

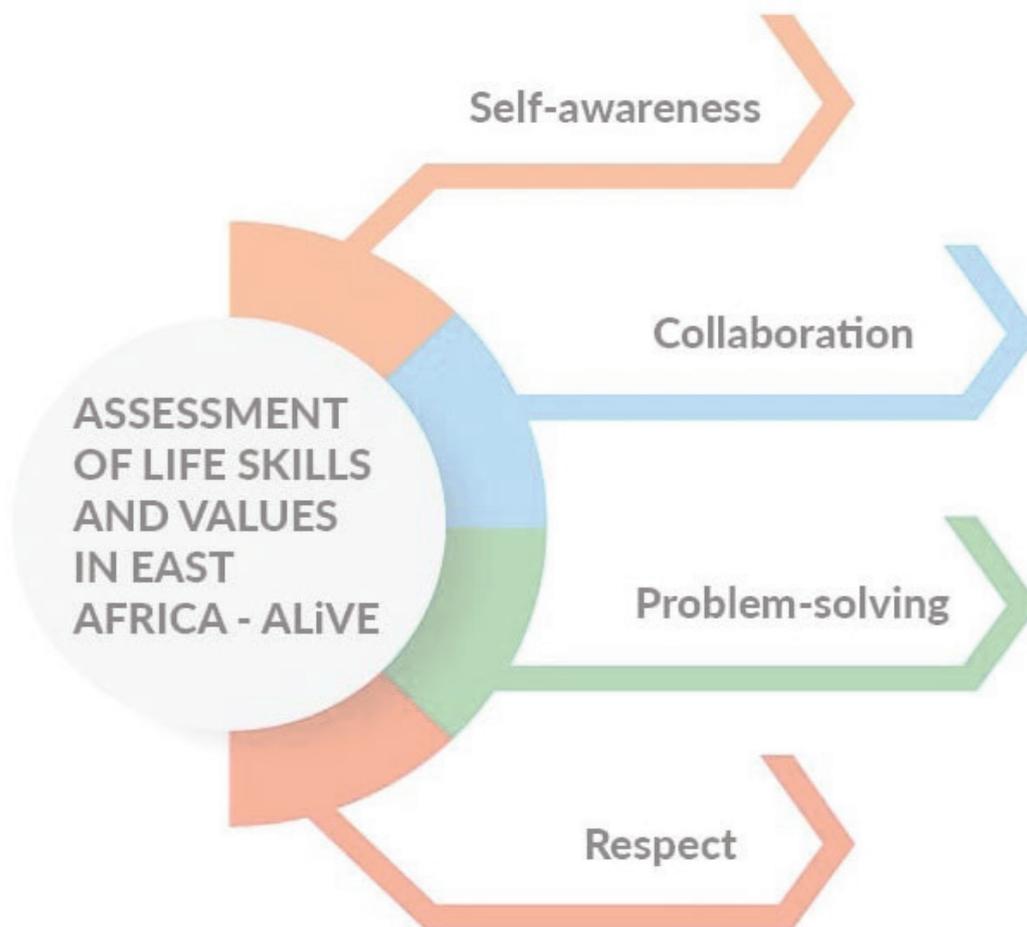


Do Our Children Have Life Skills and Values?

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



Zanzibar Household Assessment 2022
Summary Report
November 2022



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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 Zanzibar, the Ministry of Education and Vocational Training has set out to transform the entire education system, and its intent to ensure all children in Zanzibar 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 Zanzibar. 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 Zanzibar, the assessment was led by the Milele Zanzibar Foundation, 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 all 11 districts of Zanzibar, in April 2022. A total of 2,447 adolescents aged 13-17 years were assessed from 1,942 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 9 trainers and 120 volunteer assessors who conducted this assessment, the village (Shehia) chiefs, and the support staff who assisted the volunteers in accessing the households. We are also thankful for all of the support we received from the Ministry of Education and Vocational Training starting from the Honorable Minister Laila Muhammed Mussa and Principal Secretary Mr. Ali Khamis Juma for their unwavering support. We also applaud the strong cooperation and support we received from the Zanzibar Institute of Education (ZIE), the Zanzibar Examinations Council (ZEC), and the Life Skills and Inclusive Education Unit (LSIE). Our sincere appreciation goes to the Office of the Chief Government Statistician (OCGS) for their support in developing the sampling.

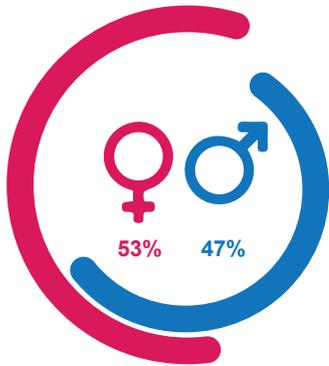
We acknowledge the 47 local experts from the three countries who developed the assessment tool. A very special thanks to our lead collaborators at Zizi Afrique Foundation (Kenya), Luigi Giussani Foundation and Uwezo (Uganda), Martin Ariapa for leading the analysis work, Professor Esther Care for her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

Khadija Shariff and Devotha Mlay
ALiVE Tanzania Leads

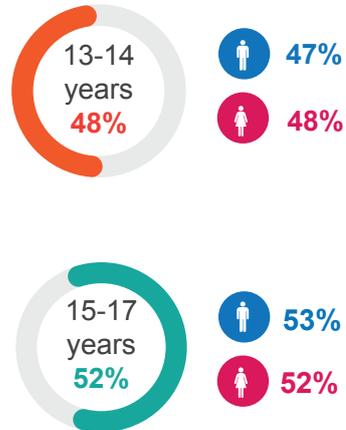


Who was assessed?

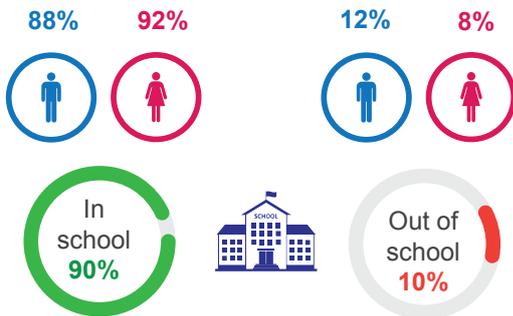
Gender



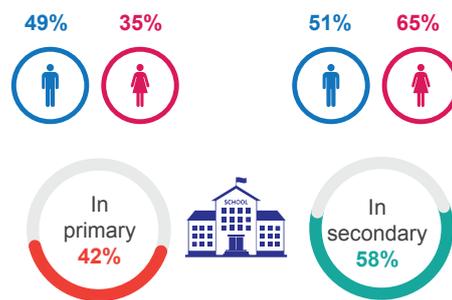
Age



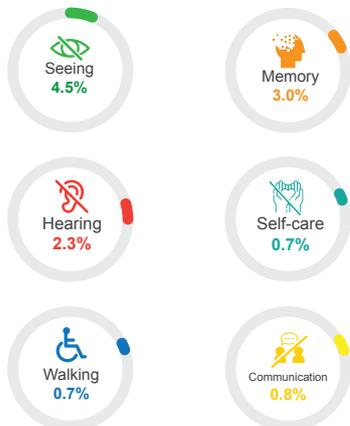
Schooling Status



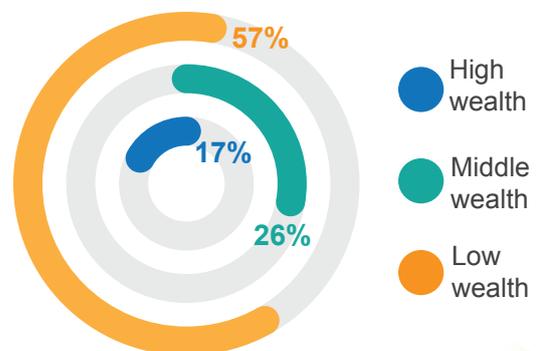
Those in School



With a form of disability



Family wealth status

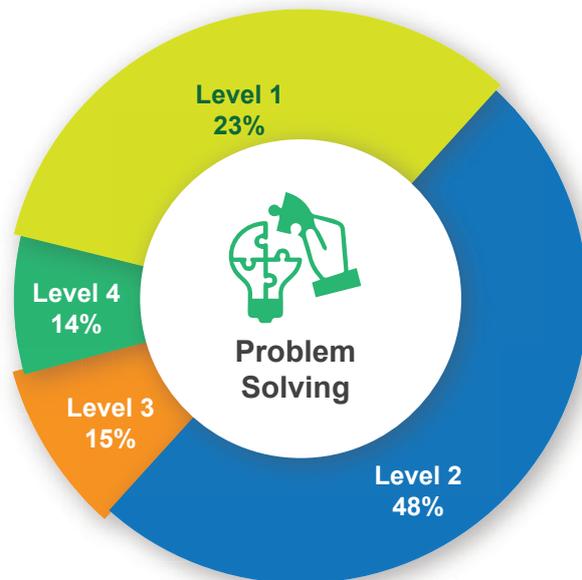


Seven key findings on the levels of life skills and values among adolescents in Zanzibar.

Finding 1: Slightly more than one in ten (14%) of adolescents are proficient in problem solving (Level 4).

The majority are able to recognize the problem and one possible solution but are unable to identify multiple perspectives and solutions to a problem.

- 1** Struggling to recognise a problem or its nature and therefore unable to identify possible solutions.
- 2** Able to recognise existence of a problem from one perspective, and act on that to identify a possible solution
- 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** Able to recognise existence of a problem from multiple perspectives, understanding that there may be multiple solutions to evaluate and select from



Older adolescents are more proficient than the younger (**18%** of 15-17 compared with **10%** of 13-14 years)



Adolescents from wealthier households are more proficient (**20%** for high-wealth, **13%** for low-wealth)



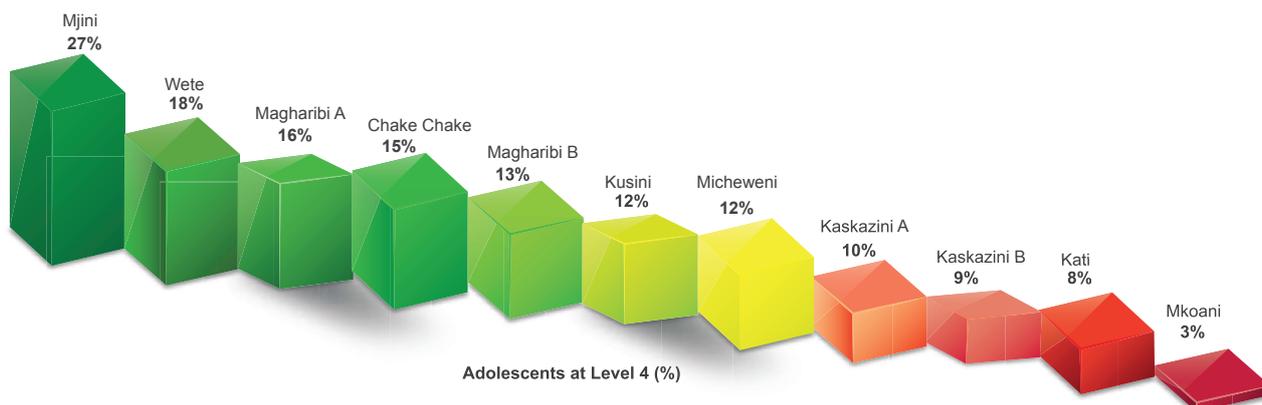
Adolescents with more education have higher proficiency (**18%** of those with secondary education compared to **7%** of those with primary education)



Adolescents with no disability (difficulty) have higher proficiency (**15%** for without and **9%** for with difficulty)

There is no significant difference in problem solving across male and female adolescents.

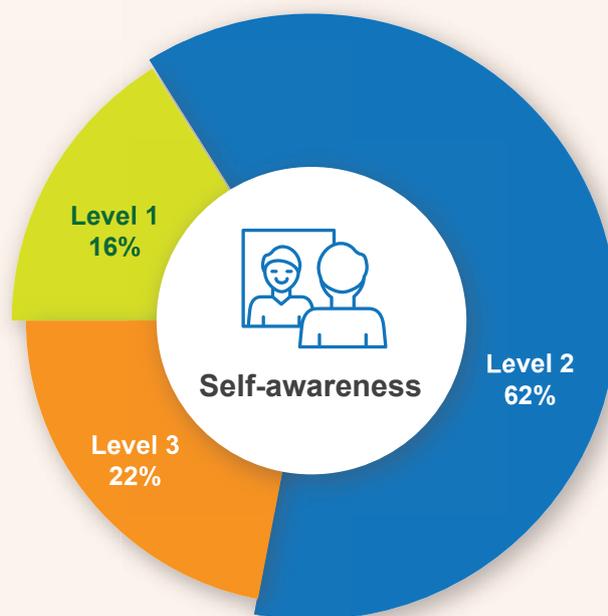
Problem solving by district



Finding 2: One in five (22%) of adolescents are proficient in self-awareness (Level 3).

The majority are able to control emotion-driven reactions, but they are unaware of the multiple ways in which others might perceive and react to situations.

- 1 Unable to recognize and control one's emotions and unaware of how others might feel
- 2 Able to control one's emotions-driven reactions and has some insight into how others might see a situation
- 3 Able to regulate one's emotions and reactions, and aware of the multiple ways that others might perceive and react to situations



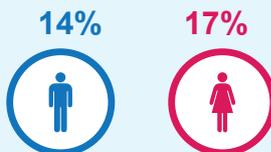
Assessment of self-awareness was based on two subskills: 1) self-management – an individual's ability to recognize and express emotions, to assess self, to reflect, and to manage emotions; and 2) perspective-taking – an individual's ability to understand why people behave the way they do towards one another, to accept feedback, and to recognize one's impact on and place in family, society, and community.

Proficiency was higher in perspective-taking than in self-management.

Level 3 in Self-management



Level 3 in Perspective-taking



For both self-management and perspective-taking, older adolescents are more proficient than younger ones



Those with disability/difficulties have higher self-awareness

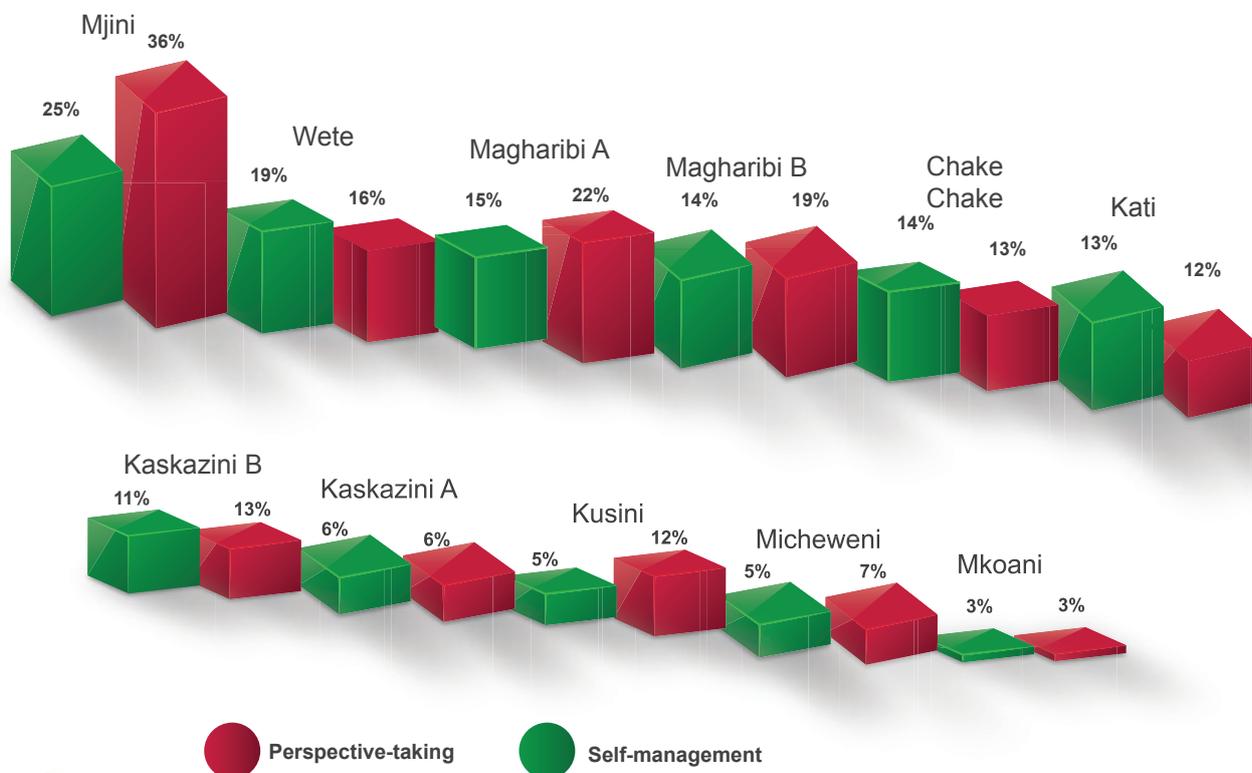


More educated adolescents have higher self-awareness



Those from wealthier households had higher self-awareness

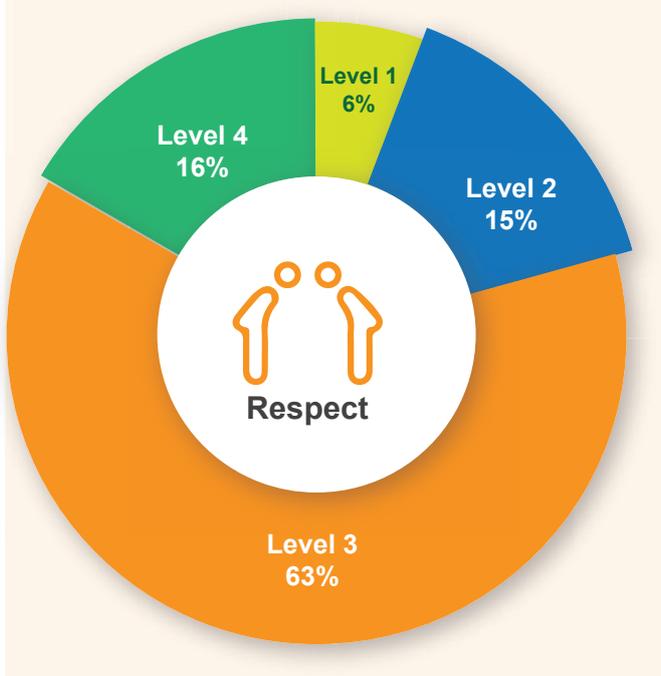
Self-awareness proficiencies by district (% Level 3)



Finding 3: Around one in six (16%) of adolescents demonstrated greater respect (Level 4).

The majority are able to identify and interpret the lack of respect for others and may take conciliatory steps to resolve situations, but may not demonstrate respect for others or act in defence of others and self.

- 1 Unable to respond in a relevant way
- 2 Aware of the infringement of rights, or bad behavior by one person toward another but does not 'call it out'
- 3 Able to interpret bad behavior as a lack of respect for others or self, and may take conciliatory steps to resolve situations
- 4 Aware of links between respect for property and respect for persons, and will act respectfully toward others and in defence of others and self



 Older adolescents demonstrated higher respect than the younger (22% of 15-17 compared with 11% of 13-14 years)

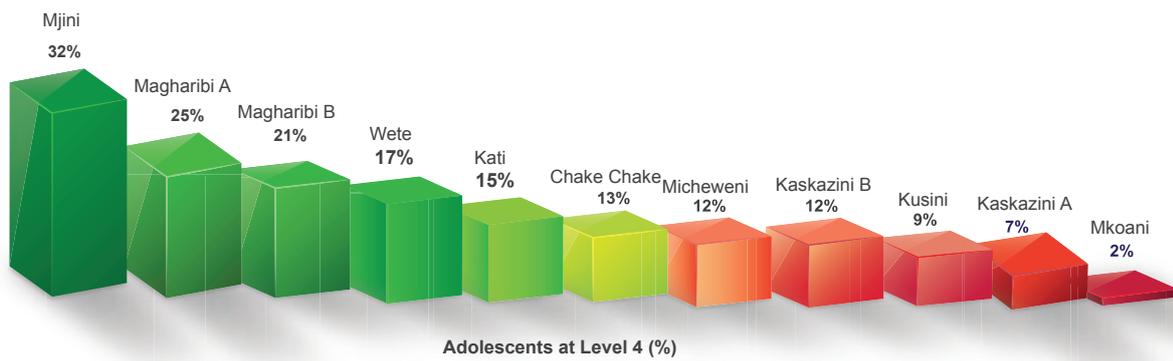
 Adolescents from wealthier households demonstrated greater respect (23% for high-wealth, 16% for middle-wealth and 16% for low-wealth)

 Adolescents with more education expressed more respect (23% of those with secondary education compared to 8% of those with primary education)

 Adolescents with no disability (difficulty) demonstrated higher respect (17% for without and 15% for with difficulty)

There is only a slight difference across male (16%) and female (17%) adolescents.

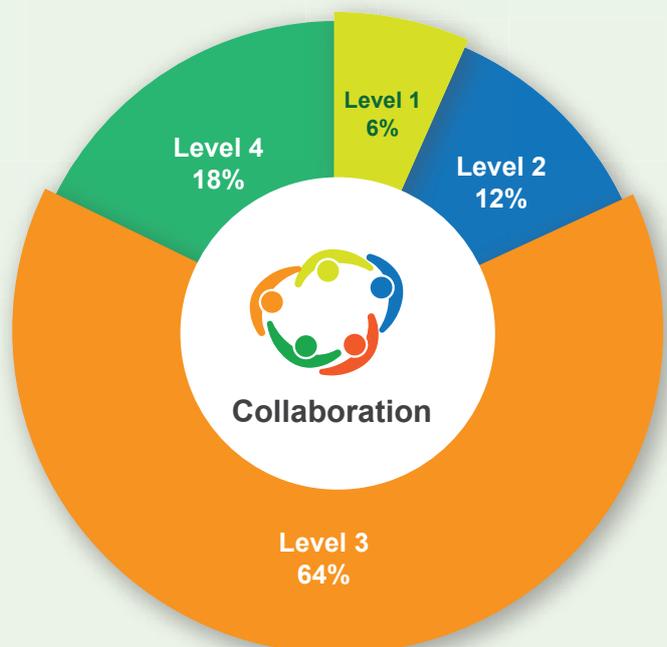
Adolescents' expression of respect by district



Finding 4: Nearly one in five (18%) of adolescents are proficient in collaboration (Level 4).

The majority are able to collaborate through speaking, being attentive, and engaging actively, but are unable to take a position, contribute ideas, prompt others and be attentive to the input of others.

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





Older adolescents are more proficient than the younger (**22%** of 15-17 compared with **14%** of 13-14 years)



Adolescents from wealthier households are more proficient (**30%** for high-wealth, **17%** for middle-wealth and **14%** for low-wealth)



Adolescents with more education have higher proficiency (**22%** of those with secondary education compared to **11%** of those with primary education)

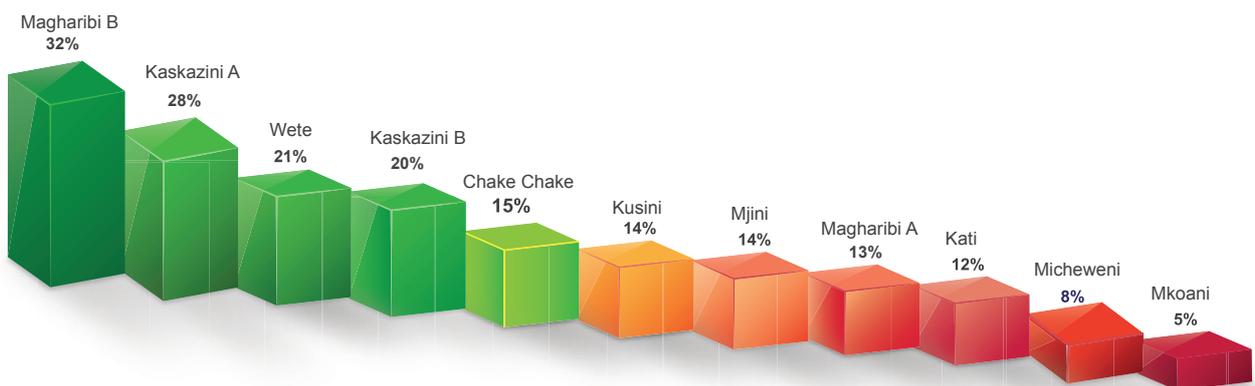


Adolescents with disability (difficulty) have higher proficiency (**22%** for with difficulty and **17%** for without difficulty)

There are no meaningful

Differences in the distributions of adolescents' collaboration proficiencies by gender.

Collaboration proficiencies by district



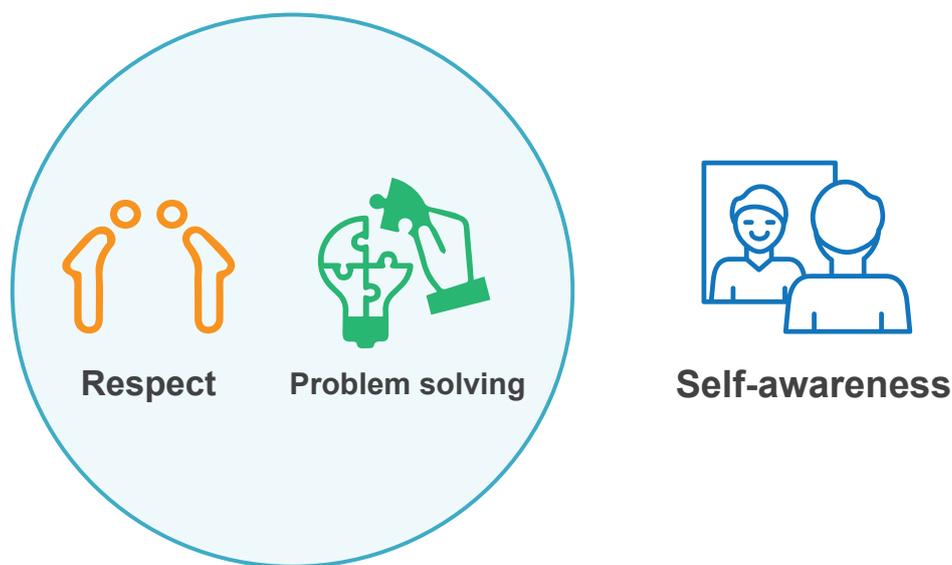
Finding 5: *In general, problem solving, self-awareness, and respect are more associated with each other than with collaboration.*

Problem solving is associated most strongly with respect and perspective-taking as a subskill of self-awareness. Collaboration does not relate strongly with other skills.



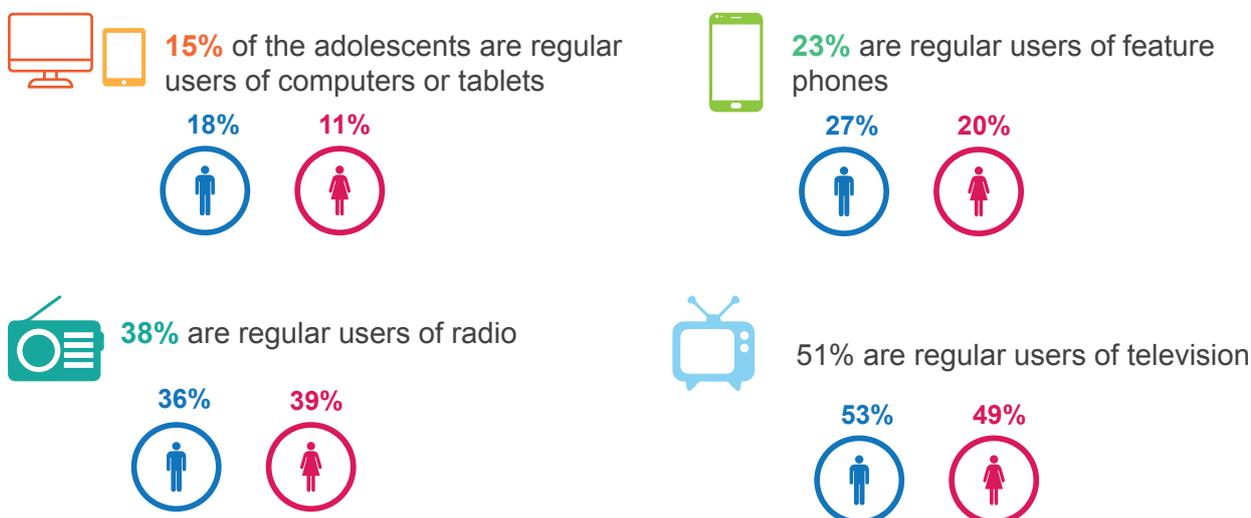
Finding 6: *One in four (26%) of the adolescents (13-17 years) can read Kiswahili fluently at the Grade 4 level.*

Nearly one in five (17%) adolescents cannot read a Grade 4 text in Kiswahili. In general, adolescents with higher literacy levels have higher levels of problem-solving and respect, with a slightly weaker association with self-awareness.



Finding 7: Three in ten (30%) adolescents can get onto the internet with ease.

A similar proportion (27%) can do this with difficulty, while more than two in five (43%) are not familiar with the internet at all. Less than five of them (15%) are regular users of computers, tablets, and smartphones.



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

ALiVE has contributed a valid and reliable tool for assessing problem-solving, collaboration, self-awareness, and respect proficiencies of in and out-of-school adolescents in Zanzibar. This report draws attention to several issues which have implications for the assessment and nurturing of life skills and 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 Zanzibar have the needed life skills and values, at all levels of our education?

1. **How can we review and update our education policies and assessments to enable nurturing of life skills and values?**
2. **How do we resource the relevant MoEVT departments to enable nurturing of life skills and values?**
3. **How will our teachers acquire the needed capacities to nurture life skills and values?**
4. **How will our families and communities understand and embrace the nurturing of life skills and values?**
5. **How will the young people themselves understand and grow their thirst for these competencies?**
6. **How will the non-state actors in education strengthen their focus on life skills and values?**
7. **What approaches might work best for nurturing life skills and values in the context of East Africa?**

APPENDICES

Sample tasks to assess Problem Solving (PS)

TASKS (Scenario)	Sub-skill and performance indicator
Task/Scenario: Fire has broken out in your house.	
PS. 1A) Is this a problem? [YES/NO]	Not to be scored BUT adapt the (b) item appropriately i.e., base on the [Yes] and [No] to ask the (b) item.
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 tasks to assess Self Awareness (SA)

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 tasks to assess Respect

TASKS (Scenario)	Sub-dimension and Performance indicator
<p>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</p>	
R. 1a) What advice do you have for Timi for trespassing?	<p>2. Respect for others</p> <p>2.1 Regard for others</p>
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 tasks to assess Collaboration

TASKS (Scenario)	Sub-skill and performance indicator
<p>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]</p>	
C.1a) Discuss on materials to be used in making the ball	<p>1.1 Communication</p> <p>1.1.1 Ability to speak and listen</p>
C.1b) Agree on materials to be used in making the ball	<p>3.2 Negotiation</p> <p>3.2.1. Ability to express own opinion and ability to accept others' opinion</p>
C1.c) Make the ball	<p>2.3. Working together</p> <p>2.3.1. Participation in making the ball</p>



Milele Zanzibar Foundation

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Contributing Institutions



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