

TANZANIA INCLUSIVE VISION ORGANISATION (TIVO)
"IN PURSUIT FOR INCLUSION"

Printed by Tanzania Inclusive Vision Organisation (TIVO)
For TIVO Club

Copyright © 2023 TIVO

TANZANIA INCLUSIVE VISION ORGANISATION (TIVO),
LUHANGISA BUILDING, BLOCK A, PLOT 181,
KILIMANJARO STREET-KIHONDA WARD,
BOX 2421 MOROGORO.
TANZANIA.

LEGAL STATUS: 00NGO/R/2065

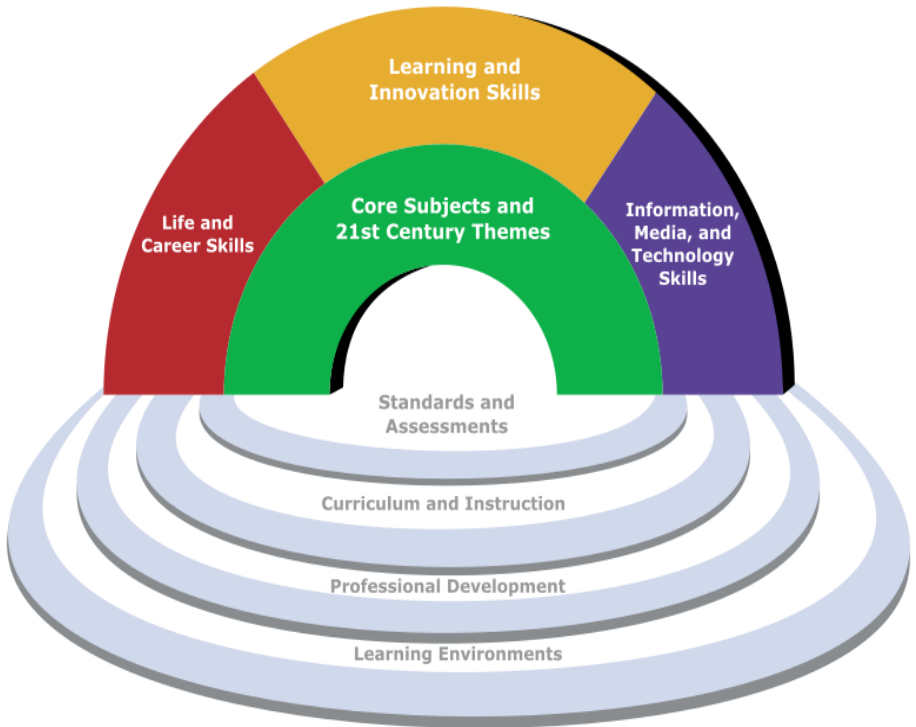
All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying or otherwise, without the prior permission of Tanzania Inclusive Vision Organisation (TIVO). If need be for short passages reproduction, proper referencing should be done. Seek the publisher's concert prior reproduction outside the scope above.

ISBN: 978-9976-5474-0-0

Cover: Owen Moto

TIVO CLUB

“Promoting 21st Century Skills”



Framework for 21st Century Learning

DISCLAIMER

While due care has been taken to prepare the framework of promoting 21st century skills through TIVO Club, this manual is informed by International Baccalaureate (IB) Curriculum, Cambridge Curriculum and Tanzania Education Curriculum. Therefore, schools' administrators, teachers and students must bear the responsibility of remaining faithful to their respective curriculum while using this manual. Whenever there is contradiction between this manual and any of the curriculum referred, a specific curriculum in question must prevail.

TIVO

© 2023

CONTENTS

DISCLAIMER	v
CONTENTS	vii
1. INTRODUCTION	1
1.1. 21 st Century Skills	1
1.2. Sustainable Development Goal 4 (SDG 4).....	2
1.3. 21 st Century Skills and Education Curriculum	2
1.3.1 The International Baccalaureate (IB) and 21 st Century Skills.....	3
1.3.2. Cambridge Curriculum and 21 st Century Skills	5
1.3.3. Tanzania Education Curriculum and 21 st Century Skills.....	7
2. TIVO CLUB	11
2.1 TIVO CLUB OBJECTIVES	11
2.1.1 General Objective.....	11
2.1.2. Specific Objectives;.....	11
3. TIVO CLUB TOOLS	12
3.1. TIVO Poster.....	12
3.2. TIVO Talk	13
3.3. TIVO Projects Exhibitions	14
4. TIVO CLUB INTENDED OUTCOMES	15
5. TIVO CLUB PARTINERSHIPS	16
6. FOR DONATING TO TIVO CLUB	17
7. TIVO CLUB STRUCTURE	18
BIBLIOGRAPHY	19

TIVO CLUB

1. INTRODUCTION

1.1. 21st Century Skills

21st Century Skills refer to the knowledge, habits and traits that are critically important to students' success in the 21st century society and workplaces. Promoters of the 21st century skills argue for the need to reform schools and education systems to respond to the psychosocial competences in the 21st century (social-economic needs of learners and society) ^[1]. It is in this light that, TIVO Club is set to organize education stakeholders in Tanzania to ensure the 21st century skills are fully developed among the primary and secondary school learners.

21st Century Skills into three main areas as illustrated hereunder;

LEARNING AND INNOVATION “4C’s”	DIGITAL LITERACY	CAREER AND LIFE
Critical thinking	Information literacy	Flexibility & adaptability
Creativity	Media Literacy	Initiative & self-direction
Communication	ICT Literacy	Social & Cross-cultural interaction
Collaboration		Leadership & responsibility

viewed in a specific context, *21st century skills* differ from traditional academic skills as they are not primarily content knowledge-based. They are associated with deeper learning, analytical reasoning, complex problem solving and teamwork than academic subjects.

¹Joynes, C., Rossignoli, S., & Fenyiwa Amonoo-Kuofi, E. (2019). 21st Century Skills: Evidence of issues in definition, demand and delivery for development contexts (K4D Helpdesk Report). Brighton, UK: Institute of Development Studies

1.2. Sustainable Development Goal 4 (SDG 4)

Sustainable Development Goal 4 (SDG 4) is among the 17 goals established by the United Nations in September 2015. SDG 4 is titled "*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*" [2]. SDG 4 aims to ensure children and young people are provided with quality education and easy access to learning opportunities.

SDG 4 targets include but not limited to; Free primary and secondary education, equal access to quality pre-primary education, increase the number of people with relevant skills for financial success, eliminate all discrimination in education, universal literacy and numeracy, education for sustainable development and global citizenship, build and upgrade inclusive and safe schools etc. These targets are measured through indicators set by the *United Nations* and some of them were supposed to have been attained by 2020 something which is not yet fully achieved even todate [3].

Why SDG 4 is associated with ensuring 21st century skills? In line with the *21st century skills* attainment is this 4th goal among the *Sustainable Development Goals* (SDG 4) since it requires the provision of inclusive and qualitative education to children. Both the fourth SDG and *21st century skills* promote lifelong learning opportunities to all people especially children. Lifelong learning is the only way to empower a child conquer today's world, manage workforce, and become responsible and creative adult.

1.3. 21st Century Skills and Education Curriculum

Some scholars have criticized education systems maintaining that many of them do not efficiently solve modern economy and society's

²A/RES/70/1.Transforming our World: The 2030 Agenda for Sustainable Development. [pg 19] Retrieved from <https://www.sustainabledevelopment.un.org/>

³ Ibid. [pg 13] <https://www.sustainabledevelopment.un.org/>

needs. Chiruguru's study reveals how modern education should be;

In the manufacturing and agrarian economies that existed 50 years ago, it was enough to master the "Three Rs" (reading, writing and arithmetic). In the modern "flat world," the "The Rs" simply aren't enough. If today's students want to compete in this global society, however, they must also be proficient communicators, creators, critical thinkers, and collaborators (the "Four Cs")^[4].

In respect to modern needs, various institutions have devised curriculum which can equip children with skills to solve current global and local challenges. While most of education institutions are aware of the importance of 21st century skills, they differ on the learners' age limit at which these skills can be developed, specific competencies which reveal the attainment of 21st century skills and how to incorporate such competencies in their curriculum.

1.3.1 The International Baccalaureate (IB) and 21st Century Skills

The International Baccalaureate (IB) have set the age between 3 to 19 as a period where continuum of international education can be offered. Between this age a child can develop skills to master current global challenges by passing through four educational programmes ie. Primary Years Programme, Middle Years Programme, Diploma Programme and Career-related Programme^[5].

Each program is guided by IB learner profile with 10 attributes through which learners are expected to become; Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced and Reflective.

By considering the ten attributes in every classroom setting and lesson

⁴ Suresh Babu Chiruguru. The Essential Skills of 21st Century Classroom (4Cs). (March, 2020) [pg.2] <https://www.researchgate.net/publication/340066140>

⁵ Michaela Horvathova. Study on Employability Skills in the IB Diploma Programme Curricula and Career-Related Programme Curricula. September 2019. [pg.77-79] retrieved from <https://www.ibo.org/research/curriculum-research/>

make it meaningful for IB learners gain 21st century skills. Learners engage their life experiences to create meaningful classroom activities. Michaela summarises how the IB uses innovative pedagogies to ensure learners are equipped with 21st century skills;

“There is an integration of ‘experiential learning’ through service learning in the CP and inquiry-based learning through extended essay in the DP. Inquiry based learning is also emphasized in the TOK. Another form of innovative pedagogies ‘embodied learning’ is expressed through CAS in the DP. Creativity, action, service (CAS) involves students in learning through a range of artistic, sporting, physical and service activities ^[6].

Michaela’s research aims at reviewing on the employability skills in the IB Diploma Programme and Career-Related Programme Curricula. However, her findings reveal that Primary Years Programme and Middle Years Programme of the IB are critically framed to equip a learner with 21st century skills.

TIVO Club cements on Michela’s findings, by extending an opportunity for learners in IB schools to engage in creative endeavours that move them beyond the familiar, broadening their scope from conventional to unconventional thinking. The following activities are suggested to broaden learners’ scope; visual and performing arts, digital design, writing, film, culinary arts, crafts and compositions ^[7].

The following TIVO CLUB programs are designed in a view suggested by Michaela and are expected to impart 21st century skills since they can broaden learners’ scope. These programs are; *TIVO Poster*, *TIVO Talk* and *TIVO Projects Exhibitions*. Details about them will be presented in the next chapter.

⁶ Michaela Horvathova. Study on Employability Skills in the IB Diploma Programme Curricula and Career-Related Programme Curricula. September 2019. [pg.79] Retrieved from <https://www.ibo.org/research/curriculum-research/>

⁷ Ibid. Retrieved from <https://www.ibo.org/research/curriculum-research/>

1.3.2. Cambridge Curriculum and 21st Century Skills

The Cambridge curriculum considers “*Life Competencies*” as something which should grow along the “*learning journey*” [8]. Like other curriculum, the Cambridge curriculum is also framed to address the skills and competencies learners' need to succeed in the 21st century. However, unlike the the International Baccalaureate (IB) programs where competencies to be achieved are reflected through the 10 attributes of learners' profile, the Cambridge curriculum devised the basic components of the global competencies frameworks and grouped them into six main areas titled “*Cambridge Life Competencies Framework*”.

Cambridge Life Competencies Framework shows what different life skills are and how they can develop along the learning journey. The six Cambridge Life Competencies are; *Creativity, collaboration, Communication, Critical Thinking, learning to Learn and Social Responsibilities* [9]. These competencies are interpreted so that can be successfully delivered through teaching at all levels and stages of learning in Cambridge system.

Cambridge Life Competencies are framed not only to equip the learner for 21st century, but also for their future which might be centuries yet to come. Deria argues that we cannot prepare students for unknown future roles, but equip them with skills needed to adapt and flourish as socially responsible, engaged and creative global citizens [10]. Deria's suggestion is based on the fact that even if we are assured that children's future will look different to the today's world, no one is sure

⁸The Cambridge Framework for Life Competencies. Retrived from <https://www.cambridge.org/Life-Competencies-Digital-final.pdf>

⁹Ibd <https://www.cambridge.org/Life-Competencies-Digital-final.pdf>

¹⁰ Deria K. How can we prepare our students for the future? (May,2019) [pg 1] <https://www.cambridge.org/elt/blog/author/dkidd/>

on how their future will look like. She is optimistic with the three competencies of the Cambridge framework — critical thinking, creativity and collaboration— as crucial to helping learners to develop global competencies.

Deria’s suggestion of equipping children for unforeseen future seems to have been a core element in education systems that care for children’s future. Strengthening on Deria’s suggestion, Andreas argues;

“Today, because of rapid economic and social change, schools have to prepare students for jobs that have not yet been created, technologies that have not yet been invented and problems that we don't yet know will arise.”^[11]

This Andrea’s argument is engaged by Irenka of the University of Cambridge Local Examinations Syndicate with a serious tone. Irenka is of the view that, both teaching and assessment techniques should consider the element of 21st century skills. He goes further to propose the means on how can that be achieved;^[12]

- i. Developing curricula that cover 21st Century skills explicitly;
- ii. Adopting a skills-centred pedagogy in schools and colleges;
- iii. Nurturing skills through extra-curricular activities, through independent research projects, and in the workplace.

Irenka’s third proposition on how Cambridge system can develop 21st century skills is in line with what Michaela noted when she was doing

¹¹Andreas Schleicher quoted from Irenka Suto 21st Century skills: Ancient, ubiquitous, enigmatic? Research Matters. A Cambridge Assessment Publication. 2013 [pg 3]. Retrieved <https://www.cambridgeassessment.org.uk/>

¹²Irenka Suto 21st Century skills: Ancient, ubiquitous, enigmatic? Research Matters. A Cambridge Assessment Publication. 2013 [pg 2].

a review on the employability skills in the IB Diploma Programme and Career-Related Programme Curriculum. They both believe that 21st century skills are inter-disciplinary and can be achieved through a range of activities done outside the classrooms. Such activities include but not limited to; independent research projects, visual and performing arts, digital design, writing, film, culinary arts, crafts and compositions.

1.3.3. Tanzania Education Curriculum and 21st Century Skills

Tanzania curriculum has different competencies for different level of learning; the target group of the Pre-Primary Education Curriculum is children aged five years. The Pre-Primary Education Curriculum intends to develop the following competences: (i) Ability to relate to each other; (ii) Ability to communicate; (iii) Ability to care for his/her health; (iv) Ability to care for the environment; (v) Mastering artistic skills; and (vi) Applying mathematical concepts ^[13].

The Standard I-II curriculum focuses on the competencies which will enable a pupil to: (i) read; (ii) write; (iii) do arithmetics; (iv) maintain personal hygiene and care for the environment; (v) participate in games, sports and arts activities ^[14].

The Standard III-VII curriculum focuses on the competencies which will enable a pupil to: (i) communicate correctly in Kiswahili and English both orally and in writing; (ii) read confidently. (iii) use mathematical concepts and principles to daily life situations; (iv) use scientific, technological and technical skills to real-life situations; (v) use appropriately ones culture and that of other

¹³ Curriculum and Syllabus for Pre-Primary Education. (B5) 25 Jan 2019. [pg.4] Tanzania Institute of Education. Retrieved from www.moe.go.tz

¹⁴ Curriculum and Syllabus for Pre-Primary Education. (B5) 25 Jan 2019. [pg.13 &14] Tanzania Institute of Education. Retrieved from www.moe.go.tz

community in daily life; (vi) respect the diverse religious beliefs and ideological difference in the communities ; (vii) participate in games and sports and artistic activities; (viii) respect oneself and others; (ix) be patriotic in carrying out ones activities; (x) participate in different activities which are in line with his or her age; (xi) participate in activities that enhance logical and analytical thinking; (xii) collaborate with others in performing acceptable communal activities ^[15].

The aims and objectives of secondary education are to: 1. Consolidate and broaden the scope of baseline ideas, knowledge, skills and attitudes, acquired and developed at the primary education level. 2. Enhance the development and appreciation of national unity, identify and ethic; personal integrity, respect for human rights, cultural and moral values, customs, traditions and civic responsibilities and obligations. 3. Promote linguistic ability and effective use of communication skills in Kiswahili, English and other languages. 4. Prepare opportunities for the acquisition of knowledge, skills attitudes and understanding in prescribed or selected fields of study. 5. Prepare students for tertiary and higher education, vocational, technical and professional training. 6. Inculcate a sense and ability for self-study, self- confidence and self advancement in new frontiers science and technology, academic and occupational knowledge and skills. 7. Prepare the students to be responsible members of the society and join the world of work ^[16].

Learning objectives and competencies as they are stipulated in the introductory sections of every syllabus, seem to address necessary issues to impart 21st century skills to Tanzania primary and secondary

¹⁵ Curriculum and Syllabus for Pre-Primary Education. (B5) 25 Jan 2019. [pg.18] Tanzania Institute of Education. Retrieved from www.moe.go.tz

¹⁶ Curriculum and Syllabus for Secondary Education. Retrieved from <https://www.moe.go.tz/secondaryschool/Secondary.html>

schools students. However, research reveal that some shortcomings make it hard for learners in many public and private schools to graduate with 21st century skills;

21st skills can not be imparted accidentally among the the learners. There should be purposeful teaching strategies to impart them. Mtebe et.al reveal that such purposeful teaching strategies for 21st century skills are often not well implemented in actual settings due to teachers' incompetencies. ^[17] in line with mtebe's view are The effect of teaching without considering 21st century provision is manifested in the way many Tanzania graduates remain unemployed since they are deployed of skills are relevant to the current industrial markets. It is suggested that in to have graduates with appropriate skills for current workforce, teachers should firstly be equipped with 21st century skills. Such skills are; skills, commitment to work, pro-activeness, time management, personal initiatives, coordination, team working spirit, problem solving, analytical skills, behavioral skills and interpersonal skills. Henry Estomihi Nkya, Fang Huang and Fika Mwakabungu present same view commenting that "More than 60% of teachers cannot prepare competence-based teaching and learning activities" ^[18]

Teaching environment also makes it hard to impart 21st century skills to learners. Studies show that even if teachers could be equipped enough to develop learners for 21st skills, there are other associated

¹⁷ Mtebe, J. S., Kissaka, M. M., Raphael, C., & Steven, J. Promoting Youth Employment through Information and Communication Technologies in Vocational Education in Tanzania. *Journal of Learning for Development*, 7(1), 90-107 (2020). [pg.264]

¹⁸ Henry E.N., Fang H., Mwakabungu F. (2021). Implementation of Competence Based Curriculum in Tanzania: Perceptions, Challenges and Prospects. A Case of Secondary School Teachers in Arusha Region. *Journal of Education and Practice*. Vol.12, No.19, 2021 [pg.34]

factors hampering to do it. Some of these include high-class size, language barrier, lack of teaching and learning resources, unsteady early childhood education, Inadequate school infrastructures, Shortage of teachers in schools and Perpetual barriers to access education ^[19]. Policy Forum is of the view that, such challenges will make Tanzania fail to accomplish Development Vision of 2025, fail to implement SDG 4 effectively and provide youth who are powerless in decision making.

Unlike Cambridge and IB curriculum were teachers seem to be equipped with 21st century skills, it is the oposite to Teachers who in the Tanzania currilum. Senjiro argues that, while teachers' competence in developing 21st -century skills is very important in teaching and learning processes most teachers have limited competencies required for the development of the 21st -century skills ^[20]. She suggests that since 21st century skills are very essential to 21st -century learners there should be in-service training to teachers on how to integrate 21st -century skills in their lessons planning and implementation.

Therefore, TIVO Club is a response to what has been viewed and recommened by Senjiro, Lupeja, Mtebe, Kissaka, Raphael, Steven, Henry and Mwakabungu as far as 21st century skills skills is concerned in Tanzania education curriculum. TIVO Club intends to organise enough workshops for teachers on what are the 21st century skills. Also, TIVO Club will use different tools to make sure teahers helps learners to gain 21st century skills through the tools suggested in chapter two.

¹⁹A Decade of Action: An Overview of Implementation Status of SDG 4, 5, 8 & 16 in Tanzania. [pg.3 & 4] Retrieved from www.policyforum-tz.org

²⁰ Senjiro Upendo and Lupeja Thabita (2023). The Development of 21st Century Skills to Secondary School Students in Tanzania: how Competent are the teachers for the task?," International Journal of Education and Social Science Research (IJESSR) 6 (1): 107-126 Article No. 736, Sub Id 117.

2. TIVO CLUB

While school leaders, government agencies and educational stakeholders are aware of the significance of *21st century skills* to children's development, pressure from parents make it hard for schools to deliver them effectively.

Most of parents trust monthly, terminal and annual examinations as a sole measure for their children development. They consider less inculcating *21st century skills* to their children. This leads to under-development of *21st century skills* among the children making them unprepared to solve critical challenges.

It is in this light that Tanzania Inclusive Vision Organisation (**TIVO**) has established **TIVO CLUB** with the aim of supporting schools to promote *21st century skills* among the learners in primary and secondary schools in Tanzania.

2.1 TIVO CLUB OBJECTIVES

2.1.1 General Objective

The general objective of TIVO CLUB is to promote *21st century skills* to primary and secondary school learners in Tanzania so that they may manage *21st century challenges and workforce*.

2.1.2. Specific Objectives;

- i. To provide a space for learners to participate and strengthen their ability to voice out their thoughts critically.
- ii. To equip learners with informed life choices and gain insights into possible career aspirations.
- iii. To improve learners' ability to prioritize and manage well their time and resources.
- iv. To enhance learners' research ability so that they can merge school and out of school learning experiences.

- v. To create responsible learners who can criticize or accept criticism for their words, actions and choices.
- vi. To equip learners with essential job and working skills of the twenty first century.

3. TIVO CLUB TOOLS

3.1. TIVO Poster

TIVO Poster is a print publication dedicated to allow interaction between learners, editors and audience. TIVO Poster brings topics for discussion, allow students to write in different forms diary, journal, articles, letter, poetry and drama script. The print ou, collection of monthly written works are published on an A3 poster. They are placed on a school's/Library's notes board where TIVO club operates so that may be read and challenged by the public.

Writing skills are essential for any person to develop into professionalism, for personal life record and ideas expression. However, many people are not good writers because they lacked motivation to write when they were young. The following are ways how TIVO Poster will promote *21st century skills* to children in primary and secondary schools;

i. Improve learners' ability to communicate through writing

Writing is a primary way we gather information, interact and connect with others. Improving child's written communications allows him/her to confidently communicate with everyone.

ii. Shape learners' impression through writing

Writing is often the first impression that others can have of you. People often read your writings before meeting you face to face. TIVO POSTER influences children to minimize errors, have organized and complete thoughts through writings so as to exploit the acceptance of their intelligence and characters.

iii. Influence superiors to offer what learners want

We often communicate in order to request something. If the one reading your request cannot fully understand or locate what you need from them, you are likely not to get your request fulfilled. TIVO POSTER aims to develop children with ability to present acceptable requests.

iv. To equip learners with essential job skills

Improving writing helps one to become a better communicator and it also improves ones reading ability, which is another essential job skill. TIVO POSTER aims to improve children's writing ability so that they may become bloggers, website content developers, article writers etc.

v. To promote learners' critical thinking.

Disorganized writing could indicate that one's thinking is disorganized. If a writing is not fully developed, it could indicate that someone has not fully developed the thoughts. Therefore, improving children's writing skills improves both the ways children think about a topic and discuss it with others.

3.2. TIVO Talk

Current researches reveal that effective communication skills lead to students' academic performance. However, how to instill effective communication skills among the learners is a great challenge. This problem is reflected through lack of vocabulary, poor grammar and unfocused presentations done by many students when they are required to engage in serious dialogue, debates or presentations.

TIVO Talk is a TV Show program designed to motivate learners improve communication skills. The following are areas TIVO Talk expects to improve;

- i. To excite learners into enthusiastic collaboration and improve the way they communicate their thoughts.
- ii. To expose learners on how to present their thoughts with the aid of visual images in order to improve their interpretation than readings alone.
- iii. To stimulate inquisitiveness, willingness to research and provide frameworks for pupils/students to make analysis on various topical issues.

3.3. TIVO Projects Exhibitions

TIVO Projects Exhibitions aim to motivate and engage learners' class experience into real life experience through projects designs and projects exhibitions. Class room activities make a pupil/students learn about different topics while projects transform class knowledge into practice. The following are expected outcomes of TIVO Projects Exhibitions;

- i. To improve the creativity of learners and allow them to think beyond textbooks. Exhibitions encourage bright and struggling students to learn the concepts in a practical way.
- ii. To develop learners' coordination skills. Exhibitions requires coordination skills among the participants to develop good relations between them, teachers and experts.
- iii. To improve learners' public relations. By doing projects on different social activities students can develop body language, oral communication skills and reveal their hidden talents.
- iv. Expose to the world potential leaders, scientists and inventors. When effectively conducted exhibitions are important tool to bring out the hidden potentials of learners.
- v. TIVO Poster contains wider reading and writing to inspire learners to think critically about financial matters, carriers, sports and set goals for their life choices.

4. TIVO CLUB INTENDED OUTCOMES

i. Improved Academic Performance

TIVO CLUB activities adversely improve child’s academic grades, study habits, and school-based behavior. The club helps pupils/students to discover that they have a talent for something to give them a new source of passion that translates into their behavior at school. When a child learns something new through afterschool activity, it boosts their understanding of school subjects as well.

ii. Improved Life and Social Skills

TIVO CLUB’s activities provide an ideal environment to nurture social skills and confidence. Cooperating to contribute in a magazine and poster, teach children the value of working as a team to achieve a mutual goal — a skill that will benefit them in their future occupation. Similarly, engaging ideas of pupils/students from different schools instills the value of improvisation, sharing ideas, and offering support to peers in challenging circumstances.

iii. Happier Children

Extra-curricular activities offer a positive environment in which children can grow and thrive when parents are working. TIVO CLUB aims to promote emotional wellbeing by allowing children to work off excess energy, relax their minds, and overcome the stress associated with school life by reliving them (stress) through writing and projects.

iv. Improved mental health and hobbies

TIVO CLUB aims to engage children with writing activities so that they may spend no time on TV or smart phone. Children with a regular hobby of writing are likely to spend less time glued to screen and thus reduce the effects of electronics to children’s brain. Also, Time spent during writing encourage children to remain active cognitively and prompts them to pursue their passions. Writing for passion and hobbies are essential in promoting a healthier lifestyle to children.

v. Improved confidence

The skills and habits a child learns during his or her school years help to shape the kind of future they will lead. TIVO CLUB activities will impart learners with writing skills, financial skills, social inclusion, critical thinking, research and leadership skills. These skills will instill confidence to children to be reflected through good time-management, minimum supervision at work and self-disciplined life.

5. TIVO CLUB PARTINERSHIPS

TIVO will secure fund to engage public schools' learners to participate in TIVO CLUB. However, we encourage both public and private schools' administrators to ensure minimum conditions for TIVO CLUB activities to take place. The minimum conditions for a school to run TIVO CLUB are;

- i. A school should have computer library or expects to have it.
- ii. A school should give computer access to children and support children with computer related skills.
- iii. A school should allocate time for TIVO CLUB during extracurricular activities.
- iv. A school should appoint TIVO CLUB patron or matron who will be responsible to link TIVO, school and TIVO CLUB members.
- v. A school should engage with TIVO to organize a seminal training to teachers on the 21st century skills.
- vi. A school should contribute to the cost of printing magazines, articles and afford materials for students' projects and exhibitions.
- vii. A school should prepare a notes board for TIVO poster.

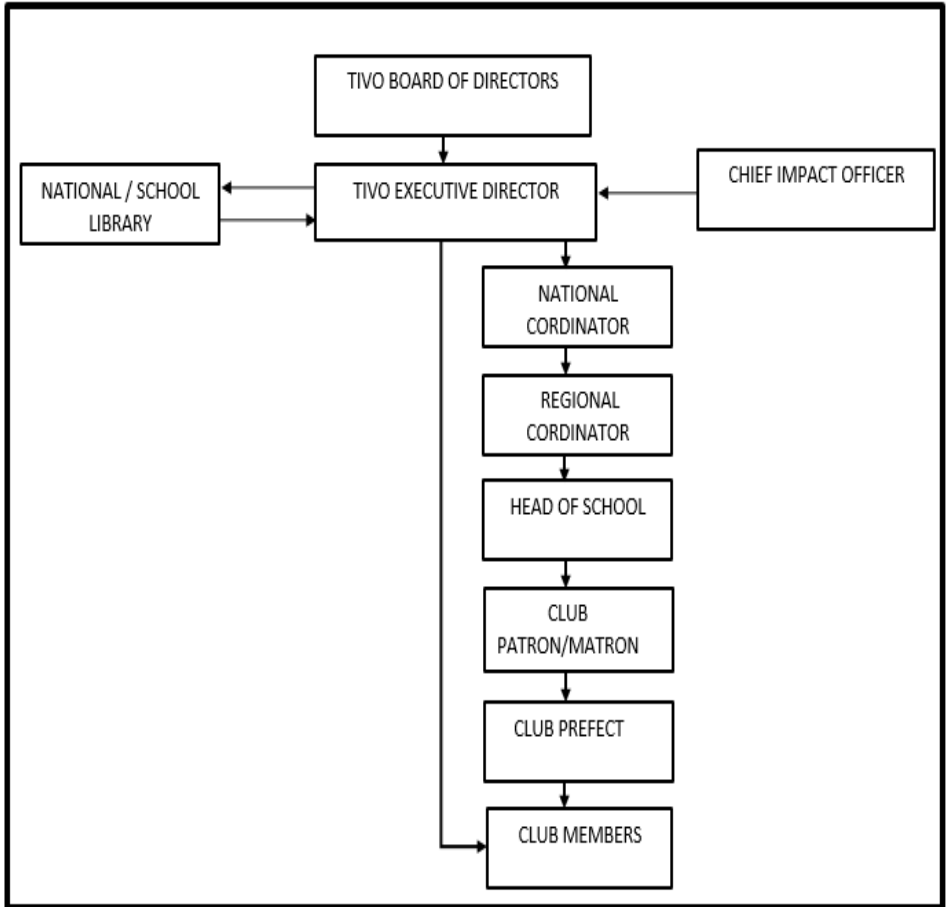
Note: TIVO will discuss with schools'/Library leaders for any customization of the TIVO CLUB in like of the school's/library's mission, vision and ethos. This will help to solve unforeseen contradictions that may be due to TIVO CLUB activities in a school/library premises. We encourage all schools, even those which do not meet minimum requirements to invite TIVO to discuss on how to initiate TIVO CLUB.

Moreover, TIVO invites individuals, companies, schools and any *21st Century Skills* supporter to donate for TIVO CLUB. You can donate for TV airtime and production of TIVO Talk, projects exhibitions preparation or printing TIVO Poster.

6. FOR DONATING TO TIVO CLUB

Bank name:	CRDB
SWIFT CODE:	CORUTZTZXXX
BRANCH NAME:	MOROGORO AGENCY
ACCOUNT NUMBER:	0133606981600
ACCOUNT NAME:	TIVO

7. TIVO CLUB STRUCTURE



BIBLIOGRAPHY

A Decade of Action: An Overview of Implementation Status of SDG 4, 5, 8 & 16 in Tanzania. Retrieved from www.policyforum-tz.org

A/RES/70/1.Transforming our World: The 2030 Agenda for Sustainable Development. [pg. 19] Retrieved from <https://www.sustainabledevelopment.un.org/>

Andreas Schleicher quoted from Irenka Suto 21st Century skills: Ancient, ubiquitous, enigmatic? Research Matters. A Cambridge Assessment Publication. Retrieved <https://www.cambridgeassessment.org.uk/>

Curricula and Caree-Related Programme Curricula. September 2019. Retrieved from <https://www.ibo.org/research/curriculum-research/>

Curriculum and Syllabus for Pre-Primary Education. (B5) 25 Jan 2019. Tanzania Institute of Education. Retrieved from www.moe.go.tz

Curriculum and Syllabus for Primary Education. (B5) 25 Jan 2019. [pg.18] Tanzania Institute of Education. Retrieved from www.moe.go.tz

Curriculum and Syllabus for Secondary Education. Retrieved from <https://www.moe.go.tz/secondaryschool/Secondary.html>

Deria K. How can we prepare our students for the future? (May,2019) <https://www.cambridge.org/elt/blog/author/dkidd/>

Cynthia Luna Scott. THE FUTURES of LEARNING 2: What kind of learning for the 21st century? UNESCO Education Research and Foresight, Paris. [ERF Working Papers Series, No. 14,]

Henry E.N., Fang H., Mwakabungu F. (2021). Implementation of Competence Based Curriculum in Tanzania: Perceptions, Challenges and Prospects. A Case of Secondary School Teachers in Arusha Region. Journal of Education and Practice. Vol.12, No.19, 2021

Irenka Suto 21st Century skills: Ancient, ubiquitous, enigmatic? Research Matters. A Cambridge Assessment Publication.

Joynes, C., Rossignoli, S., & Fenyiwa Amonoo-Kuofi, E. 21st Century Skills: Evidence of issues in definition, demand and delivery for development contexts (K4D Helpdesk Report). Brighton, UK: Institute of Development Studies. (2019).

Michaela Horvathova. Study on Employerbility Skills in the IB Diploma Programme Curricula and Caree-Related Programme Curricula. September 2019. retrieved from <https://www.ibo.org/research/curriculum-research/>

Mtebe, J. S., Kissaka, M. M., Raphael, C., & Steven, J. Promoting Youth Employment through Information and Communication Technologies in Vocational Education in Tanzania. *Journal of Learning for Development*, 7(1), 90-107 (2020).

Senjiro Upendo and Lupeja Thabita (2023). The Development of 21st Century Skills to Secondary School Students in Tanzania: how Competent are the teachers for the task?", *International Journal of Education and Social Science Research (IJESSR)* 6 (1): 107-126 Article No. 736, Sub Id 117.

Suresh Babu Chiruguru. The Essential Skills of 21st Century Classroom (4Cs). (March, 2020) <https://www.researchgate.net/publication/340066140>

The Cambridge Framework for Life Competencies. Retrived from <https://www.cambridge.org/Life-Competencies-Digital-final.pdf>