



**UNESCO COUNTRY PROGRAMMING DOCUMENT  
For the UNITED REPUBLIC OF**

**TANZANIA**

**2008-2010**



*Ruins of Kilwa Kisiwani and Songo Mnara*

First version  
October 2007



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## Executive summary

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In response to rising requests from its Member States and within the framework of the UN reform aimed at achieving greater coherence, efficiency and effectiveness at country level, and avoiding fragmentation, duplication and competition among UN Sister agencies, UNESCO is adopting a new strategic programming country-based approach.

The *UNESCO Country Programming Document* for the United Republic of Tanzania, hereby referred to as UCPD-Tanzania, will set the framework for the Organization's multi-sector cooperation strategy with Tanzania, in coherence and alignment with the country's priorities<sup>1</sup> and the UNDAF (2007-2010)<sup>2</sup>, and as per the joint programming on-going process within the context of the 'Delivering as One' initiative.

The present UCPD-Tanzania was prepared based on the analysis of the country's major development issues and challenges and the national priorities and strategies as spelled out in the MKUKUTA and the MKUZA<sup>3</sup>, various national reports, country assessments and other relevant publications.

The main lines for UNESCO's future cooperation strategy in Tanzania are proposed in the cooperation framework and results expected are defined in line with the new strategic direction in which UNESCO will engage in for the implementation of its (Draft) Medium-term Strategy (34 C/4) for 2008-2013. The cooperation framework includes also UNESCO's commitments made within the One Programme.

### Box 1

#### Delivering as One in Tanzania

With a strong commitment to move forward on the UN Reform agenda, the UN System in Tanzania views the 'One UN' pilot as an opportunity to make further progress towards articulating and demonstrating a strategic role in support of development outcomes articulated in key national frameworks and reflected in the latest UNDAF, 2007-2010. The One UN pilot will progress towards the achievement of the 'Four Ones', beginning with a One UN Programme that will entail a collective identification of achievable outcomes for the period 2007-2008, that are then realized as far as possible through the implementation of joint programmes (JPs), but complemented additionally by working through new modalities such as a pooled facility for technical assistance that is managed by Government.

Four Ones: One Programme, One Budgetary Framework, One Office and One Leader

Source: *Final Concept paper, One United Nations in Tanzania; UN Country Team, 23 February 2007*

The process of defining the One UN Programme in Tanzania started early 2007 and is not yet completed. Building on the current UNDAF (2007-2010), six priority areas were defined for UN support to the Government of Tanzania (GoT) to address those development issues reflected in MKUKUTA and the MKUZA. Achievable outcomes have been defined for the period 2007-2008, to be realized as far as possible through the implementation of joint programmes (JPs).

From the outset of the One Programme planning process, UNESCO has been taking part in the discussions, which are still on-going. To date, agreements have been reached on six JPs. UNESCO office in Dar es Salaam (UNESCO-DAR) will work jointly with the other UN agencies to deliver on the education component of the JP on capacity-building support to Zanzibar. It is expected also to contribute to the reduction and prevention of HIV/AIDS through education. In addition, it proposed a dedicated joint programme on the UNESCO-led ESMIS, in partnership with UNICEF, as well as a new component of the

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<sup>1</sup> See Annex 1.

<sup>2</sup> UN Development Assistance Framework See Table in Annex 2.

<sup>3</sup> *Mkukuta (Mpango wa Kukuza Uchumi na Kuondoa Umaskini Tanzania)* is the National Strategy for Growth and Reduction of Poverty; *MKUZA* is the Zanzibar Strategy for Growth and Reduction of Poverty. See Annex 1.

review of the science, technology and innovation system included in the 'Capacity Strengthening for Development Management' thematic area of the One Programme. The contribution of UNESCO in the cultural field is also expected with regard to a specific area in two of the six components on "Reduction of maternal and newborn mortality".

In that context, UNESCO-DAR prepared the present first version of the UCPD-Tanzania 2008-2010 to serve as a consolidated basis for the Organization's support to and cooperation with the country in accelerating the realization of its nationally set goals and its commitments to the MDGs, in collaboration and harmony with the UN Sister Agencies.

It is hoped that the UCPD-Tanzania, which would be further refined in consultation with all relevant stakeholders, will receive the adequate political and financial support required for its implementation. Successful implementation of the UCPD-Tanzania relies also on the extent of the consensus, commitment and partnerships it can trigger among the major local stakeholders, UN Country Team (UNCT) agencies and, equally importantly, donors and development agencies at large.

It is expected therefore that the UCPD-Tanzania will serve as a programming and advocacy tool for UNESCO to clarify and assert its role and concrete contribution within the UNCT, and to succeed, in joint efforts with the local partners, and in particular the Tanzanian National Commission for UNESCO and UNESCO's counterparts in the relevant ministries, in ensuring the necessary political commitment and mobilizing adequate resources for the implementation of the proposed cooperation programme.

## **I. Situation analysis**

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### ***Country context***

The United Republic of Tanzania is the largest of the East African countries and its population is estimated at 39.5 million people. The country shares borders with Burundi, Democratic Republic of the Congo (DRC), Kenya, Malawi, Mozambique, Rwanda, Uganda and Zambia. The country hosts about 683,000 refugees, mainly from Burundi and the DRC.

The United Republic of Tanzania, hereby referred to as Tanzania, is the union of two countries – Tanzania Mainland (namely Tanganyika) and Zanzibar – since 1964. It extends over an area of 945,234 square km. Zanzibar comprises two main islands, Unguja and Pemba, and a number of sparsely populated smaller islands, occupying a total area of 2,643 square km.

Tanzania has three biosphere reserves namely, the Eastern Usambara, Lake Manyara and the Ngorongoro-Serengeti reserves. The Ngorongoro Conservation area is both a biosphere reserve and a World heritage Site. These biosphere reserves also serve as eco-tourist points which implies that their viability and sustainability are important national issues. Coral reefs and their associated marine life are one of the greatest natural endowments of the Zanzibar islands. They provide direct and indirect sustenance to rural and urban populations, and protect thousands of organisms that have long been used as a source of protein and minerals to human populations, especially in the rural area.

At the same time, shoreline erosion in Tanzania remains one of the major threats to the stability of the coastal zone linked to the modification of habitats. The country is also exposed to climate hazards such as droughts and floods, and to natural disasters resulting from earthquakes, making it vulnerable to the ensuing climate change brought about by global warming. Addressing the UN General Assembly, the President of the United Republic of Tanzania<sup>4</sup>, Mr. Jakaya Kikwete noted the impacts of Climate change on Tanzania to include, (i) recurrence of severe droughts in the past few years, (ii) significant drops in water levels in Lake Victoria and Lake Tanganyika, (iii) a dramatic recession of 7 km of Lake Rukwa in the Western part of the country in the past 50 years, (iv) loss of about 80 per cent of the glacier on Mount Kilimanjaro, the highest in Africa, since 1912.

Tanzania is a multicultural country with a variety of ethnic cultures which together form a rich and vibrant national culture. The Tanzanian population consists of about 125 ethnic and language groups, of which about 10% are endangered languages. Kiswahili is the national and official language and the language of instruction in primary schools. There are seven sites on the World Heritage List, of which one is on the World Heritage in danger list.

Tanzania's has established cooperation relationships with its neighbouring countries in the region to enable conducive environment for economic and community development of the country. It is member of the Southern Africa Development Community (SADC) and the East African Community (EAC) headquartered in Tanzania.

During the 1990s, the Tanzanian Development Vision 2025 (Reference), for the Mainland, and Vision 2020 for Zanzibar were formulated to guide economic and social development efforts in the 21<sup>st</sup> Century and lay solid foundation for a competitive and dynamic economy with high productivity. The long-term objectives of Vision 2025 is to improve

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<sup>4</sup> Statement by H. E. Jakaya Mrisho Kikwete, President of the United Republic of Tanzania, at the 62nd Session of the United Nations General Assembly, New York, 27 September 2007.

the quality of life of Tanzanians through achieving: High quality livelihood; Peace, stability and unity; Good governance; A well educated and learning society; A competitive economy capable of producing sustainable growth and shared benefits.

Guided by Vision 2025 and Vision 2020, the country embarked on nationwide economic policies and reforms, including the PRSP (2002/2003) for the Mainland and the Zanzibar Poverty Reduction Plan (ZPRP) (2002-2005), which boosted the economic performance. Increases in investments in infrastructure, e.g. roads, telecommunications, mining and tourism have been recorded owing to increased inflows of foreign direct investments and domestic revenue efforts. GDP growth rate consistently rose reaching an average annual rate of 6 per cent in 2006, as compared to 2.5 in 1985-1997, while inflation had been kept under control. Zanzibar experienced similar growth trends accompanied by contained inflation rates.

Yet, Tanzania remains among the poorest countries in the world. The economy depends heavily on agriculture, which accounts for about half of GDP, provides 85% of exports, and employs 80% of the work force.

Selected Key Indicators	
Total population, million (2006)	39.5
Percentage urban population (2006)	25%
GNI per capita, current US\$ (2006)	\$350
GDP growth rate (2006)	6%
Proportion of people living below national basic needs poverty line, Zanzibar (2005)	49%
Life expectancy at birth, total years (2005)	46
Children under five mortality rate per 1000 live births (2005)	122
HIV prevalence rate, % of population aged 15-49 (2005)	6.5%
Gross expenditure on education as % of GDP (2004)	4.3%
Gross enrolment ratio in primary education (2005)	112%
Female adult literacy rate (2002)	62%
Male adult literacy rate (2002)	78%
Proportion of land area covered by forest (2005)	37%
Percentage of population with access to improved drinking water sources (2000)	58%
Proportion of people with access to improved sanitation, Zanzibar (2005)	67%
Fixed telephone lines per 100 inhabitants (2005)	4
Mobile cellular subscribers per 100 inhabitants (2005)	52
Internet users per 100 inhabitants (2005)	9
Household with television (2005)	6%
Gross expenditure on Research and Development as % of GDP (2005)	0.01%

Source: World Bank database; Tanzania Progress report 2006 Millennium Development Goals

### Development Challenges

Building on the experiences and lessons from the earlier poverty reduction strategies, the GoT articulated its national priorities in the 'National Strategy for Growth and Reduction of Poverty' (NSGRP), 'MKUKUTA' (2005/6-2009/10) and similarly, the GoZ formulated the Zanzibar Strategy for Growth and Reduction of Poverty (ZSGRP), the 'MKUZA' (2006-2010)<sup>5</sup>. Both strategies are based on similar underlying principles and aspirations, the Tanzania Development Vision (Vision 2025) and the Vision 2020 for Zanzibar. Both strategies aimed at addressing widespread and persistent poverty in all its dimensions.

The second phase UNDAF (II), signed in mid 2006, became the *business plan* of the UN Agencies active in the country and supporting Tanzania in achieving the outcomes

<sup>5</sup> See broad outcomes and goals of MKUKUTA and MKUZA in Annex 1.

defined in the MKUKUTA (for Mainland) and MKUZA (for Zanzibar) for the period 2007 to 2010.

As reported in the 2006 MDGs progress report, Tanzania made significant achievements with regard to achieving universal primary education, promotion of gender equity, empowerment of women, reduction in child mortality and the improvement of environmental sustainability through access to water and sanitation.

Nevertheless, several challenges persisted. Income inequalities and poverty remained significant in rural areas and even increasing in urban slums, as over 70% of the urban population live in informal settlements lacking basic services. The country is unlikely to achieve the national target of halving income poverty by 2010.

More efforts are needed to focus on health related MDGs including improving maternal health and combating HIV and AIDS, Malaria and other major diseases. Youth unemployment is also high and there is a skewed distribution with regard to access to technology including ICT.

**Education.**<sup>6</sup> In broad terms, education issues and challenges in Mainland and Zanzibar are similar. Education was put at the heart of the national strategies for combating poverty and achieving quality of life. Relevant sub-sectoral oriented policies and plans have been formulated within the framework of the 'Education Sector Development Programme' (ESDP). The recently revised Education Policy (2005) in Zanzibar introduces considerable reforms including a new structure (2+6+4+2) and the integration of vocational and technical education into the Ministry. The development of the Zanzibar Education Sector Development Programme (ZEDP) 2007-2015 is currently underway.

Primary school fees were abolished in 2001, resulting in increase in enrolment, but also pushing public spending on education from 2.1% of GDP to 4.3% in 2004. According to the 2006 MDG progress report, the implementation of the PEDP has greatly helped Mainland Tanzania be on track to achieving MDG 2. By 2006, net enrolment rates had risen to 94.8 per cent and 77 per cent in the Mainland and Zanzibar respectively, but with inter-district and intra-district variations in terms of enrolments and transition rates.

Although the importance of ECCE is recognized and reflected in various policy documents, the country is lagging behind as far as achieving the first EFA Goal. Available data shows that only 3% of children aged 3-5 and 29% of those in the 5-6 years age group are provided with some sort of pre-primary education. Some of the challenges ahead include the following:

- A general lack of vision/understanding and appreciation of the holistic development of the child
- A lack of a comprehensive (integrated) multisectoral ECD policy framework and a strategic plan to guide the systematic coordinated ECD development
- Weak government leadership and capacity to lead the policy development process and coordinate the implementation

The secondary education sector, consisting of only about 6 percent of the secondary school going age group, is one of the smallest in Sub-Saharan Africa (the rest of Sub-Saharan Africa is 25-32 percent). The new policy in Zanzibar which envisages a 12 year basic education cycle clearly focuses on the major challenge of MKUZA that of increased economic growth and poverty reduction. The NER was 36 percent in 2006 and the goal is to reach NER 75 per cent in 2010.

The GoT fully subscribes to the fact that as a fast developing country, there is need for TVET of good quality. The reform of this sector needs therefore to address many quality-

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<sup>6</sup> More details are to be found in the the UNESS document (UNESCO National Education Support Strategy) under preparation.

related issues: upgrading the instructors' skills and knowledge in recent technologies and techniques; replacing outdated tools and machinery and equipment in the schools; and achieving better coherence and adequacy of TVET courses to the employment requirements.

Enrolment in tertiary education is relatively small. Total enrolment in 2005 was only 48,236 including 12,945 Open University distant students. The gender balance is improving. Because of the fragmentation of the sector, timely and good quality data required to inform management decisions across institutions is lacking.

Despite noticeable improvement in the school environment has been achieved, quality issues related to the content, methodology and pedagogic capacity of the teachers still need to be addressed. In particular, priority actions are required to tackle the causes of repetition rates and school drop-outs and finding ways to reach special groups of children – children with disabilities, nomads, orphans, street children, child labourers, refugees - to improve teaching and learning in the classroom and measure learning outcomes.

Recruitment of more teachers is being fast tracked by through accelerated training plans, while at the same time putting pressure on the need for appropriate quality assurance and monitoring systems. Teacher training institutions are still poorly staffed and do not offer conducive learning environments with limited access to ICT facilities; In addition, the sub-sector lacks coherent recruitment and retention strategies and adequate funding; The country has initiated plans for instituting a sector management information system (ESMIS) to collect reliable data and information on needs for teachers, tutors and faculty for schools, colleges and universities.

Adult literacy rates have increased to reach 70 per cent. However, the country still has to face the challenge of eliminating illiteracy by 2015, particularly among rural women. Adult Education and NFE programmes cater for a variety of target groups, e.g. primary school drop-outs and out-of-school (11-13, 14-18), disadvantaged children (from nomadic communities, street children, orphans, children with disabilities and others); functionally illiterate adults, especially younger adults and young mothers. The major issues which still need to be addressed are insufficient funding; lack of standard definition of literacy and the difficulties associated with the instruments and methods for literacy assessment; poor relevance of the curriculum content and inappropriate methodology; inadequate monitoring and evaluation system for the teaching-learning process and for assessing learning outcomes and weak institutional linkages between the non formal education system and the formal schooling system at different levels; as well as the need for a proper system of data collection, processing and dissemination.

**Gender equality.** Tanzania's Gender and Development policy's overall objective is to promote gender equality and equal participation of men and women in economic, cultural and political matters. By focusing on fairer opportunities for women and men and access to education, child care, employment and decision making.

With respect to MDG 3 on promoting gender equality and empower women and according to the MDG progress report, target 4 was close to being achieved in 2005 in both the Mainland and Zanzibar. For other levels, especially tertiary, the target will be reached in the Mainland where special programmes have been designed to increase enrolment of girls and especially in science subjects.

*Target 4: Eliminate gender disparity in primary and secondary education preferably by 2005, and to all levels of education by 2015<sup>7</sup>*

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<sup>7</sup> Source: Millennium Development Goals, Progress report 2006, Tanzania; Ministry of planning, economy and empowerment, December 2006.



		2000	2005	2015	
Ratio of girls to boys in primary school (%)	Mainland	0.98	0.98	1.0	On track
	Zanzibar	0.49	0.82	1.0	On track
Ratio of girls to boys in secondary school (%)	Mainland	0.46	0.47	1.0	Needs attention
Ratio of females to males in tertiary education (%)	Mainland	0.34	0.37	1.0	Needs attention

Although transition rates from primary to secondary levels show a gender balance at entry – in 2005, girls accounted for 46 per cent of total secondary school enrolment-, gender disparities in secondary school enrolment, retention rates and learning achievements are still challenging. Girls drop out of secondary school before reaching Form VI.

Gender disparities are also decreasing in higher education institutions, and more women are enrolling in the technical fields of study, where the percentage of women students has reached 15.5 percent of total enrolment in 2005, compared to 7.1 per cent in 2002.

These disparities arise because of the gender discrimination both at the stages of enrolment, retention in school and during the teaching and learning processes. Policy statements and government measures as well as other innovative initiatives, focusing on promoting enrolment, retention and performance of girls in primary and secondary levels were taken, and special programmes have been put in place to encourage females to attend tertiary education.

Despite the supportive environment, significant challenges remain, pertaining to the gender dimensions of poverty, particularly with regard to access to basic services such as health and education and greater risk and vulnerability of women and girls to HIV infection. There is therefore a pressing need to adopt a comprehensive approach and develop an adequate education policy analysis and monitoring system to address these challenges and bring the country towards the achievement of target 4, eliminating gender disparities at all levels of education by 2015, and consequently towards poverty eradication.

**HIV/AIDS.** Tanzania is one of the African countries highly affected by this epidemic which, over the last two decades, has eroded many of the gains that had been made previously in life expectancy. It threatens the attainment of MDGs, EFA goals and national targets. Recent estimates, for example, put the number of people living with HIV and AIDS at about 1,4 million, with more than 1 million AIDS orphans under 17 years of age. Prevalence of HIV among the 15-49 year old group is about 6,5 percent, with higher prevalence in urban areas compared to rural areas<sup>8</sup>.

The epidemic has many obvious and some not so obvious – impacts on the education system, in terms of numbers due to the deaths among teachers and pupils. The teaching force is disappearing at the rate of 0.8 percent. Data from the Teachers Service Commission reveal an increasing number of deaths, many caused by HIV/AIDS and its related diseases -between July 2000 and April 2004, a total of 4,015 teachers have died.

The Tanzania Commission for HIV/AIDS (TACAIDS) was established by government to provide leadership and coordination of a multi-sectoral response to HIV/AIDS. A national policy – the National Multi-sectoral Strategic Framework on HIV/AIDS - was formulated

<sup>8</sup> Source :2006 Report on the Global AIDS Epidemic.

to enforce this leadership role. It outlines the framework, direction and general principles of the national response interventions. The Education Sector HIV/AIDS Strategic Plan 2003 – 2007 was developed within the context of the national policy framework.

As a result of intervention efforts by the Ministry of education and vocational training (MOEVT), HIV/AIDS education has been incorporated into a number of carrier subjects in primary and secondary schools and in Teacher Training Colleges. Interventions have been expanded to cover all employees of MOEVT at all levels. However gaps relating to policy, leadership and advocacy are encountered at all levels.

**Culture.** The relevance and importance of culture to national development is reflected in the policy document '*Sera ya Utamadun*'), and goal 7 of the MKUKUTA which states that "National cultural identities to be enhanced and promoted". Tanzania adopted a Culture Policy in 1997, but the fragmentation of administrative structures relevant to Culture, spread across several ministries, stands out as a big challenge for a harmonized implementation of the Policy.

Tanzania is a Party to the 1972 Convention for Safeguarding the Natural and Cultural Heritage. It is expected that the two Conventions, 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 will be ratified in the near future, since the preparation process for the ratification is at an advanced stage. In addition, Tanzania had actively participated in the negotiations that led to the 2001 Convention for the Protection of Underwater Cultural Heritage. The conditions are such that it will take an active role in meeting the obligations set out by the Convention. The main obstacle to the ratification at this stage has been the lack of implementation capacity.

In 1981, the Ruins of Kilwa Kisiwani and Songo Mnara became the first cultural heritage site in Tanzania and one of the first cultural sites in Africa to be inscribed on the World Heritage List. Later, in 2004, the Ruins were added to the "World Heritage in Danger" list by the World Heritage Committee, in order to rally efforts to counter threats to the preservation of this site.

A major challenge for the culture sector is to enhance the productive contribution of the sector to economic growth, mainly through heritage, cultural tourism and the cultural industries, and to promote the recognition of the role culture, or socio-cultural dimensions, as fundamental to sustainable development across all sectors. One development challenge identified by the UNDAF and which has an important cultural dimension is the reduction of maternal and newborn mortality. Current data indicate that 54% of women in rural areas do not use clinical facilities provided, preferring traditional medical facilities for giving birth. As stated in the Road Map for the Ministry of Health<sup>9</sup>, cultural beliefs and traditional practices have been identified as one of the major reasons explaining such preferences.

**Science and technology.** The importance of science and technology (S&T) to national development has been explicitly declared by the African Union leaders in January 2007<sup>10</sup>. As it is the case for most African nations, Tanzania needs a strong science and technology infrastructure and skilled human capital for economic development.

Much of the scientific and technical research in Tanzania is directed towards agriculture. The national Science and Technology Policy for Tanzania is currently under review. It

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<sup>9</sup> *Non-health systems factors such as inadequate community involvement and participation in planning, implementation, monitoring and evaluation of health services also contribute to poor maternal and newborn health outcomes. This is aggravated by socio-cultural beliefs and practices; gender inequality; poor health care-seeking behaviour;*

<sup>10</sup> *Assembly/AU/Decl.5 (VIII), Assembly of the African Union Eighth Ordinary Session, 29 – 30 January 2007, Addis Ababa, Ethiopia.*

identifies some research priority areas such as materials, biotechnology, telecommunications and information technology, and aims at promoting science and technology as tools for economic development, improving human, physical and social wellbeing and protecting national sovereignty.

An assessment of the current situation of the S&T sector reveals many issues that would need to be addressed in order to achieve the objectives set by the Tanzanian Vision 2025. Some of the urgent issues are:

- Inadequate financing
- Low level of human capacity in the sector
- Low level of skills in S&T management
- Low national investment in research and development
- Poor state of infrastructure
- Inadequate science education system at all levels of education:
- Low enrolment in the science, technology and engineering subjects in tertiary institutions; significant gender disparities: in 2006, female students accounted for only 19% of total enrolment in scientific fields. The gender gap is partially explained by the high failure rates of girls in science subjects at the secondary school level.

In response to the impact of climate change, the government has proceeded to put in place several plans to mitigate the negative effects. These include the preparation of a National Adaptation Program of Action (NAPA); a national programme of planting over 200 million tree seedlings per annum besides having reserved 24 percent of the country's territory for national parks and 38 percent for forest reserves; an in-depth analysis of the impact of climate change on agriculture, health, water as well as a technological needs assessment for adaptation and poverty reduction.

**Communication and Information.** The publishing industry in Tanzania is still at its infancy stage. The country lacks the capacity for the preservation of existing print and audio visual resources. The print media has been growing since the early nineties and currently there are more than 50 registered newspapers in the country, reaching however only a small proportion (less than 17 per cent) of the population.

About 60% of practicing journalists are part timers (locally known as 'kanjanjas') and many more are not professional journalists. On the other hand, and despite the rapid growth, the media is still not fully independent, as the majority of the big media houses being owned by a few political partisan proprietors. Efforts are being made to review journalism curricula in the journalism and mass media schools aiming at raising the professional and ethical standards, as well as in-service training of journalists.

In the broadcasting arena, the country has about 47 radio stations and 29 TV stations. Out of the 47 radio stations only three are community radios based in the Mainland. This signals a need to scale up community media in the country. The Public Broadcasting Charter of 2006 is about to be signed, the 'right to information' law should be tabled in Parliament in the near future and a new Community Radio Code of Practice is under discussion. The situation in the islands is however different from the mainland, with both the national TV and radio still serving as departments in the Ministry of Information. The Government of Zanzibar is also in the process of reviewing the broadcasting laws in the islands.

The country also has an internet exchange point (TIX), which has helped to speed up local traffic, international traffic is still slow, with satellite connectivity being the dominant technology. The situation is expected to change in 2008 with the rolling out of the only fibre optic cable in the Eastern Africa side of the Indian Ocean which it is hoped to bring bandwidth prices down.

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.

Generally speaking, Tanzania has made rapid progress in strengthening its communications and information capacity largely through private sector investment. Coverage of radio and TV has increased, while the use of mobile phones and satellite communications has opened up the economy to easier and rapid communications. These developments have put pressure on the public authorities for appropriate policies with regards to civil liberties, control of electronic fraud and crime and review of privacy rules in cyberspace.

## **II. Past cooperation and lessons learned**

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During the last two biennia, the main lines of UNESCO's support to the GoT have been drawn by the Memorandum of Understanding signed with the Government in 2002. Key results achieved over that period are described below:

**Education.** The main priorities of the education sector for the biennium 2004/05 and 2006/07 were to assist Tanzania in making progress towards achieving EFA goals. Increasingly UNESCO is being called upon to assume a role of facilitator in areas of specific competence in the Education sector, as well as providing substantial input and technical advice in educational policy and strategic documents to its government counterparts upon their request.

Supporting capacity building in policy reform, management and monitoring of education systems, with a special attention to helping Tanzania in establishing a sustainable capacity for data collection, processing and monitoring of EFA, strengthening national education statistical information systems in both Mainland and Zanzibar, through the ESMIS programme<sup>11</sup>.

Tanzania is a member state that benefits from the research and the training of the Southern Africa Consortium for Monitoring Educational Quality (SACMEQ). Created and supported by UNESCO's International Institute for Educational Planning (IIEP), SAQMEC is now an intergovernmental agency specializing in educational planning. The Consortium has entered a phase of training of trainers, specifically in the area of monitoring the quality of education and in assessing the impact of HIV/AIDS on the education system. Tanzania has benefited and will continue to benefit from SAQMEC's work leading to an increased capacity of Government planners in research and planning.

Strong advocacy and technical support for the development of an integrated intersectoral ECD policy development has been a major task in 2007, while UNESCO assistance to the Government for the formulation of ECCE policies is being negotiated within the framework of the ESDP in partnership with other interested stakeholders.

Improving quality of teaching and learning has been the main focus of UNESCO interventions in the Education sector in Tanzania since 2002 in an attempt to respond to the needs and priorities of Teacher Education. More recently, within the framework of the high-priority Initiative on Teacher Training in sub-Saharan Africa (TTISSA) for 2006-2015, the Ministry of Education has identified with UNESCO the teacher related issues representing the greatest needs or gaps for the country. UNESCO has been particularly supporting the Government in building capacity of teachers and NFE educators in the Development of Literacy Policy and Practice in Tanzania to promote quality learning.

UNESCO, within the framework of its global strategy to respond to HIV and AIDS, and in light of its global leading role for 'HIV prevention among young people in educational institutions' has focused its support to Tanzania in strengthening capacity of Teacher Training Colleges to deliver comprehensive HIV & AIDS prevention, life-skills treatment, care and given its global leading role in HIV/AIDS prevention in formal school settings, has focused its support to Tanzania in strengthening capacity of Teacher Training Colleges to deliver comprehensive HIV & AIDS prevention, life-skills treatment, care and support education, building on past and present experiences, for a comprehensive, gender sensitive, culturally appropriate, inclusive HIV & AIDS, life skills, treatment, care and support education. It is a strategic entry point for rapidly reaching all schools, linking with non-formal education. Pilot training of tutors and teachers has already initiated since 2006.

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<sup>11</sup> See Box 3 on ESMIS in Section III.

UNESCO has been working on other important areas that are very critical for the achievements of the EFA goals and the MDGs, such as promoting gender equality, in the attempt to assist the Government's efforts to monitor progress towards achieving parity and equality in primary and secondary education.

Special focus has been given to pilot initiatives aimed at making science education more attractive through laboratory and experimental work, teaching methods that are sensitive to the interests and needs of girls and through career guidance and counselling activities to girls interested in future science and technology related occupations, as well as guidance on entrepreneurship.

In the past few years UNESCO has been actively promoting child friendly and inclusive learning environments and it has supported the Government efforts, particularly in Zanzibar, towards moving to inclusive education through provision of assistance to design and promote inclusive approaches to primary education for the marginalized and excluded children, building capacities of teachers and relevant stakeholders in addressing the learning needs of marginalized and excluded children and introducing and implementing inclusive education practices, also through the purchase of specialized equipment and books, and the use of UNESCO resource packages.

In trying to achieve a growing understanding of and consensus on the holistic view of quality, UNESCO has sought to enhance education programmes based on peace and human rights, inter-cultural understanding and democratic citizenship. A national meeting on the Culture of Peace in Tanzania was held in March 2007, whose outcomes/recommendations will assist the UN to focus their future work on human rights in Tanzania. Intersectoral work has been undertaken with Culture to promote the Kiswahili translation of the International Declaration on Cultural Diversity, officially launched and being distributed to secondary schools through orientation activities on cultural diversity issues. UNESCO is also supporting the implementation of the first stage of the Plan of Action of the World Programme for Human Rights Education.

**Culture.** During the last two biennia, UNESCO directed its action in Tanzania towards the protection of cultural heritage in all of its forms, and provided assisted to the GoT in to the implementation of the 1999 Cultural Policy.

Concerning cultural heritage, technical assistance provided on the endangered world heritage site of Kilwa Kisiwani and Songo Mnara has resulted in some key structures being prevented from collapsing as well as significant improvement in the community's participation in conservation efforts.

UNESCO's has been providing support to museum development in Tanzania, contributing to enhancing capacities of district cultural officers in museum establishment and management, as well as capacities in the development of community museums, namely Bukigi and Bujora. In addition, UNESCO-DAR has translated of the cultural heritage protection handbooks into Swahili.

With respect to the intangible cultural heritage, the Dhow Countries Music Academy (DCAM) was supported by UNESCO to continue its rural outreach program in Zanzibar to safeguard and promote the transmission of *Taarab* music, a traditional form of Swahili cultural expression currently threatened by lack of teaching institutions and capacity. Tanzania also benefited from hosting a sub-regional meeting on inventorying intangible cultural heritage.

Within the framework of the promotion of the Convention on the Protection of the Underwater Cultural Heritage, UNESCO has been facilitating consultations among experts and government representatives as well as providing technical assistance through the

training of antiquities and museum staff in underwater archaeological technique and the management of underwater cultural heritage.

The ratification process of the 2005 Convention is in progress and approval by parliament is expected at its next session (Nov.-Dec. 2007). The World Day for Cultural Diversity has become a national day for Cultural Diversity in Tanzania. Partnerships have been strengthened with the Zanzibar International film Festival (ZIFF) in the framework of UNESCO's Slave Route Project, including a roundtable in ZIFF 2006 and a special prize in ZIFF 2007, in partnership with the British Council.

UNESCO-DAR has focused its support to the government for the development of a sectoral strategy for culture, as a first stage of a sectorwide approach (SWAp). At the same time, UNESCO is working actively and collaboratively within the development partners (DPs) group to allow for the sector to come up to speed in terms of development policies in Tanzania in line with the Paris Declaration and more specifically within the JAST<sup>12</sup> framework. On October 3<sup>rd</sup> 2007, the Development Partners Group created a sectoral group for Culture, thus opening the way for enhanced recognition of the role of culture in development as well as for a SWAp.

#### **Box 2**

##### **Roads to Independence in Africa: The African Liberation Heritage Programme**

This programme, regional in scope and hosted by Tanzania, seeks to celebrate Africa's recent past in which Africans came together as main actors in the struggle for independence, protect the common heritage and shared values of the African liberation, promote understanding and foster the dialogue among cultures and civilizations, in partnership with regional institutions (SADC, NEPAD, AU).

The African Liberation Heritage Programme has three main objectives:

- ❖ to galvanise and sustain research into liberation heritage in southern Africa with a view to establishing the diversity of heritage resources in the SADC region;
- ❖ to develop processes and identify means of valorising the heritage of Africa's "roads to independence" and foster ownership of the liberation heritage among all stakeholders in the region;
- ❖ to build the capacity of heritage professionals in the strategic management and presentation of Africa's liberation heritage.

Since 2005, UNESCO-DAR has been working closely with the GoT to inventory sites related to the Liberation movements throughout the country, establish signage of the significance of the sites, identify the site for a regional centre, facilitate consultations with and among other concerned African countries, and elaborate a full fledged project document. About 70 heritage sites and buildings have been identified in Tanzania a pilot work on oral history research and audio-visual documentation has started. The site for the construction of the planned one-stop centre has been recently identified north of Dar es Salaam, and the architectural briefs for the proposed buildings have been prepared.

**UNESCO's action in a post-conflict situation** through intangible cultural heritage. Field investigations carried out by UNESCO in refugee camps in Tanzania and repatriation areas in Burundi demonstrated that in order to ensure a sustainable reintegration of the refugees, some major socio-cultural challenges related to past conflicts and to refugee conditions of living need to be addressed. The present programme draws on UNESCO guidelines on the safeguarding of intangible cultural heritage to raise awareness on the need to incorporate traditional knowledge as a vital dimension of humanitarian programs concerned with the support of refugee reintegration. In November 2006, UNESCO launched story-telling sessions in refugee camps situated in Western Tanzania, Kigoma region, with the view to facilitate the transmission of traditional cultural knowledge from elders to the youth and, consequently, encourage a sustainable repatriation.

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<sup>12</sup> The Joint Assistance Strategy for Tanzania. See footnote 11.

**Science and technology.** In the past biennium, UNESCO's work in Tanzania has focused on the areas of ecosystem conservation through the Man & Biosphere (MAB) Programme. Key issues related to the status of biosphere reserves in Tanzania were identified by a study carried out by UNESCO in 2006, triggering an informed and appropriate action by the Government. The study highlighted the need for awareness building and to document existing knowledge gaps in the management of the reserves to ensure that benefits of eco-tourism reach all stakeholders.

Under the Coastal and Small Islands' Voice Project in the Indian Ocean, and through the training in conservation and HIV and AIDS prevention of young fishermen and the sensitization on sustainable fishing practices, UNESCO contributed to better understanding of best practices and fishing techniques for sustainable business and the protection of marine environment and awareness about issues on HIV and AIDS in relation to fishing, as well as related legal issues.

In the area of basic and engineering sciences, UNESCO provided assistance for the setting up of Tanzania's Physical Society, a forum for mutual support and guidance in professional development among the members.

UNESCO's programmes in water and hydrology in Tanzania, implemented in the past by the UNESCO Nairobi and Cairo offices, have targeted water experts and managers of the water-related ministries to strengthen their capacities in water management programmes in the Greater Ruaha river Basin and the Nile project.

**Communication and Information.** UNESCO has focused its action mainly on empowering people through access to information and knowledge with special emphasis on freedom of expression.

While facilitating the dialogue on Public Broadcasting in the mainland and in the islands, UNESCO supported capacity building of the public broadcasters by providing training and equipment (in the mainland) to enable their transformation into fully fledged Public Broadcasters (PBS). More intervention is still needed in the islands.

On the legal and legislative front, UNESCO facilitated the consultations that led to the drafting of the alternative 'right to information' bill, to be presented to the Parliament. Further support is still needed to assist the country in following-up on the right to information law.

UNESCO has been actively supporting the development of community media. A project on community radio is being developed, which will highlight the challenges, opportunities and the way forward for community broadcasting in Tanzania. UNESCO has also participated in the discussions related to the drafting of the community radio code of practice. UNESCO has also supported the setting up of three out of the four existing community radios in the country, which serve national pilots to community broadcasting.

UNESCO has supported the raising of children and youth's voice through the media by supporting representation of Tanzania youth in the World Summit on Media for Children in 2007.

Through the Information for all programme (IFAP), UNESCO is cooperating on HIV/AIDS related issues with the National Institute for Medical research (NIMR) and the Malawi college of Medicine (MAC), to contribute to the establishment of health information systems to promote the preservation and sharing of health information, particularly on HIV/AIDS, Malaria and Tuberculosis.



### **III. Proposed cooperation framework for 2008-2010**

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Under the present UCPD, UNESCO seeks to build on the results achieved during the last biennia and to draw on the lessons learned in addressing development issues identified and responding to Tanzania requests for assistance in specific areas. It will continue its cooperation with the GoT along the same lines as drawn by the 2002 Memorandum of Understanding.

In July 2006, the GoT signed the second generation UNDAF for the period 2007-2010. Guided by the MKUKUTA and MKUZA, as well as by the JAST<sup>13</sup>, UNDAF II reflects the UN System's collective support to the achievement of national development priorities within the context of the changing aid environment

UNESCO's support will target therefore the broader MKUKUTA and MKUZA goals and national programmes, and contribute to the realization of those UNDAF country-specific outcomes as committed and to the extent that they are relevant to its mandate and areas of competence. The results matrix presented as Annex 3.1 summarizes the key results that UNESCO expects to achieve in relation to the UNDAF results which corresponds to the three clusters of the MKUKUTA and the MKUZA, and where cross-cutting themes have been mainstreamed six: gender, youth, children, HIV/AIDS, employment, and the environment.

The proposed cooperation framework is also conceived in line with the priorities and objectives defined by the Organization in its strategic documents (34 C/4 and 34 C/5), and takes into account the obligation of UNESCO to deliver on its global and regional commitments. In the short-term, UNESCO's support will be provided under its biennial Programme and Budget (2008 – 2009), on the basis of financial allocations approved, and pledged extra-budgetary resources.

Within this overall institutional framework, and working with the other UN agencies under the 'Delivering as One' umbrella towards greater coherence and harmonization, UNESCO-DAR proposes to support the GoT in addressing national priorities and achieving the outcomes through:

**Education.** UNESCO will continue to assist the country in making progress towards the achievement of EFA goals, by supporting major reforms and structural changes, particularly in basic education, aimed at addressing fundamental issues of management, access, quality and efficiency. The cooperation strategy will to focus on five major areas:

i- Building a sustainable human and institutional capacity for the formulation and implementation of a comprehensive multi-sectoral policy on Early Childhood Care and Education to support the Government's efforts to achieve the EFA goal 1.

ii- Supporting the development of an Education Sector Wide Management Information System (ESMIS) by strengthening national capacities for policy analysis and formulation, planning, monitoring and evaluation of education systems to achieve EFA goals and the MDGs. Technical support includes developing a national capacity for sector EMIS to provide reliable, adequate and timely data for evidence-based policy, effective planning, sector-performance assessment and decision-making of the education sector. This particular support will be within the framework of the on going Joint Programme on

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13 JAST: The Joint Assistance Strategy for Tanzania is a national strategy for managing development cooperation assistance, whereby Development Partners commit to align their support to Government priorities, with MKUKUTA and MKUZA. A key goal of the JAST is to ensure more effective division of labour and complementarity among development partners. (See One United Nations in Tanzania: Final concept paper).

ESMIS, led by UNESCO and aimed at developing a harmonized ESMIS system for decision-making and planning at all levels.

**Box 3**

**Joint Programme on Education Sector Management Information System (ESMIS) in Tanzania**

The GoT recognizes the need for adequate, timely and accurate data as a basis for sound and effective policy analysis and decision-making, effective planning, monitoring and performance assessment of the education system. Based on a diagnostic study carried out in 2004 by the UNESCO Institute for Statistics (UIS), the proposal for ESMIS was designed involving all key ministries and stakeholders in Education Sector Development Programme Structures, CSOs/NGOs and the Development Partners Group on Education.

The ESMIS initiative was further developed by UNESCO in response to the request from the GoT for technical assistance (August 2006), and it is now conceived as a Joint Programme in the spirit of the 'Delivering as One' process, with three UN agencies already on board (UNESCO, UNICEF, UNFPA) and the EU.

The goal of ESMIS to put in place an effective and functioning Education Sector Management Information System (ESMIS) which would be owned, operated and maintained sustainably by the Government of Tanzania to provide information needed for a systemic view of the education sector, and for evidence-based policy and decision making for the sector as a whole. It aims at ensuring the development and implementation of an Integrated Education Sector-wide Management Information System (ESMIS) via harmonized education sub-sectors Management Information Systems.

The ESMIS programme is operating under the overall leadership and guidance of the Department of Government Business Coordination in the Prime Minister's office in order to ensure maximum country ownership and guidance, and the participating funding agencies, have established a coordination mechanism to facilitate the effective and efficient collaboration between them and the government.

The ESMIS implementation approach consists of a 3 years strategy with a pilot phase during the first year. The first phase (Phase I), which started in April 2007, aims at elaborating an ESMIS Framework and its Operational Master Plan through a consultative process involving the subsectors and all relevant stakeholders.

The ESMIS joint programme has created many expectations from the different actors in the education sector, and it is been regarded as a model approach that should be adapted by all other sectors to address the needs and challenges at the district level.

iii- Improving the quality of education by focusing on teaching and learning in formal and non formal setting, and supporting the national plans developed in 2006/07 within the global framework of TTISSA as well as within the framework of on going educational reforms and sectoral development plans. Some special attention will be placed on literacy competencies and ways to enable Tanzania to make appropriate use of ICTs and open and distance learning in teacher education, pre- and in service training and retraining of teachers and trainers. Tanzania will also benefit from the regional component of the TTISSA, which focuses support in the areas of quality assurance in teacher education, teacher policies, teacher status and working conditions, research, teacher indicators, HIV/AIDS and ICTs/ODL.

iv- Strengthening human and institutional capacities in Science and Technology at all levels, and Vocational Education: the major emphasis will be on providing technical advice and capacity building to policy makers, curriculum developers, trainers and teachers in order to efficiently integrate into EFA and/or education sector development plans, curriculum and materials, basic scientific and technological education, that is equitably accessible to both girls and boys, responsive to their economic and socio cultural needs, and that contributes to the enhancement of their life skills. Education and Science sectors will adopt a multisectoral approach, and will design a Science education

intervention within the framework of One UN Programme (Joint Programme on Capacity Strengthening for Development Management, in North Western Tanzania).

Particular attention will be placed on assisting the Government to reform and/or strengthen the TVET systems. UNESCO, in partnership with UNIDO, will promote entrepreneurship training as well as advocacy for policy-makers and practitioners on the role of TVET in sustainable development.

v- Comprehensive Education Sector Responses to AIDS. Within the framework of the One UN programme, in partnership with UNICEF and other Agencies and in line with the thrust to contribute to universal access to prevention programmes, treatment, care and support, UNESCO will continue supporting the overall efforts of the Government in strengthening the capacity of teacher training colleges and non-formal Education Centres, to deliver comprehensive prevention, life-skills, treatment, care and support education. Interrelated activities to be implemented focus on improving the piloted curriculum guidelines and training materials for their comprehensiveness, developing tools to support implementation, training tutors and principals, classroom teachers through pre-and in-service training and building capacity for monitoring, assessing and evaluation.

**Culture.** UNESCO's action and support to culture will build on and reinforce results of past activities. For the 2008-2010, it will particularly focus on:

- o The expansion and the implementation of the African liberation Heritage Programme, with a view to having the centre created and recognised by the Member States in the region and the programme operations running by the end of 2010;
- o The development of an integrated approach to cultural heritage in an endangered world heritage site (Kilwa Kisiwani), as a pilot linking intangible, tangible as well as underwater cultural heritage in order to get the site removed from the World heritage endangered list;
- o The promotion of an environment conducive to the development of the cultural industries, in particular through respect for copyright. Technical assistance will be provided in revenue generation through local copyright enforcement. The European Commission has already expressed its interest in supporting such activities and has sought partnership with UNESCO.

UNESCO will also assist the Development Partners' Group for Culture group in implementing development aid in the field of culture, and support the Government in developing a sectoral strategy as the first steps towards a sector wide approach (SWAp).

Under the One programme initiative, UNESCO proposes to partner with the UN agencies competent in the health sector (WHO, UNFPA and UNICEF) to undertake socio-cultural research in targeted communities to understand the cultural dimension underlying the non usage of maternal health care services, and, based on the findings of the study, to recommend ways to enhance user-friendly services that would combine traditional and modern clinical facilities. Through the cultural approach, the project will emphasize dialogue and complementarities between traditional Tanzanian therapy providers and clinical health professionals. The project responds to the call made by the various UN agencies for approaches that integrate both culture and bio-medical features.

**Science and technology.** In response to the request from the GoT for UNESCO's support in the reform and the repositioning of the country's science, technology and innovation system, and seizing the opportunity of the on-going support of the World Bank to the higher education sector, UNESCO has started laying the bases for a multi-sectoral cooperation programme, involving UNESCO's Natural Sciences and the Education Sectors and its Institute for Statistics (UIS).

Furthermore, UNESCO will continue supporting the development of national strategies for the biosphere reserves and building technical capacities for integrated water management of water basins.

Further support will be provided to assist the GoT, particularly through its National Adaptation Program of Action (NAPA), in addressing issues related to mitigating the impact of climate change in relation to drought and water levels reduction at the Lakes Victoria, Tanganyika and Rukwa. Experiences on similar situations would be disseminated through the UNESCO-IHE (Institute for Water Education) through organised training in order to equip professionals with the research, managerial and technical skills needed to deal with challenges in the fields of water and the environment. These proposals would add UNESCO's competence and expertise to contribute to the realization of the UNDAF outcomes on water and the environment and the Joint Programme related to human security and disaster preparedness in the One Programme.

More generally, UNESCO will continue devoting its action in the Natural Sciences' field to ensure the effective contribution of science and technology to poverty eradication in Tanzania, and specifically to the outcomes and goals of the Cluster on growth and reduction of income poverty in the MKUKUTA and the MKUZA. Through the science component of the joint programme on Capacity Strengthening for Development Management, in North Western Tanzania, UNESCO will focus on the national science and technology policy issues and the linkages of the S&T system with national development, including the development of the R&D sector.

**Communication and Information.** UNESCO will continue providing policy advice to assist the GoT in the review of its communication and information policies, and the establishment of a favorable regulatory framework which promotes independence and pluralism in the media. UNESCO's support will also aim at enhancing the capacities of media training institutions in order to deliver high quality journalism curriculum and promote ethical standards.

Pursuing its action to foster community access to information and knowledge, UNESCO will assist the government in the development of community broadcasting and multimedia centres and building the capacities of public broadcasting in both mainland Tanzania and Zanzibar.

UNESCO will also seek to collaborate with interested partners on the promotion of community media, particularly the Community Multimedia Centres (CMCs), to set up infrastructures for the dissemination of e-content. UNESCO's intervention in that domain will build, to a large extent, on the experience of the Commission for Science and Technology (COSTECH) in co-coordinating the CMCs.

Based on the feasibility study undertaken in March 2007, UNESCO will formulate a proposal for the use of ICTs, especially public broadcasting in pre- and in-service teacher training to improve quality of education at the primary and secondary education levels.

The role of mass media in triggering and informing public debate on mitigating the impact of and adaptation to climate change is vital. UNESCO-DAR will work with the media in Tanzania on awareness raising campaigns and widening access to scientific information on climate change.

## **IV. Partnership Strategy**

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### **'UMOJA'**

*Working together -the Government of Tanzania and the United Nations- as One*

As the Cluster office covering five countries in the Eastern Africa region<sup>14</sup>, UNESCO-DAR is enabled by the wide national, sub-regional and regional networks of policy makers, experts and specialised institutions as well as partners from among the NGOs, the private sector and development agencies.

UNESCO-DAR will multiply its efforts in building and strengthening strategic alliances in support of the UCPD-Tanzania seeking to ensure the political commitment, wide ownership, high-level expertise and cutting-edge knowledge as well as the adequate financial resources required for the successful implementation.

Support and cooperation for the implementation of the proposed programmes will be also strengthened through the existing cooperation mechanisms and networks that Tanzania has established with its neighbouring countries in the region, such as the East African Community (EAC), the Southern African Development Community (SADC) and the Commission of the African Union, but also at the international level, particularly through South-South cooperation and triangular North-South-South cooperation.

With the changing aid environment in Tanzania, and the move towards more system-wide coherence, UNESCO will work in partnership with the UN agencies, through the joint programmes, and the broader development partner community through the Development Partners' Group (DPG).

In addition and because of its mandate, UNESCO is called upon to play a more leadership role in the development coordination mechanisms. The Secretariat of the DPG on Education has been tasked to the UN for the next three year, and the position will be co-funded by UNESCO and UNICEF.

With regard to the culture sector, the recent establishment of a Development Partners (DPs) sectoral Group for Culture, under the leadership of the Government, reflects the growing recognition by the GoT and the DPs that culture is critical as a basis for development and as an income generating sector. This represents an opportunity for UNESCO, with its capacity and competence in the culture sector, to play an active and leading role within this sectoral group. The DPs are expecting guidance from the Organization in the drafting of a cooperation framework for the Culture Sector, as a first step towards a sector SWAp. Many DPs have already expressed their intention to be active in a Culture Sector group, namely the European Union, France, Norway and Japan.

Finally and with respect to funding, UNESCO's limited resources will be used as far as possible as catalytic funds and seed money to generate extrabudgetary funds from bi- and multi-lateral donors. Apart from the One UN Fund, UNESCO-DAR will also seek alternative funding mechanisms and engage in joint action with its national partners, being government agencies, civil society institutions and private businesses.

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<sup>14</sup> Comoros, Madagascar, Mauritius, Seychelles and United Republic of Tanzania.

**MKUKUTA.** Summary of broad outcomes and related goals for the 3 major clusters

### **Cluster I: Growth and Reduction of Income Poverty**

**Broad outcome:** Broad based and equitable growth is achieved and sustained

**Goals:**

- Ensuring sound economic management
- Promoting sustainable and broad-based growth
- Improving food availability and accessibility
- Reducing income poverty of both men and women in urban areas
- Provision of reliable and affordable energy to consumers.

### **Cluster II: Improvement of Quality of Life and Social Well-Being**

**Broad outcomes:**

- Quality of life and social well-being, with particular focus on the poorest and most vulnerable groups improved
- Inequalities in outcomes (e.g. education, survival, health) across geographic, income, age, gender and other groups reduced.

**Goals:**

- Ensuring equitable access to quality primary and secondary education for boys and girls, universal literacy among men and women and expansion of higher, technical and vocational education
- Improved survival, health and well-being of all children and women and of special vulnerable groups
- Access to clean, affordable and safe water, sanitation, decent shelter and a safe and sustainable environment and thereby, reduced vulnerability from environmental risk
- Adequate social protection and provision of basic needs and services for the vulnerable and needy.
- Effective systems to ensure universal access to quality and affordable public services

### **Cluster III: Governance and Accountability**

**Broad outcomes:**

- Good governance and the rule of law
- Accountability of leaders and public servants
- Democracy and political and social tolerance
- Peace, political stability, national unity and social cohesion deepened

**Goals:**

- Structures and systems of governance as well as the rule of law are democratic. Participatory, representative, accountable and inclusive
- Equitable allocation of public resources with corruption effectively addressed
- Effective public service framework in place to provide foundation for service delivery improvements and poverty reduction
- Rights of the poor and vulnerable groups are protected and promoted in the justice system.
- Reduction of political and social exclusion and intolerance
- Improved personal and material security, reduced crime, eliminate sexual abuse and domestic violence
- National cultural identities enhanced and promoted.

**MKUZA.** Summary of broad outcomes and related goals for the 3 major clusters

**Cluster I: Growth and Reduction of Income Poverty**

**Broad outcome:** Achieve high and sustain pro-poor growth

**Goals:**

- Create an enabling environment for high and sustainable growth
- Promote sustainable pro-poor and broad-based growth
- Reduce income poverty and attain overall food security

**Cluster II: Social services and well-being**

**Broad outcome:** Improved social well-being and sustainable access to quality social services with emphasis on poor men and women and the most vulnerable members of the society

**Goals:**

- Ensure equitable access to demand driven quality education which is gender and environmentally responsive
- Improve health status including reproductive health, survival and well-being of children, women, men and vulnerable groups
- Increase access to clean, safe and affordable water especially to poor men and women and most vulnerable groups
- Improve sanitation and sustainable environment
- Provide adequate and sustainable human settlement
- Improve food and nutrition security among the poorest children and most vulnerable groups
- Strengthen and expand social security and safety-nets for the disadvantaged and most vulnerable groups
- Promote and preserve historical, cultural and natural heritage and sports for social and economic development.

**Cluster III: Good Governance and National Unity**

**Broad outcome:** Ensure a society governed by the rule of law and a government that is predictable, transparent and accountable

**Goals:**

- Ensure inclusiveness in the governance and in the development processes
- Equitable allocation of public resources, improved service delivery and civil service reform
- Respect for the Rule of Law and Access to Justice
- Improve public safety and security
- Increase the capacity of government institutions and actors
- Combat corruption and its manifestations and strengthen leadership ethics
- Strengthen Legal framework to support economic growth
- Strengthen the institutions of oversight and accountability including improving access to information
- Provision of timely and reliable data for monitoring and evaluating government activities and governance initiatives
- Inculcate good governance practices at all levels
- Promote and observe human rights.

## Annex 2. UNDAF in relation to national priorities in MKUKUTA and MKUZA

CLUSTER I	CLUSTER II	CLUSTER III
<p>National Priority I</p> <p><b>MKUKUTA</b></p> <p>Broad based and equitable growth is achieved and sustained.</p> <p><b>MKUZA</b></p> <p>Pro-poor growth achieved and sustained</p>	<p><b>National Priority II</b></p> <p><b>MKUKUTA</b></p> <p>Improved quality of life and social well-being with particular focus on the poorest and most vulnerable groups.</p> <p>Reduced inequalities (e.g. education, survival, health) across geographic, income, age, gender and other groups.</p> <p><b>MKUZA</b></p> <p>Improved social well being and access to quality services with emphasis on the poor and most vulnerable groups</p>	<p><b>National Priority III</b></p> <p><b>MKUKUTA</b></p> <p>Good governance and rule of law ensured.</p> <p>Leaders and public servants are accountable to the people through the effective reduction of corruption and public access to information.</p> <p>Democracy and political and social tolerance are deepened.</p> <p>Peace, political stability, national unity and social cohesion are cultivated and sustained</p> <p><b>MKUZA</b></p> <p>A society governed by the rule of law and government that is predictable, transparent and accountable</p>
<p><b>UNDAF Outcome I</b></p> <p>By 2010, increased access to sustainable income opportunities, productive employment and food security in the rural and urban areas.</p>	<p>UNDAF Outcome II</p> <p>By 2010, increased access to quality basic social services for all by focusing on the poor and most vulnerable.</p>	<p><b>UNDAF Outcome III</b></p> <p>By 2010, democratic structures and systems of good governance as well as the rule of law and the application of human rights, with a particular focus on the poor and vulnerable groups, are strengthened.</p>
<p><b>Country Programme Outcomes</b></p> <p>Increased adoption of equitable, pro-poor and gender sensitive economic policies and programmes.</p> <p>National productivity and competitiveness is improved through decent employment opportunities, equitable access to and effective use of productive resources, improved transport and communication networks, and greater market access.</p> <p>Increased food availability and access for the most vulnerable population, including those infected and affected by HIV/AIDS and their caregivers.</p>	<p><b>Country Programme Outcomes</b></p> <p>Effective mechanisms, including social protection, in place, that address institutional barriers and socio-cultural dimensions to promote and protect the rights of the poor and most vulnerable, including those affected by HIV/AIDS.</p> <p>Increased and equitable access to quality formal and non-formal education, including for those affected by HIV/AIDS.</p> <p>Improved community access to safe, clean water and environmental sanitation in the rural and urban areas.</p> <p>Increased and equitable access to comprehensive reproductive and child health interventions.</p> <p>Increased access to comprehensive prevention, care and treatment, and impact mitigation of HIV/AIDS and other major diseases.</p>	<p><b>Country Programme Outcomes</b></p> <p>Strengthened political, parliamentary and electoral systems that enhance effective participation and representation and promote political tolerance, oversight and credible elections.</p> <p>Strengthened national and local structures and systems of governance that foster the rule-of-law, promote gender equality, combat corruption and promote accountability and transparency.</p> <p>Enhanced and accessible systems of justice, law-and-order, public information and education that promote and protect human rights and freedoms.</p> <p>Strengthened budget planning and MKUKUTA/MKUZA monitoring systems that foster participation and gender equality.</p> <p>Increased protection and promotion of the rights of the poor and most vulnerable groups, including those infected with and affected by HIV/AIDS and their caregivers.</p> <p>Enhanced Government capacity for disaster preparedness, response to refugee flows, and management of transition from humanitarian assistance to development.</p>

Source: <http://www.undg.org>



### Annex 3. UNESCO's proposed cooperation framework

#### Annex 3.1 UCPD Results Matrix (outcomes/results included in the UNDAF 2007-2010)

##### Cluster II: Quality of Life and Social Well-Being

<p>National Priority or goals</p> <p><b>MKUKUTA:</b> 1. Improved quality of life and social well-being with particular focus on the poorest and most vulnerable groups 2. Reduced inequalities (e.g. education, survival, health) across geographic, income, age, gender and other groups</p> <p><b>MKUZA:</b> Improved social well being and access to quality services with emphasis on the poor and most vulnerable groups</p>
<p><b>UNDAF Outcome by the end of the programme cycle:</b> By 2010, increased access to quality basic social services for all by focusing on the poor and most vulnerable.</p>
<p><b>Strategy Statement:</b> The UNDAF Outcome will be achieved through strengthened and more effective, participatory national systems that ensure equity, and a focus on the poor and most vulnerable, paying special attention to gender/geographic/age/income disparities and HIV/AIDS.</p>
<p>MDG 2, MDG 3, MDG 4, MDG 5, MDG 6, MDG 7</p> <p>MKUKUTA Goals: 2.1, 2.2, 2.3, 2.4, 2.5</p> <p>MKUZA Goals: 2.1, 2.2, 2.4, 2.4, 2.5, 2.6, 2.7, 2.8</p>

Country Programme Outputs	Outcomes and key	Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources (US\$)	Mobilization target (USD\$)	Implementing Partners
	2. Increased and equitable access to quality formal and non-formal education, including for those affected by HIV/AIDS					UNESCO, UNICEF,
	2.1 Comprehensive Early Childhood policies and intersectoral frameworks are developed with clear institutional roles and EC stakeholders capacitated to undertake reforms in early childhood, with special attention to vulnerable and disadvantaged children, and enabled to develop affordable, community-based and integrated models of childcare and parenting education that can be supported through public-private partnerships.	<p>1. A comprehensive multi-sectoral policy on ECD and its strategic plan in place and shared among stakeholders</p> <p>2. Capacity of Government and representatives of TECDEN, NGOs, TIE and other related institutions</p>	<p>Policy/action plan shared among stakeholders</p> <p>Understanding of stakeholders' roles enhanced</p>		500,000	UNESCO, UNICEF, National MOEVT (Mainland and ZNZ) Tanzania Early Childhood Network (TECDEN), Ministries-Health/Social Welfare;

Country Programme Outputs	Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources (US\$)	Mobilization target (USD\$)	Implementing Partners
	<p>(human resource/ institutional arrangements) strengthened</p> <p>3. Improved service delivery in an integrated approach to enhance holistic ECD</p>	<p>A core team of govt officials and representatives of key partners trained and making expected contribution</p> <p>Useful knowledge on ECD and on best practices widely shared and made use of.</p> <p>A functioning resource centre for ECD in place</p>			<p>Community Development/gender/children; Prime Ministers' office – Local government and their counterpart ministries in ZNZ, IAE, TIE, National NGOs</p> <p>Development partners, ADEA Consultative Group on ECD; Regional ECD Network; Bernard Van Leer Foundation</p>
<p>2.2 Institutional and Human Resources are developed and/or strengthened at all levels to be able to contribute to the attainment of the Education for All goals, and the MKUKUTA/MKUZA targets.</p>	<p>Capacities in educational planning and management enhanced</p>				<p>UNESCO, UNICEF,</p>
<p>2.3 Educational quality is improved in formal and non-formal settings; school retention, completion and achievement rates are increased; and a broad-based partnership in supporting improvements in the quality and management of education is enhanced.</p>	<p>1. Formal and non formal teachers trained in literacy instruction &amp; devlpt;</p> <p>2. Literacy competencies mainstreamed in curriculum and syllabi.</p> <p>3. College tutors introduced to mentoring; mentoring schemes strengthened in selected pilot districts.</p> <p>4. A shared understanding on handling knowledge across the schooling system, from primary to university, developed.</p>	<p>More and more tutors trained leading to building the TCs capacity</p> <p>More and more classrooms teachers trained through college-based inservice/preservice programmes</p>	<p>400,000</p>	<p>1,000,000</p>	<p>MOEVT (Mainland and ZNZ), All TCs, TIE, NECTA, School Inspectors, IAE, dept of AE (ZNZ) Faculties of Education</p> <p>IRA</p>

Country Outputs	Programme Outcomes and key	Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources (US\$)	Mobilization target (USD\$)	Implementing Partners
		<p>5. Inspiring and stimulating teaching materials accessible to tutors and teachers in formal and non formal settings</p> <p>6. Enhanced use of ICT applications in teaching and learning</p> <p>7. Literacy in S&amp;T promoted at all levels of education; Literacy and students' interest in STE studies and careers increased;</p> <p>8. Science and technology education curricula aligned to national and international realities;</p> <p>9. Delivery skills of teachers improved at all levels through the development of better S&amp;T teaching and learning methodologies and approaches including the use of micro-science kits for classroom demonstration;</p> <p>10. Improved competitiveness of graduates in the global market for skilled workers.</p> <p>11. Capacities of MoE and teacher Ed institutions strengthened in teacher mgt and professional dvlpt.</p>	<p>Inspiring and stimulating teaching materials accessible to tutors and teachers</p>			

Country Programme Outcomes and key Outputs	Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources (US\$)	Mobilization target (USD\$)	Implementing Partners
<p>2.4 Enhanced capacity of relevant stakeholders to be able to deliver quality HIV/AIDS information and education programme, particularly to the youth and most vulnerable groups, a variety and sufficient gender sensitive HIV/AIDS instructional material available in formal and non formal settings, care and support mechanisms in place for supporting the education system's response to HIV/AIDS.</p>	<p>Strengthened capacity of Teacher Training Colleges and Non-formal Education Centres to deliver comprehensive HIV/AIDS prevention education, Life-skills, Treatment, Care and Support Education</p> <p>Development/strengthening of subsectors MIS within ESMIS programme to include HIV/AIDS indicators</p>	<ul style="list-style-type: none"> <li>- Core group of well trained/motivated tutors in place in every college to spearhead the comprehensive programme at each college</li> <li>- The programme monitored, feedback used to improve the training programme and the materials, subsequent workshops adequately planned</li> <li>- Improved materials available and in use</li> <li>- Facilitators of COBET/ ICBAE centres trained</li> <li>- Prototype training materials available</li> <li>- Indicators incorporated into ESMIS for more information, monitoring, impact assessment</li> </ul>	135,000 USD	200,000	<p>UNESCO, UNICEF, UNFPA</p> <p>MOEVT (Mainland, ZNZ) TACAIDS, ZAC, MOH (Mainland, Zanzibar), National NGOS, TIE/Curriculum Development Unit-MOEVT (ZNZ)</p>
<p>2.5 Gender and other disparities are reduced in relation to increased access, retention and completion of quality basic education; and guidelines for mainstreaming gender responsiveness in formal and non-formal education systems and processes are adopted.</p>	<p>Girls' interest in STE studies and careers increased;</p> <p>Delivery skills of teachers improved through the development of gender sensitive S&amp;T teaching and learning methodologies and approaches</p>	<p>Research into causes of gender inequality and under representation of girls in S&amp;T (intersectoral approach (ED/SC),</p>			<p>UNESCO</p> <p>UNFPA</p> <p>UNICEF</p> <p>UNHCR</p> <p>WFP</p>

Country Programme Outcomes and key Outputs	Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources (US\$)	Mobilization target (USD\$)	Implementing Partners
2.6 All children and adolescents, including those currently marginalized, excluded or otherwise vulnerable, and children affected by HIV and AIDS are enrolled, participating and completing basic education in inclusive child-friendly formal and non-formal education systems, including vocational training schemes.	Improved knowledge on entrepreneurship skills among graduating and out of schools youths				UNIDO, MoEVT, TIE
2.7. Educational opportunities, both formal and informal, are provided for all in emergencies and post-conflict situations, and education systems are safeguarded.					ILO, UNESCO, UNHCR UNICEF WFP
2.9 Most vulnerable young men and women are provided with life and livelihood skills for personal development, transition to adulthood, better integration into productive communities, and protection from HIV and other significant risks.					
3. Improved community access to safe, clean water and environmental sanitation in the rural and urban areas					UNESCO, UNICEF
3.1 The availability and accessibility of potable water in rural and urban areas is increased and the water quality is improved through better quality standards.					FAO, UNESCO, UNICEF ILO,

### Cluster III: Governance and Accountability

National priority or goals

**MKUKUTA:** 1. Good governance and rule of law ensured; 2. Leaders and public servants are accountable to the people through the effective reduction of corruption and public access to information; 3. Democracy and political and social tolerance are deepened; 4. Peace, political stability, national unity and social cohesion are cultivated and sustained.

**MKUZA:** A society governed by the rule of law and government that is predictable, transparent and accountable

**UNDAF outcome by the end of the program cycle:** By 2010, democratic structures and systems of good governance as well as the rule of law and the application of human rights, with a particular focus on the poor and vulnerable groups, are strengthened

**Strategy Statement:** The UNDAF outcome will be achieved through democratic governance that fosters inclusion, accountability, transparency and social justice in the public and private sectors and civil society, at all levels.

Millennium Declaration

MKUKUTA Goals: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6

MKUZA Goals: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12

Country Programme Outputs	Outcomes and key	Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources (US\$)	Mobilization target (USD\$)	Implementing Partners
4. Strengthened budget planning & Monitoring Systems that foster participation and gender equality						

Country Programme Outcomes and key Outputs	Expected result of UNESCO activity	Performance indicators and benchmarks	Available resources (US\$)	Mobilization target (USD\$)	Implementing Partners
<p>4.2 Education Sector Management Information System - reliable and timely disaggregated data both quantitative and qualitative for sound policy making, effective planning and decision making at all levels, in monitoring progress in achieving goals and targets, and assessing programme performances.</p>	<p>- Capacities for timely data collection, analysis and monitoring of EFA enhanced and sustainable in the targeted countries  - EMIS operational and providing quality and timely data for evidence-based policy, decision-making, planning and monitoring, evaluation  - Timely accurate adequate data for monitoring/evaluation of adult/NFE community education and learning</p>	<p>Training materials (manual and guidelines) developed and in use  Trainers in each subsector and capable to cascade training down to the school/community level  Demand for accurate/timely/adequate data increasing  School/district/ministries' reports becoming more analytical</p>	<p>Approx. 1,300,000</p>	<p>1,200,000</p>	<p>National MOEVT (ZNS) MOEVT/MHEST/MCDGC and PMO – RALG (Mainland) Relevant institutions TTCs, NFE/Centers, Districts, wards, schools/community  International Development partners (DPG), NESIS, ADEA</p>

**Annex 3.2** UCPD Results/matrix (Outcomes/results not included in UNDAF/One Plan)

UNESCO Sector	Expected result of activity	Performance indicators and benchmarks	Available Resources (US\$)	Mobilization target (US\$)	Implementing / Partners	Relevant UNDAF/One Plan Outcome/result
<b>Culture</b>	Expansion and Implementation of African liberation Heritage Programme	5 more member states part of programme. Centre developed Sites protected and gazetted by national authorities			UNDP, National Commissions	UNDAF Outcome III
	Support to DP group for Culture, assistance to government in developing a sector strategy as the first steps towards a sector SWAp.	Culture sector officially recognised within JAST. Sectoral Strategy developed and SWAP established			Development Partners Group in URT.	JAST
	Development of an environment conducive to the development of the cultural industries, in particular respect for copyright.	Increase in royalty collections for artists Independent distribution centre established Increased and reliable data on economic contribution of cultural industries			European Commission, UNCTAD, WIPO	UNDAF Outcome I
	Integrated approach to Cultural heritage in an endangered site (Kilwa Kisiwani), including partnerships.	Integrated approach to heritage management initiated and implemented. Site removed from the World Heritage in Danger List.			France, Japan, Norway	UNDAF Outcome I
	Cultural Dimension more fully integrated into UN common system planning and implementation in Tanzania across sectors.	- Joint Programmes with a cultural dimension, outside of culture sector. - evidence based results for cultural dimension in reduction of maternal and newborn mortality.			UN agencies	UNDAF Clusters II and II.
<b>Natural Sciences</b>	Enhanced application of	Reviewed policies,	250,000	1 <sup>st</sup> Phase	UNIDO, UNCTAD,	UNDAF Outcome I:



UNESCO Sector	Expected result of activity	Performance indicators and benchmarks	Available Resources (US\$)	Mobilization target (US\$)	Implementing / Partners	Relevant UNDAF/One Plan Outcome/result
	S&T tools for national economic growth	national document for S&T and Economy. S&T reform programme elaborated		(review): 5,000,000 2 <sup>nd</sup> Phase: n.a.	UNDP, SWEDEN, ILO, Government of Tanzanian	Country key outputs 1.1, 2, 2. Cluster 2: 2.2, 2.3 JP 4: 1 & 3
	Improved knowledge base for the management of bio-reserves	Reports of studies. Documents and workshops for knowledge sharing. Youth and media awareness campaigns carried out.	40,000	300,000	National Environmental Management Council	UNDAF Outcome I: Country key output 3.11
	Enhanced capacity for integrated water management for water basins.	Training workshops for relevant managers. Workshops for capacity building of indigenous persons. Building of knowledge base for the mitigation of impact of climate change especially on the hydrology and environment of lakes in the country.	80,000	400,000	National Environmental Management Council, Ministry of Water, UNDP	UNDAF Outcome I: Country key output 3.11 Cluster II: Country key output 3.2
	Improved teaching and learning of basic sciences and engineering subjects in Tanzania	Assessment and upgrading of basic sciences and engineering subjects' curricula. New teaching methodologies adopted for science and engineering subjects. Increase in enrolment and graduation of girls in science and engineering subjects.	60,000	500,000	Ministry of Higher Education, Science & Technology, Commission for Science & Technology, Tanzania Academy of Sciences, subject associations	UNDAF Outcome II: Country key outputs 2.2, 2.3
	Universities capacities enhanced in the life sciences and biotechnology.	Improved teaching of life sciences and biotechnology in tertiary institutions. Linkages with international networks strengthened. Ability to apply to national needs in food, health and environmental	40,000	350,000	Ministry of Higher Education, Science and Technology, Commission for Science & Technology, Tanzania Academy of Sciences, Universities	UNDAF Outcome I: Country key output 3

UNESCO Sector	Expected result of activity	Performance indicators and benchmarks	Available Resources (US\$)	Mobilization target (US\$)	Implementing / Partners	Relevant UNDAF/One Plan Outcome/result
		issues with biotechnology.				
	Enhanced contribution to Small Island Voice Projects in Zanzibar Island	Youth trained on beach protection, best practices disseminated to relevant stakeholders. Mauritius Strategy recommendations on the development of small islands followed for coastal beaches protection programmes.	20,000	150,000	Zanzibar Youth Education Environment and Development Support Association (ZAYEDESAs)	UNDAF Outcome I: Country key output 3.11
	Enhanced quality of life through application of renewable energies	Two pilots set up on selected isolated islands in Zanzibar. Building of skills in installation and maintenance of PV systems. Awareness campaigns on renewable energy advantages carried out.	20,000	250,000	Zanzibar Ministry responsible for energy.	
<b>Communication &amp; Information (CI)</b>	Promoting ethical and professional standards in media professionals through the strengthening of journalism education	Institutional review conducted in at least two journalism schools  Curriculums in journalism schools reviewed using the UNESCO model curriculum for journalism education			Zanzibar Journalism and mass Communication Institute Saint Augustine University Institute of Journalism and Mass Communications of UDSM Ministries of Information Culture and Sports Tanzania and Zanzibar. Ministry of Information and Sports Ministry of Science and Higher Education	Outcome III, Country key output 2.3 Outcome II, Country key output 3.9  Outcome II, Country key output 5.2
	Capacity building in the preservation of print and audio visual heritage	digitization and preservation training for informational professionals			Tanzania Broadcasting Services National Archives	Outcome II, Country key output 2.2
	Promoting people's	Broadcasting policy in			ADEN fund (French	Outcome II, Country key

UNESCO Sector	Expected result of activity	Performance indicators and benchmarks	Available Resources (US\$)	Mobilization target (US\$)	Implementing / Partners	Relevant UNDAF/One Plan Outcome/result
	participation through the development of PBS and community media	Zanzibar reviewed Support in setting up community media (IPDC) Community media networks developed			Embassy) Tanzania Broadcasting Corporation Radio Zanzibar Television Zanzibar Media Institute of Southern Africa (MISA) Tanzania Commission for Science and Technology (COSTECH) Sengerema CMC FADECO Radio Tanzania Communications Regulatory Authority (TCRA)	output 1.5 Outcome II, Country key output 1.7 Outcome II, Country key output 3.6 Outcome II, Country key output 5.2
	Promoting distance education through PBS	Distance learning pilots run and evaluated for possible scaling up			Tanzania Institute of Education (TIE) Ministry of Education and Vocational education (MOEVT) Ministry of Education, Zanzibar The Open University of Tanzania (OUT) Tanzania Institute of education (TIE) Teacher Training Colleges Tanzania Broadcasting Corporation Television Zanzibar State radio of Zanzibar	Outcome II, Country key output 2.2
	Fostering info structures by building the capacity of public libraries	Training for information professionals Institutional and policy reviews			MOEVT Tanzania Library Services (TLS) School of Librarianship and documentation studies (SLADS) University of Dar es Salaam	Outcome II. Country key output 2.2

UNESCO Sector	Expected result of activity	Performance indicators and benchmarks	Available Resources (US\$)	Mobilization target (US\$)	Implementing / Partners	Relevant UNDAF/One Plan Outcome/result
					National Archives	
	Promoting freedom of expression and freedom of information	Right to information law recommendations by stakeholders incorporated in bill  Celebration of World Press Freedom day			MISA Media Council of Tanzania Media Owners Association of Tanzania Ministry of Information US Embassy, Dept. of Public Affairs	Outcome II, Country key output 1.5 Outcome III, Country key output 2.3  Outcome III, Country key output 3.5
	Strengthen the application of ICT for Development	Review/stocktaking of ICT Policy with a focus on dissemination of scientific knowledge and preservation of cultural expression Accessibility guidelines & standards developed for			Ministry of Infrastructural development Ministry of Science technology and Higher education	Outcome III, Country key output 2.2 Outcome III, Country key output 3.5
	Promoting of Distance Education through PBS					

NB: Budget figures are projections for 2008-2010

#### **Annex 4: International Conventions Ratified by the United Republic of Tanzania**

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<b>Convention</b>	<b>Date of deposit of instrument</b>	<b>Type of instrument</b>
Agreement on the Importation of Educational, Scientific and Cultural Materials, with Annexes A to E and Protocol annexed. Florence, 17 June 1950.	26/03/1963	Accession
Convention for the Protection of Cultural Property in the Event of Armed Conflict with Regulations for the Execution of the Convention. The Hague, 14 May 1954.	23/09/1971	Accession
Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property. Paris, 14 November 1970.	02/08/1977	Ratification
Convention concerning the Protection of the World Cultural and Natural Heritage. Paris, 16 November 1972.	02/08/1977	Ratification
Convention against Discrimination in Education. Paris, 14 December 1960.	03/01/1979	Ratification
Regional Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and other Academic Qualifications in Higher Education in the African States. Arusha, 5 December 1981.	12/07/1983	Ratification
Convention on Wetlands of International Importance especially as Waterfowl Habitat. Ramsar, 2 February 1971.	13/04/2000	Accession

#### Seven sites on the **World Heritage List**:

1. Ngorongoro Conservation Areas (1970)
2. Ruins of Kilwa Kisiwani and Ruins of Songo Mnara (1981)
3. Serengeti National Park (1981)
4. Selous Game Reserve (1981)
5. Kilimandjaro National Park (1987)
6. Zanzibar stone town (2000)
7. Kondoa Rock Art Sites (2006)

#### Two **UNESCO Chairs** in Tanzania:

1- UNESCO Chair in Distance Education established in 1994 at the Open University of Tanzania; Fields: Teacher education; Distance education.

##### *Objectives:*

- Promote an integrated system of research, training, information and documentation activities in the field of distance education;
- Facilitate collaboration between high-level, internationally recognized researchers and the research team of the University, and other institutions in the African region.

2- UNESCO-NATURA Chair in Food Security and Nutrition for Health and Development, established in 1992 at Sokoine University of Agriculture; Fields: Food and nutrition.

##### *Objectives:*

- - Create and transfer, within the framework of NATURA European Community Training Programme for Agricultural Universities in Southern Regions (NECTAR Programme) new courses set up jointly by NATURA partners and the interested higher education institutions of developing countries;
- - Establish a specialized regional centre in food security and nutrition for health and development.

## Acronyms and Abbreviations

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EFA	Education for All
ECCE	Early Childhood Care and Education
ECD	Early Childhood Development
FAWE	Forum for African Women Educationalists
GDP	Gross Domestic Product
HIV/AIDS	Human Immuno-Deficiency Virus/Acquired Immuno-Deficiency Syndrome
ICT	Information and Communication Technology
MDGs	Millennium Development Goals
NGO	Non Governmental Organization
ODL	Open distance learning
PEDP	Primary Education Development Plan
PRSP	Poverty Reduction Strategy Paper
TVET	Technical and Vocational Education and Training
UNCT	United Nations Country Team
UNDAF	United Nations Development Assistance Framework
UNESCO	United National Educational, Scientific and Cultural Organization
UNESS	UNESCO National Education Support Strategy
UNICEF	United Nations Children's Fund
UNFPA	United Nations population Fund
WHO	World Health Organization