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Message From the Head of Office, UNESCO Dar es Salaam

Dear friends, colleagues and partners,

Here we are again with our third newsletter of 2016.

We hope that you will enjoy the progress that we have been able to make in the months of July to September 2016.

This time we will tell you more about our *green business initiatives* from Hay-farming to Alternative Charcoal production. At the same time some of the colleagues in our Office had the privilege to witness the Oling'Esher Ceremony of the Maasai, a celebration of the transition of the warriors

to the elders group that occurs only once in the 10 or 15 years (lucky them!!!!). Hopefully this will speed up the compilation of the file for the submission of the first Tanzanian Intangible Cultural Heritage Element to be inscribed in the UNESCO World Heritage List (and the first joint element from Tanzania and Kenya). In Communication most efforts were directed to ensure the safety of journalists both with national counterparts as well as with the support of HQs and directed to Africa in its totality.

In education, we combined the celebrations of the International Day of Literacy with the launch of the Global Education Monitoring Report at national level which has enabled discussions on the key role of education for the attainment of all SDGs. And in the same line, together with our co-conveners (UNWOMEN, UNFPA, ILO, UNHCR and UNICEF), the United Republic of Tanzania launched its first national consultation of the Education SDG (SDG4), paving the way to align the national education objectives with the more ambitious International education goals.

Please read more, comment on and disseminate our Newsletter among your networks and provide us feedback to improve and to further expand our actions.

Kind regards,

Zulmira Rodrigues

UNESCO Dar es Salaam Head of Office and Country Representative



Ms. Zulmira Rodrigues, UNESCO Dar es Salaam Head of Office and Country Representative

UNESCO supports Tanzania to develop high quality standard Mathematics and Sciences teaching and learning materials for Teachers Training Colleges

The UNESCO Dar es Salaam Office, in close collaboration with the Teachers Unit at UNESCO HQs, the International Teachers Task Force for Education (ITTFE) and the Tanzania Education Institution have joined efforts to support the elaboration of the teaching and learning materials for the Higher Diploma in Science Secondary Education. The new diploma was required after the Government of Tanzania, in 2015, in its efforts to improve the quality of sciences and mathematics teaching, decided to change the level offered by the Teachers Training Colleges from ‘Ordinary Diploma in Science and Mathematics’ to Higher Diploma.

As this policy decision was not accompanied by adaptation of teaching of learning materials, teachers and Colleges were actually teaching the students using ad-hoc materials. With the technical and financial support from the ITTFE Secretariat at UNESCO HQs and the Teachers Unit and the UNESCO Regional Offices of Harare and Nairobi, materials from Kenya, Uganda and Namibia systems were collected and submitted to the scrutiny of a team of national experts. The team,

comprised by experts in Science and Mathematics from the National Council for Technical education (NACTE), TIE, the Open University of Tanzania (OUT), the University of Dar es Salaam (UDSM) and one tutor from each of the Teachers Colleges, Monduli and Tabora respectively, where guided by an international expert identified by UNESCO HQs to ensure that the materials were aligned to international standards.

The intervention, was undertaken in the context of the implementation of the UNESCO-China Funds-in-Trust project for the improvement of quality education in Mathematics and Sciences through ICTs, targeting Teachers Colleges, whereby blended face to face with Open and Distance Learning (ODL) modalities are explored to address the country’s challenges in poor performance of learners in Mathematics and Sciences subjects.

The Science and Mathematics modules have been developed and are ready for digitization by the Open University of Tanzania. These will later be uploaded in the Learning Management System supported by the CFIT Project.



Part of the national team of experts which reviewed the Mathematics and Sciences teaching and learning materials

Supporting local ownership in the implementation of the UNESCO – Global Learning XPRIZE Project

On the 16th of September 2016, 21 District Officials from Handeni, Kilindi, Korogwe, Lushoto, Muheza, Mkinga and Pangani districts gathered in Bombo Referral Hospital in Tanga to discuss the organisational structure of the UNESCO – Global Learning XPRIZE Project, “Promotion of Early Learning Through the Use of Innovative Technologies in Tanzania”.

Launched in April this year, the XPRIZE Project will deliver around 4,000 tablets, with interactive educational applications, to be tested by children of between 7 to 10 years. The purpose is to identify quality software solutions which can boost the learning gains during early education, especially for unprivileged children with limited access to school. As such, the beneficiaries will use the tablets without the assistance of a teacher for a period of 15 – 18 months. In order to evaluate the impact of the project, the progress of the participating children will be measured and compared against a control group from the same region by an independent research institute.

Since the selection of the 175 participating villages, in collaboration with the MoEST and District Officials, UNESCO has taken further steps in engaging government officials in the consecutive stages of project planning and implementation. The one-day workshop in September, gave room to discussions

regarding the organisational and monitoring structure of the project and also on the roles and responsibilities of each monitoring agent. Moreover, the criteria for the selection of families and children was revised and validated by the officials.

During the workshop, District Officials had an opportunity to further present their inputs in improving the project organisation structure. The exercise resulted in the formulation of recommendations on the government actors to be involved in the monitoring process, at the different administrative levels, who will ensure the enduring participation of communities, families and children during the testing period.

The workshop was graced with the presence and support of the Director of Primary Education from the Ministry of Education, Science and Technology (MoEST), Ms. Sarah Mlaki and Regional Education Officials.

In line with the latest project activities, authorities at the national, regional, district and village levels have begun partaking in the decision-making process to formalise the leadership structures. Through the organisation of future workshops and the promotion of monitoring capacities by local officials, the XPRIZE Project moves forward with great emphasis on participation and good governance as paramount values of community mobilisation.



District Officials discussing the project organisational structure in a work group

50th Anniversary Celebrations of International Literacy Day 2016 and Launch of the Global Education Monitoring Report in the United Republic of Tanzania

Fifty years ago, UNESCO celebrated the first International Literacy Day on September 8th 1966, to promote literacy as an instrument to empower individuals, communities and societies. In honour of the 50th anniversary on 9th September 2016, the UNESCO Dar es Salaam Office and the Ministry of Education, Science and Technology (MoEST), organised a special event to celebrate the anniversary.

The theme for the 2016 International Literacy Day celebrations was “*Reading the Past, Writing the Future*”, whereby the Ministry reflected on, under the leadership of Tanzania’s first president, Julius Nyerere – how the country managed to reduce illiteracy rates from 60% in 1961 to 9.6% in 1986. Reflecting on those great achievements on adult literacy compared to the moderate progress by the end of 2015, the UNESCO Representative to the United Republic of Tanzania, Ms Zulmira Rodrigues, said that in order to be able to meet the goal of universal literacy, more effective efforts and renewed political will at local, national and international all levels are necessary.

Speaking at the ceremony, the Guest of Honour at the ceremony, the Acting Commissioner of Education from the Ministry of Education, Science and

Technology, Mr. Nicholas Bureta, ensured the commitment of the Government of Tanzania in decreasing the number of Tanzanians who cannot read, write and count among youth and adults in order to create equality in the provision of education for all.

This year’s celebration for the International Literacy Day also marks the first year of implementation of the 2030 Agenda for Sustainable Development. In this context, the vision of literacy is aligned with lifelong learning opportunities with special focus on youth and adults. Literacy is a part of Sustainable Development Goal 4, which aims to “*ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*”. The target is that, by 2030 all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy (SDG Target 4.6). After the event, the 2016 Global Education Monitoring (GEM) Report “*Education for people and planet: Creating sustainable futures for all*” was launched.



Government officials and the representative of Education Development Partners in a group photo with the UNESCO Head of Office and Representative to the United Republic of Tanzania, Ms Zulmira Rodrigues after receiving the 2016 GEM Report.

Translating the 2030 Education Agenda - The SDG4 consultation in the United Republic of Tanzania

In September 2016, the UNESCO Dar es Salaam Office and the Ministry of Education, Science and Technology (MoEST) jointly organized the first national consultation workshop on Sustainable Development Goal – 4 (SDG) “the Education 2030 Agenda” in Dar es Salaam. The workshop aimed at developing a common understanding on SDG-4 and devising a roadmap for the alignment of the country’s education strategies and plans with quality education goals set for 2030 which were adopted at the World Education Summit in May 2015 in Incheon, Republic of Korea.

The consultation provided an opportunity for education stakeholders to revisit the recently drafted Education Sector Development Plan (ESDP) and identify possible gaps for alignment with the global SDG 4-Education 2030 Framework for Action.

The event was officiated by the Deputy Permanent Secretary of the Ministry of Education, Dr. Leonard Akwilapo who, in his opening speech said that education allows young people to acquire core skills necessary for them to employ themselves instead of relying on Government opportunities. He mentioned further that

education stakeholders were meeting to form a common strategy to be aligned with the targets of SDG4 in the delivery of quality education.

Giving an overview of the Education 2030 Agenda and the Framework for Action (FFA), Ms Zulmira Rodrigues, the UNESCO Head of Office and Representative to the United Republic of Tanzania presented the key features of SDG4 and explained briefly the seven targets and the means of implementation.

The consultation was led by UNESCO and in attendance were other SDG4 co-convening UN agencies including UNICEF, UNHCR, UNFPA and UN WOMEN. Moreover, representatives from the Government of Zanzibar and other education stakeholders also attended the workshop, whereby it was observed that the current draft of the Education Sector Development Plan (ESDP) is already broadly aligned with the global SDG4 targets.

UNESCO, the co-convenors and other development partners in Tanzania will be supporting the national counterparts and contributing to the actions led by the Ministry of Education towards the implementation and monitoring of SDG4 in the country.

Science and Mathematics tutors from Teachers Colleges embrace learning through ICTs

In July 2016, 39 tutors from 8 Teachers Colleges across Tanzania acquired new knowledge and skills in integrating ICTs in teaching and learning Science and Mathematics and using Online Learning modalities.

These new skills will enable them to make fruitful use of new technologies, including one of the most ubiquitous incarnations of ICT – the Internet. Tutors learned how to tap into this storehouse of information sources, including unprecedented inquiry-based learning and research resources and opportunities, reducing thereby the digital divide between developing and developed countries.

To facilitate this type of blended Mathematics and Sciences education, UNESCO, through funding from China, has equipped 2 Teachers Colleges (Monduli and Tabora) with ICT equipment, powered by solar energy, which will serve as the Centers of Excellence to improve Mathematics and Science teaching in all Tanzanian teacher training institutions

Additionally, tutors were also equipped with knowledge and skills to be effective in an ICT supported environment, including the use of a Learning Management System (LMS). This will enable the tutors and student teachers to connect with each other, learn flexibly, create communities of practice and share teaching and learning resources. The beneficiary institutions were the following: Butimba, Kasulu, Kleruu, Korogwe, Mpwapwa, Mtwara Kawaida, Songea, and Tukuyu Teachers College.

The introduction of digital technologies in the education system will surely contribute to Tanzania aspirations towards becoming a middle-income industrialized economy.

Climate Change Mitigation: UNESCO introduces alternative charcoal production technology in Kilimanjaro World Heritage Site and East Usambara Man and Biosphere Reserve

UNESCO Dar es Salaam, in collaboration with various partners and stakeholders is transforming communities living in and around Biosphere Reserve areas and World Heritage Sites from unsustainable use of forest resources to become champions in climate change mitigation initiatives. Community members in the villages of Potwe Mpirani and Makumba in East Usambara Biosphere Reserve and Mboni Maande in Kilimanjaro World Heritage Site are now using alternative charcoal production methodologies, in which agricultural wastes are used for charcoal production as a substitute to using wood. This has been being achieved through transfer of appropriate technology, via a partnership with Appropriate Rural Technology Institute (ARTI) Tanzania.

With a background of agricultural abundance, both Tanga and Kilimanjaro regions are suitable areas as resources for alternative charcoal production are freely available. Moreover, most of the project's beneficiaries have been having a problem of obtaining cooking fuel, as villagers are not allowed to cut wood from the compulsory buffer zone around the core areas of the protected sites. In addition, with the recently introduced new policy which bans use of wood in charcoal production, many traditional charcoal producers were about to lose their livelihoods. The introduction of this alternative green business is the panacea for the socio-economic challenges of a large group by providing safe energy sources to the poor segments of the population whilst safeguarding the natural sites by reducing the pressure on forest resources.

Alternative charcoal production in the targeted villages commenced immediately after the training. Excited villagers are now producing and selling charcoal from agricultural waste, boosting their incomes in the process.

“Within a month, we changed the lives of people. We transformed conventional charcoal producers and dealers to alternative charcoal producers and dealers. Not only that, we changed the traditional charcoal consumers to sustainable consumers”, said MacDonald Lanzi, an entrepreneurship consultant and trainer.

The benefit is not limited to the trained groups which consisted of the youth, women and traditional charcoal producers. The beneficiaries' groups involved also primary and secondary school teachers, as trainees to link to the extra-curricular activities of students by teaching them resource management in a sustainable manner. The trained groups also promised to share the benefits from selling alternative charcoal by providing to a fund to support school activities of students' environmental committees.

This intervention is part of activities of the Green Economy in Biosphere Reserve Project, funded by Korea International Cooperation Agency and the Delivering Together for Results Fund for economic development of the UN in Tanzania. This initiative is contributing directly to the achievement of the project objectives: CO2 emission reduction and increase income generation through alternative livelihood to avoid too over-dependence on the forest resources. In addition, the activity is contributing to the reduction of conflicts between park managers and local population who have been antagonizing each other in their respective strives for income generation and sustainable natural resources management.



Alternative charcoal production in East Usambara

Local revolving fund system in East Usambara Man and Biosphere Reserve bears fruits

“ I never thought I would have enough money to send my children to school. It is like a miracle! All of us in our group put a bit of money and it became a big enough amount so that we can borrow through our group’s revolving fund system”. This was a statement from an excited lady from a beekeeping group in Ubiri Village, East Usambara.

The woman’s group is one of the 32 groups in East Usambara whose members have experienced a positive impact on their livelihood as a result of the revolving fund management, entrepreneurship and financial literacy skills training conducted by UNESCO Dar es Salaam as part of the Green Economy in Biosphere Reserve Project. The revolving fund system was inspired in the long and large practiced cultural practice of financial savings and credit system of VICOBA whereby several persons come together on a regular basis to form a fund that reverts to a different member each time. The UNESCO intervention built on this practice to introduce self-financing systems to the green business groups targeted by East Usambara Green Business project.

Initial findings from the first phase of the intervention which was implemented in September 2015 show that, members from the 53% groups trained in financial literacy have improved their economic situations, through successful application of the revolving funding management system. Based on these achievements, the successful groups have gone on to impact other business owners, by training a further 18 business groups, on their own initiative.

Monitoring of the progress revealed that besides the

training, the other most important contributing factor to the groups’ success was trust. Unfortunately, the lack of cohesion as a result of mistrust demotivated members in 47% of the groups from practicing this system.

In the successful groups, regular group meetings are maintained and group members have access to soft loans from the group’s fund for business needs as well for covering personal needs like children’s school fees to funeral costs.

Lack of long term business plan was found to be one of the hindering factors of the groups’ business growth and expansion. In light of this, UNESCO initiated a mentoring programme to the targeted groups in August 2016 which is expected to transform the small business into medium enterprises.

Generally, it has been revealed that the revolving fund system has the potential to improve livelihoods and economic situation for group members who have been able to set tangible goals to operationalise their businesses. For example, in Mnyuzi village several beekeeping groups have grown their business from the 2 – 3 government donated beehives to form an association with 290 beehives purchased by themselves and are now aiming at building a honey processing centre.

UNESCO continues to be committed towards this development agenda through the delivery of mentoring sessions to groups members and encouraging the establishment of more groups and associations and sharing of good practices amongst these newly established groups and associations.



Members from a butterfly keeping group from East Usambara during one of the mentoring sessions

Climate Change Mitigation: Maasai communities successfully practice hay production

Pastoralists in Tanzania, who are normally considered as one of the most vulnerable groups to the impacts of climate change, may soon come to a solution that will mitigate the major threat to their livelihoods and culture: lack of pastures for their livestock. This is due to a UNESCO inspired and supported hay production pilot project being implemented in the village of Ololosokwan in Ngorongoro district.

UNESCO Dar es Salaam introduced hay production in Maasai land as part of the education for sustainable development project in order to empower communities to sustainably utilize resources and improve their livelihoods. This was done through a series of training workshops, which also covered finance and revolving fund management.



Ploughing for hay production in the Ololosokwan pastoralists' farm

Through the gained skills, the newly established pastoralist group has succeeded in running its own revolving fund management system within a professional business group structure for hay production. Group members have been skilled to become independent entrepreneurs and in investing in their own fund, land selection, clearing, ploughing, sowing and in fodder management. They now have the ability to identify and choose important characteristics of different grasses, legumes and pasture weed species and in fodder harvesting, processing and storage.

As a result of the training and hard work to preserve their livelihood and culture, twelve acres of this Maasai group's land is now covered in green grass.

Although there are new challenges, including attracting wild animals and cows owned by neighbours, who are mildly resentful that they



Two of the group members taking a break during the ploughing exercise

dismissed the opportunity to be trained, the Maasai pastoralist group is determined to carry on the project. They have gone on to build stronger fences and train their neighbours and others in hay production. As a result, a new pastoralist hay production group has been established.

The Maasai have gone further in their efforts to sustain not only themselves and those immediately around them, but the entire community. In the village of Ololosokwan, this Maasai group has supported a local secondary school, whose students and teachers had previously been trained in biodiversity education by UNESCO Dar es Salaam, to set up a hay production project as an extra-curricular income generating activity for the school.

As a result of these initial successes, there has been quite a lot of interest and enthusiasm from others within Ololosokwan village and the Ngorongoro district council in general.

Initial findings from this pilot project suggest that there are sustainable alternative modalities for the Maasai's most important livelihood as well as safeguarding this pastoral community's unique cultural identity.



The hay farm a few months after ploughing

Conflicts between communities and Kilimanjaro National Park authorities likely to reduce significantly due to introduction of alternative business models

UNESCO Dar es Salaam Office has now extended its intervention for the promotion of alternative (green) income generation opportunities in the villages around the Kilimanjaro National Park, a World Heritage Site (WHS). Since the introduction of the buffer zone in the WHS several years ago, the community and the park authorities (KINAPA) have been involved in a conflict that is threatening to escalate due to the conflicting interests.

While KINAPA tries to abide by the rules governing WHSs, and attempts to have the community to respect the new boundaries, the community has been blaming the authorities of exercising too much force in the enforcement of the rules. Following an official complaint from the local communities to UNESCO, the Dar es Salaam Office has introduced the so called green business concept in the surroundings of the Kilimanjaro WHS.

As such, following a workshop on the enhancement of planning capacities of WHS and MAB Reserve Managers in June 2016, the UNESCO Office, in collaboration with Tanzania National Parks Authority (TANAPA) and implementing partners conducted a needs assessment in 12 villages in Rombo and Moshi Rural districts to get a better understanding of the social and economic situation of those communities as well as identify suitable areas for implementation of the green business activities.

The needs assessment was followed by vocational training in five areas: Beekeeping, Spice farming, Mushroom farming, Fish farming and Alternative

charcoal production. Nine villages (Lyasongoro, Mbahe, Mshiri, Kitowo, Ndueni, Komalyangoe, Kilalacha, Komelo and Mboni Maande) were selected for the effect, each of them benefiting from training in three green businesses. Five villages became the training centres, (one for each business) accommodating each the selected farmers from three different villages.

The communities were greatly motivated to have the trainings and committed themselves to engage fully in the implementation of their respective green business activities. The selected communities understand well that the no-trespassing policy of KINAPA, combined with the reduced rainfall caused by the climate change and the land scarcity induced by the population growth, has negatively affected their economic livelihoods. They see the new green business models as a key solution to those problems and in that regard they have not hesitated to invest their own resources.

The Green businesses model have been developed for the first time in the East Usambara MAB (Man and Biosphere) Reserve, where those activities were developed for the diversification of the local economy, whereby the focus was in providing alternative livelihoods to the communities to reduce the pressure on forest resources. The project in East Usambara was financed by KOICA and benefited more than 800 villagers. The model consists of skills development in four key areas: technical, organizational, entrepreneurial and market access. The expansion to Kilimanjaro was easy to accomplish given the similar ecosystem with the East Usambara Reserve.



Green business need assessment session in Rombo, Kilimanjaro

Indigenous knowledge holds the key to climate change adaptation efforts

Believing that bridging the gap between indigenous knowledge and climate science can be a great opportunity to enhance climate change adaptation efforts, UNESCO HQs conducted a regional workshop in Arusha. The two-day event was organized jointly by UNESCO, the Association for Law and Advocacy for Pastoralists (ALAPA) and Tumaini University Makumira under the auspices of UNESCO's Climate Frontlines. The meeting provided an opportunity for a dialogue between representatives from pastoralist communities, which included the Afar (Ethiopia), Bahima and Karamojong (Uganda), Maasai (Tanzania), and Samburu and Laikipia (Kenya), meteorologists, researchers and academicians from different institutions, government officials and UNESCO.

During the opening session, Douglas Nakashima, Head of UNESCO's Local and Indigenous Knowledge Systems (LINKS) programme, described the activities of the LINKS programme with particular focus in the Africa region. Explaining the rationale behind the event, he noted that, indigenous people from pastoralism communities have expertise in predicting climatic disasters and such knowledge should not be disregarded. The Climate Frontlines partners had also the opportunity to share results of their research and

initiated a dialogue with the scientific community and the researchers from Tanzania Meteorological Agency. The exchanges focused on how to optimize the experience of indigenous and traditional people on climate change and integrate that in climate change sciences and in the development of adaptation and mitigation strategies.

The workshop enabled participants to discuss in detail the opportunities and way forward and agree on the need to forge synergies between the indigenous knowledge and climate change sciences in order to have tangible results on adaptation mechanisms around pastoralist societies.

They also agreed on the engagement of indigenous people in the process of documenting pastoralist indigenous knowledge on weather and climate, aiming at enhancing their capacity for weather forecasting and better decision making process.

The event was a great opportunity for UNESCO to advocate for the use of indigenous knowledge, unleashing thereby the full potential of pastoralist societies, and the recognition of the role of indigenous knowledge in preservation of environmental and cultural resources globally.

Nelson Mandela African Institute of Science and Technology (NM-AIST) awarded the UNESCO chair in science, technology & innovation policy and leadership

Professor Burton Mwamila, the founding Vice Chancellor of the NM-AIST, Fellow of the African Academy of Sciences (AAS) for which he currently is Vice President for the Eastern Africa Region and distinguished figure in the field of Civil and Structural Engineering, was nominated the Chairholder of this prestigious Chair at the NM-AIST. The new Chair joins the network of UNESCO's worldwide programme of 721 Chairs committed at advancing research, strengthening human and institutional capacity and promoting inter-university cooperation within UNESCO's fields of competence. Established in September 2016, the new Tanzanian Chair is tasked to promote an integrated system of research, training, information and documentation on science, technology, innovation and leadership.



Professor Burton Mwamila,
NM-AIST Vice Chancellor

NM-AIST has proven to be a key institution in building the foundations for more inclusive, dynamic and resilient societies in Africa based on sciences and technologies advancement. NM-AIST provides services to society and industry and contributes to value adding to human capital through teaching and learning, creating solutions to societal needs and problems through research, innovation and outreach and business spin-offs from Research & Innovation.

UNESCO collaborates in advocacy for heritage education in context of urban change

In September 2016, UNESCO Dar es Salaam took part in the public forum, ‘Urban Heritage, education and building awareness’, organised by Dar es Salaam Architectural Resource Centre (DARCH) at the Museum and House of Culture in Dar es Salaam. In a time of rapid growth and change of the cityscape of Dar es Salaam, the forum provided a platform for stakeholders to learn and build awareness about Dar es Salaam’s urban heritage, its threats and education as a vital strategy to support its safeguarding against irretrievable losses.

The event brought together a wide range of stakeholders, including city planning experts, government officials from the Ministry of Education, Science and Technology, EU representatives, leaders and students from the Ardhi university in Dar es Salaam and partnering Technical University in Berlin as well students from secondary schools (Changanyikeni, Jamhuri Kibasila, Mikwambe and Dar es Salaam Baptist).

After a series of constructive and critical presentations addressing needs for city planning and protection of its urban heritage, UNESCO Dar es Salaam Office delivered the key presentation of the forum, which was aimed at putting urban heritage education to the limelight by outlining its needs and opportunities.

Safeguarding heritage in growing cities like Dar es Salaam requires good city planning and enforceable regulations. Urbanization is a complex issue, entailing nevertheless a challenge for cultural continuity in rural regions, as the immigrants to the cities break up from their home regions, livelihoods and backgrounds. At the level of the city, lack of exchange across generation and integration in the urban communities, lack of city planning as well as lack of awareness and appreciation or even apathy among citizens are all challenges contributing to loss of memory and continuation with the past, culture diversity and adaptations which are all included in heritage. Aggressive commercialisation, climate change and unsuitable tourism are also among the factors multiplying pressure on heritage in cities.



UNESCO Culture Officer, Halvor Storrusten presenting on heritage education

Against such backgrounds, UNESCO inducted stakeholders to the rationality of heritage education going through its purpose, benefits and themes. Target groups and areas were explained, such as heritage education across formal education systems - from early childhood to higher education, or as campaign and dialogue in public. With all this background explained, the UNESCO World Heritage Education Programme, including the UNESCO World Heritage in Young Hands resource-kit for educators were introduced with a strong message encouraging stakeholders to make use of them.

Participants were encouraged to engage themselves and voice their concerns, seek partnerships to demand and support holistic, sensible decision-making leading to respect and safeguarding of urban heritage resources.

The event, which brought together about 300 participants of diverse ages and background, contributed to the development of consciousness to those new to the topic, and enhanced the language and insight for those already concerned, including the various projects and modalities for work and how different types of projects may be designed and targeted.

Preserving Intangible Cultural Heritage: Documentation of the Maasai Olng’ Esher Ceremony

After more than a decade, the Maasai ceremony. Following the ceremony, these Olng’eshar ceremony had its peak in Western Kilimanjaro on the 23rd and 24th September 2016. The ceremony marks the transition of the current ‘Morani,’ or warrior age set, into elder hood. Following the ceremony, these representatives returned to their respective regions in order to repeat the ritual with the local members of their age set. Olng’ esher in Western Kilimanjaro therefore sets the example for all Moranis across Maasailand to be initiated into elder hood.

The Olng’eshar ceremony holds great significance in the Maasai age grade system. It is the final ceremony the warriors will attend within their age set. Following the ceremony, the men are admitted to the council of elders, and may begin their lives beyond Moranihood. For the initiates, it marks an important change in their role, as they are no longer expected to protect the village using physical strength, but instead to use the lessons learned during Moranihood to provide advice and counsel to those within their villages.

The ceremony took place at the ‘Hill of Elders’, a sacred place according to Maasai history, and the place where the ceremony has been enacted for centuries. Representatives from each region of Maasailand, in both Kenya and Tanzania, attend the

The preparations for the ceremony, which takes place once every ten to sixteen years, began in June when a temporary Manyatta, or village, was set up at the Hill of Elders, close to Boma Ng’ombe. As the regions are notified of the impending graduation of the warriors, they contribute funds to help pay for the ceremony. The process helps to bring together different groups of Maasai in a celebration of their shared culture.

The ceremony began as sticks of bamboo were carried into the Manyatta by the warriors and anointed with fat. These sticks would later be cut and given to the warriors as tobacco holders, a symbol of their new status in the community. A large bull was then brought into the Manyatta, escorted by the warriors singing and dancing.



Maasai elders and warriors gathered at the 'Hill of Elders' for the graduation ceremony of the warriors

Preserving Intangible Cultural Heritage: Documentation of the Maasai Olng' Esher Ceremony

Throughout the night, warriors gathered round the bull and sang to it, preparing it for the following morning. The excitement and enthusiasm of those singing was palpable, and UNESCO staff spoke to many warriors, eager to begin the next phase of their life in the Maasai age grade system the following day.

On the morning of the 24th, the bull was tipped by the warriors and slaughtered. The warriors then drank blood from the bull's neck, mixed with milk and honey. As warriors, they were traditionally not permitted to eat meat in front of women, or even allow the meat to be seen by woman. The warriors therefore symbolically broke these restrictions by drinking from a bull slaughtered in front of women. Following this, the warriors attended a meeting where they were given advice from the elders on their new role in the community, and information on how to assist their local age mates in being initiated in their respective villages.

Elders spoke of the importance of calm, rational decision making as an elder and the importance of becoming a role model to younger people in the community. For the first time, they also spoke about preserving important Maasai traditions in the face of a globalising world, and the importance of remembering heritage. This was a message that resonated with many of the initiates, who asserted their feelings of pride at seeing such a diverse group of young Maasai people coming together to celebrate their culture and history.

After the meetings, the men divided into groups according to their regions and discussed the message to take back to their villages. In the meantime, the bull had been skinned and the meat cooked. Importantly, the skin had been cut into small pieces to be worn as a ring by the warriors; a souvenir of their attendance at such an important ceremony. After the skin was distributed, the Olioboni, or spiritual leader, assembled the warriors to provide a final blessing before the new elders were permitted to return home.

The new initiates had greatly enjoyed the ceremony, and were proud to be considered elders in their society. Warriors have completed many years of living amongst their age set, undertaking community service, and adhering to the restrictions of warrior

life. Olng'eshar celebrates the sacrifices made and lessons learned during Moranihood. As Marco, an initiate said; 'Graduation is about having appreciation that you studied. For Maasai, this is the feeling that you have graduated from one stage to another, you feel; 'I am someone in this society.'

Preserving culture in a globalised world is a difficult but important challenge. Although some felt that the role of the Maasai age grade system was changing in the face of sedentarisation, migration and education, initiates claimed that the recognition of growth and learning provided by Olng'eshar remained crucial.

It is the role of UNESCO, therefore to ensure that such a tradition stays protected by placing it on the list of intangible cultural heritage. The Olng'eshar ceremony is being documented by the Tanzanian Government to constitute a file to be submitted together with the Kenyan Government in the UNESCO List of Intangible Cultural Heritage of Humanity, the first element from Tanzania to be proposed for inscription on this list.

The photos, videos, interviews and observations gathered at the event will go a long way to ensuring the ceremony, and the land and resources required for it, are protected for the generations to come.



A Maasai elder ready for the initiation ceremony of the graduated warriors

On September 28th 2016, the world celebrated for the first time the International Day for Universal Access to Information (IDUAI). The resolution to mark the day was adopted by UNESCO as an outcome of advocacy of the African Platform on Access to Information (APAI) and was supported by Nigeria, Angola and Morocco.

To commemorate the day, UNESCO Dar es Salaam Office participated in an awareness-raising workshop organized by Tanzania Human Rights Defenders Coalition (THRDC). During the event, the UNESCO Director-General's message on the importance of equal and universal access to information as a prerequisite for development, a fundamental human right and a tool for empowerment was shared.

In addition, participants reflected and shared views on the importance of access to information as an integral part of the fundamental right of Freedom of Expression. Mr. Kenneth Simbaya, former President of the Union of Tanzania Press Club, underlined in his intervention that, knowing starts with receiving information, which grants the media and journalists a crucial role to play in the society. However, in the cause of doing so, the media still faces challenges in terms of safety and censorship.

In that regard, Mrs. Pili Mtambalike from Media Council of Tanzania (MCT), presented to the audience, on behalf of the Coalition on the Right to Information (CoRI), an analysis of the 2016 Media Service Bill which was presented to the Parliament in September 16th, 2016. The bill makes provisions for the promotion of professionalism in the media

industry and establishes a legal framework for the regulation of media services and the practice of journalism in Tanzania mainland. While professionalism in the Media is welcome, the analysis reasoned some concerns on certain restrictions of the Act, which could be a threat to the freedom of the press in Tanzania by, inter alia, attempting to regulate all Media, including online platform and social media, giving in that regard all power to a government body to issue and expunge journalist licenses. The analysis concluded by urging media practitioners and journalists to spread information to ensure the public understands the implications of such a bill.

Participants also focused on how to access and report the implementation of the Universal Periodic Review (UPR). One of the UPR recommendations accepted by the United Republic of Tanzania concerns Freedom of Expression and the Right to Information, in which the government agreed to address concerns related to claims of interference with freedom of expression.

Universal access to information is a crucial component in the achievement of the 2030 Agenda for Sustainable Development, especially goal 16 target 10 that states that, "*ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements*". The event gathered media editors and practitioners, journalists, human rights organizations, members of civil society and international agencies.



Ms. Pili Mtambalike presenting the 2016 Media Service Bill at the International Day for Universal Access to Information (IDUAI) celebration

UNESCO mounts its efforts to protect freedom of expression

The fundamental right of freedom of expression, defined as the right to seek, receive and impart information and ideas through any media and regardless of frontiers, is a prerequisite to a sustainable democratic system. However, this right is strongly compromised if journalists cannot exercise their profession in safety. Unfortunately, the rate of impunity for crimes against individual journalists and media organizations are routinely subjected to surveillance, threat, harassment and physical attack. According to UNESCO statistics, out of the 103 journalists killed in Africa between 2006 and 2015, and until today, only one case has been judicially resolved.

It is against that background that UNESCO in collaboration with the African Court on Human and People's Rights and joined efforts to urge African countries to strengthen the Judicial Systems and African Courts to Protect the Safety of Journalists and End Impunity".

The event was organised in conjunction with the African Court's 42nd ordinary session on September 10th 2016 in Arusha, bringing together members of African law societies, representatives of the Diplomatic Corps, media workers, civil society representatives and stakeholders.

The event initiated with opening remarks from Judge Augustino S.L. Ramadhan, former President of the

African Court and co-initiator of the seminar, who underlined the unpunished crimes of journalists as an urgent issue that needs to be addressed. On his part, Guy Berger, UNESCO's Director of the Division of Freedom of Expression and Media Development, emphasized on the importance of having a framework to ensure that media professionals can accomplish their work in safety. Christophe Legay, Head of the Communication and Information Unit at the UNESCO's office in Dar es Salaam, represented the Head of Office shared the UNESCO Dar es Salaam Office experience in creating bridges between the Government of Tanzania and media stakeholders to develop an Action Plan towards the free and safe environment of media practitioners. In that regard major interventions have been: i) mapping on the roles and contribution of key actors in promoting media security and safety; ii) the development of a Journalist's Security and Protection Handbook; and iii) supporting the National Task Force for the Safety of Journalists and Ethical Reporting to develop and Acton Plan.

Over hundred participants from all corners of Africa attended the event and contributed to the discussions on international standards and international law on safety of journalists. Knowledge was shared on African mechanisms and inter-regional Courts of Justice, as well as ways to promote these issues at regional and national levels. The seminar allowed participants to deepen and share experiences and jurisprudences of regional courts, as well as decisions from national High Courts.



Former President of the African Court on Human and People's Rights Judge Augustine Ramadhan (1st right) issues his keynote speech during the meeting. He is flanked by Mr. Mehdi Benchelah, UNESCO Project Manager and Mr. Guy Berger, UNESCO Director, Division of Freedom of Expression (centre)

Developing local management capacities with the Maasai community in line with good governance principles to drive sustainable innovation

Within the context of the Digital Village Innovation programme, UNESCO Dar es Salaam office has deployed new strategies focusing on good local management of the innovation assets comprising of health, education and information technologies placed at the Ololosokwan village, situated at the brink of the renowned Serengeti World Heritage Natural Site.

The governance programme in Ololosokwan kicked off with community sensitisation workshops. The local stakeholder groups were engaged through workshops to discuss guiding principles, such as transparency, accountability and cost effectiveness in management. During the discussions, shortcomings of the current governance framework became increasingly evident and ideas were put forward for the development of more inclusive decision making processes within the context of the Digital Village. Sensitization provided a basis for the advancement of good governance and facilitated understanding of the benefits to the community. As change begins by changing mind-sets and this was only the beginning of a promising journey towards that goal, a local taskforce was nominated to advance the proposed improvements.

In parallel to community sensitization a political economy analysis was carried out so as to provide the base for crafting a management model that fits the needs and the history of the local community. *"It is dangerous to believe that what works in one context works everywhere. For instance, whereas community based organizations are drivers for positive transformation in some communities they can be the root cause for conflicts in others"*, illustrates the study, carried out by a governance specialist from Advance Afrika Associates. The traditional tribal and mainstream governance practices often intersect in the rural communities which adds to the complexity of power dynamics making it difficult to capture for outsiders. With a good understanding of the dynamics it is possible to prevent community conflicts when introducing new assets to the community.



The Ololosokwan village government chair Kerry Dokonyo at the governance workshop

The need to develop models to improve the local management of development projects is evident according to the Ngorongoro District Commissioner, Mr. Rashid Mfaume Taka. According to him, traditional communities in Ngorongoro are sensitive due to a history of conflicts relating to land and foreign investment, which easily distort the power balance of the community if not managed properly. There are also important gaps with sustainability that link back to the weak local management framework currently in place. The Commissioner is hoping that the study will provide an opportunity for the development of good practices for local management of development projects that could be applied also to other regional contexts.

The final stage of implementing the governance project is underway, comprising of capacity building and monitoring activities, allowing the local community to improve skills and take an active role in the operationalization of the tailor made local management model.

Functional model of youth media production clubs on CSE in schools developed

UNESCO Dar es Salaam has established two systematic functional models of youth media production clubs on Comprehensive Sexuality Education (CSE) in secondary schools in the districts of Sengerema and Pangani.

The youth media production clubs have been developed to co-produce programmes with Sengerema and Pangani Community Radios as well as newsletters for peer learning on reproductive health in order to generate discussion with reference to HIV infection, use of condoms, early pregnancy and marriage, gender and other related issues that have impact on youth lifestyle.

This has been prompted by the fact that more than 52% of youth in the country lack appropriate education on Sexual reproductive health, a challenge which has a huge impact on effective puberty changes. Engaging youth as a link with other youth in the community, through the media for peer learning, is an alternative opportunity to use ICTs to improve the knowledge of their own sexual reproductive system and therefore enhance their desired dreams.

In producing the programmes, the young reporters will be responsible for introducing the topics on challenges and issues affecting the youth, which include HIV, use of condoms, early pregnancy, STIs/STDs and others. The host community radios will mentor the young reporters and assist in the production and airing the programmes. In that regard they will be also broadening their outreach and develop inclusive modalities for community participation in the generation of radio programmes.

Sengerema FM and Pangani FM have been selected as pilots because of their experience in reaching out to youth and women in the community, addressing issues related to gender based violence where sexual abuse is relatively high. The model will assist in scaling up to other districts as well as broadening the topics to include other issues of young people's concern including environmental education, promotion of peace and tolerance as well as a better knowledge to the cultural diversity of the country. The youth production clubs will also be trained in management and sustainability to ensure that this mechanism of peer communication and education among youth becomes a vehicle for their inclusion in the development process of the country.

The activity is in line with Communication and Information/Cross-cutting Issue/Education Joint initiative on CSE and Girls education radio programme and will therefore facilitate development of 12 systematic functional model of youth production clubs in Isaka, Kahama, Loliondo, Micheweni (Pemba), Terrat, Pangani and Sengerema as part of the SIDA regional work plan to engage UNESCO supported community radios to roll out radio programmes on comprehensive sexuality education and sexual reproductive health in Eastern and Southern Africa (ESA) as well as the Swiss Agency for Development and Cooperation Community Radios supported programme through UNESCO, in particular the component of promoting inclusion of local populations in addressing issues of local concern.



Secondary school students in Sengerema attentively following a CSE presentation

Fighting exclusion and discrimination at school level to ensure no one is left behind: UNESCO promotes inclusive education and human rights education in Tanzania

The Tanzanian Government, with the support of UNESCO, has taken steps towards ensuring inclusive education and human rights education through the development of national strategies. However, despite these efforts, significant gaps in implementation remain.

To support the government in addressing these gaps, UNESCO Dar es Salaam office has introduced a model to implement human rights education and ensure inclusive education within the school through the concept of stopping anti-bullying in schools. The activity was initiated with two workshops; one to train teaching professionals on the issues and one to facilitate sharing of this knowledge with stakeholders in selected schools and to formulate a specific plan of action.

Human rights education involves teaching students regarding values such as peace, non-discrimination, equality, justice, non-violence, tolerance and respect for human dignity. Ensuring that children understand their rights, can recognize human rights abuses and know who to turn to if they see abuses within their localities is particularly important given the human rights issues that Tanzania faces such as attacks on people with albinism, early and forced marriages and child labour. Inclusive education and human rights education go hand in hand as knowledge of human rights is a fundamental tool in ensuring respect for all. Inclusive education is more than simply ensuring access to schools but also involves removing barriers and obstacles such as discrimination and bullying, which lead to exclusion.

The capacity building workshop took place in July at the Shinyanga Teachers College whereby 120 teaching professionals including primary and secondary school teachers, district and regional Education Officers and tutors from Shinyanga Teachers College were trained on human rights education, anti-discrimination and anti-bullying and on creating an environment of respect for all in schools. Participants gained an understanding on how they could better incorporate human rights education into their teaching and instil a culture of



Some of the workshop participants in Bariadi attentively following the presentation

tolerance and mutual respect to ensure all children are educated in a friendly learning environment.

Following this workshop, in September, UNESCO supported 6 pilot schools in 4 districts in developing specific action plans to implement human rights education, anti-bullying and anti-discrimination and creation of an environment of respect for all in their respective schools. The workshops were held in Bariadi in Simiyu, Msalala in Shinyanga and Misungwi and Sengerema in Mwanza, where teachers and District Education Officers who had previously been trained by UNESCO in Shinyanga, shared their knowledge with other teachers, parents and students as then went on to create plans to address all these issues within the schools.

Participants were extremely engaged in the topics and were quick to identify human rights issues and barriers to education in their own districts such as treatment of children with disabilities and child marriage. Participants put together action plans with concrete steps to prevent bullying and discrimination and to create an environment of respect for all within their schools and agreed to work together to ensure that each child within their district has access to inclusive education. The pilot intervention will be evaluated in the course of 2017 to provide lessons for expansion at national level.

CALENDAR OF EVENTS

UPCOMING EVENTS

18 October 2016

Signing of the Empowering of Adolescent Girls and Young Women through Education project Plan of Operation

Dar es Salaam

18 October 2016

Signing of the Plan of Operations with MoEST of the UNESCO-Global Learning XPRIZE Project

Dar es Salaam

19 – 21 October 2016

Training of EMIS Staff, School Inspectors and District Education Statisticians on data collection, analysis and reporting on HIV, AIDS and Life Skills-based Sexuality Education related indicators

Dodoma

20 – 24 October 2016

Community media mentorship of mentors program

Bagamoyo

24 – 28 October 2016

Introduction of Safe Space in pilot schools in Muheza, Korogwe and Lushoto

Korogwe, Lushoto, Muheza

24 – 28 October 2016

Technical user training at the Samsung Digital Village for the medical staff, teachers and technical focal points

Ololosokwan, Ngorongoro

29 October 2016

Inauguration of the Samsung Digital Village and official opening of the Community Art Space

Ololosokwan, Ngorongoro

31 October 2016

Workshop to define the monitoring structure of UNESCO – XPRIZE project

Ngorongoro

31 October 2016

Formalisation of the village selection in Ngorongoro for the UNESCO-Global Learning XPRIZE Project

Ngorongoro

October – November 2016

Capacity building workshops for the good local management of development projects

Wasso & Ololosokwan, Ngorongoro

01 November 2016

Dissemination of ESA Commitment 2-years progress report

National forum to review ESA Ministerial Commitment on Sexuality Education and SRH Services

Dar es Salaam

02 November 2016

Consultative workshop to finalize an action plan for the sustainability of the Task Force on the Safety of Journalists

Dar es Salaam

07 November 2016

Dissemination meeting for Impact Evaluation on community based intervention to tackle violence and discrimination against people with albinism

Dar es Salaam

07 – 16 November 2016

Humanitarian assistance and disaster relief information training for correspondents

Training on the role of correspondents to feed local news, collect testimonies and make interviews

Use of Internet to report on issues of local concern training for journalists

News desks work with correspondents' networks including ICTs for correspondents

Dodoma

UPCOMING EVENTS

21 November – 02 December 2016

Inventory management on intangible cultural heritage workshop

Dar es Salaam

28 November – December 2016

Training of Zonal Inspectors for quality assurance in the Integration of Teaching and Learning Science and Mathematics in Teachers' Colleges

Tabora Teachers College

28 – 29 November 2016

SDG4 Regional Consultation

Dar es Salaam

28 November – 2 December 2016

Training of Headmasters and Teachers on Gender Responsive Pedagogy

Tanga

28 November – 03 December 2016

Trainings of Youth Media Radio Production Clubs (YRPC) on life skills-based sexual & reproductive health education, gender issues and basic skills on media and production of radio program

Kahama, Msalala

November 2016

Training for Community Sensitization under the UNESCO XPRIZE Project

Tanga

12 – 16 December 2016

Bio-Ethics Teacher Training Course (ETTC)

Muhimbili University of Health and Allied Sciences (MUHAS), Dar es Salaam

December 2016

International Hydrological Programme (IHP) National Committee Meeting

Dar es Salaam

December 2016

Monitoring of the Green Business Activities in the villages surrounding East Usambara Biosphere Reserve and Kilimanjaro World Heritage Site

East Usambara Biosphere Reserve & Kilimanjaro World Heritage Site

December 2016

Dissemination of the evaluation report of the Crowd Sourcing for Adolescent Girls Education project

Dar es Salaam

December 2016

Entrepreneurship training for Maasai women

Ololosokwan

December 2016

Launch of CSE online course in Tanzania implemented by the Open University of Tanzania

Shinyanga

September – November 2016

Documentation of Maasai and Chagga culture

Kilimanjaro, Ngorongoro

PAST EVENTS

13 – 19 July 2016

Training of key stakeholders on issues related to people with albinism in four selected districts

Misungwi, Msalala, Bariadi, Sengerema

16 July 2016

Global Water Pathogen Project Workshop

Dar es Salaam

19 – 21 July 2016

Human rights education and teaching respect for all training for secondary school teachers and college tutors

Shinyanga

20 July 2016

Workshop on waste water related diseases, risks and intervention measures in African cities and the Global Water Pathogen Project

Dar es Salaam

22 – 28 July 2016

Comprehensive sexuality and girls education radio programmes production training

Pangani

25 – 30 July 2016

Training of tutors from eight colleges offering Science and Mathematics education in ICT Integration in teaching and learning

Monduli

25 July – 28 October 2016

Horncraft, Beadwork and Leatherwork Training to Maasai Women

Ololosokwan, Arusha

08 – 19 August 2016

Workshop for development of Teaching and Learning Materials for Higher Diploma in Secondary Education (Science) for use in Teacher Training for the CFIT Project in Tanzania

Bagamoyo

09 – 18 August 2016

Human rights education and anti-bullying workshop in six pilot schools in selected districts

Misungwi, Msalala, Bariadi, Sengerema

30 – 31 August 2016

Dissemination of the evaluation report on crowdsourcing for adolescent girls education and workshop for programme implementation planning for the joint project on empowering adolescent girls and women through education

Dar es Salaam

08 September 2016

International Literacy Day and Launch of the Global Education Monitoring Report in the United Republic of Tanzania

Dar es Salaam

10 September 2016

Workshop on Strengthening Judiciary Systems and African Courts to Protect Safety of Journalists and End Impunity

Arusha

28 – 29 September 2016

National Consultation for SDG4

Dar es Salaam

16 September 2016

Workshop to define the monitoring structure of UNESCO – XPRIZE project

Tanga

16 – 21 September 2016

Training of out-of-school peer educators and local female circumcisers on SRH and HIV

Ngorongoro

28 September 2016

Awareness-raising workshop on the importance of equal and universal access to information

Dar es Salaam

September – October 2016

Alternative charcoal production technology training in villages in and around the East Usambara Biosphere Reserve and Kilimanjaro World Heritage Site

East Usambara Biosphere Reserve & Kilimanjaro World Heritage Site

September – November 2016

Documentation of Maasai and Chagga culture

Kilimanjaro, Ngorongoro

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