



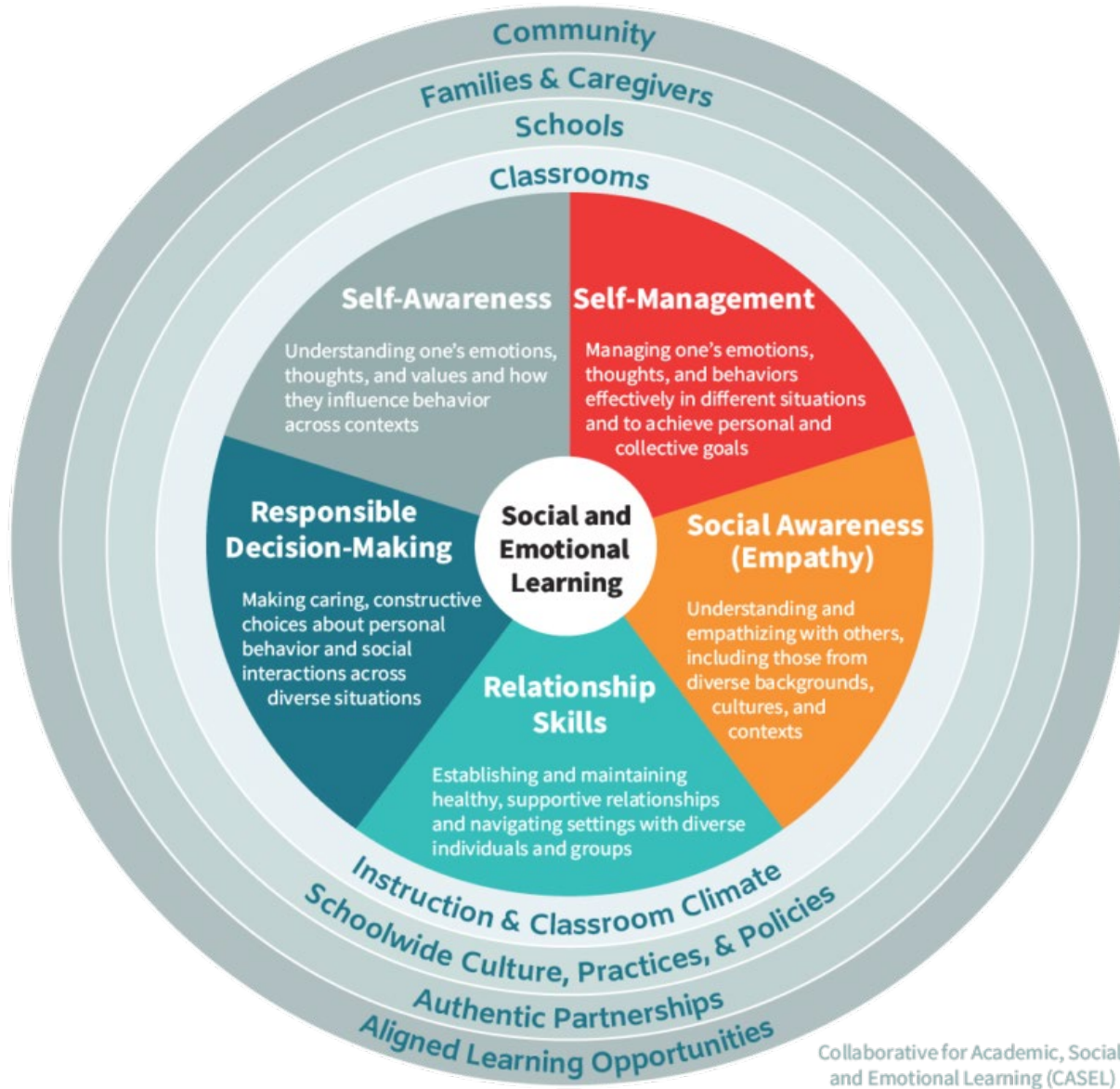
Social-Emotional Learning and its Role in Education: Nurturing Students Holistically

Kingdom of Buganda (Ministry of Education), School Administrators' Workshop, 10th Dec 2024 at Muteesa I Royal University

(Presenter(s): Mary Goretti Nakabugo / Joseph Kasasa - Uwezo Uganda/ALiVE)



The Critical Role of SEL in delivering learning outcomes



- Lifelong learning habits are shaped by social and emotional interactions, particularly through supportive student-teacher relationships (Pianta, 1999).
- Research has shown that socio-emotional skills such as engagement, motivation, resilience, and cognitive skills like critical thinking and literacy, are significant predictors of academic success.
- Social-emotional skills enhance the development and application of 21st-century skills / life skills

**Our Motivation, Who we are and
What we have Learnt**

**How does one assess and nurture
a SEL/Life skill?**

East Africa – Education Contexts



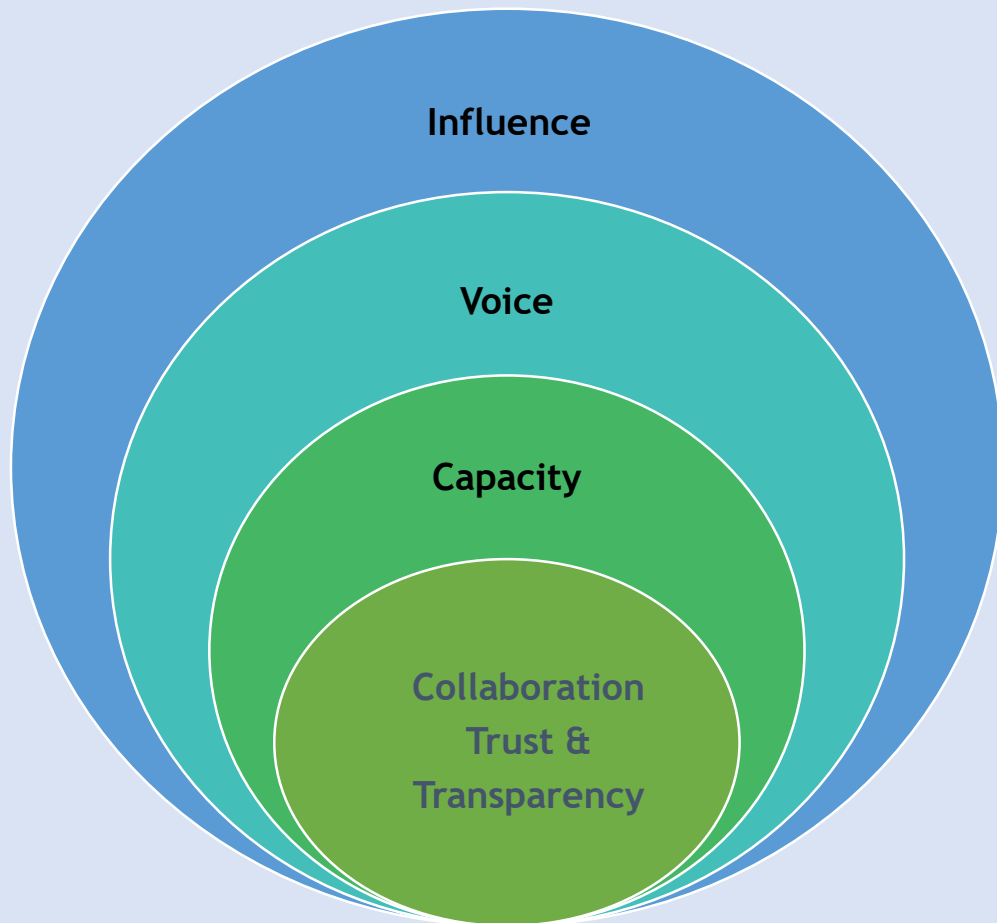
- **Kenya** - New curriculum integrated 8 values and 7 core skills
- **Uganda** - New curriculum for secondary level - includes 21st C. competencies.
-review of the primary curriculum is underway – and a revised A-Level Curriculum
- **Tanzania** -Tanzania Mainland is reviewing its curriculum in both 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 are still challenges.

Assessment in East Africa - Issues

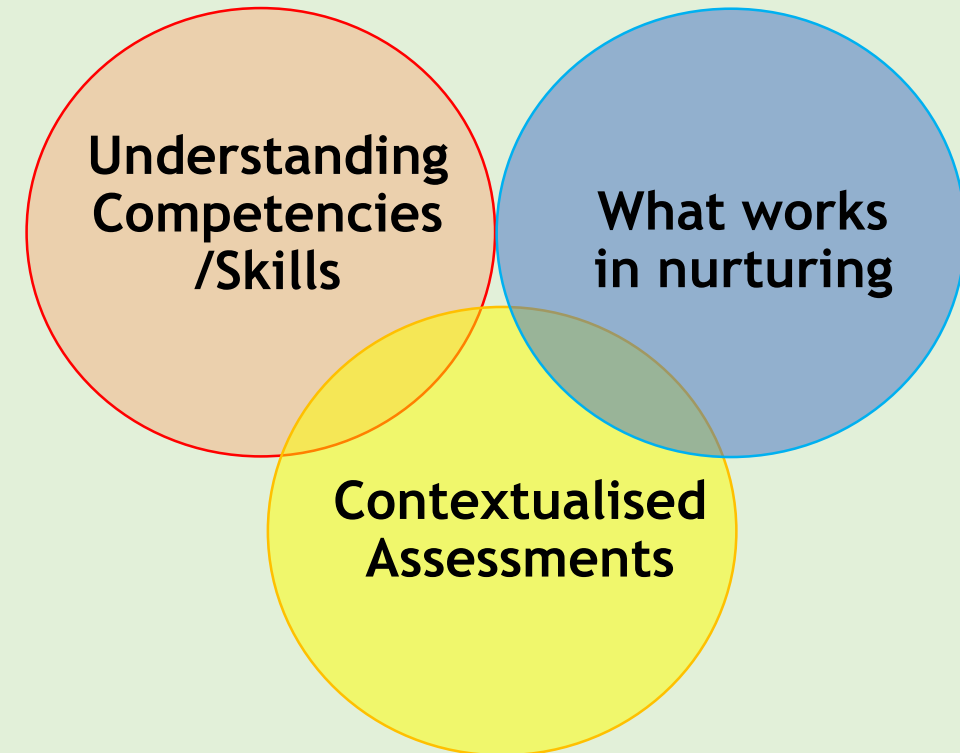
1. Insufficient mechanisms for policy implementation on these competencies
2. Little clarity on what works in developing and nurturing them
3. Lack of context-relevant measurement for East Africa
4. Measurement is rare, complex, too heavy for scale, and indicators not comparable
5. Low awareness among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

The ALiVE Collaborative in East Africa

Regional Education Learning Initiative
70 Organizations - **One Vision**



Values and Life Skills Thematic Cluster
25 Organizations - **3 questions**



When we started in 2020;

Limited assessment frameworks to track learning

Assessment much needed in Africa

Agency through Uwezo learning assessment in East Africa

Need to measure non-cognitive skills values and life skills

Existence of summative assessment – high stake examinations.

Inability to diagnose what is happening – are children learning?

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

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

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

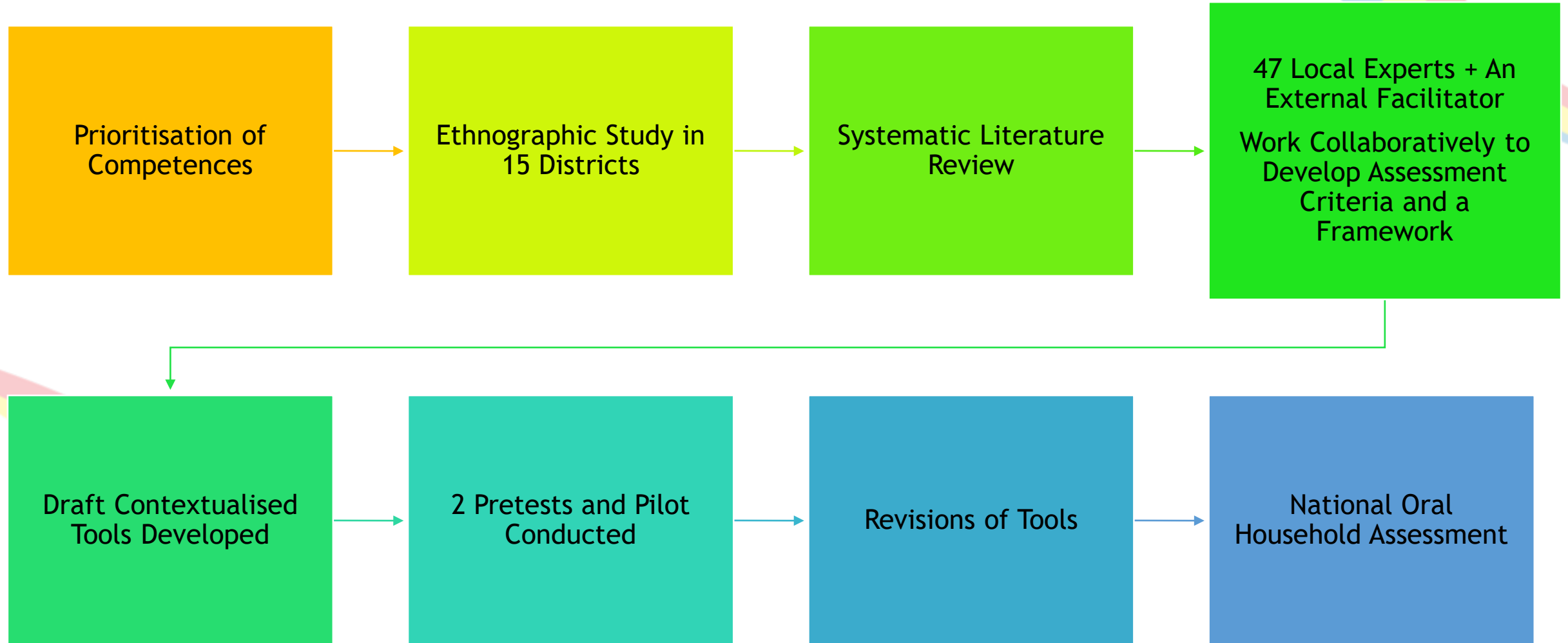
Leveraging on lessons learnt through Uwezo

From heavy focus on cognitive assessment in literacy and numeracy

..to include frameworks for measuring VAL



Sharing ALiVE's approach to assessing Lifeskills and values



Tool development process: *Emphasis on the targets*

The skill

- In order to measure a construct, you must know what it is
 - clearly defined
 - observable, directly or indirectly

The person

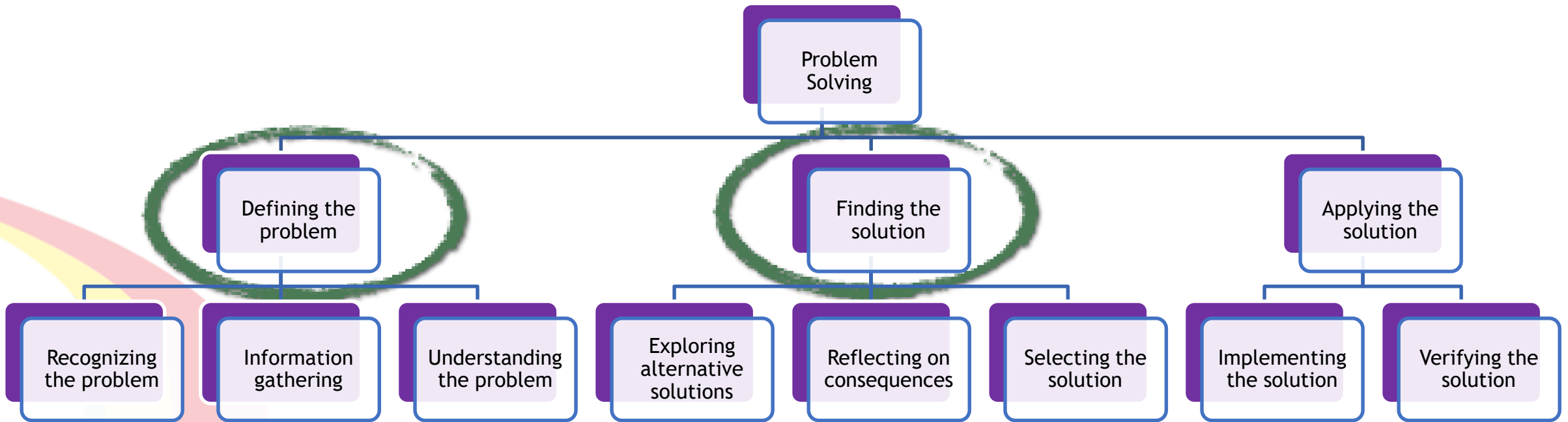
- In order to assess the person, you must know who they are
 - the likelihood of possessing the attribute
 - the probable range of ability to demonstrate the attribute
 - the likely understanding of what is being asked

The context

- In order to assess the competency of the person, you must know the context in which the skill is demonstrated
 - is the context likely to be familiar to the respondent?
 - is the context a ‘level playing field’?

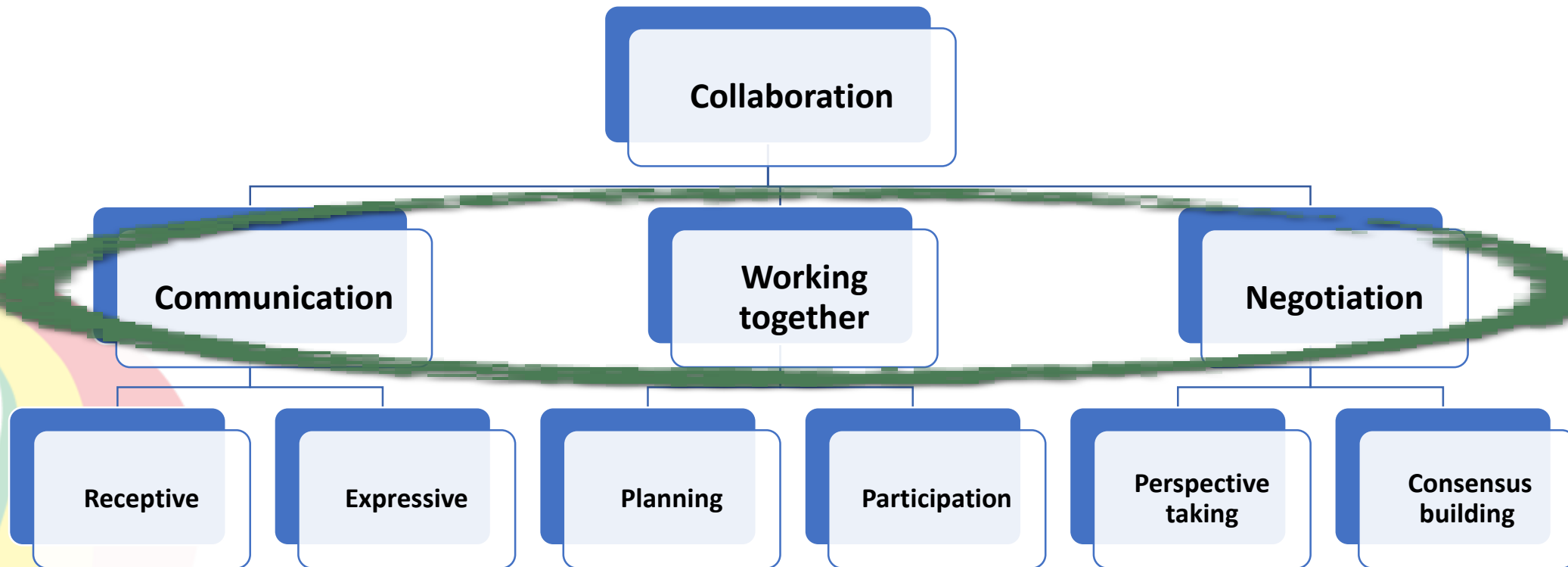
“Problem solving” definition and structure

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



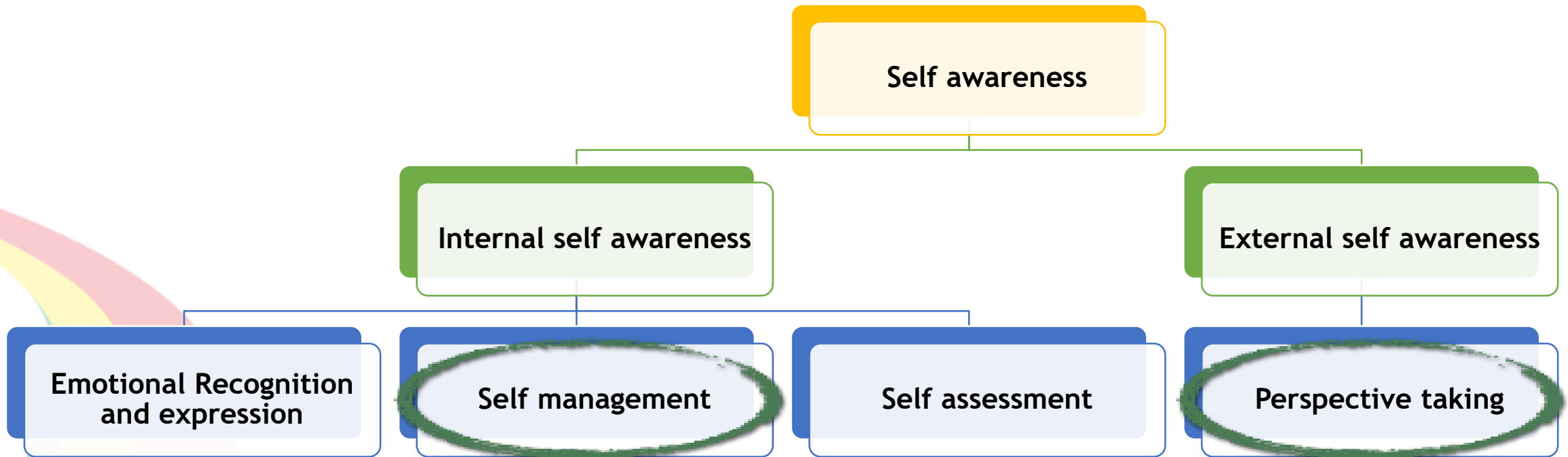
“Collaboration” definition and structure

Collaboration is the process by which two or more people work together on a common task to achieve shared goals.



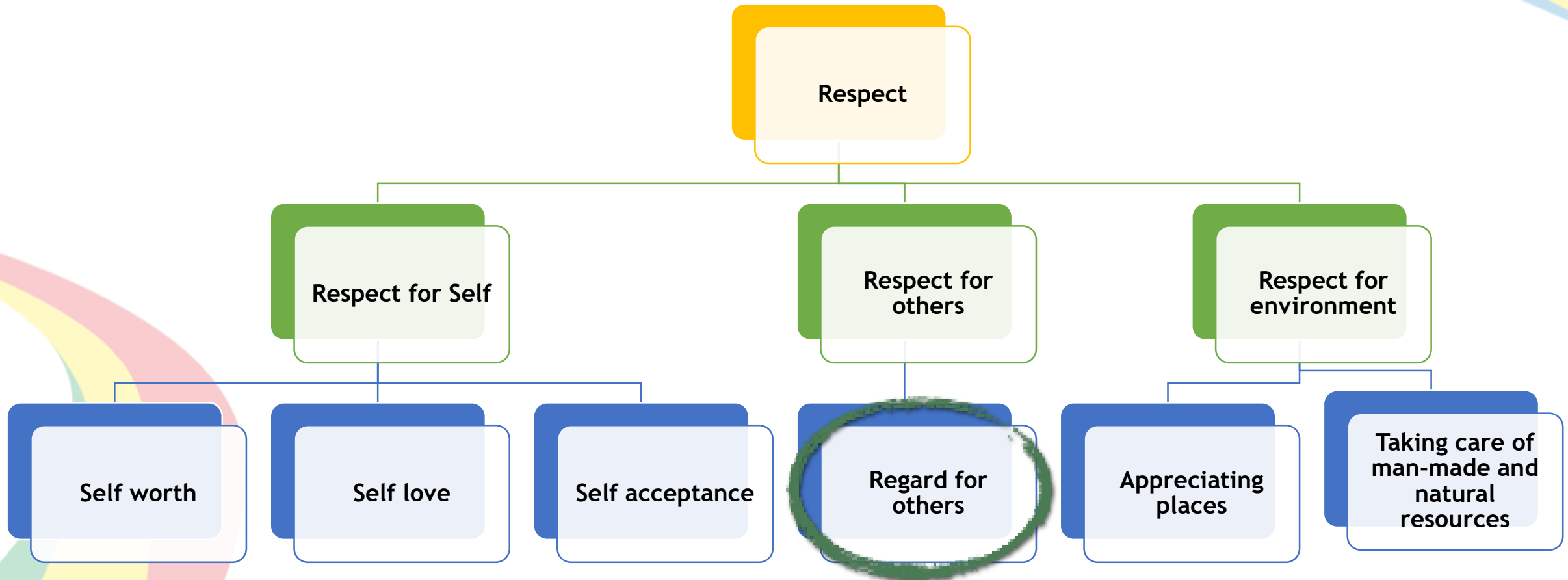
“Self-awareness” definition and structure

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



“Respect” definition and structure

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



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: See ALiVE Uganda Report

Practical Exercise:

(Preliminaries: Select a facilitator and rapporteur)

- Each table/group to select a SEL/Life Skill
- Using ALiVE skill structure (e.g. for problem-solving) as an example, draft a definition and structure for any other skill of your choice
- Report on your proposed skill definition and structure

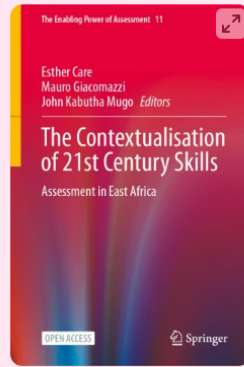
Feedback Prompts -Menti

1. In one sentence, describe what you have learnt about nurturing or assessing SEL/Life Skills?
2. Write what you would do differently in your school / classroom, 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://uwezouganda.org/>
4. <https://ziziafrrique.org/>
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