



ANNUAL REPORT 2017





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LIST OF ACRONYMS

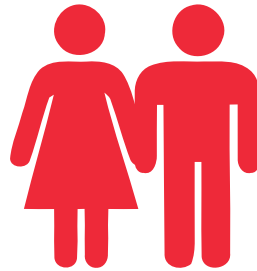
AGYW	Adolescent Girls and Young Women
AIDS	Acquired Immune Deficiency Syndrome
ANSAF	Agricultural Non-State Actors Forum
CDF	Children's Dignity Forum
CE	Citizen Engagement
CRN	Community Radio Network
CSO	Civil Society Organization
Danida	Danish International Development Agency
DREAMS-IC	DREAMS Innovation Challenge
EATV	East Africa Television
EE	Economic Empowerment
FDC	Folk Development College
FSDT	Financial Sector Deepening Trust
GBV	Gender-Based Violence
HC3	Health Communication Capacity Collaborative
HIV	Human Immunodeficiency Virus
IDGC	International Day of the Girl Child
ILO	International Labor Organization
KTA	Karibu Tanzania Association
MHM	Menstrual Hygiene Management
MoEST	Ministry of Education, Science, and Technology
MoHCDGEC	Ministry of Health, Community Development, Gender, Elderly, and Children
MSH	Management Sciences for Health
MST	Marie Stopes Tanzania
NGO	Non-Governmental Organization
NHH	Norwegian School of Economics (Norges Handelshøyskole)
NRC	Norwegian Research Council
OGAC	Office of the Global AIDS Coordinator
PASADA	Pastoral Activities and Services for People with AIDS Dar es Salaam Archdiocese
PASS	Private Agricultural Sector Support
PEPFAR	President's Emergency Plan for AIDS Relief
PROGRES	Program for Organizational Growth, Resilience, and Sustainability
RCT	Randomized Controlled Trial
SBCC	Social and Behavior Communication Change
SDC	Swiss Agency for Development and Cooperation
SDG	Sustainable Development Goal
Sida	Swedish International Development Cooperation Agency
SIDO	Small Industries Development Organization
SMS	Short Message Service
SNV	Netherlands Development Organization (Stichting Nederlandse Vrijwilligers)
SRHR	Sexual and Reproductive Health and Rights
TACAIDS	Tanzania Commission for AIDS
TCCIA	Tanzania Chamber of Commerce, Industry, and Agriculture
TFF	Tanzania Football Federation
TGNP	Tanzania Gender Networking Program
THIS	Tanzania HIV Indicator Survey
ToT	Training of Trainers
TRA	Tanzania Revenue Authority
TYC	Tandale Youth Center
UNA	Uigizaji na Ngoma za Asili
USAID	United States Agency for International Development
YMC	Youth Movement for Change



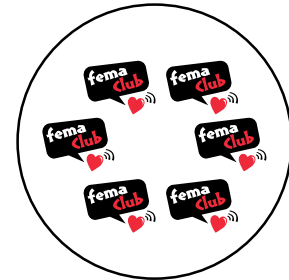
2017 RESULTS SUMMARY



1,849
FEMA CLUBS



160,863
FEMA CLUBBERS



22
FEMA CLUB NETWORKS

Numbers of youth reached through media products

MEDIA PRODUCT	FEMALE	MALE	TOTAL
Fema magazine	2,105,224	1,957,489	4,062,713
Ruka Juu TV Competition	3,315,320	2,548,526	5,863,846
Fema Radio Show	2,705,752	2,354,857	5,060,609
Total	7,784,453¹	7,173,717	14,958,170

Numbers of youth who participated as 'youth reporters' in media production

PARTICIPANT	FEMALE	MALE	TOTAL
Youth	378	336	714
Teachers	21	38	59
Total	399	374	773

Numbers of youth reached through outreach events

PARTICIPANT	FEMALE	MALE	TOTAL
Youth	17,356	15,451	32,807
Teachers	718	1,318	2,036
Total	18,074	16,769	34,843

Numbers of youth and teachers trained in Active Learning

PARTICIPANT	FEMALE	MALE	TOTAL
Students	6,196	-	6,196
Teachers	228	477	705
Total	6,424	477	6,901

¹ Note that the figures in this row are not equal to the sums of the numbers in their columns. This is due to some audience members interacting with more than one media product, which would result in double counting were the numbers for each media product summed together.



Organization Background

Femina Hip was set up as a civil society organization in Tanzania in 1999 to foster healthy lifestyles by educating and connecting young people around sexual and reproductive health and rights and HIV and AIDS.

At the time, there was an urgent need to spread information about the deadly HIV virus and about sexual health in general. Gender was flagged as a similarly important issue because of the relationship between gender disparities and sexual health decision-making. Unfortunately, young people were at the time not included in the sexual and reproductive health agenda even though Tanzanians under the age of 25 represented over half of the total population. They were also marginalized in terms of decision-making and access to services. A lack of education and employment, especially in rural areas, meant that this group was, and continues to be, most in need and most at risk. Youth were therefore identified as an important target group.

Over the years, Femina Hip's open media platform—which has encouraged honesty and built a reputation of trust—evolved into the concept of the Femina Family. This concept is synonymous with Femina Hip's own healthy lifestyle brand that promotes responsible decision-making and healthy lifestyle choices. To be a member of this family means that the audience regularly engages with the platform and actively promotes others to join. In return, this relationship stimulates a sense of solidarity; a feeling of inclusion and ownership which encourages youth to participate in the Femina initiative.

Today, Femina Hip is the largest civil society multi-media platform for young Tanzanians, and an award winning popular brand. We are strategic communication experts, dedicated to engaging young people in conversations around issues important to their development and well-being in a popular way: inspiring, motivating, influencing attitudes, changing mindsets and ultimately changing behaviors. We want youth to be confident and equipped to be the authors of their own lives.

Our platform hosts a range of communication vehicles (including traditional and social media products) used in a strategic and complementary way to reinforce our messages. Outreach work and training ensures that our products are used in Active Learning environments and that teacher mentors have the capacity to use these products to support learning and engagement. We continuously keep an empathetic ear towards our target audience: youths' needs, experiences and opinions are what matters to us, and are fed back into the media production process. In this way, we become a knowledgeable resource and offer a powerful way to capture and carry the voice of youth.

Consequently, in 2011 Femina Hip took on a more holistic strategy around its content agenda, coupling sexual and reproductive health with economic empowerment in order to address the broad spectrum of challenges facing young people. Our coverage of the last two presidential elections and the review of the constitution, as well as club formation and organizing for civil society activism brought forward the need to deal with youth in relation to citizen engagement, participation as well as rights and responsibilities in a more systematic way. We acknowledged the potential of our media platform to achieve massive reach that could contribute to responsible citizenship. The value of the platform to carry out downstream advocacy, i.e. to share information about the government decisions, policies and programs that affect young people's lives, also became clear. The current government is eager to work in closer partnership with the civil society to focus on their key concerns. Femina has received government endorsement and signed key Memorandums of Understanding and has a good working relationship with the current government. In the regions we work we have good support from local government including regional education and health officers, district education officers and heads of schools.



OUR
STRATEGY
2013-2017
(2022)

The boards of Femina Hip and Hip Edutainment have decided that the strategic plan for Femina Hip 2013 -2017 is to be extended to 2022. This decision was a result of the mid-term evaluation which was positive to the implementation of activities and results, and funding modalities. Our core donors have endorsed this decision. An evaluation of the strategic plan period 2013-2017 is planned to be conducted by our core donors during 2018.

Theory of Change

Our theory is that behavior change is not linear, but rather a messy process of moving back and forth.

A whole range of factors influences behavior change: some within Femina Hip's sphere of influence but others are far beyond. From our understanding of different theories of change we have developed our own road map to social and behavioral change, identifying how we see change happening. This road map outlines the determinants critical to people's intention and motivation to adopt 'healthy behaviors' and what it takes to make this change happen, involving effort from us as well as contribution from our many partners and the community at large.

Femina has drawn inspiration from several different models of social and behavior change, notably the I-Change (Integrated Change) Model and Theory of Reasoned Act, and the Theory of Communication for Social Change. The I-Change Model focuses on the importance of role models. The Theory of Communication for Social Change explores the different ways in which communication can be leveraged to bring about change in knowledge, attitudes, and behavior among individuals and the wider community. At Femina we refer to these as to Know, Feel, Do. It also highlights the key role played by culture and context in social change. Participation is a crucial part of planning, implementation and evaluation of the change processes. Contemporary use of traditional and community media and ICTs can facilitate this process of change.

Communication for Social Change reinforces the notion that people must take ownership of and act as agents in their own change processes. Therefore, effective social and behavior change programs must create opportunities and platforms for people to actively participate in a process of dialogue, reflection, negotiation and mobilization.

We build our work around creating intention and motivation to act. Femina identifies three main determinants behind young people's ability and willingness to act. Femina aims to alter:

- Attitudes supporting the Femina Family lifestyle promoted behaviors including perceived positive and/or negative consequences of carrying out a particular behavior.
- Self-efficacy to carry out the Femina Family lifestyle behaviors including perceived ability to perform the behavior and the set of skills to perform a particular behavior.
- Social norms supporting the Femina Family lifestyle promoted behaviors including perception of what influential people think about the behavior and what s/he should do.

Attitude, self-efficacy and social norms are factors which influence motivation and intention to adopt suggested behaviors. Femina's messaging and activities work around changing young people's perception about these factors in relation to the behaviors part of the Femina Family lifestyle, but also equipping youth with skills that enables them to act.

Vision, Mission, and Outcomes

Femina Hip envisions a gender equal society in which youth are confident and competent change-makers with healthy lifestyles who actively participate in the development and well-being of Tanzania. Our mission is to use our trusted brand, expertise in strategic communication and extensive partnership network to reach young people across Tanzania with critical knowledge and create forums for conversation, which are essential to initiate the process of behavior change towards healthy lifestyles.

Young healthy change-makers not only make informed decisions for themselves, they also encourage others to follow. These young people are leaders and positive role models, are active members of groups or initiatives looking to encourage positive change for themselves and others. In this healthy lifestyle movement young women and men take collective action to inspire positive social change within their community.

Target Audience

Femina Hip targets all young women and men in Tanzania between the ages of 13 and 30 years old. A second target group is teachers/mentors. Mentors are individuals who support and facilitate Fema Clubs that provide young people with safe spaces to grow and develop. We have included mentors as a target group because ultimately, we want mentors to be positive role models for the youth who look up to them; therefore, they themselves should also display the healthy lifestyle behaviors of the Femina Family.

Content Agendas

Femina Hip continues to address issues of sexual and reproductive health and rights as this remains our strength and comparable advantage in Tanzania. However, in line with our strategic change process we have deepened our work in the two other content areas, to create a more holistic approach to empower young people. These include economic empowerment and citizen engagement as equally core themes.

Embedded in Femina Hip's content agenda is the mainstreaming of gender equality. Furthermore, we support initiatives and highlight topics that advocate for human and citizen rights, with an emphasis on those that seek to foster independence and positive lifestyles for all young people, particularly girls.





OUR WORK
EDUTAINMENT
MEDIA



Femina Hip communicates and connects with youth through its multimedia platform as well as through face-to-face activities and Active Learning training and in outreach interventions. These initiatives mutually reinforce each other to share knowledge, model behaviors, and provide guidance and inspiration. Both media products and face-to-face activities are designed to connect youth to each other and to Femina Hip: to stimulate conversations and reflection; and to offer an opportunity to speak up, share and express concerns. We carefully craft content through systematic planning to ensure messages in all communication vehicles reinforce each other and are in line with our content agendas.

The following charts provide breakdowns of the audience demographics for our media products. These data came from field research conducted by Ipsos in 2017:

Chart 1: Demographics of Femina Hip's media products by sex

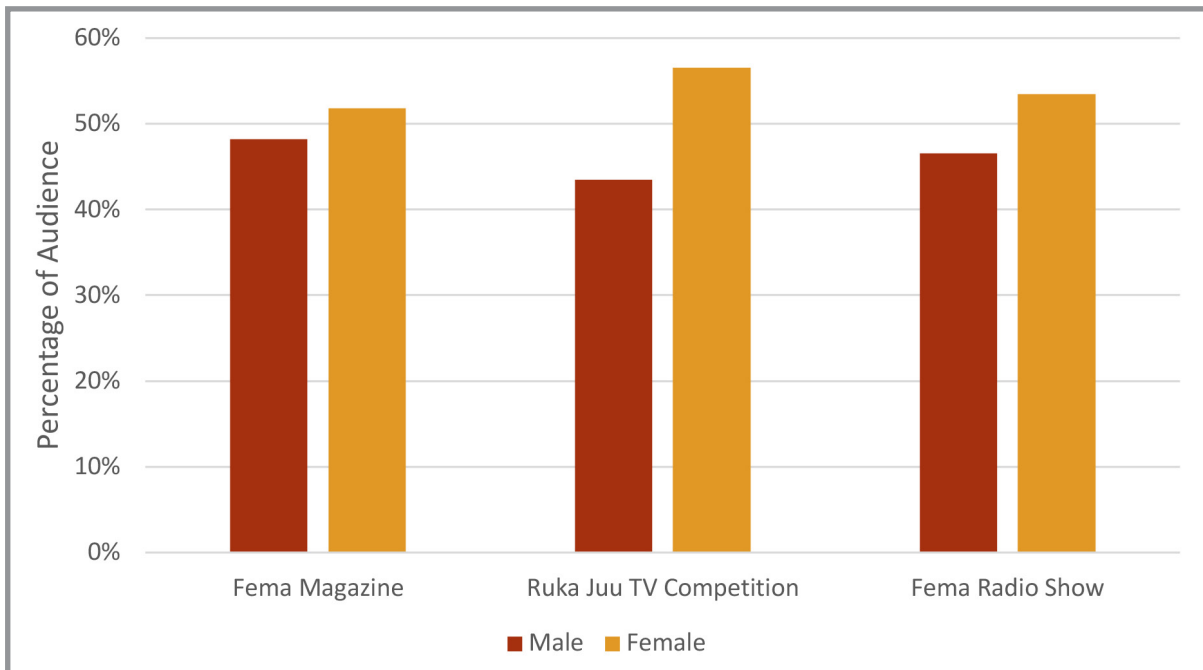


Chart 2: Demographics of Femina Hip's media products by age

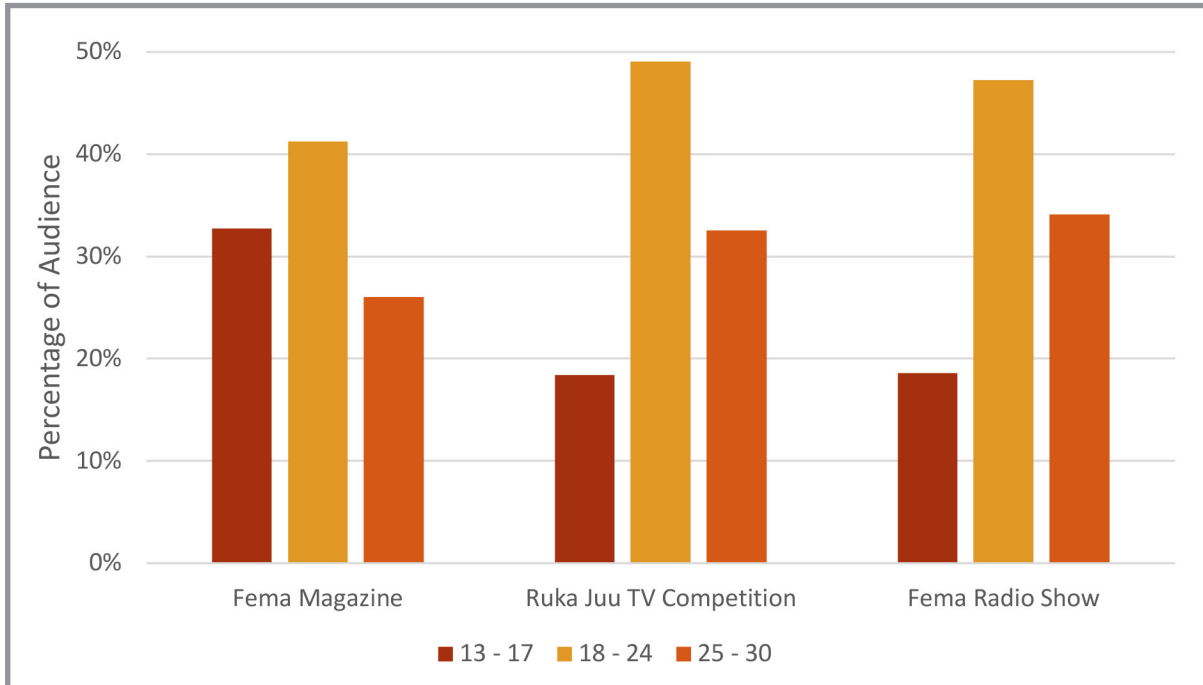


Chart 3: Demographics of Femina Hip's media products by location

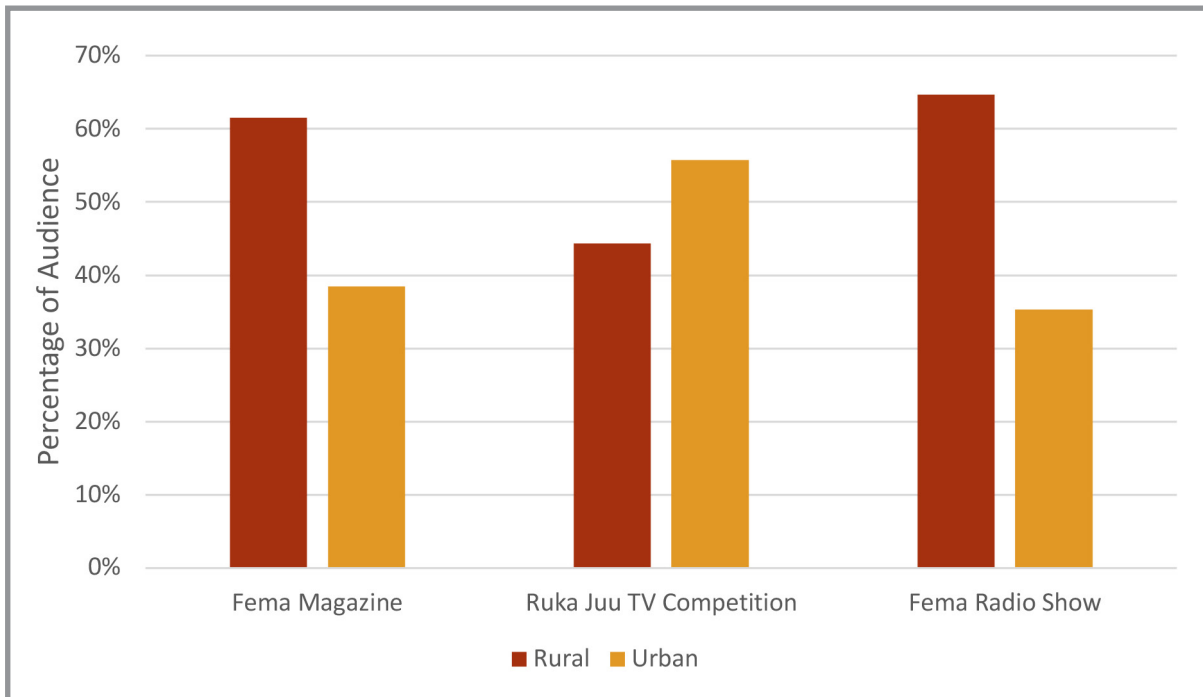
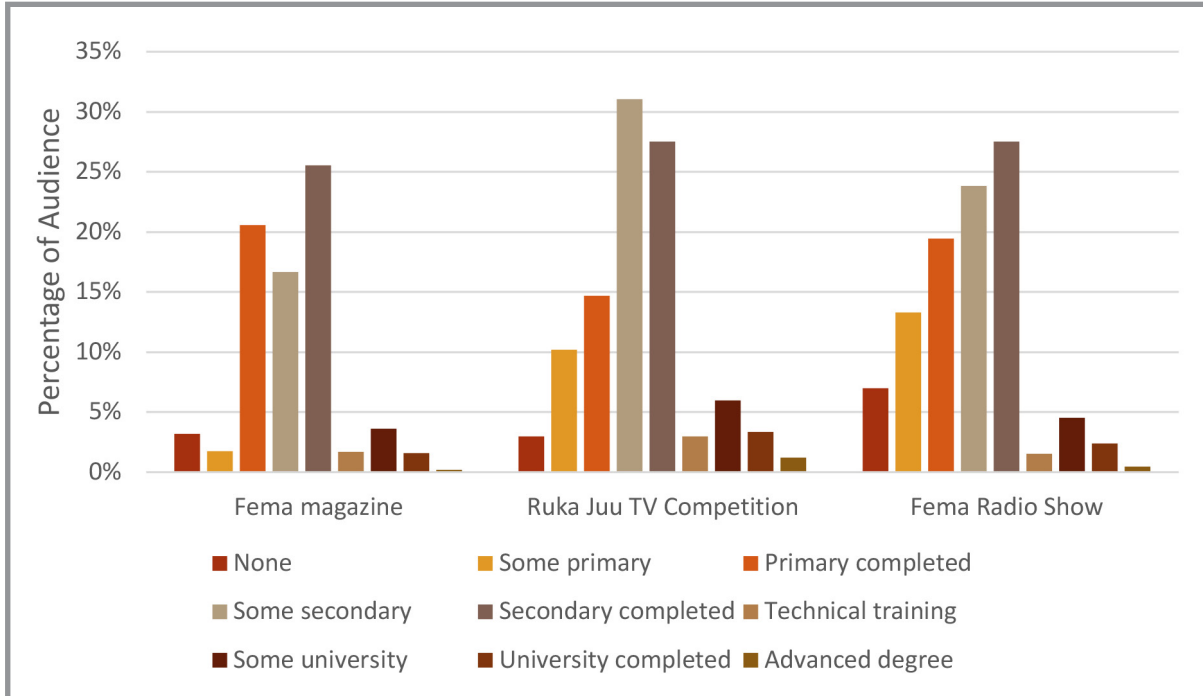


Chart 4: Demographics of Femina Hip's media products by education level





OUR WORK
EDUTAINMENT MEDIA
FEMA MAGAZINE

The 60 page magazine is printed in 120 000 copies and distributed quarterly to secondary schools, Folk Development Colleges (FDCs), vocational schools, and NGOs across Tanzania and includes sections on all three of Femina Hip's strategic areas: SRHR, EE, and CE. The schools that have clubs are prioritized. Each school receives a box of 50 copies of the magazines which are shared using different distribution models. In each district that we work, five copies are distributed to local government officials.

FEMA 42 / JANUARY – MARCH 2017

- **Theme:** Waste Management and recycling.
- **Production location:** Dar es Salaam
- **Funder(s):** Sida, Danida, MST
- **Editorial partner(s):** Sea Sense, Nipe Fagio, The Recycler, UNA, MST, Tandale Youth Group, Praxis Tanzania

This issue aimed to raise awareness on waste management, recycling, and health advocating for the ban of one-use plastic bags here in Tanzania. It explores the jobs that can be generated in these sectors.



The cover story featured Boniventura Mchomvu, a marine project officer with Sea Sense. The organization conducts a range of projects and campaigns on marine wildlife conservation, plastic pollution and waste management.

FEMA 43 / APRIL – JUNE 2017

- **Theme:** Menstrual Hygiene Management.
- **Production location(s):** Shinyanga
- **Funder(s):** Sida, Danida, MST
- **Editorial partner(s):** MST, Hyasintha Ntuyeko (Tanzanian entrepreneur in the disposable sanitary pads business), Jeniffer (Tanzanian producer of reusable pads), Badru & Ian (Male Champions of Menstrual Hygiene Management), the Girl Power team, Fema Clubbers and Mentors in Dar es Salaam, Kahama and Shinyanga



The aim of this issue was to explore Menstrual Hygiene Management and how girls can be supported to manage and take control of their menstrual hygiene.

It introduced the Red Agenda, Femina Hip's strategy for raising awareness on menstruation as an issue that should concern everyone also school authorities that need to accommodate toilet and water facilities in schools as well as access to pads in the emergency first aid kits. The cover story featured the new Femina Girl Power team, a group of young women who have received training on SRHR and youth leadership and whose first task with Femina has been to advocate for the Red Agenda, conducting education in secondary schools and through social media forums, role modelling positive behavior for girls.



OUR WORK EDUTAINMENT MEDIA FEMA MAGAZINE

FEMA 44 / JULY – SEPTEMBER 2017

- **Theme:** Agriculture Value Addition and food processing
- **Production location(s):** Singida
- **Funder(s):** Sida, Danida, MST
- **Editorial partner(s):** SIDO, Chocolate Mamas, SNV, Youth Movement for Change and the Bee Keeping Field school, Singida, Praxis Tanzania, TRA, MST and Strategic Energy (Little Sun).



This was a complementary issue to the Ruka Juu TV show and the Fema Radio show and aimed to promote and empower young entrepreneurs to add value to agricultural products.

The cover story featured Jaki Kweka of Chocolate Mamas, Tanzania's first local producer of chocolate. The issue illustrates how small agriculture business manage registration, raw material sourcing, processing, packaging, branding, marketing, as well as the challenges and successes of their business.

FEMA 45 / OCTOBER – DECEMBER 2017

- **Theme:** Sports and Dance
- **Production location(s):** Dar es Salaam
- **Funder(s):** Sida, Danida, MST
- **Editorial partner(s):** TFF, MST, KTA, Malya Folk Development College, Dar Jogging Club and Unleashed Academy



This issue discussed the important role that sport plays in physical and mental well-being. It also highlights how dance is not only for fun but a cultural expression and form of communication. Furthermore, the jobs that can be generated in this sector.

The cover story featured Issa Abdi Makamba, the captain of Serengeti Boys – the under-17 national football team and his persistence to make it to the top. The issue also features a female football coach and how football is picking up as a sport for young women.

Output/Activity Level

Table 1: Numbers of Fema magazine copies printed



Table 2: Numbers of 'youth reporters' and teachers involved in Fema Magazine production

PARTICIPANT	FEMALE	MALE	TOTAL
Fema Clubbers	197	170	367
Youth (non-Clubbers)	128	104	232
All youth	325	274	599
Fema Club Mentors	14	17	31
Teachers (non-Mentors)	1	4	5
All teachers	15	21	36
Total	340	295	635

Table 3: Numbers of Fema magazine recipients

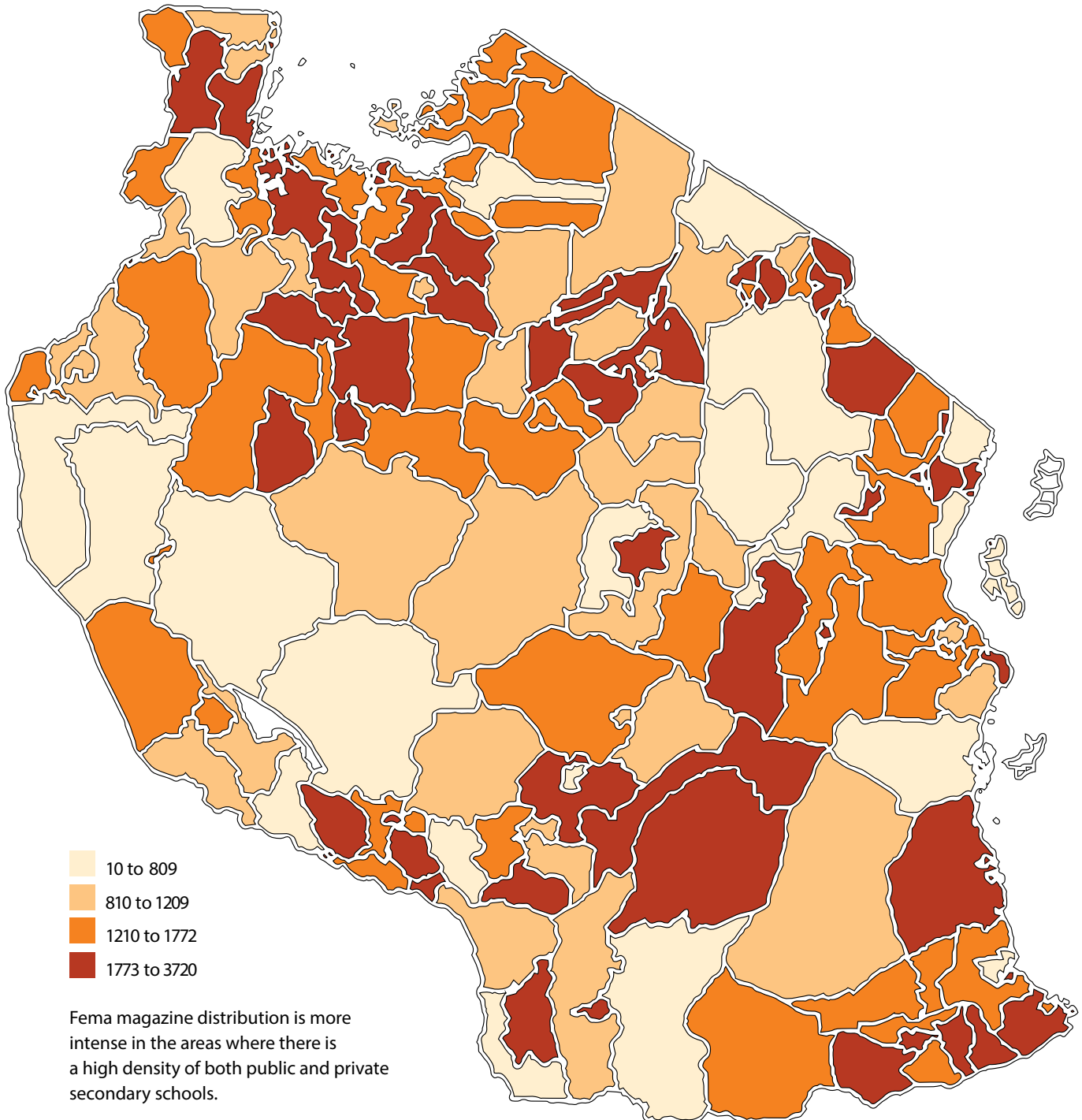
PARTICIPANT	TOTAL
Public secondary schools	2057
Private secondary schools	209
Folk Development Colleges	54
Vocational schools	5
National Central Library	1
Local Government Authorities [LGAs]	204
Ministry of Education	1
Ministry of Information Youth Culture and Sports	1
Non-Governmental Organizations[NGOs]	5



OUR WORK
EDUTAINMENT MEDIA
FEMA MAGAZINE

Output/Activity Level

Figure 1: Map of Fema magazine distribution (number of copies per council)





OUR WORK
EDUTAINMENT MEDIA
FEMA MAGAZINE

Output/Activity Level

Chart 5: Fema magazine issue readership year 2017 by sex

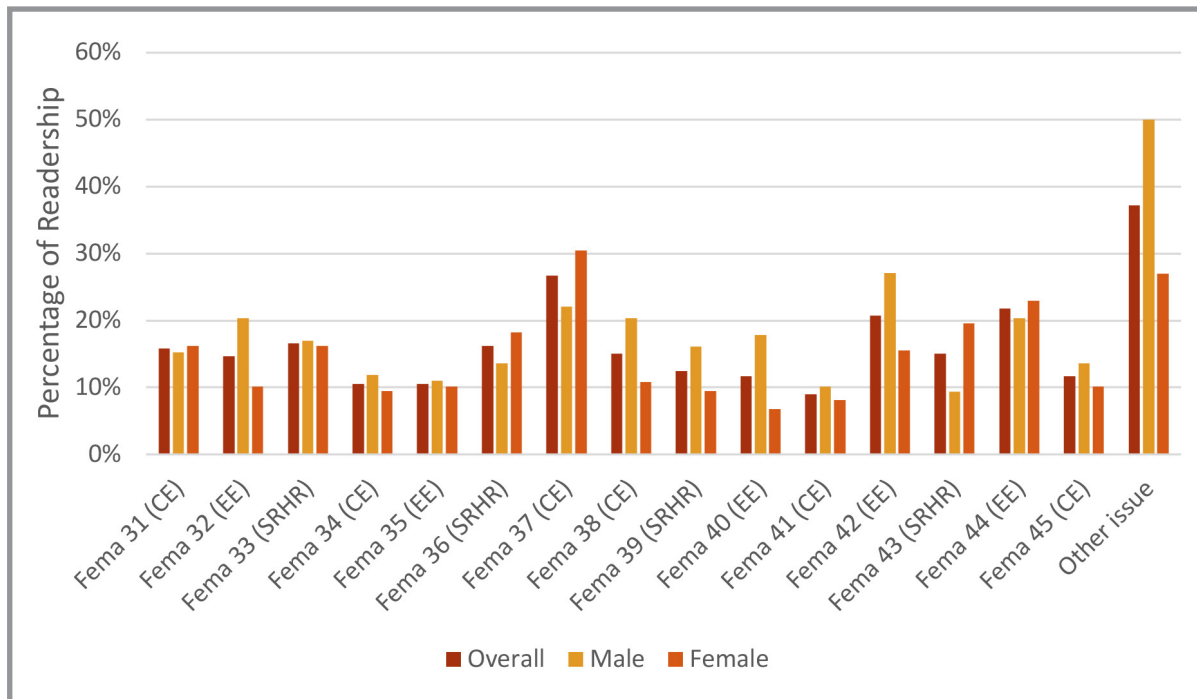
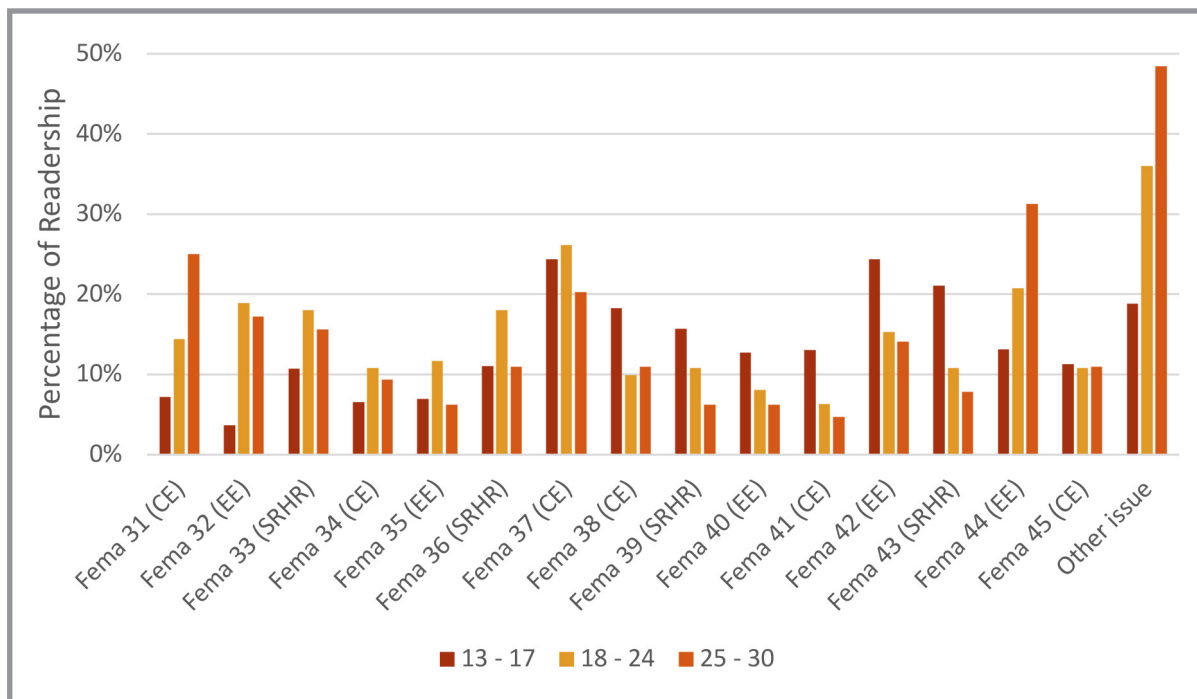


Chart 6: Fema magazine issue readership year 2017 by age



Outcome Level

This year, we contracted Ipsos Tanzania to conduct field research around the outcomes of Fema Magazine.

This research was conducted with 2250 Tanzanians in all the mainland regions of the country. The following tables summarize the results of what the survey respondents who reported having read Fema Magazine learned from it, how the magazine changed their attitudes and self-efficacy, and how they changed their behavior.

Chart 7: Top 10 knowledge and life skills gained from Fema magazine by sex

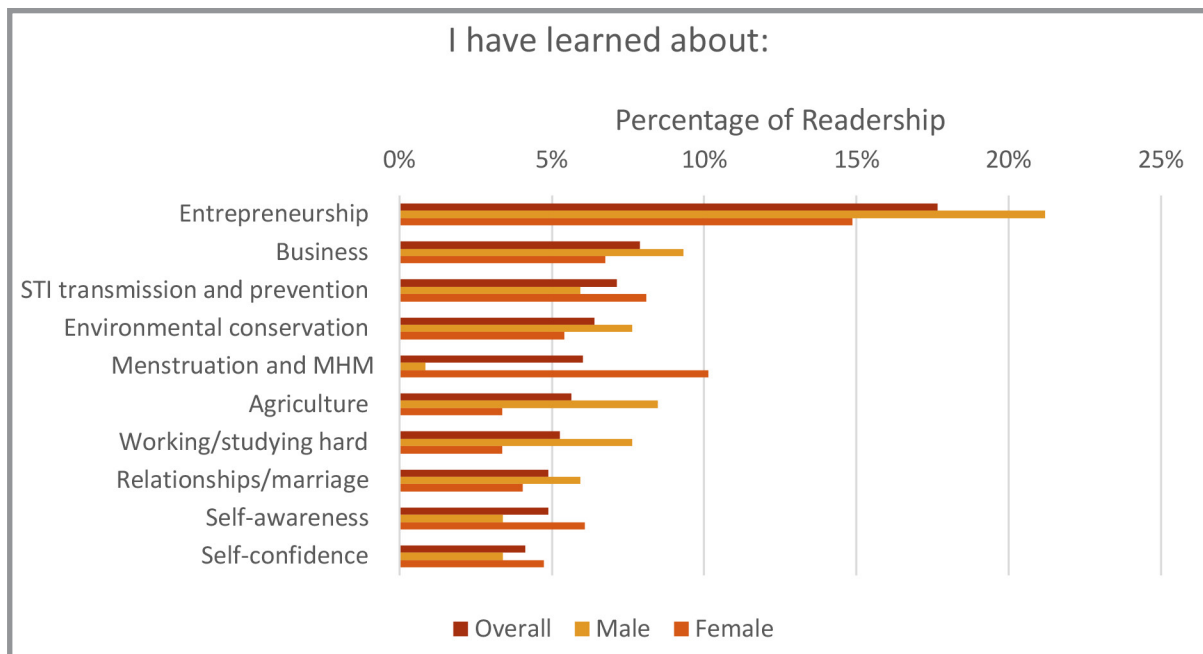
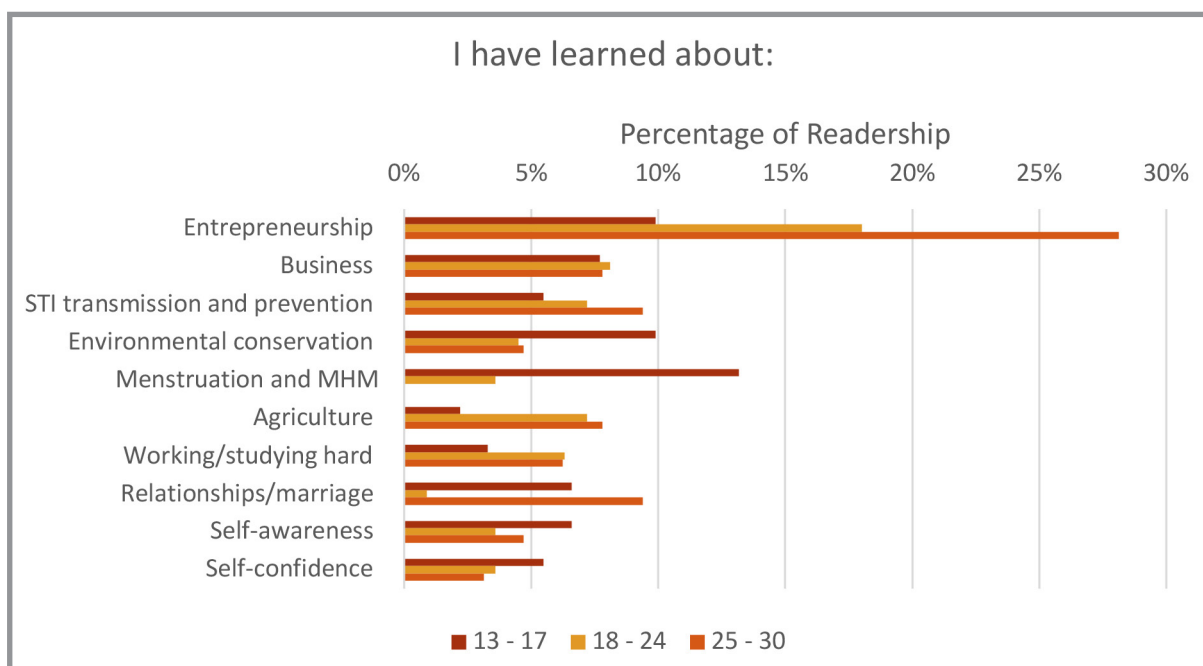


Chart 8: Top 10 knowledge and life skills gained from Fema magazine by age



Outcome Level

Chart 9: Top 10 changes in attitude from reading Fema Magazine by sex

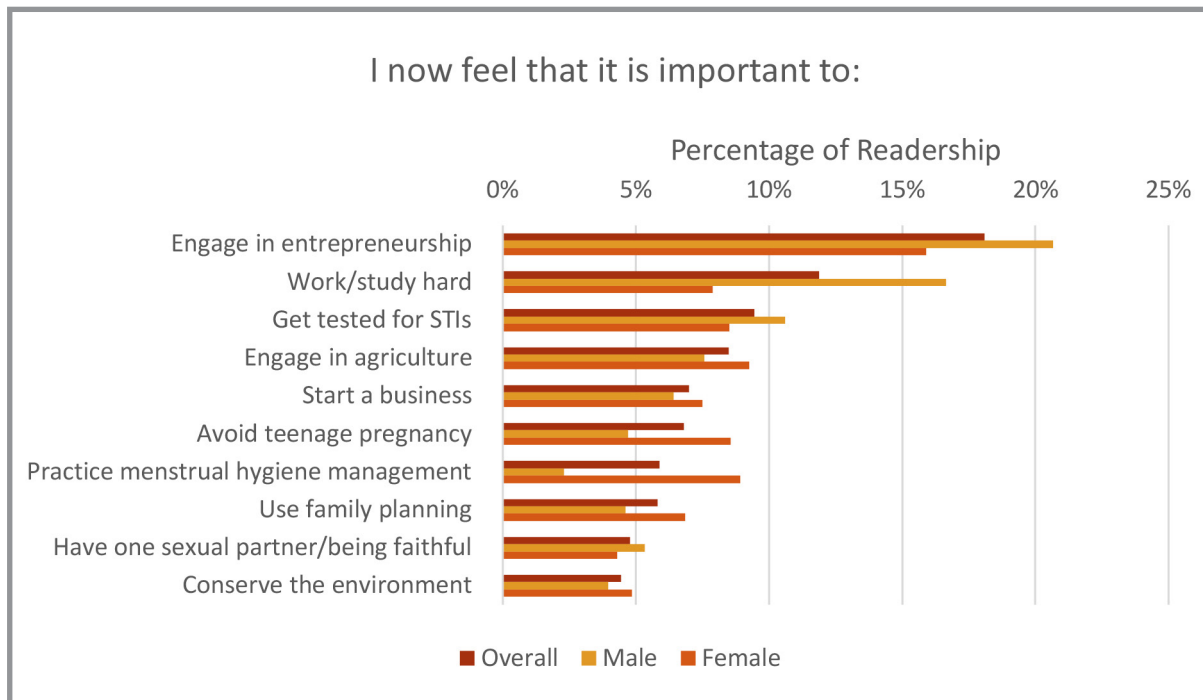
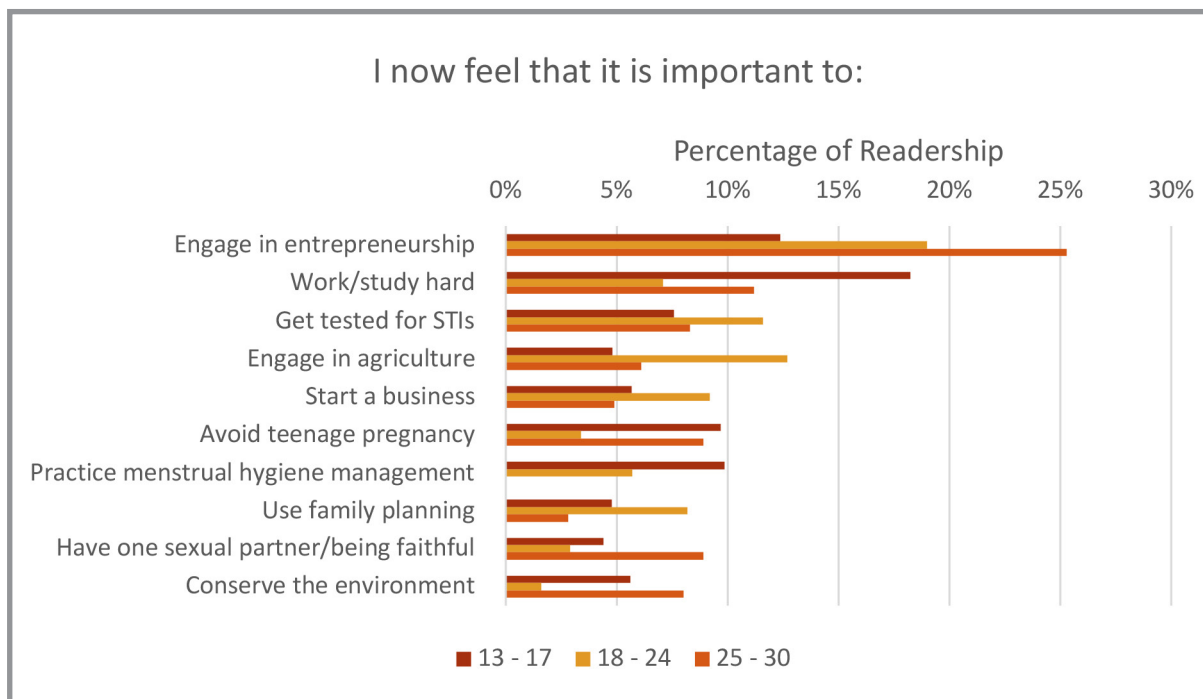


Chart 10: Top 10 changes in attitude from reading Fema Magazine by age



Outcome Level

Chart 11: Top 10 changes in self-efficacy from reading Fema magazine by sex

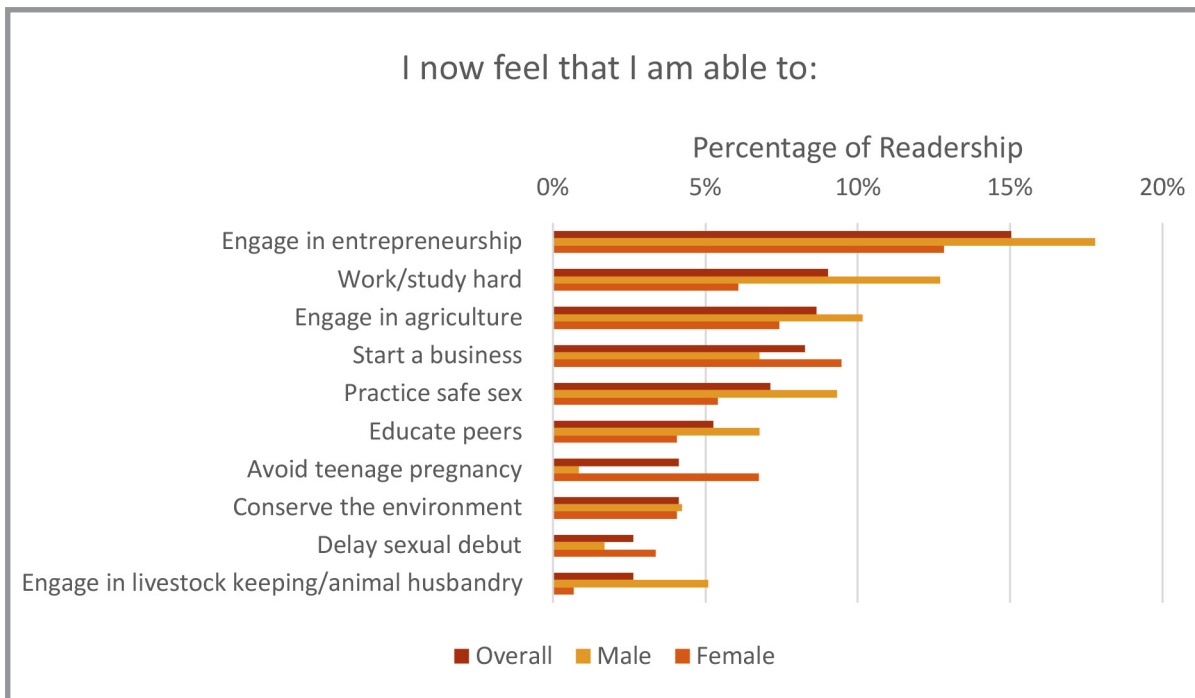
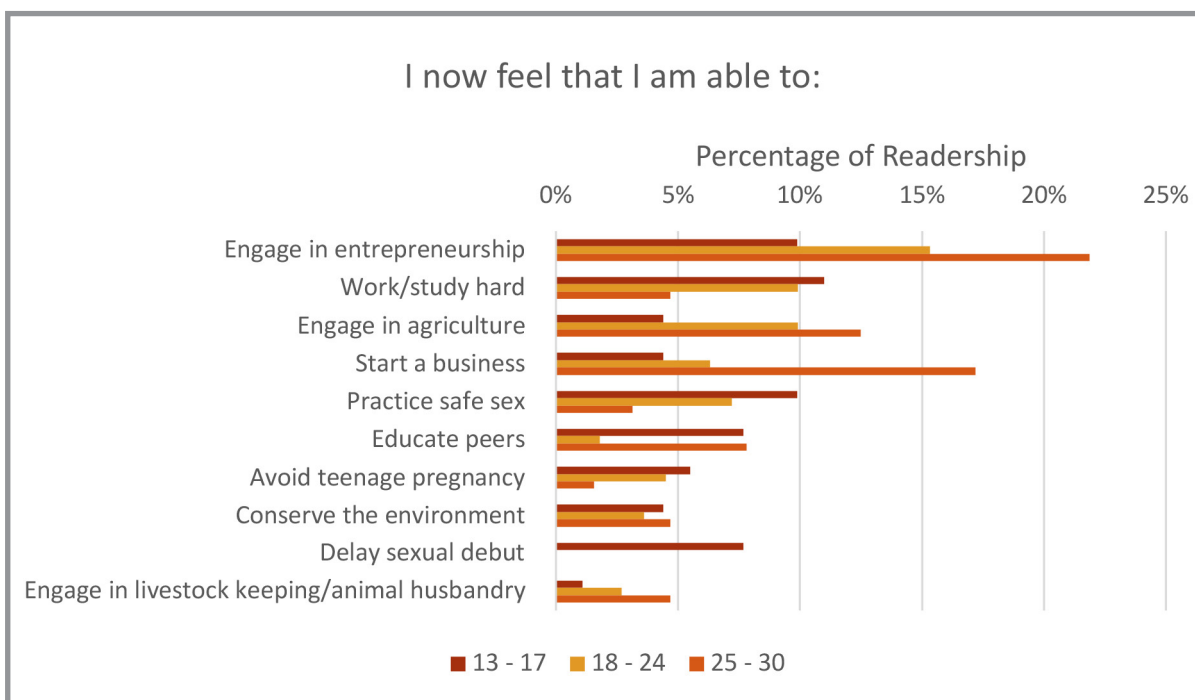


Chart 12: Top 10 changes in self-efficacy from reading Fema magazine by age



Outcome Level

Chart 13: Top 10 changes in behavior from reading Fema magazine by sex

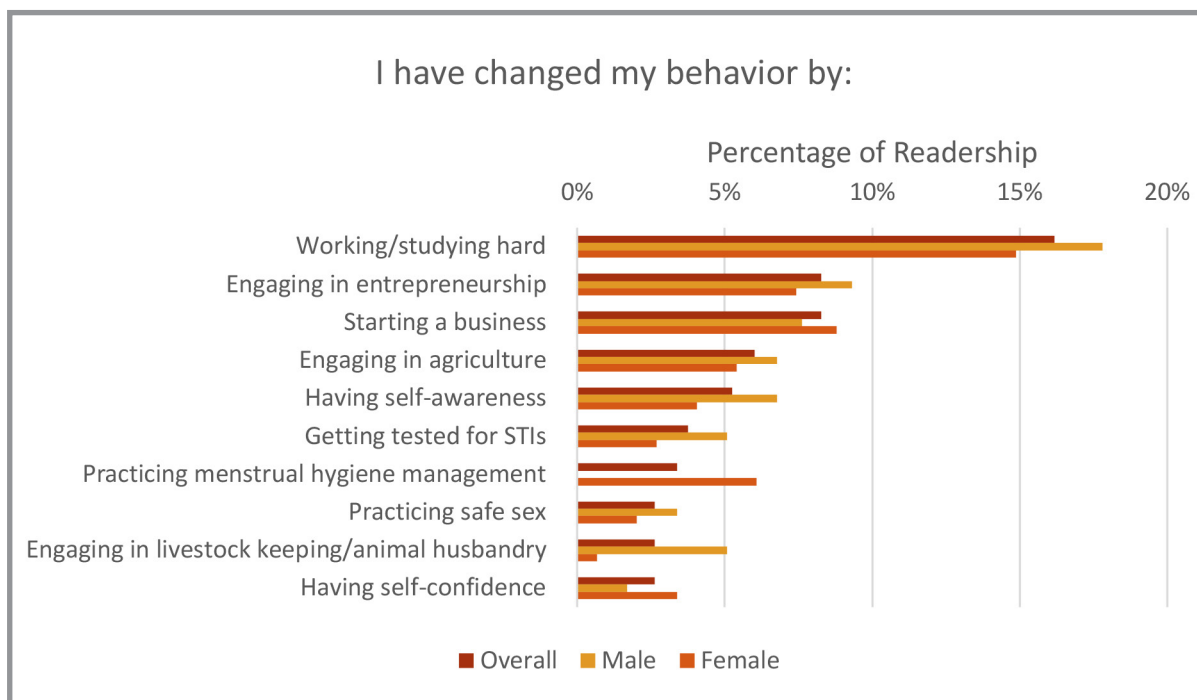
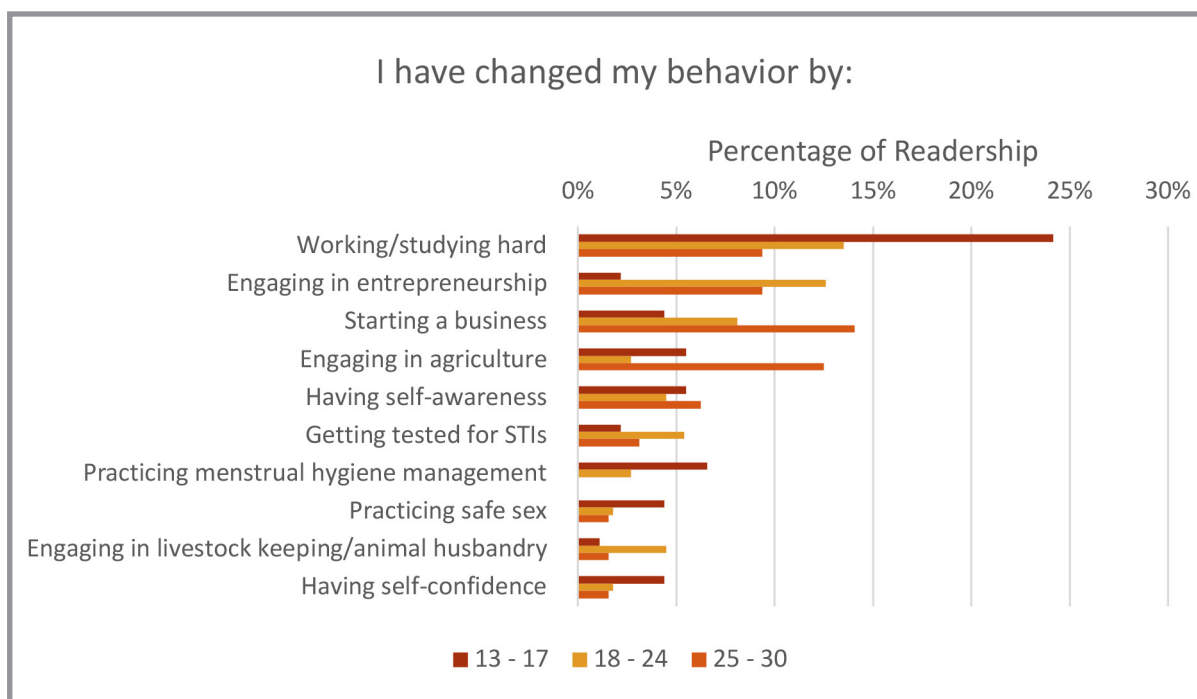


Chart 14: Top 10 changes in behavior from reading Fema magazine by age





OUR WORK
EDUTAINMENT MEDIA
**RUKA JUU TV
COMPETITION**

RUKA JUU - SEASON 3

- **Theme:** Youth in Agriculture Value Addition
- **Production location(s):** Dar es Salaam, Dodoma, Iringa, Kilimanjaro, Morogoro, Mtwara
- **Number of episodes:** 12
- **Station(s) aired on:** EATV, posted on YouTube
- **Airing dates:** 1 October – 31 December 2017
- **Funder(s):** Sida, Danida, Strategic Energy/Little Sun Solar Lamps
- **Content partner(s):** SIDO, FSDT, SNV/OYE Project, Technoserve, TRA, MST, PASS, ANSAF, ILO/Ajira Yangu Project

As a popular education initiative, Femina Hip started addressing the challenges young people face in accessing sustainable livelihoods and economic empowerment in 2008.



At that time, we started looking for interesting 'edutainment' formats to drive this agenda and decided to use a fun, reality-based TV entrepreneurship competition with complementary media including radio, Fema magazine and social media. We called it Ruka Juu ('Jump Up') as we want to see young people 'Jump Up' and take charge of their lives and futures through sustainable livelihoods and job creation. We tailored such a competition to the local setting in Tanzania.

The two first seasons of the Ruka Juu TV entrepreneurship competition were a success. The last produced was about engaging in 'smart' agriculture, and the demand for a follow up has been extensive. We decided to produce a third season, focusing this time on agriculture value addition, to inspire young people to develop small businesses.

We highlight the importance of support organisations – both government and civil society – to the incubation and nurturing of small businesses and show the potential of processing and manufacturing using raw materials from the agricultural sector enabling youth to earn sustainable incomes. The programme contributed to strengthening the awareness and capacities of youth to understand the many stages of value addition and dealing with the regulatory framework for operating and growing businesses in Tanzania.

These goals were accomplished by highlighting the 'case stories' of young people, the contestants, who were running value-added businesses using agricultural products and who were ready to take their business to the next level by further formalizing and expanding their markets. The TV season also showed the benefits of value addition in agriculture and how it contributes to industrialization, enabling entrepreneurs to earn sustainable incomes.



OUR WORK
EDUTAINMENT MEDIA
**RUKA JUU TV
COMPETITION**

Output/Activity Level

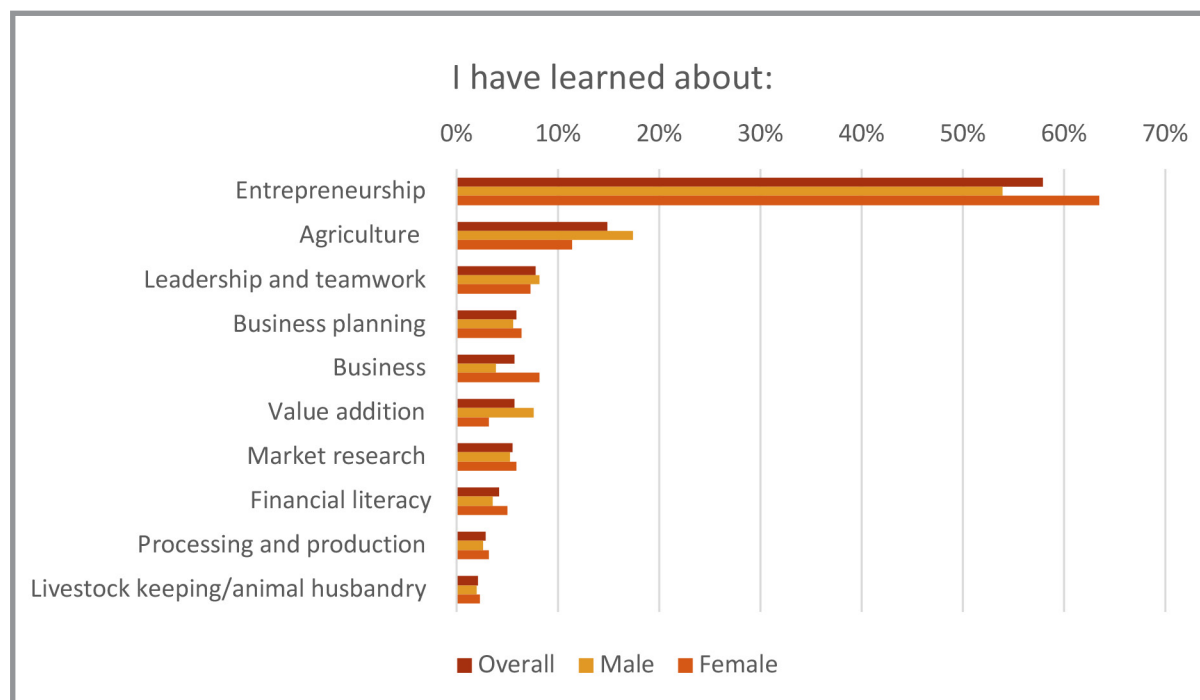
Table 2: Numbers of 'youth reporters' and teachers involved in Fema Magazine production

PARTICIPANT	FEMALE	MALE	TOTAL
Fema Clubbers	0	0	0
Youth (non-Clubbers)	6	10	16
All youth	6	10	16
Fema Club Mentors	1	5	6
Teachers (non-Mentors)	5	9	14
All teachers	6	14	20
Total	12	24	36

Outcome Level

This year, we contracted Ipsos Tanzania to conduct a phone survey around the outcomes of Ruka Juu. This research was conducted with 523 Tanzanians in all mainland regions of the country. The following tables summarize the results of what the survey respondents who reported having watched Ruka Juu TV this year and learned from it, how the show changed their attitudes and self-efficacy, and how they changed their behavior.

Chart 15: Top 10 knowledge gained from watching Ruka Juu by sex



Outcome Level

Chart 16: Top 10 knowledge gained from watching Ruka Juu by age

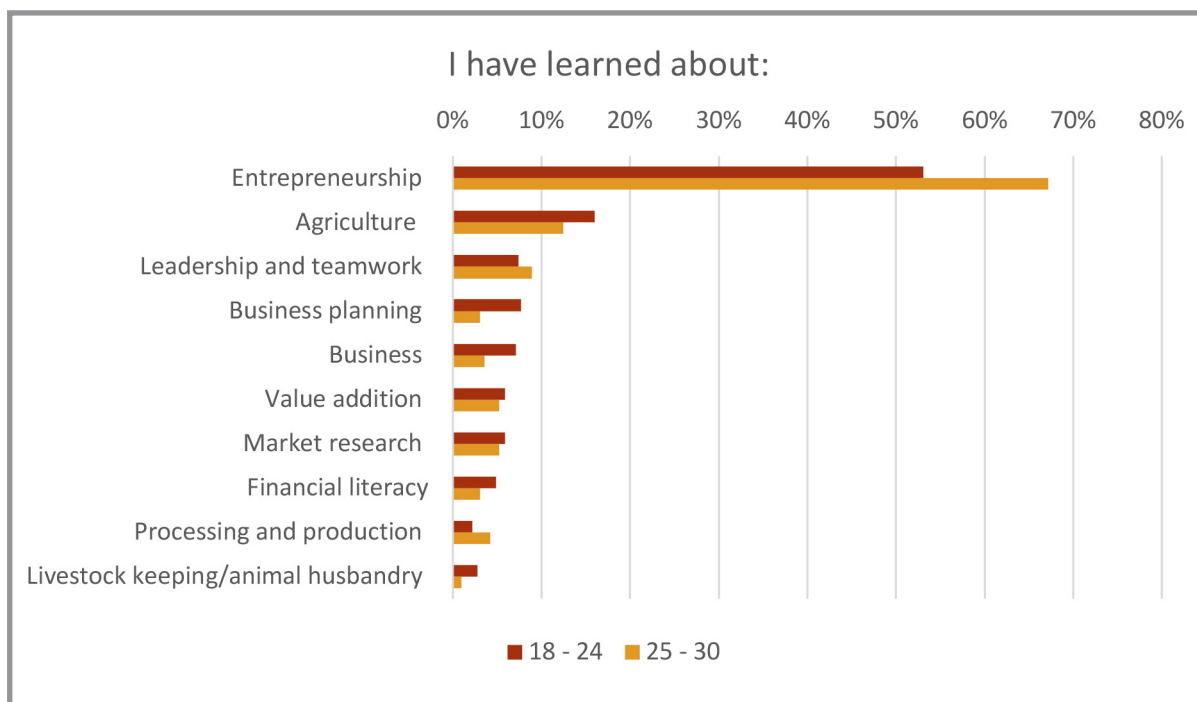


Chart 17: Top 10 changes in attitude from watching Ruka Juu by sex





OUR WORK
EDUTAINMENT MEDIA
RUKA JUU TV
COMPETITION

Outcome Level

Chart 18: Top 10 changes in attitude from watching Ruka Juu by age

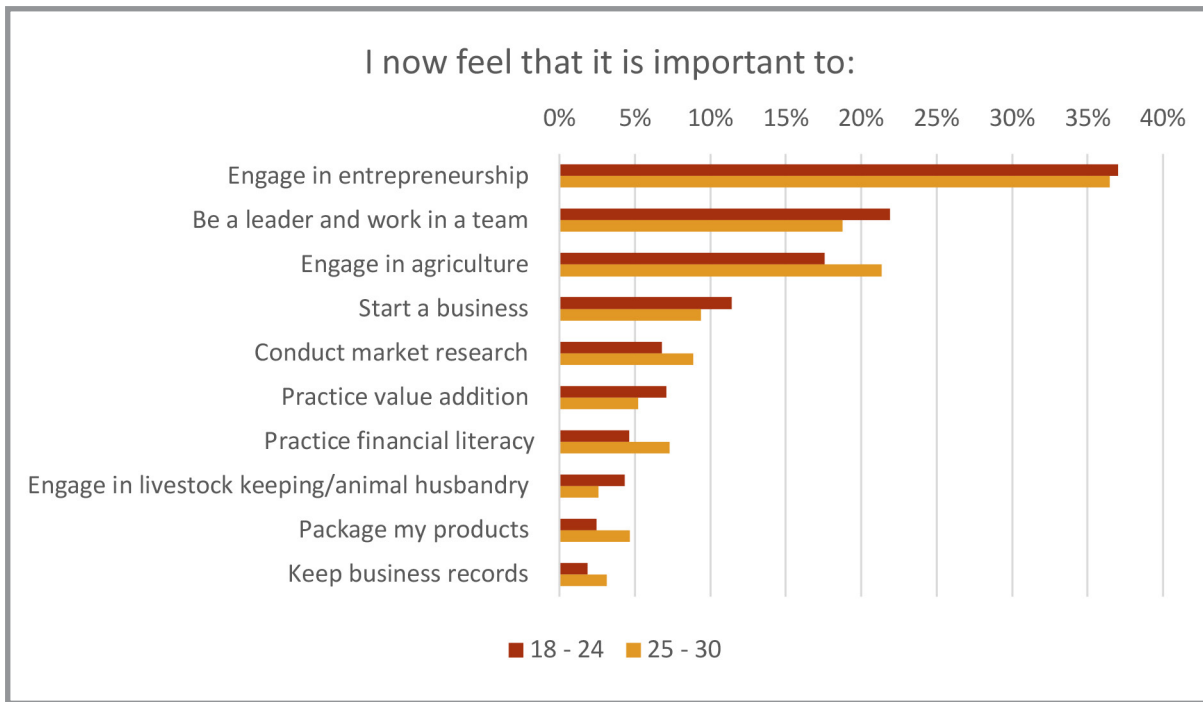
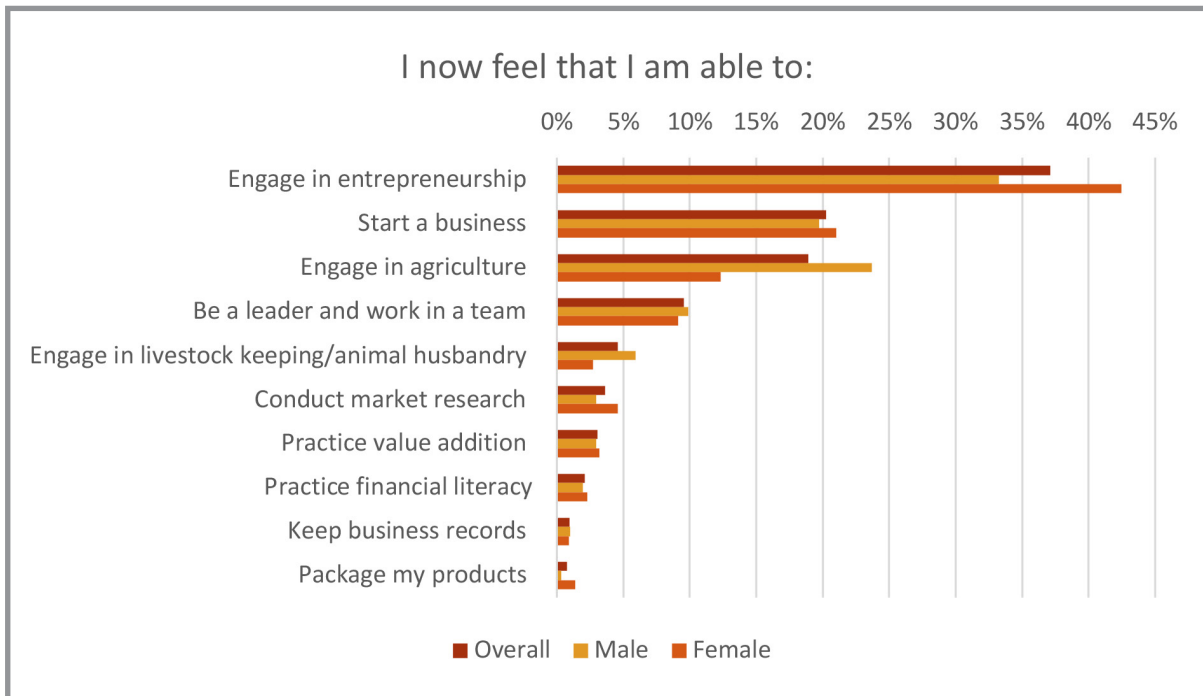


Chart 19: Top 10 changes in self-efficacy from watching Ruka Juu by sex



**OUR WORK
EDUTAINMENT MEDIA
RUKA JUU TV
COMPETITION**

Outcome Level

Chart 20: Top 10 changes in self-efficacy from watching Ruka Juu by age

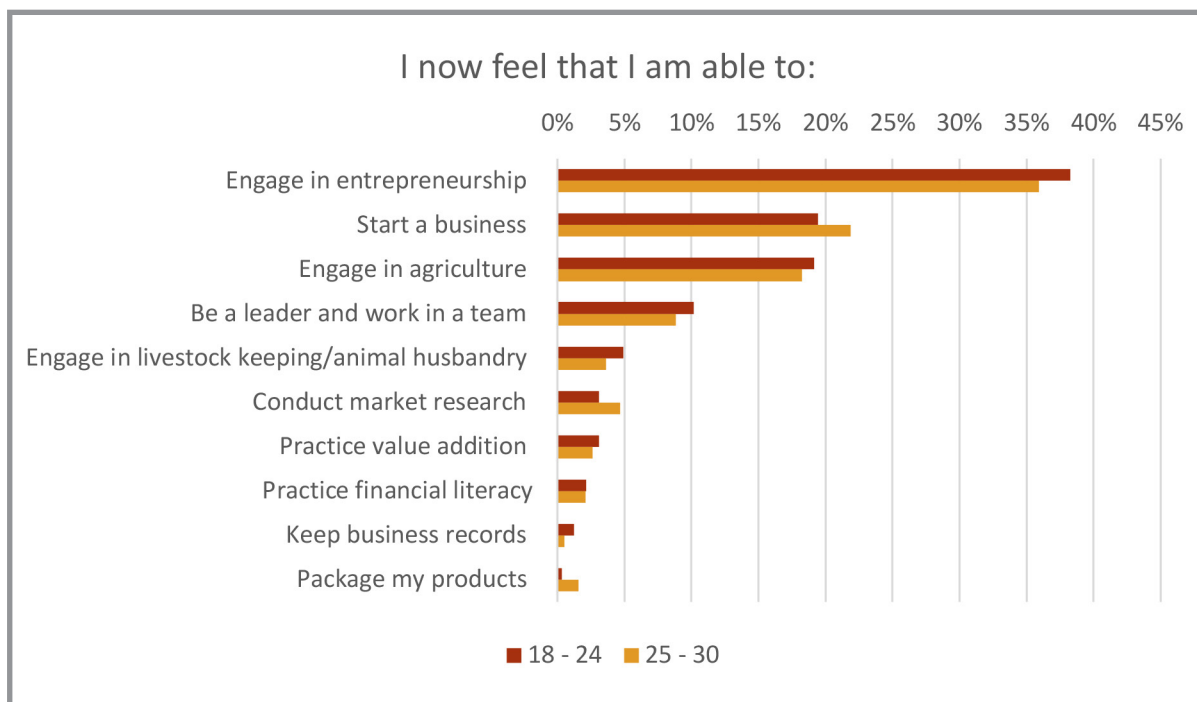
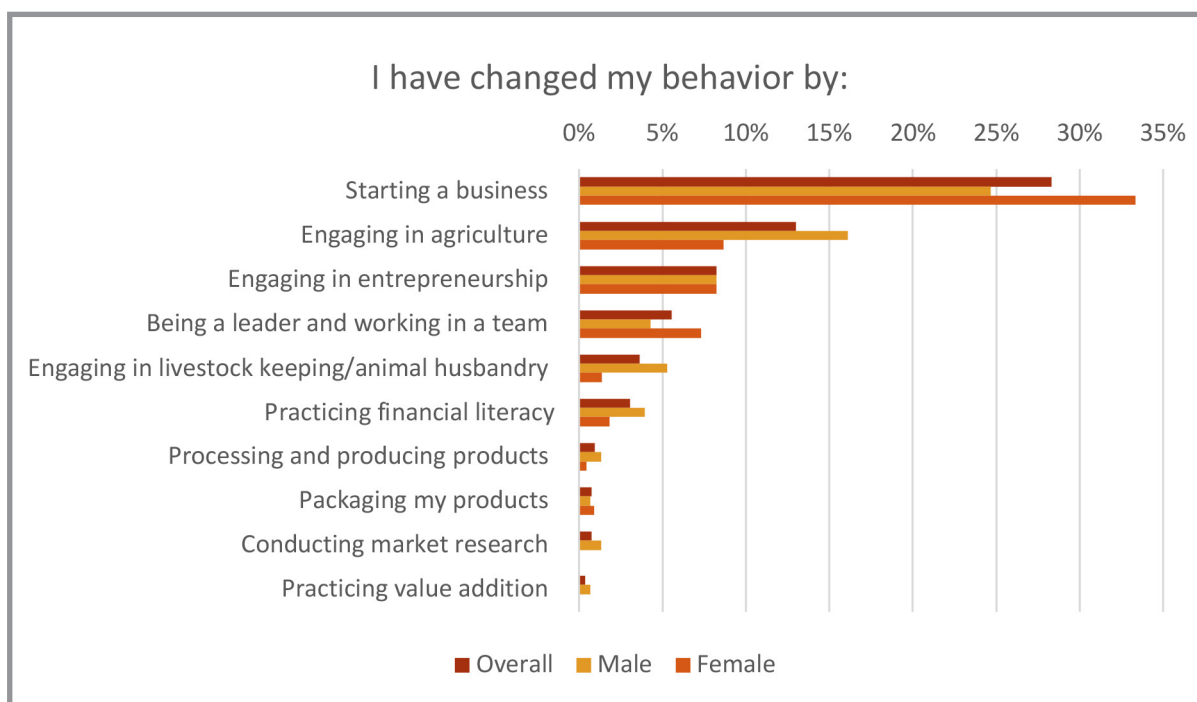


Chart 21: Top 10 changes in behavior from watching Ruka Juu by sex

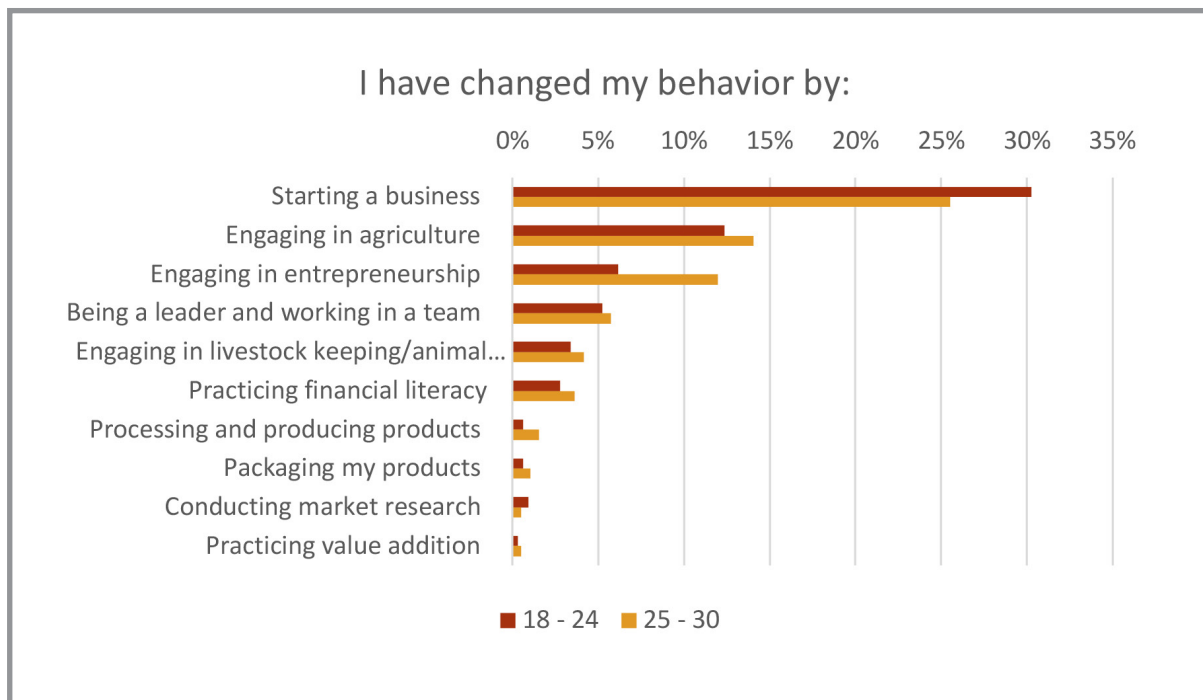




OUR WORK
EDUTAINMENT MEDIA
**RUKA JUU TV
COMPETITION**

Outcome Level

Chart 22: Top 10 changes in behavior from watching Ruka Juu by age



Analysis of the survey findings

In the year 2017 Femina Hip had a strong focus on entrepreneurship and economic empowerment. As noted, we produced the Ruka Juu TV entrepreneurship competition with focus on agriculture value addition, and we complemented this with a three-month Fema radio series and a theme issue of the Fema magazine focusing on the same topic. The campaign promoted and empowered young entrepreneurs from across Tanzania to add value to existing agricultural products by understanding and accessing markets; understanding the process of setting up and registering a business; using technology and innovation for processing; understanding the importance of branding and working in teams. To create a comprehensive campaign, social media was also used to reinforce the messaging and advertise the content. 'Active learning' and challenges which involved Fema Clubs and youth networks were also encouraged. So Femina conducted both media-based education as well as face to face training.

This intense investment in entrepreneurship is clearly mirrored in the survey results for 2017. During the year our audience learnt a lot more about entrepreneurship than SRHR. However, it should be noted that when the surveys were conducted in December the campaign was on going and therefore probably reflects an intense engagement with the Ruka Juu entrepreneurship agenda. The Fema magazine issues on menstrual hygiene management and 'Girl Power' shows that particularly younger girls engaged with this content which was our aim. The data presented in the survey graphs therefore reflect the expected outcomes of our program implementation for 2017 and when we compare with our baseline survey for the year 2016 we have met the targets of our annual results framework.



OUR WORK
EDUTAINMENT MEDIA
**RUKA JUU TV
COMPETITION**

Fema TV Ruka Juu Contestant Testimonials



FRANCISCA CYPRIAN

**Massawe spice mixer and packer
SNV Oye skills program**

"Through participation in the Ruka Juu TV competition I received training on business branding, marketing, product quality, business registration, licensing and adhering to government regulations. One immediate output from my participation in the show is that I have received prospective agents for my business in other regions which will be important for expansion. Someone who saw me on TV and learnt of my spice business gave me farmers' contacts and advised me to buy directly from the farmer since there are benefits such as reduced cost. Before the Ruka Juu TV competition, I bought produce only from city markets. Currently I buy directly from the farmers and I see improved quality in my products since the raw material has not been in storage and is therefore fresh. Ruka Juu has therefore offered me the opportunity to explore more sources of raw material and I appreciate that."



HAMADI MKUKI

**Shoe maker in Dodoma
SNV Oye skills program**

"I have gained a lot from participating in Ruka Juu TV. To start with, more skills such as accounting for income and expenditure, product quality control and branding my business to distinguish myself from other makers of leather products. Since appearing on Ruka Juu TV, and getting exposure, we've received very large orders that are beyond our production capacity. I promise customers delivery but in fact I do not have enough capital for production. I have 200 orders for sandals and 22 for shoes right now. This is a challenge. My capital only allows for production of sandals and a few shoes since we do not have our own machinery for making shoes but use SIDO's. Our incubation period with SIDO is over now so we can no longer access these machines freely. I plan to register and license my business so that I can be eligible for a government loan from the Youth Development Fund. We need our own machines."



JAMILA MANENGELO

**Mixing and packaging
fortified flour in Dar es Salaam
SIDO and ILO training**

"My customer base has increased since participation in the Ruka Juu TV helped me gain skills to brand, market and advertise my product throughout the competition and my product value has increased. Before Ruka Juu TV, I produced 200 kg of fortified flour a month, after I am producing 500 to 600 kg a month. With a good grinder and cleaning machine, I could produce up to 2 tons a month, but I'm not there yet. There are various ways youth can be empowered, and I assist, I often get invited to sensitize the youth on entrepreneurship. If I managed to start my business with capital of only twenty thousand shillings, other youth can too. I have arranged to organize a promotion of my products to youth at universities and other places, where I can also instruct youth on entrepreneurship."



OUR WORK
EDUTAINMENT MEDIA
**RUKA JUU TV
COMPETITION**

Fema TV Ruka Joo Contestant Testimonials



MSASA MNYALAPE

Drying and packaging vegetables and fruits in Iringa, Buni Hub internet training

"I started my business by Googling and getting the information I needed. However, before participation in Ruka Joo TV, my sales were low. For my fruit product for instance, I would sell only 30%, after Ruka Joo I am selling up to 60%. I make my own solar drying device and to my surprise the demand for the devices has increased beyond expectation. I sold 5-6 devices in the past. After Ruka Joo TV shows and a fourth prototype, sales have increased to 10-15 devices a month at 600,000 Tsh a device. My quality of life has improved and so has my business. Ruka Joo TV added to my knowledge, especially when I got to meet the representatives from regulatory bodies like TRA who were present for instructions and questions at the 'boot camp'. I now know I need legal assistance when it comes to business contracts. My life in general has improved and my wife is very proud of me. Although she was hesitant at first, she is now fully committed and assists in marketing the business."



SHEM ULENJE

Cashew nut processor and packer in Mtwara ANSAF, ILO training

"After Ruka Joo TV there have been changes, from producing and selling 500 kg of cashews before to 1-2 tons a month now. I was fortunate to receive an order for my product after the TV show that requires at least 200 kg a week. I was fortunate, after participation in the Ruka Joo TV the District office offered me processing machines free of charge so I can now meet the demand and quality. I receive very large orders now, even from Uganda, which means I require a frequent and reliable supply. I urge any supplier with good produce to sell to me and I will pay in cash to offset the demand. We have a cashew growers' union for women where I am active. Collectively production can be increased to meet the ever-growing demand of customers. I urge women and youth like me to get involved as there is high demand for cashew nuts in the market."



HUSSEIN NANGA

Soap maker in Morogoro, SNV Oye program

"My life has improved, and I have gained a lot from participating in the Ruka Joo TV competition. Truthfully, I had very low sales before. I sold 3 litres of liquid soap and 3-5 bars of soap a day. After Ruka Joo TV, I sell up to 10 litres of liquid soap and up to 50 bars of soap a day. Marketing can make or break your business. I have learned a lot about product branding and advertising through this experience. I have created flyers for the business and I am now on social media such as WhatsApp, Twitter, Facebook and Instagram promoting my products. I am getting new customers – I received a call from a customer who proposed an agreement where I would ship products via bus and they would wire me money."



OUR WORK
EDUTAINMENT MEDIA
FEMA RADIO SHOW

FEMA RADIO SHOW, SEASON 8

- **Theme:** Nguvu ya Binti 'girl power'
- **Production location(s):** Dar es Salaam
- **Number of episodes:** 12
- **Station(s) aired on:** CRN
- **Airing dates:** 10 May – 30 July 2017
- **Funder(s):** Sida, Danida
- **Editorial partner(s):** Youth volunteers

This season of Fema Radio Show served as a follow-up to the Nguvu ya Binti 'girl power' TV show focusing on citizen and voter education which aired in 2015 in advance of the general election.



The audio content of each episode of Nguvu ya Binti was turned into a radio program, allowing us to re-use our existing media content and to broadcast in a new fashion. Due to the passage of time since the election, the episodes were edited, and new additional material was recorded.

The season delivered essential information on election processes, offered inspiration to participate in advocacy organizations, encouraged Tanzanians to hold institutions and organizations (including parliamentary candidates) accountable to their mandates, and showcased active and engaged girls stepping up to leadership. Youth were shown how to join and actively participate in women's associations, youth networks, and political parties that support gender equality and rights. Giving a 'voice' to girls is an essential part of democracy and constitutes a fundamental citizen right and that was an underlying message throughout the series.



OUR WORK
EDUTAINMENT MEDIA
FEMA RADIO SHOW

FEMA RADIO SHOW, RUKA JUU, SEASON 9

- **Theme:** Youth in Agriculture Value Addition
- **Production location(s):** Dar es Salaam, Dodoma, Iringa, Morogoro
- **Number of episodes:** 12
- **Station(s) aired on:** Clouds FM and CRN FM network
- **Airing dates:** 8 October – 24 December 2017
- **Funder(s):** Sida, Danida
- **Editorial partner(s):** SIDO, FSDT, SNV/OYE Project, Technoserve, TRA, MST, PASS, ANSAF, ILO/Ajira Yangu Project



A companion season to the Ruka Juu TV show, this season of Fema Radio Show focused on empowering young entrepreneurs on adding value to existing agricultural products. Specific topics included using technology and innovation for processing, understanding and accessing markets, business registration, setting up cooperatives, branding, marketing, and maximizing business growth and profit.

It also stressed the value of joining a membership organization, such as Tanzania Chamber of Commerce (TCCIA), and participating in trade fairs and exhibitions. The radio programme discussed young people's contributions to adding value to agricultural products, enhancing production of local products, and business regulation in Tanzania. The program also delineated the contribution of parastatal organizations, such as SIDO and civil society partners, that assist young entrepreneurs in developing their businesses by providing them with skills development.

Output/Activity Level

Table 5: Numbers of 'youth reporters' and teachers involved in Fema Radio Show production

PARTICIPANT	FEMALE	MALE	TOTAL
Youth Reporters	14	12	26
Fema Clubbers	27	34	61
Youth (non-Clubbers)	6	6	12
All youth	47	52	99
Fema Club Mentors	0	3	3
Teachers (non-Mentors)	0	0	0
All teachers	0	3	3
Total	47	55	102

Outcome Level

This year, we contracted with Ipsos Tanzania to conduct a phone survey around the outcomes of Fema Radio Show. This research was conducted with 352 Tanzanians in all mainland regions of the country. The following tables summarize the results of what the survey respondents who reported having listened to Fema Radio Show learned from it, how the show changed their attitudes and self-efficacy, and how they changed their behavior.

Chart 23: Top 10 knowledge gained from listening to Fema Radio Show by sex

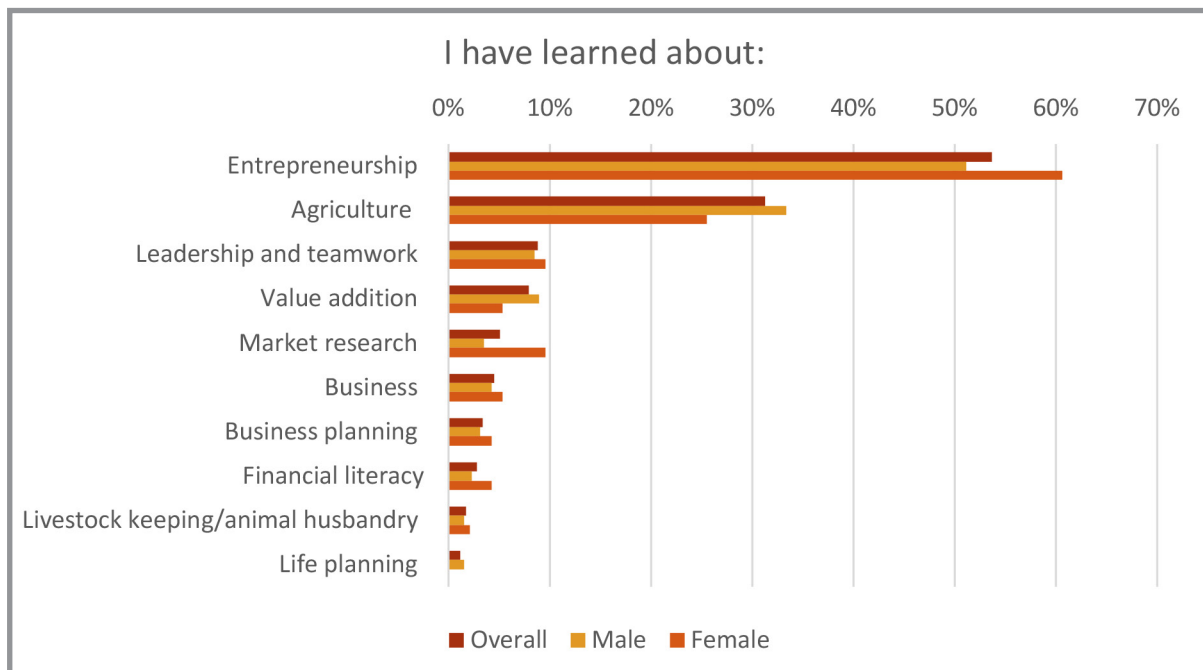
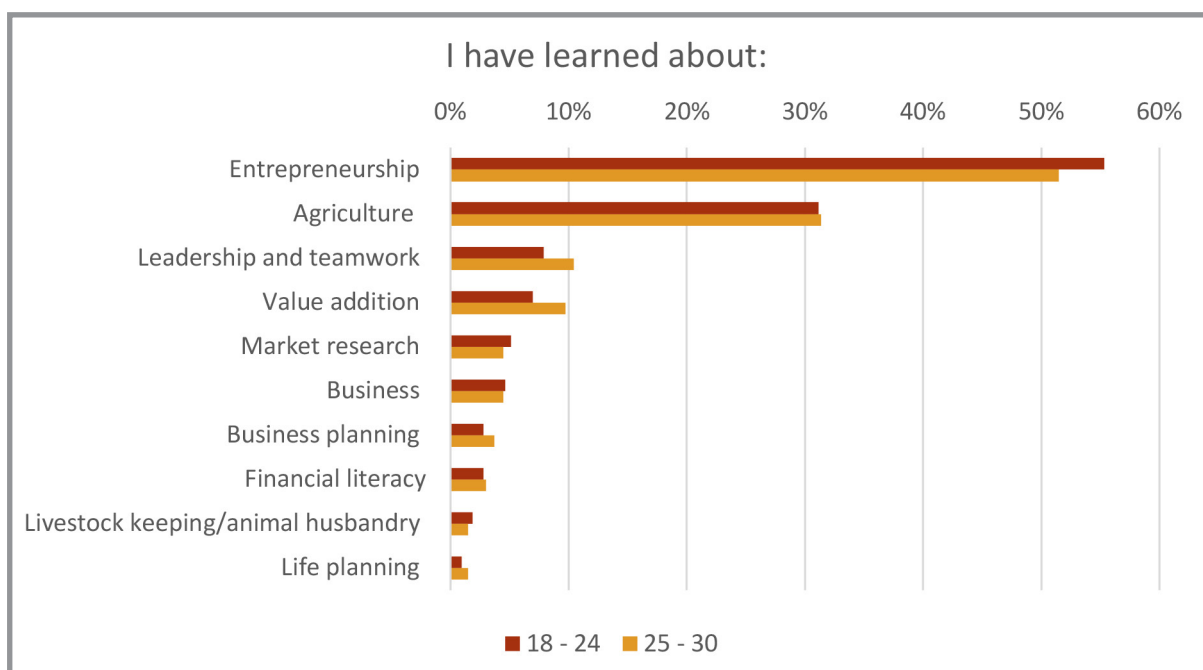


Chart 24: Top 10 knowledge gained from listening to Fema Radio Show by age



Outcome Level

Chart 25: Top 10 changes in attitude from listening to Fema Radio Show by sex

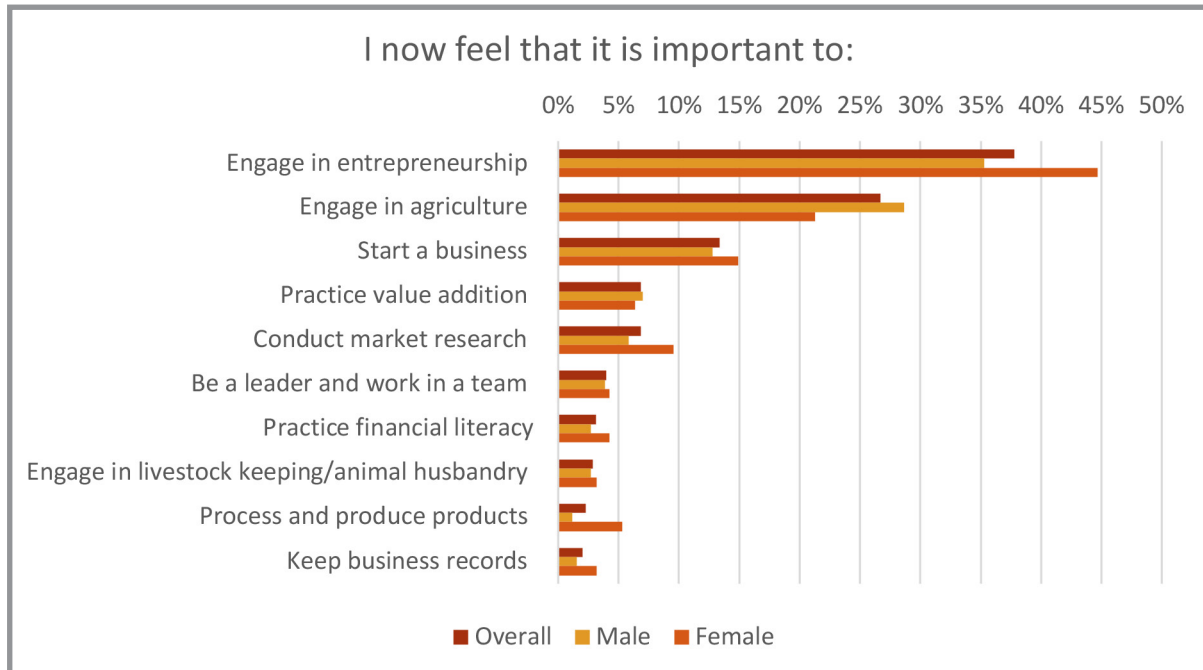
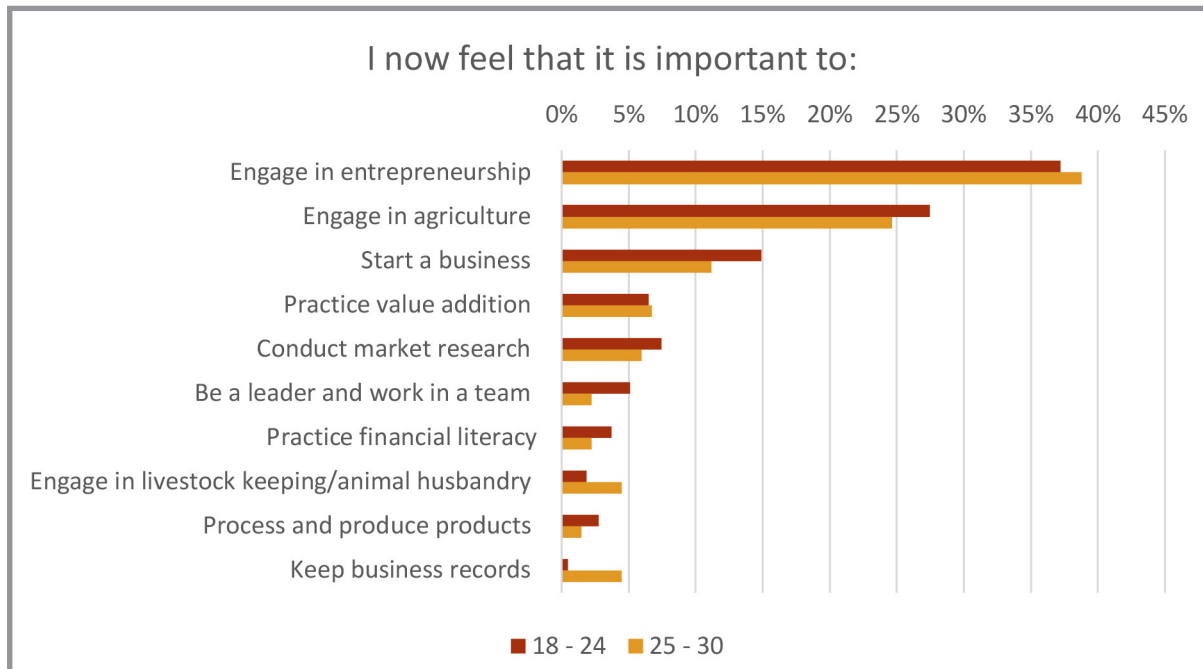


Chart 26: Top 10 changes in attitude from listening to Fema Radio Show by age



Outcome Level

Chart 27: Top 10 changes in self-efficacy from listening to Fema Radio Show by sex

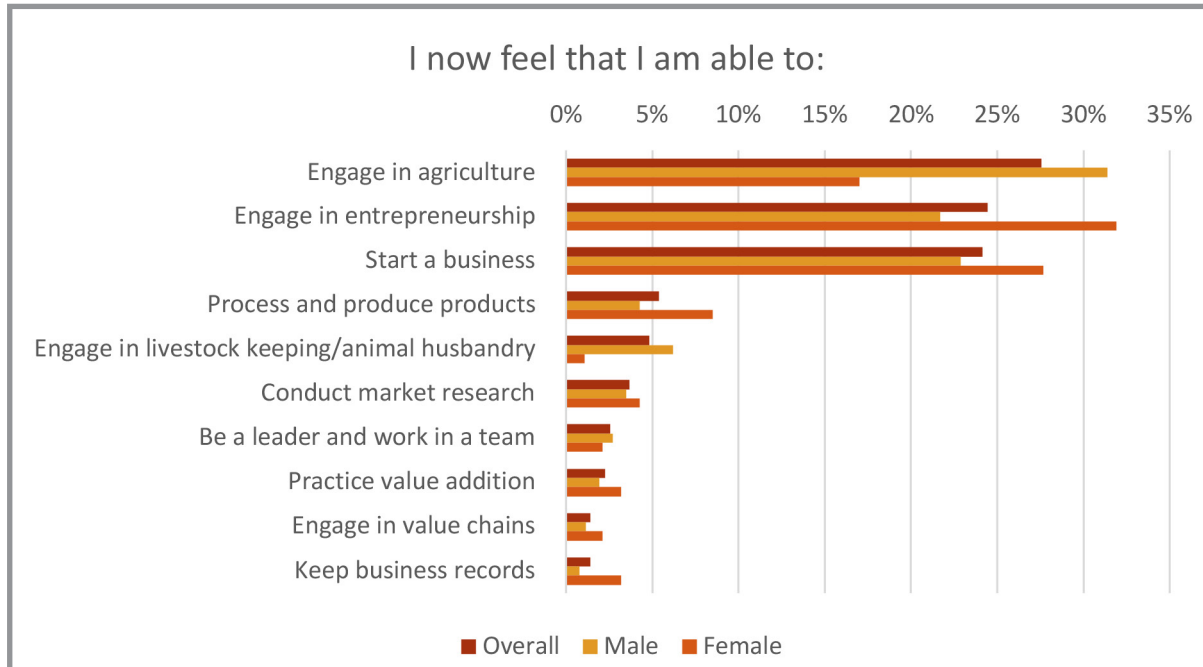
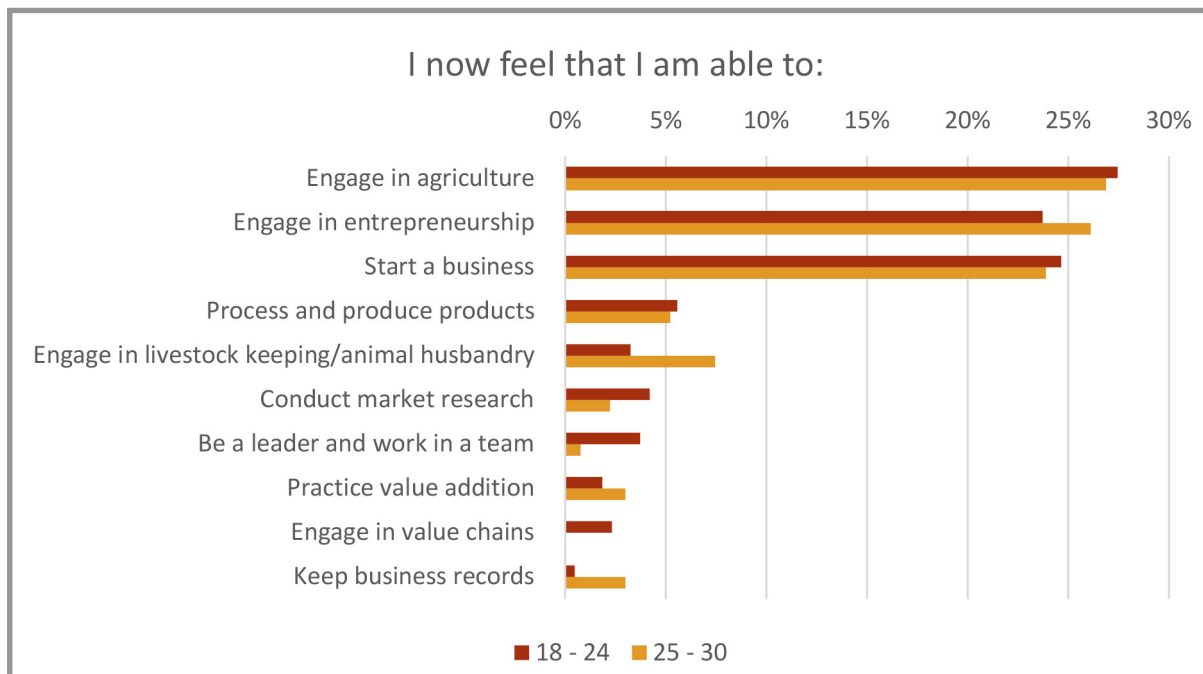


Chart 28: Top 10 changes in self-efficacy from listening to Fema Radio Show by age



Outcome Level

Chart 29: Top 10 changes in behavior from listening to Fema Radio Show by sex

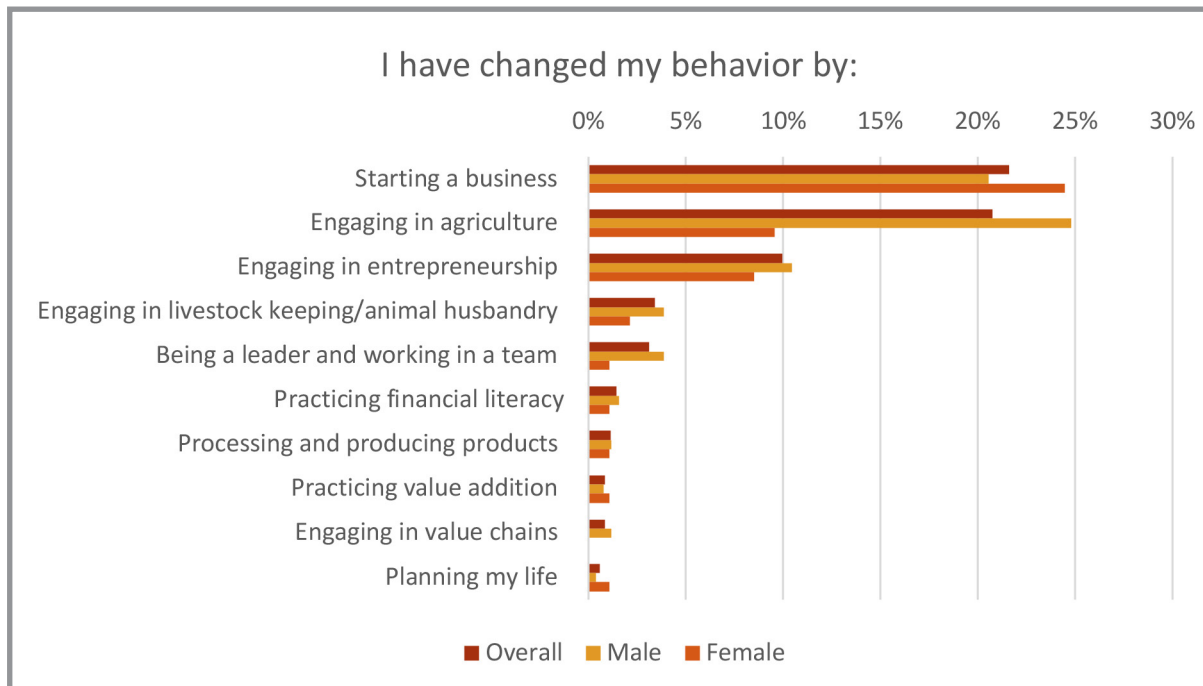
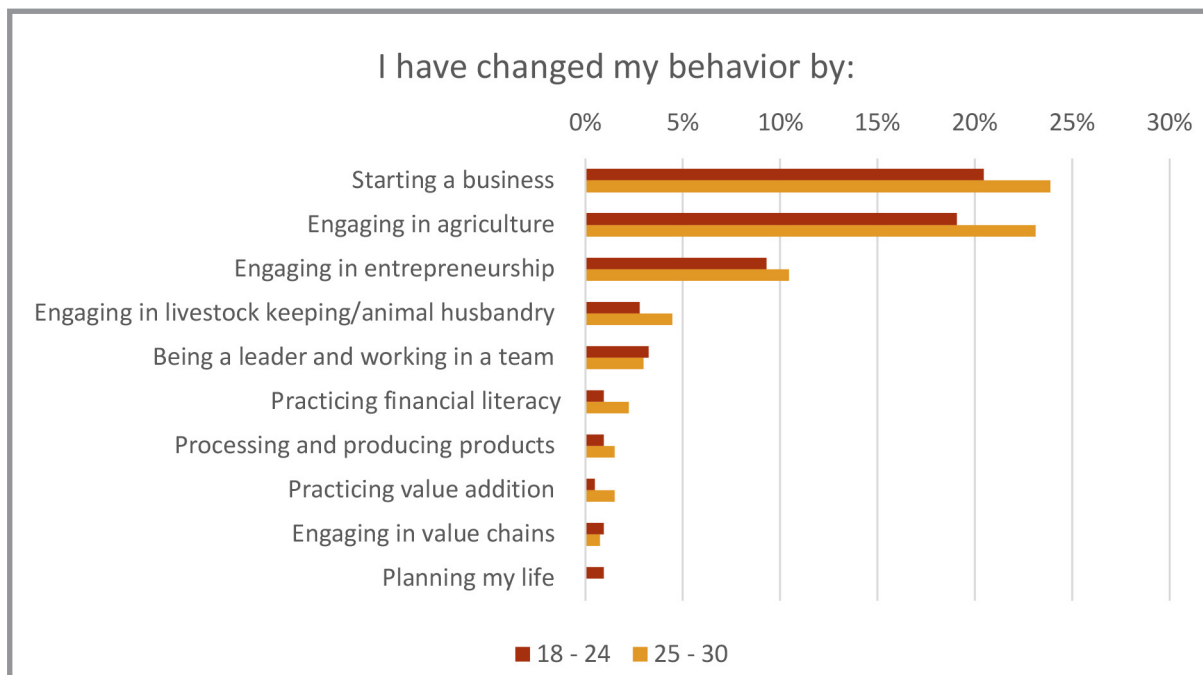


Chart 30: Top 10 changes in behavior from listening to Fema Radio Show by age





OUR WORK
EDUTAINMENT MEDIA
SOCIAL MEDIA

Femina Hip currently employs a number of social media outlets: Facebook, Instagram, Twitter, and YouTube. Our main aim is to use social media to promote and reinforce the content in our core media products, such as Fema magazine, in order to increase our audience engagement and enhance 'conversation'. With original and fun posts, we use our social media to spread our agenda and invite followers to read, watch, and listen to our media products. We have also launched a Facebook page for Fema Clubs mentors which is starting to pick up. Here mentors can share information about their Fema club activities, graduation ceremonies, challenges with operating clubs in the school setting as well as new projects that can inspire and help others to start similar projects, i.e. building Fema club offices, gardening, chalk production. The page has greatly enhanced communication and sharing of best practices between all Fema Club mentors. It has also become an important tool for Femina team to communicate with mentors and monitor what Femina clubs are doing in all regions and capture the impact of Fema Club activities across Tanzania.

Social media allows us generally, to increase our reach by providing us with additional channels for disseminating our media messages. All issues of Fema magazine are uploaded on Facebook, and all episodes of Fema TV Ruka Juu, and Fema Radio Show are uploaded on YouTube. Our social media team also continues to explore new avenues for creating content specifically for social media to increase audience interaction.

One of the news avenues that we initiated in 2017 was the Nguvu ya Binti 'girl power' Forum. This was designed to provide an active learning opportunity where individuals of all sexes can engage in discussions led by the Femina Hip's girl power team. The girls led a number of discussions along with a special 'guest' for each of the forums, which took place on Facebook, Instagram, and Twitter on the last Wednesday of every month. Topics of the Nguvu ya Binti 'girl power' Forum have included male involvement in menstruation, how lack of proper SRHR knowledge impacts youth, and how youth can identify business opportunities.



Output/Activity Level



20,696
 LIKES



3,372
 FOLLOWERS



4,042
 FOLLOWERS



150
 SUSCRIBERS

Output/Activity Level

Table 6: Facebook interaction statistics

CATEGORY	TOTAL
Page likes	20,696
New page likes this year	4,839
Page posts	810
Post likes	70,143
Post shares	1,201
Comments on post	4,713

Table 7: Instagram interaction statistics

CATEGORY	TOTAL
Followers	3,372
New followers this year	1,282
Posts	679
Post likes	47,032
Comments on post	1,644

Table 8: Twitter interaction statistics

CATEGORY	TOTAL
Followers	4,042
New followers this year	419
Tweets	768
Tweet likes	2,220
Re-tweets	526
Comments on tweets	194

Table 9: YouTube interaction statistics

CATEGORY	TOTAL
Channel subscribers	150
New channel subscribers this year	60
New videos posted	111
Video views	5,548
Video shares	118
Comments on videos	3



OUR WORK
COMMUNITY MOBILIZATION
FEMA CLUBS

Femina Hip's Fema Clubs have come to constitute a huge platform of reach and interaction and today it represents the core of our activity. The school students and Club members our core audience. The setting up of such activity clubs was initiated in 2002 to promote youth leadership, voluntarism, life skills, peer education as well as for the clubs to act as embryos of civil society organizing. Most of the Fema clubs are in secondary schools and FDCs, we have out of school clubs in partnership with civil society organizations but these are not our primary intervention settings.

Key activities performed by Fema Clubs include discussion of content, debates and dramas, peer education, income generating activities, but also cleaning the environment and the community, planting trees, cleaning hospitals, blood donation, visiting orphanages and assisting with materials.

The clubs foster skills such as teamwork, critical thinking, confidence, leadership and activism skills. Clubs register with Femina Hip and are required to send us activity reports twice a year. The most active clubs send us reports and photos of the activities they are undertaking.

Every year we are amazed at just how engaged and creative the Fema Club members are. The level of self-organizing has risen with the years and many club networks, containing up to 80 clubs, have been set up by the members themselves.

Femina Hip stimulates club work by offering incentives for club activity, offering Awards for best performance of clubs, mentors and regional club networks. Winners get to participate in the Femina annual youth conference and get national exposure, training in Active Learning and all active Fema club members get certificates of membership at graduation ceremonies.

Output/Activity Level

A number of new Awards for our clubs were introduced in 2016, as a means of further incentivizing individual club and club network activity. In addition to the best Club teacher/mentor of the year award and the national Fema Club of the year award, we now also award a best Fema Club for each region of mainland Tanzania. We have also added awards for best Fema Club network and best Fema Club network mentor. The following is the list of award winners for year 2017:

Table 10: National Fema Club award winners

AWARDS	WINNERS
Best Fema Club	Misungwi Sec. (Mwanza)
Best Fema Club Mentor	Mayombo Lutego (Mnyuzi Sec., Tanga)
Best Fema Club Network	Moshi Fema Club Federation (Kilimanjaro)
Best Fema Club Network Mentor	Renatus Sangi (Mara Fema Club Network)



OUR WORK
COMMUNITY MOBILIZATION
FEMA CLUBS

Output/Activity Level

Table 11: Regional Fema Club award winners

REGION	SCHOOL	REGION	SCHOOL
Arusha	Arusha	Morogoro	Kwiro
Dar es Salaam	St. Anthony	Mtwara	Ndwika
Dodoma	Bihawana	Mwanza	Misungwi
Geita	Businda	Njombe	Lupalilo
Iringa	Isimila	Pwani	Minaki
Kagera	Kanyeranyere	Rukwa	Mambwe
Katavi	Kashaulili	Ruvuma	Namatuhi
Kigoma	Nyasha	Shinyanga	Masengwa
Kilimanjaro	Same	Simiyu	Nyalikungu
Lindi	Mnero	Singida	Mudida
Manyara	Aldersgate	Songwe	Mpemba
Mara	Kambarage	Tabora	Milambo
Mbeya	Ndobo	Tanga	Mnyuzi

Table 12: Numbers of Fema Club members

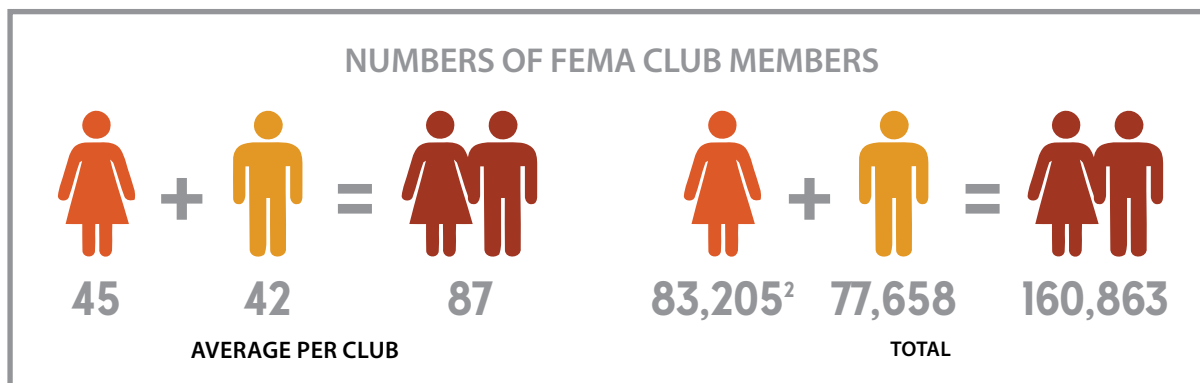


Table 13: Numbers of Fema Clubs and Fema Club Networks

PARTICIPANT	TOTAL
Fema Clubs	1,849
New clubs registered this year	603
Fema Club Networks	22
New networks registered this year	10
Average number of clubs per network	36
Number of clubs in networks	792 ³

² The figures in this column have been calculated by multiplying the average number of Fema Clubbers per club by the total number of clubs to obtain an estimate of the total population of Fema Clubbers in Tanzania.

³ This figure has been calculated by multiplying the average number of Fema Clubs per club network by the total number of club networks to obtain an estimate of the total number of Fema Clubs which are part of Fema Club Networks.



OUR WORK
COMMUNITY MOBILIZATION
FEMA CLUBS

Output/Activity Level

Chart 31: Average weekly meeting duration for Fema Clubs

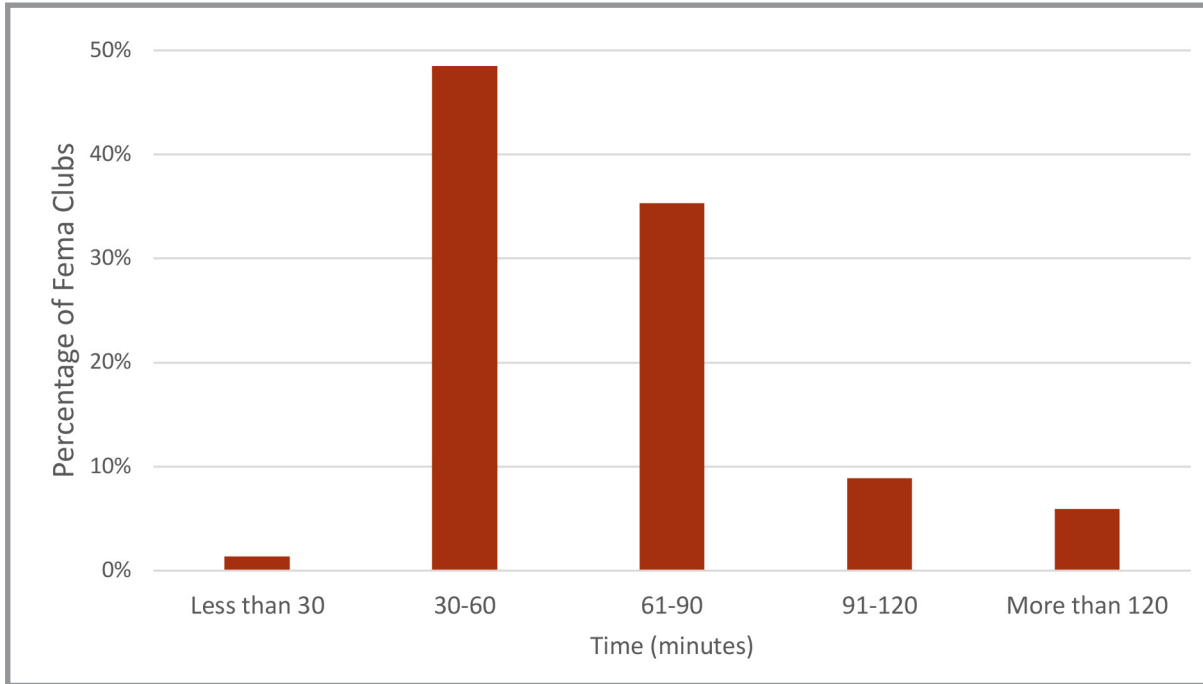
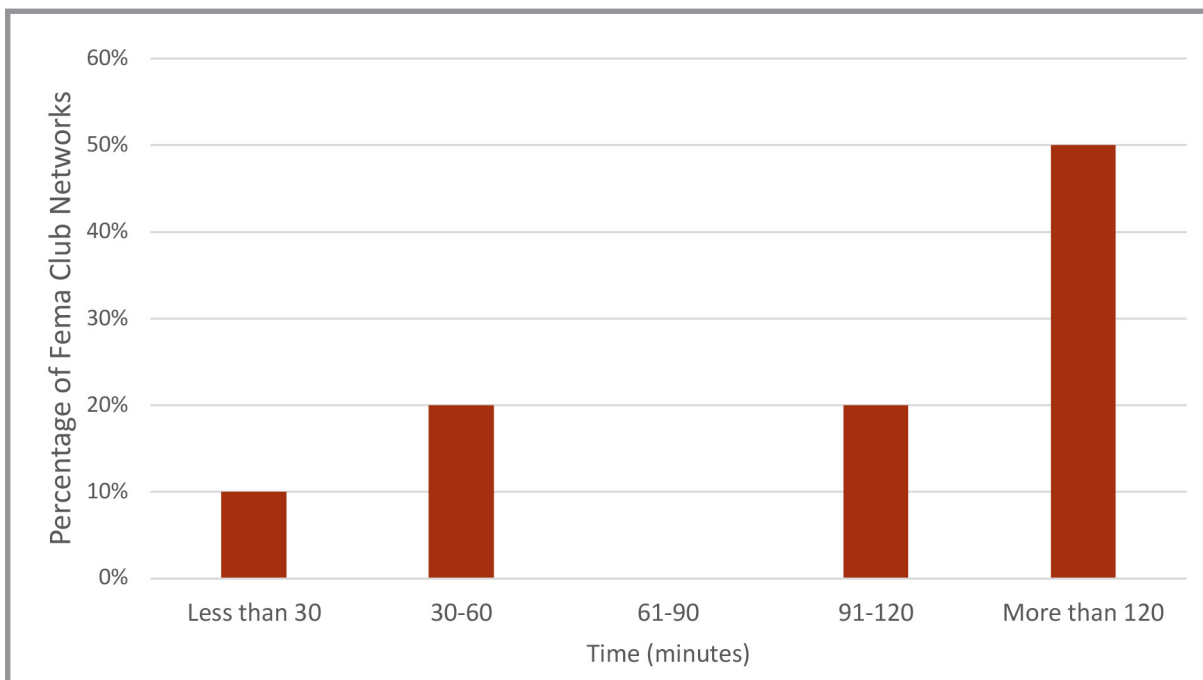


Chart 32: Average monthly meeting duration for Fema Club Networks

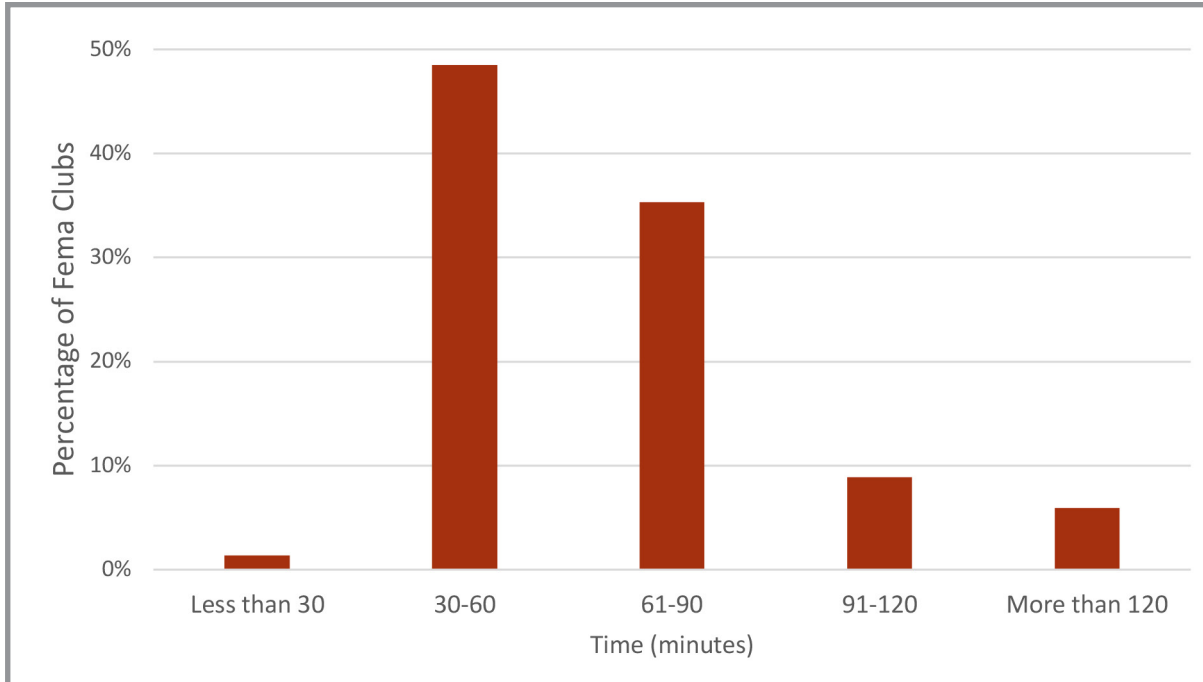




OUR WORK
COMMUNITY MOBILIZATION
FEMA CLUBS

Output/Activity Level

Chart 33: Sex demographics of Fema Club Mentors by age

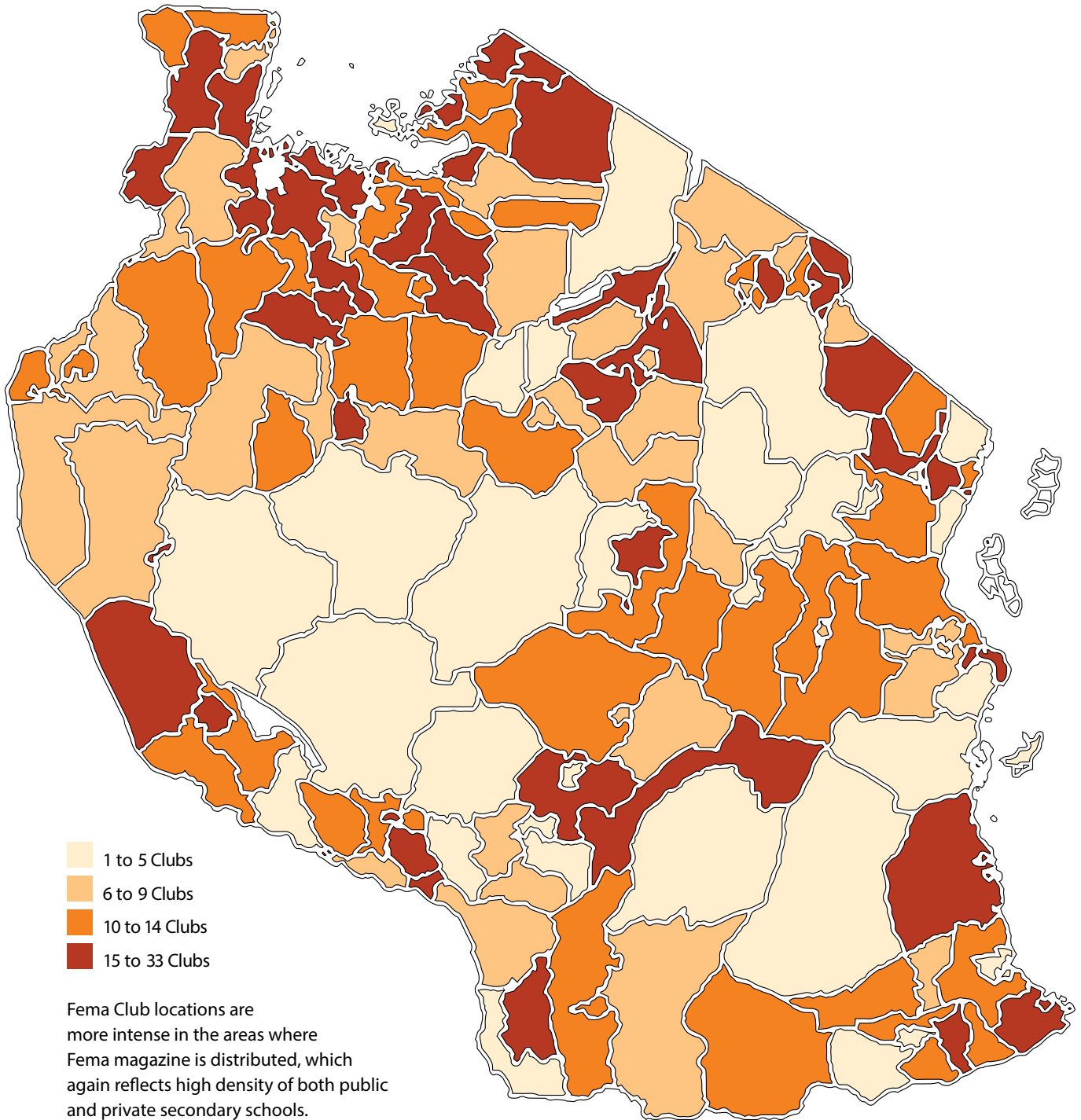




OUR WORK
COMMUNITY MOBILIZATION
FEMA CLUBS

Output/Activity Level

Figure 2: Map of Fema Club locations (number of clubs per district council)



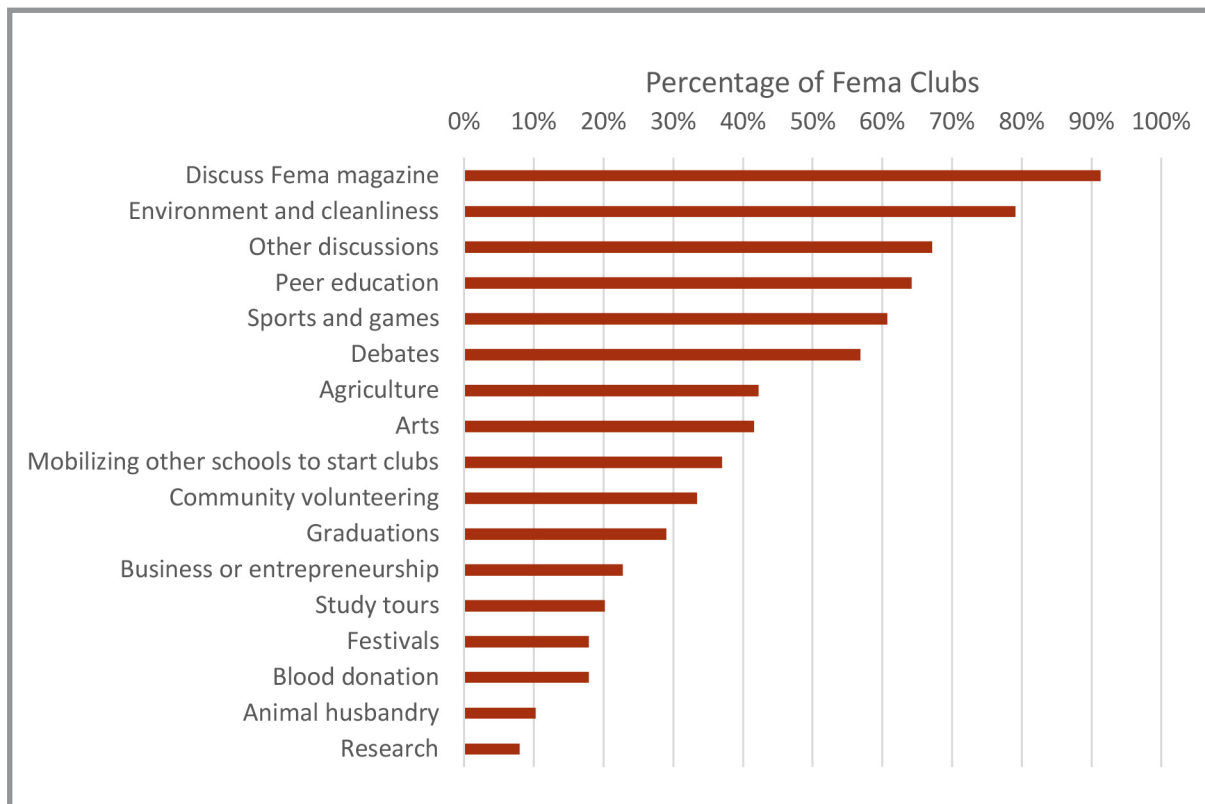


OUR WORK
COMMUNITY MOBILIZATION
FEMA CLUBS

Outcome Level

The following data (as well as those in the output/activity charts) were collected through SurveyMonkey, a service that Femina Hip has begun using this year in order to more easily and effectively collect information on Fema Club activities. A cloud-based system which is accessible via any device connected to the internet, SurveyMonkey has vastly increased our ability to obtain reports from clubs. Nearly 600 club reports were submitted this year, and we expect that number to increase in subsequent years.

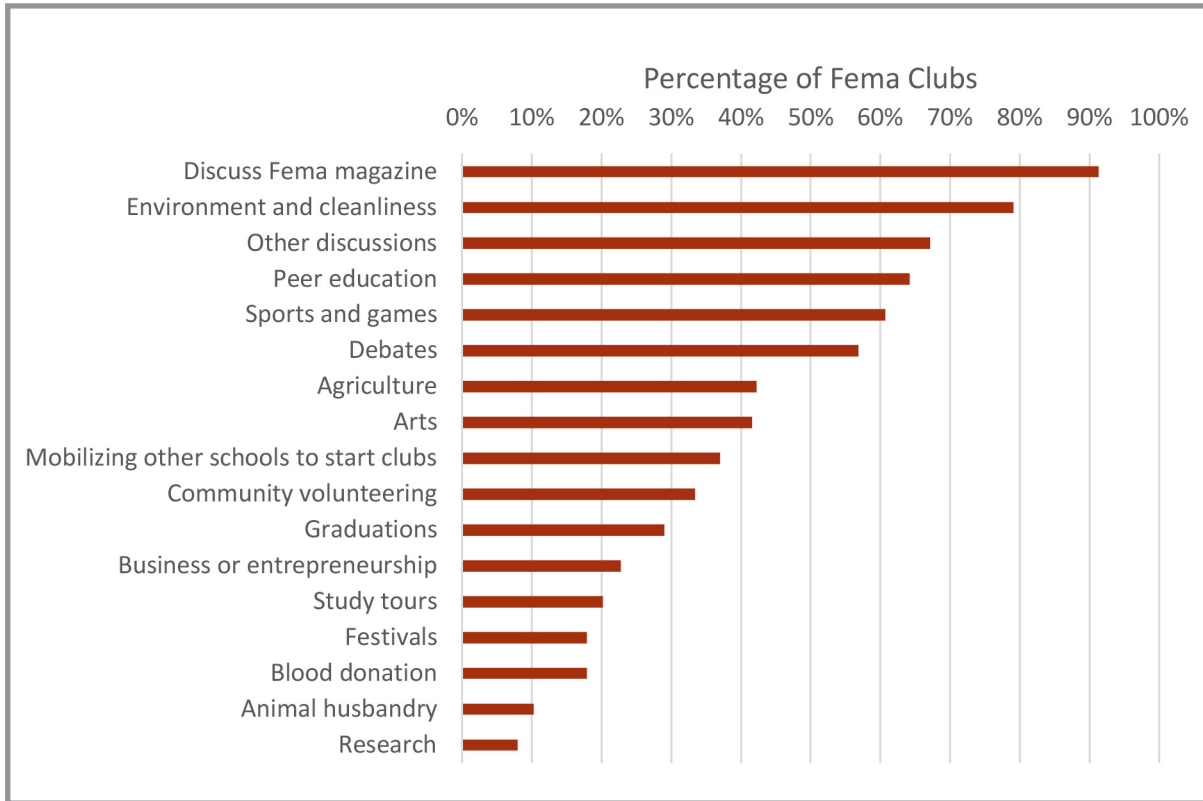
Chart 34: Activities conducted by Fema Clubs




OUR WORK
COMMUNITY MOBILIZATION
FEMA CLUBS

Outcome Level

Chart 35: Activities conducted by Fema Club Networks





OUR WORK
COMMUNITY MOBILIZATION
FEMA CLUBS

Activities and Successes of Fema Clubs

Listed below are some of the activities and successes mentioned by Fema Club Mentors in their reporting to Femina Hip:

- Aldersgate Fema Club in Manyara has 31 cattle (25 for meat and 6 for milk) and 2 hectares of land belonging to the school for cultivating banana trees and vegetables. They sell one cow per month for 300,000 Tsh per cow, and students with ulcers are given free cow's milk each day. During harvest time they use bananas and vegetables for their school's food consumption.
- Misungwi Sec. Fema Club has become a role model in Misungwi District, which led the district education officer to order all secondary schools in Misungwi to establish Fema Clubs.
- Geita Secondary School Fema Club visited Moyo wa Huruma orphanage center in Geita. From income generating activities the club gave them a donation of 10 litres of cooking oil, 100 pieces of bar soap, 10kg of rice, and powdered soap. The orphans were very happy to receive the support from the Fema Club.
- Mazinde Fema Club in Korogwe has planted more than 100 trees along a nearby river to preserve their community's environment.
- Clubs are earning income from the sale of produce – Namatuhi Sec. Fema Club sells vegetables and their income has increased from 75,000 to 250,000 Tsh per month, and Senga Sec. Fema Club has saved more than 500,000 Tsh.
- Mchoteka Fema Club in Tunduru is cultivating half a hectare of vegetables and using organic pesticides for killing insects. They also milk cows and sell to other students at their school.
- Kashaulili Fema Club in Katavi has planted 500 trees for fruit and timber on school land.
- Businda Sec. Fema Club in Geita has a vegetable farm of 1 hectare and they sell vegetables to teachers and the surrounding community.
- Geita High School Fema Club did a study tour at Geita Gold Mine and learned about mining processes.
- Isimila Fema Club established a special school newspaper that is used as a means of communication between the school and students about various issues.
- Nyansha Secondary school Fema Club has a bee keeping project within the school setting.
- Matema Beach Fema Club in Mbeya reported that with education and motivation from the Club members many male youths went to get circumcised.

Finally, teacher mentors of Fema clubs are also reporting that student school attendance and discipline has improved, academic performance has increased, and cases of pregnancy and drop out from school has decreased.

Activities and Successes of Fema Club Networks

Listed below are some of the activities and successes mentioned by Fema Club Network Mentors in their reporting to Femina Hip:

- Same Fema Club Network in Kilimanjaro organized and conducted a festival to educate in order to prevent early marriage and teenage pregnancy. The festival attracted a huge number of youth, both in-school and out-of-school and district officials. The club mentor was requested by the district commissioner to tour the district in order to convey this knowledge to other schools and communities
- Sengerema Fema Club Network did a blood donation drive to save lives at Sengerema Hospital.
- Mara Fema Club Network has increased the number of active club member from 5 to 51 within one year
- Geita Fema Club Network has expanded their school club garden in Geita by planting more fruit trees, maize, and beans which has increased their income and enabled them to give more loans to members. The loans also provide a source of income for the network through interest.
- Tanga Fema Club Network leaders have been invited by local government to attend development meetings and talk to youth in the community about SRHR and how to follow a healthy lifestyle

Tanzania Fema Club Mentors' Network

The Tanzania Fema Club Mentors' National Network is a network that resulted from the teachers' self-organizing initiative. The idea of setting up a national network was influenced by the achievements and challenges observed by regional and zonal Fema Club mentors' networks. Mentors gathering together for experience sharing was considered to be crucial in improving Fema Club work. However, due to limited opportunities to have gatherings, the national network was designed to offer the chance to bringing all Fema Club Mentors together in one forum for the purpose of learning, sharing, and influencing each other to improve and create opportunities which will strengthen Fema Clubs. The Fema Active Learning principles were particularly in focus.

The mentors got talking on the Fema Club Mentors' WhatsApp groups. The idea to meet was agreed in September, the members decided to prepare a conference which would bring all Fema Club Mentors from different parts of the country together. The mentors agreed that the first conference would be organized in Dodoma from 11-12 December 2017 because of the unique history of the Dodoma Fema Club Network being the first network to become large and widely known. Additionally, mentors were thrilled to visit the capital city of the country and observe various activities, including the shifting of the government headquarters from Dar es Salaam to Dodoma.

The event was fully financed by the Fema Club Mentors themselves through a contribution of 42,000 Tsh each. Contributions were collected from 50 Fema Club Mentors and 49 of them attended the conference. The mentors attending the conference represented 20 regions of mainland Tanzania. The objectives of the conference were:

- Training of the Fema Club Mentors on topics affecting youth development such as SRHR, drug abuse, GBV, child marriage, early unwanted pregnancy, and entrepreneurship
- Gathering Fema Club Mentors together for the purpose of experience sharing and learning from one another about Active Learning practices.
- Training and learning about proposal writing in order to be able to conduct fundraising for club activities
- Election of the National Network leaders

The event was conducted successfully and is an impressive example of the strength of the Fema Clubs and the networks that have arisen from them. Teachers are willing to invest their own funds to gain competence in Active Learning, club work, expand their exposure and experience base and become more efficient and competent public sector workers in the education sector.

The Fema Club platform has thus, grown from individual clubs to district networks, regional networks, zonal networks, and now a national network. The networks' greatest strength is that they have arisen in a grassroots fashion through the efforts of teachers and students, rather than being directed by Femina Hip. In the end, this will ensure the sustainability of the Fema Club system for the foreseeable future.



OUR WORK
COMMUNITY MOBILIZATION
CONFERENCE

FEMINA ANNUAL YOUTH CONFERENCE

- **Theme:** Learning for life – soft skills in education.
- **Date(s):** January 30 – February 1
- **Location:** Dar es Salaam
- **Theme:** Soft Skills in Education and the SDGs
- **Guest(s) of Honor:** Deputy Commissioner for Education (MoEST), Ambassador of Denmark, Councilor of Education (Sida), Director of UNDP
- **Funder(s):** Sida, Danida



Every year, Femina Hip brings together active students and teacher mentors who are part of Fema Club system for a multi-day conference in Dar es Salaam. The purpose of the conference is both to provide education and training to the participants, offer exposure and meeting with the core Femina Family team members and other school clubs. The event acts as an incentive for club members to be actively engaged with our lifestyle agenda. Only those Fema Clubs that are registered with Femina, conduct activities related to our core agendas, and report back on those activities are given the opportunity to attend the conference.

The focus of the conference this year was on how clubs, in particularly Fema Clubs, can help students in the school system obtain 'soft skills' or life skills that they might not otherwise get from the 'hard skills' in their core school subjects. The Tanzanian school system is focused on the latter and the clubs represents a space where more dialogue based learning including team work, and project activity can be explored. Special attention was also given to understanding the Global Goals and how these can inform the activities Fema Club members conduct in their schools.

During the tree day conference, students were provided with education on the SDGs, soft skills, how to operate club networks and the sustainability of clubs. There were also sessions on counseling and the basic elements of youth reporting. Teacher mentors were given a two-day training on Femina Hip's Girl Power curriculum program, which included one day on SRHR and one day on EE. The third and final day of the conference was comprised of speeches by the guests of honor, a sofa discussion about the theme of the conference, presentation of awards, and a study tour to the University of Dar es Salaam.

Table 14: Numbers of Youth Conference participants

PARTICIPANT	FEMALE	MALE	TOTAL
Fema Clubbers	50	60	110
Fema Club Mentors	12	41	53
Total	62	101	163

**OUR WORK
COMMUNITY MOBILIZATION
TRAININGS**

Active Learning Trainings and School Visits

This year our Community Mobilization staff conducted six major outreach trips to the following regions: Kilimanjaro, Lindi, Manyara, Mara, Ruvuma, and Geita. The purpose of these trips was twofold: to conduct Active Learning trainings for Fema Club Mentors and to visit schools with Fema Clubs to further mobilize and support them.

Active Learning trainings have become a central component to the Fema Club system. In these one-day trainings Club Mentors are provided with knowledge about Femina Hip, the work we do, and how to incorporate principles of Active Learning (i.e. that 'learning by doing' is the most effective and that being active, rather than passive participants in learning gives the best results). Additional topics of these trainings, included this year, are reporting back to Femina Hip on club activities, the formation and management of club networks. In addition to Fema Club Mentors, we also invite district and regional education officers to attend these trainings in order to root our work in schools more effectively at the local level something that has become increasingly important with this current government.

Output/Activity Level

Table 15: Numbers of Active Learning training participants

Active Learning Trainings 14

PARTICIPANT	FEMALE	MALE	TOTAL
Fema Club Mentors	136	388	524
Government officials	-	-	45
Total	136	388	569

Table 16: Numbers of students and teachers reached during school visits

Schools visited 325

PARTICIPANT	FEMALE	MALE	TOTAL
Fema Clubbers	7,152	6,457	13,609
Students (non-Clubbers)	7,652	6,963	14,615
All students	14,804	13,420	28,224
Fema Club Mentors	66	260	326
Teachers (non-Mentors)	510	863	1,373
All teachers	576	1,123	1,699
Total	15,380	14,543	29,923

Outcome Level

- In Geita, the Fema Club Network was strengthened and the District Education officer committed to follow up on Fema Club activities
- In Shinyanga, the Ushetu Fema Club Network was established as a result of the Active Learning training which took place in Kahama
- In Mara, the Tarime-Rorya Fema Club Network was established as a result of the active learning training which took place in Tarime
- In Musoma District, the Education officer ordered all heads of school in the district to establish Fema Clubs and to send reports to both him and Femina Hip
- In Ruvuma, the District Education officer for Songea Municipal promised to order all heads of school to have a Fema Club and to make time for clubs in order to foster creativity among youth
- In Lindi, two Fema Club Networks in Lindi District and Kilwa District were established as a result of the Active Learning trainings which took place there



OUR WORK COMMUNITY MOBILIZATION FESTIVALS

NORDIC ENVIRONMENT DAY

- **Date(s):** May 25
- **Location:** Dar es Salaam
- **Organizer(s):** Femina Hip, Nipe Fagio, Tandale Youth Centre
- **Funder(s):** Norwegian Embassy

The objective of this community outreach event was to raise awareness on waste management, plastic pollution and climate change. Supporting goal 13 (climate change) of the SDGs, it was also linked to goals 6 (clean water and sanitation), 7 (affordable and clean energy), 14 (life below water) and 15 (life on land). The event was organized with the Tandale Youth Center and targeted community members in that vicinity as well as the mainstream media.



Femina Hip used its theme issue of Fema magazine on waste management and recycling to reinforce the messaging. The event, which supported the government's planned plastic bag ban, aimed at educating the local community on the negative effects of non-biodegradable plastic bags on the environment. The audience received information on waste management, recycling, and re-usable bags. Following the event, the community members committed to be ambassadors of waste management and change attitudes and practices around waste disposal and the use of plastic bags. Several hundred people from the Tandale community participated in the event and the mainstream media reported on the event in print, radio, and television.

WORLD ENVIRONMENT DAY

- **Date(s):** June 3-4
- **Location:** Dar es Salaam
- **Organizer(s):** Femina Hip, Nipe Fagio, UN Environment, Jielimishe Kwanza
- **Funder(s):** Embassies of Sweden, Denmark, the Netherlands and Switzerland.

The two-day event provided a platform for more than 30 environmental organizations and activists to come together to provide education on the importance of taking care of the environment and having system in place to handle waste. Information booths were set up in the venue at Kijitonjama Postal grounds providing education about the work of different organizations.



The Refuse, Reduce, Reuse, Recycle, and Rot agenda which Fema magazine focused on in its special theme issue on waste management and recycling, was emphasized as well as reforestation, sustainable energy, and animal species conservation. Participants could visit the different booths set up by various partner organizations that provided information on environmental issues, on how to turn 'trash to cash', and how to run green companies. The audience was entertained with music and creative drama and dance focusing on the theme and could participate in an environmental quiz with prizes. On the last day many also participated in a clean-up activity of the grounds.



**OUR WORK
COMMUNITY MOBILIZATION
FESTIVALS**

TGNP GENDER FESTIVAL

- **Date(s):** September 5-7
- **Location:** Dar es Salaam
- **Organizer(s):** TGNP

The TGNP Gender Festival brings together CSOs and government representatives over four days under the theme: Gender, Democracy and Development. Participants come from across Tanzania to share knowledge and experience, to celebrate achievements, assess challenges ahead, to strengthen networking and coalition-building, to build capacity and to contribute to public debate - all from a feminist perspective.



A number of workshops and trainings on gender related development issues are conducted and exhibitions for organizations to showcase their information materials. This year Femina Hip facilitated a workshop on menstrual hygiene management and Femina's Red Agenda during the festival. The objectives were to position menstruation out in the open, to show the connection between menstruation, sustainable development and keeping girls in school. Our facilitators from Femina's Girl Power team used their real-life stories and experiences to explain the importance of discussing the topic openly and involving boys in the debate. The workshop was effective in getting audience members to change their views on menstruation and to agree to be ambassadors for change.

INTERNATIONAL DAY OF THE GIRL CHILD

- **Date(s):** October 11
- **Location:** Mara
- **Organizer(s):** MoHCDGEC

This national event with active participation from the government agencies, aimed to increase awareness on the inequalities faced by girls in areas such as access to education, nutrition, legal rights, medical care, discrimination, violence against women, and child marriage.



As a part of the event, school visits were organized to Fema Clubs in the area to create awareness around the issues of girl power and girls' rights. Specific topics of discussion during the visits were the prioritization of the Girl Child agenda in Fema Club activities, participation of boys in the agenda, teenage pregnancy, and awareness of the resources or not available to girls. Fema Club members participated in a symposium and on the final day of the event with the Minister of Health, who is a friend of Femina Hip.

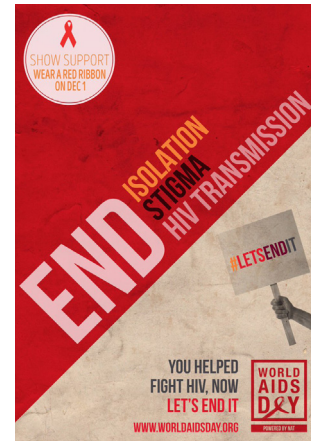


OUR WORK COMMUNITY MOBILIZATION FESTIVALS

WORLD AIDS DAY

- **Date(s):** December 1
- **Location:** Dar es Salaam, Mnazi Mmoja Grounds
- **Organizer(s):** TACAIDS

The objective of this event in the Mnazi Mmoja grounds which was open to the public was to raise awareness on HIV/AIDS and encourage prevention, treatment, and care. The main activities of the event were fundraising for the AIDS Trust Fund, launching of the preliminary results of THIS 2016/17 and the National HIV/AIDS Condom Programming Strategy, a National HIV/AIDS Symposium, and a week-long HIV/AIDS stakeholders exhibition. Femina Hip's had an information booth and provided the audience with education around HIV/AIDS topics through the active participation of the Community Mobilization team and the sharing of Fema magazine and other information materials.



Output/Activity Level

Table 17: Numbers of youth and teachers reached during festivals

PARTICIPANT	FEMALE	MALE	TOTAL
Fema Clubbers	1,593	1,220	2,813
Youth (non-Clubbers)	909	751	1,660
All youth	2,502	1,971	4,473
Fema Club Mentors	9	18	27
Teachers (non-Mentors)	121	136	257
All teachers	130	154	284
Total	2,632	2,125	4,757



OUR WORK
COMMUNITY MOBILIZATION
VOLUNTEER & INTERN
PROGRAM

Femina Hip started a formal Fema volunteer program for current university students in 2016. The program is designed with two goals in mind: to identify talented youth who have been Fema Clubbers who can contribute to Femina Hip's work and provide an opportunity to those youth to gain exposure, relevant job experience and training. In the second year, 2017, of this program 20 volunteers were brought into the organization for 9 months. Three of the volunteers worked as 'youth reporters' in the print department producing and reviewing content for Fema Magazine, 4 worked as a part of the Girl Power Team, and the remaining 12 volunteers worked with the team in the Community Mobilization department visiting Fema Clubs in Dar es Salaam. The volunteers were given a one-week training by Femina Hip staff on SRHR and EE, as well as Femina Hip's way of working, values and code of conduct. The volunteers were also provided with ongoing mentoring and support for the duration of the program.

In addition to the 19 volunteers, Femina Hip also had 3 university graduates working as full-time interns. These worked in the Community Mobilization department, social media, and print departments, making substantial contributions to the organization over the course of the year. The internship program provides another opportunity for youth to get involved in Femina's work and allows former Fema volunteers to continue to work with us upon graduation from university.

Output/Activity Level

Table 18: Numbers of students and teachers reached during school visits conducted by volunteers

PARTICIPANT	FEMALE	MALE	TOTAL
Fema Clubbers	2,568	1,671	4,239
Youth (non-Clubbers)	277	114	391
All youth	2,845	1,785	4,630
Fema Club Mentors	42	51	93
Teachers (non-Mentors)	115	97	212
All teachers	157	148	305
Total	3,002	1,933	4,935



OUR WORK
COMMUNITY MOBILIZATION
SMS PLATFORM

The use of SMS within Femina Hip has evolved over the years. Originally developed as a platform for collecting feedback from our general audience and providing information to them through counseling, it now serves as the central means through which our Community Mobilization staff interact with Fema Clubs. With nearly 1900 Fema Clubs in every district of Tanzania, easy communication with all of these is central to being able to manage such a large platform and system of clubs. From registering a club, to sending names of graduating students for certificates, to informing Mentors about upcoming events, SMS has revolutionized how often and how easily we can communicate with our clubs.

This year our SMS platform was also used to manage the voting for our Fema TV Ruka Juu competition. Each episode over the course of the three-month season had a challenge for the contestants, and audience members were encouraged to vote for the contestant which they felt most successfully completed it. These audience votes were combined with votes from the judges at the end of the season in order to determine the winner. A total of 13,470 Tanzanians voted during the season.

Output/Activity Level

Table 19: Numbers of SMS sent and received

MESSAGE TYPE	TOTAL
Incoming	98,639
Outcoming	80,803
Ruka Juu votes	21,485





OUR WORK
DREAMS INNOVATION
CHALLENGE PROJECT

DREAMS-IC was established to further PEPFAR/USAID's commitment to reducing HIV infections among Adolescent Girls and Young women. It is funded through the U.S. Department of State, OGAC. DREAMS-IC seeks to contribute to the goal of reducing HIV incidence among adolescent girls and young women in 10 countries by 40% by the end of 2017 through the introduction of novel approaches.

Though Tanzania has made progress by increasing the transition rate from primary to secondary school, a major barrier to improving the lives of young girls is their dropout rate from secondary school. One of the primary drivers of this is pregnancy, which continues to be a disturbingly common problem. For school-age girls, becoming pregnant has a number of severe consequences. These include being kicked out of school and being disowned by their families, as well as the risk that the girl will attempt to procure an unsafe abortion, which comes with a host of potential negative side-effects.

In order to address these drivers of teenage pregnancy, Femina Hip is rolling out the Femina Girl Power training program to Form 1 secondary school girls in five DREAMS core districts. The Femina Girl Power program is a two-part program which we developed for and tested during a randomized control trial which was conducted in Tanzania in 2013 by Norwegian school of Economics. It was designed to test the hypothesis that combining EE training with SRHR training will lead to better reproductive health outcomes than either training on its own.

The Femina Hip DREAMS-IC project objective is to prevent girls in secondary school from dropping out due to pregnancy and early marriage. The project is being implemented in 85 secondary schools in the five DREAMS councils, which are: Temeke Municipal Council, Mbeya City Council, Kyela District Council, Ushetu District Council and Kahama Town Council. These schools were chosen based on receipt of Fema magazine and the presence of Fema Clubs.

In 2017, Femina Hip began implementation of this project. A group of Master Trainers were hired and trained in a two-week inception workshop in order to orient them on the program. Following the inception workshop, they traveled to the five DREAMS councils where they conducted ToTs with secondary school teachers from the 85 selected schools.

Upon completion of the ToTs, the secondary school teachers began implementing the Girl Power training program with Form 1 girls at their schools. The training program is comprised of 16 modules (8 on SRHR and 8 on EE), each of which is 90 minutes long. By the end of 2017, the majority of schools had finished their training sessions. Those remaining are to have completed the training by January 2018.

Besides the girls themselves, other beneficiaries of the trainings are the teachers participating in the ToTs that then implement the delivery of the program in their schools. The ToTs directly increases the teachers' knowledge on issues of SRHR and EE relevant to the needs. Therefore, in addition to equipping the teachers with the specific skills necessary to implementing the training, the teachers also gain a greater breadth of knowledge that they can use in the future to educate and counsel other students especially in the Fema Clubs. They also gain status as 'certified trainers' of Femina Hip.

Though the DREAMS-IC project will continue until October 2018, the majority of work for the project was concluded in 2017. Major activities in 2018 will be to conduct a post-training survey of the girls to determine what effect the training program has had on their knowledge and attitudes, and to conduct a long-term follow up study of the girls to ascertain how many of them have dropped out of school due to either pregnancy or marriage. These data will then be used to evaluate the effectiveness of the project.

Output/Activity Level

Table 20: Numbers of DREAMS-IC training participants

PARTICIPANT	FEMALE	MALE	TOTAL
Students	6,196	-	6,196
Teachers	92	89	181
Master trainers	8	12	20
Total	6,296	101	6,397



OUR WORK DREAMS INNOVATION CHALLENGE PROJECT



DREAMS Innovation Challenge Success Story

Teachers as Champions of Girl Students

A major reason for high dropout rates and early marriage in Tanzania is adolescent pregnancy. Getting pregnant while still in school leads to a number of consequences, including permanent expulsion from school, rejection by families, and unsafe abortion. DREAMS Innovation Challenge grantee Femina HIP is working to keep girls in school by reducing teen pregnancy through its Girl Power program, which teaches girls about sexual and reproductive health and rights and offers them economic empowerment interventions. Girl Power also helps girls make informed choices about their sexual and reproductive health and rights.

Femina HIP’s goal is to reach 5,000 girls in 85 secondary schools in Tanzania’s Mbeya Region by the end of the project. Key challenges to this type of program are the culturally rooted, unfavorable-to-women gender norms and practices. To increase the curriculum’s chances of sustainability, the Girl Power model trains secondary school teachers to implement its curriculum.

Daima and Shadrack are teachers in Mbeya Region. They are the lead champions for the DREAMS IC initiative at their secondary school in Kyela District. After they were trained in the Girl Power curriculum, they embarked on a fact-finding mission to find issues affecting the education of girls at their school. To their dismay, what they found was gender-based violence, in the form of severe and unsanctioned punishment and sexual harassment from the teachers. Daima and Shadrack started conducting in-depth interviews with affected students to get more information.



Photo credit: Femina HIP

Teachers and Girl Power champions Shadrack and Daima.

“In one of the cases, a girl had not been able to attend school for three days due to effects of physical violence from one of the teachers,” says Shadrack.

The two teachers presented what they found to the school board, which called for an urgent sitting that resulted in the suspension of five teachers who had been perpetrating the violence. Thereafter, per protocol, the board interviewed the teachers, examined the evidence from the students, and decided to permanently dismiss the teachers.

Parents appreciate Girl Power and the fact that it is taught by regular, familiar teachers. Even the male students have gotten involved, joining the teachers in making financial contributions to provide girls with menstrual hygiene kits. Now that students and teachers are accountable for each other, attendance and retention rates for girls are expected to rise.

As Shadrack notes with satisfaction, “Following the Girl Power course, the students gathered their confidence and disclosed the issues affecting them.”

For more information, visit <http://www.feminahip.or.tz/>

To learn more about the DREAMS Innovation Challenge, please visit www.dreamspartnership.org.

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Determined Resilient Empowered AIDS-Free Mentored Safe





OUR WORK DREAMS INNOVATION CHALLENGE PROJECT



DREAMS Innovation Challenge Success Story

The Transformative Power of Information

In Tanzania, the alarming secondary school dropout rate because of pregnancy is thwarting girl's chances of having a successful life. Causes of this crisis are deep-rooted and include lack of proper sexual and reproductive health education for adolescent girls, poor livelihoods and household economic stability, poor parenting, and lack of proper communication with children due to gender norms.

Lilian is a 14-year-old who lives with her parents in Uyole's outskirts in Mbeya Region. A Form 1 student at Samora Secondary School, Lilian, who is in the midst of adolescence, until recently had never learned about sexual and reproductive health (SRH).

That has changed since Lilian joined Femina HIP's Girl Power classes offered at her school. The program is funded by the DREAMS Innovation Challenge, which aims at preventing girls from getting pregnant and/or married and dropping out of secondary school.

"I had never been told by anyone about relationships or the changes happening in my body. One day my teacher told me I had been selected to participate in course to build and protect girls' lives. I was excited because some of my relatives failed to protect their lives and some had early pregnancies," recalls Lilian.

Femina HIP trains teachers on the Girl Power curriculum and continuously supervises them to ensure that they convey the course information per project standards. The teachers give students sexual and reproductive health education including growth, body changes, hygiene, and how to avoid pregnancy and marriage.



Photo credit: Femina HIP

Lilian at school where she learns about sexual and reproductive health education.

"I wonder and I'm surprised as to why my parents never told me these things. If they had, I would've understood why they threatened me that if I didn't stop playing with boys I would get pregnant and HIV," muses Lilian.

She continues. "Now that I've got this information I am self-aware and can build sustainable and productive relationships with other people, including my parents, friends, teachers, and even boys, who my parents tried to prevent me from having contact with!"

For more information, visit <http://www.feminahip.or.tz/>

To learn more about the DREAMS Innovation Challenge, please visit www.dreamspartnership.org.

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MOST SIGNIFICANT STORIES OF CHANGE

BAKARI HIZA RASHIDI STUDENT AT MNYUZI SECONDARY SCHOOL (TANGA)

"I joined the Fema Club in Form 1. I involve myself with club activities such as discussion of topics, team activities, leadership, and practical things like assisting in cleaning health facilities and planting trees.

I heard about the opportunity for our Fema Club to attend the Youth Conference in Dar es Salaam through our club teacher and mentor who is always supportive of the club's initiatives including attending club events at neighboring schools. Our teacher mentor educates us and insist on discipline and dedication to the things we do.

Before joining a Fema Club, I was involved with the wrong crowd and got into a lot of trouble. I used to harass and even bully girls at my school. I was frequently called in for disciplinary action.

Since joining a Fema Club, I have stopped all those bad habits. I have become focused and more organized and I no longer associate with trouble makers. I have become an advocate for good behavior in my Fema Club. I counsel and advise students against skipping school, associating with bad crowds, and using drugs.

A significant change I see in my life is that I have developed a volunteering spirit and through this I have become a leader in the club to the point where people see it and comment that I have changed a lot."

CECILIA MBAGA STUDENT AT KASHAULILI SECONDARY SCHOOL (KATAVI)

"During Form 1, my grades were good, and I held first to third position in my class. In July of that year however, my mother fell critically ill and was hospitalized. I was living with other relatives at home. It was necessary for my grandmother to assist my mother at the hospital, and therefore I was left to do all the house work. Relatives started harassing me and complaining about my mother's illness.

In Form 2, I started getting bad grades. I would cry every time I thought of my mother's worsening health. I was so worried and was even fainting frequently from the fear. At Fema Club meetings, our club mentor saw that I was depressed and in an anxious state and called me for counseling. I told him my worries and he gave me courage to persevere.

Our mentor and the Fema Club members has been a great help in counseling and supporting me through this situation. My grades have improved again, and I now hold fourth position, up from fifteenth.

Through Fema magazine I have learnt so many things about myself. By reading articles that directly concern me as a girl, Fema has truly helped improve my academic performance but also taught me about farming, gardening and volunteering. The Anti Cos section of the magazine and peoples' testimonials give me the motivation to move on in my life and perform well in my studies."



**MOST
SIGNIFICANT
STORIES OF
CHANGE**

DOMINIC SHAYO STUDENT AT BINZA SECONDARY SCHOOL (SIMIYU)

"I joined a Fema Club through friends. I am very involved with the peer training we do in the club on menstruation, early pregnancy and entrepreneurship. These are some of the topics I like to share and discuss with my fellow students at school.

I have seen many changes in my life since joining a Fema Club. Before joining, I had very low self-esteem. I have long been mocked and harassed by fellow students for having a feminine sounding voice.

I began reading Fema magazine when I joined the Fema Club in my school. Of interest were especially topics where I learned about gender rights. I learned that men and women are equal. I related my condition to that of women

who were being discriminated against in the past and are now in a better condition. I am hopeful that my situation will also change.

Being in a Fema Club has boosted my confidence. I love singing and I can now express myself in public through song and dance and not be afraid of harassment. Also, in the past I would only socialize with girls as boys would discriminate and harass me; however, after being in a Fema Club I have made male friends too.

A significant change from Fema Club membership has been self-awareness and confidence. Harassment from boys no longer brings me down. I continue to make friends with them and some of them now show me support."

LOVENESS MWAISWELO STUDENT AT NDOBO SECONDARY SCHOOL (MBEYA)

"I joined a Fema Club in 2016 while in Form 2. With motivation from teachers I registered as a member of the club and soon became the chairwoman of our school's Fema Club.

Being in a Fema Club has helped shape me into a confident girl. I was especially touched by girls in Fema magazine expressing their dream of becoming doctors. I have also read magazine issues discussing topics such as how to build self-confidence and how to say no to sexual advances from men.

Fema magazine has motivated me to study hard and concentrate in school. This led to good grades in my Form 2 exam where I got a 1.9 GPA. I was first in my class.

I also like to read articles on entrepreneurship in Fema magazine. At a time when I and my family were facing financial difficulty, I often skipped meals while in school because I didn't have money. With help from

my mother, who makes clothes, and knowledge on entrepreneurship from Fema magazine, I started making skirts during the weekend for sale to students at my school. I started off by making my own skirt. Students at school liked it and asked me to make skirts for them as well. I make and sell the skirts at 5000 shillings each. During the last holiday in December I sold 45 skirts.

All of this is a result of the Fema Club where we were taught to earn income through entrepreneurship and not be deceived by men. Our club mentors taught us that students might end up pregnant when they engage in sexual activity for the sake of money. I decided that I would learn tailoring and how to make clothes from my mother and make my own income. A significant change in my life from Fema Club membership is that it has motivated me to continue with studies in pursuing my dream of becoming a doctor like those testimonials in Fema magazine."



**MOST
SIGNIFICANT
STORIES OF
CHANGE**

HAPPINESS EMMANUEL STUDENT AT NYALIKUNGU SECONDARY SCHOOL (SIMIYU)

"I joined a Fema Club in 2015, when our seniors in school would register new Club members. We would discuss various Fema issues every Friday.

Fema Club has empowered me a lot in my economic endeavors. In October 2017 I started making washable menstrual pads. I learned this from our Club mentor while a student in Form 6. We used clean white cloth, soft towels and buttons and produced pads sewing them together with needle and thread. The pads we made were

mostly for demonstration, but once we are back in school we plan to make enough so we can sell to students and anyone who will be interested in buying them.

As a member of a Fema Club, I have received training on early pregnancy and the dangers of engaging in sex at an early age. This training has greatly influenced me not to engage in sex at an early age. I share this knowledge with my peers. Membership in the Fema Club has boosted my confidence and my freedom to speak out."

ADAM LIIKILO TEACHER AT SAME SECONDARY SCHOOL (KILIMANJARO)

"When I joined Same Secondary school, I started attending Fema Club meetings. A year later my name was proposed by students to the headmaster and I was selected as the club's mentor.

When I started work, I was just a physics teacher. But through being a Fema Club Mentor, I have realized that being a teacher is not just about teaching physics but also equipping students with skills outside the school curriculum. I have changed my attitude from being a physics teacher only, and now I can do many other things. I am more accountable towards my students and conduct myself professionally as I am now seen as a role model. I had to change my life to live up to the respect I now command from my students.

Before being a Fema Club Mentor, I had a limited point of view towards life and that is why my days started and ended at the blackboard. I now engage with my community and am known throughout the town because of Femina Hip and not physics. Therefore, I say that being a Fema Club Mentor has changed my perception and way of life.

One of our club's more successful activities was an event on teenage pregnancy. The guest of honor was the District Commissioner of Same. After the event, the District Commissioner called me to his office with several NGO representatives and asked me to discuss the event

with them. He then afforded me the chance to travel around the district with NGOs and talk about ways to prevent teenage pregnancy with parents and students. This made me feel very honored as I never thought I would amount to this. I got all of this through being a Fema Club Mentor and I am now a very important person in our district.

Through being a Fema Club Mentor I have developed a volunteering spirit. For instance, at the Same Fema Club Network event the sound system had a problem and I had to rent another system with my own money. When we go to open clubs in other schools, we use my personal vehicle.

I watched Ruka Juu season 3 which inspired me a lot in terms of being creative and doing something outside teaching that can increase one's capital. I am now also imparting that knowledge to my students.

There have been a lot of behavioral changes in my students. For students to become members of the Fema Club at my school, they must be disciplined and dedicated. This is a result of the principles and rules we set in the club. Fema Club members also perform well in their studies because the club fosters freedom of expression and critical thinking. Therefore, the students are confident and have no worries when they sit for exams."



**MOST
SIGNIFICANT
STORIES OF
CHANGE**

JULIUS CHRISPINE STUDENT AT MINAKI SECONDARY SCHOOL (PWANI)

"I joined a Fema Club in 2016 while in Form 5. I met Fema Club leaders who were looking to register new club members. I was interested and joined as I was very aware of Femina Hip's activities I had been reading Fema magazine when I was a student at Mwanza Secondary School and I followed Fema through social media. I commend Femina Hip for nurturing student confidence and talents, I take every opportunity to develop my talents and leadership skills. I am now the secretary of the club and I motivate other students to join our Fema Club.

Before joining the Club, I did not know much about sexual and reproductive health. I had a girlfriend at 18 while I waited for my Form 4 results. We had not had sexual relations yet and I was under peer pressure to force her to have sex with me. Luckily time passed without us seeing each other and then school placements came out – I went to Minaki Secondary School while my girlfriend went to Tabora Girls High School.

As a member of the Fema Club I continued reading Fema magazines and learned more about the challenges of having relationships at a young age, and the benefits of delaying relationships and concentrating on academics.

Youth would ask questions in articles about relationships and that is where I got my answers as well. I also learned about girls' body changes during menstruation,

understanding a partner's feelings, and not being selfish in a relationship. I realized that I am still a student and must concentrate on studies – relationships will come after school.

Many of my fellow students keep on insisting that I should find another girlfriend. I too thought of getting another girl to have sex with, as it is what we boys think of and often discuss. But through the Fema Club and the questions and answers page of Anti Cos, I learned that it was not proper to be a playboy. I started applying what I learned from the stories.

After reading stories in Fema magazine on relationships and sexual and reproductive health, my perceptions of them have changed. Before getting into a relationship with my girlfriend I was performing well in school, later as my thoughts were always on my girlfriend and my school performance suffered.

That's why I decided to brake off the relationship and let go of sexual thoughts. I put more effort in my studies now and my grades have improved again. I still talk with my ex-girlfriend during the holidays, but only as friends. I have chosen studies over a girlfriend."



**MOST
SIGNIFICANT
STORIES OF
CHANGE**

EDWARD NKO **TEACHER AT ARUSHA SECONDARY SCHOOL (ARUSHA)**

"I first joined a Fema Club as a student at Mkwawa High School in 2002. There was another club – SPW – but I discovered that the Fema Club was more focused on young people in a comprehensive way. At the end of Form 6, I went to college for a Bachelor of Arts in education and became a teacher. When I started teaching in Arusha I continued to engage in youth matters and became a radio broadcaster running a program called "Truth about Youth" where we discussed various topics like those in Fema magazine. Later, I was chosen as the mentor of the Fema Club at my school.

In my personal life all things started with being a member of Fema Clubs. I began to show talent in club sessions as a student, and I have been more successful as a teacher through being a Fema Club Mentor compared to other teachers who are not in Fema Clubs.

I have been exposed to many things through the club, and I have been able to educate students on sexual and reproductive health, gender, economics and the environment.

At Mkwawa High School we had a school newsletter and radio and I worked as a reporter. When I finished Form 6 I started to work in radio and became a presenter for Radio 5 and Sunrise FM in Arusha. I did this work for 6 years up until I finished my teaching degree and became a teacher.

However, I have continued to participate in radio shows with Sunrise FM and Triple A FM, including helping Sunrise FM to start a youth-focused program. Star TV has

also occasionally invited me to youth programs, where I share the knowledge I have received through Fema Clubs first as a student and now as a teacher.

I have also been inspired as an entrepreneur through Femina. I personally have two businesses right now. First, I farm watermelon in Nduruma, usually in August when I have free time. Second, I have purchased a powerful printer where I design and print labels for products. These businesses are the result of the education I received as a student member and mentor of Fema Clubs. I have also been a keen follower of the Ruka Juu TV entrepreneurship show.

I am now married, and I have given my wife a small amount of capital and have helped her to get training from SIDO. She now makes food stuffs such as potato chips and has acquired a business license from the council for her product. The ultimate goal is to have a big business, she already distributes and sells to school students during breaks. The third season of Ruka Juu which just finished has made me more creative and has improved my family businesses.

For student members of my Fema Club there have been significant changes, especially in girls. Some were easily influenced into having sex because our school is in an urban area. There were many cases of student pregnancies in the recent past, but now there is a declining trend in the number of cases. Femina education is helping"



**MOST
SIGNIFICANT
STORIES OF
CHANGE**

KAHWA MPUNAMI **TEACHER AT MISUNGWI SECONDARY SCHOOL (MWANZA)**

“After becoming a teacher in 2004 I started a Fema Club at my school. The club currently has 156 members. I help my students in one way or another to promote self-awareness, gender education, and entrepreneurship.

I am especially concerned about students who, after graduating Form 4 or 6, do not get the opportunity to study at university. I decided to do something that could help these young people by setting up an entrepreneurship club within the Fema Club.

What we are doing right now is to teach them skills through different projects; for example, we have a rabbit breeding project and we are currently preparing to open a chalk production. The goal is to help the students who come out of school and are not eligible for university to come up with businesses that can help them generate income.

The big change that I have seen from the Fema Club is youth having a volunteering spirit. I have done this work under stressful conditions at times and have been ridiculed by fellow teachers and community members, but I believe this charity will be paid by God. Of the students who were members of the Fema Club, some have graduated from universities and have come back to express their gratitude. There are others who I have helped to get into volunteer programs with various

organizations. For the young people for whom I have found work, I am proud of myself because patriotism and volunteerism have helped them to realize their talents.

All of my 156 Fema Club members have received entrepreneurship education and are involved in different projects. Another example is those who make menstrual pads using common fabrics such as cotton and wool. We sell them to students at a small price of 1000 Tsh for a pack of 3 pieces. There are also other students who are in livestock keeping. Still others turn used bottles into decorative pieces for our school grounds, and we also have a plan to make benches from the bottles so that we can place them around our garden. The money we earn from our projects is spend on transportation like bus fares when we go to visit other neighboring schools for exchange and to encourage them to have active Fema clubs, as well as to contribute to the school's graduation festivity budget.

Student change within the club is particularly significant, especially when it comes to developing talent. Their skills in textile and construction have really increased. We have a plan to build a Fema Club office using technicians who are members of the Fema Club.”



**MOST
SIGNIFICANT
STORIES OF
CHANGE**

MAYOMBO CHARLES LUTEGO **TEACHER AT MNYUZI SECONDARY SCHOOL (TANGA)**

"I first joined a Fema Club at Lindi High School when in Form 5. After studying and becoming a teacher, I went on to become a club mentor myself. I am also a regional club coordinator, and the assistant secretary of the network of Fema Club Mentors in Tanzania.

The biggest change in my life from being a part of Fema Clubs is volunteering, it is now a part of my life. I do not care how much I spend – every time I am invited to an event I see it as part of my work and I gain experience.

In just the past 6 months I have gone to Singida for the Fema Clubs central zone network conference, to Morogoro for the Turiani district conference, and to Kilimanjaro for a conference at Lyamungo High School. I have also traveled around Tanga region to create awareness and participation about Fema Club work, as well as encouraging young people to fulfill their responsibilities to ultimately help the nation acquire a more productive workforce. I am part of the development of my nation.

When I completed my first degree and reported for work I did not have the morale for teaching, as our school is in a very rural setting. But after my first time attending a Femina Hip Youth Conference and getting to meet other teachers, I realized that my education was not sufficient. I later got the opportunity to go to Jordan and studied a master's degree in planning and administration. All of this was because of inspiration from Femina Hip.

When I joined the school, the Fema club did not have any projects, but we now farm cassava and pawpaw. I myself farm cassava and earn an income from it. There are

also seminars that I am called to and paid to attend because of my work with my Fema Club. A significant change I have experienced is helping create a network of people across the country. I am widely known wherever I go, and it has reached the point where I am asked to host many events in my region.

Being a Fema Club Mentor has also contributed to increasing my knowledge and skills. We get trainings at the conferences we attend, and through those trainings we get the knowledge that updates our skills. At last year's youth conference, we were trained on entrepreneurship, from which I got ideas on how to maximize my capital. Fema magazine, and the various topics, has also contributed a lot to my change. Watching Femina Hip's TV programs, such as Ruka Juu, has helped to empower me. I also interact with Femina Hip's social media accounts via Facebook, YouTube, and Twitter. I have a plan to collect all of the Fema TV shows and show them in the TV room of the school for the benefit of all.

When I arrived at Mnyuzi Secondary we had a problem with student pregnancies. I needed to act as I felt that the students had lost their way. I collaborated with the village dispensary through the nurse there. I walked on foot with students from the school to the clinic where the nurse gave them knowledge about teenage pregnancy. Last year the acting District Commissioner complained about the ongoing problem of teenage pregnancy in our district; however, we did not have even a single case of pregnancy at our school. I tell my students if they get sexual advances from anyone to mention Mayombo – they know me."



Femina Hip would like to acknowledge the generous core donor support we have continue to receive from the Swedish and Danish governments through their local embassies.

Other project-based donors this year were: Marie Stopes, UNICEF, and the embassies of Ireland, Norway, Switzerland, and The Netherlands.

During the year Femina Hip had regular meetings with its board members and received good support in setting frameworks for and endorsing a series of policies for the organization and restructuring senior management and leadership of the organization.

Femina Hip continues to receive support from the HIP Edutainment Trust in Sweden to develop innovative programming, document Femina Hip's evidence base, gain global exposure and generate pro bono support. The Girl Power research project, which included an RCT and which pioneered the Femina Hip Girl Power approach, has been a substantial investment over the past three years. We are now successfully rolling it out with our DREAMS-IC grant. The project has been funded by Norwegian Research Council, the Hewlett Packard Foundation, the Kavli Foundation, and the Norwegian Embassy in Dar es Salaam through Norwegian School of Economics (NHH) in Bergen, Norway. The project is led by Professor Bertil Tungodden, one of the board members of the HIP Edutainment Trust. The last part of the data collection for the project took place in 2016.

Finally, this year Femina Hip underwent a number of external audits and assessments by donors to ascertain the effectiveness of its systems and procedures. These were:

- Systems and Efficiency audit conducted by KPMG for Swedish Embassy
- UN Women audit for a project undertaken in 2015
- Due diligence conducted for MST
- DREAMS-IC audit assessment conducted by JSI for PEPFAR
- Micro-assessment for UNICEF
- Femina Hip annual external financial audit
- Organizational assessment conducted by MSH under the PROGRES program (part of the USAID /HC3 project) for which Femina Hip won a competitive grant

Recommendations of these assessments included establishing clearer salary scales and key performance indicators for staff, having a clear separation of duties within the finance team, having a succession plan for the Executive Director, and the development of distinct policies for child protection, human trafficking and data security.

All of these recommendations have either been actioned already or are in progress, enabling Femina Hip to be more effective and efficient in its operation, and enhancing our organizational development.



FINANCIAL INFORMATION

Income Statement

FEMINA HIP LIMITED
FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2017

**STATEMENT OF INCOME AND EXPENDITURE
FOR THE YEAR ENDED 31 DECEMBER 2017**

	Notes	2017 TZS	2018 TZS
Income			
Grants released to income	4	4,796,389,737	2,642,509,780
Capital grants released during the year	12	83,339,795	64,834,037
Other income	5	53,083,019	31,470,012
Total income		4,932,812,551	2,738,813,829
Expenses			
Direct expenses	6	3,568,734,725	1,527,870,809
Administrative expenses	7	1,364,077,826	1,210,943,020
Total expenses		4,932,812,551	2,738,813,829
Surplus/(deficit)		-	-

The notes on pages 19 to 45 form an integral part of these financial statements. The Financial Statements on pages 16 to 18 were approved by the board of directors and authorised for issue on 8/2/2018 and were signed on its behalf by:


Ms. Sauda Simba
CHAIRPERSON


Dr. Minou Fuglesang
EXECUTIVE DIRECTOR

Report of the independent auditors - page 13 to 15.

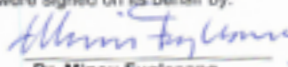
Balance Sheet

FEMINA HIP LIMITED
FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2017
STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2017

	Notes	2016 TZS	2015 TZS
Assets			
Non-current assets			
Furniture and equipment	8	92,964,064	148,612,017
Intangible assets	9	-	-
		<u>92,964,064</u>	<u>148,612,017</u>
Current assets			
Trade and other receivables	10	225,420,841	119,058,716
Cash and cash equivalents	11	549,036,638	841,152,310
		<u>774,457,489</u>	<u>960,211,026</u>
Total assets		<u>867,421,543</u>	<u>1,108,823,043</u>
Liabilities			
Non-current liabilities			
Capital grants	12	92,964,062	148,612,015
Deferred income	4	678,855,626	661,920,834
		<u>771,819,688</u>	<u>810,532,849</u>
Current liabilities			
Trade and other payables	13	95,601,855	298,290,194
Total liabilities		<u>867,421,543</u>	<u>1,108,823,043</u>

The notes on pages 19 to 45 form an integral part of these financial statements. The Financial Statements on pages 16 to 18 were approved by the board of directors and authorised for issue on 02/03/2018 and were signed on its behalf by:


Ms. Sauda Simba
CHAIRPERSON


Dr. Minou Fuglesang
EXECUTIVE DIRECTOR

Report of the independent auditors - page 13 to 15.

Cash Flow Statement

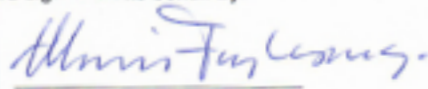
FEMINA HIP LIMITED
FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2017

STATEMENT OF CASHFLOWS FOR THE YEAR ENDED 31 DECEMBER 2017

	2017 TZS	2016 TZS
Cash flows from operating activities		
Surplus at the end of the year	-	-
<i>Adjust for: Non-cash items</i>		
Revenue grants released to income	(4,796,389,737)	(2,642,509,780)
(Gain)/loss on disposal of assets	-	(3,668,418)
Capital grants released to income	(83,339,795)	(64,834,037)
Depreciation and amortization	65,770,115	63,402,455
Impairment loss on assets	17,569,681	-
<i>Changes in working capital:</i>		
Increase in trade and other receivables	(106,362,125)	(44,164,164)
Decrease in trade and other payables	(202,688,241)	152,074,065
Net cash flows used in operating activities	(5,105,440,202)	(2,539,699,879)
Cash flows from investing activities		
Proceeds from disposal of furniture and equipment	-	5,100,000
Purchase of furniture and equipment	(27,691,843)	(8,300,014)
Net cash flows used in investing activities	(27,691,843)	(3,200,014)
Cash flows from financing activities		
Revenue grants received	4,813,324,530	3,130,916,407
Capital grant received	27,691,843	8,300,014
Net cash flows from financing activities	4,841,016,373	3,139,216,421
Net decrease in cash and cash equivalents	(292,115,672)	596,316,530
Cash and cash equivalents at the start of the year	11 841,152,310	244,835,780
	549,036,638	841,152,310

The notes on pages 19 to 45 form an integral part of these financial statements. The Financial Statements on pages 16 to 18 were approved by the board of directors and authorised for issue on 22/03/ 2018 and were signed on its behalf by:


Ms. Sauda Simba
CHAIRPERSON


Dr. Minou Fuglesang
EXECUTIVE DIRECTOR

Report of the independent auditors - page 13 to 15.

Audit Statement



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Landline: +255 22 2664099
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Email: acimh@innovexdc.com
Website: www.innovexdc.com

The Chairperson
Board of Directors
Femina Hip Limited
Regent Business Park
3rd Floor, Wing B
Chwaku Street, Mikocheni A
PO Box 2065
Dar es Salaam
Tanzania

INDEPENDENT AUDITORS REPORT TO THE MEMBERS OF FEMINA HIP LIMITED

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of Femina Hip Limited, which comprise the statement of financial position as at 31 December 2017, and the statement of income and expenditure and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects the financial position of the Company as at 31 December 2017, and of its financial performance and its cash flows for the year then ended in accordance with International Financial Reporting Standards (IFRSs).

Basis for Opinion

We conducted our audit in accordance with International Standards on Auditing (ISAs). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Company in accordance with the ethical requirements that are relevant to our audit of the financial statements in the United Republic of Tanzania, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Audit Statement

FEMINA HIP LIMITED

REPORT OF THE INDEPENDENT AUDITORS

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with IFRSs, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the company or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the company's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with ISAs, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control;
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the company's internal control;
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management;
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.



CONCLUSION AND LESSONS LEARNED

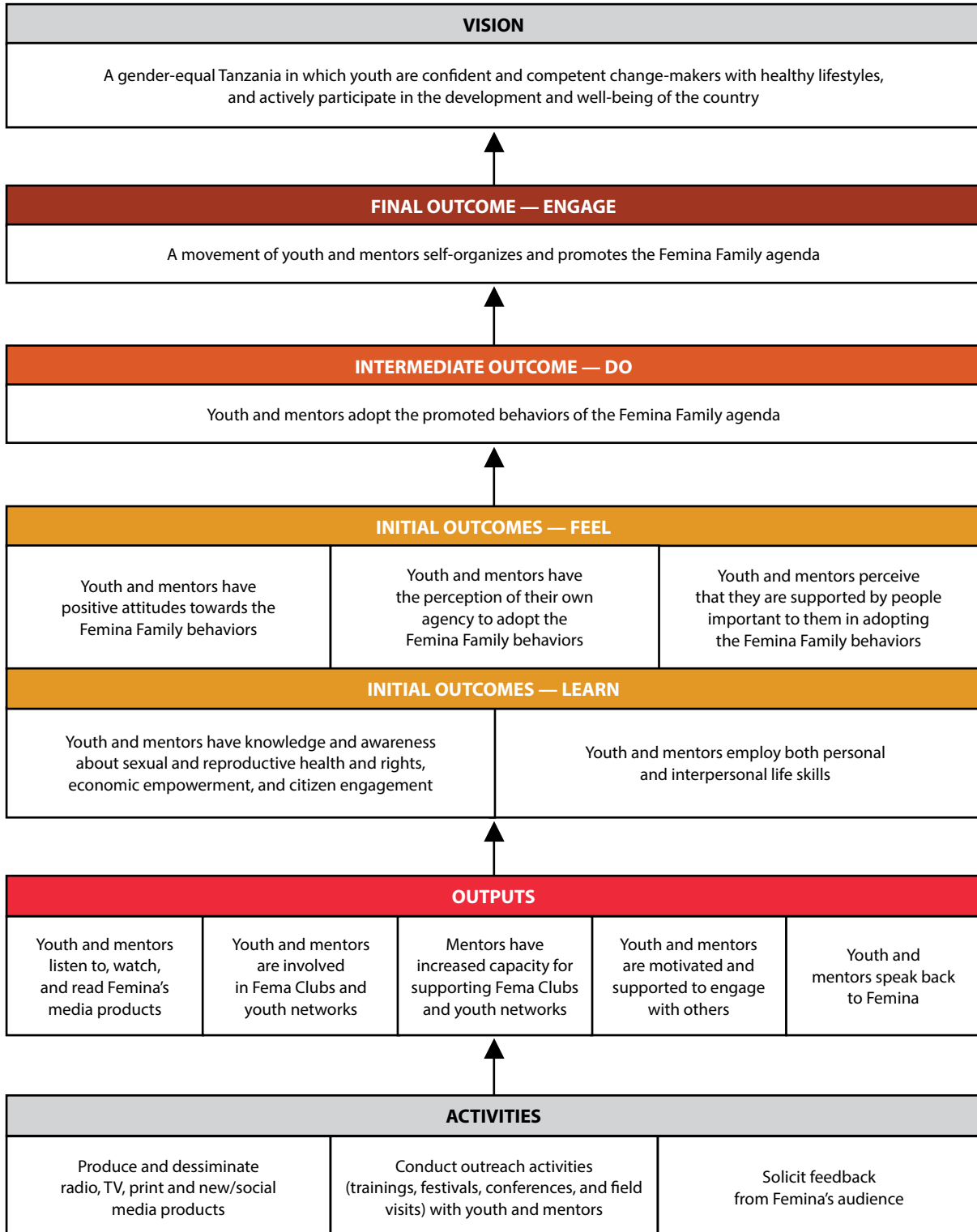
2017 saw the scale of our work increase substantially through the return of both Ruka Juu TV and Fema Radio Show. After a reduced level of activity in 2016 due to a decrease in total funding, it gave us great pride as an organization to be able to continue our critical work in providing Tanzanian youth with the education they need to protect themselves and build their livelihoods. The popularity of both the TV and radio programs attests to the continued interest in Femina Hip's work, as well as the desire on the part of youth to engage in entrepreneurship.

This year also saw a return of our annual Youth Conference, which kicked off a year of more intensive work with our Fema Clubs. Much of 2016 was spent on putting systems in place which would allow Femina Hip to more effectively manage a system of nearly two thousand Fema Clubs, and in 2017 those systems were put to good use. While there remains more work to be done to be able to engage even more effectively with a nationwide network of clubs, huge strides have been made through the innovative use of SurveyMonkey, SMS over Telerivet, social media, and database systems. We are for the first time collecting large-scale data on our clubs' activities, which will allow us to better understand how these function as well as be able to more concretely report back on their activities to our donors.

Finally, 2017 was a major leap forward for Femina Hip's gender equality initiatives. Our DREAMS-IC project provided training to nearly six thousand Tanzanian girls in order to help them stay in school and protect their sexual and reproductive health. This work was complemented by the production and distribution of the Fema magazine issue on MHM, and the launching of the Girl Power team. The feedback from all of these activities demonstrates the desperate need that many Tanzanian girls have to get accurate and trustworthy information about menstruation and their sexual health. Femina Hip is well-poised to be a thought leader on girls' empowerment and gender equality for the coming years.



**ANNEX 1
FEMINA'S RESULTS
FRAMEWORK**





**ANNEX 2
RESULTS
FRAMEWORK
INDICATOR**

RESULT	INDICATOR
Final Outcomes / Love to See	
1 A movement of youth and mentors self-organizes and promotes the Femina Family agenda	<ul style="list-style-type: none"> 1.1 Youth and mentors organize networks of Fema Clubs 1.2 Fema Clubs organize youth conferences at the regional level 1.3 Youth and mentors advocate for policy changes which affect their well-being 1.4 Fema Clubs bring issues to local governments with plans for change 1.5 Youth and mentors organize festivals 1.6 Fema Clubs actively promote the Femina Family behaviors
Intermediate Outcomes / Like to See	
2 Youth and mentors adopt the promoted behaviors of the Femina Family	<ul style="list-style-type: none"> 2.1 SRHR: Youth and mentors delay their sexual debut; practice safe sex and/or abstinence; go for HIV and STI testing; use condoms and other contraceptives; and work to combat HIV/AIDS stigma 2.2 EE: Youth and mentors start small income-generating projects; start agricultural or other businesses; plan their finances; set financial goals for themselves; create business plans; conduct market research; and seek out capital 2.3 CE: Youth and mentors take part in political processes; challenge gender norms; respect diversity and differences; speak up for their rights; take individual and collective actions which benefit their communities; and volunteer 2.4 Mentors organize clubs 2.5 Mentors counsel youth 2.6 Mentors act as role models for youth
Initial Outcomes / Expect to See	
3 Youth and mentors have knowledge about SRHR, EE, and CE	<ul style="list-style-type: none"> 3.1 SRHR: Youth and mentors know about their bodies, sex and sexuality, HIV/AIDS, relationships, and general well-being 3.2 EE: Youth and mentors know about financial literacy, economic justice, employment, entrepreneurship, and agriculture 3.3 CE: Youth and mentors know about human rights, youth responsibilities, voluntarism, democratic values, and governance
4 Youth and mentors employ both personal and interpersonal life skills	<ul style="list-style-type: none"> 4.1 Youth and mentors exhibit the following personal life skills: self-esteem and confidence, critical thinking, positive and independent decision-making, and organizational skills 4.2 Youth and mentors exhibit communication, negotiation, and leadership interpersonal skills
5 Youth and mentors have positive attitudes towards the Femina Family behaviors	<ul style="list-style-type: none"> 5.1 SRHR: Youth and mentors feel that it is worth it to protect their health 5.2 EE: Youth and mentors feel that it is worth it to build their livelihoods 5.3 CE: Youth and mentors feel that it is worth it to engage themselves in societal and civic development



**ANNEX 2
RESULTS
FRAMEWORK
INDICATOR**

RESULT	INDICATOR
Initial Outcomes / Expect to See	
<p>6</p> <p>Youth and mentors have the perception of their own agency to adopt the Femina Family behaviors</p>	<p>6.1 SRHR: Youth and mentors feel empowered to protect their health</p> <p>6.2 EE: Youth and mentors feel empowered to build their livelihoods</p> <p>6.3 CE: Youth and mentors feel empowered to engage themselves in societal and civic development</p>
<p>7</p> <p>Youth and mentors perceive that they are supported by people important to them in adopting the Femina Family behaviors</p>	<p>7.1 SRHR: Youth and mentors feel that people important to them support them in protecting their health</p> <p>7.2 EE: Youth and mentors feel that people important to them support them in building their livelihoods</p> <p>7.3 CE: Youth and mentors feel that people important to them support them in engaging themselves in societal and civic development</p>
Outputs	
<p>8</p> <p>Youth and mentors listen to, watch, and read Femina's media product</p>	<p>8.1 Number of readers of Fema magazine (including online)</p> <p>8.2 Number of viewers of Fema TV Talk Show and Ruka Juu (including online)</p> <p>8.3 Number of listeners of Fema Radio Show (including online)</p> <p>8.4 Number of visitors to content pages of Femina's website</p> <p>8.5 Number of readers of Femina's Facebook posts</p> <p>8.6 Number of readers of Femina's tweets</p> <p>8.7 Number of readers of one-off print materials</p>
<p>9</p> <p>Youth and mentors are involved in Fema Clubs and youth networks</p>	<p>9.1 Number of new Fema Clubs and youth networks formed and registered</p> <p>9.2 Number of youth and mentors who attend Fema Club meetings and activities</p> <p>9.3 Number of Fema Clubs and youth networks that were active during the current calendar year</p>
<p>10</p> <p>Mentors have increased capacity for supporting Fema Clubs and youth networks</p>	<p>10.1 Number of mentors oriented on Femina's active learning methodology</p> <p>10.2 Number of mentors provided with guidance on an individual basis</p>
<p>11</p> <p>Youth and mentors are motivated and supported to engage with others</p>	<p>11.1 Number of youth and mentors interacted with through outreach activities</p> <p>11.2 Number of youth and mentors who attend festivals and the annual youth conference</p> <p>11.3 Number of Fema Clubs and youth networks incentivized</p> <p>11.4 Number of youth and mentors incentivized</p>
<p>12</p> <p>Youth and mentors speak back to Femina</p>	<p>12.1 Number of SMS received by Femina</p> <p>12.2 Number of e-mails received by Femina</p> <p>12.3 Number of letters received by Femina</p> <p>12.4 Number of posts to Femina's Facebook page, private messages received, and Femina posts shared</p> <p>12.5 Number of tweets to Femina's Twitter page, private messages received, and Femina tweets re-tweeted</p>