



**Our Impact**

**2021**



**Binti Shupavu**

# INTRODUCTION

Dear Friends,

The cohort started in 2018 and ended in 2021. In this cohort's fourth and final year, Binti Shupavu scholars continued to reach for their dreams amidst many personal challenges and a global pandemic. Mentors and scholars leveraged technology to stay connected, engaged and encouraged throughout the year.

- 89% of our scholars graduated from lower secondary school and are poised to continue their education journey.
- 14% of alumnae plan to enroll in the certificate program, and 13% hope to pursue a diploma.
- 97% of scholars passed the year two exams, ensuring that they will be able to continue their studies in secondary school.
- 76% of scholars received support from mentors outside of the classroom.
- Scholars made great strides in building resilient actions and attitudes to support their lives in the program and after graduation.
- Binti family members continue to be engaged with the program and report significant changes in their children due to being in the program.
- Forty-seven boys and girls participated in our first co-ed life skills camp conducted with Project Zawadi.

Tanzanian girls face many barriers to staying in school. Transportation, financial resources, mastering English language in secondary school, teen pregnancy, cultural norms, and beliefs are significant factors that derail girls' educational and career aspirations. We congratulate all our alumnae who beat the odds through personal perseverance, resilience, and support.

We look forward to seeing them achieve their goals and contribute to the betterment of their communities and our society.

With gratitude,



MaryRehema Lameck Mkumbo

## About GLAMI

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 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.



## About Binti Shupavu

Tanzanian girls are often discouraged from finishing secondary school, and even those who attend face myriad obstacles both within and outside the classroom. Binti Shupavu, which means "courageous daughters" in Swahili, is a four-year life skills course for lower secondary school girls.

We provide a variety of social, emotional, and skills-building workshops such as personal leadership, health, self-confidence, study, and planning skills to support secondary school girls to continue their education or gain meaningful employment. Through Binti Shupavu, Tanzanian girls are empowered to become brave leaders of their own lives and influential role models for other girls.

We have established three outcomes to 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:

**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.**

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This report covers the achievement of our scholars, their families who supported them, and our incredible mentors. We will discuss our achievement of these outcomes in 2021. 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

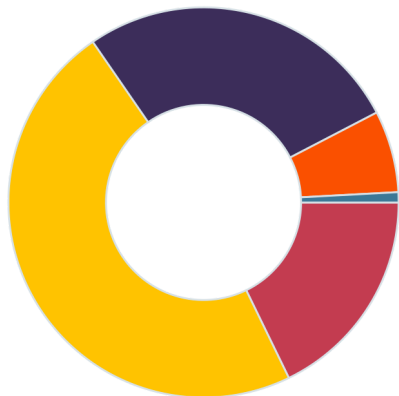


## IMPACT

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

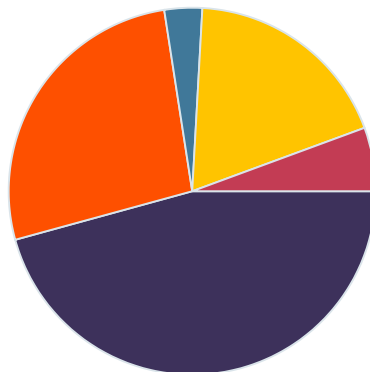
## Age

- 13 18%
- 14 48%
- 15 27%
- 16 7%
- 17-19 1%



## Household

- Parents 46%
- Mother 27%
- Father 3%
- Relative 19%
- Non relative 6%



"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, how to study and perform well academically. I can say I have changed from how I was four years ago." *Binti Scholar*

# Binti Shupavu Scholars are resilient and prepared for the future

In 2021, 76% of scholars reported facing challenges, the most common being:

- Academic performance
- Long-distance from school and transportation problems
- Family challenges – death, separation, and divorce in families
- Financial resources for school supplies and other necessities around finances, loss of a parent or caregiver, and
- displacement from home Temptation to get involved in romantic relationships

Youth need to develop cognitive skills and attitudes that allow them to become resilient to overcome adverse events and conditions in their lives (Henley, 2010).

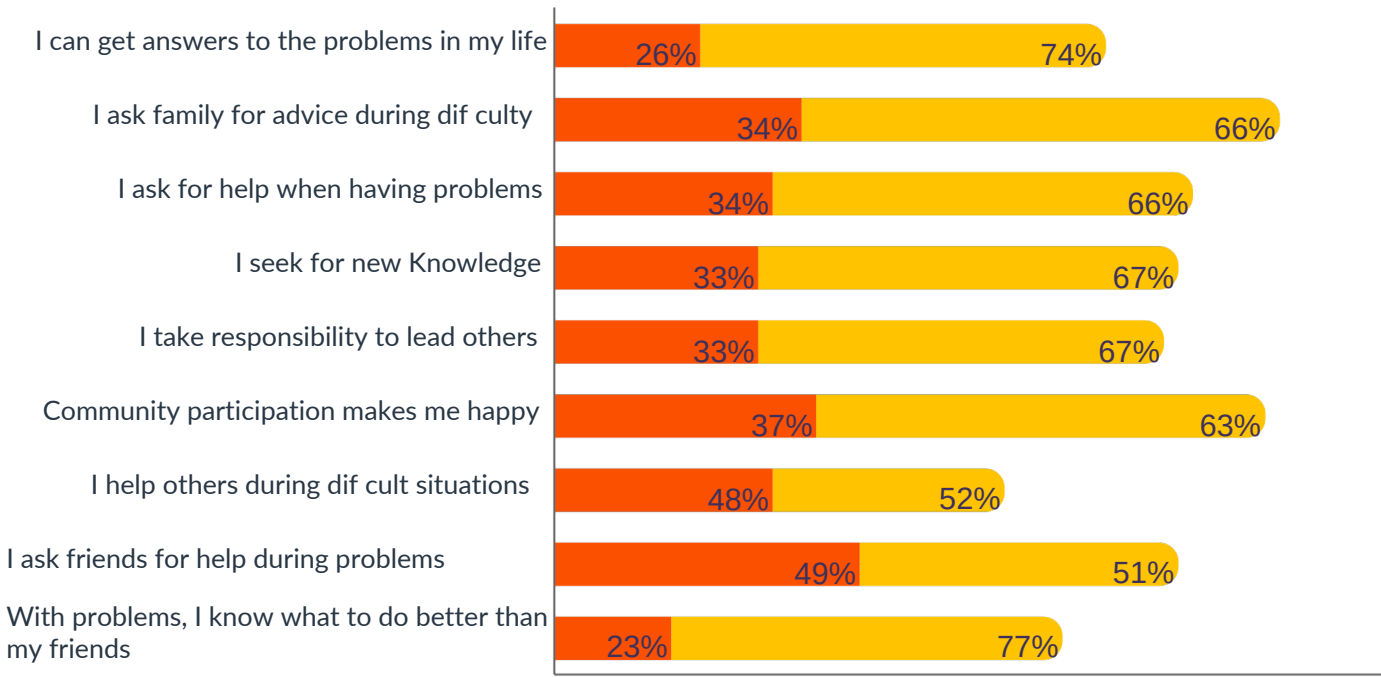
By strengthening social-emotional capacities, Binti Shupavu helps build the resilience necessary for girls and young women to manage and adapt to the adverse conditions and challenges in their lives by making choices that support positive outcomes for their personal and career goals.



Scholars complete a baseline and end-line survey using the Henley Resilience Competencies Scale (RCS) to understand their progress in building resistance. 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).

"I have learned to make good choices of friends. I used to have friends that would convince me to do bad things, but I would support them just because I was scared of losing them because if I say no, they would stay away from me, and I will not have any friends, but I have come to realize that I was wrong and I am now making good choices of friends and make good decisions for myself." *Binti Scholar*

# Scholars demonstrate significant increases in resilience actions



■ Baseline     
 ■ Endline

A comparison of baseline and end-line data shows significant increases in resilient actions around self-agency, seeking assistance when facing problems, knowing how to get answers to life issues, finding knowledge to improve, and taking responsibility as a leader.

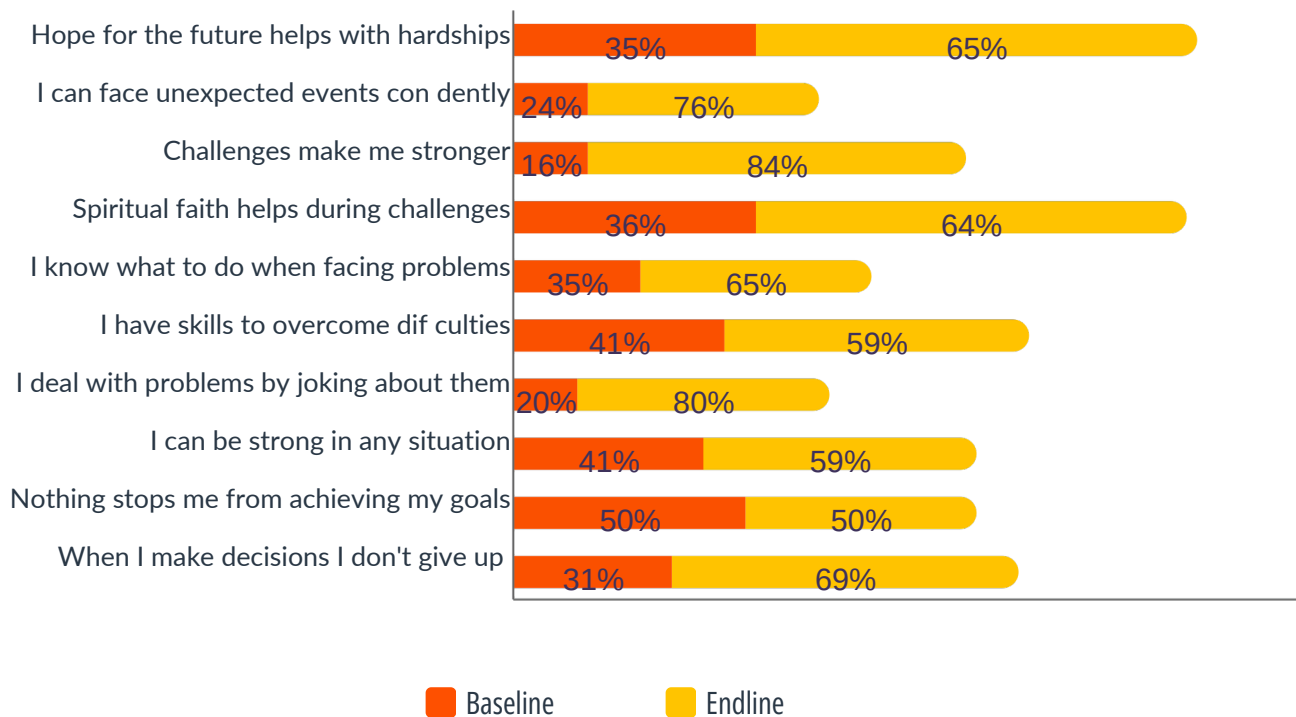
"Look at me! I am the best version of myself. I have overcome temptations. I am confident, and I know who I want to be in the future."  
*Bintj scholar*



"I have been able to overcome challenges and make better decisions since joining the program. Look at me! I am the best version of myself. I have overcome temptations." *Bintj scholar*



# Scholars demonstrate significant increases in resilience attitudes



Scholars also showed significant improvement in key indicators of resilient attitudes, notably increased confidence in their abilities and not giving up when facing challenges. One area where there was no change was their determination to achieve their goals.



**"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 Scholar*

"I have seen myself become better. Binti has helped me become confident in myself. I can make decisions, and I have gained knowledge that has given me a roadmap to a successful future." *Binti Scholar*

"I have noticeable changes. I am now confident, I behave well, and I can live in any kind of situation. I believe I am one of the reasons some girls at home wish to be like me." *Binti Scholar*



# Binti Scholars continue to excel academically



97%

Passed Year 2 exams



89%

Passed Form 4 exams



63%

Binti scholars of all females who passed Form 4 in the same schools

Because of the incredible dedication, never give up spirit, and hard work, 97% of Binti Shupavu scholars passed their year two exams in 2021, ensuring that they can continue their secondary education.

89% of scholars passed form four exams compared to the national pass rate of 87.3% (Kamala, 2022). 3% more of Binti scholars passed Form 4 exams compared to male and female non scholars in the same schools. Binti scholars' achievement are unique given only 52% of eligible students attend secondary school in Tanzania, with a high failure rate (Human Rights Watch, 2017). The percentage of female non-scholars who passed Form 4 exams was comparable at 88% but 3% higher than boys who passed the exam in the same schools. Scholars represented 63% of the total number of female students who passed form 4 in the same schools.

With the completion of lower secondary school, scholars have opportunities to further their education, earn more money, and play a more significant role in their families and communities (King and Winthrop, 2015; Rihani, 2006).



# Scholars are focused on achieving their dreams

According to the World Bank, 120,000 girls drop out of school each year in Tanzania, and 6500 of this number is attributed to teen pregnancy (World Bank, 2021).

Girls who become pregnant are forced to leave school (Odhiambo, 2021). Pregnant girls and young women have significantly reduced opportunities to complete their education, pursue a career, have autonomy over their lives, and uplift themselves and their families from poverty.

27% of girls and young women have their first child between 14 and 19 years old. The median age for first birth is 19.8 years, and 50% of all women have their first child before they reach their 20th birthday (Ministry of Health, 2015-2016).



2.5%

Less than 3% of the 2021 scholars reported a pregnancy.

"The boys in our community disturbed me a lot. It was uncomfortable for me because I did not know what to do. Binti sessions helped me know how to say 'no' and be firm. I am confident to say that I know what is the best thing for me, and I am willing to do the right things to make my life easier."

*Binti Scholar*

"Though it has been hard, I have been able to resist men temptations. There was a period when a shopkeeper needed me to have sex with him, but I was able to avoid him because I was already taught how important for me to say NO and wait for the right time. Being in secondary school is tough enough to make someone give up, but when you have the right people around you, it makes it easier to face the challenges, and I had Binti Shupavu on my side." *Binti Scholar*

1315

2021 Binti Shupavu Graduates

21

Binti Shupavu Partner Schools



# Binti Shupavu alumnae face the future with hope and confidence

In 2021, alumnae participated in a year-end survey and focus groups sharing their lessons learned and plans for the future.

- **100%** of alumnae had no plans for marriage but intended to pursue further education and employment.
- **14%** of alumnae plan to enroll in advanced level secondary school, and of that number, **33%** plan to go on to university. Another **13%** of alumnae plan to pursue a diploma.
- Alumnae reported that participating in the program helped them to overcome many academic and personal challenges.

As they look to the future, alumnae have identified some old and new challenges. The enduring challenge continues to be finding financial resources to complete the next stage of their academic goals.

For alumnae who want to become doctors and lawyers, the length of time in school can be daunting: *"Everyone says that becoming a lawyer takes a lot of time, but I will make it. I am in no rush."*

*"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."*

The new challenges include learning new subjects in school and staying true to their dreams:

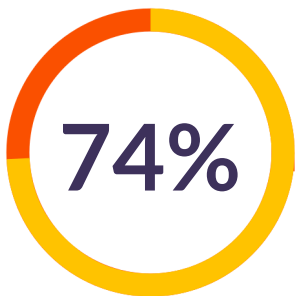
*"Our parents' dreams are different from our dreams. For example, my parents want me to become a judge or an advocate, but I want to be a teacher."*

*"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."*



**"It was hard for me to understand in class because of the change of language. In primary school, we learned everything in Swahili, but after joining secondary school, we started using English in everything apart from Kiswahili as a subject. With Binti, I was taught not to give up and how to study better."** *Binti Alumna*

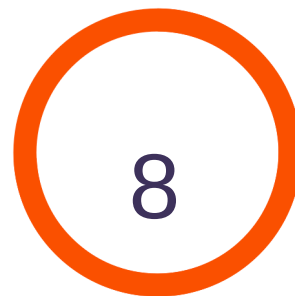
# Mentors support scholars' academic and personal growth



Scholars received support from mentors outside of lessons



Total number of mentors



Volunteer mentors

Adult mentors play a significant role in young people's social and emotional development (Jones and Doolittle, 2017). Binti Shupavu uses a peer-based approach assigning trained university graduates to mentor lower secondary school students. The Binti Shupavu mentors help scholars stay focused on their goals and coach and motivate scholars to make choices that will positively affect their personal development. Mentors are powerful role models for Binti scholars.

**Mentors help scholars deal with family challenges:**

*"One day, I received bad news about my family. My mother told me she and my father may be divorced. I could only talk to my mentor because I trust her, and good enough, she did not disappoint. I am grateful she is in my life."*

*"We love our mentor so much. She has been more than a sister. She always makes us feel like we can always do better and face anything."*

*"Whenever we had problems, our mentor listened to us and gave us a way to solve our problems."*

**Mentors also support relationships between scholars and their families:**

*"The best part is that girls have awareness, and they can do well in class. Binti Shupavu mentors help them change into the best version of themselves. My daughter was not disobedient, but she is better than before." Binti Scholar Parent*

*As a father, I am grateful for what the mentors portray to our girls. My daughter keeps saying she wants to become like her mentor." Binti Scholar Parent*

**"Our mentor is an amazing person, inside and out. She has made all of us know our worth as girls, and I believe that she has planted the seed of love in all of us." Binti Scholar**





## Family members support Binti scholars' success

It takes the whole community to help young women make a successful transition into adulthood. Binti Shupavu offers opportunities for parents to meet and learn about the program. Parents have become stronger supporters of their daughters' educational aspirations through these interactions.

*"In our meetings, we were taught how to be committed to helping our daughters, to be close with our daughters, listen to them and support them when needed, and to provide them with basic needs so that they will be able to avoid temptation." Binti Scholar Parent*

Parents have noticed positive changes in their daughters:

*"When the Binti Shupavu project was introduced, we were asked so many questions. What I can say is that this organization should be noticed by the government because it does a very good job in transforming our girls."*

*"I did not have any expectations for girls. I have always believed that they have to study and get married, but it is not that way. I am a witness. Many girls now study hard, make decisions, and have become more obedient. They do not waste their time with boys, jeopardizing their dreams."*

**"My daughter always told me about Binti Shupavu. I have witnessed her gradual changes since that program came to her attention. She became confident and faithful ever since she joined the program, and I noticed how hard-working and positive she suddenly became." Binti Scholar Parent**

## HEALTH & HYGIENE CLUB



Between August and October 2021, GLAMI launched the Health & Hygiene Club in partnership with Mbokomu Secondary School.

The Health & Hygiene Club is a student-led co-educational initiative focused on health promotion and wellbeing. Students met regularly to discuss health topics, including COVID-19 prevention, sanitation, personal hygiene, and other related topics. Students also learned how to make soap and sold their products to community members.

During the same period, a dilapidated toilet block was renovated, providing students with the facilities to support students ongoing hygiene needs. Six toilets for girls and three toilets with urinals for boys were renovated. The toilets have handwashing sinks in and outside the toilet block and another station located near the campus kitchen.

On October 18, 2021, students, GLAMI staff, government officials and school board members celebrated Global Handwashing Day with the opening of the new toilet facility. Students plan to continue the Health & Hygiene Club, providing more peer learning and skills-building opportunities.



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This initiative was made possible by a generous grant from the Australian Volunteer Program.



# Binti Shupavu's First Co-ed Programs

## CO-ED SUMMER CAMP

In December 2021, we launched our first co-ed life skills camp in partnership with Project Zawadi. 47 boys and Binti scholars participated in the mentoring summer camp. The goal of this initiative was to engage boys in girls' empowerment and help them understand the added value that educated girls contribute to the family. The participants engaged in various activities that focused on topics such as gender roles (e.g., household duties, caretaking, etc.) and attitudes, gender-based violence, and sexual health. Some discussion groups (e.g., menstruation, etc.) were limited to single-sex participants to create safe learning spaces.



### Key Findings

- At the beginning of the program, there was a consensus that girls were as smart as boys. However, boys felt girls were weaker, so men had to make all the decisions and speak for them.
- 68 % of boys understood the importance of girls' education and were willing to support girls through secondary education. 41% accepted girls as leaders. The end-line survey results showed boys' increased awareness of educating girls. Also, 98% agreed on the importance of productive friendships between both sexes.
- 40% of girls envisioned a future where they would be married and work either as an entrepreneur or in the private sector. 50% of girls wanted advanced secondary education, higher education, or self-employment. In contrast, none of the boys expected marriage and family in their near future. 89% expected to participate in advanced secondary education, college, or start their own business.

Although only a one-week training, boys increased their awareness of the need to educate girls. The findings indicate that the intervention could influence behavioral change and shift cultural norms around gender equality. However, a larger sample is needed to understand how the results are generalizable.

**"If I grow up and have my family, I will make sure I support my wife and daughters along with providing them with the knowledge about menstruation. I will also make sure that they are safe from menstrual stigma."**

*Summer Camp Boy Participant*

# Methodology & Bibliography

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. The data represented is a random sample of the cohort. We also collected quantitative data using a survey and Resilience Competencies Scale that were administered at baseline with

Scholars entering the program in January 2021 and at end-line with Scholars leaving the program in November 2021. 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 2021 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

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.