



2025



Annual Report

MENTOR GIRLS • DEVELOP LEADERS • TRANSFORM COMMUNITIES



Girls Livelihood and Mentorship Initiative (GLAMI) mentors secondary school girls in Tanzania to complete their education, develop into confident leaders, and transform their own lives and their communities.

THE PROBLEM

Girls in Tanzania still face significant barriers that limit their participation and progression in education. Recent national data shows that only 43.8% of girls enroll in lower secondary school, only 7.8% reach upper secondary, and just 7% transition to tertiary education. ([UNESCO: United Republic of Tanzania Mainland and Zanzibar : Education Country Brief](#))

VISION

To create a future in which all Tanzania girls have equal access to high-quality educational opportunities that empower them to achieve their goals and better their communities.



MISSION

GLAMI supports girls' education in Tanzania in order to provide girls with the opportunity to transform their own lives and the futures of their communities. We accomplish our mission through our two extracurricular mentoring programs: Kisa Program and Binti Shupavu.



PROGRAMS

KISA PROGRAM

A two-year leadership course that prepares girls in their last two years of secondary school to attend university and become socially responsible leaders.

BINTI SHUPAVU PROGRAM

A four-year life skills course that gives secondary school girls the tools they need to stay in school and graduate.



MENTOR GIRLS. DEVELOP LEADERS. TRANSFORM COMMUNITIES

GLAMI works across three regions in Tanzania, supporting almost 50 schools.



CORE VALUES

- ✓ **RESPECT** : We value the community that we serve, our partners and staff for their time, views and contributions.
- ✓ **INTEGRITY** : We will uphold honesty, transparency and confidentiality with high moral and ethical standards. When faced with difficult situations, we will be considerate in our decisions.
- ✓ **EQUALITY AND EQUITY** : We will strive to bridge the gap between girls and boys. We will strive to work towards gender equity.
- ✓ **ACCOUNTABILITY** : We will be responsible and accountable for the benefit of the people we serve.
- ✓ **INSPIRATION** : We care about the girls we serve. We shall be their role model and are committed to empowering to positively, contribute to the community.

Kisa Program	Arusha	Kilimanjaro	TOTAL
No. of Scholars	977	2206	3183
No. of Schools	10	15	25

Binti Program	Arusha	Kilimanjaro	Morogoro	TOTAL
No. of Scholars	2,635	2,707	2,830	8,172
No. of Schools	11	11	17	39



KEY MILESTONES AND IMPACT



4,505

New Scholars enrolled
in both our Programs
(1,752 Kisa & 2753
Binti)

195

Community Projects
conducted by Kisa
Scholars from 2022-
2025.

28,700+

Tanzanian girls have
directly benefited from
our programs.

15,875

Graduates from both
our programs who have
now joined the GLAMI
Alumni Network

87%

of Binti Program
Scholars successfully
completed lower
secondary school



200

Bicycles Distributed to
Program Scholars who
walk long commutes to
and from school

100%

final exams pass rate, with
86% of Kisa Scholars in the
top two divisions and the
remainder in the third
division.

621

Program Scholars
hold leadership
positions in Schools

75%

of Program Mentors and
61% of staff are Alumni of
GLAMI Programs

2

sustainable mentorship
approaches Piloted : Teacher
and Peer Mentorship, with 28
Teacher Mentors and 95 Peer
Mentors

Dear GLAMI Family, Friends, and Esteemed Partners,

When a girl is equipped with the right skills to thrive, has access to positive role models, and believes in her future, she becomes a confident leader ready to create positive change in her own life and in the lives of those around her. This is the future GLAMI envisions for every girl - a future where girls can access quality education, are confident in who they are and empowered to pursue the dreams they hold for themselves.

The year 2025 has been another year of witnessing and driving this kind of transformation. Through our programs, we reached more than 11,000 girls across Tanzania, equipping them with lifeskills and leadership skills that enable them to reach their full potential, stay in school, and graduate. We also provided psychological and material support to ensure that girls have the resources and encouragement needed to achieve their goals.

Throughout the year, we witnessed how collaboration with other organizations contributed to even greater impact. Through these partnerships, 200 scholars who previously walked long distances to and from school each day received bicycles, improving their access to education. We also saw how collaboration with parents, local government, and community members strengthened the support systems around the girls we mentor, ensuring that challenges are addressed collectively.

As program sessions continued, we introduced a new approach "Peer Mentorship" which is currently in its pilot phase. This approach provides girls in higher classes who are being mentored through our programs with an opportunity to mentor younger girls in their schools, creating a sustainable model that nurtures leadership and strengthens support among peers.

While we celebrated the graduation of many scholars, we continued strengthening support for our alumni through skills-building opportunities, planned events, and scholarships for those facing financial challenges that could have hindered their continued education in secondary school or university.

Since the launch of our Strategic Plan in 2022, GLAMI has reached a cumulative total of 17,267 girls, representing 86.3% of our 2022-2026 target of 20,000 girls.

As you read through this report, I invite you to celebrate these milestones, reflect on the challenges, and recognize the collective strength of our scholars, staff, partners, and communities. Together, we are creating a future where every girl not only stays in school but thrives.

ANANDE NNKO

GLAMI - Executive Director

Peer & Teacher Mentorship Models

Through two sustainable mentorship approaches under pilot implementation, GLAMI is strengthening girl-to-girl and school-based support systems. **28 trained Teacher Mentors** from partner and controlled schools provide life skills and leadership sessions to girls, supported by GLAMI Program Mentors when needed. Meanwhile, **759 Year 1 girls** are supported by **95 trained Peer Mentors** from Binti Shupavu Year 3 scholars across 10 partner schools in Morogoro. Equipped with mentoring skills and dedicated guidebooks, these mentors are expanding GLAMI's reach, fostering leadership, and strengthening program sustainability.



School Projects Support

Fourteen partner schools were supported with resources such as water tanks, double Decker beds, wall constructions and other items that enhanced learning environments for scholars and strengthened both the bond and shared commitment to girls' education with partner schools.



Graduations

A total of **2,515** scholars graduated from GLAMI's programs (**1,190** from Binti Shupavu and **1,325** from Kisa) marking a significant milestone in our mission to equip Tanzanian girls with life skills and leadership capacity to transform their lives and communities.

Partnerships and Collaborations

GLAMI collaborated with *Msichana Initiative* and five other organizations through the **Girl Agenda** during the International Day of the Girl Child to amplify efforts supporting girls in Tanzania. Through its partnership with *ABC Impact*, GLAMI provided **200 Binti Shupavu Scholars** in Morogoro with bicycles to reduce long daily school commutes. With *Amplify Girls*, GLAMI hosted an **in-country partner** meeting focused on learning, reflection, and strengthening collaboration. Through *RELI Africa's GERAP Initiative*, GLAMI contributed to co-creation efforts promoting safe, supportive, and equitable learning environments for girls aged 12-17 across East Africa.

Alumni Scholarship Support

27 Alumni have been awarded with Scholarships to pursue their further education. Where 20 are Binti Shupavu Alumni and 7 are Kisa Alumni who have been supported with fees and/or school materials to further their studies and reach for their goals

Kisa Recruitment

GLAMI welcomed **1,752** new Kisa Scholars into the two-year leadership journey designed to equip them with leadership skills and develop them into confident, socially responsible leaders who will transform their lives and those of their communities through the Kisa Program.

End of Year One Presentations

Kisa Year One scholars showcased their skills gained during the first year of the Kisa Program by researching a challenge in their communities and presenting proposed solutions. This activity gave them an opportunity to apply what they had learned in Year One, while strengthening their research, public speaking, presentation, and problem-solving skills as they prepare to begin their second year of the program.

Most of these scholars came prepared and ready to address the challenges they had researched in their communities. Some went the extra mile by presenting already implemented solutions, while others advocated for broader change alongside their fellow students and engaged the judges in meaningful discussion.

Module Delivery

Through weekly module delivery, scholars gained leadership skills and were mentored by female mentors, many of whom have become role models to these young women, inspiring them to thrive. Sessions are delivered in a way that actively engages scholars and encourages full participation in the learning process, leaving no scholar behind.



Kisa Scholars during End of Year One Presentations, presenting real solutions

Health Sessions

Kisa Scholars participated in seasonal health sessions designed to empower them with skills to make informed decisions about their health, ultimately supporting them to pursue their futures while maintaining good health. During these sessions, scholars learned about mental health and well-being, sexual and reproductive health, and menstruation and menstrual hygiene management.



Kisa Scholars planting a tree during the Two Days Challenge Project that they conducted

2 Days Challenge (2DC) Projects

51 Projects conducted by Kisa Scholars

Two-day challenge projects were conducted by Kisa Year 2 Scholars, allowing them to put into practice the socially responsible leadership skills gained through Kisa class sessions.

These projects are implemented before scholars graduate from the Kisa Program. They varied from construction and renovation to skills awareness and environmental conservation, including tree planting, as scholars practiced leadership through action.

Kisa Graduations

Kisa Year Two Scholars graduated from the two-year leadership journey. Prior to graduation, they sat for their final examinations and have now joined universities or colleges to pursue further studies. Upon graduation, scholars are added to the alumni database and introduced to alumni activities to support continued practice of their leadership skills. They are also encouraged to develop constructive and non-harmful solutions when facing challenges. In addition, they are encouraged to join or establish Kisa University clubs to sustain the sisterhood and strengthen collaboration as they continue practicing leadership together. This marks the continuation of their journey as leaders.



Career Sessions

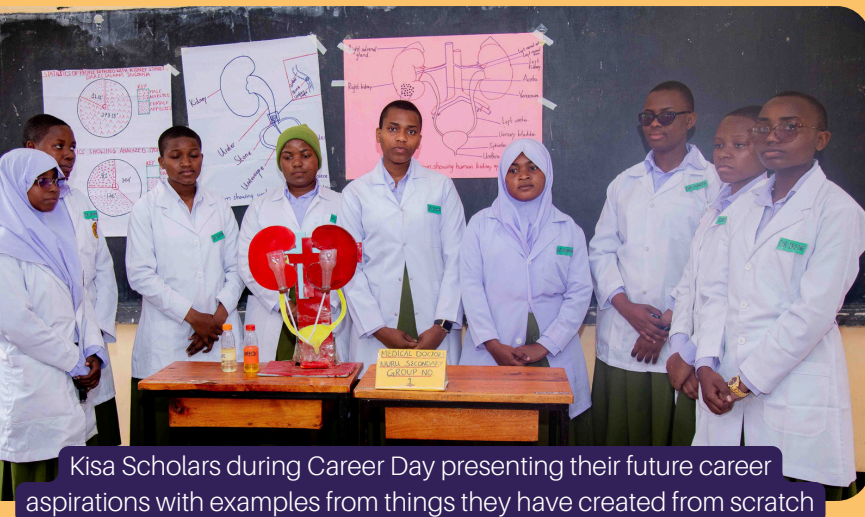
Kisa Scholars participated in career sessions where Year One scholars learned how to explore different careers and evaluate their passions and interests. Year Two scholars were introduced to the RIASEC tool to help them identify their career interests and select careers aligned with their strengths and preferences.

These sessions play a crucial role in preparing scholars for the annual Career Exhibition Day. In their final career session as Year Two scholars, they also received guidance on university applications, campus life, and how to apply for university loans and financial support.

Career Day

The Annual Career Day brought together Kisa Year Two Scholars and career experts, giving scholars an opportunity to connect with professionals, gain valuable insights, hear inspiring experiences, and better understand what it takes to pursue their dream careers.

The event also serves as a platform for scholars to practice their presentation, creativity, and research skills, as each scholar - individually or in groups, exhibits the knowledge they have gathered about their career aspirations to invited guests before sitting for a conversation with the invited professionals. Leading up to Career Day, scholars participate in a series of career sessions that help them identify and explore careers aligned with their interests, strengths, and aspirations.



Kisa Scholars during Career Day presenting their future career aspirations with examples from things they have created from scratch



"I came to realize that, as scholars, we often lack important information about the career paths we choose, not because we do not research what we want to pursue, but because there is a gap in access to guidance from experienced professionals in those fields. Today, I met an experienced person in the field I aspire to pursue and gained valuable insights into the pathways I can take to become an engineer." - ~Kisa Scholar during Career Day~

Binti Recruitment

2753 New Binti Scholars

As the program runs in a four-year cycle, new scholars are recruited annually to join a life skills and personal leadership journey, where they learn about motivation and personal leadership, health and wellness, study skills, realizing their potential and strengths, and building resilience. Out of these, 759 scholars are mentored by Peer Mentors, a new approach introduced to strengthen sustainability.



Scholars holding a poster written "Work Environment" as they learned about that topic during career guidance session

Module Delivery

Through weekly sessions, scholars gain skills that build their confidence, resilience, and self-awareness, improve their health, and help them understand their future aspirations, among others. Each year, scholars engage more deeply with these topics to develop the skills and mindset needed to stay in school and complete their education. Despite occasional challenges such as session cancellations, all planned lessons were delivered through effective rescheduling, ensuring that scholars received the full module.

Career Guidance

Quarterly career guidance sessions were conducted for all Binti Shupavu scholars to strengthen their career awareness and support informed decision-making about their futures. Boys also participated as allies, reinforcing shared responsibility in promoting and supporting girls' education. The sessions encouraged mutual support among learners as they pursue their aspirations.

"My daughter used to struggle in class because she couldn't manage her study time well, but Binti Shupavu has helped her, now I can see she is doing much better."
Female Parent, MajiMoto Secondary School.

— ” —

Bonding Sessions

After every school holiday break, the first Binti sessions are bonding sessions. In 2025, these sessions were held across all Binti partner schools to check in on scholars, understand their holiday experiences, identify challenges, and provide timely support. The sessions also strengthened mentor-scholar relationships and created space to engage schools and parents on key scholar issues.



Binti Graduation

A total of 1,190 scholars graduated from the Binti Shupavu Program, marking the successful completion of four years of life skills and personal leadership training. The graduation ceremonies celebrated scholars' growth, resilience, and transformation throughout the program journey

[Click Here to read a story about Binti Graduations](#)

One On One Sessions

Mentors talking to one scholar at a time after sessions has been one of the most supportive approaches in understanding scholars' experiences, challenges, follow-ups, journeys, and achievements.

Mentors conducted one-on-one sessions with a total of 2,922 scholars across the program. These sessions strengthened mentor-scholar relationships and enabled early identification of challenges, allowing for timely support. When necessary, scholars were referred to social workers for additional assistance, ensuring they remained supported throughout their education journey.

"I can now manage my time and prioritize what needs to be done first. Personal leadership has helped me balance all my roles while being a student. Sexual and Reproductive Health education has made me more cautious, especially with the changes happening in my body." Nancy (Kisa Scholar)

Psychosocial Support

Psychosocial support was provided to scholars through one-on-one counselling sessions with GLAMI social workers, offering timely care and guidance to those facing emotional, social, or family challenges. These sessions helped scholars manage stress, build resilience, and strengthen their coping skills, ensuring they remained safe, focused, and in school.

Group Counselling

Group counseling sessions supported **905 scholars** in addressing challenges related to peer pressure and negative friend influence, discipline, health, and hygiene. The sessions also focused on strengthening positive ways of managing challenges, building resilience, and enhancing self-leadership among scholars.

Emergency Fund Support

1,249 scholars were supported through the Emergency Fund, receiving assistance such as scholastic materials (including exercise books and school uniforms), hostel and lunch fees, sanitary towels and other body care products. This support ensured their continued access to education despite the different challenges they faced.

Home Visits

Social workers conducted home visits to **42 scholars** facing challenges requiring social work intervention, providing tailored support based on their real-life situations. The visits contributed significantly to addressing issues such as truancy and strengthening scholars' continued engagement in school.

GBV & VAC Sessions

Binti scholars participated in two sessions on Gender-Based Violence (GBV) and Violence Against Children (VAC), strengthening their awareness of protection, safety, and available support systems. The sessions supported the identification of scholars at risk, enabling timely social work follow-up and assistance, while also promoting safer school environments and peer-to-peer learning and knowledge sharing among scholars. Additionally, 101 boys participated in GBV and VAC sessions, contributing to the protection of girls from harmful practices and raising awareness within their communities.



Binti Scholars holding posters during Gender Based Violence and Violence Against Children sessions

Alumni Assessment and Support

Binti Program alumni received support from GLAMI social workers after facing various challenges and seeking guidance and counseling. Through timely assistance, the alumni were able to continue with their advanced level education.

Kisa University Clubs (KUC)

Kisa University Club (KUC) members continued giving back to their communities through various service initiatives, including skills training, tree planting, and environmental clean-up activities. They also participated in capacity-building opportunities such as Niajiri and UNIKONECT, where they gained skills in CV writing, networking, and career development. Additionally, the Alumni Coordinator met with Kisa University Club leaders to discuss plans, address challenges, and strengthen collaboration toward shared goals.

Binti Opportunity Day

A total of **270 Binti Shupavu alumni** attended the annual Opportunity Day, where they learned about sexual and reproductive health (SRH), career guidance, particularly for those seeking alternative opportunities, and business management. The event aimed to equip them to take advantage of various opportunities they may encounter in school, college, or at home. A guest speaker from the government, the Youth Officer, shared information about available youth-focused government opportunities, especially business loans.

Binti Health and Wealth

Binti Health and Wealth event was conducted for alumni who graduated from Form Four but, due to academic reasons, are unable to pursue further formal education. A total of **28 alumni** attended the event, where they learned about alternative opportunities such as entrepreneurship and vocational training. These sessions aimed to help them explore career paths, generate income, and improve their quality of life.



Binti Alumni presenting during Opportunity Day



The Alumni Coordinator speaking with Kisa University Club leaders during the Kisa University Club Leaders Meeting

Parents Engagement Meetings

Annual Parents Engagement Meetings were conducted, with a total of **2,473** Binti parents in attendance.

As key partners in their daughters' growth and development, parents learned about mental health, their role in supporting girls' education, and how parenting practices can positively or negatively influence a girl's wellbeing and academic success. These sessions strengthened parents' capacity to create supportive home environments that empower their daughters to thrive both academically and personally.

Monthly Messages to Parents

Binti parents received monthly messages throughout the year. This regular communication strengthened relationships between mentors and scholars' parents, fostering greater collaboration in addressing scholar-related challenges and promoting school retention. More than **6,000** messages were sent to Binti parents each month. Parents provided positive feedback on this initiative, highlighting that the messages kept them informed, strengthened their connection with the program, and enabled them to better support their daughters' academic journey and overall wellbeing.

Teacher Mentors & Liaisons Meetings

In Morogoro, 11 Teacher Mentors participated in Annual Reflections, while 55 School Liaisons from Arusha, Kilimanjaro, and Morogoro joined liaison meetings. These sessions strengthened their understanding of mentorship, enhanced their support for program scholars and provided valuable feedback on improving collaboration to advance girls' education.

Stakeholders Meetings

Engaged **127** key Educational stakeholders in strengthening ownership of the program for future sustainability and contributed practical ways in enhancing program implementation. This included government stakeholders together with Head of Partner Schools. Additionally, **98** Local government authorities were engaged in the monitoring activities and learned from GLAMI's Programs and events.



- For scholars who did not pass the Form Two national exams, there has been noticeably low parental commitment to supporting their return to school. Many parents cited their daughters' age, believing they were too old to repeat. In response, parents were sensitized on the importance of supporting their daughters to complete secondary education, and GLAMI will maintain close follow-up on all referred scholars.
- Despite the overall success of our programs, some scholars exit or drop out before completion. These dropouts arise from diverse circumstances, including (305) School Transfers, (267) Exams Failure, (25) Pregnancy and other challenges. Because each case is unique, GLAMI Social Workers and Mentors work closely with scholars, schools, Local government authorities and families to understand the underlying causes and explore collaborative solutions, ensuring that as many girls as possible remain enrolled and supported.
- In Morogoro, more scholars are expressing critical needs than available resources can support. Currently, the most urgent needs are being prioritized, and GLAMI is exploring the provision of reusable sanitary towels as a sustainable solution to reduce ongoing demand. These needs fall under emergency fund support managed by GLAMI social workers, and typically include school lunch fees, hostel fees, and access to sanitary towels.
- With growing emphasis and demand from teachers in Kilimanjaro to involve boys, who are currently seen as more vulnerable, there is also an urgent need to scale to regions where large numbers of girls face community challenges that hinder their access to education.
- There has been a notable increase in the number of scholars requiring emergency support and psychosocial services, exceeding the available resources. The demand for financial assistance, school materials, and counseling has grown significantly. In response, there is a need to expand the program budget and redirect future local fundraising efforts toward in-kind donations and scholastic materials.
- There has been limited time to deliver Binti and Kisa sessions due to other ongoing activities, such as remedial classes. However, collaboration with educational stakeholders at the district and regional levels has led to strong support in coordinating more effective timetables in schools.

LEARNINGS

1. More parental support and girls' empowerment are needed - more investment is necessary; we have witnessed that there is an increase in pregnancies in secondary schools this year, caused mainly by secondary school girls lacking correct health information, and parental influence encouraging girls not to focus on their studies. GLAMI will continue to mitigate this setback by conducting parent engagement meetings with our program scholars' parents, attending school meetings and seminars to deepen relationships with girls' educators, emphasizing health session lessons, and engaging in one-on-one sessions with the scholars.
2. Investing in a stable and sustainable MEL system is crucial to better tracking scholars' growth. In our programs, the MEL framework requires us to conduct various data collection methodologies, which are later triangulated to provide feedback to our scholars, program delivery quality and mentors; such tools are - baseline surveys, midline surveys, resilience assessment surveys, and end line surveys. We are also looking for the best way to advance the use of Salesforce for our tracking and data analysis, and welcome resources or training in this area.

2026 PLANS

In 2026, GLAMI is committed to continuing its support for girls to stay in school and to increase graduation and transition rates across the same three regions and 58 partner schools. Key activities include:

- Recruitment of 3,120 new Binti Scholars and 1,772 new Kisa Scholars.
- Provision of psychosocial support to 1,800 scholars, and Emergency Fund support to 150 Kisa Scholars and 900 Binti Scholars.
- Strengthening GLAMI's Alumni Network to enhance collaboration with alumnae in supporting girls and contributing to creating a generation of change agents.
- Supporting girls' transition to university and vocational training by providing scholarship opportunities to 25 Kisa Alumnae and 20 Binti Alumnae.
- Collaborating with various stakeholders in the development of the next five-year strategic plan (2027-2032).
- Conducting program monitoring to gather insights for strengthening program implementation, fostering collaboration, and ensuring program sustainability (stakeholders include Ward Officers, District and Regional officials, and TAMISEMI).
- Weekly curriculum delivery for both the Binti Shupavu and Kisa Programs through Mentors, Teacher Mentors, and Peer Mentors.

In 2019, a young girl named Jane joined a secondary school known for academic excellence and strong national performance. Like many students, she entered with hopes of doing well and progressing alongside her peers. However, beneath her school routine, she faced a serious health condition that affected her education journey.

Her school life was frequently interrupted by hospital visits and periods of admission, as she required ongoing medical care and regular check-ups. This made it difficult for her to consistently keep up with classroom learning while also managing her health.

In 2020, she underwent major surgery and spent a month recovering in hospital, followed by several months at home as doctors advised against returning to the boarding environment too soon. During this period, her classmates continued with school while she focused on recovery.

Later that year, the school recommended that she repeat a class due to missed learning time. When she discovered this, it felt like a major setback in her academic journey.

However, this moment became a turning point.

During her time at school, she had participated in the Kisa program, where she attended Personal and Visionary Leadership sessions led by her mentor. One message stayed with her deeply: "There is room in this world for more community leaders."

This shifted her perspective. Instead of seeing herself as falling behind, she began to see herself as a leader in the making. She gained the confidence to reflect, take ownership of her path, and advocate for herself.

With this mindset, she chose to engage directly with her school about her future. She requested an opportunity to sit for her exams and agreed that her progression would depend on the outcome.

The school accepted her proposal.

She studied consistently despite being away from school, supported by her mother and classmates who shared learning materials. When she eventually sat for the exams, she passed and progressed with her original cohort.

Beyond academics, she gained something even greater—confidence, self-advocacy, and a stronger sense of leadership.

Today, Jane has grown into a mentor herself as a GLAMI Program Mentor. She completed her university studies in Sociology and now supports young girls facing similar challenges, helping them navigate their own journeys.

Her story is a reminder that mentorship does not remove challenges, but it can transform how young people respond to them. Through KISA, she learned that leadership is about courage, responsibility, and shaping one's own future.

And the words that guided her remain with her today:

"There is room in this world for more community leaders."

Her journey is proof that even in moments of vulnerability, leadership can begin.

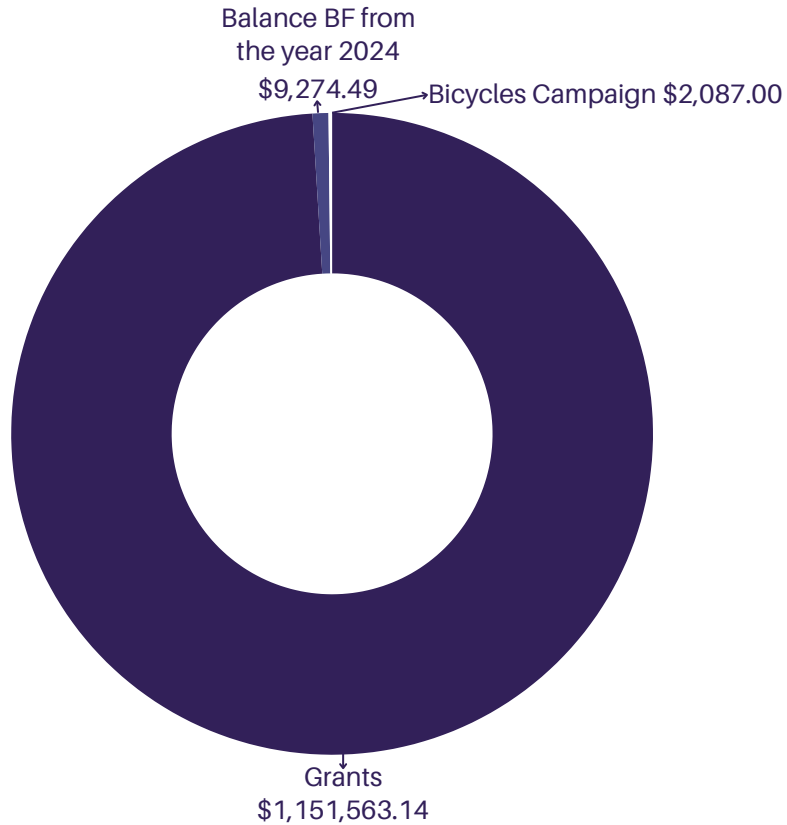
(Name has been changed to protect privacy)

Thank you for helping Tanzanian girls reach their full potential!



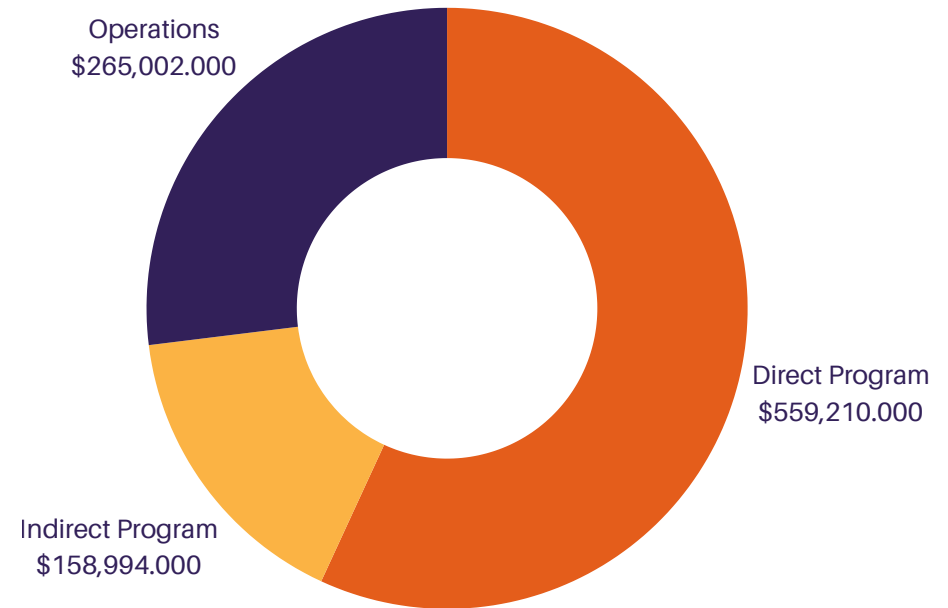
Income and expenditure statement for the year ended 31st December, 2025

Income



TOTAL INCOME
\$1,162,924.63

Expenditure



TOTAL EXPENSES
\$983,206.00

ANNUAL BUDGET \$1,040,760.48



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