



Maji yakimwagika hayazoleki = water spilled out cannot be swept up, or: A word and a stone let go cannot be called back (or: what happened, happened). This proverb reflects parts of our experiences during our five-weeks-visit in the village of Jambiani in Tanzania (January 7 to February 12). We were again bitterly disappointed by one of the projects, yet compensated by some exiting aspects of others parts of our engagement. Let us first come to the dark side.

The pilot project ‘*Jambiani Community Academy*’ (JCA), running now for four years, finally failed; whether it will recover lies not anymore in our hands, it is the community or the region that might revitalise the original idea. 13 out of 14 students of JCA allegedly repeated F4-examination after a longer period of teaching, in order to take their second opportunity of receiving high-school-maturity (F5, F6); yet our manager was not able or willing to provide us the results. We have to assume that all the students failed again.

The reasons for this are manifold. Moreover, it happened that our manager – despite good cooperation in former times – was lying several times or putting us off with unfilled promises. So, we had to dismiss him, and we had even to take out of his hands the scholarship-project for vocational training and education for girls or young women. We documented this sad step in a letter of seven pages.¹ Yet we still are in negotiations with the Sheha (mayor) of the village to clear some questions which remained open and to see whether JCA still can be saved or continued in another form.² It became clear, however, that neither the Sheha as representative of the community nor the parents of the supported children (or their delegates) developed an ownership into this project. Apart from the faults and the misconduct of our manager, this was the second main reason for not continuing the project. According to the certainly ambitious – if not, with hindsight, unrealistic – goal, it was always the intention of our foundation to give impulses for creating sustainable institutions at the local level (here the *Jambiani Community Academy*) that, in the long term, would be fully taken over and run by the community or the regional authorities.

¹ The letter is in English and can be, if wished, provided as pdf (yet only for personal information).

² The material infrastructure in which we invested, i.e., the building, computers and other equipment as well as the nucleus of eLMS (electronic Learning Management System) are still available. We can also arrange insight into the letter to the Sheha for those who are interested.

We turn now to the ‘good news.’ *Saida* and *Zaituni* got their diploma at the Institute for Public Administration (IPA) in February this year.³ With these two graduations we now have five young women whom we supported (through a three to four year study programme) to get a high quality vocational education that provide for them professional independence and security. *Sharifa* started her second study year in medicine; she intends to specialise in preventative medicine, and she passed her last examinations as the top of 25 students. Due to rising tuition fees, we had to increase her scholarship up to 1,200 Euro per year; from now on, our support goes directly to her bank account, i.e., without the intermediary agency of JCA on the basis of a memorandum of understanding (MoU) mutually signed.⁴



As soon as it became clear that we had to dismiss our manager, we turned to the headmaster of Jambiani Secondary School to explore the possibility of continuing the school project in another form. One reason for this step was the news that the results of the national examinations for F4 were again disastrous for the community: out of 55 only 6 students (one girl) passed at a level (Division I, II or III) allowing them access to the high school (F5, F6); 22 (40%) failed completely (Division 0), and 27 passed with „Division IV“, i.e., without a chance for higher education. At this school, all students (100%) failed completely in mathematics; in total Zanzibar, the rate of passing mathematics-examination in F4 increased from 19.4% to 20.02% (including private schools with usually better results). One of the good students in Jambiani who now attends high school in the town (F5, F6) and who wants to study medicine told us that he won’t have to bother anymore with mathematics in the upper secondary school.

After several talks with the headmaster and teachers we came to the agreement to give 25 students (the majority girls) out of the pool of „Division IV“ (or lower) a second chance: Repetition of the national examination in F4 through participation at regular teaching classes plus targeted assistance by 11 teachers of the school. We support these children with a scholarship of about 150 Euro to pay for the renewed registration (30 Euro) and for personal tuition; parents participate in financial support with 20 Euro respectively.⁵

³ To their profiles and content of study see Newsletter 13 and 14 and/or visit our homepage www.childdevelopmentfund.com.

⁴ We provisionally stopped the support of *Samira* and *Mariam* (see their profiles on the homepage) because they did not yet get a study place or could not provide the necessary documents that they actually are studying.

⁵ Compare the three pages Memorandum of Understanding (MoU), signed by both sides as well as by the CEO of ChildFund Deutschland, and that can be made available if interested.



Furthermore, we informed the Jambiani Secondary School through a pdf-presentation about the functioning of the electronic Learning Management System (eLMS) with the help of the Tanzanian Institute for Education (TIE) and the Open University in Dar es Salaam (OUD); 8 teachers were attending the long afternoon meeting. In case the school – as hoped for – will be endowed with 20 computers from elsewhere (so far only the headmaster disposes of one laptop, not a single one is available for the teachers!), we probably will provide further support to the digitalisation of teaching, in particular through further training of teachers.



The yearly report from Kenya turned out to be very satisfactory.⁶ 7 of the 29 supported children attended and passed successfully their final examination in secondary school, one girl even at a level which allows her to attend university or one of the colleges for a diploma; currently she intends to become an air hostess. We are further promoting the remaining 21 students (one scholar left the programme); their profiles or letters (see report) show that we can expect good results. In yearly meetings the students get also tuition in social issues affecting young people like sexual behaviour, health, hygiene and nutrition facilitated by experienced teachers and trainers (see pictures below). In almost all cases, however, there is still need for more individual support (e.g., solar lamps, revision books) or assistance (e.g.,



tutoring). We are further talking with the leading manager in Nairobi how this problem can be solved at the local level. Moreover, two of the graduated students in Kenya receive a scholarship in the size of 700 Euro: *Jane Atieno Ogutu* who studies sociology, anthropology and IT at Masemo-University, and *Doreen Kageni* who intends to get a diploma in accounting at Embu-College. „I will be the best accountant in Kenya“, she tells us in great confidence.

Other news: G gave a well visited talk at the 33rd Berlin Summer University („*Africa: Origin and Fate of Humankind*“) on the subject of “Educational Policies in East-Africa: Personal Experiences of a Scientist and Founder“; the presentation will be repeated within the lecture series of the BERLIN AKADEMY (“*Berlin - Africa / Africa – Berlin*“), the Senior University of the Charité Medicine University, 17 April 2019; pdf files can be visited or downloaded on his homepage.

⁶ Also this report is disposable at request.

Finally, the **CDF budget** (Euro) for the year 2018 in outline:

Income		Expenditure	
General donations*	3,845	<i>Kenya:</i>	
Special donations**	5,092	29 scholarships à ø 315 ¹⁾	9,135
Own contribution***	2,500	Administration (ca. 10%)	865
		<i>Tanzania/Jambiani</i>	
		Scholar Sharifa, (1/2 year) ²⁾	550
		Two scholars (1/2 year)	1,000
		2 Computer	600
		18 examination/registration	1,150
		Teaching (3 teachers)	2,600
		Administration	650
		eLMS Pilot (500) + Server (800)	1,300
		eLMS Installation	2,500
		eLMS advice by TIE/OUN ³⁾	650
Gesamt	11,437	Total	21,000

*) Donations from friends of CDF and from colleagues

**) Special donations from colleagues and friends (€1,892; € 1,200; € 1,000; €1,000)

***) Honoraria for speeches or expert opinions; sales of TingaTinga-paintings

1) Average: scholarships vary depending on need from ca. 100 to 500 Euros

2) Payment of first half-year already in the year before

3) Tanzanian Institute for Education (TIE) and Open University of Dar es Salaam (OUN)

So, we should not rest our fundraising activities, especially since a large part of the commitments is borne by friends and colleagues who have given the project special donations. Once again, many thanks to you all for your donations and support. We are grateful for any comments or suggestions and hope for your continued support for the project.⁷

Barbara and Günther Schmid⁸

Berlin, 10 March 2019

⁷Contributions should be sent to: Child Development Fund (CDF) (Barbara and Günther Schmid), Bank für Sozialwirtschaft, Stuttgart, Swift Code/BIC: BFSWDE33STG; IBAN: DE98 6012 0500 0007 7818 26.

Important! Please give your private address with the donation and ChildFund Deutschland (Nürtingen) will send you a receipt for contributions to a recognised charity.

⁸ Email-Addresses: schmidhdb@aol.com; gues@guenterschmid.de;

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