



Our Impact: Binti Shupavu 2020

Introduction

Dear Friend,

Thank you for joining us in celebrating another year of impact for Tanzanian girls! In our first dedicated Binti Shupavu Impact Report, we are delighted to share our evidence that *soft skills lead to hard results*. Binti Scholars graduate from secondary school at higher rates than their peers, are less likely to become pregnant while in school, more likely to continue to higher education, and more resilient than they were when they joined the program.

In 2019 we collected more qualitative data than ever before to better understand the *why* and *how* of our impact. Through focus group discussions with Scholars and key informant interviews with a range of stakeholders, we gained two key insights: 1) Scholars attribute their success to Binti Shupavu, and 2) the adults in their lives are recognizing that Binti girls are smart and capable.

To improve our evaluations, we have tweaked our Theory of Change for Binti (see page 5) to better reflect Binti's impact on Scholars' opportunities and their communities. This report compiles data on Scholars' graduation rates, their resilience and ability to prepare for the future, and their parents' and teachers' views of Scholars and of girls in general. Each of these outcomes builds on the next: girls who are resilient are able to overcome the obstacles that stand between them and their education, and educated and empowered girls demonstrate girls' capabilities and leadership potential to their communities. Thank you for joining us in creating this impact.

With gratitude,



Jess Littman
Director of Monitoring, Evaluation & Learning

About AfricAid

AfricAid's programs are implemented by our local partner, Girls Livelihood and Mentorship Initiative (GLAMI), formerly known as AfricAid Tanzania. We mentor secondary school girls in Tanzania to complete their education, develop into confident leaders, and transform their own lives and their 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.

AfricAid's Impact in Brief

We measure three outcomes of each of our projects. This report focuses on Binti Shupavu, and below you will also find the most important indicators of our other program, Kisa. More details can be found in this report and in our past [Impact Reports](#).

Binti Shupavu is a four-year extracurricular life skills course for lower secondary school girls covering topics such as study skills, personal leadership, health, and self-confidence with the goal of increasing graduation rates for vulnerable girls.

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

Upon graduation from the program, **Binti Alumnae are 28% more resilient** according to a quantitative scale of resiliency than they were at the start.

✓ *Outcome achieved*

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

98% of Scholars graduate from lower secondary, compared to a national graduation rate of about 69%.

✓ *Outcome achieved*

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

Teachers of Binti Scholars notice **a change in their academic achievements** and gain more respect for girls' capabilities.

✓ *Outcome achieved*

Kisa Project is a two-year leadership course that prepares girls in their last two years of secondary school to attend university and create positive social change in their communities. Kisa means "story" in Swahili. Through the Kisa Project, young Tanzanian women are empowered to become the creative authors of their own future stories.

Outcome 1: Kisa Alumnae engage in community development.

The most popular plan for the future among Kisa graduates is to **work in community development**. **87% of Kisa graduates report having already brought up gender issues** in their communities.

✓ *Outcome achieved*

Outcome 2: Kisa Alumnae's communities recognize the worth of girls and women.

85% of Kisa graduates in 2019 report that a change has taken place in their communities due to Kisa. Changes include improved gender equality and less pregnancy.

✓ *Outcome achieved*

Outcome 3: Kisa Alumnae are confident leaders.

78% of Kisa graduates in 2019 report that they hold a leadership role, 20% more than at baseline. **100% of Kisa graduates** (whose results we obtained) **passed their final school exam in 2018**, and **97% of Alumnae transition to higher education**.

✓ *Outcome achieved*



Binti Shupavu means “courageous daughters” in Swahili. Binti Shupavu is a four-year life skills course for lower secondary school girls covering topics such as study skills, personal leadership, health, and self-confidence with the goal of increasing graduation rates for vulnerable girls. Through Binti Shupavu, Tanzanian girls are empowered to become brave leaders.

Tanzanian girls are often discouraged from finishing secondary school, and even those who attend face myriad obstacles both within and outside the classroom. Binti supports girls to build the resilience and skills they need to complete secondary school, continue their education or gain meaningful employment, and become role models for other girls. Our Theory of Change, on the next page, shows how we achieve this. This report covers our outcomes:

1: Binti Shupavu Alumnae are resilient and prepared to face future challenges.

2: Binti Shupavu Scholars graduate from lower secondary school.

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

The following pages explore each of these outcomes in depth, demonstrating how girls’ development of resilience and other soft skills leads to their improved academic outcomes and to greater recognition and respect from their communities.



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.



Binti Shupavu Alumnae are resilient and prepared for future challenges.

Binti Scholars gain resilience

"I made the correct decision of accepting who I am." – Sara, Binti Alumna

From the beginning of the program to the end, Scholars' resilience increases by

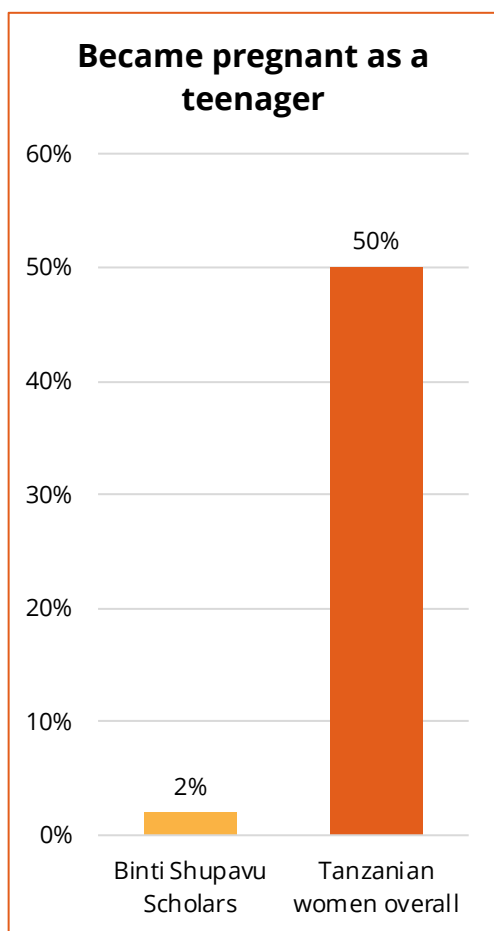
28%

The Resilience Competencies Scale (RCS) is a quantitative measure developed by psychologist Dr. Robert Henley to evaluate resilience, specifically in vulnerable youth (Henley, 2010). Binti Scholars responded to the RCS at baseline and endline, and **resilience increased by 28%** (this change is statistically significant at $p=.0018$). Scholars scored highest in areas related to their attitude and their relationships. The rest of this section reviews some of the areas in which Scholars developed their resilience and ability to prepare for the future. In discussing the value of Binti in their lives, the top answers Alumnae gave were about:

- dealing with challenges
- becoming confident, brave, or strong
- gaining study skills and the ability to participate in class
- and becoming able to achieve goals.

Binti Scholars overcome challenges

"I never gave up." – Fatima, Binti Alumna



Top challenges Scholars face at baseline include:

- financial struggles
- family problems
- academic issues
- peer pressure and temptation to have sex
- puberty
- and the long distance to school.

At baseline, Scholars demonstrated little ability to deal with these challenges. At endline, Scholars faced similar challenges, but are much better able to describe how they had resolved or overcome their challenges. For example, a Scholar at baseline wrote that among her challenges are *"boys' temptation, but I can live with that,"* whereas a Scholar at endline declared, *"I escaped from his temptations being strong and confident."*

The issue of "temptation," often in the form of harassment from older men, is often raised by Scholars and can have serious impact on their lives: half of Tanzanian women have their first pregnancy by age 20, and girls who become pregnant are prohibited from returning to public schools. The Binti Class of 2019, however, experienced **a pregnancy rate of less than 2%**. An Alumna explained how she avoided engaging in early sexual relationships: *"Sometimes men come to approach me. Right now I have this confidence to face them and ask them questions which sometimes they don't have any answer for them. I would just ask them, 'Can't you see that I'm a student? Can't you see that? Are you blind?'"*

Binti Shupavu Alumnae are resilient and prepared for future challenges.

Binti provides the support Scholars need

"I was able to talk to my Binti Shupavu Mentor and she was able to advise me on how to deal with community challenges and set goals for my life in the future." – Mary, Binti Alumna

Binti helped

99%

of Scholars to overcome their greatest challenges.

The lessons of Binti continue to help

100%

of Alumnae after they have left school.



Voices of Impact

In interviews and focus group discussions, new Alumnae described how Binti taught them to overcome challenges.

Vivian: "Binti has helped me not to give up because there were times that I couldn't perform well in my exams, I could go to my room and cry a lot and even give up. But my Binti Shupavu Mentor encouraged me. She taught me not to give up because there was nothing that could be harder than what I went through, so she encouraged me not to give up and I never did again."

Elizabeth: "I will stay calm, evaluate myself, then I'll begin with an end in mind. I will also think of a type of personality that I will face and take a proactive action.... In a very big percent Binti Shupavu has helped me to move from one stage to another. It gave me self-awareness and confidence that has helped me to avoid stupid temptations and challenges."

Binti Shupavu Alumnae are resilient and prepared for future challenges.

Binti Alumnae know how to plan

"I will study hard so that I can go to form five and finish university and finally study law and become a lawyer." – Lightness, Binti Alumna

Scholars at baseline struggled to identify specific plans for the future, with most unable to plan or identifying a non-specific plan such as *"studying hard."* They struggled even more to come up with a potential back-up plan if their first plan failed. At endline, Scholars shared concrete objectives such as specific academic achievements or starting a project or business. Scholars at endline also identified back-up plans, which mainly included starting a business if further education did not work out. There was not much difference in whether Scholars stated that they had a vision for the future from baseline to endline, but the difference in their ability to make plans for the future demonstrates their development in this area. Based on our first Alumnae survey, it is clear that Binti Alumnae are carrying out these plans. Less than a year after leaving lower secondary school, **33% of Alumnae surveyed are already employed.**



Voices of Impact

In interviews and focus group discussions, new Alumnae described their ability to prepare for the future.

Janeth: "I used to be a good planner, but my implementations was zero. But after I joined Binti Shupavu we were taught how to set goals and achieve them, so I started changing and strove to achieve my goals."

Nuru: "I have learned how to believe in myself and believe in my dreams."

Elizabeth: "I have learned to make my own decisions and believe in myself."

Gladness: "I have learnt entrepreneurship skills, because I remember there was a time that we had a seminar and the Kisa girls were there, so we were taught on how to make water soap so I can now make a water soap and I can convince people to buy my soap."

Binti Shupavu Alumnae are resilient and prepared for future challenges.

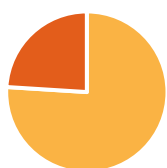
Mentors build resilience

"They helped me be strong and brave when I face challenges." – Aisha, Binti Alumna

Binti Scholars gain confidence

"Binti Shupavu has given me the power to be confident and believe in myself." – Diana, Binti graduate

Did your Binti Shupavu Mentor support you outside of the classroom?



■ Yes ■ No

76% of Alumnae said that their Mentor had supported them outside of the regular Binti Classes. This support included:

- advice on how to study and other academic issues
- advice on solving a personal problem
- and encouragement or motivation.

In focus group discussions and interviews, Alumnae talked about how their Mentors had inspired them to succeed: in addition to advice from their Mentors, Binti Scholars also learned to ask advice from others. We asked Scholars whether they could ask for help and did not see much of a difference between baseline and endline, but below we do see Scholars specifying that Binti taught them this skill.

Voices of Impact

Nuru: "My Mentor inspired me not to sit idle at home because there are a lot of opportunities to be grabbed out there."

Vivian: "I learned to ask for advice and help from others since I joined Binti Shupavu, and it's working."

Elizabeth: "Binti Shupavu has taught me how to ask for help whenever I need it.... I used to think asking for a help is a weakness, but right now if I happen to have any problem I can easily ask for help from friends and other people."

Voices of Impact

Vivian: "Binti Shupavu has made me confident. I no longer have to fear speaking to people just because they are older than me or because they are men."

Ruth: "I used to believe that boys were the one supposed to make decisions for us, from family level to a community level because I thought boys are superior. But I no longer believe that because Binti Shupavu taught me to believe in myself."

Gladness: "I used to believe that I cannot speak in front of my father; if he speaks it's done and all his decisions were right, that's all. But I was wrong, completely wrong about it. Binti Shupavu taught me how to defend myself, so when my father makes wrong decisions I'm in a position to correct him."



Confidence is a key factor in the development of resilience. Binti Scholars often come to the program having been discouraged from raising their hands and their voices, but over the course of their time in Binti, they gain the confidence to speak up. We asked Scholars at baseline and endline whether they can make positive choices and share their ideas confidently. We did not see much change on these indicators, but the qualitative data demonstrate the Scholars did notice an increase in their own confidence levels, including decision-making ability.

Binti Scholars perform better academically

"I decided to add more effort and make sure that I perform well on my national exams." – Zainab, Binti Alumna

98%

of Scholars in the Class of 2019 graduated from lower secondary school, compared to a national graduation rate of just 69% (["Enrollment", 2013](#) & ["Enrolment", 2016](#)).

7%

more Binti Scholars pass the Form 2 exam than their peers in the same schools ("FTNA", 2019). Students must pass the Form 2 exam to continue their secondary education.

4%

more Binti Scholars pass the Form 4 exam than their peers in the same schools ("CSEE", 2019).

Binti Shupavu Scholars improved academically on a number of metrics. Most importantly, **98% of Year 4 Scholars in 2019 graduated** from lower secondary school - compared to a national graduation rate of around 69% for girls. Having completed secondary school, Binti Alumnae are now in a position to earn more money (["UNICEF", 2011](#); [King & Winthrop, 2015](#)) (and contribute more to Tanzania's economy [[Rihani, 2006](#)]), make their own healthcare decisions (["Missed", 2018](#)), avoid domestic violence, better care for their children's health, and increase their decision-making power within their families.

Binti Scholars attribute their academic achievements to the program. In focus group discussions, respondents shared that Binti has helped them to love all of the subjects they are required to study. For example, Vivian said, *"I used to hate history subject. I don't even know why I hated history, but I found myself ignoring it for no reason. Then Madam Amney taught us about taking every subject into account. She even told us her story and what sometimes the future brings. Then I started practicing studying history even if I was not in the mood. Then I found myself performing well and I started loving the subject!"*

Others shared that Binti had helped them get over fear of exams or start managing their time better. We also asked Scholars at baseline and endline whether they were motivated to do well in school, whether they had good study skills, whether they thought they would pass the final exam, and whether they believe education is important. We did not see much movement on these indicators; however, the above data do demonstrate high levels of motivation and academic success.

Voices of Impact

Miriam: "Binti Shupavu has played a significant role in my academics. Ever since I was able to prepare my own timetable and act upon it, my performance has improved."

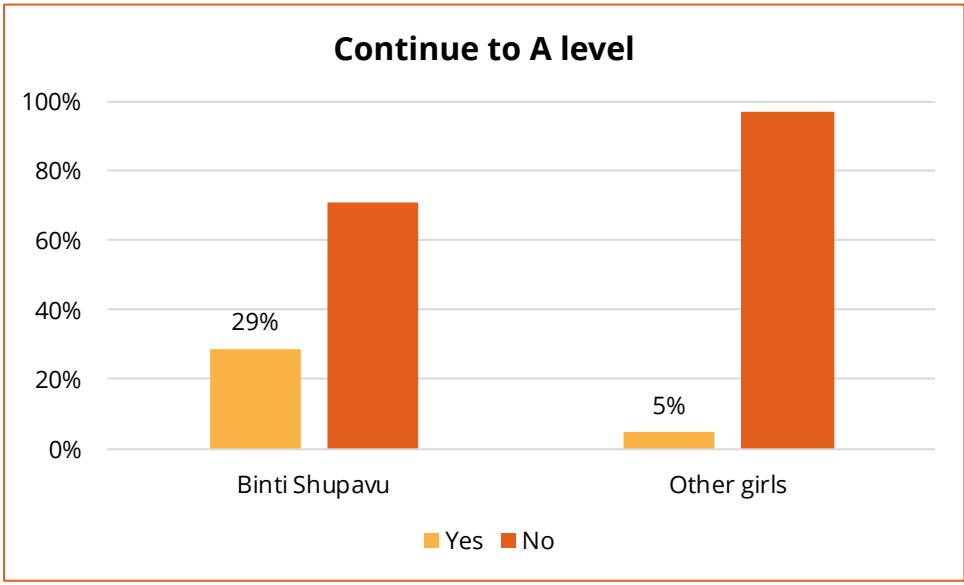
Gladness: "I didn't know any learning technique, I was just going with the flow, but I was inspired to start using the learning techniques by Madam Amney."

Neema: "I used to have the fear of examination. I even had an examination fever every season it was near exams. Every time I was given an examination paper my hands would sweat, but she inspired us not to be scared of exams, so all my worries disappeared."

A male teacher at a Binti Partner School: "These changes have brought an impact to the academics. As a teacher I'm really proud of such changes, the girls have been so active and they perform very well. I can testify that from the previous class of Binti Shupavu, their performance was once bad but after Binti Shupavu they started performing very well."

Binti Alumnae continue to achieve

"My involvement in Binti Shupavu was very meaningful as it helped me as a girl with goals by making sure that I achieve them." – Hosiana, Binti Alumna



In mid-2019, we conducted our first survey of Binti Alumnae. **51% reported that they have continued their studies** since leaving Binti. **22% are enrolled in a diploma program or vocational training.** Most excitingly, **29% are enrolled in A level**, compared to just 5% of Tanzanian girls who go to A level (the optional, final years of secondary school). (["Tanzania", 2018](#)).



Binti Alumnae create ripple effects

"I think the impact has not been only to me but to my whole community at large." – Gladness, Binti graduate

Binti Scholars are creating ripple effects of empowerment in their communities by bringing the lessons of Binti to other girls. In focus group discussions, Alumnae explained that they plan to become motivational speakers or supporters of other girls.



Voices of Impact

Vivian: "Binti has helped me to provide advice to people who need advice, so there are people who come to me and seek for an advice and I'm there for them."

Elizabeth: "I have been a role model to my siblings. I teach them how to behave well every time I go home for the holidays. I'm proud that they are changing."

Miriam: "My mom now counts on me. Every time she needs an advice I'm always her first approach."

Lilian: "This training I got from Binti Shupavu will help me educate my community, especially girls, so that they can not be mistreated."

Elizabeth: "Every time I sleep at nights or just close my eyes I really wish to be a mentor. I also wish to see people change as I did. I want them to see the ways that I passed and become like me."

Voices of Impact

Gladness: "My community thinks of me as a good example to other girls because most of the girls have not gone to school."

Vivian: "My parents have been trusting me since I joined Binti Shupavu. I have changed a lot and they have been seeing the changes."

Ruth: "Teachers believe in us and Binti Shupavu because they have seen the changes in us, and they believe it's Binti Shupavu that brought such changes."

Gladness: "There was a time that my father started to give up on us because he thought we will be like other girls, but right now he believes in all girls because of me.... My father has changed a lot from the way he perceived me. He also used to make decisions for me but not anymore. Right now, he now engages me in every decision that he makes concerning my life."

Alumnae are noticing the impact that they are having on their communities. In the focus groups, they described feeling that teachers are supportive of the Binti program, and that their communities respect them and see them as good examples. Some also felt that their parents' trust in them had increased.



Adults are noticing the changes

“We needed to know that Scholars needed someone to listen to them.” – A Binti Shupavu Liaison at Mateves Secondary School

Teachers themselves provided evidence that Binti is making them more supportive of girls. This is a key development, as teachers are among the greatest influencers in girls’ lives, and are often disparaging of girls’ abilities and rights.

Voices of Impact

A male teacher at TPC Secondary: “I now also believe that if you educate a girl child you have educated the whole community.”

A Binti Shupavu Liaison at Mukulat Secondary: “I used to think that girls are weak as the community thinks, but AfricAid changed me and made see opportunity in girls.”

A male teacher at Irkisongo Secondary: “I have seen the change to these girls, and I have come to realize that they only need to be empowered because they can be anything and they can be anywhere only if they are empowered.”



Methodology

This report relies primarily on qualitative data collected through focus group discussions with Binti Shupavu Alumnae and interviews with Scholars, Alumnae and other key stakeholders. We also collected quantitative data using a survey and Resilience Competencies Scale that were administered at baseline with Scholars entering the program in February 2019 and at endline with Scholars leaving the program in September 2019. Scholars were randomly selected to participate in the surveys. In our first implementation of the random sampling procedure, many of the randomly selected survey respondents were unavailable on survey day, and thus our sample size was small. This likely contributed to the low levels of movement on quantitative indicators that are noted throughout this report. We also conducted a survey with Alumnae from the Binti Shupavu Class of 2018 via phone. All Scholars' and Alumnae's names have been changed in this Report to protect their privacy, and some quotes were lightly edited for grammar and spelling.

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Acknowledgements

AfricAid's Director of Monitoring, Evaluation & Learning, Jess Littman, analyzed the data for this report and created the report. Maryrehema Mkumbo conducted all focus group discussions and interviews. Binti Shupavu Mentors, led by Alumnae Program Coordinator Kim Martin, conducted the Alumnae interviews. The Binti Shupavu mentoring team also conducted baseline and endline surveys.

Learn More