



AFRICAID

Impact Report

January 2019





Evaluating Our Impact

Dear Friends and Supporters,

The January 2019 Impact Report includes the first data analyzed from Binti Shupavu, our newest program. 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. As expected, participation in Binti Shupavu has made Scholars more resilient, better prepared to face future challenges, and better equipped to complete secondary school. Some Scholars and Alumnae have even begun spreading the lessons Binti Shupavu to other girls in their communities, starting a ripple effect that will lead to girls' and women's empowerment throughout Tanzania.

Binti Shupavu launched in 2017. In 2018 we made significant updates to our surveys to capture all of the relevant data that demonstrate the outcomes we hope to achieve. Because of changes in our surveys, in this report we are considering only endline data from Binti Shupavu Scholars who finished the program in 2018 and their parents. In an upcoming Impact Report, we will present data that compares new Binti Shupavu Scholars to girls who have completed the program.

In addition to presenting the first findings about Binti Shupavu, this report also includes significant updates regarding our Kisa Scholars. Kisa Project is a two-year extracurricular leadership course that prepares girls in their last two years of secondary school to attend university and create positive social change in their communities. Inside we present a comparison of baseline and endline data on the Kisa Project, demonstrating the development of Kisa Scholars' confidence, leadership skills, and community-oriented attitudes over the course of the program.

About our beneficiaries: Kisa Scholars are studying in the two years of Advanced (A) Level, also known as upper secondary school. Binti Shupavu Scholars are studying in the four years of Ordinary (O) Level, also known as lower secondary school. The last year of lower secondary school is called Form Four, and in Tanzania the end of Form Four is often referenced as the milestone of completing lower secondary school. Completion of lower secondary is a required stepping stone to higher education, including diploma and university programs. In Tanzania, only 35% of girls are enrolled in lower secondary, and their future academic and career options are severely limited.¹ Our interventions are beginning to change that trend, as you'll see in this report.

Just like our Scholars, we are engaged in a constant process of learning and improving. Thank you for being part of our journey.

With gratitude,



Jana Hardy Kinsey
Executive Director



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.

Girls in lower secondary school (ages 12-16) in Tanzania are especially vulnerable to dropping out of school, early pregnancy and/or marriage, and higher poverty levels. In 2017, AfricAid launched the Binti Shupavu program to support these girls. "Binti Shupavu" is Swahili for "Courageous Daughters": in this program, our Mentors work to build the girls' resilience and equip them with the skills and knowledge they need to complete lower secondary school. We also work with parents to build their support for our program and for girls' education and empowerment in general. We aim to achieve three outcomes with the Binti Shupavu program:

1: Binti Shupavu Scholars complete lower secondary school.

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

3: Parents of Binti Shupavu Scholars demonstrate shifting attitudes and practices about the worth, potential, and capability of girls and women.

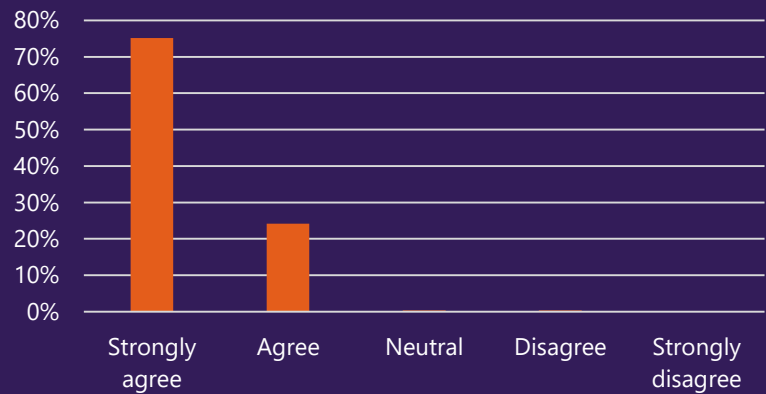
Binti Shupavu Scholars complete lower secondary school

AfricAid measures not only whether our Scholars complete school, but also other metrics that help predict their success on their final exams and their future academic prospects.

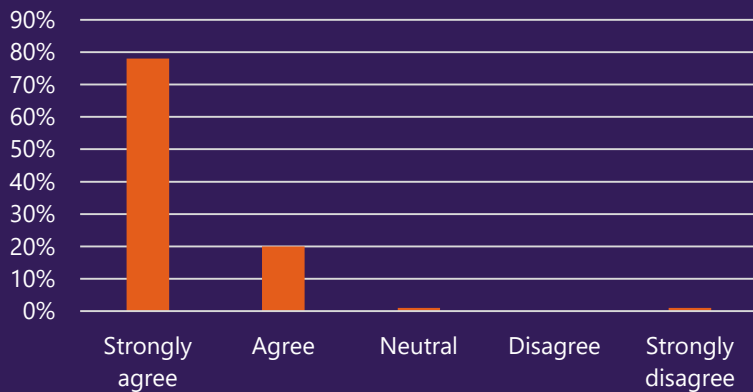
99%

of Binti Shupavu Year 4 Scholars graduated from secondary school in 2018. They were approximately **30%** more likely to finish Form 4 than other girls were nationwide in 2016 (the most recent year for which we have national data).²

"I was motivated to do well in Forms 1-4"



"My parents were supportive of me finishing Form 4"

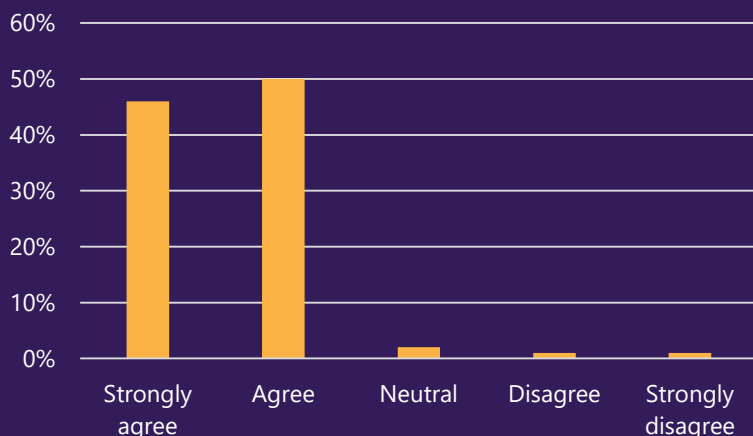


Halfway through lower secondary school, Tanzanian students are required to pass an exam in order to continue their education.

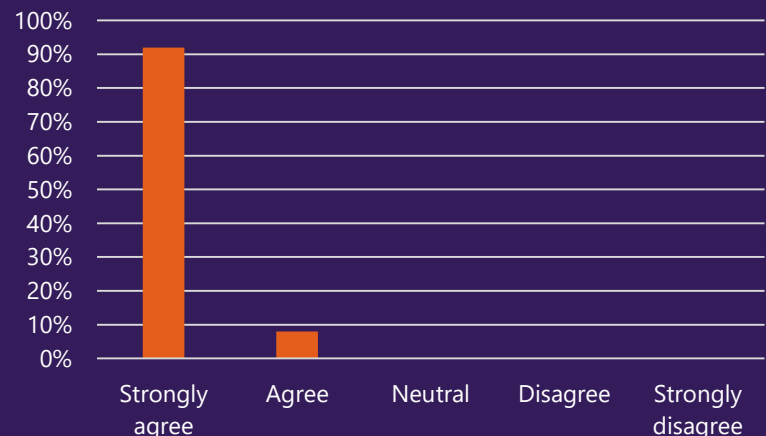
97%

of Binti Shupavu Year 2 Scholars passed the exam in 2018. They were **7%** more likely to pass than non-Binti Shupavu girls in the same schools.³

"I have good study skills"



"I believe that education is important"



Binti Shupavu Alumnae are **resilient** and prepared for future challenges

44.5

Scholars' average resilience score at the end of the program

67%

% of Scholars' responses to resilience questions that are positive

Resiliency is an essential factor in Binti Shupavu Scholars' ability to continue their education and meet their goals. Resilience is often defined as the ability to overcome challenges and maintain a positive attitude. AfricAid includes the idea that resilient people not only overcome challenges, but also learn from them and apply that learning to future obstacles.

AfricAid measures resilience using a Resilience Competencies Scale (RCS) on which Scholars rate themselves on 20 different measures related to their attitude, relationships and community, problem-solving skills, and ability to support others. Scholars evaluate their agreement with questions and statements using ratings of "never true", "rarely true", "sometimes true", "often true", and "always true". Ratings are weighted 0-4, resulting in a quantitative score of Scholars' resiliency. Because 4 = "always true", we don't expect anyone to score 80/80. In spite of this, the answer "always true" was the median result, with "often true" the most frequent result and "never true" by far the least frequent.

Overall, upon completing the program, Binti Shupavu Scholars at endline scored an average of 44.5 points on the RCS, giving a positive response (always, often or sometimes true) 67% of the time. Binti Shupavu Scholars felt most positive on the following metrics of resilience:

- **Faith and spiritual practices help them stay strong.** This is in keeping with Tanzania's strong religious culture.
- **Past learnings help them through difficult times.** This is a very positive result for Binti Shupavu, which provides lessons that support building resilience.
- **Staying positive about the future helps them through challenging situations.** This supports Binti Shupavu's strong focus on goal-setting and planning for the future.
- **Involvement in their community makes them feel better.** This demonstrates the impact of creating a Binti Shupavu community within the schools, and of the emphasis on community leadership in our program.

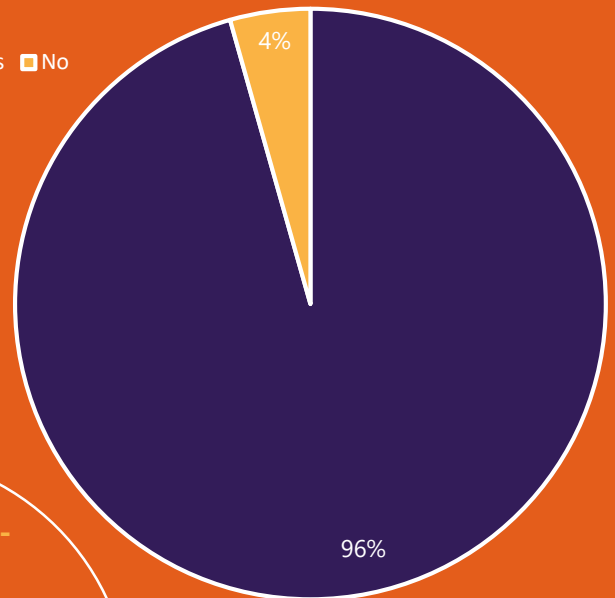
Binti Shupavu Scholars answered most positively about their relationships and community, and about their attitude. AfricAid Mentors continue to work with Scholars to help them become more resilient in the categories of 'problem-solving' and 'ability to support others'.

Binti Shupavu Alumnae are resilient and prepared for future challenges

When asked, "What was the most valuable part of the Binti Shupavu program?" Scholars most often identified their ability to overcome challenges; their newfound confidence; the skills, abilities and knowledge they gained; their improved studying skills and ability to learn; their ability to set and achieve goals; and their self-awareness and awareness of gender issues. The following question and quotes from our survey illustrate these developments.

"Have the learnings of Binti Shupavu helped you overcome your greatest challenges?"

■ Yes ■ No



Confidence

"For me to attend Binti Shupavu it helps AfricAid to reach the goals of helping girls to have self-confidence."

Goals

"The biggest meaning for me to be part of the project is transforming me to a person who has goals and is able to meet my goals."

Self- and gender-awareness

"Something that had a big importance is me as a girl to be aware of myself and deal with different challenges and to be able to develop my abilities."

Study skills

"I feel that me joining Binti Shupavu has a great impact in my life as I was able to have self-awareness and understand different learning techniques that will help to improve my performance."

Skills, abilities, and knowledge

"I think Binti Shupavu has helped me to know a lot of things I didn't know before."

Overcoming challenges

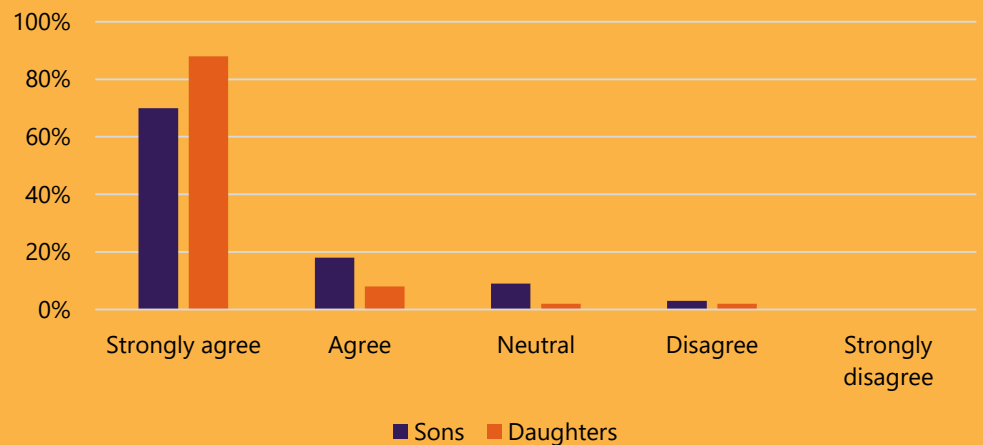
"I see myself as having the characteristics of being called 'binti shupavu' [courageous daughter] because I was able to meet with challenges of different kinds and I have also known how to be my own judge and I am confident too."

Parents of Binti Shupavu Scholars demonstrate shifting attitudes and practices about the worth, potential, and capability of girls and women

Parents' Endline Survey Results

"I believe that my sons/daughters will graduate from Form 4"

Parents of Binti Shupavu Scholars more strongly believe that their daughters are likely to complete secondary school than their sons, despite the fact that in Tanzania, boys are actually more likely to finish secondary school than girls⁴.



When asked, "What changes have you noticed in your daughter since she started Binti Shupavu?" parents most often noted that their daughters are...

More confident

"My daughter since she joined the project she has become very confident and she can face any challenges."

More intelligent/better in school

"Her understanding at home and school has increased compared to at first."

More responsible

"Since she joined Binti Shupavu project my daughter is very responsible and she is doing her tasks on time, for sure this project helps my daughter."

More self-aware

"She has self-awareness, she can face all the challenges and she can talk about herself well."

More aware of gender issues/supportive of other girls

"She is confident and she understands her value in her community. She advises me on not saying I can't to anything, to provide help to women and girls on their menstrual health."

Better able to overcome challenges

"Since she joined Binti Shupavu project my daughter has courage of facing different challenges of life, also she knows to ask for help from other people when she gets a problem."

More courageous

"She is more brave and she can stand in front of the people and express her opinions, also she improves in class."

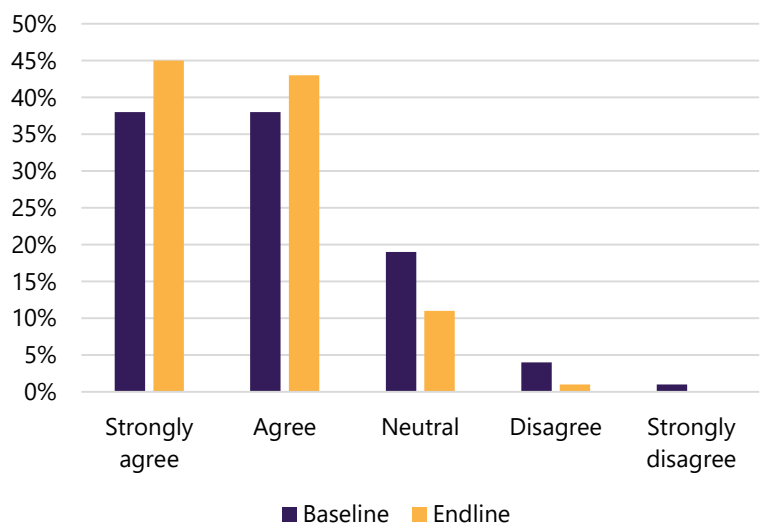


The **Kisa Project** is a two-year extracurricular leadership course that prepares girls in their last two years of secondary school to attend university and create positive social change in their communities.

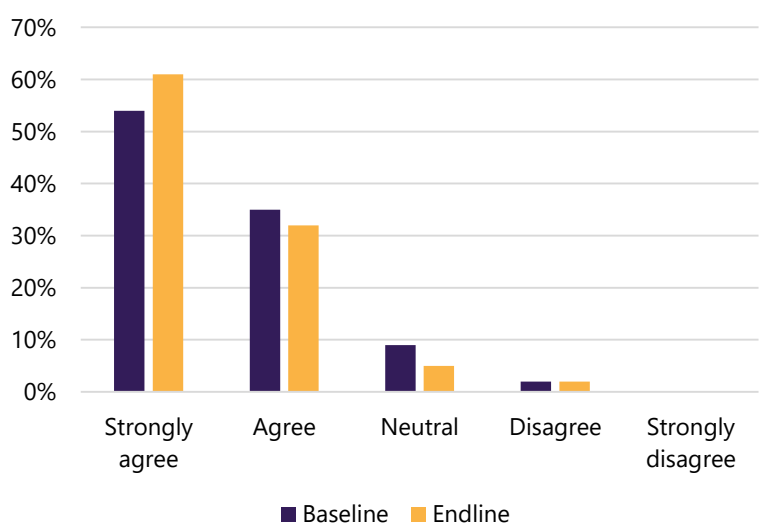
Kisa Scholars are confident and inspired to lead

Kisa Scholars scored **10% better**, in terms of points, on the final national exam than their peers nationwide in 2017 (the most recent year for which data is available). This difference in points means that they were **8% more likely** than other students to be in the top two “divisions” of scores, a status which gives them the opportunity to take their pick of top Tanzanian universities.⁵

“I am confident making presentations in front of a group”



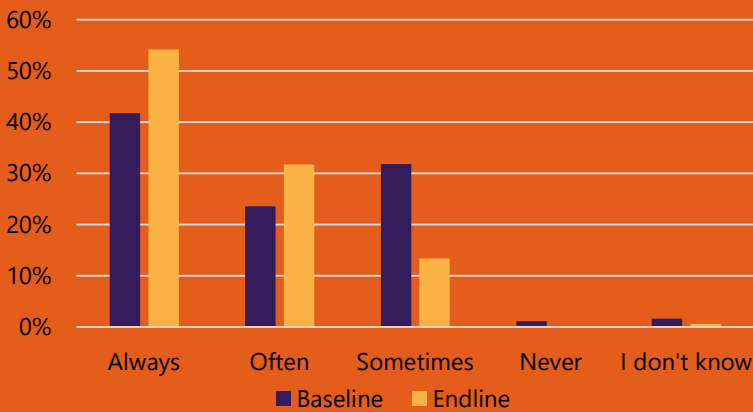
“I want to be seen as a leader by my peers”



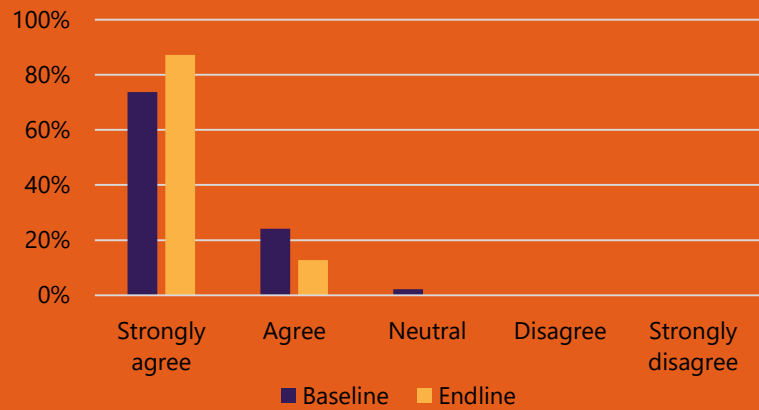
“I consider myself as a leader because I have performed it many times in my community. As an educated girl trained well in Kisa I have talked to my fellow girls in our village on how they can set the realistic goals, how they can achieve it, I have taught them about the advantage of being a girl with vision and how to overcome challenges.”

Kisa Scholars have a broader understanding of and appreciation for the issues in their communities and strong empathy for young girls

"I think about the needs and issues facing my community"



"I want to make a positive difference in my community"



"I want to help young girls and women in my society to get away from a thing called dependency in the family and the whole society in general. I want to see them having the ability of generating income to support themselves, families, society and even the nation at large."

"I would like to solve different problem from my community by using knowledge that I gain from Kisa, also I would like to inspire my fellow girls and teach them how to overcome different problems."

"After completing my education and get to be employed, I'll use my time to teach most of the women in my community to stand on their own and stop depending from other people's efforts. To be a woman that everyone wishes to be."

"I have a desire to open the center for the children who are living in very difficult life. I want to see the children are getting education in the community and also to empower girls to have a confidence to face challenges and solve them as I will impart the knowledge about leadership in them."

"My vision for my future is to help the girls in my community to get education equal to boys. This will be very important in solving different problems within my community since girls will be able to teach others about negative attitudes towards girls and their impacts, and hence both will be able to participate in different social and economic activities for development."

"As I plan to become a teacher, I need to see girls who have thought that they cannot achieve their goals become strong and come with positive thinking that they can achieve. "

"My vision is to be the most successful woman, adviser and a role model to other girls to help young women to reach out for their dreams and to make changes by solving different problems in my community and eventually to the other areas/places. I believe changes begin at home."

"I want somebody to say, 'Because of you I didn't give up.' I want to be a reason for other people's benefits."



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Learn more:
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¹Tanzania National Education Profile, 2018 Update(Rep.). (2018). Retrieved from https://www.epdc.org/sites/default/files/documents/EPDC_NEP_2018_Tanzania.pdf

²Enrollment of Students in Secondary Schools by School – 2013. Retrieved from <http://opendata.go.tz/en/dataset/elimu-ya-sekondari/resource/3cb6a87c-8d7b-43ea-96aa-0b0ec053d238> and *Enrolment in Secondary Schools by Gender and Grade 2016*. Retrieved from <http://opendata.go.tz/en/dataset/uandikishaji-katika-shule-za-sekondari-kwa-jinsi-na-darasa-2016/resource/50542f08-4a9a-4ff4-a881-42414728b752>

³FTSEE Results 2018. Retrieved from <http://cdn.necta.go.tz/results/2018/ftna/ftna.htm>

⁴Tanzania Lower Secondary Completion Rate. Retrieved from <https://data.worldbank.org/indicator/SE.SEC.CMPT.LO.FE.ZS?locations=TZ>.

⁵ACSEE Results 2017. Retrieved from <https://necta.go.tz/results/2017/acsee/index.htm>

This Report was compiled by our MEL Director, Jess Littman. It would not be possible without the support of our MEL Assistant, Maryrehema Mkumbo*; our Data Entry Interns, Shukrani Ndelwa*, Namtasha Charles*, Florah Loibelo*, Lucesia Beda*, Esuvat Sangeti*, Elizabeth Njau*, and Zulpha Rajabu; and our Strategic Planning Fellow, Irie Gourde. Please note that throughout this report, some quotes have been lightly edited for spelling and grammar.

*Kisa Alumna