



United Nations  
Educational, Scientific and  
Cultural Organization



Intangible  
Cultural  
Heritage

## International Assistance

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## INTERNATIONAL ASSISTANCE FROM THE INTANGIBLE CULTURAL HERITAGE FUND

### PROGRESS NARRATIVE REPORT

Beneficiary State(s) Party(ies):

Project title:	Developing and testing ICH curriculum materials for Primary Schools Teachers' Training Colleges in Zimbabwe
Reporting period:	From: 05/05/2021 to: 31/ 03/2022
Budget:	Total: US\$60 595 <i>Including:</i> Intangible Cultural Heritage Fund: US\$26 288 State Party contribution: US\$ Other contributions: US\$7 740
Implementing agency (contracting partner or UNESCO Field Office):	National Training and Conference of the Arts in Zimbabwe
Contact person:	Title (Ms/Mr, etc.): Mr Family name: Mutore Given name: Tichaona Institution/position: Project Coordinator Address: 7434 Jababvu Drive East, Highfield, Harare, Zimbabwe Telephone number: +263713797515 E-mail address: natcaz.zim@gmail.com
Partner agency (in the case of a service from UNESCO project):	
Implementing partners:	Seke Teachers' College, Marymount Teachers College, Morgan Zintec Teachers College, Mkoba Teachers' College, United College of Education, Masvingo Teachers' College

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## Background

*Provide a brief description of the situation existing at the time of the request and the need that the assistance aimed to address. For safeguarding of a particular element, provide a description of the element, its viability and why safeguarding measures were required. For preparation of inventories, strengthening of capacities, awareness-raising, visibility or other safeguarding not focussed on a particular element, identify gaps that were to be addressed. For emergency assistance requests, describe the nature and severity of the emergency at the time of the request.*

*Not fewer than 750 or more than 1000 words*

In 2003, the UNESCO General Conference adopted the Convention for the Safeguarding of Intangible Cultural Heritage which was consequently entered into force on the 20<sup>th</sup> of April 2006. In May 2006, Zimbabwe ratified this Convention. In doing so, it undertook to do whatever was required by this legal framework. Simply put, Zimbabwe committed to preserve the living heritage on its territory, working together with communal systems / groups that create, maintain and pass on this heritage. Article 2.3 of the Convention reads "Safeguarding means measures aimed at ensuring the viability of the cultural intangible heritage, including the identification, documentation, research, preservation, protection, promotion, enhancement, transmission, particularly through formal and in-formal education, as well as the revitalization of the various aspects of such heritage". It is against this background that this project was conceived. The project venture is a full realisation of the indisputable potential of education to sustain the longevity and livelihood of Intangible Cultural Heritage from one generation to the other.

In 2017, the government of Zimbabwe rolled out the implementation of a new curriculum as a result of extensive research undertaken to establish a relevant and development market oriented primary and secondary schools education curriculum for the country. The first amongst five aims of the curriculum was "to promote and cherish the Zimbabwean identity". The justification of this aim is explained thus

"Heritage, history, culture and traditions make Zimbabweans unique in their own country, in the region and on African and global contexts. Learners will be supported in developing and promoting their ethnic identity and stressing the linkages between local cultures and national identity. Inter-cultural understanding and tolerance will be promoted through learning about each other's arts and crafts, music and dances, poems, rituals, cuisine and apparel rooted in Indigenous Knowledge Systems (IKS)"

Whilst the reviewed curriculum framework was a welcome development, it evolved with a couple of challenges related to development of related material or teaching plans and teacher apathy caused by lack of in-service training and therefore limited capacity to transfer skills related to the new curriculum thrust. This project therefore seeks to focus on the diverse illustrious ways in which certain cultural heritage subject areas may be taught. These are 1) Indigenous languages and 2) Visual and Performing Arts

Indigenous languages - When the curriculum was reviewed in 2017 it had been more than three years since Zimbabwe, through the 2013 National Constitution gave official status to 16 languages. Prior to May 2013, the official languages were only four. Despite the upgrade, the impact of acculturation has the majority of youth shunning their languages and wanting to speak, in and out of the classroom situation, in English only. The situation in the schools system does not make the situation any better as limited resources have resulted in the scarcity of literature (especially of the 13 new languages) and teachers who can teach the said languages in the absence of text materials.

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## Objectives and results attained

Overall, to what extent did the project attain its objectives? Describe the main results attained, focussing in particular on the perspective of the direct beneficiaries and communities. For each expected result identified in the request, explain whether it was fully or partially attained. Also describe any unexpected results, direct or indirect, whether positive or negative.

Not fewer than 100 or more than 500 words

This is the first progress report that is being submitted with a finance update. The project has articulated 3 clearly outlined objectives. All of the three have been partly achieved. The untimely death of the NATCAZ Executive Director, Cuthbert Maziwa resulted in a delay in takeover (i.e. the recruitment of a replacement head of programs) and consequently a delay in programming and thus the outstanding achievement of results. Regardless, all preparatory work has been undertaken and a good basis for smooth transition has been set. Partners are ready to start the content development exercises and the second term of the annual education year has been set for that. A separate report of the research executed in Botswana, Uganda and Zimbabwe will be shared before the commencement of the second phase of the project.

Objective a) Develop a primary schools course framework on intangible cultural heritage for administration by teachers colleges and other institutions of higher learning by 2022

Extensive research was done in Uganda and in Botswana. Various references were established for case study and to serve as learning points in developing our own course content. An exhaustive survey showed that whilst Uganda may have advanced in some areas with limitations in some, Botswana could take a leaf from Zimbabwe's curriculum review experience.

Objective b) Enhance capacities for at least 100 trainee teachers from 6 teachers' training colleges across the country on effective delivery of intangible cultural heritage education for primary schools

NATCAZ has initiated contact with the respective teachers' training college partners. We have identified the departments and departmental heads to work with for each institution. They in turn have identified the teacher trainees they feel should specialise and be enrolled in this training. Now we are scheduled to start the online and offline course content developmental exercise with personnel from the allocated Teachers' Training Colleges departments.

Objective c) Raise awareness to at least 1000 students, policy makers, stakeholders and community members through a result based approach

NATCAZ had to revamp its website in order to present the project progress from there. More work still needs to be done in that regard. As the project rolls out at teachers colleges, the awareness raising campaign will then roll out simultaneously and feedback will be used to inform the course development process.

## Description of project implementation

Provide a description of the activities undertaken and the outputs they generated (e.g. trainings, consultation process, technical assistance, awareness raising, publications, toolkits, etc.) Also describe any problems encountered in project delivery and corrective actions taken. Describe the role of the implementing agency and of the partner agency (in the case of a service from UNESCO project) and the role of other implementing partners in carrying out activities and generating outputs.

Not fewer than 1000 or more than 1500 words

Activity i - Conducting Local and Regional Research: The research served as a critical tool to inform the status of intangible cultural heritage content in primary schools' curriculum of the three target countries namely Botswana, Uganda and Zimbabwe. A total of 47

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participants were interviewed. The research was made possible with technical support from Rodney Bunhiko the Culture Sector Programme Assistant at the UNESCO Regional office who was constantly sharing contacts and writing introductory emails to critical contacts in the countries the research was targeted for execution. Of note was his continued effort in engaging Botswana UNESCO National Commission who took long to respond and eventually came around with amazing support and hospitality. The UNESCO expert facility in the persons of Ayeta Wangusa from Tanzania (who introduced the researcher to the project host, the Cross-Cultural Foundation of Uganda -CCFU) and Farai Mpfunya from Zimbabwe who introduced the researcher to Ayeta Wangusa were immensely resourceful. The choice to partner with the Cross-Cultural Foundation of Uganda was not only strategic in terms of being widely renowned in the cultural sector in Uganda but also with regards having a well furnished library with relevant texts that served as secondary sources for the research and a vehicle which was allocated to the researcher throughout the research period thus making mobility much more flexible. Similarly in Botswana, Tshireletso Modikwa, an officer from the Ministry of Youth Empowerment, Sport and Culture Development, accompanied the researcher from airport pickup on the day of arrival to the departure day. This facilitated ease of access to public authority offices and quicker acceptance by community members and practitioners in the sector. The main challenge was the rampant covid-19 pandemic which made physical meetings almost impossible in Uganda (80% of the interviews were held online). The majority of interviewees were either working from home or on quarantine due to contact with someone covid-19 or being covid-19 positive themselves. Two days before the end of the Uganda research, tighter travel regulations were introduced by the government in order to curb the escalating rates of infections. Some trips to some schools and cultural sites had to be cancelled as the driver and car facility was no longer available (only the motorbike facility with just the driver were allowed on the road). In Botswana (the country was visited after Uganda at a time when the pandemic constraints had eased) most interviews (80%) were held in person and this allowed for extensive feedback but also due to the covid-19, the researcher had to cancel some out-of-Gaborone city trips. In order to reach out to the target groups located in the periphery, the researcher did online interviews. There were however challenges with access to data and smart technology gadgets for a couple of cases which disabled the outreach objective for those particular cases.

For Botswana, the mother language issue remains a bone of contention with the majority civil society proposing an increase in the use of more local languages in the schools system and yet the challenges of limited text materials and the threat of splitting the nation further (from a political perspective) remaining a hinderance. In Uganda, the example of the Cross-Cultural Foundation of Uganda where heritage education clubs at secondary schools are established to promote cultural diversity through extra-curricular activities including exhibitions, performances, competitions and cultural "passports" can be emulated even at primary school level. The infrastructure is already in place through the festivals concept introduced by the Zimbabwean school system, the content is the one that needs development to be as practical and as relevant as possible. Interestingly the research was able to engage with other stakeholders that are key to the learning process. A local radio station in Botswana has become quite popular with primary school kids as they call in and answer questions that relate to their indigenous languages and other living heritage concepts.

Activity ii: 6 Visits to 6 Teachers Training Colleges.

NATCAZ started by engaging the 6 heads of the languages and the VPA (Visual and Performing Arts) departments in teachers training colleges. These are the lecturers and head of departments at these colleges which include Seke Teachers' College, Marymount Teachers College, Morgan Zintec Teachers College, Mkoba Teachers' College, United College of Education, Masvingo Teachers' College. The heads of departments engaged have in turn consulted their teams and suggested the days and time slots that can be allocated to project commitments. They will also identify the targeted trainee teachers whom

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we will work with in the development process and also follow up with them in the classroom context for an assessment of application impact.

One meeting was held with each teachers' training college management team. In this meeting a contact person was established and we have been making regular telephone conversations with them just to ensure that both parties are informed and agree on all plans for the next project phase. A total of 78 students have been confirmed to participate across the 6 tertiary institutions. Interestingly 48 of these are female and they have started community engagement research in their locations in order to determine how community knowledge can be transferred officially (i.e with support from the education system). This is in view of the fear the education system always being sensitive to abuse of children by externals. The teachers have also started to engage artists so as to ensure that the Visual and Performing Arts Syllabi is innovately packaged for improved uptake by learners.

The engagement of teacher training institutions has resulted in key project partners embracing the project cause and showing keenness for collaboration. The remarkable reduction of Covid-19 new infections has also facilitated ease of stakeholder engagement and improved openness to collaboration by the teachers training colleges. During the lockdown of December 2021, an attempt to engage some teachers' training colleges met with some reservations and slow or non committal responses from two of the colleges as they were understandably pessimistic of engaging new partners under the prevailing pandemic environment. At the time of writing this report all stakeholders are unanimously keen to partner with the project. The researcher also established that there was need to continuously initiate capacity development for community leadership, service providers, religious leaders and policy makers who interact at different levels regarding Intangible Cultural Heritage which will enhance articulation of its key concepts. It is evident that this project is a direct response to the rising push and pull factors leading to the need for accurate information on what it means to be proactive on capacity development and dissemination of relevant and comprehensive ICH content at both formal and informal level. Our initial partners' assessment revealed that the teachers' focus is more on the traditional subjects and less on the newly introduced subjects like the Visual and Performing Arts. This is so because of the lack of resource materials to inform the teaching of the same. There is therefore need to generate interest in teachers to see how the development of these resource materials would not only cause an improved understanding of the subject matter but will ultimately impact on improved learning outcomes which will result in the achievement of Sustainable Development Goal 4 on Quality Education.

#### Activity iv: Developing diverse digital material

During this quarter Information Education and Communication materials in the form of a theatre plays that will be used for focus discussions, designing of an E newsletter raft, that is being finalised, fliers, banners and posters were developed though not disseminated as most were targeted for the oncoming sessions of course development with trainee teachers. Training materials and participatory communication utilities production is still underway and will be used as part of integrated strategy during project implementation.

The development of digital material in this phase of the project was mainly focused on content for the website. This was progressing very well. In the absence of the former management, new terms have been served by the website development team and these will have to be factored in to the project planning as it proceeds to the second phase.

Learning from Botswana's best practices, NATCAZ is at advanced stages in the engagement of a local radio station (National FM) so they can partner with the project by sharing project progress and eventually producing a slot for curation of ICH content as provided in the primary and secondary school curriculum. The National FM radio is already renowned for offering interactive classes for primary and secondary schools; a program that they established during the covid-19 induced lockdowns in partnership with the Ministry of Primary and Secondary education in order to facilitate continued learning for schools

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#### Activity viii: Consortium Consolidation Visits

NATCAZ started by engaging the Ministry of Youth, Sport, Arts and Recreation who issued a letter for engagement of the Ministry of Higher and Tertiary Education, Science and Technology Development. Whilst NATCAZ operates in the former Ministry, the teachers' training institutions operate in the latter and it was important that an agreement between the two institutions be officialised. Thereon NATCAZ had a meeting each with the UNESCO regional office and the UNESCO National Commission office in order to appraise them of the project inception and to gather as much information as was necessary on the various stakeholders already operating in the Intangible Cultural Heritage field at local level. Following the aforementioned infrastructural meetings which helped to inform the various stakeholders available for the project, the project then proceeded to engage the implementing partners who are namely, Seke Teachers' College, United College of Education, Marymount Teachers' College, Morgan Zintec College, Mkoba Teachers College and Masvingo Teachers College. Meetings with some of the ICH national committee members was instrumental in identifying experts in ICH and curriculum development whom would be facilitators of some of the training sessions with the trainee teachers. Community members and cultural and creative practitioners with ICH expertise were also identified as critical members of the consortium whom the education system will need to establish smart partnerships with in order to tap into their expertise and document best practices to serve as diverse learning materials.

#### xiv: Establishing a Digital Office

The first phase has significantly covered the foundation for future project implementation through procurement of project resources and harmonizing project operations within the organization and with stakeholders. This quarter primarily focused on securing an office, purchasing project equipment which includes; 1 Video projector, 1 Camcorder, 2 Mac Desktop computers, 2 Apple laptops, 10 rims of bond paper and quarterly postal services.

NATCAZ now has an online filing system where various projects and office files are being uploaded for easier access and electronic back up. The project will be sending progress update mail chimp in order to increase information accessibility and visibility. In history the organisation's social media handles have never been active and the project plan for Information and Communication is set to change that.

#### Activity v - Establishing an Online platform

Learning from the Botswana case study, NATCAZ has also engaged a local radio station called National FM so they can partner with the project by sharing project progress and eventually curating a slot for students' productions and creative work. This radio station was already active during the lockdown period and is popularly renowned for its partnership with the Ministry of primary and secondary schools (offering radio broadcast classes for various levels and subjects) and is hoped to perpetuate its popularity with school kids through an online interactive intangible cultural heritage online excerpt.

#### Community involvement

*Provide a description of the mechanisms used for fully involving the community(ies) concerned. Describe not only the participation of the communities as beneficiaries of the project, but also their active participation in the planning and implementation of all activities.*

*Not fewer than 300 or more than 500 words*

The first phase has been focused mainly on setting up an enabling operating environment for the project implementation by engaging targeted primary beneficiaries and stakeholders through orientation of the project scope. This was done in order for them to have an

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improved appreciation of the project and at the same time allow their much needed contribution at project inception level. This resulted in positive buy- in and active participation on the part of stakeholders, setting up of clear indications for capacity building needs that speak to the needs of training institutions, teachers, policy makers, key line Ministry departments and policy makers on Intangible Cultural Heritage. The project has initiated development of participatory strategies that will accommodate everyone to be engaged through multiple participatory platforms including electronic platforms, physical platforms and multi media in implementing the following activities: partnership engagement site visits, consultative sessions, raising awareness, developing Intangible Cultural Heritage resource materials and training sessions. Since project inception key stakeholders are taking active roles within the consortium. It is evident that this project consortium has potential to grow as the project progresses owing to interest generated through engagements done in the first phase of project implementation, this has seen other interest groups contributing and taking active roles and these include traditional leaders, community cultural centres, religious leaders, health service providers and community leadership structures. Teachers training institutions are very supportive and this has been characterised by effort made by institutions whom each assigned a contact person who is always ready to engage in project activities and a support structure for each teachers college. Project engagement with teachers training colleges is unique in the sense that each college has a unique way of operating and incorporating new lessons that are key to the development of high quality skills amongst teachers and Intangible Cultural Heritage has been highlighted as a key aspect in the daily operations of institutions as they train teachers who will be working in different regions of the country. Of importance to the project is the Ministry of Higher and Tertiary's role in establishing systems that will see the implementation of the project in other colleges where the project was not directly sampled. These colleges and the aforementioned Ministry are an important stakeholder to the longevity of the project post its scheduled time frame.

### **Sustainability and exit/transition strategy**

*Describe how the benefits of the project will continue after the project has been completed. Where appropriate, describe the steps undertaken to ensure the following:*

- *Sustainability of activities, outputs and results, including with reference to how capacity has been built under the project. Also describe any planned follow-up measures to ensure sustainability.*
- *Additional funding secured as a result of this project, if any. Indicate by whom, how much and for what purpose the contributions are granted.*

*Describe how the ownership (of activities, outputs, results) by stakeholders and the community(ies) in particular has been promoted.*

*Describe, if relevant, how tools, processes, outputs, etc. have been adopted, adapted, replicated and/or extended for future use (e.g. in other regions, communities, elements, or fields of intangible cultural heritage).*

*Not fewer than 100 or more than 500 words*

### **Lessons learnt**

*Describe what are the key lessons learnt regarding the following:*

- *Attainment of expected results*
- *Ownership of key stakeholders and community involvement*
- *Delivery of project outputs*
- *Project management and implementation*
- *Sustainability of the project after the assistance*

*Not fewer than 300 or more than 750 words*

Intangible Cultural Heritage education is needed for policy makers, service providers and

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key stakeholders and this needs to be done frequently during project implementation.

Targeted Community and stakeholder participation minimizes the burden on implementing organization's shoulders and paves way for Integration and collaboraton enhancing results attainment.

Targeted Community and stakeholders are ready to act within communities however they need continuous capacitation on increasing their appreciation of Intangible Cultural Heritage and its impact on quality education

Use of creative and light approaches is effective in avoiding fatigue as well as fostering sustained interest when working on Intangible Cultural Heritage as it is embeded in its nature. Theatre, multi media and electronic based methodologies in view of this emerged as uniquely appropriate, highly engaging and effective in supporting retention, particularly of messages and skills.

In view of the above mentioned point, ICH content in itself is interesting and relevant to young people. It is the packaging and method of information delivery (e.g graphic designs, cartoons, animature, new folklore caricature etc) that needs to embrace new trends in order for the young people to embrace some subject matters.

Sensitization of community gatekeepers and leadership is critical in catalyzing the achievement of the project goal.

The radio, television and other ICT mediums are essential in sustaining the appeal of ICH content dissemination to young people

There is a demonstrated need to create more effective partnerships with other organizations for the purpose of strengthening effectiveness, ensure sustainability of project results Good governance, transparency and accountability.

The project needs to recognize, appreciate and respond to the fact that there are other factors falling outside the scope of the project which may have significant effect on the achievement of results.

It was also the realization of the project during the first phase that more effort and time needs to be invested in the strengthening of stakeholders support structures.

## Annexes

List the annexes and documentation included in the report:

- publications, evaluation reports and other outputs, when applicable
- progress reports prepared during the contract period
- list of major equipment provided under the project and status after termination of contract period
- other (please specify)

Name and signature of the person having completed the report

Name: Tichaona Mutore

Title: Mr

Date: 10-07-2022

Signature: 

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