



HOW LIFE SKILLS AND VALUES ARE INTEGRATED IN EDUCATION POLICY DOCUMENTS AND FRAMEWORKS IN EAST AFRICA

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ALiVE AS A LEARNING INITIATIVE

- **Learning is a continuous, intentional, reflective, and collaborative process that seeks to achieve three aims in ALiVE;**
 - **Strengthen and adapt our work across the pillars of ALiVE through evidence-based decision-making.**
 - **Support the development of a learning culture within ALiVE and its implementing partner organizations.**
 - **Share our learnings with other organizations in the same field locally and regionally**
- **The Learning Hub conducted a scoping review in November 23 to examine:**
 - **The extent to which life skills and values are embedded in the 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.**

Methodology: How the Scoping Review was Conducted

A scoping review is a type of knowledge synthesis. This was the preferred method for this project as it provides a systematic approach to mapping evidence in an area of interest, as well as identifying potential gaps in evidence and other exploratory findings and insights.

The outcomes of this review can be used in the future to track progress to assess whether there is change over time to which skills and values are integrated in the education systems.

Scoping Review Process

1. Eligibility Criteria: Determine what will be included in the review
2. Search Strategy and Information Sources: Find any and all documents that might be relevant
3. Document Screening and Selection Process: Screen and determine which documents will be selected for review
4. Data Collection: Code the documents and gather relevant data
5. Data Synthesis and Reporting Findings: Summarize the findings based on the data collected using heat maps and descriptions.

Eligibility Criteria

Inclusion Criteria	Exclusion Criteria
<ul style="list-style-type: none">• Most recent• Approved by the Ministry• At the national/jurisdictional level• Mission/vision statements• Education policy documents• Curricula at primary and secondary levels (or equivalent)• Assessment framework for primary, secondary, and teacher education (or equivalent)• Teacher training policy documents (or equivalent)	<ul style="list-style-type: none">• Not approved forms of the documents• Not the most recent version of the documents• Documents that are not from the Ministry of Education• Documents at levels other than national/jurisdictional (e.g., local frameworks)

Data Collection Process

- Data collection process occurred in two phases:
 - Phase 1: data on life skills and values mentioned explicitly or implicitly within each of the documents were extracted from the various policy documents using the data collection form. Once data were extracted on the form, the information was color coded (**green** = life skills and values; **blue** = implicit descriptions of life skills and values; **red** = traditional subject areas)
 - Phase 2: After the color coding has been verified and accepted by the team, the information extracted was further coded on various dimensions to identify the extent to which specific skills and values are integrated in the documents.

Key Findings

There is a commendable intention in Tanzania Mainland and Zanzibar to promote life skills among students from pre-primary education level through secondary education.

The education system of Tanzania Mainland and Zanzibar emphasizes life skills, which can be seen explicitly and implicitly throughout various policy documents

Life skills, however, is not a stand-alone subject. Instead, life skills are treated as a cross-cutting issue, among others.

Life Skills and Values in Tanzania Mainland's Education System

Key Findings

Most of the reviewed documents explicitly mention skills.

When 21st century skills are explicitly identified, **critical thinking, creativity, problem solving and collaboration**, 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**.

Life Skills and Values in Zanzibar's Education System

Key Findings

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.

Throughout the reviewed documents from Zanzibar, **communication** and **problem-solving skills** have been given much attention compared to other skills and values.

In the Mission and Vision documents for Zanzibar, emphasizes much more on values than 21st Century skills.

Summary of findings across the four Jurisdictions

1. High variability across the four jurisdictions on integrating life skills and values in education systems.
2. Clear emphasis on integration of competences, albeit largely more implicit than explicit.
3. Competences are identified as content for curriculum reform across the four jurisdictions.
4. While the curriculum reform stimulates the aspiration for intentional integration of life skills and values across the region, there needs to build more clarity on the assessment of these skills and values.
5. No clear framework to guide teachers on how to interpret, implement, and assess these in classroom settings.

Implications of findings for policy and practice

1. Varied opportunities for collaboration and learning
2. Curriculum reforms are opportunities for explicit systematic and deliberate integrating of competences in the education systems across the region.
3. 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.
4. Teachers need guidance on identifying, teaching, and assessing life skills and values in their classrooms.