



United Nations
Educational, Scientific and
Cultural Organization



UNESCO Country Programming Document

2011–2015

United Republic of Tanzania

Table of Contents

Table of Figures and Text Boxes	4
List of Acronyms and Abbreviations	5
Introduction	8
Situation Analysis.....	9
Country Context	9
Economy.....	10
Quality of Education.....	11
Science, Technology and Innovation (STI) Environment	15
Gender Equality and Women’s Empowerment.....	16
Non-Discrimination and Sensitization on HIV and AIDS.....	17
Environmental Sustainability	19
Culture and Development	20
Freedom of Expression, Access to Information and Information Ethics	23
Challenges and Opportunities	25
Past Cooperation and Key Achievements.....	27
Education Sector	27
Natural Sciences Sector.....	31
Social and Human Sciences Sector	35
Culture Sector.....	37
Communication and Information Sector.....	40
UN Reform and Paris Declaration	42
Lessons learned	43
Cooperation Framework 2011–15.....	44
Education Sector	46
Natural Sciences Sector.....	50

Culture Sector.....	52
Communication and Information.....	55
Financial Framework 2011–15.....	57
Partnership Strategy.....	59
Annexes	60
Annex 1: UCPD Results Matrix	60
Annex 2: UCPD Budget.....	75
Annex 3: Key Development Indicators	79
Annex 4: UNDAP Brief	81

Table of Figures and Text Boxes

Figure 1: UNDAP Results

Figure 2: UNESCO Sectors' Contributions to UNDAP Programmes

Figure 3: Strategic Areas of Focus of the Education Sector

Figure 4: Strategic Areas of Focus of the Natural Sciences Sector

Figure 5: Strategic Areas of Focus of the Culture Sector

Figure 6: Strategic Areas of Focus of the Communication and Information Sector

Figure 7: UNESCO Budget in the UNDAP 2011–2015 per Sector of Intervention

Figure 8: UNESCO Budget in the UNDAP 2011–2015 per Sector per Source of Funds

Figure 9: Resources Mobilization Targets

Box 1: Improving Science Education at the Secondary Level

Box 2: Women in Science

Box 3: Adolescent Girls

Box 4: The African Liberation Heritage

List of Acronyms and Abbreviations

AIDS	Acquired immune deficiency syndrome
ALHP	African Liberation Heritage Programme
AU	African Union
BEST	Basic Education Statistics in Tanzania
BRIC	Brazil, Russia, India and China
CEODE	Centre for Earth Observation and Digital Earth
COSTECH	Commission for Science and Technology
DCMA	Dhow Countries Music Academy
DQAF	Data Quality Assessment Framework
DRC	Democratic Republic of the Congo
EAC	East African Community
EFA	Education for All
ECD	Early childhood development
EMIS	Education management information system
ESDP	Education sector development programme
ESMIS	Education sector management information system
EXB	Extra-budgetary resources
FGM	Female genital mutilation
GBV	Gender-based violence
GDP	Gross domestic product
GEAP	UNESCO Gender Equality Action Plan
GIS	Geographic information system
HACT	Harmonized approach to cash transfers
HEI	Higher education institution
HIV	Human immunodeficiency virus
IADG	Internationally agreed development goals
IAGG	Inter-Agency Gender Group
ILO	International Labour Organization
IPCC	Intergovernmental Panel on Climate Change
JP10	United Nations Joint Programme on Education
LS	Life skills
M&E	Monitoring and evaluation
MARP	Most at risk population
MDAs	Ministries, departments and agencies
MDG	Millennium Development Goal
MKUKUTA	National Strategy for Growth and Reduction of Poverty
MKUZA	Zanzibar Strategy for Growth and Reduction of Poverty
MoEVT	Ministry of Education and Vocational Training
NGO	Non-governmental organization
NNT	Newly naturalized Tanzanians
OECD	Organisation for Economic Co-operation and Development
PME	Planning, monitoring & evaluation
PPP	Purchasing power parity

PreSET	Pre-service education and training
R&D	Research & development
RP	Regular Programme
SADC	South African Development Community
SARUA	Southern African Regional Universities Association
SME	Small and medium enterprise
SRH	Sexual and reproductive health
STEM	Science, technology, engineering and mathematics
STI	Sexually transmitted infection
STI	Science, technology & innovation
STI4W	Science, Technology and Innovation for Women
TDMS	Teacher Development and Management Strategy
TTC	Teacher training college
TVET	Technical and vocational education and training
UCPD	UNESCO Country Programming Document
UIS	UNESCO Institute for Statistics
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNCG	United Nations Communications Group
UNCT	United Nations Country Team
UNDAF	United Nations Development Assistance Framework
UNDAP	United Nations Development Assistance Plan
UNDP	United Nations Development Programme
UNFPA	United Nations Population Fund
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UNIDO	United Nations Industrial Development Organization
WASH	Water, sanitation and hygiene
WFP	World Food Programme
WHO	World Health Organization

Introduction

1. UNESCO's intervention in the United Republic of Tanzania is planned and managed by UNESCO Dar es Salaam Cluster Office¹ in close collaboration with the UNESCO National Commission² and other structures of UNESCO. The United Republic of Tanzania, hereby referred to as Tanzania, is one of the eight countries piloting the UN Delivering as One process.

2. It is guided by Vision 2020 and Vision 2025 and building on the experiences and lessons learned from implementation of the 2002/2003 Tanzania Mainland Poverty Reduction Strategy Paper (PRSP), the 2002–2005 Zanzibar Poverty Reduction Plan as well as the Strategies for Growth and Reduction of Poverty for Tanzania Mainland and for Zanzibar (known respectively as MKUKUTA 2005/6–2009/10 and MKUZA 2006–10),³ that Tanzania Mainland and Zanzibar elaborated [MKUKUTA II](#) (2010/11–2014/2015) and [MKUZA II](#) (2010–15).

3. Based on these strategies and following an intense consultative and participatory process, the United Nations System in Tanzania developed the [United Nations Development Assistance Plan \(UNDAP 2011–15\)](#). In line with UN Resolution A/RES/63/311 on system-wide coherence, this business plan encompasses all UN development activities in the country from July 2011 to June 2015. A gender lens and the human rights based approach to programming were applied during the process of identifying the UN priorities. A guiding tool for culture-sensitive development is being prepared. There are ten priority areas: Economic Governance & Economic Growth, Education, Emergencies, Refugees, Health, HIV and AIDS, Social Protection, Environment, Governance, and Water, Sanitation & Hygiene (WASH)⁴.

4. The UNESCO Country Programming Document (UCPD 2011–15) for Tanzania articulates the Organization's multisectoral cooperation strategy and programme in coherence and alignment with the country's priorities and strategies as spelled out in the MKUKUTA II, the MKUZA II, the UNDAP (2011–15) and in line with the UNESCO Medium-term Strategy (34 C/4) for 2008–13.

¹ UNESCO Dar es Salaam Cluster Office covers five countries: the United Republic of Tanzania, Comoros, Seychelles, Madagascar and Mauritius.

² The UNESCO National Commission participates in the planning and execution of activities entrusted to UNESCO which are undertaken with the assistance of United Nations agencies and multilateral organizations.

³ MKUKUTA stands for "Mkakati wa Kukuza Uchumi na Kupunguza Umaskini Tanzania" which means "Strategy for Growth and Reduction of Poverty of Tanzania"; MKUZA stands for "Mkakati wa Kukuza Uchumi na Kupunguza Umasikini Zanzibar" meaning "Zanzibar Strategy for Growth and Reduction of Poverty".

⁴ The website <http://tz.one.un.org> contains all the information on the Delivering as One process in Tanzania and the UNDAP

Situation Analysis

Country Context

5. Following the independence from the United Kingdom on 9 December 1961, Tanganyika merged with Zanzibar to form the United Republic of Tanzania on 26 April 1964. Tanzania shares borders with no fewer than eight countries. Tanzania's chief of state and head of government is H.E. Mr. President Jakaya Mrisho Kikwete, who was re-elected in October 2010 with a five-year mandate.

6. The country's population is estimated to be 45 million, of which women make up more than 51 per cent. The population growth rate was 2.4 per cent in 2009. The country comprises 128 ethnic and languages groups, of which 10 per cent are endangered languages⁵. The principal languages are Kiswahili (official), English (official, primary language of commerce, administration, and higher education) and Arabic (mainly in Zanzibar).

7. Tanzania's first president, Mwalimu Julius Kambarage Nyerere instituted social policies that forged a strong national sentiment which is a significant factor in Tanzania's unbroken record of political stability.⁶ In 1986, the country began to liberalize its economy and to make partial market-oriented economic reforms. Since 1996, Tanzania has taken significant steps toward macroeconomic stabilization and structural reforms. However, for the last 15 years economic growth has not translated into significant improvements in the lives of average Tanzanians. Around a third of the overall government budget is donor-dependent.⁷

8. Tanzania played an important role in regional and international organizations such as the Non-Aligned Movement, the Anti-Apartheid Front-Line States, the G-77 and the Organization of African Unity, which became the African Union in 2001. In 1999, Tanzania, Uganda and Kenya signed the East African Cooperation Treaty which led to the creation of the East African Community (EAC).⁸

9. Tanzania ratified core human rights instruments such as the International Covenant on Economic, Social and Cultural Rights as well as the International Covenant on Civil and Political Rights in 1976. The country ratified the Convention on Elimination of All Forms of Discrimination against Women in 1985, the Convention on the Rights of the Child in 1991, and the Convention of the Rights of Persons with Disabilities in 2009. At the regional level, several instruments protect the rights of women such as the African Charter on Human and People's Rights and the Protocol to the African Charter on Human and People's Rights on the

⁵ See: <http://www.unesco.org/culture/languages-atlas/index.php>. Among the initiatives aiming at safeguarding the linguistic richness of Tanzania is The Languages of Tanzania Project of the University of Dar es Salaam, Tanzania.

⁶ Source: *Background Note – Tanzania*. Bureau of African Affairs, US Department of State, April 2011.

⁷ Source: *Tanzania and the Millennium Development Goals, A Critical Appraisal of the Global Partnership for Development (Goal 8)*. African Forum and Network on Debt and Development (AFRODAD), Zimbabwe, 2005.

⁸ The East African Community (EAC) consists of Burundi, Kenya, Rwanda, Uganda and Tanzania.

Rights of Women in Africa (2003) along with the South African Development Community (SADC) Protocol on Gender and Development (2009).

10. MKUKUTA II and MKUZA II aim to accelerate the pace of poverty reduction by pursuing pro-poor interventions to achieve the Millennium Development Goals (MDGs). Both strategies are similarly organized around three clusters: (1) Growth for Reduction of Income Poverty; (2) Quality of Life, Well-being and Social Services, (3) Good Governance, National Unity and Accountability.

11. The national Millennium Development Goals (MDG) Mid-Way Evaluation 2000-2008 concluded that Tanzania had made important progress regarding primary education enrolment and gender equity,⁹ but not on income poverty and maternal health.¹⁰ In Tanzania Mainland, 3 of the 11 MDG indicators were assessed as 'achievable' (primary school enrolment, human immunodeficiency virus (HIV) prevalence amongst 15-24s and urban access to potable water), two were 'likely to be achieved' (under-5 and infant mortality rate), and six 'unlikely to be achieved' (proportion of population below basic needs poverty line, underweight under five, stunted under five, maternal mortality, skilled birth attendants and rural access to potable water). Concerning Zanzibar, 8 of the 11 MDG indicators were 'achievable' while three were 'unlikely to be achieved' (proportion of population below basic needs poverty line, maternal mortality and skilled birth attendants). Despite some relative good results presented in the MDG Mid-Way Evaluation Report, the country still faces significant development challenges for all eight MDGs.¹¹

Economy

12. Tanzania's Human Development Index (HDI) has increased during the last 20 years from 0.329 in 1990 to 0.398 in 2010 (HDI rank 148). The inequality-adjusted HDI was 0.285 in 2010¹² (Annex 3 presents key development indicators).

13. Since 2001, the country's annual Gross Domestic Product (GDP) growth rate has been, on average, more than 7 per cent, significantly above the Sub-Saharan African average, with some slowdown following the global financial crisis in 2008. The Africa Competitiveness Report 2011 indicates that the EAC was among the fastest-growing subregions. Intensified

⁹ For evaluating gender equity, the MDG Report for Tanzania takes into consideration the ratios of girls to boys in primary, secondary and tertiary education, the share of women in wage employment in the non-agricultural sector and the proportion of seats held by women in national parliament. The Gender Parity Index is not available for Tanzania (see HDR 2010).

¹⁰ Source: URT, *Millennium Development Goals Report: Mid-way Evaluation: 2000-2008*. Table: Tanzania Mid-way Assessment at a Glance.

¹¹ The eight MDGs are: Eradication of Extreme Poverty and Hunger (MDG 1); Achievement of Universal Primary Education (MDG 2); Promotion of Gender Equality and Women Empowerment (MDG 3); Reduction of Child Mortality (MDG 4); Improvement of Maternal Health (MDG 5); Combat HIV and AIDS, Malaria and Other Diseases (MDG 6); Environmental Sustainability (MDG 7) and Development of a Global Partnership for Development. The latter will be covered in the section on challenges and opportunities.

¹² Source: Human Development Report 2010 – *The real wealth of Nations, Pathways to Human Development*. UNDP, 2010.

trade flows between East Africa, China and the other BRIC countries,¹³ as well as the Gulf countries, have also contributed to the subregion's solid growth during the crisis. Tanzania sold about 25 per cent of its exports to the BRIC countries in 2009.

14. The agriculture sector is key to Tanzania's economy. The sector accounts for more than 45 per cent of GDP and employs 80 per cent of the workforce,¹⁴ including 84 per cent of employed women in the country.¹⁵ The agriculture sector is characterized by the use of hand tools and reliance upon traditional rain-fed cropping methods and animal husbandry.¹⁶

15. The vast majority of Tanzania's population aged 15–64 is employed (80 per cent) but only 12 per cent in the formal sector. The ratio of female to male rates in the formal sector is 0.4:1. Employment vulnerability concerns 90 per cent of the employed workforce and is particularly high for women (1.13:1).¹⁷ Almost 90 per cent of the population live on less than purchasing power parity (PPP) of US\$1.25 a day. Half of the population has no access to improved water services, and 80 per cent live without access to improved sanitation services. While growth has not resulted in immediate income poverty reduction, higher level of capital investment have led to improved productivity and public spending in areas such as education. Poverty remains highest in rural areas, where around 40 per cent of rural households live below the basic needs poverty line.

16. The tourism industry is the second pillar of Tanzanian economy. According to the 2011 World Travel & Tourism Council Tanzania Report, the total contribution of Travel and Tourism to GDP in 2011 is around 13 per cent. The sector contributes to more than 10 per cent of the total employment. The share of travel and tourism in GDP and its contribution to the total employment is expected to rise at least until 2021.

Quality of Education

17. Governance of education in Tanzania is shared between Tanzania Mainland and Zanzibar. In Tanzania Mainland, three entities share responsibilities for the education sector, the Ministry of Education and Vocational Training (MoEVT), the Ministry of Community Development, Gender and Children, and the Prime Minister's Office for Regional Administration and Local Government, while policy making and monitoring is entrusted to the MoEVT. Zanzibar has only one ministry in charge of the education sector, the Zanzibar Ministry of Education and Vocational Training (zMoEVT). Higher education and the national curriculum are the only area of education considered a union matter. The Tanzanian

¹³ The BRIC countries are Brazil, Russia, India and China.

¹⁴ The sectoral value-added of the industrial sector represents 17 per cent of GDP while the share of the services sector is 37 per cent. Source: *Africa Competitiveness Report 2011*. The World Economic Forum, The World Bank and The African Development Bank, 2011.

¹⁵ Source: *Tanzania: Agricultural Sector Overview*. Evans School of Public Affairs Brief No.133, USA, March 2011.

¹⁶ Source: *The Status of Economic Growth and Poverty Reduction in Tanzania*. Research and Analysis Working Group of the MKUKUTA Monitoring System, Ministry of Finance and Economic Affairs, Tanzania, 2010.

¹⁷ Ratio of female to male rates concerning vulnerable employment is 1.13. Source: HDR 2010.

Commission for Universities accredits universities operating in Tanzania and coordinates the proper functioning of all university institutions in Tanzania.

18. According to the Basic Education Statistics (BEST) in Tanzania Mainland, the budget for the education sector has increased over the past 10 years from 16.7 per cent of the total budget in 2000/1 to 18.3 per cent in 2009/10. Although there was also an increase in the absolute sum of funding, this did not keep pace with the rates of inflation (12 per cent in 2009). In 2009/10, the allocation of the budget for education was as follows: 70 per cent to primary, non-formal and other education institutions and supporting services, around 6 per cent to secondary education, 4 per cent to teachers, and around 20 per cent to technical and higher education.

19. Tanzania has made important progress in ensuring universal and free access to basic education. The adult literacy rate was 72.6 per cent in 2010¹⁸ (approximately 66 per cent for females and 79 per cent for males). This improvement has mainly been realized by an increase in the primary school net enrolment ratio, which was around 95 per cent in 2010 both for girls and boys, compared to only 59 per cent in 2000. The net enrolment ratio for secondary education has increased from 13.6 per cent in 2006 to almost 30 per cent in 2010, primarily as a result of the construction of at least one secondary school for each ward in the country. Enrolment in universities and colleges doubled from 2005/06 to 2009/10, although female students constitute only a third of total enrolment at this level.¹⁹

20. The low examination pass rate is a major challenge. Form IV examination pass rates dropped by 20 per cent between 2009 and 2010. According to the National Examinations Council of Tanzania Report 2010, 7.8 per cent of the girls and 14.6 per cent of the boys enrolled in Form IV examination passed. The pupil to teacher ratio stands at an average of 52:1 and is as high as 72:1 in some regions; and the pupil to book ratio is currently 5:1 higher than what is officially recommended 3:1.

21. The Net Completion Rate in primary education stood at only 53 per cent in 2010, while the percentage of pupils enrolled in the first grade of primary education who reached the final grade of that level (Survival Rate) in 2010 was around 70 per cent. In 2010 alone, a total of 68,538 girls and boys, or 2.6 per cent, dropped out of primary school; the reported reasons were truancy in 80 per cent of cases, as well as death, inability to meet basic needs, illness, pregnancy and taking care of sick people.²⁰

22. In 2008, less than 1 per cent of girls and boys with disabilities were enrolled in school and the trend is decreasing. In most cases these girls and boys attend special needs schools rather than enjoying inclusive education. While the government has developed an Inclusive Education Strategy, efforts are still needed to ensure its implementation and hence increase the inclusion of orphans and other vulnerable girls and boys, many of whom are likely to be

¹⁸ Source: UNESCO Institute for Statistics, Montreal, Canada 2010.

¹⁹ Source: URT, *Millennium Development Goals Report: Mid-way Evaluation: 2000-2008*

²⁰ Source: *Basic Education Statistics in Tanzania (BEST)*, Ministry of Education and Vocational Training, 2006-2010. September 2010. Gender-disaggregated data not available concerning drop-outs in primary school.

among the 5 per cent of primary age girls and boys missing in schools. The number of school drop-outs due to pregnancies is significant at the secondary school level (above 5,000 cases in 2009 and in 2010).

23. Corporal punishment is not prohibited in any environment, including in schools, and its use is widespread. Results from a study by the United Nations Children's Fund (UNICEF) on violence against girls and boys record high levels of physical violence in school.²¹ According to the study, *Violence Against Children in Tanzania*, an average of 70 per cent of the females and males aged 13 to 24 years are subjected to physical violence; girls are twice more likely to be subjected to sexual violence (almost 30 per cent) than boys. Boys are relatively more subjected to emotional violence than girls (almost 30 per cent of boys compared to 25 per cent of girls). The plurality of incidents of sexual violence against girls occurs in someone's home (50 per cent), but this type of violence occurred in more than 20 per cent of cases when girls were travelling to or from school, and in 15 per cent of cases in the school.

24. Quality standards are noticeably declining at both primary and secondary levels, a consequence of a rapid increase in the school-going population and enrolment expansion which has not been matched by a requisite supply of quality-related inputs such as qualified teachers, educational materials, sufficient classrooms, investments in school infrastructure and safety, water, sanitation and hygiene. Generally, schools tend to be neither healthy nor safe environments, particularly for adolescent girls. Lack of sufficient facilities, especially desks, classrooms, latrines, dormitories, and housing for teachers, have undermined the quality of the teaching environment. Furthermore, low wages and poor working conditions for teachers affect their ability and motivation to deliver quality education.

25. The Southern African Regional Universities Association (SARUA) reports that higher education institutions (HEI) in Tanzania do not have adequate numbers of qualified staff to teach and to conduct research. Moreover, research infrastructure, including laboratories, suffered from a lack of maintenance and timely replacement of old equipment. The generally poor quality of library resources has not improved significantly, with many university libraries not using automated management systems.²² For the year 2009–10, 70 per cent of enrolment in higher education has been in government institutions. The gross enrolment ratio in higher education institutions is 6.7 per cent for male students and 3.9 per cent for female students.

26. The proportion of girls and young women enrolled in technical education was 40.8 per cent in 2009–10. The proportion is higher for technical education leading to Ordinary Certificates (46.8 per cent) and relatively low for technical education leading to higher levels of diplomas. The majority of the students enrolled in technical education have finance and

²¹ Source: *Violence Against Children in Tanzania, Findings from a National Survey 2009*. UNICEF, August 2011.

²² Source: *Towards a Common Future: The State of Higher Education in the SADC Region*; The State of Public Science in the SADC Region (Chapter 4) and A profile of Higher Education in the Region (Chapter 2). SARUA, December 2008.

accountancy as fields of study. Some students choose other fields such as journalism, library, documentation, archival techniques, medicine, physical science, tourism and wildlife.

27. In 2011, enrolment in government and non-government teacher training colleges (TTCs) increased by 2.9 per cent compared to enrolment in 2010. There are more males enrolled than females overall (the Gender Parity Index is 0.8), although the Gender Parity Index is 1.0 at non-government TTCs.²³

28. Key constraints in the sector can be traced to inadequate and inequitable access to quality education and coverage arising from many factors including: inadequate funding, disparities in resource allocations across districts and levels of education, and inefficient management of resources to enable quality learning and teaching. Other constraints include managerial and financial shortcomings in national systems for policy implementation and service provision, insufficient capacities for evidence-based planning, budgeting and monitoring and evaluation (M&E), and inadequate accountability and management for results.

29. Quality issues related to content and teaching methodology, and the pedagogic capacity of teachers, still need to be addressed. In particular, priority actions are required to improve teaching and learning in the classroom, to tackle the causes of repetition rates and school push-out factors, and to find ways of reaching specific groups of girls and boys – girls and boys with disabilities, nomads, orphans, street girls and boys, child labourers and refugees.

30. In 2006, the African Union launched the Second Decade of Education for Africa which focuses on education management information systems (EMIS); teacher development; higher education; technical and vocational education and training (TVET); curriculum and teaching and learning materials; and quality in education. The Ministry of Education and Vocational Training (MoEVT) considers the role of effective and responsive EMIS for the purposes of policy planning and M&E to be part of its main education sector development activities. The use of statistics and the availability of reliable EMIS to monitor the progress of Tanzania's education sub-sectors – specifically the goals of Education for All (EFA) and the Millennium Development Goals (MDGs) – is clearly outlined in the MoEVT Education Sector Development Programme (ESDP) and Education Sector Performance Reports.

31. As part of the response to the second decade for Education in Africa, UNESCO is proposing methodologies to evaluate the quality of data produced by the education sectors. Currently, eight pilot countries in the SADC Region have been selected for the purpose of implementing a Data Quality Assessment Framework (DQAF). Tanzania undertook the DQAF exercise in 2010, and the resulting recommendations will support the improvement of EMIS by MoEVT in 2011.

²³ Source: *Basic Education Statistics in Tanzania (BEST)*, Ministry of Education and Vocational Training, 2007-2011. July 2011.

Science, Technology and Innovation (STI) Environment

32. Tanzania has had an almost steady macro-economic growth in the past five years at an average rate of 6 per cent and is planning to increase the rate to about 8 per cent between 2011 and 2013. The country's economy is considered factor-driven. As part of its strategy to increase national economic growth, Tanzania has indicated in the newly produced MKUKUTA II that it intends to utilize science, technology and innovation as tools to enhance the performance of its four main growth drivers – agriculture, manufacturing, mining and tourism.

33. Tanzanian businesses are mainly producers of raw materials, and the level of business sophistication is low. Agencies such as the United Nations Industrial Development Organization (UNIDO) and the United Nations Food and Agriculture Organization (FAO) work with the private sector, especially small and medium enterprises, to improve the performance of value-chains. However, a poor ability to add value lies in the dearth of skills and readiness to adopt technologies and hinders performance and the visibility of results in terms of new business and spin-offs. With the support of funds from Finland managed by the World Bank, the Tanzania Commission for Science and Technology (COSTECH) has recently started a Business Incubator for SMEs within the information and communication technology sector to try to improve their competitiveness. UNESCO's expertise in science, technology and innovation (STI) is required to enhance skills for the development of technology-based SMEs.

34. Tanzania's most recent science and technology policy was produced in 1996. A Master Plan of Action for implementing science, technology and innovation policies was prepared in 2006. Later in 2008, the science and technology policy was updated to an STI policy which is yet to receive Cabinet approval. Several sectoral policies have also been developed to assist the country in defining its objectives in the application of STI for national development. Indeed, STI policy and the needs of the economy should be closely linked to be supported by political leaders.

35. Governance of the national innovation system is still weak, and it is not contributing significantly to economic development. Weak linkages between the education and research institutions and the private sector, coupled with the inability of the agencies involved to commercialize their research and development (R&D) and innovate products, mean that Tanzania continues to spend funds for research that does not provide any immediate valuable outcomes to its citizens.

36. The report of the Review and Evaluation of the Performance of Tanzania's Higher Education Institutions in STI²⁴ indicates that the quality of higher education and training is crucial to move up the value chain beyond simple production processes and products. In this

²⁴ Source: Carlos Aguirre Bastos & Roland R. Rebois for UNESCO, June 2011.

regards, Tanzania needs to double its efforts to addressing the challenges faced by the higher education sector.²⁵

Gender Equality and Women's Empowerment

37. Although Tanzania ratified the Convention of Elimination of All Forms of Discrimination against Women in 1985 as well as the Protocol to the African Charter on Human and People's Rights on the Rights of Women in Africa,²⁶ and developed its [National Strategy for Gender and Development](#) (currently under review), national reviews and assessments of equality between men and women, including the gender assessment of the first generation of national poverty reduction strategies, have identified a range of challenges for the government to address.

38. Among those challenges, the Strategy mentions the patriarchal system, the customs and traditions that discriminate against women and perpetuate gender inequalities; the inadequacies of the legal and institutional framework; and the lack of capacity for implementing programmes towards gender equality and women's empowerment. Other challenges are the persistent and increasing burden of poverty on women; inequalities in arrangements for productive activities and in access to resources; inequalities in the sharing of power and decision-making; inequality in access to education, especially secondary and tertiary education; lack of respect for and inadequate promotion and protection of the human rights of women; and inequalities in managing natural resources and safeguarding the environment.

39. Particular attention should be drawn to the widespread marginalization of the girl child in different spheres of life, including education and the exclusion imposed upon many (primarily adolescent) girls due to early pregnancies and forced marriages. Some of these discriminatory policies are codified. The Law of Marriage Act of 1971 sets the minimum marrying age at 15 years for girls and 18 years for boys (although the age for both boys and girls can be dropped to 14 years in individual cases by a court order). The Local Customary Law Order maintains discriminatory inheritance rules. It denies widows the right to inherit from the estates of their deceased husbands. Daughters are given an unequal share of the estate compared to sons and are denied their rights to property.²⁷

40. In Zanzibar, some laws have been enacted to protect the interests of women, such as the Penal Act of 2004 which protects women from sexual abuse, the Criminal Procedure Act of 2004 and the Zanzibar Employment Act of 2005. Other laws aim at guaranteeing equal rights regardless of gender.²⁸

²⁵ The Tanzania Country Profile of the 2010-2011 Global Competitiveness Report indicates that Tanzania faces challenges regarding the quality of the educational system in general; the secondary and tertiary education enrollment rates; the quality of math and science education; and the quality of school management.

²⁶ The Protocol to the African Charter on Human and People's Rights on the Rights of Women in Africa was adopted in Maputo on 11 July 11 2003 and ratified by the United Republic of Tanzania on 14 April 2004.

²⁷ Source: *Tanzania Human Rights Report 2010*. Legal and Human Rights Centre, May 2011.

²⁸ Source: *Tanzania Human Rights Report 2010*. Legal and Human Rights Centre, May 2011.

41. The Legal and Human Rights Centre 2010 Report indicates that GBV is still frequent in Tanzania.²⁹ The government has taken several steps in recent years to prevent and respond to gender-based violence (GBV) and harmful traditional practices. Both the Union Government as well as the Revolutionary Government of Zanzibar have developed policies and enhanced coordination between the sectors of prevention and response. In 2010, the Tanzania Police Female Network established 94 gender desks in police stations all over the country to reduce the prevalence of GBV.

42. Stereotyping about HIV and acquired immune deficiency syndrome (AIDS) has continued to fuel stigma and discrimination, particularly against women due to gender norms that label women as “vectors” of transmission for HIV. Traditions such as widow inheritance and cleansing rituals of widows increase the spread of HIV in certain communities.³⁰ Furthermore, as women are tested for HIV when they attend antenatal clinics, they tend to be viewed as responsible for bringing HIV to their spouse if tested positively.

43. The African Women’s Decade³¹ of the African Union was launched in 2010 to advance gender equality and women’s empowerment in the continent. This initiative will help to tackle, among others, female genital mutilation (FGM) practices in the continent. According to Tanzania health statistics, FGM affects 18 per cent of the country’s female population. Despite the fact that the government criminalized FGM in 1998, this traditional cultural practice still exists.³²

Non-Discrimination and Sensitization on HIV and AIDS

44. The Tanzania HIV/AIDS and Malaria Indicator Survey of 2007–08 provided new evidence of the national HIV prevalence as well as the dynamics of HIV transmission. The Survey reported an HIV prevalence of 5.7 per cent among adults aged 15-49 years (6.6 per cent among women and 4.6 per cent among men). About 1.5 million people are currently HIV-infected, among whom approximately 10 per cent were children³³.

45. The country has developed a National HIV/AIDS Policy that provides the desired framework for multisectoral HIV and AIDS control activities, while the HIV/AIDS Prevention and Control Act of 2007 provides the legal backing for HIV and AIDS control in the country.

²⁹ Source: *Tanzania Human Rights Report 2010*. Legal and Human Rights Centre, May 2011.

³⁰ Source: Transformation in Widow Inheritance in Tanzania, draft report by Stella Nyansi for UNESCO, 2010

³¹ The African Women’s Decade is focusing on ten priorities: Fight against poverty, economic empowerment of women and entrepreneurship; agriculture and food security; health, maternal mortality and HIV&AIDS; education, science and technology; environment and climate change; peace and security and violence against women; governance and legal protection; finance and gender budgets; women in decision-making processes and young women movement.

³² Source: *Female Genital Mutilation Practice in Tanzania*. S. Mwambalawa, Mzumbe University, Tanzania, May 2011.

³³ Source: *National Multisectoral HIV Prevention Strategy 2009-2012*, TACAIDS

There are also technical guidelines and policies for specific prevention-related interventions as well as workplace guidelines for the ministries, departments and agencies (MDAs). A two year HIV and AIDS prevention strategy (2009/10 – 2011/12) was recently launched to provide direction on targeting prevention efforts in line with the drivers of the epidemic in Tanzania Mainland. However, the strategy has not been publicized to date.

46. Although HIV prevalence declined from 7 per cent in 2004 to 5.7 per cent in 2008 in Tanzania Mainland and stabilized at around 0.6 per cent in Zanzibar, disparities in prevalence exist amongst different socioeconomic groups. While infection declined among young people aged 15 to 24 (who make up 20 per cent of the total population), infection among girls in this age group is disproportionately high (4 per cent, compared to 1 per cent for young men). HIV prevalence also varies across geographical regions of the country, with the lowest prevalence reported in Kigoma Region (1.2 per cent) and the highest in Iringa Region (14.7 per cent). HIV prevalence is high in the regions where male circumcision is low.

47. The spread of HIV is fuelled by a set of biological, behavioural, sociocultural and socioeconomic factors that include multiple concurrent sexual partnerships, early sexual debut, transactional and cross-generational sex, sexually transmitted infections (STIs), mobility, mother-to-child HIV transmission, gender inequalities, sexual violence, harmful sociocultural norms, drug abuse and presence of most at risk populations (MARPs).

48. Despite concerted efforts to attack the epidemic that have led to the overall decline of HIV prevalence, Tanzania's HIV prevention initiatives still face a number of challenges, including the inconsistent alignment of HIV prevention programmes with the drivers of the epidemic. This affects intervention content, geographic targeting and audience targeting. Areas of concern resulting from the weaknesses of prevention interventions include 61 per cent and 58 per cent of females and males aged 15-24 years, respectively, who lack comprehensive knowledge about HIV and AIDS; low and inconsistent condom use during high-risk sex (43 per cent for females and 58 per cent for males); low risk perception; high-risk behaviour, including multiple concurrent sexual partners; and age-disparate sexual relationships.

49. There are numerous challenges related to improving the sustainability and equity of the national response to HIV and AIDS: lack of capacity of the national institutions to mainstream human rights and gender equality considerations in their response to HIV and AIDS; insufficient capacity of local government authorities to ensure local availability of quality, affordable and comprehensive HIV and AIDS services; and insufficient national capacities to support national prevention and mitigation policies and strategies.

50. The quality of HIV Life Skills (LS) educational programmes in schools is not tracked, but anecdotal evidence indicates some weaknesses. There have been instances of over-emphasis on sexual abstinence without conveying knowledge about other HIV prevention approaches in order to fully equip young people during the transition to responsible adulthood. HIV LS education has not been incorporated in the curriculum of pre-school and

primary 1-4. Inadequate supporting training and educational materials in schools, due to shortage of resources, have been reported.³⁴

51. Though Zanzibar has low levels of the epidemic, HIV prevalence is high amongst the MARPs – injection drug users (15 per cent), sex workers (10 per cent) and men who have sex with men (12 per cent) – who face stigma, discrimination and limited access to services and information (comparable data on prevalence rates for Tanzania Mainland is unavailable). HIV prevention, care and treatment services have been significantly scaled up nationally.

Environmental Sustainability

52. Tanzania is renowned as a land of natural wonders. The country abounds in spectacular landscapes, vegetation and wildlife including some endemic species. Its forests, waterfalls, lakes, beaches, volcanoes and islands are spectacular. Tanzania is also the custodian of the Olduvai Gorge, often referred to as the cradle of humankind. The gorge is part of the Ngorongoro Conservation Area where footprints from ancient hominids dating back 3.5 million years have been discovered. Tanzania has more than 30 million hectares of forests and woodlands, habitat for unique natural ecosystems. Moreover, Tanzania boasts flourishing marine biodiversity and unique marine ecosystems.

53. Efforts to foster the recognition, protection and sustainable management of natural sites in Tanzania include the World Heritage Site of Mount Kilimanjaro, Serengeti and Ngorongoro.³⁵ The latter is also a Biosphere Reserve managed, together with the other two sites of Lake Manyara and Usambara Mountains, with a stronger emphasis on traditional knowledge and the inclusive approach to local population.³⁶

54. Tanzania's comparative advantage in terms of natural heritage and environmental splendours constitutes a critical selling point in attracting tourists and in developing tourism industries. The Travel & Tourism Competitiveness Index ranks the country second out of 139 economies on this aspect.

55. After Serengeti, Mount Kilimanjaro is the highest earner of all Tanzania's national parks and is one of the most successful examples of transforming a protected area into a sustainable and economically productive destination. According to a recent study conducted by the World Bank on the pro-poor impact of tourism in the Mount Kilimanjaro area, the revenue from tourism generates an estimated US\$350 million per year, of which 28 per cent reaches the local poor.³⁷

³⁴ Source: HIV and AIDS Gaps Analysis Draft Report. TACAIDS, 2011.

³⁵ For more detailed aspects of World Heritage Sites in TZ, see section on *Culture for Development*

³⁶ More information on the biosphere reserves, see section on past cooperation and key results in the Natural Science Sector.

³⁷ Source: *Africa Competitiveness Report 2011*. The World Economic Forum, The World Bank and The African Development Bank, 2011.

56. However, Tanzania's natural resources are in danger. According to the Intergovernmental Panel on Climate Change (IPCC) 4th Assessment Report, Tanzania is significantly affected by climate change. Deforestation in Tanzania is among Africa's most widespread and results in carbon emissions of approximately 100 million metric tonnes per year. Some of the major causes of deforestation and forest degradation include harmful agricultural practices and overexploitation such as for the production of fuel, especially charcoal.

57. Water resources are also affected by climate change. Climatic impacts on lake ecosystems warm their surfaces as well as deep waters and it leads to reduced algal abundance and declines in fish productivity. Lake Victoria, Lake Tanganyika and the East African Rift Valley Lakes are specifically affected by climate change. The main coastal ecosystems (mangroves and coral reefs) are also threatened, along with the endangered species associated with these ecosystems, including marine turtles and migratory birds.³⁸

58. Both in Tanzania Mainland and in Zanzibar, the effects of climate change significantly impact women and exacerbate the problems and inequities that they face.³⁹ In general, women in rural areas bear the major responsibility for collecting and storing food, fuel for cooking and heating and water for all domestic uses. The effects of climate change force women to spend more time on domestic tasks at the expense of education, health, development work, etc.⁴⁰

59. Besides climate change, other elements such as population growth and the urbanization process are affecting the environment and land use. The National Human Settlements Development Policy indicates that the urban population increased at a rate of 10 per cent per annum for the period 1980–97. Nowadays, almost 30 per cent of Tanzania's population lives in urban areas.⁴¹

Culture and Development

60. Tanzania is a country of rich and diverse cultures. It is home to a great variety of traditions, indigenous skills and knowledge. It has a large base of cultural expressions, crafts and traditional performances, especially in oral traditions, art and music. The 128 spoken languages of Tanzania are an indication of its wealth of cultural roots, while the national identity is founded on the use of Kiswahili, the widely spoken lingua franca in East Africa, developed as a unifying factor since the 1960s by Julius Nyerere to strengthen the unity and cooperation of the people of Tanzania.

38 Source: Intergovernmental Panel on Climate Change (IPCC) *4th Assessment Report*. UNEP & WMO, 2007.

39 Source: *Frauen Stärken, Klima Wandeln!* Rundbrief, Grace Mketto, January 2009.

40 Source: *Africa Competitiveness Report 2011*. The World Economic Forum, The World Bank and The African Development Bank, 2011.

41 Source: *Human Development Report 2010 – The real wealth of Nations, Pathways to Human Development*. UNDP, 2010.

61. The cultural expressions of the tribes of Tanzania are, however, not just intangible: they have shaped the country's landscapes and are even today an important part of the traditional and sustainable management of land and wildlife. The resulting cultural landscapes are of highest cultural and ecological⁴² value, expressing the understanding of the precious balance between humans, their environs and the universe, and they deserve the type of protection that is only possible through the traditional management and use of these landscapes by indigenous managers.

62. The diverse heritage of Tanzania further harbours many tangible elements, from paleontological evidence in the form of geologically enshrined footsteps of early hominids to the burial sites and painted rock shelters of prehistoric civilizations. The early medieval coastal Swahili culture, a very rich and highly sophisticated culture along the coast of Eastern Africa, finds its finest expressions in a range of elaborate coastal cities such as Kilwa Kisiwani and Zanzibar Stone Town. Archaeological evidence, including in the form of shipwrecks, recounts the history of early trade with nations across the world including China, Southeast Asia, the Asian subcontinent, Arabia and, much later, Europe. Apart from the exciting evidence of trade in precious goods, the sites also bear witness to the disturbing history of the slave trade, which flourished in the coastal towns until the late 19th century.

63. The policy and planning tools of the Government of Tanzania indicate a broad understanding of culture and recognition of the important role it plays for this country and its people. MKUKUTA II indicates the need 'to adopt a wider definition of culture as enshrined in Development Vision 2025, which includes changes of mind sets, self-reliance, confidence and patriotism, environmental conservation, the reading culture, adherence to ethical conduct, work ethics, entrepreneurship, savings, and, with a view to assessing fully the contribution of culture to development.' The document points out that implementation of Tanzania's previous Strategies for Growth and Poverty Reduction led to the expansion of the use of Kiswahili, the preservation of historical sites and infrastructure development related to culture. Nevertheless, culture and traditional practices are often perceived as an obstacle to development instead of a tool for leveraging sustainable progress.

64. Tanzania adopted its Culture Policy in 1997, which it now wishes to revise, and its Cultural Heritage Policy in 2008. The country ratified the international legal instruments of the World Heritage Convention⁴³ in 1977. The 2003 Convention for the Safeguarding of the Intangible Cultural Heritage and the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions are expected to be ratified soon, while the 2001 Convention for the Protection of Underwater Cultural Heritage is only in the early stages of consideration.

65. The Charter for African Culture Renaissance adopted by the member states of the African Union in Khartoum, Sudan in 2006, is an excellent cultural tool aimed at encouraging member states to promote pan-Africanism, cultural renewal and identity, and its

⁴² As described under 'Environmental Sustainability'.

⁴³ 1972 Convention for the Protection of the Worlds Cultural and Natural Heritage

implementation should lead to the strengthening of national policies to contribute to the achievement of the continental socio-economic and cultural integration to build sustainable peace and to achieve the MDGs.⁴⁴

66. The culture sector in Tanzania is managed by two ministries, the Ministry of Natural Resources and Tourism and the Ministry of Information, Culture, Youth and Sports, including a wide range of specialized departments, while the President's office carries the responsibility for the National Archives. Coordination between the different ministries and departments, coupled with scarce resources, are key challenges of the sector.

67. The contribution of Culture to the Tanzanian national economic growth is not measured. The National Statistical Framework does not include culture in a manner that could lead to evidence-based planning and development of the sector. Aside from its potential as an economic sector, culture as a cross-cutting consideration has not been mainstreamed into the national programmes of Agriculture, Health or Education.

68. Tanzania has seven sites on the World Heritage List, protected by national law such as the Antiquities Act of 1964, revised in 1979, and the Antiquities Policy of 2008. Among these sites, the site of Kilwa Kisiwani and Songo Mnara has been on the "World Heritage in Danger" list since 2004. A number of developmental pressures have recently given rise to concerns over the preservation and sustainable management of the Natural, Mixed and Cultural Sites of Tanzania, including a major road planned through the Serengeti National Park and an open-cast uranium mine planned within the Selous Game Reserve. Keeping in mind the abundant evidence on the positive socio-economic impact of preserving natural and cultural heritage sites in developing countries,⁴⁵ there is an urgent need for mitigation of such pressures, respecting the outstanding universal value of the site, including its integrity and authenticity; the values, culture and livelihoods of local people; as well as the development goals of the country.

69. The protected areas of Tanzania cover approximately 28 per cent of its land mass. The remaining land consists 70 per cent of village land and 2 per cent of urban land, accommodating 80 per cent and 20 per cent of the local population, respectively. All protected areas of Tanzania are inhabited, if sparsely, by indigenous peoples, most of them being pastoralists like the Maasai, moving according to seasonal changes in water and vegetation. Although having shaped the landscape and successfully coexisted with the wildlife over millennia, these people are today at the core of multifaceted debates focusing on nature conservation, commercial hunting, tourism and other uses of the land. These issues call for a more comprehensive and integrative approach to stakeholder participation taking into account the important role of indigenous people as traditional custodians.⁴⁶

⁴⁴ Only three countries have currently ratified the Charter, which is why the AU launched a promotion campaign for 2010–12. Tanzania is currently not among the countries that have ratified the Charter.

⁴⁵ See also *'When Parks and People Collide', Human Rights Dialogue on Environmental Rights*. Peter G. Veit and Cathereine Benson, 2004.

⁴⁶ Source: Joint ICOMOS/UNESCO Reactive Monitoring Mission to Ngorongoro Conservation Area, Feb 2011.

70. Tanzania is well known for having hosted refugee communities from the Democratic Republic of the Congo (DRC), Rwanda and Burundi. Most of the communities returned to their original countries or moved on to other parts of the world. The Burundians who fled the internal conflict of 1972 are the longest established refugee community in Tanzania. Some of them opted for the voluntary repatriation programme. The remainder (162,000) were naturalized and granted citizenship in 2010. In June 2010, the Prime Minister's Office – Regional Administration and Local Government launched the National Strategy for Community Integration Programme to relocate newly naturalized Tanzanians from the so-called old settlements and integrate them into Tanzanian local communities.

Freedom of Expression, Access to Information and Information Ethics

71. Tanzania has made considerable progress in strengthening its communications and information capacity, largely through private sector investment. The use of mobile phones and satellite communications has opened up the economy to easier and rapid communications. These developments require from the authorities appropriate policies with regards to civil liberties, control of electronic fraud and crime and review of privacy rules in cyberspace. The use of social media is expanding as well.

72. By virtue of commitments made in MKUKUTA II, more efforts to increase access to independent information are being pursued by the government. Although the procedures are lengthy, an expansion from the current 12 community media to at least one community media in each district is planned. The independent monitors of the 2010 general election pointed out instances of intimidation against these radio stations aimed at hindering the broadcast of voter education programmes.⁴⁷ Therefore, efforts are still needed to increase access to independent information.

73. Some of the challenges in the sector are lack freedom of information legislation; the need of a code of ethics for advertisements and the introduction of public broadcasting in Zanzibar. The concentration of the media into 'politically oriented' blocks and the buyouts of media outlets by a few powerful individuals are growing concerns. Notwithstanding an increase in trained journalists, estimated number of 4,000, a lot remains to be done in improving quality and adherence to ethics. By December 2009 there were over 300 libel suits against media pending in the courts. There is also a lack of standard journalism curricula at both diploma and university degrees levels. The media sector does not necessarily support debates and exchanges of opinions, nor intercultural dialogues.⁴⁸

74. By December 2009 there were 669 registered publications in the country. These include 33 daily newspapers and 187 weeklies. Further, as per the Tanzania Communications Regulatory Authority's indications, there were 128 registered radio stations and 54

⁴⁷ Source: Submission from the United Nations Country Team to the 12th Universal Periodic Review Session for The United Republic of Tanzania, March 14, 2011

⁴⁸ Source: Submission from the United Nations Country Team to the 12th Universal Periodic Review Session for The United Republic of Tanzania, March 14, 2011

television stations (though the latter only reach some 19 per cent of the population). The number of mobile phone subscribers is around 20 million and is increasing. Three fibre optic cables will be rolled out and bring new opportunities for bridging the digital divide in the country.

75. Regarding gender equality, a 2008 report by the Eastern Africa Journalists Association indicated that men dominate the senior positions in the media and that there are incidents of sexual violence against women journalists. The report revealed that although the media cover gender issues, such stories do not make the front pages.

76. Concerning the media infrastructure, the print media has been growing since the early 1990s, however the print media reaches less than 17 per cent of the population. About 60 per cent of practising journalists are part-time (locally known as *kanjanjas*) and many more are not professional journalists. The country still lacks the capacity for the preservation of existing print and audiovisual resources.

77. Despite its growth, the media sector is still not fully independent, as the majority of the big media houses are owned by a few political partisan proprietors. Efforts are being made to review curricula in the journalism and mass media schools in order to raise professional and ethical standards, as well as for in-service training of journalists.

78. Regarding measures to curb cybercrime, note is taken of the government's convergence licenses. However, reports of leaking of subscribers' communication, such as for short message services (SMSs), raise concern about users' rights to privacy.

79. In Zanzibar, both the national TV and radio still serve as departments in the Ministry of Information. The Government of Zanzibar is in the process of reviewing broadcasting laws in the islands. The country also has an internet exchange point (TIX), which has helped to speed up local traffic, but international traffic is still slow, with satellite connectivity being the dominant technology. There is currently a project aiming at doubling the energy and increasing the internet capacity routed to Zanzibar by laying a new power line and fiber optic cable under the ocean from mainland Tanzania.

80. The national library system is crippled by outdated resources, obsolete technologies and under-qualified personnel. The need for the library system to adopt modern technologies, expand library services and support distance learning has become more pressing in view of the increasing demand resulting from the huge expansion in primary and secondary education.

Challenges and Opportunities

81. In response to the above-mentioned development challenges, the UN in Tanzania has developed the United Nations Development Assistance Plan (UNDAP). The [UNDAP \(2011-15\)](#) is a comprehensive, integrated business plan for all UN resident and some non-resident agencies. It includes specific, measurable UN contributions to the national development objectives as well as targets to ensure the coherence and the focus of UN interventions in Tanzania. The UNDAP document states:

The UNDAP focuses on strengthening the country's enabling environment for the fulfillment of human rights and pro-poor growth, building national capacity to deliver basic services while increasing coverage and quality, and responding quickly through humanitarian assistance which is tied to long-term development objectives.

With the exception of direct programme delivery in emergency and refugee assistance and school-feeding, UNDAP strengthens and builds national capacities of state and non-state actors in policy and programme implementation, budgeting and strategic financial allocation, monitoring, evaluation and resource mobilization.

82. The UNDAP represents an opportunity for UNESCO's intervention to have greater impact. The coherence between the 'agency specific key actions' to achieve specific or shared outputs and outcomes supports the creation of an enabling and conducive environment for UNESCO's intervention to support considerably the achievement of the national development goals and the MDGs. The UNDAP constitutes a platform for advocating for cross-cutting issues such as human rights, gender, environmental concerns and culture.

83. One of the key challenges in relation to the implementation of the UNDAP is the adaptation that will be required by UNESCO in the use of new modalities and mechanisms and the fact that the UNDAP cuts across three C/5s and two C/4s⁴⁹.

84. In accordance with the principles laid out in the Paris Declaration, the UNDAP will promote the use of national systems including national budget execution procedures and national procurement procedures. Therefore, the funds will be transferred to the MDAs via the Ministry of Finance and Economic Affairs using the exchequer mechanism. The Harmonized Approach to Cash Transfers (HACT) is supportive of these processes. The use of the Funding Authorization and Certificate of Expenditure report will be systemized when MDAs request funds for the implementation of activities and when they report their expenditures.

85. Seven agency heads (United Nations Population Fund [UNFPA], UNICEF, International Labour Organization [ILO], UN Women, WHO, Joint United Nations Programme on HIV/AIDS

⁴⁹ C/5 = UNESCO Programme and Budget approved every two years by the General Conference; C/4 = UNESCO Medium Term Strategy adopted every six years.

[UNAIDS] and UNESCO) have initiated an adolescent girls' initiative under the umbrella of the UN Adolescent Girls Task Force. The agencies are in the process of preparing a consolidated strategic response which will eventually be implemented within the framework of the UNDAF. Furthermore, three agencies are about to join their specific expertise to facilitate the integration process of the naturalized 1972 Burundian Refugees. UNESCO will work together with the United Nations Development Programme (UNDP) and the United Nations High Commissioner for Refugees (UNHCR) and bring its expertise in the field of Culture for Development and Social Integration to facilitate the process.

Past Cooperation and Key Achievements

(2008–10)

Education Sector

86. In line with MDGs 2 & 3 and the EFA goals, UNESCO's interventions in the education sector have focused on supporting national efforts to deliver a quality basic education for all and to ensure that quality and equity are achieved at all levels of education. Within the framework of the United Nations Development Assistance Framework (UNDAF), UNESCO, as the Managing Agent, has led UNICEF, UNIDO, ILO and the World Food Programme (WFP) in delivery of the 2008–10 UN Joint Programme on Education (JP10). The JP10 has focused on two key results: 1) an enhanced sector performance through implementation of an Education Sector Management Information System (ESMIS) and development of national and subnational capacities for evidence-based decision-making and planning; and 2) an enhanced quality of teaching/learning and equity/inclusion in education subsectors.

87. UNESCO played the lead role for the UN in supporting the strengthening of ESMIS. Specifically, UNESCO supported initiatives to: 1) create a sustainable information system including a harmonized information system at different subsector levels; 2) build capacity at the district level in terms of data collection, processing and analysis at different subsector levels; and 3) ensure use of the strengthened ESMIS for better planning and management of the education sector.

88. UNESCO has also been active in supporting the MoEVT to enhance the teaching and learning of science. UNESCO supported an assessment on the needs of science education and an evaluation of the science and engineering curriculum for innovation at the higher education level. In addition, it provided technical support for: the drafting of the science education policy; training of science teachers on gender-responsive learning techniques for science education (see Gender Equality Action Plan [GEAP] 2008–13); and provision of microscience kits as well training for teachers on use of the kits.

89. UNESCO has also supported initiatives to harmonize the qualification framework for lifelong learning and to strengthen the TVET system. Furthermore, as part of the Joint Programme for North-West Tanzania and in the Capacity Building Support in Zanzibar, UNESCO has contributed to the development of curricula; provided special-needs educational tools and trainings; teacher education and training; science education; TVET; higher education (particularly with respect to science, mathematics and technology); lifelong learning; HIV and AIDS prevention; and human rights education.

90. UNESCO has supported efforts to deliver comprehensive prevention, life skills, treatment, care and support education with regards to HIV and AIDS. UNESCO contributed to strengthening the management and coordination of HIV and AIDS services in the education sector by supporting development of guidelines for implementing sexual and

reproductive health (SRH), HIV and LS education in Zanzibar and a training manual for tutors/teachers and principals in both Tanzania Mainland and Zanzibar.

91. UNESCO also supported MoEVT in the development of tools for monitoring the implementation of the pre-set teacher education curriculum. Furthermore, UNESCO provided technical support to education authorities so that in the future, it may undertake a Literacy Survey in Tanzania Mainland and Zanzibar.

92. UNESCO has also been an active member of the Education Development Partner Group and has hosted the Secretariat for this Group to contribute and support the Sector Wide Approach in education. The following key results have been achieved over the 2008–10 period:

93. Approximately 90 per cent of the planned outputs and targets have been achieved with regards to strengthening of the ESMIS. The ESMIS includes not only information on basic education but also on TVET and higher education. More importantly, the ESMIS is fully owned and managed by the government. One important output – to design and adapt literacy assessment tools – has not been fully achieved but preparations for this tool have begun and this output has been included into the UNDAP. UNESCO's interventions in this area have enhanced the government's capacity for better educational planning, budgeting and management.

94. The sector's understanding of the current situation regarding science education in Tanzania, including at the higher education level, has been greatly enhanced. The capacity of teachers to improve the teaching and learning of science has also been raised, particularly through the provision of, and training on, microscience kits. Many challenges still remain, particularly in regard to gender imbalances. Access and achievement in science will continue to be a focus for UNESCO within the UNDAP.

95. Opportunities for those who have missed out on formal education have been widened, especially through the development of the qualification framework for adult and non-formal education to facilitate transition of learners from one programme to another and into the formal education system.

96. The groundwork has been set to further increase the skills level of the workforce by raising the quality of TVET. The draft TVET policy has been reviewed and activities will be mainstreamed into the UNDAP to further enhance the subsector and to ensure gender inequalities are addressed.

97. Cross-cutting issues within the education sector have been addressed. A Human Rights Education Strategic Plan has been elaborated. On HIV and AIDS, the capacity of education institutions (notably teacher training colleges and primary schools) to deliver comprehensive prevention, life skills, treatment, care and support education has increased significantly in both Tanzania Mainland and Zanzibar. The guidelines for implementing SRH/HIV/LS education in Zanzibar have been endorsed and this will contribute to an

improvement of management and coordination of HIV- and AIDS-related services in the education sector.

98. As part of the intersectoral efforts, the Education Sector has worked with the Natural Sciences Sector to support the promotion of the teaching of physics in Zanzibar's secondary schools through microscience kits. About 25 teachers were trained in this activity and are now able to use these kits in the classroom.

Box 1: Improving Science Education at the Secondary Level

Within the Joint Programme on Education (JP10), UNESCO led the intervention to improve the teaching and learning of science subjects in Tanzania's secondary schools. This came in response to: 1) the request of the President for the reform of the STI system in the country which was hinged to encourage boys and girls to go on to further studies in the fields of science, technology, engineering and mathematics at the tertiary level of education and also to go into STI-based careers; and 2) the poor situation of science education and lack of clear policy and standards for its effective development.

The process adopted by UNESCO in collaboration with the Ministry of Education and Vocational Training (MoEVT) included the following:

- Assessment of the current situation of science education in primary and secondary levels of education which revealed challenges in the sector. The assessment revealed the insufficiency of practical learning and the inadequate quality and number of teachers.
- Revision of science subjects curricula based on the assessment of science subject syllabuses and text books.
- Development of a set of criteria for system standards for science education in Tanzania.
- Development of elements of a Science Education Policy which helps clarify the place of science education in the context of the nation's education plans for national development.
- A response through the One UN programme was designed, and support was requested for piloting in 20 secondary schools in each of the selected 9 regions. Each school was provided with micro-science kits in biology, chemistry and physics.
- Sensitization and awareness activities for district education officers, school principals, school inspectors and other interested parties. This was necessary to ensure the project was supported at the grassroots and that the equipment would be used and not kept locked up in the offices of school principals.
- Conduct of a baseline survey to establish benchmarks for monitoring and evaluating the effectiveness of the intervention in all the 180 beneficiary schools.
- Training of 30 core trainers on the use of the kits followed by training of teachers of the 180 beneficiary schools.

Natural Sciences Sector

99. In the Tanzania UCPD framework for 2008–10, the Natural Sciences Sector cooperation targeted the following areas: 1) support for the reform and repositioning of Tanzania's science, technology and innovation system; 2) strengthening of capacities to manage the country's STI system; 3) capacity-building in the public and private sectors for the application of innovation for productive activities; 4) strengthening of educational and research institution capacities in STI; and 5) building adequate capacities for the management of the country's environment, especially the biosphere reserves.

100. Designed within the framework of UNESCO's Medium-Term Strategy and in accordance with the Organization's sectoral and two global priorities, Africa and Gender Equality, UNESCO's interventions in the Natural Sciences field were expected to contribute to the achievement of all MDGs. Also, the programmes implemented within that period were in line with significant decisions of regional plans and statements such as the Africa's Science and Technology Consolidated Plan of Action 2007 and the Assembly/AU/Decl. 5 (VIII) of the African Heads of State in January 2007.

101. The Sector's most significant accomplishment was to support the development of a framework for the reform and the repositioning of Tanzania's STI system. It encouraged the country to focus on its STI system and to use knowledge for the enhancement of national productivity. The drive for enhancing the economic functions of STI led to a new development, the inclusion of STI as an important part of the National Development Strategies.

102. UNESCO's Science Sector contributed by leading the UN thematic group on STI and produced the lead paper for the integration process. In recognition of these efforts, UNESCO was asked to chair the Innovation and Technology Thematic Group of the Development Partners. The impact of the successful fundraising for these activities through the joint Programmes of the UN system was also evident, as there was ample opportunity to demonstrate for instance, how innovation can be 'demystified' for SMEs and research institutions to enable them to realize that innovation could be at the core of development processes in efforts to increase productivity, create value and reduce poverty.

103. The mindsets of public and private institutions that embraced the new STI capacities provided by UNESCO through tailored training activities have changed considerably. There have been changes in the organizational behaviours and strategies and utilization of the new knowledge to manage innovation and sustain a competitive advantage. They are applying their knowledge to development of new products and are also more knowledgeable about marketing strategies for the commercialization of R&D and new products from higher education and research institutions. The programmes mounted by UNESCO provided top management teams with the necessary frameworks, tools and processes to begin to function in a new way. Many are now requesting further assistance in realizing these new benefits for their companies and institutions.

104. It may take some time for the benefits of the capacities that have been developed in the last two years to become fully apparent. However, as the knowledge is conveyed, it is obvious that these benefits will have a significant impact on the country, and in particular, the rural communities where many of the agro-based SMEs are in action. Testimonies of some of the trainees include new and clear understanding of how they can transform their companies with new vision and energies

105. UNESCO provided new stimulus to women to participate strongly in science, technology, engineering and mathematics education and careers in Tanzania. To ensure that this is sustainable, the Tanzania Science, Technology and Innovation for Women (STI4W) group was established to carry out serious advocacy work and demonstrate the viability of women fully participating in the national drive for enhancing the use of STI for economic growth. Support was provided to the STI4W group to develop a rolling strategic plan for 2011/2012 – 2014/2015. A constitution was also developed by the group which is currently managed by the Tanzania National Commission for UNESCO.

106. The outcomes of a study undertaken by UNESCO concerning women in science, education and technology indicated that women were not well represented in these industries because of the gender-based factors. These results are expected to guide a policy formulation with regards to gender in science, technology, engineering and mathematics (STEM) education and careers.

107. UNESCO worked with the Ministry of Finance and Economic Affairs and stakeholders in Zanzibar during the drafting of the new MKUZA II to ensure that the issue of STI and their application for economic development were adequately integrated into the strategy document.

108. A novel programme that was introduced during this period was capacity development for the application of STI in Tanzania's tourism clusters. Tourism depends mainly on wildlife and nature tourism. Sustainable capacity development for this initiative has been built within the Wildlife Department of Sokoine University of Agriculture, which is now passing on its knowledge to stakeholders from various tourism clusters in the country.

109. In the area of biosphere reserve management, capacities were built on the use of new technologies such as remote sensing and geographic information systems (GIS) for managing biosphere reserves. Knowledge on modelling and simulation methods was also imparted to managers using the soil and water assessment tool (SWAT) free software for modelling catchment areas. Training activities were facilitated by world class institutions which included the Centre for Earth Observation and Digital Earth (CEODE) and the SuperMap Group of the Chinese Academy of Sciences. The CEODE is a Category II Institute of UNESCO for capacity-building on remote sensing and GIS. UNESCO-IHE Institute for Water Education, a Category I UNESCO Institute, trained managers of biosphere reserves and protected areas on the use of modelling and simulation models for the management of catchment areas within biosphere reserves.

110. In 2009, a training workshop on integrated water resources management was conducted for senior officers from several water-related institutions including the Zanzibar Water Authority. The training was considered useful in furthering knowledge in catchment management and emphasized the need for a participatory approach for the management of freshwater resources.

111. A study has been done on the local coping strategy for climate change by indigenous peoples in Zanzibar. Two Marine Protected Areas were selected for the study: the Jozani Forest/Chwaka Bay Complex and the Ngezi Forest including coastal zone.

112. With the support of UNESCO's Small Island Developing States Platform, a manual including guidelines and procedures for HIV and AIDS outreach activities were prepared for reducing HIV/AIDS risk among drug users, especially the injecting users.

Box 2: Women in Science

While working within Joint Programme 4 on Capacity Strengthening for Development Management, UNESCO realized that without developing appropriate capacities of women in STI it would not only be losing a vital component of the population but also run the risk of not succeeding in the partnership with the government to reform and reposition Tanzania's STI system. Women represent only 40 per cent of university enrollment and their proportion in Science, Engineering and Technology (SET) is only 24 per cent.

UNESCO supported the improvement of the situation of women in STEM education and STI careers by providing assistance for the formation of a Women in Science Group in Tanzania which will undertake advocacy work in the country. The group took the name of Science, Technology and Innovation for Women (STI4W) and bases its work on the S&T Gender "Transformation Actions" identified in the recommendations of the UN Commission for Science and Technology for Development (UNCSTD, 1993). In line with this, UNESCO supported a Task Force of the STI4W to develop a Rolling Strategic Plan and a Constitution. UNESCO has started providing evidence-based data to support the work of the group. A survey of women in SET-based Industries in Tanzania has been completed.

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Social and Human Sciences Sector

113. In 2007 the Government of Tanzania requested for UNESCO's assistance on the strategic positioning of sport in the development agenda of the country, and particularly to address key areas that would boost the sports sector nationwide. In response, UNESCO initiated a feasibility study aligned with the government's request for the creation of a sport academy, the first of its kind in the country. The academy aims to balance standard educational needs with sport and vocational training and elite sport achievements for young people, as well as professional development, and to serve to benchmark quality sports delivery nationwide. UNESCO provided its support in partnership with a team from the organization DIAMBARS through study visits, interviews with concerned parties and field appraisal to assess the national situation and address the gaps. A set of recommendations were submitted to the Government for a follow-up.

114. In pursuit of UNESCO's International Charter on Physical Education and Sport of 1978, in 2008, a Regional Ministerial Round Table on Sport for Development and Peace was organized by UNESCO in Tanzania to respond to a request for support for the government's efforts to ensure proper implementation of the provisions of the above-mentioned tool. UNESCO provided strategic guidance and advice to the line ministry in collaboration with the Tanzania Sport Training Centre, and today, sports are reflected in the National Strategies for Growth and Poverty Reduction.

115. At the grassroots level, UNESCO also provided advisory services and guidance in human resources and skills development for educators in the sport sector through extensive consultation meetings, in collaboration with the Tanzania Sports Training Centre and national sport bodies (including the National Sports Council, the Tanzania People's Defense Force, Tanzania Tourist Board, Moshi Municipal Council and the Tanzania Olympic Committee) to respond to the needs and aspirations of the population, youth and communities in term of access and sport for all programmes.

116. To improve the responses and opportunities for women's and girls' participation in sport and physical education, a national study has been commissioned to examine girls' participation in sports and physical education. The findings of the study are expected to contribute to providing strategic directions for improvement, suggest concrete recommendations to policy-makers, sports movement, formal and non-formal education systems and stakeholders, and non-governmental organizations (NGOs) working on sports, gender equality and women's empowerment.

117. Tanzania is one of the member countries of the Regional Research and Documentation Centre on Women, Gender and Peace-building established as a Category 2 Centre under the auspices of UNESCO, based in Kinshasa, DRC. UNESCO has also supported the Government of Tanzania in a national consultation to establish a National Associate Centre to be linked to the Regional Centre in Kinshasa.

118. Training for the establishment of a virtual library to link the Regional Centre in Kinshasa and National Associate Centres will be organized by UNESCO. The objective of this training is to enable participants to upload and share documents and research resources on gender equality with all other countries in the Great Lakes Region.

Culture Sector

Intangible Heritage, Cultural and Creative Industries

119. Due to lack of recognition of Tanzania's intangible cultural heritage and lack of development of the cultural and creative industries, UNESCO has initiated a dialogue with the Government of Tanzania on how to best promote and develop creative expressions of Tanzanian culture. A balance between discussions at policy level, aiming at the signing of the UNESCO 2003 and 2005 conventions, technical assistance, and pilot projects to showcase the potential of intangible heritage and cultural industries has been found, resulting in the recent decision by the Tanzanian parliament to ratify both conventions.

120. In 2007, UNESCO contributed to the protection and the promotion of *taarab* music, a traditional form of Swahili cultural expression in Zanzibar, which has been increasingly threatened by lack of teaching capacities and institutions. A partnership with the Dhow Countries Music Academy (DCMA) was initiated to revitalize *taarab* through a village outreach programme coupled with workshops. UNESCO continued its support for DCMA to provide music courses in rural Zanzibar, and to develop exchange programmes with Comoros to safeguard and promote knowledge and know-how on *taarab* music in other parts of the Swahili speaking regions. The support was finally extended to fund *taarab* performances at an important music festival in Zanzibar.

121. A key aspect for the preservation and promotion of cultural expressions is the respect for copyright and the prevention of piracy. Within the framework of UNESCO's Global Alliance for Cultural Diversity, UNESCO, in October 2007, organized two workshops in this regard. The first workshop, Copyrights as a tool for Music Industry Development, brought together Tanzanian music authors, performers, journalists and broadcasters to identify national issues of concern, to look at international experience and to suggest strategies to protect artists' rights in Tanzania. The second workshop was Anti-piracy Training for Trainers (APTT). International legal experts and industry professionals provided information on anti-piracy strategies and instruments to high-level government officials from the five EAC countries. Four years later, the Tanzania Copyright and Neighbouring Rights Acts is being updated by the Copyright Society of Tanzania (COSOTA).

122. In 2008-09, UNESCO funded a technical mission to assess the state of the music industry in Tanzania and recommend activities to better use music as a tool for local development, wealth creation, national cohesion and regional integration. In extension of the assessment of one very specific sector of cultural industries, UNESCO, in 2009-10, initiated a programme for the mapping of cultural and creative industries in Tanzania (Mainland and Zanzibar), focusing on the state of the cultural and creative sector as a whole and its potentials for wealth creation. Some projects to guide the way for implementation were supported repeatedly, such as the translation of ten music contracts from English to Swahili.

123. In addition to the above, UNESCO further promoted the safeguarding of performing arts, traditional language, social practices, know-how, rituals and festivals, in particular the Sukuma tradition. The programme initiated by the National Museum of Tanzania included the renovation of community museums, the improvement of their documentation materials, the development of an inventory of local knowledge, the modernization of conservation methods, and the training of field workers and museums staff.

124. Taking into account the rich oral traditions, the wealth of languages and the importance such tales and languages may play for the preservation of local cultures, UNESCO took on the support of a publication of a collection of traditional tales in Swahili, in Kwere and in Vidunda.

World Heritage Sites and Maritime Heritage

125. World Heritage Sites are part of Tanzania's protected areas covering 28 per cent of the country's surface. Since the country is home to outstanding tangible, intangible, natural and cultural heritage, UNESCO has emphasized the importance of training and capacity-building for the better management of these sites. Training for Tanzanian site managers was organized in 2010 at the Kondoa Rock Art Site.

126. From 2007 to 2011, UNESCO, with the support of the Government of France, engaged in the preservation of the Kilwa Kisiwani and Songo Mnara World Heritage Site in order to develop a good practice case study, while at the same time supporting a site at risk of being delisted from the World Heritage Sites. The programme, developed in the framework of the UN Joint Programme I under the thematic group of Wealth Creation, Employment and Economic Empowerment, included emergency conservation works for Makutani palace and Malindi Mosque. The projects aimed at training women and men and creating a number of jobs for the local community members (25 per cent were women). UNESCO further carried out awareness-raising activities with local community and authorities to ensure the sustainable protection of the site. Finally, a programme for the promotion of sustainable tourism and empowerment of local communities was initiated.

127. Kilwa being the most important seaport of the Swahili cultural and economic region of the early Middle Ages, it not only boasts urban heritage but also heritage assets related to the foreign trading nations enshrined in shipwrecks along the Swahili Coast. In order to raise awareness of the importance of underwater cultural heritage, and to promote its protection and preservation, UNESCO in 2008-09 organized a training for the Department of Antiquities including diving lessons for the officers to carry out maritime and underwater cultural heritage surveys. In 2011, a regional meeting on the 2001 Convention was organized bringing together participants from 14 southern African countries including Zanzibar and Tanzania Mainland.

Including Cultural Concerns into the Tanzanian Development Agenda

128. The main focus of UNESCO's work in the past years was to envisage ways to mainstream cultural concerns into the development agenda of Tanzania. This included all the above-mentioned activities aiming at promoting and improving the culture sector and its socioeconomic benefits. It also involved the inclusion of culture in the larger development agenda of Tanzania. Thus, while advocating the important role of culture in the platforms of the UN country team and promoting the inclusion of cultural considerations into the programmes of our sister agencies, UNESCO developed policy initiatives and pilot projects.

129. Further to this, a Culture Sector Working Group, chaired by UNESCO in 2009-2011, has been formed to coordinate and share relevant information on funding of cultural events and programming among the Government of Tanzania, relevant UN agencies, bilateral and multilateral development partners, and non-state actors working in the field of culture.

130. In the context of the UN Joint Programme II for Maternal and New-Born Mortality Reduction, UNESCO carried out a study that sought to elucidate the diverse social and cultural influences that inform the lives of women, men, girls and boys. It examined in depth all aspects of women's health and status associated with pregnancy, childbirth and neonatal care, with a view to also informing stakeholders – in communities and among health practitioners – about what local populations are doing, thinking and saying on maternal and neonatal care, while recording the experiences of government health personnel, the condition of the health service and the interactions between the communities.

Communication and Information Sector

131. UNESCO reinforced the building of 'excellence in journalism' training by supporting the development of minimum standards for curricula for diploma-level institutes and training of trainers on the use of the reviewed curricula for journalism schools up to diploma level. The curriculum review also involved the mainstreaming of gender equality, environment, human rights and science and technology reporting.

132. UNESCO boosted the development of online and offline repositories of environmental information at the National Environmental Council, Tanzania Library Services Board and COSTECH. Thirty academic and research institutions in Tanzania received training on development of digital libraries for environmental information dissemination.

133. Since 2008 UNESCO, in collaboration with the United Nations Communication Group (UNCG), has contributed to the commemorations of World Press Freedom Day in both Tanzania Mainland and Zanzibar. UNESCO has supported the government's efforts to improve the participation of Tanzanians living in rural areas in democratic discourse by supporting the development of six new Community Multimedia Centres with a strong radio component in both Tanzania Mainland and Zanzibar. The MKUKUTA cites the government's intention to provide for social, political, economic and cultural rights for all, particularly vulnerable groups. This particular project targeted women, youth, and the disabled and is a good example of how UNESCO is supporting gender-responsive strategies in line with national strategies.

134. Within the framework of Inter-Agency Cooperation, UNESCO worked with UNDP on the Election Support Project for the 2010 general elections in Tanzania. UNESCO coordinated voter education programmes through radio, with a focus on vulnerable groups. The programme was delivered through community radio stations in twelve districts. This project included the distribution of radio programmes targeting women, youth and the disabled, as well as general voter education. The programme also involved the monitoring of broadcast content and support to develop a community feedback mechanism.

135. In cooperation with UN Women, UNESCO developed capacity-building activities to improve access to information and help rural women to express themselves. These activities included the training of trainers for community facilitators and community media practitioners, and support for development of education and governance-related programmes for voters. Through the community media network, UNESCO distributed 700 wind/solar radio to women living in abject poverty, so that they could access programmes for voters. UNESCO also provided training on a code of ethics in election reporting for community media.

136. UNESCO encouraged the development of a strong community media network and lobbying group that will help advocate for better legislation, capacity-building activities and growth of community media in Tanzania.

137. UNESCO has backed the government's efforts to improve the participation of vulnerable groups living in rural Tanzania in democratic discourse by supporting the development of six new Community Multimedia Centres in Tanzania Mainland and Zanzibar between 2007 and 2011, with a strong radio component.

138. The Coalition of the Media in the national consultations drafted the Media Services Bill and the Right to Information Bill. UNESCO has also supported the drafting of the regulations that accompany the Media Services Bill.

139. Standard curricula for diploma level institutes has been developed; the design of short courses for in-service journalists defined; and media professionals have been trained on the code of ethics and capacitated to use free open source software in information and knowledge dissemination.

UN Reform and Paris Declaration

140. Within the UNDAF (2007-10) and its subsequent joint programmes, UNESCO acted as Managing Agent of the Joint Programme on Education, which involved UNICEF, WFP, ILO and UNIDO. Moreover, UNESCO was an active Participating UN Agency in six other Joint Programmes.⁵⁰ The office actively supported the UNCG through the activities related to capacity-building of the media as well as the Inter-Agency Gender Group (IAGG). Moreover, UNESCO chaired the Culture Sector Group. Based on its expertise and the lessons learned with the Delivering as One process, UNESCO Dar es Salaam Cluster Office contributed substantively to the development of the UNDAP 2011-15.

⁵⁰ JP for Wealth Creation, Employment and Economic Growth; JP for Maternal and New-born Mortality Reduction; JP for the Strengthening of the Capacities for Managing the Science and Innovation System; JP for Capacity Building Support to Zanzibar; JP supporting the Transition from Humanitarian Assistance to Sustainable Development in North-West Tanzania; JP on HIV and AIDS; JP on Environment and Climate Change.

Lessons learned

141. In the framework of the Delivering as One process, the Tanzania [One Programme](#) took the form of 11 Joint Programmes implemented under the umbrella of the [UNDAF 2007-10](#). A lesson learned for the UN in Tanzania was to close the joint programmes and to transit to a holistic plan in which agencies collaborate to achieve particular outputs, but where key actions remain agency-specific. The managing agent system will be abandoned in favour of a working group lead who concentrates on the substance and not on managing funds.

142. Another lesson learned concerns capacity-developing activities which are not identified at the outset of an intervention and often not evaluated. UNESCO is in the process of defining a strategy to ensure that capacity development needs are clearly identified and interventions effective.

143. The government's capacity to make use of evidence-based approaches for tailoring its interventions to specific target groups and situations needs further strengthening. Therefore, access to quality information to support decision-making processes remains crucial.

144. Government's ownership and leadership needs to continue to be encouraged, together with the sustainability of activities beyond the implementation phase, to ensure long-term results.

145. Regarding gender equality and the implementation of the Gender Equality Action Plan (GEAP), there is a need to maintain and improve delivery in this area. A lot of efforts have been made during the UNDAP planning process to ensure gender mainstreaming. Close follow-up and monitoring is required.

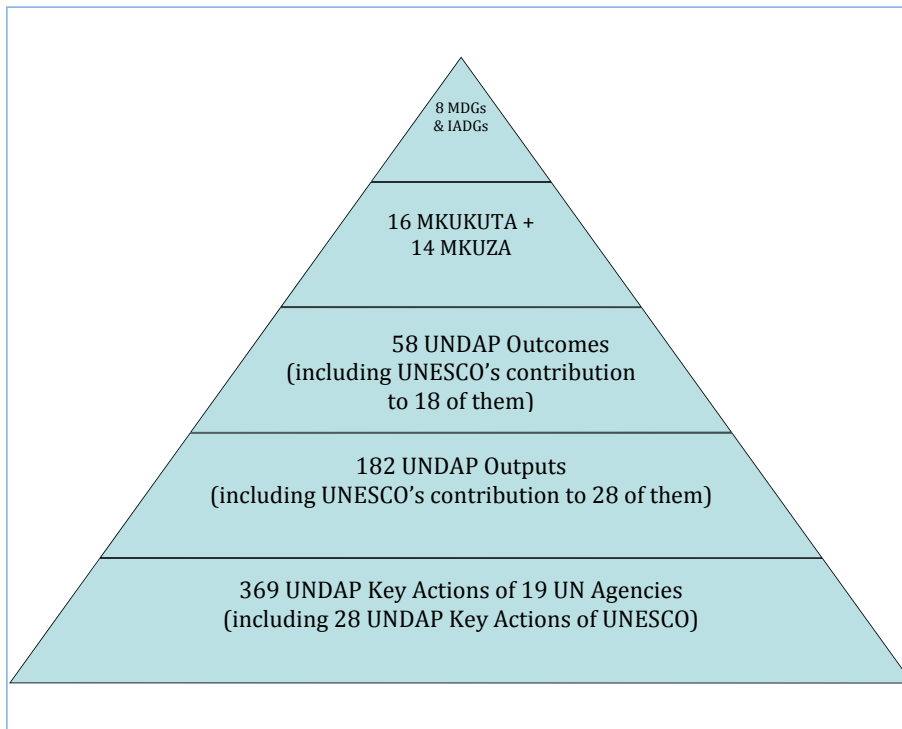
146. Another lesson learned concerns culture mainstreaming during the UNDAP planning process. A tool for culture mainstreaming was developed, however, due to lack of human resource, UNESCO could not ensure the proper follow-up.

Cooperation Framework 2011-15

147. UNESCO Dar es Salaam will continue to support the achievement of the MDGs as well as the other Internationally Agreed Development Goals (IADGs) such as the promotion of good governance, democracy and human rights including the rule of law, minority rights, free media, social integration and protection of vulnerable groups, including based on the principles of social justice and respect for cultural diversity and for human rights of migrants.

148. UNESCO's cooperation framework is part of the [UNDAP 2011-15](#) which encompasses all UN development activities in the Tanzania to support the government in achieving the national development objectives and therefore to contribute to the MDGs and the IADGs (see Annex 3). As illustrated in Figure 1, UNESCO is accountable for 28 Key Actions. A Key Action describes the implementation strategies planned by the agency to achieve the planned results (see Annex 1).

Figure 1: UNDAP Results



149. Each Key Action for which UNESCO is responsible contributes to a different output (28 in total) and to several outcomes (18 in total). Figure 2 indicates the breakdown per sector and each sector's contribution to UNDAP Programmes. UNESCO Education Sector's activities are comprised within the UNDAP Education Programme as well as within the UNDAP HIV and AIDS and the UNDAP Governance Programmes. Activities of UNESCO's Science Sector are part of the UNDAP Economic Growth and the UNDAP Environment & Climate Change Programmes. UNESCO Communication & Information activities are comprised in the UNDAP Governance Programme and the UNCG. UNESCO Culture Sector contributes to both the UNDAP Governance and the UNDAP Economic Growth Programmes.

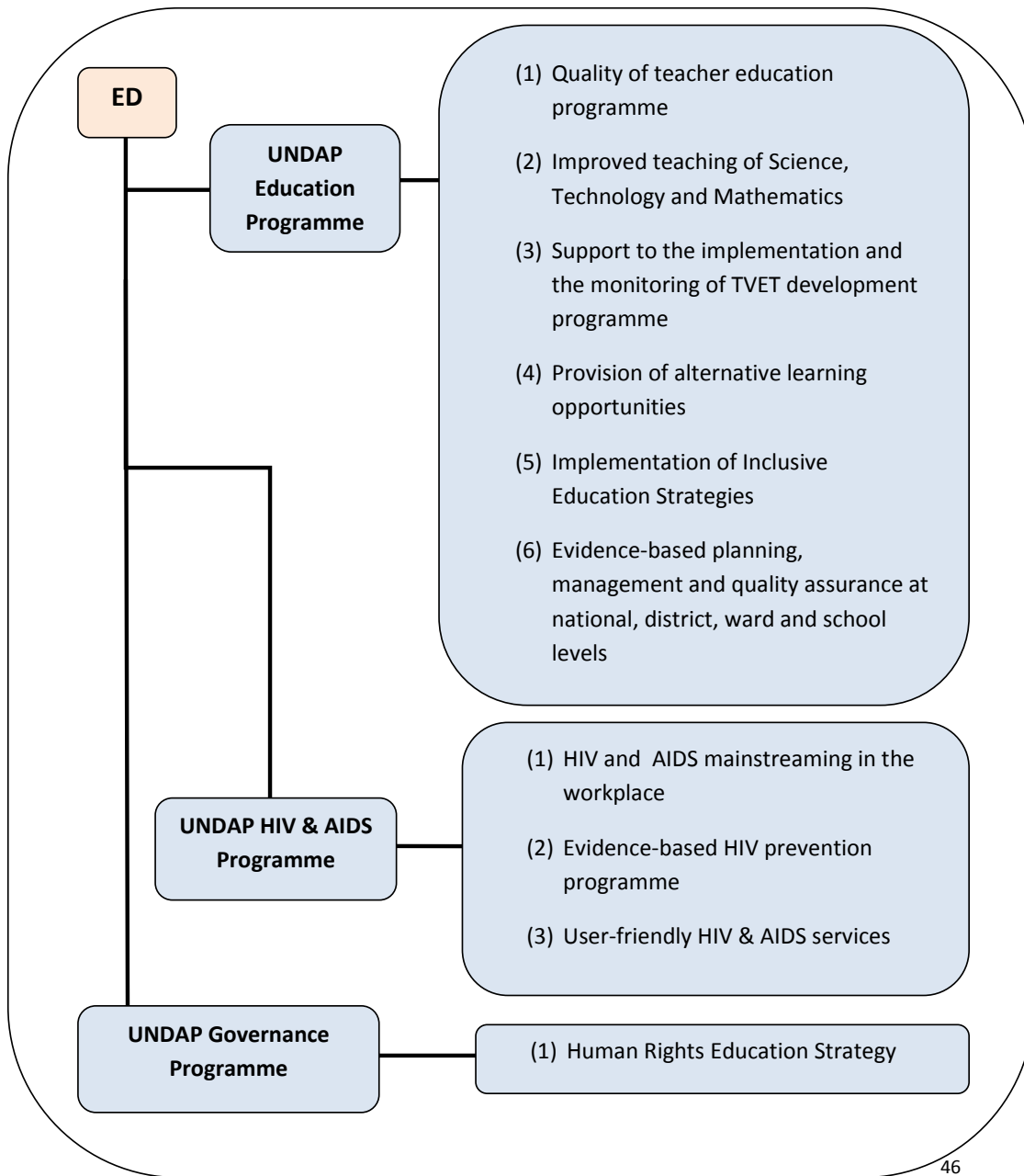
Figure 2: UNESCO Sectors' Contribution to UNDAP Programmes

UNESCO's Sectors	Key Actions	Outputs	Outcomes	UNDAP Programmes/Working Groups					
				Education	HIV&AIDS	Governance	Economic Growth	Environment & Climate Change	United Nations Communication Group (UNCG)
Education (ED)	15	15	10	●	●	●			
Natural Sciences (SC)	5	5	3				●	●	
Culture (CLT)	4	4	3			●	●		
Communication & Information (CI)	4	4	2			●			●

150. UNESCO has a representation in several inter-agency groups: UNCG, for which UNESCO is responsible for a Key Action as indicated in Figure 2; the HACT/Finance group, Planning, Monitoring & Evaluation (PME) Working Group; Human Rights Working Group; and IAGG.

Education Sector

Figure 3: Strategic Areas of Focus of the Education Sector



151. UNESCO's strategic focus (Figure 3) will be on capacity-building for the development and use of tools for improving the quality of teaching/learning, and for equitably expanding girls' and boys', and women's and men's learning opportunities. UNESCO will thus support activities aimed at ensuring equal access to quality basic education in Tanzania, the inclusiveness of the teaching/learning process and of the school environment in general, and the finalization of the Human Rights Education Strategy. UNESCO will also provide technical assistance in operationalizing a TVET Development Programme, and in expanding provision of alternative learning opportunities, focusing on out-of-school girls and boys and on illiterate youth and adults.

152. UNESCO will promote efficient institutional mechanisms for Teacher Education coordination. UNESCO will refer to the Teacher Development and Management Strategy (TDMS) with a view to strengthening teacher education coordination (including monitoring). UNESCO will support the adaptation of the TDMS to cater for Zanzibar's needs in a culturally appropriate manner, including a mechanism that enables Teacher Training Teacher Resource Centres and Teacher Training Colleges to jointly support the In-Service Education and Training Strategy in a coordinated manner. UNESCO will develop the capacity of relevant stakeholders for coordinated teacher education M&E and support.

153. In order to support selected teacher education institutions in implementing a strategic plan for improving Pre-Service Education and Training (PreSET) curriculum delivery and to initiate its scale-up, UNESCO will work towards a review of the PreSET curriculum delivery for all levels and the development of a PreSET strategic plan for improving curriculum delivery. UNESCO will support the development of a strategic plan for improved teaching of STEM in secondary and higher education institutions.

154. UNESCO will also provide technical assistance for developing a costed plan of action for the implementation of the TVET Development Programme and develop capacity development tools as per the plan (including guidelines, manuals, etc.). In order to support MoEVT in expanding the provision of alternative learning opportunities to include less teacher-dependent learning modes, focusing on out-of-school girls and boys and illiterate adults, UNESCO will support the collection and the analysis of sex-disaggregated data on existing programmes for out-of-school girls and boys and adult literacy; the identification of options for expanding alternative learning opportunities, particularly for girls and women; and the development of an implementation strategy for alternative learning opportunities (including an M&E plan) and its implementation in selected areas.

155. UNESCO will provide technical assistance for the development of guidelines for implementing inclusive education strategies and costed action plans and M&E plans for both Tanzania Mainland and Zanzibar. Particular attention will be given to all vulnerable groups, including pregnant girls. UNESCO will pilot the implementation these strategies in Tanzania Mainland and Zanzibar, and monitor and evaluate for scale-up to additional institutions.

156. In order to support the government in undertaking evidence-based planning, management and quality assurance in education at national, district, ward and school levels, UNESCO will support the development of the M&E framework for the ESDP and the Zanzibar Education development Programme. It will include EMIS guidelines and the design of a costed capacity development plan for use at national and sub-national levels. UNESCO will also support district-level MIS for basic education, particularly with regard to equity- and quality-related indicators.

157. Under the umbrella of the UN Adolescent Girls Task Force, UNFPA, UNICEF, ILO, UN Women, WHO, UNAIDS and UNESCO will collaborate to develop a flagship project on adolescent girls based on programmes in the UNDAP such as the development of tools for alternative learning and empowerment skills for adolescent girls forced out of school due to pregnancy.

158. UNESCO will provide technical assistance for initiating the implementation of selected aspects of the Medium-Term Strategic Plan for Implementing Human Rights Education, in particular, development of a costed action plan. In Zanzibar, UNESCO will provide technical support for the development of Zanzibar Human Rights Education Strategic Plan.

159. The UNDAP encompasses a strategic response to these challenges in which UNESCO will support national authorities in mainstreaming HIV and AIDS programmes at the workplace, support the implementation of gender-responsive evidence-based HIV prevention programmes and support the utilization of user-friendly HIV and AIDS services specifically for MARPs through the development and implementation of LS programmes.

160. UNESCO will support national authorities in mainstreaming HIV and AIDS at the workplace and provide technical and financial assistance to the Education sector to review, update, develop and implement coordinated programmes on workplace HIV and a monitoring system. UNESCO will seek to ensure equal representation of women and men in the coordination structures and will address human rights through the integration of information related to stigma and discrimination.

161. UNESCO will also support the authorities in developing a sustainable coordination structure for SRH/HIV/LS in learning institutions. Equal representation and participation of men and women in leadership and decision-making will be encouraged. This coordination structure aims to guide the implementation of the National Multi-sectoral HIV and AIDS Prevention Strategy.

162. UNESCO will support MoEVT to analyze, review and update content and curricula for SRH/HIV/LS, to review SRH/HIV/LS carrier subjects and to integrate comprehensive SRH/HIV/LS education into the core curricula through carrier subjects (schools, TTCs, vocational training colleges and universities). Furthermore, UNESCO will support MoEVT in developing, implementing and monitoring training programmes for teachers and tutors. UNESCO will promote culturally sensitive and gender-responsive HIV education curricula as well as teaching and learning materials for various ages, levels and settings. UNESCO will

work with MoEVT to develop and implement LS programmes (SRH/HIV/drug abuse prevention) in schools.

163. In addition, UNESCO will support MoEVT in developing a Social Behavioural Change Communication Education Programme for students of higher learning institutions and support the implementation of the programme. Harmful traditional practices (FGM, early marriages and cross-generational sexual practices) will be addressed, with a focus on MARPs, including adolescent girls. This activity will include the development of comprehensive gender-sensitive messages and promote the participation of boys and men.

Box 3: Adolescent Girls

Adolescent girls in Tanzania constitute one fifth of the country's population (around 3.6 million). They face numerous challenges such as early marriage, early pregnancy, sexual violence, lack of awareness on reproductive health and child rights, and insufficient opportunities to involve themselves in income-generating activities.

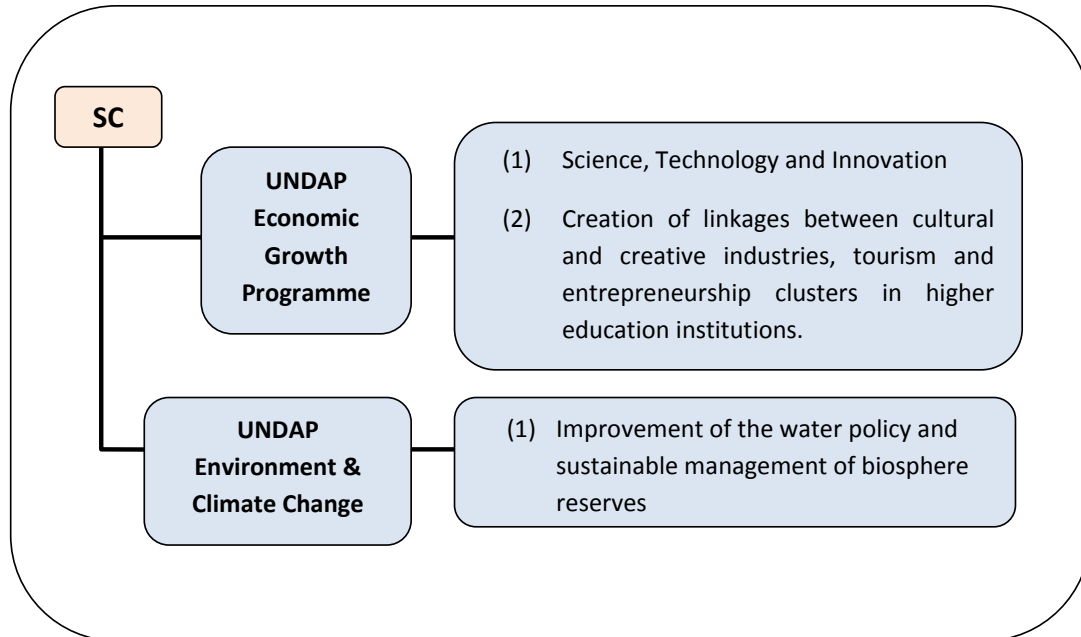
In March 2010, the United Nations Adolescent Girls Task Force issued a UN Joint Statement on Adolescent Girls pledging to intensify efforts to protect and fulfill the human rights of this vulnerable population group and to support the development of policies and programmes that empower those who are the hardest-to-reach.

UNFPA, UNICEF, ILO, UN Women, WHO, UNAIDS and UNESCO in Tanzania have established an advocacy group on the issues faced by adolescent girls in nearly every aspect of social and economic development in order to support the fulfillment of the rights of all adolescent girls.

Among other initiatives, UNESCO will support the development of tools for alternative learning and empowerment skills for adolescent girls forced out of school due to pregnancy.

Natural Sciences Sector

Figure 4: Strategic Areas of Focus of the Natural Sciences Sector



164. UNESCO will support the government in developing knowledge- and evidence-based, pro-poor economic development policies and strategies, by developing indicators and trainings for systematic acquisition of sex-disaggregated STI data. A national R&D coordination strategy will be developed with UNESCO's support as well as policy briefs and a coherent financing system for the national science policy.

165. UNESCO will support national institutions in the provision of tailor-made courses on Innovation Management, Science Policy and Technology Entrepreneurship, with a view to supporting the mainstreaming of STI in national development and innovation policy frameworks.

166. In order to support the enforcement of environment laws and regulations for the protection of ecosystems, biodiversity and sustainable management of natural resources, UNESCO will provide technical and financial assistance for improving water policy and will support activities aiming at deepening the understanding of Mount Kilimanjaro hydrology.

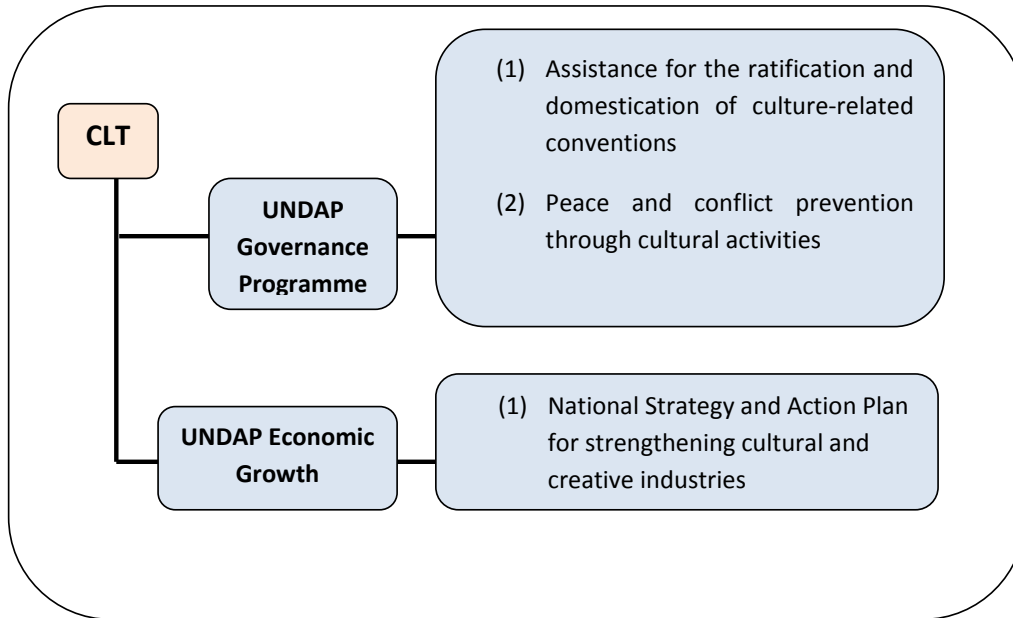
167. To improve national capacities for the sustainable management of protected areas, coastal forests, and marine ecosystems, UNESCO will support the operationalization of the Seville Strategy and the Madrid Action Plan for the management of Tanzania's biosphere reserves. Technical assistance will be provided to develop management plans for existing biosphere reserves and to nominate new areas, including transboundary areas, for the World Network of Biosphere Reserves.

168. UNESCO will develop key national institutions' capacities and improve managerial and technical skills for the coordination and the management of biosphere reserves. Furthermore, UNESCO will promote studies on local indigenous knowledge systems within biosphere reserves that strengthen linkages between research and policy with respect to climate change. UNESCO will support the completion of the processes to proposed World Heritage Sites, and the investigation of options for new World Heritage Sites in Tanzania.

169. UNESCO will continue its ongoing work of supporting women in science in collaboration with the STI4W and several activities will be commissioned to (i) produce evidence to advocate for gender in STEM; (ii) demonstrate how women can benefit from STI applications in rural areas; (iii) support women and girls opting for science subjects at all levels of education; (iv) help women in rural areas to take part in the development of local-knowledge-based STI applications.

Culture Sector

Figure 5: Strategic Areas of Focus of the Culture Sector



Intangible Heritage, Cultural and Creative Industries

170. UNESCO will continue to provide technical assistance to facilitate the ratification and the implementation of culture conventions such as the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage and the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions.

171. In particular, UNESCO will assist the government in its initiative to coordinate, collect and compile data for planning and reporting of culture-related conventions. Specific attention will be given to women, youth and people with physical disabilities. In close cooperation with the UNESCO Institute for Statistics (UIS), UNESCO will further engage with the government to work towards a National Statistical Framework based on the UIS Framework for Cultural Statistics.⁵¹

172. UNESCO will support the development and the implementation of a national strategy towards strengthening cultural and creative enterprises. In addition, UNESCO will provide

⁵¹ UNESCO Institute for Statistics (UIS), Montreal: Framework for Cultural Statistics (FCS), 2009.

technical assistance to create linkages between cultural and creative industries, tourism and entrepreneurship clusters in HEIs.

World Heritage Sites and Underwater Cultural Heritage

173. UNESCO is planning continued opportunities in training and capacity-building for improved conservation and site management and women's empowerment. UNESCO will work to foster the regional and national initiatives to promote the protection and promotion of underwater cultural heritage. Including the ratification of the 2001 Convention for the Protection of the Underwater Cultural Heritage.

Inclusion of Cultural Concerns into the Tanzanian Development Agenda

174. In order to raise awareness with the Government of Tanzania in general, UNESCO plans to inform the relevant ministries of tools and methods for cultural mainstreaming, train the officers of the cultural departments in applying such tools, and undertake workshops and further interactions. Information materials integrating cultural diversity, gender equality and human rights will be developed to serve the government, the UN and development partners.

175. Having signed the UNDAP and proceeding to the implementation of the first year of planned cooperation, UNESCO will continue to advocate in the UN country team for integrating cultural concerns into the One Plan.

Promotion of a Culture of Peace

176. UNESCO will continue to facilitate cultural activities to promote peace and conflict prevention. The African Liberation Heritage Programme (ALHP), soon to be officially launched by the Government of Tanzania, will continue to be coordinated and supported by UNESCO. This important historic project needs a boost in the near future in order to assure that key documentation of elderly partisans of the liberation struggle is undertaken quickly. Within the implementation of the ALHP, a collection and exhibition of African liberation heritage artifacts as well as a workshop on the role of museums in conflict prevention and the establishment of peace will be organized.

177. A key cultural initiative born out of the process of intensive coordination and dialogue between the UN agencies in Tanzania, UNHCR, UNDP and UNESCO is the project for the culturally sensitive integration of newly naturalized Tanzanian citizens moving from refugee camps to the towns and villages of Tanzania. UNESCO has proposed two activities, one to develop information material, performances and events to introduce groups of different cultural backgrounds to each other. The second activity will be to develop a sociocultural long-term study on the integration process of the former refugees. UNESCO has proposed the development of culture of peace tools for effective local integration of relocating newly naturalized Tanzanians (NNT). Intercultural dialogue and interreligious dialogue between

NNT and local communities will be fostered as well as gender-responsive activities to prevent and combat gender inequality and gender-based violence.

Box 4: The African Liberation Heritage

The roads toward independence in Africa have been various, and many of the stories have not been told. Starting from the colonial period and the apartheid regime, most communities in Africa responded in ways whose rich detail has not been captured until today by history textbooks or in works of art. The African Union and UNESCO have therefore called for countries to advance projects, which tell the rich and diverse history of Africa, including the independence movement, in order to foster the integration of Africa and help affirm pan-African identity while celebrating cultural diversity.

There is also need to locate political freedom achieved through liberation struggles into a broader perspective and to revisit the whole notion of cultural heritage in Africa. Cultural heritage, its protection and promotion as an important element and instrument of the expression of human identity, plays a key role in fostering multicultural identities and enhancing dialogue and interactions within and between civilizations.

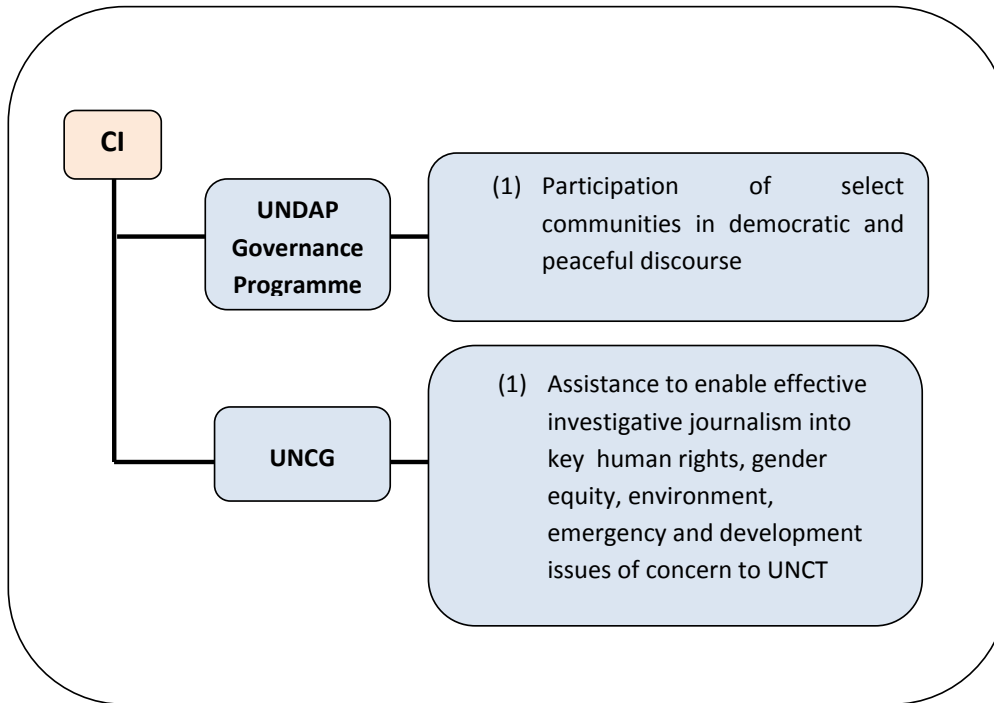
The African Liberation Heritage Programme (ALHP), hosted by Tanzania in collaboration with African Union (AU) member countries and UNESCO, is a multi-country initiative. It was approved by the General Conference of UNESCO in 2005 and the AU Summit in January 2011. The programme includes the construction of a one-stop centre comprised of, but not limited to, museum, library, archives, research centre and multimedia facility. The programme has the following objectives:

- To galvanize and sustain research into the liberation heritage of Africa with a view to establishing the diversity of heritage resources in the continent. A significant aspect of this history of African countries stands to be lost unless it is collected, documented and made accessible to the public.
- To develop processes and identify means of valorizing the heritage of Africa's "roads to independence" and foster ownership of the liberation heritage among all stakeholders in the programme area.
- To build the capacity of heritage professionals in the strategic management and presentation of Africa's liberation heritage.

UNESCO is the coordinator of the ALHP at a regional level through its Dar es Salaam Cluster Office. It has facilitated preparatory activities including the preparation of the technical brief and the organizing of consultative meetings. A number of activities have also been undertaken to pave the way for its implementation: the identification of a plot for the museum; a roadmap for the establishment of the museum, the identification and documentation of the heritage sites and buildings as well as sub-regional consultations.

Communication and Information

Figure 6: Strategic Areas of Focus of the Communication and Information Sector



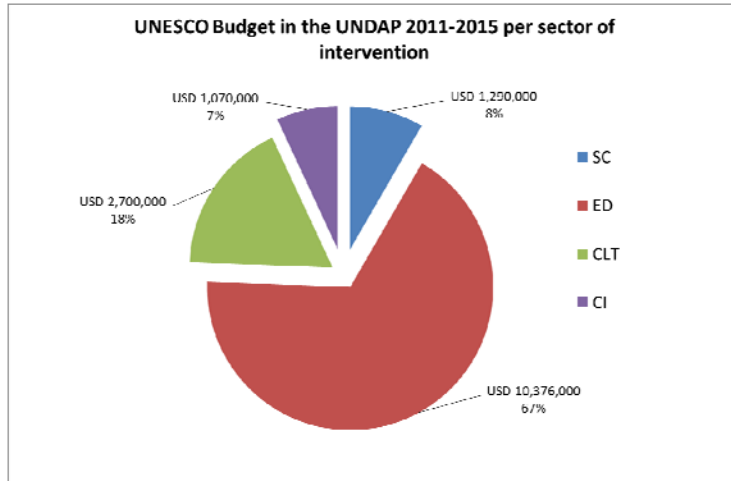
178. To assist the government in having policies and a legal framework conducive to rural communication in relation to community media and with a view to enhancing access to, and the quality of, information, UNESCO will support the review of the legal and legislative framework related to community media to support more transparency in registration requirements, frequency allocations, coverage and transmitter power, finalization of the code of practice and review of the draft media services bill. Gender-responsiveness of the legal and legislative framework, environmentally friendly content and consideration of people with special needs will be important elements of this review. To support effective rural communication, UNESCO will support community media pilot projects in selected districts according to national geographical, economic or sectoral priorities and socio-economic indicators.

179. For community media to be delivered in an objective, ethical and sustainable manner in select localities, UNESCO will provide technical and financial assistance to communication and information professionals to enable sustainable, ethical, objective and professional delivery of services and the creation of a strong lobby group for the community media.

Financial Framework 2011-15

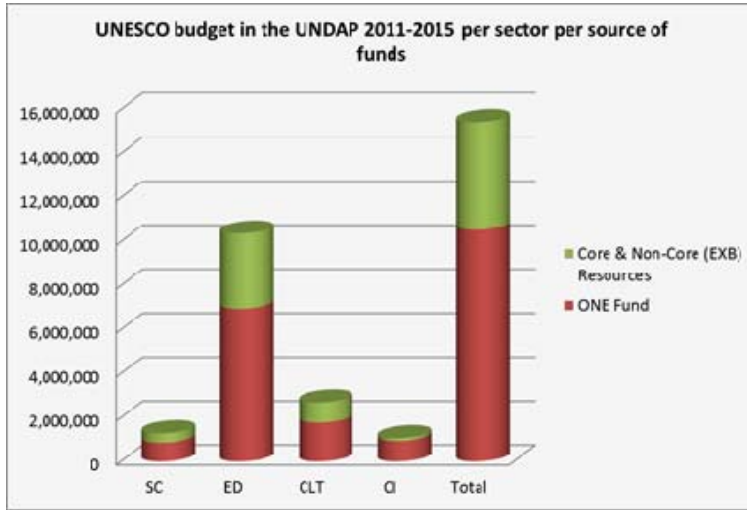
180. The UNDAP (2011-15) budget is US\$777 million. UNESCO has budgeted US\$15.4 million for the period. Figure 7 shows the allocation of the UNESCO budget in the UNDAP by sector. The Education Sector and the Culture Sector together represent 85 per cent of UNESCO budget in the UNDAP.

Figure 7



181. The UNESCO budget in the UNDAP is derived from the ONE Fund (68 per cent) and Regular Programme Funds (RP) and Extra-budgetary Resources (EXB) (32 per cent). The source of funds per sector is indicated in Figure 8.

Figure 8



182. For the first year of UNDP implementation (2011–12), UNESCO budgeted US\$2.5 million, of which 69 per cent comes from the ONE Fund (US\$1.7 million) and the rest from UNESCO core resources (US\$301,000 representing 12 per cent of the budget) and non-core resources (EXB) valued at US\$ 480,800 and representing 19 per cent of the budget.

Partnership Strategy

183. Even though within the UNDAP each agency is responsible and held accountable for specific key actions, cooperation and coordination with other UN agencies is indispensable for achieving shared outputs and outcomes. Furthermore, UNDAP's cross-cutting issues working groups such as Gender, Human Rights, PME, etc. further enhance opportunities for partnership.

184. Active participation of the UNESCO National Commission in Tanzania in the planning and implementation of activities during UNDAP implementation will be sought. Exchange of views and information sharing on the Delivering as One process will be promoted. The National Commission, as a liaison organization between UNESCO and Tanzania, is expected to play an active role in promoting partnerships between UNESCO, MDAs and the civil society.

185. In order to promote national ownership, leadership and accountability, UNESCO will continue to work with the concerned MDAs to develop their capacities and ensure the sustainability of the activities implemented within the UNDAP framework. During UNDAP implementation, UNESCO will develop new partnerships with relevant MDAs. Regular partners so far are the MoEVTs in Tanzania Mainland and Zanzibar; Ministry of Community Development, Gender and Children; Ministry of National Resources and Tourism; Ministry of Information, Culture, Youth and Sports; Ministry of Communication, Science and Technology; Ministry of Agriculture and Natural Resources in Zanzibar; National Environment Management Council; National Bureau of Statistics; and the President's Office – Public Services Management Records and Archives Management Department.

186. UNESCO will reinforce platforms of dialogue between the Government of Tanzania and civil society in order to build mutual understanding, cooperation and progress on areas contained in this document. The advocacy role of civil society organizations (including NGOs and women's organizations) on development issues and on the realization of human rights will be promoted. Their depth of local knowledge is an immeasurable asset for honing development practices by adapting to a changing environment.

187. UNESCO will continue to work with the development partners' community on issues related to its core mandate and continue to be an active partner of the Culture and Education Groups.

188. With regard to the Paris Declaration principles and specifically concerning aid predictability, UNESCO will continue to deepen its partnership with the government, especially the Ministry of Finance and Economic Affairs. UNESCO will communicate annually its disbursement projections for the preparation of the Medium-Term Expenditure Framework, will use the Aid Management Platform and will transfer its funds to the ministries using the exchequer mechanism.

Annexes

Annex 1: UCPD Results Matrix

Sector	Expected Results*	Risks and Assumptions	Key Action	Cross-cutting considerations	Indicators, Baseline & Targets
Education	UNDAP Outcome : MoEVT improves quality of teacher education programmes for Basic Education in priority subjects (UNDAP Education Working Group)				
	Institutional mechanisms for Teacher Education coordination are functional.	Existing Teacher Development Management Strategy (TDMS) can be adapted for Zanzibar.	Refer to the TDMS with a view to strengthening Teacher Education coordination and monitoring using existing structures, and on the basis of clear TORs; Adapt the TDMS to cater for Zanzibar needs, including a mechanism that enables Teacher Training Teacher Resource Centres and Teacher Training Colleges to jointly support INSET in a coordinated manner; Develop capacity of relevant MDAs for coordinated Teacher Education M&E and support.(Geographical scope: Both Mainland and Zanzibar)	Ensure sustainability of Teacher Education coordination; Ensure action on gender equity and HIV/AIDS issues already catered for in TDMS; Ensure TDMS is culturally relevant for Zanzibar.	a. Teacher education oversight mechanisms having clear roles, responsibilities and operational modalities as defined by MoEVT and zMoEVT; Baseline: No oversight mechanism; Jun/2012 target: National Board for professional teaching standards initiated; 1 oversight meeting held; Jun/2015 target: 2 oversight meetings held.
	Selected Teacher Education Institutions implement a strategic plan for improving Pre-Service Education and Training (PreSET) curriculum delivery and scale up	Changes suggested by pilot evaluation are not too substantial and can thus be timely made.	Review PreSET Curriculum delivery (for all levels); Develop a PreSET strategic plan for improving curriculum delivery; Pilot PreSET Strategic Plan implementation in selected Teacher Education Institutions (TEIs); Evaluate pilot and scale up to new TEIs; Advocate and mobilize funds for national scale-up.(Geographical scope: Both Mainland and Zanzibar - Select regions/districts)	Include cross cutting considerations (particularly on gender equality, child rights, culture) in PreSET Strategic Plan; Underserved areas to be prioritized in selecting pilot Teacher Education Institutes.	a. PreSET strategic plan for improving curriculum delivery using SPICD development and implementation status; Baseline: SPICD not yet in place; Jun/2012 target: Pre-SET curriculum implementation monitored; TOT programme to strengthen pedagogical skills developed and piloted in Zanzibar; Pilot implementation underway in selected TEIs; Jun/2015 target: Revised strategic plan available, advocacy for mobilization of funds for national scale-up initiated; 90% of selected TEIs are utilizing SPICD in their PRESET curriculum delivery; Funds mobilized for national scale-up.

Sector	Expected Results*	Risks and Assumptions	Key Action	Cross-cutting considerations	Indicators, Baseline & Targets
	initiated.				
UNDAP Outcome : Relevant MDAs implement a strategic plan for improved teaching of Science, Technology, Engineering and Mathematics (STEM) in secondary and Higher Education Institutions (UNDAP Education Working Group)					
	STEM strategic plan developed, piloted, evaluated and scaled up to additional institutions.	Pilot results do not require significant revision of modules before roll out and can be timely made.	Develop a STEM strategic plan; Pilot appropriate aspects of STEM strategy in selected areas/institutions; Monitor pilot and conduct evaluation; Scale up pilot to new areas/institutions on basis of lessons learnt; Advocate and mobilize funds for national scale-up.(Geographical scope: Both Mainland and Zanzibar - Select regions/districts)	Measures for reducing gender disparities in STEM education; Proposals for promoting a science culture and ensuring environmental sustainability (both in terms of course content and in science practice/applied science); Underserved areas will be prioritized in selecting institutions for pilot.	a. Gender sensitive STEM strategic plan development and pilot status in selected areas; Baseline: STEM strategic plan not yet in place; Jun/2012 target: Draft gender sensitive STEM strategic plan developed. Jun/2015 target: STEM strategic plan revised and finalized and funds mobilized for national scale-up.
UNDAP Outcome :Relevant MDAs implement and monitor Technical and Vocational Education and Training (TVET) Development Programme Plan of Action (UNDAP Education Working Group)					
	Costed Plan of Action for implementing TVET Development Programme is developed and operationalized in selected institutions.	Timely availability of TVET Development Programme.	TA for costed plan; Develop capacity development tools as per the plan (including guidelines, manuals etc.); Pilot implementation in selected institutions; Monitor pilot and conduct evaluation; On basis of lessons learnt, scale up to additional institutions; Advocate and mobilize funds for national scale-up.(Geographical scope: Both Mainland and Zanzibar - Select regions/districts)	Plan to include concrete measures for increasing female participation in TVET; Underserved areas to be prioritized in selecting pilot districts/institutions.	a. Costed gender-sensitive TVET Plan of Action (POA) development and implementation status in selected institutions.; Baseline: Costed TVET POA not yet in place; Jun/2012 target: SITAN of girls participation in TVET completed; Zanzibar TVET policy reviewed and updated; Jun/2015: Selected institutions are utilizing TVET POA and funds mobilized for national scale-up.
UNDAP Outcome : MoEVT expands provision of alternative learning opportunities to include less teacher dependent learning modes, focusing on out-of-school children and illiterate adults (UNDAP Education Working Group)					

Sector	Expected Results*	Risks and Assumptions	Key Action	Cross-cutting considerations	Indicators, Baseline & Targets
	Implementation strategy for expanding alternative learning opportunities for out-of-school children and illiterate adults operationalized in selected areas.	-	Collection and analysis of data on existing programmes for out-of-school children and adult literacy; Identification of options for expanding alternative learning opportunities, particularly to females; Piloting of options in selected areas, development of alternative learning opportunities' implementation strategy (including M&E plan), and implementation in selected areas; Advocate and mobilize funds for national roll-out.(Geographical scope: Both Mainland and Zanzibar - Select regions/districts)	Data collection, option identification and selection of pilot areas take into account marginalised groups (including persons with disability and in underserved areas); Alternative learning opportunities' strategy to include plans for maximizing female participation; Cross-cutting considerations will be appropriately reflected in course materials.	a. Gender sensitive ALO strategic plan developed for out-of-school and illiterate adult learners; Baseline: ALO implementation strategy not available; Jun/2012 target: Literacy survey tools and methodology developed; Adult literacy material reviewed and revised (Zanzibar); Toolkit for alternative learning and empowerment of adolescent girls developed; Jun 2015 target: Pilot districts incorporate ALO strategic plan into their annual plans.
UNDAP Outcome : MoEVT implements inclusive education strategies(UNDAP Education Working Group)					
	Appropriate tools for implementing and monitoring Inclusive education are developed.	Stakeholders commit to and actively participate in the development of strategies and plans.	TA for the development of an inclusive education strategy for Zanzibar; Disseminate inclusive education strategies for Zanzibar and Mainland; Development of guidelines for implementing inclusive education strategies and costed action and M&E plans for both Mainland and Zanzibar.(Geographical scope: Both Mainland and Zanzibar - Select regions/districts)	Ensure inclusiveness of all vulnerable groups; Strategies to include actions for reducing gender inequity/disparities in education, eg operationalizing pregnant school girl re-entry guidelines.	a. Availability of guidelines for implementing inclusive Education Strategy and implementation plan; Baseline: Inclusive Education Strategy (IES) available for Mainland but not for Znz; Implementation guidelines not available; Jun/2012 target: Implementation plans developed and costed for both Mainland and ZNZ; Jun/2015 target: Implementation guidelines for ZNZ developed including M&E plan (2014).
	Selected districts implement inclusive education strategies and initiate scale up.	Pilot results do not suggest significant revision before scale-up.	Pilot implementation of inclusive education strategies in Mainland and Zanzibar, using implementation guidelines: Monitor pilot and conduct evaluation; On basis of lessons learnt, scale up to additional institutions; Advocate and mobilize funds for national scale-up.(Geographical scope: Both	Provide TA for Inclusive Education programme development (including M&E); Prioritize underserved areas in piloting and scale up.	a. % of institutions in selected districts implementing Inclusive Education Strategy; Baseline: Implementation not yet started; Jun/2012 target: Selection of districts and institutions to participate in pilot initiative completed; Jun/2015 target: Scale up to a further 20% institutions initiated; Advocacy for/mobilization of funds for national scale up initiated.

Sector	Expected Results*	Risks and Assumptions	Key Action	Cross-cutting considerations	Indicators, Baseline & Targets
			Mainland and Zanzibar - Select regions/districts)		
UNDAP Outcome : Relevant MDAs undertake evidence-based planning, management and quality assurance at national, district, ward and school levels (UNDAP Education Working Group)					
	The Education Sector Development Programme (ESDP) and Zanzibar Education development Programme (ZEDP) M&E strategic framework and capacity development implementation plan in place and operational.	Stakeholders collaborate in EMIS development; LGA dialogue structures operational and accessible.	Participatory design and validation of ESDP M&E framework, including EMIS guidelines, based on approved ToR; Implement in-depth institutional needs assessment, including inspectorate, linked to Human Resources Situation Analysis; Design costed capacity development plan for use at national and sub-national levels and validate through ZEDP/ESDP dialogue structures.(Geographical scope: Both Mainland and Zanzibar - Select regions/districts)	Needs assessment methodology includes due consideration of gender, equity in access, HIV/AIDS prevention and support to employees in the workplace, decent work in terms of disability-sensitive workplace, general organisation environment and 'culture' for capacity development in M&E.	a. ESDP and ZEPD M&E Strategic framework, including EMIS policy guidelines, validated; Baseline: No sector M & E framework available; Jun/2012 target: ToRs for the development of an M & E strategic framework for ESDP and ZEDP developed; Jun/2015 target: Phased capacity development plan mainstreamed into MTEF. b. # of institutions participating in capacity needs assessment; Baseline: Human Resource SITAN completed by June 2012 to inform scope of Capacity Needs Assessment; Jun/2012 target: ToR for capacity needs assessment (evidence based planning); Jun/2015 target: Targeted institutions participate in needs assessment (2013).
	District-level MIS for basic education established and use of data, particularly with regards to equity and quality related	Stakeholders collaborate in EMIS development; LGA dialogue structures operational and accessible; Collaborative planning with other decentralised	Finalise draft plan and implement plan for pilot ToT (LGAs and Teacher Centres in Zanzibar) for development and use of basic education school-level database, to be scaled up through SEDP-II; Implementation of Phase 2 LL-MIS pilot; Strengthening national/sub-national level reporting.(Geographical scope: Both Mainland and Zanzibar -	HRBA and gender analysis; During selection of pilot districts, special attention will be given to criteria such as equity in terms of income-poverty, participation and performance of girls, disaster vulnerability; Design of school profile report card will address	a. % of selected district council staff having participated in TOT on District-level IMIS; Baseline: Draft costed plan in place; SEDP-II costed plan in place; plans integrated; secondary education school-level database developed and ready for monitoring; Jun/2012 target: Evaluation of the 28 ESMIS pilot districts completed; TOT piloted; Jun/2015: At least 80% of scale-up (phase 2) councils participate in TOT. b. % of Schools in selected districts with WSDP making reference to BE-MIS data; Baseline: WSDP; Jun/2012 target: NA; Jun/2015 target: Increased % of Councils utilising MIS data in District Development and Whole School Development plans on baseline.

Sector	Expected Results*	Risks and Assumptions	Key Action	Cross-cutting considerations	Indicators, Baseline & Targets
	indicators, increased.	interventions (eg SEDP-II).	Select regions/districts)	cross-cutting considerations.	<p>c. % of key Equity and Quality indicators analysed and published in national and district BEST; Baseline: Priority equity and quality indicators validated by PMORALG; Jun/2012 target: At least 50% of priority E & Q indicators analysed and published in BEST - National; Jun/2015 target: At least 70% of priority E&Q indicators analysed and published in BEST - district.</p> <p>d. # of districts with school feeding have functioning ESMIS data; Baseline: Submission status of school reports in ESMIS format in 1167 schools; Jun/2012 target: Submission of school report in ESMIS format by all 1167 WFP-supported schools; Jun/2015 target: ESMIS functioning in all 16 WFP-supported districts.</p>
Education	UNDAP Outcome : Relevant MDAs, LGA and NSAs increasingly mainstream HIV/AIDS Workplace Programmes-WPP (UNDAP HIV and AIDS Working Group)				
	Technical AIDS Committees (TACs) and budget committees of selected MDAs and LGAs have the capacity for HIV/AIDS WPP and external mainstreaming in their respective MTEFs.	Sufficient political commitment to mainstream HIV/AIDS and comply with relevant Labour Standards; Timely availability of funds and human capital; Relevant MDAs willing to collaborate as one team.	TA and FA to the Education sector to review, update/develop and implement workplace HIV/AIDS coordinated programmes and monitoring system within the sector.(Geographical scope: Mainland)	Ensure gender representation in coordination structures; Address human rights through integrated stigma and discrimination related information.	<p>a. Selected MDAs and LGAs using M&E tools for monitoring their WPP interventions; Baseline: Inadequate tools and capacity for monitoring and administering WPP; Jun/2012 target: Tools developed and field tested and officially launched; Jun/2015 target: 60% of selected MDAs and LGAs using the tools.</p> <p>b. LGAs with MTEF mainstreaming food and nutrition issues for PLHIV; Baseline: Food and nutrition issues yet to be reflected in LGAs budget; Jun/2012 target: Increase in LGAs incorporating food and nutrition issues related to PLWHA, compared to previous year; Jun/2015 target: increase in LGAs incorporating food and nutrition issues related to PLWHA, compared to previous year.</p>
	UNDAP Outcome : Selected MDAs, LGAs and NSAs implement evidence-based HIV prevention programmes (UNDAP HIV and AIDS Working Group)				
	National and sub-national coordination mechanisms for HIV prevention functional and guide	TACAIDS committed to prioritize HIV prevention; Prevention Technical Working Committee	Provide support to Education sector to develop sustainable coordination structure of SRH/HIV/LS in learning institutions; Strengthen Partnership for implementing SRH/HIV/LS in learning institutions through partners	Equal representation and participation of men & women in leadership and decision making forum.	a. National Prevention Technical Committee (PTWC) functioning; Baseline: PTWC in place but without adequate planning and monitoring mechanism; TACAIDS Regional Coordinator recruited in 26 regions; Jun/2012 target: 4 PTWC meetings held annually; An annual action plan for the PTWC developed, implemented and reviewed; TACAIDS Regional Coordinators reporting bi-annually; Jun/2015 target: 4 PTWC meetings held annually; An annual action plan for the PTWC developed, implemented and reviewed.

Sector	Expected Results*	Risks and Assumptions	Key Action	Cross-cutting considerations	Indicators, Baseline & Targets
	implementation of National Multi-sectoral Prevention Strategy (NMPS).	remains; Sufficient political will and human resource capacity at national, regional and local level.	periodic forum.(Geographical scope: Mainland)		b. # of regional NMPS stakeholders review meetings; Baseline: District NMPs action plans available; TACAIDS Regional Coordinator recruited in 26 regions; Jun/2012 target: Bi-annual regional stakeholders consultations for planning and review of NMPS implementation; Jun/2015 target: Bi-annual regional stakeholders meetings held to review NMPS implementation progress.
	Selected MDAs, LGAs and CSOs implement their HIV prevention interventions aligned with the NMPS.	Policy of Education and Training (draft) endorsed; Timely disbursement of funds; Male and female condom programming remains a priority for Tanzania; Continued support for linkages and integration of SRH/HIV; Human resource capacity in place (regions); Cooperation of private and FBO health providers is fostered; Funding for scale-up MC availed.	Support MoEVT to analyse, review and update content/curricula of SRH/HIV/LS; Review SRH/HIV/LS carrier subjects; Integrate comprehensive SRH/HIV/LS education into the core curricula through carrier subjects (schools, TTCs & vocational training colleges and universities); Conduct pilot test of the integrated carrier subjects; Develop, implement and monitor training programmes for teacher/tutors.(Geographical scope: Mainland)	HIV Education curricula, teaching and learning material adopted and appropriate for various ages, level and settings; Cultural appropriate and gender responsive; Equal representation and participation of men & women in teachers training programs.	<p>a. Implementation status of HIV prevention interventions in selected MDAs, LGAs & CSOs to address key drivers of the epidemic; Baseline: Inconsistent alignment of HIV prevention programs to the drivers of the epidemic; Low coverage; Jun/2012 target: Dissemination and orientation of selected MDAs, LGAs and NSAs on the NMPS; Annual Action Plan on HIV prevention developed and initiated; Selected MDAs and LGAs reflect relevant elements of NMPS in their MTEFs; Jun/2015 target: HIV prevention interventions implemented as per schedule and in line with NMPS.</p> <p>b. In and Out of School curriculum teaching integrating and adapting a life skills approach; Baseline: Limited inclusion of Life Skills in existing curriculums and teaching; Jun/2012 target: Assessment completed and action plan developed; NLSEFF operational plan developed and coordination mechanism established; Jun/2015 target: Revised curriculum operational.</p> <p>c. Scale up status of Health Sector prevention interventions; Baseline: TBD; Jun/2012 target: Priority areas identified; Action plan developed; Jun/2015 target: Implementation plan targets met</p>
	Quality and coverage of BCC interventions for young people operationalized,	-	Support MoEVT to develop SBCC education program/intervention for students of higher learning institutions; Support implementation of the programme.(Geographical scope: Mainland)	Address harmful traditional practices; Focus on Most At Risk Populations, including adolescents girls; Use environment friendly materials; Develop comprehensive gender	a. National Guidelines for behavioural prevention & SOPs approved and implementation status in selected MDAs, LGAs & NSAs; Baseline: Draft national guidelines for behavioural prevention in place; Jun/2012 target: Guidelines and Standards for behavioural prevention finalized and National BCC campaigns implementation underway; Jun/2015 target: BCC guidelines and standards implementation on-going as per agreed action plan; BCC intervention for young people evaluated.

Sector	Expected Results*	Risks and Assumptions	Key Action	Cross-cutting considerations	Indicators, Baseline & Targets
	expanded and evaluated.			sensitive messages that also enhance male involvement.	b. Implementation status of Minimum package for HIV prevention in high prevalence region underway; Baseline: Minimum package for HIV prevention communication developed and approved; Jun/2012 target: Key stakeholders in high prevalence regions oriented on the minimum package and implementation underway, as per plan; Jun/2015 target: Implementation of revised HIV prevention minimum package in high prevalence regions underway, as per plan.
UNDAP Outcome : MDAs and CSOs reach and mobilize MARPs to utilize appropriate user-friendly HIV and AIDS services (UNDAP HIV and AIDS Working Group)					
	ZAC, MDAs and CSOs implement programmes to link MARPs to available services and reduce risk behaviours in young people.	Government commitment and support for SRH/HIV/Drugs abuse prevention targeting young people in learning institutions; Partners committed to MARPs related prevention education; Adequate human capital; ZNSP II finalized and approved in 2010.	Support MoEVT to develop and implement Life Skills programme (SRH/HIV/Drugs abuse prevention) in schools. (Geographical scope: Zanzibar)	SRH/HIV/Drug abuse teaching and learning material adopted and appropriate for various ages, level and settings - culturally appropriate and gender responsive; Equal participation between young girls and boys in program implementation.	a. Development and implementation status of intervention packages for MARPs and young people by CSOs and MoHSW; Baseline: Intervention packages not developed yet; Jun/2012 target: Operational plans and Intervention packages for MARPs and young people developed and implemented; Jun/2015 target: Intervention package targets met; Revised intervention package reflects evaluation findings.
UNDAP Outcome : GoT advances fulfilment of its international treaty obligations (UNDAP Governance Group)					
	A Human Rights Education (HRE) Strategy is disseminated, approved and implemented	Draft HRE Strategy/Action Plan is ready.	TA for a consultative process for finalizing and approving the HRE Strategy/Action Plan; TA for initiating implementation of selected aspects of the Strategy/Action Plan; Advocacy and fund mobilization for implementation of strategy/action plan.(Geographical scope: Both	Develop national capacity to carry out and ensure equitable access of women and marginalized groups to the process.	a. Approved Human Rights Education (HRE) Strategy; Baseline: No Human Rights Education (HRE) Strategy; Jun/2012 target: Consultations on the Human Rights Education Strategy; Jun/2015 target: Human Rights Education Strategy adopted and implementation initiated.

Sector	Expected Results*	Risks and Assumptions	Key Action	Cross-cutting considerations	Indicators, Baseline & Targets
	on initiated.		Mainland and Zanzibar)		
UNDAP Outcome : Key national institutions develop/enhance evidence-based pro-poor economic development policies and strategies (UNDAP Economic Growth and Economic Governance Working Group)					
Natural Sciences	Enhanced Science, Technology and Innovation (ST&I) research and policy linkages to boost productivity and economic growth.	MDA commitment to evidence-based planning, retraining of staff and coordination of actions.	Support indicators and training for systematic acquisition ST&I data, draft a national Research & Development coordination strategy, provide research-policy linkages & produce at least 10 policy briefs; Training on a coherent financing system of the national science vote and programming.(Geographical scope: Both Mainland and Zanzibar)	Include measures to address gender imbalance in ST&I and reflect environment concerns.	<p>a. Science-related MDAs use and disseminate S&T indicators for policy and national planning; Baseline: Identification of appropriate S&T indicators; Design of a financing system for ST&I; Jun/2012 target: Set up of national database collection process for S&T indicators completed and compilation of a reduced set of S&T indicators (Frascati manual) applicable for Tanzania for measurements; Jun/2015 target: Training of another set of 10 (30 in total) MDAs and research and higher education institutions on S&T indicators use and acquisition; Computation and compilation of regional & national competitiveness index produced from available S&T indicators.</p> <p>b. ST&I briefs influence policies regarding productivity and economic growth; Baseline: 2 Policy briefs on Tanzania's ST&I relating to economic growth, poverty reduction in science-based careers and application of ST&I for improving rural-based enterprise; Out-dated reports on S&T and opportunities for women; Jun/2012 target: Once policy brief on opportunities for shifts from labour intensive to technology intensive and innovation led productive sector, including enhancing opportunities for women and youth; Policy briefs on STI & the manufacturing & agricultural sectors; Jun/2015 target: 1 high level intensive dialogue session (second) with the private sector groups based on results of commissioned policy research briefs and evidence based data for the strengthening of contribution of STI to economic activities and development.</p>
	ST&I mainstreamed in national development and innovation	MDA commitment to retraining of staff and coordination of actions.	National ST&I System Reviewed, Action Plan Prepared; Support select interventions from the action plan; Strengthening of international linkages; TA to select national institutions to	Curriculum integrates gender, environment and youth considerations.	a. Relevant MDAs incorporate ST&I in policies for national competitiveness and economic growth; Baseline: Recommendations of UNESCO-OECD for reform and revitalization of STI; Jun/2012 target: Incorporation of OECD-UNESCO Recommendations into policy frameworks for relevant MDAs initiated; Jun/2015 target: 4 MDAs incorporate ST&I in policies for national competitiveness and economic growth.

Sector	Expected Results*	Risks and Assumptions	Key Action	Cross-cutting considerations	Indicators, Baseline & Targets
	policy frameworks.		provide tailor made courses on Innovation Management, Science Policy and Analysis & Technology Entrepreneurship; Support GoT research in science, technology and innovation.(Geographical scope: Both Mainland and Zanzibar)		<p>b. Private Sector uses new policy frameworks for application of ST&I into productive sector; Baseline: Recommendations of UNESCO-OECD for reform and revitalization of STI; Jun/2012 target: Private Sector develops strategy for commissioning Knowledge Producers to undertake research and development for application of ST&I into productive sector; Jun/2015 target: Dialogue between Private Sector and Knowledge Producers continues for increased technology application to production; Studies on efficiency in production using national research outputs.</p> <p>c. Training restructuring activities undertaken to ensure that technology drives productivity; Baseline: Training Programme Designs for improving competitiveness and productive workforce completed; Jun/2012 target: TCCIA assisted to commence design and setting up of an Institute for competitive workforce based on knowledge; Jun/2015 target: Training programmes for efficient functioning of new system including enhancing women participation in ST&I careers.</p>
UNDAP Outcome : Relevant MDAs, LGAs and Non State Actors enhance structures and policies for promoting viable pro-poor business sectors and SMEs (UNDAP Economic Growth and Economic Governance Working Group)					
	Relevant MDAs implement a national strategy towards strengthening cultural and creative enterprises.	Sufficient political will; Timely availability of funds.	TA to create linkages between cultural and creative industries, tourism and entrepreneurship clusters in higher education institutions (HEI).(Geographical scope: Both Mainland and Zanzibar)	Ensure focus on gender, youth, environment, rural and marginalized communities.	<p>a. Active Innovation clusters in the tourism industry established with local and international networks; Baseline: Draft strategy design for creating sustainable innovation-led tourism-industry and cultural industry clusters; Jun/2012 target: Completion of strategy for innovation-led tourism industry clusters; at least 2 new clusters created; Jun/2015 target: New innovation-led tourism clusters established with adequate networks.</p> <p>b. New programmes established in HEIs and Private Institutions to cater for infusion of innovation and technology into cultural industry; Baseline: 1 new programme established in HEI to cater for infusion of innovation and technology into cultural industry; Jun/2012 target: 2 additional programmes established in HEIs to cater for infusion of innovation and technology into cultural industry; Jun/2015 target: Programmes for training in HEIs fully established and evaluated for effectiveness.</p>

Sector	Expected Results*	Risks and Assumptions	Key Action	Cross-cutting considerations	Indicators, Baseline & Targets
					c. MDAs and non-state entities using and implementing a National Strategic Plan for Cultural and Creative Industries; Baseline: Draft strategic plan of the culture sector only; Jun/2012 target: Existing studies on cultural and creative industries identified, collected, reviewed and recommendations for promoting creative industries in place; Jun/2015 target: Networks of collaborating institutions established within Tanzania and with external institutions in the tourism industry.
UNDAP Outcome : Relevant MDAs, LGAs and Non-State Actors improve enforcement of environment laws and regulations for the protection of ecosystems, biodiversity and the sustainable management of natural resources (UNDAP Environment Working Group)					
	Technical, financial and governance capacities for sustainable land and forest management enhanced.	Strong support from partners on programmatic approach to SLM issues; Investment framework benefits players equally; Timely approval of the investment framework; Global funds continue to increase and Kyoto successor endorsed by parties; Prices for Carbon remain attractive.	TA and FA for improvement of water policy to support activities to provide a better understanding of Mount Kilimanjaro hydrology.(Geographical scope: Mainland - Select regions/districts)	Cross-cutting considerations taken into account in the water policy.	<p>a. SLM systems for main agro-ecological zones in Kilimanjaro and Tabora mountains reviewed and implementation strengthened; Baseline: Minimal land being managed in accordance with principles of SLM or integrated water and land management; Jun/2012 target: Land management systems for main agro-ecological zones reviewed; Jun/2015 target: SLM systems implemented in selected areas of Kilimanjaro and Tabora as per agreed schedule.</p> <p>b. # of key policies mainstreaming SLM; Baseline: Few key policies mainstream SLM; Jun/2012 target: At least one policy mainstreams SLM; Jun/2015 target: At least three additional policies mainstream SLM.</p> <p>c. Area of land under SLM initiative in Kilimanjaro and Tabora mountains; Baseline: Minimum number of farmers benefit from SLM practices; Jun/2012 target: Inventory of farmers and their area (pilot area) including potential coverage for up-scaling identified; Jun/2015 target: Over 100,000 ha. under direct SLM (project pilot area) and another 500,000 ha. benefit through up-scaling of lessons through the National Dialogue and the SLM Investment Framework.</p>
	Improved capacity for sustainable management of Protected Areas, coastal forest, and	Human and capital resources adequate at local level; Positive response from key MDAs and effective	TA for the operationalization of the Seville Strategy and the Madrid Action Plan for the management of Tanzania's Biosphere Reserves; TA to develop management plans for existing Biosphere Reserves (BR); Nominate new areas, including transboundary areas,	Ensure equal access to training opportunities for women and men.	a. Business plans show improved Financial Scorecard for national system of Coastal Forest protected areas and target landscapes (Rufiji, Kilwa, Lindi, and Zanzibar); Baseline: No Business plans for Coastal Forest protected areas and target landscapes (Rufiji, Kilwa, Lindi and Zanzibar); Jun/2012 target: Preparation of Business Plans initiated in Coastal Forest protected areas and target landscapes (Rufiji, Kilwa, Linda and Zanzibar); Jun/2015 target: Business plans implemented in Coastal Forest protected areas and target landscapes (Rufiji, Kilwa, Lindi and Zanzibar).

Sector	Expected Results*	Risks and Assumptions	Key Action	Cross-cutting considerations	Indicators, Baseline & Targets
	marine ecosystems including policy and regulatory frameworks.	coordination by DCCCF-Zanzibar and MNRT; Guidelines for benefit sharing in co-management agreed by all partners and timely approval by Government.	into the World Network of Biosphere Reserves; Train key national institutions to improve managerial and technical skills for coordination and management of BRs in line with international BR strategies; Support studies on LINKS (Local Indigenous Knowledge Systems) within Biosphere Reserves that strengthen linkages between research and policy with respect to climate change; Complete processes to designate proposed World Network of Biosphere Reserves and investigate options for other potential sites in Tanzania. (Geographical scope: Both Mainland and Zanzibar)		<p>b. % of METT scores for PAs and PA landscapes show improvement in targeted landscapes; Baseline: METT scores for PAs show low METT scores; Jun/2012 target: 5% increase in METT and 10 financial scores for PAs; Jun/2015 target: 20% increase METT and 30 financial scores for PAs.</p> <p>c. Central Government Forestry Agency has dedicated Coastal Forest section to support Districts for oversight of Coastal Forests and co-management of Forest Reserves; Baseline: No Section; No MOUs ; Jun/2012 target: Process to establish Coastal Forest Section at FBD and MOUs with districts initiated; Jun/2015 target: Coastal section in place with staff and working facilities and at least 6 MOUs with Districts signed and put into implementation.</p> <p>d. Management plans in use for the management of two biosphere reserves in Tanzania; Baseline: 10 new and updated plans for protected areas in the East Usamabara Biosphere reserve currently on-going within the Joint Programme on Environment; Jun/2012 target: One fully completed management plan for the East Usambara BR; Jun/2015 target: Bio-sphere management plans operational, policy briefs on the management and scientific issues of Tanzania's bio-sphere reserves commissioned (2014).</p> <p>e. New reserves enlisted into the World Network of Biosphere Reserves (WNBR); Baseline: NEMC documents on status of Biosphere Reserves in Tanzania; Key personnel trained in biosphere reserves and improved livelihoods of indigenous dwellers; Jun/2012 target: National MAB Committee meetings held and planning initiates; 3 new BR specific environmental management training completed; 2 workshops on skills for better impact of BR management; training workshops to improve indigenous people's skills; Jun/2015 target: National MAB Committee meetings supported, training workshops to improve indigenous people's skills in contributing to environmental management in the BRs.</p>
Culture	UNDAP Outcome : Relevant MDAs, LGAs and Non State Actors enhance structures and policies for promoting viable pro-poor business sectors and SMEs (UNDAP Economic Growth & Economic Governance Working Group)				
	Relevant MDAs implement a national strategy towards	Sufficient political will; Timely availability of funds.	Draft, consult and finalize national strategy and action plan for cultural and creative industries; Support select interventions from the national action plan; Support M&E of	Focus on women , youth and people with physical disabilities.	a. Active Innovation clusters in the tourism industry established with local and international networks ; Baseline: Draft strategy design for creating sustainable innovation-led tourism-industry and cultural industry clusters ; Jun/2012 target: Completion of strategy for innovation-led tourism industry clusters; at least two new clusters created; Jun/2015 target: New innovation-led tourism

Sector	Expected Results*	Risks and Assumptions	Key Action	Cross-cutting considerations	Indicators, Baseline & Targets
	strengthening cultural and creative enterprises.		national strategy and plan.(Geographical scope: Mainland)		clusters established with adequate networks.
					b. New programmes established in HEIs and Private Institutions to cater for infusion of innovation and technology into cultural industry; Baseline: 1 new programme established in HEI to cater for infusion of innovation and technology into cultural industry; Jun/2012 target: 2 additional programmes established in HEIs to cater for infusion of innovation and technology into cultural industry; Jun/2015 target: Programmes for training in HEIs fully established and evaluated for effectiveness.
					c. MDAs and non-state entities using and implementing a National Strategic Plan for Cultural and Creative Industries; Baseline: Draft strategic plan of the culture sector only; Jun/2012 target: Existing studies on cultural and creative industries identified, collected, reviewed and recommendations for promoting creative industries in place; Jun/2015 target: Networks of collaborating institutions established within Tanzania and with external institutions in the tourism industry.
UNDAP Outcome :GoT advances fulfilment of its international treaty obligations (UNDAP Governance Working Group)					
	Adherence to key treaties and the Universal Periodic Review (UPR) is continuously monitored, reported on and relevant commissions' observations are followed-up.	Political will to further domesticate CRC in Tanzania; Inter-sectoral linkages and collaboration; Active participation of national stakeholders.	Assist relevant MDAs to co-ordinate, collect and compile data for planning and reporting of culture related conventions.(Geographical scope: Both Mainland and Zanzibar)	Develop capacity of relevant MDAs and promote links between the situation of indigenous communities, environmental sustainability and conservation.	a. Due reports submitted on time to regional and international human rights bodies; Baseline: Tanzania's report to the UNCRC is due on January 2012; Jun/2012 target: CEDAW report submitted on time; CRC report by government submitted on time for consideration by the UNRC; Jun/2015 target: 2nd periodic report submitted to ACRWC Committee of experts and its concluding observations disseminated and incorporated into government plans and actions.
					b. Due reports submitted on time to international culture related bodies; Baseline: Tz Annual Report on the State of Conservation of World Heritage properties inscribed on the World Heritage List; Decisions adopted by the World Heritage Committee; Submission of files for nomination to the World Heritage Centre; Jun/2012 target: Tz annual report on the State of Conservation of World Heritage properties inscribed on the World Heritage List; Decisions adopted by the World Heritage Committee; Tanzania sites inscribed on the World Heritage List; Jun/2015 target: Tanzania's annual report on the state of conservation of World Heritage Properties inscribed on the World Heritage List; Decisions adopted by the World Heritage Committee.

Sector	Expected Results*	Risks and Assumptions	Key Action	Cross-cutting considerations	Indicators, Baseline & Targets
					c. % of reports submitted on time to international labour related bodies; Baseline: 18 GoT reports related to ILO Conventions submitted after deadline (due 1 September 2010); Jun/2012 target: 100% of reports submitted on time to international labour related bodies; Jun/2015 target: 100% of reports submitted on time to international labour related bodies.
	International treaties relating to culture are ratified and domestication promoted and supported.	Inter-sectoral linkages and collaboration; Active participation of national stakeholders.	TA to MDAs to facilitate public engagement in the ratification and domestication of culture related conventions.(Geographical scope: Both Mainland and Zanzibar)	Develop capacity to consider the culture of indigenous communities, environment sustainability and ecological conservation.	a. Components of 1972, 2001, 2003 and 2005 UNESCO cultural conventions actioned; Baseline: Awareness raising meetings; Implementation of the World Heritage Management plans; Jun/2012 target: Action plan developed and implemented with regard to the 2003 Convention on the national level; Implementation of the World Heritage Management plans (continued); Jun/2015 target: Implementation of Actions Plans for the 2001 and 2003 Conventions; Implementation of the World Heritage Management Plans (continued).
UNDAP Outcome : Select communities participate in democratic and peaceful discourse (UNDAP Governance Working Group)					
	Community conflict prevention and resolution dialogue structures established in select areas.	-	Facilitate cultural activities to promote peace and conflict prevention.(Geographical scope: Both Mainland and Zanzibar)	-	a. Community conflict prevention and resolution dialogues supported; Baseline: No UN supported community conflict prevention and resolution dialogues ; Jun/2012 target: UN pilots community conflict prevention and resolution dialogues ; Jun/2015 target: UN supports community conflict prevention and resolution dialogues, as required.
UNDAP Outcome : Select communities participate in democratic and peaceful discourse (UNDAP Governance Working Group)					
Communication and Information	Policies and the legal framework in Tanzania are conducive for rural communication in relation to community	Adequate division of labour and coordinating functions of the different MDAs.	Review the legal and legislative framework related to community media to support more transparency in registration requirements, frequency allocations, coverage and transmitter power, finalization of the code of practice and review of the draft media services bill. (Geographical scope: Both	Promote a gender sensitive legal framework, the use of environmental friendly content as well as the consideration of people with special needs.	a. Media services bill reflects a strong component on community media; Baseline: Draft Media bill with minimal community media component, Needs assessment on legal and legislative gaps; Jun/2012 target: Stakeholder consultations; Jun/2015 target: Media Services strong on community media passed into act by the Union b. Community code of practice in operation; Baseline: Stakeholders report detailing areas of improvement; Jun/2012 target: First draft of the code of practice; Jun/2015 target: Final draft rolled out for implementation

Sector	Expected Results*	Risks and Assumptions	Key Action	Cross-cutting considerations	Indicators, Baseline & Targets
	media.		Mainland and Zanzibar)		c. Multi-level community media cooperation agreements created; Baseline: World Press Freedom day declaration for 2011 on community media; Jun/2012 target: At least one civil society/NGO advocating on Community media in place; Jun/2015 target: 4 cooperation agreements with national, regional and international lobby groups.
	Infrastructure, in particular hardware, delivered and operational in selected districts for effective rural communication.	Operationalisation of the universal Communication Access Fund; ITU deadline from analogue to digital met.	Support community media pilot projects, focusing on hardware, in selected districts according to national geographical, economic or sectoral priorities and socio-economic indicators. (Geographical scope: Mainland - Select regions/districts)	Promote a gender sensitive legal framework, the use of environmental friendly content as well as the consideration of people with special needs.	a. Target communities equipped with media hardware; Baseline: 1 community equipped with multimedia tele-centre connected to fibre optic cable; Jun/2012 target: 2 communities equipped with digital media hardware; Jun/2015 target: 5 communities equipped with media hardware.
	Community media is delivered in an objective, ethical and sustainable manner in select locales.	Retention of media and communication professionals in rural communication activities.	TA and FA to Communication and Information professionals to enable sustainable, ethical, objective and professional delivery of services; Creation of a strong lobby group for community media. (Geographical scope: Both Mainland and Zanzibar)	Promote a gender sensitive legal framework, the use of environmental friendly content as well as the consideration of people with special needs.	a. # of Communication and Information Professionals trained in ethical and professional communication standards; Baseline: Institutional and individual practitioner capacity gaps identified; Jun/2012 target: Legal establishment of community media network; Jun/2015 target: 100 Communication and Information Professionals trained in ethical and professional communication standards.
UNDAP Outcome : UNCT operationalizes coherence, effective advocacy and communication strategies (UNCG)					
	UN staff, media professionals, and youth groups are able to communicate effectively on development issues.	Availability of female journalists; Receptivity on human and gender rights issues, despite cultural tensions; Agency rules governing spokespersons	TA to media partners - including trainings and briefings - to enable effective investigative journalism into key human rights, gender equity, environment, emergency and development issues of concern to UNCT.	Messaging incorporates issues of gender, human rights and environment as key themes; Gender balance among journalists supported.	a. Depth and scope of entries/nominations for investigative journalism awards; Baseline: Annual journalism awards 2010 results; Jun/2012 target: Agreement with MCT on quality indicators for investigative journalism; Indicators applied in 2011 awards; Jun/2015 target: Improvement in depth and scope of entries/nominations for investigative journalism awards. b. # of UN Tanzania staff participating in media interviews; Baseline: Records not kept; Jun/2012 target: Media monitoring system developed; Baseline created; Jun/2015 target: Increase in number of UN Tanzania staff taking part in media interviews.

Sector	Expected Results*	Risks and Assumptions	Key Action	Cross-cutting considerations	Indicators, Baseline & Targets
		are harmonized to enable the UN to speak with "one voice"; Spokespersons in Kiswahili can be identified in all key programme areas; Systematic and meaningful engagement of GIOs; All youth groups have adequate capacity and funding to engage and be engaged.			c. # of UN Clubs and Chapters; Baseline: TBD; Jun/2012 target: Increase in number of Model UN groups, on baseline; Jun/2015 target: Increase in number of Model UN groups, on baseline.
* Expected Results correspond to UNDAP Outputs					

Annex 2: UCPD Budget

Sector	WG	Key Action	Total Budget 2011-2015	Budget Breakdown per source of funds		
				ONE UN	RP	EXB
Education	Education	Refer to the TDMS with a view to strengthening Teacher Education coordination and monitoring using existing structures, and on the basis of clear TORs; Adapt the TDMS to cater for Zanzibar needs, including a mechanism that enables Teacher Training Teacher Resource Centres and Teacher Training Colleges to jointly support INSET in a coordinated manner; Develop capacity of relevant MDAs for coordinated Teacher Education M&E and support.	\$210,000	\$140,000	\$30,000	\$40,000
		Review PreSET Curriculum delivery (for all levels); Develop a PreSET strategic plan for improving curriculum delivery; Pilot PreSET Strategic Plan implementation in selected Teacher Education Institutions (TEIs); Evaluate pilot and scale up to new TEIs; Advocate and mobilize funds for national scale-up.	\$1,085,000	\$730,000	\$155,000	\$200,000
		Develop a STEM strategic plan; Pilot appropriate aspects of STEM strategy in selected areas/institutions; Monitor pilot and conduct evaluation; Scale up pilot to new areas/institutions on basis of lessons learnt; Advocate and mobilize funds for national scale-up.	\$1,325,000	\$890,000	\$175,000	\$260,000
		TA for costed plan; Develop capacity development tools as per the plan (including guidelines, manuals etc.); Pilot implementation in selected institutions; Monitor pilot and conduct evaluation; On basis of lessons learnt, scale up to additional institutions; Advocate and mobilize funds for national scale-up.	\$1,325,000	\$890,000	\$175,000	\$260,000
		Collection and analysis of data on existing programmes for out-of-school children and adult literacy; Identification of options for expanding alternative learning opportunities, particularly to females; Piloting of options in selected areas, development of alternative learning opportunities' implementation strategy (including M&E plan), and implementation in selected areas; Advocate and mobilize funds for national roll-out.	\$1,325,000	\$890,000	\$175,000	\$260,000
		TA for the development of an inclusive education strategy for Zanzibar; Disseminate inclusive education strategies for Zanzibar and Mainland; Development of guidelines for implementing inclusive education strategies and costed action and M&E plans for both Mainland and Zanzibar.	\$195,000	\$130,000	\$27,000	\$38,000
		Pilot implementation of inclusive education strategies in Mainland and Zanzibar, using implementation guidelines: Monitor pilot and conduct evaluation; On basis of lessons learnt, scale up to additional institutions; Advocate and mobilize funds for national scale-up.	\$1,165,000	\$790,000	\$150,000	\$225,000
		Participatory design and validation of ESDP M&E framework, including EMIS guidelines, based on approved ToR; Implement in-depth institutional needs assessment, including inspectorate, linked to Human Resources Situation Analysis; Design costed capacity development plan for use at national and sub-national levels and validate through	\$655,000	\$440,000	\$90,000	\$125,000

Sector	WG	Key Action	Total Budget 2011-2015	Budget Breakdown per source of funds			
				ONE UN	RP	EXB	
		ZEDP/ESDP dialogue structures.					
		Finalise draft plan and implement plan for pilot ToT (LGAs and Teacher Centres in Zanzibar) for development and use of basic education school-level database, to be scaled up through SEDP-II; Implementation of Phase 2 LL-MIS pilot; Strengthening national/sub-national level reporting.	\$975,000	\$650,000	\$135,000	\$190,000	
		TA and FA to the Education sector to review, update/develop and implement workplace HIV/AIDS coordinated programmes and monitoring system within the sector.	\$100,000	\$67,000	\$13,000	\$20,000	
	HIV and AIDS	Provide support to Education sector to develop sustainable coordination structure of SRH/HIV/LS in learning institutions; Strengthen Partnership for implementing SRH/HIV/LS in learning institutions through partners periodic forum.	\$115,000	\$75,000	\$15,000	\$25,000	
		Support MoEVT to analyse, review and update content/curricula of SRH/HIV/LS; Review SRH/HIV/LS carrier subjects; Integrate comprehensive SRH/HIV/LS education into the core curricula through carrier subjects (schools, TTCs & vocational training colleges and universities); Conduct pilot test of the integrated carrier subjects; Develop, implement and monitor training programmes for teacher/tutors.	\$1,060,000	\$710,000	\$135,000	\$215,000	
		Support MoEVT to develop SBCC education program/intervention for students of higher learning institutions; Support implementation of the programme.	\$365,000	\$245,000	\$45,000	\$75,000	
		Support MoEVT to develop and implement Life Skills programme (SRH/HIV/Drugs abuse prevention) in schools.	\$191,000	\$125,000	\$25,000	\$41,000	
		TA for a consultative process for finalizing and approving the HRE Strategy/Action Plan; TA for initiating implementation of selected aspects of the Strategy/Action Plan; Advocacy and fund mobilization for implementation of strategy/action plan.	\$285,000	\$190,000	\$37,000	\$58,000	
	Natural Sciences	Economic Growth	Support indicators and training for systematic acquisition ST&I data, draft a national Research & Development coordination strategy, provide research-policy linkages & produce at least 10 policy briefs; Training on a coherent financing system of the national science vote and programming.	\$200,000	\$135,000	\$25,000	\$40,000
			National ST&I System Reviewed, Action Plan Prepared; Support select interventions from the action plan; Strengthening of international linkages; TA to select national institutions to provide tailor made courses on Innovation Management, Science Policy and Analysis & Technology Entrepreneurship; Support GoT research in science, technology and innovation.	\$700,000	\$470,000	\$90,000	\$140,000

Sector	WG	Key Action	Total Budget 2011-2015	Budget Breakdown per source of funds		
				ONE UN	RP	EXB
	Environment and Climate Change	TA to create linkages between cultural and creative industries, tourism and entrepreneurship clusters in higher education institutions (HEI).	\$100,000	\$67,000	\$13,000	\$20,000
		TA and FA for improvement of water policy to support activities to provide a better understanding of Mount Kilimanjaro hydrology.	\$50,000	\$33,000	\$7,000	\$10,000
		TA for the operationalization of the Seville Strategy and the Madrid Action Plan for the management of Tanzania's Biosphere Reserves; TA to develop management plans for existing Biosphere Reserves (BR); Nominate new areas, including transboundary areas, into the World Network of Biosphere Reserves; Train key national institutions to improve managerial and technical skills for coordination and management of BRs in line with international BR strategies; Support studies on LINKS (Local Indigenous Knowledge Systems) within Biosphere Reserves that strengthen linkages between research and policy with respect to climate change; Complete processes to designate proposed World Network of Biosphere Reserves and investigate options for other potential sites in Tanzania.	\$240,000	\$160,000	\$34,000	\$46,000
Culture	Economic Growth	Draft, consult and finalize national strategy and action plan for cultural and creative industries; Support select interventions from the national action plan; Support M&E of national strategy and plan.	\$500,000	\$340,000	\$62,000	\$98,000
	Governance	Assist relevant MDAs to co-ordinate, collect and compile data for planning and reporting of culture related conventions.	\$1,000,000	\$650,000	\$150,000	\$200,000
		TA to MDAs to facilitate public engagement in the ratification and domestication of culture related conventions.	\$1,000,000	\$650,000	\$140,000	\$210,000
		Facilitate cultural activities to promote peace and conflict prevention.	\$200,000	\$130,000	\$27,000	\$43,000
Communication and Information	Governance	Review the legal and legislative framework related to community media to support more transparency in registration requirements, frequency allocations, coverage and transmitter power, finalization of the code of practice and review of the draft media services bill.	\$220,000	\$200,000	\$10,000	\$10,000
		Support community media pilot projects, focusing on hardware, in selected districts according to national geographical, economic or sectoral priorities and socio-economic indicators.	\$550,000	\$500,000	\$30,000	\$20,000
		TA and FA to Communication and Information professionals to enable sustainable, ethical, objective and professional delivery of services; Creation of a strong lobby group for community media.	\$180,000	\$120,000	\$30,000	\$30,000
	UNCG	TA to media partners - including trainings and briefings - to enable effective investigative journalism into key human rights, gender equity, environment, emergency and development issues of concern to UNCT.	\$120,000	\$120,000	\$0	\$0

Sector	WG	Key Action	Total Budget 2011-2015	Budget Breakdown per source of funds		
				ONE UN	RP	EXB
Grand Total UCPD 2011-2015			\$15,436,000	\$10,537,000	\$2,000,000	\$2,899,000

Annex 3: Key Development Indicators

Tanzania at a Glance (source HDR 2010)	
Global	Value
HDI value	0.398
HDI rank (out of 169)	148
Demographic trends	
Population (in millions)	45
Annual average growth	2.9
Urban population (%)	26.4
Median age	17.5
Total fertility rate (births per woman)	5.3
Health	
Life expectancy at birth (years)	56.9
Prevalence of undernourishment in total population (% of population)	35
Expenditure on health, public (% of GDP)	3.5
Under-five mortality (per 1,000 live births)	104
Life expectancy at birth (years)	56.9
Education	
Mean years of schooling (of adults) (years)	5.1
Adult literacy rate (both sexes) (% aged 15 and above)	72.6
Combined gross enrolment ratio in education (both sexes) (%)	57.3
Expenditure on education (% of GDP)	6.8
Internet users (per 100 people)	1.2
Mean years of schooling (adults) (years)	5.1
Expected Years of schooling (children) (years)	5.3
Income	
GNI per capita (2008 PPP US\$) LN	7.2
GDP per capita (2008 PPP US\$)	1,426
Household final consumption expenditure per capita PPP (constant 2005 international \$)	576
Poverty	
Intensity of deprivation	56.3
Population in poverty (per cent of population)	65.3
Population living below \$1.25 PPP per day (per cent)	88.52
Gender	
Gender Inequality Index, value	n.a.
Maternal mortality ratio (deaths of women per 100,000 live births)	950
Population with at least secondary education, female/male ratio	0.606
Adolescent fertility rate (births per 1,000 women aged 15-19)	130.4
Labour force participation rate, female/male ratio (Ratio of female to male shares)	n.a.
Gender Inequality Index, value	n.a.
Shares in parliament, female-male ratio	0.44
Maternal mortality ratio (deaths of women per 100,000 live births)	790
Sustainability	
Adjusted net savings (per cent of GNI)	5.1

Carbon dioxide emissions per capita (tonnes)	0.1
Protected area (% of terrestrial area)	27.7
Adjusted net savings (% of GNI)	5.1
Human Security	
Refugees (thousands)	1.3
Unemployment rate, total (% of labour force)	4.3
Homicide rate (per 100,000)	7.7
Robbery rate (per 100,000)	n.a.
Population affected by natural disasters (average per year per million people)	13,303

Annex 4: UNDAP Brief

The UNDAP is the business plan of 20 UN agencies, funds and programmes in Tanzania for the period July 2011 to June 2015. This 'One plan' for Tanzania supports the achievement of the Internationally Agreed Development Goals (IADGs), the Millennium Declaration and related Millennium Development Goals (MDGs), national development priorities and the realization of international human rights in the country.⁵² UNDAP supports and contributes to the three clusters of MKUKUTA and MKUZA II.

In Cluster 1, UNDAP proposes support for capacity development aimed at strengthening the key drivers of inclusive pro-poor economic growth, including pro-poor sector policies, agro-productivity and manufacturing linkages enhancement, improved employment opportunities and productivity of low-income entrepreneurs and wage earners, greater human development outcomes from trade, environmental and climate change mitigation and adaptation strategies.

The UN plan in Cluster 2 targets enhancements of sector partner capacities in education, health, HIV and AIDS, WASH and social protection for sustained and rapid achievement of the MDGs.

The UN programme for Cluster 3 addresses the enabling environment for development – effective governance and delivery of public services, democracy, and further fulfilment of the Government of Tanzania's international treaty obligations, emergency preparedness and response, and continued solution-focused assistance to refugees.

UNESCO through its 28 Key Actions will support the Government's policies and strategies to reach the national development goals spelled out in the MKUKUTA II and MKUZA II, namely:

- Pro-poor inclusive and sustainable growth and equitable and efficient national resources allocation (See MKUKUTA goals 1.2; 1.5 & MKUZA goal 1.2.)
- Gender-responsive and equitable access to quality education at all levels and universal literacy for adults (See MKUKUTA goals 2.1; 2.2 & MKUZA goal 2.1.)
- Improvement of the survival, the health and the well-being of girls and boys, women and the most vulnerable groups. (See MUKUTA goal 2.3 & MKUZA goal 2.2.)
- Promotion of women's and men's human rights, regardless of their physical ability, age, ethnicity and social status. (See MKUKUTA goal 3.3 & MKUZA goal 3.3.)
- Effectiveness, transparency and inclusiveness of the institutions. (See MUKUTA goal 3.1 & MKUZA goal 3.4.)

⁵² All information about UNDAP (2011-2015):

http://tz.one.un.org/phocadownload/united_nations_development_assistance_plan_july_2011-june_2015.pdf

See also the United Nations in Tanzania, Delivering as One – A 60 Second Guide:

<http://tz.one.un.org/images/PDF/10%20fact%20sheet%20-%20undap.pdf>