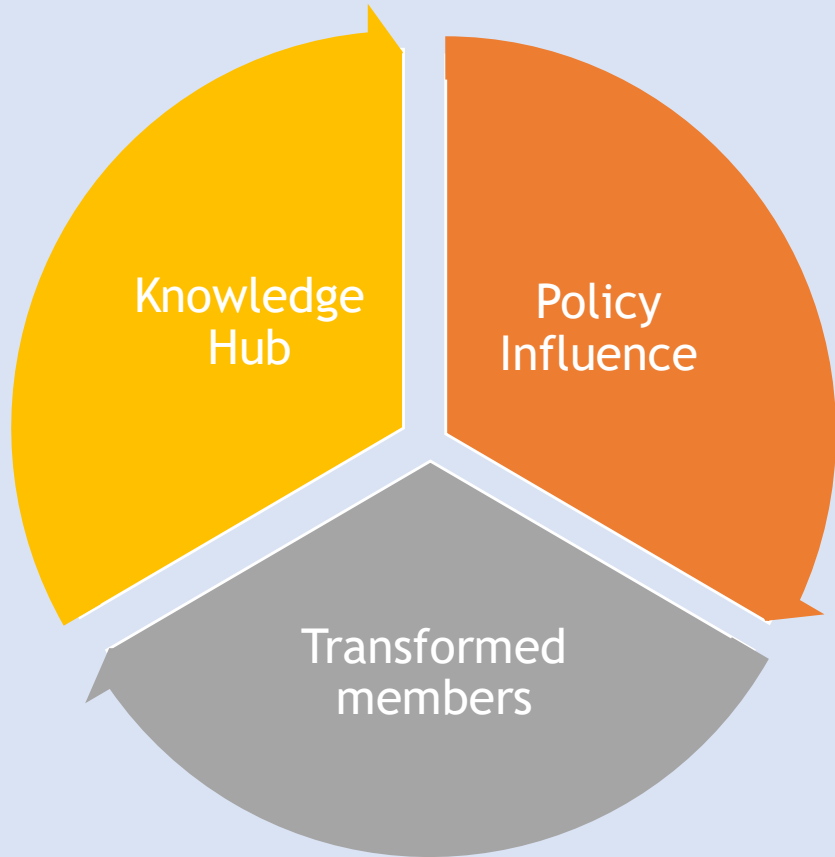# Building capacity to assess and nurture adolescents' life skills [& Values]: Insights from an East African initiative

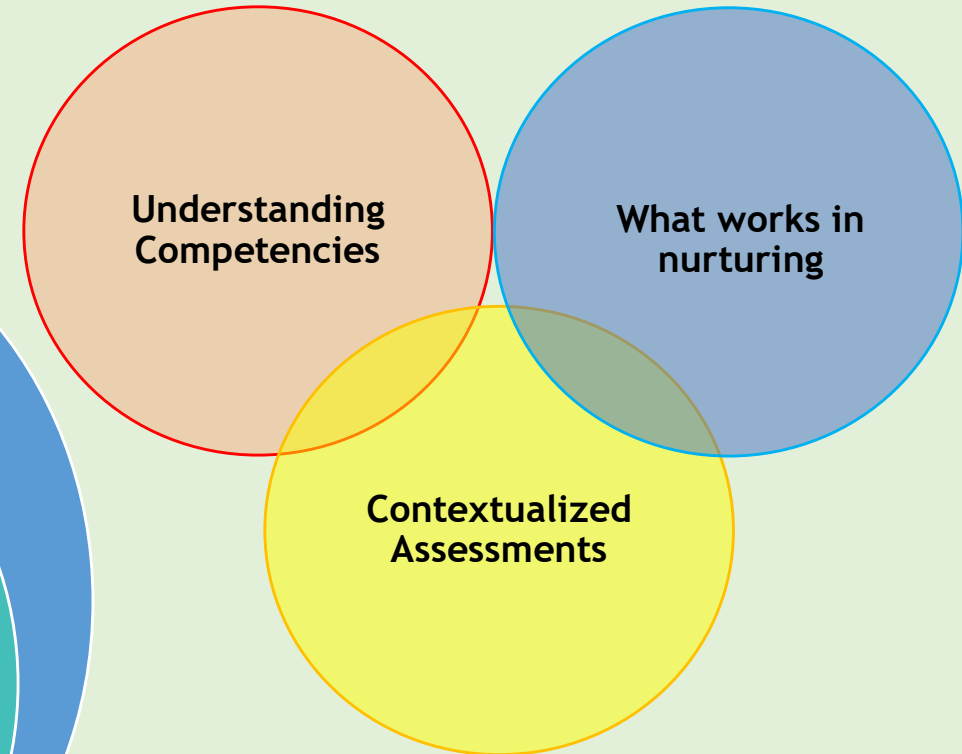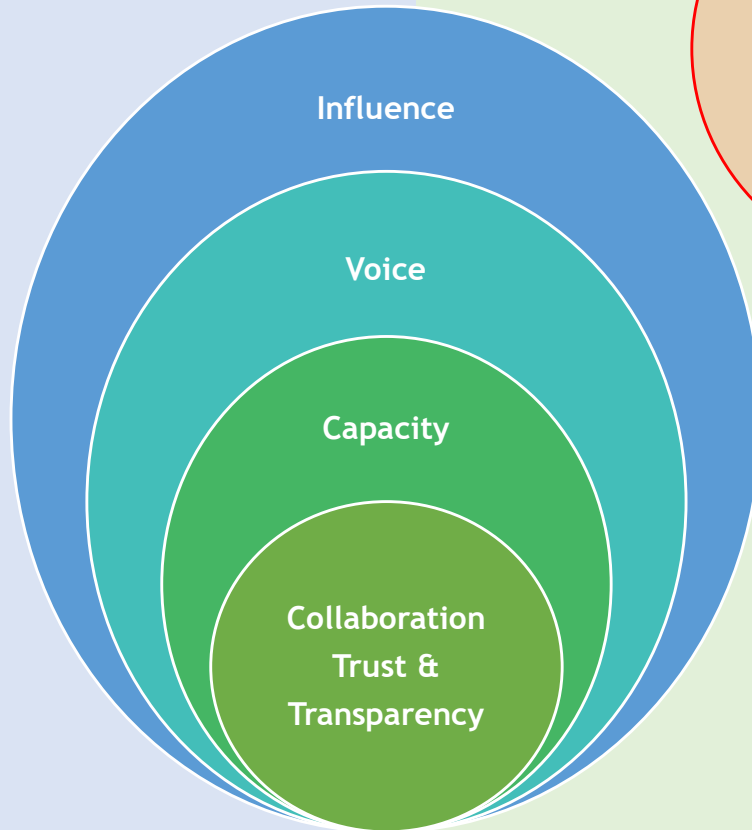Mary Goretti Nakabugo, Executive Director, Uwezo Uganda & Co-PI ALiVE

Our Learning Collaborative in East Africa

ALiVE — Action for Life Skills and Values in East Africa

Regional Education Learning Initiative

70 Organizations – One Vision

- Knowledge Hub
- Policy Influence
- Transformed members

- Influence
- Voice
- Capacity
- Collaboration Trust & Transparency

Values and Life Skills Thematic Cluster

25 Organizations – 3 questions

- Understanding Competencies
- What works in nurturing
- Contextualized Assessments

When we started in 2020…

Limited assessments to measure these competences, globally

Most assessments and tools in the global north

Lack of Africa's agency and expertise

Limited non-state actors' participation

Prevalence of summative assessment – high stake examinations.

Very few assessments of 21st Century skills, and track SDG 4.7

A number transferred and used in East African context

Hardly any contextualised tools, and almost none Africa-led

Expertise concentrated in global north institutions

Fly-in-fly out and hardly any capacities left on the continent
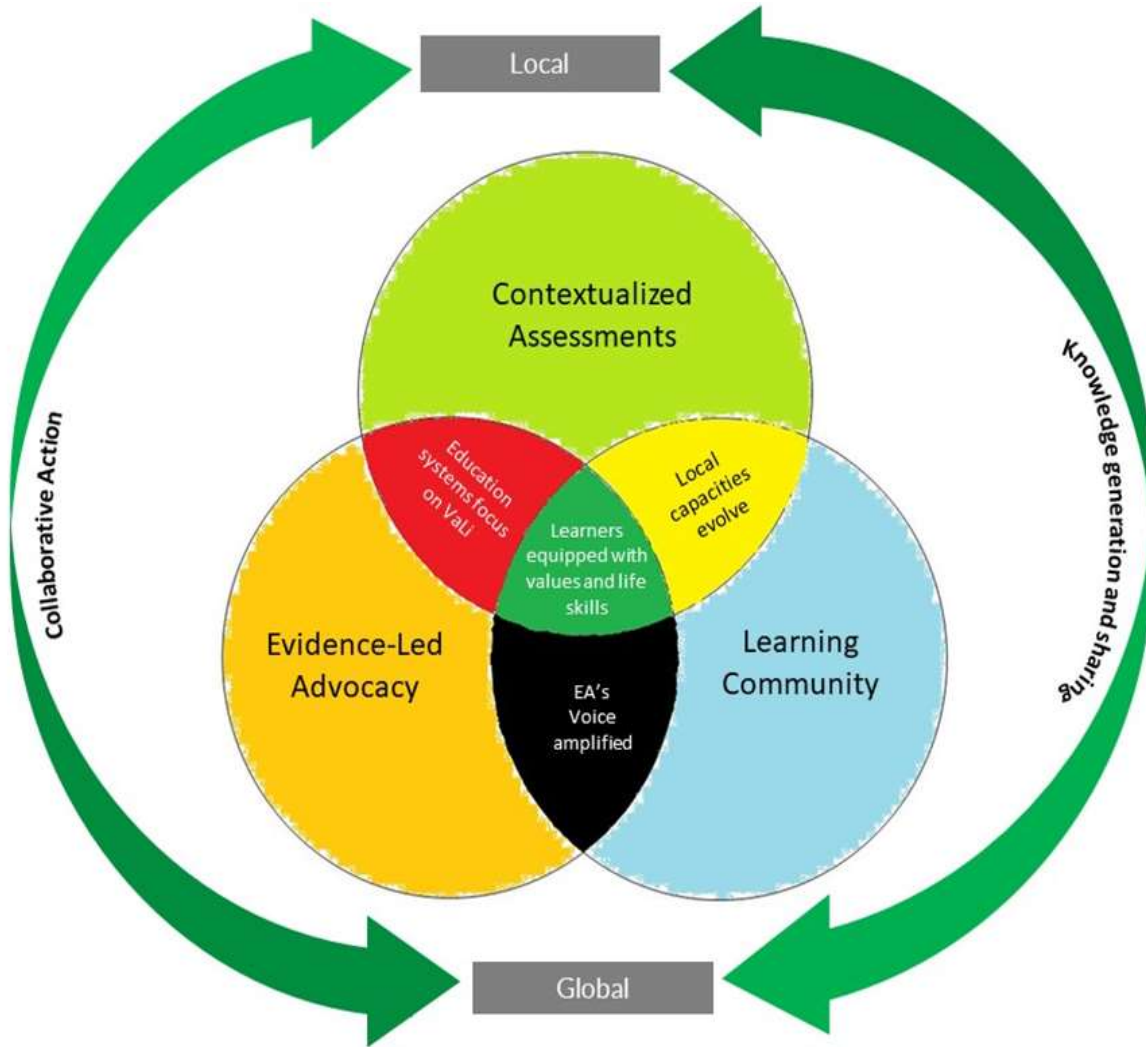
Though curricula have shifted to competency-based, systems fairly closed

Despite curriculum shifts, assessments and pedagogical practice still emerging

Need for capacity enhancement and collaboration

ALiVE Pathway – Key components/processes

Assessment of Life Skills and Values in East Africa - ALiVE

THE ALiVE WAY: CONTEXTUALIZING THE MEASUREMENT OF LIFE SKILLS AND VALUES IN KENYA, TANZANIA, AND UGANDA

John Mugo | Mauro Giacomazzi | Purity Ngina | Shariff Khadija

RELI
Regional Education
Learning Initiative
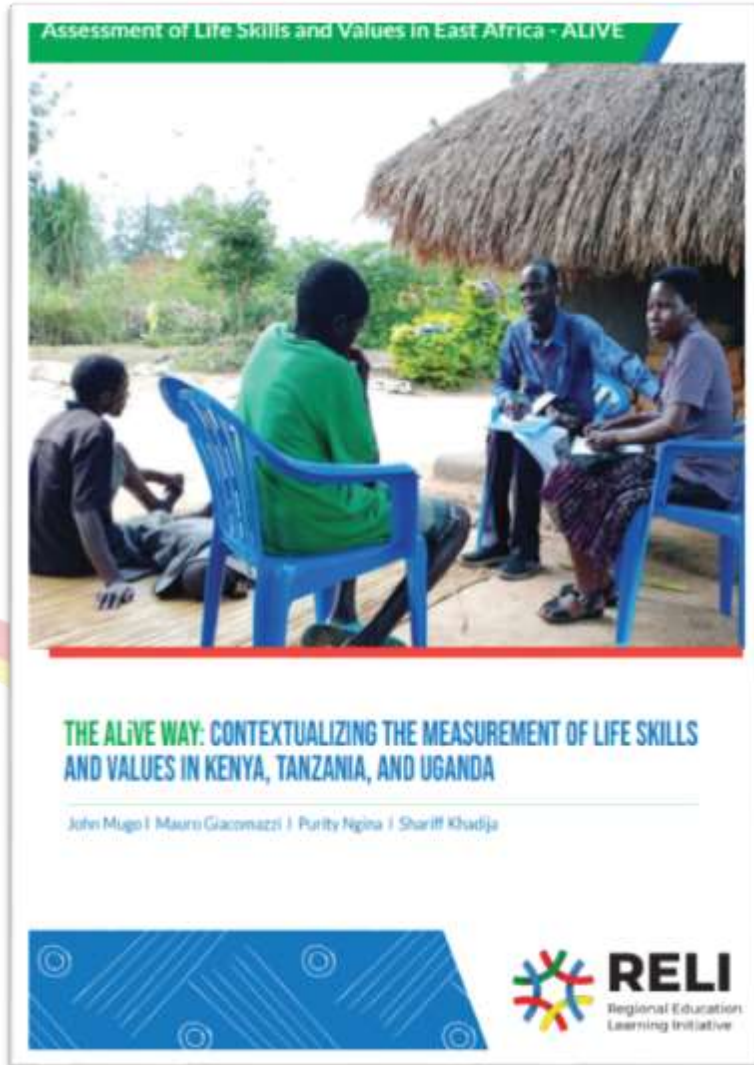
1) The contextualisation process

- **Prioritising the competences in context through:**
  - Review of relevant documents e.g., the curriculum, labour market surveys/assessments, policies, etc.;
  - System mapping or needs assessments;
  - Consultative meetings/sessions/workshops;

with the aim of ascertaining the most critical competences.

- **Understanding the competences in context by;**
  - Developing local definitions of the target competences;
  - Building a repertoire of problems, items, questions, scenarios, daily activities, behaviours, etc. for the assessment.

ALiVE Pathway – Key components/processes

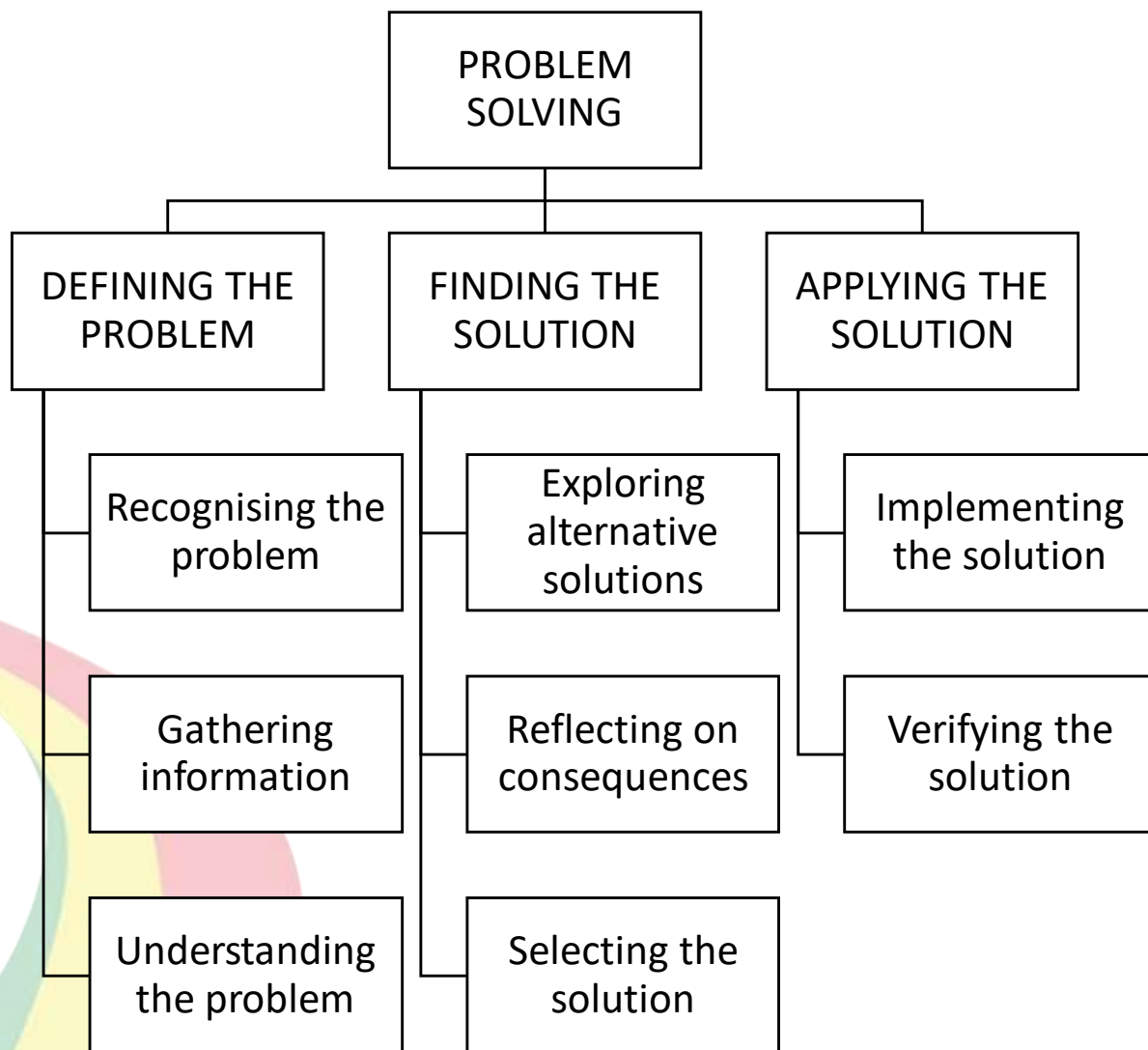## 2) The ALiVE tool development process

Setting the Scope:

- Constructs and their definitions;
- Developing structures for the target competencies.

Task and item development:

- Development of assessment frameworks
- Development and discussion of draft task ideas and items while mapping on the skill structures

The ALiVE tool development process

```
                    PROBLEM
                    SOLVING

   DEFINING THE      FINDING THE      APPLYING THE
   PROBLEM           SOLUTION         SOLUTION

   Recognising the   Exploring        Implementing
   problem           alternative      the solution
                     solutions

   Gathering         Reflecting on    Verifying the
   information        consequences     solution

   Understanding     Selecting the
   the problem       solution
```

- **Scoring rubrics and large-scale assessment conducted**
  - Develop scoring rubrics for the assessment items – potential to demonstrate progressions.
  - Assessed **45,442** adolescents aged 13-17 from **37,295** households across 80 districts in Kenya, Tanzania/Zanzibar and Uganda

Assessment of Life Skills and Values in East Africa (ALiVE)

Proficiency Levels of Adolescents in Life Skills and Values in Kenya, Tanzania, and Uganda
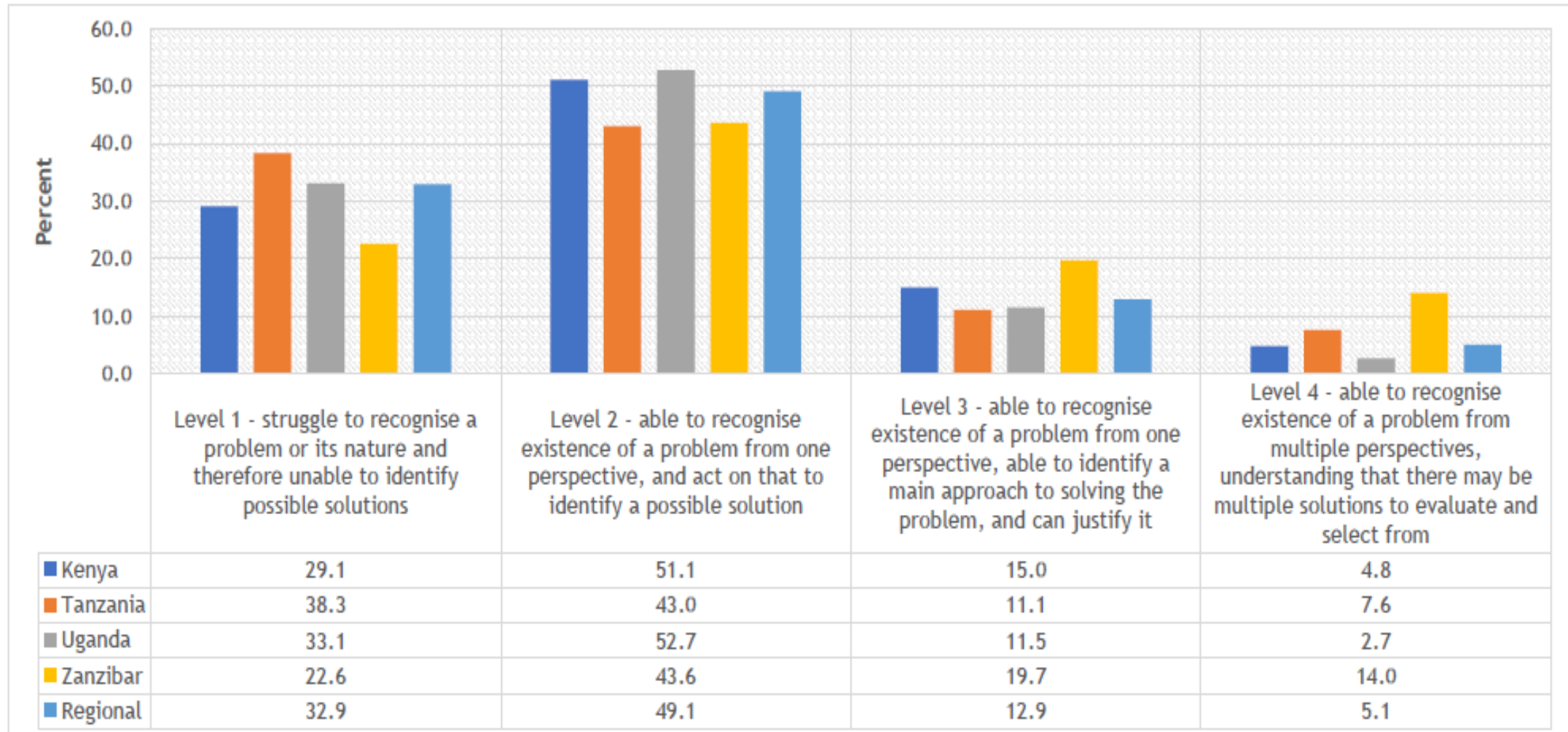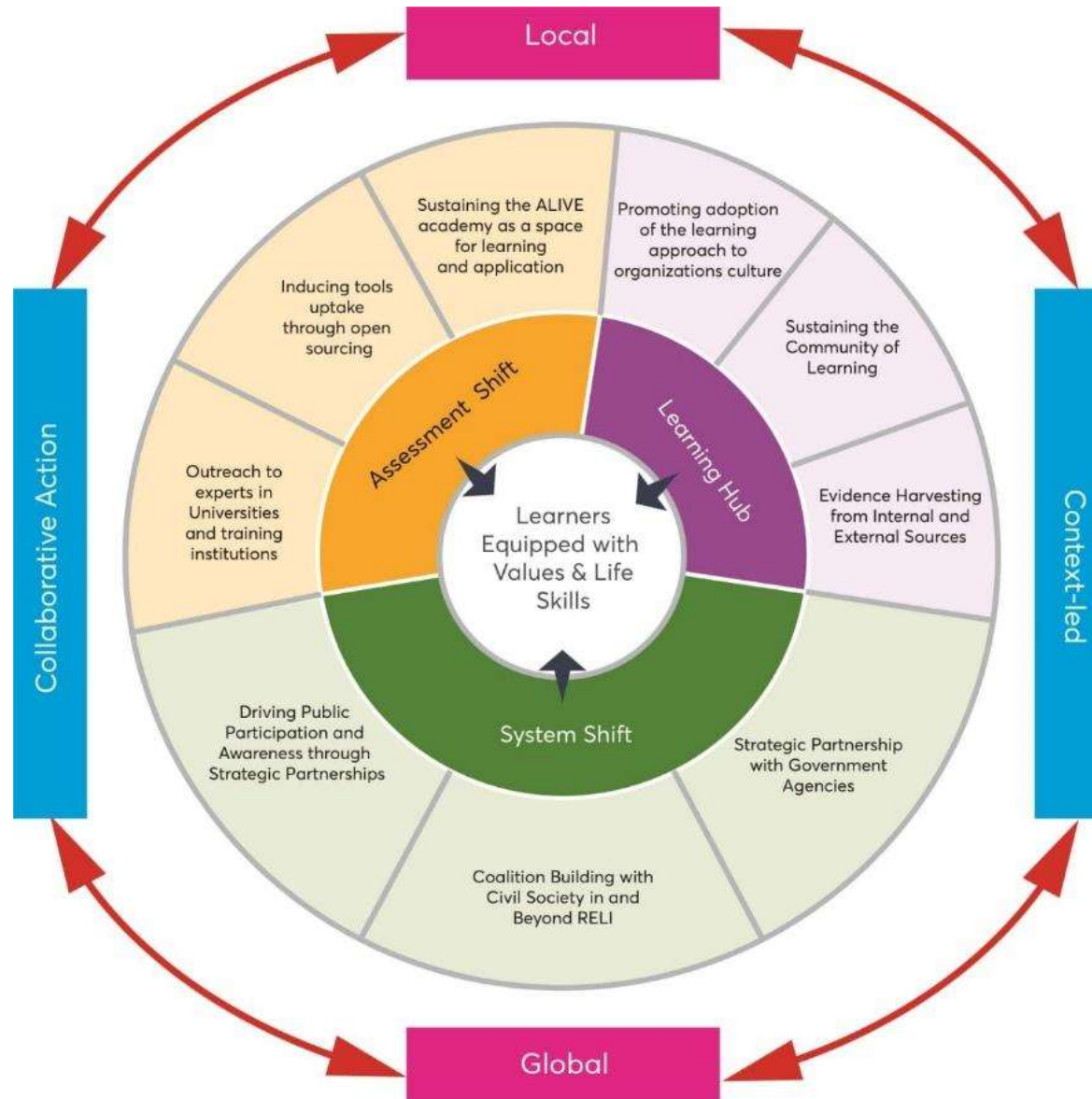
Summary Report JUNE, 2023

Reporting of results: Proficiency levels

- Reporting proficiency in 'skills' is not a straight forward process like reporting proficiencies in numeracy or literacy.

- We therefore aimed at reporting skills proficiency in the context of a developmental progression (guided by the developed rubrics), i.e., to describe what adolescents are able to do or demonstrate.

Construct	Beginning Adolescent is...	Emerging Adolescent is...	Consolidating Adolescent is...	Proficient Adolescent is...
Problem Solving	Struggling to recognise a problem or its nature and therefore unable to identify possible solutions	Able to recognise existence of a problem from one perspective, and act on that to identify a possible solution	Able to recognise existence of a problem from one perspective; Able to identify a main approach to solving the problem and can justify it	Able to recognise existence of a problem from multiple perspectives, understanding that there may be multiple solutions to evaluate and select from

Problem solving proficiencies

	Level 1 - struggle to recognise a problem or its nature and therefore unable to identify possible solutions	Level 2 - able to recognise existence of a problem from one perspective, and act on that to identify a possible solution	Level 3 - able to recognise existence of a problem from one perspective, able to identify a main approach to solving the problem, and can justify it	Level 4 - able to recognise existence of a problem from multiple perspectives, understanding that there may be multiple solutions to evaluate and select from
■ Kenya	29.1	51.1	15.0	4.8
■ Tanzania	38.3	43.0	11.1	7.6
■ Uganda	33.1	52.7	11.5	2.7
■ Zanzibar	22.6	43.6	19.7	14.0
■ Regional	32.9	49.1	12.9	5.1

| Main tasks |
| --- |
| Selection of skills: Problem solving, creative thinking, collaboration (cooperation) |
| Description of skills: finalisation of structure, subskills, descriptions; LP hypotheses across three Grades (P6, S1, S3); determination of key performance indicators (KPI) |
| Checking: verification of opportunities for KPI to be demonstrated in the classroom; checking that these KPI might be demonstrable at varying levels of proficiency |
| Task development: tasks (assessment items) developed to target the skills' KPI demonstrated by learners across the targeted grade levels |
| Data collection and iteration |
| Analysis: analysis of data from Round 2 data collection |
| Finalisation of evidence-informed progression: development of skills frameworks and teacher guides |
| Post-formal program: Integrate information throughout learning, teaching, and assessment materials |

The Contextualisation of 21st Century Skills

Assessment in East Africa

Editors: Esther Care, Mauro Giacomazzi & John Kabutha Mugo

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Hard cover | Soft cover | eBook
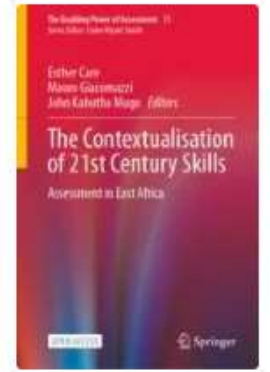
- Demonstrates how to build agreed understandings of 21st century skills
- Highlights the intersection of culture, values and beliefs, with 21st century skills
- Includes case studies illustrating concepts introduced in the book

Websites

1. https://reliafrica.org/alive/
2. http://lgfug.org/
3. https://uwezouganda.org/