

# RELI

Regional Education  
Learning Initiative

## Factors and community inputs that influence policy, practice and measurement of life skills in East Africa



1. Dr. John Mugo (Kenya)
2. Dr. Mauro Giacomazzi (Uganda)
3. Martin Ariapa (Uganda)
4. Devotha Mlay (Tanzania)



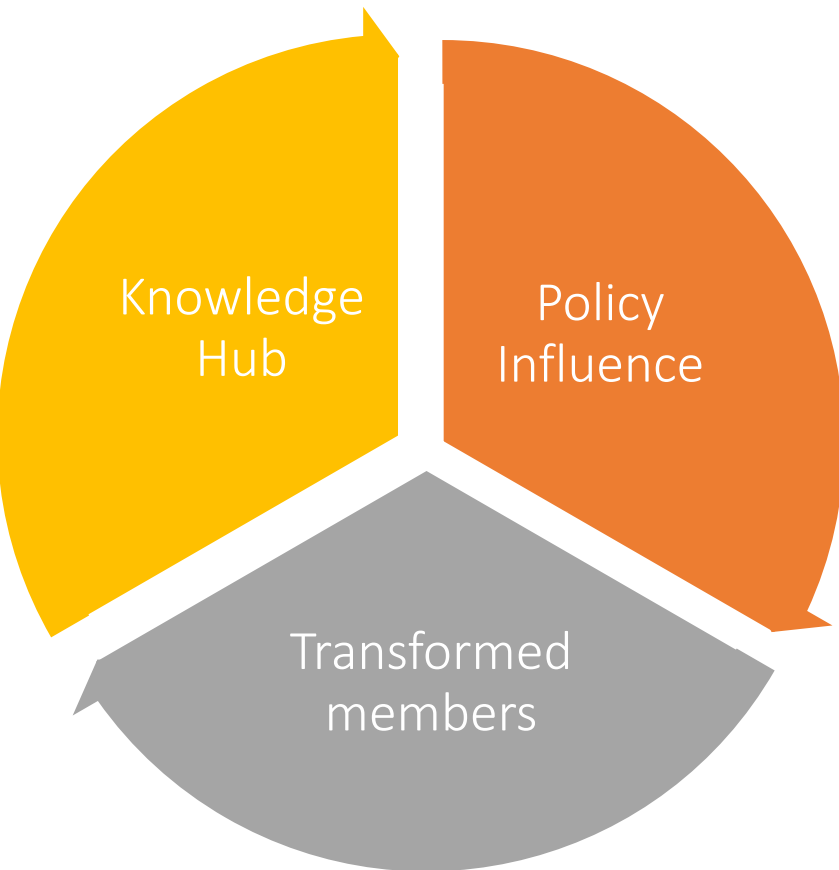
# Presenter

Dr. John Mugo (Kenya)

# Our Learning Collaborative in East Africa

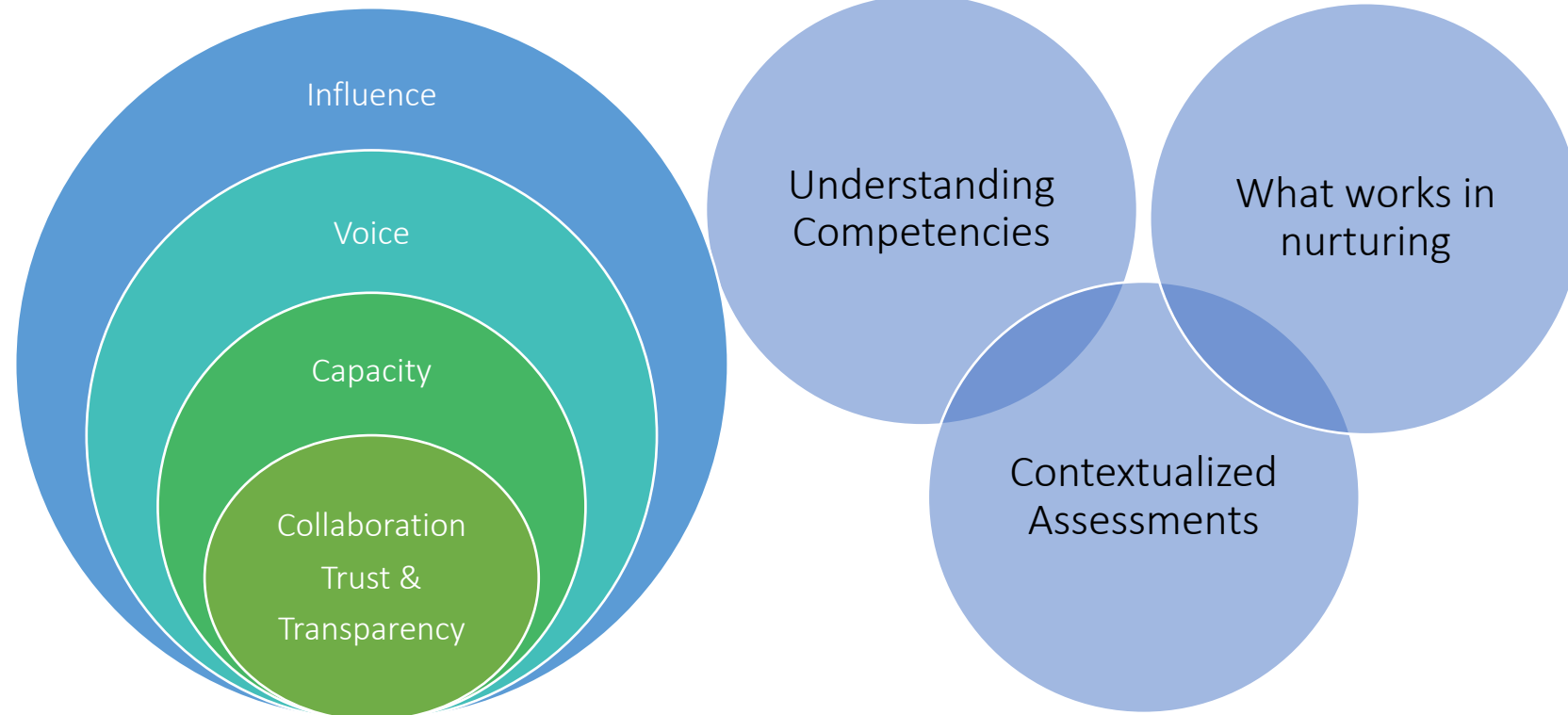
## Regional Education Learning Initiative

70 Organizations – One Vision

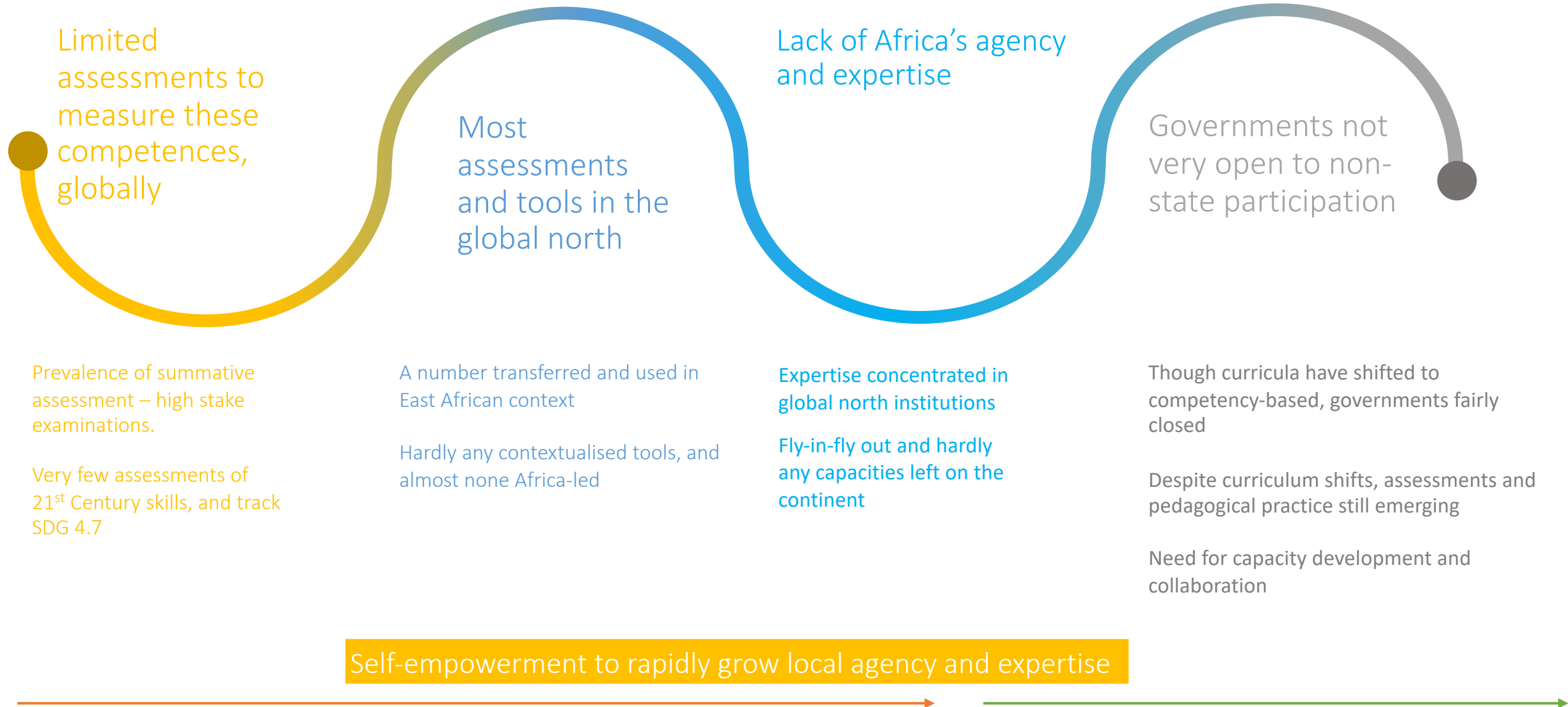


## Values and Life Skills Thematic Cluster

25 Organizations – 3 questions



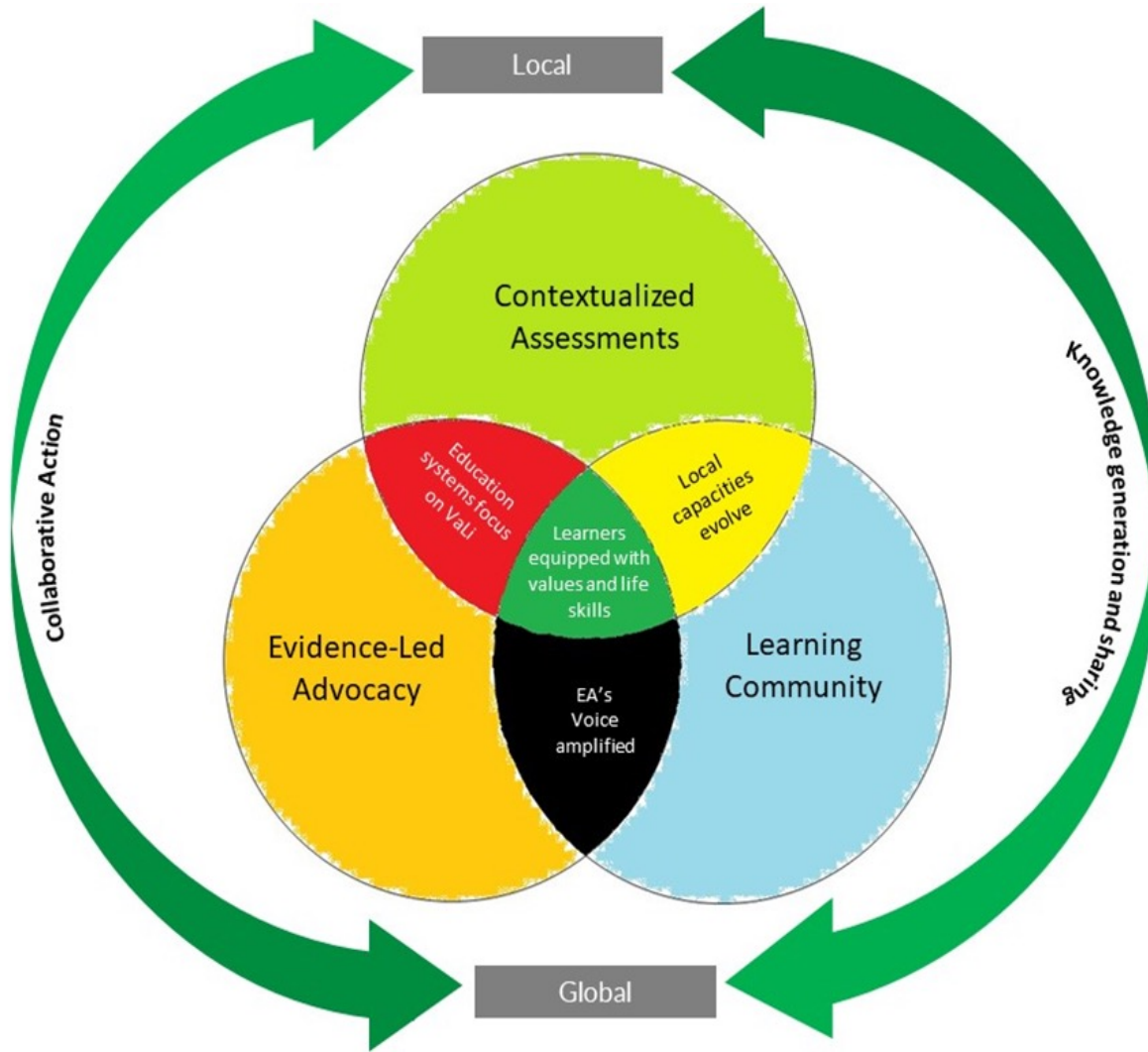
# When we started in 2020...





- **Kenya** - Integrated 8 values and 7 core skills.
- **Uganda** - New curriculum for secondary level - includes 21<sup>st</sup> C. competencies.
- **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.
- **Problem** – moving beyond the written intentions

# ALiVE's Theory of Change



## Tools & Evidence

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

## 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

# ALiVE: Five Core Characteristics



## **Collaborative Initiative**

- Local and global experts working together.
- At least 20 RELI members drive the initiative.



## **Summative, Household Assessment**

- Adolescents assessed at home, but delineated analysis on in-school or out of school.
- Instant feedback to parents as Level-1 awareness.



## **Simple, Scalable, One-on-one**

- Activity-based, beyond self-rating and multiple choices.
- Simple items to move to scale, assessed one-on-one or in groups.



## **Embedded learning**

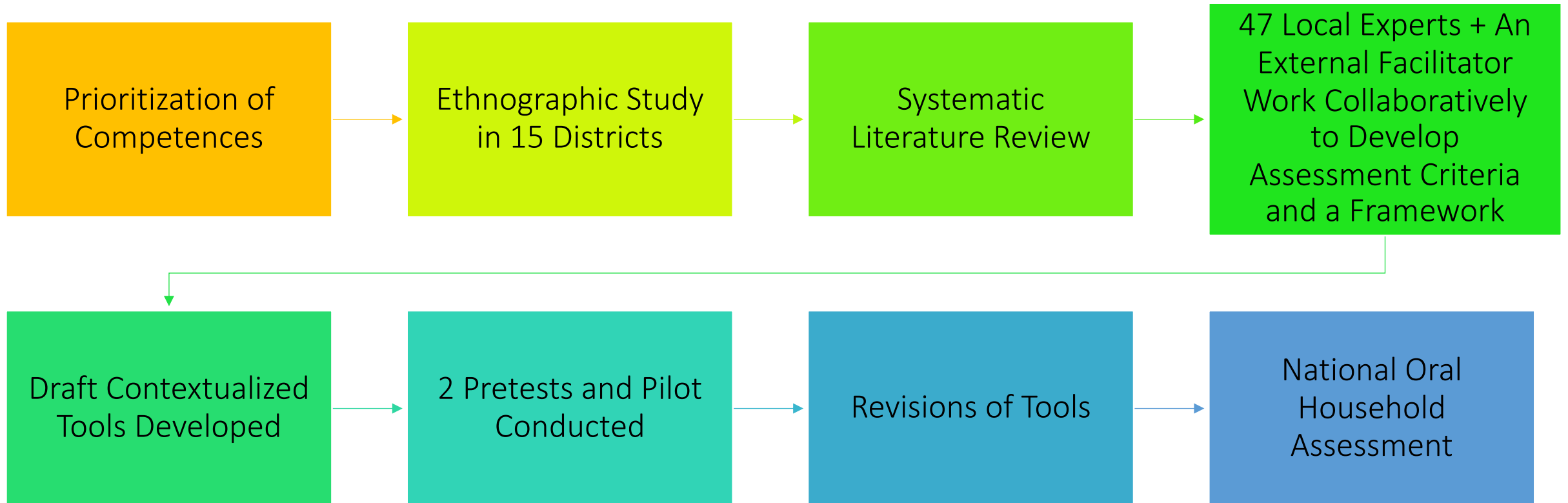
- Local organizations and individuals learning from and with each other.
- Deep learning – development and sharing of learning products.



## **Communications and Advocacy**

- Packaging and communication of evidence based on a strategy.
- Advertent engagement with government for system accountability.

# The ALiVE Way





# Key Achievements so far

- Contextualized Assessment tool finalized – 13-17 years

- 45,442 Adolescents assessed from 35,720 households

- 47 'Experts' – learning through doing

- 33,000 parents/10,000 school leaders reached directly
- 2m+ parents through media
- Network with 1700 global and local actors

# Challenges we were facing with life skills and Values Measurements

**SIMPLE, ACTIVITY BASED, SCALABLE, ONE ON ONE MEASURES BASED ON OUR CONTEXT**

Varied  
Understanding/Definit  
ion Of Skills



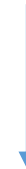
Lack of  
Transferability/Compa  
rability

Largely Self  
Reported/Mc Scales



Prone to Bias

Mostly Developed in  
North



Not Relevant to Local  
context



# Presenter

Dr. Mauro Giacomazzi (Uganda)

# 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

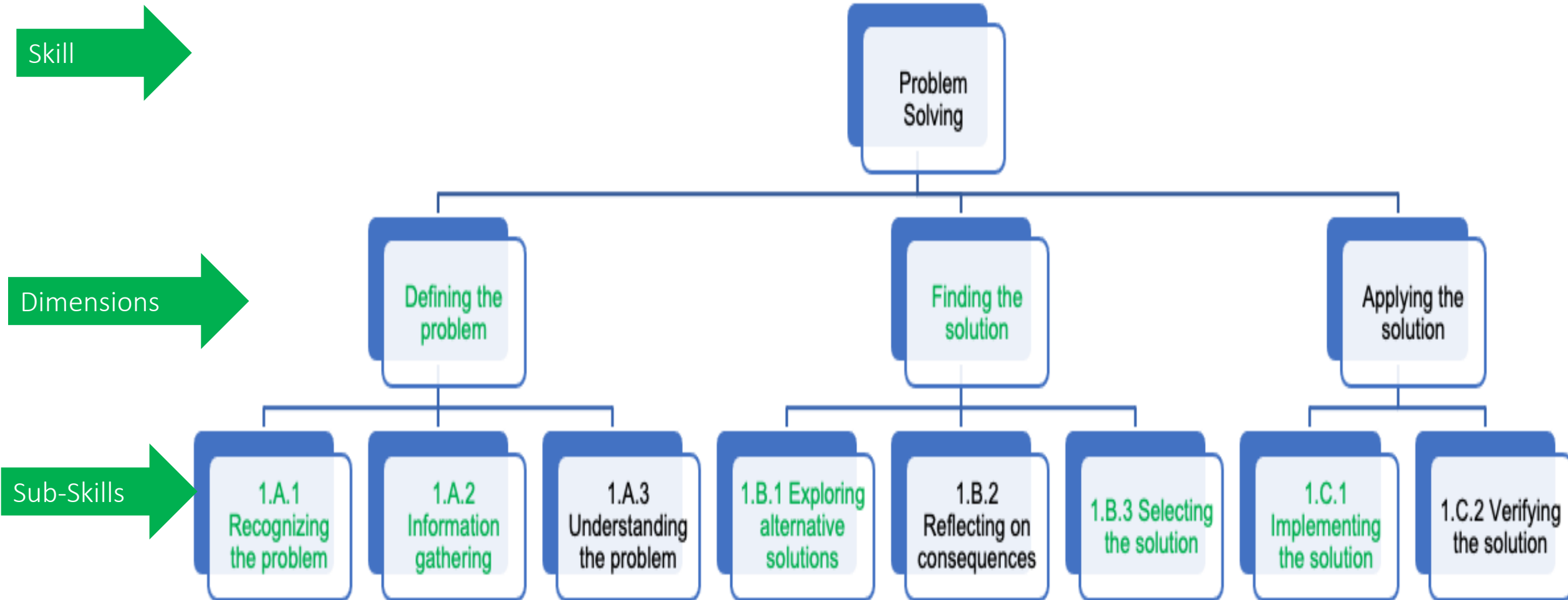
- Respect is the sense of worth and value that one attaches to self, someone else or something



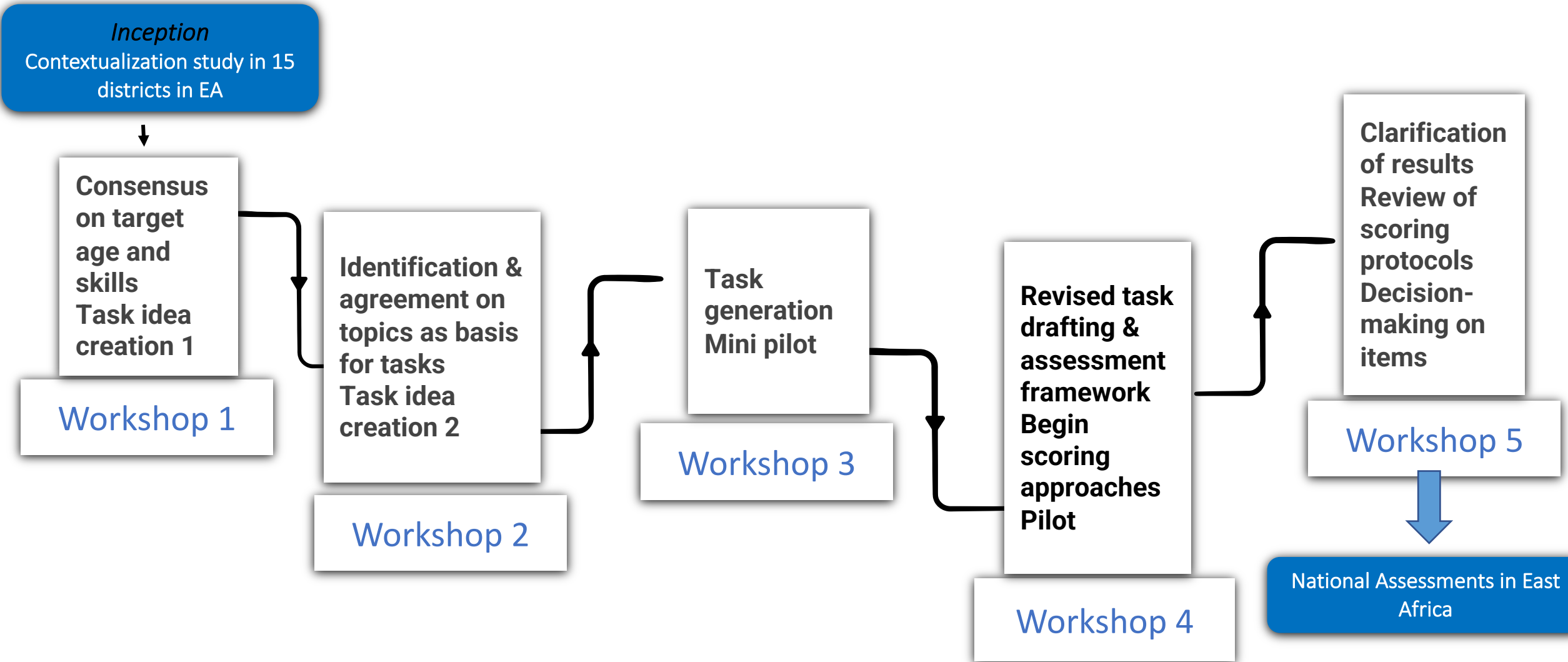
## Collaboration

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

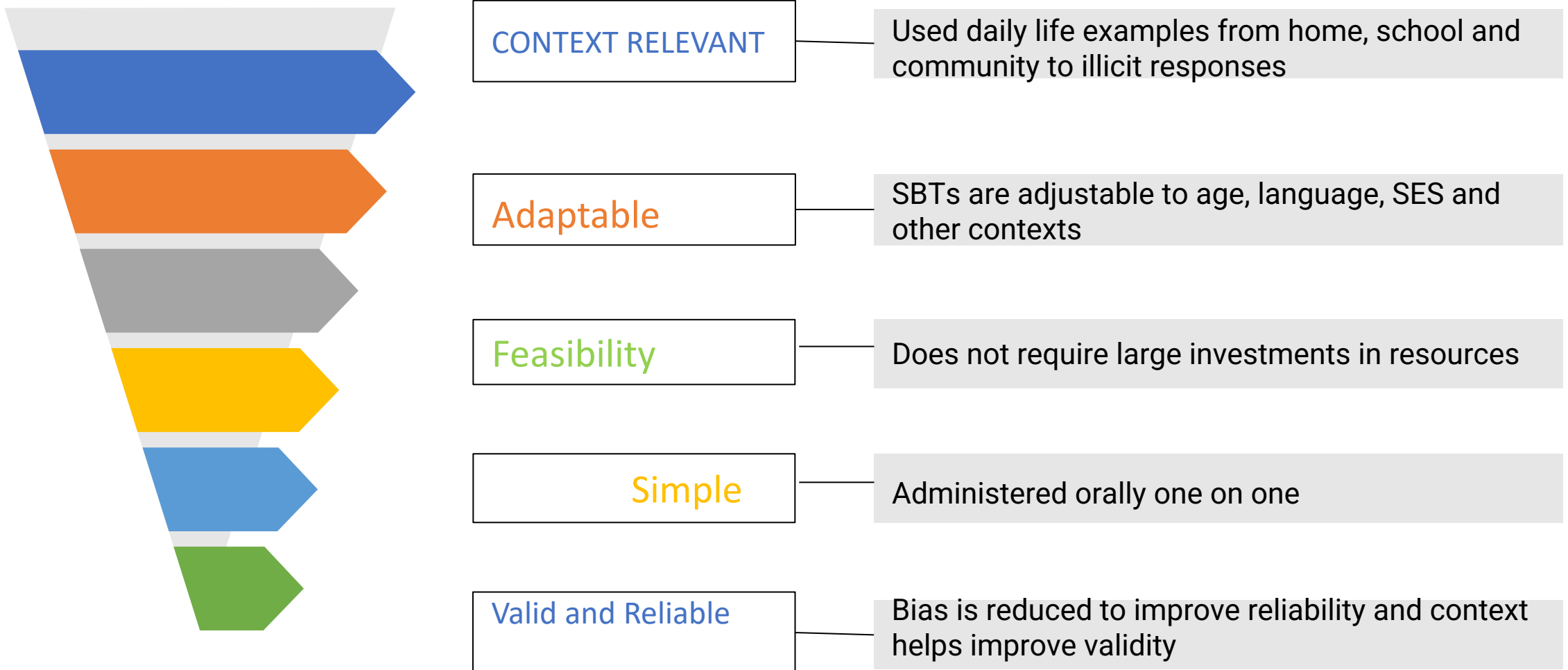
# Example of a Skill Structure



# TOOL GENERATION JOURNEY



# Why Scenario Based Tasks



# Sample Scenario Based Tasks

Home Based

Community Based

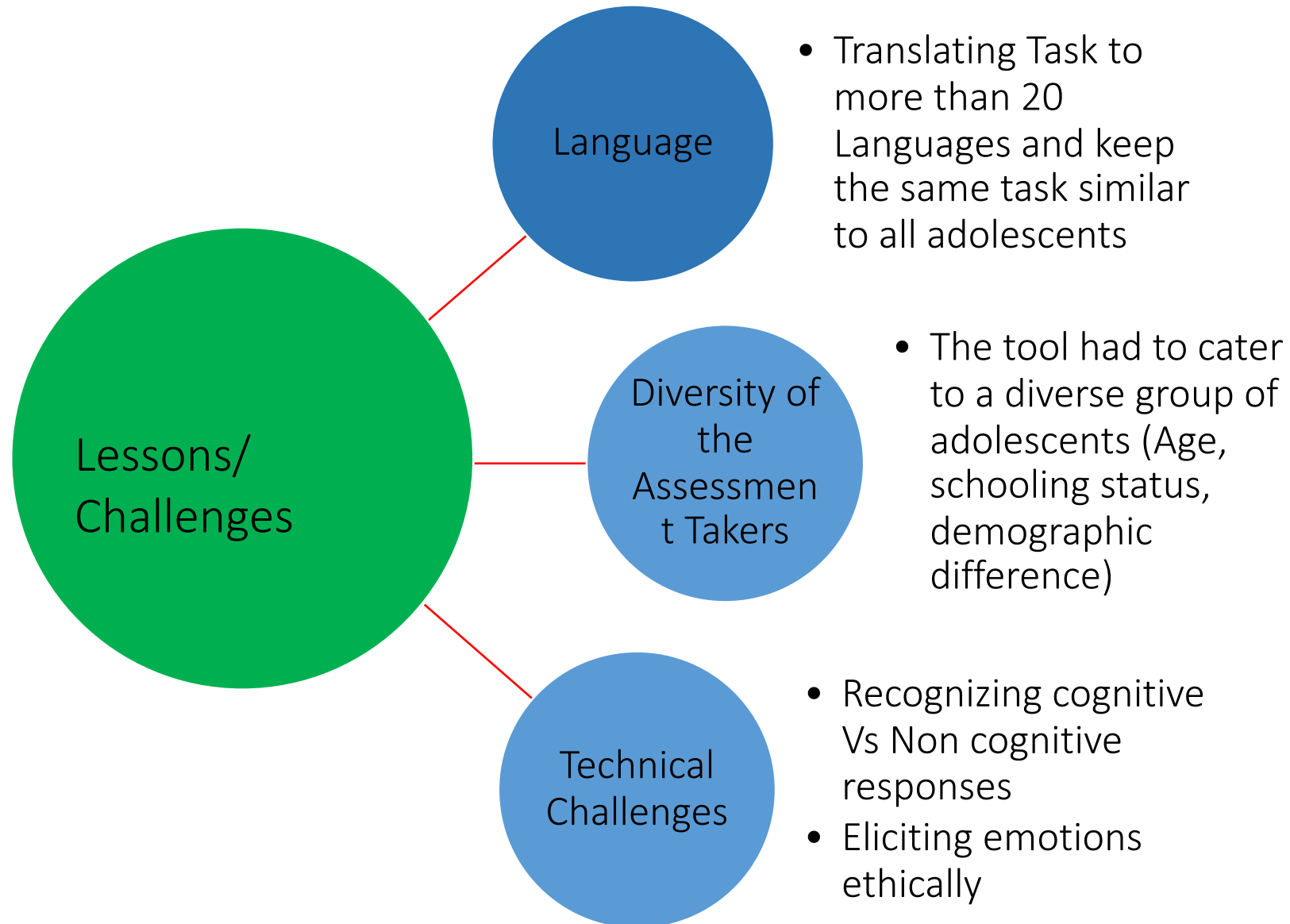
SCHOOL BASED

SELF-AWARENESS

“You are walking along the street/ road with your friends. Suddenly, a [familiar age mate boy/girl] pushes you over and starts to make fun of you. Your friends also laugh at you for being pushed over.”



# Challenges



# PERFORMANCE BASED TASKS

## PROS

CONTEXT RELEVANT

VALID & RELIABLE

IDEAL TO ASSESS  
LIFE SKILLS AND  
VALUES

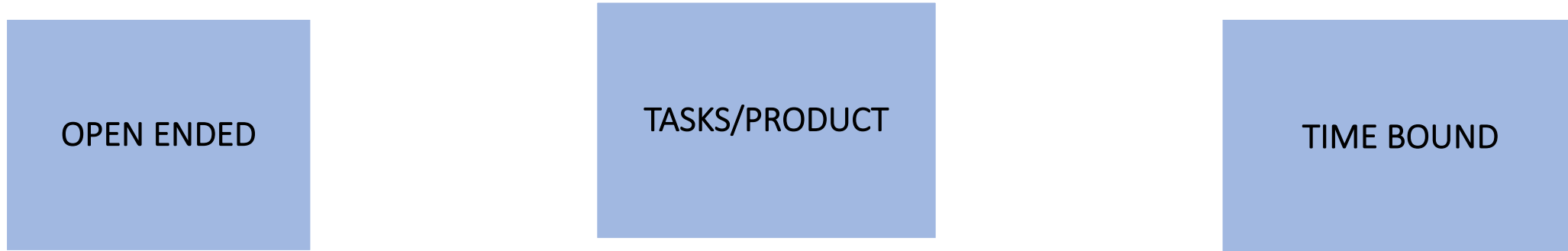
## CONS

RESOURCE  
INTENSIVE

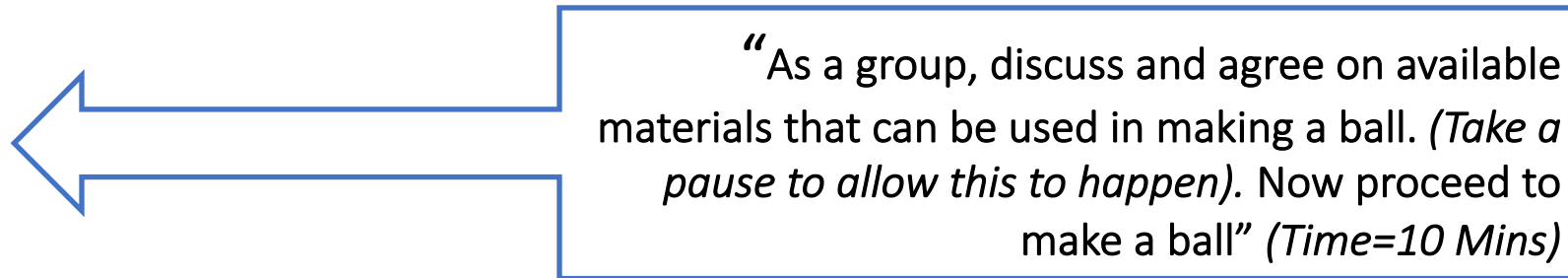
TIME CONSUMING

COMPLEX TO SCORE

# Sample Performance Tasks



COLLABORATION



“As a group, discuss and agree on available materials that can be used in making a ball. *(Take a pause to allow this to happen)*. Now proceed to make a ball” *(Time=10 Mins)*

# Administering at Household

	SCENARIO BASED	PERFORMANCE BASED
ASSESSORS	Two Per 1 Adolescent	1 Assessor Per 2 Adolescents
METHOD	Read Aloud & Listen for Responses	Read Aloud Tasks & Observe & Listen
ROLES	1 Administers & 1 Note Taker	1 Administers & Both Note Takers
SCORING	1 Scores in Kobo on Spot Compare Notes & Responses Later	Each Take Notes & Score in Kobo Later

# Lessons

- **Valid And Relevant To Context**
- **Time, Patience, Iteration**
- **Age, Language, and Cultural Context Need Greater Consideration**
- **Balance Technical And Context**



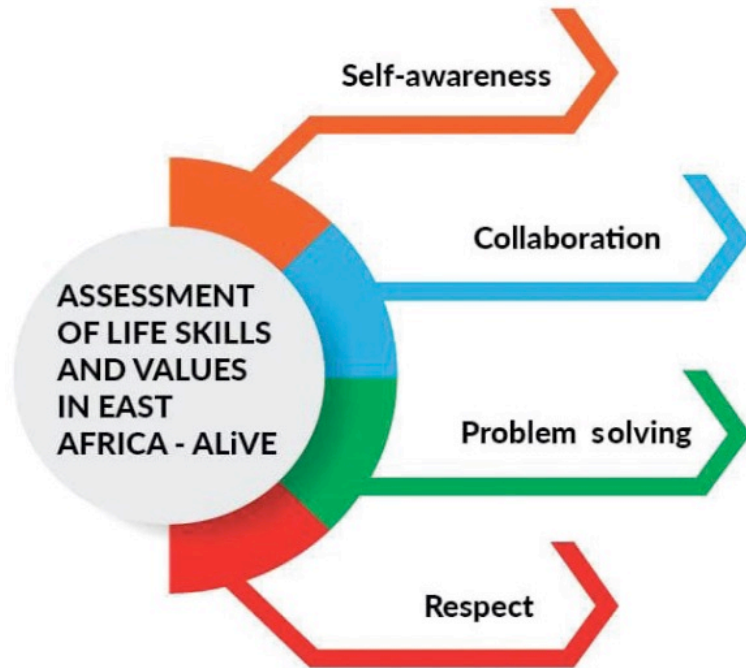
# Presenter

**Martin Ariapa (Uganda)**



# RELI

Regional Educational  
Learning Initiative



Adolescents' life skills and values:  
Findings from the large-scale  
household-based assessments

# Regional Sample



45,442 Adolescents from  
35,720 Households; 1,991 Enumeration Areas;  
85 Districts/Counties;

Tools  
translated into  
various local  
languages



English to; Ateso, Dhophadola, Kiswahili,  
Kupsapiiny, Leb Acholi, Leb Lango,  
Lhukonzo, Luganda, Lugbarati, Lusoga,  
Ngakarimojong, Runyankole-Rukiga,  
Runyoro Rutooro.



# ALiVE tool set composition – tasks and items



Constructs		# items
Collaboration: 3 performance tasks		8
Subskills	Communication	3
	Negotiation	3
	Working together	2
Problem solving: 3 task scenarios		12
Dimensions	Defining the problem	6
	Finding the solution	6
Subskills	Recognizing the problem	3
	Information gathering	3
	Exploring alternative solutions	3
	Selecting the solution	3
Self-awareness: 5 task scenarios		12
Dimensions	Internal self-awareness	6
	External self-awareness	6
Respect: 4 task scenarios		10
Dimension	Regard for others	10

# Reporting: Proficiency levels

## Challenges

- Reporting proficiency in ‘skills’ is not the same as reporting the acquisition of knowledge.
- **There** is no shared recognition of what level of proficiency is reasonable to expect across ages or education grades, within the countries of interest.
  - There are therefore no ‘standards’ against which to report.

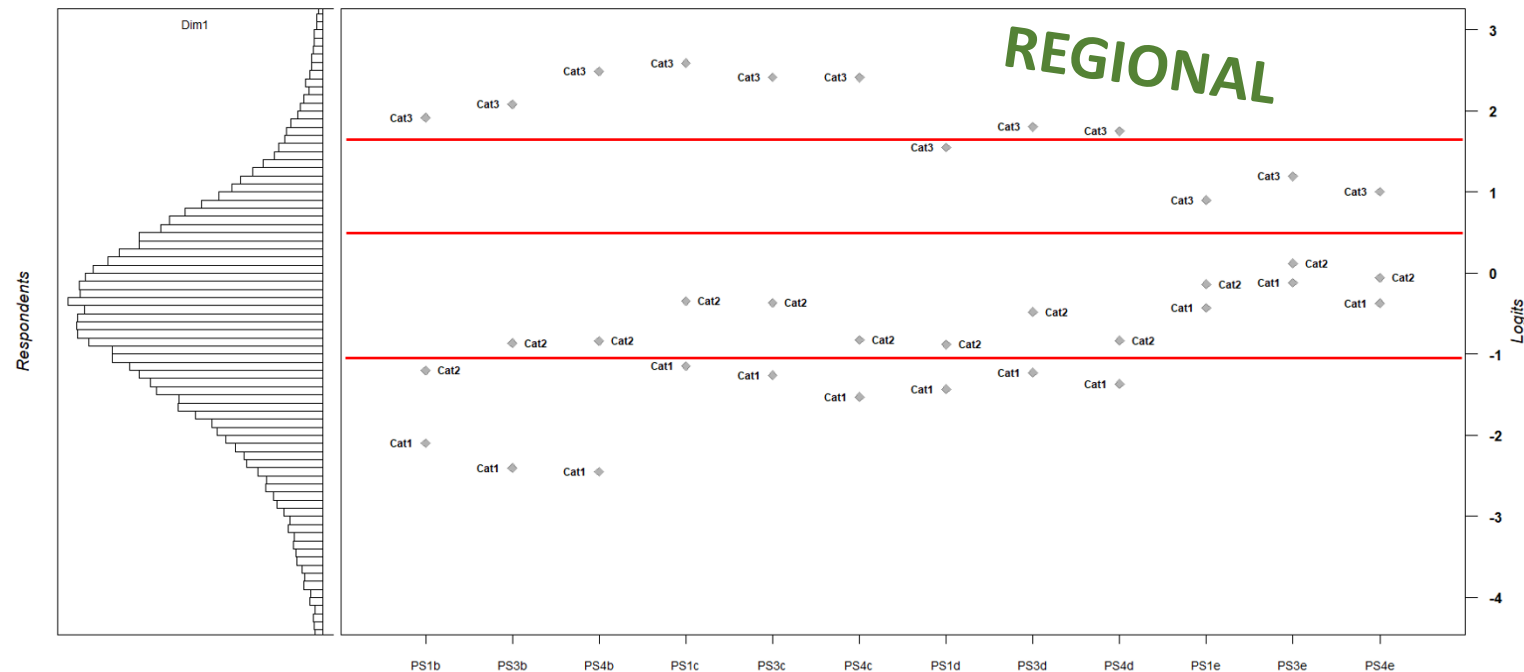
## Solution

- Report skills proficiency in the context of a developmental progression.
- Description of what adolescents are able to do.
- Begin to build evidence of proficiencies at age and grade levels in order to establish ranges of proficiencies.

# Problem solving: Descriptive proficiency statements

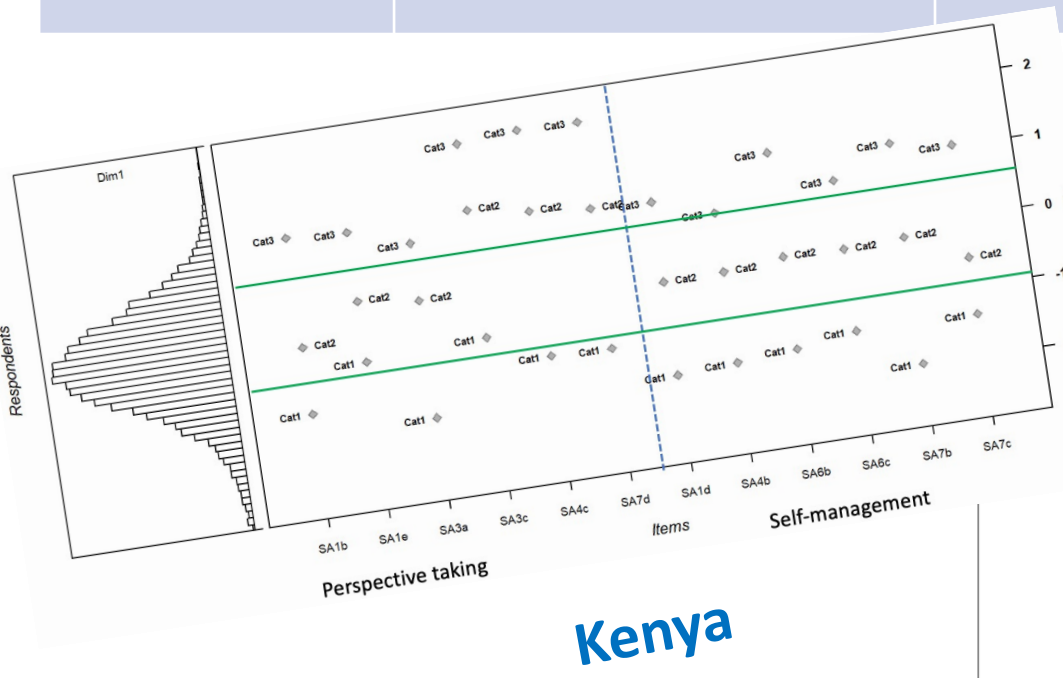
Construct	Level 1	Level 2	Level 3	Level 4
<b>Problem solving</b>	struggling to recognise a problem or its nature and therefore unable to identify possible solutions	able to recognise existence of a problem from one perspective, and act on that to identify a possible solution	able to recognise existence of a problem from one perspective, is 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

- *Analysis using the Rasch model (IRT)*
- *The map identifies the difficulty level of items and their quality criteria, positioned against person abilities*

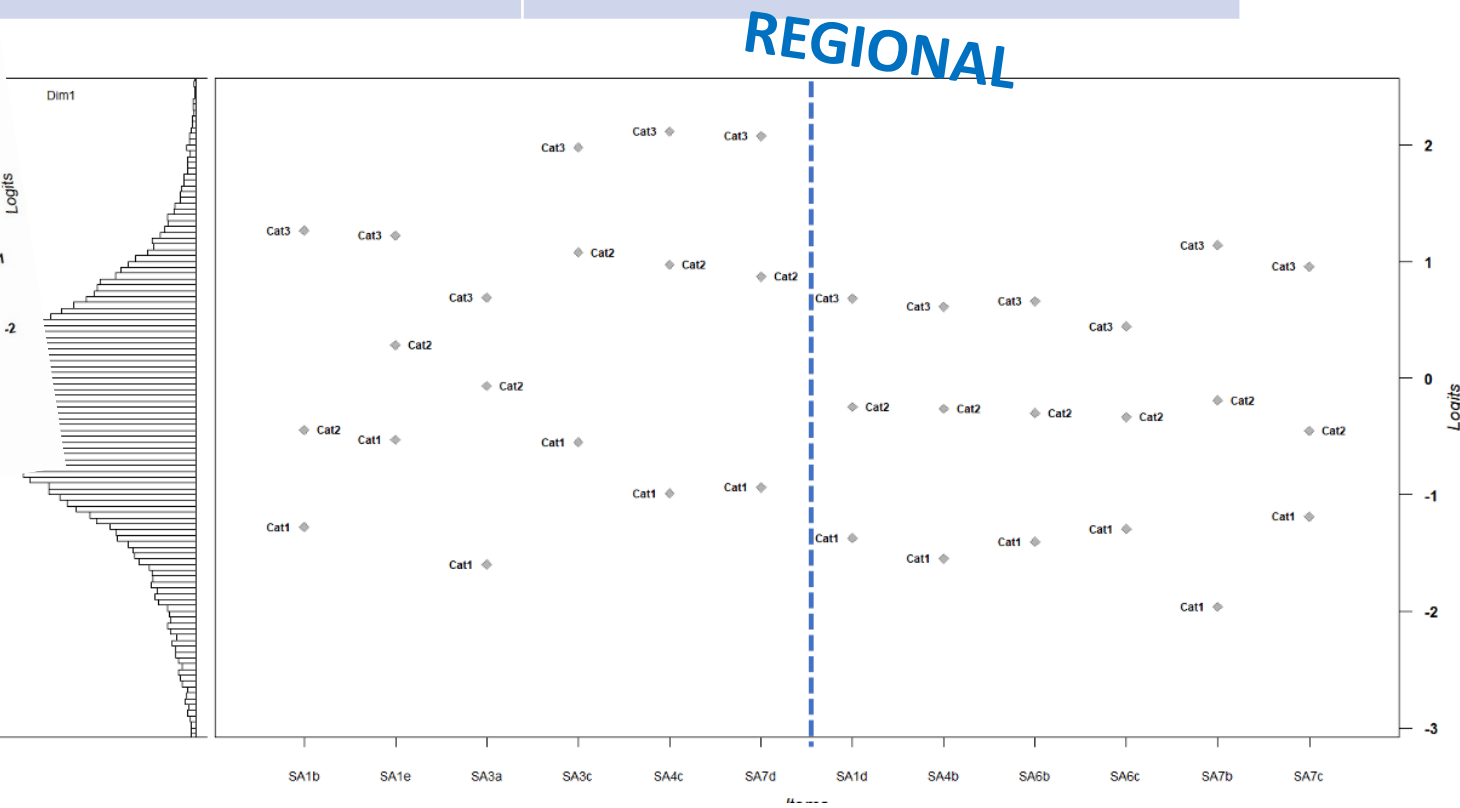


# Self-awareness: Descriptive proficiency statements

Construct	Level 1	Level 2	Level 3
Self-awareness	unable to recognize and control one's emotions and unaware of how others might feel	able to control one's emotions-driven reactions and has some insight into how others might see a situation	able to regulate one's emotions and reactions, and aware of the multiple ways that others might perceive and react to situations



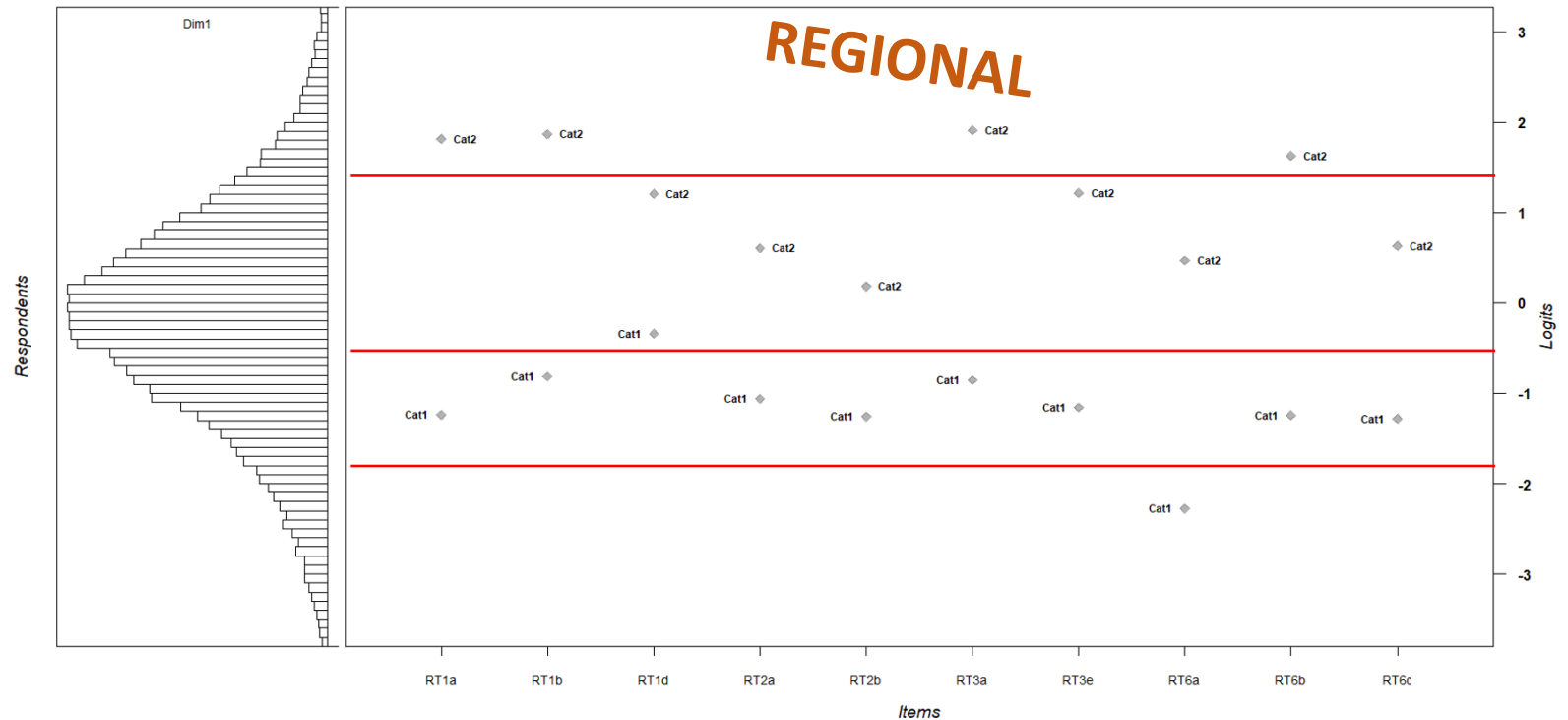
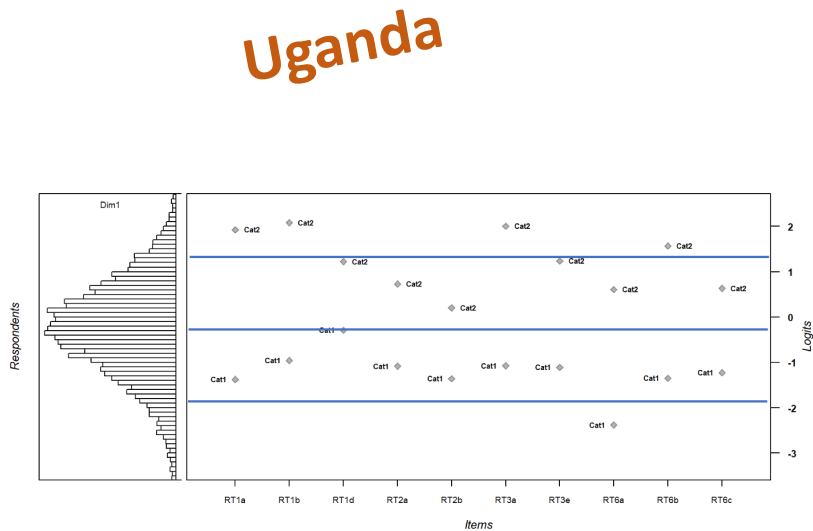
**Kenya**



**REGIONAL**

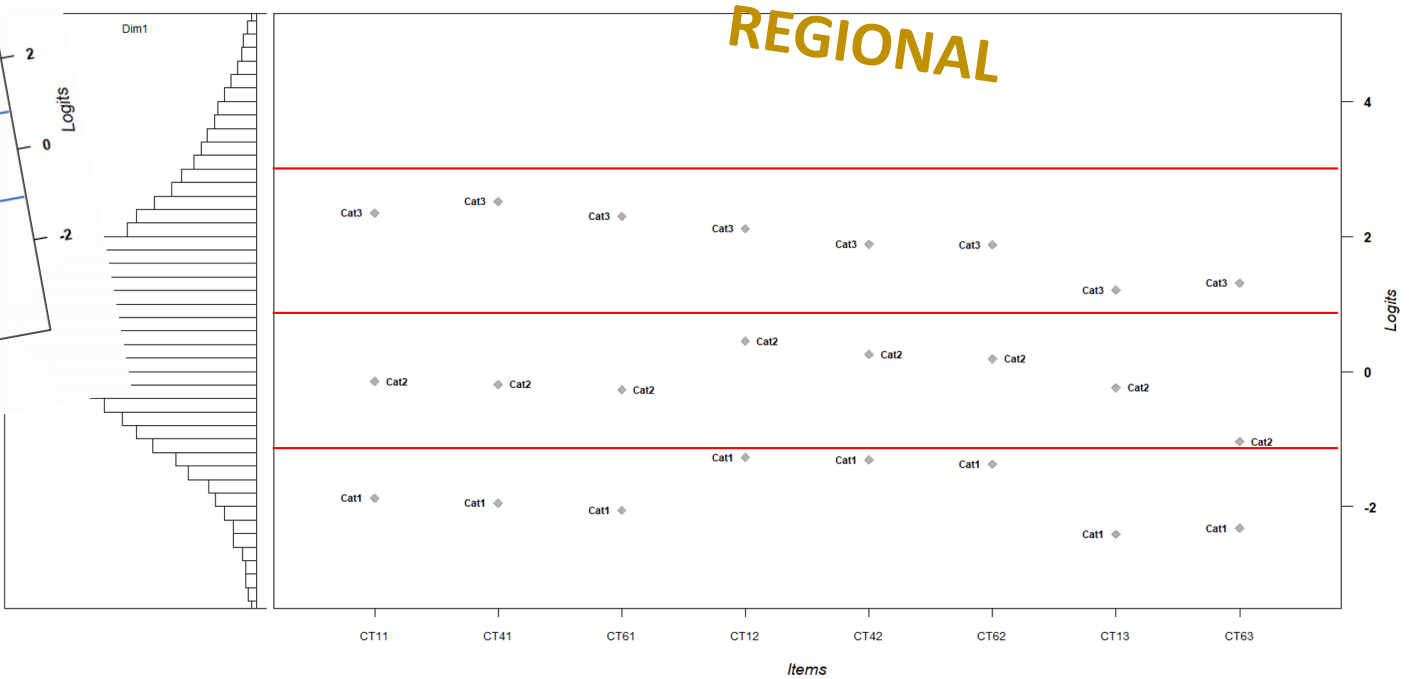
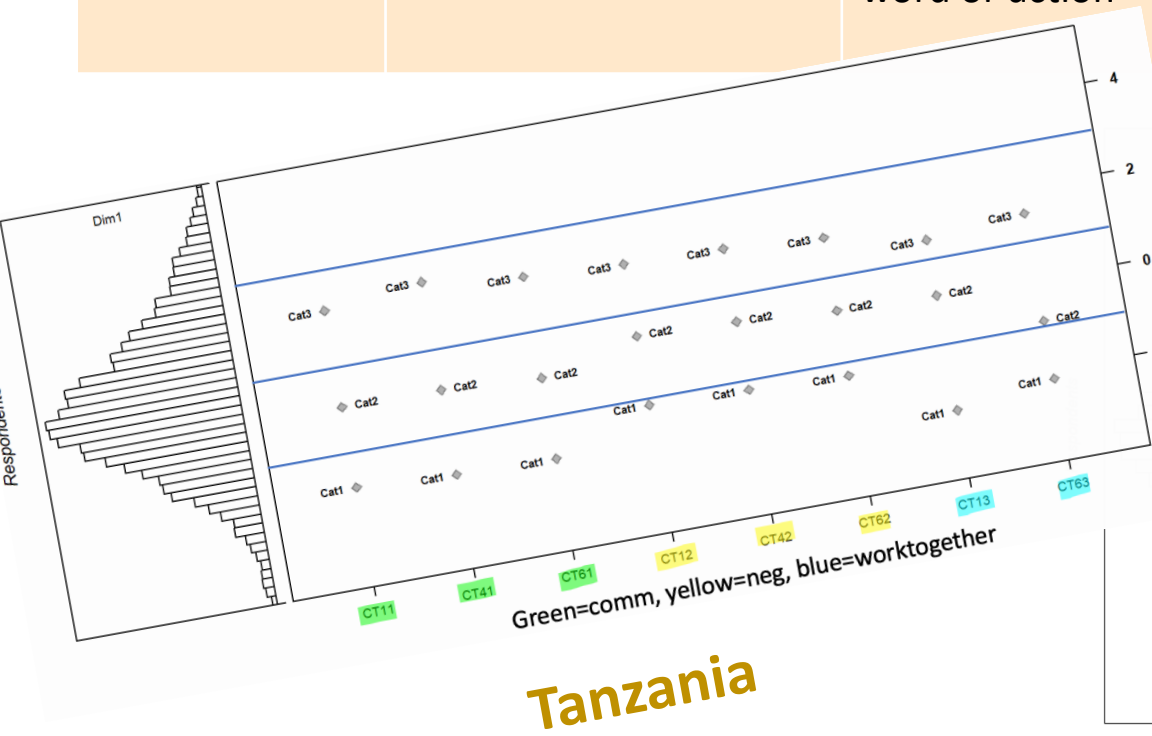
# Respect: Descriptive proficiency statements

Construct	Level 1	Level 2	Level 3	Level 4
Respect	unable to respond in a relevant way	aware of infringement of rights, or of bad behaviour by one person toward another but does not 'call it out'	able to interpret bad behaviour as lack of respect for others or self, and may take conciliatory steps to resolve situations	aware of links between respect for property and respect for person, and will act in a respectful way toward others and in defence of others and self

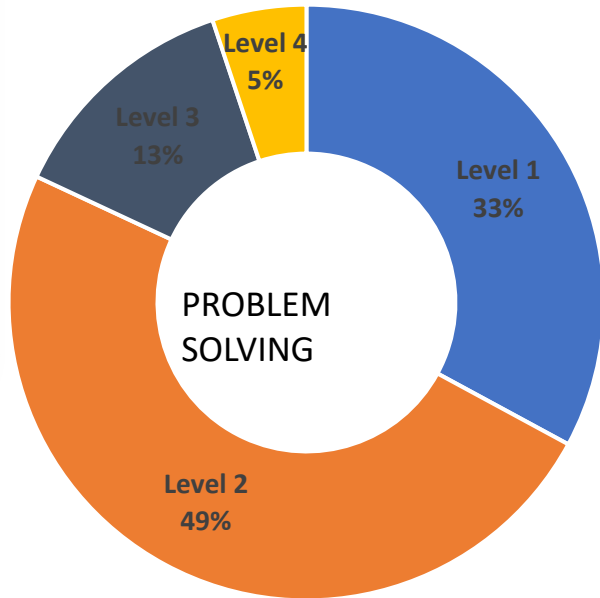


# Collaboration: Descriptive proficiency statements

Construct	Level 1	Level 2	Level 3	Level 4
Collaboration	does not engage either by being attentive to discussion, speaking, or through action	is attentive to the discussion and may query the views of others, but does not contribute in word or action	collaborates through speaking and being attentive in discussions, and engaging actively in performance tasks	collaborates through taking positions and contributing ideas, prompting others, and being attentive to others' inputs



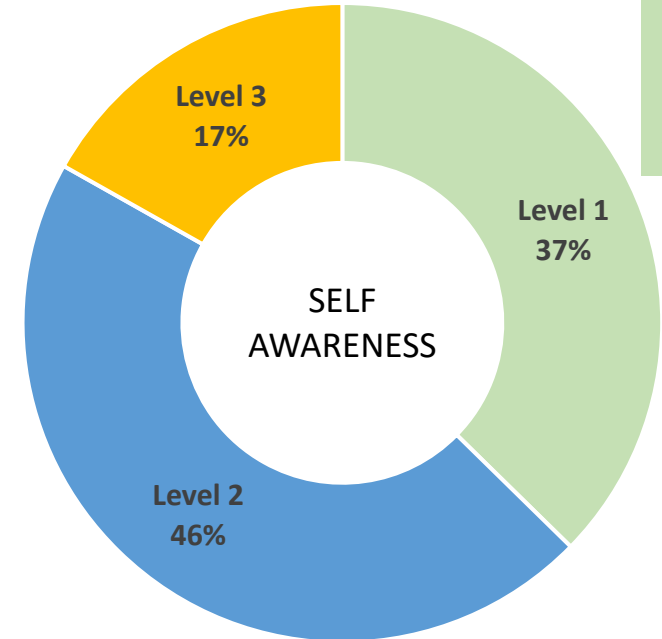
able to recognise existence of a problem from multiple perspectives, understanding that there may be multiple solutions to evaluate and select from



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

aware that others act on the basis of multiple factors, both personal and community

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



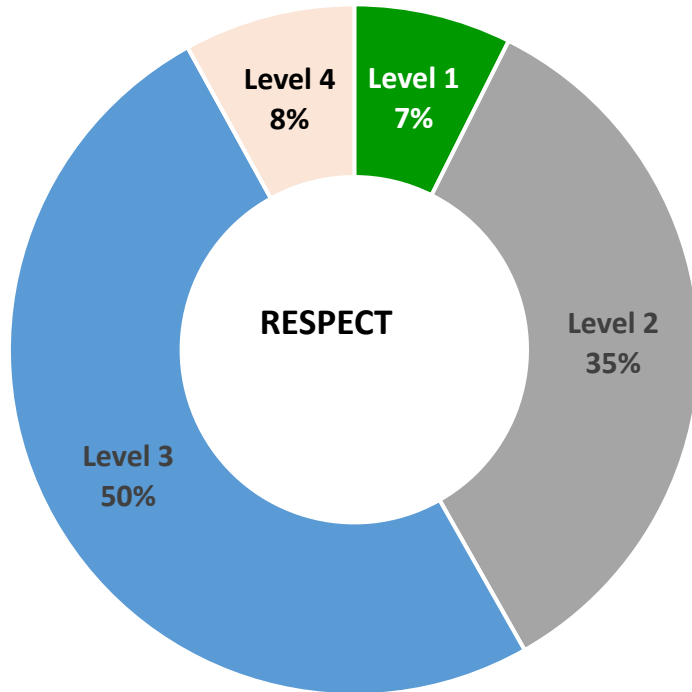
aware of others' perspectives only in relation to oneself

aware that others may be impacted by multiple factors

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

aware of links between respect for property and respect for person, and will act in a respectful way toward others and in defence of others and self

unable to respond in a relevant way

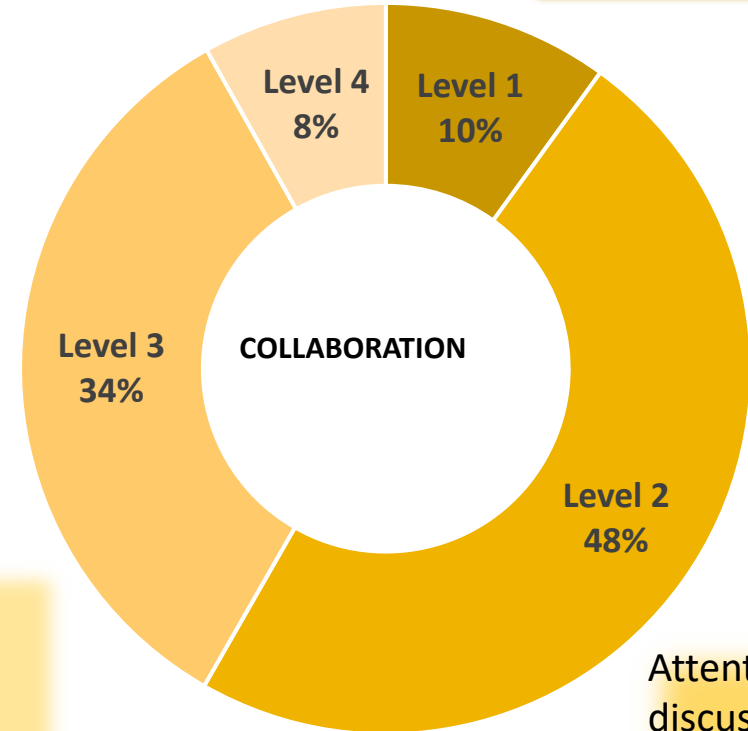


aware of infringement of rights, or of bad behaviour by one person toward another but does not 'call it out'

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

Collaborates through taking positions and contributing ideas, prompting others, and being attentive to others' inputs

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



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

Attentive to the discussion and may query the views of others, but does not contribute in word or action



# Issues for Reflection

- Limitations of assessors
- Adolescent familiarity with the assessment protocols
- Language of administration and translation issues
- Impact of immediate environment on adolescent
- Halo effect on collaboration scoring

# RELI's VALi-A CONFERENCE

**Unlocking the power of values and life skills in context**

## Purpose

To bring Local and global stakeholders to deepen understanding on life skills and values in the context and how to nurture and assess these skills

## Themes:

1. Role of assessment and evidence to stimulate change
2. Approaches to enhancing values and life skills among children and across context
3. Education policy evaluation and its effectiveness in mainstreaming values and life skills

## Participation:

Learn More on how you can be part of this amazing conference through RELI website, or send your queries to [info@ziziafrique.org](mailto:info@ziziafrique.org)

**Dates**  
**June 21-  
23<sup>rd</sup> 2023.**

**Place**  
**Nairobi-  
Kenya**

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[www.relia  
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- Champion our work by telling others
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Assessment of Life Skills and Values in East Africa -ALiVE

