



Binti Shupavu



Our Impact

2022

Introduction

Dear Friends,

Like many Tanzanian girls and young women, Binti Shupavu scholars face numerous barriers to staying in school. Poverty is a major challenge for scholars resulting in limited resources needed to attend and excel in school, including transportation and school supplies.

Scholars also experience health challenges, teen pregnancy, and gender discrimination embedded in cultural norms, reinforced by the lack of parental support for their educational goals and early marriage. These, along with the individual challenges of growing up, staying motivated and committed to personal goals, are significant factors that can derail girls' educational and career aspirations.

The COVID-19 pandemic is, for the most part in the rearview mirror in most countries, but for the 2019-2022 Binti Shupavu scholars, it was their daily reality. Unlike the previous cohort and the ones that will follow, the 2022 program graduates faced a unique set of challenges.

Despite all of these challenges, Binti Shupavu scholars continued to excel and made great strides in building resilient actions and attitudes to support their lives in the program and after graduation.

Binti scholars were supported by family members and mentors throughout their journey. Family members were fully engaged and reported significant changes in their children as a result of being in the program.

Mentors continue to be an asset to our program, providing guidance and serving as role models for scholars.

We congratulate all our scholars who beat the odds through personal perseverance, resilience, and determination. We are privileged to be part of these incredible young women's journeys. We look forward to seeing them achieve their educational and professional goals and contribute to the betterment of their communities and our society.

With gratitude,



Mary Rehema Lameck Mkumbo

About GLAMI

We mentor secondary school girls in Tanzania to complete their education, develop into confident leaders, and transform their own lives and communities.

We equip girls to overcome challenges and reach their full potential because educated girls create lasting, positive change. The outcome is resilient, proactive, and socially responsible girls who secure better jobs, raise healthier families and increase the standing of women in society.

Overview

1,111 young women completed the program

65% of scholars passed their Year 2 Exams

98% of alumnae plan to continue their education

82% of scholars passed their Year 4 exams

81% of scholar parents believe that girls should finish university

82% of scholars received psychosocial support from mentors outside of the classroom

Scholars made great strides in building resilient actions and attitudes

We measure our progress towards ensuring that all our scholars have the skills and support they need to complete their education and pursue their career and life goals with the following three outcomes:

Outcome 1: Binti Shupavu Alumnae are resilient and prepared for future challenges.

Outcome 2: Binti Shupavu Scholars graduate from lower secondary school.

Outcome 3: The parents and communities of Binti Shupavu Alumnae support girls to continue their education.

This report covers the achievement of our scholars, their families who supported them, and our incredible mentors. We discuss each of the outcomes and our achievement of these outcomes for the 2019-2022 program cohort. Please refer to the Theory of Change on the next page for more information on our work.

Our Theory of Change

PROBLEM

Girls are pressured to leave school early leading to high dropout rates and a lack of opportunities later in life.

ACTIVITIES

Binti Shupavu Classes
Parent Engagement Meetings
Emergency Fund
Liaison and School Staff Meetings
All-School Seminars
Social Worker
Scholarships
Binti Shupavu
Alumnae Network

OUTPUTS

Girls learn leadership and life skills in weekly classes
Girls build a relationship with a trusted female mentor
Parents and community members recognize girls' abilities and rights
Girls have psychosocial and financial support to stay in school
Teachers, administrators, and other students learn about girls' empowerment
The most vulnerable girls can create a plan to succeed in school
Girls are supported to continue their education
Young women are aware of the opportunities available to them

OUTCOMES

1. Binti Shupavu Scholars graduate from lower secondary school
2. Binti Shupavu Alumnae are resilient and prepared to face future challenges
3. The parents and communities of Binti Shupavu Alumnae support girls to continue their education



IMPACT

Girls are the leaders of their own lives and make positive choices about the future.



About Binti Shupavu

Binti Shupavu, which means "courageous daughters" in Swahili, is a four-year program designed to support girls to stay in school and develop the skills and resilience to meet their many challenges and achieve their academic and professional goals. Binti Shupavu scholars participate in weekly classes focusing on a variety of social, emotional, and skills-building workshops such as personal leadership, health, self-confidence, study, and planning skills to support and sustain their educational goals and gain meaningful employment.

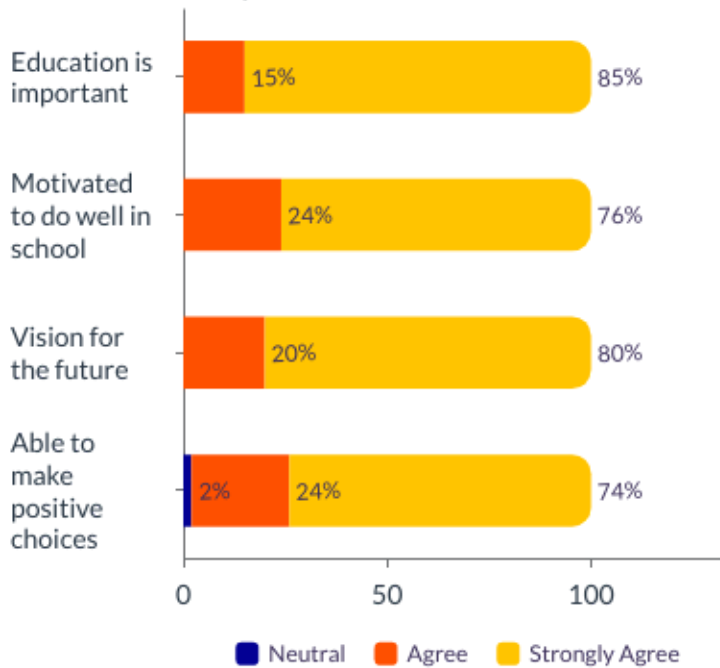
Parents and mentors play an important role in the program. Binti Shupavu scholar parents participate in regular communication and meetings that help them understand the program and how to support their daughters' ongoing success. Mentors also support students in and out of class and serve as powerful role models for scholars. The program also provides social work services for students who need additional mental health and social support. Through Binti Shupavu, Tanzanian girls are empowered to become brave leaders of their own lives and influential role models for other girls.

'Look at me! I am the best version of myself, I have overcome temptations, I am confident and I know who I want to be in the future.' Binti Shupavu Scholar

Meet the 2022 Binti Shupavu Scholars

Binti Shupavu scholars are young women who have high expectations for themselves. They believe that education is important for their future and they are highly motivated to achieve their dreams. They are young leaders with a plan and are confident that they can make the positive choices needed to achieve their dreams.

Binti Shupavu Scholars' Values & Beliefs



'Binti Shupavu has lessons that can help me for the rest of my life. The title BINTI SHUPAVU made me want to become courageous when I first heard it four years ago. Truly I have learned so much, especially about my body, and how to study and perform well academically. I can say I have changed from how I was four years ago.' Binti Shupavu Scholar

Binti Shupavu Scholars are prepared for the future

Educating girls is more than participating in schools. Girls need to have safe learning environments and opportunities for educational and professional advancement. To achieve their goals girls also need to develop social-emotional and life skills to address the challenges they face at home, in the community and in their workplaces (World Bank, 2023).

Scholars experience challenges in school and at home. Some scholars report difficulties in focusing on their studies and adjusting to life in the dormitories. Others report that there they lack basic needs at school like water and sanitary napkins.

'There is no clean water, sometimes we go days without clean water to drink. The tanks aren't clean. They have been there for years so the water is not safe.' Binti Shupavu Scholar

Scholars report difficulties with transportation to and from school. Other scholars report challenges at home, such as balancing chores and homework.

'Another challenge back home in my community is the transport to school, sometimes when I don't have bus fare the bus driver doesn't pick me up so the transport to school becomes a big challenge.'

Binti Shupavu Scholar

'When I go back home, I always find a lot of home chores waiting for me which means I don't get time to study at home. Because I don't get enough time to do that or to do my school assignments at home, and when I go back to school the teachers punish me for not completing my assignments which makes me and other girls like me not to be able to perform well.'

Binti Shupavu Scholar

1,111
Young women completed the program

Scholars frequently encounter challenges in their communities, particularly around personal safety and avoiding negative peer relationships. However, they also express concerns about what is happening in their communities to women and young girls.

'In my community girls get married at a very young age when they cannot even cook porridge but they will have to take care of their new families so they end up being young mothers roaming around the street.' Binti Shupavu Scholar

'Most of the women in my community including my mom were abandoned by their husbands. I stopped seeing my father when I was five years old. My father left my mom a long time ago so we grew up without a father.'

Binti Shupavu Scholar

'The way they treat women in our community makes me think that they also see us that way too. I doubt if my community thinks well of me but I will prove to them girls can become the reason why communities are developed.'
Binti Shupavu Scholar

Scholars demonstrate significant increases in resilience actions

Young people need to develop cognitive skills along with attitudes and values that allow them to become resilient, adapt to and overcome adverse events and conditions in their lives (Henley, 2010). By strengthening social-emotional capacities, Binti Shupavu helps scholars build the resilience necessary to manage and adapt to adverse conditions and challenges by making choices that support positive outcomes for their personal and career goals.

To assess increases in resilience, a randomly chosen sample of scholars completed baseline and end-line surveys using the Henley Resilience Competencies Scale (RCS). The RCS examines resilient actions (e.g., seeking support, being a resource for others, problem-solving, multi-tasking) and attitudes (e.g., determination, self-confidence, adaptability, and persistence in adversity)

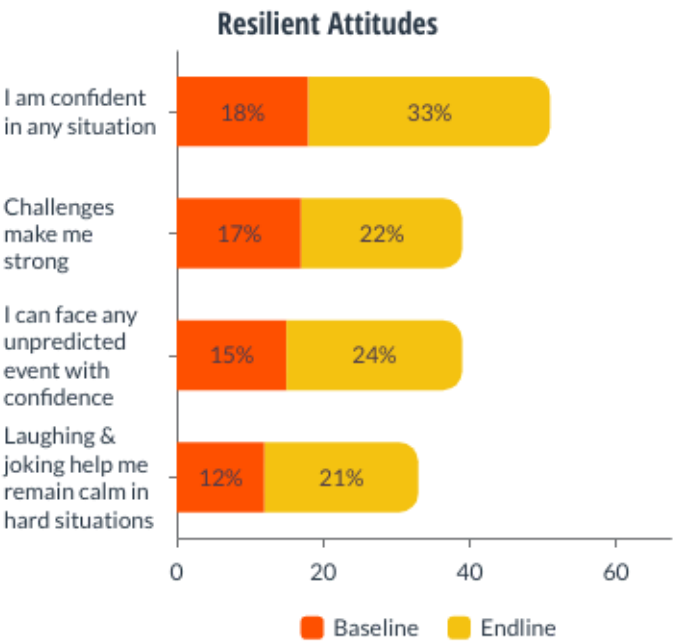


'[There are] a lot of temptations from friends and strangers both at school and at home. We have been taught how to avoid temptation and choose people that we can trust and bring positivity in our lives.' Binti Shupavu Scholar

A comparison of baseline and end-line data shows significant increases in resilient actions and attitudes in the survey participants. Key protective factors that influence building resilience are developing close and supportive relationships with adult family members, engaging in the community, helping others and taking action when faced with challenges. Survey respondents showed the largest shifts in these areas, with at least a 10% increase between baseline and end-line actions particularly around community participation, seeking support from family members and finding solutions to problems.

'It was hard for me to cope with staying far from home. I live with my relatives because they are nearer to school. With Binti, I have been able to understand their personalities not only that but also I believe they are proud of me. It is no longer hard to stay six months away from home, I can cope with any environment.' Binti Shupavu Scholar

Scholars demonstrate significant increases in resilience attitudes



The research demonstrates the link between social and emotional learning and educational outcomes. Youth who develop the capacity to manage emotions and solve problems, while building positive relationships have better educational outcomes (Mahoney, Durlak & Weissberg, 2018). By focusing on building resilience and providing a supportive environment, Binti Shupavu scholars are more equipped to meet the many challenges they face as young women growing up in their communities.

Binti Shupavu scholars are more equipped to meet the many challenges they face as young women growing up in their communities. Building resilience is a dynamic life-long process (Henley, 2010) and the skills that scholars develop will serve them to face future challenges as they strive to achieve their educational and professional goals.

'Binti has helped us to be able to perform well in class, has helped us choose friends and above all has taught us to be resilient.'
Binti Shupavu Scholar

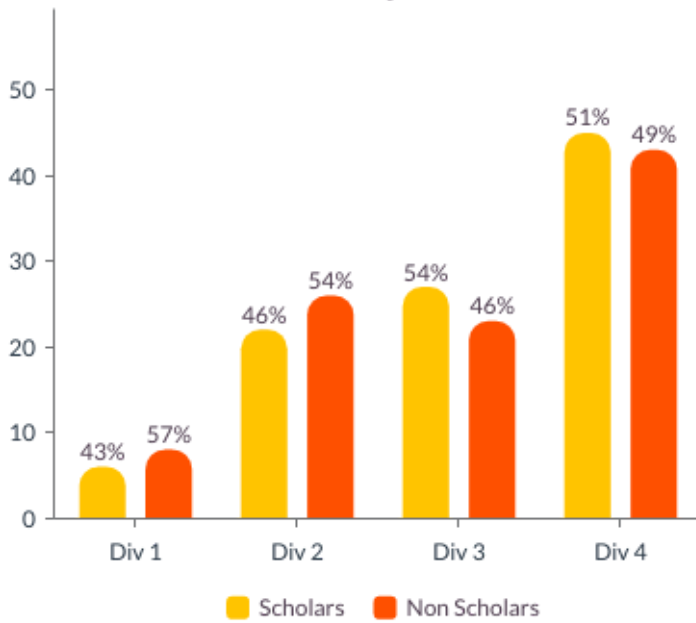
'Binti Shupavu teaches us so many things that will benefit us for the rest of our lives. Look at me! I am confident, I am courageous and I am resilient.'
Binti Shupavu Scholar

'I have learned to value myself. At first, we used to say there are certain things that only boys could make happen but with BINTI we have learned that with inner motivation nothing is impossible even for us girls.' Binti Shupavu Scholar

Binti Scholars continue to excel academically



Form 4 Results by Division



65% of students successfully passed their Form 2 exams compared to 58% of non-scholars in the same schools. With the successful completion of their Form 2 exams, scholars were able to continue their education.

In 2022, 82% of scholars passed their secondary school exams compared to 73% of female non-scholars in the same schools. Binti Shupavu scholars performed slightly better than non-scholars in Divisions Three and Four.

Scholars who successfully completed their Form 4 exams are able to move ahead with their higher education goals while other scholars will enter the job market where they will have better earning potential (King & Winthrop, 2015; Rihani, 2006).

65%

Scholars passed their Year 2 exams

82%

Scholars passed their Year 4 exams

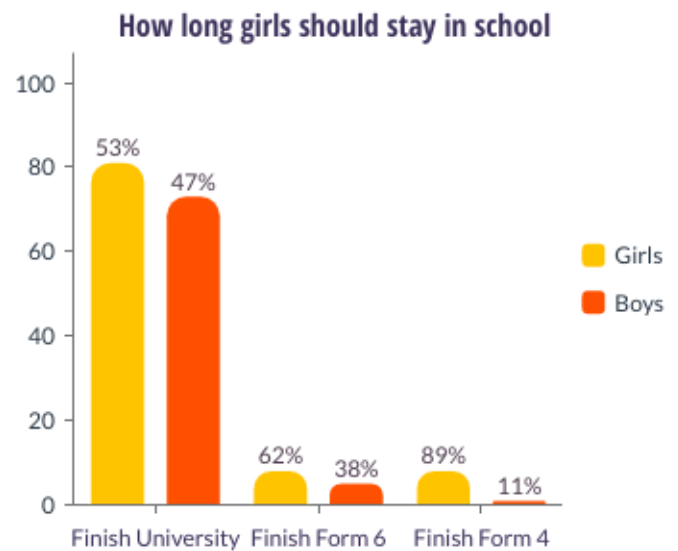


Family members support Binti scholars' success

The research literature demonstrates the invaluable role that parental support plays in education (Edward, Ndiujye & Shukia, 2022). Binti scholars' parents play a significant role in supporting their success in the program and the achievement of their academic goals.

171 Binti scholar parents participated in a survey to assess their attitudes around educational attainment for their children by gender. 86% strongly agreed that it is important to educate girls and 78% strongly agreed that girls were as smart as boys. When asked about their expectations for graduating Form 4 by gender, 82% of Binti scholar parents expected their girl children to successfully complete Form 4 compared to 78% for boy children.

When asked how long girls should attend school, 81% of parents believed that girls should finish university compared to 73% of boys. Parents also reported higher percentages in their expectations of girls completing Forms 6 and 4 over boys.



'It's good for a girl to get an education because it will help her in her family life and community.' Binti Scholar Parent

Family members support Binti scholars' success

Scholars' parents identified four key advantages for why their daughters should stay in school:

- Stronger futures for girls and young women
- Girls gain resilience to overcome challenges
- Stronger families because young women will have the knowledge to support their families
- Stronger communities, locally and globally through their contributions

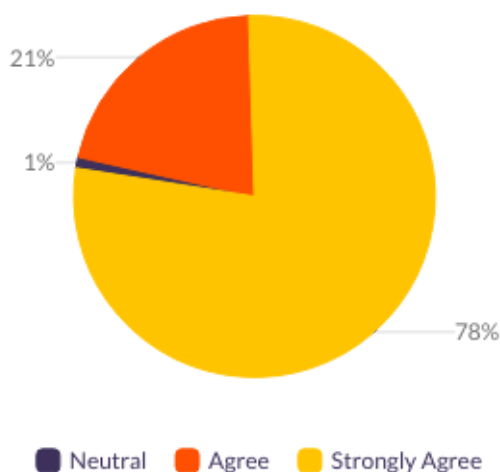
When asked about the downside of educating girls, 67% of scholars' parents said they saw no downsides to educating their daughters. None of the parents reported that education would make their daughters less marriageable. Only 13% of parents believe education will keep girls from their chores and only 6% believe that education will too costly, will result in negative exposure and contact with male students or that education is not valuable to girls' lives. Parents reported that their daughters had a right to education and that their achievements will not only benefit them and their families but will also benefit the community.

The parent survey results are supported by student testimonials. When asked if their parents support their finishing school 78% strongly agreed and 21% of students agreed with only 1% of students reporting neutral.

'Four years ago, my parents said they were worried about how I would come out. My mother used to tell me that I needed to change, I could not make decisions on my own, I did not like doing chores at home and mostly I was not motivated to do things outside of the box for my own good. Last holiday she told me that she is proud of me and I seem to have a road map to a better future.'

Binti Shupavu Scholar

Scholars' report on parental support



'Well, my mother attends the engagement meetings in fact she never misses any. This has helped her understand me better and to be honest if not for Binti Shupavu she would have been less close to me.' Binti Shupavu Scholar

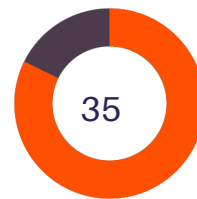
Mentors support scholars' academic and personal growth



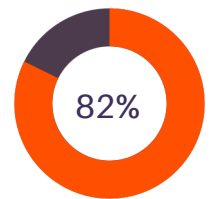
As noted in resilience research adults play a significant role in building resilience, even if the adults are not related to youth (Henley, 2010). Adult mentors at Binti Shupavu are college-educated young women who act as role models and big sisters to scholars. As adult mentors, they play a significant role in scholars' social and emotional development (Jones & Doolittle, 2017). Mentors support scholars academically by motivating them to stay focused and make positive choices that help them achieve their goals. Mentors also support relationships between scholars and their families.

The primary support scholars report their mentors provide outside of class work are:

- Advice when they are facing challenges and temptations
- Ways to overcome challenges
- Motivation and strategies to study hard
- Help to avoid people and habits that derail them from their goals
- Support relationships with parents



Mentors

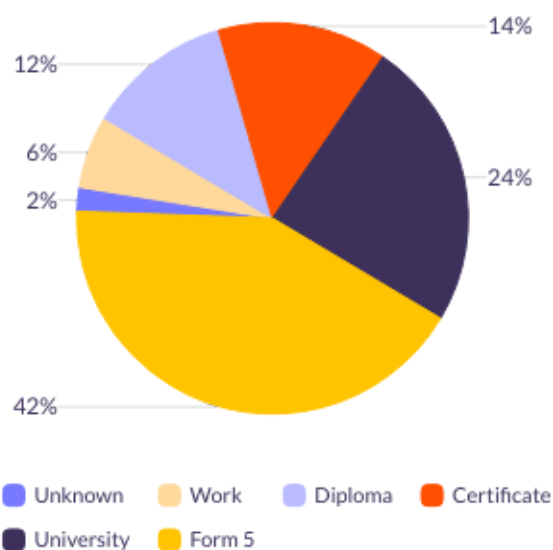


Scholars who received mentor support outside of lessons

'I was not able to say 'No,' to bad company and boys that disturbed me on my way to school. But our mentor kept reminding us of the effects of not avoiding temptation and since I know who I want to become I decided to be con dent.' Binti Shupavu Scholar

Binti Shupavu alumnae face the future with hope and confidence

Plans after completing Form 4



Women make up 50% of the Tanzanian population today (USAID, 2022) and they play a significant role in the political, economic and social success of the country (United Republic of Tanzania, 2015).

With the successful completion of Form 4, Binti Scholars look forward to joining the emerging rank of women leaders in the country. 98% of Binti graduates plan to continue their education. 68% of scholars intend to pursue a diploma, or certificate or complete Form 5. 24% of scholars hope to go on to university.

Scholar graduates expect to face many of the same challenges as they move into the next stage of their education and professional lives, including the lack of financial resources (e.g., school fees, books, food, etc.), family responsibilities, academic performance, and being swayed from their goals by negative peers or romantic relationships.

98%

Alumnae plan to continue their education

When asked how the program can continue to support them after graduation, scholars overwhelmingly wanted to stay connected with the program for support and advice as they continue their educational journey. Other ways that the program can support them moving forward include:

- Employment – job search and job skills development and job opportunities at Binti Shupavu
- Academic support – counseling, tutoring, scholarships
- Entrepreneurship training – to start small businesses and find capital
- Continued support around strengthening resilience skills and capacities
- Networking to meet people and find opportunities in the community

Methodology & Bibliography

This report relies primarily on qualitative data collected through focus group discussions with Binti Shupavu Alumnae and interviews with scholars, parents, and other key stakeholders. The data represented is a random sample of the cohort. We also collected quantitative data using base- and end-line surveys developed by GLAMI. The program also used the Resilience Competencies Scale which was administered at baseline with Scholars entering the program in 2019 and at end-line with Scholars leaving the program in 2022. Scholars were randomly selected to participate in the focus groups and surveys. No participant names are used in this report, and some quotes were lightly edited for grammar and spelling.

Edward, G., Ndijuye, L. G., & Shukia, R. (2022). The Role of Parental Involvements in Children's Acquisition of Kiswahili Pre-Reading Skills in Tanzania. *Global Education Review*, 9(3), 19-37.

Henley, R. (2010). Resilience enhancing psychosocial programmes for youth in different cultural contexts: Evaluation and research. *Progress in Development Studies* 10(4), 295-307.

Jones, S. M., & Doolittle, E. J. (2017). Social and emotional learning: Introducing the issue. *The future of children*, 3-11. Retrieved from <https://www.jstor.org>

King, E.M. & Winthrop, R. (2015). Today's challenges for girls' education. *Global Economy and Development at Brookings*. Retrieved from <https://www.brookings.edu>

Mahoney, J.L., Durlak, J.A. & Weissberg, R.P. (2018). An update on social and emotional learning outcome research. *Phi Delta Kappan*, 100(4), 18-23. Retrieved from <https://journals.sagepub.com>

Rihani, M.A. (2006). Keeping the promise: Five benefits of girls' secondary education. AED Center for Gender Equity. Retrieved from <https://ies.eric.ed.gov>

United Republic of Tanzania (2015): Education for all 2015 National Review Report: United Republic of Tanzania-Mainland. Retrieved from <unesdoc.unesco.org>

USAID, (2022, June 22). Tanzania gender and youth fact sheet. Retrieved from <usaid.gov>

World Bank (2021, November 24). World Bank Statement on the Announcement by Government of Tanzania on Equal Access to Education for Pregnant Girls and Young Mothers. Retrieved from <https://www.worldbank.org>

Acknowledgements

We thank our donors for their generosity and support of our program. TGK Consulting analyzed the data and created the report. The MEL team conducted all focus group discussions and interviews. Binti Shupavu mentors, MEL team and the former Alumnae Program Coordinator conducted the alumnae interviews. The Binti Shupavu mentoring team also conducted baseline and end-line surveys.