



# ASSESSMENT OF LIFE SKILLS AND VALUES IN EAST AFRICA (ALiVE)



## ALiVE Co-Creation Workshop

January 18<sup>th</sup>- 20<sup>th</sup> 2023, Nairobi, Kenya

### Workshop Report



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## Background to ALiVE & the Co-creation Workshop

Assessment of Life Skills and Values in East Africa (ALiVE) is a 5-year (2020-2025) multi-country program in Kenya, Uganda and Tanzania, targeting children aged 6-17 years. This is a program of the Regional Education Learning Initiative (RELI) and is led by the Values and Life Skills thematic cluster. Since its inception to-date, ALiVE key pillars have been evidence generation, advocacy for policy making and learning. ALiVE was initiated to address 7 key problems that emerged from the landscape mapping in East Africa:

- 1. The existing rift between written intentions and learning outcomes** where education systems in Kenya, Tanzania and Uganda are integrating values and life skills, but at varied levels.
- 2. The evident uncoordinated efforts among key actors and few opportunities for learning and iterating in East Africa** - many civil society interventions are focusing on life skills such as decision-making, interpersonal skills and critical thinking among others, but which lack deep contextual clarity.
- 3. There is little clarity on what works**, and support and accountability is needed to move 'beyond written intentions' to 'working classroom practices' and 'outcomes' that are sustainable across the life spectrum.
- 4. The non-unified understanding** whereby "Life skills" is a broad term that means different things to different people even within the same country.
- 5. The realisation that there is still low awareness and inadequate attention to life skills and values** whereby national education systems have prioritised academic scores at the expense of these competencies, thereby pushing teachers and parents to also pay most attention to the examinable academic subjects only.
- 6. The prevailing inadequate capacities** with lack of proper training for the delivery agents, including CSO interventions, parents, teachers, facilitators, and counsellors is a leading impediment.
- 7. The problem of many assessments and tools, but none for our context** whereby life skills have been measured using many different tools developed for other contexts.

The program commenced in August 2020, and so far, a contextualised tool has been developed to assess problem solving, self-awareness, collaboration and respect; large-scale household assessment of adolescents (13-17 years) completed in over 100 districts in the three countries (reaching over 46,000 adolescents), 47 local experts qualified in developing these kinds of assessments, while a myriad of advocacy and public awareness work is underway.

In October 2021, a mini-learning exercise identified five core problems that ALiVE should consider in programming:

- 1.** Lack of expertise and evidence on life skills and values in the region,
- 2.** Low pedagogical and assessment capacity amongst teachers,
- 3.** Inadequate focus on values and life skills in examination-driven education system (focus only on currently examined academic subjects),
- 4.** Few opportunities for children to access values and life skills in pre-schools and primary schools, where this nurturing should begin, and
- 5.** A lack of life skills and values localisation to the varied geographic and cultural contexts within the countries.

Following this exercise, a decision was made to expand the initial scope of ALiVE in three ways: 1) Include a direct focus to influence the system through school-targeted assessments and actions; 2) Stretch the

age to include younger children (6-12 years, initial ALiVE targeted 13-17); and 3) Develop and embed a learning approach that guides incremental program development.

Now, the program is consolidating learnings from the initial two years to design for the period 2023-2025. For these next three years, ALiVE envisions three main outcomes: learnings from the household assessment are applied to achieve system-wide and government-led assessments of life skills and values across the three countries; the ALiVE tool and evidence are used to raise awareness and inform policy change; and efforts are focused to support the use of assessment for contextualised nurturing of life skills and values. Just like in the initial phase, these ambitions envisage a multi-stakeholder co-creation process in the program design and implementation, within RELI and beyond.

A process for documenting learning was initiated in June 2022, with a view to document the experiences of the ALiVE core participants over the period from 2020, conduct system mapping and capacity needs analysis of the institutions responsible for the assessment of life skills and values, and under-study other existing tool adaptation processes that have occurred globally. At the same time, a sister project, Adapting Assessment into Policy and Learning (ADAPT) is finalising a formative study and system study on the drivers and barriers in utilisation of evidence from learning assessments across East Africa. All these findings will inform the design of ALiVE in 2023-2025, and be used to develop a framework and tools for integrating a learning approach in ALiVE.

To bring all this together, a co-creation workshop was organised to develop a shared understanding of the original design, draw lessons from the implementation of ALiVE, consolidate and apply the learnings to design the work of ALiVE for the period 2023-2025. The workshop that took place on 18-20 January 2023 at Lerruat Log Resort, Kajiado County, Kenya, focused on achieving four objectives:

- i) To consolidate the learnings from implementing the ALiVE program since 2020
- ii) To build consensus on the pathway to change in achieving system assessments of life skills and values in the three countries
- iii) To apply the learnings in the revision of ALiVE's theory of change and develop the program design for the period 2023-2025
- iv) To validate a framework and the tools for the formative learning approach for ALiVE.

Participants included the implementing ALiVE partners, learning partners, selected Ministry of Education technical officials from Kenya, Tanzania and Uganda and funders.

The following sections summarise the outcomes and key takeaways under each day and workshop objective.

# Day 1 – Consolidating learning from the first two years of ALiVE

The purpose of our first day of cocreation was to reflect on what has been learned from the first two years of the ALiVE programme. This includes reflecting on the programmatic learning, as well as what is being learned from the research into system mapping, tool adaptation, and nurturing of lifeskills. Finally we reflect on presentations on the global context, and how this can inform the next phase of ALiVE.



## Summary of Learning from the First Phase of ALiVE

The opening session of the co-creation focused on reflecting on what has been learned from the first phase of the ALiVE Programme. Evidence from the five learning briefs was presented and reflected upon. From these reflections we have summarised the learning against the current three outcome areas of the ALiVE theory of change.

### Outcome Area 1: Evidence

Under the theme of how ALiVE generates and packages evidence for use, a number of learnings are presented below. In addition, we present key questions/points that were raised during the sessions, and which were then used to inform thinking on the theory of change in Day 2.

#	Learning	Questions/points
1	<b>Optimising use of ALiVE data</b> <ol style="list-style-type: none"> <li>1. Mining the ALiVE assessment data to supply evidence for national/regional/global [link to Global Education Monitoring/UNESCO Institute of Statistics-GEM/UIS, SDG monitoring]</li> <li>2. Publishing to make our work visible</li> <li>3. Nurturing a community of analysts, translators and linking to users</li> <li>4. Documenting the contextualisation framework</li> </ol>	<ul style="list-style-type: none"> <li>• What research questions do we want to prioritise for our context?</li> </ul>
2	<b>Open sourcing the ALiVE tool</b> <ol style="list-style-type: none"> <li>1. Putting up the tool on an accessible platform</li> <li>2. Establish capacity to respond to requests</li> <li>3. Tracking use of tool</li> </ol>	
3	<b>Adapting the ALiVE tool</b> <ol style="list-style-type: none"> <li>1. Adapting for 6-12 years, school/system</li> <li>2. Adapting for impact evaluation</li> <li>3. Adapting approach for additional competences/values</li> </ol>	<ul style="list-style-type: none"> <li>• What is the purpose of the new tools? (Summative/formative)</li> <li>• Which approach to adaptation fits best for these uses?</li> <li>• What process is necessary for each (who, what will it take?)</li> </ul>
4	<b>Collaborating for system assessments</b> <ol style="list-style-type: none"> <li>1. Building capacity in agreed areas [learn-through-doing]</li> <li>2. Developing a national assessment frameworks and guides</li> <li>3. Collaborating to adapt tools</li> <li>4. Conducting pre-tests and pilots</li> </ol>	
5	<b>Collaborative 'evidence hunt'</b> <ol style="list-style-type: none"> <li>1. Establishing small studies to prospect on pending questions on impact and scale (test theories of change)</li> </ol>	<ul style="list-style-type: none"> <li>• How do we arrive at the theories of change we want to explore?</li> <li>• What will be the role of ALiVE</li> </ul>

	<p>2. Nurturing collaborative effort between global and local researchers (#learning)</p> <p>3. Inspiring/supporting Values and Life Skills (VaLi) members to establish initiatives with evaluation components</p>	<p>(collective) in the work of individual organisations?</p> <ul style="list-style-type: none"> <li>• Which local research institutions/individuals are most promising for this work?</li> </ul>
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## Outcome area 2: Advocacy

The table below summarises what the ALiVE programme has learned about advocacy.

#	Learning	Key points / questions
1	<b>Advocacy for what?</b>	<ul style="list-style-type: none"> <li>• Sharing evidence on what works in assessing and nurturing Social Emotional Learning (SEL) / Life Skills (LS)?</li> <li>• Sharing evidence linking the LS outcomes with other outcomes (e.g. academic, political, social and economic outcomes)?</li> <li>• Altering national and global conversations on education priorities to include SEL/LS?</li> </ul>
2	<b>Aim for multi-level advocacy</b>	<p><b>Target advocacy to multiple layers/players:</b></p> <ul style="list-style-type: none"> <li>• <b>Household/community/school level:</b> instant feedback at household/community level, targeting role of parents and local leaders (political, cultural, religious); etc.</li> <li>• <b>District level:</b> e.g. District-specific report card launches, partnering with district associations of FM radio stations</li> <li>• <b>National Level:</b> Formal engagements with government institutions e.g. MoUs with National Curriculum Centres/Institutes, National Institutes of Teacher Education (e.g. exploring a CPD module on SEL/LS, Meetings with the PS/Minister, establishing a community of practice to leverage other national initiatives, parliament associations, national networks of teachers and parents,...</li> <li>• <b>Regional Level:</b> Leverage other initiatives within RELI</li> <li>• <b>Global Level:</b> leveraging or networking with other global players, including universities, to amplify voice (SDG 4.7)</li> </ul>
3	<b>Advocacy as a co-creation activity:</b>	<ul style="list-style-type: none"> <li>• Involve the different target groups all the way as much as possible, so that they are not just recipients e.g., starting with conceptualisation, to collaborative tool development, assessment and dissemination</li> </ul>
4	<b>Target attitude / behavioural change</b>	<ul style="list-style-type: none"> <li>• What attitudes/behaviours hamper uptake or a focus on SEL/LS?</li> </ul>
5	<b>Balance between the structures and the individuals in the systems to maximise impact and sustainability</b>	<ul style="list-style-type: none"> <li>• Both structure and individuals are important</li> <li>• Identify key contacts</li> <li>• Identify strategic points/levels of engaging</li> <li>• Develop tools /approaches of engaging</li> </ul>
6	<b>Strengthening internal advocacy capacities in ALiVE</b>	<ul style="list-style-type: none"> <li>• Developing internal capacity for communication and visibility of ALiVE at sub-national, national, regional and global level is critical</li> </ul>

## Outcome area 3: Learning

Finally, learning on outcome 3 is presented below.

#	Learning	Questions
1	<p><b>Speaking to context</b></p> <ol style="list-style-type: none"> <li>1. Increased and sustained attention to SEL in education</li> <li>2. Importance of linking SEL evidence to Literacy and Numeracy</li> <li>3. Importance of correlating SEL with social and economic outcomes</li> </ol>	<ul style="list-style-type: none"> <li>• What could be the contribution of ALiVE to the collective effort to promote SEL in education?</li> <li>• How do we make the ALiVE 'learnings/evidence' more and more relevant to the Local/ Global discussion?</li> <li>• Is there need of local evidence that shows correlation between SEL and life outcomes?</li> </ul>
2	<p><b>Learning through/while doing</b></p> <ol style="list-style-type: none"> <li>1. SEL can be contextually defined</li> <li>2. The contextualisation approach allowed for the participation of the systems in co-creating the evidence and development of the tools.</li> <li>3. The contextualisation process boosts our advocacy agenda (locally and globally).</li> <li>4. The process results in organisational development and specifically personal transformation for persons involved in the process</li> </ol>	<ul style="list-style-type: none"> <li>• How do we better document our contextualised approach to assessment of SEL?</li> <li>• How do we strengthen the participation of system actors in the next phase of ALiVE?</li> <li>• How do we make learning more deliberate?</li> <li>• How do we learn how to collaborate better?</li> <li>• How do we document the personal and organisational journey of transformation?</li> </ul>
s3	<p><b>Generating evidence</b></p> <ol style="list-style-type: none"> <li>1. Evidence on nurturing life skills especially on models of what works</li> <li>2. Contributing to literature on SEL (definition, strands/classification, nurturing and assessing SEL)</li> <li>3. Creating, forging, sustaining and leveraging partnerships in the evidence generation on status and what works in nurturing and assessing SEL</li> </ol>	<ul style="list-style-type: none"> <li>• What can we learn from what is already implemented on the ground in terms of nurturing SEL?</li> <li>• How do we help contextually appropriate interventions on SEL to generate robust evidence?</li> <li>• How do we increase ALiVE's contribution to scientific and grey literature?</li> <li>• What partnerships (old and new) should we leverage at local and global level?</li> </ul>

## Learning from ALiVE/ADAPT System Mapping

**On the first day of the cocreation we listened to presentations on the work being done across the three countries to map the systems for assessment of lifeskills and values. The points below were the most important ideas and next steps that emerged from these presentations and the subsequent discussions.**

- (1) Broaden the global advocacy focus to include shifts in priorities to include SEL as a contributor to political, social and economic outcomes.
  - The agencies working directly with us in assessing and nurturing SEL should not be the end target but collaborators in realising inter-agency, regional and global advocacy where development priorities are made and resource decisions are made.
  - Develop and implement an advocacy and communication strategy that will be helpful to map out our call to action at the global, national, community and household level. The role of parents in nurturing SEL should be defined
- (2) Collaboratively arrive at contextual (country) definition of the LS and the number of LS to be included in the assessment. The conceptualisation should be intentionally clear on drawing the distinction between LS and 21<sup>st</sup> century and make a decision on what we want to address.
- (3) Work with systems; using existing policy windows (curricula reforms, policy reforms happening and institutional reforms) to develop, review and strengthen the policy formulation and articulation on nurturing and assessing SEL. Specifically, the focus should be on:
  - Addressing the teacher related challenges in nurturing SEL (at the classroom level)
  - Articulate the role of the players in the ecosystem who are outside the school/classroom. We recognise that LS is more than the classroom set up
  - Explore possibilities of co-creating curricula (where policy windows and political opportunities exist to resolve the policy formulation, articulation and implementation challenges)
  - Broaden the advocacy target groups- target more than the technical institutions and agencies to other policy makers beyond respective MoEs in the countries.
  - Balance between the structures and the individuals in the systems that we work with for maximising impact of our work. Both structure and individuals are important including being strategic in identifying our contacts, tools of engaging and points of engaging.
- (4) Collaboratively participate in resolving the implementation challenge of nurturing and assessing SEL
  - Our assessments are an open monitoring/feedback on the nurturing of LS
- (5) Continuously respond to the needs of the users of the tool to measure LS (users to be continuously brought into the conversations)
- (6) Be deliberate in defining our learning (as institutions mobilising these efforts and scale up these transformations to RELI and other CSOs who are evidence generators, translators of users of our work). We should continually and systematically document our experiences in nurturing and assessing SEL

## What works in nurturing

How do we link evidence on lifeskills and values to activities that can nurture them? This was the theme for this session. Below is presented the summary of learning from the initial stages of the research into how ALIVE can support nurturing lifeskills and values.

In recognising that assessment of SEL is not an end in itself but a means/pathway to nurturing SEL, ALIVE should:

- (1) Continue applying collaborative contextualisation (including broad Government systems at the national levels) to identify, define, select SEL to assess and nurture life skills while taking advantage of policy windows such as curriculum reform process
- (2) Look at this as an advocacy piece (drawing the importance of assessing, collaboratively developing the tool with government delivery systems while generating illustrative results on the levels, and causal relationships in SEL (away from correlations) while linking the SEL outcomes with political, social and economic outcomes.
- (3) Make a decision on whether ALIVE should be structured to address the formative/summative purposes that focus on:
  - (i) Classroom utilisation of the tool
  - (ii) Building teacher capacities to assess and nurture SEL
  - (iii) Supporting those interested in the use of the ALIVE tool
  - (iv) Building the capacity of other players in the ecosystem to nurture and assess SEL (these players include knowledge generators, knowledge translators and knowledge users)
  - (v) Creating, nurturing and sustaining research partnerships by sourcing for funds to participate in global knowledge generation efforts to establish what works in nurturing and assessing SEL. Research partnership at the global level and local level (including the use of case study/ethnographic qualitative studies) in our contexts could help to reveal what works

## Tool adaptation

As ALIVE moves into its next phase, the tools will be adapted for different purposes, including for use in school contexts for 6-12 year-old learners. Hence, a desk review was undertaken to try and draw lessons from elsewhere on what we should put into consideration as we go about tool adaptation.

- (1) The tool should take care of the six considerations. These considerations should take into account what works in assessing SEL (with focus on the target group) namely
  - (i) Harmonisation of the terminology/clarity on 21<sup>st</sup> century skills/LS
  - (ii) Adapting from one language to the other- only forward translation
  - (iii) Applying one method from one context to the other by having multi-cultural panels just like it has happened before including resolving the question of
    - What should be assessed across the cultures
    - What should be contextualised

- How can we apply the tools to children with special needs
  - (iv) Adapting across different ages
    - What should be assessed for children participating in the assessment?
  - (v) Adapting across different settings from households to schools;
    - Maybe oral to written (informed by the reading gaps across the target groups).
    - Picking from the previous process of 47 collaborators, who else will be needed moving forward to address the needs of the teachers?
    - Consider the use of multiple tools [including FGDs, Questionnaires and scenario-not just narrating)
    - The place of the parents as we go to schools
    - Think of the place of customised feedback- sharing with those being assessed, to avoid being extractive - taking the cue from the calendars we left with the parents. However, the principle is to give information to those who can do something about it.
  - (vi) Psychometric quality by embedding the necessary pilots and trials in the development process
- (2) The tools development should be clear on the position of the bucket of activities happening at the global level (classification, models of assessing, evidence generation or being a repository). Decisions should be made on whether the tool can assess all skills included to all the target group
- (3) Contextualisation is still the way to go taking into consideration
- i. Need for a study to understand the complexities of culture and religion that impacts the values we are studying.
  - ii. What is the meaning of this ground up approach?
  - iii. Need to document our contextualization report and see a way on how to disseminate it.
  - iv. How do we apply the parental engagement framework used by RELI
  - v. How can you mitigate the emerging trends within the society e.g. way of dressing.
  - vi. Need to assess the assessors to eliminate the biases during data collection?
  - vii. Need for a framework of contextualization?
  - viii. Identifying the parameters that we can use to be sure that our tool is contextualized?  
For instance, how do we test reliability of in a contextualization process?

## Where is the world of SEL headed? Learning from global trends

An overall theme for the first day was the journey ALiVE has taken so far, and how this journey will impact the future of the programme. To add context to this, we saw presentations on the global trends and context around the measurement of lifeskills and values. The notes below present these trends, and how they align with ALiVE's journey.

- (1) The priorities for development partners in education have not significantly changed much from focus on literacy and numeracy. This could perhaps inform the national priorities typified in challenges in the policy definition, formulation and articulation. National systems acknowledge the importance of nurturing/assessing LS, despite having critical policy windows and political moments have still not:
  - Defined SEL/LS appropriate for nurturing and assessing
  - Deployed sufficient human and financial resources to developing and assessing LS/SEL
  - Coordinated the efforts of partners/players in the ecosystem of nurturing and assessing life skills
  - Specifically checked and equipped classrooms and caregivers to nurture and assess life skills
- (2) There is trace/abundance/increasing/sustained global, regional and local level knowledge generation informed by the practice of SEL. There is recognition that SEL is an education issue. The partners in the education delivery space are in the practice of:
  - Linking SEL with traditional outcomes of literacy and numeracy
  - Generating primary data on the SEL that focus on
    - Defining SEL,
    - Methods/approaches/case studies of assessing and nurturing SEL
    - Single/multiple/strands of SEL. These include repositories of assessments by multilateral partners such as GEM, UNICEF, OECD
    - Correlating SEL with political, social (health, education, citizenship) and economic outcomes
  - Mobilising evidence generators, translators and users of SEL to share on:
    - Evidence on nurturing and assessing life skills especially models of what works in nurturing and assessing SEL
    - Altering the global conversation on education priorities to include SEL
    - Contributing to literature on SEL (definition, strands/classification, nurturing and assessing SEL)
    - Creating, forging, sustaining and leveraging partnerships in the evidence generation on status and what works in nurturing and assessing SEL
- (3) Informed by the global education priorities and the practice, the funding ecosystem also has features that include:
  - The space is informed by, the priorities by funders on varied skills for instance, the LEGO Foundation is keen on climate crisis resolution such as resilience and problem solving, focus on caregivers and educators' wellbeing and impact
  - Recognition of multiple pathways/directions in resolving the problem of nurturing SEL
  - The interest in contextualisation of defining SEL, tools/methods/approaches to what works in nurturing in SEL

- ALIVE is a contextualisation process, hands-on, collaborative initiative, specific assessment (specific skills and values, for specific age groups, undertaken in the context of East Africa, with illustrative results – levels of SEL)
- (4) Since 2018, we have engaged ourselves in the journey of contextually seeking to define LS/SEL, identified a number of SEL/LS and values and collaboratively (as CSOs under RELI) with support of government systems and teachers contextually developed a tool with the support of our global friends (using a team of 47 collaborators from East Africa), engaged hundreds of citizen assessors in a number of districts to reach tens of thousands of adolescents (aged 13-17) in their respective households.
- (5) The intended outcomes of this collaboration have resulted in 5 learnings namely:
- (i) LS/SEL can be contextually defined, a number of skills identified and a tool developed collaboratively and used to assess and produce illustrative results. It takes time but it is possible to create, forge and sustain a co-creation approach that delivers a tool that can assess LS/SEL in East Africa
  - (ii) The contextualisation process, the tools and the assessment is an advocacy driven agenda that was possible at the household, local/community, national and global levels
  - (iii) The contextualisation approach allowed for the participation of the systems in co-creating the evidence and development of the tools. System leaders and institutions are not just recipients but also important elements in co-creating the evidence generation. This is useful in strengthening the systems aimed at assessing and nurturing LS
  - (iv) The process results in organisational development and specifically personal transformation for persons involved in the process
  - (v) Collaborations can be created, forged, nurtured and strengthened through deliberate learning from such a process
- (6) Over the next 3 years (from 2023), ALIVE sees several pathways as defined by
- (i) Finalising the bucket of the work that remains: further analysis of the data, disseminating the illustrative findings and availing the tool in a format that is usable by those in need of it/providing support
  - (ii) Beginning to think of how to move from assessment to action (assessments for nurturing LS/SEL)
  - (iii) System strengthening for the assessment and nurturing of LS/SEL
- (7) Initially, a collaboration of ALIVE and ADAPT has conducted a system mapping to identify the primary and secondary causes of low uptake of the policy and practice of nurturing and assessment of LS/SEL in East Africa and the resultant primary and secondary effects. The findings from the system mapping reveal that:
- (i) There are gaps in the policy definition, formulation and articulation of LS/SEL across the three EA even when policy bodies have expressed explicit importance on LS/SEL in national curricula. Further, resourcing of nurturing and assessing LS/SEL is sub-optimal
  - (ii) There is limited coordination of efforts by players in the ecosystem who include evidence generators, translators and users of LS/SEL evidence. The efforts by the players seeking to nurture SEL/LS are also not coordinated. Teachers as an established resource continue to face capacity gaps, parents as players also lack a framework of supporting the nurturing of LS/SEL
  - (iii) To deal with this challenge, interventions must be identified at the policy levels, address the attitude challenge, broker a contextually agreed upon definition of LS/SEL and build capacity of teachers to assess and nurture LS/SEL. Equally, it is important to collaborate with players in the ecosystem who seek to assess and nurture LS/SEL

# Day 2 – Developing a framework for systems strengthening and re-visiting the theory of change

Theme of the day was problem solving. This meant digging into the theory of change to see how it could evolve based on what was learned from phase 1.



## Developing a Framework for Systems Strengthening

One of the aims of ALiVE moving forward, is to work with systems in the four jurisdictions (Kenya, Tanzania, Uganda and Zanzibar) to enhance the capacity of the national assessment systems for assessing life skills and values. Hence, part of Day 2 of the cocreation workshop was dedicated to interfacing with the participating government representatives to start understanding how we could jointly go about realising this ambitious objective. The brainstorming was undertaken in three country-specific breakout groups i.e. Kenya, Tanzania/Zanzibar and Uganda. Four questions were set to guide the group discussion:

- i) Where are the key opportunities for ALiVE to work with governments in strengthening their assessment of life-skills and values?
- ii) What/where are the key policies/practices which ALiVE should be targeting with advocacy work?
- iii) Who are the key people and the key allies in this work? How can ALiVE ensure those relationships flourish?
- iv) How can ALiVE support/benefit from the work of other programmes/organisations working with governments?

The table below summarises the outcome of the discussion.

Tanzania	Uganda	Kenya
<b>Where are the key opportunities for ALiVE to work with governments in strengthening their assessment of life-skills and values?</b>		
<p><b>Opportunities include:</b></p> <ul style="list-style-type: none"> <li>• LS incorporated in the competency-based curriculum (CBC),</li> <li>• Quality assurance tool can be used in assessing LS</li> <li>• Life skills could be incorporated in the 8:8:8 system’s assessment</li> </ul> <p><b>Gaps include:</b></p> <ul style="list-style-type: none"> <li>• Use of pen and paper in assessment,</li> <li>• Lack of assessment framework,</li> <li>• Budget constraints,</li> <li>• Limited understanding among teachers</li> </ul> <p><b>Suggested way forward to strengthen</b></p> <ul style="list-style-type: none"> <li>• Build capacities of teachers,</li> <li>• Create models of assessing LS/Vs,</li> <li>• Strengthen the quality assurance (QAS) tool,</li> <li>• Integrate assessing LS/Vs in subject assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Explore integrating assessment of life skills and values in the National Assessment of Progress in Education (NAPE)</li> <li>• Formative continuous assessment for lower secondary schools</li> <li>• Summative assessment at national level</li> <li>• Training teachers to implement the curriculum to nurture and assess the skills.</li> <li>• Capacity building across the different assessment agencies (bring together UNEB and NCDC to build capacity for staff)</li> <li>• Development of curriculum assessment and placement policy.</li> <li>• Unpack the knowledge, understanding, skills, values, or attitude (KUSVA) for nurturing and assessing for both secondary and primary (Conduct capacity building in unpacking/longitudinal study that looks at how teachers are implementing these skills).</li> <li>• Develop alternative approaches (besides using scenarios) for assessment that are simpler.</li> </ul>	<p><b>Build on the formative Competence Based Assessment framework</b></p> <ul style="list-style-type: none"> <li>• Classroom practice includes assessing core competencies, values and PCI (pertinent and contemporary issues)</li> <li>• Summative assessment will happen in grade 9 where LS is taught as a standalone learning area in Junior Secondary School</li> <li>• Other assessments such as Kenya Early Assessment and KPSEA are opportunities that can be explored to assess LS/Vs</li> </ul> <p><b>Opportunities lie in challenges such as</b></p> <ul style="list-style-type: none"> <li>• Where assessment of LS/Vs is integrated in core competencies- making them rely on demonstrating other competencies.</li> <li>• The form and structure for summative assessment of LS/Vs at Grade 9 is not yet spelt out. This could be an opportunity to share our journey/tools and process</li> </ul>
<b>What/where are the key policies/practices which ALiVE should be targeting with advocacy work?</b>		

<ul style="list-style-type: none"> <li>• Education and Training Policy – <i>how valuable can ALiVE work influence?</i></li> <li>• Yet to be implemented Life Skills Training guide</li> <li>• Life skills manual (Zanzibar)</li> </ul> <p><b>Opportunities for Life skills include</b></p> <ul style="list-style-type: none"> <li>• Support finalisation of the LS nurturing guidelines</li> </ul> <p><b>Moving forward</b></p> <ul style="list-style-type: none"> <li>• Follow up on the LS Guideline prepared by TIE</li> <li>• Follow up on the LS manual for Zanzibar</li> </ul>	<ul style="list-style-type: none"> <li>• No standalone policies? But opportunities exist in the Lower Secondary Curriculum (LSC) and planned reviews of the primary and A-Level curricula to incorporate LSV. Other possibilities include:</li> <li>• Establish a community of practice for life skills at national level to learn from what is happening in the classroom.</li> <li>• Conduct smaller pilots in different pockets of communities to strengthen advocacy.</li> <li>• Benchmark other systems e.g. in Asia to understand how other people are doing it.</li> <li>• Having annual conferences focusing on specific areas of life skills. It provides opportunities for actors to come together.</li> <li>• Target the role of parents in enhancing the nurturing of life skills (Adapt, contextualise and customize parents’ guide that helps parents understand life skills and values (translate them into local languages and audiences)</li> <li>• Community engagement in supporting families and communities to support life skills education. (piggy back on Community led learning)</li> </ul>	<p><b>Competency Based Assessment</b></p> <ul style="list-style-type: none"> <li>- The biggest window summative assessment at the end of Grade 9</li> <li>- There could also be opportunity with the 6-12 where the KPSEA is still evolving in what to assess- LS could still be assessed independently</li> </ul> <p><b>CSL</b> class in primary is the most important area for support – as it brings in the most focus on lifeskills and values.</p>
<p><b>Who are the key people and the key allies in this work? How can ALiVE ensure those relationships flourish?</b></p>		

<ul style="list-style-type: none"> <li>• Tanzania Institute of Education (TIE), Zanzibar Institute of Education (ZIE)</li> <li>• Development partners i.e UNICEF</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to NCDC, UNEB, TETD and Basic Education Dept, join consortiums and partner with UNICEF, ENABEL (Teacher support programme), Play matters consortium, Local government systems, &amp; FBOs ( Uganda Joint Religious Council) and cultural institutions.</li> <li>• Parliamentary association (UWOPA), political assistants in different communities.</li> <li>• Promote wisdom pedagogy (methodology which encompasses cognitive, affective and psychomotor skills). Connect with the Malaysian Universities in regard to wisdom pedagogy.</li> <li>• Explore possibilities of writing a module on life skills and values together with UNITE and partner with teacher training institutions to deliver this.</li> <li>• Partner with the association of local FM stations.</li> <li>• Develop a theme on life skills and values every year so that there is a competition where schools are involved and given awards.</li> <li>• Select champions for life skills across different districts and ministries (The Minister of Education &amp; Sports could be very happy to support this).</li> </ul>	<p><b>Key Actors</b></p> <ul style="list-style-type: none"> <li>• <b>KNEC</b> and Other organisations providing support to KNEC such as the <b>British Council, UNICEF, Natcomm</b> as well as the <b>Dutch</b>. Other CSOs such as the <b>Lifeskills Promoters</b>, Amplify, the Aga Khan Foundation, RTI, NACONEK. There is an opportunity for building a coordination mechanism.</li> <li>• <b>KICD</b> can also be engaged. KICD has been working on curriculum monitoring for early years. They are looking at how values and lifeskills have been integrated during the learning experience.</li> <li>• While teachers will deliver assessments, we need to make sure that we are focused on the mandate, which sits with KNEC, rather than with the TSC – this would risk getting involved with intergovernmental</li> </ul>
<p><b>How can AliVE support/benefit from the work of other programmes/organisations working with governments?</b></p>		

<p><b>Support:</b></p> <ul style="list-style-type: none"> <li>• Assessment of life skills and values especially RESPECT</li> <li>• If ALiVE wants to support on specific competences – Respect should be the top one to capacitate systems to assess</li> </ul>	<ul style="list-style-type: none"> <li>• Develop documentation for formalising working relationships with different agencies and partners (Uganda local govt associations, UWOPA, Faith Based organizations, Association of FM stations, Association of Secondary school head-teachers in Uganda.</li> <li>• There is need for ministry to clear ALiVE to work freely with schools (MoU).</li> <li>• A presentation to the Basic Education working group</li> <li>• Broker a meeting with the Minister of Education</li> </ul>	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>- <b>Action:</b> Carefully/cautiously suggest to KNEC a post-assessment expert learning session to bring together these actors to share what is being learned about CBA</li> </ul> <p><b>First Steps</b></p> <ul style="list-style-type: none"> <li>- <b>First Step:</b> Work with KNEC to bring together this group in a workshop to discuss, along with the other actors working in the space</li> <li>- <b>First Step for KICD:</b> To start to gather reports to look at curriculum monitoring. Convene people at department level..</li> </ul> <p><b>Other Options</b></p> <ul style="list-style-type: none"> <li>- Suggest Esther Care as an expert to support KNEC in this area.</li> <li>- Get together with British Council to discuss their work</li> </ul> <p><b>Teacher Training and Lifeskills</b></p> <ul style="list-style-type: none"> <li>- Could we work with teacher training colleges? e.g. run a small module to look at what is really happening in TTCs.</li> <li>- Strathmore forming a consortium of 23 universities working on education and association of deans of education...</li> <li>- Not to forget KISE (Special Education).</li> <li>- Kenya Education Management Institute to look at training of education managers</li> </ul> <p><b>Developing Materials</b> Develop an off the shelf training material/manual</p>
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# Revising the Theory of Change

## Vision

ALiVE envisions an East Africa in which every learner is equipped with the critical competences needed for learning and thriving in life and at work.

## Theory of Change

- Between 2020-2022 ALiVE vision has been pursued through a framework of three pathways: contextualised assessments, evidence-led advocacy and learning (as a deliberate process)
- Focus of ALiVE is to transform VaLi into a robust, regional **Learning Community** on the critical competences such as understanding of concepts and frameworks in context, methods that work (or don't) in developing these competences, effective processes for developing assessments and tools, measuring competences at scale, advocacy and public awareness techniques and tools, and understanding progress at individual (learner), micro-system (school) and macro-system (national system).
- Second focus of ALiVE is on developing **Contextualised assessments** and tools in context, striking balance between the local, national and regional contexts. For learning purposes also, the contextualised understanding relates to the existing global understanding (and framing) of the competences.
- Armed with the evidence, ALiVE engages in **Advocacy** efforts targeted at policy and public audiences. The first target are government departments (and officers) in charge of curriculum and assessment.
- ALiVE has worked with almost 2,400 assessors including teacher trainees (fostered linkages with teacher training universities/colleges), partnered with over 60 local partner organisations and assessed over 46,000 adolescents (aged 13-17) on problem solving, collaboration, self-awareness and respect in Kenya, Uganda and Tanzania.

**After discussion in plenary, it was agreed to retain the theory of change as is, while embarking on a process of adjusting the three outcomes/strategic pillars**

## Towards a Revised Theory of Change: Revisiting the Strategic Pillars

As noted above, the first phase of ALiVE focused on three pillars; **Evidence, Advocacy and Learning**. In order to revisit these pillars, discussion at the cocreation workshop focused on stating the overarching outcomes which ALiVE seeks to achieve. By focusing on this, nine outcomes were cocreated from the three breakout group discussion. These in turn were grouped into three new pillars for the 2023-2025 strategy. This process is outlined in the table below:

Original framing	Group discussions yielded 9 outcomes	The 9 yielded into three ALiVE 2023-2025 Pillars	Statement of outcomes
<b>Evidence</b> <b>Advocacy</b> <b>Learning</b>	1. Evidence Generation 2. Tool Development 3. Society of Experts 4. Shifting Assessment 5. Shifting Practice 6. Citizens Awareness 7. Incorporation in the Education Sector 8. Shifting Policy 9. Hub of Knowledge on Assessments	<b>Assessment shift</b>	Increased embedding of life skills and values in both formative and summative assessments in East Africa
		<b>System shift</b>	Governments in East Africa use evidence to improve policy implementation and practice for assessing life skills and values
		<b>Knowledge hub</b>	Evidence on life skills and values generated and shared to inform decisions at national, regional and global levels.

## Vision

All learners in East Africa acquire life skills and values

## Outcomes

1. **System Shift:** Governments in East Africa use evidence to improve policy implementation and practice for assessing life skills and values
2. **Assessment Shift:** Increased embedding of life skills and values in both formative and summative assessments in East Africa
3. **Knowledge Hub:** Evidence on life skills and values generated and shared to inform decisions at national, regional and global levels.

Outcome	Outputs	Strategies	Assumptions	Risks
1. <b>System shift</b>	1.1 Formal partnerships with key system change institutions finalized with clear stipulation of achievements by 2025-2026 1.2 Policies reviewed to incorporate life skills and values 1.3 Policy implementation at school and teacher training levels supported to embed nurturing and assessment 1.4 Awareness on the importance of life skills and values raised among the media, parents, teachers and young people 1.5 Parents and teachers influenced to shift their practice to nurture life skills and values	1. Review status and opportunities for policy review or strengthening in each country 2. Reviewing and implementing the advocacy and communication strategy 3. Establishing and sustaining partnerships with the target institutions in government 4. Disseminating ALIVE findings and approach to the target change institutions 5. Partnerships with the media to raise awareness among teachers, parents and young people 6. Partner with networks and associations to influence	1. There is regular evidence that is generated/opportunities are created to engage with the system 2. Parental engagement is sustained to facilitate system shift 3. Evidence is not lost in the translation of the information to the system 4. There is sufficient transfer of knowledge and skills where people exit the system (takes less time to induct those joining the system)	1. Attrition of system leaders requiring continuous induction of new leaders 2. Competing priorities and resource allocation in government 3. Financial implications – funding may not be there to reach wide scale

Outcome	Outputs	Strategies	Assumptions	Risks
		change of behaviour among parents, teachers and policy makers		
<b>2. Assessment shift</b>	<p>2.1 A community of experts is established with skills in developing and conducting assessments (including analysis and reporting)</p> <p>2.2 Life skills and values are embedded in summative assessments</p> <p>2.3 Life skills and values are embedded in formative assessments</p>	<ol style="list-style-type: none"> <li>1. Open-sourcing and supporting use of the ALiVE tool</li> <li>2. Establishing the ALiVE Academy as space for capacity strengthening on assessments</li> <li>3. Running a series of 'learn-through-doing' sessions targeting key personnel in system assessments</li> <li>4. Supporting key system partners to implement assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. Engagement of core group which is committed to the process</li> <li>2. Education/system policy indicating system acceptance</li> <li>3. The teachers and exam bodies will appreciate and embrace</li> <li>4. Parents will support and value life skills</li> <li>5. Politicians will allocate resources</li> </ol>	<ol style="list-style-type: none"> <li>1. Resistance from education stakeholders in assessment and/or curriculum</li> <li>2. Parents and teachers will continue to care about academic scores and resist</li> <li>3. Systemic challenges – teachers overwhelmed, big class-sizes, exam-driven learning</li> <li>4. Budget/resource constrains</li> </ol>
<b>3. Knowledge hub</b>	<ol style="list-style-type: none"> <li>3.1 ALiVE process documented and shared</li> <li>3.2 Evidence generated and shared to inform national policy and practice</li> <li>3.3 Evidence generated and shared to inform regional policy and practice</li> <li>3.4 Evidence generated and shared to inform global policy and practice</li> <li>3.5 The ALiVE learning approach documented and shared</li> </ol>	<ol style="list-style-type: none"> <li>1. Mining of ALiVE data to answer to various questions</li> <li>2. Developing and publishing evidence products and thought pieces</li> <li>3. Sharing in national, regional and global meetings</li> <li>4. Establishing and sustaining a community of practice with</li> </ol>	<ol style="list-style-type: none"> <li>1. A learning culture is created and sustained within the membership</li> </ol>	

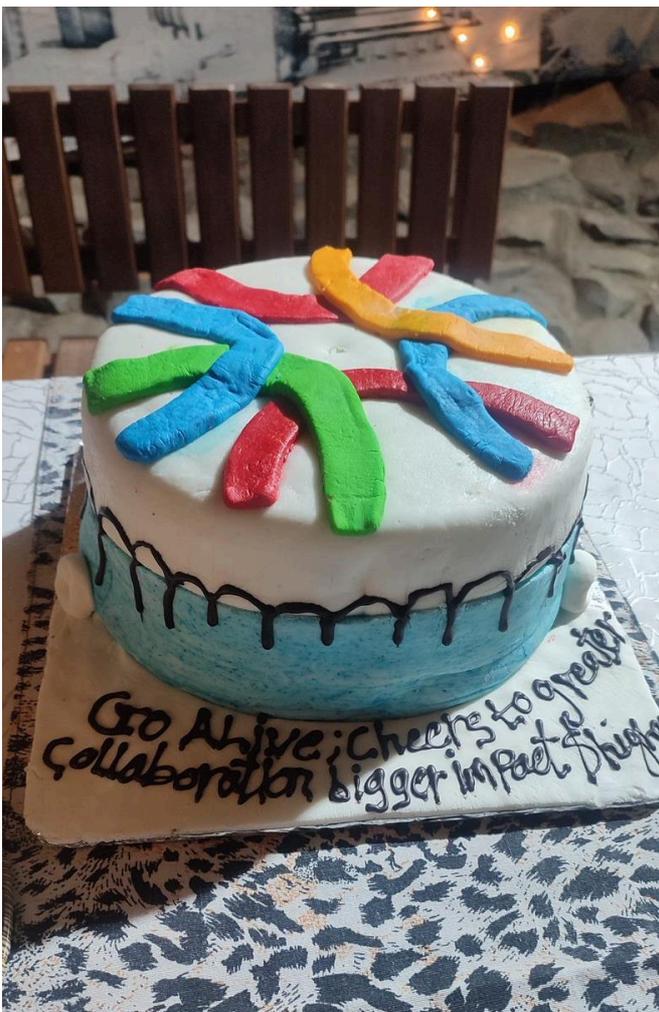
Outcome	Outputs	Strategies	Assumptions	Risks
		key actors at national, regional and global institutions 5. Implementing the ALiVE learning framework		

**Note:** The above table is still undergoing refinement by ALiVE implementing team. The final version will be included in the next 3-year ALiVE strategic plan.

## Social Activities



On Thursday evening we gathered in the garden for dinner and social activities. This was an opportunity to celebrate the journey and achievements of ALiVE to date.



To celebrate, we ate together, recounted stories of inspiration, danced and ate cake!

# Day 3:

## Working on a Way forward

The theme of the day was collaboration. How will we work collectively over the next three years to deliver on the theory of change? How will we learn together from the process? These were our guiding questions for day three.



## Presenting the Learning System

The first activity for day 3 was to present the learning system. The presentation focused on three things:

1. **Learning from the first phase:** This presented the reflections on the work done between July and November to collective summative reflections from the first phase of ALiVE. This covered the process, as well as the strengths and weaknesses of the process.
2. **A simple, iterative, learning cycle for formative learning:** based on the reflections from phase one, a new learning cycle was presented. This cycle showed how evidence on learning would be collected, analysed and used to inform decision making.
3. **A system to ensure learning happens:** The final portion of the presentation gave an overview of the elements of the system which need to be in place to ensure that the activities of the learning cycle can be effectively delivered.

## Validating the system

Once the learning system had been presented, its elements were used to guide discussion groups. Each group was given questions to guide their thinking on how the system can be best put into practice for the next phase of ALiVE.

### Tools/Analysis/Synthesis

- Domicile the form at the academy
- Structure the learning around activities by integrating with work-plan – reflections on processes and experiences/
- Embrace real-time reflections on what works
- Leave out complexities in the form
- Include simple monitoring framework to know if learning is taking place

### Roles and responsibilities

- Members will be playing different roles- advising and also professional roles and supportive roles/mentorship roles
- Members to take charge of learning- gap analysis; learning needs, themes and contents,
- Clearly look at resources (expertise within and beyond RELI), which will be best placed
- Be open to learn
- Be intentional to plan on learning
- Embrace the approaches of co-creation
- Although there was suggestion to drop the summative learning, there was consensus that we need someone external to help us assess how we are learning

### Decision-making

- Two levels at the country and regional level
- There should be clarity on what should move from country to regional considering that some learning is very specific
- At weekly meetings, we do a check in to establish the learning needs and allow for cross country sharing on implementation
- Have 30 minutes every month to make decisions at the regional level

- Learning could reveal different scenario- three scenario
- Once validated by country/regional/- disseminate this
- Number the needs by priority – disseminate the brief/weekly, can happen on periodicity
- Be sure of the learning that is discussed internally- create time to discuss the learning
- External sharing- depends on the type of brief- as reports, social media,
- Goal of external sharing- communication and call to action
- Learning are embedded in decision making

## Workplan

- On the frequency, after every major activity, we should conduct reflections that are action oriented
- Consolidate these learnings every quarter
- Conduct annual learning needs/review them on quarterly meetings/Learn-shops at the regional level should be quarterly, country should be monthly
- On needs basis, have learning meetings
- We should have a responsible person at the country/regional level
- The persons responsible at country level could be rotating on an annual basis
- On creating the regional work-plan:
- This should allow the iteration between country and the regional levels
- We should include surveys at the reflection meetings and annual learning scoping
- The accountability structure should be more proactive in making the learning more organic/should make it more interesting

## Accountability structure

- Have leadership at the regional level
- Have designated leads at country level that rotates annually
- Develop briefs at the country level/regional levels (have templates that help to prepare the briefs)

## Key Takeaways

At the end of the co-creation workshop, participants reflected on the process and what were the things that they would take away with them. The reflections fit under three buckets:

### 1. Reflections on the structuring of the cocreation program

- Ground rules for cocreation led to achievement of the workshop goals
- Effective structure (day 1- information giving, 2- reflecting on and applying the information and day 3- specific planning)
- Convergent-divergent thinking worked well
- There was too much information to digest. Linking sections to each other could help
- Flexibility + adapting as we went along was very helpful

### 2. Reflections on the cocreation itself

- The importance of collaborating with Government on integration of LS/Vs assessments
- The need to pay attention to capacity building especially for teachers in nurturing and assessing LS/Vs

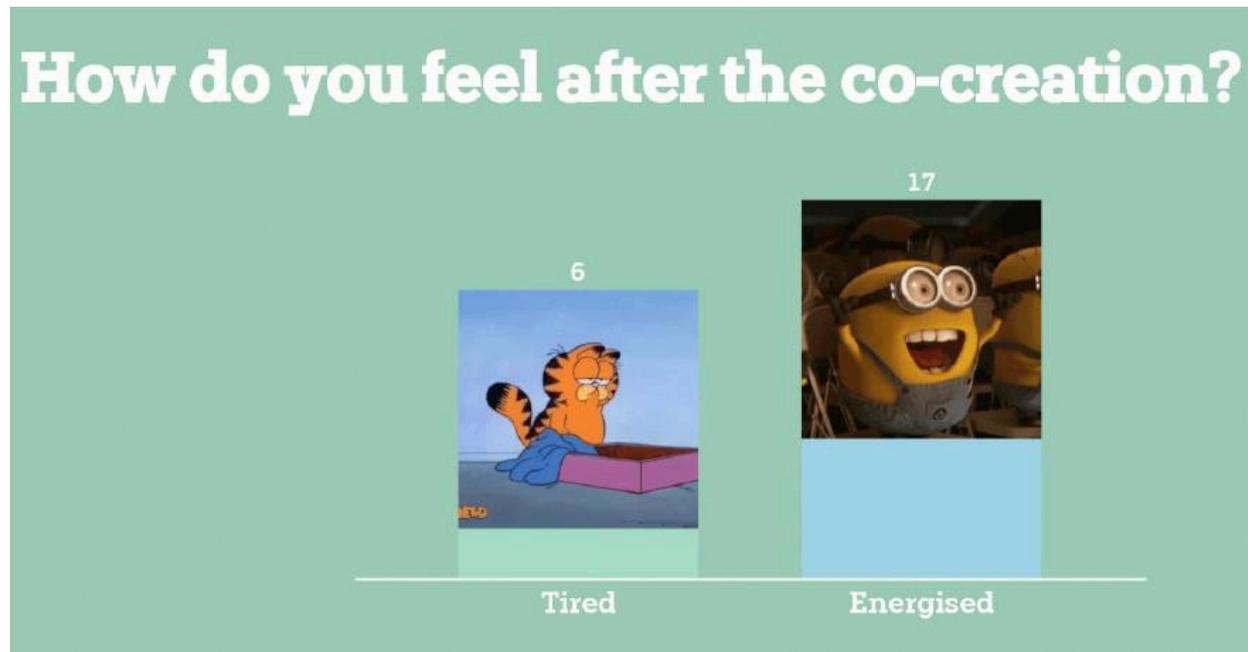
- Learning is everyone's responsibility so are life skills.
- Becoming intentional about learning
- There is need for ALIVE to intentionally incorporate a tool for parents to strengthen their capacity in nurturing values and life skills
- The personal commitment to the collective at an individual and organizational level is phenomenal. Would be interesting to capture info from those who dropped off along the way to understand why
- The need to be truthful to whom we are and what we want to be known for. We have to be careful not to lose our credibility.
- The need to constantly be analyzing the system – to align and take advantage of opportunities
- The importance of adaptation and contextualization of best ways to improve educational systems and practices of LS
- Advocacy should not be an end but a means to our end.
- There is value in the involvement of external stakeholders into ALIVE
- The need to consolidate learning for sustainability
- The spirit of the EAC is alive
- Learning/teaching is not complete without assessment
- Risk of doing too much- ensure shared common understanding of ALIVE's role
- Alive has a strong convening opportunity in the region
- Need to work closer with nurturing partners

### **3. Reflections on the social aspects of the program**

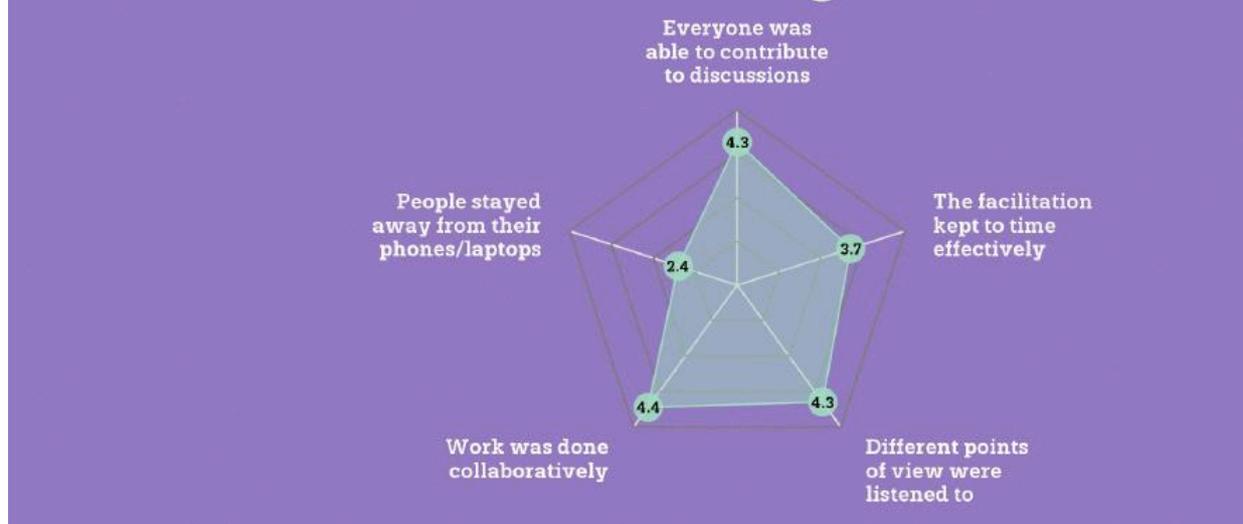
- Energisers: appreciated as a new way of developing skills; fun, play and experiential
- The social event was brilliant

## Co-creation Evaluation

At the end of our co-creation we used a live online poll to gauge how the group felt about the process. Below are some of the results



# How did we achieve our ground rules?



# What key words describe your thoughts on the co-creation



# ALiVE Co-Creation Workshop

January 18<sup>th</sup>- 20<sup>th</sup> 2023, Nairobi, Kenya

Thanks for coming!

