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Jambo Bukoba e.V.

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Empower children in Tanzania through sports!

Annual Report 2015 – Jambo Bukoba e.V.

Jambo Bukoba means hello Bukoba in English. We chose this name for our organisation, so people in and outside of Tanzania can identify themselves with our idea. Improved education, health and gender equality are our main goals. We believe, that important shifts have to be made as early as possible, latest during primary school. Therefore, the traditional Tanzanian saying “You can’t teach an old dog new tricks” always makes us smile.

Almost eight years after our foundation, we can look back onto impressive figures telling how many teachers and pupils we are reaching every week through the teachers we have trained with our programme in Tanzania. Furthermore, others attest us a seemingly impressive impact as well.

Consciously, we are using the word “reaching” cautiously because in the past we neither had the resources nor the expertise for systematic monitoring and evaluation of our impact.

For our teams in Tanzania and Germany, getting to know that potential donors had not much substantial interest to invest in supporting impact monitoring of our work, except the German Sports University of Cologne, has been a hard and disillusioning experience.

The happier we have been, when meeting a circle of people willing to support us in this regard, stating: “You have to invest more into measuring the impact of your work! And we will finance it!” At this point, we want to sincerely thank “Lions Club München-Friedensengel” and „Heartbay Foundation” for the trust and the support they have given us.

With this report being the first of this kind for us, we are stepping onto a new pitch. And we are very proud about this. This is our way of consciously presenting how much value we place onto transparency. At the same time, this report should open up a discussion not only showing emotionally appealing contents and pictures, but also answering the question, which impact the work of Jambo Bukoba has.

I herewith wholeheartedly thank all those people, organisations and institutions who are helping to sustainably build improved perspectives in the lives for children and young people in Tanzania.

Many thanks for your interest in our work. Feel free to contact us at any time.

Sincerely,

Clemens Mulokozi
CEO & Founder of Jambo Bukoba
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1. Our History

55 years ago, when Tanzania became independent, there were exactly 12 natives having an academic degree. One of them set off from his hometown Bukoba to Germany to study Chemistry at the Ludwig-Maximilian University in Munich. His country being in a state of “African spring” at that time, it was he who should pave the way for academic education in Tanzania – and he returned.

After ten years he came back with his wife and two children to offer young East Africans the chance of higher education as the first Tanzanian professor in Chemistry at the newly created University of Dar es Salaam. Later on one of his students would become the current President of Tanzania: John Pombe Joseph Magufuli.

It seems obvious that Jambo Bukoba e.V. continues the narrated story and that its work stands for “taking chances”, “personal engagement” and “the willingness to strike out in a new direction”. Clemens Mulokozi, the founder of the NGO and son of the young Tanzanian, continues the story of his father: standing up for education, health and gender equality in Tanzania.

As the time went by, more and more people got involved with Jambo Bukoba and are the driving force of the NGO since then. One of them is Grace. Clemens got to know her in Bukoba at the shore of Lake Victoria in 2008 when she was playing football with some children. By chance, they met the second time: Grace was the first to win our Regional Bonanza with her pupils. Grace went through all Jambo Bukoba activities and nowadays became one out of 5 line men – or rather line women in Tanzania and also in international FIFA matches.
Grace’s example is a great testimonial for the influence of Jambo Bukoba’s workshops. Thanks to Sebastian Rockenfeller our activities were built on professional scientific base. The Expert for Sport and International Development Cooperation started the cooperation with us by questioning the sustainability of the activities of Jambo Bukoba by stating that “Sport materials are broken after half a year, but Jambo Bukoba won’t change anything in the minds of the local people”. He applied at the new created NGO for a baseline study in Tanzania. One year later, in 2010 Sebastian started his work as the first employee of Jambo Bukoba. Based on his study he developed a scientifically founded concept to teach young people values, experience and knowledge in a playful manner in order to turn them into change makers.

This was the kick-off to build more responsibilities and capacity in Tanzania. 2012 we got professional expertise from a Tanzanian theologian and primary school teacher Gonzaga Stephen as our Head for Project Management. Then Imani Paul, directly coming from university, contributed additional assistance. Although our volunteers and interns were doing fantastic work, we decided that more professional know-how was needed. Therefore, one trainee for Monitoring and Evaluation in Tanzania, one trainee in Fundraising and one part time employee for Marketing and PR in Germany were hired.

However, the employees are one key to success. But Jambo Bukoba benefits from its volunteers and supporters. It started with some friends and private individuals. Seven years later working power, material, immaterial or financial donations, the willingness to make a huge difference and word-of-mouth advertising are offered from 323 members, several individuals, large and small companies as well as associations.

The work is also rewarded by experts in this professional sector: Ashoka, UNOSDP and German Chancellor Angela Merkel in behalf of startsocial.

Jambo Bukoba’s aim was simple in the early stages: giving children change, motivation and good moments with sports and sponsored sports equipment in a region, where ¼ the children and young adults orphaned by HIV/Aids are in a catastrophic state of education and where girls are disadvantaged. Aims, purposes and outcomes were growing with the people surrounding the NGO.

Nowadays, Jambo Bukoba’s activities reached over 1.000 teachers and approximately more than 430.000 children through workshops, Bonanzas and school building projects. The concept makes a sustainable contribution to education, health and gender equality.
2. Jambo Bukoba at a Glance

Jambo Bukoba e. V. is a registered non-profit organisation\(^1\) based in Munich, Germany currently with more than 300 members. Since 2008 we have been working together with our registered subsidiary association in Tanzania to promote better education, health and gender equality utilizing the power of sports\(^2\).

A network of experts (university, business and sports) supports the project creating a strong bond between passionate volunteerism and professionalism. At Jambo Bukoba we combine sports and games as part of the school curriculum with experience-based learning and HIV/AIDS education, it involves girls and boys equally, integrates all relevant social sectors (such as teachers, parents and the community), and improves both, the pedagogical expertise of teachers and the infrastructure of schools.

Our programme is implemented by our Tanzanian subsidiary association in the area of Kagera in north-east Tanzania. A local project manager and a co-worker organize teacher workshops, equip schools with sports material, organize sport competitions, and implement school projects, assisted by interns and volunteers from Germany. The German mother organisation finances these activities in Tanzania through membership fees and fundraising, works on public relations, strategic planning, budget controlling, and is responsible for the operational control with the project manager in Tanzania.

This work is carried out by more than 30 supporters who work between a few hours and two and a half days per week as volunteers for JB, and by the Jambo Bukoba founder who has been working full time voluntarily for Jambo Bukoba since October 2014.

We believe in our Vision that children, youth and especially girls will have a fair chance to fulfil their desire for a good future in Tanzania.

Therefore our mission is to use sports to bring stakeholders like teachers, children, companies and institutions together to cooperate for quality education, better health and gender equality.

Through games we impart core social and individual values, experiences and knowledge in order to make children champions on the pitch of life.

At Jambo Bukoba, we pursue our core values that are our striving force for our impact in terms of quality education, better health and gender equality. As to understand how our values guide our activities, we are presenting them in details together with our activities further down.

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\(^1\) We are registered at the District Court Munich, VR 202007, 29.12.2008; Finance authority: Munich 143/217/60555 K45, 26.1.2011; Non-profit status since 19.12.2013.

3. Our Challenges in Tanzania

Tanzania has about 51 million inhabitants, of which about 32.5 million (or 63.93 percent) is younger than 25-years.

As stated in the housing census 2012, Kagera has a total population of 2.5 million with a growth rate of 3.21 percent. According to the estimated population growth, around 2.8 million inhabitants would live in Kagera in 2016.

The main target group for us are teachers at primary schools who act as multipliers to primary school children. In 2012 20.5 percent of the population of Kagera were at primary school age (7-13).

The core problem we are addressing is a lack of perspectives and opportunities for children and youth in Tanzania to create their lives according to their own potentials and wishes. The causes for poor perspectives and the lack of fair chances can be separated into three main parts.

These children are facing a number of very high obstacles that keep them away from living a self-determined life that enables them to reach their own goals. The work of Jambo Bukoba currently takes place in the region of Kagera, which is in the north-west of Tanzania nearby the borders to Uganda, Rwanda and Burundi.

The focus group consists of 920,000 children, 270,000 former or repeating pupils 13-17 years in Primary School, and 650,000 pupils 7-13 years in Primary School.

3 This report is supposed to give an overview of the social problems that Jambo Bukoba is facing in working in Tanzania. It is not supposed to give a holistic overview about the whole situation of Tanzanian society and has therefore no aspiration to provide this scope of information.


3.1. Health

1.5 million people in Tanzania are currently living with HIV. The prevalence rate is 5.34 percent for all people aged 15-49. 89 percent of all new infections worldwide occur in the east African countries of Uganda, Kenya and Tanzania. Nearly half of all HIV-positive people worldwide are living in this region.

In Tanzania mostly young people are affected by new infection, especially girls:
- 70 percent among 15-19 years are girls
- among women 23-24 years the risk of being HIV-infected (6.6 percent) is much higher than those for men (2.8 percent)

A very vulnerable group in Tanzania is among teachers. The HIV-prevalence of teachers is at 8.5 percent. This leads to increased teacher attrition and absenteeism due to HIV and AIDS related illnesses.

A fundamental question at this point is why especially Tanzania and its youth are so vulnerable to the spread of HIV?

One powerful reason lies on difficulties to talk and teach about sexuality at home and in schools. Therefore the most common way of transmission for HIV/AIDS, sexuality, is a taboo topic in big parts of the society. Especially the youth in rural areas of Tanzania are not being reached by HIV-education.

Also teachers are complaining about missing teaching methods and materials to effectively teach about HIV in schools. HIV prevention programmes at schools are poorly coordinated.

They especially lack of adequate human and material resources and training. The education system is routinely stretched to deliver basic education, and in the past HIV education did not appear to be taken seriously in schools. 59.91 percent of young women and 53.3 percent of young men (15-24-years) do not have comprehensive knowledge about HIV whereby already 45 percent of those are sexually active. According to Tanzania HIV/AIDS and Malaria Indicator Survey 2011/2012, even 9.4 percent of young women and 9.9 percent of young men aged 15-24 reported to have started sexual intercourse before the age of 15.

Therefore adequate protection through knowledge and education against HIV-infection is very low. 73 percent of men and women with multiple partners did not use condoms. This is even more concerning, when combining this number with only 62 percent of women and 47 percent of men in 2012 who have ever been tested on HIV and received their results. This means that more than half of the male population and about 40 percent of women do not know their HIV status and therefore might infect others without knowing.
Historically, the first three cases of HIV and AIDS in Tanzania were discovered and documented in Kagera region in 1983 at Ndolage Mission Hospital in Muleba by a Surgeon named Clint Nyamlyankunge, who was by then working as Kagera regional surgeon.

In the Region of Kagera 120,000 people are currently infected with HIV. Most of these are believed to live in Bukoba town, the capital of Kagera.

The effects of the HIV epidemic in Tanzania are comprehensive on a social, economic and cultural level. Especially the impact on Labour Force, Household Level and GDP-Growth is harming Tanzania. In Kagera Region an average of 29 percent of household labour was spent on AIDS related matters such as nursing for sick family members or attending funeral activities.

Medical treatment for sick AIDS patients has proven to be way too expensive for most affected families. A study by Tibaijuka (1997) shows that households including AIDS patients use almost all of their income to care for the patients’ medical expenses.

A more recent projection of the impact of HIV and AIDS in Tanzania is presented in the study by Hazeen (2010). The study concluded that HIV reduces the GDP by a value of 1.4 to 1.9 percent largely due to increased premature deaths.

Next to HIV/AIDS, the general hygiene situation is one of the main challenges for Tanzania. 46.8 percent of the total population only have an unimproved source of drinking water which are defined as unprotected and often contaminated wells or springs or open surface water from rivers, dams, lakes etc. These contain a high risk for water borne diseases like bacterial diarrhoea, hepatitis A and typhoid fever. 84.4 percent have an unimproved sanitation facility which contains pour-flush toilets with no pipe to a sewer system, pit latrine without a slab or open pit, buckets, hanging toilets or hanging latrines, no facilities or the usage of bush or fields.

Sustainable Development Goal 6 (SDG) thereby aims to ensure availability and sustainable management of water and sanitation for all. By 2030 adequate and equitable sanitation and hygiene access which includes a hand washing facility with soap and water should be achieved for all, paying special attention to the needs of women and girls and those in vulnerable situations.

The so called WASH (Water, Sanitation and Hygiene) situation is harming the children and youth and negatively affect the situation of children in schools. Toilets itself and especially with running or accessible water is very scarce in Tanzanian schools.

A good or better say bad example of one of our partner schools shows this in details. The school has eight latrines for 1,300 children (four boys, four girls). That makes one waterless latrine for 162 children. According to the SDGs there should be at least one toilet for every 25 girls, at least one toilet for female school staff, a minimum of one toilet and one urinal for every 50 boys and at least one toilet for male school staff.

Again, girls are more vulnerable than boys when it comes to the WASH-topic. 52 percent of girls’ toilets lack privacy so that there are no doors at the latrines. Girls who are in the puberty have therefore no place to change or wash pads. It is estimated that one in ten African adolescent girls misses school while menstruating. Many even drop out because of menstruation-related issues. These include the fact that affordable sanitary protection isn’t easy to access, the social taboos related to menstruation and the culture of silence that surrounds it.

This situation leads to high absence rates in schools due to illness, anxiety and discomfort. Some children even avoid eating or drinking anything in school so they do not need to go on the toilets which at the same time affects the ability to concentrate and perform in class.

3. Our Challenges in Tanzania

3.2. Education

The educational sector in Tanzania has made significant improvements in access and equity in primary school education. By now Tanzania has one of the highest net enrolment ratios in Africa, with girls’ enrolment very close to parity with boys’ at all primary education levels.\(^8\)

Tanzania’s President John Magufuli announced his priority to ensure free and quality primary and secondary education for all. But although there is no education fee anymore, families still have to pay for school supplies like exercise books and uniforms.

Even though the enrolment rate already shows good effort, it does not fit the actual learning outcome a high quality of education. Many children enrolled in school drop out before even completing primary education, especially girls.

\(^8\) [https://www.usaid.gov/tanzania/education](https://www.usaid.gov/tanzania/education)
Beyond primary school, completion rates for girls diminish the higher the grade. At higher levels of the education system the enrolment rate for lower secondary education is 30.8 percent, and for upper secondary education only 1.9 percent.

The results of a study on the quality of education showed that when Tanzanian children finish primary level their performance is extremely poor. In 2012 the pass rates in primary schools were on average under 40 percent. Due to a reduction in the difficulty of the final exams, in the past years the completion rate in primary school raised. Nevertheless the knowledge of the pupils stayed the same.

But what are now the main influencing factors for the poor quality of education and how are we going to change that?

Inability to read basic Swahili

Inability to read basic English

9 https://www.usaid.gov/tanzania/education
3. Our Challenges in Tanzania

3.2.1. Teachers

The majority of Tanzanian teachers are not properly qualified. There is a general lack of teachers and especially for well trained teachers. Due to the high population growth as well as a higher enrolment rate the ratio of teachers to pupils raised up to 100 children per class. In many villages new schools are being built by the government as well as many new teachers are being trained. Although the government of Tanzania is willing to improve the situation, they don’t seem to act adequate to the situation. Furthermore the teachers are over challenged by this situation. Due to high cost of the teacher training programmes only 23 percent of teachers attend advanced training programmes.

“This is no effective and efficient working system for quality control of education programmes in our country (…) The number of teachers who attended in-service training was very minimal and failure to upgrade those who do not have the teaching profession to become teachers.”

Prof Musa Assad 10
Controller and Auditor General (CAG)

This leads to poor teaching techniques and a focus on an authoritarian style of teaching where even physical violence is common. In addition teachers are not just poorly trained but also poorly paid. A lot of teachers need to work in a second job to be able to make an adequate living. Overall, teachers are facing difficult situations. Even though there are some really motivated teachers with innovative teaching strategies, their motivation is not being supported by financial, social or cultural values.

3.2.2. Infrastructure

The second factor for poor quality of education lies in the poor teaching environment of schools. 63 percent of primary schools have a lack of infrastructural facilities. There is a lack of almost everything.

The shortage of desks, chairs, staffrooms, even exercise books lead to very challenging conditions for pupils and teachers. Very big classes where sometimes children have to sit on the ground are also appearing as teachers teaching outside because the classrooms are not big enough. Rural areas are even more affected than urban areas. In some rural areas more than twelve children have to share a single maths textbook. Furthermore as described above there are not enough and adequate toilets or latrines for pupils in school.

From an infrastructural perspective pupils have to get water from far away and carry it to the school. One of our partner schools in Karagwe-District shows the problems about the lack of water very well. Every morning at 7 am pupils from standard 3-7 have to collect water from a well in the mountainous landscape of Karagwe. The way to the well takes 30 minutes down the hill. The way back up again with filled canisters of water takes another hour. This leads every day to 1.5 hours of collecting water instead of sitting in the class. Because there is no bus to collect the children this is combined with long walking distances from home to the school of about 40 minutes. The effects are fully exhausted pupils who cannot concentrate and listen to the teacher in class.

3.2.3. Parents

The education of their own children has not the highest priority for a lot of families.

It is normal for children and especially girls to work at home and help their parents in housekeeping, on the fields or even earn some extra money by selling peanuts or do other work. That’s why a lot of children don’t get the support for attending and working hard for school. Sometimes this leads to very low motivation of pupils. There are even cases where parents had a bad influence on their children as to tell them, that the education has no value and that they have no chance for going to secondary school. That’s why even intelligent children sometimes don’t perform as they could and unnecessarily fail in the exams. In addition a lot of children already have to work before school and get no breakfast or having water to take to school.

3.2.4. Sports

As sports is our main instrument, before we are presenting our activities to solve these problems, we want to show the role of sports in the community and therefore show the potential the instrument of sports has.

In the past sports were marginalized and had no value for the governments. Therefore the importance of sports for the individual and for the society was long neglected. The importance of sports for individuals & whole society is neither reflected in the objectives of the general population nor in the government administration.

That leads to parents who don’t want their children to do sports, neither in school, nor at home. The parent’s opinion is that the risk of being injured is too high and the children should better save their power for working at home than waste it in sports.

If children do sports, it is strictly separated into boys and girls. Boys should play football, girls should play volleyball or netball. Boys and girls doing sports together is very rare. Furthermore the children do not have separate clothes for sports which means girls would have to play in their skirts. This leads to a high disadvantage for girls doing sports.

The reputation of sports as a school subject was very low. Therefore physical education and Sports hasn’t been in the curriculum for a long time. Even though it starts to be more important, the time spend for sports in schools is still very low and often only taught theoretically but not practically. Many teachers still view sports as a waste of time. That’s why sports material and sports pitches are scarcely found in schools and a budget for sports was either not existing or very low.

By then every school was supposed to have an own teacher for sports and physical education. Nowadays the Tanzanian Government starts recognizing the value of sports and started an own “national sports strategy”. But there is still a lack of pitches, training facilities, sports material and knowledge about sports and physical education. And although the government is raising the value of sports, it is still just beginning to grow in the society.
3.3. Gender Equality

“If you educate a woman, you educate a whole nation.”

Although there is this strong Tanzanian saying about the importance of educated women, in many extended families all hopes for a good education and subsequent success are placed on the eldest son. The low value placed on education by parents, is often related with the high level of adult illiteracy, particularly among women.

Education for girls has a much lower priority therefore reinforcing the vicious circle of women’s illiteracy and girls’ low educational achievement. Girls often leave school due to:

- **Early marriage**
- **Early pregnancies**
- **Working to support family**

Following low value on primary education, girls’ secondary education opportunities are even worse. Mean years of schooling for female are at 4.5 years compared to 5.8 years of males. Overall female population with at least secondary education (25-years and older) is just 5.6 percent compared to 9.5 percent for males.

Today only 24 percent of girls are enrolled in secondary education level. This means that 76 percent of girls do not get secondary education whereas at primary level only 3 percent of girls are not enrolled. Again, this shows the low value of female education throughout their childhood and youth.

Although girls are enrolled at first, the number of drop outs is very high. Advances have been made in closing the gender gap in education but girls still lack the same opportunities than boys. The effect of those burdens can surely be seen in quantitative statistics like HIV-prevalence, attendance rates in schools or completion rates of primary and secondary school.

But apart from statistical data it is also the way girls behave and interact that matters. Many Girls in Tanzania lack self-confidence. They often don’t know about their individual strength and abilities. Therefore they are often not able to stand up for themselves. Many girls are too vulnerable to express their opinion against parents, teachers or boys/men.
3.4. Consequences

The Tanzanian youth is facing a lot of consequences by these challenges. And although all children are confronted with these issues, girls are in almost every sector even more affected.

In the educational, health or later economic situation, girls’ grades are worse, girls’ attendance rates and enrolment rates and participation rates in sports are lower. In various parts of their growing up, they are facing the opposite of empowerment.

In our work we are getting to know many teachers and pupils who are trying their best and really show their drive to improve their own and their pupil’s situation but they are being disadvantaged at many points in their life and work. Looking on each of the sectors we are working on, we can get an even closer insight into the factors we have to address.

On the health sector the main effects are low knowledge and awareness towards health and hygiene topics that result in a high prevalence of different diseases. Especially waterborne diseases, HIV/AIDS and the latest outbreak of cholera lead to various dramatic effects.

Girls are especially vulnerable when it comes to health topics due to a lower overall social status. Health issues cannot just be reduced to diseases but also to uncomfortable situations and physical fatigue that keep children away from school, lead to low attendance rates, performance in class and therefore lower opportunities because of higher exam failures.

For the educational sector it is first and foremost children being unable to attend school, being uncomfortable in school and being unable to concentrate. The infrastructural situation with a lack of almost everything like classrooms, toilets, libraries, water, desks and books to just name a few, provide an environment that is everything but not a good learning condition.

These factors together with a low number of (qualified) teachers and a high number of children per class are leading to a low quality of education. Even though the net enrolment is very high, the actual learning outcomes are still very low. The low value on education in some parts of the society are worsening the already bad situation. In summary it can be said that Tanzania and its youth and children provide a very high potential to improve their lives and to develop Tanzania. To really exhaust their potential, the youth is facing several obstacles that take away their and Tanzania’s opportunities in a systematic way. Especially the most vulnerable parts of society are being disadvantaged.

Nevertheless Tanzania’s society and youth are full of highly motivated people who are fighting for their opportunities and for a change. Those social change makers can be the role models and driving force of improvement when they are empowered.

4. Empower Children Through Sports

4.1. Our Activities

Our activities aim towards an improvement of the main factors that are responsible for the low opportunities of children in Tanzania.

The main instrument of our work is an approach to use sports as a tool for development. Therefore Jambo Bukoba combines sports and games as part of the school curriculum with experience-based learning and HIV/AIDS education, it involves girls and boys equally, integrates all relevant social sectors (such as teachers, parents and the community), and improves both the pedagogical expertise of teachers and the infrastructure of schools.

We would like to explain the Jambo Bukoba solution in 5 steps:

**Step 1: Workshop for Sports Teachers**

In 2012 Sebastian Rockenfeller from the German Sport University Cologne developed a teacher’s guide called “Life-Skills-Through-Games” for Jambo Bukoba and the teachers in Kagera/Tanzania. This guide is supposed to build the capacity of teachers to use sports as a tool to strengthen children and youth, to inform them about HIV/AIDS, to promote equal opportunities for girls and to improve education in the schools of Kagera region. Therefore we are conducting eight workshops each year, one in each of the districts of Kagera Region.

Our Jambo Bukoba staff, together with two eariliertrained Tanzanian teacher-trainers, is doing a five-day-workshop for around 30 teachers. In 2015 our aim were 15 female and 15 male from 30 different schools.

We prefer quality rather than quantity. We want the teachers to play the games in high quality as we taught them in our workshops. Therefore we decided for 2016 to have two teachers (one female and one male) from each school and only have 15 instead of 30 schools at the workshops.

The teachers are learning how to:

- **plan** the special designed sports lessons and games to play safely and integrate all the participants, especially girls
- **act** as a Sports-Teacher to motivate and as a guardian for the pupils (First Aid)
- **structure** a Physical Education lesson with a warm-up, main activity and cool down
- **use** sports pedagogy for social, emotional, physical and mental well-being.

Furthermore teachers learn games that are created on their needs and environmental possibilities. With those games they learn how to use sports to:

- **address** sensitive topics, especially the issues that are sensitive to talk about in Tanzanian culture like HIV/AIDS
- **empower** girls and change the mind-sets of boys towards them.

Teachers and pupils are being taught about Health and HIV/AIDS by a medical Doctor on our workshop.
4. Empower Children Through Sports

The Life-Skills-Training is supposed to enable each individual to cope successfully with their demands in life and to maximize their personal abilities.\(^{12}\)

We are working whole-heartedly to bring pragmatic and expert solutions to life.

With our Life-Skill-Games we are not trying to produce new talents or professional sportsmen and sportswomen or focus on competitive sports and high performance. With our approach we want to contribute to a community change and support the stakeholders that can make a change. Furthermore we want to reach "Development through Sports" and not a "Sport Development". As such we want to strengthen the ownership of the teachers and develop their capacity according to their needs and wishes. The teachers should be able to use sports in such an appropriate way that no child gets injured or excluded. Therefore the workshops have a proportion of 25 percent theoretical training and 75 percent practical experienced based and problembased learning.\(^{13}\)

As we want to empower girls and women, we are always trying to have a gender balance in our workshops but due to a high disparity of female and male teachers in school in total and especially in rural parts, yet we cannot reach more female teachers.

Step 2: Teaching and Sports Equipment

At the workshops we are using mainly two strategies to support our participants with material.

First we are providing some sports material. We are very aware of not strengthening a dependency structure of giving and receiving. Therefore the equipment we hand out should only be to facilitate the starting point. Second we are empowering our workshop participants to engage themselves in their schools and towards the politics to be given time for physical education in the timetable and to be given a budget for sports to have the equipment needed. Besides we motivate the teachers to be creative themselves. The games and sports we are teaching our participants are designed to be played without any or little equipment. Even the games where materials are needed, that can be produced by local supplies (old cloth, plants etc.).

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\(^{12}\) As Life Skills gained through sports we consider responsibility cooperation, trust, discipline, teamwork, re-spect, ability to compete fairly, tolerance, selfesteem, problem solving skills, patience, selfconfidence, creativity, concentration, commitment, strategy, honesty etc.

Step 3: Physical Education Teachers as Multipliers
After the teachers went back to their schools they are delegated to spread the idea of Jambo Bukoba and to also teach their colleagues about the games. As such the teachers are multipliers not only to their pupils but to the whole school.

Step 4: Sport Competitions
We believe that people doing sports are driven by a special motivation that is leading them into spheres they never expected themselves to reach. You have to take sports seriously and should not change the character of sports as much as people don’t recognise it as sports anymore. As stated above, we are also not focusing on training the new Taifastars (Tanzanian National Football team). That’s why we are using a special form of sports competitions called Bonanzas.

After we conducted the workshops, we are inviting four school in each district to one of these competitions. We are having one additional Regional Bonanza with the winners of all District Bonanzas.

Teachers participate at workshop

The place where the Bonanza is held, as well as the invitation for it, is decided together with the Sports Officer of each district. The criteria for being invited are:

1. An active participation in the workshop which shows a high motivation and drive to implement the games at the schools and to actively change something
2. Because of costs for transport to the Bonanzas for each school with teachers and students we also have to decide on schools that are nearby. The places for Bonanzas are changing every year in certain parts of the districts.

At the Bonanzas the schools are playing against each other in a competition like way. But the competition is not just about winning a game, it is about HOW you are playing the games. With this method we want to monitor if and how much the schools practiced the games in their schools and therefore being able to play them at the Bonanzas. Additionally we want to show that sports is not just about winning, we are highlighting the manner of respecting the rules and values of the games like active participation of girls. Two of our teacher-trainers, who are teachers themselves and play the games in their schools, are the referees at the Bonanzas and write down for every team and game if:

1. Girls and boys participated in the same number,
2. Girls and boys both participated actively,
3. How the teachers teach their teams in terms of fair play, teamwork, communication and respect

The overall winner of each of the Bonanzas is then selected for their own school building project.

Pupils have to put the words “ukimwi upo” which stands for “AIDS is real” with little pieces of wood.
4. Empower Children Through Sports

Step 5: School Building Projects

The Jambo Bukoba school building projects are highly driven by our core value of ownership. That’s why we believe that our stakeholders are the ones that make the difference. They are the ones who improve the situation and fight for their future. We are just the facilitator for the motivation and ambition of our partners. Therefore all our activities are driven by participation and cooperation. We are rewarding selfinitiative.

After the school won the Bonanza we are starting the school building projects. Therefore Jambo Bukoba is always providing 75 percent of all funds up to an amount of 4.000.000 TZS.

The local stakeholders have to provide a minimum of 25 percent on top or have to pay the cost that are higher than these 4.000.000 TZS if they decide for a bigger and more expensive project. The local stakeholders don’t have to provide the money for building it, they are also free to contribute working power or working material that is equivalent to this amount.

It is very important for us, that the people are showing their contribution to the project so that we can be sure, that the money spent is worth it. Also we want to support the local engineers and craftsmen with this project. We always deliver the first tranche of costs for the project. During the building process, we are supporting and regularly checking upon progress and deliver the second tranche only after a certain progress has been reached.

Meeting of Jambo Bukoba staff & important stakeholders (teachers, parents, community leader, politicians, etc.)

Discussing school project:
- Stakeholders decide what they need
- Jambo Bukoba staff moderate and advice
- Former projects: renovation of classroom and staffroom, desks for classroom, library, toilets and water tanks

MOU: Memorandum of Understanding
- parties: Jambo Bukoba, the school and local politics
- content: Duties for each party, provided money as well as a timeline

Construction
- Observing and Monitoring with pictures through Jambo Bukoba

Opening ceremony
- Handing over the project and further responsibility of caretaking to the school
4.2. Supporting Activities

Additionally to our main activities we are having multiple supporting activities that aim towards

1) Participation of our stakeholders, the community and public

The Bonanzas are not just an instrument to decide which schools will benefit from the school building projects but even more a tool to have the teachers and children present themselves to the community, the politicians and the public. That’s why we are not just having the eight District Bonanzas but also one Regional Bonanza where the winners of all the other Bonanzas present themselves.

In the Regional Bonanza 2016 eight schools participated with 30 pupils and two teachers making a total of 240 pupils and at least 16 teachers from all over Kagera.

Additionally the Regional Commissioner from Kagera Region Hon. John Mongela as well as the District Officials took part in the Bonanza. They expressed their high value towards our aims of gender equality, health and education to the children and teachers and also to the work of Jambo Bukoba. Furthermore a high number of locals from Bukoba visited the Bonanza and saw the games. The event is being accompanied by different actors for entertainment like a local music group called Kakau Band and different children groups presenting local Haya dances and skills.

For the children and teachers this is always a great opportunity to show their strength and abilities and to be given a platform that is being esteemed. Even the radio, different newspapers and televisions represented the Bonanzas to the public. The Bonanza is accompanied by a Cultural Evening where the pupils, who take part in the Bonanza get to know each other and perform games and theatre plays on the stage in front of different teachers and a big delegation from Germany.

Furthermore we are having a Teacher’s Convention where a group of teachers comes together to discuss the Jambo Bukoba Games and to express their challenges. In this focus group discussion we are planning our next steps together with our most important stakeholders and target group, the teachers. These teachers are also invited to our Evaluation Meeting where all the District Officials present their statistics from the schools and discuss with the teachers about their challenges.

2) Capacity building of stakeholders

3) Empowerment of own employees

4. Empower Children Through Sports

Our activities are based on fair cooperation with our Stakeholders. The target group of our activities must take ownership of our projects, in a self-determined fashion and speak for themselves.
In this way we always try to bring our different stakeholders together and have them participate in the work of Jambo Bukoba.

In 2016 we also started a weekly radio programme at Radio Fadeco in Karagwe District. In these session we are having different stakeholders like teachers and pupils talking about the issues of Gender Equality, Health and HIV/AIDS as well as Education. Our stakeholders again get the opportunity to express their challenges and the impact the Jambo Bukoba Games have had on their lives. As radio still is one of the main broadcasting instruments in Tanzania, especially in rural areas, we are reaching a broad public with these radio interviews.

Additionally, they represent Jambo Bukoba all over Kagera Region and spread the idea of gender equality, health and education. That’s why we are especially investing in their qualifications and skills with an additional workshop that we call Train-The-Trainer-Workshop (TTT).

In this follow-up workshop we not just train them on the games, values and topics of Jambo Bukoba but qualify them in how to conduct Teachers-Workshops on their own. Furthermore we offered those teachers the opportunity to attend the Discover Football Festival 2015 in Berlin. Seven of our teacher trainers together with our two Tanzanian project managers Imani and Gonzaga went to Berlin to represent Jambo Bukoba in this mixed team football tournament. For most of these teachers it was the first time to leave the country and explore other cultures and broaden their horizon. It was also the first time many of them received a passport and had to apply for a visa. At the festival our teachers got in touch with players and coaches from all over the world and had good discussions about our Jambo Bukoba aims.

Furthermore at the end of the festival they won the fair play award and showed other players, coaches and visitors what they have learned through Jambo Bukoba.

The same offer was made to pupils from schools of Kagera Region to go to the East Africa Peace Festival that was held by the organisations streetfootballworld and Iringa Development of Youth, Disabled and Children Care (IDYDC) in the town of Iringa, in the south of Tanzania.

We are aiming towards sustainable development and innovative solutions. Our stakeholders and target groups will gain the skills, experience and capacity to act self-determined and being able to use their motivation and potential.

2) Capacity building of stakeholders
On top of our main activities we build capacity for our stakeholders with additional offers. First of all, we are closely working together with a group of teachers, who presented themselves as highly motivated and committed to our approach in the workshops. Those teachers are our special multipliers. They are the referees on our Bonanzas, they are the ones who support us during the workshops and they are our first contact when it comes to new challenges, new ideas and new approaches.
Six pupils together with one of their teachers were chosen to attend this festival. Again, the idea of the festival was to interact with children from other countries and to live the fair play concept. Therefore they didn’t play usual football but they got in touch with the streetfootballworld tool of football3 which we are also using in our Jambo Bukoba partner schools. Besides these activities we are open minded to connect with motivated and positive impact driven people that are in contact with us. That’s why we are also supporting an own project of one of our partner teachers.

She is playing the Jambo Bukoba Games with a girls group besides school and furthermore they are doing artwork and knitting. They always use their meetings to discuss social issues with each other. Furthermore we are encouraging a Womens Football Team in Missenyi-District of Kagera who is discussing social issues and standing up for their rights with providing sports material. On top of that we are supporting one special girl of Bukoba Town with a personal coaching and private tuition to become a role model for her classmates and later in life.

3) Empowerment of own employees
The values we are presenting externally are also the values we are living within Jambo Bukoba. Because of that we are also focussing on developing the capacity of our employees in Tanzania. We want to improve and further empower our employees to be the main actor of change in Tanzania. To understand what that means, we want to give an example for how we are living these values for each of our local employees Gonzaga Stephen and Imani Paul.

Because we know the value of Imani, we encouraged her to apply for the United Nations Youth Leadership Programme in Hamburg which was hosted by the United Nations Office for Sports for Development and Peace (UNOSDP).

After applying, Imani was selected as a Young Leader for Change and invited to the event in Hamburg. There she met with the UN Special Advisor for Sports for Development and Peace Mr. Willi Lemke as well as young professionals from all around the world. She not just presented Jambo Bukoba but also discussed our approach with the other participants and got useful suggestions how to improve our impact.

Next to Imani we are also focussing on the further qualification of our project manager Gonzaga Stephen. Therefore, we invite Gonzaga to our annual meeting in Germany. He is presenting the activities and experiences of Jambo Bukoba Tanzania to our supporters and donators. This intercultural exchange helps our German side to understand the needs and wishes in Tanzania as well as it gives Gonzaga new impressions and ideas of improving our activities in Tanzania.

Besides our employees in Tanzania we are also having workshops for our employees in the German office where we are trying to include our volunteers. For that reason we included them in our workshops for vision and mission and gave them a workshop on their own strengths which was conducted by our partner Ashoka. That’s how we are living the equality between our employees.
4.3. Aims of Jambo Bukoba

As stated in the vision and mission above, the overall aim of Jambo Bukoba is to give children, youth and especially girls the chance to fulfil their aspirations and ambitions. Therefore we want to bring children, teachers, companies and institutions together to fight for a better education, health and gender equality. Through sports we impart knowledge, experiences and values to empower children for being the change makers of the future Tanzania.

So what does it mean in specific for the children, teachers and people in Tanzania? We would like to explain our aims and how they connect with the global aims of the Sustainable Development Goals (SDG).

Health – HIV/AIDS

SDG-Goal 3 promotes healthy lives and well-being for all. For the SDGs it means to decrease the Number of new HIV infections and by 2030 end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases.

For Jambo Bukoba we are especially focusing on illness-prevention work for young people up to 15-years-old. Young people, girls and teachers are a particularly vulnerable group. Therefore, we are educating teachers who then pass their knowledge, their attitude and their behaviour on to the children.

First we want to increase the knowledge about Health and Hygiene in general and HIV/AIDS in specific. For HIV we especially want to increase the knowledge about the right methods of preventing HIV-infection.

Second we want to change the behaviour of teachers and children which means overall hygienic behaviour like handwashing and a responsible dealing sexual activity. Through sports, we therefore want to increase the times health topics and HIV-prevention is taught in schools. HIV-games are a great tool to overcome an inhibition to talk about HIV/AIDS.

Education

SDG-Goal 4 promotes inclusive and equitable quality education and lifelong learning opportunities for all. For the SDGs it means that teachers receive at least the minimum pedagogical pre- or in-service training required for teaching at the relevant level in a given country. By 2030, the supply of qualified teachers should be increased which includes international cooperation for teacher training in developing countries, especially at the least developed countries.

This global aim represents the challenges we are facing in Tanzania when it comes to the qualification of teachers as stated above. With our workshop we provide an in-service teachers training that improves the overall skills of teachers especially in sports subjects.

The teachers learn how to plan and implement sports lessons and games, talk about sensitive topics like HIV/AIDS and learn how to integrate girls. This improves the overall qualification of the workshop participating teachers. We believe that the improved teacher’s qualification will influence the grades of pupils and the number of children who pass the exams. Additionally, we want to improve the motivation of the teachers to improve the quality of education and to find innovative solutions even when the circumstances are difficult. Thus we are promoting our partner schools for self-driven improvements. They should have the chance to become one of the Ashoka Changemaker Schools.

Moreover, the SDG-Goal 4 promotes quality education outcomes like a minimum proficiency level in reading and mathematics. By 2030, all girls and boys should have complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. Also gender disparities in education should be eliminated.

We believe that our sports-games will increase the awareness about gender equality, health and education on the teacher’s level. We are aiming towards a general improvement of the primary education quality. Especially girls will be given the same attention as boys. Therefore, the gender gap in grades will close and girls will catch up with boys in grades, rate of enrolment attendance rate and pass rates in final primary school exams. Furthermore, the dropout rate overall and especially of girls will decrease.
As a third aim SDG-Goal 4 promotes an upgrade for education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all. This includes the access of schools to electricity, Internet for pedagogical purposes, computers for pedagogical purposes, adapted infrastructure and materials for pupils, single-sex basic sanitation facilities, basic handwashing facilities.

Through our school building projects we help the schools to improve the infrastructure for their special needs. Therefore, we are aiming for better classrooms with desks, better staffrooms to prepare the lessons, better sports pitches as well as teaching and sports material. Also we are aiming for a higher number and higher quality of toilets, which contain doors, single-sex toilets and hand-washing facilities. Therefore, for 2016 we are planning a separate Water, Sanitation and Hygiene Project at eight schools. We are then focusing on the cooperation between the regional government and the schools to improve the situation together. We are having them in discussion with each other on our events and exchanging their challenges and needs. But our goal is not just to have a physical output, we want the children to have better grades, a higher attendance rate and a higher pass rate in the exams through these improvements. The pupils should be able to concentrate better and participate in class.

Moreover, we are aiming to improve the environment for our instrument sport. Teachers should be capable of teaching high quality physical education and use it for their special needs.

We want to improve the value of sports on governmental-, educational- and parental level. If the acceptance to physical education rises, also the potential for improvement through this instrument rises.

**Gender Equality**

SDG-Goal 5 promotes gender equality, empowerment and non-discrimination based on sex for all women and girls. Women’s full effective participation and equal opportunities at all levels should be ensured.

At Jambo Bukoba we are contributing to this goal with all our activities. Gender equality is the one of the underlying goals we always consider. As stated above we are aiming to close the gender gap in the schools towards grades, attendance-, enrolment- and pass rates for the final exam. Before reaching these goals, we begin with small steps. Sports is a great instrument for having boys and girls do sports equally and showing that girls have the same abilities. In all our Jambo Bukoba Games we promote a gender parity.

Girls will participate in the same active manner as boys in schools. Therefore, we don’t just want to make girls strong but also change the perception and behaviour of boys and men towards girls. If girls should have a chance, boys and men are the one who can support them and improve their situation dramatically. Our Jambo Bukoba Teacher Trainers, our female staff as well as other female teachers are our acting role models for the pupils in school and in public.
4.4. Impact of Jambo Bukoba

✓ Output
Due to poor infrastructure the Tanzanian government in collaboration with other education stakeholders are proudly speaking of the construction of school facilities at primary school level. In consideration of 25 Regions in Tanzania they constructed

<table>
<thead>
<tr>
<th>Tanzanian Government in average in each of the 25 Regions</th>
<th>Jambo Bukoba since 2013 in Kagera</th>
</tr>
</thead>
<tbody>
<tr>
<td>35 classrooms</td>
<td>13 renovations and constructions of 7 new classrooms</td>
</tr>
<tr>
<td>16 teachers’ houses,</td>
<td>/</td>
</tr>
<tr>
<td>476 pit latrines and</td>
<td>25 new pit latrines</td>
</tr>
<tr>
<td>24 desks</td>
<td>310 desks</td>
</tr>
<tr>
<td>/</td>
<td>1 renovation and construction of 1 new Headteachers Office,</td>
</tr>
<tr>
<td>/</td>
<td>6 renovations and construction of 1 new staff rooms</td>
</tr>
<tr>
<td>/</td>
<td>1 renovation and construction of 2 new water tanks</td>
</tr>
<tr>
<td>/</td>
<td>2 new libraries</td>
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</tbody>
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✓ Output
For 2015 we did ten workshops for the teachers in Kagera Region where 306 teachers from 236 schools participated. They represent a number of 136.042 children at their schools.
Inputs
Total budget of 190,000 € from private donators and companies as well as from subscriptions and international Organizations (UNOSDP)
- Two Project Managers in Tanzania/11,000 €
- 25 Volunteers working 5-20 hours a week
- Pro Bono Support worth 150,000 €

Impact
Each January we are having a Regional Evaluation Meeting with the District Education Officers. During this event they present their school data and improvements of the last year. Although the data was not comparable between the districts, the District Education Officers emphasized the impact of Jambo Bukoba for improvements in their district. Especially higher attendance rates and better overall grades are due to the work of Jambo Bukoba.

Moreover, girls who benefited from the Jambo Bukoba Games appeared with more selfesteem which meant a stronger voice and eyecontact.

Impact
On the event Data Science for the Social Good (DSSG) Data Dive in Berlin in October 2015 a group of data analysts and enthusiasts evaluated the school performance data of all primary schools in Kagera in dependence of their participation in the Jambo Bukoba workshops. In their report, they presented that having teachers participate in Jambo Bukoba’s workshops makes the grades of girls catch up with those of boys after just two workshop participations.

Impact
Sports teachers increased their pedagogical knowledge
Number of Schools teaching sports increased
Girls’ participation in sports lessons rises

Impact
We activated 8 local communities to contribute 25 percent each for their school building projects. Altogether they raised an amount of more than 17,000,000 TZS (almost 7,000 €) in cash, working material and workforce.
- Increased hygienic facilities with 8 new toilet units
- Improved teaching environment with renovation of 3 classrooms and 2 staff rooms as well as 1 new classroom
- 1 new staff room
- 65 new desks in schools

Our desire is to achieve a real and sustainable difference in the lives of our target groups and in their environment to improve education, health and gender equality.

Impact
In September 2014 the Organisation Ashoka did an assessment of our work in Kagera. They conducted interviews in two primary schools where they spoke with teachers, parents and pupils. In their feedback they stated that the work of Jambo Bukoba is increasing the attendance rates in schools, the grades in schools and improves the knowledge of pupils about HIV/AIDS.
Furthermore, we decided to put a higher priority on our impact measurements. That’s why in March 2016 we hired an additional Officer for Monitoring and Evaluation. Through his work we want to get even more information and improve our activities according to the needs of our target groups.

In the past at Jambo Bukoba we had only limited resources to monitor our own work and do systematic evaluations. Due to personnel fluctuation and of interns, volunteers and the main staff we had a weakness in knowledge management and consistent intern processes. Therefore, in 2016 we decided to invest money for being able to improve our quality and give more transparent answers to our supporters. We were lucky that Lions Club Friedensengel and a foundation gave us the possibility to hire an employee for 2016 for Monitoring and Evaluation in Tanzania. In the past we had to calculate roughly about the number of schools a pupils that we were reaching in the Kagera Region. That’s why we always calculated with an average of 500 pupils in each of our partner schools. Furthermore we didn’t know if schools participated more times in our workshops. Therefore our number of schools and pupils reached through our work could only be in estimation. Now with a new professional approach towards Monitoring and Evaluation we gather a lot more knowledge. We now know of 937 private and public primary schools in Kagera. From these schools 235 public schools are still missing to attend a Jambo Bukoba Workshop. Because we are missing the data of five workshops from 2012 with an average of 24 schools participated, we had 120 additional schools in our workshops.

Furthermore we had schools participating in our workshops that know belong to another region in Tanzania because the regions were reassigned. Let’s be pessimistic and say 20 of these 120 missing schools participated already in another workshop that would still mean that we covered 100 schools more so that only 135 public schools are missing to participate in our workshops. That means we covered 85.6 percent of all public schools in Kagera.

Unfortunately we are also not sure about the quality and quantity in which the teachers and schools practice what they learned in our workshops. We know of an average of 576 pupils in the 233 schools that participated in our workshops in 2015. Using this number we can calculate the total number of students we are theoretically reaching through our work. When adding the private schools and the 100 missing schools from 2012, we covered 756 primary schools. These stand for a theoretical number of 435,456 pupils that are being taught about gender equality and HIV/AIDS through a high quality physical education. Moreover 31 of these schools and 24,150 pupils (12044 boys and 12106 girls) benefit from our School building projects and better infrastructure in their schools. We now know about these accurate numbers and are able to adjust our work due to the needs.

For the future we are strongly working to improve the measurement of our impact and our activities because we believe that only a professional and transparent approach will be successful and reliable for our supporters.

14 779 pupils in average
4.5. The Future of Jambo Bukoba

Since 2008, we are constantly expanding our portfolio. Therefore, we are driven to provide a holistic approach. So far we are facing the obstacle that we can provide a good approach towards primary school, but after children are leaving primary school, they also drop out as our target group. That’s why we are searching for activities that also provide an approach to older youth. Because the enrolment rate in secondary school is very low, especially for girls, it is no solution to just extend and adjust our “Life-Skills-Through-Games-Workshop” to the secondary school. A suitable solution for the near future lies outside the schools.

The next development step is to broaden the focus of our programme, and include youngsters and young adults up to their early 20s. We aim to improve the extremely limited opportunities and perspectives of young people and in particular of girls and young women. In cooperation with partners, we want to offer learning and training opportunities to prepare young people for the labour market or so they can run their own businesses.

Roadmap and Vision
4. Empower Children Through Sports

**JB-Campus**
Therefore, we plan to develop and build a campus as hub for learning and training in the Kagera Region, North-West Tanzania. In the mid- to long-term, we see a campus with various sports and playing fields, surrounded by classrooms for further education, workshops where young people can learn different vocational skills, a health station for counselling on sexual behaviour, health checks etc. group and individual accommodation facilities etc.

**WASH Project**
Furthermore, in the second half of 2016 we are expanding our support to our partner schools. In order to increase the health and thus education of children and especially girls even more, we are planning new Water, Sanitation and Hygiene pilot projects in eight schools in Kagera region. Having access to clean water and practicing effective hygiene routines regularly are both necessary to stay healthy.
Handwashing with soap at critical times like before eating and after using the toilet can prevent many diseases, which are spread through bacteria that have been absorbed into the body through putting the hands into the mouth.

Bacteria from standing waters and human excreta are especially dangerous. The takein of bacteria can be prevented by simply washing the hands with soap. This way, for example 48 percent of diarrhoeal diseases can be prevented.

We are not just putting up water tanks but our concept includes washing and hygiene education through basic training with the teacher and special upcoming sport games.

Hygiene has to become a routine in the school Rainwater tanks and hygiene promotion are planned to bring water for handwashing as well as long-lasting behavioural change to pupils, their families and communities.

If successful, these projects are planned to be enlarged in order to supply the schools with drinking water and start cultivating school gardens which can be used in a third phase to start school feeding programmes.

**Expansion**

In the upcoming years, we are planning to expand our work to other regions of Tanzania with the ultimate goal of reaching all Tanzanian primary school children one day.

As this still is a vague idea, the actual approach could have different complementary solutions. Therefore, we are working on a concept to expand in with franchise partners in other regions that can be financed by companies, the public sector or even private people. Additionally, together with the Regional Education Officer of Kagera, we are working on a concept to integrate the “Life-Skills-Through-Games” approach in the teacher’s colleges.

Besides adding more content to our programmes and expanding regionally, we are also focusing on becoming increasingly independent from donations and plan to thrive towards becoming a social enterprise. The Jambo Bukoba Campus could be a first approach to reach this goal.
5. Our Resources

5.1. Our Partner

Since 2010, Jambo Bukoba has been partnering with the German Sports University of Cologne (DSHS Cologne) which developed its pedagogical and experience-based approach called “Life-Skills-Through-Games”, which the organisation is using to reach children and youth through their sports teachers. This concept is further supported by the German Olympic Sports Federation.

Since 2012, we have built a strong relationship to start-social, the German coaching alliance for social entrepreneurs. We were awarded for our innovative approach and therefore we are receiving a coaching on fundraising.

In 2015, start-social chose Jambo Bukoba as one of seven organisations that developed most through the start-social coaching and invited us to a ceremony which was held by German chancellor Angela Merkel.

Since 2015, Clemens Mulokozi, the founder of Jambo Bukoba became Ashoka fellow, joining an international network of visionary social entrepreneurial expertise and receiving a three-year stipend, support in developing a business model as well as various coachings.

Jambo Bukoba is connecting as well in Germany and in East-Africa to various inspiring fellows who have delivered social changes for the common good. This way, the organisation is benefiting from knowledge and experience sharing.

Jambo Bukoba is proud of the partnership with the United Nations Office for Sports for Development and peace (UNOSDP) since 2015.

Not only does this cooperation include financial support for our school building projects, but also our Tanzanian project manager was invited to a leadership training for sports in Hamburg, Germany, at the beginning of this year.

Furthermore, we are happy to be able to rely on a network of strong partners who help us to cover accompanying and administration costs.

These are Deutsche Post/DHL, who are supporting us with logistic services for picking up, storing and preparing sports material for transport to Tanzania.
The distribution of financial means is especially important to us. We guarantee that 100 per cent of every private donation is spent in Tanzania.

This is possible for us only because the work here in Germany is supported by a lot of pro-bono services and in-kind donations by strong partners like Allianz Insurance, which provided a pro-bono office in the heart of Munich, HypoVereinsBank – Member of UniCredit, Haworth, which are providing office furniture, top employers institute helped Jambo Bukoba to finance our own JB car in Tanzania to be able to travel around Kagera region which has the size of Switzerland. Compusafe is helping us with professional IT-suppport and also in matters of online-marketing like the production of press material and our Jambo Bukoba image film. We are proud of our partners who helped us on a pro-bono level, like the film agency “Magnum Films” which did our famous film 15. We also get support by the advertising agency w54.

Until 2016 we were regularly employing volunteers to support our work in the schools of Tanzania who are sent by the ASC Goettingen, one of the biggest sports federations in Germany and our partner since many years. For the future we decide to concentrate even more on professional volunteers and interns from universities who are writing their bachelor- and masterthesis in cooperation with Jambo Bukoba. Therefore, we stopped the cooperation with the ASC Goettingen for one year.

In Germany we are already very strong with various partners. For the future we want to reach the same cooperation in Tanzania. Our connection with the regional government in Kagera is already very good. To support Jambo Bukoba they granted us a free office on the governmental office complex and installed a new position as a Regional Sports Officer, who is supporting our work in Tanzania. In addition, we are working together to invite teachers for workshops, gather data and have government officials attend our activities like Bonanzas. In our yearly evaluation meeting, District Officials are attending our event, discussing the challenges they face and together we are working upon solutions for the future. Even for our newest idea of the Jambo Bukoba Campus they were already expressing support and offering different plots for the Campus.

Moreover we are a member of VENRO, an umbrella organisation of development and humanitarian aid non-governmental organisations which aim it is to achieve justice in globalisation, and in particular eradicating global poverty. Therefore, VENRO represents the interests of the development and humanitarian NGOs in the political sphere, strengthens the role of NGOs and civil society in development policy making, represents the interests of the developing countries and of poor population groups and raises public awareness for development topics.

15 http://www.jambobukoba.com/en
5.2. Our Fundraising Strategy

Our Fundraising Strategy for 2015 was based on 3 main pillars. First, we are trying to generate funds from companies that help us to cover the costs we have in Germany e.g. for office, marketing, consulting and equipment, with material donations, services and monetary donations from companies and grants from international institutions. Secondly we are using the private donations that we get only for our projects in Tanzania. This is our 100 percent guarantee. These private funds are supplemented by the money that we receive from public institutions and grants.

We are able to do it because of the third pillar of our fundraising strategy which is pro-bono business partners that we mentioned above.

Our auditor Matthias Landmesser, Wirtschaftsprüfer/Steuerberater will examine in the context of his annual audit our 100% rule which we started in 2015.

5.3. Our Chances and Risks for the Future

As Jambo Bukoba works on all levels of the Region Kagera, the community, involving teachers, pupils, schools, communities and parents as well as district and regional administration, risks can occur at different levels.

One problem we were facing several times in the past was the transfer of personnel, e.g. sports teachers, district or regional sports officers or officials, and even a change in the Tanzanian presidency can be a threat to our programmes. When someone like a trained teacher or one of our partners are transferred to other schools, regions or positions, we have to work with new people and establish trust from the scratch again. This is not only time consuming but does also cost us energy.

On the other hand, having ambassadors in other regions too, is a big chance for the organisation spreading our message and preparing the ground for future expansion of Jambo Bukoba activities to other regions of Tanzania.

Since October 2015 the new president of Tanzania, John Magufuli, is a good fortune for our work, as his goal is to invest in education and improve the educational system and quality.

Vital to our chances of building up a cooperation with the national level of Tanzania is the support for our cause and the relationship with the Tanzanian ambassador. Hence, this can be either a threat or a chance.

Apart from the goodwill for our cause of the ambassador, also the respective German development agenda is setting focus points for cooperations which can be either in favour of children's development and our topics or not.

But not only topics on the governmental agenda of German development activities in the world, but furthermore topics dominating the social agenda in Germany can be a chance or a threat to our organisation’s aims and finances. In times of social crisis like the actual refugee crisis people are more willing to help here in Germany, e.g. as volunteers or donators.

One of the main possible threats is that Jambo Bukoba is fully based on donations. This makes us dependent on the trends mentioned above and also on funding trends and economic downturns, which in turn influence CSR strategies of corporations or funding abilities and willingness of foundations.

On the corporate level, even in-kind donations that are crucial to our work, like an office, are not stable, and thus create a threat. Internally, to keep up getting donations or finding a new office, takes up a lot of time and energy that is then missing for project and organisational work.
5.4. Our Internal Control and Financial System

At Jambo Bukoba we are very aware of a professional controlling system with cash auditors and internal control systems. Therefore, we are having one person who is responsible for cash auditing and controlling of the German organisation as well as its Tanzanian sister organisation. The cash inflows and expenses are constantly checked and documented. In a four-eye principle, expenses are checked regularly by a second person working in accounting as well as the founder of the organisation. Additionally, a third person is responsible for checking the cash auditing. Furthermore, the organisation’s annual financial report is done and by an external, independent authorised auditor.

On the contextual level functioning as internal revision, the strategic focus points are discussed in an annual plenary meeting of all the members in Germany. In Tanzania, the organisation has introduced an annual teachers’ meeting to evaluate challenges and successes in implementing the “Life-Skills-Through-Games” approach in the schools. Following up on this meeting, a regional evaluation meeting with officials like the District Education Officers, District Sports Officers, Regional Commissioner and Regional Sports Officer and the sports teachers is held annually. There, data and changes on the school and district level are presented, problems are discussed and solutions as well as next steps and goals are set.

We are transparent about all our aims, values and decisions. We are not hiding information from the public or our stakeholders.

All important strategic as well as financial decisions are taken in meetings involving several employees, minimum two people of whom one is Clemens Mulokozi, the founder and CEO of Jambo Bukoba.

We are placing a high value on transparency and fair play, which for us also holds true in the economic sense. One way the organisation tries to prevent corruption is our approach in realizing school projects in Tanzania. All different stakeholder levels are involved in the process: parents and communities, teachers and headmasters as well as ministerial representatives.
Internally, processes are in place to prevent corruption by staff. Therefore, our person responsible for cash auditing and controlling in Germany receives monthly cash requests from the Tanzanian team in which anticipated expenses are listed. Only then we will give allowance to the Tanzanian bank to hand out the fixed amount to one of the Tanzanian project managers.

In general, when dealing with Tanzanian bureaucracy, we always keep away from speeding up processes through financial incentives. Lately, examples have been the shipment of a container from Germany to Tanzania as well as receiving a working permit for a new staff member from Germany in Tanzania.

**Accounting system**

In Tanzania, Jambo Bukoba expenditures and income are booked in a cash report. The German accounting is based on the system of “double accounting” in connection with DATEV.

**Income and expenditure**

Our financial year is the calendar year. The financial report and balance sheets are enclosed.

**Financial situation and planning**

The financial plans of the organisation are based on 2015 activities. In addition, we employ for the first time two trainees in 2016.

Moreover, we are a member of Deutscher Spendenrat e.V., which is a registered organisation that focuses to improve the efficiency, sustainability and transparency of NGOs. Therefore they monitor the structure, activities and projects of Jambo Bukoba in terms of financial usage.

Furthermore we signed the Initiative for a transparent civil society. That means we are following the rules of transparent reporting and we are having all relevant information on our website.
5.5. Details of Revenue and Expenditures 2015

1. Revenue and Expenditures 2015

Below are the audited figures of our Auditor Matthias Landmesser Wirtschaftsprüfer/Steuerberater

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue from Donations/Contributions</td>
<td>194,096.73 €</td>
</tr>
<tr>
<td>Total Running Expenditures</td>
<td>-62,865.81 €</td>
</tr>
<tr>
<td>Surplus Revenue from Operating Business</td>
<td>131,230.92 €</td>
</tr>
<tr>
<td>Revenue Fixed Assets</td>
<td>250,00 €</td>
</tr>
<tr>
<td>Fixed Assets expenditures</td>
<td>-17,763.07 €</td>
</tr>
<tr>
<td>Overspending Fixed Assets</td>
<td>-17,513.07 €</td>
</tr>
<tr>
<td>Revenue from Financial Sphere</td>
<td>0.00 €</td>
</tr>
<tr>
<td>Expenditures from Financial Sphere</td>
<td>0.00 €</td>
</tr>
<tr>
<td>Remaining Revenue Financial Sphere</td>
<td>0.00 €</td>
</tr>
<tr>
<td>Expenditures for Administrative Expenses</td>
<td>-36,093.31 €</td>
</tr>
<tr>
<td>Remaining Revenue of JamboBukoba 2015</td>
<td>77,624.54 €</td>
</tr>
<tr>
<td>Opening balance 01.01.2015 Cash in Bank</td>
<td>30,880.24 €</td>
</tr>
<tr>
<td>Closing balance 31.12.2015 Cash in Bank</td>
<td>108,504.78 €</td>
</tr>
<tr>
<td>Changes in assets and liabilities</td>
<td>0.00 €</td>
</tr>
</tbody>
</table>

1.1 Closing Balance 2014 Cash in Bank

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributions from memberships</td>
<td>25,942.10 €</td>
</tr>
<tr>
<td>Donations</td>
<td>150,777.63 €</td>
</tr>
<tr>
<td>Revenue from events</td>
<td>17,227.00 €</td>
</tr>
<tr>
<td>Insurance Compensation</td>
<td>250.00 €</td>
</tr>
<tr>
<td>Transit cost project Tanzania</td>
<td>150.00 €</td>
</tr>
</tbody>
</table>
### Specification Expenditures 2015

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct project cost</td>
<td>-47,319.94 €</td>
</tr>
<tr>
<td>Travel and Entertainment for project controlling</td>
<td>-15,545.87 €</td>
</tr>
<tr>
<td>Overheads</td>
<td>-36,093.31 €</td>
</tr>
<tr>
<td>Fixed assets</td>
<td>-17,763.07 €</td>
</tr>
<tr>
<td>Brought forward assets 31.12.2015</td>
<td>108,504.78 €</td>
</tr>
</tbody>
</table>

### 1.2 Details of Assets in Germany and Tanzania as per 31.12.2015

<table>
<thead>
<tr>
<th>Asset</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beamer</td>
<td>21,00 €</td>
</tr>
<tr>
<td>Laptop</td>
<td>126,00 €</td>
</tr>
<tr>
<td>Laptop</td>
<td>125,00 €</td>
</tr>
<tr>
<td>Note book</td>
<td>51,00 €</td>
</tr>
<tr>
<td>Donation box at Airport</td>
<td>1,665,00 €</td>
</tr>
<tr>
<td>Laptop</td>
<td>351,00 €</td>
</tr>
<tr>
<td>Exhibition booth</td>
<td>1,133,00 €</td>
</tr>
<tr>
<td>Nikon Camera for Tanzania</td>
<td>578,00 €</td>
</tr>
<tr>
<td>Homepage installation</td>
<td>3,750,00 €</td>
</tr>
<tr>
<td>Toyota Harrier Car for Tanzania</td>
<td>6,518,00 €</td>
</tr>
<tr>
<td>Panasonic Lumix Camera for Tanzania</td>
<td>842,00 €</td>
</tr>
<tr>
<td><strong>Total Fixed Assets</strong></td>
<td><strong>15,160,00 €</strong></td>
</tr>
</tbody>
</table>

### 1.3 Other Assets

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit balance in Bank</td>
<td>106,328.16 €</td>
</tr>
<tr>
<td>Cash at hand</td>
<td>2,176.62 €</td>
</tr>
<tr>
<td><strong>Total Bank/Cash</strong></td>
<td><strong>108,504.78 €</strong></td>
</tr>
</tbody>
</table>

### 1.4 Total Assets 31.12.2015

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Assets 31.12.2015</strong></td>
<td><strong>123,664.78 €</strong></td>
</tr>
</tbody>
</table>
2. Membership subscriptions

338 JB members contributes in total 25,942,10 €

2.1 Donations

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual private donations</td>
<td>30,476,95 €</td>
</tr>
<tr>
<td>Revenue from events</td>
<td>17,227,00 €</td>
</tr>
<tr>
<td>Donations for balls</td>
<td>3,071,00 €</td>
</tr>
<tr>
<td>Donation for an individual support &quot;schoolfees&quot;</td>
<td>150,00 €</td>
</tr>
</tbody>
</table>

These amounts follow our 100 % strategy in TZ 76,867,05 €

3. Other donations

Organisations and Foundations spend partly for support in Tanzania and for German Operations 117,229,68 €

1.- 3. Total Revenue from Contributions and Donations 194,096,73 €

4. Tanzania 2015 application of funds for Projects and overheads in Tanzania

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops 8 (refer WS 4)</td>
<td>8,702,92 €</td>
</tr>
<tr>
<td>Bonanzas District and regional (BZ 4-1 20)</td>
<td>11,219,50 €</td>
</tr>
<tr>
<td>Constructions for Schools 8 (CBS 4-19)</td>
<td>14,819,10 €</td>
</tr>
<tr>
<td>Constructions for Schools in 2014 finished in 2015</td>
<td>2,745,71 €</td>
</tr>
<tr>
<td>Others incl. expenditures paid for Tanzania in Germany for Discover Football (21-22)</td>
<td>9,832,71 €</td>
</tr>
</tbody>
</table>

**Total direct project expenditures 2015** 47,319,94 €

Donations used for car purchase for all above projects 10,472,99 €

**Total direct and indirect project cost in Tanzania** 57,790,93 €
<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>10,654,01 €</td>
</tr>
<tr>
<td>Cost for house and office</td>
<td>4,957,93 €</td>
</tr>
<tr>
<td>Travel cost</td>
<td>1,697,35 €</td>
</tr>
<tr>
<td>Office and communication expenditures</td>
<td>1,194,77 €</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>1,888,11 €</td>
</tr>
<tr>
<td><strong>Total Expenditures for Overheads</strong></td>
<td><strong>20,392,17 €</strong></td>
</tr>
<tr>
<td><strong>Total Expenditures in Tanzania</strong></td>
<td><strong>78,183,10 €</strong></td>
</tr>
</tbody>
</table>

5. Germany: Specification of essential Expenditures included in Total Administrative Cost 36,093,31 €

From the total administrative cost of € 36,093,31 we had to invest in communication and marketing in order to adapt the increasing volume and demands for our future strategy. These expenditures are strictly separated from our 100% Tanzania strategy.

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing Consulting</td>
<td>5,120,00 €</td>
</tr>
<tr>
<td>Drop Box for internal communication JB workers</td>
<td>3,264,92 €</td>
</tr>
<tr>
<td>Face Book</td>
<td>5,874,47 €</td>
</tr>
<tr>
<td>New Internet surface</td>
<td>4,500,00 €</td>
</tr>
<tr>
<td>Extended version of Donation-Box</td>
<td>4,269,72 €</td>
</tr>
<tr>
<td>“thank you” small gifts as attention for individual efforts</td>
<td>894,07 €</td>
</tr>
<tr>
<td><strong>Total additional expenditures due to new strategy</strong></td>
<td><strong>23,923,18 €</strong></td>
</tr>
</tbody>
</table>
5.6. Our Jambo Bukoba Team

**Team Germany**

Clemens Mulokozi  
Founder and Director

Andreas Meindl  
Founder and Financial Director

Daniela Zinßer  
Head of Marketing, PR, Project-Trip

Claudia Wiefel  
Trainee

Sophie Glaesner  
Head of Human Resources, Administration & Event

Andreas Kuhlmann  
Personal assistant

Renate Witzke-Neuz  
Member Support

Henny Geldermann  
Accounting & Controlling
5. Our Resources

Bernd Bischoff  
Cash auditor

Stefan Schnabel  
Recording clerk, events

Susanne Ramgraber  
Website

Alina Weis  
Special projects

Jürgen Steinert  
Donation box, events

Harish Saxena  
Strategy, announcements, awards

Franz Pöllinger  
Project management JB Campus

Gonzaga Stephen  
Projectmanager

André Gersmeier  
Monitoring and Evaluation

Imani Paul  
Co-Projectmanager

Philipp Höfner  
Volunteer wereldwärts/ASC Goettingen

Further information can be found on our Website  
www.jambobukoba.com/en
6. Impressum

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Kepha Elias
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Kagera Region – Tanzania
keyptia2010@yahoo.com
7. How you can support us

Donate Money

100% of your donation reaches children in Tanzania. You help directly and give the gift of a future.

Donation as legal entity

You can support our Jambo Bukoba concept in Tanzania as a company or foundation representative, teacher or member of an organisation.

Become a Member

As a member, you make regular donations so that we can count on your support in the long term. Become part of our organisation!

Using special Events

Use your special event for a good cause – make children and young people strong through sport!