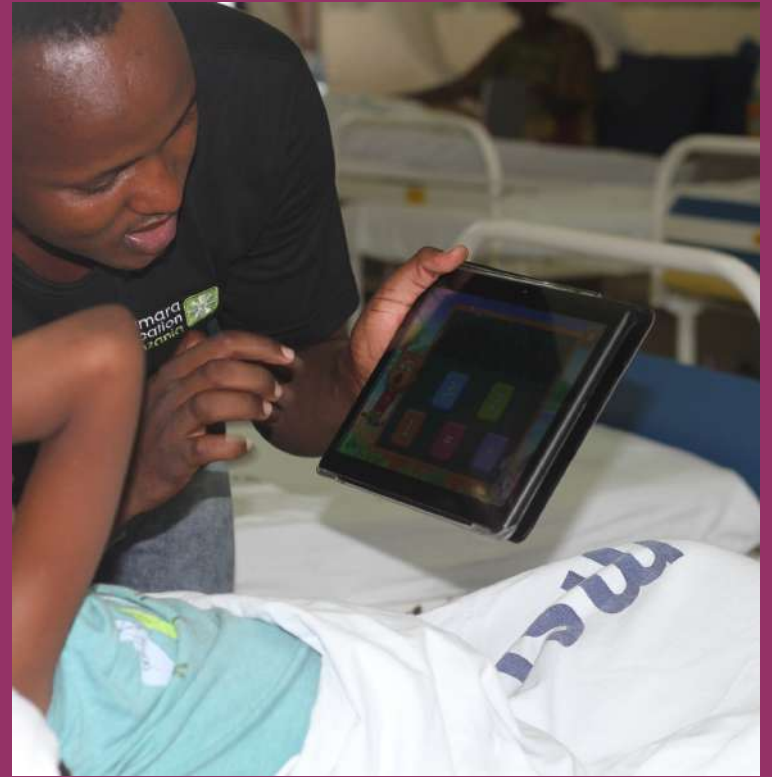
On 24 January the world celebrated International Day of Education, a day proclaimed by the United Nations General Assembly to honor education and its centrality to human beings and sustainable development.

Camara Education commemorated this day by raising awareness about the importance of education technology in Tanzania, most especially in the Fourth Industrial Revolution era.

Our program officer appeared on ITV Tanzania and East African Radio to talk about how Camara Education Tanzania is working hard to improve educational outcomes through technology.



EVENTS & MEDIA



INTERNATIONAL DAY OF CHILDHOOD CANCER DAY

International childhood cancer day 15 Feb is a global collaborative campaign to raise awareness about childhood cancer and to express support for childhood cancer survivors and their families.

To commemorate the day Tumaini la Maisha organized a walk from ocean road to gymkhana ground to raise awareness about childhood cancer and spotlight the need for more equitable and better access to treatment and care for all children cancer everywhere, Camara Education Tanzania join them for commemoration and speech to raise awareness.



MUHIMBILI HOSPITAL VISIT

Camara Education paid the children's Orthopedic ward (MOI) at Muhimbili hospital to celebrate the Christmas holidays with the hospitalized children.

True to our mission, we took technology devices with us to the hospital and provided educational content to entertain and distract them from their pain.



EVENTS & MEDIA



INTERNATIONAL DAY OF WOMEN AND GIRLS IN SCIENCE

Every 11 February, the world celebrates an international day of women and girls in science.

Camara Education collaborates with education stakeholders to celebrate the day by hosting a debate contest to promote educational technology and to promote STEM among girls in schools.

The debate involved Girls from Yemen Secondary School and AL-Hikma Girls secondary school and we awarded them with certificates and plaques.



UNODC CONFERENCE

United Nations Office of Drugs and Crime Prevention (UNODC) partnered with Camara Education Tanzania to host an Educational stakeholders consultation workshop for two-days at Golden Tulip Hotel.

The aim of the workshop was to train teachers on how they can use digital content created by UNODC to teach rule of law and promote a culture of lawfulness. Stakeholders from nine different NGO's, government agencies, and teachers from 30 different schools participated in the event.



2020 PATNERS & CLIENTS

Lyra



Berkeley
UNIVERSITY OF CALIFORNIA



enûma

Theirworld

brac

ubongo



ADMIN, COMPLIANCE & FINANCE

ADMIN

Covid19 lead to delays and suspension of many of our projects which affected our finances. Thus, we were forced to layoff half of our staff and remained with 8 staff and 2 volunteers. This was a tough decision but necessary to ensure the sustainability of our programs. On the other hand, the management took several measures to ensure smooth delivery of our programs by successfully resolving 95% of performance issues identified in the 2019 internal program review.

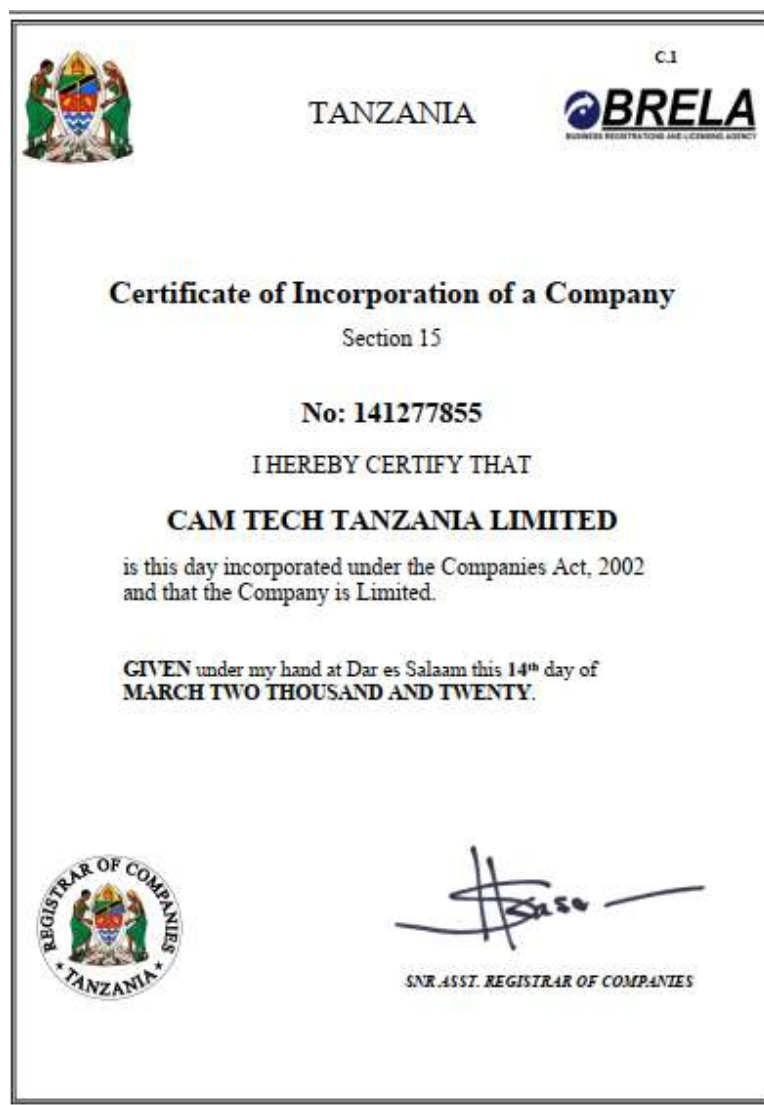
To comply with the changes to the company laws announced by the government in 2019, we have registered a separate business entity named Cam Tech Tanzania Ltd which operates under Camara Education Tanzania to handle all socie enterprise activities while Camara as an NGO will focus on NGO related activities. Cam Tech is fully registered with the company registrar, tax authorities, and local authorities to operate as an ICT service provider to education institutions.

COMPLIANCE

All required reports (annual, quarterly, audits, project contracts, board meeting minutes, etc) have been submitted to the NGO registrar as required by the law. In 2020 we were visited by officers from the NGO registrar office as part of their normal compliance visitation to different NGOs. We had a fruitful discussion about different issues and they gave us several recommendations which we have acted upon them.

The annual board meeting reviewed and approved the new constitution for the organization which was updated to reflect the current operations of the organization and also comply with the new constitution format issued by the NGO registrar office.

The management aims to ensure we maintain our compliance status for both Camara & Cam Tech by abiding all laws and regulations which govern our operations.



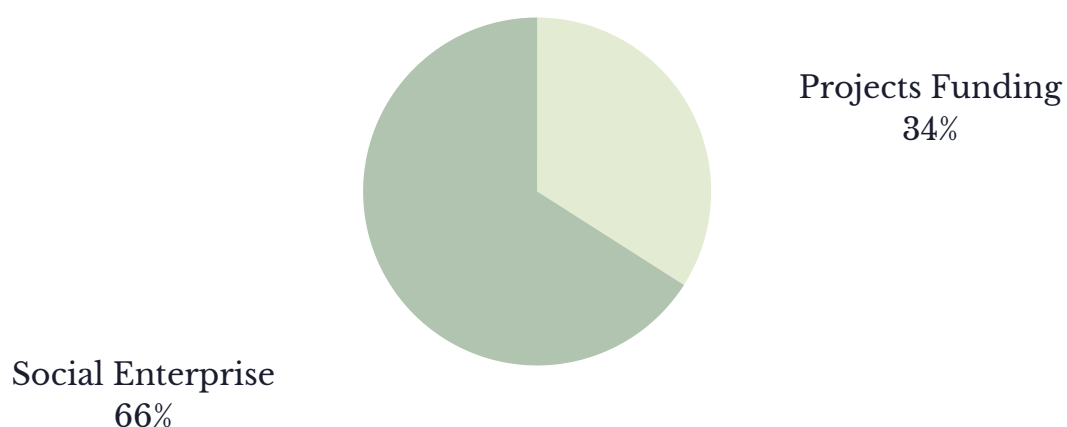
ACCOUNTING & FINANCE

In 2020 we made major changes to our operations which lead to a 37% decrease on our operational cost to ensure we are more sustainable and efficient in delivering our programs. On top of that, we acted upon recommendations from the 2018 audit report which helped to have strong financial management.

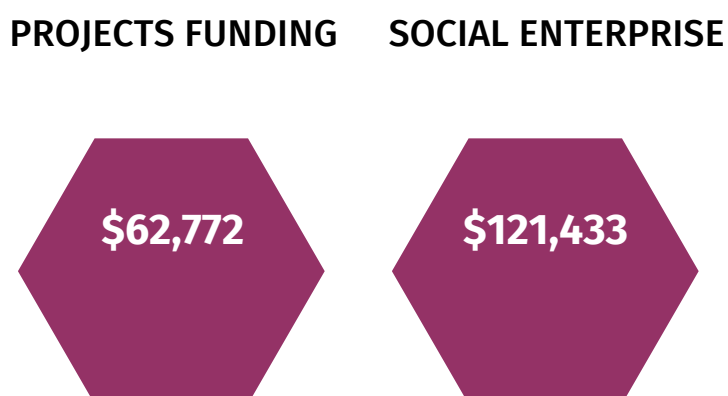
Our 2019 audit was done in May 2020 and we obtained our 2020 tax clearance certificate after submitting the final reports and returns to Tanzania Revenue Authority (TRA). 2020 audits will commence in April 2021 and the final report submitted to the board and later TRA and Below is the high-level summary of our 2020 financial report for the year ending Dec 2020.

MAIN SOURCES OF INCOME

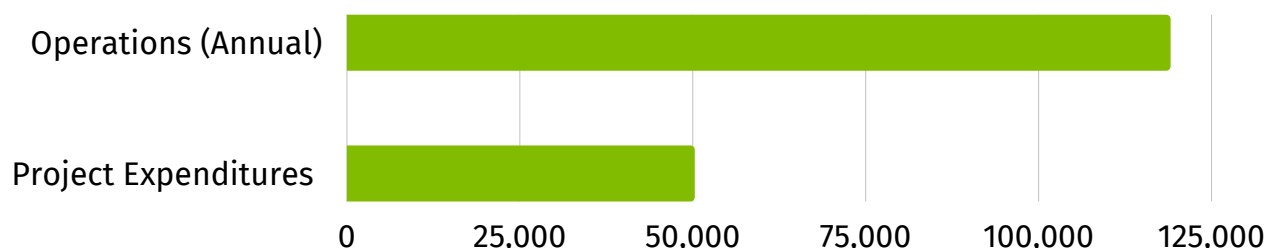
Covid19 lead to delays and suspension of many of our projects which affected our finances.



Our social enterprise activities contributed about 66% of our total income despite a 40% drop from 2019 income. The decline was mainly caused by Covid19 which affected schools' financial capacity and increased computer prices due to large scarcity all over the world.



ORGANISATIONAL EXPENSES



NEW PROGRAMS & PRODUCTS

SECONDARY SCHOOLS DIGITAL CONTENT

We have secured curriculum-aligned digital content for secondary schools from teachers and through the help of a volunteer teacher, all arts subjects have been reviewed and integrated into an online learning management system.

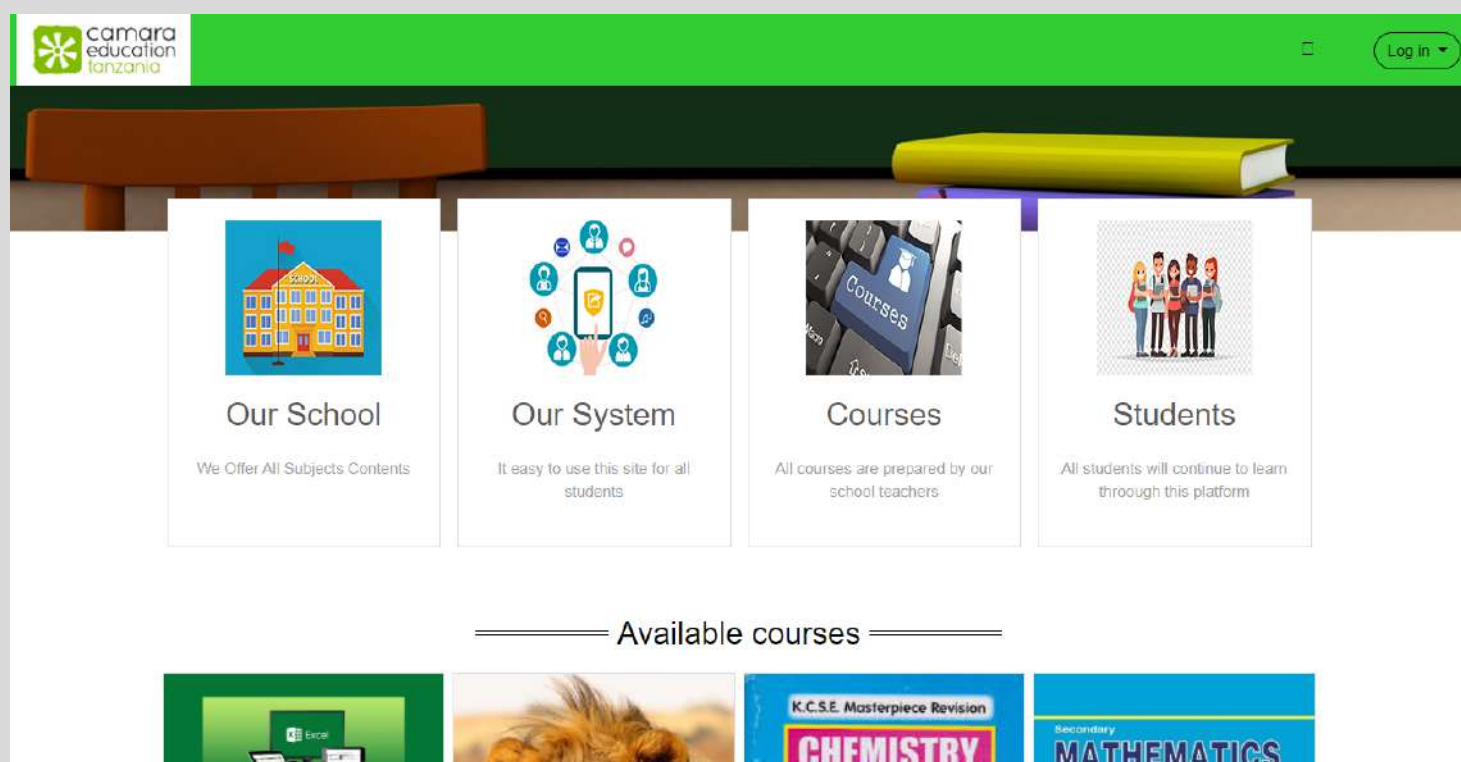
We are planning to have a science volunteer teacher for reviewing science subjects from early next year and we will then use the content in our secondary schools. We have submitted a proposal to the CISCO foundation requesting funds to develop animations and other interactive digital content to add to what we have.

LEARNING MANAGEMENT SYSTEM

We have developed a learning management system for educational institutions to host their digital learning resources.

This platform was piloted in two teachers' training colleges and the feedback from this pilot allowed us to develop the second version of the platform.

The platform will be offered as a product to educational institutions as well as one of the crucial components in different projects we will be implementing in 2021 and beyond.



ENDORISING THE PRINCIPLES FOR DIGITAL DEVELOPMENT



"The goal of the Digital Principles is to use the hard-won knowledge of the community to make all of our projects better."

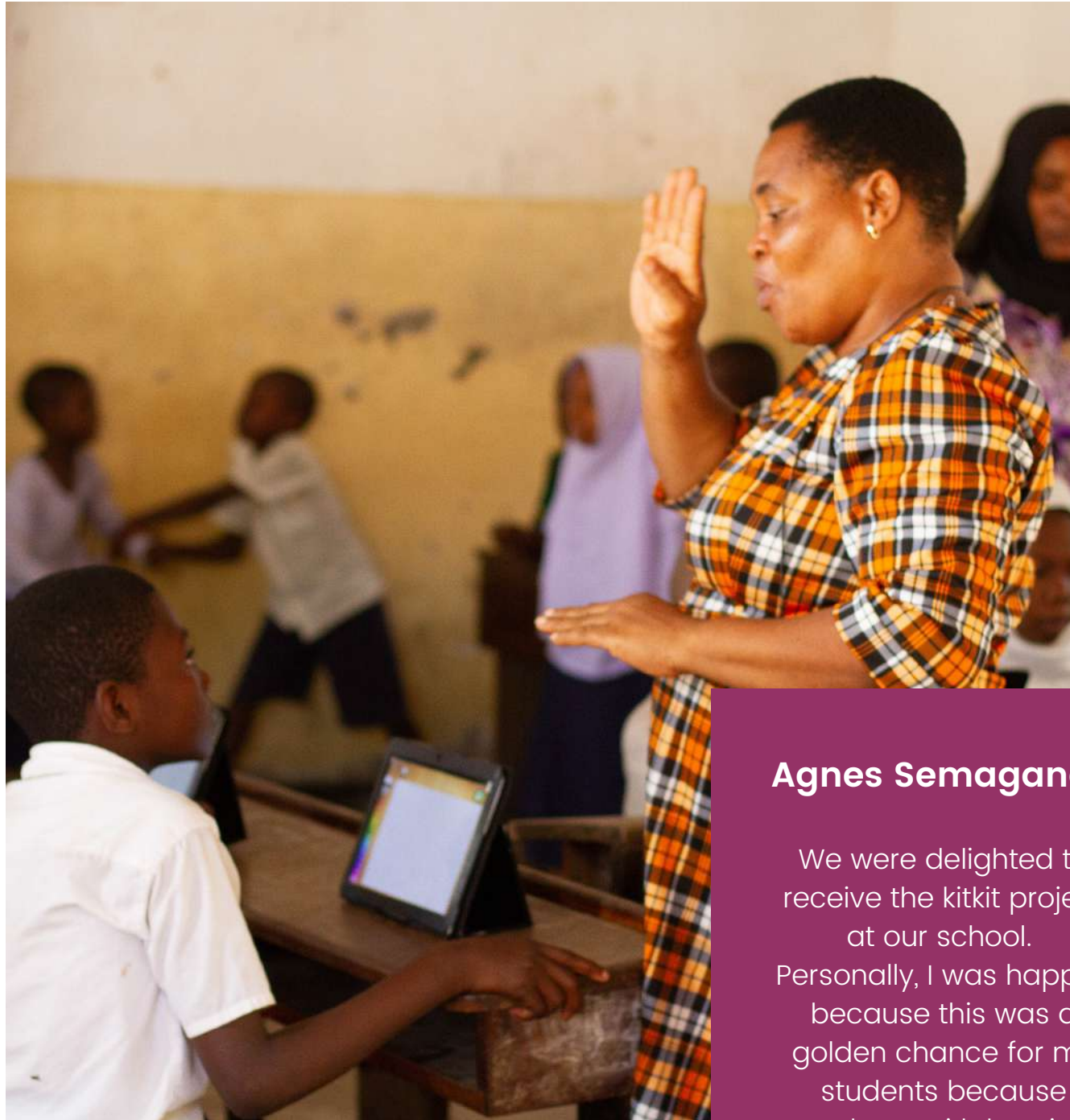
In 2020, we endorsed the digital development principles, a set of living guidance intended to help practitioners succeed in applying digital technologies to development programs.

Our staff received online training on the use of digital principles and its application in project design and implementation.

We joined with other non-government organizations in the use of the best practices in implementing development projects to ensure high-level standards in project design and implementation.

We will be applying digital development principles in all our programs to ensure success.

2020 STORIES



Agnes Semaganga

We were delighted to receive the kitkit project at our school. Personally, I was happier because this was a golden chance for my students because students with hearing disabilities understand more by looking at pictures, animations and videos.

Batuli Bwagunzo,
Teacher, Twiga Primary School,

"Some students had low attendance but since the introduction of Kitkit students are now attending classes and studying hard with Kitkit. A lot of students are happy when they open numeracy games especially the game of counting stars because it teaches them to count in form of a song"



LETTER TO MYSELF 10 YEARS TO COME

Student, Sokoine Primary School
Discover Learning Project

"I would like to be a scientist, and particularly a doctor. I would like to make my mother proud and to help my family and community. I would like to have a beautiful house, a great family, and a good life for myself, my siblings, parents, and other extended relatives."



Jacquiline Chaula, Teacher,
Chadulu Primary School

The training I got from Camara inspired me to take action during the Covid19 school closure and organized a radio education program to help students in Dodoma municipal learn at home. This is one of the greatest achievements in my carrier.



2020 IMPACT & LEARNING

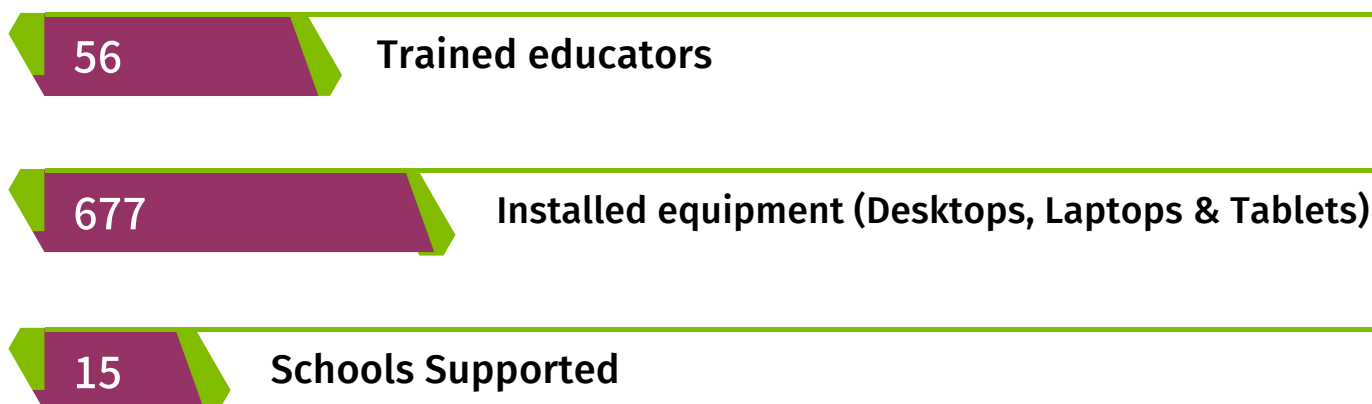
Despite all the challenges we faced in 2020 due to Covid19, we were able to impact thousands of learners and help them improve their education outcomes using technology, These were achieved through different programs we implemented in 2020 through donor funding and social enterprise activities. Below is the summary of the overall outcome of our programs and the key challenges we faced in 2020.

6012

New Learners Impacted

The total number of learners who benefit from our 2020 programs and projects.

BREAKDOWN



KEY CHALLENGES:

Covid19

School Closure for three months & Project Postponment

Hardware Sourcing

Due to Covid19, it was hard to secure hardware and the price raised for 40%

Sales Decline

Covid19 affected schools financial capacity hence less investment in edTech solutions which affected our social enterprise activities.

2020 IMPACT & LEARNING

As a snapshot, the following shows a total score of each subject for the **KitKit project** aimed at **improving literacy & numeracy**. Taking an example of Grade three who spent the most time and progressed the most in the curriculum.

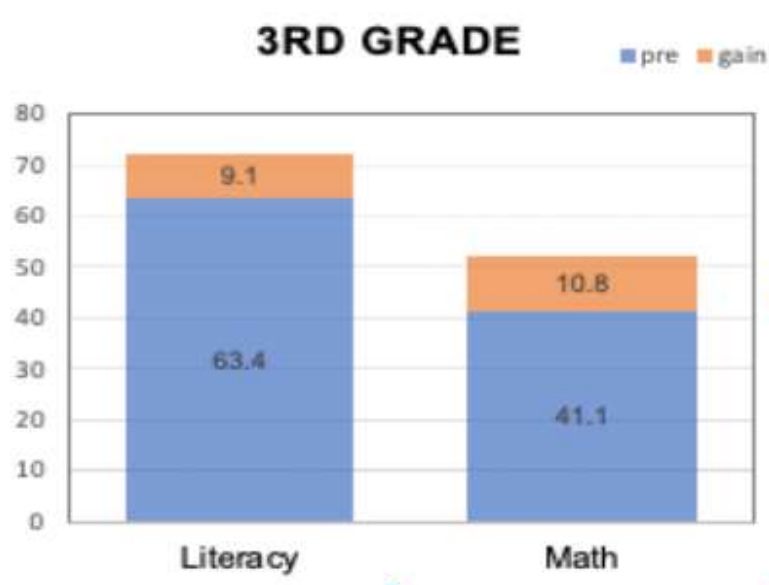
Teachers described participating students as 'struggling students' who are not willing to spend time to learn and do not attend classes, but their learning gains were from most areas of Literacy and Math.

PLAY TIME (MIN)

1118

In a 2-month intervention, children played Kitkit school for 1118 mins on average

Overall Learning Gain



Before the intervention, 3rd graders had difficulty in the following areas (as described by teachers):

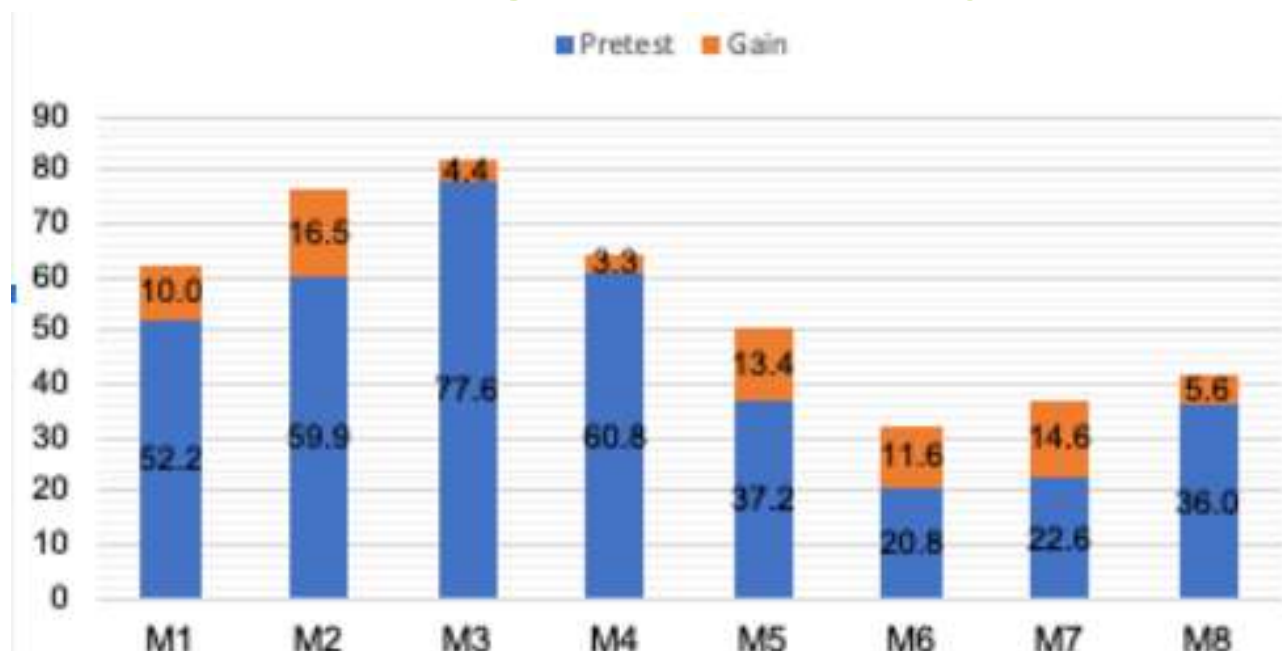
- Counting numbers up to 1000
- Knows sound but can't write or identify numbers
- Identifying Missing numbers
- Word problem

The post-intervention score shows that students mostly improved in:

- Counting (M1)
- Number identification (M2)
- Missing numbers (M7)

Also, their operation skills (M5: addition, M6: subtraction) improved.

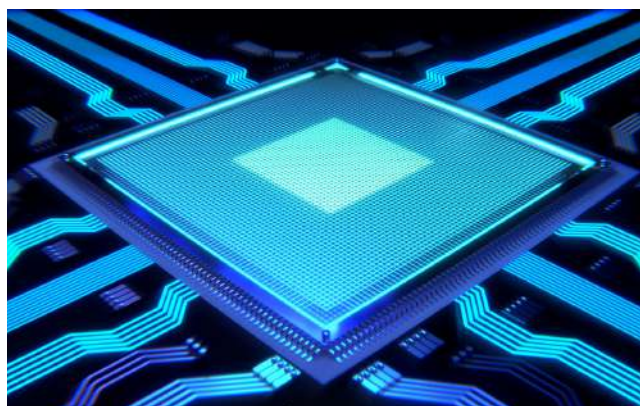
Learning Gain: Numeracy



2021 Plans

LOOKING AHEAD

Learning from what we experienced in 2020, we aim to strengthen our programs in 2021 to ensure we have more resilient and impactful projects and streamline our operations to cope with Covid19 challenges in hardware sourcing and project funding. Thus, in 2021, our strategy focuses on 3 key areas:



OPERATIONS

- Process mapping to eliminate waste
- Strengthen skills of our staff
- Efficiency resource utilization

FUNDRAISING

- Long-term relationship with donors.
- Effective use of digital platforms.
- Transparency & compliance



PROGRAMS

- Complying with international standards
- Sustainability & Scalability at the core
- Measure & acting on our impact

With support from our staff, board of directors, donors, partners, beneficiaries, and other stakeholders, we aim to impact more learners in 2021 and carry on our mission of transforming education using technology to empower disadvantaged students.

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2020 Annual Report

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