

Annual Report



20
24



*equal chances
for everyone*



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Letter from the management

2024 marks the second year we have been operating as TARATA and we could not be more proud of our staff and faculty, could not be more grateful about our donors and could not be more inspired and impressed by our students. This past year was full of exciting events - from our students' first industry internships to expanding our NGO network - and full of learnings, which we want to take into our upcoming year. We are excited to reflect on the past 12 months and curious what the next year brings!

Victor Maghali & Katharina Kuehr
CEO & CO-FOUNDER



NGO Overview

The population with physical or mental disabilities in Tanzania faces major societal disadvantages ranging from social stigmatization and discrimination to exclusion from education due to the lack of adequate educational facilities. Students with disabilities are 30% less likely to complete primary school and half as likely to complete secondary school compared to their non-disabled counterparts. Consequently, they are twice as likely to end up in poverty. Given the lack of educational facilities for hearing-impaired students in Morogoro, Victor Maghali's home region, Victor decided to act and, together with Katharina Kuehr, founded TARATA in October 2022, which welcomed its first class in January 2023. This year, we have accepted our second cohort now educating a total of 20 students. TARATA has since then gained a reputation for quality education and community engagement, fostering strong connections with government officials, and partnering organisations.



TARATA's mission is to enable young people across Tanzania with hearing impairments to enter the labor market through specialized theoretical and practical training and continuous career support, helping them break the cycle of poverty.

Fundamental *Principles*

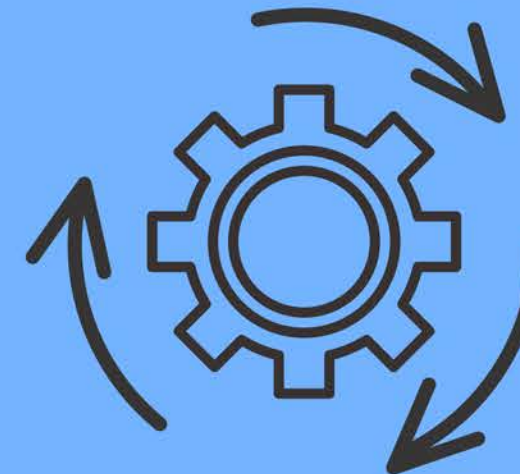
Through our four pillars of quality education of our students, career support before and after graduation, continuous development of our curriculum, practices, and staff, and community engagement of parents, neighbours and further we aim to prepare our students for a successful and sustainable entry into the workforce while reducing stigma in communities to improve their wellbeing.



Quality Education



Career Support



**Continuous
Development**



**Community
Engagement**

This Year *in numbers*

1

Years of TARATA

18

Nursery school students

10

New vocational students

20

Total vocational students

17

external Tutored students

31

*Pre-Form 1
summer program students*

Programs *and services*



Vocational Training



Pre-Form One



Nursery School



Community Involvement



Development

An updated curriculum

This year marked the second cycle of TARATA's vocational training program. In January, we welcomed 10 new first-year students while our previous cohort progressed into their second year.

Students continued with core subjects—English, Kiswahili, Mathematics, Business Studies, General Studies, and Tailoring—and showed strong progress, as reflected in improved test scores, communication skills, and quality of tailored work. Motivated by growing demand in Tanzania's tech sector, we also introduced a pilot computer course.

All students received introductory training in computer use, including basic hardware handling and software such as Excel, Word, and PowerPoint. As a pilot, the course was limited to two hours per week, with tailoring remaining the program's main focus. Despite the short duration, students showed great enthusiasm and expressed a desire for more advanced training.

We aim to expand our computer studies offering in future years, though challenges remain. Students come from diverse educational backgrounds—some enter TARATA with strong literacy and numeracy skills, while others begin with minimal formal education. This range in preparedness made it difficult to deliver uniform instruction, and going forward, we hope to implement more tailored teaching strategies as resources allow.



Vocational Training

Tailoring remains the heart of the program and has seen remarkable growth. First-year students were introduced to sewing machines, fabric types, and basic stitching, while second-year students developed more advanced techniques and began learning design and presentation.



Spotlight: *Local Internships*

A highlight of the year was the second-year internship program. In September, students completed a one-month placement with local tailors in the region. This experience allowed them to apply their technical skills in a professional setting and gain firsthand insight into the daily operations of a tailoring business. They assisted with customer interactions, basic bookkeeping, and workflow planning, helping them see tailoring not just as a craft but as a potential livelihood. The response from the hosting tailors was overwhelmingly positive—many were impressed with the students' skills and expressed interest in employing them after graduation.

Pre-Form One

Alongside our core vocational training program, TARATA once again hosted a cohort of over 30 Pre-Form One students between October and December. This transitional program supports students during the break between primary and secondary school (Form One) by helping them strengthen their English skills—an essential focus, as primary education in Tanzania is taught in Kiswahili, while secondary school is conducted in English. Pre-Form One programs are a common offering throughout Tanzania, run by both public and private institutions.

At TARATA, we aim to make Pre-Form One not only academically enriching but also inclusive and engaging. Each year, we offer scholarships to 10 hearing-impaired students, while the remaining students help generate income to sustain the program. Beyond English, our curriculum includes sign language for hearing-impaired students, computer literacy classes, and sports and entertainment activities. These elements are designed to show students that learning can be enjoyable—something too often missing in formal Tanzanian education, particularly in public schools. Many of our sessions take place outdoors and focus on interactive, student-centered learning.



This year, however, we faced a challenge in recruiting students. Public schools significantly expanded their own Pre-Form One offerings and began providing them for free. As a result, many families chose government programs despite TARATA's strong reputation and added value. In response, we plan to improve our outreach and highlight what makes our program unique—especially our emphasis on computer skills, which are rarely offered in other Pre-Form One programs. By equipping students with digital literacy early on, we prepare them not just for secondary school but for long-term educational and professional success.

Nursery School



Our nursery school continued to provide an enjoyable learning and playing experience for our smallest members of TARATA, welcoming almost twenty students this year, a quarter of which stayed in day-care. In a combination of playing activities and playful learning, students were guided through the governmentally proposed curriculum for nursery school students in subjects including Arts, Arithmetic, Reading, Health Care, Relation, Communication, and Environmental Care with all subjects being taught in English.

In addition to enrolling students from the wider community, we began welcoming the children of our faculty and staff at a reduced rate, providing much-needed support for working parents within TARATA. While tuition from external students helps generate income for the organization, competition from newly established public nursery schools—which offer programs free of charge—made it more difficult to attract new families, despite TARATA's strong reputation for quality and our English-based instruction.

Looking ahead, we aim to improve outreach and more clearly communicate the value of our English-language curriculum and dedicated teaching staff. We also plan to address one ongoing challenge: irregular attendance. Many students were absent for extended periods—sometimes a month or more—due to financial difficulties at home. In response, we hope to increase communication with parents, better understand the barriers they face, and find collaborative solutions to support regular attendance and early childhood learning.



Community Engagement

At TARATA, we believe that success after school depends not only on academic achievement but also on a strong sense of self-confidence, and a sense of belonging. To support these more intangible aspects of our students' development, we organize a range of activities that foster community, self-esteem, and emotional resilience.

Each year, our students participate in seminars led by professionals that focus on self-worth and personal growth. These day-long sessions create space for students, many of whom have experienced violence, discrimination, or exclusion, to reflect, share, and connect with their peers. Through guided discussions and practical exercises, students are encouraged to build confidence and embrace their identities, helping them navigate both personal and professional challenges with greater assurance and hope.



Teachers conducting house visits, getting to know students' families



Students on outings - swimming and eating out



Making it work *for every member*

In addition to nurturing peer connections, we work closely with our students' families to foster support networks at home. Our team regularly conducts home visits, discussing students' progress and offering guidance on how families can best support their children. These visits also give us valuable insight into our students' lives outside the classroom and help build mutual trust with families to reduce dropout rates and enhance long-term support.

Aside from family involvement to offer support and reduce our drop-out rate, we work closely with students on individual solutions, preventing them from dropping out. Among others, we have offered paid mini-jobs to students, so that they can earn some money for food or family expenses and do not need to miss school to sustain their lives. Additionally, we have supported pregnant students and staff suffering from medical conditions in their medical costs, provided separate rooms for relaxation and breastfeeding, and aided them in catching up on material missed due to pregnancy and childbirth.

Finally, we organize community outings such as sports tournaments, swimming trips, and shared meals. These events allow students to develop new skills, connect with peers and staff in a relaxed setting, and experience the joy of being part of a supportive community. Whether learning to swim, playing football, or simply laughing together, these moments foster confidence, joy, and a sense of belonging.

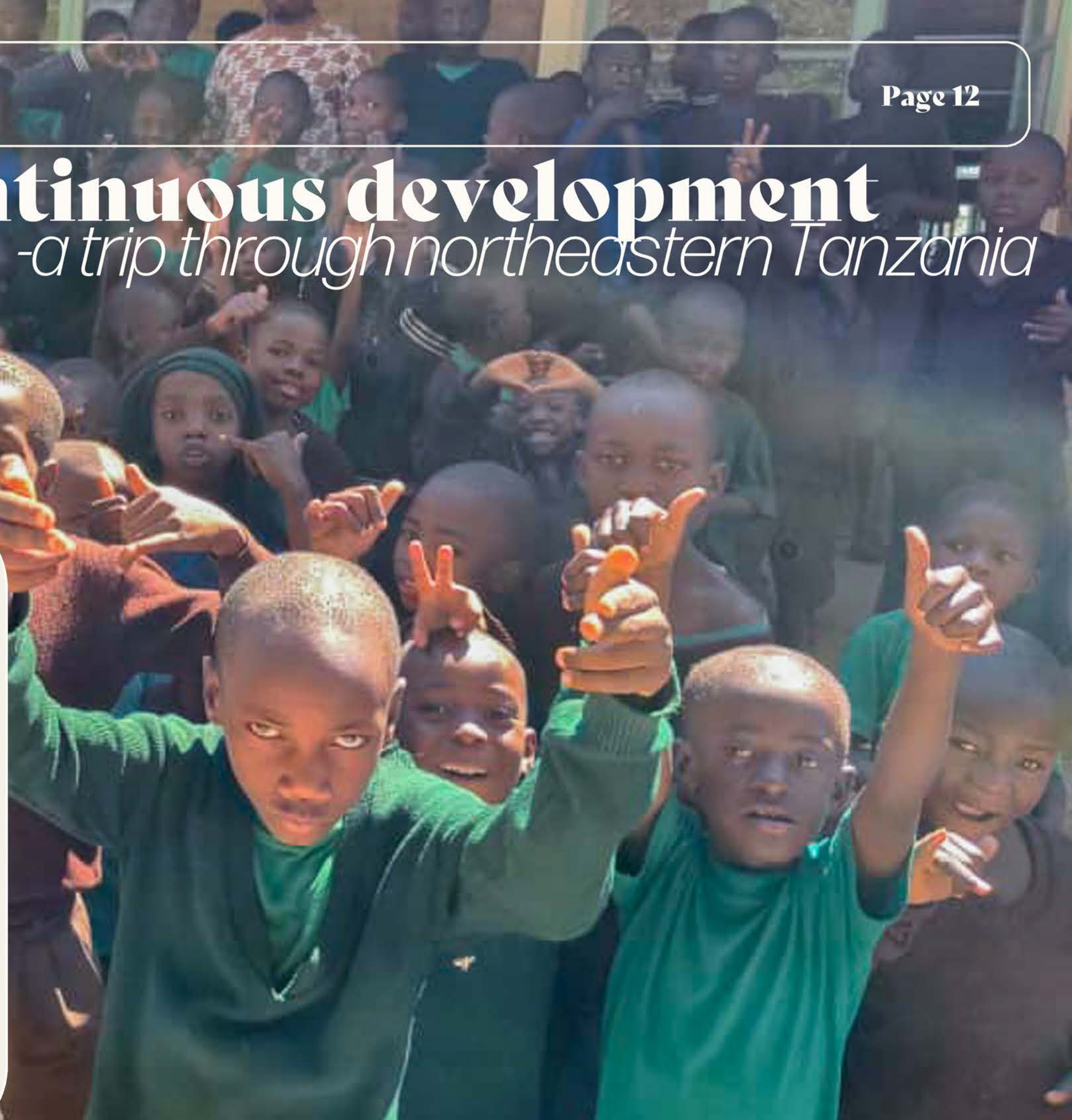


Continuous development

-a trip through northeastern Tanzania

As a young and growing NGO entering the Tanzanian landscape we are hungry to learn, to connect, and to grow. Embracing this mindset, our manager Victor embarked on a two-week journey across northeastern Tanzania, visiting five vocational training centers focused on special needs education and six branches of the Tanzania Association of the Deaf (CHAVITA) to understand the challenges, successes, and lived realities of deaf youth and those working alongside them.

This journey was a deep learning experience. While we built valuable connections with experienced schools and organizations, we also gained critical insights that are already informing our strategy and day-to-day work at TARATA.



Takeaways

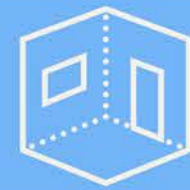
from our trip



Life skills: The challenge of handling daily life after graduation for many students with hearing impairments stood out. In response, many schools are integrating life skills modules into their curriculum, covering topics such as budgeting, cooking, using public transportation, and other tailored lessons that support independence and long-term well being.



Local Partnerships: The value of local partnerships with businesses that was apparent reinforced the relevance of our internship program. These partnerships offer practical experience, foster student confidence, and establish a pathway to employment and social integration.



Physical Space: The importance of physical space in enhancing learning outcomes, especially for students with hearing impairments.



Teacher training: The ongoing need for teacher training, to stay up to date with inclusive teaching methods & to respond to evolving research and best practices.



Community involvement: Family and community involvement have emerged as a cornerstone of student success, reducing stigma, fostering inclusion, and increasing students' confidence. This insight has inspired us to expand house visits and prioritize events that bring parents and the wider community into the school environment.



Lastly, conversations with CHAVITA branches brought urgent attention to the severe lack of adequate teaching facilities for hearing-impaired students – particularly in the Morogoro region and surrounding districts like Iringa. As the only school for the hearing impaired currently operating in Morogoro, TARATA is increasingly aware of its responsibility and potential. These insights have informed our exploration of possible expansion, including the idea of student dormitories to accommodate learners from rural or distant areas.

Expansion & *continuation*

This trip affirmed our belief in the power of listening, collaboration, and shared growth. We are committed to nurturing the relationships formed during this journey and to continuing the exchange of knowledge and experience with other organizations across the country. Mutual learning will remain a foundation of our work as we strive to build a more inclusive, empowered future.

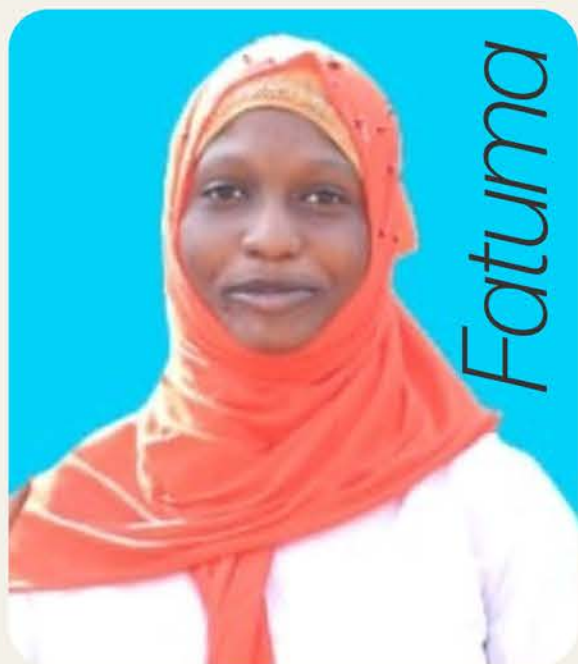


Success Stories



Imamu

I'm Imamu, from Mafiga Morogoro. I didn't get a formal education; I was just taught to read, write, and do math calculations by my mother. She believed she was able to teach me better since we both understood each other using sign language more than the teachers in school, who didn't know how to communicate with me. My mother was my only friend before she died. I enrolled in a carpentry course from CHAVITA (an association for the hearing disabled in the region), but could not finish because I failed to pay the course fees. I spent about three years in the street as a day worker cleaning people's houses until I heard about TARATA. It was very good news for me, although I didn't believe it could be realistic. I had a lot of questions in my mind: study for free? Two healthy meals a day for free? Exposed to a job after graduation for free? Etc. it was unbelievable until Mr. Victor came to clear my doubts by explaining the mechanisms and answering my many questions. I like computer studies, and I want to be a businessman in the future.



Hello, my name is Fatuma, and I am 20 years old. I dropped out of Morogoro secondary school in form two as a result of classmates' insulations and my extended family members' conflicts with each other; I was very stressed about that. I am now on the right track. I study sewing courses, and I believe I am just as educated as those who continued school. I learn English, Sign language, Math, Sewing, and Computer Applications, which strengthens my ability to survive independently. TARATA is a good place to study for deaf people like me because the teachers know sign language. My father and my stepmother support me in my studies, and I wish to make them proud of me when I complete my course. I have new friends at TARATA, and we all have same disability (we can't hear). I am getting more confident every time I think of my future with TARATA. I wish to be a motivating fashion designer.

Hi! My name is Mwanaisha, and I am a student at TARATA. I was disqualified from formal school in primary school since I didn't understand teachers were teaching. I was taken to learn hairdressing, and I now know how to weave hair, which kept me able to sustain life with my aunt. At TARATA, I got a chance to go swimming in a pool, which is among my hobbies; I am happy to be a student at TARATA. I attend classes in the morning, and during evening hours, I go to weave people's hair for money to earn a living. I get money for transport to go and return to school from TARATA; I believe that my life will be so nice after I graduate. Bye



Future *Outlook*

Building on the experiences and reflections outlined above, we have identified several key challenges and priorities for the year ahead. One of our most pressing difficulties lies in expanding our fee-based programs – such as the Pre-Form One and Nursery School tracks – which face stiff competition from free government-run alternatives.

Another significant challenge has been ensuring high-quality education across all subjects, particularly in our computer program, where limited resources and scheduling constraints have hindered effective learning outcomes.

In response to these challenges – alongside the insights gained from our recent organizational exchange and reflections on the needs of our students – we aim to place a strategic focus in 2025 on the following areas:



KeyChanges

1

Improved outreach for Pre-Form One and Nursery school, emphasizing TARATA's USPs, such as computer programs or fully English curricula.

2

Introduction of different (computer) courses based on prior skill level to maximize student learning.

3

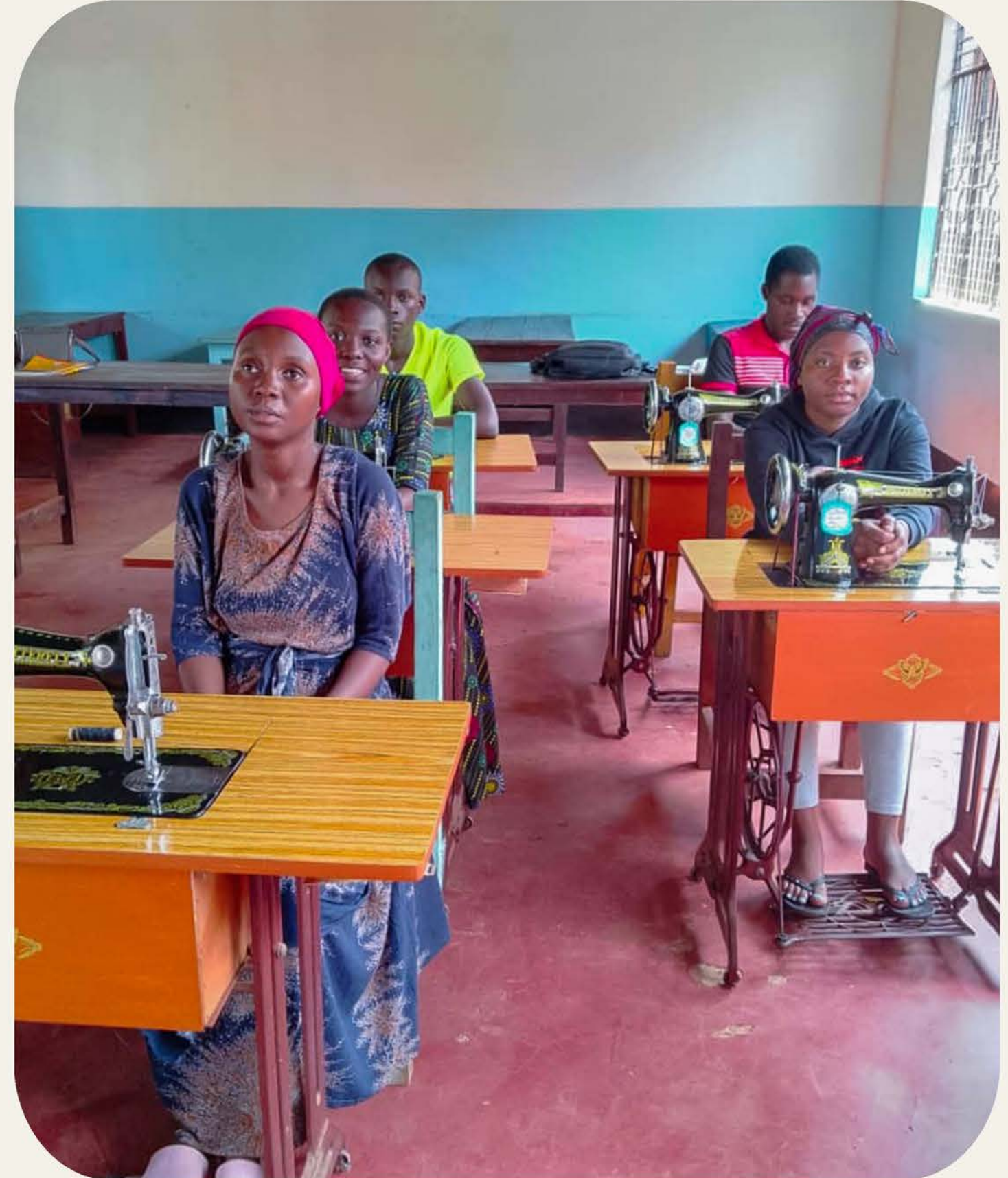
Opening of a dormitory to welcome students from rural and distant areas.

4

Increased parent outreach.

5

Further teacher development program.



Financial Statement

Revenue		US \$ 26.155,48
	Nursery School	\$ 1.556,60
	Pre Form One	\$ 81,664
	Donors	\$ 23.314,49
	Other Income	\$ 46,775
Gross Profit		US \$ 26.155,48
Expenses		US \$ 27.750,08
	Wages & Salaries	\$ 10.915,40
	Rent, Electricity & Water	\$ 3.103,37
	Pre Form 1	\$ 1.251,99
	Office (Food)	\$ 3.852,61
	Miscelaneous (Boni, Ads, Books, Sewing Machines, etc.)	\$ 5.626,96
	Financial Expenses	\$ 50,449
	Earnings before tax	\$ -1.405,40
Net Income		US \$ -1.405,40

Donor *Acknowledgements*

This past year would not have been possible without the very generous contributions of our donors, Mr. Gerald Kuehr and Mrs. Gerlinde Kuehr, who supported TARATA financially and with advise. Hence, we want to take this opportunity to thank Mr. and Mrs. Kuehr for their support and strong belief in a successful future of TARATA.



Legal & Compliance Information

Registration Details

- *Legal Name:* TARATA
- *Registration Number:* 00NGO/R/4545
- *Date of Registration:* 15 March 2023
- *Registered Office Address:* P.O. Box, Morogoro, Tanzania
- *Legal Structure:* Non-Governmental Organization

Governing Laws

TARATA is registered under the Non-Governmental Organizations Act, 2002 of Tanzania. There were no changes to legal status during 2024.

Compliance Filings

TARATA has submitted all required annual filings, including financial statements, to the relevant authorities in accordance with regulatory obligations.

Board Governance and Policies

Board of Directors:

- Joseph Peter Maghali – Executive Secretary
- Peter Joseph Maghali – Treasurer
- Victor Maghali – Manager

Board Advisors:

- Gerald Kuehr
- Gerlinde Kuehr

Audits and Financial Oversight

Our 2024 accounts were independently audited by Mkuki Financial Consultant, based in Dar es Salaam, Tanzania.