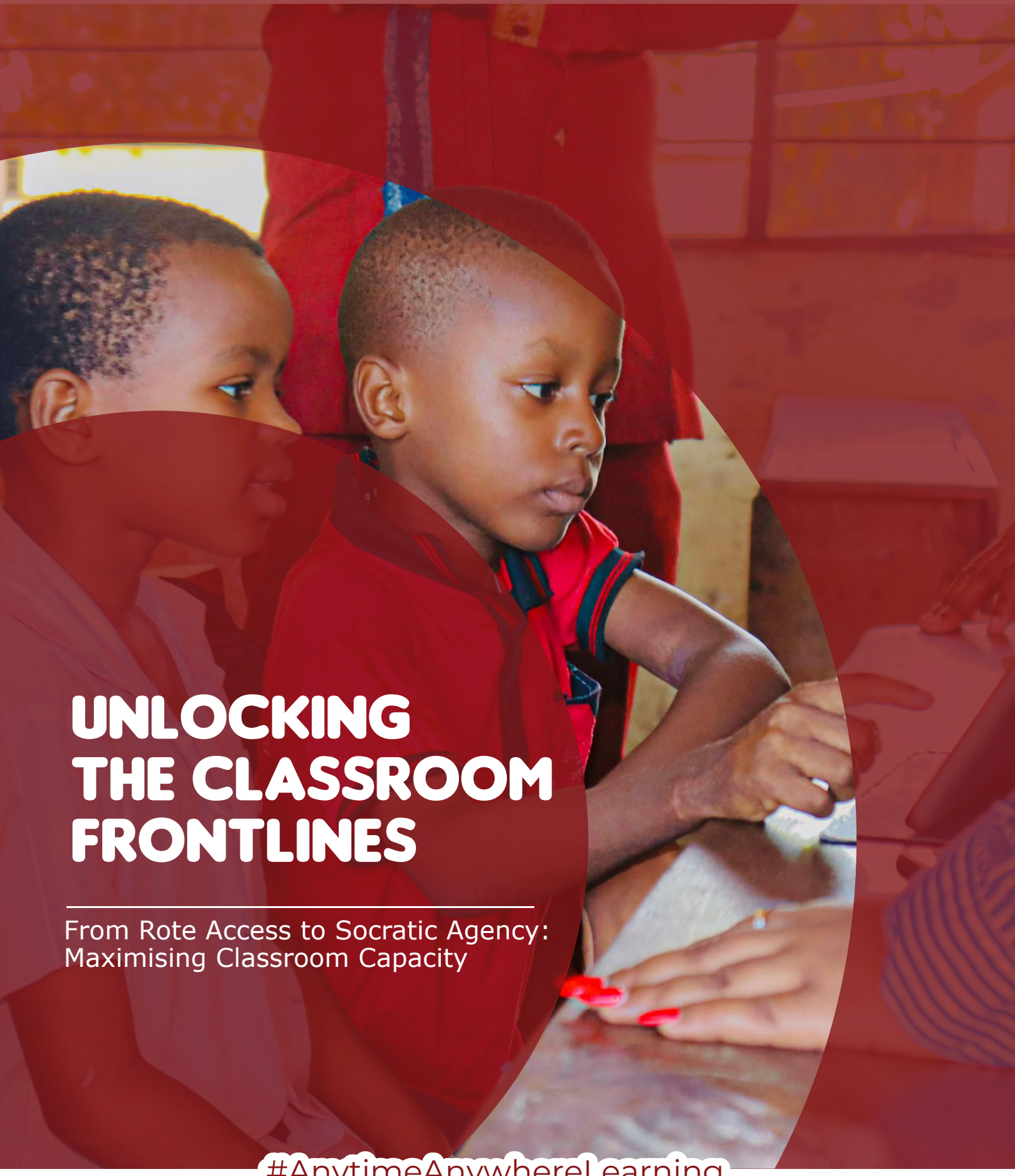


UNLOCKING THE CLASSROOM FRONTLINES

From Rote Access to Socratic Agency:
Maximising Classroom Capacity

#AnytimeAnywhereLearning

shule direct

2025

Prepared by the Shule Direct
www.shuledirect.org

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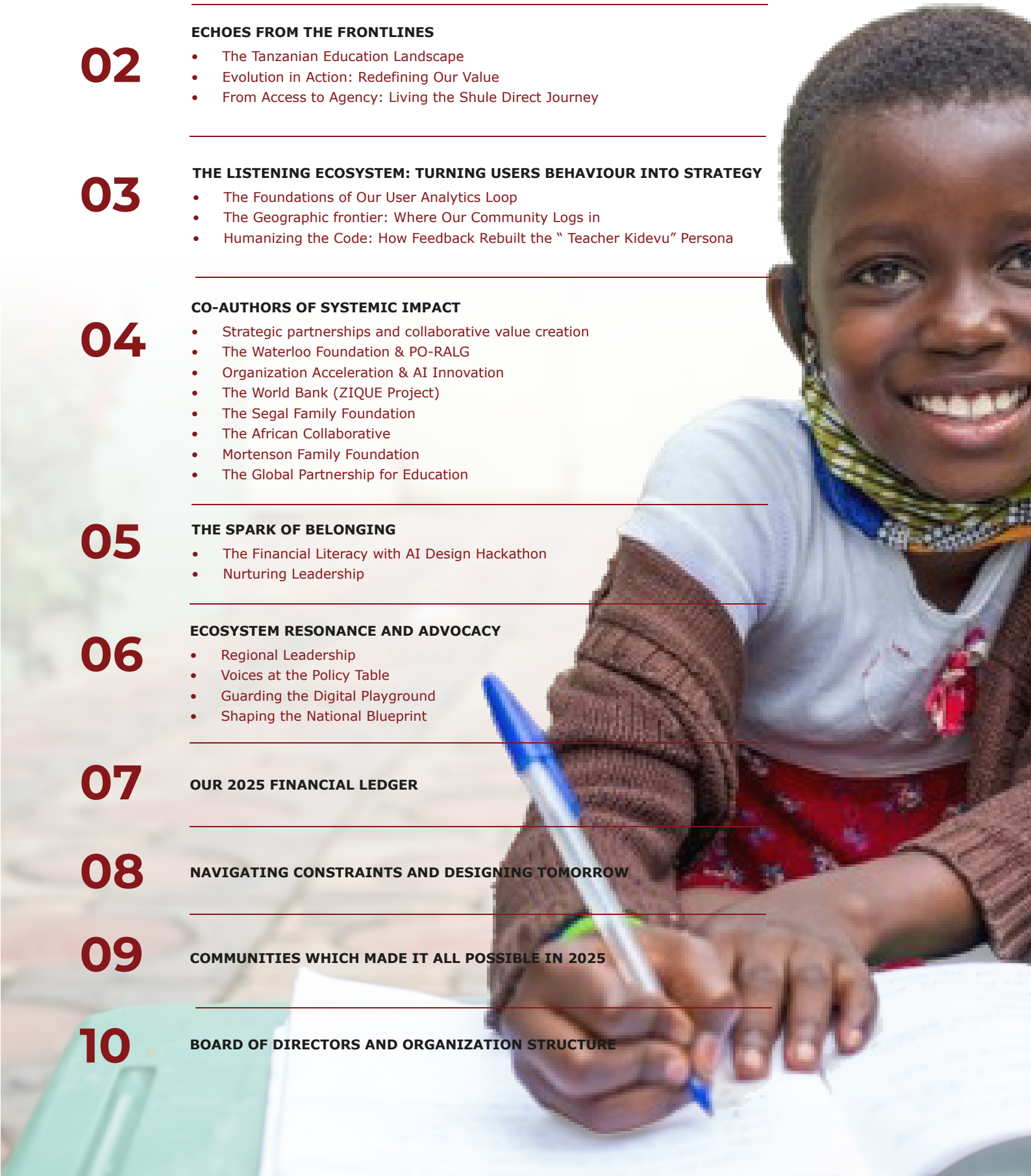
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01 CO-CEO's NOTE: REFLECTIONS ON RESILIENCE, SCALE AND LISTENING

If there is one thing that 2025 made clear to us at Shule Direct, it is that true, systemic impact is never a solo journey. It is a story of collective resolve, shared risks, and an unwavering commitment to listening to the communities we serve.

The year 2025 has been one of deep listening, learning, and structural rebuilding. As the educational landscape continues to evolve, we have seen both the incredible opportunities technology can unlock and the very real challenges many learners and teachers still face on the classroom frontlines. Access to quality learning materials, relevant digital skills, and effective teaching support remains uneven, reminding us that innovation only matters when it reaches those who need it most.

For me, the most inspiring part of our 2025 journey was how our technology was shaped by the community itself. By treating user analytics and behavioral habits as our absolute North Star, our team spent the year humanizing our code, turning our AI companion, Teacher Kidevu, into a patient, Socratic mentor rather than a simple answer engine. You will see this alive in the pages of this report: in a student mastering complex science modules on a shared family smartphone at home, and an early-grade teacher using AI tools to confidently bridge foundational numeracy gaps.

A Milestone of Strategic Transition

This year also marked a milestone of deep personal and organizational transition for me. After more than a decade of building Shule Direct from a single, audacious dream into a national infrastructure platform, my dear co-founder and sister-in-arms, Faraja Kotta Nyalandu, stepped down from her operational role as Co-CEO to transition into a strategic seat on our Board of Directors.

To build a social enterprise from scratch requires a rare kind of shared grit, and I want to share a deeply personal tribute to Faraja: we have stood side by side through every single high and low since the very first day of Shule Direct. Her visionary brilliance, unwavering courage, and boundless heart are woven into the very fabric of our identity. While her daily operational presence is profoundly missed on the ground, I am incredibly anchored by her continued guidance on our Board as we navigate this next frontier together. Faraja, thank you for being the ultimate partner in change.

With Deepest Gratitude,

Iku Lazaro
Co- CEO

Navigating Macro-Headwinds with Technological Opportunity

2025 also brought severe external headwinds as a tightening global philanthropic funding landscape forced organizations across the entire social sector to navigate shrinking resources. Managing these economic contractions required us to make incredibly difficult decisions to compress our operating budget and strategic activities.

Yet, it was precisely during these challenging times that the dizzying pace of global AI advancements emerged as the right opportunity for our resilience. Rather than a strain, the velocity of AI gave us the exact leverage we needed to optimize our lean structures. It constantly pushed us to find innovative ways to do much more with significantly less, allowing our core team to protect our vast national reach, automate backend efficiencies, and accelerate student impact in a constrained resource environment.

By leaning into strategic capacity-building programs, our leadership team stabilized operations and turned constraints into efficiency. Despite a smaller core team, we protected our national footprint through high-impact, cross-sector collaborations such as the Zanzibar Virtual Learning Environment (VLE) initiative, national public infrastructure integrations, and our deep safeguarding commitments within the National Safe Schools Coalition.

One of our greatest sources of encouragement has been the growing community that believes in this mission. Teachers who continue to embrace new ways of teaching, learners who turn to our platforms to support their studies, parents who champion education at home, and the funding partners and government allies who invest their trust and resources in our vision have all played an important role in shaping our journey.

As we look ahead, we are inspired by what is possible. We believe that quality education should not be determined by where a child lives or the resources available to their school. By working together and continuing to innovate with purpose, we can help create a future where every learner has the opportunity to thrive.

To our partners, supporters, schools, teachers, parents, and learners, thank you for being part of this journey. Your trust, collaboration, and belief in the power of education continue to inspire us every day.



Iku Lazaro

"Innovation only matters when it reaches those who need it most."

FAREWELL LETTER NOTE FROM OUR CO-CEO

As I write this message, I do so with immense gratitude and a deep sense of fulfillment. After years of serving as Co-Chief Executive Officer of Shule Direct, I have made the decision to step down from this role. While this marks the end of one chapter for me, it is by no means the end of my commitment to the mission that has guided us from the very beginning.

When we started Shule Direct, we were driven by a simple but powerful belief: that where a child is born should never determine the quality of education they receive. We believed and continue to believe that technology can bridge gaps, unlock opportunities, and create more equitable learning experiences for children and young people. Looking back, I am humbled by how far that shared vision has come. What began as an ambitious idea has grown into an organization that supports millions of learners and educators while contributing to stronger, more inclusive education systems across Africa.

Reflecting on this journey, I am reminded that Shule Direct has never been about one individual. It has always been about people coming together around a shared purpose. Every milestone has been made possible by an extraordinary team, a committed Board of Directors, visionary partners, government institutions, educators, parents, and learners who greatly believed that meaningful change in education is possible.

Over the years, we have expanded access to digital learning, strengthened teachers through continuous professional development, invested in research and innovation, and developed solutions that respond to the evolving needs of education. Along the way, we have learned, adapted, and strengthened our systems, always striving to ensure that our work is evidence-driven, user-centered, and focused on meaningful impact.

While these achievements are significant, it is the people behind them that I will carry with me. The learner who discovered confidence through accessible learning resources. The teacher who embraced new possibilities in the classroom. The communities that welcomed innovation as a pathway to better learning outcomes. These stories have continually reminded me why this work matters and why our mission remains as relevant today as it was when we first began.

As I step away, I do so with complete confidence in Shule Direct's future. The organization has continually evolved by embracing new ideas, learning from experience, and responding to the changing needs of education. I have no doubt that this spirit of continuous learning and innovation will continue to guide its next chapter.

Yours In Service,

Faraja Kotta

Founder & Co-Chief Executive Officer



The future of education demands bold thinking, strong partnerships, and organizations willing to challenge themselves to better serve learners and teachers. I am excited to pass the baton to a new generation of leadership, knowing they will build on the strong foundation we have created and continue pushing the boundaries of what is possible.

To our staff, thank you for your passion, resilience, and unwavering commitment. To our Board of Directors, thank you for your stewardship and guidance. To our partners, government institutions, donors, and supporters, thank you for believing in our vision and walking alongside us throughout this journey. Your trust has enabled Shule Direct to grow, innovate, and create opportunities for millions of children and young people.

As Professor Patrick Lumumba once said, "No matter how good a dancer you are, you must know when to leave the stage." I believe that moment has come for me. I leave humbled by what we have accomplished together, confident in the leadership that will carry this work forward, and excited about the future that lies ahead.

Although I am stepping away from my role as Co-Chief Executive Officer, I will always remain one of Shule Direct's biggest champions. The mission lives on: to leverage technology to improve learning outcomes for children and young people across Africa. I leave with unwavering confidence that the best chapters of Shule Direct's story are still to be written



02. ECHOES FROM THE FRONTLINES

The Tanzanian Educational Landscape: Scaling a Decade of Insight

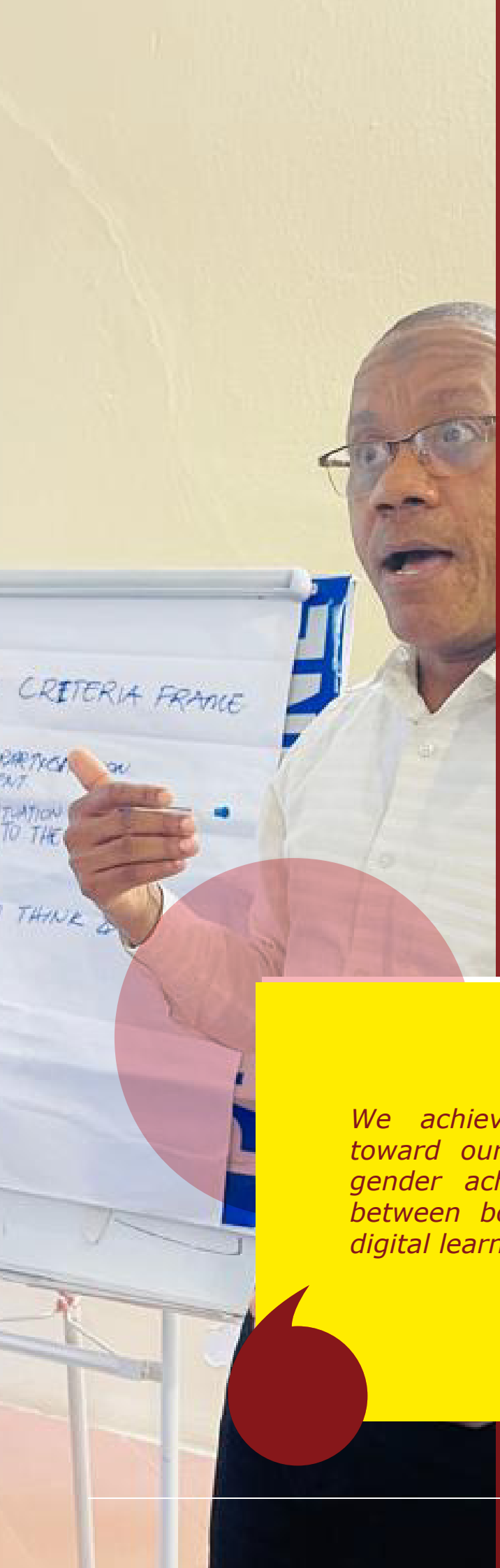
In 2025, Tanzania's educational ecosystem operated at a historic crossroads. Massive strides in primary and secondary school enrollment driven by successful national policies created a profound victory for educational access across the country. Total enrollment surged past 12.5 million learners in primary schools and 3.2 million students in secondary schools nationwide.

Yet, this rapid influx strained physical state infrastructure and human resources to their absolute limits. With just over 212,000 primary school teachers and 110,000 secondary school educators, classrooms routinely balanced overwhelming student-to-teacher ratios in primary school classrooms. Educators were left under immense pressure to deliver personalized instruction.

This landscape presented a defining national paradox: unprecedented enrollment expansion running parallel to an acute need for scalable, hyper-efficient learning recovery tools.

Shule Direct developed and launched digital learning platforms in 2013 as a direct, cost-effective response to the critical deficit of qualified learning materials for Tanzanian learners, with our mobile learning solutions designed and deployed at scale since 2016. Therefore, the compounding systemic strains of 2025 did not mark the arrival of a new digital frontier; rather, they underscored the absolute necessity of our mature ecosystem. As mobile hardware and data connectivity reached deeper into low-income urban and rural communities, technology firmly established itself as the ultimate pressure-relief valve for overcrowded schools. For Shule Direct, this macro shift became a powerful mandate to aggressively innovate our existing solutions further evolving our established platforms to ensure they continue to solve the access challenge while actively responding to the complex, modern realities of today's classrooms.

However, technology alone is never a silver bullet. Shule Direct navigated 2025 acutely aware that simply making learning resources interactive on a screen does nothing to solve structural learning deficits. True innovation had to navigate a landscape where access to devices remains uneven and teachers require active, continuous professional support to turn technology into a true tool of classroom empowerment.



Evolution in Action: Redefining Our Value

Building upon our long-standing legacy of providing vital curriculum access, 2025 marked the deliberate maturation of our engineering and programmatic focus. Having already successfully established widespread access, we focused our decades of insight into deepening pedagogical engagement and systemic integration—upgrading our time-tested platforms to meet the modern realities of the classroom frontlines:

From Content Consumers to Socratic Agency: Rather than using our platforms as static digital repositories, we re-engineered our technology to actively drive student agency. Through responsive frameworks like Teacher Kidevu, our ecosystem was transformed to listen, adapt, and guide learners step-by-step through complex STEM modules, pushing them to think critically rather than just delivering flat answers.

From Standalone Web Apps to Public Infrastructure: We shifted entirely away from operating parallel, isolated products. Shule Direct became an embedded systems actor, integrating our Learning Management System directly into the national architecture via PO-RALG's BEMIS framework and serving as the primary content engine for the World Bank-financed Zanzibar Virtual Learning Environment (VLE).

Co-Designing with Teachers: Recognizing that technology cannot substitute a great educator, our 2025 interventions focused heavily on multiplying human capacity. We paired our student tech with rigorous, continuous professional development, training public school teachers to use real-world user analytics and automated assessments to spot and confidently bridge individual learning gaps in overcrowded rooms.

We achieved a major milestone toward our target of reducing the gender achievement gap by 10% between boys and girls, ensuring digital learning remains an equalizer.

Three Questions Defining Our Delivery

To guide our engineering sprints, pedagogical frameworks, and operational choices in 2025, our team moved completely past elementary discussions of digital access. Shule Direct had already successfully digitized Tanzanian curriculum content and delivered it through interactive screens. Therefore, our inquiry centered on answering three deep, ecosystem-level questions

1. **The Optimization & Personalization Question:** How do we enhance the digital learning environments we have already built to aggressively increase our national reach, while successfully integrating personalized, child-centered, and adaptive learning solutions that respond to real student behavior?
2. **The Teacher Empowerment & Multiplier Question:** How do we strategically build the capacities of public school educators to utilize our platforms for continuous professional development, equipping them with the digital tools and strategies needed to move beyond rote lectures and actively impart critical 21st-century skills to their learners?
3. **The Systems Integration Question:** How do we move permanently away from isolated, parallel programmatic applications and instead integrate our solutions directly into national public school infrastructures to empower public school teachers systematically at a national scale?



From Access to Agency: Living the Shule Direct Journey

To truly understand the macro trends appearing on our servers, we must look to the real-world human journeys that defined Shule Direct's national reach in 2025. The data points in this report are not cold abstractions; they are built upon the lived realities of thousands of learners and educators who are navigating the digital frontier, embodied beautifully through the experiences of Faraj and Mwalimu Tabea Kwegu.



“The ability to independently direct his own learning converted academic anxiety into a profound independent”



“Teacher Kidevu Has Become my Everyday Study Companion”

Faraj, Form II student

The Spark Within: How Digital Literacy Unlocked Faraj's Confidence

Faraj is a 16-year-old student attending a public secondary school in a bustling, high-density neighbourhood in Dar Es Salaam. For Faraj, learning doesn’t stop when the school bell rings, but his access to vital educational resources historically did. His home lacks physical textbooks, and like many of his peers from working-class households, Faraj does not own a computer, a tablet, or a personal mobile phone, his family shares a single internet-enabled smartphone.

Faraj’s daily learning routine involves waiting patiently until 8:00 PM when his mother returns home from work so he can borrow her phone. By logging onto Shule Direct during these independent study hours, Faraj completely circumvents his lack of physical materials. By engaging with our offline-friendly science revision modules, his user habits map perfectly to our macro data trends: high-frequency, low-bandwidth evening sessions focused heavily on self-directed STEM mastery.



More than just improving his grades, navigating the interactive interfaces has built his core digital literacy. The ability to independently direct his own learning, track his scores, and untangle complex equations has lit a spark within him, converting academic anxiety into a profound, independent confidence that he carries back into his classroom every morning.

THE SHULE DIRECT MULTIPLIER: OUR 2025 LEARNER IMPACT

Faraj's evening breakthrough wasn't an isolated event. In 2025, our cohort analytics revealed a broader story of learner commitment. Across 20 secondary learners, students averaged 53 interactions each, consistently returning to the platform after school to learn, revise, and seek support through interactive features such as Teacher Kidevu.

BRIDGING THE DIVIDE:

We achieved a major milestone toward creating more equitable learning opportunities for boys and girls. In 2025, our learner cohort included 12 boys and 8 girls across Forms 1–4, with 100% mobile-based access demonstrating that digital learning remains an equalize.

CONFIDENCE & WELL-BEING:

Learner feedback collected from 170 users revealed a significant drop in exam-related anxiety and a boost in academic self-worth after using Teacher Kidevu's guided revision tools.

LIFELONG SKILLS: Beyond the classroom, 78% of active users demonstrated increased digital literacy, moving from basic phone usage to advanced independent online research and digital problem-solving.

Dignity in the Classroom: How Data and AI Empowered Mwalimu Tabea Kwegu to Lead



"This program has been very helpful to me: my learners who previously struggled to recognize numbers can now confidently identify and differentiate them."

Mwalimu Tabea Kwegu, *Class 2 Teacher ,*
Pius Msekwa Primary School, Dar Es Salaam

"Technology's true role is to empower the teacher to lead."

Mwalimu Tabea Kwegu stands on the absolute frontlines of Tanzania's instructional landscape, managing an overcrowded public classroom of over 70 students. Overburdened by standard administrative tasks, manually structuring lesson plans, and grading piles of homework scripts, she historically struggled to find the time to provide personalized attention to individual students falling behind in foundational skills.

In 2025, Mwalimu Tabea restored dignity and efficiency to her craft by integrating Shule Direct's digital learning materials and automated assessment tools directly into her daily instructional routine. By shifting routine grading to our Learning Management System (LMS) and leveraging automated insight dashboards, she transformed her pedagogical approach.

Instead of teaching to a generic classroom average out of survival, Mwalimu Tabea now utilizes our data-driven insights to confidently spot hidden numeracy and literacy gaps in real time. Backed by specialized peer-learning capacity training, she leverages our AI-driven tools to run a highly responsive, inclusive, and modern classroom, maximizing her impact and proving that technology's true role is to empower the teacher to lead.

THE SHULE DIRECT MULTIPLIER: OUR 2025 TEACHER IMPACT

Mwl. Tabea's classroom transformation is backed by rigorous data gathered across our 2025 pilot cohorts:

PEDAGOGICAL LEAPS: 75% of participating teachers demonstrated a measurable improvement in targeted pedagogical practices, shifting from rote lecturing to active, child-centered instruction.

FOUNDATIONAL GAINS: Classrooms utilizing our AI-supported teacher framework recorded a 15% lift in student foundational literacy and numeracy (FLN) skills compared to baseline control schools.

OPERATIONAL EFFICIENCY: On average, teachers reported saving 4.5 hours per week on lesson preparation and grading—time directly reinvested into remedial support for struggling learners.

03. THE LISTENING ECOSYSTEM: TURNING USER BEHAVIOUR INTO STRATEGY

The Foundations of Our User Analytics Loop

Answering our core operational questions required Shule Direct to reject building educational technology in an administrative vacuum. Instead, our development roadmap was entirely driven by the data generated by the learners and teachers using our platforms daily. Our core product enhancements resulted from a continuous evaluation loop shaped not just by what our community explicitly shared in structured feedback, but by the quiet choices, habits, and digital behaviors they exhibited on the ground.

THE AGILITY LOOP IN ACTION: 2025 EVALUATION DATA

TOTAL DIGITAL USER BASE: ***343,000 active learners*** *engaging our network*

ENGAGEMENT VELOCITY: Average time spent on the platform: ***143.7 seconds***

STABILIZED RETENTION: A dedicated core of ***1.3k users*** *highly retained*

Listening to the Silence: Interpreting Our Independent Study Data

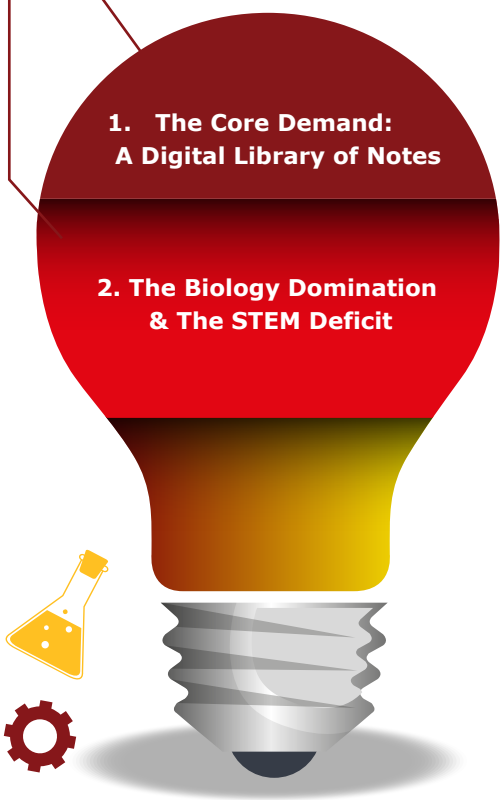
In 2025, our aggregate platform logs provided an unvarnished window into independent study windows. By tracking exactly what students sought out and what they skipped, we mapped the raw preferences and baseline structural constraints of over 343,000 users.

The single most definitive insight from our 2025 data was the massive, overwhelming reliance on foundational academic content. Our Notes feature recorded a staggering 27.1k visits, locking it in as the absolute anchor of the platform. When students log on, they are primarily looking for clean, structured, and reliable study texts to supplement their classroom experiences. Conversely, long-form narrative content saw minimal engagement, with our Aya stories feature recording the least traffic at just 275 visits.

When breaking down subject-matter demand across individual secondary school class levels, a fascinating, clear trend emerged: Biology dominates independent study across every single Form. However, as students progress into higher grades, a sharp decline occurs in advanced physical sciences:

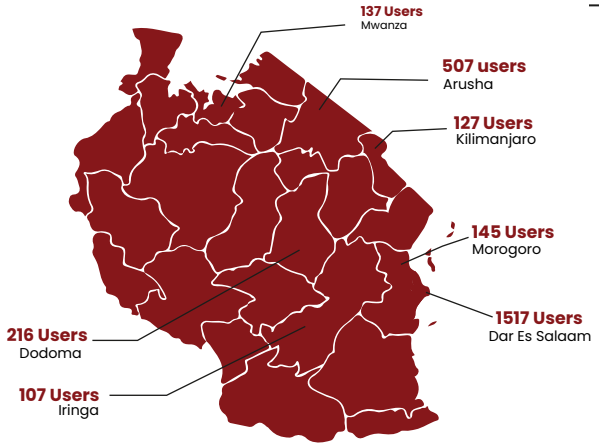
- **Form 1 Demand:** Driven heavily by Biology and Biology Form 1 Quizzes, running parallel to Physics Form 1 Quizzes. Geography recorded the lowest footprint
- **Form 2 Demand:** Led robustly by Biology, while Geography sat at the bottom
- **Form 3 Demand:** Anchored by Biology, while English recorded the least engagement Form 4 Graduation Pressures: Led by Biology. Crucially, the data flagged an acute deficit in advanced STEM engagement: Chemistry Form 4 recorded the absolute lowest traffic on the entire platform

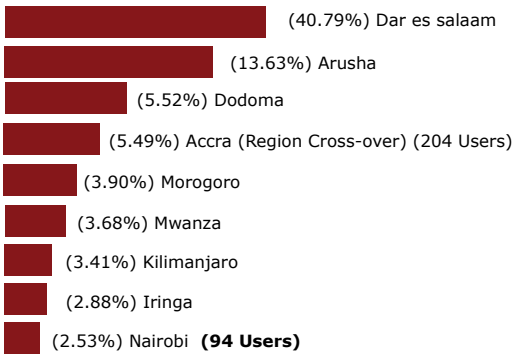




THE GEOGRAPHIC FRONTIER: WHERE OUR COMMUNITY LOGS IN

UNKNOWN LOCATION DATA (Privacy/Proxy Overrides): 322.6k users (98.86%)
IDENTIFIED REGIONAL FOOTPRINT (Known Sample): 1.14% of total base





Mbeya, Lindi, Pwani, Mara, Tanga, Tabora, Zanzibar, Njombe: <2.5% each

27,100 Visits to Notes
(The Clear Feature Leader)

143.7 Seconds
Average Platform Session Length

Form 4 Chemistry (102 Visits)

Form 1 Biology (702 Attempts)

Strategic Inference on the "Unknown" 98.86%: Far from a data gap, this overwhelming percentage tells a profound strategic story. The vast majority of our learners access Shule Direct through zero-rated telecom partnerships, low-cost browsers (like Opera Mini), and mobile proxy data networks that strip away localized IP tracking to save bandwidth and protect data costs. This proves that our users are heavily concentrated in cost-sensitive, low-bandwidth households where digital anonymity is a byproduct of economic optimization.

Of our identified geographic sample, Dar es Salaam remains our primary urban anchor at 40.79%, followed by major regional hubs like Arusha (13.63%) and Dodoma (5.52%). Intriguingly, the presence of users logging in from cross-border innovation hubs like Accra (5.49%) and Nairobi (2.53%) indicates Shule Direct's rising reputational footprint across the broader Sub-Saharan digital learning ecosystem

Humanizing the Code: How Feedback Rebuilt the "Teacher Kidevu" Persona

A similar data-driven pivot occurred during our rollout of Teacher Kidevu, our AI-driven learning companion.

Our initial online surveys and field user testing showed a clear behavioral pattern: when the AI responded with purely factual, clinical academic corrections, students interacted with it strictly for quick homework answers. The data signaled a transactional relationship that failed to foster genuine critical thinking or independent learning.



THE AGILITY LOOP IN ACTION: 2025 EVALUATION DATA

USER SURVEYS:
Deployed and analyzed multiple comprehensive online surveys to capture user friction points, motivations, and learning needs.

FIELD-LEVEL USER TESTING:
Conducted direct, in-school community

USER ANALYTICS: Monitored aggregate usage trends, subject selection, and feature engagement to map exact usage patterns.

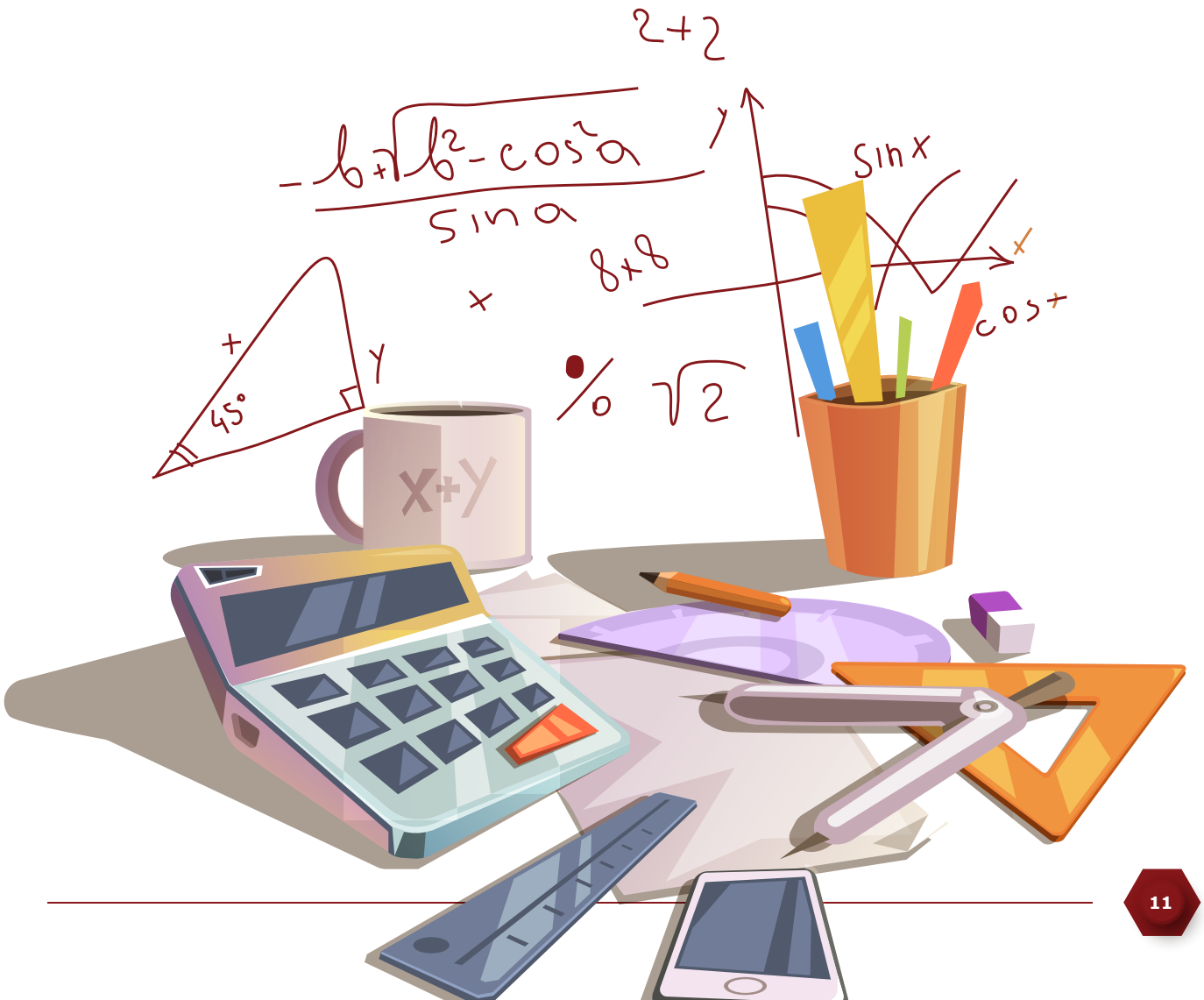
To address this, our community engagement teams gathered qualitative insights directly from student and teacher focus groups. The message from the ground was clear: learners did not want an automated answer engine; they needed an encouraging, non-judgmental presence that felt like a trusted mentor who understood the unique pressures of the national curriculum.

We immediately translated this community feedback into a major pedagogical adjustment:

Socratic Guardrails: We hard-coded strict rules preventing the AI from simply giving away answers, shifting its programming to ask guided, step-by-step questions instead.

Cultural Resonance: We infused the assistant's persona with localized, encouraging language, transforming it from a rigid software tool into a supportive, encouraging digital mentor.

By systemically analyzing data, listening to user challenges, and adapting our technology to match real-world behaviors, Shule Direct proved in 2025 that digital learning tools are at their most effective when they adapt directly to the needs of the community they serve.



04. CO-AUTHORS OF SYSTEMIC IMPACT

Strategic Partnerships and Collaborative Value Creation

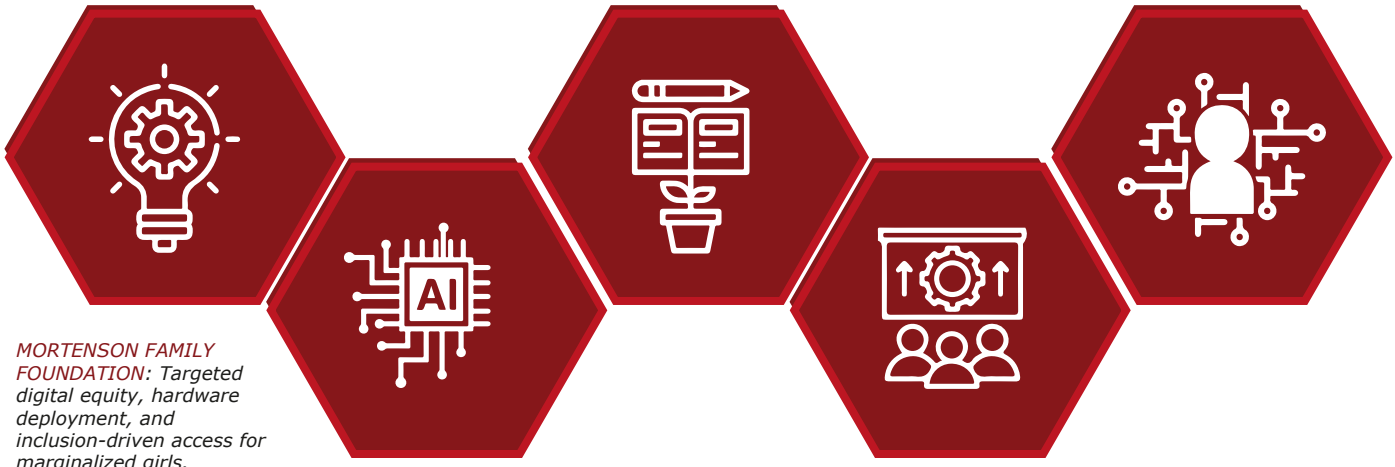
In 2025, Shule Direct evolved past traditional transactional donor models, intentional about establishing deeply collaborative, strategic alliances with institutional funders. Rather than viewing resource partners simply as compliance stakeholders or funding mechanisms, we positioned them as long-term co-investors in systemic innovation. This chapter reports on the strategic milestones and partnership journeys executed collectively in 2025 to scale learning, address institutional challenges, and build sustainable public infrastructure

PRIMARY COLLABORATIVE PIPELINES IN 2025

THE WATERLOO FOUNDATION: National-level infrastructure integration with PO-RALG, embedding Shule Direct onto the BEMIS architecture.

SEGAL FAMILY FOUNDATION: Flexible capital, unrestricted grant growth, and localized ecosystem connections.

THE AFRICAN COLLABORATIVE: Dual-track investment in strategic strategy formulation (Bridgespan) and global positioning



MORTENSON FAMILY FOUNDATION: Targeted digital equity, hardware deployment, and inclusion-driven access for marginalized girls.

BILL & MELINDA GATES FOUNDATION: Organizational acceleration and AI Innovation under the inaugural Daara Development Academy cohort.

THE WORLD BANK & REVOLVING TENDERS: Content development, systems architecture, and institutional capacity building for the Zanzibar VLE

THE GLOBAL PARTNERSHIP FOR EDUCATION (GPE): Consortia-led digital capacity building for teachers via the Generational Digital project.

The Waterloo Foundation & PO-RALG Alliance: National System Integration and Teacher Capacity Sprints

Our engagement with the Waterloo Foundation in 2025 represented a calculated, structural milestone aimed at scaling our digital solutions directly through national public infrastructure. By working in close coordination with the President's Office Regional Administration and Local Government (PO-RALG), this partnership focused on embedding digital learning capacity permanently within the state framework through a high-impact national teacher capacity-building program. The intervention successfully engaged 459 primary and secondary school teachers across all regions of Tanzania, creating a collaborative, peer-to-peer knowledge exchange where educators could reflect on context-specific challenges and share practical approaches for technology adoption.

459 Teachers Engaged across all regions of Tanzania.

211 New Teacher Registrations secured mid-program.

91% Workflow Optimization Approval from attending educators.



The Pedagogical and AI Architecture: The session focused on practical skills that could be immediately applied within real-world classrooms to deliver the curriculum more effectively and facilitate differentiated instruction. The curriculum targeted five core areas: strengthening basic digital literacy, enhancing technology integration to improve learner engagement, utilizing digital tools for content organization and lesson planning, and introducing teachers to emerging Artificial Intelligence (AI) tools. Practical demonstrations showcased how educators can ethically use AI to save time on administrative tasks by developing lesson plans, creating learning activities, and generating assessments and quizzes—positioning AI as a tool that supports rather than replaces the teacher.



Immediate Adoption and Reception Metrics: The training drove immediate ecosystem growth, with 211 teachers newly registering onto Shule Direct platforms during the program, adding to a base of over 100 participants who were already active power-users. Post-training feedback demonstrated outstanding institutional reception and teacher interest: 91% of teachers reported that the platform was helpful in supporting their daily work, 91% certified that the training enhanced their understanding of digital practices, 82% indicated that digital resources have the clear potential to improve student performance, and 86% recommended expanding similar opportunities nationwide.

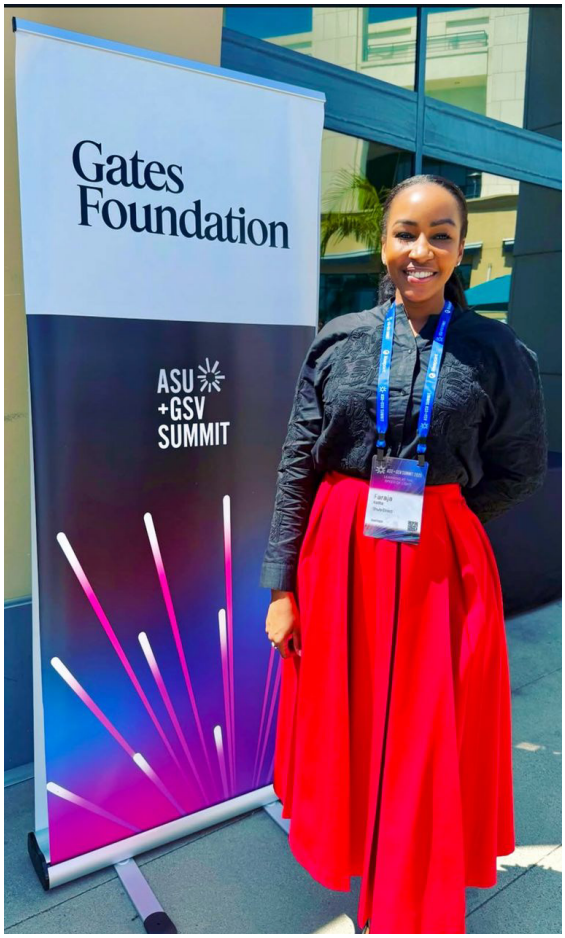
211 Teachers newly registering onto Shule Direct platforms

91% Teachers increased their digital Practice

82% Recommended the expansion of knowledge nationwide



Observed Systemic Field Challenges: True to our commitment to data evaluation loops, the implementation revealed critical infrastructure bottlenecks that must shape future rollouts: limited hands-on hardware access where not all teachers possessed devices during the session, varying baselines of educator digital literacy that affected the pacing of delivery, and internet connectivity dependencies. Furthermore, with only one day allocated to Shule Direct within a broader three-day program, time constraints restricted the depth of content coverage. Crucially, the training reinforced that short-term workshops must be backed by continuous post-training mentorship, refresher training, and sustained technical support to turn foundational skills into long-term technology adoption across underserved schools.







Organizational Acceleration & AI Innovation

BILL & MELINDA GATES *foundation*

Our engagement with the Gates Foundation in 2025 stood as a flagship case study in dual-track acceleration, simultaneously strengthening Shule Direct's institutional backbone while funding cutting-edge tech deployment. This deep partnership was realized through our selection into the inaugural cohort of the Daara Development Academy in 2024, a highly selective collective comprising just 11 organizations working at the forefront of Foundational Literacy and Numeracy (FLN) across Sub-Saharan Africa. The Daara Development Academy was built to accelerate our organizational capacity through a unique, peer-driven model where the capacity-building curriculum was co-created directly by us and fellow cohort members. This practical learning journey was executed through an agile hybrid framework of online modules and immersive, in-person experiences, including learning retreats and peer site visits, focusing intensively on four critical pillars of our institutional growth: Building Pedagogical Excellence, Using and Generating Evidence, Developing Resilient Organizational Leadership, and Strengthening Strategic Fundraising Capabilities. Beyond institutional strengthening, our partnership with the Gates Foundation directly financed our AI Teachers: Improving Teachers' Competencies through AI-Driven Assessment Program through the Daara Innovation Fund Project. This critical capital allowed us to test and validate AI-driven, child-centered math facilitation in the field. To ensure our findings contributed to the global educational discourse, Daara supported key learning and advocacy activities, including funding our participation at major international research stages—specifically the ASU-GSV Summit in San Diego and CIES 2025 in Chicago, where the Shule Direct team presented early findings and data-driven insights from the AI Teachers pilot.

The World Bank (ZIQUE Project): Scaling National-Scale Public Infrastructure

In 2025, Shule Direct demonstrated its technical maturity and operational readiness by successfully operating within competitive, institutional procurement pipelines. A premier validation of this capability was our strategic selection as the key Digital Content Partner for the Zanzibar Virtual Learning Environment (VLE) a pivotal phase of the Zanzibar Improving Quality of Basic Education (ZIQUE) Project, financed by the World Bank. Moving beyond a traditional grant mechanism, Shule Direct engaged with this initiative via a highly competitive state tender process, showcasing our ability to meet the strict compliance, technical capability, and delivery benchmarks required by a multilateral financier of the World Bank's caliber. In this role, we assumed the immense responsibility of structuring, adapting, and deploying the core digital curriculum assets that sit at the center of the VLE ecosystem. Recognizing that structural transformation requires long-term resilience, Shule Direct's mandate extended far beyond software deployment; throughout 2025, we took a leading role in delivering intensive Institutional Capacity Building across the region, training and equipping local education management authorities and technical teams to oversee, modify, and sustainably run the digital ecosystem to ensure that the impacts of the ZIQUE project continue to generate value long into the future.







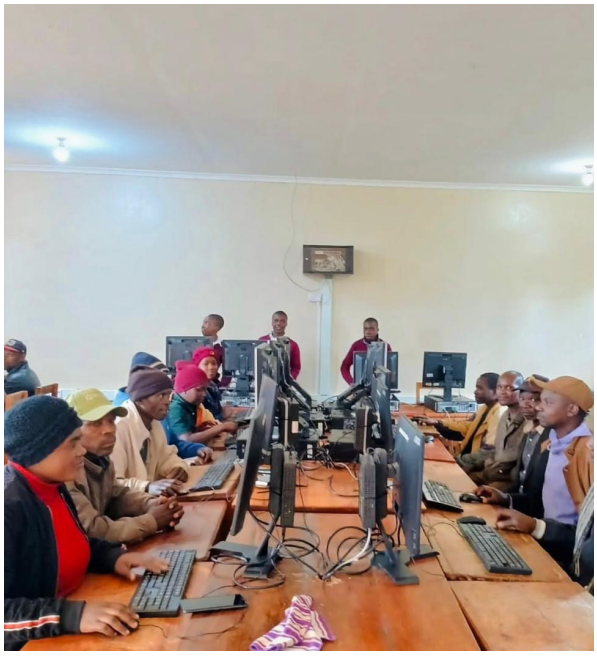
The Segal Family Foundation: Catalytic Capital and Ecosystem Connections

The Segal Family Foundation (SFF) continued to serve as a vital cornerstone of our operational agility in 2025 through their highly valued commitment to unrestricted grant funding. Recognizing that a resilient social enterprise requires flexible capital to pivot and innovate, SFF's flexible funding allowed Shule Direct to maintain essential baseline operations and quickly adapt our platforms to user feedback loops without bureaucratic delays. True to their nature as systemic ecosystem connectors, they hosted Segal Connect 2025 right here in Tanzania, providing Shule Direct with a premier national platform to showcase our digital models in front of a global network of prospective funders. Capitalizing on this major event, we hosted immersive school site visits, giving international donors the unique opportunity to step directly into public classrooms and see our learning management platforms operating live in real-world environments.

The African Collaborative: Dual-Track Investment in Strategy and Visibility

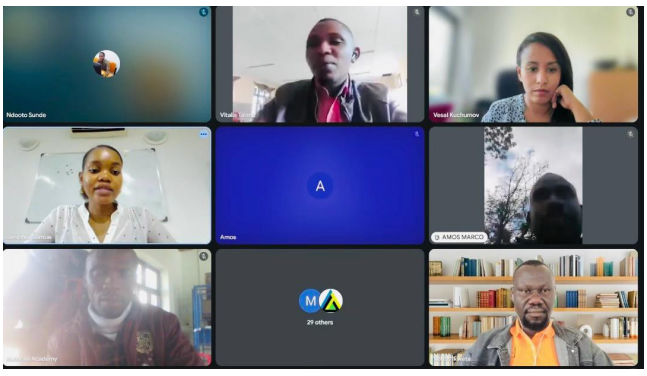
The African Collaborative provided critical support explicitly designed to simultaneously elevate our global visibility and fortify our internal executive resilience during a volatile sector-wide transition. On the global stage, the Collaborative funded our invitation and planned representation at the prestigious Skoll World Forum 2025 in Oxford, a positioning that heavily underscored Shule Direct's rising reputation within leading international social entrepreneurship circles despite unforeseen logistical and travel realities that ultimately prevented our physical attendance in the UK. Natively understanding that visibility must be backed by bulletproof execution, the African Collaborative simultaneously financed our leadership team's participation in the Bridgespan Non-profit Development Program (BNDP) training on Designing Strategy. This intensive capacity-building track provided our executive team with world-class strategic frameworks, enabling us to thoroughly stress-test our Theory of Change, navigate global funding contractions, and sharpen Shule Direct's institutional focus into clear, high-efficiency operational pillars.

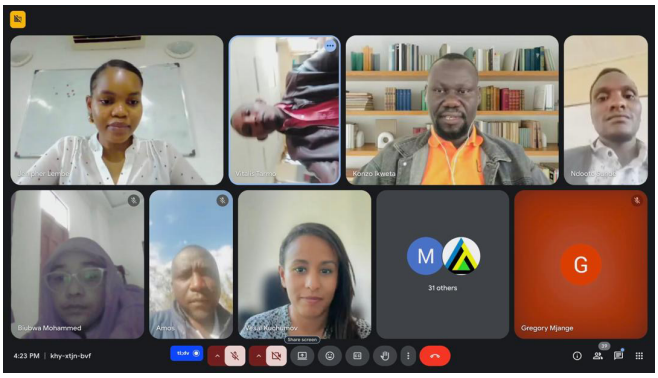




The Mortenson Family Foundation: Targeted Digital Equity and Gender Inclusion

Our relationship with the Mortenson Family Foundation in 2025 centered on a progressive journey of mutual alignment, shared discovery, and a deep, joint commitment to digital equity. Backed by their targeted grant funding, we focused intensely on narrowing the digital gender divide, ensuring that our technological advancements actively reach and serve the most vulnerable learners—particularly marginalized girls in rural environments. This capital directly financed our offline-friendly hardware and software deployment pipeline, supporting critical installation sprints and system updates across public schools where we operate in close field partnership with Lyra Africa. Through this deliberate funding mechanism, Mortenson enabled Shule Direct to place interactive, high-quality curriculum access directly into the hands of girls who share devices in low-connectivity settings, turning technology into a true engine of inclusivity.







The Global Partnership for Education (GPE): Constructing the Digital Teaching Frontier

To prepare national education systems for the rapid onset of classroom technologies, Shule Direct joined forces with the global multi-stakeholder platform GPE through the Generational Digital! Project. This initiative focused entirely on teacher-centric digital capacity building, delivered via a highly coordinated consortium led by the Tanzania Education Network (TEN/MET). The total Generational Digital! framework succeeded in equipping a total of 670 teachers nationwide with essential ICT competencies, enabling public schools to seamlessly adapt to modernized digital learning materials. Operating within this consortium, Shule Direct took direct ownership of deep regional capacity interventions, deploying our technical teams to the Tanga region to establish intensive training frameworks across 5 target secondary schools. Through this localized sprint, we successfully trained and certified 134 teachers, transforming them into digital facilitators capable of leveraging offline-friendly LMS environments to enrich daily instruction.





05. THE SPARK OF BELONGING

In 2025, Shule Direct recognized that expanding national access and state integration matters most when it translates into actionable, real-world capabilities for young people. Far too many youth remain locked out of opportunities to cultivate the practical digital fluency and critical problem-solving mindsets required by a rapidly changing world. To bridge this gap, we launched a series of high-impact engagements throughout the year, combining intensive design hackathons, sports-adjacent ICT modules, and weekly school-based clubs to turn digital literacy into an active tool for community problem-solving.

The Financial Literacy with AI Design Hackathon (Ecobank Partnership)

On 11 October 2025, Shule Direct partnered with Ecobank to host a flagship Financial Literacy with AI Design Hackathon at Benjamin Mkapa High School in Dar es Salaam. The event engaged 150 students all active users of the Shule Direct LMS in a highly inclusive, fast-paced innovation sprint

The Shared Journey: Students, intentionally grouping across different physical and learning abilities, worked collectively to brainstorm and design innovative, AI-powered concepts addressing everyday financial literacy gaps and community challenges. This hands-on experience gave learners their first practical exposure to artificial intelligence as a tool for economic empowerment, while giving our engineering teams a prime opportunity to observe live, real-time user interaction with the Shule Direct platform in a school environment.



120 Young Athletes Trained *across Tanzania & Uganda in foundational ICT and academic balancing.*

52+ Active Innovators *Weekly at Kijitonyama Sayansi, leading cross-school debates.*

The iCARRe Foundation Partnership: Empowering the Next Generation of Athletes

Recognizing that digital literacy can unlock diverse career pathways, Shule Direct collaborated with the iCARRe Foundation to design and deliver two specialized ICT capacity-building training tracks for young athletes:

- Dar es Salaam Baseline Sprint: Hosted at the Bosco Community Center, this track directly reached 30 young individuals (9 secondary school students and 21 A-level graduates), equipping them with foundational computer usage, internet navigation, and digital learning tools.

Cross-Border School Cohort:

The second track expanded to reach 90 in-school youth from across Tanzania and Uganda. Both interventions focused on a unique dual-track methodology: teaching young athletes how to leverage digital tools to elevate their academic performance while simultaneously tracking and supporting their athletic development.

Nurturing Leadership: Weekly School Club Ecosystems

Beyond short-term events, Shule Direct sustained its commitment to continuous, grassroots mentorship through our ongoing school club networks. At Kijitonyama Sayansi Secondary School, our weekly club sessions consistently engaged a minimum of 52 students. These clubs served as a safe, predictable laboratory where students could step out of rote learning lines to develop public speaking, advanced communication, digital literacy, and critical thinking. Club members routinely conceptualized their own projects and led public advocacy debates, including a premier joint commemoration of the International Day of Education hosted at Kambangwa Secondary School, converting academic anxiety into proactive civic confidence.



> "Inclusion must be intentionally built directly into both the technology and the implementation."

Intentional Inclusion: Breaking Barriers for Learners with Disabilities

Our 2025 field engagements yielded profound insights into how students with disabilities interact with digital education, reinforcing a core institutional truth: inclusion cannot be an afterthought; it must be intentionally built into both the code and the deployment model.

INCLUSION ON THE GROUND: 2025 ACCESSIBILITY FOOTPRINT

TOTAL IMPACT REACH:
Over 150 learners with disabilities directly served.

ASSISTIVE DEVICES DEPLOYED: *Delivered critical hardware including hearing aids, custom adaptive boards, and LMS-enabled desktop computers.*

REGIONAL FIELD PARTNER: Hearing the Unheard

A beautiful verification of this model occurred at Mzambarauni Primary School, where 34 learners with hearing impairments were introduced to the Shule Direct Kids App. By pivoting away from text-heavy audio dependencies and leaning entirely into vibrant, visual, and highly interactive content, the platform successfully dismantled traditional barriers to understanding. This deliberate intervention dramatically increased classroom participation among learners who are historically excluded from digital progress.

The Road Ahead: Navigating the Inclusivity Frontier

While these interventions achieved transformative outcomes, recording measurable lifts in presentation confidence, tech literacy, and interest in digital career pathways, the field reality presents ongoing structural headwinds. Deficits in specialized hardware, lack of localized resource materials, and baseline connectivity constraints continue to slow down wide, equitable adoption. To ensure these inclusive solutions reach more marginalized learners consistently, Shule Direct enters 2026 advocating for sustained, systemic investments and deeper multi-sector collaborations across the sector.

06. ECOSYSTEM RESONANCE AND ADVOCACY

Connecting Grassroots Evidence to Global and National Policy

Throughout 2025, Shule Direct leveraged its operational data and field insights to actively shape educational discourse and policy frameworks. We recognize that true systemic impact requires shifting the broader ecosystem. This chapter details our 2025 leadership, representation, and advocacy footprints across national policy tables, regional platforms, and global action weeks, demonstrating how Shule Direct positioned its grassroots evidence to influence the future of education.



STRATEGIC CONVENINGS & POLICY PIPELINES IN 2025

ELEARNING AFRICA CONFERENCE: *Core leadership on the local organizing committee and regional representation in Dar es Salaam.*

ANNUAL JOINT EDUCATION SECTOR REVIEW (JESR): *Direct contributions into Tanzania's national policy and sector planning frameworks*

GLOBAL ACTION WEEK FOR EDUCATION (GAWE): *Grassroots digital inclusion, advocacy and civil society coordination.*

NATIONAL SAFE SCHOOLS COALITION: *Direct active participation and multi-day safeguarding capacity interventions.*

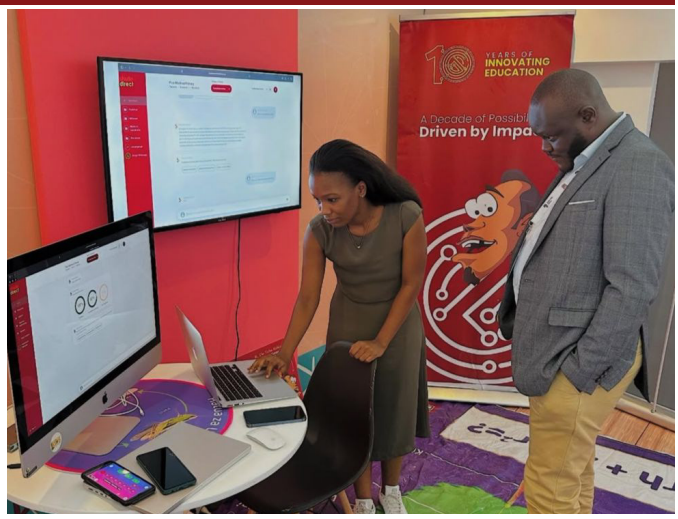
Regional Leadership: The eLearning Africa Conference (Dar es Salaam)

In 2025, Dar es Salaam served as the epicentre for digital learning across the continent by hosting the prestigious eLearning Africa Conference. Shule Direct did not merely participate as an attendee; we occupied a critical seat at the ecosystem's steering wheel.

The Impact: By organizing high-level strategic panels and presenting our field outcomes, we established a regional proof point. We demonstrated to delegates from across Sub-Saharan Africa how local organizations can successfully navigate systemic constraints, transforming our operational footprint into a masterclass on scalable, context-aware digital deployment.

The Shared Journey: Shule Direct was appointed to the conference's Local Organizing Committee, working directly alongside government ministries, international tech pioneers, and regional academic institutions. In this leadership role, we actively shaped the event's thematic direction, ensuring that discussions on emerging technologies—particularly Artificial Intelligence—remained deeply grounded in the practical, infrastructural realities of African classrooms.





Voices at the Policy Table: Global Action Week for Education (GAWE)

During the Global Action Week for Education (GAWE) in 2025, Shule Direct pivoted from technical system integration to civic and civil society advocacy, aligning with global coalitions to demand structural educational reform.

The Shared Journey: Operating in solidarity with local and global civil society networks, Shule Direct utilized the week-long campaign to champion equity and digital inclusion as fundamental human rights. We focused our advocacy on moving governments and international donors past generic "classroom connectivity" targets.

The Impact: We brought real-world user analytics to the table, using data from our usage trends to advocate for targeted investments in offline-friendly, zero-rated educational content. By highlighting the unique home-study constraints of learners, we successfully pushed for policy platforms that recognize and accommodate shared-device households and marginalized girls, ensuring digital advancement does not widen historical inequities





Guarding the Digital Playground: The National Safe Schools Coalition

A progressive educational ecosystem must guarantee that digital and physical learning spaces are spaces of absolute safety, dignity, and protection. In 2025, Shule Direct formalized its commitment to child safety by establishing an active alliance with the National CSOs Coalition for Safe Schools.

The Shared Journey: Throughout the year, Shule Direct heavily prioritized integration into this key safeguarding platform. Our management and implementation teams engaged directly in intensive, multi-day capacity-building sessions explicitly focused on child protection, safety standards, and institutional risk mitigation.

The Impact: This active participation allowed Shule Direct to systematically embed advanced safeguarding mechanisms across our public school Learning Management Systems (LMS) and AI-driven platforms. By harmonizing our virtual environments with the coalition's protective standards, we successfully fortified our institutional credibility, proving to our partners that our digital scale matches a rigorous, defensive commitment to child welfare.



Shaping the National Blueprint: The Annual Joint Education Sector Review (AJESR)

At the national level, Shule Direct solidified its standing as a trusted, evidence-driven system actor through formal contributions to Tanzania's Annual Joint Education Sector Review (JESR).

The Shared Journey: The JESR serves as the definitive evaluation and planning forum where the Ministry of Education, Science and Technology, regional administrative bodies, development partners, and key stakeholders sit down to review national progress. Shule Direct actively participated in these high-stakes strategic tables, moving the conversation from theoretical tech adoption to evidence-based integration.

The Impact: Our contributions were highly strategic, safe, and collaborative. Rather than criticizing structural bottlenecks, we presented data-driven models from our successful public partnerships—such as our integration with PO-RALG's BEMIS framework and our teacher ICT capacity building under GPE's Generational Digital! Project. By delivering concrete metrics showing how digital interventions directly relieve classroom pressures, optimize teacher efficiency, and improve foundational skills, we provided a clear blueprint that national policymakers can look to when designing future national ICT-in-education strategies.

07. OUR 2025 FINANCIAL LEDGER

Sustaining Impact Through Fiscal Responsibility

In 2025, Shule Direct maintained its commitment to rigorous financial stewardship, ensuring that every shilling invested was optimized to build resilient educational technology and maximize learning outcomes. Beyond presenting our baseline revenue and expenditure, this section interprets the core financial trends of the year, demonstrating our lean operating model and our path toward blended financial sustainability.

2025 Consolidated Financial Statement

The following data maps our primary revenue streams, operating expenditures, and institutional investments for the 2025 financial period, referencing the structured financial baseline within our verified institutional audits:

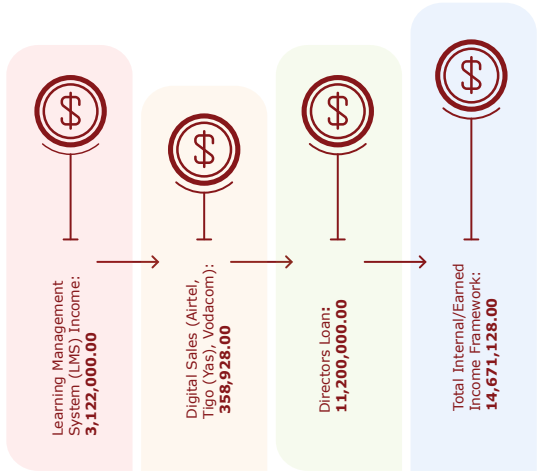
(TSH)

Grant Income	Total Revenue	Operating Expenses	Operating Income	Net Profit / Carry-Forward
695,472,922.22	695,472,922.22	619,425,527.50	619,425,527.50	90,718,522.72
Institutional philanthropic capital & innovation funds	*Combined base organizational revenue*	*Platform engineering, field deployments, and M&E operations*	*Total direct deployment expenditures*	*Total direct deployment expenditures*

Debts
191,000,000

Earned Income & Internal Financing Pathways

Parallel to our core grant architecture, Shule Direct tracked its alternative, localized revenue and recovery pipelines:



Strategic Financial Inferences: The ROI of Our Ecosystem

Sophisticated donors look past top-line numbers to analyze institutional efficiency. Our 2025 financial trends offer three critical strategic insights for our resource partners:

High-Efficiency Capital Conversion (Low Overhead)

With an operating expenditure of 619,425,527.50 TZS relative to a total revenue of 695,472,922.22 TZS, Shule Direct successfully channeled its capital directly into field execution, product optimization, and teacher capacity building. Our lean structural overhead ensures that incoming donor funds are transformed immediately into student- and teacher-facing assets rather than getting trapped in bureaucratic management loops.

2. Exceptional Cost-Effectiveness Per Learner Reach

By bypassing physical brick-and-mortar infrastructure and leveraging existing household mobile technology and integrated state architectures (like BEMIS), our unit cost of impact is exceptionally low. When distributing our 619M TZS operating income across our expanding national learner base, the direct cost per student to achieve milestones like our targeted learning lift or gender gap contraction is a fraction of traditional educational interventions. We offer funders a highly scalable return on investment.



3. Reinvestable Resilience & Financial Health

Our financial year concluded with a healthy balance of 90,718,522.72 TZS. This reserve is highly strategic; it provides Shule Direct with the runway to maintain working capital, finance immediate technical pivots based on our user analytics loops, and absorb the initial implementation costs of large-scale public procurement tenders before milestone disbursements clear. It signals a stable, risk-mitigated organization.

08. FRICTION TO FOCUS: NAVIGATING CONSTRAINTS AND DESIGNING TOMORROW

Navigating Growth Pains, Tech Leaps, and Strategic Realignment

As an agile social enterprise, Shule Direct views operational challenges and implementation friction not as failures, but as essential data loops. In 2025, our organization navigated an unpredictable funding environment and rapid technological advancements.

By analyzing our programmatic missteps, external hurdles, and user-action data, we spent the final months of the year restructuring our institutional vision. This critical reflection period was accelerated by the African Collaborative, who supported our management team's participation in the Bridgespan Non-profit Development Program (BNDP) training on Designing Strategy.

The BNDP framework enabled us to thoroughly stress-test our Theory of Change and sharpen Shule Direct's institutional focus into three clear strategic pillars:

1 **Ground Truth:**

Rooting our software design, curriculum adaptations, and feature engineering directly in the actual constraints, connectivity limits, and verified feedback loops of local classrooms.

2 **Continuous Professional Development (CPD)**

Formulating specialized, accredited training and data-centric digital tools with and for teachers to elevate classroom instructional quality.

3 **Systemic Integration:**

Moving from parallel programmatic deployments to deep, institutionalized integration within national public school architectures and state management frameworks.

These pillars establish the bedrock for our structural approach as we report on the trials of the past year and pivot into 2026.

Unvarnished Realities: Navigating the Headwinds of 2025



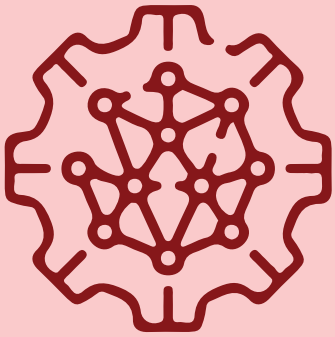
1. Shifting Funding Landscapes & Budget Contractions

The international philanthropic landscape experienced volatile shifts throughout 2025. A tightening global philanthropic funding landscape forced us to navigate shrinking resources across the sector. Managing these contractions required us to make incredibly difficult decisions to compress our operating budget and reduce our organizational headcount. While this protected our baseline financial health, it forced us to defer several planned field exercises, slow down system rollouts, and carefully trim our operational scope.



2. Headcount Loss and Transitioning to a Programmatic Model

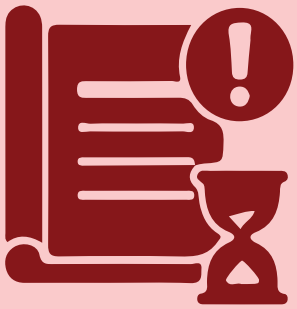
The combination of localized funding gaps and organizational evolution triggered significant personnel friction. Throughout 2025, Shule Direct experienced a painful reduction in headcount. This loss was partly an immediate reaction to budget constraints, but it also represented organizational growing pains. We spent 2025 deliberately transitioning from a pure product-focused social enterprise (building software) to a programmatic-focused systems actor (delivering nationwide infrastructure and capacity building). This pivot altered our talent needs, requiring a leaner team with distinct, system-wide implementation skillsets.



3. The AI Acceleration Paradox: Operational Efficiencies vs. Missed Openings

The historic leaps in global Artificial Intelligence presented Shule Direct with a dual reality. The challenge lay in pure velocity: because machine learning frameworks evolved faster than standard organizational funding cycles could adapt, we faced missed opportunities to capture and integrate emerging tools early.

However, this challenge unlocked a massive operational opening. The loss of headcount forced us to learn how to do more with less. By leaning into AI automation for backend operations, data analysis, and content structuring, we discovered how to maintain vast user reach and high-quality outputs with a lean core team.



4. Operational Delayed Actions on User Feedback

Our internal evaluation loops highlighted an explicit mistake in our 2025 product management. At times, the organizational friction of shifting our internal structures caused delays in translating user behavioral data into immediate product adjustments. User analytics and survey feedback from classrooms sat waiting in development queues longer than optimal. This slowed our product response time and underscored the urgent need for a more responsive development sprint model.



Active Intent: Charting Our 2026 Course

Armed with the strategy formulated during our Bridgespan BNDP training, Shule Direct enters 2026 with an aggressive roadmap designed to convert our 2025 lessons into immediate, structured impact:

Pivoting from Delay to Agile Iteration:

We are restructuring our software engineering cycles to eliminate feedback latency. In 2026, user analytics—especially trends regarding underutilized features or content drop-offs—will trigger immediate backend adjustments, ensuring our tech remains responsive to the post-class realities of our learners.

Deepening Public-Sector Integration:

Building on the foundations established with PO-RALG (BEMIS) and the World Bank (ZIQUE VLE), our primary focus in 2026 is scaling our embedded public footprints. We are prioritizing the capacity-building tracks that ensure these massive state-level deployments are structurally sound, sustainable, and entirely teacher-driven.

Leveraging AI for Lean Operational Scale:

Rather than attempting to chase every global technology trend, we are focusing our technical resources on our proven core: perfecting Teacher Kidevu's Socratic pedagogical model. We will continue to use internal AI efficiencies to keep our overhead low, proving that a lean, highly specialized African social enterprise can drive national systemic impact.



09. THE COMMUNITIES WHICH MADE IT ALL POSSIBLE IN 2025

Funders

The Segal Family Foundation's support strengthened our organizational resilience and capacity to innovate. Through Segal Connect 2025, we connected with a global community of changemakers, creating new opportunities for collaboration and shared learning.

Through the Daara Development Academy and Daara Innovation Fund, the Bill & Melinda Gates Foundation strengthened our organizational capacity and enabled the design and validation of Teacher Kidevu, advancing AI-powered solutions to improve teacher competencies

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Working alongside PO-RALG, The Waterloo Foundation supported national teacher capacity building, engaging 459 teachers, registering 211 new users, and improving digital teaching practices for 91% of participants.

Through the Generation Digital! initiative, support from GPE enabled Shule Direct to equip 134 teachers across five secondary schools with practical digital teaching skills, contributing to a national programme that reached 670 educators.

The African Collaborative strengthened our leadership and strategic direction through executive capacity building. In 2025, the partnership enhanced our organizational strategy and positioned us within global conversations on education and innovation.

The Mortenson Family Foundation advanced digital equity by expanding access to inclusive learning technologies for marginalized learners, particularly girls. In 2025, the partnership strengthened our efforts to create more equitable and inclusive learning opportunities.

Through the Zanzibar Improving Quality of Basic Education (ZIQUE) Project, support from the World Bank has enabled us to support the implementation of the Zanzibar Virtual Learning Environment and strengthen local capacity to integrate digital learning.

Partners

Through the Virtual Learning Lab, our collaboration with Lyra in Africa strengthened teachers' digital pedagogy, technology integration, and AI competencies. In 2025, the programme engaged 220 teachers, including 160 active participants, indirectly benefiting 1,269 students.

President's Office Regional Administration and Local Government (PORALG)

Our partnership with PO-RALG strengthened data-driven teaching through the integration of the School Information System (SIS) and our Learning Management System (LMS). In 2025, we trained 300+ teachers, with 91% reporting improved teaching practices and 82% observing better learner performance.

Through the AI Teachers Project, Together with Lead for Ghana we partnered to demonstrate the potential of Artificial Intelligence in improving classroom learning. Teachers used Teacher Kidevu and the Teacher Dashboard to personalize instruction, contributing to learner performance improving from 85% to 93% and eliminating below-average performance.

Our partnership with the iCARRE Foundation continued to bridge the gap between digital literacy and opportunity for young people. In 2025, we equipped 120 students and young athletes from Tanzania and Uganda with practical ICT skills, enabling them to use technology to enhance their academic performance and prepare for opportunities beyond the classroom.

This partnership strengthened our efforts to expand access to accessible digital learning solutions for over 34 children with disabilities, helping create more equitable classrooms where every learner has the opportunity to participate, learn, and succeed.

Recognizing the vital role of caregivers, our collaboration with the Georgina Foundation equipped 50+ caregivers with practical AI and digital skills, enabling them to better support children's learning at home

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The AI Teachers Project, implemented in partnership with eBase Africa, equipped teachers with real-time insights into learner progress through Teacher Kidevu and the Teacher Dashboard. As a result, 100% gained new insights, 64% used dashboard data in lesson planning, and 75% adapted their teaching strategies.

Together with the Ministry of Education and Vocational Training Zanzibar, we advanced the Zanzibar Virtual Learning Environment as a national digital learning platform. In 2025, this partnership convened 10+ technical engagements, strengthened the capacity of 20+ education specialists, and embedded inclusive design into the platform.

Memberships

10. BOARD OF DIRECTORS AND ORGANIZATION STRUCTUIRE

Shule Direct Advisory Board:

Shule Direct, Tanzania's leading digital learning Organization, boasts a well-rounded Advisory Board dedicated to its mission to improve holistic learning outcomes for children and youth in Africa. The board brings together diverse expertise from innovation leadership, research, special needs education, education policy and legal innovation positioning the board as a powerful force for educational equity across Africa.

Shule Direct Advisory Board



Dr. Honorati Masanja
Board ChairPerson

A renowned research scientist with deep knowledge and vast experience in health innovation. His leadership of a prominent and innovative research institute, and focus on use of evidence informs Shule Direct on innovation leadership and data-drivenapproaches to measuring educational impact.



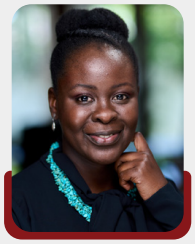
Germana S. Mung'aho
Board Vice ChairPerson



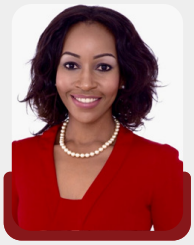
Kheri R. Mbiro
Board Member



Tahseen Shariff
Board Member

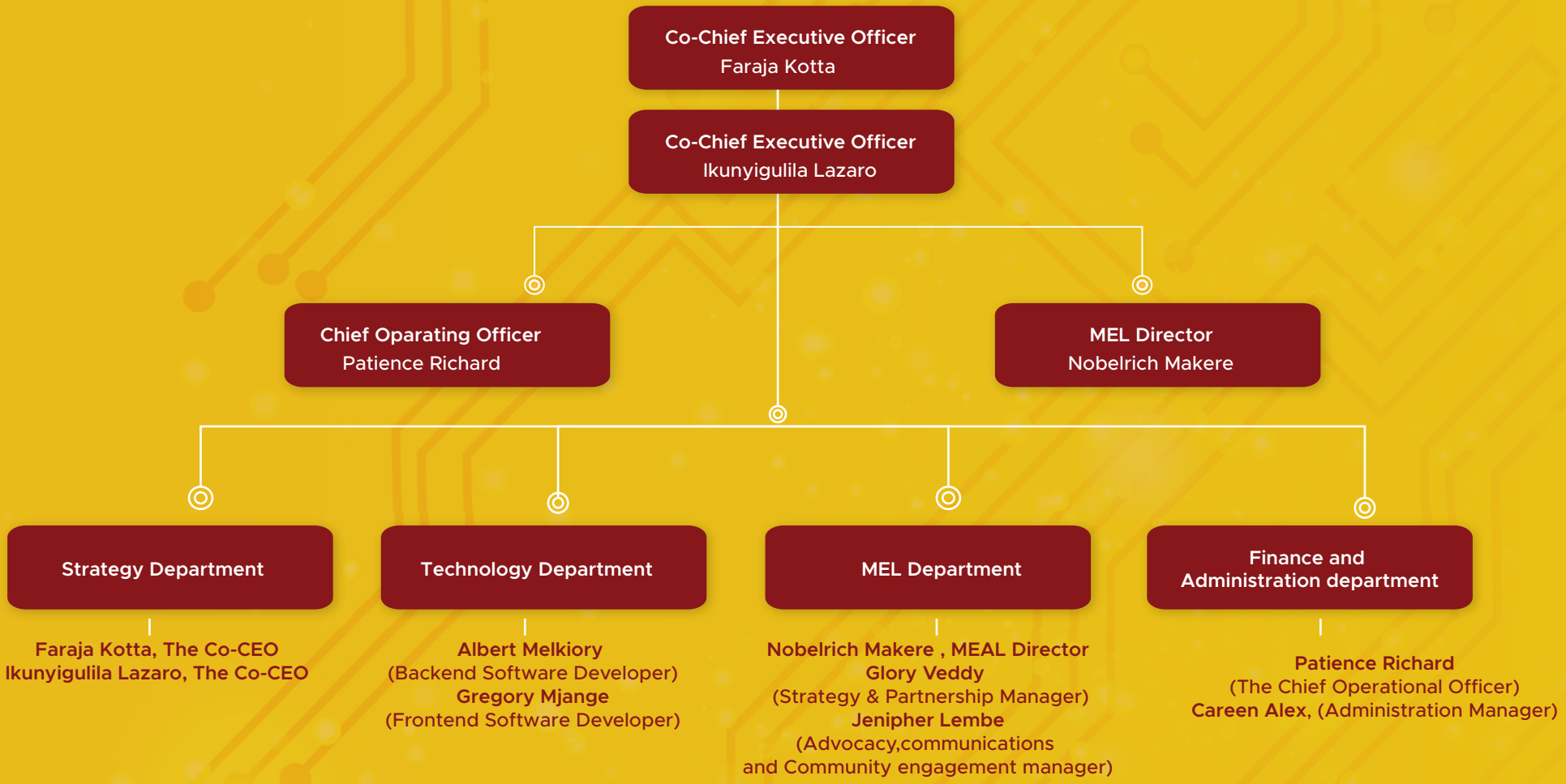


Ikunyigulila Lazaro
Board Secretary



Faraja Kotta
Board Secretary

ORGANIZATION STRUCTURE





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