Message From the Head of Office, UNESCO Dar es Salaam

Dear friends, colleagues and partners,

2017 started with a slow pace, not necessarily because our resolve to contribute to Tanzania’s development has wavered but simply because we were concentrating on planning, planning, planning… and reporting!

Being part of a DaO (Delivering as One) one spends quite some time at the meeting table, but I must say, that it will be paying off as we are sure to be part of some of the Joint Programmes, the UN has jointly selected for the UNDAP II (UN Development Assistance Programme for the ones who are not familiar with the term).

Besides that, most of my team were busy reporting on several of the projects that have come to an end in late 2016 (the Maasai Girls education project funded by Azerbaijan; the Democratic Empowerment Project – a multi-donor fund put in place through UNDP to support the elections of October 2015; the Community Art Space Project for the Maasai in Ngorogoro, co-funded by the EU Delegation in Tanzania). Anyway, if you are interested in knowing more about those please visit our website at www.unesco.or.tz You will find information on achievements, conquered challenges and evaluations that show indeed the relevance of our great organization!

Nevertheless, despite this (sometimes boring) deskwork, we have been able to deliver on several other projects and interventions.

We held the East Africa SDG 4 Ministerial Conference, which brought together 6 Ministers of Education of the region, along with high-level officials as well as other key education stakeholders. This was indeed an excellent example of good collaboration between our national Office and the Regional Office in Nairobi.

The participation of Tanzania in the event was so overwhelming positive that we used the opportunity to build further on tools for mainstreaming of SDG4 into the national Education Plan of the country. And it looks like that this simple tool will be used by our UNESCO colleagues in the Southern and Eastern Africa Regions… talking about building bridges and synergies!

In Communication and Information, we have received tangible information on how our training is changing people’s life!!!! It is so gratifying to see that building capacities is really all we need to have impact on the ground! Please read this: it is really great reporting!

And there is more, hence please take the time to read more, comment on and disseminate our Newsletter among your networks and provide us feedback to improve and to further expand our actions.

Kind regards

Zulmira Rodrigues
UNESCO Dar es Salaam Head of Office and Country Representative
The UNESCO Regional Office for Eastern Africa, in close collaboration with the UNESCO Dar es Salaam Office and with the support of the SDG4 co-convening Agencies, namely UNHCR, UNICEF, ILO, UNFPA and UNDP, organized the Ministerial SDG4 Regional Forum for Eastern Africa in Dar es Salaam, Tanzania from 15 to 16 February 2017. The meeting was attended by the 6 the Ministers of Education of Mauritius, Somalia, South-Sudan, Tanzania Mainland and Zanzibar1 and Uganda, highlighting the key importance given to countries to the event. The remaining 7 other countries (Comoros, Djibouti, Eritrea, Ethiopia, Kenya, Madagascar, Rwanda, and Seychelles) were represented by high-level officials.

The aim of the Regional Consultation was for countries to share their national roadmaps, identify common challenges and opportunities and thus develop appropriate regional coordination, partnership, monitoring and follow-up mechanisms in the implementation of the SDG4. The consultation intended also to facilitate enhanced collaboration, partnership, and appropriate regional coordination in different identified emerging common areas and themes of particular relevance to the region, including sharing of innovative practices. Based on the regional analysis, key regional priorities were identified to be included in a regional roadmap for Eastern Africa.

The event was hosted the Government of Tanzania, represented by the Minister of Education of Tanzania (Mainland), Prof. Joyce Ndalichako who, during her opening speech emphasized on the importance of getting high-level government and political support as well as support from the international and local communities for the successful implementation of SDG4.

Giving an overview of the Education 2030 Agenda and the Framework for Action (FFA), Ms Ann-Therese Ndong-Jatta, Director of the UNESCO Regional Office for Eastern Africa, said, “It is not about what we have done; it is about what we have not done and what we have not done very well.” She emphasized the need to make extraordinary efforts so that by 2030 we do not have to question the quality of education but celebrate the progress. In concluding her remarks, she called upon participants’ and stakeholders’ attention and actions to timely implementation of the Education 2030 Agenda within the global timeframe.

The forum was an important step forward towards the implementation of SDG4 as participants discussed themes of relevance to the Eastern Africa Region for greater policy coherence and further collaboration, exchanging as well on best practices in their specific countries. At the end of the meeting, priority areas were agreed upon, and a Regional Statement was presented to translate the global agenda into a regional roadmap for inter and intra-country partnership and cooperation for mutual support and sharing of good practices between and among countries.

1The United Republic of Tanzania is a Union composed by two entities, Tanzania Mainland and Zanzibar. The two entities have two separate Ministries of Education completely autonomous.
From the UN, besides UNESCO, the event counted with representatives from several countries, in particular from UNHCR and UNICEF. The UNHCR team was led by Ms. Victoria Akyeampong, the Nairobi Regional Service Centre Director. The Heads of UNESCO, UNDP, UNWOMEN and UNHCR and representatives represented the UN Tanzania country team from UNICEF and ILO while key education development partners representatives such as Canada, Sweden, DFID and KOICA attended as well. In addition, the event counted with the presence of the UNESCO IICBA director as well as the UIS Regional Advisor and the Head of Education of the UNESCO Harare Regional Office and the HQs Education Section on Partnerships and Cooperation.

Capitalizing on the hosting opportunity, the Ministry of Education of Tanzania held a national session alongside the regional sessions to discuss the implementation of SDG4 in the country. The National session brought together education stakeholders from Tanzania Mainland and Zanzibar who participated in discussions to align SDG4 indicative strategies with the outputs of the country five-year Education Sector Development Plan.

Following the SDG4 Forum, an exchange between UNESCO National Commissions (NATCOM) for the Eastern Africa countries took place under the leadership of the Nairobi Regional Director. The meeting focused on discussing modalities to improve collaboration between the NATCOMs, UNESCO Field Offices and the respective governments to ensure better mobilization and management of financial resources for effective implementation of the Education 2030 Agenda for Sustainable Development.

Some of the forum participants closely following the presentations and discussions
During the Regional SGD4 Consultation, the UNESCO Dar es Salaam Office in close collaboration with the Ministry of Education, Science and Technology (MoEST), and the UN Co-convening Agencies held a meeting for the alignment of the outcomes of the Education Sector Development Plan (ESDP) to the Strategies of the Sustainable Development Goal 4 (SDG4).

As a result, a mapping of the national ESDP outcomes against the SDG4 Indicative Strategies was produced which was then used by the Ministry to revise the Tanzania Mainland’s Education Sector Plan to ensure full alignment congruence the global SDG4 indicative strategies. The National SDG4 meeting helped also in building a common understanding of SDG 4 among all stakeholders including other relevant line ministries.

The National SDG meeting was attended by Tanzania Mainland and Zanzibar Education stakeholders, including the Ministers of Education, Hon. Prof. Joyce Ndulichako, for Tanzania Mainland, and Hon. Riziki Pembe Juma, for Zanzibar and most of the Ministry of Education Directors. In addition, Members of Parliament from the Parliamentary Social Committee also attended the meeting (Hon. Peter Serukamba, Hon. Sikudhani Chilambo, Hon. Zitto Kabwe, and Hon. Susan Lyimo).

Impressed by the exercise, the Education Minister of Zanzibar, requested UNESCO Dar es Salaam to organize a similar event in Zanzibar.

The SDG4 alignment matrix was shared with the UNESCO National Commission Secretary Generals of the 12 other attending countries as well as the Nairobi and Harare Education Regional Offices Education Specialists, for dissemination to their national education counterpart for similar application on their side. The successful wide and high-level representation of national education stakeholders is surely a result of organizing the meeting in parallel to the Ministerial SDG4 Regional Forum for Eastern Africa.
Cultural practices and limited support from parents are among the key factors that push girls in Pangani, a coastal district in Tanga region, into early sexual engagement, a situation that leads to early pregnancies and marriages, and ultimately dropping out of school.

This was disclosed during a workshop organized by UNESCO Dar es Salaam in Pangani in March 2017, to support the finalisation of a community-based work plan in support of girls’ education. The workshop, which was organized within the framework of Malala Fund for Girls’ Right to Education, targeted 30 participants who included district and ward education officials, Christian and Muslim religious leaders and other influential individuals in the community.

The practiced cultural initiation of teenage girls into adulthood, the *Unyago*² (and *jando* for boys) plays an underlying role in shaping adolescent sexuality both by marking the transition to adolescence, which in this setting is synonymous to sexual maturity, as well as determining gender specific roles in sexuality. This rite, is a clear example on the contradictions between the traditional sexual education of adolescents and the modern education we aim to transmit via schools. On one hand the tradition and community education declare the girl fit for marriage and motherhood from the moment of the first menstruation and ceremony of initiation while the formal system insists on delaying these roles until after the age of 18.

As the community regards pregnancy out of wedlock a shameful act, pregnant teenagers are normally forced into early marriages while putting in practice the traditional learnings often leads to pregnancy, a reason for dismissal from school.

Sheikh Mwincumu Ibrahim of Mwera village acknowledged that he sometimes performs marriage ceremonies at night for young couples whose families have suspected them of having a sexual relationship. Sheikh Ibrahim claimed that his decision is dictated by his Muslim faith, which allows girls to marry as soon as they are matured but also prohibits sexual relationships out of wedlock.

Strong cultural and religious influences, a male dominated society, and a marriage law that still allows girls to be married at 15³, provide a loophole to parents to marry their daughters at an early age. This situation contravenes the 2014 Education Training Policy that dictates 11 years of compulsory free and uninterrupted basic education for all children, which if followed through, would have all adolescent girls graduating at the age of 18.

The event has also identified local initiatives by young girls themselves that are worthy supporting: Anna Mizambwa, a young woman activist from Kipumbwi village vowed to continue working hard towards the advancement of girls in education. Together with other 10 women, they are striving to advocate against gender-based violence. As a result of their efforts, they managed to stop a marriage arrangement for a young girl who was being forced to get married against a dowry of TZS 300,000 ($US 150).

Participants agreed to work together towards the advancement of girls in education focusing on the identified key cultural practices that hinder them to further their education. One of them is the performance of night cultural dances popularly known as “Kigodoro”, literally meaning ‘mattress’, which prompts girls to freely engaging in risky behaviours. Other factors are the low level of commitment from the actual parents as most children live with relatives who do not have enough commitment or interest in directing girls towards acquiring education and the presence of motorcycle drivers (‘bodaboda’) who entice girls by offering them food and free rides to and from school in exchange of sexual favours.

UNESCO Dar es Salaam will continue to work with the community, the government and other stakeholders in advancing girls’ education in the district and in the country as a whole.

²In Swahili culture, most notably in Zanzibar and in the coastal area of Tanga and in some areas of Western Kenya, the word unyago refers both to a set of rituals and to the music and dance styles that are traditionally associated with such rituals. The unyago rituals are practiced to celebrate the coming of age of girls or during weddings. In those rituals, older women teach the young ones about sex and conjugal life.

³And at 14 years old with parents’ consent.
UNESCO moves forward in developing social-emotional development impact tools for the early self-learning ICT project

UNESCO Dar es Salaam Office is leading a comprehensive learning assessment study for the Global Learning XPRIZE Project, in order to ensure that the social impact of learning through ICT technologies is also captured in the evaluation of the project. Whereas foundational skills in literacy and numeracy remain core dimensions of early grade learning, UNESCO’s agenda of Education for Sustainable Development is pushing education stakeholders to take a wider perspective in the means and goals of education. Taking this on board, the Dar es Salaam Office is currently coordinating the design of social-emotional development impact tools, which will inform, alongside the cognitive tests, on the results of the project.

In September 2017, 3,000 children in Tanzania, with limited or no access to school will be given tablets to test innovative software applications for a period of 15 months. The aim of the Global XPRIZE project is to find a software solution that can allow a child to learn how to read, write and do basic mathematics, without the assistance of a teacher. With this project, UNESCO hopes to support member states to develop second chance education programmes using the benefits of the digital age and hence reduce substantially the costs for re-re-entry preparation and hence overcome the worldwide illiteracy crisis (over 263 million children currently out of school). While the introduction of ICTs as a primary knowledge facilitator, particularly in rural areas, is quite a revolutionary concept, the Socio-emotional development assessment will help getting a better understanding of the general impact of usage of such ICTs by children and their communities in remote areas.

What changes will the project induce in the lives of participating children, families and other community members? How will it affect the household dynamics, power structures, ranking and hierarchies in the family? What is the social and emotional impact of house-based self-learning? A holistic approach that goes beyond the cognitive findings is expected to provide answers to these questions.

Social-emotional skills facilitate the interaction with others and inform on important predictors of success in school performance and the career of an individual. More and more, these skills have been incorporated in the assessment frameworks of pre-primary and primary high ranked schools. However, measuring social-emotional development cannot be determined by a one-size fits all approach. Whereas there are lessons to be learned from previously developed assessments, it is important to note that each evaluation is set to address a pre-determined concern and should similarly be adapted to the different contexts and respective sample.

The development of social-emotional assessment tools for the XPRIZE Project took off in January 2017 in a two-day brainstorming workshop at UNESCO’s Headquarters in Paris, to reflect on the relevance of the social-emotional analysis for the project. The workshop had the participation of different specialists and implementing partners from the Education Sector at Headquarters, the International Institute for Education Planning (IIEP), XPRIZE Foundation, RTI International, as well as two education professionals from Tanzania – a primary school teacher and an Education and Psychology Professor from the University of Dar es Salaam.

Following the Paris meeting, UNESCO organised another workshop in Dar es Salaam, extending the participation not only to RTI, XPRIZE and UDSM, but also to the Ministry of Education, Science and Technology, WFP (responsible for the logistics of the project) and the UNESCO National Commission in Tanzania. As a continuation of the previous workshop, the group discussed and set up criteria for selection of villages and children, as well as the timeline of the intervention, as to ensure a common playfield for both cognitive and social-emotional baseline assessments.

Since then, UNESCO has mobilised further technical support for the development of the social-emotional study, namely from the Social and Human Sciences Sector of UNESCO. In this regard, the team is currently planning for a workshop in May which will further determine the research methodology and respective distribution of responsibilities among the mobilised international and national experts.

Professor Kitila Mkumbo participated in the workshop at UNESCO Headquarters in Paris
UNESCO Dar es Salaam and Jane Goodall Institute set for enhanced collaboration in sustainable development projects

UNESCO Dar es Salaam and Jane Goodall Institute (JGI) are set for more collaboration in implementing projects related to sustainable development in Tanzania. This was agreed during a recent visit of a Board Member of Jane Goodall Institute (JGI) and former EU Ambassador to Tanzania, Mr. Tim Clarke to UNESCO Dar es Salaam office where he met with the UNESCO Head of Office and Country Representative, Ms. Zulmira Rodrigues.

Due to the common interest in promoting environmental conservation through a holistic, community centred approach, the two parties agreed to develop a Memorandum of Understanding to formalize the intents and synergies to further pursue environmental education and community engagement in socio-ecological development.

In the past years, UNESCO Dar es Salaam and Jane Goodall Institute Tanzania have worked together in biodiversity education for secondary schools students in the direct vicinity of the East Usambara and Serengeti MAB Reserves in Tanga and Arusha Regions respectively, with the support of the UNESCO funded Japanese Fit on Education for Sustainable Development.

The Ambassador’s visit to the Office followed the visit of Dr Jane Goodall in June 2016 and the visit of the Director of the JGI Global and representative for South America, Mrs Susana Pataro in November 2016. Although the main known area of Dr Goodall’s work is on chimpanzee’s conservation in the Gombe National Park, the JGI develops a broad range of activities in different areas of Tanzania mainland.

As a result of this collaboration, the JGI and the National Commission for UNESCO are now working on developing a file for a new MAB Reserve in Gombe.

Mr. Clarke addressed the UNESCO Dar es Salaam staff at the end of his visit.

UNESCO Dar es Salaam explores collaboration with banks in Tanzania for support for scaling up the green business interventions in East Usambara MAB Reserve and Kilimanjaro WHS

In an effort to ensure sustainability of the Green Economy in Biosphere Reserve (GEBR) project, UNESCO Dar es Salaam has started exploring possibilities of involving the private sector to support the initiative. Through the project, people living in and around the East Usambara Biosphere Reserve and the Kilimanjaro World Heritage Site were trained in and assisted to start six green businesses.

The UNESCO intervention which was funded by KOICA resulted in beneficiaries organizing themselves in 75 groups and 26 associations, 3 of which are officially registered, and the rest in the process of registration. The beneficiaries have been self-financing their green businesses through revolving fund schemes established in the groups. In order to expand their businesses, support from other financial sources is needed.

As a first step towards linking beneficiaries of the GEBR project with financiers from the private sector, UNESCO Dar es Salaam has approached the TPB (former Tanzania Postal Bank) and the NMB Banks to explore possibilities of them financing the associations. So far TBP has showed interest and the bank has selected one of its business experts to evaluate projects and find out how best the bank can support the projects. UNESCO Dar es Salaam hopes that the green business entrepreneurs will qualify for loans from the bank, taking into account their inexperience of managing loans from the private sector.

The GEBR project has been implemented since 2013 in East Usambara Biosphere Reserve and Kilimanjaro World Heritage Site, successfully engaging about 1,000 people in the six green businesses, namely; beekeeping, butterfly farming, fish farming, spice farming, mushroom farming and alternative charcoal production.
The Maasai people living within the Ngorongoro Conservation Area (NCA) are eager to engage in cultural tourism as a means to enhance their income and change the living conditions of their families. This was revealed during the documentation exercise of the Maasai intangible cultural heritage that was conducted by a UNESCO Dar es Salaam research team from November 2016 to January 2017.

Cultural tourism is of specific interest to UNESCO as it provides an opportunity to raise the incomes of those living within the area, as well as to protect intangible cultural heritage. According to the researchers, the majority of the Maasai living within the NCA are eager to capitalise on opportunities for cultural tourism provided they are consulted and their views are respected before decisions are made. The income-generating activities can be enhanced by further support to the arts and crafts sector, which is strongly represented by women.

The report generated from the research offers an in-depth and informative glimpse into the social reality of the Maasai communities including environmental sustainability and changing gender roles, and examines opportunities for the development of cultural tourism, which could be enhanced in regards to the rich cultural legacy of the Maasai.

However, the researchers cautioned that the heavily gendered distribution of responsibilities can work as an obstacle to a more profound engagement of women in economic activities:

“However, a woman’s role also renders her subordinate to men, who are responsible for making decisions on behalf of their family and the wider community. This means that women’s interests could be excluded from wider community level decisions. In addition, a woman’s responsibility to her children and exclusion from employment opportunities may render her more vulnerable to poverty or catastrophe. This is particularly true if those whom a woman depends on for income are unable, or unwilling, to provide for her any longer”, reads part of the report.

The challenge now is to deepen the collaboration with the local Maasai communities and support the sustainability of the projects UNESCO introduced in the area, and to strengthen the efforts for the preservation of the Maasai culture to allow the communities benefit from the number of incoming tourists visiting the area.

The documentation of the Maasai intangible cultural heritage aims to support the Ministry in developing a programme for safeguarding the diverse indigenous culture and knowledge and as such will be added to the Ministry’s of Information, Culture, Arts and Sports (MICAS) national inventory of intangible cultural elements. The document is currently being submitted to external experts for quality control process before being made public.
Community media practitioners attending the consultation on the role of media in promoting development organized by UNESCO during the World Radio Day commemoration in Dar es Salaam, have been confirmed that annual licensing fees for community radios should only be only USD500.

The statement was made by the Director of Broadcasting Affairs at the Tanzania Communications Regulatory Authority (TCRA), Mr. Frederick Ntobi who clarified that, the annual licensing fees for community radios is only a fraction compared to all other categories of broadcasting licences for radios in Tanzania (USD 20,000 for other categories of radio broadcasters). The statement further clarified that, the registration process for Content Services Licences, as the new modality being enforced - requiring a competitive tender for the application of Network Facilities and Content Services Licences - does not involve applications for Community Content Service Licences and therefore does not apply to community radios. The purpose of enforcement by the Regulator is to improve management of the licencing process considering the limited radio frequency spectrum resource as well as strengthen the regulatory process and customer service.

The clarifications were made in response to concerns raised by representatives of the community media, on restrictive licensing fees and the cumbersome registration process during a workshop facilitated by UNESCO.

With this, Tanzania is well on its way to fully complying with international standards governing the licensing process for community broadcasters, which should essentially be fair and transparent, significantly less onerous, and allow for public input into the selection process.

UNESCO in Tanzania will continue to work with TCRA and other partners, in view of developments in the Sector, to reinforce efforts for the holistic recognition of community broadcasting, not merely limited to a definition by virtue of registration but taking into account the content of programming, which is broadly development-based. This will open the door to improved licensing and a range of possible support measures to guarantee the right to freedom of expression and to ensure diversity and pluralism in the overall development of the sector.

In Tanzania, the Commemoration of World Radio Day was held on Monday 13th February 2017, marked by the consultative session at the Open University of Tanzania under the theme, ‘Radio Is You’. The Ceremony counted with the presence of the then Minister of Information, Culture, Arts and Sports, Hon. Nape Nnauye, the UNESCO Dar es Salaam Head of Office and Country Representative to the URT, Ms. Zulmira Rodrigues.

---

4Provisions of Applications per Rule 2 of the Electronic and Postal Communications (Licence Procedure) Rules 2014
Community radios are making positive impacts in the Tanzanian society, from uncovering burning issues facing local communities to broadcasting live coverage of council debates, thanks to the community radios empowerment projects being implemented by UNESCO Dar es Salaam. This is a direct result of a training in investigative journalism whereby a theoretical training was followed by a mentorship programme benefiting 20 Community Radios.

In Kahama district, villagers of Mwime, Chapulwa and Mwendakulima are now accessing health services in neatly renovated facilities and will soon be connected to tap water due to stories aired through Kahama FM after the mentorship programme.

Neema Mugheni, a journalist with Kahama FM investigated claims by villagers living around the famous Buzwagi Gold Mine on the poor social services in the area. Empowered with investigative journalism knowledge from the mentorship program, she prepared and aired her stories on the poor health facilities and infrastructure and lack of clean and safe water in the area.

This was a wakeup call to leaders and other stakeholders in the area. Since then, the district administration has mobilized resources for installation of water supply system to the villages while the Buzwagi Gold Mine has spent nearly 30M TZS for road maintenance around the villages and rehabilitation of facilities at the ward health centre.

In Ngorongoro district, an investigative report on imminent famine facing the local pastoralists prepared by another mentored radio journalist, Julius Laizer, and aired through IDEA FM alerted government authorities, who through the Ngorongoro Conservation Area Authority immediately started delivering food aid to the affected populations.

For the first time ever, residents of Bunda district and its neighbouring districts, in March 2017, were treated with a live coverage of the Mayoral and Council Meetings through Mazingira FM, a community radio based in Bunda. This coverage was made possible through a technical and equipment maintenance proficiency training for community radios technicians conducted by the Tanzania Broadcasting Corporation (TBC), promoted by the UNESCO Dar es Salaam Office in February 2017.

Through the live coverage of the debates, residents of the district were able to follow the discussion on various development issues in their district improving thereby transparency and participation in local governance.

The technical and equipment maintenance proficiency training for community radios has led to increased reliability in services delivery due to performance of regular and proper maintenance, installation of solar power supply and use of modern technology; and has greatly decreased operation costs to the community radios. The programme is delivered using technical expertise from TBC.

The mentorship program for journalists and the technical and equipment maintenance proficiency training for technicians were conducted by UNESCO Dar es Salaam in late 2016 and early 2017 as part of the SIDA and SDC funded projects aimed at promoting media development and access to information and knowledge.
A model for preventing school violence, developed with the assistance of UNESCO Dar es Salaam, was recently presented at an International Symposium on tackling bullying and school violence held in Seoul, South Korea. The model was presented by Mr. Herbert Temba, the District Social Welfare Officer in Bariadi, Simiyu, one of Tanzania’s regions where the pilot was held.

The model emanated from a UNESCO Dar es Salaam intervention initiated at Shinyanga Teachers College in July 2016, whereby secondary and primary school teachers, district and regional education officers and tutors were trained on applying Human Rights Education, anti-discrimination and anti-bullying in the school setting. The event formed the basis of a pilot in 6 schools in 4 districts, whereby, through the formulation and implementation of school specific action plans bullying would be prevented and an environment of respect for all students was promoted. These action plans laid out concrete steps that teachers, students, parents and community members took to prevent violence and discrimination.

During the international symposium in Seoul, Mr. Temba presented the work his council had done to implement their plan since its formulation in September 2016. In his presentation he emphasized the importance of the plan, particularly given that some children with albinism who had previously been in residential centres had been reunited with their families in Bariadi.

It was the first time ever that a district official participated in an international event of such magnitude. His attendance enabled the participants to get a concrete glimpse of how to tackle human rights education and fight bullying and discrimination in schools.

Mr. Temba and the Bariadi district council expressed their gratitude to UNESCO Dar es Salaam for the opportunity to participate in the symposium. Mr. Temba said ‘It was a wonderful symposium and I have acquired lots of knowledge and experiences from other participants from various countries which will be useful to our council as we implement activities. Following the symposium, Bariadi district council planned activities for the year 2017/2018 relating to implementing a reporting system for bullying and other school based violence.'
In March 2017, the Deputy Speaker of the National Assembly of Tanzania, Dr Tulia Ackson Mwansasu paid a short visit to the UNESCO Office in Dar es Salaam.

Dr Mwansasu met with the UNESCO Head of Office and Country Representative, Ms. Zulmira Rodrigues, UNESCO staff members and 28 managers of community radios, who were attending a 3 days training on leadership, management and governance of community radios at the UNESCO office.

The Deputy Speaker was highly impressed with UNESCO’s work in the country particularly around girls retention in education, stating that it is imperative that the government of Tanzania and all supporting partners work together to strike the right balance between promoting abstinence before marriage among students and ensuring successful re-entry into the education system, of girls who dropped from school due to pregnancy.

Dr Mwansasu spoke of her commitment to the promotion of the 2nd traditional dance festival taking place in Rungwe, Mbeya, and her vision of creating this into a national festival. UNESCO has agreed to document this prestigious event that sees 1200 performers come from all over Tanzania to take part. This year the plan is to celebrate the Nyakyusa (also called the Sokile, Ngonde or Nkonde) people of Southern Tanzania. In return, Dr Mwansasu praised UNESCO’s support in building capacities of local communities and government in the safeguarding of Tanzania’s rich and precious intangible heritage.

Turning her attention to media managers in the room, the Deputy Speaker praised Tanzania’s community radios for their efforts to enhance peacefully elections during the 2015 general elections. She also called upon community media practitioners to be impartial and fair by adhering to media ethics in order to continue to enhance peace in the country.
10 – 11 January 2017
Global Learning XPRIZE: Brainstorming session on the Research study for social-emotional assessment
UNESCO HQ, Paris

17 – 18 January 2017
Meeting on the assessment tools design and project monitoring for XPRIZE
Dar es Salaam

6 – 12 February 2017
Training for community radios technicians on technical and equipment maintenance proficiency
Dar es Salaam

13th February 2017
World Radio Day
Dar es Salaam

15 – 16 February 2017
SDG4 National and Regional Consultation
Dar es Salaam

17 February 2017
Regional meeting of National Commissions for UNESCO in Eastern Africa
Dar es Salaam

27 - 28 February 2017
COMNETA General Assembly
Dar es Salaam

01 – 03 March 2017
Management training for community radios managers
Dar es Salaam

08 March 2017
International Women’s Day
Dar es Salaam

21 & 23 March 2017
Mobile Learning Week: Global Learning XPRIZE Symposium and Strategy Lab
UNESCO HQ, Paris

Some of the participants of the World Radio Day celebrations in Dar es Salaam
UPCOMING EVENTS

03 – 04 April 2017
Training of trainers/teachers on the Introduction of Safe Space/ Youth Clubs in secondary schools
Korogwe, Tanga

25 – 27 April 2017
XPRIZE Baseline workshop for adaptation of cognitive instruments in line with the national curriculum
Dar es Salaam

28 April & 02 May 2017
XPRIZE baseline pre-test with 80 children from high to low attendance in one primary school
Bagamoyo

02 – 03 May 2017
World Press Freedom Commemoration
Mwanza

05 – 11 May 2017
Training on reporting on areas of local concern using investigative journalism for community radio practitioners
Bunda

08 – 12 May 2017
XPRIZE software application test to support the selection of the final five applications with 30 children in 2 schools
Bagamoyo

16 – 17 May 2017
Digital Village E-health Pilot Concept Creation Workshop
Muhimibili University for Health and Allied Sciences, Dar es Salaam

23 – 24 May 2017
Workshop to develop assessment tools for social-emotional development study for the XPRIZE Project
Dar es Salaam

24 May – 30 June 2017
One month XPRIZE mock test with 21 children in one village
Bagamoyo

19 June – 10 July 2017
Community Sensitization Workshops for the XPRIZE Project
Tanga

12 – 13 June 2017
First General Assembly of the new community media network

14 – 16 June 2017
Strategic planning workshop for the new community media network
Dar es Salaam

June 2017
Training in ICTs for Community Radio practitioners
Dar es Salaam

June 2017
Training for Science and Mathematics tutors in 11 Teachers Colleges on ICT Integration in teaching and learning

June 2017
Workshop for dissemination of external and internal evaluation reports for Phase I of the CFIT Project to highlight the importance of reliable ICT infrastructure for effective and sustainable utilization of Blended Learning modalities in Teachers' Colleges
Dar es Salaam
ARRIVALS

Nadia MARQUES
Project Officer
January 2017

DEPARTURES

Joel NANAUKA
Assistant to HoO
January 2017

UNESCO Dar Es Salaam Newsletter is published quarterly to highlight the activities of UNESCO in Tanzania.

Contributors: UNESCO Dar es Salaam staff members
Chief Editor: Zulmira Rodrigues
Pictures: Zainul Mzige
Design: Leonard Kisenha

Your feedback is highly appreciated. Please share your feedback and comments at:
Email: Lkisenha@unesco.org

For more information please contact:
UNESCO Dar es Salaam Office
59 Mtwarara Crescent, Oysterbay
P.O. Box 31473
Dar es Salaam, Tanzania
Telephone: +255 22 291 5400
Email: dar-es-salaam@unesco.org
Website: www.unescodar.or.tz
Facebook: www.facebook.com/unescodar
Twitter: @unescodar