Message From the Head of Office, UNESCO Dar es Salaam

Dear friends, colleagues and partners,

I have the pleasure to bring to you our very first Newsletter of 2016. The first 3 months were very much dedicated to reflection and planning hence we have a bit less to share in terms of actual activities this time. Like everybody else, we are all thrilled with the new government stance towards servicing in particular the impoverished groups, echoing very much the UN Slogan for the SDGs in Tanzania: leaving nobody behind…

The planning and programming work, although seemingly boring and not very exciting will however help us strengthen our support to Tanzania. In Girls education, in particular, despite the tight deadlines, our Office was able to complete the 5 Million Dollar joint project proposal for the Empowerment of Girls through Education (UNWOMEN and UNFPA) to be financed by KOICA. We have also worked hard on preparing the 2016 Programme Implementation Plan of the Dar Office. In that regard, the Office spent 3 days on the foot of the beautiful and impressive Kilimanjaro Mountain and exchanged on the UNESCO key priorities and strategies in general (Africa, Gender and Youth) and in particular how to translate them to Tanzania, identifying thereby the basis for the elaboration of the UNESCO Dar Es Salaam 2016 – 2021 Country Programme Document. In the same period we continued with the contribution to the finalization of the United Nations Development Assistance Plan II - July 2016- June 2021 (UNDAP II).

Planning has also been the key word for the Education Sector Analysis and the Education Sector Development Plan Elaboration process. Under the guidance of IIEP and the support of UIL, the Section of Teachers development, the Section of Youth, Literacy and Skills Development at UNESCO HQs, we continued to strengthen the planning capacities of Tanzanian Education Officials in a truly participatory manner engaging key Education stakeholders.

Activities wise, the most remarkable ones were the 2nd International Workshop on the Green Business project whereby, under the auspices of the Vice President of Tanzania and the our just nominated UNESCO Assistant Director General for Africa, representatives from Ghana, Nigeria, South Korea, Tanzania and UNESCO’s HQs took stock on the implementation of this important project of the UNESCO Man and Biosphere Programme, learning in particular of the great achievements in Tanzania so far.

The Communication and Information Sector has championed as usual in terms of activities and the celebration of the World Radio Day in February was as good opportunity to show case the great work being done to build solid and inclusive Community Radio programming for remote and rural populations through our network of 28 Community Radios. In that regard, the adapted new Gender Policy and the Continuous Improvement Toolkit are very tangible instruments that will indeed improve our main objective of ensuring access to quality information of in particular excluded populations.

In Culture, a broad consultation process of key national stakeholders launched the process for designing a programme that aims mostly at mainstreaming Culture into development. A group of enthusiast (aficionados) Culture lovers have committed themselves to work on specific topics such as Culture and Education, Culture and Economic Development, etc.

And yes, last but not least, learn more about our Digital Village programme where the ambitions of using top of the game technology from Samsung is opening doors to modern medical and education support to very remote and marginalised communities.

Enjoy and do not hesitate to provide us with feedback…

Zulmira Rodrigues
UNESCO Dar es Salaam Head of Office and Country Representative
Resistance to influence Micheweni communities in Pemba was strong and uncompromising when they were initially sensitized on their crucial role in supporting girls’ education by stopping early marriages and pregnancies of teenage girls.

Through a socio-cultural approach, Micheweni community members were introduced to the concepts of culture, gender, education, law and regulations, the role of parents and community members in education to support girl’s retention in schools. The knowledge gained through this approach enabled development of a low cost implementing strategy by the community.

Formal education, especially for girls, is not given consideration in Micheweni. Ingrained social and cultural norms intertwined with religious practices coupled with parents’ low understanding of the value of education has increased girls drop out from schools due to early marriages. Parents prefer to marry their daughters young as a means of avoiding pregnancies out of wedlock which bring shame to families.

According to some religious leaders, Islam stipulates that once mature, a girl is ready to get married and start her own family. A girl can therefore get married as young as 12 to 14 years of age. At the same time in Micheweni, Pemba, Zanzibar, there is no statutory law covering minimum age of marriage nor mechanism for enforcement, although there are guidelines which protect a girl child from getting married before completing basic education, but these are not practiced.

In response to the contradicting interpretations between the holy books and government education policy that enforces compulsory basic education (Preschool to Ordinary Secondary Education level), Madras teacher Khalid Abdallah Khamis of Sizini, said that the Holy Quran clearly explains that marriage is ‘sunnah’ (traditionally optional) while education is ‘fardhi’ (meaning obligation).

“If adequate knowledge cannot be found where one is, one can go as far as China to seek for education”, emphasized Madras teacher Khalid Abdallah Khamis of Sizini.

He pointed out that, “we are all custodians, we have to stand for the good and discard the evil, wisdom with reasoning is required to ensure that we protect and provide formal education for the girl child, enforcing the rights of our women and our children”.

UNESCO under the framework of the implementation of the project “Crowd Sourcing Girls’ Education” funded by Packard Foundation and Malala Multi-donor fund to support retention and performance of girls at secondary schools, organised 2 workshops in February 2016 in Micheweni, Pemba. The premise for the workshops and approach used is that cultural norms and practices are ever evolving, and can be changed, provided that this change comes from within. The process of change should be participatory and engage community members, in a quest to analyse critically challenges that hinder girls’ empowerment and transform themselves into the catalysts for change.

The workshops engaged 120 key community members from 18 shehias (wards) who concluded by developing a comprehensive work plan that will help address key issues that impede girls’ educational attainment, such as early marriage and early pregnancies, child labour, poverty and polygamous marriage. Micheweni community radio will capitalize the issues to come up with a message matrix for social behaviour change and later develop programme matrix for radio programming to complement the community initiatives.

“Community participatory education helps girl children to delay getting married because they remain...
The UNESCO Dar es Salaam Office, in collaboration with Government, UNWOMEN and UNFPA has successfully concluded the elaboration of joint project proposal that will allow Tanzania to advance substantially the access to education to adolescent girls and young women in the country.

The project is part of the Global Joint programme “Empowerment of Adolescent Girls and Young Women through Education” that was launched by the UNESCO Director General Ms. Irina Bokova in November 2015 in a joint effort of merging the three UN Agencies strengths in addressing girls empowerment on a comprehensive manner, linking provision of quality of education, with health and social services for adolescent girls and young women, based on the principles of human rights and gender equality. The project will be funded by the Korean International Cooperation Agency (KOICA) following an agreement between UNESCO’s Director General and the President of South Korea, Ms. Park Geun-hye, during her visit to UNESCO HQs in December 2015.

In Tanzania, girl’s access and retention at secondary school level is challenged by low enrolment rates (only 45% transitions from lower to secondary), high dropout rates, largely due to pregnancy and early marriage (nearly 100,000 girls dropping out every year), the last a phenomenon that places Tanzania in the lower ranks worldwide.

The project will have a duration of five years and aims at developing modalities to address needs of girls in upper primary and lower secondary levels while also targeting the dropped-out, in particular the teenage and young mothers. From Government side, the Ministry of Education, Science and Technology takes the coordination role while, the National Economic Empowerment Council, the University of Dar es Salaam and Minister of Health, Community Development, Gender, Elderly and Children are key partners at central level. The project is expected to start in July 2016 covering 3 districts in Tanzania Mainland namely Sengerema, Geita and Ngorongoro and Pemba in Zanzibar, all of them with notorious poor indicators on girls’ education.

Muslim community leaders in Micheweni vow to enhance their support to girls’ education.

in school until they graduate secondary education. The problems exist, we know them and can be implemented because they are within our capacity”, said Shaban Ali Abeid, Community Radio Micheweni presenter at the workshop.

Participants included religious leaders, Madras teachers, influential community leaders, traditional birth attendants, Shehas, Education, Community Development, Legal and Health District Officials representatives, teachers, NGOs, youths’ representatives and the Micheweni Community Radio journalists.

$5 million mobilised for empowerment of adolescent girls and young women through education

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Support for Quality Education continues to be a key priority for various national and sectoral interventions in the development of the education sector in Tanzania. This is depicted in the recently released Five Year Development Plan (FYDPII) which highlight the importance for continued human development efforts particularly in skills development.

UNESCO was instrumental in facilitating a large technical consultation for alignment of the Education Sector Development Plan (ESDP) 2016-2021 with the FYDPII. The workshop brought for 2 days at NACTE, Directors and senior officials of the Ministry of Education, Sciences and Technology and Vocational Training (MoESTVT) and related Institutes, representatives of the President’s Office for Regional Administration and Local Government, Development Partners representatives and Civil Society Organizations dealing with Education aimed to harmonize education priorities required for formulation of outcomes, strategies and outputs of the education sector whereby strategic choices of the Five Year Development Plan (FYDPII) were synchronized with the Education Training Policy of 2004 and preliminary findings of the Education Sector Analysis (ESA).

The consultation was organized following a specific request by Honourable Minister Joyce Ndichako (MoESTVT) to ensure the alignment of the ESDP with the Government’s ambitions to invest in the industrialization of the country as part of the 2nd phase of the implementation of Tanzania 2025 Vision aiming to uplift the Country to a middle income economy.

The workshop, resulted in the selection of key education sector priorities aligned as well with the Education 2030 Agenda and Framework for Action, acknowledging the importance of quality education and lifelong learning. This workshop is part of UNESCO’s support to the Government of Tanzania in conducting the ESA and draft the ESDP for the Mainland. Both interventions are funded by GIZ-BACKUP and GPE respectively and being undertaken in an exceptional collaboration between UNESCO Dar Es Salaam, IIEP, UIL, UIS, and UNESCO’s HQs Sections of Teachers Development, Youth, Literacy and Skills Development and Higher Education.
The 2nd international workshop on the Green Economy in Biosphere Reserve (GEBR) project was held in Tanga, Tanzania from 29th February to 2nd March 2016. The workshop brought together 70 participants from different countries, offices and organizations, including Ghana, Nigeria, Tanzania, Korea National Man and Biodiversity (MAB) committee members, representatives from UNESCO headquarter and field offices, the Tanzania Vice-President’s office, Tanga Regional Commissioner Office, the Korean Embassy and Korea International Cooperation Agency (KOICA) Directors from the 3 countries.

The workshop provided a platform to share experiences of implementing the project including discussing achievements and challenges. Participants shared the results of the Green Economy in Biosphere Reserve project in three countries; Tanzania, Ghana, and Nigeria. In Tanzania, the project has been implemented since November 2013 and is funded by KOICA. The objective of the project is to conserve East Usambara Biosphere Reserve (EUBR), through diversification of community members’ livelihoods and capacity building to enhance green economy, a foundation for sustainable development.

The Vice President also presented awards of appreciation to several private, CSOs and ILO on their outstanding support to the project, highlighting thereby the importance of smart partnerships between the production groups and the market.

Beneficiaries of the project in Tanzania had an opportunity to share their stories on the first day of the workshop. Their testimonies demonstrated the project’s successful results and their enthusiasm for continuing to use the skills they gained in continuing to grow their businesses. A butterfly growing entrepreneur woman, Jane Singano excitedly claimed, “We will show you our business is growing and we can be rich by ourselves!”. The project has reached 700 hundred farmers, among which half women and the beneficiaries have shown substantial increase in income generation from butterfly, fish, spice and mushroom farming, and beekeeping. The provided support has focused on the improvement of the technical skills and business practices including learning to work together to achieve the benefits of scale.

The contributions of implementing partners namely; East Usambara Biosphere Reserve Office, ILO, Start and Improve Your Business Association, Dar es Salaam Mushroom Growers’ Association, Tanzania Honey Council, Tanzania Forest Conservation Group, Zanzibar Spices Producer Limited, and Poverty Reduction through Environment Management, Mariculture, Agribusiness and Association Development, were recognized in a ceremony on the opening day of the workshop.
Field visits were conducted to the villages which are located in and around East Usambara Biosphere Reserve on the second day of the workshop, where beekeepers, butterfly farmers and spice farmers demonstrated how they had increased the quantity and quality of their produce while using eco-friendly methods.

The workshop was opened by Ms. Samia Suluhu, the Vice President of the United Republic of Tanzania and was well attended by other government and diplomatic dignitaries including Ms. Mwantumu Mahiza, Tanga Regional Commissioner, Mr. Firmin Edouard Matoko, the Assistant Director General for Africa in UNESCO, Ms. Zulmira Rodrigues, the Head of Office and Representative of UNESCO Dar es Salaam Office in Tanzania, and Mr. Geum-Young Song, the Korean Ambassador of Tanzania. Vice President appreciated the project implementation in Tanzania and was happy to see the results and testimonies from the beneficiaries: “I understand that the communities under the project, are already seeing the improvement of their standard of life”.

A fish farming trainer, Mr. Lugazo is explaining the combination of fish farming and vegetable garden system to workshop participants who were on a field visit.
Maasai teachers, students and community radio journalists now have an increased appreciation for sustaining their natural environment as a result of the first Biodiversity Education Workshop held in Ngorongoro District Council from the 21-24 March 2016.

The villages around Serengeti National Park, which is part of the programme supported by UNESCO on Biosphere Reserve and World Heritage Site, are increasingly struggling with environmental degradation resulting from recurrent droughts, reduced grazing space caused by increased population and larger herds of cows as well as the increasing number of goats and sheep being introduced. These lead subsequently to land management conflicts among villagers, between pastoralist and farming communities, with private tourism sector and government organizations. Such challenges are exacerbated by cultural practises among the Maasai and their attitude on pastoralism and valuing of large herds. To quote one of the participants:

“Everyone is saying overgrazing is a problem! To us this livestock is our bank! To us, the elephants in the Serengeti do more destruction than the Maasai cows. How many wildebeest are there? Why are we so much worried by what cows do than what elephants do to the trees and environment?”

UNESCO aims contributing to change mind sets and practices whereby sustainable development principles are aligned with cultural notions and practices. In that regard, a two-pronged approach has been taken using the UNESCO ESD (Education for Sustainable Development) tools to reach two different groups: the children in school as well as the community at large through the Community Radio. In that regard 16 teachers from 4 secondary schools and 12 local journalists were trained to familiarise them with a new angle of approaching and adopting environmental conservation while respecting the Maasai culture.

Owing to the fact that environmental problems in these villages are part of people’s daily life, there was immediate understanding among participants of the environment’s impact on social and economic life. Secondary teachers from a diverse range of subjects such as civic, history, language, science, and Geology benefitted from a new way of thinking by incorporating ESD principles in their methods and practices. Maasai students also advanced in their practical understanding of why and how to conserve their local environment. Furthermore, the training mobilised commitment from community radio journalists to broadcast environmental education programmes for increased public awareness and discussion.
Ensuring preservation of bio-diversity: UNESCO’s Sciences, Education and Communication Sectors join forces with the Maasai Secondary Schools and Community Radio to enhance environmental awareness

As a way to raise awareness and improve the communication on the best environmental practices among community members, improve environmental behaviour of community members within and around Ololosokwan village and increase community’s knowledge and appreciation of wildlife and other environmentally friendly income generating activities in their areas a manual for a potential problem solution matrix for environment education in the Ololosokwan was developed. The manual will be used as a guide for solving the identified problems by community media practitioners at Loliondo Community Radio.

The community radio is one of the most effective tools to raise awareness and initiate discussion among communities on environmental issues and situations. The participatory approach of the training enabled to enrich the manual greatly, in particular during the stage of problem identification and solutions discussions.

“We are very happy and ready to put the environmental education programmes on air to raise awareness and initiate discussions; we now have both message and programme matrices in place which will guide us in programme making, thanks to UNESCO”, said Mako Salangati, Manager of Loliondo FM.

Through the local radio in the Ololosokwan village and the surrounding community, it is expected that this intervention will reach a large number of communities in the areas. It is anticipated that various local groups including secondary school youths will be involved in presentations and discussions of the Radio program contents.

Another unplanned result was the new exposure of the co-facilitator from the University of Dar es Salaam who for the first time understood how to identify issues, develop messages and programme matrix for behavioural change radio programming.

On a first stage, the UNESCO biodiversity education in the school setting will take place in the following Maasai Secondary Schools: Emanyata, Loliondo, Arash and Soitsambu, through the development of locally customized environmental education manuals for both teachers and community radio journalists. The environmental education radio programme aired will be called: “Mazingira Maisha Yetu”; ‘Our Environment, Our Life’.
Approximately thirty experts and professionals from the diverse segments of Tanzanian public and academic life gathered at the UNESCO Dar es Salaam office to discuss how to rework the culture agenda in Tanzania in order to put it in the limelight and promote all its modalities both at national and local levels. The meeting lead to the establishment of working groups whose members will in the following weeks devote their efforts to prepare action plans formulating a national cultural programme.

While UNESCO already advocates culture as a tool to foster identity and boost creativity in our global (and local Tanzanian) reality, the meeting was summoned as a first step to enhance culture’s role as a vehicle towards economical profitability and wellbeing of all. Culture promoters often do not have adequate access to the institutional and human resources, a situation which results in low visibility of the whole sector. In order to help break the vicious circle of underrepresentation of cultural matters, participants from government institutions, academia, non-profit organizations, cultural initiatives, inter- and national institutes and independent culture experts gathered to bring in fresh and innovative perspectives on the situation in the specific sectors. As Mwemezi Makumba from the Tanzanian NGO HakiElimu emphasised, “We need to go deep and base our standpoints in local and national resources.”

**Culture as a driver for development**

Tanzania is home for 125 ethnic groups and boasts a diverse portfolio of tangible and intangible manifestations of culture. Seven sites are currently inscribed on the UNESCO’s World Heritage list. The potential of culture to play an active role in promoting sustainable development has been severely underplayed and remained by large on the periphery of interests of the policy makers in the previous decades. As a deeply complex entity encompassing artifacts, socio-cultural regulation factors and ideas, it provides a cross-cutting perspective on many areas of human life, which apart from being an adaptation to the natural environment, is deeply and unequivocally embedded in it.

The queries and notes addressed at the meeting were followed by a conclusion to adopt a proactive approach and five technical groups were formed with the aim of accentuating a certain angle on the cultural politics:

a) **Tangible heritage**: focusing on bringing up a strategy for the governance, management and socioeconomic development of the sites listed as the country’s natural and cultural heritage,

b) **Intangible heritage**: pursuing the preservation of cultural aspects of human identity and its verbal and nonverbal expressions,

c) **Culture in Education**: aiming at tackling the linkages between the formal education process and the cultural domain with the purpose of incorporating these as an inherent part of the national curricula,

d) **Creative Industries**: whose members will discuss the potentials and limits of cultural tourism and creative industry for wealth creation and

e) finally an all-encompassing **Culture for Development**: gathering specialists who will identify and prepare an operational plan on how to mainstream culture as a key vector for socio, economic and political development.
Community radios in Tanzania have validated and adapted a Continuous Improvement Toolkit (CRCIT) for use in respective radio stations after a facilitation by UNESCO Chair on Community Media University of Hyderabad, India in collaboration with UNESCO Dar, EACOMNET and COMNETA at a regional workshop for East Africa in Arusha 2015.

The Continuous Improvement Toolkit (CRCIT) will further empower community radio stations to undertake periodic self-evaluation of their work by using nine parameters and set benchmarks for the future. The toolkit was adapted from an instrument developed by the emerging community radio sector in Bangladesh.

The toolkit was introduced in November 2015 in Arusha, in a meeting organized by UNESCO Dar es Salaam, in collaboration with the UNESCO Chair of Communication of New Delhi University and the Eastern Africa Community. Community Radios representatives from Burundi, Rwanda, Uganda, Kenya and Tanzania unanimously agreed on the benefits of such an instrument. Subsequently, the adaptation of the tool was validated in Dar es Salaam by consensus of 28 community radio managers in Tanzania Mainland and Zanzibar during the World Radio Day celebration on 13th February.

The toolkit is now being translated into Kiswahili to facilitate easier utilization by Community Radio stations. The CRCIT will subsequently be presented for validation and adaptation for East Africa with support from the International Programme for Development of Communication (IPDC) Funding Scheme. This is believed to help promote media development and secure a healthy environment for the growth of free and pluralistic media in developing countries.
In February 2016, a new Gender Media Policy was finalised through a consultative workshop of 28 community radios throughout Tanzania as part of the wider celebrations of the World Radio Day 2016.

The Tanzania Chapter of the Gender and Media Network Southern Africa, (GEMSAT) with the support of UNESCO drafted and finalised the Gender Media Policy in order to address certain concerns of existing gender policies being too generic and stereotypical. To secure ownership of the policy, the workshop held in Dar es Salaam in February 2016 hosted quality discussions on the content of the gender policy as well as facilitated in-depth learning on the practicalities for achieving gender equality in media. The themes of the discussions and learning included definitions of sex and gender, gender equality and gender mainstreaming; expanding opportunities for men and women in media; ensuring gender balance on air and in management; using accessible technology and outlining the code of conduct in relation to sexual harassment.

The discussions led to a number of positive comments and recommendations, especially from male participants, who called for promoting rights of female employees when on maternity leave, creating gender desks at each radio station to address gender issues, and lessening the gap of knowledge between men and women in use of ICT.

“through awareness and also by adopting the Gender and Media policy we have decided to establish specific programs for women so that they can participate and get experience. ……… that is the only way where you can also encourage other women to be empowered and share views and news.”

Radio Manager, Kahama FM

The drafting process of the Gender Media Policy falls under the Democratic Empowerment Project (2013-2016), and contributes to the national development goal of promoting gender equity and increasing inclusiveness and respect for human rights with the specific output ‘Community media deliver quality, inclusive radio programming for voter education and civic education in collaboration with Electoral Management Bodies (EMB) as well as involving opinion leaders, women, youth and people with disabilities.’

Gender equality in Tanzanian community media a step closer
High level media stakeholders in Tanzania have agreed on a resolution to enhance the capacity of community radio in times of emergency and disaster. The resolution was reached during the commemoration of World Radio Day held in Dar es Salaam on the 13th February 2016.

Under the global theme, Radio in Times of Emergency and Disaster, the panel and audience resolved to strengthen the work of community radios, especially in relation to capacity building for investigative journalism on human interest stories; the effective dissemination of information for the safety and protection of communities; further coordination of community radios for development through the Community Media Network of Tanzania (COMNETA), review the legal and legislative framework related to community media to support efforts for effective administration and transparency in registration and frequency allocations, as well as, strengthen collaboration for increased transmission coverage in unchartered, marginalized areas.

Through UNESCO’s support, the celebrations brought together representatives from the government, development partners, regulators, community radios, civil society and media stakeholders for a consultation session on the current role and responsibility of radios and the impact they are making on the protection and safety of communities. Particular emphasis was placed on the importance of the role of community radio in not only reporting on disasters and emergencies as news but also have the capacity and knowledge to broadcast valuable lifesaving information to their listeners.

The Commemoration was officiated by the UNESCO Head of Office and Representative, Zulmira Rodrigues and the guest of honour, Permanent Secretary of the Ministry of Information, Culture, Artists and Sports, Prof. Elisante Ole Gabriel. The event was also attended by high profile representatives including Judge Francis Mutungi the Registrar of Political Parties, Eng. Andrew Kisaka, Principal Broadcasting Officer at Tanzania Communications Regulatory Authority, Joseph Sekiku the Chairperson of COMNETA, and Colin Spurway, Country Director of BBC Media Action.
Building peace side by side with communities in Zanzibar

UNESCO Dar es Salaam, the Inter-Religious Council for Peace (IRCPT) and the Community Radios of Zanzibar joined forces to ensure peaceful electoral processes when tensions were running high before, during and after the re-elections of 30 March 2016 in Zanzibar. The re-elections were held after the results of the 25th elections were cancelled by the Zanzibar Electoral Commission, leading to widespread protests from the opposition party and the wider international community. The five local radios in Unguja and Pemba engaged in a series of programmes, promoting peace dialogues in the communities. The programmes promoted peace and peaceful participation throughout the re-election period and were hosted by senior religious leaders in Zanzibar in coordination with the community radios, local opinion leader, community members and women and youth representatives.

Through collaboration with community radios, live programmes were aired, interviews with religious leaders broadcasted, and messages and jingles of peace disseminated raising awareness and participation of the community to the importance of peace and how to peacefully engage throughout the re-election period.

As a result, three peace committees were established in different communities across Unguja and Pemba islands. These peace committees greatly contributed to peaceful re-elections in Zanzibar in March 2016, especially through opening up the doors of communication, analysing the causes of tension and building relationships with different actors at the local level.

Resolutions, which were agreed upon during the peace dialogues, are now guiding the peace committees in building and sustaining peace through further engagement with communities and local radios, strengthening relationships with local and national governance structures, and continuing peace interchanges, especially targeting youth, women and the elderly.
The Maasai population of Ololosokwan, a village at the outskirts of Serengeti (450 kilometres from Arusha), experience for the first time in the history of Ngorongoro district, the wonders of high tech medical consultations.

The initiative is part of an UNESCO/SAMSUNG/Government multi-sectorial ICT innovation programme, commonly known as the Digital Village, aimed at introducing quality medical and learning opportunities through the use of modern digital and internet technology. The Digital Village is thus composed by a Digital Clinic and an Internet School, and it is packed in solar powered containers with a range of high-end formerly unavailable medical equipment, valued at 1 million USD. The new resources include among others, an ultra sound machine, X-ray for oral surgeries, top of art dental care equipment, large TV screens and 24 laptops fitted with web cameras.

The first steps towards implementation have been taken with the training of 25 people comprised of local doctors, nurses and teachers in the use of the equipment. A community open-door day was also organized, allowing the local population to view the facilities and even get medical services such as ultrasound scans for the first time in the district’s history.

In order to ensure full integration to the existing social, cultural and governing structures, UNESCO is working closely with local stakeholders as well as central key government structures, such as the Ministry of Health and the Faculties of Education and Dentistry at the Muhimbili University of Health and Allied Sciences. Special attention is given to support the development of good administrative and governance practices while collaboration with the medical world provides also due attention to indigenous medicinal practices.

Samsung electronics partnership extends further in the capacity development of the local people in the use and maintenance of the equipment for the next 3 years. The collaboration with the private sector expands further to the And-Beyond high-end Lodges, in particular their Africa Foundation, in the provision of medical staff for the Digital Clinic in attendance of Government’s placement of the required staff. Collaboration with the Daktari for Maasai, a group of German medical specialist, brings North/South Academic cooperation on board in the area of Higher Education in the medical sciences.

The educational component will be operationalised through provision of an opportunity of the local and surrounding educations structures to further their access to knowledge from early childhood development through secondary education. Specific programmes will also be developed in collaboration with the Community Radios to expand the outreach in preventive medicine to further away located populations as well as in other relevant areas of adult education.

The Digital Village is this a cross-cutting ICT innovation programme on health, education and sustainable economic development using communication as means for improving access to information and services. It functions as an innovation platform for sectors to realize UNESCO’s full mandates to function as a laboratory of ideas. One of the future pilots is focused on developing a model for tele-medicine, which would bring specialized quality health services, to the most remote parts of Tanzania.
The UNESCO Assistant Director General, Africa, Mr. Firmin Matoko, paid a short visit to the UNESCO Dar es Salaam office in early March. His visit to the office was part of his mission in Tanzania, where he attended the second international workshop on Green Economy in Biosphere Reserves (GEBR) held in Tanga, north east Tanzania. The workshop was also attended by the Vice President of the United Republic of Tanzania, Ms. Samia Suluhu Hassan.

During his meeting with the staff of the Dar es Salaam office, Mr. Matoko was briefed by the Dar es Salaam Head of Office, Ms. Zulmira Rodrigues, and programme officers on the different programs being implemented by the office and the major achievements of the office in the areas of education, science, culture, communication and information and cross cutting issues.

Mr. Matoko highly appreciated the work being done by the office in implementing UNESCO’s mandate in Tanzania. He further reminded staff that Africa is among the two global priorities of UNESCO. Successful implementation of Priority Africa greatly depends on the performance of the UNESCO field offices in Africa and thus on the staff members working the field offices.

Before leaving Tanzania, Mr. Matoko paid a courtesy calls to the Ministry of Foreign Affairs, E.A.C., Regional and International Cooperation where he met the Director of Multilateral Cooperation, Ambassador Celestine Mushi and the Ministry of Education, Science, Technology and Vocational Training where he met the Ministry’s Permanent Secretary, Ms. Maimuna Tarishi.
UNESCO Dar es Salaam Office team met for four days in early March, in Marangu, at the foot of Mount Kilimanjaro, for an annual retreat session. Mount Kilimanjaro is the highest peak in Africa and a world heritage site.

The retreat gave the team an opportunity to reflect on different programmatic areas and issues, including: Sustainable Development Goals (SDGs), UNESCO key priorities and strategies, Priority Africa Operational Strategy and Flagships, and gender and youth strategy. Achievements and challenges from different sectors were also presented and discussed. The methodology employed during the sessions included presentations, group work and general discussions.

Apart from programmatic areas, other areas covered during the retreat included administration and operations and office visibility.

As part of a team building exercise, the team visited Kilisiya Waterfall, a local museum on the Chagga culture and the Chagga underground tunnels. During the visits, the team had an opportunity to learn on the history and culture of the Chagga people who live around Mount Kilimanjaro.

The site for the retreat was strategically selected, to give team members an opportunity to be in one of the World Heritage Sites, currently facing a number of environmental challenges which have led to the shrinking of the glacier on the peak of the mountain.

The retreat resulted in determination of new areas of intervention and priorities, techniques for improved delivery of programs and strengthened relations among team members.
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<td>Official Launch of the XPRIZE Project for the promotion of early learning through innovative technologies in Tanzania</td>
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<td>03 May</td>
<td>World Press Freedom Day</td>
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<tr>
<td>04 – 06 May</td>
<td>Training workshop to mobilize and promote community engagement on addressing girls’ drop out of secondary school education due to teenage pregnancies and early marriages</td>
<td>Micheweni, Pemba</td>
</tr>
<tr>
<td>21 May</td>
<td>World Day for Cultural Diversity for Dialogue &amp; Development</td>
<td>Karagwe &amp; Dar es Salaam</td>
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<tr>
<td>23 – 27 May</td>
<td>African Liberation Week Celebrations</td>
<td>Dar es Salaam</td>
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<tr>
<td>23 – 25 May</td>
<td>Meeting with community radios to share experiences of using message matrix and to create workplan to mobilise communities in relation to PWA</td>
<td>Misungwi, Mwanza</td>
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<tr>
<td>25 – 28 May</td>
<td>Training of trainers on information relating to people with albinism (PWA)</td>
<td>Misungwi, Mwanza</td>
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<tr>
<td>31 May – 03 June</td>
<td>Safeguarding African World Heritage as a Driver of Sustainable Development</td>
<td>Arusha</td>
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<tr>
<td>06 – 08 June</td>
<td>Capacity development workshop of World Heritage Site and MAB Reserve managers</td>
<td>Marangu, Kilimanjaro</td>
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<tr>
<td>June</td>
<td>Literacy and Numeracy Training to Maasai Women</td>
<td>Ololosokwan, Arusha</td>
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<tr>
<td>June</td>
<td>Hornercraft Training to Maasai Women</td>
<td>Ololosokwan, Arusha</td>
</tr>
<tr>
<td>June</td>
<td>Workshop for development of Teaching and Learning Materials for Higher Diploma in Secondary Education (Science) for use in Teacher Training for the CFIT Project in Tanzania</td>
<td>Dar es Salaam</td>
</tr>
<tr>
<td>June</td>
<td>Training of tutors from eight colleges offering Science and Mathematics education in ICT Integration in teaching and learning</td>
<td>Dar es Salaam</td>
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</tbody>
</table>
UNESCO Dar Es Salaam Newsletter is published quarterly to highlight the activities of UNESCO in Tanzania.

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PAST EVENTS

26 – 27 January 2016
Workshop for identification of education priorities for development of the Education Sector Development Plan (ESDP)
Dar es Salaam

February 2016
Training workshop to mobilize and promote community engagement on addressing girls’ drop out of secondary school education due to teenage pregnancies and early marriages
Micheweni, Pemba

29 January – 29 April 2016
Beadwork Training to Maasai Women
Ololosokwan, Arusha

03 March 2016
Culture Stakeholders’ Meeting
UNESCO Dar es Salaam Office

13 February 2016
World Radio Day Celebrations
Dar es Salaam

07 – 18 March 2016
Entrepreneurship Training to Maasai Women
Ololosokwan, Arusha

22 – 24 February 2016
Biodiversity education for radio journalists and secondary school teachers and students
Ololosokwan, Arusha

21 March – 01 April 2016
Training in ICT integration in teaching Science and Mathematics for tutors from Monduli and Tabora Teachers Colleges
Open University of Tanzania, Dar es Salaam

29 February – 02 March 2016
Green Economy in Biosphere Reserves (GEBR) Project International Workshop
Tanga

STAFF NEWS

ARRIVALS
Halvor Storrusten (February 2016)
Culture Officer

Mairead de Faoite (March 2016)
Gender Officer

Michaela Konopikova (March 2016)
Culture Officer