



# Do Our Children Have Life Skills and Values?

*Assessment of Life Skills and Values in East Africa (ALiVE)*



**Kenya Summary Report**

**November 2022**

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## We will live our dream

We have turned well into the year 2040. Following the harmonization of education curricula in East Africa completed ten years ago, life skills and values are routine in every classroom. Learning assessments indicate that more than 90% of our children read with fluency and comprehension by the end of grade three. This follows the massive investment in the skilling of teachers, and the effective application of technology to improve learning everywhere.

We no longer have crowded classrooms because children alternate between learning at school and connecting virtually from home and the satellite learning centers constructed by the government. Two years ago, problem solving and collaboration were adopted as the most important learning areas – opening the mind and training the heart. After decades of struggle, corruption is now a thing of the past. In her state of the nation address, the president thanked parliament and all leaders for setting a good example for our children. She said:

***‘Values are learned through living them. I thank all leaders for agreeing to be the blackboard where values are written, for our children to read.’***

The scenario painted above is the future we envisage. It makes us wake up every morning. Our vision is that the schooling generation acquires the needed competencies to navigate the complexities of the 21st century. The Assessment of Life Skills and Values in East Africa (ALiVE) is a journey of hope. When we started in 2020, there were only countable assessments of these competencies in East Africa.

A study commissioned by Echidna Giving and completed in 2019 established that 75% of the traced assessment tools available were standardized questionnaires, mostly self-rating scales and ratings by others. Most of these had been developed in the global north context. Eighty-three percent (83%) of the people interviewed expressed the thirst to participate in a collective impact initiative, to learn how to develop these tools for the East African context.

ALiVE has risen to this challenge. This report is a product of collaborative work among more than 2000 people across Kenya, Tanzania, and Uganda. A contextualized tool developed via a learning-through-doing approach by 47 people, advisory teams of more than 25 local experts, more than 100 trainers, and close to 800 assessors. This work is evidence of fortitude and our story of self-empowerment.

However, the journey has just begun. It will not stop until teachers and parents understand the worth of these competencies, and homes and classrooms yield into breeding grounds for life skills and values. We acknowledge the role played by all our partners to make this work a success including the sampling expert from the Kenya Bureau of Statistics, lead analyst Martin Ariapa and Technical team lead, Prof. Esther Care.

Together, we will live our dream.

### **Dr John Mugo**

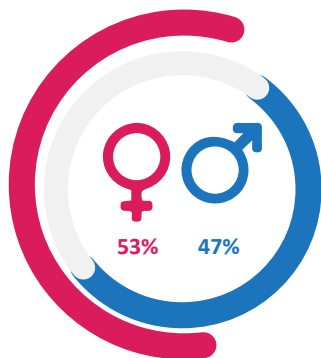
Executive Director of Zizi Afrique  
Principal Investigator – Assessment of Life Skills and Values in East Africa (ALiVE)

## Who was assessed

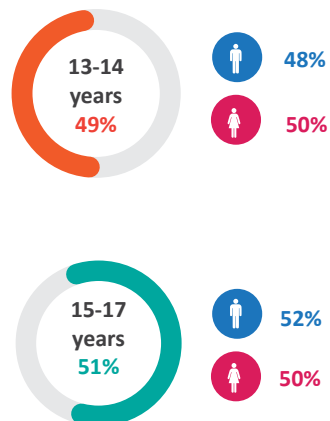
A total of 17,276 adolescents, from 14,197 households aged 13-17 years from 798 enumeration areas were assessed.

39 trainers, 800 teacher/ teacher trainees conducted this assessment supported by chiefs, village elders and ALiVE team.

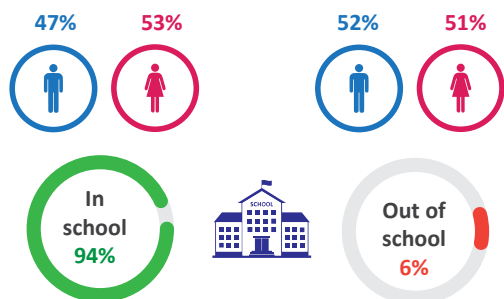
### Gender



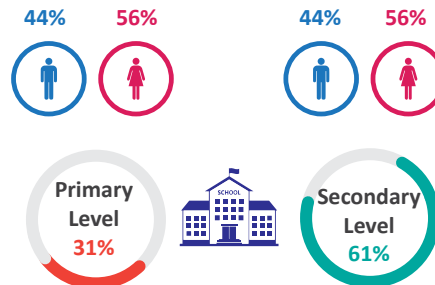
### Age



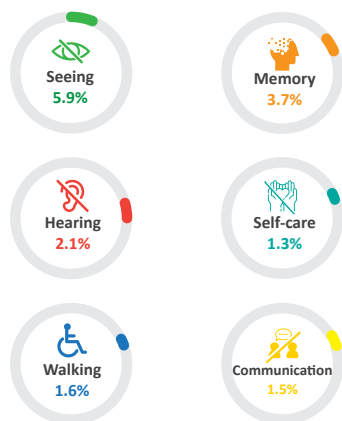
### Schooling status



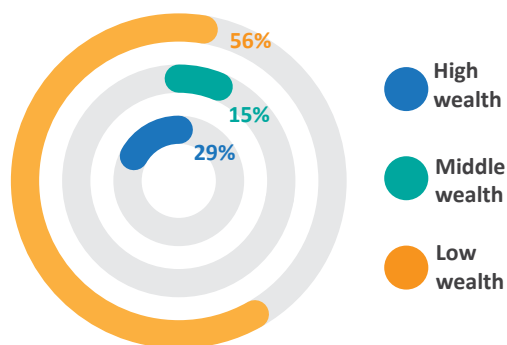
### Highest education level



### With a form of disability



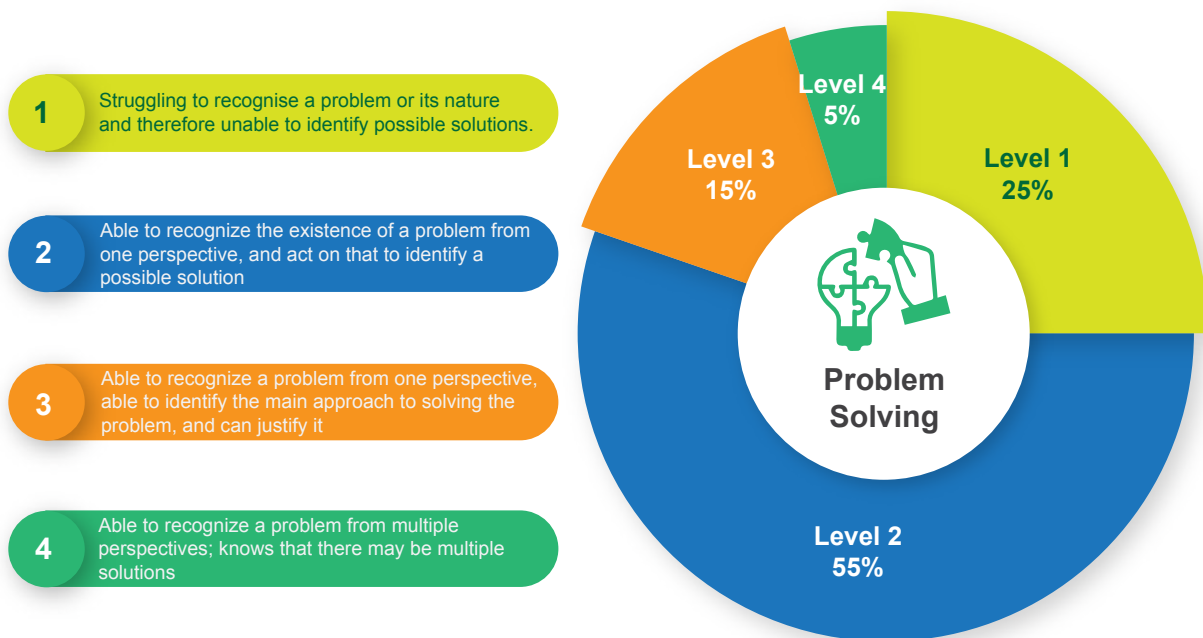
### Family wealth status




# Six key findings on the levels of life skills and values among adolescents in Kenya

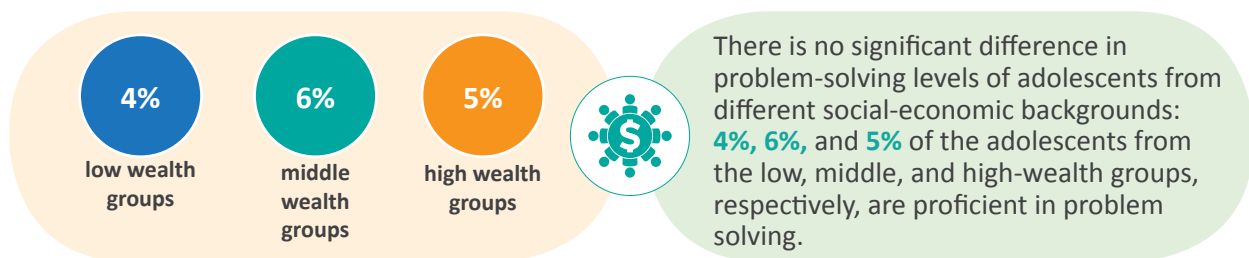
## Finding 1: Only 5 percent of the adolescents are proficient in problem solving (Level 4)

Most (55%) adolescents are able to recognise the existence of a problem from one perspective and act on that to identify a possible solution. They are, however, unable to identify multiple approaches to solving a problem.




 Older adolescents are more proficient than the younger (6% of the 15-17 years compared with 4% of the 13-14 years)


 Adolescents with higher levels of education have a high proficiency level (8% of the adolescents with a secondary level of education compared to 4% of the adolescents with a primary level of education)



There is a significant association between problem solving and reading (7% of adolescents who are fluent readers and only 3% of those who are non-fluent readers are proficient in problem solving)

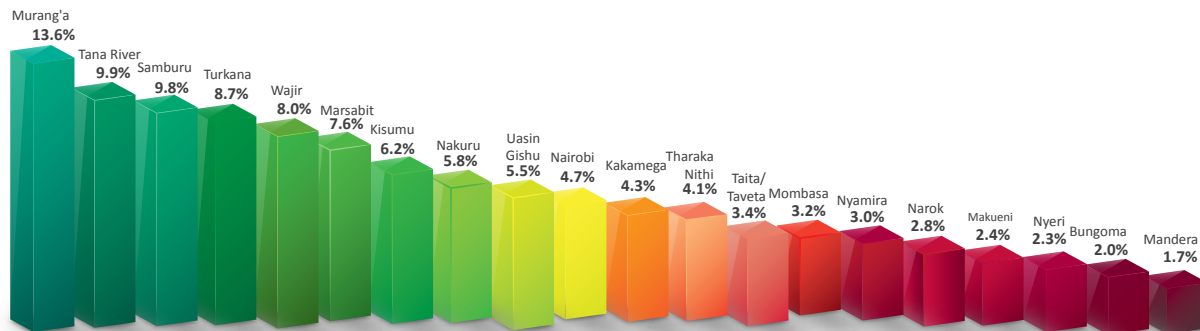


Adolescents who are competent in digital literacy tend to demonstrate higher *problem solving* proficiencies compared with their counterparts (Compare 7% and 2%).



There is no gender difference in the level of proficiency in problem solving

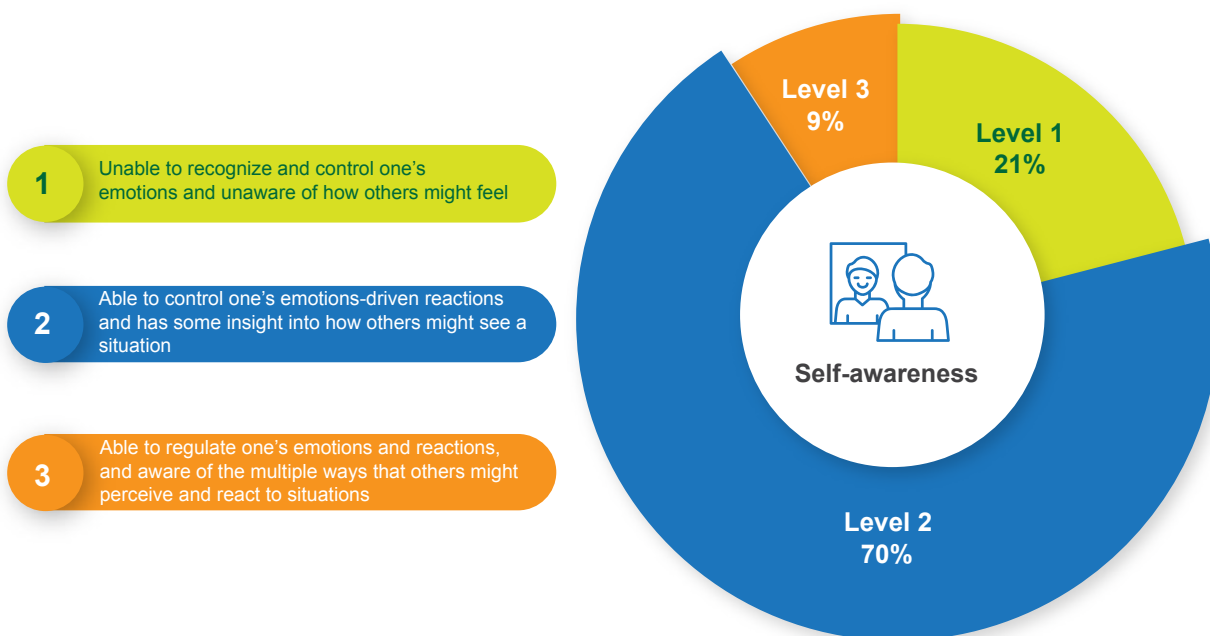
## Adolescents' problem solving proficiencies by county



Adolescents at the highest proficient level (Level 4)

### Finding 2: Overall, only 9 percent of the adolescents are proficient in Self-awareness (Level 3)

Most adolescents can regulate their emotions (70 percent) but remain unaware of the multiple ways in which others might perceive and react to situations.



#### Note:

Assessment of self-awareness was based on two subskills



**1) Self-management** – the Individual's ability to recognise and express emotions, to assess self, to reflect and to manage emotions



**2) Perspective-taking** – the Individual's ability to understand why people behave the way they do towards one another, to accept feedback and to recognize one's impact on and place in family, community, and society



Adolescents are more proficient in *self-management* subskill of self-awareness (**27%**) compared to perspective-taking subskill of self-awareness (**11%**).



In both subskills of self-awareness, older adolescents (15-17 years) are more proficient than younger adolescents.



More educated adolescents have higher levels of proficiencies in self-awareness: (**17%** of the adolescents with secondary level of education compared to **9%** of the adolescents with primary level of education)

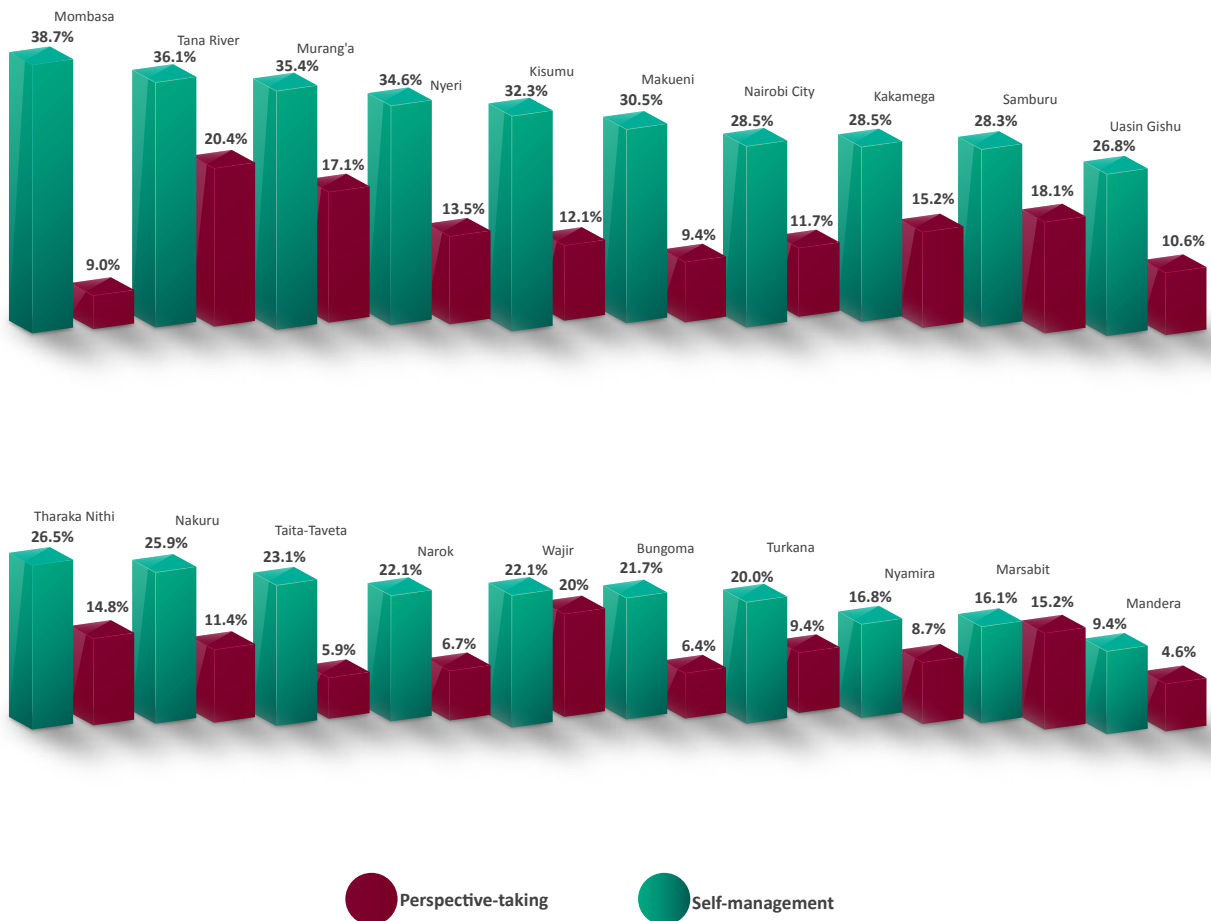


Adolescents who are fluent readers had higher proficiencies compared with those who are not fluent readers (**15%** and **8%**).



Adolescents who are competent in digital literacy tended to demonstrate higher self-awareness proficiencies compared with their counterparts (**23.5%** and **11.5%**).

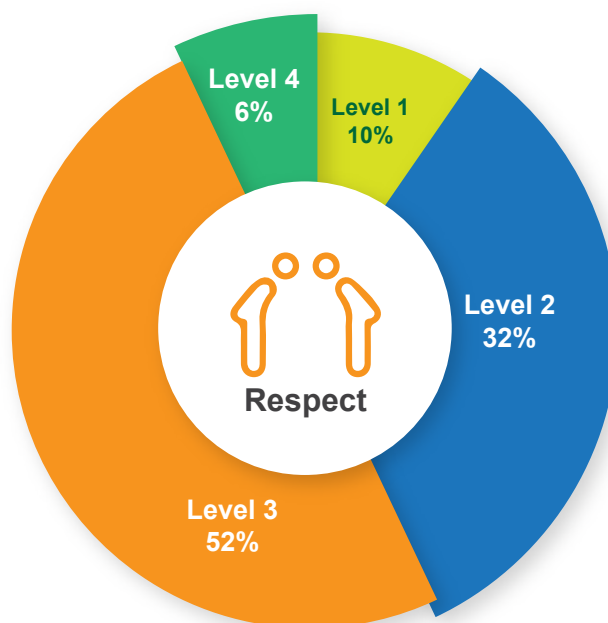
### Self-awareness proficiency by county





### Finding 3: Overall, only 6 percent of the adolescents express high respect for others (Level 4)

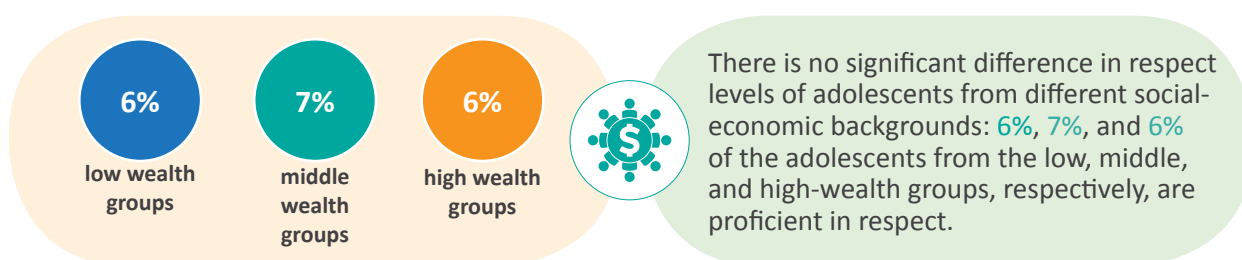
Most (52%) adolescents are able to interpret bad behaviour as a lack of respect for others and may take conciliatory steps to resolve situations. However, they may be unable to act respectfully in defence of others and self.


- 1 Unable to respond in a relevant way
- 2 Aware of the infringement of rights, or bad behavior by one person toward another but does not 'call it out'
- 3 Able to interpret bad behavior as a lack of respect for others or self, and may take conciliatory steps to resolve situations
- 4 Aware of links between respect for property and respect for persons, and will act respectfully toward others and in defence of others and self



 Older adolescents are more proficient (level 4) than the younger (7% of the 15-17 years compared with 5% of the 13-14 years).

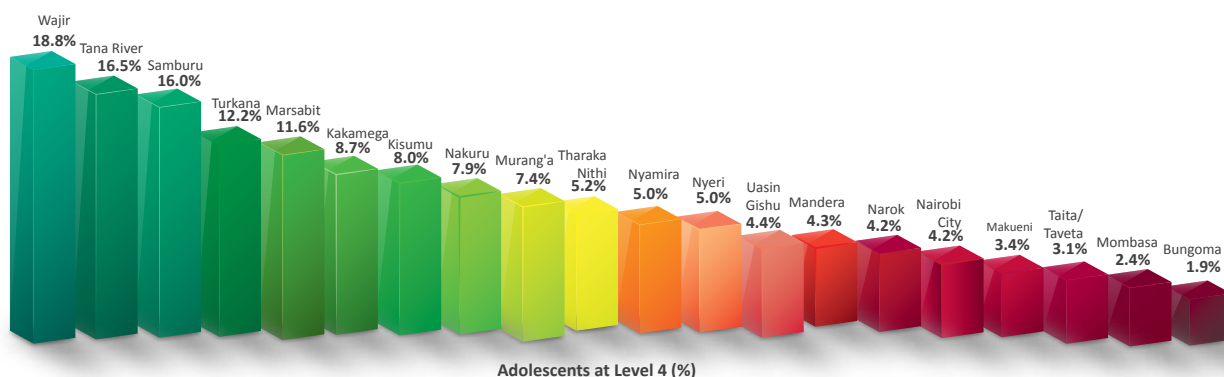
 Adolescents with higher levels of education have a high proficiency level (8% of those with secondary education compared to 5% with primary level of education).



 There is a meaningful association between respect and reading (8% of fluent readers had a high proficiency level compared with 4% of non-fluent readers).



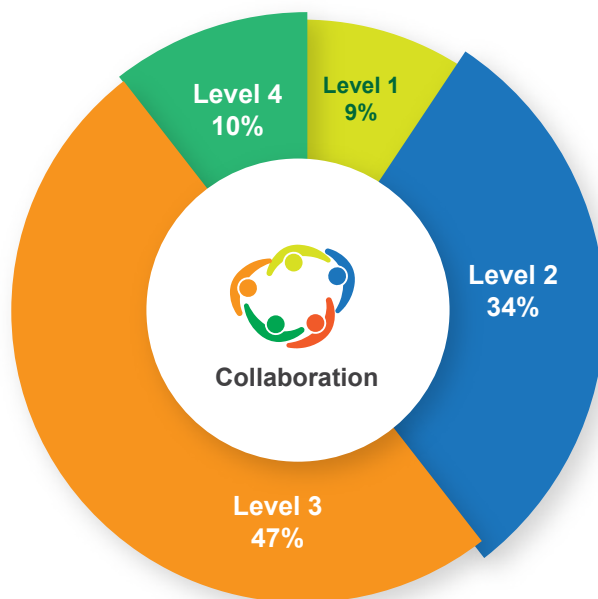
## Adolescents' expression of respect by county




### Finding 4: Overall, one in ten (10 percent) of the adolescents are proficient in collaboration (Level 4)


Most (47%) adolescents collaborate through speaking, being attentive in discussions, and engaging actively in performance tasks but are unable to take a position, contribute ideas, and prompt others.


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



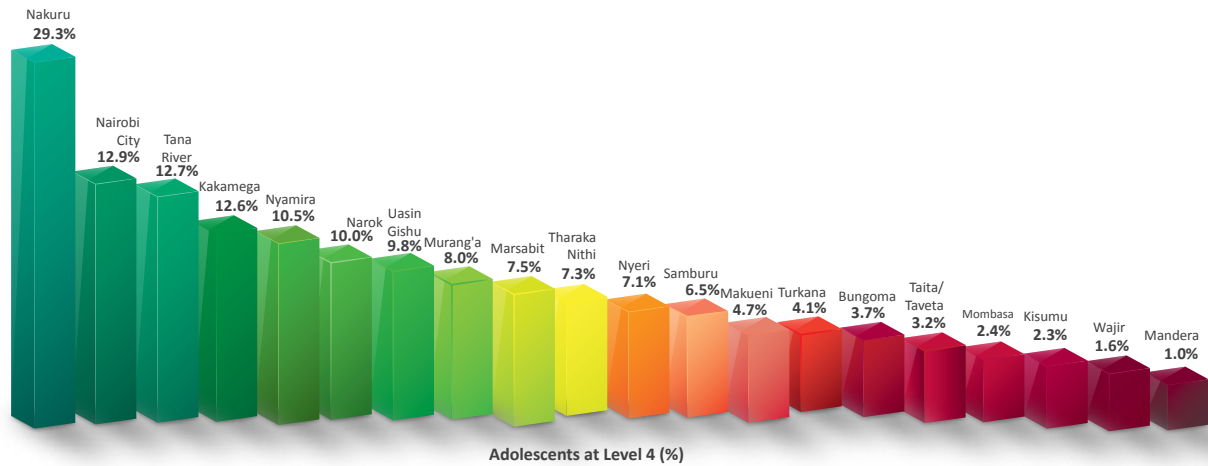
 Older adolescents are more proficient than the younger (7% of the 15-17 years compared with 5% of the 13-14 years).

 There is no difference in the proficiency level of adolescents with secondary education to those with primary education.

 There is a significant proficiency difference between adolescents from high-wealth backgrounds and those from low-wealth backgrounds (13% from high-wealth, 8% from low-wealth).

 Boys are better collaborators than girls (About 13% and 7% of the male and female adolescents attain the highest level of proficiency in collaboration (Level 4)).

## Adolescents' collaboration proficiencies by county



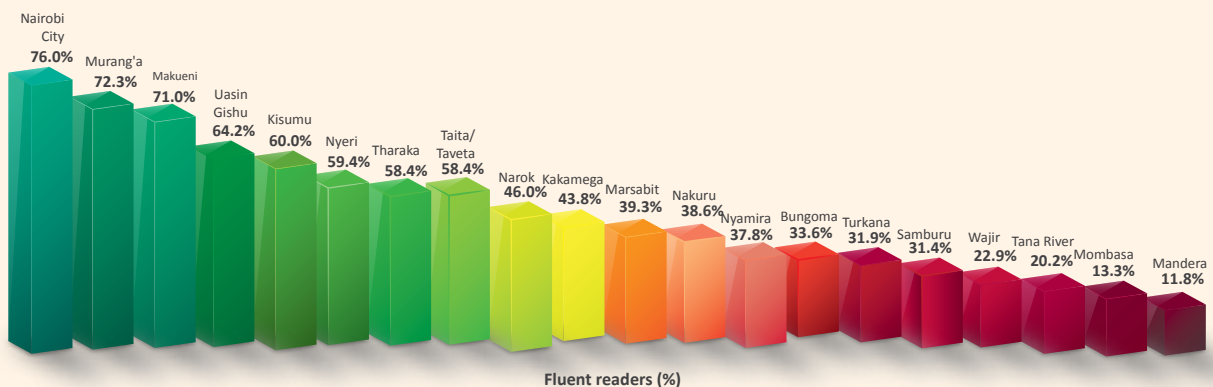
**Finding 5: About 43 percent of the adolescents (42% males and 44% females) can read a grade 4 text.**

About **15%** of the adolescents (17% males and 13% females) were completely unable to read an English text.

**37%** of the adolescents (37% males and 36% females) responded correctly to all three comprehension questions from the text provided.



Adolescents with higher reading levels have higher proficiency levels in problem solving, self-awareness, respect, and collaboration



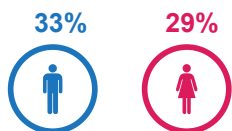
## Finding 6: Half (50 percent) of the adolescents can get on to the internet with ease.

Twenty-seven percent (27%) of the adolescents could not use the technology at all, while 23 percent could do so with difficulty.

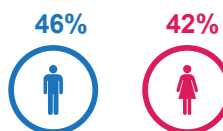
### Frequency of use of digital devices



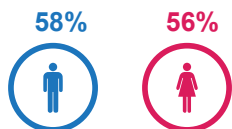
Overall 31% of the adolescents are regular users of computers/tablets



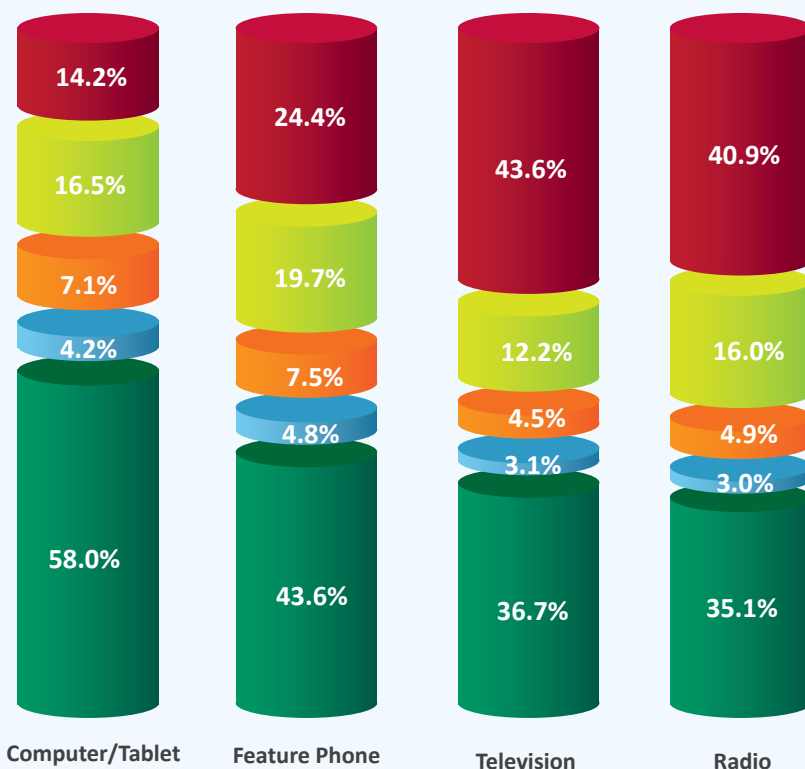
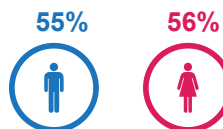
Overall 44% of the adolescents are regular users of feature phones.



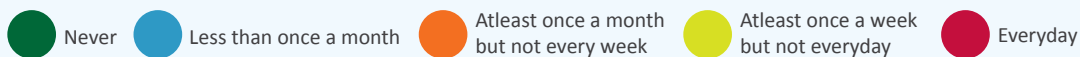
Overall 57% of the adolescents are regular users of radio



Overall 56% of the adolescents are regular users of television



Frequency of using the selected technological devices (n =17,276)



## How do we move from where we are to where we need to be?

ALiVE has developed a valid and reliable tool for assessing problem solving, collaboration, self-awareness, and respect proficiencies of in and out-of-school adolescents in Kenya. This report draws attention to several issues which have implications for assessing life skills and values as well as developing life skills and nurturing values in East Africa. This is a call to action for all of us – how do we move from having a tool and evidence to ensuring that all our children in Kenya have the needed life skills and values to navigate the 21<sup>st</sup>-century world?

- 1. How can we collaboratively support the development of the 7 core competencies under the Competency-Based Curriculum?*
- 2. How will our teachers acquire the needed capacities to develop life skills and nurture values?*
- 3. How do we support families and communities with the capacities needed for developing life skills and nurturing values at home?*
- 4. How can we support schools in creating the environment needed to develop life skills and nurture values?*
- 5. How will the wider society support the practicing of values for children to emulate?*

# APPENDICES

## Sample task to assess problem solving

TASKS (Scenario)	Sub-skill and performance indicator
<b>Task/Scenario: Fire has broken out in your house.</b>	
PS. 1A) Is this a problem? [YES/NO]	<i>Not to be scored BUT adapt the (b) item appropriately i.e., base on the [Yes] and [No] to ask the (b) item.</i>
If 'yes' to 1A) PS.1B) Can you explain how it is a problem?	A. Defining the problem
If 'NO' to 1A) PS.1B) Can you explain how it is not a problem?	A.1 Recognize a problem
<b>If 'NO' to PS.1A), discontinue the task at this step</b>	
PS. 1C) c If you are asked to solve this problem, what else do you need to know about it?	A. Defining the problem A.2 Inform gathering
PS. 1D) Suggest some ways to solve this problem	B. Finding a solution B.1 Exploring alternative solutions
PS. 1E) Of all the suggested ways of solving this problem, what is the best and why?	B. Finding the solution B.3 Selecting the solution

## Sample task to assess self-awareness

TASKS (Scenario)	Sub-skill and performance indicator
<b>Your parents told you they are going to give you a bicycle for your birthday to help you go to school and you have excitedly told your friends. When the day arrives, your parents do not give you the bicycle.</b>	
SA.1a) How will you react to your parents? And why?	SA. 2.1 Perspective taking SA 2.1.1. Understanding the views and actions of others towards you
SA.1b) If you were one of the friends, how would you react?	SA. 2.1 Perspective taking SA 2.1.4. Adjusting to others' views and actions
SA.1c) Your friends are laughing at you, how would you react?	SA 1.3 Self-Management SA 1.3.4. Managing Stress

## Sample task to assess respect

## TASKS (Scenario)

## Sub-dimension and Performance indicator

**Task 1:** Timi keeps passing through Mr. Saku's land whenever he is not around. One day, Mr. Saku caught Timi and reported him to his parents. Timi's friends were not happy and decided to destroy his fence

R. 1a) What advice do you have for Timi for trespassing?

2. Respect for others

R.1b) What advice do you have for Timi's friends?

2.1 Regard for others

R. 1c) Timi's parents apologized to Mr. Saku after his fence was destroyed, what can you say about them? Explain

## Sample task to assess collaboration

## TASKS (Scenario)

## Sub-skill and performance indicator

**C 1.** 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) [Do not provide materials – assign adolescents according to education level]

C.1a) Discuss on materials to be used in making the ball

1.11 Communication

1.11.1 Ability to speak and listen

C.1b) Agree on materials to be used in making the ball

3.2 Negotiation

3.2.1. Ability to express own opinion and ability to accept others' opinion

C1.c) Make the ball

2.3. Working together

2.3.1. Participation in making the ball



## Contributing RELI Partners



KAKENYA'S DREAM



## ALiVE is supported by:




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