

Beyond the sun, the sea and the beaches

How Zanzibaris put the Millennium Development Goals into practice





IMPRINT

Publisher	Demokratie und Integration Brandenburg e.V. RAA Brandenburg, Bereich Globales Lernen (Global learning section)
Editor	Birgit Mitawi
Photos	Stefan Donath, Gabriele Gollnick, Birgit Mitawi, Anne Rehner
Editorial work	Dr. Birgit Scholz
Translation	Helen Paul
Layout	Gabriele Lattke, Journalisten & GrafikBüro
Print	meindruckportal.de

All rights reserved
© RAA Brandenburg 2007

RAA Brandenburg
Benzstr. 11/12, 14482 Potsdam
Telefon (0331) 747 80 25
globaleslernen@raa-brandenburg.de
www.raa-brandenburg.de

Funded by InWEnt through the Federal Ministry for Economic Cooperation and Development. We would like to express our thanks for the financial support for this publication.

Sources for the material and information used:
Human Development Report 2007/2008 (base year 2005)
Websites for the Federal Ministries for Economic Cooperation and Development
<http://www.bmz.de/de/laender/partnerlaender/tansania/index.html>

Spiegel Online archives:
<http://service.spiegel.de/digas/servlet/jahrbuch?L=TZA>
International Monetary Funds



Samsibar
2007

Contents

BEHIND THE SUN, THE SEA AND THE BEACHES	2
Thoughts on the exhibition and brochure	
Millennium Development Goal 1	4
ERADICATE EXTREME POVERTY AND HUNGER	
Extreme poverty and hunger	
Millennium Development Goal 2	8
ACHIEVE UNIVERSAL PRIMARY EDUCATION	
Education for all	
Millennium Development Goal 3	12
PROMOTE GENDER EQUALITY AND EMPOWER WOMEN	
Strengthen women and girls	
Millennium Development goal 4	16
REDUCE CHILD MORTALITY	
Let children stay alive	
Millennium Development goal 5	20
IMPROVE MATERNAL HEALTH	
Support mothers	
Millennium Development goal 6	24
COMBAT HIV/AIDS, MALARIA AND OTHER DISEASES	
Fight disease	
Millennium Development goal 7	28
ENSURE ENVIRONMENTAL SUSTAINABILITY	
Take care of nature	
Millennium Development goal 8	32
SECURING ECONOMIC SUSTAINABILITY	
Develop a global partnership for development	
METHODICAL GUIDANCE	36
Get active for more justice – join us!	

Beyond the sun, the sea and the beaches

Thoughts on the exhibition and brochure.

By Birgit Mitawi, Project leader RAA Brandenburg

Young people from Brandenburg, Germany and Zanzibar, Tanzania wanted to find out what the Millennium Development Goals for more fairness between the north and the south mean for them.

In September, 2000, 189 states signed the so-called Millennium Statement at the summit meeting in New York. In this statement 8 developmental goals were formulated which the international community aim to fulfil by the year 2015. These goals are verifiable and stand for a better and fairer world with less poverty, less illness and less hunger; more education, equal rights and more sustainability.

Together we did some research to investigate into whether it will be possible to overcome poverty and to offer schooling to every child in the world by 2015. We thought about what we could do for more justice and asked parents, friends and neighbours, too.

Then we (that is three pupils, six students a teacher and myself) travelled to Zanzibar to find out whether the people there are familiar with the Millennium Development Goals and whether their daily lives have changed since 2000; and if so, in what ways.

We visited a number of villages and got to know different people. We spoke to them, observed them, worked with them and shared their daily lives for a few days. We discussed these issues with our Zanzibari partners; their experiences and how they imagine the future. We not only talked to our partners but also supported them in a concrete project; namely the building of a Women's Health Centre in Chukwani, Zanzibar

under the supervision of the village's developmental committee. This Women's Health Centre was opened on 10th August 2007.

You can read all about what we found out, learnt and what we would like to share with others in this brochure and in our exhibition 'Beyond the sun, the sea and the beaches'.

Taking the problems of this world and the developments targets which the UN want to achieve as our starting point, we put our personal impressions, experience and suggestions for more justice up for discussion. We wrote down what we have learned from other people in Zanzibar; from doctors, patients, farmers, fishermen, pupils and teachers. It was important for us to realise that they are actively involved in improving their

situation. Where in Germany do parents build classrooms? Or where do patients actually help to build their own health centre? We met such people, over and over again in Zanzibar and are proud that we could support such a project.

A great many photos were taken and a film was made during the project. A selection of these can be seen in our photo exhibition. The brochure gives more information about the photos by way of our reports, surveys and interviews.

We have learned a lot about everyday life in a global world. We would like to transmit these results to others and hope that many readers will be encouraged to do something to fight poverty.

Join us and discuss these issues with us.



Show our exhibition at your school, in your youth organisation, cultural centre or at your workplace and order our brochure.

This brochure is also available as a PDF file in English for English lessons.

PHOTO EXHIBITION

**'Beyond the sun, the sea and the beaches'
How Zanzibaris put the Millennium Development Goals into practice**

50 Photos:

30 cms x 45 cms, in glass frames
75 cms x 50 cms

Packed in

three boxes 80 cms wide, 50 cms high
and 56 cms deep.

Costs:

Transport, pick up the exhibition from
the previous location

Film about the project:

'A summer in Zanzibar' by Stefan
Donath 2007

Further material related to this youth
cooperation project can be found under
www.raa-brandenburg.de

RAA-projects: Our contributions to a fair future

Millennium goal 5: Improve maternal health



The 2007 group of the RAA project 'Encountering Zanzibar' supported their partners in the building of a women's health centre in Chukwani. At the official opening of the building workers and helpers met up for a group photo. 25,000 inhabitants of the western region of Zanzibar have been able to make use of this women's health

centre since August 2007. Two midwives and one nurse work there. A gynaecologist holds a surgery every Thursday. The first baby to be born in the centre was on 16th November 2007. Both Abdalla Khamis Juma and his young mother are in good health.

Millennium goal 2: Achieve universal primary education Education for everyone

The physics lab in Pwani Mchangani on Zanzibar. For the 5415 pupils of the new partner school within the RAA project, physics, chemistry and biology are almost only theory. The 2008 RAA project along with parents and teachers is endeavouring to provide lab equipment, books and materials to improve science teaching and learning. This will offer opportunities to carry out experiments and so understand the theory better

which in turn improves the chances of passing school leaving examinations.

Should you wish to donate to the educational projects in Zanzibar, please use the following account:

Donations account: RAA Brandenburg Name of Bank SEB AG Potsdam, BLZ Bank sort code 16010111, Account number 1521197400 Reference Sansibar (Zanzibar)



Eradicate extreme poverty and hunger

FACTS

- 1.2 billion people live in extreme poverty
- 800 million people live in hunger world wide

Half of the population within developing countries live on less than \$2 a day. But even in Germany there is a growing number of people whose income is so limited that hardly any money is left at the end of the month which means that they have to consider very carefully what they can buy to eat; and now more than ever they have no spare money for school materials, the cinema or a CD. One child in seven in Germany lives in poverty. Just imagine you have to live from 347 € per month (unemployment money II December 2007). Rent and heating is paid for by the government. Calculate how much money you would have each day. Think about what you would spend your money on and which things you would have to do without. You could perhaps interview someone who is living in poverty and report your findings to the others in your class.

TARGET

The aim is to

- halve the number of people who live on less than one dollar a day.
- halve the number of people who are suffering from hunger.



▲ Above Child poverty in Tanzania

‘I can remember that my mother, who lived in the GDR, was really shocked on her first visit to the FRG. She had seen beggars on the streets, who did not officially exist either in East or West Germany. I know that there is poverty in Germany, but to be honest I had always hoped that it would not affect me; but then I felt really awful when I had to count my pennies myself. And then in Tanzania. I could not believe it; suddenly I was rich. How could I explain that in Germany I have relatively little money? How can I explain that there are both rich and poor in Germany without it seeming that I only want to prevent the local Zanzibaris, who ask me about my home country, from wanting to visit Germany?’

How should I react when I’m invited to a meal by someone who I know can scarcely afford to feed his or her family? These questions, that I had started to ask myself, showed me how poverty is only relative. Perhaps I am not considered to be rich in Germany, but, of course, I must be rich to be able to afford a trip to Tanzania. It’s a different perspective. Even though I’m aware of this, I still find it hard to come to terms with.’

Juliane Hartwig (22) student of education (Göttingen)

All over the world, children are the first to be affected by poverty. ‘Children are extremely important because they help their parents and they are tomorrow’s nation’ says Haji Mbaruku Khamis (60) a farmer in Fukuchani. He lives with his wife and children in a simple clay house without running water and electricity. He earns about 15,000 Tanzanian shillings per month (about 10€)



▲ Below: Child poverty in Germany

? How much pocket money do you get each month? What do you spend it on?

OPINIONS What does poverty mean to you?

TANZANIA/ZANZIBAR

'I think that poverty is when people lose all their hopes and dreams.'

Issa Silim (62) former teacher

'A poor person can only buy food and there is nothing left.'

Haji Mbaruku Khamis (60) farmer in Fukuchani

'Poverty is a situation where a country, a community, a society or an individual person is unable to act economically, politically and socially in a commensurate way.'

Khamis Mtumwa Khamis (27) teacher in Fukuchani

'Poverty means that a person's work does not bring in any income. Apart from that a poor person is someone who is uneducated.'

Haji Makame Adoshea (42) Sheha from Fukuchani

'For me poverty is a situation in which the person who it affects has no access to the most necessary things.'

Khamis Yussuf (43) Teacher Fukuchani Secondary School

'You can't afford to live your own life.'

Risiki Abdalla (29) English teacher (Nursery school)

'Not being able to do what you have to do. When there's not enough money for food and clothing and you can't afford further education either for your children or for yourself.'

Ali Khatibu Ali (42) teacher Uroa School

'To be poor means to be dependent. There are different kinds of poverty. For me it means not enough money and nutritious food.'

Rashid Suleiman (37) fisherman

GERMANY

'Poverty is bad. When you don't have a warm place to stay and when you can't eat your fill. Then you're poor.'

Ulrich D. (72) retired ropemaker

'For me poverty means having no water, food, electricity, doctors and schools.'

Stephan Becker (39) managing clerk

'When I don't have enough means at my disposal in relation to the existing social framework to be able to satisfy my needs like a suitable place to live, food, work and safety.'

Matthias Neumeister (52) controller and company signatory

'Poverty basically means not enough to eat, no shelter and not enough clothes; when children can't go to school. But poverty depends on the society in which one lives. If you can't afford the things that the society considers to be essential, then you become isolated and that is also poverty for me.'

Maren (23) student

'Poverty for me is a like without a roof over one's head, without money, no perspectives for the future. Poverty is something that should not exist for anyone. There are countries which could help to prevent poverty.'

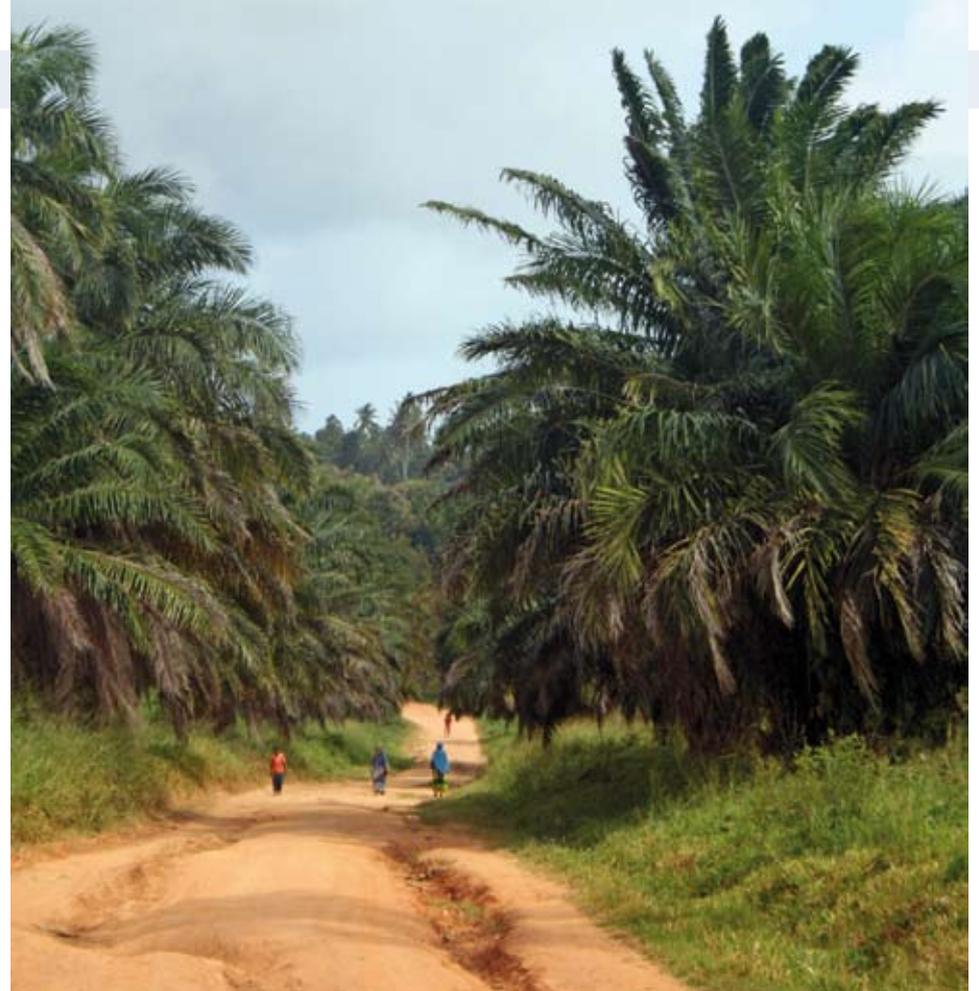
Anonymous (23) cook presently doing national service

'When there is such a lack of basics (food, money education) that it's not possible to take part in the life of that society.'

Jouba Keskin (25) student of geography

'Poverty means not enough to eat, being hungry.'

Elke (61) retired cook



▲ Main roads like this have no longer existed on Zanzibar since 2007. The island's developmental strategy prioritised road construction. Today it's possible to drive along tarmac roads from Zanzibar town to Nungwi in the north and Makunduchi in the south. There are no problems transporting both people and goods.

2005	Germany	Tanzania
GNP per capita	29.461 US-Dollar	744 US-Dollar
Poverty Less than 2 US-Dollars / day	13.5 % (2003)	89.9 % (2004)
Unemployment	8.1 % (2007)	5.1 %
Life expectancy	79.1 years	51.0 years
Access to clean water	100 % of the population (2004)	62 % of the population (2004)
Human Development Index Ranking out of 177 countries	position 22	position 159

Millennium Development Goal 1 Eradicate extreme poverty and hunger

THOUGHTS AFTER HAVING VISITED FUKUCHANI

written by Marcus Neumeister (24) student of economics in Berlin

My stay with the host family in Fukuchani moved me most of all. Zanzibar may be an island with a considerable number of problems (poverty, health care etc.) but it is a prosperous region in comparison to the mainland. Germany is a rich country. The problems in Germany seem trivial in comparison to those in Zanzibar. Germany should use its influence in the world to make progress in the realm of development. The level of awareness and sense of responsibility and in-

volvement in each individual person are not sufficiently developed to set the ball rolling. When individuals try to improve their personal situation they are dependent on the economic situation over which they have absolutely no influence. I consider this to be a great injustice which impedes development. Setting up organisations and groups that represent interests effectively seems to be of prime importance.



▲ *'There are three of us. We're all brothers and if one of us isn't there the others can't work.' This is one Zanzibar riddle. The answer is a stove with three stones that most women in Zanzibar use to cook on every day. It is a fire on a flat piece of ground that is surrounded by stones. A pot sits safely on top of them. The women collect wood and coconut shells which are available nearby to fuel their fires. It does not matter how the Zanzibari women cook; whether on a stove with three stones, on a charcoal stove or on an electric cooker, they are all fantastic cooks. These cooks have the advantage that everything they need is fresh as it grows locally and so it tastes so much better. What lands in their cooking pot? Well there will definitely be rice or ugali (maize porridge). Some kind of sauce is always part of the meal; meat and fish as well if the family can run to it. This is the main meal that, for many, is the only meal of the day.*



▲ *Poverty has many faces. These children have no access to basic needs. There are some days when they go to bed hungry. 25% of the children in Tanzania are suffering from malnutrition. Despite the fact that the market offers a wealth of fruit and vegetables, many children do not get sufficient vitamins and minerals.*

FUKUCHANI AND WHAT I UNDERSTAND BY POVERTY.

written by Sascha Krüger (24) social work student in Berlin

We interviewed a large number of different people about the millennium targets and got very many interesting answers. One of the most impressive experience I had was when another teacher interviewed a 50 year old farmer who reported that he knew absolutely nothing about HIV/AIDS. I think that the interviews offered me a host of new impressions. I really enjoyed that experience. It was also very interesting staying with a family in Fukuchani in their clay house without any running water and an outside toilet. I also appreciated experiencing life in a large fa-

mily. I got to know people who were forced to have four jobs so that they could feed their family. Everyone in the family is cared for; young and old alike. The family replaces the welfare state. It was hard being confronted with poverty. My understanding of it has changed. It was important to recognise, that even small-scale development projects can be effective and sustainable. There are many things which are not immediately obvious and so hard to understand and require a considerable amount of experience.



POVERTY — HOW CAN WE FIGHT IT?

Tanzania is one of the poorest countries in the world. This has to change. The country is going to great lengths to develop the economic situation. An example of this is that the economy of Zanzibar grows by 6.1 % per year. 661 million dollars were invested in Zanzibar in the first six months of 2007. 65 projects were initiated in which 5000 people found work. The improvements in the water and electricity supply were particularly important. Schools and flats were built. The result of all this is an increased income. The average

income per capita rose from \$327 in 2005 to \$370 in 2006. This is a small improvement and it means that most people still live from scarcely one dollar a day and still live in poverty. Apart from the efforts being made within the country itself, there has been some support from abroad through a partial remission of debts. In her inaugural speech, the former German Minister for Economic Cooperation, declared a special remission package for Uganda, Mozambique, Bolivia, Mauritania and Tanzania on 19th

May 2001. This meant more than 14 billion dollars relief. This success was mainly due to a broad mobilisation programme through churches and NGOs. Participants of the 'RAA Begegnung mit Zanzibar' project were active in the 'Remission Year 2000' project and sent a letter to the then Minister of Finance Eichel demanding debts remission.

▶ The only source of income for many women is to sell home-made bread, fried fish or sweets for a minimal sum. This hard-earned money feeds the family is often insufficient for school uniforms, exercise books or medicine but is also often saved for low-quality CDs and over-priced imported household articles.

FUNDING EDUCATION FROM THE DEBT RELIEF

- 1992-2003: Zanzibars and Brandenburger built 67 classrooms together.
- 1999: As a result of our commitment in Zanzibar we contribute to more justice in international relations.
- 2000: The Federal Government remitted some of Tanzania's debts.
- August 2004 Zanzibar Chukwani A lorry is delivering bricks to a primary school.
- On 17th February 2004 the Tanzania President Mkapa thanked the Remission Year movement for their successful commitment to the debts remission project in Tanzania which made great strides forward in primary education possible.
- The books in Chukwani, Bambi, Pwani Mchangani and many other places are a sign that this remission has helped development.
- This example shows that even small-scale initiatives, which are effective on different levels, can influence development and that long-term commitment to small-scale projects complemented by political lobbying has a positive effect.

Education for all

FACTS

- Worldwide 880 million adults and 125 million children have no access to basic primary education
- 221 million children under the age of 15 work

Would you believe it? There are people in Germany who are illiterate. Did you know that there are four million people in Germany who cannot read properly? School which is a burden for many youngsters here is merely a dream for many children all over the world, the dream of being able to read and write and not to have to work hard on plantations in factories or in carpet workshops. Every child has the right to education and time to play and relax as it is stated in the United Nations Convention of children's rights. Even if children have to contribute to the family's income, their health and development should not be endangered by exploitative work.

TARGET

Ensure that all boys and girls complete primary school.



‘In my opinion education is a basic need. Education at school is second only to the education which parents give their children. School is the place where they learn to be independent thinkers and to be responsible adults. As we do not live in a perfect world it is particularly important to have educated citizens who endeavour to improve it. Even though we don't know what a perfect world looks like, I'm sure that a better world is possible and that is why I want to be a teacher. I did some teaching practice in a primary school and I noticed that some of the children who go on to a 'Hauptschule' (lowest level of secondary education) would have been able to cope with a 'Gymnasium' or 'Realschule' (the two higher levels of secondary schooling) if they had been given more support. 'Hauptschulen' have a bad reputation now in Germany and it makes me sad that so little is done for the weaker or more socially disadvantaged pupils, even though it would be possible. Furthermore, I am very disappointed with my teacher training course as I don't feel well-pre-

pared for the situation in schools. I was shocked by the quality of education on Zanzibar; badly-trained teachers, very low salaries, a heavy workload, a lack of text books and equipment. The time teachers have for their pupils and the time that pupils have to learn is problematic. Many teachers are forced to look for other jobs outside

school like fishing, farming and giving private lessons to secure their existence. Faced with all these problems, the question remains 'What can I do to improve this state of affairs a little?'

Juliane Hartwig (22) Teacher training student (Pedagogy) Göttingen



▲ The computer room at Mikunguni State Technical Secondary School in Zanzibar Town. This was the first place in Zanzibar where students learned how to use computers. On the one hand the number of computers in schools in Zanzibar is growing, but on the other hand there are still schools without electricity where children have to sit on the floor to learn.

▲ A classroom in Germany; a black board, electricity and books are just part of the basic equipment.

❓ Could you or your parents do something to help to get rid of exploitative child labour?

OPINIONS What do you consider to be 'good education'?

TANZANIA/ ZANZIBAR

'(Education) is a light for human being'

Issa Salim (62) Retired teacher

'A good education enables me to earn sufficient money; a good education is necessary for a good job.'

Kassim Mohammed (860) Farmer and Retired teacher

'As a mother of six children I know that a good education is a pre-requisite for planning and coping with life. Education is always important. Even in one's kitchen you need know-how to work effectively.'

Jamila (43) Farmer

'A good education means completing all forms at school successfully and being adequately prepared for my exams. Only then will I have a chance of getting a job.'

Amina (18) Student at school

'Getting to know your own and others' environment, being informed about your own and other countries, knowing how to organise your life and what is important in life.'

Ali Khatibu (42) Teacher Uroa

'There have to be enough books and teachers.'

Hafsa Amour Silima (20) Student at school

'I can read, write, do arithmetic. Education helps me to avoid dangerous situations. In addition educated people can plan their lives better.'

Khamis Mche Haji (51) Road worker in Fukuchani
'Good education helps in your work.'

Mgeni Vuai Pandu (37) Businesswoman

'Good education is one which helps you personally and your society in general.'

Khamis Yussuf (43) Teacher Fukuchani

GERMANY

'You need a good education otherwise you won't have any chance of getting employment. The saying in Germany 'If you can push a cart, you can find work' no longer applies. Nowadays everything is done by machines and technology.'

Ulrich D. 72) Retires, former Rope maker

'Good education means good teachers, equipment, schools and time to learn.'

Stephan Becker (39) Managing Clerk

'First of all, good learning means learning and requires discipline to acquire knowledge. Then a decision can be made as to what should be learnt, finding a balance between personal interest and the needs of society. In the last instance it's a question of preventing poverty.'

Matthias Neumeister (52)

Controller and Company signatory

'I think good education means that every child gets a sound knowledge of 'cultural skills' and beyond that their potential is stretched and supported. Survival is the paramount target.'

Maren (23) Student

'I think that good education means free access to universities; that is the opportunity to study irrespective of parental income or other social circumstances.'

Dr. Petra Löffler Orthodontist

'Good education means that you can get a good job and you can have a good standard of living.'

Elke (61) Retired formerly Cook

'Good education means acquiring knowledge in a variety of other ways apart from the mere transfer of information this includes the critical analysis and reflection on what one learns.'

Susanne (29) Student



▲ There has been a school library in Chukwani since 2005 which is used by teachers and pupils alike. In Zanzibar books are not part of every day life. They belong in school and even there, there are only a few old tattered ones lying around. A teacher's salary (about 40 Euro per month) does not allow him or her to acquire books or a buy a newspaper on a regular basis. A large number of teachers teach without having any access to new information technology. There is currently a campaign supported by the government and NGOs like RAA Brandenburg, to improve the standard of teaching, literacy and the availability of reading materials.

2005/2007	Germany	Tanzania
Literacy rate (from age of 15)	total: 99 % Men: 99 %, Women: 99 %	total: 69.4 % (2005) Men: 78 %, Women: 62 %
Primary school enrolment	Boys: 95.8 %, Girls: 96.4 %	Boys: 92.3 %, Girls: 90.7 %
Completed primary school	Boys: 94.2 %, Girls: 94.4 %	Boys: 55.3 %, Girls: 53.1 %
Secondary school certificate	total: 92.7 %	Approx 33 %

Millennium Development Goal 2 Achieve universal primary education

SHORT PORTRAIT OF THE SCHOOL IN UROA

In Uroa there is a combined primary and secondary school in which children can learn for 11 years. This is one of the best schools on the island and also offers the pupils the opportunity to participate in sport and artistic activities. The lessons are in two shifts, the primary school in the mornings and the secondary classes in the afternoon. There are from 20 to 45 pupils in each class; the largest class in Uroa School has 68 pupils. The learners complete their studies with central examinations which are taken throughout Tanzania.

There are no school fees but the parents have to pay for school uniforms, books and exercise

books. The school has a library with up to date books which make teaching and learning easier for both teachers and pupils.

Details

- Primary School classes (Standards 1-7)
- Secondary School classes (Forms 1-4)
- 48 teachers
- 899 pupils
- Subjects taught: Physics, Biology, Chemistry, Kiswahili, English, Geography, Social Studies, History, Arabic, Mathematics, Islamic Religion, Environmental Studies



▲ This boy has been reciting a poem very confidently for over ten minutes. The boys and girls from the Nursery School in Bambi are proud to show what they have learnt and are now ready to start school. The children welcome the new nursery school pupils and their parents with this programme. In Tanzania nursery schools are pre-schools institutions which are led by very committed women who work extremely creatively with children in Bambi and Uroa.



▲ An Arabic lesson in standard three. Perhaps the children will have an English lesson next and after that will be taught in their mother tongue Kiswahili. On the mainland of Tanzania even Kiswahili is a foreign language for most of the pupils in standard one as they speak one of the one hundred and twenty-seven languages are spoken in Tanzania (Kihaya, Kichagga). In the primary school pupils are taught in Kiswahili and in the secondary school in English. There are differing opinions as to whether English or Kiswahili should be the medium of education and this is a never-ending discussion in Tanzania. Up to now the central examinations have to be written in English.

INTERVIEW

With Mohammed Haji Haji, Head Teacher of Uroa School, Zanzibar

'I'm a biology teacher and have been at the combined Primary and Secondary School in Uroa since 2003. I also wanted to be a teacher because I wanted to help my nation to train experts who can help contribute to the development of our country. A good teacher should also keep up to date with developments within in his or her subject and should also be an example for his or her pupils. As head teacher I am responsible for ensuring that all the teachers do their work successfully and I must also help them to solve any problem which makes it difficult for them to work effectively.

For me a good training is one that pupils can use both theoretically and practically throughout their working career. A good training includes appropriate teaching methods, sufficient teaching materials and adequate equipment within the classrooms. Unfortunately there is a great lack of teaching material and classroom equipment. The classes are sometimes so full that it is very difficult for many of our teachers to teach well.'

Written down by Susanne Schwarz

LEARN AND LEARN HOW TO LEARN

Since 2003 Tanzania has set education as a priority. For the first time for years education came first before the debt service in the national budget..

Education for all has always been one of Tanzania's and Zanzibar's most important target since independence in 1961 /1963 (Zanzibar). A target which was sometimes more and sometimes less successfully achieved. Tanzania organised its policy with relative ease up to 1985. In 1972, 17% of the budget was invested in education and in 1981 it was even 20%. There has been seven years compulsory primary education since 1978.

In the 1980s, the International Bank for Reconstruction and Development first gave credit to Tanzania. Tanzania, for its part had to promise to consolidate its budget. The education budget was also reduced drastically; from 7% of the total budget in 1986/87 and was continuously reduced to 1.7% in 1994/95. The introduction of school fees was an attempt to plug the gap. According to estimates made by the Tanzanian Ministry of Education, approximately 2.2 million school age children did not attend primary school because of the fees. In 2002 there was a political change. Education had priority. School fees were abolished and funds for the remission of debts flowed into the budget for education.



Following the lifting of school fees there was a rush of registrations which, according to governmental directives, had to be accepted. The schools were not allowed to turn away any children, even if they were full. In order to accommodate all the children 14,000 new classrooms are needed over the country. Apart from, that at least 9,000 more teachers need to be employed. That has not yet happened. The classrooms are overflowing. More than 100 standard one pupils in one class is not unusual, particularly on the mainland. There are shifts in the schools and lessons for older pupils are cancelled, so that the younger pupils can be distributed into more rooms.

◀ Since 2007 there have been enough classrooms like this on Zanzibar to teach the pupils – a step forward. Just the first step because it is not easy to teach and to in classrooms with 50 pupils with hardly any books or materials; especially science subjects. The quality of education is a serious problem. Four hundred out of one thousand pupils complete primary education. The rest leave beforehand. Only one third pass the Form 2 examination; only 10 per cent qualify for higher education or university.

TAKING MATTERS INTO ONE'S OWN HANDS

The development committees in the villages on Zanzibar mobilise people to help themselves.

They volunteer their help in building classrooms in their village, collect local materials and give what they can. The ministry provides cement and other building materials that have to be bought. As there is such a long waiting list, partners like the RAA, are very welcome so that the learning conditions can be improved.

Since 1992 about 200 young people have been involved in the RAA project 'Begegnung mit Zanzibar'. They have had the chance to live with people in Zanzibar and to work together on projects. 67 classrooms in eight villages are the result of this cooperation. In 2005 five partner school libraries were set up and supplied with books. This project is still under way and as can be seen in the photo on page 9, there is still lots of space for books on the shelves. You can buy a school book for just two euros. In 2008 six schools will be equipped with science labs. Teachers and pupils in Brandenburg are helping this project.

Strengthen women and girls

FACTS

- Women and girls are still disadvantaged all over the world.
- Only 60 % of the women, but 80 % of the men between 15 and 24 years of age in developing countries can read.

Girls play with dolls and boys play with cars. Even as young children, youngsters are confronted with role specific expectations; a boy does not cry and gets what he wants; a girl is polite and modest.

Although there is increasing equality between men and women in more and more countries there is still inequality in both rich and poor countries. Generally men earn more than women and typical female professions are usually more badly-paid than the so-called male occupations. Almost everywhere in the world women bring up children or take care of the ill or sick without earning any money. It is the women who can contribute to giving the next generation a better chance of equality. Even so in many countries education for girls is not seen as being necessary.

TARGET

Eliminate gender disparities in primary and secondary education preferably by 2005, and at all levels by 2015.



‘I do believe that women in Germany are still disadvantaged but not in such an extreme way as in other countries. Legally there is equality but reality shows us another picture. Or do we see women often working on building sites? Women do not frequently get the chance because they never be physically able to accomplish what a man can. We could speak of an evolutionary disadvantage. But there are also professions where there are very few men. The difference, however, is that men are more likely to be employed in typically female professions than vice versa. It becomes clear that we are still living in a patriarchy when we examine our language. How often do we speak of teachers, students and hairdressers when we mean women (not translatable as most professions in English only have one form)? I see this as being a disadvantage but in contrast to other countries, an awareness of equality between the sexes is developing slowly and, for example, the state tries

to respect this. So I personally do not feel oppressed.’

I see education as being the main cause of discrimination of women in Tanzania. Just as I recognise bad education as the cause of many problems in developing countries. Women do not have equal access to education because of the structure within the society. These structures are accentuated by the discrimination in education. This view was confirmed by women who I spoke to. It’s a vicious circle; women only rarely complete secondary education because they have duties at home. When their education is lacking then the range of professions open to them is limited.’

Susanne Schwarz (19), student at school

Teacher in Tanzania



Lawyer/Solicitor in Germany

Clothes make man! Peoples’ appearance leads to imaginative judgements and prejudices. One could imagine that the woman in the picture is a solicitor in Germany. What do you think the woman from Zanzibar does? This young, confident women, who has covered herself with a veil, trains male and females to be carpenters in a technical college in Zanzibar Town.

? How can you identify equality between man and women. Look for evidence!

OPINIONS Is discrimination against women a problem?

TANZANIA/ ZANZIBAR

'Women can make their decisions when they get together as a group.'

Haji Mbaruku Khamis (60), Farmer in Fukuchani

'A large number of women are not allowed access to education for social (religious) reason.'

Khamis Mtumwa Khamis (27), Teacher in Fukuchani

'Women are important members of the family. It must be possible for a woman to do her own thing. She needs a good education.'

Khamis Mche Haji (51), Road construction worker in Fukuchani

'Discrimination against women is a great problem because they contribute so much to every society in the world. They need education, so that they can make decisions within their society. They should, for example, initiate cooperatives.'

Khamis Yussuf (43), Teacher, Fukuchani Secondary School

'Women are more badly trained than men. Families will remain uneducated because women are responsible for the families. Women need good education, to participate in politics and in decision-making they should be able to make their own decisions.'

Risiki Abdalla (29), English teacher (Kindergarten)

'It's a sign of limited education to believe that women cannot achieve the same as men.'

Ali Khatibu Ali (42), Teacher, Uroa School

'Women have no freedom, no right to make decisions and are not able to do their work.'

Mgeni Vuai Pandu (37), Businesswoman

GERMANY

'One problem is that women don't earn as much as men.'

Ulrich D. (72), Retired (former rope-maker)

'Discrimination against women isn't a problem in Europe.'

Stephan Becker (39), Managing clerk

'Discrimination isn't really a problem. It's politically much stylised. Each individual woman can decide whether she lets herself be discriminated against or not.'

Matthias Neumeister (52), Controller und managing clerk

'I have never been discriminated against because I am a woman. I believe that equal rights have been fairly well established in our society, even though I think it is more difficult for a woman to reach the upper echelons. But it is up to us to work on that.'

Maren (23), Student

'Discrimination is a problem in a myriad of ways. I cannot understand how people can be judged according to their sex, race, religion, sexual preference etc. and not by their potential, their integrity, and their social skills, strengths and weaknesses etc.'

Jouba Keskin (25), Geography student

'I think that it is more difficult for women to enter jobs in higher positions.'

Dr. Petra Löffler (53), Orthodontist

'In Germany it's not really a problem; more in Arab influenced countries.'

Elke (61), Retired (former cook)



▲ *Amina works as a camerawoman for Zanzibar television. Along with 200 other colleagues, around half of the journalists, announcers and producers are women. She makes sure that the programmes are broadcast twelve hours a day. There has been a local television programme since 1974, which in the meantime has got competition from other state and private channels from the mainland and from cable TV that people can receive with their satellite receivers in their homes or watch in the public television in the village shop.*

2005	Germany	Tanzania
Proportion of women employed	45.2 % (2007)	86 %, which 84 % in agriculture
Estimated income of men and women per capita per annum in US-Dollar	Women: \$ 21.823 Men: \$ 37.461	Women: \$ 627 Men: \$ 863
Education (Primary, Secondary and Higher Education together)	Women: 87 % Men: 88 %	Women: 49 % Men: 52 %
Proportion of women in parliament	31.8 % (February 2006)	30.4 % (February 2006)
Proportion of female members of parliament, managers and superiors	37 %	49 %
Proportion of female specialists and technicians	50 %	32 %

Millennium Development Goal 3 Promote gender equality and empower women

INTERVIEW

with Mwanacha Haji (ca. 59), Seaweed farmer

Whenever anyone asks Mwanacha something about the Women's Cooperative she repeats the sentence 'We don't need any men.' She is very hard-working and concentrates all her efforts on freeing women and eliminating poverty. Mwanacha was the chairwoman of the 'Riziki Haiwanwa Women's Cooperative' for many years, the aim of which is planting seaweed and cultivating certain kinds of trees.

MWANACHA: When I was eleven years of age I was forced to marry, according to our traditions, and became the mother of eight children. I obeyed my parents as was traditional in our culture. I could not fight against this marriage as the decision was made by my parents. Unwillingly, I accepted marriage to a 31 year old man. A few times I even tried to run away but without any success. My parents had chosen this man for me because there were some family relationships. He was my uncle's son and he had the right and privilege to marry me, as is usual in our society. The family relationships were extended and strengthened by this tradition.

I suffered greatly and tried to defend my rights by refusal. But I was then considered to be undisciplined and I was not allowed to express a different opinion to that of my parents or older people, also outside my family. Today things are different. Nowadays youngsters are able to choose their friends and partners themselves. My parents soon grew tired of my complaints and ignored my desire to carry on with my education. I didn't want to marry because I really wanted to carry on with my schooling. I was at secondary school when I got married. My accomplishments at school were excellent and I was always amongst the best in my year.

Today Mwanacha is active in fighting for women's

rights. She hates the system which forces girls into marrying men who they neither love nor know. Mwanacha helps women to fight for personal space so that they can join the Women's Cooperative.

QUESTION: When's your birthday?

MWANACHA: I don't know; but I do know that I am almost 59 years old.

QUESTION: How do you know that?

MWANACHA: I know that because there was the Revolution in Zanzibar in 1964 and I was already an adult then. So I reckon that I must be 59 because here a girl is adult when she is fourteen.

(It is not unusual that Mwanacha does not know her exact date of birth; in Tanzania many children are born at home and so not registered).

QUESTION: Could you tell us something about your family?

MWANACHA: I was born in Uroa and now I live here in Pwani Mchangani. My husband, who comes from Uroa, decided to move to Pwani Mchangani to work. He is a fisherman. And is it normal for a woman to follow her husband after marriage. This tradition is still the same today. Even when a woman has built her own house, her husband would not want to live there.

FRAGE: Why is that the case?

MWANACHA: Most men do not want to subordinate themselves or believe that they are being badly treated if they live in their wife's house. It would weaken their feeling of superiority. In other African cultures the men are completely responsible for their wives; but here in the village you can observe how the women often have to take complete responsibility for the whole family. Most of the women work in the cooperative either planting or harvesting seaweed. The men go fishing which is dependent on the season. When it is not a fishing season, the men



▲ Seaweed is algae which live in the Indian Ocean. If it swims around freely it does not get very big, that is why it is cultivated. The demand for seaweed on the world market is growing constantly. It is used in cosmetics, fast food and chocolate but is also valued as a vegetable. The pharmaceutical industries have recognised its positive qualities for a long time. Seaweed has become one of Zanzibar's important export articles in recent years. But it is the women who do this arduous work and the men, mainly for- eigners, who make huge profits. The women earn only a few cents.

sit at home and expect to be served by their wives. What makes life difficult for us is the lack of cooperation between men and women.

QUESTION: How many children have you got?

MWANACHA: I've got eight children, five boys and three girls. One daughter works with seaweed. Only one of them goes to school. Two of them are married and live here in Pwani Mchangani. I also have two acres where seaweed is cultivated. I harvest about 200 kg of seaweed every

three weeks. What I earn is insufficient, but I have a small garden where I have bananas, sweet corn and manioc.

QUESTION: What's the current situation with the fishing industry?

MWANACHA: Not very optimistic because there is not much fish left in the sea. This is difficult for the fisherman but they are not willing to work with seaweed.

THE WOMEN'S COOPERATIVE IN PWANI MCHANGANI

There are six women cooperatives in Pwani Mchangani but we will only present one, the Riziki Haiwana cooperative as they are all very similar.

Mwanacha Haji (ca. 59), former chairwoman of the cooperative, reports:

'Our women's cooperative was founded in 1986 and at that time there were 54 members. We had six projects that worked well for quite a long time. We planted trees for building wood and firewood. We ran a shop, we cultivated seaweed as well as agricultural firms on stony land and beekeeping. We also cooked for guests. Unfortunately some of these projects no longer exist.



The bees were stolen. We are no longer allowed to cultivate seaweed on the beaches in front of hotels. The distances to the cooperative's fields are too far for some of our members so there are no longer any cooperative fields. There is no longer enough space to plant trees and for agriculture because of all the hotels. We let the cooperative house out to building workers for example, but it needs to be repaired and we do not get much income from it as the terms of contract are not advantageous for us. We get plenty of ideas for projects from NGOs' seminars but these projects are often not well thought through. Each woman receives 2,000T.Sh.* profit per an-

num. But this money is needed for repairs. Some members receive a mini-credit for a business idea. Many women have namely private projects alongside the cooperative's projects. The advantage of a cooperative for us is that we earn money, even if it's very little, and the work is finished more quickly and it is better when we don't have to work alone. Our husbands have, for the most part, conservative attitudes and let themselves go. Most of them are against the cooperative but they do not forbid us to participate.'

*) Tanzanian shilling; 1 Euro = 1.740 T.Sh. (Exchange rate Dezember 2007)

Written down by Juliane Hartwig

◀ *Water carriers. You can see this picture in Zanzibar every single day because there are hardly any private connections to the mains water supply. Water is often collected from wells but the number of public water taps in villages is increasing. This results in shorter distances and is much easier for the women. This is a great relief for the women and also a chance to save money for a water connection to their house.*

◀ *What would those three women think when they saw this advertisement. The traditional man plays bao (a wooden board game) and a modern man plays on his computer while we do the housework. The women do not have enough time to play bao and they would in any case use every opportunity to acquire skills in modern technology. Women attend computer courses and use internet cafes regularly to communicate with friends and relatives all over the world. Both women and men are enthusiastic about computers even though it is unlikely that they could own one personally.*

SELF-HELP

The RAA has been working with the women in Pwani Mchangani since 1992. In 1996, when the RAA supported the women to build their cooperative houses, we as a German development partner, made a great mistake. We did not discuss the project with the men. We should have had a joint meeting to enter into a dialogue as to how the men could support the women.

In the meantime there are some men who support their wives. We asked them to help repair and renovate the cooperative houses to give the cooperative a new stimulus. Twende Pamoja – Freundeskreis Tansania e.V. (former participants of RAA Zanzibar projects) is going to donate money to help to renovate and lay electricity in the houses. (see also p. 35).

Let children stay alive

FACTS

- Every year 11 million children die worldwide – a child dies every three seconds.
- The most frequent cause of infant mortality is diarrhoea, respiratory diseases, measles, malaria and infant illnesses.

Every child that is born into this world, wherever it is born, deserves a rich and fulfilled life.

The reality looks very different. Every year 11 million children die in developing countries before they reach the age of five. Seventy per cent of these cases are the result of insufficient nutrition and avoidable causes. Infant mortality is very closely linked to the other problems in developing countries; extreme poverty, underdeveloped education, insufficient sex education for women and girls, the spread of HIV/AIDS as well as other illness and the exploitation of the environment. Each factor leads to a worsening of the living conditions. In developing countries one child in ten dies before its fifth birthday in contrast to the rich countries where only one child in 143 dies.

TARGET

To reduce by two thirds the mortality rate among children under five

‘Infant mortality is not a major issue in Germany. Of course, there are always a few cases now and again where children die as a result of a serious illness. The reason for this is neither malnutrition nor a lack of medicinal care.

But it must be noted that in some way children die in Germany because they are not even born. I have five brothers and sisters and I see over and over again how people are amazed by this. It used to be different. There were lots of large families. Nowadays it's not unusual to grow up as an only child. So we are fighting more against a great lack of births rather than infant mortality. The society is getting older and fewer children are being born.

Children have status in Zanzibar. They are the insurance for old age and care of the elderly as well as a social support for the whole family.

There are lots of children in Zanzibar; this is really apparent. There are lots of toddlers on the streets with their mothers, brothers and sisters playing with each other, well-filled schools are evidence of this wealth in an otherwise poor society. Unfortunately health care is still insufficient, and the care of the sick is still bad. Pregnant women, the elderly and children are most at risk. High infant mortality is a huge problem. Apart from the lacking medical infrastructure there is not enough education. If you speak to someone about this they are unwilling to be confronted with the topic as everyone knows of such cases in their locality.

Stefan Donath (25), Student of Political Sciences (Berlin)



▲ Deserted playground in Germany



◀ Large family in Tanzania

Germany has not got enough children and with 1.32 children per woman one of the lowest birth rates in the world. If there are not more immigrants, the population will shrink and age. People in Zanzibar cannot understand this at all. Children mean wealth here. Lots of children have several 'mothers' and 'fathers', as uncles and aunts are often called here. If they have a big house nephews and nieces often live with them. So children always have lots of brothers and sisters; they hardly ever talk about cousins. The families are large not only because of this because on average each woman has 5.7 children.

❓ How many children could be saved?
They are very simple ways.
How would you help the children?
● Ask your doctor.

OPINIONS Have you been confronted with infant mortality?
What role do children play in society?

TANZANIA/ ZANZIBAR

‘Yes, two of my first wife’s children died within 24 hours of being born.’

Kassim Moh’d (60), Farmer (former teacher)

‘No.’

Siti Muhsin Amour (47), Nurse in Uroa

‘Yes, because there are so many illnesses here. Lots of people know nothing about health education. Lots of people don’t go to hospital because it’s so far from home.’

Khamis Mche Haji (51), Road construction worker in Fukuchani

‘No, I have never been confronted with infant mortality.’

Khamis Yussuf (43), Teacher, Fukuchani Secondary School

‘I have three children, five years old, three years old and nine months old. I’m here today with my youngest child because it has been vomiting for several days. I know of cases of infant mortality. For example, my neighbour had a baby that had hydrocephalus and although it had had medical care, it died.’

Christina Joseph (25), Patient with child

‘It is important to have as many children as possible – at least ten. They support the parents when they get old.’

Kassim Moh’d (60), Farmer and former teacher

‘Children will help me and my family when I get old and can no longer do everything for myself.’

Ali Khatibu Ali (42), Teacher, Uroa School

‘I have four children. The older ones look after the younger ones so that their mother can go to work. Children help their parents for example by doing the shopping.’

Risiki Abdalla (29), English teacher (Kindergarten)

GERMANY

‘Not at all.’

Ulrich D. (72), Retired (former ropemaker)

‘I only know of this problem through television.’

Stephan Becker (39), Managing clerk

‘I have never personally been confronted with this problem.’

Maren (23), Student

‘Infant mortality is a very serious thing and should not happen in this day and age. Countries spend money on so many useless things. This money could be used in aid projects, then that would be a better investment and the money would be used in a good way.’

Anonymus (23), Cook (currently doing national Service)

‘In our western society this theme is of secondary importance. Perhaps apart from some cases of ‘sudden cot deaths’; as far as I know it is more of a problem in the so-called third world.’

Jouba Keskin (25), Geography student

‘From reports about Africa.’

Dr. Petra Löffler (53), Orthodontist

‘In our society children are unfortunately often only seen as expensive nuisances who are fat, stupid, disinterested. What a pity.’

Jouba Keskin (25), Geography student

‘Children are the best things in the world. We have to nurture them. Unfortunately they often have to suffer because of adults’ mistakes. They are our future and improve our lives. They give us a reason to do things that we would perhaps otherwise not do and make our life worth living.’

Dr. Petra Löffler (53), Orthodontist



▲ Kindergartens are usually the exception in the villages. That means that the small children who do not yet attend school are often left to their own devices for considerable lengths of time while their mothers are working in the fields, their grandmothers are cooking and their sisters are studying. Babies are taken everywhere by their mothers but there is a particular need for care and support for the pre-school children.

2005/2006	Germany	Tanzania
Children per woman	1.3	5.7
Infant mortality per 1 000 births (up to one year)	4	76
Infant mortality per 1 000 births (1 to 5 years)	5	122
Proportion of children under 5 who are underweight	–	17 %
Children of one year of age who are vaccinated against measles	93 %	91 %

Millennium Development goal 4 Reduce child mortality



WHEN SPIRITS ARE GUILTY

Reported by Stefan Donath

We were witnesses of an alarming case which unfortunately is no exception. Members of our project group had just finished their seminar and set off to their Zanzibari host families. We had just discussed the topic of health and had visited the large hospital Mnazi Mmoja and when we arrived in Uroa, a village on the east coast, one host family who was expecting us had a sick child. The Zanzibari as well as the German seminar participants were put to an unexpected test. A nine-month old baby was suffering badly from diarrhoea, was very weak and extremely dehydrated. The parents refused to go to the doctor. The reason was that the child was bewitched and they had to wait until the evil powers to had

left the child. There was, however, no time to wait because the child was suffering really badly. How could Ali and Sena, seminar participants and the brother and sister of the baby, help? Perhaps it was the knowledge that they had just gained or perhaps it was the persistence with which they tried to persuade their parents of the vital visit to the doctor. In the end all the discussion helped; they were able to persuade their parents that no magical healer could help their child, but a qualified person, a doctor. The infant was taken to a doctor who examined and treated it. Through their action Ali and Sena saved their little brother or sister's life.

◀ All vaccinations are free for children. They are inoculated against polio and tuberculosis immediately after birth and later against diphtheria, measles and tetanus. Pregnant women are also inoculated against tetanus. Post-natal care in the town is good. The young mothers learn how to protect their children's health. They receive advice on nutrition, protection against cholera and malaria. They are shown how to breast feed and they receive a plan which informs them which vaccinations are needed and when. Mothers go regularly to have their children's weight checked until their child is five years old. There are similar offers in villages where there are health centres. For those women who live in isolated villages it is difficult to reach a doctor. Only the midwife and the traditional healer are available.



WOMEN'S EXPERIENCE

Christina Joseph (25), three children, five years old, three years old and nine months old, housewife

'I have come to the ward because I am extremely worried about my little daughter. I'm very concerned because her head has been larger than normal since she was born and she is continually sick. My neighbour told me about a child who similar health problems and died at the age of nine months. I just hope that the doctor can help me.'

Risiki Abdalla (29), English teacher (Kindergarten)

'My husband usually takes the children to medical examinations. We try to feed out children healthily. My mother looks after the younger ones while I am at work and the older ones help in the household.'

▲ A child has just been born. Both mother and child look very exhausted. Every night between ten and fifteen mothers give birth in the Mnazi Mmoja Hospital with the help of two midwives. In the Mnazi Mmoja Hospital there are two ultrasound scanners which can be used free of charge when there are complications in the birth process. This is progress because these are the only two ultrasound scanners on the island. They are, however, no substitute for the basic lack of equipment. There is a lack of everything; not enough kidney dishes, scissors, cotton, clamps and gauze. When women give birth it is not easy to sterilise everything as it should be.

ONE HOSPITAL FOR 700,000 PEOPLE

The Mnazi Mmoja Hospital is run by the government and is the hospital for 700,000 inhabitants. The capacity is 400 beds and various wards such as paediatrics, gynaecology, surgery, internal medicine as well as an accident and emergency ward. There are in addition special wards for the treatment of tuberculosis and HIV/Aids, physiotherapy and occupational therapy. The hospital employs well-qualified doctors, nurses and midwives. Even though the staffing and material resources are so limited, it is admirable to see how everyone tries to make the best out of the situation. Some medicines can be given to patients free of charge; others have to be paid for. It can happen that some patients cannot afford a necessary medical examination. Being X-rayed can easily cost one month's salary. Many patients initially go to private clinics or hospitals but when they can no longer be helped there, they then go to the Mnazi Mmoja hospital.

SHORT STEPS WITH LONG-REACHING EFFECTS

We supported the improvement of women's and small children's health care by building a Women's Health Centre with self-help activities in 2007. Our project consisted of two parts. We worked under the leadership of the village committee in Chukwani to build the Women's Health Centre in Chukwani. A doctor holds a surgery every Thursday. The first baby was born in the new centre on 16th November 2007. Abdalla Khamis Juma and his mother are fine. Up to December 2007 five children were born. Currently only women where there do not seem to be any complications can give birth there. The others are referred to the paediatric ward in Mnazi Mmoja hospital in Zanzibar town where 24-hour care is guaranteed.

The paediatric ward has two sections, one for babies and infants up to three years of age and one for older children. Most of the children come because of malaria. Other frequent reasons are malnutrition and temperatures with fever which have a variety of causes. The mothers stay with the children the whole time to feed and look after them.

Written down by Jutta Neumann and Manuela Schulz



The centre is open from 7a.m. to 3p.m. at the moment. Should a woman come to give birth, the midwife and the nurse stay with the patient until the child has been born. A semi-detached house is currently being built for medical staff (two to three doctors) which will guarantee round the clock care. 'It is an excellent project- building a women's health centre as it is really needed. I appreciate the way we can work together with the Zanzibaris; that we get to know each other; not just through our work but also privately. It was extremely interesting when we discussed the issues of health and the quality of life.' said the student Anne Rehner.

◀ *In Tanzania every other person suffers from malnutrition. Half of the population lives under the poverty line and has to survive on less than one dollar a day. One child in five still dies before they reach the age of five – mainly as a result of the poverty-related disease malaria.*

The number of children with diabetes is growing dramatically amongst the 4 to 15 year olds. Even those living in the country are victims of diabetes as a result of a change in their way of life.

COOPERATION

Building a women's health centre here is a good idea as it is really needed. It's good that we cooperate with and get to know the Zanzibaris, not only while working but also in our spare time. The seminar where we discussed issues like women's health and the quality of life was really interesting.

MORE THAN JUST DONATING MONEY

'It interesting for me to see how such a small project with a limited time span can achieve so much. Development partnership means more than just donating money for a project in a seemingly unattainable distant country. This journey has helped me to understand why development partnerships are so important. I have also seen that people do not only accept aid but also take a lot of responsibility themselves.' remarked the pupil Max Windolf.

Support mothers

FACTS

- **Worldwide: 530,000 mothers die in childbirth each year.**
- **Worldwide: 15 million suffer serious damage to their health while giving birth.**

Bringing a child into this world should be a wonderful moment in a woman's life. But for many women it is dangerous bringing a baby to full term or giving birth. Almost two-thirds of those cases which lead to death are a result of bleeding, circulatory collapse or infections. Most of these women could have been saved if they had received medical treatment. Many countries are trying hard to improve this situation.

TARGET

Is then to reduce the maternal mortality rate by three quarters by 2015.



▶ A woman at market with child in Tanzania

▶ 'One of my most intensive experiences on Zanzibar was visiting the obstetrics ward at Mnazi Mmoja hospital. An interview with a doctor there had been planned but before that we were to be shown the wards. I did not give it a second thought when the group was divided into two and the men had to stay in the ante-room. We women were led into a ward with 30 to 40 beds. There were two women in each bed. The doctor explained that the women were allowed to stay in the hospital for up to six hours after giving birth. The newly-borns were cared for by a nurse during this time. The women had no nurse to look after them. The three nurses, who I saw, were needed in the delivery room. To our amazement we were led there. Apart from the fact that I felt uneasy about entering the women's personal privacy, I was completely amazed. There were between 20 and 30 beds in a large room. Some women were lying on them; others were walking around the room. The women could not expect any help until immediately before the birth because the

three nurses could not look after all the women at once. Neither was there any support from their husbands. One participant could not cope with the situation and had to leave the room. The doctor - virtually the only one at that time - led us to the babies' ward. There were several little beds with mosquito nets. Three other nurses were working on this ward. The ward did not appear dirty but the standards of hygiene are not comparable with those in Germany. We interviewed a midwife one day later. She explained to us that many women prefer going to hospital because it is safer although the women in the villages get support from their families. I can imagine that the situation in the villages is more natural and friendlier. But I am glad that I do not have to decide between the village and the hospital....'

Eva Beermann (22), Student, Social work



▶ A pregnant woman in Germany

▶ 'I think that the mother's health care in Germany is very good; there are regular monitoring examinations, pregnancy courses, midwife care, pre-natal diagnosis to examination the child's state of health. The mother to be can decide how she wants to bring her child to the world. Her partner can attend the birth to give her support. There are rarely any serious complications because of this medical and technical 'machinery'. There are regular postnatal examinations after the birth to monitor the child's development and the mother's health. Mothers' jobs are legally protected both during and following her pregnancy.

Anne Rehner (25), Student of Social Sciences

In Germany women no longer wear maternity clothing; pregnant women now proudly show their stomachs and after having given birth they take the legal time available to look after their child. Maternity leave is practised in some cases in Zanzibar; those women who work as secretaries or teachers can take this. But if a young woman lives from trading, like this one, then she'll be sitting selling or working in the fields until a few hours before the birth and again a few days later.

? How can you help a pregnant woman or a woman with a young baby? Give some examples from your experience.

OPINIONS How would you assist a pregnant woman?
How can mothers' health be improved?

TANZANIA/ ZANZIBAR

'I would take my wife to the clinic and give her enough to eat.'

Pupil in Mikunguni

'If I were a man I would look after her, respect her and keep the house clean.'

Female pupil in Mikunguni

'I would organise a young girl to help my wife and in the house.'

Teacher in Mikunguni

'Good food, a good environment, stops her from doing any heavy work and make sure that she has peace and quiet.'

Ali Khatibu Ali (42), Teacher, Uroa School

'My husband took me to medical examinations and to traditional treatment.'

Subira Abassi (ca. 70), Seaweed farmer

'I help my wife in different ways e.g. by doing the cooking, looking for firewood, and collecting water. I am responsible for the baby.'

Khamis Mche Haji (51), Road construction worker in Fukuchani

'A mother's health can be helped by giving her a balanced diet and attending pre-natal examinations.'

Khamis Yussuf (43), Teacher, Fukuchani Secondary School

'Good food and family planning.'

Hafsa Amour Silima (20), Female pupil

'Women's health can be improved by a healthy diet and sensible family planning. I think mothers need to have a break between giving birth to two children.'

Arafa (18), Female pupil

GERMANY

'The support she herself wishes.'

Matthias Neumeister (52), Controller and managing clerk

'As a woman I would primarily want emotional support from my partner; and not to be left alone with my pregnancy.'

Maren (23), Student

'I would support my wife in any way I can. This is a situation that involves both of us and there are things that she could no longer do. I think it is healthier for the unborn child when the woman does not overdo things.'

Anonymus (23), Cook (currently doing National Service)

'It would depend on what the mother wants. But it should not be forgotten that pregnancy is something natural and not an illness.'

Jouba Keskin (25), Geography student

'I would cook for her, carry her bags, do up her shoes, stand up for her in a bus or train.'

Susanne (25), Student

'Mothers' health could be improved through additional day care, nurseries and pre-natal examinations.'

Stephan Becker (39), Managing clerk

'Through better advice and training e.g. also in schools.'

Matthias Neumeister (52), Controller and managing clerk

'Through more information and setting an example.'

Dr. Petra Löffler (53), Orthodontist

'Pre-natal care.'

Elke (61), Retired (former cook)



▲ This young woman is lucky as she has got the chance to complete her secondary education. Up to a few years ago girls who became pregnant had to leave school. As a guarantee of their virginity, girls were often married before puberty. These early marriages, as well as limited sex education and the unavailability of contraceptives, often led to early pregnancies. Pregnant girls between the ages of 15 and 19 are twice as likely to die as a result of pregnancy or giving birth as older women. If girls have their first child between the ages of 10 and 14 years of age they are five times more likely to die.

2005 – 2007	Germany	Tanzania
Mortality of mothers per 100 000 births	8	1 500
Married women who practise modern methods of contraception	72 %	20 %
Average age of mothers when the give birth to their first child	29.5 years	18 years (from interview)
Termination of pregnancy (per 10 000 women from the ages of 15 to 45)	74 (2005)	Abortion is legally forbidden. Helpers are threatened with 14 years of imprisonment; the pregnant women with 7 years.
Women's life expectancy	81.6 years	45.6 years

Millennium Development goal 5 Improve Maternal Health

INTERVIEW

with Fatma Ame (80), 5 children, village midwife

Fatma learned her midwifery skills from her mother and carried on her work. Later on she was shown important aspects of birth practice by a doctor. Her mother helped her with the birth of her five children at home.

QUESTION: What do you have to do as a village midwife?

FATMA: There are three midwives in Bambi. Initially I helped the women in our family to give birth, later in the neighbourhood and then in the whole village. We have between 10 and 15 births in Bambi every month. We help the women with the birth and care for the new-born baby and its mother until both are in good health. Prenatal and post-natal treatments are not part of our job. If there are complications with the birth I advise the mothers to go to the Mnazi Mmoja hospital in Zanzibar town. I treat pain with natural medicines that I prepare myself. This is secret. Before each birth I pray to God and beg for help and protection for the new-born child and its mother.

QUESTION: Could you imagine working in a hospital as a midwife?

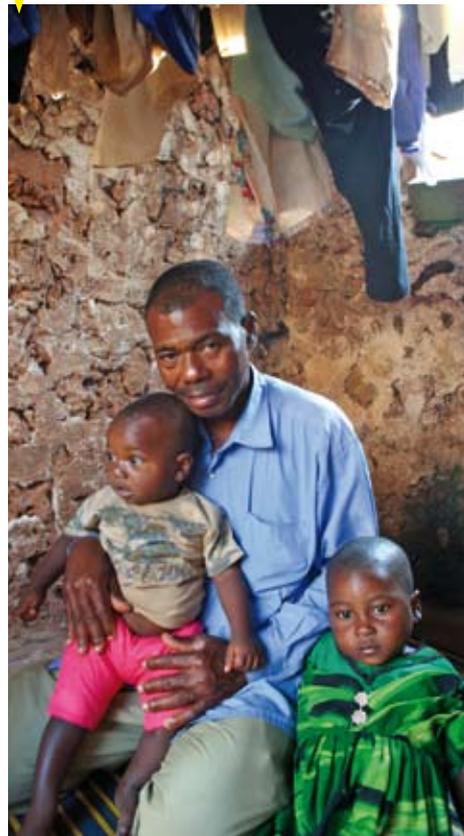
FATMA: No. I've never been to the maternity ward in the hospital. I do, however, get support from the hospital. I get gloves free of charge, which I use to protect myself from HIV and other infectious illnesses. In the hospital there are a lot of caesarean births which are not necessary. Of all the children who I have delivered, only one has died. And that happened before the birth. Luckily I have never experienced a mother dying.

QUESTION: Do the women have to pay for the delivery?

FATMA: I do not demand any payment for my assistance. If someone brings me rice, a chicken or

Khamis Yussuf, a teacher from Fukuchani is a loving father and caring husband.

'I think that discrimination against women is a great problem because the women do a great deal of the work within the family and contribute to the development of every society in the world. I support my wife in bringing up our children and particularly during her pregnancies. I offer her what she needs; take her to the health centre. I make sure that she has a balanced diet just before and after each birth. I make sure that every one in our family goes to the doctor regularly.'



▲ The pupils of the technical grammar school want to encourage the audience to go to a doctor straight away when there is a serious illness.

The head doctor of the maternity ward of the main Mnazi Mmoja hospital in Zanzibar town is very pleased about this support. She complains about bad health education. 'Lots of people come to hospital to die. They come to late. They come when there is not hope left. 50% of the cases could have been avoided if the patients had been brought in time. A lot can be done through information and education.'

other products then I am very pleased. The mother is responsible for getting hold of all the necessary equipment before the birth. If they have not got these things then I lend them mine but they have to replace them after the birth.

QUESTION: Where do the deliveries take place?

FATMA: The women come to my house. I have a special delivery room there. The husbands and family can help with the birth. That's the advantage of giving birth at home, because the family members are not allowed to help in the hospital.

QUESTION: How old are mothers to be?

FATMA: On average the women have their first baby when they are 18. The youngest mother that I have supported was 13 or 14 years old. I have helped one woman to deliver 15 babies. She was between 45 and 50 when she gave birth to the last child. It's unusual to have so many children even in Bambi. I'm going to stop working this year as I've got problems with my eyes.

Written down by Anne Rehner.

INTERVIEWED

by Anne Rehner and Eva Beermann

In Bambi there is a basic health centre and three midwives who support deliveries at home. How are the mother and child looked after?

Mwahindi Mati (52), Nurse:

‘Apart from births at the midwives’ homes between three to five women come to our centre every month. We can deliver children here because both my colleague and myself are trained to give birth and we have had enough experience. If there complicated cases and serious illnesses we send the patients to the Mnazi Mmoja hospital.

On certain days of the week there are special mother and child surgeries. Apart from that we and the assistant doctor see about 35 patients daily.’

INTERVIEW

With Mama Mayas (60), 9 children, housewife

QUESTION: Did you give birth in hospital or in the midwife’s house?

MAMA: The first birth was in hospital; all the others were born at home with the midwife’s support. I would have preferred to have had all the others in hospital because you can intervene should there be any complications. During my seventh pregnancy three children died, one after the other. But it was just too far to town. Another problem is that my family can’t be with me if I give birth in the hospital. My family and my husband could be with me and help me at the midwife’s. My husband supported me during all my pregnancies.’



INTERVIEW

with Hidaya Ame (46), 6 children, housewife in Bambi

Hidaya Ame was born in Zanzibar town, spent her childhood there and completed 11 years at school. She moved to Bambi after her wedding. She is her husband’s second wife who is very much older than she is. The marriage was arranged by her parents.

QUESTION: Did you give birth in hospital or in the midwife’s house?

HIDAYA: Both. I had my first two children in hospital because I stayed with my mother in town before and after each birth. So the transport to the hospital wasn’t difficult. The other four were born at home. The midwife helped me. Luckily there weren’t any complications. I went to the hospital for check-ups during the pregnancy and after the birth. I was satisfied with the care I got there. I received a lot of support from my husband during my pregnancies.

QUESTION: Who looks after the children?

HIDAYA: I take care of the whole family’s health. My sons are now 9, 12, 15 and 24 years old and my daughters 19 and 22. As there has only been a nursery in Bambi since 1996 I could only send

my last four children there. The older ones were looked after at home until they started school. The three oldest have left school. My son is a carpenter and the daughters live at home.

QUESTION: Which illnesses did your children have?

HIDAYA: One son had TB but was cured with the help of a 3 month medical cure. There is always malaria now and again. A malaria test costs 200TSh (20 Euro cents), the medical treatment is free as long as there is enough medicine. We find out about illnesses and how to deal with them on the radio. The children learn some things at school and sometimes someone comes to the health centre to give us further information. That’s where I found out that Aids exists. A new law was passed two years ago which requires people to have an Aids test before marriage. The marriage can’t be consummated without this certificate.

I am happy living here in Bambi. My whole family is here and I can’t imagine living anywhere else.

◀ *Six-year-olds like this little girl are often responsible for looking after their younger brothers and sisters. It is not easy carrying the little ones around for hours on end. When they start crying, they are taken to their mothers to be breastfed.*

SELF-HELP

Bambi has got a very active village development committee. The first project was carried out in cooperation with the RAA in 1992. Two classrooms were built.

‘Help is not the most important thing. What’s most important is the relationship to each other. This is how we can learn from each other.’ (Faki Ali (54), Village development committee, Bambi)

This relationship to each other has flourished. In 1995 a nursery was built, the health centre was constructed and in 1997 electricity was laid.

In 2005 the village committee could profit from their project experience and received a grant for a water project which was financed by the Japanese government. In 2008 a road will connect Bambi to town and then the pregnant women can reach the hospital more easily.

Fight disease

FACTS

- **Over 60 million people worldwide are infected with Aids.**
- **Other illnesses also kill millions of people: one million die of malaria and two million of tuberculosis every year.**

Malaria, TB, the sleeping sickness and leishmaniasis kill millions of people each year. But hardly any money flows into research programmes to fight these illnesses because the victims live in developing countries and are unable to afford the medicines - so this is not a lucrative market for the pharmaceutical industry.

These deadly diseases, as well as the spread of HIV/AIDS, are rapidly creating conditions which foster extreme poverty. The results are not only disastrous for those affected but also for the whole society.

The supply of medicines worldwide could be greatly improved if patent protection for medicines were to be lifted in poor countries so that they could produce generic drugs themselves.

TARGET

- **Halt and begin to reverse the spread of HIV/AIDS.**
- **Halt and begin to reverse the incidence of malaria and other major diseases.**

‘A few weeks ago I visited the nursery day care centre ‘Nestwärme’ in Berlin Kreuzberg. This centre is unique in Germany because it is for HIV-positive and AIDS-infected children as well as healthy children. ‘Playing is not infectious’ is the motto of this integration programme in which children receive warmth, support and acceptance. The children are taken care of by an experienced team of nursery nurses, remedial teachers, those doing an alternative to military service and trainees. There is no trace of exclusion or rejection: quite to the contrary, anonymity is respected and at the same time accident risk is closely monitored. Integration just happens while the children play impartially with each other and have fun together. It’s hard to put the impressions we had of how people on Zanzibar deal with HIV/AIDS into words. No-one talks about it on the Muslim-influenced island. A discussion about the topic

gradually developed in our seminar group. There were so many different opinions and experiences that it really made me think. Chande Omar’s film (Chande is a Zanzibari journalist and film maker) stimulated discussion. Nearly every Zanzibari has a member of their family, a friend or an acquaintance who is infected by or who has died from Aids. There is very limited knowledge about how the illness is contracted, how it manifests itself and how it can be prevented. This is mainly because education about HIV/Aids is forbidden in schools. Khalfan, a very motivated biology teacher at Chukwani School, who would very much like to inform his pupils about the sickness, confirmed this. I went to the HIV/AIDS and TB ward on our visit to Mnazi Mmoja hospital. I’ll never forget how the doctor took the medical cure out of the cupboard and said smilingly, ‘We have enough medicine for everyone, no problem, and everything

is for free, the tests as well as the treatment, no problem, no problem ...’ I left the island with a lot of unanswered questions but I have seen another side of the infectious illness HIV/AIDS.’

Anne Rehner (25), Student, Social studies



▲ *Anti Aids Campaign in Germany*

Both in Germany and in Tanzania it is important to fight against stigmatisation of people who are HIV-positive. This stigma hinders any attempts to impede the spread of the disease. NGOs distribute condoms in different guises; as a tie or as a bottle cooler. They aim at waking people up by being so conspicuous. They are busy informing the general public at trade fairs, public events, festivals and in schools.

? **Ask your parents if you have been immunised against polio, tetanus and measles. Now important is inoculation?**

◀ *Anti Aids campaign in Tanzania*

OPINIONS What do you know about HIV/Aids? What would you do if a relative or a friend was HIV positive?

TANZANIA/ ZANZIBAR

‘It’s the most dangerous disease that has ever affected Africa. And there is still no cure for it.’
Kassim Moh´d (60) Farmer and retired teacher

‘An awful illness that there’s no medicine for and which we have to protect ourselves from by being careful with everything so that we don’t get infected. It’s important to have only one wife and to be very careful about sexual contact.’
Ali Khatibu Ali (42) Teacher Uroa School

‘It’s an illness that weakens your immune system.’
Hafsa Amour Silima (20) Pupil

‘Your body can’t defend itself. It leads to death.’
Rashid Suleiman (37) Fisherman

‘I’ve never heard of it.’
Kazija Haji Mwadini (40) Housewife

‘It’s a virus.’
Khamis Mche Haji (51) Road construction worker in Fukuchani

‘I’d support those affected.’
Kassim Moh´d (60) Farmer and retired teacher

‘I’d be very sad and would ask myself what would happen if I got it and would be more careful.’
Ali Khatibu Ali (42) Teacher Uroa School

‘I’m worried about a member of my family or a friend getting infected.’
Khamis Yussuf (43) Teacher Fukuchani Secondary School

GERMANY

‘Nothing. It’s a weakness of the immune system that leads to death.’
Ulrich D. (72) Retired rope maker

‘Not much.’
Matthias Neumeister (52) Controller and managing clerk

‘It’s an illness that paralyses the immune system so that the body’s resistance collapses and in the long term it leads to death. It is contracted through body fluids.’
Maren (23) Student

‘It’s an illness that’s contracted through sexual contact; through intimate fluids as well as direct contact with someone’s blood. The infected person dies from a very common illness like flu because the immune system has been ‘switched off’.’
Jouba Keskin (25) Geography student

‘It’s a dangerous illness and you have to protect yourself from it.’
Elke (61) Retired cook

‘Don’t turn your back on them.’
Ulrich D. (72) Retired rope maker

‘I would support someone that I know and look after him or her.’
Stefan Becker (39) Managing clerk

‘No idea.’
Matthias Neumeister (52) Controller and managing clerk

‘I’d be scared, then I’d try to come to terms with the situation and support the person.’
Dr. Petra Löffler (53) Orthodontist



▲ The Aids ward in Zanzibar. Since the first case was identified in 1983 in Ndolage hospital in the Kagera Region, the illness spread throughout the entire country within six years. Nowadays the people who live in the countryside are just as likely to be affected by the illness as those who live in towns. Young people are particularly affected. Most cases are the result of sexual contact. Blood donations are now examined as a matter of routine. In 2007 it was not possible to use more than 10% of the blood donations as they were infected.

2005/2007	Germany	Tanzania
Proportion of HIV infected adults (15-49 years)	0.1 %	6.5 %
Deaths through Aids	1 000	140 000
TB cases per 100 000 inhabitants	6	496
– of those, fatal	0.7	45.1
Access to drinking water	Town: 100 % Country: 100 % (2004)	Town: 85 % Country: 49 % (2004)
Access to sanitation facilities	Town: 100 % Country: 100 % (2004)	Town: 53 % Country: 43 % (2004)
Provision of medical care	3.4 Doctors/ 1 000 inhabitants	0.05 Doctors/ 1 000 inhabitants

Millennium Development goal 6 Combat HIV/AIDS, malaria and other diseases

FACTS AND FIGURES

HIV/AIDS is a chronic, life-threatening disease that is caused by the HI virus (HIV). This virus damages and destroys the cells within the immune system. As a result it is difficult for the body to protect itself from infections or particular kinds of cancer. The illness is contracted through sexual intercourse, through infected blood or dirty needles and syringes.

Leishmaniasis is an illness which is contracted through sand fly bites. This starts with stomach ache, diarrhoea, fever and weight loss; it then leads to an enlargement of the liver and spleen as well as to changes in the blood. If this illness is not treated, it inevitably ends in death.

Malaria is transmitted by the anopheles mos-

quito. The pathogen, a single cell parasite, attacks the red blood corpuscles and cause dangerous fever attacks. Malaria can be fatal.

Sleeping sickness (the so-called African Trypanosomiasis) is an infectious disease caused by the bite of the tsetse fly. The bites attack the blood and lymph vessels of the internal organs before reaching the brain. The result can be fatal if not treated.

Tuberculosis is a chronic infectious disease which transferred Tröpfcheninfektion from person to person. The cause is bacteria which affect the lungs. This is particularly fatal for those who have a HIV/AIDS infection.



▲ This woman is suffering from poliomyelitis. Her life with this illness is certainly not easy. Nowadays only a few people contract this illness as about two million children have been vaccinated against it since 1988 in a worldwide polio campaign. Its eradication through WHO is making good progress. In 2000, 2599 cases were registered and in 2001 there were only 500. Europe has been polio free since 2002. The aim to eradicate polio worldwide by 2005 has not been attained and the number of new infections has been increasing since 2005.



▲ These nurses work in the Mnazi Mmoja hospital. Up to a few years ago treatment was free. Then gradually some of the costs were passed on to the patients. When there were not any gloves they had to be provided by patients or if the medicines had run out, they would have to be bought at the chemist's. Currently patients have to contribute 10% of the treatment costs so that equipment like X-ray machines can be bought and overhauled. Patients pay between 40% and 50% of the lab. costs but basic medical treatment is to remain free at the Mnazi Mmoja hospital.

INTERVIEW

with Waneume (35), Nurse, Basic health centre, Uzini

'I've been working as a nurse in Uzini for two years. After my two year training as a midwife, I trained as a nurse for a further two years. We rarely have enough medicines for our patients in Uzini. What we do have, we distribute free of charge. But most of the medicines have to be bought by the patients themselves.

We mainly carry out malaria checks and look after patients with minor complaints. We can't offer HIV/AIDS tests and if patients have more serious illnesses, we refer them to the Mnazi Mmoja hospital in town. They support us as much as they can with medicines and equipment. But we don't have the most basic requirements such as

bandages and gauze bandages. We monitor the progress of pregnant women but the births do not take place here and we can only inoculate babies once they have been born. We used to have enough condoms that we could distribute, but nowadays these are only available as part of the 'family planning programme'. The health centre is open from Mondays to Fridays from 7.30 a.m. to 3.30 pm. Generally we can offer an adequate basic health care service on working days.

Written down by Anne Rehner

GOVERNMENTAL COOPERATION

Tanzania is one of Germany's most important development partners. In the last governmental negotiations, that took place in Dar es Salaam in May 2006, the country was promised 49.4 million Euros, which were supplemented by a further 8 million in autumn 2006. The focus of the cooperation is water supply, sewage disposal as well as health including HIV/Aids prevention.

MOST IMPORTANT GERMAN PROJECT

More and more young people look for information on the net. They can find what they need at www.chezsalama.com – in two languages Kiswahili and English. This website gives information about the immunodeficiency syndrome Aids, the HIV causative organism as well as sexuality, love and relationships, fashion, lifestyle and job information. The information, which is updated weekly and is a mixture of education and entertainment, is financed by the BMZ's (Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung; Ministry for International Trade, Cooperation and Development) 'Action programme 2015'. This website is an important part of the German-Tanzania health programme.

In discussion forums young people exchange their points of view. A young, well-qualified doctor from the national hospital also takes part in the forums. The exchanges make it very clear that Aids and pregnancy are important issues for young people. They want to discuss topics like sexual violence, genital mutilation and forced marriages or they demand their right to education and work.

Every day there are about 7000 visitors to Tanzania's first website for reproductive health and lifestyle. They click on it from internet cafes

that have mushroomed in all of the larger and smaller towns all over Tanzania in the past five years. Have a look for yourself; the BMZ's address is www.bmz.de.

WHAT CAN BE DONE TO FIGHT HIV/AIDS?

Zanzibar's Chief Minister stressed in February 2007 that HIV/AIDS is spreading very rapidly throughout Zanzibar. The rate of infection has risen from 0.6% to 0.9% since 2002. (On the Tanzanian mainland it is 7%). 'We need to change our strategy.'

According to the World Development Report 2007, 61% of the girls and 65% of the boys between the ages of 14 and 24 in Tanzania are informed about the different methods of preventing a HIV/AIDS infection. The knowledge alone, that a condom is protection, does not necessarily mean that it is used.

The danger is often underestimated. Only one third of the female pupils and only half of the male pupils know that the HI virus can be transmitted by people who look healthy.

Large-scale advertising informs, representatives of non-governmental organisations or from the Ministry of Health talk to young people – also in schools. And afterwards fundamental teachers and religious representatives forbid the use of condoms to prevent HIV/AIDS.

In the meantime there is even an inter-religious HIV/AIDS partnership, where leading Christians and Muslims are working for the first time ever on a way to fight HIV/AIDS together, with reference to religious laws. Recommending the use of condoms contravenes against religious dogma. (Bishop Ruwaichi, President of the Catholic Bishops' Conference).

The young people are left alone with their problem. Adults intensify the conflict; some educate and others forbid. All in all there are very few official statements about HIV/Aids and safer sex on the predominantly Muslim island of Zanzibar.



Seminars and workshops for the elite in town are not in enough. Campaigns are needed in the villages as well. They must be directed at the younger generation. There is a very popular youth magazine called Femina which addresses youth – oriented issues. Articles about sex, partnerships, HIV/Aids as well as life style are published and readers' questions are answered. The magazine is very colourful with witty illustrations. 120,000 are distributed quarterly to all the secondary schools on the mainland. On Zanzibar it can only be bought at a few newsagents; its distribution is forbidden.

▲ Artists in Tanzania have also taken up the theme of Aids as a social problem. About two million Tanzanians are HIV/AIDS positive. The government has decided to provide antiretroviral medicine which has been produced in Moshi since 2006, free of charge. Up to now only a few have been treated. Experience shows that people are more willing to be tested for AIDS, if there is a chance of treatment.

Take care of nature

FACTS

- More than a billion people worldwide have no access to clean water.
- An estimated one third of the town-people in developing countries live in slums.

Water is a vital resource. Each German uses about 129 litres of drinking water every daily; a Zanzibari 29 litres. What has not been taken into consideration in this calculation is that drinking water is only a small amount of the water that we consume every day. Thousands of litres of fresh water are needed in food production and other industries. When we eat our bread who thinks about the 2000 litres of water that are 'hidden' in every kilo of bread; water used to water the fields. The 'aquatic rucksack' can be calculated for every product. Try it out and look for examples of behaviour which saves water.

TARGET

Are then to

- Integrate the principles of sustainable development into country policies and programmes; reverse loss of environmental resources
- Reduce by half the proportion of people without sustainable access to safe drinking water
- Achieve significant improvement in lives of at least 100 million slum dwellers, by 2020



◀ Illegal waste disposal in Tanzania

More and more children in Germany are growing up with an awareness of their environment. They learn not to throw sweet papers on to the street but also to always put them in a bin; a yellow, a green or a black one. More and more households, public places (in stations for example) are sorting rubbish. It's amazing how much waste comes together even in small households. More and more people in Zanzibar are becoming aware of this, too. Up to now there is not even a rubbish bin, let alone different coloured ones in which rubbish can be sorted according to plastic, paper or glass. A lot of it is burnt or disposed of somehow or another. Illegal rubbish tips are not unusual; neither are the cows that eat blue plastic bags. Zanzibar is in desperate need of a waste disposal concept that regulates collection and treatment.

◀ 'What we do today has consequences tomorrow. This insight is coupled with the responsibility of thinking ahead and taking the consequences of our behaviour into consideration. If we see our lives in a large time frame, then we are suddenly thinking in terms of generations. Sustainability doesn't only mean thinking about oneself but also that the following generations have the right to the best living conditions possible, to a clean environment, to raw materials, energy and natural resources like earth, air and water.

Today it's a case of everyone doing their bit. We are all consumers. We consume food, goods and services and in doing so we consume natural resources. And we alone decide which coffee, which fruit, which articles of clothing we are going to pay for at the cash desk in a shop. When we purchase products with an eco-seal which are produced taking sustainable aspects into consideration, this is a step forward. This step

needs to be followed by the next step day after day.

Sustainability is a concept that many Zanzibaris are not yet aware of. How can a world where people's priority is to struggle through each day, concern itself with tomorrow? This shortsightedness results from poverty but it leaves its traces. Rubbish is a constant, omnipresent problem on the island. You can see red, blue or yellow plastic bags almost everywhere you go. They have served their purpose and when no longer needed, merely discarded. It is not that the people are not prepared to dispose of this rubbish properly; because if you talk to them they know that the environment needs to be protected because they live from the environment. But there is no concept or system for waste collection and waste treatment because both would be too expensive. New methods need to be developed as well as ways of reducing waste.'

Stefan Donath (25) Student of social science



▲ Sorting rubbish in Germany

❓ How much water does your family's household use daily?
How could you save water?

OPINIONS AND POINTS OF VIEW Waste – a problem for the environment?
What do the environment and nature mean to you?

TANZANIA/ ZANZIBAR

‘Rubbish can destroy the environment as well as the people who live in it.’

Haji Mbaruku Khamis (60), Farmer in Fukuchani

‘Waste is a problem around where I live. It can be poisonous and cause illnesses. Burning the rubbish can damage your health and contributes to global warming.’

Khamis Yussuf (43), Teacher, Fukuchani Secondary School

‘Refuse can lead to contamination of the earth and then it’s not possible to cultivate anything any longer.’

Kassim Moh’d (60), Farmer und retired teacher

‘Dangerous insects, pathogens, bacteria and viruses live in rubbish. They can poison the water and food and trigger off illnesses.’

Ali Khatibu Ali (42), Teacher, Uroa School

‘The environment and nature are important otherwise there wouldn’t be any life at all.’

Saumu Kombo (30), Mother and Child health organisation

‘Nature is important because of oxygen. We shouldn’t cut down forests.’

Kassim Moh’d (60), Farmer und retired teacher

‘We should make sure that the area where we live is maintained.’

Siti Muhsin Amour (47), Nurse in Uroa

‘We must protect the corals because the fish breed and hide in them. And plant trees.’

Haji Abdallah (approx. 80), Fisherman

GERMANY

‘The problems are global warming, holes in the ozone layer, air pollution and the waste of resources.’

Stephan Becker (39), Managing clerk

‘Population growth is the main cause of all future conflicts between people. As a result of this, waste has become a problem. Man and his extreme behaviour is the real problem.’

Matthias Neumeister (52), Controller and managing clerk

‘Waste has become a real problem; the industrial nations dispose of tons and tons of chemical and atomic waste....’

Anonymus (23), Cook (currently doing National Service)

‘When we destroy waste we disturb or destroy the extremely delicate balance within the environmental system – and in doing so, destroy our own basis for life.’

Jouba Keskin (25), Geography student

‘Too much rubbish is produced through all the packaging.’

Elke (61), Retired cook

‘Habitat for the whole of humanity.’

Ulrich D. (72), Retired rope maker

‘The environment and nature are very important for me.’

Stephan Becker (39), Managing clerk

‘It’s our habitat and should be used taking the interests of all creatures on earth into account.’

Matthias Neumeister (52), Controller and managing clerk

‘Nature is beautiful and has to be protected and sustained in all possible ways.’

Anonymus (23), Cook (currently doing National Service)



▲ “One less plastic bag” is the slogan printed on the jute bags that a group of women produce in Dar es Salaam. This project was created to offer an alternative. In 2006 the Tanzania government forbade all plastic bags thinner than 30-65 micrometres. A drastic measure, aimed as a rapid measure to reduce the pollution created by these one-way bags that are given away free of charge in towns and villages. When they are no longer needed they pollute towns, villages, fields beaches and the sea. Many turtles and other sea creatures die an agonizing death because they eat the bags. The same applies to cattle, goats and other land animals.

Year 2004/2005	Germany	Tanzania
Forested area	31.7 %	39.9 %
Nature reserves	30.0 %	38.4 %
Percent of worldwide CO2 emission (2004)	2.8 %	0.0 %
CO ₂ -emission per capita	9.8 %	0.1 %
Electricity consumption (kilowatt hours) per capita (2004)	7442	69
Elektrifizierungsrate (2000–2005)	100 %	11 %
Use of renewable energy (wind, sun, geothermal heat, biomass, waste)	4.8 %	92.8 % (predominantly biomass and waste)

Millennium Development goal 7 Ensure environmental sustainability

KUFA TENA – A WOMEN'S COOPERATIVE IN BWEJUJ

Written down by Juliane Hartwig

'Kufa tena' means use one more. The idea for this project came in 2005 from an American who also taught us how to crochet. The idea is relatively simple. We collect plastic bags, clean them and cut them into long strips. It's important that the bags aren't damaged otherwise the strips are too weak. We then crochet a variety of items out of these strips; bags for mobile phones, bags, pot covers as well as balls. You can make anything

really. One problem is that it's very time-consuming and we don't have enough material. We either have to collect the bags ourselves or we pay for those that have already been washed. We receive bags from schools and hotels from time to time. Our prices are often higher than for traditionally made products because crocheting is so time-consuming and we have to bear the costs of pre-cleaning the bags; for example a pot



▲ Refuse has really become a serious problem in Zanzibar since the introduction of plastic bags between five and ten years ago. Nearly all objects that are thrown away find a new use on Zanzibar. Tins are made into ladles, into local showers or kerosene lamps as can be seen in the picture. Charcoal stoves are made out of car rims and sandals out of tyres. Plastic buckets are repaired with old ones – new ideas are born every day. Even one-way plastic bags have their uses as can be seen in the picture on the right.



▲ Mountains of plastic bags collected by teachers and pupils from various schools in Zanzibar. They had heard about the 'Kufa tena' project and that the women in Bwejuu pay 50 shillings for each bag so that they can crochet things with them. If someone brings dirty bags, they have to wash them; if they bring damaged bags, they have to be removed. Then they are counted and counted; an arduous but reliable source of income with a long-lasting effect for the environment. Then everyone knows that it is the plastic bags in particular that pollute the environment – like someone who can't breathe – when the neighbours burn bags along with their garden refuse. The women in the 'Kufa tena' project want to change things and are constantly looking for helpers who will sell them plastic bags.

cover takes three days and three kilos of bags. So it's difficult to find a consumer market. Another problem is that our project isn't well enough known even though we organise exhibitions and take part in trade fairs. In Dar es Salaam. Originally we had 30 members in our group, but that was when we got 2000 shillings a week as motivation. Now there are ten of us left. We meet every Thursday from 10 a.m. to 1 p.m. but carry

on our work at home. We sell everything jointly, as everyone knows what the others have produced; in that way it stays fair. We set the prices ourselves; they're higher for tourists than for locals. We want to contribute to the cleanliness of our village as well as to people's and animals' health. In particular we want to protect our children. We want to prevent the poisonous burning of bags.

ZALA-PARK

Teacher Muhamed Ayoub Haji runs the 'Zanzibar Land Animal Park' (Zala Park) for wild animals from Zanzibar in the south of the island of Zanzibar. You can see lots of animals there that have a bad reputation amongst the local people, for example snakes. The main aim of the park is to inform the local people, in particular the young people, about the local flora and fauna; to break down prejudices about particular species and to hopefully to change peoples attitudes towards sustaining their world. The teacher takes advantage of the youngsters' enthusiasm to try and achieve this aim.

The animals live in a natural habitat apart from fences to prevent the animals from escaping. So no complicated installations, air-conditioning or heating is necessary. The teacher breeds pigeons so that he can feed the snakes with their eggs and chicks according to size. Slightly rotten fruit is laid out for the chameleons who eat the flies that collect on it. Food or the larger herbivores like musk deer *Baumschliefer* is collected from the immediate vicinity.

More and more school classes visit the green classroom and soon they will not only have the opportunity to see the animals but also to find out lots about the trees and plants along the nature path.

WILD ANIMALS UNDER THREAT

Zanzibar consists of two islands, Unguja and Pemba. Unguja's area is 1,600 km² and is larger than Pemba. Both are situated just off the coast of East Africa. The shortest distance between Zanzibar and the mainland is 40 km. The length of Zanzibar is 85 km at its longest point and about 40 km wide. The island is just south of the equator.

The side facing the mainland has a chain of hills running along it. There is fertile ground to the west and accordingly a great range of agricultural activities. The eastern side is predominantly karstified and infertile for agriculture. On the mainland of Tanzania nature conservation has had high priority since independence whereas it is endangered on Zanzibar.

If you want see what Zanzibar looked like before a rich Arab trader bought large areas of land, in the 1930s and used it as a source for timber, then you need to go to the south of the island where there is still a small area of natural forest.

Jozani Nature reserve was set up in 1948 and extended step by step. In Jozani forest in the south-west of Zanzibar you can see four of the island's original types of vegetation; the mahogany forest, the swamplands, the coastal and mangrove strips as well as the karst vegetation.

The red colobus monkey is the main attraction of the forest that is only to be found in Zanzibar. This primate is unmistakable with its long white crown of hair and the pink areas around its nose and mouth. One third of the 1,500 red colobus monkeys live within this nature reserve. This is an endangered animal, although the number in the Jozani Nature reserve has stabilised. This has been a success because the surrounding villages authorities have a financial share the income from the reserve's tourism.

For the majority of tourists who visit the island a visit to Jozani forest is a must. After just a short walk you can spy one or even a group of monkeys and observe almost in close up. Hardly anyone has ever seen a Zanzibar duiker or the shy suni antelope. The population of the duiker has dropped to between 300 up to a maximum of a thousand. The reason is that they are considered to be bush meat. Even though hunting them is forbidden, between 75 and 150



are killed and sold illegally annually for a ridiculously low price. Its skin is particularly soft and its meat particularly tasty so it is extremely difficult to protect this animal. A further danger is the clearing of the undergrowth.

▲ *Environment studies in Zanzibar. One of the few people who has dedicated himself to this task is the teacher Muhamed Ayoub Haji. He has set up a small animal park. In Zanzibar Land Animal Park he informs visitors about wild creatures like snakes. Most people in Zanzibar are afraid of snakes. If they see one, they kill it straight away. But there is only one snake on the island whose bite can be fatal for humans.*

Develop a global partnership for development

FACTS

- **Europe and the USA protect their markets by charging customs duty on imported products. This means that the developing countries have little chance of selling their products in Europe or the USA.**
- **A large number of developing countries are deeply in debt. These countries often pay more for interest and repayments than they do on education, health and development projects.**

What the world will look like in the year 2015 depends upon how the industrial and developing countries cooperate to put the Millennium Development Goals into practice. To ensure this cooperation, the following eight targets have to be adhered to.

TARGET

- **Create open, non-discriminatory trade and finance systems.**
- **Break down trade barriers, remission of debts and the least developed countries should receive financial support.**
- **Make access to main medicines possible.**
- **Access to new information and communication technologies.**

‘I was just a child when I first went to a ‘One world Shop’. At that time I didn’t understand why the shop, that sold completely different toys, was called that. One world? We all live in one world! At that time I didn’t realise that there are so many different worlds within this ONE world. When we buy coffee there we are supporting those people who work extremely hard to support themselves. Coffee with a TransFair seal is more expensive than other brands of coffee because the farmers receive a fair price. With Fair trade it is not a question of aid but of equality and fairness. According to some opinions, fairer trade could make aid superfluous. In Zanzibar there are a lot of working people. Initially that is a good thing. But it is sad that poverty makes people very creative; then a lot of all those numerous little stands and shops are a sign of the daily struggle to make ends meet. All this creativity, good ideas and commitment do not often lead to the desired aim of securing their basis for life. Not enough of them are known by the numerous international projects which deal with fair trade.

Here I see a great potential for the future. Information about opportunities for development projects should be circulated systematically. This could give Zanzibaris a chance to contribute their creative ideas to forward-looking projects. This could strengthen the respect that hardworking people deserve. In any case we have to be able to meet our partners at eye level.

Stefan Donath (25), Student of Political Sciences



▲ *Two Zanzibari bricklayers and a German project member are working on a mosaic that will decorate the newly equipped workshop trade school in Mikunguni. The RAA supported this project.*



◀ *One world ‘shop’ in Germany*

People in the north and in the south as well as the governments of all the countries must participate in order to organise a development partnership.

? Which products with the TransFair seal does your supermarket sell?

OPINIONS AND POINTS OF VIEW What does global partnership mean to you?

TANZANIA/ ZANZIBAR

‘We should see the world as one and understand, that we are equal.’

Fahami Abdallah (18), Student F I

‘Good friendship between two countries, respect for each other, staying in touch, helping each other wherever possible; you shouldn’t put everything on the scales.’

Risiki Abdalla (29), English teacher (Kindergarten)

‘Very important. The industrial countries should support the poor countries.’

Kassim Moh’d (60), Farmer retired teacher

‘Talk to each other, help each other, exchange information about traditions and culture.’

Subira Abassi (approx. 70), Seeweed cultivator

‘It’s very important because all different kinds of people from different countries work together and get to know each other.’

Haji Mbaruku Khamis (60), Farmer in Fukuchani

‘This partnership is very important for me because different people from different regions meet each other and work together.’

Haji Makame Adoshea (42), Sheha from Fukuchani

‘For me Global Partnership means all different kinds of exchange; of ideas and materials in various areas such as education, agriculture etc.’

Khamis Yussuf (43), Fukuchani Secondary School

‘Helping each other to solve problems and to promote good relationships amongst the participatory countries.’

Siti Muhsin Amour (47), Nurse in Uroa

GERMANY

‘No ideal!’

Ulrich D. (72), Retired rope-maker

‘Global partnership means talking to each other, reaching common goals and solving problems together.’

Stephan Becker (39), Managing clerk

‘Global partnership are empty words used by politicians who are hiding behind the power interests of organisations and concerns. The interest in power is global, partnership is local.’

Matthias Neumeister (52), Controller und managing clerk

‘I find it difficult to say exactly what this term means.’

Maren (23), Student

‘Global partnerships are important to support other people or other countries that are having a hard time.’

Anonymus (23), cook (currently doing national service)

‘For example projects, organisations or initiative which operate worldwide, with whatever aim.’

Jouba Keskin (25), Geography student

‘No idea.’

Dr. Petra Löffler (53), Orthodontist

‘No idea.’

Elke (61), Retired cook

‘For me global partnership means working together at all levels, economic and social as well as equality for all partners.’

Susanne (25), Student



▲ “Encounter Zanzibar” – this was a project promoting developmental policy that gave young people from Brandenburg and Zanzibar the opportunity meet and speak to each other; to work together, to exchange ideas and opinions as well as to create things together.

2006/2007	Developing and threshold countries	Industrial countries
Percentage of world population	87 %	13 %
Percentage of international economy	48%	52 %
Percentage of world trade	32.7%	67.3 %
UNO Target give 0.7 % GNP (Gross national product for developmental cooperation)		Only Sweden, Norway, The Netherlands, Denmark and Luxembourg have kept this promise. Germany: 0.36 % (2006)

Millennium Development goal 8 Securing economic sustainability

GLOBAL PARTNERSHIP

Interview with Faki Ali (54), metalworker and member of the Bambi village committee

‘We have a global partnership on a small scale with our friends in Germany; living and working together.

I would like to strengthen and widen our co-operation. It would be good if groups could come twice instead of once a year. I would like to deepen our relationship and so welcome all our friends as guests. We should continue our dialogue as to how we can develop our relationship.

The most important thing isn't the help; the most important thing is our relationship to each other. Through this we can educate each other. We have to carry on what we have started.’

HELP THROUGH SELF-HELP

15 years cooperation with the RAA Brandenburg

A report by Omar Abdalla (56), Television technician, Bambi

Our village committee has been working on improving Bambi since 1992. In this we work closely with our friends from the RAA Brandenburg. When we talk about changes, then we need to talk about very different things that have been created. On the one hand the buildings that have been constructed, the school, the health centre, the nursery and on the other hand the people who are slowly recognising what we as a committee are doing and how we are doing it. Initially it was hard to get people involved. In the meantime they profit from the results and are slowly coming to understand what we are doing. As an example I would like to mention our health centre. Lots of people can be treated there; in particular women

with young children who no longer need to go to town because of minor ailments. They are helped in the village.

Since we've had the health centre more and more campaigns are coming here. A health campaign comes to us at least once or twice a year. One group camped out in the health centre and informed the villagers about different health topics for several days; malaria prevention, how to deal with clean drinking water, AIDS, just to mention a few. The people come with medicine, equipment and a lot of information. They only come to places where there is a basic health centre so that they can carry on what they have started. Posters are put up in the health centres; the staff consolidate the topics and answer questions. Sometimes there are vaccination campaigns such as when there was a lot of cholera on Zanzibar.

Some of these specialists would stay even longer in Bambi. But unfortunately, we haven't got any houses that we could offer doctors or other specialists. We have been thinking about building some for a long time. The project is on our minds. The electricity project is the key to many other things. For example, the health campaign people like coming to stay with us as it is comfortable here because of the electricity. Our pupils have a great advantage because their studies are no longer dependent on daylight. They can learn until late at night because there is electricity in the school.

People can inform themselves about their rights because of electricity. There used only to be radio and now and again a newspaper that brought the news to the village. Now the villagers can inform themselves by watching television. The people were able to talk about the tsunami as if they had been in Indonesia themselves. TVZ, ITV, TWT, the BBC and CNN all brought pictures to Bambi. In the meantime people have many ways of getting information.

The water project wouldn't have been possible without electricity - no electricity, no pump. Other projects have started since we've had electricity. Even the government supports our efforts and development: the road to Bambi was built. Nowadays there is only a minimal difference between life in the town and that in Bambi. There's nothing that you can get in town that you can't get in Bambi. The younger generation no longer

considers moving away from Bambi because they have everything here. People used to want to live in town. Now you don't need to go to town for entertainment; there's everything here. There are lots of advantages of village life particularly for those who have found work in the village. They have a salary and whatever else they need grows on their fields.



▲ In 2006 the workshop for trainee carpenters was erected in the state trade school in Mikunguni. In this project Germans and partners from Mikunguni school worked together along with helpers from eight villages. Everyone was needed to transport the cement from outside to inside. Two rows were made to do this; one transported the full bowls into the house by passing them from hand to hand. The second row transported the empty bowls back outside to the pile of sand and cement. Refilled bowls were then sent on their way again back to the workshop. Within seconds the cement was transported from outside to inside, like a sewing machine. Super teamwork!

Paul Knuth (23), Student, Environment and process engineering

EDUCATION

'I have come to realise that the basis of every development project or developmental policy is education. When a country is able to train experts independently, then it is also able to set sustainable standards and to make progress from within. It is also the duty of international development work to establish basic educational conditions without establishing dogmas.

Susanne Schwarz (19), Student at school

LOBBIES

'People are dependent on economic conditions over which they have no control when they try to achieve something for themselves. I consider this to be totally unjust and it impedes development. Good and successful development work needs money, mutual trust and especially, time.'

Marcus Neumeister (24), Student of economics

„TWEDE PAMOJA“ – LET'S GO TOGETHER

RAA Brandenburg's "Encounter Zanzibar" – and what then? For many of the participants these RAA projects are the start of a personal friendship, a long-term involvement and a long-lasting interest in the other country. Pupils, students, young graduates who want to continue involving themselves in north-south issues; who want to fight against racism and prejudice in our society and who are concerned about civil and social issues founded the association Twende pamoja – Freundeskreis Tansania e. V. in March 2000. A lot of interest was also shown in this organisation in Zanzibar. Twende Pamoja Zanzibar was founded as a result of an amalgamation of eight village committees and a school committee.

Village development committees are typical grass roots organisations. That is how many of the village committees were established in Zanzibar in the 1990s. The RAA has been working with committees like that since 1992.

A networking process has developed over the past twelve years. The villages have been supporting each other in their plans and exchange experiences since 1995.

The Twende pamoja Zanzibar association has been recognised and registered as an official association according to the non-governmental organisations' Act 6 of 1995 since 2006.

The village committees that are organised within the association feel responsible for improving education, health care and try to develop the infrastructure. They initiate projects so that they can finance the realisation of these development targets, themselves. The members meet regularly to discuss problems, to set priorities and to look for allies who can help them to solve these problems. They organise the work locally and mobilise the villagers to get involved. Apart from their local activities, there are regular Twende Pamoja Zanzibar meetings for members where common targets and suggestions for cooperation are agreed upon which are then passed on to the RAA as well as their circle of friends in Germany.

The emphasis of the work within the Zanzibar organisation since 2004 has been on improving education.

The RAA first project in cooperation with the Twende Pamoja association will be carried out



in 2008. In this project all nine partner schools will be equipped with books and teaching materials for science. A second premiere in 2008 will be the first cooperation between the two associations Twende Pamoja Germany and Twende Pamoja Zanzibar. This project will support the women's cooperative in Pwani Mchangani.

The Twende Pamoja Zanzibar association's headquarters are in Mikunguni Secondary Technical School in Zanzibar town. The school makes their infrastructure, in particular the use of internet, available to members free of charge. The village and village school representatives use this to keep up their communication with the RAA and their partner schools in Germany. All of the association's meetings take place in Mikunguni school.

Local projects are planned in village meetings. All this work is done voluntarily. The volunteers pay travel and telephone costs from their own meagre income. The village committees support the association as much as they can including financial help.

Birgit Mitawi, RAA Brandenburg

▲ 'Some people think that computers are only important in industrial countries, but that's not the case. Computers are necessary all over the world. People can communicate very easily and quickly with each other with computers. People can share experiences a great lot of information. Computers are not only important for town schools but also for the ones in villages. Nowadays the countries all over the world need change. The only modern way to change is through communication. People can learn whatever they want, from everywhere in the world through communication. Our schools in Zanzibar need to keep up with this global change. It's not the time to ask whether we have earned getting computers or not; it's time to recognise the importance of computers in the world today. We've got lots of other problems. We can't wait till all our problems have been solved before purchasing computers. That would just intensify our underdevelopment and prolong solutions.

Muya S. Muya (46), Teacher, Bambi

Get active for more justice – join us!

Now you know that there are Millennium Development Goals. You have found out that the heads of governments of 189 countries want to overcome poverty by putting these targets into practice. You were able to inform yourself are doing to improve their children's education and the health in their villages. Would you like to do something? Then there no time like the present!

INFORM YOURSELF AND OTHERS

Questionnaire in your area:

- Ask your fellow pupils, your parents and people who live in your vicinity if they know anything about the Millennium Development Goals. If not, tell them what you have found out.

Discussion with experts:

- Who is (extremely) poor? Talk to the people who sell newspapers on the street, with employees in a soup kitchen or a refuge for the homeless!
- Why do children work and not go to school? Find out from the people who work in your local 'One world' shop.
- How equal are women and girls? Ask the equal rights representative in your administrative district!
- AIDS – can it be stopped? Interview representatives of the Brandenburg initiative Brandenburg – gemeinsam gegen AIDS!
- Is vaccination 'in' or 'out'? Discuss this with your local doctor!

Excursions:

- Visit a company in your region and find out whether the production is environmentally friendly.

- Go to a farm and find out how much water is needed to produce one kilo of cereal or one kilo of beef.
- Compare the prices in a supermarket and in a 'One World' shop.

Do research:

- Investigate how the Millennium Development Goals are being put into practice in other countries. Choose a country that you like going to on holiday, where you have friends, where one of your classmates comes from or one that the school has a partnership with.

Project day:

- Invite people from your area who come from other countries to come to your school; friends and acquaintances, classmates or their parents and discuss the Millennium Development Goals and how they are put into practice in their countries

DON'T KEEP THESE NEW INSIGHTS TO YOURSELF

Be creative and translate your new insights into images, poems or write lyrics for a song and add music. Take photos or devise a role play, design a poster or a powerpoint presentation.

EXCHANGE YOUR EXPERIENCES WITH YOUNG PEOPLE IN ZANZIBAR

Our exhibition shows photos from Zanzibar. You can find lots of facts and information about Zan-

zibar and a little bit about Germany in the brochure. Teachers in Zanzibar would like to find out more about the situation in Germany. Take photos of poverty, education, health, equality, environmental problems in your locality and write down your answers to the questions.

You can translate your results in your English lessons and send them to us. We will send your presentations and questions on to the teachers in Zanzibar that you can see on the cover or to some of their colleagues. An exchange by letter, email or perhaps even in a chat are interesting.

Send your results to:

Birgit Mitawi, RAA Brandenburg,
Benzstraße 11/12 in 14482 Potsdam

Zanzibar- Excursions –research and building

The following people worked and lived closely together for four weeks.

1st row: Abeid Abeid, Uzini; Anne Rehner, Studentin; Dut-schi Ame, Bambi; Manuela Schulz, Schülerin; Mvita Baraza, Pwani Mchangani;
2nd row: Sascha Krüger, Student; Ali Kassim, Uroa; Eva Beermann, Studentin; Mohamed Hassan, Dimani; Susanne Schwarz, Schülerin; Khamis Mcha Haji, Fukuchani;
3rd row: Mohamed Rashid, Kibuteni; Jutta Neumann, Lehrerin; Kheir Mohd Kheir, Mikunguni; Birgit Mitawi, Projektleiterin; Marcus Neumeister, Student; Shuweika Hassan Hamad, Mikunguni;
4th row: Khalfan Mwita, Chukwani; Juliane Hartwig, Studentin; Max Windolf, Schüler; Zena Kassim, Uroa; Stefan Donath, Student.

A FEW IMPORTANT LINKS

(DECEMBER 2007):

Millennium Development Goals:

www.millenniumcampaign.de

The federal government's position:

www.aktionsprogramm2015.de

Global learning:

www.eine-welt-netz.de

Education for sustainable development:

www.dekade.org

Development needs apology:

www.erlassjahr.de

Fair world trad:

www.gerechtigkeit-jetzt.de

Fair Product for everyone:

www.weltlaeden.de

Globalisation:

www.attac.de

Fighting poverty:

www.weltweite-aktion-gegen-armut.de

Action in Brandenburg:

www.brebit.org

Partnership with Zanzibar:

www.raa-brandenburg.de

