

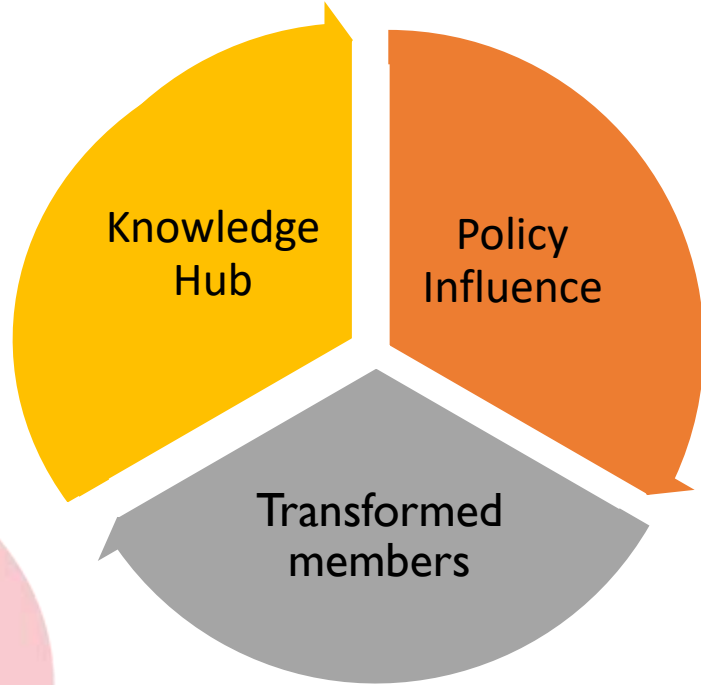


Action for Life Skills and Values in East Africa (ALiVE) Presentation

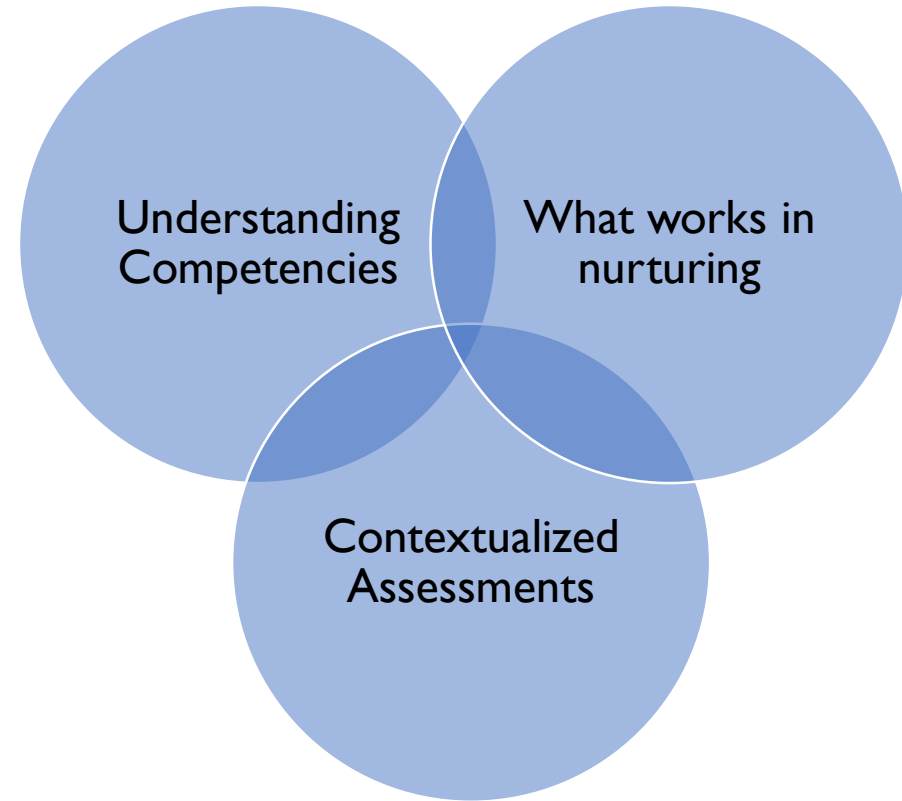
By

Khadija Shariff – *ALiVE Tz Project Director*

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



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

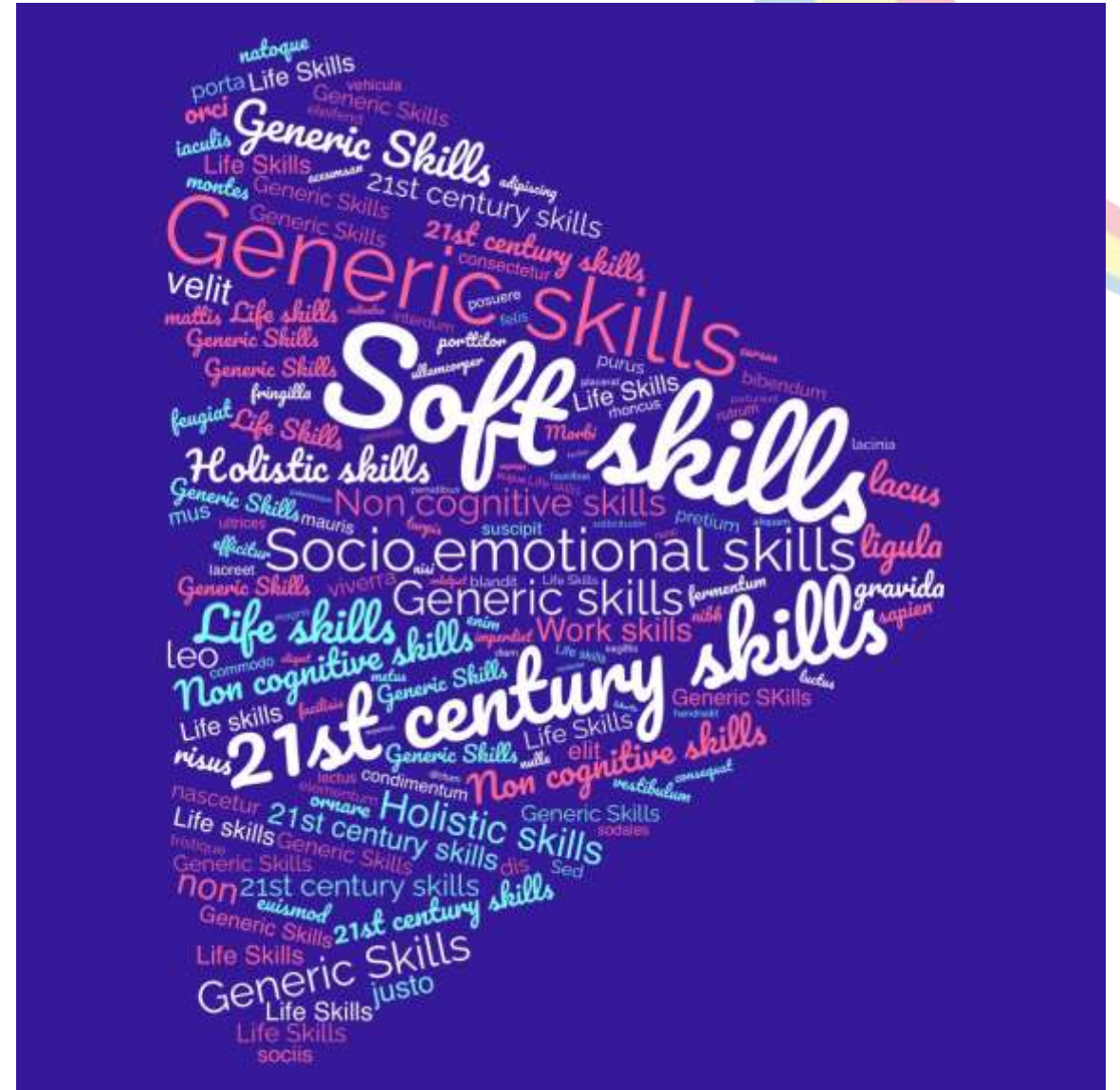


What are these skills/competencies?

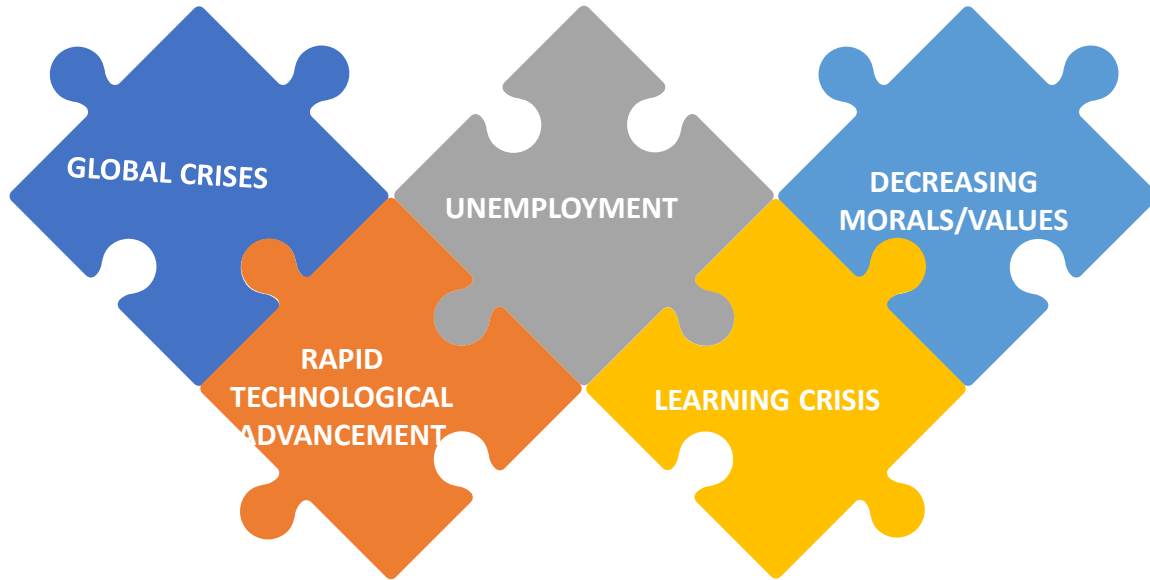
“The defining characteristic of a [21st century skill / life skill / generic competency] is that an individual can bring that competency to bear in and across (different) situations” Giacomazzi, Care & Mugo, 2022

“A competency is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context.” (OECD 2005, p. 4)

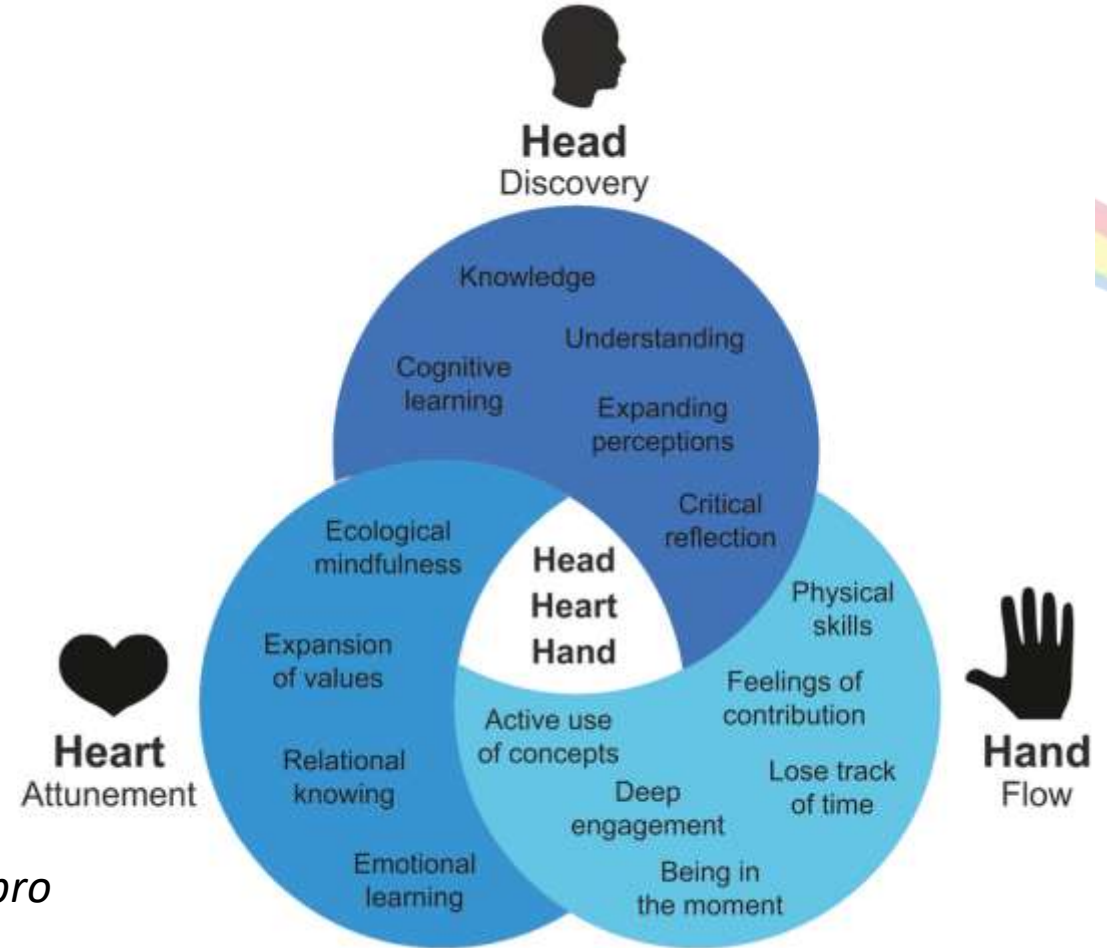
- * NATURALLY OCCURRING
- * TRANSFERABLE
- * TEACHABLE
- * DECONSTRUCT
- * PROGRESS



WHY ARE THEY IMPORTANT?

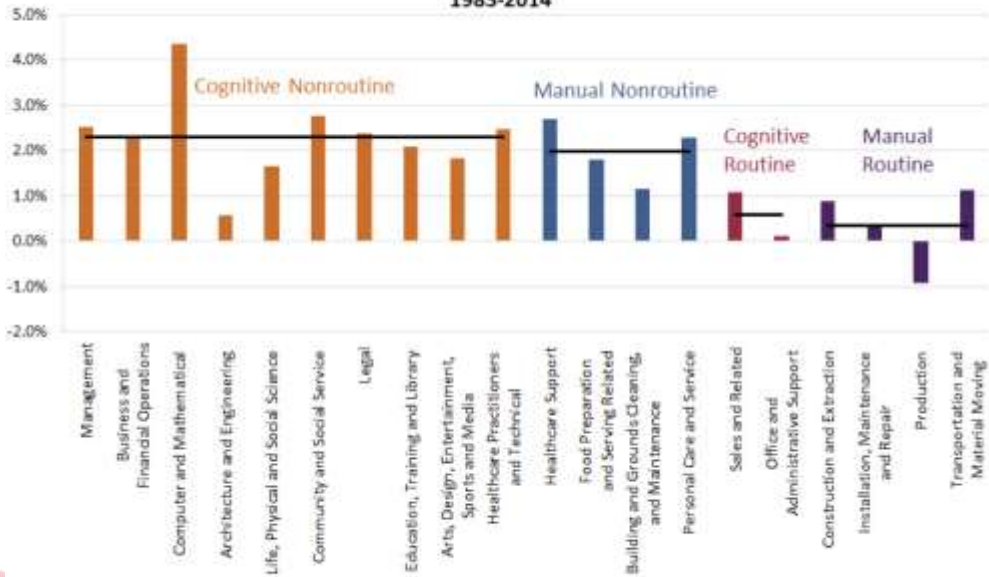


“USB SEL interventions improve school functioning(including academics), study skills, pro social behavior, self-efficacy/self–esteem and reduced emotional distress, externalizing behaviors (Cipriano et al 2023)”



Implications: Why do we need to change?

Average Annual Employment Growth 1983-2014

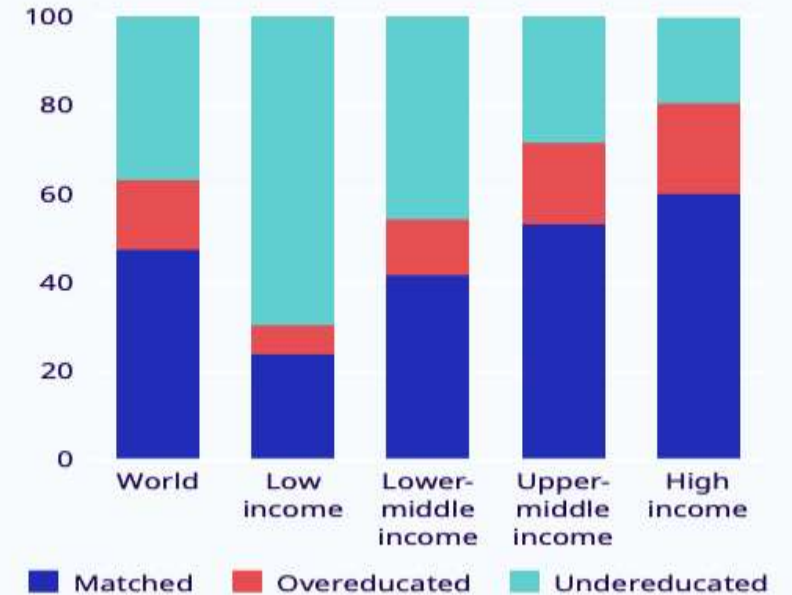


NOTE: Solid black lines represent the average percentage across the job group.
SOURCE: Current Population Survey and authors' calculations.

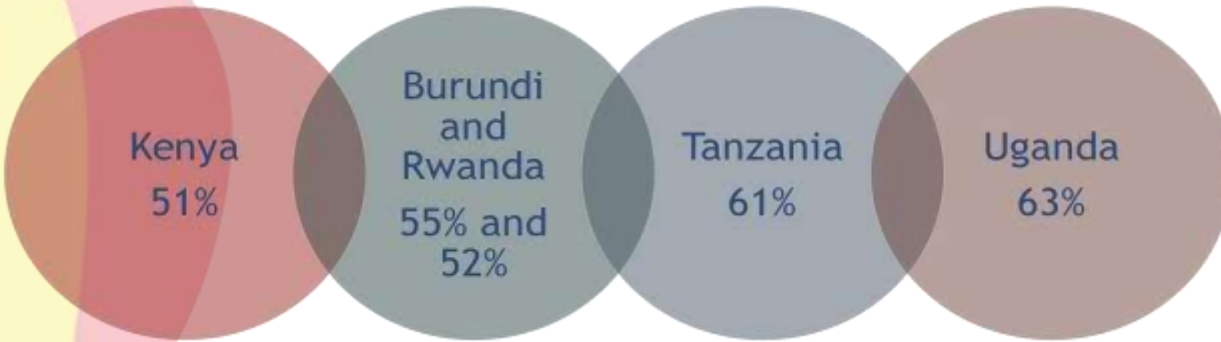
FEDERAL RESERVE BANK of ST. LOUIS

Skills mismatches by country income group (percentage) Global Employment Trends 2023 (ILO, 2023) <https://rb.gy/9s8y1q>

Figure 3.6. Skills mismatches by country income group (percentages)



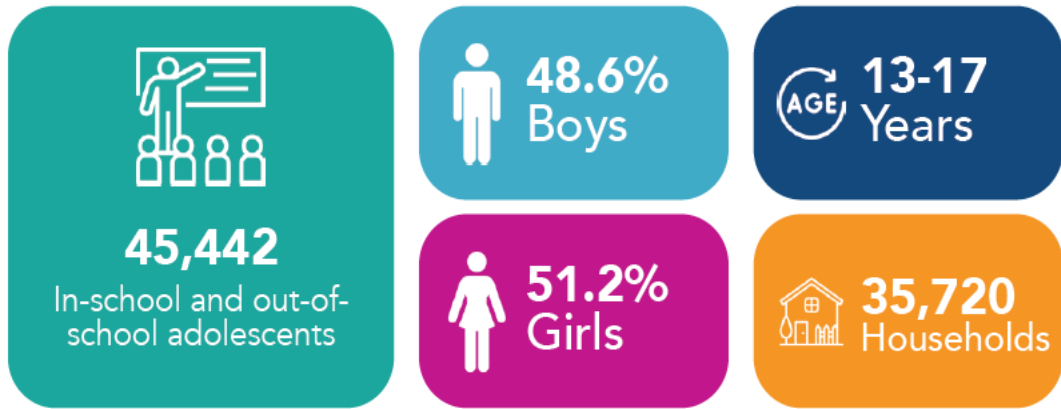
Source: Data from Stoevska (2021).



Inter-university council for East Africa Community study on employability readiness for graduates from universities in East Africa showed that graduates are half cooked for the Job market. Skills such as Communication, Self awareness, Problem solving and critical thinking were highlighted as missing plus technical skills to perform their respective jobs

The ALiVE Findings

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.*

Findings II: Collaboration proficiencies

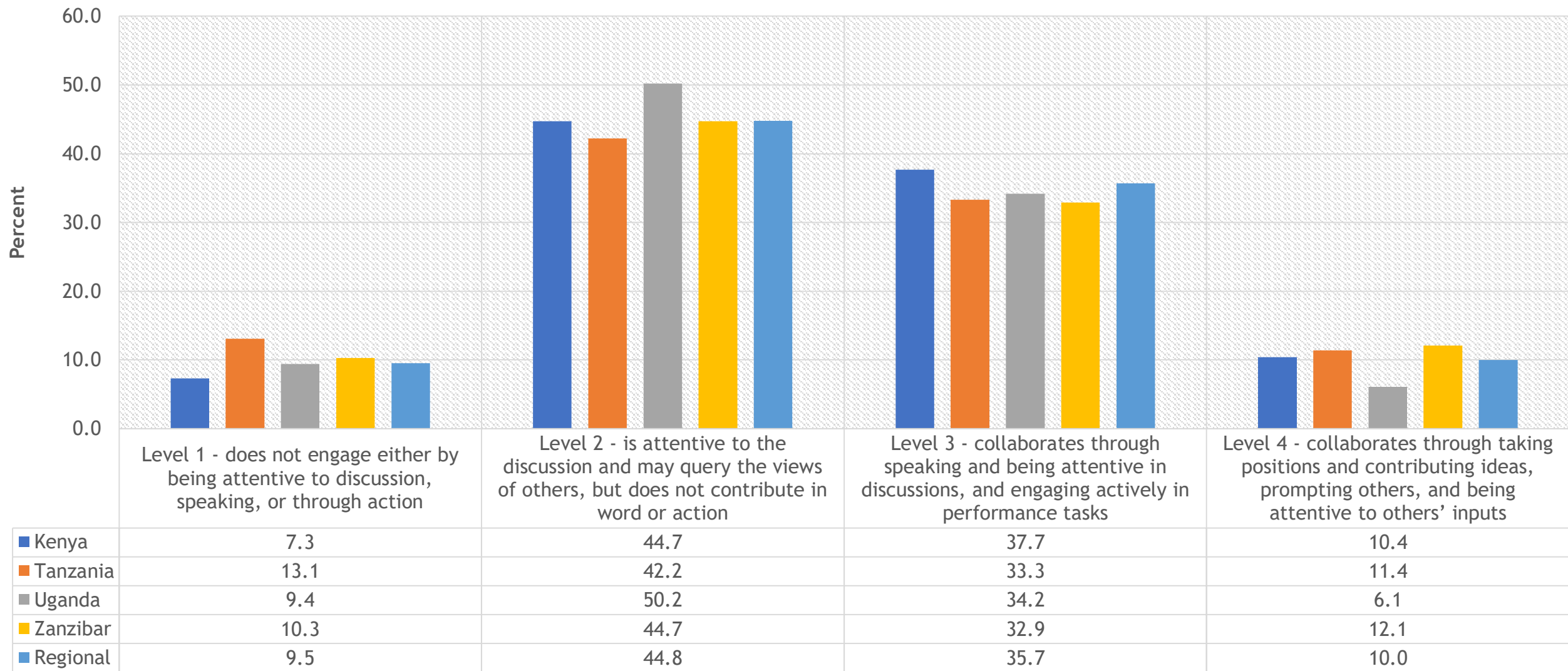


Figure 1: Descriptive statements and distributions of proficiencies

Findings III: Problem solving proficiencies

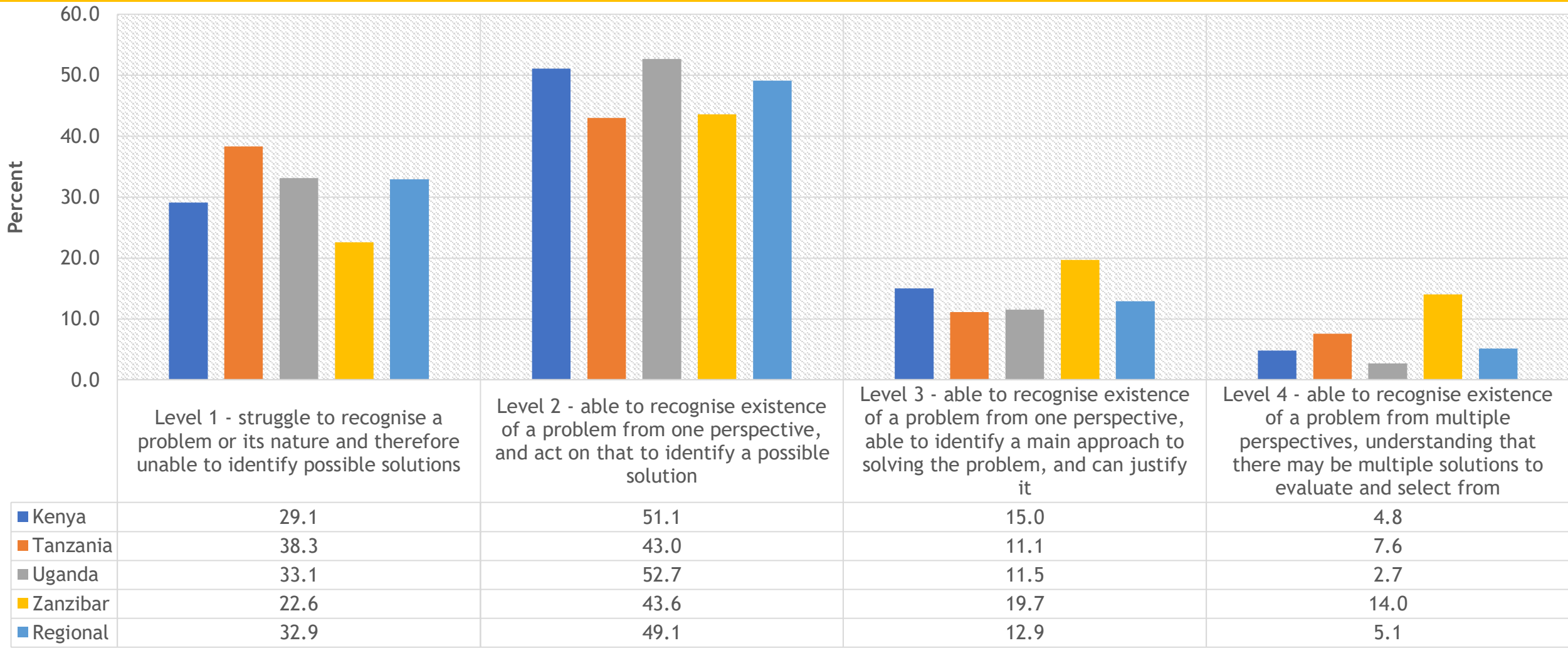
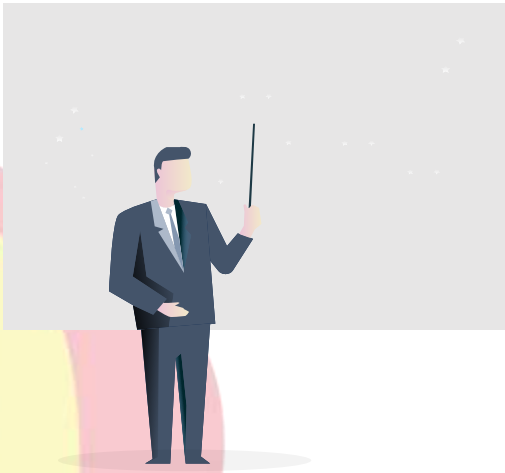


Figure 2: Descriptive statements and distributions of proficiencies

Implication 1:

Progression of ability in terms of proficiency in life skills can be used by teachers to target their teaching



- 1** **Assessment** - Teachers can use assessments to identify areas where students need more help and target their teaching accordingly
- 2** **Differentiation** - Teachers can differentiate instruction to meet the needs of students at different levels of proficiency.
- 3** **Feedback** - Teachers can provide feedback to students on their progress and use this feedback to target their teaching
- 4** **Professional development** - Teachers can participate in professional development opportunities to learn new strategies for targeting their teaching



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

Implication 2:

Since progress through grades is associated with higher skills proficiencies, intentional integration and teaching of these skills should lead to even greater development

- ✓ Those who are going to school have higher proficiency than the out of school meaning education leads to better outcomes
- ✓ Access to quality education is important for holistic development of a child



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

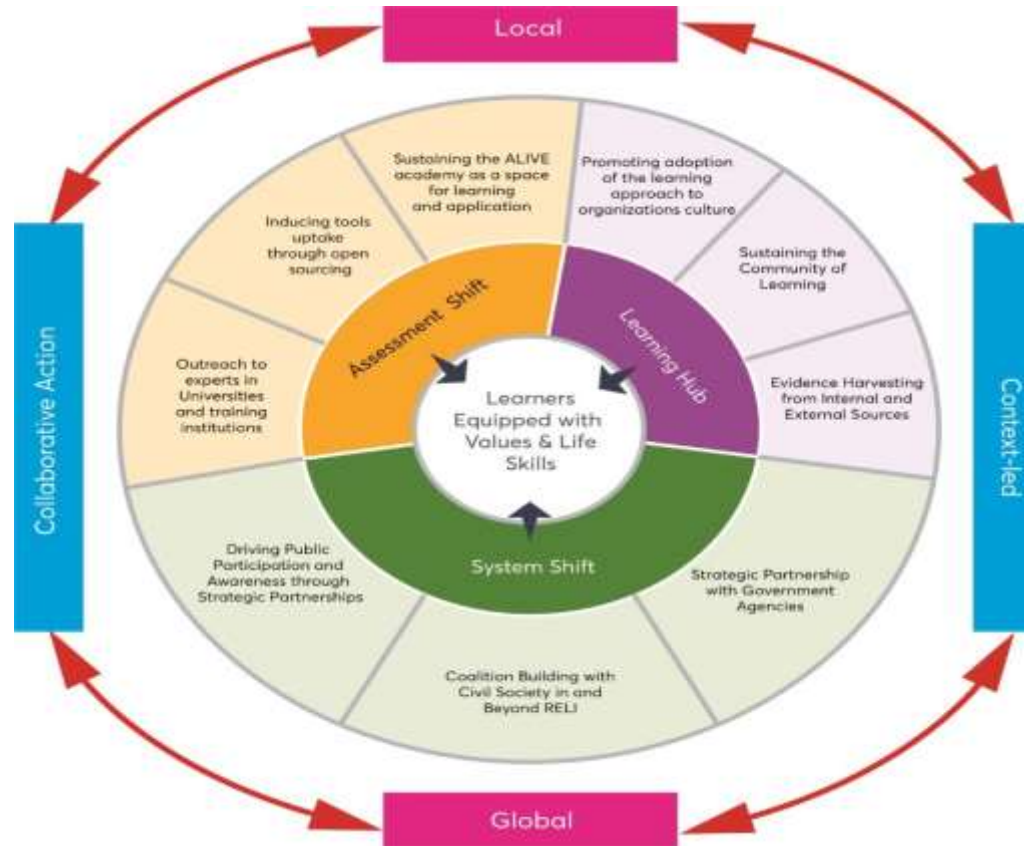
Implication 3:

Increasing age is positively associated with the proficiency levels of skills development

- ✓ Design policies and curricula that are more effective for different age groups. i.e designing a curricula that are more age-appropriate and culturally relevant.
- ✓ These competences should be developed and nurtured both at home and in school
- ✓ Teachers and parents acting as role models help to nurture these skills to learners
- ✓ Create an enabling environment that facilitates learning

ASSESSMENT SHIFT

- Classroom tools development
- Open sourcing of tools and ALiVE Experts on Assessment
- Capacity enhancement under the ALiVE Academy



SYSTEM SHIFT

- Curriculum reviews to focus on life skills and values
- Adaptation of the ALiVE approach to Assessment adaptation from ALiVE
- Pilots in teacher Education space at the college level and University
- Parental/community engagement
- Children-led programming on LSV

LEARNING HUB

- Pilots for change
- Skills building
- Catalyzing evidence use for system change
- Internal Learning and adapting organizational practices

MoEVT - ALiVE Collaborative Initiative

Engagement with ZIE

- Conduct Curriculum Audit to identify skills/competencies
- Identify prioritized skills/competencies
- Develop contextualized definitions of the skills
- Deconstruct skills and produce hypothetical progressions
- Produce draft framework

Engagement with ZEC

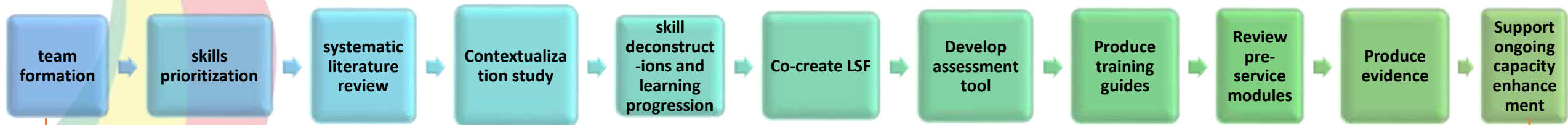
- Develop classroom based assessments
- Pilot assessments to produce empirical progressions
- Enhance capacity of teachers To assess
- Conduct school based and national assessment

Teacher Education Department/Universities

- Support teacher professional development
- Produce teacher training guides
- Review Pre-Service curriculum/coursework

Parents and Media Engagement

- Raise Awareness
- Enhance parental engagement
- Promote acquisition of skills at home



Road map

KEY MESSAGES

- *In order to achieve the vision and objectives of the new curriculum these skills/competencies must be given priority*
- *Curriculum, assessment, teacher training and quality assurance must all speak the same language and be aligned in nurturing and assessing these skills.*
- *Pre-service and In-service teacher training must be aligned to ensure teachers are being equipped early to not just teach but embody and model these skills in the classroom.*
- *These skills should be assessed regularly in order to understand how well learners are acquiring and developing the competencies*
- *All education stakeholders should cooperate in ensuring the prioritized skills are being nurtured.*

**LET'S JOIN HANDS AND WORK TOGETHER FOR THE HOLISTIC DEVELOPMENT OF OUR
LEARNERS**