



Inception Report

LUPASO SECONDARY SCHOOL

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Prepared for:

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Contents

This report outlines the implementation process, key achievements, stakeholder engagement, and the immediate outcomes observed following the establishment of the Digital Learning Centre.

- Project Overview
- Installation
- Teachers, students & leaders training
- Monitoring and Evaluation
- Project Beneficiaries
- Project Launch
- Challenges and Solutions
- Next Steps
- Conclusion
- Appendix



Project Overview

On 28 May 2026, Camara Education Tanzania, in partnership with Helios Towers, officially launched a Digital Learning Centre (DLC) at Lupaso Secondary School in Masasi Rural District, Mtwara Region. The initiative was designed to address the school's limited access to ICT infrastructure and to enhance the quality of teaching and learning through technology.

Prior to the intervention, ICT studies at the school were largely theoretical due to the availability of only one computer and limited digital resources. Since introducing ICT as a subject in 2023, student enrolment has grown from 6 students to 14 students in 2026, demonstrating increasing interest in digital learning and highlighting the need for improved facilities.

The project equipped the school with 26 computers, a local offline learning server, a projector, a 55-inch smart TV, and a whiteboard, while also building the capacity of 14 teachers and 7 school leaders through comprehensive ICT integration training. The Digital Learning Centre now provides 409 students and 15 teachers with access to digital learning resources, creating opportunities to strengthen digital literacy, improve teaching practices, and prepare learners with skills relevant to the modern world.

Renovation & Installation

The Renovation process at Lupaso Secondary School lasted two days following the installation of the devices. The following activities were completed:

- Renovation included grilling and painting five windows, one grilled door and repainting of the laboratory and blackboard.
- Installation of four ceiling fans
- Installed cable trunking to protect network cables and improve safety.
- Installed 28 power sockets for all computer workstations.
- Set up a U-shaped network layout and connected all computers to the LAN.
- Configured the server and computers with offline learning resources, including Camara EdPortal, GCF Global, and W3Schools.

Additional visual documentation of the activity can be accessed through the links in the Appendix section of this report.



Teacher's Training

- A five-day teachers' training was conducted from 2–6 March 2026, reaching 14 teachers (12 male and 2 female).
- The training covered ICT Awareness, ICT Integration through the TPACK Model, Camara OS Features, Camara Portal, and basic Microsoft Word, Excel, and PowerPoint skills. At the end of the programme, teachers completed a feedback survey to assess the training's effectiveness, measure learning outcomes, and gather recommendations for future capacity-building activities.
- After the training session, Mr Marwa, Biology and Agriculture studies teacher, shared that **“Now, I can create engaging PowerPoint lessons that make my classes interactive, fun, and effective for students”**



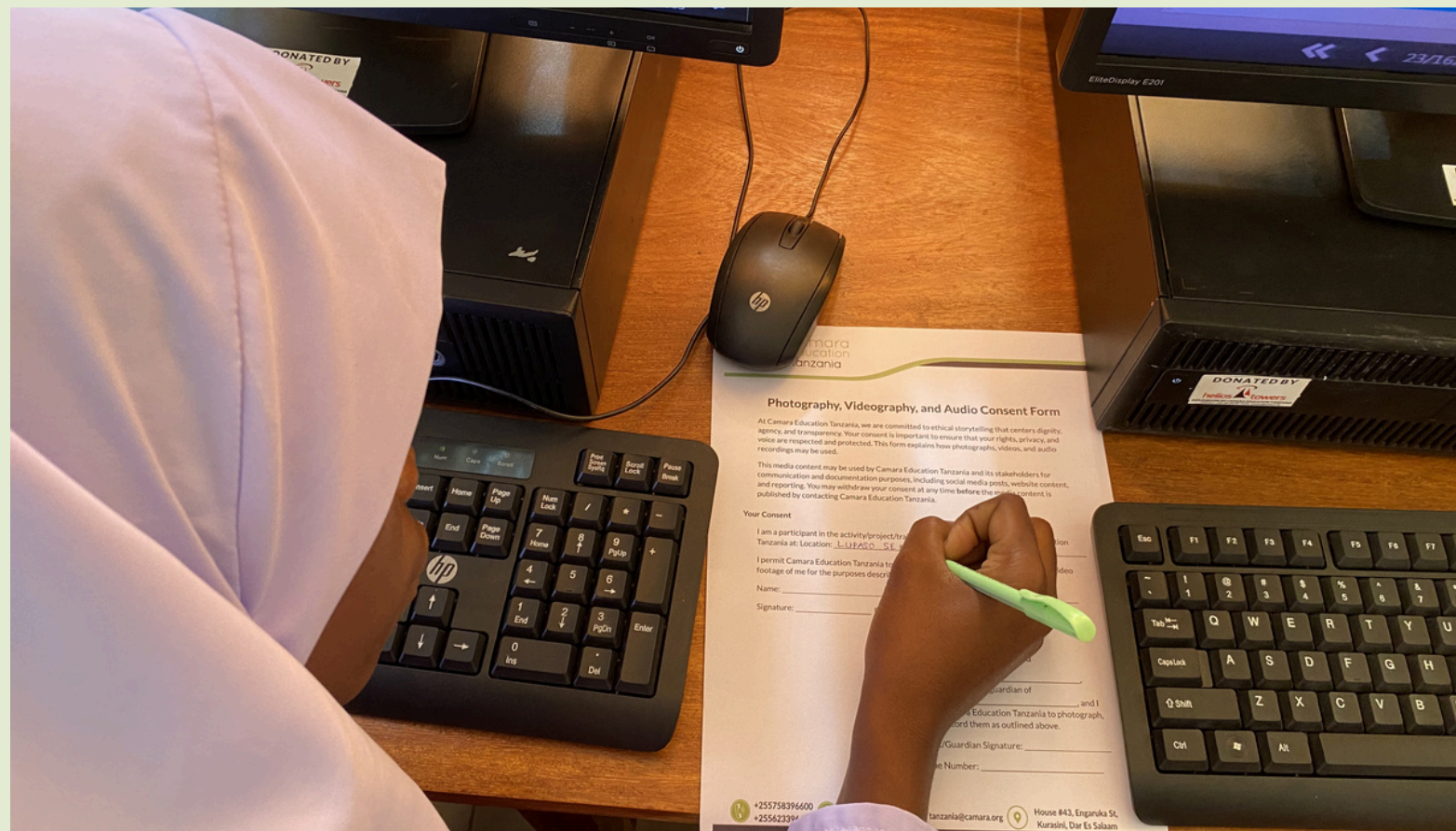
Leaders' Training

- The school leader training included 7 participants: the Head of School, the School Board of Directors, and Academic Teachers.
- The training focused on equipping school leaders with the knowledge and skills to plan and implement EdTech strategies within the school to improve education outcomes and ensure sustainability.
- Participants actively worked on preparing the school's EdTech plan for the next 12 months to guide the use of ICT.
- During the training, Madam Merina Millanzi, the headmistress, said, "***As part of the leadership team, we are committed to involving teachers and students to ensure the continued growth and success of this project.***"



* Students Techspire Training

- We conducted student training focused on ICT awareness and the importance of ICT in education, and we trained students to access learning resources, such as educational apps and textbooks, available on computers.
- The Students TechSpire Training reached 90 students, including 36 boys and 54 girls. The training focused on building ICT awareness and helping students understand the importance of technology in education and future careers.
- **“We thank Camara for providing us with these computers, now I can not mix the concepts of the periodic table in my chemistry exam”, says Africanus Matembo, a form four student**



Monitoring & Evaluation

The project adopts a structured Monitoring, Evaluation and Learning (MEL) framework to track progress, measure outcomes, and inform continuous improvement across all three schools.

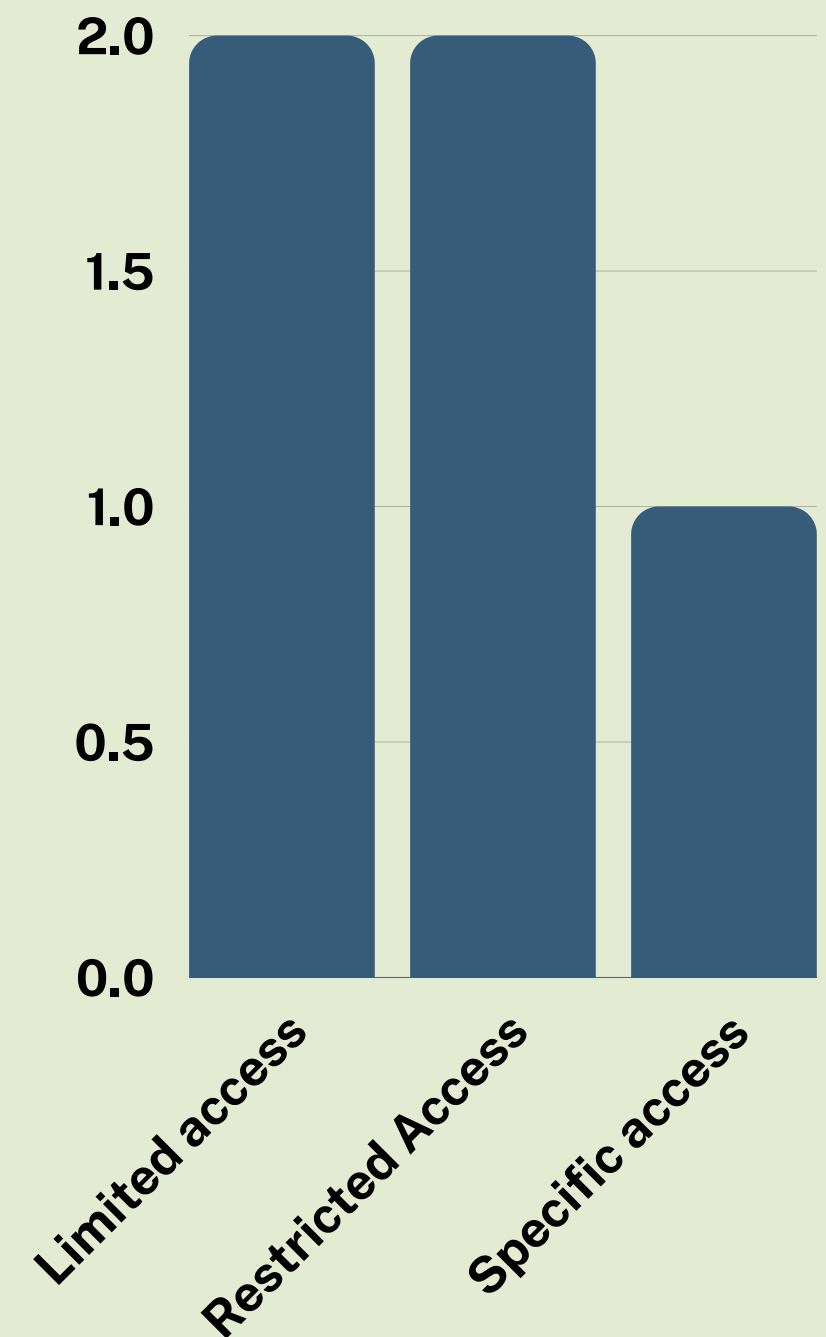
Monitoring will focus on the utilisation of ICT facilities, including DLC usage rates, frequency of student engagement, and integration of digital tools into teaching and learning processes.

- Before the Digital Learning training, teachers completed the baseline initial form to measure their understanding and identify the challenges they faced in integrating digital learning into their classrooms.

A snapshot of the finding in one of the questions,

- 40% replied that there are available ICT tools, but since they are shared among many teachers, the accessibility becomes limited.
- 40% replied that the ICT tools are available but very outdated, poorly maintained and damaged, making them difficult to use.
- 20% replied that the ICT tools are only provided for specific subjects, such as Science and computer studies.

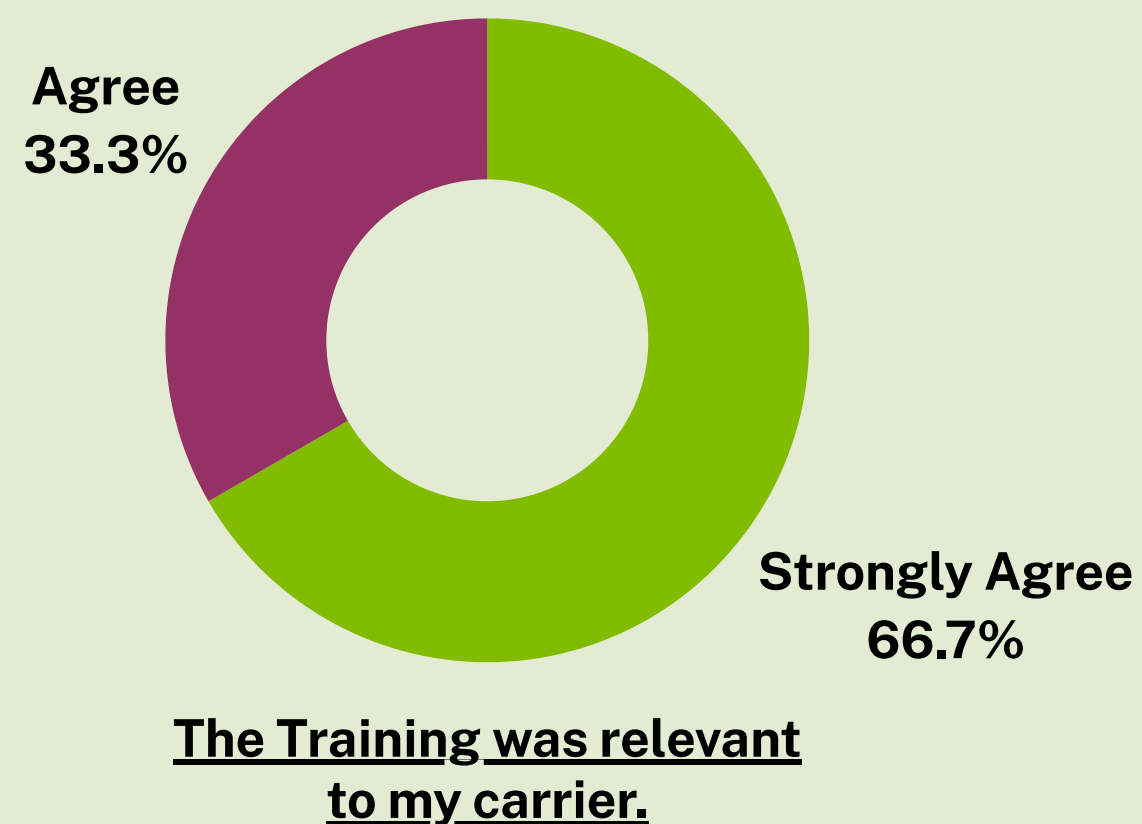
This assessment helped us tailor the training to teachers' needs.



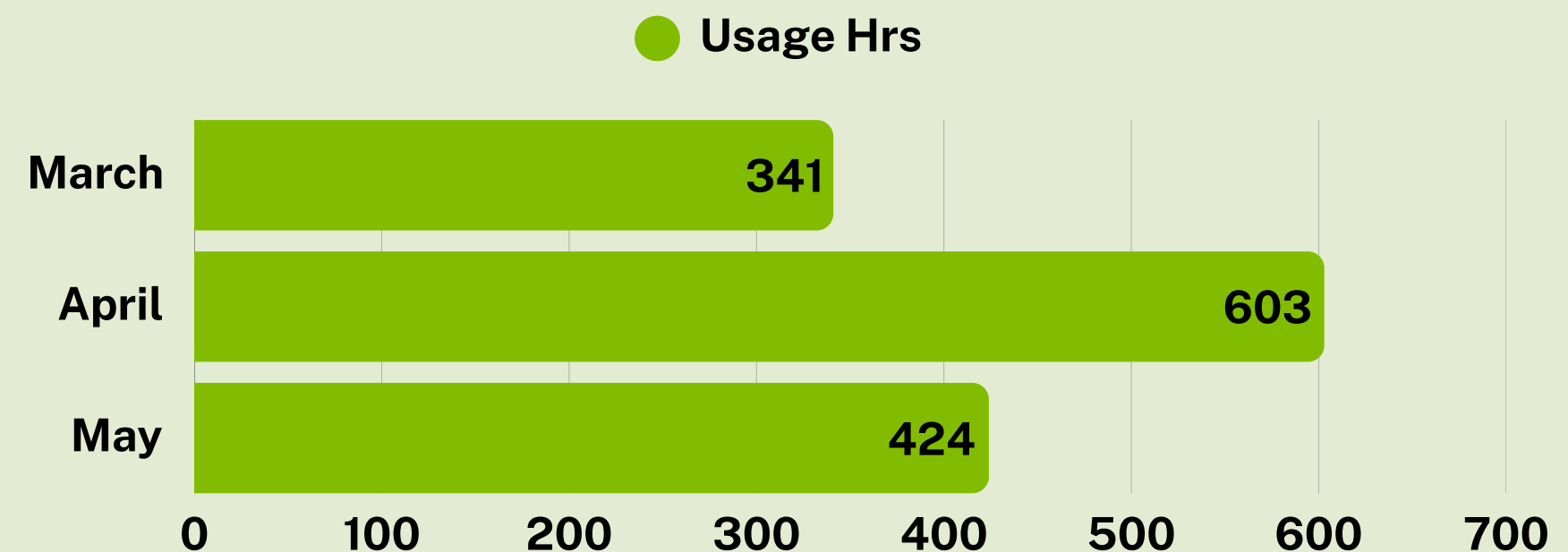
Monitoring & Evaluation...

- Official usage of the ICT lab commenced in March 2026, following comprehensive training sessions for both teachers and students. The excitement around the Digital Learning Centre was palpable among all participants, highlighting a surge in academic and program-related activities.
- We have been monitoring computer usage since the lab opened in March, and the data collected over the past three months has been remarkable. School leaders have received training in EdTech management skills to ensure these computers are properly maintained, ensuring their sustainability for future generations.
- An assessment conducted after the training confirmed that the content was highly relevant to teachers, as illustrated in the donut chart below on the left.

For additional data regarding the activity baseline, please refer to the links provided in the Appendix section of this report.



Computer Usage for The First Three Month



* Project Beneficiaries

Project Beneficiary 2026

Form 1 = 100

Form 2 = 91

Form 3 = 127

Form 4 = 91

Total = 409

ICT CLUB INTRODUCTION

We established an ICT club with 25 members, all ICS takers, including 4 from form two, 15 from form three, and 6 from form four. After completing form one registration, members will also be included in the ICT clubs.

Led by the ICT teacher and student leaders, the club shall monitor attendance, document activities, and review progress to support its long-term sustainability.



Project Launching

- On May 28, 2026, we officially launched the new Digital Learning Centre at Lupaso Secondary School.
- The event was honoured by the attendance of the Helios team, including the Managing Director, Mr David Dzigba, the District Education Officer of Masasi District, Mr Lusekelo Mkumbwa, as a representative guest of honour for the District Executive Officer, Mr Alphaxard Mashauri, ward government officials, school leadership, and local community members.
- Their presence and support showcased a profound commitment to enhancing education through technology and fostering meaningful collaboration.

Additional visual documentation of the activity can be accessed through the links in the Appendix section of this report.



Challenges & Solutions

Challenges

- Frequent power outages: unstable electricity supply caused delays in installation activities and practical training sessions. This is a major problem in the Mtwara region and may affect the use of the computer lab.

Solutions

- Through creative problem-solving and close collaboration with the school administration, this challenge was addressed by exploring alternative power sources and ensuring effective coordination with all participating trainees.
- We have recommend to the school administration reach out to TANESCO Masasi to report and discuss the electricity issue in the school area.



Next Step

- Following the completion of the project, we look forward to officially launching the new Digital Learning Centre at Katale Secondary School in the Kagera region. Over the next four years, Camara will continue to provide technical assistance at Lupaso Secondary School to support the integration of ICT into teaching and learning.
- Through ongoing monitoring and evaluation, Camara will continue to assess the implementation of the contents in relation to students' performance, tracking key indicators such as ICT subject enrolment, ICT club activities, and total computer usage hours.





Conclusion

- Helios' generosity and support played a vital role in the success of this project at Lupaso Secondary School. This project significantly advanced ICT skills and awareness among teachers, school leaders, and students.
- The establishment of the digital learning centre and the delivery of multiple training sessions have made a lasting impact on the school community.
- Camara remains committed to working closely with the school over the next four years to ensure a lasting transformation and the sustainable integration of ICT into education.





Appendix

Media Coverage For the Launch

[CLOUDS MEDIA](#)

[ITV MEDIA](#)

[THE GUARDIAN MEDIA](#)

[HABARI LEO MEDIA](#)

[LUPASO INSTALLATION](#)

[LUPASO LAUNCHING](#)

[LINK TO DETAILED MEL DATA](#)

[TRAINING FEEDBACK](#)

[BASELINE ASSESMENT](#)

Thank you!

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