



# Life Skills Assessment in CFS schools

**Child Friendly Schools for Africa workshop  
August 21-25, Maputo**

**Anil Kanjee  
National Education Quality Initiative**

Social science that makes a difference



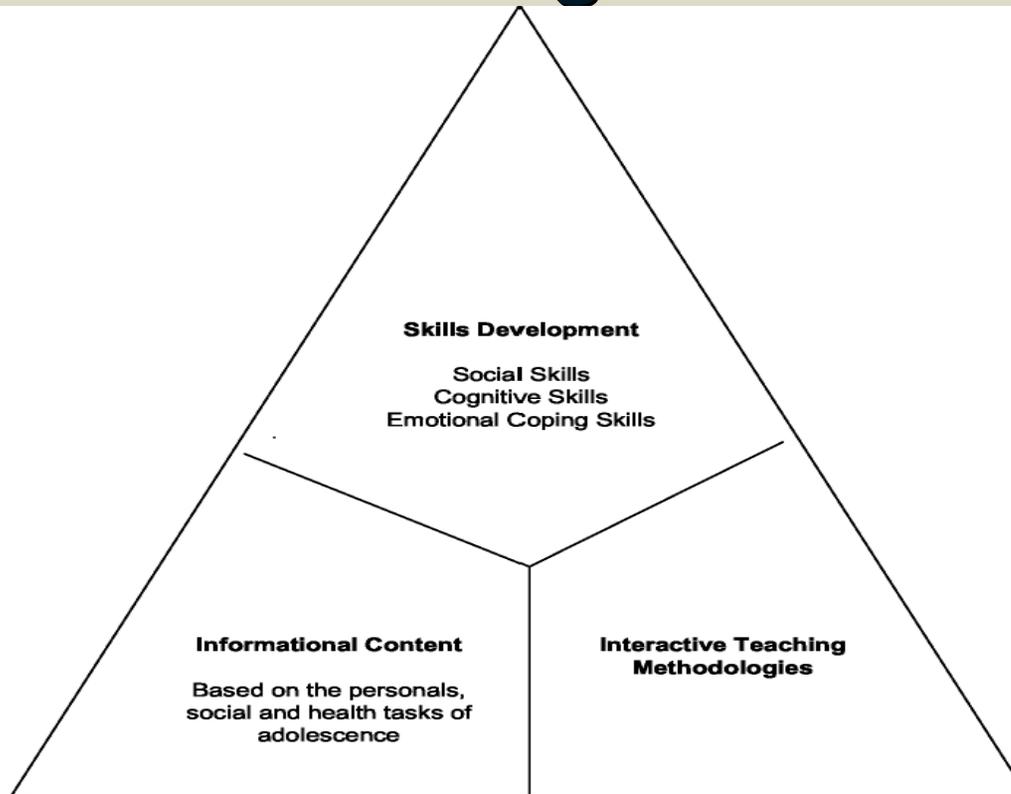
# Developing test instruments

- Identify domain areas to be assessed
- Develop assessment framework
- Develop items to be piloted
  - Double the number required
- Pilot items on a similar sample at similar time
- Data coding, entry and analysis - pilot items
- Develop final instrument
- Administer final instrument
- Data coding, entry and analysis
- Report & Dissemination

# Life skills assessment

- Different domain areas
  - Cognitive
  - Social
  - Emotional
- Observation
- Interviews
  - Possible within classroom context
  - Difficult for large scale group context

# Key Elements of Life Skills Programs



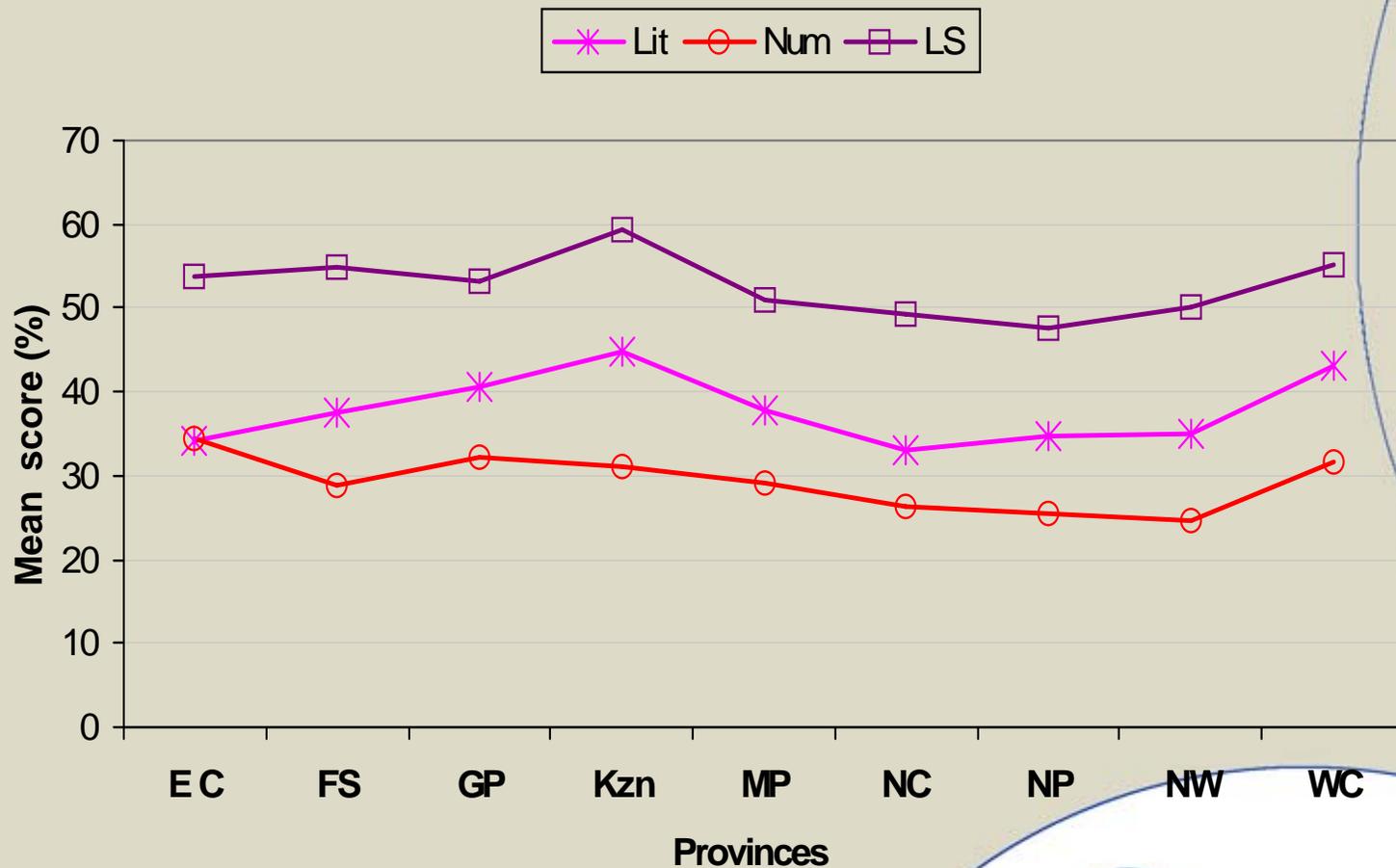
# Categories of Life Skills

<b>Social Skills</b>	<b>Cognitive Skills</b>	<b>Emotional Coping Skills</b>
<b>Communication skills</b>	<b>Decision making/problem solving skills</b>	<b>Managing stress</b>
<b>Negotiation/refusal skills</b>	<b>Understanding the consequences of actions</b>	<b>Managing feelings, including anger</b>
<b>Assertiveness skills</b>	<b>Determining alternative solutions to problems</b>	<b>Skills for increasing internal locus of control (self-management, self-monitoring)</b>
<b>Interpersonal skills (for developing healthy relationships)</b>	<b>Critical thinking skills-</b>	
<b>Cooperation skills</b>	<b>Analyzing peer and media influences</b>	
<b>- Empathy and perspective taking</b>	<b>Analyzing one's perceptions of social norms and beliefs</b>	
	<b>Self evaluation and values clarification</b>	

# Life Skills Domains - South Africa Grade 3 National Assessment

- **Social and Emotional Communication**
- **Health and Safety**
- **Science and Technology**
- **Career Development**
- **Child rights**

# Grade 3 Systemic Evaluation - LS



National Education Quality Initiative

Social science that makes a difference

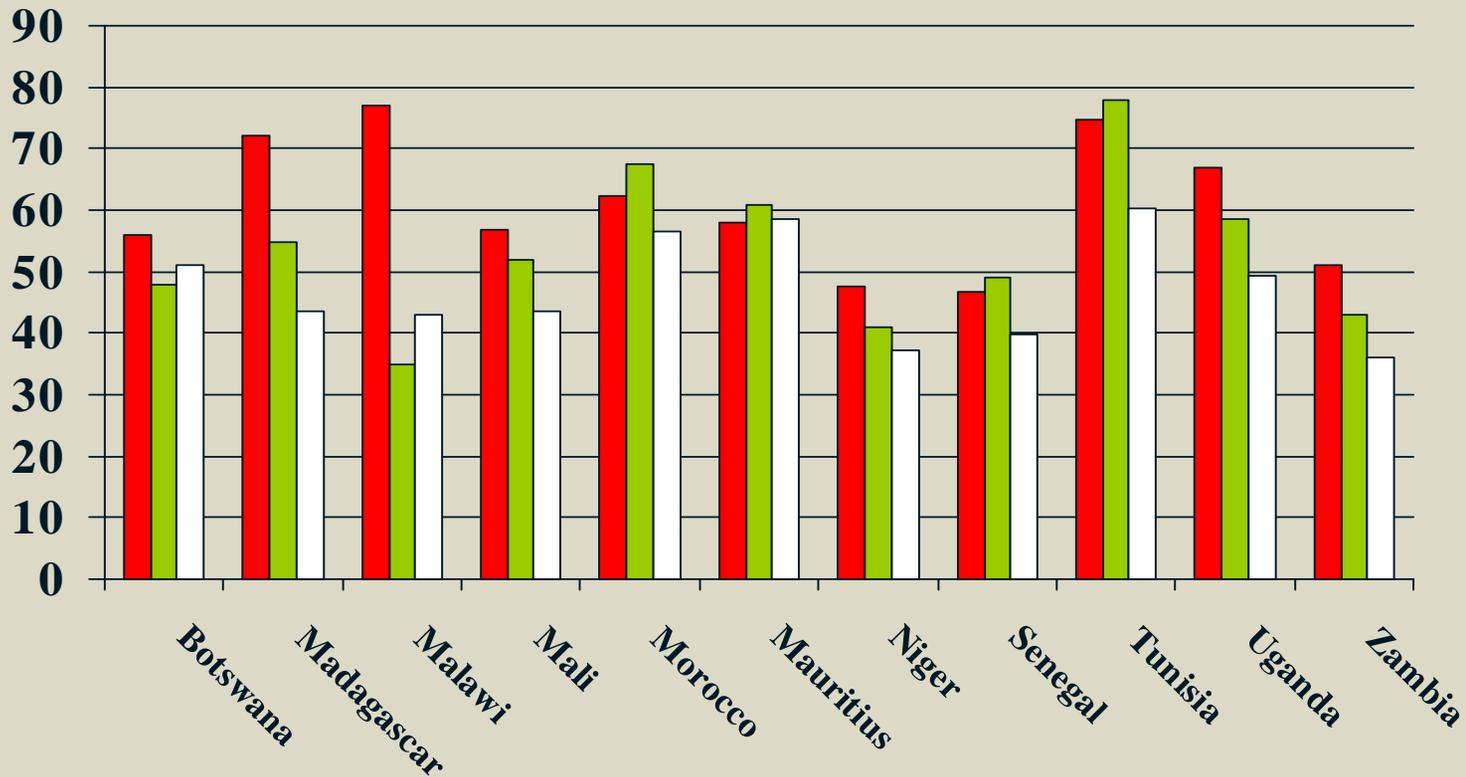
# MLA 1999 Specification Table

<b>LIFE SKILLS TEST</b>					
<b>DOMAINS</b>		<b>Items</b>	<b>No. of Items</b>	<b>Mastery Level</b>	
<b>1.</b>	<b>Civic sense / Environment</b>	<b>13-27</b>	<b>15</b>	<b>11/15</b>	<b>73.3%</b>
<b>2.</b>	<b>Health</b>	<b>1-12</b>	<b>12</b>	<b>9/12</b>	<b>75%</b>
<b>3.</b>	<b>Science &amp; Technology</b>	<b>28-34</b>	<b>7</b>	<b>5/7</b>	<b>71.4%</b>
<b>Total</b>			<b>34</b>	<b>25/34</b>	<b>73.5%</b>

# MLA 1999 Results

National Education Quality Initiative

■ Life Skills ■ Literacy ■ Numeracy



Social science that makes a difference

# Life Skills average score by country

	<b>Health</b>	<b>Civics &amp; Environment</b>	<b>Science &amp; Technology</b>
Botswana	54.0	69.0	49.0
Madagascar	80.0	72.0	76.0
Malawi	78.0	80.0	70.0
Mali	56.2	58.1	55.6
Morocco	61.6	65.3	56.8
Mauritius	56.0	66.0	55.0
Niger	46.2	48.7	48.5
Senegal	47.6	48.4	40.6
Tunisia	70.2	79.6	72.1
Uganda	68.4	66.3	64.0
Zambia	52.0	52.0	48.0

**MEAN PERCENTAGE SCORES FOR LEARNERS REGARDING  
THEIR KNOWLEDGE OF THE SPREAD AND PREVENTION OF HIV  
AIDS.**

Country	Knowledge Mean (%)	S.D.	HIV Prevalence (%) 15 – 49 year olds
Botswana	<b>42.3</b>	<b>21.1</b>	<b>25.1</b>
Malawi	<b>72.8</b>	<b>32.4</b>	<b>14.9</b>
Mauritius	<b>53.4</b>	<b>28.2</b>	<b>0.1</b>
Uganda	<b>65.6</b>	<b>29.9</b>	<b>9.5</b>
Zambia	<b>47.2</b>	<b>31.1</b>	<b>19.1</b>

MLA (1999)

Social science that makes a difference

## Teamwork Skill

Group Decision Making/Planning

Adaptability/Flexibility

Interpersonal Relations

Communication

## Behavioral Requirements

Identify problems

Gather information

Evaluate information

Share information

Understand decisions

Set goals

Provide assistance

Reallocate tasks

Provide/Accept feedback

Monitor/Adjust performance

Share the work

Seek mutually agreeable solutions

Consider different ways of doing things

Manage/Influence disputes

Provide clear and accurate information

Listen effectively

Ask questions

Acknowledge requests for information

Openly share ideas

Pay attention to non-verbal behavior

## Items

National Education Quality Initiative

## **Life Skills**

**Students will have the life skills necessary to effectively meet the demands of everyday life.**

### **Sub-goals:**

Students will be able to secure and maintain employment

Students will make healthy lifestyle choices

Students will avoid the use of restricted and illegal substances

Students will maintain physical and mental health

Students will demonstrate a strong work ethic

### **Indicators of Achievement:**

Percentage of students reporting alcohol and substance abuse will decline each year as measured by standardized surveys.

Surveys of local employers will indicate over 85-percent satisfaction with employability characteristics and work behaviors of students and graduates.

Annual improvement in health-related fitness performance on standardized and district measures (such as the President's Physical Fitness Program).

Improvement over time in healthy nutrition choices as measured by Nutrition Service's documentation.

