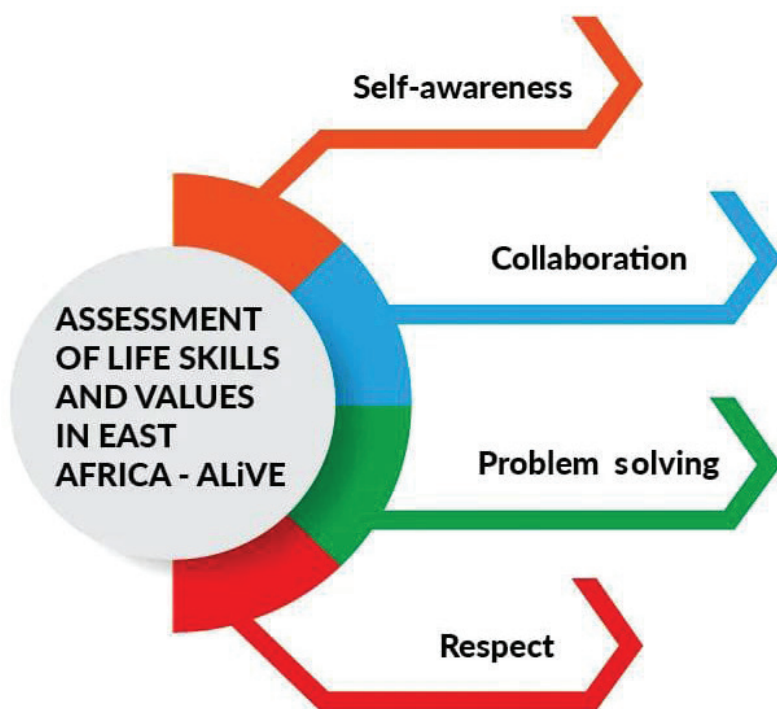


Do Our Children Have Life Skills and Values?

Assessment of Life Skills and Values in East Africa (ALiVE)



**Tanzania Mainland National Household Based
Assessment, 2022
Summary Report
January 2023**



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ALIVE has come to give us food for thought...Do our Children have life skills and values?

The education systems in East Africa have acknowledged that life skills and values are an important part of education. In Tanzania Mainland, the Ministry of Education, Science and Technology (MoEST) has set out to transform the entire education system, and its intent to ensure all children in Tanzania have life skills and values is central to this transformation.

It is therefore an opportune time for the Assessment of Life Skills and Values in East Africa (ALiVE) initiative in Tanzania Mainland. ALiVE aims at developing contextualized tools and generating large-scale assessment evidence to:

1. Support education systems to better integrate life skills and values
2. Raise the awareness of parents, teachers, and youth on the importance of life skills and values
3. Strengthen the capacities of experts in East Africa to assess and nurture life skills and values.

ALiVE is a program of the Regional Education Learning Initiative (RELI Africa). This assessment was achieved through the collaboration of 20 organizations that are members of the Values and Life Skills (VaLi) thematic group in Uganda, Kenya, and Tanzania. In Tanzania mainland the assessment was led by the Milele Zanzibar Foundation in collaboration with the University of Dar es Salaam, supported by Uwezo Tanzania, and the Girls Livelihood and Mentorship Initiative (GLAMI), among other members of RELI. The tool development and validation process involved expertise and inputs from several key stakeholders including representatives of curriculum, assessments, life skills and psychometrics experts, teachers, artists, practitioners, academics, and others.

How was the assessment conducted?

The ALiVE assessment was conducted in 34 districts of Tanzania mainland, in July 2022. A total of 14,645 adolescents aged 13–17 years were assessed from 11,802 households. This was a one-on-one assessment that was administered orally in the local language (Kiswahili). To assess collaboration, the adolescents worked in groups of four, some in separate gender (boys, girls) and some in mixed-gender groups. The assessment combined the use of scenarios with a scoring rubric to measure the skills, and performance tasks with an observation rubric to assess collaboration.

The adolescents were assessed in three skills and one value: Problem-solving, Self-awareness, Collaboration, and Respect. We are thankful to the 32 district partners, 25 trainers and 1360 volunteer assessors who conducted this assessment, the village leaders, and the support staff who assisted the volunteers in accessing the households. We also appreciate the support from the President's Office–Regional Administration and Local Government (PO–RALG) through the regional and district offices. We also applaud the strong cooperation and support we received from the University of Dar es Salaam Tanzania through the school of education to make this assessment successfully.

We acknowledge the 47 local experts from the three countries who developed the assessment tool. A very special thanks to our lead collaborators at Zizi Afrique Foundation (Kenya), Luigi Giussani Foundation and Uwezo (Uganda), Martin Ariapa for leading the analysis work, Professor Esther Care for her expert guidance, and John Mugo for providing overall leadership.

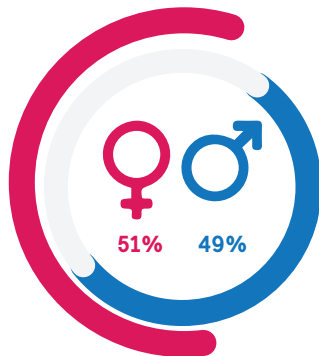
Khadija Shariff and Devotha Mlay
ALiVE Tanzania Leads

WHO WAS ASSESSED?

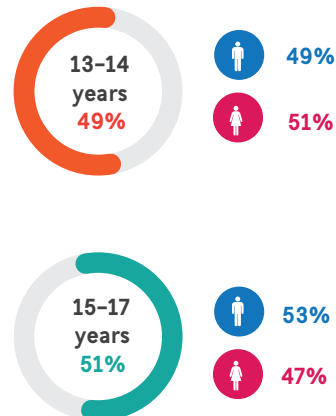
A total of 14,645 adolescents aged 13-17 years, from 11,802 households across 673 enumeration areas in 34 districts of Tanzania mainland participated in the assessment.

The assessment was conducted by 1,360 volunteers, 25 trainers, 68 district coordinators, and 68 village coordinators, with support from the local leaders, and ALiVE team.

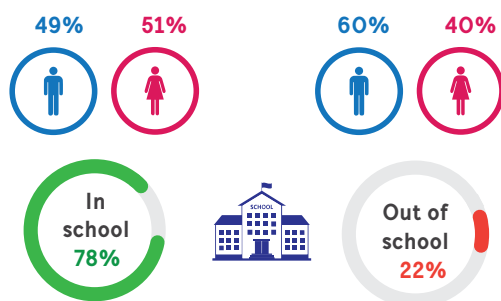
GENDER OF THE ADOLESCENTS



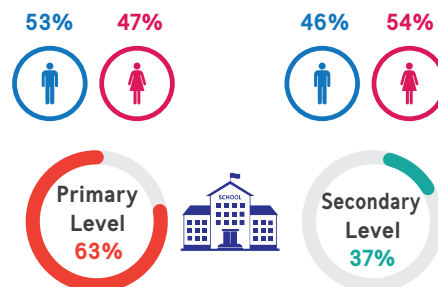
AGE OF THE ADOLESCENTS



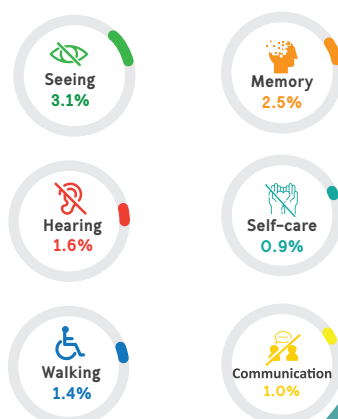
SCHOOLING STATUS OF THE ADOLESCENTS



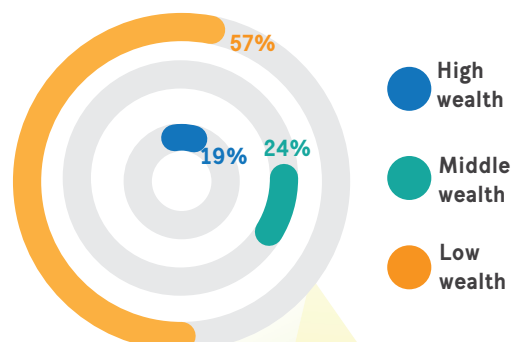
HIGHEST EDUCATION LEVEL OF THE ADOLESCENTS



ADOLESCENTS WITH A FORM OF DISABILITY



ADOLESCENTS FAMILY WEALTH GROUPING

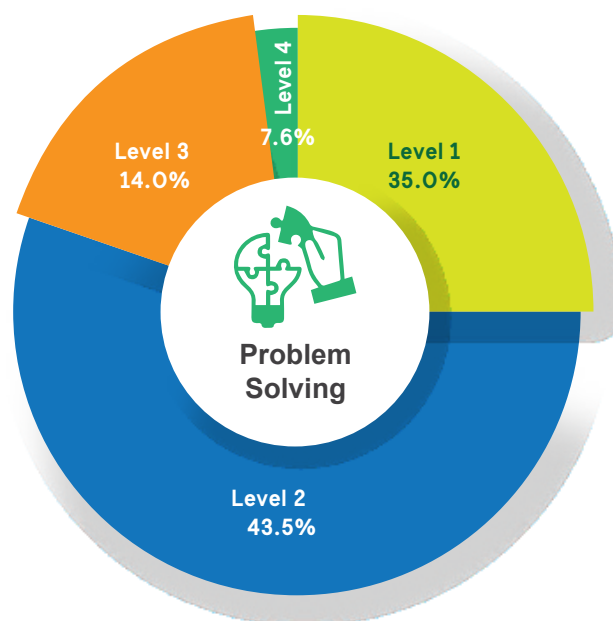


SIX KEY FINDINGS ON THE LEVELS OF LIFE SKILLS AND VALUES AMONG ADOLESCENTS IN TANZANIA MAINLAND

Finding 1: About 8 percent of the adolescents are proficient in problem solving, i.e., able to recognise existence of a problem from multiple perspectives, understanding that there may be multiple solutions to evaluate and select from (Level 4)

About 4 in 10 of the adolescents are able to recognise existence of a problem from one perspective and act on that to identify a possible solution. They are, however, unable to identify multiple approaches to solving a problem.

- 1** **Level 1** – struggling to recognise a problem or its nature and therefore unable to identify possible solutions.
- 2** **Level 2** – able to recognise existence of a problem from one perspective, and act on that to identify a possible solution.
- 3** **Level 3** – able to recognise existence of a problem from one perspective, is able to identify a main approach to solving the problem and can justify it.
- 4** **Level 4** – able to recognise existence of a problem from multiple perspectives, understanding that there may be multiple solutions to evaluate and select from



About the same proportion of males (8%) and females (7%) are proficient in problem solving, i.e., are able to recognise existence of a problem from multiple perspectives, understanding that there may be multiple solutions to evaluate and select from.



Older adolescents demonstrated higher proficiencies in problem solving than the younger adolescents (10% of the 15 to 17 years compared with 5% of the 13 to 14 years).



Adolescents with higher levels of education have a high proficiency level (12% of the adolescents with a secondary level of education compared with 5% of the adolescents with a primary level of education).



Adolescents from the low wealth groups tend to demonstrate a high proficiency level in problem solving than those from the high wealth-grouping: 9%, 6%, and 5% of the adolescents from the low, middle, and high-wealth groups, respectively, are proficient in problem solving.

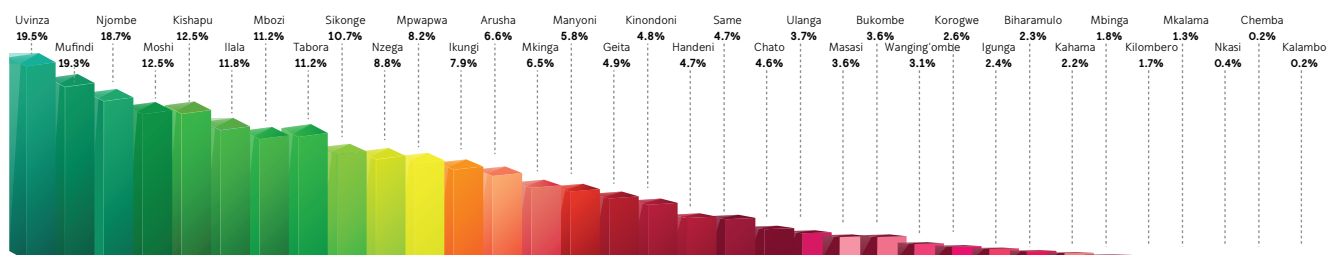


Adolescents who are competent in digital literacy tend to demonstrate higher problem solving proficiencies compared with their counterparts (14% of the adolescents who are able to use technology with ease compared with 6% of those who are unable to use technology).



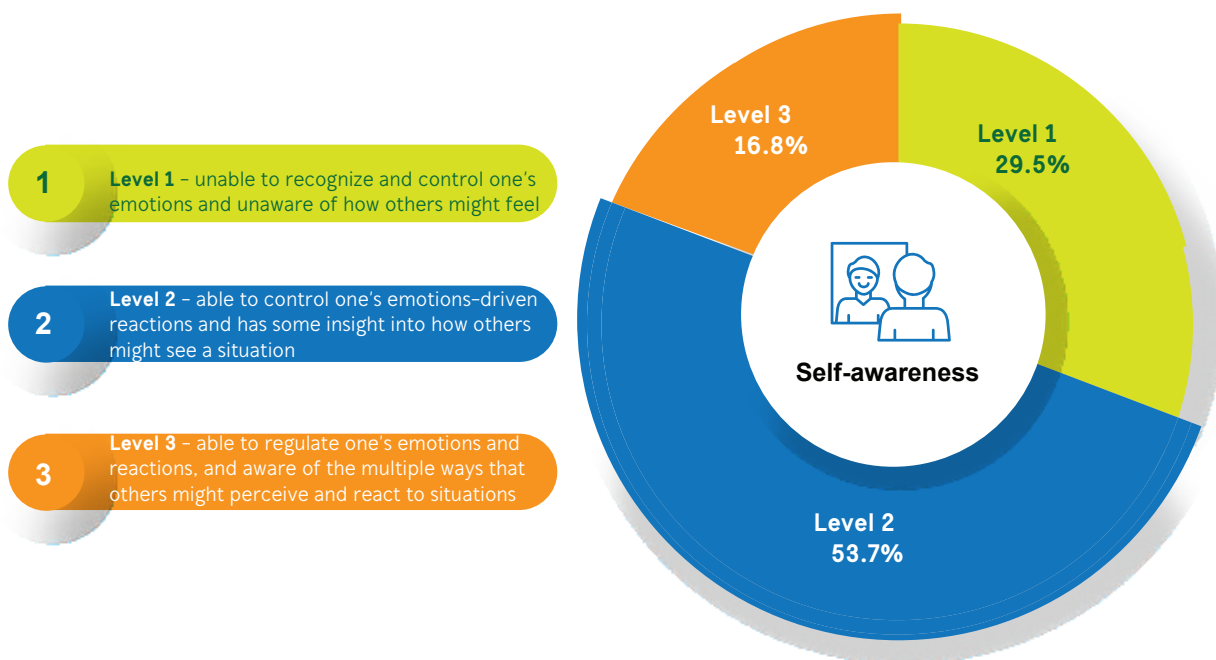
There is an association between reading and problem solving. On the lower category (Level 1), 41% of the non-fluent readers as compared to 25% of the fluent readers are struggling to recognise a problem or its nature and therefore unable to identify possible solutions. On the upper category (Level 4), almost the same proportion of adolescents who are fluent readers (9%) and non-fluent readers (8%) are proficient in problem solving.

Adolescent's problem solving proficiencies by district (Weighted percentages)



Finding 2: About 17 percent of the adolescents are proficient in self-awareness, i.e., are able to regulate one's emotions and reactions, and aware of the multiple ways that others might perceive and react to situations (Level 3)

Most (54 percent) of the adolescents can regulate their emotions but remain unaware of the multiple ways in which others might perceive and react to situations.



Note:

Assessment of self-awareness was based on two subskills:



1) Self-management – the individual's ability to recognize and express emotions, to assess self, to reflect and to manage emotions.



2) Perspective taking – the individual's ability to understand why people behave the way they do towards one another, to accept feedback and to recognize one's impact on and place in family, community and society.



Adolescents are more proficient in self-management subskill of self-awareness (**39%** of the adolescents are sufficiently self-aware and confident to respond adaptively even when directly confronted or attacked) compared to perspective-taking subskill of self-awareness (**9%** of the adolescents are aware that others act on the basis of multiple factors, both personal and community).



In both subskills, older adolescents (15-17 years) are more proficient than younger adolescents (self-management: **44%** vs **35%**; perspective-taking: **11%** vs **7%**).



In both subskills, adolescents with a secondary level of education demonstrated higher self-awareness skills compared with their counterparts (self-management: **55%** vs **32%**; perspective-taking: **14%** vs **6%**).

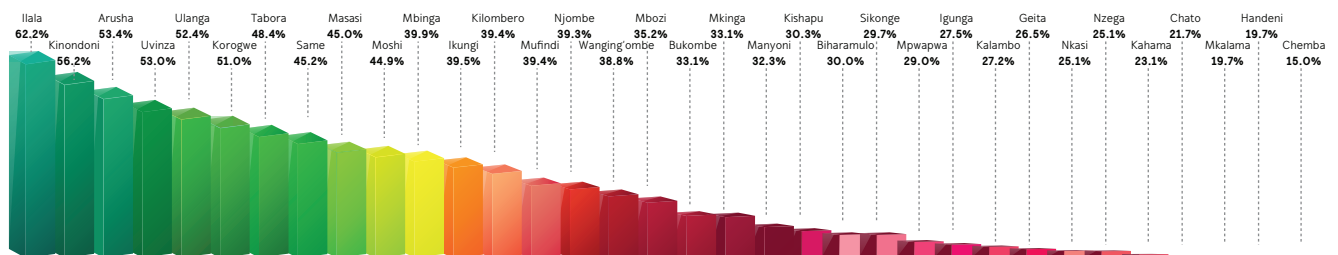


In both subskills, adolescents who are fluent readers had higher proficiencies compared with those who are not fluent readers (self-management: **48%** vs **35%**; perspective-taking: **10%** vs **8%**).

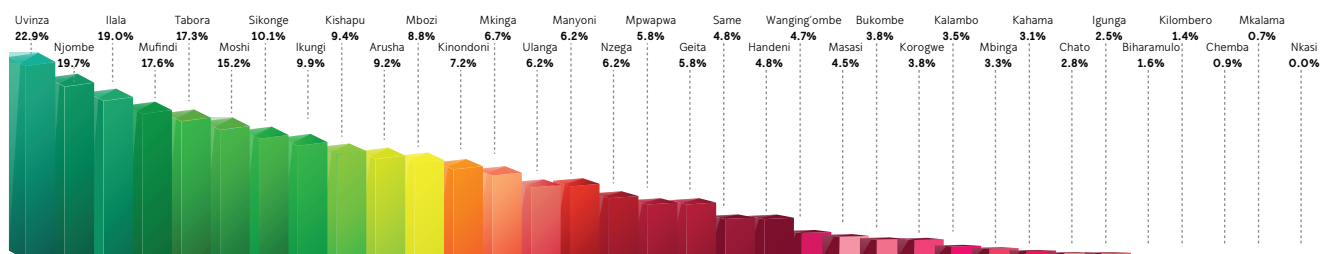


In both subskills, adolescents who are competent in digital literacy tended to demonstrate higher proficiencies compared with their counterparts (self-management: **58%** vs **31%**; perspective-taking: **15%** vs **7%**).

Adolescents' self-management proficiencies by district (Weighted percentages)


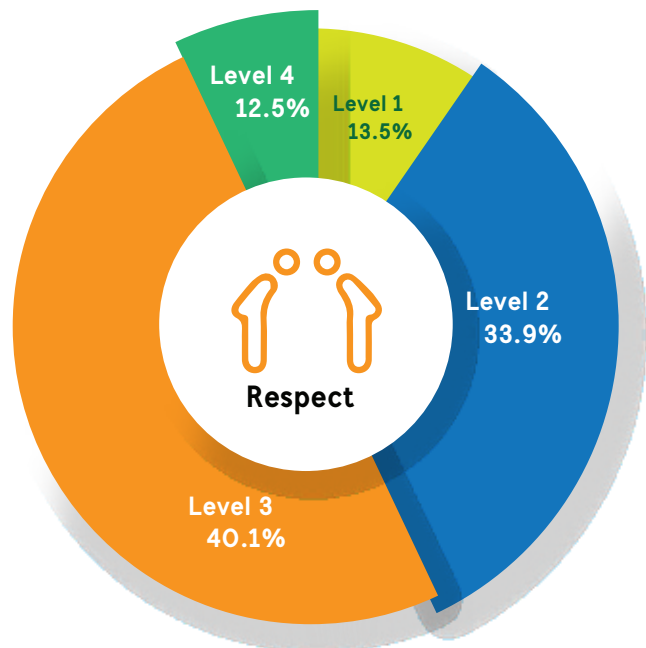
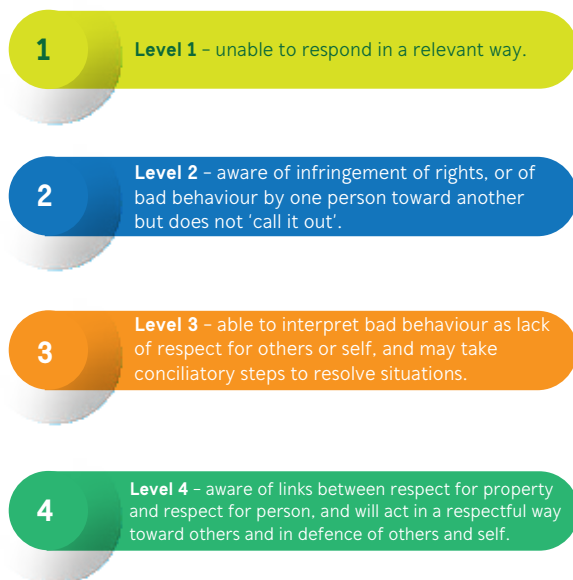


Adolescents' perspective-taking proficiencies by district (Weighted percentages)




Finding 3: About 12 percent of the adolescents express high respect for others, i.e., are aware of the links between respect for property and respect for person, and can act in a respectful way toward others and in defence of others and self (Level 4)


About 4 in 10 of the adolescents are able to interpret bad behaviour as a lack of respect for others and may take conciliatory steps to resolve situations. However, they may be unable to act respectfully in defence of others and self.




Older adolescents demonstrated more respect than younger adolescents (**15%** of the 15 to 17 years compared with **10%** of the 13 to 14 years, expressed high respect for others).




Adolescents with higher levels of education expressed more respect (**21%** of the adolescents with a secondary level of education compared with **7%** of the adolescents with a primary level of education).



There is an association between reading and respect (**14%** of fluent readers had a high respect for others as compared with **11%** of non-fluent readers). On the lower category (Level 1), **8%** of the fluent readers as compared to **17%** of the non-fluent readers are unable to respond in a relevant way, and therefore unable to demonstrate respect for others.

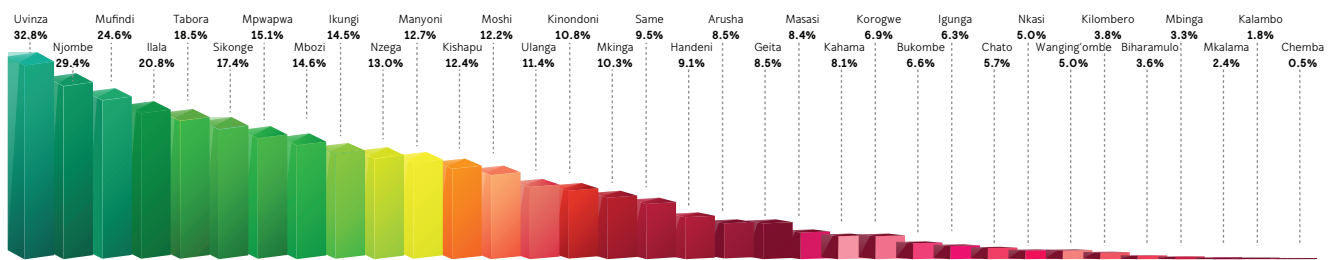


Adolescents from the low wealth groups tend to demonstrate a high respect for others than those from the high wealth-grouping: **15%**, **11%**, and **7%** of the adolescents from the low, middle, and high-wealth groups, respectively, are proficient in respect.



There is a meaningful association between respect and digital literacy (**21%** of the adolescents who are able to use technology with ease had high proficiency level compared with **10%** of those who are unable to use technology).

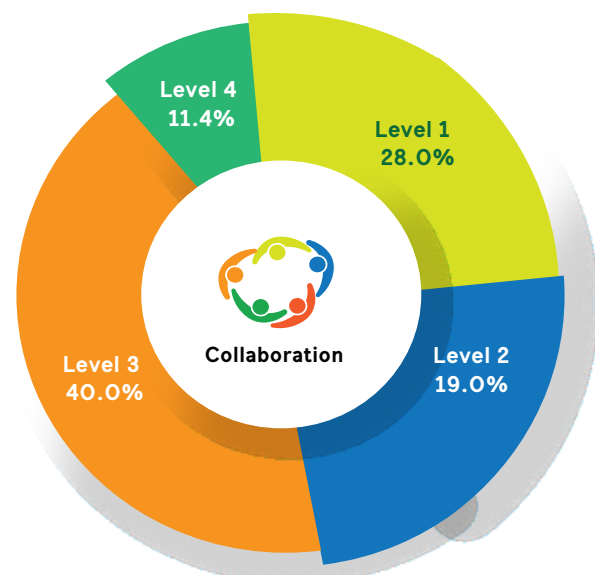
Adolescents' expression of respect by district (Weighted percentages)



Finding 4: About 11 percent of the adolescents are proficient in collaboration, i.e., – collaborate through taking positions and contributing ideas, prompting others, and being attentive to others' inputs (Level 4)

About 4 in 10 of the adolescents collaborate through speaking, being attentive in discussions, and engaging actively in performance tasks but are unable to take a position, contribute ideas, and prompt others.

- 1** **Level 1** – does not engage either by being attentive to discussion, speaking, or through action.
- 2** **Level 2** – is attentive to the discussion and may query the views of others, but does not contribute in word or action.
- 3** **Level 3** – collaborates through speaking and being attentive in discussions, and engaging actively in performance tasks.
- 4** **Level 4** – collaborates through taking positions and contributing ideas, prompting others, and being attentive to others' inputs.



Male adolescents demonstrated higher proficiencies in collaboration than the female adolescents (**13%** of males compared with **10%** of females are proficient in collaboration).



Adolescents with higher levels of education tended to demonstrate higher proficiencies in collaboration (**14%** of the adolescents with a secondary level of education compared with **9%** of the adolescents with a primary level of education are proficient in collaboration).



There is no meaningful difference in collaboration levels of adolescents from different socio-economic backgrounds: **11.9%**, **12.2%**, and **8.4%** of the adolescents from the low, middle, and high-wealth groupings, respectively, are proficient in collaboration.



Older adolescents demonstrated higher proficiencies in collaboration than the younger adolescents (**14%** of the 15 to 17 years compared with **9%** of the 13 to 14 years are proficient in collaboration).

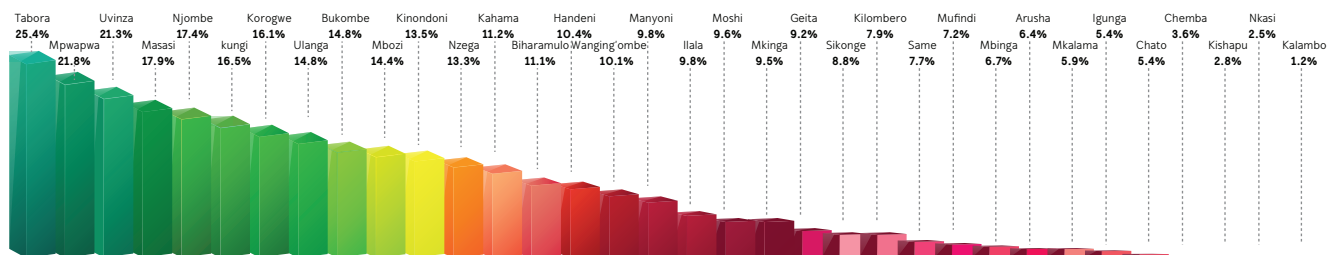


There is an association between digital literacy and collaboration. On the lower category (Level 1), **34%** of the adolescents who are unable to use technology as compared with **19%** of those who are able to use technology with ease do not engage either by being attentive to discussion, speaking, or through action). On the upper category (Level 4), **13.4%** of the adolescents who are able to use technology with ease compared with **10.7%** of those who are unable to use technology are proficient in collaboration.



There is an association between reading and collaboration. On the lower category (Level 1), **31%** of non-fluent readers as compared with **23%** of fluent readers do not engage either by being attentive to discussion, speaking, or through action. On the upper category (Level 4), **12.3%** of the adolescents who are fluent readers and **10.9%** of those who are non-fluent readers, are proficient in collaboration.

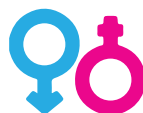
Adolescents' collaboration proficiencies by district (Weighted percentages)



Finding 5: About 35 percent of the adolescents (30% males and 40% females) can fluently read a grade 4 text in Kiswahili.



About **14%** of the adolescents (**17%** males and **12%** females) were completely unable to read a grade 4 text in Kiswahili.



About **32%** of the adolescents (**30%** males and **33%** females) responded correctly to all the three comprehension questions from the text provided.

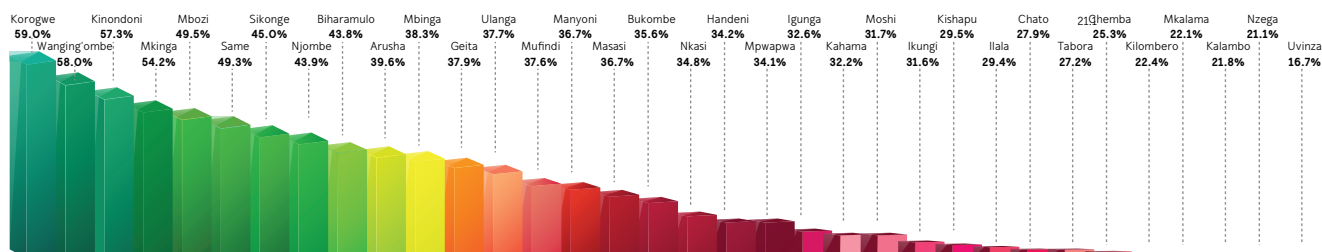


Adolescents with higher reading levels have higher proficiency levels in problem solving, self-awareness (both self-management and perspective taking), collaboration, and respect.



Adolescents who are competent in digital literacy tended to demonstrate higher proficiency levels in problem solving, self-awareness (both self-management and perspective taking), respect, and collaboration.

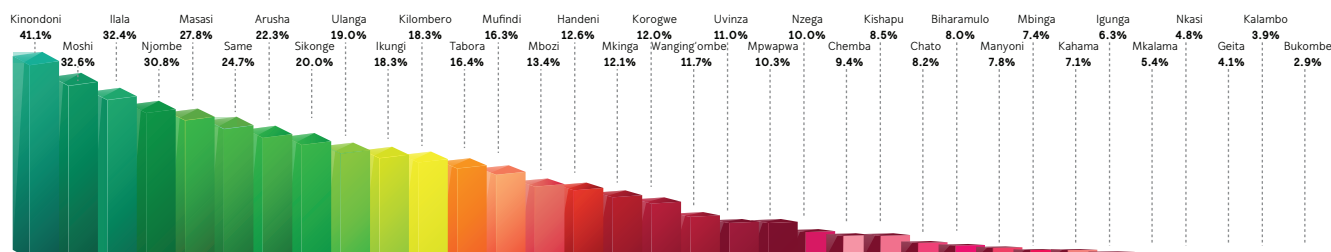
Adolescents' reading proficiencies by district (Weighted percentages)



Finding 6: About 16 percent of the adolescents (19% males and 13% females) can get on to the internet with ease.

Most (62%) of the adolescents (58% males and 66% females) could not use the technology at all while, 22 percent could do so with some difficulty.

Adolescents' digital literacy proficiencies by district (Weighted percentages)



Frequency of use of digital devices



Overall, **8%** of the adolescents (**10%** males and **6%** females) are regular users of computers.



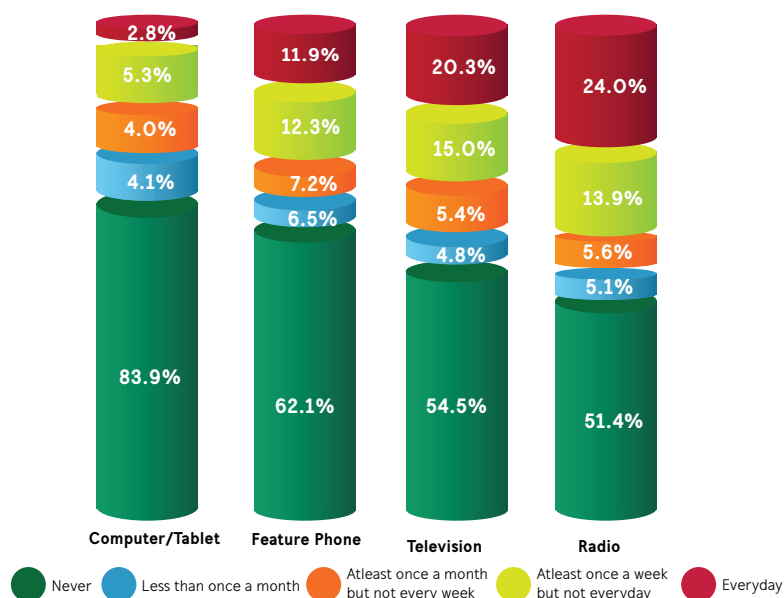
Overall, **24%** of the adolescents are regular users of feature phones (**28%** males and **21%** females).



Overall, **35%** of the adolescents are regular users of television (**36%** males and **34%** females).



Overall, **38%** of the adolescents are regular users of radio (**40%** males and **35%** females).



How do we move from where we are to where we need to be?

ALiVE has developed a valid and reliable tool for assessing problem solving, collaboration, self-awareness, and respect proficiencies of in and out-of-school adolescents in Tanzania. This report draws attention to several issues which have implications for assessing life skills and values as well as developing life skills and nurturing values in East Africa. This is a call to action for all of us – how do we move from having a tool and evidence to ensuring that all our children in Tanzania have the needed life skills and values to navigate the 21st century world?

1. How can we collaboratively support the development of the core generic skills and values emphasised in the school curriculum?
2. How will our teachers acquire the needed capacities to develop life skills and nurture values?
3. How do we support families and communities with the capacities needed for developing life skills and nurturing values at home?
4. How can we support schools in creating the environment needed to develop life skills and nurture values?
5. How will the wider society support the practicing of values for children to emulate?

APPENDICES

Sample task to assess problem solving

TASKS (Scenario)	Sub-skill and performance indicator
Task/Scenario: Fire has broken out in your house.	
PS. 1A) Is this a problem? [YES/NO]	<i>Not to be scored BUT adapt the (b) item appropriately i.e., base on the [Yes] and [No] to ask the (b) item.</i>
If 'yes' to 1A) PS.1B) Can you explain how it is a problem?	A. Defining the problem
If 'NO' to 1A) PS.1B) Can you explain how it is not a problem?	A.1 Recognize a problem
If 'NO' to PS.1A), discontinue the task at this step	
PS. 1C) c If you are asked to solve this problem, what else do you need to know about it?	A. Defining the problem A.2 Inform gathering
PS. 1D) Suggest some ways to solve this problem	B. Finding a solution B.1 Exploring alternative solutions
PS. 1E) Of all the suggested ways of solving this problem, what is the best and why?	B. Finding the solution B.3 Selecting the solution

Sample task to assess self-awareness

TASKS (Scenario)	Sub-skill and performance indicator
Your parents told you they are going to give you a bicycle for your birthday to help you go to school and you have excitedly told your friends. When the day arrives, your parents do not give you the bicycle.	
SA.1a) How will you react to your parents? And why?	SA. 2.1 Perspective taking SA 2.1.1. Understanding the views and actions of others towards you
SA.1b) If you were one of the friends, how would you react?	SA. 2.1 Perspective taking SA 2.1.4. Adjusting to others' views and actions
SA.1c) Your friends are laughing at you, how would you react?	SA 1.3 Self-Management SA 1.3.4. Managing Stress

Sample task to assess respect

TASKS (Scenario)	Sub-dimension and Performance indicator
Task 1: Timi keeps passing through Mr. Saku's land whenever he is not around. One day, Mr. Saku caught Timi and reported him to his parents. Timi's friends were not happy and decided to destroy his fence	
R. 1a) What advice do you have for Timi for trespassing?	2. Respect for others 2.1 Regard for others
R.1b) What advice do you have for Timi's friends?	
R. 1c) Timi's parents apologized to Mr. Saku after his fence was destroyed, what can you say about them? Explain	

Sample task to assess collaboration

TASKS (Scenario)	Sub-skill and performance indicator
C 1. As a group, discuss and agree on available materials that can be used in making a ball. (Take a pause to allow this to happen). Now proceed to make a ball (Time=10 Mins) [Do not provide materials – assign adolescents according to education level]	
C.1a) Discuss on materials to be used in making the ball	1.11 Communication 1.11.1 Ability to speak and listen
C.1b) Agree on materials to be used in making the ball	3.2 Negotiation 3.2.1. Ability to express own opinion and ability to accept others' opinion
C1.c) Make the ball	2.3. Working together 2.3.1. Participation in making the ball



Milele Zanzibar Foundation

Kuongeza Maendeleo, Accelerating Progress



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