



Our Impact: Binti Shupavu

2021

Introduction

The Binti Shupavu year began as normal for GLAMI, commencing alongside the new lower secondary school year in January. Recruitment was carried out across all four year groups, with a total of 4,546 scholars enrolled in Binti Shupavu - this included a new class of Form 1 scholars across all our partner schools, totalling 1,242.

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 Binti Shupavu 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 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 our sister organization, AfricAid, and to all of our partners and 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. Thank you for being Binti Shupavu - courageous daughters.

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.



Binti Shupavu Program

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 shows how we seek to generate these results. The report then covers impacts achieved across our three main program outcomes.

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 shows how we seek to generate these results. The report then covers impacts achieved across our three main program outcomes.





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.



Emerging Impact!

Outcome 1: Binti Shupavu Alumnae are resilient and prepared to face future challenges. Upon graduation from the program, Sampled Binti Scholars were 54% resilient according to a quantitative scale used to measure of resilience.

Outcome 2: Binti Shupavu Scholars graduate from lower secondary school. 37.21% of Scholars passed their Form 4 exams with Division 1-3, allowing them to move on to Form 5.

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.



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. Safari ya Binti was a great success, not just for our scholars but within the wider community too. It was **broadcast across multiple regions** and allowed us to reach girls who would not normally have access to our programs, as well as parents and guardians, who also had a chance to listen into the lessons, ask questions and come to understand our program more. [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 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 soft skills and a little bit of support, she can overcome and thrive through any challenge.



Radio Show Feedback

Students highlighted the value of the radio show in supporting their journey:

"I was motivated to listen by my sister. She came to my place and told me there is a session... so we listened together and I have been listening to it ever since then"

"I like the way Madam Chonge talked about assessment; how I can do self-assessment; and things that affect the lives of young girls"

"There are girls that are not self aware but through the health topic they have learnt and become capable of making choices on what to do at what time and where"

Parents also detailed huge impact of the radio show on their lives:

"I have learnt a lot, not only about my daughter but girls in general. I was inspired about the topic that taught about motivation"

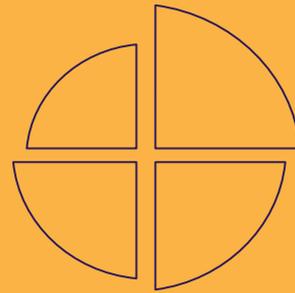
"Safari ya Binti was a chance for me to learn what the girls have been taught in schools. I had a chance to ask questions during the live session and I am confident that I can do my best to support my daughter in achieving her dreams."



Building Resilience

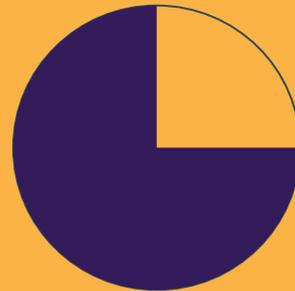
54%

Samples Scholar's average score on Resilience Competencies Scale* by the end of the year.



72%

...of Scholars 'strongly agree' that they are able to make positive choices.



82%

...of Scholars were helped to overcome their greatest challenges.



* 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 to 54%.

“I can face any problem and I know where to look for help in case I am in need”

- Binti Shupavu Scholar



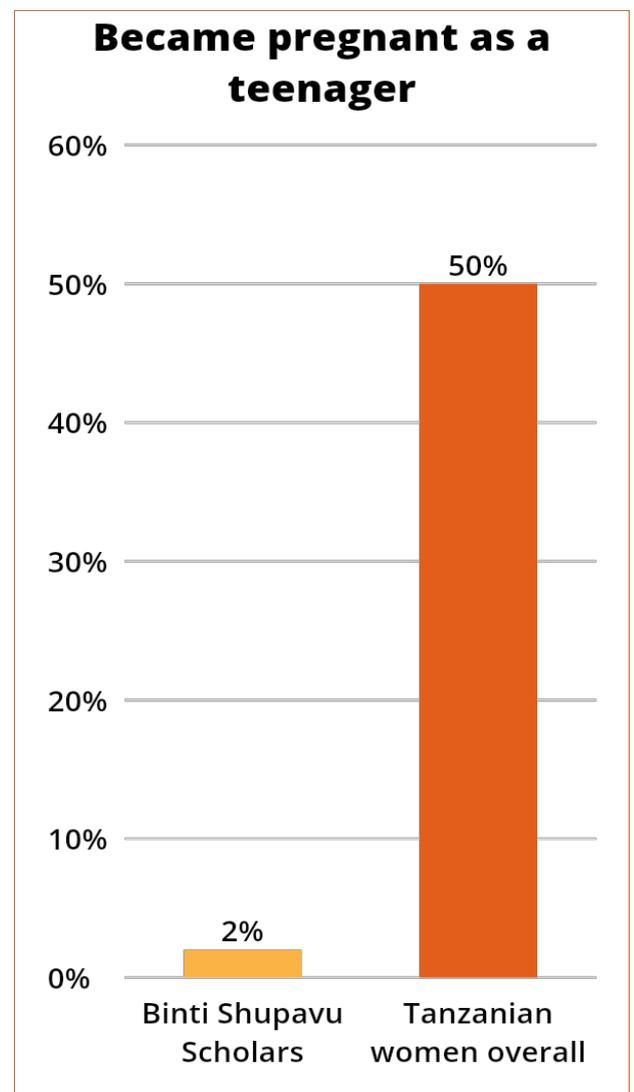
Overcoming Challenges

Top challenges Scholars face at baseline include:

- financial struggles
- family problems
- academic issues
- peer pressure and temptation
- puberty

At the end of the programme, Scholars still faced problems, but reported that they were better able to resolve or overcome their challenges. 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 2020, however, experienced a pregnancy rate of less than 2% (34 / 5907). A Scholar explained how she avoided engaging in early sexual relationships:

“My biggest challenge is to be pressured into having sexual relationships, but I have been strong since I know when to say: No!”



Improved Study Skills

100% of scholars surveyed for the endline agreed that they have been helped with study skills!

At baseline, Scholars struggled to identify specific plans for the future, with most unable to plan or identifying a non-specific plan such as “studying hard.” 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.



Supportive Mentors

86% of sampled Scholars said that their Mentor had supported them outside of the regular Binti Classes.

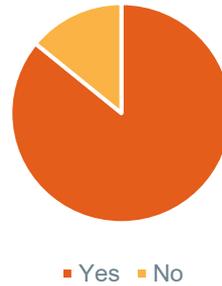
This is an increase from 76% in 2019, potentially reflecting the increased efforts made by Mentors to connect to scholars during the COVID-19 period.

Support included:

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

In focus group discussions and interviews, Scholars 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.

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



"My Mentor supported me in being confident, learning techniques and being aware of my health and how to value myself."

"They helped me to overcome challenges and encourage me not to give up."

"They helped me solve the challenges at home and community."

"Binti Shupavu has helped me to be more aware of myself and to become a leader."

Confident Girls

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. The qualitative data demonstrate the Scholars did notice an increase in their own confidence levels, including decision-making ability.





91%

Scholars in the Class of 2020 who passed their Form 4 exams with a Division 1-4, compared to a national average of 85% for girls (Citizen, 2021)

Academic Performance

Binti Shupavu Scholars improved academically on a number of metrics. Most importantly, 1,337 out of 3,142 (42.55%) Form 2 exam candidates scored Division 1-3 compared with a national average of just 29.51% for girls. Likewise, 37.21% of Form 4 Scholars in 2020 graduated from lower secondary school compared to a national graduation rate of 32.10% for girls (Citizen, 2021). 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 (World Bank, 2018), avoid domestic violence, better care for their children's health, and increase their decision-making power within their families.

Scholars 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.



“I have a plan to go on with studies and later on self employ myself by opening up my own pharmacy”

- **Binti Shupavu
Scholar**



Community Impacts

Scholars 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.

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.

“My relatives that paid for my school fees wanted me to get married. My mother stood by my side and also asked for help from the charity organization at the church to prevent it from happening.”

“Educating us girls has helped to educate about how to avoid early pregnancy, sexually transmitted diseases and drug abuse. It has also helped us to bring changes to others.”



“By cooperating with my fellow students I have been able to solve different challenges that we face individually and community at large.”

'The Ripple Effect'

Binti Scholars are creating ripple effects of empowerment in their communities by bringing the lessons of Binti to other girls.

In focus group discussions, Scholars explained that they plan to become motivational speakers or supporters of other girls.

"I have been studying hard so as I can meet my goals, but also teaching primary girls to believe in themselves"



Voices of Parents

“Binti Shupavu **taught us how to take care of our daughters**; listen to them; and keep them close. They taught me how to help my daughter during a menstrual period especially making her feel comfortable and that it is okay for her to be going through that situation.”

“I found myself changing and becoming closer to my daughter than ever before. I have also learned to keep my conflicts with my husband away from my children. I am now on the front line in insisting that my daughter studies hard. I share with them hard my life is and warn that they will face the same thing in the future if they do not study hard. I feel like **it is my responsibility to take care of my children, especially my daughters**. I know Binti Shupavu has helped me and I hope to keep getting this support. I have faith that my daughters will follow what they are being taught through the Binti Shupavu program.”

“I have seen changes in my daughter, she has really changed, she is now very diligent, she studies hard and she keeps into account what is being taught in class and she really helps me with chores at home. **I am really grateful for the support that has been given to girls** and I will keep praying for you GLAMI to keep doing what they are doing.”

Methodology

This report relies primarily on qualitative data collected through focus group discussions with Binti Shupavu Scholars 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 2020 and at endline with Scholars leaving the program in September 2020. 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. All Scholars' and Alumnae's names have been removed from 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 Binti Shupavu mentoring team also conducted baseline and endline surveys. Data was analysed by third party firm Indepth Consulting Group Ltd, based in Arusha, Tanzania.

Bibliography

- Henley, R. (2010). Resilience enhancing psychosocial programmes for youth in different cultural contexts: Evaluation and research. *Progress in Development Studies* 10(4), 295-307.
- King, E.M. & Winthrop, R. (2015). Today's challenges for girls' education. Global Economy and Development at Brookings. Retrieved from <https://www.brookings.edu/wp-content/uploads/2016/07/Todays-Challenges-Girls-Educationv6.pdf>
- The World Bank. (2018). Missed opportunities: The high cost of not educating girls. Retrieved from <https://www.worldbank.org/en/topic/education/publication/missed-opportunities-the-high-cost-of-not-educating-girls>
- Rihani, M.A. (2006). Keeping the promise: Five benefits of girls' secondary education. AED Center for Gender Equity. Retrieved from <https://files.eric.ed.gov/fulltext/ED500794.pdf>
- FHI360 & Education Policy and Data Center. (2018). Tanzania: National education profile: 2018 update. Retrieved from https://www.epdc.org/sites/default/files/documents/EPDC_NEP_2018_Tanzania.pdf
- UNICEF. (2011). UNICEF says education for women and girls a lifeline to development. Retrieved from https://www.unicef.org/media/media_58417.html
- The Citizen. (2021). Necta releases Form Four and Form Two results 2020. Retrieved from <https://www.thecitizen.co.tz/tanzania/news/video-necta-releases-form-four-and-form-two-results-2020-pass-rate-rises-by-5-per-cent-3258076>
- The Citizen. (2021). What next for those who scored divisions 4 and 0? Retrieved from <https://www.thecitizen.co.tz/tanzania/magazines/success/-what-next-for-those-who-scored-divisions-4-and-0--3262218>

Thanks

Do you have any questions?

maryrehema@glami.or.tz

www.glami.or.tz



Report created by Indepth Consulting Group Ltd
info@indepth-consulting.com