



United Nations  
Educational, Scientific and  
Cultural Organization

UNESCO DAR ES SALAAM



**Empowering Girls from Pastoralists Community in Ngorongoro,  
Tanzania**

# **End of Project Report**

**April 2017**

## Final Narrative Report

Comments and visa by the Director of the Division or the Head/Director of the Field Office or Category I Institute:

The project is very successful, hence considerable for expansion to cover other villages and communities within and outside of Ngorongoro District



**Project Title:** Empowering Girls from Pastoralists Community in Ngorongoro, Tanzania

**Target Country or Region:** Tanzania

**UNESCO Budget code and donor Reference if appropriate:** 550URT1000

**Funding source:** Extra-budgetary (Azerbaijan)

**Total Budget approved:** \$ 300,000.00

**Reporting Period:** October 2014 – December 2016

**Executing Agency:** UNESCO

**Implementing partners:** Tanzania Institute of Education; Ngorongoro District Council and Baraza la Mila la Aigwanak (The Council of Masai Traditional Leaders, Ngorongoro District)

**Project starting date:** 17/10/2014

**Project completion date:** 31/12/2016

**Responsible Sector:** Education

**Name of Person completing Report:** Mathias Herman Luhanya

This final narrative report presents the main findings of a self-evaluation exercise conducted by the responsible UNESCO project officer(s) and covers the following:

- + Summary and Background
- + Description of project implementation
- + Progress towards results
- + Sustainability and Exit/transition strategy
- + Visibility
- + Challenges and lessons learnt

## **I. Summary and Background (1 page)**

In October 2014, the Government of the Republic of Azerbaijan approved a UNESCO proposal on empowering girls from pastoralists' communities in Ngorongoro Tanzania. This project is contributing to government efforts in improving the quality of life and well-being of young girls and women particularly those from hard to reach areas and communities such as pastoralist communities. The project was designed and implemented in consultation and collaboration with government entities, district authorities and community members including young girls & women from target communities to address structural factors and harmful cultural practices that prevent girls and women from fully participation in their own development. The project covers 14 villages within five administrative wards (Ololosokwan, Soitsambu, Lorien, Arsh and Oloipiri) of Ngorongoro district council.

This project titled Empowering girls from pastoralists Communities in Ngorongoro Tanzania was expected to reach (directly) 400 girls & women, 50 teachers and 4 community radios practitioners. The project was also expected to reach (indirectly) hundreds of community members including traditional & religious leaders, girls & women as well as boys & men across the district and improve socio-economic status of girls and women in selected communities within the Ngorongoro district.

The main objective of the project was to improve the quality of life and social well-being of young girls and women in Tanzania with specific focus on:

- Forming a comprehensive media platform raising awareness on girls education and serving and meeting other local development needs that impact of girls and women empowerment;
- Empowering girls who are in selected primary and secondary public schools to improve their performance and retention in school and adoption of healthy behaviours through provision of quality and comprehensive sexuality education that is gender transformative, evidence informed, age and culturally appropriate;
- Awareness raising of pastoralists young women and girls on the importance of education focusing on negative impact of harmful traditional believes, taboos and practices as well as improving their socio-economic situation by vocational skills development and production of cultural goods.

To achieve those objectives, six (6) interventions were planned to be implemented throughout the project duration:

- Conduct a survey with special focus on traditional beliefs and harmful practices;
- Train 50 Teachers and 200 Girls on how to design and manage peer-led teacher assisted HIV and Sexuality Education programme
- Develop radio programmes to sensitize the community on the importance of girls education focusing on access and retention and the impact of harmful traditional beliefs, taboos and practices to their well-being;
- Select and train 200 women (age group 20-24) in production cultural and creative goods.
- Link up the production of cultural and creative goods with tourism opportunities arising from the proximity of high end lodges in the nearby Serengeti World Heritage Site
- Maximize the use of the Community Art Centre for display and sale of local crafts and various cultural products for revenue and employment generation for communities and particularly girls.

## II. Description of project implementation

### II. 1 Initiate peer-led teacher assisted HIV and Sexuality Education program in selected schools

As part of the process to initiate peer-led teacher assisted HIV and Sexuality education program, four (4) socio-cultural workshops and meetings were conducted. The socio-cultural approach is a methodology developed by the UNESCO Maputo Office, whereby challenging issues related to cultural norms and practices are addressed through dialogue between traditional and local leaderships and project staff with a view of mobilizing from within for attitude and behaviour change of the community with regards to the specific issue at stake. The specific meetings aimed at introducing the project to the community and engaging community in the entire process of problem identification, priority setting, planning, implementation and monitoring of the project particularly the “peer-led teacher assisted HIV and Sexuality Education program” in secondary schools and the ending of Female Genital Mutilation (FGM). The meetings provided a platform for traditional leaders, religious leaders, teachers, health service providers, parents, and government officials and girls representatives to exchange and identify priority interventions and finally elaborate joint work plans that guided implementation and monitoring of the agreed interventions and activities.

The meeting brought together 140 people (57% being women) from 14 villages (including the Spiritual (Oloiboni) and Traditional (Oloigwani) Chief of the Maasai People and facilitated the introduction of peer-led teacher assisted HIV and Sexuality education program in 14 schools (10 primary and 4 secondary).



*Oloiboni Mokhombo Simel, Spiritual Chief of the Maasai People, Nov. 2015*

***"I urge fellow Maasai traditional leaders and healers to educate our people on the risks associated with female genital mutilation and join hand with the government and UNESCO initiative to end female genital mutilation and teenage marriage in our communities" Chief Mokhombo Simel.***

A series of capacity building related trainings targeting teachers, students, health providers, traditional midwives and out of school girls and young women were conducted throughout the project period. These sessions aimed at equipping key stakeholders with relevant skills and knowledge required for them to fulfil their responsibilities in particular delivering education and information related interventions and services as planned in the project document (activities) as well as community based agreed work plans.

To enhance capacity of key stakeholders to implement planned activities, four training sessions targeting key stakeholders were conducted reaching 107 people (58 female and 49 male), these included 40 traditional leaders & healers (16 female & 24 male), 32 in-services teachers (18 female & 14 male); 20 trained nurse midwives and traditional midwives includes Ngaribas (all female); 15 government officials (4 female) from village and district level. The project also contributed to the training of additional teachers in Ngorongoro. Through the Tanzania Institute of Education (TIE), the project enabled the training of 76 in-services teachers (40 female and 36 male) from 38 schools (13 secondary and 25 primary schools) as part of government efforts to equip teachers with relevant skills and knowledge on applying effective model to teach sexuality & HIV education related topics to students. Teachers were also equipped with practical skills on how to manage peer-led adult assisted school health clubs including provision of guidance and counselling related services to students.

Capacity development trainings to equip young people with practical skills and knowledge on life skills-based sexuality education and how to lead peer to peer discussions were conducted reaching 222 students (143 women & 79 men), these students were selected from 14 schools (10 primary & 4 secondary) within the target communities.



Secondary school students in a group discussion during training, June 2016



Primary school students working in groups during the training, Sept 2016 Ngorongoro

Considering that a large number of Maasai girls and young women are not in school, a training targeting out of school girls and influential women (Ngariba & Traditional Midwives) was conducted. In total fifty eight (58) people (42 girls and young women, 9 Ngaribas and 7 traditional midwives) selected from ten villages/communities were trained and equip with skills and knowledge on life skills-based sexuality education.

The purpose of this training was to ensure that out of school girls and young mothers have access to accurate and appropriate sexual and reproductive health and HIV/AIDS information, anticipating that trained girls and young women will then use their existing age groups and platforms to disseminate this information pertaining to theirs and their fellows (age-mates) sexual life.



*Participants pose for group photo, Sept.2016*

In order to ensure that girls, young women and teachers have access to quality, age and cultural appropriate sexuality and HIV related teaching and learning materials, the project through the Tanzania Institute of Education (TIE) and Ngorongoro District Council supported the distribution of sexuality and HIV related materials including SRH and HIV training manual to secondary school teachers and Teachers' guide. Approximately 1200 copies were distributed to 14 schools, 6 health facilities and 6 community resource centres. The materials were developed by TIE with funding from UNESCO/Sida supported project.

## **II. 2 Radio programmes to sensitize pastoralist communities on the importance of young women and girls education**

Outreach to the community was operationalized to take place through Community Radios in order to reach a large number of people in a relatively short span of time. The Ngorongoro District has currently one and recently created Community Radio (Loliondo FM<sup>1</sup>), and another UNESCO supported Community Radio in the Region (Radio Okonorei FM). As a process to support the

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<sup>1</sup> Loliondo FM was created in 2013 upon request of the community who had heard about the UNESCO support to Radio Okonorei FM and wanted to have a similar radio.



design and broadcasting of quality radio programs, a 3-day training was conducted, reaching 60 community radios practitioners and government officials. The training which was conducted in collaboration with the UNESCO Dar es Salaam Communication and Information (CI) Sector and Cross-Cutting Unit, equipped community radio practitioners with skills and knowledge on how to designing and broadcast interactive and effective radio programmes to raise awareness and address negative cultural practices affecting girls and women in pastoralist communities.

Two Community Radios in Maasai communities, Loliondo FM and Orkonerei FM have benefited from this training. In addition to capacity building training sessions, Orkonerei FM has been supported with seed funding that enabled them to design and broadcast a six month radio programme on girls' education and sexuality education.



The program aired twice a week, seeks to address structural and cultural practices affecting girls and young women in Maasai communities in Ngorongoro through a participatory approach whereby young girls and boy are engaged in the overall process of radio programme production and broadcasting through Radio Youth Production Clubs.

### **II.3 Capacity building of women in the production of cultural and creative goods.**

In consultation and collaboration with young girls and women, community and district officials, vocational training programmes in four trades (beadwork, horn, leather, and bee products) were identified. These trades were identified through: i) an assessment of local resources that had the potential of expanding economically ii) the availability of raw materials locally; iii) the existence of technical and or traditional knowledge that would support the development of such income generating activities; and iv) the existence of markets opportunities for the selling of such produced

products or services.

Given that the main livelihood of Maasai people is pastoralism, and given that the Maasai cattle is used mostly for meat and milk production for own consumption, selling it for cash or use as a dowry, the project explored the possibility of adding the value chain of the cow by introducing leather and horn crafts to maximize use of skin and horn (skin was barely used and horn not at all) in the development of quality crafts for the tourist market. Maasai women did traditionally use leather for production of clothing but the tanning process was poor in quality and limited in scope, offering limited opportunities for earning an income.

By December 2016, a total of 81 young girls and women from 4 wards (Ololosokwan; Sero; Mairowa A and Mairowa B) were trained on the four trades. Besides tanning (processing raw skin to leather), the trainees in were also taught in designing and production of leather products such as shoes, belts and bags. In the horn craft trade, 20 (out of the 81), besides the transformation of the raw horn into smooth and useable materials, the girls and young women were also trained and equipped with knowledge and skills in production of jewelry from horn. For the two trades (tanning and horn), the project supported the participation of 40 young women but the interest of the community was so great that the Village Council paid for the inclusion of 21 more, showing clearly their own engagement and interest in the opportunity.



The third trade is bead work. Beadwork is an iconic trade of Masaai women. However, while it has some decorative value, little is bought by tourists due to its poor quality and applicability. Diversifying the use of beads was another area of consideration for targeting the tourist market

thorough investing in more western oriented ornamental products and hence increase sales and benefit more women. The project contributed to enhance the capacities of 20 young women to increase the commercial appeal and competitiveness, by equipping them with relevant practical skills and knowledge that helped them to improve the quality, design and marketability of bead products as well as producing basic components like clasps and earrings components. This was well accomplished, reducing the need to buy from far away cities the key components for beadwork bijouterie. Based on experience gained from this project, an expansion programme is currently being

developed, with funding from KOICA and the support of the District Council in order to double the number of young women artisans. It is anticipated that by the second half of the 2017, more than 80 young girls will be reached through introduction of pre-vocational training program in four secondary schools.



Bee production and in particular the introduction of the production of body products such as honey based hand and body cream was another identified area of potential skills development and job creation. Unfortunately, due to a not materialized collaboration between UNESCO and Maasai Honey<sup>2</sup>, the activity was not pursued within the timeframe of the Azerbaijan funded project. This component will though be expanded within the framework of earlier referred *Girls Empowerment through Education* KOICA funded project.

#### **II.4 Establishing market opportunities for display and selling of local crafts & cultural products**

Continued support has been provided to young women groups to ensure market opportunity for creative and culture products. Through this project markets opportunities for products have been secured, in several outlets, in Dar es Salaam (the green room shop and seasonal craft market events), Serengeti (Kleins Camp and Thompson safari lodges), Arusha (shanga shop) and Ngorongoro Community Art Space. The Community Art Space has been built with the financial support of the EU Delegation in Tanzania, and it is currently used as a center for production, display and selling of craft products. Further to the in country markets, the project also supported producers to access markets from the neighboring country (Kenya). Currently women are selling their products to Kenya, hence generating more income and improve their livelihood through cultural production.

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<sup>2</sup> Maasai Honey is a small bee production business set up by an American Tourist. Although there was a principle agreement between UNESCO and the owner, conflicts between women working at Maasai Honey and women being trained in leather making by the project made it difficult to build further on that collaboration.

### III. Progress towards results

The main goal of the project was to contribute in improving the quality of life and social well-being of young girls and women in Tanzania with specific focus on i). Awareness creation on the importance of girls education; ii) Improve girls performance & retention in schools; iii). Promote healthy behaviours; and iv). Improving socio-economic situation of young women. The results of the project therefore reflects changes observed over the period of two years particularly those direct or indirectly linked to the project interventions as described above.

#### III.1 Awareness raising and community engagement

Changes in the mind-set amongst the community have been demonstrated by the increased support and engagement of traditional leaders, traditional healers and government officials in addressing challenges facing adolescent girls and women in pastoralist community in Ngorongoro. In October 2015, highly regarded Traditional Leaders and Healers made history by endorsing their commitment to end early marriage, FGM

and school dropout in Masai Communities.



*Maasai Traditional leaders & healers signing the Loliondo Commitment, October 2015*

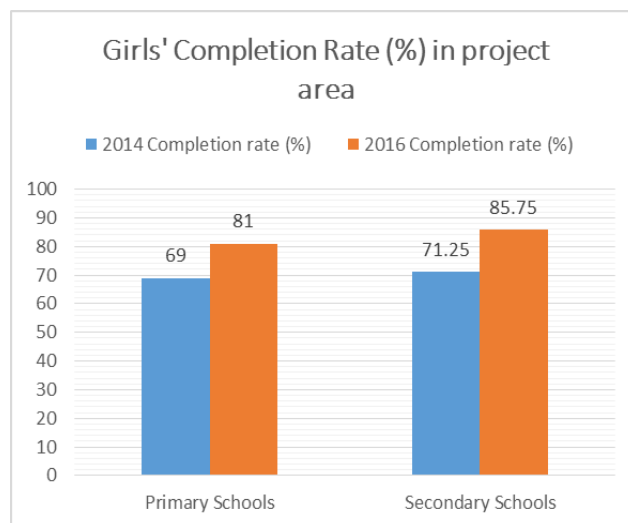
The Loliondo Commitment calls for effective participation of traditional leaders and traditional healers to engage in the process to mobilize their people, develop mechanisms to prevent and protect girls from female genital mutilation and early marriage, discourage cultural practices that affect negatively the health of girls and women and encourage community to keep girls in school, particularly in secondary education, when the drop out is highest due to early marriage practices and teenage pregnancy.

Following the endorsement of the Commitment, which resulted from a capacity building exercise conducted by the UNESCO Office, using the previous referred to Socio-Cultural Approach, a number of traditional healers have been using their platform and leverage to

educate people. For example Oloibon Sangau of Sankara (the spiritual leader with the hat in the picture) has reported being able to reach an average of 20 people per day with information related to girls and women health and empowerment<sup>3</sup>. Reports from Traditional leaders show that, by October 2016 more than 420 families were reached and about 1520 people were sensitized.

### III.2 The status of girls' education

Objective two of the project was to improve girls' performance & retention in selected schools. This report presents the status of girls' education in 11 schools (7 primary & 4 secondary) out of the 14 project targeted schools (10 primary and 4 secondary) in Ngorongoro. Specifically, the report highlights key achievements and results contributed by the project interventions (e.g. awareness creation, sexuality education and community engagement) namely completion, performance & retention. A review from schools and district education statistics revealed that, the project has significantly contributed in the improvement of girls' completion rate in primary and secondary school respectively. Table 1 show an average rate of girls' completion before and after the project period.



(Table 1: GCR, Source: District education reports 2014 & 2016)

The table indicate that girl's completion rate has increased by 12% in primary education (69% in 2014 to 81% in 2016) and by 14.5% in secondary education (71.25% in 2014 to 85.75% in 2016). The increase in project schools is relatively higher compared to non-project schools. For instance, statistics from 9 non-project schools (4 primary and 5 secondary) in Sale Division indicate an increase of 2.5% in primary schools and 13% in secondary school.

Further to the increase of completion rate amongst girls in the target schools, the project

<sup>3</sup> Sangau is a highly respected Traditional Healer that receives more than 20 people a day in his practice, coming as far as 500 km further. He is illiterate but has enormous influence in the Maasai community of Ngorongoro. Since the sensitization workshop in May and the capacity building session in July, he is using his practice to teach his patients on the harmful impact of FGM and early marriage.

has also contributed positively to the improvement of girls' academic performance in the targeted schools. According to the district/schools education statistics performance of girls in their final national exams (standard 7 & form 4) in the project area increased by 1% in primary education and 11.9% in secondary education. While performance of girls in secondary schools in the project area reported to be higher comparing to non-project schools (76.5% vs 71.8%), performance of girls in project areas is lower compared to that of non-project area (44% vs 64%). Since the project was not designed as "intervention-controlled project", comparing performance of girls in project and non-project schools has been made to provide better understanding of the status rather than measuring the achievement of the project.

Generally, increase in completion and performance rates varies across schools and levels, while all schools experience positive increase in completion rate, 4 primary schools experience negative trends in terms of performance (Table 2: Girls' performance rate in project schools).

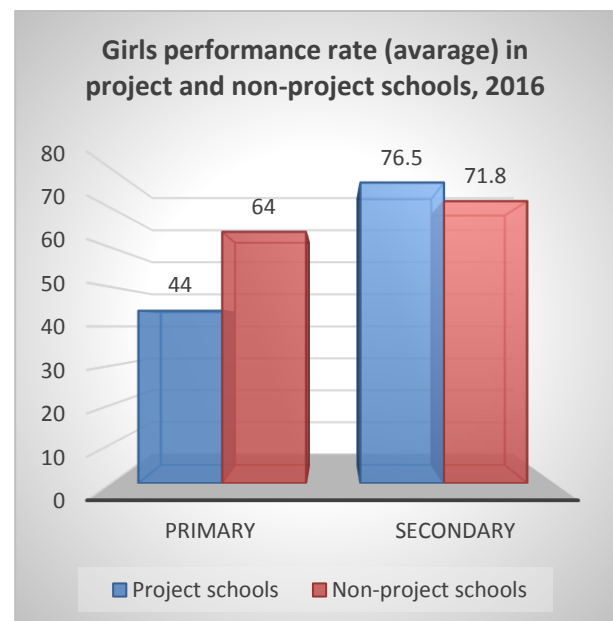
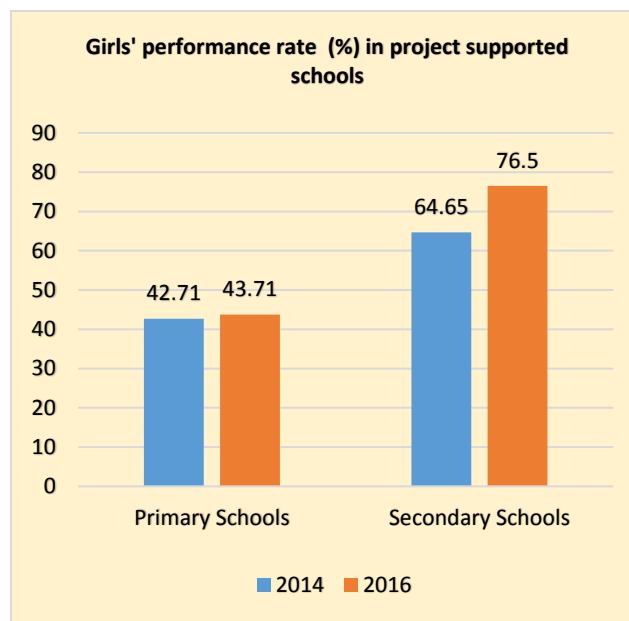


Table 3: Performance rate in project and non-project schools.

Despite the positive trends on education outcomes amongst girls (school completion and performance) in the project targeted schools, dropout due to marriage and pregnancy are still at alarming rate. According to the district/school education reports 2014 and 2016, drop out due to marriage and pregnancy in 11 project schools seems to have decreased from 28 reported cases in 2014 to 24 reported cases in 2016 (table 3 and 4 indicated number of reported drop out per

school). In other hand dropout due to marriage and pregnancy in 9 non-project schools seems to increase from 11 girls in 2014 to 14 girls in 2016.

Table 3: School dropout due to marriage and pregnancy in the project schools.			
S/n	Name of school	Dropout 2014	Dropout 2016
1	Emanyata Secondary School	3	2
2	Soitsambu Sec. School	2	4
3	Arash Secondary School	5	3
4	Loliondo Secondary School	6	5
5	Oloipiri primary school	2	1
6	Sakala primary school	1	2
7	Wasso primary school	2	1
8	Soitsambu primary school	3	2
9	Arash primary school	1	1
10	Ololosokwan primary school	1	2
11	Lorien primary school	2	1
<b>TOTAL</b>		<b>28</b>	<b>24</b>

Table 4, source District/school education report

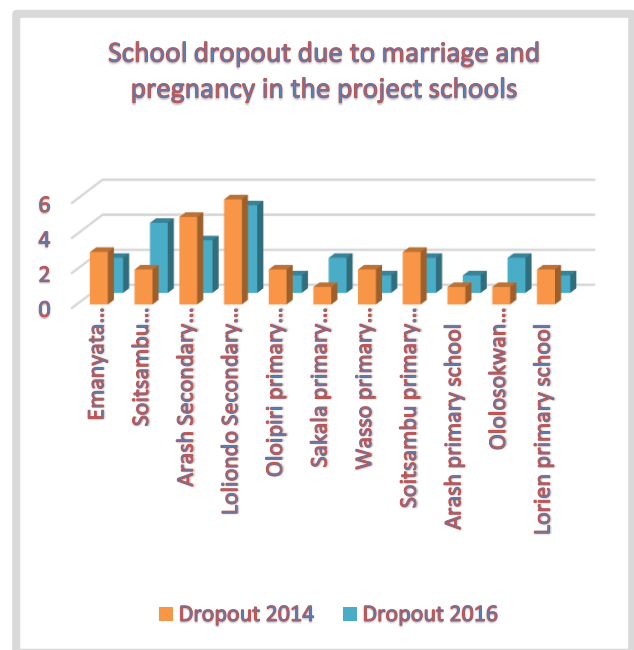


Table 5, source: District/Schools education reports

The above information provides indicative prevalence of existing sexual and reproductive health and education related challenges facing children (girls) in Maasai communities. In their progress review meeting held in Ngorongoro April 2017, traditional leaders were reported to continue assisting girls to complete their education. For instance, by Dec 2016, a total of 23 girls whom their studies were terminated due to marriage or attempted marriage were assisted by traditional leader to resume their studies (traditional leaders intervened and forced parents to avoid marrying their children).

Over the period of two years, the project has contributed putting in place system and structure that could help the community to address the challenges beyond the project duration, however, it is also good to note that addressing child marriage and teenage pregnancies in the pastoralist communities require a continued and sustained efforts. This project therefore leaves behind an important potential structure led by committed community leaders that could show in time significant behavior change as well as entry points for other interventions targeting girls and young women in Ngorongoro district. It would be though necessary to measure in a few years to come to indeed get a better understanding if the perceived positive changes follow a certain trend.

### III.3 Economic empowerment and livelihood

Girls and women engagement in income generating activities has been promoted through capacity building sessions on how to design, produce and market craft and cultural related products.

About 81 young girls and women are directly benefiting from craft trades and hundreds of women and men in the project areas are indirectly benefiting from craft trades supported by the project.



The project has contributed to the increased production of quality and diversified craft products and facilitated access to markets for the sale of the products. For instance, over the period of three months (Oct 2016 to Dec 2016) an estimated profit of TZS 3,546,042, (\$1,612) has been recorded from sales of 331 different craft products.

An external evaluation on the economic benefits of the project showed that large number of those women trained in at least one trade reported an improvement in their economic situation and as a result have been able to use the earnings to contribute towards family income, including the purchasing of food and medication, and to start other small businesses in the local market. Some of female beneficiaries have also reported a perceived positive change in the economic situation of the wider community, particularly with the new demand for waste products such as skin and horn as a result of this project.

The products are generally sold to visitors of the CAS or to nearby tourist camps, where UNESCO have secured agreements for the supply of these commodities to ensure a stable market where the women can sell their goods.

While there is a need to expand into other national and international markets, it is necessary to first secure sources where raw materials can be purchased in order to fulfill contracts as this has been a key challenge of production. Other challenges include the time that they are able to spend at the CAS, due to domestic responsibilities, particularly during the drought session. For the women who are involved in the production of leather there is also the added challenge of consistent supply of power to run machines.



### **III.4 Main factors that influenced the attainment of project results**

Adopted Socio-cultural approaches for changing perceptions and practices that hinder girls education in Maasai Culture ensured community engagement in the entire process from the design, planning, and implementation to the monitoring of the activities, facilitating the mobilization and sense of ownership amongst community members particularly traditional leaders, traditional healers, religious leaders, school heads, women & girls representatives and hence contributing in a great extent to the attainment of achievements so far.

Continued partnership with government ensured Government buy in and support during the entire duration of the project. Collaboration with the CI Sector in the Office enabled the engagement and capacity development of the Community Radio to disseminate the project messages related to the importance of girls education. Unfortunately in the second half of the project, governance issues within Loliondo FM, prevented the Community Radio to go on air and contribute further to the mobilization of the wider communities.

Engaging the local and non-government entities including the Village Council and the school management structures during all phases of the project has also contributed to ensure support from the community and hence create a sense of trust by the community to the project and willingness to join the initiatives.

Furthermore, multi-sectoral approaches by the Office, ensured that the project also benefited from the support of the other UNESCO sectors programmes (Education: SIDA project on sexuality education; Malala multi-donor funds on Girls education; Culture: Community Art Space funded by EU; Communication and Information: SIDA project for Capacity Development of Community Radios). This has also contributed to the achievement of the project expected results as the opportunity was provided to benefit from the expertise and the resources of the other UNESCO sectors.

In addition, engaging the community, local government officials and private partner such as &Beyond (safari lodges and camps operating company), chain in the entire process of design and implementation of the project, has ensured contribution by the Village Council, the support of local authorities and the direct access to the tourists market.

### Summary Table of achievements

<p><b>Overall goal of the project:</b> Contribute to the achievement of MKUKUTA Goal 2.3 “Improve survival, health and wellbeing of children, women and vulnerable groups</p>		<p><b>Overall assessment:</b> The project performed above the expectations in most of the target areas. This is due to introduction of modalities and targeting groups such as traditional leaders &amp; healers including Ngaribas (circumcisers) as well as out of school girls and young women that had not been envisaged when the project was drafted but introduced when the project initiated which has proved very effective in changing the mindset of the community towards girls education and the banning of practices that hinder girls development and rights.</p>		
Expected Results	Performance Indicators (PI) and associated Target (T)/baselines (b)		Achievement(s)	Deliverables contributing to expected results
	Programmed	Attained		
<p><b>Title of Expected Result N° 1:</b> Enhanced capacity of schools to design, deliver and manage good quality HIV and sexuality education programme</p>	<p><b>PI:</b> # of trained peer educators &amp; teachers  <b>T:</b> 200 peer educators &amp; 50 teachers  <b>b: 0</b></p>	<p>108 teachers (216%)  222 (111%) peer educators (young people)</p>	<p>i. 108 teachers (58 female) and 222 (143 female) peer educators were trained and equipped with skills and knowledge on HIV and sexuality education  ii. 52 schools have been directly and indirectly reached</p>	<p><b>Deliverable 1:</b>  Training program, contents and manual. Several training program, contents and materials were developed/adapted to facilitate delivery of planned trainings. 9 capacity building and awareness creation training and workshop sessions were conducted reaching 330 people.</p>

	<p><b>PI:</b> # of school that are implementing peer-led (extracurricular) teacher assisted HIV &amp; AIDS and sexuality education</p> <p><b>T:</b> 14 schools <b>b:</b> 0</p>	<p>14 (100%) schools engaged directly</p> <p>38 schools reached through TIE's teacher training in CSE</p>	<p>iii. More than 1200 copies of the materials were distributed reaching approximately 10000 people includes young girls and boys.</p>	<p><b>Deliverable 2:</b></p> <p>1200 copies of different types of Sexuality and HIV related materials were distributed (the materials developed with funding from Sida project). This project support distribution of the materials to relevant stakeholders including 52 schools and 6 health facilities.</p>
<p><b>Title of Expected Result N° 2:</b></p> <p>Strengthened capacity of community radio practitioners to design &amp; implement HIV, sexuality &amp; education programmes focusing on promoting positive cultural practices &amp; promoting economic sustainability of low-income women through income generation activities</p>	<p><b>PI:</b> Radio programs updated to incorporate HIV, sexuality, micro-economic &amp; cultural related aspects</p> <p><b>T:</b> integrated radio program available</p> <p><b>b: 0</b></p>	<p>CRs programme updated</p> <p>ORS FM broadcasting integrated programme</p>	<p>iv. 8 community radios practitioners and government officials were trained and equipped with skills and knowledge on designing HIV and CSE programme</p> <p>v. 12 programmes of integrated HIV and CSE radio program broadcasted by ORS FM. By December 2016 the programme was estimated to have reached 1 million people xxx people (50% being young girls)</p>	<p><b>Deliverable 1:</b></p> <p>One training conducted reaching 8 radio practitioners &amp; district officials from Ngorongoro; interactive and effective radio programmes developed /implemented reaching approximately 1million people.</p>
<p><b>Title of Expected Result N° 2:</b> Enhanced capacity of girls and women to generate income through producing &amp; selling of local craft and various cultural products</p>	<p><b>PI:</b> # of girls &amp; women who are trained &amp; engaging on production &amp; marketing of local crafts &amp; cultural products</p>	<p>81 (40.5%) girls and women reached</p>	<p>vi. 81 girls and women are equipped with skills and practical knowledge on production of high quality cultural/craft products as well as marketing of products.</p>	<p><b>Deliverable 1:</b></p> <p>3 capacity building exercises conducted in 3 trade areas, beadwork, horn and leather tanning and production reaching 91 girls and women.</p>

	<p><b>T: 200</b></p> <p><b>B: 0</b></p>		<p>vii. 81 girls and women improved their income and more than hundreds people are benefiting from craft trades in the project areas</p> <p>viii. 6 Production Groups have been formed and registered</p>	<p><b>Deliverable 2:</b></p> <p>Training of trainers carried out for the leather and horn group,</p> <p>Forming a pool of 6 trainers in the each craft area</p> <p><b>Deliverable 3:</b></p> <p>6 Businesses groups created and registered</p>
	<p><b>PI:</b> # of community-based marketing centers that are used to display &amp; sale local crafts &amp; cultural products</p> <p><b>T:</b> Two centers</p> <p><b>B: 0</b></p>	<p>7 (350%) centers available</p>	<p>7 centers/outlets established, these include:</p> <ul style="list-style-type: none"> <li>• 2 National (Green Room shop and seasonal craft market events in Dar es Salaam)</li> <li>• 1 Regional (Shanga shop in Arusha town)</li> </ul> <p>4 local (Kleins Camp and Thompson safari lodges in Serengeti, Kleins Camp in Ngorongoro Crater, and The Community Art Space in Ololosokwan.</p>	<p><b>Deliverable 1:</b></p> <p>7 market centers/outlets (4 local, one regional and two National) established and available</p>

#### **IV. Sustainability and exit strategy**

Integration of sexuality education in to core school curriculum and syllabi by the Tanzania Institute of Education (TIE) ensures government ownership and scalability at national level, including dissemination of project developed materials. TIE has piloted the introduction of CSE in schools in the Ngorongoro District. Monitoring through School Inspections will inform on actual teaching during classes and enable to take corrective measures. CSE being part of the curriculum implies automatic sustainability.

Engagement of the Community Leaders (Traditional healers, religious leaders and traditional birth attendants) through securing their buy-in on the damage of early marriage and FGM is in itself a long term sustainable solution of the project intervention. Their commitment entails they will continue using their platform to reach out to their constituencies which guarantees continuation of the initiatives beyond the project period. In addition, engagement of district officials is in itself is a strategy for sustainability as it is meant as well as a capacity strengthening in applying and adopt alternative approaches to tackle issues that are culturally imbedded.

Skills development in crafts is a sustainable solution for economic empowerment of the Girls as Ngorongoro hosts 2 well renowned World Heritage Sites which are well protected both nationally as internationally and which will guarantee a sustainable market as Tourist will continue to come. Securing the market outlets with Tourist Camps is also ensuring the possibility of selling the products beyond the place of production. Beyond has 3 outlet in Tanzania, 5, in Kenya and 6 in Southern Africa. This is a large secured market as their philosophy is to promote the well-being of Communities living in the vicinities of wide life reserves as a men to ensure conservation support from those communities.

Enhanced capacity of radio practitioners in designing and broadcasting programmes that addresses issues of local concerns such as early marriage, teenage pregnancy, school dropout and FGM and the integration of project supported awareness creation programmes in to existing radio programmes through youth production clubs and reporters provided an opportunity for continued outreach programmes particularly through community radio beyond the project circle.

Furthermore, the project has supported the Association of Masaai Traditional Leaders to register their association as well as develop a work plan to guide implementation of identified activities beyond the project period, the plan will also be used to mobilize partnership and resource to support they work. Communication with regards to ending of project support has been done to key stakeholders, and the plan to scale up identified good practices (e.g. girls and women economic empowerment through craft trades and the use of socio-culture and

multi-sectoral approaches to addressing sexual and reproductive health and girls education) in Ngorongoro through KOICA supported project is underway.

## **V. Visibility**

Continued partnership with government and non-government entities including media people has contributed to ensure visibility of the project. Media practitioners were engaged in various activities and events supported by this project, as this regards, project related deliverables and or events were well covered in various national and local media such as blogs, television and newsletters. Experience and achievement were also shared to partners and within UNESCO through presentations, UNESCO Dar Office quarterly newsletter, Education Sector THIS WEEK (28 NOVEMBER – 2 DECEMBER 2016) and forums. High level visits (Regional Commissioner, the Prime Minister and Minister of Tourism and other high ranking officials ) to the Community Art Space has allowed for visibility of the project with national government authorities including on the support by Azerbaijan.

Due recognition has been given to the donor by informing authorities of the financial support as well as given due recognition in the Office reports and UNESCO periodic e-newsletters. See link bellow for the Newsletters and video.

[UNESCO Dar es Salaam April - June 2015 Newsletter](#)

[UNESCO Dar es Salaam July – September 2015 Newsletter](#)

[UNESCO Dar es Salaam October – December 2015 Newsletter](#)

[UNESCO Dar es Salaam April – June 2016 Newsletter](#)

[UNESCO Dar es Salaam October – December 2016 Newsletter](#)

[ED SECTOR THIS WEEK \(28 NOVEMBER – 2 DECEMBER 2016\)](#)

[Loliondo Declaration video](#)

## VI. Challenges and lessons learnt

### VI.1 Challenges

- When setting the plan and targets, it was not anticipated that the general election could have an impact in terms of using teachers, community based structures. From August to November 2015, no field work could be undertaken in order to avoid potential blaming of participation in political campaigns reducing project implementation by one full trimester. This has therefore contributed in delays in completion of some of the planned activities, hence leading to the request of a no-cost extension from June 2016 to December 2016.
- Geographical set-up of the district (villages are scatted, poor roads network - hard to reach), traditional way of life (nomadic) and very poor literacy level (73% illiteracy rates among adults) of the population posed challenges in the process of implementation specifically on monitoring of outreach activities. In some cases, a tailor-made module and approach were used to deliver training sessions.
- Governance problems within Loliondo FM led to interruptions and impossibility to have regular radio broadcastings posed significant challenges in the attainment of the 1<sup>st</sup> objective of the project, in particular for the establishment of a comprehensive media platform that could facilitate raising awareness on girls' education and serving and meeting other local development needs that impact of girls and women empowerment. Loliondo FM which is in Ololosokwan village (one of the project targeted village) is currently faced several management problems which prevented it to be operational in most of 2016. The problem is being addressed and a new management structure has been elected whereby it is expected that during the course of 2017, the radio will be functional once again.
- Challenges in identifying national expertise for the 3 trades has obliged the project to resort to external expertise and procurement of equipment outside Tanzania which took time and effort to organize. In addition, lack of electricity and problems in securing the agreed support infrastrure support from Loliondo FM and Maasai Honey combined with the delays in the construction of the Community Art Space has significantly delayed the training thereby not allowing to go for a second batch of vocational training. Has resulted in the achievement of only 50% of the targeted numbers. The CAS is however ready now, linked to the Solar Energy infrastructure of the SAMSUNG Digital Village<sup>4</sup>

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<sup>4</sup> The UNESCO /Samsung Digital Village is a set of containers equipped with digital technology and powered by Solar Energy which has been established in Olosokwan in the precincts of the CAS.

- The Governance challenges with the Community Radio involved the Director of IkriRamat NGO who besides being a key partner for the radio was also the main counterpart for the CAS. Claims of mismanagement and corruption by community whistle-blowers were confirmed and led to several delays linked to defamation and boycotting of the project by part of the community as this person is a very influential member of the Maasai Community of Ololosokwan.

## **VI.2 Lessons learnt:**

- Importance of building community-level ownership of the process, using socio-cultural approach and evidence. The district and community based reports experiences, provided a firm foundation to advance the need to the strengthen cross-sectoral collaboration
- The participatory approach and use of influential people (Chief Masaai Traditional Leader) has helped to stimulate support of the traditional leaders and healers who subsequently signed the commitment. Also crucially, a number of traditional leaders and healers have already shown readiness to allocate their own time towards the process
- Community engagement through the design and implementation of the project has secured the trust of community members even during moments of duress caused by the negative campaign carried out by the main project Counterpart (IkriRamat Director) towards UNESCO and the project once his corruptive practices were disclosed and dealt with.
- Cross-sectoral partnership has facilitated the implementation of project objectives.
- Drop out of girls due to pregnancy or early marriage also occurring in Primary school
- Large number of out of school adolescent and young women cannot be reached via school hence need to design suitable strategies for their support.



## **VIII. Annexes**

### **VIII.1 Self-evaluation approach (max. 1 page)**

Generally, monitoring system and process of this project was guided and in line with the UNESCO monitoring tools particularly through SISTER (online). The UNESCO monitoring tools “SISTER” were used to track the status of project implementation, progress made, challenges encountered, lessons learned, efficient use of resources (cost effectiveness) as well as how the project is contributing in achieving the UNESCO sectoral expected results. Generation of project periodic reports (semi-annual and annual) were made in line with the pre-developed project activities plan and the results framework which covers amongst other expected results; performance indicators & associated targets/baselines; achievements and deliverables. Further to SISTER tools, a Project Implementation Plan (PIP) and Project Implementation Report (PIR) were also used monitor implementation of the project. PIP and PIR are offline monitoring tools that have been used to monitor implementation process and progress of the project in quarterly bases. PIP and PIR helped in timely tracking implementation progress, challenges and provide opportunity to responds to identified challenges in a timely manner.

Collection of information and generation of reports on indicators were made through reviewing of activity reports, interview with identified key informants (includes implementing partners and beneficiaries), review partners’ activity reports, and field observation.

The main sources of information for the self- evaluation (end of project report) includes but not limited to progress reports (review of previous reports generated through SISTER/PIR tools; partners’ reports and staff mission reports); activity reports (e.g. training & meeting reports); district education reports and schools records; records from women groups; interview with key informants (beneficiaries and partners) and field observation.

Some of the challenges encountered during the self-evaluation process includes:

- i. Literacy level of some of the beneficiaries: Most of community key informants were illiterate hence required more time and different approach to get them provide information of interest.
- ii. Lack of reliable data on girls’ school dropout and income generate through craft trades due to poor record keeping amongst schools and women craft groups.
- iii. Geographical set-up of the district (villages are scatted, poor roads network - hard to reach) limited our access to visit and observe reported achievement and challenges in some of the villages and target schools.

## VIII.2 Log frame matrix (where it exists)

### Summary Table of achievements

<b>Overall goal of the project:</b> Contribute to the achievement of MKUKUTA Goal 2.3 "Improve survival, health and wellbeing of children, women and vulnerable groups			<b>Overall assessment:</b>	
Expected Results	Performance Indicators (PI) and associated Target (T)/baselines (b)		Achievement(s)	Deliverables contributing to expected results
	Programmed	Attained		
<b>Title of Expected Result N° 1:</b> Enhanced capacity of schools to design, deliver and manage good quality HIV and sexuality education programme	<b>PI:</b> # of trained peer educators & teachers  <b>T:</b> 200 peer educators & 50 teachers  <b>b: 0</b>			<b>Deliverable 1:</b>
	<b>PI:</b> # of school that are implementing peer-led (extracurricular) teacher assisted HIV & AIDS and sexuality education  <b>T:</b> 14 schools <b>b:</b> 0			<b>Deliverable 2:</b>
<b>Title of Expected Result N° 2:</b> Strengthened capacity of community radio practitioners to design & implement HIV, sexuality & education programmes focusing on promoting positive cultural practices & promoting economic sustainability of low-income women through income	<b>PI:</b> Radio programs updated to incorporate HIV, sexuality, micro-economic & cultural related aspects  <b>T:</b> integrated radio program available			<b>Deliverable 1:</b>

generation activities	<b>b: 0</b>			
<b>Title of Expected Result N° 2:</b> Enhanced capacity of girls and women to generate income through producing & selling of local craft and various cultural products	<b>PI:</b> # of girls & women who are trained & engaging on production & marketing of local crafts & cultural products  <b>T: 200</b>  <b>B: 0</b>			<b>Deliverable 1:</b>
	<b>PI:</b> # of community-based marketing centers that are used to display & sale local crafts & cultural products  <b>T:</b> Two centers  <b>B: 0</b>			<b>Deliverable 1:</b>

### VIII.3 List of progress reports prepared during the contract period

- Project Annual Progress Report
- SISTER reports
- Programme Implementation Reports (PIRs)