



OUR IMPACT: 2021

THE KISA PROGRAM

INTRODUCTION

The 2020 Kisa year began as normal for GLAMI, commencing alongside the new school year in January. Recruitment and intake was carried out across the Kisa program as usual and the team were ready for another year of creating impact.

In March however, as across the globe, the onset of the COVID-19 pandemic caused significant disruption to our programming. Schools closed for several months and GLAMI quickly pivoted its delivery method to phone mentoring, mostly through parents as well as some social worker visits. We incorporated the delivery of supplies to both schools and individuals, as well as relocation to rescue homes for our more vulnerable scholars where appropriate. This quick adaptation ensured maximum retention of scholars return of Kisa Scholars once schools reopened. While a small number of scholars failed to return due to pregnancy or early marriage, this number was significantly less than for those girls not enrolled in our programs.

I would like to thank **our sister organization, AfricAid**, as well as the GLAMI Board for all the support they have offered over the past year, as well as our extraordinary staff for their tireless efforts under challenging circumstances. To all our donors, we would not be able to do this work without you - thank you so much for your investment in the future leaders of our country. To our partner schools and the parents of our scholars, thank you for working with us to ensure no girl was left behind. And finally, to the scholars themselves - you inspire us every day with your resilience, your strength, and above all, your courage.

MONICA SWAI

Director of Operations



ABOUT GLAMI

The Girls Livelihood and Mentorship Initiative (GLAMI), formerly known as AfricAid Tanzania, mentors 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.

THE KISA PROGRAM

Young women in Tanzania are not generally taught to believe they are equal to their male counterparts and rarely have role models to show them otherwise. Kisa supports young women to build the confidence and skills they need to pursue excellence in leadership, prepare for future employment, and initiate meaningful social change.

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.



KISA PROJECT THEORY OF CHANGE



PROBLEM

Tanzanian girls lack role models and support from their communities to become confident leaders.

ACTIVITIES

- Kisa Classes
- Health Symposium
- Career Day
- Year 1 Presentations
- 2 Day Challenge
- School Staff Meetings
- All-School Seminars
- Emergency Fund
- Social Worker
- Scholarships
- Kisa Alumnae Network
- Job Readiness Workshop

OUTPUTS

- Girls learn leadership and life skills in weekly classes
- Girls build a relationship with a trusted female Mentor
- Girls gain knowledge and resources
- Girls engage with successful and inspiring women
- Girls begin to participate in community development
- Communities recognize girls' abilities and rights
- Girls have psychosocial and financial support to stay in school
- Girls continue to tertiary education
- Alumnae connect and collaborate after graduation

OUTCOMES

- Kisa Alumnae are confident leaders
- Kisa Alumnae are mentally and physically resilient
- Kisa Alumnae go on to university and/or gainful employment
- Kisa Alumnae engage in community development
- Kisa Alumnae's communities recognize the worth of girls and women

IMPACT

Girls lead positive change in their communities and have a higher standing in society.



AFRICAID

EMERGING IMPACT

Outcome 1: Kisa Alumnae are Confident Leaders

97% of sampled Kisa Scholars consider themselves a leader.

Outcome 2: Kisa Alumnae are mentally and physically resilient.

98% of sampled Kisa Scholars state that they are able to take care of their health needs.

Outcome 3. Kisa Alumnae go on to university and/or gainful employment.

82% of sampled Kisa Scholars know how to create and use a budget for finances.

Outcome 4. Kisa Alumnae engage in community development.

88% of sampled Kisa Scholars are actively working to improve their community.

Outcome 5. Kisa Alumnae's communities recognize the worth of girls and women.

82% of sampled Kisa Scholars have talked to people in their community about gender issues.



COVID-19 RESPONSE

As part of our efforts to ensure continuity of classes for scholars, we embarked on a radio project designed to deliver part of our curriculum in a COVID safe manner. The radio program, **“Safari ya Binti” (a daughter’s journey)** acted as a supplement to our reduced classes - while schools officially reopened in June, we were unable to resume face-to-face teaching with the same frequency as before the pandemic. The radio project content combined lessons from both Binti Shupavu and Kisa projects. This included elements of community assessment, visionary leadership, win-win solutions and advocacy review from the Kisa Project, as well as motivation, health and menstruation, learning techniques, resilience and ability to overcome challenges from the Binti Shupavu mentoring program. **Click [here](#) to find out more.**

The lessons learned from 2020 have been invaluable - the changes made during the school closure, and in the period thereafter are a testament to GLAMI’s ability to adapt and overcome. Challenging circumstances were met head-on and we were able to develop **new ways of delivering our programs**, impacting more girls than ever. We have taken the opportunity to further incorporate some of those changes and the new skills learned into our curriculum and daily operations. Indeed, this extraordinary year tested in us, and in our scholars, all the core skills that our program teaches: **resilience, problem solving, adaptability, courage** and many more. It proved to us that, in the most extreme circumstances, what we teach really works – when a girl is given the right skills and a little bit of support, she can overcome and thrive through any challenge.

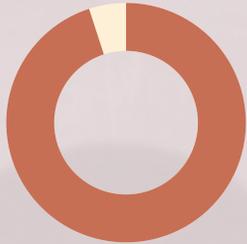
BECOMING LEADERS

Throughout their experience in Kisa, Scholars learn leadership skills and gain opportunities to practice leadership both within the program and on their own initiative. At the end of the program, 75% of Scholars report that currently hold a leadership role at school, work and/or community.

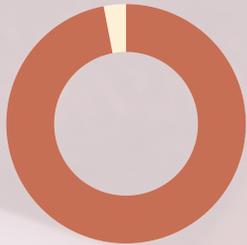
One encouraging sign is that Scholars improved on all metrics of confidence: seeing themselves as confident, public speaking ability, and sharing their ideas and opinions – all activities and traits that are often actively discouraged in girls. The qualitative data demonstrate the Scholars did notice an increase in their own confidence levels, including decision-making ability.

Importantly, Scholars demonstrated an understanding that leadership does not need to be a formal or sanctioned role. Leaders can show themselves in all walks of life and leadership can be exhibited in everyday actions within families, communities and institutions. Feedback shows an increased recognition of these principles and a willingness to be recognised as a leader in these circumstances. However, only 38% of girls at endline indicated that they actively seek out leadership positions in school, work, and/or community. More work is perhaps required to convert confidence and self belief into outward agency in taking up formal, as well as informal, leadership roles.

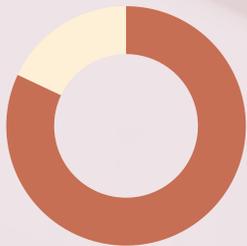
GENERATING CONFIDENCE



95% of Scholars consider themselves a confident person, compared with 72% at the baseline.



97% of Scholars consider themselves a leader, compared with 69% at the baseline.



82% of Scholars take on a leadership role when they work in a team, compared with 74% at the baseline.



"I HAVE BEEN A LEADER IN MY FAMILY AND COMMUNITY, IN MY SCHOOL AM A RELIGIOUS LEADER, AND IN MY FAMILY AM ADMINISTRATOR AND ACCOUNTANT OF THE FAMILY."

- Kisa Alumna

BUILDING RESILIENCE

Kisa Scholars face enormous challenges as they pursue their education and development as community leaders. When asked about challenges they have overcome, Kisa graduates mentioned serious issues including sexual assault, struggles to pay school fees, death of one or both parents, serious illness and injury, academic challenges, family breakup, peer pressure, and lack of parental support.

Kisa aims to build Scholars' mental resilience – the ability to see challenges as learning opportunities and come back stronger from setbacks – and their physical resilience – their ability to manage their health in order to ensure wellness. Mental resilience is measured using the Resilience Competencies Scale (RCS), a quantitative tool developed by psychologist Dr. Robert Henley to measure resilience in youth. The sampled Kisa Scholars in this cohort exhibited a 62% RCS at endline.

The annual Kisa Health Symposium combines elements of mental and physical health. The program was designed by the Scholars themselves in collaboration with Kisa Mentors and local healthcare professionals. In 2021, the Symposium hosted 975 attendees. Content covered sexual reproductive health, menstrual health and STIs, mental health, family planning, drug and alcohol abuse, HIV/AIDS, early pregnancy and abortion. [Click here to find out more.](#)

“THE MOST VALUABLE PART IN KISA WAS THE HEALTH SYMPOSIUM THIS IS BECAUSE I LEARNT A LOT OF THINGS CONCERNING MY REPRODUCTIVE HEALTH AND HOW TO TAKE CARE OF MYSELF AS A GIRL.”

- Kisa Alumna

“THE HEALTH SYMPOSIUM WAS USEFUL BECAUSE I LEARNED A LOT OF THINGS WHICH MADE ME MORE CONFIDENT.”

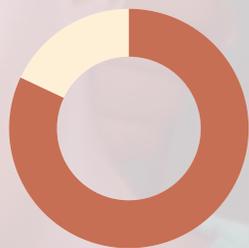
- Kisa Alumna

FUTURE PROSPECTS

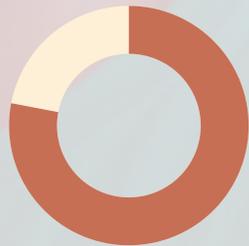
Of the 2,571 Kisa Scholars registered for the Form 6 exam, 98.13% passed by attaining a Division 1, 2, or 3. This is slightly higher than the national average of 97.99% for female students (The Citizen, 2021).

Form 6 exam performance is an essential indicator of a student's future in Tanzania as it determines what type of higher education, if any, for which that student is eligible. Kisa Scholars are more likely to score better on the exam, meaning that they are more likely to access their preferred higher education options.

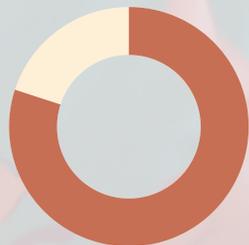
ONWARD JOURNEY



82% of Scholars reported that they know how to create and use a budget for finances, compared with 64% at the baseline.



78% of Scholars reported that they know how to create a business plan.



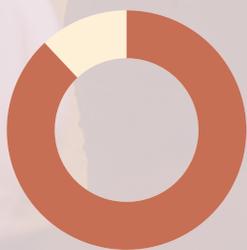
80% of Scholars expressed that they want to go to university.

COMMUNITY IMPACT

Like empowered women everywhere, Kisa Scholars change the perceptions of women in their communities. In the class of 2021, 75% said that they think about the needs and issues facing their communities, and **88% said that they were actively working to improve their community**. Their methods include:

- Advising girls in the community (or youth in general)
- Collaborating with others to solve community problems
- Taking leadership roles in the community
- Providing education to community members
- Leading community development projects
- 82% of Scholars report having conversations about gender in their communities.

Many Kisa Scholars were able to complete their 2 Day Challenge projects, the capstone of the Kisacurriculum, in early March 2020 before the COVID-19 pandemic. Projects included sharing health information they learned at the Health Symposium with girls at schools that do not yet have the KisaProject and renovating school bathrooms to make them cleaner and healthier for current and future students.



88% of Scholars say that they are actively working to improve their communities.

COMMUNITY VOICES

"KISA SCHOLARS CAME HERE TO TEACH US ABOUT THE IMPORTANCE OF DRINKING FILTERED WATER AND SHOWED US HOW TO FILTER THE WATER BY USING SAND. FOR US IN THE MAASAI COMMUNITY ANY SOURCE OF WATER IS FOR BOTH ANIMALS AND HUMANS REGARDLESS OF ITS NATURE. THE MAIN THING THEY MADE US REALIZE IS THAT WE CAN FILTER WATER FOR DRINKING AND COOKING. I THINK GIRLS IN MY COMMUNITY CAN HAVE OPPORTUNITIES TO DO A LOT IF THEY TAKE CHANCES. **THE KISA SCHOLARS ARE YOUNG BUT THEY HAVE LEFT A MARK IN OUR COMMUNITY THAT WILL CHANGE OUR LIVES COMPLETELY. THEY ARE A GOOD EXAMPLE.**"

- Bariki, Secondary School Teacher, Lashaine

"I HAVE BEEN DIRECTLY INVOLVED IN THE TWO DAYS ACTIVITIES HERE AT 'SOKO LA ALHAMISI' (WHICH INVOLVED THE MAKING OF TABLES THAT CAN BE USED FOR SELLING ACTIVITIES) BECAUSE I AM THE CHAIRPERSON OF THE MARKET COMMITTEE. **PERSONALLY I HAVE BEEN TOUCHED WITH WHAT THE GIRLS HAVE DONE.** I BELIEVE IN TAKING GIRLS TO SCHOOL. WE CAN ALL SEE THAT WOMEN ARE THE MOST DEPENDABLE GROUP BECAUSE THEY ALWAYS REMEMBER TO TAKE CARE OF THEIR FAMILIES. I BELIEVE WHEN A FAMILY IS DEVELOPED THEN THE ENTIRE COMMUNITY IS ALSO DEVELOPED."

- Josephat, Village Chairman, Monduli

"**A GIRL CAN BE A LEADER.** YOU SEE WHAT THESE GIRLS HAVE DONE HERE AT THE MARKET AND AT THE BUST STAND... THAT IS LEADERSHIP... SEEING CHALLENGES AND SOLVING THEM."

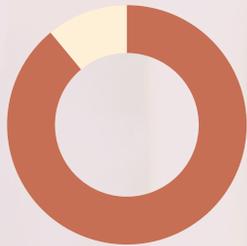
- Village Chairman

"I HAVE LEARNED MANY LESSONS THAT HAVE HELPED ME TO KNOW MYSELF... I CAN STAND AS A LEADER AND CHANGE MY COMMUNITY AND MY COUNTRY TOO."

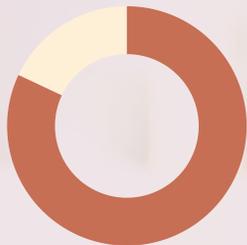
- Kisa Alumna



GIRLS' WORTH



89% of Scholars reported that they are good at expressing their ideas and opinions orally, compared with 81% at the baseline.



82% of Scholars have talked to their communities about gender issues since joining the Kisa Project.

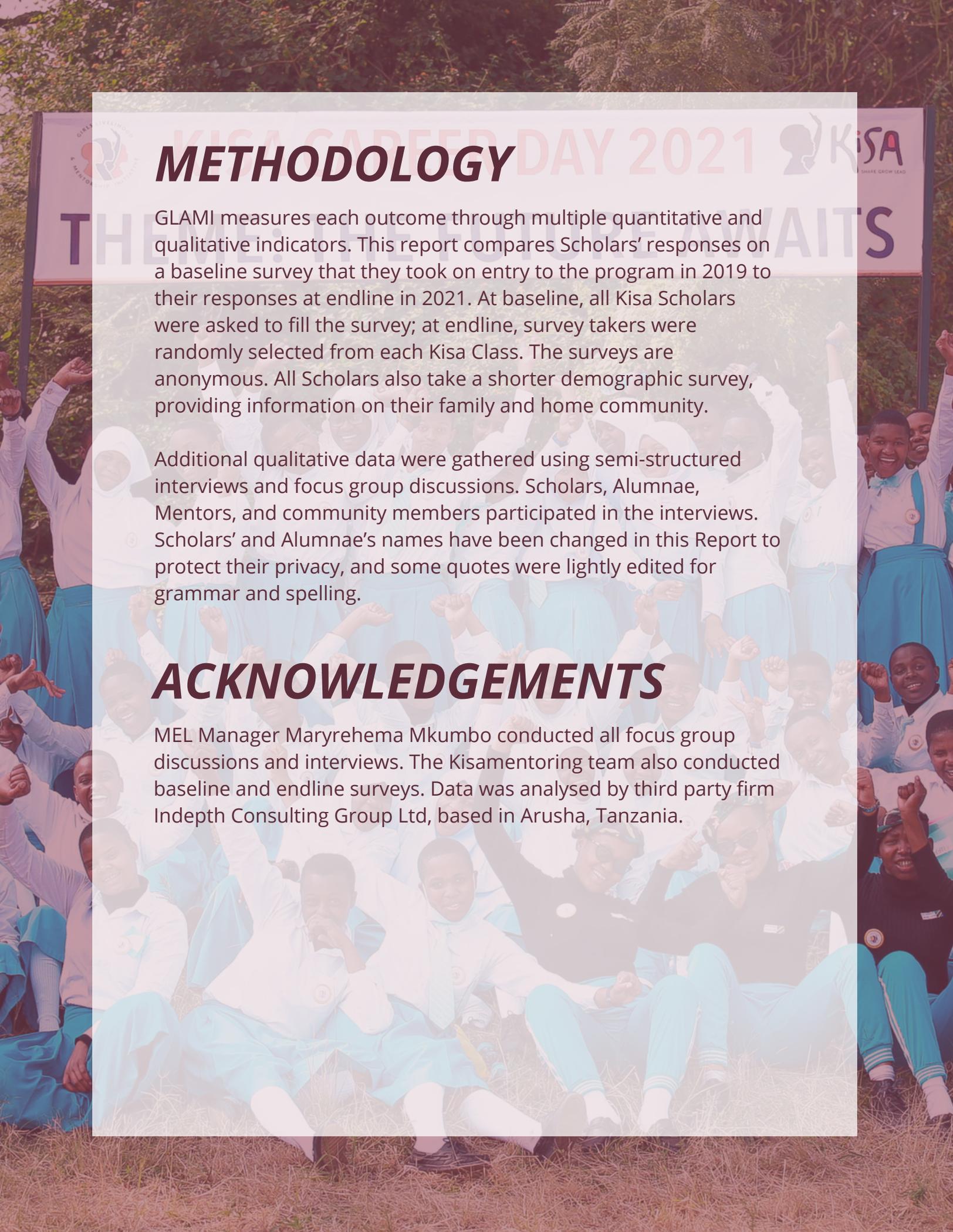


9 is the average number of people each surveyed girl had spoken to about gender issues.

THE RIPPLE EFFECT

Kisa Scholars are creating ripple effects of empowerment in their communities by bringing the lessons of Kisa to other girls and members of the wider community.

Kisa Scholars often come to the program having been discouraged from raising their hands and their voices, but over the course of their time in Kisa, they gain the confidence to speak up. In focus group discussions, Alumnae explained that they plan to become motivational speakers or supporters of other girls.



METHODOLOGY

GLAMI measures each outcome through multiple quantitative and qualitative indicators. This report compares Scholars' responses on a baseline survey that they took on entry to the program in 2019 to their responses at endline in 2021. At baseline, all Kisa Scholars were asked to fill the survey; at endline, survey takers were randomly selected from each Kisa Class. The surveys are anonymous. All Scholars also take a shorter demographic survey, providing information on their family and home community.

Additional qualitative data were gathered using semi-structured interviews and focus group discussions. Scholars, Alumnae, Mentors, and community members participated in the interviews. 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.

ACKNOWLEDGEMENTS

MEL Manager Maryrehema Mkumbo conducted all focus group discussions and interviews. The Kisamentoring team also conducted baseline and endline surveys. Data was analysed by third party firm Indepth Consulting Group Ltd, based in Arusha, Tanzania.

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THANK YOU

Please contact us with any questions at:

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