camara education Tanzania

ANNUAL REPORT

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2024

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2024 Reflection
A Word from Our Country Lead
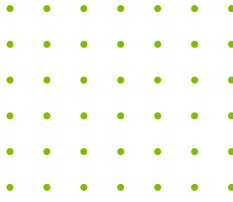
Let's Navigate Success Digitally!

In 2024, Camara Education Tanzania continued its mission to transform education through technology, impacting students and teachers across the country. Our efforts focused on providing digital resources, training educators, and fostering sustainable digital learning environments in schools.

Digital Learning Centers in 24 Schools...

Through the Nasoma Project, we advanced our five-year plan to support 75 schools by setting up computer labs, training teachers, and equipping students with digital skills. This year, we successfully installed Digital Learning Centres in 24 schools, empowering thousands of students with access to quality digital education. We worked closely with the Ministry of Education, Science, and Technology (MoE) and TAMISEMI, ensuring alignment with national education priorities.

Significant milestones included the installation of fully-equipped computer labs in multiple regions, improving ICT access for students and teachers. We conducted digital literacy and pedagogy training for over 800 teachers, enhancing their ability to integrate technology into classrooms. Over 17,000 students gained access to digital learning resources, allowing them to prepare for academic and professional success. We strengthened local partnerships with Songas, and Helios, leading to critical funding for school projects. Also, we expanded programmes to promote gender inclusion in technology education with support from Rosecode and Meadlock.

Camara Education Tanzania actively contributed to national discussions on edtech policies and strategies, ensuring our interventions align with the country's digital education goals.

We remain committed to expanding our reach and strengthening our impact. With a clear roadmap for the next phase of the Nasoma Project, we aim to support an additional 15 schools in 2025, furthering our vision of creating sustainable digital learning environments in Tanzania.

Dayani Mbowe
Country Manager

Our 2024 Coverage Across the Country

We installed Digital Learning Centres in 24 schools across 15 regions and supported 50+ schools across 25 regions of Tanzania mainland and Zanzibar.

Coverage	Schools	Projects
16 Regions	24 Secondary	4 Years

Nasoma Schools

Nasoma schools are spread out in all 11 educational zones per our MoU with the government. These schools are selected by the ministry based on the need and priority of the govement.

Other Project Schools

For non-Nasoma projects, schools are selected by the project donor from a pool of needy schools populated by Camara or based on donor interest or area of operations.

Nasoma Project

We are proud to commence the Nasoma Project, a transformative initiative to reshape Tanzania's educational landscape. The project seeks to equip 75 secondary schools nationwide with fully operational Digital Learning Centres (DLCs) over five years.

Each DLC have a 25 desktops, one classroom server, a local area network (LAN) and necessary power infrastructure. Curriculum-aligned Offline Digital Learning resources (Books, notes, past papers, apps, videos etc) will be loaded in each DLC computer, ensuring students and teachers have access to quality learning resources.

Nasoma Vision

The Nasoma Project aims to bridge the digital divide in Tanzania's education system, particularly in underserved and rural schools. Our partnership with the Ministry of Education, Science and Technology (MoEST) and the President's Office, Regional Administration and Local Government (PORALG) has been instrumental in ensuring that this initiative is aligned with national education priorities and reaches schools in need.

75 Schools   **11 Regions**   **5 Years**

Nasoma Package & Its Delivery

Addressing Edtech Integration Challenges

The project aims to scale and strengthen Edtech integration while building a sustainable model to ensure long-term impact for the beneficiary schools. This is achieved through four major project components, outlined below:

Digital Learning Centres

- Renovation (Window installation, Security bars, Painting etc)
- Power Upgrade (Sockets, AVS)
- Local Area Network Installation

Equipment Installation

- Installation of computers
- Server & Network Configuration
- Upgrading Existing ICT Equipment

Capacity Building

- Teachers Capacity Building
- Edtech Leadership Workshop
- Students Awareness Training

Support & Scale

- Remote Technical Support
- Maintenance & Repair
- Refresher Training
- Local Technician Engagement

NASOMA NUMBERS

520	106	375
Teachers Trained	Leaders Trained	Computers Installed

01. Project Launch

The launch of the first digital learning lab at Mnadani Secondary School was a significant milestone for the Nasoma Project. This event, attended by representatives from MoEST, PORALG, and Camara Education Tanzania, marked the beginning of a nationwide initiative that is set to transform secondary education in Tanzania.

02. Commitment to Long-Term Impact

The Nasoma Project is not just about providing technology to schools; it's about fostering a culture of innovation and continuous learning. Our support does not stop at installation. We provide ongoing training for teachers and ensure the maintenance of the DLCs for four years.

2024 Projects
WAGE - Women and Girls Education

Navigating the Digital Frontier

In February 2024, Camara Education Tanzania hosted a dynamic group of eight women from Ireland and England as part of the Women Advocating for Girls' Empowerment (WAGE) initiative. These passionate women embarked on a transformative fundraising journey with the shared goal of enhancing educational opportunities for girls across Tanzania.

Girls Impacted

65%

In all 10 schools funded by WAGE, 65% of the beneficiary students are girls. They now have access to digital learning resources, skills and knowledge on how to utilise them for improving their educational outcomes.

United by One Mission

The WAGE group, comprising professionals from various fields, united to support girls facing educational barriers. Their main goal was to help bridge the digital divide in Tanzanian schools by establishing Digital Learning Centres (DLCs) in collaboration with Camara Education Tanzania. They identified 10 schools needing digital resources and aimed to co-fund a DLC for each.

Through creative fundraising efforts like drama nights and poetry readings, WAGE successfully raised the necessary funds. Their mission emphasized the transformative power of education for girls facing unique challenges. The group's visit to Tanzania allowed them to connect with students and teachers, reinforcing their commitment to making a lasting impact on girls' education.
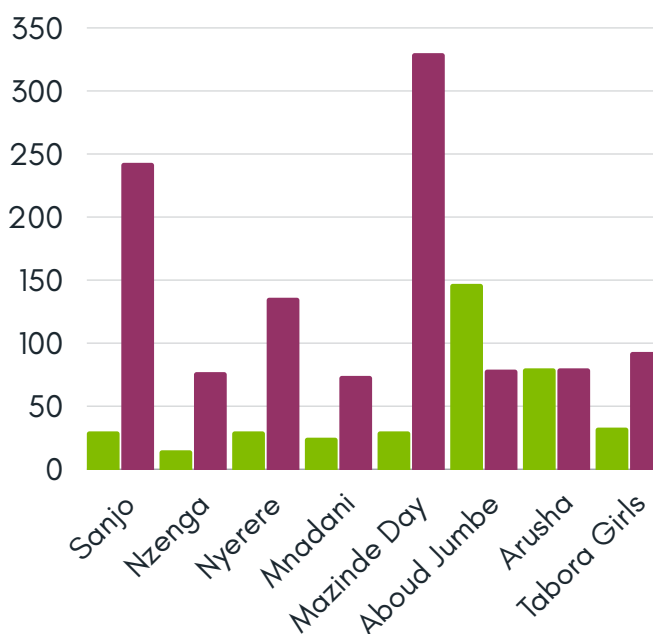
Songas: Transforming Rural Schools
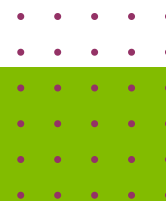
CSR EdTech investment

In 2024, through its Corporate Social Responsibility (CSR) initiative, Songas played a pivotal role in expanding digital education by funding the establishment of fully equipped computer labs at Mwinyi and Msafiri Secondary Schools in the Coast region.

This partnership has significantly improved access to technology, empowering both students and teachers with essential digital skills.

Mwinyi Secondary School

With Songas' support, Mwinyi Secondary School successfully trained 22 teachers, benefiting over 1,800 students. Prior to this intervention, ICT was largely theoretical, as students had limited access to computers. The new lab has transformed the learning experience, enabling hands-on digital training and increasing student engagement in ICT subjects.

A teacher from Mwinyi reflected on the impact: "*Before the lab, our lessons were purely theoretical. Now, students engage in practical ICT applications, which has boosted their understanding and interest. More students are now eager to take ICT as an exam subject, and our teaching has become more effective.*"

Msafiri Secondary School

At Msafiri Secondary School, 34 teachers were trained, benefiting 1,548 students. Before the lab installation, students had minimal exposure to digital tools, limiting their ability to develop essential ICT skills. The new facility has provided them with access to digital content, research opportunities, and hands-on learning experiences that were previously unavailable.

A student from Msafiri shared their experience: "*Using computers for learning has made school exciting. I can now research topics, practice typing, and explore subjects beyond the textbook. This lab has given us an opportunity we never had before.*"

56 Trained Teachers   **3,348** Students Impacted   **56** Computers Installed

The partnership with Songas has enhanced schools by integrating technology and establishing a sustainable foundation for digital learning. This collaboration helps bridge the digital divide and equips students with essential technology skills, demonstrating how strategic partnerships can effect positive change in education.

Helios Towers: Bridging the Digital Divide

Future-Ready Schools

In 2024, with funding from Helios Towers Tanzania, Camara Education Tanzania supported Endevesi Secondary School and Chinangali Secondary School by equipping them with digital learning resources. This is a continued partnership that has already supported four schools.

This initiative significantly benefited 4,220 students and 51 teachers in 2024 by enhancing digital literacy, teaching methodologies, and integrating ICT into school administration.

Both schools have successfully introduced the subject of Information and Communication Studies (ICS), allowing students to develop critical digital skills and participate in national ICS examinations.

Digital Access, Brighter Future for Youth

ICT clubs have been established, providing students with a hands-on learning environment to explore technology, develop problem-solving skills, and foster innovation. Teachers have also received comprehensive ICT training, enabling them to incorporate digital tools into their teaching and better support students in an increasingly technology-driven world.

This funding from Helios Towers Tanzania aligns with their commitment to supporting communities where their infrastructure is located, ensuring that schools in these areas receive the resources needed to bridge the digital divide. This initiative has empowered both students and teachers by providing access to technology and training, creating opportunities for a brighter future.

Camara Education Tanzania remains dedicated to expanding ICT access and digital education nationwide. This support represents a critical step toward our broader mission of ensuring every student has the tools and skills to succeed in the digital age.

51 *Trained Teachers*

4,220 *Students Impacted*

52 *Computers Installed*

Programs Update
ICT Clubs

In 2024, we made remarkable progress in advancing digital literacy and fostering technological skills among students by establishing 14 new ICT Clubs across schools we support in Tanzania. These schools include Mazinde Day, Shinyanga, Gallapo, Bwiru Girls, Tabora Girls, Tabora Boys, Luagala, Msafiri, Mwinyi, Nzega, Sanjo, Arusha, Aboud Jumbe, and Mandera Girls Secondary Schools. Through these clubs, students are empowered to cultivate their ICT skills and ignite their passion for technology, preparing them to excel in an increasingly digital world.

Our ICT Clubs go beyond basic skill acquisition, serving as vital platforms for academic growth and digital inclusion. In 2024, 14 students from Jamhuri Secondary School confidently sat for their Form Four ICT National Exam in the computer lab we established, demonstrating the positive impact of digital access and tailored training on educational performance.

Our programme continues to shape the future of young tech enthusiasts. Mahmoud Mohamed Tamimu, a former member of the Diplomasia ICT Club, pursued his passion for technology by enrolling in Physics, Mathematics, and Computer (PMC) at Tambaza High School. His inspiring journey highlights how early exposure to ICT can shape career choices and motivate the next generation of technologists.

Other EdTech Programmes

Mobile Learning for Rural Schools

In partnership with So They Can, a Mobile Learning Program was launched in 16 primary schools in the Manyara region, benefiting 136 teachers.

This initiative trained educators to integrate smartphones and tablets into their teaching, enhancing instruction, engagement, and personalized learning. By improving digital literacy, it empowered teachers to use modern technology and helped bridge the digital divide, providing remote schools with access to innovative learning tools.

Digital Learning Centres Maintenance

In 2024, we carried out preventive and corrective computer maintenance in 11 schools across Dar es Salaam and Pwani regions. These schools had previously received ICT support, and our continued maintenance ensured the functionality of digital devices, minimizing disruptions in the learning process.

By preserving the longevity of the equipment and enhancing the overall learning environment, this initiative allowed students and teachers to fully utilize digital resources. We remain committed to providing ongoing support to maximize the impact of ICT integration in education.

Matha H. Andrea, Teacher, Sora Primary School,

"The training has completely changed the way I teach. I can now use my phone to explain concepts more clearly and keep my students more engaged. The mobile tools help me personalise learning and reach each student more effectively."

Other EdTech Programmes...

Strengthening EdTech Leadership

Institutional Transformation

In 2024, we successfully launched a new training for school leaders (EdTech Leadership) and delivered it to173 leaders from 24 supported schools. This training focused on empowering school leaders (Head of School, Deputy, Parent Representative, Board Members, Local Education Officials etc) to promote and integrate ICT within their institutions.

Sustainable EdTech Integration

The program provided participants with essential knowledge and skills to drive technological adoption, emphasising the critical role leadership plays in fostering an environment where ICT can thrive. By strengthening leadership in this area, the training has contributed to enhancing the teaching and learning experience across schools.

Empowering Leaders

Ivona Louis, A participant from Tabora Girls Secondary School shared, *"This training has empowered me to lead the ICT integration process at our school. I now feel more confident in supporting teachers and students as they embrace technology in the classroom. The knowledge I gained will help us build a future-ready school."*

We utilised the TPACK model (Technological Pedagogical Content Knowledge), which provided teachers with a comprehensive approach to incorporating technology in their classrooms. This model ensures that educators are equipped with the tools to create dynamic, engaging, and effective learning environments by blending technology with pedagogy and subject content.

Transforming Biology Lessons with EdTech

Flora Mwakijagira
Biology Teacher, Chinangali Secondary School,

Madam Flora Mwakijagira, a Biology teacher at Chinangali Secondary School, has experienced a transformation in her teaching methods since the installation of the Digital lab. With access to digital tools and interactive educational content, she now vividly visualises complex biological concepts, making lessons more engaging and easier for students to understand.

The integration of technology has not only enhanced student comprehension but also improved overall academic performance in Biology. Madam Flora finds grading more efficient, allowing her to dedicate more time to personalised student support.

From Curiosity to Confidence: A Student's Digital Journey

31%

Our baseline assessment showed that 31% of students had never used a computer, and 62% of those with prior experience accessed them mainly at school, highlighting that Camara DLCS are often their first structured digital exposure. In 2024, we reached 17,634 students through ICT awareness sessions to promote technology's role in learning.

Ahmed Majid Suleiman, A student from Shinyanga Secondary School, shared, *"The ICT training opened my eyes to how technology can support my learning. I now see how it can make studying easier and more engaging."*
This initiative has been impactful, equipping students with the awareness and foundational digital skills necessary to succeed in the tech-driven world ahead.

Admin & Compliance

Human Resource

Our team has exceeded expectations despite changes in staff, with two staff members leaving and three new members joining. We benefited from the contributions of consultants, volunteers, and interns who brought enthusiasm to projects like school maintenance, content mapping, and equipment processing.

Audits

In March 2024, we completed the 2023 audit for Camara and submitted it to the Tanzania Revenue Authorities (TRA). We obtained tax clearance and renewed our business license, ensuring compliance in all operations.

Board Meeting

Four board meetings were held on schedule, approving the annual budget and key activities. The board reviewed reports, offered guidance, and made decisions on major issues like donor agreements and government partnerships.

NGO Registrar

We submitted all quarterly reports to the NGO registrar as well as annual NGO reports for 2023. We also submitted donor funding agreements and paid NGO annual fees on time.

Our team achieved major milestones, including upgrading our digital content repository and exceeding our annual training targets. Our achievements in 2024 were based on our team's camaraderie and mutual support.

Financial Highlights

In 2024, Camara Education Tanzania continued to implement strong financial management practices to ensure the effective and transparent use of resources in line with our mission to transform education through technology. Our financial position in 2024 improved significantly compared to 2023, thanks to our donors, funders and partners. This has allowed us to scale our work and impact more learners.
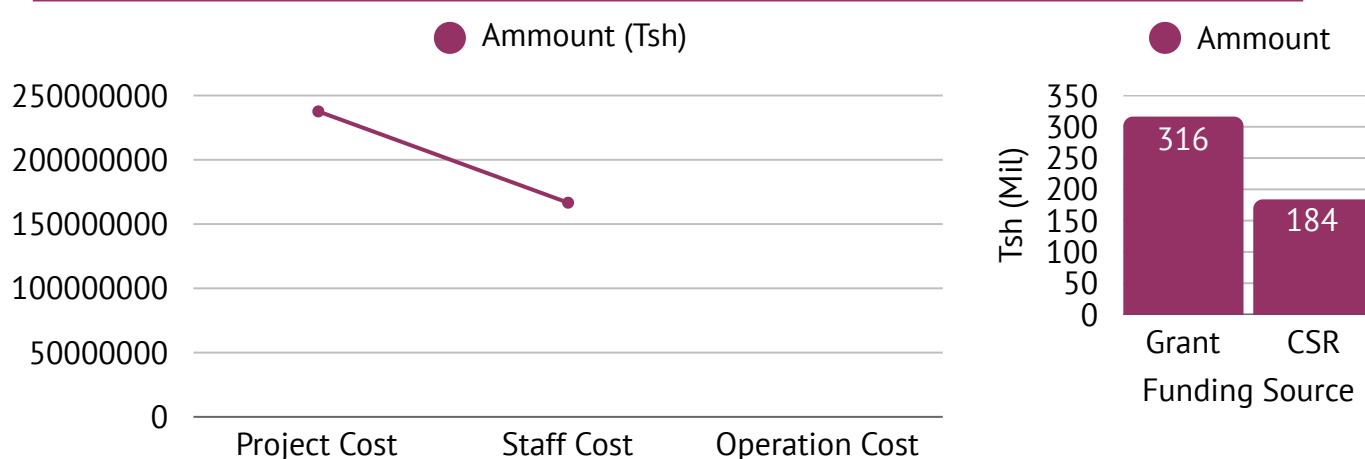
As presented on the graphs above, the majority of our spending is directed towards project implementation, human resources, and operational support. As the numbers below indicate, we maintained financial stability throughout the year. Looking ahead, we remain committed to improving cost-efficiency, diversifying our funding sources, and strengthening financial systems to support the long-term sustainability of our programmes.

Assets	Equity & Liabilities	Cash & Equiv
63,354,369/=	63,354,369/=	32,053,763/=

Monitoring Evaluation & Learning

Our monitoring, evaluation and learning focuses on the output of our activities, outcomes and impact of our programmes in transforming teaching and learning. From how many teachers we have trained to students performance on national ICT exam, we asses how our programs have transformed teaching and learning within four years of intervention in each school.

Capacity Building

219 School Leaders

869 Teachers

17634 Students

Equipment

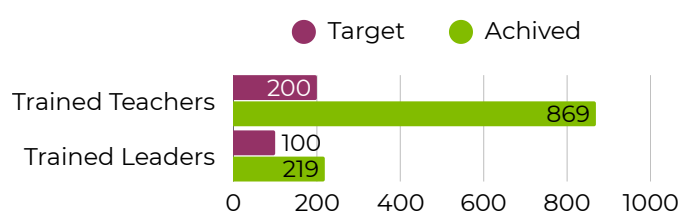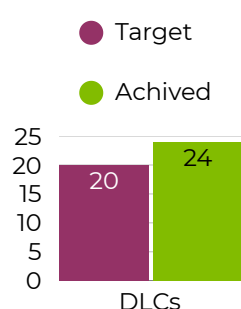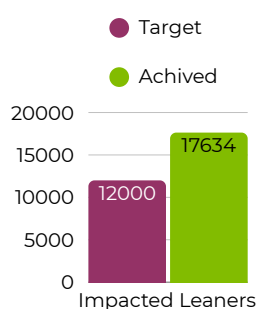| 🖥️ Desktops	**695**
💻 Laptops	**321**
🗄️ Servers	**27**
🔗 Network	**24**

The two data cards above give an overview of what we achieved in 2024 due to our activities. From right to left, the graphs below indicate how we surpassed our 2024 targets in Digital Learning Centres installed, training targets (teachers & school leaders) and impacted learners (direct and indirect). We exceeded all of our key outcome targets, marking a significant milestone in our mission to enhance educational experiences through technology. Our efforts have not only led to the successful installation of state-of-the-art Digital Learning Centres but also empowered educators and school leaders with the necessary skills to foster an innovative learning environment.

The increase in trained teachers and engaged students demonstrates a positive ripple effect across the educational landscape, enhancing both the quality of teaching and student performance. This success is a testament to our commitment to driving meaningful change and highlights the dedication of everyone involved in this transformative journey.
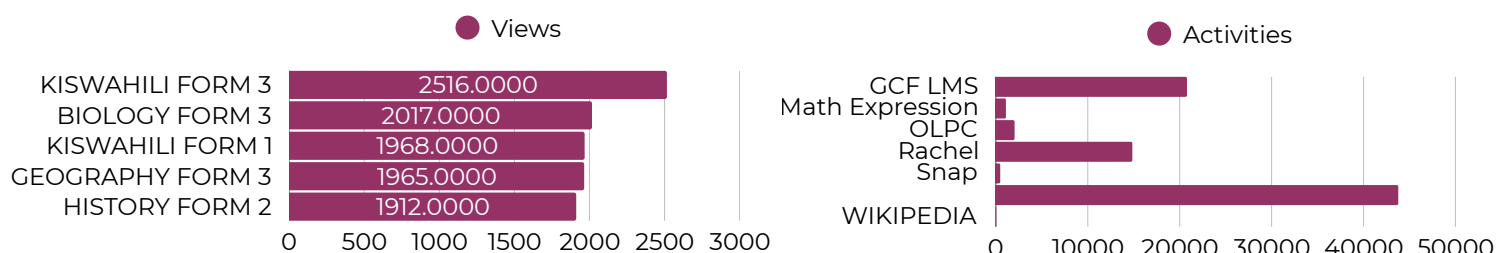
Impacted Leaners — Target: 12000, Achived: 17634

DLCs — Target: 20, Achived: 24

Trained Teachers — Target: 200, Achived: 869
Trained Leaders — Target: 100, Achived: 219

Monitoring Evaluation & Learning
Assesing Outcomes and Impact

One significant outcome of our DLCs is the use of computers monitored through in-house tracking software, which sends data to our cloud dashboard daily. The line graph below illustrates the total active usage hours for several schools in 2024.
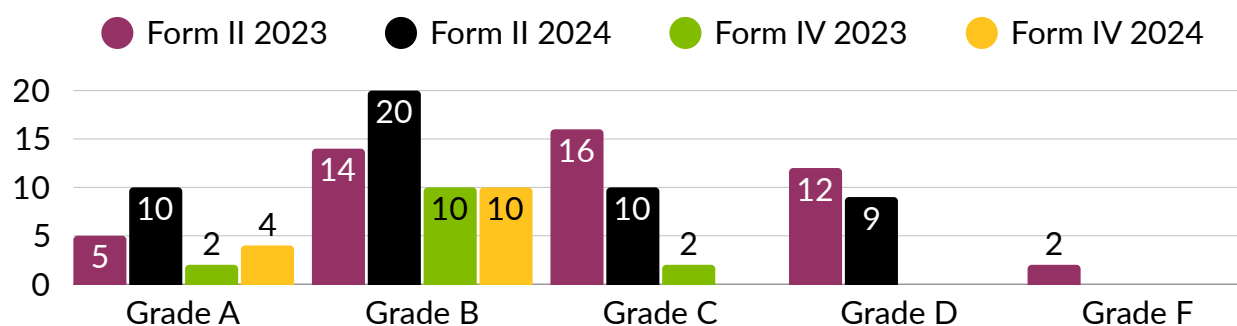

Usage Time (Hrs)
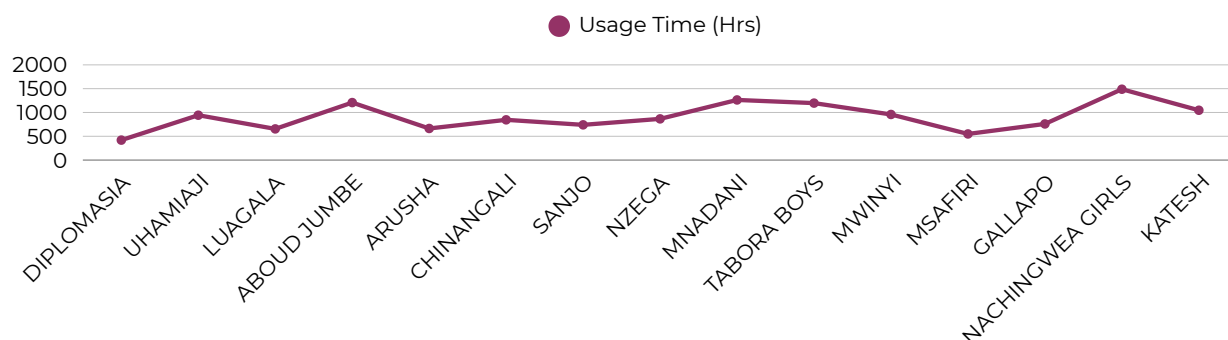
The two graphs below indicate how students have been using digital content loaded in the DLCs, one of the critical metrics in assessing outcomes of our intervention.

Views

KISWAHILI FORM 3	2516.0000
BIOLOGY FORM 3	2017.0000
KISWAHILI FORM 1	1968.0000
GEOGRAPHY FORM 3	1965.0000
HISTORY FORM 2	1912.0000

Activities

GCF LMS, Math Expression, OLPC, Rachel, Snap, WIKIPEDIA

Assessing Impact: Students' Digital Skills

50%

When evaluating the impact of our program, students' digital skills are a crucial metric that we track using various data points. One significant indicator is their performance in the ICT national exam. As shown in the example below, Jamhuri Secondary School saw a remarkable 50% increase in the number of students achieving an A in their national exams (Form II and IV) in 2024, along with a 25% increase for those scoring a B. Notably, there were no students who received an F in 2024, compared to two students in 2023. We implemented the Digital Learning Center (DLC) at this school in mid-2023, and the results have been tremendous in less than two years.

Form II 2023 Form II 2024 Form IV 2023 Form IV 2024

	Grade A	Grade B	Grade C	Grade D	Grade F
Form II 2023	5	14	16	12	2
Form II 2024	10	20	10	9	
Form IV 2023	2	10	2		
Form IV 2024	4	10			

Looking Ahead

As we look ahead to 2025 and beyond, Camara Education Tanzania is committed to building on the momentum of 2024 by scaling innovation, deepening impact, and strengthening sustainability across all areas of our work. A key part of this will involve introducing and integrating AI tools to enhance teaching and learning, support educators, and better equip learners with the skills needed for a rapidly evolving digital future.

Key Areas for 2025

Enhanced DLCs

- Upgrade Digital Learning Centers (DLCs) with Wi-Fi routers for internet access.
- Update DLC servers with STEM resources and curriculum-aligned materials.
- Launch an enhanced Camara portal (Nasoma) featuring hybrid LMS and pilot AI tools to improve learning outcomes.

Support & Engagment

- Enhance teacher support and stakeholder engagement via regular meetings and better communication with parents and partners.
- Empower school leaders to take ownership of EdTech initiatives for sustainable programs.
- Initiate training for ICT teachers on DLC maintenance.

Automation of Operations

- Implement a new management system for project management, performance tracking, training, and stock management.
- Establish a comprehensive MEL system and analytics to enhance impact assessment.
- Enhance team capacity with targeted training to boost performance and operational efficiency.

Quality & Reach

Our focus will be on enhancing the quality and reach of our Digital Learning Centres (DLCs), expanding our support and engagement with key stakeholders, and streamlining our internal operations through smart systems and data-driven decision-making.

Rooted to the Mission

These efforts are rooted in our mission to transform education through technology and ensure that every school we support is equipped not only with the tools but also with the knowledge and capacity to create meaningful learning experiences for students across Tanzania.

Our Journey So Far—And the Road Ahead

As we close the chapter on an impactful year, we are deeply proud of the milestones achieved in advancing digital education across Tanzania. From expanding the Nasoma Project and launching new digital learning labs to training hundreds of teachers and empowering thousands of students, our progress in 2024 was made possible through the huge dedication of our team and the invaluable support of our partners.

We extend our heartfelt gratitude to our donors, corporate sponsors, government stakeholders, school leaders, and community members who walked alongside us in this journey. Your collaboration, commitment, and trust have enabled us to make lasting strides toward a more inclusive, technology-enabled future for education in Tanzania. Together, we are not just bridging the digital divide, we are building pathways to opportunity, innovation, and lifelong learning.

As we look ahead, we remain committed to our mission to continue building on this momentum, ensuring that every learner has access to the tools and opportunities they need to thrive in an increasingly digital world.

Contact Us :

Phone Number
+255 758 396 600
+255 623 396 600

Email Address
tanzania@camara.org

Office Address
P O Box 13484,
Block 3, Plot No. 47,
Engaruka St, Kurasini, Dar Es Salaam