

**KAMITEI FOUNDATION**  
**IMPROVING PRIMARY EDUCATION IN OUR**  
**PARTNER COMMUNITIES IN RURAL NORTHERN TANZANIA**  
**ANNUAL PLAN 2014**

**1. Introduction**

Kamitei has been working with a select number of rural communities in Northern Tanzania to improve the education opportunities for their children since 2003. We take a pragmatic approach as to our choice of activities and strategies to improve education. We are not bound to one single activity or strategy. We do what is most needed and/or most effective and believe in the strength of a combination of activities and strategies.

During recent years our approach has evolved into a combination of teacher performance coaching and incentives, selective construction and supply of education materials, and scholarships. The combination of activities are discussed and agreed with the community leaders and headteachers at the beginning of the year, taking to heart the experiences of previous years. The annual budget is jointly agreed and both the communities and Kamitei both contribute financially to the program.

For Kamitei the previous year 2013 was a special year in that it was the first time that we had a full-time Field Education Officer with Kamitei, Bill Basil, who was professionally supported by Ageeth Koemans, an educational psychologist from Holland. This professional team set up allowed for a much more intensive teacher performance coaching approach than in previous years. The results were very encouraging and we will therefore take the same approach towards teacher coaching and incentives during 2014. This is explained in some further detail elsewhere in this Annual Plan 2014.

Overall, Kamitei reaches over 3,000 children in some shape or form through its support activities. We reach approximately 70 teachers in 8 primary schools with our teacher performance coaching approach. All children benefit from our supplies of educational materials and selected construction activities. Our scholarship program currently has close to 40 students and has over the years helped more than 80 students with various forms of education.

This Annual Plan 2014 outlines the field activities during 2014. The field activities comprise the following:

- Teacher performance coaching
- Kamitei exams
- Teacher incentives
- Supply of educational materials: books and teaching aids
- Selected support for construction of school facilities and furniture
- Scholarships – community scholarships and Eagle Scholarship program

By way of general background: Kamitei is a non-religious educational charity that depends entirely on private donations from individuals and institutions. Kamitei is managed and governed by volunteers (the only non-volunteer within Kamitei is Bill, the Field Education Officer, who receives a modest but market-conform compensation for his teaching performance coaching field work). Directors don't receive compensation for their work for Kamitei. Kamitei's general overhead expenditures are less than 5% of total annual expenditures.

## **2. Teacher performance coaching**

Based on the encouraging results during 2013 we will continue the same approach towards teacher performance training during 2014. This approach entails monthly visitations to each school by Kamitei's Field Education Officer Bill Basil, under professional guidance by Ageeth Koemans, an educational psychologist from Holland. Bill visits all 8 primary schools every month during the school year, sitting in on classes and meeting with the headteacher on the general organisation of the school.

Bill sits in on classes of each of the approximately 70 teachers at least twice a year, thus getting a first-hand understanding of their performance and enabling him to give direct feedback. Through the teacher workshop and Kamitei exams, we are able to provide additional feedback to the teachers and headteachers on teaching performance and organisational improvement points. As a very practical point, the visitations measure teacher attendance and lesson times, one of the key areas of improvement in primary schools in rural Africa.

Importantly, we actively involve the community leaders and parent committees in the general findings and attention areas following from our teaching performance work. The community leaders have some authority over school teachers through the local government structures.

## **3. Kamitei exams**

As Kamitei we run our own annual exams in all 8 primary schools to get a comprehensive picture of the academic performance of the primary schools that we support. The results give us useful feedback in absolute terms and importantly, in relative terms, comparing the 8 schools in any given year and showing trends over time. We use the results of our Kamitei exams during the visitation rounds and workshops, giving primary school teachers and headteachers direct and concrete feedback on their performance and improvement areas. The Exam results also form important input for our teacher incentive scheme (see next section). Finally, we use the exam results for the pre-selection of candidates for the Eagle Scholarship program (see below).

We conduct our Kamitei exams as follows:

- We do a full round of exams in September / October: all 8 primary schools, all 7 years.
- The exams consist of 5 major subjects: Mathematics, English, Kiswahili, Science and Social Studies. 25 questions are asked per subject, with a number of levels of increased complexity (a – d).
- The exam will be composed and marked by our own professional teachers.
- The exam results are made public and the exams itself can be reviewed by the teachers.

This year 2014 will be the 3<sup>rd</sup> year that we will be conducting the exams in its current form, with consistency of approach. It will be interesting to see these results and any trends over time.

#### **4. Teacher incentives**

We have a teacher incentive system in place for the 70 primary school teachers with whom we work, its purpose being to create more leverage into the relationship with the teachers and our teaching performance efforts with them. Please note that we as Kamitei are not the formal employers of the 70 primary school teachers with whom we work (we work with government schools, i.e. we work to improve education within the system rather than outside it). The teacher incentive scheme is a meaningful motivator for the teachers and is effective in pushing the agenda of teaching performance improvements for all involved, including headteachers and community leaders, and turning it into a very tangible subject.

There is a good reason for us to put so much emphasis on teaching performance and motivation in our overall approach. Over the past decade we have come to learn that teaching performance and motivation is the single most important factor in rural Tanzania for improving academic performance. More recently, the same was confirmed in various academic studies in Tanzania and neighbouring countries. The problem is that teachers are poorly paid (less than USD 250.- per month) and often living far away from their family and friends: a tough basis for the teachers for making a living and sustaining a family. Their morale is really tested. Many teachers are tempted to grasp any opportunity to make some money on the side (through farming or private tuition in a nearby town), or to stay extra days in town with family and friends.

Our teacher incentive scheme aims to counter this pattern and boost teacher motivation. We make a variable incentive payment to each primary school teacher twice a year – in June and in December. The amount varies between zero and a total approaching a monthly salary. Our approach is equitable and is based on performance against set performance criteria as established by Kamitei's professional teachers: (1) attendance at school and during Kamitei events, (2) motivation, attitude, engagement; (3) use of teaching aids and interaction in class, (4) academic performance in Kamitei exams. We first determine the relative performances per school and subsequently make a differentiation for teachers. The Headteachers and the community leaders play an important role in interpreting and conveying the key messages that come with the teacher incentives.

#### **5. Supply of books and teaching aids**

During 2014, we will make a budget per student available for books and teaching aids, the total being approximately USD 12,000. We as Kamitei will physically purchase and supply the goods, marking them where possible to prevent re-selling. The selection of books will be done based on request lists by the head teachers that is cross-checked by our Field education Officer based on available stock. The selection of teaching aids will be done by ourselves in line with the needs identified during visitations and the envisaged use of teaching aids as recommended in the teacher workshops.

#### **6. Support for school facilities and furniture**

As Kamitei we have built many class rooms and teacher houses in the past decade, including the majority of two secondary schools, but we have scaled back on construction activities in more recent years. Having said that, we still undertake selected construction activities where the need is really high. For 2014, we have scheduled the completion of a teacher house in Marar Primary School (first stage was started in 2013) as well as the first stage of a teacher house in Juhudi (completion in 2015).

## 7. Scholarships

### ***Community scholarships for vocational training***

Under the community education program Kamitei grants a number of community scholarships per year to students from the four participating communities. The students must have completed Form IV and be keen and able to enrol a vocational training for becoming a teacher, hotel service attendant, mechanic or tour guide. Candidates are to be proposed to Kamitei by a special community nomination committee (ensuring an equitable pre-selection process). Kamitei makes the final selection in conjunction with the vocational training schools. Communities must submit their proposals for candidates in May. Kamitei reserves the right to approve and decline applications at its sole discretion. For 2014 we have budgeted for up to 10 community scholarships (the final number will be determined based on the quality of the candidates, the educational preferences and the final tuition fees for the selected scholarships).

### ***Eagle Scholarship program***

Since 2009 Kamitei runs the so-called Eagle Scholarship Program for the most talented primary school students from the 8 primary schools that we support. The Eagle Scholarship Program aims to offer these students the best primary and secondary education available in the country. The objective is twofold: to create role models of well-educated community members amongst the community's next generation and to create a broader awareness and commitment to education within the community today (the scholarship Program has become rather high profile within the communities due to the selection process as well as the exposure of the students to their communities when they return during holidays).

The selection process is done by using our own Kamitei exams for pre-selection of candidates from each school and then doing a final selection during a full day of written and verbal tests. This process takes place every year in November and involves 40 pre-selected students and their headteachers, all traveling to one central location. The selection of candidates takes place in close cooperation with the community leaders and headteachers but is ultimately at the sole discretion of Kamitei.

The scholarship program is highly competitive, as only 4 – 8 of students are selected from hundreds of Standard 4 students. The competitive nature creates a trickle-effect within the schools and the broader parent community as parents hope that their students are granted a scholarship.

The selected scholarship students are enrolled in a top-performing English-medium private boarding school in Arusha. They are supported with extra English classes in the first couple of months to get them up to speed on that front and Kamitei representatives regularly visit the school to ensure their wellbeing. The past couple of years have taught us that the Eagle Scholarship students struggle in the first 1-2 years to catch up, typically doing one year twice, but thereafter really take off. This is understandable: they typically do have the intelligence but even after only 4 years of primary education they are already academically behind compared to the best schools and they also need time to get up to speed with English-medium education.

For 2014 we have selected 5 students during the selection process of early November 2013. They begin their scholarship in January 2014. This brings the total of our Eagle Scholarship program to 30 students.

**KAMITEI FOUNDATION | ANNUAL PLAN 2014****CALENDAR 2014**

<b>Date</b>	<b>Activity</b>
<b>January</b>	(Re-)enrolment of Eagle Scholarships Finalisation Kamitei annual planning 2014 First visitations Bill: start-of-year statistics, stock-take & planning
<b>February</b>	Opening meeting with village leaders and head-teachers <i>(Program 2014; MoU's; School stats &amp; teacher details; books &amp; teaching aids)</i> Bill: 3 weeks school visitations / 1 week Arusha
<b>March</b>	Bill: 3 weeks school visitations / 1 week Arusha Visit Ageeth – early March Teacher workshop – mid March
<b>April</b>	Bill: 3 weeks school visitations / 1 week Arusha Visit Jane or Jeroen – selected schools / community leaders
<b>May</b>	Bill: 3 weeks school visitations / 1 week Arusha Visit Jane or Jeroen – selected schools / community leaders Selection of community scholarships
<b>June</b>	School Holiday
<b>July</b>	Bill: 3 weeks school visitations / 1 week Arusha Enrolment of community scholarship students
<b>August</b>	Bill: 3 weeks school visitations / 1 week Arusha Visit Jane or Jeroen – selected schools / community leaders
<b>September</b>	Bill: 3 weeks school visitations / 1 week Arusha Visit Jane or Jeroen – selected schools / community leaders National exams
<b>October</b>	Bill: 3 weeks school visitations / 1 week Arusha Kamitei exams Marking of exams
<b>November</b>	Bill: 3 weeks school visitations / 1 week Arusha Visit Ageeth; feedback of exam results & annual performance Kamitei Eagle Scholarship Exam; year-closing mtng with village leaders
<b>December</b>	School Holiday Year-end closure; preps for enrolment new Eagle scholarship students

**KAMITEI FOUNDATION | ANNUAL PLAN 2014****INDICATIVE HEADLINE BUDGET 2014**

	<b>TOTALS - EUR</b>	<b>TOTALS - USD</b>	<b>TOTALS - TSH</b>
<b>Community program</b>			
Visitations, workshops & exams	13 913	20 000	32 000 000
Teacher incentives	6 087	8 750	14 000 000
Books & teaching aids	7 826	11 250	18 000 000
Construction & furniture	21 739	31 250	50 000 000
Community scholarships	8 696	12 500	20 000 000
Miscellaneous logistics / support	3 043	4 375	7 000 000
Community contributions (deducted)	- 4 348	- 6 250	- 10 000 000
	<b>56 957</b>	<b>81 875</b>	<b>131 000 000</b>
<b>Eagle Scholarships</b>	<b>39 130</b>	<b>56 250</b>	<b>90 000 000</b>
<b>Subtotal</b>	<b>96 087</b>	<b>138 125</b>	<b>221 000 000</b>
<b>General &amp; Administrative</b>			
Tanzania	2 174	3 125	5 000 000
Netherlands	1 500	2 070	3 450 000
	<b>3 674</b>	<b>5 195</b>	<b>8 450 000</b>
<i>Percentage of total</i>	<i>3.7%</i>	<i>3.6%</i>	<i>3.7%</i>
<b>TOTAL</b>	<b>99 761</b>	<b>143 320</b>	<b>229 450 000</b>

<b>TSH/USD</b>	<b>1 600</b>
<b>TSH/EUR</b>	<b>2 300</b>
<b>USD/EUR</b>	<b>1.38</b>

NOTE 1 - This budget is indicative only because the implementation of budgeted expenditures is subject to a variety of factors, many of them beyond the control of Kamitei Foundation.

NOTE 2 - Kamitei's field activities are scalable within a bandwidth. The team is capable of effectively and efficiently expensing any amount within a bracket of EUR 80,000 - 150,000 per annum (the overall approach would be compromised below EUR 80,000; the organisational capacity of Kamitei's current team of volunteers would be stretched above EUR 150,000).