1. Introduction

Kamitei Foundation is a small grass-roots organisation that works to improve education opportunities for children in selected rural communities in Northern Tanzania. Operating with a small team of volunteers since 2002, we have supported 8 primary schools and we have run a successful scholarship program for many years. Over the years we have also supported these communities in other ways with their educational needs, including the construction of 2 secondary schools.

Through our activities, we make a positive impact on the education of more than 3,000 children. The academic performance in the primary schools has steadily gone up, by more than 50% since 2011. For those who receive one of our scholarships, our support literally changes their lives, with annual incomes increasing five- to tenfold.

During our years in the field we have built up an in-depth understanding of the on-the-ground educational challenges for schools in rural Tanzania and we designed our support activities accordingly.
We operate in close partnership with the community leadership, creating optimal buy-in and alignment (communities co-invest in Kamitei’s educational activities). Relying heavily on a small team of volunteers, we operate on minimal overhead.

Since a couple of years we focus a substantial amount of our support on improving the performance of the more than 70 primary school teachers in the 8 primary schools that we support. Recent scientific studies confirm our own findings that the biggest impact on quality of education in rural Tanzania can be achieved through the improvement of teacher performance. Improving teacher performance is not an overnight affair but pays off when done with diligence. As we will explain elsewhere, our approach is a combination of school visitations, coaching and performance-based incentives.

Notwithstanding our focus on improving teacher performance, we continue with other activities as well, such as providing books and teaching aids and constructing school facilities. Our scholarship program supports the same communities, thus creating examples within these communities for advanced education.

This Annual Plan 2017 outlines Kamitei’s various field activities during 2017. A calendar and headline budget for 2017 is provided at the end.

2. Teacher training & support; school visitations & workshops

A teacher explains the concept of a lever in different, more interactive ways than just drawing it on the black board. Increasing the amount of interactive teaching is an important element in our teacher training efforts.
During 2017 we will continue to focus our field activities on what’s happening in the class rooms and how we can improve that through better teacher performance and the sue of teaching aids. Our general approach to improve the performance of the 70-odd primary school teachers is a combination of monthly school visitations, teacher workshops, academic tests and performance-based incentives. Our Field Education Officer Bill Basil runs these efforts in the schools on a daily basis, under the supervision of our educational specialist Ageeth Koemans.

This is how it works in practice: Bill Basil visits each of the 8 primary schools at least once a month, sitting in on various classes and running with the head teacher through school organisation. Bill’s visitations therefore address both issues of inferior teaching techniques and organisational challenges such as teacher attendance. Bill shares and discusses his visitation reports with Ageeth on a monthly basis. Ageeth comes out to visit all schools and meet all the teachers together with Bill twice a year. Bill also gets support from Sebastian, an experienced local teacher from Arusha, who joins Bill a few times a year as well. We have built leverage in our approach through our teacher incentive scheme, which is performance-based, and through the community leaders who are keen to see their school do better and who have the power to intervene if teachers don’t do well.

During our school visitations and teacher interactions we put much emphasis on improving the education of math. More than any other subject, math is about comprehension rather than replication, and therefore an area where a change to more modern, interactive teaching approaches is particularly fruitful.

We organise a workshop with all teachers in March every year to introduce certain new educational approaches and methods. We typically also introduce creative and locally replicable teaching aids in support of those teaching methods. We then follow up on all this during our visitations to encourage broad adoption.

3. Kamitei exams
Since a couple of years we run our own exams in all 8 primary schools that we support. These exams provide us with a good comparative picture of the performance of the schools and teachers. We use the results of our Kamitei exams during the visitation rounds and workshops, giving primary school teachers and head teachers direct and concrete feedback on their performance and improvement areas. And we use the exam results for our teacher incentive scheme. We share the outcomes with the community leaders as well. Finally, we use the exam results for the pre-selection of candidates for the Eagle Scholarship program.

We conduct our Kamitei exams as follows:
• We do a full round of exams in August: 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 to the teachers head teachers and community leaders and the exams itself can be reviewed by the teachers.
The exams have proven very useful in creating an objective and comparative factbase, an indispensable part of our efforts to trigger awareness and change of behaviours in the primary schools. As we are running the exams in a similar format for some years now, they also provide us with a good factbase of the development of the schools over time (which fortunately does confirm an improvement and has confirmation that our efforts are paying off).

4. Teacher incentives
As a way to reward improved performance by the 70-plus teachers in our 8 primary schools, we provide a financial incentive twice a year. The incentive is very modest by international standards — varying between USD 20 to USD 150 per teacher per year — but is very meaningful in the Tanzanian context. The teachers in the government schools in rural Tanzania have to survive on a very small salary, which can be as low as USD 150.- per month. This is partly why morale and attendance is low; teachers are tempted to get engaged in things on the side to make ends meet (farming, tuition). Through our incentive program we aim to counter this, express appreciation for their efforts and boost general morale. Importantly, we have found that by linking the performance feedback to a financial incentive, the feedback points sink in much better.

Our teacher incentive approach has become more teacher-specific during the years. We do two rounds of rankings and payments every year: one in June and one in November. We rank the schools and we rank the teachers (in A / B / C categories. We do this based on set criteria: (1) attendance at school and during Kamitei events, (2) motivation, attitude, engagement; (3) use of teaching aids and modern participatory teaching methods in class, (4) academic performance in Kamitei exams. We discuss the provisional rankings with the head-teachers and community leaders and share the outcomes in our individual interactions with the teachers.

5. Supply of books and teaching aids
Like in previous years, we will provide books and teaching aids to all 8 primary schools. For 2017 we have a budget of TSH 3,000 per student for books and TSH 2,000 per student for teaching aids. We hope that this is sufficient to address the most pressing needs, although there is some uncertainty around this at the moment because with the election of the new government, it may be that there are more changes in the government-prescribed books (this should be clear in the course of March).

We as Kamitei physically purchase and supply the goods, marking them where possible to prevent re-selling. The selection of books is done based on request lists by the head teachers, which are cross-checked by our team to make sure that the prioritisation in the lists is correct. The selection of teaching aids will be done by our own team, in line with the use of teaching aids as recommended in the teacher workshops.

6. Support for school facilities and furniture
Most primary schools currently operate at fairly constant numbers of students after a boost 5-10 years ago. Only the satellite schools Marar and Juhudi have been growing, as they only started fairly recently (there is also an envisaged new satellite school in Irkeepus). There is still some need for additional
school facilities in some of the schools such as toilets or, in the case of Oltukai primary school, the need for a teacher room. As Kamitei we only get involved in serious construction activities if we have secured (ear-marked) funding for it. In 2016 we completed a teacher house in Marar (the year before in a teacher house in Juhudi. For 2017 we aspire to build a teacher room and store for Oltukai. We have the organisational capacity and experience as Kamitei to get construction of school facilities done on the set standards and on budget.

7. Community scholarships for vocational training
For many years we have successfully done vocational training scholarships as Kamitei. More than 80% of the scholarship students find a paid job within 2 years after completion and can build livelihoods for their families which five- to tenfold higher than the average household in their village. During 2017 we plan to take on up to maximum 6 new students from the rural communities that we support. The students must have completed Form IV and must be keen and able to enrol a vocational training such as hospitality, teaching or mechanics. The communities are asked to propose a number of candidates to Kamitei and we then make the final selection based on review of academic results and an interview. Communities must submit their proposals for candidates in May and final selection takes place in June for enrolment in July. We make the final call on the number of scholarships in the course of the year based on the available funding and quality of the candidates.

8. Eagle Scholarship program
Since 2009, Kamitei runs its so-called Eagle Scholarship Program for highly talented primary school students from the rural communities that Kamitei supports. The program currently has 46 students. We recruit the students around the age of 10 years old (Primary School Standard 4) and enrol them in one of the best English-medium primary schools in the country as boarding students. Our scholarship commitment is to give the students an excellent primary and secondary education.

Our objective for the Eagle Scholarship Program is twofold: to create a broader awareness and commitment to education within the current community and to create role models of well-educated village members amongst the next generation. The selection process is tough: using our own Kamitei exam results for standard 4, we pre-select the 5 best Standard 4 students from each of the 8 primary schools. These 40 students then come to a special selection day for day-long testing by Kamitei teachers. All students receive a certificate, but only the 5 best get a scholarship. Now running in its 8th year, the scholarships are highly sought after and in that sense has already achieved the first objective, with schools and parents making extra efforts for their children to do well.

The selection process so far worked well; although the students do face transition issues when they move to the modern school in the big city, they typically settle in within a year and then they almost always move on to the top quartile of their class. We arrange support for them with extra English classes during the first couple of months to get them up to speed in English and we regularly visit the school to ensure their well-being. The eldest students in the program are now close to completing secondary education. We will be looking into ways to get them into advanced education thereafter although that isn’t part of Kamitei’s scholarship commitment at this stage (there are some other scholarship program opportunities and student loan programs for students of this profile that may address a potential gap).
## KAMITEI FOUNDATION | ANNUAL PLAN 2017

### CALENDAR 2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
</table>
| January   | • (Re-)enrolment of Eagle Scholarships  
• First round of school visitations by Field Education Officer                                                                                  |
| February  | • Opening meeting with village leaders and head-teachers: 18/2  
• School visitations / coaching by Field Education Officer (3 weeks)  
• Issue of books and teaching aids for the year  
• Finalisation Kamitei annual planning 2017                                                                                                       |
| March     | • School visitations / coaching by Field Education Officer (3 weeks)  
• School visitations by international education specialist  
• Teacher Workshop                                                                                                                                    |
| April     | • School Holiday  
• School visitations / coaching by Field Education Officer                                                                                                                                                  |
| May       | • First selection of community scholarships  
• School visitations / coaching by Field Education Officer (3 weeks)                                                                                                                                            |
| June      | • School Holiday  
• Final selection of community scholarships  
• Preparation of Kamitei exams                                                                                                                                                                                |
| July      | • Enrolment of community scholarships  
• School visitations / coaching by Field Education Officer (3 weeks)                                                                                                                                           |
| August    | • School visitations / coaching by Field Education Officer  
• Kamitei exams & marking                                                                                                                                                                                     |
| September | • School visitations / coaching by Field Education Officer (3 weeks)  
• National exams  
• School Holiday                                                                                                                                                                                               |
| October   | • School visitations / coaching by Field Education Officer (3 weeks)  
• First selection of Eagle Scholarship candidates                                                                                                                                                              |
| November  | • School visitations / coaching by Field Education Officer (3 weeks)  
• School visitations by international education specialist  
• Kamitei Eagle Scholarship Exam day  
• Annual evaluation meeting with village leaders & head-teachers                                                                                                                                              |
| December  | • School Holiday  
• Year closing                                                                                                                                                                                                 |
**KAMITEI FOUNDATION | ANNUAL PLAN 2017**

**INDICATIVE HEADLINE BUDGET 2017**

*Assuming Baseline Funding*

<table>
<thead>
<tr>
<th>Community program</th>
<th>TOTALS - EUR</th>
<th>TOTALS - USD</th>
<th>TOTALS - TSH</th>
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<tbody>
<tr>
<td>Books &amp; teaching aids</td>
<td>5,957</td>
<td>6,264</td>
<td>14,000,000</td>
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<tr>
<td>Visitations, workshops &amp; exams</td>
<td>16,170</td>
<td>17,002</td>
<td>38,000,000</td>
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<tr>
<td>Teacher incentives</td>
<td>5,957</td>
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<td>14,000,000</td>
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<td>Community scholarships</td>
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<tr>
<td>Construction &amp; furniture</td>
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<td>40,000,000</td>
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<tr>
<td>Miscellaneous logistics / support</td>
<td>2,553</td>
<td>2,685</td>
<td>6,000,000</td>
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<tr>
<td>Community contributions (deducted)</td>
<td>- 5,106</td>
<td>- 5,369</td>
<td>- 12,000,000</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>51,915</td>
<td>54,586</td>
<td>122,000,000</td>
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</table>

| Eagle Scholarships | 35,745 | 37,584 | 84,000,000 |

| Subtotal | 87,660 | 92,170 | 206,000,000 |

<table>
<thead>
<tr>
<th>General &amp; Administrative</th>
<th>TOTALS - EUR</th>
<th>TOTALS - USD</th>
<th>TOTALS - TSH</th>
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</thead>
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<tr>
<td>Tanzania</td>
<td>2,553</td>
<td>2,685</td>
<td>6,000,000</td>
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<tr>
<td>Netherlands / Belgium</td>
<td>800</td>
<td>856</td>
<td>1,880,000</td>
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<td><strong>TOTAL</strong></td>
<td>3,353</td>
<td>3,541</td>
<td>7,880,000</td>
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</tbody>
</table>

Percentage of total: 3.7% 3.7% 3.7%

**TOTAL** | 91,013 | 95,711 | 213,880,000 |

*Baseline funding:*

Kamitei’s baseline annual donations have varied between EUR 60,000. Kamitei has a scalable program model that can vary between EUR 75,000 and 150,000 per year without the need for organisational changes. Budget components that can be varied include among others the construction of school facilities and the intake of the number of community scholarships and Eagle scholarships. Other program elements could be added as well should more funding be available, such as the extension of the Eagle Scholarship program into university or the roll-out of a permanent English teacher training program. New methods such as tablets etc have been under consideration as well, but would also require a reliable additional funding stream.

**Other Notes:**

Books & teaching aids – budget per student of TSH 3,000 for books and TSH 2,000 for teaching aids;
Construction & Furniture – construction of teacher office and stores in Oltukai Primary School for TSH 35mn, as well as some work on toilets and other miscellaneous repairs and renovation. Community scholarships – budget allows for up to 8 new students plus completion of existing scholarships. Eagle scholarships – budget includes the 5 new students starting in January 2017, bringing the total to 46 students.