

# ZANZIBAR INSTITUTE OF EDUCATION

Implementation of Foundational Skills in  
Competence Based Curriculum/**Curriculum**  
Intention to Promote Foundational Skills



# Foundational skills in CBC

## Introduction

- Literacy and numeracy are essential foundational competencies for both individual and societal development. *(the main foundational skills in CBC are; literacy, numeracy, creativity, moral and ethics)*
- In Zanzibar, the foundational literacy and numeracy skills formally begin at the pre-primary level.

# Introduction cont...

- The Ministry of Education and Vocational Training in Zanzibar (MoEVT) is committed to provide access to quality pre-primary and primary education to all learners, enabling them to acquire basic literacy and numeracy skills that empower their learning.

# Rational

- The World Bank's new learning poverty measure shows that in low-income countries as many as 80 percent of 10-year-olds cannot read and understand a simple text (World Bank, 2019)
- The ability to read, write, comprehend, and apply information, and to carry out basic numeracy tasks, establishes the foundation upon which students can build advanced learning, achieve their full potential, and contribute productively to society (Abadzi, 2006; Belafi et al., 2020).

## Rational cont....

### Indicators in ZEDP II relevant to CBC Curriculum

<b>Performance objectives</b>	<b>Focus/Sub sector</b>	<b>Performance objective statement</b>
1.	Pre-Primary Education	▪ Consistent high-quality learning; children assessed ready for primary learning
2.	Primary Education	▪ Children having core competencies and skills to successfully complete primary education.
3.	Teachers Education	▪ Professional development of teachers, particularly in the competency areas of Mathematics and Science, English language for instruction and new child-centred pedagogical skills to respond to the curriculum.

# Setting objectives

- **Development of learner profiles:**
- Learner profiles describe the type of learner MoEVT would like to see at the end of each cycle
  - Pre-primary,
  - lower primary and
  - Upper primary
- The development of learner profiles took place alongside the development of the learning outcomes.

## Pre primary Level

### Learner profile:

A student exiting the pre-primary stage will be ready for school in terms of physical, socio-emotional and cognitive development as demonstrated by achievement of the learning outcomes.

## Pre primary learning outcomes:

At the end of Pre-primary education, the child should demonstrate the ability to:

- Identify letters, syllables, words, and simple sentences.
- Write letters, syllables, words, and simple sentences.
- Recognize sound-symbol correspondence.
- Read simple words.
- Communicate appropriately using verbal and nonverbal communication.
- Describe shapes.
- Perform simple mathematical activities.
- Read numbers in numerals and words.
- Count numbers in numerals and words.
- Identify money and their value.

## Lower primary Level

### Learner profile:

A student exiting the lower primary stage will have a solid foundation in reading and writing in Kiswahili, basic numeracy skills as well as sufficient background subject knowledge to enable him/her to access learning through the written form during the remainder of his/her schooling years as demonstrated by achievement of the learning outcomes

## Lower primary learning outcomes:

At the end of lower primary education, the child should demonstrate the ability to:

- Communicate appropriately in Kiswahili.
- Communicate basic ideas through the written medium.
- Read the narrative text with understanding.
- Read basic descriptive and expository texts.
- Use English for basic communicative purposes.
- Decode text in Arabic.
- Use knowledge of mathematics to solve everyday problems.
- Perform simple mathematical operations.
- Describe basic principles of financial literacy.

# Upper primary Level

## Learner profile:

A pupil exiting the upper primary stage should have knowledge, skills and attitudes on numeracy and literacy so as to fully function within society including in the work place or at secondary school as demonstrated by achievement of the learning outcomes

## Lower primary learning outcomes:

At the end of upper primary education, the learner should demonstrate the ability to:

- Communicate proficiently and confidently in English through listening, reading, writing, and speaking skills.
- Have sufficient command of cognitive and academic language proficiency to access learning through the medium of oral and written English.
- Communicate using Kiswahili with a range of users.
- Read Kiswahili correctly and fluently.
- Write Kiswahili correctly and fluently.
- Apply Kiswahili in business transactions.
- Read, write and solve numerical problems.
- Apply mathematical operations in daily life.
- Apply mathematical skills in solving more complex everyday problems.

# Approaches in implementing foundational skills

- Development of content to achieve the learning outcomes
- Development of LAF (School readiness, EGRA and EGMA, Std III Assessment, English proficiency)
- Development of Literacy and Numeracy Framework (LNF)
- Collaborate with stakeholders (Room to read, MZF, UNESCO)

# Development of Contents

## Literacy

- Print concept
- Phonemic awareness
- Phonics
- Fluency
- Comprehension
- Vocabulary
- Writing
- Punctuation

## Numeracy

- Number recognition
- Number series
- Number operations
- Fractions
- Currency
- Measurements
- Time
- Geometry
- Algebra
- Statistics
- Ratio and proportion

# Literacy and numeracy framework

## The purpose of the Literacy and Numeracy Framework:

- To provide a structured approach to teaching, learning, and assessing literacy and numeracy.
- To ensure that all pre-primary and primary learners in Zanzibar schools develop the foundational skills needed to succeed academically and in their daily lives.

# Cont...

## Significance:

- Guiding effective learning, teaching, and assessment in pre-primary and primary education under the Competency-Based Curriculum
- Supports inclusivity and promotes equitable access to quality education by addressing the diverse needs of all learners, including those with special needs
- Provides clear guidelines on teacher training and utilization of resources to enhance instructional effectiveness
- Fostering parental and community involvement to reinforce learning outside the classroom
- Improve assessment, learning outcomes, effective monitoring and a stronger foundation for lifelong learning, ultimately advancing Zanzibar's educational and socio-economic development.

# Collaborate with stakeholders

## Collaborate with stakeholders

- **Room to read:** Analyse syllabus, teachers guide and pupils books for reading skills – supplementary.
- **MZF:** Analyse and conduct research on 21<sup>ST</sup> century skills on CBC curriculum.
- **UNESCO:** Supplementary books on SRH
- **ZIQUE:** Development of leveled readers,
- **W2K:** Uploading digital materials such as story books, syllabi and achievement standards.

# In collaboration with Zanzibar Milele Foundations (ZMF)

Developing of 21<sup>st</sup> Century Skills Model that:

- indicates alignment of skills within Pre-primary and Primary Curriculum (2022)
- recognizes foundational skills as part of knowledge-based **Skills**



## Zanzibar Milele Foundations cont....

- establishes performance indicators to realize children progress
- guides assessment procedures towards achieving the intended skills

# Msingi tech. through Imagine Worldwide

Imagine Worldwide Organization aims to develop foundational skills to children in std 1 to 4 through tablets. The organization has made a big success in countries like: Malawi, Senegal, Ghana, SieraLeone, Liberia, Burkina Faso and Kigoma Region in Tanzania. In collaboration with MoEVT through ZIE has taken number of initiatives:

- Reviewing of 3955 contents in Study zone, 280 contents in Play zone and 255 in Library zone
- Piloting the contents to 22 schools in Zanzibar (12 Unguja and 10 Pemba)

# Msingi tech. cont....

- The programs/contents comprise pictures, plays and frequent feedbacks that generally attract children hence easier catchup of the contents



## In Teacher Education Curriculum (New Curriculum)

- Teachers are inculcated with foundational skills through literacy and numeracy subject



## Teacher education curriculum cont...

- It emphasizes building a strong foundation in teaching methodologies for both disciplines, covering key literacy components like phonemic awareness, fluency, vocabulary, reading, and writing, alongside essential numeracy concepts such as number recognition, number series, number operations, fractions, time, measurement, geometry, and currency.

# Teacher education curriculum cont.....

- Through this subject, student teachers will gain practical experience in using teaching and learning aids, both improvised and technological, to enhance classroom engagement and understanding.
- In addition to mastering subject content and pedagogical strategies, student teachers will develop the capacity to use methods that promote literacy and numeracy skills beyond the classroom.
- Upon completion of the programme, graduates will be well-prepared to cultivate foundational literacy and numeracy competencies and build confidence in these essential areas within their pupils

# Teacher education curriculum cont...

- The subject aims at equipping student teachers with the knowledge, skills, and attitudes necessary for effective teaching both languages and mathematics in pre and primary schools.

# WAY FORWARD

- Sustained political commitment and will for improving foundational learning
- Timely preparation for teachers and provision of learning materials for students (with adaptability to context)

# WAYS FORWARD CONT...

- Ongoing technical assistance to the government and support for teachers
- Regular assessment of students outcomes for accountability and to inform programming
- Adequate financing to support implementation and sustainability.
- Collaboration with education stakeholders for better implementation
- Monitoring of the interventions for successful implementation

**THANK YOU FOR LISTENING**