



2020 ANNUAL REPORT

A Message from our President



As I reflect on 2020, the word grit comes to mind. Merriam Webster defines grit as “the determination to persevere despite incredible adversity, challenges, and potential for failure.”

Why do we persevere? Because we have a mission and purpose that we must fulfill. This is the case for us at Funzeleo. Our mission is to inspire and prepare African youth for high-demand science and math-based professions. At no time was this mission more important for Africa than in 2020.

The effects of COVID-19 pushed many families, schools, and individual educators into unprecedented hardship. Sadly, some succumbed to the ravages of this disease, but many others persevered and will continue to endure and thrive. Yes, there will be harrowing stories to share, but there will be many more of survival, determination, and hope. While I do not intend to preempt any stories, I want to thank Funzeleo’s staff in Tanzania and Zambia, our alumni and education partners in these countries, the benefactors, and the board of Funzeleo in the US for holding onto our purpose both before and during this ordeal. These people’s courage and fortitude have kept my spirits up. Undoubtedly, they will continue to be with us after COVID.

Indeed, COVID has deepened our understanding of the strong connection between personal health, international commerce, and national economic wellbeing. No economic development can be achieved without a healthy population. Good health is buttressed by innovation and critical thinking to solve myriad problems – whether physical, behavioral, or cognitive. The ability to solve problems creatively is the core of Funzeleo’s purpose. We seek to equip Africa’s youth – its future leaders – with the tools and support to solve national and continent-wide problems.

One significant effect of COVID is the level at which it disrupted the delivery of education. Schools closed. Teachers could not gather students to conduct in-person classes. Sadly, the Funzeleo program suffered the same fate as the schools, teachers, and students. We missed congregating with them in their respective countries. But educators stand ready to continue the program in 2021 and beyond.

As I look ahead, the future is brimming with opportunities for service and impact. Some of my optimism results from the promise wrought by the COVID vaccines. My inspiration, however, is from the people who continue to guide Funzeleo’s mission and to invest in its programs. The leaders of our work include the volunteers who give their time to share their success stories in the classroom, the mentors who host the students for job-shadowing experiences, and the teachers who support Funzeleo’s curriculum in schools. These teachers, their students, and community volunteers give me confidence, and they lead me to believe that the dark days of COVID are behind us and a new dawn shines brightly ahead of us.

Twende Mbele!



Who We Are

OUR MISSION

Funzeleo inspires and prepares African youth for high-demand science and math-based careers.



OUR VISION

Funzeleo will awaken young people to a world beyond the classroom, engage them in learning, and enable them to see the impact of their education on improving their quality of life.

We envision a well-prepared, highly competitive workforce for high-demand careers in the sciences, technology, engineering, and math (STEM).

By 2023, Africa will surpass China and India as the most populous region in the world. With increased population, the demand for energy, transportation, and food will grow multiple times (IEA Africa Energy Outlook, 2019).

The World Health Organization estimates that Africa will have a shortage of six million healthcare providers by 2030.





What We do

Funzeleo works to improve employment opportunities for young Africans ages 6 to 30 years old by increasing access to relevant training and experiences for highly competitive, high-demand technical professions.



STEM PROGRAMS

We adapt science, technology, engineering, and math (STEM) programs for implementation in select African countries in order to prepare young people for a competitive marketplace. Programs and experiences are provided at no cost to the schools, parents, or students.



TEACHER TRAINING

We implement professional development for teachers, equipping them with relevant materials, recognizing their performance and supporting their continued growth.



ENGAGEMENT

We work hard to engage the private and public sectors as sources of funding, leadership, and mentorship.



Our Impact*

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54,300+

STUDENTS TAUGHT

We have taught than 54,300 students using our integrated, hands-on approach which not only improves the student's self-confidence, but also builds critical-thinking and problem-solving skills and expands their knowledge for economic development.



205

TEACHERS TRAINED

Funzeleo has trained over 205 secondary-school science and math teachers in Tanzania and Zambia on the implementation of our engineering, health, and energy programs. We believe that partnership with teachers is critical to our success: teachers hold a high status in society, and they are in the front line of producing a much-needed dynamic workforce, consumers, and taxpayers. Investing in their success will improve the quality of education for millions of students every year.



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PROGRAMS

Our experiential, activity-based curricula help primary-school students to better understand the connection between classroom learning and the real world of science and careers. We currently offer programs for Energy & Environment, Health & Wellness, Engineering & Technology, Mining & Geology, and Computer Science.

*The numbers included in this report are from 2019



Reflections on 2020

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ADAPTING TO SURVIVE

by Robert Mucheta, Zambia

When I look back at how 2020 turned out, I can't help but recall the saying that "Only those who adapt will survive."

My name is Robert Mucheta. I am a math teacher and an entrepreneur in Kalulushi District in the Copperbelt Province of Zambia. I was the earliest beneficiary of the Funzeleo program in my district. Before the COVID-19 pandemic, I owned a fast-food restaurant with four employees. However, the pandemic forced me to shut down my restaurant and lay off three of my workers; I couldn't afford to continue paying them. Amid the national lockdown, I saw increased demand for food delivery. People wanted someone to brave the streets to deliver safe and healthy food to families. I was such a person!

The demand for food delivery was my chance to continue my business in a different way. As such, I identified local farmers who could not get out of their homes to sell their produce in the market. I bought large quantities of assorted vegetables and repackaged them into smaller units for delivery. My son was so much help during this process because he assisted with marketing using social media. Before long, I started taking orders and my new business was up and running.

Using my small vehicle, I made several deliveries to customers within my vicinity. While the income was alright, the lesson for me was the versatility required of an entrepreneur to adapt to the changing COVID environment.

Given my experience, I now believe that no matter what life throws at us, we humans will survive, because of our resourcefulness and ability to adapt to change. Even though my school is fully open, I have no intention of relinquishing my business that kept me through COVID-19.

BUILDING RESILIENCE

by Emeli Indala, Zambia

If I learned anything in 2020, it was the meaning of resilience: the ability to recover quickly from adversity.

This is my story as I now sit to reflect on the year 2020. My name is Emeli Indala, program coordinator for Funzeleo in Zambia.

Oftentimes, I have read books that recount how people have lived through tough times like pandemics, wars, and famines. But I never thought I would experience such calamities during my own lifetime. For me, the worst thing about the COVID-19 pandemic was the isolation. People were no longer going to work; schools closed indefinitely, and, if you tested positive for COVID-19, you were isolated at a health facility. I remember feeling waves of anxiety as I thought about what would happen to my job, which is my primary source of income. One day, I decided to be like a soldier - to be unrelenting in the face of danger and to stand my ground and march on.

I decided to continue implementing Funzeleo activities from home. I devised ways I could stay in touch with our teachers and volunteers. I knew they needed a voice to ensure connection with other people during this difficult period. So, I wrote emails, created social-media platforms, and prompted conversations among the teachers and our community of volunteers in education and business. I launched a Funzeleo newsletter to keep the conversation going. The newsletter highlighted recipes, strategies for home schooling, and novel techniques for easing monotony at home with children. Also, I developed a special competition for our teachers giving them a chance to win prizes and awards.

Teachers began to look forward to our time together online. They opened up more about how they were coping in the COVID environment; they shared personal anxieties and excitements for post-COVID opportunities. I can attest that these small acts of resilience kept me going daily and they were a source of hope and joy for many others.

MY 2020 AS AN EDUCATOR

by Rajabu Chongowe, Tanzania

After nearly 30 years in education, I had never seen or expected a year like 2020.

My name is Rajabu Chongowe, Funzeleo alumnus and a biology teacher at a high school in Tanzania. Many of us thought that the COVID virus would be confined to China - much like Ebola was contained in the Democratic Republic of Congo, Liberia, and Sierra Leone. Alas, it spread like a wildfire.

When COVID-19 first reached Tanzania, we thought it would be extinguished with prayers and, in serious cases, with traditional medicines. Our leaders urged us to increase the volume and frequency of prayers. But that didn't happen. Before I uttered another prayer, the virus had spread.

Once the virus entered Dar es Salaam and Zanzibar, the government issued an urgent order to close all schools and limit all movement. We were further ordered to wear masks, use sanitizers, wash hands, keep a distance with each other, and avoid shaking hands. All these precautions were foreign to us; no one was going to obey them. I wondered, "How can I keep a distance with my wife who is my chief consoler in these difficult times?"

On the day the school closed, I sent my students home with a plea: "Take all the precautions necessary to make corona only last a short time. Don't be careless." Little did I know that the month long break would become a three-month isolationist ordeal.

I took the opportunity of being home with my family to teach them about the importance of wearing masks. Initially, my children mocked me as a "Ninja"; they said, "Dad, you are scary!" Over the course of the 74 days at home, my children appreciated the precautions I had taught them. But I developed my own phobia – that of riding public transportation. Having no car of my own, congested buses and shuttles were my only options to go to the market for food and to visit family and friends. Car-phobia traumatized me. Yet, I couldn't handle COVID in such isolation; I had to go out. Rumors started that buses could be fumigated to kill the virus. However, as a biology teacher, I knew that viruses could continue to create havoc while outside their hosts.

The political leaders did not help my fears. Early, when COVID was first detected in Tanzania, our leaders discounted it as no different from influenza or malaria. They mocked national scientists for failure to differentiate a COVID virus from a pineapple or papaya cell. In the best days, our politicians encouraged the use of local herbs, roots, and a concoction of lemon juice and spices to neutralize COVID's fury. In fact, there was a time when lemons were in short supply. Admittedly, I contributed to this shortage, as I made lemon juice part of my daily diet.

After three months of isolation, the announcement came that schools and businesses would open again. I saw life coming back to normal, even though that normalcy had not really gone away – buses didn't stop running; laborers continued to work, and markets and shops remained open during the quarantine. I thought about my students returning to the classroom. I wondered about my wife who was preparing to return to the university to complete her degree. I pleaded with her to continue observing the precautions so she would be safe. We prayed together before she left us for the university.

School reopening gave us hope that life was returning to normal again. Glory be to God that we now have COVID vaccines. Tanzania will probably be among the last countries to receive a dose, but I am pleased that the vaccine is at all available. Hopefully 2021 will give us some things to celebrate, including slowing down COVID deaths. May God rest the souls of those who lost their lives to this demon.

Financial Report

*Quarterly income & expenses
from January–December 2020*

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	Jan - March	April - June	July - Sept.	Oct. - Dec.	Total
Income					
- Contributions	\$1,500.00	\$71017.78	\$13216.70	\$1144.20	\$86,878.68
Total Income	\$1,500.00	\$71017.78	\$13216.70	\$1144.20	\$86,878.68
Expenses					
- Material Printing	\$2,552.00	\$2,550.00			\$5,102.00
- Salaries & Rent	\$7,000.00	\$6,700.00	\$6,000.00	\$4,000.00	\$23,700.00
- Student mentorship & support	\$3,000.00				\$3,000.00
- Teacher Training	\$461.00				\$461.00
- Marketing & Awareness	\$300.00	\$425.00			\$725.00
- Legal & Professional Services		\$850.00			\$850.00
- Bank charges & Fees	\$90.00	\$16.00			\$106.00
Total Expenses	\$13,403.00	\$10,541.00	\$6,000.00	\$4,000.00	\$33,944.00
Net Operating Income	\$(11,903.00)	\$60,476.78	\$7,216.70	\$-	\$51,790.48
Other income					
- Bank Interest	\$1.82	\$0.65	\$0.67	\$0.66	\$3.80
NET INCOME	\$(11,901.18)	\$60,477.43	\$7,217.37	\$(2,855.14)	\$52,938.48
Bank Balance: 12/31/2019					\$70,787.60
Bank Balance: 12/31/2020					\$123,726.08

Get Involved

The success of our mission depends on support from volunteers and donors. We are particularly grateful to Orica, Halliburton, Merrick and Company, and our own dedicated board members.

These partners have been unwavering supporters of Funzeleo's commitment to strengthening teaching and learning, and awakening young people and educators to a world beyond the classroom, enabling them to see the impact of education on improving the quality of people's lives.

Funzeleo needs more partners in our efforts to develop both African entrepreneurs and high-wage technicians. You could be such a partner, so please reach out to us at www.funzeleo.org.

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Charitable Foundation**

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