

PROGRAM EVALUATION REPORT

ALiVE Project

Parents Engagement Program

Mvomero District, Morogoro Region · Case Study Evaluation

Qualitative Impact Assessment of the ALiVE Project Parents Engagement Program in the Mvomero District, Tanzania

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Uwezo TANZANIA

EVALUATION AT A GLANCE

LEAD COMMISSIONING ORGANIZATION	Uwezo Tanzania
LOCAL IMPLEMENTING PARTNER	Sawa Wanawake Tanzania (SAWA)
INITIATIVE FRAMEWORK	Values & Life Skills (VaLi) / RELI Tanzania
LEAD QUALITATIVE EVALUATOR	Prof. Martha Baiyee (Eastern Michigan University) Fulbright Sub-Saharan Africa Regional Travel Program (RTP)
TARGET JURISDICTION	Mvomero District, Morogoro Region
QUALITATIVE SAMPLE BOUNDARY	Exploratory Key Informant Sample N = 1 per participant tier; Total N = 5

FIELD IMPLEMENTATION REACH — MVOMERO DISTRICT

571
Parents oriented
235 men · 336 women

50
Volunteer Parent Champions trained
25 men · 25 women

17
Community dialogue meetings
5 villages · 2 hamlets

5
Radio shows broadcast
Community radio talk shows



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EXECUTIVE SUMMARY

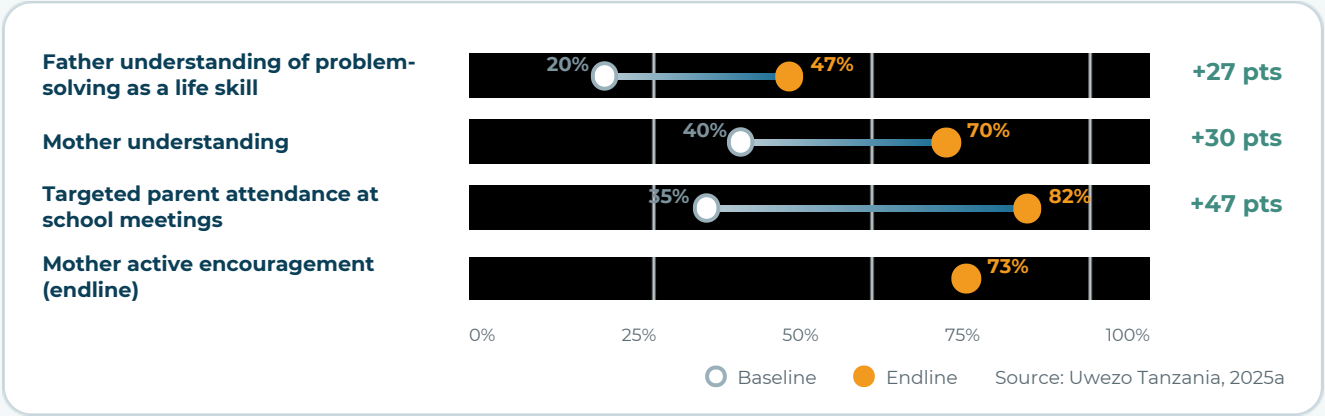
> This program evaluation report examines the pilot implementation of the Action for Life Skills and Values in East Africa (ALiVE) Parents Engagement Program in the Mvomero District, Morogoro Region, United Republic of Tanzania.

Commissioned and led nationally by Uwezo Tanzania—the coordinating organization for ALiVE parental engagement in Tanzania—and executed on the ground by its local implementing partner, Sawa Wanawake Tanzania (SAWA), the pilot sought to align domestic child-rearing practices with the prioritized life skills and values (LSV) of Tanzania's revised 2023 competency-based curriculum (Ministry of Education, Science and Technology [MoEST], 2023; Uwezo Tanzania, 2025b).

Methodologically, the evaluation utilized an embedded qualitative case study design grounded in multi-stakeholder triangulation across five primary beneficiary and actor groups (Creswell & Poth, 2018; Stake, 1995; Yin, 2018). To ensure rigorous scientific integrity, this report explicitly reconciles the project's broad field implementation reach:

- Orienting 571 parents (235 men, 336 women) across five primary villages (Ndama, Mela, Makuture, Msasani, Vianzi) and two hamlets (Matangani, Dakawa)
- Training 50 volunteer Parent Champions (25 men, 25 women)
- Conducting 17 community dialogue meetings
- Broadcasting five radio shows—within the qualitative evaluation's boundary, which gathered in-depth data from an exploratory key informant sample of exactly N = 1 respondent per stakeholder category (Total N = 5) (SAWA, 2024; Uwezo Tanzania, 2025b).

Findings from these qualitative key informant interviews demonstrated indicative proof-of-concept evidence that structured parental engagement shifts domestic child-rearing from punitive discipline toward constructive dialogue, emotional self-regulation, and collaborative problem-solving. These qualitative insights align with and are validated by Uwezo Tanzania's wider national evidence base, specifically the 2025 PTA Parental Engagement Campaign Endline Survey conducted across the Zanzibar Urban District and Bagamoyo District (Uwezo Tanzania, 2025a). The national endline documented substantial quantitative gains:



1. INSTITUTIONAL FRAMEWORK & PROGRAM CONTEXT

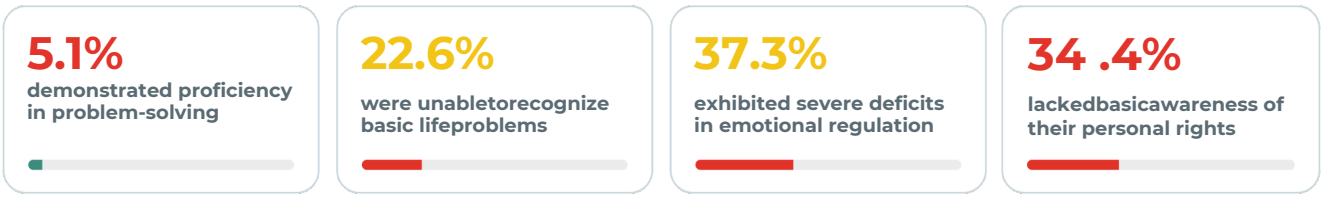
1.1 INSTITUTIONAL POSITIONING: UWEZO TANZANIA AND SAWA PARTNERSHIP

Uwezo Tanzania spearheads and coordinates the ALiVE parental engagement initiative in Tanzania, a leading educational accountability and learning assessment organization operating within the Regional Education Learning Initiative (RELI Tanzania, 2025). Uwezo Tanzania commissioned this qualitative case study to generate deep contextual insights into household-level behavioral shifts and home-school synergies. SAWA served as Uwezo's local implementing partner in the Morogoro Region, executing direct community mobilization, parent champion orientation, radio broadcasting, and the local government liaison in the Mvomero District (SAWA, 2024; Uwezo Tanzania, 2025b).

1.2 EDUCATIONAL POLICY ALIGNMENT AND SYSTEMIC VOID

In 2023, the Ministry of Education, Science and Technology revised Tanzania's National Education and Training Policy, mandating a competency-based curriculum that explicitly prioritized higher-order life skills (i.e., problem-solving, critical thinking, empathy, collaboration, and self-awareness) alongside foundational literacy and numeracy (MoEST, 2023). However, Phase 1 regional assessments conducted by ALiVE revealed a profound systemic void: only 5.1% of adolescents demonstrated proficiency in problem-solving, 22.6% were unable to recognize basic life problems, 37.3% exhibited severe deficits in emotional regulation, and 34.4% lacked basic awareness of their per- sonal rights (RELI Tanzania, 2025). By acknowledging and transforming the household into an active co-educa- tional environment, the ALiVE parental engagement model was designed specifically to address this gap.

ALIVE PHASE 1 REGIONAL ASSESSMENT: THE LIFE SKILLS GAP AMONG ADOLESCENTS



Source: RELI Tanzania, 2025.

1.3 FIELD IMPLEMENTATION REACH VS. QUALITATIVE EVALUATION SAMPLE BOUNDARY

To maintain scholarly rigor, evaluation reports must clearly distinguish overall program implementation metrics from the empirical sample size evaluated in qualitative field studies (Creswell & Poth, 2018). Table 1 reconciles SAWA's field implementation reach across the Mvomero District with the exploratory qualitative sample evaluated in this study.

TABLE 1. RECONCILIATION OF MVOMERO FIELD IMPLEMENTATION REACH AND QUALITATIVE EVALUATION SAMPLE

OBJECTIVE #	PROGRAM FOCUS AREA	IMPLEMENTATION STRATEGY & REACH VS. EVALUATION SAMPLE
Objective 1	**Understanding LSV Concepts**	**FIELD REACH**571 participants oriented across 5 primary villages (Ndama, Mela, Makuture, Msasani, Vianzi) and 2 hamlets (Matangani, Dakawa) **EVALUATION SAMPLE**N = 1 Parent Champion interviewed in-depth regarding individual, home, and peer dissemination experiences.
Objective 2	**Understanding Importance of LSV**	**FIELD REACH**50 volunteer Parent Champions trained in-depth (25 men, 25 women); 5 community radio broadcasts engaging 20 champions **EVALUATION SAMPLE**N = 1 Primary Student interviewed regarding home discipline, domestic initiative, and school relationships.
Objective 3	**Curriculum-Prioritized LSV**	**FIELD REACH**Distributed 200+ simplified Swahili learning manuals, fliers, and official UWEZO calendars directly to households and schools. **EVALUATION SAMPLE**N = 1 Primary Teacher interviewed regarding UWAWA meeting agendas and parent-teacher communication.
Objective 4	**Nurturing LSV at Home**	**FIELD REACH**Conducted 17 community dialogue sessions across places of worship (Jumuiya), VICOBA savings groups, hair salons, and workplaces. **EVALUATIONSAMPLE**N = 1 District Officer interviewed on policy and local platforms.
Objective 5	**Supporting LSV Acquisition**	**FIELD REACH**Integrated LSV into UWAWA/PTA school governance agendas and engaged civic leaders in Mvomero Tuleane peacebuilding. **EVALUATION SAMPLE**N = 1 Community/Faith Leader interviewed



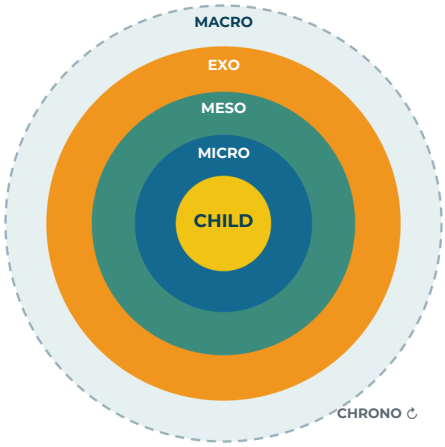
2. METHODOLOGY & RESEARCH DESIGN

Grounded in multi-stakeholder triangulation, this study applied an embedded qualitative case study design to investigate how a structured parental engagement intervention influences child-rearing, school governance, and community social dynamics across rural agropastoral communities (Creswell & Poth, 2018; Stake, 1995; Yin, 2018). Case study methodology is uniquely suited to examining real-life contemporary phenomena within their natural social contexts, particularly where boundaries between intervention mechanisms and environmental conditions are deeply integrated (Yin, 2018). Uwezo Tanzania commissioned the study as part of its evidence-generation and learning mandate for ALiVE parental engagement in Tanzania, with qualitative fieldwork led by Prof. Martha Baiyee (Eastern Michigan University) in collaboration with Uwezo Tanzania and with logistical support from Sawa Wanawake Tanzania.

2.1 GUIDING THEORETICAL AND PHILOSOPHICAL FRAMEWORKS

To capture the multi-layered impact of parent engagement across nested ecological systems, the conceptual framework guiding this evaluation synthesized four complementary theoretical and philosophical perspectives:

- **Ubuntu Philosophy:** Ubuntu, an isiZulu phrase, 'umuntu ngumuntu ngabantu', which translates to 'I am because we are,' is rooted in African relational ethics, communal solidarity, and shared moral responsibility for child-rearing (Letseka, 2000; Mbiti, 1969; Metz, 2007; Ramose, 1999; Tutu, 1999). Ubuntu provides the philosophical basis for examining how life skills extend beyond individual student achievements to foster collective social cohesion, mutual respect, and peaceful conflict resolution within rural communities (e.g., mitigating farmer-pastoralist land disputes in Mvomero).
- **Bronfenbrenner's Ecological Systems Theory:** examines child development across nested, interdependent environmental layers (Bronfenbrenner, 1979, 1989; Bronfenbrenner & Morris, 2006):



- **Microsystem** — direct parent-child home interactions and classroom dynamics
- **Mesosystem** — home-school synergies via UWAWA and PTA assemblies
- **Exosystem** — informal community dissemination spaces including VICOBA savings groups, Catholic Jumuiya meetings, hair salons, and local radio broadcasts
- **Macrosystem** — alignment with Tanzania's 2023 National Education Policy and entrenched cultural gender norms
- **Chronosystem** — temporal constraints such as crop land preparation, seasonal farming calendars, and national examination schedules

- **Epstein's Framework of Overlapping Spheres of Influence:** analyzes the functional intersection of family, school, and community environments across six core operational modalities: parenting, communicating, volunteering, learning at home, decision-making, and community collaboration (Epstein, 1995, 2001, 2018; Epstein et al., 2019).
- **Freirean Critical Pedagogy & Transformative Learning:** evaluates parental conscientization—the critical reflective process through which adult caregivers critically reflect on past authoritarian or physically punitive discipline and transform into empowered, reflective co-educators and life skills champions (Freire, 1970/1993; Mezirow, 1991, 1997, 2000).

2.2 EXPLORATORY SAMPLE BOUNDARIES AND IMPLEMENTATION RECONCILIATION

To maintain rigorous scholarly transparency, this report explicitly highlights a central methodological boundary: the empirical qualitative interview dataset supporting this assessment was derived from an exploratory key informant sample of exactly one respondent per stakeholder category (N = 1 per tier; Total N = 5 qualitative key informants across the evaluation):

1 PARENT CHAMPIONS	2 CHILDREN / PRIMARY STUDENTS	3 PRIMARY & SECONDARY TEACHERS	4 EDUCATIONAL & DISTRICT OFFICERS	5 COMMUNITY & FAITH LEADERS
Represents the qualitative perspective of a trained volunteer parent leader conducting peer-to-peer community dissemination in church Jumuiya groups, VICOBA savings meetings, and local salons.	Represents the lived experience, domestic observations, and peer interactions of an enrolled primary school student residing in Makuture Village.	Represents the institutional perspective of an active primary educator implementing competency-based learning and participating in UWAWA governance meetings.	Represents the policy, administrative, and budgetary perspective of a district educational and social welfare official monitoring curriculum implementation in the Mvomero District.	Represents the societal perspective of a local civic leader, professional driver, and mechanics advocate driving community peacebuilding and vocational life skills integration.

Each tier: N = 1 key informant · Total N = 5

Reconciliation of Reach vs. Sample. While SAWA's field implementation reached 571 parents and trained 50 Parent Champions across five primary target villages (Ndama, Mela, Makuture, Msasani, Vianzi) and two adjacent hamlets (Matangani, Dakawa), the qualitative evaluation dataset collected on September 25, 2026, reflects single-informant key informant interviews. Consequently, policymakers and evaluators must interpret these findings as an illustrative qualitative case study providing thick, contextual proof-of-concept narratives rather than a generalizable population survey across all 180 district schools.

2.3 DATA COLLECTION PROTOCOLS, TRANSLATION, & ETHICAL VULNERABILITY SAFEGUARDS

Data Collection Protocols. With logistical support from SAWA and technical coordination from Uwezo Tanzania, fieldwork was conducted on September 25, 2026, in Makuture Village, Mvomero District, Morogoro Region. Data were collected using semi-structured, open-ended key informant interview protocols designed to capture deep narrative accounts across home, school, and community systems. Interviews were conducted in Kiswahili, audio-recorded with participant consent, and translated verbatim into English for thematic qualitative analysis.

ETHICAL SAFEGUARDS & TRAUMA-INFORMED PROTOCOL

The evaluation protocol adhered to international research ethics guidelines (Creswell & Poth, 2018). The team obtained formal written and verbal informed consent from adult participants and secured written parental consent and child assent for the minor student participant. During the student key informant interview, when the child became visibly emotional and wept while recounting a severe past incident of physi- cal punishment (i.e., 'snake beating' for returning late from school), the evaluation team immediately acti- vated a trauma-informed ethical protocol. The team paused the interview, comforted the child, and offered explicit, repeated opportunities to pause, skip questions, or discontinue the interview entirely without pen- alty. The child consistently refused to withdraw, expressing a firm desire to continue sharing her story. The evaluation team maintained continuous check-ins throughout the session to ensure her emotional safety and well-being.

2.4 MULTI-STAKEHOLDER TRIANGULATION & COMPARATIVE EVIDENCE INTEGRATION

Data Trustworthiness & Triangulation. Qualitatively rigorous evaluation requires establishing data trustworthiness—specifically credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985). This study utilized multi-stakeholder triangulation, cross-verifying narrative accounts across five distinct participant tiers (i.e., Parent Champions, Students, Teachers, Educational Officers, and Community Leaders) to isolate genuine behavioral shifts from single-respondent bias or self-reporting distortion.

Comparative National Integration. To ground these exploratory qualitative findings in broader empirical evidence, local case study insights from Mvomero were benchmarked against quantitative endline survey metrics from Uwezo Tanzania's 2025 ALiVE Ten-Week Parental Engagement Campaign across Zanzibar Urban District and Bagamoyo District (Uwezo Tanzania, 2025a).

2.5 EVIDENCE CALIBRATION AND SCHOLARLY LANGUAGE BOUNDARIES

To maintain rigorous scholarly integrity, all analytical claims in this report are explicitly calibrated to the key informant sample (N = 5). Unverified generalizations or claims of 'confirmed district-wide impact' are deliberately avoided. Instead, findings are framed using precise qualitative descriptors—such as 'reported shifts,' 'perceived behavioral transformations,' 'indicative proof-of-concept evidence,' and 'informant-described changes.' This calibration acknowledges that while key informant narratives offer rich contextual depth, they represent qualitative proof-of-concept perceptions that require further quantitative validation at scale.

3. EMPIRICAL CASE STUDY FINDINGS: QUALITATIVE EVIDENCE

3.1 GROUP 1: PARENT CHAMPIONS

LSV Champions

N = 1

Prior to SAWA's intervention, parents across Mvomero predominantly viewed life skills and moral values as static, 'inborn' traits. Participation in the ALiVE training catalyzed an important cognitive shift, instilling the realization that competencies such as critical thinking, emotional control, and respect require deliberate daily cultivation. The Parent Champion described how life skills training transformed personal emotional regulation and problem-solving at home, cultivating inner calm and the ability to let go of circumstances beyond direct control:

> *In the beginning, I believed life skills and values were simply inborn—that a child was born good or bad by chance. Now I know that these competencies must be intentionally trained and daily nurtured. When I hear someone in our village compliment a child, I step in to remind them: 'A child does not become respectful by coincidence; it depends entirely on how we cultivate their values at home.' I use our Jumuiya church gatherings, VICOBA meetings, and even local salons to remind parents that we must be living models for our children.*
>
> — PARENT CHAMPION, MVOMERO DISTRICT

Beyond household parenting, the Parent Champion personalized this training by integrating life skills into Catholic Jumuiya (small Christian community) gatherings. By drawing explicit connections between life skills and religious teachings, the Champion encouraged self-awareness, personal confidence, and faith grounding among fellow believers, demonstrating how participants personalized the intervention across social domains:

> *Life skills training taught me how to solve problems by cultivating inner calmness and letting go of circumstances beyond my direct control. I realized that reacting in anger solves nothing. I began using these life skills concepts in our Catholic Jumuiya meetings to encourage self-awareness and confidence in our faith, helping fellow members see that living our values daily is the true expression of our spiritual commitment.*
>
> — PARENT CHAMPION, MVOMERO DISTRICT

Champions actively expanded outreach into informal community platforms, participating in community radio talk shows and engaging peers in VICOBA savings groups and hair salons. However, outreach in pastoralist hamlets highlighted deep-seated gender-norm challenges that speak directly to ALiVE's male-engagement agenda:

> *When we conduct outreach in pastoralist hamlets, pastoralist men attend our sessions and listen politely. They smile and express agreement during the meeting. But in practice, deeply entrenched customs prioritizing male heirs and livestock inheritance over girl-child education remain unchanged. Women bear heavy domestic workloads that restrict their attendance at community meetings, while men resist holding joint family discussions at home. They listen, they smile, they accept, but the truth remains that they are not adopting life skills and values in practice.*
>
> — PARENT CHAMPION, MVOMERO DISTRICT

3.2 GROUP 2: CHILDREN AND PRIMARY STUDENTS

Primary school student, Makuture Village

N = 1

The most poignant qualitative evidence emerged from a primary school student's description of household discipline. Before parental involvement in ALiVE, discipline was characterized by severe physical punishment (i.e., "snake beatings") and fear. Following the training, the student reported a transition toward emotional self-regulation, constructive dialogue, and parental encouragement:

> *Before my mother attended the ALiVE sessions, she used to react with overwhelming anger. Once, when I came home late from school at four instead of five because I was playing, she beat me so severely with a stick that I was left in tears, terrified and filled with fear rather than love. But now, even when I make a mistake, my mother controls her temper. We sit down and have a real conversation, so we understand each other. When I performed poorly in my math exam recently, instead of beating me like before, she talked with me and encouraged me to intensify my studies. At least now, it is a conversation, not a snake beating.*
>
> — PRIMARY SCHOOL FEMALE STUDENT, MVOMERO DISTRICT

"At least now, it is a conversation, not a snake beating."

The student also demonstrated proactive problem-solving, empathy, and household initiative—cooking meals and mopping the house while her mother was away on farm work, which earned her praise and a present, taking her younger sibling away from visitors to avoid disturbance, persuading her mother to purchase report card sheets for an impoverished classmate, and using her family's health card to secure malaria medication for a sick friend.

> *One day when my mother was away working in the fields, I took the initiative to mop the entire house and prepare dinner before she returned. When she arrived home tired, she was so happy and surprised that she praised me and gave me a present. Another time, when my classmate was very sick with malaria and her family had no money, I asked my mother if we could use our family health card so she could get medicine at the dispensary. My mother agreed, and my friend recovered and returned to school.*
>
> — PRIMARY SCHOOL FEMALE STUDENT, MVOMERO DISTRICT

3.3 GROUP 3: PRIMARY & SECONDARY SCHOOL TEACHERS

Institutional level

N = 1

The primary and secondary school teacher interview confirmed that the ALiVE project successfully bridged the gap between classroom delivery of the revised 2023 competency-based curriculum and parents' understanding of prioritized life skills at home. The educator highlighted four core thematic transformations that demonstrate how parent engagement enhances both academic efficiency and institutional school governance:

01 Time Management & Elevated Parent Confidence

The teacher noted that the ALiVE program helped parents understand the practical value of life skills in structuring home routines, specifically enabling parents to guide children in effective time management between domestic chores, play, and study hours. Furthermore, the training significantly increased parents' confidence to communicate directly with educators about school priorities, curriculum expectations, and the specific academic and social support their children need.

02 Student Critical Thinking & Self-Expression

The educator emphasized that nurturing life skills forced students to value critical thinking rather than passive rote memorization. Students showed noticeable gains in self-confidence, becoming able to explain their personal challenges clearly and articulately at school and at home.

03 Institutionalization in UWAWA Governance & Standing Agendas

School governance platforms—specifically UWAWA (Parent-Teacher-Community Associations) and standard PTA assemblies—have evolved to incorporate life skills and values as permanent, formal, standing agenda items, complete with recorded meeting agendas and official minutes. To sustain parent participation, these meetings are deliberately planned outside national examination periods and calendar breaks, occurring 3 to 7 times annually (including emergency and one-on-one parent-teacher consultations). The teacher emphasized that even as student cohorts graduate and phase out, maintaining life skills as a permanent UWAWA agenda item ensures continuous education for incoming parent cohorts.

04 Joint Problem-Solving on Student Attendance, Vulnerability, & Hunger

Open parent-teacher communication through UWAWA allowed educators and parents to identify and resolve underlying home challenges that impede learning. For example, when teachers observed students losing concentration or exhibiting behavioral issues because they arrived at school without eating, parents and teachers openly discussed the problem during UWAWA meetings. Together, they mobilized local community funding and food contributions to resolve student hunger and support vulnerable children. Similarly, when a parent or teacher notices student absenteeism or academic decline, they convene joint parent-teacher sessions to identify root causes and implement collaborative solutions.

> *"The ALiVE project did help parents understand well because they now use life skills to determine time management and have elevated confidence to communicate with teachers about school priorities and the support needed. It has forced children to value critical thinking and express themselves better about challenges at school and home. Platforms like UWAWA and PTA meetings have evolved to have standing discussions on life skills and values, recorded in meeting agendas and minutes. When a child has not eaten and has trouble focusing in class, parents and teachers openly discuss the issue through UWAWA and mobilize local funding and resources to resolve it. Meetings are planned 3 to 7 times a year outside exam schedules, ensuring life skills remains a permanent standing agenda item even as student cohorts graduate.*
>
> — PRIMARY & SECONDARY SCHOOL TEACHER, MVOMERO DISTRICT

3.4 GROUP 4: EDUCATIONAL & DISTRICT OFFICERS

Policy, administrative & budgetary level

N = 1

The district educational officer confirmed that the ALiVE model directly advances Tanzania's 2023 National Education Policy and national objectives aimed at eradicating the country's three fundamental obstacles: illiter- acy, poverty, and disease (MoEST, 2023). The officer recognized the potential to scale parent engagement through continuous professional development for teachers, while noting current district budget realities in which elected councilors prioritize physical infrastructure (e.g., classrooms and laboratories) over soft-skills funding. However, the DEO seemed optimistic that soft-skills parent engagement will be considered once immediate classroom con- struction targets are met.

> *"ALiVE directly aligns with our 2023 National Education Policy, which seeks to build self-reliant learners capable of solving real-world problems and eradicating our nation's three primary enemies: illiteracy, poverty, and disease. While competing budgetary demands currently lead District Councilors to prioritize physical school infrastructure like classrooms, a vital seed has been planted. By leveraging our MEWAKA teacher continuous development structures, we can cascade parent engagement across all 180 schools in Mvomero once resource allocations are approved.*
>
> — DISTRICT EDUCATIONAL OFFICER / SOCIAL WELFARE LEADERSHIP REPRESENTATIVE, MVOMERO

3.5 GROUP 5: COMMUNITY & FAITH LEADERS

Societal level

N = 1

The community and faith leader highlighted how life skills training extends beyond domestic child-rearing into adult livelihoods and peacebuilding. A community leader shared that when he pursued advanced technical train- ing in mechanics at college, he discovered Life Skills taught as a formal subject, cementing his understanding of its importance. He actively applies these skills (e.g., communication, emotional regulation, customer care) in his me- chanics business, recognizing life skills as a platform benefiting him as a parent, community leader, and business- man. Furthermore, life skills reinforced the government's Mvomero Tuleane peacebuilding initiative by helping to resolve farmer-pastoralist disputes through zero-grazing and modern small-plot farming.

A central theme from the interview was that technical or vocational skills (e.g., farming, mechanics, driving) are ineffective without foundational life skills. Without critical thinking, emotional control, and respect, individuals with hard skills fail in business and trigger social conflict. The leader emphasized that life skills must be taught before or alongside vocational skills to maximize vocational earnings and business success. As a professional driver, he applies life skills proactively in his daily work by managing anger to prevent road accidents, communi- cating respectfully with passengers, dressing appropriately, and presenting himself professionally. In parenting, he teaches his children life skills to guide their decision-making. In community leadership, he models life skills and advocates for earning money through intentional, ethical means. In pastoralist outreach, local leaders serve as middle persons and interpreters to overcome language barriers, ensuring equitable access to life skills training.

> *When I went to advance my technical training in mechanics at college, I was surprised to find Life Skills taught as a formal subject. That experience cemented for me how essential these skills are for adult life. In my mechanics business, I use life skills every day to provide good customer care, communicate effectively, and manage client relationships peacefully. Life skills provided me with a platform that benefited me simultaneously as a parent, a community leader, and a businessman. Hard technical skills like mechanics or farming are useless without life skills—without respect and self-control, a person cannot run a business or live peacefully in the community. Even with vocational training, life skills is what will make one to be successful—the way that I dress, speak with client and present myself is going to make them want my service as a driver.*
>
> **— COMMUNITY & FAITH LEADER, MVOMERO DISTRICT**

4. COMPARATIVE INTEGRATION: LINKING TO WIDER NATIONAL EVIDENCE

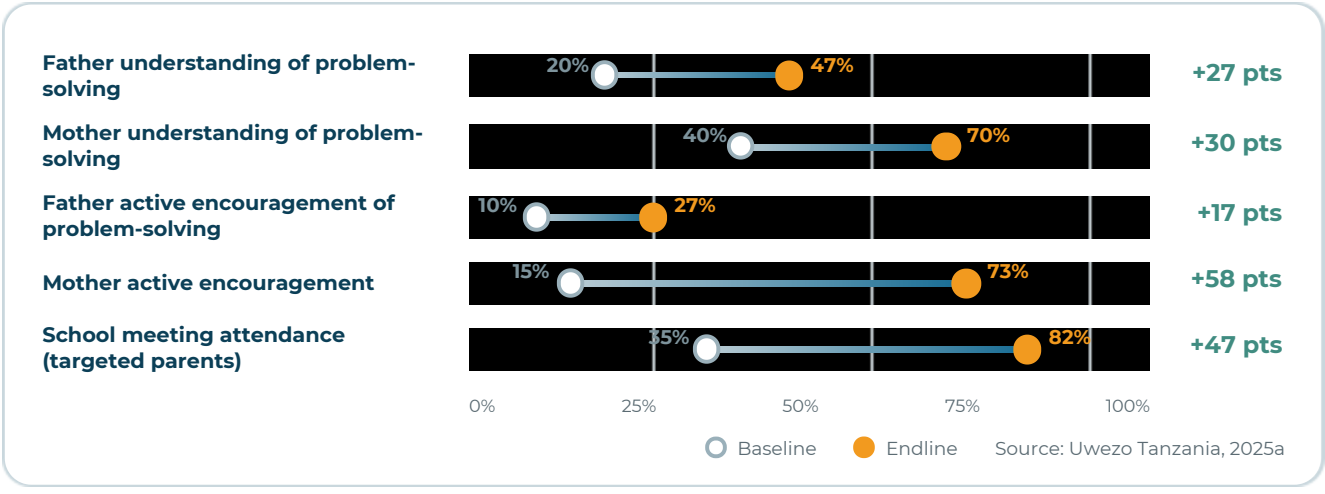
To evaluate the broader validity of the qualitative case study findings from Mvomero, Table 2 synthesizes the Mvomero key informant findings with quantitative endline indicators from Uwezo Tanzania's 2025 PTA Parental Engagement Campaign Endline Report (covering Zanzibar Urban District and Bagamoyo District) and the ALiVE Phase 1 regional baseline figures (RELI Tanzania, 2025; Uwezo Tanzania, 2025a, 2025b).

TABLE 2. ALIGNMENT OF MVOMERO QUALITATIVE CASE STUDY FINDINGS WITH UWEZO 2025 NATIONAL CAMPAIGN ENDLINE METRICS

EVALUATION DOMAIN	MVOMERO QUALITATIVE KEY INFORMANT FINDING (EXPLORATORY N = 5)	MATCHING QUANTITATIVE INDICATOR (UWEZO 2025 ENDLINE REPORT)
Parental Life Skills Awareness	Parent Champion reported shifting from viewing life skills as 'inborn' to understanding them as competencies requiring daily home nurturing.	**Father understanding of problem-solving as a life skill rose from 20% at baseline to 47% at endline; Mother understanding rose from 40% to 70%.**
Home Problem-Solving & Encouragement	Student reported mother transitioning from physical beatings to calm dialogue when discussing poor math exam results.	**Father active encouragement of problem-solving rose from 10% at baseline to 27% at endline; Mother encouragement rose from 15% to 73%.**
School Meeting Attendance & Governance	Teacher reported UWAWA parent-teacher meetings maintaining life skills as standing agenda items with recorded minutes.	**School meeting attendance among targeted parents increased significantly from 35% at baseline to 82% at endline.**
Broad Community & Media Reach	Parent Champions conducted 5 community radio talk shows reaching rural hamlets across the Mvomero District.	**National multi-media campaign (radio, TV, digital) achieved an estimated total reach of 5,620,538 people across Tanzania.**

Source: Uwezo Tanzania, 2025a.

UWEZO 2025 NATIONAL CAMPAIGN: BASELINE TO ENDLINE



5. MULTI-STAKEHOLDER TRIANGULATION MATRIX

To synthesize the qualitative findings across participant groups, Table 3 presents a multi-stakeholder triangulation matrix that maps key informant responses against the project's primary evaluation domains. Each matrix entry is grounded directly in the interview transcripts, and domains not addressed in a specific interview are designated as *Not discussed during key informant interview* to maintain analytical transparency. To contextualize these qualitative insights within the broader national evidence base, the matrix benchmarks local findings in Mvomero against corresponding quantitative indicators from the Uwezo 2025 National Campaign Endline Survey (Uwezo Tanzania, 2025a, 2025b).

TABLE 3. STRICT EMPIRICAL MULTI-STAKEHOLDER TRIANGULATION MATRIX WITH NATIONAL ENDLINE BENCHMARKS

EVALUATION DOMAIN	PARENT CHAMPIONS	CHILDREN / STUDENTS	TEACHERS	EDUCATIONAL OFFICERS	COMMUNITY LEADERS	UWEZO 2025 NATIONAL ENDLINE INDICATOR
Home LSV Nur turing Microsystem	Shifted from inborn view to intentional daily training; cultivated inner calmness; personalized training in Catholic Jumuiya groups.	Reported replacement of physical beatings ('snake beatings') with calm dialogue; demonstrated domestic initiative (mopping, cooking).	Noted parents use LSV for home time management between chores, play, and study hours.	*Not discussed during key informant inter view.*	Taught children LSV at home to guide decision-making and prevent negative behaviors.	**Mother active encouragement rose from 15% to 73%; father encouragement rose from 10% to 27%.**
Home-School Synergy Mesosystem	Distributed UWEZO calendars and fliers; conducted peer dialogues in salons and VICOBA.	Persuaded mother to buy report cards for friend; used health card for sick peer; noted fliers discussed mainly among child peers.	Tracked elevated parent confidence; established UWAWA standing agendas (3–7 meetings/yr); mobilized joint food/hunger solutions.	Assessed UWAWA governance structures across pilot schools.	Utilized school parent assemblies to advocate ethical earning and life skills.	**Parent meeting attendance expanded from 35% to 82%; LSV discussion rose from 18% to 80.9%.**
Community Peace & Cohesion Exosystem	Facilitated Jumuiya and VICOBA discussions; conducted 5 radio talk shows; engaged pastoralist men at watering points.	Resolved sibling disputes; shared food with hungry peers; experienced safer home environment.	Observed reduced interpersonal friction among students.	*Not discussed during key informant inter view.*	Applied mechanics customer care; exercised anger control in professional driving; supported Mvomero Tuleane peace via small-plot farming and zero-grazing.	**National campaign reach achieved 5,620,538 people across media networks.**
Policy & Curriculum Macrosystem	Demonstrated fluency in curriculum LSV priorities.	Practiced critical thinking and problem-solving daily at school and home.	Integrated LSV into competency-based curriculum delivery.	Aligned ALiVE with 2023 Policy to eradicate illiteracy, poverty, disease; planned MEWAKA scaling; noted Councilor infrastructure priority.	Advocated life skills as essential prerequisite for vocational success (mechanics, driving, farming).	**National policy advocacy supported regional rollout across Tanzania.**

6. STRATEGIC RECOMMENDATIONS & POLICY SCALING PATHWAYS

Based on the qualitative key informant evidence from the Mvomero District and the national quantitative benchmarks from Uwezo Tanzania's 2025 Campaign Endline Report, the following strategic recommendations are proposed (Epstein et al., 2019; MoEST, 2023; Uwezo Tanzania, 2025a, 2025b):

1

Expand ALiVE's Gender-Norms and Male-Engagement Agenda

Institutionalize targeted male-peer Parent Champion models that systematically engage pastoralist fathers and traditional husbands in informal gathering spaces (e.g., livestock watering points, local markets, VICOBA meetings). Engage traditional male elders (i.e., Laigwanani) to address patriarchal customs prioritizing male heirs and restricting girls' secondary education.

2

Embed Life Skills into Vocational and Technical Entrepreneurship

Capitalize on key informant insights demonstrating that life skills enhance small business customer care and mechanics entrepreneurship. Partner with VETA (Vocational Education and Training Authority) to integrate cus- tomer care, problem-solving, and emotional regulation into youth technical training.

3

Leverage MEWAKA Clusters for District-Wide Parent Engagement

Systematize parental orientation by embedding ALiVE modules into MEWAKA (continuous professional development for teachers) ward-level clusters, training teachers to facilitate regular UWAWA parent sessions without requiring separate NGO field budgets.

4

Advocate for District Council Line-Item Budget Allocation

Brief Mvomero District Ward Councilors and Budget Committees on the tangible social returns of soft-skills parent engagement, securing dedicated line-item funding within local government authority community development allocations.

5

Scale Personalization and Faith-Based Dissemination

Encourage parents to personalize life skills within faith communities (such as Catholic Jumuiya groups, mosque committees, and Sunday schools), utilizing religious platforms to foster self-awareness, moral values, and community solidarity.



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APPENDIX A: STAKEHOLDER QUALITATIVE EVALUATION PROTOCOLS

To support future evaluative field deployments across expanded samples in the Mvomero District, the following semi-structured qualitative interview protocols are provided. All questions are formulated in complete sentences and align with APA research standards (Creswell & Poth, 2018; Uwezo Tanzania, 2025b):

1 Group 1: Parent Champions (LSV Champions)

1. How has your participation in the ALiVE orientation altered your personal understanding of life skills and moral values compared to your previous belief that these competencies were static, inborn traits?
2. In what ways have you experienced individual psycho-social change, such as cultivating inner calmness or letting go of unchangeable circumstances, when resolving household or personal challenges?
3. How have you personalized the ALiVE training by integrating life skills into informal community platforms, such as Catholic Jumuiya meetings, VICOBA gatherings, hair salons, and work sites?
4. What specific patriarchal practices and cultural barriers did you encounter when engaging pastoralist fathers, and what strategies did male Champions use to approach men in informal spaces?

2 Group 2: Primary & Secondary Students

1. How have the communication and discipline methods used by your parents changed since they participated in the ALiVE project sessions?
2. Can you describe a specific time when you demonstrated domestic initiative, sibling care, or household management when your parents were away working?
3. In what ways have you shown empathy, problem-solving, or peer advocacy to support classmates facing academic, financial, or health challenges?

3 Group 3: Primary & Secondary School Educators

1. How has the ALiVE project helped bridge classroom delivery of Tanzania's 2023 competency-based curriculum with parents' understanding of life skills at home?
2. How have school governance structures, specifically UWAWA and PTA meetings, institutionalized life skills and moral values as standing agenda items with recorded meeting minutes?

4 Group 4: Educational & District Officers

1. To what extent does the ALiVE parent engagement model align with government educational strategies under the 2023 National Education Policy?
2. What specific administrative frameworks are required to cascade parental engagement strategies through decentralized MEWAKA teacher professional development clusters?
3. How can district education officials address local political bottlenecks where Ward Councilors prioritize physical school infrastructure over soft-skills parental programs?

5 Group 5: Community, Business & Faith Leaders

1. How do foundational life skills learned through technical college courses or community workshops enhance business customer care, income generation, and adult entrepreneurship?
2. In what ways has life skills education supported broader community peacebuilding initiatives, such as resolving farmer-pastoralist land disputes through zero-grazing and modern farming?



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