

ANNUAL PLAN 2019

Kamitei Foundation



IMPROVING EDUCATION FOR CHILDREN IN OUR PARTNER COMMUNITIES IN RURAL NORTHERN TANZANIA

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 7 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 2,500 - 3,000 children. The academic performance in the primary schools has steadily gone up, by more than 130% since 2011. For

those who receive one of our scholarships, our support literally changes their lives, with annual incomes increasing five- to tenfold.

We operate in close partnership with the community leaders in our educational programs on the basis of a jointly signed Memorandum of Understanding. We expect all our communities to co-invest in Kamitei's educational activities, creating optimal alignment and buy-in. The community contributions vary between 10-25% of the total budget. While that is a minority share of the total it is still a substantial amount for these poor communities. In fact, the communities regularly struggle with it, for example during a year of poor harvest. We are lenient with payment terms in those circumstances yet we do draw a line from time to time, like last year when we felt compelled to suspend the Irkeepus community from the program due to prolonged poor contributions. While that was a difficult choice to make it did on the other hand encourage the other communities to step up their efforts. Communities can and do also contribute to the program in other ways, such as contributions to construction activities and various forms of volunteering at the schools.

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're not dogmatic about our approach but focus on whatever yields the best educational results. Since a couple of years, we focus a substantial amount of our support on improving the performance of the more than 60 primary school teachers in the 7 primary schools that we support. Academic 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 over a prolonged period. Our approach to improving teacher performance is through a combination of school visitations, coaching and performance-based incentives. We have been doing this for almost 10 years and our efforts yield very tangible results.

In addition to our focus on improving teacher performance, we also continue to undertake other educational activities in the 7 primary schools in the 3 rural communities that we support. We provide thousands of books and teaching aids every year, and subject to confirmed donor support we also help with construction of school facilities.

We also operate two scholarship programs supporting the same rural communities where 'our' primary schools reside. Through the scholarships we create examples within the communities for what advanced education is about and what it can lead to. All communities already have concrete examples of scholarship graduates who landed paid jobs enabling them to support their families.

This year we have two exciting new initiatives in the communities. A big one is a food program that we embarked on in the three primary schools of Kilimatambo community late 2018. After improving the kitchen facilities last year, we have now started to provide these children porridge and lunch on a daily basis during period from January until June (outside the harvest season). Malnutrition is a real issue in the rural communities where we operate, causing lack of concentration, absenteeism and even stunting. Through this food program we aim to address these challenges and boost school attendance and academic performance.

We also started an initiative to reduce truants this year, on the back of volunteer research by a Dutch anthropologist. There are surprising initial findings from the research that we can act on together with the community leaders and teachers. For example, we found that quite a substantial percentage of the truants are slow learners at school and are scared to get beaten so they hide in the fields instead. There are problematic family situations also that can be worked on.

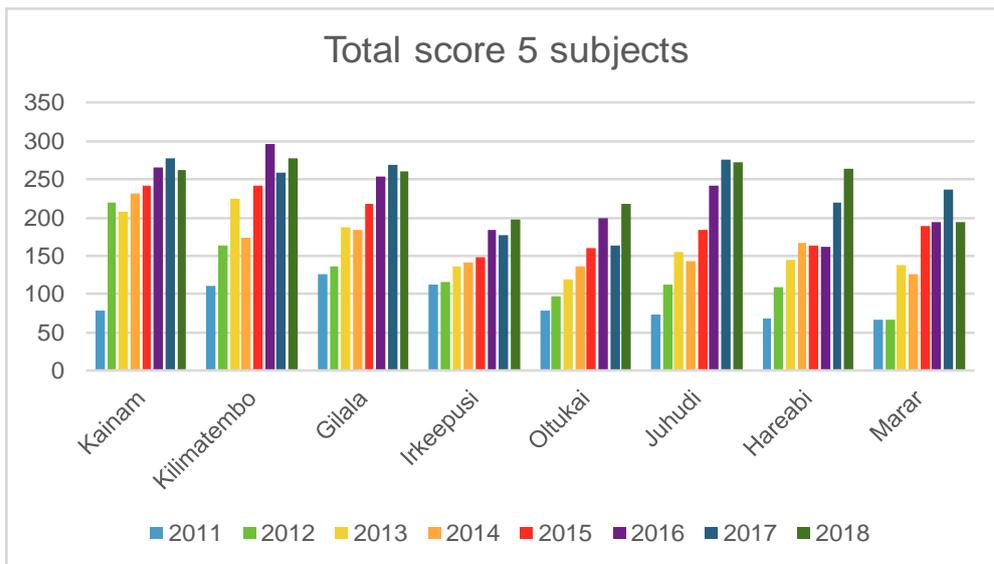
Relying heavily on a small team of volunteers and field staff, we operate on minimal overhead. We keep overhead expenses below 5% of total donations, representing expenses such as audit fees and bank charges – unavoidable expenses to run a recognised charity.

Before we get into our concrete plans for 2019, we briefly summarise what we achieved during 2018:

Achievements and lessons learnt during 2018

Our teacher training and support efforts in 2018 resulted in another year of improved academic performance. This was also confirmed by our own first-hand observations in the class rooms during our school visitations during 2018:

Kamitei Primary schools – academic performance 2011-2018



On average, the academic performance improved by 4% in 2018 compared to the previous year. As a good long-term indicator, note how recent performance compare with the early days: average last 2 years (2017-2018) = **239**, compared to average first 2 years (2011-2012) = **109**. The biggest improvement steps were accomplished by reducing the number of children scoring a zero. This is a direct result of the more participatory teaching approaches that we trained the teachers on during the years. This is not only great performance-wise but also from a humanitarian point of view.

During 2018 we made further steps again in our scholarship program. By the end of 2018 we had a total of 60 students in our Eagle Scholarship program, a further increase and with the first students now successfully enrolling in tertiary education. The average performance of the students continued to be very strong in 2018, including more than a handful of top-5 students in their respective classes. We also had a new intake of students in our community scholarship program during 2018 and by the end of

2018 we had 11 students in the teacher diploma training and 7 students doing vocational training in hospitality.

Towards the end of 2018 we also started preparations for a 3-year food program on the primary schools in Kilimatambo, as explained further below. We worked on the kitchens and put a new kitchen in place in Marar to be ready for the actual start of the program in January 2019.

In the following sections we will describe our concrete plans for 2019 for every line of activity within Kamitei.

Teacher training & support; school visitations & workshops



Teacher training workshop - among others focused on use of new educational aids and methods

Also this year a substantial part of our attention goes to teacher training, improving their presence and approaches in the class rooms. We coach them into using more participatory teaching approaches and get them to make use of teaching aids. Overall, our approach to improve the performance of the 60-odd primary school teachers is a combination of monthly school visitations, teacher workshops, academic tests and performance-based incentives. Bill Basil, our Field Education Officer, is on the road three weeks a month visiting each primary school at least once a month. Our educational specialist from Europe, Ageeth Koemans, coaches Bill in all this through regular Skype calls and joint bi-annual school visitations.

In practice it works as follows: when Bill visits a primary school he sits in on various classes and runs with the head teacher through school organisation, including a review of the teacher attendance register. In this way Bill addresses 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 a performance-based bonus system. We also have leverage 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.

This year we put a lot of emphasis on English and general reading and writing skills in our training, our school visitations and our teacher interactions. After a couple of years with a strong focus on math the headteachers expressed the need for attention on other areas, even though math will continue to be an important attention areas.

Every year in March we get all the primary school teachers together for a workshop during which we review key outcomes and learnings from the previous year and 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.

Kamitei exams

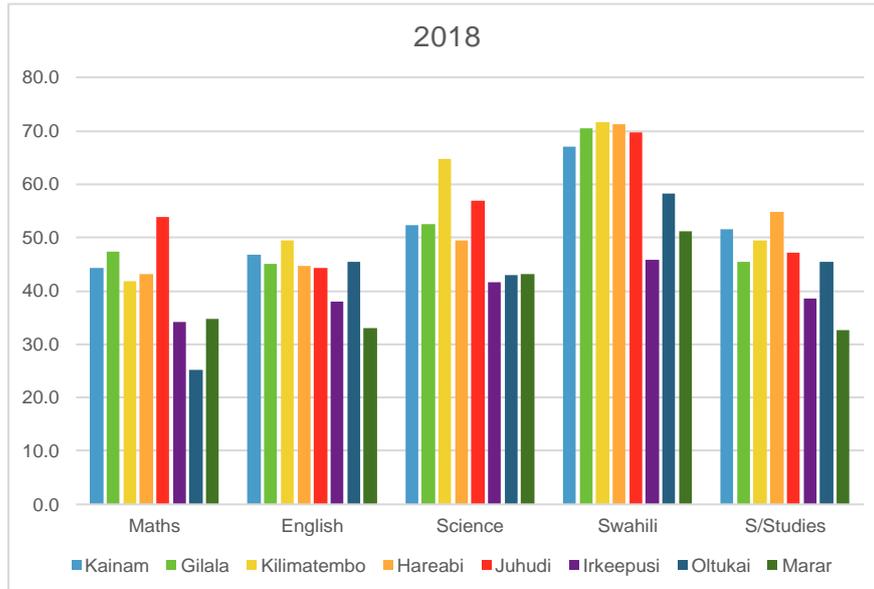
Like previous years, we run our own exams in all 7 primary schools that we support, touching on all subjects in all classes. While this is a lot of work, these exams provide us with a valuable comparative picture of the performance of all schools and teachers. We use the results of our Kamitei exams during the visitation rounds and workshops, giving primary school teachers and head teachers direct and concrete feedback on their performance and improvement areas. We also use the exam results for our teacher incentive scheme. Finally, we use the exam results for the pre-selection of candidates for the Eagle Scholarship program. We discuss the outcomes with the headteachers and community leaders at the end of the year as part of the overall year-end review.

We conduct our Kamitei exams as follows:

- We do a full round of exams in August: all 7 primary schools, all 7 years (classes).
- 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 exams are prepared 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. As mentioned earlier, the overall academic performance has improved substantially during the years. Subjects that typically trail behind the others are math and English.

Kamitei Primary schools – academic performance per subject per school – 2018



Teacher incentives

As a way to reward improved performance by the 60-plus teachers in our 7 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 and at the top-end of the range it adds up to well more than a 13th month salary. To give some context: the teachers in the government schools in rural Tanzania have to survive on a small salary of as little 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 (farming, tuition) to make ends meet. 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 that we give them through the workshops and school visitations 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.

Supply of books and teaching aids

Like in previous years, we will provide books and teaching aids to all 7 primary schools, as the government falls short of meeting even the minimum needs. For 2019 we maintain our budget of TSH 5,000 per student for books and teaching aids. This is in principle sufficient to address the most pressing needs and there is existing stock of donated books from previous years and the government does provide some books as well, even though not enough to cover all needs.

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.

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 still a need for additional school facilities in some of the schools such as toilets. As Kamitei we only get involved in serious construction activities if we have secured (ear-marked) funding for it. In 2018 we have worked on the kitchens in the Kilimatembo primary schools as part of the food program that we embarked on, and also we started construction of a nursery in Kilimatembo which we plan to complete in Q1 2019.

Nearly completed new nursery in Kilimatembo – built by Kamitei with support of Levecke family, Belgium



Eagle Scholarship program



The five latest additions to the Eagle Scholarship Program (they started January 2019)

Since 2009, Kamitei runs its so-called Eagle Scholarship Program for highly talented primary school students from the rural communities that Kamitei supports. We have so far enrolled 60 children into the program. 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 7-8 primary schools. These 35-40 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 10th year, the Eagle Scholarships are highly sought after within the communities. Teachers and parents making extra efforts for their children to do well. In that sense the program has already achieved an important objective – creating a broader ‘pull’ towards education and aspiring to quality education. The stories of the Eagle scholarship students when they return home during holidays also contribute to a broader understanding and appreciation for quality education.

The selection process of the Eagle Scholarship program has worked well so far; 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 into the top quartile of their class, with various high-flyers in the top-5% of their year. And except for one student we have never had a drop-out during

the program. We arrange support for the students with extra English classes during the first couple of months to get them up to speed, and we regularly visit the school to ensure their well-being.

The eldest students in the program have now completed A-level secondary education. We will be looking into ways to get them into tertiary 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).

Community scholarships for vocational training

For many years we have successfully done vocational training scholarships as Kamitei. Examples are vocational trainings for primary school teachers and hospitality services. More than 80% of the scholarship students find a paid job within 2 years after completion and can build livelihoods for their families which are five- to tenfold higher than the average household in their village.

To enrol in vocational education typically requires a certain minimum academic score in secondary education and in our rural communities it is a challenge to find students who meet those minimum scores. We are glad to report though that during 2018 we have been successful again in finding more qualified candidates for community scholarships, and we hope to continue this trend during 2019 as well.

Our plan for 2019 is to take on a minimum of 5 new students for the community scholarship program. To qualify, students must have completed Form IV with a sufficient academic score 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. For the assessment of scholarship candidates for hospitality services we will cooperate with professional hospitality managers of Asilia as this worked very well in the past 2 years.

New activities in 2019 – Food program and truant reduction

We are excited to report that we are starting a multi-year food program during 2019. All students in the three primary schools in Kilimatembo – Kilimatembo, Gilala and Marar primary school – will get daily porridge and lunch from January until June 2019, covering for the community challenges with food and nutrition outside the harvest season. To make this possible we worked on the kitchen facilities in all three schools towards the end of 2018 – including a new kitchen in Marar. In a joint effort to make things work, Kamitei provides the dry goods (rice, beans, etc etc), while the community provides wood, water and volunteers for the actual cooking.

We are excited about this initiative because nutrition is a challenge for the children in the rural communities where we work. It's both insufficient and poor, and the consequence of that is lack of concentration, school absence, and even stunting and reduced brain development. We have started the

program in Kilimatembo as this is our most organised community. Hopefully we obtain funding for expansion of the program to the other primary schools in due course.



Jane - Mama Kamitei – helping out during the launch of the food program in Kilimatembo

This year we also embarked on an initiative to reduce truants / absentees, on the back of a 3-month field research exercise by a Kamitei volunteer, Jente. We learnt to our surprise that absenteeism is often caused by slow-learning students feeling scared and intimidated at school. Through awareness training with the teachers and follow-up of the worst students by the community leaders we aspire to reduce absenteeism and improve the scores of these students.

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Date	Activity
January	<ul style="list-style-type: none"> • (Re-)enrolment of Eagle Scholarships • First round of school visitations by Field Education Officer • Annual Kamitei sponsor events in Europe
February	<ul style="list-style-type: none"> • School visitations / coaching by Field Education Officer (3 weeks) • Issue of books and teaching aids for the year • Finalisation Kamitei annual planning 2019
March	<ul style="list-style-type: none"> • Opening meeting with village leaders and head-teachers • School visitations / coaching by Field Education Officer (3 weeks) • School visitations by international education specialist • Teacher Workshop
April	<ul style="list-style-type: none"> • Annual Event for sponsors in NL/BEL • School Holiday • School visitations / coaching by Field Education Officer
May	<ul style="list-style-type: none"> • First selection of community scholarships • School visitations / coaching by Field Education Officer (3 weeks)
June	<ul style="list-style-type: none"> • School Holiday • Final selection of community scholarships • Preparation of Kamitei exams
July	<ul style="list-style-type: none"> • Enrolment of community scholarships • School visitations / coaching by Field Education Officer (3 weeks)
August	<ul style="list-style-type: none"> • School visitations / coaching by Field Education Officer • Kamitei exams & marking
September	<ul style="list-style-type: none"> • School visitations / coaching by Field Education Officer (3 weeks) • National exams • School Holiday
October	<ul style="list-style-type: none"> • School visitations / coaching by Field Education Officer (3 weeks) • First selection of Eagle Scholarship candidates
November	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • School Holiday • Year closing

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ANNEX: INDICATIVE HEADLINE BUDGET 2019

TSH/USD	2 315
TSH/EUR	2 600
USD/EUR	1.12

	BUDGET 2019		
	TOTALS - EUR	TOTALS - USD	TOTALS - TSH
Community program			
Books & teaching aids	4 808	5 400	12 500 000
Visitations, workshops & exams	15 385	17 279	40 000 000
Teacher incentives	4 615	5 184	12 000 000
Miscellaneous logistics / support	2 692	3 024	7 000 000
Community contributions (deducted)	- 3 077	- 3 456	- 8 000 000
	24 423	27 430	63 500 000
Existing scholarship commitments			
Community scholarships - general	18 269	20 518	47 500 000
Eagle scholarships - general	42 615	47 862	110 800 000
Eagle scholarships - [Kamitei Belgium]	3 538	3 974	9 200 000
	64 423	72 354	167 500 000
SUBTOTAL EXIST. FIELD COMMITM.	88 846	99 784	231 000 000
Additional activities 2019			
Food program	25 000	28 078	65 000 000
Construction & furniture*	28 846	32 397	75 000 000
	53 846	60 475	140 000 000
TOTAL DIRECT FIELD EXPENSES	142 692	160 259	371 000 000
General & Administrative			
Tanzania	5 385	6 048	14 000 000
Netherlands / Belgium	1 800	2 022	4 680 000
	7 185	8 069	18 680 000
<i>Percentage of total</i>	4.8%	4.8%	4.8%
TOTAL	149 877	168 328	389 680 000

* This currently represents the construction and furniture of a nursery in Kilimatembo, for which we received the full donation in Q1 2019. We hope to be able to do more if we get donations in; for example much-needed toilet blocks.