



IT SCHOOLS AFRICA

Transforming lives through access to e-Learning



Annual Review

June 2021 – May 2022

“Not only sending refurbished computers to Africa for use in schools but also bringing great benefit to our own Gloucestershire community: a pathway into work, boost confidence, opportunities to volunteer, IT literacy skills, to name a few. ITSA is terrific at all levels.”

Air Marshall Sir Dusty Miller KBE, High Sheriff of Gloucestershire



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“ Thanks to our small, but dedicated teams in the UK and Africa, the charity is growing each year, increasing its support to schools in Africa and to local communities in the UK – enabling confidence in learners to use digital technology effectively ”

Lucy Pollock



Letter from the

GENERAL MANAGER

IT Schools Africa (ITSA) has had a positive year successfully delivering its digital skills programmes in Africa and the UK, and continuing to supply good quality refurbished equipment to those most in need. We saved over 7,500 computers and laptops from landfill, a significant increase on the previous year, not only benefitting our Africa and UK programmes but also reducing electronic waste.

Following on from its success in Zambia, we expanded our Teacher Training Programme, delivering much needed digital skills tuition to teachers in Zimbabwe. In Malawi, we continued to provide basic support and training to help improve the skills and life opportunities for local people in the community.

In the UK, we launched the DigiBus, our most innovative project to date; a mobile IT lab with a range of tech inside a converted double decker bus. DigiBus began its first tour of Gloucestershire in October 2021. The bus is visiting community centres, libraries and other community hubs providing a free service to help improve digital exclusion in digitally deprived areas in the county.

This year, we have published for the first time, our carbon footprint report, detailing our current emissions and also our planned targets over the next 8 years. We will be reporting annually on our progress as we continue to work towards reducing our environmental impact.

We completed our five-year strategic plan (2022-2027) to further develop the charity and its projects to increase our effectiveness and improve our overall impact. We look forward to implementing the plan in May 2022.

Lucy Pollock (General Manager)

LETTER FROM CHAIR

I'm delighted to see the charity continue to grow and flourish as it continues to serve schools and communities in Africa, whilst also providing education and support to individuals and charitable organisations in the UK.

The continuation of our work to supply computers and training in Africa is ever more important, offering school children opportunities to improve their education and their future prospects. In Gloucestershire we have supported an increasing number of local charities and now, with the advent of our DigiBus project, are reaching many more of those often-disadvantaged members of the community.

During May, two staff members, Lucy Pollock our General Manager and Monis Khalifa, the charity's longest serving employee were honoured to attend a Royal Garden Party at Buckingham Palace in recognition for his service to the community during the 17 years he has worked for ITSA. It was a wonderful day for them, the sun shone and they felt truly privileged to experience a once-in-a-lifetime opportunity, one I am sure they shall certainly never forget.

Finally, but most importantly, may I thank all the ITSA team including the volunteers, the Trustees and our African partners for all their focused care and dedication during this last year. I am most grateful.

Michael Ratcliffe MBE (Charity's Chairperson)



IT Schools Africa's

VISION

Where we work, students and community groups gain life enhancing knowledge and skills through accessing and using appropriate digital technology.

OUR VALUES

To help ensure our work is relevant and focuses where our support is most needed, our values are aligned with the United Nations Sustainable Development Goals (SDG's).




4 QUALITY EDUCATION 

ITSA helps to improve access to quality education and skills for students and learners, providing key skills that are applicable not just in employment but also daily life. We achieve this through the provision of quality learning facilities and teacher training. Our work focuses on school communities in Africa as well as local communities in the UK.

5 GENDER EQUALITY 

We are committed to providing access for all, regardless of age, gender, ethnicity, religion, or beliefs and sexual orientation. Only 63% of women are using the Internet in 2022 compared to 69% of men, according to the ITU (International Telecommunication Union), in lower-income nations it's even less, with only 21% of women online compared to 32% of men.

8 DECENT WORK AND ECONOMIC GROWTH 

We are committed to enabling individuals and communities to improve their prospects and life opportunities. Through our work we provide the resources to help students in Africa leave school with essential digital skills that can be applied to their own business or any vocation. The development of digital industries and jobs helps drive socio-economic development.

12 RESPONSIBLE CONSUMPTION AND PRODUCTION 

We encourage sustainable and responsible use of digital technology in Africa and the UK. By repurposing computers, we ensure that hardware is used for longer, reducing the need to buy new equipment, and providing affordable, quality equipment to Africa. This year, we have set targets to reduce the carbon emissions for our activities by 2030.

17 PARTNERSHIPS FOR THE GOALS 

ITSA delivers resources and services to its international partners in four African countries. They help to enable the provision of repurposed computer equipment, improve classroom IT facilities and teacher training. Through these partnerships, ITSA raises the level of education and practical skills of children and adults in developing countries, improving their employability and earning potential.



What we do

ITSA

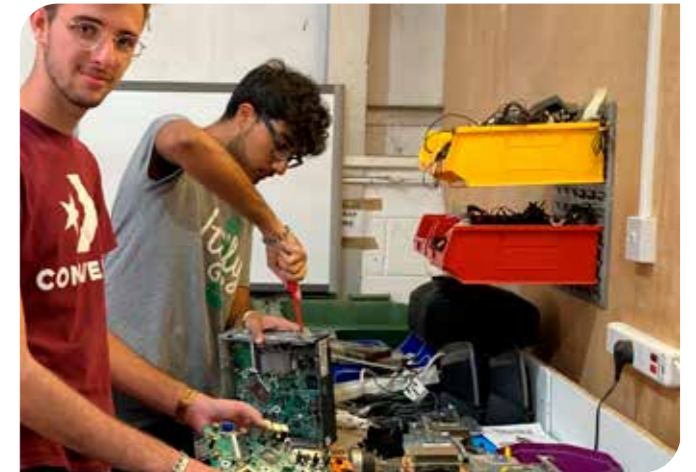
IT Schools Africa has an holistic approach to providing digital technology to improve digital education in Africa, access to digital skills for disadvantaged communities in the UK and reducing e-waste from land-fill.

At our Cheltenham HQ, we refurbish donated IT equipment, saving thousands of redundant computers and devices from land-fill every year. We refurbish only the best quality equipment, to ensure we can maximise its 'second-life' for at least another five or six years.

The processing is done by our small but wonderful team of staff and volunteers in Cheltenham and also prisoners at HMP Whitemoor. Volunteers gain skills and confidence which offers them pathways into further education and employment.

We send the refurbished equipment to our dedicated programmes in Kenya, Malawi, Zambia and Zimbabwe, to be used by schools, education centres and communities. In the UK, we provide equipment to charitable organisations for the benefit of their communities and to improve digital exclusion.

Our work doesn't stop there - to improve the usage and effectiveness of the equipment we provide in Africa we deliver practical, digital skills training to teachers and students. In Gloucestershire, we support disadvantaged communities, enabling Digital Champions as well as running our amazing Digibus service to engage, encourage and inspire people to use tech to improve their own lives.



Our commitment to reducing our carbon footprint

ITSA

As a charity that puts recycling and re-use at the heart



We want to report on our activities where we work in Africa and the UK as we work towards becoming Carbon Neutral. Our first report was produced in May 2019 and has been used as a baseline for this year's (and future) reports.

Our report for the year (ending May 2022), illustrates both our carbon footprint and our carbon handprint. Our carbon footprint represents the current impact of the charity on global warming and climate change. Our carbon handprint is the total carbon savings that we have helped someone else to make, beyond the reductions we have made in our own emissions. The report is based on identifying emissions within three separate scopes:

SCOPE 1 | Operational emissions in our facilities

SCOPE 2 | Operational emissions outside our facilities

SCOPE 3 | Emissions in our supply chain and customer activity



**28%
REDUCTION**



**46%
REDUCTION
(TARGET)**



We first calculated our carbon footprint in 2019 as 392 tonnes of carbon dioxide equivalent (CO₂e). By 2022 our carbon footprint had decreased by 28% to 281 tonnes CO₂e and our emissions per product declined slightly, from 42 kgCO₂e to 41 kgCO₂e. This means that for each computer we supply the carbon emissions has been reduced by 1kg.

Our carbon handprint represents the amount of carbon we saved by reusing IT equipment rather than buying new. This increased from 60 tonnes CO₂e in 2019 to 126 tonnes CO₂e in 2022.

TARGETS

To reduce our emissions from our activities (Scope 1 & 2) by at least **46%** from our baseline of 2019, by 2030

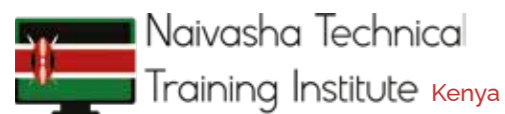
To reduce the emissions from the use of the equipment we supply (Scope 3). To set a science-based target we would need to achieve at least a 28% reduction. However, we have already achieved this between 2019 and 2022, so we plan to do a feasibility study to understand what is achievable.



Country Profiles

AFRICA

Working with our partners in Africa enables us to deliver and provide support to those who need it most. Working at grass roots level has always been important to us, to ensure we can have the greatest impact. Our partners are well respected and established in their fields of expertise, as IT specialists they are able to support the schools, students and teachers who seek their help. We are ever so slightly in awe of our partners, all of whom work in small teams supporting large networks of customers often within very challenging conditions.



Since 2015 we have supplied over 7,675 units to our programme in Kenya. The Naivasha Technical Training Institute provides vocational training courses including in ICT for vulnerable and disadvantaged young adults, many of whom are former street children.



We support schools to help increase greater access to IT facilities and improved digital skills for all students. This includes the provision of equipment to schools most in need, the installation of IT labs, as well as delivering practical (hands-on) digital courses for school children.



Our work focuses on increasing digital skills of teachers in the country, to improve digital education in primary and secondary schools. The Zambian Government's national ICT policy (2006) identified a shortage of teachers with ICT skills as a key challenge for schools to improve ICT education.



We've worked in Zimbabwe for over 15 years, providing technology and digital skills training to schools. Zimbabwe has been devastated by a series of political, climatical and economic disasters and yet the people remain strong and resilient. ITEZ is determined to help school children reach their potential, in spite of the challenges they face.



Computer Supply Programme

AFRICA

There is a huge shortage of computers in schools in Africa, particularly among community and government schools. Schools that do have IT facilities are more often than not woefully inadequate for the number of students enrolled. Very few schools will have enough computers for each child in the class to use a computer by themselves. We want to reduce the computer ratios and improve the quality of digital education in schools.

We provide computer equipment to help schools, colleges, and other educational centres to improve the delivery of IT education in Kenya, Malawi, Zambia and Zimbabwe. For many schools accessing quality equipment with good specifications is a challenge.

Through our Computer Supply Programme, we are able to supply schools even in rural areas, enabling access to digital technology to the most remote locations in Southern and Eastern Africa.

“Vulnerable populations in developing countries who are unable to connect to or use digital technologies risk being left behind in the post-pandemic recovery, leading to potentially heavier knock-on effects.”

World Bank



Providing the means to facilitate the technology is just as important as the supply; a three-pronged approach of which computers, software and training are key to improving the education of students, young people's life prospects and ultimately contributing towards the economies of their countries.

“A low level of ICT skills is one of the main barriers to achieving universal and meaningful connectivity”

ITU (International Telecommunication Union)

We preload our computers with open-source educational content, which gives teachers and students access to a raft of learning materials to aid both teaching and studying. Our teacher training programmes help to give teachers both the skills and the confidence to teach using technology.

At the end of life, we encourage the return of old, broken equipment back to our partner programmes so it can be recycled responsibly.



Community Digital Lab

MALAWI

We want to provide opportunities not just for school children, but for teachers and local community members; enabling them to benefit from greater digital knowledge and improved life prospects.

Our busy training lab, in Blantyre, is open to the public; providing local people, students and teachers the opportunity to learn and develop their digital skills, enabling them to advance or further their education, gain work-related skills or even run their own business.

The training delivered varies to cater for the differing levels of the learners that visit. For schoolchildren it's an opportunity for them to gain practical experience using computers, likely because their school has inadequate facilities for all the children to use. For school teachers they can attend a seven-day training course; to help give them the knowledge and confidence to use IT when delivering their lessons.

For local users, the courses cover a range of topics, including an introduction to computers and Microsoft Office, as well programmes like Adobe Photoshop. Additionally, we deliver courses based on the hardware and software, focusing on troubleshooting; what to do when your computer goes wrong, basic maintenance and using antivirus software.



“Digital Skills are making differences that are sometimes immediately visible - if a teacher couldn't confidently switch on a computer because they worried what the next step would be, but after our training they rush towards the “on” button and beyond. We have played our part in equipping them with a skill - sometimes soft ones - confidence is half the battle in being able to learn anything new.”

Boni Chipembere, Programme Manager Zambia



Teacher Training Programme

ZAMBIA

In Zambia most teachers have very limited access to computers, and therefore are not familiar with digital programmes and applications to aid the planning and delivery of their lessons.

The teacher training equips teachers (ICT teachers and other teachers) with basic ICT skills, enabling teachers to plan their lessons, deliver their lessons and continually assess their learners using digital means. An improvement in the manner in which the trained teachers carry out their work will translate into an improvement in the quality of education that the learners receive and ultimately an improvement in learner performance.

We trained 262 teachers, far more than our target of 200 teachers for the year. After the training, and in just one year, this amounts to a greater benefit for 9,825 children.



Case Study:

LUSAKA

We worked with local NGO Chance4all to deliver training to 5 schools in Bauleni, a deprived peri-urban area in Lusaka. Our findings revealed the teachers used the skills they'd learnt almost instantaneously after their training as well as improving the utilisation of their school IT labs.

The teachers reported that they now have increased access to the school computer lab where they can type their work and prepare test questions. This was a major improvement as prior to the training many of the teachers would shy away from using the school computer lab, instead requiring the school secretary to type on their behalf.

Most of the teachers indicated after receiving the training, they have been able to use a computer and especially the Microsoft office package.

- **90% of teachers confirmed they had used Word to either; prepare a lesson plan, come up with a mark schedule, prepare test questions, type class notes or accomplish other tasks as required by the school.**
- **100% teachers expressed intent to use Excel at the end of the term to come up with mark schedules and enter student results for easy analysis.**

“The training was very good. Continue with such training to develop teachers' knowledge on ICT, for this will help our pupils to have wider knowledge.”

Teacher, Hetty Denen Secondary School, Kafue

“Things are changing all the time; as teachers we need to be literate and have information at our fingertips.”

Teacher, Bauleni School.



Teacher Training Programme

ZIMBABWE

With ICT recently added to the primary school syllabus, primary school teachers are now expected to be digitally proficient. Whilst a positive move to introduce ICT at an earlier age, most primary teachers are untrained in ICT, and are therefore ill equipped to effectively teach their students using digital technology.

After various consultations with different stakeholders, including the Ministry of Primary and Secondary Education (MOPSE), we developed a training structure that would align to the Zimbabwe Syllabus. It was designed to maximise hands-on training as well as tackling tasks that involve real life problems.

The course covers a range of topics, including Microsoft Office applications for e.g. Using Microsoft PowerPoint to create a presentation, and Excel to support class administration of keeping digital class records, the use of

supplementary ICT resources such as offline educational content and basic troubleshooting skills for computer hardware and software.

The training is designed to stimulate and increase entrepreneurship, promote creativity and innovation and instil good basic skills for hardware and software. We trained 182, just under our target of 200 teachers, improving the education of 6,825 students.



Case Study: CHIRWARIRA

We trained teachers at a cluster of 4 schools in Chirwarira, Nyanga. After the training Microsoft Excel has proven most popular as teachers have realised that there is a need to change how they teach and to integrate ICT into their teaching. Many have now adopted their new found skills and have designed a template for their mark schedules; a process that would have taken them days to calculate their class rankings, is now made at a click of a button.



- **Over 98% of all teachers that attended the workshop admitted that they used to create mark schedules manually and being able to create a mark schedule and getting rankings in Excel made their life easier.**

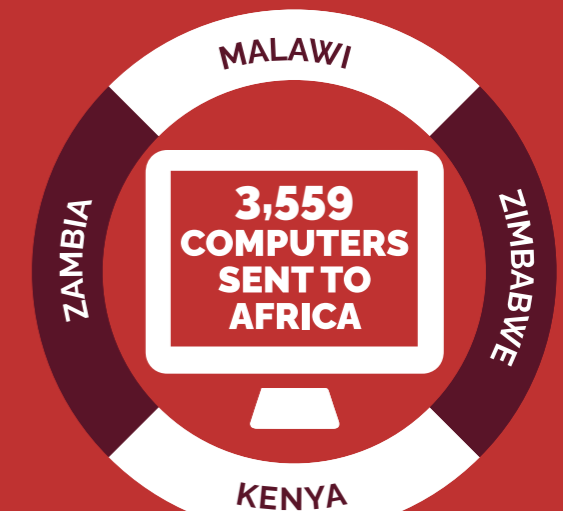
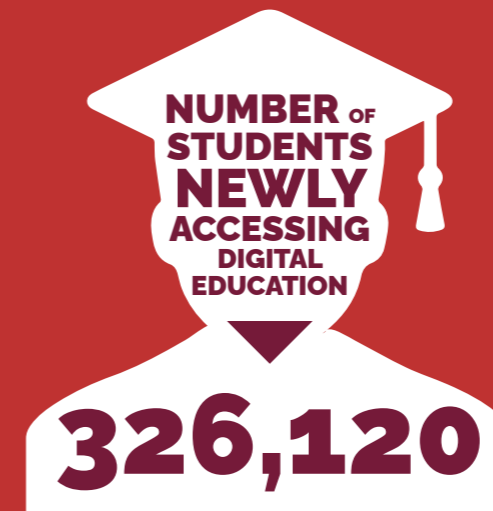
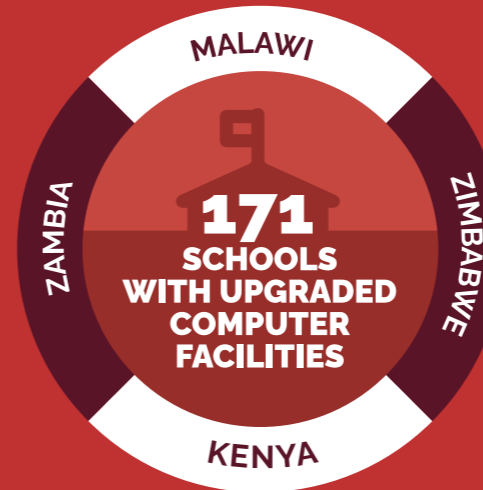
“It is very important for teachers to be trained in ICT; most of us went to a school where there were no computers and we did not get to learn about them before.”

Teacher, Zimbabwe



Our year in numbers

AFRICA



PARTNERSHIPS



173 UK computer donors
12 Africa project partners
31 UK project partners



“Digital education is obviously bridging the digital divide among the students; we have seen students using computers and technology to transform their lives for the better. Teaching has never been this easy and fun; the motivation is just immense.”

Sabina Kulasinghe, Programme Manager, Malawi



Stories

AFRICA



“I have gained a lot, especially learning Publisher, Word and PowerPoint. I will be able to earn money from my own work on completing my course at CFMS.”

Student from CFMS Training Lab

“I would recommend this training to other teachers because technology used right will save us time as teachers, which we don't have. It would be my wish for every single teacher in Zambia to be given the opportunity that I have been given”

Bauleni Secondary School

“I liked the way that the trainers taught us in a way that made us feel comfortable as adult learners. No one was left behind. We are asking for this training to be extended to other teachers as well. Now I can work in a SMART way because of this training”

Bauleni Special Needs School, Zambia

“I learned computer studies at Computers for Malawian Schools (CFMS) and I now study at Catholic University of Malawi. This training has given me a lot because I am now able to do PowerPoint presentations, take university notes and write assignments with my computer. I have benefitted a lot and I am now able to help others who don't know how to do that, so thank you!”

Past student from CFMS Training Lab

“Computers are an essential item to have in all educational institutions today. Technology has struggled to find its way to the classroom but now children can learn new things on the internet and they are able to review and get extra help on things they do not understand.”

Teacher Training Project – Zimbabwe

“Let's embrace this teacher training programme wholeheartedly as this helps to modernize education, improve student performance and help to prepare children for a number of careers. Computers make the learning process a lot simpler and more efficient, giving students access to tools and methods of communication unavailable offline and also communicate directly with their teachers and educational platforms via email. Students can also send work to their teachers from home and letting them finish work outside the constraints of school hours and teaching them about procrastination and responsibility.”

Head teacher, Chapatarongo Primary School, Nyanga, Zimbabwe



“Without the fantastic support of our equipment donors, we would not be able to supply so many schools in Africa as well as charity and community organisations in Gloucestershire with quality refurbished IT equipment.”

Simon Richardson, UK Operations Manager



UK Programme

Our work in the UK encompasses the supply, refurbishment and distribution of equipment, to both Africa and the UK. It includes the provision of training and skills support to our volunteers as well as to community members in Gloucestershire.

VOLUNTEERING AND HMP PROGRAMME

The Programme provides work experience and helps to improve skills and confidence among volunteers at ITSA's Cheltenham HQ and prisoners at HMP Whitemoor.

Our Prison programme resumed in March 2022 with a new cohort of prisoners learning about, and importantly getting hands-on experience, refurbishing computers. Their work directly supports the UK operation of refurbishing computers which we send to Africa as well as preparing equipment ready to donate via our TECH Connect Community Programme.

At our Cheltenham office, we welcomed 35 volunteers who volunteered an amazing 2,799 hours in the year. Local volunteers from our community and students gaining valuable work experience spent time volunteering in our IT workshop and warehouse carrying out essential work. The programme is well subscribed by many of the local secondary schools for school children interested in learning more about digital technology to gain valuable workplace related skills and to help them build their confidence.

In addition, we hosted a number of university students on placements; to enable them to fulfil their course requirements whilst gaining valuable work-based skills in a wide range of subjects including marketing, photography and graphic design.



TECH CONNECT COMMUNITY

Showing people how to do simple things online like setting up an email address, ordering medications and setting up an online GP appointment, keeping in touch with family and friends using video or messaging, can make a huge difference to people's lives.

Our programme in Gloucestershire provides equipment for charitable organisations as well as digital training and support for those vulnerable and disadvantaged. This year we have given 5,100 learners access to digital skills and services.

We supported 37 charities, donating much needed equipment to enable them to provide access to digital skills and support to their communities. Some of whom include: Gloucestershire Young Carers, Ukrainian refugee students, The Rock Community Hub Cheltenham, YMCA, Spring Centre Gloucester, Phoenix Centre Matson, Lydney Community Hub, Gloucester City Mission, Forest Read Easy, All Nations Community Centre Gloucester, Springbank Community Centre Cheltenham, Ebony Carers and Forest Sensory Services.

Our partnership with Digital Unite enables us to deliver digital skills training through Digital Champions, shared learning and best practice to enable digital and social inclusion. We trained 22 Digital Champions, across Gloucestershire - we understand that many of those who aren't online don't feel comfortable learning on their own and need personal, one-to-one support focusing on overcoming the barriers of being online and engaging use of the internet.



“With the ever increasing ‘Digital World’ rapidly approaching us all, it is both a huge honour and a privilege to work alongside some tremendously talented and compassionate individuals and organisations, across all of society, who are helping to provide the knowledge and the support to those who need the help and the assistance now with the issues that we all face together within this transitional period.”

Taff Wiltshire, Digibus Project Manager



UK Programme

DIGIBUS

Enabling and empowering people to use digital technology to manage their lives better is the idea behind this unique project; we aim to educate and inspire people of all ages and backgrounds, particularly those disadvantaged and who find it difficult to participate in a digital world.

The Digibus is our most innovative project to date, a mobile digital lab housed in a converted double decker bus, was officially launched in October 2021. Digibus provides a free digital support service to communities throughout Gloucestershire, targeting community centres, village halls, libraries, schools and even town centres.

The bus is equipped with a range of digital technology, including Virtual Reality (VR), robotics, laptops, desktops and tablets. We are showcasing technology as well as helping to solve real-life problems that so many people face when using their own devices to access important and relevant information and services. All the sessions are learner-centred, providing tailored support for individuals and allowing them to learn at their own pace; this helps to give them the confidence to put the skills they've learnt into practice after their visit.

The project has been hugely successful in getting support to learners throughout the county, even in more rural and digitally deprived areas such as the Forest of Dean and the Cotswolds. We can help put people in touch with other relevant training programmes, or help connect them to other support services online or in their area.

“Ten million people in the UK lack the most basic digital skills, such as logging on to Wi-Fi or using email, and 1.5m households have no internet access”

The Good Things Foundation

Digibus supported **832 learners**, providing one-to-one help and tuition.

The average confidence level of learners after visiting the Digibus increased from **4.6 to 6.1**

67% FEEL MORE CONFIDENT USING TECHNOLOGY AND LEARNING ON THEIR OWN

43% FEEL MORE CONFIDENT COMMUNICATING WITH FRIENDS AND FAMILY USING DIGITAL TECHNOLOGY

47% SAY IT HAS BENEFITTED THEIR HEALTH AND SENSE OF WELLBEING

“I had no idea I could do all those things just from my phone. It's going to transform how I work.”

Mark – Digibus Learner, Forest of Dean, Gloucestershire



Our year in numbers

UK

7,500 COMPUTERS
SAVED
FROM LANDFILL



5,100
LEARNERS GIVEN ACCESS
TO **DIGITAL SKILLS**
AND **SERVICES**



832
DIGIBUS
VISITORS

35
VOLUNTEERS
SUPPORTING OUR
WORK IN THE
UK



167 COMPUTERS
DONATED TO
LOCAL CHARITIES

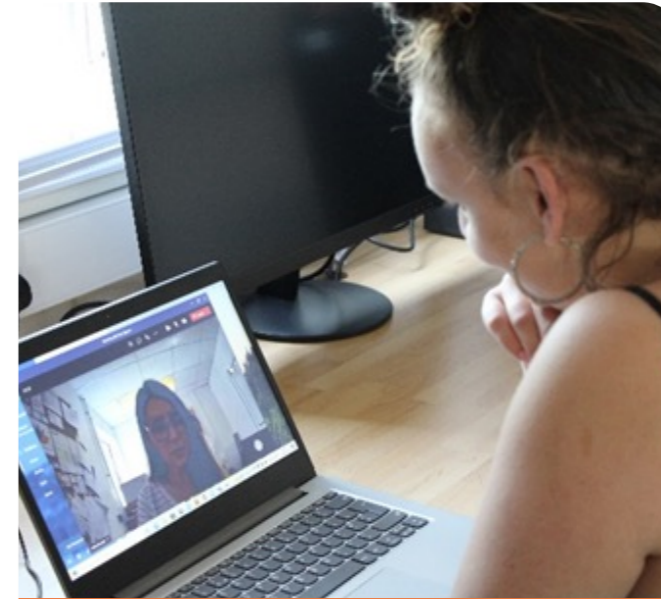


22
DIGITAL CHAMPIONS
TRAINED IN THE COMMUNITY



Stories

UK



"The laptops you donated are a really useful resource to have available to clients. They have been used in our Education Centre for basic literacy and numeracy courses as well as having been used to help clients access the internet for support with benefit claims. Several clients have also used them to make job applications and update their CVs. Thank you so much for supporting us."

Kevin Howie - Gloucester City Mission

"The computers you donated to the Redwell Centre are being used daily by the community, young and old, for applying for jobs, helping with homework, internet searching, CV writing and lots more. Thank you for donating these. They have been an invaluable resource for our centre to offer."

Redwell Centre, Matson, Gloucester

"Learning how to use a computer has helped me meet and talk to new people, gives me a focus and a routine. I have realised how much I was missing out. I have now gained extra confidence and this learning has helped me come out of myself. I'm taking this opportunity to learn new things and am very grateful."

Jordan, aged 33 - Phoenix Centre, Matson

"We were so pleased to hear we would be receiving laptops for the young carers we support, and the families are really grateful for this wonderful donation. This will be a huge help with school or college work and will reduce isolation by making social interactions between friends so much easier"

Sally Gillespie
Development Manager, Gloucestershire Young Carers

"I am so very grateful to IT Schools Africa. They got me a reconditioned laptop. I love it; they delivered it today. The laptop really helps me to pursue my career goals. It means the world to me to have a laptop. I will treasure it always."

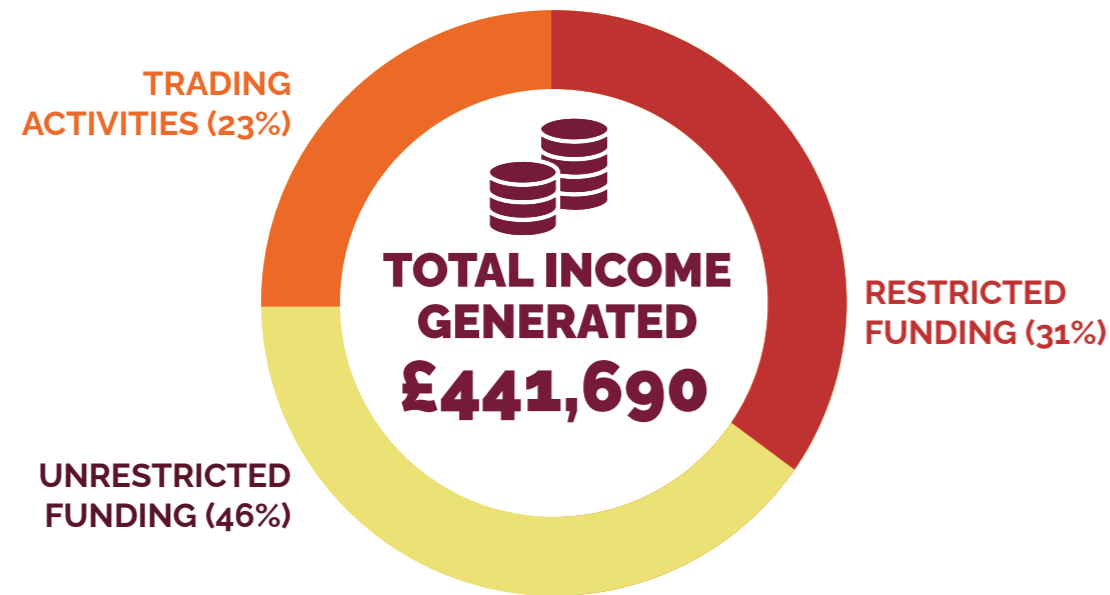
Recipient of donation via Cheltenham Trust - GEM Project

"Donated laptops from ITSA provided a great online resource for residents to access govt funded level 2 qualifications in mental health and early learning. Many residents suffer with anxiety, so learning in a non-pressurised environment with no constraints is really beneficial. In addition, residents that suffer from dyspraxia and handwriting is difficult, find that typing on a laptop much easier. Residents also completed an online course to help them when they leave the supported housing, create CVs and apply for jobs."

Evie Johnson - Centre Manager, YMCA Cheltenham



Funding and expenditure



The charity was successful in raising funds for its projects, such as the Digibus and its teacher training programme in Africa, whilst also benefitting from a generous one-off unrestricted grant

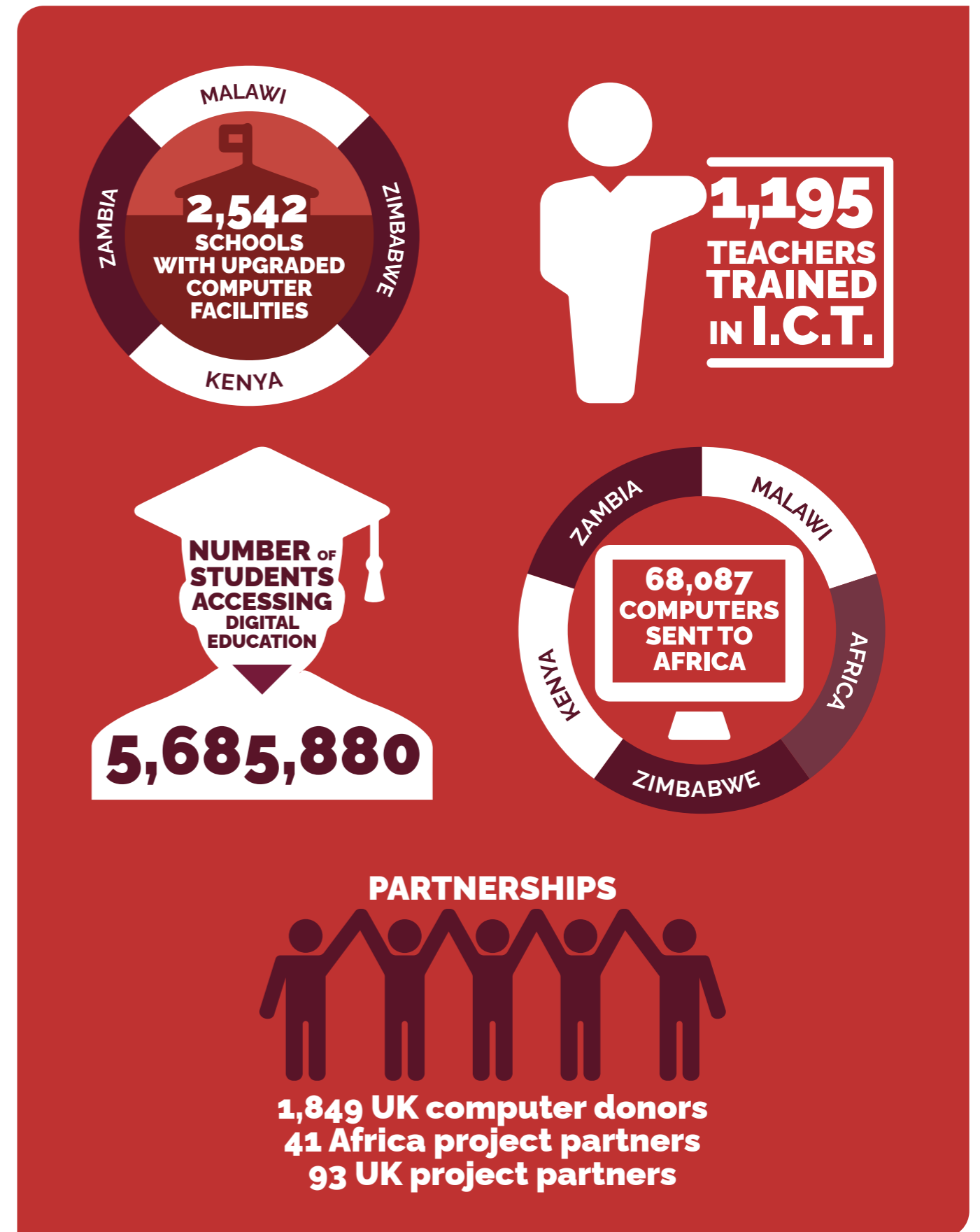


Costs were higher in the year due to deferred project expenditure, however, the charity's reserves remain sufficient, leaving it in a comfortable position for the next financial year



Our impact over 18 years

2004 – 2022



“IT Education in Zimbabwe improves the quality of teaching and equips the learners with 21st century survival skills. Today's high demand jobs are in the digital industries hence the importance of the teachers helping the learners to acquire skills in this field. In addition, an increase in overall pass rates in most schools can be seen as students are empowered with a mindset that not only sets them up for the present but for the future as well.”

Charlie Chabveka, Programme Manager, Zimbabwe



Challenges where we work

AFRICA

ACCESS TO COMPUTERS

This continues to challenge many schools, teachers and students where we work in Africa. Without adequate resources; school children are unable to benefit from a digital education, teachers lack the tools to prepare and deliver their lessons digitally and students struggle to participate without the use of technology.

By 2026 we aim to increase supply to Africa by 43%



TEACHERS WITH DIGITAL SKILLS

With too few teachers trained in ICT this compounds the problem of a lack of computers in classrooms; many teachers teaching non-ICT subjects lack the skills and confidence to use digital technology to either make their lessons more interesting and/or to improve their efficiency when marking and grading students' work.

We aim to train 400 more teachers in Africa in 2023.



UK

DISENGAGED AND OFFLINE

Some people choose not to participate online, making it more difficult to engage with them. This is often due to a lack of understanding about the relevance of the internet to their own lives. These barriers take time to remove and require a joined-up approach with other community groups to provide support.

We aim to work with our existing partners and develop new community links to improve support.



LACK OF DEVICES AND COST OF INTERNET

Many families and individuals simply can't afford the technology or the data to get online. This hinders their ability to stay connected, access information and services, study online or search for jobs; further depriving the already disadvantaged.

We aim to provide more equipment to community projects to improve digital inclusion in 2023.




Our Partners






IT SCHOOLS AFRICA

Transforming lives through access to e-Learning.

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Charity No.1146157