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## Leveraging Digital Technologies to Transform Educational Assessment in Africa: *Insights from the ALiVE Initiative.*

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## Presenters



**Samson Sitta** is a Tanzanian project management specialist and legal professional with over 14 years' experience in education, governance, and community development. He currently coordinates the ALiVE Project at Milele Zanzibar Foundation, spearheading national life skills assessments and partnerships with curriculum and assessment bodies in Tanzania.

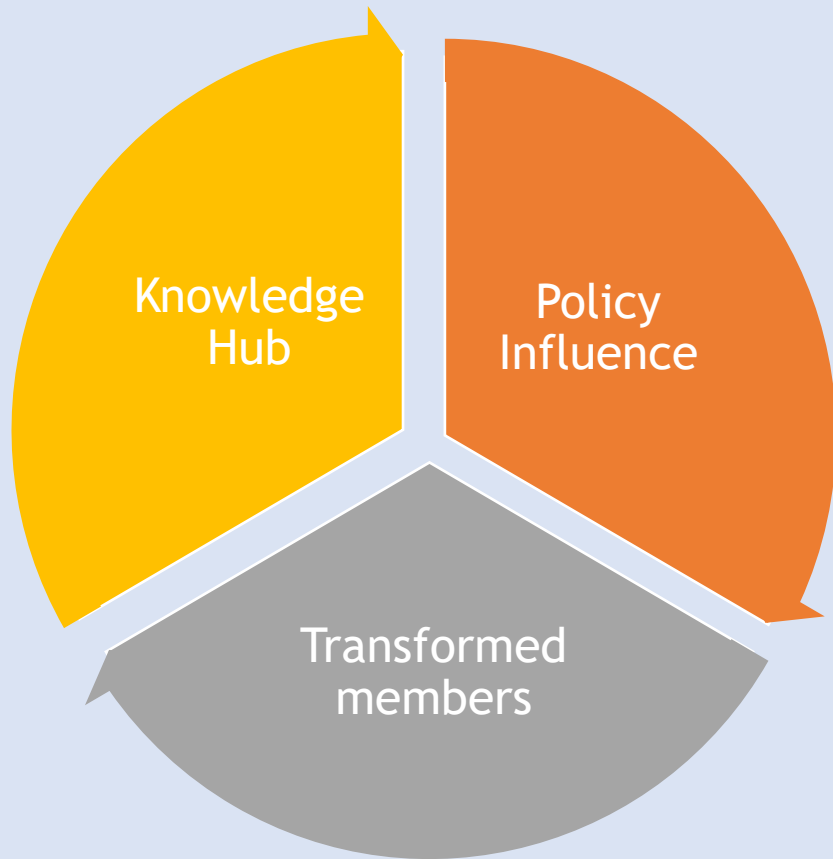


**Daniel Marandu, PhD**, is a lecturer in Educational Psychology at the University of Dar es Salaam's School of Education, with a PhD, MA, and BA from UDSM. His work spans teaching, research, and consultancy in educational psychology, life skills, and socio – emotional development. He has consulted for UNICEF, IDRC, CAMFED, and Zizi Afrique through ALiVE Project – supporting marginalized groups and scaling

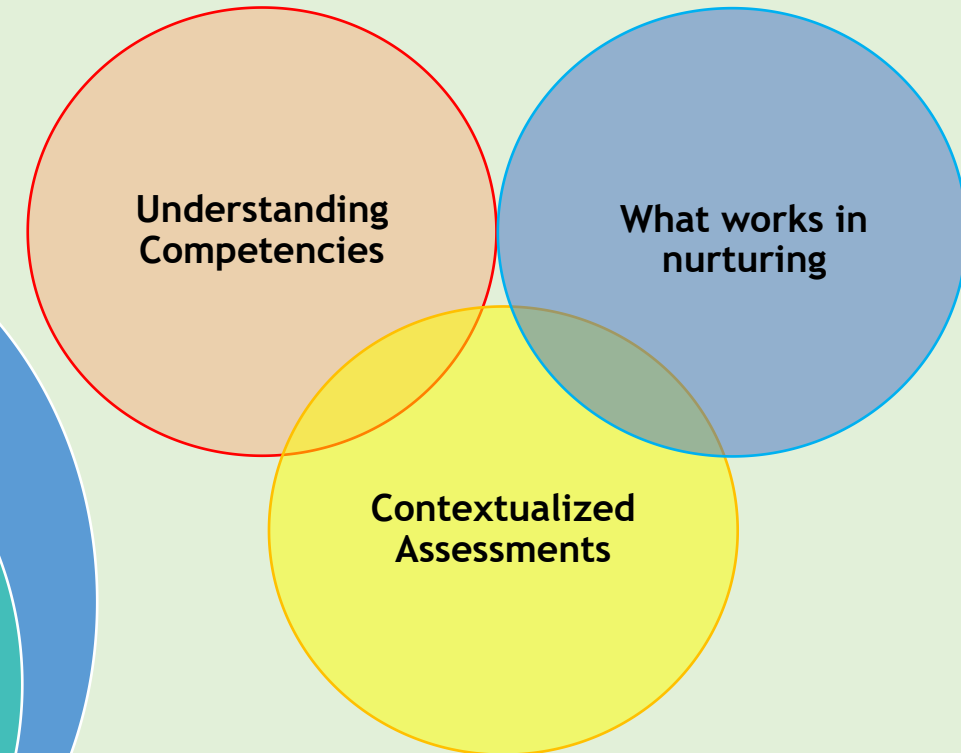
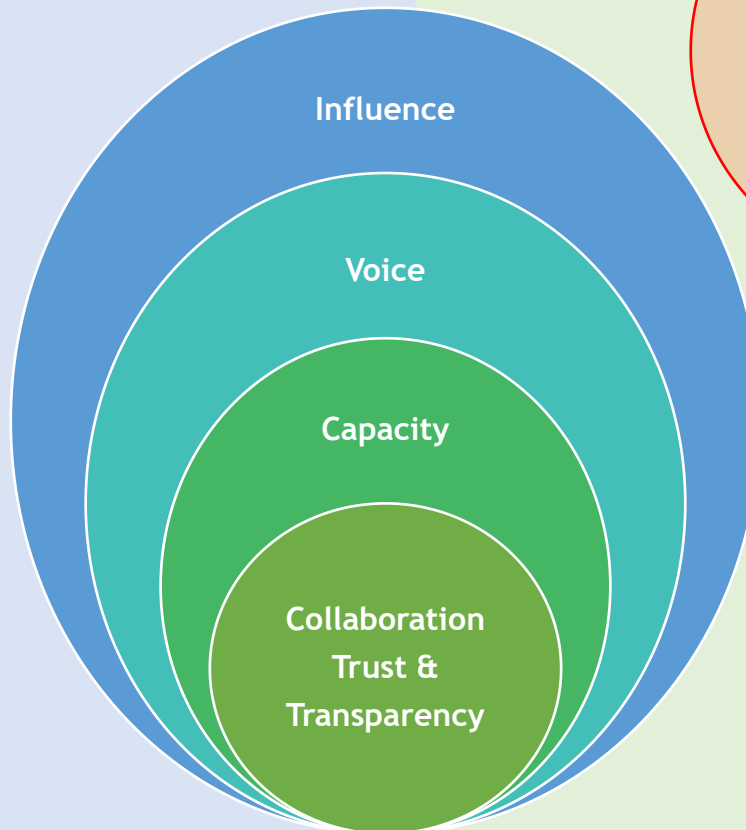


# Our Collaborative Work Model

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



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





# The ALiVE Initiative: Context and Purpose

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Despite growing interest in Competency-Based Curricula (CBC), which emphasize holistic development and 21st-century competencies, assessments have remained heavily focused on academic knowledge

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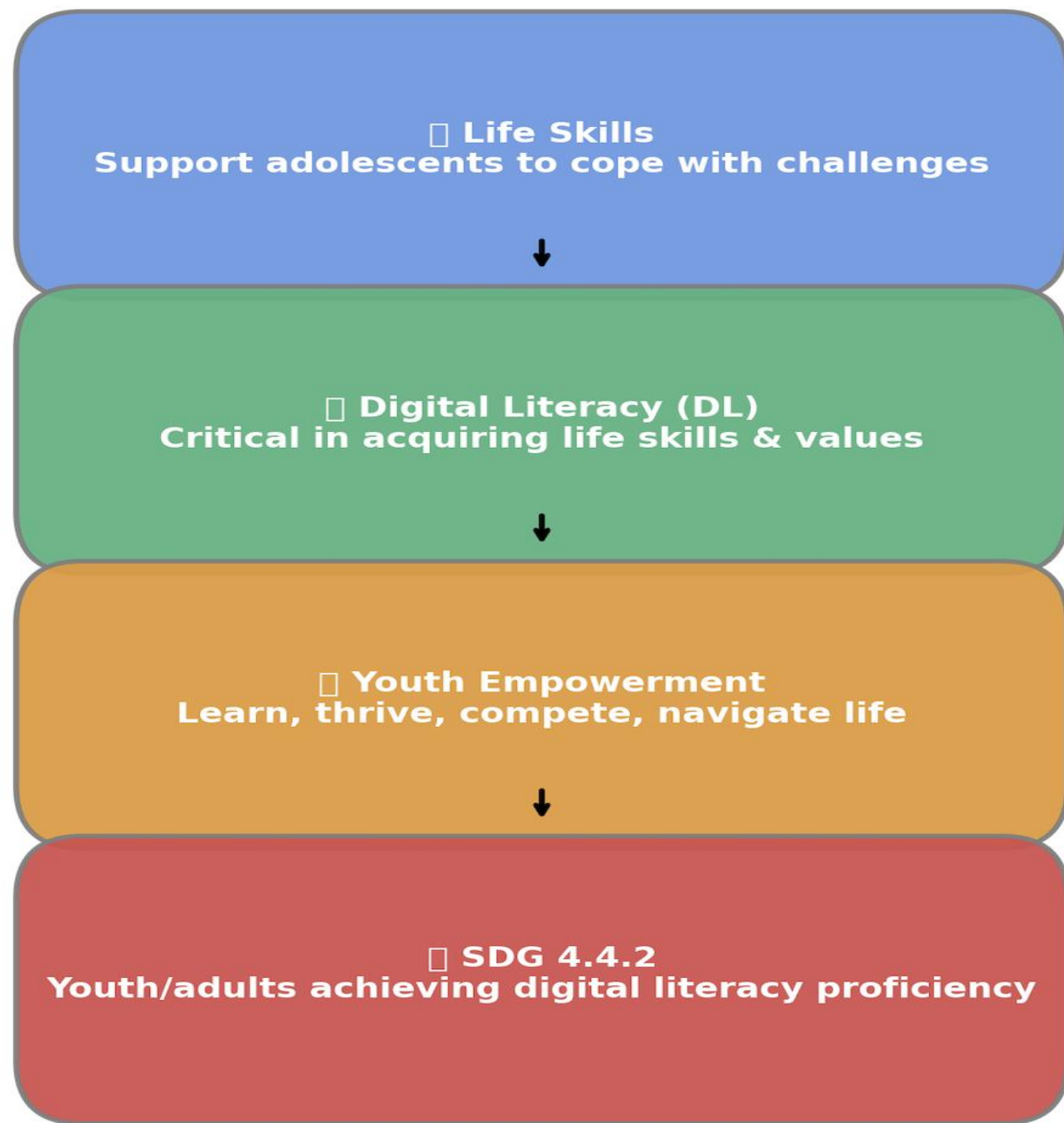
The ALiVE initiative was launched to address a major gap in education systems across Kenya, Tanzania, and Uganda on the absence of reliable tools and data to assess life skills and values among adolescents

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A key strength of the ALiVE initiative was its integration of digital technologies at every stage of the assessment process



## Why the focus on Digital Literacy





# Introduction

- Assessment is a cornerstone of effective education systems, yet in many African countries, traditional assessments are limited to cognitive skills and knowledge recall.
- These assessments often fail to capture essential 21st-century competencies such as critical thinking and collaboration which are increasingly vital for navigating a rapidly evolving world
- The limitations of conventional assessments are compounded by structural challenges such as over-reliance on summative examinations and underutilization of technology in educational evaluation.
- With the adoption of CBC in East Africa, the need for tools that can accurately evaluate non-academic skills and values has become more urgent



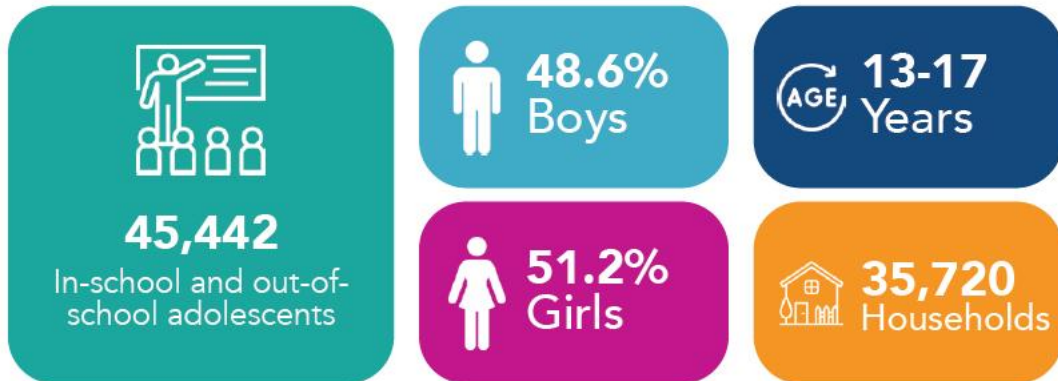
## Methodology

- The ALiVE initiative employed a cross-sectional, household-based survey design to assess the proficiency levels of adolescents in three life skills problem solving, collaboration, and self-awareness
- In each jurisdiction, a multi-stage sampling approach was used to select households and adolescents for the study.
- The approach involved selection of districts/counties, followed by the selection of enumeration areas (EA); and finally, selection of households within each selected EA.
- The study ensured diversity by including both urban and rural areas, and by capturing gender, education, and disability variations among participants.



# The ALiVE Sample

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.

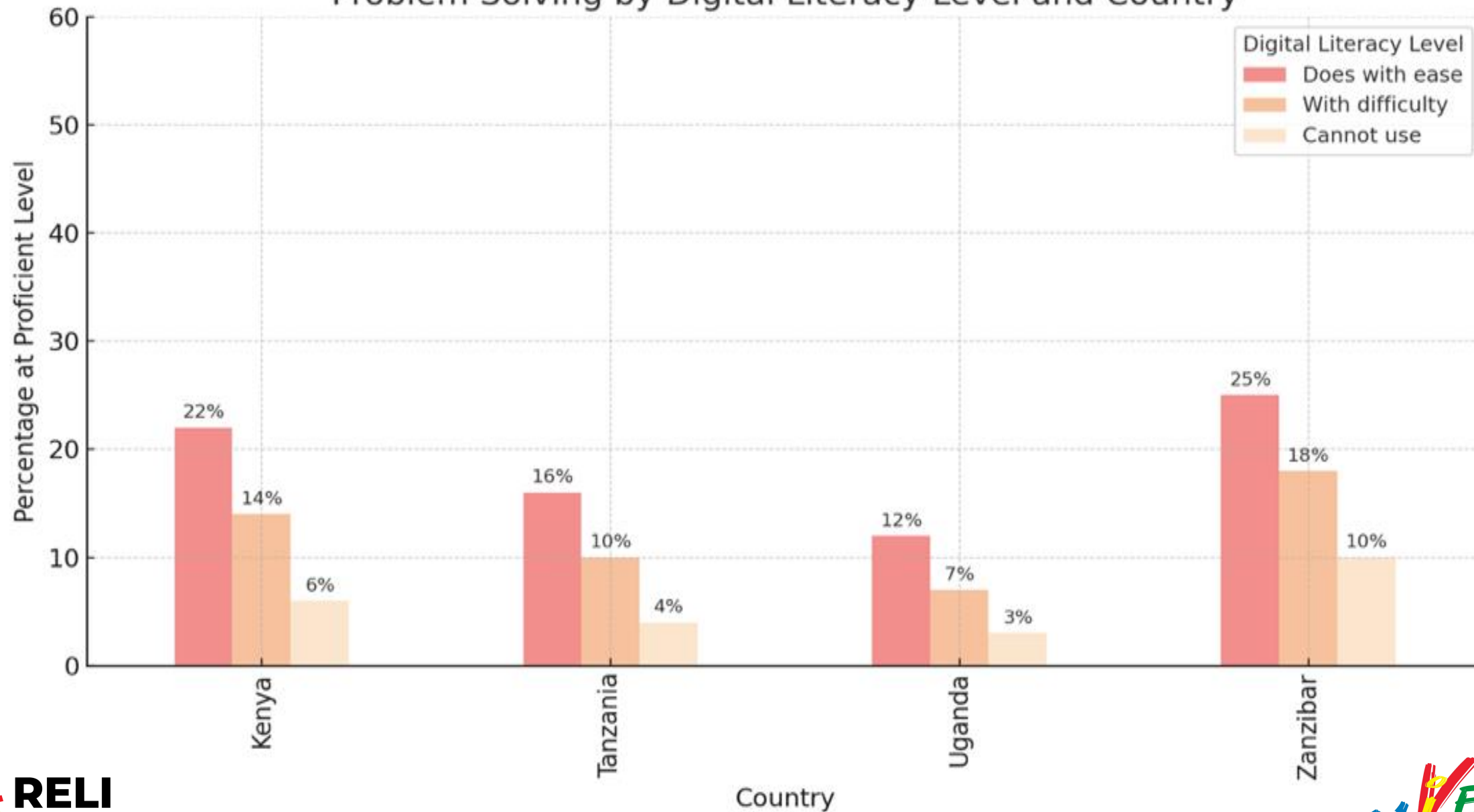


## Findings

SN	Category	Frequency	Percentage
1	Age Group: 13–14 years	22,605	49.7%
2	Age Group: 15–17 years	22,837	50.3%
3	Male	22,092	48.6%
4	Female	23,264	51.2%
6	In school Adolescents	39,470	86.9%
7	Out of school adolescents	5,972	13.1%
8	Primary school	29,611	65.2%
9	Secondary school	13,629	30.0%

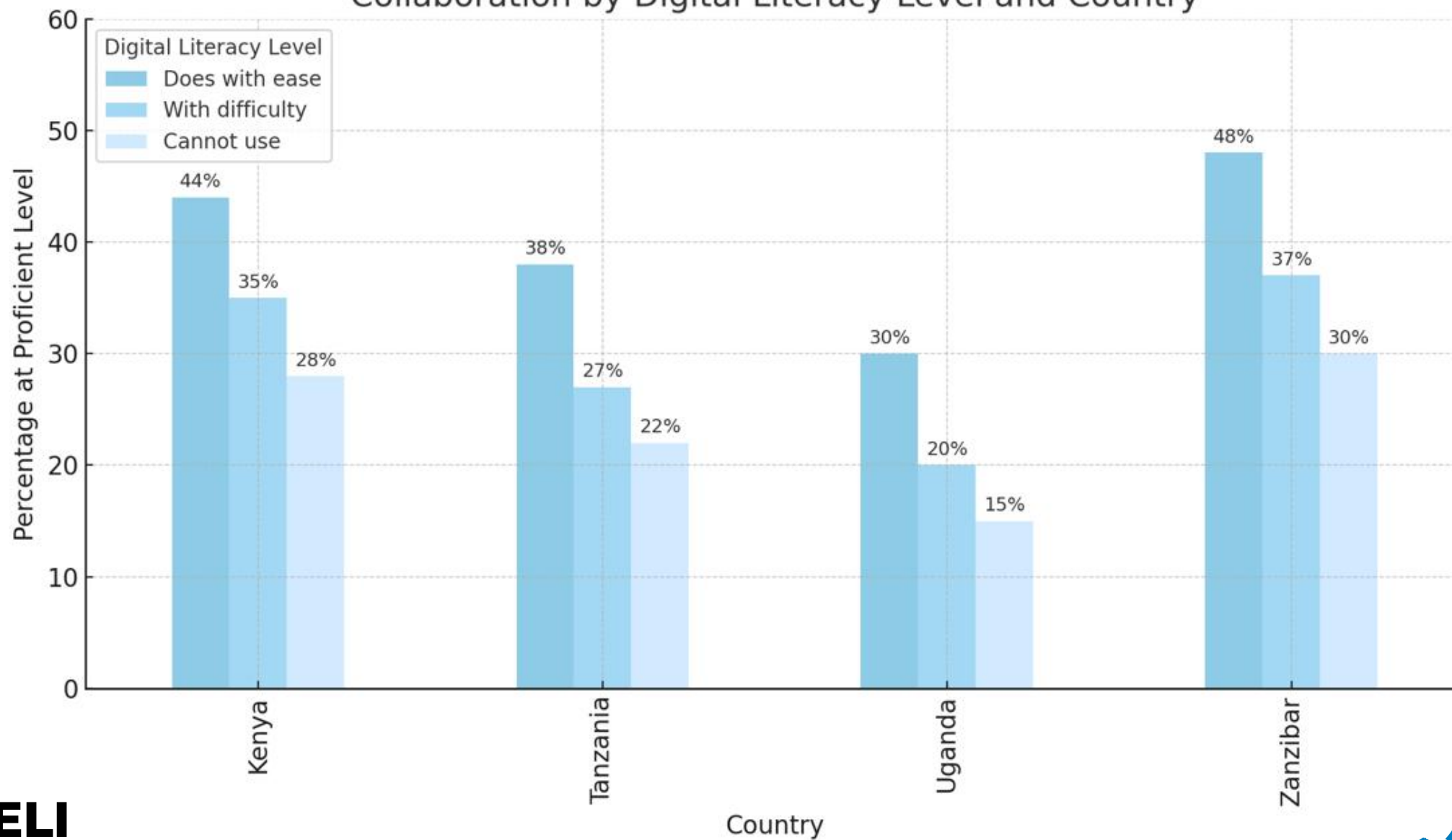


# Problem Solving by Digital Literacy Level and Country



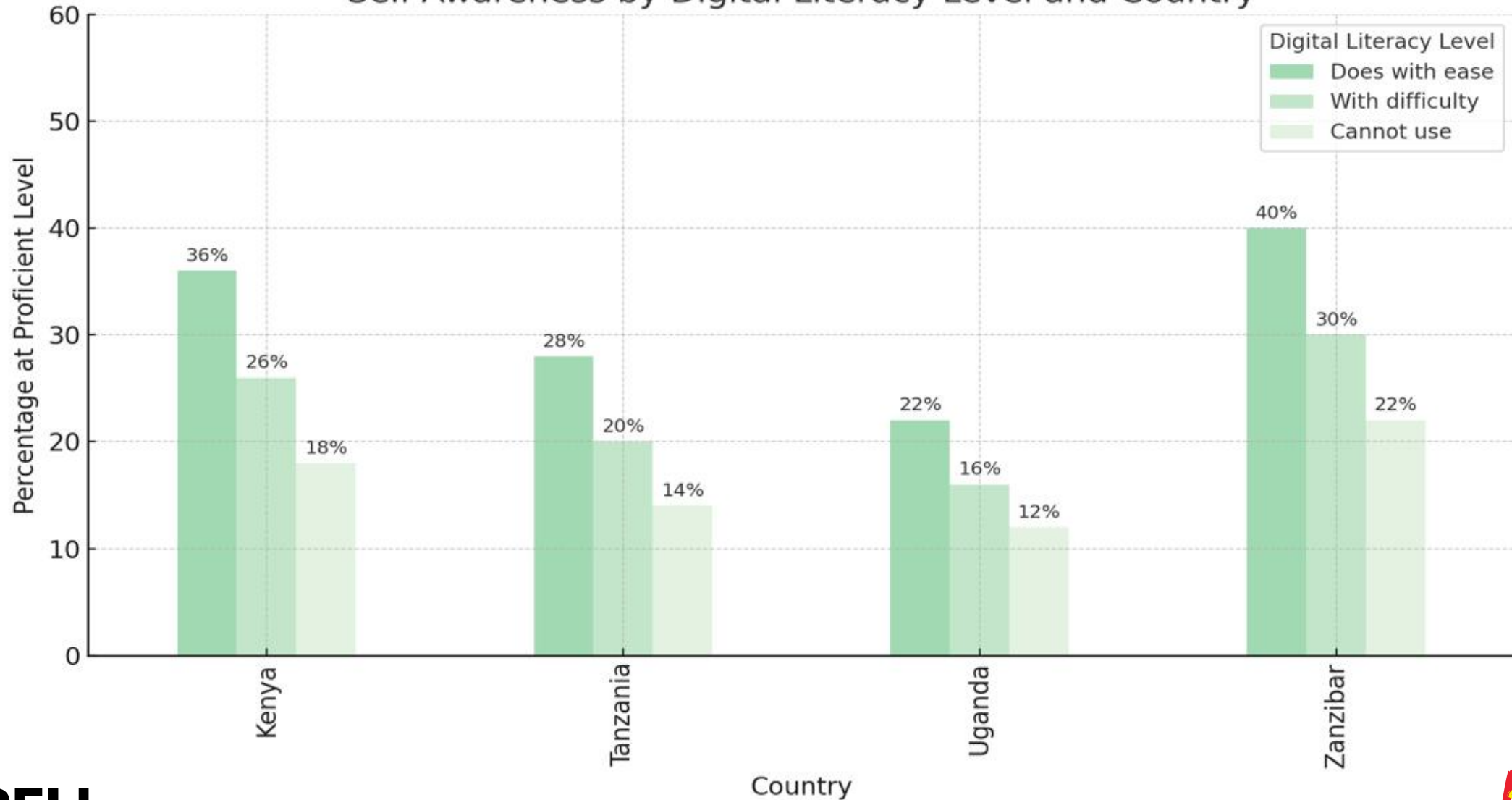


# Collaboration by Digital Literacy Level and Country





# Self-Awareness by Digital Literacy Level and Country





## Conclusion & Next steps

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The study reveals the potential of leveraging digital technologies to assess life skills and values in African contexts.

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Despite infrastructural and capacity limitations, digital assessments provide scalable, inclusive, and context-responsive mechanisms for capturing competencies critical for 21st-century learners.

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The findings advocate for increased investment in digital infrastructure, localized tool development, and stakeholder capacity building to ensure sustainable integration of technology in educational assessment

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***NEXT STEP: ALiVE Phase 3 – System Change***



Scan to access the ALiVE Open-source platforms to get reports, manuals, tools



*Thank you! Asante Sana!*