

# Collaborating and Innovating Contextualised Tools for Assessing Life Skills & Values: ALiVE Approach

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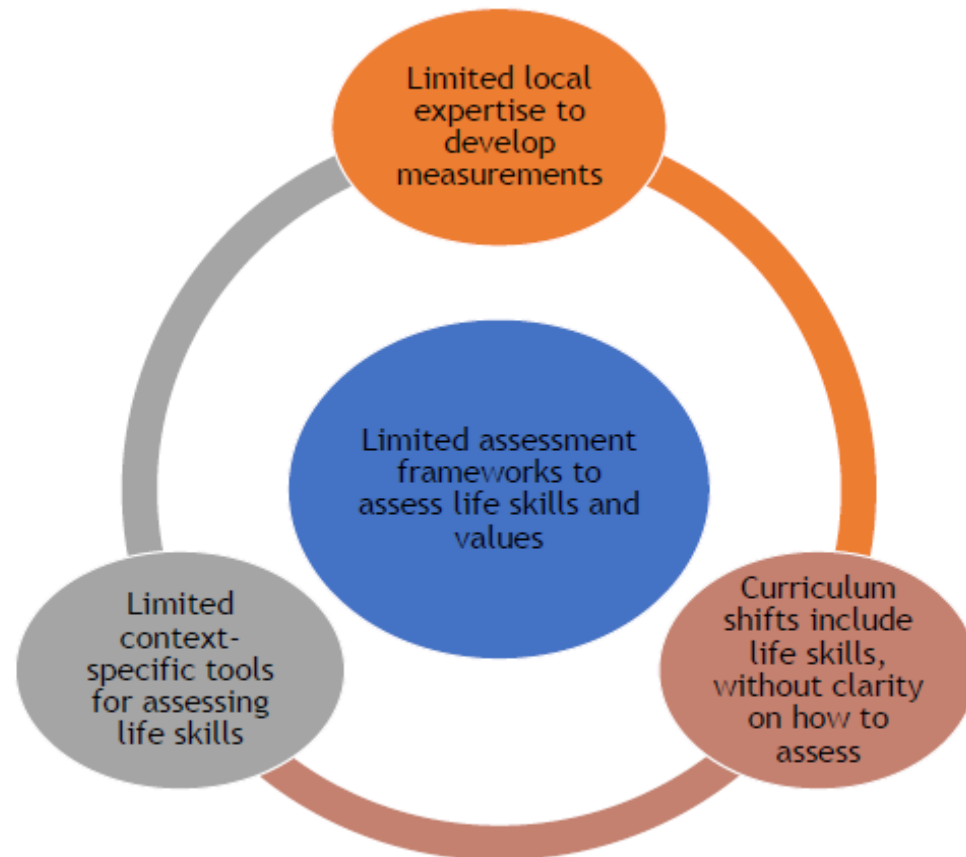


# The Context: East Africa Education



- Kenya - Integrated 8 values and 7 core skills.
- Uganda - New curriculum for secondary level - includes 21<sup>st</sup> Century competences
  - work has started on review of the primary curriculum
- Tanzania - Revising the National Life Skills framework; developed through strategy and tools for formative assessment of selected life skills
- All Governments - Readiness to engage; but real work just beginning.
- Challenges - moving beyond the written intentions
  - Adequate preparation of teachers
  - How to assess the skills
  - How to nurture these skills

# The Challenge/the problem



## Tools & Evidence

- Context relevant, open-source tools
- Household assessment of adolescents (13-17 years)

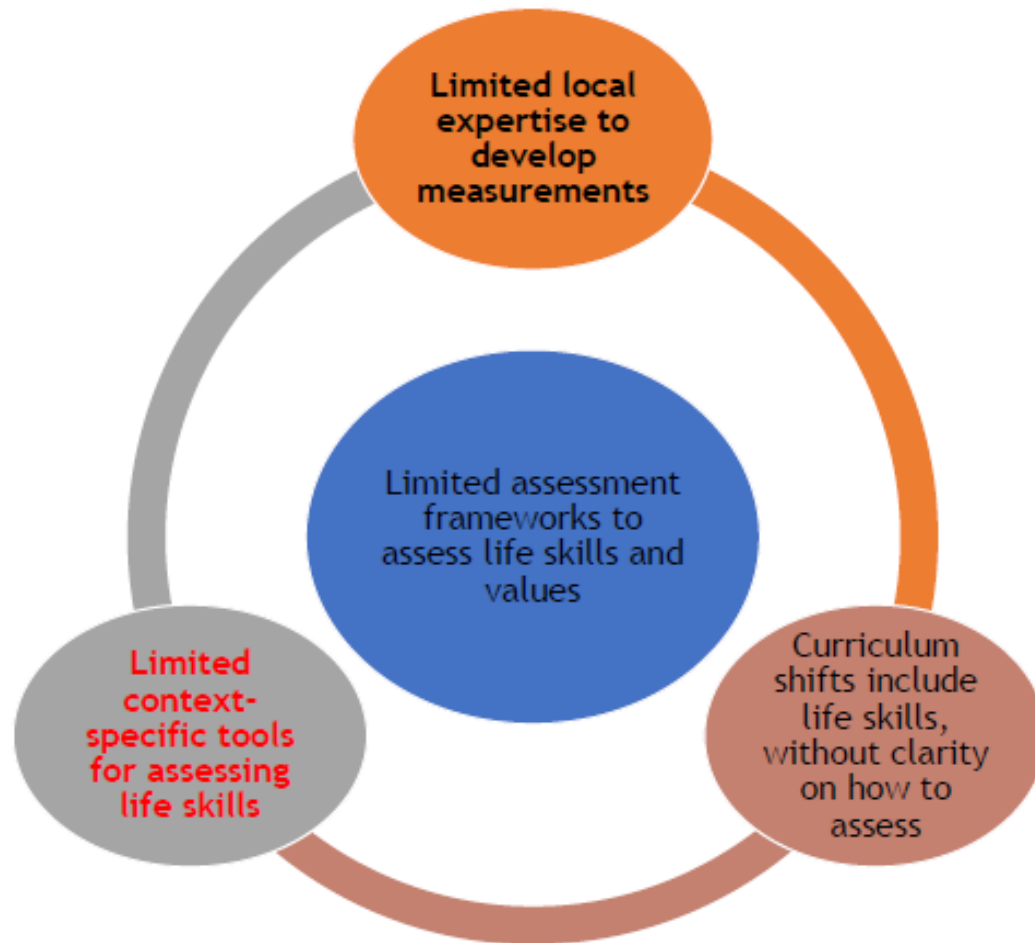
## Policy & Awareness

- Evidence shared for system accountability
- Advocacy for policy implementation
- Public awareness among teachers and parents

## Capacity & Voice

- Regional community of practice
- Local expertise and global representation

# The Innovation/Policy/Intervention/Study



## 1. The contextualisation process

- Prioritising the competences (Problem-solving, collaboration, self-awareness & the value of respect)
- Understanding the competences in context

## 2. The ALiVE tool development process

- Setting the Scope
- Task and item development
- Scoring rubrics, think alouds, paneling
- Pilot study to test functioning of the tool
- Large scale assessment (45,442 adolescents aged 13-17 years).

## 3. Reporting of results: Proficiency levels

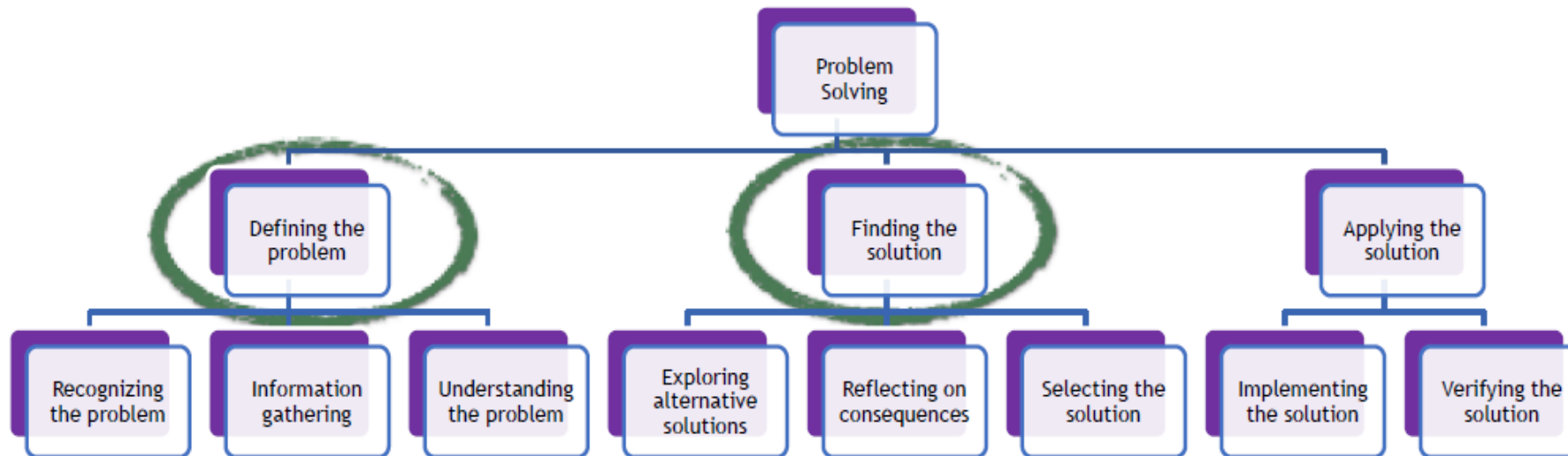
# The Innovation/Policy/Intervention/Study



## ALiVE “Problem solving” definition and structure



**Problem solving** is the process of defining a problem, determining its cause, finding solutions, and applying the solutions to the defined problem.



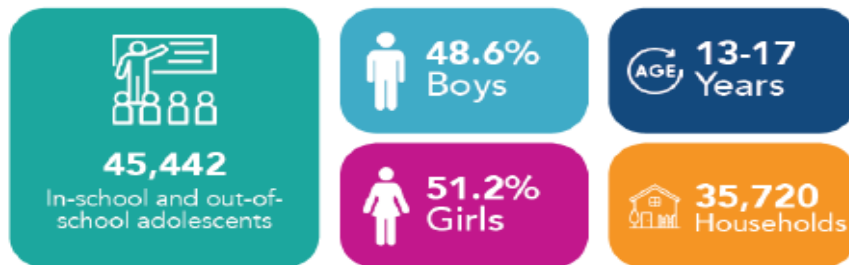
# The Innovation/Policy/Intervention/Study



## The ALiVE Sample



45,442 in-school and out-of-school adolescent boys (48.6%) and girls (51.2%) from 13 to 17 years of age, from 35,720 households, 1,991 Enumeration Areas, and 85 districts/counties

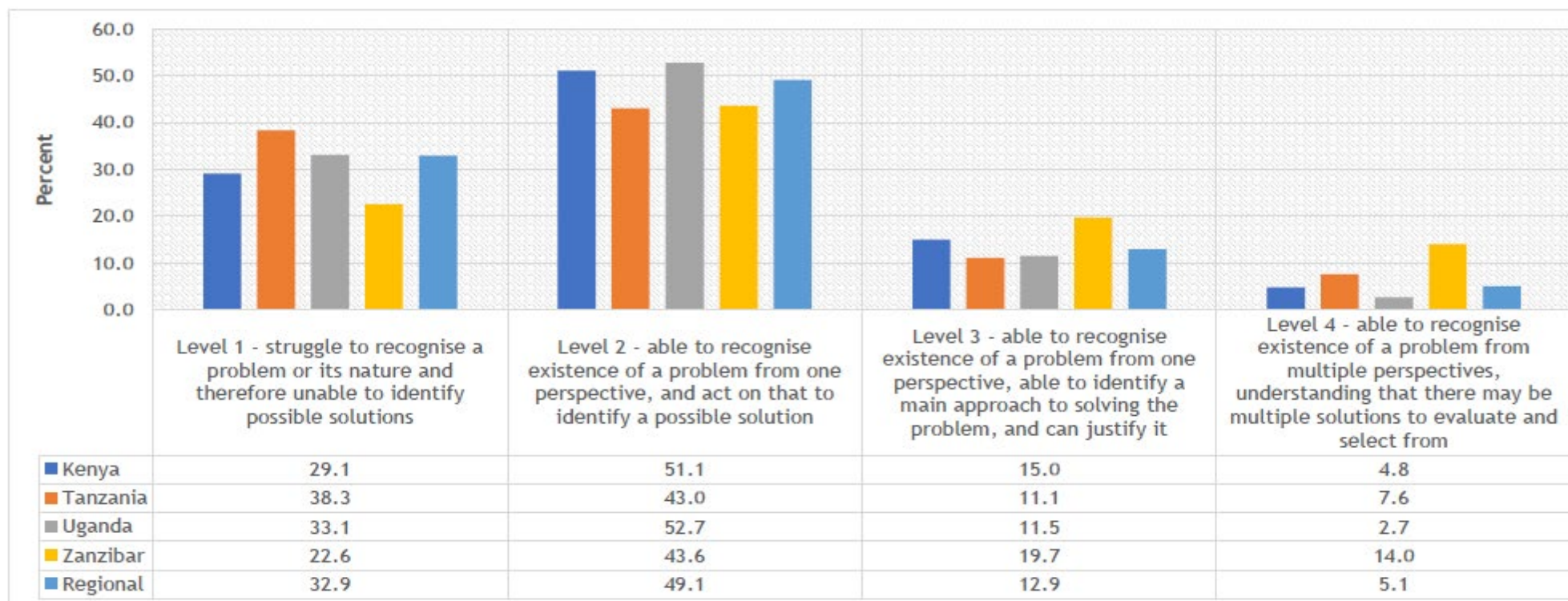


**Tools translated from:** *English to Ateso, Borana, Bukusu, Dholuo, Dhophadola, Ekegusii, Gikuyu, Kamba, Kinyala, Kiswahili, Kupsapiiny, Leb Acholi, Leb Lango, Luganda, Lugbarati, Lhukonzo, Lusoga, Maasai, Meru, Nandi, Ng'aturkana, Ngakarimojong, Oluwanga, Orma, Pokomo, Runyankole-Rukiga, Runyoro, Rutooro, and Somali.*

# The Results and Impact



## Problem solving proficiencies

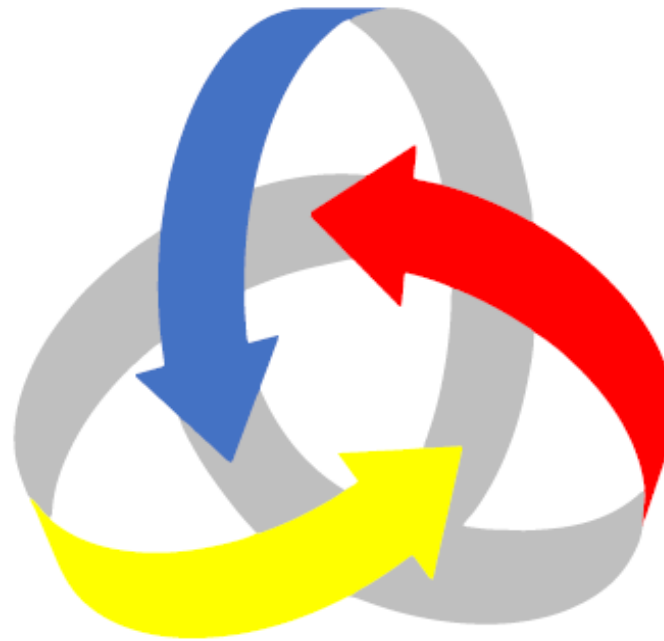


# Proficiency Levels by Selected Groups



Both males and females performed similarly across all constructs and jurisdictions

Older adolescents demonstrate higher proficiencies compared to younger adolescents



More educated adolescents demonstrated higher proficiencies compared to the less educated adolescents



# Recommendations and Conclusion

The fact that there are adolescents who perform at the highest levels, indicates that such performance is within the achievable range for the age group.

## 1. Nurturing and Assessment

- How do we nurture and assess these competencies in the classroom?
- How can we build more expertise in Sub-Saharan Africa?

## 2. System shift

- How can we enhance capacity at system level (curriculum, teacher education, assessment)?

## 3. Learning

- How can we ensure our voices as Sub-Saharan Africa is heard globally?
- How can we be thought leaders in SEL in Africa?

### ALiVE Book



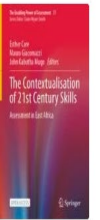
[The Contextualisation of 21st Century Skills](#)

Assessment in East Africa

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### Websites

1. <https://reliafrica.org/alive/>
2. <https://uwezouganda.org/>
3. <https://ziziafrigue.org/>
4. <https://mzfn.org/>
5. <http://lgfug.org/>

### ALiVE Regional report

