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2025 ANNUAL REPORT

A BETTER AFRICA THROUGH EDUCATION

PREPARED BY
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2026



AfrEd Overview

On behalf of AfrEd, I am pleased to present 2025 Annual Report, which highlights AfrEd's continued commitment to strengthening education through teacher capacity-building, innovation, and collaboration. Over the year, our programs supported teachers to adopt learner-centered approaches, strengthen communication skills, and integrate digital tools to enhance classroom practice and student engagement.

The progress outlined in this report reflects the dedication of educators, the strength of our partnerships, and the commitment of our team to continuous learning and improvement. While challenges such as limited resources and systemic transitions persist, they have reinforced the importance of adaptability, collaboration, and sustained professional development.

As we look ahead, we remain committed to expanding inclusive and holistic approaches to education, strengthening foundational learning, and supporting teachers as key drivers of positive change. We extend our sincere appreciation to all partners, educators, and stakeholders whose support has made this work possible.

Cuthbert Swai
Managing Director
AfrEd

ABOUT US

AfrEd was born in 2020 in the staff room of Marian Boys Secondary School, where a group of passionate teachers envisioned a future with equitable access to quality education for all students in Tanzania. Drawing on their experiences in both public and private schools, they were struck by the vast disparities in teaching methods, resources, and pedagogy between public and private schools.

The numbers painted a stark reality:

- In 2021, reports revealed that 1,000 public secondary schools lacked physics teachers entirely.
- In 400 schools, students had never seen a mathematics teacher.

These gaps in education left thousands of students at a disadvantage, threatening their futures and the nation's development.

Determined to address this challenge, AfrEd was established with one bold purpose: to transform education through innovative teaching and learning strategies and the effective integration of Information, Communication, and Technology (ICT).

Officially registered in 2022, AfrEd now operates nationally in Tanzania, focusing on teacher empowerment, modern resource allocation, and inclusive learning environments. Together, we are shaping a brighter future for Tanzania's youth.



VISION AND MISSION



Our Vision

A better Africa through Education

Our Mission

Deliver science subject content to all learners.

PURPOSE

We are dedicated to achieving our mission with unwavering focus and meaningful impact

TRUST

We build and nurture strong relationships through reliability, honesty and ethical practices.

OUR CORE VALUES

TRANSPARENCY

We ensure openness in our decisions, action and communication to maintain accountability.



E-COMM PROJECT

English for Communication (E-comm) project is Implemented in Bagamoyo District, Pwani region. Funded by US embassy Tanzania the project aims to improve communicative competence of students transitioning from swahili medium primary schools to secondary schools in Tanzania through enhancing the quality of English language teaching and learning through the implementation of Communicative Language Teaching (CLT) approach.

PROJECT OBJECTIVES

- Equipping 100 English language teachers with CALP and BICS-based CLT methods, resources, and e-learning tools, by August 2025.
- Raise English communication skills by 60% among form one and form two students in 5 target schools in Bagamoyo District.

PROJECT COVERAGE

In 2025 E-Comm training were conducted across 13 secondary schools in Bagamoyo District, equipping 111 English language teachers from Nia Njema, Kiromo, Dunda, Kingani, Shushila, Hassanal Damji, Chasimba, Fukayosi, Matimbwa, Zinga, Kerege, Makurunge, and Mapinga secondary schools.

PROJECT TARGET AND NUMBER OF PEOPLE REACHED

11% INCREASE

The project initially set a target to train 100 teachers but ultimately trained 111 teachers, exceeding the original goal by 11%.

160% INCREASE

The project expanded from 5 to 13 schools, representing a 160% increase in the number of schools involved to meet the teacher training target.

E-COMM TRAININGS

PEOPLE REACHED

111

English Teachers

13

Secondary Schools

INTERPERSONAL COMMUNICATION SKILLS



The training placed strong emphasis on strengthening teachers' interpersonal communication skills as a foundation for effective teaching and learning. Teachers explored strategies that support students to express themselves confidently, engage in meaningful conversations, and participate actively in classroom interactions.

Interactive discussions and debates were conducted among teachers, highlighting the role of communication in building positive teacher–student relationships and promoting effective classroom management. Through practical exercises, teachers practiced active listening, empathy, and collaborative dialogue, contributing to the creation of supportive and student-centered learning environments

21ST-CENTURY SKILLS IN LANGUAGE TEACHING



The training focused on equipping teachers with 21st-century skills essential for modern language learning, including critical thinking, collaboration, creativity, and problem-solving. Teachers were introduced to learner-centered and experiential teaching approaches that move away from traditional lecture-based methods. Practical methodologies such as Poetry Exchange, Dialogue Journals, Visual Thinking Strategies, and Socratic Seminars were applied to enhance student engagement, facilitate classroom discussions, and strengthen real-life communication skills. These approaches enabled teachers to design interactive lessons that encourage collaboration and deeper learning.



DIGITAL INTEGRATION IN THE CLASSROOM

Digital integration was a key component of the training, aligned with the government's initiative to incorporate digital skills into the curriculum. Teachers were introduced to practical tools to enhance teaching and learning, combining theory with hands-on practice in real classroom scenarios. Content creation tools like Canva helped develop interactive materials, while platforms such as Duolingo and Kahoot! supported language practice, motivation, and self-paced learning. Communication and collaboration tools including Google Classroom, WhatsApp for Education, PowerPoint, and Google Meet were demonstrated to facilitate lesson delivery, assignments, discussions, and real-time engagement. Teachers also explored free resources like YouTube EDU and BBC Learning English to strengthen grammar, vocabulary, listening, and pronunciation skills.

SUPPORT FOR U.S.-FUNDED PROGRAMS AND NETWORKING OPPORTUNITIES

The program guided teachers on accessing U.S.-funded programs and MOOCs. Alumni shared their experiences and highlighted opportunities for professional development. As a result, 5 teachers enrolled in MOOCs through the OPEN platform, and 7 teachers submitted Fulbright Scholarship applications. Additionally, 111 teachers joined the Tanzania English Language Teachers' Association (TELTA), 45 teachers participated in the Africa English Language Teachers Association (Africa ELTA) conference, and 54 teachers attended a learning session at the U.S. Embassy, gaining networking opportunities and exposure to best practices in language teaching.

MONITORING AND EVALUATION



Monitoring and evaluation assessed progress, identified challenges, and informed improvements. School visits, classroom observations, and discussions with teachers and students were conducted in Mapinga, Kerege, Shushila, Dunda, and Nzinga Secondary Schools, providing insights into the use of Communicative Language Teaching (CLT) and digital tools.

Findings showed increased use of learner-centered and participatory teaching methods, with improved student interest and classroom engagement. Teachers reflected on their experiences and shared strategies to strengthen communication, collaboration, and classroom management. Key challenges included limited access to ICT resources and internet connectivity, insufficient English learning materials, large class sizes, and difficulties for students transitioning from Swahili-medium primary education to English-medium secondary education. Teachers emphasized the need for continuous professional development to strengthen CLT implementation and effective use of digital tools, highlighting the need for targeted support, improved resources, and sustained capacity-building.

CHALLENGE AND SOLUTION

A key challenge encountered during the training was the frequent transfer of teachers across districts and regions. In the 2025 school year, 9 newly transferred teachers joined from Bagamoyo District, while 7 teachers were transferred to other areas, resulting in some new participants missing the initial training sessions. Consequently, the number of participating teachers increased from 102 to 104, creating an unplanned variation that was not initially reflected in the budget.

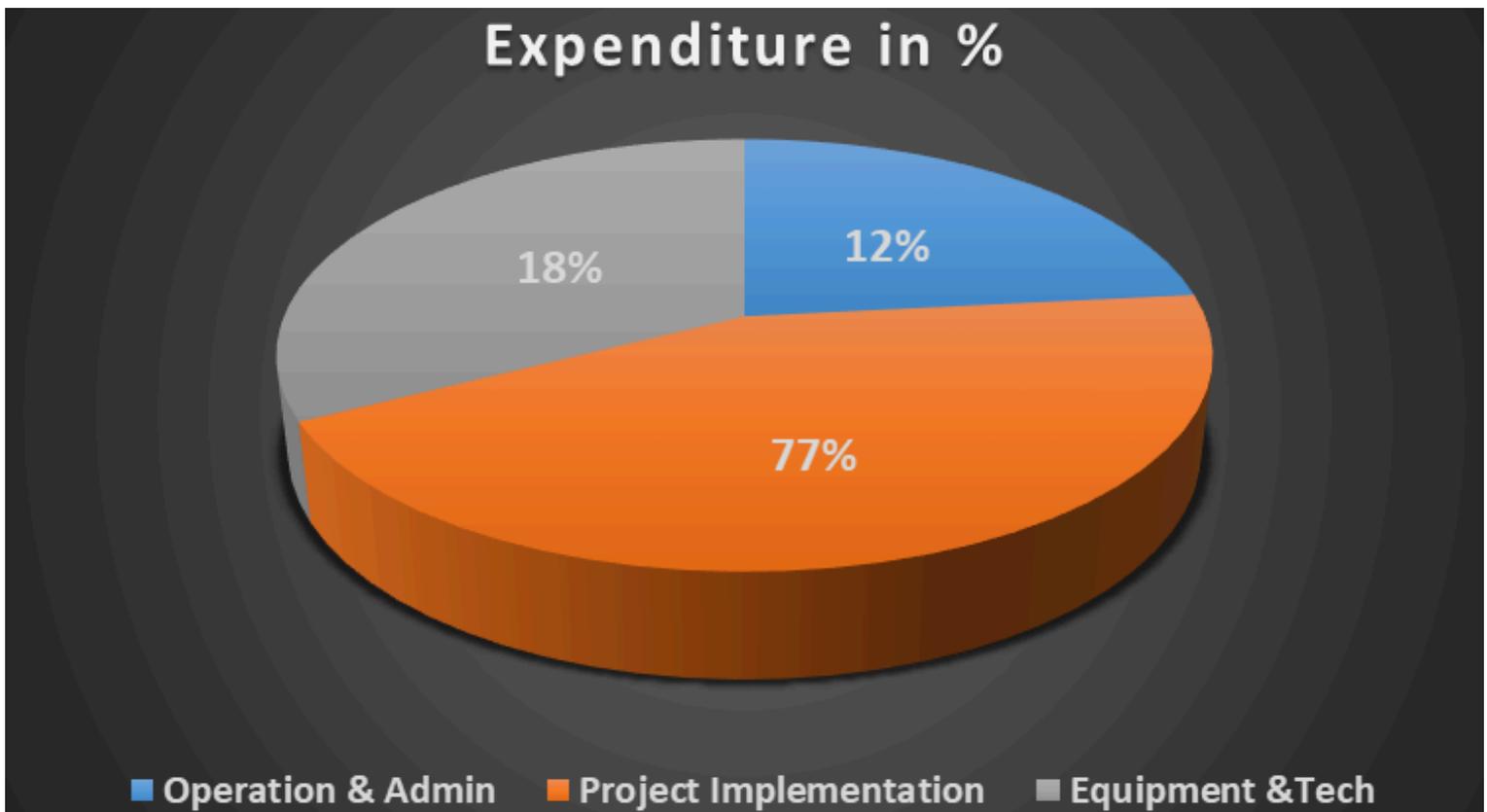
In response, monthly virtual training sessions are planned to support newly transferred teachers and ensure they receive the same level of capacity-building as their peers. These sessions will also serve as refresher opportunities for previously trained teachers, reinforcing key skills and promoting consistency across participating schools. Budget adjustments were made within the existing training allocation to accommodate the additional teachers without affecting planned activities or overall project implementation.

LESSON LEARNED

- E-comm was designed only for English Language teachers. However, in the course of 8 months implementation, AfrEd learnt that there should be a more holistic approach. The project teams plan to redefine the projects goals and aspirations by including teachers from other subjects as well. The team believes that collaboration among teachers will be effective for the educational practice as a whole.
- Strengthening English proficiency from the primary education level is essential for ensuring better performance in secondary schools. Many challenges students face such as limited classroom participation, reliance on memorization, and difficulty engaging in communicative activities are rooted in weak language foundations built in primary school.
- There is a need to advocate for education policy reinforcement and implement programs similar to the E-com Project at the primary level, equipping English teachers with knowledge and skills in CLT and learner-centered approaches. This will help establish stronger language foundations and improve students' transition into secondary education.

A GLANCE AT FINANCIALS

In 2025 a total of TZS 47,474,100/= was spent on our project activities, purchase of equipment and and administration. Thanks to the generosity of our donors US Embassy Tanzania for their support of our mission.



RESOURCE MOBILIZATION STRATEGIES & FUNDRAISING

- Fundraising through proposal writing
- Business model development (move from non-profit to social enterprise)

2025 PLANS

- Facilitate access to reliable internet connectivity in 13 secondary schools in Bagamoyo District to support ICT teaching and learning.
- Launch MATHMENTOR to enhance mathematics teaching and learning in secondary schools.
- Launch the STEM & Vocational Excellence Initiative (SVEI) to strengthen technical, digital, and practical skills in secondary schools.
- Pilot E-Comm in 10 schools, Kibaha District, Pwani Region.

THANKS TO OUR DONOR & SUPPORTERS



U.S. Embassy
Dar es Salaam

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