



Life Skills and Values as a tool for ending School Related Gender Based Violence (SRGBV)



Presentation Overview

Session 1: Introductions

Session 2: ALiVE Initiative Overview

Session 3: Life skills and values as a tool for addressing School Related Gender Based Violence (SRGBV)

Session 4: ALiVE's approach to assessing Life Skills and Values

Session 5: Assessment findings-proficiencies of young adolescents

Our Motivation and Who we are



East Africa – Education Contexts



- **Kenya** - New curriculum integrated 8 values and 7 core skills
- **Uganda** - New curriculum for secondary level - includes 21st C. competencies.
-review of the primary curriculum is underway – and a revised A-Level Curriculum
- **Tanzania** -Tanzania Mainland is reviewing its curriculum in both primary and secondary level to prioritize soft skills and Zanzibar is currently rolling out a new competence-based curriculum for primary schools level
- **All Governments** – readiness to engage; but there still challenges.

Assessment in East Africa - Issues

1. Insufficient mechanisms for policy implementation on these competencies
2. Little clarity on what works in developing and nurturing them
3. Lack of context-relevant measurement for East Africa
4. Measurement is rare, complex, too heavy for scale, and indicators not comparable
5. Low awareness among parents and teachers
6. Dearth of local capacities – all tools developed and adapted by northern experts
7. Uncoordinated efforts among key actors

When we started in 2020;

Limited assessment frameworks to track learning

Existence of summative assessment – high stake examinations.

Inability to diagnose what is happening – are children learning?

From heavy focus on cognitive assessment in literacy and numeracy

Assessment much needed in Africa

Uwezo learning assessment & others as a tool for providing diagnostic assessments of the system –Focus on literacy and numeracy

Development of contextualized learning assessment tools

Agency through Uwezo learning assessment in East Africa

Reaching out to 10,000 villages in 3 countries and over 5M children assed by over 30,000 volunteers

Need to measure non-cognitive skills values and life skills

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

Limited context specific frameworks for measuring life skills.

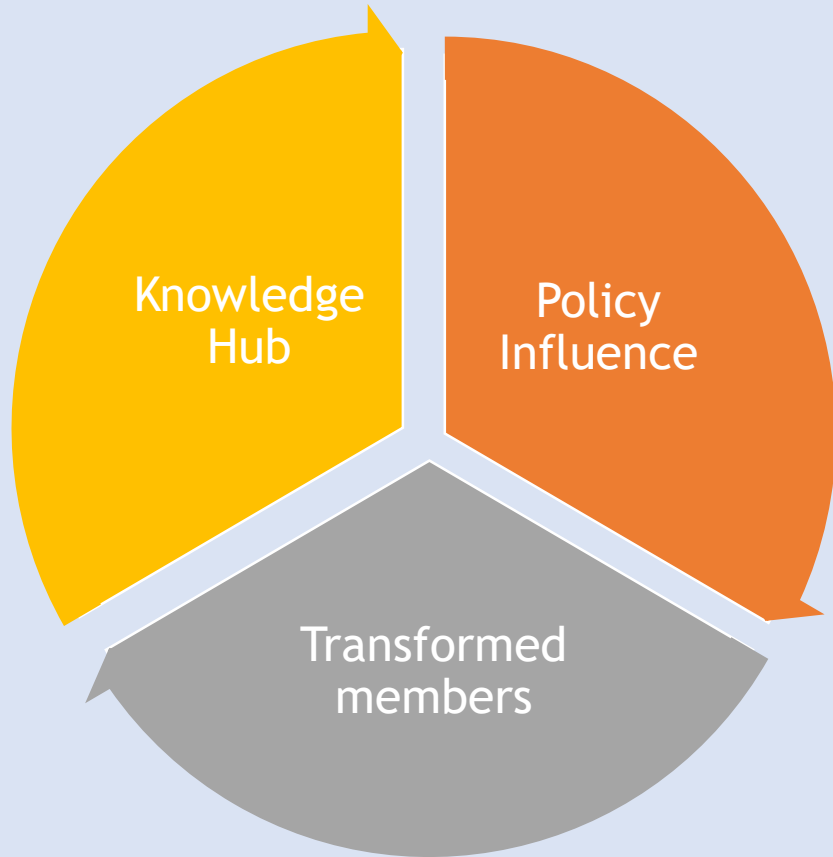
Curriculum shifts to include life skills, without clarity on how to measure - assessments and pedagogical practice is still emerging

Leveraging on lessons learnt through Uwezo

..to include frameworks for measuring VAL

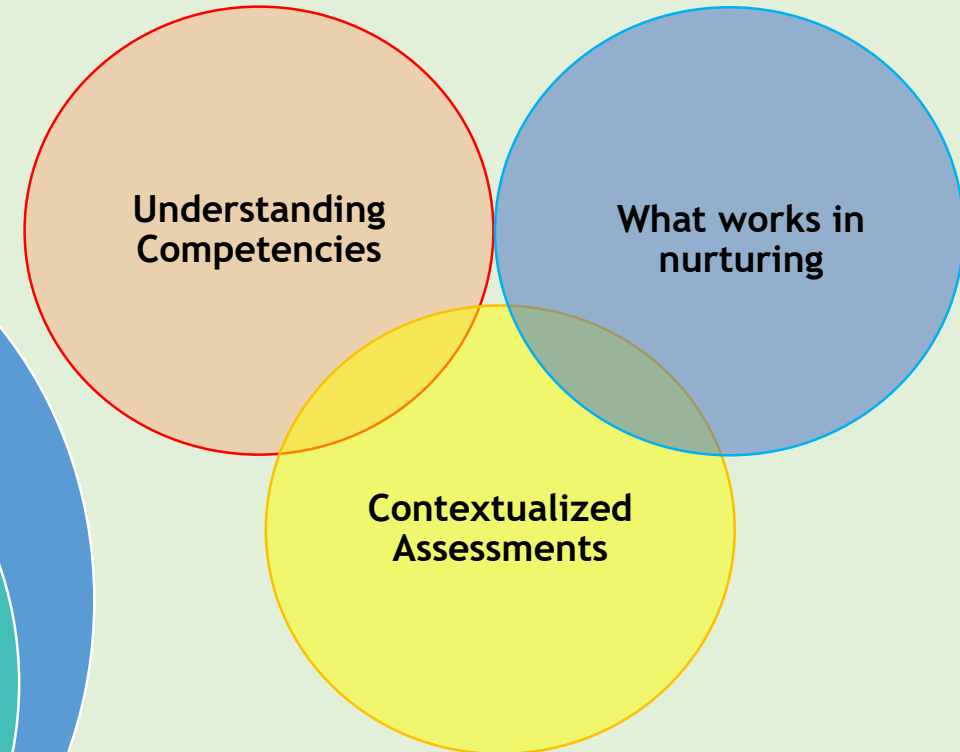
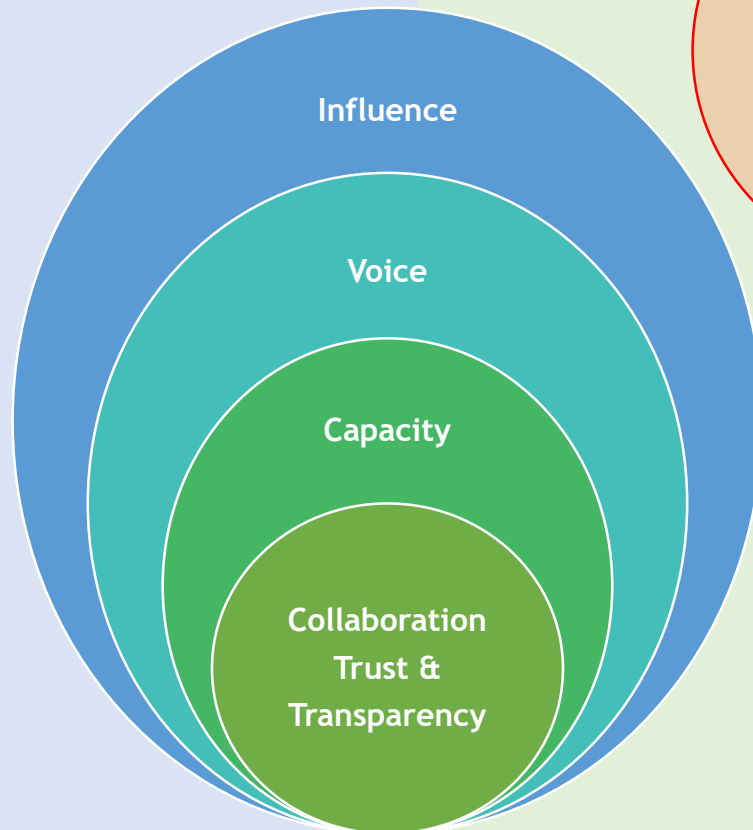
Regional Education Learning Initiative

70 Organizations - One Vision



Values and Life Skills Thematic Cluster

25 Organizations - 3 questions



Education systems in Sub-Saharan Africa are producing graduates well-equipped with 21st Century Skills, to sustain personal health and wellbeing, drive innovation and industrialization, climate change resilience and labour-force productivity (domestic/export good)

ALiVE Academy established to drive the training of a critical mass of experts for contextualised integration of the skills in curricula, assessment, teaching/learning and parenting

A values and life skills **MOVEMENT** established, to incorporate all key actors to build awareness and participation

A **Research and Development Unit** (now Learning Hub) establishes global collaborations to strengthen research skills and contextualization



The role of Life skills and Values in tackling School Related Gender Based Violence (SRGBV)

School Related Gender-Based Violence – How it manifests

- Physical violence: Bullying, corporal punishment.
- Sexual violence: Harassment, assault.
- Psychological violence: Verbal abuse, shaming, stereotyping, body shaming.
- Discrimination: Gender-based exclusion and stereotyping.

Skills and values as a tool for addressing SRGBV

- **Communication Skills:** Encouraging open discussions and expressions, negotiations.
- **Problem-Solving:** Tackling problems/conflicts constructively and seeking solutions.
- **Self-Awareness:** Understanding others' feelings and promoting inclusion, supporting peers, recognizing and challenging gender biases, and speaking out.
- **Collaborative problem solving:** working with others to identify issues and address challenges
- **Respect:** Respecting self & others, valuing diversity and treating everyone equally



Interactive activity (on menti)

LOGIN: [menti.com](https://www.menti.com)

PASSWORD: 37374331

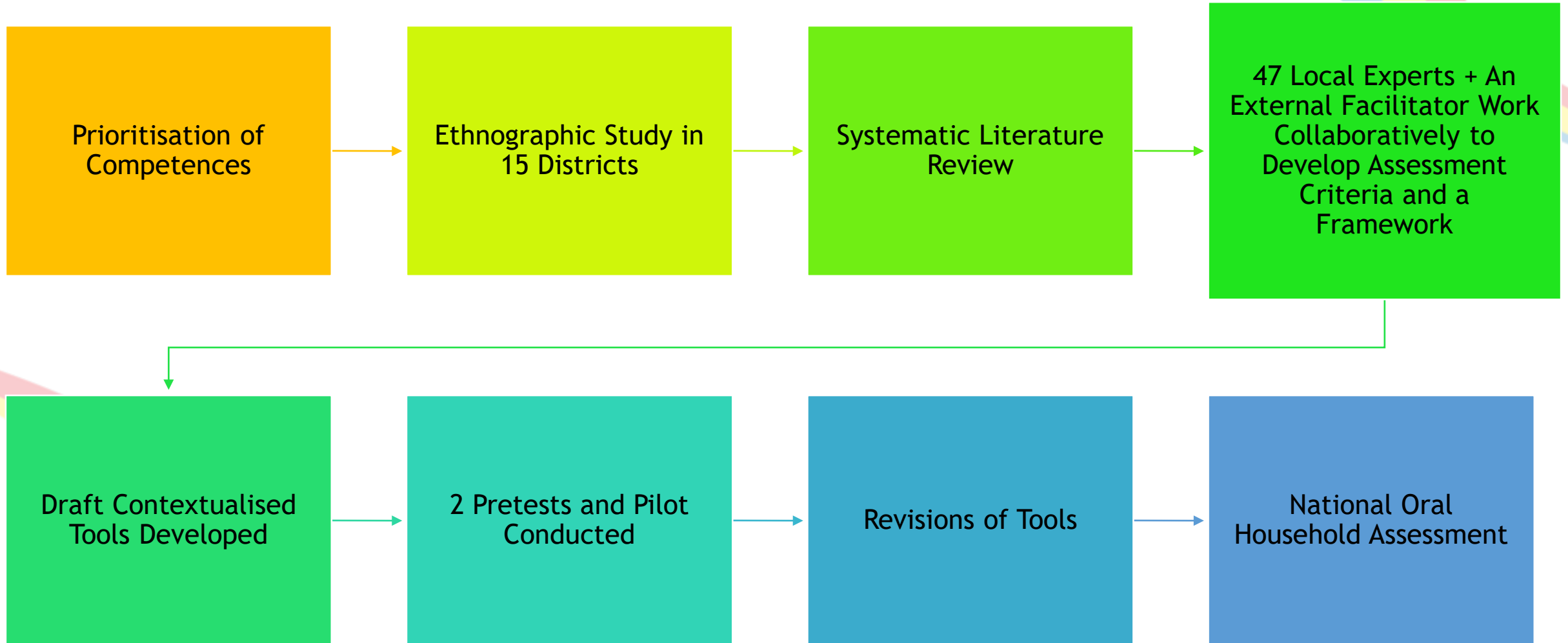
"A female student is made fun of by peers because of her skin that is lately developing pimples.

What life skills and values are required to address this effectively?

Scan QR Code Below



Sharing ALiVE's approach to assessing Lifeskills and values



The Skills & Contextual Definition



Problem solving

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



Self awareness

- This is the ability to recognize, express, assess, and manage (regulate) emotions and feelings from one's own perspective and others.



Respect

- Respect is the sense of worth and value that one attaches to self, someone else or something



Collaboration

- Collaboration This is the process where two or more people work together on a common task to realize shared goals.

Tool set composition - tasks and items

Constructs	# items	
Collaboration: 3 performance tasks --- administered to groups of four adolescents, and scored based on a 4-level scoring rubric	8	
Dimensions	Communication	3
	Negotiation	3
	Working together	2
Problem solving: 3 task scenarios --- oral one-to-one administration, and scored based on a 4-level scoring rubric	12	
Subskills	Recognizing the problem	3
	Information gathering	3
	Exploring alternative solutions	3
	Selecting the solution	3
Self-awareness: 5 task scenarios --- oral one-to-one administration, and scored based on a 4-level scoring rubric	12	
Dimensions [Subskills]	Internal self-awareness [Self-management]	6
	External self-awareness [Perspective taking]	6
Respect: 4 task scenarios --- oral one-to-one administration, and scored based on a 3-level scoring rubric	10	
Dimension	Regard for others	10

ALiVE Example tasks and items

Example for Problem solving

Task Scenario: Sera and Mariam are your age-mates and good friends. On their way to school, they started fighting

Items	Dimension	Subskill
a) Is this a problem?	Defining the problem	Recognising the problem
b) Can you explain how it is/is not a problem?	Defining the problem	Understanding the problem
c) If you are asked to solve this problem, what else do you need to know about it?	Defining the problem	Information gathering
d) Suggest some ways to solve this problem	Finding a solution	Exploring alternative solutions
e) Of the suggested ways of solving this problem, what is the best and why?	Finding a solution	Selecting the solution

Example for Collaboration

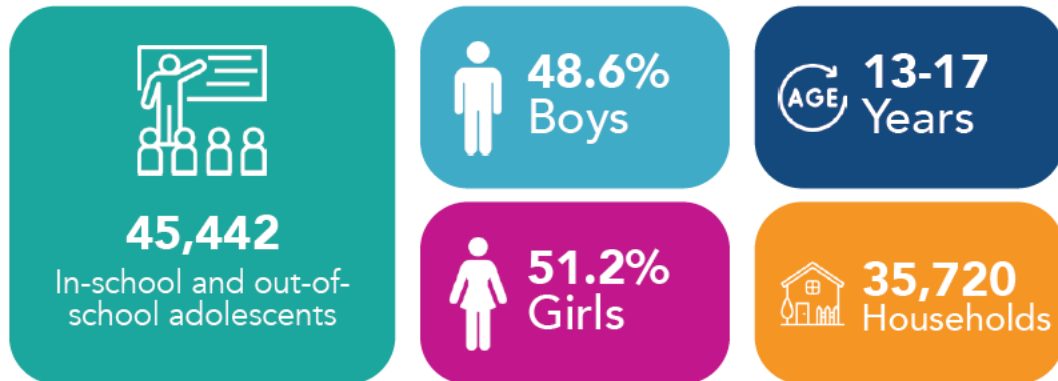
As a group, discuss and agree on the steps of making small books to be used by primary school children. (Take a pause to allow this to happen). Now make the books using the materials provided (Provide flip charts, a pair of scissors, a ruler, cello tape and a stapler)

ITEMS	SUBSKILLS	PERFORMANCE INDICATORS
a) Discuss on how to make the books	Communication	Ability to speak and listen
b) Agree on the steps of making the books	Negotiation	Ability to express own opinion and to accept others' opinion
c) Make the books	Working together	Participation in making the books

The ALiVE Findings

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.*

Reporting of results: Proficiency levels

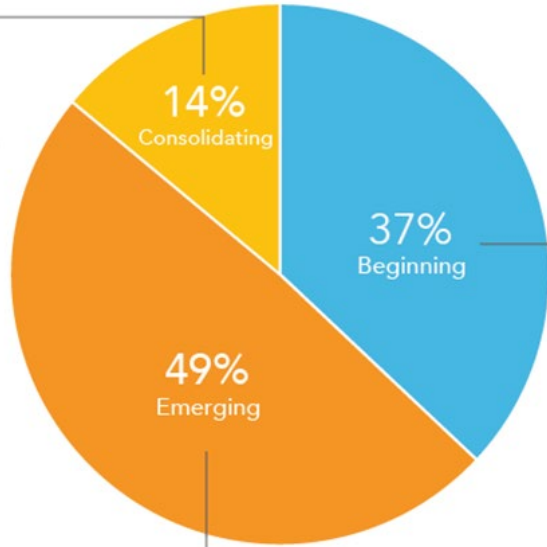
- Reporting proficiency in ‘skills’ is not a straight forward process like reporting proficiencies in numeracy or literacy.
- We therefore aimed at reporting skills proficiency in the context of a developmental progression (guided by the developed rubrics), i.e., to describe what adolescents are able to do or demonstrate.

For example: Descriptive Proficiency Statements for Problem solving

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

Consolidating

Demonstrate the capacity to regulate their emotions across a range of situations, and to perceive and acknowledge how others might perceive and react to these situations.



Beginning

Have little insight into how their emotions control their reactions and seem unaware of how others might feel in difficult situations.

Emerging

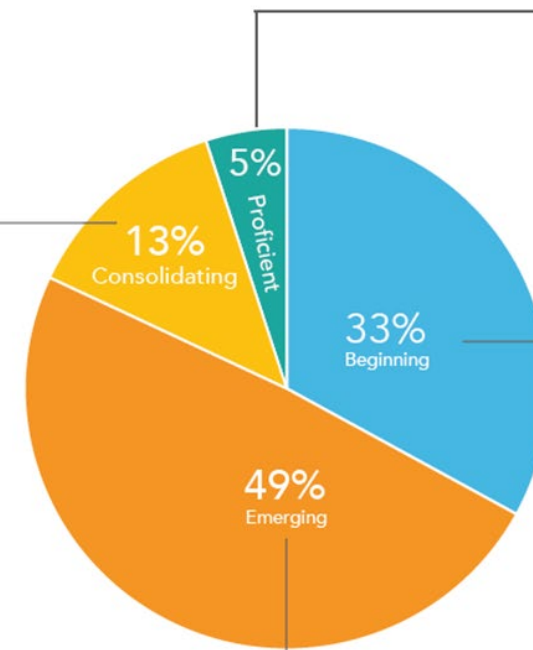
Can control their reactions to some degree and have some insight into the fact that others might see situations differently.

Self-awareness proficiencies

Problem solving proficiencies

Proficient

Able to recognise existence of a problem from multiple perspectives, understanding that there may be multiple solutions to evaluate and select from.



Consolidating

Able to recognise existence of a problem from one perspective, able to identify a main approach to solving the problem, and can justify it.

Beginning

Struggle to recognise a problem or its nature and therefore unable to identify possible solutions.

Emerging

Able to recognise existence of a problem from one perspective, and act on that to identify a possible solution.

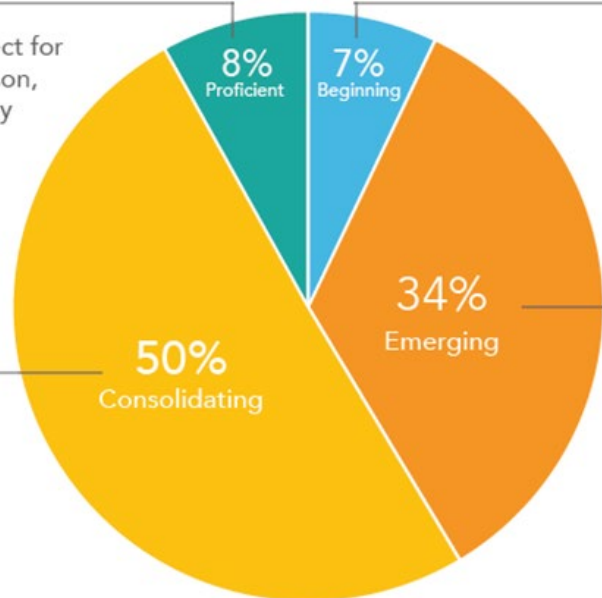


Proficient

Aware of links between respect for property and respect for person, and will act in a respectful way towards others and in defence of others and self.

Consolidating

Able to interpret bad behaviour as lack of respect for others or self and may take conciliatory steps to resolve situations.



Beginning

Aware of others' perspectives only in relation to oneself.

Emerging

Aware of infringement of rights, or of bad behaviour by one person towards another but does not 'call it out'.

Respect proficiencies

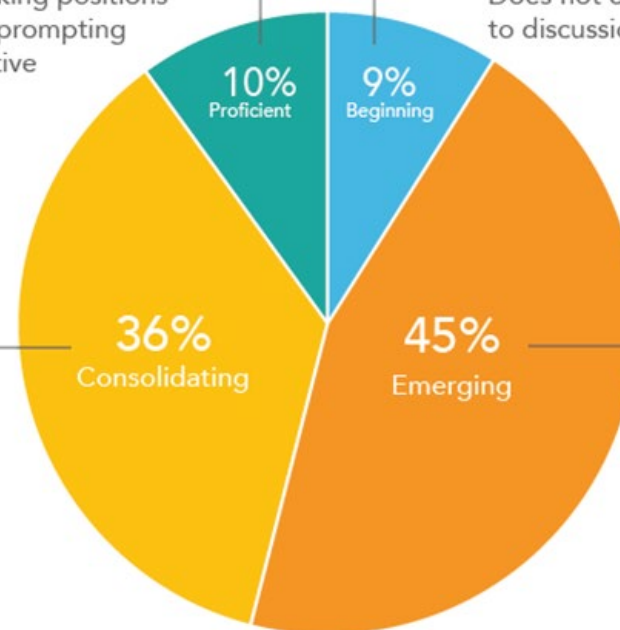
Collaboration proficiencies

Proficient

Collaborates through taking positions and contributing ideas, prompting others, and being attentive to the input of others.

Consolidating

Collaborates through speaking and being attentive in discussions, and engaging actively in performance tasks.



Beginning

Does not engage either by being attentive to discussion, speaking, or through action.

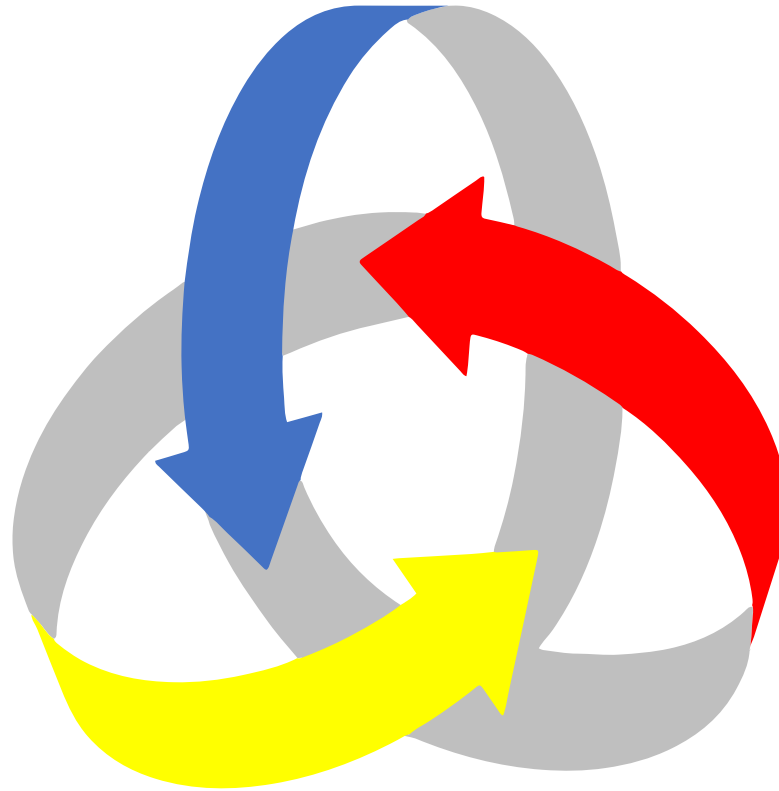
Emerging

Is attentive to the discussion and may query the views of others, but does not contribute in words or actions.

Proficiency levels by selected groups

Both males and females
performed similarly
across all constructs
and jurisdictions

Older adolescents
demonstrated **higher**
proficiencies
compared to younger
adolescents



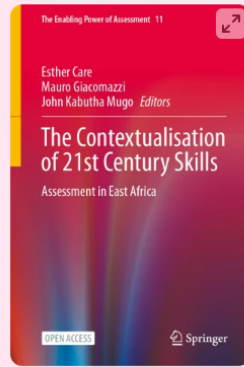
More educated
adolescents
demonstrated **higher**
proficiencies compared
to the less educated
adolescents

1. In one sentence, describe how you feel about Lifeskills and values in relation to addressing School Related Gender Based Violence.
2. What skills do you think would be most important to promote among children/students to manage School Related Gender Based Violence?
3. Write what you would do differently as a result of this session.

The Contextualisation of 21st Century Skills

Assessment in East Africa

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Overview

Editors: [Esther Care](#), [Mauro Giacomazzi](#), [John Kabutha Mugo](#)

- 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
- This book is open access, which means that you have free and unlimited access

Websites

1. <https://www.alive-reli.org/>
2. <https://reliafrica.org/alive/>
3. <https://ziziafrique.org/>
4. <http://lgfug.org/>
5. <https://uwezouganda.org/>

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