



Action for
Life Skills and
Values in East Africa

Dissemination of Findings Report of the Assessment of Life Skills and Values in East Africa (ALiVE)



2023

© LUIGI GIUSSANI FOUNDATION

I.EXECUTIVE SUMMARY4

II.DISSEMINATION STRATEGIES AND GEOGRAPHIC SCOPE4

III. TARGET GROUPS COVERAGE.....6

IV.KEY OUTCOMES OF THE DISSEMINATION7

V. ALiVE DISTRICT DISSEMINATION: FOCAL LEARNING7

 1.Transforming Education for 21st Century Learners.....7

 2.Enhancing Partnership and Collaboration8

 3.Policy Impact, Government Support, and Actions8

 4.Challenges Raised: Participant Insights and Responses9

 5.Reflecting On Dissemination: Key Lessons.....10

 6.Improving Dissemination Impact: Future Action Plans11

 7.ALiVE Partnership: Achievements and Areas for Growth.....12

 a.Effective Strategies: What Worked Well?12

 c.Positive Outcomes of Collaboration12

 d.ALiVE Team's Positive Attributes.....13

VI.BEST PRACTICES FROM THE DISSEMINATION.....13

VII.CONCLUSION.....14

List of Abbreviations

ALIVE	Assessment of Life Skills and Values in East Africa
ALP	Alternative Learning Pathway
ASAL	Arid and Semi-Arid
CAO	Chief Administrative Officers
CBC	Competency-Based Curriculum
CBO	Community-Based Organization
CSO	Civil Society Organization
DEO	District Education Officers
EAs	Educational Assistants
ECDE	Early Childhood Development Education
FBO	Faith-Based Organization
GLAMI	Girls Livelihood and Mentorship Initiative
ICT	Information and Communication Technology
LC	Local Council
LGF	Luigi Giussani Foundation
MZF	Milele Zanzibar Foundation
NGO	Non-Governmental Organization
RDC	Resident District Commissioners
TSC	Teachers Service Commission
TV	Television

I. EXECUTIVE SUMMARY

The Assessment of Life Skills and Values in East Africa (ALiVE) initiative, led by the Regional Education Learning Initiative (RELI) through its Values and Life Skills Thematic Cluster, aimed to create contextually relevant measurements of life skills in East Africa targeting adolescents aged 13 to 17, both in and out of school. With a focus on self-awareness, problem solving, collaboration, and respect, the initiative sought to gather evidence through household assessments to influence policy and practice and to draw attention to and increase awareness of the significance of these competencies in education systems across the East African region. In July–August 2022, a comprehensive household assessment reached over 45,000 adolescents across Kenya, Tanzania, and Uganda, with subsequent dissemination of findings in regional, national, and sub-national regions.

The sub-national district/county level dissemination aimed to achieve the following objectives.

- Increase awareness of the importance of life skills and values.
- Garner stakeholder commitment in promoting, nurturing, and measuring life skills and values to improve learning outcomes and youth-child wellbeing.
- Increase awareness at the district level on life skills and values, why they are essential, and why they should be prioritized.
- Advocate for increased participation of all stakeholders in nurturing and assessing each stakeholder's life skills and values.

This report outlines the dissemination strategies, geographic scope, target demographics, and key outcomes of the ALiVE assessment findings dissemination efforts. It addresses pre-dissemination learning objectives and questions, highlighting focal areas, lessons learned, and suggestions for future improvements and best practices. The dissemination exercise proved impactful, serving as an advocacy tool and a valuable learning experience.

II. DISSEMINATION STRATEGIES AND GEOGRAPHIC SCOPE

In Kenya, the dissemination involved the participation of various stakeholders including school staff and students, teachers, parents, adolescents, radio listenership, government officials, community-based organizations (CBO), civil society organizations (CSO), and faith-based organizations (FBO). ALiVE dissemination was carried out in 20 districts/counties in collaboration with various partners some of which are here listed:

- Inspire Children & Youth (Nyeri),
- Uasin Gishu Youth Initiative (Uasin Gishu),
- Kisumu Magunga Footsteps (Kisumu),
- Maridhiano C.B.O (Tana River),

- ACHILD (Nyamira),
- Network for Social Change (Nakuru),
- Action for Social Change (Mandera),
- Makueni Youth Network (Makueni),
- Coast Education Centre (Mombasa),
- Diocese of Lodwar (Turkana),
- Sifa Children Welfare Association (Nairobi),
- Kiba Child Development (Samburu),
- Nachamai SHG (Marsabit), SEED (Kakamega),
- Action for Social Change (Wajir),
- Go Economic Empowerment Program - GEEP (Muranga), and
- Community Research in Environment and Development Initiatives - CREADIS (Bungoma).

In Kenya, there was a total of 2,384 participants engaged directly (in-person) through dissemination across the country (See Appendix II). Furthermore, across Kenya, besides several newspaper articles and blog posts in some districts, there were a total of 32 radio program shows aired, 37 video clips shared, 31 episodes of life skills diaries aired on radio, 28 television shows aired, and 85 social media posts. The total number of social media impressions (number of times content was viewed) was 2,604. These statistics are here summarized.

1	Number of Participants Engaged Directly	2131
2	Radio Program Shows Aired	32
3	Video Clips Shared (Radio Related)	37
4	Episodes Of Life Skills Diaries Aired Through Radio	31
5	Television Shows Aired	28
6	Social Media Posts	85/2604
7		

In Tanzania, ALiVE was implemented by Milele Zanzibar Foundation (MZF) in collaboration with Uwezo Tanzania and the Girls Livelihood and Mentorship Initiative (GLAMI). The assessment was conducted in 45 districts (11 districts of Zanzibar and 34 districts of Tanzania mainland). The assessment was carried out in July and August 2022 by well-trained assessors supervised by district-based NGOs (Uwezo partners) who had previous experience rolling out the Uwezo household assessments. The findings were released and a national report was launched in January 2023. A national report was disseminated in Tanzania's mainland and Zanzibar through a series of events. The national report was disseminated at the sub-national level to key stakeholders including district commissioners, education officials, parents, teachers, adolescents, village leaders, and community members. The approach was to disseminate the report to the parents, teachers, and adolescents to begin spreading awareness about the findings and their implications. MZF in collaboration with Uwezo Tanzania (In Tanzania mainland) through its district partners that effectively participated during ALiVE assessment process took part in the dissemination process.

The main role of the district partners was to do the actual dissemination to their respective villages and district government offices. Uwezo Tanzania monitored the implementation and provided a high level of media engagement support to the district partners to ensure smooth dissemination. Dissemination in Tanzania's mainland was done in phases. The first phase involved four districts and acted as a learning process. After that, the process was replicated in the other target districts on Tanzania's mainland. Existing platforms were utilized in disseminating the assessment findings to parents, teachers, community members, adolescents and through the district level government officers. Overall, the dissemination event included presentations of assessment findings, panel discussions, breakout sessions, and networking opportunities. Interactive sessions allowed stakeholders to provide feedback, ask questions, and discuss potential actions moving forward.

In Tanzania's mainland, dissemination was carried out in collaboration with partner organizations in the target districts. Some of the districts reached with the specific partners involved include:

- Guluka Kwalala Youth Environment Group (Ilala District)
- Organization for Community Development-OCODE (Kinondoni)
- Mtwara NGOs Network- MTWANGONET (Masasi)
- Elimisha (Mbozi)

- Afya Women Group (Mufindi)
- Kilimanjaro Aids Control Association-KACA (Moshi)
- Tanzania Development and Aids Prevention Association-TA-DEPA (Kahama)
- Tanzania Livelihood Skills Development and Advocacy Foundation-TALISDA Foundation (Korogwe)
- Service Health and Development for People Living Positively with HIV/AIDS-SHIDEPHA (Bukombe)
- Ulanga Paralegal (Ulanga)
- Action for Community Care (Mpwawa)
- Rulenge Ngara Catholic Diocese-Human Life Defense (Biharumulo)
- Community Concern of Orphans and Development Association-COCODA (Wanging'ombe)
- Catholic Archdiocese of Tabora-CARITAS Tabora (Tabora Urban)
- Nguruka Development Agency (Uvinza)

The total number of individuals reached directly in Tanzania's mainland was 6,247 and indirectly was estimated at 56,515 people (see Appendix III).

In Zanzibar, the Milele Zanzibar Foundation took leadership in disseminating the findings to all districts through their existing platforms. Strategies for disseminating the research report included indoor meetings and leveraging media partnerships; allowing cost-effective participation in radio and TV programs to initiate discussions on life skills and values within communities. Additionally, information was shared through online platforms such as online TV, blogs, and social media channels like Facebook, Instagram, and WhatsApp, facilitating widespread engagement and awareness of the ALiVE initiative. In Zanzibar (Tanzania), using its established platform, MZF organized the districts into five clusters/regions and released the district reports accordingly. These clusters comprised:

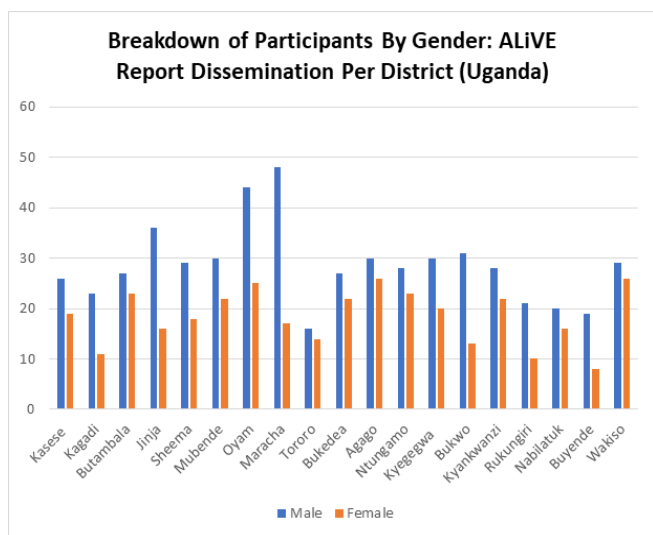
- Mjini Magharibi (Mjini, Magharibi A and B districts)
- Kusini Unguja (Kusini and Kati districts)
- Kaskazini Unguja (Kaskazini A and B districts)
- Kusini Pemba (Mkoani and Chake Chake districts)
- Kaskazini Pemba (Wete and Micheweni districts).

Within each cluster, stakeholders were convened for indoor meetings, with the regional commissioner serving as the guest of honor for each respective region/cluster. In Zanzibar, there were three TV shows aired with an estimated viewership of 13,300 people, two social media posts, and three YouTube video clip broadcasts.

In Uganda, a report of the ALiVE assessment findings was launched on 13th December 2022 at Protea Hotel, attended by various stakeholders including government representatives and Civil Society Organizations (CSOs). To disseminate the findings at the district level and facilitate discussions, the Luigi Giussani Foundation (LGF), in partnership with Uwezo Uganda and selected district-based CSOs, organized

district-level community dialogues across 20 districts where household assessments were originally conducted. The community dialogues and dissemination were conducted in March and April 2023, serving as platforms for sharing district-specific findings and initiating conversations among targeted audiences based on the presented findings. This was to foster engagement and awareness at the local level regarding the significance of life skills and values among adolescents, thereby contributing to informed decision-making and policy formulation. The following districts in Uganda were covered in the dissemination.

- Kasese
- Kagadi
- Butambala
- Jinja
- Sheema
- Mubende
- Wakiso
- Oyam
- Maracha
- Tororo
- Bukedea
- Agago
- Ntungamo
- Wakiso
- Kyegegwa
- Bukwo
- Kyankwanzi
- Rukungiri
- Nabiatuk
- Buyende



In Uganda, generally, there were more male participants (542 in total) than females (351 in total) directly reached in the districts covered. The participants included district officials, school teachers and headteachers, parents, adolescent students and non-students, representatives from civil society organizations, community-based organizations, and faith-based organizations.

III. TARGET GROUPS COVERAGE

The dissemination of assessment project findings engaged a diverse array of stakeholders to share insights, discuss implications, and foster collaboration toward enhancing values and life skills especially among adolescents. The target audience encompassed district government officials, parliamentarians, cultural and religious leaders, educators, NGOs, parents, children, and local media representatives:

a. District Government Officials: Including Chief Administrative Officers (CAO), Resident District Commissioners (RDC), District Education Officers (DEO), Speakers, school inspectors, and Local Council 5 (LC5) representatives. Their participation was to enhance the alignment of local policies and initiatives with assessment findings.

b. Political Leaders: Political leaders such as members of parliament involvement (in some regions) allowed for higher-level advocacy and potential policy reform based on the ALiVE assessment insights.

c. Cultural Leaders: Engaging cultural leaders provided opportunities to incorporate local perspectives and traditions into the strategies for the promotion of life skills and values.

d. Head Teachers/Teachers: Representatives from schools involved in the assessment were essential for understanding the on-the-ground implications and potential challenges related to implementing recommendations.

e. Education Implementing Partners: NGOs and other education-related partners contributed expertise and resources to support the dissemination process and subsequent actions. For example, in a certain district of Uganda, the education department was tasked to integrate the identified issues related to life skills and values promotion that need a budget allocation into the next financial year’s budget framework paper; such as to facilitate capacity building of the teaching and non-teaching staff in schools and parents so that life skills and values are well understood for proper integration within the school curriculum.

f. Religious Leaders: Their involvement helped to promote community awareness buy-in, and support for educational initiatives.

g. Parents Representatives: Including parents ensured their voices were heard in discussions about education priorities and interventions.

h. Children Representatives: Where feasible, involving children allowed for their perspectives to be considered in shaping education policies and programs.

i. Local Media: Engaging local media facilitated broader awareness and understanding of assessment findings among the public.



Participants Attending a Dissemination Event In Kenya

IV. KEY OUTCOMES OF THE DISSEMINATION

The dissemination of findings from the ALiVE Household assessment on the life skills and values competencies of adolescents in Kenya, Tanzania, and Uganda has yielded significant outcomes that are summarized here:

- **Enhanced Stakeholder Awareness:** With effective cooperation from government officials, round table meetings were successfully conducted separately and jointly between regional and district officials, with the majority of invited participants, including busy community members, attending. Key findings were delivered and received positively, prompting participants to commit to action. The dissemination has led to heightened awareness among stakeholders regarding the challenges and opportunities for the advancement of values and life skills within the three countries.
- **Strengthened Collaboration and Partnerships:** There has been an improvement in collaboration and partnerships between government entities, non-governmental organizations (NGOs), and community stakeholders, fostering a more unified approach towards addressing these challenges. For example, in Tanzania mainland, the local government officials positively accepted the assessment results as genuine and committed to developing approaches and strategies to ensure youth have the knowledge and understanding of life skills and values. These leaders who have the power to influence policy accepted the report positively and provided strong recommendations such as introducing life skills studies in the curriculum in primary and secondary education systems.
- **Identification of Priority Areas:** Through the assessment findings and stakeholder input, priority areas for intervention and policy reform have been identified, providing a strategic framework for targeted efforts.
- **Commitment to Local Education Improvement:** There is a reinforced commitment to improving education outcomes at the local level, with stakeholders more dedicated to implementing effective strategies.

- **Increased Public Awareness:** Media coverage has played a crucial role in raising public awareness and understanding of education issues, amplifying the importance of addressing these challenges.
- **Facilitation of Dialogue and Action:** The dissemination of the ALiVE assessment project findings has served as a pivotal catalyst in fostering dialogue, collaboration, and actionable steps toward enhancing education outcomes in the district.
- **Continued Engagement and Follow-up:** It has emerged that continued engagement and follow-up actions are imperative to ensure that the insights gained from the assessment translate into tangible improvements in educational practices and policies, sustaining the momentum for positive change.

V. ALiVE DISTRICT DISSEMINATION: FOCAL LEARNING AREAS

This section highlights the most important insights gathered from the dissemination process, identifying the feedback received, and implications in key thematic areas.

1. Transforming Education for 21st Century Learners

- a. County and District-Level Engagement:** Engage district-level education stakeholders in implementing solutions to address challenges faced by young people.
- b. Curriculum Integration:** Integrate life skills and values into the education curriculum, particularly at lower secondary school levels. Provide capacity building for teachers to effectively incorporate life skills into teaching practices, emphasizing the significance of instilling confidence and leadership qualities in young individuals.
- c. Advocacy for Educational Policies:** Advocate for educational policies that promote vocational skills, hands-on learning, and holistic human development, encouraging the support of development partners and government agencies.
- d. Continuous Teacher Training:** Support continuous training programs for teachers in teaching life skills and values. Strengthen teacher capacities in this regard through targeted training initiatives, as highlighted by stakeholders.
- e. Strengthen Counseling Services:** Enhance counseling and guidance departments within schools to provide comprehensive support to students.
- f. Child-friendly learning environments:** Create child-friendly learning environments in schools where there is health, safety, and hygiene, a good physical and social environment, good facilities, a supportive and inclusive classroom culture where every student feels valued and respected.
- g. Parental Engagement:** Promote parental engagement and participation in children's education, emphasizing positive parenting practices and the role of parents in instilling values and

skills right from home. Encourage parents to prioritize education over cultural practices, particularly emphasized in the context of Kenya.

h. Digital Literacy Promotion: Encourage parents to support digital literacy by granting children access to modern technology. Advance digital learning and awareness in schools through advocacy for ICT integration policies, promotion of digital learning environments, digitalizing reading materials to make learning attractive, and training teachers on utilizing digital tools.

i. Resource Allocation: Advocate for increased allocation of resources toward education, including the continuous assessment and training of teachers nationally. Promote teacher training and professional development through initiatives such as the Alternative Learning Pathway (ALP), adoption of teacher assistants, and improvement of teacher training on digital learning and the Competency-Based Curriculum (CBC), with a specific focus on Early Childhood Development Education (ECDE) teachers.

2. Enhancing Partnership and Collaboration

The need for collaborative efforts among stakeholders cannot be overstated. Participants during the dissemination in Kenya, Tanzania, and Uganda acknowledged and stressed the need for collaborative efforts among stakeholders to effectively address the promotion of life skills and values primarily among adolescents but also among teachers, parents, local officials, NGOs, media, and other stakeholders.

a. Stakeholder Collaboration and Awareness: Foster collaboration among stakeholders including parents, teachers, political leaders, and religious leaders to raise awareness about life skills and values. Implement community outreach programs involving political and religious leaders to educate the public about the importance of life skills and values.

b. Cultural and Religious Leadership: Emphasize the role of cultural and religious leaders in promoting positive cultural and religious practices. Recognize traditional practices such as story sharing and myths for imparting life skills and values. Promote the positive impact of religious teachings and sermons on nurturing good values and morals. In Uganda, for example, it was reported that certain religious practices were found to be very enriching in values, especially, the teachings and lessons from sermons, Sunday schools, and catechism that nurture good values and morals in people, especially children. The stakeholders present in the sessions agreed to make a conscious effort to revive these practices that they noted as currently fading away and yet they are very important for current and future generations.

c. Government and Media Engagement: Encourage support from governmental departments. In Kenya, for example, the Department of Gender pledged to promote collaboration and

further dissemination of reports. Foster positive reporting on life skills and values by the media, particularly concerning the Competency-Based Curriculum (CBC). Engage experts in teacher training through collaboration with the Teachers Service Commission (TSC), in the context of Kenya.

d. Integration of Life Skills and Values: Establish clubs and unions in schools and communities for mentoring on life skills and values. Empower youth groups through life skills training programs. Involve the community in promoting life skills and values.

e. Community and Family Engagement: Involve communities and families in supporting education and building capacity through sensitization. Provide reading materials with life skills lessons and train parents on imparting life skills. Collaboration between religious leaders, local leaders, and families for community engagements.

f. Government and NGO Collaboration: Promote collaboration between government and non-government agencies for life skills development. Revive youth-friendly departments in hospitals and allocate more funding for life skills development. Encourage NGOs to collaborate for sustainable programs and develop county-level life skills policies.

g. School and Parent Collaboration: Ensure all school-age children attend school through collaboration between parents, schools, government, and non-government agencies. Promote collaboration and teamwork through group projects and cooperative learning activities, emphasizing life skills and values.

3. Policy Impact, Government Support, and Actions

Several recurring themes were identified during dissemination engagements concerning the need for the governments to commit to support and take up the engagement resolutions. These themes revolve around specific actions such as collaboration, involvement of various stakeholders, policy development, and training and capacity-building initiatives.

a. Policy Implementation and Government Engagement: Follow up with the national government to ensure full implementation of policies and services. Discuss education matters at the local parliament offices using the Education department. Government commitment to conduct life skills training for teachers should be formalized. Commitment from government officials to work with teachers, parents, and stakeholders to implement best practices is required. Policymakers and implementers should revisit the current education policies and incorporate recommendations from the wide public on the life skills and values emerging from the ALiVE assessment and dissemination. For example, the education policy could consider and intentionally make life skills and values as an independent subject (stand-alone) in schools.

b. Stakeholder Involvement and Collaboration: Involve the community and civil society organizations to support education initiatives. Involve the private sector in consultative forums for

education planning and improvement. Collaborate with stakeholders, learning institutions, and different government departments to improve education. Engage stakeholders through periodic forums.

c.Validation and Information Dissemination: Validate the findings of education reports through engagement with stakeholders. In Muranga county of Kenya, where there were 30 local government officials out of a total of 260 participants present, the officials pledged to cascade the dissemination reports information to end users within the county.

d.Enhancing Education Services: Support the Early Childhood Development and Education (ECDE) coordinators in monitoring and supervision of education programs. Develop and implement an enhanced plan to put best practices into practice, involving teachers, parents, and stakeholders.

e.Youth and Community Engagement: Involve local administrators and utilize community gatherings in education initiatives. Utilize existing government agencies such as guidance and counseling departments, the children's department, and Department of Youth and Gender, to increase awareness of life skills and values.

f.Policy Development and Funding: Develop new policies to address education gaps, reviving youth-friendly departments and ensure funding availability. Integrate life skills and values into various government programs, including adolescent school health policies.

4.Challenges Raised: Participant Insights and Responses

Several themes emerged that reflect the challenges faced in education and child development, highlighting the importance of resources, parental involvement, curriculum adaptation, community support, and inclusive practices. Addressing these challenges would contribute to the holistic development of children and adolescents.

a.Lack of Resources and Infrastructure: Limited funding for teacher capacity building and school inspection departments. The lack of Wi-Fi and computers in schools hinders digital literacy and research capabilities. Poor infrastructure, including internet and power, negatively impacts digital literacy. At a dissemination event, one participant observed, "There is lack of access to ICT-digital technology." Another one stated, "There is need for more resources." Need for more awareness of funding and the challenge of limited financial commitments from partner organizations for intervention activities.

b.Parental Involvement and Neglect: Minimal involvement of parents in the education of children. Negligence by parents, relying solely on teachers for parenting roles. One respondent stated: "Parents are too busy to accord enough time to their children." Also, many parents were unable to provide access to ICT and digital technology to children due to unaffordability.

c.Curriculum and Education System: Limited knowledge of the new competence-based curriculum emphasizing life skills and values. Education institutions focus more on academics rather than holistic child development. Some private schools employ unqualified teachers who may not include life skills and values in lesson plans. One of the responses during dissemination was, "The focus on academics in schools, at the expense of life skills and values." Peer pressure among adolescents has much affected the value of respect hence reducing the percentage of those trained in life skills and values.

d.Community and Social Issues: Increased moral decay in the community affecting adolescents' life skills and values. One participant acknowledged saying, "The increasing moral decay in the community." This is evidenced by violence against children affecting their learning environment. Drug addiction in some households impacts children and youth. Levels of respect are lower among urban teenagers compared to those in the Arid and Semi-Arid (ASAL) regions that comprise 29 counties of Kenya, making up 79% of the country's land size, and 38% of the population (<https://www.asals.go.ke/>). Addressing challenges related to peer pressure, inadequate positive parenting, and the lack of collaboration among key leaders is necessary.

e.Inclusion and Diversity: Challenges in survey methodology not fully accommodating introverts and children with disabilities. There were concerns about the assessment not including children with disabilities who can't communicate effectively.

f.Sampling and Research Constraints: There were concerns about the limitations of small sample sizes and poor representation in some places reached through the assessment, compared to the districts or counties' population. The survey methodology was sometimes queried in terms of not satisfactorily catering to the actual target age ranges and populations. Short time allocated to conduct research, affecting the coverage of the area. Insufficient time for interventions due to the busy schedule of targeted members. Among the challenges encountered were the difficulties in obtaining registration from over sixty participants who declined to register, scheduling conflicts due to the harvesting season resulting in low attendance, and fatigue from the extensive length of the report template, impacting the report writing process, in the context of Tanzania mainland.

gStakeholder Collaboration and Intervention: The absence of collaboration among the key leaders (cultural, religious, and local government) was identified as a hindrance to partnership in development, especially in the Uganda context. Government's limited role in life skills development implementation and disjointed implementation of life skills programs by various stakeholders. Difficulty in arranging gatherings or meetings with key stakeholders due to their busy schedules. Calls for follow-up interventions based on assessment findings. Stakeholders raised the need for district-wide collaboration and response

to key skills and issues identified. Need for more awareness and the challenge of limited financial commitments from partner organizations for intervention activities. Hierarchical procedures and directives from the Ministry of Education limit some of the training interventions in schools

h. Teacher Development and Practices: Teachers do not follow curriculum guidelines and focus solely on exam preparation. For example, one response in Uganda was, "There is need to improve the quality of education." In Kenya, it was highlighted that some teachers, parents, and educational partners show a negative attitude towards the Competency-Based Curriculum (CBC); government teachers responsible for CBC are poorly trained and require urgent retraining; CSOs and quality assurance officers have limited knowledge about CBC, and; teachers lack necessary skills in imparting life skills and values. Some stakeholders asserted that even the media focuses on reporting the negatives of CBC instead of supporting its implementation. Techno phobia among teachers and language barrier especially for Cushitic communities were highlighted. Need for teacher training on ICT integration.

i. Cultural Impact and Awareness: Bad cultural practices negatively impact children. Political class rarely discusses education in their meetings. Challenges in reaching pastoralist communities with awareness, in the three countries. Negative mass media information erodes values and clean content. However, in a report from Tanzania, it was observed that life skills and values seem to be context-specific. E.g. parents were very keen to mention their values connected to morals, customs and taboos which are locally accepted and should be transferred to new generations. Thus, while negative cultural values should be discouraged, the positive ones such as respect for elders that align with the life skills and values promoted by ALiVE should be encouraged.

Addressing these challenges effectively requires a comprehensive approach that incorporates collaboration between various stakeholders, resource allocation, awareness campaigns, training initiatives, and strategies for navigating the constraints imposed by hierarchies and cultural factors.

5. Reflecting On Dissemination: Key Lessons

a. Importance of Dissemination: The dissemination underscored the critical importance of sharing findings from data collection with a broader audience or stakeholders to solicit feedback and facilitate their integration. Participants appreciated the research findings and committed to changing attitudes towards life skills and values. In Kenya, participants pledged to become advocates and champions for the Competency-Based Curriculum (CBC). There was emphasis on the need for continuous engagement to remind media, parents, and teachers of their role in imparting life skills and values. It was observed and acknowledged that there was varying knowledge on CBC, suggesting that constant engagement keeps stakeholders aligned.

For more effective dissemination, partners and local stakeholders should be involved in designing dissemination strategies.

b. Logistical Arrangements and Resource Mobilization: Proper logistical arrangements and adequate resource mobilization are imperative for the seamless execution of dissemination activities, necessitating adequate budgeting and funding to facilitate dissemination activities. Proper allocation of resources is crucial, especially in areas with limited infrastructure. Government financial and personnel limitations highlighted suggest the need for development partners' support, especially in lower socioeconomic areas. While there was positive feedback on the program, there were requests for more resources, longer duration, and better arrangements (e.g., hall hire, refreshments, printed materials, media coverage, and accommodation where applicable). Adequate facilitation for sensitization meetings and public "barazas." Positive perception of the CBC program was highlighted as well as the necessity for proper resource allocation, training, and parental involvement. Also noted was the importance of planning, organization, and choosing appropriate venues, the need to plan for unforeseen issues (e.g., technical failures) because some technical issues impacting presentations were highlighted (e.g., projector failure), and budget constraints impacting logistical arrangements, including transportation and access to certain areas. Challenges related to budget, attendance of officials, media coverage, and stakeholder engagement were observed. There were some difficulties in securing clearance and attendance due to various factors, securing media coverage, and involving senior stakeholders. Proper planning is, therefore, necessary for effective report dissemination.

c. Media Engagement: Media engagement emerged as a pivotal strategy for reaching a wide audience, notwithstanding its associated costs. The media has a significant role in spreading the report's findings. Media engagement proved cost-effective and impactful. Leveraging various platforms such as radio talk shows can be effective for dissemination purposes. Utilizing various media channels facilitated the widespread dissemination of assessment results, enhancing awareness across broader geographical areas. So, selecting the right media for message conveyance is crucial because different media have varying audiences and expectations. The recognition of cost-effectiveness in media engagement options is important. There is need for well-defined and rehearsed key messages for media interviews, and to address specific bottlenecks associated with media coverage, sharing, and tracking. Utilize a variety of communication mediums such as social media, blogs, radio talk shows, posters, banners, and artisan-created content. Regular follow-up on TV programs and media engagements.

d. Stakeholder Involvement: Involving a diverse array of stakeholders is fundamental for ensuring robust and comprehensive decision-making. Active engagement with key decision-makers, community leaders, and district officials amplifies the impact of dissemination efforts. A variety of stakeholders were identified

(policymakers, community leaders, parents, religious leaders) for wider impact. Continuity through ongoing advocacy engagements, meetings, and discussions is pivotal. Periodic radio talk shows, educational clinics, and round table discussions involving stakeholders. Regular interaction with stakeholders before and after assessments. Listening to and incorporating feedback from these stakeholders is very important. However, there are usually challenges in reaching some stakeholders due to logistical and budgetary limitations. Emphasis on involving a wider range of stakeholders, including representatives from different wards, education officials, schools, quality assurance, teachers, educational assistants (EAs), churches, and learners. Engage parents, community leaders, school boards, and local political and religious leaders. Overall, multi-sectorial stakeholder engagement yields diverse helpful ideas and contributions.

e.Collaboration and Ownership: While there was positive feedback about involving stakeholders from diverse sectors and levels, collaboration was emphasized as a key factor for achieving positive results. Collaboration among various stakeholders, including leaders and organizations, emerged as indispensable for the successful dissemination of findings. Moreover, securing ownership and support from district leadership is pivotal for effecting meaningful change. Media, stakeholders, and the wider community were highlighted as critical for children's future growth and development. Therefore, engaging various stakeholders is essential for impact and reaching a broader audience.

f.Implementing Changes: Translating findings into actionable changes necessitates policy implementation, mindset shifts, and continuous monitoring. These elements are crucial for effecting tangible improvements in practice. Stakeholders' agreement with findings and commitment to action is crucial. Hierarchical procedures limiting training in schools must be lessened. There was a lack of program implementation by teachers and stakeholders in some places due to inadequate equipment for effective implementation, poor public participation due to politics and cultural practices, and limited financial commitments and resources for intervention activities.

g.Community Engagement: Engaging with religious and cultural institutions, community events, and church services emerges as an effective avenue for disseminating information and fostering community buy-in. Continuous engagement generates more interest and debate at various levels. This should be accompanied by ongoing awareness efforts. Utilize local events, gatherings, and religious ceremonies for dissemination. Involve the community from planning to execution to ensure ownership. Integrate the dissemination into advocacy engagements at community and higher levels. In sum, there is a need to leverage local partners and resources to increase impact, awareness, and interest.

h.Parental and Family Role: Parents and families have been identified as key influencers in shaping the values and skills of adolescents. Establishing strong relationships between parents and children is paramount for cultivating a conducive learning environment.

i.Awareness on Life Skills: Creating awareness about assessment methodologies and objectives is essential for fostering informed participation and meaningful engagement. In addition, many people are unaware of the importance of life skills due to a lack of data and knowledge about life skills in certain areas. Leverage existing platforms like school clubs, debates, libraries, and chief "barazas" for dissemination. Localized messaging and dissemination strategies for different areas.

j.Challenges and Solutions: Identifying challenges such as scheduling conflicts and limited resources underscores the importance of early mobilization and creating safe environments. Involving local leaders in mobilization efforts serves as a viable solution to mitigate barriers. Recommendation for a county report with localized data. Customized messaging based on local contexts and needs. Recognizing challenges in reaching specific geographical areas and planning to respond appropriately.

Dissemination yields enhanced understanding and appreciation of key issues, emphasizing the significance of participatory approaches and stakeholder engagement. Lessons learned underscore the importance of leveraging media and developing actionable work plans based on research findings to bolster the implementation of life skills and values education. The dissemination also highlighted that the provision of data reports from such assessments has a significant impact on community change; before receiving data, the communities appeared unaffected, but afterward, individuals began holding each other accountable for their roles in holistic child development such as positive parenting, education, and community engagements. The value of honest feedback from participants was observed, which facilitates improvements in future interventions. The dissemination teams also felt encouraged by the appreciation of the locals upon presenting the ALIVE results.

6.Improving Dissemination Impact: Future Action Plans

This section emphasizes key factors for improved dissemination, stressing comprehensive life skills and values education, stakeholder involvement, resource support, and culturally sensitive, age-appropriate, participatory, and continuous educational methods.

a.Enhancing Life Skills and Values Education: Emphasis on the importance of life skills and values education. Integrate these aspects into the school curriculum. Train educators, parents, and community members in life skills and values. Specifically, training all district teachers on life skills and values education.

b. Involvement of Multiple Stakeholders: Collaborate with various stakeholders to foster life skills and values in young people. Work with parents, religious leaders, community leaders, and organizations. Organize workshops and events with community leaders to raise awareness. Collaborate with religious leaders to incorporate education into religious programming. Engage local partners, community-based organizations (CBOs), and government officials in disseminating information and implementing programs related to life skills and values.

c. Resource Allocation and Support: Provide additional resources to facilitate life skills and values education. Offer funding for training, materials, and programs. Fund schools for after-school clubs and mentoring programs.

d. Audience Targeting and Engagement: Identifying target audiences and tailoring the message. Tailor programs to match the specific needs and values of the community. Design programs that are appropriate for the age group being addressed. Emphasizing key findings and relevance to the target audience. Selecting appropriate media channels for effective communication. Engage with audiences through social media, community meetings, and religious gatherings.

e. Participatory Learning Approach: Encourage active engagement of learners in the educational process. Stressing the need for an ongoing approach to life skills and values education, rather than isolated events.

f. Monitoring and Follow-Up: Conducting routine follow-ups to ensure service delivery. Maintaining communication with stakeholders, including County and National Government. Continuous engagement in available spaces for dissemination across the network. Utilizing Education in Emergency Working Group for disseminating findings and sharing ownership. Ensure monitoring and evaluation is done at the county level. Mainstreaming report dissemination in GEEP KENYA activities and programs.

g. Partnerships and Collaboration: Partnering with more organizations and state agencies for wider reach. Engaging stakeholders, including government bodies, for continuous collaboration. Sharing findings within existing networks, coalitions, and meetings. Utilizing platforms like elimu yetu coalition, Education in Emergency Working Group, KEPSHA, and KESSHA meetings, in the context of Kenya. Engage education champions within specific regions for proactive involvement. Utilize monthly county education coordination meetings and regional education conferences for dissemination. The ALiVE country leadership needs to create sustainable collaboration with mainstream and local media groups/stations.

h. Supporting Educational Initiatives: Support children's assemblies and mentorship programs. Organize more life skills training programs targeting adolescent learners. Create simplified, digitally illustrated materials for better understanding. Utilize education offices and local administration as dissemination centers. Request more funding to expand coverage and audience engagement.

7. ALiVE Partnership: Achievements and Areas for Growth

This section highlights the most important reflections and consistent patterns obtained in the feedback provided, emphasizing positive aspects of collaboration while also highlighting areas that could be improved for future collaborations. The critical role played by ALiVE is as also succinctly analyzed.

a. Effective Strategies: What Worked Well?

- **Timely Preparation:** The ALiVE team and materials arrived on time, facilitating a smooth process.
- **Active Participation:** Participants, including assessors and district officials, were actively engaged in discussions and presentations.
- **Logistical Arrangements:** Logistic arrangements were effective, with the timely arrival of materials and satisfactory welfare for participants.
- **Technical Support:** Expertise from the ALiVE team, including technical advice and mentorship, supported successful execution.
- **Communication and Cooperation:** Collaboration, coordination, and cooperation between the ALiVE team and local stakeholders were effective.
- **Resource Provision:** Printed reports, materials, and facilitation funds were provided on time, enhancing the dissemination process.

b. Areas for Improvement

- **Media Engagement:** Budget allocation for media engagement should be increased for wider coverage.
- **Participant Engagement:** Allow more time for engagement to gather diverse opinions and views from different stakeholders.
- **Financial Allocation:** Increase funding for better participation, appreciation, and engagement with stakeholders.
- **Visibility and Communication:** Ensure materials are provided in accessible formats, especially when reaching computer-illiterate participants.
- **Budget Allocation:** Increase the budget for greater impact and to accommodate more participants in future engagements.
- **Sustained Sensitization:** Continue sensitization efforts for specific age groups and incorporate life skills and values into the curriculum.
- **Further Outreach:** Challenges with reaching all sub-counties were noted. Suggestions for improving budget allocation, timeframes, and partner planning were mentioned.
- **Better Communication:** Recommendations received for improved communication, planning, and partnership coordination.

c. Positive Outcomes of Collaboration

- **Information Sharing:** Regular updates, communication, and

- **Responsive Invitation:** Positive response to invitations, active participation, and presence of relevant stakeholders.
- **Supportive Presence:** The presence of ALiVE team members provided assistance and guidance during the event.
- **Effective Briefing:** Partner briefing meetings kept all stakeholders well-informed and prepared for dissemination.
- **Understanding the Report:** The provision of clear and timely presentation materials and summaries helped stakeholders understand the report better.

d. ALiVE Team's Positive Attributes

The ALiVE team is generally described as amazing, very supportive, professional, and effective with the following specific attributes.

- **Value Addition and Effectiveness of Collaboration:** Collaboration with ALiVE added value and stake to participants. The collaboration was effective, commendable, and instrumental throughout the process.
- **Communication and Information Delivery:** Information delivery and communication were consistently well-executed. Effective communication, including technical support and guidance, was noted.
- **Program Enhancement and Recommendations:** A short play introduced in the collaboration worked well to explain the report's content. There's a recommendation for longer launch programs, ideally per sub-county, for wider coverage.
- **Resource Management:** Positive feedback on the disbursement of funds and availability for consultation. Report summary booklets played a significant role in disseminating the report.
- **Collaboration Coordination:** Coordination, facilitation, and guidance throughout the process were appreciated. There's an emphasis on well-structured communication channels between stakeholders.
- **Feedback on Partnerships:** The importance of involving all stakeholders and the community was highlighted.
- **Recommendations for Enhancements:** Recommendations for more research, training, and education in respective counties. Suggestions for visibility, education, and communication materials from ALiVE.
- **Overall Performance and Communication:** Positive assessment of the team's hard work, with room for improvement in communication and planning.
- **Collaboration Success and Support:** Collaboration between ALiVE and the partners was successful, leading to positive outcomes.
- These themes highlight the necessity of timely preparation, active participation, logistical arrangements, technical support, communication, cooperation, resource provision, and targeted enhancements for effective collaboration and impactful dissemination.

VI. BEST PRACTICES FROM THE DISSEMINATION

From the responses gathered and the information provided in this report, the best practices emerging from the dissemination activities can be grouped into the following categories:

a. Engagement and Participation:

- Involving a wider range of participants, including district officials, leaders, parents, assessors, adolescents, and teachers.
- Emphasizing the involvement of district council, technical teams, and local government authorities.
- Encouraging participation of children and youth to discuss the importance of life skills and values.

b. Level of Dissemination:

- Conducting dissemination at the sub-county or community level to reach a broader audience.
- Advocating for the involvement of parents within communities for effective communication.

c. Media and Communication:

- Utilizing media coverage, including TV, radio, and social media, to ensure comprehensive dissemination.
- Emphasizing live broadcasts on TV and local radios.

d. Language and Cultural Consideration:

- Printing reports in local languages for better understanding by local populations.
- Involving cultural and religious institutions in dissemination efforts.

e. Stakeholder Involvement:

- Encouraging the involvement of all relevant stakeholders, including assessors, adolescents, guides, parents, and more.
- Recognizing the contributions of organizations and stakeholders through visual representations in reports.

f. Continuous Engagement and Follow-Up:

- Continuously engage stakeholders to ensure information is passed on and action plans are implemented.
- Conducting follow-up visits, observations, and interviews with participants to assess the impact.

h. Regional and Community Focus:

- Advocating for community-level engagement to reach parents and immediate stakeholders.
- Conducting sub-county level dialogues and community outreaches for broader participation.

i. Advocacy and Awareness:

- Advocating for privacy during assessments, especially for adolescents.
- Raising awareness through community "barazas," conferences, exhibitions, and sensitization efforts.

j. Collaboration and Networking:

- Collaborating with government bodies, organizations, and educational institutions for wider dissemination.

k. Feedback and Recognition:

- Engaging in continuous feedback with stakeholders regarding progress and outcomes.

I. Media Engagement:

- Engaging media for publicity and coverage to attract attention and participation.

These themes emphasize the importance of involving diverse stakeholders, utilizing various communication channels, considering language and culture, advocating for privacy, ensuring continuous engagement, and recognizing contributions for the effective dissemination of assessment findings.

VII. CONCLUSION

The successful dissemination of the Assessment of Life Skills and Values in East Africa (ALiVE) initiative, spearheaded by the Regional Education Learning Initiative (RELI), has significantly contributed to raising awareness and promoting the importance of life skills and values among East African adolescents. Through comprehensive household assessments conducted across Kenya, Tanzania, and Uganda in July–August 2022, reaching over 46,000 adolescents, the initiative achieved its primary goal of advocating for policy changes and emphasizing the significance of competencies such as self-awareness, problem-solving, collaboration, and respect. The district-level dissemination efforts were strategically designed to increase awareness, garner stakeholder commitment, and advocate for increased participation in nurturing and assessing life skills and values. The dissemination strategies employed, including targeted meetings, workshops, and media engagement, effectively conveyed the importance of these competencies and garnered support from various stakeholders. This report has comprehensively outlined the dissemination strategies, geographic coverage, target demographics, and key outcomes of the ALiVE initiative. It has addressed pre-dissemination learning objectives, and highlighted focal areas and lessons learned, while also providing valuable insights for future improvements and best practices. Overall, the dissemination exercise not only served as a powerful advocacy tool but also provided a valuable learning experience for all involved stakeholders. It is hoped that this resource will serve as a valuable tool for insights that will be utilized in future engagements of a similar manner.

APPENDIX I

Breakdown of Participants by Stakeholder:

ALiVE Report Dissemination Per District (Uganda)

	District	District Officials	Teachers & Headteachers	Parents	Students & Other Adolescents	CBOs, CSOs, & FBOs
1	Kasese	10	3	4		19
2	Kagadi	16	2	4	4	6
3	Butambala	4	11	15	0	7
4	Jinja	9	7	9	4	16
5	Sheema	17	5	3		22
6	Mubende	17	3	7		22
7	Oyam	22	17	11	0	5
8	Maracha	25	9	8	4	5
9	Tororo	3	2	4		6
10	Bukedea	7		15	2	2
11	Agago	26	15	5	0	6
12	Ntungamo	19		8		17
13	Kyegegwa	10	8	10		19
14	Bukwo	18	10	6		7
15	Kyankwanzi	44	2	2	0	1
16	Rukungiri	16		2		13
17	Nablatuk	11	12	5		8
18	Buyende	16	3	4	0	4
19	Wakiso	29	6	10		7
	Total	319	115	132	14	192

**Breakdown of Participants by Gender:
ALiVE Report Dissemination Per District (Kenya)**

	District/County	Males	Females	Total
1	Makueni	26	14	40
2	Kisumu	17	33	50
3	Bungoma	20	16	36
4	Nyeri	338	302	640
5	Nairobi	126	203	329
6	Tana River Delta	23	11	34
7	Samburu	21	11	32
8	Wajiri	29	4	33
9	Turkana	59	119	178
10	Mombasa	13	17	30
11	Uasin Gishu	22	8	30
12	Mandera	29	1	30
13	Nakuru	321	245	566
14	Muranga	105	155	260
15	Marsabit	35	12	47
16	Nyamira	23	26	49
	Total	1198	1186	2384

S/N	Districts	Partner	Students	Teachers	Parents	Adolescents	Radio Listenership/On line TV views	Government officials/Traditi onal and Religious leaders	CBO/CSO/FBO		
1	Ilala	GULUKA KWALALA YOUTH ENVIRONMENT GROUP	5	17	25	5	198	19	3		
2	Kinondani	ORGANIZATION FOR COMMUNITY DEVELOPMENT (OCODE)	5	5	28	28	467	5	3		
3	Masasi	MTWARANGO'S NETWORK (MTWANGONET)	918	45	614	23	2,000	49	13		
4	Mbozi	ELIMISHA	5	5	200	5	72	7	2		
5	Mufindi	AFYA WOMEN GROUP	200	18	47	5	1,234	5	2		
6	Moshi	KILIMANJARO AIDS CONTROL ASSOCIATION (KACA)	19	12	5	5	50,000	9	2		
7	Kahama	TANZANIA DEVELOPMENT AND AIDS PREVENTION ASSOCIATION (TADEPA)	516	18	314	56	233	31	3		
8	Korogwe	TANZANIA LIVELIHOOD SKILLS DEVELOPMENT AND ADVOCACY FOUNDATION (TALISDA- FOUNDATION)	27	21	68	5	167	22	19		
9	Bukombe	SERVICE HEALTH AND DEVELOPMENT FOR PEOPLE LIVING POSITIVELY WITH HIV/AIDS (SHIDEPHA)	21	5	168	5	364	15	2		
10	Ulanga	ULANGA PARALEGAL	1,172	18	271	10	1,300	14	2		
11	Mpwapwa	ACTION FOR COMMUNITY CARE	510	19	75	10+8	56	26			
12	Biharamulo	RULENGA NCARA CATHOLIC DIOCESE- HUMAN LIFE DEFENCE	86	5	284		233	15	3		
13	Wanging'ombe	COMMUNITY CONCERN OF ORPHANS AND DEVELOPMENT ASSOCIATION (COCODA)						10			
14	Tabara Urban	CATHOLIC ARCHDIOCESE OF TABORA (CARITAS TABORA)	5	4	22	5	191	12	5		
15	Uvinza	NGURUKA DEVELOPMENT AGENCY						5			
SUB- TOTAL			3,489	192	2,121	142	56,515	244	59	56,515	Indirect
										6,247	Direct

