

THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION AND VOCATIONAL TRAINING



NATIONAL LIFE SKILLS EDUCATION FRAMEWORK

DECEMBER 2010

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Foreword

The National Life Skills Education Framework (NLSEF) is a comprehensive document. It encompasses children and youth and it addresses issues for those in school as well as out-of-school. It takes into account the needs and attitudes of the people of Tanzania, and incorporates ideas from external best practices in the region and elsewhere.

The NLSEF serves as a critical reference point for a variety of key actors who will take the process forward and ensure that the framework is translated into practical plans and actions to address life skills education in Tanzania. The roles and responsibilities of these different actors are spelt out in this framework.

The implementation of this framework will ensure that children and youth are better equipped to respond to the challenges of the modern world. The challenges include risks to their health, infection from HIV and other diseases, as well as early pregnancies. It will also ensure that they are better equipped knowledge and skills to participate actively as Tanzanian citizens from both political and livelihood perspectives.

This framework reflects other key national initiatives, including: the Basic Standards for Pre Primary and Primary Education; the Education Training Policy; Education Sector Development Programme and sub-sector programmes. The NLSEF is also reflected in sub-national plans at the council, ward and community/school levels and in the strategic plans of other key ministries, the Ministry of Labour Employment and Development, Ministry of Health and Social Welfare, Ministry of Information, Youth, Culture and Sports.

Commissioner for Education

Acknowledgements

The Ministry would like to acknowledge all the effort that went into the consultation process leading to the development of the previous consultation report and subsequently this National Life-Skills Education Framework. This involved the consultant Richard Mabala, officials in MoEVT Headquarters and the Tanzania Institute of Education, as well as tutors from Morogoro Teachers' College, education officers in Mbeya, Iringa and Mwanza regions, primary and secondary school teachers from Dar es Salaam, Pwani, Mbeya, Iringa and Mwanza regions and pupils from the same regions at both primary and secondary levels. Officials from the MIYCS, the MoHSW and officials from TACAIDS and NACP.

Acknowledgments also go to the United Nations Country team responsible for life skills which included UNICEF, UNFPA and UNESCO, and organisations which are involved in HIV prevention and life skills education. These included PASHA, LISA, FEMINA, TAMASHA, FHI, Peace Corps, CCBRT and VSO in Dar es Salaam, as well as SPW in Iringa and Mbeya, the former GTZ project in Mbeya, Tumaini University, Umati, AMREF and Ilula orphan programme in Iringa, TANESA, Kivulini, Mema kwa Vijana, Adilisha and the Magu out of school programme in Mwanza.

We are also grateful to the UNICEF Tanzania country office, for funding and providing technical assistance for the development of the National Life Skills Framework.

EXECUTIVE SUMMARY

The development of a National Life Skills Education Framework (NLSEF) took place at an opportune moment in Tanzanian education. This framework, links closely with national strategies and initiatives in the education sector to improve the overall well-being and learning outcomes for all Tanzanian children and youth. These strategies include: MoEVT HIV and AIDS Strategic plan, the In-Service Training Strategy, Basic Standards for Pre-primary and Primary Education in Tanzania and National Strategy for Care and Support Services in Primary Schools in Tanzania.

The NLSEF is the result of extensive consultations which have led to a broad consensus on the best way forward for teaching Life Skills Education in Tanzania. It sets forth an outline on which all stakeholders should adhere to in implementing life skills for both in and out of school children and youth

The framework is premised on theories about the way children and youth grow, learn and behave. It sees the acquisition of life skills as a social development process that can become a means of empowerment for children and youths, especially as they mature into adulthood. The framework defines life skills basing on theories and actual programmes that have been developed in-country and in different parts of the world in order to encapsulate best practise for teaching life skills education in Tanzania. It highlights the necessity of life skills education in Tanzania. The framework recommends a collaborative approach to life skills delivery, building on formal policy statements and a multitude of initiatives for both children and youth in and out of school which have placed an emphasis on life skills since the 1990's.

Life Skills in Tanzania are currently part of the school curriculum; Emphasis on life skills was stressed during the HIV and AIDS era to enable the children and youth to prevent themselves. This framework sets out to promote a holistic approach to life skills education that includes skills of knowing oneself (self awareness), Relationship skills, Cognitive skills and Sexual Reproductive Health (SRH) education.

For the out of school youth, the framework recognises the advances made by the MIYCS which has life skills as a key part of all its youth programmes and has been developing its own framework to enhance that affect. The NLSEF puts forward the need to harmonise the Education Framework with the MIYCS framework in order to promote coherence in the holistic approach to life skills education for all children and youth in Tanzania. The MOEVT already has successful programmes to build on such as the Complementary Basic Education in Tanzania (COBET) initiative and also successful programmes by Non-governmental Organisations (NGOs) involved in life skills education for the out of school youth in Tanzania.

The framework acknowledges the key role that teachers and other facilitators play as the primary means to develop life skills education in children and youth. In particular it recognises Teacher Education including Pre-service and In-service Training as a key

entry points for life skills pedagogy. Apart from the important role teachers play in developing life skills to children and youth, peer Education is another main strategy that can be used to develop life skills among learners.

The overall goal of NLSF is to ensure that: “All children and young people in Tanzania are provided with quality life skills education and utilise the life skills in an environment which encourages and enables them to do so for their own benefit and for the benefit of their society, with particular emphasis on adopting attitudes and practices that protect them against HIV infection”.

To attain the above goal this document includes logical framework matrix which clearly shows objectives, strategies, Verifiable indicators Means of Verification, responsible agencies and risks and assumptions.

Acronyms

AIDS:	Acquired Immune Deficiency Syndrome
AMREF:	African Medical Research Foundation
COBET:	Complementary Basic Education Tanzania
CSO:	Civil Society Organisation
DCC LSE:	District Coordinating Committee for Life Skills Education
EDU:	Elimu Dhidi ya UKIMWI (HIV Prevention Education)
FHI:	Family Health International
GTZ	German Technical Co-operation
HIV:	Human Immuno Deficiency Syndrome
IAE:	Institute of Adult Education
INSET	In Service Training of Teachers
LISA:	Life Skills Association of Tanzania
LSBE:	Life Skills Based Education
MKUKUTA:	Mpango wa Kukuza Uchumi na Kupunguza Umaskini
MLEYD:	Ministry of Labour, Employment and Youth Development
MoEVT:	Ministry of Education and Vocational Training
MoHSW	Ministry of Health and Social Welfare
NECTA:	National Examinations Council of Tanzania
NMSF:	National Multi Sectoral Framework
NCC LSE:	National Coordinating Committee for Life Skills Educaion
NLSEF:	National Life Skills Education Framework
PAHO:	Pan American Health Organisation
PASHA	
PEDP:	Primary Education Development Programme
PRS:	Poverty Reduction Strategy
RCC LSE:	Regional Coordinating Committee for Life Skills Education
SEDP:	Secondary Education Development Programme
SPW:	Students Partnership Worldwide
SRH:	Sexual and Reproductive Health
STI:	Sexually Transmitted Infection
TANESA:	Tanzania-Netherlands Project to Support AIDS Control in Mwanza
TIE:	Tanzania Institute of Education
UNESCO	United Nations Education, Social and Cultural Organisation
UNICEF:	United Nations Children’s Fund
VCT:	Voluntary Counselling and Testing
WDC:	Ward Development Committee
WHO:	World Health Organisation
YSO:	Youth Serving Organisation

1.0. INTRODUCTION

1.1. The evolution of life skills as a strategic response in Tanzania

The process of developing a National Life Skills Framework for Tanzania began back in 2007 in response to government recognition that life skills in Tanzania is an important strategy in HIV prevention. The second National Multisectoral Strategic Framework (NMSF 2008 to 2012) indeed emphasises that:

Empowering young people with knowledge and skills to dialogue about sexuality, to adopt attitudes and practices that protect them against HIV infection and to access reproductive health services has been identified as one of the key strategies in reducing new infections

The education targets of Tanzania's Poverty Reduction Strategy (MKUKUTA) therefore also include:

Effective HIV and AIDS education, environment and life skills programmes offered in primary schools, secondary schools and teachers' colleges

The emphasis on life skills is comparatively new and emerged largely as a strategy to combat HIV and AIDS. Life skills education did not feature well in the National AIDS Policy of 2001, which focused on a knowledge transmission model for the provision of information for children and young people; both the in and out of school. It was only in the second National Multi-sectoral Strategic Framework (NMSF 2008 to 2012) that emphasis was placed on both knowledge and skills as expressed in the quotation above.

This same progression was reflected in the development plans for primary education which includes the provision of life skills based education as one of its HIV and AIDS education strategies. SEDP still does not explicitly mention life skills, although it does have HIV prevention as one of its cross cutting objectives.

While the primary reason for the emergence of life skills as an important strategy for young people to find more effective means of HIV prevention education, life skills have also been recognised as a key response to other challenges, including other preventive behaviours such as resistance to the temptations of drugs and alcohol, but also to include livelihood skills, including entrepreneurship, as such skills lead to meaningful livelihoods. Thus, MKUKUTA links life skills to livelihoods and entrepreneurship for rural populations, a fact which is also recognised in the Adult Education Non Formal Education Programme; one of whose objectives is to develop life skills for livelihood, employment and community development. Unlike the mainstream formal response the NFE programme paid specific attention to life skills at an early stage. Life skills have been linked to education for citizenship, as citizens with effective life skills are key to a functioning democratic system.

These formal policy statements build on a multitude of initiatives for both in and out of school which have placed an emphasis on life skills since the 1990s. However, these initiatives have been hampered by the lack of a comprehensive, national framework for life skills education which has resulted in a fragmented, piecemeal approach: One of the consequences is that HIV/AIDS education is not yet having the impact it should have; another is that other areas of life-skills are relatively neglected. Indeed there is still insufficient consensus on what is actually meant by 'life skills education' and how it should be taught. However, this framework is based on extensive consultations which have led to a new broad consensus on the best way forward in the medium term in Tanzania.

1.2. Linkage of NLSEF and other key on-going MOEVT initiatives

The NLSEF will be a key contribution to the new National HIV/AIDS Strategy, which is due for review, as it will also be to the new National Strategy for the Care and Support of Most Vulnerable Children. The former will focus on course of prevention, while the latter focuses on mitigation strategies. The NLSEF will also inform the new National Standards for primary Education in Tanzania and help inform the review of the inspection tools. It will have implications for the elaboration of the Teacher Development Management Strategy (TDMS) and for strategic planning at the national district and sub-district levels, including school development planning. It will also inform the review of the Education and Training Policy and will ultimately have implications for the reform of education assessment to ensure that assessment becomes more focused on key competences and skills and not just content knowledge. Not least it will help inform the development of programmes for children and young people, their teachers and facilitators.

1.3. The process leading to the finalisation of the framework

This document is the culmination of an extensive consultative process within Tanzania which commenced in 2007 and culminated in a separate complementary document; "The Development of a National Life Skills Framework: Literature review and Stakeholders' Consultations Report'. In order to develop the framework a consultant was given the task of carrying out a thorough review of the current status of Life Skills Education in Tanzania in terms of achievements, challenges and lessons learned. This thorough review was the basis for this National Life Skills Framework for in and out of school youth.

The review of the current status of life skills education in Tanzania also reported on the views of as many stakeholders as possible. This was combined with a literature review, which included the theoretical background to life skills programmes as well as research into the practice of life skills education in Tanzania in terms of curricula, programmes, materials, institutional roles and responsibilities and suggested ways forward.

1.4. Persons and institutions involved in the consultation process

Persons consulted included key officials in MoEVT Headquarters and the Tanzania Institute of Education, as well as tutors from Morogoro Teachers' College, education officers in Mbeya, Iringa and Mwanza regions, primary and secondary school teachers from Dar es Salaam, Coast, Mbeya, Iringa and Mwanza regions and pupils from the same regions at both primary and secondary level. Officials from the MLEVD and the MoHSW were also consulted as well as TACAIDS and NACP. In addition, discussions were held with the UN Country team responsible for life skills which included UNICEF, UNFPA and UNESCO, and with as many organisations as possible which are involved in HIV prevention and life skills education. These included PASHA, LISA, FEMINA, TAMASHA, FHI, Peace Corps, CCBRT and VSO in Dar es Salaam, as well as SPW in Iringa and Mbeya, the former GTZ project in Mbeya, Tumaini University, Umati, AMREF and Ilula orphan programme in Iringa, TANESA, Kivulini, Mema kwa Vijana, Adilisha and the Magu out of school programme in Mwanza.

The consultations were supplemented by a visit of the Life Skills Task Team to Namibia which built on previous study tours to Zimbabwe and Malawi. A summary of the visit of the Team to Namibia can be found in Annex A of the Stakeholder Consultation Report.

1.5. Methodology employed for developing the framework

The principal methodologies for gathering stakeholder views consisted of a preliminary five day workshop with key MoEVT stakeholders, followed by interviews with officials of MoEVT in Mwanza, Iringa and Mbeya regions as well as officials from MoHSW and MLEVD and representatives of the national and international organisations mentioned above. These were supplemented by focus group discussions with teachers and pupils in primary and secondary schools in the three regions mentioned together with Dar es Salaam, as well as the out of school programme in Magu. Existing syllabi for preschool, primary and secondary schools and teacher training were also critiqued, together with a broad range of materials produced for these syllabi¹. In addition, the materials developed by different organisations were analysed, including those of PASHA, LISA, SPW, Peace Corps and FHI, together with the materials produced by Femina including *Watoto Bomba* and the text books produced by Femina in conjunction with the Zanzibar Ministry of Education.

1.6. The structure of this report

The remainder of this report is divided into five main sections.

Section A provides a very brief overview of the global context and theoretical underpinning for life skills education. More detailed information is found in the stakeholder consultation document discussed above.

Section B briefly reviews the situation in Tanzania

¹ For a matrix summarising all the materials studied, see Annex B

Section C summarises the main areas of contention for developing the NLSEF, capturing the fact that there is a wide diversity of views on best approaches.

Section D provides a narrative overview of the key results and strategies, as well as those risks and assumptions that will have to be addressed if the NLSEF is to guide the effective implementation of life skills education.

Section E provides an overview of institutional arrangements required for the effective co-ordination, monitoring and evaluation of the NLSEF.

Sections D and E are supported by three key annexes, which are critical reference documents to guide the implementation of the NLSEF in future.

These are:

Annex 1: Logframe for NLSEF

Annex 2: Monitoring and evaluation framework

Annex 3: Roles and responsibilities

SECTION A:

2.0. BRIEF OVERVIEW OF LIFE SKILLS

2.1. The origins of life skills

The life skills approach has grown out of and is based on theories about the way human beings, particularly children and adolescents, grow, learn and behave. Some focus more on behavioural outcomes, justifying skills development as a way to direct adolescents towards the behaviours that developmental expectations, cultural context and social norms find appropriate. Others focus more on the acquisition of skills as the goal itself, since competency in problem-solving, interpersonal communication and resolving conflicts can be seen as crucial elements of healthy human development. Finally, some theoretical perspectives view life skills as a way for adolescents to actively participate in their own process of development and the process of constructing social norms. By teaching young people how to think rather than what to think, by providing them with the tools for solving problems, making decisions and managing emotions, and by engaging them through participative methodologies, skills development can become a means of empowerment.

2.2. Definition of life skills

Based on life skills programmes that have been developed in different parts of the world, life skills were defined by the World Health Organisation as:

Abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life

The definition has become more precise over time. A later definition states that life skills:

Refer to a large group of psycho-social and interpersonal skills which can help people make informed decisions, communicate effectively, and develop coping and self-management skills that may help them lead a healthy and productive life. Life skills may be directed toward personal actions and actions toward others, as well as actions to change the surrounding environment to make it conducive to health².

Such skills can be taught and have been introduced into education in two particular ways; (1) life skills based education which looks at life skills education in a broad way, relating it to many developmental themes including health, peace, governance, entrepreneurship and literacy and; (2) linking life skills education particularly to health education, and, more recently, HIV and AIDS education. In both cases, the emphasis on skills does not devalue the importance of knowledge ('informed' decision making is a key life skill), and the skills are linked to and reinforce knowledge in specific content areas related to child and adolescent development. For information to become effective, for it to be translated into

² http://www.unicef.org/lifeskills/index_7308.html

knowledge, it needs time for reflection and internalisation. It is through the application of the information and the skills to specific content areas that the knowledge becomes active and internalised sufficiently to be expressed in certain behaviours.

However, these should not be confused with another set of skills which also prepare young people for life but which actually refer to vocational or work skills.

Within this broad definition, a large number of life skills have been identified which can be divided into three main groups.

2.3. Classification of Life Skills

2.3.1. Skills of knowing oneself (self awareness)

Self efficacy, self control, self assessment (knowing and managing one's strengths and weaknesses), managing emotions and stress, recognising, clarifying and managing values and influences, setting goals in life, resilience (or skill of coping with adversity), time management.

2.3.2. Relationship or social skills

Communication skills (including active listening skills), friendship formation, assertiveness, negotiation/refusal skills, cooperation skills, empathy (including skills for acting on discrimination and stereotypes), peer support and resistance, conflict management, team and community building skills,

These are informed by:

2.3.3. Cognitive skills

Critical and creative thinking in facing and adapting to the challenges of life, informed decision making and problem solving, analytical skills.

2.4. The importance of life skills

Globally, at least in theory, life skills education has been strongly emphasised and no declaration or document relating to education and youth is complete without a reference to life skills education. However, because of their application to specific content areas, there has often been confusion as to how the skills relate to or are different from these content areas, in particular HIV prevention education, to the point where any HIV prevention initiative was called a life skills initiative, with little or no reference to the definitions and classifications identified above.

There are many examples of 'curriculum reform' and changes in the titles given to curriculum, teaching and learning materials and subjects which suggest a shift towards skills based HIV/AIDS and health education and the incorporation of life skills. However, in practice there is also evidence that such changes are not necessarily reflected at the classroom level.

UNICEF identifies lack of training of teachers as the main impediment because; participatory and experiential methodologies are key to successful implementation of life skills education.

SECTION B:

3.0. LIFE SKILLS IN TANZANIA

3.1. Background

By 2004, the MoEVT had identified life skills as a key strategy for HIV prevention³. The Guidelines for implement HIV/AIDS Education emphasise the skills based approach for instance in the context of ‘responsible relationships’, they identified the skills of problem solving, informed decision making, communication, self assertiveness, self confidence and negotiation skills which foster responsible and healthy life styles. In the context of ‘responsible sexual behaviour’ the guidelines also identified values clarification related to sex and sexuality.

In the Guidelines, life skills are tied specifically to HIV and STI prevention education as well as moral education on sexual behaviour.

This Framework books at life skills in a sure comprehensive manner.

For the out of school, UNICEF worked with the Ministry of Youth and Sports (as it was then) to develop an out of school programme based on peer education in life skills. Although there was a strong emphasis on HIV prevention and SRH, the out of school programmes addressed life skills as a whole. The MLEYD now include life skills as a corner stone to all their life skills programmes and is developing standards for such programmes to ensure that life skills programmes are what they claim to be.

Other actors included Peace Corps which has a generic but comprehensive life skills manual, AMREF (who work with Mema kwa Vijana), and SPW among others. All these actors trained youth groups and peer educators in HIV prevention and life skills with a greater or lesser emphasis on the skills component. This was backed by some media programmes in particular those of Times FM and Femina.

3.2. The current situation

The many different interpretations of life skills, and in particular the way in which life skills education has been tied closely to HIV prevention education, has led to a lot of confusion among stakeholders about what life skills are and are not. Life skills seem to have become a catch phrase which can mean almost anything. They have also become a “catch all” term for the response to HIV/AIDS and can include prevention, care and support and impact mitigation. This Framework intends to minimize the existing confusion and bring about a common understanding among the players in the area.

³ Guidelines for Implementing HIV/AIDS and life skills education programmes in schools (2004) Ministry of Education and Culture

3.2.1. Understanding of life skills

The most common interpretations from the stakeholders' consultations can be divided into three:

- Emphasis on skills in line with the WHO definition and the MoEVT guidelines related to behaviour change
- Emphasis on HIV prevention, either using HIV prevention as the entry point, or more broadly SRH, or claiming that HIV education was life skills and the only place where life skills should be taught. Life skills should be tied by an umbilical cord to HIV.
- Emphasis on life as a whole, as the basis of educational development. They could even be taken to be the new form of initiation or preparation for adult life. This was related also to ensuring that it was preparation for adult life as a Tanzanian.

3.2.2. Life skills curricula and materials

Different attitudes towards life skills have also informed different curricular approaches globally, once again related to the relationship between life skills and HIV education.

- (i) The scientific approach whereby students are taught about SRH and HIV in science lessons such as biology, which emphasise the content usually with no discussion of sexual attitudes or relations with minimum practice of the skills required. This as the advantage of sidestepping all the difficult political, cultural and religious barriers to discussing sensitive issues in class but it turns life and death issues into a 'safe' academic subject.
- (ii) The life skills approach which emphasises the importance of addressing values and attitudes and developing the skills. These are more controversial and difficult to implement in class, without a strong tradition of participatory and interactive teaching.

3.2.3. Guidelines from the MoEVT

The Guidelines for Implementing HIV/AIDS and Life Skills Education Programme in Schools (December 2004) adopted a skills based education and identified the carrier subjects for HIV/AIDS education topics. The carrier subjects are:

Primary: Science, Social Studies

Secondary O: Biology, Civics

Secondary A: General Studies, Biology

Teachers: Certificate: Civics and science

Diploma: General Studies and biology

Some life skills are included in the overall goals of education and the goals for each stage of education. However, in the current syllabi:

- (i) Pre primary education mentions some life skills and some areas where life skills need to be used, such as identifying dangerous situations in ones immediate environment.
- (ii) Primary Science and Civics syllabi life skills are not vividly seen main emphasis is on content, although; some materials have been developed by the MoEVT for the HIV and AIDS part of the syllabus which are built on a life skills approach. By contrast, Haiba na Michezo has a specific life skills approach.
- (iii) The Biology syllabus for secondary school has no life skills and the Civics syllabus has one unit for life skills, assumption is that life skills will be developed through classroom activities developed by a subject teacher.
- (iv) The new competency based syllabi for the Certificate course for teachers are still being finalised but the Diploma course does include a few life skills in the Education Psychology, Guidance and Counselling subject and a whole unit in the Civics Methodology.

Therefore firstly, all teachers should be trained in life skills and so that they are able to develop classroom activities that are geared to the development of a variety of live skills that are relevant and appropriate to the learners in their context.

3.2.4. Life skills for the ‘out of school’

The two Ministries who are largely responsible for children and adolescents who are not in school are the MLEVD and MHSW. The MLEVD is particularly keen on life skills programmes as they feel that they are the ‘best approach to young people’ in helping them cope with a rapidly changing and globalised world. Thus, for MYELD, life skills are a key part of all their youth programmes. Based on its experiences, the MLEVD has been developing its own framework which will need to be harmonised with the Education Framework in order to promote coherence in the holistic approach to life skills education for all children and youths in Tanzania.

The MoEVT has also been supporting out of school life skills through the COBET programme. In fact, according to curriculum developers, the impetus for Haiba na Michezo came from the success of the life skills programme encapsulated in Ujenzi wa Haiba. Most of the major programmes which support life skills in school such as TANESA, Mema kwa Vijana, SPW and Peace Corps also have out of school components and FHI through its Ujana project also supports many youth serving organisations who are providing HIV education to young people. Many of these implementing partners include a life skills component but it is not, as yet, a compulsory part of the training- although FHI is intending to give a higher priority to life skills.

3.2.5. Peer education

All out of school programmes depend on peer educators to provide information and skills to their fellow youth. However there are no standardised curricula for

training these peer educators either in terms of time or content. Most organisations have their own training manuals that are not necessarily consistent with what is being taught in the area of life skills by other organisations or agencies.

The two major issues facing life skills education in out of school programmes are:

- (i) Quality: It is not easy to measure the quality of out of school programmes because of the lack of a standardised approach. Although, FHI in collaboration with MHSW are finalising a set of standards for peer education and MLEYD are now finalising a set of minimum standards by which to judge all out of school life skills education programmes.
- (ii) Coverage: still only a small part of out of school youth are being reached by life skills education, and even in that small part (which depends on geographical interventions) it is often the older males who benefit at the expense of the younger, and at the expense of girls and the more vulnerable groups.

SECTION C:

4.0. KEY ISSUES REFLECTED IN THE FRAMEWORK⁴

4.1. Major debates

Wherever life skills education has been introduced, several issues predominate. Different countries and programmes have different solutions. The following section looks at some of these debates and presents the decisions reached based on Tanzania's context.

4.1.1. Place in the school curriculum

Globally, surveys carried out by WHO and UNICEF identified that, while integration was the preferred choice of most Ministries of Education and curriculum developers in general, integration of life skills into existing curricula means that life skills are developed by all teachers do have an impact to learners. This was echoed by the stakeholders in Tanzania. The majority of stakeholders at the headquarters of MoEVT, together with curriculum developers like their counterparts in other countries, preferred to continue with the existing arrangement whereby life skills are integrated into certain carrier subjects and are enhanced by extra curricular activities take peer-education, Guidance and Counselling, clubs, sports and games.

In the long run, while the carrier subjects will continue to provide the bedrock of life skills education, life skills held also be integrated into other subjects in the curriculum as well. For example, language and literature teaching provide excellent opportunities for inclusion of practical life skills exercises. In addition, life skills education will be consolidated through extra-curricular activities within the school clubs and the movement towards more child friendly schools provide the opportunity to ensure that life skills are practised in every aspect of school life. In this way life skills can be fully internalised and utilised by the children themselves.

4.1.2. Curriculum Focus: HIV exclusive or HIV sensitive?

Although the majority of stakeholders felt that life skills should retain a strong SRH/HIV focus, life skills education is much broader than that and should respond to all the challenges faced by children and young people as they grow up. However others, while recognising that life skills are required for life in general, preferred to retain an exclusive HIV focus. The fear of proponents of an exclusive focus on HIV is that a generic life skills programme is not effective unless it is focused. However, the framework envisages a broad based life skills programme which if given sufficient attention can provide the specific focus to content areas as required.

⁴ The full logframe for NLSEF is found in Annex 1

- In primary schools, life skills education would be provided above all by the Haiba na Michezo syllabus with support for health based life skills in Science and for governance and entrepreneurship based life skills in Civics.
- In secondary school, despite the multiple concerns expressed by stakeholders, health based life skills would be covered in Biology and governance/ entrepreneurship by the Civics syllabus. In all cases, the life skills education would have a strong gender orientation as gender roles and socialisation have been identified as playing a key role in increasing the vulnerability of girls and boys.

The inclusion of life skills education in the relevant carrier subjects ensures that there is ‘a sufficient length of time’ for the knowledge and skills to have an impact on the students and the identification of more than one carrier subject at each level means that, while ensuring that students get a sufficient ‘dose’ of SRH/HIV education, they will also be taught to apply life skills to other areas in sufficient depth to have an impact.

4.1.3. Starting age: when to begin?

Within the broader interpretation of life skills education, it should start in pre-primary and continue throughout the life of the child in school. Once life skills have been de-linked from an exclusive emphasis on SRH and HIV/AIDS, the skills should be developed from the earliest age. The same skills can then be applied to SRH and HIV and AIDS at an appropriate age.

4.1.4. To examine or not to examine?

Given that life skills are to be embedded in certain carrier subjects which are examinable, at least the content areas of life skills will be examined along with the other content areas in each syllabus. However, there is a need to develop tools for assessment at school level of the developing life skills in the students.

4.1.5. Teacher training

The capacity of teachers to teach life skills has been identified globally as the major impediment to successful life skills education. Evaluations of other long standing life skills programmes, such as the Zimbabwe ‘in school programme’, have pointed to adequate teacher education as being the key to effective life skills education. The implication is that life skills education at teachers colleges needs to be strengthened, perhaps channelled through educational psychology and guidance and counselling so that all teachers receive life skills education, both for their own benefit and to enable them to impart life skills to their pupils. Where life skills are taught through carrier subjects courses for teachers of the carrier subjects for life skills should also include life skills methodology.

In addition, in accordance with the increased emphasis on life skills globally, stakeholders strongly recommended that life skills should be part and parcel of guidance and counselling programme. At certificate level, this should be linked to developing Haiba na Michezo as a specialist subject. At diploma level,

General Studies. Strong emphasis will have to be placed on the life skills components in both Biology and Civics to ensure that those teachers are committed to teach life skills alongside the content areas.

Another key entry point for life skills education is its inclusion in the new In-service Education and Training Programme.

4.1.6. External support to teachers for life skills education

Another point of contention at the stakeholders' feedback meeting was whether outsiders (who are not trained teachers) should also be allowed to participate in providing life skills education.

- On the one hand there is little disagreement about the use of outside experts who are more knowledgeable, for example on SRH and who are not faced by the constraints that many teachers feel. The only difficulty is limited infrastructure, transportation, time and other resources may make it difficult to implement such a programme on a sustainable basis. However, teachers are at liberty to invite experts to assist them in teaching topics which they feel that they are not competent enough to teach.
- On the other hand, peer educators have also been recommended as alternatives or adjuncts to teachers and other adults because peer educators may be able to relate more closely to their peers than older adults. However they may be less likely to be knowledgeable about the topics. This could be answered by ensuring that the minimum standards for peer educators laid down by MLEYD are met and that educational institutions use a vetting system to ensure that the peer educators (many of whom from different out of school programmes have been invited in to schools by the teachers) have the knowledge, skills and methodology required.

The framework therefore recommends a collaborative approach, including teacher-guided peer education whereby the teacher is overall responsible, but the peer educators would work with the groups, thereby ensuring a more participatory group work format. The teacher would also be on hand to support the peer educators.

SECTION D:

5.0. THE GOAL, STRATEGIES, RISKS AND ASSUMPTIONS

A key component of the overall NLSEF is the results framework for Life Skills. The logical framework includes different levels of objectives culminating in an overall goal. It also details responsibilities for each objective and activity area, whilst also providing indicators and means of verification, as well as identifying key risks and assumptions.

The key objectives of the NLSEF in descending order of hierarchy are as follows:

5.1. The Goal

All children and young people in Tanzania are provided with quality life skills education and utilise the life skills in an environment which encourages and enables them to do so for their own benefit and for the benefit of their society, with particular emphasis on adopting attitudes and practices that protect them against HIV infection.

Several key outcomes were identified that should be sufficient if achieved to attain this overall goal. Following the vertical logic that applies to results based management these four necessary outcomes and the key outputs that in turn contribute to their achievement, are as follows:

5.1.1. Outcome 1

A supportive environment in place for implementation of the national life skills education framework

5.1.2. Strategy

To achieve the above outcome a blend of communication strategies are required which address issues of awareness and commitment. These are reflected in the five outputs that contribute to the above outcome, as follows:

5.1.3. Outputs for Outcome 1:

- (i) NLSEF is aligned with and contributes to all relevant policies and strategies
- (ii) Multisectoral government teams have the knowledge and skills to explain, advocate for and implement the NLSEF
- (iii) Political and religious leaders at national, regional and district level have the knowledge and skills to explain and advocate for the national life skills framework
- (iv) Media have the knowledge and skills to explain and advocate for the national life skills framework
- (v) Civil society organisations are fully involved in the promotion of life skills

5.2. Outcome 2

Schools and colleges are providing quality life skills education

5.2.1. Strategy

To achieve the above outcome a number of necessary steps are entailed, which all relate to the capacity development of teachers and other education staff in schools. The specific outputs are as follows:

Outputs for Outcome 2:

- (i) School curricula harmonised with NLSEF and guidelines developed and disseminated
- (ii) Life skills materials developed and disseminated
- (iii) All pre service teachers are trained in life skills
- (iv) Guidance & Counselling and Life skills is integrated in In- Service Teacher Training programme developed for primary and secondary schools (in line with the MoEVT INSET operational plan) and rolled out nationally
- (v) Life skills extra curricular programmes active in all schools

5.3.1. Outcome 3:

Out of school programme expanded to reach all children and young people out of school with quality (standardised) life skills training,

5.3.1. Strategy

To achieve the above outcome which focuses on ‘out of school’ children and youth a number of key activities are required. These include: enhanced co-ordination, the adjustment of existing programmes and development of a new programme, as well as capacity development for various cadres. The specific outputs are as follows:

5.3.2. Outputs for Outcome 3:

- (i) Consolidation of multi-sectoral support to out of school life skills programmes under the leadership of MLEYD
- (ii) Core training programme for peer educators in place
- (iii) Life skills training incorporated into all programmes of theatre/art for development
- (iv) CSO capacity on out-of-school parenting/life skills training developed
- (v) COBET programme aligned to NLSEF and updating programme for facilitators rolled out nationally.
- (vi) Outreach programme for children and young people from marginalised groups (e.g. orphans, adolescent wives and mothers, children and young people with disabilities, domestic workers and others involved in child labour, children on the street, sex workers) developed

5.4. Outcome 4

Functioning and effective quality assurance, monitoring and evaluation system aligned to the education sector-wide monitoring tool, in place.

5.4.1. Strategy

The above outcome addresses the critical need for an effective monitoring and evaluation system to support implementation of life skills interventions. The intention here is to utilise existing mechanisms, including ESMIS and the inspectorate systems and to ensure linkage with M&E systems in the health and social welfare sectors. Specific activities in support of these outputs would focus on strengthening these systems where appropriate. The specific outputs are as follows:

5.4.2. Outputs for Outcome 4:

- (i) Capacity development of school inspectorate in life skills education completed
- (ii) Enhanced capacity of all sectors involved in out of school life skills programmes to monitor coverage and quality of life skills programmes for out of school children and young people
- (iii) Linkages established to ensure Life Skills monitoring data is regularly captured and disseminated, within the ESDP monitoring system

More details of the monitoring and evaluation framework are provided in Section E below.

5.5.4. Key risks and assumptions

It is very important that any intervention should minimise risks and assumptions by addressing these potential constraints through programmatic interventions wherever possible rather than leaving them to chance. This has been the approach in the design of the NLSEF. Nevertheless it is worth highlighting a few principle risks and assumptions. These are as follows:

- (i) Life skills is an emotive area which touches on many ethical issues and requires 'buy in' from diverse political and religious groups. Hopefully the NLSEF is intended as a reflection of a consensus forged through the process that led to its finalisation. But more sensitisation is required.
- (ii) Life skills is an area of intervention which requires good inter-sectoral and inter-ministerial collaboration, as well as collaboration between government and a broad range of other actors, including civil society.
- (iii) All stakeholders will need to adhere to and address the proposed NLSEF in their planning and implementation activities.
- (iv) The examination and assessment systems may render life skills education as low priority in the eyes of both teachers and students. Life skills components in carrier subjects may not therefore be adequately taught.

- (v) Life skills education will be inadequately monitored as they are not yet included, to the inspectors checklist and the funding constraints for the inspectorate and others.
- (vi) Teachers and others will be willing and able to adjust their often predominantly didactic, knowledge transmission teaching approaches to assist students in developing skills through activities such as drama and role play.
- (vii) A national system for the delivery of life skills education, including teacher in-service training will be developed.
- (viii) MLEYD will be able to place District Youth Officers in all districts.

SECTION E:

6.0. INSTITUTIONAL ROLES AND RESPONSIBILITIES

6.1. Responsibilities, accountabilities and partnerships

Clear roles and responsibilities must be established if the NLSEF is to be effectively implemented, monitored and evaluated. This is particularly important in areas that require multi-sectoral support and vertical co-ordination. Details of roles and responsibilities are given in the NLSEF Logframe matrix. Responsibilities vary according to the specific areas of activity. The following table clarifies where primary accountability lies in terms of taking the lead on life skills issues.

Area of activity	Primary accountability	Other partners	Remarks
Overall co-ordination of life skills education	MOEVT Commissioner for Education	Dir, Youth (MLEYD),	See committee structures below.
Policy and national strategic planning issues related to life skills and HIV/AIDS Education in school	MOEVT, Coordinator, HIV/AIDS Unit	MoHSW, MLEYD, MCDGC, MOF, TACAIDS, Parliamentarians, CSOs and DPs	Includes incorporation of NLSEF into ETP, ESDP and sub-sector plans.
Policy issues related to life skills and HIV/AIDS Education for out of school	HIV/AIDS Education Focal Point, MLEYD	MOEVT, esp. Director, NFE, MCDGC, MOF, TACAIDS, IAE, Parliamentarians, CSOs and DPs	Includes incorporation of NLSEF into sector policies and plans.
Regional Co-ordination of NLSEF.	PMO-RALG, RAS Social Sector Com.	RAS, DED, MOEVT, CSOs in districts	This is an over-sight function
District Co-ordination	DED	RAS, PMO-RALG, MoEVT, MoHSW, MLEYD, MCDGC, TACAIDS, CSOs	NLSEF should be reflected in Dist Strategic Plan and MTEF.
Ward level Co-ordination	Chair, Ward Dev. Com.	CSOs	Ward plans should reflect school, district and TRC plans.
Community level Co-ordination	Chair, Village Development Com.	Community, business and religious leaders, MVC Com's	NLSEF should be reflected in Village Development Plans (O&OD).
School level Co-ordination	Chair, School Management Committee	Head teacher, teachers, students	Life skills should be reflected in school plans.
Youth Clubs	Youth Club Co-ordinators	CSOs, Youth representatives	
Oversight of training of education staff	MOEVT Dir. Teacher Development	RAS, DEO, TRC, WEC, inspectorate	
Curriculum development and materials over-sight	TIE	MOEVT HIV/AIDS Unit TIE, TSC, TTCs, TRCs, DPs CSOs, private sector	

Area of activity	Primary accountability	Other partners	Remarks
Monitoring and evaluation of life-skills in school	MOEVT inspectorate, DPP (EMIS)	School Committees, Life skills Co-ordinator, Guidance and Councillors	
Assessment of life skills	NECTA	MOEVT	Assessment tools need be developed

6.2. Coordination Mechanisms for NLSEF

For the life skills education framework to guide the successful planning and implementation of life skills it will require multi-sectoral coordinating committees at all levels, as expressed below:

6.2.1. National Level Co-ordination

At the national level, overall responsibility for coordination will lie with the national coordinating committee for life skills education (NCC LSE⁵) chaired by Commissioner for Education of the MoEVT. The Director of Youth in the MLEYD will be the vice chair.

However, the MoEVT will be responsible for coordinating ‘in school’ life skills education. In order to emphasise the multi-sectoral nature of life skills (i.e. they are not just related to HIV prevention), a coordinator for LSE should be appointed, answerable to the Commissioner for Education who will have overall responsibility for ensuring a coordinated implementation of the NLSEF.

The MLEYD will be responsible for coordinating life skills ‘out of school’ under the Directorate of Youth. In the Directorate, a focal person for life skills will be appointed, answerable to the Director of Youth to ensure a coordinated implementation of the NLSEF.

6.2.2. Regional and District Level Co-ordination

The structures at regional and district level will reflect those at national level.

(i) There will be regional and district coordinating committees for life skills education (RCC LSE and DCC LSE⁶) under the chair of the Regional and District Education Officers respectively. The District Youth Officers (or Acting District Youth Officers) will be vice chairs.

(ii) Membership of the RCC LSE and DCC LSE will include:

- Community Development Officer
- Social Welfare Officer
- Adult Education Officer

⁵ For its composition, see below

⁶ For their composition, see below

- 2 representatives of CSOs organisations active in the region/district (one from organisations working on HIV prevention and one from youth serving organisations)
 - 2 representatives of youth networks in the region/district (elected by the network)
- (iii) The Regional and District Education Officers will also appoint a member of their staff to act as life skills focal point to ensure effective and coordinated implementation of the NLSEF in school
- (iv) The Regional and District Youth Officers will be responsible themselves to ensure the same effective and coordinated implementation of the NLSEF out of school.
- (v) Youth serving organisations and organisations working on HIV prevention will be encouraged to form regional and district networks in order to improve coordination amongst themselves. Similarly youth organisations themselves will be encouraged to form district networks as is currently the case in more than 20 districts in Tanzania.

6.2.3. Ward and Community Level Co-ordination

- (i) The Ward Development Committees will be responsible for coordinating all programmes working with young people in their wards. As is the case with several existing programmes, peer educators will be required to present their plans of action to the WDC and report regularly on their implementation.
- (ii) The Ward Education Coordinator (who is responsible for both adult education and in school education) will be the focal point for life skills at ward level and will oversee all programmes, working closely with the managers of Teacher Resource Centres.

The roles and responsibilities of different institutions and focal points can be found in Annex 3.

SECTION F:

7.0. THE MONITORING AND EVALUATION COMPONENT

7.1. Overview

A monitoring and evaluation framework is an integral part of the overall life skills framework because it is such a framework which will evaluate whether the goals, objectives and activities laid out in the framework are both implemented and achieve the impact expected. The full monitoring framework can be found in Annex B.

The main issues of concern for monitoring and evaluation are:

- (a) How to ensure quality control of curricula, materials and training,
- (b) How to ensure that life skills reach all Tanzanian children and young people,
- (c) How to ensure that life skills education has the desired impact on behavioral change (this also has implications re. the quality of the school and social environments in which children and youth are supposed to use their skills.

In school the inspectorate department would be responsible for monitoring the quality of delivery of life skills education, whereas for the out of school multi-sectoral committees will be set up to promote and oversee life skills education. For out of school youth, monitoring will be led by Youth Officers at all levels.

7.2. Setting up a life skills system

7.2.1. Key activities

As seen in the log frame in the Annex, the first set of activities refers to developing the infrastructure of a life skills system which can then be evaluated. This will require a set of activities to be accomplished, a time frame and who is responsible for each activity.

The infrastructure will include the key following issues:

- (i) Knowledge of and support to the NLSEF
 - Alignment of the NLSEF with existing policies and strategies
 - Support from political and religious leaders
 - Media sensitisation on life skills
- (ii) Harmonisation of curricula and provision of guidelines for incorporation of life skills into the carrier subjects
- (iii) Development and dissemination of materials for life skills education in all the carrier subjects
- (iv) Training of pre-service and in-service teachers in life skills
- (v) Development of minimum standards for life skills programmes out of school and training of all CSOs and youth serving organisations in these minimum standards
- (vi) Training of and support to peer educators, including from vulnerable groups

- (vii) Formation and training of multisectoral committees for life skills education at all levels.

7.3. Quality of the System

Even in the preparation of the infrastructure care has to be taken to assess the quality. This is particularly important given that research throughout the world has shown that life skills education is more advocated for than implemented and that the life skills element is often not implemented at all. Some of the quality indicators might include:

7.4. Preparation

- Are stakeholders consulted? Involved? Including the children and young people?
- Is the programme based on student needs- is it relevant?
- Are policies in place to support the programme? (Teacher preparation, in-service, ongoing support)

7.5. Materials production

The Book Management Unit of the MoEVT has its own standards for monitoring the materials produced in terms of relevance and suitability of the content. For life skills materials, the following criteria should be given particular weight:

- Is the scope and sequencing of the modules produced logical and developmental?
- Is there a balance of activities to develop knowledge, attitudes and skills?
- Is the programme of sufficient duration and are there sufficient contact hours to achieve the desired objectives?
- Nature of the content:
 - Does the content provided get broader and deeper over time?
 - Does the content include the latest findings on the different content areas (e.g. HIV/AIDS, SRH, substance abuse, governance structures etc)?
 - Are the materials gender balanced and sensitive?
 - Are relevant educational materials utilized? (accurate, gender sensitive, age appropriate, accessible, appropriate language, durable...)

In relation to HIV education, the following should be assessed:

- Provides accurate and up to date information about the prevention of HIV infection in a logical and developmental manner according to age.
- Is based on researches into knowledge, attitudes and practices in Tanzania and is relevant to the situation and the culture of Tanzania.
- Provides examples and learning experiences that promote empathy and appropriate care of PLHIV, in particular towards their fellow students.
- Recognises and addresses the issue of gender in regard to HIV prevention and protection.
- Addresses intended behavioural outcomes such as the delay of initiation of sexual intercourse (particularly in school), a reduction in the number of sexual

partners, a reduction in the frequency of sexual intercourse, increased condom usage.

7.6. Nature of the Methodology

- What percentage of the activities are directed towards developing skills?
- What percentage of activities which promote critical thinking?
- What percentage of activities are participatory?
- Is there a variety of teaching strategies and skills?

7.7. User and client satisfaction

- Are the teachers comfortable with the materials produced?
- Are the pupils and students attracted to participate effectively by the materials produced?

7.8. Teacher training

The life skills aspect of the Biology, Civics and Haiba na Michezo syllabi will need to be assessed during teaching practice. Students will need to show, not only a knowledge of the content areas in which the life skills are to be used, but an ability to use and promote the skills themselves by the methodologies they use.

7.9. Quality of the school environment

Life skills need a conducive school environment in which to be taught effectively. Some of the issues to be assessed include:

7.10. Protective environment

- Does the school have and actively implement a policy to prevent all forms of physical and sexual harassment and abuse by adults and fellow pupils?
- Is the school adequately protected from outside intrusion?

7.11. Participatory environment (child friendly schools)

- Is there an active school baraza in which all children are encouraged to participate?
- Do the pupils choose their own monitors and prefects?
- Do the pupils choose their own peer educators?
- Are peer educators given sufficient training to be able to act effectively?
- In the classroom, is everybody encouraged to participate?
- Do the teacher(s) and students interact comfortably?
- Improved teacher-pupil and pupil-pupil interaction

7.12. Setting up a life skills system out of school

The majority of activities will reflect those of the in school activities:

- Advocacy
- Training of staff in MLEYD
- Materials production

- Creating a conducive environment at community level
- Training of national and regional TOTs who will work with District Youth Officers and CSOs with life skills programmes
- Training of community peer educators

However, for the out of school programme two key areas need to be examined in more detail, as follows:

(i) Coverage:

- Plans based on detailed mapping are in place to ensure full coverage of all young people in a certain community. These plans should be deposited with the Ward Executive Officer.

(ii) Quality of training:

- Building on the standards developed by the MLEYD, monitoring of:
 - Selection of peer educators
 - Length and quality of training
 - Support and incentives to peer educators in their work
 - Upgrading training
 - Exit strategies that will allow peer educators to move on at a certain age and allow a new generation of peer educators to take their place

7.13. Outcome indicators

In the long run, these are the indicators which will measure the success of the programme because they assess whether all the outputs identified above have made a difference or not. Outcome evaluation also attempts to single out the particular contribution of the life skills programme in two ways:

- Whether any changes that have occurred in behavioural outcomes, and proxy indicators are a result of the life skills programme itself or some other factors, or a combination of both
- Whether other factors which are beyond the power of the life skills programme have reduced or neutralised the impact of the life skills programme

Thus it is possible to measure outcomes at a number of levels:

- The immediate outcome of a lesson/session or set of lessons/sessions in terms of what people learned
- The outcome of a module (on HIV/AIDS, entrepreneurship etc)
- The outcome of the overall programme which is more likely to interact with broader issues such as the education system as a whole, the policy environment and the physical environment in which the children are living.

It is important to assess all four areas relating to educational outcomes for the pupils and students.

- Knowledge
- Attitudes
- Skills
- Behaviour i.e. what young people actually do when confronted with decisions about health-related issues.

7.14. Use of proxy indicators

These indicators are important to measure the broader impact of the life skills programme, although it must be recognised that other factors will also be contributing to such broad indicators. These proxy indicators would include:

- (i) Increase of young people using SRH and VCT services
- (ii) Decline in school pregnancies and unwanted pregnancies
- (iii) Delayed sexual initiation
- (iv) Decrease in sexual harassment and abuse
- (v) Participation of young people in governance at community level
- (vi) Decline in conflicts at school among students themselves and between the students and the teachers/management

7.15. Role of the inspectorate

Clearly the key personnel in ensuring a functioning monitoring and evaluation framework in schools is the inspectorate. Thus, they would also need to be given substantive training in life skills. Once they are trained, they will not only need to evaluate whether life skills are being taught in the relevant subjects in school and in extra curricular activities but also to develop a system which involves teacher and peer assessment of life skills development in the school. This is because content areas only will be examined through the national examinations set by NECTA.

7.16. Monitoring of out of school programmes

Overall monitoring of out of school programmes will be carried out by the multisectoral teams under the leadership of district youth officers (or acting district youth officers) based on the minimum standards developed by the MLEYD and agreed upon by all programmes working with out of school youth. In addition, each organisation working with young people will be responsible for monitoring its own programme and assessing the effect of life skills programmes upon those with whom they work.

7.17. Evaluation of the impact of life skills education

5 years after the commencement of the life skills programme, it will be necessary to carry out an evaluation of its impact. Initial decisions will therefore need to be made in terms of establishing baseline data. Data on school children's knowledge about HIV/AIDS will be available for the Southern African Consortium on

Monitoring Education Quality (SACMEQ). MoEVT may also develop tools for more qualitative assessments of the extent to which children's life skills and competences have been enhanced. For out of school youth, the MLEYD will work with key stakeholders to develop similar evaluation tools.

SUMMARY OF THE IMMEDIATE WAY FORWARD

The below table is based on key activities in the M&E framework for the period up to June 2009.

Outcome 1	Way forward/key next steps	Key Responsibility
A supportive environment in place for implementation of the national life skills education framework	1. Two policy decisions made, including formal approval of NLSEF by Government	MoEVT MoHSW MLEYD
	2. NLSEF package finalised, authorised and distributed	MoEVT MLEYD MoHSW
	3. National multisectoral life skills coordination mechanism in place	TACAIDS
	4. Multisectoral government teams trained and active at district and ward level	MoEVT MLEYD MoHSW RAS DED WEO WEC
	5. Minimum standards for LSE finalised	MLEYD
OUTCOME 2 Schools and colleges are providing quality life skills education	6. Sensitisation of curriculum developers on NLSEF	MoEVT Teachers Colleges Inspectorate School heads TIE
	7. Guidelines developed for biology and civics secondary school teachers	TIE MoEVT
OUTCOME 3 Out of school programme expanded to reach all children and young people out	8. Functioning multisectoral committees at all levels (NCC LSE appointed)	MLEYD MHSW CSOs

of school with quality (standardised) life skills training,	9. Standards finalised, printed and disseminated	MLEYD MHSW CSOs
OUTCOME 4 Functioning and effective quality assurance, monitoring and evaluation system aligned to the education sector-wide monitoring tool, in place.	10. Monitoring and evaluation tools developed.	MOEVT MLEYD

Annex 1: Log Frame Matrix for NLSEF

Objectives	Responsible	Verifiable indicators	Means of Verification	Risks and assumptions
<p>OVERALL GOAL All children and young people in Tanzania are provided with quality life skills education and utilise the life skills in an environment which encourages and enables them to do so for their own benefit and for the benefit of their society, with particular emphasis on adopting attitudes and practices that protect them against HIV infection</p>	<p>MoEVT MoHSW MLEYD CSOs Youth networks TACAIDS</p>	<p>Decreased rate of unwanted and school pregnancies Decreased incidence of HIV infection among adolescents Increased number of young people taking up leadership positions Increased no. of young entrepreneurs</p>	<p>BEST statistics DHS surveys HIV progress reports (TACAIDS)</p>	<p>Acceptance by society of life skills education The enabling and supportive environment for life skills will increase in tandem with the increase in life skills</p>
<p>OUTCOME 1 A supportive environment in place for implementation of the national life skills education framework</p>	<p>MoEVT MoHSW MLEYD TACAIDS CSOs Religious leaders and FBOs Media houses</p>	<p>Increase in reporting of SGBV cases against girls Decrease in no of actual cases of SGBV Increase in no. of schools certified as child friendly Increase in no of young people involved in governance structures Increase in no of youth structures e.g. youth centres at community level, youth organisations in FBOs.</p>	<p>BEST statistics Police statistics MLEYD statistics Annual District Reports</p>	<p>Risks and assumptions Risks Political and religious misunderstanding of life skills and therefore resistance to their introduction Inability to develop a multisectoral approach NSLEF seen as externally driven and therefore not funded as part of government expenditure</p>

Objectives	Responsible	Verifiable indicators	Means of Verification	Risks and assumptions
<p>Output 1 NLSEF is aligned with and contributes to all relevant policies and strategies</p> <p><u>Activities</u></p> <p>a) Develop draft package on NLSEF framework (for information, sensitization and training (led by MoEVT in collaboration with MLEYD and TACAIDS) (including alignment with HIV/AIDS strategy, ESDP, ETP, Care & Support Strategy, primary school min stds, INSET op plan (as part of TDMS))</p> <p>b) 3 day sensitisation for senior managers of MoEVT (including TIE, IAE, NECTA), MoHSW, MLEYD, Ministry of Gender and Children of MoEVT (directors, assistant directors, section heads), TIE, NECTA, IAE (section heads) on NLSEF framework and agreement on package as well as incorporation of/linkages between NLSEF and all relevant policies e.g. MKUKUTA, multisectoral strategy against HIV/AIDS, ASRH policy, youth policy etc and MOEVT strategies for INSET, Care and Support etc.</p>	<p>MoEVT MLEYD MoHSW TACAIDS</p>	<p>NLSEF included in all relevant policy documents</p> <p>NLSEF package finalised, authorised and distributed</p> <p>National multisectoral life skills coordination mechanism in place</p>	<p>NLSEF package</p> <p>Regular minutes of coordinating committee</p>	<p>Life skills education is accepted as a priority by MoEVT at all levels</p> <p>Multisectoral teams for life skills will be formed and work effectively</p> <p>Inclusion of life skills education in job descriptions of relevant officials and availability of re officials at one time for sensitisation and training</p>
<p>Output 2</p>				

Objectives	Responsible	Verifiable indicators	Means of Verification	Risks and assumptions
<p>Multisectoral government teams have the knowledge, and skills to explain, advocate for and implement the NLSEF</p> <p><u>Activities</u></p> <p>a) Print and distribute 50,000 copies of the national life skills framework</p> <p>b) 5 day training of national TOT for 20 facilitators in NLSEF package (drawn from life skills practitioners inside and outside MoEVT)</p> <p>c) 5 day training of first regional TOT for regional and district multisectoral team (REO, academic officer, adult education coordinator, social welfare officer, youth officer, community development officer, HIV coordinator) and district staff (DEO, Academic officer, Adult Education Coordinator, Home Economics Coordinator, District Youth Officer, District Social Welfare Officer, District AIDS Coordinator, community development officer) and development of action plan⁷</p> <p>d) Evaluation and revision of training based on first training</p> <p>e) 5 day regional TOTs for selected regions</p>	<p>MoEVT MLEYD MoHSW RAS DED WEO WEC</p>	<p>Multisectoral government teams trained and active at district and ward level</p> <p>Life skills included in meetings of WDC, TRC etc.</p>	<p>Meeting reports Activity reports</p>	<p>Availability of financial resources</p>

⁷ In regions with a large number of districts, two trainings will be carried out instead of one

Objectives	Responsible	Verifiable indicators	Means of Verification	Risks and assumptions
<p>f) Training of district TOTs in Learning Districts??</p> <p>g) 3 day sensitisation conducted by district teams for relevant Ward Staff (WEO, WEC, head of teachers' resource centre) and action plan developed in LDs</p> <p>h) Ward team include sensitisation on NLSEF in their work e.g. meetings of WDC, teacher resource centre</p> <p>Output 3 Political and religious leaders at national, regional and district level have the knowledge and skills to explain and advocate for the national life skills framework</p> <p><u>Activities</u></p> <p>a) 3 day sensitisation of parliamentarians (Social Services Committee, TAPAC) by national facilitators</p> <p>b) 3 day sensitisation of national religious leaders by national facilitators</p> <p>c) 3 day district workshops for councillors, heads of department, religious leaders, CSOs) by district multisectoral teams</p> <p>d) Sensitisation of community in all relevant workshops and meetings</p> <p>Output 4 Media have the knowledge and skills to</p>	<p>National TOT TAPAC MPs Councillors</p>	<p>Parliamentarians speak in favour of life skills NLSEF activities included in budgetary allocations</p> <p>Religious leaders speak in favour of life skills</p> <p>District leaders speak in favour of life skills NSLEF activities included in council budgetary allocations</p>	<p>Hansard Media reports National and Council budgets</p>	<p>Political and religious leaders will see the added value of life skills education</p>

Objectives	Responsible	Verifiable indicators	Means of Verification	Risks and assumptions
<p>explain and advocate for the national life skills framework</p> <p><u>Activities</u></p> <p>a) 3 day sensitisation held with management and editors of national media houses</p> <p>b) 5 day training of media persons and development of action plans for interactive television and radio programmes on life skills</p> <p>c) Implementation of action plan to include life skills education in interactive radio and television programmes</p> <p>d) 5 day training of media persons in local FM radio stations</p>	<p>National TOT Heads media houses Editors Producers</p>	<p>Life skills regularly included in programmes for young people (HIV, entrepreneurship, democracy)</p> <p>Regular newspaper articles on aspects of life skills</p> <p>Correct and positive information in programmes and articles (e.g. not stigmatising, promote critical thinking)</p>	<p>Media monitoring reports</p>	<p>Media will see the importance of life skills</p>
<p>Output 5</p> <p>Civil society organisations are fully involved in the promotion of life skills</p> <p><u>Activities</u></p> <p>a) Five day meeting (called by MLEYD) with civil society organisations and networks already active in the promotion of life skills such as LISA, TAMASHA, TANESA, Mema kwa Vijana, SPW, GTZ, Peace Corps, FHI,</p>	<p>MLEYD Civil society coalitions CSOs Multisectoral teams at all levels</p>	<p>CSOs actively implementing the NLSEF framework and the minimum standards</p> <p>Peer educators informed and active</p> <p>Coverage of youth</p>	<p>CSO programmes Monitoring reports</p>	<p>CSOs will be ready to align their plans and programmes with the NLSEF</p> <p>Institutions and officials will make the paradigm shift from information and message based programmes to life skills education</p> <p>CSOs will agree on and</p>

Objectives	Responsible	Verifiable indicators	Means of Verification	Risks and assumptions
<p>AMREF, TENMET, Elimu ni Ufunguo, KIWOHEDE, UMATI, TAHEA, to familiarise them with NLSEF and develop action plan to promote quality life skills (based on standards developed by MLEYD) throughout the country</p> <p>b) CSOs select their representatives in multisectoral teams at all levels</p> <p>c) CSOs develop and implement action plans for LSE at district and community level</p> <p>OUTCOME 2 Schools and colleges are providing quality life skills education</p> <p>Output 1: School curricula harmonised with NLSEF</p>	<p>MoEVT Teachers Colleges Inspectorate School heads TIE</p>	<p>Life skills included in the curriculum</p> <p>Life skills materials in all schools</p> <p>Students showing life skills (critical thinking, goal setting etc) in their lives</p> <p>Reduction in SGBV in schools</p> <p>Schools certified as child friendly</p>	<p>Copies of guidelines in all schools and colleges</p> <p>Schemes of work and lesson plans</p> <p>School inspection reports</p> <p>Copies of</p>	<p>implement the minimum standards for Life Skills Education</p> <p>Syllabi and materisls produced in a timely manner</p> <p>Key personnel in colleges are given adequate training in life skills</p> <p>School and college environment also promote life skills</p> <p>Risks</p>

Objectives	Responsible	Verifiable indicators	Means of Verification	Risks and assumptions
<p>and guidelines developed and disseminated</p> <p><u>Activities</u></p> <p>a) Two week workshop with primary education curriculum developers and their subject panels to develop guidelines on how the content/skills are taught for Science, Civics and Haiba na Michezo and examine the possibility of increasing life skills visibility through:</p> <ol style="list-style-type: none"> i. Reducing content overlap between Haiba na Michezo and Science (on health issues) and Haiba na Michezo and Civics (on citizenship) ii. Strengthening the life skills approach in Haiba na Michezo iii. Alignment with the INSET module guidelines <p>b) Disseminate the guidelines to all teachers' colleges and primary schools</p> <p>c) Two week workshop with secondary education curriculum developers and their subject panels for Biology and Civics to develop guidelines on how life skills should be taught and for Biology and Civics, in particular to:</p> <ol style="list-style-type: none"> i. Introduce life skills as an integral part of each unit in the Civics syllabus 	MoEVT	Guidelines developed, disseminated, trained and utilised	curricula	<p>Life skills will not be taught in content based syllabi such as Civics and Biology</p> <p>The continuing emphasis on content in national examinations will act as a disincentive to teach life skills</p>

Objectives	Responsible	Verifiable indicators	Means of Verification	Risks and assumptions
<p>rather than as a stand alone unit</p> <p>ii. Agree on how to introduce health based life skills into the biology syllabus</p> <p>d) Disseminate the guidelines to all secondary schools and teachers' colleges</p> <p>e) Two week workshop with Teacher Training curriculum developers to ensure the harmonisation of NLSEF with the curricula: Strengthen life skills component in educational psychology Develop Haiba na Michezo as subject specialisation for Certificate teachers Strengthen life skills methodologies for Civics and Biology teachers</p> <p>f) Two week workshop with vocational training curriculum developers to develop guidelines on how the content/skills are taught in vocational curricula</p> <p>g) Two week workshop with IAE curriculum developers to develop guide on how the content/skills are taught in AE curricula.</p> <p>Output 2</p>				

Objectives	Responsible	Verifiable indicators	Means of Verification	Risks and assumptions
<p>Life skills materials developed and disseminated</p> <p><u>Activities</u></p> <p>a) Two week workshop for units dealing with cross cutting issues in MoEVT and TIE together with BMU, CBP and publishers on developing skills life based materials for Haiba na Michezo, Civics and Biology</p> <p>b) Develop news textbooks for the carrier subjects based on the life skills approach (including current materials already developed for the HIV and AIDS component of Primary Science in science/Haiba text books)</p> <p>c) Adaptation/transcribing of materials for special needs education</p>	<p>National TOT Publishers BMU and EMAC</p>	<p>Life skills materials in every school and college for the carrier subjects</p> <p>Life skills materials transcribed for special needs education</p>	<p>Inspectorate reports</p> <p>School and college reports</p>	<p>Assumptions</p> <p>Materials developers will be able to make the paradigm shift to skills based materials</p> <p>Acceptance by EMAC of skills based materials and utilisation in schools</p>
<p>Output 3</p> <p>All pre service teachers and trained in life skills</p> <p><u>Activities</u></p> <p>4 week planning workshop on developing a tutors' life skills course based on harmonized syllabi (including setting up a TOT and pre-testing course)</p> <p>Four week workshops for all tutors of</p>	<p>Directorate of Teacher Education Teachers Colleges IAE, TIE TRCs</p>	<p>Every primary school (including private schools) has at least 2 teachers trained in life skills and teaching them</p> <p>All biology and civics secondary school</p>	<p>Inspectorate reports</p> <p>DEO reports</p> <p>School reports</p> <p>College reports</p> <p>Training reports</p>	<p>Acceptance of life skills education by schools and colleges</p> <p>Availability of sufficient funding through prioritisation of life skills</p> <p>Teachers will receive</p>

Objectives	Responsible	Verifiable indicators	Means of Verification	Risks and assumptions
<p>Haiba na Michezo (for certificate teachers), and Civics and Biology (for diploma teachers) in life skills content and methodology based on the harmonised syllabi</p> <p>Two week workshop for tutors of educational psychology on life skills and college counsellors</p> <p>Training of all pre service teachers in life skills</p> <p>Introduction of Haiba na Michezo as specialist subject for Certificate teachers</p> <p>Two week workshop for lecturers in methodology of Civics and Biology from all universities in life skills</p> <p>Output 4 Guidance & Counselling and Life skills in service teacher training programme developed for primary and secondary schools (in line with the MoEVT INSET op plan) and rolled out nationally</p> <p><u>Activities</u></p> <p>a) Development of 4 week in service course for teachers of Haiba na Michezo, including training of a national TOT team</p>	<p>MoEVT Teachers Colleges TIE IAE</p>	<p>teachers trained in life skills and teaching them</p> <p>Haiba na Michezo provided as specialist option in teachers' colleges</p> <p>Curriculum and materials developed</p> <p>TRCs trained</p> <p>Primary school teachers trained and implementing Haiba na Michezo and Guidance and Counselling</p> <p>Secondary school biology and civics teachers trained</p> <p>Special needs educ</p>	<p>Inspectorate reports</p> <p>DEO reports</p> <p>School reports</p> <p>Training reports</p>	<p>adequate training to teach life skills</p> <p>Guidance and Counselling will be prioritised also in primary and secondary schools</p>

Objectives	Responsible	Verifiable indicators	Means of Verification	Risks and assumptions
<ul style="list-style-type: none"> b) Regional TOT teams from selected regions trained in Haiba na Michezo in life skills c) District TOT teams (mainly TRCCs and WECs) in selected districts trained in Haiba na Michezo in life skills d) Haiba na Michezo training programme piloted in selected districts, reviewed and refined e) One week workshop on planning for national roll out of Haiba na Michezo training programme f) Printing of Haiba na Michezo training programme and teaching/learning materials g) National Haiba na Michezo in life skills programme rolled out nation wide over 5 years h) Development of two week in service course for teachers of biology and civics + general studies i) Teachers Colleges provide in service training to biology and civics teachers <p>Output 5 Life skills extra curricular programmes active in all schools</p> <p><u>Activities</u></p>		teachers trained		Teacher resource centres are functioning
a) Educational response sessions held for	DEOs		Inspectorate	Commitment to prioritise

Objectives	Responsible	Verifiable indicators	Means of Verification	Risks and assumptions
<p>all students in all schools</p> <p>b) Life skills clubs promoted in all schools</p> <p>c) Training of peer educators through life skills clubs</p>	<p>School heads</p> <p>Guidance and counselling teachers</p>	<p>Allocation of at least one teacher with specific guidance role to all schools</p> <p>Education response sessions held</p> <p>Life skills clubs active</p> <p>Peer educators in schools</p>	<p>reports</p> <p>School reports</p> <p>Reports of G and C teachers</p>	<p>inclusion of guidance and counselling in all schools</p>
<p>OUTCOME 3</p> <p>Out of school programme expanded to reach all children and young people out of school with quality (standardised) life skills training,</p>	<p>MLEYD</p> <p>Multisectoral LSE teams at all levels</p> <p>District Youth Officers</p> <p>CSOs and YSOs</p>	<p>No. of functioning programmes implementing minimum standards</p> <p>No of peer educators trained and active</p> <p>Coverage of life skills programmes</p> <p>Life skills programmes for most vulnerable children and young people</p> <p>Peer educators participating in WDCs</p>	<p>District reports</p> <p>CSO reports</p>	<p>Risks</p> <p>CSOs do not reach a consensus on peer education and life skills training</p> <p>Assumptions</p> <p>MLEYD is able to place district youth officers in every district</p> <p>National standards will be implemented by all partners</p> <p>Coordination structures will be responsible for follow up and monitoring</p>
<p>Output 1</p> <p>Consolidation of multisectoral support to out of school life skills programmes under the leadership of MLEYD</p>	<p>MLEYD</p> <p>MHSW</p> <p>CSOs</p>	<p>Standards finalised, printed and disseminated</p>	<p>Copies of standards in all youth and</p>	<p>Availability of sufficient financing</p>

Objectives	Responsible	Verifiable indicators	Means of Verification	Risks and assumptions
<p><u>Activities</u> National stakeholder meeting to finalise life skills standards (length and nature of curriculum, methodology for selection of peer educators, support to peer educators), based on the draft already developed by MLEYD and develop national action plan to roll out life skills to all out of school youth</p> <p>Dissemination of standards to all organisations working with out of school youth</p> <p>Establish national, regional and district coordination structures to ensure quality and coverage in out of school programmes</p> <p>Output 2 Core training programme for peer educators in place</p> <p><u>Activities</u> a) 10 day national life skills workshop for organisations active in life skills programmes showcase and review existing materials in the light of the national standards developed and propose</p>	<p>MLEYD CSOs</p>	<p>Meeting held Life skills standards printed Coordination structures set up Core life skills curriculum finalised Materials disseminated Active trainers of life skills Skilled peer educators in every youth and youth serving organisation Functioning multisectoral committees at all levels</p> <p>Peer educators trained and active Coverage of out of school youth Materials developed and disseminated CSOs and YSOs implementing minimum standards Most vulnerable</p>	<p>youth serving organisations Organisation reports</p> <p>Copies of curriculum Copies of materials in every organisation Organisation reports</p>	

Objectives	Responsible	Verifiable indicators	Means of Verification	Risks and assumptions
<p>modifications/ development of materials</p> <p>Reach consensus on core/basic life skills training curriculum and upgrading training</p> <p>b) Selection and two week training of national TOT to train all youth and youth serving organisations in the life skills standards and curriculum</p> <p>c) National TOT pilots the training and materials in two regions</p> <p>d) Revision and printing of core materials (allowing space for new materials to be added on a regular basis)</p> <p>e) Dissemination of curriculum and materials to out of school programmes</p> <p>f) National TOT conducts regional trainings for key CSOs in each region</p> <p>g) CSOs and YSOs train peer educators</p> <p>h) Provide technical support (from national TOT and CSOs) to media organisations involved in HIV prevention and youth development include more life skills in their programmes and materials</p>		<p>groups accessing peer education</p> <p>Members of most vulnerable groups trained as peer educators</p>		

Objectives	Responsible	Verifiable indicators	Means of Verification	Risks and assumptions
<p>Output 3 Life skills training incorporated into all programmes of theatre/art for development <u>Activities</u></p> <p>a) Develop life skills programme with Theatre Arts Department of University of Dar es Salaam</p> <p>b) TA Department trains tutors responsible for theatre arts in life skills in arts colleges and teachers colleges</p>	<p>Theatre Arts Department UDSM, IAE Theatre groups</p>	<p>Theatre performances on issues relating to young people include a life skills perspective TA teachers actively involved in life skills training</p>	<p>Organisation reports District reports</p>	<p>Life skills accepted at community level</p>
<p>Output 4 CSO capacity on out-of-school parenting/life skills training developed <u>Activities</u></p> <p>a) IAE coordinate 4 week workshop to develop training programme and materials for adults on parenting/life skills</p> <p>b) IAE coordinate training of national TOT for parenting/life skills for two weeks (which includes adult educators and CSO facilitators)</p> <p>c) National TOT trains regional teams for 2 weeks in parenting/life skills</p> <p>d) Regional teams work with relevant CSOs to develop parenting/life skills training at community level</p>	<p>IAE DCC LSE CSOs WECs</p>	<p>Number of adults trained as parenting educators Improved parent/child relationships</p>	<p>IAE reports Organisation reports Ward reports</p>	<p>COBET continues to prioritize Ujenzi wa Haiba</p>

Objectives	Responsible	Verifiable indicators	Means of Verification	Risks and assumptions
<p>(coordinated by IAE)</p> <p>Output 5 COBET programme aligned to NLSEF and updating programme for facilitators rolled out nationally.</p> <p><u>Activities</u></p> <p>a) Conduct one week workshop with curriculum developersto harmonise NLSEF with Ujenzi wa Haiba in COBET programme</p> <p>b) Conduct one week workshop workshop to develop additional materials for Ujenzi wa Haiba</p> <p>c) Train COBET trainers on use of additional materials (including pre-testing in selected districts</p> <p>d) Train COBET TOT teams in selected districts</p> <p>e) Pilot test, review and refine updating programme</p> <p>f) Roll out a one week updating training programme for COBET and adult education literacy facilitators in every district over 3 year period</p>	<p>Directorate AE IAE DCC LSE WECs</p>	<p>Students enrolled in COBET programme taught Ujenzi wa Haiba</p> <p>COBET trainers trained in Ujenzi wa Haiba</p> <p>Materials finalised, disseminated and utilised</p>	<p>COBET reports Training reports</p>	
<p>Output 6 Outreach programme for children and young people from marginalised groups (e.g. orphans, adolescent wives and</p>	<p>MLEYD MoHSW CSOs working with</p>	<p>Number of groups of vulnerable children reached for each</p>	<p>Organisation reports Youth centres reports (and</p>	

Objectives	Responsible	Verifiable indicators	Means of Verification	Risks and assumptions
<p>mothers, children and young people with disabilities, domestic workers and others involved in child labour, children on the street, sex workers) developed in collaboration with organisations working with vulnerable groups, identify and train peer educators from each of these groups, which will:</p> <ul style="list-style-type: none"> a) Provide material and financial support to these peer educators to enable them to work with their peers b) Monitor youth centres and programmes for inclusion of the most vulnerable and marginalised groups (as well as the inclusion of adolescent boys and girls) c) Monitor youth centres and programmes to ensure that youth centres and programmes are safe spaces for adolescents, particularly adolescent girls and that regulations are in place and implemented to protect them 	<p>vulnerable groups Community Development</p>	<p>specific category Number of vulnerable youth trained as peer educators etc. Number of youth centres involving vulnerable youth Reported cases of sexual harassment</p>	<p>WDC reports) District reports</p>	
<p>OUTCOME 4 Functioning and effective quality assurance, monitoring and evaluation system aligned to the education sector-wide monitoring tool, in place</p>				

Objectives	Responsible	Verifiable indicators	Means of Verification	Risks and assumptions
<p>Output 1 Capacity development of school inspectorate in life skills education completed</p> <p><u>Activities</u></p> <p>a) National workshop on ensuring effective monitoring of life skills by school inspectors, on the basis of minimum standards for primary schools and reviewed inspection schedules</p> <p>b) Two week trainings for zonal inspectors in life skills (by national facilitators)</p> <p>c) Phased two week trainings for district inspectors in life skills (by zonal inspectors)</p> <p>Output 2 Enhanced capacity of all sectors involved in out of school life skills programmes to monitor coverage and quality of life skills programmes for out of school children and young people</p> <p><u>Activities</u> One week training of multisectoral district teams in life skills standards and how to monitor them (consisting of district</p>	<p>Inspectorate NCC LSE RCC LSE DCC LSE CSOs and YSOs</p> <p>MoEVT Inspectorate</p>	<p>LSE included in all inspection reports LSE indicators developed and standardised for all out of school programmes</p> <p>No of trainings at zonal and district level</p>	<p>Check lists Inspectorate reports</p> <p>Training reports Inspection reports</p>	<p>Acceptance of the importance of life skills by inspectors</p> <p>Availability of funds to carry out inspections</p> <p>Government and CSOs work together Organisations revise plans to ensure and monitor coverage (e.g. allocation of numbers of households to peer educators, agreement among programmes not to overlap)</p> <p>Funding to implement action plans</p>

Objectives	Responsible	Verifiable indicators	Means of Verification	Risks and assumptions
<p>youth officers (or acting youth officers), district adult education officers, home economics officers, social welfare officers, key CSOs working with young people in 5 pilot districts</p> <p>Development and implementation of district action plans to ensure coverage and quality in life skills programmes</p> <p>Evaluation of plans after one year and roll out to all districts over 3 years</p> <p>Output 3</p> <p>Linkages established to ensure Life Skills monitoring data is regularly captured and disseminated, within the ESDP monitoring system</p> <p><u>Activities</u></p> <p>a) ESMIS pilot district workshops (involving EMIS, LL-MIS, Inspectorate and out-of-school life skills monitoring personnel) on developing action plans to ensure life skills data is routinely included in district ESMIS data bases and disseminated regularly</p> <p>b) National workshop involving relevant personnel from the national level and from ESMIS pilot districts to develop an action plan for ensuring life skills</p>	<p>NCC LSE RCC LSE DCC LSE DYO</p>	<p>Trainings at regional and district level</p> <p>School Life Skills monitoring data routinely available in ESMIS and disseminated</p> <p>Out-of-school Life Skills monitoring data routinely available in</p>	<p>Training reports DYO reports</p> <p>ESMIS reports, Inspectorate reports, District reports, X-Cutting WG minutes, Education</p>	<p>Timely availability of relevant personnel</p>

Objectives	Responsible	Verifiable indicators	Means of Verification	Risks and assumptions
<p>monitoring data is presented for discussion by the X-Cutting WG and is included in education sector reviews</p> <p>c) Life skills district monitoring and reporting strategy is rolled out nationally (as part of the ESMIS roll out)</p>		<p>ESMIS and disseminated</p> <p>National Life Skills monitoring data routinely discussed in the X-Cutting WG and in education sector reviews</p>	<p>Sector Review reports</p>	

Annex 2: Monitoring and Evaluation Framework

Goals/Outcomes	Indicators	Baseline Data	Targets			
			Dec 10	June 11	Dec 11	June 12
OVERALL GOAL All children and young people in Tanzania are provided with quality life skills education and utilise the life skills in an environment which encourages and enables them to do so for their own benefit and for the benefit of their society, with particular emphasis on adopting attitudes and practices that protect them against HIV infection	Decreased rate of unwanted and school pregnancies					
	Decreased incidence of HIV infection among adolescents					
	Increased number of young people taking up leadership positions					
	Increased no. of young entrepreneurs					
OUTCOME 1 A supportive environment in place for implementation of the national life skills education framework	No and types of policy decisions made related to/based on NLSEF		2 policy decisions made, including formal approval of NLSEF by Government			2010 Education Sector Review includes progress on the application of the NLSEF.
	NLSEF package finalised, authorised and distributed		Pretesting completed	Finalised and authorised	Distributed to all districts	
	National multisectoral life skills coordination mechanism in place		NCC LSE inaugurated	Quarterly meeting	Quarterly meeting	Quarterly meeting

Goals/Outcomes	Indicators	Baseline Data	Targets			
			Dec 10	June 11	Dec 11	June 12
	Multisectoral government teams trained and active at district and ward level		TOT completed	Teams trained in 5 districts	In 5 districts teams implement action plan	Feedback from 5 districts received. 10 more districts trained
	Life skills included in meetings of WDC, TRC etc.				WDCs in 5 districts implement district action plan	Feedback on life skills
	Leaders promote life skills (parliamentarians, councillors, administrators, religious and community leaders)				TAPAC National religious leaders sensitized	Councillors trained in 5 districts
	NLSEF activities included in budgetary allocations					
	Regular newspaper articles on aspects of life skills containing correct and positive information				National media houses sensitized	
	CSOs actively implementing the NLSEF framework and the minimum standards		Minimum standards for LSE finalised	Training of 20 TOT in NLSEF framework	CSOs, YSOs and youth networks trained in 5 districts	
OUTCOME 2 Schools and colleges are	Harmonisation of school curricula and production of		Sensitisation of curriculum	Guidelines developed for	Teachers trained in use	Guidelines pretested in 5

Goals/Outcomes	Indicators	Baseline Data	Targets			
			Dec 10	June 11	Dec 11	June 12
providing quality life skills education	guidelines		developers on NLSEF	Primary Science, Civics, Biology and Haiba na Michezo	of guidelines in 5 districts Haiba na Michezo subject for Certificate teachers developed	districts
	Text books based on life skills approach in all schools and colleges for carrier subjects			Training of materials developers from MoEVT, TIE and publishers		Materials for Primary Science, Civics, Biology and Haiba na Michezo produced and passed by EMAC
	Life skills materials transcribed for special needs education					2 textbooks transcribed into Braille
	Every primary school has at least 2 teachers trained in life skills and teaching them					
	Primary school teachers trained and implementing Haiba na Michezo and Guidance and Counselling			In service course for primary school teachers	Tutors from 2 Teachers Colleges trained to teach the inservice	100 teachers trained in Haiba na Michezo

Goals/Outcomes	Indicators	Baseline Data	Targets			
			Dec 10	June 11	Dec 11	June 12
				developed	course	
	Haiba na Michezo provided as specialist option in teachers' colleges			Curriculum developed		30 tutors trained in the new curriculum
	All biology and civics secondary school teachers trained in life skills and teaching them		Guidelines developed	30 Biology and Civics tutors trained in guidelines	Guidelines introduced and taught in all diploma colleges	
	Reduction in SGBV in schools					
	Schools certified as child friendly					
	Extra curricular activities in all schools (education response sessions held, Life skills clubs active)			Orientation of 30 guidance and counselling teachers in 5 countries	Weekly life skills activities in 150 schools	Weekly life skills activities in 150 schools Evaluation of the activities and their impact by DCC LSE and inspectorate
	Peer educators in schools				600 peer educators trained in school	Weekly life skills activities implemented

Goals/Outcomes	Indicators	Baseline Data	Targets			
			Dec 10	June 11	Dec 11	June 12
						by peer educators
OUTCOME 3 Out of school programme expanded to reach all children and young people out of school with quality (standardised) life skills training,	Functioning multisectoral committees at all levels		NCC LSE appointed and functioning	2 RCC LSE and 5 DCC LSE appointed and functioning	Quarterly meeting	Quarterly meeting
	Standards finalised, printed and disseminated		Workshop held to finalise standards	Standards disseminated to youth groups, CSOs and YSOs in 5 districts	Feedback from youth groups on standards	
	Core life skills curriculum finalised and materials disseminated			Workshop to develop core curriculum with 30 life skills practitioners	Training of national TOT in core curriculum	30 youth organisations using the core curriculum to train peer educators
	No. of functioning programmes implementing minimum standards				40 organisations using the minimum standards	100 organisations using the minimum standards
	Skilled peer educators in every youth and youth serving organisation					180 peer educators trained using the core

Goals/Outcomes	Indicators	Baseline Data	Targets			
			Dec 10	June 11	Dec 11	June 12
						curriculum
	Coverage of life skills programmes (ensuring that all young people are reached)		Mapping carried out to assess coverage	DCC LSE in 5 districts develop coverage plan	At least 10% of out of school youth reached by youth programmes in 5 districts (age and gender disaggregated)	At least 30% reached
	Most vulnerable groups accessing peer education					
	Members of most vulnerable groups trained as peer educators					20 most vulnerable youth trained as peer educators
	Theatre performances on issues relating to young people include a life skills perspective				10 youth groups trained in theatre for development	30 community performances/dialogues
	Number of youth centres with membership policy for vulnerable youth			100 youth centres with inclusive policies	150 youth centres with inclusive policies	200 youth centres with inclusive policies
	Reported cases of sexual harassment					
	Media programmes produced			10	20	30

Goals/Outcomes	Indicators	Baseline Data	Targets			
			Dec 10	June 11	Dec 11	June 12
	Number of adults trained as parenting educators			Curriculum complete	TOT	180 parenting educators trained
	Improved parent/child relationships					
OUTCOME 4 Functioning and effective quality assurance, monitoring and evaluation system aligned to the education sector-wide monitoring tool, in place	Inspectors trained in life skills			Training for national and zonal inspectors	Training of inspectors in 5 districts	Training of inspectors in 40 districts
	LSE included in all inspection reports				Life skills included in inspection reports in 5 districts	Life skills included in inspection reports in 25 districts
	LSE indicators developed and standardised for all out of school programmes			Indicators disseminated along with minimum standards 5 DCC LSE trained in monitoring	LSE indicators included in reports of DYO in 5 districts	LSE indicators included in reports of DYO in 25 districts
	School Life Skills monitoring data routinely available in ESMIS and disseminated					
	Out-of-school Life Skills monitoring data routinely available in ESMIS and disseminated					

Goals/Outcomes	Indicators	Baseline Data	Targets			
			Dec 10	June 11	Dec 11	June 12
	National Life Skills monitoring data routinely discussed in the X-Cutting WG and in education sector reviews					

Annex 3: Roles and Responsibilities

National Level

National coordinating committee for life skills education

The implementation of the national framework for life skills education will be overseen by a national coordinating committee.

This will be chaired by the Chief Education Officer from the MoEVT. The deputy chair will be the Director of Youth in the MLEYD.

Members will include:

Director: Social Welfare

Representative from Adolescent Health Division of MHSF

Education officer from TACAIDS

Focal point HIV/AIDS in MoEVT

2 representatives from UN HIV/AIDS Joint Programme

3 representatives from national/international CSOs involved in life skills

Tasks

To oversee and provide guidance on the successful implementation of the NLSEF

To ensure adequate coordination of different life skills initiatives

To ensure that minimum standards for life skills education, are developed, disseminated, monitored and maintained

To advocate for the inclusion of life skills education in all relevant sectors and programmes.

Life skills education in schools and educational institutions

MoEVT under the leadership of the Chief Education Officer will be responsible for life skills education in schools and educational institutions

Chief Education Officer

- Chair national life skills coordinating committee and ensure successful implementation and coordination of NLSEF
- Chair internal committee of MoEVT to oversee implementation of NLSEF in all educational institutions and ensure that standards are maintained

The internal committee will consist of Directors of MoEVT, Chief Inspector, national life skills coordinator, chair of the Cross Cutting Working Group, Directors of TIE, IAE and NECTA

- Develop and oversee work plan to ensure coordinated implementation of NLSEF

Focal point for life skills⁸

- Responsible for day to day oversight and implementation of the NLSEF

⁸ There is however a strong argument to appoint a new coordinator for life skills education based on the fact that life skills education is not just about HIV/AIDS

- Member of cross cutting working group
- Reports on progress the Chief Education Officer
- Secretary to the MoEVT coordinating committee on NLSEF

Director of Primary Education

- Member of MoEVT coordinating committee on NLSEF
- Provides oversight on action plan to implement NLSEF in primary schools
- Appoints a focal person in the directorate to oversee the day to day implementation of the NLSEF

Director of Secondary Education

- Member of MoEVT coordinating committee on NLSEF
- Provides oversight on action plan to implement NLSEF in secondary schools
- Appoints a focal person in the directorate to oversee the day to day implementation of the NLSEF

Director of Teacher Education

- Member of MoEVT coordinating committee on NLSEF
- Provides oversight on action plan to implement NLSEF in teachers' colleges and in INSET
- Appoints a focal person in the directorate to oversee the day to day implementation of the NLSEF

Director of Adult Education

- Member of MoEVT coordinating committee on NLSEF
- Provides oversight on action plan to implement NLSEF in COBET and other adult education programmes
- Appoints a focal person in the directorate to oversee the day to day implementation of the NLSEF

Chief Inspector

Member of MoEVT coordinating committee on NLSEF

Ensures that life skills are included in the checklists for school inspections and that inspectors are trained to monitor implementation of NLSEF

Tanzania Institute of Education

Director of TIE

- Member of MoEVT coordinating committee on NLSEF
- Oversees development and implementation of guidelines for life skills education in all the syllabi identified as carrier subjects for life skills education, as well as the development of Haiba na Michezo as a specialist subject in teachers' colleges.
- Oversees harmonisation of curricula for Haiba na Michezo with Primary Science and Civics so that Haiba na Michezo consolidates its life skills approach

Curriculum developers for the carrier subjects (Primary Science, Civics, Biology)

- Call subject panels to develop guidelines on the integration of life skills into their subjects.
- Ensure that materials are developed to implement this part of the syllabus

Curriculum developers for Haiba na Michezo

- Strengthen the life skills approach in Haiba na Michezo
- Ensure that materials are developed from a life skills perspective for Haiba na Michezo
- Develop the certificate course for Haiba na Michezo as a specialist subject

NECTA

Director

- Member of MoEVT coordinating committee on NLSEF
- Ensures that examination officers for carrier subjects receive an orientation on life skills and that they include life skills questions in the examinations.

Institute of Adult Education

Director

- Member of MoEVT coordinating committee on NLSEF
- Ensures that life skills are integrated into Diploma of Adult Education and Adult Education programmes, including in service training for teachers

Ministry of Labour, Employment and Youth Development

The Directorate of Youth in the MLEYD will be responsible for coordinating all out of school programmes with/for young people

Director of Youth

- Deputy Chair of NCC LSE and ensure successful implementation and coordination of NLSEF
- Chair internal committee of MLEYD to oversee implementation of NLSEF in all youth programmes and ensure that minimum standards are finalised, disseminated and maintained

Life Skills Focal point

- Oversees implementation of NLSEF
- Liaises with MHSW and TACAIDS on programmes for young people
- Liaises with CSOs to ensure that they are implementing the minimum standards for peer education and life skills
- Liaises with District Youth Officers
- Provides information to Director of Youth

Ministry of Health and Social Welfare

Director Social Welfare

- Member of NCC LSE
- Oversees implementation of national action plan for LSE and ensures that all vulnerable groups of children and young people are included in life skills programmes

Adolescent Health Department

- Oversees inclusion of life skills in curricula for health workers
- Oversees inclusion of peer educators in relevant health programmes for young people and youth friendly health services

TACAIDS

Executive Chair

- Member of NCC LSE
- Oversees implementation of national action plan for LSE and ensures that they are included in HIV Prevention Programmes
- Ensures that regional and district HIV/AIDS coordinators receive training in life skills

Focal point for life skills

- Oversee day to day implementation of NLSEF in HIV programmes
- Liaise with focal points in MoEVT, MLEVD and MHSW to ensure coordinated approach to life skills education in HIV programmes.

National/International CSOs

- Three CSOs will represent CSOs on the NCC LSE
- Form a national coalition of CSOs for life skills to coordinate amongst themselves and coordinate with the multisectoral coordination team to ensure that life skills standards are disseminated, trained and implemented
- In collaboration with government ministries develop and improve life skills materials and support training HIV organisations and youth serving organisations

UNAIDS HIV Joint Programme on HIV/AIDS

- Two members will sit on NCC LSE
- Provide technical, financial and material support to NCC LSE, government and CSOs to implement national action plan for LSE.
- Advocate for support to NLSEF among the donor community and private sector

Sectoral responsibilities

Education

Teachers Colleges

- To ensure that all preservice teachers receive life skills training
- To monitor the development of life skills in preservice teachers
- To include life skills indicators in teaching practice
- To carry out inservice training for life skills as required

Schools

- To ensure that the life skills components of the carrier subjects are taught adequately
- Guidance and Counselling teacher to carry out counselling sessions
- To ensure establishment of life skills clubs
- To train in school peer educators

- To ensure that schools foster the life skills approach in a child friendly environment

Ward Education Coordinators and Managers of Teachers Resource Centres

- To ensure that all COBET students are taught Ujenzi wa Haiba
- To carry out inservice training for primary school teachers of Haiba na Michezo
- To work with WDC to ensure that the wards provide a protective and supportive environment for the fostering of life skills
- To monitor and support community based youth centres and organisations
- To coordinate life skills training in their wards

Regional Level

The multisectoral team to oversee the implementation of the life skills framework at regional level will consist of:

Regional Education Officer

District Education Officer and District Academic Officer, District Home Economics Officer and District Adult Education Officer

District Youth Officer

District Social Welfare Officer

District HIV/AIDS Coordinator

District Community Development Officer

Two representatives from CSOs active at district level

Two representatives of young people

Tasks

- To develop and monitor regional plans of action for NLSEF
- Each officer will be responsible in her/his own sector to ensure that the plans of action are implemented

At District Level

The multisectoral team to oversee the implementation of the life skills framework at district and community level will consist of:

District Education Officer and District Academic Officer, District Home Economics Officer and District Adult Education Officer

District Youth Officer

District Social Welfare Officer

District HIV/AIDS Coordinator

District Community Development Officer

Two representatives from CSOs active at district level

Two representatives of young people

The team will be chaired by the District Education Officer. The District Youth Officer will be deputy chair

Tasks

- To develop and monitor district plans of action for NLSEF

- Each officer will be responsible in her/his own sector to ensure that the plans of action are implemented

CSOs

All CSOs involved in life skills education of one form or another will be required to abide by the minimum standards developed in conjunction with MLEYD.

Tasks

- To work closely with the DCC LSE to ensure quality and coverage for all out of school children and youth.

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