



THE CONTRIBUTION OF FEMA CLUBS
TO ACADEMIC PERFORMANCE IN
MAINLAND TANZANIA:
THE COMPLETE STUDY REPORT



MARCH 2023

© 2023 Femina Hip

Authors: This study was commissioned by Femina Hip and carried out by the Economic and Social Research Foundation (ESRF), Dar es Salaam, Tanzania in 2022.

Photo credits: Femina Hip

All Rights Reserved

For more information:

Femina Hip

House No. 23, Migombani Street, Plot 138

Address: P.O. Box 2065, Mikocheni A,

Dar es Salaam, Tanzania.

info@feminahip.or.tz

+255 22 2700 742

website www.feminahip.or.tz





CONTENTS

Abbreviations	iii
Definitions of Key Terms.....	iv
Executive Summary	1
1. Introduction	5
2. Methodology.....	8
3. Assessment of the Effects of Fema Clubs on Performance	12
4. Study Findings	17
Finding 1.....	17
Finding 2.....	22
Finding 3.....	27
Finding 4.....	33
5. Conclusion and Recommendations.....	37
Annex 1: Frequency Tables.....	40
Annex 2: Qualitative Study Coverage across all regions.....	49
Annex 3: Regions Covered during the survey.....	50

Figures and Tables

Figure 1: Age of Respondents	13
Figure 2: Clubs named by non-Fema Clubbers	15
Figure 3: The reasons students gave for not participating in any club....	15
Figure 4: Types of activities carried out in clubs.....	18
Figure 5: Pedagogical improvements reported	23
Figure 6: Percentage of Female Passed FTNA 2018-2021	28
Figure 7: Percentage of Males Passed FTNA 2018-2021	29
Figure 8: Percentage of Females Passed CSEE 2018-2021	30
Figure 9: Percentage of Males Passed CSEE 2018-2021	31
Figure 10: Life skills improvements reported	34
Table 1: Fema Club members and sample size	10
Table 2: Summary of FTNA and CSSE performance for Fema Club members and non-Fema Club members	28

ACRONYMS

CE	Citizen Engagement
CSEE	Certificate of Secondary School Education Examination
DEO	District Education Officer
EE	Economic Empowerment
ESRF	Economic and Social Research Foundation
FGD	Focus Group Discussions
FTNA	Form Two National Assessment
HIV	Human Immunodeficiency Virus
KIIs	Key Informant Interview(s)
MoEST	Ministry of Education Science and Technology
NECTA	National Examination Council of Tanzania
NGOs	Non-government Organizations
PO-RALG	President's Office Regional Administration and Local Government
SRHR	Sexual and Reproductive Health and Rights
STIs	Sexually Transmitted Infections
UNHCR	United Nations High Commissioner for Refugees
UNMISS	United Nations Mission in South Sudan

DEFINITIONS OF KEY TERMS

Absenteeism: The state where students do not attend school without permission from the respective authorities such as the Head of School, the teacher on duty, or academic teachers.

Academic excellence: The ability of a student to excel in tests and examinations at school, district, regional, and national levels.

Competence based education: An educational approach that creates a room for students to learn from experience and practice.

Continuous assessments: The activities, assignments, tests, and examinations conducted in schools daily, weekly, monthly or at the end of the academic term or year.

Edutainment: A social and behaviour change communication (SBCC) methodology used to provide information through media and entertainment in simple language that is youth friendly, fun, and educative.

Extra-curricular activities: all activities conducted in schools not listed in the school curriculum and syllabus such as agriculture and entrepreneurship.

Fema Club Alumni: are the Form Four or Six graduates who were Fema Club members.

Fema Club members: Places where youth can collectively read and discuss Fema magazine in an active learning environment. The clubs also provide youth with a way of organizing themselves to conduct activities and projects that are important to them, guided by trained teacher/mentors.

Femina Hip: A non-government organization that provides SRHR, entrepreneurship training, and life skills to secondary school students through Fema Clubs.

Non-Fema Club members: The current secondary school students who are members of other clubs apart from Fema Clubs.

Retention: Related to the ability of the student to stay in school and participate in all school activities as suggested in the curriculum.

School girl pregnancy: The situation whereby a school aged girl gets pregnant, which is a risk to her health and can result in expulsion from school.

School dropout: Failure of a student to complete their expected level of education. The main causes of school dropout includes deaths of parents/guardians, economic hardship, migration and re-location of learners, inability to attend classes on a consistent basis, and early pregnancy.



EXECUTIVE SUMMARY

INTRODUCTION

For over two decades Femina Hip has used edutainment to facilitate the learning process in schools that includes use of extra-curricular activities aiming to ignite students' powerful emotions and psyche to inspire and stimulate their ability to become active learners. Through Fema Clubs, students are mentored to build confidence and support their self-actualization through building friendly relationships with teachers, and mutual respect in which learning takes place without fear. The approach offers life skills that prepare students for class-based learning making them critical thinkers, team players, and harness their problem-solving skills.

Tanzania's approach to secondary school teaching on the other hand has, over the decades, shifted from a mix of academic training and extra-curricular activities towards more academic excellence, with students' exam performance being emphasized far more than talents, creativity, athletic ability, participation in teams, and self-actualization.

This study, carried out by the Economic and Social Research Foundation (ESRF), aimed to explore and assess the manner and the extent to which Femina Hip activities contribute to academic performance in secondary schools across Tanzania. Specifically, to (1) establish the correlation between Fema Club activities and academic performance in mock and national examinations; and (2) assess performance in associative variables of extra-curricular activities and incentives, and how these attract students to enable their persistence in school and completion of formal education.

METHODOLOGY

This study employed a mixed methods approach to assess the contribution of Fema Clubs to academic performance in Tanzania. The research team utilized complementary qualitative information, as well as primary and secondary survey data to generate findings, identify emerging best practices, and provide evidence-based conclusions and recommendations. Secondary data were gathered through document reviews, including a desk review approach, and analysed strategic plans and evaluation reports.

The study team visited 40 schools in 20 district councils of 10 regions in Mainland Tanzania and collected performance data for both Fema Club members and non-members in Form Two National Assessment (FTNA) and Certificate of Secondary School Education Examination (CSEE). The study surveyed a total of 2,800 respondents, including 1,032 males and 1,768 females. The sample was selected using a probability sampling method based on statistical parameters such as margin of error at 5%, confidence level at 95%, population size, and response distribution. The total population of Fema Club members in each of the selected regions was obtained from Femina Hip and treated as an independent population.

The research team also administered 40 focus group discussions (FGDs) to students and 95 key informant interviews (KII) to heads of schools, Fema Club mentors, and District Education Officers. The FGDs and KIIs were used to identify key issues and perspectives on the effectiveness of Fema Clubs.

The analysis of the data was conducted using Stata and SPSS simultaneously. Frequency tables were generated to provide a quantitative overview of the data. The key issues raised in the open-ended questions from the KIIs and FGDs were highlighted to provide a more comprehensive understanding of the issues.

KEY FINDINGS

Four major findings are discussed in this report. In summary, the study found that Fema Clubs provide a diverse and robust range of activities that cater to the interests and needs of their members. This is in contrast to non-Fema Clubs, which tend to have a narrower focus. The wide array of activities offered by Fema Clubs contributes to the personal growth and development of students, as evidenced by the improved academic performance and personal development reported by Fema Club members and Fema Club Alumni. The study also found that the benefits of Fema Clubs become more apparent as students transition into their post-secondary lives and encounter real-world challenges.

The use of social and behaviour change communication (SBCC) and edutainment strategies in the Fema magazine effectively engages students, facilitating knowledge acquisition and deepening their understanding of various topics.

The study further revealed that Fema Clubs demonstrate a greater effect on students' pedagogical development compared to non-Fema Clubs. These clubs significantly impact students' academic growth by fostering an environment that encourages diverse skills and abilities. Notable improvements include increased confidence in solving academic problems, enhanced participation in classwork without fear, and better understanding of individual capacities. Fema Clubs also contribute to the development of critical thinking and interpersonal skills, as well as improved relationships with teachers and parents or guardians. Moreover, these clubs nurture leadership skills among students by encouraging peer education and teamwork.

The study examined the correlation between Fema Club activities and academic performance in Tanzania. It found that Fema Club members, both male and female, generally outperformed their non-member peers in national exams, with a more significant margin in Form Four exams. The smaller margin at the Form Two level may be due to the broader impact of Fema Clubs on the entire student population, such as increased competitiveness, interactions between members and non-members, sharing of materials, and improved teacher attitudes. The 2020 data shows a smaller difference in performance, likely due to COVID-19 pandemic school closures and reduced club activities. The larger margin at the Form Four level could be attributed to the cumulative effect of Fema Club participation over time. A further study is recommended to investigate the broader impact of Fema Clubs on academic performance and the school environment, using a mixed-methods approach and a representative sample of schools with and without Fema Clubs.

The study found that Fema Club members and Fema Club Alumni showed significant improvement across all aspects of life skills compared to non-Fema Club students. Fema Clubs have been found to contribute positively to critical thinking, friendly relationships with parents/guardians, teamwork, leadership, communication with the opposite sex, community cooperation, and receiving help on health issues.

The study data shows that Fema Club members and Fema Club Alumni have higher percentages of improved life skills compared to non-Fema Club students. Heads of schools and mentors believe that Fema Clubs help students become more confident and provide opportunities for personal growth and leadership development. Moreover, Fema Club activities have been associated with a reduction in dropouts and school pregnancies.

Overall, Fema Clubs were found to create an environment where students feel supported and empowered to make informed decisions about their lives, contributing to both their academic and personal development.

KEY RECOMMENDATIONS

- a) The CSEE results indicated significantly better performance of Fema Club members. The study therefore recommends Fema Club activities to be scaled-up to all other secondary schools in the country. The activities provide confidence to members hence being able to cooperate with teachers and other students in academic matters.
- b) School administration needs to be fully engaged in the activities conducted by Fema Clubs through supporting access to resources by students in the clubs; allocation of time and space for club activities; motivation of club members, availing platforms for club members to express themselves and advocacy for Fema Club activities within and outside the schools.
- c) The Ministry of Education through Tanzania Institute of Education in collaboration with key partners needs to review the secondary school curricula to make them more comprehensive, focusing on edutainment and human development, relationships, and linkage to life skills.



1. INTRODUCTION

BACKGROUND AND CONTEXT

According to the Tanzania Population and Housing Census 2022, the country has 61.7 million (31.7 million females, 30 million males) people. Tanzania's population has increased by 27.3 million over the last 20 years from 34.4 million in 2002. Thus, over 25 million people (40.5%) of the population are under 18 years. Tanzania population is comprised of school-aged children (5-17) occupy 35 percent of the total population. The total number of school that enrolled children in 2021 was 9,727,027 for primary schools and 2,671,927 for secondary schools from Form One to Form Six (MoEST, 2021). As of 2021, there were more girls enrolled in lower secondary schools (1,319,319) than boys (1,192,225). The number of boys (90,089) continued to be higher in high schools than that of girls (70,292).

Femina Hip is an NGO based in Dar es Salaam. It aims to support the government's efforts in education through different programmes and products including Fema magazine, Fema Radio Show, Fema TV Show, Ruka Juu TV Entrepreneurship Show, Femina Hip

Facebook Page, Femina Hip Twitter Account, Website, One-off booklets, *Sema na Fema*, and life skills training for students and mentors.¹ Femina Hip's media products primary target audiences are youth (male and female) of Tanzania at secondary school level. Femina Hip provides extra-curricular activities to secondary school students through Fema Club. The main method used is edutainment.

FEMA CLUBS ASSESSMENT

Anecdotal evidence from findings of external Swedish International Development Cooperation (SIDA) commissioned evaluation conducted between 2018 and 2021², and a 2021 Femina Hip own study³ indicated that Fema Club membership positively contributed to academic performance among members. The Femina Hip's approach of edutainment and skills development has been embraced in secondary schools and made learning fun and hands-on. There is a growth in requests from various secondary schools to Femina Hip to start Fema Clubs.

Fema Clubs' self-organization now spans more than single clubs in individual schools to forming networks with other Fema Clubs at the district, regional, and zonal levels. Currently, Femina Hip has 56 active Fema Club networks initiating activities on their own in all 26 regions throughout Tanzania Mainland. The largest of these networks has over 80 individual Clubs. Overall, 2,374 extra-curricular Fema Clubs are established in 40 percent of the total 5857 secondary schools.

With such a base and having been in existence for 23 years as an organization, it is necessary to establish and document the contribution of Fema Clubs to education generally, and academic performance in secondary schools in particular. It is also critical to determine how Femina Hip's edutainment approach influences the essential aspects of education persistence, performance, and life outcomes for learners in Tanzania during the critical stage of making life and career choices. The findings of this study are expected to provide valuable insights and make a significant contribution to teaching methods in Tanzania regarding the impact of the edutainment approach on academic performance.

PROBLEM STATEMENT

Femina Hip has been using edutainment approach to facilitate the learning process in schools. Edutainment offers education and knowledge through entertainment, in a simplified language that is youth friendly, fun, and educative. It includes use of extra-curricular activities like sports, music/dance, artwork, volunteerism, drama, and handiwork aimed at igniting students' powerful emotions, and psyche to inspire and stimulate their ability to become active learners. The approach is all-rounded, inspiring

The findings of this study provide valuable insights into the contribution of the edutainment approach to academic performance and make a significant contribution to teaching methods in Tanzania.

1 Femina Hip Strategic Plan 2013-2017 (extended to 2022)

2 Stein-Erik Kruse, Birgitte Jallof, Magreth Henjewe, 2020, Evaluation Femina Hip, 2013-2019, Final report, Embassy of Sweden in Dar es Salaam, FCG Sweden.

3 Jacqueline H. Mgumia, 2021, The State of Fema Clubs in Tanzania: A Scoping Report on Seven Regions, Dar es Salaam

student to acquire life skills that will better prepare the student for class-based learning by making them critical thinkers, team players, while harnessing their problem-solving skills, and encouraging them to be peer educators. These skills are associated with positive academic performance and retention among students. Critics, however, argue that Fema Club activities may take students' attention away from the school's core business of class-based learning to extra-curricular activities. This assessment, therefore, was conducted to document how Fema Club activities contribute towards and/or influence academic performance.

RATIONALE

Over the decades secondary school teaching in Tanzania has been shifting from content to competence-based approaches which create a room for students to learn from experience and practice. In line with the new approach, Femina clubs have been providing education through edutainment during extra-curricular activities. While PO-RALG guidelines provide for a day for extracurricular club activities per school week, Femina Hip's experience is that the focus has shifted more to academic studies than clubs. Students' performance is primarily measured on a grade scale of division zero to four, while issues of talents, creativity, sports, and self-actualization are not addressed in class-based curricula.

Femina Hip advocates for an edutainment model of teaching, by believing that learning is easy to take place when the teaching pedagogy aims to enhance students' overall intellectual, physiological, and social-psychological (Craft, 2012).⁴ This study aims at broadening our understanding of the concept of academic performance beyond strict academic learning and the impact of alternate models to create a context where positive learning can take places for all students.

OBJECTIVES

The main objective of the study is to explore the manner and the extent to which Femina Hip activities contribute to academic performance. Specifically:

1. To establish the correlation between Fema Club activities and academic performance using the traditional approach of measuring academic excellence based on grades, continuous assessments, and ranks for students and schools in mock and national examinations.
2. Expand the measurement of academic performance to include associative variables such as extra-curricular activities and incentives, which attract or make it possible for students to stay in school and complete their formal education.

4. Craft, Steven Wesley, "The Impact of Extracurricular Activities on Student Achievement at the High School Level" (2012). Dissertations. 543.



2. METHODOLOGY

RESEARCH METHOD DESIGN

A mixed-methods approach was adopted for this study, the research team generated a range of complementary qualitative information, as well as secondary and primary survey data that form the findings of the study; reveal emerging best practices; provide lessons, and form the evidence base for conclusion and recommendations.

DOCUMENT REVIEW

Secondary data was gathered through documents review of the existing documents including a systemic desk review approach. Documents reviewed include Femina Hip Strategic Plan 2013-2017 (extended to 2022); the Evaluation Femina Hip, 2013-2019, Final Report, and the State of Fema Clubs in Tanzania: a Scoping Report on Seven Regions and National Examination results for Form Two and Form Four.

SCHOOL PERFORMANCE DATA FOR FORM TWO AND FORM FOUR

The study team visited all the 40 schools covered in this study with a form that sought the performance results in Certificate of Secondary School Education Examination (CSEE) of all the schools, as well as Form Two National Assessment (FTNA). The performance results obtained were for Fema Club members and non-Fema club members. Performance results were sought for the last four years from 2018 to 2021.

FOCUS GROUP DISCUSSIONS (FGD)

The FGDs questions targeted first the individual participants and then ended up with the whole group reaching consensus on issues asked and probed. This approach ensured each participant had an equal opportunity to share their views and influence the final group perception of the issues at hand. The FGDs were held with current Fema Club members across the 40 schools covered in the study and included girls only, boys only, and both boys and girls to bring out all issues as required by the FGD schedule. The FGDs involved between six (6) and ten (10) members each. However, in co-education schools, boys and girls formed a group while in single-sex schools only boys or girls were involved in the group. The FGDs were conducted within the school premises such as library, dining halls, playgrounds, and corridors. The school premises provided freedom and comfort for participants to air their views because the setting was familiar to them. To ease documentation and transcription, FGDs were audio recorded with consent from the participants.

KEY INFORMANT INTERVIEWS (KII)

Semi-structured in-depth interviews were conducted with District Education Officers (DEOs), Heads of schools, and mentors of Fema Clubs. The KIIs were semi-formal and focused on specific themes that provided a degree of flexibility to explore them in greater detail, allowing respondents to explore issues they felt were important, to identify perceptions and attitudes toward Fema Clubs, and to seek new ideas and experiences. The interviews were held on the school premises including in offices and dining halls, on playgrounds, under the trees, and in classrooms.

SURVEY OF FEMA CLUB MEMBERS, FEMA CLUB ALUMNI AND NON-FEMA CLUB MEMBERS

According to the Femina Annual Report 2021, there are a total of 2,374 Fema Clubs in all the regions of the mainland Tanzania with a total membership of 232,652 (102,082 male and 130, 570 female). The survey sampled those who were involved in various ways in the running of Fema Clubs, where Fema clubs exist, including present and past members of the Fema Club, Heads of schools, Fema Club mentors, and district education officials.

STUDY AREA

A total of 10 regions were surveyed (see the list of regions in Annex 2). The schools were selected based on existing data information about Fema Clubs, the type of schools they operated in with care taken to include day/boarding, urban/rural, co-ed/single sex schools in each region.

SAMPLE SIZE

The total population of Fema Club members in each of the selected regions was obtained from Femina Hip and used to carry out a probability sample of 2,800 respondents. Each region's Fema Club membership was treated as an independent population. Raosoft Sample size calculator was used to sample the number of Fema Club members, non-Fema club members and Fema Club Alumni in each region based on the following statistical parameters: Margin of error at 5%; Confidence level at 95%; Population size as indicated for Fema Club members in each region in **Table 1**; and Response distribution at 50%.

Table 1: Fema Club members and sample size

Region	Fema Club Members	Sample Size
Dodoma	3,555	357
Katavi	422	221
Manyara	977	275
Mbeya	1,242	297
Mtwara	144	160
Mwanza	4,142	353
Njombe	988	286
Pwani	189	199
Shinyanga	2,547	357
Tanga	986	295
TOTAL	15,192	2,800

STUDY TEAM

A team of 50 data collectors was trained for 3 days in Dar es Salaam by ESRF. Training was highly interactive as the selected team members included experienced data collectors and supervisors. The study piloting was carried out in Bagamoyo on the third day of training. Study team training included a review of all data collection tools in English and Swahili; recruitment and tracing of respondents at school and community levels; ethical considerations, standards, and conduct; use of the Kobo Toolbox electronic data collection and transmission application; sampling methodology and selection of respondents at school, administrative and community levels, collection of secondary data, transcription of field notes. Finally, roles of team members, daily reporting mechanisms and transmission of data and information were explained as was field logistic management.

DATA PROCESSING AND ANALYSIS

Quantitative data derived from the survey was analysed using descriptive and inferential statistics. Frequency runs and cross-tabulations as well as measures of central-tendency (means) for continuous data were applied to analyse the data. Quantitative coded data were analysed using SPSS with comparisons between Fema Club members and non-Fema club members on all aspects of participation, perceptions and attitudes to performance, and life skills acquisition at school. The analysis of information generated from the desk review, FGDs, and KIs was undertaken simultaneously and thematically for each tool, main question, and probe question using Microsoft Excel.



3. ASSESSMENT OF THE EFFECTS OF FEMA CLUBS ON PERFORMANCE

To assess the extent to which Fema Clubs in Tanzania have impacted the academic performance, a total of 2,800 students and former students were interviewed in 40 secondary schools was conducted. The survey tool sought the demographic and social characteristics of Fema Club, non-Club and former Fema Club members that had graduated from secondary level schools where they were active Fema Club members

DEMOGRAPHICS OF RESPONDENTS

This section provides a breakdown of various demographics and club participation characteristics for Fema Club members, non-Fema Club students, and Fema Club Alumni.

Age: The majority of Fema Club members and non-Fema Club students fell within the 15-17 age group, accounting for 53.2% and 53.3% of their respective populations. As expected, a significant portion of Fema Club Alumni (91.9%) were 18 years or older, indicating that they had graduated from secondary education. Illustrated in **Figure 1**.

The Fema magazine:

Produced quarterly for 25 years in Tanzania, this popular and well-known print publication is distributed to secondary schools, Folk Development Colleges, local governments, and civil society partners. It covers topics such as Sexual and Reproductive Health and Rights, Economic Empowerment, Citizen Engagement, and Youth Connection. The magazine uses a social and behaviour change communication (SBCC) approach to curate content, allowing readers to reference it multiple times for long-lasting impact.

Fema Clubs:

Extracurricular school based youth gatherings that provide a safe and structured environment for students and teachers to discuss the Fema magazine and engage in activities related to its content. These clubs facilitate the development of critical thinking, teamwork, leadership, self-esteem, presentation, and debating skills.

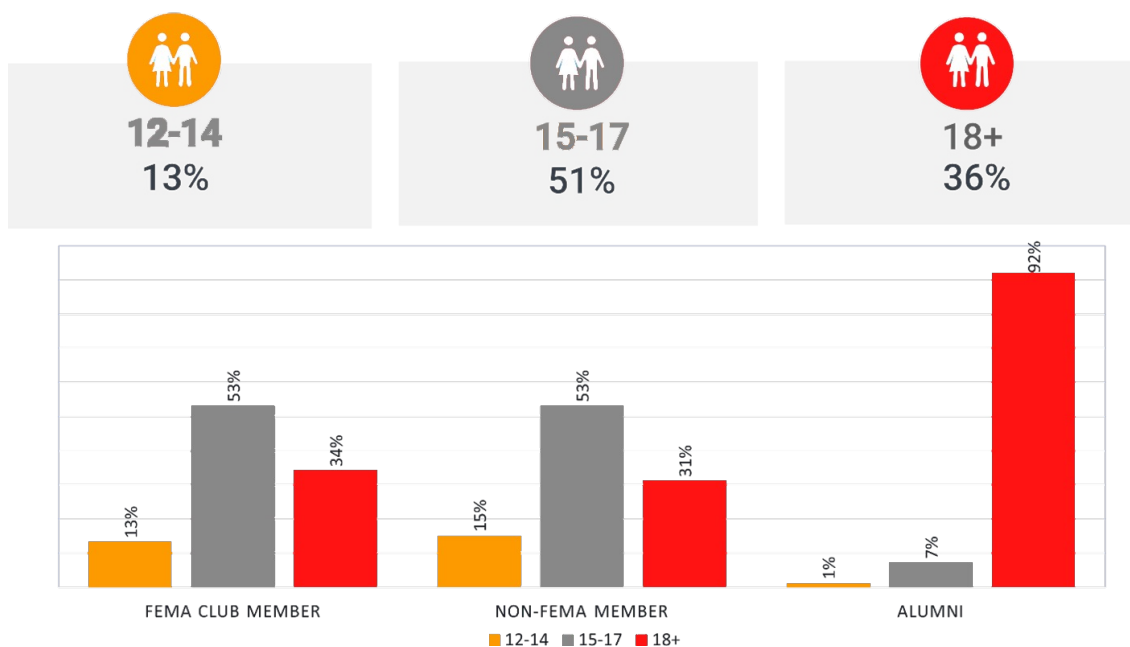
Fema Clubbers:

The students who participate in the Fema Clubs. They are brought together by their love of and trust in the Fema magazine and the values that guide Femina Hip's work. They are characterized by their strong moral and ethical values, successes, capabilities, and skills, including confidence, volunteerism, entrepreneurship, self-awareness, and academic performance.

Gender: Female students made up the majority of Fema Club members (66.8%) and Fema Club Alumni (51.0%), while non-Fema Club students had a slightly more even gender distribution with 43.3% males and 56.7% females.

Location of school: Among Fema Club members, more females attended rural schools (70.6%) compared to males (29.4%). Similarly, more female non-Fema Club students were enrolled in rural schools (59.2%) than their male counterparts (40.8%). Fema Club Alumni exhibited a more even distribution across school locations, with 47.8% of males and 52.2% of females having attended rural schools.

Figure 1: Age of Respondents



CLUB PARTICIPANT PROFILES

For this study 2,800 respondents, (1,032 males and 1,768 females) completed surveys, participated in FGDs and KIIs. The students were divided into four categories:

Students join school clubs to complement their academic education, develop personal skills, and prepare for their future roles in society.

Fema Club Member

- ◆ Current and active participant in a Fema Club.
- ◆ Currently enrolled in secondary school.
- ◆ 12 to 18+ years old
- ◆ Two-thirds of all Fema Club members are young women.

Fema Club Alumni

- ◆ Former Fema Club members.
- ◆ Have graduated from secondary-school.
- ◆ Most (over 90%) are 18+ years or older.

Non-Fema club member

- ◆ Does not participate in a Fema Club.
- ◆ Currently enrolled in secondary school.
- ◆ Between 12 and 18+ years old.
- ◆ Participates in another school club.

Non-club member

- ◆ Currently enrolled in secondary school.
- ◆ Between 12 and 18+ ears old.
- ◆ Does not participate in any club.

CLUB PARTICIPATION CHARACTERISTICS

Understanding the types of clubs students participate in and their reasons for joining or not joining these clubs was crucial for evaluating the impact of club activities on students' overall development.

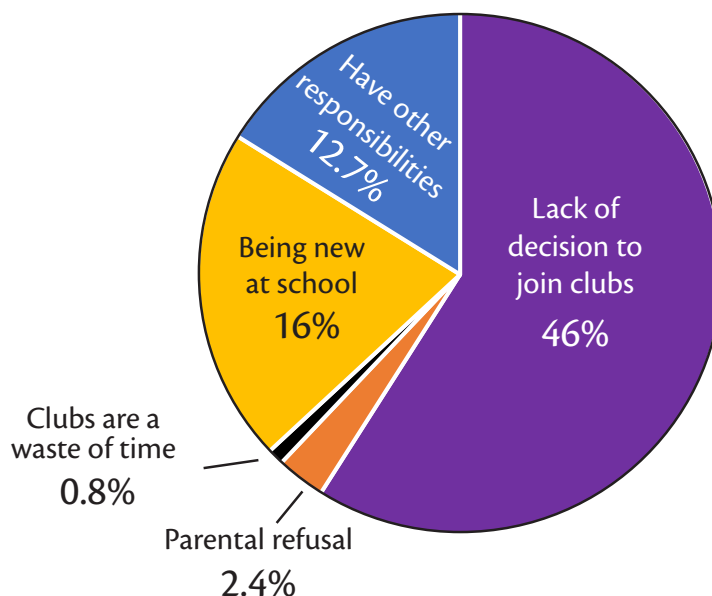
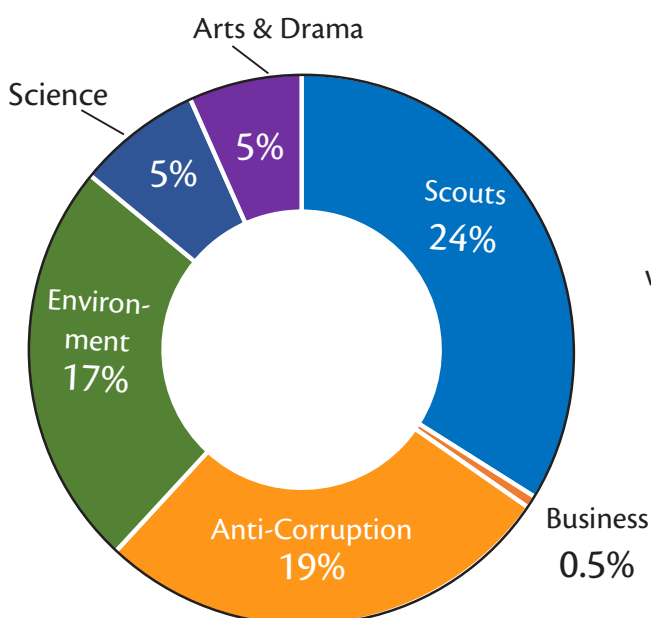
In this study, there was high participation in club activities across all three categories of students (Fema Club members, non-Fema club member, and Fema Club Alumni), with a more pronounced difference among Fema Club members, where two-thirds of all members are female. Among non-Fema Club students who reported participating in other clubs, the most popular choices were Scouts (23.5%), Anti-Corruption (18.8%), and Environment (16.7%). A smaller percentages of students belonged to Science (5.1%), Arts and Drama (4.6%), and Business (0.5%) clubs as shown in **Figure 2**.

As illustrated in **Figure 3**, the most common reason for not participating in any club was a "lack of decision to join a club" (46.4%), followed by "being new at school" (16.3%) and "having other responsibilities" (12.7%). Some students mentioned "parental refusal" (2.4%) and "consider clubs a waste of time" (0.8%) as reasons for not joining.

Fema Club membership increased over time, with the highest percentage of students (36.7%) joining in 2022. Non-Fema club students showed a similar trend, with the largest proportion (44.9%) joining clubs in 2022. In contrast, Fema Club Alumni joined clubs more evenly across the years, some going before 2017 and with the largest percentage (28.8%) joining in 2018.

Figure 3: The reasons students gave for not participating in any club:

Figure 2: Clubs named by non-Fema Clubbers



The primary objectives of forming these clubs varied among the different groups, but there were common themes in their aspirations.

Fema Club members and **Fema Club Alumni** had similar goals for joining clubs, with the top three objectives being:

1. to learn about things not taught in classrooms (69.8% for Fema Club members and 74.5% for Fema Club Alumni),
2. to become self-reliant in their future lives (68.3% for Fema Club members and 76.5% for Fema Club Alumni), and
3. to develop confidence in their abilities (64.5% for Fema Club members and 75.2% for Fema Club Alumni).

These objectives align with the broader goals of promoting personal growth, fostering independence, and enhancing self-esteem.

For **Non-Fema Club participants**, the goals were relatively less focused on personal development, with the highest percentages being:

1. to learn about things not taught in classrooms (44.4%),
2. to develop confidence in their abilities (40%), and
3. to be good citizens of the nation (38.6%).

The emphasis on citizenship indicates a desire to contribute positively to society, which is also reflected in the goals of being productive members of society (37.1%) and becoming self-reliant in their future lives (34%).

Overall, the data reveals that students join clubs in schools to complement their academic education, develop personal skills, and prepare for their future roles in society. The shared objectives among Fema Club members and Fema Club Alumni suggest that these clubs may be more successful in fostering personal growth and self-reliance compared to non-Fema clubs.

Fema Club members and Fema Club Alumni share similar reasons for joining a Fema Club. Their objectives suggest that these students may be more successful in fostering personal growth and self-reliance compared to those who are not in a Fema Club.



Finding 1:
There is substantial diversity and robustness in activities carried out by Fema Clubs compared to non-Fema Clubs, indicating a more engaging and dynamic experience for students.

4. STUDY FINDINGS

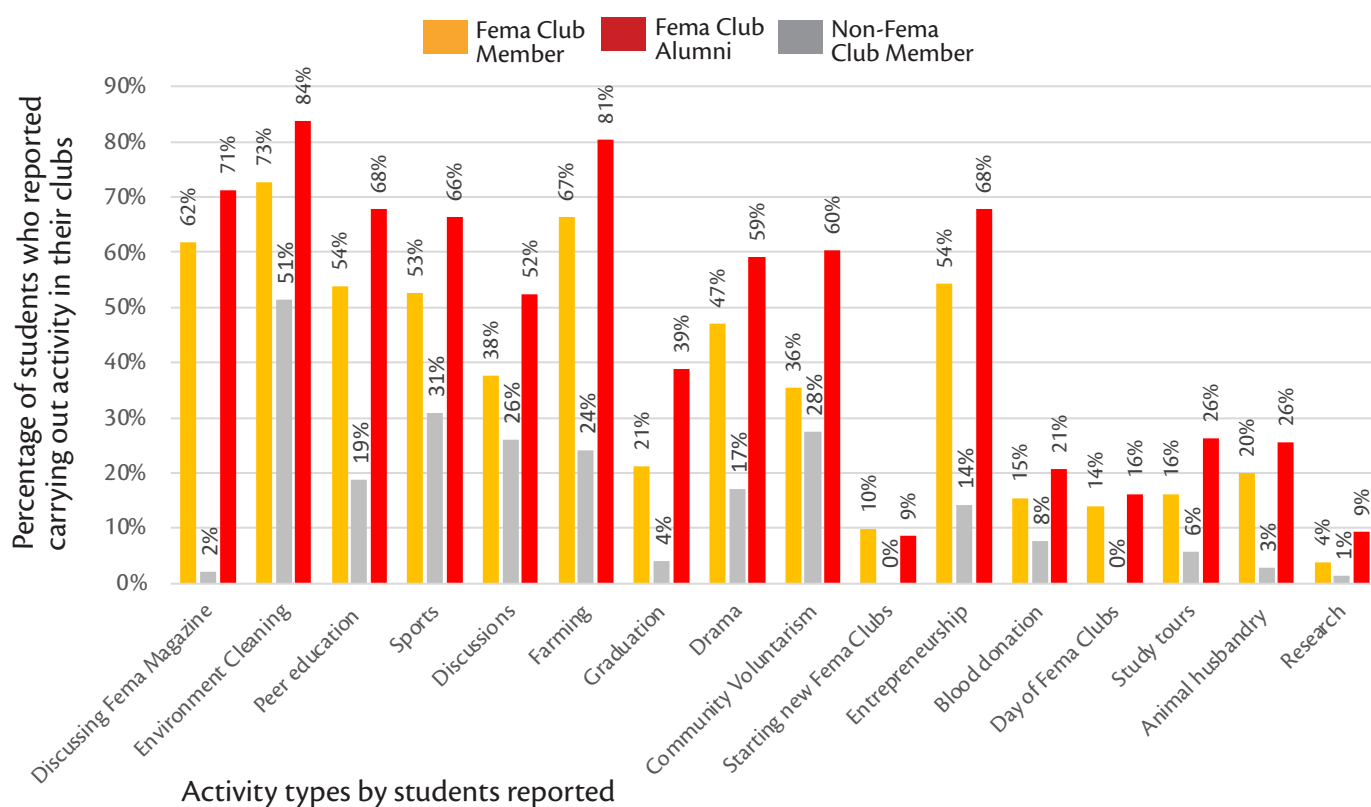
Finding 1: There is substantial diversity and robustness in activities carried out by Fema Clubs compared to non-Fema Clubs, indicating a more engaging and dynamic experience for students.

The first key finding of this study emphasizes the diversity and robustness of activities offered by Fema Clubs compared to non-Fema clubs. This increased range of activities provides Fema club members with unique opportunities to develop and refine their skills, augmenting their academic achievements and personal growth.

In the context of this study, **diversity** refers to the range and variety of activities offered by Fema Clubs and non-Fema clubs, encompassing different domains such as environmental cleanliness, farming, entrepreneurship, peer education, sports, and drama, among others. **Robustness**, on the other hand, refers to the intensity and effectiveness of these activities in promoting personal and academic growth among students.

From the survey data as shown in **Figure 4**, it is evident that Fema Clubs offer a wide range of activities that extend those typically found in non-Fema clubs. These activities

Figure 4: Types of activities carried out in clubs



engage students in different domains, such as environmental cleanliness (72.6% of Fema Club members vs. 51.3% of non-Fema club members), farming (66.5% vs. 24.0%), and entrepreneurship (54.4% vs. 14.1%). The emphasis on farming and entrepreneurship not only equips students with practical skills but also likely enables Fema Club members to generate income and create employment opportunities, especially when they graduate. Furthermore, the focus on environmental cleanliness fosters a generation of responsible citizens who are better prepared to address emerging challenges related to climate change. This comprehensive approach ultimately leads to the creation of a more resilient and adaptable society that is capable of tackling contemporary issues.

Fema Clubs also provide a higher proportion of peer education, sports, drama, community voluntarism, and other activities compared to non-Fema clubs, with participation rates of 35-55% among Fema Club members.

The diverse array of activities offered by Fema Clubs provides members with opportunities to develop valuable skills, foster personal growth, and contribute positively to their communities. This extensive involvement in various activities may contribute to the improved academic performance and personal development reported by Fema Club members and Fema Club Alumni compared to non-Fema club members.

The importance of such diversity and robustness in extracurricular activities is evidenced by various theoretical and empirical studies. A good example is a large longitudinal study of adolescent development by Fredricks and Eccles (2006)⁵ that examined the relation between the duration of involvement in school clubs and organized sports over a three-year span and youth development. This comprehensive research also investigated the linear and non-linear relations between the number of extracurricular activities and youth development one year later. Furthermore, the study tested the link between the breadth of participation and youth development one year later.

In general, across all three sets of analyses, the findings indicate **that greater involvement in extracurricular activities is associated with academic adjustment, psychological competencies, and a positive peer context.** The results were strongest for the oldest group of youth, suggesting that as adolescents mature, their participation in extracurricular activities may have an even more significant impact on their overall development.

This supports the notion that diversity and robustness in extracurricular activities, such as those offered by Fema Clubs, are essential factors in promoting students' overall development.

Moreover, the data further indicates that **Fema Club Alumni appreciate the skills imparted by their club experiences even more than current members,** with higher participation rates in various activities such as environmental cleanliness (83.9%), farming (80.5%), and entrepreneurship (67.8%). This suggests that the benefits of Fema Clubs may become more apparent as students transition into their post-secondary lives and encounter real-world challenges.

Femina Hip uses SBCC and edutainment strategies effectively to modify attitudes, enhance self-efficacy, and encourage supportive social norms. Using edutainment methods, Femina Hip focuses on fostering intention and motivating action among young people. To achieve this, the organization targets three primary determinants that influence an individual's ability and willingness to act.

Specifically, Femina Hip seeks to:

- ◆ **Modify attitudes** that support the Femina Family lifestyle's promoted behaviours, including perceptions of the positive and/or negative consequences associated with engaging in specific actions.
- ◆ **Enhance self-efficacy** related to adopting the Femina Family lifestyle behaviours, which encompasses an individual's perceived ability to perform the behaviour and the development of relevant skills.
- ◆ **Encourage social norms** that support the Femina Family lifestyle's promoted behaviours by shaping the perception of influential people's opinions and what individuals believe they should do.

Femina Hip uses edutainment strategies effectively to modify attitudes, enhance self-efficacy, and encourage supportive social norms. Edutainment leverages emotions to facilitate knowledge acquisition and deepen understanding.

5. Fredricks, J. & Eccles, J. (2006). Extracurricular Involvement and Adolescent Adjustment: Impact of Duration, Number of Activities, and Breadth of Participation. *Applied Developmental Science - APPL DEV SCI.* 10. 132-146. 10.1207/s1532480xads1003_3.

Femina Hip's strategic communication approach centres on edutainment, leveraging emotions to facilitate knowledge acquisition and deepen understanding. This makes the audience more receptive to educational messages. Femina Hip's multimedia platform employs a variety of tactics, including the use of vibrant colours, pop-culture icons as role models, showcasing trends, and employing high-quality technology for production. The incorporation of cartoons, comics, and comedy allows for the discussion of sensitive topics in a more approachable manner.

One key feature of Femina Hip's approach is that Fema Club members have greater access to extra learning materials that are packaged in entertaining and engaging ways.

Heads of Schools and Fema Club mentors noted that the Fema magazines, which Fema Club coordinators bring to schools, have many topics and training sessions for students. The magazines attract many students to read, share their knowledge, share skills with each other, enjoy stories, and become inspired. Students gain additional knowledge and skills to improve their life at school and in their communities.

"A lot of us enjoy being a part of Fema Clubs because they make learning so much fun and engaging. We always look forward to our club activities and the next issue of the magazine." —Fema Club member, FGD participant.

Literature suggests that SBCC and edutainment strategies can be effective in improving academic performance among students, particularly in the areas of health education and behaviour change. By engaging students in a culturally relevant and entertaining manner, these interventions can promote knowledge acquisition, positive attitudes, and self-efficacy, ultimately contributing to better educational outcomes.

Albert Bandura's social cognitive theory⁶ emphasizes the importance of observational learning, self-efficacy, and social support in facilitating behaviour change. The theory has been applied in various health and educational settings across Africa, with positive results in terms of knowledge acquisition and behaviour change among students.

Singhal and Rogers⁷ discuss the global impact of entertainment-education, which is a strategy that combines entertaining content with educational messages. They highlight several case studies in Africa, including Soul City in South Africa, which has been successful in promoting health and social issues while also improving knowledge and attitudes among its audience.

6 Bandura, A. (2004). Health Promotion by Social Cognitive Means. *Health Education & Behavior*, 31(2), 143–164.

7 Singhal, A., & Rogers, E. M. (2004). The status of entertainment-education worldwide. In A. Singhal, M. J. Cody, E. M. Rogers, & M. Sabido (Eds.), *Entertainment-Education and Social Change: History, Research, and Practice* (pp. 3–20). Lawrence Erlbaum Associates.

Vaughan et al. conducted a field experiment in Tanzania using an entertainment-education radio soap opera to promote HIV/AIDS prevention. The results showed that listeners of the soap opera reported increased knowledge, more positive attitudes, and higher self-efficacy in terms of HIV/AIDS prevention compared to non-listeners.⁸

In Kenya, Maticka-Tyndale et al.⁹ evaluated a national primary school HIV intervention in Kenya. The intervention was based on the principles of SBCC and edutainment, with teachers using engaging stories and interactive activities to teach students about HIV/AIDS prevention. The results showed significant improvements in knowledge and attitudes among participating students.

8. Vaughan, P. W., Rogers, E. M., Singhal, A., & Swalehe, R. M. (2000). Entertainment-Education and HIV/AIDS prevention: a field experiment in Tanzania. *Journal of Health Communication*, 5(sup1), 81–100.

9. Maticka-Tyndale, E., Wildish, J., & Gichuru, M. (2007). Quasi-experimental evaluation of a national primary school HIV intervention in Kenya. *Evaluation and Program Planning*, 30(2), 172–186.

Finding 2:

Fema Clubs demonstrate a greater effect on student development compared to non-Fema Clubs.



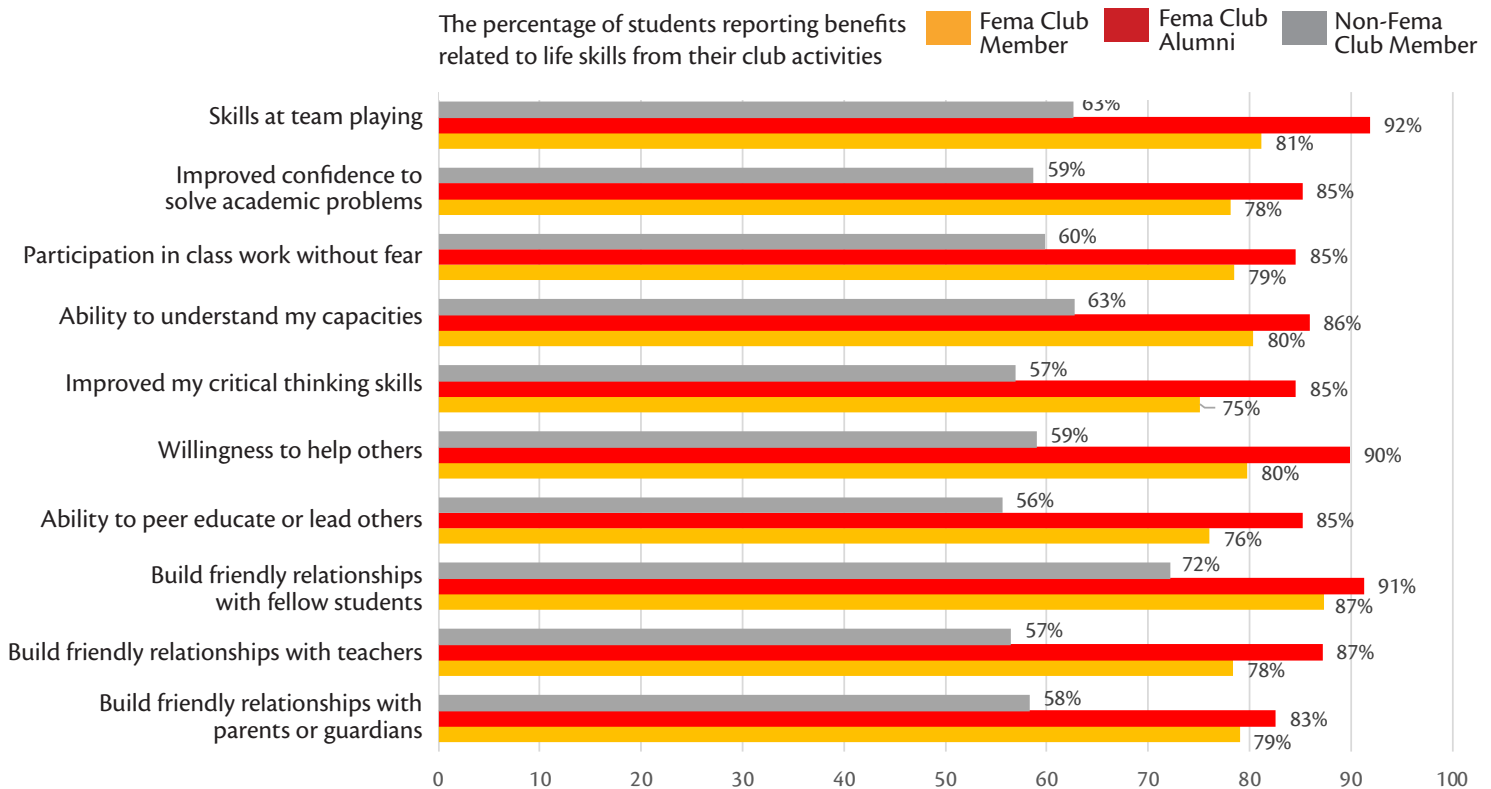
Finding 2: Fema Clubs demonstrate a greater effect on students' pedagogical development compared to non-Fema Clubs.

In the study, Fema Clubs demonstrated a significant impact on students' academic and pedagogical development by providing an environment that encourages the growth of diverse skills and abilities. As illustrated in **Figure 5**, the data highlights the effectiveness of these clubs in improving students' confidence in solving academic problems and enhancing their participation in classwork without fear. This improvement can be attributed to the supportive and inclusive atmosphere that Fema Clubs foster.

One notable area of improvement is in **students' confidence in solving academic problems**, where 79.1% of Fema Club members and 82.6% of Fema Club Alumni reported progress compared to 58.3% of non-members.

Another crucial aspect of students' development facilitated by Fema Clubs is **the increased participation in classwork without fear**. This improvement, experienced by 78.4% of Fema Club members and 87.2% of Fema Club Alumni, **helps students engage more actively in the learning process, leading to better academic outcomes compared to non-members (56.5%)**. Similar to this, more Fema Club Alumni (54.40%) and Fema

Figure 5: Pedagogical improvements reported



Club members (46.60%) indicated an improved ability to answer questions in class compared to their non-Fema Club member counterparts (25.00%). Literature largely supports the notion that in-class participation is crucial for developing essential skills and attributes, such as critical thinking, communication, and self-efficacy. **Thus, promoting club participation, particularly in Fema Clubs, may have a positive impact on students' academic performance and overall development.**

Moreover, Fema Clubs have been shown to help 87.3% of members and 91.3% of Fema Club Alumni better understand their capacities. By recognizing their strengths and limitations, **students can make informed decisions about their academic and personal development** compared to 72.2% of non-members.

Fema Clubs also contribute to the **growth of students' critical thinking skills**, with 76.1% of Fema Club members and 85.2% of Fema Club Alumni reporting improvements compared to 55.6% of non-members.

Additionally, Fema Clubs **promote the development of interpersonal skills**, as evidenced by 79.8% of Fema Club members and 89.9% of Fema Club Alumni reporting an increased ability to build friendly relationships with fellow students compared to 59.0% of non-members.

Participation, in Fema Clubs, can have a positive impact on students' academic performance and overall development.

The benefits of Fema Clubs extend to the relationships between students and their teachers, as well as parents or guardians. A total of 78.5% of Fema Club members and 84.6% of Fema Club Alumni reported **improved relationships with teachers**, while 78.1% of Fema Club members and 85.2% of Fema Club Alumni reported **better relationships with parents or guardians**, compared to 59.8% and 58.7% of non-members, respectively.

Furthermore, Fema Clubs have proven **instrumental in nurturing leadership skills among students**. The Fema Clubs encourage **peer education and teamwork**, allowing 75.1% of Fema Club members and 84.6% of Fema Club Alumni to develop the ability to lead and guide others compared to 56.9% of non-Fema club members.

In all academic activities including becoming active in class, confidence, helping classmates in class, finishing school work, punctuality, becoming team players, being creative, becoming good leaders, and reducing absenteeism, proportionately **more Fema Club members became better than non-Fema Club members**.

Fema Club members, through different stories from the Fema magazine, learn to encourage and support each other in their school work so that:

“Most of us are able to pass our exams because we work together. For example, there are students who are not doing well in mathematics, but through discussions with those who are doing well, they learn different techniques which help them improve their performance.”—Fema Club member, FGD participant.

Fema Clubs can build an environment that allows teachers to better incentivize academic performance.

Fema Club members in FGDs noted that there are rules that only Division I and II students in monthly exams are allowed to participate in out-of-school trips. This encourages Fema Club students to study hard so that they are permitted to participate in school trips. As it was highlighted during a KII with teachers and mentors, that in addition, there is a tradition in some schools of identifying and recognizing Fema Clubbers who are among the top 10 performers. This serves as an extra incentive for Fema Clubbers, in particular, to do better for this recognition.

“Fema Clubs announce and congratulate the top 10 best students in front of the whole school. So, they study really hard to make sure all 10 places are covered by Fema members, and this happens frequently.” —Fema Club mentor, Dodoma Region.

Fema Club members cooperate in discussing academic subjects with other clubs promoting self-expression of all members, they also gain knowledge through group discussions, reading Fema Magazine, and receiving training from invited guest speakers. In doing all these activities, Fema Club members maintain teamwork by sharing whatever they have learned for the benefit of all members.

To achieve good results, students are also motivated by planning together. For instance, they might decide not to engage in agricultural activities during the summer. Instead, they allocate that time for academic discussions by gathering in the classroom designated for Fema Club activities. Students then split into groups based on their respective classes and participate in academic discussions.

Fema Clubs do not detract from the learning process; instead, they complement and enhance students’ educational experiences.

The notion that school clubs such as the Fema Clubs may detract students from the learning process was examined through the FGDs and KIIs. The evidence reveals that Fema Clubs do not detract from the learning process. Mentors and Heads of Schools are aware that Fema Club membership does not take away time from students’ academic work as each club has a specific day every week to perform their activities. Fema Club activities build students’ self-discipline and this helps to improve academic performance and increase active participation during the teaching and learning process.

The teachers and mentors say that academic performance of Fema Club members improves when including discussions about topics that awaken students’ emotions and interest. When the topics are immediately useful such as entrepreneurship skills or menstruation, engaging in these discussions encourages students’ attendance and concentration. Fema Club activities teach students about self-awareness, teach them how to protect themselves, and provide extra knowledge outside academic curriculum studies; thus, helping students academically and in their normal life.

The evidence shows that Fema Clubs do not detract from the learning process. In fact, Fema Club activities build self-discipline and confidence. These improve academic performance and increase students' active participation in class.

Fema Club members noted that they discuss many topics both academic and life skills that are taught, applied, and reinforced. For example, Fema Club members learn the life skill 'how to generate income', when they apply this skill and earn a bit of money they are able to meet some basic needs, like exercise books or menstrual pads. They have what they need to participate in class and achieve better academic performance. Through Fema Clubs, members also learn various study techniques that help them academically unlike other clubs that are only focused on doing their own activities.

"Most of the things that we are learning from Fema magazine are also taught in classroom sessions. For instance, topics such as reproduction in Biology, women's harassment in Civics, and soil conservation in Geography are covered. Many of the topics discussed in the Fema magazine are also part of the academic curriculum in school." —A club member, FGD participant.

Fema Club members pointed out that they typically engage in academic discussions that other clubs do not cover. During the FGDs, they reported that Fema Club membership has contributed to ending the culture of truancy. As Fema Club members become aware of the consequences of absenteeism, they attend school more regularly. Furthermore, they develop self-awareness, which helps them plan their schedules effectively and excel in their studies. Improved time management, punctuality, and understanding of how to be a successful student are other benefits they gain from Fema Club teachings and practices. Additionally, they avoid disciplinary issues as they are equipped and trained not to engage in misconduct. All these factors are crucial aspects that contribute to pedagogical development.

Fema Club members in each school FGD also pointed out that their confidence was responsible for their better academic performance. Fema Club membership enables them to be confident in their skills, be more active, be more behaviourally controlled, and more self-aware, analytical and able to debate on different topics. This confidence is what helps them to ask questions during class.

"The difference is in the matter of confidence. A Fema Club member has more confidence than a non-member. If a Fema member finds a problem, he or she can involve the teacher because s/he has confidence. But most non-members are not close to their teachers and therefore they do not have the confidence to face their teachers and share their problems." —Fema Club member, FGD participant.



Finding 3:
Fema Club members mostly outperformed non-Fema Club members in both Form Two and Form Four national examinations, but with more significant margins at Form Four level.

Finding 3: Fema Club members outperformed non-Fema Club members in both Form Two and Form Four national examination, with more significant margins at the Form Four level.

To establish the correlation between Fema Club activities and academic performance, the study collected secondary data from schools on academic performance of each school from the national exam results for the period 2018-2021.

Form Two results come from the “Form Two National Assessment” (FTNA) and Form Four exams come from the “Certificate of Secondary Education Examinations” (CSEE).

Fema Club mentors, who are teachers, were able to provided the performance of Fema Club members in their schools. To extract the performance of non-Fema students for the four years (both FTNA and CSEE) came from the National Examination Council of Tanzania’s (NECTA) results website.

In general, there were 34 co-education secondary schools and 6 single-sex secondary schools across the 10 regions where assessment results were obtained.

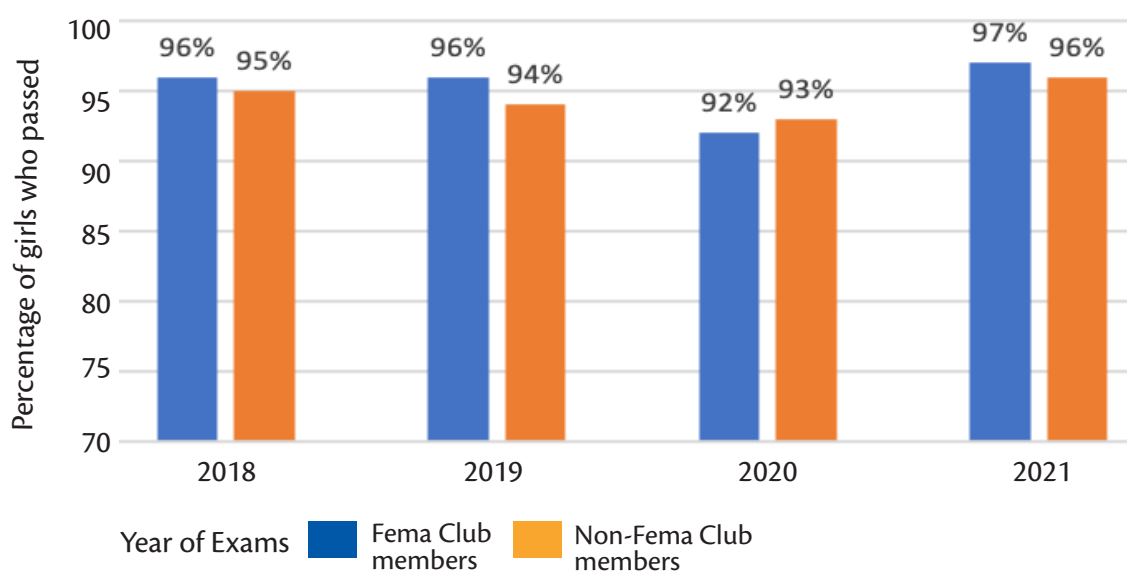
Table 2: Summary of Form Two National Assessment (FTNA) and CSSE performance for Fema Club members and non-Fema Club members.

Year	FTNA Fema Girls	FTNA Non-Fema Girls	FTNA Fema Boys	FTNA Non-Fema Boys	CSSE Fema Girls	CSSE Non-Fema Girls	CSEE Fema Boys	CSSE Non-Fema Boys
2018	96%	95%	98%	85%	91%	83%	87%	80%
2019	96%	94%	93%	87%	93%	89%	89%	85%
2020	92%	93%	91%	91%	95%	88%	94%	87%
2021	97%	96%	95%	92%	98%	89%	93%	89%

Fema Club girls outperformed non-Fema Club girls in Form Two national exams in 3 of the 4 years studied, albeit with small margins.

In the FTNA among female students, considering the four years (2018 to 2021) together, there is a slight margin of one to two percentage points of Fema Club members over the non-Fema Club students in passing the national assessment, except for 2020 where 93% of the non-Fema Club students passed the FTNA compared to 92% of Fema Club members, shown in **Figure 6**. It is also noteworthy that 2020 was the worst in performance for all students (Fema Club members and non-Fema Club students) across the study schools in the four years 2018-2021.

Figure 6: Percentage of females who passed the FTNA 2018-2021

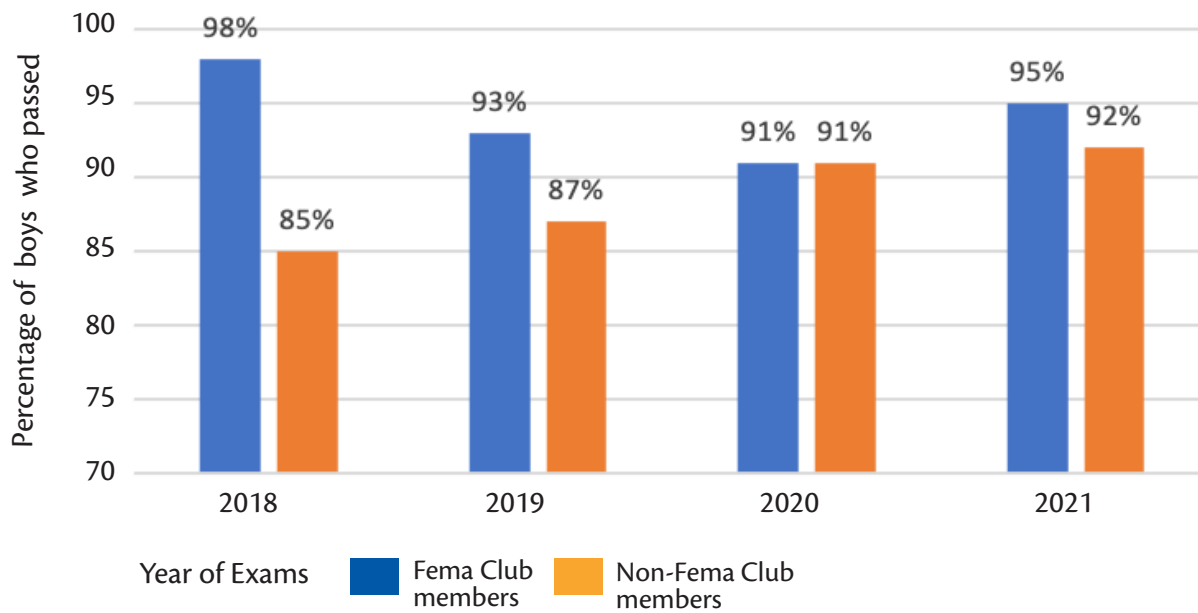


Source: NECTA published FTNA results

Fema Club boys outperformed non-Fema Club boys in the FTNA in 3 of the 4 years studied, but with a slightly bigger margin compared to their female counterparts.

Among male students, the proportion of Fema Club members that passed the FTNA was significantly higher than that of non-Fema Club members in 2018 (98% Fema Club compared to 85% non-Fema), 2019 (93% Fema Club compared to 87% non-Fema) and 2021 (95% Fema compared to 92% non-Fema). In 2020, performance results indicate an equal pass rate at 91% for both Fema Club and non-Fema students as shown in **Figure 7**.

Figure 7: Percentage of males who passed the FTNA 2018-2021



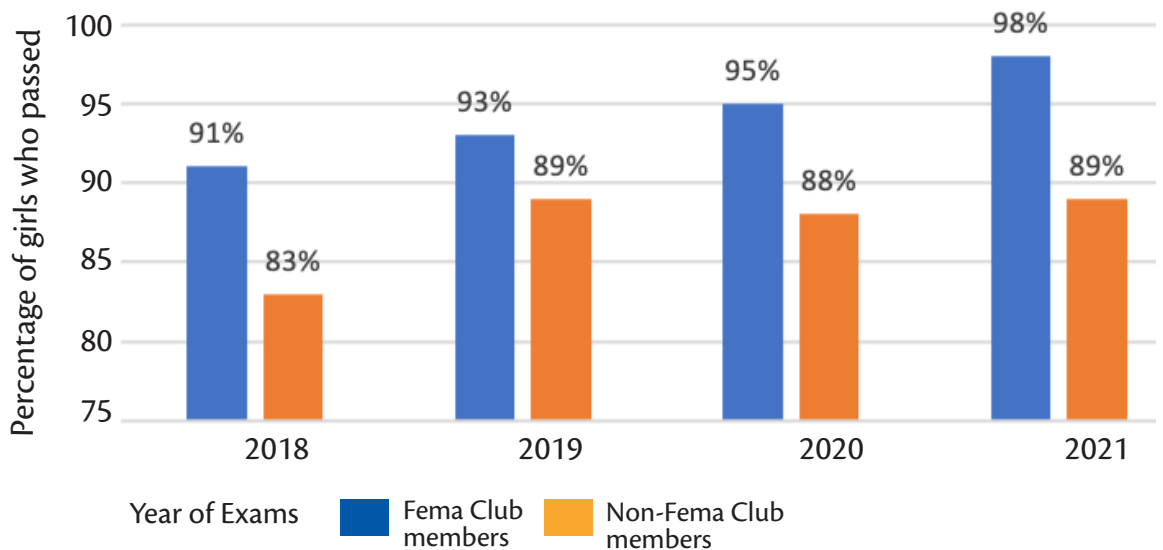
Source: NECTA published FTNA results

Fema Club girls consistently outperformed non-Fema Club girls on the Form Four CSEEs.

The girls outperformed non-Fema Club girls with greater margins compared to the Form Two level, and the margins between Fema Club boys and their non-Fema Club counterparts at the same level.

As shown in **Figure 8** below, in 2018 CSEE Exams, 91% of female Fema Club students compared to 83% of non-Fema female students passed the exams. In 2019 the pass rate for Fema Club students was 93% compared to 89% for non-Fema students; in 2020 it was 95% Fema and 88% non-Fema and in 2021 while 98% of Fema students passed 89% of their non-Fema counterparts passed.

Figure 8: Percentage of females who passed CSEE 2018-2021

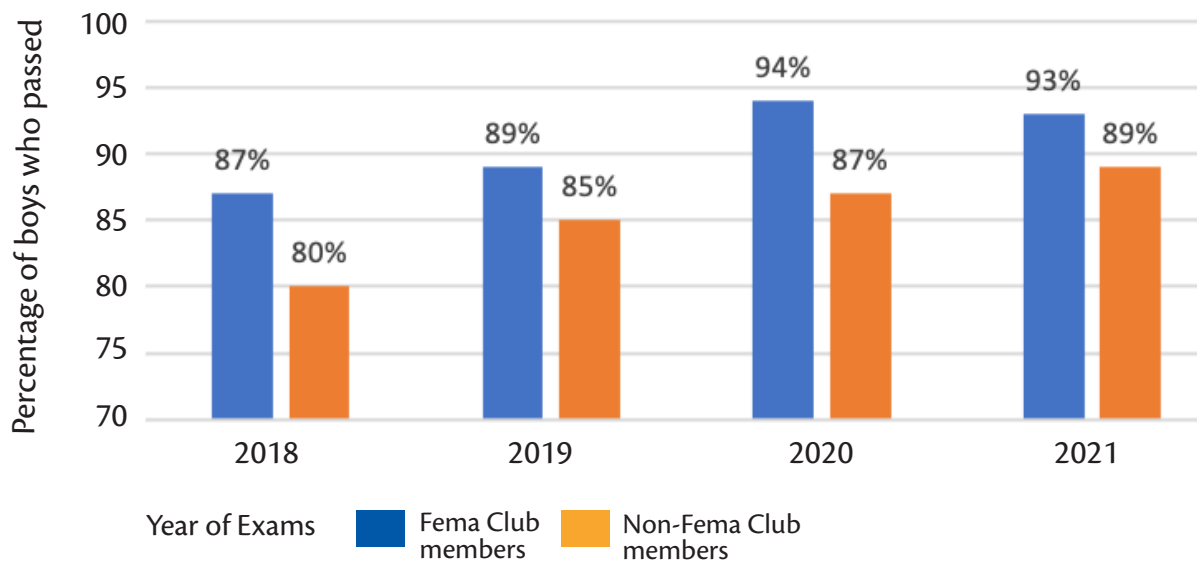


Source: NECTA published CSEE results

Fema Club boys also consistently outperformed non-Fema Club boys in Form Four CSEEs, with sizeable margins across the four years studied.

Like with the girls, relatively more boys in Fema Clubs passed their Form Four national (CSEE) exams compared to non-Fema students at 87% for Fema Club members, compared to 80% for non-Fema students in 2018; 89% for Fema Club members compared to 85% in 2019; rising to 94% for Fema Club members in 2020 compared to 87% for non-Fema students, and 93% for Fema in 2021 compared to 89% for non Fema students.

Figure 9: Percentage of males who passed CSEE 2018-2021



Source: NECTA published CSEE results

There are three important points that were revealed after examining students exam results data and triangulating it with KII and FGD findings.

1. The observed smaller margin in performance between Fema Club members and non-Fema club members at the Form Two level can be rationalized by **considering the broader impact of Fema Clubs on the entire student population**. Several factors may contribute to this phenomenon:

Increased Competitiveness: The presence of Fema Clubs in the school environment may create a sense of healthy competition among all students, inspiring non-Fema Club members to improve their academic performance as they observe the success of their Fema Club member peers.

Member–Non-Member Interactions: Fema Club members may interact with non-Fema Club members during informal settings or group work, sharing their knowledge, skills, and experiences. These interactions could lead to a positive influence on non-Fema Club members, contributing to their academic growth and performance.

Sharing of Materials: Fema Club members may have access to additional educational resources, such as the Fema magazines and other Femina Hip media products or training sessions. Sharing these resources with non-Fema club members could help improve their understanding of the subject matter and enhance their overall academic performance.

Teachers’ Improved Attitudes: The presence of Fema Clubs might have a positive impact on teachers’ attitudes and teaching practices. As teachers observe the benefits of Fema Clubs on students’ personal and academic development, they may adopt more effective teaching strategies and provide additional support to all students, resulting in a collective benefit.

2. It is important to highlight the relatively small margin in the 2020 FTNA data. This can be attributed to the Tanzanian government’s decision to close schools in March 2020 as a response to the COVID-19 outbreak. Upon reopening, **many students were asked to discontinue club activities and focus on making up for the lost time during the months-long closure.** This shift in priorities helps to explain the smaller difference observed in the 2020 data.
3. The larger margin at the Form Four level could be attributed to **the cumulative effect of Fema Club participation over time.** As students progress through school, the benefits of club involvement may become more pronounced, leading to a more significant difference in academic performance between Fema Club members and non-Fema club members.

A further study could be conducted to investigate the broader impact of Fema Clubs on academic performance and the school environment, benefiting both members and non-members. The proposed methodology would involve a mixed-methods approach, with a representative sample of schools with and without Fema Clubs. Data collection would include academic performance measures, surveys on student attitudes and teacher practices, and interviews or focus groups with students, teachers, and administrators. This comprehensive approach would allow Femina Hip and its stakeholders to understand the potential for and extent of the effect of Fema Clubs on the overall learning environment, student interactions, resource sharing, and teacher attitudes, providing valuable insights into the hypotheses.

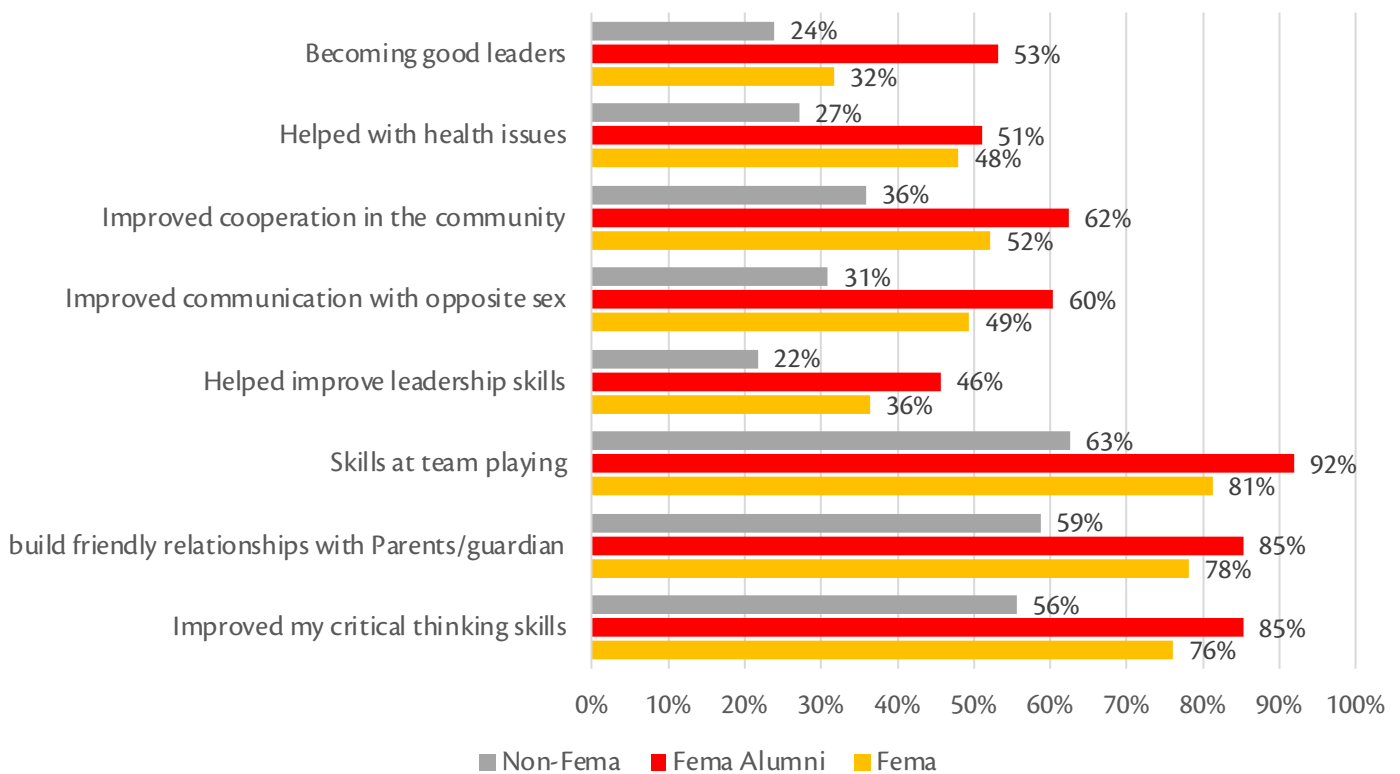


Finding 4:
Significantly more Fema Club members and Fema Club Alumni reported improving all aspects of life skills.

Finding 4: Significantly more Fema Club members and Fema Club Alumni reported improving across all aspects of life skills studied.

While the majority of all three categories (87% of Fema Club members, 82% of non Fema Club members, and 89% of Fema Club Alumni) to have acquired life-skills knowledge through clubs. **Figure 10** shows that the percentage of Fema Club members and Fema Club Alumni was higher in acknowledging the contribution of Fema Club on learning life skills compared to non-Fema Club students. The skills acquired include improvement of better communication with teachers and classmates, improving leadership skills, confidence to answer questions in class, smartness in dress, improved communication with opposite sex, and better management of health issues (sexual and reproductive health). Life skills learned from Fema Clubs may contribute to academic benefits

Figure 10: Respondents reporting life skills related improvements



The survey data highlights the differences in the benefits related to life skills reported by Fema Club members, Fema Club Alumni, and non-Fema Club students. The most significant differences can be observed in the following areas:

Critical thinking skills: A notable difference is observed in the improvement of critical thinking skills, with 76% of Fema Club members and 85% of Fema Club Alumni reporting improvements, compared to only 56% of non-Fema Club students. This suggests that Fema Clubs contribute to the development of critical thinking abilities, which are essential for academic success and problem-solving in everyday life.

Building friendly relationships with parents/guardians: Another significant difference is seen in the ability to build friendly relationships with parents/guardians. Fema Club members (78%) and Fema Club Alumni (85%) have a higher percentage of improved relationships with their parents/guardians compared to non-Fema Club students (59%). This indicates that Fema Clubs promote positive family dynamics and communication skills.

Team-playing skills: In terms of team-playing skills, 81% of Fema Club members and an impressive 92% of Fema Club Alumni report improvements, while only 63% of non-Fema Club students report the same. This demonstrates that Fema Clubs foster collaboration and teamwork, essential skills for success in various aspects of life.

Leadership skills: The data shows a substantial difference in the improvement of leadership skills, with 36% of Fema Club members and 46% of Fema Club Alumni reporting improvements, compared to only 22% of non-Fema club students. This highlights the role of Fema Clubs in nurturing future leaders by providing opportunities for personal growth and leadership development.

Communication with the opposite sex: Fema Club members (49%) and Fema Club Alumni (60%) report a higher percentage of improved communication with the opposite sex compared to non-Fema Club students (31%). This suggests that Fema Clubs help students develop healthy and respectful communication skills with individuals of different genders.

Receiving help on health issues: Lastly, Fema Club members and Fema Club Alumni also reported a higher rate of receiving help with health issues, with 48.1% of Fema Club members and 51.0% of Fema Club Alumni stating this benefit, compared to just 27.1% of non-Fema students.

Fema Clubs create an environment where students feel supported and empowered to make informed decisions about their lives.

According to the Heads of Schools, Fema Clubs bring students together through socialization where they can interact and exchange ideas. Students broaden their minds as they encounter different skills from mentors and their fellow students. Fema Clubs provide social gatherings that motivate students to attend classes, help students learn to interact easily and enjoy the club's activities.

Fema Club members in FGDs noted that Fema students choose friends that help them academically and support healthy life choices. Students further noted that Fema Club members can choose any friend without considering gender, economic ability, or hygiene. Fema Club members learn to have friends who are not club members, and can communicate with colleagues with respect..

According to the Heads of Schools and mentors, Fema Club members become confident in all their class and non-class activities. For example, wearing Femina Hip's 'Nguvu ya Binti' t-shirts helped build their confidence around gender equality. Students also benefit through:

- (a) Discussions among themselves addressing questions that deal with their life especially puberty, managing menstruation, sexually transmitted infections, and developing self-awareness. These are issues that aren't easily discussed at school or in the community.
- (b) The Sema motto of "Sema na Fema, Paza Sauti", helps students to be confident and it improves their ability to judge, ask questions, to believe in themselves, and become active in class.

- (c) Fema Club members conduct presentations after which the Fema Club gives the students certificates of participation. These certificates encourage attendance of both boys and girls.

In the school where I initially was, I can see the significant impact Femina has had on female students, and it makes me proud to compare the situation before and after its introduction. The number of female students graduating has increased, largely due to the inspiration provided by Femina. Since Femina's introduction, I am proud that female students pursuing PCB, PCM, and CBG have gone to schools farther away, which was made possible because Femina broke down barriers. —Head of School, FGD.

Anecdotally,¹⁰ teachers report a reduction of dropouts and pregnancies as a result of Fema Club activities.

Being a Fema Club member helps students to develop self-awareness which helps them to avoid risks of early pregnancies, sexual harassment, rape, engaging in unsafe sex, and it also teaches them about using protection in order to prevent sexually transmitted diseases such as HIV/AIDS. Female students also gain from Fema Club where they are helped not to miss out on classes due to menstruation by teaching them how to use sanitary pads during menstruation, so the responsibility then falls upon the head of school to provide sanitary pads for the female students in order to allow them to attend school confidently without fear of embarrassment.

“There are times when a student would give up and drop out of school because he or she may have dropped academically. Being in Fema Member and part of the ‘Sema Tenda’ agenda helps many such students regain confidence and stay in school, and many end up doing well.” —Head of School, FGD

Fema has also led to reduction of school-girl pregnancies according to reports from heads of school. In schools where Fema Clubs are well managed, student pregnancies are decreasing.

“Previously, we would report up to 10 pregnancies per year. That number has decreased to one or sometimes zero student pregnancies.” —Head of School, FGD,

¹⁰ It is important to note that obtaining official data on pregnancies in schools can be challenging due to sensitivities around the issue. Further research and data collection efforts are needed to better understand the impact of Fema clubs on reducing dropout rates and teenage pregnancies in schools.



4. CONCLUSION AND RECOMMENDATIONS

CONCLUSION

This study explored the manner and the extent to which Femina Hip activities in secondary schools contribute to academic performance; established the correlation between Fema Club activities and academic performance; and measured associative variables included in Femina Hip's edutainment approach and how it contributes to students' persistence, value-based nature, and approach to formal education. In the study, a mixed methods approach was used, covering 40 secondary schools, in 20 districts and 10 regions of mainland Tanzania. It collected performance data from students, teachers, heads of schools and DEOs. The study compared Fema Club members and non-Fema Club students seeking their perceptions and attitudes to their clubs. In addition, it sought the perceptions, attitudes, and contributions of Fema Club Alumni about Fema Clubs and the way these influenced academic and life skills outcomes in their lives.

Findings indicate that in the four years between 2018 and 2021, for both male and female students, the proportion of Fema Club members that passed exams was more than that of non-Fema students in both Form Two and Form Four except for female students of Form Two in 2020.

Though not obvious, it is most likely that a mixture of activities in Fema Clubs are responsible for the better performance of Fema Club members in school in academic subjects. Moreover, a higher proportion of Fema Club members relative to non-Fema students in other clubs report that the club has increased the health of peer relationships; the existence of a wide variety of topics covered that are cross-cutting across academic and life skills subjects; that the Fema Club has increased their confidence through edutainment and mentorship training; there is high motivation to perform well in all academic and life skills subjects through Fema Club peers and mentors, and the Fema Club mentorship that in turn cultivates healthy education culture including time management, reduction of truancy, absenteeism and dropouts through peer support and improving healthy teacher-student relationships.

Other factors that were established through FGDs with Fema Club members across the 40 schools in this study include access to the Fema magazine that provides an extra-learning resource that is adaptive, user friendly, and applicable to real life situations, in a style enjoyed by youth.

For Heads of schools and teachers, the students who participate in Fema Clubs acquire critical life skills that help them not only at school but after they complete their formal education. While performance remains an individuals' efforts, Fema Club membership helps to shape those efforts. Heads of schools and teachers pointed out that Fema Club extra-curricular activities such as environmental cleanliness, farming, entrepreneurship, peer education, games, art, debates, voluntarism in community, graduation, study tours, blood donation, and research provide a complete package of all-round education that is mutually reinforcing to academic and non-academic performance.

Moreover, the promotion of students in decision making and leadership in Fema Clubs makes club members own the activities. The ownership of the activities gives them autonomy and as a result they use the same experiences for academic development and for personal decision making. For example, choosing friends and developing relationships that encourage attendance at school and setting long-term life goals; hence more effort is put toward attaining better performance in school learning and final examinations.

RECOMMENDATIONS

- a) The CSEE results indicated significantly better performance of Fema Club members. The study therefore recommends Fema Club activities to be scaled-up to all other secondary schools in the country. The activities provide confidence to members hence being able to cooperate with teachers and other students in academic matters.
- b) School administrators need to be fully engaged in the activities conducted by Fema Clubs in many ways including supporting students' access to resources through the clubs; allocating time and space for club activities; motivating club members, availing platforms for club members to express themselves; and advocating for Fema activities within and outside the schools. The Fema Club mentors should be supported to engage other teachers about how to adapt edutainment teaching and learning techniques in regular subjects.
- c) Femina Hip should produce more copies of the Fema magazine relative to the number of Fema Club members in each school. The magazine carries important topics that support learning and social development.
- d) The Ministry of Education through the Tanzanian Institute of Education and in collaboration with key partners needs to review the secondary school curricula to make them more comprehensive, focusing on edutainment and human development, relationships, and linkage to life skills.
- e) Further studies are needed to understand the importance of Fema Clubs after finishing secondary school. A tracking mechanism to see what life skills are gained from being a Fema Club member and how these life skills have enriched, supported, or changed their lives.
- f) Student peer support and improvement of teacher student relationships are key to success of the students in school. The development of healthy peer, teacher, and home relationships should be given space in all strategic developments in education.

Annex 1: Frequency Tables

Fema Club and non-Fema Club students' FTNA Performance in Tanzania Mainland

Year	Fema Club members				Non-Fema Club students			
	Female Students							
	Passed	Failed	Total	%Passed	Passed	Failed	Total	% Passed
2018	437	17	454	96%	938	45	983	95%
2019	403	18	421	96%	992	58	1050	94%
2020	417	35	452	92%	1407	101	1508	93%
2021	469	13	482	97%	1820	70	1890	96%
Male students								
2018	367	7	374	98%	711	125	836	85%
2019	331	24	355	93%	581	87	668	87%
2020	279	29	308	91%	1108	112	1220	91%
2021	330	19	349	95%	1063	93	1156	92%

Source: NECTA published FTNA results

Performance of Fema and non-Fema Club students in CSEE

Year	Fema Club Members				Non-Fema Club students			
	Female Students							
	Passed	Failed	Total	Passed%	Passed	Failed	Total	Passed%
2018	319	31	350	91%	691	145	836	83%
2019	567	42	609	93%	984	117	1101	89%
2020	625	32	657	95%	1192	161	1353	88%
2021	701	15	716	98%	1134	140	1274	89%
Male Students								
2018	282	43	325	87%	580	144	724	80%
2019	331	42	373	89%	768	134	902	85%
2020	544	37	581	94%	853	132	985	87%
2021	465	37	502	93%	1041	125	1166	89%

Source: NECTA published CSEE results

Percent contribution of membership of school clubs to all-round pedagogical and life-skills development for Fema Club members/Fema Club Alumni and non-Fema Club students

Description	Fema Club Member (n=1873) %	Fema Alumni (n=149) %	Non-Member (n=778) %	Statistical significance ¹	
				p on member & alumni	p on Fema& non-Fema
Improve confidence/solve school academic problems	79.1	82.6	58.3	0.320	0.000
Participation in class work without fear	78.4	87.2	56.5	0.011	0.000
Ability to understand my capacities	87.3	91.3	72.2	0.156	0.000
Improved my critical thinking skills	76.1	85.2	55.6	0.011	0.000
Build friendly relationships with fellow students	79.8	89.9	59.0	0.003	0.000
Ability to peer educate/ lead others	75.1	84.6	56.9	0.009	0.000
Willingness to help others	80.4	85.9	62.7	0.098	0.000
Build friendly relationships with teachers	78.5	84.6	59.8	0.080	0.000
Build friendly relationships with parents/guardians	78.1	85.2	58.7	0.040	0.000
Skills at team playing	81.2	91.9	62.6	0.001	0.000

Source: Field Survey Data, 2022

¹ Statistically significant difference between Fema and non-Fema Club members and Fema Club Alumni members is where the p-value is less than 0.05 (or 5%).

Benefits to students from Fema Club activities by Fema Club members, non-Fema Clubs students, and Fema Club Alumni

Questions and Filters	Fema (n=1873) %	Fema Club Alumni (n=149) %	non-Fema (n=778) %	Total (n=2800)
<i>Personal benefits from Clubs</i>				
Increased personal knowledge	83.6%	83.9%	79.1%	2174
Improved communication with teachers	47.0%	53.7%	28.8%	1136
Improved communication with classmates	53.2%	63.8%	33.3%	1295
Helped improve leadership skills	36.4%	45.6%	21.7%	882
Improved ability to answer questions in class	46.6%	54.4%	25.0%	1106
Helped with health issues	48.1%	51.0%	27.1%	1142
Improved smartness in dress	43.2%	49.0%	29.6%	1063
Improved communication with opposite sex	49.4%	60.4%	30.9%	1204
Acquired different skills	71.9%	77.2%	60.0%	1828
Improved cooperate in the community	52.2%	62.4%	35.9%	1290
Club helped improve personality in:				
c) Becoming active in class	75.6%	76.2%	65.2%	1901
g) Confidence	72.5%	84.4%	65.8%	1858
e) Helping classmates in class	58.3%	67.3%	45.7%	1451
d) Finishing my schoolwork	53.9%	63.3%	39.5%	1328
a) Punctuality	48.6%	62.6%	40.7%	1235
i) Becoming team players	47.3%	66.7%	44.8%	1240
f) Being creative	44.6%	64.6%	30.0%	1100
h) Be coming good leaders	31.7%	53.1%	23.9%	808
b) Reducing absenteeism	28.1%	26.5%	20.3%	680

Source: Field Survey Data, 2022

Background Characteristics of Respondents

Questions and Filters	Fema (n=1873) %	non-Fema (n=778) %	Alumni (n=149) %	Total (n=2800)
Age				
0 - 14	13.1	15.4	0.7	367
15 - 17	53.2	53.3	7.4	1423
18+	33.6	31.2	91.9	1010
Gender				
Male	33.2	43.3	49.0	1032
Female	66.8	56.7	51.0	1768
Location of school				
Males				
Rural	29.4	40.8	47.8	580
Urban	40.6	50.0	53.7	204
Peri-urban	37.0	47.7	43.8	248
Females				
Rural	70.6	59.2	52.2	1133
Urban	59.4	50.0	46.3	265
Peri-urban	63.0	52.3	56.2	370
<i>Type of Club for non-Fema Club members</i>		(n=612)		
a) Anti-Corruption	-	18.8	-	115
b) Environment	-	16.7	-	102
c) Scouts	-	23.5	-	144
d) Science	-	5.1	-	31
e) Arts and Drama	-	4.6	-	28
f) Business	-	0.5	-	3
g) Others	-	30.9	-	189
Reasons for not belonging to any club				
Not decided to join clubs	-	46.4	-	77
Still new at school	-	16.3	-	27

Have other responsibilities	-	12.7	-	21
Not wanting to join friends' clubs	-	7.8	-	13
Parents/guardians refused	-	2.4	-	4
Clubs are a waste of time	-	0.8	-	1
Others	-	13.9	-	23
Year joined Club				
Before 2017	0.1	0.2	19.6	33
2017	1.3	0.2	18.1	52
2018	1.9	0.7	28.8	79
2019	18.0	11.1	18.8	433
2020	18.1	15.2	10.7	446
2021	24.0	27.8	3.4	624
2022	36.7	44.9	2.7	966

Source: Field Survey Data, 2022

Activities carried out in school clubs

Activities	Fema	non-Fema	Fema Alumni	Number
Discussing Fema magazine	61.9%	2.0%	71.1%	1278
Environment cleaning	72.6%	51.3%	83.9%	1799
Peer education	53.8%	18.8%	67.8%	1224
Sports	52.6%	30.9%	66.4%	1273
Discussions	37.6%	26.1%	52.3%	942
Farming	66.5%	24.0%	80.5%	1512
Graduation	21.1%	3.9%	38.9%	477
Drama	47.1%	17.0%	59.1%	1074
Community Voluntarism	35.5%	27.5%	60.4%	923
Starting new Fema Clubs	9.7%	0.0%	8.7%	194
Entrepreneurship	54.4%	14.1%	67.8%	1205
Blood donation	15.4%	7.7%	20.8%	367
Day of Fema Clubs	14.0%	0.0%	16.1%	287
Study tours	16.0%	5.6%	26.2%	372

Animal husbandry	20.0%	2.9%	25.5%	431
Research	3.8%	1.3%	9.4%	93
Others (specify)	8.4%	36.6%	5.4%	389
Cases	100.0%	100.0%	100.0%	2634
Valid cases: 2634				
Missing cases: 166				

Source: Field Survey data, 2022

Students Participation in Fema Club Activities

Questions and Filters	Fema (n=1873) %	non-Fema (n=778) %	Alumni (n=149) %	Total (n=2800)
Goals of forming clubs in school is				
To learn about things that are not taught in classrooms	69.8	44.4	74.5	1690
Become self-reliance in their future life	68.3	34.0	76.5	1602
Develop confidence in their abilities	64.5	40.0	75.2	1566
Be productive members of the society	54.7	37.1	55.7	1334
Be good citizens of the nation	51.9	38.6	51.0	1285
Other	26.2	59.5	18.8	882
Activities carried out in the Club				
Environmental cleanliness	72.6%	51.3%	83.9%	1799
Farming	66.5%	24.0%	80.5%	1512
Animal/poultry husbandry	20.0%	2.9%	25.5%	431
Discussing Fema magazines	61.9%	2.0%	71.1%	106
Entrepreneurship	54.4%	14.1%	67.8%	1205
Peer education	53.8%	18.8%	67.8%	1224
Games	52.6%	30.9%	66.4%	1273
Art	47.1%	17.0%	59.1%	1074
Debates	37.6%	26.1%	52.3%	942
Community Voluntarism	35.5%	27.5%	60.4%	923
Graduation	21.1%	3.9%	38.9%	477
Study Tours	16.0%	5.6%	26.2%	372

Blood donation	15.4%	7.7%	20.8%	367
Party for Fema Clubs	14.0%	0.0%	16.1%	287
Starting new Fema Clubs	9.7%	0.0%	8.7%	194
Research	3.8%	1.3%	9.4%	93
Others	8.4%	36.6%	5.4%	389

Source: Field Survey Data, 2022

Students' Sources of Information

Questions and Filters	Fema (n=1873) %	Non-Fema (n=778) %	Alumni (n=149) %	Total (n=2800)
Alternative Sources of information about Fema				
Peers/friends	57.7%	43.5%	60.4%	1437
Teachers	36.1%	42.0%	38.9%	992
Radio	33.7%	19.9%	40.9%	815
TV	34.2%	26.5%	38.3%	860
Social media	13.3%	3.9%	16.8%	298
Newspapers	28.9%	10.5%	37.6%	662
Fliers/Brochures	31.0%	6.5%	38.3%	678
Billboards	11.2%	4.9%	16.1%	263
Close relatives (parents/siblings)	13.7%	11.9%	8.7%	343
Others	8.6%	21.7%	6.7%	305
Access to the different Fema products (last 3 months)				
Fema Magazine	74.7%	44.3%	51.0%	1821
Sema na Fema	16.9%	5.5%	8.7%	372
Fema TV Show	16.8%	8.2%	17.4%	405
Women's booklets	14.7%	5.5%	8.7%	331
Fema Radio Show	14.3%	6.7%	18.1%	346
Ruka Juu TV Entrepreneurship Show	10.5%	5.0%	6.7%	245
Femina Hip Twitter Account/FB	6.2%	0.9%	12.1%	142
Website	2.2%	0.6%	3.4%	51
Others	1.8%	1.9%	1.3%	51

Source: Field Survey Data, 2022

Benefits to students from club activities by Fema Club Members, non-Fema Club members, or Fema Club Alumni

Questions and Filters	Fema (n=1873) %	non-Fema (n=778) %	Alumni (n=149) %	Total (n=2800)
<i>Personal benefits from clubs</i>				
Increased personal knowledge	83.6%	79.1%	83.9%	2174
Acquired different skills	71.9%	60.0%	77.2%	1828
Improved communication with teachers	47.0%	28.8%	53.7%	1136
Improved communication with classmates	53.2%	33.3%	63.8%	1295
Improved cooperate in the community	52.2%	35.9%	62.4%	1290
Helped improve leadership skills	36.4%	21.7%	45.6%	882
Improved ability to answer questions in class	46.6%	25.0%	54.4%	1106
Improved smartness in dress	43.2%	29.6%	49.0%	1063
Improved communication with opposite sex	49.4%	30.9%	60.4%	1204
Helped with health issues	48.1%	27.1%	51.0%	1142
Others	19.1%	26.3%	14.8%	540

Source: Field Survey Data, 2022

Perception of benefits from club activities by Fema Club members, non-Fema Club members, or Fema Club Alumni

Questions and Filters	Fema (n=1873) %	Non-Fema (n=778) %	Alumni (n=149) %	Total (n=2800)
Would not have acquired knowledge, if not a member	86.8%	82.0%	89.3%	2261
Became a better person as a result of joining Club	99.1%	97.2%	98.7%	2599
Became better in:				
c) Becoming active in class	75.6%	65.2%	76.2%	1901
g) Confidence	72.5%	65.8%	84.4%	1858
e) Helping classmates in class	58.3%	45.7%	67.3%	1451
d) Finishing my schoolwork	53.9%	39.5%	63.3%	1328
a) Punctuality	48.6%	40.7%	62.6%	1235
i) Becoming team players	47.3%	44.8%	66.7%	1240
f) Being creative	44.6%	30.0%	64.6%	1100
h) Be coming good leaders	31.7%	23.9%	53.1%	808
b) Reducing absenteeism	28.1%	20.3%	26.5%	680
(i) Others	8.3%	8.3%	8.8%	216
Believe they became better students	99.3%	95.9%	98.7%	2594
Did being a Fema club member give enough time to study, do homework/other academic activities	98.7%	98.9%	98.7%	2601
Activities taught to increase income in the club				
Farming	81.4%	66.7%	77.7%	1572
To do business	50.9%	36.9%	50.8%	972
Poultry keeping	27.3%	10.6%	26.9%	496
Animal husbandry	7.6%	1.1%	8.5%	134
Fish keeping	2.7%	0.4%	1.5%	46
Other	14.0%	21.3%	14.6%	299

Annex 2: Qualitative Study Coverage across all regions

Region	District	School	DEO	H/School	Mentor	FGD
Njombe	2	4	2	4	4	4
Mbeya	2	4	1	4	4	4
Katavi	2	4	2	4	4	4
Pwani	2	4	1	4	4	4
Dodoma	2	4	2	4	4	4
Mwanza	2	4	1	3	4	4
Shinyanga	2	4	1	4	4	4
Manyara	2	4	2	4	4	4
Mtwara	2	4	2	4	4	4
Tanga	2	4	2	4	4	4
Total	20	40	16	39	40	40

Annex 3: Regions covered during the survey

S/N	Region	District/Council	Schools
1	Njombe	Wanging'ombe DC	MariaNyerere
			Wanging'ombe
		Makete DC	Usililo
			Lupila
2	Mbeya	Mbeya City	Itiji
			Nzondahaki
		Kyela	Ndobo
			Kafundo
3	Katavi	Mpanda DC	Mpandandogo
			Karema
		Mpanda MC	Magamba
			Mwangaza
4	Coast	Kisarawe DC	Chanzige
			Janguo
		Kibaha MC	MiembeSaba
			Simbani
5	Dodoma	Dodoma MC	Bihawana
			Kisasa
		Chamwino	Chamwino
			Msalato
6	Mwanza	Misungwi DC	Misungwi
			Nyabumhanda
		Sengerema DC	Ngweli
			Mwabaluhi
7	Shinyanga	Shinyanga DC	Tinde Girls High
			Tinde Secondary
		Ushetu	Igwamanoni
			Kinamapula Sec
8	Manyara	Hanang DC	Ganana
			Gitting
		Simanjiro DC	MsituwaTembo
			Simanjiro
9	Mtwara	Masasi DC	NdikwaGirls
			Ndanda Boys
		Mtwara MC	Mangamba
			Rahaleo
10	Tanga	Muheza DC	Mlingano
			Mbembwera
		Korogwe TC	Mwishawa shamba
			Kwagunda

