



## END OF PROJECT REPORT

### ALiVE Parental Engagement Campaign

### PTA Implementation in Zanzibar and Bagamoyo

December 2025



**Implementing Organisation: UWEZO Tanzania**

**Partners: Zanzibar: Sazani Trust; Bagamoyo: Organisation for Community Development (OCODE).**

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## Executive Summary

The ALiVE Action for Life Skills and Values in East Africa Ten-Week Parental Engagement Campaign was implemented in Zanzibar Urban District and Bagamoyo District between August and December 2025 to strengthen parental and community engagement in nurturing problem-solving, creativity, and broader life skills among children and youth. The campaign responds to regional evidence showing very low adolescent proficiency in problem-solving (5.1 per cent), weak collaboration and self-awareness, and limited understanding of rights. It aligns with ALiVE's 2024–2027 Strategic Advocacy Framework to place life skills and values at the centre of education systems in Kenya, Tanzania, and Uganda.

Building on a prior pilot in six Tanzanian districts, the project adopted a structured ten-week campaign model, with weekly themes ranging from encouraging curiosity and modelling problem-solving to using technology wisely and celebrating success, allowing parents and caregivers to build practical skills progressively. Implementation followed a holistic, multi-stakeholder strategy that engaged government (Ministry of Education, LGAs, school leadership), communities (parents, religious leaders, Shehia/ward leaders, saving groups), schools (teachers, student leaders, committees), and private sector actors (media and digital partners) as co-creators of a supportive environment for children's learning and life skills development. Core delivery strategies included interactive workshops, community meetings, life skills clubs, reading and creative arts activities, mosque and saving-group sessions, champion-led outreach, and a strong media and digital engagement component using television, radio, print, and social media platforms.

The campaign achieved substantial reach and engagement. In Zanzibar, 3,144 primary beneficiaries were directly engaged (949 parents, 1,917 students, 193 teachers, and others), with an additional 2,607 parents indirectly reached through household diffusion of messages. In Bagamoyo, 1,464 parents were sensitised, alongside at least 40 pupils in a school parliament, 54 vocational trainees, 92 saving-group members, and 239 congregants in religious institutions, with local and national media bringing total exposure there to well over 18,000 people. Across both sites, the combined traditional and social media strategy reached an estimated 5,620,538 people, surpassing original communication targets 468-fold and turning problem-solving and life skills into a wider public conversation. Five functional school-based life skills clubs were established in Zanzibar, engaging over 150 students (about two-thirds girls) in reading, creative performance, environmental action, and leadership activities that positioned learners as active ambassadors of life skills within their schools and communities.

Documented outcomes show meaningful behaviour change at household, learner, and community levels. Parents reported improved family communication, increased use of positive discipline, more consistent school engagement, and stronger support for home-based learning and responsible digital use, often drawing on tools such as storytelling, games, and platforms like Ubongo Kids. Students demonstrated enhanced curiosity and critical thinking, improved school attendance, increased self-confidence and creative expression, better peer collaboration, and stronger awareness of values, gender equality, and environmental conservation; some youth who had dropped out returned to school, and others developed entrepreneurial and digital skills, including basic website creation. Endline assessment data show a sharp rise in parental awareness: fathers' understanding of problem-solving as a life skill increased from 20 to 47 percent and mothers' from 40 to 70 percent, while the proportion of parents actively encouraging children to practise problem-solving rose from 10 to 27 percent among men and from 15 to 73 percent among women, yielding overall improved awareness of over 90 percent.

The campaign also strengthened local capacity, partnerships, and systems alignment. In Zanzibar, 193 teachers, 5 head teachers, and 35 community champions were oriented and coached, and life skills content has been integrated into Shehia work plans and school committee agendas, with free Wi-Fi at Lumumba Secondary School (through ZANLINK) demonstrating how private-sector partnerships can unlock digital learning opportunities. In Bagamoyo, repeated parent meetings, saving-group sessions, religious engagement, and a joint end-of-campaign reflection meeting with champions, teachers, and LGA representatives deepened local capability and ownership, embedding problem-solving discussions in routine community and school structures. Government collaboration marked by visible support from the Minister and Permanent Secretary of Education in Zanzibar and integration into local education and Shehia plans, alongside extensive media collaboration, further legitimised the work and created a foundation for institutionalisation.

Implementation was not without challenges: limited initial understanding of problem-solving among parents, short preparation time for champions, digital literacy gaps, scheduling conflicts with madrasa and national events, logistical constraints, and socio-cultural resistance to child participation and male engagement all affected early delivery. These were progressively mitigated through intensive Kiswahili-based orientation, simplified tools, on-the-job coaching, flexible scheduling, local venues, low-cost materials, and targeted engagement of religious and community leaders, leading to improved facilitation quality, successful completion of baseline and endline assessments, and steadily increasing participation—including among men. Key lessons highlight that face-to-face interaction remains indispensable for behaviour change; that communities are ready to own life skills work when well supported; and that low-cost, creatively delivered

interventions can achieve high impact when anchored in everyday realities and relationships.

Sustainability indicators are strong. In Zanzibar, nearly all participating Shehias expressed commitment to continue and expand activities; student ambassadors and parent champions are sustaining clubs and discussions; and life skills are reflected in local plans and ongoing media interest. In Bagamoyo, sustainability is evident in continued parents' meetings, school forums such as pupils' parliaments, and the use of religious and savings-group platforms as regular spaces for life skills dialogue, with local authorities engaged in learning and next steps. Emerging policy traction, driven by government endorsement, interest from teacher training institutions, and integration into local development plans, signals a conducive environment for scale-up.

Looking forward, the report proposes extending implementation periods to 12–16 weeks, strengthening digital literacy and school connectivity, and investing more in professional communication and visibility to deepen quality and documentation. It recommends scaling the model to additional districts and education settings, integrating life skills more fully into formal curricula and teacher education, formalising private-sector partnerships, and institutionalising community champions within Shehia and school structures, with modest incentives and clear pathways for sustained engagement. With targeted investment, enhanced digital capacity, and continued multi-stakeholder collaboration, the PTA campaign model has strong potential to evolve into a national and regional exemplar for embedding life skills and parental engagement at the heart of education systems in Tanzania and across East Africa.



*photo 1. A pupil – in PTA activities in Bagamoyo*

## 1. Project Background and Context

The ALiVE initiative was conceived in response to persistent socio-economic challenges across East Africa, including high youth unemployment, constrained access to quality education, and growing exposure of young people to social risks. Although recent curriculum reforms in the region increasingly emphasise life skills and competencies, many parents and caregivers remain insufficiently aware of these domains and lack the confidence and tools to nurture them effectively at home.

Regional baseline evidence from ALiVE's Phase 1 assessment highlighted significant gaps in adolescents' life skills, underscoring the urgency of targeted parental engagement. Only 5.1 per cent of adolescents demonstrated proficiency in problem-solving, with 22.6 per cent struggling even to recognise problems; 44.8 per cent exhibited only minimum levels of collaborative engagement; 37.3 per cent were unable to identify and regulate their emotions, indicating limited self-awareness; and 34.4 per cent lacked awareness of their rights and when these were being infringed. These findings point to an urgent need for strategies that systematically support parents and communities to nurture life skills and values (LsV) alongside schools.

Across East Africa and beyond, education systems are increasingly expected to equip learners not only with academic competencies but also with life skills and values that

enable them to thrive in rapidly changing societies. Problem-solving has been identified as a foundational life skill that helps children and adolescents navigate personal and social challenges, contribute meaningfully within their families and communities, and prepare for productive futures. Within this broader agenda, the African Life Skills and Values in Education (ALiVE) initiative, guided by its 2024–2027 Strategic Advocacy Framework, is working to place LsV at the centre of education reform and practice by engaging five priority audiences: caregivers, educators, government, local media, and the global academic community.

By 2027, ALiVE envisions caregivers with a strengthened understanding and capacity to nurture LsV at home, educators who routinely embed LsV in classroom practice, and governments that have integrated LsV into curriculum, assessment, and teacher development systems. Tanzania Mainland and Zanzibar are pivotal to this vision because Parent–Teacher Associations (PTAs) are already well established as mechanisms for school governance and parental involvement. Yet, their potential to promote life skills such as problem-solving remains largely untapped. At the same time, parents and guardians, though highly influential in children’s upbringing, often lack structured guidance, practical tools, and confidence to support problem-solving and other life skills in daily family life, creating a clear rationale for a focused parental engagement campaign in these contexts.

## 2. Project Design

Building on successful pilot implementation in six districts in Tanzania, the project adopted a structured ten-week parental engagement campaign model focused on strengthening children’s problem-solving and related life skills in the home and community. Each week was organised around a specific theme that guided messages, school–community activities, and take-home practices for parents and caregivers:

1. Week 1: Encourage Curiosity and Questions
2. Week 2: Model Problem-Solving Behaviour
3. Week 3: Provide Opportunities for Problem-Solving
4. Week 4: Teach Specific Problem-Solving Skills
5. Week 5: Encourage Creativity and Innovation
6. Week 6: Support Risk-Taking and Learning from Mistakes
7. Week 7: Using Technology Wisely
8. Week 8: Develop Collaboration and Teamwork
9. Week 9: Assess and Celebrate Success
10. Week 10: Document Learning and Celebrate

This sequenced design allowed parents to gradually build understanding and skills, with each week reinforcing the previous one and culminating in reflection, documentation, and celebration of progress.

### 3. Implementation Context

#### Zanzibar implementation

- Implementing organisation: Sazani Trust Zanzibar, working in partnership with Milele Zanzibar Foundation.
- Coverage area: Urban District (Mjini Magharibi) in Unguja.
- Schools: Five schools participated—three secondary schools (Lumumba, Benbella, Jang'ombe) and two primary schools (Kisiwandui and Mwembeshauri).
- Shehias: Activities were anchored in the Shehias of Mwembeshauri, Urusi, Mnazi Mmoja, Kisiwandui, and Mitiulaya, ensuring linkage between schools and local governance structures.

#### Bagamoyo implementation

- Implementing organisation: Organization for Community Development (OCODE).
- Coverage area: Bagamoyo District in Pwani Region.
- Wards: The campaign was implemented in five wards—Dunda, Magomeni, Kiromo, Makurunge, and Nianjema.
- Key schools: Core participating institutions included Nianjema Primary School, Bagamoyo Secondary School, Mataya Primary School, and Baqwina Business College, which served as focal points for engaging parents, students, and community champions.

### 4. Project Goals and Objectives

**Long-Term Goal:** Ensure that education systems and non-state interventions in Kenya, Tanzania, and Uganda prioritise equipping learners with critical life skills and values so they can learn, work, and live meaningfully. This goal situates the campaign within a broader regional movement to make life skills and values central to both policy and practice in education.

**Campaign General Objective:** Strengthen parental and community engagement in nurturing problem-solving and life skills among children and youth through a ten-week nationwide campaign, fostering a culture of inquiry, creativity, resilience, and continuous learning. The campaign seeks to position parents and communities as active partners in developing these competencies alongside schools.

## Specific Objectives

- a) Encourage parents and communities to nurture children's curiosity and questioning skills to develop critical thinking and a sustained love for learning.
- b) Equip parents, teachers, and community champions to demonstrate effective problem-solving, resilience, and decision-making in daily life as role models for children and adolescents.
- c) Integrate hands-on, age-appropriate activities in schools and homes to help children apply problem-solving skills in real-world contexts and everyday situations.
- d) Foster creative thinking through art, play, and innovation to build children's confidence, imagination, and capacity to generate alternative solutions.
- e) Guide parents and youth to use digital tools wisely while encouraging autonomy, self-learning, and responsible decision-making in online and offline spaces.

## 5. Implementation Strategy and Approach

The campaign's implementation strategy was deliberately **holistic**, positioning parents, schools, communities, government, and private sector actors as co-creators of a nurturing environment for children's problem-solving, self-learning, and responsible decision-making in both online and offline spaces. This multi-layered approach ensured that core messages and practices were consistently reinforced across the settings where children live, learn, and interact.

### 5.1 Multi-Stakeholder Engagement

A structured multi-stakeholder model underpinned the campaign, aligning interests and capacities across four key levels.

- **Government level:** Ministry of Education officials, district and regional authorities, local government administrators, and head teachers were engaged to provide policy backing, facilitate school access, and integrate life skills and parental engagement into local education agendas.
- **Community level:** Parents and caregivers, religious leaders, Shehia/ward leaders, community influencers, and saving groups were mobilised to embed problem-solving and life skills in everyday family and community practices.
- **School level:** Teachers, student leaders, and school committees played a central role in translating campaign messages into classroom activities, clubs, and school governance processes that empower learners as active problem-solvers.

- **Private sector:** Media outlets, digital technology partners, and business associations supported wide-reaching communication, innovation in digital engagement, and exploration of resource mobilisation opportunities.

This architecture not only expanded reach but also fostered shared ownership and increased the likelihood of sustained systems change.

## 5.2 Core Implementation Strategies

A coherent set of implementation strategies brought the campaign to life and ensured that concepts were translated into concrete practice for parents, children, and communities.

- **Workshops and community meetings:** Weekly interactive sessions with parents, caregivers, and community members featured demonstrations, experiential learning, and parent-student dialogues, while in Bagamoyo school-based pupils' parliaments provided structured spaces for children to voice concerns and practise problem-solving.
- **School-based activities:** Life Skills Clubs (including five clubs with over 150 students in Zanzibar), student competitions, creative showcases, reading clubs, and artistic expression (poetry, drama, music, visual arts) enabled learners to internalise and practise skills such as curiosity, collaboration, and resilience.
- **Media and digital engagement:** Television programmes, documentaries, radio talk shows, newspapers, posters, brochures, and vibrant social media activity (WhatsApp, Instagram, TikTok, YouTube, LinkedIn) extended the campaign's reach to millions, normalising conversations about life skills in public discourse; in Zanzibar, a "Jikoni" cooking programme feature provided an innovative entry point for discussing problem-solving in everyday life.
- **Community-level interventions:** Mosque and religious institution engagements, sessions with saving groups, youth dialogues, vocational training centres, and fishing association outreach (in Zanzibar) anchored life skills in trusted social and economic platforms where adults and youth regularly gather.
- **Champion-led activities:** Recruitment and training of community champions, coupled with supportive supervision, mentoring, and on-the-job coaching for field officers, ensured high-quality delivery at the frontline; recognition and motivation systems helped retain champions and reinforced the value of their contribution.

Together, these strategies created a dense web of touchpoints through which parents and youth could repeatedly encounter, practise, and reflect on problem-solving and related life skills.

## 5.3 Delivery Methods

The campaign employed diverse, learner-centred delivery methods designed to be engaging, culturally resonant, and accessible to parents and young people with varied literacy levels.

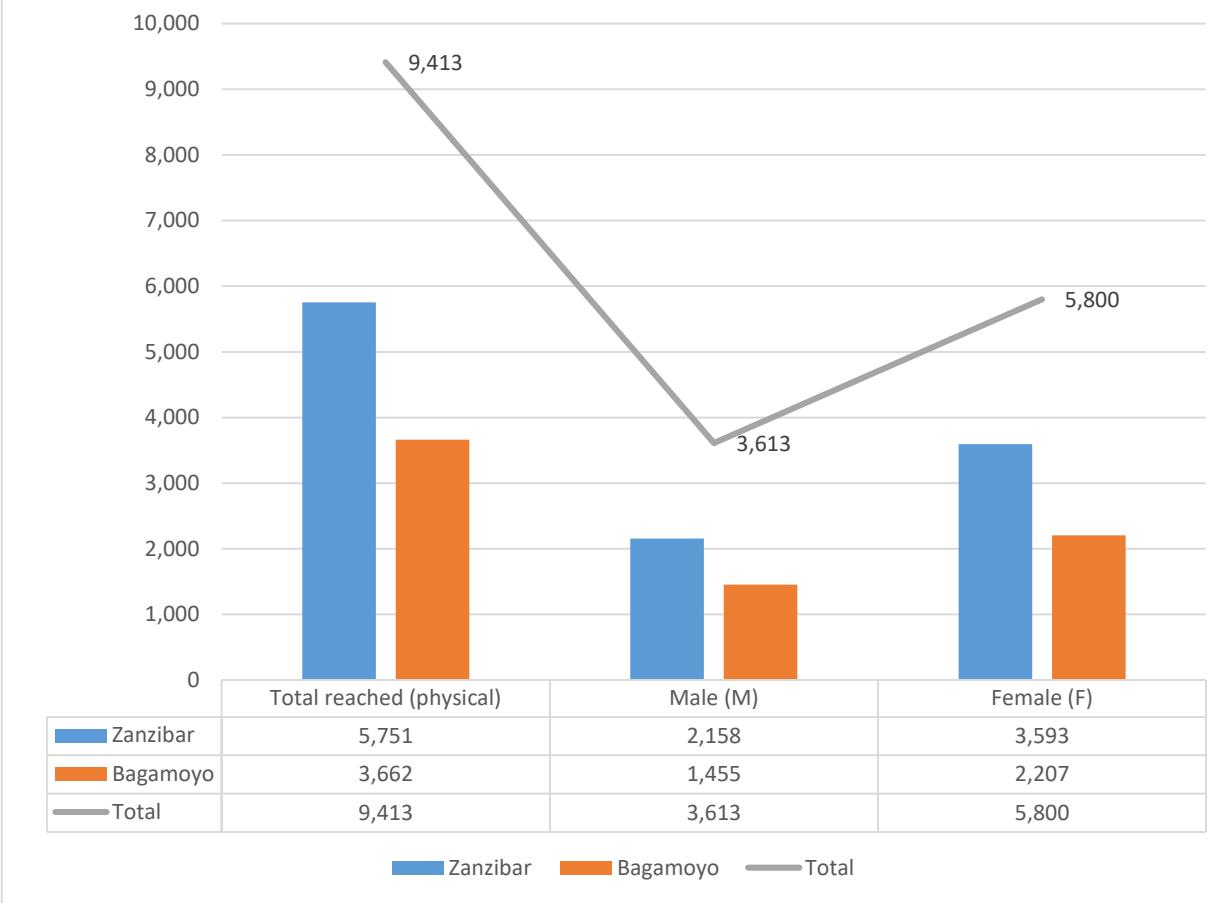
- Interactive presentations and question-and-answer sessions encouraged open dialogue and clarification of key concepts.
- Role-plays, demonstrations, and creative arts (drawing, poetry, drama, music, rap) translated abstract ideas into relatable, memorable experiences.
- Peer-to-peer learning, mentorship, home visits, and facilitated family discussions created safe spaces for practising new behaviours and reinforcing positive norms at household level.
- WhatsApp groups, digital platforms, and online engagement supported ongoing self-learning and responsible digital behaviour, while award ceremonies and recognition events celebrated progress and motivated continued participation.

## 6. Key Outputs and Achievements

### 6.1 Beneficiary Reached

**Overall Reach-** Across both implementation sites, the PTA campaign reached substantially more females than males, reflecting strong engagement of mothers, women in community structures, and girls in school-based activities. In Zanzibar (Urban District), a total of 5,751 people were reached in person, of whom 2,158 were male, and 3,593 were female, meaning roughly two-thirds of participants were women and girls. In Bagamoyo, consolidated estimates from all ten weekly reports indicate that approximately 3,662 people were reached face to face, with about 1,455 males and 2,207 females, again yielding a profile of around 40% men and 60% women. This consistent female majority across sites suggests that the campaign was particularly successful in mobilising women as primary caregivers and education supporters, while also highlighting an opportunity to further deepen outreach to fathers and other male caregivers in subsequent phases. **Figure 1 illustrates.**

Figure 1: Overall number of people reached



## 6.2 Direct Beneficiaries (Zanzibar):

In Zanzibar, the campaign directly reached 3,144 primary beneficiaries, of whom 1,063 were male and 2,081 females, with parents (949), students (1,917), teachers (193), head teachers (5), religious leaders (30), community leaders/champions (13), local leaders (5), and youth volunteers (32) all actively engaged. An additional 2,607 parents (1,115 men and 1,492 women) were indirectly reached, indicating strong household-level diffusion of messages beyond the core group. In Bagamoyo, 1,464 parents were sensitized, alongside at least 40 pupils in Nianjema Primary's parliament, 54 vocational trainees from Baqwina Business College, 92 saving group members, and 239 congregants in religious institutions, with over 15,000 community members further reached through broadcast and other media. Complementing this, five functional school-based life skills clubs were established in Zanzibar (Mwembeshauri, Kisiwandui, Jang'ombe, Benbella, and Lumumba), engaging over 150 students—around 100 girls and 50 boys—through reading clubs, creative performances, environmental campaigns, and leadership activities that helped identify

emerging talents in art, media, journalism, and creative writing while strengthening peer mentorship and student ambassador roles.

**Table 1: Direct beneficiaries - Zanzibar**

Beneficiary Category	Male	Female	Total
Parents engaged intensively	347	602	949
Students reached	586	1,331	1,917
Teachers	54	139	193
Head Teachers	4	1	5
Religious Leaders	24	6	30
Community Leaders/Champions	13	0	13
Local Leaders	5	0	5
Youth Volunteers	30	2	32
<b>TOTAL</b>	<b>1,063</b>	<b>2,081</b>	<b>3,144</b>

### **6.3 Bagamoyo District Results:**

Direct: In Bagamoyo District, the campaign sensitised a total of 1,464 parents, while more than 15,000 community members were reached through radio, TV, and other media platforms, greatly amplifying the campaign's visibility and messaging. Direct engagement activities also targeted specific groups, including 40 pupils from Nianjema Primary School who participated in the Nianjema Primary School pupils' parliament and 54 vocational trainees from Baqwina Business College, who deepened their understanding of problem-solving and life skills. In addition, 92 saving group members and 239 congregants in religious institutions were reached through tailored awareness sessions, ensuring that both economic and faith-based community structures were actively involved in nurturing problem-solving skills among children and youth.



### **Bagamoyo Community Engagement Impact**

In Bagamoyo District, the campaign's reach reflects a deliberately layered strategy that combined intensive work with core groups and broad exposure through media, resulting in a substantial overall audience. Drawing from the weekly reports, at least 1,464 parents were directly sensitized through structured meetings, positioning caregivers as the primary conduit for nurturing problem-solving skills at household level. School-based activities engaged well over 1,500 learners in primary and secondary settings, including 40 pupils in the Nianjema Primary parliament and 1,480 children participating in creativity events that used poems, songs, and drama to internalise life skills content. Beyond formal schooling, 54 vocational trainees at Baqwina Business College, 92 members of Community Managed Saving Groups, and 239 congregants in religious institutions were reached, signalling deliberate entry into economic and faith-based spaces that shape daily norms and decisions. Local governance and school leadership were also part of the process, with dozens of LGA officials, head teachers, and champions engaged in planning and evaluation forums that reinforced ownership of the campaign. When combined with the more than 15,000 community members reached through radio and TV discussions on life skills and problem-solving, these figures indicate that the Bagamoyo component touched **well over 18,000 people in total**, blending depth (intensive work with parents, students, and organised groups) with breadth (mass media audiences) in a way that is likely to support both behaviour change and wider social diffusion of key messages.

Table 2 illustrates

The figures in table xx show that the campaign in Bagamoyo worked through multiple entry points—parents, learners, youth in training, economic groups, religious institutions, and local leadership—while also using media to extend its reach far beyond direct face-to-face activities.

Category	Description	People reached
<b>Parents</b>	Parents' meetings	1,464
<b>Students – primary/secondary</b>	Pupils' parliament at Nianjema PS (40), pupils' creativity event (1,480), club meetings, and other school sessions	1,520
<b>Vocational trainees</b>	Baqwina Business College dialogue session	54
<b>Saving group members</b>	Community Managed Saving Groups sessions	92
<b>Religious congregants</b>	Awareness sessions in mosques/churches (	239
<b>Local government &amp; school leaders</b>	LGA, head teachers, champions evaluation and planning meetings (weeks 1 & 10)	85
<b>Social media / local media audience</b>	Weekly Instagram and local media updates (excluding extensive national TV/radio reach)	100s per week
<b>Mass media audience (national/regional TV &amp; radio)</b>	Life skills programmes via Clouds TV, ITV, Harvest FM, etc. (e.g., 15,000+ in week 3 alone)	15,000+



## **4.2 School-Based Life Skills Clubs (Zanzibar)**

Five functional life skills clubs were established in Zanzibar, providing an ongoing platform for students to practice and internalise problem-solving and related competencies through rich, contextually relevant activities. Club programming combined reading circles with local Swahili literature such as Tausi, Kilio Chetu, Ngoswe, Msichana ni Tai, Orotha, and Watoto wa Mama N'tilie, alongside creative performances in poetry, drama, hip-hop, and nasheeds, as well as artwork, storytelling, environmental conservation campaigns, and structured leadership and talent development exercises. This blend of literary engagement, creative expression, and action-oriented initiatives positioned the clubs as a practical laboratory for life skills, enabling learners to build confidence, voice, and agency while linking personal growth to community-responsive action.

The establishment of five school-based life skills clubs in Zanzibar—across Mwembeshauri, Kisiwandui, Jang'ombe, Benbella, and Lumumba created a structured platform for sustained practice of problem-solving and related competences beyond one-off campaign events. By anchoring activities in familiar cultural resources such as Swahili storybooks (Tausi, Kilio Chetu, Ngoswe, Msichana ni Tai, Orotha, Watoto wa Mama N'tilie) and blending them with poetry, drama, hip-hop, nasheeds, artwork, storytelling, and environmental campaigns, the clubs translated abstract life skills into concrete experiences that resonated with learners' everyday realities. With over 150 students—around 100 girls and 50 boys—actively involved, the clubs not only expanded reach but also shifted roles: learners moved from passive recipients to creators and advocates, as seen in the emergence of talents in art, media, journalism, and creative writing, the strengthening of peer-to-peer mentorship, and the formation of student ambassador roles that position young people as visible champions of problem-solving and positive values within their schools and communities.



photo 2.creativity photo by student in a problem-solving 10-week campaign based on **Sub-Theme: Encouraging Creativity.**

#### 4.3 Media and Communication Reach and Influence

- The media and communication strategy enabled the PTA campaign to reach audiences far beyond direct, face-to-face activities, turning project messages into a wider public dialogue on life skills and problem-solving – reaching over 5,620,538 people.
- In Zanzibar, traditional media platforms including ZBC Television, ZBC Radio, Spice FM, Harvest Radio, Bahari FM, and the Zanzibar Leo newspaper reached an estimated 5,520,000 people through documentaries, award ceremonies, weekly broadcasts, and feature stories that repeatedly exposed households to campaign themes.
- In Bagamoyo, television slots on Clouds TV and ITV, together with regular Harvest Radio discussions featuring OCODE staff and community champions, contextualised these messages for local communities, reinforcing awareness built through on-the-ground activities.
- Social media engagement across WhatsApp, TikTok, Instagram, YouTube and LinkedIn added a further 48,269 users, creating interactive spaces where parents, students and stakeholders could share, question and reinterpret content in their own words.
- Overall, the estimated total media reach of 5,620,538 people indicates the campaign surpassed its original audience targets by approximately 468 times,

indicating a communication approach that not only amplified visibility but also laid the foundations for continued discourse on life skills beyond the formal project period.

**Table 3: Consolidated Media Reach**

Channel type	Platform/outlet	Audience reached	Main content focus
<b>Traditional media</b>	ZBC Television	4,500,000	Jikoni documentary, award ceremonies, campaign launches and life skills segments.
<b>Traditional media</b>	ZBC Radio	600,000	Weekly broadcasts on problem-solving and life skills.
<b>Traditional media</b>	Spice FM Radio	300,000	Life skills awareness messages for parents and youth.
<b>Traditional media</b>	Harvest Radio (Zanzibar)	5,000	Campaign features and evaluation reflections.
<b>Traditional media</b>	Bahari FM	100,000	Life skills education spots.
<b>Traditional media</b>	Zanzibar Leo Newspaper	15,000	Campaign reports and success stories.
<b>Traditional media</b>	Clouds TV (Bagamoyo)	442	Life skills dialogue with OCODE staff and champions.
<b>Traditional media</b>	ITV (Bagamoyo)	615	Problem-solving discussions and campaign awareness.
<b>Traditional media</b>	Harvest Radio (Bagamoyo)	Not quantified	Ongoing broadcasts and community discussions on life skills.
<b>Social media</b>	WhatsApp	32,520	Sharing updates, videos and discussion prompts among community groups.
<b>Social media</b>	TikTok	9,622	Short videos on life skills and problem-solving.
<b>Social media</b>	Instagram	2,536	Visual storytelling, photos and short clips from campaign events.
<b>Social media</b>	YouTube	2,370	Longer video content, including documentaries and event recordings.

<b>Social media</b>	LinkedIn	1,221	Professional updates targeting education and development stakeholders.
<b>Totals</b>	<b>Traditional media (all)</b>	<b>5,520,000+</b>	Cumulative broadcast and print audience in Zanzibar and Bagamoyo.
	<b>Social media (all)</b>	<b>48,269</b>	Cumulative online audience across five platforms.
	<b>Combined media reach</b>	<b>5,620,538</b>	Overall estimated audience, exceeding targets by ~468 times.

#### 4.4 Visibility and Communication Materials

Visibility and communication materials played a central role in reinforcing the PTA campaign's identity and key messages across both school and community environments. The production and distribution of 4,200 branded print items, including ALiVE life skills flyers, parent and teacher problem solving posters and calendars carrying problem solving messages, ensured that core concepts were visible in homes, classrooms and offices, where they could be repeatedly referenced by parents, teachers and learners. These physical materials were strategically complemented by a diverse range of digital products such as documentary films, short video clips, radio jingles, social media posts, YouTube shorts, Instagram reels and LinkedIn updates, which extended the campaign's reach into broadcast and online spaces and provided multiple entry points for different age groups and stakeholder profiles to engage with the content.

**Table 4: Visibility and Communication Materials**

Type	Item / channel	Quantity / description	Primary audience and use
<b>Print material</b>	ALiVE Life Skills Flyers (A5)	1,000 copies distributed	Parents, students and community members at meetings and events.
<b>Print material</b>	Parent Problem Solving Posters	1,000 copies displayed in schools and community	Parents and caregivers, reinforcing home based support.
<b>Print material</b>	Teacher Problem Solving Posters	1,000 copies in staffrooms and classrooms	Teachers, supporting classroom integration of life skills.

<b>Print material</b>	ALiVE Calendars with Problem Solving Messages	1,200 copies placed in homes, offices and schools	Daily reminder of campaign themes across the year.
<b>Digital content</b>	Documentary films and video clips	Produced and shared via TV and online platforms	Wider public and stakeholders, showcasing stories and outcomes.
<b>Digital content</b>	Radio jingles and audio messages	Aired on partner stations	General community audiences, quick reinforcement of key messages.
<b>Digital content</b>	Social media posts and stories	Shared on WhatsApp, TikTok, Instagram and others	Youth, parents and practitioners engaging in ongoing dialogue.
<b>Digital content</b>	YouTube shorts and educational videos	Hosted on campaign channels	Learners and educators accessing structured life skills content.
<b>Digital content</b>	Instagram reels and LinkedIn updates	Regular updates and highlights	Youth followers, professionals and policy actors.



photo 3. Pupils showing the brochures received after awareness creation on problem-solving skills in Bagamoyo

#### 4.5 Capacity Building

The PTA campaign's capacity-building work strengthened the skills of parents, teachers, champions, and other community actors to nurture problem-solving and broader life skills among children in both Zanzibar and Bagamoyo. In Zanzibar, 949 parents (347 men and 602 women) participated intensively in workshops, dialogues, and school-based sessions, while 193 teachers, 5 head teachers, and 35 community champions were oriented and coached to embed life skills into classroom practice and community engagement structures. In Bagamoyo, repeated high-turnout sessions such as parents' meetings (contributing to a total of 1,464 parents sensitised), saving group sessions, religious institution workshops, dialogues with vocational trainees, and an end-of-campaign evaluation meeting collectively strengthened local capacity to deliver and sustain life skills programming across household, school, and community platforms.

Table 5: Capacity-building participants by role

Location	Role / group	Key capacity-building activities	Participants reached
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<b>Zanzibar</b>	Parents	Workshops, dialogues, school meetings on nurturing life skills at home.	949 (347 M, 602 F)
<b>Zanzibar</b>	Teachers	Training workshops, weekly school sessions on integrating life skills.	193 teachers
<b>Zanzibar</b>	Head teachers	School leadership engagement in planning and oversight.	5 head teachers
<b>Zanzibar</b>	Community champions	Orientation and on-the-job coaching to facilitate sessions.	35 champions
<b>Zanzibar</b>	Students (club members)	Life skills clubs, creative and problem-solving activities.	150+ students
<b>Bagamoyo</b>	Parents	Repeated sensitisation meetings in schools and communities.	1,464 parents (cumulative)
<b>Bagamoyo</b>	Saving group members	Targeted awareness sessions on problem-solving and life skills.	92 members
<b>Bagamoyo</b>	Religious congregants	Awareness sessions in mosques and churches led by champions.	239 participants
<b>Bagamoyo</b>	Vocational trainees	Dialogues on life skills at Baqwina Business College.	54 trainees
<b>Bagamoyo</b>	Champions, LGA, teachers	Evaluation and reflection meeting; supportive supervision.	34 participants (16 M, 18 F)



*photo 4. Pupils in PTA activities in Bagamoyo District*

#### **4.6 Partnerships and Collaboration Outputs**

The campaign's results were made possible by a strong partnership ecosystem that embedded life skills and problem-solving within formal systems, local communities, and the private sector. Government collaboration included active engagement with Ministry of Education officials, visible support from the Minister and Permanent Secretary in Zanzibar, coordination with district education and local government authorities, integration of activities into Shehia and ward development plans, and the participation of school committees, which together enhanced legitimacy, alignment with sector priorities, and prospects for institutionalisation. Private sector partners added critical value: ZANLINK provided free Wi-Fi to Lumumba Secondary School, unlocking digital learning opportunities for students and teachers, while national and local media houses such as ZBC, Clouds TV, ITV, and several radio stations amplified campaign messages and success stories to millions of viewers and listeners, supported by global digital platforms like YouTube, Instagram, TikTok, and WhatsApp that extended reach and engagement among youth and diaspora audiences. Community-level partnerships with fishing associations, saving groups and women's associations, religious institutions, youth vocational centres, and student peer leaders ensured that the campaign was rooted in everyday social and economic structures, enabling messages to travel through trusted relationships and

increasing the likelihood of sustained behaviour change and local ownership beyond the project period.

Table 6:

Government	Private Sector	Community
Active engagement with Ministry of Education officials	ZANLINK: Provided free Wi-Fi access at Lumumba Secondary School	Fishing associations (Zanzibar)
Support from Permanent Secretary and Minister of Education (Zanzibar)	Media companies: ZBC, Clouds TV, ITV, multiple radio stations	Saving groups and women's associations
District-level coordination with LGA and education offices	Digital technology providers: YouTube, Instagram, TikTok, WhatsApp platforms	Religious institutions (mosques, churches)
Integration into Shehia and ward development plans		Youth vocational training centres
School committee participation		Student groups and peer leaders

#### 4.7 Awards and Recognition

Recognition and awards played an essential role in reinforcing behaviour change and sustaining motivation among key participants, particularly in Zanzibar, with complementary, though less formalised, practices in Bagamoyo. In Zanzibar, 26 students received material awards, such as tables, school bags, and environmental bottles, for outstanding creativity and problem-solving, signaling that life skills and initiative are valued alongside academic performance. At the same time, 30 champions (parents and teachers) were honored with certificates of appreciation and gifts presented by the District Community Development Officer, which visibly affirmed their leadership and voluntary efforts. In Bagamoyo, recognition focused more on public appreciation and collective reflection than on material prizes, with champions, teachers and local government representatives participating in an end-of-campaign evaluation meeting that highlighted successes, challenges and lessons learned, and acknowledged their contributions as central to the campaign's achievements and future sustainability. Taken together, these approaches to recognition in both sites strengthened intergenerational teamwork,

encouraged peer learning and helped to maintain engagement and momentum beyond the formal ten-week campaign period.



Photo 5. Pupil in PTA activities in Zanzibar – Group photo –Award certificates

## 7. Key Results and Outcomes

### 7.1 Behavioural Change Outcomes

#### Parent Behaviour Change:

- **Improved Family Communication:** Parents now engage children in collaborative discussions about parenting decisions, education, and family matters, fostering open communication and stronger family bonds
- **Positive Discipline Approaches:** Shift from harsh disciplinary methods to positive guidance; parents create space for children to ask questions and share ideas, boosting children's confidence and critical thinking
- **Active Involvement in Decision-Making:** Parents increasingly involve children in decisions about meals, subject selection, course choices, and learning activities
- **Consistent School Engagement:** Parents now regularly attend parent-teacher meetings, monitor academic progress, and seek ways to enhance learning outcomes
- **Digital Literacy Support:** Parents guide children in responsible technology use through platforms like Ubongo Kids and AI-based learning tools

- **Home-Based Learning Reinforcement:** Parents apply practical methods, including games, storytelling, and arts, to reinforce life skills development at home

#### **Learner Behavior Change:**

- **Enhanced Curiosity and Critical Thinking:** Students developed strong sense of inquiry and habit of reading and analyzing books with confidence both at school and home
- **Improved School Attendance:** Notable reduction in absenteeism and lateness; students now view school attendance as important
- **Increased Self-Confidence:** Students demonstrate confidence in expressing ideas and engaging in discussions; reduced fear of speaking up
- **Creative Expression and Problem-Solving:** Students showcase creativity in addressing social and environmental issues; ability to take practical steps to solve problems independently
- **Healthy Peer Relationships:** Improved collaboration and teamwork among peers; reduced unhealthy competition; increased mutual support and peer mentoring
- **Artistic Expression:** More expressive using art, poetry, drama, and drawings to communicate social challenges and propose solutions
- **Values and Civic Awareness:** Significantly increased understanding of values, gender equality, and environmental conservation
- **Reduced Dropout Risk:** Young people (particularly those who had dropped out, like motorcycle taxi drivers) returned to school and resumed studies
- **Productive Time Use:** Students now engage productively in learning new skills rather than wasting time on unproductive activities

#### **7.2 Attitude and Awareness Changes**

The end of project assessment findings indicates a strong and gender-responsive shift in parental attitudes and awareness regarding problem-solving as a core life skill for children. Among fathers, understanding of problem-solving as a life skill rose from 20% at baseline to 47% at endline, while for mothers it increased from 40% to 70%, and the proportion of parents actively encouraging children to practise problem-solving grew from 10% to 27% for men and from 15% to 73% for women. Overall, the share of parents demonstrating improved awareness moved from an estimated 50–60% at baseline to over 90% at endline, confirming that the campaign not only raised awareness but also catalysed practical attitudinal change in the majority of participating households. Table XX illustrates



*photo 6. champions after completion of the 10 weeks campaign on life skills (Problem solving skills) - In Bagamoyo District*

### **7.3 Skills Development Among Children**

#### **Documented Skill Improvements:**

- **Communication and Collaboration Skills:** Children creating WhatsApp groups to discuss educational issues, share ideas, and support each other in overcoming challenges
- **Leadership Skills:** Children taking initiative to lead discussions, represent peers, and speak up on important social and educational matters; receiving awards for outstanding performance
- **Entrepreneurial and Creative Skills:** Development of art, craft making, storytelling, and drama skills; using innovation to express themselves and generate new ideas
- **Conflict Resolution:** Children now able to resolve conflicts among themselves independently, reducing emotional burden on parents and teachers
- **Academic Performance:** Improved school performance, particularly in subjects previously failed; better study methods and time management

- **Environmental Awareness:** Students proposing practical solutions to community challenges including environmental conservation, deforestation prevention, and waste management
- **Digital Literacy:** Some students developing ability to create websites and apply technological skills effectively
- **Self-Awareness and Emotional Regulation:** Improved ability to recognize emotions, control reactions, and understand how others perceive situations

#### 7.4 Community-Level Outcomes

The campaign has laid essential foundations for institutionalisation and community ownership of life skills and parental engagement across both Zanzibar and Bagamoyo. In Zanzibar, life skills content has been integrated into Shehia work plans in locations such as Urusi and Mitiulaya, school committee agendas now routinely include parental engagement and life skills activities, and student clubs are continuing beyond the campaign period with planned programmes, signalling that structures created by the project are being absorbed into ongoing school and local government routines. Parental participation in school life has increased notably, with regular attendance at meetings (especially by mothers), more constructive dialogue between parents, teachers, and school leaders, and a clearer sense of shared responsibility for children's education and life skills development. At the same time, the installation of free Wi-Fi at Lumumba Secondary School, in partnership with ZANLINK, has strengthened the digital learning environment and access to online resources.

In Bagamoyo, similar patterns are emerging: parents in schools such as Mataya and Nianjema are taking a more active role in meetings and in shaping how they support their children's problem-solving and reading, religious institutions and saving groups are being used as regular platforms for life skills discussions, and an end-of-campaign evaluation meeting involving champions, teachers, and local government authorities helped consolidate learning and relationships, providing a basis for future integration of life skills into ward and district planning. Across both districts, these developments point to strengthened school-community partnerships, growing multi-stakeholder engagement, and increasing alignment between government, communities, and private sector actors around the importance of life skills as an integral component of quality education.

#### 7.5 Sustainability Indicators

The campaign has generated strong signs of community ownership and emerging policy traction in both Zanzibar and Bagamoyo, increasing the likelihood that gains will be sustained and scaled. In Zanzibar, nearly all participating Shehias expressed clear enthusiasm to continue and expand problem-solving initiatives, with student

ambassadors and peer mentors sustaining club activities and parent champions continuing to facilitate community discussions on life skills and positive parenting beyond the formal ten-week period. Similar patterns are visible in Bagamoyo, where parents, champions and school communities have maintained active engagement through evaluation forums, religious and saving-group platforms, and ongoing dialogue about how to support children's learning, indicating that programme practices are being taken up as "our own work" rather than as an external project. At policy and systems level, the active involvement of the Minister and Permanent Secretary of Education in Zanzibar, the integration of life skills into local education and Shehia development plans, interest from teacher training institutions in aligning curricula, and continued media coverage collectively show that life skills and parental engagement are beginning to gain a more formal place within the education agenda and public discourse in both districts, providing an enabling environment for future phases and scale-up.

## 8. Implementation Challenges and Mitigation Strategies

Across both Zanzibar and Bagamoyo, the campaign encountered a coherent set of operational and contextual challenges (technical, operational and cultural) which were progressively managed in ways that protected quality and reach.

**Technical:** At the technical level, limited baseline understanding of problem-solving concepts among parents and community members, short preparation time for champions and field officers, and gaps in digital literacy and data-entry skills initially affected the quality and consistency of facilitation and monitoring; these issues were mitigated through intensive Kiswahili-based orientation, simplified messaging and tools, practical demonstrations, and extended on-the-job coaching and supportive supervision, leading to steadily improved delivery and successful completion of baseline and endline assessments with over 100 parents in each site and more than 90% of parents in Zanzibar demonstrating improved awareness by endline.

**Operational:** At the operational level, tight community schedules, overlapping madrasa and national events, transport and logistical constraints, and initially inadequate visibility materials constrained participation and visibility; flexible scheduling, early coordination with schools and Shehia leaders, use of local venues and champions, low-cost adapted materials, and strategic partnerships with media and private actors (including ZANLINK and multiple broadcasters) enabled the campaign to reach or exceed its physical and media targets, with 1,464 parents sensitized in Bagamoyo and combined media reach exceeding 5.6 million people.

**Social Cultural issues:** Finally, socio-cultural challenges including misconceptions about involving children in decision-making and lower male participation compared to women were addressed through targeted sensitisation with parents and community leaders, engagement of religious institutions, and family-level approaches; as a result, parental attitudes towards child participation shifted markedly, women's strong engagement was maintained, and men's involvement increased from baseline, collectively contributing to a more enabling environment for children's life skills development in both districts.

## 9. Lessons Learned

The campaign generated a coherent set of lessons that cut across both Zanzibar and Bagamoyo, with three themes standing out: direct human interaction is indispensable for real behaviour change, communities are both willing and able to own life skills work when supported well, and low-cost, creatively delivered interventions can achieve high impact even in constrained contexts. These insights speak directly to future scale-up: they suggest that the most effective investments are those that strengthen face to face facilitation capacity, deepen multi-stakeholder collaboration, and embed life skills as practical, everyday tools rather than as an abstract curriculum add-on.

At the level of family and classroom practice, the campaign showed that face-to-face engagement remains the most powerful lever for change; parents and learners made the most significant gains in understanding problem-solving through direct, interactive discussions, primarily when facilitated by trusted Shehia and religious leaders who legitimised new approaches and created safe spaces for dialogue.

Parents demonstrated that they are ready to change: once they saw concrete benefits for their children, they quickly adopted positive discipline, opened up family conversations, and involved children more in decisions, while children themselves thrived when trusted and included, gaining confidence, problem-solving skills, and pro-social behaviours as they took part in creative activities and peer-led initiatives.

Implementation experience further underlined the value of continuous coaching and flexibility; champions and field officers improved steadily with regular mentoring and supportive supervision, and adapting schedules to local rhythms (madrasa, school timetables, community events) was essential to sustain participation, particularly when combined with creative methods role-plays, art, poetry, drama that helped both adults and children internalise concepts more effectively than lectures.

From a systems and equity perspective, the campaign confirmed that multi-stakeholder collaboration, community ownership, and careful use of modest resources are critical to

lasting impact. Coordinated action among parents, teachers, Shehia leaders, government officials, media and private sector partners strengthened trust, improved school discipline, and reduced conflicts, while demonstrating that no single actor can deliver the required system shifts alone.

Low-cost interventions using simple materials and local assets nonetheless achieved strong outcomes, particularly when life skills were framed as practical everyday strategies for solving real family and community challenges instead of as a separate academic subject. Recognition and appreciation through awards, certificates, and public acknowledgment proved vital for sustaining champion motivation in the face of financial constraints, and the prominent, consistent engagement of women, who made up the majority of endline respondents, highlighted their role as key change agents whose leadership and participation significantly accelerate behaviour change in households and communities.

## 10. Conclusion

The ALiVE Ten-Week Parental Engagement Campaign has shown that when parents, schools, communities, and government actors work in coordinated ways around a shared vision, children develop not only academically but also as creative, resilient problem-solvers who are better prepared for life. Key success factors included multi-level engagement that linked households, schools, Shehia structures, and education authorities; creative methodologies such as art, drama, music, and storytelling that made life skills tangible and memorable; strong community leadership through local champions and Shehia leaders that fostered ownership and trust; and sustained mentoring and supervision that continuously strengthened the capacity of champions and teachers throughout implementation. Strategic partnerships with government, media, and private sector actors amplified this work, while flexible and adaptive programming enabled teams to adjust to local constraints, and structured recognition through awards, certificates, and public acknowledgement helped sustain motivation among students and adults alike.

Impact evidence from Zanzibar and Bagamoyo confirms that this approach can achieve significant, measurable change. In Zanzibar, 3,556 parents were directly engaged, alongside 1,464 parents in Bagamoyo, with more than 90 percent of parents in Zanzibar reporting improved awareness and behavioural change relating to problem-solving and life skills. The campaign reached approximately 5.6 million people through traditional and social media, established five functioning school-based life skills clubs with sustained student engagement, and documented behavioural shifts across homes, schools, and communities, including improved communication, more positive discipline, stronger learner confidence, and greater attention to values and environmental responsibility.

Community ownership is evident in Shehia work plans that now include life skills activities, in the decision of clubs and parent committees to continue beyond the funded period, and in the visible support of government through Ministry-level engagement and integration of parental engagement and life skills into local education development plans.

Looking ahead, the sustainability outlook for this model is positive. High levels of community enthusiasm, formal endorsement from education authorities, and emerging local structures such as student ambassadors, active school committees, and institutionalised community meetings create a strong base for continuity and scale. With targeted investment in longer implementation cycles, enhanced digital capacity, continued multi-stakeholder collaboration, and deeper policy integration, the initiative has the potential to evolve into a national model for nurturing life skills and community-driven education transformation in Zanzibar, mainland Tanzania, and the wider East African region.

To realise this potential in the next phase, several strategic actions are recommended. Campaigns should be extended to an additional 10–15 districts across Tanzania, prioritising areas where partners already have strong networks, while life skills should be further integrated into national curriculum frameworks and teacher education programmes so that they become a standard feature of classroom practice rather than a parallel intervention. Regional learning networks of champions and practitioners should be established to facilitate peer learning and innovation; investment in digital infrastructure in partner schools should be scaled up to support blended and remote learning; and government-supported incentive systems for community champions should be developed to institutionalise and reward their contribution. Finally, a rigorous outcome evaluation that tracks longer-term effects on student learning, behaviour, and life trajectories, alongside a comprehensive resource package capturing tools, training materials, and case stories, will be essential to support systematic replication and evidence-based scaling across the country and region.

## **11. Recommendations for Scaling and Sustainability**

### **11.1 For Future Implementation**

First, implementation periods should be extended to 12–16 weeks to allow for more thorough preparation and orientation of champions, deeper mentoring and monitoring of practice, longer follow-up with families, and more robust post-campaign evaluation and documentation.

Second, digital capacity must be strengthened through structured digital literacy training for field officers, champions, teachers, school administrators, parents, and community

members, combined with the development of simple local-language tools and continued investment in school connectivity that builds on gains such as free Wi-Fi at Lumumba Secondary School.

Third, visibility and communication efforts should be enhanced by increasing budgets for professional branding and design, larger print runs, high-quality multimedia production, and sustained media partnerships, all guided by a comprehensive communication strategy that is aligned with the campaign timeline.

Fourth, the model should be scaled to additional schools and communities, including more districts and regions, urban and semi-urban areas, secondary and higher learning institutions, and vocational or informal education settings, using the demonstrated demand and success in Zanzibar and Bagamoyo as proof of concept.

Fifth, life skills should be integrated into the formal school curriculum through collaboration with the Ministry of Education and teacher training institutions to embed life skills in primary and secondary curricula, train teachers in practical life skills pedagogy, align with competency-based reforms and produce context-specific learning materials.

Sixth, private sector partnerships need to be strengthened and formalised, engaging technology firms, financial institutions, media companies and corporate social responsibility programmes to support digital infrastructure, co-finance campaign activities and sustain coverage, with partnership agreements that include clear sustainability clauses.

Finally, the role of community champions should be institutionalised by embedding them within Shehia structures, school management committees and parent organisations, providing ongoing training and supportive supervision, offering modest incentives and where possible creating pathways that link champion roles to longer term leadership or career opportunities so that this capacity becomes a permanent feature of local education systems rather than a temporary project asset.

## **11.2 Sustainability Strategies**

Sustainability strategies emerging from the PTA campaign centre on embedding life skills work within community structures, government systems, and resilient partnerships so that gains continue beyond the project cycle. In both Zanzibar and Bagamoyo, sustainability is anchored in local ownership, strengthened capacities, and the use of existing community and government systems to carry the work forward beyond the campaign period.

1. At community level in Zanzibar, life skills clubs are expected to continue operating inside schools with support from teachers and Shehia authorities; parent committees formed during the campaign will keep facilitating local activities; student ambassadors will sustain peer mentoring and school-based initiatives; and regular community meetings are being institutionalised within Shehia schedules so that life skills and parental engagement remain standing agenda items rather than one-off events. In Bagamoyo, sustainability rests more on routine school-community forums such as parents' meetings, pupils' parliaments, and secondary school dialogues that have become recognised platforms for discussing children's reading, problem-solving, and overall progress, and on the use of religious institutions and community saving groups as regular spaces where life skills messages are shared and reinforced.
2. On the government side, sustained collaboration with the Ministry of Education at multiple levels, integration of parental engagement and life skills into local education development plans, and progressive uptake of life skills in preservice teacher training programmes are intended to secure policy-level prioritisation of life skills within the national education agenda. In Bagamoyo specifically, an end-of-campaign reflection meeting that brought together champions, teachers, and local government authorities has created a shared understanding of successes and next steps, positioning ward and district officials to gradually integrate parental engagement and life skills activities into their routine education plans and budgets as opportunities arise. These efforts are reinforced by a capacity-strengthening approach that emphasises continuous training for teachers, champions, and parents; structured coaching and mentoring systems; documentation of learning; and participation in regional learning communities to keep practice evolving over time.
3. Digital infrastructure and learning are another pillar, with strategies that include maintaining internet connectivity in schools such as Lumumba, continued use and expansion of digital platforms for learning and communication, and development of online hubs and mobile-based tools to reach communities more flexibly and support ongoing learning beyond face-to-face sessions. In Bagamoyo, champions' use of social media and mobile phones to coordinate activities, share reminders, and circulate key messages offers a practical entry point for gradually strengthening more formal digital learning and communication platforms over time.
4. Finally, storytelling, knowledge sharing, and resource mobilisation are being positioned as crosscutting sustainability mechanisms: success stories and innovations will be documented and shared through workshops, learning events, policy briefs, and media coverage, while joint proposals with partners such as Milele and RELI, exploration of government budget lines, and engagement of

corporate actors are intended to secure the financial and political support needed for long-term scaling in both Zanzibar and Bagamoyo. In Bagamoyo, documented changes in behaviour in homes and schools, along with champions' testimonies and local media interest, provide concrete evidence that can be leveraged to advocate for district-level support and to attract additional partners for future phases.

### 11.3 Recommendations for Next Phase

Building on the documented achievements and emerging sustainability prospects of the ALiVE Ten-Week Parental Engagement Campaign, the following recommendations outline a strategic pathway to deepen impact and expand scale in subsequent phases. These recommendations are intended to guide government, civil society partners, and development actors in institutionalising life skills and parental engagement within education systems across Tanzania.

1. **Geographic Expansion:** It is recommended that the campaign be extended to an additional 10–15 districts across Tanzania, with prioritisation given to areas where implementing partners already have a presence and where there is demonstrable readiness among education authorities and communities. This phased expansion will enable systematic learning, adaptation to diverse contexts, and the gradual building of a national movement around life skills and parental engagement.
2. **Curriculum and Teacher Education Integration:** Life skills should be more fully integrated into national curriculum frameworks and associated teacher education programmes so that they become a routine feature of lesson planning, classroom practice, and assessment rather than an add-on activity. Collaboration with curriculum institutes and teacher training colleges will be essential to embed the campaign's core competencies, methods, and tools into preservice and in-service training modules.
3. **Regional Learning Networks:** The establishment of regional learning networks of champions, teachers, and practitioners is proposed to sustain peer learning and innovation across implementing districts. These networks would convene regular exchange forums, facilitate sharing of tools and promising practices, and jointly address implementation challenges, thereby strengthening the overall quality and coherence of the model.
4. **Digital Infrastructure and Innovation:** Investment in digital infrastructure in partner schools should be scaled up, including improved connectivity, access to devices, and development of user-friendly digital content aligned to life skills objectives. Enhanced digital capacity will support blended learning approaches, strengthen communication with parents, and enable wider dissemination of campaign materials and success stories.

5. **Incentive Systems for Champions:** Government-supported incentive mechanisms for community champions, teachers, and other key facilitators should be designed and institutionalised to acknowledge their contribution and encourage sustained engagement. These may include formal recognition, certificates, opportunities for further training, and, where feasible, modest financial or in-kind support embedded within local government plans and budgets.
6. **Rigorous Outcome Evaluation:** A rigorous outcome evaluation is recommended to measure longer-term effects of the campaign on students' learning outcomes, behaviour, and broader life trajectories. This should employ mixed methods, include appropriate comparison groups where possible, and generate evidence that can inform policy dialogue and resource allocation at national and regional levels.
7. **Resource Package for Scaling:** Finally, a comprehensive resource package should be developed to facilitate replication and scaling by government and partners. This package would include training manuals, facilitation guides, communication and media materials, monitoring and evaluation tools, and curated case stories that together codify the model and support its adaptation to diverse contexts across Tanzania and the wider region.

## ANNEX 1: SUCCESS STORIES

### **Story 1: “From Rock Bottom to Resilience” – A Mother’s Journey out of Crisis**

When the campaign began in Kisiwandui Shehia, one mother was living through a silent emergency. Recently divorced without explanation, overwhelmed by stigma and economic pressure, she reached a point where she openly contemplated ending her own life. Her distress was not only a personal tragedy in the making; it threatened to destabilise her children’s lives, learning, and sense of safety.

At this critical moment, a teacher and campaign champion, Salha Slim Ali from Kisiwandui Primary School, decided to act. Drawing on the problem-solving and life skills tools introduced through the ALiVE parental engagement campaign, she approached the mother with empathy, listened carefully to her story, and began guiding her through a simple but structured process: naming the problem, breaking it down, exploring options, and identifying small, realistic steps forward.

Over a series of conversations, Salha helped the mother to reframe her situation from one of total defeat to one of challenge and possibility. The champion encouraged her to involve trusted relatives, seek practical support, and prioritise her own mental health for the sake of her children, consistently reinforcing the message that asking for help is a sign of strength, not weakness. Slowly, the mother began to stabilise emotionally; the language of self-harm disappeared from her conversations, replaced by concrete plans to care for her children, participate in community activities, and re-engage with income-generating work

For her children, the change was profound. Instead of living with a withdrawn, despairing caregiver, they experienced a mother who could listen, talk, and make decisions with them—mirroring the problem-solving behaviours promoted in the campaign sessions. Teachers reported that the children became calmer and more focused at school, and the mother herself started attending meetings and activities she had previously avoided.

This story shows the depth of impact a life skills campaign can have when it moves beyond abstract messages to equip local champions with practical tools for real-life crises. What began as a parental engagement initiative became a lifeline for a family on the brink, demonstrating that nurturing problem-solving skills can protect not only children’s learning but also their emotional security and future prospects.

### **Story 2: “Back on the Education Path” – A Bodaboda Rider Returns to School**

In Mitiulaya Shehia, one of the most striking stories of change began at the roadside, not in a classroom. A teenage boy had dropped out of school and was working as a motorcycle taxi (bodaboda) rider, exposed daily to unsafe driving conditions, peer pressure, and the constant temptation to abandon education permanently. For his parents and teachers, his

departure from school felt like a painful but irreversible decision in the face of economic hardship and social expectations.

During the ALiVE ten-week campaign, field officer and champion Abdalla Ali Said recognised that this young man was exactly the kind of adolescent the project hoped to reach. Instead of lecturing him, Abdalla started where the campaign training begins—with listening, respect, and problem-solving. He met the boy informally, asked about his daily life as a bodaboda rider, and invited him to reflect on what he wanted his future to look like in five or ten years.

Using the problem-solving framework from the campaign, Abdalla helped him map out his current situation: the short-term income from riding, the risks he faced on the road, the loss of learning opportunities, and the long-term limits this path might place on his dreams. Together, they weighed alternatives—returning to school full-time, combining studies with part-time work, or exploring vocational training—always emphasising that the decision remained in the young man’s hands.

Crucially, Abdalla did not work with the boy in isolation. He met with his parents to understand the pressures behind the dropout and to share what he had learned through the parental engagement campaign about supporting adolescents’ decisions, balancing immediate needs with future goals, and solving problems as a family rather than through conflict. He also engaged school leadership to discuss flexible options for re-enrolment and support.

After several discussions, the young man chose to return to school. His parents agreed to adjust household responsibilities and reduce the hours he spent riding, while the school welcomed him back and monitored his progress. Over time, teachers observed a more mature, focused student one who had seen “the other side” and now valued education differently, often speaking to peers about staying in school and making thoughtful choices.

For donors, this story illustrates how a relatively low-cost, skills-based intervention can alter a high-risk trajectory. A boy on the path to precarious informal work, exposure to accidents, and limited future options was guided—through structured dialogue, family engagement, and school cooperation—back into education. It demonstrates that when parents, schools, and trained champions share a common language of problem-solving and life skills, they can collectively open second chances for young people who might otherwise be left behind.