

Implications of the ALiVE process and evidence on policy and practice in East Africa.

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Comparative and International Education Society (CIES).

14th March 2024; 3:15 to 4:45pm.

Content

Introduction

ALiVE
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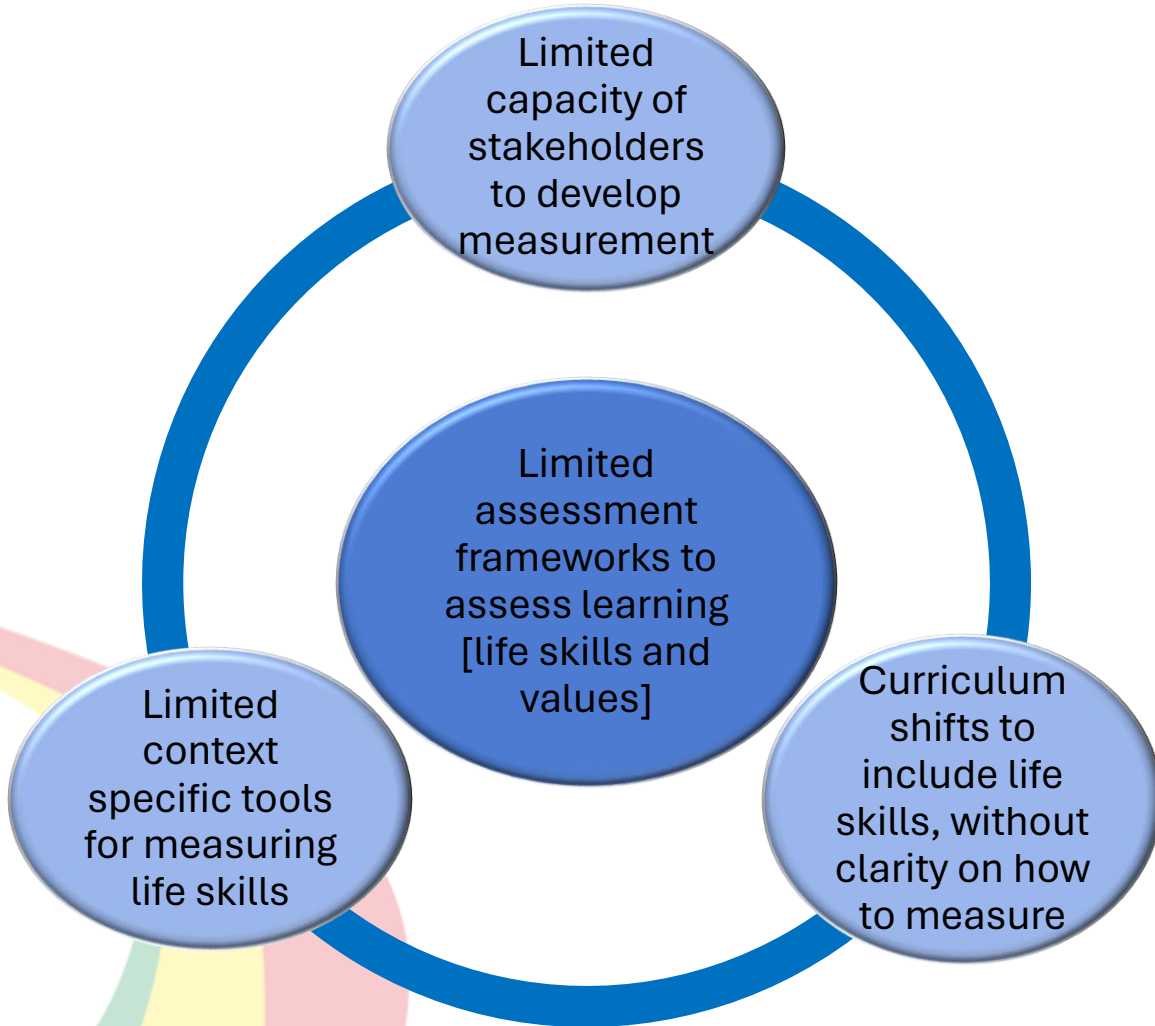
Implications

About John Mugo



- **John Mugo** is the Executive Director of Zizi Afrique Foundation, based in Nairobi, Kenya and the ALiVE Principal Investigator. His work revolves around generation and use of evidence for the holistic development of children and youth, to equip them with competences for learning, working and living.
- His research and programs address key themes connected to learning competences, whole-child development, parental engagement and empowerment, and SEL assessment among others. John animates several impact collaboratives across Sub-Saharan Africa, among them the Regional Education Learning Initiative (RELI) and the Education Evidence for Action (EE4A) platform.
- He is Principal Investigator of the Action for Life Skills and Values in East Africa (ALiVE), a 5-year project developing contextualized tools and conducting SEL assessments across Kenya, Tanzania and Uganda. Previously, John headed the Uwezo learning assessments in East Africa, and chaired the Department of Special Needs education at Kenyatta University.

Why ALiVE?



Kenya

- New curriculum integrated 8 values and 7 core skills

Uganda

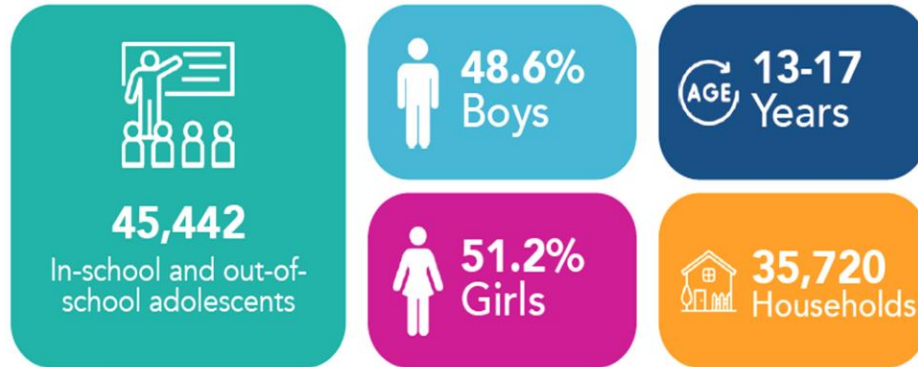
- New curriculum for secondary level - includes 21st century competencies

Tanzania

- Reviewing its curriculum in primary and secondary level to prioritize soft skills and Zanzibar is rolling out a new competence-based curriculum for primary schools

Who Was Assessed?

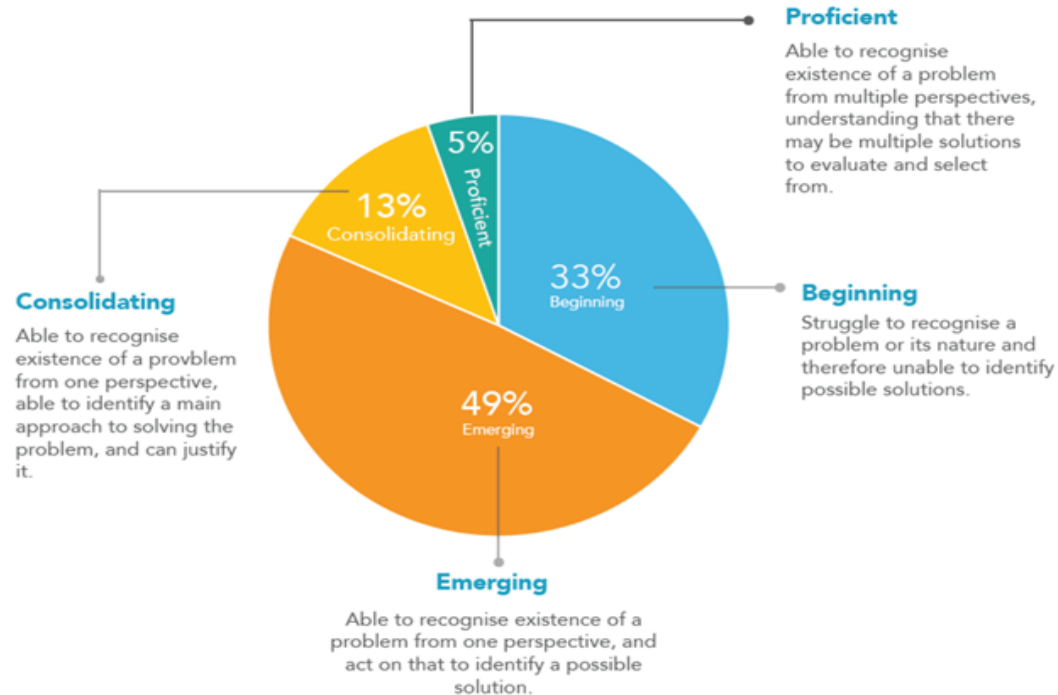
45,442 in-school and out-of-school adolescent boys (48.6%) and girls (51.2%) from 13 to 17 years of age, from 35,720 households, 1,991 Enumeration Areas, and 85 districts/counties



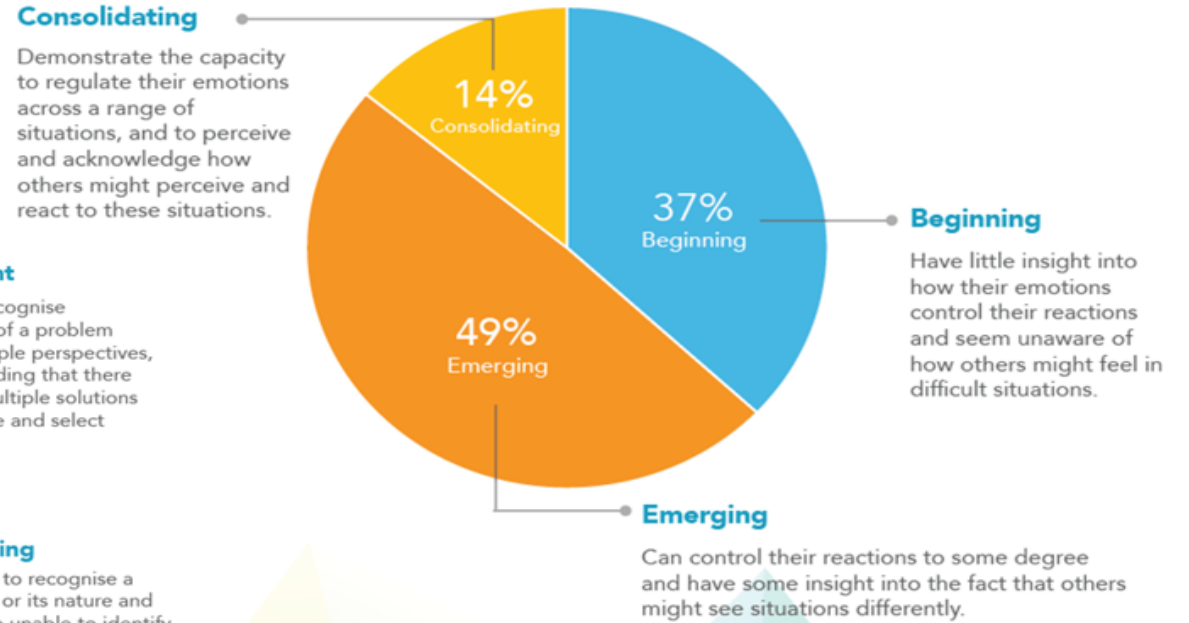
Tools translated from English to 29 languages: Ateso, Borana, Bukusu, Dholuo, Dhophadola, Ekegusii, Gikuyu, Kamba, Kinyala, Kiswahili, Kupsapiiny, Leb Acholi, Leb Lango, Luganda, Lugbarati, Lhukonzo, Lusoga, Maasai, Meru, Nandi, Ng'aturkana, Ngakarimojong, Oluwanga, Orma, Pokomo, Runyankole-Rukiga, Runyoro, Rutooro, and Somali.

Findings

Problem solving proficiencies



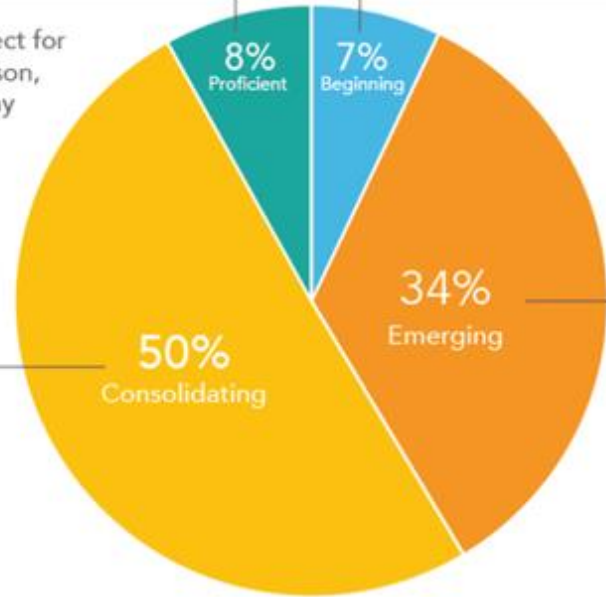
Self-awareness proficiencies



Respect proficiencies

Proficient

Aware of links between respect for property and respect for person, and will act in a respectful way towards others and in defence of others and self.



Consolidating

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

Beginning

Aware of others' perspectives only in relation to oneself.

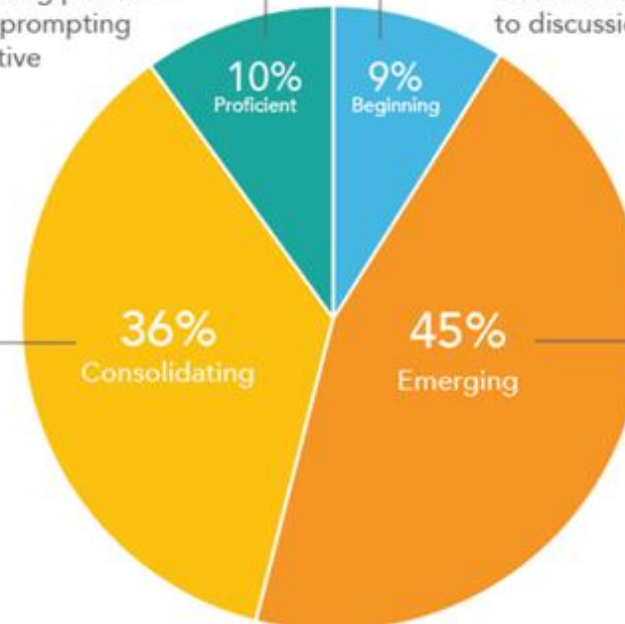
Emerging

Aware of infringement of rights, or of bad behaviour by one person towards another but does not 'call it out'.

Collaboration proficiencies

Proficient

Collaborates through taking positions and contributing ideas, prompting others, and being attentive to the input of others.



Beginning

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

Consolidating

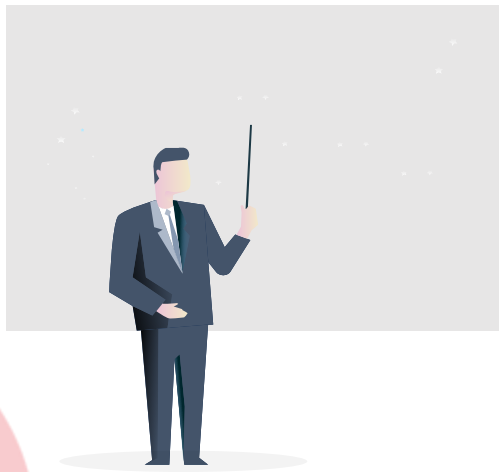
Collaborates through speaking and being attentive in discussions, and engaging actively in performance tasks.

Emerging

Is attentive to the discussion and may query the views of others, but does not contribute in words or actions.

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

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



More educated adolescents

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

- ✓ 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

Implication 3:

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



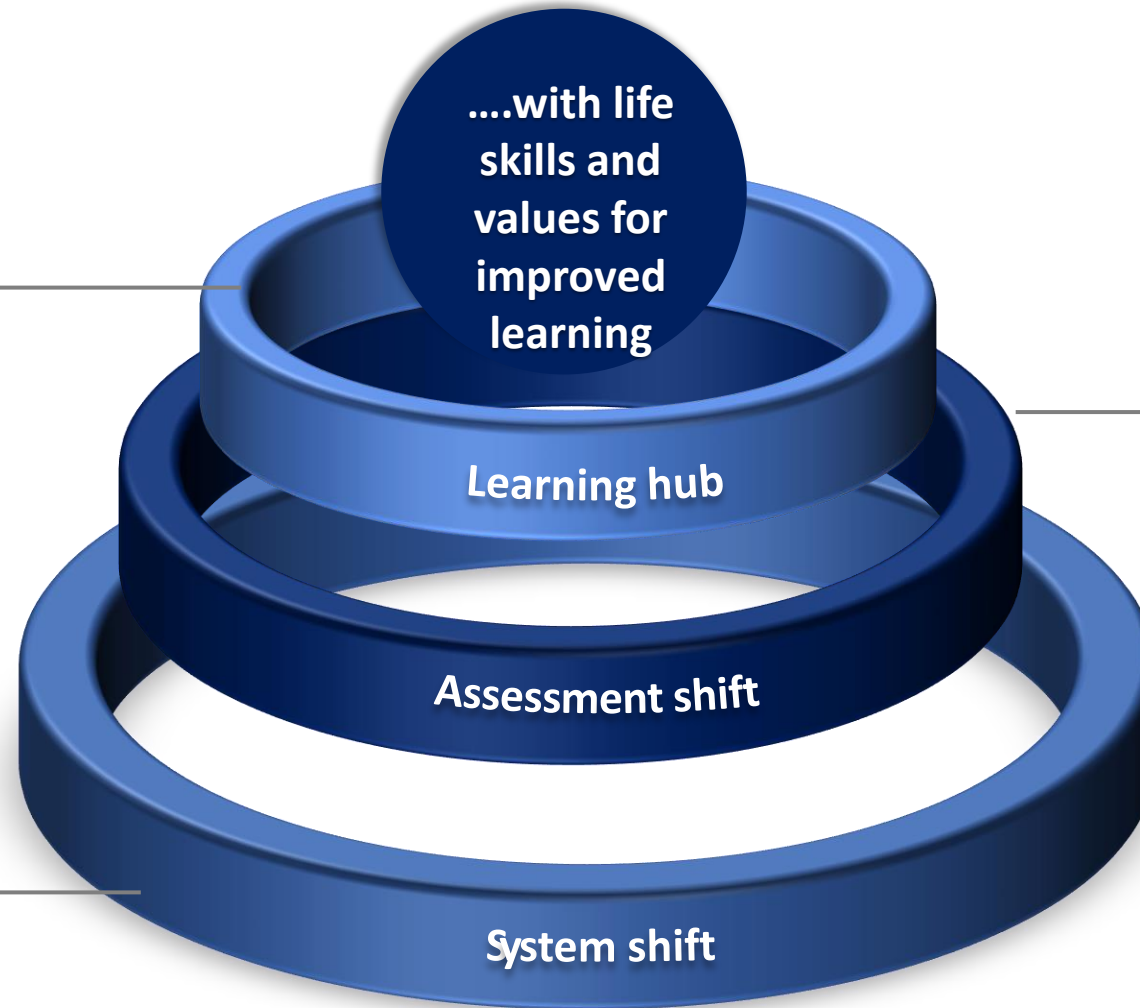
Older adolescents

demonstrate **higher proficiencies** compared to younger adolescents

- ✓ 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

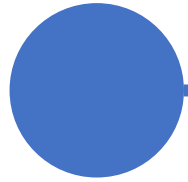
Implication 4: Revised Theory Change, from Assessment to Action

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

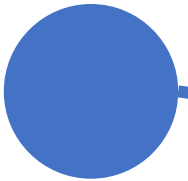


- Classroom tools development
- Open sourcing of tools and ALiVE Experts on Assessment
- Capacity enhancement under the ALiVE Academy

Implication 5: Localization leads to wider impact



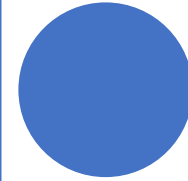
The development of the tools in East Africa has made it more relevant to our context, leading to government buy-in.



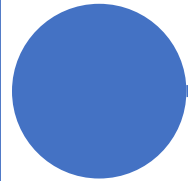
The collaboration of 7 organizations and departments under the Ministry of Education in this project has resulted in the uptake of evidence and government action focusing on life skills and values.



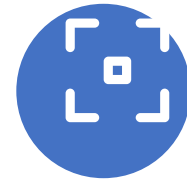
Household assessments have increased parental involvement in life skills and values, prompting some mainstream churches to declare March a month to focus on values.



Media has also begun to highlight positive values, including programming on life skills and values.

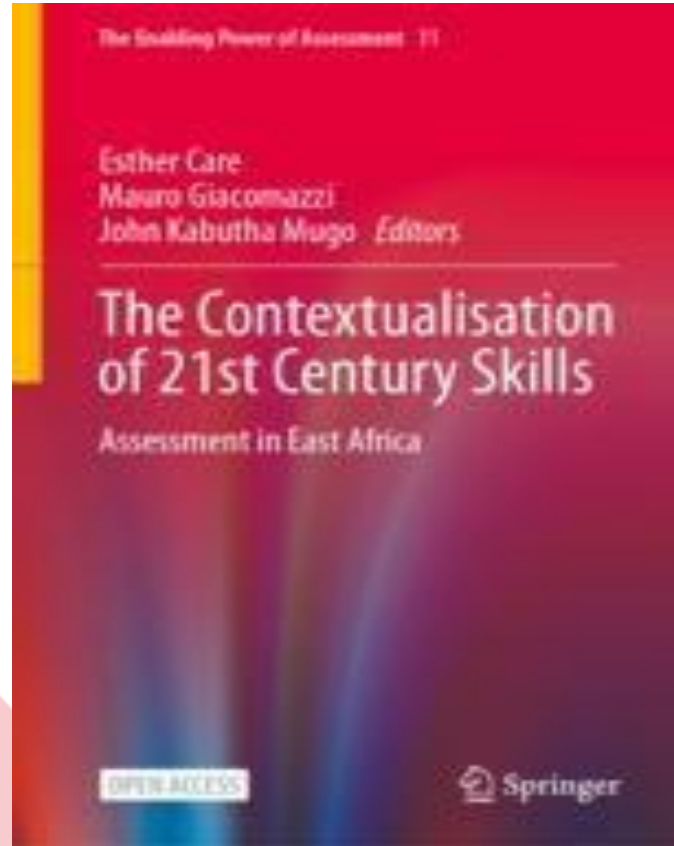


Curriculum reviews in Kenya aim to clearly define and incorporate life skills and values using the ALiVE approach.



The ALiVE experts are supporting ministries in Tanzania and Uganda to prioritize life skills and values.

Implication 6: Power of Open sourcing and Learning



- ALiVE Book for system use
- ALiVE tools for use by the wider system, leading to better programming
- 5569 downloads by morning of March 14

Thank you

- Champion our work by telling others
- Follow us and contribute to the ALiVE learning Community#
- Facilitate a learning session on SEL

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