

Aligning MELQO areas with Tanzanian system

Information from Rebecca Sayre on Institutional Analysis

Construct measured by MELQO	Linkages to Tanzanian Quality Assurance System	
	A. National Pre-Primary Curriculum	B. Draft Quality Framework for Pre-primary
Early Language/Literacy Foundational skills in literacy include relating oral language to written language; phonological awareness, print knowledge and oral language, as well as alphabet knowledge, listening comprehension and name writing.	<ul style="list-style-type: none"> Content area 5.1: Language: development of communication skills in everyday life. These skills are listening, speaking, writing and reading. Includes Kiswahili and English Learning Activities 	<ul style="list-style-type: none"> Child Competency: 2.1: Communication Speaking, listening, drawing, reading photo Child Competency 2.2: Recognition of the Environment, Identifying objects found at home and school, names of things, names of living things, different melodies and sounds Child Competency 2.4: Reading, Identifying concepts in print, sounds of letters, names of letters, syllables Child Competency 2.5: Writing Recognizing foundational/initial steps of writing, recognizing shapes of letters, creating letters
Socio-Emotional Development This construct refers to skills that facilitate children's competence in social relationships and interactions with others including peers, family members and teachers. Socio-emotional skills that can be assessed through direct assessment include social cognition and emotional knowledge. These skills may help facilitate children's social	<ul style="list-style-type: none"> Content area 5.4: Community Education: Knowledge, interpretation of how behaviour and practices affect people's environments; learning different skills to appreciate and communicate through art, instil determination, perseverance, cooperation, love, respect for society. Content area 5.5: Values and Beliefs Prepare child on different principals including 	<ul style="list-style-type: none"> Child Competency 2.7 Relationships Performance in cooperation, self-awareness, obedience, identifying rights and responsibilities

functioning in school.
Parent/teacher reports of
social/emotional development
focus on children's social
behavior and emotional well-
being.

tolerance, responsibility,
honesty, justice, and value of
life. Includes Character and
Games and Religion lessons.