



Action for  
Life Skills and  
Values in East Africa



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# Baseline Study Findings

Extent to Which Life Skills and Values are Embedded in the Education Systems of Four East African Jurisdictions

Sustainable Development Goal 4.7 (SDG) emphasizes ensuring all learners acquire knowledge and skills to promote sustainable lifestyles and a culture of equity and excellence. Education systems worldwide are adapting to workforce demands to equip learners with life skills and values, such as problem solving, critical thinking, communication, collaboration, self-awareness, and respect, to enable them to make informed decisions, navigate different environments and contexts, and thrive in an increasingly interconnected and uncertain world. Three countries in sub-Saharan Africa, Kenya, Tanzania, and Uganda, through the Actions for Life Skills and Values in East Africa (ALIVE) program, are benefiting from the efforts of the Regional Education Learning Initiative (RELI)- a network of civil society organizations working together with academia and government to broaden educational provisions by integrating these critical competences in curricula and teaching as a means to prepare their learners to better respond to a changing world.

## Study Goals

Through the ALiVE Initiative, four jurisdictions in East Africa, including Kenya, Uganda, Tanzania Mainland, and Zanzibar, are identifying ways to improve and enhance their education systems by integrating life skills and values. ALiVE's vision is to ensure that life skills and values are seamlessly embedded in the primary and secondary education systems, including their curriculum, assessment, and teacher training. As a starting point, these four jurisdictions gathered the most current baseline information to determine the extent to which life skills and values are embedded in their education systems, providing evidence of how they progress over time. The outcomes from the study provide an understanding of the current status and how this information can be used in the future to track progress as to the extent to which life skills and values are integrated into their education systems.

Below is the main research question that was explored in this study:

To what extent are life skills and values embedded in the primary and secondary education systems of Kenya, Uganda, Tanzania Mainland, and Zanzibar, as evidenced by both explicit and implicit mentions of life skills and values in the curriculum, assessment, and teacher training documents/materials of the systems?

## Life Skills and Values

Life skills and values can have different meanings depending on the context, and different terminology can be used to refer to life skills and values. For this study, life skills and values refer to a broad set of competences that can be taught or learned to enhance thinking, learning, working, and living in the world. These competences go beyond "knowing something" to applying that knowledge in different ways and contexts relevant to real-life situations. These life skills and values are critical for success in today's world.

Across the four jurisdictions, different terminologies and/or nomenclatures refer to these competences. For instance, Kenya uses the term core competences, Tanzania Mainland uses cross-cutting issues, Uganda uses generic skills and 21st-century skills, and Zanzibar uses 21st-century skills and lifelong learning skills. Each jurisdiction has identified and emphasized particular life skills and values in its national education policy documents to inform curricula and pedagogy in their contexts. Table 1 shows the specific values and skills emphasized for learners in each jurisdiction.

It is worth noting that certain terminology may be considered a value for one jurisdiction, whereas that same terminology may be considered a life skill for another jurisdiction. For instance, citizenship is considered a value and a life skill in Tanzania Mainland and Zanzibar; however, in Kenya, citizenship is considered a life skill, not a value. In some cases, like Tanzania Mainland, citizenship is emphasized as a value and a life skill, falling under the larger umbrella term cross-cutting issues.

*Table 1. List of Specific Life Skills and Values across the four Jurisdictions.*

Jurisdictions	Specific Values Emphasized for Learners	Specific Skills Emphasized for Learners
<b>Kenya</b>	Love, responsibility, respect, unity, peace, patriotism, social justice, and integrity	Critical thinking and problem solving, creativity and imagination, communication and collaboration, learning to learn, self-efficacy, digital literacy, and citizenship
<b>Tanzania Mainland</b>	Tolerance, Justice, equality, citizenship, respect, integrity, spiritual values	Collaboration, problem solving, critical thinking, creativity, respect, self-awareness, innovation, cooperation, curiosity, communication, resilience, citizenship, respect, decision-making, self-efficacy, digital literacy, and ICT.
<b>Uganda</b>	Respect, honesty, justice and fairness, integrity, moral uprightness, hard work, responsibility, harmony, unity, patriotism, citizenship, spiritual values	Critical thinking and problem solving; creativity and innovation; creative thinking, cooperation, and self-directed learning; mathematical computations and ICT proficiency; communication, assertiveness, decision making, negotiation, resilience, self-awareness, and leadership
<b>Zanzibar</b>	Tolerance, justice, equality, citizenship, respect, integrity, spiritual values	Communication, creative thinking skills, vocational skills, collaboration, problem solving, critical thinking, creativity, respect, self-awareness, innovation, cooperation, curiosity, resilience, citizenship, respect, decision-making, self-efficacy, digital literacy, and ICT.

## Data Collection and Analysis

National education mission/vision statements, education policy documents, primary and secondary level curricula, assessment frameworks, and teacher training policy documents were examined for evidence of life skills and values. The documents reviewed and included as part of the study were official national-level documents from the Ministry of Education that focus on primary and secondary curriculum, assessment, and teacher training. Importantly, these documents must be the most recent of their kind. In other words, if there were two teacher training policy documents, one from 2018 and another from 2020, only the 2020 version would be included as it is the most recent.

The data collection process occurred in two phases. In Phase 1, data on life skills and values mentioned either explicitly or implicitly within each of the documents selected for the review and mentions of more traditional skills and/or subject areas were extracted from the various policy documents using a data collection form. Once the data were extracted and identified on the form, the information was color-coded in the following way: **green** = life skills and values; **blue** = implicit descriptions of life skills and values; **red** = traditional approaches to learning and subject areas. In Phase 2, after the color coding had been verified and accepted by the team, the information extracted was further coded on a number of dimensions (see tables 2 and 3) individually for each jurisdiction.

*Table 2. Dimensions of Life Skills coded.*

<b>Dimensions (Life Skills)</b>	<b>Codes</b>
Are 21st Century Skills mentioned?	0 = No; 1 = Yes
How many instances of explicit mentions of skills?	Number of times skills are explicitly mentioned
How many instances of implicit mentions of skills	Number of times skills are implicitly mentioned
How many instances of traditional skills mentioned?	Number of times traditional skills are mentioned
Critical Thinking	Count
Creativity	Count
Creative Thinking	Count
Communication	Count
Problem Solving	Count
Vocational Skills	Count
Innovation	Count
Cooperation	Count
Collaboration	Count
Self-directed learning	Count
Mathematical computational skills	Count
ICT Skills	Count
Social-Emotional Skills	Count
Adaptability	Count
Learning to Learn	Count
Assertiveness	Count
Self-awareness	Count

Curiosity	Count
Self-efficacy	Count
Self-esteem	Count
Digital Literacy	Count

**Table 3. Dimensions of Values coded.**

<b>Dimensions (Values)</b>	<b>Codes</b>
How many instances of values?	Number of times values are mentioned
Love	Count
Responsibility	Count
Respect	Count
Unity	Count
Peace	Count
Patriotism	Count
Citizenship	Count
Justices/Social Justice	Count
Integrity	Count
Moral	Count
Spiritual Value	Count
Tolerance	Count
Valuing Equality	Count
Empathy/Empathize with others	Count
Transparency	Count
Trust	Count

Once the data were collected and analyzed, heat maps were created to show whether skills and values were mentioned, whether there were explicit versus implicit mentions of skills and values, whether traditional subject skills were mentioned, and how many instances of skills and values were mentioned. In addition, specific skills and values were counted to show the number of times these skills and values showed up in the policy documents.

The findings from the study are summarized by individual jurisdictions and across the four jurisdictions. These findings are based on quantitative data as described above and qualitative observations from examining the documents and the expertise of the team members. For more detailed information on how the study was conducted, please see the [Systematic Review Protocol](#).

[Life Skills and Values in Kenya's Education System](#)

[David Alelah Otieno and Michael Babu](#)

## Background

Kenya's basic curriculum has identified seven Core Competences and eight values prioritized across all school system levels. The core competences highlighted in the primary and secondary curriculum framework, include critical thinking and problem solving, creativity and imagination, communication and collaboration, learning to learn, self-efficacy, and digital literacy. The eight values include love, responsibility, respect, unity, peace, patriotism, social justice, and integrity. The skills and values are emphasized in the core curriculum framework as competences that are to be taught and nurtured among all learners.

The following national-level documents were included in this study:

- Mission and Vision Statement
- Education Policy Document
- Primary Curriculum Framework
- Secondary Curriculum Framework
- Primary Assessment Framework
- Teacher Training Policy Document

Note that Kenya does not yet have official national-level documents regarding secondary assessment and teacher education assessment. As such, these two documents are not included in the analyses. However, a Secondary Assessment Framework is currently being drafted. The findings from this study will be useful in ensuring alignment across secondary education.

**Table 4: Heat Map for Kenya**

	Kenya							
	Mission/ Vision	Education Policy	Primary Curriculum	Primary Assessment Framework	Secondary Curriculum	Secondary Assessment Framework	Teacher Training	Teacher Education Assessment Framework
<b>Life Skills</b>								
Are 21st Century Skills mentioned?	10	5	9	8	32		9	
How many instances of explicit mentions of skills?	31	21	52	23	102		24	
How many instances of implicit mentions of skills?	32	17	21	5	113		6	
How many instances of traditional skills mentioned?	9	4	7	0	49		3	
Critical Thinking	2	0	6	3	17		3	
Creativity	0	0	3	3	11		4	
Communication	5	3	5	2	10		2	
Problem Solving	3	0	6	3	13		1	
Collaboration	4	1	2	2	10		3	
Learning to Learn	0	0	0	3	4		0	
Self-efficacy	0	2	2	2	4		0	
Digital Literacy	1	0	1	3	5		5	
Creative Thinking	0	0	1	0	7		0	
Vocational Skills	0	0	0	0	0		0	
Innovation	0	0	1	0	4		3	
Cooperation	4	0	0	0	0		0	
Self-directed learning	0	0	0	0	0		0	
Mathematical computational skills	0	0	0	0	0		0	
ICT Skills	1	0	1	0	0		0	
Social-Emotional Skills	0	0	1	0	0		0	
Adaptability	0	0	0	0	0		0	
Assertiveness	0	0	0	0	0		0	
Self-awareness	0	1	0	0	0		0	
Curiosity	0	1	0	0	0		0	
Self-esteem	0	2	0	0	0		0	
<b>Values</b>								
How many instances of values?	140	103	32	15	71		19	
Love	1	0	2	1	3		0	
Responsibility	51	18	8	2	9		1	
Respect	19	8	2	5	6		0	
Unity	2	1	1	0	5		0	
Peace	14	28	4	2	10		0	
Patriotism	6	3	0	0	3		0	
Citizenship	0	0	0	0	0		0	
Justices/Social Justice	11	1	0	0	5		0	
Integrity	13	9	0	1	4		11	
Moral	11	5	12	1	18		2	
Spiritual Value	5	2	0	0	1		0	
Tolerance	0	3	1	0	1		0	
Valuing Equality	4	9	0	0	0		0	
Empathy/Empathize with others	1	2	0	2	1		0	
Transparency	1	14	0	0	0		4	
Trust	1	0	0	1	0		1	

## Summary of Key Findings

There were both implicit and explicit mentions of skills throughout the policy documents. The difference in implicit and explicit mentions of skills is not that significant. Critical thinking, creativity, communication, and problem solving were often named in explicit mentions of skills, and learning to learn was the least mentioned. Among the seven identified competencies, there is a ratio of almost 4:1 difference between the highest mentioned competencies of critical thinking, problem solving, and communication in comparison to self-efficacy. It is important to note that while seven key competencies are being focused on in the Competence-based curriculum (CBC), there are mentions of other competencies, such as creative thinking, innovation, cooperation, and digital skills, in the selected documents for review.

Core values are mentioned throughout the policy documents, as well. For example, the Presidential Working Party Education Reforms document strongly emphasizes values as fundamental elements propelling the suggested education reforms. This involves recognizing the crucial role that values play in shaping the comprehensive educational experience and outcomes. Additionally, the document outlines specific strategies for incorporating values into the reform process, spanning curriculum changes and teacher training programs. In addition, the Curriculum Frameworks, for instance the Basic Education Curriculum Framework, clearly outlines and underscores the integration of fundamental values into the curriculum. These encompass values like honesty, responsibility, respect, and tolerance, with clear indications of how these values permeate various subjects. Of note, both the primary and secondary curricula have moral(s) as the most mentioned value.

Below are the findings regarding the specific documents selected for review.

- The national mission and vision statements do not explicitly mention the competences, although this is not surprising given that these statements are meant to be short, strategic, and broad. However, there is recognition that learning institutions have a role in ensuring that the learning method is student-centered, providing opportunities to think critically and analyze and solve problems. The mission of the Ministry of Education is to address challenges of mental health among learners and teachers through the implementation of guidance and counseling policies, mentorship programs, parental empowerment and engagement, awareness campaigns, and teaching of life skills, among other interventions. Similarly, the national mission and vision statements intentionally underscore the significance of imparting ethical and moral values to learners and promoting foundational principles such as integrity, honesty, and responsibility within the education system.
- The Education Policy documents have explicit, as well as implicit, mentions of skills. There were also explicit mentions of more traditional skills like literacy and numeracy. It is noted that traditional skills are a great enabler in acquiring 21st-century skills and vice versa. In addition, the Policy Documents points to mentorship as one avenue for developing life skills. For example, the Mentorship Policy for Early Learning and Basic Education states, "Mentorship is a critical aspect that boosts individuals' intrinsic motivation, aspiration, and inspiration in matters of life. Those constantly mentored are



highly motivated to engage in their endeavors since they are exposed to opportunities for growth and development. It makes them appreciate life skills.” Furthermore, the Education Policy documents underscore the significance of education centered on character and values. This entails integrating values education into the curriculum, fostering ethical conduct, encouraging responsible citizenship, and promoting personal development alongside academic learning.

- The Primary Assessment Framework explicitly emphasizes the seven core competencies, indicating that 21st-century skills are important as they aid the learner in keeping in line with changing society's needs and adhering to global trends. Additionally, the Framework and other education policy documents are anchored on Competency-Based Assessment, a process of determining a learner's capability to apply a set of related implicit skills. The Primary Assessment Framework also highlights a need to consider learners' academic accomplishments and personal and social growth. This broader perspective of assessment encompasses values linked to character, social responsibility, and emotional intelligence.
- In the Teacher Training Policy documents, there is the mention of explicit skills with an emphasis on the core competencies. Additionally, traditional skills are an enabler in acquiring life skills. For example, one document has pointed out that “ICT is an enabler towards learner's acquisition of 21st Century skills such as communication and collaboration; critical thinking and problem solving; creativity and imagination; and digital literacy, among others.” Ensuring that all learners have access to ICT could be one way of developing and increasing the use of life skills. Furthermore, the Teacher Training Policy documents stress including values in the teacher education curriculum. This entails integrating modules or courses that cultivate values like ethical behavior, professionalism, and social responsibility.

## **Life Skills and Values in Uganda's Education System**

### **Stella Rose Akongo and Ariapa Martin**

#### Background

The Uganda education policy documents reviewed in this study explicitly mentioned skills and values. Skills such as innovation, creativity, lifelong learning, critical thinking, problem solving, and communication skills, among others, were explicitly mentioned as critical to achieving the educational aims of the country. Citizenship, patriotism, respect, responsibility, moral ethics, and spiritual values are also explicitly mentioned in policy documents as key to building an integrated, self-sustaining, and independent national economy. Implicit mentions of life skills and values in policy documents focused on increasing equitable education for all and improving the quality and content of educational delivery at all levels and sectors of education. All through the different policy documents, an emphasis was placed on expanding the functional capacity of educational structures and reducing the inequalities of access to education between sexes, geographical areas, and social classes in Uganda.

The following national-level documents were included in this study. The most recent and publicly available documents in each category were identified and used to examine the extent to which life skills and values are integrated into the education system

- Mission and Vision Statement
- Education Policy Document
- Primary Curriculum Framework
- Secondary Curriculum Framework

- Primary Assessment Framework
- Secondary Assessment Framework
- Teacher Training Policy Document

Table 6: Heat Map for Uganda

	Uganda							
	Mission/ Vision	Education Policy	Primary Curriculum	Primary Assessment Framework	Secondary Curriculum	Secondary Assessment Framework	Teacher Training	Teacher Education Assessment Framework
<b>Life Skills</b>								
Are 21st Century Skills mentioned?	0	15	5	0	26	2	5	
How many instances of explicit mentions of skills?	0	26	2	0	72	0	6	
How many instances of implicit mentions of skills?	0	48	17	0	77	5	9	
How many instances of traditional skills mentioned?	0	5	9	0	7	1	1	
Critical Thinking	0	1	0	0	8	0	1	
Creativity	0	2	0	0	5	0	0	
Creative Thinking	0	0	0	0	1	0	0	
Communication	0	2	0	0	6	0	1	
Problem Solving	0	2	0	0	5	0	1	
Vocational Skills	0	2	0	0	1	0	0	
Innovation	0	2	0	0	5	0	0	
Cooperation	0	0	0	0	4	0	0	
Collaboration	0	0	0	0	1	0	0	
Self-directed learning	0	0	0	0	3	0	0	
Mathematical computational skills	0	0	0	0	4	0	0	
ICT Skills	0	3	0	0	4	0	1	
Social-Emotional Skills	0	0	0	0	0	0	0	
Adaptability	0	0	0	0	0	0	0	
Learning to Learn	0	3	0	0	1	0	0	
Assertiveness	0	0	0	0	0	0	0	
Self-awareness	0	0	0	0	0	0	0	
Curiosity	0	1	0	0	0	0	0	
Self-efficacy	0	0	0	0	0	0	0	
Self-esteem	0	0	0	0	1	0	0	
Digital Literacy	0	0	0	0	1	0	0	
<b>Values</b>								
How many instances of values?	18	28	23	1	36	0	10	
Love	0	0	0	1	1	0	0	
Responsibility	4	1	1	0	6	0	2	
Respect	3	2	2	0	3	0	0	
Unity	1	1	2	0	2	0	0	
Peace	1	1	2	0	1	0	0	
Patriotism	2	3	5	0	5	0	1	
Citizenship	0	4	4	0	4	0	1	
Justices/Social Justice	0	0	0	0	3	0	1	
Integrity	0	2	1	0	1	0	0	
Moral	1	4	1	0	3	0	2	
Spiritual Value	1	2	1	0	1	0	0	
Tolerance	1	0	0	0	1	0	0	
Valuing Equality	3	5	1	0	0	0	2	
Empathy/Empathize with others	0	2	1	0	1	0	0	
Transparency	0	0	1	0	0	0	0	
Trust	1	0	1	0	0	0	0	

### Summary of Key Findings for Uganda

Based on the review of the national level policy documents, it is clear that life skills and values are emphasized across all levels of education, from Primary to Secondary, and in Teacher Education Frameworks and Policy documents. Although life skills and values are frequently identified, there are notably more implicit mentions than explicit mentions of life skills and values in these policy documents. The Curriculum Frameworks for Primary and Secondary education are all based on a clear set of values derived from the Uganda National Ethics and Values Policy of 2013. These values underpin the whole curriculum and the work of schools. They are also the values on which learners need to base their lives as citizens of Uganda.

Findings also reveal that the Uganda education policy documents and the lower secondary school curriculum frameworks are the most explicit in their mentions of life skills. The primary school curriculum framework follows this, and the teacher training frameworks had the least explicit mentions of life skills. However, the implementation documents and frameworks do not quite show how these aspirations for life skills and values are translated into classroom practice or actual acquisition, making assessments and nurturing of life skills and values within the education system elusive.

Critical thinking is the most identified skill across the three levels of education (Primary, Secondary, and Teacher training). Whenever 21st-century skills are explicitly mentioned, critical thinking, problem solving, creativity, innovation, communication, and cooperation are most referred to. Values such as responsibility, patriotism, and respect were also mentioned. Although learning to learn is not a prioritized competence in either the lower secondary school curriculum or the primary curriculum framework, it has been mentioned explicitly more than three times across the different educational phases as an important skill that sustains the acquisition and transferability of knowledge. From this analysis, Secondary education emerges as a crucial stage for emphasizing and integrating explicit and implicit skills across a wide spectrum, reflecting a substantial focus on skill development.

Traditional subject skills such as numeracy and literacy feature sporadically across the different educational levels. There is however an opportunity for more explicit mentions of life skills and values in foundational learning and numeracy in Primary Education and Teacher Training to for it to align more comprehensively with modern educational demands.

Below are findings from the specific policy documents that were reviewed.

- Assessment of life skills and values across the primary, secondary, and teacher training curriculum frameworks is not explicitly mentioned in curriculum frameworks or policy documents. While life skills and values are explicitly mentioned across all levels of education, not much is being said about how these competences can be assessed. It is implied that the assessment of these skills in the lower secondary school curriculum framework is built into the subject learning expectations. A deeper examination of the assessment framework of these subjects shows a focus on assessing the learner's understanding of key concepts in each subject. Although it is implicitly mentioned that the learners will be assessed on their ability to apply their knowledge in various situations using a diversified range of assessment techniques like oral, written, performance and demonstration of practical skills, the documents do not show how this will be done in practice.
- The Curriculum from P1 through P7 references the Government White Paper on the Education Policy Review Commission Report (1992). In each of the themes included in the curriculum, a set of life skills and values to be acquired by the learners has been listed. Examples of life skills and values included in the curriculum include Effective communication, Creative thinking, Problem solving, Critical thinking, Decision making, Self-esteem, Mobility, orientation and rehabilitation (SNE), Respect, Identity, Cooperation, Appreciation, Friendship formation, Mobility orientation and rehabilitation (SNE), Interpersonal relationships, Sharing, etc.

o The primary curriculum derives specific learning outcomes from broader educational aims. These outcomes detail what learners should comprehend and achieve, forming an integral part of their understanding. The curriculum is organized in

o In this curriculum framework, the values can be seen at the very heart of the curriculum, core to all learning. The values explicitly identified and emphasized in the curriculum frameworks include respect for humanity and the environment, honesty- upholding and defending the truth at all times, justice and fairness in dealing with others, hard work for self-reliance, integrity-moral uprightness and sound character, social responsibility, social harmony, national unity, national consciousness and patriotism. These values are not taught directly in lessons or assessed, but they inform and shape all teaching and learning. Surrounding the values are the five generic skills. These are developed through each of the Subjects surrounding them.

o The five cross-cutting issues link the subjects together while the generic skills are integrated into subjects. Life skills are defined as personal and social skills that enable young people to function confidently and competently among themselves with other people and in the wider community. Life skills are treated in the curriculum framework as a cross-cutting issue and not specific to any subject area. The cross-cutting issues, according to the framework, develop learners' understanding of the connections between the Subjects. These issues are meant to equip learners with survival skills in the 21st century.

- The Teacher Training Policy documents and frameworks were explicit on the need for training 21st-century teachers who can turn 21st-century classrooms into spaces where children can learn and thrive. It is emphasized throughout the documents reviewed that the initial teacher training program must prepare professionals to be proficient in critical thinking, problem solving, information technology, social skills including conflict resolution, communication skills, and financial skills, among others. The national teacher qualifications framework implicitly mentions the need for teachers whose training equips them with exceptional ability to modify and apply knowledge to promote learning in their students using varied pedagogical practices and resources. Leadership, research, and innovation were explicitly mentioned as skills teachers need to be effective in their job besides a strong mastery of their traditional subject discipline.

## **Life Skills and Values in Tanzania Mainland's Education System**

### **Daniel Marandu**

#### *Background*

Tanzania Mainland has a commendable intention to promote life skills in pre-primary education through to secondary education. The education system of Tanzania Mainland emphasizes life skills, which can be seen explicitly and implicitly throughout various policy documents. The curricular materials specifically identify and describe life skills around four major areas: empowerment (self-awareness, communication, resilience); citizenship (empathy, participation); learning (critical thinking, creativity, problem solving); employability (collaboration, decision making); and reproductive health skills. Life skills, however, are not a stand-alone subject. Instead, life skills are treated as a cross-cutting issue, among others. Thus, life skills coverage is integrated into the pre-primary education curriculum and certain core subjects, including Civics and Morals, Social Studies, and Skills in primary education.

The emphasized values include tolerance, justice, equality, citizenship, respect, integrity, and spiritual values. However, unlike life skills, there are notably fewer mentions of values in the curricular and policy documents than those of life skills.

The following national-level documents were included in this study:

- Mission and Vision Statement
- Education Policy Document
- Primary Curriculum Framework
- Secondary Curriculum Framework
- Teacher Education Assessment Framework

Tanzania Mainland does not have Primary and Secondary Assessment Frameworks or a Teacher Education Policy Document.

Table 5: Heat Map for Tanzania Mainland.

	Tanzania							
	Mission/ Vision	Education Policy	Primary Curriculum	Primary Assessment Framework	Secondary Curriculum	Secondary Assessment Framework	Teacher Training	Teacher Education Assessment Framework
<b>Life Skills</b>								
Are 21st Century Skills mentioned?	1	2	5		2		8	3
How many instances of explicit mentions of skills?	1	2	12		12		51	10
How many instances of implicit mentions of skills?	3	0	4		1		14	5
How many instances of traditional skills mentioned?	5	0	2		1		10	0
Critical Thinking	0	0	1		2		5	2
Creativity	0	0	0		1		1	1
Creative Thinking	0	0	0		1		2	0
Communication	0	0	1		2		5	1
Problem Solving	0	0	1		1		3	2
Vocational Skills	0	0	0		0		0	0
Innovation	0	0	1		1		2	0
Cooperation	0	0	0		1		1	0
Collaboration	0	0	1		1		0	1
Self-directed learning	0	0	0		0		0	0
Mathematical computational skills	0	0	0		0		0	0
ICT Skills	0	0	0		0		0	1
Social-Emotional Skills	0	0	0		0		1	0
Adaptability	0	0	0		0		0	0
Learning to Learn	0	0	0		0		0	0
Assertiveness	0	0	0		0		3	0
Self-awareness	0	1	1		0		2	0
Curiosity	0	0	0		0		0	0
Self-efficacy	0	0	1		0		2	0
Self-esteem	0	0	0		0		0	0
Digital Literacy	0	0	0		1		0	0
<b>Values</b>								
How many instances of values?	0	0	3		3		18	0
Love	0	0	0		0		0	0
Responsibility	0	0	0		0		5	0
Respect	0	0	2		0		1	0
Unity	0	0	0		0		0	0
Peace	0	0	0		0		0	0
Patriotism	0	0	0		1		2	0
Citizenship	0	0	0		0		2	0
Justices/Social Justice	0	0	0		0		2	0
Integrity	0	0	0		0		1	0
Moral	0	0	0		1		3	0
Spiritual Value	0	0	0		0		0	0
Tolerance	0	0	0		0		0	0
Valuing Equality	0	0	0		0		1	0
Empathy/Empathize with others	0	0	0		0		3	0
Transparency	0	0	0		0		1	0
Trust	0	0	0		0		0	0

## Summary of Key Findings

Most reviewed documents for Primary and Secondary Curricula and the Teacher Education Assessment Framework explicitly mention skills. However, the frequency at which these skills are mentioned is low across all documents. When 21st-century skills are explicitly identified, critical thinking, creativity, problem solving, collaboration, and self-awareness are named most often. The least mentioned skills are self-efficacy, self-directed learning, adaptability, and self-esteem. It is worth pointing out that, throughout the reviewed documents, little attention has been given to values. When values are identified, attention has been given to responsibility, morals, patriotism, and citizenship, but little attention has been given to love, trust, and integrity. The heat map (table 5) reveals areas where life skills and values are more likely and less likely to be mentioned.

Below are the findings regarding the specific documents that were reviewed.

- In the Education Policy documents for the Tanzania Mainland, few mentions of skills focused on ensuring that all levels of education students obtain life skills, recognize themselves, and make correct decisions.
- In the curriculum for Primary Education Standard III-VII, there were both implicit and explicit mentions of life skills and values. The following skills are prioritized: critical thinking, self-awareness, problem solving, collaboration, communication, and self-realization. Other explicit mentions of life skills and values include developing talents, inquiring mind, and being competitive, as well as the importance of morals and patriotism.
- In the National Curriculum Framework for Basic and Teacher Education for the Tanzanian Mainland, there were explicit mentions of life skills that focused on creativity, innovation, management skills, problem solving, informed decision making, the ability to communicate, critical thinking, being flexible and inquisitive, accountability, self-efficacy, self-control, managing emotions, self-assessment, goal setting, resilience, clarifying and managing values, conflict management, negotiation skills, self-confidence, critical and creative thinking, empathy, and self-assertiveness. There were also few implicit mentions of skills, which were defined as cross-cutting issues focusing on applying knowledge, skills, and values that are important in the process of development and lifelong learning. The implicit mentions of skills also focused on developing a student with the ability to communicate both orally and in writing using the relevant medium of instruction. In addition, there were few explicit mentions of values, including empathizing with others, morals, ethics and patriotism, respect, and integrity.

## Life Skills and Values in Zanzibar's Education System

### Ramadhani Matimbwa

#### Background

The education system in Zanzibar emphasizes life skills, values, and dispositions, which are all necessary to develop for learners to be able to thrive in both school and life. These skills, values, and dispositions are explicitly and implicitly integrated throughout their education documents.

The following national-level documents were included in this study:

- Mission and Vision Statement
- Education Policy Document
- Primary Curriculum Framework

Although Zanzibar has its own jurisdictional level documents around mission and vision, education policy, and primary curriculum, it follows Tanzania Mainland documents for all other education policy documents. In other words, Zanzibar and Tanzania Mainland share the same documents for Secondary and other levels of education, so information about these levels is captured under the Tanzania Mainland analysis above.

	Zanzibar							
	Mission/Vision	Education Policy	Primary Curriculum	Primary Assessment Framework	Secondary Curriculum	Secondary Assessment Framework	Teacher Training	Teacher Education Assessment Framework
Life Skills								
Are 21st Century Skills mentioned?	2	18	12					
How many instances of explicit mentions of skills?	4	17	22					
How many instances of implicit mentions of skills	9	12	37					
How many instances of traditional skills mentioned?	6	8	23					
Critical Thinking	0	0	1					
Creativity	1	0	1					
Creative Thinking	0	0	0					
Communication	1	2	4					
Problem Solving	0	2	4					
Vocational Skills	1	0	1					
Innovation	0	0	0					
Cooperation	0	0	1					
Collaboration	0	0	0					
Self-directed learning	0	1	0					
Mathematical computational skills	0	0	0					
ICT Skills	0	0	0					
Social-Emotional Skills	0	0	1					
Adaptability	0	0	0					
Learning to Learn	0	0	0					
Assertiveness	0	0	0					
Self-awareness	0	0	0					
Curiosity	0	1	0					
Self-efficacy	0	0	0					
Self-esteem	0	0	0					
Digital Literacy	0	0	0					
Values								
How many instances of values?	23	0	9					
Love	1	0	0					
Responsibility	2	0	1					
Respect	2	0	1					
Unity	2	0	0					
Peace	2	0	0					
Patriotism	2	0	1					
Citizenship	3	0	1					
Justices/Social Justice	2	0	0					
Integrity	0	0	0					
Moral	1	0	2					
Spiritual Value	0	0	2					
Tolerance	2	0	1					
Valuing Equality	4	0	0					
Empathy/Empathize with others	2	0	1					
Transparency	1	0	0					
Trust	0	0	0					

## Summary of Key Findings

Communication and problem-solving skills have been given much attention throughout the reviewed documents compared to other skills and values. Values are explicitly mentioned in the mission statement and primary education curriculum. The education policy of Zanzibar is silent about values. The most emphasized values are equality and citizenship, and the least mentioned values are morality, transparency, and love.

Below are the findings regarding the specific policy documents that were reviewed.

- In the Mission and Vision documents for Zanzibar, there were few explicit mentions of life skills, such as communication, creativity, vocational skills, and thinking skills. There were also many implicit mentions of skills that focused on enabling every citizen to understand and respect the fundamentals of the national constitutions and the enshrined human and civic rights. There are more mentions of values in the Mission and Vision documents than in other policy documents. The values that are emphasized include love, responsibility, respect, unity, peace, patriotism, citizenship, and equality, among others.
- In the Education Policy document, explicit and implicit mentions of skills and values existed. Skills such as communication, problem solving, independent thinking, and entrepreneurship were explicitly mentioned as critical to achieving the educational aims of the country. Implicit mentions of life skills and values focused on inclusive education and increasing equitable education for all levels of education.
- In the pre and primary education curriculum framework, the following skills are prioritized: entrepreneurship, expressing emotions, problem solving, confidence, creativity, financial literacy, cooperation, communication, social-emotional learning, critical thinking, and vocational skills. The document also gives equal weight to values such as integrity, responsibility, citizenship, moral and spiritual values, equality, love, respect, self-identity, and patriotism. Implicitly, the document emphasizes understanding human rights and fundamental basic character.
- In the pre and primary education curriculum framework, other components (like dispositions) are explicitly mentioned, which are neither skills nor values. Examples include progressiveness, inquisitiveness, tolerance, peace, justice, inclusiveness, appreciation, and acceptance of others. The emphasis is on educating the citizen to have these characteristics to thrive in life.

## **Life Skills and Values in Across the Education Systems of the Four Jurisdictions of Kenya, Tanzania Mainland, Uganda, and Zanzibar**

In addition to analysis and results by individual jurisdictions, we looked across all four jurisdictions to see whether there are similarities and differences among their education systems regarding skills and values.

### *Summary of Findings*

Several observations were made based on this exploration.

**1. There is significant variability across the four jurisdictions when it comes to integrating life skills and values in their education systems.** The jurisdictions differ in the types of policy documents that exist and/or are available to review, how they refer to these life skills and values, what types of skills and values are emphasized across their documents, and the extent to which life skills and values are embedded in their education systems.



**2. The four jurisdictions clearly emphasize integrating life skills and values in their education system; however, the mention of life skills and values is largely more implicit** than explicit. The focus on teaching and nurturing life skills and values is prominent in curriculum and teacher education policy documents. However, in many instances, values and life skills are implicitly mentioned rather than explicitly identified. When values and life skills are explicitly mentioned, the number of occurrences is low, potentially suggesting that they are being mentioned on occasion but perhaps not necessarily being integrated throughout.

**3. In each jurisdiction, values and life skills are identified as content for curriculum reform.** Across the four jurisdictions, there is evidence of an ongoing educational reform that is being initiated primarily in the area of the curriculum. Kenya, for instance, has made strides in aligning their curriculum to competence-based right from the primary to the secondary levels. Uganda started this process at the secondary level and is working backward to align the primary curriculum with an ongoing curriculum review process. Tanzania Mainland and Zanzibar are doing the same with their primary and secondary school curriculums.

**4. While the curriculum reform stimulates the aspiration for intentional nurturing of life skills and values across the region, there lacks clarity on assessment of these skills and values.** Evidence from reviewed documents indicates that assessment frameworks are lacking for primary, secondary, and teacher training across three of the four jurisdictions. There is still a need to equip educators with essential skills for effective teaching, learning, and assessment if the reform is to bear fruit.

**5. Despite the rich mention of these skills and values in the curriculum, there is no framework that guides teachers on how to interpret, implement, and assess these in classroom settings.** Examining the curriculum and policy documents across the four jurisdictions reveals a plethora of skills and values prioritized by the different education systems. Furthermore, the curriculum documents and teacher education policies have endorsed the need to put learners at the center of learning in a manner that suggests they view curriculum and teacher education as playing important, critical roles in developing these skills and values in their students. Absent in the documents, however, is a categorization and or an organization of these skills into a framework that can guide teachers and educators in developing assessment frameworks and or learning progressions.

Importantly, these findings point to opportunities for each of the four jurisdictions on multiple fronts.

- **The variability across the four jurisdictions creates opportunities for collaboration and learning.** Jurisdictions that do not have a particular document in place can look toward other jurisdictions that do have those documents to learn from them. Similarly, jurisdictions with documents in place can offer their support and resources that might be of use. Integrating life skills and values in education systems is a challenging endeavor. These four jurisdictions can look to each other and work together toward meeting this challenge. Moreover, the work of these jurisdictions can be used as examples for other jurisdictions that are interested in moving towards a more holistic learning approach.

- **The implicit mentions of values and life skills provide opportunities for the jurisdictions to be more systematic and deliberate about explicitly integrating them in their education systems.** For instance, perhaps there are certain life skills and values that should be emphasized across all documents; however, they only show up in the curricular documents. As such, this would pose an opportunity to consider whether explicit mentions of life skills and values may want to be included in assessment frameworks or teacher training documents. One thing to note is that if life skills and values are not mentioned in a document, it is not necessarily negative or something that needs to be changed. It is entirely possible that there are documents where specific life skills and values may not be mentioned, such as high-level mission and vision statements.
- **The findings from this baseline study alongside an ongoing educational reform present an ideal opportunity for jurisdictions to carefully consider how, where, and to what extent life skills and values are embedded in their policy documents.** Although the current focus is on curricular reform, these heat maps point to areas of growth for each of the jurisdictions. Given this is a baseline study to understand where each of the jurisdictions are in embedding life skills and values in their education systems, the heat maps show where things currently stand as well as where and what jurisdictions may want to revise, modify, and/or develop in the future in order to strengthen their agenda around life skills and values.
- **Developing and improving the assessment frameworks in primary, secondary, and teacher training of the four jurisdictions is critical if education systems are to implement their agenda around life skills and values.** Even if life skills and values are identified and embedded throughout the education policy documents, without a clear assessment approach and training around capturing learners' life skills and values, it will be difficult for jurisdictions to understand where students are in terms of their learning of the skills and values, as well as how to inform teaching strategies and practice in the classroom in order to support learners in developing these competences.
- **Guidance for teachers is needed on how to identify, teach, and assess life skills and values in their classrooms.** Although teachers are trained to teach subject content, there are very few opportunities for teachers to learn how to teach and assess the skills and values that are important for developing well-rounded learners. Without guidance and training for teachers, changes in teaching practice are nearly impossible, as there is no clarity around what learning activities should take place to elicit and teach life skills and values nor how to determine which learners need what kind of supports.

Because the interest of this study was to examine baseline information at the national policy level, only information at this level was examined, and more detailed, nuanced information was not examined. For example, many of the jurisdictions had both a national curriculum framework as well as grade and subject specific information. The grade and subject specific documents were not examined and were not included in the analyses. In other words, the findings presented in this report capture high level information about skills and values embedded in the education systems but do not include more detailed information. Therefore, it is possible that additional information may exist that indicates more extensive integration of skills and values throughout the system. This limitation should be considered when interpreting the findings. Future work can be beneficial in further identifying the extent to which skills and values are embedded in the education systems by looking at additional documents, such as lesson plans and actual assessments. Nevertheless, this baseline study provides an avenue for jurisdictions to be strategic in how and where they want to integrate life skills and values into their education systems, and importantly, whether there is alignment with regards to life skills and values across their teaching, learning, and assessment.

Table 8: Heap Maps for all four Jurisdictions.

	Mission/ Vision				Education Policy				Primary Curriculum				Primary Assessment Framework			
	Kenya	Tanzania	Uganda	Zanzibar	Kenya	Tanzania	Uganda	Zanzibar	Kenya	Tanzania	Uganda	Zanzibar	Kenya	Tanzania	Uganda	Zanzibar
<b>Life Skills</b>																
Are 21st Century Skills mentioned?	10	1	0	2	5	2	15	18	9	5	5	12	8			0
How many instances of explicit mentions of skills?	31	1	0	4	21	2	26	17	52	12	2	22	23			0
How many instances of implicit mentions of skills?	32	3	0	9	17	0	48	12	21	4	17	37	5			0
How many instances of traditional skills mentioned?	9	5	0	6	4	0	5	8	7	2	9	23	0			0
Critical Thinking	2	0	0	0	0	0	1	0	6	1	0	1	3			0
Creativity	0	0	0	1	0	0	2	0	3	0	0	1	3			0
Creative Thinking	0	0	0	0	0	0	0	0	1	0	0	0	0			0
Communication	5	0	0	1	3	0	2	2	5	1	0	4	2			0
Problem Solving	3	0	0	0	0	0	2	2	6	1	0	4	3			0
Vocational Skills	0	0	0	1	0	0	2	0	0	0	0	1	0			0
Innovation	0	0	0	0	0	0	2	0	1	1	0	0	0			0
Cooperation	4	0	0	0	0	0	0	0	0	0	0	1	0			0
Collaboration	4	0	0	0	1	0	0	0	2	1	0	0	2			0
Self-directed learning	0	0	0	0	0	0	0	1	0	0	0	0	0			0
Mathematical/computational skills	0	0	0	0	0	0	0	0	0	0	0	0	0			0
ICT Skills	1	0	0	0	0	0	3	0	1	0	0	0	0			0
Social-Emotional Skills	0	0	0	0	0	0	0	0	1	0	0	1	0			0
Adaptability	0	0	0	0	0	0	0	0	0	0	0	0	0			0
Learning to Learn	0	0	0	0	0	0	3	0	0	0	0	0	3			0
Assertiveness	0	0	0	0	0	0	0	0	0	0	0	0	0			0
Self-awareness	0	0	0	0	1	1	0	0	0	1	0	0	0			0
Curiosity	0	0	0	0	1	0	1	1	0	0	0	0	0			0
Self-efficacy	0	0	0	0	2	0	0	0	2	1	0	0	2			0
Self-esteem	0	0	0	0	2	0	0	0	0	0	0	0	0			0
Digital Literacy	1	0	0	0	0	0	0	0	1	0	0	0	3			0
<b>Values</b>																
How many instances of values?	140	0	18	23	103	0	28	0	32	3	23	9	15			1
Love	1	0	0	1	0	0	0	0	2	0	0	0	1			1
Responsibility	51	0	4	2	18	0	1	0	8	0	1	1	2			0
Respect	19	0	3	2	8	0	2	0	2	2	2	1	5			0
Unity	2	0	1	2	1	0	1	0	1	0	2	0	0			0
Peace	14	0	1	2	28	0	1	0	4	0	2	0	2			0
Patriotism	6	0	2	2	3	0	3	0	0	0	5	1	0			0
Citizenship	0	0	0	3	0	0	4	0	0	0	4	1	0			0
Justices/Social Justice	11	0	0	2	1	0	0	0	0	0	0	0	0			0
Integrity	13	0	0	0	9	0	2	0	0	0	1	0	1			0
Moral	11	0	1	1	5	0	4	0	12	0	1	2	1			0
Spiritual Value	5	0	1	0	2	0	2	0	0	0	1	2	0			0
Tolerance	0	0	1	2	3	0	0	0	1	0	0	1	0			0
Valuing Equality	4	0	3	4	9	0	5	0	0	0	1	0	0			0
Empathy/Empathize with others	1	0	0	2	2	0	2	0	0	0	1	1	2			0
Transparency	1	0	0	1	14	0	0	0	0	0	1	0	0			0
Trust	1	0	1	0	0	0	0	0	0	0	1	0	1			0

	Secondary Curriculum				Secondary Assessment Framework				Teacher Training				Teacher Education Assessment Framework			
	Kenya	Tanzania	Uganda	Zanzibar	Kenya	Tanzania	Uganda	Zanzibar	Kenya	Tanzania	Uganda	Zanzibar	Kenya	Tanzania	Uganda	Zanzibar
<b>Life Skills</b>																
Are 21st Century Skills mentioned?	32	2	26				2		9	8	5					3
How many instances of explicit mentions of skills?	102	12	72						24	51	6					10
How many instances of implicit mentions of skills?	113	1	77				5		6	14	9					5
How many instances of traditional skills mentioned?	49	1	7				1		3	10	1					0
Critical Thinking	17	2	8				0		3	5	1					2
Creativity	11	1	5				0		4	1	0					1
Creative Thinking	7	1	1				0		0	2	0					0
Communication	10	2	6				0		2	5	1					1
Problem Solving	13	1	5				0		1	3	1					2
Vocational Skills	0	0	1				0		0	0	0					0
Innovation	4	1	5				0		3	2	0					0
Cooperation	0	1	4				0		0	1	0					0
Collaboration	10	1	1				0		3	0	0					1
Self-directed learning	0	0	3				0		0	0	0					0
Mathematical/computational skills	0	0	4				0		0	0	0					0
ICT Skills	0	0	4				0		0	0	1					1
Social-Emotional Skills	0	0	0				0		0	1	0					0
Adaptability	0	0	0				0		0	0	0					0
Learning to Learn	4	0	1				0		0	0	0					0
Assertiveness	0	0	0				0		0	3	0					0
Self-awareness	0	0	0				0		0	2	0					0
Curiosity	0	0	0				0		0	0	0					0
Self-efficacy	4	0	0				0		0	2	0					0
Self-esteem	0	0	1				0		0	0	0					0
Digital Literacy	5	1	1				0		5	0	0					0
<b>Values</b>																
How many instances of values?	71	3	36				0		19	18	10					0
Love	3	0	1				0		0	0	0					0
Responsibility	9	0	6				0		1	5	2					0
Respect	6	0	3				0		0	1	0					0
Unity	5	0	2				0		0	0	0					0
Peace	10	0	1				0		0	0	0					0
Patriotism	3	1	5				0		0	2	1					0
Citizenship	0	0	4				0		0	2	1					0
Justices/Social Justice	5	0	3				0		0	2	1					0
Integrity	4	0	1				0		11	1	0					0
Moral	18	1	3				0		2	3	2					0
Spiritual Value	1	0	1				0		0	0	0					0
Tolerance	1	0	1				0		0	0	0					0
Valuing Equality	0	0	0				0		0	1	2					0
Empathy/Empathize with others	1	0	1				0		0	3	0					0
Transparency	0	0	0				0		4	1	0					0
Trust	0	0	0				0		1	0	0					0



