UNESCO NATIONAL COMMISSION FOR TANZANIA MAGAZINE

IMPLEMENTATION REPORTS
2021/2022

THE UNITED REPUBLIC OF TANZANIA
NATIONAL COMMISSION FOR UNESCO

WELCOME

The "UNESCO COMMISSION FOR TANZANIA Magazine" is a magazine compiles National Commission annual report of the United Republic of Tanzania that covers a wide range of topical issues to inform the decision-makers of UNESCO's local and regional activities in the country. This report also provides information on environmental, social and economic aspects of Tanzania.

The report is produced and circulated in both printed and online versions. By combining two mediums, we aim at reaching as many administrators and managers as possible and all persons interested in Tanzania, thereby facilitating information exchange at national, regional and international levels.

The printed version is circulated free of charge to senior managers in the private sector, ministries and public offices, diplomatic missions, UN representation offices, NGO's, development organizations and universities. The online version is distributed to our all contacts database covering regional and international domain.

Foreword

Esteemed Readers,

I am delighted to welcome you to the first online issue of UNESCO National Commission of the United Republic of Tanzania magazine.

The UNESCO National Commission of the United Republic of Tanzania is the Government focal point for the United Nations Educational, Scientific and Cultural Organization (UNESCO). The National Commission provides expert analysis and policy advice to the Government on UNESCO matters and acts as a point of liaison between government, the community and UNESCO in the United Republic of Tanzania. It also giving advice, conducting research, planning and proposing ideas/policies in the UNESCO activities in line with Article VI of the Law Concerning UNESCO Activities.

This Magazine features activities taken by the UNESCO National Commission of the United Republic of Tanzania for financial year 2021/2022. Under this year the Commission submitted agenda and proposal to UNESCO General Conference, participated in international conferences related to UNESCO, raising awareness and understanding of the objectives and activities of UNESCO among Tanzanians, holding meeting about UNESCO activities and distribute publications and vacancies announced by UNESCO, and plan and implement UNESCO activities in the United Republic of Tanzania.

On that note, I would like to sincerely express my utmost appreciation to all stakeholders who made the implementation of our activities possible. In particular I would like to acknowledge the remarkable work and support offered by UNESCO in accelerating development in our country.

Lastly, I would like to thank the government of the United Republic of Tanzania through the Ministry of Education, Science and Technology for the continued invaluable and constant support that enabled the Commission to discharge well its duties. I sincerely hope that together with other stakeholders the government will continue to support UNESCO and UNESCO National Commission towards making the world a better place for everyone.

Enjoy the magazine.

Prof. Hamisi M. Malebo
Executive Secretary
UNESCO National Commission of the United Republic of Tanzania

Introduction

Dear Readers.

It is with pleasure that I welcome you to the first issue of UNESCO National Commission Magazine. The magazine highlights activities of the UNESCO National Commission implemented for the year 2021- 2022.

As new Deputy Executive Secretary of the UNESCO National Commission of the United Republic of Tanzania, it has been honor for me to assume the portfolio.

It is worth nothing that Tanzania continues to implement UNESCO programmes in five areas of its competence by responding to national developments needs within Five Year Development Plan (FYDP) III,UN Sustainable Development Cooperation Framework (UNSDCF) and Vision 2025.

In promoting International understanding and peace among nations, the UNESCO National Commission has been working strategically with other National commissions at regional and international levels. In the area of programme implementation, a number of exciting developments have been taken place in the United Republic of Tanzania. With the support from UNESCO, seventh Participation Programme implemented in Tanga, Morogoro, Tabora, Mtwara, Dar es salaam and Zanzibar. Further stakeholders in all five field of competence have continued to benefit from the various capacity building and implementations of various International conventions and agreements in the area of education, heritage conservation, cultural diversity, sports, gender, media, human rights and those related to youth.

We would like to thank all our stakeholders and we urge them to continue working together and support the commission and its programme of work in the country.

Enjoy reading!

Mr. Aboud Iddi Khamis
Deputy Executive Secretary – Programme
UNESCO National Commission of the United Republic of Tanzania

Acknowledgement

Dear readers and all our stakeholders,

This is the first online issue which reports implementation of UNESCO National Commission activities in the United Republic of Tanzania. This issue draws attention to several activities and events that happened during the year 2021 -2022 that continues to demonstrate the excellent relations that exist between UNESCO and the government of United Republic of Tanzania.

The Administration and Finance department will act as a catalyst to enable UNESCO National Commission employees to contribute at optimum levels toward the success of our institution. The department takes a leadership role and provide service in support of UNESCO National Commission's vision by promoting the concept that our employees are our most valuable resource and will be treated as such.

We are strategic partners in building UNESCO National Commission's activities by maximizing the value of human capital and aligning it with institution initiatives, values, strategies and the needs of all stakeholders.

These will be achieved through a teamwork philosophy that is inspired through effective organizational skills, proactive efforts, and a balance between professionalism and the ability.

Mr. Ndefoo S. Tarimo
Acting Deputy Executive Secretary – Finance and administration
UNESCO National Commission of the United Republic of Tanzania

**NATCOM MAGIZNE
MPLEMENTATION REPORT
YEAR: 2021/2022**

Table of Contents

SENSITIZING MITIGATION OF CLIMATE CHANGE THROUGH EDUCATION FOR SUSTAINABLE DEVELOPMENT

This article tracks the training endeavors relative to the UNESCO supported participation programme on mitigating climate change in the framework of selected 14 primary schools in Unguja Island, Zanzibar held at the Kidutani ECCE Centre. A total of 35 participants were trained including 28 school teachers (2 per each school), 2 school quality assurance officers and 5 Ministerial officials

Group Photo of Participants during Inception Phase

This intervention proposed to compliment implementation mitigation of climate change in Zanzibar island schools through education for sustainable development (ESD)

Specific objectives were: to provide the facilitators with the necessary skills to successfully lead the whole-institution work on climate change in their schools; to facilitate school quality assurers on their role to support and monitor the work in the schools and to coordinate the process and to equip both groups with the skills and tools so as they successfully induce WIA to ESD in schools.

The Permanent Secretary, Ministry of Education and vocational Skills, Zanzibar addressing Opening Remarks

Participants in their Discussion Groups

Facilitators guided participants to explore various knowledge and skills corresponding to mitigating climate change using whole institution approach. The following contents were covered: Whole Institution Approach' (WIA) to Climate Change Mitigation; Introduction to Climate Change; and Mitigating climate change; identification of different stakeholders and their roles in WIA to climate change actions and determining ways to ensure an inclusive and participatory whole institution pro-

cess. Participants were also informed on reviewing and assessing for whole-institution action on climate change

The target trainees were Primary school teachers in selected schools in Zanzibar and respective education officials responsible for school quality assurance. Each participating school prepared an action plan for climate change actions.

During the Opening Ceremony, the Permanent Secretary, Ministry of Education and Vocational skills (Zanzibar) addressed the opening speech. He thanked UNESCO for initiating such revitalizing programme. He commended the idea of inculcating skills to pupils because the children are easily moulded accordingly. He asked the Nat-Com to ensure the same is done to Pemba Island in order to have even dissemination of expected skills. He told participants to make sure the induced knowledge and skills are transformed to expected climate change actions.

The permanent Secretary reminded teachers to join related UNESCO clubs/associations in order to benefit more. In addition, he explained to the participants about the forthcoming school competition on sustaining environment to be hosted by the 1st Deputy President of the Revolutionary Government of Zanzibar.

Monitoring and evaluation strategy was put on place for the follow-up procedure

Participants' Group Photo

NATIONAL TRAINING ON QUALITY GENDER RESPONSIVE STEM EDUCATION TRAINING DONE IN ZANZIBAR AND MOROGORO
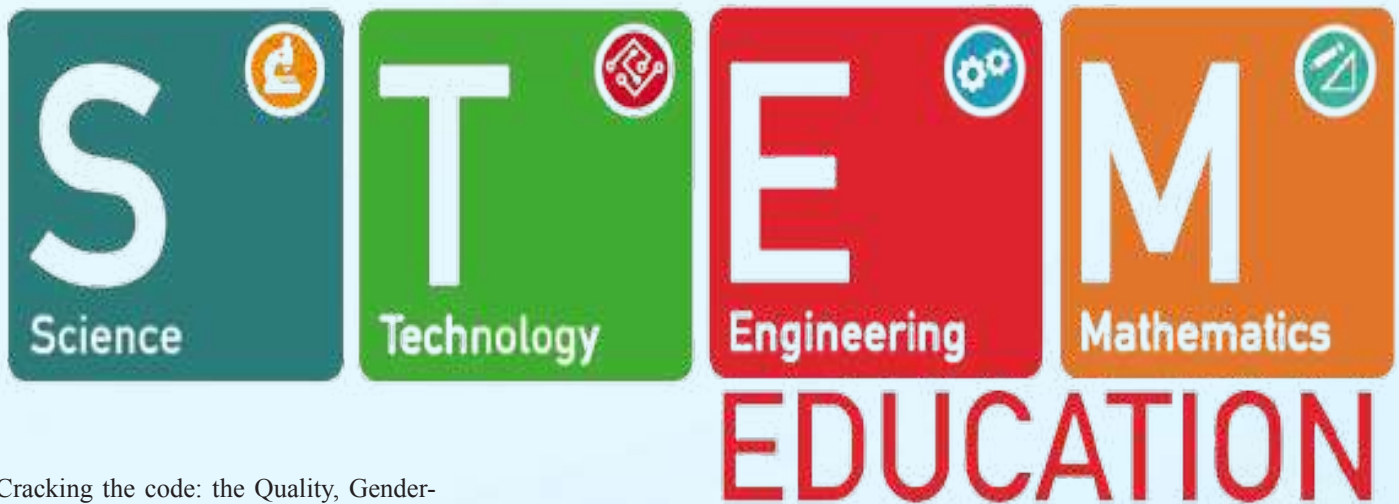
"Cracking the code: the Quality, Gender--Responsive STEM Education" Trainings were held in August 2021 in Zanzibar and March 2022 in Morogoro Tanzania Mainland. The training was organized by the UNESCO National Commission (NATCOM) of the United Republic of Tanzania with the support of UNESCO. The Trainings were preceded by preparation Forum that brought together facilitators, Moderator and the coordinators.

The training brought together various in--service education stakeholders drawn from different educational institutions. The trainees comprised: classroom teachers, Head of schools, School Quality Assurers, Teachers' College Tutors and educational officials from the Department of teachers' education of the Ministry of Education, Science and Technology.

The aim of the training was to strengthen the capacity of the participants for the intention of improving teaching and learning environment for girls in STEM subjects. Specifically, it intended to broaden participants' understanding on factors influencing girls' participation in STEM; strengthen their ability to create gender--responsive STEM environment; enable them to create network; and support them to develop framework for monitoring progress in STEM.

Participants' Group Photo during Morogoro Training

A combination of several learning methodologies was employed. The training created a platform for learning, exchanging various teaching and learning approaches. Also, this training adapted materials developed for a regional training for Anglophone Africa held in Kigali in July 2019. The topics covered were: Stem Education in Tanzania; Gender and Stem Education; Leadership for Gender Responsive Stem Education; Gender Responsive Pedagogy; Gender Responsive Teaching and Learning Resources; and ICT Integration in Stem Education.

STEM female practitioners were invited to share their schooling journey. The intention was to complement the module on "Leadership for Gender Responsive Stem Education". Interestingly the Chief Secretary and the Secretary to the Revolutionary Government of Zanzibar Hon. Engineer Zena Ahmed was among the invited STEM role model.

It was concluded that the training helped participants to develop positive mindset on their roles in motivating and inspiring female students to pursue STEM related courses. This calls for more informing professional development programmes for educational stakeholders.

Morogoro Participants Working in their Small Discussion Groups

Participants' Group Photo during Zanzibar Training

ZRA IMPLEMENTATION PLAN – STAKEHOLDER'S CONSULTATION WORKSHOP
15-16 JUNE 2022

Background

The Recommendation on Science and Scientific Researchers is a landmark international agreement that outlines a vision of how science can be mobilized for a better world. Adopted in 2017 by UNESCO's Member States, it codifies a common set of norms and standards for an inclusive, rights-based science, technology and innovation (STI) system.

The UNESCO Recommendation on Science and Scientific Researchers is an important standard-setting instrument which not only codifies the goals and value systems by which science operates, but also emphasizes that these need to be supported and protected if science is to flourish.

The Recommendation was adopted on 13 November 2017. It supersedes the Recommendation on the Status of Scientific Researchers (1974). The 39th General Conference by its resolution 85 significantly expanded the scope and reach of the former recommendation, and added a four-yearly monitoring procedure, inviting the Member States to focus their implementation on '10 key areas' when they report on implementation in the second, This Recommendation has a particular value today, including for developing countries in building up their scientific skills and institutions. For these, it provides a useful checklist of political and institutional requirements.

The Recommendation promotes a fair and appropriate status of scientific researchers and informs adequate national science, technology and innovation policies, and policies to ensure that societies use knowledge from all scientific fields in a responsible manner. The Recommendation also indicates how, in principle, this can be achieved. For example, it stresses the importance of two issues: the need to ensure the free circulation of scientific data, and the need to provide scientists with adequate financial and institutional support.

The implementation of the Recommendation in Member States is monitored by the UNESCO governing bodies. Every four years, the Secretariat of UNESCO collects information from Member States, in consultation with other partners.

1. The responsibility of science towards the United Nations' ideals of human dignity, progress, justice, peace, welfare of humankind and respect for the environment.
2. The need for science to meaningfully interact with society and vice versa.
3. The role of science in national policy and decision making, in ternational cooperation and development.
4. Promoting science as a common good
5. Inclusive and non-discriminatory work conditions and access to education and employment in science
6. Any scientific conduct is subject to universal human rights standards.
7. Balancing the freedoms, rights and responsibilities of researchers.
8. Scientific integrity and ethical codes of conduct for science and research and their technical applications.
9. The vital importance of human capital for a sound and responsible science system.
10. The role of Member States in creating an enabling environment for science and research.

THE ROLE OF MEMBER STATES IN CREATING AN ENABLING ENVIRONMENT FOR SCIENCE AND RESEARCH (CASE OF TANZANIA ZANZIBAR)

In complying with 10th recommendation of RSSR i.e. "The role of Member States in creating an enabling environment for science and research" the National commission for the UNESCO in collaboration with the UNESCO field office in Tanzania plan and implemented a series of workshops geared at improving research quality and relevance in Tanzania and in specific "Integrity in Scientific Research: Creating an Environment that Promotes Responsible Conduct of Research" to ensure that the concept of research integrity embodies "individual's commitment to intellectual honesty and personal responsibility" while for an institution "is a commitment to creating an environment that promotes responsible conduct forming th research agends for the key stakeholders in Zanzibar by embracing standards of excellence, trustworthiness, and lawfulness and then assessing whether researchers and administrators perceive that an environment with high levels of integrity has been created". "Research integrity is about making sure that we are striving for excellence, can trust our findings and create a system for quality assurance and accountability. And this involves commitments beyond just the highest level of institutional leadership. We need to make sure that we're doing the best we can, follow rules and policies, ethical guidelines, embrace best practices, participate in continuing learning and be accountable on all counts. While it's important to speak up when there are problems or issues, it's also important to think about how to be part of the solution. In part of Zanzibar the team working on this was from Zanzibar Planning commission(ZPC)

(ZPC) was established with a prime mandate of being the highest authority for economic development and planning and shall coordinate and supervise the implementation of such economic development plans and related social services issues in Zanzibar. This directive is stipulated in the ZPC (Act No. 3 of 2012). Among the ZPC co-functions is to coordinate and oversees the implementation of the Zanzibar Research Agenda as well as conducting research from various aspects of national interests and public policy. The team therefore formed the research implementation plan for Zanzibar. Importance of the Research , Implementation Plan includes but not limited to: Source of information, Problem solving, Knowledge and power, Policy review and formulation, Economic growth, Stakeholder Engagement/Relationship and Proper utilization of resources.

In is also expected that, the main funding sources for research and innovations are the Governments – Revolutionary Government of Zanzibar (RGoZ) and United Republic of Tanzania (URT) through Commission of Science and Technology (COSTECH), DP and private sectors. The funding mobilization strategy to implement the Zanzibar Research Agenda (ZRA) 2021 – 2026 is composed of but not limited to consolidating government sources, funds matching with private enterprises, DP, basket funding regional arrangement and diaspora

It was also noted that, the monitoring of the research agenda implementation plan has to be instituted at the initial stage, whereby indicators and targets have to be set concurrently, and The agenda 2015-2020 will be used as the baseline resources and also the monitoring and evaluation of the activities during the implementation of the ZRA 2021-26 will be done through analysis of national indicators that shall be formulated based on national monitoring framework, with the Research Department developed this implementation plan that will guide the monitor research agenda and innovation activities. It was also noted that , implementation plan for ZRA 2021-2026 is subjected between different categories including priority sector, priority area, strategic objective, strategies, strategic actions, stakeholders and costs estimated.

The end results of the series of this work shop was the formulation of key priority areas in research agenda to be used as guidelines in implementation of research agenda in Zanzibar. During the process the following research agenda priorities were accepted and marked for the period from 2012 to 2026;
1. Trade and Investments,
2. Tourism , Culture , Creative indudtries and Sports
3. Health, and Social Welfare
4. Media
5. Safety and Security
6. Agriculture
7. Education
8. Environment and Climate Change
9. Utilities
10. Government and Institutions
11. Finances and Economic Sectors
12. Formation and Communications Technology
13. Transport
14. Land and Housing
15. Livestock
16. Social Development, Protection , Gender , Empowerment and Employment
17. Blue Economy
18. Sports exercises and Fitness..

National commission for UNESCO appreciates much for the efforts made so far in ensuring that Tanzania is now implementing the recommendation of recommendation on scientific and social reform as suggested by UNESCO, especially the 10th recommendation. It is our hope that the implementation of agenda will improve the STI systems in Zanzibar to be a tool for peace and sustainable development. National commission for UNESCO is also planning for to monitoring and evaluation of the implementation of the research agenda at National level as it is important in gauging the implementation of the RSSR in Tanzanian.

MAKSATU EXHIBITION
STRENGTHENED COLLABORATION WITH STI STAKEHOLDERS

This was achieved by attending MAKSATU Exhibition. MAKSATU stands for Maonesho ya Kitaifa ya Sayansi, Teknolojia na Ubunifu. MAKISATU is an initiative organized and led by the Ministry of Education, Science and Technology (MoEST). This platform gives chance to grassroot innovators from all over the country to showcase their innovations and stand a chance to win awards and be supported to develop their prototypes further. The events in MAKISATU usually precede the Innovation Week Tanzania and the climax takes place alongside the grand finale of the Innovation Week Tanzania

MAKISATU Innovation Week Exhibition aimed at providing space to innovators, policy makers, corporate entities, development partners, researchers, and other players in the innovation ecosystem to share what they have been working on, learn from and inspire each other, collaborate across sectors, and transform Tanzania through the scaling of innovation. It also aimed at promoting innovation and creativity for sustainable development among Tanzanian.In 2022, these exhibitions were held at Jamhuri Stadium-Dodoma from 16 - 20 May, 2022.

National innovative exhibition was prepared by the Ministry of Education, Science and Technology in partnership with different institutions including COSTECH, UNESCO, VODACOM, NMB, UNCEF, UNDP, KOICA and other development partners. The target of the exhibition crossed all over the community including youth, primary school pupils, secondary school students, collages students, universities and the society at large. The exhibition gave rise to 2,700 innovators who fully participated in the exhibition of innovation for sustainable development. In the presentation it was addressed that innovation should link with provision of solutions to different challenges that in turn result to sustainable development. It was also stated that both governments the United Republic of Tanzania and that of Revolutionary Government of Zanzibar have a great desire to invest in the innovation with the fact that innovation will make people think great and give scientific solutions to different social, economic and political challenges facing the global communities. In general

i. Innovation Week provided a forum for in-depth accessible dia logue between policy makers, private sector representatives and the research community.
ii. Innovation Week showcases how innovative practices are being applied in specific industries so that today's students are prepa red for tomorrow's evolving career opportunities.
iii. Innovation Week inspiring the current and future leaders in Tanzania to take risks on new ideas, collaborate across sectors, and transform Tanzania using innovation.
iv. The level and breadth of participation indicate the expanding recognition of the critical importance of innovation and its sig nificant implications for global economies.

Recommendations:
It was recommended that the Ministry of Education, Science and Technology to make the following;
1. Advertisement to cut across the whole community of Tanzanian with the aim of involving more participant in the next session so that more innovators are given opportunity to demonstrate their talents.
2. To take actions to all productive suggestions made by customers with the aim of improving the next session in the coming year 2023.
3. To make sure that these exhibition must be taken seriously as opportunity to arose people's interest and create employment to our community.
4. Governments and private institution under the ministry including schools, colleges and university must invest seriously on innovation to their customers
5. Government leaders have to move from their office to emphasize teachers and students to invest seriously on innovation.
6. To emprove the education policy so as to match with today's market
7. To cooperate with private sectors to create conducive environment for researchers to carry their work in good condition.
8. The ministry should make evaluation for the standard of education we have whether to continue or to take a diverge direction to meet peoples demand.
9. All government council should nominate and arrange specific places for young innovators to grow while undertaking their innovation on their person talents.
10. The ministry should pass through all innovations demonstrated and choose the productive innovation and develop them toward successful innovation.

Participation of NATCOM in MAKISATU helped the Commission to showcase its products (services) and strengthen its relationship with both government and non-government actors involved in the field of STI.

Ms. Christina Musarocche explainining to the First Vice President of Zanzibar (C) Hon. Othman Masoud Othman on how UNESCO National Commission for Tanzania Innovates Sciences Programs

Event Photos

BIOETHICS program

BIOETHICS DIALOGUE - TABORA COLLEGE OF HEALTH AND ALLIED SCIENCE

Background:

Bioethics is branch of applied ethics that studies the philosophical, social and legal issues arising in medicine and life sciences. It is chiefly concerned with human life and well-being, though it sometimes also treats ethical questions relating to non-human biological environment (Ruth Chadwick). Bioethics not only provide a guideline to medical professional about clinical decision-making, advancements in medical technologies, but also playing vital role in policy changes and legislation.

The UNESCO Bioethics Programme was created in 1993. It belongs to UNESCO'S ethics of science and technology programme. Its first major success occurred in 1997 when the General Conference adopted the Universal Declaration on the Human Genome and Human Rights in 1945. The bioethics is a part of UNESCO'S Social and Human Science Sector. It is primarily responsible for the secretariat of two advisory bodies; the International Bioethics Committee (IBC) and the Intergovernmental Bioethics Committee (IGBC). These committees cooperate to produce advise, recommendations, and proposals that each submits to the Director-General for consideration by UNESCO governing bodies.

The Programme has developed four (4) action areas; Intellectual forum, Standard--setting action, Advisory role and capacity building and Education awareness raising. In Intellectual forum the programme provides an intellectual forum for multidisciplinary, pluralistic and multicultural reflection on bioethics, in particular through the IBC and IGBC and by organizing and participating in conferences and seminars to foster both national and international debate on the major ethical issues arising in life sciences. In Standard-setting action the programme aims to define and promote a common ethical standard-setting framework that states can use in formulating and putting into practice their own policies in the field of bioethics. In Advisory role and capacity building the programme act as an adviser to the member states wishing to promote reflection and database, to set up national ethics committees and to de-

fine national standards and legislation in the field. In Education and awareness raising the programme work with specialists like researchers, journalists, jurists, decision-makers and specific target groups. UNESCO also identifies Universities that offer bioethics education in order to foster exchanges, in particular by connecting them with Network of Institutions for Medical Ethics Education (NIMED)

In Tanzania, there are various mechanisms in place that support bioethics. First, there are international regulations, second, there are national law forbidding abortion and sexual offence act for example (female Genital Mutilation and rape) and national policies (the national HIV/AIDS policy that guides national strategy to combat the epidemic). Third, local beliefs and values systems and their related social ethics. The bioethics programme has been implemented by the UNESCO National Commission of the United Republic of Tanzania through Social and Human Science Sectors.

Introducction:

The UNESCO National Commission of the United Republic of Tanzania through Social and Human Science Sector organized a dialogue with students and tutors at the College of Health and Allied Science in Tabora. The aim of the dialogue was to reminds on the key issues concerning bioethics in health services delivery and health care.

This report provides an overview of the dialogue conducted at the College of Health and Allied Science in Tabora region. The dialogue also aimed to show the applicability of bioethics in research ethics and Medical ethics involving both students and tutors.

General objective.

The **main objective** of the activity was to identify the ethical issues they raise in health care and health services delivery, evaluate the associated risks and benefits and to propose the solutions which may include modifying the standards to maximize the survival of the society. Another objective is to show the applicability of bioethics in research ethics and medical ethics by tutors and students from the College of Health and Allied Science in Tabora.

Opening the Dialogue:

The activity opened by the Deputy Executive Secretary of the UNESCO National Commission of the United Republic of Tanzania. In opening she provides a short summary of the UNESCO National Commission by explaining the objective and the key five areas (Education, Natural science, Social and Human Science, Culture and Communication and Information) where the organization exercises more to the head of college and tutors. She begs for cooperation from both tutors and students so as to get more vivid information about bioethics in research and patient care.

Head of Education Sector for UNESCO National Commission, Ms. Fatma S. Mrope (C) talking to the participants at the College of Health and Allied Science in Tabora

The Head of College addressing to both UNESCO National Commission staff, tutors and students.

In opening, she also welcomed the Head of College to provide a brief summary of bioethics and show how it is applicable to the college and students.

The Head of College explained that bioethics has been taught through research ethics and medical ethics. Students start studying medical ethics at NTA level 4 and NTA level 6 who come as upgrading (diploma). She also suggested that, in order to acquire good information, the dialogue will be based on two sides that was tutors concerns and students concerns.

Participants:

The activity involved two participants, tutors and students from the College of Health and Allied Science in Tabora. Tutors were nine (9) three (3) women and six (6) men, where students were fifty (50), twenty-nine (29) boys and twenty-one (21) girls. Students were categorized according to their levels of study that were student level four (4), level five (5) and students level six (6).

Students start studying ethics in level four (4). The study covers human rights, confidentiality, patient needs and skills on how to handle them. Students level six (6) they study operational research that covers the content of ethics concerning bioethics.

Discussion:

*Tutors concerns;

Bioethics is applied in research ethics, research ethics is doing what is morally and legally right in research. "Norms of conduct that distinguish between right and wrong, acceptable and unacceptable behavior" (Operational research tutor). He also explained that ethical consideration is important in doing research since students are responsible for taking care of their safety, dignity, rights and well-being of the patients.

He also explained that, in research ethics, the patients have the exclusive right to give consent to participate, withdraw from, or refuse to take part in a research project. They have the right to seek confidentiality and stop personal information from sharing. Students must conduct research with honesty, objectivity, and integrity, seek consent from patients for their participation, protect patients with their culture, values, religions and economic status.

In order for students to conduct research ethically, basic ethical principles are applied in ensuring the safety and security of the patients or participants of the study.

The principles were explained as follows;

• Informed consent. Students must seek permission to research from patients. The consent must be associated with an introduction letter from the village executive officer or Mtaa executive officer to a targeted health center, explaining the positive and negative impact from doing research.

• Nonmaleficence that means avoiding things that are harmful to patients. Students are supposed to reveal all risks associated with the research to the patients (aims, objective, nature, negative and positive impacts, duration)

• Privacy and confidentiality, the communication between a patient and doctor is a privacy. Also in the college of Health and Allied science, student's performances are also a privacy since no one can be able to see others' marks without a consent from a student himself.

• Justice, patient have the right to proper medication, right to choose medicines as well as the right to provide information during student's research

• Autonomy and individual responsibility.

Bioethics also is applicable in reproductive health. Reproductive health is categorized into two (2) categories that are respective patient care and respective maternity care. Once a pregnant woman is going to give birth she experiences maximum pain, therefore a doctor or nurse is taught to have courage by using smooth and friendly language to make them feel better and valued. Also in order to help them nurses or doctors are advised to give them injections or medicines so as to reduce pain during birth. Students also are taught Hippocratic oaths in order to become good doctors (Reproductive health tutor).

Student from the college of Health and Allied Science in Tabora

UNESCO
and BIOETHICS

*Students Concerns

Students' concerns were based more on patient care ethics.

Students must seek consent from a patient to provide information for diagnosis purposes, also a patient has a right either to refuse or accept to provide information to doctor or nurse.

Ethics in patient care involves respect for the inherent dignity, worth and unique attribute to every patient. Patients should be treated with respect. Privacy also is important in patient care ethics, for example when a patient being admitted, a doctor or nurse are not allowed to reveal the patient information (student level 6). In research and patient care ethics, students are supposed to appear smart (well dressed, friendly and smooth language) when gathering information so as to attain good information (evident data) that will be useful in report writing (student level 4).

In medical ethics, medication procedures must be maintained. A student level five (5) explained that "Before starting medication procedures, a nurse or doctor must explain the side effects resulting from using those medicines. Also before starting any medication procedures, a student or doctor must wear gloves to protect himself and the patient as well.

In reporting to a patient after diagnosis testing, when a patient is found with more than one disease, a student or doctor must report in a way that is more ethical by considering patient rights in providing results after diagnosis testing. For example, a student or doctor should say, we found that you have typhoid and other small infections resulting from typhoid instead of saying that you have typhoid, malaria, blood pressure and tuberculosis (student level 6).

Challenges Assocciated with Researcch and Patient Care Ethics:

Both tutors and students explained the challenges resulting from patient care ethics and research ethics. The challenges were explained as follows;

Language barrier, in research ethics, students face a language barrier during information or data gathering. "Most patients are not aware of Kiswahili language, they only speak Sukuma and Nyamwezi which are more confusing to students leading to reduction of the clarity of data or information gathered" (student level 6).

Ethical dilemma, sometimes doctors or nurses suffer with dilemma. For instance, when a patient gets into a road accident a nurse or doctors are not allowed to immediately start treatment even by giving first aid without PF3 even if the situation is very critical.

Therefore, ethics is applicable when a doctor or nurse gives up all the procedures and focuses on patient rights by providing first aid so as to serve the patient's life (student level 6).

Globalization, there is no privacy, confidentiality, and justice in telemedicine. All the information concerning the patient are revealed (tutor).

Recommendations from Participants:

Doctor took an oath to protect and save the lives of the people. Sending a patient away for lacking pf3 is unethical and doesn't not make sense. The regulation should be changed and the form should be freely accessible online and doctors should be allowed to fill them first at the hospitals, then the police should be the one to go and collect them so as to serve the life of the people first (student level 6).

The glowing of telemedicine reduced care continuity to patients. Patient's primary care providers may not have access to record from those other visits and end up with patients. Reduced care continuity decreases care quality since there is no privacy, justice and confidentiality to patients also patient rights exist (college tutor).

Closing the Dialogue:

The Deputy Executive Secretary of the UNESCO National Commission of the United Republic of Tanzania closed the dialogue by appreciating all participants for their strong contribution and cooperation. She insisted all participants to become agents of change to other health workers to deliver health services in ethical manner by avoiding discrimination to patients.

Participants student from the college of Health and Allied Science in Tabora

FIGHTING AGAINST PHYSICAL AND SEXUAL VIOLENCE IN THE LOCAL COMMUNITIES

UNESCO National Commission of the United Republic of Tanzania successfully conducted a pilot project in some selected wards of Tabora Urban District in Tabora Region on physical and sexual violence against women and youngsters (girls and boys). The project objective was to eliminate all forms of women's violence in Tanzania.

The Convention on the Elimination of all Forms of Discrimination against Women was signed on 18 December 1979 by 189 countries. The United Republic of Tanzania ratified the convention in 1985. The United Nations declared a response to violence against women and girls imperative in 2006, and it was identified as a health priority in World Health Organization (WHO) guidelines of 2013. Elimination of violence against women and girls in public and private is a target for the fifth Sustainable Development Goal.

Globally, 30% of women have experienced physical or sexual violence by an intimate partner or sexual violence by a non-partner. The question of how to achieve substantial reductions in violence against women in low- and middle-income countries is central to the current debate. The response needs to be multisector and includes both prevention and response, supported by research on the effects, costs, and potential scalability of promising interventions. About 40% of survivors disclose violence—usually to a friend or relative—but only 7% to a formal source of support, making disclosure an early priority in a theory of change.

Data collected by the Legal and Human Rights Center in Tanzania from twenty regions shows that women/girls' physical and sexual violence is prevalent in seven regions of the country. The Tanzania Demographic Health Survey (TDHS-2015/2016) reports such violence in 3 leading regions in percentage: Mara (56.8%), Tabora (44.5%), and Shinyanga (43.4%). The National Plan of Action to end violence against women and children 2017/18 – 2021/22 is in the implementation phase. According to UN Women organization data of 2018, the Tanzania physical and sexual women violence from their spouses is 46.2%. In addition, the Tanzania police data discloses that 1,218 women were raped from January to June 2018. Some incidents of physical violence are regularly reported in the media.

Despite the fact that physical and sexual violence has caused several consequences among Tanzanian girls and women and young boys, the victims are reluctant to report it. In some places, even local government leaders are reluctant to report such incidents or testify in court for fear of going against their African customs and traditions, they prohibit them from reporting their husbands or members of the family to the police or elsewhere. If they do so (report to the police) their marriages come to an end.

UNESCO's Participation Program entitled Fighting against Physical and Sexual Violence in the Local Communities was implemented in Tabora Urban District with the aims of eliminating all forms of violence against women and young girls in Tanzania, empowering women and youngsters (girls and boys) in fighting against physical and sexual violence, and sensitize them on their value, rights, and develop the information disseminating booklets against physical and sexual violence.

The project intends to support UNESCO's efforts to achieve the 2030 agenda and the SDGs, especially goal 5 which intend to achieve gender equality and empower women and youngsters by 2030. In its approved 'Budget and programs 2020/21', UNESCO discloses that in order to reaffirm UNESCO's mandate, role, and responsibilities in the field of human rights, the Organization is currently updating its 2003 Strategy on Human Rights and the Integrated Strategy to Combat Racism, Discrimination, Xenophobia, and Intolerance. The aim of this exercise is to develop a holistic vision of the role of UNESCO in the realization of human rights for all.

The program was divided into three parts; the Inception session, the leaders' forum, and the General forum.

During the inception session, the pilot wards were identified, and it was in this session that the Tabora Municipal Director and Tabora Regional leaders welcomed the team of organizers and appreciated the efforts made by the UNESCO National Commission for conducting such intervention. The Secretary-General of UNESCO National Commission of the United Republic of Tanzania (UNESCO Natcom) gave the introductory remarks by thanking the Regional Leaders for welcoming the organizers' team and giving a brief description of Gender-Based Violence (GBV) in Tanzania.

He said Gender-Based Violence (GBV) in Tanzania is common with women and girls being the majority of the victims, while men and boys are the common perpetrators of Gender-Based Violence while some cultures, traditions, and norms practiced by both, men and women fuel the situation. He added that young boys are nowadays victims of sexual violence as some of them are ensnared by old-aged women for sexual abuse. Young girls also face sexual abuse when it comes to issues of employment and in higher learning institutions. It is in this context that the project confines fighting against physical and sexual violence to the two community groups namely women and youngsters (both girls and young boys).

The Secretary-General of UNESCO National Commission of the United Republic of Tanzania insisted that Gender-Based Violence (GBV) have caused sexually transmitted diseases, death, HIV/AIDS, disability, poverty, and psychological problem. The government acknowledges that violence has a negative contribution to the country's economy, health, and social welfare systems. Furthermore, he revealed that the UNESCO National Commission has organized this project to sensitize the community at large on human rights and make efforts to fight against all forms of Gender-based violence.

Executive Sectretary of UNESCO National Commission for Tanzania, Prof. Hamisi Malebo give an introducctory remark
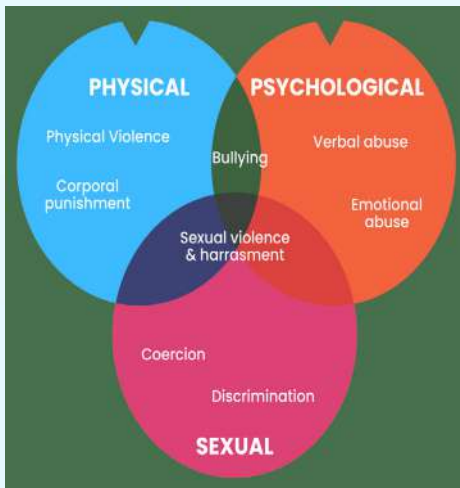
The community members would stand as ambassadors against women's violence by pinpointing the forms of violence and its effects, as well as recommend the way forward to eliminate women violence in communities. He concluded by saying "Women and youth (girls and boys) must recognize their rights and know how to fight against violence acts from their spouse or other community members"

The Leaders' Forum aimed at collecting stakeholders' views, to refer the convention on the elimination of all forms of discrimination against women and prepare an important guide on Fighting Against Physical and Sexual Violence to be used and enriched in the third session called General Forum, for a purpose of community intervention. The Leaders' Forum was comprised of coordinators, facilitators, Police Gender Desk Officers, Tabora Community Development Leaders, Ward Councilor leaders, Women Rights Activists, Religious Leaders, and Teachers.

The General Forum comprised of the members of the Leaders' Forum and 50 participants from the community (20 girls aged from 18-30 years, 20 boys from 18-30 years of age, 5 women, and 5 men aged above 30 years). Their contributions to the forum were very valuable and thus led to the enrichment of the Fighting against physical and sexual violence facilitation Guide. The general forum used the discussion method as a way of achieving and reaching "zero violence against women and young girls in Tanzania". The moderator grouped participants into small discussion groups and each was given some questions to discuss.

The analyzed statistical data of gender crimes/ violence in Tabora is shown in the table below;

S/N	TYPES OF GENDER VIO-LENCE	PERCENTAGE	POSITION NATIONAL WISE
1	Physical violence	54	4
2	Sexual violence	21.5	4
3	Violence during pregnancy	13	4
4	Physical and sexual violence	44.5	2

Thus, the seminar concluded that gender-based violence against women and young girls is a serious psychological, health, economic, and human rights problem affecting the majority of Tanzanians. Participants demonstrated a high level of awareness of the existence of gender violence particularly intimate partner violence (both sexual and physical). Women and girls experience high levels of violence because of social and economic inequities between men and women and some social norms. The beneficiaries of this education seminar had the contribution of changing the community perspective on gender violence. It uplifted the awareness and open the door for the community to reach the Police Gender Desks and report gender violence cases.

RECOMMENDATIONS

i. Government, NGOs, and other stakeholders' efforts should be on more awareness-rai sing programs, advocacy, and community mobilization with local government leaders, police, health workers, and other civil society organizations to help them recognize their roles in responding to gender-based violence and develop strategies to take action.

ii. The legal action should go along with education; the criminals/offenders should be ar rested, and the government should provide support to the gender-based violence vic tims.

iii. Youths have a responsibility and power to fight against gender-based violence from the family, community, and national at large, all they need is awareness and inculcate to them the power to make the decisions.

iv. The community members should be aware to avoid the social-cultural practices whi ch violate women and girls' rights example, early marriage, female genital mutila tion, widow inheritance, and other cultural myth.

v. On the issue of violence which occurs through social media and other digital plat forms, the government through the authority responsible for cyber-crimes should take necessary legal action and procedures against any person violating human rights through social networks like WhatsApp, Instagram, Facebook, online TV, and any other digital platform

vi. Youths should develop a sense of self-esteem by thinking about themselves, know and respect one's feelings and values.

Partiicpants attended the forum take notes presented by a facilitator

CONFRONTING GENDER DISPARITY ON GIRLS' INITIATION MALPRACTICE

UNESCO National Commission of the United Republic of Tanzania provoked against girls' initiation malpractice in Masasi District Council. The intervention was done through UNESCO's participation Programme in 2020/2021 biennium. It involved sensitization on the importance of altering such traditional malpractices that indirectly lead to gender disparity because its negative effects manifest to girls and eventually women in the society.

The overall objective of the Programme was to abolish the malpractices in the respective communities. Specific objectives were: to influence District leaders to be able to explain the reasons for 'confronting to girls' initiation Mal-practice'; to develop the facilitation guide on confronting the girls' initiation malpractice; to develop interventional team; and the Community members to be able to describe the disadvantages of gender disparity imposed by girls' initiation malpractice.

The programme was introduced to the Masasi District Council during inception session. The District leaders commended UNESCO for supporting such interventional initiative. Also, they identified three nearby pilot Wards namely Chiungutwa, Mbuyuni and Namalenga. The session was used also for prior preparation for the fellowship session. Key facilitators, coordinators and District officials collaboratively they prepared a fellowship guideline as a roadmap on how to interact during fellowship session.

Fellowship session involved peer facilitators. It comprised initial preparation of the 'Girls' Initiation Facilitation Guide'; the guide was then enriched during key forum with community members (from village level).

Key Forum was more inclusive as in addition to peer facilitators it comprised also 26 participants from 13 villages. Their contributions to the Forum were very valuable. This led to the enrichment of the 'Girls' Initiation Facilitation Guide'. Participants responded positively on: types of girl' initiation practices; advantages of the initiation practices; disadvantages of the initiation practices; and Challenge/s Related to Recent Initiation Practices. Generally action research approach was used because participants explored the problems of conventional girls' initiation and how to improve the ritual.

Dr. Harieth Mtae from Open University of Tanzania (the Moderator) Guiding the Participants

Implementation of the pilot programme was agreed by all participants. The intervention team (peer facilitators, District's Community Development Officer, the moderator and the coordinators) strategized the piloting process. The proposed modality of girls' initiation practices is general as opposed to the convention types. The essence is to ensure even facilitation in the respective initiation camps. The approach is to use programme trained camp facilitators only. The essence is to induce expected skills and good practices to the initiated girls.

Participants in a Group Photo Symbolizing Solidarity

A map of the United Republic of Tanzania showing World Heritage Sites.

CELEBRATION OF THE AFRICAN WORLD HERITAGE DAY

UNESCO National Commission of the United Republic of Tanzania is a mandate government institution to coordinate UNESCO activities in the United Republic of Tanzania. As such it coordinates among other activities the implementation of the UNESCO 1972 Convention. Each year African Member States to UNESCO celebrate Africa World Heritage Day on 5th of May.

The United Republic of Tanzania has seven (7) Sites in the World Heritage Sites. These are Ngorongoro Conservation Area, Serengeti National Park, Selous Game Reserve, Kilimanjaro National Park, Ruins of Kilwa Kisiwani and Ruins of Songo Mnara, Stone Town of Zanzibar and Kondoa Rock Arts. Like other State parties to the 1972, United Republic of Tanzania has Sites in the UNESCO Tentative lists. These includes the Central Slave and Ivory route, Eastern Arc Mountains Forests , Oldonyo Murwak, Gombe Mahale National Park, Jozwan Chwaka Bay Conservation Area.

African World Heritage Day was proclaimed by the 38th Session of the General Conference of UNESCO (November 2015). It is an opportunity for people around the World, and particularly Africans, to celebrate the continent's unique Cultural and Natural heritage.

Prior to 2021, Celebrations of the African Heritage Day at national level were being done at each Site level. However, after assessments which were being conducted after completion of the celebration, It was decided that instead of each Site to celebrate, it was envisaged to have One big celebration at a given Site where other Sites also joins. This has enabled to have great impact and shared experiences among Site managers on issues regarding their Sites.

While the previous celebrations were conducted at Stone Town of Zanzibar, the 2022 celebrations took place in Ruins of Kilwa Kisiwani and Ruins of Songo Mnara.
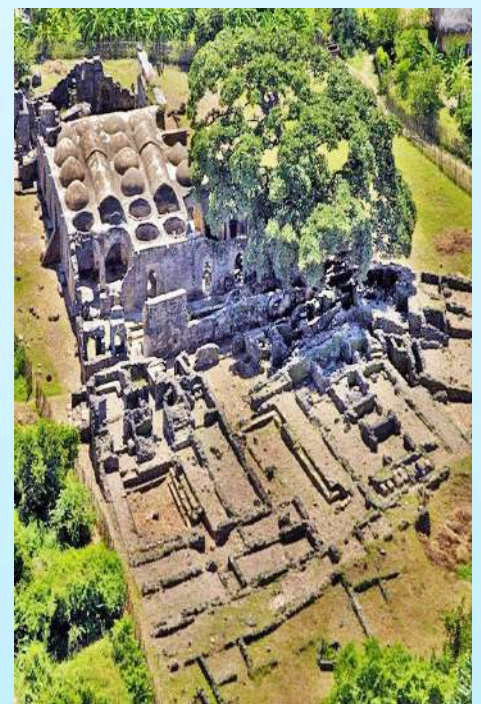

The ruins of Kilwa Kisiwani and Songo Mnara, are found on two adjacent islands off the coast of Tanzania

Site Managers from the other Site Sites participated together with their teams. They had showcased their activities for three days where Kilwa Masoko and Kilwa Kisiwani residents and various guests who came for Celebration were able to inquire, learn and appreciated the diverse information from Sites.

There were a number of activities which graced the celebrations. On 04 May 2022, Since Kilwa World Heritage Site is an Island; it faces the challenge of Wave actions. So among activities included planting of Mangroves trees for the purpose of reducing wave actions. After this important activity, then participants and the local communities took part in boat racing, jogging, and football which was played in the evening.

On the 5th May 2022 after gathering at the Mkapa Garden grounds, primary school pupils had prepared their songs with the theme on the importance of conserving World Heritage Sites for the current and future generations.

Then, the Executive Secretary from UNESCO National Commission Prof. Hamisi M.Malebo presented on how the Outstanding Universal Values (OUV) of the Site can be maintained. He informed that, in any Site there should be a thorough analysis between management objectives and desired management objectives. Management objectives are those which focus on conserving the OUV. The can be known only when Values and attributes are clearly known. It is from Values and attributes where management objectives are prepared. Desired Management Objectives are those which facilitate attainment of Management objectives. When it is clearly known, much of the time and resources can be directed in attaining desired management objectives. This will never bring any solutions in dealing with factors affecting the Site.

Ruins of Kilwa Kisiwani and Songo Mnara

Regarding boundaries, buffer zones and wider setting, the Executive Secretary explained on the necessity to each stakeholder and the community to respect boundaries and the wider setting that the Site was defined during nomination of the Site. That is important because it helps to protect any kind of encroachment and disturbance which will have potential or ascertain negative impact on the property. So it is important that boundaries, buffer zones and the wider setting which contribute to the integrity of the Site are known to communities and stakeholders and respected for the purpose of conserving the Site.

Gerezani fort in kilwa kisiwani

A perceived understanding to most of the Sites is that, the Site Manager is the one who governs the Site. However, a better way to manage the Site is to bring on boards other managers. These can be right holders, stakeholders, local communities and other interested parties. Each group may have a stake on the conservation of the Site based on how they are attached to the Site. It is important that they are all connected from planning stage, implementation and even during evaluation. When they are involved in managing the Site, they will be responsible to ensure sustainability of the Site

It was also explained by Prof. Malebo that, the Site can have resources, Management Plan and all what can make implementation to go smoothly. However, challenges to address factors affecting the Site may persist if the management processes are not clear. Clear management processes entails pursuit of defined objectives. In all cases processes should be based on a range of accepted (written and unwritten) rules and procedures, so that everyone involved is aware of what each process involves, how it is implemented and what is expected.

Towards the end of his speech, Prof. Malebo had insisted on all stake holders to work as team and understand the philosophical behind the convention from which World Heritage Sites are being nominated, conserved as they are the heritage for the World thus worthy to ensure they do not become extinct.

Celebration of Africa World Heritage Day helps to give moments of different stakeholders together with Site Managers to reflect on how improvement can be made to the Sites. Site managers exchange experience and learn from each other. As for the year 2023, celebration of African World Heritage Day in Tanzania will take place in Kilimanjaro National Park.

kilwa World heritage site

TRAINING FOR COMMUNITY RADIO JOURNALISTS ON PROFESSIONAL SKILLS AND ETHICAL STANDARDS. FADHILA FM – MASASI, MTWARA. 19 - 20 AUGUST 2021

Globally, journalism has changed significantly over the past decade to keep abreast with the profession which has been through huge upheaval. The profession is transforming itself to keep relevant with the technological, audience and business model changes.

Community media, whether broadcast or online, are crucial to ensuring media pluralism and freedom of expression, and are an indicator of a healthy democratic society. As an alternative medium to public and commercial media, as well as social media, they are characterized by their accountability to, and participation of, the communities they serve. They have a greater focus on local issues of concern and facilitate public platforms for debate and discussion. Community radio in particular is crucial for providing an outreach mechanism for increased access to education, self-expression and communication among rural and hard-to-reach populations. Such stations allow communities a sense of ownership about their own development agenda, becoming self-empowered to publicly express opinion, debate issues, and promote the culture, history and language of their community

Radio Fadhila 95.0 FM is among community Radio in Tanzania and is broadcasting from Masasi, Mtwara region. It was the first community radio in the southern region of Tanzania and was launched in 2013. The station emerged from the needs of the community to communicate with each other and to solve the problems they were facing through dialogue. With an estimated audience of 450 000, it primarily covers the district of Masasi but also reach many others. The radio station's staff is composed of 12 women and 11 men. The mission of radio Fadhila is to act as a platform allowing dialogue for the community. Location of the station gives it a unique advantage and encourages community participation because of its visibility, however there are many more aspects that are needed for a healthy community radio station that is founded on four integral pillars- Education, Information, Interactivity and Entertainment.

In understanding that UNESCO National Commission conducted a two day training seminar for Fadhila FM staff. The training seminar is developed to enhance Fadhila FM's practices in journalism and sought to instil an understanding of ethics in their journalism practice. The seminar involved 30 participants from Fadhila FM and facilitators from UNESCO National Commission.

It would seem there is no question the journalist has a duty to honesty and integrity, to keeping a promise and actively serving the public good, while avoiding undue harm. Journalists are expected to meet their socially imposed obligation to their skills to offer fair and unbiased reporting, ensuring that a diverse and comprehensive presentation of a story is offered. Journalists are also reminded of their potential to influence readers, the subject of their reporting, and the greater society they serve, and not to abuse this influence.

The journalist must have a deep understanding of the ethical functions of the profession, always be looking to improve and reform standards and construct new ones as necessary, and to promote ethical behavior in part by acting as a role model, but also by having the willingness to point out the abuse of ethics in this, and other, industries. Journalists are important people in the society because through them society gets a variety information about what happen in everyday life. It is very important that these Journalist have the skills and values in the work. Therefore journalists have to consider skills and value in collecting, writing, broadcasting and reporting various information before reaching the community. Today, citizens without journalistic training and who do not work for mainstream media calls themselves journalists, or write in ways that fall under the general description of a journalists as someone who regularly writes on public issues for a public or audience.

Government Representatives from the Ministry of Information and Communication, From the left is Ms. Ingiahedi Mduma and Ms. Grace Semfuko (R) holding UNESCO Natcom roll-up banner

It was noted that, journalists are very important people in the so-ciety because the community will know nothing without getting the information and cannot detect anything that is going on in the universe, so then UNESCO National Commission of the United Republic of Tanzania takes this opportunity to recommend jour-nalists to use good their professionalism in accordance with the principles and values of journalism in order to maintain well the freedom of expression.

The emphasis was on the following issues:

(a) Minimize Harm Ethical journalism treats sources, subjects, colleagues and members of the public as human beings deser ving of respect. Therefore, Journalists should:

• Balance the public's need for information against potential harm or discomfort. Pursuit of the news is not a license for arrogance or undue intrusiveness.

• Show compassion for those who may be affected by news co verage. Use heightened sensitivity when dealing with juveniles, victims of sex crimes, and sources or subjects who are inexpe rienced or unable to give consent. Consider cultural differences in approach and treatment.

• Recognize that legal access to information differs from an ethi cal justification to publish or broadcast.

• Realize that private people have a greater right to control in formation about themselves than public figures and others who seek power, influence or attention. Weigh the consequences of publishing or broadcasting personal information.

• Avoid pandering to lurid curiosity, even if others do.

• Balance a suspect's right to a fair trial with the public's right to know. Consider the implications of identifying criminal sus pects before they face legal charges.

• Consider the long-term implications of the extended reach and permanence of publication. Provide updated and more comple te information as appropriate.

(b) Act Independently The highest and primary obligation of ethical journalism is to serve the public. Journalists should:

• Avoid conflicts of interest, real or perceived. Disclose unavoi dable conflicts.

• Refuse gifts, favors, fees, free travel and special treatment, and avoid political and other outside activities that may compromise integrity or impartiality, or may damage credibility.

• Be wary of sources offering information for favors or money; do not pay for access to news. Identify content provided by outside sources, whether paid or not.

• Deny favored treatment to advertisers, donors or any other spe cial interests, and resist internal and external pressure to influen ce coverage.

(c) Be Accountable and Transparent Ethical journalism means taking responsibility for one's work and explaining one's de cisions to the public. Journalists should:

• Explain ethical choices and processes to audiences. Encourage a civil dialogue with the public about journalistic practices, co verage and news content.

• Respond quickly to questions about accuracy, clarity and fair ness.

• Acknowledge mistakes and correct them promptly and promi nently. Explain corrections and clarifications carefully and cle arly.

• Expose unethical conduct in journalism, including within their organizations.

• Abide by the same high standards they expect of others.

Therefore, Professional skills and Ethical standard are very important things for journalists as they lead to effective work, professionalism and high discipline and that leads to the relia-ble information. Any journalist must occupy Professional skills like stamina, determination, confidence, enthusiasm, perseveran-ce excellent oral and written skills and interpersonal skill and in Ethical standard Journalist must be truthfulness, fairness and pu-blic accountability. Journalist are advised to further increase their skills and knowledge in their profession and adhere to the ethics of journalism, in order to perform their duties effectively and on the basis of the best practice without violating the laws, regula-tions and procedures of a certain countries or society.

Masasi DC (center) with officials from UNESCO NATCOM and Fadhila FM

Some of the particcipants attended the training

MEETING ON THE SAFETY OF JOURNALISTS FOR SECURITY PERSONNEL
22 SEPTEMBER 2021. NSSF – MOROGORO

The crucial work of journalists in providing reliable information to citizens is undermined by increasing restrictions on freedom of expression and by persistent online and physical attacks. Women journalists are particularly subject to harassment and threats, especially online. Crimes committed against journalists go largely unpunished. More than 880 killings of journalists were recorded by UNESCO in the last ten years and 90% of these cases remain unsolved. At the same time, the use of digital technologies for content personalization and moderation can impact freedom of expression and facilitate the spread of misinformation and disinformation. Misleading or false information undermines societal trust and imperils access to reliable and verified information. This, in turn, risks distorting citizens' understanding of critically important issues as well as disrupting democratic processes. The increased use of digital platforms in the absence of inclusive, global Internet governance frameworks has also led to the spread of hate speech, which fuels online and offline discrimination, hostility and violence. Addressing these challenges calls for the protection and promotion of information as a common good that is available to all and that contributes to the achievement of peace and sustainable development.
In regard to this the UNESCO National Commission through the Communication and Information Sector prepared a one day meeting on the Safety of Journalists for Security Personnel.

The aims of the meeting were to build awareness on the issues of safety of journalists, the course of action to improve their safety and to eradicate impunity,

devise national strategies to address the local needs and challenges for the safety of journalists and produce a set of recommendations for the security forces on the safety of journalists. The meeting brought together a total of 18 experts. The meeting was held on 22nd September 2021 at the NSSF hall in Morogoro.

Executive Seccretary of UNESCO National Commission for Tanzania, Prof. Malebo addressing the meeting.

In his presentation Prof. Hamisi M. Malebo, the Executive Secretary illustrated in depth how the National Commissions were formed in all UNESCO member states. In Tanzania, UNESCO National Commission was established in March 1962 by Cabinet Order No.337 as a Department under the Ministry of National Education soon after the independence of Tanganyika all matters related to UNESCO were Union matters.

The key role of the National Commission is to involve various actors in the country in UNESCO programmes and activities for the advancement of Education, the Sciences, Natural Science, Culture, Information and Communication.

It is noted in his presentation that, Journalists around the globe face serious threats. According to UNESCO's data, more than 700 journalists, media workers and social media producers who generate journalism have been killed during the past 10 years. Silencing these actors by killing them constitutes a serious threat to freedom of expression and is the ultimate act of censorship. Equally worrying is the fact that more than nine in ten cases of journalists' killings, the crimes remain unsolved.

Promoting the safety of journalists and combatting impunity for those who attack them are central elements within UNESCO's support for press freedom on all media platforms. On average, every five days a journalist is killed for bringing information to the public. Attacks on media professionals are often perpetrated in non-conflict situations by organised crime groups, militia, security personnel, and even local police, making local journalists among the most vulnerable. These attacks include murder, abductions, harassment, intimidation, illegal arrest, and arbitrary detention.

The framework of the UN Plan of Action on the Safety of Journalists and the Issue of Impunity is the first concerted effort within the UN system to address issues of impunity via a multi-stakeholder and holistic approach and brings together UN bodies, national authorities, media, and civil society organizations. It contributes directly to the achievement of the 2030 Development Agenda and the Sustainable Development Goals.

Noted that, since 1997, UNESCO's Director-General has condemned each killing of a journalist, and compiles the biannual Report on The Safety of Journalists and the Issue of Impunity to the Intergovernmental Council of the International Programme for the Development of Communication (IPDC) since 2008. It consists of updated information voluntarily received from Member States on the judicial status of cases of killed journalists.

Ms. Christina Musaroche, Head of Communication and Information Sector during the meeting

In her presentation Head of Communication and Information sector, Ms. Christina Musaroche eminent that freedom of the media is essential to enable democratic, free and participative societies. Journalists and the media are crucial to ensure transparency and accountability for public and governmental authorities. Yet media freedom and the safety of journalists are under threat around the globe.

Impunity for crimes against the media fuels and perpetuates the cycle of violence and the resulting self-censorship deprives society of information and further affects press freedom. It directly impacts the United Nations' human rights based efforts to promote peace, security, and sustainable development.

The presentation made on international, regional and national legal framework explaining the great importance of, and (legal) framework around, freedom of expression, that it is important to note that the internationally recognized rights are twofold.

First, all people should be able to freely and fully exercise their human right, to associate and to express themselves. Furthermore, citizens have a right to be informed. Since journalists play a crucial role in providing information, it is paramount that the media should be able to access and report safely and without undue interference. In ensuring proper treatment of journalists is the creation of a set of well-defined rules regulating the conduct by law enforcement officials with clear instructions on how to manage the challenges.

In recent years, it is observed a rise in the scale and number of attacks against the physical safety of journalists and media workers, as well as of incidents affecting their ability to exercise freedom of expression, including threats of prosecution, arrest, imprisonment, denial of journalistic access and failure to investigate and prosecute crimes against them.

Recommended actions and Way forward

i. Train Key Stakeholders: Judges, law enforcement, the military, journalists, and civil society should be trained on legal obligations and commitments on the safety of journalists. These should explicitly address gender-specific threats to women journalists to ensure these are taken seriously and to tackle any institutionalized discrimination

ii. Recognise the Role of Media Organizations in Advancing Safety: Media organisations' own initiatives to advance the safety of journalists should be recognised and encouraged. Such initiatives include trainings on safety, risk awareness, digital security, and self-protection, and the provision of protective equipment and insurance, tailored to individuals' needs.

iii. Provide, as appropriate, visible recognition to media actors, using appropriate publicity, visits or invitations.

iv. Raise awareness among media actors on the issue of safety and security to increase their knowledge about specific digital, physical and legal methods government are using.

v. Provide them with, and ensure continued, access to tools for protection, possibly by connecting them to digital security experts.

vi. Raise awareness among media owners and editors about the need to ensure employees are trained on how to assess risk and protect themselves against threats and what to do in an emergency.

vii. Ensure that media actors can access resources they need and that they are aware of the existing funding instruments available.

viii. Organise (or support) networking initiatives to empower journalists and reinforce their capacities, as well as the strengthening of existing regional mechanisms for the protection of media actors.

ix. Encourage media actors to join existing national or international initiatives and provide information about existing resources.

x. Support participation by journalists in trainings and meetings of their networks.

xi. The media and journalists must be involved further to write stories about the problem of impunity. Every effort must be made to create even greater awareness of the issue and the vital need to combat it for, as UNESCO emphasized in 1997, crimes against journalists are "crimes against society."

xii. Call for greater teamwork and for peer coaching, as well as building on lessons learned and putting experienced staff in charge;

A together picture of participants attended the meeting

CAPACITY BUILDING TRAINING ON EMPOWERING COMMUNITY RADIOS: ENHANCING CONTENT DIVERSITY AND COMMUNITY PARTICIPATION,
17th - 20th January, 2022 - MOROGORO AND 19th February, 2022 - ZANZIBAR

Introduction:

The trainings were conducted in order to enhance community media's content diversity and participation of ordinary people in the radio programs. As can be observed, efforts have been employed on community media establishment and sustainability in Tanzania. Similarly, there have been efforts to improve community media diversity and participation. Still more efforts need to be done in programming specifically, where content diversity and community's participation can be enriched. Therefore, UNESCO National Commission of United Republic of Tanzania commissioned experts from the School of Journalism and Mass Communication (SJMC) of University of Dar es Salaam to conduct trainings to 50 selected journalists from community media across Tanzania and Zanzibar on enhancing community media's content diversity and participation of ordinary people in the radio programs. The trainings covered number of topics including: Skills on news values and components, broadcasting journalism ethics and reporting on a gendered perspective. This report covers key activities that were undertaken during the implementation of the training project broadly categorized as preliminary activities, actual training, and post-training activities.

Two trainings were organized in two separate cities of Morogoro and Zanzibar. 4 - day training in Morogoro took place from 17th – 20th January 2022 involving 30 journalists from Mara, Geita, Manyara, Shinyanga, Tanga, Arusha, Simiyu, Morogoro, Mtwara, Iringa and Mwanza regions. The consultants also conducted similar one day training in Zanzibar on 19th February 2022. The training involved 20 journalists working in 5 community radios from Pemba and Unguja. The training was held at the New Savoy Hotel in Morogoro and Kikwajuni Zanzibar.

The goal of this training was to empower community radios so as to enhance content diversity and community participation. The training included the following topics:

• UNESCO ideals for promoting culture of peace and socio-economic development through information and communication

• Community Radios in Tanzania (Components and values)

• Generating Local Contents for Community Radios that Encourage Diversity and Community Participation

• Community Radios Broadcasting Ethics

• Community Radios broadcasting with Gender Considerations

• Community Mapping, Engagement and Audience Survey (Research) for balanced information

Participants: The training specifically targeted journalists from community radios in Tanzania Mainland and Zanzibar. These community radios are located in different parts of Tanzania. A total of 35 participants from Tanzania Mainland and 20 participants from Zanzibar were involved in the training including, ministry of Information, Culture, Arts and Sports, trainers and workers from the Tanzanian National Commission for UNESCO. These participants were grouped into the following groups:

• Tanzanian National Commission for UNESCO staff;

• Ministry of Information, Culture, Arts and Sports;

• Trainers;

• Rapporteur, and;

• Journalists.

The training was hosted by Dr. Dotto Paul Kuhenga and Dr. Eva Solomon (both from the School of Journalism and Mass Communication, University of Dar es Salaam, Tanzania), supported by Christina Musaroche (Programme Coordinator, Tanzania National Commission for UNESCO).

From the right is the organizer of the training Ms. Christina Musaroche, Head of Communication and Information Sector from Tanzania National Commission for UNESCO introduced the training to the participants in brief.

TRAINING SESSIONS AND DISCUSSION

Dr. Dotto Paul Kuhenga introduced the participants of the training into the topic of the first day. This particular topic was solely based community radio in Tanzania. Some of the highlights of his presentation includes:
• Types of Radios
• Definition of Community Radios (CRs);
• History of Community Radios; and
• Impacts of CR to communities (men and women) and broadcasters.

The second session delivered to the participants was categorized into five sections as mentioned below.
• Key aspects
• Generating content for Community Radios: ideas for content with diversity
• Ideas for Community radio diverse content
• Possible sources of content/ideas such as internet sources
• General guidelines/tips for better content

As for the opening remarks the Tanzania National Commission for UNESCO Executive Secretary Prof. Hamis Malebo introduced the guest of honor Mr. Albert Msando District Commissioner Morogoro Municipality to the participants. Prof. Hamis Malebo continued by further explaining how the Tanzania National Commission for UNESCO works and its link to journalism and media.

Prof. Hamisi M. Malebo giving an opening remark to the participants

Facilitators introducing themselves to the guest of honor and participants. From up is Dr. Dotto Kuhenga and to the right is Dr. Eva Solomon

In conduccting this training the failitators used several methods in data collecction and delivering the training. These included;
• Group discussion
Group discussions were involved in different stages in the training for an active engagement. Groups were formed randomly among the journalist for experience sharing and for acquittances.
• Flipflop chats
Flip flop chats were also involved in the training as a means of show casing what has been done in groups. But also, facilitators used them for illustrations were necessary.
• Practical sessions
Practical sessions were used as among the modes of training dissemination. These sessions were specifically used to observe the understanding and engagement of the participants.
• Questionnaires
These include both open ended and closed ended questions. It was specifically used within the training so to evaluate how the training was of benefit to the participants and suggestions on what topics are of interest to them. So as for the organizers to consider n case there are more trainings to come.
• Data analysis
Data were analyzed using both SPSS and Microsoft excel as for data presentation percentages were used to present descriptive statistics.

Dr Dotto elaborating about ommunity radios to participants

Key aspects

Normally key aspects involve 4 Ws and 1 H. these Ws usually stand for Who, What, Where and Why while the H stands for How. Each of these words is of great importance in journalism as explained here under.

• Who

This includes everybody who in one way or another has a part to play. These include journalists, volunteers, community members, and editors/managers. For news to be of importance each of these groups has to be involved.

• What

To promote community radio's service of the public interest and the voice and information needs of the community.

• Where

This includes all levels involved in the production of the respective news. These levels include from managerial levels (where editorial policies and decisions are made) to community levels where information is gathered

• Why

Having stories, on, local news and current affairs content, educational programs, promotion of the accountability of local government and private sector actors, information about local economic issues, and social development; so as to save lives, change policy and empower people to make informed choices so as to inform, educate, persuade, entertain and even help those in need.

• How

This include how the stories are achieved. They are normally achieved through selection of stories, selection of news sources. This is because good information is needed by the community so as to make impacts.

Generating content for Community Radios: ideas for content with diversity

Dr. Dotto pointed out that Information or news are about ideas. A good and thoroughly discussed idea promises a well-documented information. Usually, a journalist is strongly advised to generate story ideas that are of public interest, save lives, help change policy and empower people to make informed choices on development. Moreover, an emphasis was that ideas must be supported by evidenced-based information and human-interest touch/tone.

Ideas for Community radio diverse content

There is various information gathered within communities. But there is a need to focus the news reported based interest of the listeners. Therefore, as a journalist there is a need to categorize ideas gathered based on the following.

• Necessary News: should include also all news about the situation and changes in the daily life of the listeners. People are most interested in news which touches their daily life.

• Sexual Reproductive Health and Gender equality: journalists know health of all people or any issue affects men and women in different ways. Young people and old people are both more vulnerable than healthy middle-aged people, nations, and different to various issues.

• Opportunities to girl-child education such as political, social, cultural and economic opportunities: reporting about the various opportunities and activities for poverty reduction is key in empowering communities on development.

• Climate change and or environment: climate change and environment affect the community in various ways be it economic, social etc. As climate change and environment take hold, people will demand information about what is happening and what they and their governments can do about it.

• Community perceptions and deep-rooted beliefs: deep-rooted constructed beliefs and customs influence the practices and expectations of societies on development. Journalists should work to either promote those local beliefs that are in line with proven facts about development and dismiss those that mislead the facts about development.

• Special issues: Every program should include special bulletins from time to time. Most of the time these are bulletins treating "heavy" issues like politics, drugs, HIV, minority's issues. It is important to think of other issues as well – issues which are entertaining to listen to and which are a good way to bring together different ethnic groups.

• Wishes and greetings: people can make their music wishes or send their greetings are a very good way to involve the audience and to ensure a diverse music program.

Possible sources of content/ideas such as internet sources

Possible sources of ideas are as follows. They were further elaborated by Dr. Dotto as follows.

☐ Community radio studio/newsroom: ideas for content can be developed through brainstorming, sharing and discussing with fellow journalists (physically or online). It is strongly advised for a journalist to brainstorm and discuss his/her content ideas with colleagues in order to sharpen and put it into a proper perspective.

☐ Reported news: this involves reading newspapers, listening to radio, watching TV, searching on the internet with the intent of searching for content ideas. Ideas can be generated through close follow-up of media coverage of current affairs and aim to go beyond the original reportage.

☐ Observation: this involves keeping sharp ears, eyes and mind at all time observing and selectively studying the environment looking for details. A small detail can change a scope of the story. Things like famine, environmental degradation, good harvests, involvement of women during various activities such as cultivation, harvesting and marketing of produced are observable and can easily turn into content for the community.

☐ Primary sources: someone at the centre of information or event. For our case, primary sources include villagers, farmers (women and men) livestock keepers, local government leaders, experts available etc.

☐ Documentary sources: these can make an excellent source of information for journalists. They include public statements by leaders, researches, reports, policy briefs, policy and legal documents such as laws and by-laws, etc.

General guidelines/tips for better content

• Know your audience: When you sit down to write or broadcast a story there is only one person that matters: not you, not your editor and not the person you just interviewed. It is the listener– someone who are unlikely to ever meet. Be familiar with your audience's level of knowledge about the issues you are broadcasting, and about the things they care most about.

• Team up: To tell the story of development well you need to understand the science, the politics, the economics and more. But nobody can excel in all of these aspects. Even superheroes achieve more as a team, so team up or partner with other journalists, community radio, mainstream/national radio, NGOs etc.

• The language to use/drop the jargon: If your interviewees use jargon, be ready to ask them to simplify their language so that your audience can understand as well. Similarly, be sure of the language to use for your community. To serve the audience relevantly, you must use the language familiar to them

• Be visual: many development-related issues such as environment information are complex, but they are often also nice to listen to or can be illustrated with engaging human stories. Use all the resources you have to bring the story to life – names, headlines, etc.

• Quote varied voices: development is about everyone and everyone is affected to it in a different way. Think about both gender and generation. Development will affect men and women in different ways. Young people and old people are both more concerned. They also have different perspectives.

• Speeches are often boring. Get reactions. It is important for journalists to interview ordinary citizens and create a platform for the voices of those most vulnerable to various problems or the voiceless. Quoting members of at-risk communities is a great way to add human characters to complex topics.

• Humanise, Humanise, Humanise. More than anything else, people care about their health, their wealth and the future of their children. Any development project is mostly related to all three of these things, so try to think in those terms when you are working out how to tell your story, both to your editor and your audience. And make the abstract real.

• Get connected. Share knowledge and learn from colleagues, other community radio stations, or any journalists' associations

• Don't be seduced by press releases/public statement… do justice to them. Too often journalists will copy-and-paste press releases and just add their name. A press release is not a story, but information that contains the seeds of story that a journalist can develop. Localize them, get new perspectives and make them relevant to your audience.

• Stick to relevant content: community's needs include content that matters and relevant to it. For instance, think what the community considers relevant to it: be it poverty reduction, climate change, environment conservation, gender equality

• Tell success stories. Development brings out the best in human imagination and ingenuity. Around the world, individuals are proving that through innovation, cooperation, and mobili-

zation, solutions to various problems such as poverty, climate change, gender inequality not only exist, but also provide new means of earning livelihoods. The value in highlighting these cases demonstrates what is possible.

• Stick on the content strategy principle (SWOT analysis); For generating content is a process that requires preparation and consideration of various community needs such as language, relevant topics etc., one must follow the principle of content strategy.

On summing up Dr. Dotto gave the participants the task of thinking of diverse content idea and then deliver it to the audience at the end of the training.

one of the participant contributing her views

Community Radios Broadcasting Ethics

Dr Eva Solomon failitated about Media Ethics to participants

Definition of Ethics
The third topic was introduced to the participants by Dr. Eva Solomon. She also, used the same approaches (both brain storming and group discussion) as Dr. Dotto in delivering the topics. On introducing the topic to participants, she gave five minutes for participants to think and explain how they understood the meaning of ethics.

Most of the responses had similar words including one's ability to differentiate right and wrong; people's moral, good and bad. All these words are not far from the definition given by Dr. Eva. She stated that "*Ethics* is a branch of philosophy that deals with the moral component of human life, reflecting a society's notions about the rightness or wrongness of an act and the distinctions between virtue and vice."

Categories of Ethics
Progressing with the training, Dr. Eva explained that ethics are regarded in two categories namely personal ethics and professional ethics.

Personal ethics
Personal ethics are principles and/ or traits that influence how an individual interact and/or associate with others; view and perceive what is right and/or wrong; what is good or bad; and behave or act. Then Dr. Eva elaborated that most of the personal ethics are resulted from;
• Personal upbringing - teachings of parents, peers, teachers, communities, etc.
• Highly influenced by culture (religion, customs, values, traditions, etc).

Professional Ethics
Dr Eva explained that professional ethics are ethics that guide a person within her/his professional or working environment. Additionally, it requires an individual to behave and act according to the code of conduct of a given profession: e.g. medical doctors. As for journalism ethics are concerned with making sound moral and thoughtful decisions in journalistic performance (Kasoma, 1993). Moreover, professional ethics can be divided into three groups namely, Deontologist, Teleogist/ Relativist and Situational.

• *Deontologist*
This means one is strictly working following the fixed set of rules and principles. The end never justifies the means. For the case of journalism Dr. Eva explained that this type of professional tends to follows the rules accordingly. The person shall never use more efforts to force the source to provide the required information no matter its importance.

• *Teleogist/Relativist*
This signifies that the "End always justifies the means," i.e. judge an act by its results. This simply means an act is always 'Right' if it brings happiness to largest number of people.

• *Situational*
This group of situational simply means the end justifies the means depending on specific situation. Henceforth moral principles are relative to situation. Additionally, breaking the rules is allowed if situation requires it. Lastly Dr. Eva stated that most of these professions under this group tend to justify their acts by stating that Every situation is unique and assessed independently.

Journalism guiding principles

i. Seek Truth and Report it as Fully as Possible
• Inform yourself so you inform, engage, and educate the public
• Be honest, fair, and courageous in gathering, reporting, and interpreting information except when a situation requires to do otherwise
• Give voice to the voiceless

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iii. Minimize Harm
• Treat sources and subjects as human beings deserving of respect, not means to your journalistic ends.

iv. Avoid discrimination
• Do not produce materials likely to lead to hatred or discrimination (age, gender, race, colour, creed, legal status, disability, marital status, or sexual orientation)

v. Seeking consent
• Seek the consent of an appropriate adult when interviewing or photographing a child for a story about her/his welfare

Standard Ethical Guidelines:
MCT Code of Ethics
• Conflict of Interests
Remain free of association and activities that compromise personal integrity, and reputation of the profession
• Gifts
Refuse gifts, awards, favors and special treatment from sources, advertisers or others trying to influence your work
• Plagiarism
Refrain from engaging in plagiarism. Plagiarism consists of making use of another person's material/ideas without proper acknowledgement of the source
• Discrimination
Do not place unnecessary emphasis on gender, religion, age, race, physical or mental disability
• Crime
Do not glamourize crime and anti-social behavior. You should not encourage or incite imitation or experiment
• Defamation
Avoid libel, respect people. Report them in fairly and accurate way.
• Warning of disturbing or offensive content
Broadcast warnings before or at the beginning of any program containing language or pictures which are likely to be disturbing of offensive to ordinary viewers of listeners considering the time of transmission and the likely audience.

Community Radios broadcasting with Gender Considerations

The fourth topic was delivered by Dr. Eva. On introducing the topic, she differentiated between sex and gender. Where sex involves the reproduction system which differentiate both men and women while gender is a sociological concept that does not mean men but also does not exclude men. She then continued by defining gender as socially as constructed social roles, behaviors, activities and attributes that a given society considers appropriate for men and women which differs among societies and changes overtime.

Furthermore, she continues by associating gender with community radios by stating that the role of rural or community radio stations is to inform, educate, entertain, promote and enhance cultural identity and local creativity. Henceforth it has to:

• Contribute to resolving gender inequality
• Increase the involvement of women at all levels, from programming to internal decision-making at the radio station;
• Ensure that everyone working at the radio is aware of the gender issue and supports an approach based on equity towards the running of the radio station and the production of the programs it broadcasts.
• Ensure that women are presented in a positive light on the airwaves, as active members of society
• Combat the use of stereotypes
• Support women in acquiring the technical skills and confidence needed to help them take charge of their own communication
• Encourage debate and exchanges between different groups in the community

Principles of gender-sensitive reporting in Community Radios

i. Ensure that women and men are represented; Both should be heard, and treated equally in the Community Radio programs.
ii. Challenge gender stereotypes; Avoid language that reinforces gender stereotypes. For example, describing men as aggressive and violent, and women as emotional or passive. All doctors are men and nurses are women.
iii. Create a gender balance; With regards to the number of men and women involved in the programs. And the language that is used is Gender neutral language
iv. Challenge gender-stereotypes with examples; Prefer examples that show women and men in non-traditional and non-stereotypical roles and professions to break notions of gender roles that perpetuate gender inequalities.

Integrating gender in CR Programs

i. Choice of subject: To produce a radio programme, a topic must first be identified, based on community needs in terms of information and taking into account the needs of both men and women.
ii. Objective of the broadcast: In addition to identifying the theme or topic of the program, the production team must determine the objective of the broadcast and the groups targeted.
iii. Determining the groups targeted (audience): Involves describing the individuals (men and women) and groups of people or institutions targeted by the broadcast. It is this target audience that the program will seek to address, and to whom the message will be communicated so as to achieve the objective of the broadcast.
iv. Conducting interviews: It is important that the journalists or radio hosts are known by the community they work in and that they are trusted by the community members.
v. Language: During the broadcast, whether it be during the interviews, debates or the connecting words spoken by the host, it is important to use inclusive language or gender-sensitive language. Instead of "men's rights", use "human rights" Instead of "businessmen", use "business people" etc

Community Mapping, Engagement and Audience Survey (Research)

Community mapping

The final topic to be delivered was on Community Mapping, Engagement and Audience Survey (Research) for balanced information. This topic was delivered by Dr. Dotto. He explained that community mapping was very important because it tend to help the station to know its audience. As a resuts it aids the journalist in choosing the news to be delivered based on its listeners' interest. For instance, their needs and preferences; challenges they are facing; and the knowledge they have that can help bring out solutions for challenges faced. Additionally, he continues by stating that community mapping is a way of assessing and mobilizing what a community has. Therefore, community mapping is a process. To ensure that participnts have understood on community mapping, Dr. Dotto asked then to develop maps for their community radios.

Community or Audience research

Community research is the systematic collection of information or data to answer specific questions that are of interest to the community/audience and the station. The issues are generated by the community and community members participate in all aspects of the research process. Then Dr. Dotto explained that community research is first and foremost about people. This is because community research recognizes the value of the knowledge that community members contribute to the co-creation of new knowledge. Normally community research has the following characteristics:
• Recognizes that community as a unit of identity
• Builds on strengths and resources within the community
• Involves a commitment to sustainability.

-/+ A group that is not yet interested in your station, but whose involvement is required for your to be able to achieve your objectives, should be the priority focus of your communication work. This group needs to be mobilised, it has to understand the subject matter, what it means for the group and others, why it is THIS group that needs to act, and which form this action could take

+/- A group that is interested in your station but whose involvement is not – directly – required for you to be successful should be kept informed of your communication strategy. This way you may be able to rally additional support; or prevent such a group to start a different initiative that could risk blurring – or distracting from your message.

-/- This group is the least important for your work. You do not have to carry out any specific measures with respect to it, but you should observe if either its interest changes or its involvement becomes necessary during your implementation of your communication strategy. In such cases, you should review the decisions made at this point by reclassifying the group into one of the three other groups above to ensure that you are addressing it accordingly.

Community maps made by participants

Community engagement

Dr. Dotto defined community engagement as the process of working collaboratively with and through groups of people affiliated by geographic proximity, special interest, or similar situations to address issues affecting the wellbeing of those people. He further continued by elaborating that it is a powerful vehicle for bringing about environmental and behavioral changes that will improve the health of the community and its members.

For further illustrations Dr. Dotto provided examples shows CRs engaging different groups within communities;
• RANET FM – Community Radio from NIGER – Engaging Women and Youth as animators, Journalists, volunteers and listeners.
• Capital Public Radio, Sacramento County – Community Engagement reveals levels of hunger in community
• Increasing community engagement for Ebola on-air – Sierra Leone

• Facilitates a collaborative, equitable partnership in all phases of the research, involving a power-sharing process that attends to social inequities
• Fosters co-learning and capacity building among all partners;
• Integrates and achieves a balance between knowledge generation and intervention for mutual benefit of all partners
• Disseminates results to all members of the community and involves partners in the dissemination process
• Openly addresses issues of race, ethnicity, racism, and social class, and embodies "cultural humility."

Prioritise the audiences, subcommunities to be reach.

The audience to be reached can be grouped into the following groups;
+/+ A group that is already interested in your station and its work, and whose involvement is required for your initiative to be successful is a crucial partner for your work.

Conclusively, the training was a success based on different exercises provided by the facilitators. And all the topics were delivered to participant as stipulated. On closing the training participants were all given certificate of participation.

Participant receive certificate of participation from Representative from Ministry of Information, Communication and Information Technology in the training done in Morogoro on 17- 20 January 2022.

TRAINING ON ETHICAL JOURNALISM AND HUMAN RIGHTS
28th - 30th MARCH 2022, VETA - TANGA

Introducction:

A Three days training took place from 28th – 30th March 2022 held in Tanga region, involved 25 journalists from different regions in the United Republic of Tanzania who were from both community media and mainstream media. 10 out of 25 participants were female journalists and 15 were male. Among the participants, 23 were from the community radios, one was from mainstream television station and another one was from mainstream newspaper.

The Executive Secretary of UNESCO National Commission of United Republic of Tanzania, Prof Hamis M. Malebo gave an introductory remarks. The training held in Tanga was officiated by Tanga District Commissioner (DC), Mr. Hashim Mgandilwa.

About the training:

The trainings were conducted for the purpose of building capacity to journalists in the criteria of human rights considerations in their reporting with regards of ethics. The foundation of conducting this training is that journalists in Tanzania like most of them in the world are not well aware about the consideration of human rights in their activities as well as ethics adherence in their reporting.

The media play an important role in protecting human rights. They expose human rights violations and offer an arena for different voices to be heard in public discourse. The power of the media can be misused to the extent that the very functioning of democracy is threatened.

The rationale for conducting this training is that journalists in Tanzania like most of them around the world are mentally and physically harassed, intimidated, and even killed because of their duty of informing the public. Journalists lack proper protection of their media owners, media stakeholders, general public, and even legal and policy frameworks against eminent dangers that threaten their lives and families. It was noted that journalists themselves are part of the problem for not or inadequately utilize locally available mechanisms to protect and maintain their safety on and off duties.

Therefore, UNESCO National Commission of United Republic of Tanzania commissioned experts from the School of Journalism and Mass Communication (SJMC) of University of Dar es Salaam to conduct trainings to 25 selected journalists from mainstream and community media across Tanzania on the use of local means for journalists' own safety and protection.

The trainings covered number of topics including:

• Writing for social justice,
• Journalism for social change,
• Activism in mainstream media and
• Citizen Journalism in mainstream media.

This article covers key activities that were undertaken during the execution of the training project broadly categorized as preliminary activities, actual training, and post-training activities.

The first day session where by various participants who were invited including journalist students, human rights activist and journalists from mainstreams media.

In this session four issues were discussed which are: right to education, right to freedom of expression, right to pri-vacy and right to access to information.

In the session it is noted that

(i) Right to education is a human right and indispensable for the exercise of other human rights. Education is not a privilege. It is a human right that is legally guaranteed for all without any discrimination. This right has been uni-versally recognised since the Universal Declaration of Human Rights in 1948 and has since been enshrined in vari-ous international conventions, national constitutions and development plans.

(ii) Freedom of expression is a fundamental human right, enshrined in Article 19 of the Universal Declaration of Human Rights. Some journalists risk intimidation, detention and even their lives, simply for exercising their right to seek, receive and impart information and ideas, through any media, and regardless of frontiers.

(iii) Privacy is a fundamental human right recognized in the UN Declaration of Human Rights, the International Convenant on Civil and Political Rights and in many other international and regional treaties. Privacy underpins human dignity and other key values such as freedom of association and freedom of speech.

The conference reflects on the growing importance, diversity and complexity of the fundamental right.

(iv) Without access to information, members of the media are not able to seek and receive information on issues of importance to the public. Without it, governments cannot be held accountable for their actions, nor are they open to public scrutiny. Access to information plays an essential role in the social and political processes of our societies.

Training sessions involved theoretical and practical learning processes where participants learnt by listening to the presentations, engaged in discussions, experience sharing and practical group assignments.

The session concluded that media are the most important sources of information about human rights violations. Neither personal experience nor human rights organizations directly are anywhere near as significant. For most people, television, radio and newspapers are their only source of information. They select which events and places in the world we get to know about; they filter and frame the issues; they contextualize the problem; they set the political agenda; and they create both a consciousness and a conscience about human rights issues. If ever the classic formula applies, it applies to human rights news: the media might not tell us what to think, but they tell us what to think about. They perform this role in two obvious ways: that media are generators and sources of information and the carriers of information generated by human rights groups.

Some participants contribution during the training sessions

Issues Raised by Participants during Training Sessions

• Journalists lack in house trainings concerning ethical issues

• Journalists are paid very low wages, paid per story, and most of payments are not on time

• Journalists have no health insurance

• Journalists have no human rights basic education

• Journalists have no unity amongst themselves

• Journalists have dialemma in recognizing ethical and unethical practices in their daily activities

• Journalists have no access to/knowledge of policies of their parent media houses

Generally, the training on ethical journalism and human rights conducted in Tanga was very useful and important to participants. In addition, as participants noted, the training was well organized, very useful and helpful to their journalistic daily activities, especially in their media houses, their coverage and general lives as journalists. This training was an opportunity for the participants to explore new knowledge about ethics and helped them to clear ethical dilemma that was not clear to them, for the betterment of their performance in Tanzania and for the benefits of their audience as well.

The Guest of Honour, Tanga District Commissioner (seated-C), Hashim Mgandilwa and the Executive Secretary of UNESCO National Commission for Tanzania, Prof. Hamisi M. Malebo, in a group photo with trainers and participants of ethical journalism and human rights training organised by UNESCO National Commission in Tanga, March, 2022.