

ANNUAL REPORT 2018



Regent Business Park, Wing B –
3rd Floor, Mikocheni, P.O. Box 2065, Dar es Salaam, Tanzania
info@feminahip.or.tz / www.feminahip.or.tz



List of Acronyms	3
Results Summary	4
Our Strategy 2013-2017(22)	5
Organization Background	5
Theory of Change	6
Vision, Mission, and Outcomes	6
Target Audience	6
Content Agendas	7
Achieving the Global Goals	7
Monitoring, Evaluation and Learning	7
Our Work in 2018	
Edutainment Media	
Fema Magazine	11
Fema Radio Show	24
Website and Social Media	33
Community Mobilization and Trainings	
Fema Clubs	34
Fema Club Networks	42
Activities and Trainings	46
Femina Annual Youth Conference	46
Active Learning Trainings and School Visits	47
SMS Platform	48
Femina Hip Festivals	49
Programs and Projects.....	51
Volunteer and Intern Program	51
The Girl Power Team	52
The Boy Power Team	52
DREAMS Innovation Challenge Projects	53
The Nguvu Ya Binti Pilot Project.....	58
Change Maker Programme	60
Stories of Change	63
Femina Hip Essay Competition	65
Organizational Development	72
Conclusion and Lessons Learned	73
Financial Information	74
Annex 1 – Femina Hip’s Results Framework	80
Annex 2 – Results Framework Indicators	82



LIST OF ACRONYMS

AGYW	Adolescent Girls and Young Women
AIDS	Acquired Immune Deficiency Syndrome
ANSAF	Agricultural Non-State Actors Forum
CATI	Computer Assisted Telephone Interviewing
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
FGM	Female Genital Mutilation
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
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
UNA	Uigizaji na Ngoma za Asili
USAID	United States Agency for International Development
YMC	Youth Movement for Change

RESULTS SUMMARY

In 2018, Femina has shown that it is maintaining its strong reach to Tanzanian youth and their communities and exhibiting growth in several key areas. Compared to 2017, the numbers of youth reached by Fema magazine has risen from 4,062,713 to 11,597,685 in 2018. Through a combination of media products [Fema Radio Show and Fema magazine] and outreach activities, Femina Hip reached a total of **14,267,983** youth in 2018, [Female 7,614,855 and Male 6,653,128]

In addition, while Femina Hip did not air a new season of its TV show this year, radio show numbers once again exceeded their target of 600,000, showing listening figures of 2,577,485. The number of youth who participated as 'youth reporters' is also greater in 2018 than in 2017, with 994 participants, up from 773.

This year has also seen a large increase in outreach events, reaching youth across the country. In 2017, there were 34,843 events, but this has more than doubled with 88,611 events recorded in 2018. The scale of this increase represents the self-organization and growth of Femina's Fema Club networks in every region in Tanzania, with 38 networks in total. This success is due in large part to the substantial growth of registered, active Fema Clubs in secondary schools, with 2,331 clubs in Femina's database. These clubs provide an entry point for Femina's educational programming and media products, reaching approximately 200,000 Tanzanian youth who are active Fema Club members and serve as peer educators to their school mates sharing the magazine with everyone.

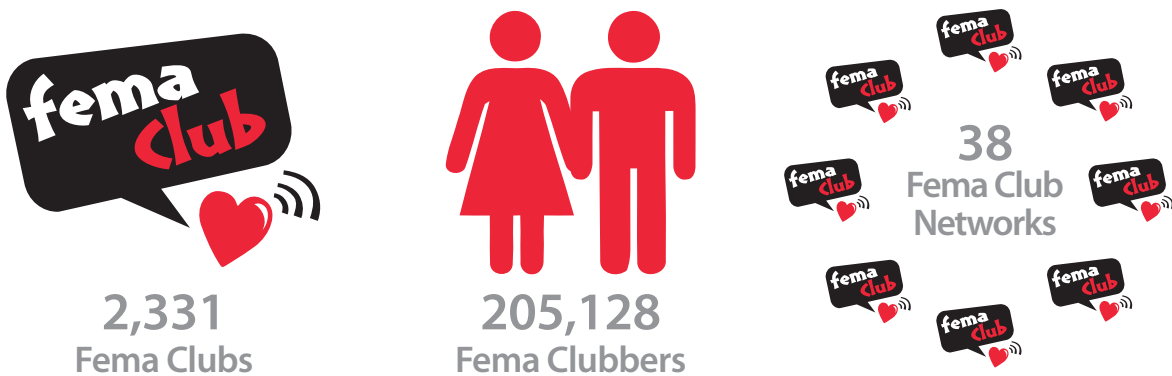


Table 1: Numbers of youth reached through media products

MEDIA PRODUCT	FEMALE	MALE	TOTAL
Fema magazine	6,117,709	5,479,976	11,597,685
Fema Radio Show	1,442,268	1,135,216	2,577,485
Total	7,559,977	6,615,192	14,175,170

Table 2: Numbers of youth who participated as 'youth reporters' in media production

PARTICIPANT	FEMALE	MALE	TOTAL
Youth	524	400	924
Teachers	34	38	72
Total	558	438	996

Table 3: Numbers of youth and teachers trained in Active Learning

PARTICIPANT	FEMALE	MALE	TOTAL
Students	2,046	-	2,046
Teachers	402	759	1,161
Total	6,424		3,207

Table 4: Numbers of youth reached through outreach events

PARTICIPANT	FEMALE	MALE	TOTAL
Youth	50,757	35,195	85,952
Teachers	1,115	1,544	2,659
Total	51,872	36,739	88,611

Organization Background

Femina Hip has now operated for two decades. It 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 identifies with the values of the brand, and regularly engages with the platform, actively promoting 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 to gain vital lifeskills.

Today, Femina Hip is the largest civil society multi-media lifeskills platform for young Tanzanians, and an award-winning popular brand. We are strategic communication experts, dedicated to sharing stories and experiences, and engaging young people in conversations around issues important to their development and well-being in an honest and popular way: inspiring, motivating, influencing attitudes, changing mindsets and ultimately changing behaviors. We want youth to have key lifeskills, 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, an in-service teacher training to support, motivate and strengthen teacher mentors, building their capacity to use the media products as learning materials to support learning and engagement. We continuously keep our ears and doors open towards our target audience: youths' needs, experiences and opinions are what matter to us, and they are fed back into the media production process. We also have many youth and former Fema Clubbers who volunteer with us through the Femina volunteer program. In this way, we become a knowledgeable resource and offer a powerful way to capture and carry the voice of youth.

In 2011, during the second decade of Femina Hip, the organization was challenged to take on a more holistic strategy around its content agenda, coupling sexual and reproductive health with economic empowerment in order to address the request from youth and acknowledge the income generating challenges facing young people. Our coverage of the last two presidential elections and the review of the constitution, as well as Fema Club formation and self-organizing for civil society activism brought forward the need to deal with citizen engagement and participation, as well as rights and responsibilities, in a more systematic way.

We acknowledged the massive reach of our media and lifeskills platform and that the organization building through clubs is contributing to responsible citizenship where community collaboration and action must start. Clubs are the seeds of civil society organizing. The value of the platform to carry out downstream advocacy, i.e. to share information about the government policies and programs and decisions that affect young people's lives, also became clear. The current government is eager to work in closer partnership with the civil society to ensure focus is on key concerns. Femina has received government endorsement and signed key Memorandums of Understanding and has a good working relationship with the current government. Consequently, in the regions we work we have increasing interest and support from local government including regional education and health officers, district education officers and heads of schools.

The board of Femina Hip and Hip Edutainment have decided that the strategic plan for Femina Hip 2013 -2017 has been extended to 2022. This decision was a result of a positive mid-term evaluation and funding modalities. Our core donors have endorsed this decision.

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 contributions 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, Theory of Reasoned Action, and the Theory of Communication for Social Change. The I-Change Model focuses on the importance of role models and Influencers. 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'. The theory also highlights the key role played by culture and context in social change. Further, that participation is a crucial part of planning, implementation and evaluation of the change processes. Contemporary use of traditional and community media and all the modern ICTs can facilitate this process of change.

Communication for Social Change reinforces the notion that people must take ownership of and act as active 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.

At Femina we also build our work around creating intention and motivation to act. We identify 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 behavior.
- **Self-efficacy** to carry out the Femina Family lifestyle behaviors including perceived ability to perform the behavior and the set of skills required to perform the 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 perceptions about these factors in relation to the behaviors we see as core to 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. However, many of them fall within our target group. Mentors are individuals who support and help facilitate Fema Clubs that intend to 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. We also advocate for animal rights and environmental conservation.

Achieving the Global Goals

All our work is aligned with, and contributes to achieving, the United Nations Global Goals for Sustainable Development (SDGs). Young people are vital to delivering the SDGs and are part of a worldwide movement to end poverty, fight inequality and stop climate change by 2030. Femina Hip's programmes contribute primarily to the following Global Goals:



Monitoring, Evaluation and Learning

Femina Hip is a **learning organization**, committed to an ongoing process of monitoring, evaluation and learning at all levels of programming. Situated in the field of Social and Behavior Change Communication (SBCC), Femina is aware of the need for comprehensive data collection processes and feedback tools that capture not only the reach of its work, but the conversations, commitments and actions that arise from engagement with the Femina brand.

The Monitoring and Evaluation team therefore relies on multiple methods for collecting both qualitative and quantitative data. Methods are guided by Femina's Results Framework (2013), which illustrates the intended progression of its programming, through initial, intermediate and final outcomes, to its vision. Each level includes a number of progress markers (indicators) specifying what Femina aims to achieve in terms of **knowledge, attitude, self-efficacy and skills**.

Methodologies

1) Ipsos Omnibus Surveys: Femina Hip employs Ipsos to conduct Omnibus (Face to Face) and CATI (Computer Assisted Telephone Interviewing) surveys to collect both demographic, product, and learning data, based on outcomes from the Results Framework. Ipsos Omnibus surveys is used to document the impact of Fema magazine. Femina TV and Radio impact is measured through the Ipsos CATI survey. Questions for both the Omnibus and CATI surveys are developed in reference to Femina's Results Framework, collecting data on initial outcomes (Knowledge, Lifeskills, Attitudes, and Self-efficacy) and the intermedia outcome (Behavior Change)

2) Online Reporting: Femina Hip uses the reliable and accessible online data collection and analysis tool 'SurveyMonkey' to collect reports from a variety of sources. A cloud-based system accessible via any device connected to the internet, SurveyMonkey has greatly increased Femina's ability to obtain reports from clubs and staff in the field.

3) Femina's Field Research: A semi-structured questionnaire has been designed to collect additional data. M&E staff travel to the field to distribute the questionnaire among Femina's audience. Findings from the questionnaire is compiled in a separate report, presented to Femina's staff and informs Femina's Annual Report.

4) Stories of Change: In addition to field questionnaires, monitoring staff also conduct interviews with participants to collect a record of personal testimonies from beneficiaries. These stories provide personal insights into the range of impacts that Femina Hip media products and clubs have on individual young people. Selected stories are chosen based on clarity of impact statement and the relevance of content to Femina's outcomes. 'Stories of Change' are intended to represent selective 'successes' from Femina's work, acting as qualitative examples that illustrate results of quantitative studies (such as the Ipsos Omnibus surveys).

5) Audience Feedback Study: Through Femina's 'Speak Back' agenda, audience feedback is collected on an ongoing basis via letters, email, SMS and social media. This year, feedback is also being sourced from entries to the Femina magazine essay competition.

**OUR WORK
EDUTAINMENT
MEDIA**



Femina Hip communicates and connects with youth through its multimedia lifeskills platform as well as through face-to-face activities, Active Learning training and through outreach interventions. These initiatives mutually reinforce each other to share a dynamic flow of brand identification, knowledge, model behaviors, as well as providing guidance and inspiration and motivation to act. 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

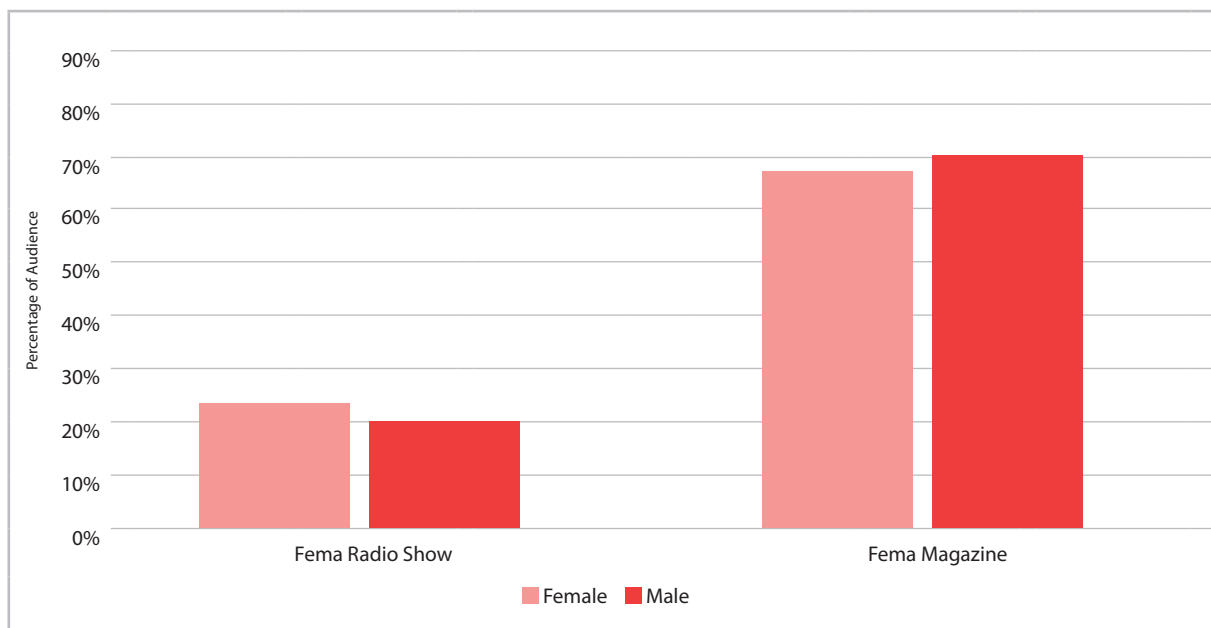


Chart 2: Demographics of Femina Hip's media products by age

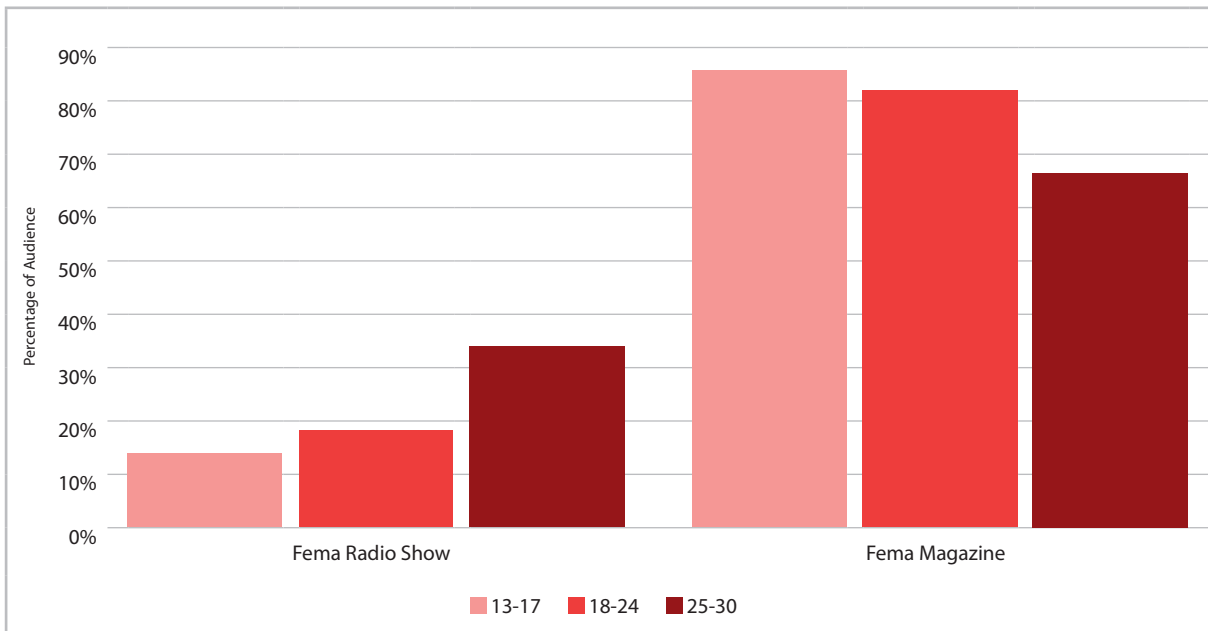
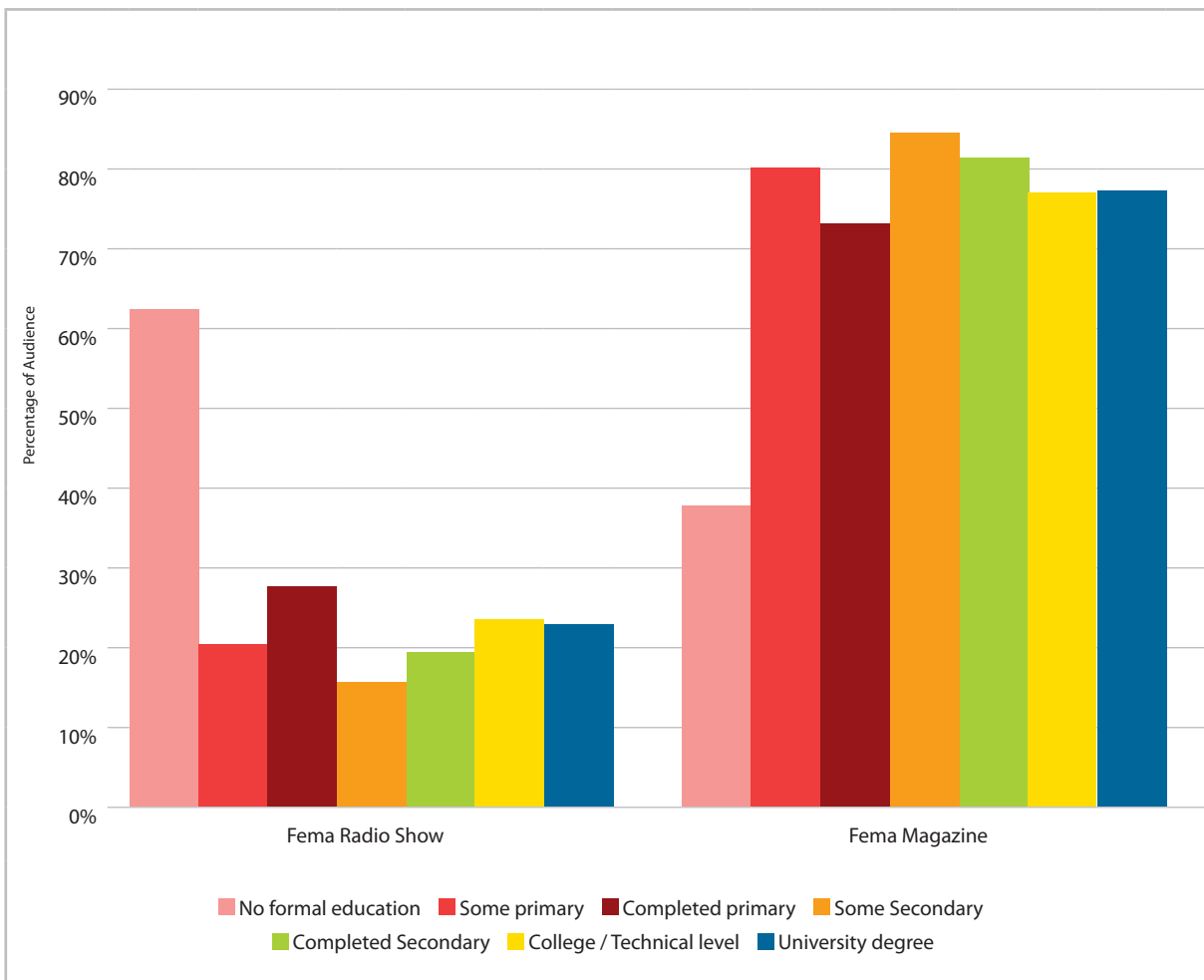


Chart 3: Demographics of Femina Hip's media products by education level

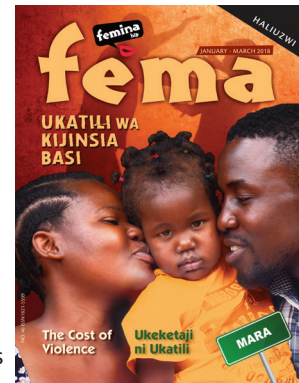


Fema Magazine

The 60-page Fema magazine is printed in 120,000 copies and distributed quarterly to secondary schools, Folk Development Colleges (FDCs), vocational schools and NGOs across Tanzania. It includes sections on all three Femina Hip's strategic areas: SRHR, EE, and CE. The schools that have set up Fema 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 46 / JANUARY – MARCH 2018

- **Theme:** 'The Cost of Violence' – Gender Based Violence.
- **Production location:** Tarime in Mara and Kitunda in Dar es Salaam
- **Funder(s):** UNICEF, Sida, Danida, FHI360
- **Editorial partner(s):** FHI 360, CDF (Children's Dignity Forum), Kivulini, Praxis Tanzania, Masanga Safe House, Mogabiri Sec Fema Club, Legal and Human Rights Centre, TGNP, Juhudi Secondary School, Kurumwa Secondary School, Nkende Secondary School.



This issue deals with the important issue of Gender Based Violence. Exploring the complex and difficult topic of violence against women and girls in Tanzania, the issue raises awareness that this kind of violence is a violation of human rights, whether it happens in public, or, as is often the case, at home.

The cover story features a story about Jackson from Mara Region, a man who used to beat his wife, but changed his ways. The stories of brave young women who have walked away from violence are also shared, making readers aware of 'traditional harmful practices' such as female genital mutilation (FGM) and early marriage.

FEMA 47 / APRIL – JUNE 2018

- **Theme:** VOICE (Reading, Writing and Sharing stories)
- **Production location(s):** Dar es Salaam
- **Funders:** Sida, Danida, and CODE
- **Editorial partner(s):** Soma Book Café, CODE, Tanzania National Library Services, Mkuki na Nyota Publishers



The aim of this issue was to highlight the power of reading, writing and storytelling as a means of raising youth voices. Different kinds of reading and writing are explored, including novels, poems, magazines and newspapers. A strong connection is made between the influence of reading on young peoples' lives. Reading leads to writing, which can increase confidence and mindfulness. Expressing emotions and thoughts in this way is also revealed to be an important mechanism to cope with life's challenges, including violence.

This issue's cover story featured Zuhura, a poet and writer who was inspired by reading books and listening to other people's stories. Songwriter Fid Q is also featured as an example of how reading can improve your writing and speaking skills, including songwriting. He shares details of how he began his music and songwriting journey.

In addition, winning essays from the 'red agenda' (menstruation) essay competition are revealed, and readers are told how they can become a 'youth reporter' for Fema magazine. Finally, readers are introduced to the exciting '20 Years 20 Awards' Jubilee Essay Competition at Femina Hip.

Fema Magazine

FEMA 48 / JULY – SEPTEMBER 2018

- **Theme:** Climate Change and Tree Planting
- **Production location(s):** Singida
- **Funders:** Sida and DANIDA
- **Editorial partner(s):** Roots & Shoots, Africraft

Climate Change and deforestation are the crucial issues presented in this issue of Fema magazine. Stories are presented about the role trees play in providing us with the clean air we breathe, and how human activities such as cutting down trees, making charcoal and burning trash contributes to climate change. In Ruka Juu articles, the issue also discusses how forests and trees are vital for income generation and there are jobs to be had. Exploring alternative or sustainable energy is another key angle.



Delivered in partnership with Jane Goodall's organization Roots & Shoots, the cover story features the famous primatologist's grandson Merlin. He explains how the organization is helping to plant and grow millions of trees in partnership with schools across the country and has a large engagement program with clubs that can partner with Femina.

FEMA 49 / OCTOBER – DECEMBER 2018

- **Theme:** DREAMS (Keeping Girls in School)
- **Production location(s):** Mbeya, Shinyanga and Dar es Salaam
- **Funder(s):** SIDA, DANIDA, UNICEF
- **Editorial partner(s):** UNICEF, DREAMS Master trainers in Mbeya, FHI360

This Fema issue uses the theme of 'dreams' to discuss the importance of 'keeping girls in school'. Stories and articles provide encouragement for adolescent girls to stay in school and look at the different factors that affect their attendance. The issue also focuses on young people's dreams and what it takes to achieve them. The production was a partnership with UNICEF.



The cover story features celebrity 'Kidoti' - Jokate Mwegelo - a young woman and Influencer with an inspiring story of striving to achieve her dreams through business ventures, political participation but also the downside of celebrity - being a victim of cyber-bullying. The issue also discusses the Femina DREAMS and Girl Power project and launches the Boy Power Team, to complement the Girl Power Team. In this issue, boys share stories of their HIV testing experiences.

Fema Magazine

Table 1: Numbers of Fema magazine copies printed



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

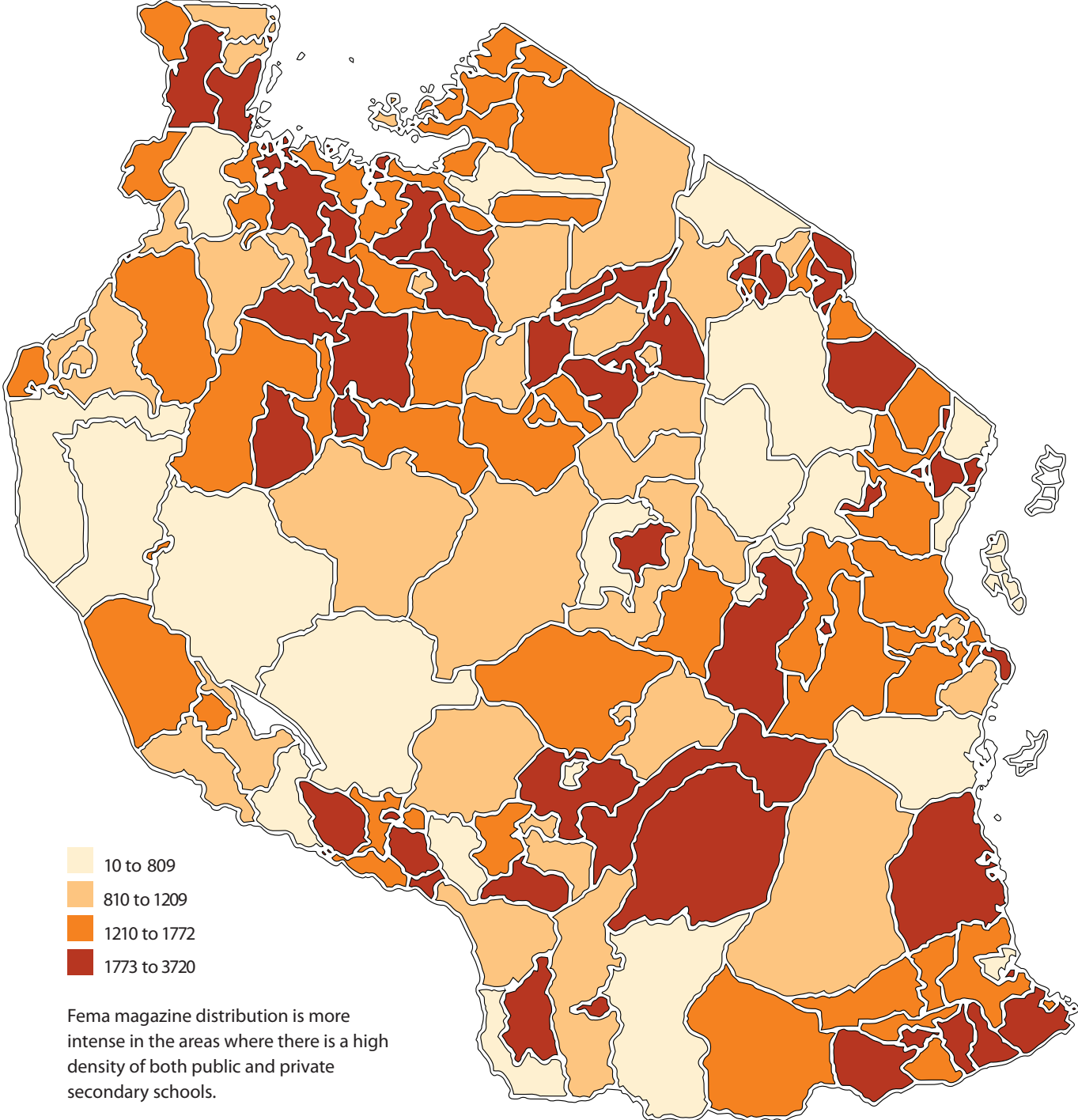
PARTICIPANT	FEMALE	MALE	TOTAL
Fema Clubbers	330	161	491
Youth (non-Clubbers)	72	82	154
All youth	402	243	645
Fema Club mentors	18	21	39
Teachers (non-mentors)	12	11	23
All teachers	30	33	62
Total	432	276	707

Table 3: Numbers of Fema magazine recipients

PARTICIPANT	TOTAL
Public secondary schools	2,107
Private secondary schools	173
Folk Development Colleges	49
Vocational schools	6
National Central Library	1
Local Government Authorities [LGAs]	203
Ministry of Education	1
Ministry of Information Youth Culture and Sports	1
Non-Governmental Organizations[NGOs]	5

Fema Magazine

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



Fema Magazine

Chart 4: Fema magazine issue readership year 2018 by sex

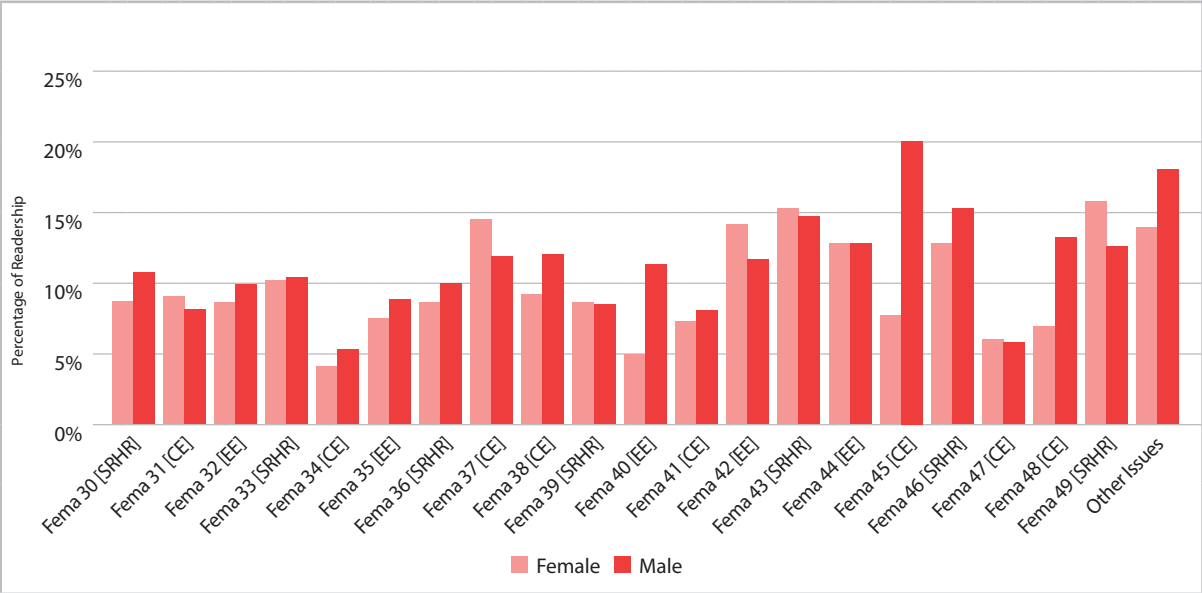
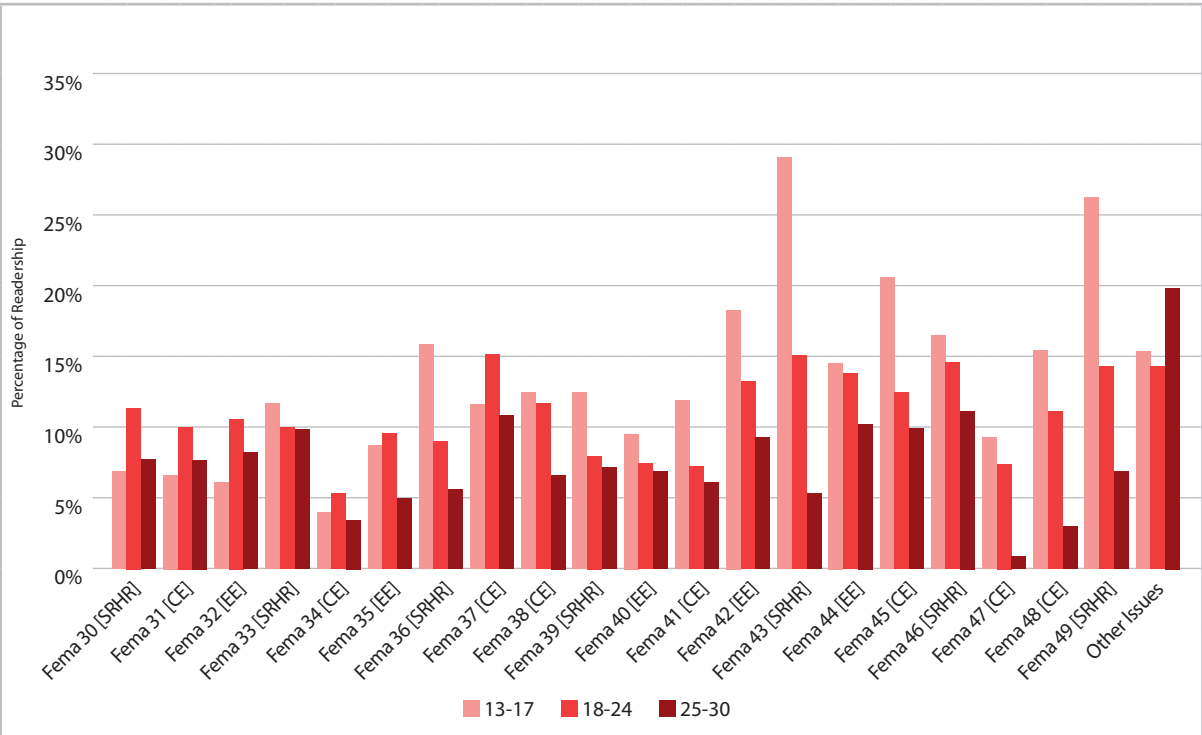


Chart 5: Fema magazine issue readership year 2018 by sex



Fema Magazine

Outcome Level

This year, we contracted Ipsos Tanzania again, to conduct field research around the outcomes of Fema Magazine. This research was conducted surveying 2,374 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 had the magazine changed their attitudes and self-efficacy, and had they changed their behavior.

Chart 6: Top 10 knowledge and life skills gained from Fema magazine by sex

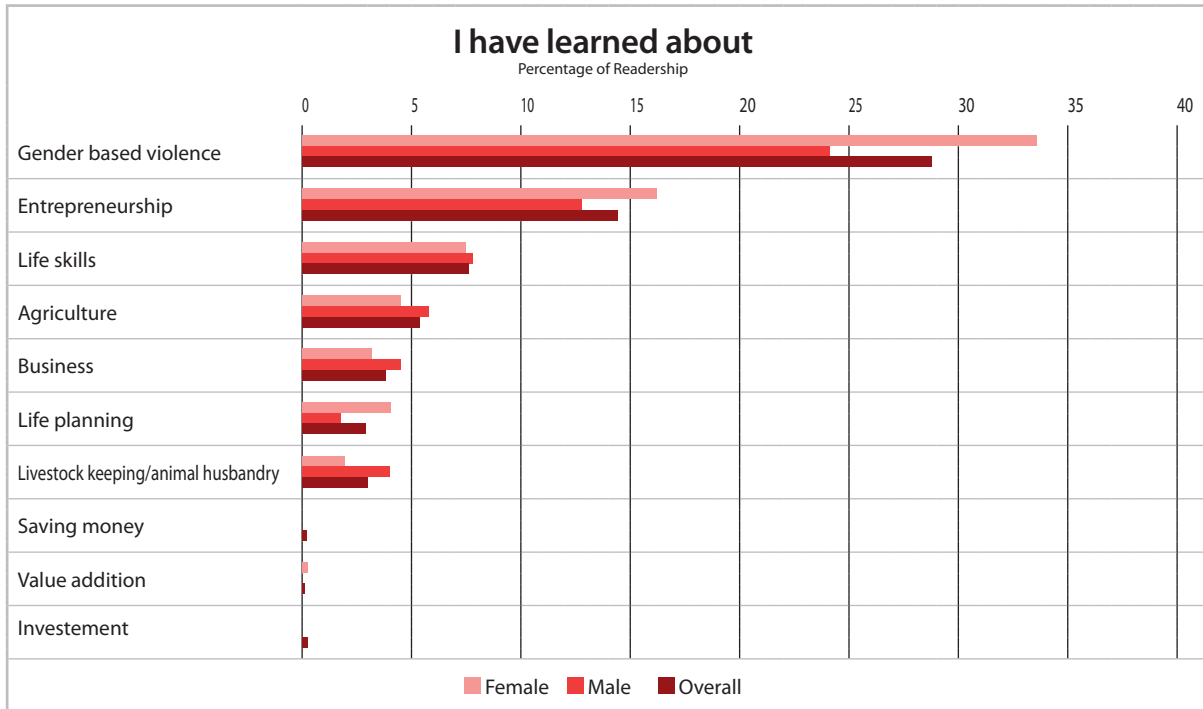


Chart 7 Top 10 knowledge and life skills gained from Fema magazine by age



Fema Magazine

Analysis – Top 10 knowledge and life skills gained from Fema magazine

When asked, 'What have you learned from Fema magazine?', responses favored knowledge around Gender Based Violence (GBV), encompassing FGM, child abuse, and the rights of women and girls. It is important to note that it is difficult to separate this knowledge into distinct categories around issues of gender, violence and rights, because they are interconnected and often related to the principles of 'keeping girls in school', improving menstrual hygiene and preventing early marriage. Therefore, some of this learning falls broadly under the category of Lifeskills, which is, in itself, the third highest rated knowledge category.

Nonetheless, it is likely that the explicit mentions of GBV are due to our collaboration with UNICEF GBV Change Maker campaign. Plan International Tanzania and Children's Dignity Forum also contributed. We produced a theme issue of the Fema magazine and hosted a social media campaign against GBV. This issue appears to have captured the largest interest in the reading audience. It is also worth noting that female readers in the youngest age group (13-15) showed an almost 10% greater interest in GBV than the older age groups and male readers, though both male and female respondents of all age groups were approximately 20% more likely to report on GBV knowledge gained than the next highest category – entrepreneurship.

Verbatim responses

"I learnt that all people have equal rights as in both men and women."

"I was enlightened about a girl child who was raped, she raised her voice but was stigmatized by her society at first, then she stood up for herself. (I saw many girl children suffering, they are not listened to.)"

"I learned that Female Genital Mutilation is dangerous and it leads to effects such as death."

"I obtained knowledge on gender violence against women and children."

"I got knowledge on gender violence."

"I got knowledge on how to protect the women rights."

"I obtained knowledge on running a business."

"I got to learn how to look for capital and start a business and also about the spread of HIV/AIDS."

Fema Magazine

Chart 8: Changes in attitude from reading Fema Magazine by sex

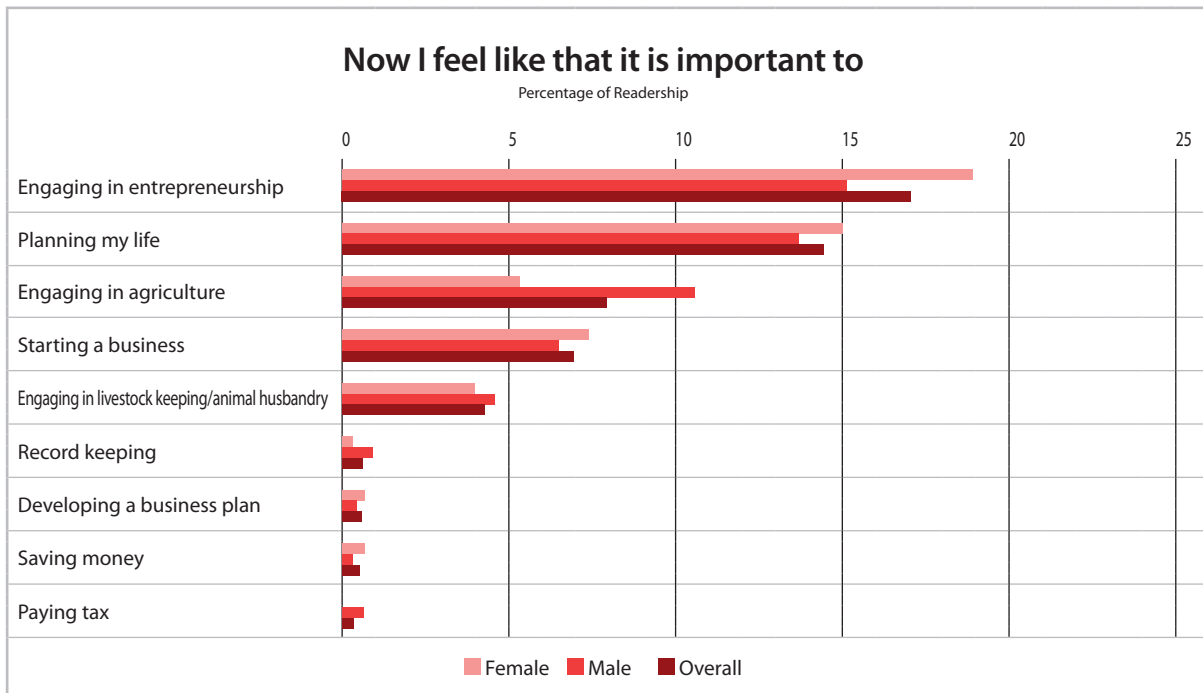
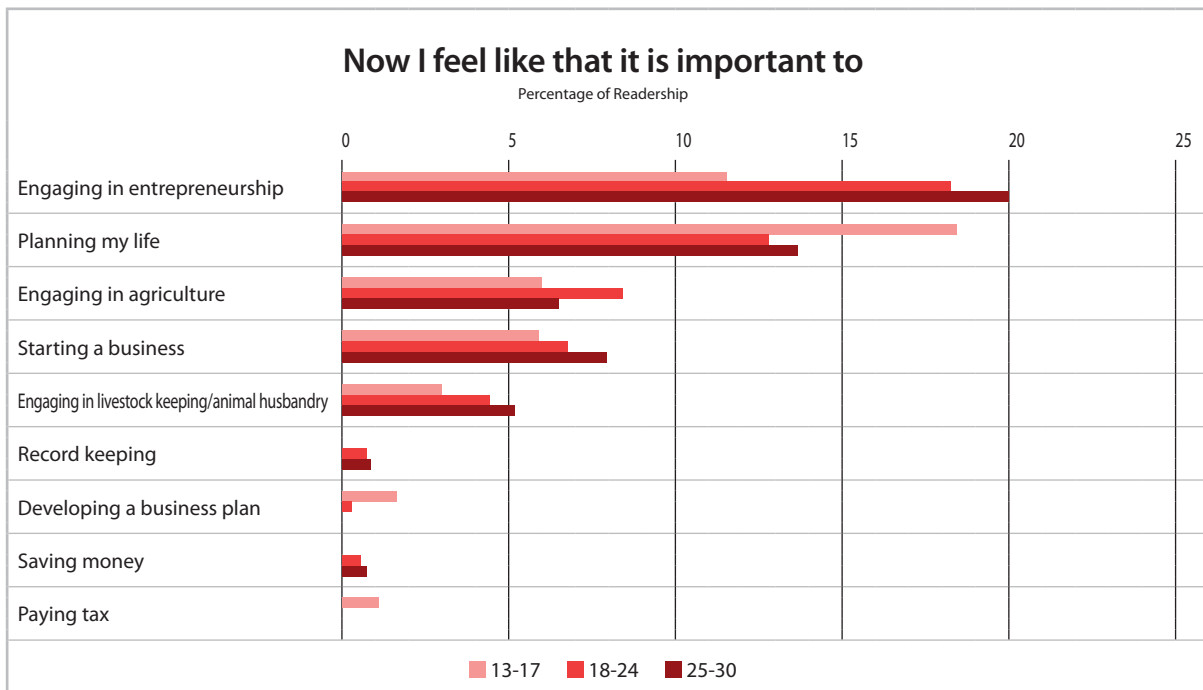


Chart 9: Changes in attitude from reading Fema Magazine by age



Fema Magazine

Analysis – Changes in attitude from reading Fema Magazine

Attitudes show a shift from knowledge, with fewer respondents focusing on issues around GBV, and instead describing a more positive attitude towards starting their own business, jobs, and new business practices. However, it should be noted that knowledge and attitude responses are often mixed, with learning often coming through in the form of both information and an attitude change (or information that inescapably informs attitude) – for example, 'I have learned that gender violence is not a good thing.' As such, high GBV knowledge reporting is indicative of at least some attitudinal change in this area. Nevertheless, responses mainly featured concepts of entrepreneurship, which is expected, as this was the second most reported knowledge learning of the year. Responses also show positive attitudes towards life planning (including SRHR) and agriculture activities.

Note: 'agriculture', in this survey, has been coded with responses that show environmental awareness or attitudes in favor of conservation activities, alongside farming business practices. As agriculture is the third highest reported attitude category, it is therefore possible to make a connection with Fema magazine issue 48, which had a focus on tree planting and ecological conservation.

Verbatim responses

Verbatim responses on attitudes are often less clear than those for knowledge, self-efficacy and behavior change. This is often due to the difficulty individuals have in separating information learned from how that information changes the way they think or feel.

"I learned that I am not supposed to be picky on jobs."



"I was motivated to do business."



"I was encouraged to proceed with my tailoring business."



"I have learned that youth should work hard."



"I learned that the reproductive health service is important to women."



"I learned that it is not a must to depend on a man. A woman must hustle."



"I learned not to give up in life also working really hard in life as well as the use of family planning."



"I was able to know the meaning of wild animals and how to take care of them."



"I learned that planting trees is important and that you can get an income from it."



Fema Magazine

Chart 10: Changes in self-efficacy from reading Fema magazine by sex

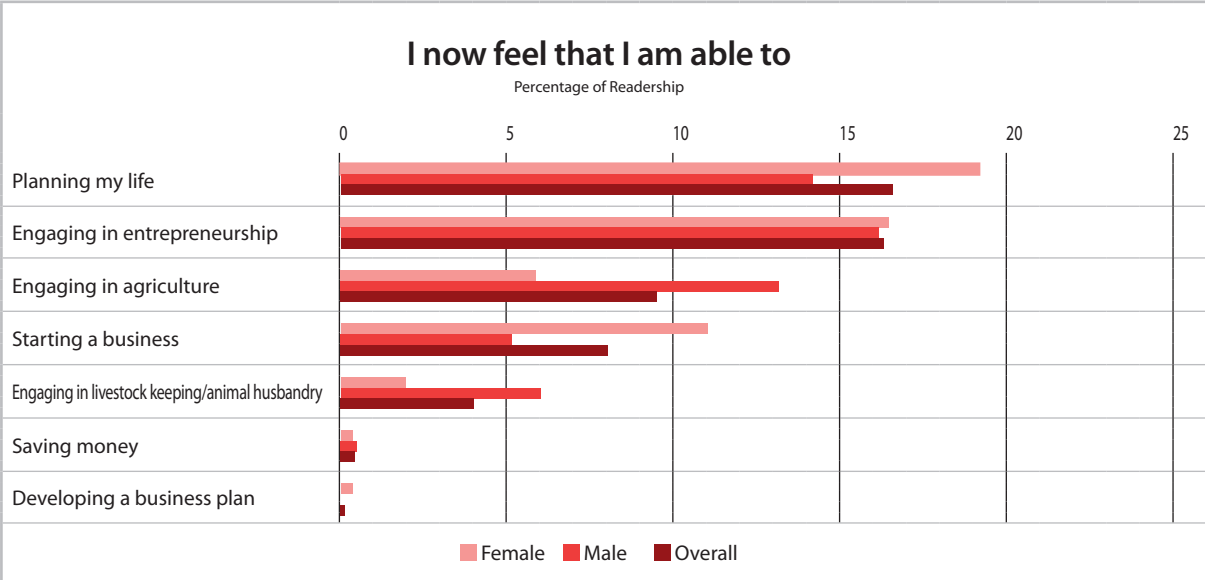
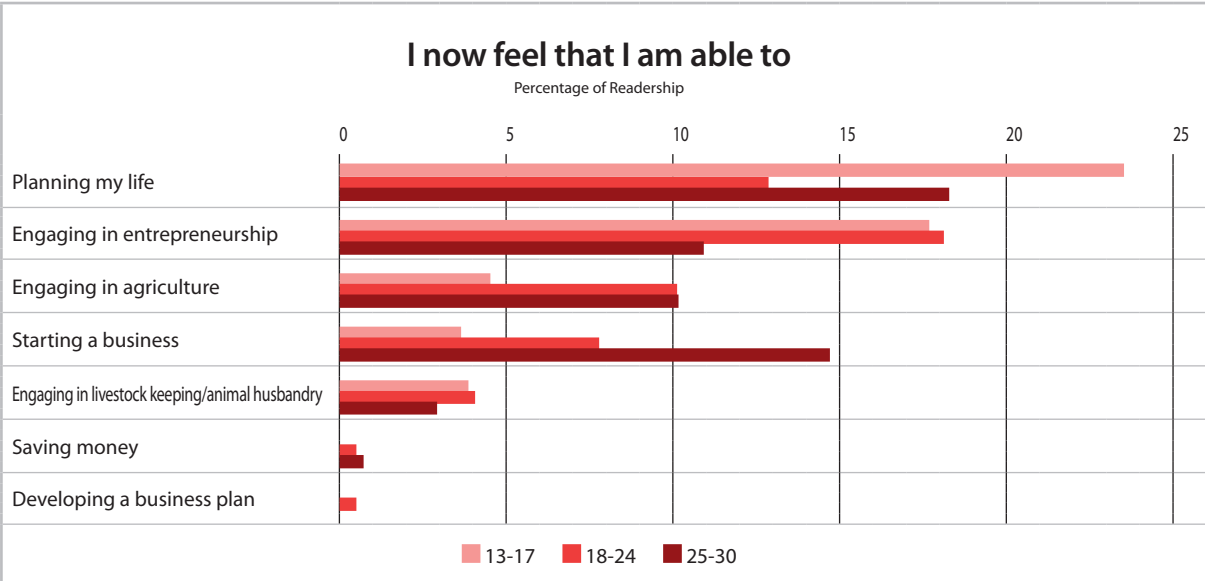


Chart 11: Changes in self-efficacy from reading Fema magazine by age



Fema Magazine

Analysis – Changes in self-efficacy from reading Fema magazine

Self-efficacy can be described as the belief in one's ability to perform a certain action or engage in a certain type of behavior. It is a requirement for behavior change, building on both knowledge and attitude change. In this survey, the data shows that 'life planning' was the highest reported type of self-efficacy. This correlates with the most recent issue of Fema magazine (49), which focused on the topic of 'keeping girls in school.' However, it should be noted that 'life planning' and 'entrepreneurship' were almost tied in order of reporting importance. In fact, only female respondents reported 'life planning' self-efficacy at a higher rate (19%), whereas 18% of male respondents reported 'entrepreneurship' activities and behaviors. As such, there is a slight preference amongst female readers towards issues of gender (as seen in the knowledge reporting) and life planning (as is seen in self-efficacy reporting). Male readers tend to have a higher focus on agriculture, while female readers tend to favor 'starting your own business.' Both males and females show a high interest in entrepreneurship.

Verbatim responses

Verbatim responses on self-efficacy are statements of ability and indicate the respondent can actively engage in the activity and/ or behavior if they choose to do so.

"I can look for income, also, I am preventing myself from early pregnancies."



"I am capable of being committed in my education."



"I can be self-employed and fight against gender violence."



"I am capable of doing tailoring."



"I can employ myself through agriculture."



"I can cooperate with others so as to bring development to the society especially through entrepreneurship."



"I can do business with a very small capital."



"I can make songs and address them to the society on how to preserve animals."



Fema Magazine

Chart 12: Changes in behavior from reading Fema magazine by sex

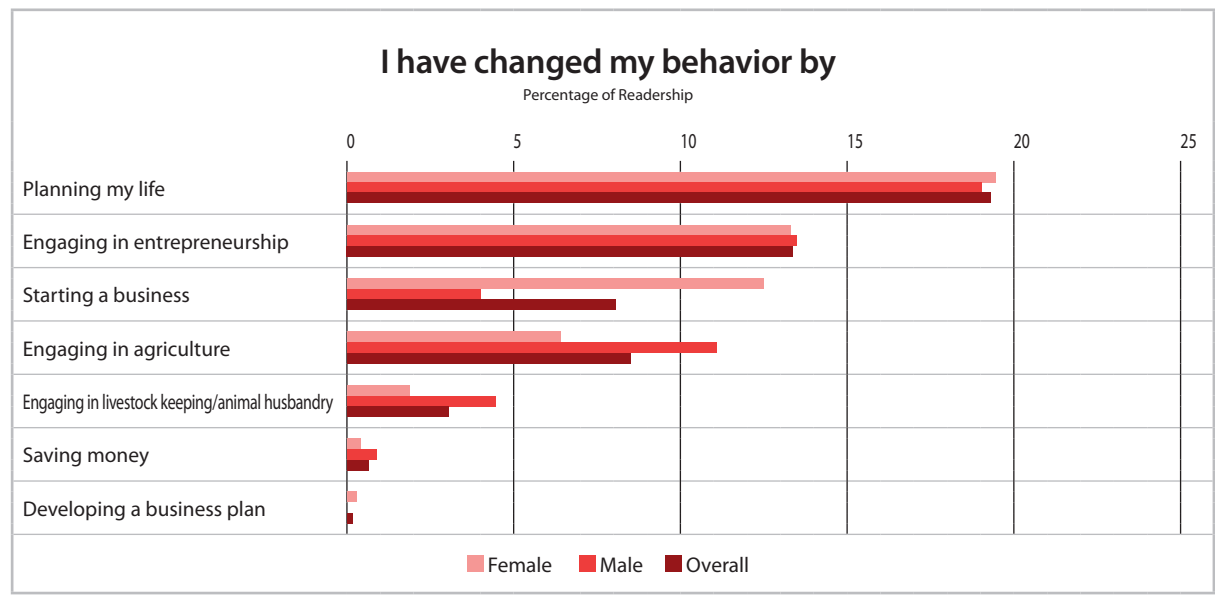
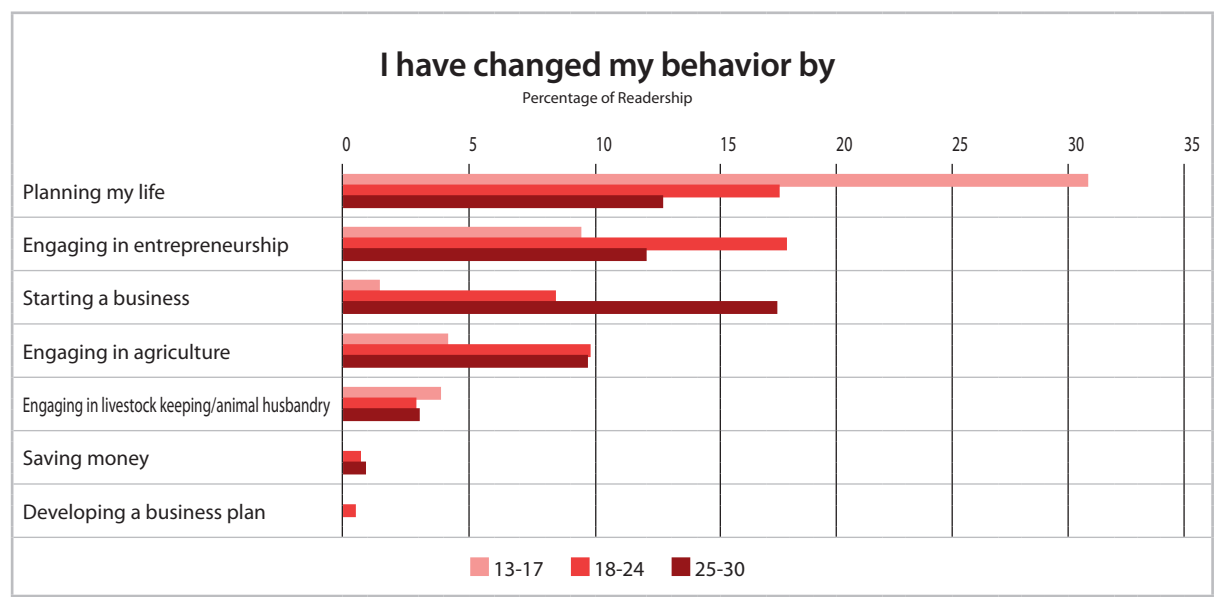


Chart 13: Changes in behavior from reading Fema magazine by age





Fema Magazine

Analysis – Changes in behavior from reading Fema magazine

For behavior change, we see a similar picture to reported self-efficacy, with 'life planning' and 'entrepreneurship' being the highest reported changes. Once again, 'starting a business' and 'engaging in agriculture' are the third and fourth highest. As behavior is closely linked to self-efficacy, this result is consistent with Femina's theory of change.

Taking both self-efficacy and behavior results together, it is striking that the reporting on 'life planning' is almost doubled in the youngest age group (13-17), especially in the behavior results, where 31% of respondents were in this age group, compared to the 18-24 age group at 17%. This can be most readily explained by the fact that this year's focus on life planning was heavily focused on school-aged children, with 'keeping girls in school' being a major issue. Equally, school-aged children are less likely to be starting their own business or working full-time. Older age groups reported more strongly in the 'entrepreneurship', 'starting a business', and 'engaging in agriculture' categories, as these are areas concerned with making money and learning a living.

Overall, reported behaviors show a spread of influences across a range of Femina's key subject areas. Both SRHR and EE activities have a strong presence through life planning and entrepreneurship behaviors, and CE (citizen engagement) is represented in tree planting and conservation activities.

Verbatim responses

Verbatim responses on behavior should indicate a current, rather than a planned behavior or action. This can be confusing when collecting survey data, with many respondents providing 'I want', or, 'I will' responses. In practice, these responses are indicative of attitude change or self-efficacy.

"I am practicing agribusiness."



"I am currently engaged in agriculture."



"I have engaged in preserving the natural vegetation."



"I am preserving the environment and animals."



"Being a good ambassador to prevent poachers."



Fema Radio Show

FEMA RADIO SHOW, SEASON 10

- **Theme:** Youth in Agriculture Value Addition
- **Production location(s):** Dodoma, Iringa, Tandahimba and Moshi
- **Number of episodes:** 12
- **Station(s) aired on:** Radio Free Africa
- **Airing dates:** 12th May - 28th July 2018
- **Funder(s):** Best Dialogue



A follow-up season to the Ruka Juu TV show, this season of Fema Radio Show focused on showing the impacts of the Ruka Juu entrepreneurship competition on young people, adding value to their existing agricultural products. Each episode revisited different contestants some from the previous seasons and explored their successes and challenges in different aspects of their business.

Season 10 contained 12 episodes and looked at a variety of important areas for agriculture value addition, include: pitching, market research, branding, processing and production, distribution, record keeping and investment, registration, and taxes. The season also featured episodes looking at leadership skills and GBV in business. The final episode interviewed the winner of the last Ruka Juu TV entrepreneurship competition, discussing her lessons learned and the importance of the Ruka Juu 'award' to up-and-coming entrepreneurs.

Output/Activity Level

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

PARTICIPANT	FEMALE	MALE	TOTAL
Youth reporters	12	12	24
Fema Clubbers	98	133	231
Youth (non-Clubbers)	12	12	24
All youth	122	157	279
Fema Club mentors	4	4	8
Teachers (non-mentors)	0	0	0
All teachers	4	4	8
Total	126	161	287

Fema Radio Show

Outcome Level

Ipsos Tanzania conducted a telephone survey of the outcomes of Fema Radio Show. Surveyed were 922 Tanzanians aged 15-30 in all mainland regions of the country. The following tables summarize the results of survey respondents who reported having listened to Fema Radio Show; what they learned, how the show changed their attitudes and self-efficacy, and how they changed their behavior. Verbatim responses are also included in order to provide a greater understanding of the quality of listener feedback.

Chart 13: Top 10 knowledge gained from listening to Fema Radio Show by sex

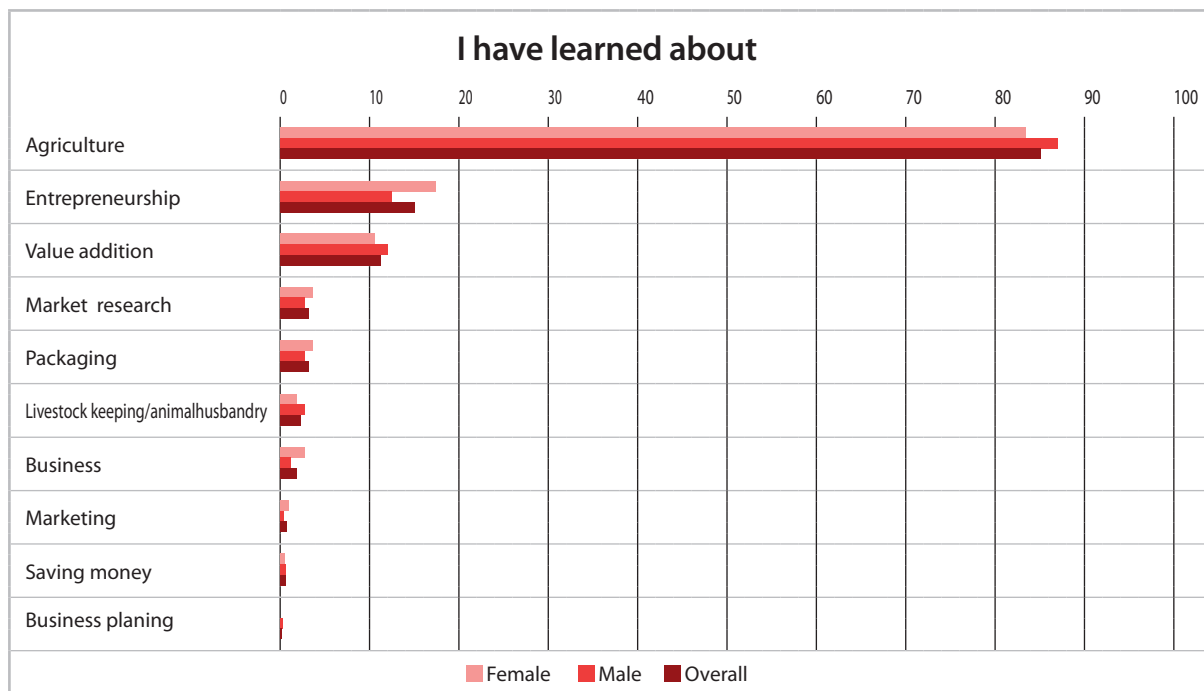
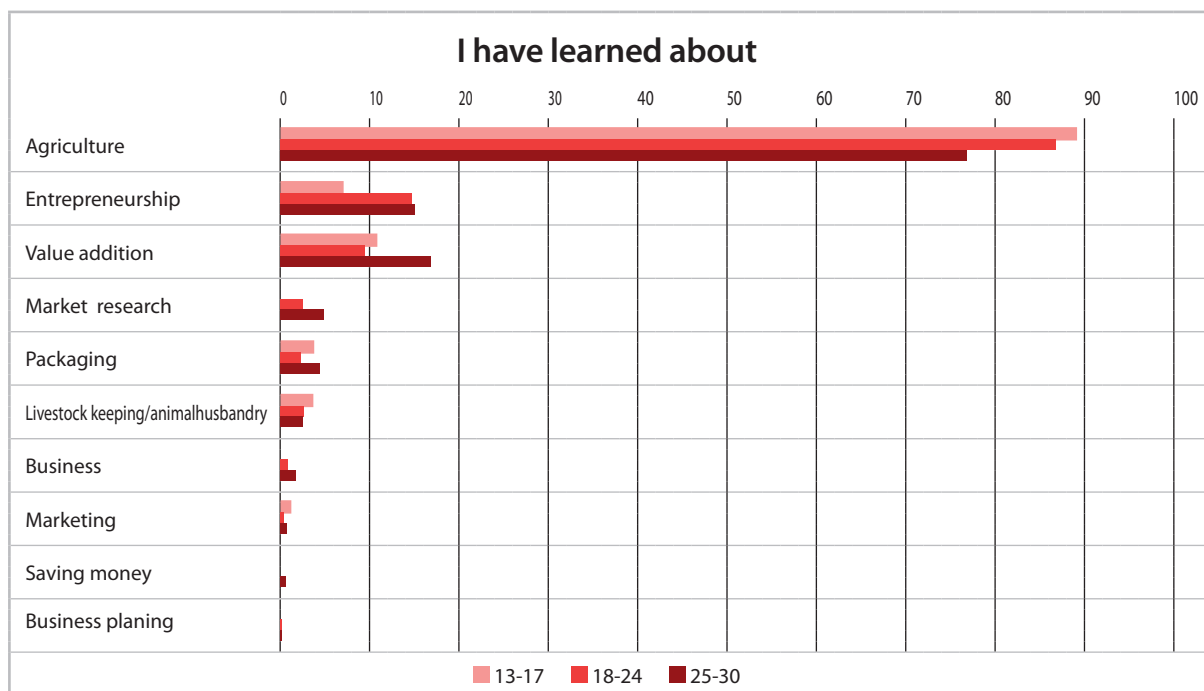


Chart 14: Top 10 knowledge gained from listening to Fema Radio Show by age



Fema Radio Show

Analysis – Top 10 knowledge gained from listening to Fema Radio Show

Results clearly indicate that agriculture, entrepreneurship and value addition were the core areas of knowledge gained by listeners this year. This is an expected result, as the theme of Season 10 of the Fema Radio show was 'Youth in Agriculture Value Addition' and included many aspects of youth entrepreneurship using agricultural practices. Other areas of learning such as 'business', 'marketing' and 'saving money' were reported at a much lower rate. This may have to do with the relative overlap between these business-related ideas and the primary focus on agriculture reducing the individual focus on specific business practices – unlike the previous year.

Verbatim responses

Verbatim responses bear out this analysis, with a major focus on agricultural practices and value addition *as an approach to business*.

"I got the knowledge on how to improve agriculture for income improvement"

"I learned how to overcome various challenges in agriculture and increase value"

"It enlightens farmers on how to get markets and what products they should farm according to where the person lives."

"I learned about modern agricultural methods and how to use better tools."

"I learned how to practice modern farming and select better seeds."

"I learned how to prepare farms, how to take care of crops and increase their value and how to get markets"

"I got to know the procedures on how to plant, take care and harvest sugarcane"

"I learned about modern farming. Using a small area to produce a lot of crops"

"It has given me the knowledge on the use of agricultural input, preparation of the farm and how to store crops."

Fema Radio Show

Chart 17: Top 10 changes in attitude from listening to Fema Radio Show by sex

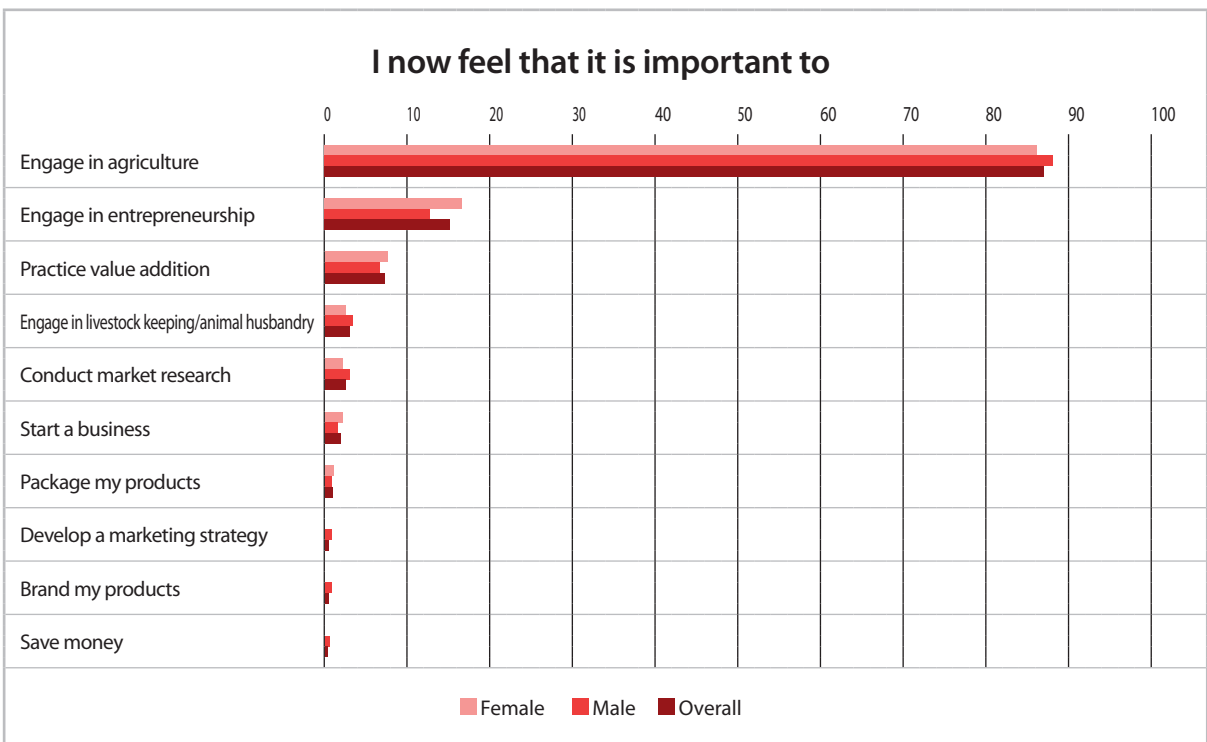
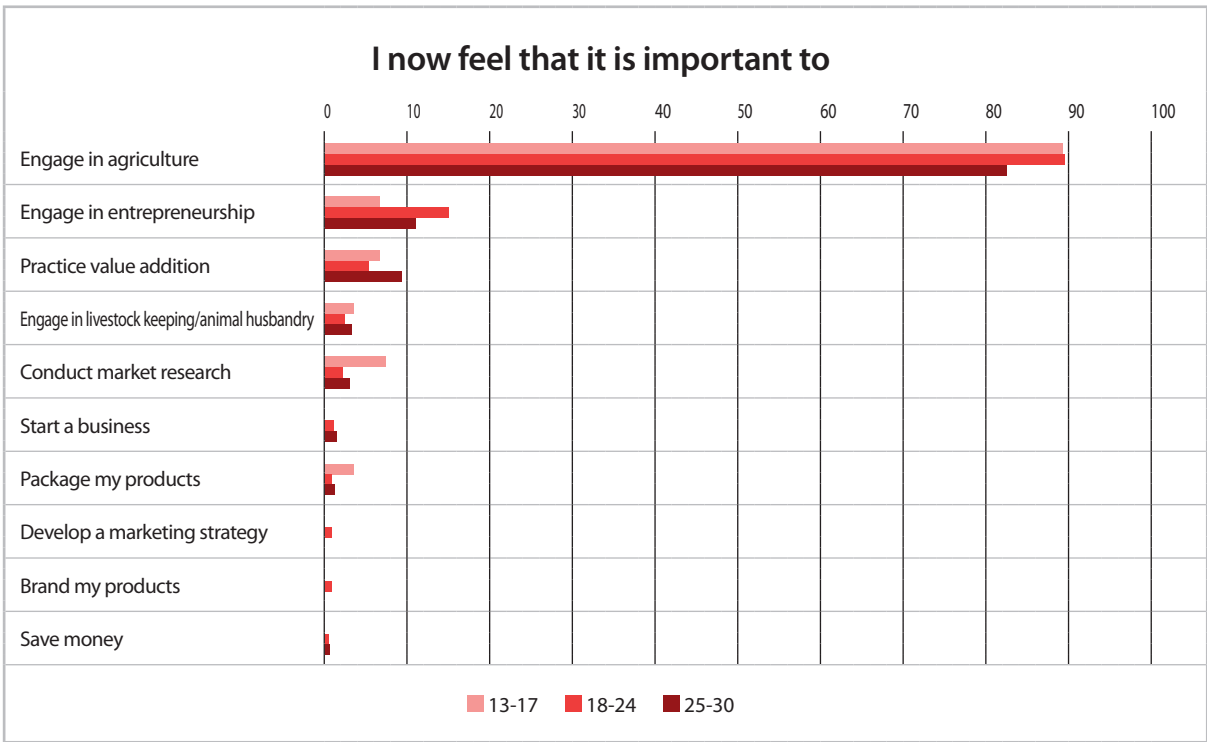


Chart 18: Top 10 changes in attitude from listening to Fema Radio Show by age



Fema Radio Show

Analysis – Top 10 changes in attitude from listening to Fema Radio Show

Results clearly indicate that agriculture, entrepreneurship and value addition were the core areas of attitude change shown in listeners. Again, this is the expected result, as the theme of Season 10 of the Fema Radio show was 'Youth in Agriculture Value Addition', focusing mainly on agriculture, as well as other aspects of business and entrepreneurship, though to a lesser extent than the entrepreneurship focused previous season.

Verbatim responses

Verbatim responses support this analysis, with a clear sense of increased *motivation* to engage in agriculture value addition practices being the primary type of response. However, others still maintained a more general sense of an increased entrepreneurial attitude.

"I want to start investing in maize farming "

"I have been motivated to put more effort in my maize farming so that I can get benefits"

"I expect to preserve crops well so that I may sell them at a higher price in order to get development."

"I intend to add value to my crops and to preserve crops well."

"I plan to increase my income through selling maize and sunflower seeds."

"I am thinking of adding value to the crops in order to improve my business."

"I have changed my perspective in life about employment."

"I have decided to be an entrepreneur."

"It has made me committed and confident in entrepreneurship."

Fema Radio Show

Chart 19: Top 10 changes in self-efficacy from listening to Fema Radio Show by sex

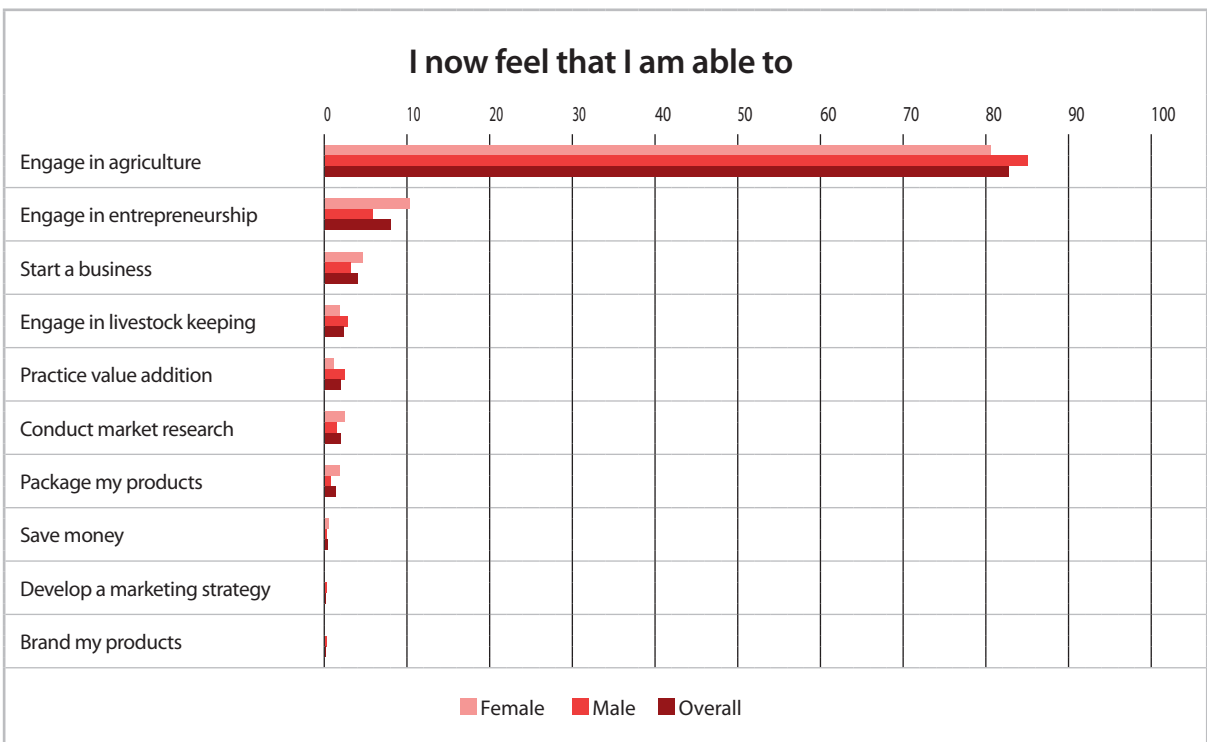
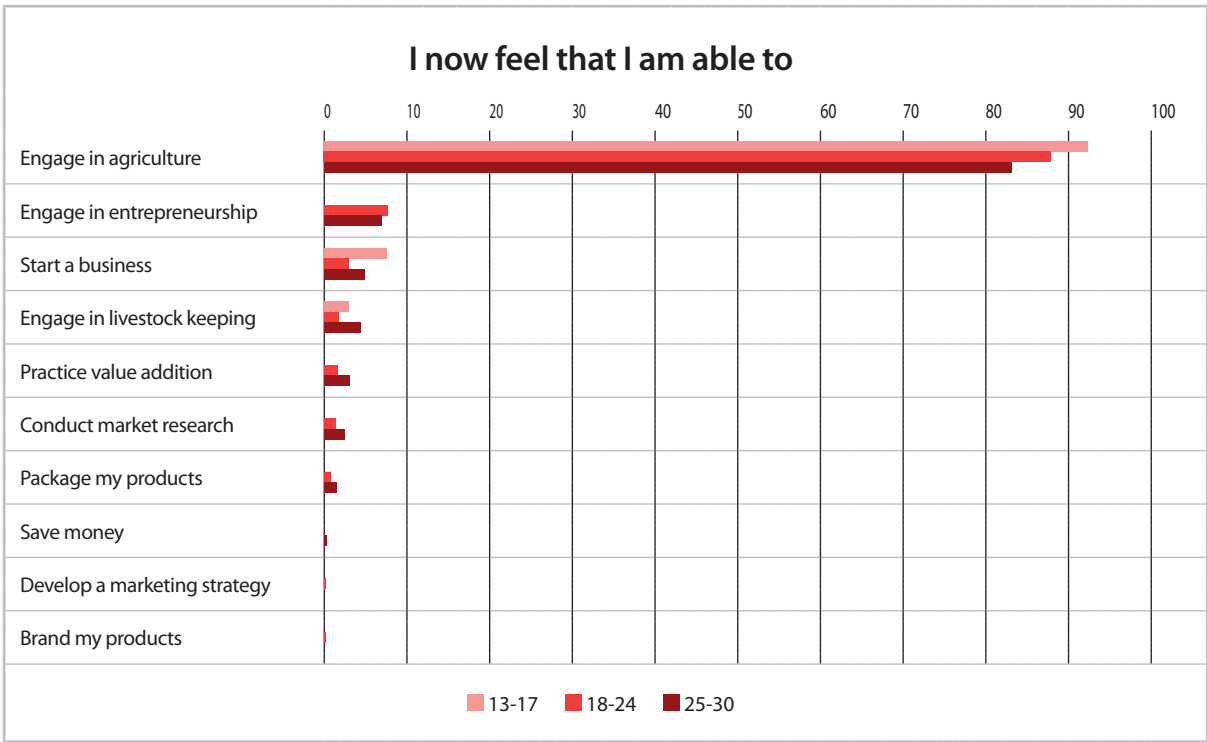


Chart 20: Top 10 changes in self-efficacy from listening to Fema Radio Show by age



Fema Radio Show

Analysis – Top 10 changes in self-efficacy from listening to Fema Radio Show

Once again, results show that agriculture, entrepreneurship and value addition were main areas where respondents reported an increase in self-efficacy. As before, this is in line with the theme of Season 10 of the Fema Radio show: 'Youth in Agriculture Value Addition.'

Verbatim responses

Verbatim responses provide a greater sense of the type of activities respondents felt more confident to perform. Importantly, responses show a clear sense of intention turning into action, with activities for agriculture value addition often already underway or being expanded upon.

*"I have prepared a farm for cotton farming. ...
I have started cultivating maize and cassava"*

"I have started vegetable and fruit farming"

*"I have started modern farming
by using good seeds and fertilizer"*

"I managed to cultivate maize using modern methods"

"I have practiced modern tomato farming"

*"I have been able to choose
the best seeds during cultivation "*

"I am preparing an area for farming fruits and vegetables."

*"I have started a group, we have rented farms
for vegetable, fruits and farming."*

*"I am still in school but I have started
farming vegetables in order to improve my life."*

Fema Radio Show

Chart 21: Significant changes in behavior from listening to Fema Radio Show by sex

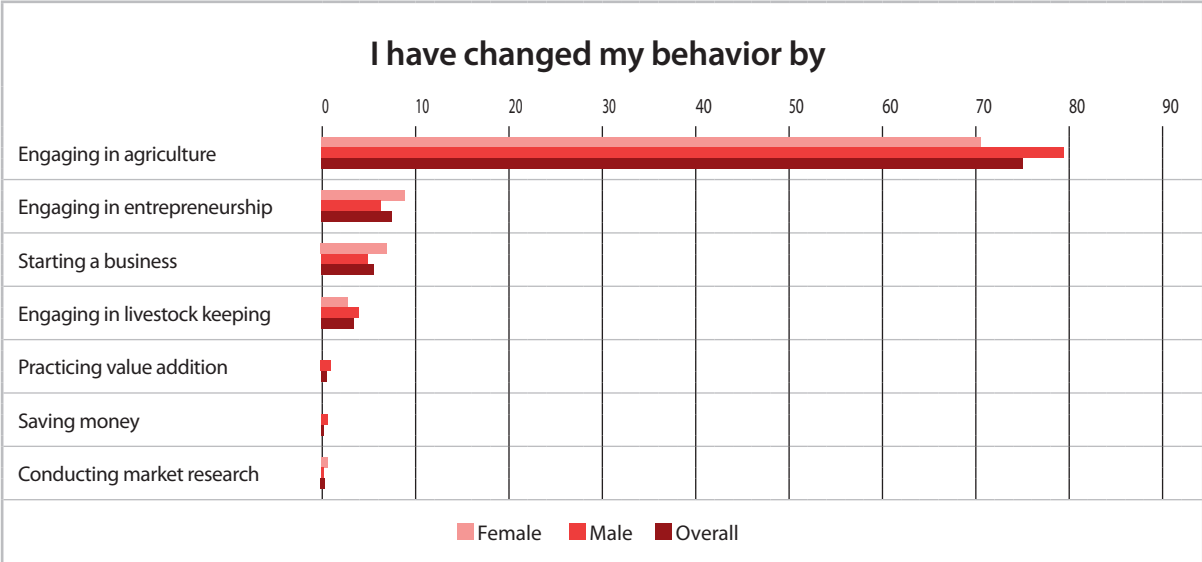
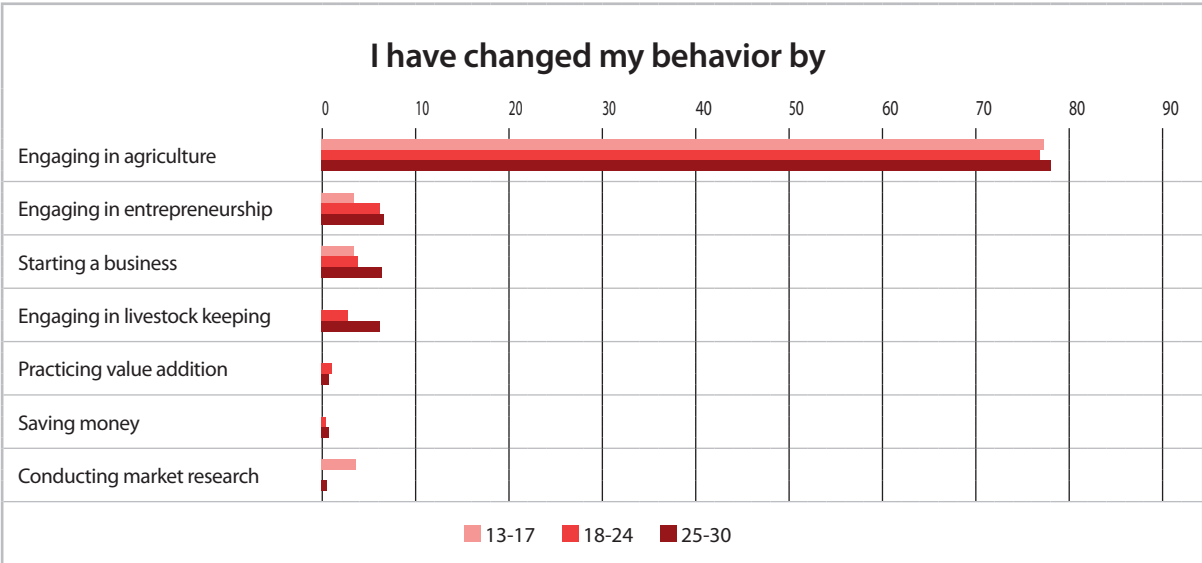


Chart 22: Significant changes in behavior from listening to Fema Radio Show by age



Fema Radio Show

Analysis – Significant changes in behavior from listening to Fema Radio Show

Building on the knowledge, attitudes and self-efficacy reported above, it follows that agriculture, entrepreneurship and value addition were the most reported changes in behavior as a result of Fema Radio Show this year.

Verbatim responses

Verbatim responses offer an insight into the individual changes people are starting to make, though there does seem to be a significant crossover in attitudinal and self-efficacy responses. Some responses indicate change that is leading towards self-organization, with individuals using the learning gained from Femina and taking it upon themselves to educate others in their local communities.

"I have educated my society especially those who are practicing agriculture so that they may benefit from it."

"I have changed my life and am adding value to crops so that I may get more profit."

"Adding value in expanding agriculture so that it may have more profit."

"Agriculture has given me capital to do other businesses."

"I can advise my fellow farmers to add value to crops before selling them."

"I intend to add value in my crops and to preserve crops well."

"I am thinking of adding value to the crops in order to improve my business."

"I have decided to increase the value of crops in order to get larger profits."

Website and Social Media

The Femina Hip website was completely redesigned with an organizational layout as opposed to the interactive website that Femina had previously. This then enabled Femina’s social media platforms to be its main interface for interaction with youth.

Femina Hip maintains a presence on several major social media platforms: Facebook, Instagram, Twitter, WhatsApp and YouTube. Social media is used 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, social media posts spread our agenda and invite followers to read, watch, listen and engage with Femina media products. Many Fema Club networks have set up their own social media pages. Fema also hosts a Facebook page for Fema Clubs mentors. These constitute ‘windows’ into the worlds of the Fema Clubs. 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 sharing is a team building endeavor.

Such social media pages greatly enhance the 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 Fema Clubs are doing in all regions. It is also a great way to capture the impact of Fema Club’s ongoing activity across the country, clear evidence that there are things going on.

In 2018, the Change Makers Social Media campaign on sexual abuse boosted the reach of all Femina Social Media pages. Social media has become a resource, all issues of Fema magazine are uploaded on our Femina Hip Facebook page, 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.

The Nguvu ya Binti ‘Girl Power Forum’ continued in 2018. This online forum is designed to provide an active learning opportunity for individuals of all sexes to engage in discussions led by the Girl and Boy Power teams. The teams led a total of 11 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 Forums have included GBV, tree-planting, reading, writing and sharing stories, keeping girls in school, mirroring the Fema magazine.



22,797
page likes



6,170
followers



4,788
followers



228
suscribers

Table 6: Facebook interaction statistics

CATEGORY	TOTAL
Page likes	22,797
New page likes this year	2,407
Page posts	775
Post likes	43,142
Post shares	1,415
Comments on posts	5,230

Table 7: Instagram interaction statistics

CATEGORY	TOTAL
Followers	6,170
New followers this year	2,798
Posts	778
Post likes	44,837
Number of video views	10,018
Comments on posts	2635

Table 8: Twitter interaction statistics

CATEGORY	TOTAL
Followers	4,788
New followers this year	746
Tweets	904
Tweet likes	4,723
Re-tweets	1,558
Comments on tweets	395

Table 9: YouTube interaction statistics

CATEGORY	TOTAL
Channel subscribers	228
New subscribers this year	77
New videos posted	79
Video views	6,126
Video shares	272
Comments on videos	0

Table 10: Femina Hip website statistics

CATEGORY	TOTAL
Number of visitors	5,178
Number of blog visitors	1,109
Number of blog posts	9

COMMUNITY MOBILIZATION AND TRAININGS

Fema Clubs

Femina Hip's Fema Clubs have come to constitute a huge platform of reach, interaction and self-organizing. Today the Clubs represent the core of our activity, the school students and Club members being our core audience. The setting up of club activities was initiated in 2002 to promote youth leadership, voluntarism, life skills, peer education, we see the clubs as seeds of civil society organizing. Most of the Fema Clubs are in secondary schools and FDCs. We also have some out of school clubs in partnership with other civil society organizations, but these are not our primary intervention settings.

Key activities performed by Fema Clubs include discussion of Fema magazine 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 community activities.

The clubs foster lifeskills such as teamwork, critical thinking, confidence, leadership and activism skills. Clubs register with Femina Hip and are required to submit 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, motivated 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 showing a great spirit of voluntarism.

Femina Hip believes in incentivizing. We stimulate club work by offering incentives for club activity, offering Fema 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, as well as training in Active Learning. All active Fema Club members get certificates of membership at graduation ceremonies.

Figure 3: Numbers of Fema Club members

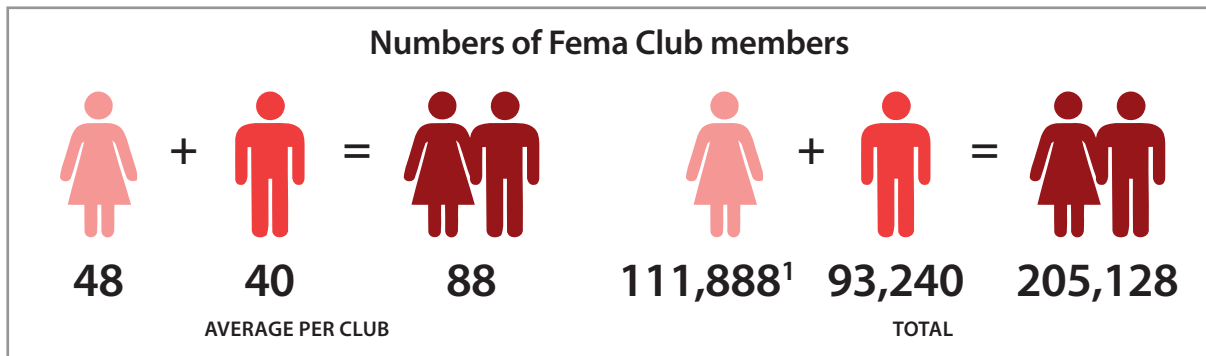


Table 11: Numbers of Fema Clubs and Fema Club Networks

PARTICIPANT	TOTAL
Fema Clubs	2,331
New clubs registered this year	535
Fema Club Networks	38
New networks registered this year	16
Average number of clubs per network	37
Number of clubs in networks	1,406 ²

¹ 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.

² 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.



Fema Clubs

There are a number of Fema Awards used to incentivize 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 2018:

Table 12: National Fema Club award winners

AWARD	WINNER
Best Fema Club	Misungwi Sec. (Mwanza)
Best Fema Club mentor	Sophia Ahmad Juma (Morogoro)
Best Fema Club Network	Tanga
Best Runner-up	Kagera
Best Fema Club Network Mentor	Eliud Kabengo (Simiyu)

Table:13: Extra Ordinary performance – Mentors

AWARD	WINNER	DISTRICT
Rabi Rubinza	Mwenge Secondary School	Singida
Mejah Matu Kamura	Kambarage Secondary School	Mara
Adam Matibwa	Mnero Secondary School	Lindi
Christopher Mavunde	City High School	Dodoma
Emmanuel Msemakweli	Guta Secondary School	Mara
Elias Matung'ingi	Mambwe Secondary school	Rukwa
Sifa Samson Kabigi	Chang'ombe Secondary School	Dar es salaam
Renatus Sangi	Iringo Secondary school	Mara
Mayombo Lutego	Mnyuzi Secondary School	Tanga
Kahwa Anacleth Mpunami	Misungwi Secondary school	Mwanza

Table 14: Regional Fema Club award winners

REGION	SCHOOL	REGION	SCHOOL
Arusha	Sakila	Mbeya	Ngonga
Coast	Zinga	Morogoro	Murad Saddiq
Dar es salaam	Saku	Mtwara	Maundo
Dodoma	Farkwa	Mwanza	Sengerema
Iringa	Selebu	Njombe	Maria Nyerere
Geita	Nyakamwaga	Rukwa	Mkangale
Kagera	Ihungo	Ruvuma	London
Katavi	Magamba	Shinyanga	Tinde
Kigoma	Kigoma Grad	Singida	Shelui
Kilimanjaro	Mji mpya	Simiyu	Ibulyu
Lindi	Mnorera	Songwe	J.M Kikwete
Mara	Kemakorere	Tabora	Nanga
Manyara	Giting	Tanga	Old Tanga

Fema Clubs

Output/Activity Level

Chart 23: Average weekly meeting duration for Fema Clubs

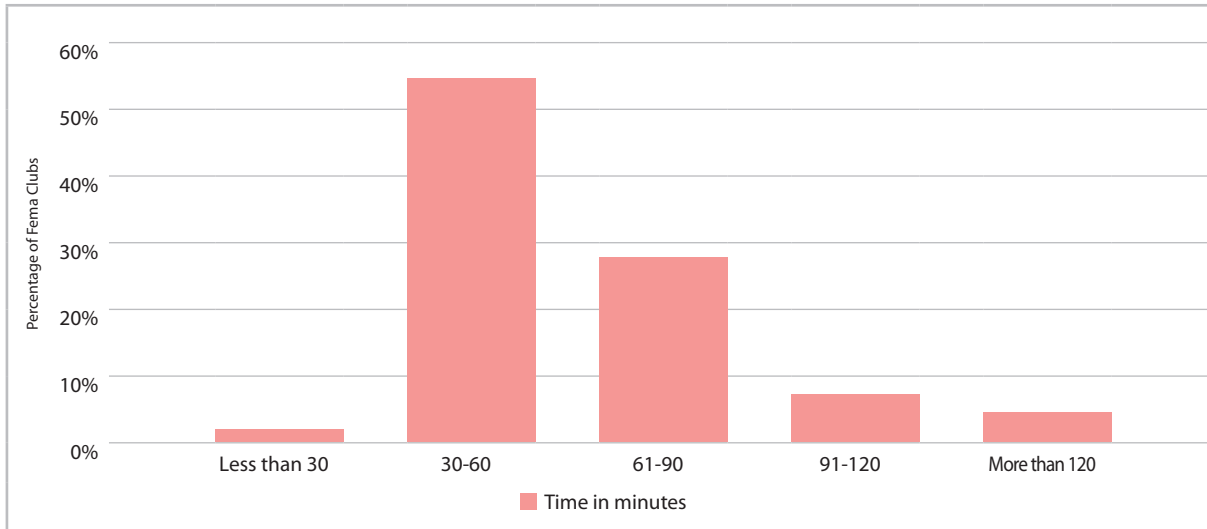
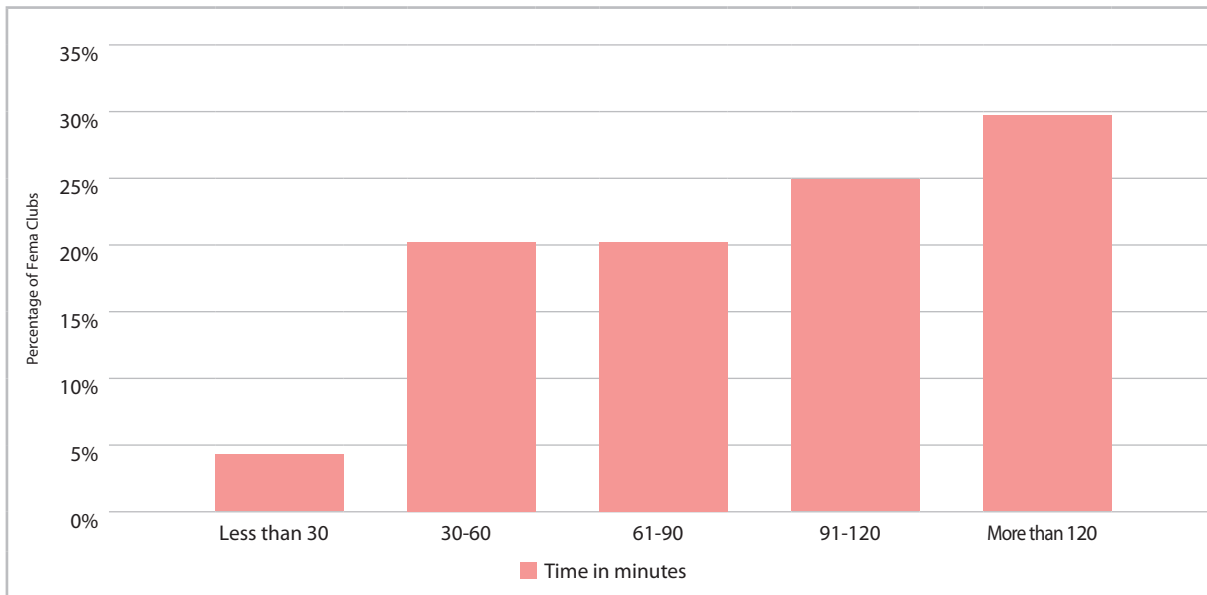


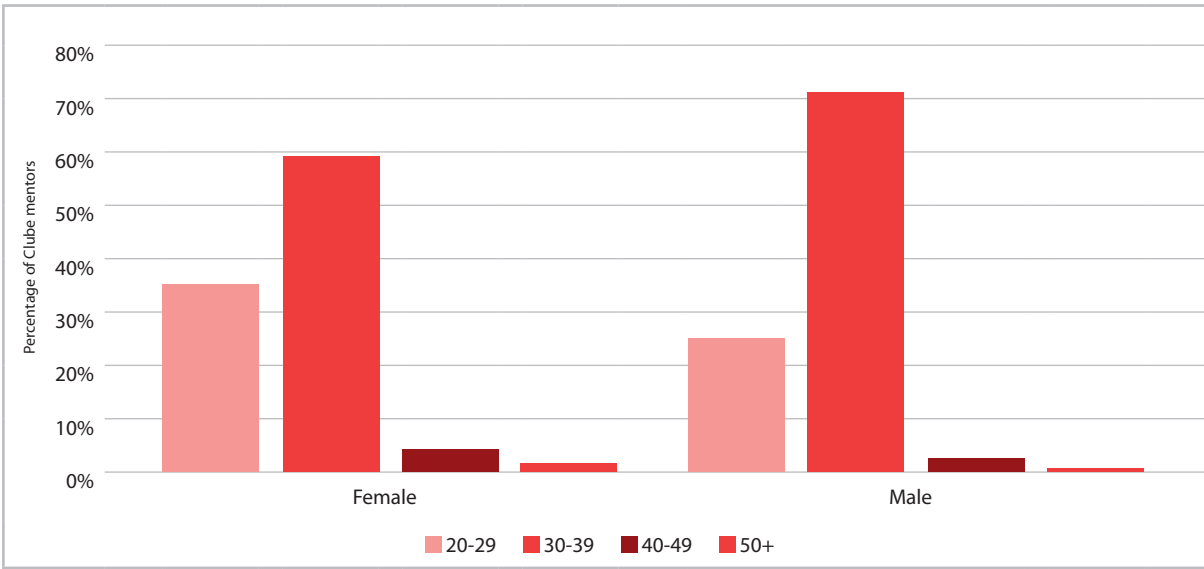
Chart 24: Average monthly meeting duration for Fema Club Networks



Fema Clubs



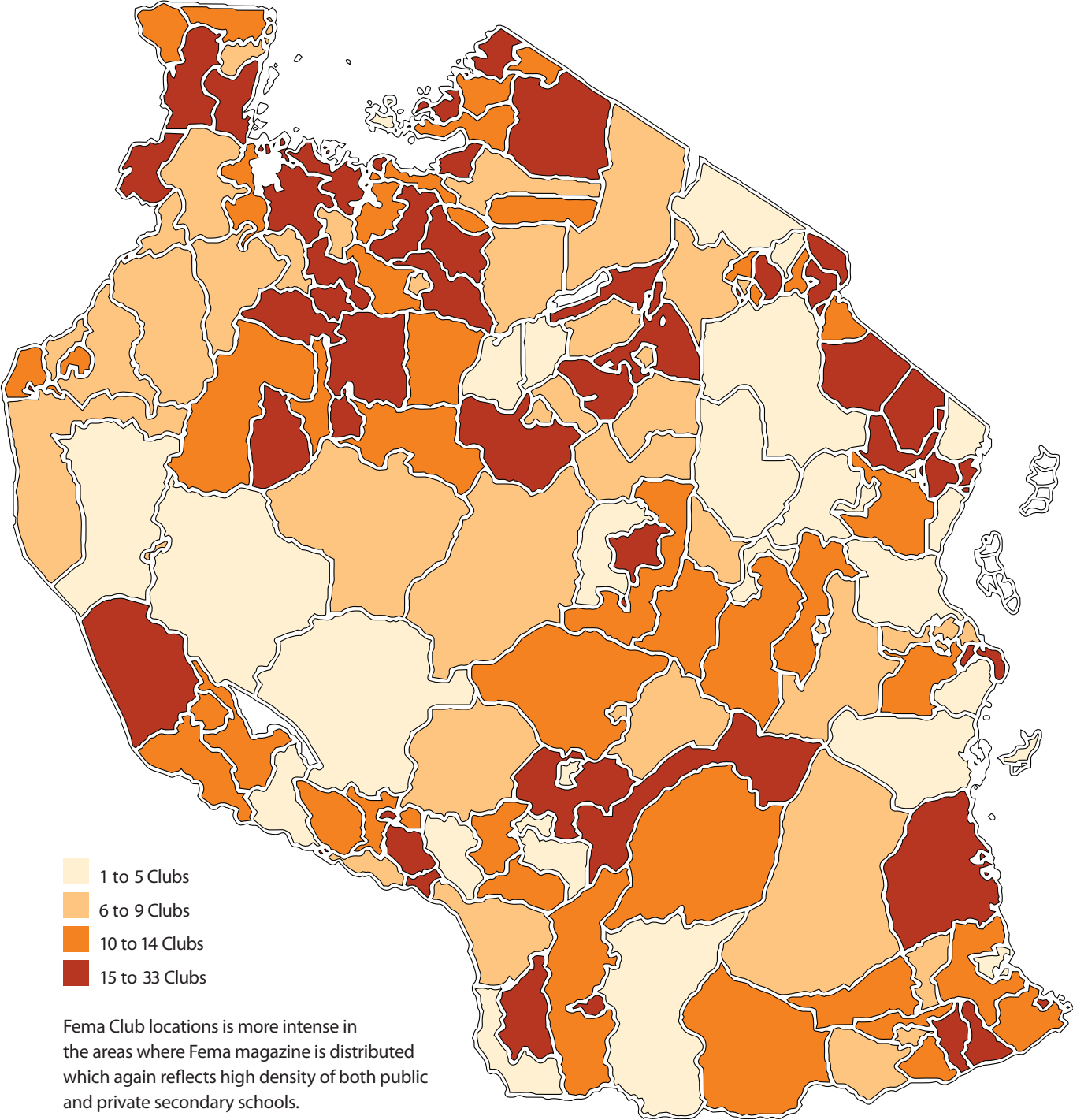
Chart 25: Sex demographics of Fema Club mentors by age



Fema Clubs

Output/Activity Level

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





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 in the last two years in order to more easily and effectively collect information from Fema Clubs on their activities. SurveyMonkey has vastly increased our ability to obtain reports from clubs. Just over 1500 club reports were submitted this year, and we expect that number to increase in subsequent years as more and more mentors receive training in using the reporting tool.

Chart 26: Activities conducted by Fema Clubs

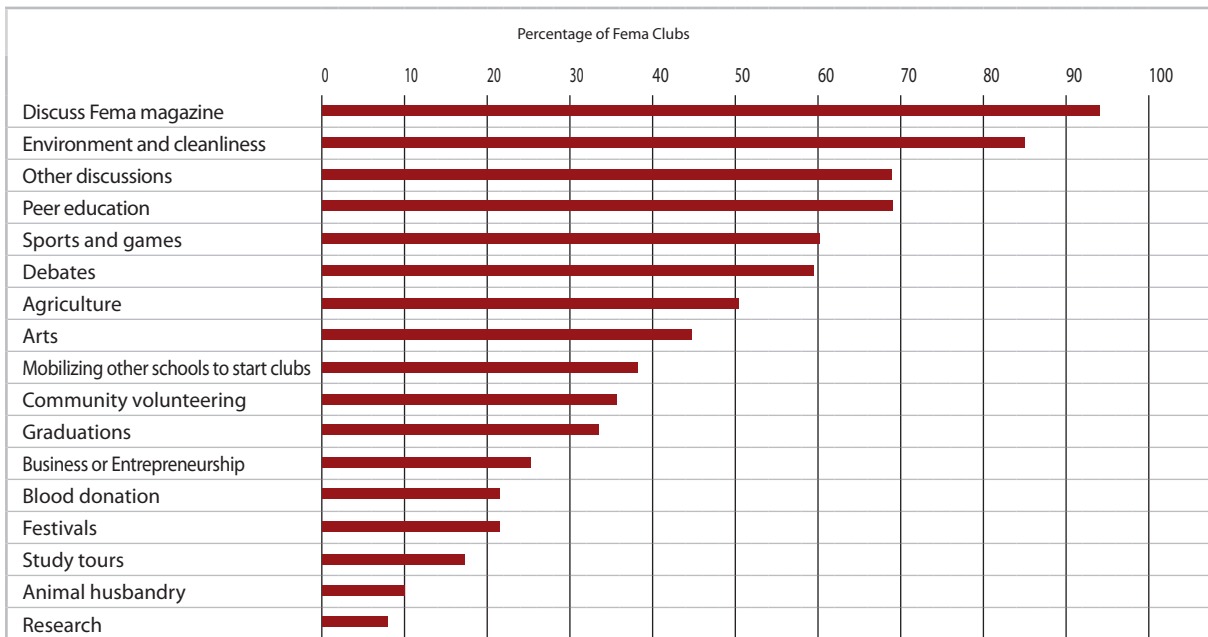
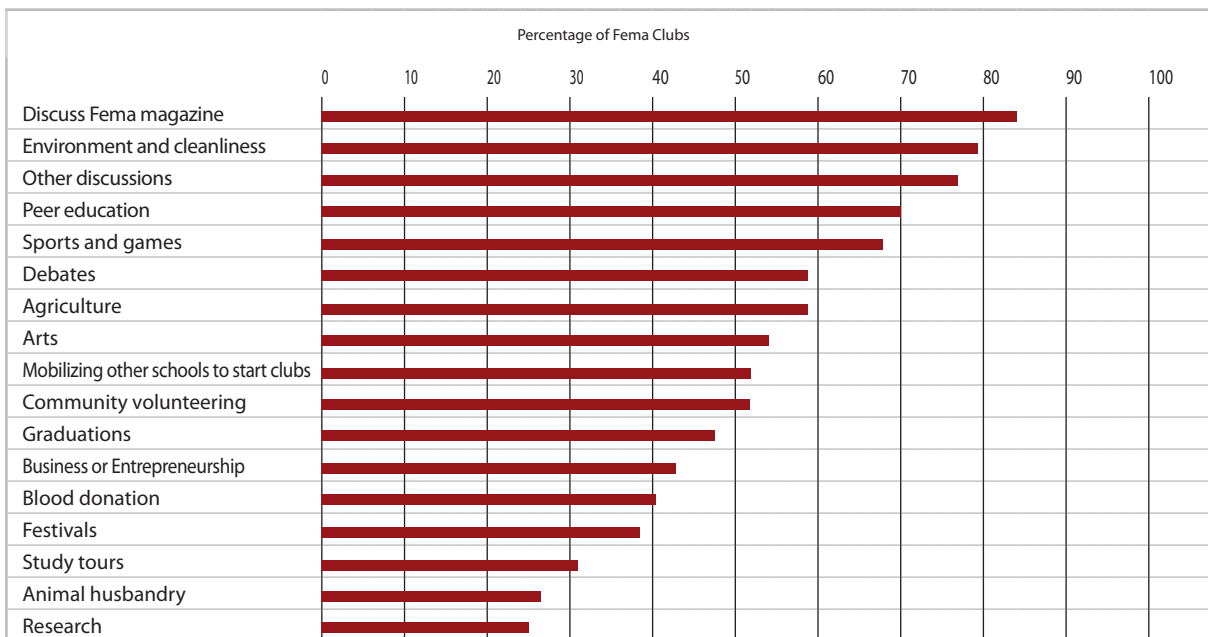


Chart 27: Activities conducted by Fema Club Networks



Fema Clubs

Activities and Successes

- **900 Fema Clubs** have reported that they have shared knowledge on SRHR, Environmental conservation and Economic empowerment with peer groups at school settings and within their communities.
- **Blood donation:** 275 Fema Clubs have reported 'blood donation' as part of their activities; an act of volunteerism in their communities that also saves lives. For example, City Fema Club in the Dodoma region donated blood to their community through Red Cross.
- **Fema Club graduation ceremonies:** 1500 clubs have reported conducting graduation ceremonies for both O'level and A'level students who were Fema Clubbers
- **1,500 Fema Clubs** have reported 'environment conservation' as a key activity:

Examples

- **Chief Ihunyo High School** at Butiama district, Mara region has a lot of ongoing clubs (Takukuru, HIV/AIDS, Environment clubs), but Fema Club has taken on the responsibility of taking care of the school environment. On the right, a picture showing how Fema Club is keeping school environment clean and branded.
- 
- **Magila Fema Club** in Tanga has started a Magila TV show and managed to air two songs that educate youth on SRHR, abstinence, and encouraging students to have sister/brother relationships, and not girlfriend/boyfriend relationships, during their schooling. They also encourage youth to live healthy protected lifestyles for those who cannot manage to abstain from sex.
 - **Kisemu Fema Club** in the Morogoro region is one example of a very active club. They have strong support from school administration and the local government authority in Morogoro. The headmaster of Kisemu Secondary School has given two hectares of land to the Fema Club for agriculture. Fema Clubbers took the opportunity to use the land, now cultivating tomatoes, green vegetables and fruits. Kisemu Fema Club is expecting to sell one 20kg bucket of tomatoes at 40,000Tsh. As part of their business plan, they will harvest 200 buckets of tomatoes, earning 8,000,000Tsh that will be invested in other projects at the school i.e. animal husbandry. Money will support Fema Clubbers in their education, buying materials needed for their schooling such as school uniforms, sports clothes, text books, exercise books. Harvested food and fruits will also be used for school consumption.
 - **Mambwe Fema Club** from Kalambo district in the Rukwa region has both in-school and out-of-school income generating projects. They create income by farming maize, tomatoes, vegetables and onions in the school grounds. They also run a shop inside the school premises which sells different school materials and reported an income 200,000Tsh this year. Mambwe Fema Club also has a bee-keeping project. They have harvested 40 litres of honey and they are selling one litre for 8,000Tsh expecting to earn 320,000Tsh. Money earned from bee-keeping will be used for Form Four and Form Six graduation ceremonies, and some money will be given to Fema Clubbers who are renting rooms, because the school doesn't provide accommodation. Money used to help Clubbers provide for their basic needs like food and rent payments means that students can concentrate on their studies instead, getting higher grades.
 - **Kabasa Fema Club** in Mara has planted more than 200 trees around the school to preserve their community's environment.
 - **SEHISCO Fema Club** from Sengerema Secondary School in Mwanza region visited prisoners at Kasungamile prison and donated soaps, tooth brushes and toothpastes to prisoners to show their voluntarism in community activities.
 - **A Fema Clubber said,** "I realized that if I keep silent, I'm not doing any good to myself and my peers. Talking is good because in talking, you share and get to know new things, girls can avoid making some mistakes which can haunt us for life".

Fema Clubs

CASE STUDY: MISUNGWI FEMA CLUB

Background

Misungwi Fema Club in Misungwi district, Mwanza region, is a club that shows outstanding cooperation between students and teachers, and exceptional levels of economic empowerment activities. The club was formed in October, 2015, and has the slogan: 'Don't tell people about your dream, show them.' In 2018, they won the title of 'Best Fema Club', and attended the Femina Annual Youth Conference for the second time.

One of the club's most eye-catching activities was their building of a Fema Club office using recycled plastic bottles; an activity for which the club won the 'environment challenge', in Fema magazine. This unique building is reportedly one of the first plastic bottle-buildings in Tanzania. It is just one example of the many creative and industrious small-scale enterprises that Misungwi Fema Club has pioneered.

Misungwi's first enterprise was to produce sanitary pads to enable girls to have access to quality, affordable sanitary pads particularly in school. From pads, they moved on to chalk production, and then, after securing some additional funding from Gaudensia Kabaka, Chairperson for the Women's Union of Tanzania, they started production on several different products.

Economic activities are not all that happen at Misungwi, however. The club also maintains a vibrant and supportive community that organizes graduation ceremonies, volunteer activities and provides a supportive environment for young people to understand the value of lifeskills and living a healthy lifestyle.

Misungwi Fema Club also has an arts group to entertain audiences during ceremonies through poems, songs and tradition dances within and outside Misungwi district.

In the Misungwi Club's expansive 'garden', maintained by Clubbers, sits the model of a mountain. This model is used as a representation of the life-stages girls in particular face as they progress through puberty and their adolescence. They imagine their goals as a journey up the mountain, with the stones and grass indicating different hurdles along the path. The top of the mountain has a flag pole, marking the spot where the girls reach their dreams.



Fema Club Networks

Activities and Successes

Fema Clubs organizing into networks of clubs is a self-organizing activity that builds on voluntarism. It is not part of the activities planned in accordance with our strategic plan but a welcome development. It is evidence of the growing Femina Family movement.

- **Southern Highland Economic Empowerment Organization (SHEEO)** has increased number of club network members from 6 to 10. The network organized form six graduation with all the schools which took place at Maposeni and used that day as an opportunity to donate blood in order to save the lives of people who need blood in the hospitals.
- **Simiyu Fema Club Network** leaders in Simiyu have mobilized and supported the establishment of 6 new Fema Clubs: Nyasosi Fema Club - Bariadi, Mbiti Fema Club - Bariadi, Mwamanenge Fema Club - Maswa, Kadoto Fema Club – Maswa, Seng’wa Fema Club - Maswa and Zebeya Fema Club – Maswa; as well as 3 new Fema Club networks at district level in Busega, Itilima and Bariadi.
- **Nkasi Fema Club Network** has established two new projects, one being production of bricks for Nkasi and Mkangale Fema Clubs, and second, a vegetable garden at Nkomolo secondary school.
- **Dodoma Fema Club Network** has donated blood during National Blood Donation day, which was held in Dodoma this year. The network mobilized the establishment of three new Fema Club networks, namely Tabora, Simiyu and Songwe, and participated by sending network representatives. The Dodoma Fema Club Network meets twice each year and has done for the past five years.
- **Songwe Regional Network** conducted a festival on Gender Based Violence with key speakers from Momba District Social Welfare Office and the Gender Desk officer from Tunduma police station. The invited guest was the Deputy Minister of State in the Prime Minister’s Office, Antony Mavunde. This self-organized event promoted the fight against GBV by educating the community about what it is, and where they can go to report GBV.
- **Butiama Network** visited two health centers and participated in environment cleaning at Kamgendi Health Center and Kiangata Heath Center as a way of giving back to the community by preserving their environment.

All the work in the Fema Club networks is self-organized and driven by a voluntary spirit.





Fema Club Networks

Tanzania Fema Club Mentors' Network

The Tanzania Fema Club Teachers and Mentors' National Network began as a self-organizing voluntary initiative by Fema Club mentors most of whom are public servants. 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 crucial in improving the work and effectiveness of Fema Clubs. However, due to limited opportunities to have gatherings, the national network was designed to offer the chance to bring all Fema Club mentors together in one forum for the purpose of learning and sharing, and to inspire each other create opportunities to strengthen Fema Clubs. This year saw the second annual Fema Club Mentors' National Conference.

This is evidence of teachers willing to volunteer to enhance their own capacity. There is little **in-service training** for teachers at school level, but we see an increasing motivation to get exposure and new skills. This is a voluntary engagement of public sector teachers working in tandem with a civil society initiative.

Fema Club Mentors' National Conference 2018

The 2nd Fema Club Mentors' National Conference was held at Mkolani Secondary School in Mwanza Region (Tanzania), from June 6th, to June 9th, 2018, with the goal to motivate teachers, provide them with more 'lifeskills, promote a voluntary spirit amongst club mentors, and train them on key principles for running of Fema Clubs at schools. Numerous topics were presented during the 3-day conference, including Protocol in Government function, Project planning, management and techniques for fundraising, Globalization, Gender Based Violence (GBV), Sexual and Reproductive Health, Stroke disease and Radiology. Active Learning and elements of 'Girl Power' were presented by Femina Hip representatives.

The conference was attended by mentors from all regions on the Tanzania mainland, invited Femina Hip staff, alongside representatives from Local Government, including the Maswa, DAS, and the Regional Academic Officer for Mwanza.

The event was self-organized and self-funded by the Fema Club mentors. Each mentor contributed 50,000 Tanzanian Shillings. Contributions were collected from 124 Fema Club mentors of which 47 were female and 77 male. The mentors attending the conference represented 20 regions of mainland Tanzania.

The **general objective** of the conference was: To revive the volunteerism agenda as a key pillar for running Fema Clubs amongst mentors.

Specific Objectives were

- To strengthening the network relationship amongst mentors.
- To agree upon outline and plan for the establishment of the Tanzania Fema Club Mentors' Network Constitution
- To exchange ideas and share experiences on how to run the Fema Clubs at school.
- To discuss challenges facing mentors and club members.
- To learn different techniques for keeping up with the pace of globalization and how it affects the lives of young people.

The **outcomes** of the conference were reported by mentors as strengthening the relationship between mentors, acquiring new knowledge, enhanced motivation from sharing of experiences on how to run their clubs with the challenges faced.

Fema Club Networks

CASE STUDY: TANGA FEMA CLUB NETWORK FESTIVAL, 2018

Tanga Fema Club Network is a network of Fema Clubs in the Tanga region. It is made possible through collaboration between heads of schools, Fema Club mentors and club members. The network supports various activities for young people under the Fema Club umbrella helping them to tackle challenges as they grow up. Launched in February 2015, Tanga Fema Club Network brought together a total of 91 Fema Clubs, but this number has expanded to a total of 124 clubs in 2018. Every year, the network pursues various plans to further build the capacity of its clubs to help young people. In 2018, one initiative was to organize a region-wide festival for Fema Clubs in the Tanga network so that Fema Clubbers from different districts could meet to share their successes, show off their talents, and exhibit their work.

The **main objectives** of the region wide festival were to encourage the establishment of more Fema Clubs at district level, to demonstrate Fema activities to local government offices and lobby for support, to promote the work of Fema and explain its agenda to the community and to provide educational opportunities for mentors, members and community members.

Festival plans and preparations:

A strategic plan of the Tanga Network was to hold district level festivals in each of the eight districts in Tanga, culminating in the Regional Festival as the climax of all the events, taking place as part of National Youth Week celebrations. It was decided that all district festivals invite district commissioners as guests of honor, that all festivals should be conducted in open spaces and that any other key stakeholders should be invited.

Sponsors of the event:

For the regional session it was agreed among the organizers that in order to facilitate the festival everyone should contribute and they started with internal funding, each club contributing 20,000 shillings. This money should come from club projects and Fema Clubbers. With 124 clubs in Tanga region, clubs raised an impressive 2,480,000Tsh.

Additional funding was secured from external private funders. The total budget of the event was five million Tanzania shillings.



Fema Club Networks



Outcomes of the event:

The Tanga Fema Club network festival had a great deal of positive impact for Fema Clubs in the Tanga region:

- Enthusiasm for Fema Club activities led to four new Fema Club registrations in Tanga.
- Guest of Honour, Minister of Health, Community Development, Gender, Elderly and Children, Hon. Ummu Mwalimu (MP), attended a talent show and sponsored one Fema Clubber to go to a studio and record his song. The minister also promised to organize three talent shows and a festival for 'keeping girls in school' in the region.
- Significantly, Minister Ummu Mwalimu proclaimed that she would advise all LGAs to ensure Fema Clubs were established in their schools.
- Stakeholders who participated in the Tanga Festival responded to the needs of clubs and offered support, i.e. distributing sanitary pads to girls.
- Mentors were given an opportunity to appear on radio Voice of Africa, conducting a two-part discussion on 'Gender Based Violence' and 'Menstruation', sponsored by Friends of Education – Korogwe.
- Fema Clubs were able to market and advertise their products. For example, Mnyuzi Club received customers for cassava, Hale Fema Club received customers for watermelons and Chongoleani sold baobab seeds.
- The festival encouraged increased communication and cooperation between teacher/mentors, club members and district officials.
- The festival inspired creativity in club activities. For example, Magila Fema Club decided to produce a film using mobile phones, about the fight against GBV, acted and directed by Fema Clubbers and their mentor.

Activities and Trainings

Femina Annual Youth Conference

- **Theme:** ‘Say No to Gender Based Violence’
- **Dates:** January 28th – February 1st
- **Location:** Dar es Salaam
- **Guest of Honor:** Ulf Kallstig, Swedish Embassy.
- **Partner organizations(s):** UNICEF, Plan International, Children Dignity Forum, Ministry of Home affairs

The Annual Femina Hip Youth Conference took place from January 29th to February 1st, 2018, at Sea Scape Hotel, Mbezi Beach in Dar es Salaam.

Each year, the conference focuses on a theme, to guide discussions, learning, and sharing, as well as setting the agenda for when the participants go back to their clubs in the regions. This year’s the theme was ‘**Say No to Gender Based Violence**’. This was part of Femina Hip’s campaign against Gender Based Violence (GBV), in collaboration with UNICEF, but also a response and support to the government efforts through their ‘National Plan of Action to End Violence Against Women and Children – 2017/18 – 2021/22’.

Issue 46 of Fema magazine, illustrating everyday experiences of ordinary Tanzanians affected by GBV, provided points of departure for various discussions at this conference.

Facilitators provided sessions on theatre in education, SRH, GBV, EE and counselling for mentors.

Prizes for Best Club Nationwide, Best Mentor Nationwide, Best Club (each region) and Best Fema Clubs Network were awarded on the last day. Feedback from participants at the conference noted the presence of LGAs as being very impactful as it helped to promote Femina’s activities in their region and gain their support.

Youth Conference Results

Table 14: Numbers of Youth Conference participants

PARTICIPANT	FEMALE	MALE	TOTAL
Fema Clubbers	43	46	89
Fema Club Mentors	6	24	30
Total	49	70	119





Activities and Trainings

Active Learning Trainings and School Visits

This year our Community Mobilization staff conducted six major outreach trips to the following regions: Morogoro, Mwanza, Songwe, Kagera, Arusha, and Singida. 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 ('learning by doing' - that being active rather than passive participants in learning gives the best results). This year, topics of these trainings included reporting back to Femina Hip on club activities, using Survey Monkey and the formation and management of club networks. In addition to Fema Club mentors, we also invited district and regional education officers to attend these trainings in order to root our work in schools more effectively at the local government level.

Output/Activity Level

Table 15: Numbers of Active Learning training participants

PARTICIPANT	FEMALE	MALE	TOTAL
Fema Club mentors	402	759	1,161
Government officials	-	-	99
Total	402	759	1,260

Active Learning Trainings 23

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

PARTICIPANT	FEMALE	MALE	TOTAL
Fema Clubbers	12,376	10,528	22,904
Students (non-Clubbers)	2,260	3,003	5,263
All students	14,636	13,531	28,167
Fema Club mentors	149	314	463
Teachers (non-mentors)	150	417	567
All teachers	299	731	1,030
Total	14,935	14,262	29,197

Schools visited 393



Activities and Trainings

Outcome Level

*The following is a sample of 'successes' reported by field teams and mentors via SurveyMonkey.

School visits successes

- School visits have encouraged the enrollment of new Fema Clubbers and new Fema Clubs have been established in schools where clubs did not previously exist. School visits have also revived dormant clubs.
- Mentors reported that Fema Clubbers felt valued by Femina Hip as a result of school visits, saying it increased confidence, motivating them to engage in club activities.
- Outreach team meetings with Heads of Schools have improved relationships and support from Heads, helping them comprehend the Femina Hip agenda. Now, many more Heads have pledged to support mentors and Fema Club work in their schools.
- Government District Education Officers who conducted school visits with the Community Mobilization Team were able to see first-hand evidence of Fema Club activities and hear from students how the Fema Clubs has benefited them individually, especially in their studies. As a result, they committed their support to Fema Club mentors.

Active learning activities and successes

- Tabora region Fema Club mentors were motivated after attending the Active Learning Training and received a better understanding of how to establish, maintain and sustain Fema Clubs. This resulted in the establishment of three new Fema Club networks at Urambo, Igunga and Nzega. The three government officials who attended active learning training session agreed to instruct Heads of Schools to establish Fema Clubs in their schools.
- Five government officials who attended the Active Learning training in Songwe committed to supporting extra-curricular activities through Fema Clubs so that youth in the region can obtain lifeskills, and knowledge on SRHR, economic empowerment, citizen engagement and gender. Songwe Regional Network was established as a result of the training.
- The Active Learning training that took place in Mwanza was attended by District Administrative Secretary [DAS] who committed to support Fema Clubs by informing and directing the education department to follow-up on potential for Fema Clubs in Maswa. He wants to promote extra-curricular lifeskills education in Maswa district schools.
- Mentors who attended Active Learning trainings established a WhatsApp group as a means of communication to facilitate coordination in executing Fema Club Network activities.

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 2,331 Fema Clubs, spread over 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 reporting on activities, sending names of graduating students for certificates, to informing mentors about upcoming events, SMS has revolutionized our communication with our Fema Clubs and made the bonding and sharing work so much easier.

Output/Activity Level

Figure 4: Numbers of SMS sent and received



Activities and Trainings

Femina Hip Festivals

Each year Femina Hip participates in nationally marked days...

DAY OF THE AFRICAN CHILD 2018

- **Date(s):** June 19th
- **Location:** National Museum, Dar es Salaam
- **Organizer:** EU, Femina Hip, Children Dignity Forum, C-Sema, Plan International and Save the Children, Embassy of Sweden

Commemorating the Day of the African Child, 2018, and the Leave *No Child Behind* for Africa's Development cause, Femina Hip participated in a panel event at the Tanzanian National Museum in Dar es Salaam. The discussion, *Dreams for the Future*, was hosted in collaboration with the EU, Embassy of Sweden, Children Dignity Forum, C-Sema, Plan International, Save the Children and Femina Hip. More than 160 primary and secondary school children between the ages of 12 and 15 attended the event, representing Dar es Salaam and Coastal Regions, as well as accompanying adults, including teachers, host organization staff and media.

Students' dreams for the future were voiced through 10 pre-recorded videos produced by Femina Hip and a panel discussion featuring active engagement with the audience at the event.

INTERNATIONAL DAY OF THE GIRL CHILD

- **Date:** October 11st
- **Location:** Kisarawe District
- **Participants:** Plan International, Hope for Young Girls, Feed the Children, TAMWA, SHIMAU, VINAMWANGA and Femina Hip

This national event with active participation from government agencies, aimed to increase awareness on the key issues facing girls in Tanzania. 2018 marked the seventh anniversary commemorating the United Nations' International Day of the Girl Child (IDG2018). This year's theme was 'Empower a Girl Child: End Female Genital Mutilation (FGM), Child Marriage (CM), and Teenage Pregnancy (TP).



Femina Hip partnered with other organizations to hold an event in Kisarawe District, where Fema Club youth volunteers participated in planning and organization. Femina Hip presented its work and launched Issue 49 of Fema Magazine, with Jokate the Influencer on the cover, who happened to become Tanzania's youngest DC in Kisarawe district!

NATIONAL DIALOGUE ON FEMALE GENITAL MUTILATION, TEENAGE PREGNANCY, AND CHILD MARRIAGE:

- **Date(s):** October 9th – 11th
- **Location:** Dar es Salaam
- **Organizer(s):** Ministry of Health, UNFPA, European Union

Femina Hip attended this high-level meeting to participate in the national dialogue on FGM, Teenage Pregnancy and Child Marriage. Femina contributed in various ways, including sharing what we know and do about these hugely important youth issues, and learning from others who shared their experiences working on these areas. Femina was part of the closing panel; a discussion that summed up key pickups and way forward. Moreover, Femina Hip's presence in the exhibition area was strongly felt and appreciated. Our brand and work were recognized in the speech by both Deputy Minister for Health Faustine Ndugulile and his Permanent Secretary Dr John Jingu.

Activities and Trainings

Femina Hip Festivals

CIVIL SOCIETY ORGANIZATIONS WEEK 2018

- **Date(s):** October 21st – 26th
- **Location:** Dodoma
- **Organizer(s):** Foundation for Civil Society

Femina Hip presented their work and staffed a booth at this national event for civil society organizations to exhibit their work which took place in Dodoma. Even though Femina Hip did not win the Exhibition Award, the team reported excellent engagement with Femina. Many people left 'Happy Birthday Femina Hip' messages on a signing board and had their pictures taken. Femina was also interviewed by event organizers and appeared in the event newsletter, commenting on CSO/Government partnership for children and youth.



Femina took advantage of the presence of Foundation for Civil Society Director in Dodoma and invited him to be Guest of Honour at Dodoma Fema Club Network graduation, a day after the CSO week ended. Having the director participate in a Fema Club graduation was a very positive outcome.

NATIONAL YOUTH WEEK

- **Date(s):** October 6th – 14th
- **Location:** Tanga
- **Organizer(s):** The Office of the Prime Minister of Tanzania

Femina Hip attended the National Youth Week events held in Tanga, staffing a booth for visitors and participating in the youth symposium. Fema were represented enthusiastically by Fema mentors and forty Fema Clubbers from the Tanga region. Both ministers and LGA officials acknowledged the work of Femina, and we were selected to give an NGO statement to the Minister responsible for Youth.

Output/Activity Level

Table 17: Numbers of youth and teachers reached during festivals

PARTICIPANT	FEMALE	MALE	TOTAL
Fema Clubbers	4,990	4,198	9,188
Youth (non-Clubbers)	4,265	4,863	9,128
All youth	9,255	9,061	18,316
Fema Club mentors	116	96	212
Teachers (non-mentors)	63	53	116
All teachers	179	169	328
Total	9,434	9,230	18,644

* No. of youth and teacher from events based on total of events reported on Survey Monkey, including the above highlights.



Programs and Projects

Femina Volunteer Program

Femina Hip started a formal Femina Volunteer Program for current university students in 2016. The program identifies talented youth who have been Fema Clubbers who can contribute to Femina Hip’s work and provides an opportunity for those individuals to gain exposure, relevant job experience and training.

2018 was the third year of the program. This year, 17 volunteers worked with the Femina Hip for 12 months. Five volunteers worked with media, including TV, radio, print and social media. 12 of the volunteers worked with the Community Mobilization Team, visiting and supporting 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.

All volunteers were provided with ongoing mentoring and support for the duration of the program. In line with the goals of the program, this mentoring and support aims to develop each volunteer’s capacity and experience in their specialist areas, providing them with an expanded skillset for future employment.

Intern Program

Femina’s Internship Program provides another opportunity for youth to get involved in the organization’s work and allows former Fema volunteers to work with us upon graduation from university. This year, Femina hosted four university graduates working as full-time interns. These interns worked in the Community Mobilization department, Media, and MEL. All four interns have graduated into team members conducting special tasks after their internships ended.

International Volunteers

Two international volunteers worked with Femina Hip in 2018, both provided via World University Service Canada (WUSC) and the Uniterra program. One long-term volunteer continued to work with Femina as a graphic designer in the Media Department. Additionally, in Monitoring, Evaluation and Learning, one short-term volunteer joined the organization as an advisor for three months.

Output/Activity Level

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

PARTICIPANT	FEMALE	MALE	TOTAL
Fema Clubbers	16,539	8,234	24,773
Youth (non-Clubbers)	4,698	4,129	8,827
All youth	21,237	12,363	33,600
Fema Club mentors	329	323	652
Teachers (non-mentors)	302	297	599
All teachers	631	620	1,251
Total	21,868	12,983	34,851

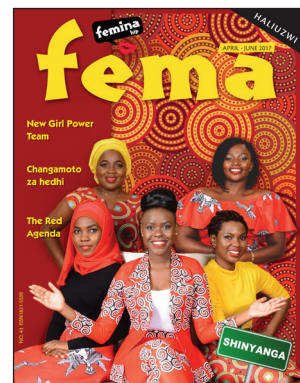
Schools visited by volunteers 504

Programs and Projects

The Girl Power Team

The Fema Girl Power team was established in 2015, during the run-up to the Tanzanian general election. Tasked with raising voices around girls' development and participation in society, they showcased Change Makers on the Nguvu ya Binti (Girl Power) season of Fema TV show. They encouraged girls to stand up for their rights, participate in the elections, both by voting and running for office, and called on political leaders to pay attention to girls' issues.

A new Girl Power team was established in 2017 to champion issues and support girls to live up to their full potential. Each of the five members of the Girl Power team received training on sexual and reproductive health and menstrual hygiene management, on leadership skills, problem solving, and teamwork.



In 2018, the team's main activities have been:

- **2018 Youth Conference:** attended and provided information on social media, four social media workshops, a panel on GBV, and documenting stories of change.
- **DREAMS-IC graduation ceremonies:** attending and presenting about the work of Femina Hip to graduates, students, and teachers, and giving out certificates as Femina Girl Power representatives.
- **Girl Power Online Forums:** running a three-month social media campaign on GBV, reading and writing, and tree planting – increasing followers on Femina social media pages.
- **World Menstruation Day in Dodoma:** participating in developing a task force for 2019 planning. Succeeded in convincing the government and other stakeholders to use Fema Clubbers as 'cases' for documenting menstruation realities in Dodoma.
- **20 Years of Femina Hip, Essay Competition:** receiving, sorting, reading and judging the winners.
- **Global Fund for Women Feminist Mentorship:** Femina was able to secure funds from the Global Fund for Women through the Akili Dada organization (Nairobi) for the Girl Power team to run their own program for the next two years. It entails mentoring other young women in Fema Clubs in three regions [Dodoma, Dar es Salaam and Coastal region]. Two of the girl power team members have received training to become master trainers and will continue to be mentored as part of a program.

The Boy Power Team

To provide additional encouragement to male readers, Femina Hip introduced a Boy Power team in 2018. Much like the Girl Power team, the members of the Boy Power team are all former Fema Clubbers.

The purpose of the team, who represent youth from different backgrounds in Tanzania, is to educate boys on SRHR, economic empowerment and citizen engagement, and to provide a male perspective on youth issues that affect both girls and boys.



In 2018, the team's main activities have been:

- **Test and Treat:** research and writing the 'Test and Treat' article for FHI360. Published in Fema magazine issue 49, the article talks about HIV testing and the boys share their experiences. The article and photos introduced the Boy Power team and their life stories (Fema 49).
- **Annual Planning:** participating in annual planning for Femina Hip – 2019, positioning activities for the team for the coming year.
- **Participating** in production of Fema Radio Show, season 11, and Fema TV Show, season 12.
- **Social Media Training:** attending a special training for the power teams to learn how to use social media to increase their visibility.
- **Girl Power Forums:** The Boy Power team assists the Girl Power Team in delivering online discussions via social media.
- **Fema Club graduations:** representing Femina Hip at Fema Club graduation events.

Programs and Projects

DREAMS Innovation Challenge Project

Project Description

DREAMS-IC was established to further PEPFAR/USAID's commitment to reducing HIV infections among Adolescent Girls and Young women. 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. The program is funded through the U.S. Department of State, OGAC.

Femina Hip became part of the DREAMS-IC project by winning a competitive bid. We utilized Femina Hip's 'Girl Power' training programme, which was developed from a randomized control trial conducted by the Norwegian School of Economics (NHH) in partnership with Femina Hip, and 300 young women in 80 secondary schools in Tanzania. It was designed to test the hypothesis that combining economic empowerment (EE) training with sexual and reproductive health and rights (SRHR) training would lead to better reproductive health outcomes than either training on their own. The results supported this idea, showing that girls who had better financial literacy and an understanding of business, in addition to SRHR education, were more likely to prioritize education and delay pregnancy, lowering the rates of school drop outs and early marriage.

The Femina Hip DREAMS-IC project objective was to prevent girls in secondary school from dropping out due to pregnancy and early marriage. The project was implemented in 85 secondary schools in five DREAMS councils: 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 a Fema Club.

Besides the girls themselves, other beneficiaries of the program are the teachers participating in the training of trainers that then deliver the program in their schools. The ToTs directly increase the teachers' knowledge on issues of SRHR and EE relevant to the needs and constitute 'in service' training which is highly motivating. 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 and promote their own standing in the education sector.

DREAMS-IC Project Results

The DREAMS-Innovation Challenge project was completed in November 2018. All 85 Secondary schools under DREAMS IC project, located within five districts completed the Girl Power Training Program.

In total, 5,776 Form one girls completed 16 weeks of Girl Power Training Program, 8 modules in sexual reproductive health and right (SRHR) and 8 modules in Economic Empowerment (EE) out of 5,000 targeted for the project. Girls who attended at least 5 modules in each book were counted and awarded a certificate at graduation ceremonies. This means Femina surpassed its target by 776 girls for the DREAMS IC project while maintaining a high standard of delivery.





Programs and Projects

PEPFAR/JSI visit with Femina

PEPFAR and JSI visited Femina Hip to meet some of the Form One girls trained on the Femina Hip DREAMS-IC Girl Power program. Ten girls from Lumo and Kijichi Secondary Schools in Temeke, Dar es Salaam, together with two of their teachers (Sheda Nguta and Nyagosya Ikwabe) took time off from their school breaks to participate along with Michael Komba, the Education Officer for Temeke District. He said the government was very happy with the program and wanted to explore the possibility of delivering the training to more schools in his District. The girls above all expressed that they were grateful to have been part of the Girl Power program and expressed that they have been empowered in many ways. In their own testimonials:

"I have become confident, I am now able to speak my mind and argue for my safety and opinion when I am with other youth or older people. I now know how to say no to those who want to push me to do what I don't want to do."

"The programme has helped me understand how to set my own goal and how to make a plan to pursue my dreams. I have self-awareness."

"When we were taught about entrepreneurship, I was excited, we learned about saving, now I have a small business, I make door mats from pieces of cloth, sell them and make money that I save in my piggy bank. I save some and spend some on my small needs. Now I don't have to ask my parents for everything like I used to."

"This program has been a place for me to understand myself and my talents. I was able to explore my abilities and share them with my colleagues on the program."

Long term follow-up on trained Form one girls

5,776 form one girls participated in the Femina DREAMS-IC Girl Power program. Out of these, only 37 dropped out of school due to pregnancy. The program was able to surpass its set target of 80% by 19.35% thus achieving a success rate of 99.35% retention rate.

Sustainability of the project

Schools were chosen to participate in the Femina Hip DREAMS IC project based on their use of Fema Magazine and presence of a Fema Club in the schools. The Girl Power program was taught by teachers who are the Fema Club mentors, who also facilitate day to day activities in the Fema Club. The teacher/mentors will continue to use their knowledge, motivation and experience gained during the implementation of the Girl Power training program in their work with Fema Clubs.

During a project closing workshop teachers were asked to prepare a work-plan on how they can continue to train other students in schools. They keep the copies of the Girl Power booklets used in the training, so can reuse these. Some action plans proposed to carry on the trainings on SRHR and EE with girls that were not part of the project as well as boys. They felt that male involvement is important to make the intervention even more effective in reducing school dropouts, early marriages as well as fostering youth with 'skills for life' who add value in their communities. Also, the Education Officer from each district where the implementation took place, promised to support teacher/mentor by informing heads of schools to set aside time for the Girl Power program within school hours.

Programs and Projects

DREAMS Innovation Challenge - Success Stories

'GUMBA SAID NO'

Background

Gumba Mhangwa a 16-year old grew up in Ulowa village number 9 in Ushetu District Council in Shinyanga. The village's most common economic activity is tobacco farming. Since she was a child, Gumba has believed that whatever is said by a boy or a man is the last word, and this was the same for all women around her.

A girl or woman has no room to argue or say anything against men. However, her perception on this drastically changed after she attended the Girl Power training sessions. "I am proud and feel lucky to be among the Form One girls who have benefited from the Femina Hip DREAMS-IC Project" she said.

She is now optimistic and believes that any person, regardless of their gender, can argue for or against anything presented or proposed that has an influence on one's social status or wellbeing.

Story

In Gumba's village, it is normal for girls to be sexually assaulted by men, this often happens when they return from fetching water, firewood or coming from their farming duties during rain and harvest season. This means that girls in Ulowa village are vulnerable to unwanted pregnancies, which results in many school drop outs. It is rare for girls to finish school, especially secondary education, as most of them end up being housewives - their academic ambitions and dreams ending.

One day Gumba and her friend Mariam were returning home from farming 15 kilometers away from her house. A group of three men suddenly appeared from the bushes and wanted to grab her for marriage. While shouting for help she swiftly started running back and fortunately the local security 'Sungusungu' heard her voice and reacted immediately. All three men were arrested and detained for seven days, then severely punished in accordance with local by-laws.

In Ulowa village girls are considered family assets and a recreational tool for boys or men. "I will never get deceived by anybody until my dreams of completing higher education are achieved", Gumba said.

Outcome

The Girl Power training program has improved Gumba's self-confidence, negotiation skills, and knowledge on sexual and reproductive health. She also understands that



"I wouldn't have refused the abduction if it wasn't for the Girl Power training."

child marriage and early pregnancies rob girls of the right to finish education, exposing them instead to sexually transmitted diseases including HIV/AIDS. Gumba is now protecting herself and building her future from the knowledge and skills she has acquired from the Girl Power training. "I wouldn't have refused the abduction if it wasn't for the Girl Power training", Gumba explains.

Gumba's father, commonly known as Mzee Mwelezi, through a phone interview, said that he was surprised by the incident. He explained that Gumba's bravery has been news all over the local villages. It is not normal for a girl to react so strongly against men in the process of conducting Kupula (kidnapping a girl for marriage or sex). He was informed by his fellow community members about the incident and already the perpetrators were in the hands of the local security (Sungusungu). After seven days of detention, the perpetrators were charged in accordance to the set by-laws, they were given corporal punishment and penalized with a fine of TZS 700,000/= (around \$300) as a deterrent to other men. "In fact, I am proud of my daughter. Femina should continue with the Girl Power program to help rescue our girls in the village. We are now in the process of strengthening our by-laws to ensure that girls and other children are safeguarded and provided with a supportive environment to enable them to excel in their studies, I understand that that is the key to a successful life", Mzee Mwelezi concluded.

Programs and Projects

THE RISE OF AN ENTREPRENEUR'

Background

Loveness Anosisye Mwaiswela is an 18-year-old student from Ndombo Secondary School in Kyela, Mbeya. She majors in art subjects and had an opportunity to take part in the four-month Femina Hip Girl Power Training Program in Sexual and Reproductive Health and Economic Empowerment.

Story

Before the training, Loveness had a negative perception about gender issues influenced by norms and traditional practices in her community in Kyela. This made her believe that what was happening in her society was just how life is.

During the training girls were quite attentive and inquisitive to the mentors who were training them. Loveness asked a lot of questions to learn more.

"Before this training, I was very shy with no confidence and self-awareness and I didn't know a lot of things about reproductive health and entrepreneurship in general. I believed that a girl cannot indulge her dreams, she is to get married as soon as she graduates from school. And I thought that we only attend school because our parents require us to do so. I never knew that goals are important in achieving a dream regardless of whether you are a man or a woman. I also had very little understanding of gender and sexuality. This training has disciplined me and made me aware of what I want in life. I want to become an entrepreneur but also reach further in my academic pursuits."

Outcomes

After receiving the training, Loveness decided to concentrate on tailoring using her mother's sewing machine. She started sewing clothes for her fellow female students. Loveness is still involved in this activity during her spare time, especially on weekends. She collects uniforms from her fellow students and makes repairs, this gives her some income. Her mother is surprised at the drastic change her daughter is showing, being a responsible and confident person. Her attitude towards duties around the house, especially with tailoring activities has changed, she is more attentive and keen to learn new tailoring techniques. Loveness is a changed person now, she used to roam around the house and streets playing and having fun with her peers. Her mother had once come to the school to ask Loveness' teachers about her changed behavior and newly found attitude and the teachers explained to her about the Girl Power



"I believed that a girl cannot indulge dreams, she is to get married as soon as she graduates from school. And I thought that we only attend school because our parents require us to do so."

project. Her mother agreed to support her daughter in her learning and growing self-empowerment.

After the training Loveness feels smart and confident, she is more disciplined and self-aware. She used the opportunity, learning how to look for income generation opportunities in the 'Build your Life' training module. She decided to use these lessons to find an opportunity within her community and now looks for people who have clothes that need repair in exchange for a small fee, her income.

Before the Girl Power training she used to ask her mother for everything, now she can buy her own undergarments, pens, exercise books and other necessities.

Programs and Projects

HUGE REDUCTION IN DROPOUT RATES DUE TO PREGNANCY

Background

Ikolo Secondary School is one of 20 secondary schools whose Form One girl students received education in sexual and reproductive health and rights (SRHR) and economic empowerment through the Femina Hip Girl power program in Kyela District in Mbeya Region. Also, the current Minister of Information, Youth, Culture and Sports, Hon. Dr. Harrison Mwakyembe studied there.

Danny Mhuwa is a 30-year old history and geography teacher at Ikolo Secondary School. He has been supporting students as a teacher for over five years.

Danny's story

Danny is a Fema Club mentor and is among 40 secondary school teachers that received training from Femina Hip to become a student trainer of the Femina Hip Girl Power training on Sexual and Reproductive Health and Rights (SRHR) and Economic Empowerment (EE). Danny has played a vital role in facilitating this role out.

Before the training, many girl students at Ikolo Secondary dropped out due to pregnancy, a result of having sex with older men like teachers, villagers, motorcycle drivers (bodaboda) and others. Some girls work with their parents selling local beer which brings them into contact with men. Also, Ikolo secondary school has no accommodation for housing girl students and girls have long way to get to school. Their parents (guardians) are often uninterested in the academic performance of their daughters and this has contributed to early marriage and pregnancy. Like many other girls in Tanzania, the students at Ikolo experience gender discrimination. This includes men being regarded as superior to women, given more opportunities than women, such as education and owning land. Also, girls are discouraged to pursue some courses and professions like engineering, medicine and aviation. Many of the girls at Ikolo got pregnant because they lacked knowledge of their own sexual and reproductive functions. Additionally, they have been experiencing different kinds of violence, which affected them both psychologically and physically. This was another reason for them to quit school. The Girl Power training has helped support girls to understand their value and how they can stay safe in and out of school.

Outcomes

The knowledge gained through the Program in the areas of Sexual Reproductive Health and Rights and Economic Empowerment, has helped the Form One girls to have more of an independent mindset. Many are starting their own small businesses to support themselves financially and take care of their needs for school. They are also ending



“Before the training the drop out due to pregnancy by Form One girl students was high (9) but after the training no girls have dropped out of school as a result of getting pregnant”

relationships with motorcycle and auto rickshaw drivers who support them financially in return for sex (which often leads to early pregnancy). Overall, they have stopped some of the behaviors that affect their study performance. The Girl Power training has also allowed them to understand the benefit of education, and how they can reach their goals by performing well in school. The entrepreneurship skills have impacted students from very poor families where parents cannot afford to provide their children with school equipment or transportation fees. These students are running small businesses which enable them to manage their school costs by themselves.

The number of Form One girl students dropping out due to pregnancy has gone from nine in the previous year to zero this year! Even parents have seen the change in the girls and they have come to school to find out more about the Femina Hip Girl Power training. The Form One girls have become ambassadors and spread what they have learned to others at their school. Now the whole school is aware of the negative impact that pregnancy has on a girl's education and future.

Programs and Projects

The Nguvu ya Binti Pilot Project

The Nguvu ya Binti Girl Power project aims to contribute to the creation of a supportive environment and a strengthened health system with the ultimate goal of reducing maternal mortality in Mwanza region. A consortium of NGOs are supported by the Irish Embassy to strengthening the role of 'community health workers' in linking communities with health services. The intervention is focusing on Misungwi DC and Sengerema Council within Sengerema DC in Mwanza. The consortium of partners consists of both government and civil society sector partners, including Kivulini, PANITA and AMREF, the latter of which is working to support and train a new cadre of community health workers (CHWs) to be deployed at village level.

Femina Hip is working to strengthen youth in schools through Fema Clubs in secondary schools and Folk Development Colleges (FDCs) by delivering the Femina Hip Girl Power training programme (as used in the DREAMS-IC project), which focuses on sexual and reproductive health and rights (SRHR) and economic empowerment (EE) for Form One girls. We aim to 'keep girls in school', and this is a positive life style intervention that empowers young people, both girls and boys, to start making plans and make more informed choices about their lives. Master Trainers will train teacher/mentors deepening their engagement and understanding of the issues and getting them to embrace the 'mentoring' approach when dealing with their students.

Femina is also engaging Fema Clubbers, teachers and community members in the production of a weekly Fema radio show, which will be aired over a three-month period to increase knowledge and raise awareness of primary health care and referral services to the wider community in Mwanza region through FM radio stations. The radio show has worked with healthcare providers, community and religious leaders, youth as well as the general public to facilitate good discussions and sharing of experiences relating specifically to SRHR, gender-based violence (GBV), HIV/AIDS, nutrition and family planning. Focus has also been about how to access services.



Programs and Projects

Milestones for the Girl Power project, funded by Irish Aid

- **Coordination Meeting:** On 7th February, Femina Hip participated in a workshop hosted by Irish Aid with all their funded partners working in Misungwi District, together with representatives from the Local Government Authorities and UNICEF to strengthen coordination, complementarity and coherence between partner activities.
- **Project Endorsement:** On 19th February, official government endorsement for the project from the President's Office (TAMISEMI) was granted.
- **Hiring of Master Trainers and Refresher Training:** Four Master Trainers based in Misungwi and Sengerema (who were also Master Trainers on the previous DREAMS-IC project delivering the Girl Power Training) were hired for a period of seven months.
- **Project Introduction:** On 13th March, Femina Hip met with Regional Medical Officer (RMO) Dr. Leonard M. Subi at the Mwanza Regional Secretariat office to introduce the Nguvu ya Binti Project.
- **Training of Trainers (TOT):** A total of 42 participants (24 females and 20 males) were trained in the Girl Power training programme between 21st May and 1st June and tasked to conduct training to the Form One girls and first year covering 16 modules of sexual and reproductive health and rights and economic empowerment.
- **Fema magazine:** This year, four issues of Fema magazine at 20,000 copies were distributed to schools during this period and discussed within Fema Clubs.
- **Irish Parliamentarian visit to Fema Club:** A group of Irish parliamentarians from the Public Account Committee (PAC), together with the Irish Ambassador and embassy staff visited Misungwi Secondary School on 15th May 2018, home of the recipients of the 2018 Best Fema Club award.
- **Radio Series:** After initial planning meetings with PANITA, AMREF and Kivulini, 12 episodes have been scripted and record by Femina Hip.



Pre-survey testing: Pre-survey testing was carried out for three consecutive days from the 24th to 26th of July 2018. A total of 464 respondents from four randomly selected schools and one FDC completed the questionnaires.

Training delivered: The Girl Power training programme was delivered in 18 schools and 2 FDCs to 2,123 registered participants between the months of July and October in Misungwi and Sengerema.

Post-survey testing: Post-survey testing was carried out between November 2nd to November 10th 2018. The same 463 (minus one) respondents from the same four schools and FDC.

Final reporting and data analysis on the Nguvu ya Binti 'Girl Power' pilot project is still to be finalised.



Programs and Projects

Change Maker Programme

The Change Maker program funded by UNICEF is aimed at heightening awareness on the importance of completing education. Femina has engaged secondary school students in discussions to raise awareness on issues that hinder the completion of schooling, especially for girls, which include gender based violence, corporal punishment, distance from school and menstrual hygiene management.

This program was divided into two main campaigns, on gender based violence and keeping girls in school, both of which have a theme issue of Fema magazine and a series of short video portraits. The campaigns were implemented on Femina's Facebook, Twitter and Instagram accounts with links to the video portraits on Femina's YouTube page (for Twitter and Instagram). It was the first time Femina worked with print as well as social media in such a broad way but it definitely caught an online audience which is still with us.

CAMPAIGN AGAINST GENDER BASED VIOLENCE

Background

The Gender Based Violence (GBV) campaign involved a month of activities on social media, a special theme issue of Fema magazine, which was also promoted on social media and learning sessions for students at the Femina Hip Youth Conference. The objective was to promote awareness and understanding of GBV, early marriage and female genital mutilation and how to take both individual action against them and to intervene on behalf of others.

For the magazine and social media, the Femina Hip productions team travelled to Tarime, Mara region to collect inspiring stories of young people. Mara region was chosen as it is one of the regions in Tanzania where gender-based violence has high prevalence, due to the patriarchal customs and traditions there.

For the video portraits, five youth were identified (with assistance from Children's Dignity Forum (CDF) and Plan International in the field) who are now champions of change in their community, and the stories of their encounters with and actions against GBV were documented with their permission. Each of the young people were deemed to be good role models and key change makers within their communities.

Key Results

The key results of the GBV Change Makers social media campaign shows the total number of people reached together with the engagement with posts that we made.



Programs and Projects

On Facebook, the total reach (the number of unique people that saw the content) was 786,968 with 108,511 post clicks and 8,418 people engaging through reactions, comments and shares. The boosted video posts resulted in a combined reach of 459,830 and 1,101,799 impressions (the number of times a post from the page is displayed) with 159,500 views of the videos and a total viewing time of 111,100 minutes.

When combined with a previous campaign in late 2017 where Femina Hip boosted posts on Facebook, for a similar amount of spend (for the GBV campaign we spent around USD 50 more), there was a noticeable increase in reach (100%) and an even bigger increase in impressions (just under 200%). Further details can be found on page 12.

On Twitter, the total number of impressions (number of times people saw the tweet) for the campaign was 35,696 with an engagement (number of users that interacted with a tweet) of 1,097. For the videos, the number of impressions was 9,038 and the engagement was 95.

On Instagram, the total reach for the campaign was 14,448 with 17,969 impressions and 1,659 people engaging through likes and comments.

Across the three social media platforms this gives a total:

- reach of 801,416 on Facebook and Instagram (Twitter analytics do not measure reach);
- number of impressions on Facebook of 1,101,799 (the number of times a post from the page is displayed but not necessarily seen)
- number of impressions on Twitter and Instagram of 53,665 (number of times people saw the tweet/post)
- of 159,500 views of the videos on Facebook
- viewing time of 111,100 minutes on Facebook
- of 11,174 people engaging through reactions, comments and shares across the three platforms.



Programs and Projects

CAMPAIGN FOR KEEPING GIRLS IN SCHOOL

Background

The object of the Keeping Girls in School Campaign was to heighten awareness on the importance of completing education especially for girls. Factors include sexual violence, corporal punishment, distance from school and menstrual hygiene management. The campaign involved a month of activities on social media featuring specially made video portraits, a theme issue of Femina magazine, which was also promoted on social media and officially launched in Kisumu on the Day of the Girl Child. Kisumu was chosen because the Femina magazine cover personality, Jokate Mwegelo, is the District Commissioner for that district and was earmarked as guest of honor of the Day of the Girl Child commemoration in Kisumu.

For the magazine and social media, the Femina Hip production team travelled to Mbeya and Kyela and Ushetu, to collect stories of young people. Mbeya Region was selected as a focus area as it is one of the regions with high rates of early pregnancy and early marriage according to Government statistics. Femina Hip carried out its Girl Power training program in this region between 2016 and 2018. The program combines sexual and reproductive health and rights (SRHR) and economic empowerment (EE) modules to Form One girls aged between 13-16.

For the videos, five girls and two teachers were identified. The stories of their behavior change were documented with their permission. Each of the young people were deemed to be good role models and key change makers within their communities.

Key Results

The key results of the Keeping Girls in School Change Makers social media campaign show the total number of people reached together with the engagement with the posts.

On Facebook, the total reach (the number of unique people that saw the content) was 832,348 with 15,447 post clicks and 5,076 people engaging through reactions, comments and shares. The boosted video posts resulted in a combined reach of 740,672 with 159,500 link clicks of the videos.

On Twitter, the total number of impressions (number of times people saw the tweet) for the campaign was 14,550 with an engagement (number of users that interacted with a tweet) of 375. For the videos themselves (teasers) the number of impressions was 9,306, engagement was 169 and the views was 343.

On Instagram, the total reach for the campaign was 10,201 with 13,486 impressions and 1,306 people engaging through likes and comments.

On YouTube the total views was 3,475 with 2,882 Impressions

Across the three social media platforms this gives a total:

- **reach** of 842,559 on Facebook and Instagram (Twitter analytics do not measure reach);
- **Number** of impressions on Twitter and Instagram of 15,856 (number of times people saw the tweet/post)
- **of** 6,757 people engaging through reactions, comments and shares across the three platforms.

East Africa Young Women Feminist Leadership and Mentoring Initiative

The East Africa Young Women Feminist Leadership and Mentoring Initiative, in partnership with the Global Fund for Women and Kenyan based NGO Akili Dada, aims to strengthen young women's leadership across East Africa. Two young women leaders from Femina Hip participated in an intensive leadership training in Nairobi and are being mentored on a monthly basis. Over the next 18 months, these two young women leaders are working together on a project they designed to facilitate the leadership capacity of at least 20 other young women leaders in 10 secondary schools within three regions.



Stories of Change

FORM FOUR GIRL, 15 YEARS OLD, MBEYA

Before joining the Fema Club, I used to have unsafe sex for money. I was desperate to compete with my peer group, who were wearing new clothes and buying nice things. But after my parents separated, I had to take care of my younger sister alone.

To earn money, I started having sex with a minimum of five men a day. Most of them did not use a condom. My customers were police officers, teachers, bankers and doctors. I used to earn fifty to sixty thousand shillings for sexual intercourse, except when customer was a student or teacher. Teachers on placement only gave me ten thousand shillings as they had less money. To avoid getting pregnant, I used a local remedy for contraception. I drank a jug of ashes mixed with water after I had unprotected sex. To appeal to my customers, I applied Kambewa (salt) to my vagina so it would contract and appear as if I had not had sex recently.

After joining the Fema Club, I changed my behavior. I am no longer having unsafe sex. I realized having unsafe sex was not good for my health or wellbeing. The Fema Club mentor advised us to avoid dangerous behaviors, like unprotected sex, and taught us safe ways of generating income without endangering our lives. Support from the club motivated me to stop using a phone at school, because that was tempting me to go back to my old behavior. Now, I stay at school and concentrate on my reading.

This year, the Fema Club gave me the confidence to go for two HIV tests. I was lucky. I am HIV negative.

I have decided to concentrate and study hard for my form four exams, so that I can get my Certificate of Secondary Education.

ELIAS CLEMENT RWEGERERA, 21 YEARS OLD, EX FEMA CLUBBER

In 2012, I joined Fema Club after starting Form One in Bwiru Secondary School, Mwanza. Eventually, I became one of the club leaders.

Fema Club is one of the tools that built me as a young man; it equipped me in leadership skills and in life skills in general. As a club leader, I collaborated with two other Clubbers in founding a network of Fema Clubs in the Mwanza region - The Mwanza Fema Clubs Federation.

Starting this network has shaped my belief that I can be successful in anything. Even after completing my Certificate of Secondary Education, I was still active in the network. I then joined Advanced Certificate studies at Pugu High School in Dar es Salaam, where I became a Fema Clubber again. There, I met other vibrant Clubbers and instigated a Dar es salaam Fema Clubs Federation with the support of the president of Dar es Salaam University Students Organization (DARUSO). I then moved back to Mwanza to complete Form Six.

Inspired by Femina's work and the way Femina conducts its activities, I started a group of Fema alumni with my friends; we named it Youth Power Initiative. We organized various social and charitable activities, such as visiting orphanages and peer education initiatives. We formed social media platforms like WhatsApp groups and Instagram pages to simplify communication amongst ourselves and others. In July 2018, we registered with the Ministry of Health, Community Development, Gender, Elderly and Children as a non-governmental organization. Now, Youth Power Initiative is a youth-led, membership-based initiative with about 50 members who are students from 8 universities in Tanzania, as well as students from universities in Kenya, India, USA and China. With Femina as a role model, Youth Power Initiative's areas of focus are Economic empowerment, Sexual and reproductive Health, Volunteering, Self-awareness and Culture. Femina has contributed 98% of my progress!

Stories of Change

STELLA, FEMa CLUB MENTOR, ITOPE SECONDARY SCHOOL, KYELA

Frankly, I have experienced huge success! Fema magazines have taught me how to be a good entrepreneur, especially reading Ruka Juu articles and Anko Pesa; they inspire and empower me! Now, I know how to overcome business struggles.

I have several businesses. I source rice from farmers during harvest season, store it until the season ends in December, and then sell it at a higher price. I also own a cocoa farm, where I work on weekends. Fema magazine stories taught me a lot of things, helping me to figure out mistakes I was making in my business. Now, I am 'good'!

When it comes to sexual and reproductive health and rights, Aunt Cos has given me a deep understanding about relationship matters, enabling me to answer my students' questions when it comes to sexuality.

There are so many changes in my life caused by Femina, but the biggest of all is the ability to build positive relationships with various people, especially students. Students are very open to talk to me as a mentor about different challenges they go through. I counsel them, and they even tell each other to come and see me when they face problems.

Above all, Femina activities have boosted the academic performance of students who are Fema Clubbers. The school categorizes students into streams depending on their performance, with the best performers in stream A, the average in stream B, and those who lag behind in stream C. Many Fema Clubbers move from stream C to B, and some from B to A!

HAPPY DANIEL, POLICE OFFICER, GENDER DESK, MANYARA

When I was in primary school, I was among the first age-group to engage with Femina's activities. I had access to the magazines from the school library, which improved my language, writing skills, and artistic ability. Moreover, Fema Club empowered me to have self-awareness about who I was from a very young age. It influenced me as I grew up, and it helped me see the bad things that some people were doing. I was encouraged to reduce persecution and violence, starting with my own family. Raised by a single mother, I used Femina Magazines to inspire my mother to be strong.

Now, I work as a police officer in a department that also receives Femina magazines. The magazines are one of my biggest sources of knowledge and teaching materials. I use the drawings when I train students about gender-based

violence, Female Genital Mutilation, child marriage, and teenage pregnancies. I also display the drawings in my office as a means of conveying messages. Sometimes, when I don't get hard copies, I download and print copies from Femina's website. My students love being taught using the stories from Fema magazines as testimonies, or 'visa mafunzo', as we call them in Swahili.

Apart from teaching students, I also use Fema magazines to educate the community. Manyara is one of the regions with the highest cases of gender-based violence and violence against children in Tanzania. When I sit with teachers, traditional elders and others who have influence in the community, I use the contents of the magazines to help me explain harmful cultural practices. I hand them copies to read on their own and they are always thankful.

LATIFA, FORM THREE, MBEYA

I joined Fema Club last year (2017), when I was in Form Two. At Fema Club, I learned knowledge and skills that are important both at school and at home. In club discussions, for example, I realized that entrepreneurship and self-employment is possible. I am now engaging in entrepreneurship activities with my mother. When I am at school my mother cooks fish and when I get home, I sell them. I use the money I earn to buy scholastic materials and to support my mother and two little ones – my cousin and sibling.

Most of all, Fema Club has taught me to be confident and speak up for myself. For example, I had to attend a parents' meeting at school in place of my parents. Before, it would

have been challenging for me to participate because everyone there was my elder. But my experience at Fema Club gave me the confidence to stand and talk before an audience. The parents' meeting was a discussion about ways of improving primary school performance. I was able to freely express my opinions, which included advice to primary school students to form discussion groups (like Fema Club) and to start having morning speeches for all students to present what they have learned or talk about their own personal interests. Like me, this would give all students the chance to gain confidence speaking in front of a crowd. Additionally, Fema Club has equipped me with the skills to take care of myself and my personal hygiene, especially during menstruation.

Femina Hip Essay Competition

20 Years, 20 Winners, 20 Awards!

The essay competition celebrating 20 Years of Femina Hip was published in Fema magazine number 47, on the Facebook page for Fema Club mentors, in WhatsApp groups, and announced directly to mentors via SMS.

The questions for the essay competition were as follows:

- **Students:** Explain, how Fema magazine has influence in your life?
- **Teachers:** Explain, how Femina Hip has contributed to your work as a teacher and Fema Club mentor?

Assessment

We received 601 essays from 443 students, 136 from mentors and 22 from Fema Clubs. All the submitted essays were assessed equally without considering when they were received.

For the first phase, a team of ten people (the Girl and Boy Power Teams) reviewed and sorted the essays after set criteria. 67 competitors were identified to go through to the panel of judges. For the final phase, a team of eight people formed a panel of judges to select the winners. This team read one essay after another, and reviewed each other's decisions, to ensure fair selection. Criteria for success were: the relevance to Femina Hip's work, creativity and the ability to capture emotions, flow and language, Fema contributions, and the use of skills and knowledge gained from Femina products or programs. For the Fema Club competition, a show of teamwork in performing the exercise was an additional criterion.

Awards and results

Many awards were given out to winners; seven students received new bicycles, seven teachers won tablet computers, and six brand new laptop computers went to Fema Clubs.

Femina Hip plans to use the 600 plus essays as a learning resource. Each essay contributes to Fema Club reports and is a valuable source of qualitative data on Femina programming. The essays will also be the subject of an independent qualitative study in 2019.

The following is a sample of six of the winning essays:

The seven winners of the students category



Femina Hip Essay Competition

AMOS S. MUJUNI – TEACHER

Femina's Contribution To My Life And My Teaching Career

My name is Amos S, Mujuni. I teach at Mwemage Secondary School in Bukoba Municipality, Kagera region. I am a 42-year-old man. I am the assistant Fema Club mentor here at school.

I have been a reader and participant of Fema's activities since 2005, when I started teaching at Mugoma Secondary school in Ngara district, Kagera region. I cooperated with the school management to ensure that we could receive Fema magazines. Finally, the magazines started to reach us in 2007. When I shifted to Karambi secondary school in 2010, I found Fema magazines were being delivered there, but student couldn't access them. As an academic teacher, I started to lend Fema copies to the students from the school's library. During all that time, club registration and mentors were nonexistent. I wasn't dealing with students. All I was doing was to ensure that students got hold of the magazines. I got so much information from each publication, so I ensured that I read every issue of Fema magazine.

Frequent reading of Fema magazines, has enabled me to gain the following:

- a) The first Fema issue to impress me had an article about how to write a CV. For me, this was the first lesson I received from Fema magazine. I learnt what preparations I should do before a job interview, and what to do during and after an interview.
- b) I remember in 2004, through Fema magazines, I had the courage to test for HIV. I did that willingly from the influence of an article.
- c) Through knowledge gained from Ruka Juu, I managed to borrow money and open a stationery store. I had a good start and the business was very profitable before this fifth phase government that poses a lot of challenges including taxes and the use of EFDs, however I don't give up because I still earn from the business. I thank Fema for not making me depend on my salary only.
- d) As a civics teacher, Fema and Femina's activities in general have equipped me with knowledge about various political, economic and gender issues especially in topics like Promotion of life skills, Human rights and Gender. From Fema I get relevant and concrete examples that simplify my teaching work.
- e) When I started to work, I used to think that a good teacher is the one who canes students, is harsh and a 'punishments monger', but through Fema I learnt to be friendly and close to my students, listening to their challenges and willing to solve them as much as possible. Also, I have learnt to volunteer to work with youth, this makes me spend a lot of time mentoring various groups of youth.
 - I) At Mugoma Secondary School, I was a guardian for UKWATA (A Christian fellowship for Students) at school and district levels, I was also PCCB (Anti-corruption) club mentor. Also, I was cooperating with organizations which were under the Anglican Church to help vulnerable children.
 - II) After shifting to Karambi secondary school, I worked as PCCB club mentor, UKWATA's guardian and a mentor of a group that was educating youth about HIV/AIDS under KOLPING which was supervised by Catholic church.
 - III) Here at Mwemage Secondary school, I'm again UKWATA's guardian in school and in the entire Bukoba district, I collaborate with two organizations dealing with vulnerable children. In Fema club, I have been assisting the mentor to undertake club's activities.
- f) Through experience from club activities and trainings from Femina Hip, I believe we will be blamed if we don't speak up and assist those who are oppressed, or mistreated, or going astray due to lack of knowledge. There are many challenges but eradicating the challenges is a teachers' duty.

Femina Hip Essay Competition

ANNASTAZIA AUGUSTINE – STUDENT

Contribution Of Fema Magazine To My Life

Sema na Fema, Paza Sauti yako!

I am Annastazia Augustine, 18 years old girl studying form 4 at Bumasula Secondary School. I am a member of Umoja Fema Club here at school. I joined when I was in form one in 2015 and I am very happy to be a member because it has been helping me in various ways in my daily life within my community.

Fema Club has been helping me on how to live with different kind of people in the community, Fema enables me as a girl to help people who need my assistance. I remember one day when I was on my way home, I met a girl, she was in crying in pain. I asked her what was wrong, and she told me that her stomach was aching. Since I read Fema magazines, I simply understood that she must be in menstrual period. I could talk to her and escort her home.

Fema has given me self-awareness; through the education I get from Fema, I now understand my body and different changes during menstruation, a thing that I was not aware of when I was in primary school. I was having trouble during menstruation, I was not free, I was isolating myself from others because I was feeling shy. I was feeling like I am different from others hence I was not sharing anything. Now, it has become just a normal condition, I can participate in sports and games, debates and various festivities when I am in menstrual period because I can take care of myself.

Fema has helped me to discover various income generating opportunities in my locality. I currently generate income that helps me to face some challenges. Through questions and answers from Anko Pesa, I learned a lot of things and decided to engage in horticulture growing okra and other vegetables. I use my earnings to buy underwear and I contribute small amounts of money to our Fema Club. I manage to take care of my garden without it affecting my studies.

Fema Magazines has contributed to my academic performance; it has boosted my knowledge especially in subjects like Civics since Fema talks a lot about citizenship matters, Geography in issues like environments and Kiswahili in which Fema magazines taught me to write good essays.

Fema has motivated me to recognize human rights starting from myself as a citizen, a girl and a member of the community. I have managed to protect myself from negative practices like FGM since our society still embraces those kinds of harmful practices. Through the courage I got from Fema, I am one of the fighters against FGM and I managed to rescue my fellow two girls (Amina and Dorika). They are now able to keep on chasing their dreams, their parents wanted them to be circumcised and married when we were in form two. It was not easy to educate their parents, I didn't give up until they understood, and that's not the end, I will keep on educating the society to my death. I thank Fema for equipping me with knowledge, for example issue 47. Fema has given me ability to solve various problems my family and I encounter, through Aunt Cos's education. One day my parents had a conflict, I resolved the conflict and brought them together.

Fema has helped me in environmental protection; the magazine has imparted me with knowledge on how to keep our environment clean. Every month, our Fema Club goes to our village dispensary to do clean ups and console patients. After that we get some training from the nurses, they also counsel us. Also, I have prepared a special place for waste disposal at home and planted three trees.

Fema has enabled me to make my own pads; through challenge no 43, I learned to make pads for myself and my family. I have named them "Ndoto" Kiswahili for dreams because before that, I was using pieces of sponges torn from mattress. After being blamed by my family, I started using clothes instead, but now I am free using my Ndoto pads. I make the pads using pieces of cloth and tissues. These are washable/reusable and disposable pads.

Lastly, I would like to thank Femina's staff and leadership for giving us such light that brightens the entire society. You are doing a very great job of educating the society. My regards!

Femina Hip Essay Competition

HARUN HAYOEL MATARO - STUDENT

My name is Harun Hayoel Mataro. I'm a form two student at Kambarage Secondary school in Sengereti district, Mara. Frankly, this challenge has come at the right time and I'm very happy especially when it comes to explaining my successes, which I achieved with assistance of Fema magazine, which I value so much.

I am raised in a religious family of six children, my family are devoted Adventist Christians. The first time to know Fema magazine I was in class five at Kibeyo Primary school. I was living away from my parents. My parents introduced me to three young men of our village, hence I was living with them in a rented house nearby the school. The young men were secondary students and they were the reasons for me to know Fema magazine. For the first time, I read Fema magazine that mentioned a boy from our village, namely Marwa Kerato as Femina ambassador. Marwa was studying at Machochwe secondary school, I was very impressed by the magazine, I didn't want to put it down. That was January to March 2006 issue.

After completing standard seven, I couldn't proceed with secondary education due to some family problems after my parents divorced. In all that time, still I was fond of Fema magazines especially to read photo stories, cartoons, Dear Aunt, and Ruka Juu. Indeed, I was very entertained by the stories, drawings and cartoons from the magazines, I never missed an opportunity to read an issue when I got a copy.

In 2014, I shifted to my grandmother's place, she advised me to go back to school since I had a permanent settlement. In 2015, I managed to join standard seven in Matare primary school in Serengeti district. I then joined Kambarage secondary school in 2016 where I found a Fema Club, I was very happy since I was able to receive magazines easier by being a member of the club. The following are advantages I have got, and I still get from Fema magazines.

Leadership; before I became a Fema Clubber, I was not able to write an official letter or to stand before people to campaign for a leadership post. But after joining Fema Club, for the first time I was appointed as the club secretary, I accepted and started to serve though not confidently. The more I met with others to discuss contents from the magazines, the stronger I became in terms of leadership. I started to be confident and fearless. I was able to stand even in the school assembly that include students and teacher and I am now able to speak before all of them, especially when it comes to presenting Fema's topics. My confidence is what led the head of school's office to appoint me as a leader responsible for environment in 2016.

Entrepreneurship: after reading Fema magazines especially Ruka Juu and Anko Pesa articles I have acquired knowledge on various ways of starting small and even big businesses. Due to that knowledge, I started to produce spices and tea additives like lemongrass, cinnamon, cardamom, cloves and ginger. I got the skills of making these spices after witnessing my family not using industrial tea. I branded my products "Maisha ni Afya" Swahili for 'life is health'. After joining school, I decided to share the idea with others and teach my colleagues to make and sell those kinds of products. Up to now, it is a sustainable project under our Fema Club.

Academically: Fema magazine has fundamentally helped me to improve my academic performance by learning various ways of studying. From Fema issue of April-June 2018, titled "Nguvu ya Kalamu, has definitely inspired me to show my 'Pen's Power' in academic excellence and in life at large.

I'm concluding by saying that, wherever Fema magazine reaches, never remains the same. Fema puts light in a place of darkness. God bless you all!

Femina Hip Essay Competition

KALISTO V. MAPUNDA - TEACHER

Fema magazine and other Femina's products and outreach activities have been significantly contributing to my life ever since I started my employment in 2012. When I was a student at Ruanda Secondary school in Mbinga district, there were no magazines; that was from 1999 to 2002. I came across and started to read Femina Magazine in 2003, when I was in Mufundi. I was given copies by others to read, I fell in love with them.

Fema magazine has helped me in building good relationship with students and in implementation of my duties as a teacher and Fema Club mentor in the following ways:

In teaching duties, I have gained enough knowledge on how to deal with students especially female students and how to solve various problems they encounter. I have created a culture of listening to them and giving them ability to be open with me especially when they face challenges that could affect their goals. Through a seminar by Femina given in Dar es Salaam in January, 2017, Doctor Katanta Simwaza taught "female students like to be close to male teachers because they miss chances to be close to their fathers" but this closeness is not sexual relationship, a thing I never thought before.

Following the seminar, I have created an environment for my students to treat me like their mother. Both boys and girls tell me their problems even the ones which are supposed to be reported to matron and patron for example, sexual abuses from our fellow teachers and other people. A more vivid example is that, I take care of a girl who is also a Fema Clubber (anonymous) who had been abandoned by her father, worse was that a teacher who volunteered to help her attempted to rape her. I found her a sponsor from Denmark and she is currently studying under my guardianship, she will sit for form four final examinations this year.

Also, I have learnt to do good things to students without demanding for anything in return. It has enabled me to build youth's capacity to make right decisions, a capacity that many of our students didn't have. I successfully ensured that one student called Janet, who was about to drop out after her parents' divorce remained in school by seeking a sponsor for her. She finally completed form six and passed with flying colors, scoring the first division. I was just taking care of her, she was not a Fema Clubber; that was due to awareness I acquired from Fema's activities.

Fema magazine has been significant in my career as a teacher in the following ways:

Students have been very open with me. Through various meetings I conduct here at school, I have helped Fema Clubbers and non-Clubbers share information with me, some of them are very sensitive and confidential about teachers' misconducts. Some teachers seduce them, if they are rejected, they start using abusive language. Information about sexual relationship among students and sometimes between teachers and students is a common topic. In this way the situation enables me to help the head of school and dean of students to get information and set strategies against misfortunes.

The magazine has also helped me to know various methodologies to teach our students, to understand who they are, what talents they have and encourage them to be confident through various tasks I assign them. For example, during the school's talent day, there are some who compose and recite poems, there are those who compete to eat and those who dance, hence students are now aware of what their talents are and how to develop them through practice, etc.

In short, joining Fema Clubs at my school has helped me to expand my thinking scope economically and enabled me to also become self-employed beside teaching, after being educated by economic expert, Dr. Goodluck during 2017's Youth Conference. Currently, I engage in livestock keeping, and horticulture growing tomatoes. I no longer spend my time to argue about politics on social media as I used to do, instead I dedicate my time to communicating with entrepreneurs and economists like Professor Honest Ngowi, Joel Arthur Nanauka and Alex Fisheries to get expertise on how to excel economically. My appreciations go to you Femina Hip, you have opened my eyes, you are welcome to pay me a visit at Kipili secondary school.

Femina Hip Essay Competition

NERBAT A. NDAMBO - STUDENT

Femina Hip is a nongovernmental organization working with youth aged between 12 and 30. The magazine Fema (Females and Males) was started in 1999, but at that time it was known as 'Femina' - a 'fashion' magazine. Later, the magazine's focus shifted to reproductive health. The name Femina led some young men not to like it as they believed that it was for women. That was the reason for the name to change to Fema, it opened a chance for both young men and young women to get education about various things around health, economic, and citizen engagement through edutainment, hence the magazine gained a lot of readers of various ages.

Fema magazine has contributions to my daily life. It has given me different knowledge, techniques to live by in my society without forgetting entertainment. The following are explanations on how Fema has assisted me in various aspects:

Starting with making good and right decisions during my growth especially puberty; Fema magazine has given me the ability to make decisions after I realized that I was approaching adulthood, it prevented me from engaging in things and lifestyle that would affect my health and destroy my dreams for example, unsafe sex, negative peer groups like those smoking or abusing drug, alcoholism and excessive masturbation. Thanks to Fema through Dear Aunt for providing sexual health and body changes education that help me to achieve my educational goals.

In academics, Fema has enabled me to show my talents and learn new things. It has made me a new young man in different aspects especially in education due to the ability to refrain from things that would shut down my dreams such as reckless sex and drug abuse.

Apart from those things, Fema magazine have given me courage to struggle in my educational journey through stories of Fema Clubbers like Leon Erasmi and Jennifer Kayombo who was a student of Jangwani Secondary School in Fema issue of October to December 2016. The stories made me believe that I can achieve my goals; they gave me courage to repeat my form four examination after I failed the first time. I gained a lot from Dear Aunt, Thanks to Fema since I have remained with very short distance to university.

In entrepreneurship, Fema magazine has been helping me a lot, I learn a lot from Anko Pesa. In 2016 when I was waiting for my form four results, I was selling shoes at Karume Market, and that was because of the knowledge from Fema. I was very inspired by Rashidi Kiruke who finished his studies and engaged in selling cereals, a business through which he was earning enough money during the time of waiting for results. Also, I can't forget a story of Mercy Kitomali who was selling ice cream/juice. Through all that I learned from Fema, I came to realize that, not only education, a person can be successful through entrepreneurship.

In leadership, Fema have brought me various perspectives and courage that I can lead. I once contested for leadership in an anticorruption club at our school namely Malangali against Corruption (MASAC). Though I didn't win but I was courageous enough and all that is due to influence from Fema. Today, I'm a class monitor; I lead my class by making right decisions without any favor.

Lastly, I would like to congratulate Fema's leadership from school to the national level for giving us a lot of knowledge. You guys have been in the frontline of build a new society by motivating health education, to fight violence and encouraging gender equality. I believe you can take Tanzania to Industrial economy through education you provide to youth since we are the current nation. God bless you for the work you do.

Femina Hip Essay Competition

UPENDO MSUNGU - TEACHER

Fema's Contribution To My Career As A Teacher

Femina magazine was established in 1999 talking about fashion, but later on it started to talk about gender issues, sexuality, relationships and HIV/AIDS. Soon economic matters, entrepreneurship for youths to get legal income was added. They also added youth's involvement in various matters concerning their lives as a responsible and rightful Tanzanian citizen. Fema's target is to see a nation of youth who participate in bringing development and building their nation's welfare. They have succeeded tremendously.

As a teacher, Fema magazine has been significantly helping me in classroom teachings and as a Fema Club mentor here at school.

As an English teacher, I managed to build students' ability to actively learn by initiating various discussions and reading English books to expand their English vocabulary. I saw the importance of this teaching method as a result of being a member and a Fema Club mentor after attending a seminar which was held at Open University Tanzania in Iringa.

Fema magazine has enabled me to teach my students important matters about sexuality, how to protect themselves and to avoid peer pressure that would affect their studies and lives in general. For instance, to form subject discussion groups and helping others when they stumble academically as well as raising discussions about how to avoid harmful situations that would lead them to join negative peer groups, drug abuse, alcoholism, sexual intercourse at a young age etc. The students are now aware that, if they don't do those harmful practices, they won't drop out of school or underperform which will prevent them from achieving their dreams.

Fema magazine has helped me as a teacher, to be able to teach my students about reproductive education for example Fema issue of October to December 2017, has a story of Pendo who suffered from Fistula as a result of teenage pregnancy. Through this story, students have learned the effects of having sex in premature ages.

Fema has enabled me to give my students awareness about stigma against people living with HIV/AIDS. Due to the fact that in the community where we are, there are so many HIV infections; people have been living with HIV but hiding their status to avoid being stigmatized. Through Fema magazines, our students are aware that being HIV positive status is not the end of life and they are supposed to live with HIV positive people as any other members of the community, to cooperate with them without any discrimination.

Fema magazines have enabled me to teach my students importance of paying taxes for our national development. Through an issue of July to September 2017, which has a story about Dulla titled "Ujanja ni kujisajiri siyo kukwepa kodi" Kiswahili for 'Smartness is to formalize not to avoid taxes', my students and I learned the advantages of business formalization. I insist that they should see themselves as ambassadors in their local areas to educate others about paying taxes for national development.

Lastly, as a club mentor, I have managed to encourage my students to be confident and to be an example to others by participating and being in frontlines in various activities such as environmental clean ups and tree planting. I have learned to respect others' feelings and taking steps when things are not right. Our club is still immature, but I see fruits for my students to be in the club contrary to previous times. I really thank Fema magazine for this step.

ORGANIZATIONAL DEVELOPMENT

Femina Hip would like to acknowledge the generous core support we have continued to receive during the year 2018 from the Swedish and Danish governments through their local embassies.

Other project-based donors that we received funds from this year were: BEST Dialogue, CODE, the Global Fund for Women, PACT and UNICEF. Funds received from the Embassy of Ireland in 2017 were used for a project in 2018. Project proposals for the Children's Investment Fund Foundation (CIFF) and the Jane Goodall Institute (JGI) were successful although funding for these will be received in 2019.

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 five years. We successfully rolled 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. The research report was launched in June in Dar es Salaam. NHH has shown interest in the roll out projects, that is Girl Power DREAMS-IC and Girl Power Pilot Project, and have voiced a possible collaboration to understand what impact have the roll out created, given the fact that the original training was given to school leavers (form fours) and the roll outs are being given to those in first year of secondary school [Form 1]

Femina Hip procured major services this year, we tendered for the printing and distribution contracts for Fema magazine, together with its external audit contract for tender. The printing and distribution contracts were awarded and the external audit contract is soon ready for endorsement.

Finally, 2018 and Femina Hip underwent a number of external audits and assessments by donors to ascertain the effectiveness of its systems and procedures. These were:

- Financial audit conducted by the Danish Embassy
- DREAMS-IC audit assessment conducted by JSI and US Department of State
- Tax health check with Price Waterhouse Coopers (PWC)
- Due diligence by the Children's Investment Fund Foundation (CIFF)
- Femina Hip annual external financial audit
- Two internal audits

Recommendations of these assessments included regular updating of employee files and ensuring that all performance appraisals are included; establishing proper controls in the management of motor vehicles; subjecting Board Members' fees to withholding tax; contracts with all service providers; making random checks for money paid in the field; finalizing the accounting policy & procedures to be compliant with CFR 200 and developing a policy on investigating unauthorized expenses. 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.

CONCLUSION AND LESSONS LEARNED

On the verge of Femina's 20-year anniversary, it is heartening to report that the scale of Femina's work has once again continued to grow and expand through the extended reach of Fema magazine, the continuation of Fema Radio Show programming and substantial growth in the numbers of Fema Clubs and Fema Club networks. After a growth in activity in 2017 with the popularity of the Ruka Juu TV show, Femina has continued to provide opportunities for Tanzanian youth to educate themselves on ways to build their livelihoods, become active citizens and protect their health. This year, in particular, the work of Fema Clubs and club networks has been a source of inspiration for the Femina team, showing the powerful impact that Femina's media products, clubs and trainings are having among youth and communities across Tanzania.

This year has seen major successes for Fema Clubs and Fema Club networks, and Femina has continued to expand and deepen its support for those activities. This includes school visits, Active Learning trainings, and hosting outreach events, such as the Annual Youth Conference. Femina also attended the second Fema Club Mentor's National Conference in Mwanza, cementing the bonds and commitment of Femina Hip to recognizing the dedication of its mentors and encouraging the organization of the club network. The use of online reporting systems such as SurveyMonkey has continued to expand, increasing the organization's ability to track the activities of its clubs and mentors, and this type of reporting shows the promise of improvement with the application of future trainings. Moreover, improved interactivity via social media, driven by the Girl and Boy Power teams provides an exciting and growing new avenue for Femina to connect with and nurture its audience. The '20 Years of Femina Hip' essay competition has also provided an unprecedented, wide-scale source of qualitative feedback on the impact of Femina's work on individuals at all levels of access, from teachers, to clubs, to girls and boys. The essays contribute to an exciting picture of how Femina's lifestyle brand has managed to influence the lives of young Tanzanians across generations, opening up avenues for self-reflection and self-organization.

Lastly, 2018 has seen major progress in Femina's projects and initiatives. The DREAMS-IC project came to an end early in the year, showing impressive results from the implementation of Femina's Girl Power training program, with 5776 form one girls participating in the Girl Power training, achieving a 99.35% retention rate for girls to stay in school. The Nyguvu Binti pilot project has also completed its training requirements and the recording of its radio program, and awaits its final results in early 2019. The Change Maker program reported a significant increase in online activity following its social media campaign and matched magazine on the theme of GBV. Indeed, the top knowledge learned by youth from Femina magazine this year was reported to be on the subject of GBV.

These projects and activities are examples of the scope and adaptability of Femina's media platform, suggesting that it can continue to build towards its goals and spread its message through the use of social media, while building upon an increasing foundation of people-centered clubs and networks. Femina continues to be a leader in providing extra-curricular 'edutainment' across Tanzania, with an expanding and more active audience.



Deloitte & Touche
Certified Public Accountants (Tanzania)
3rd Floor, ARIS House
Plot No. 152, Haile Selassie Road,
Oyster Bay,
P. O. Box 1559,
Dar-es-Salaam
Tanzania

Tel: +255 (22) 216 9000
E-mail: deloitte@deloitte.co.tz
www.deloitte.com

INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF FEMINA HIP LIMITED

Report on the financial statements

Opinion

We have audited the accompanying financial statements of Femina Hip Limited (the "Company"), set out on pages 16 to 33, which comprise the statement of financial position as at 31 December 2018, 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 give a true and fair view of the financial position of the Company as at 31 December 2018 and of its financial performance and cash flows for the year then ended in accordance with International Financial Reporting Standards ("IFRSs") and the requirements of the Companies Act, 2002.

Basis for Opinion

We conducted our audit in accordance with International Standards on Auditing ("ISA"). 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 National Board of Accountant and Auditors (NBAA) Code of Ethics, which is consistent with the International Ethics Standards Board for Accountants' Code of Ethics for Professional Accountants (IESBA Code), together with other ethical requirements that are relevant to our audit of the financial statements in 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.

Other Information

The Directors are responsible for the other information, including the Directors report. The other information does not include financial statements and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If, based on the work we have performed on the other information that we obtained prior to the date of this auditor's report, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Responsibilities of the Directors for the Financial Statements

The Directors are responsible for the preparation of the financial statements that give a true and fair view in accordance with International Financial Reporting Standards (IFRSs) and the requirements of the Companies Act, 2002, and for such internal controls as Directors determine are 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, the Directors are 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 the Directors either intend to liquidate the Company or to cease operations, or have no realistic alternative but to do so.

INDEPENDENT AUDITOR'S REPORT (CONTINUED)

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 scepticism 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 the Directors.
- Conclude on the appropriateness of the Directors' use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Company's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Company to cease to continue as a going concern.
- 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.
- Obtain sufficient appropriate audit evidence regarding the financial information of the Company to express an opinion on the financial statements. We are responsible for the direction, supervision and performance of the Company audit. We remain responsible for our audit opinion.

We communicate with the Directors 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.

INDEPENDENT AUDITORS' REPORT (CONTINUED)

Report on other legal requirements

As required by the Companies Act, 2002 we report to you, based on our audit, that:

- i) we have obtained all the information and explanations which to the best of our knowledge and belief were necessary for the purposes of our audit;
- ii) in our opinion proper books of account have been kept by the Company, so far as appears from our examination of those books; and
- iii) the Company's statement of financial position (balance sheet) and statement of income and expenditure (profit and loss account) are in agreement with the books of account.

The engagement partner responsible for the audit resulting in this independent auditor's report is D.C. Nchimbi.

Deloitte & Touche
Certified Public Accountants (Tanzania)



Signed by: D.C. Nchimbi
Registration No. ACPA 1709
Dar es Salaam

20 May 2019

FEMINA HIP LIMITED

**STATEMENT OF INCOME AND EXPENDITURE
FOR THE YEAR ENDED 31 DECEMBER 2018**


	Note	2018 TZS	2017 TZS
Income			
Revenue grants released to income	5	4,916,858,410	4,796,389,737
Capital grants amortized during the year	13	59,591,513	83,339,795
Other income	6	<u>149,534,118</u>	<u>53,083,019</u>
Total income		<u>5,125,984,041</u>	<u>4,932,812,551</u>
Expenditure			
Direct expenses	7	3,691,932,503	3,568,734,725
Administrative expenses	8	<u>1,434,051,538</u>	<u>1,364,077,826</u>
Total expenditure		<u>5,125,984,041</u>	<u>4,932,812,551</u>
Surplus/(deficit) for the year		<u>-</u>	<u>-</u>

FEMINA HIP LIMITED

**STATEMENT OF FINANCIAL POSITION
AS AT 31 DECEMBER 2018**

	Note	2018 TZS	2017 TZS
Assets			
Non-current assets			
Furniture and equipment	9	47,560,348	92,964,064
Intangible assets	10	-	-
		<u>47,560,348</u>	<u>92,964,064</u>
Current assets			
Trade and other receivables	11	64,229,918	225,420,841
Cash and cash equivalents	12	741,293,543	549,036,638
		<u>805,523,461</u>	<u>774,457,479</u>
Total assets		<u><u>853,083,809</u></u>	<u><u>867,421,543</u></u>
Liabilities			
Non-current liabilities			
Capital grants	13	47,560,348	92,964,062
		<u>47,560,348</u>	<u>92,964,062</u>
Current liabilities			
Deferred grants	5	668,590,756	678,855,626
Trade and other payables	14	136,932,705	95,601,855
		<u>805,523,461</u>	<u>774,457,481</u>
Total liabilities		<u><u>853,083,809</u></u>	<u><u>867,421,543</u></u>

The Financial Statements on pages 16 to 33 were approved by the board of directors and authorized for issue on 24/05/2019 and were signed on its behalf by:


Ms. Sauda Simba
Chairperson

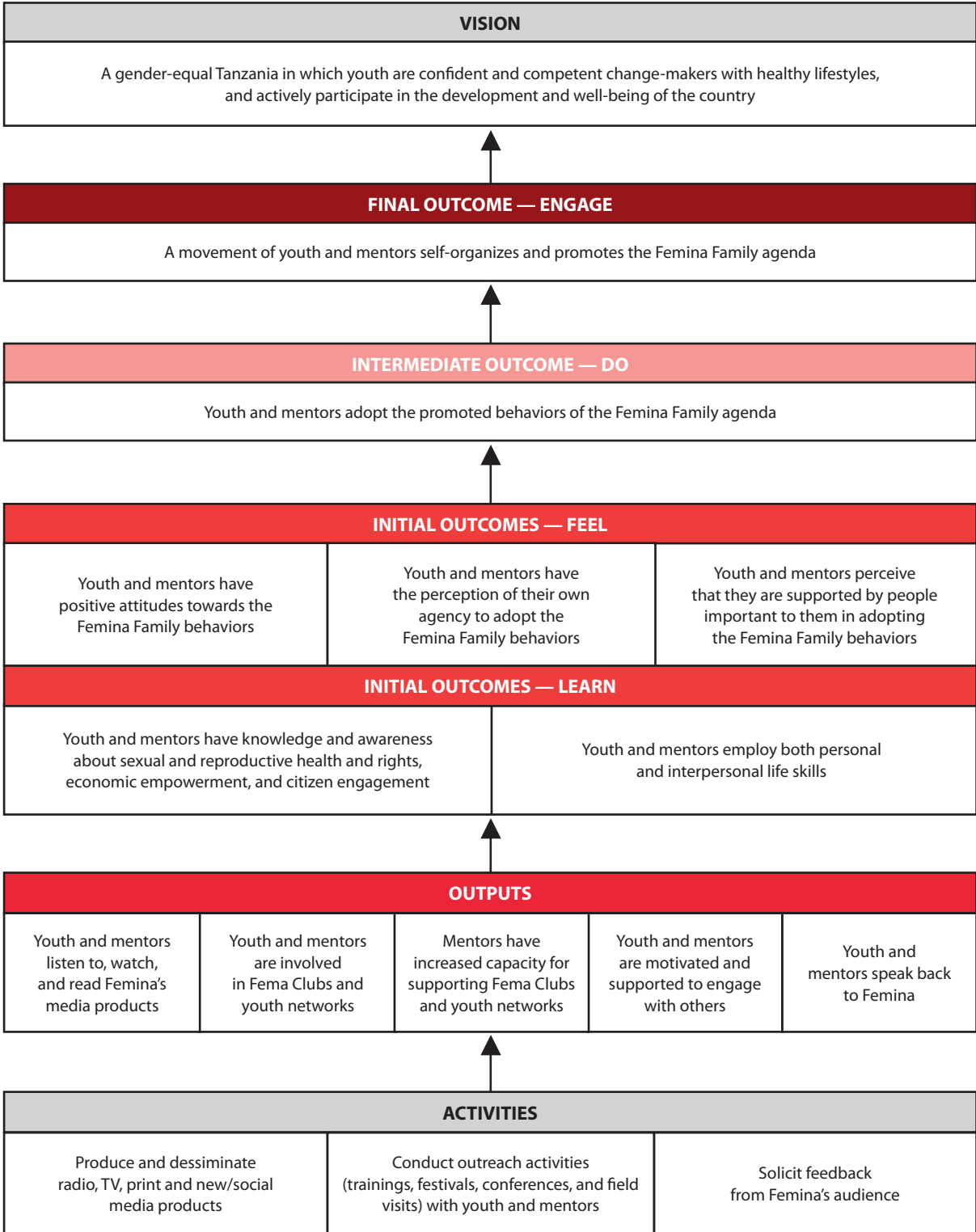

Dr. Minou Fuglesang
Executive Director

FEMINA HIP LIMITED

**STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 DECEMBER 2018**

	Note	2018 TZS	2017 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	(4,916,858,410)	(4,796,389,737)	
Loss on disposal of assets	3,524,921	-	
Capital grants released to income	(59,591,515)	(83,339,795)	
Depreciation and amortization	56,066,592	65,770,115	
Impairment loss on assets	-	17,569,681	
<i>Changes in working capital:</i>			
Decrease/(increase) in trade and other receivables	161,190,923	(106,362,125)	
Increase/(decrease) in trade and other payables	41,330,850	(202,688,241)	
Net cash used in operating activities		(4,714,336,639)	(5,105,440,102)
Cash flows from investing activities			
Purchase of furniture and equipment	9	(14,187,799)	(27,691,843)
Net cash used in investing activities		(14,187,799)	(27,691,843)
Cash flows from financing activities			
Revenue grants received		4,906,593,544	4,813,324,530
Capital grant received		14,187,799	27,691,843
Net cash generated from financing activities		4,920,781,343	4,841,016,373
Net increase/(decrease) in cash and cash equivalents		192,256,905	(292,115,572)
Cash and cash equivalents at the start of the year	12	549,036,638	841,152,310
Cash and cash equivalents at the end of the year		741,293,543	549,036,638

ANNEX 1



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

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 products</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>