

femina
hip
20
years



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Femina Hip Turns 20!

Femina Hip is incredibly excited to celebrate our 20-year jubilee! Two decades in the making, this is a momentous occasion for everyone in the Femina Family and for those whose lives have been positively influenced by our work. Over the past 20 years, we have reached millions of Tanzanian youth with critical information on how to keep themselves healthy, earn a better living, and make their voices heard in society. We are proud of our unwavering 20-year commitment to Tanzania's youth and to a brighter future for the country – a legacy that will continue for many years to come.

While this has been a year of celebration for Femina Hip, it has also been a year of reflection. Tanzania has undergone monumental changes since 1999, and in that time we have had to adjust course to ensure the continued relevance and effectiveness of our programming. The lasting popularity of our work demonstrates a level of interest that is just as strong – if not stronger – as ever.

This report serves as a celebration of what Femina Hip as an organization has been able to achieve. It is without doubt that our work has touched the lives of millions, and yet so much more needs to be done to realize Tanzania's dream of becoming an industrialized nation. The process of evaluation and reflection that we have undertaken over the past year has given us numerous ideas for how we can improve our work even more.

Femina Hip's sustained commitment to Tanzania would not be possible without two key partners – the Government of Tanzania and our core donors. Our organization has always strived to have the best possible working relationship with the government, and this is borne out time and time again when we see very positive reactions from both local and central government officials to our work. Likewise, we have been very privileged to have long-term core funding support from both the Swedish and Danish governments. It is hard to overstate just how important this commitment has been to us, without which we would not have been able to deliver the results that we have.

Those of us in the Femina Family see a bright future for Tanzania and her youth. We have made substantial progress over the last 20 years, but we also believe that the best is yet to come!

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LIST OF ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
CATI	Computer Assisted Telephone Interviewing
CDF	Children's Dignity Forum
CE	Citizen Engagement
CIFF	Children's Investment Fund Foundation
COMNETA	Community Media Network of Tanzania
CSO	Civil Society Organization
Danida	Danish International Development Agency
EE	Economic Empowerment
ESRF	Economic and Social Research Foundation
FDC	Folk Development College
FGM	Female Genital Mutilation
GBV	Gender-Based Violence
HIV	Human Immunodeficiency Virus
IDGC	International Day of the Girl Child
MoHGDGEC	Ministry of Health, Community Development, Gender, Elderly, and Children
NGO	Non-Governmental Organization
NHH	Norwegian School of Economics (Norges Handelshøyskole)
PANITA	Partnership for Nutrition in Tanzania
SBCC	Social and Behavior Communication Change
SDG	Sustainable Development Goal
Sida	Swedish International Development Cooperation Agency
SMS	Short Message Service
SRHR	Sexual and Reproductive Health and Rights
TADIO	Tanzania Development Information Organization
TAMPS	Tanzania All Media Products Survey
TAYARH	Tanzania Youth and Adolescent Reproductive Health
TFNC	Tanzania Food and Nutrition Center
ToT	Training of Trainers
UNCRC	United Nations Convention on the Rights of the Child
UNICEF	United Nations Children's Fund
VSO	Voluntary Services Overseas
WUSC	World University Service Canada

FEMINA'S REACH IS AS STRONG AS EVER...

In 2019, Femina Hip successfully produced its full spectrum of Social and Behavior Change Communication (SBCC) media products. Four issues of Fema magazine were produced, printed and distributed, covering themes of the creative industries, youth rights and responsibilities, food and nutrition, and Femina Hip's 20-year Jubilee. A total of 480,500 copies of the magazine reached students in over 2,350 educational institutions across the county, the majority of them public secondary schools.

Complementing the magazine were television and radio programming. Fema TV Show Season 12, broadcast nationally on EATV, taught young Tanzanians about life skills, gender equality, and GBV, as well as being a celebration of 20 years of Femina Hip. Radio programming delivered two seasons in 2019, which were produced and aired in very different ways. Fema Radio Show Season 11, produced under a consortium of partners funded by Irish Aid, focused on sexual and reproductive health and maternal mortality in Mwanza and was aired on two local radio stations there. Season 12, on the other hand, was a companion to the Fema magazine issue on creative industries and was aired nationally.

This year, Femina Hip has continued to sustain its strong reach to Tanzanian youth and their communities. Overall audience figures remain broadly similar to those achieved in 2018. Through a combination of the three media products, Femina Hip reached a total of **14,232,153**¹ youth in 2019 (8,432,992 female and 5,799,162 male).

Complementing these three media products are a host of outreach and community mobilization activities. These are led by Femina Hip's network of Fema Clubs in secondary schools around Tanzania. Complementing the work of Fema magazine, the clubs enable students to engage with the content of the magazine in an active manner so as to better strengthen their adoption of healthy behaviors. Starting with approximately 600 clubs at the beginning of the current strategic period, Fema Clubs have greatly expanded to cover the vast majority of schools that receive Fema magazine. Constituting a body of well over 200,000 students in 2019, the 2,300+ Fema Clubs are now the heart of Femina Hip's work.

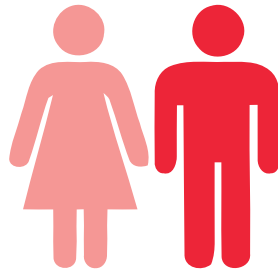
In order to better support this burgeoning network of Fema Clubs, Femina Hip conducts a number of outreach activities each year. In 2019 these included holding an Annual Youth Conference, conducting Active Learning orientation trainings for teacher/mentors of Fema Clubs and visiting schools directly. This year, over 1,200 teachers were trained on Active Learning, over 43,000 students and teachers were reached through school visits, and 160 students and teachers participated in the Annual Youth Conference. These efforts have directly led to improved communication with and feedback from Fema Clubs, as more than 2,200 reports were received from clubs this year about their activities.

1 While the audience figures for radio and television are lower than expected, we attribute this to an overly small number of respondents in the Ipsos Omnibus survey which therefore introduced a large amount of uncertainty in these figures. They should therefore be taken as very rough estimations.

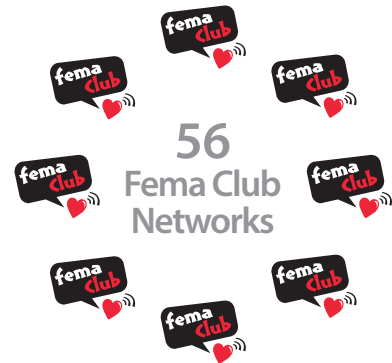
**FEMINA'S REACH
IS AS STRONG
AS EVER...**



2,356
Fema Clubs



230,888
Fema Clubbers



56
Fema Club
Networks

Numbers of youth reached through media products

MEDIA PRODUCT	FEMALE	MALE	TOTAL
Fema Magazine	7,758,198	5,506,630	13,264,827
Fema Radio Show	356,670	261,056	617,726
Fema TV Show	318,124	31,476	349,600
Total	8,432,992	5,799,162	14,232,153

Numbers of youth reached throughoutreach events

PARTICIPANT	FEMALE	MALE	TOTAL
Youth	29,734	24,559	54,293
Teachers	608	1,242	1,850
Total	30,342	25,801	56,143

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

PARTICIPANT	FEMALE	MALE	TOTAL
Youth	301	306	607
Teachers	34	40	74
Total	335	346	681

Numbers of youth and teachers trained in Active Learning

PARTICIPANT	FEMALE	MALE	TOTAL
Students	55	50	105
Teachers	380	831	1,211
Total	435	881	1,316

A question on the Form 4 Biology national examination in 2019 mentioned Fema Clubs, indicating the approval and respect for Femina Hip Hip's work in schools

SECTION C (25 Marks)

Answer **two (2)** questions from this section. Question **13** is a compulsory.

- You are invited by a Fema Club of a certain secondary school as a health officer. Explain how you will educate members of Fema Club on the cause, symptoms and transmission of HIV/AIDS. Give five symptoms and four ways of transmitting the disease. **(15 marks)**
- Majority of people believe that all fungi are harmful organisms. As a biologist, explain four ways in which fungi are beneficial to human being. **(10 marks)**

...BUT WHAT
HAS THAT REACH
ACHIEVED?



“One day I was in class and a biology teacher asked a question and I stood up to answer. Upon standing up the whole class stared at me and I was embarrassed. The teacher inquired what all the staring was about. The students who were behind me said my skirt was wet with blood stains. Luckily the teacher was female and asked one of the female students to lend me a sweater and asked her to escort me to the office. The teacher left the class and came to join me in the office and the female student left. The teacher asked me if I knew what menstruation was and answered that I did not know what it meant. The teacher explained that is the period when the egg of a female’s ovaries breaks in its usual creation and self-destruction circle. The teacher gave me a hygienic towel or pad and asked me to go wash myself and then wear the pad. I asked the teacher what the pad was and she answered that the pad was an important gadget that was used by women in their menstrual periods and that it was very useful because it contained a cloth part that absorbed the menstrual blood stains and kept the women clean as long as it was changed three or more times a day. I asked where I could get the pad and the teacher said in the shops and in hospitals where one could get large or small sized pads. The teacher gave me a Fema magazine and from there on I came to know the origins of Fema magazine and learned a lot from it about menstruation, which I came to consider a normal happening, as well as about hygienic towels and other themes such as entrepreneurship. Fema magazine gave me confidence.”

- Neema Simon, Kalebelo Secondary School, Mwanza Region

...BUT WHAT HAS THAT REACH ACHIEVED?

After 20 years, it is essential for this report to not only present the results that Femina Hip – the organization – achieved in 2019, but to also examine in more detail what the Femina Family – a healthy lifestyle movement – has achieved over the past two decades. As part of its 20-year jubilee, Femina Hip commissioned several research studies to examine in greater detail, the impact of its work.

One of these studies looked qualitatively at a sample drawn from over 500 essays that secondary school students and teachers wrote. These essays were written in response to a competition designed to elicit feedback from Femina Hip's audience and to determine what kinds of change have taken place at the individual level. Through this research study, several common themes emerged from the essays which serve to elucidate how and why Femina Hip's work has remained a positive force in the lives of Tanzanian youth.

The findings of the study showed three overarching factors for why Femina Hip's work has been so effective. These are:

Transformative learning pedagogy: This is learning that does not end by knowing certain facts, rather it occasions changes in amounts of knowledge acquired, attitudes, and practices. As a result, Femina Hip beneficiaries did not only acquire knowledge about entrepreneurship, sexual and reproductive health, and active citizenship, but beneficiaries testify to having changed their mindset and become agents of change to themselves, their families, peers and community. This has been possible because the knowledge presented in Fema magazine and training, not only identified negative behaviors or attitudes, but also presented positive behaviors, attitude and knowledge, thus providing for alternative forms of actions, beliefs, attitude and knowledge, challenging traditions and former life styles found to be incompatible with their current and future aspirations. The transformative learning pedagogy requires the youth to undertake self-reflection as well as to engage in conversation with their peers, schoolteachers, community leaders, and community members. In engaging with various stakeholders, the youth found themselves tending to be ready to declare affiliations to new ways of doing things.

Life-Long Life Skills Education: Life-Long Life Skills education is a kind of education that is not confined to how a youth may handle the unique problems of adolescence rather such education finds continuity and applicability to adulthood. A good example of this is observed from the essays where teachers reported that they were able to use some of the stories in Fema magazine as well as the way of delivering knowledge later in their higher- learning and when they became teachers. There is also the evidence of testimonies to the effect that Femina Hip teaches life skills in a manner that is usable in the future and motivates youth to take control over their academic and life paths. For example, through being beneficiaries of Femina Hip's programs, some youth declared that they subsequently experienced improvements in their academic results as well as their formulation of career aspirations, including finding that they now want to be entrepreneurs, writers, teachers, leaders, and artists, using skills gained from Femina Hip. Some of these life skills manifested themselves in a manner that changed over time and place. It also seems the nature of lifelong skills education is also informed by the need of the youth, as well as the intent of Femina Hip in broadening life skills for youth.

Youth Centered Interactive Spaces: Transformative Learning and Life-Long Life Skills were made possible by Youth Centered Interactive Spaces, e.g. Fema magazine and Fema Clubs, which put youth at the center and created opportunities for them to discuss, engage, act and identify themselves actively with what is going on around them. The magazines, in particular, seem to be very transformational in the sense that they deliver content as living stories and not as a set of dry theoretical relationships. Role models are presented in the magazines by way of different formats, including photo stories, cover stories and cartoon stories. These are presented as living examples of young successful individuals who have come from humble beginnings and worked hard, often demonstrating by example that a bright future for youth from different social backgrounds is possible. The Fema magazine uses humor through photo stories and cartoon stories, as well as youth friendly language to deliver difficult subject matter in an entertaining manner.

In addition, Fema Clubs constitute spaces that encourage youth to engage with their peers in discussing content from the magazines as well as performing various activities to address social challenges and negative social norms. This approach demands that youth must go beyond acquiring knowledge, to engage in conversations and actions, which then provides them with the means for forming new behaviors and perspectives. What seems to be even more critical is that the clubs allow the youth to take charge and to show what they have learned from the magazines and activities. The Fema Clubs facilitated the youth being able to teach and engage with others, thus, in the process permitting the knowledge and skills they had acquired to become clearer to them.

Beyond these three overarching factors, the study also identified 10 specific outcomes that are supported by the findings of the study. These are:

...BUT WHAT HAS THAT REACH ACHIEVED?



First, the findings indicate that beneficiaries have gained **knowledge** in three areas, sexual and reproductive health, economic empowerment and citizen engagement. Beneficiaries express that they are now more aware of their bodies and how to care for themselves. Such knowledge includes familiarity with reproductive organs, sexual relations, menstruation hygiene, sexually transmitted diseases, and how one's own reproductive organs function upon reaching puberty, including being made aware of one's choices at puberty. On economic empowerment, the authors of the essays and reports demonstrated that engaging with Fema magazine and Fema Club activities has tremendously enhanced their awareness on financial management, business ideas, business principles, and start-up capital. On citizen engagement, the youth demonstrate that they have become aware of human rights, gender violence, civic responsibilities, environment issues, community engagement, and volunteerism.

The second set of outcomes relates to acquiring a set of practical **skills**, which can be identified as useful in their everyday lives as well as in the future aspirations of the youth. On citizen engagement, youth seem to have gained skills in public speaking, engagement with community leaders, and running social projects. On economic empowerment, they seem to have acquired skills for producing various goods and services, such as hygienic pads, cultivating crops, and producing soap. Some youth have engaged themselves in running small businesses in Fema Clubs, which made it possible for them to understand production, marketing and financial management skills. On sexual reproductive health, young women demonstrated that they can manage their menstrual periods as well as helping other younger girls also do so. Both boys and girls seem to have developed the social skills of preventing unwanted sex, unplanned pregnancies, as well as ways to engage in safe sex practices. For those who have not gained skills, it has helped them be more aware of the importance of acquiring skills as early as possible to enhance youth's life and career prospects.

The third impact was on acquisition of **self-efficacy** that facilitates changes in behavior among Femina Hip's beneficiaries. There were various testimonies from beneficiaries stating that they were conscious of their changed behavior patterns due to having read Fema magazine or engaged in Fema Clubs. For example, beneficiaries were aware of the consequences of adopting or not adopting certain behavior patterns with regards to one's sexuality.

...BUT WHAT HAS THAT REACH ACHIEVED?

The fourth outcome was with respect to being conscious of the need to be **proactive or an agent of social change**. This included championing the abandonment of socio-cultural norms that previously prevented one from speaking about gender relations in one's community. It includes the push by youth to be part of addressing community problems, particularly on health, education and environmental issues.

The fifth outcome is the presence of a positive view of **future aspirations**. From text reading it was very clear that the majority of the youth were contemplating their future in terms of families, types of work, and different roles they can play in society.

The sixth outcome captures the **intercommunity interaction**, between generations and institutions. Fema magazine has made it possible for youth and parents to engage and embark in intergenerational conversations on human reproduction and sexuality. Even non-traditional players such as fathers and brothers indicated that before engaging with Fema magazine they were not able to talk about "girl matters such as menstruation". Also Fema Clubs tended to nurture a positive view of the value of interactions among the youth and their communities as well as open dialogue between the youth and various stakeholders in the fields of human endeavor of relevance to youth empowerment and the cultivation of the spirit of self-reliance. Such engagement allowed collective organization making it possible to engage with community projects to address particular challenges. Femina Hip programs tend to help the youth acquire hands-on skills on collective organizing and to be oriented towards time management skills.

The seventh outcome is on **academic improvement**. Most Femina Hip beneficiaries argued that by being part of the club their academic performance at school had improved, as it helped them to stay in school. This is because Fema magazine presented subject matter of relevance to confronting the challenges youth faced as they grapple with both reproductive health challenges and entrepreneurial skills deficits, as well as how best to complete school successfully and find work. Community members and leaders have also indicated that the clubs have helped the youth to stop past habits of roaming around the streets and thus enhanced school attendance. This is because the Fema Clubs learning activities are entertaining and give the youth purpose and self-efficacy skills as stated earlier. It also gives them a sense of identity and belonging.

The eighth impact was the capacity of the life skills package that Femina Hip offers to be a **lifeline or long-lasting package**, as it seems to have relevance beyond school life, to inform the future adult life of its beneficiaries when out of school. Out of the teacher/mentor responses, it was notable that most of them were beneficiaries of Femina Hip programs when they were in O-Level secondary education, and that they continued to use the knowledge gained in their school days as tools in dealing with matters related to youth. Some teachers reported to have learned a lot from Fema magazine during their own school days using the information subsequently when they acted as resource persons to various institutions. Such continuity suggests that elements of movement building were emerging from life skills development.

The ninth impact is on **the synergy between various strands of life skills** from knowing how to handle the biological and psychological changes that define puberty and adolescence as well as entrepreneurs, knowledge and skills that make it possible for youth to survive in a poverty driven context. With the complexity of knowledge they have, youth, parents, teachers, and community leaders, see Femina Hip as coming to full circle, of not only addressing the odds placed against youth by the biological and socio-economic context, but also providing them with skills, attitudes, and knowledge sets to deal with realities that define the social space in which they happen to find themselves living or working.

The tenth outcome that is derived from analyzing the essays and reports is that it was evident that most of the beneficiaries had mastered **writing skills and artistic expressions** that are unique. Almost all the essays and reports subjected to intense scrutiny were written in this style and they were all interesting to read. There seems to be a distinctive Fema magazine style that influences the way all who were exposed to it expressed themselves. In a way, writers adopted the Femina Hip style of writing, which includes humor, visual presentation of cartoon stories, and photographic stories, which are often presented in first person. This projects an atmosphere of warm conversation among intimate friends.

In conclusion, the study found that it is indeed possible to observe with firm conviction that the essays and club reports demonstrate that the transformative learning approaches, lifelong life skills focus, and youth centered interactive approaches adopted by Femina Hip were effective and account for much of the impact identified. The study also recommends that Femina Hip continues to expand the beneficiaries and reach of its programs, to deliver and improve on its transformative learning approaches, and to further its exploration of more manifestations of the appropriate sets of skills and knowledge that ought to constitute the ever changing life skills of immediate relevance to Tanzanian youth in a rapidly changing world.

“My name is Said Hoza, a Form Four student from Tanga Technical Secondary school. I am 17 years old and I am also a secretary of the Fema Club in our school. I joined the Fema Club in 2018 when I was in Form Three. Through the electronic skills that I obtained in class, I had an idea of developing a device called “little basic transceiver station” to help amplify communication signals in rural communities. This device aims to help phones communicate better with all mobile networks. The Fema Club helped turn my idea into reality. The main advice came from my Fema Club mentor. I started sharing my idea with him because we have a good relationship. The club mentor advised me to conduct more research in order to find a possible way of making my dream come true. He also used his own money and sometimes asked the school authority to support me, which helped me to get the necessary tools for my devices. Also, my club mentor reached out to the Tanzania Telecommunications Corporation (TTCL) to ask for a mentorship opportunity and space for improving this device [basic transceiver station]. Apart from my mentor, other contributions came from my fellow Fema Club members. I always received suggestions and advice from them, and I worked on their suggestions. Also, through Fema Club festivals I managed to demonstrate my communication device to many people. This led to an opportunity to go to China to demonstrate my device. The purpose of this trip is to get more support for improving this device and to learn more about electronics.”

Organization Background

Femina Hip has now operated for two decades. It was set up as a civil society organization in Tanzania by the supportive parent organization Hip Edutainment (Sweden) and since 1999 it has fostered healthy lifestyles by educating and connecting young people around sexual and reproductive health and rights and HIV/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 Hip initiative to gain vital life skills.

Today, Femina Hip is the largest civil society multi-media life skills 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 life skills, 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 content. Outreach work and training ensures that our products are used in Active Learning, an in-service teacher orientation training to support, foster, 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 to 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 Hip 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 life skills 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 civil society to ensure focus is on key concerns. Femina Hip has received government endorsement and signed key Memorandums of Understanding and has a good working relationship with the current government. Consequently, in the regions where 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 boards of Femina Hip and Hip Edutainment decided that the strategic plan for Femina Hip 2013 -2017 should be extended to 2022. This decision was a result of a positive mid-term evaluation and funding modalities. Our core donors endorsed this decision.

However, during 2019 work was also invested in developing a new five-year strategic plan for Femina Hip, 2021-2025.

This work coincided with the government of Tanzania introducing a civil society reform and new regulations for the registration and operations of NGOs in the country during the year. Femina Hip started the process of re-registration and Femina Hip and the parent organization Hip Edutainment (Sweden) initiated a review of the governance structure. This is timely, as the founder and Executive Director who has run the organization for twenty years, will in a year's time step down from her role and become a strategic advisor.

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 Hip 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 Hip 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 and social media 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 Hip 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 Hip 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 Hip'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 teacher 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.

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 Hip 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 Hip brand.

The Monitoring and Evaluation team therefore relies on multiple methods for collecting both qualitative and quantitative data. Methods are guided by Femina Hip'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 Hip 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 survey is used to document the impact of Fema magazine. Femina Hip's 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 Hip's Results Framework, collecting data on initial outcomes (Knowledge, Life skills, Attitudes, and Self-efficacy) and the intermediate 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 Hip's ability to obtain reports from Fema Clubs and mentors in the field.
- 3. Femina Hip'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 Hip's audience. Findings from the questionnaire is compiled in a separate report, presented to Femina Hip team members and informs Femina Hip'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 Hip's outcomes. Stories of Change are intended to represent selective successes from Femina Hip's work, acting as qualitative examples that illustrate results of quantitative studies (such as the Ipsos Omnibus surveys).
- 5. Audience Feedback Study:** Through Femina Hip's Speak Back agenda, audience feedback is collected on an ongoing basis via letters, emails, SMS and social media.

**OUR WORK
EDUTAINMENT
MEDIA**

“My name is Anna Linius Kasali (19), from Nkangala Secondary in Rukwa. The Fema Club has helped me to be an entrepreneur. Currently I make and sell mandazi (donut like sweet bread) from a capital of twenty thousand (20,000) given to me by my father. In this business I generate seven thousand in profit and I normally sell my products to my school and I give my young sister part of the product to take it with her to sell in her school too. I use the profit to buy my scholastic materials as well as clothes. I also save part of the profit. Therefore, my Fema Club has prepared me to be independent”

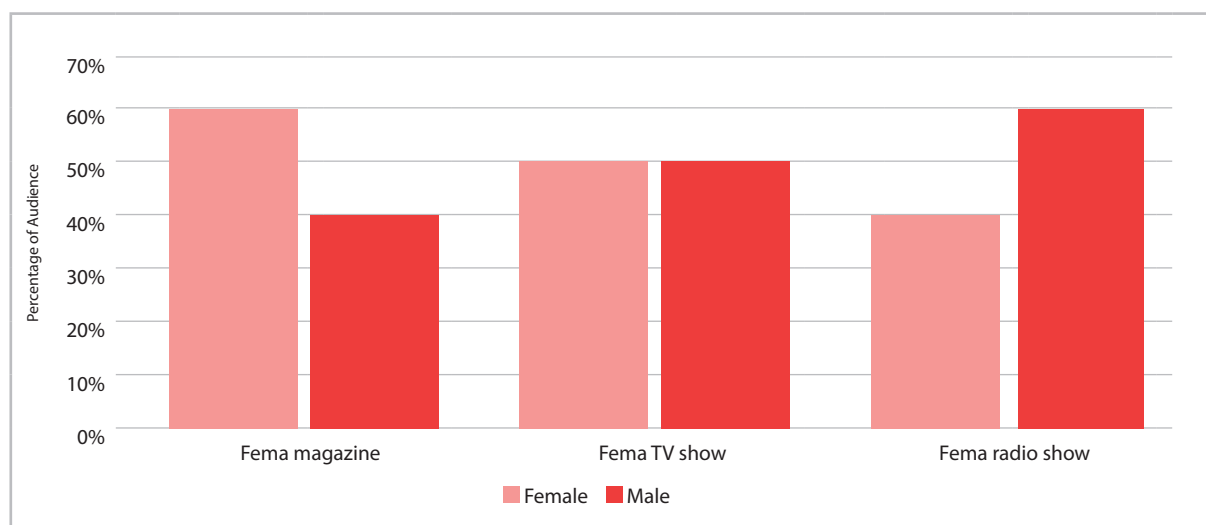


Edutainment Media

Femina Hip communicates and connects with youth through its multimedia life skills platform as well as through face-to-face activities, Active Learning orientation 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 2019:

Chart 1: Demographics of Femina Hip's media products by sex²



² Due to the uncertainty in the Ipsos Omnibus data for Fema TV Show and Fema Radio Show, demographic data for these media products was taken from the CATI surveys. Those surveys reached a vastly greater number of respondents and therefore the data are a better representation of the entire audience.

**OUR WORK
EDUTAINMENT
MEDIA**

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

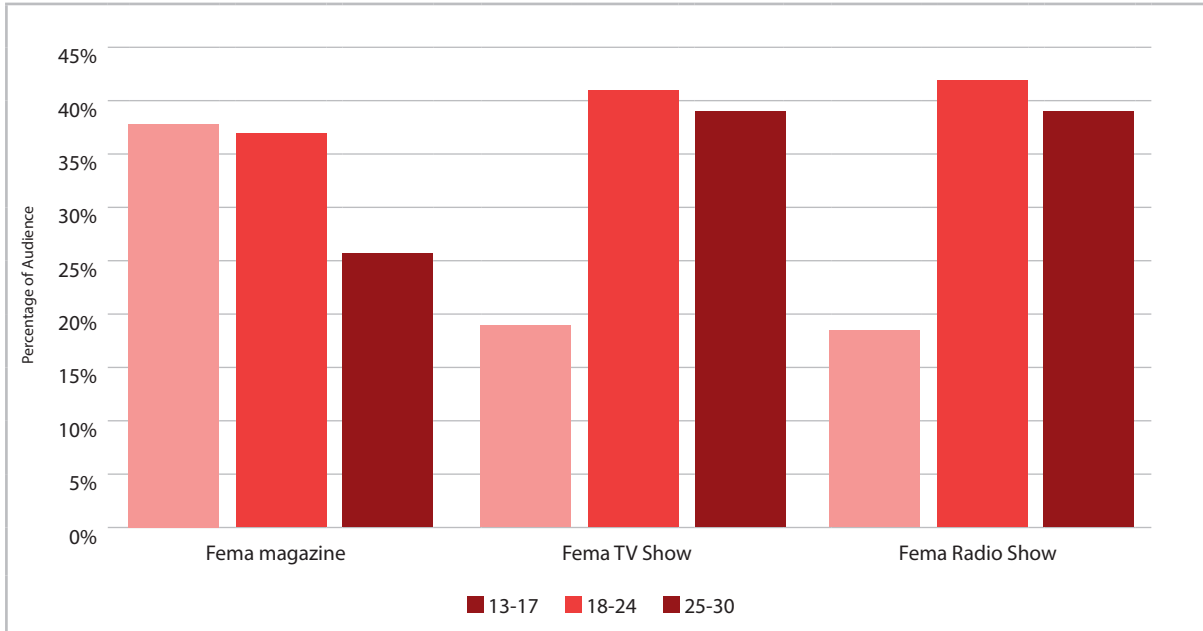
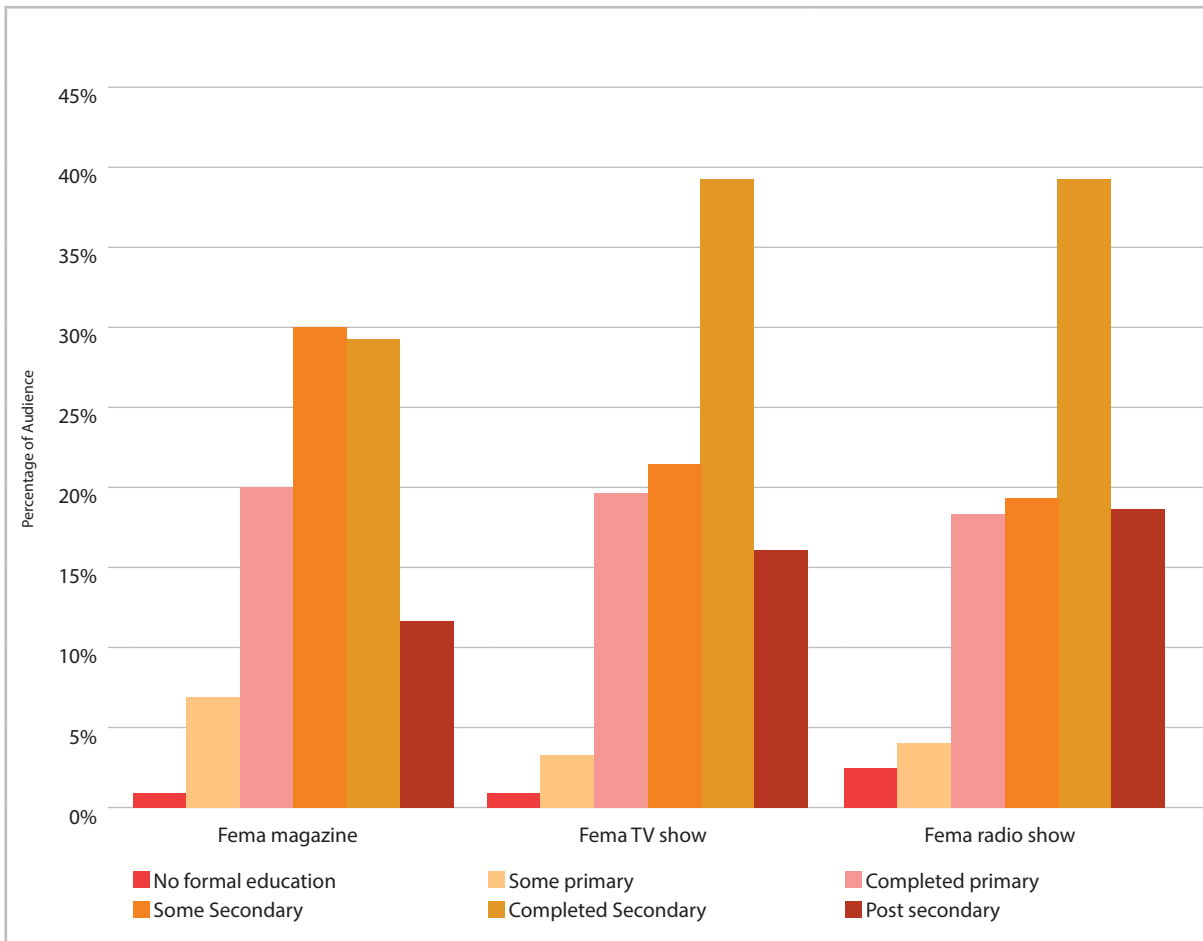


Chart 3: Demographics of Femina Hip's media products by education level



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 of Femina Hip's strategic areas: SRHR, EE, and CE. The schools that have active 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 Femina Hip works, five copies are distributed to local government officials.

FEMA 50/ JANUARY – MARCH 2019

- **Theme:** Femina Hip's 20-year Jubilee
- **Production location:** Dar es Salaam
- **Funder(s):** Sida, Danida, CIFF
- **Editorial partner(s):** none

This issue commemorated 20 years of Femina Hip's existence. It explored the history of the organization, its evolution and expansion, the addition of new core themes, the organization's staff, and how Femina Hip has positively impacted the lives of youth in Tanzania.

The cover story presented Fema Magazine as a best friend to Tanzanian youth. Through presenting the magazine as a person, the issue conveyed a message of caring and support: Fema Magazine has been there for young people for many years, talking to them in their language and addressing challenges that they face as they grow. The style of presentation answered questions about why and by whom the magazine was started, what themes it covers, how young people have benefited from reading it, and its edutainment approach.



FEMA 51 / APRIL – JUNE 2019

- **Theme:** Creative Industries
- **Production location(s):** Dar es Salaam
- **Funder(s):** Sida, Danida, CIFF
- **Editorial partner(s):** none

The aim of this issue was to look at the different sectors within the creative industries (arts and crafts). The issue had a particular focus on how young people can tap into the income generating opportunities that exist in the creative industries, but also highlighted how arts and crafts are a part of our everyday lives.

This issue's cover story featured The Mafik – a team of three talented Tanzanian musical artists that were the main entertainers at the Femina Hip 20-year jubilee party. Through the group's story of how they started out and how they eventually made it big, the issue helped readers to understand the challenges of working in the music industry. It emphasized that hard work and determination can overcome these challenges. The issue was also full of images and stories from the Femina Hip 20-year jubilee party.



Fema Magazine

FEMA 52 / JULY – SEPTEMBER 2019

- **Theme:** Youth Rights and Responsibilities
- **Production location(s):** Mtwara
- **Funders:** Sida, Danida, UNICEF
- **Editorial partner(s):** VSO, Restless Development, TAYARH Coalition, Mwanamke na Uongozi

This issue focused on a landmark event – the 30th anniversary of the United Nations Convention on the Rights of the Child (UNCRC). By using this anniversary as a backdrop, the issue explored the linkages between the UNCRC and the rights and responsibilities of youth.

The cover story of this issue featured four youth activists, each from a different civil society organization. All of the activists have each done something in their lives to advocate for youth rights and responsibilities. Each activist was also invited to write an article for the issue to further share their knowledge and experiences with our Fema magazine readers.



FEMA 53 / OCTOBER – DECEMBER 2019

- **Theme:** Food and Nutrition
- **Production location(s):** Rukwa
- **Funder(s):** Sida, Danida
- **Editorial partner(s):** Save the Children, PANITA, TFNC, UNICEF

The theme of this issue – food and nutrition – was approached holistically. The importance of eating a healthy diet and the effects it has on both child development and classroom learning were discussed extensively. Practical information was provided on what a healthy diet consists of, together with equally important advice on how to cook safely.

The cover story featured chef Fred Uisso (aka Masaptasapta), a well-known presenter of a traditional foods program on Azam TV. He gained international fame in 2016 by coming in fourth place in the World Food Championship. His story educates and inspires young people to see and tap into opportunities in the cooking and food preparation sector. Supplementing the cover story were additional articles about how youth can earn a living in the sector, covering topics such as farming, horticulture, food processing, distribution, and marketing.



Fema Magazine

Table 1: Numbers of Fema magazine copies printed



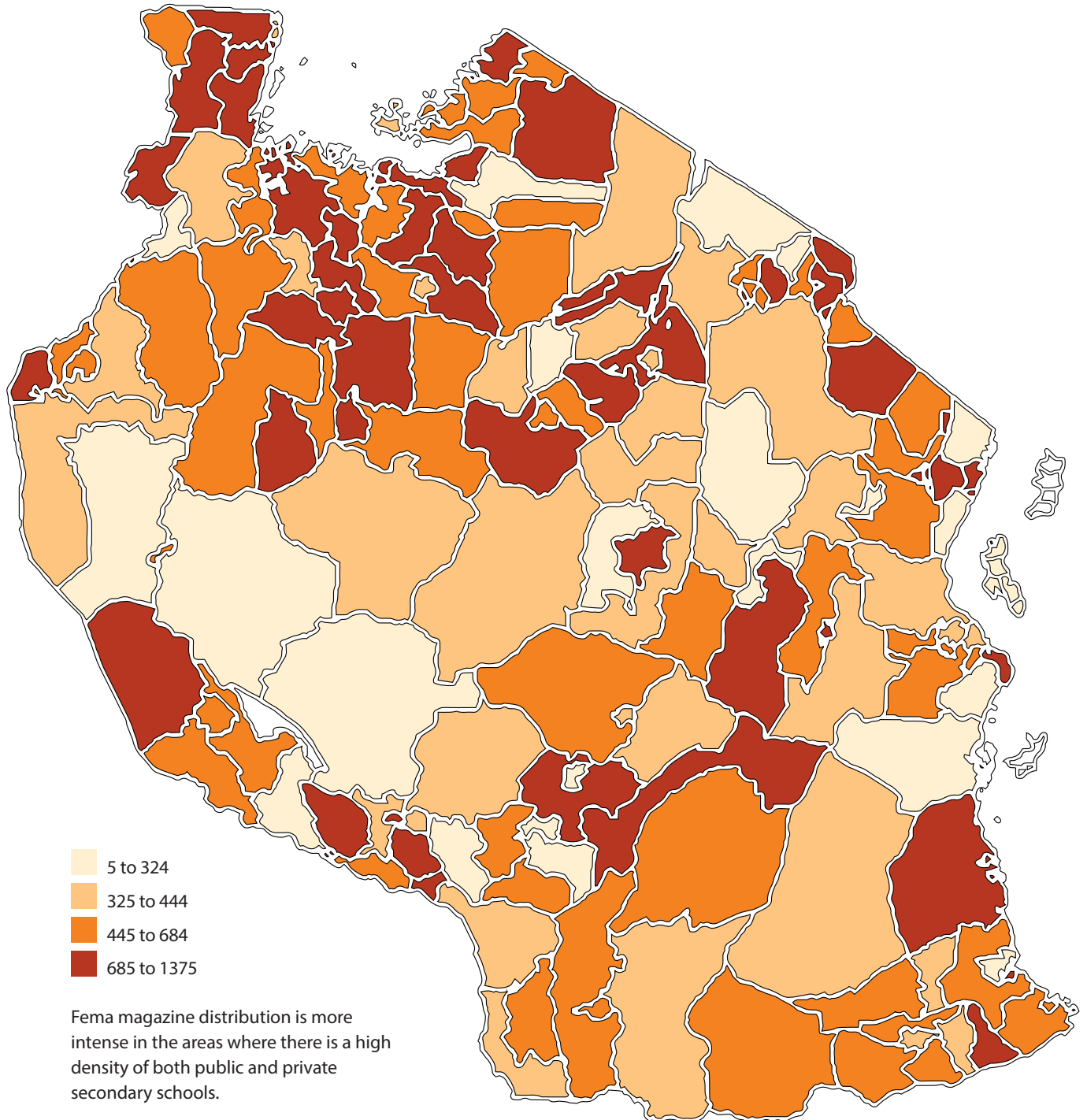
Table 2: Numbers of 'youth reporters' and teachers involved in Fema Magazine production

PARTICIPANT	FEMALE	MALE	TOTAL
Fema Clubbers	139	130	269
Youth (non-Clubbers)	84	90	174
All youth	223	220	443
Fema Club mentors	18	15	33
Teachers (non-mentors)	3	7	10
All teachers	21	22	43
Total	244	242	486

Table 3: Numbers of Fema magazine recipients

RECIPIENT	TOTAL
Public secondary schools	2,147
Private secondary schools	161
Folk Development Colleges	42
Vocational schools	6
National Central Library	1
Local Government Authorities [LGAs]	209
Ministry of Education	1
Ministry of Information Youth Culture and Sports	1
Non-Governmental Organizations[NGOs]	2

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



Fema magazine distribution is more intense in the areas where there is a high density of both public and private secondary schools.

Outcome Level

This year, we contracted Ipsos Tanzania again, to conduct field research around the outcomes of Fema magazine. This research was conducted surveying 1,976 Tanzanians in all the mainland regions of the country. The following tables summarize the results of what the survey respondents who reported having read Fema magazine learned from it, how the magazine changed their attitudes and self-efficacy, and how they changed their behavior.

Chart 4: Top 10 knowledge and life skills gained from Fema magazine

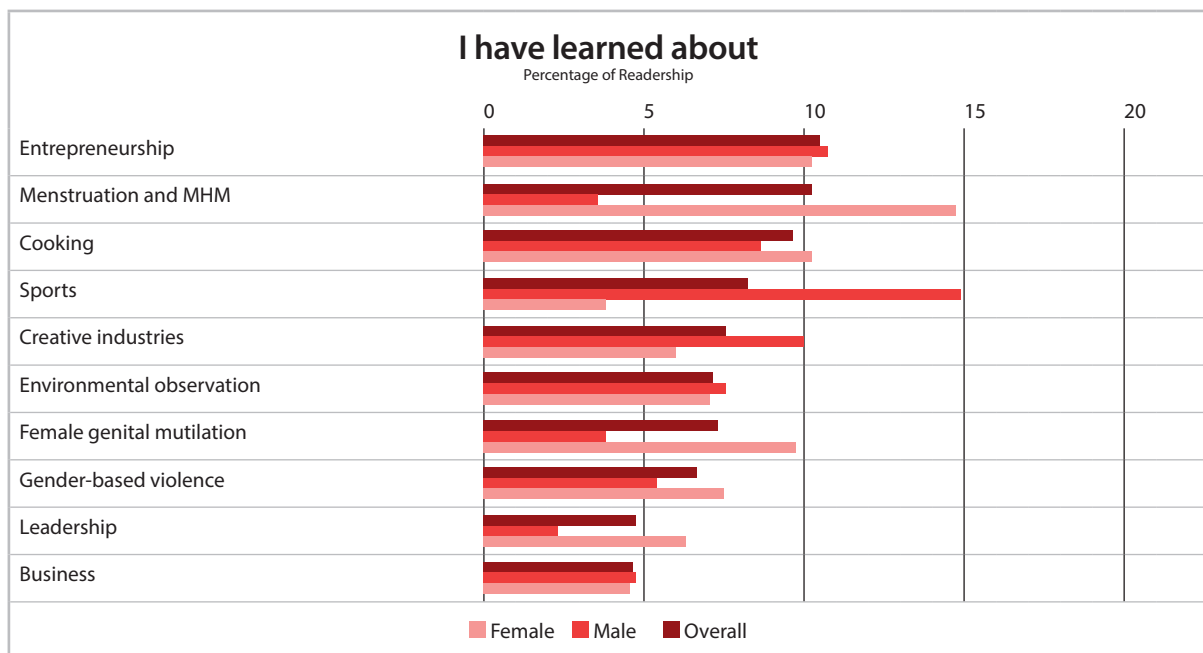


Chart 5: Top 10 changes in attitude from reading Fema magazine

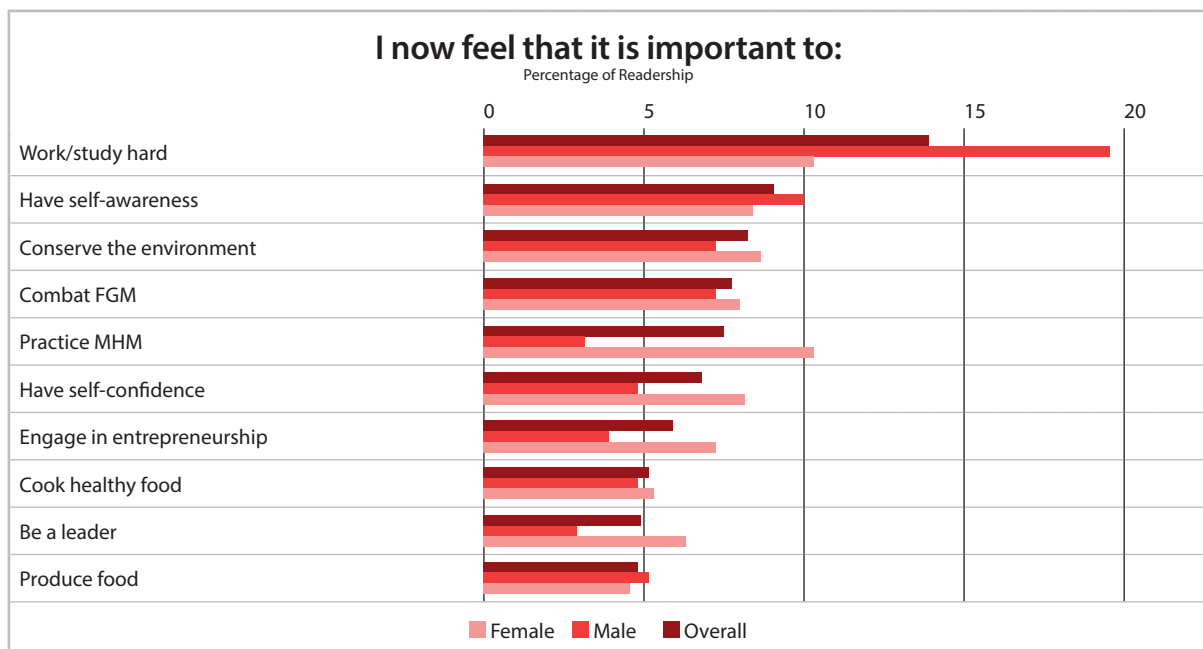


Chart 6: Top 10 changes in self-efficacy from reading Fema magazine

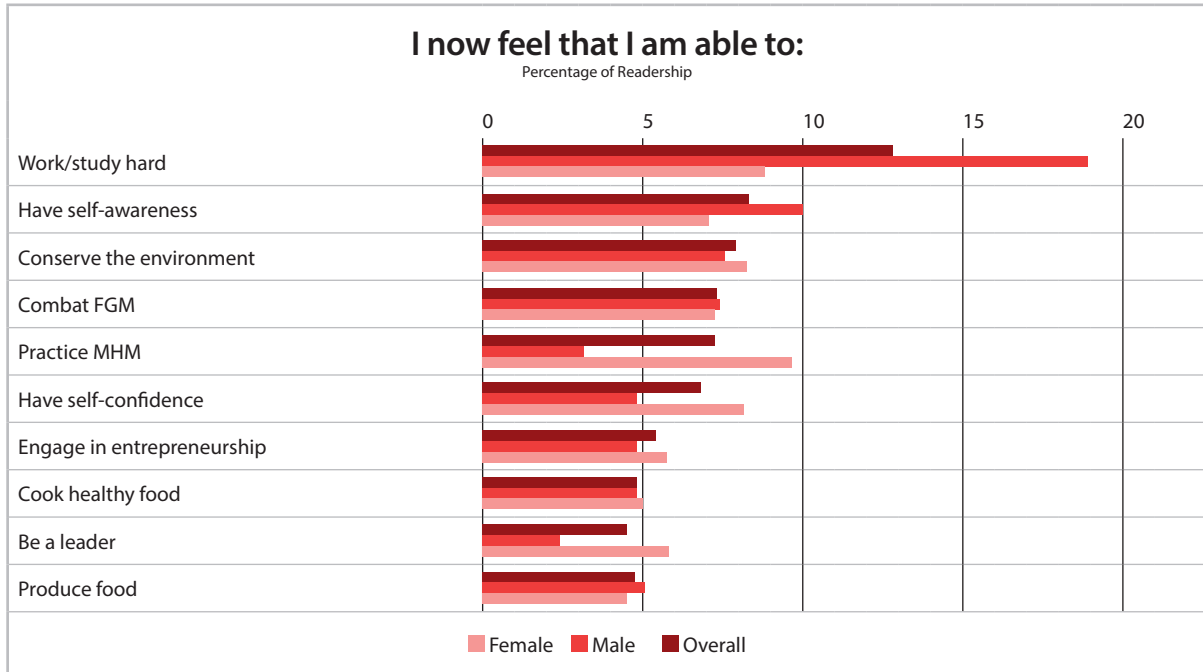
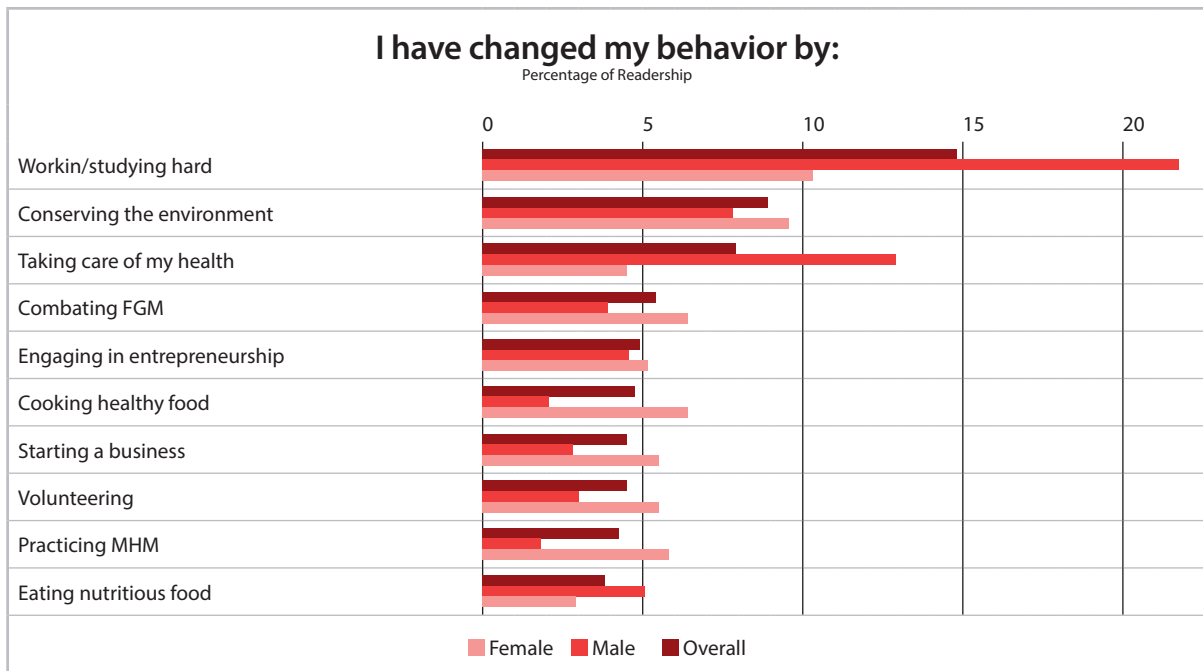


Chart 7: Top 10 changes in behavior from reading Fema magazine



Fema Radio Show

FEMA RADIO SHOW, SEASON 11

- **Theme:** Sexual and Reproductive Health and Rights
- **Production location:** Mwanza
- **Number of episodes:** 12
- **Stations aired on:** Sengerema FM and Jembe FM (both in Mwanza region)
- **Airing dates:** December 17, 2018 – March 2, 2019
- **Funder:** Irish Aid

In 2019, Femina Hip was part of a larger consortium project funded by Irish Aid that supported MoHCDGEC to introduce community health workers, with the aim of reducing maternal mortality in Mwanza. The overall objective of this season of Fema Radio Show was to ensure that youth in Mwanza received information about key issues pertaining to SRHR. These issues included pregnancy, contraceptives, HIV testing, GBV, creating a more conducive environment for change, and better utilization of healthcare services. By providing youth with critically needed information and changing their behaviors, this season of Fema Radio Show had a specific focus on reducing maternal mortality in Mwanza region.

The season featured interviews with partner organizations, especially those providing service delivery such as Community Health Workers (CHWs). The show also included interviews with government and civil society partners, in order to promote their work and provide a supportive environment with information and links to services. The season was broadcast on two local FM radio stations in Mwanza region, one in Misungwi district and the other in Sengerema district, in order to better target the regional population.



FEMA RADIO SHOW, SEASON 12

- **Theme:** Creative Industries
- **Production location:** Dar es Salaam
- **Number of episodes:** 13
- **Stations aired on:** Clouds FM and 10 TADIO network stations
- **Airing dates:** March 10, 2019 – June 9, 2019
- **Funder:** BEST-Dialogue

This season of Fema Radio Show explored the broad range of choices that young people can make to harness their creativity, and that this can provide them with a fulfilling and financially rewarding profession. Its goal was to inspire young people to start a career in the creative industries, highlight the importance of support organizations (both government and civil society), and to enable youth to earn an income. Each episode focused on a different type of creative industry and explored it in full; industries included music, dance, film, visual arts, fashion, publishing, event planning, and technology-based art. Also discussed were regulatory frameworks and intellectual property rights (such as copyrights and royalties).

This season was broadcast nationally on Clouds FM, as well as 10 local radio stations that are a part of the Tanzania Development Information Organization (TADIO). TADIO is a network of community content-based radio in Tanzania, formerly known as the Community Media Network of Tanzania (COMNETA). It currently has 31 community content-based radio stations in Tanzania mainland and Zanzibar.



Output/Activity Level

Table 4: Numbers of 'youth reporters' and teachers involved in Fema Radio Show production

PARTICIPANT	FEMALE	MALE	TOTAL
Youth reporters	4	4	8
Fema Clubbers	0	0	0
Youth (non-Clubbers)	0	0	0
All youth	4	4	8
Fema Club mentors	0	0	0
Teachers (non-mentors)	0	0	0
All teachers	4	4	8
Total	4	4	8

Outcome Level

Ipsos Tanzania conducted two telephone surveys on the outcomes of Fema Radio Show, one for each season. For Season 11, 1,000 Tanzanians aged 15-30 were surveyed from the Lake Zone regions of the country; for season 12, 500 Tanzanians aged 15-30 were surveyed from 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.

Chart 8: Top 10 knowledge gained from listening to Fema Radio Show Season 11

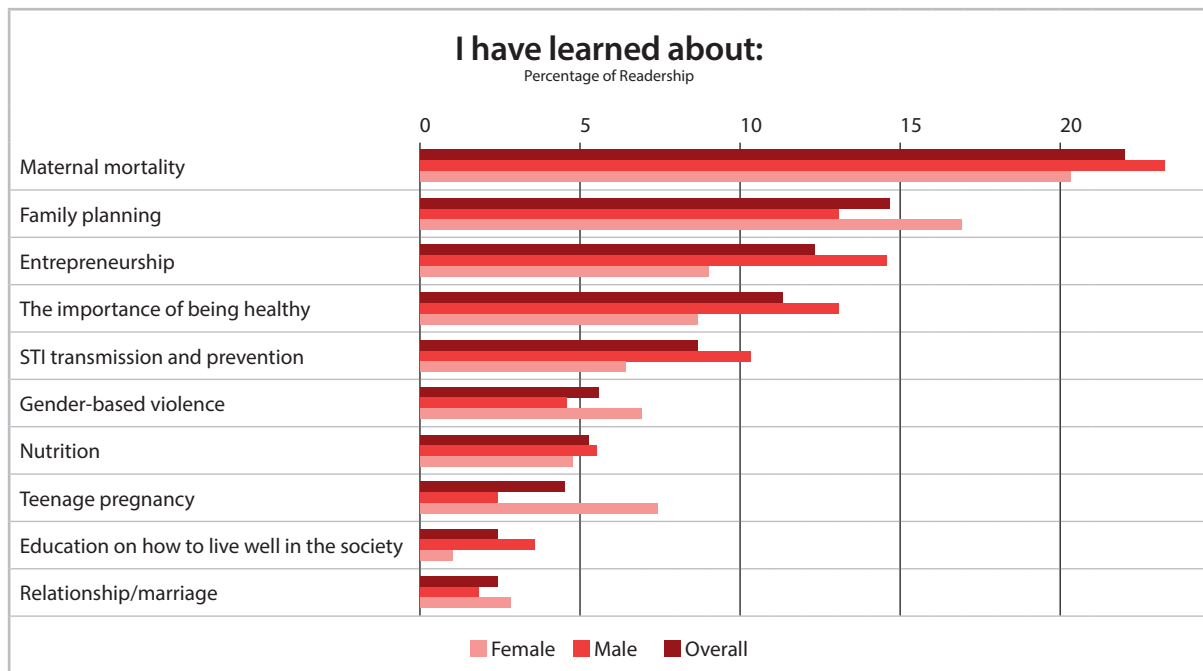


Chart 9: Top 10 knowledge gained from listening to Fema Radio Show Season 12

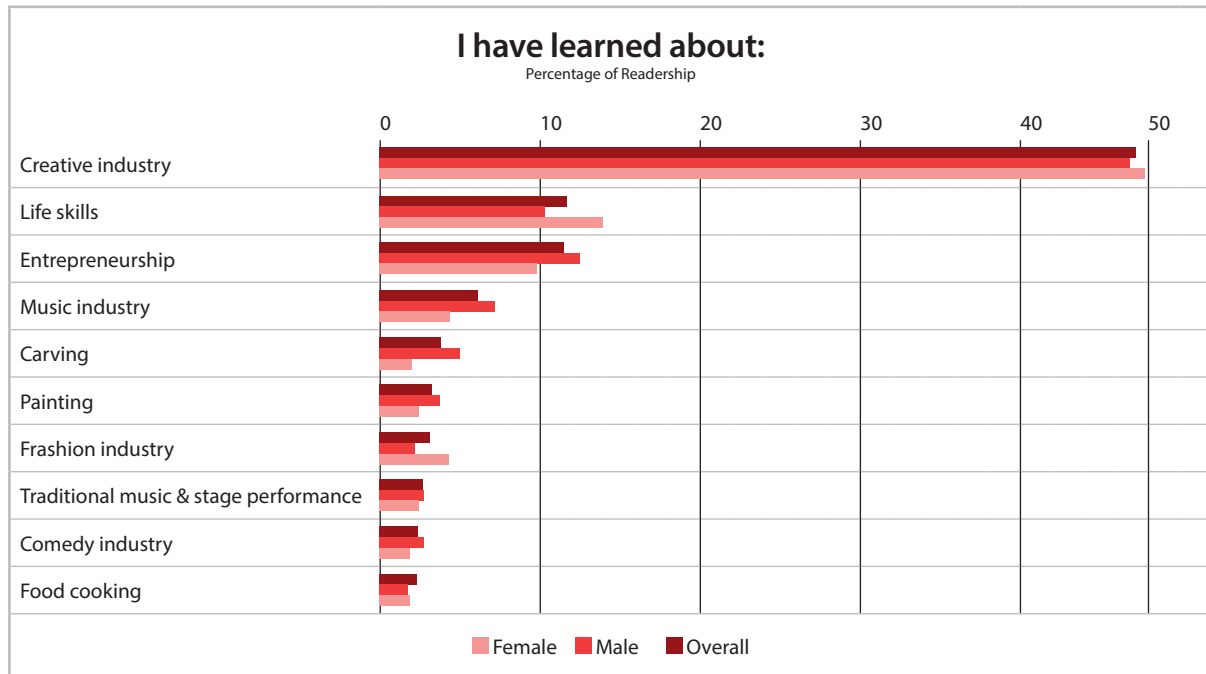


Chart 10: Top 10 changes in attitude from listening to Fema Radio Show Season 11

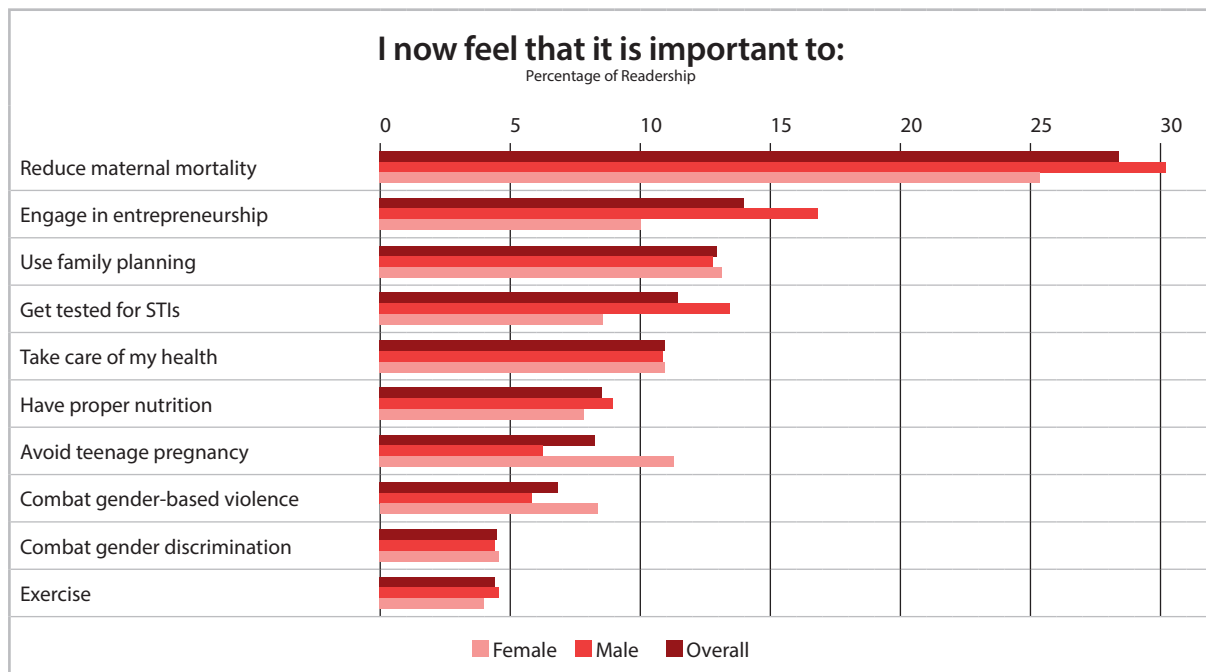


Chart 11: Top 10 changes in attitude from listening to Fema Radio Show Season 12

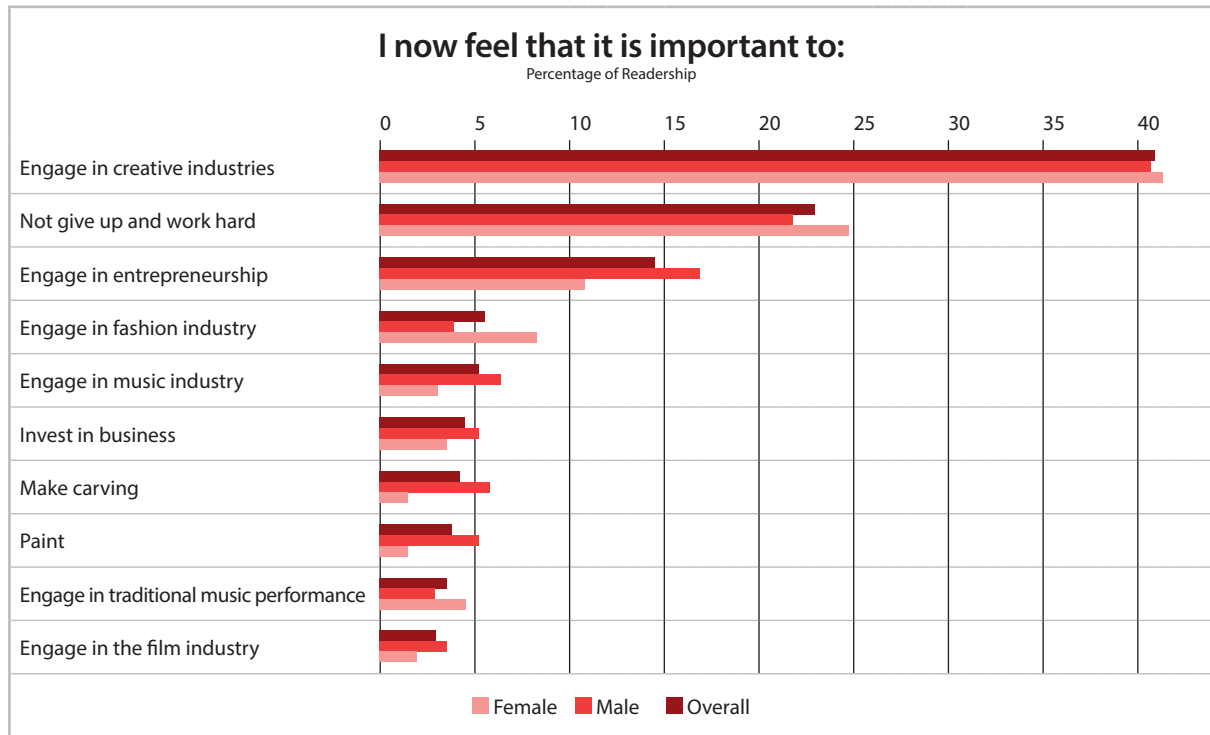


Chart 12: Top 10 changes in self-efficacy from listening to Fema Radio Show Season 11

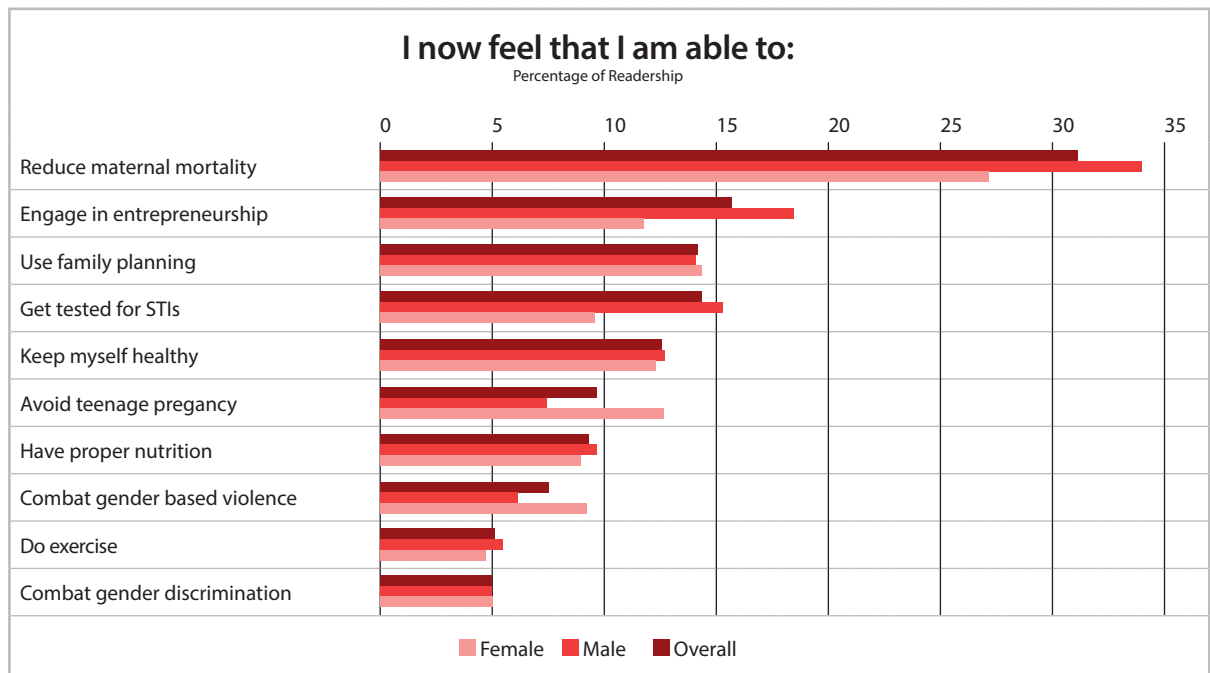


Chart 13: Top 10 changes in self-efficacy from listening to Fema Radio Show Season 12

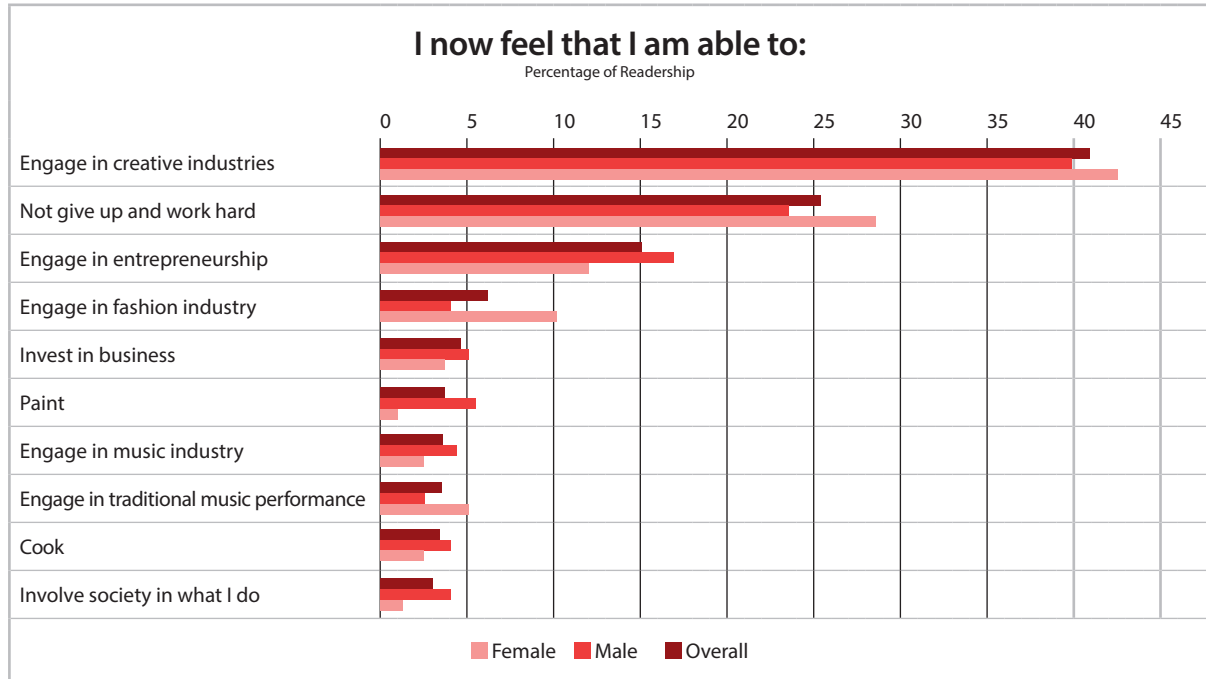


Chart 14: Top 10 changes in behavior from listening to Fema Radio Show Season 11

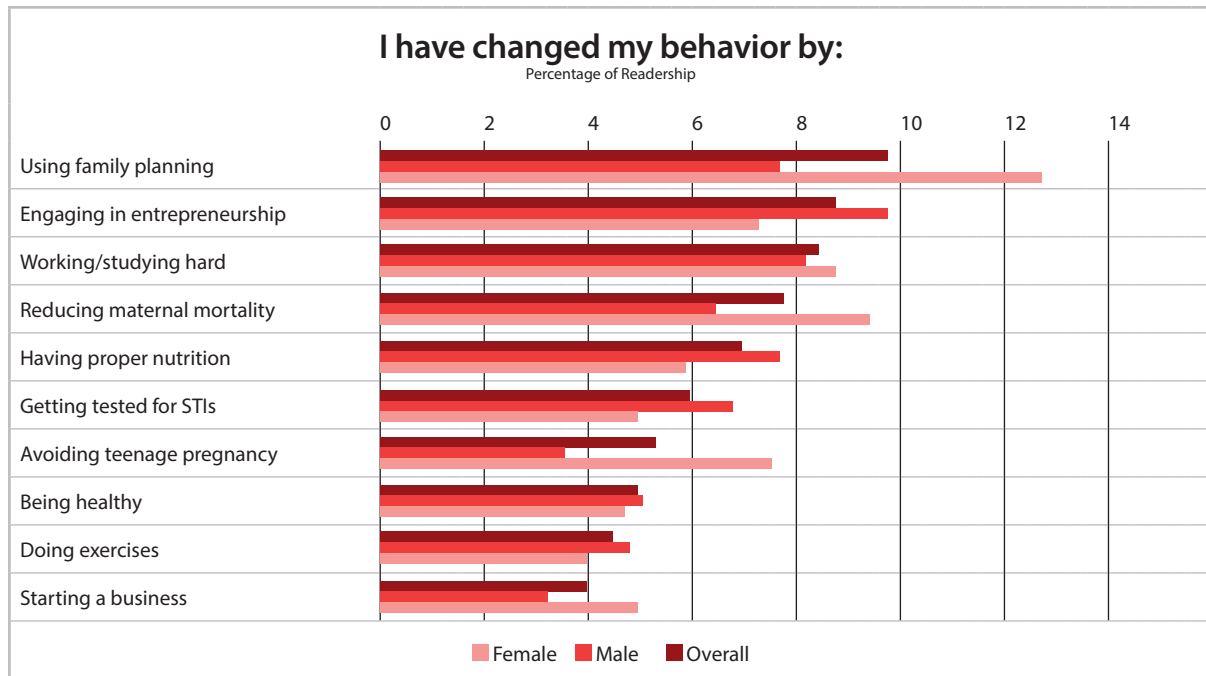
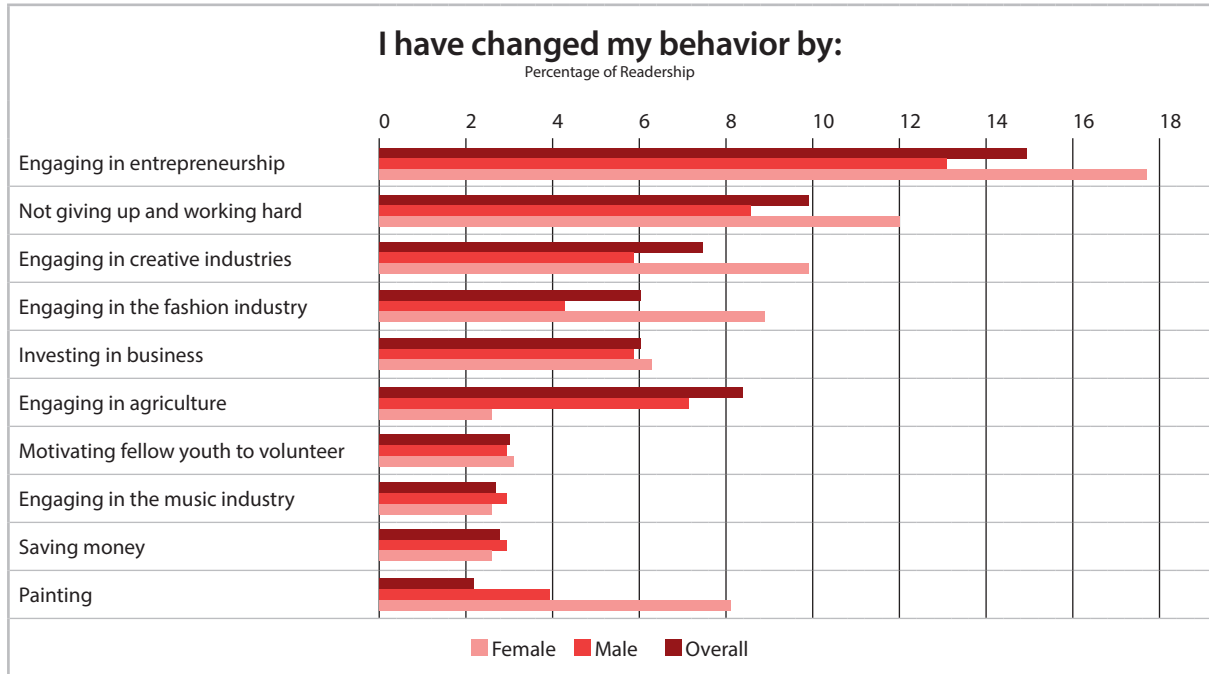


Chart 15: Top 10 changes in behavior from listening to Fema Radio Show Season 12



Fema TV Show

FEMA TV SHOW, SEASON 12

- **Theme:** Life Skills and Femina Hip 20 Year Jubilee
- **Production locations:** Dar es Salaam, Dodoma, Mbeya, Mwanza, Kilimanjaro
- **Number of episodes:** 12
- **Station aired on:** EATV
- **Airing dates:** May 12, 2019 – July 28, 2019
- **Funders:** Sida, Danida and UNICEF



The overarching aim of this season of Fema TV Show was to promote life skills, which are core to the Femina Hip approach and also important for young people to enable them to grow, develop, and live healthy lives.

Viewers were shown how life skills equip youth with the ability to make informed decisions and act independently, and how they influence the way in which youth perceive themselves. Taken in a cross-cutting manner, life skills were explored through the lenses of SRHR, gender equality, and GBV.

The season also mirrored the celebrations of Femina Hip's 20 Year Jubilee through interviewees and contexts discussed. It featured information on the beginnings of Femina Hip, the context in Tanzania in which it has operated, the phases Femina Hip went through, persons whose lives have been touched by the organization's work, and key moments from the jubilee celebration party itself.

Output/Activity Level

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

PARTICIPANT	FEMALE	MALE	TOTAL
Youth reporters	0	0	0
Fema Clubbers	21	18	39
Youth (non-Clubbers)	53	64	117
All youth	74	82	156
Fema Club mentors	9	12	21
Teachers (non-mentors)	4	6	10
All teachers	13	18	31
Total	87	100	187

Outcome Level

Ipsos Tanzania conducted a telephone survey on the outcomes of Fema TV Show. A total of 500 Tanzanians aged 15-30 were surveyed from all mainland regions of the country. The following tables summarize the results of survey respondents who reported having watched Fema TV Show; what they learned, how the show changed their attitudes and self-efficacy, and how they changed their behavior.

Chart 16: Top 10 knowledge gained from watching Fema TV Show Season 12

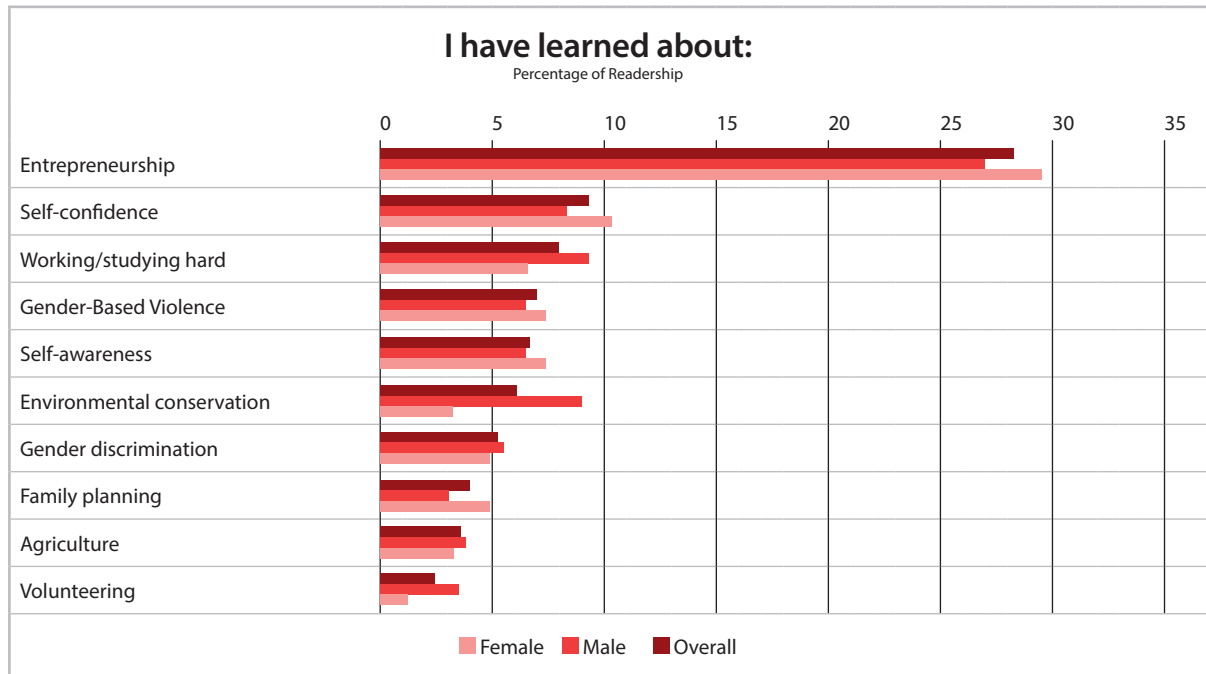


Chart 17: Top 10 changes in attitude from watching Fema TV Show Season 12

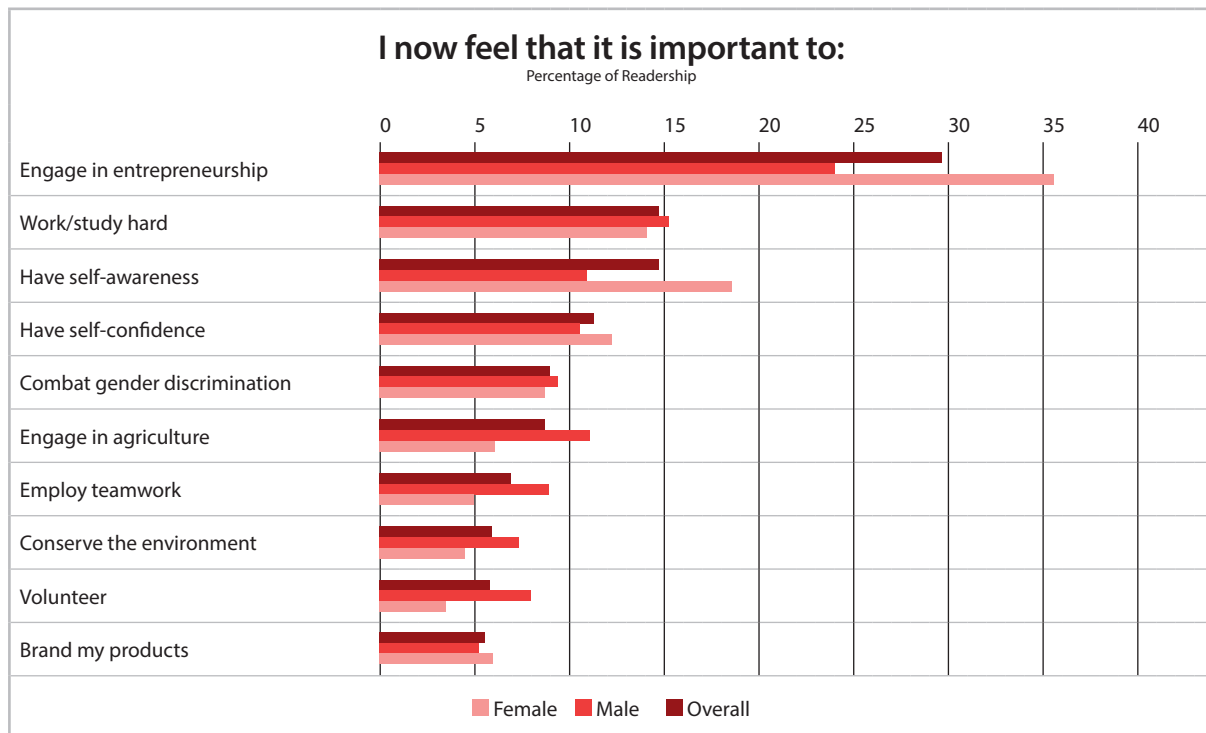


Chart 18: Top 10 changes in self-efficacy from watching Fema TV Show Season 12

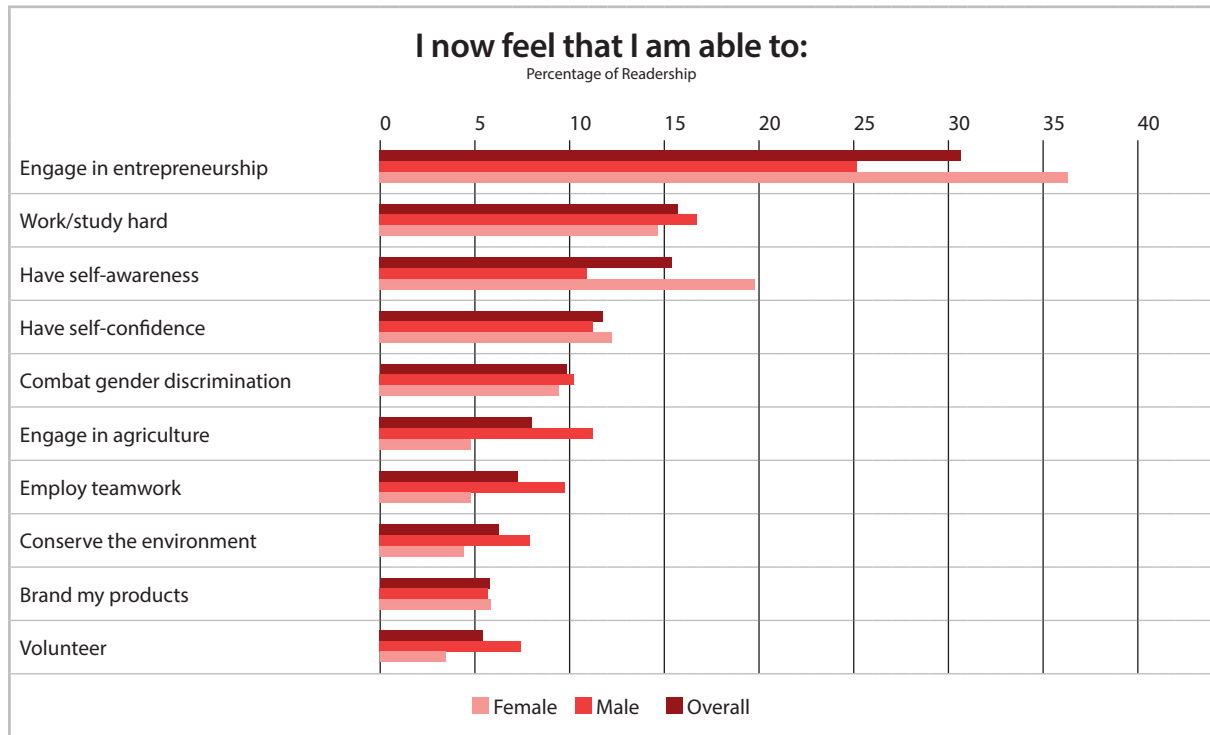
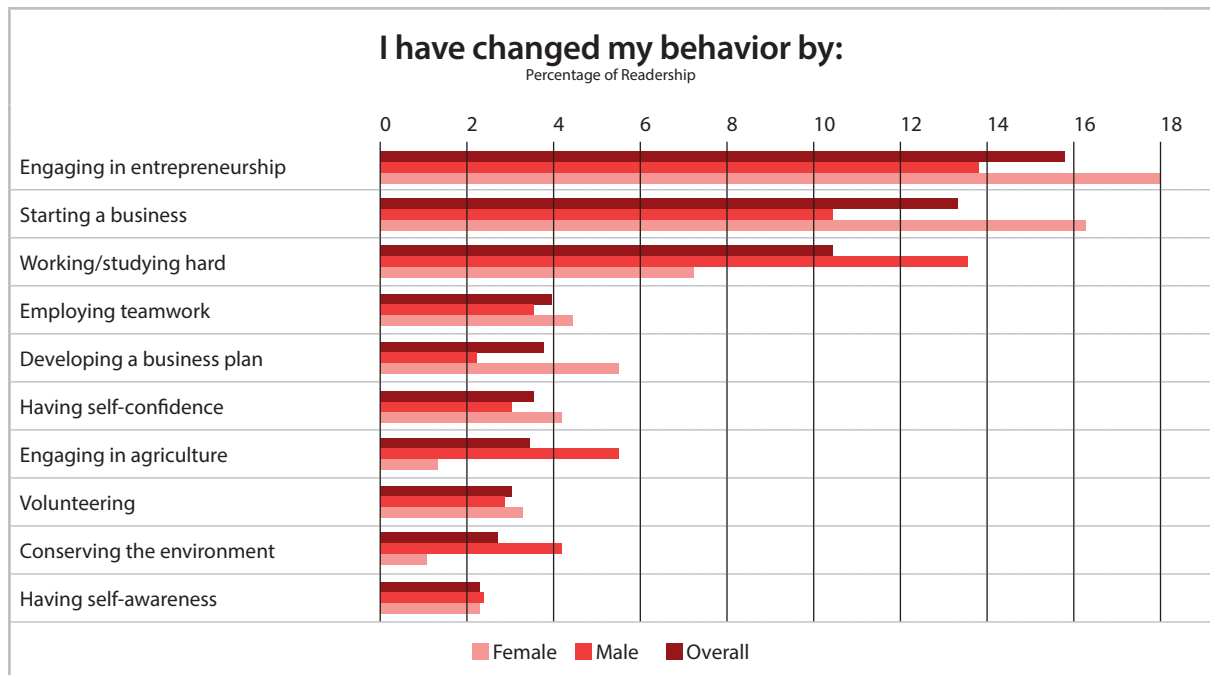


Chart 19: Top 10 changes in behavior from watching Fema TV Show Season 12



Website and Social Media

The Femina Hip website was completely redesigned in 2018, from an interactive website for youth to a presentation of the organization and what we do. This then enabled Femina Hip's social media platforms to become its main interface for interaction with youth.

Femina Hip maintains a steady 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 Hip media products. This has also triggered many Fema Club networks to set up their own social media pages. Fema also hosts a Facebook page for Fema Club 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, e.g. building Fema Club offices, gardening, and chalk production. The sharing is a team building effort that has only escalated.

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 the Femina Hip 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 Clubs' ongoing activity across the country and is clear evidence that there are lots of things going on.

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 Show, Ruka Juu, and Fema Radio Show are uploaded on Femina Hip's YouTube Channel. Our social media team also continues to explore new avenues and formats for content specifically for social media to increase audience interaction.

The Nguvu ya Binti Girl Power Forum continued in 2019. Led by the Girl and Boy Power teams, this online forum is designed to provide an active learning opportunity for individuals of all sexes to engage in discussions. The teams led a total of 7 discussions along with a special guest for each of the Forums, which took place on Facebook, Instagram, and Twitter on the last Wednesday of the month. Topics of the Nguvu ya Binti Forums have included youth volunteering, youth access to information, creative industries, tree-planting, MHM, comedy as the source of income, food and nutrition, youth rights and responsibilities, youth contribution in industrialization sector, youth access to loans from government, mirroring the Fema magazine topics.



**OUR WORK
EDUTAINMENT
MEDIA**



23,959
page likes



13,126
followers



5,969
followers



408
suscribers

Table 6: Facebook interaction statistics

CATEGORY	TOTAL
Page likes	23,959
New page likes this year	1,549
Page posts	764
Post likes	49,545
Post shares	1,151
Comments on posts	7,560

Table 7: Instagram interaction statistics

CATEGORY	TOTAL
Followers	13,126
New followers this year	8,006
Posts	711
Post likes	64,290
Number of video views	51,751
Comments on posts	3,571

Table 8: Twitter interaction statistics

CATEGORY	TOTAL
Followers	5,969
New followers this year	1,444
Tweets	758
Tweet likes	7,260
Re-tweets	1,807
Comments on tweets	1,819

Table 9: YouTube interaction statistics

CATEGORY	TOTAL
Channel subscribers	408
New subscribers this year	175
New videos posted	68
Video views	3792
Video shares	0
Comments on videos	0

Table 10: Femina Hip website statistics

CATEGORY	TOTAL
Number of visitors	2,949
Number of blog visitors	2,068
Number of blog posts	9

OUR WORK COMMUNITY MOBILIZATION & TRAININGS



“My name is Elisha Godfrey Mwakipesile (16), from Kibo Secondary School in Mbeya. Fema Club and Fema magazine have played a significant role in improving my English and ultimately increasing my academic performance. Through Fema magazine I have been reading stories in Swahili and translating them on my own before checking the English translation in the Fema magazine. This exercise has helped me to expand my vocabulary and therefore increase my capacity of handling subjects, because many subjects are taught in English.”

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 Femina Hip's activity, the secondary school students and Club members being our core audience. The setting up of club activities was initiated in 2002 to promote life skills such as youth leadership, volunteerism, and peer education; we see the clubs as seeds of civil society organizing. All 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 life skills such as teamwork, leadership, critical thinking, confidence, and activism. 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 volunteerism.

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 Hip Annual Youth Conference in Dar es Salaam, where they get national exposure, as well as Active Learning orientation training. All active Fema Club members get certificates of membership at graduation ceremonies.

Output/Activity Level

There are several 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 from 2019:

Table 11: National Fema Club award winners

AWARD	WINNER
Best Fema Club	Kayanga Secondary School, Karagwe DC, Kagera
Best Fema Club mentor	Flora Bikombe, Nyabumhanda Secondary School, Misungwi DC, Mwanza
Best Fema Club Network	Mara Fema Clubs Federation
Best Fema Club Network Runner-up	Arusha Fema Clubs Network
Best Fema Club Network Mentor	Rehema Awabu, Mwanza Fema Clubs Federation

Table 12: Extraordinary performance awards for Fema Club Mentors

AWARD	WINNER	DISTRICT
Victoria G. Patrisi	Maganjwa Secondary School	Manyara
Mariam Ramadhan Kipillah	Komnyang'anyo Secondary School	Tanga
Isaack Petro	St. Peters Junior Seminary	Morogoro
Abdallah Hamis	Mbekenyera Secondary School	Lindi
Beatrice Milinga	Katumbasongwe Secondary School	Mbeya
Bonarge K.Wilfred	Lyusa Secondary School	Simiyu
Juma S. Japhary	Kilimamoja Secondary School	Arusha
Alex M. Mbatyani	Mpunze Secondary School	Shinyanga
Ahadi Ngimbudzi	Luana Secondary School	Njombe
Edmund Lubulira	Nshamba Secondary School	Kagera

Table 13: Regional Fema Club award winners

REGION	SCHOOL	REGION	SCHOOL
Arusha	Endevesi	Mbeya	Katumbasongwe
Coast	Janguo	Morogoro	St. Peters Junior Seminary
Dar es Salaam	Buyuni	Mtwara	Ocean
Dodoma	Viwandani	Mwanza	Imalilo
Iringa	J.J. Mungai	Njombe	Luana
Geita	Lutozo	Rukwa	Kalambo
Kagera	Kayanga	Ruvuma	Litebo
Katavi	Mpandandogo	Shinyanga	Mpunze
Kigoma	Gungu	Singida	Mtekente
Kilimanjaro	Msiriwa	Simiyu	Lyusa
Lindi	Mbekenyera	Songwe	Nakalulu
Mara	Kwiramba	Tabora	Tabora Boys
Manyara	Maganjwa	Tanga	Komyang'anyo

OUR WORK COMMUNITY MOBILIZATION & TRAININGS

Table 14: Numbers of Fema Club members

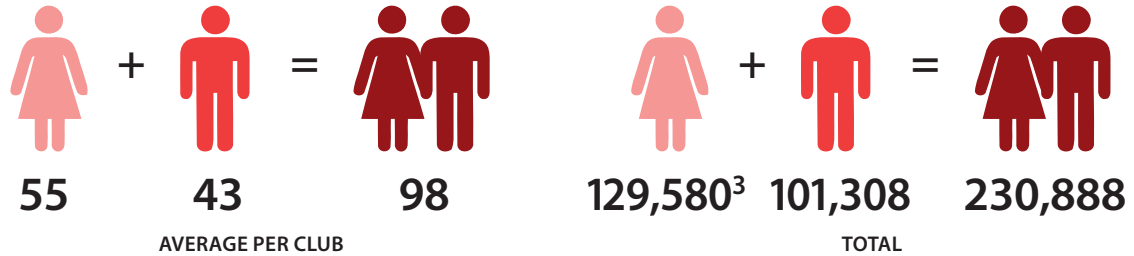
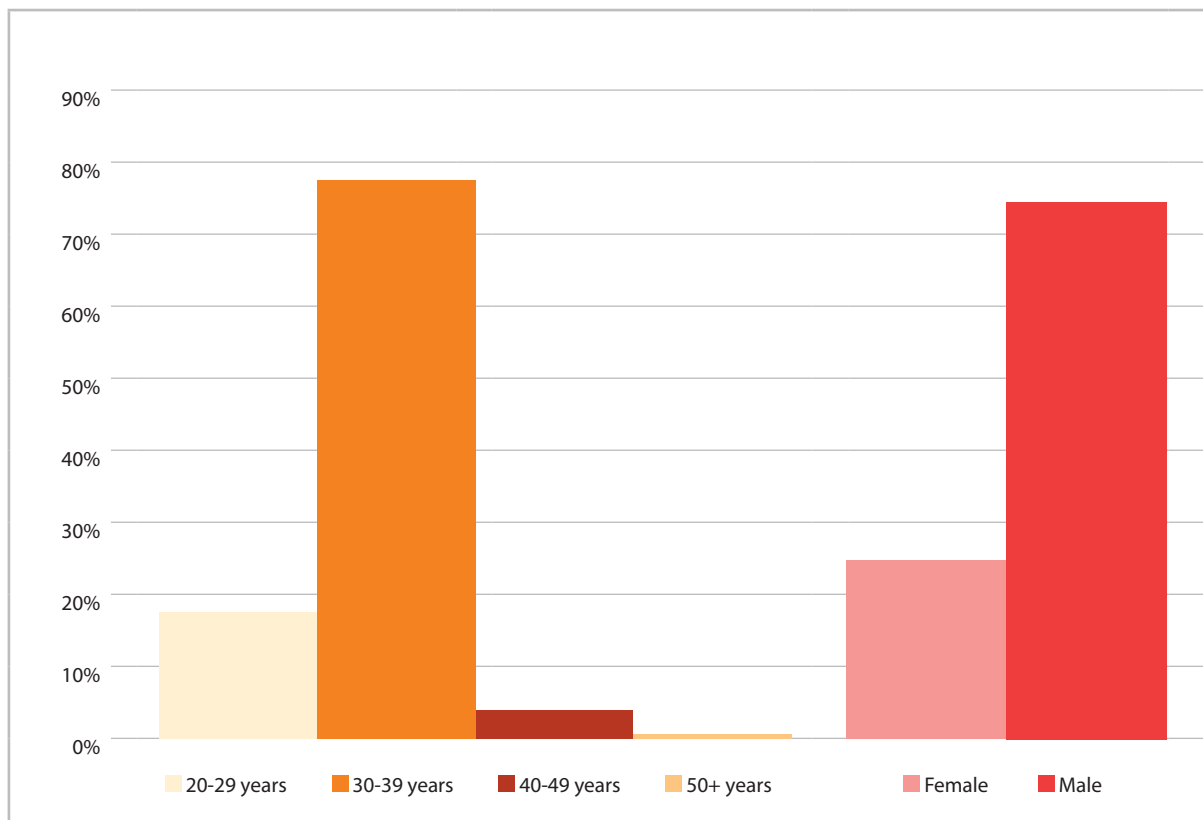


Table 15: Numbers of Fema Clubs and Fema Club Networks

PARTICIPANT	TOTAL
Fema Clubs	2,356
New clubs registered this year	25
Fema Club Networks	56
New networks registered this year	18
Average number of clubs per network	35
Number of clubs in networks	1,960 ⁴

Chart 20: Demographics of Fema Club Mentors

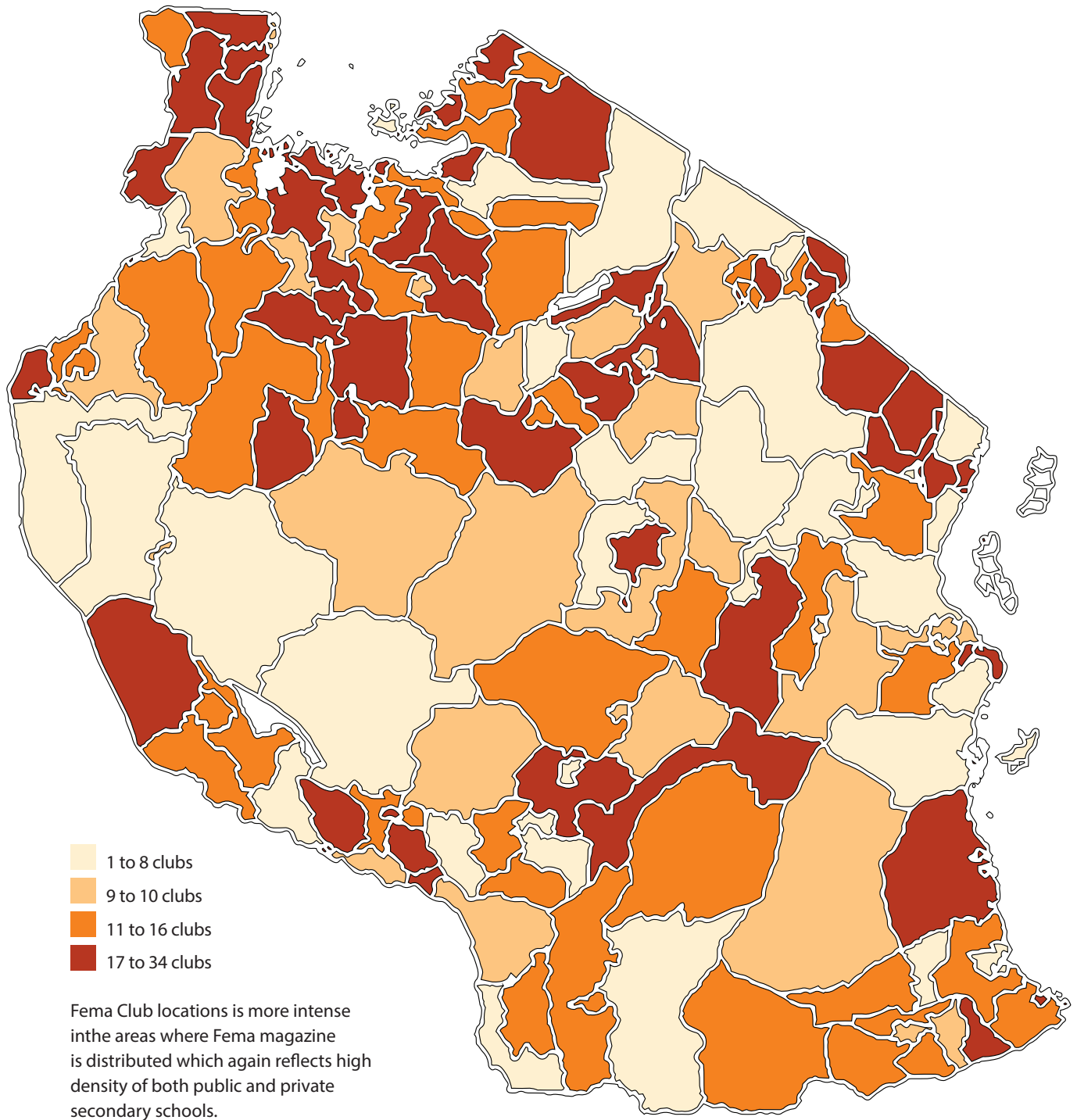


³ The figures in this column have been calculated by multiplying the average number of Fema Clubbers per club by the total number of clubs to obtain an estimate of the total population of Fema Clubbers in Tanzania.

⁴ This figure has been calculated by multiplying the average number of Fema Clubs per club network by the total number of club networks to obtain an estimate of the total number of Fema Clubs which are part of Fema Club Networks.

OUR WORK COMMUNITY MOBILIZATION & TRAININGS

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



Outcome Level

The following data (as well as those in the output/activity charts) were collected through SurveyMonkey, a service that Femina Hip started 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 2,248 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 21: Activities conducted by Fema Clubs

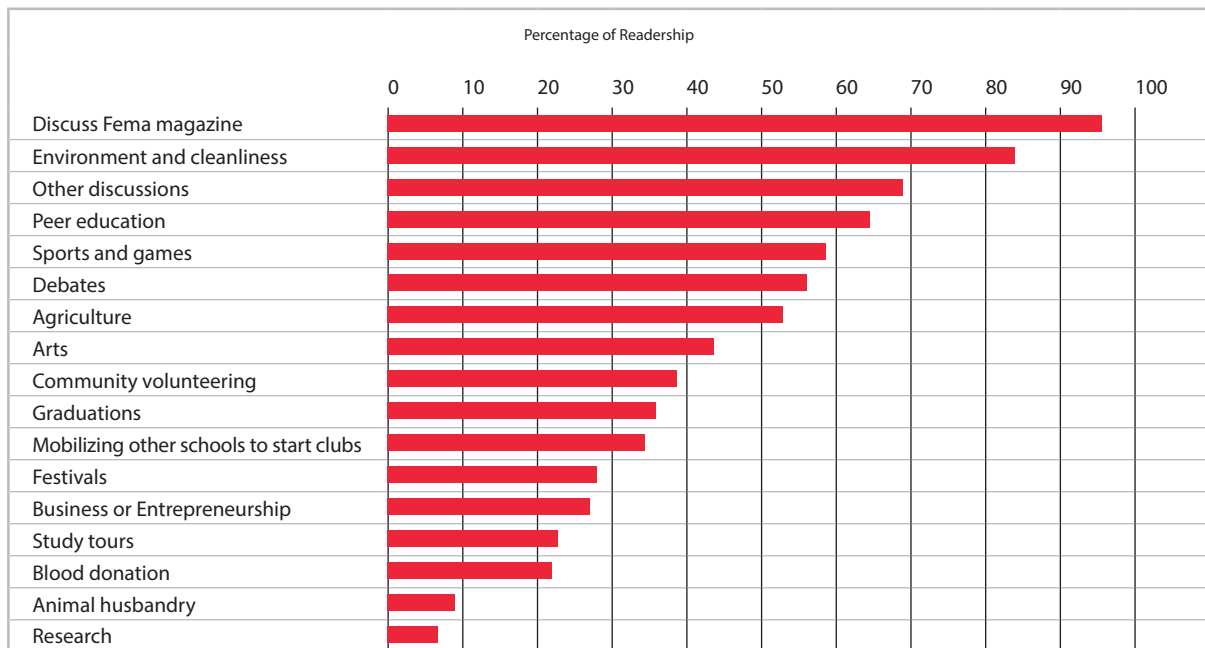


Chart 22: Activities conducted by Fema Club Networks



Activities and Successes of Fema Clubs

- Kayanga Fema Club built an incinerator and changing room for girls during menstruation which helped retain girls at school who faced menstruation challenges. The club has also raised awareness sessions through debates, drama, and songs on FADECO Radio using different slogans like a girl child should be valued, eliminate zero performance, stop gender-based violence. All slogans aimed to sensitize the community in keeping girls in schools and reducing early pregnancy at their school.
- Environmental conservation and sanitation have improved through clubs e.g. Elpas Fema Club in Mwanza planted 50 trees around the school compound to preserve their school environment
- Nzondahaki Fema Club in Mbeya has contributed to a reduced number of early pregnancies at their school by sharing knowledge with their peer groups at school on pregnancy and truancy. Fema Clubbers have gained confidence to speak in public and express themselves and become competent leaders
- Katale Fema Club from Kagera has increased their club income from 30,000 Tsh to 141,000 Tsh as a result of growing and selling vegetables for 75,000 Tsh and selling 66,000 Tsh from a groundnuts project
- Msamala Fema Club from Ruvuma has contributed to reducing student truancy and pregnancies from their school from 12 to 5 girls in a year at the school after holding 2 debates at school on reproductive health and child pregnancy
- Rubale Fema Club in Kagera region volunteered to clean Rubale Health Centre, and also cultivated and harvested potatoes for school food
- Kayanga Fema Club in Kagera earned 600,000 Tsh after selling vegetables, beans, maize and pineapples from their school club garden and used the earned money to support Fema Clubbers in buying scholastic materials and some for transport to attend Fema Club network activities out of school

Activities and Successes of Fema Club Networks

Fema Clubs organizing into networks of clubs is a self-organizing activity that builds on volunteerism. 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.

- Different Fema Clubs participated in the Fema magazine club challenge by designing Fema Club corners at schools in a very artistic way which keeps the school environment clean and attractive
- Fundraising for the Ushetu Fema Club federation was done by making a cake for the Ushetu District festival and the cake sold for 200,000 shillings. The raised funds were used to support federation activities
- There is an increased number of Fema Club networks which has strengthened mentors' unity and enhanced Fema Club management and sustainability at district level, increased interaction between mentors and students from different district networks, and enhanced learning amongst them. For example, the Arusha Fema Club network has established 5 district networks within the region namely: Meru Fema Club network, Karatu Fema Club network, Monduli Fema Club network, Arusha municipal Fema Club network and Arusha rural Fema Club network
- Sengerema Fema Club network donated more than 41 liters of blood to the Sengerema district hospital so that they can save the lives of people within their community
- Some Fema Club networks have conducted awareness sessions for students, aiming at reducing truancy and pregnancy, e.g. Sengerema Fema Club network, Korogwe Fema Club network and Muheza Fema Club network
- Networks have attracted more schools to establish Fema Clubs and join Fema Club networks, e.g. the Biharamulo Fema Club network established 2 Fema Clubs - Nyabusozzi Fema Club and Nyamahanga Fema Club - while Muleba Fema Club network has established 3 Fema Clubs - Bunyagongo Fema Club, Burungura Fema Club, and Mayondwe Fema Club
- Two Muleba Fema Club network teachers have been promoted as the result of effective engagement and practicing leadership through the network - one mentor was appointed as an education officer within the education sector in the district and the second mentor was promoted as an education officer in Bukoba Municipal District
- Formation of a WhatsApp group and Facebook page had simplified communication amongst Fema Club network mentors in Arusha at the regional and district levels and enhanced smooth execution of network activities
- Mara Fema Club federation network has managed to participate in awareness events organized by other NGOs like AMREF, WEI, and TAKUKURU, and shared knowledge with their communities on corruption, GBV, pregnancy, and school dropout

Fema Club Mentors' National Conference 2019

The Fema Club Mentors National Conference was held at Teophilo Kisanji University (TEKU) in Mbeya Region from June 26-28, 2019 with the core intention of reviving the volunteerism agenda to the club mentors, which stands as the key pillar for running Fema Clubs at schools. The conference was attended by the mentors from all regions in Tanzania mainland, and the cost for transportation and lodging was covered by the participants themselves. There were five Femina Hip staff present; Amabilis Batamula, Bernard Ngwallo, Constanca Mgimwa, Steve Makoga, and Daniel Silas. Amani Salum Seif, distribution manager from EAML, also participated. Representatives from Local Government included the RCDO, RAO Mbeya, and Vice Chancellor, dean of students, and deputy principal of TEKU.

Numerous themes were presented such as globalization and its effect on Sexual and Reproductive Health, Child Protection, the Red Agenda on MHM, early marriage, pregnancies and their effects, and the role of parents and mentors to overcome these problems. The themes were presented by Femina Hip and other different invited guests. Also, an election was conducted, a mentors' constitution was discussed and experiences were shared. Then there was a tour to tourist attractions in Mbeya region, the group visited God's Bridge, Kijungu Water Falls, and lastly trekked the heavy vegetation that leads to Lake Ngosi.

A key outcome of the mentors' conference comprises strengthening the network relationship amongst the mentors from various regions on Tanzania mainland. A consensus was also reached for follow-up of the conference, and on an outline and writing plan for the establishment of the Tanzania Fema Club Mentors Network Constitution which was approved. In addition, the conference helped the mentors understand more about Femina Hip as an organization and there was sharing of experiences on how to supervise and run the Fema Clubs. The conference initiative shows how teachers are now willing to invest in their teaching profession to learn more from Femina Hip, and other actors in the education sector.

Femina Hip Annual Youth Conference

- **Theme:** Celebrating 20 Years of Femina Hip
- **Dates:** January 22-25, 2019
- **Location:** Dar es Salaam

The Annual Femina Hip Youth Conference took place from January 22 - 25, 2019, at Sea Scape Hotel, Mbezi Beach in Dar es Salaam.

Each year, the conference is focused 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 the 20 Years Celebration. In early 2019, Femina Hip celebrated its 20th Anniversary. A week of celebration started on January 21st/22nd with Femina Hip's annual Youth Conference and reached a peak on Saturday 26th January with a festive evening event which took place at Diamond Jubilee Hall in Upanga. The event saw around 300 invited guests participate consisting of senior government and donor representatives, Femina Hip and Hip Edutainment board members, NGO partners and current and former Femina Hip staff members, students and teachers.

Issue 50 of Fema magazine, in focus for the discussion at the conference, commemorated 20 years of Femina Hip's existence. It explored the history and expansion of the organization, its approach using 'edutainment', its focus on life skills, core themes, the organization's team members, the club movement and how Femina Hip has positively impacted the lives of youth in Tanzania. It provided points of departure for various discussions at the conference.

Facilitators provided sessions on using theatre in education, SRH, GBV, EE, child protection, club management and sustainability, and counselling skills 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 for instance how important it is to secure the participation and support of LGAs, as it helps promote Femina Hip's activities in the regions.

The conference kick started new strategic thinking about the focus of the organization for the next 10 years to come.

Output/Activity Level

Table 16: Numbers of Youth Conference participants

PARTICIPANT	FEMALE	MALE	TOTAL
Fema Clubbers	55	50	105
Fema Club Mentors	14	41	55
Total	69	91	160

- Mentors gained knowledge on Child Protection, SRHR, Economic Empowerment, GBV, club management and sustainability
- Students were equipped with knowledge on use of theater, youth reporting, counselling, citizen engagement, SRHR, gender, life skills, club management, and sustainability; they pledged to use the knowledge to educate other students through peer education activities
- Youth who attended the Youth Conference discussed and came up with views that will be included in the Children and Young People's Agenda
- Mentors were oriented on the best way to report results of implemented Fema Club and network activities

Active Learning Trainings and School Visits

This year our Community Mobilization staff conducted eight major outreach trips to the following regions: Mbeya, Pemba South, Pwani (Mafia island), Shinyanga, Kigoma, Mtwara, Katavi, and Tanga. The purpose of these trips was twofold: to conduct Active Learning orientation training for Fema Club Mentors and to visit schools with Fema Clubs to support them to mobilize further.

Active Learning orientation trainings have become a central component of the Fema Club system. In these one-day orientations, 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 SurveyMonkey 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 orientation trainings in order to root our work in schools more effectively at the local government level.

Output/Activity Level

Table 17: Numbers of Active Learning training participants

PARTICIPANT	FEMALE	MALE	TOTAL
Fema Club mentors	366	790	1,156
Government officials	-	-	89
Total			1,245

Active Learning Trainings 27

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

PARTICIPANT	FEMALE	MALE	TOTAL
Fema Clubbers	16,281	11,559	27,840
Students (non-Clubbers)	6,649	7,243	13,892
All students	22,930	18,802	41,732
Fema Club mentors	215	477	692
Teachers (non-mentors)	213	454	667
All teachers	428	931	1,359
Total	23,358	19,733	43,091

Schools visited 466

Outcome Level

School visit successes

- Immediately after the awareness session about Femina Hip in Mafia, the District Executive Director ordered the Department of Secondary Education to prepare a work plan for Fema Clubs and submit reports on the implementation of Fema Club activities in schools on a monthly basis
- The Education Officers from Kigoma region were able to see club activities, e.g. vegetable gardens, smart areas, drawings, and very talented entertainment groups. They observed the difference between Fema Clubbers and non Fema Clubbers in terms of activeness, confidence, and engagement in school activities (including academic performance)
- Increased motivation among Fema Club members and mentors and a marked increase in the number of Fema Club members in some schools in Katavi, e.g. Mambwe Fema Club has increased the number of Fema Clubbers from 84 to 182 girls and from 125 to 195 boys from the first term to the second term as a result of the Femina Hip staff visit
- Government officers learned how Fema Clubs work and how they contribute to keeping the school environment clean and add value to their communities by saving the lives of people through blood donation

Active learning activities successes

- Heads of schools become more aware of Femina Hip's agendas and the contribution the organization is providing to students and mentors via Fema Clubs and Femina Hip's media vehicles such as Fema magazine and pledged to support Fema Clubs' and Fema Club networks' works in schools
- The establishment of a WhatsApp group for heads of schools that have Fema Clubs in Dar es Salaam led to more cooperation between Fema Clubs and more support of Fema Club mentors
- The Dar es Salaam REO requested heads of schools to take into consideration Femina Hip's work as she shared her experience from the Femina DREAMS project implemented by Femina Hip to support girls to focus on their studies by avoiding school dropout and early pregnancy. She gave an example of an environmental preservation activity at Buyuni Fema Club Corner and how it has changed the school environment; she urged other schools to learn from this experience and have similar projects in their schools
- Child protection training opened the dialogue with mentors on taking appropriate action in their respective schools and make sure that children stay safe
- Mentors from Kyela district in Mbeya committed to change from using corporal punishment to alternative forms of discipline for students after becoming more knowledgeable about GBV and child protection
- Immediately after the Shinyanga active learning training, the Shinyanga district network and the Lake Zone Fema Club network were established to strengthen Fema Club activities
- New Fema Club mentors got a chance to join the Fema Club mentors Facebook group and regional networks and regional WhatsApp groups; the trainings served as an avenue to increase the number of participants in the regional group network at Geita region after Active Learning orientation trainings
- As the result of the Active Learning presentation that used different examples of successful clubs like Misungwi, Mambwe and Mnyuzi, the DSEO of Nyang'hwale was inspired and announced to all mentors from her district to start collecting plastic bottles and other waste, up-cycling them for environmental conservation and to earn money by recycling waste products
- The REO from Geita announced to all mentors to establish 'suggestion boxes' at their schools that will be controlled by students and teachers to fight against sexual harassment, pregnancy and to uncover teachers who are abusing students sexually. He also congratulated Femina Hip for helping the government by influencing positive behavior change especially among the youth who are Fema Clubbers



Other Outreach Events

CIVIL SOCIETY ORGANIZATIONS WEEK

- **Dates:** November 4-8, 2019
- **Location:** Dodoma
- **Organizer:** Foundation for Civil Society

Femina Hip participated in CSO Week 2019 with the theme of “Progress Through Partnerships: Collaboration as a Driver for Development” which took place in Dodoma at Nyerere Square (opening), Jamhuri Stadium (opening and exhibition), Morena Hotel (conference activities and Award Gala) from November 4-8, 2019. After a productive week of discussions, evaluation, contemplation and showcasing, the CSO Week 2019 ended with a gala and award dinner. There were countless achievements by CSOs, and a joint pledge among CSOs, the government, and other partners in the country. For the first time in its history, 12 categories of awards were handed to 12 CSOs with outstanding performance in respective areas.

Femina Hip was honored to received four of these awards, which were:

1. Overall Best Impact and the overall winner of the CSO Excellence Awards
2. Outstanding Impact on Active Citizen Engagement
3. Outstanding Impact on the Use of Innovative and Creative Methods to Achieve Change
4. Certificate of recognition for Impact in Engagement with Government for social change



OUR WORK COMMUNITY MOBILIZATION & TRAININGS



NATIONAL YOUTH WEEK

- **Date(s):** October 8-14, 2019
- **Location:** Lindi
- **Organizer(s):** The Office of the Prime Minister of Tanzania

Femina Hip participated in National Youth Week, an event which was organized by the Prime Minister's office. The event took place at Lindi region, Mpilipili grounds from October 8-14, 2019. Both international and local organizations attended the event, as well as government institutions, financial institutions, youth organizations, and entrepreneurs. From Fema Clubs, 650 female and 750 male youth attended the national youth week, as well as 7 female teachers and 11 male teachers.

At the National Youth Week, youth were equipped with knowledge on entrepreneurship, Femina Hip's agenda, the history of Julius Nyerere, and the Youth Development Policy. Fema Club mentors who were not in the Lindi WhatsApp group got the chance to be linked with the Lindi mentors' group. Fema Clubbers got the privilege to interact and network, and to get linked with other youth organizations. A total of 200 Fema Clubbers got the chance to participate in the Youth Symposium, the march for the memorial of Julius Nyerere and participated at Femina Hip's booth discussions.

Output/Activity Level

Table 19: Numbers of youth and teachers reached during outreach events

PARTICIPANT	FEMALE	MALE	TOTAL
Fema Clubbers	4,625	3,393	8,018
Youth (non-Clubbers)	2,051	2,303	4,354
All youth	6,676	5,696	12,372
Fema Club mentors	139	222	361
Teachers (non-mentors)	41	84	125
All teachers	180	306	486
Total	6,856	6,002	12,858



Volunteer and Internship Program

Femina Hip Volunteer Program

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

2019 was the fourth year of the program. This year, 15 volunteers worked with Femina Hip for 12 months. Three volunteers worked with the media team, including TV, radio, print and social media. Twelve 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, EE, and CE, 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 Hip'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 Hip hosted four university graduates working as full-time interns. These interns worked in the Community Mobilization and Media departments. All four interns have graduated into team members conducting special tasks after their internships ended.

International Volunteers

One international volunteer worked with Femina Hip in 2019, provided via World University Service Canada (WUSC) and the Uniterria program. This long-term volunteer continued to work with Femina Hip as a graphic designer in the Media Department.

Output/Activity Level

Table 20: Numbers of students and teachers reached during school visits conducted by volunteers

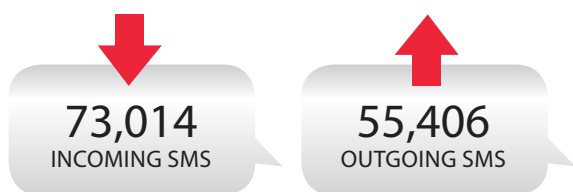
PARTICIPANT	FEMALE	MALE	TOTAL
Fema Clubbers	128	61	189
Youth (non-Clubbers)	0	0	0
All youth	128	61	189
Fema Club mentors	0	5	5
Teachers (non-mentors)	0	0	0
All teachers	0	5	5
Total	128	66	194

Schools visited by volunteers 415

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 interacts with Fema Clubs. With 2,356 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, our Telerivet SMS system has revolutionized our communication with our Fema Clubs and made the bonding and sharing work so much easier.

Table 21: Numbers of SMS sent and received



The Power Teams

The Fema Girl Power team was originally 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' and women's issues.

A new Girl Power team was established in 2017 and is still active. They are championing the 'Red Agenda' and MHM issues and support girls to live up to their full potential. Each of the five members of the team have received training on sexual and reproductive health and menstrual hygiene management, on leadership skills, problem solving, and teamwork.

To provide additional encouragement to male readers, Femina Hip introduced a Boy Power team in 2019. 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, 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.

Collectively, we refer to the Girl and Boy Power Teams as the 'power teams'. In 2019, the power teams' main activities have been:

1. Girl Power Forums (7 social media forums conducted from February to August 2019)
2. Outreach
 - SDGs youth consultation meetings
 - Trained schools on the Red Agenda MHM project
 - Conducted outreach activities with the Community Mobilization department
 - Conducted consultations for the UNICEF Children and Young People's Agenda
3. Events and Trainings
 - Participated in the Femina Hip Youth Conference 2019 and did presentations on Test & Treat and the Red Agenda
 - Attended a Power Breakfast prepared by the Swedish Embassy, The Launch Pad Tanzania and Femina Hip
 - Attended an event to Commemorate International Women's Day, 8 March, organized by Department of Gender, UNICEF.
 - Participated in Menstrual Hygiene Day on May 28
 - Participated in an Femina Hip organized SBCC Workshop June 21, which was part of the preparation for season 12 of Fema TV Show
 - Participated in World Clean Up Day on September 21
 - Attended the launch of the Twende Pamoja campaign against GBV

“My name is Fidelisi Gabone (35), a teacher from Bumakwa Secondary School in Mara. Fema magazine has changed my attitude to corporal punishment because canes don't tell the truth about why students behave the way they do and that makes students continue to suffer from corporal punishment. Now I understand that sometimes students make mistakes because of the environment they come from. Therefore, now I use the approach of discussing with students instead of corporal punishment.”

Nguvu ya Binti (partnership with Irish Aid)

The Femina Hip Girl Power training programme was developed as a result of a randomized control trial in 80 Tanzanian schools conducted by the Norwegian School of Economics (NHH) in partnership with HIP Edutainment and Femina Hip. It showed that when girls are taught life skills, educated about financial literacy and business startup, they are better equipped and become more confident on their journey to financial independence. This is very beneficial as when women are financially independent, they gain agency over their SRHR and are often more empowered to make decisions that further their educational and business opportunities. Increased economic opportunity has been seen to motivate girls to delay pregnancy and prioritize their education [WIDER, Reducing early pregnancy in low-income countries, 2017].

The Girl Power training programme is ultimately about keeping girls in school. It is delivered by trained teachers through two sets of modules. The first, 'protect your life' is all about body changes, menstruation, gender-based violence and sexual and reproductive health, including family planning. The second is 'build your life' about economic empowerment, financial education, business start-up. Girls need income to be able to negotiate safe sex or abstain from it.

The programme takes four months to deliver with a lesson every week and a certification ceremony at the end. Boys can also benefit if a small adaptation is done to the programme.

Femina Hip rolled out this programme in 2016-2018 through the DREAMS-Innovation Challenge project with funding from the U.S. Department of State. This two-year program was aimed at reducing HIV incidence among adolescent girls and young women in 10 countries by 40% through the introduction of novel approaches. For Femina Hip, the focus was on preventing secondary school girls from dropping out due to pregnancy and early marriage. Eighty-five secondary schools with active Fema Clubs, located within five districts in three regions, completed the Girl Power Training programme. In total, 5,776 Form One girls graduated from the Girl Power Training Program, against a target of 5,000 for the project. A final evaluation found that of those 5,776, only 37 girls dropped out of school due to pregnancy, resulting in a 99.35% retention rate, well surpassing the target of 80%.

A further roll out has been supported by Irish Aid where Femina Hip has contributed to a consortium of NGOs set up to create a supportive environment and a strengthened health system with the ultimate goal of reducing maternal mortality in Mwanza region. The Girl Power training programme was delivered in 18 secondary schools and 2 Folk Development Colleges with active Fema Clubs in two districts within Mwanza to 2,086 girls, against a target of 1,830.

End of project external evaluation findings show that “the knowledge on SRH, particularly sexuality and reproduction for girl students has considerably increased to 86% from the baseline value of 43% in 2018 as now they can confidently deal with the emotions and body changes in their puberty, whilst the percentage of students reporting increased agreement with the concept that males and females should have equal access to social, economic, and political resources and opportunities has increased to 82% from the baseline of 66%. Further, participants that view Gender-Based Violence (GBV) as less acceptable increased significantly to 96% from 67% of the baseline.

In accessing SRH services, the situation is different as most of the students indicated that the majority of them (97%) go to hospitals, followed by dispensaries and very few to CHWs. On the other hand, more than half of the students (55%) were found engaging in economic empowerment activities compared to 62% during the baseline who just had a positive attitude towards economic empowerment.

Conclusively, the contribution of Nguvu Ya Binti Project and its engagement with Sexual and Reproductive Health and Economic Empowerment has been gauged to be significant despite the limited timeframe to attribute impact. The project has contributed to increased access to SRHR information and services, and reduced drop-out cases of girls in the targeted schools, the project has further improved the students' self-efficacy and despite the short period after implementation, there are elements of behavioral change among the students with respect to SRH, performance in schools and engagement in entrepreneurial activities.”

The Red Agenda (partnership with UNFPA and Global Fund for Women)

The Red Agenda is Femina Hip's strategy for raising awareness on Menstrual Hygiene Management (MHM) as an issue that should concern everyone, especially school authorities that need to accommodate toilet and water facilities in schools, as well as access to pads in emergency first aid kits.

This agenda was launched in 2017, together with the new Femina Hip Girl Power team, a group of young women who have received training on sexual and reproductive health and rights, together with youth leadership. Their first task was to advocate for the Red Agenda, conducting education in secondary schools and through social media forums, as well as role modelling positive behavior for girls.

Femina Hip produced a theme issue of Fema magazine on MHM in 2017. This issue explored menstrual hygiene management and how girls can be supported to manage and take control of their menstrual hygiene. It contained a 'to do list' of things that must be put in place for girls to manage their periods successfully, featured two activists and social entrepreneurs, who have made menstrual hygiene management their number one challenge in life. It also told the story of a young man who is fighting for support and better menstrual hygiene for girls.

The Red Agenda programme is being led by Femina Hip's Girl Power team. With funding from the Global Fund for Women and Akili Dada (Kenya) the girls have been included in a capacity building and leadership training program to enhance young feminists on the African continent. They have received comprehensive leadership training and they are focusing on delivering their knowledge on the Red Agenda and MHM by training and mentoring 20 young women leaders from 10 secondary schools in three regions.

The girls in the schools are chosen by their Fema Club to represent their school. Each girl must be a Fema Club member; able to express themselves; able to demonstrate leadership and show they are conscientious and hard working.

The three-day training workshops for the young women leaders covered menstrual hygiene management, project management, economic empowerment, leadership, emotional intelligence and feminism topics. The trained girls did a mapping exercise in their schools regarding issues around MHM, then identified one key problem that they wanted to act on. They developed a plan with key deliverables. Also, they trained other members of their Fema Club on what they learned and identified three of those that they've trained to follow up on and mentor. These students are supporting other young women leaders in their project work.

As a direct result of the success of the Red Agenda program, Femina Hip negotiated with UNFPA to provide funding for a further shorter term but complimentary project to run in 15 schools within Dodoma city. Like the Red Agenda program, the Fema Clubs in these schools chose two girl students to step up to be leaders together with their teacher (the mentor of the Fema Club). These teachers and girls were trained on a condensed version of the training that the EAYWLMI young women leaders underwent with AkiliDada. Training focused on what the girls need to exercise leadership in addressing MHM issues in their schools. At the end of the training each school identified a project that they could design and implement in a short time frame. The participants (30 girls, with the support of 15 teachers) discussed how to advocate for MHM to be regarded as a social issue and not a challenge only female members of the community have to address. The results have been beyond expectations. The girls, with the support of their mentors, embraced the agenda, internalized the training and brought new hope to other girls in their school. They worked with others in the schools and in some instances involved school heads and parents, to create solutions ranging from washable but funky pads to emergency skirts and changing rooms. Some went all out and built incinerators and water reservoirs. This then led to an expansion to 15 new schools in Kagera region. Thirty young women received this shorter version of the leadership training and identified and implemented projects to overcome an MHM issue in their respective schools. In Kagera, an engagement orientation training for 14 boys was also conducted and a life skills and gender training was delivered to 180 teachers and 15 District Council officials.

JOAN [NAME CHANGED], STUDENT [SCHOOL NAME REDACTED]

My name is Joan, I am 18 years old. I am the only child of my parents, though they separated before I was born. In 2003, I started to live with my father and grandmother. I completed my primary education in 2014 and I was selected to join Form One in 2015. My father wanted me to get married so that he could receive 17 cows as a bride price, but he was advised by my uncle to wait as I was too young. When I was in Form Two both my grandmother and my father wanted me to get married; this time my father introduced me to a second man. They agreed on the marriage without involving me. My father was forcing me to talk to the man through his phone, but I refused with the result that he caned me heavily and would no longer speak to me.

When I was entering Form Two, my father refused to give me pocket money to buy stationary. I told my Fema Club mentor about the situation and she assisted me. My father told that man to bring me gifts, I don't know what kind of gifts because I never took them. In April 2018, he sent gifts again; I did not take them. My grandmother became angry because that man was rich. Again, I reported the case to my Fema Club mentor. My mentor took me to the Ward Education Officer (WEO), who communicated with my two uncles via phone. They said they knew nothing and that they did not support my father's decision, but they were hiding the truth.

In May 2018 as I was preparing for my mock exams, my father was in the process of receiving the bride price again. I informed my mentor and asked my uncles why they were gathering; they lied to me saying that they were holding a clan meeting. I heard my father saying he would not give me pocket money and he would not speak to me. I had worked as a farm laborer to get money to meet my needs including buying a torch for studying at night. I thank God I got division one, the highest score possible, in the Form Four national exam. Today I don't live at home, my father doesn't talk to me and he fled his home after being summoned by the Region Education Officer.

I have been reading Fema magazine, for example the issue on gender-based violence. I was inspired to make that kind of decision by girls from Mara who escaped from female genital mutilation. My attitude has changed especially after reading Fema magazine. I am now confident to defend my rights and I like defending other women's rights just like my mentor.

EMMANUEL MSEMAKWELI, FEMTA CLUB MENTOR AT GUTA SECONDARY SCHOOL

I started reading Fema magazine back in 2003, when I was a Form One student at Mweli Secondary School in Kahama, Shinyanga. It was the time I learned the usefulness of Fema magazine, especially the information concerning HIV/AIDS.

In 2013 I became a teacher at Guta Secondary School. When I joined the school, I found no Fema Club but the school was receiving Fema magazine. Based on my own schooling experience, I encouraged students to read the magazines. In 2017 I participated in Active Learning orientation training and that is when I registered a Fema Club at my school.

From Fema magazine I learnt about various club activities. As a club mentor I asked the school authority to allocate a piece of land where Fema Clubbers could grow vegetables. The school provided a small piece of land (quarter of an acre) where Fema Clubbers now grow vegetables for selling. The club generates 30,000 Tsh to 40,000 Tsh and currently the club has a savings of 45,000 Tsh. All money is saved in an M-Pesa account which is managed by the Fema Club accountant. The Fema Club uses the money for transport and buying goods when they go to help the needy.

The club has significantly helped to transform students but being part of a Fema Club has also changed my attitude as a teacher, from being fully dependent on my employer to having more independence. Instead of complaining to my employer about my financial situation, I have now taken responsibility for changing it. Through the Fema Club I have established a poultry project with 60 chickens. The project helps me to collect 3 to 4 trays of eggs every day. I normally sell each tray for 12,000 Tsh to 15,000 Tsh.

The influence of Fema magazine and Fema Clubs also reached my own family. My wife is now saving 10,000 Tsh every day from her food vending activities.

AMINA [NAME CHANGED], STUDENT [SCHOOL NAME REDACTED]

My name is Amina, and I live in Dar es Salaam. When I was in primary school, I was living with my grandmother. After completing primary school, my parents took me to live with them and my siblings at Temeke. My sister and brother didn't proceed with school and I can say they compromised their lives. Our father was blaming it all on our mother. Sometimes when they had quarrels they involved us – my father even insulted us. I was not used to seeing people argue and I didn't like it at all. I was not able to focus on my studies when they were arguing, everything just evaporated.

During exams, I was sitting empty-headed. In the last term of Form Three my mother left home, leaving me and my younger sister with my father. One brother and sister were already gone. We started to live as father wanted. I was going to school and I was not allowed to go anywhere after returning from school. Sometimes, he would leave in the morning and come back home drunk in the evening.

In school, at first, I was not interested in joining the Fema Club. However, the mentor advised me to join the club. The club teaches things like entrepreneurship and that was what attracted me most because I like business.

Before I joined the Fema Club, I was so stressed because of the family problems and I had no one to talk to and counsel me. I became short-tempered. I started having a sexual relationship with a classmate. The Fema Club mentor called us, together with my mother, and we were told to stop the relationship as we were still students. We didn't listen and she noticed, so she called me again. I told her it was because I had no one around close to me, that is why I had decided to have a partner so that I could share what I was going through and get some consolation. But the club mentor told me that that was not a positive solution, and that I should not engage in sexual relationships while schooling.

Before my mock exam, I gave up the boyfriend because I saw he was causing me problems. I got closer to the club mentor and she was advising me on how to do business. She requested permission from the head of school for me to sell snacks called 'vikokoto' at school. She was taking some of them to sell to other teachers and she was giving some to other students to sell during break time. Every Friday she was giving me all the money. My results from the Form Four mock exams were not good - I scored division four. Before national exams, we did pre-national exams and I got division two. I scored the same in the national exams. Now, I am in advanced level secondary school, but my old school still invites me back to talk about my experiences in some Fema Club events. The most significant change I got after engaging in a Fema Club is self-awareness.

KURUTHUM MAZIKU, STUDENT AT MPUNZE SECONDARY SCHOOL

I started involving myself with the Fema Club soon after joining the Femina DREAMS project. At the time I was in Form One. I have learned so many things about keeping myself safe and to improve my academic performance. I come from a very poor family, and there was a boy who was persuading me to be his partner so he could provide for my needs including paying bills for meals when I was in school. Through the Fema Club and Femina's DREAMS project, I realized how to deal with men of that type.

Then I thought of doing business and I started looking for startup capital. The first time I asked for some capital from my parents they were not able to support me. I went to my fellow students, who were not able to support me either, I then went to our club mentor. She wanted to know what I wanted the money for. I explained to her that I was going to make mandazi. She lent me 5000 Tsh. She encouraged me and offered me a space in her office for keeping the mandazi during class sessions. During break time I would go to her office to pick up the mandazi and went to sell them to students.

I was careful with time management as I made sure that my business did not affect my studies, although the business had challenges. It reached a point when I was about to give up. I went to my mentor but she advised me not to give up, and instead she asked me to improve my product. Thereafter I worked on her advice, and finally I managed to make 20,000 Tsh. After generating this money I took back 5,000 Tsh to my club mentor, to repay the capital she had lent me. Later on, when I saw that the business was challenging I decided to stop selling mandazi and buy and sell chickens instead. My plan is that when I have enough capital I will buy goats and mix them with my family goats.

I also took the remaining 8,000 Tsh to start another less challenging business of selling lollipops. In this business, I generate 2,000 Tsh of profit every day. Right now, I have 30,000 Tsh generated from selling the lollipops. The result of this business is that I have managed to avoid men who use their money to persuade girls to have sex with them. Also, I have improved my class performance from having Ds to division two in my Form Two national exam results. Also, I have confidence in myself so that I can now ask questions in the class, something which I never did before. Moreover, I can afford my school needs – I can buy exercise books and pens.

ANTONIA MATHIAS, STUDENT AT KISHIMBA SECONDARY SCHOOL

I started involving myself with the Fema Club in 2017 after joining the Femina DREAMS project. Through the Fema Club I have learned so many things including techniques to avoid temptation and to have confidence in myself. Our Fema Club mentor advised us to save from the pocket money which we get from our parents. I took the advice and saved a little money until I managed to have 5,000 Tsh. After this, I went to our tenant who owns a shop to ask him for support and collaboration to sell mandazi at his shop. He agreed and I started cooking and selling mandazi. I make sure that my business does not affect my home and school timetable.

I generate 4,000 Tsh as profit; I save 3,000 Tsh and take 1,000 Tsh for my own needs like buying menstrual pads and scholastic materials. Eventually I accumulated 50,000 Tsh through my savings and I decided to send the money to my brother who is living in Kigoma so he could buy goats for me. He bought two goats, later on I added another two. My goats have reproduced and have now increased in number. Although I am engaging in the business of raising goats, this has not stopped me in my first business of selling mandazi. Now I have a bank account at DTB bank where I save my money, instead of keeping it at home. Up to now I have 60,000 Tsh in my bank account and I now plan to grow rice and engage in agriculture. I will get capital by selling my goats and taking savings from my bank account. I will do this business when I am waiting for my Form Four exam results, because the exams will be finished in November. This is during the rainy season, when people begin planting rice. My parents know about the bank account and are very supportive.

“My name is Josephat Bruno Mwamanda (18), from Ngonga Secondary School in Mbeya. The Fema Club has encouraged me to increase my academic efforts and contest for leadership positions. I am now serving as the head prefect of my school. Moreover, the Fema Club has helped me to have my own chicken business. I have 14 chickens which helps me to meet my needs without disturbing my parents. I obtained capital through my talents, whereby I get paid when I participate in a football competition known as the Ndodo Cup. I started my business with only two chickens, and I was inspired by a person who presented her story on Fema magazine where she started her business with only 10,000 shillings.”

Successes evolving over 20 Years of Femina Hip

Youth Empowerment and Active Learning

The notion of **empowerment** is explicit in Femina Hip's work, together with the understanding that there are different pathways to empowerment. The organization's approach has been to equip young people with tools to make better life choices and to create positive change. Femina Hip also understands that changing mind sets starts with inner change and this involves fostering self-awareness and self-reflection; it requires providing life skills and an incubation in which youth can explore and flourish. Examples of this are the Fema Clubs, a type of setting and space where youth feel empowered and confident to speak up, participate, work in teams and contribute to creating a positive impact in their own as well as on the lives of their communities. When the change process is defined by the youth and the community itself and it is their own change processes, sustainable social change occurs.

Another pathway utilised by Femina Hip has been to provide **incentives** in the form of exposure through participation in Femina Hip's annual Youth Conference, recognition through certificates and Awards, other branded gadgets as well as credit. This has empowered youth and teacher/mentors to be seen as valued assets. They become role models and youth leaders within their communities. This challenges power structures as it showcases youth as well as young teacher/mentors as being proactive changemakers.

Active Learning complements these other initiatives as it supports a process of transformation, going from unawareness, towards curiosity and ultimately a desire and motivation to question and reformulate. Active Learning requires young people to have a conversation with their peers to reflect on issues and to explore their own thoughts and values; it also requires young people to think about who they are and who they want to become and create small projects which can have a tangible influence on their lives; for instance, creating opportunities for small scale income generation or getting a school praxis to change.

Through in-service teacher orientation training on Active Learning teacher mentors get to deepen their understanding about new approaches to teaching and how to function as mentors and friends to their students not primarily as dominant authority figures.

These different forms of empowerment of both the youth and their teacher/mentors, many of whom can be classed as youth themselves, are taking place within an education system and culture that is largely hierarchical and exercises punitive measures as discipline. The Tanzanian education system is still largely underfunded, bureaucratic and inefficient, teachers complain of low pay and low status and in-service training is just about non-existent.

Teacher student relationships need to be improved as emphasis is still placed on passing national exams, and learning is focused on rote memorisation of information. A better pedagogical approach would rather be to cultivate the development of critical thinking, knowledge application or problem-solving skills. Femina Hip wants to introduce teachers to more participatory methods and support them to take up mentoring, coaching and more effective facilitation. Although it may be challenging for them to make substantive changes to didactic and authoritarian teaching methodologies the idea is to show them that the Fema Club can be seen as a space in the school setting where alternative ways of teaching and support of students can be experimented with.

The Fema Club system has generated the first **self-organized** and largely self-funded teacher mentor network in Tanzania. This has become an important activity for teachers, stimulating their interest to broaden their perspective and work with more participatory teaching methods. Being part of such a larger network where they are 'seen' and acknowledged as important actors in the education sector, and motivated through a system of recognition and awards, has become an avenue for them to grow and promote their own careers within the education sectors. As Femina Hip Club mentors they become leaders, not just teachers.

Participation and Reflexivity

Femina Hip's media products work in an interactive and participatory way with young people. It is their voices that are heard and their concerns that are the entry points to the presentations of topics in the magazine and beyond. The audience feel that Femina Hip writes about their world and reality and that they are free to contribute, participate and have opinions. This form of participation helps to ensure authenticity, cultural sensitivity and makes the magazine credible and trustworthy. It is also difficult to be critical and negative to something which springs from people's own expressed stories, concerns and needs.

To go deeper, there is a reflexivity which underpins Femina Hip's work: a feedback mechanism which uses research, monitoring and testing of the media products, to ensure that the products remain relevant to the local context and are attractive to the younger audiences. Femina Hip has applied a participatory production process which involves: (i) listening and reacting to feedback via letters, Facebook, Twitter and SMS text messages and sharing these voices on the media platform; (ii) direct involvement of youth in content development, (for instance, the youth reporters, groups that help produce the photo novel) (iii) pre and post production testing and feedback collection with a youth advisory board and other groups of youth for different formats and sensitive topics.

This **participatory approach** is unique due to the cultural and socio-political landscape of Tanzania which still does little to engage young people in a meaningful way. Young people have expressed that they lack opportunity to participate in decision making – they feel excluded by the community and express that adults tend to believe that youth should not have a voice in decision making.

There are no adequate fora – both regional and national – where Tanzanian youth can receive and exchange information. Tanzania has a National Youth Policy and the government is committed to deliver the **National Youth Council**. The agenda is youth participation at different levels of national government, but the implementation process is slow, and it has yet to become operational. As a result, decision making at various levels of governance still tend not to consider the concerns nor engagement of the youth. Femina has participated in advocacy work groups to assist in operationalize the Youth Policy, but it has yet to produce results.

Through its clubs and networks, Femina Hip is thus currently the **largest, most consistent, long-term youth platform in the country** for youth voice and engagement. By allowing youth voices to shape the content, Femina Hip has also been able to move away from the authoritative 'messages' and the exclusive framing of sexual relations around the negative consequences. There still tends to be silence around sexuality and the education that young people receive in Tanzania takes the form of warnings about what is seen as misbehaviour and the negative consequences of intimate relationships. Sexuality and reproductive health education, is often embedded in life skills education, to the extent that it is taught, does not address how to deal with issues such as sexual desires, feelings, fears, anxieties or any other emotional and psychological aspect of intimate human relations.

Independence

Unlike other actors working in the education sector, Femina Hip has not, as its main objective, sought to influence government education policy or to make changes to the national curriculum. Many projects have during the past decade worked with the government to develop sexuality education and life skills curriculums for primary as well as secondary schools, but little has been systematically implemented to move the formal curricular agenda ahead. Few initiatives have enjoyed the longevity and reach that Femina Hip has had and its merit is that it complements and reinforces that which is taught in the in the classroom.

The **development of school curricula** in the context of HIV/AIDS and sexuality education has perhaps been over emphasized. These kinds of curricula need to be integrated in the syllabus and include the training of teachers as the topics are sensitive. In Tanzania the topic has been mainstreamed into curricula, but this approach tends to diffuse the focus.

In a context where various development partners and NGO initiatives have attempted to influence the formal education curriculum Femina Hip has taken a non-formal, **extra-curricular approach**, providing high-quality educational media, materials and activities that can complement and reinforce the classroom teaching and support teacher mentors, with immediate effect.

This has created a unique situation of independence for Femina Hip, working with the government in the education space from a civil society base. By focusing on an approach which is about youth engagement in proactive strategies for their own individual development, rather than directly advocating for social or legislative change, Femina Hip has managed to retain branding, editorial image and messaging control.

Teamwork and 'Femina Family' work culture

Femina Hip defines its approach as teamwork and co-creation. The organisation consists of people with different skill sets who all have key things to contribute. The Founder of the organisation, Dr. Minou Fuglesang, has been the Executive Director for the past 20 years; some of its key employees have been with the organisation since the start and embody the work and the image of the organisation. The work culture cultivates the notion of a 'Femina Family' where all look after each other. Contributions are valued and balancing the age and gender gap is important; currently, there are mostly females in the senior management team and this is seen as an asset. However, it is important that the organization continues to renew itself and brings in fresh talent at all levels. Meritocracy must rule and complacency must be avoided. To sustain a youthful feel and ensure youth continue to contribute to the core team of the organisation Femina Hip has created the 'girl and boy power' teams as described. Femina Hip has also set up a volunteer program that allows talented former Fema Clubbers to get a chance to work with the organisation. These youth are currently a huge asset to the organization as social media is become a more central part of the transformation of the media platform in an era of digitalization.

Self-organising and movement building

Self-organising, the core of movement building, has been a consistent thread in Femina Hip's work, since the formation of the first Fema Clubs in 2001, however, in the last five years it has evolved and intensified. We have seen a growth in the numbers of Fema Clubs and in levels of activity. These Fema Clubs have joined to form Fema Club Networks and these in turn have created Fema Club festivals. Moreover, mentors have self-organised to create regional, zonal and national networks. The number of new registered clubs and networks for 2018 alone shows the remarkable speed with which this self-organising is happening: 25 new clubs were registered, reaching a total of 2,356 and 18 Fema Club networks were registered, reaching a total of 56. All these activities show a great spirit of volunteerism and a high level of community engagement with the Femina Hip brand. The greatest strength is that this has all arisen in a grassroots fashion through the efforts of teacher/mentors and students, rather than being directed by Femina Hip. The approach of the current government to more systematic management at regional and district level is a positive factor in this as well as the political spirit of hard work and that all should contribute to building the nation. Furthermore, the young generation is eager to use new technology to be linked to new knowledge and resources, as well as regional, even global initiatives.

This level of **self-organising and self-financing** is impressive when taking into consideration the problematic per diem culture which has been dominant for many years in Tanzania. Huge amounts of public spending and donor funding has been allocated to per diems as a core instrument of the incentive structure, given to provide financial incentives to employees in order to increase their motivation to attend meetings or travel for work missions. Unfortunately, this means that people are increasingly motivated financially and not driven by their public spirit. Femina Hip's activity shows that this mentality may be changing, the clubbers and mentors understand that in order to promote yourself and your activity, be it Club work or trainings, you need exposure, experience and networks and this is gained simply by volunteering.

Distribution System

One of Femina Hip's successes has been its nationwide reach and this has been made possible due to the creation of a unique nationwide distribution system. With postal services not able to reach rural areas in an efficient manner in Tanzania, Femina Hip had no choice but to contribute to designing a system that could cater to its needs. This was done in the first five years of the Femina Hip initiative and was designed in partnership with a distribution company, who then later started operating as an independent entity.

A distribution manager coordinates with distribution agents in every region of Tanzania, who in turn contracts approximately 200 sub-agents to deliver Fema magazine directly to secondary schools, NGOs, and LGAs. Modes of transportation include bus, train and a postal overnight delivery service to the districts, and then motorcycle drivers are used to get the magazine boxes out to the schools in the remotest part of the country. In many rural areas, Fema magazine is the only print publication that is regularly available. In 2005, the logistical operations of the 'Femina Hip Express Distribution System' were formalised by EAML. They have since won the procurement regularly as there is no distribution system accessible in Tanzania that can challenge them. This distribution system now also caters to other entities who can piggyback on the regular distribution of Fema magazine and get their materials out to the schools that Femina Hip works with.

With the coming of digital technical solutions, like Telerivet and Survey Monkey, the systems for monitoring have improved dramatically and this has had huge positive consequences for distribution and follow-up.

Long-term Leadership and Funding

To maintain presence and trust with its audience members, Femina Hip has produced and distributed magazines and other media products consistently and regularly for the past 20 years. Every quarter a box of 50 copies of the magazine arrives at the secondary school and communication is facilitated between the Femina Hip team as well as other Fema Club members.

This has been made possible due to long-term, consistent leadership by the founder and Executive Director but also core funding from the Swedish and Danish Embassies. The Norwegians and the Swiss have also been part of this basket mechanism earlier when these embassies were funding health and HIV/AIDS prevention. HIVOS, a Dutch INGO also joined the basket funding mechanism for five years.

Because of this long-term stable leadership and funding of consecutive five-year strategic plans, Femina Hip has become a long-term factor, a 'friend' and mediator that accompanies youth from their adolescent years to their years as young adults.

Femina Hip has also been able to build on its core set of activities and deepen aspects of its work in smart, different ways through constant applications for additional **short-term project** funding. These smaller projects have expanded reach and deepened the work and contributed to the growing success of the Femina Hip brand. However, this has also been accompanied with considerable administration as it entails dealing with different systems of accountability for each donor partner. This type of short-term funding is also driven by donor priorities, which is not always in line with the core business of our organisation and doesn't allow for the retention of qualified staff.

Long-term, flexible core funding support is paramount to any organization that wants to build a platform that can showcase impact. It is important for any civil society organisations in Tanzania, but the donor landscape is changing. The focus on cost-effectiveness and accountability among Western donors, who are appealing to their tax base, has reduced the availability of such core funding. Competition is increasing and funding is often short-term and project-based, making it difficult to build something long-term and durable.

Challenges evolving over 20 Years

Monitoring and Evaluation

One of the major challenges Femina Hip has encountered through the years is around **monitoring and evaluation** (M&E) and documenting impact and behaviour change. SBCC always struggles with this problem. In the period 1999 – 2013, Femina Hip monitored reach, activities and outputs and applied the logical framework model to monitoring, as requested by most of its donors. Our guiding documents, such as the Strategic Plan (2006 – 2012) did not provide a clear picture of what changes we wanted to see among our target audience. Nor did it describe how and why change will take place as a logical consequence of the education efforts.

For an organisation that is working with complex processes of behavioural and social change, it was important that more outcome-oriented monitoring was applied, where it is possible to capture change in knowledge, attitudes and behaviour. With the development and follow up of Fema Clubs this became easier as we had direct access to our audience and have been able to develop feedback mechanisms. Femina Hip's process of M&E has therefore developed over the years and improved tools and ways to better document behaviour change have been put in place with assistance from technical experts.

In the Femina Hip strategic plan 2013 – 2019 (22) a **results-based management framework** has been used, an M&E approach which better captures outcomes and impact. With an increasing focus on results, this was also a requested by donors. Femina Hip decided to buy into larger national studies such as TAMPS where quantitative data can be collected on reach but also on changes in knowledge, attitude and behaviour. This quantitative data is complemented by qualitative research to showcase examples of behaviour and social change, reach and influence. In addition, stories of change are used, as is self-reporting from Fema Clubs using SurveyMonkey, focus group discussions, essay competitions and letter and SMS text analysis.

Through HIP Edutainment, Femina Hip has capitalized on **collaborations with several research institutions** that have followed and documented Femina Hip's activities in different ways over many years. Femina Hip was part of a five-year regional research project 'People Speaking Back' (2008-12) which documented citizen engagement and movement building. The project was a collaborative effort involving university institution and implementing organizations in East Africa. Femina Hip and the Department of Sociology, University of Dar es Salaam were local collaborators in Tanzania and the project was managed by University of Roskilde in Denmark (Professor Thomas Tufte) with funding from the Danish Research Council. Hip Edutainment has also facilitated other long-term research collaborations, including the Girl Power program. This generated evidence-based interventions, notably the Girl Power programme, and was a collaboration involving the Norwegian School of Economics (NHH) as discussed in an earlier section. The randomized control trial documented in detail the impact of sexual health and economic empowerment curricula developed by Femina Hip. Notwithstanding these advances, this is an area in which Femina Hip will work to strengthen.

Sustainability

Femina Hip has so far had a constant flow of adequate funding for its activities. A great deal of this success has been due to a consistent and well-connected leadership, and basket and core funding support from the Nordic countries. This enabled Femina Hip to seek more project-oriented funding from other donors, using these as building blocks without losing sight of the core direction.

A concern, however, is our strong dependency on Nordic donors – Sida and Danida - for core funding; these have been the major donor partners for an extensive period of time and have played an important role in the development of the Femina Hip and Hip Edutainment. We do not know if these core donors will continue this sturdy support indefinitely, especially if there is a change in their own Tanzania Country Strategies and priorities.

ORGANIZATIONAL SUCCESES AND CHALLENGES

Applying for and receiving short term project funds from other donors, often on a 'cost-share' basis can be strategic at times to augment and deepen the focus of our general programming. However, while the intention is to 'cost share' and minimize risk for the donors this can be problematic as Femina Hip was to experience this year 2019 when the Children's Investment Fund (CIFF) pulled their funding to a consortium of local youth NGOs coordinated by the Foundation for Civil Society (FCS) set up to promote Comprehensive Sexuality Education (CSE). Femina Hip experienced a sudden loss of committed funds, and the Fema TV Show production that was halfway produced with core funding could not be completed. Risks involved with cost share can be considerable. Femina Hip protested this exit and demanded to be compensated by CIFF. After negotiations a settlement was found and compensation granted. Small scale project funds also demanded a lot of time and energy on administration and reporting for Femina Hip in 2019.

Another factor is the committed presence of the founder and Executive Director of Femina Hip, Dr. Minou Fuglesang. She has ensured the vision and direction of the initiative and been a constant presence in the project. She has been instrumental in fundraising and through the parent organization Hip Edutainment, mobilized research project and funds, pro bono technical support, alliances with global and international support organizations and developed a presence in global SBCC networks soliciting technical support for the work we are conducting.

However, she is planning to transition from Executive Director to strategic advisor in one year's time, aiming for a Tanzanian leadership going forward. Dr. Fuglesang will have her base at the offices at the international parent organization, Hip Edutainment (Sweden). She will continue with fundraising, design and research activities and ensure that the organization transitions into a new set up and that a new leadership is trained and supported. This change process comes timely as the organization has had to re-register under the new NGO law, as required by the government, and a new governance structure is in the process of being set up.

Presence at the Local Level

Although Femina Hip operates nationwide and has Fema Clubs in every district of the country, the organisation has its head office in Dar es Salaam and does not have a presence at the local level. Femina Hip believes that it should not micromanage, that the face-to-face engagement should be driven by the schools, teacher mentors and the students themselves and has adopted the role of facilitator via the content in its media products and community mobilisation activities. As it requires a significant amount of additional resources for Femina Hip to adopt a more local presence, a more cost-efficient strategy is to work with partners to backstop mentors, Fema Clubs and youth networks in the field.

Moreover, there are many Fema Clubs but with varying degrees of participation and activity, and many mentors who need more support and guidance to be able to inspire and motivate. Femina Hip has sought to address this by providing an orientation tool for the mentors, accompanied by a one-day Active Learning orientation training. Furthermore, the use of communication ICT during the past years has become a huge resource and management of communication between the partners in the initiative has already improved consistently with the years. However, the effects of this additional support have yet to be monitored and/or evaluated.

Safe Spaces

In the Femina Hip 2013 – 2017 (22) strategic plan Femina Hip also promotes the concept of 'safe spaces.' This is a space where young people can feel at ease, participate, express themselves, learn from each other, engage and act; a tolerant, protected environment that supports change and respects confidentiality. Femina Hip implements activities around supporting and training the mentors of these safe spaces; however, the assumption should not be that all Fema Clubs are necessarily safe spaces. Even the most experienced mentor finds it at times difficult to tackle complex, sensitive topics while navigating power inequalities and diverging opinions. The notion of child protection has therefore been included in the active learning orientation for teachers.

Youth Target Audience

To reach out-of-school youth is a real challenge since there are no formal structures or centralised meeting points to connect with them on long term basis. Some out of school youth segments are reached through the Fema TV and Radio programs and social media platform. The Fema magazine is also carried home to youth and adults in the communities near the schools. The TAMPS study showed us that 40% of the readers of the Fema magazine are older and out of school.

Femina Hip still has several out-of-school Fema Clubs, but not like in the past where the organisation was able to engage with hundreds of thousands of out-of-school youth via the Si Mchezo! magazine distributed to CSOs across the country. Today, Femina Hip lacks a platform and face to face mobilization activities for out of school youth. Femina Hip recognizes that it is important to also connect with this disenfranchised and vulnerable population group, especially the out-of-school girls. The organization has developed proposals to support Fema Clubbers who graduate from Form Four, to set up Ruka Juu saving groups assisted by mobile money and start business but funding is yet to be committed.

Staff Capacity

Femina Hip has a strong focus on **capacity building** and the organisation has trained team members to become experts on social and behaviour change communication, SBCC, a speciality that was nearly non-existent in Tanzania when the initiative started. The organization is continuously training and mentoring Fema Clubbers, youth reporters, volunteers, interns and new staff members in good communication techniques and management of programs.

Mentorship, induction and trainings takes substantial amounts of financial and human resources for the organization. Despite these efforts, **capacity within the organisation** is an issue, both for content production, creativity and management, together with staff retention. Identifying people with the right qualities to contribute to the Femina Hip workings is always a challenge, and sometimes the talented and ambitious ones move on to new opportunities. Recruiting a new leader to work with the senior management team to take the organisation into the next phase will be a challenge as the Founder and Executive Director changes her current position to that of a technical advisor. A succession plan is under development as well.

Over the years, **training on 'sexuality value clarification'** has been constant and significant for the organization having had the most profound impact on staff. Through HIP Edutainment, the ED managed to fund raise special funds in 2019 from the Swedish Institute (SI) for Femina Hip staff to be trained, discuss and reflect on concepts, words and expressions in a changing moral and political context, of vital importance for our 'sexuality education and life skills' work going forward. The collaboration proves that HIP Edutainment has certain comparative advantages being located in Sweden, to access certain types of funds and can raise substantial funds for Femina Hip.

During the year **Femina Hip had regular board meetings** and received good support in setting frameworks for and endorsing a series of policies for the organization and assistance in thinking around the civil society reregistration process. What this will entail for Femina Hip and its parent organization Hip Edutainment (Sweden) is still not clear in terms of governance. The board is also involved in the discussion on restructuring senior management and leadership of the organization as well as succession planning for the ED. At the same time the **advisory board** of Hip Edutainment, our parent organization, visited Tanzania and overall offered a lot of technical assistance and fund raising during the year.

Strategic planning for the next five-year phase 2021-2025 was also initiated involving all staff initially. The ED recruited a management consultant, Kate McAlpine, to facilitate this process. The strategic process also involved useful training to deepen the understanding of key concepts such as **'transformative life skills'**. For this Femina was given support by Hip Edutainment advisor Caroline Stiernstedt Sahlborn, director of Ekskåret Foundation. The aim with the workshop was to deepen our understanding of our Femina's life skills agenda and how mindset change can better be facilitated in our audiences. This is key for the new strategy and the programs of the organization going forward.

CONCLUSION

"My name is Sifa Sizya from Chang'ombe secondary school in Dar es Salaam. Femina Hip and Fema magazine have helped to build my confidence in standing and talking in front of an audience. For example, when I was invited by the Tanga Fema Club mentors' network, I was able to confidently speak before the Hon Minister Ummu Mwalimu and the audience. Additionally Fema magazine has helped me to be a good mentor to girls. This is because I have managed to influence my school to have a water tank and sanitary pads available for girls. Also Femina Hip has influenced my family by building a positive relationship between myself and my husband; he is now very proud and supportive of Fema activities compared to before."

Femina Hip was born out of an emergent need to address the HIV/AIDS epidemic and contribute to a reduction in HIV and STDS as well as unwanted pregnancies. The organization's main goal was prevention education, creating open dialogues around taboo subjects, providing fact-based communication channels and reaching out to both in and out-of-school youths.

During the first decade, (1999 – 2009), Femina Hip worked constructively to create reinforcing and complementary spin-offs, using different media to communicate in different ways, with a multiplying effect. Femina Hip was one of the first organisations in Tanzania to use 'edutainment' and storytelling as its main approach. The Fema magazine has remained the flagship product, however important work has been conducted on all communication platforms, ranging from TV Talk Shows, radio to interactive websites and social media. The organisation also started developing its outreach work, with activity clubs in school, community events, support and guidance to teachers.

During this period Femina Hip transitioned from a small, pilot project to a sustainable, dynamic, long-term institution with a solid organizational base. This involved a series of organisational and management changes, a name change and a focus on making Femina Hip a lifestyle brand for a generation of young Tanzanians and a fully-fledged healthy lifestyle movement working with a range of issues.

During the second decade (2009 – 2019) the organisation expanded its SRHR focus with attention to HIV/AIDS and opened new areas of content with media products that communicated information about economic empowerment, entrepreneurship, environmental conservation as well as citizen engagement. This was in order to address the broad spectrum of challenges the expanding youth population have in finding jobs and generating income. Femina Hip's participatory approach deepened as the dialogue with the Fema Club system became more systematic, and the organization implements an Active Learning approach, with focus on life skills and support of mentors and uses a results-based management system for assessing impact.

Femina Hip's success can be attributed to its empowerment agenda and its ability to support and encourage the participation of young people in a meaningful way. The fact that the organisation has been able to support the government agenda, whilst remaining independent and free of censorship is another important factor, together with its ability to stimulate a sense of solidarity and a feeling of inclusion and ownership which has led to nation-wide self-organising movement. The establishment of a distribution system which reached every district in the country and flexible long-term funding have enabled Femina Hip to have a 20-year, nation-wide presence. The organization has established itself as a valuable addition to the youth development sector in Tanzania, with a nation-wide reach and content that has captured the attention of millions of Tanzanians.

For the third decade (2019 – 2029) new changes await. The new strategic plan will need to resonate with the current set of challenges: an unprecedented population increase; a shrinking space in which to communicate openly about sexuality and family planning; the looming unemployment of youth; and the imminent issues around climate change and further digitalization of communication. It will also need to focus on new governance modalities and a leadership transition as the Founder and Executive Director steps down to take on more of a technical support function.

All organisations have the space to grow and improve and Femina Hip has shown a great capacity to adapt, change and remain flexible, and be able to intuitively understand what the Tanzanian population most needed and desired over the course of twenty years.

Let's hope that this ability and sensitivity continues.

DONOR ACKNOWLEDGEMENT



Femina Hip would like to acknowledge the generous core support we have continued to receive during the year 2019 from the Swedish and Danish governments through their local Tanzania embassies.

Other project-based donors that we received funds from this year were: UNICEF, UNFPA, the Global Fund for Women, Irish Aid, BEST-Dialogue and CIFF.



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**Independent Auditor's Report
To the Members of Femina Hip Ltd**

**Report on the Audit of the Financial Statements
For the financial year ended 31 December 2019**

Opinion

We have audited the financial statements of Femina Hip Ltd, which comprise the statement of financial position as at 31 December 2019, the statement of income and expenditure, statement of cash flows, statement of changes in accumulated funds 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 gives a true and fair view of the financial position of the entity as of 31 December 2019, and of its financial performance and its cash flows for the year then ended in accordance with International Financial Reporting Standards.

Basis for Opinion

We conducted our audit in accordance with International Standards on Auditing (ISAs). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the entity in accordance with the International Ethics Standards Board for Accountants' Code of Ethics for Professional Accountants (IESBA Code) together with the 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 and the IESBA Code. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. The basis for our opinion is detailed on the following paragraph.

Key Audit Matters

Key audit matters are those matters that, in our professional judgment, were of most significance in our audit of the financial statements of the current period. These matters were addressed in the context of our audit of the financial statements as a whole, and in forming our opinion thereon, and we do not provide a separate opinion on these matters.

There were no key audit matters to report during the year ended 31 December 2019.

FEMINA HIP LIMITED

**Independent Auditor's Report
To the Members of Femina Hip Ltd (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.

Report on Other Legal and Regulatory Requirements

In our opinion, the accounting and other records required by the Non-Governmental Organisation Act, 2002 to be kept by the Entity have been properly kept in accordance with the provisions of the NGO Act.

Note: Femina Hip Ltd is yet to obtain full registration with Non-Government Organization. The Organization obtained a certificate of compliance under section 11 of the Non-Government organizations Act.

The engagement partner on the audit resulting in this independent auditor's report is Straton Makundi.


Auditax International
Certified Public Accountants
Dar es Salaam, Tanzania



Signed by: Straton Makundi (CPA-PP)
Registration No. ACPA 1747

Date 03 April 2020

FEMINA HIP LIMITED

**STATEMENT OF INCOME AND EXPENDITURE
FOR THE YEAR ENDED 31 DECEMBER 2019**


	Note	2019 TZS	2018 TZS
Income			
Revenue grants released to income	5	5,340,820,984	4,916,858,410
Capital grants amortized during the year	13	20,903,693	59,591,513
Other income	6	<u>54,692,351</u>	<u>149,534,118</u>
Total income		<u>5,416,417,028</u>	<u>5,125,984,041</u>
Expenditure			
Direct expenses	7	3,891,389,513	3,691,932,503
Administrative expenses	8	<u>1,543,001,576</u>	<u>1,434,051,538</u>
Total expenditure		<u>5,434,391,089</u>	<u>5,125,984,041</u>
Deficit for the year	21	<u>(17,974,061)</u>	<u>-</u>

**FEMINA HIP LIMITED
FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019**

STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2019

	Note	2019 TZS	2018 TZS
Assets			
Non-current assets			
Furniture and equipment	9	215,312,237	47,560,348
Intangible assets	10	-	-
Lease assets	20	<u>281,271,975</u>	<u>-</u>
		496,584,212	47,560,348
Current assets			
Trade and other receivables	11	172,151,866	64,229,918
Cash and cash equivalents	12	<u>360,178,042</u>	<u>741,293,543</u>
		<u>532,329,908</u>	<u>805,523,461</u>
Total assets		<u><u>1,028,914,120</u></u>	<u><u>853,083,809</u></u>
Accumulated funds and liabilities			
Accumulated fund			
Deficit for the year		<u>(17,974,061)</u>	<u>-</u>
		(17,974,061)	-
Liabilities			
Non-current liabilities			
Capital grants	13	215,312,236	47,560,348
Lease liabilities	20	<u>139,834,596</u>	<u>-</u>
		355,146,832	47,560,348
Current liabilities			
Deferred grants	5	394,563,008	668,590,756
Trade and other payables	14	137,766,901	136,932,705
Lease liabilities	20	<u>159,411,440</u>	<u>-</u>
		<u>691,741,349</u>	<u>805,523,461</u>
Total accumulated funds and liabilities		<u><u>1,028,914,120</u></u>	<u><u>853,083,809</u></u>

The Financial Statements on pages 16 to 35 were approved by the board of directors and authorized for issue on 03 APRIL, 2020 and were signed on its behalf by:


Ms. Sauda Simba
Chairperson


Dr. Minou Fuglesang
Executive Director

**FEMINA HIP LIMITED
FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019**

**STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 DECEMBER 2019**

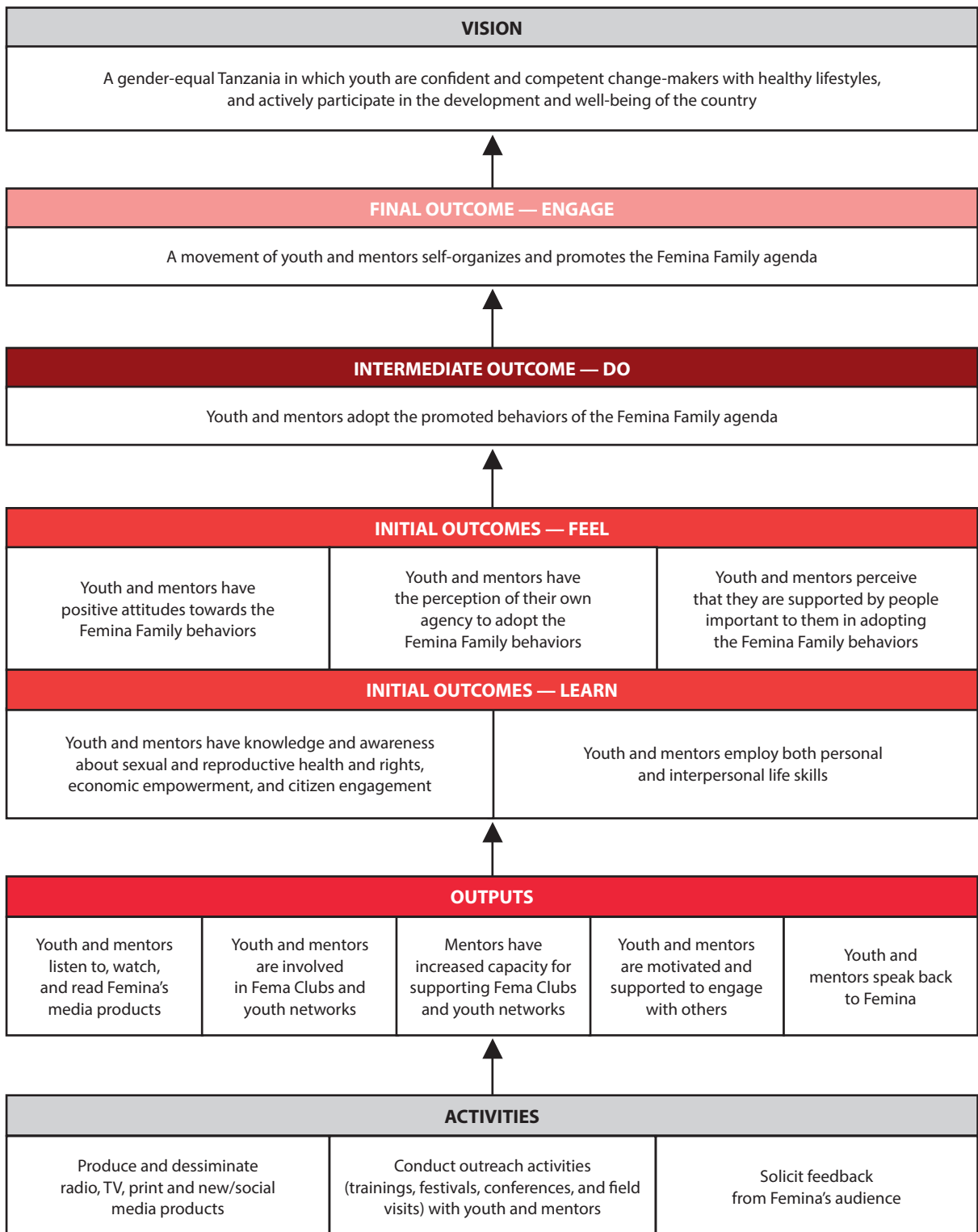
	Note	2019 TZS	2018 TZS
Cash flows from operating activities			
Deficit for the year		(17,974,061)	-
<i>Adjust for: Non-cash items</i>			
Revenue grants released to income		(4,953,272,291)	(4,916,858,410)
Loss on disposal of assets		-	3,524,921
Capital grants released to income		(20,903,693)	(59,591,515)
Depreciation and amortization		161,539,680	56,066,592
Interest expense		17,974,061	-
<i>Changes in working capital:</i>			
Decrease/(increase) in trade and other receivables		(107,921,948)	161,190,923
Increase/(decrease) in trade and other payables		<u>(113,782,113)</u>	<u>41,330,850</u>
Net cash used in operating activities		(5,034,340,365)	(4,714,336,639)
Cash flows from investing activities			
Purchase of furniture and equipment	9	(188,655,581)	(14,187,799)
Right of use assets – Lease assets	20	<u>(300,047,427)</u>	-
Net cash used in investing activities		(488,703,008)	(14,187,799)
Cash flows from financing activities			
Revenue grants received		4,953,272,291	4,906,593,544
Capital grant received		<u>188,655,581</u>	<u>14,187,799</u>
Net cash generated from financing activities		5,141,927,872	4,920,781,343
Net increase/(decrease) in cash and cash equivalents		(381,115,501)	192,256,905
Cash and cash equivalents at the start of the year	12	<u>741,293,543</u>	<u>549,036,638</u>
Cash and cash equivalents at the end of the year		<u><u>360,178,042</u></u>	<u><u>741,293,543</u></u>

**FEMINA HIP LIMITED
FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2019**

**STATEMENT OF CHANGES IN ACCUMULATED FUNDS
FOR THE YEAR ENDED 31 DECEMBER 2019**

	2019	2018
	TZS	TZS
As at 1 January	-	-
Deficit for the year	(17,974,061)	-
As at 31 December	(17,974,061)	-

ANNEX 1



ANNEX 2

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

ANNEX 2

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>