



# RELI

Regional Educational  
Learning Initiative

## ASSESSMENT OF LIFE SKILLS AND VALUES IN EAST AFRICA



A participatory approach to developing contextualized tools for assessing life skills and values: The process and lessons from East Africa

CIES 66<sup>th</sup> Annual Conference

Mon, April 18 2022

Mary Goretti Nakabugo – Uwezo Uganda

Martin Ariapa – Luigi Giussani Institute of Higher Education

Purity Ngina – Zizi Afrique Foundation

# Presentation Outline



1. Background to the ALiVE
2. ALiVE tool development process
3. Lessons learnt

# Background to the ALiVE

Life skills education is critical for the development of children's interpersonal and psychosocial skills (UNICEF, 2012; WHO, 1999).

Despite the global concern for life skills education, the nature and definition of life skills greatly varies across cultures and countries (Bwayo, 2014; McMullen & McMullen, 2018).

Accordingly, it is still unclear how these skills have been assessed, let alone understood and defined in the East African context (Wamahiu & Bapna, 2019).

**\*\*Against this backdrop, RELI established an initiative, ALiVE, to contribute to increased education system focus and capacities to assess and nurture life skills and values.**

# ALiVE Tool Development Process

## Prioritization

- Reviewed the landscape of the education systems in the 3 countries [KE, UG, TZ]
- Agreed on 3 life skills [problem solving, collaboration, self-awareness and 1 value (Respect)]

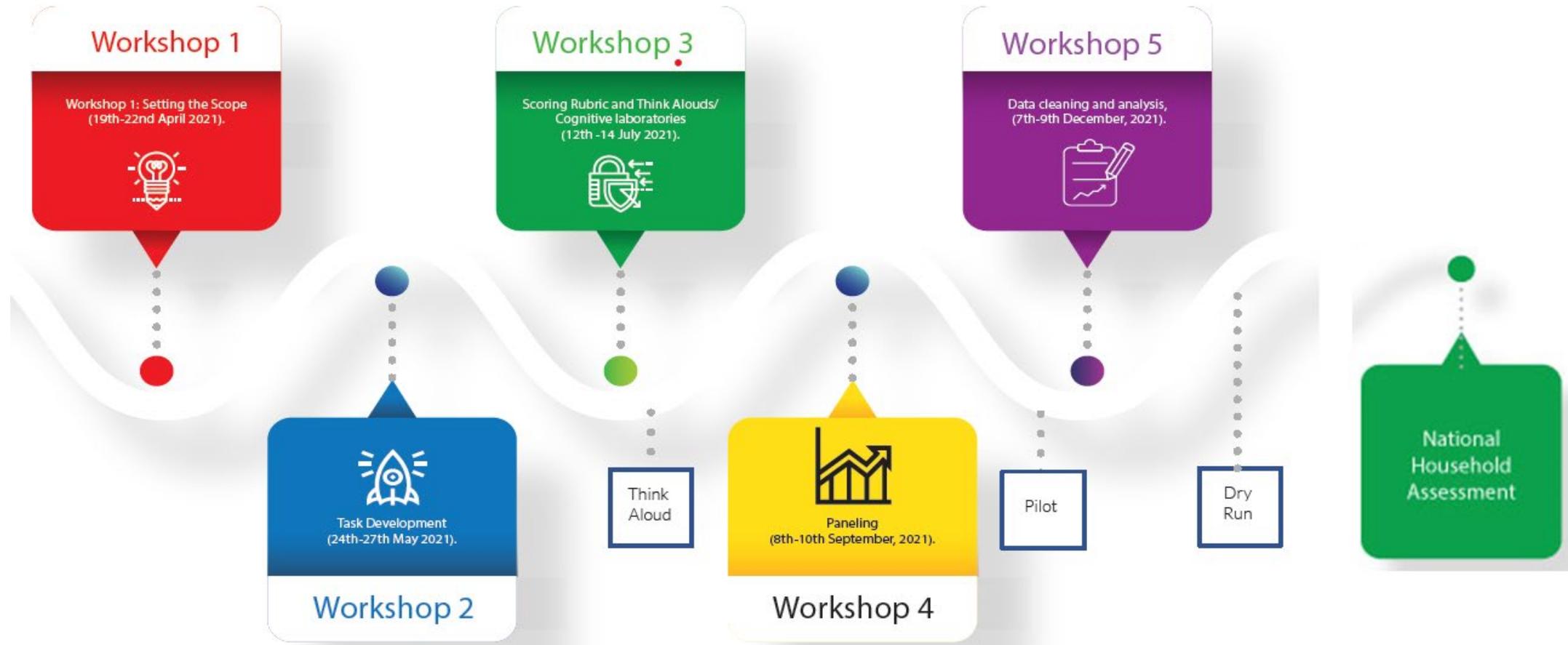
## Contextualization

- Conducted rapid ethnographic interviews with adolescents, parents, and key persons across 15 districts in KE, UG and TZ.
- The process generated in-depth understanding of the four competences.

## Literature review

- To establish how the competences were defined and framed in other contexts
- To compare and validate the contextualized understanding against the documented evidence.
- To build the capacity of the various partners in designing and conducting a literature review.

# ALiVE Tool Development Process



# Lessons Learnt from ALiVE

## Contextualization + Literature review

- The nature and definitions of life skills varied across cultures and countries. This revealed the importance of creating context relevant tasks and items.

## Think aloud and pilot activities

- Oral think aloud is complex but doable.
- The processes facilitated understanding of how the tasks and items were context relevant and age appropriate. Also, facilitated the reduction of the tasks and items.

## Advocacy and policy influence

- The inclusion of policy actors into the assessment development process is key, however, better capacities to sustain the coordinated engagement is needed.

## Assessment at classroom level

- Coupling this household based assessment with system-focused and school-based assessments may accelerate resonance with teachers and education officials to assess life skills at classroom level.

## Learning through doing

- The tool development involved getting introduced to a specific aspect by the facilitator, working on it, and receiving questions and reviews from the facilitator. This process has facilitated learning.

# Let's Walk Together

Follow us on:

Email [info@ziziafrique.org](mailto:info@ziziafrique.org)

Website <https://reliafrica.org/alive/>



Assessment of Life Skills and Values in East Africa -ALiVE