

At last, after a two-week stay in the village of *Jambiani* in Zanzibar we can report on the current state of our projects. When we are in the field, we are always being genuinely encouraged to stay on the right path; from a distance there can always appear a reason for some disappointment, in particular when our progress is far slower than we had hoped for; but one step after the other. Let us start with our more recent experiences in Zanzibar before we come back to the projects in Kenya which we haven't yet visited this year.

In Zanzibar there are justified hopes that two of our scholars will successfully finish their three-year study with a Diploma: *Fatma* in *Medical Laboratory Science* at the *College of Health Science Zanzibar*, and *Rayusa* in *Human Resource Management* at the *Institute of Public Administration (IPA)*. During our stay on *Unguja* (the main island of Zanzibar), *Fatma* absolved her last work experience on the island of *Pemba*, so we could only contact her by telephone. She has already passed the last oral and written examinations and will receive her Diploma after delivering the report on her last field research. *Rayusa* was in the middle of her final exams, and our project manager Mr. *Vuai* expects her to finish with good results in September. We will talk more about *Busara* in a minute, but first we would like to point in the direction of the homepage of our foundation www.childdevelopmentfund.com where you can find more information about our scholars, including their photos and hobbies.

We also are pleased that – in expectation of these results – out of 21 candidates from the village two successors have already been selected: *Zaituni* is going to study *International Relations* at *IPA*, and *Saida* (also at *IPA*) *Business Information Technology*. Both girls made a huge impression when they visited us. These refreshingly self-confident and cheerful young women easily persuaded us that they will have no problem making their way. Both of them have quite concrete and ambitious ideas about what they want to become. *Zaituni* wants to work in an embassy or in an international organisation where she hopes to find ways to help children in Tanzania. *Saida* intends to be responsible for e-governance in the presidential office of Zanzibar. Both of them have already presented their profiles on our homepage (including their free comments); and both of them receive financial support from us for preparatory courses in English and computer application at Zanzibar University (*ZUSA*) before they begin their studies in autumn this year.

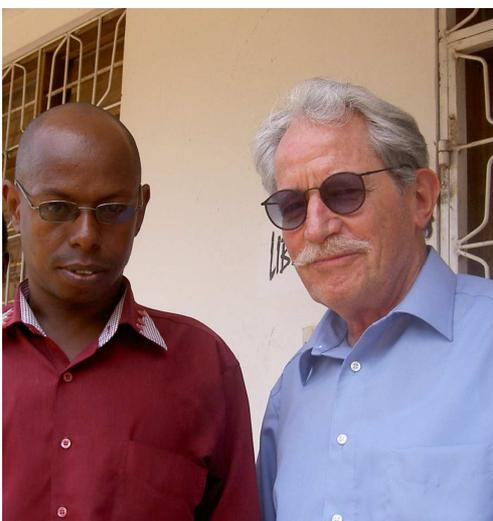


Left: Zaituni

Right: Saida

Our visit to the *Kizimbani Agricultural Training Institute* where Busara is studying in her second year was also very instructive. Juma Omar Abdallah, a teacher and leading manager of the institute gave us a warm welcome. The institute reports to the Zanzibar agricultural ministry and got the status of a college in 2010. It trains students in a three-year course to a general Diploma in agricultural science with two possible specialisations: *live-stock* and *crops*. Around 60 to 70 students are admitted each year; 70 percent of the students are female! The female students live in a hall of residence on the campus and – the regulations are quite strict – get only a leave of absence on the last weekend of the month. The college is situated in the middle of the fertile spice plantations, about 10 km north-east of Stone Town.

We not only got a lively impression of the local environment, the buildings and facilities, including the experimental fields in which the students are practicing, but also insights into some decisive hurdles which could possibly work to trip our scholars:



- First, we were informed that the transfer for the study-fees had not yet been verified in the accounting office of the institute although our project manager had a formal document in his hands stating that the amount had been transmitted from the project account to the institute; this problem was fortunately quickly cleared up on the spot.
- Second, teaching and examinations take place only in English in which our scholar Busara needs to catch up.
- Third, the use of a high-quality personal computer increases in importance for being able to follow the lessons through investigations in the internet. The institute even plans to digitalise a large part of its library (which, by the way, has been established by a Norwegian partner institute), so that all students may have access to teaching material at all times and in every place. We instructed our manager to insure Busara's laptop is always in good working order.
- Fourth, Busara needs a veterinary kit in order to follow the lessons and the practical exercises in her selected specialisation.
- Fifth, Juma Omar Abdalla drew our attention to a complementary course which emphasises gender relevant aspects of agricultural science. He recommended that Busara takes use of this opportunity. He also expressed his apparently personal interest in such issues by the (in the meantime for us) well-known saying: "Whosoever supports a man supports one person; whosoever supports a woman, supports a whole nation".

During the final talk, Juma also conveyed his deepest wish to us – which we already knew from other institutions we visited – to find possible partner institutions in Germany.

We gained further interesting insights during a meeting with the selection committee of our scholars consisting of six persons: Sheha Suleiman (the worldly mayor of the village); Ms. Diwani, counsellor of the Sheha and representing the governmental party CCM (*Chama Cha Mapinduzi*); Ms. Asha, appointed member of the Zanzibar Parliament and of the opposition party CUF (*Civic United Front*); Mr. Abdulla; Mr. Suha (former teacher of secondary school) and Mr. Vuai (our project manager). The commitment of our foundation was warmly welcome by all. At the same time, members of the committee hinted at the need for support of vulnerable children in school (in particular orphans and children from very poor families). Urgent bottlenecks exist especially at the transition from primary school to the first level of secondary school (from Standard 7 to Form I). Only 20 percent of children completing primary school pass the (Zanzibar) national examination with credit points sufficient for the transition into secondary school. A further sharp selection takes place (17 percent) at the transition to the higher level of secondary school (from Form IV to Form V), which leads to the admission to universities. There is in particular a lack of good teaching material in natural science and mathematics and of competent teachers in English. We discussed several



possibilities to end this miserable situation, but we also had to draw their attention to our very limited resources that force us to concentrate on one specific point of urgency.

It would make great sense to support the *Jambiani Community Academy (JCA)* more comprehensively. *JCA* is a unique institution in this area, launched by our project manager Mr. Vuai. It offers private tuition for pupils to prepare them for the national examinations in the critical phases of transitions as described above, with very good results according to the testimonies of Mr. Vuai, but in an extremely limited range. Moreover, the academy provides lessons in computer applications and English for young adults for quite modest fees. However, the personal resources are extremely limited and are almost solely on a voluntary basis. Even more meagre are the material resources, so that we are supporting *JCA* this year with 1,000 Euro to buy three computers, one printer and one binding machine. *JCA* needs at least three more computers and further infrastructural equipment (including proper chairs).

With regard to the project in Kenya we can report on a complementary project made possible through a special donation of 4,000 Euro. Eighty adolescents and youth in *Mutonga* shall receive a special training to improve their knowledge in comprehensive life skills during the second half year of 2014.¹ The backgrounds for this training programme are the multiple sources of danger facing youth in adolescence and in the phases of family foundation or job transitions. The project – “*Improving the well-being of adolescents and youth by strengthening their capabilities*” – is designed to build the competencies and skills of selected

¹ For details see the original project proposal of 5 pages which will be made available to interested sponsors.

youth to establish and develop youth-led initiatives that successfully promote their rights to reproductive health and other rights in their communities. Today, young people in Kenya face severe threats to their health and well-being, and there is an uphill struggle to stay in school, postpone marriage and childbearing, find gainful employment, and remain free of sexually transmitted infections (STIs), including HIV or AIDS. In particular, young women aged 15 to 24, young men aged 20 to 30, and out-of-school youth are at great risk of the negative outcomes especially of early pregnancy and sexually transmitted diseases. Young women face additional cultural, age, and gender related obstacles when seeking medical contraceptive knowledge about modern methods and face limited access to services. The project's activities are intended to give the youth the leadership skills and the self-esteem and confidence they need to make decisions that positively affect their lives. Project activities will support dialogue around gender equality, drug use, sexuality, reproductive health and rights, and social networks. The activities will give the youths an opportunity to critically reflect on gender norms and attitudes in terms of their partners and intimacy, parenthood, and social status. These young men and women will also be trained as peer educators and will implement outreach campaigns on themes related to adolescent and youth reproductive health. The project shall be evaluated by systematic surveys of the respective youth's knowledge at the beginning and the end of the training programme.

Moreover, the scholarship programme continues as described in earlier newsletters. The programme manager Wallace Amayo reports in addition that the scholars of the Kendu Bay project participated in the cleaning up and tidying of the local health facilities, and he promised to send a report and videos about these activities. The number of scholarships will be extended by three, and all the scholars shall be equipped with text books and solar lanterns to enable them to read and finish their homework during the long dark evenings.²

This report gives us again the opportunity to thank you all for your support and encouragement. We invite you to visit the CDF homepage, and we would be grateful for every suggestion as a reaction to this newsletter. Finally, we would again like to request your continued support of our project.³

Barbara and Günther Schmid⁴

Berlin, June 2014

² Remember that nights fall early in that area during the whole year, starting from about 7 o'clock in the evening until about 6 o'clock in the morning.

³ 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 recognised charity.

⁴ Email-Addresses: schmidhdb@aol.com; gues@guenterschmid.de;

Homepages: www.childdevelopmentfund.com; www.editionpamoja.de; www.guenterschmid.eu.