

2020-2022

Kisa Project



Our Impact

INTRODUCTION

Dear Friends,

At the beginning of the COVID-19 pandemic, GLAMI launched its tenth cohort of Kisa Project scholars. The 2020-2022 scholars completed their last two years of secondary school during unprecedented times nationally and globally.

Due to COVID-19 restrictions, no baseline data was collected for the 2020-2022 cohort of Kisa scholars. The endline data was collected in a survey distributed before graduation. Except for the Form VI examination results, the data in this report represents a sample of approximately 20% of the entire cohort. Given the previously mentioned lack of baseline data, no comparisons could be made between this cohort's base and endline data.

The class of 2022 alumnae, having completed their time with us, are well on their way into the next stage of their growth and development. As they pursue their deepest aspirations for themselves, their families and communities, the lessons they have learned and the friendships they have forged will carry them far. We feel privileged to be part of their stories and look for continued success as they become inspiring and effective leaders in their communities and the broader Tanzanian society.

With gratitude,



MaryRehema Lameck Mkumbo

Some of the key highlights include:

- 998 scholars graduated in 2022
- 24 schools partners
- 35 Kisa mentors supported scholars
- 100% scholars passed Form VI exams
- 85% of scholars scored in the top two divisions
- 97% of scholars completed the 2-day capstone project
- 94% of alumnae reported increased skills to overcome challenges

About GLAMI

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.



Kisa Project

The Kisa Project is a two-year leadership program targeting girls completing the last two years of secondary school. The goal is to support and prepare girls to achieve their personal goals for higher education or employment. Kisa means 'story' in Swahili. Taking the lessons from the program, scholars write their own stories, charting a new course for their future as emerging leaders in their families, communities and the broader Tanzanian society.

Program activities help scholars explore their interests, increase health and financial literacy, and develop presentation and communication skills. Scholars participate in weekly sessions covering various topics, including leadership, life skills, personal empowerment and social entrepreneurship. Additionally, scholars participate in health-related workshops and training sessions focusing on various topics, including relationships, feminine hygiene, sexual activity, family planning, HIV/AIDS, and drugs and alcohol. At the end of their first year, scholars conduct community assessments and present their solutions to a community challenge to a panel of peers and community judges. Also, at the end of the program, scholars participate in a 2-day capstone challenge where they put their skills to the test by completing a project in their community.

Throughout their time in the program, scholars are supported by mentors and mental health professionals. Kisa mentors are university-educated young women who support and encourage scholars on their Kisa journey. Mental health professionals provide psychosocial support to enhance scholars' emotional well-being and improve their academic performance. Upon graduation, scholars join a thriving group of Kisa alumnae who offer additional encouragement as they move into the next stage of their early adulthood and on the path to achieving their professional goals.

Our 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

1. Kisa alumnae are confident leaders
2. Kisa Alumnae's communities recognize the worth of girls and women
3. Kisa Alumnae engage in community development
4. Kisa Alumnae are mentally and physically resilient
5. Kisa Alumnae go on to university and/or gainful employment



IMPACT

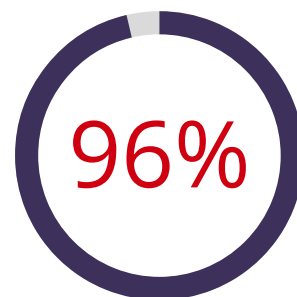
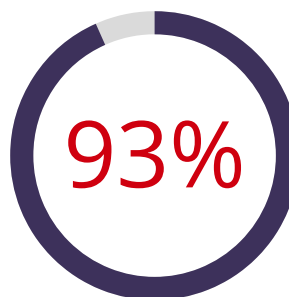
Girls lead positive change in their communities and have a higher standing in society.

Alumnae are confident and inspired to lead

Women's leadership is recognized as integral to economic and social development. While the Tanzanian government has made strides in women's leadership, particularly in parliament, within other sectors of society, the gender gap in leadership persists (Msoka & Muya, 2019).

The Kisa Project model is focused on developing female leaders for the next generation. Throughout their time in the program, scholars develop the skills and capacities for leadership. They also have many opportunities to practice their leadership and communication skills in the classroom and their communities. After their first year in the program, scholars participate in Career Day, where they conduct community assessments and present their projects and recommendations to a panel of community leaders. Scholars also demonstrate their communication and leadership skills through their community capstone projects at the end of the program.

Regarding communication skills, the endline data shows that alumnae reported being able to communicate well in Swahili and English at 99% and 84%, respectively. Alumnae reported feeling confident about public speaking and being able to express their ideas confidently.

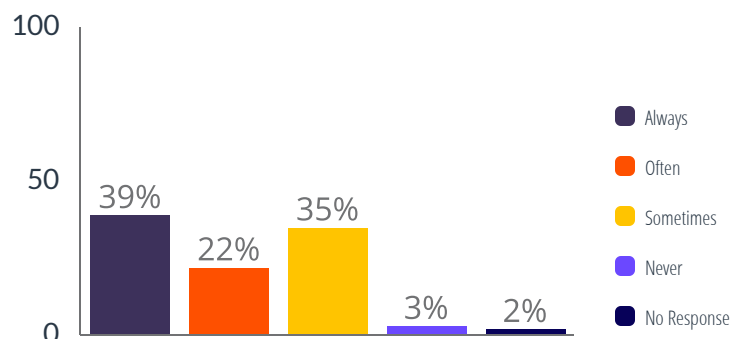


93% of alumnae felt comfortable speaking in front of a group, and 96% reported being able to express their views and opinions confidently.

"Since joining [Kisa], I have become confident and focused. I know what I want and how to get it."
Kisa Alumna

Alumnae are confident and inspired to lead

Actively seek out leadership positions

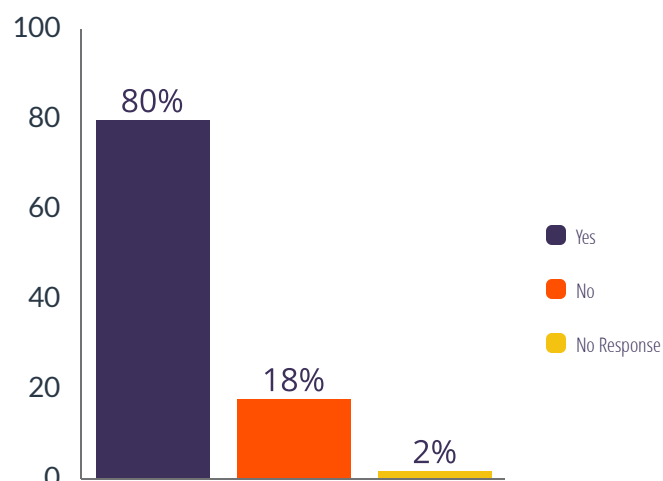


The endline data suggests that at the end of their program, alumnae were confident about their skills and abilities as leaders. 98% of alumnae consider themselves leaders, and 93% want to be seen as a leader by their peers.

The majority of scholars (96%) report actively seeking leadership opportunities. When asked if they currently hold leadership positions, 80% of alumnae said they had a leadership position in school, at work, or in the community.

As emerging leaders in society, Kisa alumnae will face many challenges. In the workplace, their leadership may not be as valued as their male peers (Yahya & Mutarubukwa, 2017). By staying engaged as leaders in their communities, alumnae are building the capacities to support their personal goals and open opportunities to make meaningful contributions to their community and Tanzanian society.

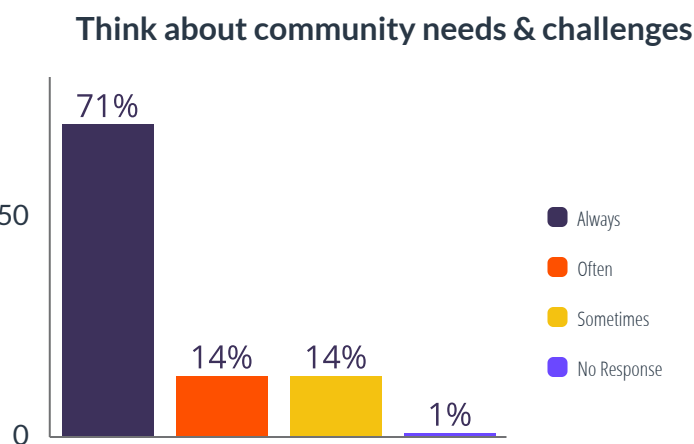
Currently hold leadership role



"I am very confident. I talk in front of any group. I have been a leader in my life, but I can't say that was real. There were times I asked my fellow leaders to announce or face the crowd on my behalf, but Kisa has helped me become a real leader." Kisa Alumna

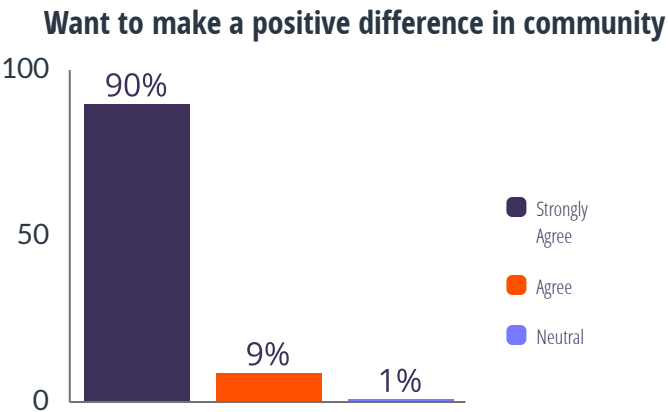
Alumnae are engaged in community development

The Kisa Project provides young women with opportunities to engage meaningfully as change agents in their communities. Alumnae have a deep understanding of the challenges in their communities. 85% reported being always or often concerned about challenges in their communities. As girls and young women, they are directly impacted by social norms that limit their full participation in their communities (e.g., early marriage, lack of investment in girls' education, etc.). As young people in their communities, they also experience peer pressure and see the impact of engaging in harmful habits, such as drugs and alcohol. Moreover, like other community members, alumnae have the same infrastructure challenges, including access to clean water and environmental issues.



"I am actively working to improve my community by creating the education in my community on how to conserve the environment and to maintain a balanced diet for the people and to encourage the hard-working." Kisa Alumna

"My community is not so different from my friends. We girls see school as a very hard journey in our society. Parents always ask their children to make choices between going to school and getting married and most of the girls choose to get married." Kisa Alumna



"I'm trying hard to help students of my previous primary school from truancy by meeting with some students and advising them to attend school frequently through they met with difficulties of harsh punishments that destruct them from attending school." Kisa Alumna

Kisa alumnae respond to community challenges

Year One Project

At the end of their first year in the program, scholars identify an issue in their communities that they would like to address. Through completing and implementing their projects, scholars learn how to advocate for themselves and others and supports their engagement as leaders in their communities. Scholars also learn about the power to be change agents. In past years, the scholars presented individual projects, but in this cohort, scholars worked together in small groups. Each group presented a solution to a community problem.

One example of a year one project is the Kisa Girls Problem Solvers group. The group identified malnutrition as a challenge in the community. Their project was in response to the death of a form two student who fainted at school and later died because of malnutrition. In 2015, over 2.7 million children less than five years old were undernourished. There were also significant anemia rates among adolescent girls and pregnant women (UNICEF, n.d.). In 2018 anemia among women was at 28.8%, down from 44.8% in 2015-16 (United Republic of Tanzania, 2018). A balanced, high nutrient is essential to children's physical and cognitive development. Anemia and malnutrition have adverse outcomes for health and academic performance.

The Kisa Girls, Problem Solvers group proposed several initiatives, including educating school administrators about nutrition, starting vegetable gardens and growing clubs, and working with other schools. The scholars faced many implementation challenges, including engaging other students to join clubs and scheduling difficulties. With the support of their mentors, the group developed a final project that provided a sustainable project that the school endorsed. All the scholars, students and school staff participated in implementing the vegetable garden at Maasae Girls Secondary School. Through their project, scholars demonstrated their community engagement and entrepreneurship and provided low-cost and life-saving access to better nutrition for the students.



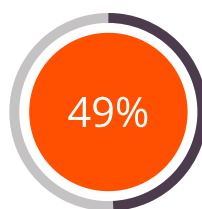
A cornerstone activity of the Kisa Project is the 2-day capstone project. The capstone project allows scholars to demonstrate the skills and capacities gained through the program. Capstone projects also provide scholars opportunities to contribute positively to their communities as emerging leaders.

Forty-two groups participated in the two-day capstone challenge with Kisa partner schools in Kilimanjaro and Arusha. 97% of the graduating class completed the 2-day capstone challenge.

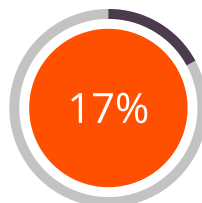
Alumnae led and participated in various projects that solved real-world problems in their communities. Nearly half of alumnae participated in school construction and renovation projects, including rehabbing a school kitchen, repairing drinking water pipes and taps, building sitting slabs, repairing ropes, installing ropes for laundry, and restoring a school notice board.

Other projects benefitted the community, including planting trees, repairing a public toilet and other environmental projects.

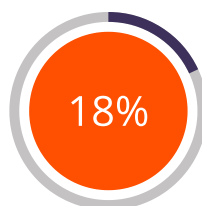
TOP CAPSTONE CATEGORIES



School construction and physical plant improvement projects



Health and Hygiene projects



Representing 6% each, this category includes environmental, entrepreneurial and special population projects

42

Participating Capstone Groups

97%

Completed Capstone Projects

Featuring Kisa Capstone Projects



The 2-day capstone projects aimed at solving real life problems in community. A group of scholars built the infrastructure for a water tank to give students at the Msangeni school easier access to clean water. Students had to fetch water a mile away from the school. Other scholars refurbished dormitory toilets at Nuru Secondary School. Scholars started a soap-making project at the Mlangarini Secondary School to support general hygiene for boys and girls. Several scholars developed projects to address this issue by showing students how to make reusable sanitary products. The lack of access to sanitary products and toilet facilities results in high absenteeism for girls once they reach puberty (Sutherland-Addy, 2008). Some projects focused on larger projects, like the Magadini School. Scholars built a library for students at the school to support better academic performance.



Featuring Kisa Capstone Projects



Some scholars focused on environmental projects. Scholars planted fruit trees to protect the environment and provide a free source of fruits to improve overall nutrition. Entrepreneurship can be a gateway to greater financial and personal independence. However, girls need skills and access to finances to make this a viable income source. Scholars at the Kibosho High School started an entrepreneurship project to help reduce unemployment and foster greater self-reliance.

Alumnae have sustained their community engagement, with 97% of alumnae reporting being actively involved in improving their communities. Alumnae report working on various projects, including educating girls about pregnancy, early marriage and health issues (e.g., HIV/AIDS). Some alumnae report working on efforts to build awareness about gender-based violence, female genital mutilation (FGM) and the importance of higher education for girls. Others are working on helping youth deal with peer pressure and avoid negative habits like drug use. Others report continuing their efforts to keep the community clean and care for the environment.

"I am proud of my sisters because I can see changes in them. I have heard stories of them before and after joining KISA. I will make greater changes in my community, too, as I am also a scholar. This project has reminded me that even the smallest things can make a greater impact on the community. They targeted the school, but we as community members have learned so much, and the knowledge will help us in so many ways." Kisa Alumna

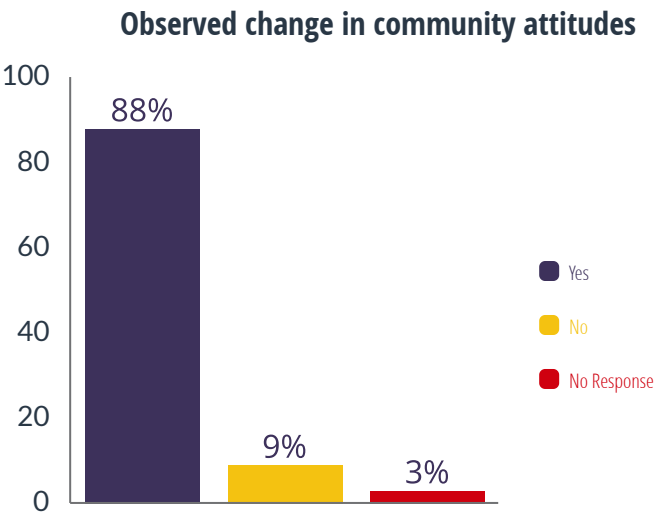
Alumnae communities recognize the worth of girls and women

88% of alumnae report seeing a change in their communities due to being a part of the Kisa Project. On a personal level, alumnae said they had increased confidence and ability to speak to community members about gender and other issues that impact the whole community. Alumnae report that as a result of their engagement in the Kisa Project, they have observed changes in how the community addresses issues such as FGM, early pregnancy and supporting girls' education. They have impacted girls who are not in the Kisa Project and adults in the community.

However, changes in social norms and beliefs take time. 9% of alumnae report no change in their communities due to participating in the program. Some of the reasons that alumnae reported seeing no change included the remoteness of their communities and not having a Kisa school in the region. Also, some alumnae noted that their communities were not ready to address the problems. However, in communities where Kisa alumnae lived, community members could observe the changes in Kisa scholars. When this happens, there is little resistance or objection to change. One alumna noted, *"My community has not reacted [negatively] to Kisa simply because they saw many contributions that Kisa contributes to the girls, especially me."*

Alumnae play a significant role in shifting the narratives and norms about gender issues in their communities. On average, alumnae spoke to 11 people. The range was as low as one and as high as 186 individuals. The more significant numbers appear to be group presentations. 93% of alumnae report being involved in conversations about gender issues with members of their communities since joining the program. Additionally, Kisa Project alumnae are role models in their communities, and they help not only change minds but encourage other young girls to get involved.

"For as long as I have been alive, it has never occurred to me there will be a day I will see young girls talk to Maasai men and be listened to. At first when we were approached by the village chairperson to be ready to listen to the girls. I doubted my fellow men would listen to the girls. Today I have been proven wrong. Look at how many men have left their duties to lend an ear to these girls. I see my daughter in these girls. I know someday she will be out there doing what these girls have done to our community."
Community Member



"Kisa introduced something important to my life. If you could see who I was two years ago, you will understand how grateful I am. I come from a community where women/girls have no say in anything, but I feel like I am capable of making a difference in my community with confidence." Kisa Alumnae

Alumnae are mentally and physically resilient

Resilience data was collected using the Henley Resilience Competencies Scale (RCS). The scale was developed to measure quantifiable outcomes for programs serving youth in various settings, including informal educational settings. The scale measures individual and multi-layered social resilience. Personal resilience focuses on achieving positive outcomes despite serious challenges. Multi-layered social resilience looks at increased competency in dealing with adverse conditions at different social levels (Henley, 2010).

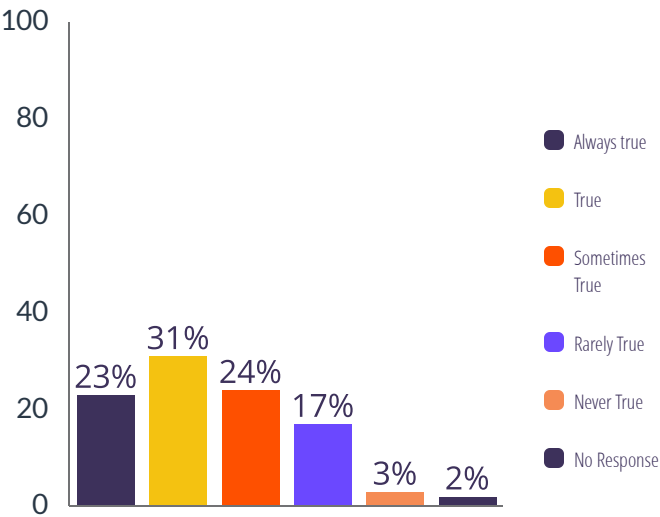
When asked about the most significant challenges they have faced in their lives, the responses can be grouped into five general areas:

- **Finances** – insufficient funds for school fees, books, personal hygiene needs, and capital to start small businesses.
- **Family** – death, divorce, separation, family conflicts, financial pressures, and relatives are unsupportive of their higher education aspirations.
- **Academics** – failing mock exams, general concerns about academic performance, not having a good study environment at home, and walking long distances to school.
- **Personal** – peer pressure, avoiding pregnancy and bad influences, being sexually harassed by adult males at school or in the community, interpersonal conflicts with peers, emotional issues (i.e., fear, stress, anxiety), and health concerns, both acute and chronic conditions.
- **Community** – social norms are not supportive of seeking higher education and infrastructure challenges like the lack of water and transportation to school.



Alumnae are mentally and physically resilient

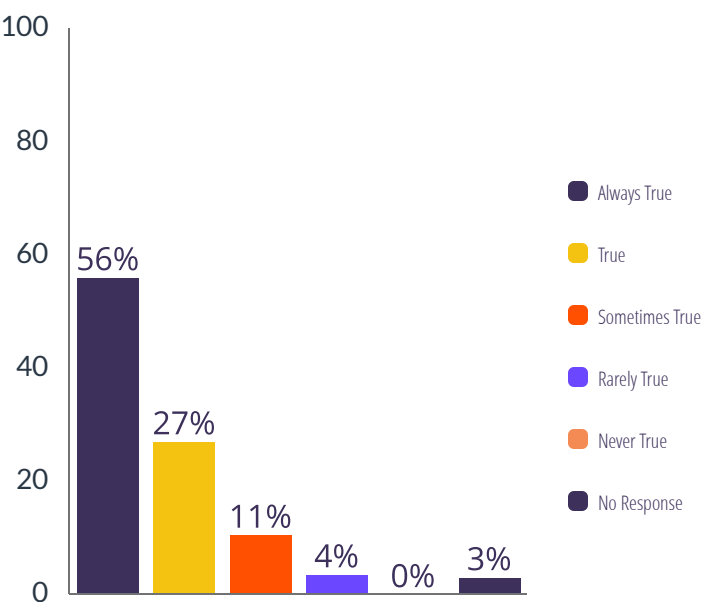
Address unexpected events with confidence



As noted earlier in this report, the baseline data was not collected due to COVID-19 restrictions. The resilience data represents only the endline results of how alumnae assess their levels of personal and multi-layered social resistance. Despite this limitation, the data provides a snapshot of alumnae’s self-assessment of their personal and social resilience at the end of the program.

Concerning confidence (i.e., how an individual feels about a situation), the data indicates that 54% of alumnae reported that they have the confidence to address unexpected events as true or always true. 24% believe that they can address unexpected challenges some of the time. High levels of confidence about meeting challenges could indicate that alumnae have already experienced some successes in meeting other problems. Alumnae also report that they are strengthened as a result of challenges; 87% of alumnae said that challenges make them stronger, ranging from always true (31%), true (35%), to sometimes true (21%). 58% of alumnae reported knowing what to do when facing problems.

Have skills to overcome difficulties



In response to having the skills needed to overcome their challenges, 94% of alumnae reported that they had the skills to overcome their difficulties ranging from always true to sometimes true at 56% and 11%, respectively. Additionally, 80% of alumnae said they do not give up once they are determined to achieve their goals. The snapshot RCS data indicates that alumnae have attained a level of multi-layered social resistance to deal with threats or challenges in their lives and achieve their goals.

Alumnae are mentally and physically resilient

The extent of resilience is predicated on several factors, including the presence of healthy relationships with parents and family members or other non-related adults. The presence of these caring relationships has a significant impact on healthy development (Henley, 2010). 80% of alumnae, reported seeking advice from a family member when in trouble. This indicates that alumnae have support within their family networks that foster resilience. Conversely, there is almost an even split between alumnae who report having an older non-family friend they can trust. 45% of alumnae report not having or rarely having a non-family older adult they trust, and 51% report that they do. Since most of the alumnae have family members to support them when facing difficulties, these results may indicate that alumnae may not need support from a non-family member. However, the non-family data also point out an anomaly because the Kisa Project provides mentors to all its scholars. One would have expected more alumnae to report that they had a non-family adult they could trust. Perhaps the Kisa Project scholars think of their mentors as extended family members. More data is needed to understand this data point. Overall, the snapshot RCS data indicates that at the personal level of resilience, alumnae have developed the attitudes and skills to meet and overcome their challenges.

The alumnae have high praise for their Kisa mentors.

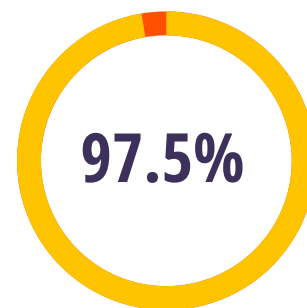
"I love two things about my mentors, encouragement and unconditional love. They have been with us through both good and bad times, we disappointed them, but they never let us down." Kisa Alumna

"They [mentors] are good people, kind and always willing to help us become better. What I can say is that I will do my best to make them proud. I am going to achieve my goals and show everyone what these ladies have nurtured into the adult world." Kisa Alumna

"Our mentors have pushed us to study hard and perform well. Kisa teaches us to be focused and with that, we are able to perform well." Kisa Alumna



Alumnae report understanding their health needs

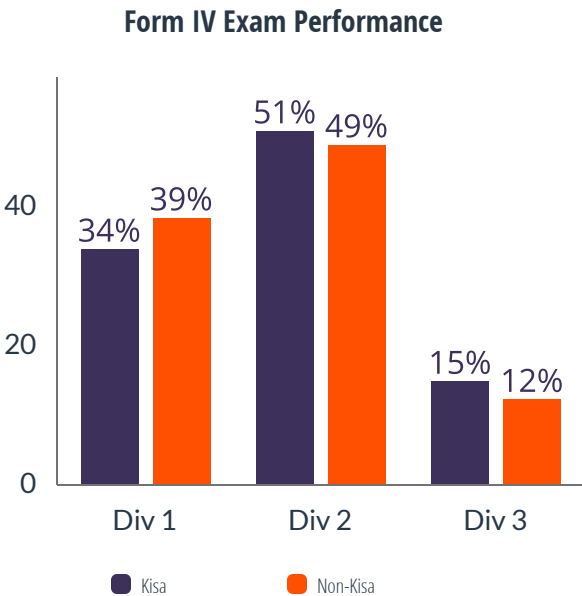


Alumnae report being able to take care of their health

"I will use Kisa for my benefit in the future to educate people on everything I learned in Kisa years one and two and also to give them knowledge about their health. Also, through the health symposium, I will be able to know what I need to improve my health and others."
Kisa Alumna

Alumnae go on to university and/or gainful employment

Gender inequality remains a significant challenge in Tanzania with far-reaching implications for political and socio-economic development (UNESCO). Even when girls have access to education, they still must contend with sociocultural norms and practices like the preference for educating boys and early marriage that have negative consequences for completing their education. Additionally, girls have a higher dropout rate than boys due to sexual harassment and violence (Msoka & Muya, 2019). Despite economic and social challenges, 100% of Kisa scholars passed their Form VI exams. While female non-scholars fared slightly better in Division I, Kisa scholars performed better in Divisions II and III. Kisa scholars' performance in VI exams will open up opportunities to further their education and enter the labor force.



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When asked about their plans after graduation, 100% of scholars said they would plan to attend university. Alongside their studies, scholars also plan to start their businesses, do community projects, or find employment. Overall, 99% of alumnae are focused on career and education, with only 1% reporting they plan to start a family after graduation. Even among this group, they also plan to attend university and pursue their career goals. Alumnae have high hopes for their future and express a wide range of interests in their future careers. Many want to be scientists (e.g., geologists, engineers, IT). Others want to be lawyers, journalists, university lecturers, entrepreneurs, civil servants, community leaders and Kisa mentors.

"In my community, women do not have the same opportunities as men. It has been a challenge since way back. Girls are given limited choices when it comes to better their lives. For example, if a boy fails his national exams, he will be enrolled to re-sit or go for college, but for girls, it is either to get married or stay at home."
Kisa Alumna

998

Graduates

24

School Partners

Kisa Project Alumnae Network - KAN

The accomplishments of the 2020-2022 Kisa scholar cohort are a testament to their resilience, talent and dedication to pursuing their personal and professional goals. Through their hard work and with the support of their families and community, they have the skills and capacities to meet the next challenges in their lives. Over two years in the program, they began to write a new story about who they are and how they want to contribute to their families, communities and society. However, this journey does not end at graduation. This cohort of scholars, like their predecessors, is entering a labor force and higher education where they will continue to encounter historical gender inequality that limits their access to opportunities and resources (Semali, 2015).

The 2022 alumnae identified some critical ways that the Kisa Project can help them in the next stage of their journey:

- Mentoring opportunities for moral support and problem-solving.
- Workshops, seminars and other opportunities for alumnae to continue to build on the skills they developed in the program.
- College and career advising
- Opportunities to become Kisa mentors or other ways to stay meaningfully connected to the program.
- Help alumnae stay connected to each other.
- Provide information and support around networking opportunities



A key strategy to help young women sustain and advance on their journeys is through the Kisa Project alumnae group. Kisa Project alumnae participate in skill and capacity-building opportunities that prepare them to enter the labor force successfully. By participating in alumnae learning and networking activities, scholars have opportunities to advance their personal goals and build collective strength to address the challenges they face as young, emerging female leaders in Tanzanian society. The Kisa Alumnae Network (KAN) is 5000 strong and in the coming year they hope to strengthen their support peer and support networks by:

- Starting university club for alumnae who are attending university
- Expanding volunteering opportunities for networking and leadership opportunities in their communities

Methodology & Bibliography

Due to COVID-19 restrictions, no baseline data was collected for the 2020-2022 cohort of Kisa scholars. The primary data sets include Henley Resilience Competencies Scale, Kisa endline data and Form VI examination results. The endline data was collected in a survey distributed before graduation. The program staff also randomly selected scholars to participate in six focus groups. Program staff also collected key informant interviews (teachers, parents, and school administrators) and MSC stories. Except for the Form VI examination results, the data in this report represents a sample of approximately 20% of the entire cohort. The sample data was collected using a random selection of ten scholars from each Kisa class. Given the previously mentioned lack of baseline data, no comparisons could be made between this cohort's base and endline data.

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