



**Milele Zanzibar
Foundation**



From Aspiration to Integration: Embedding 21st CS into Zanzibar's Education system

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THE 9TH ANNUAL JOINT EDUCATION SECTION SECTOR REVIEW (AJESR 2026)



About MZF

Mission
Accelerating progress in education, health and livelihoods through, grassroots, sustainable development practices in rural and remote communities.

Vision
Vibrant, resilient rural, underserved communities.



Deep Partnerships with Govt and Community



Impacting 500,000 lives across education, health, and livelihoods.



Eco system building and system strengthening



ALL Children and Youth GROW, LEARN AND THRIVE

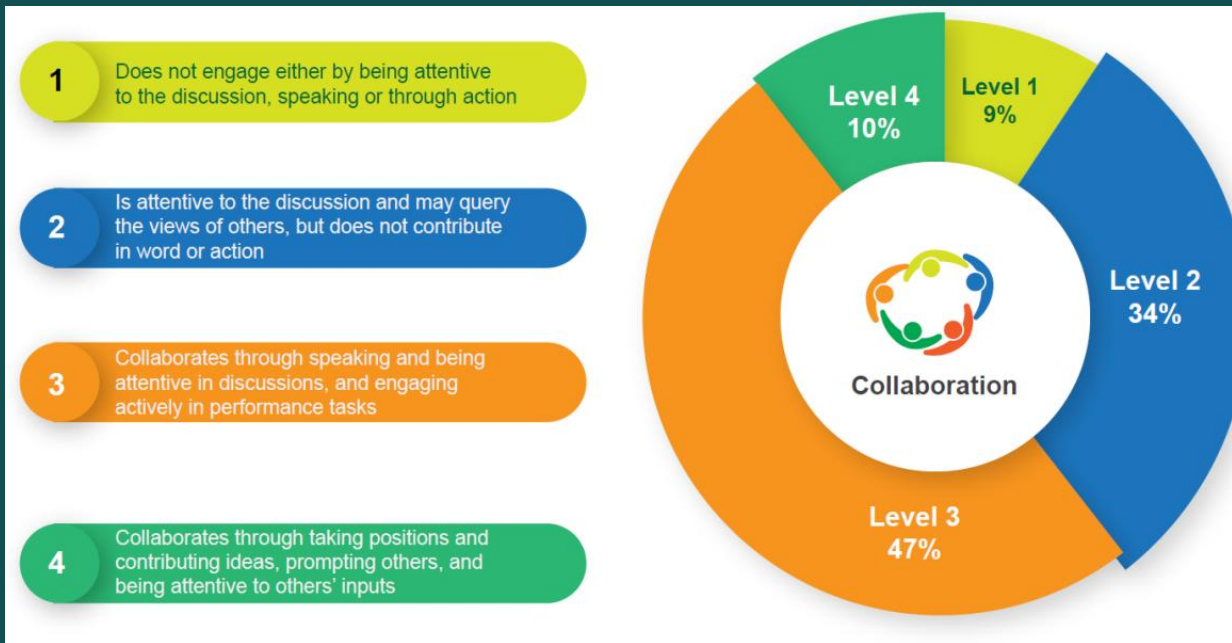
GROWING priority but LIMITED Practice



- **Kenya** - Integrated 8 values and 7 core skills.
- **Uganda** - New curriculum for secondary level - includes 21st C. competencies.
- **Tanzania** - New CBC curriculum focus on 21st CS
- **All Governments** – High Policy intent; but weak classroom integration
- No Shared definition
- Limited teacher guidance
- No assessment integration

• Note. Word cloud generated from key competencies from Kenya, Tanzania and Uganda curricula.

21ST CENTURY SKILLS CAN BE DEFINED, OBSERVED, ASSESSED IN CONTEXT



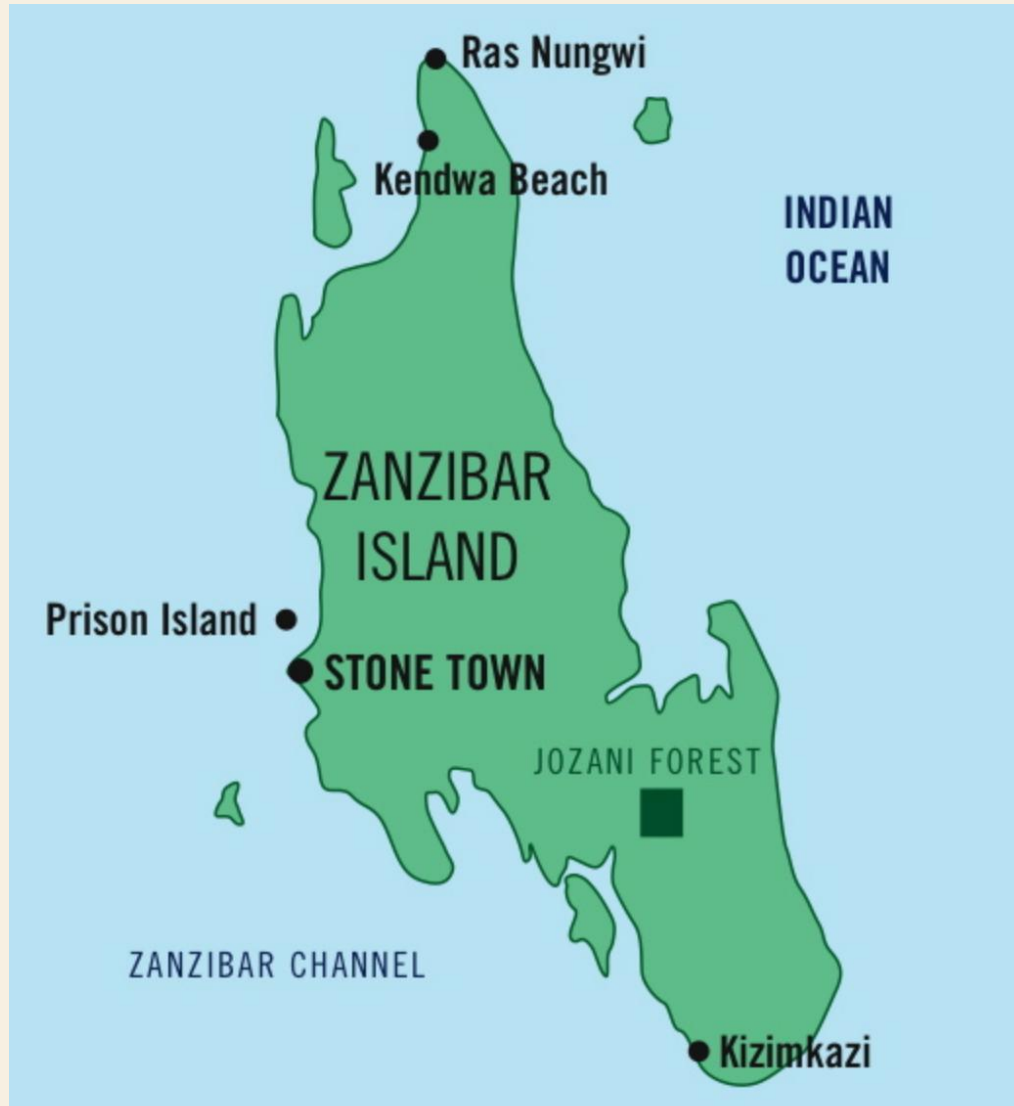
Contextual definition of 3 skills and 1 Value across 26 languages and 15 districts in 3 countries

Skills are multi dimensional and can be broken down into skill structures

Skills are assessable across diverse contexts using performance and scenario based tasks to over 45,000 adolescence

ALiVE Survey 2022- 21st CS skills are assessable in African Contexts

EVIDENCE POINTS TO AMBIGUITY IN SYSTEM



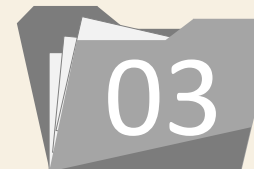
Current Landscape



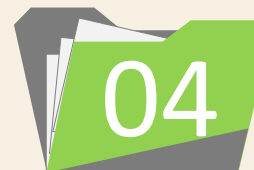
Clear emphasis on integration of 21CS, though largely more implicit than explicit.



Wide variation in understanding of what 21CS and expertise needed in implementing 21st century skills



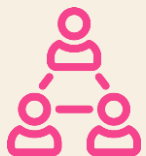
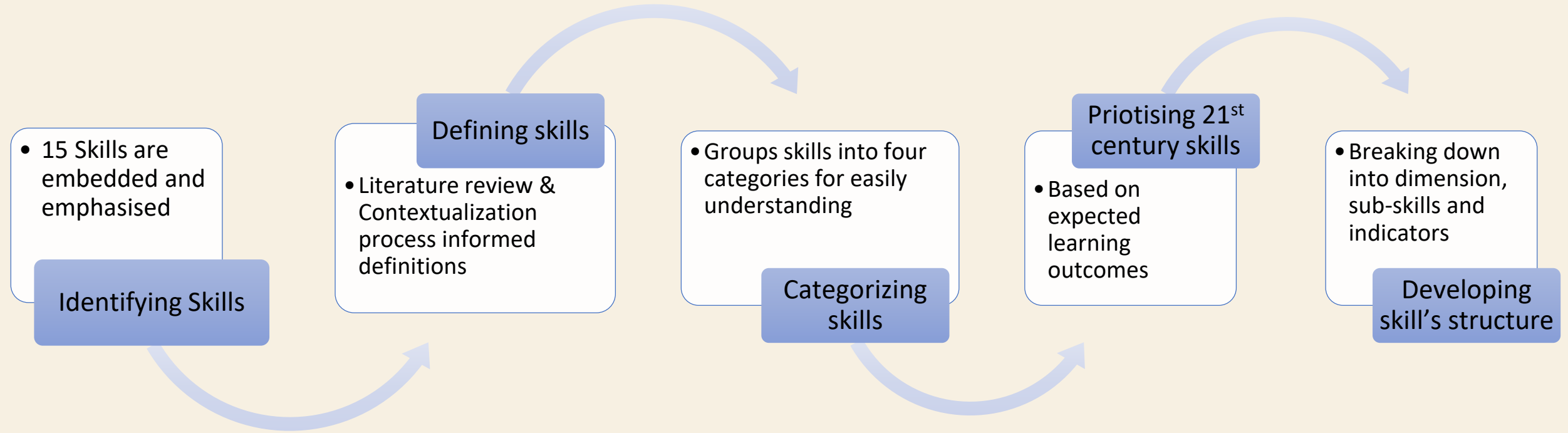
No clear framework to guide teachers on how to interpret, implement, and assess these in classroom settings.



Agreement on need for system wide collaboration, coordination and accountability to integrate 21st CS across curriculum, teacher training and assessment

One respondent stated: “During the preparation, we have very good things but during implementation there are many challenges and lead to failure to meet the planned goals. We need to change. There should be a system of accountability in the execution and not only punishing but sometimes rewarding those who have done well to carry out the good implementation.”

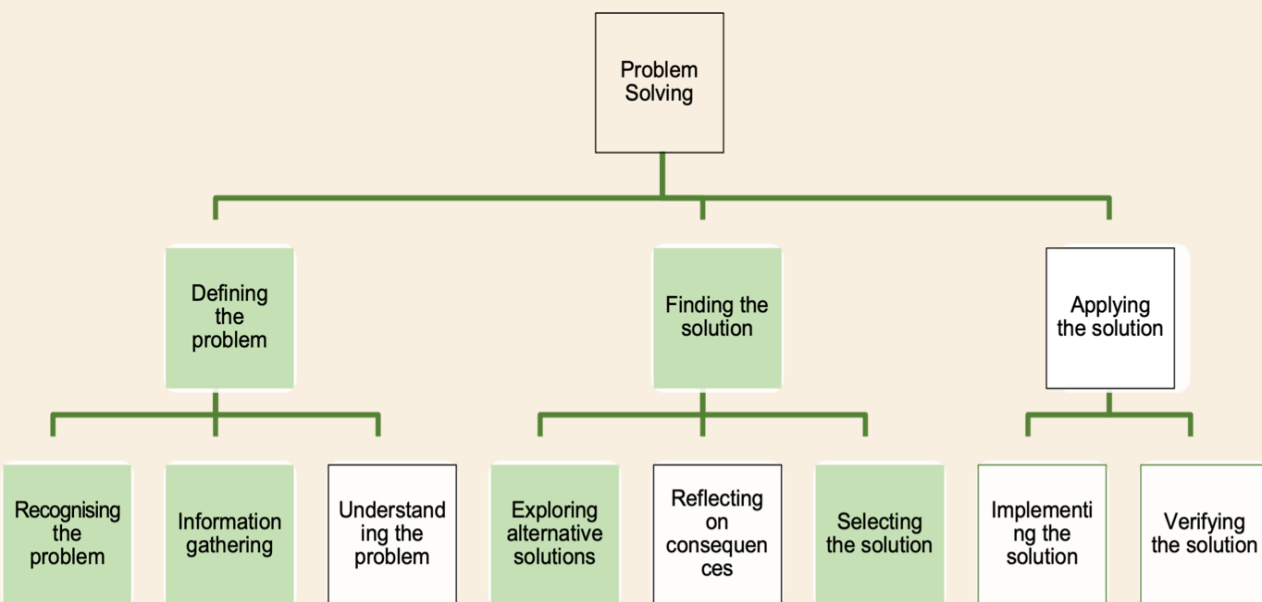
The Journey from Abstract to Structure



30 system actors from 8 departments led by ALiVE team

Proposed X'stics for inclusion in Education System

- Multiple dimensions
- Naturally occurring
- Teachable
- Transferable
- Develop from simple to advanced



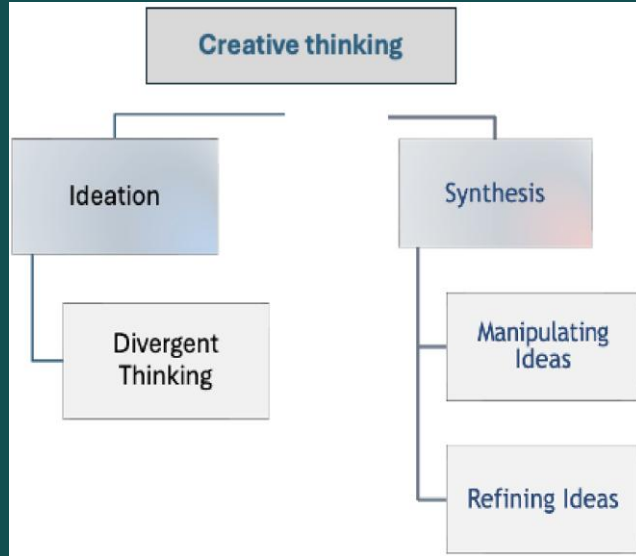
❖ Taking the skills apart provides information to:

Teachers – who can then teach skills as processes, with one occurring before, after or simultaneous with another

Assessment developers – who can then create assessment tasks that target each of the processes, so as to identify the different competencies that contribute to the overall demonstration

❖ **21st Century Skill in CBC**

- ✓ Have been defined
- ✓ Skill Structures developed
- ✓ The focus is in integration into education system across Curriculum, Pedagogy and Assessment



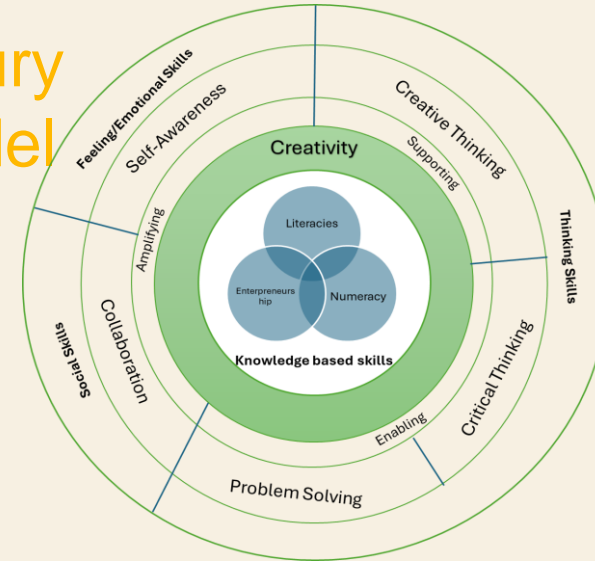
Creative thinking

Creative thinking is an intrinsic part of creativity



- Involves learning to generate and apply new ideas in specific contexts, seeing existing situations in a new way, identifying alternative explanations and seeing or making new links
- Includes combining parts to form something original, sifting and refining ideas to discover new possibilities

21st century Skills Model



Teachers and Parents – can teach observe, teach, assess the skills in the classroom and at home

Curriculum developers – can define, deconstruct, connect sub skills to learning outcomes, and develop progressions of skills across system.

Assessment developers – can generate national assessments to diagnose gaps in teaching and learning

Policy makers and stakeholders – can utilize the evidence to revise policies, direct resources where needed and strengthen system alignment

Criteria

Can the item:

- be responded to in a 'routine' way?
- be responded to in a 'non-routine' or unusual way?
- generate multiple responses?
- be completed within 2 minutes?
- be answered without using many words, through ways like:
 - using dot points / individual words?
 - non-text form?
 - re-arranging or grouping?



Banana is the answer

ROUTINE	UNUSUAL
<ul style="list-style-type: none"> • What fruit is yellow and sweet? • What do monkeys eat? • What fruit do we peel before eating? • What fruit is soft inside? 	<ul style="list-style-type: none"> • What can be used as a telephone? • What looks like a smile? • What makes you slip when you step on it? • What can be a sword in a fruit fight? • What fruit could be a moon boat?

Convergent

How many ways could these be combined or grouped?

What word/s could be used to describe the groups?



Divergent

How many different ways can you think of to use a broomstick?



Convergent - Divergent

What is similar/different about? [x] is like [y] because...	Convergent
List up to 10 uses for ...	Divergent
If you have [x] and [y] what can you do with them?	Convergent
[x] is the answer. What is the question?	Convergent
Sort the items into [x] groups and name them	Convergent
Conversation bubbles	Divergent
What is a good name for [picture]?	Convergent
What if...	Divergent
Riddle	Convergent
Figural expansions	Divergent
List as many causes as you can for what you see	Divergent
List as many possibilities as you can of what happens next	Divergent

Example Item (Riddle): *I have four legs, but I don't run. Sometimes I am found out in the sun. What am I?*

AT-CRA

0- non-responsive

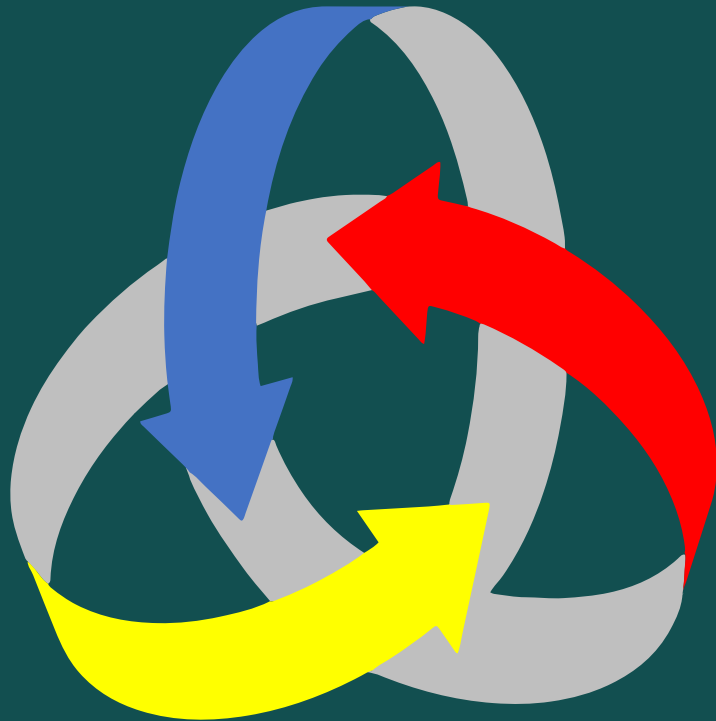
1- response shows no link to stimulus

2- responds to 1 criterion in the stimulus (ie 4 legs, or unable to run, or out in the sun)

3- responds to 2 criteria in the stimulus (eg a cow - has 4 legs, is sometimes in sun, but can run)

4- responds to all 3 criteria in the stimulus

CURRICULUM



ASSESSMENT

TEACHER TRAINING

From confusion to **CLARITY**- Clarity drives Implementation

From fragmentation to **ALIGNMENT**- System alignment fosters cohesion

From isolation to **INTEGRATION** - Deeper integration results in greater impact

From aspiration to realization- When stakeholders collaborate to embed 21stCS across the system- results and impact are realized



ASANTE/THANK YOU