Annual Report 2016

Real impact through technology
Photo Credits

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Front Cover Photo
Students from Debrabant Secondary School, Tanzania
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As we reached the end of our three year strategy cycle in 2016 and finalised our ambitious and far reaching 2017-2020 plans, it is an opportune time to reflect on all Camara Education has achieved to the end of 2016.

2016 was a year of wonderful achievements and milestones.

Thanks to Camara Education, by the end of 2016, two million students have benefitted from a much improved education. Through our exciting partner programmes, such as iMlango, we are uniquely placed to measure and prove this positive impact. For an organisation that only recently celebrated its 10th birthday we are very proud of reaching and impacting on so many young students.

One of the many highlights of 2016 was Camara winning the Dochas Innovative Programme of the Year award for iMlango in Kenya, presented by the President of Ireland and Patron of Camara, Michael D. Higgins. Furthermore we also received the Pan African Award for Entrepreneurship in Education.

I had the recent pleasure of launching Camara’s four year strategy to a packed room of staff as well as corporate and individual supporters, politicians and media. The support and enthusiasm in the room for what Camara is doing was overwhelming and has given Camara huge confidence in where we can take the organisation in the future.

With such a groundswell of support, a measurable track record, unique and innovative programmes that are delivering real-time data on the impact of ICT in education we are truly on the cusp of a hugely exciting period in Camara’s journey. We would not be in this position without the phenomenal contribution of our staff, volunteers and supporters of Camara and I want to take this opportunity to thank them all sincerely for this support. I would like to give special thanks to my fellow directors who voluntarily give of their time and expertise in overseeing and governing the organisation.

We are all driven by the same motive: to deliver measurable improvements in education, hence much improved life opportunities.

It is not just about lifting people out of the poverty trap. It is about opening up possibilities and opportunities worldwide to children and to people who would have never seen those opportunities.

Maria Mahon at Camara Education 2017-2020 strategy launch
4th April 2017
Camara Education operates as a social enterprise and is financed by a variety of revenue-generating activities such as the sale of reused computers to hubs; grants from institutional donors; private donations, and its own fundraising activities.

Camara places great emphasis on transparency and robust financial stewardship. Camara recorded a net deficit of €44,978 in 2016, compared to a surplus of €149,065 in 2015. Incoming resources in 2016 decreased by 11.7% overall to €3,569,728. This decrease was mainly due to the timing of receipts for project work.

Overall, Camara Education is experiencing growth and moving to a more-established, stable network. Investments have been made in the areas of governance and staffing, in order to support the growth of the model and ensure compliance and transparency.

Governance investment has increased by 1% of resources expended since 2013. This includes investments in systems strengthening, ensuring compliance with international standards and all other legislation governing the sector.

Resources expended by Camara in 2016 decreased by 7.2% to €3,614,706. Delivering projects is the biggest expenditure of the organisation, followed by the wages and salaries, the cost of refurbishment of computers and support provided to our hubs.

Camara's reserves decreased slightly to €962,849, compared to €1,007,827 in the previous year. The financial reserves at 31 December 2016 were greater than one quarter of operating costs, in line with the reserves policy adopted by the Board.

Costs associated directly with our charitable activities in 2016 represented 91% of our total resources expended, which is in line with our 2014-16 strategy.

The cost of raising funds in 2016 represented 5% of funds generated by fundraising activities.

For every €1 Camara Education spent on fundraising it generated €21.51 for its charitable activities.

<table>
<thead>
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<th></th>
<th>2016 (€)</th>
<th>2015 (€)</th>
<th>2014 (€)</th>
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<tbody>
<tr>
<td>Total Incoming Resources</td>
<td>3,569,728</td>
<td>4,041,640</td>
<td>2,988,930</td>
</tr>
<tr>
<td>Total Resources Expended</td>
<td>3,614,706</td>
<td>3,892,575</td>
<td>2,789,192</td>
</tr>
<tr>
<td>Net Income/(Expenditure) Resources</td>
<td>(44,978)</td>
<td>149,065</td>
<td>199,738</td>
</tr>
<tr>
<td>Cash at Bank (year-end)</td>
<td>678,867</td>
<td>802,733</td>
<td>836,909</td>
</tr>
<tr>
<td>Staff Costs</td>
<td>1,394,045</td>
<td>1,209,954</td>
<td>989,434</td>
</tr>
<tr>
<td>Costs of Generating Voluntary Income</td>
<td>160,115</td>
<td>128,127</td>
<td>102,126</td>
</tr>
<tr>
<td>Governance Costs</td>
<td>134,173</td>
<td>116,351</td>
<td>92,969</td>
</tr>
<tr>
<td>Charitable Activities</td>
<td>3,320,418</td>
<td>3,648,097</td>
<td>2,594,097</td>
</tr>
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2016 was another important year in the progress and growth of Camara Education. While the previous years were marked by significant financial and impact growth, 2016 was very much a transition year with two objectives: firstly, to ensure we successfully delivered on the three-year strategy concluding in 2016 and, secondly, to ensure we defined an even stronger strategy for 2017-2020.

I am delighted to share that all of the major goals were achieved from our previous strategy. Aside from improving the solutions we offer schools and scaling to impact over two million students, we proved beyond doubt that when technology is properly integrated into education it can deliver substantial educational improvement. This was best evidenced by Camara in Kenya. With just ninety minutes access to our iMlango programme each week, they achieved twice the progress of their international peers.

Meanwhile in Zambia, Camara students achieved a 14% grade improvement in computer studies in just six months. There is now no question: technology facilitates accelerated learning.

But what does all of this actually mean? This was the precise question I asked Esther Kutto, the Principal of a Dabaso Primary School, in Malindi, on the Kenyan coast, when I visited the school last year.

Mrs. Kutto explained that thanks to the integration of technology into learning, she had witnessed average maths grades rise from 30% to over 45%. More importantly, Mrs. Kutto explained to me that at 30%, a student is failing, so all the pressure is on them to drop out of school. But when the grades are in the fifties, the pressure is on the family, school and community to keep that student in school.

Of course there is a well-proven link between retention in education and life outcomes, and sometimes the tipping point in one’s life can come down to something as simple as that. And this is why Camara Education exists.

I would like to thank and congratulate the wonderful team of staff and volunteers we have working in Camara Education, my supportive board and you, the valued friends and supporters of Camara. We would not and cannot achieve what we have without us all working together. Finally, despite public perceptions, we are winning the war on poverty: in the last two decades alone, extreme poverty has halved. Let’s keep working together to finish the job.
Camara CEO John Fitzsimons at Our Lady of Mercy School, Nairobi, Kenya
About Camara

Every single human being has a special unique gift and our task is to find that, discover it and then to support that individual to grow.

John Lonergan, Former Governor Mountjoy Prison, Ireland at Camara Education 2017-2020 strategy launch, 4th April 2017
Students from: Silti Secondary School, Worabe, Ethiopia
About Camara

Camara Education
is an international education organisation dedicated to delivering real impact through technology by inspiring and empowering a young generation to improve their own life opportunities.

Mission
Camara’s mission is to transform education using technology to empower disadvantaged students.

Vision
Our vision is a world-class, technology-enabled education accessible to all.

Our Values

Committed
We deliver results

Collaborative
We achieve more by working together

Caring
We care for our people and those we serve

Creative
We innovate to solve problems

Our People

A critical enabler of our 2014-2016 strategy has been our dedicated team of volunteers and staff. At the end of 2016 we had over 200 people volunteering and working with Camara Education worldwide.

There has been a strong focus on the retention, engagement and development of our high quality team and this will continue in our new strategy.

We participated in the EMC Global Impact Corps Program in early 2016 which enabled us to leverage senior HR expertise and skills resulting in an effective talent strategy toolkit.

We also focused on building our employer brand. These are the words that our people use to describe their careers with Camara Education: ‘Innovative. Open. Global. Flexible. A meaningful purpose.’
Camara Education has been a signatory to the Dochas Code of Conduct on Images and Messages since 2009. By signing the Code, we committed to a set of principles that ensure we will avoid stereotypical or sensational images.

The Governance Code is a code of practice for good governance of community, voluntary and charitable organisations in Ireland. In February 2014, Camara started its adoption journey of the Code and became compliant in 2015. Camara Education is a registered charity in Ireland (CHY 16922), the UK (1135540), the USA (EIN: 38-3804011), Ethiopia (1923), Tanzania (00NGO/00006076), Lesotho (SchoolNet Camara Lesotho Technical Service Centre, Reg No. 2008/221) and Kenya (OP. 218/051/11-0118/7087).

The adoption of the Code means that Camara will choose images and messages that represent the full complexity of the situations in which we work, and that we will seek the permission of the people portrayed in the photos we use.

Camara Education is in the process of adopting the Statement of Guiding Principles for Fundraising and the Investing in Volunteers Quality Standard in Ireland.

But what of the shoes outside the door, when there are none outside any other classrooms? Such is the respect for the Camara computers.

Jamie Ball at Kiserian Primary School in Nairobi, Kenya
February

In 2015, Camara Education began a two-year Irish Aid-funded project in Zambia that focused on improving educational outcomes for both junior and secondary school girls and boys across three provinces. The mid-term school results saw over 4,300 students achieving marks that were one grade higher than students in a non-project school. This is encouraging for both the project and the Camara model of project delivery. The mid-term results showed that female students were impacted in a greater way than male students. In an area where female students generally underperform, in comparison to their male counterparts, this project has been effective in addressing this particular issue.

May

LearnStorm Ireland brought STEM education to life in 2016 with an all-Ireland maths challenge for students of all abilities. Powered by the Khan Academy and delivered by Camara Ireland, LearnStorm raised students competence and confidence by developing successful learning strategies. After two months of online learning for students and schools across the country, the LearnStorm Ireland Final Celebration at Dublin Castle celebrate the top 200 students, from a pool of 30,000 students who registered in 2016. The final event was a carnival brimming with team-based activities and problem-solving exercises. Overall winners were announced at a closing ceremony with student, parent, educator and VIP attendees, including the Prime Minister of Ireland, An Taoiseach Enda Kenny.

May

We were hugely honoured to learn that the iMlango project was the winner of the Dóchas “Innovative Programme of the Year” Award. This celebrates innovative and inspiring work by people and organisations in Ireland working for global justice. The iMlango project is a pioneering internet based eLearning programme and Camara Education is working with the Department for International Development (DFID UK), Avanti Communications, sQuid and Whizz Education on this. It provides better life opportunities for 150,000 marginalised students (focusing particularly on girls), in 205 Kenyan primary schools. Pictured is Camara’s CEO John Fitzsimons receiving the award on behalf of Camara from the President of Ireland, Michael D. Higgins.
July

Camara Education embarked on a one-of-a-kind mission to carry out a solar-powered eLearning centre installation in a remote school located in Sehala Woreda. Some 9,260 students in this region do not have any source of electricity in their schools and are not able to access Camara eLearning Centres as a result. Through the mounting of solar panels and the electrical and network installation of a classroom, access to the Camara educational package was made possible. This is a collaborative project with Wag Himra Education Bureau and Wag Himra Development Association, with financial support from Avolon Aircraft Leasing in Ireland.

October

Out of over 400 applicant organisations, Camara Education was delighted to be officially announced as one of three winners of the 2016 Pan African Awards for Entrepreneurship in Education, which is run by Teach a Man to Fish. The Award was for the iKnowledge project in Tanzania, where beneficiaries are empowered with the platform, skills and support to be ICT-based entrepreneurs for their communities. The Award enables beneficiaries to generate revenue to fund ongoing costs of ICT-based solutions provided by the project. With access to community Wi-Fi and the online Camara Learning Academy, educators are enabled to further their professional development through self-paced, tailored training courses.

December

By the end of the year, Camara had reached its 2014-2016 strategy goal of impacting two million learners. As part of this we have provided 90,000 computers to schools around the world, established 5,300 eLearning Centres and trained 26,000 educators in ICT. This is made possible through the work of all our stakeholders. Pictured to the right is Eugene, the two millionth child, who says, “I would like to go to university, to be a doctor and study medicine”.

About Camara

2016 in Stories
About Camara
Our Year in Numbers

Working with
1,031 Education Institutions

Impacting
225,542 Learners

Delivering
10,669 Devices

Supporting
7,916 Educators

Fundraised Over
€2.4 Million
I went to visit some of the schools that Camara Education has supported and found it incredible the way in which access to a functioning computer can open so many possibilities for young children.

About Camara
2014-2016 Strategy

In early 2014, Camara Education embarked on accomplishing a three-year strategy that focused on proving the impact its education model is having on thousands of children, while aiming to extend digital literacy from about 700,000 students to 2,000,000 students. During those three years, our organisation grew from one which impacts hundreds of thousands of students to one which impacts millions. The 2014-2016 strategy targeted three core areas: Prove, Improve and Scale.

Prove
2014-2016 saw Camara set out to prove in quantitative terms the success of the Camara model in:

- Delivering digital literacy.
- Measuring the impact of digital literacy on educational outcomes.
- Building a comprehensive monitoring and evaluation system.

Camara is delighted to report that each of these goals were accomplished.

Improve
We aimed to improve the quality of content and training to ensure technology would be utilised 50% more during 2014-2016 than in 2013. In addition, we aspired to make all eight existing hubs self-sustainable while also establishing three more.

Our success in this area included an average 48% growth in teacher’s usage of ICT equipment for teaching with Zambia and Ethiopia hubs registering 109% and 67% growth respectively.

Focus was put on building the sustainability of a small number of hubs, as well as building the capacity of existing hubs in the operational countries where the Camara core model was yielding tangible results. This has been successful in all countries and the hubs have been able to reach markets nationwide, both through projects and the hub core business.

Scale
Camara aimed to train 20,000 educators in the use of ICT, to dispatch 60,000 computers into educational institutes and to establish 12 sub-hubs in the five African countries it operates in. All of these aims were essentially achieved.

With 1,246 educators trained in September and October of 2016 alone, we are training more educators than ever before. Indeed just shy of 20,000 educators were trained between 2014-2016 (19,630 to be exact).

Furthermore, we have installed 31,400 computers into educational institutes and are now supporting more regions in our programme countries. We did not hit our target however as a decision was made to focus more on training.
In the four years from January 2017 to the end of 2020, Camara Education will improve the quality of education for an additional three million students. Key to achieving this is being rigorous in the measurement of our impact. More importantly, we need to relentlessly act upon those measurements to ensure we are meeting the needs of our educators and young people.

By effecting continued systemic change in the education systems we work in, we will broaden our impact to a far larger population. In addition, our efforts will be contributing to, amongst others, Sustainable Development Goal 4 regarding quality education. In order to achieve this, we in Camara are focused on delivering five goals:

1. Be the leading ICT Education organisation in the countries we operate;
2. Improve Educational Outcomes by designing and implementing all of our education; programmes to meet needs of all they serve;
3. Measure and act upon our educational impact;
4. Employ the best possible people;
5. Generate the resources required to deliver the strategy.

Each of these goals are interlinked and have sub-goals. These goals are common for each entity within the Camara network, even if the sub-goals and plans may differ. In order to ensure that this strategy is successfully implemented, we will:

- Continually communicate it, internally and externally, to ensure we have unity of purpose;
- Continually assess our people are demonstrating our values;
- Review our strategy annually;
- Celebrate when we achieve major milestones.

How will we know we have succeeded? We will have quantifiable measurements for three million students demonstrating improved educational outcomes. In addition, technology will be integrated across numerous education systems, resulting in systematic change to teaching and learning practices and a better education for millions of students.

<table>
<thead>
<tr>
<th>2005</th>
<th>2010</th>
<th>2015</th>
<th>2020</th>
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<tr>
<td>Low Cost Technology</td>
<td>In Field Capability</td>
<td>Warmware</td>
<td>Measurement</td>
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<td></td>
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<td></td>
<td>Using Data</td>
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Camara Education had another very successful year in 2016, generating and raising income. The cost of raising funds represented 5% of funds generated by fundraising activities. In addition, for every €1 Camara Education spent on fundraising, it generated €21.51 for its charitable activities. This represents a healthy return in the not for profit sector.

**How our funding is spent**

- **91%** Charitable Activities
- **5%** Fundraising
- **4%** Governance

It is Camara Education’s policy to spend the majority of funds on ensuring quality education outcomes through technology-based solutions. However, in order to be able to sustain these activities in the long-term, it is important that we also invest in fundraising.

**Split of Funding**

- **69%** Restricted
- **31%** Unrestricted

We are funded through a mixture of restricted and unrestricted sources. Achieving a balance between the two allows us to be even more innovative.

**Sources of Income Generation**

- **46%** Government Grant Funding
- **12%** Foundations
- **16%** Other kinds of fundraising
- **26%** Self-generated revenue

We draw on a wide variety of sources of funding, but the majority originates in government funding from The Department for International Development (DFID UK) and Irish Government departments, including Irish Aid.
Digital technologies have the potential to transform the teaching and learning experience as they open endless possibilities in classrooms. Wherever a student is learning around the world – access to a rich variety of digital resources can expand their horizons.

President Michael D. Higgins, Opening of Camara Education refurbishment facility in Dublin, 19th June 2013
Students from: EECMY School for the Deaf, Hosanna, Ethiopia
2016 saw Camara Education complete its three-year strategy of prove, improve and scale, with great success.

Throughout the year, Camara launched its first report demonstrating the impact technology has on improving learning outcomes. We recorded consistent learner access and usage of technology for learning by enriching and deepening our programmes. Finally, we continued the trend in scaling the delivery of ICT-focused solutions to schools, providing learner access to technology, training educators and supporting educational leaders. Later in 2017, Camara will publish a detailed ‘Impact and Learning Report’ with in-depth insights into these achievements.

The strategy journey has seen Camara grow in how it approaches educational delivery against our mission to transform education by using technology to empower disadvantaged students. At the start of the strategy in 2014, the approach was focused on learner and educator access to technology to support the teaching and learning process. As a learning organisation, our understanding of how to meaningfully support improved outcomes in education has expanded through our ongoing engagement with schools and youth centres, where we listen to the needs of learners while fully understanding the daily work of educators, educational leaders and governments. We have combined these insights with a regular processes of internal reflection on improving the effectiveness of all our programmes.

With this learning, our programmes now focus on strengthening the pathways for learners, educators, leaders and the education system. We believe all of these pathways have to be considered to achieve the intended outcomes, though not all country programmes or projects will need to focus on all pathways.

Some country education systems may already have strength and capacity in a specific pathway (e.g. at a systems level), allowing the Camara country programme to focus on identified needs or gaps in these pathways. Our approach, or Theory of Change, of how we believe our solutions can improve life opportunities for learners who engage with our programmes is presented in the figure overleaf.

The three pillars of the solutions we deliver across our network of education hubs are:

- **Hardware** - appropriate hardware to address an appropriate need. This can be laptops, desktops, tablets or smartphones. The key for Camara is that the technology is right for the need and to support improved outcomes.

- **Software** - these include platforms, digital educational resources, learning platforms, curriculum aligned content and assessments, tablet applications, digital games, operating systems. Camara both develop internally and work with a network of partners to provide the right software resources for the right context.

- **Warmware** - the key component of any Camara solution is the support, capacity development and empowerment of all people - learners, including teachers in schools, educators in informal education, leaders of educational institutes and youth centres and government officials - who seek to improve their own journey in education.

Our programmes and projects are often a combination of all pillars or addressing needs in one specific area.
Investment in 2016 into monitoring and evaluation (M&E) has strengthened our organisational capabilities to measure and grow our M&E team and report on outcomes, while allowing Camara to continue to prove the impact of our programmes. The publication of the ‘Camara Zambia Computer Studies Project Report’ in 2016 saw the first report from Camara that focused on a programme/project that delivered measurable learning outcomes. Further reports from Camara Zambia, as well as from our projects in Kenya are due out later in 2017.

Furthermore, partnerships with universities and research institutes in Ireland and Africa have been developed so that in-depth research can be pursued.

Finally, 2016 saw a realignment of the M&E team to focus on impact and learning, which emphasises Camara’s intention to report on educational impact and engage in internal learning throughout the organisation, in line with the 2017-2020 strategy.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Learners are experiencing greater life opportunities resulting from improved education and learning outcomes. Outcomes include transitioning to employment or next stages of education, reducing dropout and truancy from education, increasing 21st century skills, literacy and numeracy skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The long term change we support</strong></td>
<td>Learners experience improvement in their skill levels, attitudes and practices. This is reflected in their improved performance in their area of study or learning. Educators are transforming learning environments through infusing ICT into their teaching, learning and assessment practices. Leaders are change agents in their organisations, driving their institutions improved quality and performance standards through ICT. Government and civil society actors in formal and non-formal education are inspiring and acting to sustain and scale ICT enabled change in the education system.</td>
</tr>
<tr>
<td><strong>The results of our work</strong></td>
<td>Learners have access to, awareness and knowledge of ICT learning resources and tools. Educators apply their knowledge, skills and confidence in ICT in their daily teaching, learning and assessment practices. Leaders are empowered to lead organisational change through ICT integration. Government and civil society actors are empowered to implement ICT focused education policies, strategies and frameworks.</td>
</tr>
<tr>
<td><strong>Our Work</strong></td>
<td>Hardware</td>
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Country Hubs

We believe strongly that when given some assistance children can really realise their potential and dreams for the future.

Mr Molay, Head educator, Burhaniya Primary school, Kenya
Learning Disability
Tanzania

Overview

Camara Education Tanzania is based in the country’s capital, Dar es Salaam. To deliver Camara’s education programme, we work across 25 of Tanzania’s 30 regions, in various primary and secondary schools.

Since 2011, we have been focusing on improving education through technology. This consists of creating tailored and contextually-appropriate solutions. We begin by meeting with schools to identify their needs. We then vet their would-be eLearning centre, install affordable hardware, train the school’s educators to integrate ICT into their teaching and learning practices, and, accordingly, we provide long-term technical maintenance and support. We place emphasis on providing a thorough, tailored approach, and effective, sustainable outcomes.

Camara Tanzania provides a variety of training and ICT solutions to choose from. Training courses include Skillbuilder which is a beginners course focused on introducing the user to the basics and integration of ICT into education. Additionally, Leadership training is a course which trains individuals on how to use ICT in the management of an education institution, and lastly, Training of Trainers empowers educators with knowledge of how to pass on their ICT skills.

Through our work, hundreds of schools across Tanzania have been given the opportunity to move towards providing 21st century quality education.

I have been taught how to use the computer, to learn about and solve the variety of problems in our society, how to use computers to search things about our subjects and how we can use computers to develop different important skills.

Nayma Silma, 18, Kibasila Secondary School, Tanzania
Reflections on the 2014-2016 strategy

Progress has been made on all three 2014-2016 strategy areas in Camara Tanzania: Prove, Improve and Scale. An increase in project implementation ensued, including the installation of 25 eLearning centres, open source content, and working teachers in 40 schools across Tanzania, impacting 19,944 students. In addition, the UCD Volunteers Overseas/TanZed project worked to install 325 computers and provide training across 23 schools.

In partnership with Avanti Communications and the UK Space Agency, the iKnowledge project was implemented. These projects have enabled Camara Tanzania to prove its impact through exposure to international partners as well as an array of Government entities. The opportunity to improve has come about through the development of new educational programs, and learning from a thorough collection of monitoring and evaluation. Over this three-year period, Camara Tanzania has seen major growth - expanding to over 300 schools and over 25 regions.

Strategic focus for 2017 to achieve strategic plan

The organisation’s strategic focus for 2017 is aimed at two major areas of development: our product and our team. We will work to develop a larger and customisable product portfolio; covering a wider range of hardware, software, and training solutions. We will work towards receiving certification as a training institution and continue to emphasise focus on education and training programs. Further focus will be placed on building staff capacity through investment into training and coaching. These will help us to increase our sales and allow us to have a lasting impact on education in Tanzania.

Case Study

Both Deborah and Gertrude attend Debrabant Secondary school in Tanzania. The pair are enthusiastic about the benefits the Camara computers have brought to their lives, especially the improvement to their grades. As a result of their improving grades, both Deborah and Gertrude have been given a running start in pursuing their dreams: Deborah is striving to become a doctor, whereas Gertrude hopes to be a surgeon.

Both girls mentioned the advantage visual images have on their learning, stating how seeing images on the Camara computers after their lessons helps to trigger their memory and allow for a deeper understanding.

“Since I have joined this school I didn’t know there were Camara computers, but our teachers told us that there were past papers that we can view on Camara’s computers through Wikipedia. So when I came here I searched for past exams and reviewed them. Previously, I used to get maybe a C or D but when I started using these computers, I am now getting A’s”

- Deborah

“Here in the computer room we have the geography subject on the Camara computers and we can see physical geography such as the structure of the earth. Like when the teacher is teaching in class you find I may not understand, but when I come to the computer room and review what the teacher has taught I understand. So my grade also improves from a lower stage to a higher stage.”

- Gertrude
As part of our measure and learn exercise, we conduct an annual Monitoring and Evaluation exercise in all hubs. For this report, we focused on the short term impact and the long term impact of our activities have brought for students and teachers. For the short term impact, the focus is measuring the change in access and use of ICT equipment by students and educators. For the long term impact, our measurement focused on changes in learners attitude and perception toward ICT in their learning. Whilst for educators, the level of transformation of the learning environment through ICT infusion and their perception on the long term impact of Camara provided training are measured. The results are presented aligned with the Theory of Change we support.

The long term impact

82% of the students reported that the Camara provided software programs made learning maths easier while 80% reporting it made learning english easier. A further 87% reported that using a computer in school make learning more enjoyable, which is a 12% decrease from the previous year. Further studies are needed to understand this decrease in perception among students.

The short term impact

Students in the surveyed schools have had a timetabled access to the eLearning centres for 99 minutes per week on average; an increase of 12% from 2015. The students also reported informally accessing the eLearning centers for an average of 82 minutes per week; an increase of 22% from the previous year.
The long term impact

Further to accessing the ICT resources, 9% of the educators used the resources for learners to research issues, another 9% reported for learners to solve problems and 5% for learners to develop their own digital content. Compared to the previous year, a decrease in advanced use of the ICT resources among learners is observed. The exact reason for this is difficult to ascertain and more research would be needed to uncover the reasons.

Educators were asked about their perception of the long term impact of Camara provided training. 90% reported that the Camara training helped them alter the way they approach teaching whilst 80% reported the Camara training helping them integrate ICT into their classroom. A further 72% reported that the Camara provided training has helped them plan lessons using ICT.

The short term impact

88% of the educators who used the eLearning center for teaching are Camara trained, a 1% increase from 2015. The length of usage among Camara trained teachers remained almost the same as 2015 at 109 minutes per week while it decreased by 64 minutes for those who did not attend any Camara training.

In addition to the length of usage, educators were also asked about how they used their skills, knowledge and the ICT resources in their teaching. 63% reported that they used the resources to teach basic computer skills and 29% reported to help demonstrate lessons. A further 16% reported using the ICT resources to deliver presentations to students.
Hub Performance

According to the school leaders, Camara Tanzania scored 93% in overall performance; an improvement of 3% from 2015. Attitude of Camara staff scored the highest with 98% and timely resolution of problems scored the lowest with 85%. The performance indicator that shows the largest improvement from the previous year was meeting agreed deadlines with 92% score and an improvement of 12%. Overall, four of the ten performance areas showed a decrease from 2015 and four areas showed an improvement.

The overall performance of Camara Tanzania increased from 90% in 2015 to 93% in 2016.
In addition to their perception on Camara’s performance, the school leaders were also asked about their perception on the impact of Camara provided services on their educators, students and their overall working experience with Camara. All of the surveyed school leaders reported having a positive experience with Camara. 93% reported that the Camara provided services had a positive effect on the motivation of students, on the ability of students to attain their curriculum, on the motivation of educators, and on the ability of educators to deliver their curriculum.

100% of the surveyed school leaders are reported having a positive experience with Camara Tanzania.
Education
Country Hubs
Zambia

Overview
Camara Education Zambia is a social enterprise registered in Zambia as a company limited by guarantee, which exists to reduce poverty amongst Zambian youth by improving educational outcomes through the provision of computer hardware and software, together with digital learning content and teacher-focused training.

The organisation was initially based at Kitwe, in Zambia’s Copperbelt region, before a 2012 relocation to Lusaka. While we partner with schools from pre-primary to tertiary levels in delivering teaching and learning resources across a spectrum of subjects, we have refocused to build capacity amongst educators in the delivery of the Ministry of General Education’s Computer Studies curriculum to Junior Secondary students, which was introduced in 2015.

With the assistance of Irish Aid, we have developed educator training courses to support general computer literacy, computer studies-specific delivery as well as district-level Ministry of General Education staff. In addition to in-school training, we host centralised training sessions at Ministry of General Education buildings in Lusaka, as well as partner locations in the Copperbelt and Southern Provinces. This enables access by the greatest number of educators, as well as minimising delivery costs.

In partnership with Camara Education Ireland and Camara Education UK, Camara Zambia provide mostly refurbished computer hardware to schools and educators. A renewed focus on networked learning resources has allowed for a more tailored ICT-enabled student learning experience.

Having computers in the school makes me want to go to class more. They are very interesting and we are able to learn many new things.

Terrence Ntlasha, 16, Chitanda Primary, Zambia
Reflections on the 2014-2016 strategy

Camara Zambia’s progress in the three strategic areas has been notable. The 2015-2016 Irish Aid-funded project has enabled a robust impact evaluation with a mid-term review of interventions showing an almost 14% increase in national computer studies examination pass rates when compared with provincial averages. Improvements have been made in the development of curriculum-aligned professional development courses and software offerings aligned with the national curriculum. The scale of our operations has increased with 2016 seeing a 234% increase on 2014’s dispatch figures and a 91% increase on 2014’s educator training numbers. We now deliver training courses to increase digital literacy amongst educators, to develop delivery capacity of the computer studies curriculum, and to sensitise education leaders to the benefits of ICT in education. The 2016 signing of a memorandum of agreement with the Ministry of General Education has been a factor in the increased reach of Camara Zambia.

Strategic focus for 2017 to achieve strategic plan

The organisation’s focus for 2017 includes addressing issues of financial sustainability in an under-resourced marketplace through geographical expansion, further partnerships, and engagement of additional sales and marketing staff. Other focus areas include the introduction of additional educational technology products and the curation and alignment of educational materials to better serve Zambian learners.

Camara Education Zambia successfully completed its two year project funded by Irish Aid in 2016. The project supported schools in Copperbelt, Lusaka and Southern provinces in delivering the new Junior Secondary Computer Studies curriculum. The subject was introduced in 2015 but many schools lacked the capacity to effectively deliver it. However, Camara provided computers, content, training and support to schools. The 2016 exam results were very positive for project schools who scored an overall pass rate more than 10% higher than the provincial rates. The results for girls were most impressive with a rate almost 14% higher. Camara Zambia will continue to scale this successful project.

Case Study

Florence Kambole is 13 years old. She attends Chitanda Primary school in Lusaka, Zambia, where she was first introduced to Camara computers at the age of 12. Florence has found that using Camara computers has assisted her understanding of ICT. Since the Camara computers were introduced to her school, she says she has spent more time than ever before in school. Camara computers has helped Florence in her pursuit of becoming an accountant. Even at 13, she has already identified the relationship between knowing how to use a computer and achieving her aspirations of a leadership role in government.

"Using computers make it easier for us to understand computer studies. Computers make learning very interesting. Before we received the computers, it was difficult to practice what we were learning in ICT. I spend more time in school than I used to before we had computers in the school. I go to school to learn how to read and write. I believe being educated will help me have a better future. The things we learn will help me get into college or university. When I grow up, I want to become an accountant. My dream is to become a leader in the government. Using computers will help me achieve my dreams as I’ll need to use them in my leadership roles."

-Florence
The long term impact

Using the ICT equipment and the educational software brought about changes in students attitude towards learning. This is reflected in their response as 98% of them reported a more enjoyable learning environment as a result of their computer access and usage. In addition, for 94% of the students, it made learning English easier which is 5% more students than 2015. A further 84% of the students reported learning Maths was easier because of their computer access and usage.

The short term impact

Students were able to access the Camara provided computers for an average of 108 minutes per week. This is a decrease of 9 minutes from 2015 which can be related to the fact that a higher percentage of students shared a computer with one or more students in 2016 than in 2015. Informal access continued to increase over the last three years as school leaders facilitated the access of eLearning centres outside of school hours.
The short term impact

39% of the educators who used the computer lab for teaching were Camara trained and this figure decreased by 5% from 2015. This may seem like a low percentage but 96% of the educators who attended Camara training in 2016 used the computer lab for teaching, a 17% increase from 2015. Educators who attended the Camara training also used the eLearning centre for teaching 53 minutes per week longer than those who did not attend any Camara training.

We also investigated how educators apply their knowledge and skills in their teaching practice. 83% of the educators used the ICT resources to help them demonstrate lessons and 74% to teach basic computer skills; a considerable improvement from 2015.

The long term impact

Educators have shown improvement in terms of infusing ICT into their teaching practice. 12% of the educators surveyed used the Camara provided ICT resources for students to solve problems while 9% of them used the ICT resources for students to develop their own digital content; a 7% increase from 2015.

In terms of perception of educators on the impact of Camara provided training, 91% of the educators reported the Camara training helped them alter the way they approach teaching. A further 91% reported that it helped them integrate ICT into the classroom when delivering lessons. Additionally, 83% of the educators reported that the training helped them plan lessons using ICT.
Hub Performance

Camara Education assesses the perception of school leaders on the hub's performance in order to have an insight into how the organisation performing in key performance areas. The Camara Zambia hub improved its performance on all ten performance indicators from the previous year. The biggest improvement is observed in the provision of quality support followed by meeting agreed deadlines and timely resolution of problems. The overall performance of the hub improved by 14% from 2015.

The overall performance of Camara Zambia increased from 72% in 2015 to 86% in 2016.
The school leaders were asked about their perception on the impact of Camara provided services on their educators and students. Generally, the school leaders believe that the ICT equipment has had a positive effect on the ability of educators to deliver the curriculum and on students to attain the curriculum. Furthermore, 96% of the school leaders believe that the ICT equipment and training has a positive effect on the motivation of students and educators.

Overall, all of the surveyed school leaders responded that they had a positive experience working with Camara. This percentage has increased by 24% from 76% in 2015.

100% of the surveyed school leaders reported having a positive experience with Camara zambia.
Education
Country Hubs
Ethiopia

Overview
Camara Education Ethiopia is an organisation which is registered locally with the Federal Republic of Ethiopia Charity and Society Agency.

Our mission is to improve both the access and quality of education through technology in disadvantaged communities in Ethiopia and to support the education sector in line with government strategies and policies.

Following the successful completion of a five-year agreement with the Ethiopian Federal Ministry of Education to improve educational outcomes for over 300,000 students in 600 schools, Camara Ethiopia recently signed a three-year agreement. This is designed to improve learning outcomes through ICT integration in 1,265 schools; impacting 664,000 children and ensuring over 10,000 educators will be trained in the use of ICT. It will include the delivery of over 31,000 computers. In addition, this project allows Camara Ethiopia to operate across all of the country’s regions.

I am very eager to come to school now and use these Camara computers because I can increase my understanding of subjects and learn a lot about the world.

Mekonnen Tibeltal, 18, Debre Work Secondary and Preparatory School, Ethiopia
Reflections on the 2014-2016 strategy

Camara Ethiopia has made significant progress in all three 2014-2016 strategy areas; Prove, Improve and Scale.

In the Prove areas, we have worked very closely with federal and regional government partners to prove the value of the Camara package in improving the delivery of quality education. This close collaboration has also allowed us to improve our educational package and training approach. As a result, we have created an Ethiopian specific Ubuntu build with improved educational contents, including all of the federal and regional ministry of educational textbooks.

On the training side, we have put more emphasis on leadership training and also training that is specific and often requested by schools. Consequently, these are allowed us to significantly scale our operations to new regions. In 2016, we signed a three year project agreement with the Ministry of Education.

Immediately after signing a project agreement in March, we were busy delivering 4,062 computers to 143 primary and secondary schools across four regions: Addis Ababa, Amhara, Southern Nations and Nationalities Region (SNNPR) and Oromia. As a result, almost 1,200 educators and leaders were trained and 71,500 students were able to get access to educational resources in just three months.

Strategic focus for 2017 to achieve strategic plan

Camara Ethiopia’s 2017 strategic priorities are focused on delivering the current Ministry of Education project, while ensuring that we are supporting the Ministry’s strategic vision, as well as ensuring that we are aligned with our new four-year strategic vision.

As part of this effort, we will be working on integrating impact measurement tools into our current programme and developing a communication strategy to effectively measure and communicate our impact. We hope to achieve these by identifying areas in which we can improve our organisation, as well as strengthen our close collaboration with the local stakeholders, such as the Ministry of Education and local and international organisations.

Case Study

Azeb Linkinaw is 14 years old. She is from Debre Work Town, where she attends Bahir Seged Primary School. Before she was introduced to Camara’s computers she would use her uncle’s at home. Rather than being restricted to textbook knowledge, Camara’s eLearning Centre has allowed Azeb to obtain an array of information. This has helped improve her understanding of certain lessons and subjects. With hopes of becoming a historian, the computers have given her the ability to learn and discover vast information and practice her research skills. For Azeb, attending school opens up countless opportunities and Camara’s computers have helped to increase these.

“The computers helped me to know more and to get more information I want to know. It helped me to become a better student. Before Camara computers came to my school, I was only limited to my textbooks to get any kind of information I need to know. But, following the establishment of the Camara eLearning Centre, I am able to get further information worldwide. “I want to be a historian so that I can uncover all of our history to the world by research. For this, technology plays many roles. On the computers I can get more historians, writers, and it helps me to make me more informed and focused on what I want”

-Azeb
The short term impact

Both formal and informal access of ICT resources by students continued to increase in Ethiopia. Students accessed the eLearning center for an average of 123 minutes per week outside their normal class hours; a 26% increase from the previous year. The length of formal access also increased by 20% by 13 minutes from 2015.

The long term impact

80% of the students reported using a computer in school made learning more enjoyable which is a 4% decrease from 2015. While 50% reported it made learning English easier. This figure also decreased by 10% from 2015. The general decrease in percentage of positive responses can be related to the fact that the contents of the educational software are not aligned to the curriculum, which made it more challenging for the students to adapt to the new contents and thus affecting their perception on the use of the educational software.

In Ethiopia, the main aim of our project is to increase access of ICT resources in schools. The Camara provided computers and educational software are used as additional supplementary resources to the curriculum. The contents of the Camara provided educational software are also designed to serve as additional source of information that is complementary to the curriculum. Thus, these Camara provided resources are not being fully used to teach the ICT or other subjects in schools but rather to provide extra contents and exercises for teachers and students.
The long term impact

Chart 3 shows that 7% of the educators used the Camara provided ICT resources for students to research issues. 13% of the educators also reportedly used it for students to solve problems whilst 2% for students to develop their own digital content.

In terms of the long term impact of Camara provided training, 72% of the educators reported that it has helped them to alter the way they approach teaching meanwhile for 66% of educators, it helped them integrate ICT into their classroom when delivering lessons. An overall decrease in the level of ICT integration in the classroom is observed in 2016 reflecting the current emphasis being put on by the Ethiopian hub in improving access of ICT equipment in schools rather than promoting ICT integration in schools.

The short term impact

65% of the educators who used the eLearning center are Camara trained which is a 7% increase from 2015. The Camara trained educators also reported using the eLearning centre for 204 minutes per week for teaching; 47 minutes higher than those who did not attend Camara training. The length of usage decreased by 52% from 2015 due to the fact that teachers are encouraged to use the eLearning center as a supplementary resource rather than a curriculum teaching resource.

When it comes to application of knowledge and skills in teaching practice, 49% of the educators used the Camara provided ICT resources for teaching basic computer skills and 19% utilised it to help demonstrate lessons.
Hub Performance

Camara Ethiopia has scored 74% in terms of performance according to the surveyed school leaders. Value for money was the highest scoring performance area followed by understanding the school’s needs with 82%. The lowest scoring performance area was provision of relevant training with 63%. Compared to 2015, 8 out of the 10 performance areas showed a decrease in score. The main reason for this decrease can be related to the fact that data on the performance of the hub was collected remotely which may have caused a bias in response from the school principals. A comparison of the 2016 performance score with the 2014 score showed an improvement in six of the ten performance area including an improvement of 3% in the overall performance score.

![Chart 7: Camara Zambia Performance Scorecard](image)

The overall performance of Camara Ethiopia decreased from 2015 but increased by 3% from 2014.
All of the surveyed school leaders reported that the Camara ICT equipment had a positive effect on the motivation of students while 90% reported it had a positive effect on the motivation of educators. Encouragingly, 94% of the school leaders reported that they had a positive experience with Camara. The details of this result are presented below.

94% of the surveyed school leaders reported having a positive experience with Camara Ethiopia.
Camara Education Kenya is a social enterprise, registered as a company limited by guarantee that works across the country with learning institutions and other established groups, such as youth organisations. We work to improve the life opportunities of learners through the use of ICT. Young individuals develop key skills such as literacy, numeracy, and ICT skills through our support, thereby better preparing them for employment.

Camara Kenya implemented five projects in 2016, the first of which, iMlango, aims to improve the learning outcomes of children by installing eLearning centres, specific educational software and strong pedagogical support to the educators. It is currently being implemented in 205 schools across four counties in Kenya. It allows impact measurement in real time.

The Aga Khan Project is being implemented in two countries, Kenya and Uganda, and benefits 63 schools in total, 43 of which are in Kenya.

We also implemented a Learning Tool Kit project in collaboration with the Aga Khan Academy and University of Concordia, Canada. This project was implemented in eight schools within Mombasa County and aimed to help school learners with literacy. Funded by Google, Africa Coding week was implemented in 40 schools and involved training 194 educators, allowing them to pass on their knowledge to their students.

When girls are better educated members of our society, they will be appreciated by the community and the community will come to realise that it is education which will bring poverty out of the villages.

Moses, Educator at Kiserian Primary School, Kenya
Reflections on the 2014-2016 strategy

Camara Education Kenya made remarkable progress in the 2014-2016 strategy areas, Prove, Improve and Scale. In the Prove area Camara Kenya worked closely with the Ministry of Education and the Aga Khan Foundation, among other partners, in the training of 4,345 teachers. Through the training Camara Kenya was able to prove that our approaches work as evidenced by the improvement of learning outcomes of the students benefiting from the iMlango Project. Electronic data collection tools were introduced which enhanced the data collection process and quality of data analysis. Camara Kenya was able to scale its operations by partnering with Adamson International, a Department for International Development (DFID UK) funded project under the name KUZA Project, a youth empowerment project.

Strategic focus for 2017 to achieve strategic plan

Camara Kenya will focus on four areas in order to achieve an overall strategic plan. As part of our sustainability plan, we are planning to increase our income through increased sales. Efforts are being made to improve the capacity of staff in order to achieve this strategic objective. Camara Kenya is already working towards ensuring it is registered as a training institution with the Technical and Vocational Education and Vocational Training Authority. As a result of this, we will open greater avenues to win training tenders. Additionally, we will focus on strengthening the capacity of our staff in each department. We continue to develop and attract staff to ensure we deliver education programs that meet the needs of those it serves. Strengthening internal structures for efficiency and better performance is also an area of key focus.

Case Study

Angel Katee is 12 years old. She lives in the Buxton area of Mombasa and attends the Kardatzke Memorial School. She started using computers provided to her school by Camara Education when she was in class five. She uses them for composition writing and to study science, social studies and English. She says computers have enabled her to achieve positive results in her studies; Angel was able to study the digestive system using the Camara computers, allowing her to improve her grades in her science exams. Class was more challenging before the introduction of computers as she was reliant on text books, which did not allow her to research aspects of her studies in detail.

“I go to school to get knowledge. I hope that through school, if I work hard I will get a job when I am finished. I want to be a neurosurgeon or a broadcaster and I think computers will help me achieve this dream. On one hand I want to be a neurosurgeon to help people with brain problems and on the other hand I want to be able to share the daily news and to earn a good salary. My parents think this is a good choice to have. Thank you to the donors and stakeholders who brought computers to my school.”

-Angel

Over three years, in partnership with Avanti Communications, Whizz Education and sQuid, Camara Education delivered technology based education to 205 schools in Kenya through the iMlango project. Remarkable success arose: including a 15% increase in overall grades. This success has seen Camara secure four years further funding from the Department for International Development (DFID UK) to continue the project in the 205 schools we currently work in whilst expanding the scope of the project to support girls transition into secondary school. The next phase of the project - iMlango Transition, will commence mid 2017.
The long term impact

90% of the students reported that learning is more enjoyable as a result of the computers and this figure decreased by 9% from 2015. Furthermore, 86% of the students acknowledged that using the educational software programs made learning English easier while 84% reporting the use of the software program made learning maths easier.

The short term impact

In 2016, the surveyed learners in Kenya formally accessed the Camara provided ICT resources for 113 minutes per week on average. This is an increase of 10% from 2015 and 34% from 2014. The length of informal access also increased by 80% from 63 minutes per week in 2015 to 113 minutes per week.
The long term impact

36% of the educators used the Camara provided ICT resources for learners to research issues and 31% for learners to solve problems. A further 14% of the surveyed educators used the resources for learners to develop their own digital content. These figures show a decrease from previous years, indicating that the integration level of ICT resources into teaching is still in its early stage in the surveyed schools.

As shown in Chart 4, 97% of the educators reported the training has helped them integrate ICT into their classroom whilst 91% of the educators reported that the training has helped them alter the way they approached teaching. Furthermore, 88% of the educators reported the Camara training has helped them plan lessons using ICT.

The short term impact

88% of the educators who reported using the eLearning centre for teaching are Camara trained. Compared to 2015, this is an increase of 24% which is very encouraging. The average use among these Camara trained educators was 227 minutes per week, a 70% increase from the previous year. Educators who did not attend the Camara training used the eLearning center longer than those who attended the Camara training. A deeper look into the data shows that one of these educators is an ICT educator that used the computers for 900 minutes per week on average. This skewed the average usage amongst non Camara trained educators.

In terms of application of knowledge and skills, more than half of the surveyed educators (53%) used the Camara provided computers to teach basic computer skills and 47% used it to deliver presentations to the students.
According to the surveyed school leaders, the overall performance of Camara Kenya is 75%; showing a slight improvement from 2015. The result also shows that Camara Kenya has improved on six of the ten performance areas from 2015. The attitude of Camara staff is the biggest scoring performance area with 93% and timely resolution of problems is the lowest scoring with 67%. In addition, provision of quality support has improved by 15% from the previous year.

<table>
<thead>
<tr>
<th>Performance Area</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding your needs</td>
<td>76%</td>
<td>87%</td>
</tr>
<tr>
<td>Provision of relevant training</td>
<td>70%</td>
<td>76%</td>
</tr>
<tr>
<td>Provision of reliable hardware</td>
<td>73%</td>
<td>75%</td>
</tr>
<tr>
<td>Provision of relevant software</td>
<td>75%</td>
<td>75%</td>
</tr>
<tr>
<td>Provision of quality support</td>
<td>65%</td>
<td>75%</td>
</tr>
<tr>
<td>Ease of communicating with Camara</td>
<td>86%</td>
<td>81%</td>
</tr>
<tr>
<td>Meeting agreed deadlines</td>
<td>73%</td>
<td>71%</td>
</tr>
<tr>
<td>Timely resolution of problems you have</td>
<td>72%</td>
<td>70%</td>
</tr>
<tr>
<td>Attitude of Camara staff</td>
<td>93%</td>
<td>88%</td>
</tr>
<tr>
<td>Value for money</td>
<td>71%</td>
<td>71%</td>
</tr>
<tr>
<td>Total</td>
<td>75%</td>
<td>74%</td>
</tr>
</tbody>
</table>

The overall performance of Camara Kenya increased from 74% in 2015 to 75% in 2016.
The school leaders were also asked about their perception on the impact of Camara provided services on their educators and students and their overall experience with Camara. 93% reported that overall they had a positive experience with Camara. 96% of the leaders also reported that they believe the Camara provided ICT equipment has had a positive effect on the motivation of students.

93% of the surveyed school leaders reported having a positive experience with Camara Kenya.
Overview

Camara Lesotho enjoys cordial relations with the country’s Ministry of Education and Training, bolstered by a five-year Memorandum of Understanding signed in 2012. However, some political instability and Lesotho’s economic position present many challenges in delivering Camara’s programme to Lesotho schools. Camara Lesotho has gained agreement from both of its local hosts to maintain both a Maseru-based hub, kindly made available by the Sisters of The Holy Family of Bordeaux, as well as the longstanding sub-hub in the north of the country, where Sacred Heart High School has allowed Camara much-needed operational space since 2011.

Reflections on 2014-2016 Strategy

Despite challenges, progress has been made on all three 2014-2016 strategy areas in Camara Lesotho; Prove, Improve and Scale. Funding from the Waterloo Foundation has allowed impact evaluation to be carried out across three of Lesotho’s districts with high satisfaction rates reported by educators and learners. Our training has been carried out by experienced personnel in various school settings. Scaling Camara Lesotho’s operations has been challenging in the face of decreased investment in schools by the government. Though, with funding from the Rotary Club of Maseru and the Rotary Club of Guelph, Canada, we trained 37% more teachers in 2016 than in 2014 allowing for a higher level of digital literacy amongst partner schools.

Strategic focus for 2017 to achieve strategic plan

Camara Lesotho’s strategic focus includes further strengthening of the organisation’s partnerships with Government and Lesotho parastatals. Potential opportunities exist with international donors, in-country charitable trusts. Camara Lesotho has successfully approached local institutions to aid in the delivery of their corporate social responsibility programmes. There is strong representation within Lesotho’s education sector of commercial schools, This is a strong validation of Camara’s approach, quality of delivery, development of affordable and accessible education and ICT hardware. With its establishment in 2007, Camara Lesotho looks forward to continuing our support of Lesotho’s educational environment and impacting a new generation of learners.
Students from St. Agnes High School, Lesotho
The long term impact

Regarding the long term impact of using the Camara provided ICT equipment, all the students reported that using the computers in school make learning more enjoyable. Furthermore, 78% of them reported that using the software programme made learning both maths and english easier.

The short term impact

In 2016, the surveyed students in Lesotho formally accessed the Camara provided ICT equipment for an average of 150 minutes per week. In addition, 56% of the students also reported that the computer lab was open for informal use when they did not have class.

In terms of computer share, 33% of the students reported that they did not share a computer with other students while 11% reported sharing a computer with 4 other students.
The short term impact

All the surveyed educators reported that they took the Camara provided training and used the eLearning centre for teaching. 60% of the educators responded that they used the ICT resources to deliver presentations to the students and 50% reportedly utilised the resources to demonstrate lessons.

The long term impact

Educators were asked about the more advanced level of use of the computers for teaching. As a result, 50% of them reported that students used the ICT resources to research issues while 40% reported that students developed their own digital content using the Camara provided ICT resources.
Camara Education Ireland is a social enterprise which works to improve education in schools and youth centres around the country by training and supporting educators and youth workers to use ICT and digital technologies in their practice.

In 2016 three programmes were delivered, outlined below. Each of these support educators, volunteers and young individuals in building key skills, such as communication, critical thinking and collaboration. This, in turn, aids them in adapting to the future of emerging technologies.

The schools and community programme supplies refurbished computers to support the integration of ICT into schools, youth and community organisations. Customised ICT plans and support are given through the schools framework product.

The TechSpace programme trains educators to facilitate digital media, STEAM (Science, Technology, Engineering, Arts and Applied Maths), and creative technology activities through youth development principles with young people. This allows educators to avail of annual opportunities, creative tech support and pathways to upskilling.

LearnStorm was a free national maths challenge that Camara ran for nine weeks in 2016 on behalf of the Khan Academy. Students were able to work independently, or as part of a school team, whilst strengthening their maths skills and gaining recognition. On average, each of the 30,000 Irish students spent four hours on LearnStorm in 2016. Lauded by Irish educators, who could track progress in real time and facilitate peer-to-peer learning without changing the classroom, LearnStorm was a challenging but stimulating experience for every student.
Reflections on the 2014-2016 strategy

Progress has been made on all three 2014-2016 strategy areas in Camara Education Ireland: Prove, Improve and Scale.
In the Prove area, we have enhanced monitoring and evaluation activities across all programmes. In particular, we have implemented numerous changes in educator training in order to reflect on the feedback received during the pre and post training measurement. Considerable scale was added during this time, seeing over 3,900 computers being installed during 2014-2016; a 35% increase on the previous three-year period. During the same period, over 1,300 educators were trained; an increase of 39%.

This growth has been characterised by both breadth and depth. The breadth of the programmes increased with the addition of the LearnStorm programme, whilst the depth increased in the areas of long-term educator support, increased repeat training and greater engagement with schools and youth services at leadership level.

Strategic focus for 2017 to achieve strategic plan

Our three core areas of focus for 2017 are outlined here. Firstly we have a programmatic approach to development and delivery. Our education programmes will be based on needs, enhance existing pedagogies, and improve measurable 21st century skills and educational outcomes. Secondly we aim to support and achieve growth of mutually beneficial partnerships and grow/secure new long-term sustainable partnerships. We also aim to develop longer-term funding streams. Finally we aim to develop professional internal systems and processes and foster staff to professionally develop and achieve within well-defined roles, supporting them in targeted areas.

Case Study

Lauren Hadden is 17 years old and lives in Cork, Ireland, where she attends St. Mary’s Mallow Secondary school. From a young age, Lauren has been fortunately surrounded by technology; her first memory of it being a CD Rom her mother bought her to play digital learning games on. Despite her close relationship with technology from such a young age, her appreciation of it later dwindled. Thankfully, Lauren’s participation in the Camara Education Ireland Techspace programme saw her admiration for technology return. She mentioned that the programme opened her eyes to alternative ways of using computers for learning, helping her to see computers as much more than a fundamental aspect of everyday life.
She has been given various opportunities as a result of her participation in the programme, including the chance to create a podcast series and various movies. The programme has not only reignited Lauren’s enthusiasm for technology, but has helped her learn to create and actively engage with it. Her appreciation of Camara Ireland’s work can be seen in her hope to one day work closely with an NGO.

“Camara has played a huge part in my learning over the last number of years. They have allowed me the opportunity to engage with learning through computers in a positive and interactive way. Camara has opened my eyes to a new side of computing, they have given so many young people the confidence and opportunity to become creators.”

-Lauren
Techspace
Hub Performance

According to principals/ICT coordinators of TechSpace project schools, Camara Ireland scored an overall performance score of 82%. The highest scoring performance area was attitude of Camara staff with 93% followed by provision of quality support, ease of communicating with Camara and meeting agreed deadlines all scoring 83%. The lowest scoring area was provision of reliable hardware with 75% and the second lowest scoring performance areas were provision of relevant software and provision of relevant training with 78%.

Overall, Camara Ireland’s performance is perceived very positively by school principals and ICT coordinators with a combined overall performance score of 88%.

Understanding your needs 79%
Provision of relevant training 78%
Provision of reliable hardware 75%
Provision of relevant software 78%
Provision of quality support 83%
Ease of communicating with Camara 83%
Meeting agreed deadlines 83%
Timely resolution of problems you have had 81%
Attitude of Camara staff 93%
Value for money 82%
Total 82%

Chart 1. TechSpace school performance scorecard

The short term impact

“All year round, young people have drop-in access to the ICT and digital media equipment. Staff and volunteers at the centre make young people aware of the ICT and digital media facilities naturally as they come to the centre, and they are aware that these facilities are available, and there for them to use.

Through engaging them (young people) in TechSpace digital media and ICT activities, they develop a broader knowledge, and more skills which enables them to do more. They are supported to use ICT creatively in the centre - we encourage them to try new things and learn new skills.”
Training satisfaction

According to the post training survey results, 92% of the educators strongly agreed/agreed that the training was relevant to their current work or career path. In addition, 88% of the educators also reported that the learning objectives for the course were achieved.

The educators were also asked to rate the exercises/practical work for the training and the training overall. 60% of the educators rated the exercises/practical work for the training 5 out of 5 and 28% rated it 4 out of 5. When it comes to the overall rating for the training, 43% of the educators gave it the maximum possible score of 5 out of 5 and 49% rated the training 4 out of 5.

The long term impact

“I think that trying new things and learning new skills builds the confidence of a young person overall. I had one young person during our Theatre TechSpace programme, who was quite shy and quiet and wanted to just work on what he already knew when he came to the project first last year. audio, and this year he came back and was able to teach another young person who was finding things difficult how to do what he had learned through the project.”
Schools Programme

For the first time, Camara Education has introduced the Performance scorecard for Camara Ireland in 2017. Schools were asked to rate the performance of Camara Ireland in 10 main performance areas. Schools under the TechSpace project were surveyed separately in order to capture perceptions not only from schools but also from Youth Centres and other learning centres.

Hub Performance

The principals/ICT coordinators of the Camara Ireland schools rated the overall performance of Camara Ireland at 94%. Three of the ten performance areas; Provision of quality support, Ease of communicating with Camara and Attitude of Camara staff scored 100%. Encouragingly, a further 3 more performance areas scored 99%. The performance area with the lowest score is Provision of relevant training with 63%. In a very positive manner, 8 out of the 10 performance areas were given a score of 98% or more.

The short term impact

“I have applied my improved knowledge, skills and confidence in teaching and facilitating on a daily basis. As a result of my involvement with TechSpace over the last few years, I am overall much more confident in my approach to technology and try to bring it into many aspects of my work.

I used my skills in digital media to document the young people’s reactions and experiences of the programme. I was also able to pass on my skills to the young people I was working with through allowing them to use the equipment and interview each other about their experiences. This documentation has been extremely useful in the completion of our National Quality Standards Framework (NQSF) reports this year as we were allowed to send in videos and photographs to accompany the report.”
Training satisfaction

Camara Ireland provided training for both TechSpace schools and other learning centers that are part of the education projects. Participants of the training were asked about their satisfaction levels on the training they received and to rate the training.

The results from the post training survey shows that 87% of them reported that the training was relevant to their current work or career path while 94% reported the learning objectives for the training were achieved.

In terms of rating of the exercises and practical work of the training, 51% of the educators rated the training 5 out of 5 while 34% rated it 4 out of 5. Furthermore, 50% of the educators rated the overall training course 5 out of 5 and 41% gave it a rating of 4 out of 5.

The long term impact

“I have been able to use technology to bring new elements into my work. I have run an arts and crafts programme over the last few years with younger members of the project. One aspect that I most enjoy about facilitating TechSpace programmes is the opportunity to bring my own creativity into the work. As a result I can also empower young people to be as creative as they wish in their work.

I have integrated TechSpace and ICT into numerous projects over the last few years. One project that I have found to be particularly successful is a theatre techspace week long programme that I have run for the last three years as part of the summer programme. This event allowed young people to showcase the work they did during the week.”
Camara Education conducts a bi-annual hub audit in order to measure the maturity levels of structures and processes necessary for a fully functioning education hub. A total of 61 indicators, 41 structural and 20 performance indicators over 7 functional areas were used in the audit. The results of the audit are presented below divided in structural maturity, performance maturity and overall hub maturity.

**Structural Maturity**

The results show that Ireland was the best performing hub in terms of structural maturity with 82% while Zambia is the least structurally mature hub with 50%. The average structural maturity score for the four hubs was 62%.

**Performance Maturity**

In terms of performance maturity, again Ireland was the most mature hub with 76% and Ethiopia hub was the least scoring with 43%. The overall performance maturity for the five hubs was 64%.

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**The average performance score achieved by hubs increased from 80% in 2015 to 84% in 2016**

97% of school leaders reported that Camara ICT equipment had a positive effect on motivating students.
Overall maturity

The overall maturity scores show that Ireland was the most mature hub with 79% while both Ethiopia and Zambia were the second mature hubs with 57%. Kenya hub scored the lowest maturity score with 52%.

<table>
<thead>
<tr>
<th>Area</th>
<th>Function</th>
<th>Ireland</th>
<th>Ethiopia</th>
<th>Kenya</th>
<th>Tanzania</th>
<th>Zambia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Maturity</td>
<td>Governance</td>
<td>85%</td>
<td>58%</td>
<td>47%</td>
<td>63%</td>
<td>39%</td>
</tr>
<tr>
<td></td>
<td>Operations</td>
<td>90%</td>
<td>62%</td>
<td>48%</td>
<td>64%</td>
<td>61%</td>
</tr>
<tr>
<td></td>
<td>Programme Management</td>
<td>97%</td>
<td>32%</td>
<td>63%</td>
<td>60%</td>
<td>87%</td>
</tr>
<tr>
<td></td>
<td>Human Resources</td>
<td>83%</td>
<td>70%</td>
<td>45%</td>
<td>60%</td>
<td>87%</td>
</tr>
<tr>
<td></td>
<td>Finance</td>
<td>43%</td>
<td>100%</td>
<td>74%</td>
<td>34%</td>
<td>55%</td>
</tr>
<tr>
<td></td>
<td>Fundraising</td>
<td>70%</td>
<td>50%</td>
<td>0%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Communications</td>
<td>10%</td>
<td>25%</td>
<td>15%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Overall Maturity Score</td>
<td></td>
<td>79%</td>
<td>57%</td>
<td>52%</td>
<td>54%</td>
<td>57%</td>
</tr>
</tbody>
</table>

Comparison with previous years

The chart below presents the comparison of scores received by hubs for the last 5 years. Here, it should be noted that like-with-like comparisons with the previous years are not valid as the methodology evolved through time. However, the chart gives an indication of the maturity progress made over the past years by the hubs.

As can be seen from the chart above, Ireland and Tanzania hubs managed to improve their performance from 2015 while Ethiopia, Kenya and Zambia hubs scored lower than what they scored in 2015. The overall average score for all hubs stayed the same with 60% from the previous year.
Since 2011, Camara Education has a standardised financial system for the whole network. As such, all entities produce monthly accounts. The table below includes all accounts for 2016.

<table>
<thead>
<tr>
<th></th>
<th>Income €</th>
<th>Expenditure €</th>
<th>Surplus / (Deficit) €</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zambia</td>
<td>313,648</td>
<td>315,320</td>
<td>(1,672)</td>
</tr>
<tr>
<td>Ethiopia</td>
<td>396,178</td>
<td>410,512</td>
<td>(14,333)</td>
</tr>
<tr>
<td>Kenya</td>
<td>396,863</td>
<td>438,005</td>
<td>(41,142)</td>
</tr>
<tr>
<td>Tanzania</td>
<td>372,840</td>
<td>324,928</td>
<td>47,911</td>
</tr>
<tr>
<td>London</td>
<td>177,037</td>
<td>151,199</td>
<td>25,838</td>
</tr>
<tr>
<td>Total</td>
<td>1,656,566</td>
<td>1,639,964</td>
<td>16,602</td>
</tr>
</tbody>
</table>

- Accounts have been converted into € using the respective average FX rates during 2016.
- Not all accounts are externally audited; this is either due to size or the audit is in progress.
- Deficits are due to timing of receipts of funding on projects.
Resource and Refurbishment

You put a child in front of a computer and what you have done is give them an education, an education which allows them to learn not through memorising but through inquiring - developing the brain and critical thinking in the process

Cormac Lynch, Camara Education Founder
Summary of 2016 Results

2016 was another successful year for Camara Dublin. We sourced our largest number of computers to date (26,600: an increase of 6% from 2015). We also increased the numbers of computers shipped to our education hubs to a record 11,813.

Self-generated revenue decreased slightly against 2015, but this was a planned decrease and actual revenue generated was on budget. Operationally, we made progress to better position ourselves to meet the future needs of the organisation. We adapted our internal operating processes and moved away from several legacy systems.

Plans for 2017

Towards the end of 2016 we identified several key partners and additional revenue streams that we intend to implement throughout 2017. These relationships are budgeted to deliver significant revenue growth over 2017 and early implementation is exceeding expectations.

Changes in the market for computer sourcing will present major challenges in 2017 as many of our major donors in recent years have moved to differing, longer-cycle hardware/software solutions. Action plans are already in place to address these challenges.

Volunteering

As always, Camara’s Dublin volunteers and work placement interns continue to be integral to the successful operation of the Workshop. They are, indeed, the lifeblood of the Workshop and we could not function effectively without them.

Our volunteers in 2016 came from many different sources; some through college work placements and others through back to work employment schemes.

Corporate volunteers also continued to play their part with companies like Salesforce and Pure Storage participating in Corporate Volunteering Days, particularly on container loading days.

We are so grateful for our short and long term volunteers and wish to acknowledge their contribution and the beneficial impact they had on the lives of students in the various countries we operate in.
Summary of 2016 Results
Our goals for 2016 were to increase tech donations and shipments to Africa, as well as increase self-generated funds to position us to be self-sustainable in 2017. 2016 saw the number of computers shipped to education hubs overseas almost triple against 2015. In addition we finished the year in a much stronger financial position allowing us to start 2017 on a positive footing.

Plans for 2017
We intend to build upon the successes of 2016 by continuing to diversify our income stream to the point where we become self sustaining and a net contributor of funds into the Camara network. Specific goals to be met will be to relocate to a permanent premises and to grow our team by hiring another member of staff. Additionally as we continue to improve the quality of our services we expect to develop our relationship with major donors both inside the UK and through their regional offices.

Volunteering
We are running corporate volunteering days twice monthly throughout 2017, which is a positive boost to help us expedite shipments. These days are also a positive influence on our volunteers, as it helps them to find out more about corporate life and how to get into the types of jobs that they aspire to one day have.

“I started volunteering with Camara as I wanted to learn new IT skills and at the same time contribute to the goals of Camara. I like the job satisfaction the role provides in successfully repairing/refurbishing laptops. I also appreciate the learning curve—it never ends and always satisfies.”
Nigel Hildebrand
Camara Education continues its commitment to participate in and support the development of e-waste management systems in the African countries where we operate.

The regulations for e-waste management have progressed slightly in 2016 but are still challenging, in terms of setting up local collection and processing points in our hubs in Africa. That is why we have looked for partners with appropriate government regulated certificates and licensing to assist the hubs to collect, store and manage the e-waste.

In 2016, Camara continued to cooperate with partners:

- In Kenya, Camara Kenya continued to cooperate with Computers for Schools Kenya (CFSK) and Waste Electrical and Electronic Equipment Centre (WEEE Centre), based in Nairobi. Camara Kenya collects e-waste in Mombasa, and hands it over to CFSK and WEEE Centre for processing. WEEE Centre then awards certificates to Camara Kenya for the e-waste collected.

- In Tanzania, Chilambo General continued as our partner on e-waste. Camara Tanzania’s reorganisation in 2016 has slowed down local e-waste collections that we are looking to re-energise in 2017, hoping to utilise the existing partnership with Worldloop.

- Camara Lesotho continues to work in partnership with a local aggregation company.

- Camara Zambia continues to work with Crescent Future Kids Zambia (CFKZ), who are the only organisation in Zambia with a Zambia Environmental Management Agency certificate to store and process e-waste in country.

- Camara Zambia collects and hands over e-waste to CFKZ, both in the Copperbelt and Lusaka, and continues to partner with government officials across all Camara Zambia operational areas.

- In Uganda, the remaining full e-waste container at Camara Uganda was successfully sold for processing by Chilambo General, our partner in Tanzania.

- In Ethiopia, Camara Ethiopia continues to cooperate with the government Computer Refurbishments and Training Center (CRTC), which is the only mandated institution for collecting computer e-waste for all government schools.

- Camara Dublin recycled 353 tonnes of ewaste in 2016

Challenges

Although the progress on local policies on e-waste has been slow, some small changes and clarity can be observed. The network of certified e-waste aggregators is growing, albeit slowly due to the strict government approval processes.

At the same time, not all operators are collecting and exporting e-waste according to the relevant regulations. It is therefore important that the network of Camara education hubs’ knowledge of local and national regulations is watertight and up-to-date, and they are able to guarantee that the e-waste is being dealt with adequately.

Camara Education continues to support the hubs through rebates for every computer recycled.
Audited Accounts

Our commitment to transparency
The Directors submit their report and financial statements of the company for the financial year ended 31st December 2016.

**Review Of Activities**
Camara Education is a registered business name of CAMARA EDUCATION COMPANY LIMITED BY GUARANTEE.

1. **Objectives and Activities**

   A) Camara Education is an international charity which operates as a social enterprise that uses technology to deliver 21st century skills, and as such improve education in disadvantaged communities around the world.

   B) It is a company limited by guarantee, without having share capital. It is governed by a Board.

   C) The Board met 7 times in 2016.

   D) The business offices of Camara Education are in Chapelizod Industrial Estate, Dublin 20.

   E) The Camara Education network consists of Education Hubs, which are independent local entities responsible for the front-line delivery of the Camara Education model to educational institutes (abbreviated as schools below) within their respective countries. Camara Education operates through Education Hubs in Africa (Kenya, Lesotho, Tanzania, Rwanda, Uganda, Zambia and Ethiopia), the Caribbean (closed in 2016) and in Ireland. In addition, there are Resource Centres in Dublin, Belfast (closed in 2016), London and San Jose (closed in 2016). The ultimate governance and decision making authority of the Hubs are the local boards. The Chair of these boards in developing hubs is a direct employee of Camara Education Company Limited by Guarantee. The balance of the Board is made up of other Camara and local appointees.

   F) Our Education Hubs work with educational institutes in country to deliver better educational outcomes for their students. How this happens varies country by country however the overall objective of achieving a measurable improvement in learning outcomes is common to all of them. Crucially Camara Education first understands the educational need of the institute, the level of ICT integration and then constructs a solution to best meet the local need. This support takes three forms:

   - **‘Warmware’** – Providing the motivation, leadership and training to schools to embark and continue a process of change. This takes the form of policy development, informal support and school leader and educator training. Training takes several forms based on the need of the educational institute:
     - Basic digital literacy skills.
     - The Pedagogy of ICT. Essentially how to integrate Information and Communications Technologies (ICT) into teaching and learning practices.
     - Leadership training.
     - Technical Support. For selected educators this would include: basic computer maintenance; networking; administration.

   - **‘Software’** – Camara Education, typically through partners, provides the educational software and educational resources to the school. Where necessary this is aligned to the curriculum and approved by the local ministry of education.

   - **‘Hardware’** – Camara Education provides the necessary support to prepare the school for the receipt of technology and then supports the school in the procurement, installation, support and end of life recycling. Camara Education provide a range of hardware suitable for educational institutes’ needs. This includes, though not limited to, Intel Rugged Classmate Laptops, Android Tablets, Refurbished Desktops and Laptops and Intel Content Access Point Servers.
G) Due to the prohibitive cost of technology in most cases, Camara Education collects redundant computers from organisations and individuals for refurbishment and reuse. These computers are refurbished and loaded with educational software before being shipped to our Education Hubs in Africa and Ireland. Any equipment that cannot be reused in this fashion is recycled according to the EU WEEE Directive. Between 2005 and 2016, 185,008 redundant computers were collected within the Camara network. Of these, 90,187 have been shipped to education hubs and the remainder recycled. Reused computers are shipped in bulk in 20 or 40 foot containers to our partner Hubs where further processing takes place.

H) Key Activities in 2016

During the year ended 31 December 2016, Camara Education:

- Impacted 224,049 new learners through education programmes globally
- Reached 8,159 teachers and educators trained which was 169% of Training target
- Delivered 10,669 devices to educational institutes across our network
- Commenced a new three year Project with the Ministry of Education in Ethiopia to support 1,265 schools
- Successfully completed delivery of iMlango project in Kenya, iKnowledge Project in Tanzania and Irish Aid project in Zambia
- Secured approval for second phase of iKnowledge for 2017 and subsequently iMlango Project for 2017-2020
- Monitoring and Evaluation systems implemented in Camara Education Zambia and Camara Education Ireland
- First Camara Education Project Monitoring Report released through Irish Aid Report – reporting positive impact on outcomes
- Rolled out Education Hub maturity model for evaluating hub progression and performance
- Product development on new products commenced - Camara Student Information System, Network Management System and Kolibri Content Management System
- There has been an improvement in the Employee Engagement scores, increasing by 2% to 82%.

I) The findings of all Camara Education's monitoring & evaluation reports can be accessed at;
http://camara.org/about-us/audited-accounts-and-me/

J) Financial Review

Camara Education operates as a social enterprise and is financed by a variety of sources: certain revenue generating activities such as computer reuse and the sale of computers to Hubs; grants from institutional donors; private donations; and own fundraising activities. Camara places great emphasis on transparency and robust financial stewardship.

Camara Education recorded a net deficit of €44,978 in 2016, compared to a surplus of €149,065 in 2015. Incoming resources in 2016 decreased by 11.7% overall to €3,569,728. This decrease is largely to do with timings of significant projects. Resources expended by Camara in 2016 decreased by 7.2% to €3,614,706. Delivering projects is the biggest expenditure of the organisation, followed by the wages and salaries, the cost of refurbishment of computers and support provided to our Hubs.

Camara Education’s reserves decreased slightly to €962,849, compared to €1,007,827 in the previous year. The financial reserves at 31 December 2016 were greater than one quarter of operating costs, in line with the reserves policy adopted by the Board.
Costs associated directly with our Charitable Activities in 2016 represented 91% of our total resources expended, which is in line with our strategy.

The cost of raising funds in 2016 represented 5% of funds generated by fundraising activities. For every €1 Camara Education spent on fundraising it generated €21.51 for its charitable activities.

**Future Plans**

The Camara Education 2020 strategy has been launched in early 2017 and operationalisation of the strategy has already begun. Camara Education will improve the quality of education for an additional three million students. Key to achieving this will be rigorous collation of data and measurement of our impact. By effecting continued systemic change in the education systems we work in we will broaden our impact to a far larger population. In addition our efforts will be contributing to, amongst others, the Sustainable Development Goal 4 - Quality Education.

In order to achieve this, we in Camara Education are focused on delivering five goals:

1. Be the leading ICT Education organisation in the countries we operate.
2. Improve educational outcomes by designing and implementing all of our education programmes to meet the needs of all they serve.
3. Measure and act upon our educational impact.
4. Have the best possible people working with us.
5. Generate the resources required to deliver the strategy.

**Governance**

The Board places great importance on appropriate governance at Camara and proper engagement with management and stakeholders. The Board meets on a regular basis throughout the year, usually every 2 to 3 months. Board members examine and approve all strategic plans, annual budgets, operational plans, and statutory audit outcomes.

Camara Education has three sub-committees; Remuneration, Finance and Audit, and Fundraising. The sub committees are comprised of the following board members:

- Remuneration: Jonathan Kelly, Maria Mahon, Robina Walshe
- Finance and Audit: Robina Walshe, Cormac Lynch, Jean Cox Kearns
- Fundraising: Maria Mahon, Justin Kilcullen, Geraldine O’Neill

Board members such as the Chairperson, Treasurer and Secretary are in regular contact with management in relation to the stewardship of the organisation between Board meetings. The Board maintains strong oversight of management and the overall direction of Camara. Management presents a comprehensive report at each Board meeting covering operational and financial targets, as well as ongoing activities, future plans, and other issues that would ensure good governance.

There are currently eight members on the Board. Members are drawn from diverse backgrounds such as education, business, legal, accounting, information technology, marketing, and the not-for-profit sector. Board members are sourced based on the strength of their existing experience of other reputable Boards, and also on the quality of the contribution they can make to the governance of Camara. The Chairperson inducts new members at the beginning of their term. The present Board has strong professional experience across a range of fields to ensure the highest level of governance.

Camara Education is compliant with The Governance Code: a Code of Practice for Good Governance of Community, Voluntary and Charitable Organisations in Ireland. The adoption of this Code can provide reassurance to donors that their money is being managed by a well-run organisation, increase transparency, avoid bad risks, achieve goals faster, and reduce costs.
Audited Accounts
Directors Report

Risks

Financial
It is the policy of Camara Education to hold between 3 months' and 12 months' operating costs as reserves to safeguard the continuity of its operations. The proportion of restricted reserves to unrestricted reserves held is also monitored closely. The use of unrestricted reserves is governed by the annual budget that has been approved by the Board. The credit rating of financial institutions where money is held is monitored also on an ongoing basis. The liquidity risk is currently managed by ensuring that sufficient cash and deposits are held on short notice. The directors believe that Camara Education has adequate resources to continue in operational existence for the foreseeable future.

The financial policies, procedures and controls used by Camara Education across the network were comprehensively updated in 2016. Camara Education has developed detailed financial management and reporting systems to mitigate financial risks, which continue to be reviewed on an ongoing basis.

Organisational and Operational
Management undertakes ongoing monitoring of the level of organisational and operational risks. This is conducted through maintenance of a risk register. Each identified risk has mitigating actions and is monitored on a regular basis by the senior management team which meets every second week. CamaraEducation implements appropriate procedures to manage organisational and operational risks to provide reasonable assurance to the Board.

These risks include the impact of potential economic instability on income levels, staff and volunteers safety and well-being across the global network, organisational cohesion where global standards are maintained but that also allow an appropriate degree of local contextualisation, the achievement and demonstration of impact by Camara Education’s activities, stock leakage, sourcing sufficient quantities of stock to meet demand, and data-wiping integrity. Overall, the Board is satisfied that systems are in place to monitor, manage, and mitigate Camara Education’s exposure to major risks.

Current Board

Maria Mahon
John Brown
Jonathan Kelly
Cormac Lynch
Geraldine O'Neill (appointed 25/01/2016)
Fiona O'Carroll (resigned 04/02/2016)
Jean Cox Kearns
Justin Kilcullen
Robina Walsh
Each board member attends on average six out of the seven meetings. Two board members attended all seven meetings.
Legal Status

The Company is incorporated under the Companies Act 2014, is limited by guarantee and does not have a share capital.

Results

The deficit for the financial year was: €44,978.

IMPORTANT EVENTS SINCE THE PERIOD END AND PLANS FOR 2017

There have been no significant financial events since the year end. However, the following events have occurred:

- The new strategy referenced above was launched at an external event in April 2017 in Dublin, Ireland.
- The iMlango project has been extended for four years.
- The iKnowledge project has been extended for another 18 months.
- Camara Education has been approved for the Investing in Volunteers Quality Standard in Ireland.

Accounting Records

The measures taken by the directors to ensure compliance with the requirements of Sections 281 to 285 of the Companies Act 2014 with regard to the keeping of accounting records, are the employment of appropriately qualified accounting personnel and the maintenance of computerised accounting systems. The company's accounting records are maintained at the company's registered office at Chapelizod Industrial Estate, Dublin 20.
Audited Accounts
Directors Report

Auditors

The auditor, Grant Thornton, who were appointed during the year, have indicated their willingness to continue in office in accordance with the Sections 380 to 385 of the Companies Act 2014.

Directors Responsibilities

The directors are responsible for preparing the Directors Report and the financial statements in accordance with Irish law and regulations.

Irish company law requires the directors to prepare financial statements for each financial year giving a true and fair view of the state of affairs of the company for each financial year. Under the law, the directors have elected to prepare the financial statements in accordance with Irish Generally Accepted Accounting Practice in Ireland, including Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' and promulgated by the Institute of Chartered Accountants in Ireland and Irish law.

Under company law, the directors must not approve the financial statements unless they are satisfied that they give a true and fair view of the assets, liabilities and financial position of the company for the financial year end date of the profit or loss of the company for that financial year and otherwise comply with the Companies Act 2014.

In preparing these financial statements, the directors are required to:

• select suitable accounting policies and then apply them consistently;
• make judgments and accounting estimates that are reasonable and prudent;
• state whether the financial statements have been prepared in accordance with applicable accounting standards, identifying those standards, and note the effect and the reasons for any material departure from those standards; and
• prepare the financial statements on the going concern basis unless it is inappropriate to presume that the company will continue in business.

The directors are responsible for ensuring that the company keeps or causes to be kept adequate accounting records which correctly explain and record the transactions of the company, enable at any time the assets, liabilities, financial position and profit or loss of the company to be determined with reasonable accuracy, enable them to ensure that the financial statements and Directors’ report comply with the Companies Act 2014 and enable the financial statements to be audited. They are also responsible for safeguarding the assets of the company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

Statement Of Relevant Audit Information

Each of the persons who are directors at the time when this Directors Report is approved has confirmed that:

• so far as that director is aware, there is no relevant audit information of which the company’s auditors are unaware, and
• that director has taken all the steps that ought to have been taken as a director in order to be aware of any relevant audit information and to establish that the company’s auditors are aware of that information.

On Behalf of the Directors
Maria Mahon            Cormac Lynch
Chairperson         Secretary

Dated: 17/07/17
We have audited the financial statements of Camara Education Limited for the financial year ended 31st December 2016 which comprise the Statement of financial activities, the Statement of financial position, the Statement of cash flows, the Statement of changes in equity and the related notes. The financial reporting framework that has been applied in their preparation is Irish law and accounting standards issued by the Financial Reporting Council and promulgated by the Institute of Chartered Accountants in Ireland including FRS 102 “The Financial Reporting Standard applicable in the UK and Republic of Ireland”.

This report is made solely to the company’s members, as a body, in accordance with Section 391 of the Companies Act 2014. Our audit work has been undertaken so that we might state to the company’s members those matters we are required to state to them in an Auditors’ report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the company and the company’s members as a body, for our audit work, for this report, or for the opinions we have formed.

Respective Responsibilities Of Directors And Auditor

As explained more fully in the Directors’ Responsibilities Statement, directors are responsible for the preparation of the financial statements giving a true and fair view and otherwise comply with the Companies Act 2014. Our responsibility is to audit and express an opinion on the financial statements in accordance with Irish law and International Standards on Auditing (UK and Ireland). Those standards require us to comply with the Auditing Practices Board’s [APBs] Ethical Standards for Auditors.

Scope Of The Audit Of The Financial Statements

An audit involves obtaining evidence about the amounts and disclosures in the financial statements sufficient to give reasonable assurance that the financial statements are free from material misstatement, whether caused by fraud or error. This includes an assessment of: whether the accounting policies are appropriate to the company’s circumstances and have been consistently applied and adequately disclosed; the reasonableness of significant accounting estimates made by the directors; and the overall presentation of the financial statements. In addition, we read all the financial and non-financial information in the Annual report to identify material inconsistencies with the audited financial statements and to identify any information that is apparently materially incorrect based on, or materially inconsistent with, the knowledge acquired by us in the course of performing the audit. If we become aware of any apparent material misstatements or inconsistencies we consider the implications for our report.

Opinion On Financial Statements

In our opinion the financial statements:

• give a true and fair view in accordance with Generally Accepted Accounting Practice in Ireland of the state of the company’s affairs as at 31 December 2016 and of its reserve surplus and cash flows for the year then ended; and

• have been properly prepared in accordance with the requirements of the Companies Act 2014.
Matters On Which We Are Required To Report By The Companies Acts 2014

- We have obtained all the information and explanations which we consider necessary for the purposes of our audit.
- In our opinion the accounting records of the company were sufficient to permit the financial statements to be readily and properly audited.
- The financial statements are in agreement with the accounting records.

Matters On Which We Are Required To Report By Exception

We have nothing to report in respect of the provisions in the Companies Acts 2014 which require us to report to you if, in our opinion the disclosures of directors’ remuneration and transactions specified by law are not made.

Molyneux House
Bride Street
Dublin 8

GRANT THORNTON
Chartered Accountants
& Statutory Audit Firm
### Income and Endowments from:

<table>
<thead>
<tr>
<th>Note</th>
<th>Unrestricted Funds</th>
<th>Restricted Funds</th>
<th>Total 2016</th>
<th>Total 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>€</td>
<td>€</td>
<td>€</td>
<td>€</td>
</tr>
</tbody>
</table>

#### Donations and legacies
- TechSpace Programme Grants 1,278 127,774 129,052 154,322
- O’Sullivan Foundation – Learnstorm - 106,992 106,992 -
- Iris O’Brien Foundation 170,000 - 170,000 150,000
- Digicel Foundation - 122,202 122,202 112,030
- Other donations 39,551 - 39,551 39,269
- eLearning Centres Grant Events - 24,810 24,810 18,338
- Waterlo - - - 13,595
- UNESCO - - - 3,805
- Donations in Kind - 212,280 212,280 209,500
- Salesforce - - - 54,600
- USDA Haiti - - - 25,035
- UCDVO Tanzania - 20,294 20,294 - 6,250
- IOM - 170,000 - 150,000
- Donations in Kind - 212,280 212,280 209,500
- Salesforce - - - 54,600
- UCDVO Haiti - 20,294 20,294 - 6,250
- Dell Foundation - 42,691 42,691 -
- Avolon - 18,170 18,170 -
- SAP CSR - 17,989 17,989 -

#### Charitable activities
- iKnowledge - 944,923 944,923 1,257,925
- DFID iMlango Project - 311,530 311,530 649,750
- Aga Khan - 250,784 250,784 261,728
- Irish Aid - 151,000 151,200 150,000
- Community Foundation - - - 18,900
- Ethiopia Fundraising - 88,614 88,614 -

#### Other trading activities
- Sale of computers (Africa & Caribbean) 52,680 - 52,680 239,640
- Sale of computers (Irish Schools) 320,936 - 320,936 250,191
- Recycling 176,397 - 176,397 189,037
- Shared Services 345,315 - 345,315 223,477
- FAS & Other 22,562 - 22,562 13,063

#### Investments
- Investment income 756 - 756 1,185

### Total Income
- 1,129,475 2,440,253 3,569,728 4,041,640

<table>
<thead>
<tr>
<th>Unrestricted</th>
<th>Restricted</th>
<th>Total 2016</th>
<th>Total 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>€</td>
<td>€</td>
<td>€</td>
<td>€</td>
</tr>
</tbody>
</table>

### Expenditure

#### Costs of raising funds 5
- 160,115 - - 160,115 128,127

#### Expenditure on charitable activities 6
- 843,349 2,611,242 3,454,591 3,764,448

### Total expenditure
- 1,003,464 2,611,242 3,614,706

### Net income/(expenditure) and net movement in funds for the year
- 126,011 (170,989) (44,978) 149,065

### Reconciliation of funds

#### Total funds brought forward
- 615,159 392,668 1,007,827 858,762

#### Total funds carried forward
- 741,170 221,679 962,849 1,007,827

All of the activities of the company are classed as continuing.
The statement of financial activities includes all gains and losses recognised in the year.

These financial statements were approved by the directors on the 17/07/2017 and are signed on their behalf by:

Maria Mahon Cormac Lynch
Chairman Secretary
Audited Accounts

<table>
<thead>
<tr>
<th>Note</th>
<th>2016 €</th>
<th>2015 €</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIXED ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tangible assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>910</td>
<td>1,500</td>
</tr>
<tr>
<td><strong>CURRENT ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debtors: amounts falling due within one year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>70,265</td>
<td>203,126</td>
</tr>
<tr>
<td>Cash at bank</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>678,867</td>
<td>802,733</td>
</tr>
<tr>
<td><strong>CREDITORS: AMOUNTS FALLING DUE WITHIN ONE YEAR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>(284,987)</td>
<td>(311,646)</td>
</tr>
<tr>
<td><strong>NET CURRENT ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>749,132</td>
<td>1,005,859</td>
</tr>
<tr>
<td></td>
<td>464,145</td>
<td>694,213</td>
</tr>
<tr>
<td><strong>NON CURRENT ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debtors: amounts falling due after more than one year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>497,794</td>
<td>312,114</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS LESS CURRENT LIABILITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>962,849</td>
<td>1,007,827</td>
</tr>
<tr>
<td><strong>FUNDS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restricted funds</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>221,678</td>
<td>392,668</td>
</tr>
<tr>
<td>Unrestricted funds</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>741,171</td>
<td>615,159</td>
</tr>
<tr>
<td><strong>TOTAL FUNDS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>962,849</td>
<td>1,007,827</td>
</tr>
</tbody>
</table>

These financial statements were approved by the directors on the 17/07/2017 and are signed on their behalf by:

Maria Mahon  Cormac Lynch
Chairperson    Secretary
### Cash flows from operating activities

<table>
<thead>
<tr>
<th>Description</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Profit/(loss) for the financial year</td>
<td>(44,978)</td>
<td>149,065</td>
</tr>
<tr>
<td>Adjustments for:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depreciation of tangible assets</td>
<td>590</td>
<td>2,090</td>
</tr>
<tr>
<td>(Increase)/decrease in debtors</td>
<td>(52,818)</td>
<td>(329,952)</td>
</tr>
<tr>
<td>Increase/(decrease) in creditors</td>
<td>(26,660)</td>
<td>145,419</td>
</tr>
<tr>
<td><strong>Net cash generated from operating activities</strong></td>
<td>(123,866)</td>
<td>(33,378)</td>
</tr>
</tbody>
</table>

### Cash flows from investing activities

<table>
<thead>
<tr>
<th>Description</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase of tangible fixed assets</td>
<td>-</td>
<td>(798)</td>
</tr>
<tr>
<td><strong>Net cash from investing activities</strong></td>
<td>-</td>
<td>(798)</td>
</tr>
</tbody>
</table>

### Cash flows from financing activities

<table>
<thead>
<tr>
<th>Description</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Net cash used in financing activities</strong></td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

### Net increase in cash and cash equivalents

<table>
<thead>
<tr>
<th>Description</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Net increase in cash and cash equivalents</strong></td>
<td>(123,866)</td>
<td>(34,176)</td>
</tr>
</tbody>
</table>

### Cash and cash equivalents at the beginning of year

<table>
<thead>
<tr>
<th>Description</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cash and cash equivalents at the beginning of year</strong></td>
<td>802,733</td>
<td>836,909</td>
</tr>
</tbody>
</table>

### Cash and cash equivalents at the end of year

<table>
<thead>
<tr>
<th>Description</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cash and cash equivalents at the end of year</strong></td>
<td>678,867</td>
<td>802,733</td>
</tr>
</tbody>
</table>

### Cash and cash equivalents at the end of year comprise:

<table>
<thead>
<tr>
<th>Description</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash at bank and in hand</td>
<td>424,444</td>
<td>549,046</td>
</tr>
<tr>
<td>Notice deposits</td>
<td>254,423</td>
<td>253,687</td>
</tr>
<tr>
<td>Bank overdraft</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>678,867</td>
<td>802,733</td>
</tr>
</tbody>
</table>
Basis Of Accounting

The financial statements have been prepared in accordance with Financial Reporting Standard 102, the Financial Reporting Standard applicable in the United Kingdom and the Republic of Ireland and Irish statute comprising of the Companies Act 2014.

The preparation of financial statements in compliance with FRS 102 requires the use of certain critical accounting estimates. It also requires management to exercise judgment in applying the company's accounting policies.

In preparing the financial statements, Statements of Recommended Practice (SORP): Accounting and Reporting for Charities, 2015 FRS 102 have been applied. The association has adopted best practice to the extent that requirements contained within the aforementioned SORP are applicable to the association.

Fixed Assets

All fixed assets are initially recorded at cost.

Depreciation

Depreciation is calculated so as to write off the cost of an asset, less its estimated residual value, over the useful economic life of that asset as follows:

- Fixtures & Fittings: Straight line over 5 years

Incoming Resources

Incoming resources have been included in the financial statements only when realised or when the ultimate cash realisation of which can be assessed with reasonable certainty.

Restricted Funds

Restricted funds consist of funds received which can only be used for the purpose for which they are specified by the donors. These purposes are the aim of the charity.

Unrestricted Funds

Unrestricted funds consist of funds received which the charity can spend based on its own discretion to enable it to achieve its overall aim and objectives.

Reserves

The directors consider it appropriate to retain the equivalent of at least one quarter of annual operating costs, and no more than the full annual operating costs, in reserves. The reserves at 31 December 2016 were greater than one quarter of annual operating costs and less than full annual operating costs.

Donations In Kind

Donations in kind are recognised at the point when computers have been used for charitable purposes. They are recognised at the market value of such donations.
**Governance Costs**
Governance costs comprise auditors' fees, the cost of staff spending time on governance matters and a proportion of rent and general expenses that relates to governance.

**Debtors**
Short term debtors are measured at transaction price, less any impairment. Loans receivable are measured initially at fair value, net of transaction costs, and are measured subsequently at amortised cost using the effective interest method, less any impairment.

**Cash And Cash Equivalents**
Cash is represented by cash in hand and deposits with financial institutions. The deposit with the Permanent TSB has a 40 day notice of withdrawal attached to it without penalty. Cash equivalents are highly liquid investments that mature in no more than three months from the date of acquisition and that are readily convertible to known amounts of cash with insignificant risk of change in value.
In the Statement of cash flows, cash and cash equivalents are shown net of bank overdrafts that are repayable on demand and form an integral part of the company's cash management.

**Financial Instruments**
The company only has financial assets and financial liabilities of a kind that qualify as basic financial instruments. Basic financial instruments are initially recognised at transaction value and subsequently measured at their settlement value with the exception of bank loans which are subsequently measured at amortised cost using the effective interest method.

**Creditors**
Short term creditors are measured at the transaction price. Other financial liabilities, including bank loans, are measured initially at fair value, net of transaction costs, and are measured subsequently at amortised cost using the effective interest method.
1. JUDGEMENTS IN APPLYING ACCOUNTING POLICIES AND KEY SOURCES OF ESTIMATION UNCERTAINTY

When preparing the financial statements, management undertakes a number of judgements, estimates and assumptions about recognition and measurement of assets, liabilities, income and expenses. Fixed assets are depreciated on a straight line basis over 5 years and creditors are valued at the transaction price. Foreign exchange is converted at the date of purchase and adjusted for any variance at payment date.

2. OPERATING (DEFICIT)/SURPLUS

Operating (deficit)/surplus is stated after charging:

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Exchange</td>
<td>50,399</td>
<td>10,093</td>
</tr>
<tr>
<td>Directors’ remuneration</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Depreciation</td>
<td>590</td>
<td>2,090</td>
</tr>
<tr>
<td>Auditor’s remuneration</td>
<td>9,000</td>
<td>8,500</td>
</tr>
<tr>
<td></td>
<td>======</td>
<td>======</td>
</tr>
</tbody>
</table>

3. EMPLOYEES AND REMUNERATION

The average number of staff employed by the company during the year was 33 (2015:30).

Staff costs were as follows

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wages and salaries</td>
<td>1,291,169</td>
<td>1,117,923</td>
</tr>
<tr>
<td>Social welfare costs</td>
<td>102,878</td>
<td>92,031</td>
</tr>
<tr>
<td></td>
<td>1,394,047</td>
<td>1,209,954</td>
</tr>
<tr>
<td>Salaries above €60,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Employee No.</th>
<th>Employee No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>€60,000 - €69,999</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>€70,000 - €79,999</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>€80,000 - €89,999</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>€90,000 - €99,999</td>
<td>1</td>
<td>-</td>
</tr>
</tbody>
</table>

The salary of the CEO in 2016 was €90,389 (€83,333 in 2015). There were no pension contributions made to any staff member during 2016. Camara Education is committed to ensuring that all staff have access to learning, development and training opportunities which enable them to be suitably knowledgeable and skilled to carry out their roles within the organisation and to develop their talents in ways that also fit in with the organisation’s development and strategy. During 2016 the cost for staff training was €4,220.

4. TAXATION

The company does not engage in a taxable activity and has been granted charitable tax exemption under reference Charity Regulatory Number 20062088.
## 5. RAISING FUNDS

<table>
<thead>
<tr>
<th></th>
<th>Unrestricted 2016</th>
<th>Restricted 2016</th>
<th>Total 2016</th>
<th>Total 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>€</td>
<td>€</td>
<td>€</td>
<td>€</td>
</tr>
<tr>
<td>Rent</td>
<td>2,269</td>
<td>-</td>
<td>2,269</td>
<td>2,072</td>
</tr>
<tr>
<td>Wages and salaries</td>
<td>130,479</td>
<td>-</td>
<td>130,479</td>
<td>101,985</td>
</tr>
<tr>
<td>Fund raising</td>
<td>15,035</td>
<td>-</td>
<td>15,035</td>
<td>14,643</td>
</tr>
<tr>
<td>Insurance</td>
<td>169</td>
<td>-</td>
<td>169</td>
<td>710</td>
</tr>
<tr>
<td>Repairs &amp; maintenance</td>
<td>306</td>
<td>-</td>
<td>306</td>
<td>242</td>
</tr>
<tr>
<td>Printing, postage and stationery</td>
<td>1,165</td>
<td>-</td>
<td>1,165</td>
<td>1,018</td>
</tr>
<tr>
<td>General expenses</td>
<td>5,713</td>
<td>-</td>
<td>5,713</td>
<td>2,463</td>
</tr>
<tr>
<td>Bank charges</td>
<td>226</td>
<td>-</td>
<td>226</td>
<td>154</td>
</tr>
<tr>
<td>Training</td>
<td>633</td>
<td>-</td>
<td>633</td>
<td>172</td>
</tr>
<tr>
<td>Telephone</td>
<td>557</td>
<td>-</td>
<td>557</td>
<td>1,640</td>
</tr>
<tr>
<td>Marketing</td>
<td>3,563</td>
<td>-</td>
<td>3,563</td>
<td>3,028</td>
</tr>
<tr>
<td></td>
<td>160,115</td>
<td>-</td>
<td>160,115</td>
<td>128,127</td>
</tr>
</tbody>
</table>

## 6. CHARITABLE ACTIVITIES

<table>
<thead>
<tr>
<th></th>
<th>Unrestricted 2016</th>
<th>Restricted 2016</th>
<th>Total 2016</th>
<th>Total 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>€</td>
<td>€</td>
<td>€</td>
<td>€</td>
</tr>
<tr>
<td>Rent</td>
<td>39,489</td>
<td>-</td>
<td>39,489</td>
<td>36,051</td>
</tr>
<tr>
<td>Wages &amp; salaries</td>
<td>232,971</td>
<td>919,071</td>
<td>1,152,042</td>
<td>1,011,172</td>
</tr>
<tr>
<td>Shipping &amp; packaging</td>
<td>58,774</td>
<td>-</td>
<td>58,774</td>
<td>73,723</td>
</tr>
<tr>
<td>Insurance</td>
<td>20,102</td>
<td>-</td>
<td>20,102</td>
<td>16,140</td>
</tr>
<tr>
<td>Repairs &amp; maintenance</td>
<td>5,813</td>
<td>-</td>
<td>5,813</td>
<td>4,606</td>
</tr>
<tr>
<td>Depreciation</td>
<td>590</td>
<td>-</td>
<td>590</td>
<td>2,090</td>
</tr>
<tr>
<td>Motor &amp; travel</td>
<td>26,494</td>
<td>26,494</td>
<td>52,988</td>
<td>58,244</td>
</tr>
<tr>
<td>Printing, postage and stationery</td>
<td>2,751</td>
<td>2,751</td>
<td>5,502</td>
<td>3,764</td>
</tr>
<tr>
<td>General expenses</td>
<td>37,114</td>
<td>-</td>
<td>42,999</td>
<td>2,923</td>
</tr>
<tr>
<td>Bank charges</td>
<td>3,587</td>
<td>-</td>
<td>3,587</td>
<td>973</td>
</tr>
<tr>
<td>Training</td>
<td>3,847</td>
<td>-</td>
<td>3,847</td>
<td>4,690</td>
</tr>
<tr>
<td>Telephone</td>
<td>10,688</td>
<td>-</td>
<td>10,688</td>
<td>9,085</td>
</tr>
<tr>
<td>Marketing</td>
<td>63,346</td>
<td>-</td>
<td>63,346</td>
<td>94,332</td>
</tr>
<tr>
<td>Workshop expenses</td>
<td>1,346</td>
<td>-</td>
<td>1,346</td>
<td>5,293</td>
</tr>
<tr>
<td>Multimedia expenses</td>
<td>-</td>
<td>1,223,028</td>
<td>1,223,028</td>
<td>1,754,020</td>
</tr>
<tr>
<td>African Hubs</td>
<td>-</td>
<td>1,223,028</td>
<td>1,223,028</td>
<td>1,754,020</td>
</tr>
<tr>
<td>Caribbean Hubs</td>
<td>-</td>
<td>87,600</td>
<td>87,600</td>
<td>164,494</td>
</tr>
<tr>
<td>Irish Hub</td>
<td>148,912</td>
<td>78,337</td>
<td>227,249</td>
<td>119,376</td>
</tr>
<tr>
<td>Cost of computers donated</td>
<td>-</td>
<td>212,280</td>
<td>212,280</td>
<td>209,500</td>
</tr>
<tr>
<td>Bad debt provision</td>
<td>-</td>
<td>60,335</td>
<td>60,335</td>
<td>41,360</td>
</tr>
<tr>
<td>Foreign exchange</td>
<td>50,399</td>
<td>-</td>
<td>50,399</td>
<td>10,093</td>
</tr>
<tr>
<td><strong>Governance Costs:</strong></td>
<td><strong>Rent</strong>: 3,631</td>
<td>-</td>
<td>3,631</td>
<td>3,315</td>
</tr>
<tr>
<td></td>
<td><strong>Auditors fees &amp; payroll services</strong>: 15,294</td>
<td>-</td>
<td>15,294</td>
<td>13,750</td>
</tr>
<tr>
<td></td>
<td><strong>Wages &amp; salaries</strong>: 111,524</td>
<td>-</td>
<td>111,524</td>
<td>96,796</td>
</tr>
<tr>
<td></td>
<td><strong>General expenses</strong>: 3,724</td>
<td>-</td>
<td>3,724</td>
<td>2,490</td>
</tr>
<tr>
<td></td>
<td><strong>Total Governance Costs</strong>: 843,349</td>
<td>2,611,242</td>
<td>3,454,591</td>
<td>3,764,448</td>
</tr>
</tbody>
</table>
7. **Tangible Fixed Assets**

<table>
<thead>
<tr>
<th></th>
<th>Brought forward 01-Jan-16</th>
<th>For the year Additions</th>
<th>As at 31-Dec-16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COST</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fixtures &amp; fittings</td>
<td>27,339</td>
<td>-</td>
<td>27,339</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DEPRECIATION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fixtures &amp; fittings</td>
<td>25,839</td>
<td>590</td>
<td>26,429</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NET BOOK VALUE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fixtures &amp; fittings</td>
<td>910</td>
<td>1,500</td>
<td>2016</td>
</tr>
</tbody>
</table>

**In respect of the prior year**

<table>
<thead>
<tr>
<th></th>
<th>Brought forward 01-Jan-15</th>
<th>For the year Additions</th>
<th>As at 31-Dec-15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COST</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fixtures &amp; fittings</td>
<td>26,541</td>
<td>798</td>
<td>27,339</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DEPRECIATION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fixtures &amp; fittings</td>
<td>23,749</td>
<td>2,090</td>
<td>25,839</td>
</tr>
</tbody>
</table>

**NET BOOK VALUE**

<table>
<thead>
<tr>
<th>Fixtures &amp; fittings</th>
<th>1,500</th>
<th>2,792</th>
<th>2015</th>
</tr>
</thead>
</table>
### 8. DEBTORS: Amounts falling due within one year

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trade debtors</td>
<td>75,045</td>
<td>100,568</td>
</tr>
<tr>
<td>Provision for bad debts - Trade</td>
<td>(33,838)</td>
<td>(9,660)</td>
</tr>
<tr>
<td>Prepayments and accrued income</td>
<td>14,734</td>
<td>29,574</td>
</tr>
<tr>
<td>Other debtors</td>
<td>14,324</td>
<td>82,644</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>70,265</td>
<td>203,126</td>
</tr>
</tbody>
</table>

Trade and other creditors are payable at various dates over the coming months in accordance with the suppliers' usual and customary terms.

PAYE and Social Welfare are payable the month following the year end date in accordance with the acceptable statutory provisions.

### 9. CREDITORS: Amounts falling due within one year

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAYE &amp; Social Welfare</td>
<td>28,716</td>
<td>2,757</td>
</tr>
<tr>
<td>Trade creditors</td>
<td>133,538</td>
<td>40,923</td>
</tr>
<tr>
<td>Accruals</td>
<td>12,001</td>
<td>9,327</td>
</tr>
<tr>
<td>Deferred Income</td>
<td>-</td>
<td>219,271</td>
</tr>
<tr>
<td>Other creditors</td>
<td>110,732</td>
<td>39,368</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>284,987</td>
<td>311,646</td>
</tr>
</tbody>
</table>

Trade and other creditors are payable at various dates over the coming months in accordance with the suppliers' usual and customary terms.

PAYE and Social Welfare are payable the month following the year end date in accordance with the acceptable statutory provisions.

### 10. NON CURRENT ASSETS: Amounts falling due after more than one year

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hub debtors</td>
<td>-</td>
<td>361,810</td>
</tr>
<tr>
<td>General provision - Hub bad debts</td>
<td>(41,000)</td>
<td>(49,696)</td>
</tr>
<tr>
<td>Specific provision - Fundraising Ethiopia</td>
<td>(217,960)</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>497,794</td>
<td>312,114</td>
</tr>
</tbody>
</table>

Hub debtors are expected to be collected within a 2 to 3 year time frame depending on the maturity of the hub.
As at 31/12/2016, management consider there will be enough revenue generated to repay these debts.
The general provision for bad debts is related to closed or closing entities. The specific provision is related to targeted fundraising for Ethiopia for a specific purpose.
11. COMMITMENTS UNDER OPERATING LEASES

At 31st December 2016 the company had annual commitments under non-cancellable operating leases as set out below.

<table>
<thead>
<tr>
<th>Operation leases which expire:</th>
<th>2016 €</th>
<th>2015 €</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not later than 1 year</td>
<td>49,000</td>
<td>23,436</td>
</tr>
<tr>
<td>Later than 1 year and not later than 5 years</td>
<td>171,500</td>
<td>-</td>
</tr>
</tbody>
</table>

12. MOVEMENT IN FUNDS

<table>
<thead>
<tr>
<th></th>
<th>Opening Balance €</th>
<th>Income €</th>
<th>Expenditure €</th>
<th>Transfers €</th>
<th>Closing Balance €</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restricted funds</td>
<td>392,668</td>
<td>2,440,253</td>
<td>2,611,242</td>
<td>-</td>
<td>221,679</td>
</tr>
<tr>
<td>Unrestricted funds</td>
<td>615,159</td>
<td>1,129,475</td>
<td>1,003,464</td>
<td>-</td>
<td>741,170</td>
</tr>
<tr>
<td></td>
<td>1,007,827</td>
<td>3,569,728</td>
<td>3,614,706</td>
<td>-</td>
<td>962,849</td>
</tr>
</tbody>
</table>

13. RESTRICTED FUNDS

Income received by the charity, the application of which is restricted to a specific purpose by the donor, is treated as restricted funds, and is unavailable for other charitable uses.

14. LEGAL STATUS OF THE COMPANY

The company is limited by guarantee and has no share capital. At 31 December 2016, there are 8 members whose guarantee is limited.

15. POST BALANCE SHEET EVENTS

No significant events have taken place since the period end that would result in adjustment to 2016 financial information or inclusion of a note thereto.

16. CONTROLLING PARTY

The company is controlled by the board of directors acting in concert.

17. COMPARATIVES

Certain comparatives have been restated to reflect the current year presentation.

18. APPROVAL OF FINANCIAL STATEMENTS

The board of directors approved these financial statements for issue on 17/07/17
### Audited Accounts

**Detailed Statement of Financial Activities**

Not covered by the audit report:

<table>
<thead>
<tr>
<th>Cost of Raising funds</th>
<th>Charitable activities</th>
<th>Total 2016</th>
<th>Total 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>€</td>
<td>€</td>
<td>2016</td>
<td>2015</td>
</tr>
<tr>
<td><strong>Core costs</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rent</td>
<td>2,269</td>
<td>39,489</td>
<td>41,759</td>
</tr>
<tr>
<td>Wages and salaries</td>
<td>130,479</td>
<td>1,152,042</td>
<td>1,282,521</td>
</tr>
<tr>
<td>Fund raising</td>
<td>15,035</td>
<td>-</td>
<td>15,035</td>
</tr>
<tr>
<td>Shipping and packaging</td>
<td>-</td>
<td>58,774</td>
<td>58,774</td>
</tr>
<tr>
<td>Insurance</td>
<td>169</td>
<td>20,102</td>
<td>20,271</td>
</tr>
<tr>
<td>Repairs and maintenance</td>
<td>306</td>
<td>5,813</td>
<td>6,119</td>
</tr>
<tr>
<td>Depreciation</td>
<td>-</td>
<td>590</td>
<td>590</td>
</tr>
<tr>
<td>Motor and travel</td>
<td>-</td>
<td>52,988</td>
<td>52,988</td>
</tr>
<tr>
<td>Printing, postage and stationery</td>
<td>1,165</td>
<td>5,502</td>
<td>6,667</td>
</tr>
<tr>
<td>General expenses</td>
<td>5,713</td>
<td>37,114</td>
<td>42,827</td>
</tr>
<tr>
<td>Bank charges</td>
<td>226</td>
<td>4,299</td>
<td>4,525</td>
</tr>
<tr>
<td>Training</td>
<td>633</td>
<td>3,587</td>
<td>4,220</td>
</tr>
<tr>
<td>Telephone</td>
<td>557</td>
<td>3,847</td>
<td>4,404</td>
</tr>
<tr>
<td>Marketing</td>
<td>3,563</td>
<td>10,688</td>
<td>14,250</td>
</tr>
<tr>
<td>Workshop expenses</td>
<td>-</td>
<td>63,346</td>
<td>63,346</td>
</tr>
<tr>
<td>Multimedia expenses</td>
<td>-</td>
<td>1,346</td>
<td>1,346</td>
</tr>
<tr>
<td>African Hubs</td>
<td>-</td>
<td>1,223,028</td>
<td>1,223,028</td>
</tr>
<tr>
<td>Caribbean Hubs</td>
<td>-</td>
<td>87,600</td>
<td>87,600</td>
</tr>
<tr>
<td>Irish Hubs</td>
<td>-</td>
<td>227,249</td>
<td>227,249</td>
</tr>
<tr>
<td>Cost of computers donated</td>
<td>-</td>
<td>212,280</td>
<td>212,280</td>
</tr>
<tr>
<td>Bad debts provision</td>
<td>-</td>
<td>60,335</td>
<td>60,335</td>
</tr>
<tr>
<td>Foreign exchange</td>
<td>-</td>
<td>50,399</td>
<td>50,399</td>
</tr>
<tr>
<td><strong>Governance Costs:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rent</td>
<td>-</td>
<td>3,631</td>
<td>3,631</td>
</tr>
<tr>
<td>Auditors fees &amp; payroll services</td>
<td>-</td>
<td>15,294</td>
<td>15,294</td>
</tr>
<tr>
<td>Wages &amp; Salaries</td>
<td>-</td>
<td>111,524</td>
<td>111,524</td>
</tr>
<tr>
<td>General expenses</td>
<td>-</td>
<td>3,724</td>
<td>3,724</td>
</tr>
</tbody>
</table>

|                         | 160,115               | 3,454,591  | 3,614,706  | 3,892,573  |

---
Resource Centres:

Camara Education
Chapelizod Industrial Estate, Dublin 20
D20EW68
Email: computers@camara.org
Phone: +353 (0) 1 652 2671
Email: info@camara.org

Camara Education GB
Unit F03, Parkhall Business Centre,
40 Martell Road,
West Dulwich
London
SE21 8EN
Phone: +44 (0) 208 670 1225
Email: londoninfo@camara.org

Education Hubs:

Camara Education - Ireland
Chapelizod Industrial Estate,
Dublin 20,
D20EW68
Phone: +353 (0) 1 652 2665
Email: ireland@camara.org

Camara Education - Tanzania
C/o African Benedictine of Hanga,
St. Placidus House,
Kurasini B,
Dar es Salaam,
Tanzania
Phone: +255 222 850768
Email: tanzania@camara.org

Camara Education - Zambia
Camara Zambia
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Along Great East Road
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Zambia
GPS: -15.382742, 28.345497
Phone: +260 97 663 9470
+260 979 170018
Email: zambia@camara.org

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+254 770 400703
Email: kenya@camara.org

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Mexico Square, Addis Ababa, Ethiopia
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Email: ethiopia@camara.org
camara.org

Real impact through technology