



2011 Annual Report

camara 
transforming education

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Introduction



1.1 Chairperson's Report



Maria Mahon
Chairperson of Camara Education

2011 was an exciting year for Camara. Over **5,000 computers** were deployed in disadvantaged schools and **1,900 teachers** were trained in how to use this technology. Between this contribution and previous year's deployment and training, in 2011 alone, over **110,000 students** in disadvantaged communities got over 35 hours access to Camara technology and received the skill of Digital Literacy. In addition they received a better education, significantly improving their lives.

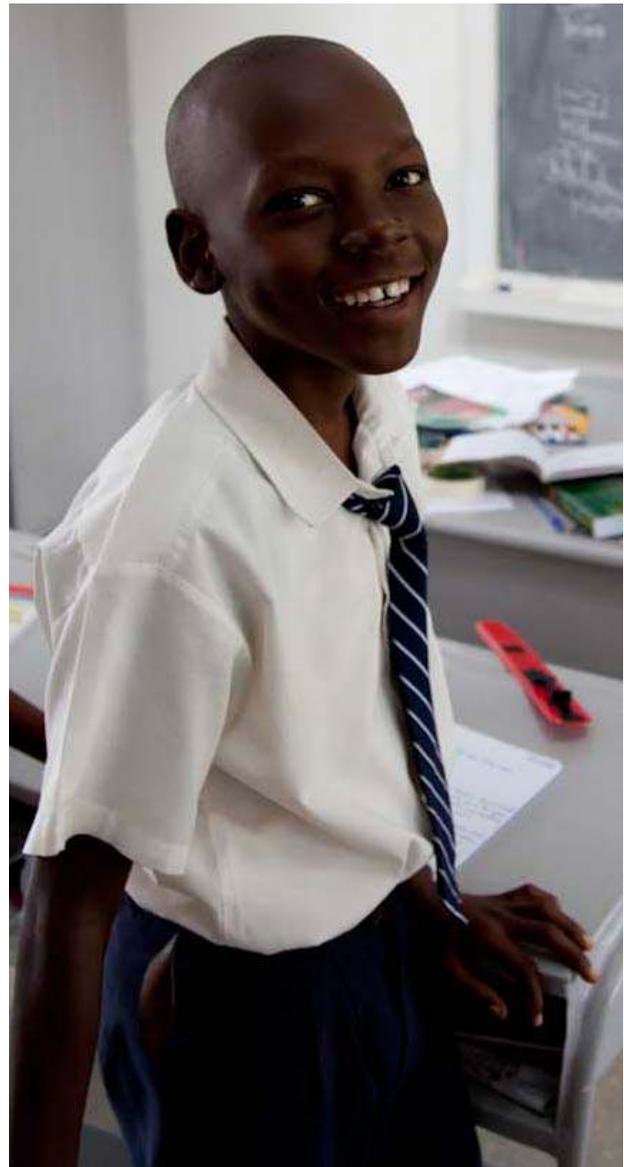
In Africa, the impact of the continuing ban on the importation of refurbished computers in Uganda and Rwanda has been compensated by the opening of our Ethiopian Hub, which got off to a very strong start. Our Jamaican hub also opened in 2011 marking our first foray into the Caribbean. Our other African and Irish hubs continued to go from strength to strength.

The opening of our refurbishment hub in Chapelizod also represented a significant milestone. Not only a more suitable facility, we now have sufficient capacity to support future growth. The opening of our US and UK operations is also hugely exciting, both having significant potential.

We are pleased to record a growth in income of 18% year on year, all be it the funding environment remained very challenging. We look forward to building on this growth to ensure Camara can continue to expand its reach in East Africa, the Caribbean and beyond.

I would like to take this opportunity to sincerely thank all of the staff and the volunteers of Camara for another exceptional year in our journey and for their unrivalled passion for, and commitment to, delivering Camara's mission.

I would like to thank my fellow board members for their support during the year and to particularly thank Clare Fay who came off the board in 2011 after many years of support. We welcome new board member Deidre McCooley who has taken on the role of Treasurer. Also we are delighted that our founder Cormac Lynch has come onto the board.



Finally I would like to thank all of those who have supported Camara financially or by donating technology during 2011, and who continue to do so today. Your support is instrumental in allowing us to truly make a real difference in the lives of the poor.

1.2 Treasurer's Report



Deirdre McCooley
Treasurer of Camara Education

Camara recorded a net surplus of €123,589 in 2011 compared to a deficit of €102,214 in 2010. Incoming Resources in 2011 increased by 18% to €1,148,407, mainly due to extra voluntary income and self-generated income. Resources Expended by Camara in 2011 decreased by 5% to €1,024,818, which reflected cost control measures implemented.

Our cash position at year end fell to €116,327 in the bank, compared to €231,611 in the previous year. The board introduced a reserves policy which we are now working towards to ensure the future financial stability of the organisation.

Costs associated directly with our Charitable Activities in 2011 represented 81% of our total Resources Expended, similar to the percentage in previous years. The balance of our costs in 2011 consisted of Governance Costs (8% of the total) and Costs of Generating Voluntary Income (11% of the total).



A summary of our major financial results is presented below:

	2011	2010
	€	€
Total Incoming Resources	1,148,407	974,207
Total Resources Expended	1,024,818	1,076,422
Net Income Resources	123,589	(102,214)
Cash at Bank (year end)	116,327	231,611
Staff Costs	589,056	512,254
Costs of Generating Voluntary Income	113,945	117,525
Governance Costs	81,895	72,733
Charitable Activities	828,978	886,163

1.3 Chief Executive Officer's Report



John Fitzsimons
CEO of Camara Education

2011 was a challenging yet hugely successful year. Camara is very much a results focused organisation and I am proud to lead a team that surpassed all previous achievements. In 2011, Camara sourced, refurbished and shipped more computers than any year previously. Records were also broken in computers dispatched to schools and teachers trained. In addition to this, significant progress was made in improving the quality of the Camara package to schools and the support they receive. All this adds up to a greater number of disadvantaged students receiving the 21st century skill of Digital Literacy.

We started 2011 with five African hubs. Regrettably bans on the importation of refurbished computers have remained in Uganda and a very high standard has been introduced in Rwanda curtailing operations in these countries. In August 2011, our Ethiopian hub opened and had a huge impact in the first five months. The month previous, our first Caribbean hub in Jamaica opened with great publicity and has since gone from strength to strength. Our new resource centres in the UK and the US also came into operation in 2011.

At the start of 2011, our African Service Centre (ASC), with focus on supporting and governing the African hubs, moved from Kampala, Uganda to Mombasa, Kenya to be able to closer support the hubs. In July our main refurbishment centre moved across Dublin from the Digital Hub to Chapelizod. The new facility meets our needs very well and has significant capacity to enable our projected growth for the coming years.

Other notable achievements in 2011 were:

- Deploying a standardised Financial System across the Camara network to ensure that all hubs are producing monthly accounts (the first version of which are included below).
- A number of key partnerships were established, including one with Intel in Africa to use the 'Intel Teach' programme for training teachers.
- Twenty volunteers from Ireland travelled to four of our countries to support the hubs in training teachers. Aside from the capacity building, our training numbers received a nice boost for the month.
- Camara Education reversed the previous year's deficit to recording a surplus. Significantly, the proportion of self generated revenue to charitable income increased from 29% to 38%. Our focus now is firmly on building our reserves.

Camara is not about individuals or a single organisation. Camara is a community of loyal volunteers, staff, donors and supporters. All of whom share three beliefs:

- Poverty in the 21st century is not acceptable
- Education is the single most important tool in eradicating poverty
- Technology has the potential to provide a step change in the quality of education

Thank you for continuing to engage and support the extension of the Camara community.



What We Do



2.1 About Camara

Camara is a social enterprise that uses technology to improve education in disadvantaged communities around the world. Started in 2005, Camara is now at the forefront of delivering technology enhanced learning to some of the poorest people in the world. We do this by installing 'eLearning Centres' in schools and colleges in Sub-Saharan Africa, Jamaica and Ireland and by training the teachers how to use technology as an effective educational tool. As a result, Camara delivers digital literacy to students as well as a better education. Camara has three types of entities to achieve this:

- Education Hubs – delivering technology, teacher training, technical support and recycling to educational institutes
- Services Centres – providing support and governance to our education hubs
- Resource Centres - sourcing financial and/or technical resources to deliver affordable hardware to our Education Hubs

Camara Education is based in Chapelizod, Dublin with our Africa Services Centre in Mombasa, Kenya. We have Irish regional centres in Belfast and Galway. We also have resource centres in Palo Alto, US (opened in 2012) and London, UK. Our education hubs are in Ireland, Jamaica and seven African countries: Ethiopia, Kenya, Lesotho, Rwanda, Uganda, Zambia and Tanzania (opened in 2012).

Camara Education Limited is a registered Irish Charity (CHY 16922), Camara Learning Limited is a registered UK Charity (1135540) and Camara Education Inc is registered as a 501(c)3 organisation in the US.



Funded By:



THE EQUITABLE CHARITABLE TRUST



Partnering With:



Supported By:



And the 426 other organisations and 1,015 individuals who also donated computers.

Camara are a signatory to the Dóchas Code of Contact on Images and Messages.







camara
transforming education



€713,822 was provided by our
generous donors in 2011

110,856 students became digitally
literate

17,488 computers were sourced by Camara

7,619 computers were refurbished and shipped
to our education hubs

5,249 computers were dispatched into schools

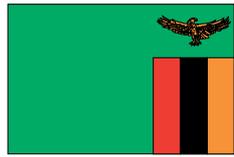
1,992 teachers were trained to use ICT in
education

1 goal - poverty alleviation

3.1 Education Hubs

Camara Zambia

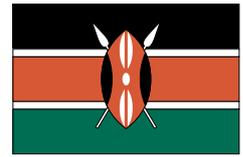
Located: Southern Africa
 Population: 13.5 million
 Area: 752,618 km²



Literacy levels are at **75%** with substantial disparity between girls (**67%**) and boys (**82%**). Primary schools enrolment is at **92%** with completion rates of **87%**, with boys at **92%** but girls at **82%**. The main hub in Zambia is located in Kitwe College of Education in the Copperbelt region. 2011 marks its third year of operation. In both 2010 and 2011, Camara Zambia was the highest performing hub in the African network. In 2011 the hub established **163** e-learning centres throughout the country giving approximately **95,000** learners access to ICT in education. Whilst the hub has some paid staff, in the form of management and trainers, it is mainly run by short and long term volunteers from Kitwe and the surrounds. In 2011 it was agreed that a new hub would be opened in Lusaka to further support the schools in that area. Whilst the hub is a registered NGO in Zambia and is recognised for its work by the Ministry of Education some work remains on the formal accreditation of the hub training programme. The hub has been working closely with the Training Education Vocational and Entrepreneurship Training Authority and the Zambia Information and Communication Technology Authority to secure accreditation.

Camara Kenya

Located: East Africa
 Population: 41.5 million
 Area: 580,367 km²



Literacy levels are at around **80%** with little disparity between gender, and primary school enrolment is at **76%** with a completion rate of **92%**. Camara Kenya was established in 2008 in Mombasa. The main hub in Kenya is located at the Mombasa Industrial Training Centre. Two further sub hubs, one on Lamu Island and another in Bungoma also form part of the Camara Kenya structure. In 2011, due to security issues, the sub hub in Lamu was temporarily closed and staff were relocated to the main hub in Mombasa however the hub has now reopened. Camara Kenya received its NGO registration in 2012 and is working in partnership with the Ministry of Education to agree a Memorandum of Understanding (MOU) and gain accreditation of the training programme. In 2011 Camara Kenya experienced some management issues however these were overcome and the hub established **65** e-learning centres across the country. The security restrictions at the coast and along the Somali border meant that the hub was not able to visit all its schools as part of the Monitoring and Evaluation exercise.

“We are better than other students who have never used a computer.”
Student, Luansobe Basic School, Zambia

KPIs	
Computers Received	1,889
Computers sent to schools	1,225
Schools receiving computers	163
Numbers trained	429

KPIs	
Computers Received	1,910
Computers sent to schools	820
Schools receiving computers	65
Numbers trained	547



Teachers in Zambia receiving their ICT training certificates.

Camara Lesotho

Located: Southern Africa
 Population: 2.2 million
 Area: 30,355 km²



Primary School enrolment is at **81%** with a completion rate of **83%**. Literacy levels are at **85%** (average) with girls (**94.5%**) outperforming boys. School Net - Camara Lesotho dispatched **228** computers to **14** schools and trained **126** people in 2011. The operational environment remains a challenge with restrictions to government budgets affecting schools. Whilst the main hub is based in Leribe in St Monica's School, initial scoping work was carried out into a potential new partner for the hub, Lesotho College of Education in Maseru. A draft MOU is in place and awaiting Ministerial approval. Partnerships were forged with Nedbank and Standard Bank in Lesotho who have pledged to sponsor school labs and provide hardware to the hub.

Camara Uganda

Located: East Africa
 Population: 34.5 million
 Area: 236,040 km²



Literacy levels are **84%**, with boys' literacy levels several points higher than girls. Primary school enrolment is at **91%** with a completion rate of **73%**. Camara Uganda is based in Fort Portal with one staff member. It became an e-waste and maintenance focused Hub in 2011 due to a ban on the importation of refurbished computers into Uganda. As a result of the ongoing ban in Uganda the hub had a challenging year. With in country donations and existing stock the hub, managed to dispatch **450** computers to **17** schools. In 2011 a new partnership was formed with Uganda Pentecostal University which now hosts Camara Uganda. As with Camara Rwanda, Camara Uganda is unable to source PCs in sufficient volume and is no longer a viable social enterprise. The Board of Camara Uganda resolved to downgrade the hub to Ewaste and Maintenance mode with one staff member.

"SNL-Camara has turned our orphanage status into opportunity with these PCs."

Student, Phela-U-Phelise Orphanage Village, Lesotho

"Since we are the first primary in this district to receive these PCs our school is the [best performing] in Leribe."

Student, St. Monica's Primary School, Lesotho

KPIs	
Computers Received	0
Computers sent to schools	228
Schools receiving computers	14
Numbers trained	126

KPIs	
Computers Received	100
Computers sent to schools	450
Schools receiving computers	17
Numbers trained	69



Camara Ethiopia

Located: East Africa
 Population: 84.7 million
 Area: 1,104,300 km²



There are approximately **17 million** students (grades 1 – 12) and around **14,000** primary/ lower secondary schools (grades 1-10) and **700** upper secondary schools (grades 11-12) in Ethiopia. Primary School enrolment rates at **95%** but retention at **46%**. Literacy levels are at **47%** (average) but huge disparity between sexes (Rural girls – **30%**, Urban boys – **89%**). Numeracy levels are better (**90%**, with some disparity). 2011 was a succesful year for Camara Ethiopia which became the first ever social enterprise to be registered with the Charities Agency of Ethiopia. The main hub in Ethiopia is located in the capital city of Addis Ababa at the Ethiopian Multimedia Agency. Despite only starting operations in the second half of 2011 the hub still managed to train **285** people, and establish **46** e-learning centres in Addis Ababa and in the Amhara Region. The Camara model in Ethiopia is unique in that the hub operates in partnership with the government and regional education bureaus. The government assists Camara Ethiopia to select the schools which are to receive the e-learning centres and helps to facilitate the training of the teachers. The project agreement between Camara Ethiopia and the Governement is the first of its kind in the Camara network.

Camara Rwanda

Located: East Africa
 Population: 10.9 million
 Area: 26,338 km²



Literacy levels are around **77%** with little gender disparity, and primary school enrolment is at **96%** with a completion rate of **54%** (with girls performing slightly better than boys). 2011 was a difficult year for Camara Rwanda as the ban on the importation of refurbished computers remained in place. The hub remained open despite the ban and several high level meetings were held between Camara and the Government of Rwanda. In November the specification for the import of refurbished PCs was published by the Rwanda Bureau of Standards, however it is the equivalent of a new computer. Unfortunately Camara Rwanda is unable to source PCs that meet the standard in sufficient volume and at a reasonable price. The Board of Camara Rwanda resolved that the Camara model is not currently viable in Rwanda and the hub was downgraded to an Ewaste and Maintenance hub with one staff member. Despite the challenges the hub, with existing stock and in country donations, managed to establish **5** e-learning centres.

“They are of great help to studies as we are able to make research using Wikipedia.”

Student, Peka High School, Lesotho

KPIs	
Computers Received	1,166
Computers sent to schools	1,060
Schools receiving computers	46
Numbers trained	285

KPIs	
Computers Received	44
Computers sent to schools	100
Schools receiving computers	5
Numbers trained	169



Camara Jamaica

Located: Caribbean
 Population: 2.8 million
 Area: 10,991 km²



Literacy levels are at **86%** and primary school enrolment is at **88%**. Camara Jamaica, Camara's first hub in the Caribbean, was opened on 18th August 2011 by the Minister of Education, Mr. Andrew Holness. The hub is located in Penwood High School in Kingston. The Digicel Foundation kindly provided the resources to start up the hub and also was the largest customer in the first six months of operation.

In its first six months, the hub received **2** containers of computers from Ireland and by year end had dispatched the first one to schools. The hub has a partnership in place with the Human Employment and Resource Training (HEART) programme training volunteers in technical skills and supporting their ability to source employment.

Relations with the Ministry of Education have been progressing well. Previously the ministry rolled out a programme called the eLearning programme providing technology to the **150** High Schools in Jamaica. There are plans for a similar programme for the primary schools sector and Camara Jamaica hopes to play a significant part.

"We have been woken-up, even our students are excelling since we got these PC's, our total roll has now increased."

Teacher, St. Peters High School, Lesotho

KPIs	
Computers Received	1,261
Computers sent to schools	617
Schools receiving computers	32
Numbers trained	165

Camara Ireland

Located: Europe
 Population: 4.5 million
 Area: 70,273 km²



Literacy levels are **99%** for both male and female. While **90%** of Irish students have access to ICT in school, regular usage is only at **25%** compared to **70%** in the UK. 2011 was Camara Ireland's first full year in operation. The year saw Camara Ireland supply **749** computers, train **202** teachers in **52** schools and bring in a total revenue amount of **€138,187**. Whilst computers and training were slightly below target, revenue was above, indicating some successful fundraising activities. With education budgets continuing to tighten across the board, overall Camara Ireland's performance can be considered to be strong.

A number of key partnerships were formed during the year including with Social Entrepreneurs Ireland who awarded Camara Ireland an Elevator Award. This involved a one year program with €10,000 in direct funding and €15,000 in consultancy and training support.

Camara Ireland also formed key partnerships with Foroige and IADT. This consortium created and piloted the Hotspots Youth Centre Program with a vision of an Ireland where all young people have access and support to develop creative learning skills, with an emphasis on the use of digital technologies. Eleven youth centres and twelve staff have been directly involved in establishing and delivering the Hotspots Programme during 2011, which piloted in February 2011 in 7 different counties. Staff from youth organisations and projects participated in digital media training, followed by supported delivery of their Hotspot Programme within their youth centre.

Through Camara we purchased 40 reconditioned laptops at an incredible price. The spec was way higher than we thought possible at the price. We also received training for our staff in Google Apps for Education through Camara which was an excellent course delivered in a way that suited school and teacher timetables.

Gerry Hancock - O'Connell Primary, Dublin.

KPIs	
Computers Received	749
Computers sent to schools	749
Schools receiving computers	52
Numbers trained	202





In August 2009, Camara Learning Ltd was incorporated in the UK as a Company Limited by Guarantee and in April 2010 it was registered with the Charity Commission.

Since then, the organisation has focused its activities primarily on building a diverse board to provide strong governance and to help attract additional supporters to the Camara cause. In that regard we were very fortunate that John Brown, after visiting Camara's operations in Uganda and Rwanda in 2010, agreed to join the Board as its Chairman. John is the founder of John Brown Publishing (which he sold in 2004) and in addition to his duties at Camara is an active investor in a number of other businesses. He has also been involved in a number of not-for-profit projects in Africa and is a trustee of The School for Social Entrepreneurs in London. The Board has been active in lobbying various UK Government representatives to help remove the ban on refurbished computers imposed by the Governments of Uganda and Rwanda. Despite these efforts, the ban still persists, and this has caused us to heavily curtail our operations with schools in these two countries.

In July 2011, I moved from my position in Ireland to take over as CEO in the UK to help bolster the fundraising effort. At the beginning of 2012 we hired a full-time Senior Fundraiser who also focuses on these efforts. While we still remain a relatively unknown entity in the UK, the results of our work have been encouraging and we have received very favourable feedback across the business and philanthropic community. Consequently we expect to see significantly more funds for our African operations coming from UK donors over the next couple of years.

While our fundraising efforts continues to develop, in 2012 we also started to look at the possibility of establishing a computer refurbishment operation in the UK, similar to what Camara Education has in Ireland. This is driven by a very strong demand from our Education Hubs in Africa for refurbished computers, demand that may be difficult to meet entirely from Camara's Irish operations. We are currently talking to a number of parties in Wales and London about suitable locations and expect more developments in this area in 2013.

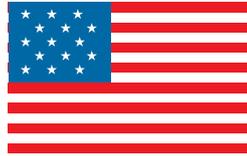
We have also met with most of the larger UK not-for-profit 'Computer Refurbishers' to start a dialogue on how we might work together in achieving our common goals. Partnerships in these areas are a key strategic objective for us going forward.

I would like to thank all the Board members and Friends of Camara for their high levels of support in getting us off the ground in the UK. We have seen much more momentum over the last 12 months and with their continued commitment expect this momentum to continue.

Cormac Lynch
CEO of Camara UK



Camara US



In December 2010, Camara Education Inc was approved as a 501(c)3 organisation by the US Internal Revenue Services and in May 2012 we signed a lease on 2,800 sq.ft. of warehouse and office space in the heart of Silicon Valley - San Jose, CA - from which to formally start our American operations. The principal objective of Camara in the US is to attract resources to the wider Camara network. While initially this has been focused around accepting computer donations, we are also beginning to engage more closely with educational and technology organisations that are at the forefront of applying technology effectively in the educational sector.

Attracting financial resources is also one of the primary objectives for us, and this activity is essential as the wider Camara organisation starts to significantly scale up its proven model of elearning in schools across many more disadvantaged communities. In that regard Camara would like to thank the very generous support of The Digicel Foundation, Enterprise Ireland (Going Global Grant) and many individual donors for providing the initial capital for this new Camara start-up.

We would also like to thank Dell for their considerable support (computers and funding) for Camara's new education Hub in Tanzania. Also, Stanford's Graduate School of Business and their Alumni Consulting Team (ACT) for carrying out a study on the viability of delivering the Camara package to low income schools in the Bay Area – something we will look at more closely next year.

Camara in the US is 100% run by a volunteer effort. Board members, technical experts, PR consultants and friends of Camara, all have played their part and we would like to thank them for getting us this far so quickly.

For the rest of 2012 and on to 2013 we remain very excited about Camara in the US and expect to have a lot more to report on our impact this time next year.

Camara NI



In 2011 our hub in Belfast changed focus. Having previously focussed on computers in and refurbishment, a trial was launched to convert the hub into a collection and education hub with the refurbishment taking place in the Dublin centre. This aimed to replicate the Irish schools programme based out of Dublin. While computers continued to be sourced, the demand for the Camara education package from disadvantaged schools did not materialise. Projects such as C2K have already made significant impact in the education sector negating the need for Camara. Earlier this year, the hub reverted to a collection hub and volumes of computers donated continue to increase. The hub is now also expanding its processing capability, wiping all computers prior to dispatch.

In 2011, the chair of the board, John Cooley and colleagues Mary Lyons, Raymond Coughlin and Kevin Burke indicated their intention to step off the board. Camara would like to thank the team for their service over the past few years. Our founder Cormac Lynch and Camara Education CEO John Fitzsimons agreed to come on and to attract new board members. In 2012, Terry Moore the Managing Director of Outsource Solutions NI came onto the board. There are additional board members due to come on in 2012.

"I learnt new things in ICT and I was able to impart the knowledge to the students in my school."

Teacher, Mariakani Secondary School, Kenya

3.2 Resource Centres

Africa Services Centre

In January 2011 the Africa Services Centre was relocated from Kampala, Uganda to Mombasa, Kenya.



Staffing levels remained steady throughout 2011. The team comprised of the following roles:

- Director of Africa
- Fundraising and Finance
- Learning Officer
- Technical Director
- Management Information (MIS) / Monitoring and Evaluation (M&E)

The staff of ASC carried out 40 capacity building visits to the African hubs with a substantive focus on standardisation of processes and improving performance across all hubs. In addition to this the ASC hosted a hub conference in Mombasa attended by staff representing all African hubs.



2011 saw tremendous improvements across the hub network. These include:

- Substantive progress on the MIS system resulting in the collection and collation of accurate data relating to hub performance.
- Significant improvements to the education and training aspects of Camara's work. ASC supported the successful roll out of the Africa 11 volunteer programme where the hubs hosted 20 volunteers in four countries.
- The successful roll out of a standardised basic ICT course. In addition the ASC learning officer carried out train the trainers programmes in all major hubs.
- A significant financial remediation programme was undertaken and this resulted in the successful roll out of a new financial system in all hubs.
- Progress in growth and development of hub boards.
- Relationships developed with several corporate sponsors in countries (Orange, Airtel, Vodacom, Nedbank).

Africa 11

The Africa 11 volunteer program was successfully completed over the summer. The twenty volunteers in partnership with the hub trainers trained 321 teachers in Kenya, Zambia, Ethiopia and Lesotho. The course delivered primarily focused on ICT in Education:

- 1) ICT in the Classroom: This course is aimed at how to use project-based learning and the use of ICT to achieve pedagogical goals.
- 2) ICT and Classroom Administration: This course is aimed at creating teacher resources such as classroom schedules, memory cards or flashcards through the use of ICT.
- 3) Games & Edutainment: This course focuses on the educational games available on the Camarabuntu build and how to use them in the classroom.
- 4) Using Moodle to Connect Students: This course introduces teachers to the Learning Management System (LMS) Moodle and how to create and manage course material and students in a networked computer lab.

During 2011 the Africa Services Centre had the chance to closely work with enthusiastic and experienced trainers to promote the awareness of Technology Enhanced Learning. The increased awareness of the need for a strong learning framework amongst the hub staff is a big achievement in 2011 and provides the base for implementing a strong learning framework in 2012.

Technology Enhanced Learning

In 2011 Camara Education's goal was to not only build a stronger awareness of Technology Enhanced Learning (hereafter TEL) but also to design and implement a framework that supports TEL throughout the Camara network.

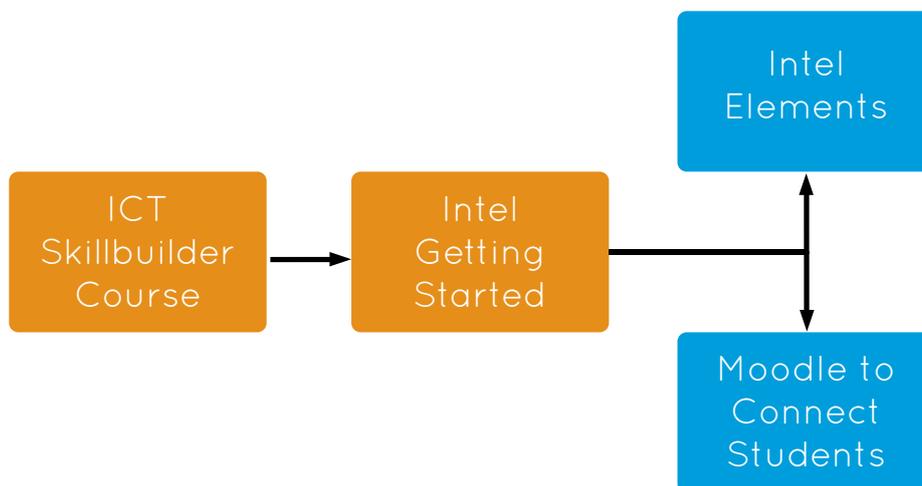
The Learning Officer and the local hub trainers worked together on using existing material to create a basic ICT literacy course which is called ICT SKILLBUILDER FOR TEACHERS. This course is based on the Skillbuilder program that has been trained in all Camara countries and therefore, the trainers already knew the majority of the material and reduced the implementation time.

Furthermore, the Learning Office commenced negotiations with INTEL who offer the TEACH PROGRAM which is the largest, most successful program of its kind with more than 10 million teachers trained in 70 countries. In 2012, Camara became official partners with Intel and commenced delivering the course. The benefits of using the INTEL TEACH PROGRAM are the following:

- An ICT in Education Program with a high quality
- Train-the-Trainer courses at no cost
- Accredited by INTEL and the Ministry of Education in certain countries
- Complimentary material for teachers

The framework that was designed looks as follows:

Teachers



Principals and Leaders



School Technicians



Legend: ■ Mandatory ■ Recommended

Camara Dublin

Technology Deployment

In 2011, Camara Education sourced **17,488** computers, up 21% on 2010. After refurbishment **7,619** were shipped out in **14** containers to five countries, over double the previous year's number. Our sub-hubs in Belfast and Galway continued to contribute to our computers in. The ban on importing refurbished computers to Rwanda and Uganda continued however we did dispatch our first two containers to Jamaica.

The focus for the year was on attracting and retaining large clients and as our supporter page indicates, significant progress was made on this. Our scrappage rate increased to almost 50% due to our high minimum specification of Pentium IV, 512GB RAM and 20GB HD. However this ensures that our product has a five year lifetime.

Over 2011, the market for computer reuse became very competitive as a number of organisations offered recycling services on the back of an increase in commodity prices. Technology deployment processes and client reporting were improved over the course of the year enabling increased number of computers in and computers processed.

In July 2011, Camara moved its main refurbishment centre and offices from the Digital Hub to Chapelizod. The new 17,000 square foot facility is significantly improved with single floor workshop, dedicated volunteer area and open plan offices. The new facility also means that over **20,000** computers can be processed per year.

Camara continued to lobby for the introduction of legislation on the reuse of discarded computers. Camara remains the largest computer reuse organisation in Ireland.



Camara Workshop, Chapelizod Dublin 20

Shared Services

In 2011 the Camara Shared Services function was created. Its objective is to provide high quality low cost services within Camara Education and to other entities in the Camara network. The services provided include:

- Human resources – recruitment and management of staff
- Volunteering – recruitment of volunteers and interns plus developing volunteering best practices
- Logistics – manage shipping and data
- Facilities management – managing sites
- IT – delivery of numerous IT services

In Camara Education, the shared services function oversee the recruitment and management of **12** staff and hundreds of volunteers including the Africa volunteer programme. It also successfully managed the transportation of **14** containers including all related data and documentation. In addition, the function also supported the move to Chapelizod.



Camara Office, Chapelizod Dublin 20

Camara Rwanda Wins Prestigious Innovation Award



In January, Camara Rwanda, received a prestigious international innovation award from the Global Development Network at an award ceremony in Bogota, Colombia. Global Development Network (GDN) are a leading international organisation, which focuses on international research and policies, that accelerates developments to improve people's lives. The competition run by GDN seeks to unearth new talent and support innovative ideas for development. Camara beat 251 other International projects to win first prize for 'Japanese Award for most Innovative Development Project'. The award comes with high recognition and is one of the most prestigious global awards to be handed out within this sector.

Camara Ethiopia in Agreement with Ministry of Education



In March, a contract was signed with the Ministry of Education, where Camara Ethiopia have committed to delivering 17,500 computers over the course of 5 years, with 2,500 computers being delivered over the next 10 months.

It's first container of refurbished computers arrived from Ireland on June 20th and it's contents were distributed to 18 beneficiary schools in the Addis Ababa area and used to outfit the Camara refurbishment hub and training rooms. 38 IT teachers from these 18 schools underwent an intensive one-week hardware maintenance training course in early May. Over 40 volunteers have signed up to Camara's volunteer programme, eager to embark in the unloading, refurbishment & distribution of high quality computers for use in education.

Sandymount 10k Fun Run



On May 28th, Camara held its annual charity Fun Run along Sandymount Strand to raise vital funds for it's Irish School's Programme. Over **€10,000** was raised on the day to help deliver e-Learning opportunities to some of the most disadvantaged schools in Ireland. The race was officially started by the then Lord Mayor of Dublin, Gerry Breen and over 200 participants came out to enjoy the sunshine and scenic views of Dublin Bay while supporting the worthy cause.

Enda Africa - Drive from Belfast to Capetown



On June 1st, four students from Queens University, Belfast departed on a road trip to Capetown in South Africa to raise funds for Camara. The team, Johnathan and Seán from Belfast, and Jack and Adam from Malaysia saw their journey take them from Belfast to, France, Switzerland, Austria, Hungary, Romania, Bulgaria, Turkey, Syria, Jordan, Egypt, Sudan, Ethiopia, Kenya, Uganda, Rwanda, Tanzania, Malawi, Zambia, Namibia, and finally to South Africa in their Land Cruiser Colorado, named Doris.

2011 - A year in stories

Jamie Heaslip, Trent Johnston and IBM among many to join Camara for a 'Day with a Difference'



As part of IBM's centennial year celebrations in June, the Global Technology Services department joined Camara Education to help pack containers with computers for Kenya and Zambia, and volunteer at the various workshop stations to gain insight into the different stages of the computer refurbishment process. In total, the team packed **1,500** computers for shipping to Africa, benefiting over **20,000** students who will receive digital literacy skills as a result.

There were also some well-known faces who joined in the action throughout the year. Irish Rugby star Jamie Heaslip took the 'Camara Challenge' in April and was assisted by some lucky competition winners in packing a 40ft container with computers destined for Ethiopia in a time of 1 hour, 38 minutes. Jamie himself generously donated his old laptop which was refurbished and shipped along with 550 other high quality refurbished computers.

The record packing time was not to last when ace Irish Cricketer, Trent Johnston smashed Heaslip's record a few weeks later, packing 600 computers bound for disadvantaged communities in Jamaica in a record 59 minutes. Trent commented, "Having been in Kingston, Jamaica during the World Cup and witnessing the needs of local communities, I am delighted to be part of this initiative. I have no doubt that this container will improve the quality of education for thousands of Jamaican students. It was also nice to beat the container packing record!"

Ironman Triathlon



In July, Niall Dennehy, an employee of Houghton Mifflin Harcourt, raised an amazing €1,500 for Camara Education through competing in the IronMan triathlon held in Frankfurt, Germany. The IronMan is a 2.4 mile swim, 112 mile bike ride and 26.2 mile run. Niall finished in a time of 11:33. Thanks to Niall and also to Houghton Mifflin Harcourt, the global learning company who have matched the money raised and have donated €1,000 towards the work of Camara Ireland, bringing the overall total raised to €2,500.

Camara's Coin Challenge



Camara's Coin Challenge took place in August along the East Pier of Dun Laoghaire Harbour and saw a 50 meter line of donated coins created along the pier in aid of Camara's Irish Schools Programme. The Camara Coin Challenge sought the support of the general public in its bid to raise funds and awareness for its work at home in Ireland.

Camara Jamaica Opens



August 2011 marked the official opening of the Camara Jamaica Foundation in Penwood High School, Kingston Jamaica. Minister of Education, Mr. Andrew Holness, was on hand to cut the ribbon and unveil a sign signifying the official opening of the centre. He commented:

“It’s a dream come true actually,”

adding that he was pleased with the speedy execution of the centre, which was completed in less than six months. He said he was also delighted that the project incorporated the National Service Corps component of the Ministry’s Career Advancement Programme (CAP), which participants are trained in the maintenance and refurbishment of computers.

The Education Hub trains youths in the community, mainly from the Government’s CAP Initiative, to repair and refurbish used computers for redistribution into educational facilities throughout the island and eventually the Caribbean. Since it was established, it has delivered over **1,000** computers to **126** Schools or Training Centres in all **14** Parishes Trained over **300** Teachers | Providing IT Technical Support to all these schools.



Camara Ships 25,000th Computer



In September, Camara Education reached a significant milestone in dispatching its 25,000th computer since it was set-up in 2005. To date Camara’s work has benefited over 300,000 students in Africa, Jamaica and Ireland who have received a better education as a result.

One of Camara’s beneficiaries, Alderman Tembo, School Manager, Mama Monty School, Zambia, stated ‘I believe all courses in the future will need computers. It is good to expose these students to computers at a tender age, they will require these skills in higher education and industry work’.

Camara believes that education is the key to long term development and that information and communication technology (ICT) is the single most powerful tool for improving education that exists today.

On reaching the landmark, Camara Education’s CEO John Fitzsimons commented ‘Today we have hit a milestone in Camara’s history in exceeding the **25,000** mark for computers distributed. I want to thank all of those that have given technology, time or donations and contributed in reaching this significant achievement’.



Camara Zambia's Impact on Teachers and Students



The advent of Camara Zambia has brought about a lot of change in Zambia, through the education system and society. This has been verified by the Monitoring & Evaluation survey completed on the Camara beneficiaries. Apart from the computers and education packages, the Zambian people have been greatly inspired and motivated from the work that has been accomplished.

JOHN CHISEFU, Kitwe College of Education Lecturer says of Camara:

"The impact has been very useful, because technology is becoming globally essential and we should accept the changes as an institution of higher learning. It introduced us to computers and the open source operating system (Ubuntu Linux). The students have benefited greatly, as well as the relationship between this college and other schools have improved due to the usage of ICT tools."

ALDERMAN PATRICK TEMBO, School Manager Mama Monty, a school recipient of Camara Computers commented:

"I believe all courses in the future will need computers. It is good to expose these students to computers at a tender age; they will require these skills in higher education and industry work. Camara has provided these students access to ICT that they otherwise would not have because of the poverty in this area."

Camara Education receive Deloitte Technology Fast 50 awards

Deloitte. Technology Fast50

On October 21st, Camara Education came 15th place at the 2011 Deloitte Technology Fast 50 Awards. The Awards honour business growth, technological innovation and entrepreneurial spirit. This was a significant achievement for Camara as the short-list included many high-profile technology companies. As the only social enterprise to be short-listed, the Awards offer a recognised benchmark of success for social enterprises.

Camara Wins First Prize in CSR at ISA Industry Awards 2011



Camara Education was awarded first place in the Corporate Social Responsibility category of the Irish Software Association Awards on Friday November 11th. These awards celebrate those who have achieved exceptional success, developed innovative technologies and partnerships plus achieved significant results over the past year.

Camara's Learning Shop Campaign



Camara's Learning Shop Christmas campaign took place in December and provided the ideal gift as it allowed supporters to send a computer loaded with educational software to Africa for only €15 in the name of family and friends. People were given a unique tracking number for family and friends which will allow them to follow the progress of their computer to a school in Africa. In 2011, the campaign proved to be one of the main fundraising events for Camara.

3.3 Hub Accounts

Since 2011, we now have a standardised financial system for the whole Camara network. As such, all entities produce monthly accounts. The table below includes accounts for 2011.

	Income	Expenditure	Surplus/(Deficit)
Ethiopia	€49,888	€38,572	€11,317
Lesotho	€26,580	€19,248	€7,333
Rwanda	€10,689	€20,651	(€9,962)
Kenya	€58,013	€38,671	€19,341
Zambia	€70,759	€82,434	(€11,675)
Uganda	€26,775	€28,870	(€2,095)
Jamaica	€187,736	€224,329	(€36,593)
NI	€75,996	€40,997	€34,998
UK	€28,819	€1,001	€27,818
US	€38,610	€964	€37,646
Total	€573,865	€495,737	€78,128

Notes

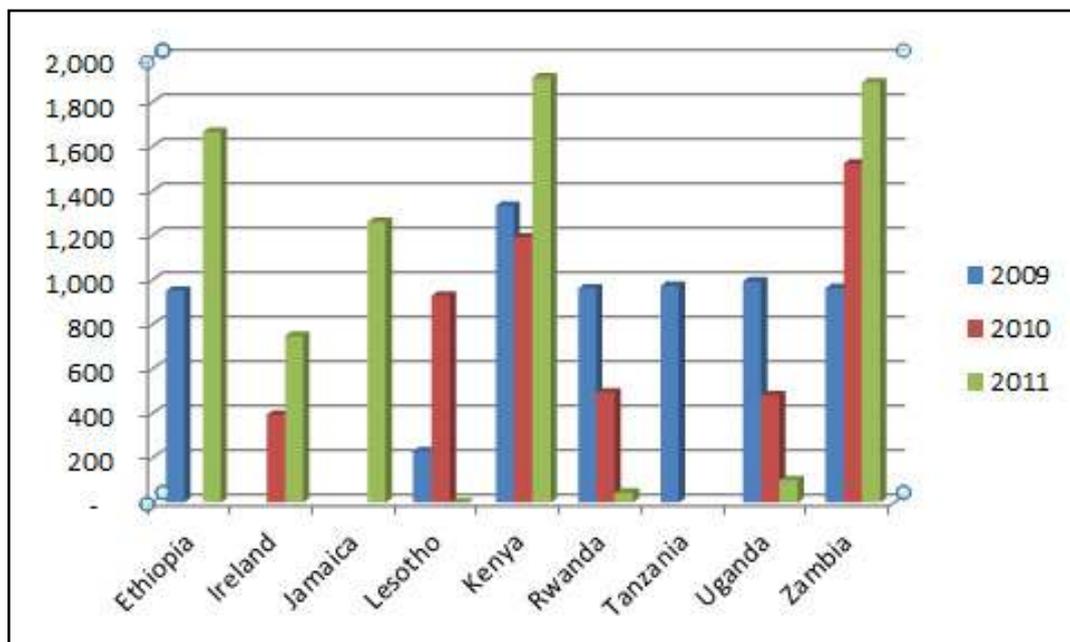
- 1) Accounts have been converted into € using the respective FX rates of 31 December 2011 (Northern Ireland on 31 May 2011).
- 2) Camara Ireland is part of Camara Education Limited and so does not produce separate accounts.
- 3) Remittances to Camara Education Limited are included in expenditure.
- 4) Northern Ireland has a year-end of 31 May 2011.
- 5) Due to size, some hub accounts are unaudited to-date.

3.4 Camara Year on Year Hub Performance

The following data shows how each Hub performed from 2009 to 2011 in the key areas of Computers received, Computers dispatched to schools, and the number of people trained.

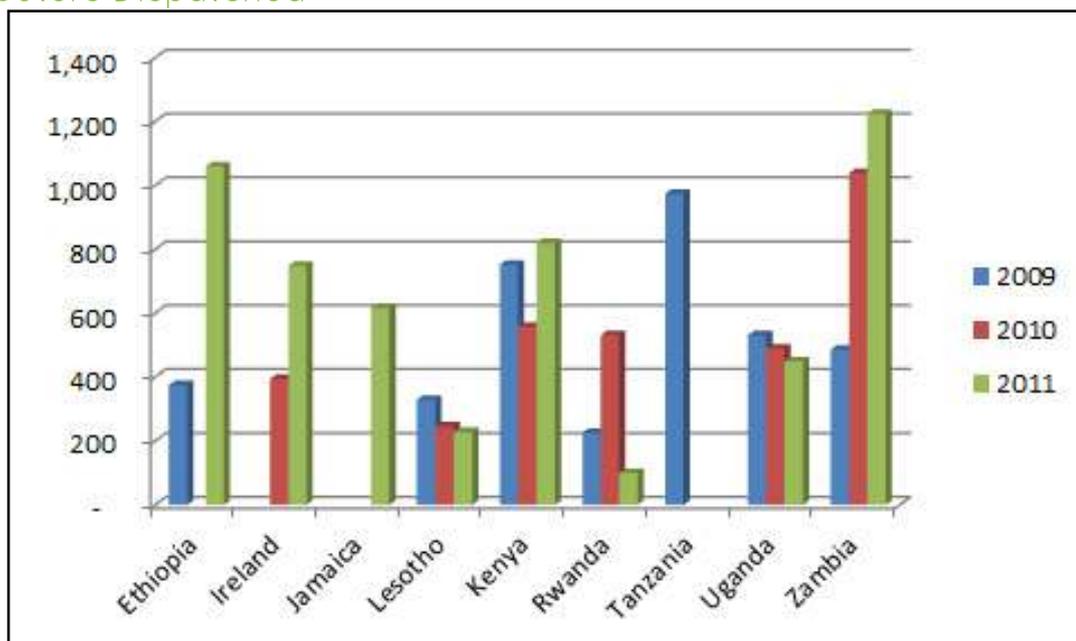
In 2009 and 2010, Hubs were required to report headline figures for the above categories. In 2011, Hubs were required to submit unit level data (i.e. the names and details of the schools and teachers) on a weekly basis, from which reports were generated. In 2011, Hubs were also required to submit the unique Afritrack and Serial Numbers of computers and monitors dispatched to each school. Consequently, data gathered in 2011 is substantially more reliable than data gathered in 2010. It is from these datasets that the year on year hub performances are generated.

Computers Received



The total number of computers received from 2009 to 2011 was 19,045. As the graph illustrates, there was a slight decrease in the numbers received in 2010 in comparison to 2009 due to hub re-structuring in Ethiopia and Tanzania. However, there was an increase in 2011 with the launch of the Jamaican hub and with Zambia, Ethiopia and Kenya all reporting high numbers of computers received.

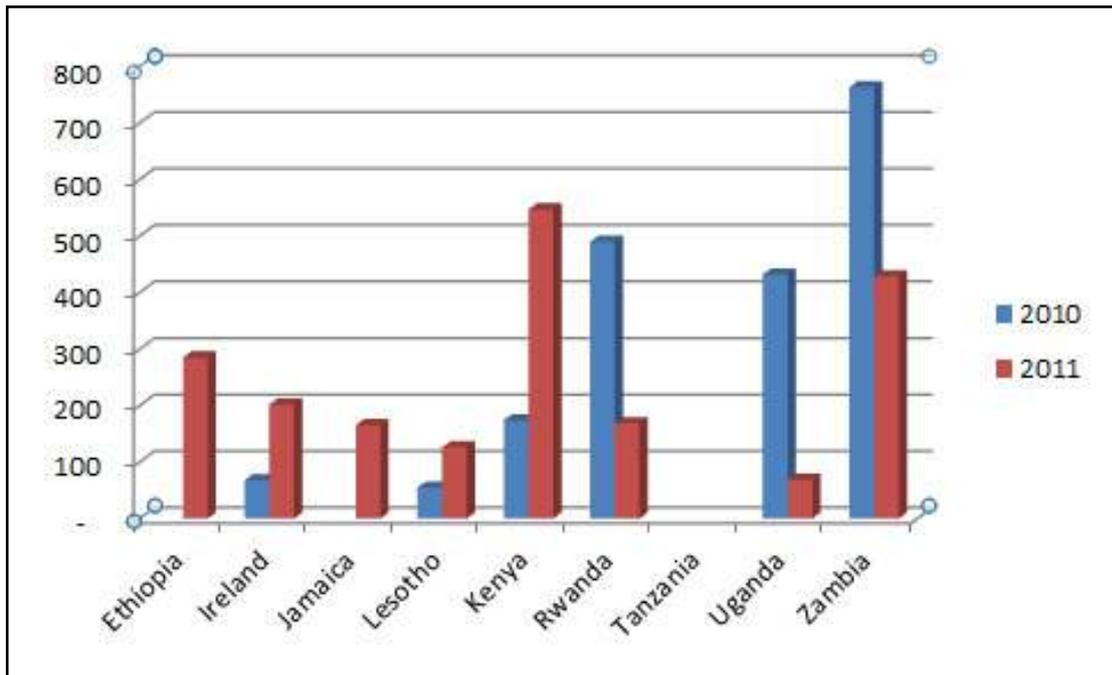
Computers Dispatched



The total number of computers dispatched from 2009 to 2011 was 12,182. The various hub data here is reflective of the number of computers received in the previous graph. Similarly, hub re-structuring in Ethiopia and Tanzania saw a slight decrease in 2010 on the 2009 numbers, while 2011 saw an increase in computers dispatched as a result of the launch of Camara Jamaica and the high output from hubs such as Zambia, Ethiopia and Kenya.

Camara Year on Year Hub Performance

People Trained



There is no training data for 2009. We believe training figures in 2010 are slightly inflated, as modules were often counted as training courses, therefore one individual may have been recorded multiple times. From 2011, the criteria as to what counted as a training course became stricter.

Of note, for large parts of 2011 the Rwanda and Uganda Hubs became e-waste and maintenance focused, and so did not carry out training



Camara Audited Accounts



4.1 Director's Report

Objectives and Activities

- A)** Camara is a volunteer organisation dedicated to using technology to deliver education more effectively to disadvantaged communities in Africa, Ireland and the Caribbean.
- B)** Camara believes that education is the most important force in the eradication of severe poverty among all people and its vision is 'A world where even the poorest have access to quality education'.
- C)** The Camara network consists of eLearning Centers, Education Hubs and Service Centers
- The 'eLearning Centers' are the main delivery point for Camara's Technology-enhanced Learning (TeL) program. These Centers have been established in over 1,650 schools and community centers primarily in Africa.
 - The 'Education Hubs' or 'Hubs', are independent local entities responsible for the front-line delivery of the Camara model to schools and community centers within their respective countries. With the exception of Ireland, the ultimate governance and decision making authority of our Hubs are its local boards. The Chair of these boards is a direct employee of Camara Education and in Africa is the current head of our Africa Service Centre (ASC). The balance of the Board is made up of other Camara and local appointees.
 - The 'Service Centres', provide a variety of services (technology, training support, administration, finance and marketing support) to the Education Hubs. One Service Centre is located in Dublin and a second in Mombasa, Kenya. The Hubs have all signed an Agreement with the Camara Education for the delivery of computers and services. The Agreement also covers: use of the Camara name, audit and reporting requirements; and termination of the Agreement.
- D)** Camara operates as a social enterprise in two distinct business lines: 'Education Delivery' and 'Computer Reuse'. The connection between these two, seemingly disparate activities is technology.
- E)** It is a company limited by guarantee, without having share capital. It is governed by a Board.
- F)** The business offices of Camara are in Chapelizod Industrial Estate, Dublin 20.
- G)** Camara currently works in six African countries – Zambia, Ethiopia, Rwanda, Kenya, Lesotho, and Uganda where it has helped establish legally independent local Education Hubs that act as partners in delivering the Camara educational model directly to schools and community centres. Camara's European headquarters is in Chapelizod, Dublin and our African headquarters is now in Mombasa, Kenya having moved from Kampala, Uganda at the beginning of 2011.
- H)** In mid 2011, Camara established a Caribbean Education Hub, Camara Jamaica. Its mission is similar to the Africa Hubs, to use technology to enhance learning in disadvantaged schools in Jamaica.
- I)** Computer Reuse is carried out by our Dublin Service Centre. Camara collects redundant computers from Irish organisations and individuals. These computers are refurbished by Camara and loaded with educational software before being shipped out to our Education Hubs in Africa, Jamaica and Ireland from where they are set up in 'eLearning Centres' in schools, colleges and community centres. Any equipment that can not be reused in this fashion is recycled in Ireland according to the EU WEEE Directive. Between 2005 and 2011, Camara processed approximately 53,552 redundant Irish computers, of which 29,439 have been reused as educational tools with the remaining 24,113 being recycled. Reused computers are shipped, in bulk by container to our partner Hubs in Africa and Jamaica where further processing takes place. Each 40 foot container typically holds between 600 and 900 machines.

4.1 Director's Report

Hubs also provide other key services:

- **Maintenance Support.** Each school signs a maintenance contract with their Education Hub which ensures that the eLearning Centers are kept operational should any technical issues arise.
- **Teacher Training.** In the majority of African schools where Camara has installed computers, African teachers have little or no knowledge of how to use them. Therefore as part of our contract with them, Camara organises a variety of training programs, aimed at teachers, which allows them to effectively use the computers as learning tools. This training consists of:
 - Basic computer literacy skills.
 - The Pedagogy of ICT. Essentially how to use Information and Communications Technology (ICT) to teach other subjects such as science and maths.
 - Learning Support. For selected teachers this would include: basic computer maintenance; networking; administration of the eLearning Centre; and 'Train the Trainer' courses.
- **Computer Recycling.** At the end of a computer's life, schools are contracted to return the machine to its local Hub where it will be recycled according to strict Camara guidelines.

J) Education Delivery is carried out by our Education Hubs. These Hubs carry out additional quality control tests on the machines they receive from Camara Dublin. These machines are then installed in eLearning Centres in schools and community centres to provide educational tools to some of the most disadvantaged communities in the world. In addition to supplying computers to schools, our Education.

K) Results in 2011

During the year to December 31, 2011, Camara:

1. Refurbished and sent out 7,619 fully working computers for schools and colleges in: Kenya, Zambia, Lesotho, Ethiopia, Jamaica and Ireland. This compares to 4,365 machines sent out to 5 countries in 2010.
2. Supported our Hub network which trained 1,992 teachers and dispatched 5,249 computers to schools.
3. Sent 20 trainers to 4 countries where they trained over 600 African teachers, administrators and Hub volunteers in basic and advanced computer and pedagogical courses. 30 Trainers were sent to seven countries in 2010.
4. Setup new Hubs in Ethiopia and Jamaica and established a number of sub-hubs in the existing Camara countries.
5. Unsuccessfully lobbied against the ban against importation of refurbished computers into Rwanda and Uganda.
6. Moved our main refurbishment centre in Dublin from The Digital Hub to Chapelizod.
7. Won Irish Software Award for Corporate Social Responsibility and Deloitte Tech Fast 50 awards.

L) Monitoring & Evaluation (M&E)

Camara completed its second major Monitoring & Evaluation study of its work. The findings from this study are available in the M&E section of this report and our website www.camara.org

M) Financial Review

Camara operates as a social enterprise and is financed by a variety of sources: grants from Irish Aid; private donations; own fund raising activities and certain revenue generating activities such as computer reuse and sale of computers to Education Hubs. The vast majority of its funding is generated in Ireland.

Wages and salaries are the biggest expenditure followed by the cost of refurbishment of computers and support to our Education Hubs. Camara finished the financial year with a surplus of €123,589.

N) The Board met 5 times in 2011.

4.1 Director's Report

CURRENT BOARD

- Maria Mahon
- John Brown
- Joe Carthy
- Jonathan Kelly
- Niall O'Neill
- Catherine Muigai Mwangi
- Cormac Lynch (appointed 30th Sep 2011 having resigned as CEO from Camara Education)
- Deirdre Mc Cooley (appointed 30th Sep 2011)

LEGAL STATUS

The Company is incorporated under the Companies Act 1963 is limited by guarantee and does not have a share capital.

RESULTS AND DIVIDENDS

The surplus for the financial year was: €123,589.

IMPORTANT EVENTS SINCE THE PERIOD END

1. Camara was successful in receiving a grant of just under €1,000,000 over four years from Irish Aid.
2. Launched a new logo for Camara and a new website camara.org to reflect our new international focus.
3. Developed a formal partnership with Intel to use their Teacher Training Programme.
4. Provided financial support for Camara Education Inc to open a new Service Centre in San Jose, CA, USA.
5. Camara Learning Limited appointed a full-time Senior Fundraiser in the UK.
6. Camara Education recruited a Production Manager and Financial Controller in early 2012.
7. Camara Tanzania opened in the summer of 2012.

STATEMENT OF THE DIRECTORS' RESPONSIBILITIES

Company law requires the directors to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the Company and of the profit or loss of the company for that period. In preparing these financial statements the directors are required to:

1. Select suitable accounting policies and then apply them consistently.
2. Make judgments and estimates that are reasonable and prudent.
3. Prepare the financial statements on an on-going concern basis unless it is inappropriate to presume that the company will continue in business.

The directors are responsible for keeping proper accounting records which disclose with reasonable accuracy at any time the financial position of the company and to enable them to ensure that the financial statements comply with the Companies Acts 1963 to 2009. 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.

BOOKS OF ACCOUNT

The directors are responsible for ensuring that proper books and accounting records, as outlined in Section 202 of the Companies Act, 1990, are kept by the company. To achieve this, the directors have appointed a qualified accountant who reports to the board and ensures that the requirements of Section 202 of the Companies Act, 1990, are complied with. These books and accounting records are maintained at the company's business address at Chapelizod Industrial Estate, Dublin 20.

AUDITORS

Grant Thornton will continue in office in accordance with Section 160(2) of the Companies Act 1963.
On Behalf of the Directors

Maria Mahon - Chairperson

Niall O' Neill - Secretary

Dated: 1 August 2012

4.2 Auditor's Report

We have audited the financial statements of Camara Education Limited for the year ended 31 December 2011 on pages 35 to 43. These financial statements have been prepared under the historical cost convention and the accounting policies set out on page 38.

This report is made solely to the company's members, as a body, in accordance with Section 193 of the Companies Act 1990. 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 auditor's 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 AUDITORS

As described in the Statement of Director's Responsibilities on page 30, the company's directors are responsible for the preparation of the financial statements in accordance with applicable law and the accounting standards issued by the Accounting Standards Board and promulgated by the Institute of Chartered Accountants in Ireland (Generally Accepted Accounting Practice in Ireland).

Our responsibility is to audit the financial statements in accordance with relevant legal and regulatory requirements and International Standards on Auditing (UK and Ireland).

We report to you our opinion as to whether the financial statements give a true and fair view, in accordance with Generally Accepted Accounting Practice in Ireland and are properly prepared in accordance with the Companies Acts, 1963 to 2009. We also report to you whether in our opinion: proper books of account have been kept by the company; whether, at the balance sheet date, there exists a financial situation requiring the convening of an extraordinary general meeting of the company; and whether the information given in the directors' report is consistent with the financial statements. In addition, we state whether we have obtained all the information and explanations necessary for the purposes of our audit and whether the company's balance sheet and its profit and loss account are in agreement with the books of account.

We report to the members if, in our opinion, any information specified by law regarding directors' remuneration and directors' transactions is not disclosed and, where practicable, include such information in our report.

We read the Directors' Report and consider the implications for our report if we become aware of any apparent misstatement within it.

BASIS OF AUDIT OPINION

We conducted our audit in accordance with International Standards on Auditing (UK and Ireland) issued by the Auditing Practices Board. An audit includes examination, on a test basis, of evidence relevant to the amounts and disclosures in the financial statements. It also includes an assessment of the significant estimates and judgments made by the directors in the preparation of the financial statements, and of whether the accounting policies are appropriate to the company's circumstances, consistently applied and adequately disclosed.

We planned and performed our audit so as to obtain all the information and explanations which we considered necessary in order to provide us with sufficient evidence to give reasonable assurance that the financial statements are free from material misstatement, whether caused by fraud or other irregularity or error. In forming our opinion we also evaluated the overall adequacy of the presentation of information in the financial statements.

4.2 Auditor's Report

OPINION

In our opinion the financial statements give a true and fair view, in accordance with Generally Accepted Accounting Practice in Ireland of the statement of the company's affairs as at 31st December 2011 and of its surplus for the year then ended and have been properly prepared in accordance with the provisions of the Companies Acts, 1963 to 2012.

We have obtained all the information and explanations we consider necessary for the purposes of our audit. In our opinion, proper books of account have been kept by the company. The financial statements are in agreement with the books of account.

In our opinion the information given in the Directors' Report on pages 28 to 30 is consistent with the financial statements.

24 - 26 City Quay
Dublin 2
Ireland

GRANT THORNTON
Chartered Accountants
& Registered Auditors

Dated: 1 August 2012

4.3 Statement of Financial Activities

Year ended 31st December 2011

	Note	Unrestricted Funds	Restricted Funds	Total 2011	Total 2010
		€	€	€	€
INCOMING RESOURCES					
Income Resources from Generated Funds					
Voluntary Income					
- Iris O'Brien Foundation		250,000	-	250,000	100,000
- Arthur Guinness Fund		-	50,000	50,000	50,000
- Other Donations		70,169	-	70,169	76,680
- Jim and Sharon Barry Fund		-	-	-	15,000
- CCT Corporate Nominees Limited		41,000	-	41,000	-
- Google Train the Trainee Prog.		-	16,866	16,866	-
- Google – SSA Laptop Initiative Prog.		-	10,885	10,885	-
- Juniper Networks Foundation Fund		14,502	-	14,502	-
- Social Entrepreneurs Ireland		10,000	-	10,000	-
- Equitable Charitable Trust		9,491	-	9,491	-
- State Street Foundation		7,175	-	7,175	-
- Civil Society Third World Fund		-	7,500	7,500	-
- Vodafone		-	5,788	5,788	-
Activities for Generating Funds					
- Recycling		187,707	-	187,707	148,084
- Sale of Computers (Africa & Jamaica)		98,446	-	98,446	82,731
- Sale of Computers (Irish Schools)		123,505	-	123,505	45,328
- Shared Services		20,228	-	20,228	-
Income Resources from Charitable Activities					
- Irish Aid Civil Society Fund Grant		-	150,000	150,000	348,500
- FAS		-	9,922	9,922	10,748
- Africa Volunteers		-	60,524	60,524	86,423
OTHER INCOME					
Investment Income		21	-	21	2,200
Revenue Refund		4,678	-	4,678	5,413
Adjustment in Previous Years Deferred Income		-	-	-	3,100
Total Incoming Resources		836,922	311,485	1,148,407	974,207
RESOURCES EXPENDED					
COST OF GENERATING INCOME	4	113,945	-	113,945	117,526
CHARITABLE ACTIVITIES	5	-	828,978	828,978	886,163
GOVERNANCE COSTS	6	81,895	-	81,895	72,733
Total Resources Expended		195,840	828,978	1,024,818	1,076,422
Net Income Resources		641,082	(517,493)	123,589	(102,214)
Transfers between Funds		(517,493)	517,493	-	-
Total Funds at Beginning of Year		74,570	-	74,570	176,784
Total Funds at End of Year		198,159	-	198,159	74,570

All of the activities of the company are classed as continuing.

The company has no recognised gains or losses other than the results for the period as set out above. These financial statements were approved by the directors and are signed on their behalf by:

Maria Mahon - Chairperson **Niall O' Neill** - Secretary

Dated: 1 August 2012

Balance Sheet as at 31st December 2011

	Note	2011 €	2010 €
FIXED ASSETS			
- Tangible Assets	7	5,954	-
CURRENT ASSETS			
- Debtors	8	121,385	89,026
- Cash at Bank		116,327	231,611
		-----	-----
CREDITORS: Amounts Falling Due Within 1 Year	9	237,712 (45,507)	320,637 (246,067)
		-----	-----
NET CURRENT ASSETS		192,205	74,570
		-----	-----
TOTAL ASSETS LESS CURRENT LIABILITIES		198,159	74,570
		=====	=====
FUNDS			
Activities for Generating Funds			
Restricted Funds		-	-
Unrestricted Funds		198,159	74,570
		-----	-----
TOTAL FUNDS		198,159	74,570
		=====	=====

These financial statements were approved by the directors and are signed on their behalf by:

Maria Mahon - Chairperson **Niall O' Neill** - Secretary

Dated 1 August 2012

Cash Flow Statement Year Ended 31st December 2011

	Note	2011 €	2010 €
Net Cash (Outflow) from Operating Activities	11	(107,842)	(20,866)
Capital Expenditure and Financial Investment		(7,442)	-
(Decrease) in Cash for the Year		<u>(115,284)</u>	<u>(20,866)</u>
RECONCILIATION OF NET CASH FLOW TO MOVEMENT IN NET DEBT			
(Decrease) in Cash for the Year		(115,284)	(20,866)
Net Opening Cash		<u>231,611</u>	<u>254,477</u>
Net Closing Cash		<u>116,327</u>	<u>231,611</u>

PRINCIPLES OF PREPARATION

The financial statements have been prepared in accordance with generally accepted accounting principles under the historic cost convention and comply with the financial reporting standards of the Accounting Standards Board, as promulgated by the Institute of Chartered Accountants in Ireland. The financial statements have also been prepared to comply with “Accounting and Reporting by Charities” (Charities SORP) the revised statement of recommended practice issued by the Accounting Standards Board in 2000 and the Accounting Standards Board “Statement on Update Bulletin 1 of the Charities SORP” issued in December 2002, updated in 2005.

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:

Equipment	-	Straight line over 5 years
Motor Vehicles	-	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 equivalent to one quarter of operating costs in reserves. The current financial reserves at 31 December 2011 are less than the one quarter of current operating costs.

Notes To The Financial Statements Year Ended 31st December 2011

1. OPERATING (DEFICIT)/SURPLUS

Operating (deficit)/surplus is stated after:

	2011	2010
	€	€
Directors' Remuneration	-	-
Depreciation	1,488	3,500
Auditors' Remuneration	7,380	6,050
	-----	-----

2. EMPLOYEES AND REMUNERATION

The average number of staff employed by the company during the year was 12 (2010:13).

Staff costs were as follows

	2011	2010
	€	€
Wages and Salaries	546,680	470,477
Social Welfare Costs	42,376	41,777
	-----	-----
	589,056	512,254
	-----	-----

3. TAXATION

The company does not engage in a taxable activity and has been granted charitable tax exemption under reference CHY 16922.

4. COSTS OF GENERATING VOLUNTARY INCOME

	Unrestricted	Restricted	Total	Total
	2011	2011	2011	2010
	€	€	€	€
Rent	6,387	-	6,387	2,603
Salaries	83,669	-	83,669	92,034
Fund Raising	14,274	-	14,274	6,897
General Expenses	9,615	-	9,615	15,991
	-----	-----	-----	-----
	113,945	-	113,945	117,525
	-----	-----	-----	-----

Notes To The Financial Statements Year Ended 31st December 2011

5. CHARITABLE ACTIVITIES	Unrestricted	Restricted	Total	Total
	2011	2011	2011	2010
	€	€	€	€
Rent	-	29,091	29,091	21,341
Wages & Salaries	-	458,262	458,262	379,239
Shipping & Packaging	-	72,530	72,530	56,373
Africa Expedition	-	41,209	41,209	70,261
Insurance	-	2,187	2,187	8,904
Repairs & Maintenance	-	681	681	479
Depreciation	-	1,146	1,146	2,729
Motor & Travel	-	17,289	17,289	36,379
Printing, Postage and Stationery	-	2,334	2,334	6,244
General Expenses	-	10,462	10,462	14,626
Bank Charges	-	783	783	1,420
Training	-	73	73	1,608
Telephone	-	7,885	7,885	6,509
Marketing	-	1,221	1,221	9,029
Consultancy Fees	-	5,787	5,787	300
Workshop Expenses	-	62,031	62,031	66,034
Multimedia Expenses	-	291	291	1,654
African Education Hubs	-	39,463	39,463	124,003
Regional Irish Hubs	-	14,365	14,365	27,715
Africa Service Centre	-	56,572	56,572	51,388
Bad Debts Provision	-	5,493	5,493	-
Foreign Exchange	-	(177)	(177)	(71)
	-----	-----	-----	-----
	-	828,978	828,978	886,163
	=====	=====	=====	=====

6. GOVERNANCE COSTS	Unrestricted	Restricted	Total	Total
	2011	2011	2011	2010
	€	€	€	€
Rent	3,085	-	3,085	2,082
Auditors Fees & Payroll Services	10,041	-	10,041	6,070
Wages & Salaries	47,124	-	47,124	40,981
General Expenses	21,645	-	21,645	23,620
	-----	-----	-----	-----
	81,895	-	81,895	72,733
	=====	=====	=====	=====

10. COMMITMENTS UNDER OPERATING LEASES

At 31st December 2011 the company had annual commitments under non-cancellable operating leases as set out below.

	Land and Buildings	
	2011	2010
	€	€
Operation Leases Which Expire:		
Within 1 Year	41,438	-
Within 2 to 5 Years	41,438	-

	2011	2010
	€	€
11. RECONCILIATION OF OPERATING CASH FLOW		
Surplus/ (Deficit) for the Year	123,589	(102,214)
(Decrease) /Increase in Creditors	(200,560)	123,330
(Increase)/ Decrease in Debtors	(32,359)	(45,482)
Depreciation	1,488	3,500
	-----	-----
Net Cash (Outflow) from Operating Activities	(107,842)	(20,866)
	=====	=====

12. MOVEMENT IN FUNDS	Opening Balance	Income	Expenditure	Transfers	Closing Balance
	€	€	€	€	€
Restricted Funds	-	311,485	(828,978)	517,493	-
Unrestricted Funds					
General Reserve	74,570	836,922	(195,840)	(517,493)	198,159
	-----	-----	-----	-----	-----
	74,570	1,148,407	(1,024,818)	-	198,159
	=====	=====	=====	=====	=====

13. LEGAL STATUS OF THE COMPANY

The company is limited by guarantee and has no share capital. At 31 December 2011, there are 8 members whose guarantee is limited.

14. POST BALANCE SHEET EVENTS

No significant events have taken place since the period end that would result in adjustment to 2011 financial information or inclusion of a note thereto.

15. CONTROLLING PARTY

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

Notes To The Financial Statements Year Ended 31st December 2011

	Cost of generating income	Charitable activities	Governance costs	2011	2010
	€	€	€	€	€
Core costs					
Rent	6,387	29,091	3,085	38,564	26,026
Wages and Salaries	83,669	458,262	47,124	589,056	512,254
Fund Raising	14,274	-	1,241	15,515	7,497
Shipping and Packaging	-	72,530	6,307	78,837	61,275
Africa Expedition	-	41,209	-	41,209	70,261
Insurance	997	2,187	277	3,462	10,858
Repairs and Maintenance	160	681	73	914	584
Depreciation	223	1,146	119	1,488	3,500
Motor and Travel	4,249	17,289	1,873	23,412	43,917
Printing, Postage and Stationery	782	2,334	271	3,387	8,109
Auditors Fees & Payroll Services	-	-	10,041	10,041	6,050
General Expenses	-	10,462	-	10,462	14,626
Bank Charges	226	783	88	1,097	1,906
Training	-	73	6	79	1,748
Telephone	1,880	7,885	849	10,614	8,453
Marketing	1,030	1,221	196	2,447	15,840
Consultancy Fees	-	5,787	-	5,787	300
Workshop Expenses	-	62,031	5,394	67,425	71,776
Multimedia Expenses	66	291	31	388	3,938
African Education Hubs	-	39,463	-	39,463	124,003
Regional Irish Hubs	-	14,365	-	14,365	27,715
Africa ServiceCentre	-	56,572	4,919	61,491	55,856
Bad Debts Provision	-	5,493	-	5,493	-
ForeignExchange	-	(177)	-	(177)	(71)
	=====	=====	=====	=====	=====
	113,945	828,978	81,895	1,024,818	1,076,421
	=====	=====	=====	=====	=====





5.1 Executive Summary

Firstly, I would like to thank the Africa Service Centre team and our African hubs for supporting the Monitoring & Evaluation effort. Due to resourcing challenges in Kenya we did not have a dedicated M&E Officer in Camara. Thankfully we were still able to produce this report. Monitoring & Evaluation remains a critical component to Camara. Since commencing in 2005, Camara has made plenty of mistakes however due to a focus on metrics and M&E, we were able to respond and adapt quickly. As such this report again provides hugely important information to support the governance of the organization as well as ongoing changes to the Camara model.

The key learnings I am taking from this report are as follows:

Hubs – Having data disaggregated by country continues to be very informative.

- The management capacity challenges in Kenya are highlighted. Thankfully management changes have been made in this hub which is now on a significantly more solid footing.
- Certain countries seem to be a better fit for Camara than others. For example the usage and demand for the Camara package is very strong in Zambia. This focuses us on the importance of extending our reach in this country and also to try and understand the reasons for lower demand.
- Generally, there is still work to be done improvements in technology, training, communications with schools and asset management (where 10% are not located).

Training – While the training is very well received and teachers appear to be gaining the confidence, there are number of improvements to be made:

- Uganda with 71% teachers not trained in schools with Camara computers is stark and highlights the huge turnover of teachers. This highlights the need for ongoing engagement (including training) for schools.
- It appears that while the quality and reach of the IT Literacy course is strong, the Maintenance and ICT in Education courses do not have the same impact, influencing functioning rates of the technology and use of it in direct delivery of curriculum.

School Progression - Following on from the previous point, there is a need to map out the ICT in Education progression for a school over time. The onus is then on the hub to work with the school over time to increase usage and digital literacy rates and impact on direct subjects. Camara are currently delivering digital literacy in twice as many schools as direct subject improvements.

Demand for Camara – The demand for the existing and improved Camara package is very high. This is important validation of market demand for the Camara Education offering.

Investment in M&E – Given the importance of M&E to Camara, there is a need for appropriate investment so that the M&E system can be strengthened and proper evaluation can be conducted. Thankfully in 2012, Camara were accepted into the Irish Aid Programme and a key component of the work to be completed will be strengthening our M&E system as well as conducting a baseline study. The work will be completed in Zambia, however the impact will be across the Camara network.

John Fitzsimons
CEO of Camara Education



5.2 Introduction

In 2010, Camara, through its 5 African 'Hubs' (Lesotho, Kenya, Rwanda, Uganda and Zambia) distributed 2,865 computers to 169 schools and trained 1,914 teachers. As a direct result of Camara's work, 80,000 students gained access to ICT equipment, modern educational content and learning resources.



Camara's primary objective is to contribute to the advancement of the national education systems across the countries where it works by improving access to Technology Enhanced Learning (TEL) to students in a sustainable and cost effective manner. By improving levels of education for students in disadvantaged and marginalized areas, Camara programmes aim to support countries in meeting the Millennium Development Goal of achieving universal primary education that is high quality, thus improving employment and life outcomes.

Better educational attainment, particularly amongst girls, is shown to

“contribute to a wide range of areas including nutrition, health care, employment and livelihoods, cultural expression and improved quality of life. It is also an instrument for social justice, especially for promoting gender equality and for liberating people from discrimination and exclusion”

The United Nations Girls' Education Initiative, 2005



Camara achieves this through the introduction of technology into the classroom, initially via supported computer labs, teacher training in ICT literacy and maintenance. By providing the inputs that would normally be unaffordable or inaccessible, such as quality equipment, training and advice, Camara has greatly reduced the number of obstacles schools in disadvantaged areas face. Further, by operating as a social enterprise, Camara places the needs of schools, teachers and students at the heart of its model.

As both technologies and schools' requirements change, Camara's model promotes adaptability in order to provide a demand-led and high-quality service to its users. Fundamental to the model is the need to provide regular and on-going teacher training, scheduled educational content updates, technical support and delivery, provided in a timely manner through close proximity to Camara Hubs. Ultimately, through ongoing training, upgrades and support – in collaboration with Ministries of Education – teachers are able to use ICT as a powerful tool to empower and enhance the educational curriculum.



Through striving to specialise in the delivery of quality ICT education and the integration of ICT tools in education in schools, Camara has the ultimate aim of poverty alleviation through improved educational opportunities. By enabling students to improve their livelihoods and consequently drive development within their local community – these individuals will be able to lift themselves, their families and their communities out of poverty and hunger.

5.3 Cost Benefit Analysis

As part of the annual Monitoring & Evaluation process, Camara performs a cost benefit analysis. The methodology is to calculate the cost of the service and product generated and to compare this to the market value of these products and services. This year with full hub accounts available, the calculation includes Camara Education and all the Camara hubs costs. The results are below:

	Number	Market Value	Total
People Trained	1,992	€300	€597,600
Computers Dispatched	5,249	€200	€1,049,800
Total			€1,647,400



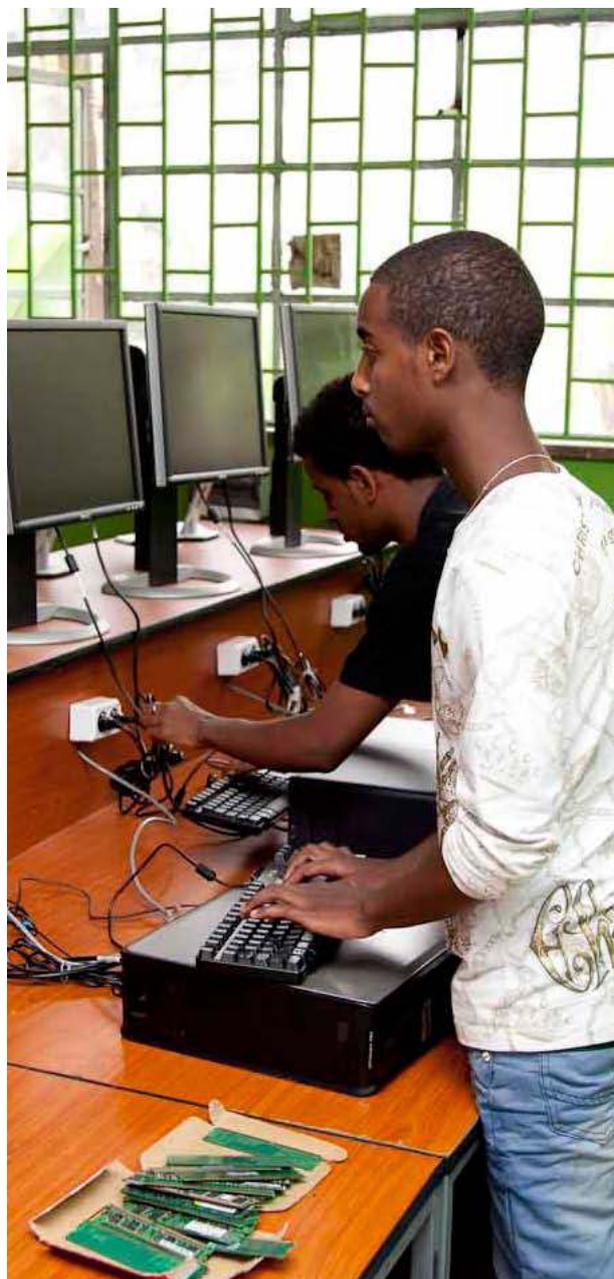
Cost of Charitable Activities	€828,978
Governance Costs	€81,895
Hub Expenditure	€459,809
Total	€1,370,682

Value of Benefit	€1,647,400
Cost of Activity	€1,370,682
Added Value	20.18%

The market value for the product and services are averaged across our education hubs. Please note that the computer dispatched number is computers into schools rather than refurbished and dispatched to education hubs (which was significantly higher). Based on this, €1.6m value was created.

On the cost side, payments from one hub to another (such as for Camara computers) are excluded. Computer maintenance costs are included in the hub expenditure. The total cost of delivering the product and services was €1.3m.

Hence Camara generated 20% added value, and therefore the rationale to continue to operate in the current model of sourcing, refurbishing and shipping computers as well as delivering training locally is validated.



5.4 The Camara Model



The Camara network takes the 'Social Enterprise' principle and applies it to tackling development issues.

This involves firmly placing educational institutions at the centre of its model as customers, ensuring that Camara services and products meet their exact needs and requirements. This alternative to the donor/beneficiary service provision puts the precise needs of the end user in the driving seat of the organisation. Sustainability is central to the Camara model, as the holistic package has been designed to ensure the longevity of the lab and to maximise the learning impact. The model is sustainable, highly scalable and transparent which means that the outcomes from the Camara programme can readily be shared with other stakeholders to apply the model throughout the host country's educational system.

Through developing partnerships with the Ministry of Education, local education and government bodies, and other key Ministries, organisations and bodies, Camara aims to ensure that its goals and outcomes are harmonised with domestic educational policies and initiatives. It is through these relationships that the advantages of ICT in Education can be brought to the most marginalised areas and communities where it is most needed – in the form of an affordable, effective sustainable and long- lasting initiative.

The following is the Camara model in its principle; a later section will discuss the challenges faced to achieving the model.

Software



Camara provides equipment loaded with a customised version of Ubuntu (Camarabuntu), an Open Source operating system. The installation includes OpenOffice (which contains all the office packages) and a huge volume of educational software, resources and tools, including Maths, English, Science and Geography learning tools, an offline version of Wikipedia, and typing, keyboard and mouse training software.

Advantages of using Open Source operating systems include no license fees required, few viruses and educational content available at no cost. Camarabuntu has a light build and thus runs much faster than other operating systems (when comparing machines with the same specification). Additionally, many Windows programmes (e.g. MS Office, Photoshop, CorelDraw) can be run on Ubuntu. By offering and promoting a free operating system, Camara is able to substantially reduce the cost to the school and actively discourage software piracy.

Hardware



Camara equipment is sourced, tested and refurbished from Ireland before being shipped to one of the Camara Hubs. Suppliers of Camara computers include large businesses small and medium businesses and private individuals. Some Camara hubs also source hardware in-country.

All equipment is tested in the Camara Hubs before being provided to a school and only computers meeting Camara standards in quality and specification are provided to educational institutions. Our minimum specification is Pentium 4 processor and all computers are branded machines. Many schools also receive a high specification server PC, with educational content, software repositories and e-books. When the lab is networked, all computers are able to access this content.

All computers received by Camara are tracked via unique code and serial number, enabling us to identify where each computer is, be it in a school, in storage or in the e-waste facility. Camara supplied schools are contractually obliged to return all end-of-life computers to Camara and all end-of-life equipment is sent to internationally accredited recycling facilities for disposal in line with international regulations (the Basel Convention and the European Commission's Waste Electric and Electronic Equipment WEEE Directive).

Teacher Training



Teacher Training at Ethiopia Hub

The ongoing training offered to Camara partner-school teachers ensures that the benefit of students having access to modern tools and resources is maximised. Educational institutions are required to send teachers to Camara for training in Basic ICT Literacy in order to ensure that teachers learn the basic ICT skills which are relevant to their jobs as teachers – and enable them direct their students and colleagues to use educational tools and software. Certain teachers from each school will receive more advanced training that will allow them to further support the schools e-learning centre and to use the technology as a powerful learning tool to advance and support the teaching of the national curriculum.

Support



Educational institutions must designate a room for the e-learning centre and prepare it to Camara's standards in safety and security. These criteria have been developed over the past few years for the local context; to extend the life of the lab as far as possible and thereby maximise the benefit to students.

All Camara packages include maintenance for a minimum of 6 months, which includes the replacement of any non-working computers. Thereafter, the school can purchase additional maintenance contracts for the lab, which are made as affordable as possible. Maintenance either takes place in the educational institution or in Camara's facilities. Educational institutions receive ongoing training and are able to purchase upgrades and additional services such as lab networking.

The Camara Model: Process Flow for Educational Institutions

1. Application

Educational Institutions must apply to Camara and provide the appropriate documentation.

2. School and Lab Vetting

Educational Institutions are visited and the e-learning centre facilities inspected for suitability

3. Teacher Training

The Educational Institution must send teachers for training with Camara before they can receive equipment.

4. Dispatch

The Educational Institution receives equipment loaded with Open Source operating systems and software. Schools sign a contract stating that the equipment is for educational purposes, cannot be resold and must be returned to Camara for recycling when obsolete.

5. Maintenance

The Educational Institution receives a maintenance contract (including replacement of non-functional equipment) for a period of 6 months. Further maintenance contracts can be purchased.

6. M&E

The Educational Institution is visited every six months to carry out Monitoring and Evaluation, and to provide additional support and services (e.g. networking)

7. End of Life

The Educational Institution must return obsolete equipment to Camara where it is sent for recycling in line with international standards and regulations

5.5 Monitoring & Evaluation: Rational

Camara Education carried out a qualitative Monitoring and Evaluation exercise in 2011 in order to review and analyse the performance of each Camara Hub.

The major aims of the monitoring exercise were:

- 1) To identify the level of uptake and impact of Camara activities
- 2) To receive feedback from stakeholders regarding the level of the service each Hub provides
- 3) To identify gaps in the level of Camara's provision
- 4) To identify how the model can be further developed

As the Camara model does not simply involve the distribution of computers to schools, but the holistic package of hardware, software, training and support (including lab set up advice and technical support), the purpose of the Monitoring and Evaluation exercise is to identify the effectiveness of each Camara Africa Hub in each area.

Based on these requirements, the following broad question areas have been identified:

1) Software and educational content used:

What software is being used by students?
What skills are being acquired by students?

2) Training:

How effective is the teacher training?
What is the level of teacher satisfaction with the training?

3) Support:

What is the level of satisfaction with Camara support services?



5.6 Monitoring & Evaluation: Methodology

The M&E exercise is based on a number of different measures and a range of methodologies. These are outlined below.

School Demographic Information

1) School Type

- a. Primary/Secondary/Tertiary/Other
- b. Urban/Rural
- c. Private/Government
- d. Religious/Non Religious

2) Number of students in each school

- a. Number of boys
- b. Number of girls
- c. Number of students with disabilities

3) Number of teachers in each school

- a. Number of teachers
- b. Number of IT teachers

All schools are required to fill in application forms which contain the above questions. During Monitoring and Evaluation visits, school administrators are asked to verify the above information. Due to the fact that not all application forms have the above information filled in, the School Demographic Information presented in this report is based on the schools visited during the M&E visits¹.

Student feedback

- 1) What is the level of student computer usage?
- 2) What skills are the students acquiring?
- 3) What software are the students using?

Previous years' methodology involved the M&E officers visiting schools that had received computers during the previous calendar year. Groups of students would be asked a series of questions relating to their use of Camara equipment and educational content. Individual students would respond to questions, with the M&E Officers noting down responses.

Monitoring & Evaluation: Methodology

For 2011, the methodology was altered whereby M&E officers asked the group of students a series of yes/no questions and the whole group responded with raised hands. This change is in order for the M&E process to be able to better gauge the level of the entire group, as previously the ability of the student group could be over-stated by a minority of students answering all questions.

This change in methodology limits the number of comparisons that can be made between 2010 and 2011 data.

Further, although the sample size and make-up does not provide us with a statistically significant sample, the methodology can be further developed to provide more reliable and robust data.

Teacher feedback

- 1) Was the training relevant and sufficient?
- 2) What is the level of computer usage and access?
- 3) What additional services can Camara provide to the school?
- 4) What improvements can the Hub make?

The teacher interviews took place in the form of a one-to-one interview. M&E Officers were instructed to only interview teachers who had received Camara training and were involved in the running of the computer lab.

Computer Longevity

All visited schools were surveyed regarding the working status of their computers.

Limitations and Scope

Due to limited resources, the M&E feedback gathering exercise was conducted in Zambia, Kenya and Uganda. A restricted M&E exercise was conducted in Lesotho. As the Ethiopian Hub had only opened in the second half of 2011, they were not required to conduct the M&E programme.

The primary focus of the M&E visits was schools that received computers in 2010, with the secondary focus on schools that received computers in other years. The make-up of the schools surveyed is included within the 'School Sample Information' section for each country.

5.7 Monitoring & Evaluation Results

The following tables show the number of schools visited, the geographic spread of the sample, the year each school first received computers, and the year each school received additional computers/an upgrade (if applicable).

Lesotho:

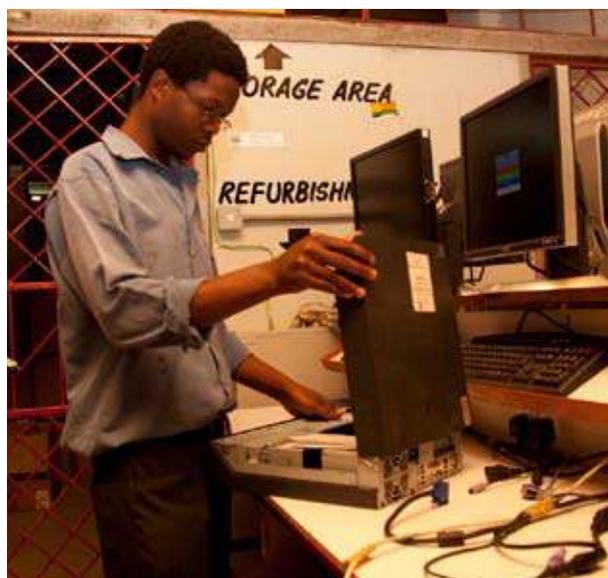
The schools sampled were from across Lesotho. None of the schools that received computers in 2010 were visited.

Year	First Received	Upgrades
2011	-	-
2010	-	-
2009	3	1
<2009	29	1

Kenya:

Due to the tense security situation in Kenya, it was agreed that only schools within Mombasa would be visited during this exercise – resulting in roughly 25% of schools receiving computers in 2010 were visited.

Year	First Received	Upgrades
2011	4	-
2010	9	3
2009	7	3
<2009	12	1



Staff refurbishing pc's at Kenya Hub

Monitoring & Evaluation Results

Uganda:

The schools visited during the M&E exercise were largely in the west of Uganda, with a few schools from Kampala. Roughly 73% of schools that received computers in 2010 were visited:

Year	First Received	Upgrades
2011	2	-
2010	24	-
2009	5	-
<2009	1	-

Zambia:

The schools visited during the M&E exercise are all located within the Copper Belt region of Zambia. 68% of schools that received computers in 2010 were visited.

Year	First Received	Upgrades
2011	2	-
2010	44	-



School Demographic Information

The following table describes the breakdown of the types of schools visited during the M&E exercise. It is important to note that schools are classified above at the most senior level at which they offer training.

	Lesotho	Kenya	Uganda	Zambia	Total
Number of Schools Samples	32	32	32	46	142
Of Which are Nursery	0 (0%)	2 (6%)	0 (0%)	1 (2%)	3 (2%)
Of Which are Primary	2 (6%)	11 (34%)	8 (25%)	20 (43%)	41 (29%)
Of Which are Secondary	29 (91%)	7 (22%)	13 (41%)	10 (22%)	59 (42%)
Of Which are Tertiary	0 (0%)	4 (13%)	11 (34%)	12 (26%)	27 (19%)
Of which are other Educational Organisations	1 (3%)	8 (25%)	0 (0%)	3 (7%)	12 (8%)
Urban: Rural Ratio	3:7	3:1	2:1	(All urban)	
Government: Private Ratio	Not Collected	1:3	1:2	1:1	
Religious: Non Religious Ratio	Not Collected	1:3	1:2	1:9	
Average Number of students per class	Not Collected	26	52	35	

Monitoring & Evaluation Results

The total number of schools visited in 2011 is 142 (95% of the target of 150 schools), which is an increase of 71% on the number of schools visited during the M&E exercise conducted in 2010, where 82% of the 101 target schools were visited.

During the exercise Zambia visited the greatest number of schools with 46 schools in their sample, with nearly 70% of the schools from the 2010 cohort. Although the Lesotho Hub, due to funding and management capacity issues, was unable to visit any schools from the 2010 cohort, they did exceed their target by over 300%.

Very few of the schools in the Camara network are stand alone nursery schools, and nearly half of the schools surveyed are secondary. The proportion of schools visited by academic level is similar to the 2010 exercise, where the majority of institutions surveyed were secondary-level education providers, closely followed by primary schools.

With the exception of schools in Lesotho, the majority of the Camara schools sampled are considered urban. This is possibly due to a lack of electrification in many rural areas as well as rural schools having less access to funds to procure a computer lab. Additionally, the greater proportion of schools visited were privately funded. This differs from the schools visited in 2010, where a greater proportion was considered to be rural (40%) and government funded (50%). However, the sample size was smaller, so it is difficult to draw any firm conclusions.

The following table describes the students in the schools sampled in each country. This information was provided by school administrators, but in some cases information was not provided by all schools.

Footnotes indicate where the figure is based on a subset of schools.

	Kenya ²	Uganda ³	Zambia
No. of Students across sample schools			
Total number of students	8,642	8,009	33,981
Total number of boys	5,167 (60%)	3,936 (49%)	16,503 (49%)
Total number of girls	3,475 (40%)	4,073 (51%)	17,478 (51%)
Ratio of boys to girls	3:2	1:1	1:1

² Based on 31 Schools

³ Based on 29 schools, except for the section students with disabilities which is based on 20 schools



	Kenya	Uganda	Zambia
Mean Students	139	148	373
Mean Boys	167	146	359
Mean Girls	112	151	380
Median Students	86	138	185
Median Boys	113	95	160
Median Girls	70	138	211



Monitoring & Evaluation Results

It is clear that there are a substantially larger number of students in Zambian schools, due to much larger school sizes. The Camara schools sampled are generally balanced in gender. However Kenya stands out as having fewer females. This data has been slightly skewed as there were 4 Kenyan schools that were boys-only schools (and one girls-only school). Removing these schools brings the ratio to 1:1.

Schools sizes and gender demographics are consistent with data gathered during the 2010 exercise, with the exception that in 2010, Kenyan schools surveyed had greater proportion of girls than boys.

With regards to students with disabilities, one Kenyan school was a designated special school and has substantially affected the mean. If we remove this school, the mean is 0.9.

The following table describes the students in the schools sampled in each country. This information was provided by school administrators, but in some cases information was not provided by all schools. Footnotes indicate where the information is not based on all schools.



Kids from the Good Life Orphanage Mombasa, Kenya

	Kenya	Uganda	Zambia	Total
Number of Teachers across all sample schools				
Total	467	333⁴	1,235	2,035
Mean	14.5	17.5	27	
Median	14.5	17	23	
Number of IT teachers across all sample schools				
Total	78	28⁵	106	212
Mean	2.4	1.3	2.4	
Median	2	1	2	

⁴Based on 19 schools

⁵Based on 21 schools



Monitoring & Evaluation Results

There are a larger number of teachers in the Camara schools visited in Zambia compared to schools in Kenya and Uganda unsurprisingly due to larger school sizes. However the number of IT teachers is similar across all schools.

Teacher feedback

The following information was collected during the teacher interviews. Teachers were required to report on their own experiences.

	Kenya	Uganda	Zambia	Total
No. of teachers interviewed	32	31	46	109
Prior (Camara) training of teachers⁶				
No Training	10 (31%)	22 (71%)	0 (0%)	32 (29%)
Basic ICT Literacy	20 (63%)	9 (29%)	19 (41%)	48 (44%)
ICT in Education	11 (34%)	0 (0%)	14 (30%)	25 (23%)
Hardware and Maintenance	5 (16%)	3 (10%)	17 (37%)	25 (23%)
Timing of Training				
Never	10 (31%)	N/A	0 (0%)	
Within the last 6 months	14 (44%)	N/A	32 (70%)	
Between 6 months and 1 year ago	4 (12.5%)	N/A	14 (30%)	
More than 1 year ago	4 (12.5%)	N/A	0 (0%)	

Less than a third of all teachers interviewed had not received training, especially in Uganda (77%) - despite the emphasis of the M&E exercise being to interview trained teachers. This is because trained teachers had left the school, and new teachers had not yet been trained. This is particularly stark in Uganda, as due to the ban on the importation of refurbished computers (and the Ugandan Hub's shift to an e-waste and maintenance focused hub) new teachers were unable to receive training. In Kenya and Zambia, due to an active training and re-training programme in those Hubs, new teachers received basic training and formerly trained teachers went on to take additional advanced courses.

⁶ Please note that teachers may have taken more than one training course



Monitoring & Evaluation Results

Has the level of training received been sufficient?

Teachers were required to report on their own experiences and rate their abilities.

	Kenya	Uganda	Zambia	Total
Relevance of training (for teachers who took training)				
Relevant	19 (86%)	9 (100%)	46 (100%)	74 (96%)
Not Relevant	2 (9%)	0 (0%)	0 (0%)	2 (3%)
Not sure	1 (5%)	0 (0%)	0 (0%)	1 (1%)
Level of ICT skill				
No Response	4 (13%)	1 (4%)	0 (0%)	5 (5%)
Novice	0 (0%)	2 (6%)	1 (2%)	3 (3%)
Basic	7 (22%)	18 (58%)	32 (70%)	57 (52%)
Intermediate	10 (31%)	2 (6%)	8 (17%)	20 (18%)
Advanced	9 (28%)	8 (26%)	5 (11%)	22 (20%)
Expert	2 (6%)	0 (0%)	0 (0%)	2 (2%)
Confidence in using ICT to teach				
N/A	5 (16%)	3 (10%)	1 (2%)	9 (8%)
Not Confident	1 (3%)	0 (0%)	1 (2%)	2 (2%)
Confident	12 (37%)	20 (64%)	32 (70%)	64 (59%)
Very Confident	14 (44%)	8 (26%)	12 (26%)	34 (31%)

The overwhelming number of teachers reported finding the training courses relevant, and the majority felt both that their level of ICT skill was high and that they were confident in using ICT to teach. Kenyan teachers rated themselves at a higher level in both those categories, compared to their Ugandan and Zambian counterparts.

“The training has helped me a lot in attaining good knowledgeable skills in the technology world and also helped me in securing a job.”

*Valentine Wasai Mwanjari
Teacher, Fort Jesus Academy, Kenya*

“The training has helped the teachers in their job, mostly in making timetables, teaching children through the games.”

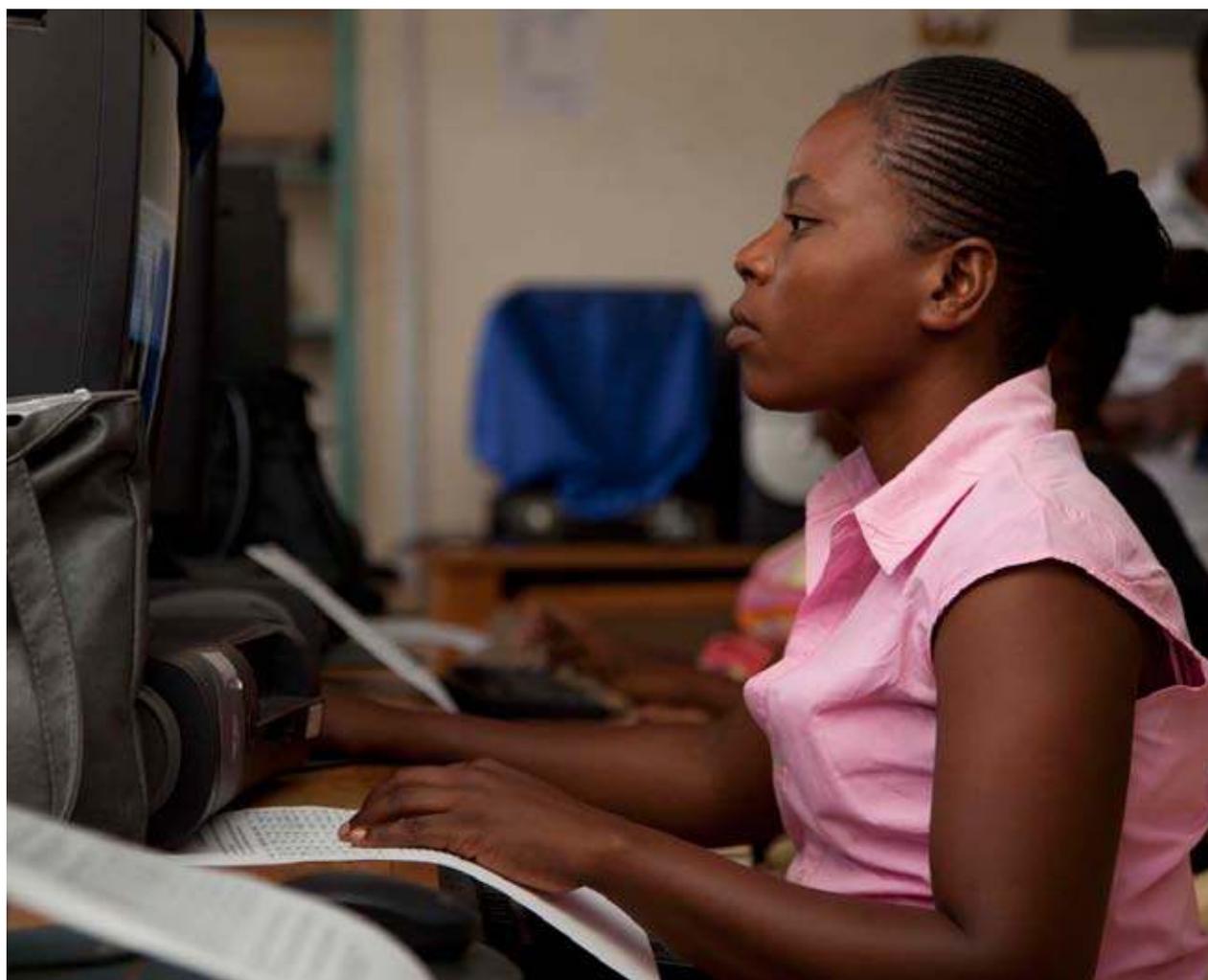
*Sophline Manga
Teacher, Holy Tree Academy, Kenya*

Monitoring & Evaluation Results

What is the level of computer usage/access?

Teachers were required to report on the level of access and usage of the lab by students.

	Lesotho	Kenya	Uganda	Zambia	Total
Teacher reported level of computer usage (per class per week - % of schools)					
No Response	N/A	2 (6%)	3 (10%)	0 (0%)	4 (4%)
Not Used	N/A	1 (3%)	0 (0%)	0 (0%)	1 (0%)
0 - 30 minutes	N/A	3 (9%)	3 (10%)	0 (0%)	6 (6%)
30 - 60 minutes	N/A	12 (38%)	4 (13%)	0 (0%)	16 (15%)
> 60 minutes	N/A	14 (44%)	21 (67%)	46 (100%)	81 (75%)
% of schools that charge	25 (78%)	9 (28%)	24 (80%)	8 (17%)	66 (61%)
Average charge per student per year	€27	€22	€4	€18	N/A



Monitoring & Evaluation Results

Students were required to report on their own level of usage of the computer labs. They were also asked to report on the skills they were acquiring and the types of software they were using. This was done in the form of a group interview, where the M&E Officer would ask each question, and students would respond by raising their hands where appropriate.

	Kenya	Uganda	Zambia	Total
Number of students interviewed	342	349	158	849
Student reported level of lab usage per week?				
N/A	0 (0%)	11 (3%)	0 (0%)	11 (1%)
Not Used	14 (4%)	31 (9%)	26 (16%)	71 (9%)
0 - 30 minutes	0 (0%)	52 (15%)	33 (21%)	85 (10%)
30 - 60 minutes	150 (44%)	84 (24%)	14 (9%)	248 (29%)
> 60 minutes	178 (52%)	171 (49%)	85 (54%)	434 (51%)
% of students that want more access to lab	342 (100%)	346 (99%)	131 (83%)	819 (96%)
% of students that use computers to improve the following skills/ subjects				
Maths	123 (36%)	105 (30%)	149 (94%)	377 (44%)
English	109 (32%)	168 (48%)	149 (94%)	426 (50%)
Sciences	96 (28%)	209 (6%)	149 (94%)	454 (53%)
History	41 (12%)	28 (8%)	0 (0%)	69 (8%)
Geography	86 (25%)	11 (3%)	0 (0%)	97 (11%)
Typing Skills	229 (67%)	213 (61%)	149 (94%)	591 (70%)
Research Skills	127 (37%)	7 (2%)	149 (94%)	283 (33%)
% of students using the following types of software				
Word Processors	215 (63%)	188 (54%)	149 (94%)	552 (65%)
Spreadsheet	188 (55%)	42 (12%)	149 (94%)	379 (45%)
Presentation	154 (45%)	10 (3%)	149 (94%)	313 (37%)
Maths Software	168 (49%)	21 (6%)	149 (94%)	338 (40%)
Chemistry Software	24 (7%)	3 (1%)	0 (0%)	27 (3%)
Geography Software	65 (19%)	3 (1%)	0 (0%)	68 (8%)
Painting Software	106 (31%)	3 (1%)	17 (11%)	126 (15%)
Learning Software	79 (23%)	10 (3%)	149 (94%)	238 (28%)
Typing Software	229 (67%)	10 (3%)	149 (94%)	388 (46%)
Educational Games	161 (47%)	63 (18%)	149 (94%)	373 (44%)
Moodle	10 (3%)	0 (0%)	5 (3%)	15 (2%)
Wikipedia	72 (21%)	42 (12%)	149 (94%)	263 (31%)
Web Browsers	21 (6%)	3 (1%)	149 (94%)	173 (20%)
VOIP	3 (1%)	10 (3%)	0 (0%)	13 (2%)
Video Players	21 (6%)	35 (10%)	149 (94%)	205 (24%)

Monitoring & Evaluation Results

Of note was the number of students in Zambia who reported not using the lab at all (16%). It is possible that teachers have overstated the amount of time students spend in the lab – given that the figures do not entirely correspond to the figures reported by students. This is particularly true in Zambia. Over 80% of students reported using the lab for a minimum of 30 minutes a week, with 50% of students spending over an hour. 10% of students said that they didn't use the lab at all.

On average, more than twice the number of students felt that they were acquiring practical skills (such as typing skills) compared to subject orientated skills, such as maths, English and science. This can be seen by the preference for typing software, educational tools, word processing tools and other office packages.

Although nearly a quarter of teachers interviewed reported having taking the ICT in Education course, which includes using Moodle and Virtual Learning Environments, the number of students actually using it is extremely low because few labs are networked. Students in Kenya and Uganda report a low usage of Wikipedia despite the content being on every computer. This is surprising because it's not consistent with other data which suggests its popularity amongst teachers and students.



What additional services can Camara provide to the school?

Teachers were required to report on the level of interest of the school in additional services.

	Kenya	Uganda ⁷	Zambia	Total
Schools wanting additional services	20 (61%)	28 (94%)	N/A	N/A
Schools requesting further training	24 (76%)	29 (97%)	46 (100%)	99 (92%)
Schools interested in further Camara computers	24 (76%)	28 (94%)	45 (98%)	97 (90%)
Schools interested in networking	25 (77%)	28 (94%)	46 (100%)	99 (92%)
Schools interested in acquiring the internet	24 (76%)	29 (97%)	46 (100%)	99 (92%)

There is a clear demand for additional services and upgrades from existing schools, but this is not reflected in the number of upgrades or additional services purchased. This is likely to do with financial constraints. If the above questions were posed to Head Teachers or Directors, we may get a different set of results.

⁷ Based on responses from 30 teachers

How can the Hubs improve?

Teachers were asked to detail their own experiences and perceptions of Camara services.

	Kenya	Uganda ⁸	Zambia	Total
Satisfaction with educational content				
Meets schools requirements	27 (83%)	22 (72%)	44 (96%)	93 (86%)
Enhances curriculum	25 (79%)	21 (69%)	42 (91%)	88 (81%)
Satisfaction with Camara services				
Communication	19 (58%)	24 *81%	42 (91%)	85 (79%)
Frequent or severe hardware problems	21 (65%)	5 (16%)	10 (22%)	36 (33%)
Frequent or severe problems with accessories/peripherals	21 (37%)	3 (9%)	13 (28%)	28 (26%)
Frequent or severe problems with monitors	10 (31%)	1 (3%)	4 (9%)	15 (14%)
Frequent or severe problems with software	15 (48%)	7 (22%)	7 (15%)	29 (27%)
Frequent or severe problems with Ubuntu Operating System	10 (31%)	9 (31%)	9 (20%)	28 (26%)

It is important to note that a school experiencing frequent or severe problems is not necessarily a problem with the Camara support service, but the quality of the equipment purchased. For example, looking at the Kenya data, 65% of interviewed teachers described experiencing frequent or severe hardware problems, and 48% experienced frequent or severe problems with software. However, in 2011, the Kenyan Hub reported conducting 140 maintenance visits during the course of the year – suggesting a problem with the quality of the equipment. Teachers also reported low levels of satisfaction (58%) with communication between the Hub and the school. These figures are substantially poorer than for the other Hubs. All this is entirely consistent with the fact that there were substantial management capacity issues in the Kenyan Hub for all of 2010 and part of 2011, whereby it would appear schools were receiving low quality computers and no training.

There is some dissatisfaction with the operating system used by Camara. From the qualitative feedback, it is apparent that this is due to national requirements to use Microsoft products, but also in some cases due to insufficient and non-timely training by certain Camara Hubs. We also received poor feedback regarding the quality of mice, which has since been addressed by Camara Education.

	Kenya	Uganda	Zambia	Total
Total Computers Dispatched (to visited schools)				
Average Number of computers per lab	13	15	17	15
Of which are working	279 (68%)	312 (64%)	633 (81%)	1224 (73%)
of which are broken	113 (28%)	40 (8%)	142 (18%)	295 (17%)
Of which are missing	8 (2%)	31 (6%)	9 (1%)	48 (3%)
Of which are unknown	10 (2%)	108 (22%)	0 (0%)	118 (7%)

The computers surveyed spanned from pre-2009 to 2011, so the above table does not give us an understanding of the status of computers from a particular year, but does paint a picture of the working status of the Camara labs over a period of time. The data does show that the majority of computers are working (73%), although approximately 10% are either missing or their status unknown.

⁸ Based on responses from 30 teachers

5.8 Limitations

Due to extreme resource constraints, there was no full time M&E Officer in Camara Education. This meant that the Hub staff who carried out the M&E exercise were not adequately trained. Given these constraints, the aim was to simplify the exercise as much as possible. Given this lack of central resource, it was not possible for the Camara Education M&E Officer to independently verify the results or cross check the data with a small sample of the schools. There were also resource limitations in each of the countries.

The change in methodology from previous years, combined with a lack of training, resulted in some difficulties in carrying out the M&E exercise. However, the changes in the methodology were a result of wide stakeholder consultation.

One point to note is that feedback in certain schools in the 2010 M&E exercise (looking at schools who received computers in 2009) demonstrated certain weaknesses of Camara Hubs. Given that some of these schools were re-visited in 2011, it is possible that some of the feedback we have received has already been reported in the previous annual report – both positive and negative.

Key lessons learned include the understanding that it is critical to have trained M&E personnel within the Hubs, as well as dedicated and trained resources within Camara Education. There also needs to be a substantial budget allocated to the M&E programme, particularly as the number of schools visited grows year on year – but also in terms of training and verifying data. Additionally, more needs to be done by Camara Education in terms of clearly measuring the outcomes and impact of the work we are doing.



5.9 Conclusion

Identified Challenges to the Camara Model and Lessons Learned

The information in this section has come from feedback from the Hubs, the outcomes of the Hub conference, weekly reports to the Africa Service Centre and this M&E exercise.

School Readiness



Whilst the demand for the Camara model is substantial in each of our Countries, the major factors in schools receiving Camara labs is the educational institutions' readiness to receive computers and willingness to follow Camara rules in relation to lab preparation and teacher training. The underlying element here is the schools financial position. In some countries, schools usually approach Camara when they have the necessary funds to purchase computers, but haven't budgeted for the lab set up costs. This results in severe delays in completing the lab set up.

It is clear that Hubs need to further develop their understanding of both the market and how the Camara product is adapted, packaged and advertised to potential customer schools. Additionally, a clearer understanding of the 'sales pipeline' and the bottlenecks schools face when purchasing Camara labs will reduce the time between schools applying to Camara and receiving e-learning centres.

Whilst it is extremely beneficial to both schools and Camara when the Government pays for Camara labs – it is a fundamental tenant of the Camara model that schools are treated as customers rather than beneficiaries. The enterprise element is extremely important as it keeps the schools' needs central to the model, and must not be neglected.

Teacher Training



Camara Hubs often face problems with encouraging teachers to attend training – both the initial basic training and the increasing advanced courses. However, this is often despite the fact that teachers have provided positive feedback on the training and have demonstrated a demand for additional skills. Often problems exist with Head Teachers and Principals not sufficiently understanding the value of the training to the school and students, and ways of addressing this include national and international accreditation of training courses (in place for basic training from 2012) and better communication of the short and long term benefits of ICT training on improvements in education.

Computer Lab Preparation



In our experience, well set-up computer labs have a long life-span and are easier to teach in, thereby maximising the benefit to the students and school. It is critical for the lab to be set up correctly as a pre-requisite to the school receiving computers, inspection of sub-standard labs show that schools do not make the necessary changes after receiving computers. Consequently, Camara refuses schools equipment until the labs have fully passed the strict vetting inspection.

Equipment



Camara has identified that it is the quality of the equipment and how well the equipment is treated - rather than the age - that determines the remaining lifespan of the computers. Consequently, only fully functional branded Pentium 4 computers (512 MB 20 GB) are being provided to schools, with no clones or non-branded computers. Schools which are located in more rural areas are provided with brands that are deemed more durable – and further analysis is required here.

Software

Our pilot showed that the schools where teachers were trained in ICT literacy did not encounter problems with the Ubuntu operating system. The main reasons stated for preferring Ubuntu were the speed, educational content and lack of viruses. We have found that teachers and students feel that switching between Windows and Ubuntu is straightforward and does not require substantial re-training, provided that the user has already been provided with solid initial training and knowledge in ICT.

However, where all trained teachers had left the school, IT departments occasionally changed some or all computers to illegal versions of Windows. In many of these cases, the computers were also underused or badly infected with viruses. This leads us to conclude that training a large number of teachers in each school to use ICT is a far more significant factor in the quality and longevity of the lab than choice of operating system. However, Ubuntu does have many advantages over other operating systems when considering how to set up sustainable labs and bring educational tools and materials into Kenyan classrooms.



Maintenance



Visits to schools have shown that the majority of maintenance related problems that schools face are relatively straightforward and easily fixable. Many problems are caused by dust (preventable and fixable through regular cleaning of the machines) and power failures.

Unfortunately, when schools employ external contractors to conduct repairs, many do more harm than good. It is therefore critical for the longevity of the labs that partner institutions are located within easy access to the Hub, so that computers can be maintained and repaired quickly and properly. It is also essential that computer lab technicians in schools receive high quality training in computer hardware maintenance.

Although the Camara model is well defined in terms of getting schools equipped with a Camara computers lab, the model needs substantial amounts of work in order to customer account manage schools on a long-term programme in line with the objectives of the Ministries of Education. This would cover the areas of maintenance, support, content and equipment upgrades and further training.

Scalability



The main Hubs are well established as the Country Head office and are able to process a large volume of equipment to a high quality. This main Hub is well able to service sub-Hubs across the country, which will then be able to provide a service to schools in that vicinity. Provided that suitable facilities can be made available for Camara use, such as by various Ministries or District Offices, Camara is able to scale up rapidly – opening a new sub-Hub every 6 months. Provided that the necessary volumes can be sourced from Camara Education (Ireland) and/or in country – and that the necessary human resources and capacities are available – each Camara Hub has the potential to process large volumes of equipment and roll out the package to a large number of schools. This, however, rests upon demand, and it is arguably critical that Hubs form solid partnerships with the Ministry of Education to accelerate our ability to vet, distribute, train and support such volumes within each Country whilst meeting the high level of quality expected by all parties.

Capacity

The capacity level of the staff, management and boards of all Hubs needs to be improved. This has been identified as the most significant factor in improving Hub outcomes.



New Computer lab at Mediaelem School, Ethiopia

5.10 2011 Hub Audit Data - All Countries

Category	Question	Max score	Kenya	Zambia	Lesotho	Ethiopia	Rwanda	Uganda	Jamaica	Ireland
Training	Teachers trained versus target	20	10	15	10	10	10	5	18.9	16.8
	Teachers per school (target 5)	5	5	4	5	5	5	4	3	5
	Total teachers trained versus average (237)	4	4	4	1	4	2	1	3	3
Technology	PCs dispatched versus target	6	2	3	1	3	0	2	5.3	4.7
	% of PCs received that were dispatched	5	2.5	5	5	3	5	5	2.4	-
	% of PCs still functioning from M&E	5	3.5	4	-	-	-	3	-	-
	% of PCs dispatched with €5 held for recycling	3	0	0	0	0	0	0	0	0
	PCs recycled from schools	2	0.2	0	0	0	0	0	-	-
	Containers subject to additional charges	3	0	3	-	2	-	-	1.5	-
	Camara package price versus market price	3	3	3	3	2	3	3	2	2
	Total PCs dispatched versus average (660)	4	3	4	1	4	1	2	4	2
	Number of schools visited for M&E versus total	5	1	4	0	-	0	2	-	-
Management and Governance	Quality of data back from hub	5	4	3	1	4	4	4		
	Timeliness and quality of weekly/monthly report	3	2	1	1	2	2	2	2	1.5
	Timeliness and quality of financial report	3	1	1	1	2	1	1	2	-
	Hub profitability	5	2	3	4	4	0	-	2	5
	Financial sustainability	5	3	4	3	3	1	-	2	4
	External audit	3	0	0	0	0	0	0	0	3
	Staffing versus plans	2	1	1	1	1	2	2	2	2
	Communication with CEL	3	2	2	1	3	2	2	2	-
	Minuted board meetings	3	3	3	2	2	2	2	3	-
	Adherence to tax and legal obligations	3	2	2	3	2	3	3	1.5	3
Total Possible Score		100	100	100	92	90	92	87	83	64
Actual Score		-	54.2	69	43	56	43	43	56.6	52
% performance		-	54%	69%	47%	62%	47%	49%	68%	81%

This table shows the 2011 Hub Audit data, which was carried out internally by the Chairmen of the Boards. In Africa, the highest achieving Hub was Zambia, with a score of 69%. Ethiopia came second with 62%, followed by Ethiopia at 54%. It is worth noting that the three remaining Hubs fell beneath 50%. Zambia has achieved the highest mark in the Hub Audit for 2 successive years. Ireland scored highly, partially due to the services that it sources from Camara Education. Jamaica also scores comparatively high with strong delivery against target.

Category	Question	Max score	Ethiopia
Training	Teachers trained versus target	20	10
	Teachers per school (target 5)	5	5
	Total teachers trained versus average (237)	4	4
Technology	PCs dispatched versus target	6	3
	% of PCs received that were dispatched	5	3
	% of PCs still functioning from M&E	5	-
	% of PCs dispatched with €5 held for recycling	3	0
	PCs recycled from schools	2	0
	Containers subject to additional charges	3	2
	Camara package price versus market price	3	2
	Total PCs dispatched versus average (660)	4	4
	Management and Governance	Number of schools visited for M&E versus total	5
Quality of data back from hub		5	4
Timeliness and quality of weekly/monthly report		3	2
Timeliness and quality of financial report		3	2
Hub profitability		5	4
Financial sustainability		5	3
External audit		3	0
Staffing versus plans		2	1
Communication with CEL		3	3
Minuted board meetings		3	2
Adherence to tax and legal obligations		3	2
Total Possible Score		100	90
Actual Score		-	56
% performance		-	62%

Training: The total number of teachers trained was 285, which is 57% of target. This was due in part to the late opening of the hub in August.

Dispatch: The Hub delivered 1060 computers to schools, or 74% of its annual target.

M&E: This was not included in the audit because the Hub was not operating in 2010.

Reporting and Documentation: This was above average for Ethiopia.

Quality and Timeliness of Financial Reporting: There was much room for improvement on the quality and timelines of financial reporting in 2011.

External Audit: The Hub was expected to commission an external audit for the year, this did not occur. However it has since occurred.

Staffing Profile: In 2011 no formal CEO was appointed.

Hub Audit Data - Kenya

Category	Question	Max score	Kenya
Training	Teachers trained versus target	20	10
	Teachers per school (target 5)	5	5
	Total teachers trained versus average (237)	4	4
Technology	PCs dispatched versus target	6	2
	% of PCs received that were dispatched	5	2.5
	% of PCs still functioning from M&E	5	3.5
	% of PCs dispatched with €5 held for recycling	3	0
	PCs recycled from schools	2	0.2
	Containers subject to additional charges	3	0
	Camara package price versus market price	3	3
	Total PCs dispatched versus average (660)	4	3
	Management and Governance	Number of schools visited for M&E versus total	5
	Quality of data back from hub	5	4
	Timeliness and quality of weekly/monthly report	3	2
	Timeliness and quality of financial report	3	1
	Hub profitability	5	2
	Financial sustainability	5	3
	External audit	3	0
	Staffing versus plans	2	1
	Communication with CEL	3	2
	Minuted board meetings	3	3
	Adherence to tax and legal obligations	3	2
Total Possible Score		100	100
Actual Score		-	54.2
% performance		-	54%

Training: In 2011 the Hub trained 547 teachers, covering both basic and advanced courses. The Hub achieved 56% of its target.

Dispatch: In 2011 the Hub delivered 820 computers to schools, or 29% of its annual target. However, the Hub dispatched an additional 294 computers to the Bungoma Sub Hub, where they were delivered to schools in 2012, thereby bring the Hub up to 39% of target achievement.

M&E: Kenya was below average in the number of schools visited as part of the overall M and E exercise however this was due, for the most part, to security concerns which were present at the time of data collection.

Reporting and Documentation: The second half of 2011 saw a significant improvement in the quality and timeliness of the reporting to ASC.

Quality and Timeliness of Financial Reporting: There was much room for improvement on the quality and timeliness of financial reporting in 2011.

External Audit: The Hub was expected to commission an external audit for the year, this did not occur.

Staffing Profile: In 2010 management issues arose and this resulted in a significant restructuring of the staff of the hub and the secondment of a member of ASC to the role of CEO.

Hub Audit Data - Lesotho

Category	Question	Max score	Lesotho
Training	Teachers trained versus target	20	10
	Teachers per school (target 5)	5	5
	Total teachers trained versus average (237)	4	1
Technology	PCs dispatched versus target	6	1
	% of PCs received that were dispatched	5	5
	% of PCs still functioning from M&E	5	-
	% of PCs dispatched with €5 held for recycling	3	0
	PCs recycled from schools	2	0
	Containers subject to additional charges	3	-
	Camara package price versus market price	3	3
	Total PCs dispatched versus average (660)	4	1
	Management and Governance	Number of schools visited for M&E versus total	5
Quality of data back from hub		5	1
Timeliness and quality of weekly/monthly report		3	1
Timeliness and quality of financial report		3	1
Hub profitability		5	4
Financial sustainability		5	3
External audit		3	0
Staffing versus plans		2	1
Communication with CEL		3	1
Minuted board meetings		3	2
Adherence to tax and legal obligations		3	3
Total Possible Score		100	92
Actual Score		-	43
% performance		-	47%

Training: The hub was below target and below average in relation to the numbers of teachers trained, which was 126 – or 38%. This correlates to the dispatch figure which was below average.

Dispatch: The Hub delivered 228 computers to schools, or 24% of its annual target.

M&E: Lesotho was above average in the number of schools visited as part of the overall M and E exercise, however few of the schools received computers in 2010.

Reporting and Documentation: Reporting and documentation was below average for Lesotho.

Quality and Timeliness of Financial Reporting: There was much room for improvement on the quality and timelines of financial reporting in 2011.

External Audit: The Hub was expected to commission an external audit for the year, this did not occur.

Staffing Profile: In 2011 the CEO resigned and was not replaced.

Hub Audit Data - Rwanda

Category	Question	Max score	Rwanda
Training	Teachers trained versus target	20	10
	Teachers per school (target 5)	5	5
	Total teachers trained versus average (237)	4	2
Technology	PCs dispatched versus target	6	0
	% of PCs received that were dispatched	5	5
	% of PCs still functioning from M&E	5	-
	% of PCs dispatched with €5 held for recycling	3	0
	PCs recycled from schools	2	0
	Containers subject to additional charges	3	-
	Camara package price versus market price	3	3
	Total PCs dispatched versus average (660)	4	1
	Management and Governance	Number of schools visited for M&E versus total	5
	Quality of data back from hub	5	4
	Timeliness and quality of weekly/monthly report	3	2
	Timeliness and quality of financial report	3	1
	Hub profitability	5	0
	Financial sustainability	5	1
	External audit	3	0
	Staffing versus plans	2	2
	Communication with CEL	3	2
	Minuted board meetings	3	2
	Adherence to tax and legal obligations	3	3
Total Possible Score		100	92
Actual Score		-	43
% performance		-	47%

Training: The hub was below target and below average in relation to the numbers of teachers trained as the Hub trained 169 teachers (51% of target). This correlates to the dispatch figure which was below average, due in part to the ban.

Dispatch: The Hub delivered 100 computers to schools, or 11% of its annual target.

M&E: Rwanda did not carry out any M and E visits.

Reporting and Documentation: Reporting and documentation was above average for Rwanda.

Quality and Timeliness of Financial Reporting: There was much room for improvement on the quality and timelines of financial reporting in 2011.

External Audit: The Hub was expected to commission an external audit for the year, this did not occur.

Staffing Profile: In 2011 the hub was restructured to an e-waste and maintenance hub, staffing levels were adjusted accordingly.

Hub Audit Data - Uganda

Category	Question	Max score	Uganda	
Training	Teachers trained versus target	20	5	
	Teachers per school (target 5)	5	4	
	Total teachers trained versus average (237)	4	1	
Technology	PCs dispatched versus target	6	2	
	% of PCs received that were dispatched	5	5	
	% of PCs still functioning from M&E	5	3	
	% of PCs dispatched with €5 held for recycling	3	0	
	PCs recycled from schools	2	0	
	Containers subject to additional charges	3	-	
	Camara package price versus market price	3	3	
	Total PCs dispatched versus average (660)	4	2	
	Management and Governance	Number of schools visited for M&E versus total	5	2
		Quality of data back from hub	5	4
Timeliness and quality of weekly/monthly report		3	2	
Timeliness and quality of financial report		3	1	
Hub profitability		5	-	
Financial sustainability		5	-	
External audit		3	0	
Staffing versus plans		2	2	
Communication with CEL		3	2	
Minuted board meetings		3	2	
Adherence to tax and legal obligations	3	3		
Total Possible Score		100	87	
Actual Score		-	43	
% performance		-	49%	

Training: The hub was below target and below average in relation to the numbers of teachers trained, which was 69. This correlates to the dispatch figure which was also low due to the ban.

Dispatch: The Hub delivered 450 computers to schools.

M&E: Uganda was above average in the number of schools visited as part of the overall M and E exercise.

Reporting and Documentation: In the first half of 2011 the quality and timeliness of the reporting to ASC was excellent.

Quality and Timeliness of Financial Reporting: There was much room for improvement on the quality and timelines of financial reporting in 2011.

External Audit: The Hub was expected to commission an external audit for the year, this did not occur.

Staffing Profile: In 2011 the hub became an e-waste and maintenance hub with only one staff member in place by the year end.

Hub Audit Data - Zambia

Category	Question	Max score	Zambia
Training	Teachers trained versus target	20	15
	Teachers per school (target 5)	5	4
	Total teachers trained versus average (237)	4	4
Technology	PCs dispatched versus target	6	3
	% of PCs received that were dispatched	5	5
	% of PCs still functioning from M&E	5	4
	% of PCs dispatched with €5 held for recycling	3	0
	PCs recycled from schools	2	0
	Containers subject to additional charges	3	3
	Camara package price versus market price	3	3
	Total PCs dispatched versus average (660)	4	4
	Management and Governance	Number of schools visited for M&E versus total	5
	Quality of data back from hub	5	3
	Timeliness and quality of weekly/monthly report	3	1
	Timeliness and quality of financial report	3	1
	Hub profitability	5	3
	Financial sustainability	5	4
	External audit	3	0
	Staffing versus plans	2	1
	Communication with CEL	3	2
	Minuted board meetings	3	3
	Adherence to tax and legal obligations	3	2
Total Possible Score		100	100
Actual Score		-	69
% performance		-	69%

Training: The hub was above target and above average in relation to the numbers of teachers trained, which was 429 or 51% of target. This correlates to the dispatch figure which was above average.

Dispatch: The Hub delivered 1225 computers to schools, or 52% of its annual target.

M&E: Zambia was above average in the number of schools visited as part of the overall M and E exercise.

Reporting and Documentation: Reporting and documentation was above average for Zambia.

Quality and Timeliness of Financial Reporting: There was much room for improvement on the quality and timelines of financial reporting in 2011.

External Audit: The Hub was expected to commission an external audit for the year, this did not occur.

Staffing Profile: In 2011 management issues arose and this resulted in a restructuring of the staffing structures in the hub.

Category	Question	Max score	Jamaica	
Training	Teachers trained versus target	20	18.9	
	Teachers per school (target 5)	5	3	
	Total teachers trained versus average (237)	4	3	
Technology	PCs dispatched versus target	6	5.3	
	% of PCs received that were dispatched	5	2.4	
	% of PCs still functioning from M&E	5	N/A	
	% of PCs dispatched with €5 held for recycling	3	0	
	PCs recycled from schools	2	N/A	
	Containers subject to additional charges	3	1.5	
	Camara package price versus market price	3	2	
	Total PCs dispatched versus average (660)	4	4	
	Management and Governance	Number of schools visited for M&E versus total	5	N/A
		Quality of data back from hub	5	N/A
Timeliness and quality of weekly/monthly report		3	2	
Timeliness and quality of financial report		3	2	
Hub profitability		5	2	
Financial sustainability		5	2	
External audit		3	0	
Staffing versus plans		2	2	
Communication with CEL		3	2	
Minuted board meetings		3	3	
	Adherence to tax and legal obligations	3	1.5	
Total Possible Score		100	83	
Actual Score		-	56.6	
% performance		-	68%	

Training: The total number of teachers trained was 165, which was above target.

Dispatch: The Hub delivered 617 computers to schools, or 73% of its annual target.

M&E: This was not included in the audit because the Hub only started operating in 2011.

Reporting and Documentation: This was above average compared to the network average.

Quality and Timeliness of Financial Reporting: This was also strong following the financial remediation project.

External Audit: An external audit was not performed however one is scheduled for 2012.

Staffing Profile: In Jamaica there is one CEO and a workshop manager; training is outsourced locally.

Hub Audit Data - Ireland

Category	Question	Max score	Ireland
Training	Teachers trained versus target	20	16.8
	Teachers per school (target 5)	5	5
	Total teachers trained versus average (237)	4	3
Technology	PCs dispatched versus target	6	4.7
	% of PCs received that were dispatched	5	N/A
	% of PCs still functioning from M&E	5	N/A
	% of PCs dispatched with €5 held for recycling	3	0
	PCs recycled from schools	2	N/A
	Containers subject to additional charges	3	N/A
	Camara package price versus market price	3	2
	Total PCs dispatched versus average (660)	4	2
	Management and Governance	Number of schools visited for M&E versus total	5
Quality of data back from hub		5	N/A
Timeliness and quality of weekly/monthly report		3	1.5
Timeliness and quality of financial report		3	N/A
Hub profitability		5	5
Financial sustainability		5	4
External audit		3	3
Staffing versus plans		2	2
Communication with CEL		3	N/A
Minuted board meetings		3	N/A
Adherence to tax and legal obligations		3	3
Total Possible Score		100	64
Actual Score		-	52
% performance		-	81%

Training: The total number of teachers trained was 202, which was above target.

Dispatch: The Hub delivered 749 computers to schools, or 78% of its annual target.

M&E: This was not included in the audit because the Hub only started operating in 2010.

Reporting and Documentation: This was slightly below average. Even though communication is strong, there have been some delays submitting operational data.

Quality and Timeliness of Financial Reporting: Reporting: This was strong given the service is delivered for Camara Ireland by Camara Education.

External Audit: As above the audit was part of the Camara Education audit.

Staffing Profile: Since commencing operation we have had one Manager; other activities are outsourced internally within Camara Education or externally.

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6.1 Contact Us

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