

At the end of May and in June we travelled again to Kenya and Zanzibar to observe the progress of our projects. We had an extensive talk with the Regional head of division *Elizabeth Kamau* and project leader *Wallace Amayo* at ChildFund Kenya in Nairobi. Both were pleased with the 10 DVD copies of our video film "Savings & Loan".¹ Our most important concern met with a positive response: We would like to develop our scholarship programme into a demonstration project. An evaluation after three or four years should confirm that it would make sense to provide this kind of support for vulnerable children on a broader basis and in other localities.² We also accepted in principle that part of our CDF-funds could be used for financing evaluation activities.

Also well received was our idea of developing a sense of responsibility among the children by requiring them to contribute to their community or region and take over leadership functions in exchange for their support. Instead of formal thank-you-letters we are interested in hearing from the children about their daily life, their pleasant and unpleasant experiences and about challenges and problems.³

Another topic was videos from selected children, either in a short version for fundraising activities or in a longer version for the diffusion of role models for other children. ChildFund Kenya has already experience with short videos of this sort so we intend to encourage Nairobi to do this for our children too and to put this material on our website.

We also travelled to Mutonga where ChildFund Kenya had prepared a meeting with the students we sponsor. Five children were present: James, Milka, Jerusha, Christopher, Monica. *James*, whom we knew from an earlier school visit, held a well prepared and almost embarrassing thank-you-speech in the name of all the others. However, the other four also introduced themselves one after the other and briefly expressed their gratitude, all in reasonably good English. During the discussion, early pregnancy was a main reason for

¹ The English version can be downloaded under www.childdevelopmentfund.com/eanderemedien.html.

² Certainly, it seems to us almost impossible to base this evaluation on a rigorous control group design, but a systematic system of monitoring and follow-up would already be helpful.

³ One idea might be to bring the supported children together during their school vacations and to encourage them to take over such tasks.



dropping out of school; other complaints concerned bad teachers and poor teaching material. They asked us to visit their schools too.

The children understood our desire to improve mutual understanding through better communication, instead of formal testimonies of gratefulness. We asked them to consider ways of giving the sponsors something back through their active participation. This would help us to win further sponsors to support more children and to promote the sustainability of the project, for example, to continue support, if necessary, after graduation from secondary school (e.g. for university study, vocational training). They showed interest in the idea of a meeting during the school vacations to jointly consider what they could do for their community, their schools and their region, as well as for the CDF community. We detected, however, that it is still unclear for all sides how the communication should take place; further work is needed together with the project management in Nairobi. The ice had melted by the end of the meeting as we said good-bye and wished them well. The meeting ended with much laughter and taking of photographs.

In a second round of discussion parents of supported children, some delegates from the community, a school director and teacher and representatives from ChildFund Kenya were present. The core question was whether additional financial resources⁴ should be used to support for more children in secondary school or for university or vocational training scholarships for secondary school graduates. The majority favoured the latter which is understandable in view of people present in this meeting. We called attention to the trade-off,

⁴ We received a special donation of 4,000 euro.

and the representatives of ChildFund Kenya make clear how urgent the demand is for increasing the number of scholarships for secondary school: At only 50 percent, the transition rate from primary to secondary school is particularly low in this region.

At this point the school teacher introduced her list of needs for financial support. She had just started a secondary school for girls which she wants to upgrade to a boarding school. Her wish list amounts to 1,542,000 KSh, about 15,000 euro. The main items were for a dormitory room (5,000 euro), a dining room with kitchen (7,500 euro) and for three 10,000 litre water tanks. The list also included two scholarships à 135 euro per year, less than our current 200 euro scholarships.

This information led to a debate about the proper level of the scholarship that caused some confusion but also brought some interesting clarification. It became apparent that the costs (school fees, examination fees, accommodation and other possible items) are quite different from school to school. For an average secondary school, our scholarships clearly are sufficient if not 'lavish', in other schools the parents have to top up the scholarship. We heard that our scholarship led some parents to send their children to better and more expensive boarding schools. The project leaders reassured us that all supported children get the same amount; however, it cannot be excluded for sure that there is some redistribution in favour of better and more expensive schools.

Finally, we were again confronted with VS&L Karimi group which we met for the third time. During our last visit, this group participated in the production of our videos on the microfinance system "Savings & Loan". Many group members were manifestly wearing bead necklaces in order to show us that our surprising farewell gift at our last visit (see Newsletter 6) was well received.

The group leader proudly reported the overall result which he also had carefully written down: The group produced 105 necklaces or bracelets that they were able to sell at different prices according to their size: 60 for 100 KSh, 15 for 30 KSh, and 30 for 20 KSh, altogether 7,100 KSh, i.e. about 70 euro. This is a reasonable amount if one considers that the strongest saver in the group spares 3,000 KSh per year, the weakest saver 1,780 KSh. The 'bead project', however, also had its problems: First, lack of expertise to make good necklaces or bracelets; second the difficulty of getting additional beads in high quality; and third the need to sell the necklaces at distant markets because of local religious objections, or even opposition to such 'luxury' goods.

Apart from that, the group repeated its well known concerns: An urgent need for a storage room for agricultural products or other assets; the group still needs a water pump for irrigation. Further challenges are poor local markets for their products (corn and vegetables, weaved baskets or bags, bead necklaces or bracelets, sculptures), school fees for secondary

school, fees for PTA-teachers in primary schools, and the frequent inability to repay loans due to draughts. Although fees for primary schools were abolished in 2002 other fees have been increased since then, for instance, for the purchase of teaching material, sanitary facilities and, in particular, for teaching assistants.⁵

We reported on our own activities since our last visit and gave them a DVD of our video as a thank-you-present. Unfortunately, we are not able to promise them assistance with regard to their major concerns (see above). More than a potential extension of our scholarship programme is not possible. Nevertheless, the meeting ended in cheerful mood, with picture taking of the group members with their bead necklaces.

In Jambiani (Zanzibar) we meet with our three scholarship students Busara, Fatma and Rayusa. The new scholarship recipient, *Busara Haji Mussa*, is preparing for her studies in *Procurement and Supply*. She gave us an impressive description of her computer course: Microsoft Word, Excel, Access, Publisher, Power Point, Internet, Typing Speed, Tally, Quick Book, Adobe Photoshop, and Adobe Pagemaker. Busara comes from *Kibigija*, one of the 14 subvillages of Jambiani, as by chance do the other two scholarship students, Fatma and Rayusa. Busara will soon start her full-time studies at the *Institute of Public Administration* in September. She is the only child of her parents here in Jambiani; her father is a traditional fisherman and farmer. She was selected from among many applicants by a community committee; the principal reason for her selection was her good performance in secondary school. Her hobby, she says, is reading books.

Rayusa Amour Nepishi, who studies *Human Resource Management* at the same college, is currently engaged in a six-week internship in Stone Town. Her work, she reports, consists of writing records for the payments of wages or pensions. In September she starts her third year of study; she is optimistic that she will graduate with a diploma after one year. She describes her hobby as watching television, in particular football games.

Fatma A. Hasan, who studies *Medical Laboratory Sciences*, has already finished several internships. She is also, like Rayusa, optimistic about finishing her studies in late summer next year. Afterwards, she definitely intends to work at Jambiani Hospital, but she cannot be sure because job appointments are decided by the Ministry of Health.

We also visited the students in their schools. At the *College of Health Sciences Zanzibar* we were lucky to meet with the new director *Dr. Haji Mwita Haji* who outed himself as a 'Jambiani', and therefore particularly interested in our scholarship programme. He also confronted us with the challenge of finding a similar institution in Germany to set up an

⁵ PTA=Parent Training Assistants.

exchange of knowledge and people.⁶ *Amina A. Ali*, the impressive administrative director of the college, also encouraged us to continue the project. Her well-known saying: “Who supports a woman, supports a whole family” was humorously countered by Dr. Haji: “Who supports a man, supports a whole universe.” Finally, Dr. Salum, head of division and teacher of Fatma, informed us about her strengths and weaknesses: she is working hard, however, needs support in some subjects and in English. We are working on a solution with our manager Mr. Vuai in the next months.



Afterwards we visited the *Institute of Public Administration*, which moved into a brand-new building in *Tunguu* last year. *Tunguu* is situated about 20 km east of Stone Town and will become the new capital of Zanzibar in the near future, where most public institutions, including the parliament, shall be located. The director and her deputy reported about the in part highly satisfactory performance of Rayusa and her good prospects for graduation next summer.

⁶ The development of such institutional contacts corresponds precisely to our conclusions on meaningful aid for developing countries; see our publication on *Mikrofinanzierung als Entwicklungshilfe*, Edition Pamoja, Berlin 2013; for more information and for ordering the book (in paper as well as in electronic form), please go to: www.editionpamoja.de.

Finally we visited *Melisha Training College* where Busara takes her Computer and English courses. We got the strong impression that the 800 euro for her preparatory courses is a worthwhile investment. We talked for a while with a young English teacher, who finally brought us to his class of 30 students mixed by gender and age. We introduced ourselves and answered many questions like: “What are the differences between people from Zanzibar and Germans or Europeans?” “What do you particularly like in Zanzibar?” “Which tours did you undertake in Zanzibar?” “Which children do you support?” “What can we do to come to Germany, at least for a week?” To make it short: The ice was broken quickly and the meeting became really entertaining. We were especially impressed by how some young women stood up and asked question in a self-confident way.



All three students on our scholarship programme are sure that their job perspectives are promising. This is reassuring in view of currently 100,000 unemployed youth in Zanzibar. They also understand that our support is conditional, with an expectation of reciprocity, for example, by giving something back to the community of Jambiani, the community of current and future CDF-students and to their sponsors. Our idea of making a video also met with approval, and even enthusiasm from our manager Mr. Vuai; such a film on youth role models and a positive image of Zanzibar could be used for publicity and mobilising more sponsors. We intend to further develop this idea and to undertake the first steps in the coming months.

This report, of course, gives us again the opportunity to thank you all for your support and encouragement. We are glad about each suggestion as reaction to these news and we would again like to request your continued support of our project.⁷

Barbara und Günther Schmid⁸

Berlin, Juli 2013

⁷ Reminder: Contributions should be sent to: Child Development Fund (CDF) (Barbara und Günther Schmid), Bank für Sozialwirtschaft, Stuttgart, BLZ 601 205 00, Account No. 778 1826; Swift Code/BIC: BFSWDE33STG, Account/IBAN: DE98601205000007781826. **Important!** Please give with the donation your private address and you will get a receipt for contributions to a recognized charity.

⁸ Email-addresses: schmidhdb@aol.com; gues@guentherschmid.de;
Homepages: www.childdevelopmentfund.com; www.editionpamoja.de; www.guentherschmid.eu