



Annual Report 2017

Real Impact Through Technology



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This section is all about Camara Education, our values and the work we do. In this section, you will find out more about our strategic goals and our key challenges and achievements in 2017.

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“These computers help us with our education because sometimes when the teacher explains something to the class, we don’t understand. We come here and use the computers and get into the encyclopedia and then understand the topic, more than when the teacher explains it in class.”

Students in Jerusalem school,
Addis Ababa, Ethiopia 2017



LETTER FROM THE CHAIRPERSON

Maria McMahon

2017 marked the first full year of our 2020 strategy, where we aim to positively impact the lives of 5 million children through enhanced education.

Aside from the growth and scale of impact from previous years, there were a number of fantastic milestones that the board was particularly delighted with. It was marvellous to have our ground-breaking Department for International Development (DFID) funded iMlango project in Kenya renewed for another four years alongside our partners Avanti, Whizz Education and sQuid, all private sector organisations, which is really important to us in Camara. Over 60% of girls in the intervention schools during phase 1 of iMlango reported that they were more interested in attending school as a result of the project.

In addition, there was great progress made working with other organisations, including Dell, on our Ethiopia project where we impacted over 260,000 learners in 2017 and Google in Ireland and Kenya respectively where we are delivering projects improving education in over 60 schools.

There were also a number of significant strategic milestones achieved during the year: launching the Camara Learning Academy, our online educator training platform where already 220 Tanzanian teachers have personally undertaken ICT in education courses.

We also officially launched our 2020 strategy in Dublin and Nairobi.

President of Ireland, Michael D. Higgins, our patron, joined us as we unveiled the 100,000th Camara computer in Dublin.

We are just one of ten organisations in Ireland who have received the Investing in Volunteer quality standard, which we are very proud of as volunteers are at the cornerstone of our work.

We also committed to set up a Software Development Centre in Ethiopia to develop the educational products that are needed in schools across our network. Camara has some truly exciting times ahead.

I would like to thank my fellow directors, staff, volunteers and partners for helping to create the wonderful success story that is Camara Education. There is so much for all our supporters to be proud of, and it is truly staggering that, thanks to all of this effort, nearly half a million students in this year alone have a greatly enhanced education that will no doubt assist them in achieving their potential.

I would like to pay special tribute to our outgoing CEO John Fitzsimons who has provided wonderful leadership over the last eight years and to wish Jean Cox-Kearns every good wish in her new role.

Finally, after nine wonderful years working with a great board and a passionate and committed executive team, I am handing over the baton to Paul Kenny this summer. I would like to take this opportunity to wish Paul the very best of luck in his new role as chair.

Yours sincerely,
Maria Mahon
Chair, Camara Education



LETTER FROM THE CEO

John Fitzsimons

I am delighted to once again announce that 2017 was a record-breaking year for Camara Education.

In 2017, Camara worked with 1,595 educational institutes across six countries (Ethiopia, Kenya, Tanzania, Zambia, Lesotho and Ireland) to improve the quality of education they deliver. Our support was in the form of hardware (14,287 computers installed) with the appropriate software to meet the stated need of each school.

Most importantly, we provided “warmware.” This includes the motivation and skills to ensure enhanced education was delivered, including training 7,199 educators in the use of ICT in education. In order to fund this activity, Camara Education raised and generated €4.49m on top of individual local hub revenues, a 25% increase from 2016. All of this meant that we improved the education, directly supporting Sustainable Development Goal 4 (quality education), of more than 434,234 learners across Africa and Ireland. This was a truly phenomenal achievement and great progress towards our stated goal of impacting three million learners over the four years to 2020.

In addition to the breadth, the depth of impact improved as did the quality of our measurement where educational impact achieved is now measured.

This was only achieved due to many people and organisations working together across these countries, too many to list here but included in the subsequent pages. Special praise is due to our

wonderful staff, dedicated volunteers and committed partners. It is amazing what can be achieved by the power of the collective.

Finally, this is my last letter as CEO, as I will move on from Camara Education in the middle of 2018. It has been the greatest privilege of my professional career to lead this truly special organisation over the last eight years. I am hugely indebted to a very supportive board and wonderfully committed staff and volunteers who have grown the organisation from a small entity into one that delivers measurable educational impact on such scale. I wish my successor Jean Cox-Kearns the very best, and I look forward to seeing Camara Education go from strength to strength in the coming years. This organisation is so important because it converts the potential of utilising technology in education into results.

Yours sincerely,
John Fitzsimons
CEO, Camara Education

Our Mission

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

Our Vision

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

Our Strategic Goals for 2017-2020

Strategic Goal 1

Be the leading ICT education organisation in the countries we operate

Strategic Goal 2

Improve educational outcomes by designing and implementing all of our education programmes to meet needs of all they serve

Strategic Goal 3

Measure and act upon our educational impact

Strategic Goal 4

Have the best possible people working with us

Strategic Goal 5

Generate the resources required to deliver the strategy

Our Values:

CARING

WE CARE FOR OUR PEOPLE & THOSE WE SERVE

COLLABORATIVE

WE ACHIEVE MORE BY WORKING TOGETHER

CREATIVE

WE INNOVATE TO SOLVE PROBLEMS

COMMITTED

WE DELIVER RESULTS

Review of Achievements and Performance During 2017 Against Objectives in Our Strategic Plan 2017-2020

Strategic Plan 2017-2020

Camara Education, in partnership with Lord Puttnam, Ireland's digital champion and Patron of Camara Education, and John Lonergan, former governor of Mountjoy, launched its strategy for 2017-2020 in Dublin in April and in Nairobi later in the year. In these four years, Camara has vowed to improve the quality of education for an additional three million students. The key to achieving this is being rigorous in the measurement of our impact and relentlessly acting upon our key measurements to ensure we are meeting the needs of our young people and their educators. By creating continued systemic change in the education systems we work in, we will broaden our impact to a larger population. In addition, this strategy builds on our previous expertise and achievements and aligns well with the Sustainable Development Goals, particularly goal 4, to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. In order to achieve this, Camara is focused on delivering five main goals (as outlined on page 7):

Key Achievements of 2017

Camara Education's progress in governance and compliance was a large part of our achievements in 2017. We are now considered treble locked, which means the following:

- Camara is registered under the Governance Code as a 'type C' organisation. This code assists community, voluntary and charity (CVC) groups with how they run their organisation and encourages them to check themselves against the best practice in the management of their affairs.
- We have successfully implemented the Statement of Guiding Principles for Fundraising, which provides Irish charities with good practice standards for fundraising.

- Camara has become compliant with the Statement of Recommended Practice (SORP) under the charity sector, which sets out how charities should prepare their annual accounts and report on their finances.

Camara has received the equivalent of €1.2 million commitment from Google and Dell in computer kit and cash donations to continue our growth of using technology to inspire young people to master 21st Century learning skills. Camara CEO John Fitzsimons said, "Being supported by Dell and Google.org is hugely significant and will help us reach our ambitious target of impacting an additional three million learners over the next three years."

Camara has achieved volunteer accreditation in Ireland by securing the Investing in Volunteers Quality Standard, which is a standard for organisations that gives a benchmark for the quality of their volunteer programme. We are one of only ten volunteer involving organisations in Ireland to achieve this quality standard.

Camara Tanzania moved to a more open, accessible location on 19 October 2017. Irish government Minister Ciaran Cannon opened the hub, telling the audience, "Camara Education is helping to build a generation of young people with the skills to shape the world they live in."

Camara achieved its 100,000th computer milestone in late 2017! President of Ireland, Michael D. Higgins, presided over the presentation of Camara's 100,000th computer as it was placed into St. Patrick's National School, Chapelizod, Dublin. President Higgins addressed the children, saying, "You children are part of this story, and you will be able to say, 'We were there when the 100,000th computer was put into action.'" More detailed information on this fantastic milestone can be found on page 13.

Our Year in Numbers

Worked with **1,595**
Education Institutions



Impacted **434,234** Learners

Delivered **14,287** Devices



Supported **7,199** Educators

Generated over
€4.49 Million





Review of Achievements and Performance During 2017 Against Objectives in Our Strategic Plan 2017-2020

2017 Highlights

- Camara Education, together with Avanti, Whizz Education and sQuid, successfully secured four years of funding from DFID for iMlango, a Girls Education Challenge - Transition Project in Kenya. It is aiming to improve education outcomes in maths, literacy and life skills for 150,000 children in over 205 primary and 40 secondary schools by delivering access to digital education services and content.
- Camara Zambia over the next three years, will deliver the ZamSTEM project to improve learning outcomes for over 47,000 Zambian learners in the areas of maths and computer studies in junior secondary schools.
- Camara Tanzania successfully completed the iKnowledge Phase 2 Project in partnership with Avanti Communications. The iKnowledge Project delivered ICT, high speed satellite internet access to schools across 25 regions and over 300 schools in Tanzania. The project also aimed at training and supporting teachers in how to integrate ICT in teaching and learning activities.
- Camara Ethiopia continues to make progress on delivering on an unprecedented agreement with the Ethiopian Ministry of Education for a multi-million euro project to build the capacity of teachers and improve student learning outcomes through ICT integration in 1,265 schools for 2016-2018. We are delighted Dell is working with us on this project.
- Camara Lesotho has established a collaborative partnership with Lesotho Communications Authority, providing training and technical support and the partnership will continue over a number of years.
- Camara Ireland entered into a partnership with the National Youth Council of Ireland to deliver training to educators in the youth sector. Funded by Science Foundation Ireland, this project was a significant step towards acknowledging our contribution to systems change by recognising the potential of STEM practice in youth work. We estimate around 1,700 young people will have new access to STEM learning opportunities as a result.

Camara was able to exceed three of our five goals for 2017.

1. Our goal was to support 1,484 education institutions, and we exceeded that number with 1,595 supported.
2. We intended to impact 431,572 learners, but we exceeded that number with a total of 434,234 learners impacted.
3. Our target was to generate €3.5 million, but we were able to top that number with an actual €4.49 million generated.

Challenges

Camara did face a few challenges along our journey this year. There were delays with some projects (e.g. iMlango), there were some difficulties in setting targets, which is being addressed for 2018 and there were also shifts in some projects. These are three reasons we did not hit some of our targets.

In terms of human resources, we have made some progress, however, we are still facing a number of challenges in our recent staff turnover. As a number of leadership teams in our Africa hubs are new, we will need some time to establish them in their roles, re-establish our social enterprise activities and identify and add some key skills to our in country boards. We have, however, maintained our focus on all of our projects and exceeded a number of our targets for the year.

As indicated above, three of our key performance indicators (KPIs) were met in 2017 with the exception of educators where we were 9% short of achieving our target and device installation where we were 35% below target. The educators KPI can be explained in part by iMlango training being pushed to 2018 and Camara Ireland not reaching its target for one project. Measures have been put in place to raise the numbers to reach our 2018 goal.



The 100,000th Computer Delivered



“I just think the work of Camara is so important. It is a form of literacy, really, that every child would have access to a computer.”
– Michael D. Higgins, President of Ireland

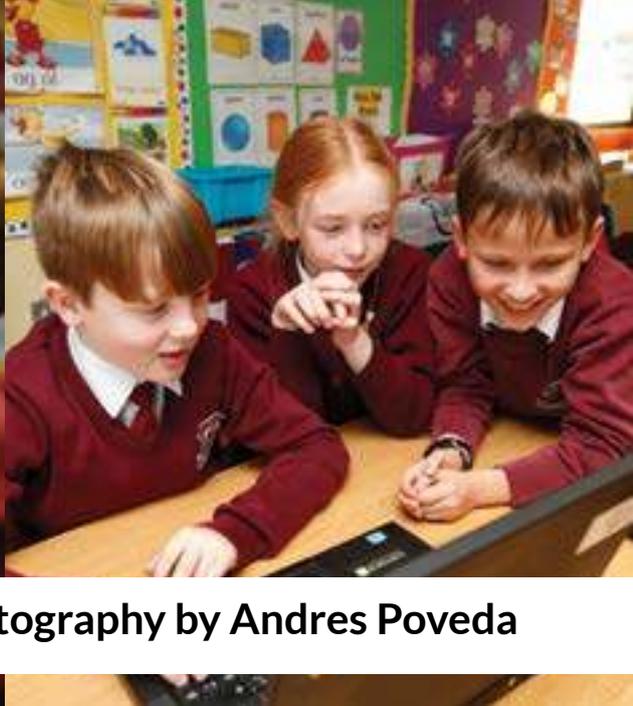
Camara Education reached a very important milestone in November - the 100,000th computer was delivered! President of Ireland Michael D. Higgins and his wife Sabina paid a visit to St. Patrick's National School, Chapelizod, Dublin, to preside over the presentation of Camara's 100,000th computer.

President Higgins said, “I just think the work of Camara is so important. It is a form of literacy, really, that every child would have access to a computer. One of the most important moral issues of our time is the form in which science and technology will impact our lives, and the importance in delivering advances in science and technology and intelligence in a way that the largest numbers of people will have their lives enhanced rather than endangered. We're standing here today and celebrating a very important event in Camara's story.”

Addressing the children directly, he said, “You children are part of that story. You will be able to say that ‘We were there when the 100,000th computer was in fact put into action.’”

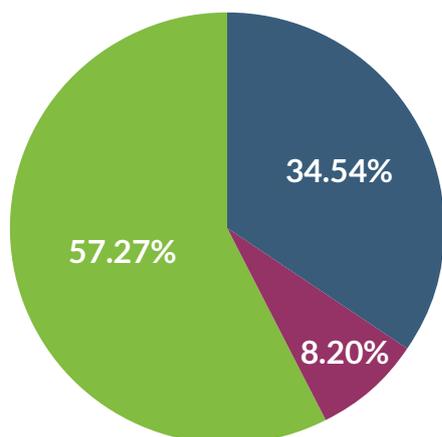
And to Camara, President Higgins said, “You're creating hope. You're making a hopeful future. I so appreciate what you've achieved.”

In the words of our CEO John Fitzsimons, “We are very fortunate to have the president as a Patron of Camara. He is what we would call a kindred spirit. He believes in the power of technology. He believes that poverty in Africa should not be there in the 21st Century, and he has seen today what can happen when you put resources with really talented kids.”



Photography by Andres Poveda

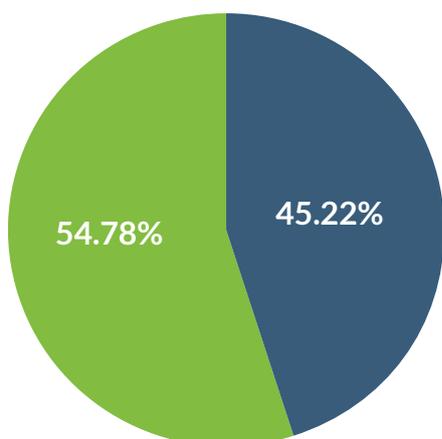
Camara Education generated €4,490,772 in 2017. This was an increase of 25% from 2016. We increased our investment into raising funds by 1.5% to 6.52% in 2017. This was to ensure that we have a sustainable platform to deliver our work in future years.



Sources of Income Generation

Pie Chart: 1	€	%
Donations	€368,063	8.20%
Grants	€2,571,754	57.27%
Other	€1,550,955	34.54%
Total	€4,490,772	

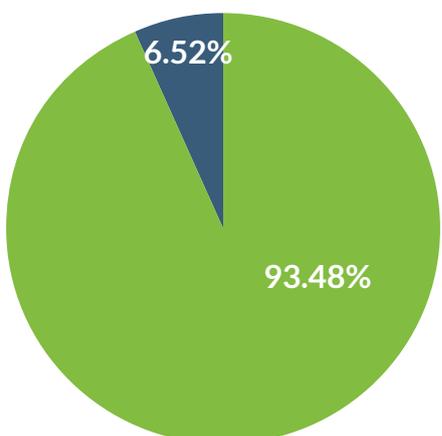
Camara Education has a diverse funding base. It operates a social enterprise model which allows it to innovate new solutions to educational needs. Camara also works with a number of government partners on large scale projects delivering education through technology in schools and educational institutions.



Split of Funding

Pie Chart: 2	€	%
Restricted	€2,459,852	54.78%
Unrestricted	€2,030,960	45.22%
Total	€4,490,812	

It is important that we maintain a good balance between unrestricted and restricted funding. Unrestricted funds have been raised through social enterprise activities and delivering contracts for services.



How the Funds are Spent

Pie Chart: 3	€	%
Charitable Activities	€3,649,483	93.48%
Fundraising	€254,391	6.52%
Total	€3,903,874	

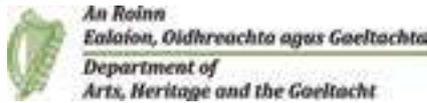
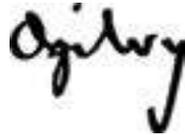
In the above numbers, governance and supports costs to the value of €336,796 have been included. It is important that there are adequate funds made available to ensure that Camara meets all compliance requirements. This also ensures that value for money is attained in the delivery of education projects and working with educational institutes and schools.



Students from Vision Primary School

Partners





Students from Insa Lyon College in France volunteering in our Dublin workshop.

Technology Donors



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

Technology Donors



Digital literacy is a key enabler for 21st Century learners to create a better future. This is a key outcome we deliver and measure.

“I started using the computers just in 2016, recently. Since I started using these computers, my marks have really gone up, and I’m continuing to improve every day”

**Phillip Acala, 13 years old,
Kiserian Primary School, Kenya**





Meeting Our Commitments

Since the establishment of the Millennium Development Goals (MDGs) and the Education for All agenda in 2000, the world has seen a considerable increase in the number of children accessing primary school.

While there is much to applaud in this achievement, the international community recognises that increased access has not automatically translated to increased learning or quality education.

For this reason, Sustainable Development Goal 4 (SDG4) called for inclusive and equitable quality education for all, leading to the achievement of a minimum threshold of learning outcomes. Half of the targets established for SDG4 refer, implicitly or explicitly, to reaching minimum levels of learning and development.

Camara Education has developed two of its current strategic goals to explicitly focus on contributing to the achievement of quality education. Empowering learners to achieve learning and education outcomes and measuring these outcomes are key aspects of these goals. They are explored below.

Strategic Goal 2: Needs-Driven Education Programmes

Improve educational outcomes by designing and implementing all of our education programmes to meet the needs of all they serve.

Highlighting its commitment to improve quality education, Camara delivers needs-driven education programmes. To achieve this goal, Camara has

been combining information from the desk review, consultations with key institutional representatives working in the information and communication technology (ICT) field in education, direct observations made by Camara field teams and the results from surveys conducted in-country to inform its educational programme design and implementation. It is only by combining these approaches that Camara can gather the needs of all they serve.

In year one of Camara's 2017-2020 strategic cycle, these needs reports presented a mixed picture. On one hand, there has been progress in basic ICT skills amongst educators who have received previous support from Camara, however, most educators need increased support for integrating ICT in teaching and learning. This demand translates into moving from a normal training approach to more tailored in-school training with ongoing intervention.

Throughout the year, Camara has delivered ICT-focused, needs-driven solutions to schools, providing learners access to technology, training educators and supporting educational leaders. Camara has developed its first online micro-course, which was piloted with Tanzania educators on the Camara Learning Academy, Camara's educator learning platform. Another successful tailored programme was delivered throughout 2017 in 98 primary schools across Tanzania, whereby field teams have supported educators directly in the classroom for a combined total of 319 school days. Similar activities were undertaken by the other country hubs.



Students and their teacher at St. Agnes High School, Lesotho

Technology & Innovation

Technology meeting the needs of our learners & educators and adapting to the context.

A key component of Camara's 2017-2020 strategy is finding innovative approaches of using ICT for solving educational problems as we deliver our education programmes. Appropriate hardware and software are key to delivering these objectives since it is through these resources that learners and educators interact. As a result, our solutions ensure the correct hardware and software is selected for the right context to maximise effective utilisation and educational outcome and ensure sustainable impact.

Examples of our innovative approach include the following:

- A solar powered classroom in rural Woreda, Ethiopia;
- Combining desktop and laptop solutions focused on providing access to maths and literacy resources via satellite connection in Kenyan schools;
- Standalone, refurbished desktop solution with offline educational resources in Ethiopia;
- Windows-based desktop solution in Zambia focused on improving learners' exam results in computer studies;
- High speed broadband connection using schools' wireless networking and laptops intended to provide educators in Tanzania access to educational resources and productivity tools to do administrative tasks;
- Empowering youth in informal education sector (youth centres) in Ireland by exposing them to essential 21st Century skills through activities that involve film making, graphic design, coding, mobile application development and robotics.

Strategic Goal 3 - Impact

Measure and act upon our educational impact.

Camara is committed to improving learning outcomes for young people across the countries where we work.

At the starting point of Camara's 2017-2020 strategy, developing country partners of the Camara network are demonstrating that learning outcomes and developmental indicators can improve, even in the most difficult circumstances.

Attesting to the difficult circumstances that many of the hubs face, the ability to collect learning related data is limited and ensuring our projects and social enterprise activities are aligned to specific educational outcomes is still ongoing. This has been a long term goal of the organisation, but not enough projects and activities have trended data for reporting on learning, education outcomes or representative data that would allow reporting on learners and educators development indicators. We will continue to develop our pan-organisation capacity to monitor learning progress and identify educational outcomes for learners and educators. The education department will continue to support the hubs' and projects' efforts to ensure improvement in assessment and monitoring system through financing for learning assessment systems, data collection and data analysis.



Students from Sodo Secondary School, Ethiopia

Our Solution

In continuation of our 2014-2016 work, our programmes continue to focus on strengthening the pathways for learners, educators, leaders and education systems. We believe these have to be considered in order to achieve the intended outcomes, though not all country programmes or projects will need to focus on every pathway.

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

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

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

Software - This includes digital educational resources, learning platforms, curriculum aligned content and assessments, tablet applications, digital games and operating systems. Camara develops internally and works with a network of partners to provide the correct software resources for the right context.

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

Our programmes and projects are often either a combination of one or all pillars to address specific needs.



Students from Alkeso Primary School, Ethiopia



Hardware

We provide processing computers, laptops servers and other ICT equipment to our hubs.



Software

Our team of programme coordinators ensure our educational content runs consistently well on all our donated equipment.



Warmware

Our team provides educators the skills they require to use ICT equipment safely and efficiently.

Learners have access to awareness and knowledge of ICT learning resources and tools.

Educators apply their knowledge, skills and confidence in ICT in their daily teaching, learning and assessment practises.

Leaders are empowered to lead organisational change through ICT integration.

Government and civil society actors are empowered to implement ICT focused educations policies, strategies and frameworks.



Learners experience improvement in their skill levels, attitudes and practises. This is reflected in their improves performance in their area of study.



Educators are transforming learning environments through infusing ICT into their teachers, learning and assessment practises.



Leaders are change agents in their organisations, driving their institutions improved quality and performance standards through ICT.



Government and civil society actors in formal and non-formal education are inspiring and acting to sustain and scale ICT enabled change in the education system.



Learners are experiencing greater life oppoportunities resulting from improved education and learning outcomes.

Outcomes include transitioning to employment or next stages of education, reducing dropout and trauncy from education, increasing 21st century skills, literacy and numeracy skills.

Impact and Learning

Camara Education conducts an annual monitoring and evaluation exercise at the end of each year.

The main objectives of the exercise are:

- To measure the outcomes and impact we are making;
- To measure the effectiveness of our approach in achieving our goals;
- To capture good practices and lessons that contributed to our performance;
- To identify gaps and lessons learned so that we can improve the quality of our services and products;
- To promote accountability of resources used and results achieved.

The results of our M&E exercise are instrumental in informing our decision making and serve as the basis for designing and implementing interventions in key areas. Further to their internal use, the results of our M&E activities are also useful in informing our external stakeholders on major achievements and lessons learned. In 2017, Camara conducted

the annual monitoring and evaluation exercise in 88 schools covering a sample of 238 educators and 1324 learners in 6 countries.

This year, the survey was conducted in schools that received Camara computers and training within the same year as the time of the survey, which was 2017. This methodology is different from the approach employed by Camara in the previous years, whereby schools that worked with Camara a year earlier from the survey time were selected. The change in methodology was made in order to capture the impact of Camara's intervention in a timely manner. It is expected that this change in methodology will have an impact in the results of the survey, especially on the long term impact of Camara provided services as schools need more time to make proper use of the ICT resources and training they received from Camara.

Data was collected on a wide variety of indicators, ranging from length of Camara provided computer usage to perception on the performance of Camara hubs. In this report, selected indicators that are found to reflect the short term and long term impacts of our intervention are presented under each country page. A year-by-year comparison of the results is also presented whenever data is available for the last three years.

Country	Schools Surveyed/ Principals Interviewed	Educators Interviewed	Learners Interviewed
Ethiopia	26	71	821
Kenya	10	67	192
Lesotho	10	14	17
Tanzania	9	40	148
Zambia	25	46	146
Ireland	8	0	0
Total	88	238	1324

Table 1. List of surveyed schools by country



Students in Jerusalem school, Addis Ababa, Ethiopia

The following key indicators are chosen and presented in the report as they are deemed to highlight the impact of Camara provided services.

Computer Share Among Learners:

Percentage of learners that use the Camara provided computer by themselves or shared with other learners. This does not necessarily reflect computer to student ratio in the schools.

Computer Use by Learners:

For how long did a learner used the Camara provided computers in minutes per week on average?

Changes in Attitude:

Attitude of learners towards the use of ICT in their learning.

Computer Use by Educators:

What percentage of Camara trained educators used the Camara provided computers for teaching?

Hub Performance:

Perception of school principals on the performance of Camara hubs.

For Camara Ireland, only the performance scorecard of the TechSpace project is used as a different approach is utilised for reporting the activities of the hub.

Ethiopia - Impact and Learning

1. Key Achievements in 2017

ICT is one of the six pillars identified as important for improving the quality of education in the Ethiopian Ministry of Education's strategy. When done correctly, with emphasis on teacher training and focus for measuring impact, ICT integration into schools has proven to improve students' learning outcomes. In alignment with this strategy, we have been working to reach primary and secondary schools in areas that are identified as disadvantaged and emerging in Ethiopia.

We have piloted accessible and curriculum-aligned products. Towards this goal, we exceeded our plans of reaching learners and educators and reached 90% of planned educational institutions while delivering 71% of planned ICT equipment. What we are seeing here is a higher demand for equipment and training in the schools that are working with us, but, as is typical in a project spread over a number of years, the actual number of schools is lagging behind the target. This is due to environmental factors, but we expect it to catch up in 2018.

By developing and implementing HR and volunteer policies, online training programmes, management rewards and performance management systems, we contributed towards Camara Education's fourth strategic goal of having the best people working with us. We also improved our brand by communicating our work through publishing corporate video, as well as conducting various social media activities. Our audience included government and international partners.

2. Key Challenges in 2017

One of the major challenges we have identified is educators' and school leaders' turnover as trained educators leave the school while untrained educators and school leaders replace them. Furthermore, meeting the demand for hardware in schools was challenging, but it is being resolved within the Camara Education network. Unrest in some areas of Ethiopia prevented Camara Ethiopia from accessing all planned regions.

3. Strategic Focus for 2018

Our major focus in 2018 is meeting the current demands included in the Ministry of Education (MoE) agreement - this entails reaching 354,034 learners, 3,542 educators and 708 educational institutes through the delivery of 17,703 devices. The other major focus in 2018 is to renew the current MoE agreement and conduct market research for the establishment of an income generating education activity, contributing to the sustainability of the hub.

In addition, we will work on an impact focused project and the finalising of monitoring and evaluation reports for the current project. We also plan on developing partnerships, continuing the leadership we have in place and having a strong brand in Ethiopia, cooperating with the entire Camara Education network.

Key Achievements in 2017

	Goal	Actual
Learners Impacted	272,714	260,355
Educators Trained	2,782	3,082
Educational Institutes Supported	557	414
Devices Delivered	9,886	13,914

Case Study | Sodo Preparatory School, Ethiopia

School Principal

Chemere H/wold, principal of Sodo Preparatory School, spoke of the multifaceted utility of Camara computers, specifically how they have improved the education of both the students and the teachers. He discussed how the students' marks have improved with the introduction to computers and feels confident that his students now have a tool that will help them to change the world.

"We did have computers before the Camara programme came here, but the difference with Camara computers is that they provide a lot of content (i.e. learning material) from lower class up to high school. They have text books, teachers guides and reference books. That's why it is important for the students and their academic results."



Roman Million attends Sodo Preparatory School in Ethiopia.

Student

Roman Million is in 12th grade where she attends Sodo Preparatory School in Woreda Sodo City, Ethiopia.

"Education, for me, is very important because it makes an individual a complete person."



Photo by Francis Curran

Students from Meri Primary School Addis Ababa, Ethiopia

Ethiopia - Impact and Learning

Learners

Computer Share

In 2017, 16% of the learners surveyed reported using a Camara provided computer without having to share it with another learner. This represents an 8% decrease compared to the previous year's figure of 24%. The percentage of learners sharing a computer with another learner increased from 28% in 2016 to 35% in 2017. There is also a 4% increase from 2016 in the percentage of learners that shared a computer with two other learners while the percentage of learners sharing a computer between four or more learners was 27% and decreased by 3% from 2016. In general, these figures indicate that the Camara provided computers are helping tackle the computer shortage in Ethiopian schools.

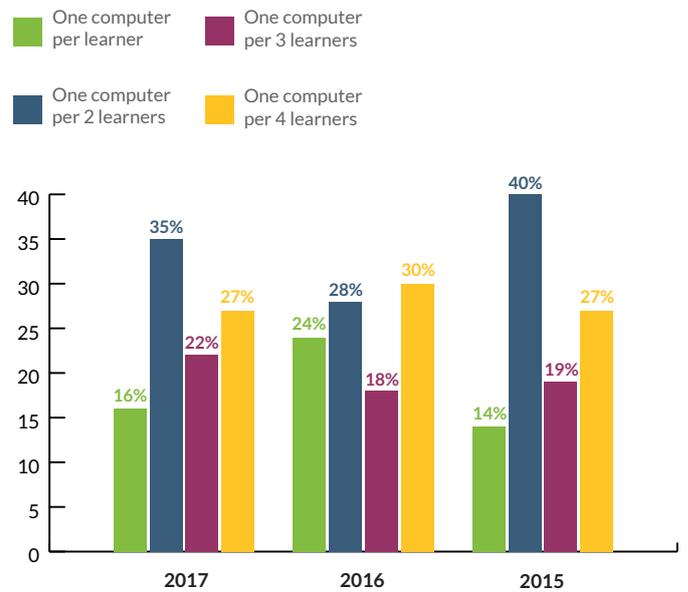


Figure 1: Learners computer share

Computer Use

The reported length of formal access to Camara provided computers in 2017 is 83 minutes per week per learner, a 5% increase from 2016. The length of formal access to computers by learners has increased over the last four years at a slow rate. Contrarily, informal use of computers has increased drastically over the past four years. The reported average informal use of computer labs by learners was 160 minutes per week per learner, representing a 186% increase from 2014. This was due to the school's policy to use Camara computers as supplementary educational resource for the curriculum rather than using them in classrooms for teaching. During the last two surveys, it was observed that there was very limited timetabled access of the computer labs by schools in Ethiopia. This led to increased use of computer labs outside class hours.

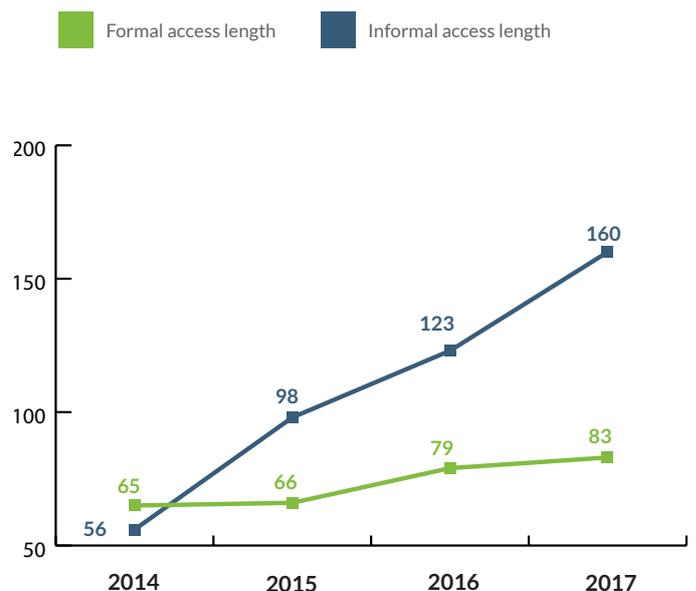


Figure 2: Formal and informal computer access by learners

Changes in Attitude

According to 88% of the learners surveyed, learning is more enjoyable as a result of the introduction of ICT in their education. This represents an increase of 8% from 2016 and 4% from 2015. A further 54% also reported learning English became easier because of Camara computers. Using the computers also made learning maths easier for 49% of the surveyed learners. As these results show, there is a positive and encouraging attitude towards the use of ICT in education.

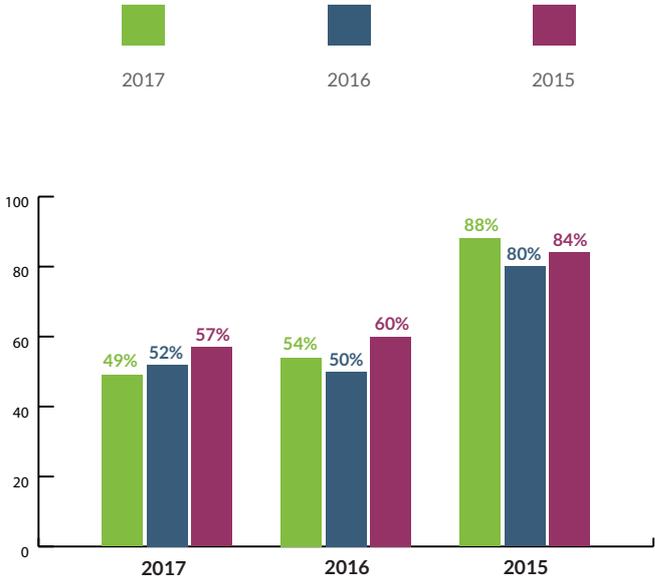


Figure 3: Learners' perception on using computers for their studies

88% of the surveyed learners in Ethiopia found learning enjoyable as a result of using the Camara provided computers.

Ethiopia - Impact and Learning

Educators

ICT Use

More educators are using their knowledge and available ICT resources to aid their teaching. Results show 90% of the Camara trained educators reported the computers supported their teaching in different forms. The impact of Camara provided training on the ability of educators to utilise ICT resources for teaching is also observed as only 56% of the non-Camara trained educators reported using a computer to guide their teaching. Compared to the previous two years, the percentage of Camara trained educators utilising the available ICT resources to support their teaching has increased by 16% from 2016 and by 29% from 2015.

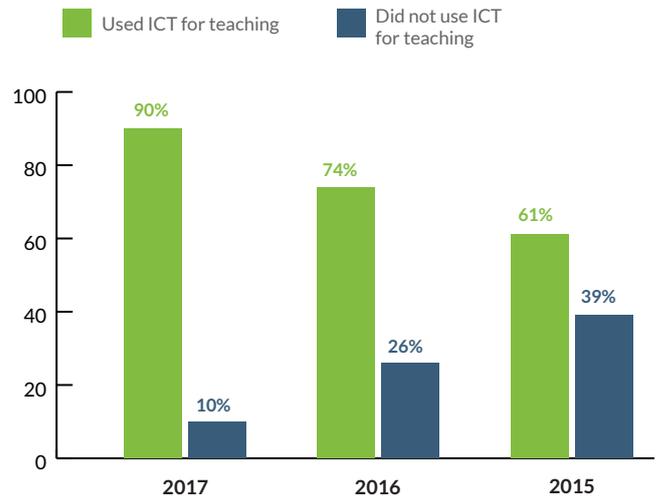


Figure 4: ICT use by Camara trained educators

ICT Use Type

Results show 38% of educators reported teaching basic computer skills to their learners using available ICT resources. A big improvement from 2016, 51% used ICT resources to deliver presentations. A further 37% used ICT resources to demonstrate lessons. Compared to 2016, there was a considerable improvement in the use of ICT resources to deliver presentations and help demonstrate lessons. This increase is mainly due to educators' understanding of what the term 'ICT resources' included during the survey. They took into consideration their use of plasma televisions in classrooms to deliver presentations and demonstrate lessons when responding to questions relating to ICT resource use.

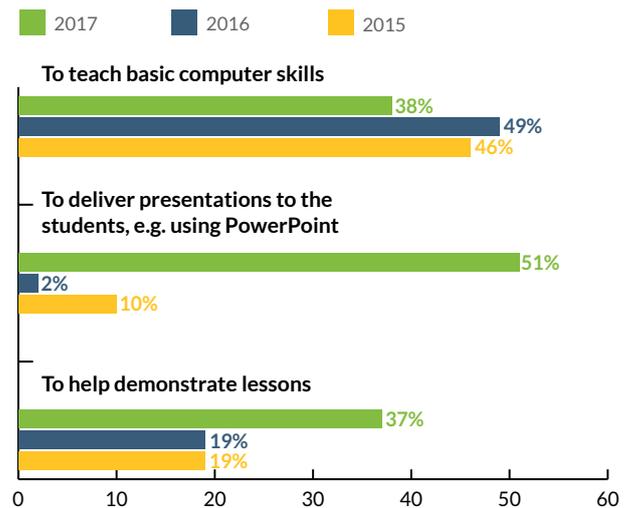


Figure 5: Educators ICT use

ICT Integration

Our data shows that the Camara provided training had a major impact in helping educators alter the way they approach teaching and integrate ICT into their lesson planning and delivery. The results show 93% of educators reported the training helped them alter the way they approach teaching, and 90% reported the training helped them integrate ICT into classrooms and plan lessons. Compared to previous years, the percentage of educators with a very positive response about the impact of training in their teaching has increased considerably.

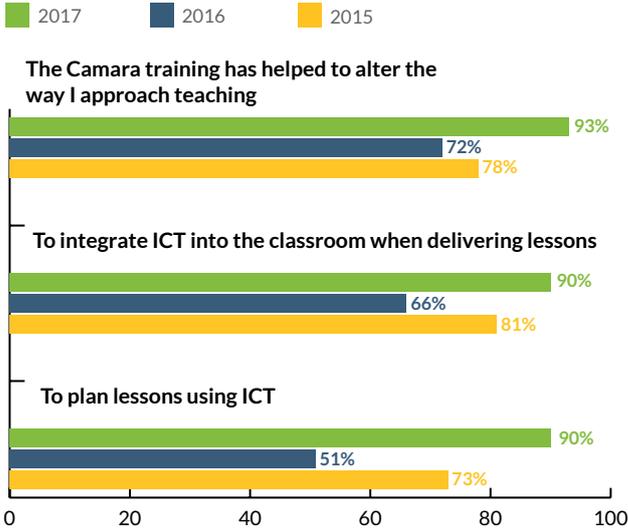


Figure 6: ICT integration by educators

93% of educators reported that the Camara training has helped them alter the way they approach teaching.

Ethiopia - Impact and Learning

Hub Performance

Camara Education uses performance scorecards to assess the performance of school management representatives of partner schools on the performance of Camara hubs against ten key performance areas. The percentage score is a weighted score that factors the importance and weight of each performance area into a final score and shed light on the hub's strong performance areas and areas that need improvement. The results from surveyed school principals indicate that performance of the Ethiopian hub improved from 74% in 2016 to 76% in 2017. This improvement in overall performance was a result of major improvements in eight of the ten performance areas. The ten performance areas and their scores are illustrated in figure 8.

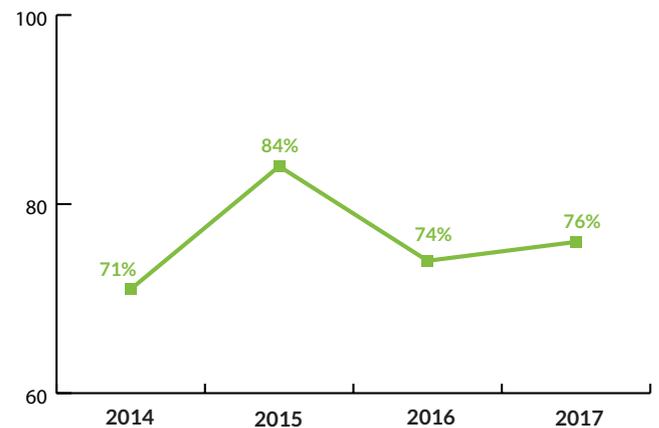


Figure 7: Ethiopia hub performance



Students in Jerusalem school, Addis Ababa, Ethiopia

Hub Performance

Value for money was highly scored by principals (93%) and improved 6% from 2016. This indicates principals were happy with the quality of products and services relative to the price. Attitude of Camara staff and provision of reliable hardware were the other performance areas that received high scores (85%). The highest improvement was on provision of reliable hardware with 10% improvement from 2016. Timely resolution of problems and value for money showed considerable improvement, as well. Provision of quality support (62%) and provision of quality training (57%) were the two lowest scoring areas and showed a 6% decrease from 2016. Even though school principals believed improvement is needed, most educators expressed the usefulness of training in helping them use ICT. This indicates that more effort is needed to make improvement on the quality of training and support.

The overall performance of Camara Ethiopia improved from 74% in 2016 to 76% in 2017.

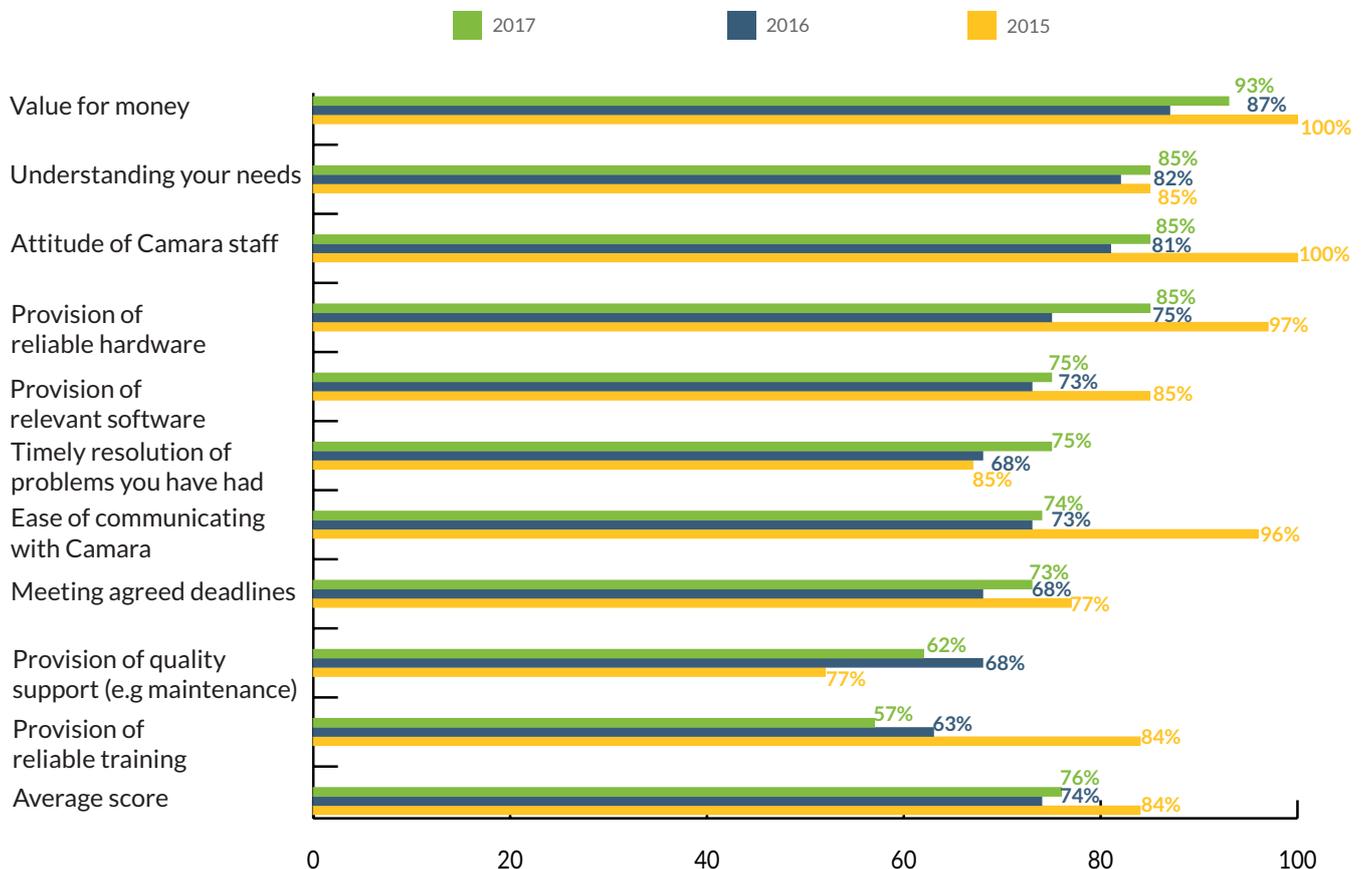


Figure 8: Performance area and their average score

“Technology and education is important for both girls and boys because it gives them the opportunity to interact with their classmates and teachers and make it interesting for them to come to school and gain some knowledge.”

Haregewoin Ababu, Ethiopian student





Kenya - Impact and Learning

1. Key Achievements in 2017

2017 has seen Camara Kenya impacting 34,935 learners through access to technology and education content and 963 teachers trained on ICT skills and integration. Camara Kenya has strived in the achievement of Sustainable Development Goal 4, to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, by complimenting the Kenyan government's effort in implementing the Digital Literacy programme in public primary schools.

Camara Kenya is contributing to the wider Camara 2017-2020 strategy by improving the educational outcomes. This has been achieved through the design and implementation of programmes as per the need of the education demands. We have continued fostering our volunteering and internship programmes.

Human resources (HR) policies have been strengthened to allow for robust operations in the country. This has been achieved by localising the wider Camara Education HR policies to suit the country's context.

The impact has been actualised through our annual monitoring and evaluation exercises as indicated below.

2. Key Challenges in 2017

2017 was a challenging year for Camara Kenya's social enterprise activities. This was a result of political instability, which affected different sectors in the country, Camara Kenya included. The sales from social enterprise were not forthcoming, and we took a decision to suspend our social enterprise activities until we completed a business review and determined our new strategy. As a result, Camara Kenya's actual impact results were lower than the goals set. The social enterprise activities were suspended at the end of August, which led to zero sales from September



through the end of the year.

3. Strategic Focus for 2018

Camara Kenya's focus for 2018 is to:

- Revamp the social enterprise model to ensure sustainability of the hub;
- Develop strategic partnerships with different relevant stakeholders to address the market's needs;
- Implement projects that will ensure the hub attains a level of self-efficacy;
- Continue to strive to achieve the organisational goals by establishing new products and services in the country.

Key Achievements in 2017

	Goal	Actual
Learners Impacted	63,000	34,935
Educators Trained	1,390	963
Educational Institutes Supported	337	113
Devices Delivered	1,476	447

Case Study | Oloosurutia Primary School, Kenya

Student

Sivan Moncoye attends Oloosurutia Primary School in Kenya. She is passionate about the opportunities the Camara eLearning Centre provides her and her classmates, and she encourages like-minded people to participate in the cause to diminish illiteracy around the world.

“I’d like to say that we need more computers for some of the other pupils. The more you go to the computers, the more you discover things about the world. You learn, and you have fun.”

Head of Bondeni School

Asma Jabir is the head of Bondeni School in Mombasa, Kenya. She spoke of her admiration for Camara Education and how the eLearning Centre has elevated the level of education in her school.

Esther Kutto, the principal of a Dabaso Primary School in Malindi, Kenya, said, “Thanks to the integration of technology into learning, average maths grades have risen from 30% to over 45%. At 30%, a student is failing and likely to drop out of school. But when the grades approach 50%, the pressure is on the family, school and community to keep that student in school.”

“Computers are important because they make the world small.”



Sivan Moncoye (middle) attends Oloosurutia Primary School in Kenya.

Kenya - Impact and Learning

Learners

Computer Share

In 2017, 14% of the learners surveyed reported using a Camara provided computer without having to share it with another learner. This represents a 6% decrease when compared to the previous year. The percentage of learners sharing a computer with another student also decreased from 51% in 2016 to 41% in 2017. This decrease can be related to the fact that the surveyed schools receiving the computers between January and June in 2017 were in the process of making the computers ready for use during the survey. As a result, learners had to share the computers which were ready for use. In fact, 18% of the surveyed learners reported not using the Camara provided computers during the time of the survey.

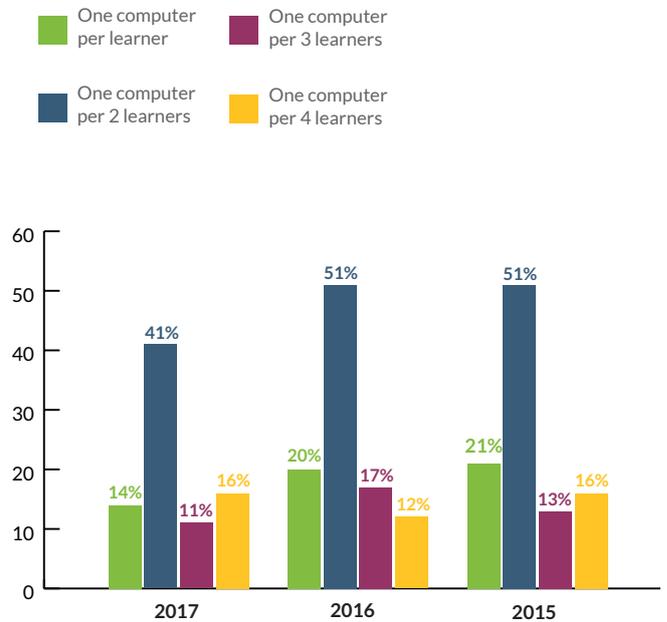


Figure 1: Learners computer share

Computer Use

The length of formal access of computers by learners has been increasing over the last three years in Kenya. In 2017, it increased by 7% from 106 minutes per week per learner in 2016 to 114 minutes per week in 2017. This also represents an increase by 44% from 2014. More encouragingly, female learners reported using the computers for 130 minutes per week per learner on average, which is 42 minutes longer than what has been reported by male learners. When it come to informal access, learners reported a weekly usage of 73 minutes per learner in 2017. This is a 40 minutes decrease from 2016 but 10 minutes increase from 2015. The decrease in informal access from 2016 can be a result of the computer labs not being accessible as often as they used to be in 2016. Only 44% of learners reported availability of the computer lab for use in 2017, a decrease of 10% from 2016.

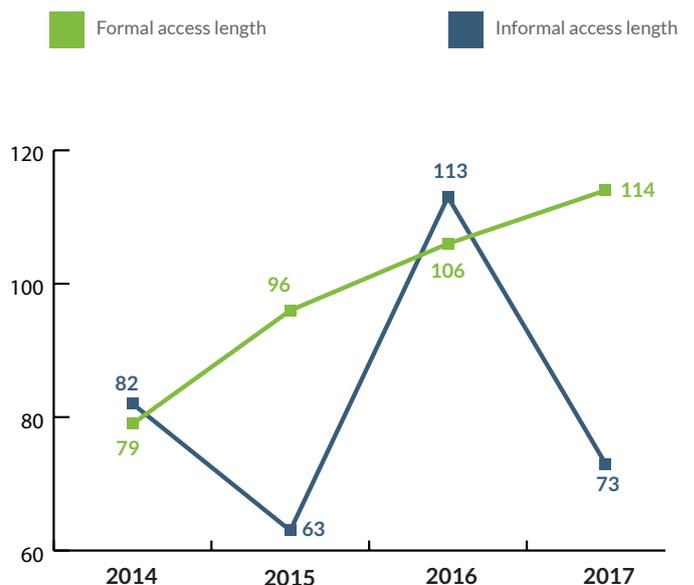


Figure 2: Formal and informal computer access by learners

Changes in Attitude

Learners perception on the impact of Camara provided computers and software on their studies is generally very positive. Results show that 78% of learners reported using a computer in school made learning more enjoyable. For 77% of learners, the computers made learning English easier, and 74% reported learning maths was easier as a result of the computers. It should be noted that the surveyed schools are at the early stages of computer use, and the long term impact of the computers will need to be studied in the future.

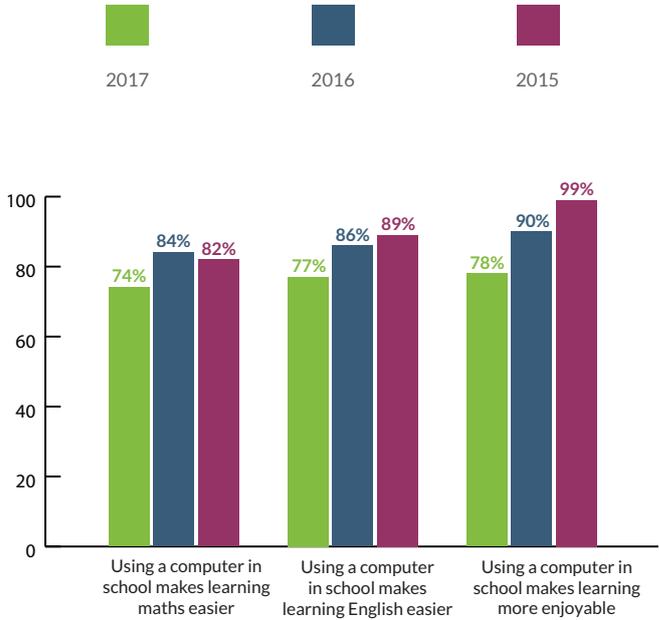


Figure 3: Learners' perception on using computers for their studies

78% of learners reported using a computer in school made learning more enjoyable.

Kenya - Impact and Learning

Educators

ICT Use

According to the results, 67% of surveyed educators attended the Camara provided training in 2017. Of these educators, 76% reported using the Camara provided computers for teaching. Given the short period of time the educators had with the computers, this is an encouraging figure and is expected to increase over the coming months. For comparison purposes, 24% of the surveyed educators reported not attending the Camara training but used ICT for teaching. This shows the impact of Camara provided training on the use of ICT in education.

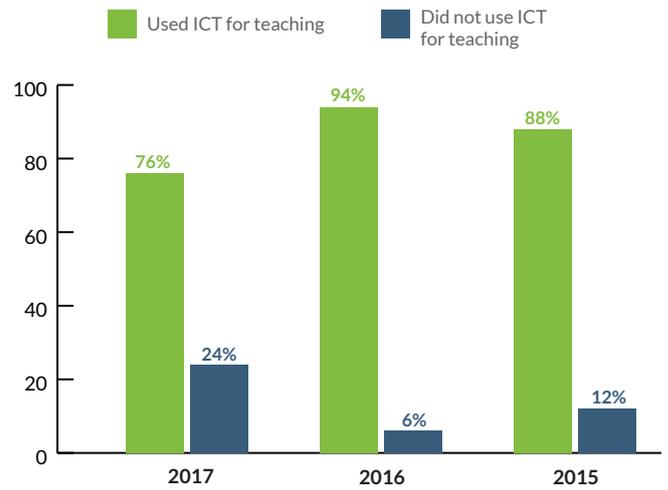


Figure 4: ICT use by Camara trained educators

ICT Use Type

The surveyed educators also reported on the level of their ICT use in the classes they teach. Basic level use of ICT in class by educators decreased over time. The data shows 39% of surveyed educators reported using computers to teach basic computer skills and help demonstrate lessons, and one quarter of the surveyed educators used the Camara computers to deliver presentations to learners. Improved training on computers for educators can help increase basic levels of ICT use in classes.

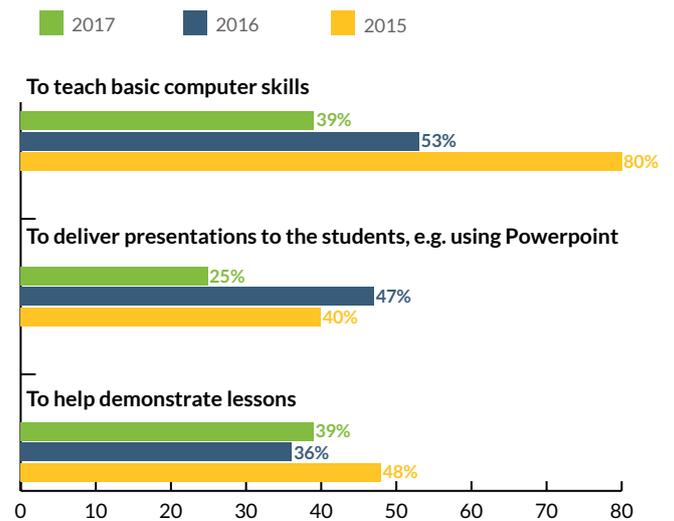


Figure 5: Educators ICT use

ICT Integration

There are very encouraging responses obtained from educators in terms of the long term impact of Camara provided training on their teaching. For 89% of the educators that attended the Camara training, it helped them alter the way they approached teaching. A further 80% reported the training helped them integrate ICT into the classroom, and another 78% used it to plan lessons. Despite the observed decrease from 2016, these figures are very encouraging given the short amount of time the educators had to utilise the skills between the time the training was provided and the time the survey was conducted.

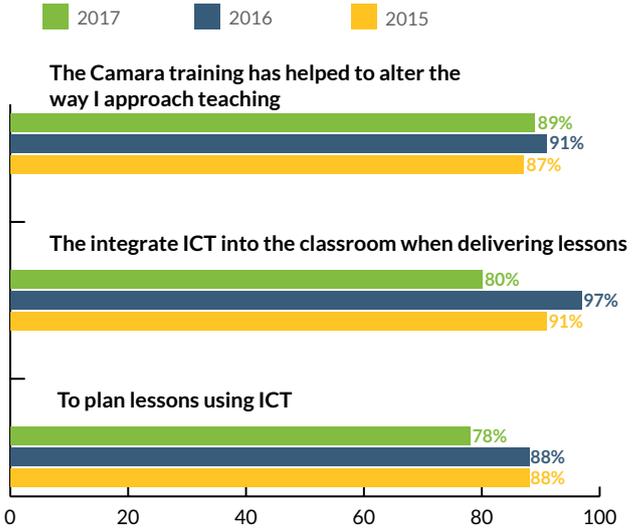


Figure 6: ICT integration by educators

89% of educators reported that the Camara training helped them alter the way they approach teaching.

Kenya - Impact and Learning

Hub Performance

According to the school principals surveyed, Camara Kenya achieved an overall performance score of 80% in 2017. This represents an increase of 5% from 2016 and 2015 and 12% increase from 2014. This improvement in the overall performance of the hub is due to the improvement observed in seven of the ten performance areas used in the evaluation.

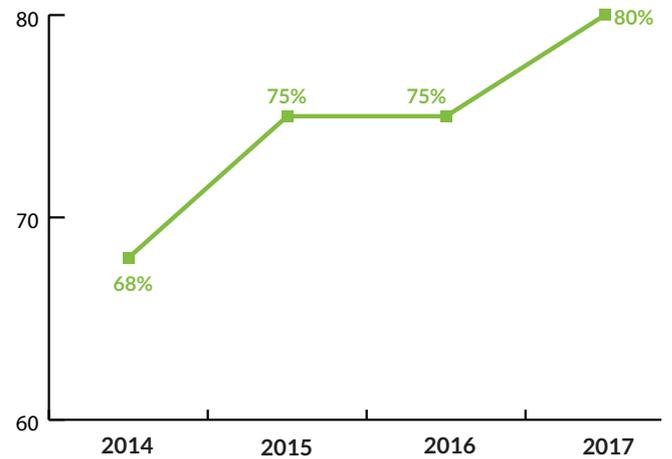


Figure 7: Kenya hub performance



Students from Tom Mboya Primary School, Mombasa, Kenya

Hub Performance

Attitude of Camara staff was the highest scoring performance area (91%), though it decreased 2% from 2016. Ease of communication scored 87% and showed improvement from 2016. Provision of reliable hardware was the lowest scoring area with 60%, decreasing by 18% from 2016. Provision of relevant software was the second lowest scoring area, decreasing by 6% from 2016. These results indicate Camara Kenya should focus on improving the quality of hardware and software dispatched to partner schools. The biggest improvement was value for money, increasing 35% from 2016 to 2017. Timely resolution of problems registered the second highest improvement, which shows more school leaders were satisfied with the effort Camara Kenya put in to address their needs. Overall, there are positive perceptions from school leaders on the performance of Camara Kenya hub.

The overall performance of the Kenya hub increased from 75% in 2016 to 80% in 2017.

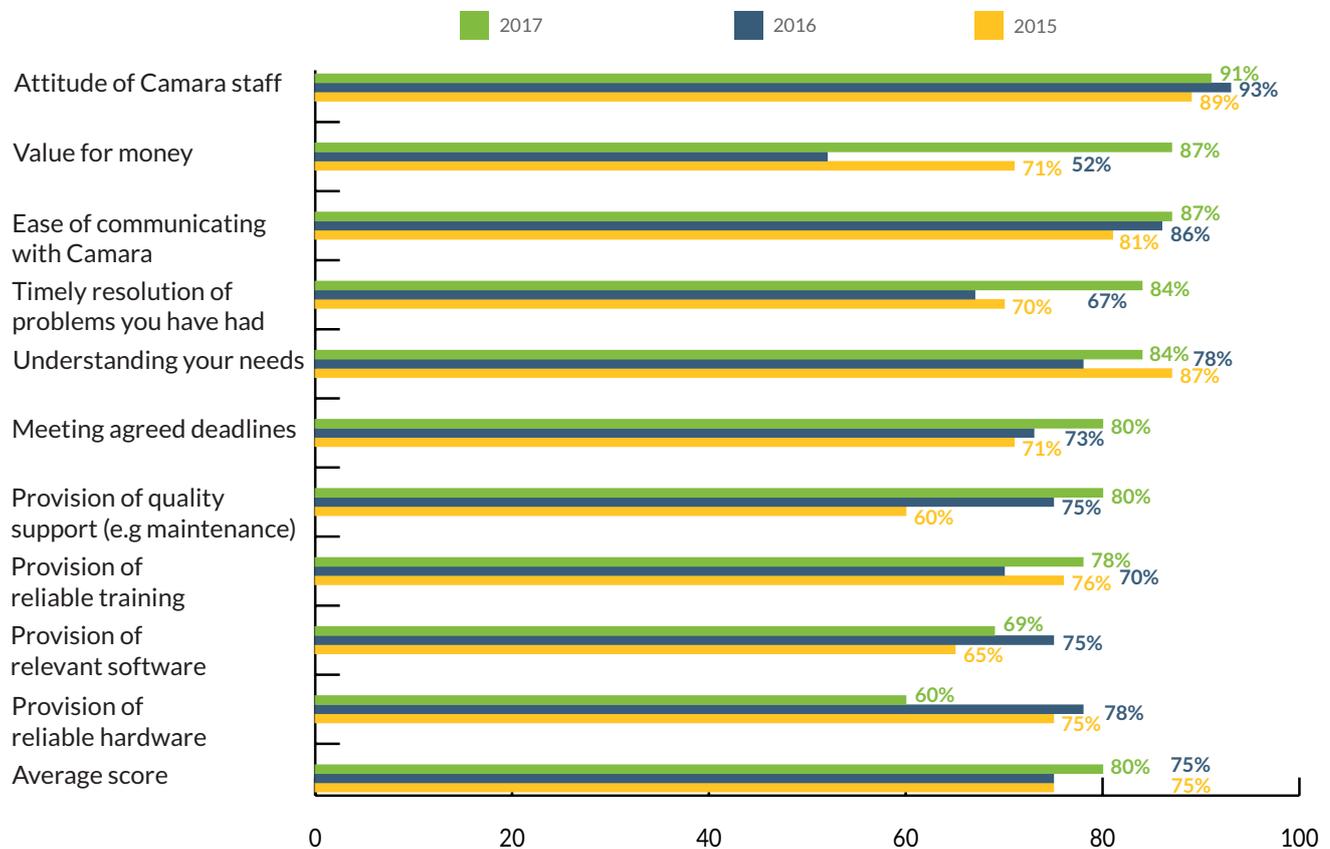
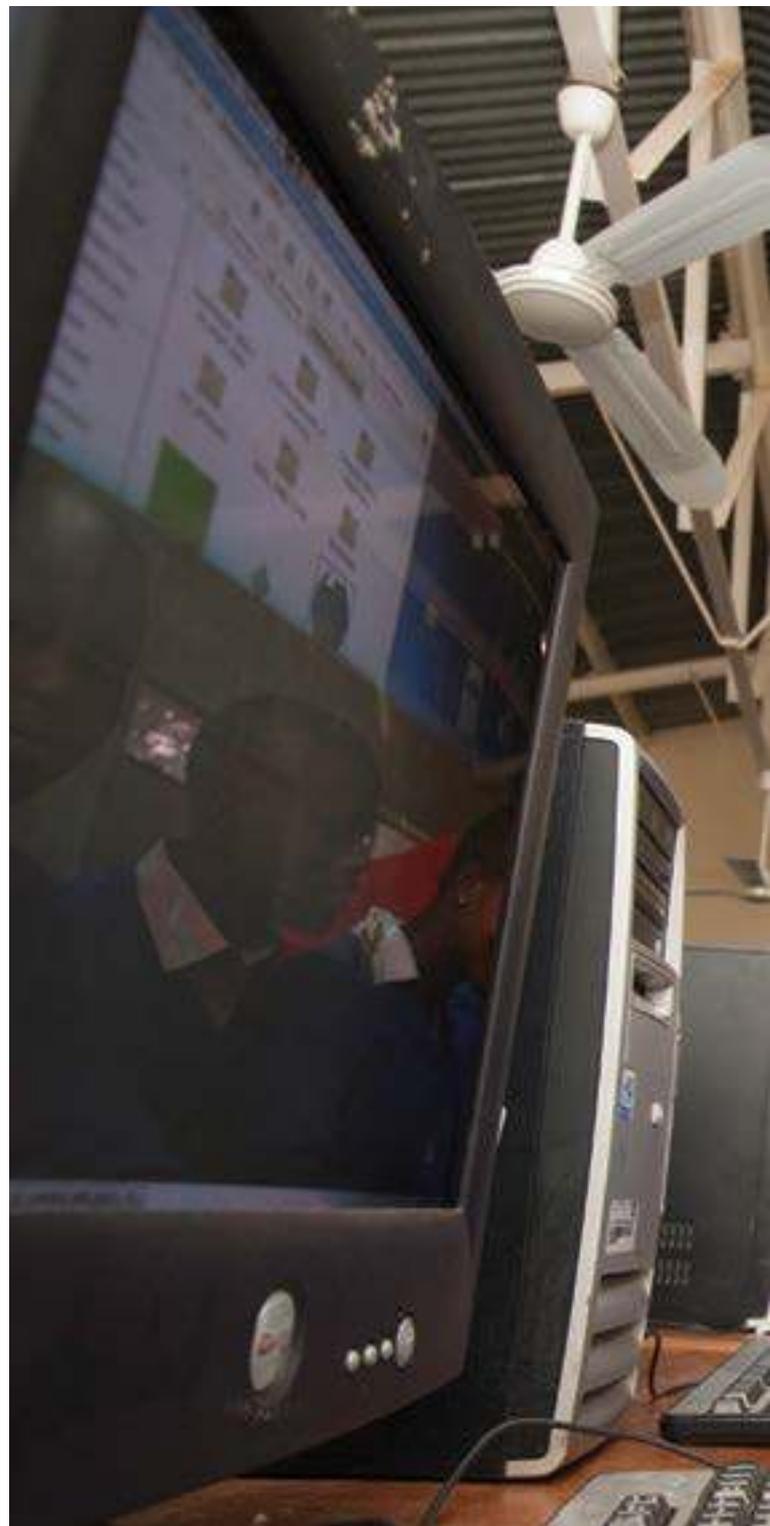


Figure 8: Performance area and their average score

“The iMlango project has made many changes in our school. We are seeing higher retention rates, and the girls transition to the secondary school, and even to the university, is rising. We have also seen the performance in mathematics really improving.”

Esther Kutto, headteacher from
Dabaso Primary, Malindi, Kenya





Lesotho - Impact and Learning

1. Key Achievements in 2017

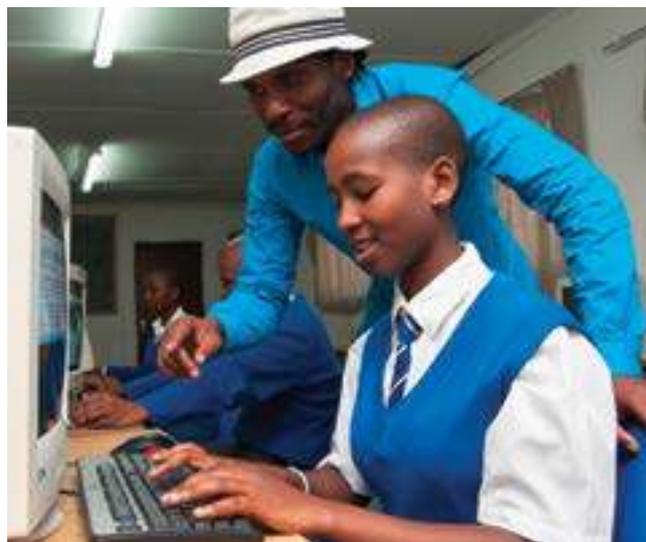
Camara Lesotho successfully completed the delivery of a seven-school project in partnership with the Rotary Club of Maseru, Lesotho and the Rotary Club of Guelph, Canada. Each school was equipped with a large, networked e-learning centre as well as digital literacy skills through Camara's training. The year saw the beginning of a partnership with the Lesotho Communications Authority (LCA), part of whose remit is to provide telecommunications access to remote schools. Camara Lesotho conducted on the ground reviews of schools' infrastructure in addition to the provision of ICT training for the schools' educators. This has brought 21st Century teaching and learning tools to some of the country's remotest locations. Camara Lesotho is very grateful to its in-country hosts, Sacred Heart High School and The Sisters of the Holy Family of Bordeaux, and their respective leadership teams.

2. Key Challenges in 2017

Although the Mountain Kingdom saw increased political stability in 2017, with accompanying national planning and mobilisation, there were challenges at school-level with a lack of financial resources apparent.

3. Strategic Focus for 2018

Camara Lesotho will continue its strategic partnership with Lesotho's Ministry of Education and Training, as well as its programme with LCA and local telecommunications operators in introducing digital learning tools and skills to schools outside the Maseru District. Other strategic partnerships are at the exploratory stage with the aim of advancing Camara's aim of equipping young Basotho with the necessary educational and personal skills to succeed in the 21st Century.



Student and teacher at Khubetsoana High School



Students and teacher at Little Darling School, Lesotho

Key Achievements in 2017

	Goal	Actual
Learners Impacted	8,100	20,607
Educators Trained	145	194
Educational Institutes Supported	27	60
Devices Delivered	670	169



Students from Moselinyane School, Lesotho

Lesotho - Impact and Learning

Learners

Due to time and resource constraints, the survey in Lesotho was scaled down and only limited numbers of indicators were included in the survey.

Computer Share

Results obtained on the short term impact of Camara provided computers are generally encouraging. Results show 24% of the surveyed learners reported using a computer by themselves, and this percentage decreased by 9% from the 33% reported in 2016. This shows that less students are using a computer by themselves in 2017 compared to 2016 in the surveyed schools. The percentage of learners that shared a computer with one other learner increased from 22% in 2016 to 29% in 2017. These results can be related to more computers being dispatched to schools in 2016 than 2017.

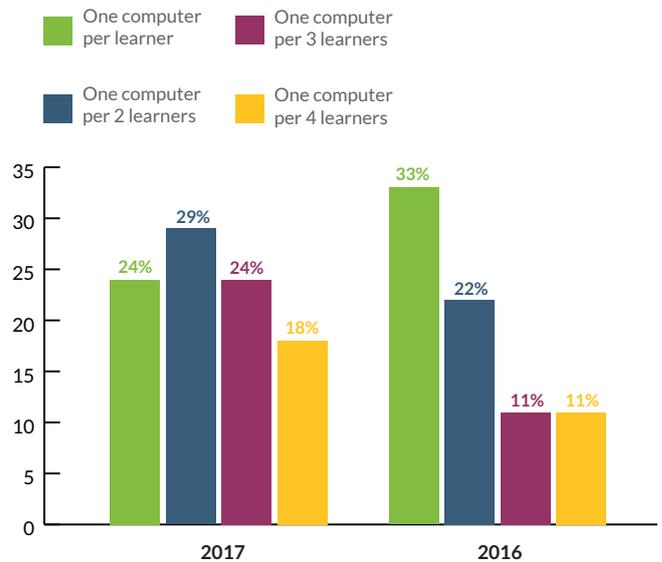


Figure 1: Learners computer share

Computer Use

The impact of more learners sharing a computer in 2017 compared to 2016 is reflected on the length of timetabled access by learners. The survey results show that learners accessed the Camara provided computers for 104 minutes per week per learner in 2017 compared to 150 minutes in 2016. This represents a decrease of 35% from the previous year. Learners also reported that they have accessed the Camara provided computers outside class hours for 113 minutes per week per learner.

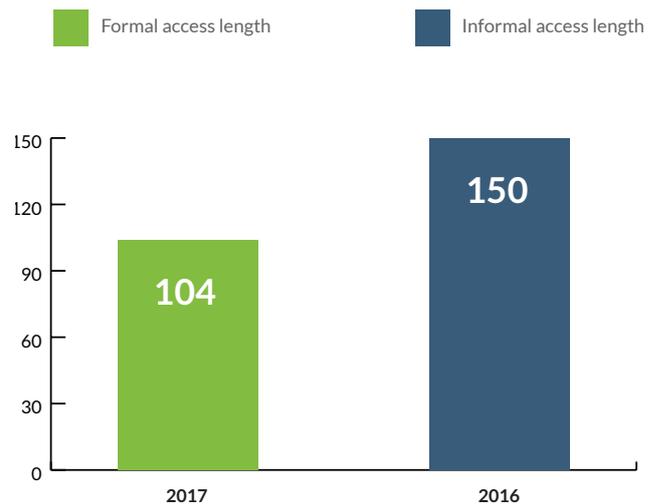


Figure 2: Formal computer access by learners

Changes in Attitude

The overall response from educators regarding their perception on the use of ICT in school is very positive. For the past two years, all the surveyed learners reported that using a computer in school made learning more enjoyable. In addition, 94% reported using a computer in school made learning maths and English easier. These results are indicators of the positive impact of Camara provided computers on learners.

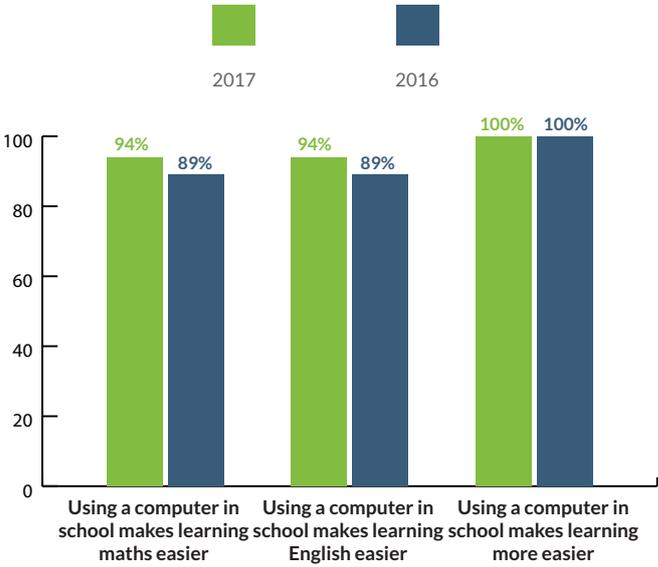


Figure 3: Learners' perception on using computers for their studies

100% of the surveyed learners reported that the introduction of Camara computers made learning more enjoyable.

Lesotho - Impact and Learning

Educators

ICT Use

In terms of the use of ICT knowledge, skills and resources in teaching, 71% of educators reported using their resource to teach basic computer skills for learners. This shows a 60% increase from what was reported in 2016. The percentage of educators that reported the use of ICT resources to help them demonstrate lessons slightly decreased from 60% in 2016 to 57% in 2017. The use of ICT resources among educators to help demonstrate lessons increased by 21% from 50% in 2016 to 71% in 2017.

The data collected shows that 92% of educators that attended Camara training reported using the computers provided for them. The impact of Camara provided trainings is also visible on the length of computer use among educators. Educators that attended the Camara training reported using computers for 361 minutes per week per educator while the length of computer use among non-Camara trained educators is 300 minutes per week per educator. This represents a 20% increase in computer use among Camara trained educators compared to non-Camara trained educators.

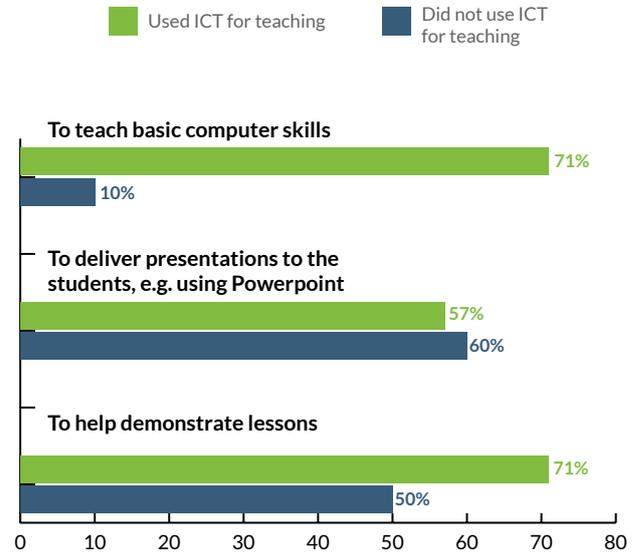


Figure 4: ICT use by Camara trained Educators



Students at St. Agnes High School, Lesotho

Changes in Attitude

There is a very positive response from educators in terms of the long term impact of Camara provided training on their teaching. All the Camara trained educators reported the training helped them integrate ICT into their teaching and helped them plan lessons using ICT. Furthermore, 92% of the educators reported the training helped them alter the way they approached teaching. Since these indicators were not measured in the previous year for Lesotho, a comparative analysis is not included in this report. Nonetheless, the figures for 2017 are very encouraging and show the positive impact of Camara provided training.

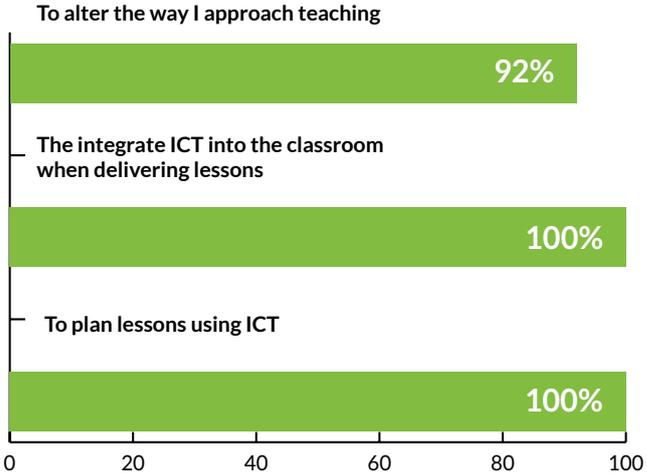


Figure 5: Educators ICT use

All the surveyed educators reported they used ICT to deliver presentations to students and help demonstrate lessons.

Tanzania - Impact and Learning

Key Achievements in 2017

In order to continue to build a sustainable social enterprise model, Camara Tanzania (CTZ) worked to attain the following strategic partnerships:

1. Christian Social Services Commission (CSSC)

A Memorandum of Understanding with CSSC was signed in August 2017. This is the most significant local relationship for CTZ to date. Camara will act as the primary (not exclusive) ICT/training provider to schools under the CSSC umbrella (over 600 educational institutions across Tanzania).

2. Shule Direct

We increased revenue generation and marketing thanks to a new partnership with Shule Direct in October 2017. We resell their products and services at a reduced rate and vice versa. This partnership has influenced the development of new collaborative products, such as a new content server which allows us to reach low-income schools and give them access to high quality educational content. It is specifically focused on secondary schools.

3. Smart School

Our partnership with Smart School was made official in November 2017. Same as above we resell their products and services at a discounted rate and vice versa. It has resulted in increased revenue generation and marketing and specifically focuses on primary schools.

CTZ moved premises in 2017, and a new office was officially opened by Irish Minister of State Ciaran Cannon with key stakeholders and players attending the launch.

With the aim to create operational efficiencies, accountability and sustainability, CTZ created

and implemented a finance manual, updated legal contracts for all employees and contractors and, subsequently, job descriptions.



Key Challenges in 2017

The key challenge for a higher adoption rate for CTZ products and services was schools access to finance. Some schools were either not able to afford a basic lab or were unable to get the amount of equipment that would have the most beneficial impact to the school. Another key challenge is that there is a high turnover or transfer rate of teachers, which impacts the sustainability of teacher training.

Strategic Focus for 2018

In 2018, CTZ will focus on a targeted sales drive, partnership acquisition and project development, as well as product review and innovation. CTZ will work to seek and implement a local board that can provide additional value to its strategic and operational plan. CTZ is also working on helping schools to access financial support.

Key Achievements in 2017

	Goal	Actual
Learners Impacted	42,828	55,865
Educators Trained	996	1,325
Educational Institutes Supported	138	198
Devices Delivered	2,325	1,144

Case Study | Debrabant Secondary School, Tanzania

Students

Peter and Angelina both attend Debrabant Secondary School in Tanzania. They have been using Camara computers since 2014 and are hugely enthusiastic about the effect a technology-enabled education has had on their learning. They talk about how they can research lots of different subjects via Wikipedia, which helps them with their grades.

“My marks have gone up hugely since I started using computers. I want to be a doctor, and the technology is helping me fulfill this dream. There are so many diseases and so many sick people. I need to help them by using technology to make medicines. This way I can help society.” - Peter

“I have learned so many different things, and I have gained confidence. In addition, working with the Camara computers has taught me how to type - a valuable skill! I perform better on my exams because of the research

I do on computers. You cannot do anything in the world anymore without computers - every student needs access to them. I can do anything I want because of computers.”
- Angelina

Students like Peter and Angelina are the reason we keep pushing education and technology forward. Technology has helped them to look at their dreams with open eyes and allows them to create lasting impressions on the world.

We say it all the time, but improving the life opportunities of children is why we do what we do. It is our utmost core value.

“I want to be a doctor, and the technology is helping me fulfil this dream.”



Peter (left) and Angelina (right) hope to reach their dreams with the help of technology.

Tanzania - Impact and Learning

Learners

Computer Share

According to the surveyed learners, 53% used the Camara provided computers by themselves without having to share with another learner, 19% of the learners shared a computer with one other learner and a further 26% reported a computer was shared by four or more learners. Between 2015 and 2017, the number of learners reporting the use of a computer by themselves increased by 26%. The percentage of learners that reported a computer share between two learners decreased by 27% from 2015 to 2017. In general, the number of learners that shared a computer with other learners is decreasing, and more learners are using a computer by themselves.

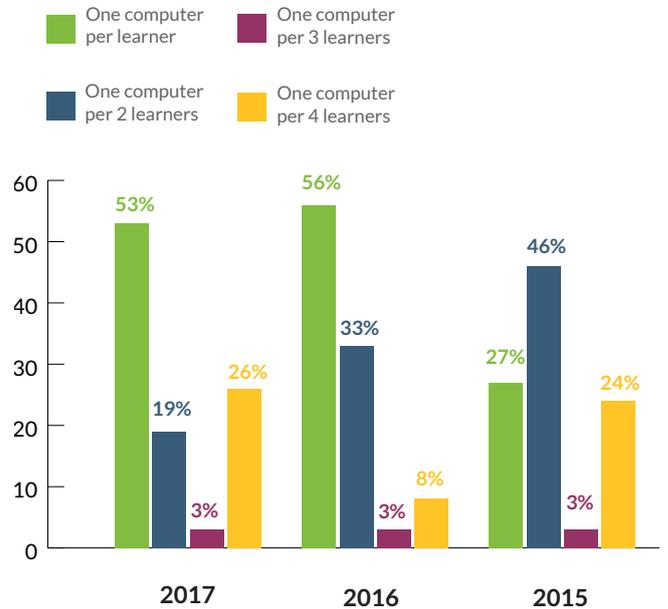


Figure 1: Learners computer share

Computer Use

In 2017, the average timetabled usage of Camara provided computers was 144 minutes per week per learner, an increase of 45 minutes from 2016 and 56 minutes from 2015. The average use of computers outside class hours by learners also increased from 82 minutes per week per learner in 2016 to 126 minutes in 2017. These figures indicate learners are spending more time using the Camara provided ICT resources for their learning.

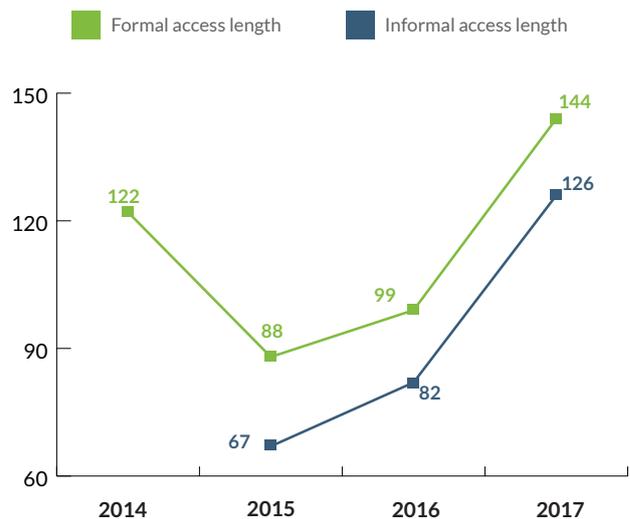


Figure 2: Formal and informal computer access by learners

Changes in Attitude

Along with having access to computers and educational software, learners also expressed the long term impact of using ICT in classrooms. Results show 74% of the surveyed learners responded that using a computer in school makes learning more enjoyable. In addition, 73% reported that learning English was easier as a result of using the computers, and 71% reported the computers made learning maths easier. The decrease in change of attitude in computer use is related with the fact that the 2017 survey was conducted in schools that only received computers in early 2017 and had a short time to use the provided computers before the survey.

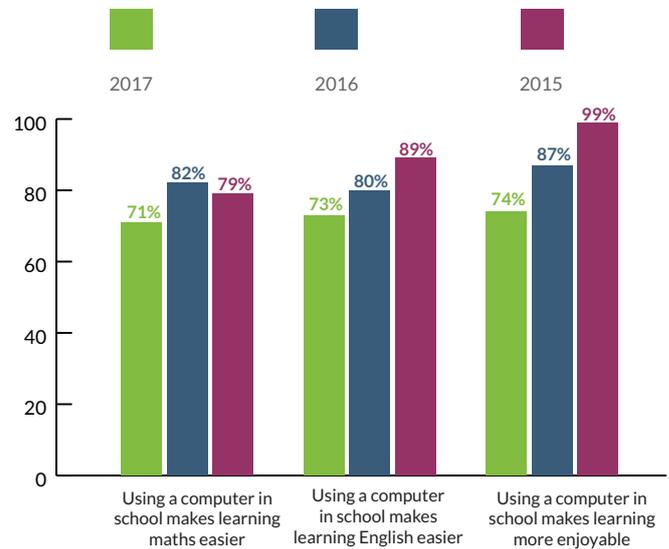


Figure 3: Learners' perception on using computers for their studies

74% of learners reported using a computer in school makes learning more enjoyable.

Tanzania - Impact and Learning

Educators

ICT Use

Educators were asked about the impact of Camara provided training on their use of ICT for teaching. Results show 58% of the Camara trained educators reported using ICT for teaching. In comparison, only 23% of educators that did not attend the Camara provided training reported using ICT for teaching, and the remaining 77% reported not using ICT for teaching. Compared to the previous year, the use of ICT by Camara trained educators showed a decrease. The educators needed more time to fully start using the Camara provided computers.

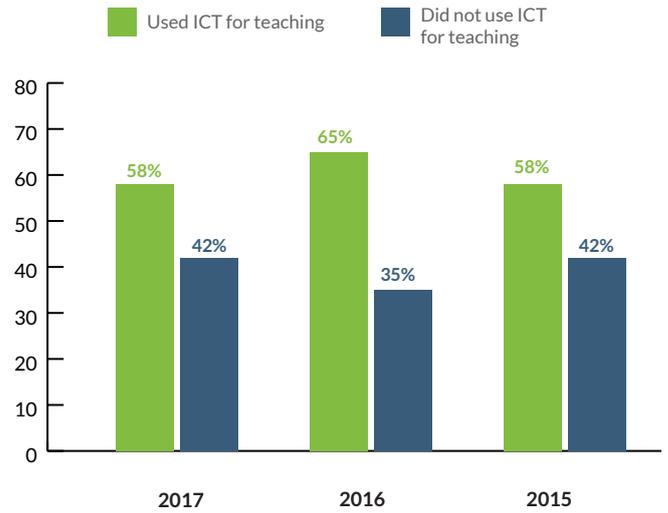


Figure 4: ICT use by Camara trained educators

ICT Use Type

Educators also responded to questions related to how they used their ICT knowledge, skills and resources in their teaching. The result shows that 43% used the ICT resources to teach basic computer skills. The percentage of educators reporting the use of ICT resources to help them demonstrate lessons decreased over the last three years from 59% to 23%. This can be an indicator of the need to improve the educational software provided to schools that educators use to demonstrate lessons in classrooms.

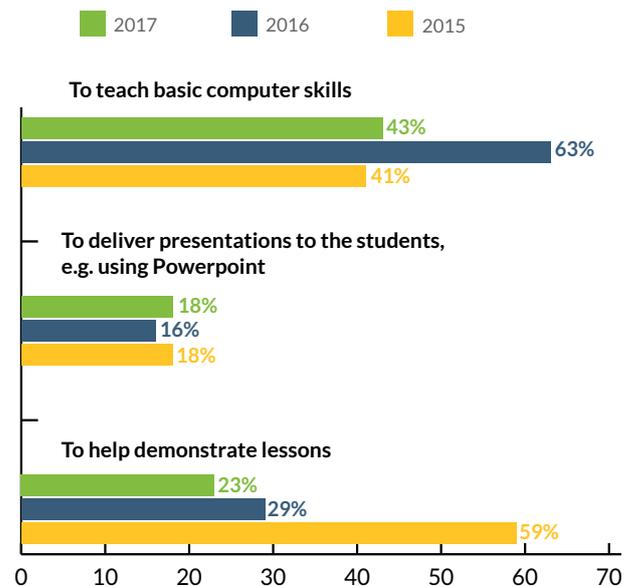


Figure 5: Educators ICT use

Changes in Attitude

Results show that 65% of surveyed educators agreed the Camara training helped them alter the way they approach teaching, 58% agreed that the training helped them integrate ICT into their teaching activities and 52% reported the training helped them plan lessons using ICT. While these figures are encouraging, there is a general trend of decrease in integration of ICT into teaching by educators. Integration of ICT into the teaching system is a long term achievement, and most of the schools surveyed are at their early stages of ICT use, which can explain the observed decrease in ICT integration compared to previous years.

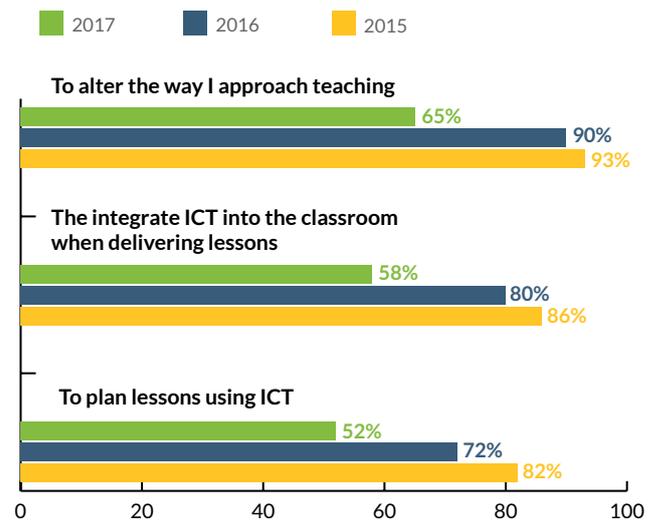


Figure 6: ICT integration perception by educators

65% of educators reported that the Camara training helped them alter the way they approached teaching.

Tanzania - Impact and Learning

Hub Performance

In 2017, Camara Tanzania registered an overall performance score of 91%. This is a 2% decrease from 2016 but a 1% and 5% increase from 2015 and 2014 respectively. In order to understand the changes in the overall performance of the hub, the scores of each performance area for the last three years are illustrated in figure 8.

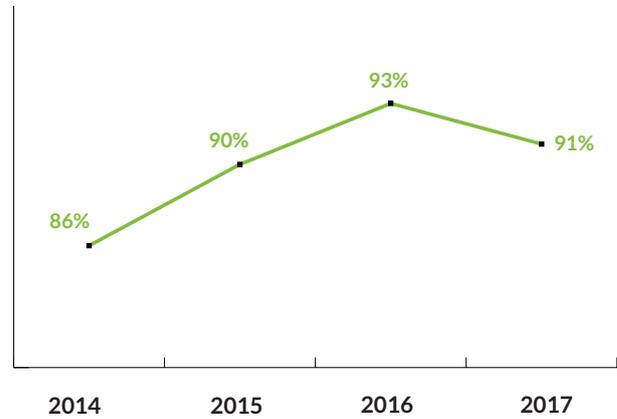


Figure 7: Tanzania hub performance



Students from Changanyikeni Secondary school, Dar es Salaam, Tanzania

Hub Performance

The results show meeting agreed deadlines and attitude of Camara staff scored the highest satisfaction level rating and improved from the previous two years. This indicates schools are generally happy with the way Camara staff conduct themselves and are consistently meeting agreed deadlines. Provision of relevant training also scored well (96%) and improved from the previous year. On the other hand, timely resolution of problems the schools have had, provision of quality support and reliable hardware are areas that need to be paid attention to as school principals score them lower compared to 2015 and 2016.

Camara Tanzania registered an overall performance score of 91% across ten key partner schools.

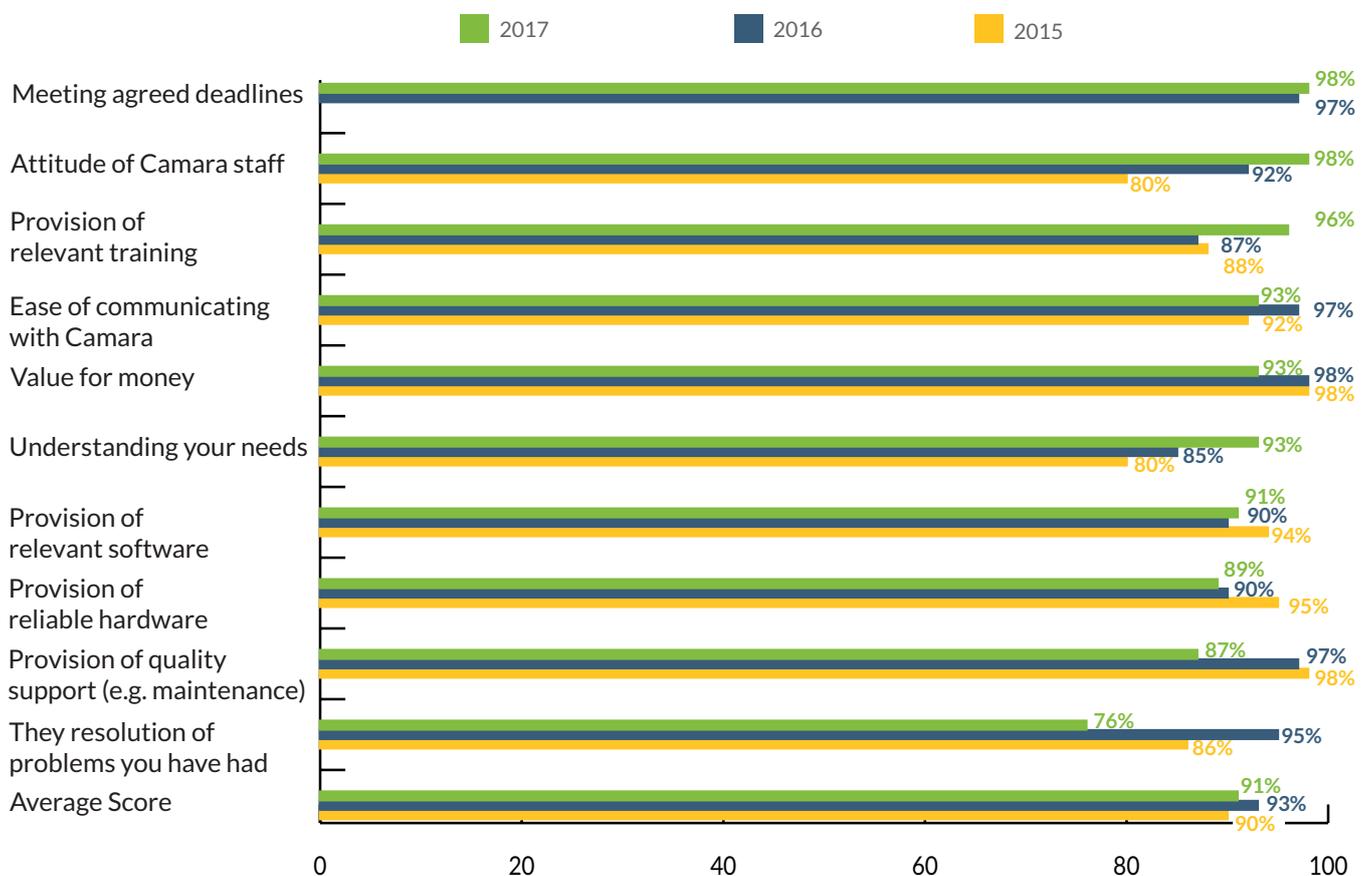
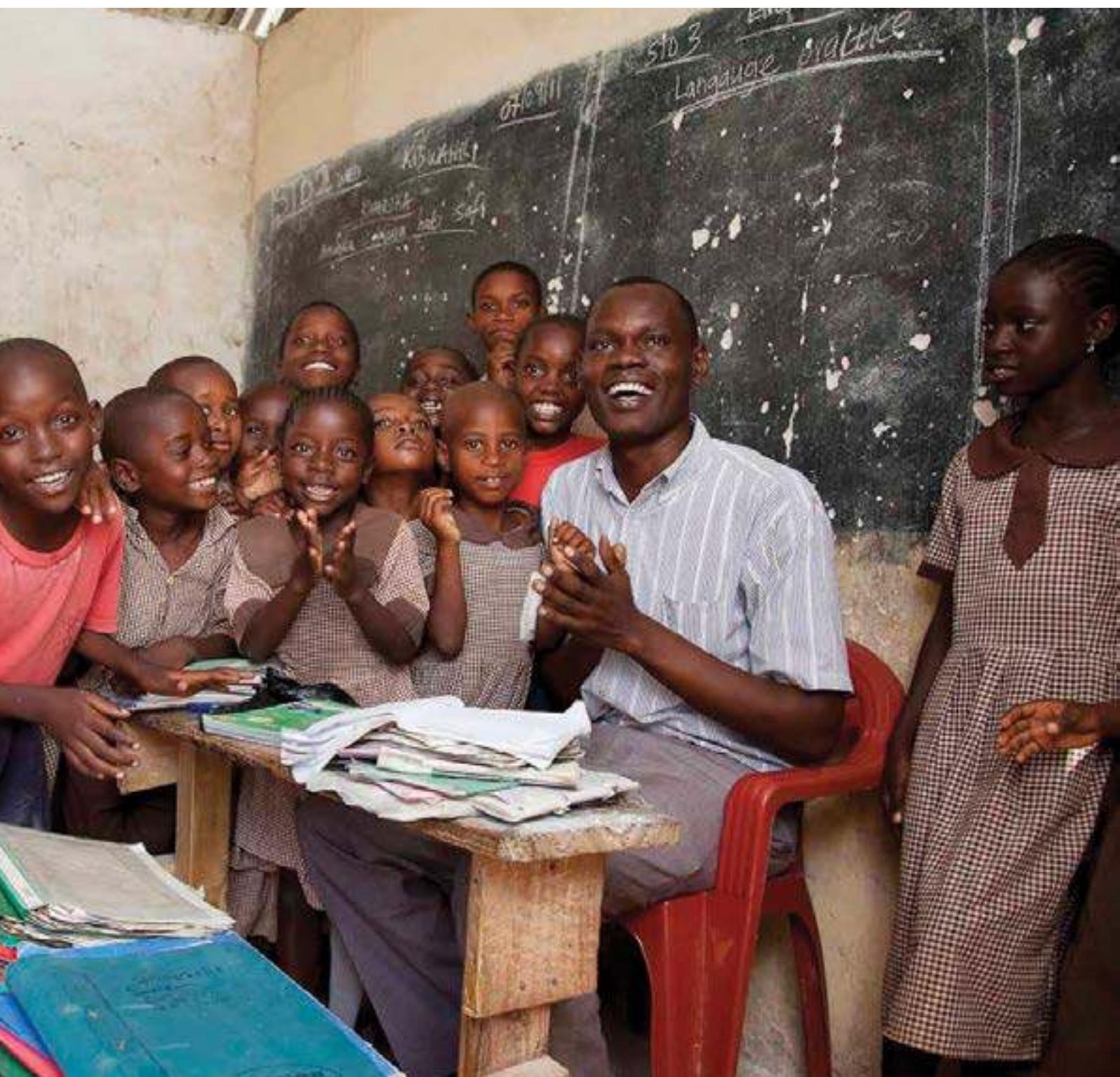


Figure 8: Performance areas and their average score

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

Student in Tanzania 2017





Zambia - Impact and Learning

1. Key Achievements in 2017

The successes of our project with Irish Aid in 2015-2016 have resulted in a significant subsequent project agreement with Irish Aid to deliver activities in support of the national computer studies curriculum (grades 8 and 9), as well as the piloting of an innovative learning platform with a particular focus on mathematics and numeracy skills at the primary level. This pilot will roll out in Zambia's Southern Province. Further financial support has been committed to in-school computer hardware by Learning Equality.

Internal organisational and statutory compliance has been a particular focus with the successful auditing of four years of activities. A renewed approach to local corporate entities' corporate social responsibility programmes has been successful. There was an emphasis to such partners of the importance of a holistic intervention, particularly educational and technical support to schools, to maximise the benefits of Camara's educational interventions.

2. Key Challenges in 2017

A reduced government educational budget and the accompanying financial challenges at the school level have negatively affected Camara Zambia's sales in all three target provinces. Schools' lack of funding has also seen low subscription to Camara's training, with educators' attendance costs not always covered by schools, and the government policy of generous daily subsistence allowances for all out-of-office activities compound this. Further challenges have been the donation of ICT hardware to local schools by government entities and schools' hope that they will be successful in subsequent donation rounds, which leads to a reluctance to purchase from Camara as a result.



Beatrice Silukena - Dambwa Secondary School

3. Strategic Focus for 2018

With Irish Aid's project investment in Zambia's Lusaka Province, Camara Zambia has refocused to increase schools' delivery capacity of the national computer studies curriculum in this under-performing province. As part of the Irish Aid co-funded ZamSTEM project, an innovative mathematics and numeracy pilot will begin in the Southern Province, beginning with the alignment of learning materials to the national mathematics curriculum. Additionally, Camara's educational material will be updated in content and delivery to better meet the needs of learners and educators.

Key Achievements in 2017

	Goal	Actual
Learners Impacted	6,000	23,581
Educators Trained	1,200	742
Educational Institutes Supported	146	346
Devices Delivered	2,710	1,010

Case Study | Dambwa Secondary School, Livingston, Zambia

Teacher

Brian Mundia teaches at Dambwa Combined Secondary School in Livingston, Zambia. He is immensely proud of his students and the progress they have made since the introduction of Camara computers, and he speaks highly of the impact the eLearning Centre has had on their education.

“The pupils are able to operate the computers very well, and that has helped us, as teachers. It has improved the teaching of the subjects directly associated with technology, and the pupils are able to express themselves in other subjects through the operation of the computers. The eLearning has improved the education and the learning of the pupils because it has made it very easy. I appreciate and thank Camara and those who’ve helped Camara with the computers. We thank you very much and look forward to working with you in the future.”



Landa attends Vision Primary School in Livingston, Zambia.

Student

Landa attends Vision Primary School in Livingston, Zambia. She is incredibly eager to take advantage of this opportunity to learn how to use software, such as Microsoft Word, Publisher, PowerPoint and Paintbrush, to further her education through the use of Camara computers. She spoke about how she is now able to stay in contact with the outside world and pursue a career of her choice.

“I want to be an accountant, so my job will be using the computers so that I may set the records or reports of who has deposited money or who will withdraw money. Thank you for donating the computers to Camara. Thank you for helping me with my education.”

“We learn about computers, and they help us in our daily life. My family, when I told them how I use the computer, feel happy because they know that I’m not too small to operate a computer, but now I can operate a computer very well. Thank you for helping me with my education and for helping us in school in Zambia.”

Zambia - Impact and Learning

Learners

Computer Share

The student to device ratio per class is a challenge the surveyed schools faced in Zambia. In 2017, 44% of learners reported using a computer by themselves without having to share it with another learner. This represents a 15% increase from 2016. The results also show the percentage of learners sharing a computer with one more learner did not change significantly in the last three years, remaining at 45%. As a result of shortage of computers in the schools, interviewed educators reported adapting their timetabling of the lab to split the learners into groups to facilitate access of computers for learners.

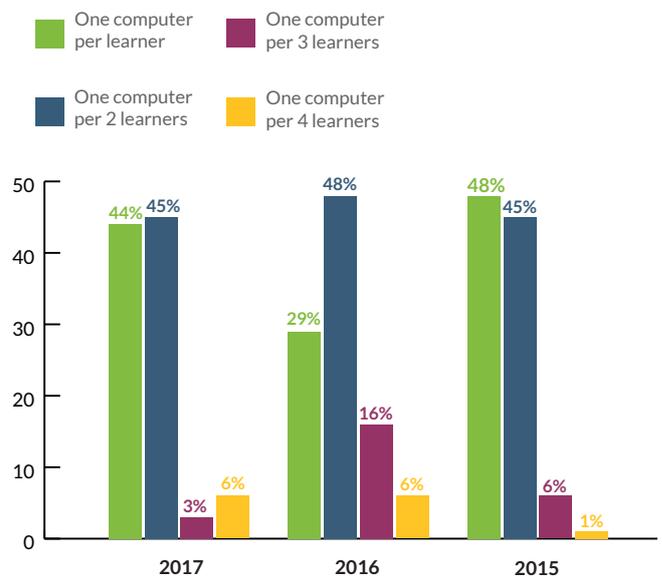


Figure 1: Learner computer share

Computer Use

The average timetabled computer use (formal access) in 2017 was 132 minutes per week per learner. This is a 23% increase from 2016 and a 13% increase from 2014 and 2015. Access outside class hours (informal access) was 125 minutes per week per learner and has increased by 18% from 2016 and 2015 and 58% from 2014. The result is an indication that more schools are allowing learners to access the computer labs outside class hours. The increase in formal and informal access also correlates with the observed increase in percentage of learners using a computer by themselves. Further analysis needs to be conducted to determine what impact computer share has on length of use.

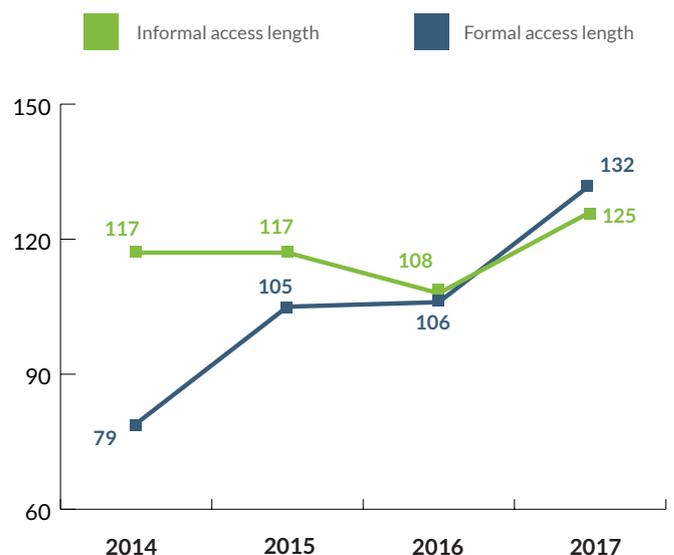


Figure 2: Formal and informal computer access by learners

Changes in Attitude

In addition to the educational impact, the long term impact of ICT use on learners was also investigated. The results show that over that last three years, 99% of learners reported using a computer in school made learning more enjoyable. Furthermore, 97% of the learners agree that learning English has been easier and 83% reported learning maths was easier as a result of computer use in their schools. These results indicate that there is an opportunity to work on the use of ICT in maths to increase the interest of students towards the subject.

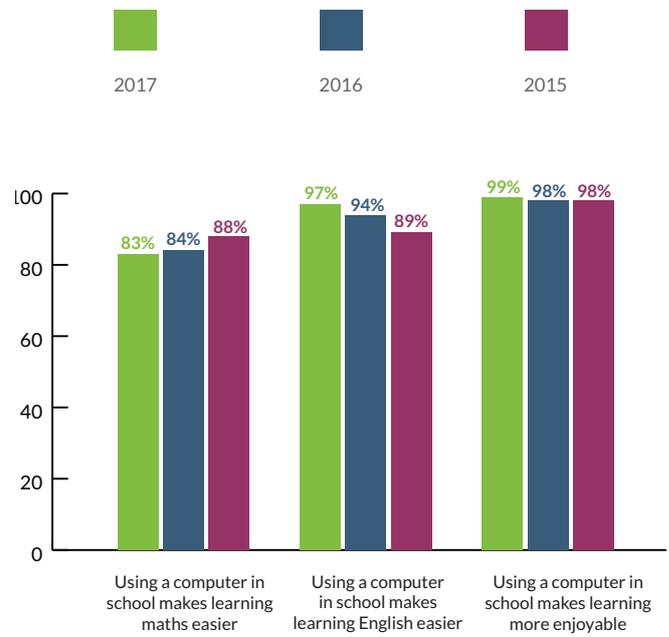


Figure 3: Learners' perception on using computers for their studies

99% of learners reported that using a computer in school makes learning more enjoyable.

Zambia - Impact and Learning

Educators

ICT Use

The impact of Camara provided training on the use of ICT for teaching was explored in this survey. According to the results, 89% of the Camara trained teachers reported using ICT for teaching. Even though this figure increased by 10% from 2015, it decreased by 7% from 2016. In comparison with those teachers who did not attend Camara training, more Camara trained educators used ICT for teaching.

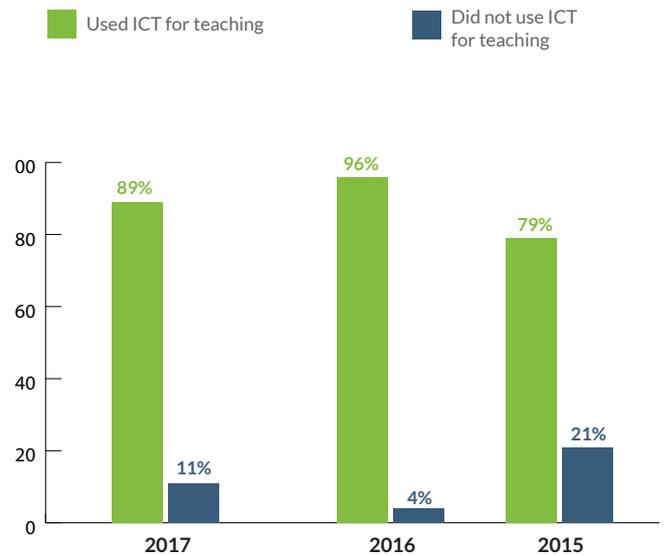


Figure 4: ICT use by Camara trained educators

ICT Use Type

Educators were also asked about how they used their ICT knowledge, skills and resources in their teaching. The majority (85%) reported using the ICT resources to demonstrate lessons while 78% used the ICT resources to teach basic computer skills, and 46% of the educators reported using the ICT resources to deliver presentations. Compared to the previous two years, the use of ICT resources for basic level teaching increased in Zambia. Most of the surveyed schools received the Camara computers in early 2017 and were able to start using the computer labs shortly after delivery.

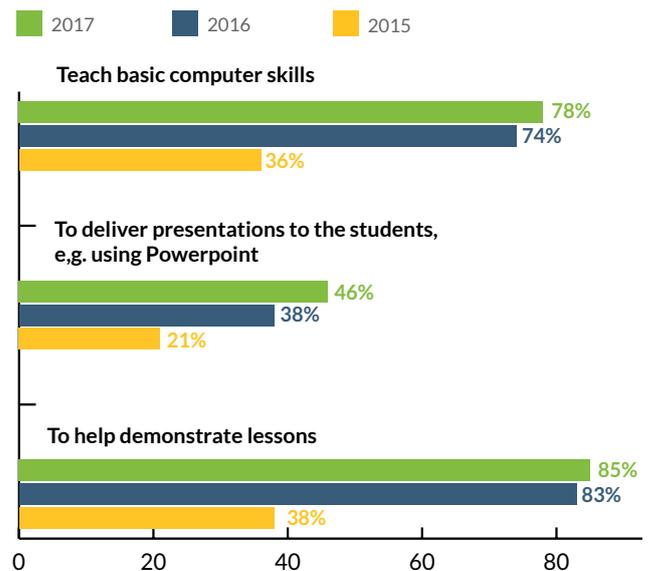


Figure 5: Educators ICT use

Changes in Attitude

Apart from the basic level use of ICT resources for teaching, educators reported on the long term impact of Camara provided training in their teaching activity. According to the results, 94% of educators reported the Camara training helped them use the ICT resources to plan lessons, 89% reported the training helped them integrate ICT into the classroom and another 89% reported the training helped them alter the way they approach teaching. The use of ICT for preparation of lesson plans increased by 11% from the previous two years.

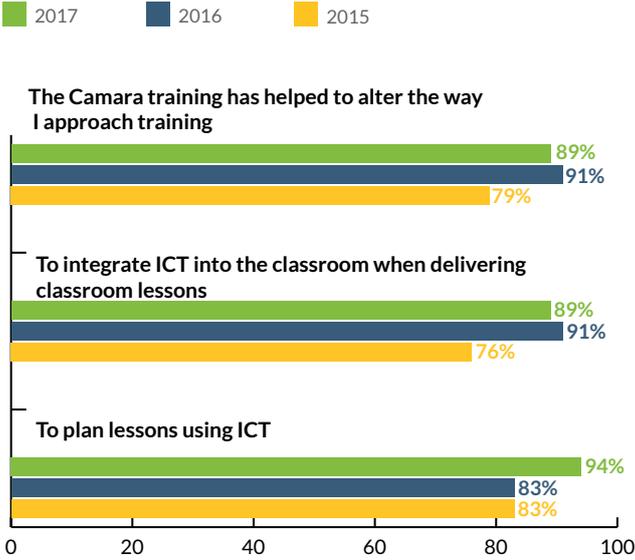


Figure 6: ICT integration perception by educators

94% of educators reported that the Camara provided training helped them plan lessons using ICT.

Zambia - Impact and Learning

Hub Performance

In 2017, the overall performance score for the Zambian hub was 88% and increased by 2% from 2016 and 16% from 2015. This improvement in the overall performance is the result of a collective improvement on five of the ten performance areas used in the assessment. As figure 8 shows, an improvement in provision of reliable hardware, provision of relevant software, meeting agreed deadlines and timely resolution of problems the schools have contributed to the improvement of the overall performance of the hub.

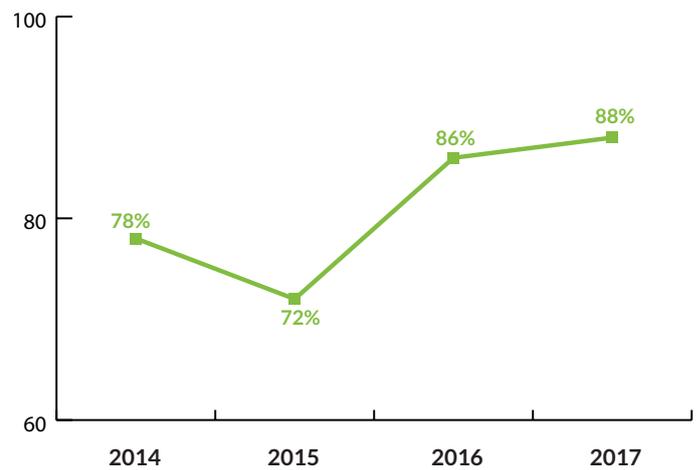
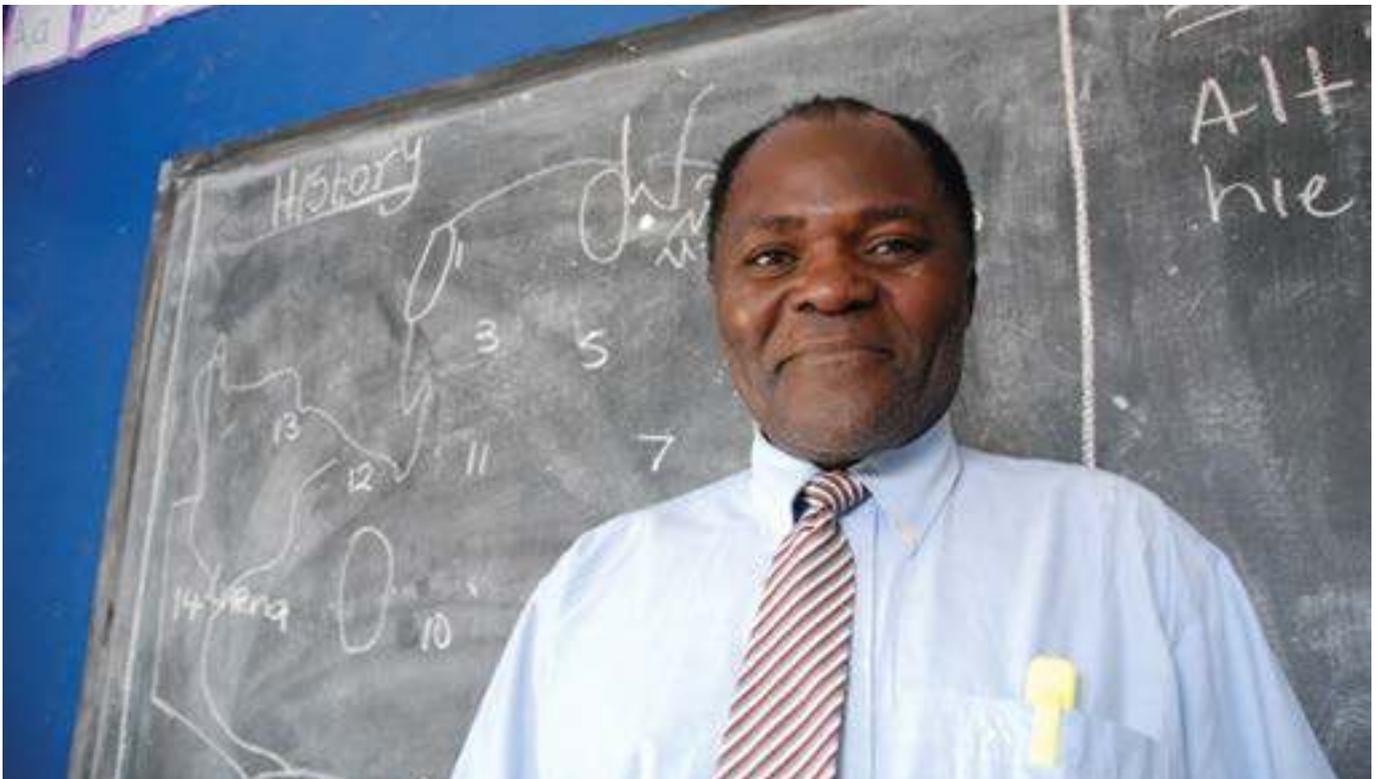


Figure 7: Zambia hub performance



George Mwanza, Headteacher, Inspire Academy, Lusaka, Zambia

Hub Performance

A closer look at each performance area shows that attitude of Camara staff scored the highest (98%) satisfaction rate, followed by value for money (93%), meeting agreed deadlines (91%) and provision of reliable hardware (91%). Timely resolution of the problems schools have had showed the biggest improvement from the previous year (10%), followed by provision of reliable hardware (7%) and provision of relevant software (7%). On the other side, provision of relevant training scored 73% and showed the biggest decrease from the previous year (-7%). The other four performance areas that showed a slight decrease from 2016 were value for money (2%), ease of communicating with Camara (1%), provision of quality support (3%) and understanding the schools needs (2%).

The overall performance of the Zambian hub increased from 72% in 2015 to 88% in 2017



Figure 8: Performance areas and their average score

“I started reading with computers in 2015, and from that time, I’m passing exams. I like maths, science and reading stories, and my favorite subject is maths. From that time to now, I’ve seen my performance going really well.”

**Moses, Student, Kiserian
Primary School, Nairobi, Kenya**





Ireland - Impact and Learning

1. Key Achievements in 2017

2017 was a turning-point year for Camara Ireland with major growth across all programme areas.

In our school's programme, we achieved major success with new support from Google.org to deliver the Schools Framework to 44 schools across Leinster. Working in partnership with a number of different school bodies (e.g. Educate Together and the National Association of Principals and Deputies), Camara Ireland is delivering 480 hours of teacher training, installing 1,100 devices and reaching over 15,000 students. In addition, Camara Ireland is delivering computer science training to hundreds of teachers across the country through the national network of teacher training education centres.

Our TechSpace programme launched a new major partnership with the National Youth Council of Ireland, which resulted in Science Foundation Ireland funding the rollout of the STEM in Youth Work Maker Project. Over 2017 and 2018, Camara Ireland will be training 320 youth workers in the TechSpace Maker Programme, reaching over 4,800 young people with vitally important science, technology, engineering and maths skills.

2. Key Challenges in 2017

2017 marked a shift for Camara Ireland as it began delivering a number of major projects for well respected funding bodies. This transition has resulted in significant growth in the Camara team. Growth is both a success story and a challenge as the team developed the skills and tools needed to deliver

projects at significant scale with large budgets. This work has been challenging but rewarding as we head into 2018 with a cohesive and well equipped team capable of major impact delivery.

3. Strategic Focus for 2018

During 2018, Camara Ireland intends to consolidate our presence in the Irish educational system by continuing to deliver on major projects and partnerships. We will also build on successful outcomes and work towards systemic change by advocating for sustainability within government departments for projects and approaches that deliver impactful solutions.

By acknowledging the substantial growth already underway, we will undertake a strategic and operational review to consider how we can best maintain our strategic focus and contribute to systemic change. This will involve measuring our organisational progress, highlighting gaps and identifying strategic growth areas. It will also require better communication of our impact. With a strong trajectory over the last year, Camara Ireland is growing its portfolio of projects and attracting interest from a range of potential partners. As we aim towards greater professionalism in carrying out our activities, we are preparing a Project Portfolio Management methodology to support decision making, resourcing and sustainability of future projects and programmes.

Key Achievements in 2017

	Goal	Actual
Learners Impacted	34,126	43,000
Educators Trained	490	479
Educational Institutes Supported	253	400
Devices Delivered	1,400	1,260

Case Study | TechSpace winner - Adam King, Ireland

TechSpace winner

This year's TechSpace winner, Adam King, attends Luttrellstown Community College in Dublin. To win the competition, he and his friends collaborated to create the Retro Arcade Machine. Detailing the impact of this programme, Adam spoke fondly of his experience and the techspace educators who contributed to his personal growth. With the technical and critical thinking skills he acquired through TechSpace maker-projects, he's continued to develop his creative functional prints that come in the form of wall decorations, hat holders, shelves and even skateboard holders.

When asked about his experience with the project, Adam said, "What I enjoy most about taking part in maker-projects is getting to meet people. We all have the same interests, whereas if I were in school, it's hard to find people with the same interests. We also get to work on projects that we wouldn't do anywhere else. We get to pick our own projects, and the leaders, all

the volunteers and other friends can help you out with it.

I've learned CAD software firstly through my dad and through other people on the TechSpace programme. Also, I've had to learn critical thinking skills because when I print something it might not turn out properly, so I'll have to adjust the settings to have it turn out better.

The advice I have for young people looking to get into projects like this is to obviously look it up on Google or Youtube. Try a few prints yourself. Also, try to find some local youth clubs and local projects. That's helped me so much because you get to meet people with similar interests."

"What I enjoy most about taking part in maker-projects is getting to meet people."



TechSpace winner Adam King(right) and fellow student Amir Serajpour

Ireland - Impact and Learning

Schools Framework 2017-2020

This is a Google funded project that aims to benefit students through access to digital education resource for integration into learning and an improved learning environment. Teachers and schools leaders will be trained to integrate digital resources into teaching and support activities. In Ireland, hardware will be deployed in line with the planning and training goals of the National Digital Strategy for Schools, and 480 teachers will be trained in the setup and running of CS (Computer Science) First Clubs.

During 2017 Work Began On:

- 44 school audits with 50% complete by end of 2017;
- 44 school leadership trainings with 50% complete by end of 2017;
- Delivery of teacher CPD trainings;
- Delivery of hardware;
- Support 21 Education Centres hosting a train-the-trainer course for teachers in their local area with 30% complete by end of 2017.

Short term outputs include assessing the training needs of teachers and identifying common barriers to these needs. The following data allows us to create baselines and measure progress over the remainder of the project:

Teacher Training Needs

- 53% received no technology specific training during their teaching qualification;
- 27% received no training during their qualification but have completed CPD;
- 20% have received no technology specific training;
- Identifying barriers;
- Lack of access to technology (67%);
- Lack of effective training (47%);
- Time constraints (41%).

Identifying Barriers

- Lack of access to technology (67%);
- Lack of effective training (47%);
- Time constraints (41%).



Audit Outcomes Learning

In order to deliver a significant and useful impact to the schools, each individual school audit is extremely important. The initial plan for the project was for these audits to be self administered by the school leader using an online form. However, during the pilot audits, it became very clear that the accuracy, depth and value of the data gathered was far greater when the project officer visited the schools in-person and undertook the audits in partnership with the school leaders. This has led to a serious increase in the time involved in the audit process. However, we are managing this increase well and have increased our volunteer workforce to help with the second half of the school audits.

“A good few of my pupils now want to be game designers or work in the tech industry. It has been brilliant for me. As a teacher, it has been a dream.”

STEM in Youth Work 2017-2019

Funded by Science Foundation Ireland and delivered in partnership with the National Youth Council of Ireland (NYCI), the overall project goal is to strengthen and increase the delivery of STEM education in the youth sector through specialised and tailored training and ongoing support for youth workers. Running from March 2017 to March 2019 the project will also celebrate achievement and success with the annual Creative Tech Fest, deliver whole organisational support and promote good practice.

During 2017 we delivered 17 one-day STEM in Youth Work Maker trainings to 122 youth workers from 45 different organisations across Ireland. As a result, we estimate new STEM learning opportunities have been made available to a diverse group of 1,700 young people who did not have access to STEM education before this project.

Feedback on the one-day training was extremely positive with youth workers particularly enjoying the inquiry based pedagogies used. Most participants reported immediate plans to go on and implement what they have with young people all around Ireland.

When asked if they enjoyed the training and found it useful, some typical feedback includes:

“Yes and more. I learned great activities and programmes to run with young people,”

“It gives us (youthworkers) another tool to work with young people developing future skills for them and empowering them to use their minds” and

“There was a lot of really creative and fun ideas. Exceeded my expectations.”



Ireland - Impact and Learning

TechSpace programme

The TechSpace programme trains educators to facilitate digital media, STEAM (Science, Technology, Engineering, Arts and Applied Maths) and creative technology activities through youth development principles with young people. In order to understand the needs of participating youth centres and improve its performance, Camara Ireland conducted a survey on the perception of youth centre coordinators/school principals on the performance of the Techspace programme. The results indicate that Camara Ireland achieved an overall performance score of 87% in 2017. This shows an improvement of 5% from 2016, which indicates youth centre coordinators/school principals are generally happy with the performance of Camara

Ireland. Compared with performance of the previous year, Camara Ireland registered an improvement in nine of the ten performance areas used in the survey. The biggest improvement is observed on provision of relevant software, which increased from 78% in 2016 to 88% in 2017. Provision of reliable hardware is the lowest scoring performance area with 74% and the only area that showed a decrease from the previous year. Overall, school principals and ICT coordinators of youth centres have a very positive perception towards Camara Ireland's performance in the TechSpace programme.

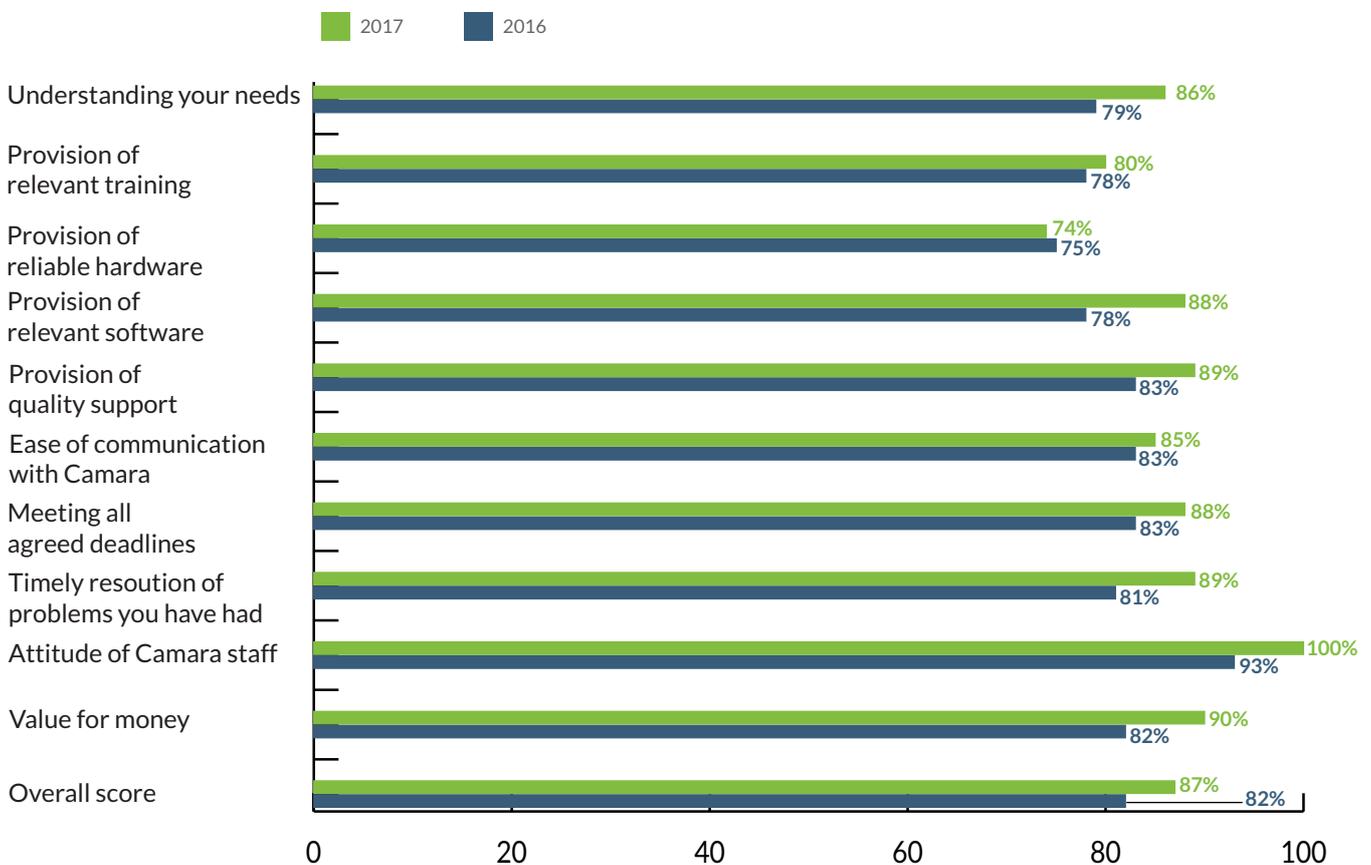


Figure 8: Performance areas



Photography by Fabian Boros

Hub Audit

The hub audit is a bi-annual exercise that Camara Education conducts to evaluate the performance and maturity of each education hub against selected indicators. Maturity refers to the structures and processes necessary for a fully functioning education hub. These include items and processes such as a hub strategic plan, finance policy and hub staffing protocols. A total of 64 indicators over 7 functional areas are used in the audit. The indicators are further divided into 23 performance maturity indicators and 41 structural maturity indicators. Each indicator is assigned a priority ranking (low, medium or high) and scores are weighted accordingly. Therefore, high priority indicators are given more weight than low priority ones. This also allows for areas that require more immediate attention to be identified. Performance targets for each education hub are set at the beginning of each year so progress can be benchmarked.

The audit is conducted every six months, so maturity and performance can be tracked over time. The audit was not conducted for Ireland and Tanzania hubs because the hubs were in the process of getting a new leadership team during the time of the audit. Lesotho is not also included in the audit as it is not a fully functioning educational hub like the others.

Audit findings

The audit results show the Ethiopia hub is the most mature both in performance and structural maturity at the end of 2017. The Zambia hub is the second most mature hub, followed by the Kenya hub.

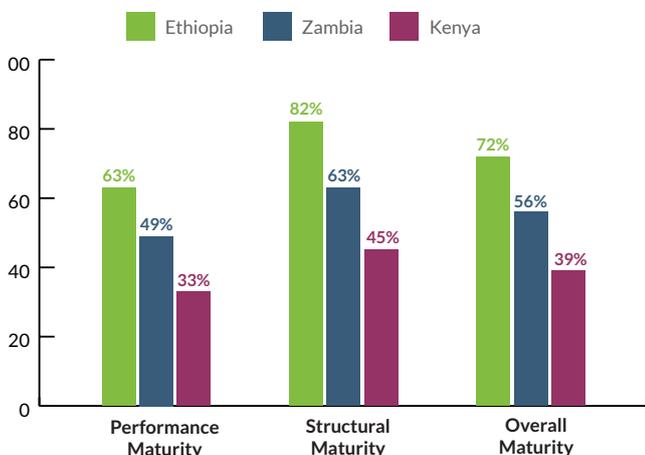
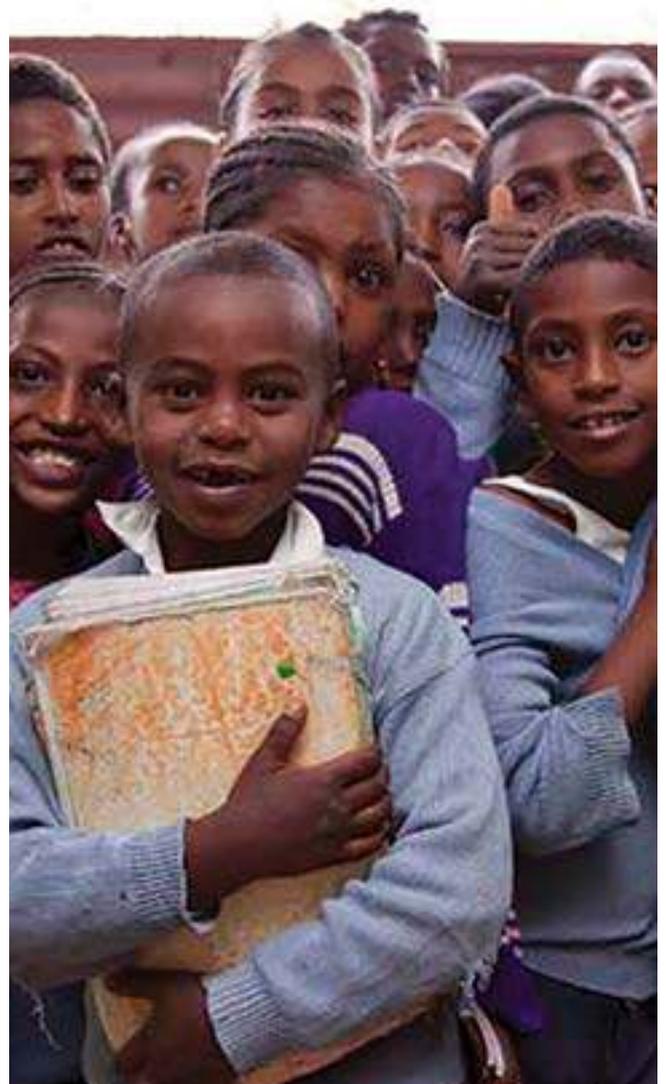


Figure 1: Hub Audit Chart

The overall maturity score for Ethiopia improved from 66% in 2016 to 73% in 2017.



Students from Meri Primary School
Addis Ababa, Ethiopia

Table 1 shows the breakdown of the scores in the seven functional areas. The Ethiopia hub scored well in most of the functional areas including finance, human resources, operations and programme management. This result indicates the Ethiopia hub has the needed structure in place that helps the hub improve its performance. The results of the audit also indicate the Kenya hub needs to improve

in major functional areas including fundraising, communication, programme management and operations. The Zambia hub scored relatively good on programme management, operations and finance but improvements in communication, fundraising and human resources will increase the overall maturity level of the hub.

Overall Maturity	Ethiopia	Kenya	Zambia
Communications	50%	15%	0%
Finance	83%	47%	63%
Fundraising	10%	0%	25%
Governance	73%	64%	42%
Human Resources	95%	45%	38%
Operations	74%	42%	67%
Programme Management	72%	26%	69%
Overall	72%	39%	56%

Table 1. Overall maturity score

Structural Maturity

Ethiopia was the best performing hub in terms of structural maturity scoring more than 75% in six of the seven functional areas. The Kenya hub was the least structurally mature hub with five of the seven functional areas scoring below 50%. The Ethiopia and Zambia hubs scored well in finance compared to the Kenyan hub.

All hubs scored very low on fundraising as a result of lack of a fundraising strategy document, which indicates all audited hubs should design a strategy and put the necessary structure in place that will help them improve their performance in fundraising.

Structural Maturity	Ethiopia	Kenya	Zambia
Communications	80%	30%	N/A
Finance	100%	68%	92%
Fundraising	0%	0%	0%
Governance	85%	58%	64%
Human Resources	100%	40%	35%
Operations	75%	47%	67%
Programme Management	77%	17%	83%
Overall	82%	45%	63%

Table 2. Structural Maturity score

Performance Maturity

The performance maturity results highlight that all the three hubs need to work on improving their performance in communication. A closer look at the indicators reveal the poor performance in communication is due to the low number of press releases from the hubs and low numbers of followers on major social media platforms. This shows

that there is a room for improvement in terms of developing a communication strategy for all hubs. low scores on fundraising are observed in the Kenya and Ethiopia hubs. Encouragingly, the Ethiopia hub scored well in human resources and operations, the Kenya hub performed relatively well on governance and the Zambia hub on operations.

Performance Maturity	Ethiopia	Kenya	Zambia
Communications	20%	0%	0%
Finance	67%	27%	33%
Fundraising	20%	0%	50%
Governance	60%	70%	20%
Human Resources	90%	50%	40%
Operations	73%	38%	67%
Programme Management	67%	35%	55%
Overall	63%	33%	49%

Table 3. Performance maturity score



Students from Arap Moi Primary School, Nairobi, Kenya

Comparison with Previous Years

The year to year comparison results show Camara Ireland has been improving its maturity level over the last two years. The overall trend for Ethiopia shows an improvement even though regression is recorded at times. Kenya and Tanzania recorded a continuous regression in their maturity both in structural and performance level. Zambia showed improvements and regressions through out the last two years. In general, the results from the hub audit indicate that hubs showed both performance and structural maturity inconsistently over the last two years and more effort and resources need to be invested in developing fundraising and communication strategies and structures.

The overall maturity score for Camara Ireland improved from 81% in 2016 to 90% in 2017.

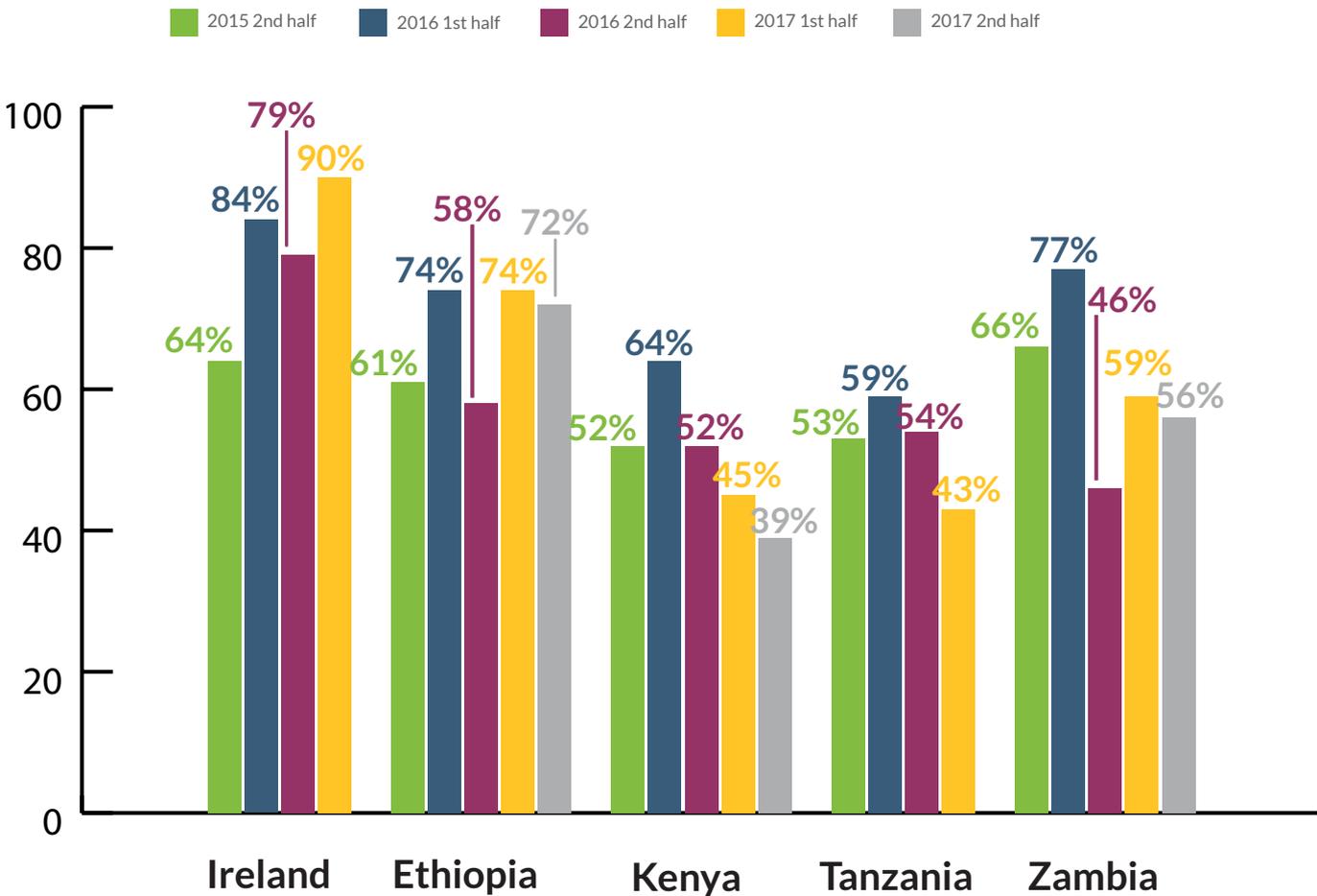


Figure 2: Comparison with previous years

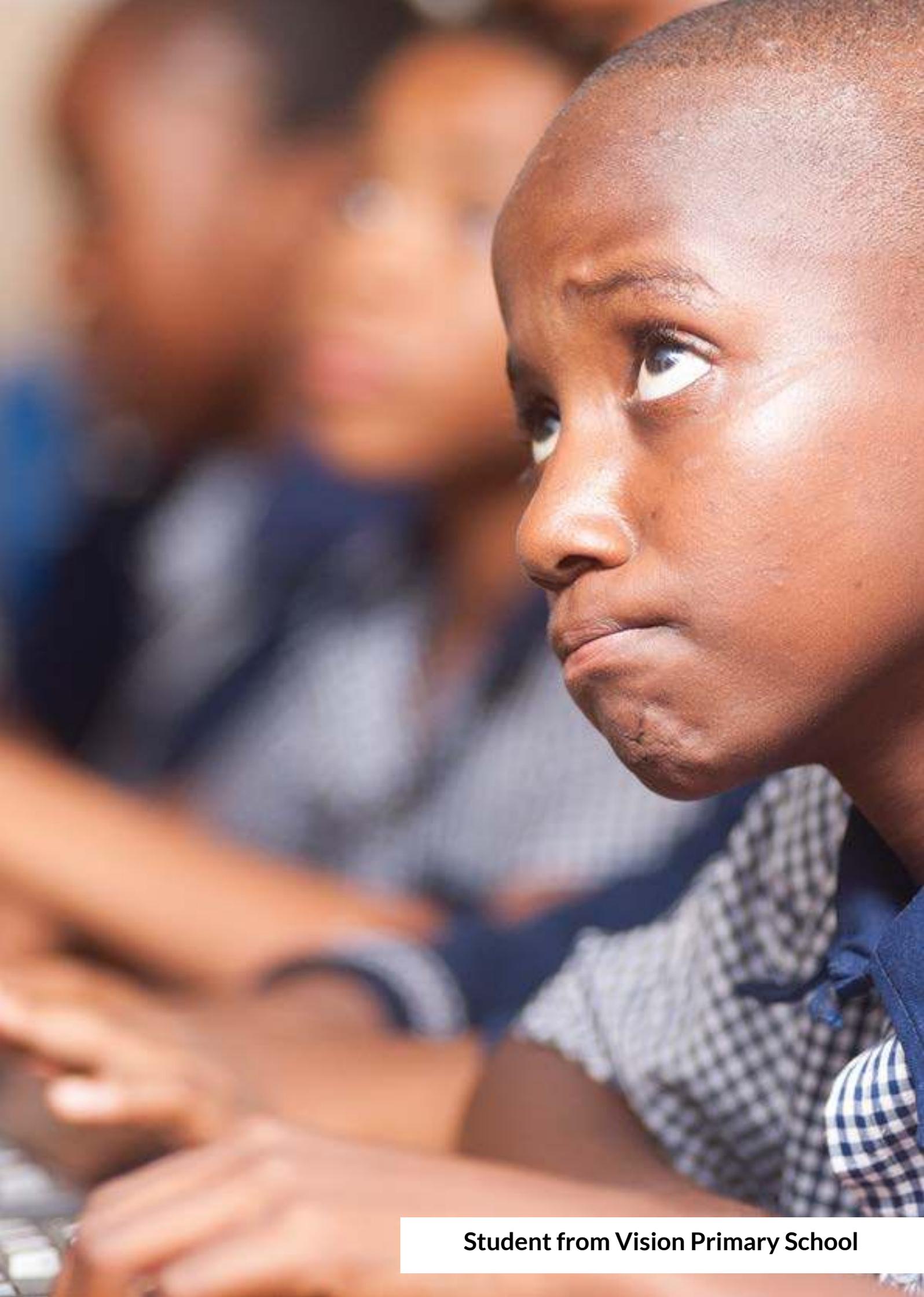
Hub Accounts



Since 2011, Camara Education has standardised financial systems for the whole network. As such, all entities produce monthly accounts. The table below includes all accounts for 2017.

Countries	Income	Expenditure	Surplus (Deficit)
Ethiopia	€480,305	€481,716	-€1,411
Kenya	€203,816	€238,427	-€34,611
Lesotho	€26,791	€26,145	€646
Tanzania	€523,035	€440,480	€82,605
Zambia	€119,805	€125,328	-€5,523
London	€331,379	€220,446	€110,933

- Accounts have been converted into € using the respective average FX rates during 2017.
- Not all accounts are external. This is either due to size or the audit in progress.
- Deficits are due to timing of receipts of funding on projects.
- Camara Ireland is part of CEL for 2017.

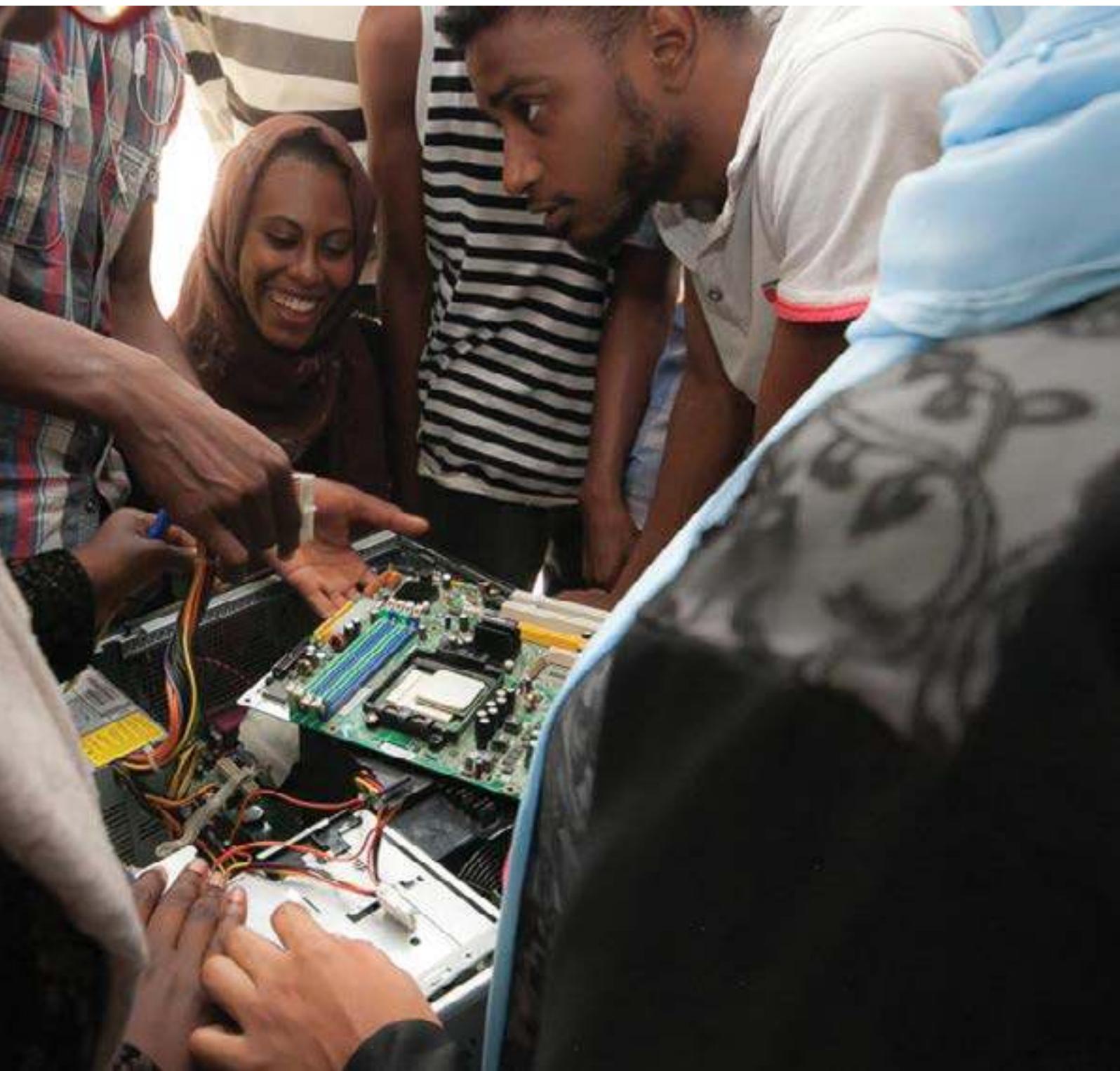


Student from Vision Primary School

“It has impacted my life a lot. Now I am able to access a full library of educational materials on a website or on a mobile app. It has helped me with improving my academic performance and my social interactions with my friends.”

-Haregewoin Ababu,
Ethiopian student





Ireland

Computers in	19,164
Computers Out	11,375
Self Generated Revenue	€252,728
Volunteers	117

Results

2017 was another good year operationally at Camara Dublin. We sourced 19,164 computers, and we shipped 11,375 computers in 2017, which was slightly less than 2016, but that was a record year. Self-generated revenue increased in 2017 to €252,728.

Plans for 2018

Changes in the market for computer sourcing will continue to present major challenges in 2018 as many of our major donors in recent years have moved to differing, longer-cycle hardware/software solutions. The remarketing model is an option being explored further in 2018.

Volunteering

Volunteers and work placement students continue to be the lifeblood of the workshop. Our partnership with Dublin Institute of Technology was strengthened and we have a number of partnerships with organisation sending students from overseas including but not limited to Intern-National Ireland (INI), Irish Education Partners (IEP) and The Swan Institute. We are grateful for the partnership with these and many other organisations.

England

Computers in	5,978
Computers Out	3,114
Self Generated Revenue	£308K*
Volunteers	75

*Not part of CEL financial statements

Results

Our goals for 2017 were to increase tech donations and shipments to Africa as well as increase self generated funds enabling us to be self-sustainable in 2017. We sourced greater than 40% more PCs versus 2016 and shipped 3,000 computers with a further 1,000 completed and ready to go at year close. We ended the year in a strong financial position achieving self-sustainability at the end of our fourth year of operations.

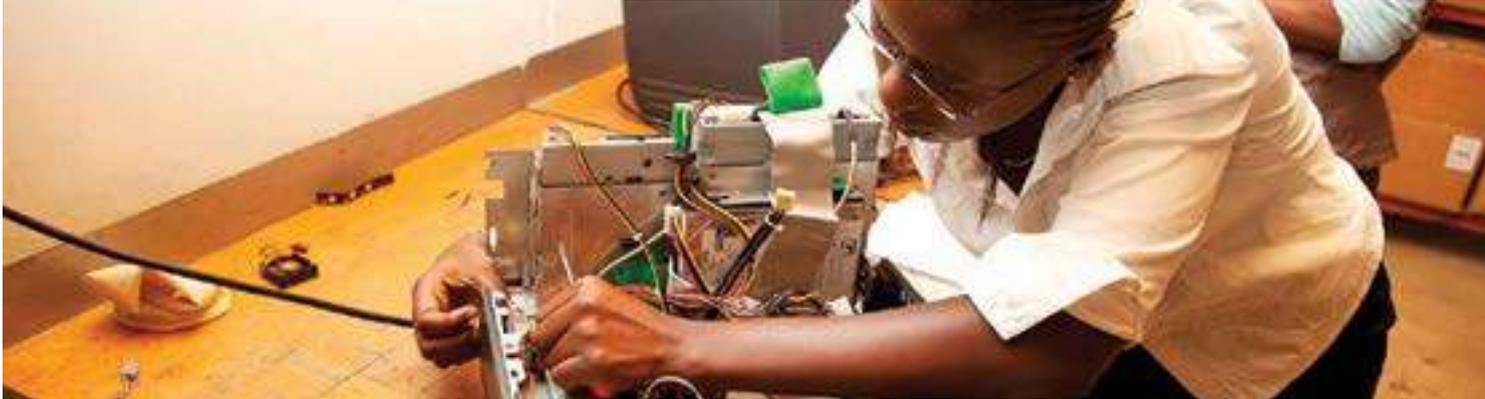
Plans for 2018

We intend to build upon the successes of 2017 by continuing to increase computer donations and shipments to Africa, increase funds to support recruitment of two additional staff and relocate to a more permanent premises with a longer lease. Additionally, as we continue to improve the quality of our services, we expect to develop our relationship with major donors both inside the UK and throughout their regional offices.

Volunteering

We have links to a number of organisations that enable us to run a youth programme providing one month work placements for local 16-19 year olds as well as Erasmus students from countries across Europe. We continue to attract volunteers from across London who are able to contribute to our charitable activities, learn new skills and benefit from skill sharing. We have also run corporate volunteering and team bonding days, which provide us with a valuable source of help to refurbish IT and expedite shipments.

E-Waste



E-Waste Report 2017

In 2017, Camara Education continued working with a network of licensed local partners in Africa to process the e-waste collected from Camara Education supported schools and local communities. We continue to develop further partnerships with country-specific e-waste regulators to support the development of more comprehensive e-waste policies and guidelines in each of Camara Education's operative African countries.

- In Kenya, Camara Education works with local partners in the area of e-waste management. We worked with the Computer for Schools Kenya (CFSK) and Waste Electrical and Electronic Equipment Centre (WEEE) to support us in this vital role. In 2017, Camara Education in Kenya collected 523 PCs, monitors and 47 other peripherals for safe disposal and issued certificates of disposal to Camara Education
- Chilambo General continues as our partner on e-waste in Tanzania. CTZ has engaged and is exploring the opportunity to work together with The Recycler as an alternative to Chilambo General.
- Camara Lesotho continues to work in partnership with a local aggregation company whereby waste is broken down locally before being forwarded to the Johannesburg-based ISO 14001-compliant DESCO.
- Camara Zambia's e-waste partner, Crescent Future Kids Zambia (CFKZ), is the only fully-certified e-waste partner in-country. CFKZ has recently been granted an export licence by the Zambia Environmental Management Agency (ZEMA) in

addition to its licence to store and process e-waste in country. Camara Zambia collects and hands over e-waste to CFKZ both in the Copperbelt and Lusaka Provinces. CFKZ is awaiting confirmation from the Zambian Ministry of Finance of its good standing with the government which should aid Camara's efforts to take back obsolete equipment from schools. 2017 saw Camara Zambia agree an MoU with UNICEF to receive its obsolete equipment, much of which is directed to CFKZ.

- Camara Education Ethiopia recycled 330 PCs in 2017. CEE continues to cooperate with the government Computer Refurbishment and Training Center (CRTC), which is the only mandated institution for collecting computer e-waste for all government schools.

Challenges

The local policies have continued to evolve with the growing need for comprehensive e-waste management in the African countries, however, the progress is still slow.

Camara Education has been keeping up to date with the localised needs and regulations through its partner networks, and work has also been done to update all of the Camara Education network's internal e-waste policies to reflect the industry standards and requirements. We have also been updating Camara Education's rebate system for the African education hubs to continue incentivising the collection and partnering on e-waste.



“In a global and technological age, the definition of ‘literacy’ cannot be confined to reading and writing, but must also encompass the ability to understand and engage in many means of communication including digital media.”

-President of Ireland, Micheal D. Higgins

The Directors' Report for the year ended 31 December 2017

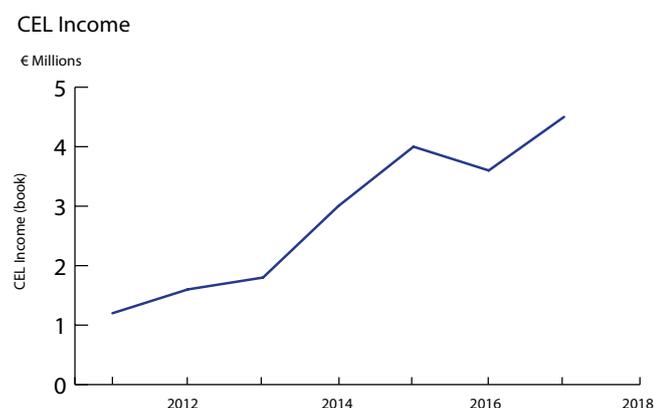
Chairperson	Maria Mahon
Directors	<p>Maria Mahon John Brown Jonathan Kelly (resigned 25th January 2018) Cormac Lynch Robina Walshe Justin Kilcullen Geraldine O'Neill Jean Cox Kearns (resigned 20th September 2017) Aoife Campbell (appointed 19th April 2017, resigned 25th Jan 2018) Ian Hyland (appointed 16th February 2017) Paul Kenny (appointed 25th January 2018)</p>
Secretary	Cormac Lynch
Bankers	<p>Allied Irish Bank 98 Sandymount Road Dublin 4</p> <p>Permanent TSB Ballyfermot Shopping Centre Ballyfermot Dublin 10</p>
Auditors	<p>RBK Boole House Beech Hill Office Campus Clonskeagh Dublin 4</p>
Solicitors	<p>Philip Lee Solicitors 7/8 Wilton Terrace Dublin 2</p>
Registered and Business Address	<p>Chapelizod Industrial Estate Dublin 20 D20 EW68</p>
Charity regulatory number	20062088

The Directors' Report for the year ended 31 December 2017

The Directors submit their report and financial statements of the Company for the financial year ended 31 December 2017.

FINANCIAL REVIEW

During 2017, Camara Education's income grew by 25% from the previous year. Income growth over the past 5 years can be seen below. This growth in income can be attributed to successful delivery in a number of education projects, especially in Ireland, Kenya and Tanzania. The below review is intended to be read alongside the Statement of Financial Activities and the Balance Sheet.



Income

The organisation's total income in 2017 amounted to €4,490,812. There were decreases in the donations and other income lines but a substantial increase in the grants line counterbalanced these decreases.

Donations and Legacies constitute income received from the general public and corporates. This line decreased by 33% to €368,063 from 2016. This decrease was mainly due to a large donation we had received in 2016 for our operations in Haiti which were closed during 2016. We do not run individual giving campaigns, door to door campaigns or legacy fundraising. However, we receive donations from our supporters regularly.

The majority of our education work is funded through grants. Our grant income comes from governments (UK and Ireland) and also from foundations. We increased this line by 116% from €943,211 in 2016 to over €2 million in 2017. This increase was due to payment for

the second phase of iMlango in Kenya, a Dell grant to contribute towards our project with the Ministry of Education in Ethiopia and also a large grant from Google for education work in Ireland and Kenya.

Donated commodities include donations of second hand computers from the public and corporates. This increased from €212,280 in 2016 to €529,061. In 2017, we received a sizeable donation of equipment from Dell. These are supplied to schools and educational institutes in our countries of operation.

Other income decreased by 17% from 2016 by €312,574 in 2017. This category largely reflects income generated by Camara Education social enterprise activity in the form of retail sales. These are sales of hardware externally and to the education hubs. Elections and instability in Kenya, and a change of policy on provision of equipment by the government in Zambia meant that social enterprise activities were impacted. From 2018 onwards, this amount will consist of a hub contribution equal to 12% of hub revenue raised.

Expenditure

Total expenditure increased by 8% to €3,903,874 in 2017. Most of this increase is related to increased activity in projects. We updated our support cost allocation model in 2017 and so have reclassified the 2016 numbers to reflect the new calculation. The allocation model is based on staff time.

Charitable expenditure represents 94% of our expenditure and raising funds constitutes 6%. Fundraising costs have increased from 2016 by €89,540. This is primarily down to more staff spending time raising funds for the organisation. Charitable expenditure includes grants to the hubs, refurbishment of equipment for use in schools, and project delivery costs. Support costs have been attributed between the two categories using the aforementioned allocation model. These support costs include technology, human resources, finance, programme management and governance costs. These totalled €336,792 in 2017 reduced from €411,369 in 2016. This decrease was primarily due to a reduction in exchange rate losses through managing our currency purchases, a reduction in bad debts and through more active management of our costs.

The Board approves the budget annually and monitor performance against the budget in the monthly

The Directors' Report for the year ended 31 December 2017

management accounts. In 2017, Camara Education exceeded its overall income target by 14%. The expenditure budget was exceeded by 9%. This increase over budgeted expenditure was in order to grant additional funds to hubs to cover services and support them in their growth, as approved by the Board.

Reserves

It is the policy of Camara Education to maintain an adequate level of reserves. Reserves are held to fund working capital, to fund unexpected events and to accumulate resources against unexpected changes in the funding environment so that our project work and the users of our services are not adversely affected. In 2017, the reserves policy was to maintain one quarter's operating costs with one month being unrestricted. We successfully met this metric. We plan to increase the reserves to six weeks unrestricted in 2018 to allow for the larger projects Camara Education is now operating.

The balance sheet position as at 31/12/2017 is as follows:

- Restricted reserves	€830,303
- Unrestricted reserves	€719,484

Restricted reserves are those held for a particular purpose as stipulated by the donor. The organisation has a system in place to manage these restrictions carefully and ensure that we are fully compliant with donor regulations as well as our own policies and procedures.

Unrestricted reserves funds are available for the general purpose of the charity.

Going concern

The above outlines the review of the financial performance of Camara Education for 2017. Based on the results above and the budget approved for 2017, the Board believes that the charity has adequate existence for the foreseeable future.

The Board believe that there are no material uncertainties that call into doubt Camara Education's ability to continue in operation. Therefore, the financial statements have been prepared on a going concern basis.

WHO WE ARE

Camara Education is a registered business name of Camara Education Company Limited by Guarantee, registration number 410223. It is exempted from including 'company limited by guarantee' in its name, under Section 1180 of the Companies Act 2014.

Camara Education is a charity registered with the Charities Regulatory Authority, registered charity number: 20062088 and has been granted tax exemption by the Revenue Commissioners in Ireland, with registered charitable taxation number: CHY16922.

ADMINISTRATION

Registered Office: Chapelizod Industrial Estate,
Dublin 20

Our Advisers

Auditors: RBK, Boole House, Beech Hill
Office Campus, Beech Hill Road,
Dublin 4

Solicitors: Philip Lee, 7/8 Wilton terrace,
Grand Canal Dock, Dublin 2

Principal Bank: AIB, 98 Sandymount Road, Dublin 4

GOVERNANCE

Camara Education is governed by a board, currently made up of 8 non-executive Directors. The board composition is reviewed regularly by the Chair, Secretary, other key board members and CEO, at least annually, after which there are suggestions on the profile of board members that should be attracted. This is then shared with the wider board and a board member recruitment process commences against the agreed profile. When an appropriate candidate is identified, there is a period of mutual due diligence. Assuming the mutual due diligence is successful; the board member is proposed and seconded. The maximum tenure of the board is usually 9 years unless an exceptional case is made to extend. The extension must be voted on by members.

The Board places great importance on appropriate governance at Camara and proper engagement with management and stakeholders. The Board meets on a regular basis throughout the year, usually every 2 to 3 months. Board members examine and approve all strategic plans, annual budgets, operational plans, and statutory audit outcomes. In 2017, the board met 6 times and had an average attendance rate of 80% at meetings.

The Directors' Report for the year ended 31 December 2017

Current Board

Maria Mahon (Chairperson)
 John Brown
 Jonathan Kelly (resigned 25th January 2018)
 Cormac Lynch (Company Secretary)
 Jean Cox Kearns (resigned 20th September 2017)
 Justin Kilcullen
 Geraldine O'Neill
 Robina Walshe (Treasurer)
 Ian Hyland (appointed 19th April 2017)
 Aoife Campbell (appointed 16th February 2017,
 resigned 25th January 2018)
 Paul Kenny (appointed 25th January 2018)

Camara Education has three sub-committees; Remuneration, Finance and Audit, and Fundraising. The sub committees met at least once in 2017.

The sub committees are comprised of the following board members:

- Remuneration: Maria Mahon, Robina Walshe
- Finance and Audit: Robina Walshe, Cormac Lynch, Paul Kenny
- Fundraising: Maria Mahon, Justin Kilcullen, Geraldine O'Neill

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

Internal Controls

Camara Education has an internal control system in place. The Directors are aware of the controls and are committed to reviewing these on an on-going basis, via the finance and audit subcommittee. There is a comprehensive finance manual in place and controls exist over funding, expenditure and general financial management. Management accounts, including cash and reserves position, are shared with the Board at every board meeting.

In addition, Camara Education is compliant with *The Governance Code: a Code of Practice for Good Governance of Community, Voluntary and Charitable*

Organisations in Ireland. The adoption of this Code can provide reassurance to donors that their money is being managed by a well-run organisation, increase transparency, avoid bad risks, achieve goals faster, and reduce costs. Camara Education has also signed up to the *Dochas: Code of Good Governance*.

In 2017, Camara Education was accredited with the Investing in Volunteers standard. This is the national quality standard for good practice in volunteer management.

Camara Education identifies the key risks facing the organisation and records these in a risk register. The risk register is an active management tool that is reviewed on a monthly basis by the senior management team. Each risk is rated and mitigating actions are assigned to ensure that there is minimal exposure to the risk. The risks are regularly reviewed in light of changes in the operational and financial landscape. These are also discussed at the Board meetings.

Fundraising

Fundraising targets are set and monitored regularly throughout the year through the fundraising subcommittee. Camara Education have also signed up to the Statement of Guiding Principles for Fundraising.

OBJECTIVES AND ACTIVITIES

- Camara Education is an international charity which operates as a social enterprise. The vision is a world-class technology-enabled education accessible to all. Camara Education works with educational institutions to support them in the integration of technology to deliver better educational outcomes; better grades and 21st century skills.
- The Camara Education network consists of Education Hubs, which are independent local entities responsible for the front-line delivery of the Camara Education model to educational institutes (abbreviated as schools below) within their respective countries. Camara Education operates through Education Hubs in Africa (Kenya, Lesotho, Tanzania, Zambia and Ethiopia) and in Ireland. In addition, there are Resource Centres in Dublin and London. The ultimate governance and decision making authority of the Hubs are the local boards. Usually, the Chair of these boards in developing hubs is a direct employee of Camara Education Company Limited by Guarantee. The balance of the Board is made up of other Camara and local appointees.

The Directors' Report for the year ended 31 December 2017

- Our Education Hubs work with educational institutes in country to deliver better educational outcomes for their students. How this happens varies country by country however the overall objective of achieving a measurable improvement in learning outcomes is common to all of them. Crucially Camara Education first understands the educational need of the institution, the level of ICT integration and then constructs a solution to best meet the local need. This support takes three forms:
- 'Warmware' – Providing the motivation, leadership and training to schools to embark and continue a process of change. This takes the form of policy development, informal and formal support and school leader and educator training. Training takes several forms based on the need of the educational institute. This can include:
 - i) Basic digital literacy skills.
 - ii) The Pedagogy of ICT.
 - iii) Online self-paced micro-courses for teachers, aimed at specific competency
 - iv) Leadership training.
 - v) Technical Support.
- 'Software' – Camara Education, typically through partners, provides the educational software and educational resources to the school. Where necessary this is aligned to the curriculum and approved by the local ministry of education.
- 'Hardware' – Camara Education provides the necessary support to prepare the school for the receipt of technology and then supports the school in the procurement, installation, support and end of life recycling. Camara Education provides a range of hardware suitable for educational institute's needs.
- Due to the prohibitive cost of technology in most cases, Camara Education collects redundant computers from organisations and individuals for refurbishment and reuse. These computers are refurbished and loaded with educational software before being shipped to our Education Hubs in Africa and Ireland. Any equipment that cannot be reused in this fashion is recycled according to the EU WEEE Directive. Between 2005 and 2017, 201,369 redundant computers were collected within the Camara network. Of these, 103,045 have been shipped to education hubs and the remainder recycled. Reused computers are shipped in bulk in

20 or 40 foot containers to our partner Hubs where further processing takes place.

Key Achievements

- Impacted 434,234 new learners through education programmes, 102% of target
- Reached 7,199 teachers and educators trained
- Delivered 14,287 devices to educational institutes across our network
- As part of the agreement with the Federal Ministry of Education of Ethiopia, Camara has provided 9,910 computers to public schools in Ethiopia, reaching 414 educational institutions
- Secured funding commitment from Irish Aid for new three-year project in Zambia
- Completed the second phase of the iKnowledge Project in Tanzania, reaching 250 schools across 25 regions
- Reported results of Irish Aid funded project at the 2017 eLearning Africa conference – reporting positive impact on outcomes
- New product development - Camara Student Information System, Network Management System and Kolibri Content Management System
- Maintained Employee Engagement scores at 82%.
- The findings of all Camara Education's monitoring & evaluation reports can be accessed at; <http://camara.org/about-us/audited-accounts-and-me/>

OTHER MATTERS

Staff and Volunteers

Camara Education is able to carry out its work due to a very committed and talented group of staff and volunteers. Camara Education is an equal opportunities employer. Camara Education is committed to promoting a friendly and harmonious working environment where every employee and volunteer is treated with respect and dignity, and in which no employee feels threatened or intimidated, as outlined in the organisation's Dignity at Work policy.

Camara Education, as an equal opportunities employer, fully subscribes to the principle of equal pay as defined in the Employment Equality Act 1998. Salary bands are approved by the Board and roles are placed in the relevant band.

The Directors' Report for the year ended 31 December 2017

All overseas based staff have signed up to the Camara Education code of conduct which clearly outlines what is considered unacceptable behaviour. Any incidences of inappropriate behaviour are reported and investigated. Closely aligned with this is our Dignity at Work policy, Camara Education consistently strives to maintain a healthy work environment ensuring that all staff and volunteers are treated with respect and dignity.

The organisation acknowledges the tremendous work that the staff and volunteers do and that the major achievements are due to this hard work and commitment. The Board are deeply grateful to them for the work that they do.

Lobbying and Political Contributions

There were no political contributions in 2017, and as a result no disclosures are required under the Electoral Act, 1997. Camara Education records all lobbying activity and communications with Designated Public Officials (DPO). Under the Regulation of Lobbying Act 2015, there is a requirement to file this return every four months and Camara Education has made all returns on time.

Post Balance Sheet Events

There have been no events subsequent to the year-end that require any adjustment to, or additional disclosure in, the 2017 financial statements. However, the following events have occurred:

- The CEO has signalled his intention to resign in 2018 but will stay in place until a successor is fully instated.

Accounting Records

The Board of Directors believe that they have complied with the requirements of Section 281 – 285 of the Companies Act, 2014 with regard to books of account, by employing personnel with appropriate expertise and by providing adequate resources to the financial function. The books of accounts are maintained at Camara Education's office at Chapelizod Industrial Estate, Dublin 20.

Auditor

In line with best practice, Camara Education have chosen to rotate their auditors for 2017. For the past 12 years, Grant Thornton have been the auditors. A robust tender process was undertaken to select the new auditors. Under Section 383 (2) of the Companies Act, RBK have been appointed as the new auditors.

RBK have indicated their willingness to continue in office in accordance with the Sections 380 to 385 of the Companies Act 2014.

Directors Compliance Statement

The Board of Directors acknowledge that they have a responsibility to ensure that the organisation is compliant with their obligations under the Companies Act 2014. To this end, the finance and audit subcommittee review the internal controls in place on an annual basis.

They confirm that:

- adequate controls are in place in order to meet the obligations of the company
- appropriate arrangements and structures are in place that are, in their opinion, designed to secure material compliance with the company's relevant obligations

FUTURE PLANS

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

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

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

On Behalf of the Directors

Maria Mahon Director Chairperson	Cormac Lynch Director Secretary
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Dated: 15 May 2018


STATEMENT OF RELEVANT AUDIT INFORMATION

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

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

The Director’s Responsibilities Statement for the year ended 31 December 2017

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

Irish company law requires the directors to prepare financial statements for each financial year giving a true and fair view of the state of affairs of the company for each financial year. Under the law, the directors have elected to prepare the financial statements in accordance with Irish Generally Accepted Accounting Practice in Ireland, including Financial Reporting Standard 102 ‘The Financial Reporting Standard applicable in the UK and Republic of Ireland’ and promulgated by the Irish Auditing and Accounting Supervisory Authority (IAASA).

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

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

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

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

On Behalf of the Directors

Maria Mahon
Director
Chairperson

Cormac Lynch
Director
Secretary

Dated: 15 May 2018



CAMARA EDUCATION COMPANY

(A company limited by guarantee and not having a share capital)

INDEPENDENT AUDITORS' REPORT TO THE MEMBERS OF CAMARA EDUCATION COMPANY

Opinion

We have audited the financial statements of Camara Education Company (the 'Charity') for the year ended 31 December 2017 set out on pages 15 to 29. The financial reporting framework that has been applied in their preparation is applicable Irish law and Accounting Standards, including Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' as modified by the Statement of Recommended Practice 'Accounting and Reporting by Charities' effective 1 January 2015.

In our opinion the financial statements:

- give a true and fair view of the state of the charitable company's affairs as at 31 December 2017 and of its incoming resources and application of resources, including its income and expenditure for the year then ended;
- have been properly prepared in accordance with Financial Reporting Standard 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland; and
- have been prepared in accordance with the requirements of the Companies Act 2014.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (Ireland) (ISAs (Ireland)) and applicable law. Our responsibilities under those standards are further described in the Auditors' responsibilities for the audit of the financial statements section of our report. We are independent of the charitable company in accordance with the ethical requirements that are relevant to our audit of the financial statements in the Ireland, including the Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

We have nothing to report in respect of the following matters in relation to which the ISAs (Ireland) require us to report to you where:

- the Directors' use of the going concern basis of accounting in the preparation of the financial statements is not appropriate; or
- the Directors have not disclosed in the financial statements any identified material uncertainties that may cast significant doubt about the charitable company's ability to continue to adopt the going concern basis of accounting for a period of at least twelve months from the date when the financial statements are authorised for issue.

Other information

The Directors are responsible for the other information. The other information comprises the information included in the Annual report, other than the financial statements and our Auditors' report thereon. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon. In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

CAMARA EDUCATION COMPANY

(A company limited by guarantee and not having a share capital)

INDEPENDENT AUDITORS' REPORT TO THE MEMBERS OF CAMARA EDUCATION COMPANY

We have nothing to report in this regard.

Opinion on other matters prescribed by the Companies Act 2014

In our opinion, based on the work undertaken in the course of the audit:

- the information given in the Directors' report for which the financial statements are prepared is consistent with the financial statements.
- the Directors' report has been prepared in accordance with applicable legal requirements.
- we have obtained all the information and explanations which we consider necessary for the purposes of our audit,
- the accounting records of the Company were sufficient to permit the financial statements to be readily and properly audited ;
- the financial statements are in agreement with the accounting records;

Matters on which we are required to report by exception

In the light of our knowledge and understanding of the charitable company and its environment obtained in the course of the audit, we have not identified material misstatements in the Directors' report.

We have nothing to report in respect of the following matters in relation to which Companies Act 2014 requires us to report to you if, in our opinion:

- adequate accounting records have not been kept, or returns adequate for our audit have not been received from branches not visited by us; or
- the financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of Directors' remunerations specified by law not are made; or
- we have not received all the information and explanations we require for our audit.

Responsibilities of directors

As explained more fully in the Directors' responsibilities statement, the Directors (who are also the directors of the Charity for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the Directors determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Directors are responsible for assessing the charitable company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Directors either intend to liquidate the charitable company or to cease operations, or have no realistic alternative but to do so.

Auditors' responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an Auditors' report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (Ireland) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be

CAMARA EDUCATION COMPANY

(A company limited by guarantee and not having a share capital)

INDEPENDENT AUDITORS' REPORT TO THE MEMBERS OF CAMARA EDUCATION COMPANY

expected to influence the economic decisions of users taken on the basis of these financial statements.

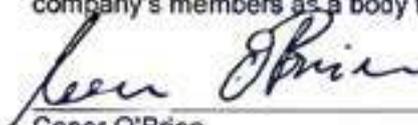
As part of an audit in accordance with ISAs (Ireland), we exercise professional judgment and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion of the effectiveness of the charitable company's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Directors.
- Conclude on the appropriateness of the Directors' use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the charitable company's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our Auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our Auditors' report. However, future events or conditions may cause the charitable company to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

The purpose of our audit work and to whom we owe our responsibilities

This report is made solely to the company's members as a body in accordance with Section 391 of the Companies Act 2014. Our audit work has been undertaken so that we might state to the company's members those matters that we are required to state to them in the audit 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 or the company's members as a body for our audit work, for this report, or for the opinions we have formed.



Conor O'Brien
for and on behalf of
RBK Business Advisers
Chartered Accountants & Statutory Audit Firm
Boole House
Beech Hill Office Campus
Beech Hill Road
Clonskeagh
Dublin 4

Date: 23-5-18.

Statement of Financial Activities for the year ended 31 December 2017

	Notes	Unrestricted Funds	Restricted Funds	Total 2017	Total 2016
		€	€	€	€
Income from:					
Donations and legacies	2(a)	368,063		368,063	550,618
Charitable activities:					
-grants from governments and other co funders	2(b)	111,902	1,930,791	2,042,693	943,261
-donated commodities	2(c)		529,061	529,061	212,280
Other income	2(d)	1,550,955		1,550,955	1,863,569
Total Income		2,030,960	2,459,852	4,490,812	3,569,728
Expenditure on:					
Charitable Activities	3(a)	1,798,255	1,851,228	3,649,483	3,449,855
Raising Funds	3(b)	254,391		254,391	164,851
Total expenditure		2,052,646	1,851,228	3,903,874	3,614,706
Net Income/Expenditure for the year		(21,686)	608,624	586,938	(44,978)
Net movements in funds:		(21,686)	608,624	586,938	(44,978)
Reconciliation of funds:					
Total funds brought forward		741,170	221,679	962,849	1,007,827
Total funds carried forward	11	719,484	830,303	1,549,787	962,849

On Behalf of the Board

Maria Mahon
Director
Chairperson

Cormac Lynch
Director
Secretary




15 May 2018

Balance Sheet for the year ended 31 December 2017

	Notes	2017	2016
		€	€
Fixed Assets			
Tangible Assets	4	319	910
Current assets			
Debtors	8	319,769	568,059
Cash at bank and in hand		1,479,076	678,867
Total current assets		1,798,845	1,246,926
Creditors: amount falling due within one year	9	182,529	248,622
Net current assets		1,616,316	998,304
Total assets less current liabilities		1,616,635	999,214
Creditors: amount falling due after more than one year	10	66,848	36,365
Total net assets		1,549,787	962,849
The funds of the charity:			
Unrestricted funds	11	719,484	741,170
Restricted funds	11	830,303	221,679
Charity funds		1,549,787	962,849

On Behalf of the Board

Maria Mahon
Director
Chairperson

Cormac Lynch
Director
Secretary




15 May 2018

Cash Flow Statement for the year ended 31 December 2017

	Total 2017	Total 2016
	€	€
Reconciliation of net income/(expenditure) to net cash flow from operating activities		
Net income/(expenditure) for the reporting period (as per the statement of financial activities)	586,938	(44,978)
Adjustments for:		
Depreciation charges	590	590
(Increase)/decrease in debtors	248,289	(52,818)
Increase/(decrease) in creditors	(35,608)	(26,660)
Net cash provided by (used in) operating activities	800,209	(123,866)
Change in Cash and Cash equivalents in the year	800,209	(123,866)
Cash and Cash equivalents brought forward	678,867	(26,660)
	1,479,076	678,867

Notes to the Financial Statements for the year ended 31 December 2017

1. ACCOUNTING POLICIES

These financial statements are prepared by Camara Education Company Limited by Guarantee in accordance with accounting standards issued by the Financial Reporting Council, including FRS 102 “The Financial Reporting Standard applicable in the UK and Republic of Ireland” (“FRS 102”) as modified by the Statement of Recommended Practice “Accounting and Reporting by Charities” effective 1 January 2015. The charity has applied the Charities SORP on a voluntary basis as its application is not a requirement of the current regulations for charities registered in the Republic of Ireland however it is considered best practice. As noted below, the directors consider the adoption of the SORP requirements as the most appropriate accounting practice and presentation to properly reflect and disclose the activities of the organisation.

Camara Education is a Company Limited by guarantee and is a public benefit entity incorporated in Ireland with a registered office at Chapelizod Industrial Estate, Dublin 20 and its company registration number is 410223.

The significant accounting policies adopted by the Company and applied consistently are as follows:

a. Basis of preparation

The Financial Statements are prepared on the going concern basis, under the historical cost convention, and comply with the financial reporting standards of the Financial Reporting Council as modified by the Statement of Recommended Practice “Accounting and Reporting by Charities” effective 1 January 2015 and the Companies Act 2014.

Going concern

Given the level of net funds the company holds the directors/trustees consider that there are no material uncertainties about the company’s ability to continue as a going concern. The validity of this assumption is dependent on achieving sufficient operating cash flows for the future years. The company’s principal funders have not given any indication that it will withdraw its financial support from the company in the foreseeable future. The directors are satisfied that in view of the expected continued financial support from its principal funder the company has the necessary resources to continue trading for the foreseeable future. The financial statements are prepared in Euro which is the functional currency of the company.

b. Income

All incoming resources are included in the Statement of Financial Activities when the charity is entitled to the income, the amount can be quantified with reasonable accuracy and it is probable the income will be received. The following specific policies are applied to particular categories of income:

- Voluntary income is received by way of grants, donations and gifts and is included in full in the Statement of Financial Activities when receivable.
- Income from government and other grants, whether ‘capital’ or ‘revenue grants, is recognised when the charity has entitlement to the funds, any performance conditions attached to the grants have been met, it is probable that the income will be received and the amount can be measured reliably. Grants, where entitlement is not conditional on the delivery of a specific performance by the charity is recognised within income from donations and legacies. Grants, where related to performance and specific deliverables, are accounted for as the charity earns the right to consideration by its performance and included within income from charitable activities.
- Donated services and facilities are included at the fair value to the charity where this can be quantified. Donations in kind are included at their estimated value to the foundation in both revenue and expenditure in the year of receipt. Donated facilities are included as both income and expenses at the value to the charity where this can be quantified and a third party is bearing the cost. Where it is not practicable to measure the value of the resource with sufficient reliability the income is included in the financial period when the resource is sold. An asset is recognised only when those services are used for the production of an asset and the services received will be capitalised as part of the cost of an asset. Where it cannot be quantified the value is recognised when sold. The value of services provided by volunteers has not been included in these accounts.
- Investment income is included when receivable.
- Incoming resources from charitable trading activities are accounted for when earned which is usually when the risk and rewards of ownership transfers; the sale can be reliably measured and it is probable there will be future inflows of economic activity.

Notes to the Financial Statements for the year ended 31 December 2017 (continued)

c. Expenditure

Expenditure is recognised on an accruals basis as a liability is incurred. Expenditure includes any VAT which cannot be fully recovered, and is reported as part of the expenditure to which it relates:

- Costs of raising funds comprise the costs associated with attracting voluntary income and grant income.
- Charitable expenditure comprises those costs incurred by the charity in the delivery of its activities and services for its beneficiaries. It includes both costs that can be allocated directly to such activities and those costs of an indirect nature necessary to support them.
- Governance costs include those costs associated with meeting the constitutional and statutory requirements of the charity and include the audit fees, costs of legal advice for trustees and costs linked to the strategic management of the charity including the cost of trustee meetings.
- Expenditure in the form of grants to local partners is recognised as part of the costs of charitable activities.
- All costs are allocated between the expenditure categories of the Statement of Financial Activities on a basis designed to reflect the use of the resource. Costs relating to a particular activity are allocated directly, others are apportioned on an appropriate basis such as staff time.

d. Tangible fixed assets**i. Cost**

Tangible fixed assets are recorded at historical cost or deemed cost, less accumulated depreciation. Cost includes prime cost, overheads and interest incurred in financing the construction of tangible fixed assets. Capitalisation of interest ceases when the asset is brought into use.

ii. Depreciation

Depreciation is provided on fixtures and fittings, on a straight-line basis, so as to write off their cost less residual amounts over their estimated useful economic lives.

The estimated useful economic lives assigned to fixtures and fittings is 5 years.

The company's policy is to review the remaining

useful economic lives and residual values of fixtures and fittings on an on-going basis and to adjust the depreciation charge to reflect the remaining estimated useful economic life and residual value.

Fully depreciated fixture and fittings are retained in the cost and related accumulated depreciation until they are removed from service. In the case of disposals, assets and related depreciation are removed from the financial statements and the net amount, less proceeds from disposal, is charged or credited to the SOFA.

e. Leases**Operating leases**

Leases in which substantially all the risks and rewards of ownership are retained by the lessor are classified as operating leases. Payments made under operating leases (net of any incentives received from the lessor) are charged to statement of financial activity on a straight-line basis over the period of the lease.

f. Currency**i. Functional and presentation currency**

Items included in the financial statements of the company are measured using the currency of the primary economic environment in which the company operates ("the functional currency"). The financial statements are presented in euro, which is the company's functional and presentation currency and is denoted by the symbol "€".

ii. Transactions and balances

Foreign currency transactions are translated into the functional currency using the spot exchange rates at the dates of the transactions.

At each period end foreign currency monetary items are translated using the closing rate. Non-monetary items measured at historical cost are translated using the exchange rate at the date of the transaction and non-monetary items measured at fair value are measured using the exchange rate when fair value was determined.

Foreign exchange gains and losses that relate to cash and cash equivalents are presented in the statement of financial activity within 'costs of charitable activities'. All other foreign exchange gains and losses are presented in the statement of financial activity within 'expenditure on charitable activities'.

Notes to the Financial Statements for the year ended 31 December 2017 (continued)

g. Taxation

No charge to current or deferred taxation arises as the charity has been granted charitable status under Sections 207 and 208 of the Taxes Consolidation Act 1997, Charity No CHY 16922. The charity is eligible under the "Scheme of Tax Relief for Donations to Eligible Charities and Approved Bodies under Section 848A Taxes Consolidation Act, 1997" therefore income tax refunds arising from sponsorships exceeding €250 per annum are included in unrestricted funds. Irrecoverable value added tax is expended as incurred.

h. Trade and other debtors

Trade and other debtors are recognised initially at transaction price (including transaction costs) unless a financing arrangement exists in which case they are measured at the present value of future receipts discounted at a market rate. Subsequently these are measured at amortised cost less any provision for impairment. A provision for impairment of trade receivables is established when there is objective evidence that the company will not be able to collect all amounts due according to the original terms of the agreement.

The amount of the provision is the difference between the asset's carrying amount and the present value of estimated future cash flows, discounted at the effective interest rate. All movements in the level of provision required are recognised in the statement of financial activity.

i. Cash and cash equivalents

Cash and cash equivalents include cash on hand, demand deposits and other short-term highly liquid investments with original maturities of three months or less.

j. Trade and other creditors

Trade and other creditors are classified as current liabilities if payment is due within one year or less. If not, they are presented as non-current liabilities. Trade payables are recognised initially at the transaction price and subsequently measured at amortised cost using the effective interest method.

k. Provisions

Provisions are recognised when the company has a present legal or constructive obligation as a result of past events; it is probable that an outflow of resources will be required to settle the obligation; and the amount of the obligation can be estimated reliably.

Where there are a number of similar obligations, the likelihood that an outflow will be required in settlement is determined by considering the class of obligations as a whole. A provision is recognised even if the likelihood of an outflow with respect to any one item included in the same class of obligations may be small.

Provisions are measured at the present value of the expenditures expected to be required to settle the obligation using a pre-tax rate that reflects current market assessments of the time value of money and the risks specific to the obligation. The increase in the provision due to passage of time is recognised as a finance cost within expenditure on charitable activities.

l. Fund Accounting

The following funds are operated by the Charity

Restricted Funds

Restricted Funds represent grants, donations and sponsorships received which can only be used for particular purposes specified by the donors or sponsorship programmes binding on the directors/trustees. Such purposes are within the overall aims of the charity.

Unrestricted Funds

Unrestricted Funds includes general funds and designated funds and it represent amounts which are expendable at the discretion of the Directors/Trustees in furtherance of the objectives of the charity and which have not been designated for other purposes. Such funds may be held in order to finance working capital or capital expenditure.

Notes to the Financial Statements for the year ended 31 December 2017 (continued)

m. Contingencies

Contingent liabilities, arising as a result of past events, are not recognised when (i) it is not probable that there will be an outflow of resources or that the amount cannot be reliably measured at the reporting date or (ii) when the existence will be confirmed by the occurrence or non-occurrence of uncertain future events not wholly within the company's control. Contingent liabilities are disclosed in the financial statements unless the probability of an outflow of resources is remote.

Contingent assets are not recognised. Contingent assets are disclosed in the financial statements when an inflow of economic benefits is probable.

n. Employee Benefits

The company provides a range of benefits to employees, including annual bonus arrangements and paid holiday arrangements.

Short term benefits

Short term benefits, including holiday pay and other similar non-monetary benefits, are recognised as an expense in the period in which the service is received. Annual bonus arrangements are tied to objectives and are included in the period that they relate to.

2. INCOME

2(a) Donations and Legacies

	Restricted 2017	Unrestricted 2017	Total 2017	Total 2016
	€	€	€	€
Individual giving	-	48,841	48,841	40,908
Corporates, major donors and trusts	-	310,747	310,747	387,508
Community fundraising	-	8,475	8,475	-
Digicel Foundation	-	-	-	122,202
Total	-	368,063	368,063	550,618

In 2016 €122,202 was restricted and €428,416 was unrestricted.

Notes to the Financial Statements for the year ended 31 December 2017 (continued)

2(b) Charitable Activities – Grants from Governments and Other co-funders

	Restricted 2017	Unrestricted 2017	Total 2017	Total 2016
	€	€	€	€
Imlango2	488,616	-	488,616	311,530
Dell	379,986	-	379,986	42,691
Google Kenya	280,922	-	280,922	-
Google Techspace	280,922	-	280,922	-
Irish Aid 2	150,000	-	150,000	151,200
Department of Arts, Heritage & Gaeltacht	100,558	-	100,558	44,064
O'Sullivan Foundation	-	100,000	100,000	106,992
Science Foundation Ireland/NYCI	93,200	-	93,200	-
Ogilvy	40,000	-	40,000	-
Headley Trust	32,820	-	32,820	-
SAP	21,057	-	21,057	-
City of Dublin Youth Service Board	20,000	-	20,000	15,000
Milano Foundation	19,952	-	19,952	-
Lesotho ICT	-	11,902	11,902	-
ESB	10,000	-	10,000	21,000
Foundation for Learning Equality	7,033	-	7,033	-
Youthlink Scotland	5,724	-	5,724	-
Aga Khan	-	-	-	250,784
Total	1,930,791	111,902	2,042,693	943,261

In 2016 €836,269 was restricted and €106,992 was unrestricted.

2(c) Income from charitable activities – donated commodities

Donor	Commodity	Country of origin	Restricted 2017	Unrestricted 2017	Total 2017	Total 2016
			€	€	€	€
Google	Venue Hire	Ireland	24,500	-	24,500	-
Dell	Hardware	Ireland	247,101	-	247,101	-
General Public	Hardware	Ireland	257,460	-	257,460	212,280
Total			529,061	-	529,061	212,280

All donations in 2016 were restricted.

Notes to the Financial Statements for the year ended 31 December 2017 (continued)

2(d) Other Income

	Restricted 2017	Unrestricted 2017	Total 2017	Total 2016
	€	€	€	€
Retail Sales	-	487,040	487,040	550,013
Deposit interest	-	499	499	756
Contract for services	-	821,689	821,689	944,923
Other income	-	241,767	241,767	367,877
Total	-	1,550,995	1,550,995	1,863,569

All income received in 2016 was unrestricted.

3. EXPENDITURE

3(a) Charitable activities

Programme	Activities	Restricted 2017	Unrestricted 2017	Total 2017	Total 2016
	€	€	€	€	€
Camara Kenya	699,641	476,054	223,587	699,641	744,022
Camara Ethiopia	999,095	874,136	124,959	999,095	501,696
Camara Zambia	235,165	6,736	228,429	235,165	217,945
Camara Lesotho	58,493	-	58,493	58,493	16,786
Camara Tanzania	812,148	154,891	657,257	812,148	909,620
Camara Ireland	539,529	339,411	200,118	539,529	586,750
Camara Haiti	-	-	-	-	87,600
Support costs (Note 3 c)	-	-	305,412	305,412	385,360
Total	3,344,071	1,851,228	1,798,255	3,649,483	3,449,779

3(b) Raising funds

	Restricted 2017	Unrestricted 2017	Total 2017	Total 2016
	€	€	€	€
Fundraising Expense	-	223,010	223,010	138,762
Support cost	-	31,381	31,381	26,089
Total 2017	-	254,391	254,391	164,851

In 2016 all costs related to unrestricted activities.

Notes to the Financial Statements for the year ended 31 December 2017 (continued)

3(c) Support Costs

	Charitable Activities	Cost of raising funds	Support costs	Total 2017	Total 2016
	€	€	€	€	€
Staff & Related Costs	112,301	14,038	14,038	140,377	135,341
Office Costs	138,744	17,343	19,098	175,185	261,535
Legal, audit and professional	-	-	21,231	21,231	14,494
Total support costs	251,045	31,381	54,367	336,793	411,370
<p>Total support costs for charitable activities and support costs have been included under charitable activities on the Statement of Financial Activities. They have been allocated on the basis of staff time.</p>					

4. TANGIBLE ASSETS

	2017 Fixtures & Fittings	2016 Fixtures & Fittings
	€	€
Cost		
At beginning of the year	27,339	27,339
At end of year	27,339	27,339
Depreciation		
At beginning of the year	26,429	25,839
Depreciation charge for year	590	590
At end of year	27,019	26,429
Net book value		
At December 31, 2017	319	910
At December 31, 2016	910	1,500
<p>There were no additions or disposals of assets during 2017. There are no motor vehicles contained in the above schedule.</p>		

Notes to the Financial Statements for the year ended 31 December 2017 (continued)

5. STAFF COSTS

Employees & Remuneration

	2017	2016
	€	€
The average number of persons employed by the company during the year were:	39	33
The staff cost comprised of:		
Salaries	1,379,342	1,291,271
Social Welfare cost	112,389	102,878
Total	1,491,731	1,394,149

Staff Cost - Salary Range

	2017 No. Employees	2016 No. Employees
€60,001 to €70,000	2	-
€70,001 to €80,000	1	1
€80,001 to €90,000	-	-
€90,001 to €100,000	1	1
The company does not provide a pension contribution.		

6. TAXATION

The company does not engage in a taxable activity and has been granted charitable tax exemption under reference CHY16922.

7. NET INCOME

	2017	2016
	€	€
Net income is stated after charging:		
Directors' remuneration and emoluments	-	-
Depreciation of tangible assets	590	590
Auditors remuneration:		
Audit of Company only financial statements	12,533	9,533
Other assurance and advisory service	1,476	5,761
No directors received remuneration. However, they are entitled to reimbursement for vouched expenditure incurred in the performance of their duties. The amount charged in 2017 was €4,313 and in 2016, €365.		

Notes to the Financial Statements for the year ended 31 December 2017 (continued)

8. DEBTORS

	2017	2016
	€	€
Amounts falling due within one year		
Trade debtors	58,086	41,207
Prepayments and accrued income	65,806	14,734
Other debtors	11,892	14,324
Total	135,785	70,265
Amounts falling due after one year		
Long term debtors	183,985	497,794
Total debtors	319,769	568,059

Included within trade and long term debtors are amounts due from the following Camara Education hubs: Camara Education Kenya, Camara Learning UK, Camara Education Tanzania, Camara Education Zambia, Camara Education Ethiopia and Camara Ireland. Each hub is a separate legal entity registered in each of the countries of operation with an independent board of directors. Camara Education provide a number of services to these hubs including finance, technology, support and oversight and each hub enters into a binding agreement to operate under a standard set of operating policies and finance procedures manual.

9. CREDITORS

Amounts falling due within one year

	2017	2016
	€	€
Trade creditors	28,219	133,538
PAYE & social security	28,508	28,716
Accruals	120,740	82,001
Other creditors	5,062	4,367
Total	182,529	248,622

10. CREDITORS

Amounts falling due more than one year

	2017	2016
	€	€
Other creditors	66,848	36,365

Notes to the Financial Statements for the year ended 31 December 2017 (continued)
11. RECONCILIATION OF FUNDS

	Opening Balance	Income	Expenditure	Transfers	Closing Balance
2017	€	€	€	€	€
Restricted funds	221,679	2,459,852	(1,851,228)	-	830,303
Unrestricted funds	741,170	2,030,960	(2,052,646)	-	719,484
	962,849	4,490,812	(3,903,874)	-	1,549,787
2016					
Restricted funds	392,668	2,440,253	(2,611,242)	-	221,679
Unrestricted funds	615,159	1,129,475	(1,003,464)	-	741,170
	1,007,827	3,569,728	(3,614,706)	-	962,849

12. COMMITMENTS UNDER OPERATING LEASES

At 31st December 2017 the company had annual commitments under non-cancellable operating leases as set out below:

	Land & Buildings 2017	Land & Buildings 2016
	€	€
Operation leases which expire:		
Not later than 1 year	49,000	49,000
Later than 1 year not later than 5 years	122,500	171,500

13. LEGAL STATUS OF THE COMPANY

The company is limited by guarantee and has no share capital. At 31 December 2017, there are 14 members whose guarantee is limited to €1 each.

14. POST BALANCE SHEET EVENTS

No significant events have taken place since the period end that would result in adjustment to 2017 financial information or inclusion of a note thereto.

15. CONTROLLING PARTY

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

16. RELATED PARTIES

There were no related party transactions with directors other than directors who made donations in a personal capacity.

17. COMPARATIVES

Certain comparative figures have been reclassified in order to present information on a basis consistent with the current year.

18. APPROVAL OF FINANCIAL STATEMENTS

The board of directors approved these financial statements for issue on:

15 May 2018



Photography by Andres Poveda

Resource Centres:

Camara Education

Chapelizod Industrial Estate, Dublin 20 D20EW68
Email: computers@camara.org
Phone: +353 (0) 1 652 2671
Email: info@camara.org
Charity Number: CHY 16922
Charities Regulatory Authority: CRA 20062088

Education Hubs:

Camara Education - Ireland

Chapelizod Industrial Estate,
Dublin 20,
D20EW68
Phone: +353 (0) 1 652 2665
Email: ireland@camara.org
Charity Number: CHY 21543

Camara Education - Tanzania

House #20
Plot 59, Ursino Street,
Mikocheni,
Dar es Salaam,
Tanzania
Phone: +255 758396600
Email: tanzania@camara.org
Charity Number: 00NGO/00006076

Camara Education - Zambia

Camara Zambia
Munali Boys Secondary School
Along Great East Road
P.O Box 30655
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GPS: -15.382742, 28.345497
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+260 979 170018
Email: zambia@camara.org

Camara Education - Lesotho

c/o Holy Family Sisters
Orpen Road
Old Europa
Maseru 100
Lesotho
GPS: -29.314734, 27.472349
Phone: +266 633 57819
Email: lesotho@camara.org
Charity Number: SchoolNet Camara Lesotho Technical
Service Centre, Reg No. 2008/221

Camara Education GB

Unit 4, Broomsleigh Business Park,
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Phone: +44 (0) 20 8670 1225
Email: londoninfo@camara.org
Charity Number: 1135540

Camara Education - Kenya

Behind Christian Industrial Training Centre (CITC)
Buxton, off Nyali Bridge
Mombasa
P.O.BOX 89237 - 80100
Kenya
Phone: +254 788 956877
+254 770 400703
Email: kenya@camara.org
Charity Number: OP. 218/051/11-0118/7087

Camara Education Ethiopia

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Home # 07/729/
Dama House, Room # 304
Addis Ababa,
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Phone: +251 (0) 118 696490
Email: ethiopia@camara.org
Charity Number: 1923



Students from Jerusalem school, Addis Ababa, Ethiopia

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