

National Life Skills Education Framework for Zanzibar

ZNLSEF



October, 2010

National Life Skills Education Framework
for Zanzibar

ZNLSEF

October 2010

Foreword

This Zanzibar National Life Skills Education Framework (ZNLSEF) comes at a crucial moment in time in several ways: first, it has been over 15 years now since we adopted and tried-out the life skills education, the outcome of which has not been very encouraging for various workable reasons; second, we are at a time where we are witnessing increasing and far reaching consequences of various unacceptable characters ranging from HIV/AIDS, substance abuse to increased school drop-outs and; third, we have been shocked and encouraged by the findings of the 2008 comprehensive assessment on the implementation of the life skills education approach in Zanzibar.

The 2008 assessment enumerates a number of inherent challenges facing the life skills education program in Zanzibar including: lack of clear coordination between and among stakeholders; lack of agreed standards, benchmarks, focus/content, methods and tools for providing life skills education; unsustainability of peer education system which is very important in reaching out-of-school youth; inadequate financial and political commitment for LSE hence affecting its effectiveness, to name but a few. The assessment also elaborates key actions that, if taken then the benefits of a life skills education approach could be realized in Zanzibar.

However, experiences from within Zanzibar and from other countries clearly point out that the life skills education approach combined with other interventions may achieve the desired behavioral changes among our children and young people. This simply means that, collectively, we have not been doing enough and therefore there is ripe opportunity right in front of us to improve.

This framework intends to provide the needed guidance on how we can improve the life skills education approach in Zanzibar. Reading through the framework once can clearly see the argument base for the framework, the expected results from implementing it and a monitoring and evaluation framework that we can use to assess whether we are heading in the right direction and how far are we from achieving our targets.

The framework stresses on the need for improved stakeholder collaboration and coordination within and across all levels and sectors. It calls for strategic collaboration between teachers and parents; government and NGOs; donors and NGOs and government; religious leaders, parents, and everyone involved in the upbringing of our children and upholding of our social-religious values and principles.

I urge all stakeholders to actively engage in the process of implementing this framework. The Ministry of Social Welfare, Youth Women and Children Development has taken a giant step in hosting the steering committee on the implementation of the framework. That is a commendable job. However, it should not be left to that ministry alone, we all have a stake in its successful implementation.

We now have every reason to believe that we have a framework which will strategically guide all of us individually and collectively in creating a supportive environment for the life skills education approach in Zanzibar.

I conclude by thanking the steering committee and task force in charge of overseeing development of this framework and all those who contributed in one way or the other in making this timely endeavor a success.

With all my best,



Msham Abdalla Khamisi

For Principal Secretary

*Ministry of Social Welfare, Youth Women
and Children Development*

Acknowledgement

The Zanzibar National Life Skills Development Task Force jointly with the National Steering Committee extend their gratitude to all those who contributed in one or the other to successful completion of developing this framework – Zanzibar National Life Skills Education Framework. The list of people and institutions are long but they include primary and secondary school students and teachers, parents, representatives from faith based organizations (FBOs) and non-Governmental Organization, shehia level local government leaders, key ministries including MHSW, MEVT, MLYCWD and MRALG.

Special thanks are extended to the UNICEF Zanzibar Office for providing the needed financial support; Zanzibar AIDS Commission (ZAC) for providing coordination role and; Mr. Baruani Mshale of the University of Michigan (Ann Arbor, USA), for consultancy services in developing this framework. Many appreciations are due to Ms. Nuru Mbarouk of ZAC and Ms. Emmi Mutale of UNICEF for their tireless coordination throughout the process.

List of Abbreviations

AIDS	Acquired Immuno-Deficiency Syndrome
AMREF	African Medical Research Foundation
AYA	African Youth Alliance
CCE	Community Capacity Enhancement Approach
CSO	Civil Society Organization
EDSP	National Education Strategic Plan
FBO	Faith Based Organization
FHI	Family Health International
IDUs	Injection Drug Users
HIV	Human Immuno Deficiency Virus
KAP	Knowledge, Attitude and Practice
LSE	Life Skills Education
MARPS	More at Risk Populations
M & E	Monitoring and Evaluation
MEES	Moral Ethics and Environmental Studies
MKUZA/ZSGRP	Zanzibar Strategy for Growth and Reduction of Poverty
MoEVT	Ministry of Education and Vocational Training
MoHSW	Ministry of Health and Social Welfare
MoLYCWD	Ministry of Labor, Youth, Children and Women Development
MoRALG	Ministry of Regional Administration and Local Government
MSM	Men having sex with other men
NGO	Non-Governmental Organization
NLSSC	National Life Skills Steering Committee for Zanzibar
PLHIVs	People Living with HIV
RFE	Rapid Funding Envelope (on HIV/AIDS)
SRH	Sexual and Reproductive Health
STDs	Sexually Transmitted Diseases
STIs	Sexually Transmitted Infections
UMATI	Safemotherhood programme. (Malezi Bora Tanzania)
UNESCO	United Nations Education, Scientific and Cultural Organization
UNFPA	United Nations Food Program Agency
UNGASS	United Nations General Assembly Special Session
WHO	World Health Organization
YOFAHE	Youth Friendly Aids Initiatives
ZAC	Zanzibar AIDS Commission
ZNLSEF/NLSEF	Zanzibar National Life Skills Education Framework
ZNSP	Zanzibar National HIV/AIDS Strategic Plan
ZYP	Zanzibar Youth Policy

Table of Contents	
Foreword.....	2
Acknowledgement	4
List of Abbreviations	5
Executive Summary.....	8
1. SECTION A: INTRODUCTION.....	20
1.1 The Realization of Life Skills Education as a Strategic Response in Zanzibar.....	20
1.2 Rationale for the Development of ZNLSEF.....	20
1.3 Linkages of ZNLSEF and Other Key On-going Initiatives	21
1.4 The Process to the Development of the Framework.....	22
1.5 Approach and Methodology Employed for Developing the Framework.....	23
1.6 The Structure of this Framework	23
2. SECTION B: OVERVIEW OF LIFE SKILLS EDUCATION	24
2.1 The Origins of Life Skills	24
2.2 Defining Life Skills	24
2.3 Classifying Life Skills	25
• Coping and Self-management Skills.....	25
• Critical Thinking and Decision Making Skills	25
• Interpersonal and Communication Skills	25
2.4 The Importance of Life Skills	26
2.5 Evidence about Outcomes of Life Skills Based Education.....	26
2.6 Criteria for Ensuring Successful Life Skills Education.....	27
3. SECTION C: LIFE SKILLS EDUCATION IN ZANZIBAR.....	29
3.1 Overview	29
3.2 Main Features of the Current Life Skills Education System in Zanzibar.....	29
3.3 Strategic Response to the Challenges Encountered	30
3.4 Standards and Benchmarks for Life Skills	31
3.5 Characteristics of an Effective Life Skills Education Program/System in Zanzibar	32
4. SECTION D: KEY ISSUES REFLECTED IN THE FRAMEWORK.....	33
4.1 Overview	33
4.2 Place in the School Curriculum	33

4.3	Curriculum Focus: HIV/AIDS Exclusive or Broad/Generic with Strong Emphasis on HIV, SRH, Substance Abuse and Gender Based Violence.....	33
4.4	Starting Age: When to Begin?	33
4.5	Teacher and Parent Training.....	34
4.6	LSE for More at Risk Populations (MARPS): Children and Young People with Special Needs	35
5.	SECTION E: THE RESULTS FRAMEWORK (OBJECTIVES, STRATEGIES, RISKS AND ASSUMPTIONS).....	36
5.1	Overview	36
5.2	The Goal of ZNLSEF	36
5.3	The Purpose of ZNLSEF	36
5.4	Outcomes, Strategies and Outputs.....	37
	Table 01. Outputs and Strategies for Outcome 1.	37
	Table 02. Outputs and Strategies for Outcome 2.	38
	Table 03. Outputs and Strategies for Outcome 3.	38
	Table 04. Outputs and Strategies for Outcome 4.	39
	Table 05. Outputs and strategies for outcome 5.	39
5.5	Key Risks and Assumptions	40
6.	SECTION F: INSTITUTIONAL COORDINATION AND COLLABORATION.....	42
6.1	Overview	42
7.	SECTION G: LSE MONITORING AND EVALUATION FRAMEWORK IN ZANZIBAR	44
7.1	Overview	44
7.2	Monitoring and Evaluation Plan	44
	7.2.1 Impact Indicators	44
	7.2.2 Outcome Indicators.....	45
	Appendix 1: Annual Action Plan Guidelines.....	47

Executive Summary

This document describes the Zanzibar National Life Skills Education Framework (ZNLSEF) – a framework intended to provide guidance to different stakeholders and at different levels in Zanzibar on how to provide quality life skills education programs so as to attain positive behavioral changes among children and young people in Zanzibar for their own individual and societal benefits in relation to preventing HIV/AIDS infections, substance abuse, early pregnancies, gender based violence and lead more positive and productive lives.

The framework is living document meaning that it is not time bound like other period planning documents. It can be changed from time to time to fit with prevailing contexts, but has been designed in a non-expiring format.

The framework is divided into seven sections (A – G) and this section summarizes each section below. This executive summary is intended to help the user in getting a quick glance at what is contained in the document. Additionally the framework attempts at being user friendly with inclusion of sub-section numbers, bullets, short paragraphs, tables and clear headings to aid navigation through the document.

SECTION A: INTRODUCTION

Section A provides background to the life skills education approach. Life skills are broadly defined as psychosocial abilities that enable individuals to deal effectively with the demands of everyday life and help them to think, feel, act and interact as individuals and as members of a society. The need to apply life skills in various situations is highlighted in a number of international recommendations, including the Convention on the Rights of the Child, Education for All and the Declaration of Commitment resulting from the United Nations General Assembly Special Session on HIV & AIDS in 2001.

In Zanzibar, life skills education interventions have been taking place for the past 15 years and are featured in the Zanzibar Strategy for Growth and Reduction of Poverty (MKUZA), the National Education Strategic Plan (EDSP) and the National HIV & AIDS Strategic Plan (ZNSP) 2004-2007. Given the number of stakeholders currently undertaking life skills education interventions in Zanzibar and elsewhere, it is evident that the approach is gaining more ground and is likely to stay for a long time. Therefore this framework comes at an opportune time to provide guidelines to stakeholders in implementing life skills education reflecting on experiences over the past 15 years.

Rationale for the Development of ZNLSEF

The main drivers behind the development of this Zanzibar National Life Skills Education Framework (ZNLSEF) are the findings and recommendations of the comprehensive assessment of life skills education carried out in Zanzibar in 2008. The assessment pointed out a number of weaknesses in the life skills education interventions in Zanzibar. Not only have these interventions been ad hoc and usually relatively short term, they have also been uncoordinated and lacking in clear objectives.

Through document review and consultative process with stakeholders, the following were identified as specific reasons for the need of developing ZNLSEF.

- The need to have clear focus and agreed standards and benchmarks for LSE in Zanzibar
- The need to reach a wider target audience both in and out of schools
- The need for improved stakeholder collaboration and coordination at all levels
- The need for effective monitoring and evaluation of LSE interventions
- The need to ensure sustainability of LSE programs given the fact LSE impacts are long term

Linkages of ZNLSEF and Other Key On-going Initiatives

Participants to the consultative process in developing this framework strongly observed that life skills education alone may not result to desired results. Participants suggested that life skills education be designed to contribute and complement other ongoing initiatives focusing on the same issues of education, HIV/AIDS, substance abuse, gender based violence, sexual and reproductive health. This framework will be applied in combination with other frameworks and strategic alliances should be forged to ensure its effectiveness. Important policies/strategies/processes include ZNSP I, on-going ZNSP II, parent-child communication activities, MoEVT LSE Training Manual, Legislative Reforms to Realize the Rights of the Child in Zanzibar, Zanzibar Education Policy and others.

The Process to the Development of the Framework

This document is the culmination of an extensive consultative process within Zanzibar which started in 2008 with carrying out an extensive assessment of life skills education in Zanzibar. In developing this framework, an external consultant was commissioned by ZAC in January 2010 to carry out a stock taking assignment on life skills interventions in Zanzibar to validate and update the assessment carried in 2008. Stock taking went hand in hand with consultative discussions with different stakeholders on the content focus of the framework. Discussions elaborated on the need for LSE, the need for a framework, focus of the framework (goals, objectives, outputs and actions) and other elements as reported here in under. This was combined with literature review, which included the theoretical background to life skills programmes as well as research into the practice of life skills education in Zanzibar and Tanzania in general in terms of curricular, programmes, materials, institutional roles and responsibilities.

Approach and Methodology Employed for Developing the Framework

The process to develop ZNLSEF considered three important approaches: inclusiveness, participatory and representation of key stakeholders.

The process was inclusive in that key stakeholders were meaningfully engaged in the process. Key stakeholders included representatives from key ministries (MoEVT, MoHSW, MoLYWCD), UNICEF, UNFPA, Save the children, FHI, NGOs/CSOs, FBOs, primary and secondary school students and teachers, parents, ZAC, local government authorities (Shehia level), out of school youth and peer educators.

Participatory approaches were employed including focus group discussions using open ended questions, in-depth interview with select representatives and several stakeholder consultative workshops to inputs to various drafts of the framework.

Representation was observed in selecting participants to the focus group discussions to ensure representation of both rural and urban stakeholders, gender balance and other categorizations including vulnerable youth and children. Further important methodology included holding several consultative workshops with the NLSEF task force before and after field work, a national stakeholder workshop to provide inputs to the process and a workshop with national LSE steering committee to provide inputs and endorse the final framework.

SECTION B: OVERVIEW OF LIFE SKILLS EDUCATION

The Origins of Life Skills

The life skills education approach dates back to early 1990s when it was increasingly realized that life skills education is a key strategy in the prevention and management of HIV/AIDS. Life skills education alone may not lead to reducing the incidence of HIV/AIDS, however research points to the fact that it still remains a useful tool for strengthening behavior change promotion activities. The aim of the life skills approach is to impart specific psychosocial abilities among individuals particularly young people so that they can positively respond to everyday challenges in their lives.

This framework through a consultative process agrees with the school of thought that life skills education is not an end in itself, rather it should be combined with practical application of the life skills in responding positively to everyday life challenges. Moreover, this framework stresses on the importance of creating enabling environments for young men and women to apply the life skills acquired through life skills training.

This framework proposes a life skills approach in Zanzibar that is not only linked to HIV/AIDS but also to other socio-cultural and economic issues including substance abuse, gender based violence, early pregnancies, the importance of education and sexual and reproductive health in general.

Defining Life Skills

This framework adopts a definition derived from the stakeholder workshop on life skills education in Zanzibar held on July 23, 2009. The definition complements the WHO life skills definition with information to reflect the socio-religious nuances of Zanzibar. Below is the adopted definition:

“Life skills are skills that enable individuals to have self-awareness and be able to make sound decisions drawing on spiritual and ethical principles in challenging situations.”

Classifying Life Skills

Following years of experimentation and experience, UNESCO, UNICEF and WHO developed a list of ten core life skill strategies and techniques as: problem solving, critical thinking, effective communication skills, decision making, creative thinking, interpersonal relationship skills, self-awareness building skills, empathy and coping with stress and emotions.

The Importance of Life Skills

Developing life skills helps adolescents translate knowledge, attitudes and values into healthy behavior, such as acquiring the ability to reduce special health risks and adopt healthy behavior that improve their lives in general (such as planning ahead, career planning, decision-making, and forming positive relationships.) Stakeholders to the development of this framework, re-affirmed that, hopefully, developing life skills among adolescents will empower girls to avoid pregnancy until they reach physical and emotional maturity, develop in both boys and girls responsible and safe sexual behavior, sensitivity and equity in gender relations, prepare boys and young men to be responsible fathers and friends, encourage adults, especially parents, to listen and respond to young people, help young people avoid risks and hardships and involve them in decisions that affect their lives.

Evidence about Outcomes of Life Skills Based Education

The evidence bases for Tanzania include AYA, FHI, FCS, AMREF, UNICEF, UMATI and UNFPA. Moreover the evidence bases for Zanzibar include program reports of MEES, AYA, better health clubs, YOFAHE,

SARA Initiative, and RFE for HIV/AIDS. As mentioned above, self-reported evaluations through focus group discussions provide some highlight on the effects of life skills education in Zanzibar.

In summary, programs aimed at developing life skills have produced the following effects: increased the ability to plan ahead and choose effective solutions to problems; improved self-image, self-awareness, social and emotional adjustment; increased acquisition of knowledge; lessened violent behavior; increased pro-social behavior and decreased negative, self-destructive behavior; gains in self-control and handling of interpersonal problems and coping with stress and anxiety; improved classroom behavior; and improved constructive conflict resolution with peers, impulse control and popularity.

Criteria for Ensuring Successful Life Skills Education.

Participants to the process of developing framework debated on what is needed to ensure that youth acquire the life skills and apply them for positive and health development. Based on findings from the discussions and review of work by UNICEF (international), the following criteria are identified as criteria to ensure successful life skills based education:

- It should not only address knowledge and attitude change, but, more important, behavior change.
- Traditional “information-based” approaches such as lectures are generally not sufficient to yield changes in attitudes and behaviors.
- It will work best when augmented or reinforced.
- It will work best if combined with policy development, access to appropriate health services, community development, media and other initiatives

SECTION C: LIFE SKILLS EDUCATION IN ZANZIBAR

The current LSE approach in Zanzibar is characterized by

- A strong emphasis on HIV/AIDS and SRH to the extent that life skills initiatives are interpreted as any HIV/AIDS intervention such as care and support
- There is little coordination between and among stakeholders providing life skills education (the government, NGOs and donor agencies). That is, there is no coordination between the government, NGO's and funding agencies. No coordination among NGOs. No coordination among funding agencies. No effective coordination between government agencies. The little coordination that exists affect the quality and coverage of life skills education, leads to competition and duplication of activities
- The pedagogy behind life skills education is to a large degree not implemented the way it was meant to be (i.e. through participatory teaching and learning) with some exceptions of good quality facilitation taking place
- There are a number of different manuals on life skills education and each funding agency want their own manual to be used, at the same time only a limited number of facilitators of life skills education are available. Of these, most of them are confident with one or two manuals, but try to adopt their teaching to the different teaching contents for different funding agencies.
- No teaching materials exist for the target groups of life skills education and the manuals used presently in different settings are not youth-friendly

- The majority of youth targeted with life skills education is at present reached through peer education, but peer educators face a number of challenges leading the quality of life skills education they can deliver to be very low
- Sustainability of teaching life skills education through peer educators is not ensured – peer educators have a high turnover rate and most stop working as peer educators as the incentives provided through the different programs have ended
- There is no harmonized monitoring and evaluation of life skills education initiatives resulting to scattered and scanty performance data on life skills interventions
- There are more life skills initiatives by NGOs targeting out-of school youth.
- There is more control over the content and approaches for in school youth by MoEVT that might interfere with effective LSE, e.g. “no sex talk” in schools

Standards and Benchmarks for Life Skills

Below is a list of internationally agreed standards and benchmarks for life skills education. These standards and benchmarks are relevant to the Zanzibari context in general. The standards are useful in planning, facilitating, monitoring and evaluation of life skills education interventions in Zanzibar. However, this list is not exhaustive; users may wish to add more information while maintaining these basic standards and benchmarks.

Standard 1: Life skills education is theory and evidence based

Standard 2: LSE is based on an agreed set of specific and measurable learning outcomes for a targeted group of learners

Standard 3: Assessment reflects the agreed set of learning outcomes

Standard 4: LSE uses teaching and learning activities that are designed to achieve the agreed set of outcomes and to stimulate learning

Standard 5: LSE is provided in a protective & enabling environment

Standard 6: LSE is integrated in formal education systems, curricula and examinations

Characteristics of an Effective Life Skills Education Program/System in Zanzibar

Given the Zanzibari unique situation in various ways particularly the socio-religious aspects, stakeholders felt that it is important to clearly identify the characteristics of the desired life skills education system in Zanzibar. These characteristics are aiming at motivating and inspiring various LSE actors in their undertaking. However, such a system with the desired characteristics is not an end in itself, but a means towards achieving desired results. Every actor should play a role in realizing a nation-wide LSE system that has the following characteristics:

-
- The program adheres to international standards and benchmarks with meaningful/acceptable reflection on the socio-religious nuances of Zanzibar to gauge multi-stakeholder support to the system/program
 - There is effective strategic stakeholder collaboration and coordination at all levels in the provision of life skills education
 - There is a supportive policy environment and government's commitment in providing life skills education
 - There is sufficient funding to undertake quality life skills education interventions reaching all children and young people in Zanzibar
 - There is sustainability of activities/programs and their impacts as measured using appropriate metrics/indicators

SECTION D: KEY ISSUES REFLECTED IN THE FRAMEWORK

Life skills education applies theories about how people particularly children grow, learn and behave in a particular place and time. LSE is inevitably different from time to time and from place to place as socio-cultural, religious, technological, economic and other factors influence how people acquire and apply knowledge in a given time and space. This section summarizes main outcomes on a number of ongoing debates regarding the focus, content and teaching approach/methodology and tools for life skills.

Place in the School Curriculum

Majority of participants strongly proposed that LS should be taught as a stand-alone subject just like other subjects in primary and secondary schools. This framework realizes that this wish shall be a long-term goal since there have been changes to both primary and secondary education curricular which do not include LS as a standalone subject. In the meantime, LS should continue be provided through carrier subjects and extracurricular activities. However, there is an urgent need to enhance effectiveness of extracurricular approaches in providing LSE. Life skills education can be combined with Better-health Clubs where they exist and new ones should be established to ensure that children have an opportunity to learn and apply the skills.

Curriculum Focus: HIV/AIDS Exclusive or Broad/Generic with Strong Emphasis on HIV, SRH, Substance Abuse and Gender Based Violence

The majority of stakeholders observed that LSE should be generic but with a strong focus on SRH/HIV and substance abuse since the two are the two major challenges facing youth in Zanzibar. However, stakeholders agreed that, whenever possible and for specific situations, LSE should expand its focus to include gender based violence and enable young people realize the importance of education. This framework promotes a broad based life skills program which if given sufficient attention can provide the specific focus to content areas as required.

Starting Age: When to Begin?

Life skills education should first be age-appropriate and start from pre-primary and continue throughout the life of the child in school. Since LSE in Zanzibar will be broad based, then children can start acquiring the appropriate skills from early age. The same skills can then be applied to SRH, HIV/AIDS and substance abuse contexts at an appropriate age. Parents and guardians should play an active role in imparting important skills from an early age. Equally important is the role of religious teachers and leaders in madrassat to ensure that children acquire the essential life skills drawing on religious teachings.

Moreover, for in school youth, teachers should be able to identify the more-at-risk students such as those who are relatively more matured in their cohort and provide them with the essential life skills. The need to identify more at risk students is informed by reported incidences of girl children becoming pregnant in early primary schools such as standard three. While it may be inappropriate to provide life skills education in the context of SRH to most standard three students, there might be a few students who will be at risk if waited until standard five, for instance.

Teacher and Parent Training

Key areas covered in the focus group discussions regarding the role of teachers and parents in providing life skills education included: ability, availability and willingness to teach life skills; methods and approaches; collaboration between and among teachers and parents; and coordination with other stakeholders. Since life skills education requires participatory approach which is not the norm in schools and in homes, both teachers and parents are reluctant to provide life skills education the way it should be provided i.e. through participatory learning.

Teacher Training: Pre- and in-service teacher training should be reinforced to impart teachers with essential skills in training children on life skills. Monthly in-school moral and ethical discussions among teachers should be re-introduced as it was in the early 1990s. Disciplinary actions should be taken against teachers who engage in unacceptable conducts with students.

Parent Training: Parents should be trained on life skills education in content, method and approaches for training their children. Communal parenting through formation of committees/councils of parents should be re-introduced and re-enforced to ensure collaboration in proper upbringing of their children.

LSE for More at Risk Populations (MARPS): Children and Young People with Special Needs

The process of developing this framework paid special attention to more at risk populations particularly young people and children with different disabilities because it requires special techniques and approaches in providing life skills education to these groups. Children and young people with special needs are more vulnerable to HIV/AIDS infections, early pregnancies, gender balanced violence to name but a few due to their physical and mental difficulties. Cases were reported of children with various forms of impairments who have been abused variously.

Focus group discussions included critical review of the inclusive education policy suggesting that it is not responding to the needs of children and young people with special needs. Participants strongly observed that special attention and programs should be designed by respective stakeholders in delivering life skills education to more at risk populations. The framework considers both in-school and out-of-school more at risk young people and children.

SECTION E: THE RESULTS FRAMEWORK (OBJECTIVES, STRATEGIES, RISKS AND ASSUMPTIONS)

This section details the key results expected out of the framework, strategies to achieve those results, risks and important assumptions. The results section reflects on the rationale for the framework to provide desirable and workable solutions to the challenges affecting effective LSE interventions in Zanzibar. This framework adopts a hierarchy of objectives similar to mainland NLSEF including the overall goal, outcomes, strategies and outputs.

This framework is a living document, meaning that it is not time-bound like other planning documents. Therefore the results framework does not include an aspect of time. This framework is expected to be in use for the next 10 and more years.

The Goal of ZNLSEF

The goal of this framework is to contribute in ensuring that:

“all children and young people in Zanzibar are provided with quality life skills education that draws on socio-religious principles and utilize the life skills for their own and societal benefits.”

In achieving the above goal, this framework puts particular emphasis on two things:

First: enabling youth adopt attitudes and practices that will contribute to the reduction of HIV infection, early pregnancies, substance abuse and gender based violence among youth

Second: creating a supportive environment which encourages and enabled youth to acquire and apply the life skills for their own and societal benefits.

The Purpose of ZNLSEF

The purpose of this framework is:

“to provide guidance in ensuring quality provision of life skills education to all children and young people in Zanzibar through; providing guidance on LSE content and standards; enhance institutional coordination and collaboration and; ensuring a supportive policy and funding environment for LSE in Zanzibar.”

Outcomes, Strategies and Outputs

Defining outcome, output and strategy as used in this framework:

An outcome statement is defined as a qualitative description about the impact of outputs produced by life skills education in Zanzibar e.g. improved teaching of life skills in schools as a result of increase in teachers receiving in-service training on life skills education.

Outputs are the immediate and measurable products e.g. number of teachers who have been provided with in-service training.

Strategies refer to the broad tactics and activities undertaken to attain the outputs e.g. provide in-service teachers’ training on life skills.

Outcomes statements below derive from the goal statement above and also reflect the characteristics of an effective life skills education in Zanzibar as detailed in Section B of this framework. The combination of all outcomes together contributes to achievement of the goal.

Outcome statements include:

1. Improved stakeholder coordination and collaboration within and across all levels from the Shehia to national level on life skills education provision
2. A supportive policy and funding environment in place for implementation of the Zanzibar National Life Skills Education Framework (ZNLSEF)
3. Quality in school life skills education is provided in all schools and colleges in Zanzibar.
4. Out of school youth are provided with quality and comprehensive life skills education in Zanzibar
5. A functioning monitoring, evaluation and communication system in place for tracking, analyzing and communicating about life skills education program in Zanzibar.

Key Risks and Assumptions

This part of the framework presents key identified risks and their corresponding comments or risk mitigation strategies. For each risk, the corresponding likelihood ranking (low, medium, high) is provided together with its importance to this framework. Likelihood refers to the probability of that risk from occurring and importance refers to the degree of significance of that particular risk. In implementing this framework, special attention should be given to those risks whose likelihood of occurring is high and those whose importance is also high as these are likely to have more impact on effective implementation. Given the multi stakeholder involvement and participatory approach employed in developing this framework, most risks become negligible. However, the following risks still remain:

Risk, likelihood and importance	Assumptions / Comments / Mitigation Strategy
<p>Life skills education approach may not receive sufficient support among stakeholders if confused with HIV/AIDS interventions and other initiatives which are in conflict with religious and ethical aspects of the Zanzibari society.</p> <p>Likelihood: High Importance: High</p>	<p>All stakeholders have been involved in the development of this framework to ensure stakeholder “buy-in” but still more sensitization and awareness creation is desired in Zanzibar.</p>
<p>There is a risk that stakeholder collaboration may not be as strong and effective as desired since stakeholders are already committed to other initiatives</p> <p>Likelihood: medium Importance: High</p>	<p>Deliberate efforts have been made and should continue to ensure that this framework compliments on-going initiatives and therefore could easily be incorporated into existing and on going initiatives and structures.</p>
<p>There is a risk that financial support may not be adequate to support the desired implementation of the framework</p> <p>Likelihood: Medium Importance: High</p>	<p>Fundraising strategy should continue to ensure that there is adequate funding for life skills education programs in Zanzibar.</p>

SECTION F: INSTITUTIONAL COORDINATION AND COLLABORATION

This section provides a list of key institutions with their respective roles and responsibilities in coordinating implementation of LSE interventions in Zanzibar. A national life skills steering committee (NLSSC) has been formed already. This framework points out key roles and responsibilities of the member institutions to the steering committee. The aim of the framework in this section is to achieve the desired institutional coordination for effective harmonization and partnership between stakeholders in providing LSE.

Institution	Roles
Steering Committee	<p>Overall coordination of life skills education in Zanzibar including:</p> <p>Maintain an information desk and/or electronic database of various life skills education initiatives undertaken in Zanzibar by different stakeholders</p> <p>Conducting annual monitoring and evaluation exercises</p>

	Overseeing development of important supplementary documents including annual action plans, life skills minimum standards, framework monitoring and evaluation strategy, fundraising strategy and awareness and sensitization efforts to ensure public knowledge and support of the life skills education framework
MoEVT	<p>plan and implement LS in school, specifically:</p> <p>Report to the steering committee on the progress, challenges and solutions for improved life skills education for in school children and young people</p> <p>Revise training manuals and other materials to ensure they are user friendly and reach all target children and young people</p> <p>Provide pre-service and in-service teacher training on life skills education</p> <p>Improve the extracurricular activities within schools</p>
MLYWCD	<p>plan and implement LS programs for out of school youth, specifically:</p> <p>strengthen NGOs/CSOs in implementing LS program in order to reach all out of school youth</p> <p>finalize life skills education manual and other training materials for out of school youth</p> <p>providing logistical support by hosting the life skills steering committee</p>
MoHSW	<p>to provide reproductive health services and education by incorporating life skills education approaches in its various undertakings</p> <p>to make reproductive health services more youth friendly hence providing a supporting environment for youth to apply the life skills acquired</p>
MORASD	<p>to provide/and build conducive environment to reach out of school youth at the shehia level, specifically:</p> <p>establish programs to provide guidance to parents on how to provide life skills education at home</p> <p>to partner with other stakeholders particularly NGOs in order to reach more out of school youth at the shehia level</p> <p>to report to the district office and national life skills education steering committee on life skills education initiatives undertaken at the shehia level</p>
CSOs (NGOs & FBOs)	<p>to conduct LSE in communities, support peer activities for LSE</p> <p>report to national life skills steering committee on life skills education initiatives planned and undertaken to avoid duplication and ensure reaching a wider target audience</p>
ZAC	<p>To continue incorporating the life skills education approach in combination with other HIV/AIDS interventions undertaken in Zanzibar</p> <p>Support the steering committee logistically and provide fundraising assistance whenever possible to ensure adequate financial support for ZNLSEF implementation</p>
Donors agencies	Funding for life skills education activities
Parents association Parents of children with most at risk children, parents of children with disabilities	<p>Responsible for delivering life skills education to their children;</p> <p>Collaborate and cooperate with other stakeholders in ensuring provision of quality life skills education programs in Zanzibar</p>

MARPs groups	Responsible for coordinating provision of life skills education and services to more at risk populations particularly children and young people with various impairments, injection drug users, young men having sex with other men, commercial sex workers etc.
--------------	--

SECTION G: LSE MONITORING AND EVALUATION FRAMEWORK IN ZANZIBAR

This section provides guidance for life skills education steering committee on monitoring and evaluating implementation of this framework. Annual action plans should be developed each year with a set of annual targets using guidelines in this framework.

Monitoring is the continuous and timely collection of data on specified indicators to determine if activities are being implemented as planned. Monitoring tracks activity implementation in relation to activity schedules and expenditure of allocated funds, and its progress and achievements in relation to its objectives. The monitoring process tracks indicators and means of verification at the activity and output level of the ZNLSEF framework.

Evaluation refers to periodic assessment of the design, implementation, outcomes and impact of the ZNLSEF. In broad terms evaluation refers to a systematic analysis of “what worked well?” and “what did not work well?” and subsequently providing recommendations for reviewing the framework in light of lessons learnt from evaluation exercises undertaken. The evaluation process in this context employs five evaluative criteria of relevance, effectiveness, efficiency, impact and sustainability. Evaluation will allow ZNLSEF steering committee and collaborating partners to assess comprehensively and document the effectiveness of program activities and outputs. Evaluation is seen as a process to determine the impact and effectiveness of a program in order to use lessons learnt.

Monitoring and Evaluation Plan

Monitoring will be undertaken at the activity/strategy and output level and subsequently utilizing those monitoring data in evaluating the impact of this framework.

Impact Indicators

Effective implementation of this framework will result to achieving the goal of the framework. Progress and performance towards the goal will be assessed using the following list of indicators:

- % of children and young people who have received quality life skills education. (both in school and out of school).
- % change in new HIV/AIDS infection rates among children and young people in Zanzibar as a result of life skill education provided.
- % change in the number of youth engaged in substance abuse and other risky behaviors as a result of life skills education provided.
- % of children and young people with positive behavioral changes as a result of life skills education provided

Periodic comprehensive evaluations

Evaluating the impact of life skills education in Zanzibar will be assessed every three years through contracting external independent consultants for carrying out comprehensive assessment of life skills education in Zanzibar.

Annual participatory evaluation sessions

The ZNLSEF steering committee has the responsibility of coordinating annual stakeholder evaluation workshops where all stakeholders involved in life skills education in Zanzibar will submit evaluation reports from their institutions/organizations and make presentations during the workshop.

Specifically:

- The Ministry of Education and Vocational Training will be responsible for reporting on life skills education for in-school children and youth.
- The Ministry of labor, youth development will be responsible for monitoring and evaluation on life skills education for out-of-school youth
- Individual CSOs have the responsibility of reporting to the steering committee regarding their activities as related to life skills education on a bi-annual basis i.e. early June and early December

Outcome Indicators

Outcome 1: Improved stakeholder coordination and collaboration within and across all levels from the Shehia to national level on life skills education provision

Number of joint meetings held and correspondences between stakeholders

Existence of agreements signed and memorandum of understanding between stakeholders on collaboration for providing life skills education in Zanzibar

A communication strategy in place

Outcome 2: A supportive policy and funding environment in place for implementation of the Zanzibar National Life Skills Education Framework (ZNLSEF)

Amount of funding available for implementing ZNLSEF

Incorporation of a life skills education in related national policies and plans

Outcome 3: Quality in school life skills education is provided in all schools and colleges in Zanzibar.

Incorporation of life skills education in the national education curriculum for primary and secondary schools

Number of schools with clubs for extracurricular activities on life skills

Existence of training manuals for in school youth

Outcome 4: Out of school youth are provided with quality and comprehensive life skills education in Zanzibar

% of out of school youth who have received life skills education

Existence of a manual on life skills education for out of school youth

Outcome 5: A functioning monitoring, evaluation and communication system in place for tracking, analyzing and communicating about life skills education program in Zanzibar.

1. SECTION A: INTRODUCTION

1.1 The Realization of Life Skills Education as a Strategic Response in Zanzibar

Life skills are broadly defined as psychosocial abilities that enable individuals to deal effectively with the demands of everyday life and help them to think, feel, act and interact as individuals and as members of a society. Intended to lead to positive and adaptive behaviors, life skills relate to generic skills such as decision-making, goal setting and communication. Although to a large extent designed and used for preventing infection with HIV, life skills can be taught and learned in relation to other specific content areas as well, such as gender based violence and substance use.

The need to apply life skills in various situations is highlighted in a number of international recommendations, including the Convention on the Rights of the Child, Education for All and the Declaration of Commitment resulting from the United Nations General Assembly Special Session on HIV & AIDS in 2001. International organizations dealing with social welfare issues have embraced life skills approach for years. These include UNICEF, UNESCO, WHO and UNFPA as the champions for life skills education. These international organizations have worked with local and national stakeholders including governments and CSOs in many countries in advancing the life skills approach.

In Zanzibar, life skills education interventions have been taking place for the past 15 years and are featured in the Zanzibar Strategy for Growth and Reduction of Poverty (MKUZA), the National Education Strategic Plan (EDSP) and the National HIV & AIDS Strategic Plan (ZNSP) 2004-2007. They have been supported and implemented by various actors from the Zanzibar government and civil society to international agencies and organizations and take place in schools (including religious ones) and at various settings out of school.

Life skills education interventions are designed to contribute and complement other on-going interventions in relation to not only HIV/AIDS but also substance abuse, sexual and reproductive health, gender based violence, among others. Given the number of stakeholders currently undertaking life skills education interventions in Zanzibar and elsewhere, it is evident that the approach is gaining more ground and is likely to stay for a long time. Therefore this framework comes at an opportune time to provide guidelines to stakeholders in implementing life skills education reflecting on experiences over the past 15 years.

1.2 Rationale for the Development of ZNLSEF

The main drivers behind the development of this Zanzibar National Life Skills Education Framework (ZNLSEF) are the findings and recommendations of the comprehensive assessment of life skills education carried out in Zanzibar in 2008. The assessment pointed out a number of weaknesses in the life skills education interventions in Zanzibar. Not only have these interventions been ad hoc and usually relatively short term, they have also been uncoordinated and lacking in clear objectives. Often, the interventions do not correlate to

realities on the ground, particularly when it comes to adolescent sexual behavior and risk taking.

Despite the fact that life skills education interventions have not documented desired impacts such as behavioral changes among youth, the approach is still relevant. Stakeholders to the development of this framework agree with LSE theories and outcomes of various assessment that, if properly designed and executed, life skills can achieve the desired goals. There is evidence from other countries where life skills education approach have resulted to desired results including positive behavioral changes. However, there has been no documented systematic assessment of the impact of life skills education in Zanzibar. Evidence on the effectiveness of the life skills education approach is anecdotal and speculative at large.

The 2008 comprehensive assessment contains a number of recommendations, including the establishment of a national coordination body for life skills education in Zanzibar and the development of a national life skills education framework to guide life skills interventions on the Islands.

Partly based on the findings of the 2008 assessment and other experiences, stakeholders gathered in Zanzibar on June 23, 2009 and established the National Life Skills Steering Committee (NLSSC) comprising key actors in life skills education and intended to oversee and coordinate life skills interventions in Zanzibar. At the same meeting, stakeholders agreed that Zanzibar needed a national life skills education framework that would guide life skills interventions according to international standards and guidelines but in a culturally and religiously sensitive manner.

Through document review and consultative process with stakeholders, the following were identified as specific reasons for the need of developing ZNLSEF.

- The need to have clear focus and agreed standards and benchmarks for LSE in Zanzibar
- The need to reach a wider target audience both in and out of schools
- The need for improved stakeholder collaboration and coordination at all levels
- The need for effective monitoring and evaluation of LSE interventions
- The need to ensure sustainability of LSE programs given the fact LSE impacts are long term

1.3 Linkages of ZNLSEF and Other Key On-going Initiatives

Participants to the consultative process in developing this framework strongly observed that life skills education alone may not result to desired results. Participants suggested that life skills education be designed to contribute and complement other ongoing initiatives focusing on the same issues of education, HIV/AIDS, substance abuse, gender based violence, sexual and reproductive health. Therefore this framework is informed by various policies and strategies from the local to the national level that compliments or enables

proper functioning a life skills approach in Zanzibar. Important policies/strategies/processes include ZNSP I, on-going ZNSP II, parent-child communication activities, MoEVT LSE Training Manual, Legislative Reforms to Realize the Rights of the Child in Zanzibar, Zanzibar Education Policy and others. This framework also hopes to contribute and influence the development of LSE Training Manual for out-of school youth by MoLYCWD and ongoing review of the education act to include LSE. The framework will help inform the development of programmes for children and young people, their teachers, parents, peer educators and facilitators. This framework will be applied in combination with other frameworks and strategic alliances should be forged to ensure its effectiveness.

1.4 The Process to the Development of the Framework

This document is the culmination of an extensive consultative process within Zanzibar which started in 2008 with carrying out an extensive assessment of life skills education in Zanzibar. In developing this framework, an external consultant was commissioned by ZAC in January 2010 to carry out a stock taking assignment on life skills interventions in Zanzibar to validate and update the assessment carried in 2008. Stock taking went hand in hand with consultative discussions with different stakeholders on the content focus of the framework. Discussions elaborated on the need for LSE, the need for a framework, focus of the framework (goals, objectives, outputs and actions) and other elements as reported here in under. This was combined with literature review, which included the theoretical background to life skills programmes as well as research into the practice of life skills education in Zanzibar and Tanzania in general in terms of curricular, programmes, materials, institutional roles and responsibilities.

The technical report to the process for developing the framework contains detailed methodology, persons and institutions involved in the consultation process, issues discussed and outcomes from focus group discussions. The technical report also contains a list of documents reviewed with summaries relevant to the development of this framework.

As much as this framework provides general and stakeholder specific guidelines on designing and implementation of life skills education interventions, it is imperative to apply this framework with supplementation from but not limited to:

- Life skills assessment in Zanzibar, 2008.
- Technical report to the development of ZNLSEF
- LSE Minimum Standards in Zanzibar (suggested/recommended for development)
- LSE Monitoring and Evaluation Framework (suggested/recommended for development)
- ZNLSEF Immediate Implementation Plan (to be developed)
- MoEVT LSE Training Manual for in school youth
- MoLYCWD LSE Training Manual for out of school youth (to be developed)

1.5 Approach and Methodology Employed for Developing the Framework

The process to develop ZNLSEF considered three important approaches: inclusiveness, participatory and representation of key stakeholders.

The process was inclusive in that key stakeholders were meaningfully engaged in the process. Key stakeholders included representatives from key ministries (MoEVT, MoHSW, MoLYWCD), UNICEF, UNFPA, Save the children, FHI, NGOs/CSOs, FBOs, primary and secondary school students and teachers, parents, ZAC, local government authorities (Shehia level), out of school youth and peer educators.

Participatory approaches were employed including focus group discussions using open ended questions, in-depth interview with select representatives and several stakeholder consultative workshops to inputs to various drafts of the framework.

Representation was observed in selecting participants to the focus group discussions to ensure representation of both rural and urban stakeholders, gender balance and other categorizations including vulnerable youth and children. Detailed methodology including guiding questions is included in the technical report to the development of ZNLSEF. Further important methodology included holding several consultative workshops with the NLSEF task force before and after field work, a national stakeholder workshop to provide inputs to the process and a workshop with national LSE steering committee to provide inputs and endorse the final framework.

1.6 The Structure of this Framework

This framework is divided into seven sections (A – G)

Section A provides the background and rationale for developing the national life skills education framework in Zanzibar. **Section B** presents an overview of the life skills education approach historically including definition, classification and importance of life skills education in general. **Section C** summarizes the experience of implementation of the life skills education program in Zanzibar beginning late 1990s to the present. Key issues reflected in the framework are discussed in **Section D**. The results framework is logically presented in **Section E** including the goal, purpose, outcomes, outputs and strategies for realizing the results of the life skills education framework. While **Section F** summarizes the institutional coordination and collaboration across all levels, the final section, i.e. **Section G** provides guidelines for the monitoring and evaluation component of the framework presenting impact and outcome indicators. The automatic table of content enables quick reference to specific sections and pages when used electronically.

2. SECTION B: OVERVIEW OF LIFE SKILLS EDUCATION

2.1 The Origins of Life Skills

The life skills education approach dates back to early 1990s when it was increasingly realized that life skills education is a key strategy in the prevention and management of HIV/AIDS. Life skills education alone may not lead to reducing the incidence of HIV/AIDS, however research points to the fact that it still remains a useful tool for strengthening behavior change promotion activities. The aim of the life skills approach is to impart specific psychosocial abilities among individuals particularly young people so that they can positively respond to everyday challenges in their lives.

There are different schools of thought regarding how life skills education should be provided in order to achieve intended results. One school of thought emphasizes behavioral outcomes, justifying skills development as a way to direct adolescents towards the behaviors that developmental expectations, cultural context and social norms find appropriate. Another school of thought regards the acquisition of skills as the goal in itself, since competency in problem-solving, interpersonal communication and resolving conflicts can be seen as crucial elements of healthy human development. Yet another school of thought hinges on theoretical perspectives that view life skills as a way for adolescents to actively participate in their own process of development and the process of constructing social norms.

This framework through a consultative process agrees with the school of thought that life skills education is not an end in itself, rather it should be combined with practical application of the life skills in responding positively to everyday life challenges. Moreover, this framework stresses on the importance of creating enabling environments for young men and women to apply the life skills acquired through life skills training.

In Zanzibar and elsewhere, life skills have been taught as just skills in themselves without being attached to any specific content area and have also been taught linked to HIV/AIDS and SRH. The latter has been the norm to the extent of confusing life skills with any HIV/AIDS intervention. It was evident during focus group discussions in developing this framework, that majority of participants confused life skills education as any HIV/AIDS interventions with the exception of a few. This framework proposes a life skills approach in Zanzibar that is not only linked to HIV/AIDS but also to other socio-cultural and economic issues including substance abuse, gender based violence, early pregnancies, the importance of education and sexual and reproductive health in general. Linking life skills to other socio-cultural and economic issues was agreed by participants after realizing the generic sense of the life skills approach.

2.2 Defining Life Skills

There are several definitions and lists of psychosocial skills/abilities that are termed as life skills. In Zanzibar, different stakeholders have applied different definitions of life skills. Multiple definitions result into different focus and emphasis on particular life skills. Through focus group discussions, it was realized that life skills are sometimes confused with livelihood skills such as vocational, enterprising and entrepreneurship skills. This framework provides an agreed standard definition for life skills that shall be used by stakeholders in Zanzibar. This framework adopts a definition derived from the stakeholder workshop on life skills education in Zanzibar held on July 23, 2009. The definition complements the WHO life skills definition with information to reflect the socio-religious nuances of Zanzibar. Below is the adopted definition:

“Life skills are skills that enable individuals to have self-awareness and be able to make sound decisions drawing on spiritual and ethical principles in challenging situations.”

2.3 Classifying Life Skills

Following years of experimentation and experience, UNESCO, UNICEF and WHO developed a list of ten core life skill strategies and techniques as: problem solving, critical thinking, effective communication skills, decision making, creative thinking, interpersonal relationship skills, self-awareness building skills, empathy and coping with stress and emotions.

Additionally, the World Health Organization (WHO) categorizes the above life skills into the following three categories:

- **Coping and Self-management Skills**

This set of skills refers to increase the internal locus of control, so that the individual believes that they can make a difference in the world and affect change. Self-management skills under this category include self-esteem, self-awareness, self-evaluation skills and the ability to set goals. Coping skills under this category include stress and time management, positive thinking and relaxation techniques to enable the individual deal with anger, grief and anxiety.

- **Critical Thinking and Decision Making Skills**

Important skills under this category include decision making, problem solving, creative thinking, critical thinking and information gathering skills. With these skills the individual must be skilled at evaluating the future consequences of their present actions and the actions of the others. They need to be able to set future goals and determine alternative solutions reflecting on their values and the values of those around them.

- **Interpersonal and Communication Skills**

Skills included under this category include verbal and non-verbal communication, active listening, and the ability to express feelings and give feedback. Also in this category are

negotiation/refusal skills and assertiveness skills that directly affect ones' ability to manage conflict. Empathy which is the ability to listen and understand others' needs, is also a key interpersonal skill. Teamwork and the ability to cooperate include expressing respect for those around us. These skills result enables the adolescent to be accepted in society and acceptance of social norms by the individual that provide the foundation for adult social behavior.

2.4 The Importance of Life Skills

Developing life skills helps adolescents translate knowledge, attitudes and values into healthy behavior, such as acquiring the ability to reduce special health risks and adopt healthy behavior that improve their lives in general (such as planning ahead, career planning, decision-making, and forming positive relationships.)

The adolescents of today grow up surrounded by mixed messages about sex, drug abuse, alcohol and adolescent pregnancy. The internet plays a key role in availing these messages to young people. On one hand, parents and teachers warn of the dangers of early and promiscuous sex, adolescent pregnancy, STDs/STIs/HIV/AIDS, drugs and alcohol, and on the other hand, messages and behavior from entertainers and peer pressure contradict those messages. Often, they even promote the opposite behavior. It is through life skills that teenagers can fight these challenges and protect themselves from teenage pregnancy, STDs/STIs, HIV/AIDS, drug abuse, sexual abuse, and many other health-related problems.

Stakeholders to the development of this framework, re-affirmed that, hopefully, developing life skills among adolescents will empower girls to avoid pregnancy until they reach physical and emotional maturity, develop in both boys and girls responsible and safe sexual behavior, sensitivity and equity in gender relations, prepare boys and young men to be responsible fathers and friends, encourage adults, especially parents, to listen and respond to young people, help young people avoid risks and hardships and involve them in decisions that affect their lives.

2.5 Evidence about Outcomes of Life Skills Based Education

The base for this evidence is to a large extent through review of research and evaluation findings of LSE programs elsewhere outside Zanzibar and Tanzania. It should be noted that there are scanty documented research and/or evaluations findings in both Zanzibar and Tanzania. During focus group discussions, participants were asked to share experiences where life skills education approach has worked either at home or in school settings. Those successful experiences are combined with literature review presented in this section.

The evidence bases for Tanzania include AYA, FHI, FCS, AMREF, UNICEF, UMATI and UNFPA. Moreover the evidence bases for Zanzibar include program reports of MEES, AYA, better health clubs, YOFAHE, SARA Initiative, and RFE for HIV/AIDS. As mentioned above,

self-reported evaluations through focus group discussions provide some highlight on the effects of life skills education in Zanzibar.

In summary, programs aimed at developing life skills have produced the following effects: increased the ability to plan ahead and choose effective solutions to problems; improved self-image, self-awareness, social and emotional adjustment; increased acquisition of knowledge; lessened violent behavior; increased pro-social behavior and decreased negative, self-destructive behavior; gains in self-control and handling of interpersonal problems and coping with stress and anxiety; improved classroom behavior; and improved constructive conflict resolution with peers, impulse control and popularity.

Furthermore, research studies have also shown that sex education based on life skills was more effective in bringing about changes in adolescent contraceptive use; delay in sexual debut; delay in the onset of alcohol and marijuana use and in developing attitudes and behavior necessary for preventing the spread of HIV/AIDS. Self-reported experiences through in-depth interviews and focus group discussions confirm this as well in Zanzibar.

2.6 Criteria for Ensuring Successful Life Skills Education.

Participants to the process of developing framework debated on what is needed to ensure that youth acquire the life skills and apply them for positive and health development. Based on findings from the discussions and review of work by UNICEF (international), the following criteria are identified as criteria to ensure successful life skills based education:

- It should not only address knowledge and attitude change, but, more important, behavior change.

In other words, it should take a comprehensive KAP (knowledge, attitude and practice) approach whereby a cyclical relationship is assumed between knowledge, attitudes and behaviors. Life skills education should aim achieving behavioral change through provision of knowledge which would alter attitudes and influence positive practices.

- Traditional “information-based” approaches such as lectures are generally not sufficient to yield changes in attitudes and behaviors.

Therefore, the lecture should be substantiated with exercises and situations where participants can practice and experience effects of the skills training. In Zanzibar, stakeholders particularly teachers complained about inadequate time to allow students practice life skills training since other regular classes are already overwhelming to the teachers and students. Stakeholders agreed that, “information-based” approaches are not only insufficient to yield changes in attitudes and behaviors, but also difficult to assess the results.

- It will work best when augmented or reinforced.

If a message is given once, the brain remembers only 10 percent of it one day later, and when the same message is given six times a day, the brain remembers 90 percent of it.

Hence the need to repeat, recap, reinforce and review. Participants observed that reinforcement should not be done by one source alone but through complementary efforts. For instance, a child gets the same message at home, in the streets and in school, the message will stick is likely to achieve long lasting results compared to when only teachers provide the message. Stakeholders noted that, currently the role of providing life skills education have been left to school teachers for in-school children and NGOs/Peer Educators for out of school youth with little collaboration with parents and other agencies.

- It will work best if combined with policy development, access to appropriate health services, community development, media and other initiatives

It is for this reason that this framework includes a section on linkages with other key on-going initiatives and also some of the outcomes expected is on creation of an enabling environment for youth to practice and apply the life skills acquired.

3. SECTION C: LIFE SKILLS EDUCATION IN ZANZIBAR

3.1 Overview

This section is a combination of a summary of the “Assessment of life skills education in Zanzibar” carried out in 2008 supplemented with information from review of relevant recent materials, focus group discussions and in-depth interviews with key stakeholders conducted between January and June 2010 in both Unguja and Pemba.

Despite over fifteen years of life skills education initiatives in Zanzibar, the approach has not documented desired behavioral changes among target recipients. The assessment report divides the past fifteen years into three categories: the early years (mid 1990s to 2000); the formative years (2000 – 2005); and the expanding years (2006 -).

There were a few actors providing life skills education in the early years. Life skills education was incorporated into sexual and reproductive health initiatives, mainly driven by funding from UNFPA and mainly targeting in-school youth. The first initiative was called Family Life education which was introduced in 1991 and later renamed to Moral Ethics and Environmental Studies (MEES) in 1994.

The formative years of life skills are characterized by four main initiatives known as the AYA program, the Better Health Clubs, the SARA Initiative and the YOFAHE program. During this period, a number of central funding agencies, ministries and NGO’s have played a central role in the development and dissemination of life skills education in Zanzibar.

The expanding years of life skills education in Zanzibar are characterized by increasing small initiatives in providing life skills education by a synergy between industrious NGO’s and interested funding agencies. These initiatives target out of school youth.

Recently (2008 onwards), the Government through key ministries (like MoEVT, MoLYWCD and MoRALG) has increasingly been taking an active coordinating role in providing life skills education in Zanzibar. MoEVT already developed a life skills training manual for in-school youth (2009). MoLYWCD intends to develop a comprehensive training manual for out-of school youth after completion of this framework. Moreover life skills approach in relation to health and HIV/AIDS in particular is included in other policy and strategic documents and processes including the Zanzibar Strategy for Growth and Reduction of Poverty (MKUZA), the National Education Strategic Plan (EDSP), the Zanzibar Youth Policy (ZYP), National HIV & AIDS Strategic Plan (ZNSP) 2004-2007 and ongoing ZNSP II (2009 – 2014).

3.2 Main Features of the Current Life Skills Education System in Zanzibar

The current LSE approach in Zanzibar is characterized by

- A strong emphasis on HIV/AIDS and SRH to the extent that life skills initiatives are interpreted as any HIV/AIDS intervention such as care and support
- There is little coordination between and among stakeholders providing life skills education (the government, NGOs and donor agencies). That is, there is no coordination between the government, NGO's and funding agencies. No coordination among NGOs. No coordination among funding agencies. No effective coordination between government agencies. The little coordination that exists affect the quality and coverage of life skills education, leads to competition and duplication of activities
- The pedagogy behind life skills education is to a large degree not implemented the way it was meant to be (i.e. through participatory teaching and learning) with some exceptions of good quality facilitation taking place
- There are a number of different manuals on life skills education and each funding agency want their own manual to be used, at the same time only a limited number of facilitators of life skills education are available. Of these, most of them are confident with one or two manuals, but try to adopt their teaching to the different teaching contents for different funding agencies.
- No teaching materials exist for the target groups of life skills education and the manuals used presently in different settings are not youth-friendly
- The majority of youth targeted with life skills education is at present reached through peer education, but peer educators face a number of challenges leading the quality of life skills education they can deliver to be very low
- Sustainability of teaching life skills education through peer educators is not ensured – peer educators have a high turnover rate and most stop working as peer educators as the incentives provided through the different programs have ended
- There is no harmonized monitoring and evaluation of life skills education initiatives resulting to scattered and scanty performance data on life skills interventions
- There are more life skills initiatives by NGOs targeting out-of school youth.
- There is more control over the content and approaches for in school youth by MoEVT that might interfere with effective LSE, e.g. “no sex talk” in schools

3.3 Strategic Response to the Challenges Encountered

Responding to the above and other challenges, stakeholders in Zanzibar are increasingly engaging in strategic collaborations in providing life skills education. A number of multi-

stakeholder workshops have been conducted and studies undertaken on how to improve life skills education in Zanzibar. A national life skills education steering committee has been formed. Development of this framework is expected to provide a clear way forward in terms of improving stakeholder coordination and monitoring and evaluating effectiveness of life skills education in Zanzibar.

3.4 Standards and Benchmarks for Life Skills

Below is a list of internationally agreed standards and benchmarks for life skills education. These standards and benchmarks are relevant to the Zanzibari context in general. The standards are useful in planning, facilitating, monitoring and evaluation of life skills education interventions in Zanzibar. However, in order to ensure that these standards are followed, there is a need to develop LSE Standards for Zanzibar in order to define and apply these standards and benchmarks in the Zanzibari context. Stakeholders involved in the planning, facilitating, monitoring and evaluation of life skills education need to be familiar with and apply these standards in their programs. However, this list is not exhaustive; users may wish to add more information while maintaining these basic standards and benchmarks.

Standard 1: Life skills education is theory and evidence based

- Benchmark 1.1: valid cognitive and social theories form the basis of LSE at all stages of programming
- Benchmark 1.2: LSE education initiatives are results-based
- Benchmark 1.3: M & E mechanisms are built into all steps of planning and implementations

Standard 2: LSE is based on an agreed set of specific and measurable learning outcomes for a targeted group of learners

- Benchmark 2.1: recent formative research has been conducted to identify risk and protective factors that influence the needs of target group members
- Benchmark 2.2: based on the results of formative research, a set of priority learning outcomes has been agreed upon

Standard 3: Assessment reflects the agreed set of learning outcomes

- Benchmark 3.1: Assessment instruments and mechanisms are used at regular intervals to determine individual progress towards attainment of learning outcomes
- Benchmark 3.3: information is collected and analyzed to determine the extent to which learners, teachers, parents and others are satisfied with results

Standard 4: LSE uses teaching and learning activities that are designed to achieve the agreed set of outcomes and to stimulate learning

- Benchmark 4.1: teaching/learning activities appropriate to age, gender and content area are designed to allow sufficient opportunities to practice skills development
- Benchmark 4.4: participatory and skills-building methods are used

- Benchmark 4.5: facilitators are trained to use participatory, experiential methodologies
- Benchmark 4.6: Facilitators are trained in specific content areas with regard to knowledge, clarification of their attitudes and building of their skills for accessing new info and services

Standard 5: LSE is provided in a protective & enabling environment

- Benchmark 5.1: relevant gatekeepers and stakeholders (including learners, parents, spiritual leaders) participate in the development and support of LS programs
- Benchmark 5.3: the learning environment is one in which all learners and staff feel safe and protected, connected and valued as contributors to and, participants in, learning

Standard 6: LSE is integrated in formal education systems, curricula and examinations

- Benchmark 6.1: LSE is coordinated with national (& international) policies and plans that address issues dealt with in LSE program
- Benchmark 6.5: Extra-curricular and non-formal interventions complement the formal school curricula with a particular focus on children and adolescents in and out of schools, who are identified as being especially vulnerable or at greater risk with regards to specific content area

3.5 Characteristics of an Effective Life Skills Education Program/System in Zanzibar

Given the Zanzibari unique situation in various ways particularly the socio-religious aspects, stakeholders felt that it is important to clearly identify the characteristics of the desired life skills education system in Zanzibar. These characteristics are aiming at motivating and inspiring various LSE actors in their undertaking. However, such a system with the desired characteristics is not an end in itself, but a means towards achieving desired results. Every actor should play a role in realizing a nation-wide LSE system that has the following characteristics:

- The program adheres to international standards and benchmarks with meaningful/acceptable reflection on the socio-religious nuances of Zanzibar to gauge multi-stakeholder support to the system/program
- There is effective strategic stakeholder collaboration and coordination at all levels in the provision of life skills education
- There is a supportive policy environment and government's commitment in providing life skills education
- There is sufficient funding to undertake quality life skills education interventions reaching all children and young people in Zanzibar
- There is sustainability of activities/programs and their impacts as measured using appropriate metrics/indicators

4. SECTION D: KEY ISSUES REFLECTED IN THE FRAMEWORK

4.1 Overview

Life skills education applies theories about how people particularly children grow, learn and behave in a particular place and time. LSE is inevitably different from time to time and from place to place as socio-cultural, religious, technological, economic and other factors influence how people acquire and apply knowledge in a given time and space. This section summarizes main outcomes on a number of ongoing debates regarding the focus, content and teaching approach/methodology and tools for life skills.

4.2 Place in the School Curriculum

Majority of participants strongly proposed that LS should be taught as a stand-alone subject just like other subjects in primary and secondary schools. This framework realizes that this wish shall be a long-term goal since there have been changes to both primary and secondary education curricular which do not include LS as a standalone subject. It is set as a long term goal given the length it usually takes to effect curricular changes and that the new curricular have just been introduced.

In the meantime, LS should continue be provided through carrier subjects and extracurricular activities. However, there is an urgent need to enhance effectiveness of extracurricular approaches in providing LSE. Currently students do not have enough time to discuss about LS and teachers do not have interest, time, incentives and at times sufficient content knowledge. Life skills education can be combined with Better-health Clubs where they exist and new ones should be established to ensure that children have an opportunity to learn and apply the skills.

4.3 Curriculum Focus: HIV/AIDS Exclusive or Broad/Generic with Strong Emphasis on HIV, SRH, Substance Abuse and Gender Based Violence

The majority of stakeholders observed that LSE should be generic but with a strong focus on SRH/HIV and substance abuse since the two are the two major challenges facing youth in Zanzibar. However, stakeholders agreed that, whenever possible and for specific situations, LSE should expand its focus to include gender based violence and enable young people realize the importance of education. This framework promotes a broad based life skills program which if given sufficient attention can provide the specific focus to content areas as required.

4.4 Starting Age: When to Begin?

Life skills education should first be age-appropriate and start from pre-primary and continue throughout the life of the child in school. Since LSE in Zanzibar will be broad

based, then children can start acquiring the appropriate skills from early age. The same skills can then be applied to SRH, HIV/AIDS and substance abuse contexts at an appropriate age. Parents and guardians should play an active role in imparting important skills from an early age. Equally important is the role of religious teachers and leaders in madrassat to ensure that children acquire the essential life skills drawing on religious teachings.

Moreover, for in school youth, teachers should be able to identify the more-at-risk students such as those who are relatively more matured in their cohort and provide them with the essential life skills. The need to identify more at risk students is informed by reported incidences of girl children becoming pregnant in early primary schools such as standard three. While it may be inappropriate to provide life skills education in the context of SRH to most standard three students, there might be a few a students who will be at risk if waited until standard five, for instance.

4.5 Teacher and Parent Training

Key areas covered in the focus group discussions regarding the role of teachers and parents in providing life skills education included: ability, availability and willingness to teach life skills; methods and approaches; collaboration between and among teachers and parents; and coordination with other stakeholders. Since life skills education requires participatory approach which is not the norm in schools and in homes, both teachers and parents are reluctant to provide life skills education the way it should be provided i.e. through participatory learning.

The main issue for debate was the role of parents and teachers in providing life skills education. Life skills education requires application of participatory approaches and the parent/teacher playing a facilitating role rather than preaching. This approach contradicts with social norms in Zanzibar and challenges parents and teachers to adapt to the new approach. Some participants to the consultative meetings stated that it is possible to adapt to the new approach while others rejected outright.

Teachers and parents play key roles in delivering life skills messages to children and young men and women as they interact with them since an early age. However, both teachers and parents have inadequate skills/knowledge of life skills and insufficient time allocated for training on life skills. Both enthusiastically expressed their interests to provide the necessary life skills in order to eradicate the myriad of unacceptable characters and behaviors in the society.

Teacher Training: Pre- and in-service teacher training should be reinforced to impart teachers with essential skills in training children on life skills. Monthly in-school moral and ethical discussions among teachers should be re-introduced as it was in the early 1990s. Disciplinary actions should be taken against teachers who engage in unacceptable conducts with students.

Parent Training: Parents should be trained on life skills education in content, method and approaches for training their children. Communal parenting through formation of committees/councils of parents should be re-introduced and re-enforced to ensure collaboration in proper upbringing of their children.

4.6 LSE for More at Risk Populations (MARPS): Children and Young People with Special Needs

The process of developing this framework paid special attention to more at risk populations particularly young people and children with different disabilities because it requires special techniques and approaches in providing life skills education to these groups. Children and young people with special needs are more vulnerable to HIV/AIDS infections, early pregnancies, gender balanced violence to name but a few due to their physical and mental difficulties. Cases were reported of children with various forms of impairments who have been abused variously.

Focus group discussions included critical review of the inclusive education policy suggesting that it is not responding to the needs of children and young people with special needs. Participants strongly observed that special attention and programs should be designed by respective stakeholders in delivering life skills education to more at risk populations. The framework considers both in-school and out-of-school more at risk young people and children.

5. SECTION E: THE RESULTS FRAMEWORK (OBJECTIVES, STRATEGIES, RISKS AND ASSUMPTIONS)

5.1 Overview

This section details the key results expected out of the framework, strategies to achieve those results, risks and important assumptions. The results section reflects on the rationale for the framework to provide desirable and workable solutions to the challenges affecting effective LSE interventions in Zanzibar. This framework adopts a hierarchy of objectives similar to mainland NLSEF including the overall goal, outcomes, strategies and outputs.

This framework is a living document, meaning that it is not time-bound like other planning documents. Therefore the results framework does not include an aspect of time. This framework is expected to be in use for the next 10 and more years.

5.2 The Goal of ZNLSEF

The goal of this framework is to contribute in ensuring that:

“all children and young people in Zanzibar are provided with quality life skills education that draws on socio-religious principles and utilize the life skills for their own and societal benefits.”

In achieving the above goal, this framework puts particular emphasis on two things:

- First: enabling youth adopt attitudes and practices that will contribute to the reduction of HIV infection, early pregnancies, substance abuse and gender based violence among youth
- Second: creating a supportive environment which encourages and enabled youth to acquire and apply the life skills for their own and societal benefits.

5.3 The Purpose of ZNLSEF

The purpose of this framework is:

“to provide guidance in ensuring quality provision of life skills education to all children and young people in Zanzibar through; providing guidance on LSE content and standards; enhance institutional coordination and collaboration and; ensuring a supportive policy and funding environment for LSE in Zanzibar.”

5.4 Outcomes, Strategies and Outputs

Defining outcome, output and strategy as used in this framework:

- An outcome statement is defined as a qualitative description about the impact of outputs produced by life skills education in Zanzibar e.g. improved teaching of life skills in schools as a result of increase in teachers receiving in-service training on life skills education.
- Outputs are the immediate and measurable products e.g. number of teachers who have been provided with in-service training.
- Strategies refer to the broad tactics and activities undertaken to attain the outputs e.g. provide in-service teachers' training on life skills.

Outcomes statements below derive from the goal statement above and also reflect the characteristics of an effective life skills education in Zanzibar as detailed in Section B of this framework. The combination of all outcomes together contributes to achievement of the goal.

Outcome statements include:

1. Improved stakeholder coordination and collaboration within and across all levels from the Shehia to national level on life skills education provision
2. A supportive policy and funding environment in place for implementation of the Zanzibar National Life Skills Education Framework (ZNLSEF)
3. Quality in school life skills education is provided in all schools and colleges in Zanzibar.
4. Out of school youth are provided with quality and comprehensive life skills education in Zanzibar
5. A functioning monitoring, evaluation and communication system in place for tracking, analyzing and communicating about life skills education program in Zanzibar.

Table 01. Outputs and Strategies for Outcome 1.

Outcome 1: Improved stakeholder coordination and collaboration within and across all levels from the Shehia to national level on life skills education provision
Strategy: Develop and implement a stakeholder coordination strategy aimed at ensuring effective and meaningful participation of all stakeholders involved in the provision of life skills education in Zanzibar from the Shehia to the national level. Specifically, carry out a stakeholder analysis to identify important stakeholders at all levels, their roles, interests and capability in providing life skills education in Zanzibar. Establish a permanent multi-stakeholder life skills steering committee to be hosted by one of the stakeholders.

Outputs:

1. Stakeholder involved in the provision of life skills education at all levels are aware of their roles and are supportive of life skills education programs
2. Stakeholders at all levels have the capacity to undertake their roles and responsibilities in providing quality life skills education in Zanzibar
3. Existence of information sharing and feedback mechanisms in place among and between stakeholders in providing life skills education in Zanzibar

Table 02. Outputs and Strategies for Outcome 2.**Outcome 2:**

A supportive policy and funding environment ensured for implementation of the Zanzibar National Life Skills Education Framework (ZNLSEF)

Strategy:

Design and implement a multidimensional and dynamic communication plan involving all stakeholders aiming at strengthening their commitment in the provision of life skills education in Zanzibar. Develop and implement a funding strategy for life skills education in Zanzibar with a particular focus on strengthening NGO capacity to reach a wider out-of-school youth audience and establishment of extracurricular clubs in all schools to reach all in-school children and young people.

Outputs:

1. ZNLSEF is aligned with and contributes to all relevant national and sector policies and strategies
2. Multi-sectoral government teams have the knowledge and capacity to support implementation of the ZNLSEF
3. Political and religious leaders at shehia, district, regional and national level have the knowledge and support the national life skills framework
4. Civil society organizations and the media are fully involved in the promotion of life skills
5. Development partners at the national and international levels are providing financial and technical support for ZNLSEF implementation.

Table 03. Outputs and Strategies for Outcome 3.**Outcome 3:**

Quality in-school life skills education is provided in all schools and colleges in Zanzibar.

Strategy:

Design and implement strategies to enhance the capacity of teachers and education systems in general in the provision of life skills education.

Outputs:

1. School curricula for primary schools harmonized with ZNLSEF and guidelines developed and disseminated
2. Child and youth friendly life skills materials developed and disseminated to schools and colleges
3. All pre-service teachers are trained in life skills content and participatory methods for teaching life skills
4. In-service teacher training programs are developed and provided regularly for primary and secondary schools
5. Life skills extra-curricular programs active are in all schools

Table 04. Outputs and Strategies for Outcome 4.

Outcome 4:

Out of school youth are provided with quality and comprehensive gender sensitive life skills education in Zanzibar

Strategy:

Support and enhance the capacity of civil society organizations providing life skills education for out-of-school youth in Zanzibar while aiming at improving coordination among civil society and between civil society and other stakeholders particularly the revolutionary government of Zanzibar from the local to the national level.

Outputs:

1. Consolidation of multi-sector support to out of school life skills programs under the leadership of MLYCWD
2. Comprehensive and sustainable training program for peer educators in place
3. CSO capacity on out-of-school parenting/life skills training developed
4. Outreach program for children and young people from marginalized and more at risk populations developed and supported (e.g. MSM, IDUs, PLHIVs, orphans, adolescent wives and mothers, children and young people with disabilities, domestic workers and others involved in child labor, children on the street, sex workers)
5. Youth involvement in life skills education programs increased linked with CCE (community capacity enhancement approach)

Table 05. Outputs and strategies for outcome 5.

Outcome 5:

Quality and quantity of life skills education programs in Zanzibar improved significantly using feedbacks from monitoring and evaluation adhering to life skills minimum standards and reflecting on the socio-religious nuances of Zanzibar.

Strategy:

Design and implement a monitoring and evaluation plan for assessing the progress and

performance in implementing this framework including a communication component for sharing with stakeholders on lessons learnt and scaling up best practices.

Outputs:

1. Minimum standards for life skills education document developed and implemented in Zanzibar
2. A functional monitoring and evaluation system in place for tracking, analyzing and communicating about life skills education programs in Zanzibar
3. Improved monitoring and evaluation capacity among stakeholders to ensure effectiveness of the monitoring and evaluation system.
4. Periodic evaluation exercises undertaken and incorporation of evaluation recommendations for improving the life skills education approach in Zanzibar

5.5 Key Risks and Assumptions

This part of the framework presents key identified risks and their corresponding comments or risk mitigation strategies. For each risk, the corresponding likelihood ranking (low, medium, high) is provided together with its importance to this framework. Likelihood refers to the probability of that risk from occurring and importance refers to the degree of significance of that particular risk. In implementing this framework, special attention should be given to those risks whose likelihood of occurring is high and those whose importance is also high as these are likely to have more impact on effective implementation. Given the multi stakeholder involvement and participatory approach employed in developing this framework, most risks become negligible. However, the following risks still remain:

Risk, likelihood and importance	Assumptions / Comments / Mitigation Strategy
<p>Life skills education approach may not receive sufficient support among stakeholders if confused with HIV/AIDS interventions and other initiatives which are in conflict with religious and ethical aspects of the Zanzibari society.</p> <p>Likelihood: High Importance: High</p>	<p>All stakeholders have been involved in the development of this framework to ensure stakeholder “buy-in” but still more sensitization and awareness creation is desired in Zanzibar.</p>
<p>There is a risk that stakeholder collaboration may not be as strong and effective as desired since stakeholders are already committed to other initiatives</p> <p>Likelihood: medium Importance: High</p>	<p>Deliberate efforts have been made and should continue to ensure that this framework compliments on-going initiatives and therefore could easily be incorporated into existing and on going initiatives and structures.</p>

<p>There is a risk that financial support may not be adequate to support the desired implementation of the framework</p> <p>Likelihood: Medium Importance: High</p>	<p>Fundraising strategy should continue to ensure that there is adequate funding for life skills education programs in Zanzibar.</p>
---	--

6. SECTION F: INSTITUTIONAL COORDINATION AND COLLABORATION

6.1 Overview

This section provides a list of key institutions with their respective roles and responsibilities in coordinating implementation of LSE interventions in Zanzibar. A national life skills steering committee (NLSSC) has been formed already. This framework points out key roles and responsibilities of the member institutions to the steering committee. The aim of the framework in this section is to achieve the desired institutional coordination for effective harmonization and partnership between stakeholders in providing LSE.

Institution	Roles
Steering Committee	Overall coordination of life skills education in Zanzibar including: <ul style="list-style-type: none"> • Maintain an information desk and/or electronic database of various life skills education initiatives undertaken in Zanzibar by different stakeholders • Conducting annual monitoring and evaluation exercises • Overseeing development of important supplementary documents including annual action plans, life skills minimum standards, framework monitoring and evaluation strategy, fundraising strategy and awareness and sensitization efforts to ensure public knowledge and support of the life skills education framework
MoEVT	plan and implement LS in school, specifically: <ul style="list-style-type: none"> • Report to the steering committee on the progress, challenges and solutions for improved life skills education for in school children and young people • Revise training manuals and other materials to ensure they are user friendly and reach all target children and young people • Provide pre-service and in-service teacher training on life skills education • Improve the extracurricular activities within schools
MLYWCD	plan and implement LS programs for out of school youth, specifically: <ul style="list-style-type: none"> • strengthen NGOs/CSOs in implementing LS program in order to reach all out of school youth • finalize life skills education manual and other training materials for out of school youth • providing logistical support by hosting the life skills steering committee
MoHSW	to provide reproductive health services and education by incorporating life skills education approaches in its various undertakings to make reproductive health services more youth friendly hence

	providing a supporting environment for youth to apply the life skills acquired
MORASD	to provide/and build conducive environment to reach out of school youth at the shehia level, specifically: <ul style="list-style-type: none"> • establish programs to provide guidance to parents on how to provide life skills education at home • to partner with other stakeholders particularly NGOs in order to reach more out of school youth at the shehia level • to report to the district office and national life skills education steering committee on life skills education initiatives undertaken at the shehia level
CSOs (NGOs & FBOs)	to conduct LSE in communities, support peer activities for LSE report to national life skills steering committee on life skills education initiatives planned and undertaken to avoid duplication and ensure reaching a wider target audience
ZAC	To continue incorporating the life skills education approach in combination with other HIV/AIDS interventions undertaken in Zanzibar Support the steering committee logistically and provide fundraising assistance whenever possible to ensure adequate financial support for ZNLSEF implementation
Donors agencies	Funding for life skills education activities
Parents association Parents of children with most at risk children, parents of children with disabilities	Responsible for delivering life skills education to their children; Collaborate and cooperate with other stakeholders in ensuring provision of quality life skills education programs in Zanzibar
MARPs groups	Responsible for coordinating provision of life skills education and services to more at risk populations particularly children and young people with various impairments, injection drug users, young men having sex with other men, commercial sex workers etc.

7. SECTION G: LSE MONITORING AND EVALUATION FRAMEWORK IN ZANZIBAR

7.1 Overview

This section provides guidance for life skills education steering committee on monitoring and evaluating implementation of this framework. Annual action plans should be developed each year with a set of annual targets using guidelines in this framework.

Monitoring is the continuous and timely collection of data on specified indicators to determine if activities are being implemented as planned. Monitoring tracks activity implementation in relation to activity schedules and expenditure of allocated funds, and its progress and achievements in relation to its objectives. The monitoring process tracks indicators and means of verification at the activity and output level of the ZNLSEF framework.

Evaluation refers to periodic assessment of the design, implementation, outcomes and impact of the ZNLSEF. In broad terms evaluation refers to a systematic analysis of “what worked well?” and “what did not work well?” and subsequently providing recommendations for reviewing the framework in light of lessons learnt from evaluation exercises undertaken. The evaluation process in this context employs five evaluative criteria of relevance, effectiveness, efficiency, impact and sustainability. Evaluation will allow ZNLSEF steering committee and collaborating partners to assess comprehensively and document the effectiveness of program activities and outputs. Evaluation is seen as a process to determine the impact and effectiveness of a program in order to use lessons learnt.

7.2 Monitoring and Evaluation Plan

Monitoring will be undertaken at the activity/strategy and output level and subsequently utilizing those monitoring data in evaluating the impact of this framework.

7.2.1 Impact Indicators

Effective implementation of this framework will result to achieving the goal of the framework. Progress and performance towards the goal will be assessed using the following list of indicators:

1. % of children and young people who have received quality life skills education. (both in school and out of school).
2. % change in new HIV/AIDS infection rates among children and young people in Zanzibar as a result of life skill education provided.
3. % change in the number of youth engaged in substance abuse and other risky behaviors as a result of life skills education provided.

-
4. % of children and young people with positive behavioral changes as a result of life skills education provided

Periodic comprehensive evaluations

Evaluating the impact of life skills education in Zanzibar will be assessed every three years through contracting external independent consultants for carrying out comprehensive assessment of life skills education in Zanzibar.

Annual participatory evaluation sessions

The ZNLSEF steering committee has the responsibility of coordinating annual stakeholder evaluation workshops where all stakeholders involved in life skills education in Zanzibar will submit evaluation reports from their institutions/organizations and make presentations during the workshop.

Specifically:

- The Ministry of Education and Vocational Training will be responsible for reporting on life skills education for in-school children and youth.
- The Ministry of labor, youth development will be responsible for monitoring and evaluation on life skills education for out-of-school youth
- Individual CSOs have the responsibility of reporting to the steering committee regarding their activities as related to life skills education on a bi-annual basis i.e. early June and early December

7.2.2 Outcome Indicators

Outcome 1: Improved stakeholder coordination and collaboration within and across all levels from the Shehia to national level on life skills education provision

- Number of joint meetings held and correspondences between stakeholders
- Existence of agreements signed and memorandum of understanding between stakeholders on collaboration for providing life skills education in Zanzibar
- A communication strategy in place

Outcome 2: A supportive policy and funding environment in place for implementation of the Zanzibar National Life Skills Education Framework (ZNLSEF)

- Amount of funding available for implementing ZNLSEF
- Incorporation of a life skills education in related national policies and plans

Outcome 3: Quality in school life skills education is provided in all schools and colleges in Zanzibar.

- Incorporation of life skills education in the national education curriculum for primary and secondary schools
- Number of schools with clubs for extracurricular activities on life skills
- Existence of training manuals for in school youth

Outcome 4: Out of school youth are provided with quality and comprehensive life skills education in Zanzibar

- % of out of school youth who have received life skills education
- Existence of a manual on life skills education for out of school youth

Outcome 5: A functioning monitoring, evaluation and communication system in place for tracking, analyzing and communicating about life skills education program in Zanzibar.

Appendix 1: Annual Action Plan Guidelines

Following completion of this framework, the steering committee will develop an action plan for annual implementation of this framework. action plan log-frame will be developed that will summarize what need to be done, by whom and by when regarding setting up a national life skills education system.

Important activities will include:

- Knowledge of and support to the ZNLSEF: simplify and translate this framework into Kiswahili language and disseminate to all key stakeholders.
- Harmonization of curricular for in-school and out-of school youth: engage consultant/s to review existing manuals and produce one manual for in-school youth and one manual for out-of-school of youth
- Development of minimum standards for life skills programs for out-of school youth given the difficulties in monitoring and evaluation of LSE for out of school of youth: engage consultant/s to develop the document
- Training of and support to peer educators: mobilize support from stakeholders (donors) for funding the peer education system in Zanzibar
- Training of pre-service and in-service teachers in life skills
- Formation and training of multi-sectoral committees for life skills education at all levels



United Nations
TANZANIA