

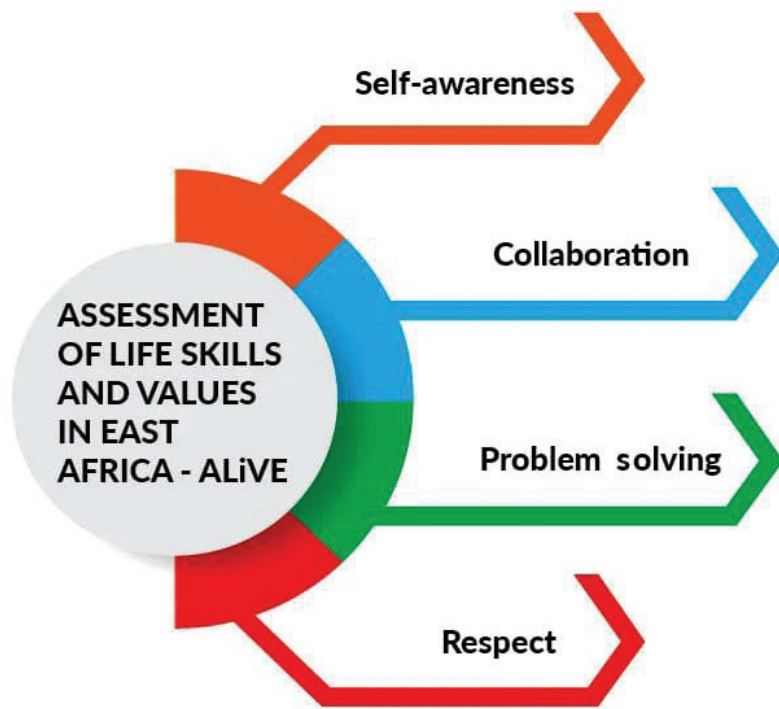
Assessment of Life Skills and Values in East Africa (ALiVE)

Uganda National Household Based Assessment



Summary Report

December 2022



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We are ALiVE

Driven by cutting-edge innovation, the world is becoming more dynamic and unpredictable. This presents new political, environmental, and social challenges. To tackle some of these challenges, we must also adapt. In this pool of changes, life skills education is becoming fundamental in preparing young people for the uncertain world and for the transformation of our society.

The education systems are also adapting. Just like neighbouring countries of Kenya and Tanzania, Uganda is implementing a new Lower Secondary Curriculum which is competency-based and aims at equipping learners with the life skills and values that every learner needs to face challenges with positivity and creativity. Evidence shows that not only are these competencies needed in the workplace, but they are also crucial to support academic achievements and promote the holistic development of the individual and of society.

To facilitate this transformative process in the region, the Regional Education Learning Initiative (RELI) launched the Assessment of Life Skills and Values in East Africa (ALiVE) project with key objectives of developing a standard framework to measure life skills, raising public awareness, and strengthening local capacities to assess and nurture life skills and values.

It is a key milestone that after a series of activities—including a contextualization study in different districts across East Africa, training of key 47 persons in Kenya, Tanzania, and Uganda, and a final assessment of a total of 11,074 adolescents aged 13–17 in Uganda—we now have this report. During the assessment, the adolescents who were both in school and out of school were assessed on three key skills; problem solving, collaboration, self-awareness, and one value of respect.

This report is the result of a great collaborative effort between different players; the ALiVE Advisory Committee, the Technical Committee, and the assessors, among others. For stakeholders such as the National Curriculum Development Centre team, the Teacher Education Training Department, the Uganda National Examination Board, and the Uganda Bureau of Statistics that supported us in the sampling of households, we are forever indebted.

We also wish to acknowledge our partners who have worked day and night to make this report possible. To Martin Ariapa, our lead analyst and Prof. Esther Care who led the technical team, we cannot thank you enough!

We must, however, say that this is just the beginning. Walk with us till the end!

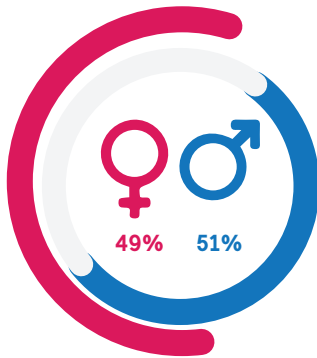
Mauro Giacomazzi and Mary Goretti Nakabugo, ALiVE Uganda Team Leads

WHO WAS ASSESSED?

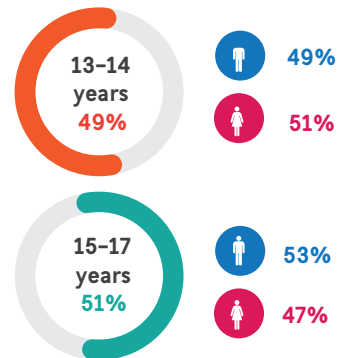
A total of 11,074 adolescents aged 13–17 years, from 7,815 households across 400 enumeration areas in 20 districts participated in the assessment.

The assessment was conducted by 734 volunteers, 66 teacher trainees, 20 district coordinators, and 40 village coordinators, with support from the local leaders, and ALiVE team.

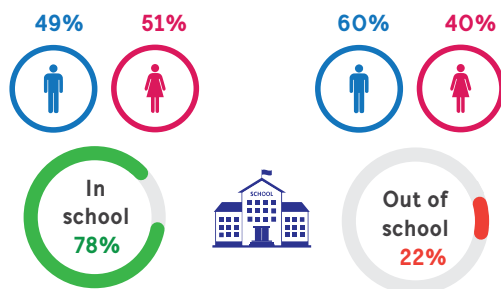
GENDER OF THE ADOLESCENTS



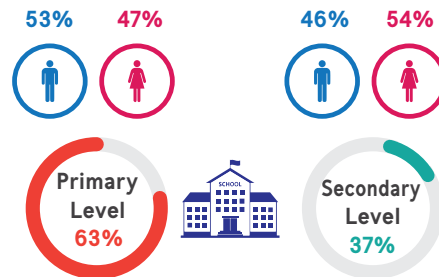
AGE OF THE ADOLESCENTS



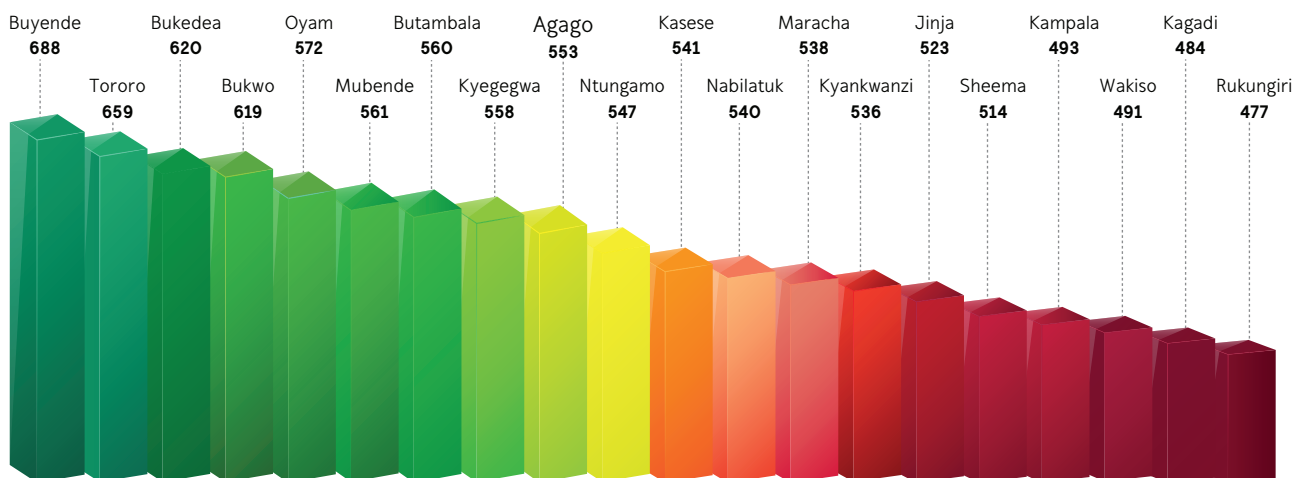
SCHOOLING STATUS OF THE ADOLESCENTS



HIGHEST EDUCATION LEVEL OF THE ADOLESCENTS



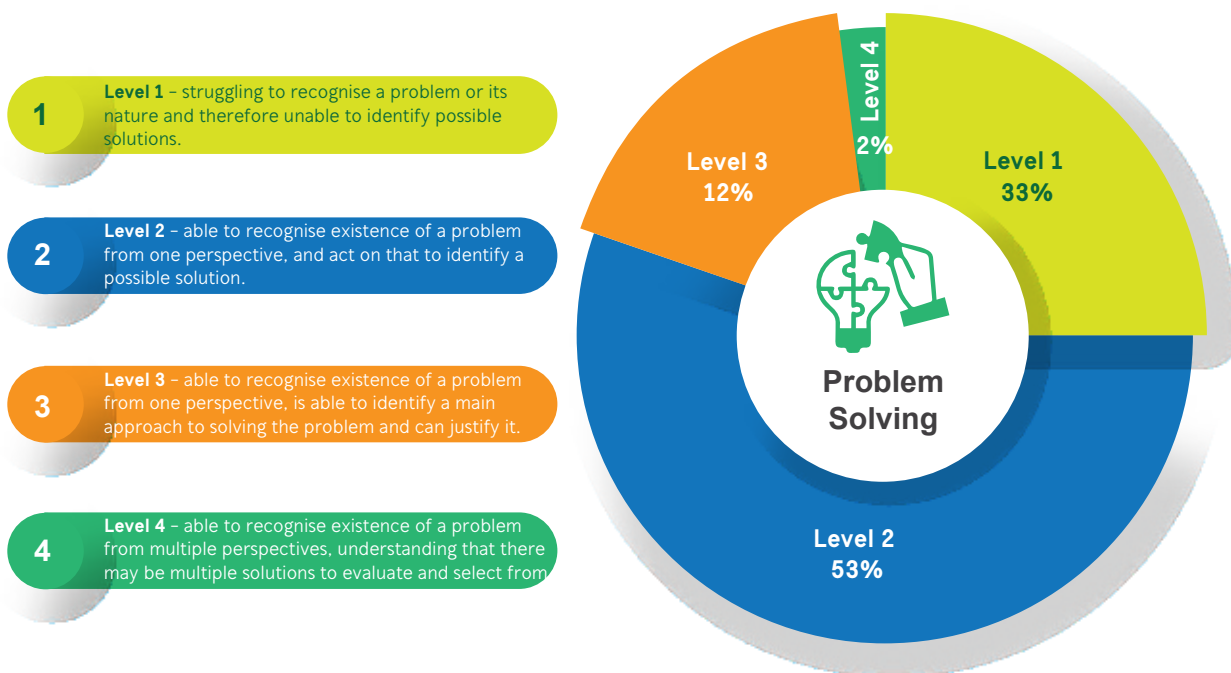
District distribution of adolescents assessed



KEY FINDINGS ON THE LEVELS OF LIFE SKILLS AND VALUES AMONG ADOLESCENTS IN UGANDA

Findings on problem solving

Most (53%) of the adolescents are able to recognise 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.



There is no gender difference in the level of proficiency in problem solving (2.2% of males and 1.8% of females are proficient in problem solving).



Older adolescents demonstrated higher proficiencies in problem solving than the younger (16% of the 15 to 17 years compared with 9% of the 13 to 14 years, at Level 3)



Adolescents with higher levels of education have a high proficiency level (7% of the adolescents with a secondary level of education compared with 1% of the adolescents with a primary level of education).



There is no meaningful difference in problem-solving levels of adolescents from different social-economic backgrounds: 2.1%, 2.1%, and 1.7% of the adolescents from the low, middle, and high-wealth groups, respectively, are proficient in problem solving.



Adolescents who are competent in digital literacy tend to demonstrate higher problem solving proficiencies compared with their counterparts (5% of the adolescents who are able to use technology with ease compared with only 1% of those who are unable to use technology).



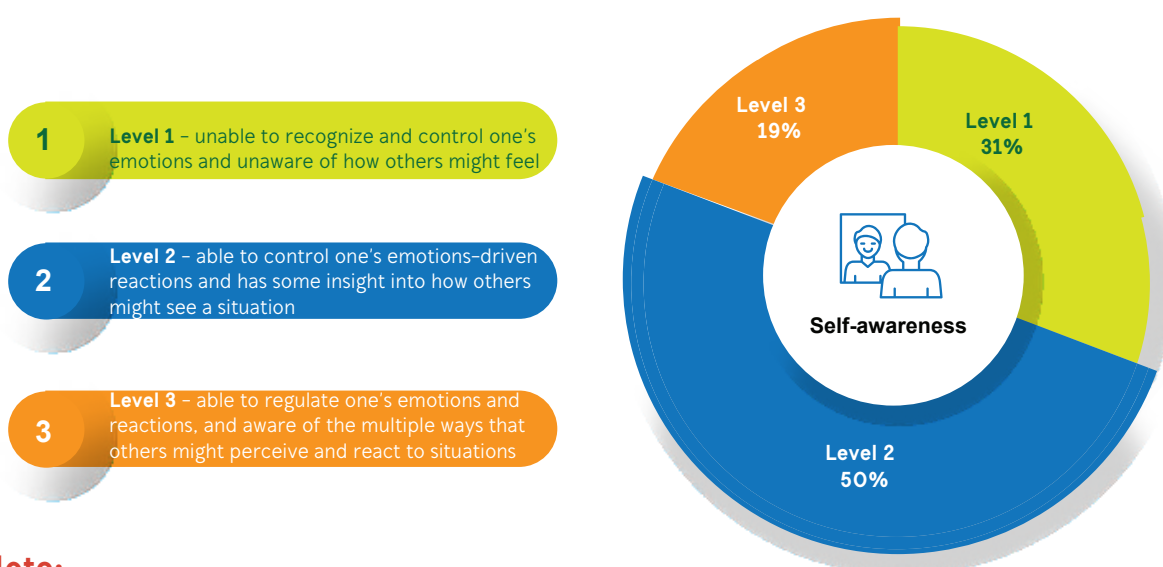
There is a meaningful association between problem solving and reading (6% of the adolescents who are fluent readers and 1% of those who are non-fluent readers, are proficient in problem solving).

Adolescent's problem solving proficiencies by district

District	Level 1 – struggling to recognise a problem or its nature and therefore unable to identify possible solutions.	Level 2 – able to recognise existence of a problem from one perspective, and act on that to identify a possible solution	Level 3 – able to recognise existence of a problem from one perspective, is able to identify a main approach to solving the problem and can justify it	Level 4 – able to recognise existence of a problem from multiple perspectives, understanding that there may be multiple solutions to evaluate and select from.
Mubende	47.8	44.1	6.4	1.7
Buyende	47.3	46.0	6.1	0.6
Bukedea	44.8	50.7	4.1	0.4
Ntungamo	44.7	46.6	7.5	1.2
Oyam	41.9	48.7	7.9	1.5
Kasese	41.5	53.6	4.7	0.3
Kyegegwa	41.4	57.2	1.4	0.0
Jinja	37.7	54.3	6.4	1.7
Rukungiri	33.6	59.0	5.3	2.1
Butambala	33.3	40.4	23.9	2.4
Kagadi	29.3	60.0	9.3	1.4
Agago	29.3	54.5	14.6	1.6
Tororo	27.2	61.1	10.8	0.9
Kyankwanzi	26.0	55.3	14.3	4.5
Sheema	23.5	45.7	24.2	6.5
Maracha	21.9	63.3	12.3	2.5
Nabilatuk	17.4	63.2	18.7	0.7
Kampala	16.7	60.5	18.5	4.3
Wakiso	15.9	63.4	18.9	1.8
Bukwo	14.1	58.9	24.0	3.1

Findings on self-awareness

Most (50 percent) of the adolescents can regulate their emotions 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 recognize 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 sub skill of self-awareness (**28%**) compared to perspective-taking sub skill of self-awareness (**9%**).



In both sub skills, older adolescents (15–17 years) are more proficient than younger adolescents (self-management: **32%** vs **23%**; perspective-taking: **12%** vs **6%**).



In both sub skills, adolescents with a secondary level of education demonstrated higher self-awareness skills compared with their counterparts (self-management: **45%** vs **23%**; perspective-taking: **21%** vs **6%**).



In both sub skills, adolescents who are fluent readers had higher proficiencies compared with those who are not fluent readers (self-management: **42%** vs **24%**; perspective-taking: **18%** vs **7%**).



In both sub skills, adolescents who are competent in digital literacy tended to demonstrate higher proficiencies compared with their counterparts (self-management: 45% vs 22%; perspective-taking: 18% vs 5%)

Adolescents' self-management proficiencies by district

District	Level 1 – unable to regulate negative emotions or responses	Level 2 – able to control self in a negative or stressful situation through repression of emotion or avoidance	Level 3 – sufficiently self-aware and confident to respond adaptively even when directly confronted or attacked
Kyegegwa	30.9	59.5	9.6
Buyende	30.3	55.6	14.2
Rukungiri	23.7	52.3	24.1
Bukedea	23.0	50.0	27.1
Kasese	21.9	60.9	17.2
Maracha	19.6	48.8	31.6
Mubende	17.8	52.7	29.5
Tororo	17.7	67.6	14.7
Jinja	17.3	52.2	30.5
Oyam	15.9	64.4	19.7
Bukwo	15.0	63.2	21.8
Kagadi	13.9	56.7	29.4
Agago	13.8	60.3	25.9
Sheema	12.7	52.4	34.8
Ntungamo	12.3	53.2	34.5
Nabilatuk	11.4	67.2	21.4
Wakiso	8.5	52.2	39.3
Butambala	6.5	48.9	44.6
Kyankwanzi	5.1	45.6	49.3
Kampala	4.6	44.9	50.5

Adolescents' perspective-taking proficiencies by district

District	Level 1 – aware of others' perspectives only in relation to oneself	Level 2 – aware that others may be impacted by multiple factors	Level 3 – aware that others act on the basis of multiple factors, both personal and community
Kyegegwa	60.6	38.8	0.6
Mubende	53.1	39.8	7.1
Buyende	52.6	44.6	2.9
Kasese	45.8	48.5	5.7
Bukedea	41.8	53.1	5.1
Jinja	39.7	54.4	6.0
Ntungamo	37.6	56.6	5.8
Rukungiri	37.4	55.9	6.7
Nabilatu	35.8	59.8	4.4
Kagadi	35.7	52.5	11.8
Maracha	35.1	58.2	6.7
Tororo	34.7	60.8	4.5
Kyankwanzi	33.8	55.2	11.0
Oyam	31.5	62.9	5.6
Sheema	28.2	52.7	19.1
Wakiso	27.6	64.9	7.5
Agago	26.4	66.0	7.6
Bukwo	26.3	63.1	10.6
Butambala	24.7	56.2	19.1
Kampala	21.7	63.0	15.4

Findings on respect

Most (48%) of the 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

Level 1 – unable to respond in a relevant way.

2

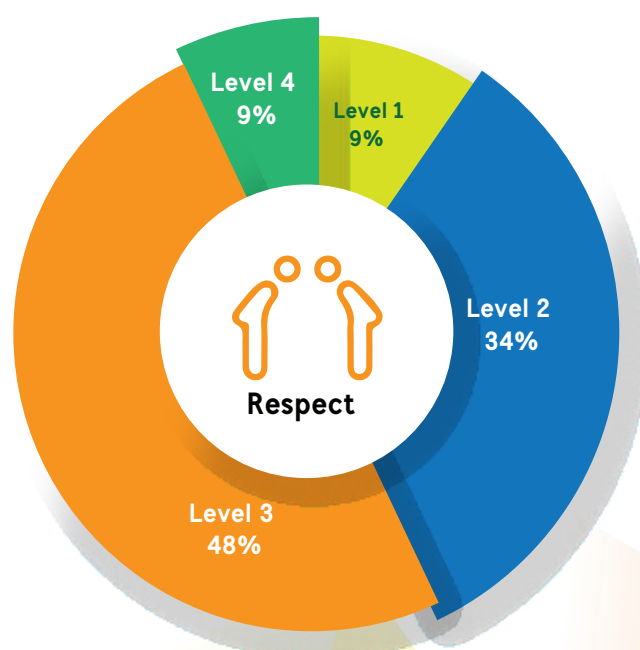
Level 2 – aware of infringement of rights, or of bad behaviour by one person toward another but does not 'call it out'.

3

Level 3 – able to interpret bad behaviour as lack of respect for others or self, and may take conciliatory steps to resolve situations.

4

Level 4 – aware of links between respect for property and respect for person, and will act in a respectful way toward others and in defence of others and self.





Older adolescents demonstrated more respect (Level 4) than younger adolescents (**12%** of the 15 to 17 years compared with **6%** of the 13 to 14 years).



Adolescents with higher levels of education expressed more respect (**21%** of the adolescents with a secondary level of education compared with **7%** of the adolescents with a primary level of education).



There is no meaningful difference in the adolescents' expression of respect by gender (**9%** of males and **9%** of females are at Level 4)



There is a meaningful association between respect and reading (**16%** of fluent readers had a high proficiency level compared with **8%** of non-fluent readers)



There is no meaningful difference in respect levels of adolescents from different social-economic backgrounds: **8%**, **9%**, and **11%** of the adolescents from the low, middle, and high-wealth groups, respectively, are proficient in respect).



There is a meaningful association between respect and digital literacy (**21%** of the adolescents who are able to use technology with ease had high proficiency level compared with **6%** of those who are unable to use technology).

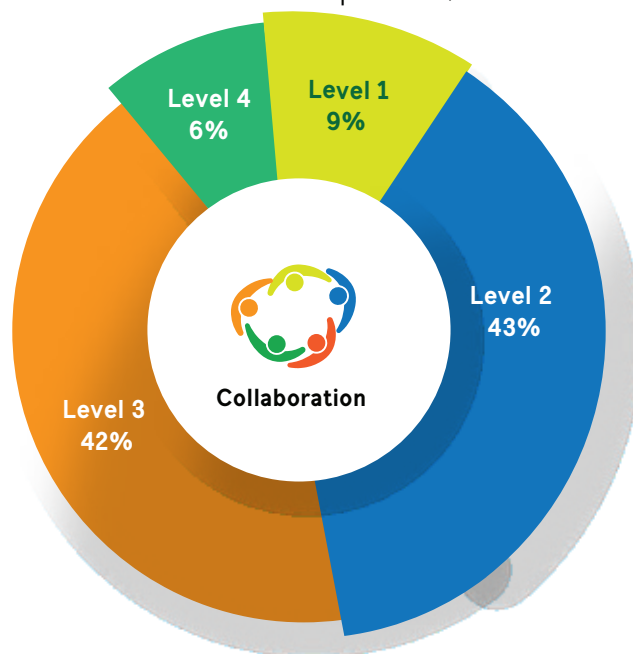
Adolescents' expression of respect by district

District	Level 1 – unable to respond in a relevant way.	Level 2 – aware of infringement of rights, or of bad behaviour by one person toward another but does not 'call it out'.	Level 3 – able to interpret bad behaviour as lack of respect for others or self, and may take conciliatory steps to resolve situations.	Level 4 – aware of links between respect for property and respect for person, and will act in a respectful way toward others and in defence of others and self.
Buyende	20.0	37.1	38.3	4.5
Kyegegwa	16.5	55.3	27.0	1.2
Kasese	13.1	35.9	45.8	5.2
Jinja	12.6	37.4	43.7	6.3
Mubende	12.3	40.1	38.3	9.3
Kagadi	10.4	39.2	42.2	8.3
Oyam	9.7	35.3	50.3	4.7
Sheema	7.9	26.9	58.2	7.0
Nabilatuk	7.0	32.9	53.9	6.3
Bukedea	6.9	46.5	40.0	6.7
Kyankwanzi	6.5	29.7	49.1	14.7
Butambala	6.4	21.9	55.1	16.6
Ntungamo	6.4	33.8	47.3	12.5
Rukungiri	6.0	34.8	49.5	9.7
Maracha	5.7	29.8	51.9	12.6
Wakiso	5.3	26.1	56.3	12.3
Bukwo	4.6	18.6	61.0	15.9
Tororo	3.9	30.4	59.6	6.1
Agago	3.3	25.4	57.3	13.9
Kampala	3.1	26.0	51.9	19.0

Findings on collaboration

Most (42%) of the 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 **Level 1** – does not engage either by being attentive to discussion, speaking, or through action.
- 2 **Level 2** – is attentive to the discussion and may query the views of others, but does not contribute in word or action.
- 3 **Level 3** – collaborates through speaking and being attentive in discussions, and engaging actively in performance tasks.
- 4 **Level 4** – collaborates through taking positions and contributing ideas, prompting others, and being attentive to others' inputs.



There is no gender difference in the level of proficiency in collaboration (**6.3%** of males and **6.0%** of females are proficient in collaboration).



There is a meaningful association between collaboration and reading (**8%** of the adolescents who are fluent readers and **6%** of those who are non-fluent readers, are proficient in collaboration)



Adolescents who are competent in digital literacy tend to demonstrate higher collaboration proficiencies compared with their counterparts (**9%** of the adolescents who are able to use technology with ease compared with **5%** of those who are unable to use technology)



Adolescents with higher levels of education have higher proficiencies in collaboration (**10%** of the adolescents with a secondary level of education compared with **5%** of the adolescents with a primary level of education)



Older adolescents demonstrated higher proficiencies in collaboration than the younger (**7%** of the 15 to 17 years compared with **5%** of the 13 to 14 years).



There is no meaningful difference in collaboration levels of adolescents from different social-economic backgrounds: **6.2%**, **5.7%**, and **6.1%** of the adolescents from the low, middle, and high-wealth groups, respectively, are proficient in collaboration.

Adolescents' collaboration proficiencies by district

District	Level 1 – Does not engage either by being attentive to discussion, speaking, or through action	Level 2 – Is attentive to the discussion and may query the views of others, but does not contribute in word or action	Level 3 – Collaborates through speaking and being attentive in discussions, and engaging actively in performance tasks	Level 4 – Collaborates through taking positions and contributing ideas, prompting others, and being attentive to others' inputs
Jinja	15.6	51.9	26.8	5.7
Buyende	15.2	42.7	27.9	14.2
Oyam	14.2	42.1	39.4	4.3
Maracha	12.9	39.9	37.8	9.4
Rukungiri	12.0	38.2	39.8	10.0
Wakiso	11.8	45.5	35.9	6.8
Kampala	11.8	37.2	38.9	12.1
Ntungamo	10.7	37.0	43.1	9.2
Mubende	10.4	41.0	45.9	2.7
Bukwo	10.4	50.2	37.1	2.3
Bukedea	9.7	29.8	53.9	6.7
Agago	8.5	40.6	45.7	5.2
Kagadi	8.4	60.1	28.0	3.6
Nabilatuk	8.0	47.6	36.7	7.7
Kasese	7.9	48.0	43.2	0.9
Tororo	7.7	31.3	51.4	9.5
Kyankwanzi	7.1	41.0	46.0	5.9
Kyegegwa	6.9	48.2	43.6	1.3
Butambala	6.6	33.3	45.2	14.8
Sheema	3.9	50.0	44.5	1.6

Findings on basic literacy



About **42%** of the adolescents (**46%** males and **39%** females) were completely unable to read a grade 4 English text.



Adolescents with higher reading levels have higher proficiency levels in problem solving, self-awareness (both self-management and perspective taking), collaboration, and respect.



About **17%** of the adolescents (**15%** males and **19%** females) responded correctly to all the three comprehension questions from the text provided



Adolescents who are competent in digital literacy tended to demonstrate higher proficiency levels in problem solving, self-awareness (both self-management and perspective taking), respect, and collaboration.

Adolescents' basic literacy proficiencies by district

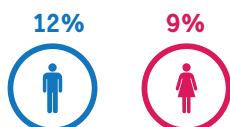
District	Fluent readers	Non-fluent readers	Total
Sheema	44.8	55.1	100.0
Kampala	32.1	67.9	100.0
Nabilatu	23.0	77.0	100.0
Rukungiri	31.5	68.5	100.0
Wakiso	30.9	69.1	100.0
Bukwo	22.4	77.6	100.0
Jinja	20.7	79.3	100.0
Butambala	17.5	82.5	100.0
Kyankwanzi	12.4	87.6	100.0
Kagadi	16.6	83.4	100.0
Buyende	16.9	83.1	100.0
Oyam	15.0	85.0	100.0
Ntungamo	15.7	84.3	100.0
Kasese	14.2	85.8	100.0
Tororo	14.0	86.0	100.0
Mubende	12.9	87.2	100.0
Kyegegwa	11.3	88.7	100.0
Maracha	9.5	90.5	100.0
Agago	9.4	90.6	100.0
Bukedea	4.1	95.9	100.0

Findings on digital literacy

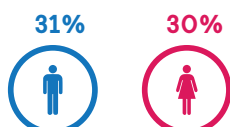
Frequency of use of digital devices



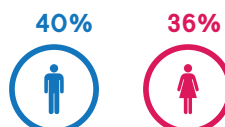
Overall, **11%** of the adolescents (**12%** males and **9%** females) are regular users of computers.



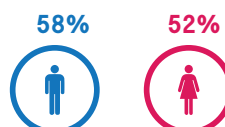
Overall, **30%** of the adolescents are regular users of television (**31%** males and **30%** females).



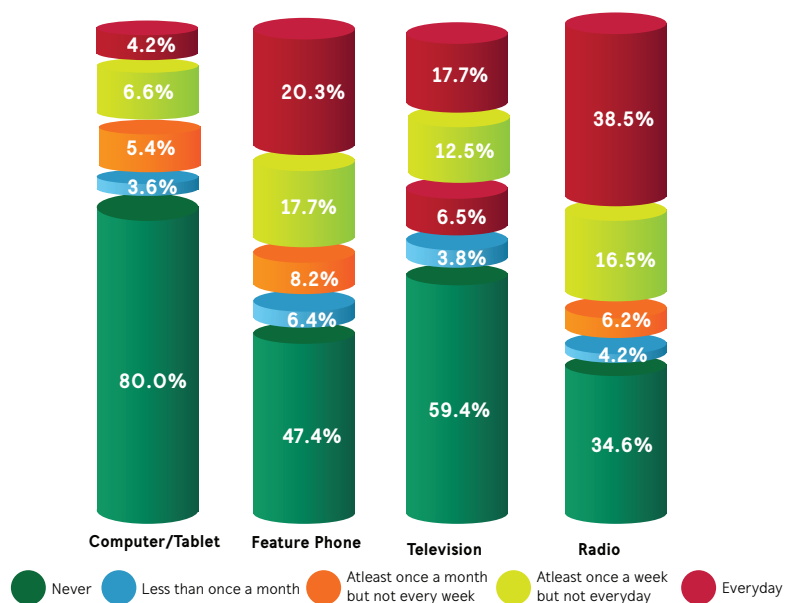
Overall, **38%** of the adolescents are regular users of feature phones (**40%** males and **36%** females).



Overall, **55%** of the adolescents are regular users of radio (**58%** males and **52%** females).



Frequency of using the selected technological devices



Adolescents' digital literacy proficiencies

Most (66%) of the adolescents (66% males and 66% females) could not use the technology at all while, 18 percent could do so with some difficulty. About 16% of the adolescents (18% males and 15% females) can get on to the internet with ease.

Adolescents' digital literacy proficiencies by district

District	Does with ease	Does but with difficulty	Is unable to	Total
Kampala	54.2	14.0	31.8	100.0
Wakiso	53.3	20.0	26.8	100.0
Sheema	26.3	35.7	38.0	100.0
Kyankwanzi	20.2	15.3	64.5	100.0
Kasese	21.4	13.2	65.4	100.0
Jinja	20.0	17.7	62.4	100.0
Mubende	17.7	11.8	70.5	100.0
Butambala	16.1	24.1	59.8	100.0
Bukedea	15.6	11.1	73.3	100.0
Rukungiri	15.1	19.7	65.2	100.0
Buyende	14.9	12.3	72.7	100.0
Ntungamo	14.2	26.9	58.9	100.0
Bukwo	13.4	21.2	65.4	100.0
Tororo	13	19.6	67.4	100.0
Kagadi	12.3	10.1	77.2	100.0
Agago	9.3	13.9	76.8	100.0
Oyam	7.3	13.6	79.2	100.0
Maracha	5.8	17.2	76.9	100.0
Nabilatub	4.4	5.9	89.7	100.0
Kyegegwa	3.7	12.1	84.3	100.0

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 **Uganda**. 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 **Uganda** have the needed life skills and values to navigate the 21st century world?

1. *How can we collaboratively support the development of the core generic skills and values emphasised in the school 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
Task/Scenario: Fire has broken out in your house.	
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
If 'NO' to PS.1A), discontinue the task at this step	
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
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.	
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 2.1 Regard for others
R.1b) What advice do you have for Timi's friends?	
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	1.1 Communication 1.1.1 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



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