

ANNUAL REPORT

20 21

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“

The Fema magazine
reached a total of
7,579,267
audience members

”



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Reflections on 2021 from our Executive Director



2021 was another year of transition for Femina Hip with the appointment of the first Tanzanian Executive Director and Deputy Director, both recruited internally, together with implementing a new five-year strategic plan and a challenging year financially.

The Strategic Plan 2021-2025, which was developed during 2019 and 2020, seeks to deepen the engagement with youth in and out of schools; moving from behaviour change at a personal level to youth-

led community action in creating tangible opportunities for their voices to be heard and their presence to be felt in decision making at all levels of society. Going forward, parents, teachers, heads of schools, local government authorities and others who hold the key to enabling meaningful youth participation, will be more intentionally engaged in the work that we do. The last strategic phase focused on empowering youth and preparing them to take action, now the community needs to embrace them and give them the opportunity to do so.

Our Femina family values were put to the test with continued COVID-19 challenges and difficulties in meeting directly with our audience, the Fema Clubbers. The spirit of volunteerism and giving back to their various communities, a key value, was seen through different activities organised and carried out by the Fema Clubbers. The Fema magazine reached a total of 7,579,267 audience members.

All our efforts would not be possible without strong partnerships with our donors and other organisations that are like-minded and focusing on building a strong generation of youth that will take us forward...

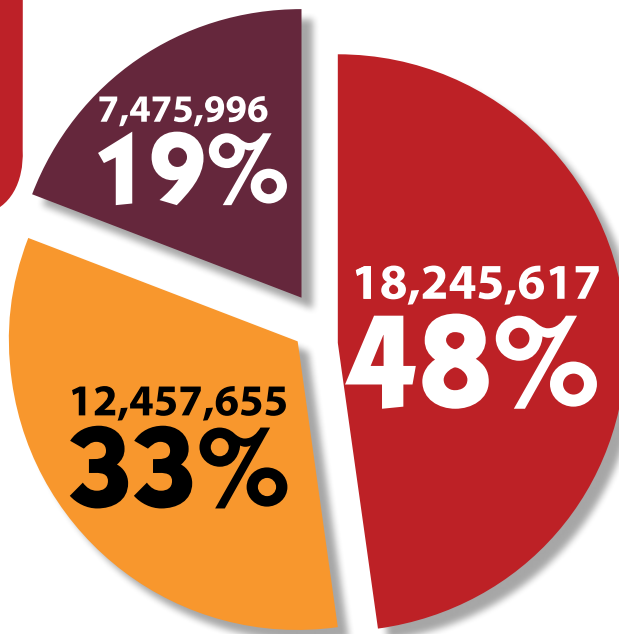
In 2020, we marked 21 years of partnership with the Swedish Embassy. Our heartfelt thanks go to the people of Sweden for their many years of support. Our journey together began in 1999 when the Swedish International Development Cooperation Agency supported Femina Hip to start up its work of providing youth with credible and reliable information during the HIV/AIDS pandemic. Through continued partnership with the Swedish Embassy, Femina Hip has grown to become the largest and most trusted Tanzanian organisation that provides youth with much needed entertainment education (edutainment) information on sexual, reproductive health and rights, which goes hand in hand with economic empowerment, citizen engagement and life skills education.

A 6-year agreement with the Embassy of Denmark ended in 2021. In August of the same year, the Embassy announced the closure of its Tanzania consulate in 2024. We take this opportunity to thank the people of Denmark for its support to the youth of Tanzania. As part of their plan to exit responsibly, Femina Hip was given an opportunity to present its financial needs over the next one- or two-year period for bridge funding. A response is expected in early 2022.

As we look back at the last 5 strategic years, we reflect on what we have been able to achieve together and what the direct contribution of donor funds to the cumulative reach of Fema magazine was between 2016-2021 (this excludes 2020 when reach was not measured). This is represented in the pie chart below:

Ruth Mlay
Executive Director

Direct Donor Contribution

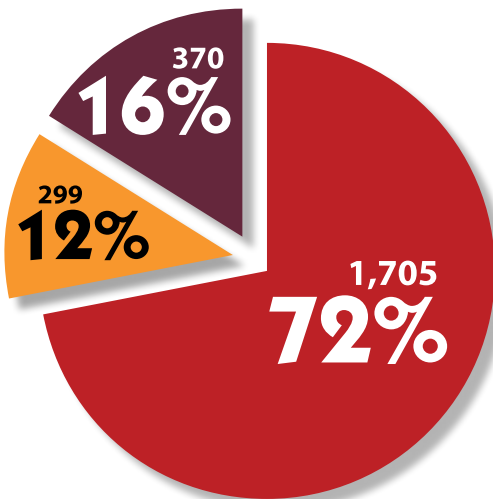


■ Denmark ■ Sweden ■ Others

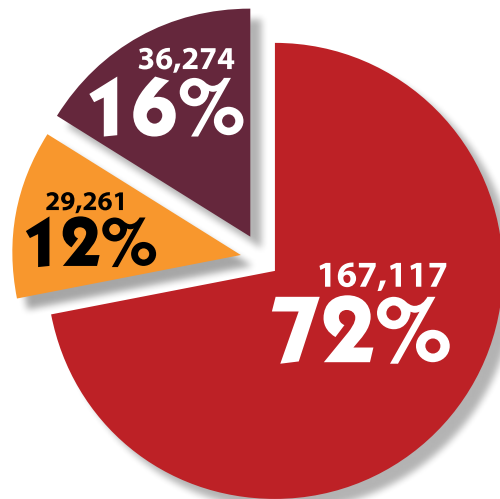
Also analysed was the donor contribution to both the number of Fema Clubs and number of Fema Club members for 2021:

Direct Donor Contribution to Number of Fema Clubs 2021

Direct Donor Contribution to Number of Fema Club Members 2021



■ Denmark ■ Sweden ■ Others



■ Denmark ■ Sweden ■ Others

List of Acronyms



AGM	Annual General Meeting	MEL	Monitoring, Evaluation and Learning
AIDS	Acquired Immune Deficiency Syndrome	MPs	Members of Parliament
BRELA	Business Registration and Licensing Agency	MoCDGWSG	Ministry of Community Development, Gender, Women, and Special Groups
CE	Citizen Engagement	NGO	Non-Governmental Organisation
COVID-19	Coronavirus Disease	PEPFAR	U.S. President's Emergency Plan for AIDS Relief
CRDB Bank	Centenary Rural Development Bank	PMO	Prime Minister's Office
CSE	Comprehensive Sex Education	PO-RALG	President's Office – Regional and Local Government (TAMISEMI)
CSO	Civil Society Organisation	SBCC	Social and Behaviour Change Communication
DREAMS-IC	Determined, Resilient, Empowered, AIDS-free, Mentored, and Safe – Innovation Challenge	SDG	Sustainable Development Goals
EE	Economic Empowerment	SMS	Short Message Service
ESRF	Economic and Social Research Foundation	SRHR	Sexual and Reproductive Health and Rights
FDC	Folk Development College	TACAIDS	Tanzania Commission for AIDS
FGM	Female Genital Mutilation	TEN/MET	Tanzania Education Network/Mtandao wa Elimu Tanzania
GBV	Gender-Based Violence	ToT	Training of Trainers
HIV	Human Immunodeficiency Virus	UN	United Nations
HOS	Heads of Schools	UNFPA	United Nations Population Fund
ICT	Information and Communications Technology	UNICEF	United Nations Children's Fund
IDGC	International Day of the Girl Child		
LGA	Local Government Authority		
MAELEZO	Ministry of Information, Communication and Information Technology		

2. ORGANISATION PURPOSE

Femina Hip has a more than twenty-year track record of creating positive change with young people in Tanzania through social and behaviour change communication (SBCC).

OUR VISION

IS A GENDER EQUAL WORLD WHERE YOUNG WOMEN AND MEN GROW, FULFIL THEIR POTENTIAL AND EFFECT POSITIVE CHANGE IN SOCIETY.

OUR MISSION

IS TO SEE YOUNG PEOPLES' NEEDS FOR SURVIVAL, SAFETY, LOVE, BELONGING AND RESPECT FROM OTHERS MET.





Femina Hip

Support young Women
and Men between

13 - 30yrs

To bring positive change
in their lives and community

We support young women and men between 13-30 years (target audience) who are in and out of school to grow, fulfil their potential and to effect positive change in their lives and communities.

We do this through:

- › our Fema edutainment vehicles (print magazine, radio, social media and other digital platforms)
- › edutainment methodology that enables young peoples' voices, questions, feedback, stories and experiences to be heard
- › our reading, discussion and activity clubs (Fema Clubs)
- › our training packages, which build the capacity of both teacher/mentors and young people
- › SMS and social media that enable young people nationwide to comment and ask questions that are answered across our communication vehicles
- › a Femina Hip youth conference and incentivised awards scheme for performance and participation
- › voluntary, self-organised networks of Fema Clubs at the regional, zonal and national levels
- › the 'Femina Family' education movement, which enables young people to feel they are part of something that is bigger than themselves

Since 1999, Femina Hip has built a trusted and widely recognised brand and a countrywide structure for youth engagement.

We influence teacher/mentors, heads of schools, parents, community leaders and local government officials who are our boundary partners (secondary audience) to treat young people with empathy and compassion, hear their voices, make decisions in their best interests and to endorse Femina Hip's work.

Everything in young people's lives is connected – from self-confidence to economic participation, from self-worth to health. It is our job to help them make sense of their world and to be a trusted companion as they navigate their journeys into adulthood. We carefully balance the need to be holistic with providing engaging information that focus on key issues that have the highest potential impact on their future. Therefore,

our core agendas are:

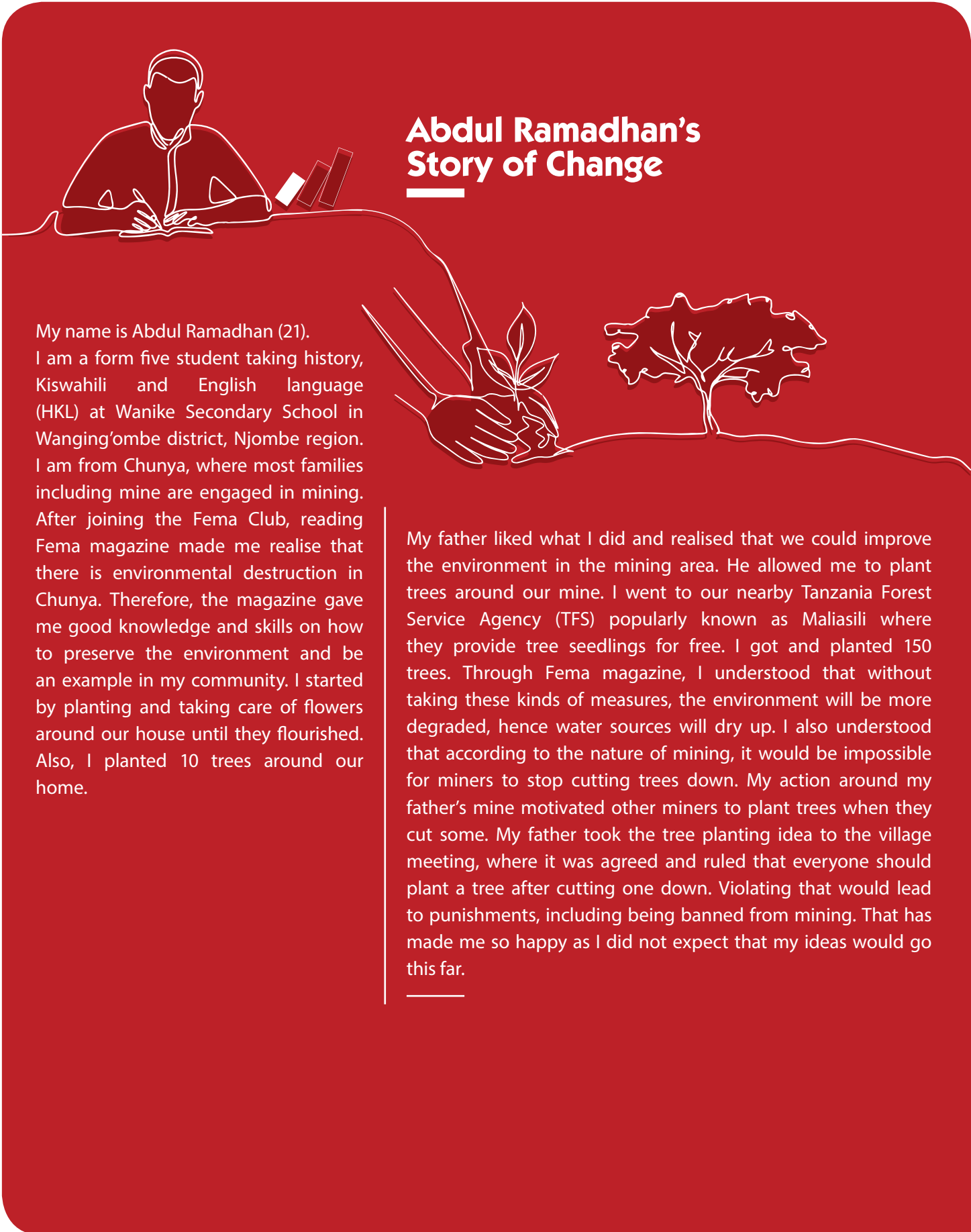
- › Sexual and reproductive health and rights (srhr - protect your life – cheza salama)
- › Economic empowerment (build your life – ruka juu)
- › Citizen engagement (engage your life – sema tenda)
- › Digitalisation (connect your life – sema na fema)

Cross cutting themes are life skills, gender equality, gender-based violence, child safeguarding and protection, safe spaces and schools, wellness and volunteerism. A human rights-based approach is an integral part of all Femina Hip's transformative work.

2.1. Achieving the Global Goals

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





Abdul Ramadhan's Story of Change

My name is Abdul Ramadhan (21).

I am a form five student taking history, Kiswahili and English language (HKL) at Wanike Secondary School in Wanging'ombe district, Njombe region. I am from Chunya, where most families including mine are engaged in mining. After joining the Fema Club, reading Fema magazine made me realise that there is environmental destruction in Chunya. Therefore, the magazine gave me good knowledge and skills on how to preserve the environment and be an example in my community. I started by planting and taking care of flowers around our house until they flourished. Also, I planted 10 trees around our home.

My father liked what I did and realised that we could improve the environment in the mining area. He allowed me to plant trees around our mine. I went to our nearby Tanzania Forest Service Agency (TFS) popularly known as Maliasili where they provide tree seedlings for free. I got and planted 150 trees. Through Fema magazine, I understood that without taking these kinds of measures, the environment will be more degraded, hence water sources will dry up. I also understood that according to the nature of mining, it would be impossible for miners to stop cutting trees down. My action around my father's mine motivated other miners to plant trees when they cut some. My father took the tree planting idea to the village meeting, where it was agreed and ruled that everyone should plant a tree after cutting one down. Violating that would lead to punishments, including being banned from mining. That has made me so happy as I did not expect that my ideas would go this far.

3. FEMINA HIP'S IMPACT IN 2021.

What follows is a description of the reach and impact of Femina Hip's interventions in 2021 through edutainment media products.



3.1. Reach.

Femina Hip employed the research company Ipsos to conduct an Omnibus survey to measure social and behaviour change communication by establishing changes in knowledge, attitude, self-efficacy and behaviour as a result of interaction with Fema magazine. The Omnibus survey adopted a quantitative research design in its approach. Data were collected among a sample of the general population aged 13 years and above using a face-to-face household interviewing technique. Participants were required to state which issues of Fema magazine from the past five years that they had read in 2021. Questions for the Omnibus survey were developed in reference to Femina Hip’s Results Framework, collecting data on initial outcomes (Knowledge, Lifeskills, Attitudes, and Self-efficacy) and the intermediate outcome (Behaviour Change).

This breaks down to an audience of 6,455,785 between 13-30 years of age, which is Femina Hip’s primary target audience. Fema magazine also reached 1,123,482 people over 31 years of age, which demonstrates how it extends into the community. This audience is made up of parents, teachers, LGA officials, older siblings of students, and other members of the community. These boundary partners are a secondary audience for Femina Hip, and a key target in Femina Hip’s 2021-2025 strategic plan. They can then create an enabling environment for young people.

The following charts provide breakdowns of the audience demographics for Fema magazine.

*The survey found that in 2021, Fema magazine had a total reach of **7,579,267***

Primary Target
audience of **6,455,785**



age **13 - 30yrs**

Secondary Target
audience of **1,123,482**



over **31yrs**

Chart 1:

Demographics of Fema magazine readership by sex

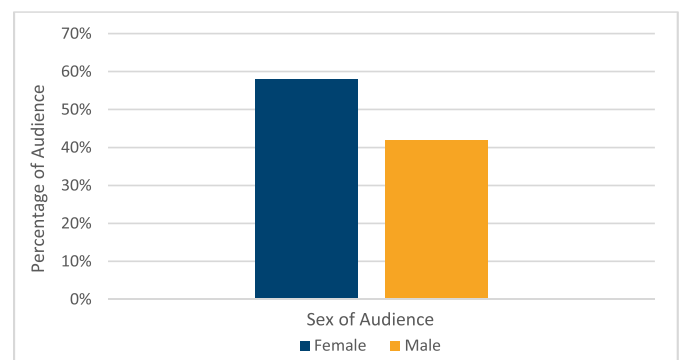
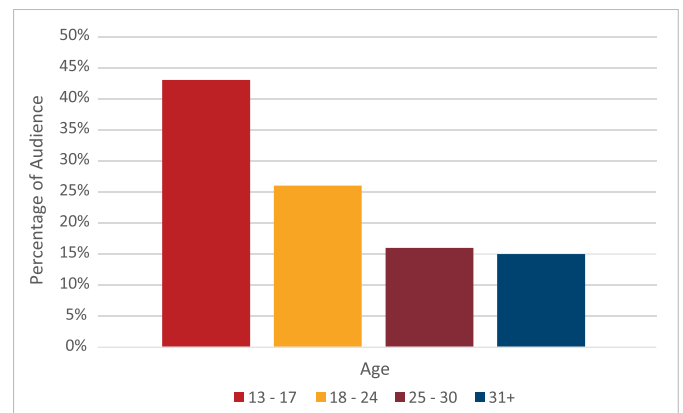


Chart 2:

Demographics of Fema magazine readership by age



**31+ includes parents, teachers, LGA officials, older siblings of students, and other members of the community. These boundary partners are a secondary audience for Femina Hip. These results show that Fema magazine goes beyond the school gate and into the community.*

Chart 3:

Demographics of Fema magazine readership by location

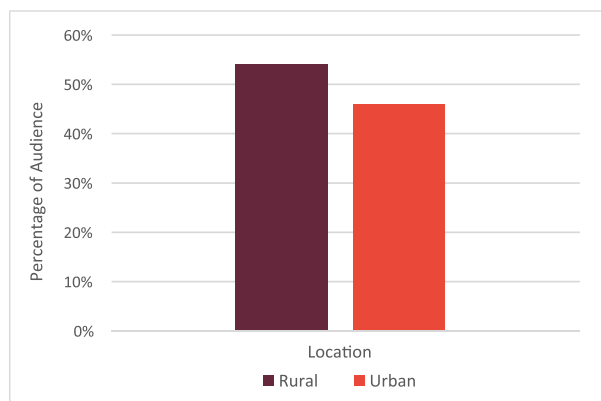
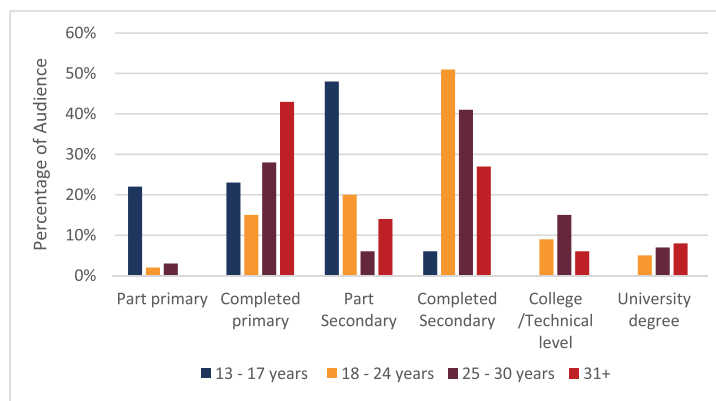


Chart 5:

Education level of Fema magazine readers by age

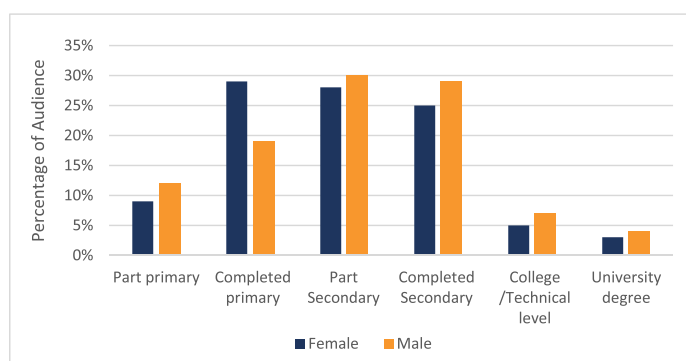


Charts 4 and 5 below presents the highest education level attained by the Fema magazine audience. The results show that 29% of the Fema audience surveyed were still in secondary school followed by those who attained secondary (27%) and primary (25%) school education. By sex, the result indicates more females attained primary education compared to their male counterparts who were in secondary school. When the assessment was made across age groups, the result indicates close to half (48%) of the Fema magazine audience surveyed who fell between 13 to 17 years of age were still in secondary school while those aged 18 years attained either secondary or primary certificates.

With regard to the most popular issues of Fema magazine, the results show that issues 46 (gender-based violence – SRHR), 49 (keeping girls in school – SRHR/EE/CE) both from 2018 and 53 (food and nutrition – EE) from 2019 were the most read by Fema audiences in 2021, followed by 42 (waste management and recycling – EE), and 43 (menstrual hygiene management – SRHR), both from 2017. Issue 46 (gender-based violence) from 2018 was the most popular issue by far. Assessment by sex shows issues 43 (menstrual hygiene management – SRHR), 46 (gender-based violence), 49 (keeping girls in school – SRHR/EE/CE), 58 (body concerns and curiosities – SRHR), and 61 (topics affecting sexual and reproductive health and rights – SRHR) were particularly read by the female population surveyed while their male counterparts particularly read issues 45 (sport and dance – CE), 53 (food and nutrition – EE), 57 (economic empowerment – EE), and 59 (local customs and traditions – EE).

Chart 4:

Education level of Fema magazine readers by sex



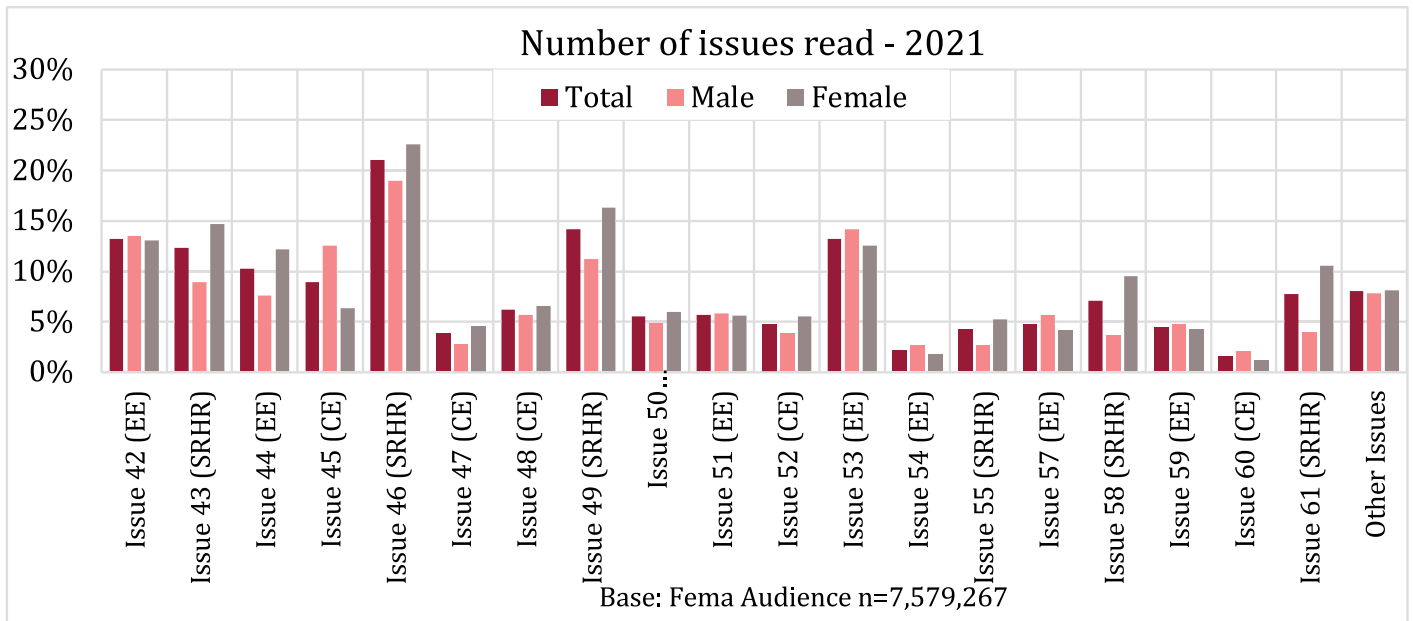
The most popular issues read in 2021 date back to between 2017 to 2019. This shows that Fema magazine has a shelf life far beyond the distribution of individual issues.

Among the issues of Fema magazine read in 2021, issue 60 (life skills - CE) had the lowest readership (2%). This issue was circulated online only, which was one of the recommendations from the Swedish Embassy's end of term evaluation in early 2020. Most of Femina Hip's audience does not own digital equipment like phones or computers, although this is changing slowly, so this would account for the very low readership.

Also, the Tanzanian education policy does not allow students to have phones whilst they are at school. However, boosting readership for out of school groups will become a focus for the organisation through partnerships with organisations that host online content for youth.

Chart 6:

Issues of Fema magazine read by sex

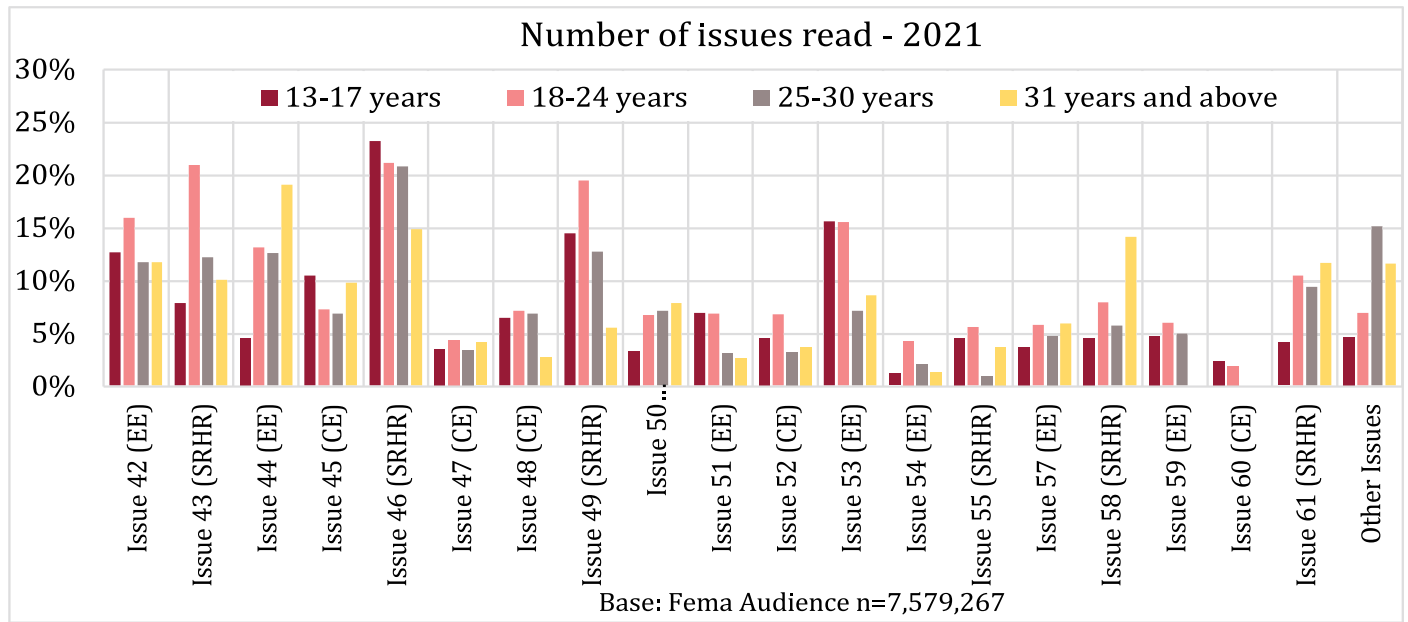


Analysis by age indicates that issues 46, 49, and 53 were the top three issues read by youth aged 13 to 17 years. Youth aged 18 to 24 years mostly read issues 42, 43, 46, 49, 53, and 61 while older youth aged 25 years and above mostly read issues 44, 46, 58, 61, and other issues of Fema magazine. Further, the result shows that issue 60 was read by youth aged 13 to 24 years.



Chart 7:

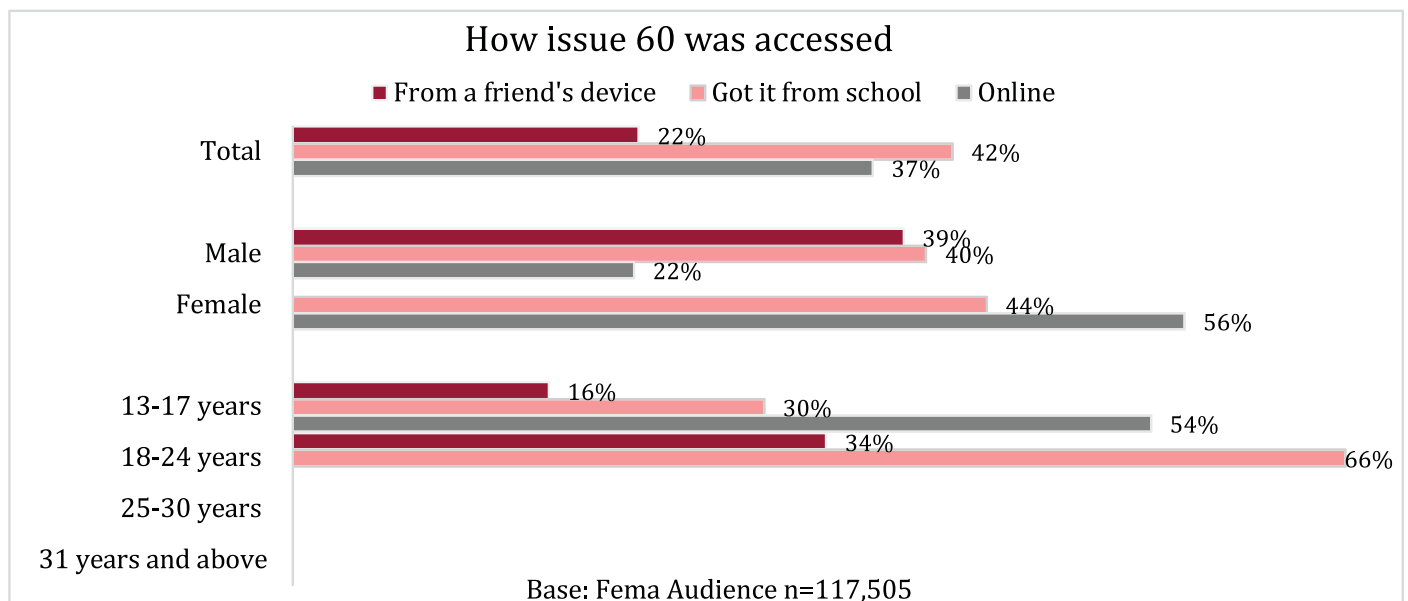
Issues of Fema magazine read by age group



In an effort to determine how issue 60 (which was only produced in an online version) was accessed, the result shows a high percentage (42%) accessed it from school followed by online (37%) and a friend's device (22%). Across groups, the result indicates more females (57%) and those aged 13 to 17 years read issue 60 online compared to their counterparts who mainly accessed it from school. See Chart 8 below.

Chart 8:

Ways that issue 60 (online version only) was accessed by those who read it



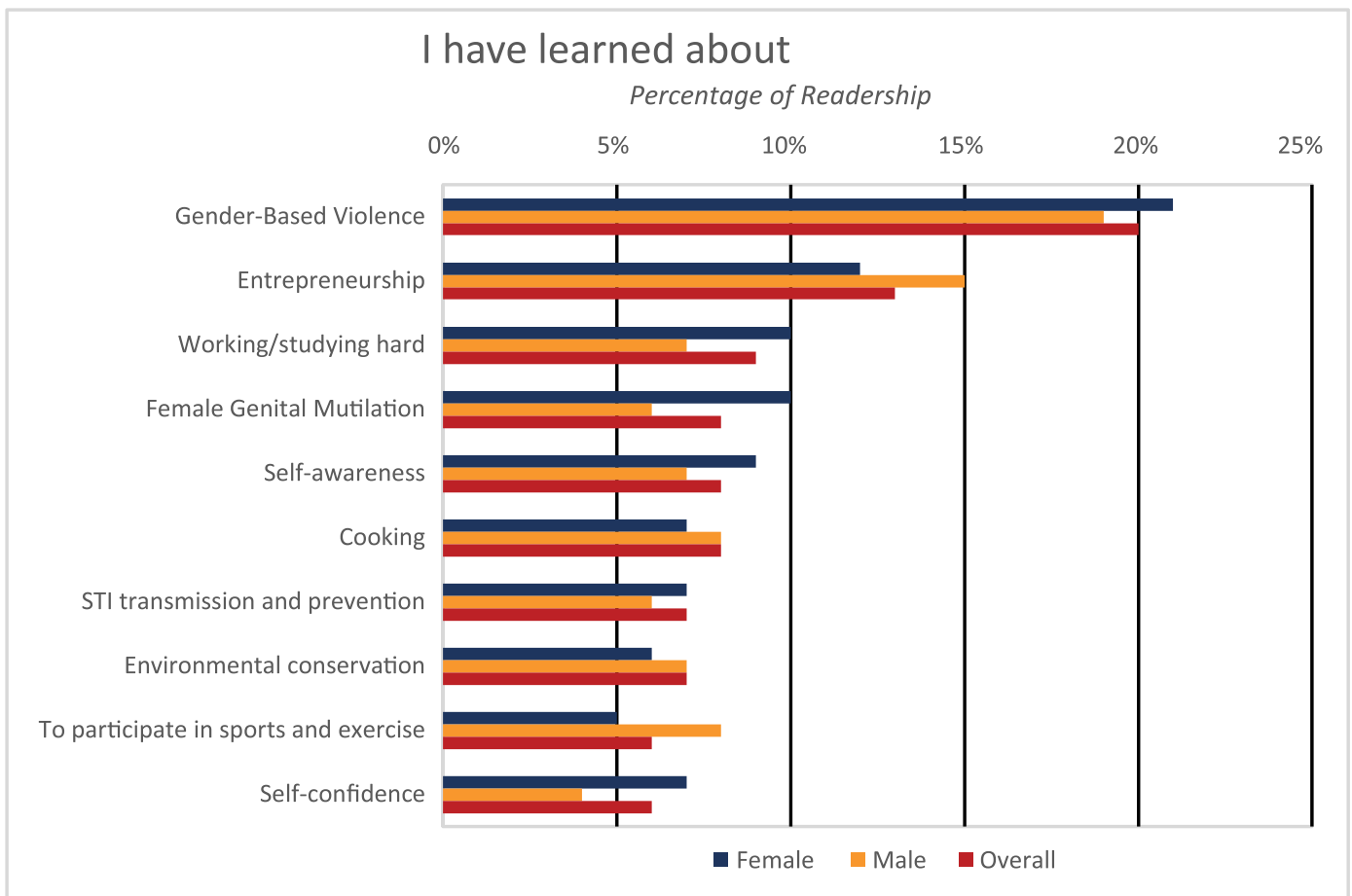
Fema magazine outcome level results

Femina Hip employs a social and behaviour change (SBCC) approach to its work. SBCC is defined by the centre for SBCC as a process of interactively communicating with individuals, institutions, communities and societies as part of an overall programme of information dissemination, motivation, problem solving and planning. Fema magazine’s long shelf life allows individuals to go through the process of behaviour change slowly as they can refer

to the materials multiple times. As shown in chart 12, the gender-based violence issue of Fema magazine influenced the highest level of behaviour change 4 years after the issue was published and distributed. The following tables summarise 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 behaviour.

Chart 9:

Top 10 knowledge and life skills gained from Fema magazine



Below are quotes to substantiate the findings:

I have learnt that we should love our traditions but oppose abusive practises and that we should avoid gender-based violence

FEMALE YOUTH IN DAR ES SALAAM

I learned that any opportunity that provides an income should be considered a job. I have gained education on working hard as a youth

MALE YOUTH IN MARA

Reading this magazine has taught me that girls who get pregnant in school, can engage themselves in business to support themselves in life

FEMALE YOUTH IN MARA

I have learnt to be confident, to stand and fight for what is right

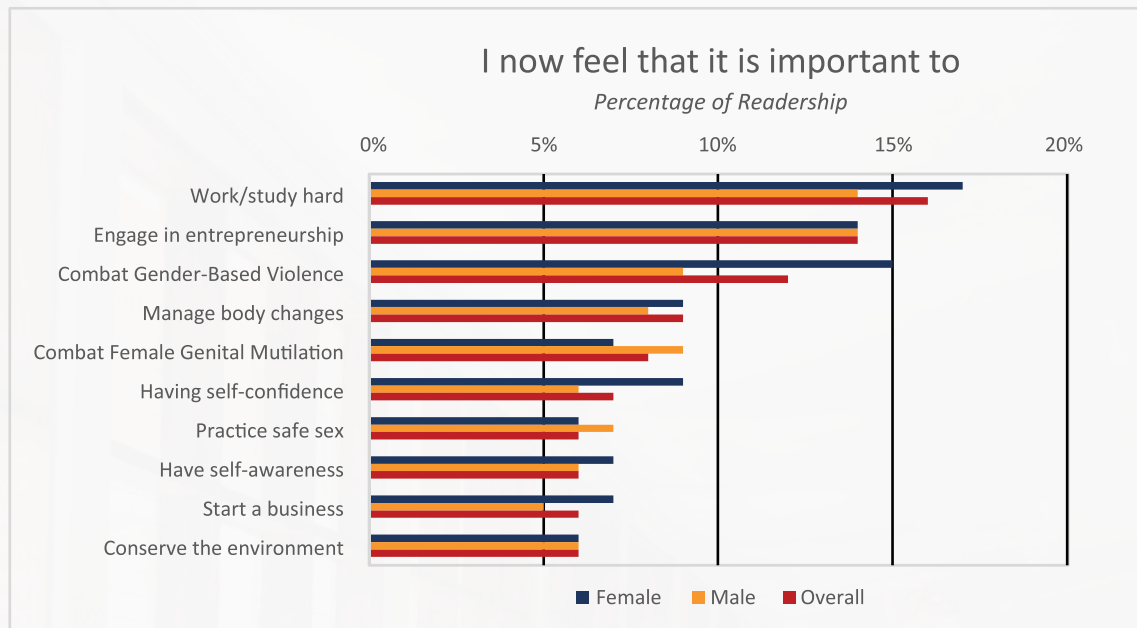
FEMALE YOUTH IN DAR ES SALAAM

I have learned about protecting myself from HIV and not stigmatising the victims of AIDS

MALE YOUTH IN MTWARA

Chart 10:

Top 10 changes in attitude from reading Fema magazine



The quotes below validate attitude changes among the Fema audience:

I think things like studying hard and educating my peers about studying hard, encouraging my peers, especially girls to study hard are important

FEMALE YOUTH IN MWANZA

I think it is the responsibility of every individual to combat GBV. Violence against children and women should be reduced or completely eradicated

MALE YOUTH IN DODOMA

I feel like I could gain an income from engaging in gardening and sell vegetables

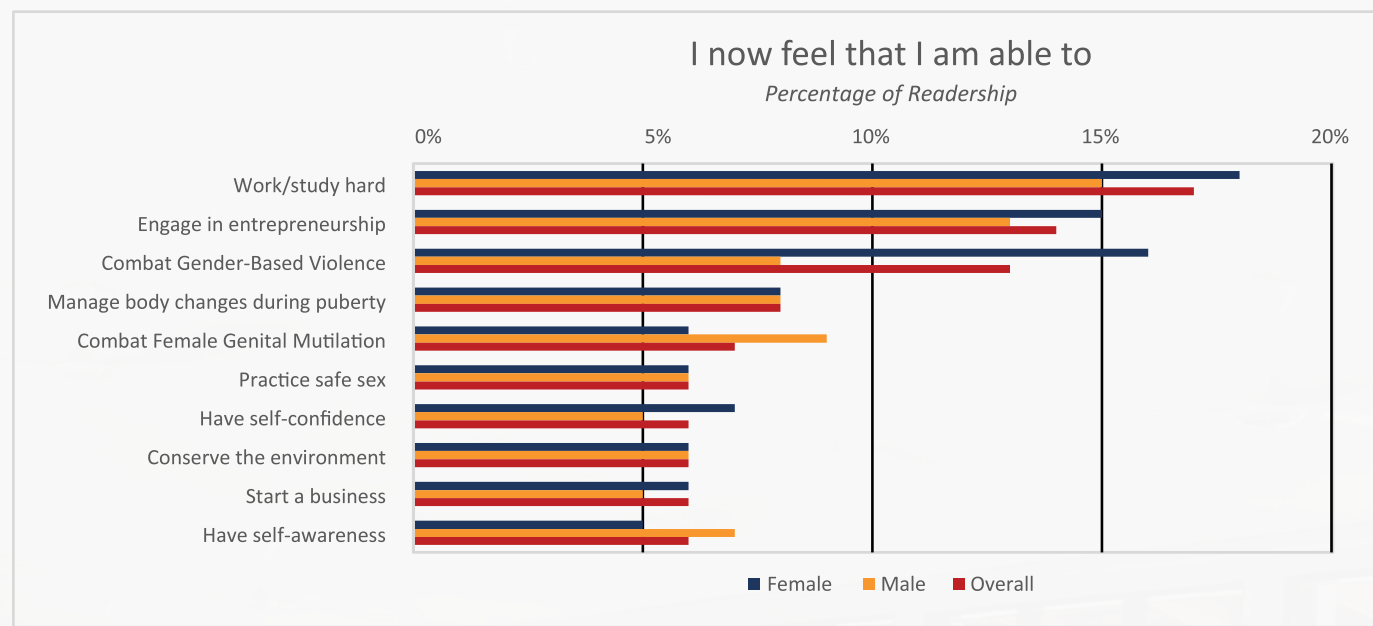
MALE YOUTH IN SINGIDA

I believe in exercising daily for the purpose of sustaining our health. Avoiding foods high in fat and starch and consuming natural foods are healthy things to do

FEMALE YOUTH IN RUVUMA

Chart 11:

Top 10 changes in self-efficacy from reading Fema magazine



The quotes below corroborate the above findings:

I can study hard to accomplish my goals

FEMALE YOUTH IN SINGIDA

Now I am able defend youth's right and speak freely

FEMALE YOUTH IN KIGOMA

I am capable of making bites (vitumbua) and ice cream/ice for sale

FEMALE YOUTH IN MARA

I'm capable of protecting myself from bad influences so that I can fulfil my dreams

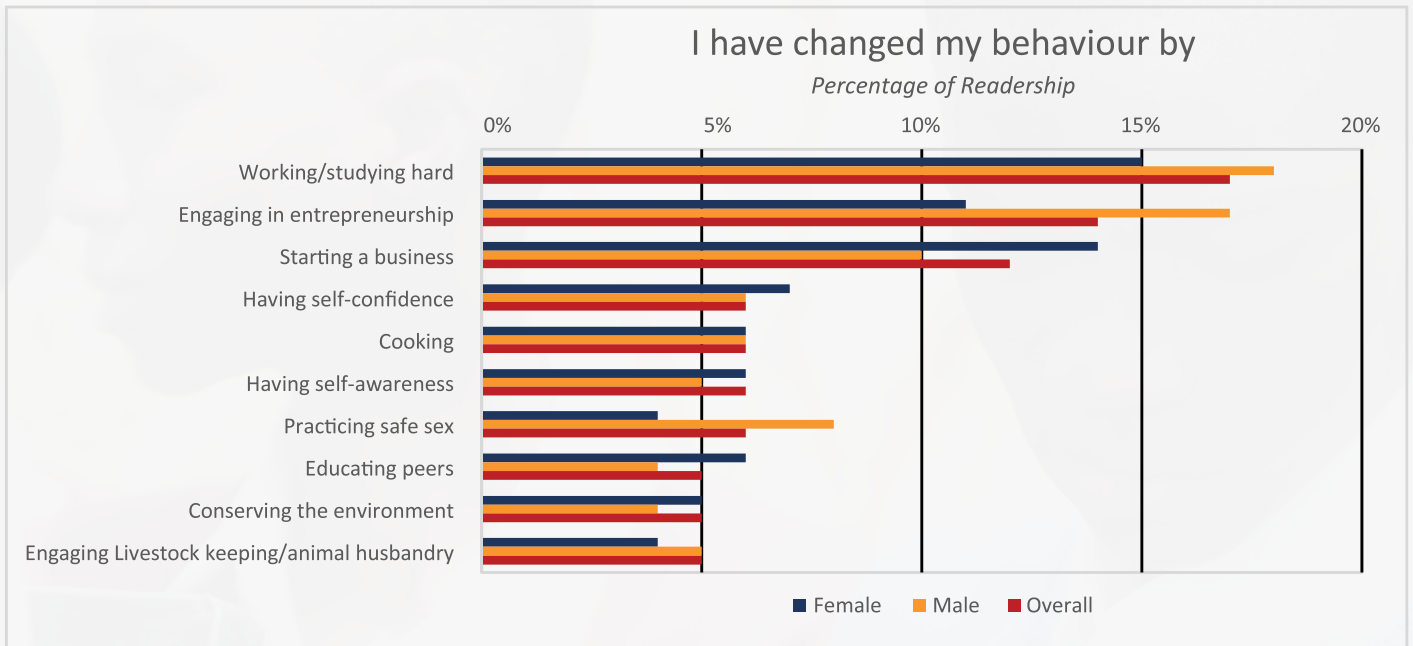
MALE YOUTH IN MANYARA

I am capable of keeping myself safe from infection/ diseases and know the right ways to do so...

Female youth in Geita

Chart 12:

Top 10 changes in behaviour from reading Fema magazine



Both sexes have shown a change in behaviour towards attaining individual wellbeing through working hard and engaging in economic activities as the quotes below show:

I studied very hard to reach my goals...

MALE YOUTH IN MTWARA

I managed to avoid bad influences and studied hard to so that I fulfil my dreams

FEMALE YOUTH IN MANYARA

I have added a source of income for myself, because I have started making sanitary pads...

FEMALE YOUTH IN SHINYANGA

I have bought a motorcycle for business (bodaboda) ...

MALE YOUTH IN GEITA

I took the risk and started my own business which supports my small expenses even though I'm still a student.

FEMALE YOUTH IN ARUSHA

3.2. Impact



What difference does Femina Hip make to the lives of young people? What is the impact of its work?

Fema Club mentors, deputy head teachers, heads of schools and education officers give a good insight:

“For students, Fema magazine helps them to know the purpose of being in school, how to choose good friends, and improve their academic performance. It also helps students to grow physically, spiritually, and mentally.”

“Fema Clubs have enabled behavioural change in students, especially in terms of self-awareness. They become good examples to other children who are not in the Fema Club. The change happens also in academics because being part of the Fema Club enables children to know what education means, hence they can concentrate on their studies.”

“If you pass behind the teacher’s office, you will see a map of Africa that has been drawn by Fema clubbers. It is a good map which shows deserts, islands, the Nile River, Lake Victoria. This is geography which we teach in formal classes. That’s why Fema clubbers are performing well in their studies compared to non-clubbers.”

“Fema Clubs provide a safe space and connect youth to discuss their issues and challenges, build their confidence and provide information. Pregnancy statistics have decreased due to students’ self-awareness. As you know many of our schools, especially in urban areas, are in a more tempting environment for girls, so it seems there is a difference between Fema Clubbers and non-clubbers.”

“The Fema Club has built confidence in many students. Children start with no confidence, but after going to the Fema Club they get leadership skills and can stand in front of their peers and tell them their ideas including important things, for example avoiding relationships and sex at their age, avoiding teenage pregnancies, and being good persons in their community and families.”

“In Fema Club meetings students are trained to be confident, defend themselves, to express themselves, learn entrepreneurship, be disciplined and not to associate themselves with bad company.”

“Fema Clubbers have realised how they should live in society. Also, they have figured out how to take on their responsibilities without being told.”

“Some distinctive features of Fema clubbers are self-awareness, discipline, and how they turn what they have learned into practice.”

“The Fema Club has helped preserve the school’s environment, keeping it neat. Clubbers have been very creative in designing a hygienic environment, such as a hand washing system that uses only simple tools like waste bottles and PVC pipes. They have also designed trash cans by upcycling bottles, not only that, but they have also created vegetable gardens using plastic cans that they have collected. They sell the vegetables to teachers and the community; through this, they create income for their club.”

One head of school summed it up *“Fema Clubs help our nation prepare our children to be good citizens and leaders in our society in the future.”*

Fema Clubs teach students skills that they take into their adult lives as well as the following story of change shows.



Said Said Aman's Story of Change

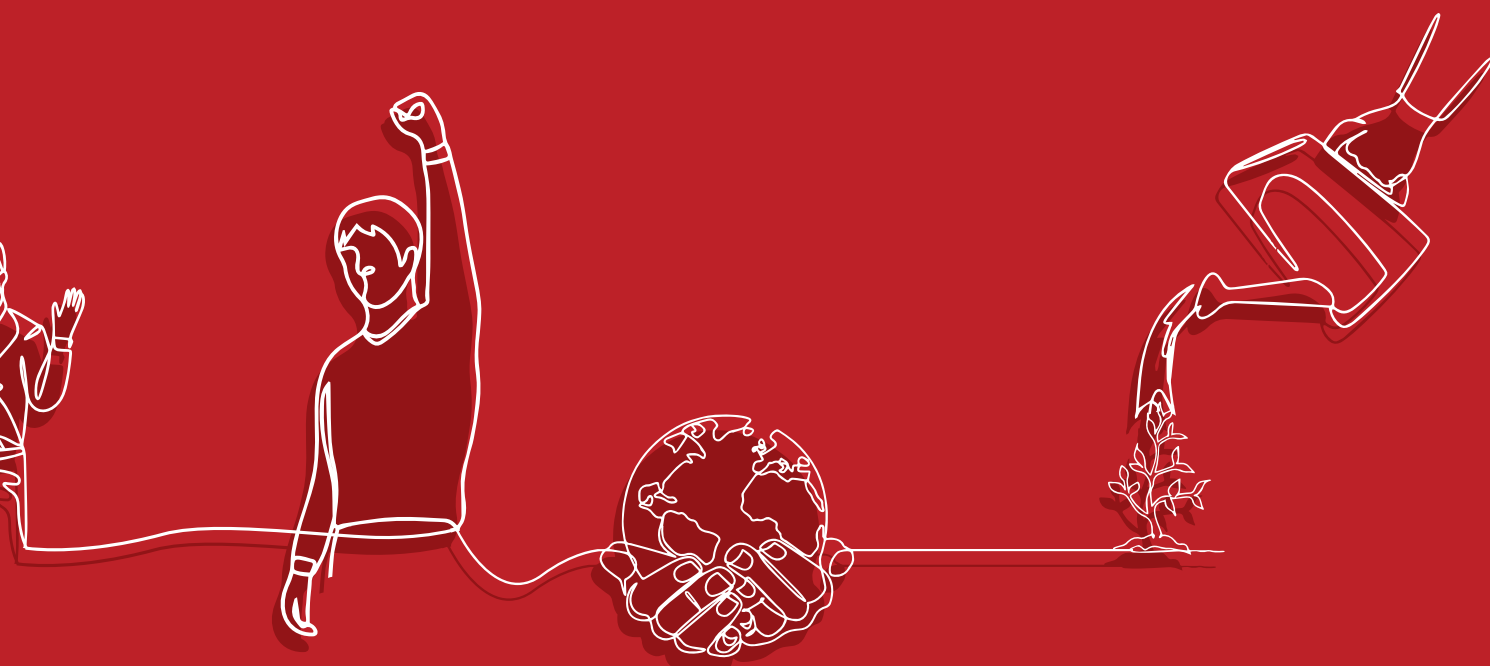


I am Said Said Aman, a 23-year-old young man. I am a recent graduate from the University of Dar es Salaam (UDSM) with a Bachelor of Commerce in Accounting. I was a minister of Finance and Investments in the Dar es Salaam University Students' Organisation (DARUSO) during my time in university. My leadership journey began in primary school, in every class I have had at least one leadership role.

I have been reading Fema magazine since form one when I first came across it. Even after starting my A-levels at Umbwe Secondary School, I kept following Fema magazine along with other media vehicles from Femina Hip, which include Fema Radio Show and Fema TV Show.

Through reading Fema magazine I became aware of my growth and all the changes that come with it. The magazine complemented what I learned in class. It made me aware of what I am supposed to do at what time. Good examples of sections that contributed to my awareness are "Sexuality and Relationships" (issue 23) "A to Z of Adolescence" (issue 29), and answers to various questions related to puberty and growth in general in the 'Dear Auntie' page. In sections such as Marie Stopes (Chagua Maisha), Aunt Marie, Ma'mdongo Betty, I learned about various sexual and reproductive health and rights issues. A straight example is Ma'mdongo Betty's section about HIV and AIDS (Prevention and Control) Act, 2008. Also, issue 43 imparted knowledge to me about menstruation and menstrual hygiene management. I even participated in a challenge that wanted boys to share how it was when we discovered, for the first time, that girls menstruate every month. I was among the best 10 from all over the country.

Femina Hip has helped to build my leadership skills. It has boosted my confidence, courage, responsibility, hardworking attitude, and volunteerism. Taking an example of Fema magazine issue 34, a section titled "Viongozi au Wafuasi" (Leaders or Followers), as well as Maria Sarungi Tsehai's story, made me aware of the features of a good leader and I have been putting them into practice in my roles. I have a notable success in leadership. An example is when I was a coordinator of the Kilimanjaro Federation of Fema Clubs, Moshi Network when we succeeded to be the best network of 2017.



Other successes include being one of Femina Hip's volunteers of 2019; a member of Femina Hip's Youth Advisory Board (YAB) 2019/2020; a volunteer in Youth for Change with Plan International in 2019 and being a U-Report Champion with UNICEF Tanzania. Additionally, I was one of eight young people this year selected to represent Tanzanian youth by making presentations to key stakeholders as part of UNICEF's 75th Anniversary.

Academically, Fema magazine added to my knowledge of my academic subjects. A good example is when I was in forms five and six. I took the Economics, Commerce, and Accounting (ECA) combination, and I learned about agricultural value addition from issue 44. This knowledge I used to answer some questions in my Economics and Commerce exams. Issue 47 educated me about the importance of reading.

Fema magazine and YAB have contributed to my life skills. By knowing my strengths and weaknesses I learned to organise festivals. I had about 4 large events including some for Fema Clubs that involved over 700 clubbers from different schools when I was at Umbwe Secondary School. Fema magazine has also given me teamwork skills. On economic empowerment, I learned about entrepreneurship

through Ruka Juu and Anko Pesa, hence I became more motivated to volunteer and look for financial independence.

Volunteering at Femina Hip helped me to hone my writing talent. I had been assigned to write various articles such as Femina Family Festivals, News Bulletin, Wakali, Club Pages (What's Up Clubs) all in issues published in 2019. It has increased my inquisitiveness. The experience I acquired enabled me to prepare the first magazine for the Tax Club at my University, which has been recognised by the Tanzania Revenue Authority (TRA) and included in the TRA's database (www.tra.ac.tz) in the club corner section, due to its quality.

Lastly, the magazine (especially issue no. 40) gave me awareness about inheritance, hence after my father's death in November 2016 I knew what to do to get what was rightfully mine. I cannot forget education about environmental conservation both from Fema magazine and social media. For example, I won an essay competition on the topic "what to do to keep our environments clean" which got published in issue 44.



For teachers that are mentors for Fema Clubs, it can be a pathway to promotion. This year in Tanga region, for example, four Fema Club mentors became heads of schools and one Fema Club mentor who had already been promoted to head of school, got promoted again, this time to District Executive Director. In Mbeya region, one mentor got promoted to head of school, another to deputy head, a third to district education quality assurance officer and a fourth who had already been promoted to head of school, became a lecturer at the University of Dar es Salaam.

Teachers have confirmed that being part of a Fema Club has helped them get promotion, as this quote demonstrates:

“Due to my behaviour change and coming up with alternative ways of disciplining students’ behaviour, plus changes observed in most students in discipline and increased academic performance, I was promoted and became deputy head in my school. Fema Club and magazines have contributed significantly to my transformation journey.”

Also, for teachers, being a Fema Club mentor can result in changes in their own life and those of their families and the wider community:

“The most significant change in my story is that I recognise myself as a leader and I know how I should stand with my community. The Fema Club has contributed to my change. I am in the Fema Mentor Facebook group, every time I get in, I see what my colleagues have done and what I can do. It continues to inspire me to work harder and make sure I do something for my school and the whole community.”

“The Femina Hip Girl Power training (in SRHR and EE) helped me, and its influence reached even into my own family. I have daughters and sons. I first found myself trying to balance when giving them responsibilities, for example, if it is washing dishes, I tell them to prepare a timetable. They work in turns, maybe 3 days for girls and 3 days for boys. It made me aware of the importance of gender balance.”

“After I received an orientation on safe menstruation for girls, which was facilitated by Femina Hip facilitators, I developed a passion to support girls. Recently, I have been doing charity work to support girls who are vulnerable and come from poor families to have safe menstruation. I have done this by saving money annually and buying sanitary pads that I send to vulnerable children’s centres called Hope Centre. Some of my students are in those centres and they receive sanitary towels directly from the annual donation I give. When I get the opportunity, I share information about menstruation with teachers and other men here at school to increase awareness on menstrual hygiene management (MHM).”

“Personally, I have benefited by getting entrepreneurship skills and currently I am selling spices. My spice business helps to increase my income, instead of only depending on my salary.”



3.3. Youth Voices.

As part of the partnership with UNICEF to commemorate its 75th Anniversary (see Special Projects section 4.6 for full details), Fema Clubbers were invited to write a letter to the President on one of three priority areas (quality education, access to sexual and reproductive health and rights, and employment opportunities) on how their life is affected and what they recommend be done to improve this issue for them and all children and young people. These were shortlisted and 75 winners were chosen.

Here are some of the voices of those winners:

Quality Education

"We are requesting for more teachers, especially in rural schools because there is a shortage of teachers, particularly for science subjects."

GRACE MBUGU, A FEMMA CLUBBER FROM LITEMBO SECONDARY SCHOOL IN RUVUMA REGION.

"The long distances of day schools from our homes are challenging for quality education; this is because of the problems faced by female students being harassed by young boys along the way. Also, a lack of water is a big challenge in our school; especially girls lack water during menstruation which causes anxiety in the classroom."

SHILLA MOLLEL, A 15-YEAR-OLD FEMMA CLUBBER FROM KILIMAMOJA SECONDARY SCHOOL IN MANYARA REGION.

"The government should increase good monitoring of education sector workers; for example, monitoring the attendance of teachers at work, the nature of teaching and the quality of teachers employed from primary schools to colleges."

YUSUPH MKONDYA, A FEMMA CLUBBER FROM TABORA BOYS SECONDARY SCHOOL IN TABORA REGION.

Access to SRHR

"Honourable Madam President, we know that many youth when they reach puberty, their bodies are guided by their emotions, so reproductive health education will help them through their puberty, crossing safely to fulfil their dreams."

DANIEL KILITI, A FEMMA CLUBBER FROM J J MUNGAI SECONDARY SCHOOL IN IRINGA REGION.

"Honourable Madam President, I suggest the government improves infrastructure to facilitate access to reproductive health education services, especially in rural areas. Also, the government should improve education and provide medical equipment."

MELINA NDOLOJI, A FORM SIX FEMMA CLUBBER FROM DAKAWA SECONDARY SCHOOL IN MOROGORO REGION.

"Access to reproductive health information, especially for out-of-school youth, is not always accurate. When teens get inaccurate reproductive health information it can lead to harm as young people engage in sexual activity at an early age, leading to for example child pregnancy."

KENEDY SAFI, A FEMMA CLUBBER FROM NZONDAHAKI SECONDARY SCHOOL IN MBEYA REGION.



Employment Opportunities

"My advice to the government is to establish practical and skills-based programmes that will help solve the chronic employment problem in Tanzania now and in the near future. These specialised curricula should be used at all levels of education that will help young people gain skills and not just theory."

SAID ALLY, A FEMA CLUBBER FROM IHUNGO SECONDARY SCHOOL IN KAGERA REGION.

"Honourable Madam President, my advice to the government is to encourage entrepreneurship for young people through practical training and technical training."

HASSAN IDDI, A FEMA CLUBBER FROM BIHAWANA SECONDARY SCHOOL IN DODOMA REGION.

"My advice to the government is to provide young people with entrepreneurship education and capital to start their own businesses."

JESCA SIMON, A FORM THREE FEMA CLUBBER FROM IGWAMANONI SECONDARY SCHOOL IN SHINYANGA REGION.

4. FEMINA HIP'S INTERVENTIONS

4.1. Impact of COVID-19 on programming



COVID-19 continued to affect Femina Hip's work in 2021, although schools stayed open, unlike in 2020. The focus in most secondary schools was more on academic studies and less on extra-curricular activities such as Fema Clubs. Teachers reported that they had to be more creative in finding time and ways for extra-curricular activities. This meant that Femina Hip staff needed to keep in regular contact with schools and emphasise to heads of schools how Fema Clubs can contribute to academic performance.

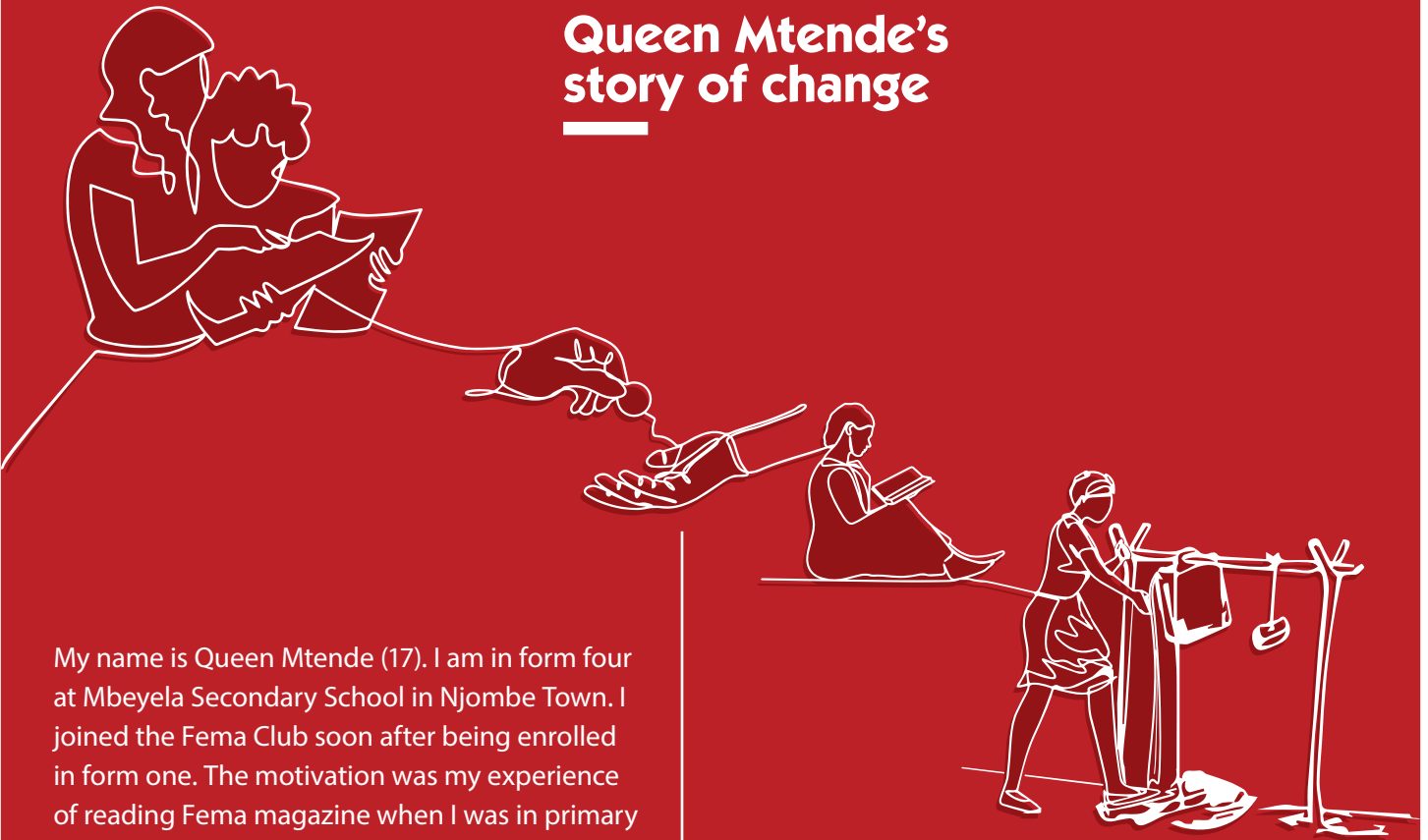
The Femina Hip outreach team maintained COVID-19 protocols as they visited schools by wearing masks, sanitising, and keeping a physical distance from others. By doing this they also acted as role models. Additionally, one of the outreach teams got vaccinated whilst in the field, which was promoted across Femina Hip's social media.

Fewer students were able to attend the sessions held by Femina Hip staff during school visits due to gathering restrictions. This had a direct impact on the numbers of students reached directly. However, in line with Fema peer to peer mentorship principles, the students who attended the sessions were tasked with sharing their knowledge with their fellow clubbers and their school at large.

Femina Hip used awareness messages across its social media accounts and within Fema magazine to remind young people to take precautions and keep both their families and themselves safe.



Queen Mtende's story of change



My name is Queen Mtende (17). I am in form four at Mbeyela Secondary School in Njombe Town. I joined the Fema Club soon after being enrolled in form one. The motivation was my experience of reading Fema magazine when I was in primary school. Then, I used to get the magazine from my sister who was in Selous Secondary School. My sister used to bring the magazine home. After joining secondary school, I decided to be a Fema clubber. During the COVID-19 break, Fema magazine helped me to start a business selling bites (snacks). I persuaded my aunt (my mother's younger sister) to use the time I am at home to make and sell bites.

I successfully persuaded her, and my role was to sell the bites. Also, through Fema magazine, I became aware that COVID-19 is a dangerous disease. Therefore, I made a tippy tap (a simple and economical hand-washing station) at home. I even learned the skills to make a tippy tap from Fema magazine.



4.2. Edutainment

Fema magazine

288,750 copies were distributed in three out of the four quarters of 2021 to secondary schools, Folk Development Colleges, vocational schools, and NGOs across Tanzania.

The 60-page Fema magazine includes sections on sexual and reproductive health, economic empowerment, and citizen engagement with a gender perspective, and plenty of youth voices.

Fema 58 / January – March 2021. Body concerns and curiosities.

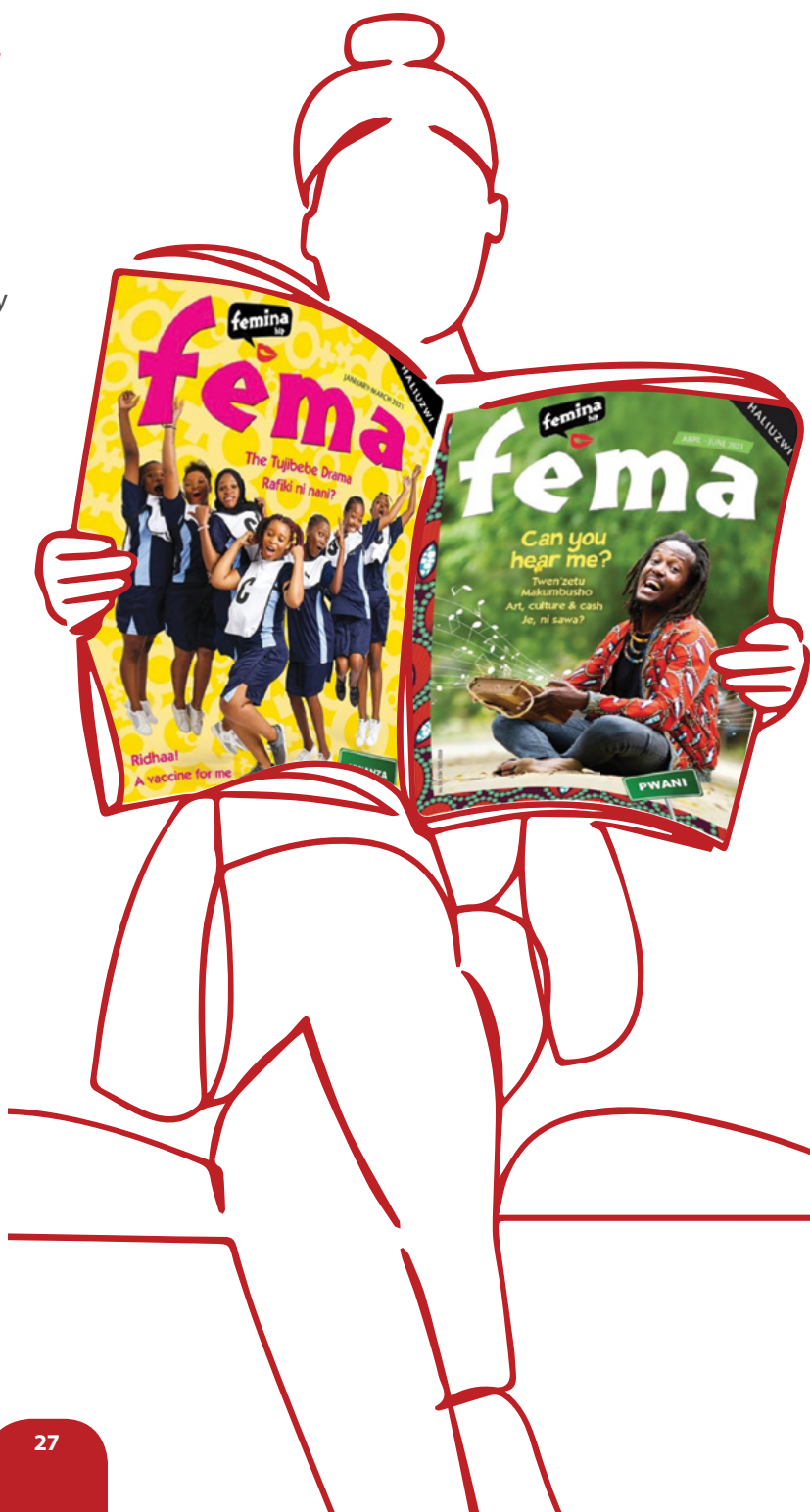
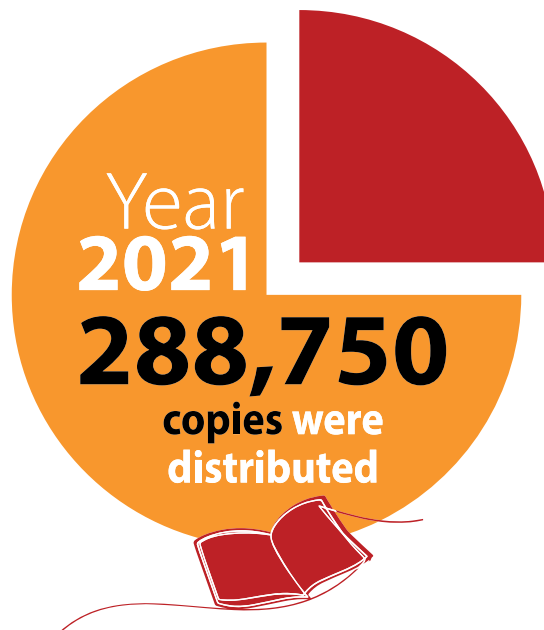
Content included:

- › A cover story on the cast of the Tujibebe Drama radio show, where they discuss embarrassing body concerns that happen during puberty
- › Partnership with Girl Effect to inform young women about the HPV vaccine
- › Menstruation
- › Kassim, a young boy from Mwanza shared the curiosities he had whilst going through puberty
- › Embarrassing moments for boys

Fema 59 / April – June 2021. Local customs and traditions.

Content included:

- › The cover story featured Isack Abaneko, a young Tanzanian musician and dancer, who hopes that Tanzania appreciates its own musical heritage
- › A tour of Tanzania's museums
- › Stories from Bibi Mtetwa Binti Simba on the entertaining things she experienced growing up
- › How to stay connected without the use of technology



Fema 60 / July – September 2021 (produced as a fully digital version instead of being printed and distributed). Lifeskills.

Content included:

- › A cover story of the first female President of Tanzania, the Hon. Samia Suluhu Hassan and the key lifeskills she has that serve her well as a president.
- › Mastering lifeskills for money and finances
- › Trusting your gut instincts
- › Introducing the new Girl Power team

Fema 61 / October – December 2021. Topics affecting sexual and reproductive health and rights in partnership with UNFPA and Swiss Development Cooperation (SDC).

Content included:

- › A cover story featuring Michael Omwony, whose life turned upside down in a few minutes
- › What is safe sex?
- › How an offer to take Ngeta's troubles away turned sour
- › Wise words from Bibi about puberty



INTERVENTION	ACTIVITY	TOTAL	FEMALE	MALE
FEMA MAGAZINE	NUMBERS OF YOUTH REPORTERS AND TEACHERS INVOLVED IN FEMA MAGAZINE PRODUCTION			
	Fema Clubbers	1,666	932	734
	Youth (non-Clubbers)	73	42	31
	All youth	1,739	974	765
	Fema Club Mentors	81	34	47
	Teachers (non-Mentors)	6	2	4
	All teachers	87	36	51
	Total	1,826	1,010	816
	NUMBERS OF FEMA MAGAZINE COPIES PRINTED			
	Fema 58	96,750		
	Fema 59	96,250		
	Fema 60	0		
	Fema 61	96,250		
	Total	289,250		
	NUMBERS OF FEMA MAGAZINE RECIPIENTS			
	Public secondary schools	2,183		
	Private secondary schools	144		
	Folk Development Colleges	41		
	Vocational schools	6		
	National Central Library	1		
	Local Government Authorities	295		
	Ministry of Education	1		
	Ministry of Information, Youth, Culture and Sports	1		
	Ministry of Community Development, Gender, Women and Special Groups	1		
	PMO Labour, Employment, Youth and Persons with Disabilities	1		
	PO-RALG/TAMISEMI	1		
	Non-Governmental Organisations	1		
	Donor Organizations	4		
	TACAIDS	1		
	MAELEZO	1		
	Total	2,682		

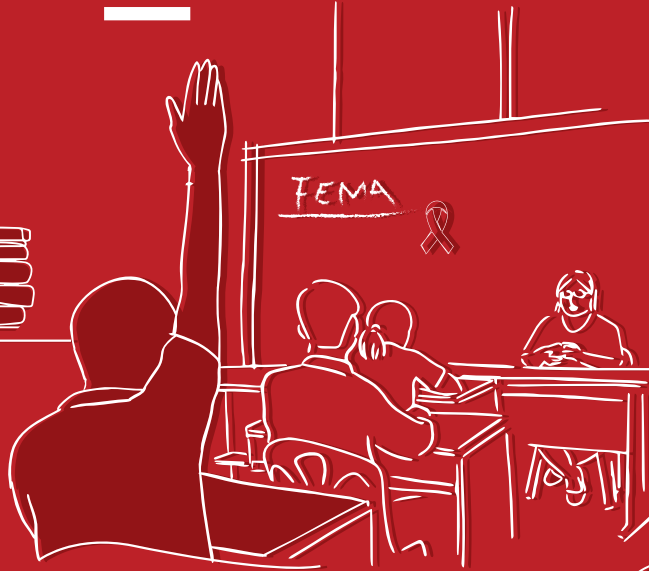
Huruma Chaula's story of change



My name is Huruma Chaula, Education Officer – Academic, for Njombe Town Council.

I have known about Fema magazine for a while now. Previously, I perceived this magazine as having a negative influence on youth as it mostly talked about sexual and reproductive matters. I took some time to read various issues then I realised that the magazine has great potential for youth. The magazine enlightens youth on matters such as HIV/AIDS, puberty and how to manage sexual urges.

For students, the magazine helps them to know the purpose of being in school, how to choose good friends, and improve their academic performance. This magazine is a guide to students because they have different backgrounds, and they belong to different groups. It also helps students to grow physically, spiritually, and mentally. On my side as an education officer, the magazine helps me to identify messages relevant to school settings such as ways students can learn better, study hard and obey school regulations. I communicate these messages to students and teachers when I visit schools.



Through Fema magazine, teachers and local government officials have managed to address various students' challenges particularly those concerned with adolescence such as controlling sexual urges and maintaining hygiene during menstruation. The magazine helps to open up matters that have been regarded as secret, such as menstruation. Through Fema magazine, girls can now make their own pads, which has reduced truancy.

Social Media

Facebook, Instagram, Twitter, WhatsApp, and YouTube.



Website and Social Media Reach

Facebook interaction statistics

CATEGORY	TOTAL
Page likes	25,226
New page likes this year	2,101
Page posts	301
Post likes	8,591
Post shares	668
Comments on posts	1,723

Instagram interaction statistics

CATEGORY	TOTAL
Followers	18,226
New followers this year	1,764
Posts	283
Post likes	24,414
Number of video views	10,023
Comments on posts	1,233

Twitter interaction statistics

CATEGORY	TOTAL
Followers	6,934
New followers this year	359
Tweets	273
Tweet likes	1,358
Re-tweets	272
Comments on tweets	82

YouTube interaction statistics

CATEGORY	TOTAL
Channel Subscribers	603
New Subscribers this year	55
New videos posted	7
Video views	3,918
Video shares	0
Comments on videos	0

Femina Hip Website statistics

CATEGORY	TOTAL
Number of visitors	2,983
Number of blog visitors	972
Number of blog posts	8

Femina Hip uses social media to promote and reinforce content, to increase audience engagement and enhance conversation.

Fema Club networks have set up their own social media pages and Fema Club mentors have their own Facebook page. Here mentors 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. These are windows into the worlds of the Fema Clubs, enabling mentors to communicate with each other, and for Femina Hip to monitor activity and to communicate with mentors.

Power Talk Forum

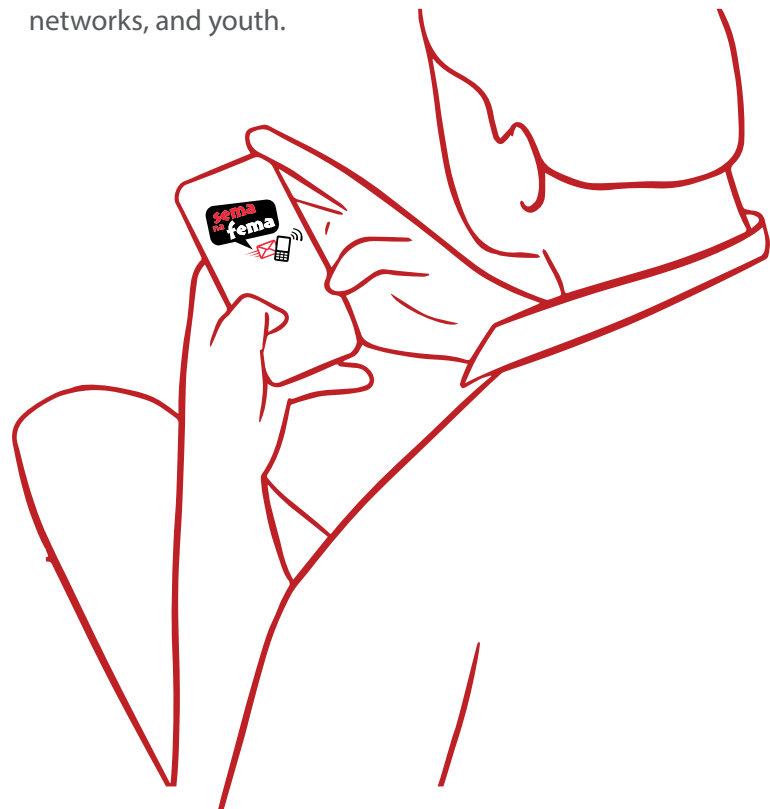
The Power Talk Forum is led by the Girl and Boy Power teams and provides an active online learning opportunity for individuals of both sexes. Eight sessions of discussions were facilitated with a special guest for each. Topics included challenges that arise in the workplace due to negative gender biased views, culture, traditions, youth and national development, men's engagement in menstrual hygiene management, understanding child rights in supporting a better upbringing as part of the celebrations for International Day of the African Child, lifeskills, admitting personal mistakes, parental influence in different life stages, and responsibility of youth in ending gender-based violence. The forums mirror the Fema magazine issues where possible, and provide important health protection information.



Sema na Fema (SMS)

31,031 incoming SMS and replied with 21,547 outgoing SMS.

Sema na Fema was originally developed as a platform for collecting feedback and providing information through SMS. It now serves as the central means through which our Community Mobilisation team (outreach) interacts with mentors, networks, and youth.



4.3. Fema Clubs & Networks

Fema Clubs

2,374 Fema Clubs across every region of mainland Tanzania.



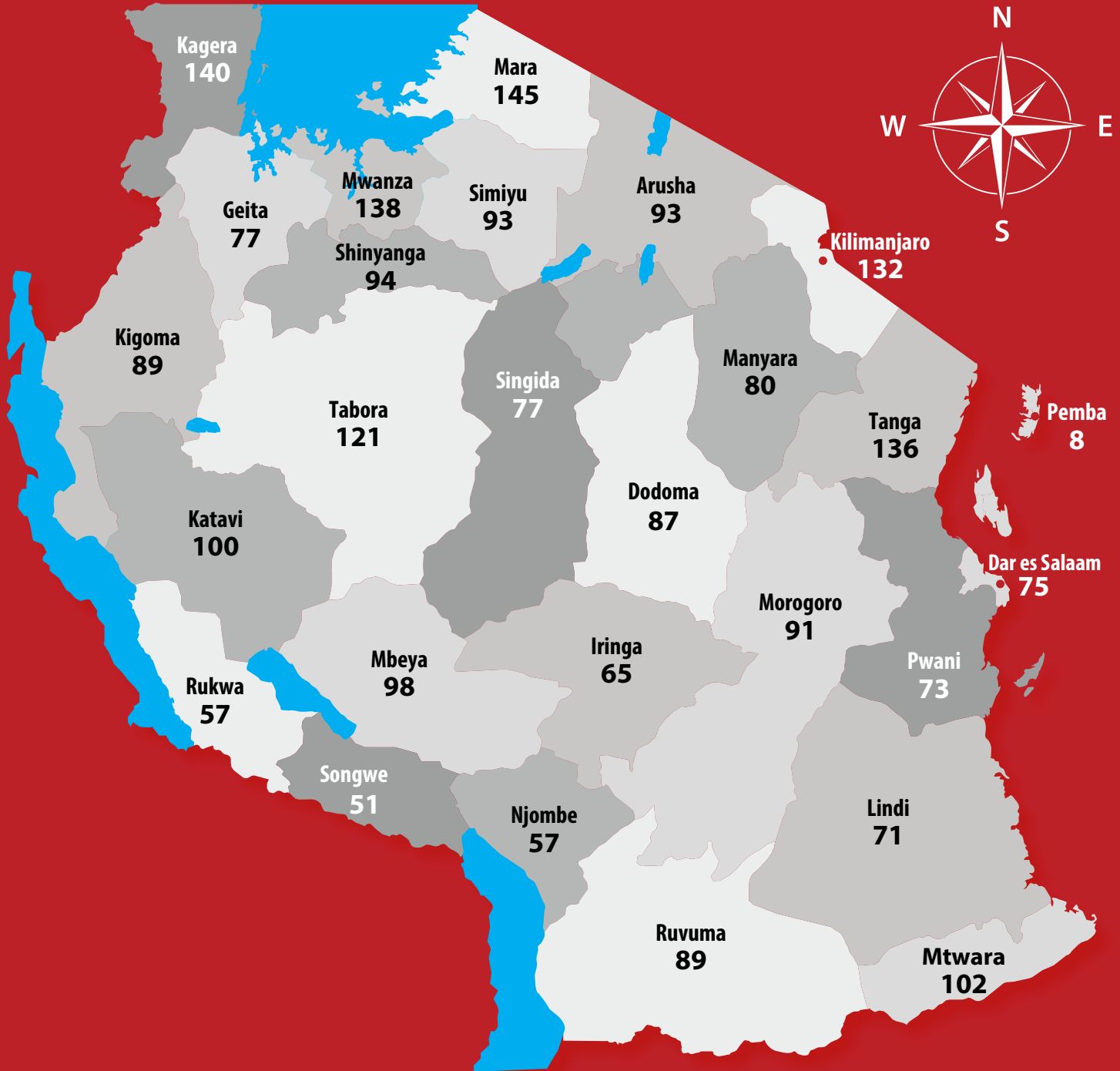
Fema Clubs and Fema Club Networks Reach

FEMA CLUB MEMBERS	232,652
Male	102,082
Female	130,570

FEMA CLUBS	
New clubs registered this year	5
Clubs de-registered this year	4
Fema Club Networks	65
New networks registered this year	5
Average number of clubs per network	35
Number of clubs in networks	2,275

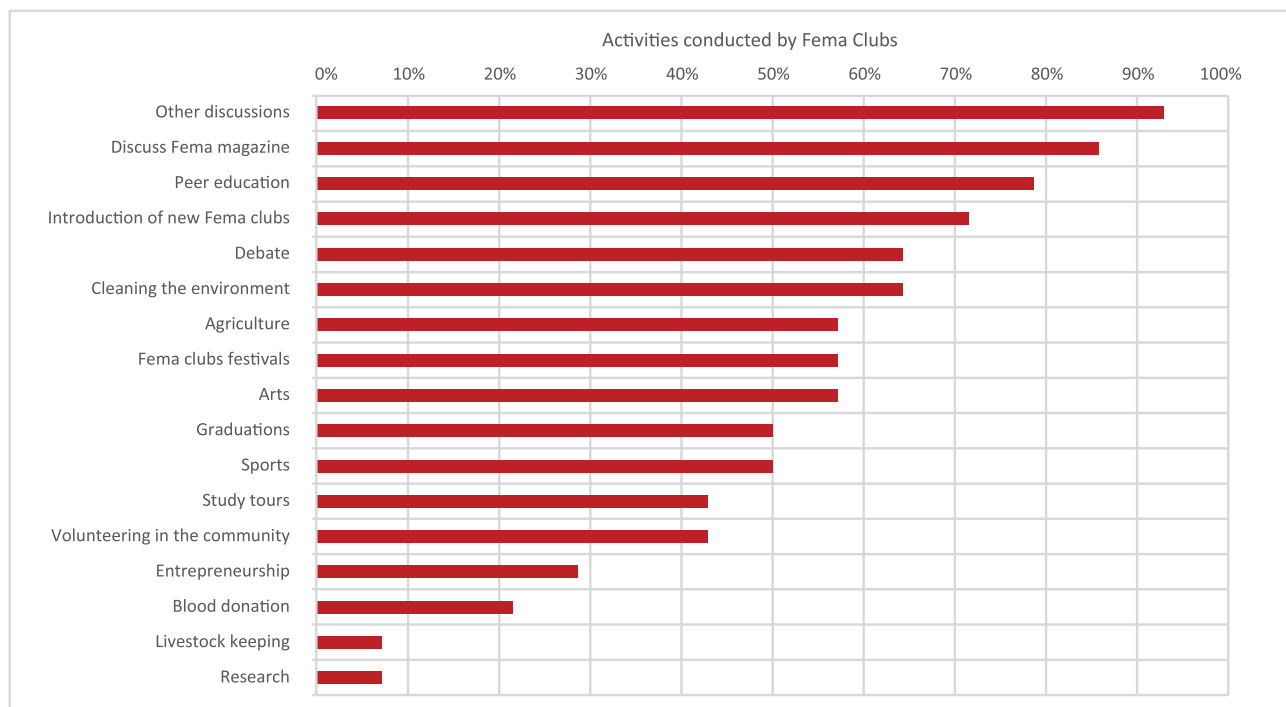


Distribution of Fema Clubs across the country (2020)



Fema Clubs are the focus of activity and a huge platform of reach, interaction and self-organising. In 2021, 30.7% of Fema Clubs (730) submitted reports through SurveyMonkey, an online data collection and analysis tool.

Fema Club activities conducted by percentage:



The clubs foster key lifeskills such as teamwork, volunteerism, leadership, peer education, critical thinking, confidence, and activism. They are the focus of Femina Hip’s activity, the secondary school students and Club members being our core audience. Started in 2002, we see Fema Clubs as the seeds of civil society organising. Fema clubbers want to become part of the ‘Femina Family,’ which is bigger than themselves and their community. This is about their identity, an adherence to a set of core values, a way of seeing the world, an opportunity to give back to the community around them and embracing the idea of change and growth.

An explicit incentive scheme also exists with students accessing opportunities to

- participate in Femina Hip’s Youth Conference, held once a year in Dar Es Salaam
- receive certificates
- see themselves in Fema magazine
- become volunteers with the Femina Hip team

Fema Club mentors and students continue to impress with their motivation, engagement, and spirit of volunteerism.

Examples of Fema Club activities include:

1. Mwitikira Fema Club from Dodoma has been engaging in a poultry project and currently has 52 chickens. The club is also developing a vegetable garden and growing sunflowers to use for edible oil production. Additionally, youth have been equipped with life skills on decision making, earning an income and tapping into students’ creativity.
2. Kisimbu Fema Club from Kigoma has influenced neighbouring schools to establish Fema Clubs and discuss various topics from the Fema magazine. The Club has conducted a cervical cancer study tour at Maweni Referral Hospital and Ujiji District Hospital, so that female students are aware of the risks, symptoms and treatment.
3. Mwimbi Fema Club from Rukwa region established two teams, the boy power team and girl power team. They have held a sporting event aimed at influencing young peoples’ participation in educating their peers on the best ways to overcome the challenges they face from early marriage, gender-based violence and sexual harassment.
4. Melela Fema Club from Temeke in Dar es Salaam made and sold charcoal. The money earned helped the club to buy cotton fabric that they used to sew

face masks (barakoa). These were then distributed to the students to protect themselves from COVID-19.

5. Ikimba Fema Club from Kyela DC in Mbeya region managed to use creativity in the club to develop a poster that educated on the different ways to protect oneself from COVID-19 and encourage mask wearing, hand washing and vaccination in the community. Also, through agriculture, the Club harvested one sack of rice from the school farm. The rice was kept to help reduce food costs during the graduation event for form four Fema Clubbers.
6. Songea Fema Club in Songea region has engaged in intercropping agriculture (growing two or more crops in proximity). The Club has established a papaya farm and planted more than 70 seedlings which are mixed with banana trees. During harvest, the Club gives the school a portion of the fruits as food in phases. For example, bananas can be harvested in large quantities and kept until they ripen.
7. Abdallah Fema Club in Mtwara region had around 30 form four Fema clubbers that were graduates in 2020. They engaged in a soap production business after completion of form four and have succeeded to join form five. Also, students at Anna Abdallah Secondary School are aware of menstrual challenges and consider menstruation to be a normal issue and not a hindrance to them attending school as a result of peer education through the Fema Club.
8. Buyuni Fema Club in Dar es Salaam has equipped its members with life skills education and self-reliance as a complement to the school curriculum. Through discussion of the topics in Fema magazine, the youth have acquired knowledge about puberty and menstruation. Also, young people have increased confidence and can express themselves in front of people.

Fema Club Networks



Fema Clubs forming networks of clubs is a self-organising activity that builds on volunteerism. It is not part of the activities planned in accordance with Femina Hip's strategic plan but a welcome development. It is evidence of the growing self-motivated desire to ensure the sustainability of the Femina Family movement.

The diagram above shows that networks first developed at the district level, then expanded to the regional and the zonal level. In 2016 a national teacher/mentors' network was established and in 2021, a national network for heads of school.

Self-organisation among students and teachers emerged due to Femina Hip's efforts to stimulate a sense of solidarity, volunteerism and a feeling of inclusion and ownership. Networks of Fema Clubs and teachers/mentors of the Fema Clubs became a 'movement' across Tanzania. This era is defined by the fact that youth are organising for transformative social change; they are accessing new knowledge via information channels, whilst connecting with each other across social as well as geographic boundaries and challenging oppressive traditional practices and norms.

When Femina Hip started developing Fema Clubs in 2002, there were only five. By 2021 this had increased to 2,374 Fema Clubs.

The level of self-organising by Fema Club mentors and students has steadily risen with them setting up 65 different networks at the district, regional, zonal, and national levels. Some of these networks contain up to 300 clubs and more than 95% of Fema Clubs are part of a network.

Examples of successful networks include:

1. The Lake Zone Fema Clubs Network has 300 Fema Clubs as members, making it the largest of the 65 Fema Club networks. It is also one of the most active zonal networks. During 2021, the network organised a festival. This was an opportunity for mentors and students from Mwanza, Shinyanga, Mara and Simiyu to meet, interact, socialise, exchange ideas on how to manage and sustain Fema Clubs, and learn from each other on best practice. It also provided space to market products produced by different Fema Clubs, together with an exhibition of artwork and sport activities. Another big activity of the network was knowledge sharing on SRHR and prevention of early pregnancies.
2. Korogwe Fema Clubs Network in Tanga has a membership of 17 Fema Clubs. The district network also organised a festival, conducted a study tour for club members on first aid, did a clean-up of the schools' grounds and local communities, including dispensaries and provided peer education to young people so that they can know the different stages of their puberty and how to overcome challenges (such as how to prevent early pregnancies to students so that they can graduate).
3. Lwaga Fema Club in Mbeya is part of a district network that consists 6 Fema Clubs. In 2021 they planted 300 trees to protect the environment and visited each other.



Year **2002**
there were only
5 Fema Clubs

Year **2021**
Fema Clubs
▲ 2,374



Casmir Michael Mng'ande's story of change



My name is Casmir Michael Mng'ande (35) deputy head and Fema Club mentor at Hazina Secondary School. Prior to my recent promotion, I was a discipline teacher and Fema Club mentor. Femina Hip has really helped in my behaviour transformation, since the time when I was a discipline teacher, sitting with students and explaining to them what is right and wrong, making them understand instead of spanking them.

I was very aggressive before; I used to spank and punish students a lot. When I started to engage with Fema Club issues and attended 'Active Learning' orientation, youth conferences, girls' empowerment seminars and read Fema magazine, I became empowered. I realised that being aggressive is not a solution to students' good behaviour. Instead, it is important to sit down with students and explain to them what is right and wrong, and make sure they comprehend it. I always remind my students that I am a Fema Club mentor. When they are in classrooms, they should also take some time and discuss topics from Fema magazine, like adolescence and the effects of drug use. By doing that, students started to show good behaviour and even share their life secrets with me, which has reduced the truancy level at school.

Students started to study hard, and I engaged female teachers to assist in addressing girls' challenges. All these efforts helped students to perform well in their academic subjects and become very disciplined. Inspiring stories from Fema magazine about successful young people, like Rebeca Gyumi (the Founder & Executive Director at Msichana Initiative and a former Femina Hip staff member) motivate them to work much harder. Due to my behaviour change and coming up with alternative ways of disciplining students' behaviour, plus changes observed in most students in discipline and increased academic performance, I was promoted and became deputy head in my school. Fema Club and magazines have contributed significantly to my transformation journey.

Fema Mentors Network

The Tanzania Fema Club Teachers and Mentors' National Network began in 2016 as a self-organising voluntary initiative by Fema Club mentors, most of whom are public servants. The idea of setting up a national network was influenced by the achievements and challenges observed by regional and zonal Fema Club mentors' networks. Mentors gathering together for experience sharing was considered crucial in improving the work and effectiveness of Fema Clubs. However, due to limited opportunities to have gatherings, the national network was designed to offer the chance to bring all Fema Club Mentors together in one forum for the purpose of learning and sharing, and to inspire each other to create opportunities to strengthen Fema Clubs. This year saw the fourth annual Fema Club Mentors' National Conference (the first conference took place in 2017 and due to the COVID-19 pandemic, no conference was held in 2020).

This is evidence of teachers willing to volunteer to enhance their own capacity. There is little in-service training for teachers at the school level, but we see increasing motivation by them to get exposure and new skills. There are currently 658 members in this network.

The fourth National Fema Club Mentors Conference was held over three days in June in Tanga region. It brought together 73 mentors from 21 regions of Tanzania mainland. There were 48 male, and 25 female mentors.

The conference was officiated by Regional Academic Officer Mr. Yusuph Mwinjuma on behalf of the President's Office Regional Administration and Local Government (PO-RALG) Minister, the honourable Ummy Mwalimu and attended by Femina Hip staff. Other invited guests were the Education Officer from Tanga City Council, William Mgazija from ITV Radio One, a reporter from Tanga Kunani Radio, Dorice Malle from Mama Mia's Soko, a network marketing organisation, and the head of school from Old Tanga Secondary.

Mentors were equipped with training on the concept of sexuality and gender, together with HIV/AIDS from Femina Hip staff and entrepreneurship training was presented by Mama Mia's Soko. The Femina Hip Executive Director introduced the new Femina Hip Strategic Plan and the new leadership. Mentors also got the opportunity to express their challenges on the implementation of Fema Clubs which Femina Hip staff were able to respond to.

The outcomes from the conference include strengthening the role of mentors in club coordination, learning from experiences shared by participants, unity and solidarity from all levels, and the showcasing of products from Fema Clubs.

On the last day, all participants got the opportunity to visit the Magoroto Forest Estate. The lush rain forest is full of rare plants and bird species and is a former palm oil plantation. The participants learned about organic spice production such as cardamom, pepper, cloves, vanilla, cinnamon, and tea, and had a picnic and swam in a beautiful lake.

Heads of Schools (HOS) Network

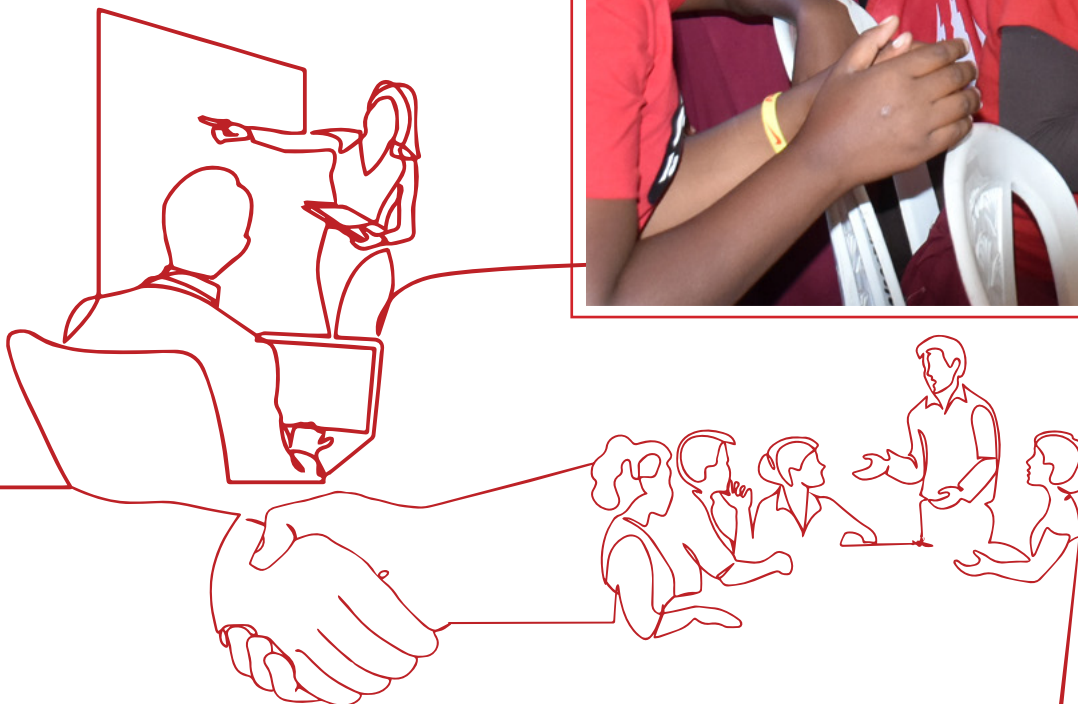
As further evidence of the level of self-organising in the Fema Club network, a national network for Heads of Schools (HOS) with Fema Clubs was established in 2021. The HOS national network has a total of 101 members [31 female, 70 male], covering all 26 regions in Tanzania mainland.

This was initiated by Mayombo Charles Lutego, a former Fema Club mentor and leader in different Fema Club networks who was promoted to head of school. He wanted the opportunity to still work with Fema Clubs and support both students and mentors in schools across Tanzania with Fema Clubs. He came together with five other HOS and established the network. The network was promoted in the many Fema Club network WhatsApp groups across the country.

The HOS National Network has yet to meet physically but has conducted virtual meetings and discussed various issues via an HOS WhatsApp group on how to support mentors in running Fema Clubs in secondary schools.

The HOS National Network has five main objectives:

1. Share all good activities conducted by Fema clubbers in secondary schools to all HOS. Discuss the challenges that mentors experience in running club activities so that HOS can help to address these at their level.
2. Be ambassadors to other HOS who are not in this group and advocate on the good work that Fema Clubs undertake.
3. Network amongst HOS from regions across Tanzania to expand each individual member's network.
4. Support and coach Fema Club mentors in running their club work, whilst fulfilling their roles as teachers.
5. Advise Femina Hip on what can be done to improve Fema Club operations and activities in secondary schools.





Francis Tumaini's story of change



My name is Francis Tumaini (41 years old), head of school at Mtumba High School in Dodoma. I know the Fema Club because it is a famous club in our school. Young people like it as it touches their lives directly by equipping them with skills that they can use even after completing their education. Some of the activities that Fema clubbers do at school are environmental. There are so many beautiful flowers in our school, trees planted, and vegetables being grown.

The Fema Club mentor is very active, creative and has good and close relationships with students. This makes the club very active. It has become a group at school that encourages other students to join Fema Club, but it has contributed a lot to school development.

I have observed that Fema clubbers have a very high level of discipline, are very attentive and they listen to information given to them from their mentor and execute it. They are hardworking students and very creative.

If you look in our school gardens designed by Fema clubbers you will find there are different kinds of designs. There are many types of flowers, students have painted the national flag, they have made hills, they have named their teachers; all these are creative activities they have done at school. Clubbers are very active compared to non-clubbers. We are thinking of enrolling all students in the Fema Club so that they can be empowered with lifeskills. Clubbers have to improve their

school discipline and performance but also, they can use those acquired skills, even after completing their education.

Fema clubbers are very active. They can take the skills they have learned in the club to the classroom. For example, in biology, Fema clubbers practice those things every day outside the classroom, like knowledge on SRHR, agriculture, so their understanding in biology is much greater than non-clubbers. If you pass behind the teacher's office, you will see a map of Africa that has been drawn by Fema clubbers. It is a good map which shows deserts, islands, the Nile River, Lake Victoria. This is geography which we teach in formal classes. That is why Fema clubbers are performing well in their studies compared to non-clubbers. I always read Fema magazine, and I love it. It is an important tool at school, and it has content that motivates young people. It shows people's histories, successes, plans and pictures of various programmes that have been carried out in different regions and their success. The school administration supports the Fema Club by giving them space, time, and the resources they need to execute club activities, like seeds for planting trees and vegetables. Fema clubbers do it without any supervision. This is very useful for our students as they experiment with entrepreneurship and acquire practical skills.

The Fema Club has a huge responsibility to empower young people at school with different skills so that when they graduate, they can start their own business and be productive in their community.

School Visits

This year Femina Hip staff focused on school visits. They conducted seven major outreach trips to the following regions: Dar es Salaam, Dodoma, Kilimanjaro, Njombe, Pwani, Rukwa and Simiyu. The purpose of these trips was to visit schools with Fema Clubs to support and motivate them to mobilise further. Altogether 478 schools were visited. A total of 42,191 students were directly reached with 25,130 of these being female (of whom 18,600 were Fema Club members) and 17,061 being male (of whom 11,877 were Fema Club members). In addition, 987 teachers were directly reached with 332 being female (of whom 180 were Fema Club mentors) and 655 being male (of whom 338 were Fema Club mentors).

The students were then tasked with sharing the knowledge and skills they gained with others in their wider schools and communities and to report back with photos of their peer-to-peer training activities.

As a result of the visits, heads of schools promised to work with Femina Hip and support Fema Club activities in their schools, together with the teacher/mentors.

Local government officials who accompanied the Femina Hip team were very impressed to hear the students' own words on how reading Fema magazine and participating in a Fema Club has impacted their lives positively. They promised to offer more support to Fema Clubs as well as monitoring them. Fema Club mentors, as well as students were very motivated by the visit, especially in those schools that have not been visited before, they said that they now truly belong to the Femina Family. Many Fema Clubs reported an increase in new members after the visits.

In Simiyu region, the Femina Hip team met with the Regional Administrative Secretary (RAS). This gave her an awareness of what Femina Hip does, the contribution of the Fema Clubs to students' academic performance and behaviour change. At the end of the meeting the RAS requested Femina Hip to establish Fema Clubs in all schools in her region (subject to sufficient funding).

Active Learning Orientation

In the evenings during Youth Week in October 2021, 22 teacher/mentors (4 female and 18 male) from 21 schools in Geita region, participated in an active learning orientation at their request.

New teacher/mentors appointed recently by their heads of schools were able to engage in the orientation. They learnt how to facilitate Fema Clubs and club activities, together with mentoring students. The teacher/mentors promised to share what they learned with other mentors in their WhatsApp group. As a result of the orientation, the teacher/mentors were motivated to increase the activity within their Fema Clubs.



4.4. Power Teams and Volunteer programme.

Femina Hip's current Girl Power team was established in 2017 to champion the Red Agenda and MHM issues and support girls to live up to their full potential. Femina Hip introduced a Boy Power team in 2019. They also provide a male perspective on youth issues that affect both girls and boys. The Girl and Boy Power team members are all former Fema Clubbers who educate girls and boys on SRHR, economic empowerment and citizen engagement. Both teams had members step down and new members take over in 2021. Additionally, they joined forces to facilitate the regular online live Power Talk forums.

Femina Hip started a formal Volunteer Programme for current university students in 2016. The programme recruits talented youth who have been Fema Clubbers and provides an opportunity for them to gain exposure, relevant job experience and training. Their role is to inspire students from Fema Clubs, respond to their questions, and to strengthen the relations between students, mentors and Femina Hip. They conduct educational sessions to students and provide feedback to Femina Hip. In 2021, due to the COVID-19 pandemic, the twelve volunteers from 2020 were brought back for a further year.

The volunteers made 338 visits to Fema Clubs in Dar es Salaam during 2021.

Their final activity, which was to be awarded with certificates for two years of service, took place at Kampala International University (KIUT) on 20th November 2021. Seventy-five secondary schools from across Dar es Salaam participated in the event with over 380 students and teachers taking part. The new Executive Director for Femina Hip was the guest of honour, who gave out certificates of service to the volunteers.



The event consisted of a talent show, where students had the opportunity to show off their singing, dancing, speeches and magic tricks, with participatory educational sessions on sexual and reproductive health and career choices, plus speeches by the volunteer leadership. Facilitated by the volunteers, the event promoted volunteering and inspired students to take-up and support volunteerism.

The event was also used to give feedback to mentors concerning challenges they face when they want to visit schools. They also acknowledged that some schools have been very collaborative.

It was intended to develop the Power Teams and volunteer programme into a Youth Leadership programme in 2021, to offer training and hands-on experience and create a more formal career pathway for volunteers, both in and outside the organisation. Whilst several volunteers got opportunities and experience through the partnership with UNICEF, the challenging financial position meant that Femina Hip was unable to fully implement this programme.

However, the organisation hopes to fulfil this obligation in 2022. This will help to meet our target of building solidarity, volunteerism and self-organising into the youth sector.



Power Teams





4.5. Fairs and Festivals

National Youth Week

Femina Hip participated in National Youth Week, an event which was organised by the Prime Minister's office. The event took place at the Mazaina Grounds in Chato, Geita region, from October 8-14, 2021. Both international and local organisations attended the event, as well as government institutions, financial institutions, youth organisations, and entrepreneurs. Youth that participated in the National Youth Week were 1,165 female and 1,392 male, which included 340 female and 440 male Fema Clubbers. They were accompanied by 107 female teachers and 145 male teachers, of whom 4 were female and 18 were male Fema Club teacher/mentors.

At National Youth Week, the organisation also established and strengthened relationships with high level officials from the Prime Minister's office (Minister, Deputy Minister, Deputy Permanent Secretary, Youth Directors, Youth Officers and Local Government). These officials understood more about Femina Hip's work and promised to collaborate more regularly.

Sixty Fema Clubbers and 22 Teachers got the opportunity to learn about HIV/AIDS through the Tanzania Council for People Living with HIV/AIDS (NACOPHA). Twenty-two mentors were oriented on Active Learning in the evenings. Fema Clubbers got the privilege to interact and network, and to get linked with other youth organisations. One hundred and twenty Fema Clubbers got the opportunity to participate in the Youth Symposium where they were trained on sexual and reproductive health and rights (SRHR), nutrition, the importance of ICT and volunteerism, and participated in discussions at Femina Hip's booth.

International Day of the Girl Child

Femina Hip came together with Plan International and the Danish Embassy for the celebrations for the International Day of the Girl Child on 10th October 2021 with two different approaches.

Firstly, two young women from Femina Hip's alumni were given the opportunity to take over leadership positions as part of the 'Girls Take Over' initiative. Leah Isabella became the Royal Danish Ambassador and Irene Benizeth stepped into the shoes of Femina Hip's Executive Director. In these positions, they then participated in an event at Saku Secondary School in Dar es Salaam.

Two hundred and thirty-nine students (of whom 79 were female and 69 were male Fema Clubbers) and four teachers (one of whom is a Fema Club mentor) showcased their talents like singing, dancing and acting (with role playing being relevant to the International Day of the Girl Child). Additionally, the students exhibited products they had made themselves like liquid soap, glue, cookies, artwork and flowerpots.

At the event, the head of school promised to support the teacher/mentor to expand the Fema Club, whilst Fema clubbers committed to motivate their fellow students to join them in the Fema Club.

The head of school also confirmed that it is possible for all the girl students to take over positions such as the Danish Ambassador and Femina Hip Executive Director and encouraged them to aim for leadership opportunities.

Boy students promised to support and help girls to fulfil their goals. The event showed that the girl and boy students respect and cooperate with each other.

Civil Society Organisations' (CSOs)

Week

Femina Hip participated in the largest gathering of CSOs in Dodoma between the 23rd to 28th October 2021. Organised by the Foundation for Civil Society (FCS), more than 150 CSOs from across the country attended this annual event, which consisted of a conference and exhibition. Some of Femina Hip's key CSO partners in attendance included TEN/MET, Restless Development, the United Nations Association (UNA), Twaweza and FCS itself. On the government side, the Prime Minister's Office, Regional and Local Government (PO-RALG) had a booth and was represented during discussions at the conference. Both CRDB Bank and Vodacom Foundation had booths at the exhibition and were accorded time during the conference.

Deputy Director, Amabilis Batamula was asked to join the panel that discussed girls' education and the return to school policy organised by TEN/MET and the Malala Foundation. The discussion examined the situation of girls' education in Tanzania and panellists discussed obstacles and possible solutions. Femina Hip presented, among other things, its Girl Power approach to keeping girls in school coupled with Fema Club engagement.

At the exhibition Femina Hip employed a participatory game to attract more visitors and create a fun atmosphere. We designed a challenge that made a lot of people come to the booth. The game allowed participants to win something from Femina Hip, from chocolates to the ever-in-demand Femina Hip t-shirts and khanga. The game attracted a lot of attention, including that of organisers. It was documented by the official media team who asked for an interview with the Femina Hip team, the whole thing was later broadcast on national television and YouTube.

Visitors of different status came to the booth, including youth from different universities and other tertiary Institutions. Teachers visited who knew about the organisation but wanted to know more. Ordinary people, young and old also visited the booth to learn and see what Femina Hip does. 150 students visited

the booth, including 50 Fema Clubbers (25 male and 25 female), together with 12 teachers, six of whom were Fema Club mentors.

A lot of former Fema Clubbers currently working in various organisations came to the Femina Hip booth eager to tell their stories and to reconnect. The staff connected those who wanted to tell their stories with the MEL team in the office for follow up.

From the exhibition Femina Hip was able to connect with many other organisations and individuals. It was a good opportunity to promote that the organisation works with a broad agenda, as there is a perception that Femina Hip only focuses its work on SRHR.

Femina Hip also made connections with potential technical (content) and financial partners, some of whom were interested in pursuing collaborative production of Fema magazine.



4.6. Special Projects

UNICEF 75

A partnership with the Swedish and Danish Embassies, together with UNICEF, aimed to take forward the Children and Young People's Agenda, developed in 2019 in time for the 75th Anniversary of UNICEF in December 2021.

A group of eight children and young people including two Fema Club alumni, Said and Sumaiya (the latter of whom is a member of the Girl Power team), made presentations and asked for the support and engagement of key stakeholders for the priority areas selected at the Youth Summit in January 2020.



Quality education, access to sexual and reproductive health and rights, and employment opportunities were the priority areas that were presented to MPs, faith leaders, media and online influencers, UN agencies and the private sector.

In addition, Fema Clubbers were invited to write a letter to the President on one of these three priority areas on how their life is affected and what they recommend be done to improve this issue for them and all children and young people. These were shortlisted and 75 winners were chosen. Their letters were presented to the guest of honour at the event on 4th December.

This project culminated in an event in Dodoma on 4th December which was officiated by the Prime Minister, Hon. Majaliwa Kassim Majaliwa. It was also the main celebration to mark the 75th Anniversary of the establishment of UNICEF.

Five young people presented on behalf of all young people in Tanzania and made key requests of the government on the improvement of education.

In response, the Prime Minister committed to a budget increase in the education sector, with the increase of teachers being a key priority; that the committee collecting views on curriculum review should take into consideration the opinions presented by the young people and meet with them; the Ministry of Education should make sure that the policy on corporal punishment is followed in all schools and be abolished over time, as it needs a change in social values and norms; special-needs students' needs will be considered in all new schools, new school buildings and renovation; information on SRHR should be given to children and young people in all levels of education; and the relevant Ministry should come up with a programme to identify and nurture children and young people's talents.

UNFPA and Fema magazine

Femina Hip had a successful partnership with UNFPA to provide funding to roll out our Red Agenda, menstrual hygiene management (MHM) project in Dodoma, Kagera and Mara in 2019 and 2020. In 2021, UNFPA provided partnership and financial support to produce, print and distribute an issue of Fema magazine (issue 62 detailed in section 4.2 above) on topics affecting sexual and reproductive health and rights.

Girl Effect and Fema magazine

Femina Hip partnered with the NGO Girl Effect to produce an issue of Fema magazine (issue 58 detailed in section 4.2 above) on body concerns and curiosities. Girl Effect wanted to promote the government rollout campaign for the human papillomavirus (HPV) vaccine to prevent cervical cancer in adolescent girls. Students were encouraged to discuss various ways in which to talk to parents about the HPV vaccine and to research where the vaccine could be obtained. However, many Fema Clubs went much further. Here are two examples:



An HPV awareness campaign done by Lutozo Fema Club in Geita region to other students across their school. Students at Imbafi Secondary School in Dodoma region showing their HPV vaccination cards.

4.7. Trainings, meetings & conferences



Girl and Boy Power Training

The Girl Power training is all about keeping girls in school. It is delivered by trained teacher/mentors through two sets of modules. The first, 'protect your life' (Linda Maisha Yako) is about body changes, menstruation, gender-based violence and sexual and reproductive health. The second is 'build your life' (Jenga Maisha Yako) about economic empowerment, financial education, and business start-up. The programme takes four months to deliver with a lesson every week and a certification ceremony at the end. The first roll out of this initiative, funded by the PEPFAR DREAMS-IC programme resulted in a 99.35% retention rate. A further roll out was supported by Irish Aid and our core donors. Femina Hip contributed to a consortium of NGOs including Amref Health Africa, Benjamin Mkapa Foundation and Kivulini, set up to strengthen the health system in Mwanza to tackle maternal mortality.

Femina Hip has now partnered with Care International to deliver a version of the training in Tabora and Shinyanga in 2022.

The Girl Power training programme was thoroughly reviewed and adapted in 2021 as a separate training for boys.

Process oriented Approach in SRHR, gender, HIV and CSE

In 2020 HIP Edutainment successfully bid for a two-year grant programme from the Swedish Institute (SI) to redefine the vocabulary and methods used in comprehensive sexuality education to better suit the moral and political landscape in Tanzania and to build a cadre of Master Trainers from Femina Hip staff and other organisations in comprehensive sexuality education and gender. This followed seed funding in 2019.

Two separate five-day workshops for 40 people took place in 2020 focusing on the personal process of understanding sexuality, gender, values, and approaches in comprehensive sexuality education. In 2021, knowledge, methods and approaches were deepened through further training for 20 of the participants. A final version of vocabulary and methods was agreed upon and 16 participants undertook final training in methods and in-depth facilitation skills to enable them to become competent Master Trainers.

TEN/MET

TEN/MET is a national network of 140 Community-Based Organisations (CBOs), national Non-Government Organisations (NGOs), and International Non-Governmental Organisations (INGOs) working in the education sector in Tanzania Mainland. Femina Hip has been part of the network for more than 10 years but has played an increasingly important role in 2021.

This culminated in Femina Hip's Executive Director being elected as a new member of the Board of Directors at the AGM in November 2021.

Also, Femina Hip was one of just 10 organisations selected to form a Girls Education Caucus Group that worked together with members of parliament on the issue of the school re-entry policy for pregnant students. The Caucus was one of a number of strong voices that successfully advocated for students to be able to return to school after getting pregnant and becoming mothers.

Femina Hip was part of a smaller group that prepared a two-year action plan for the Caucus. This acknowledged that the Caucus would tackle different issues in education, beyond the re-entry policy.

Life Skills



Elizabeth Steven's story of change



My name is Elizabeth Steven (17) a form four student at Mtumba Secondary School in Dodoma. I joined the Fema Club in 2019. After some time in the club, I was selected to be the secretary.

I did not like to go to school daily. Most of the time that I went to school is because my parents forced me and spanked me sometimes. When I was beaten at home, that is when I went to school. I remember attending Fema Club sessions and discussions. There was a club mentor who was teaching us the importance of education. She explained why girls should complete their education, what happens when students drop out of school and what consequences students face when they do not graduate. After this Fema Club session, I went home and reflected a lot. I thought of the difficult life my parents have and that my children will face a lot of challenges if I drop out of school.

That is when I decided to attend all Fema Club sessions and became friends with the mentor. She advised me to be a responsible student and work hard in my studies. I asked what I needed to do to stay in school and complete my studies. The reason that I did not like school was because it meant staying with my father. He was very strict, and he beat us a lot. So, I thought it would be better to stay in town with my aunt and study

there, rather than stay at home with my father. Through attending Fema Club sessions I learned to love school and performed well in my studies. Before I joined the Fema Club I used to get division three, four even division zero in my exams. After joining the Fema Club, my academic performance has changed, now I can score division one or two.

The Fema Club has really entertained me and empowered me with skills to manage and reduce my stressful thoughts from home. Recently, my mother has brought me here to school. I now live with the second master's family because my father was beating me a lot and insulting me. When I told him that was not right, he said that I have become arrogant, and he accuses my mother of hiding my evil deeds. Now I have a good relationship with my father and mother because of my improved academic performance. When I sent my term report home, my father said, "right now you are doing well but you are just a woman". I have realised who I am and what my responsibilities are as a child and as a student. I like reading Fema magazine as it has really transformed me. I prefer to read people's stories, like students who went through challenges but became successful academically.

5. ORGANISATIONAL HEALTH.

5.1. Governance, Compliance and Strategic Direction.

Following the introduction of new regulations for the civil society sector in 2019, Femina Hip could no longer be registered as a company limited by guarantee under BRELA and therefore developed its constitution in line with requirements from the Registrar of NGOs and set up a structure that would see Femina Hip become an INGO.

The Registrar of NGOs in Tanzania stamped and endorsed the new Constitution of Femina Hip, confirming that Femina Hip is a legal entity with its own Femina Hip Board of Directors.

However, at the final Board meeting in December 2021, it was agreed that Femina Hip would maintain its local NGO status, update the founding members to include Tanzanians; with the Chairperson and two other foreign Board members stepping down from the Board of Directors. As a result, Femina Hip needs to review the current constitution and make changes; review the founding member body; elect the new local board; develop by-laws and a board charter. Additionally, Femina Hip will move offices in January 2022 as part of cost cutting measures.

In terms of compliance, a Finance and Procurement Policy & Guidelines and an Assets Disposal Policy were endorsed by the Board.

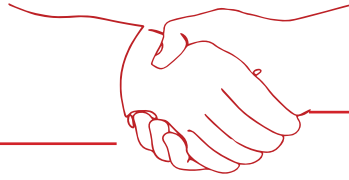
In the previous strategic phase, Femina Hip worked with youth as change agents and with Fema Clubs as embryos of change, the focus was on social and behaviour change of the individual, students and teachers and the school environment. A key shift in



this new phase (2021-2025) is progressing impact to the wider community; bearing in mind that youth live in a community that has norms that do not necessarily support or encourage the values and lessons we seek to impart.

A key focus is on how to ensure that we influence our boundary partners, teacher/mentors, heads of schools, parents and community leaders as well as various sectors of the government. Our assumption is that if they change their behaviour, it will positively affect the young people in their lives and thus further increase their likelihood of fulfilling their potential. This means going deeper and will of course also mean a shift in financial investment, possibly limiting the number of schools and districts with which we can work.

Femina Hip continues to believe that young people can transform society when they develop a 'growth mindset' where they value effort as a route to mastering new skills and competencies. Our approach to engaging with youth will continue to capitalise on our areas of strength and expertise that lie in our edutainment as a route to creating space for young peoples' voices.



5.2. Partnerships.

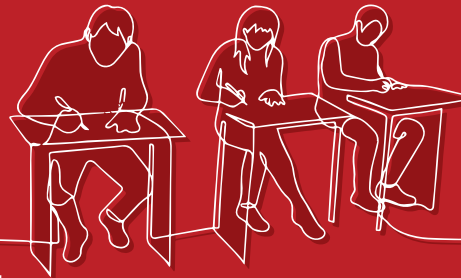
In 2021 Femina Hip secured funding for special projects with different partners. We worked with UNICEF on taking forward the Children and Young People's Agenda for UNICEF's 75th Anniversary with commitments from key stakeholders, and with UNFPA for one issue of Fema magazine. CARE International invited us to partner with them to support girls' and boys' education (with an emphasis on girls) with funding from the Jack Dorsey Fund. The project was launched in late 2021 with activities taking place in 2022. Femina Hip was also successful with a funding proposal in partnership with Plan International with

funding from Global Affairs Canada (GAC). The proposal is for support to youth and SRHR in Katavi region and Femina Hip's activities will start in late 2022.

Femina Hip also collaborated with Norges Vel on a partnership consortium and Baylor Tanzania on another. Unfortunately, neither of these were successful. The organisation is proving a popular choice for other international NGOs to collaborate with, and discussions are already underway for partnerships in 2022.



Victor Salisali's story of change



My name is Victor Salisali (39), head of school at Chinangali Secondary School in Dodoma. I have known Fema Clubs for a long time now. It is not only at my school, but I have seen it operating in other secondary schools within the region. Fema Clubs involve young people sharing their views on different issues pertaining their lives, economic issues, gender-based violence knowledge and puberty knowledge.

The Fema Club provides a space for young people to express themselves and empowers youth with lifelong skills. When they graduate from school and the club, they can still use those skills in their life to make a living and become productive youth in their community.

Fema magazine is also read by people out of school. They also get knowledge based on Fema magazine content and know youth issues and how to address them.

There is a very big difference between Fema clubbers and non-clubbers. Fema clubbers can express themselves well without any problem, and volunteer to do things at school.

Girls can express their issues through the Fema Club platform freely, like GBV, menstruation and come up with ways to protect and stay away from GBV perpetrators. They also discuss issues concerning their academic subjects, entrepreneurship and become empowered with learning and entrepreneurship skills. Through the Fema Club, students get the opportunity to tour within their region, learning new things.

Fema magazine, which is used as a centre of discussion at the Fema Club is very attractive with beautiful pictures, beautiful artwork, entertaining articles and stories and organised with the highest level of professionalism and expertise. It gives education to girls and boys, and they learn the skills for keeping them at school so that they can fulfil their dreams and graduate.

5.3. Challenges

Femina Hip's 5-year contract with the Embassy of Sweden ended in 2020 after a period of more than 20 years of support. The Embassy extended its support to Femina Hip for a further 24 months, which will finish at the end of 2022.

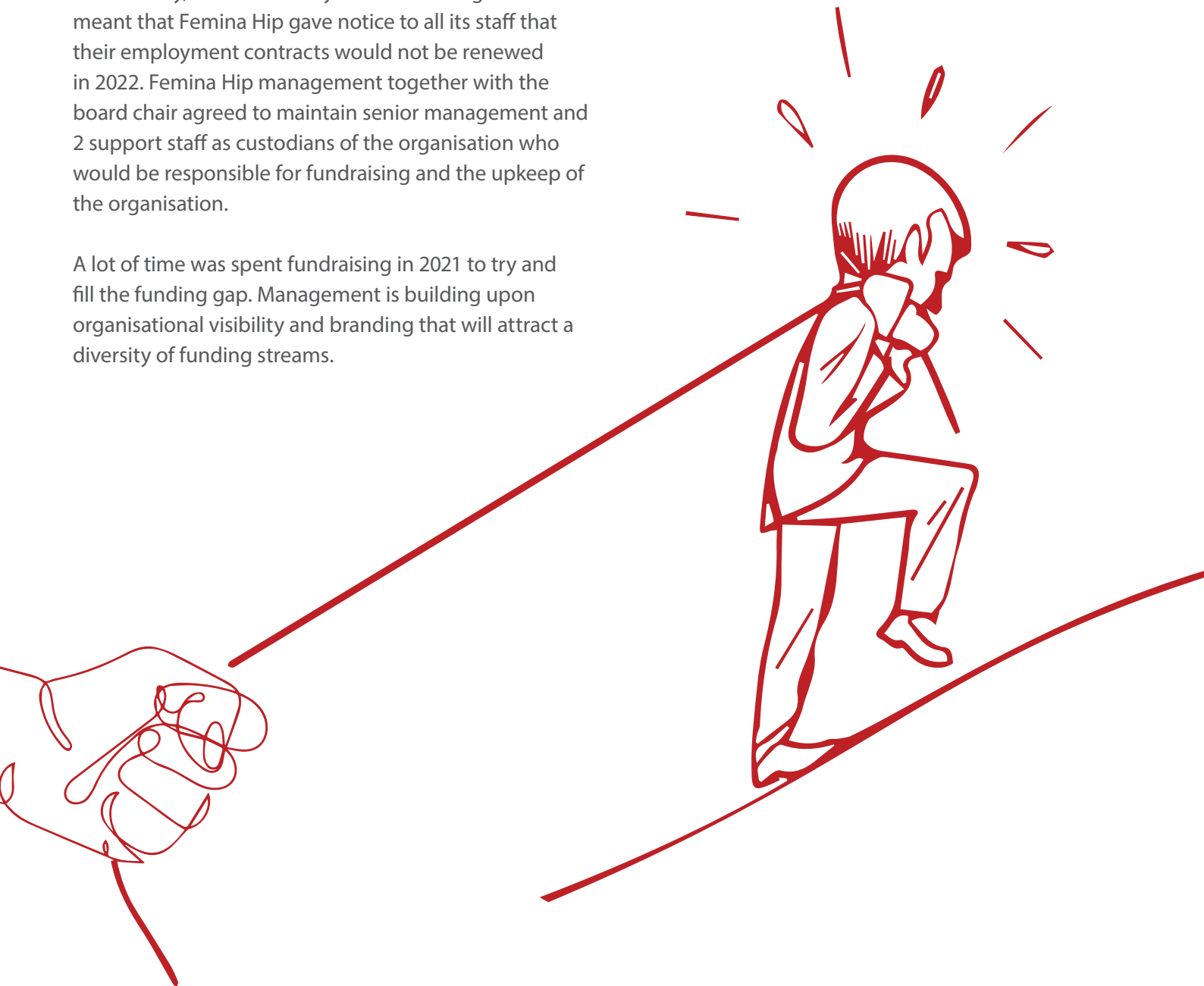
With the above stated challenge of not having a renewed agreement with the Swedish Embassy, Femina Hip had to undertake significantly scaled down activities to align with the available funds.

Additionally, the uncertainty around funding for 2022 meant that Femina Hip gave notice to all its staff that their employment contracts would not be renewed in 2022. Femina Hip management together with the board chair agreed to maintain senior management and 2 support staff as custodians of the organisation who would be responsible for fundraising and the upkeep of the organisation.

A lot of time was spent fundraising in 2021 to try and fill the funding gap. Management is building upon organisational visibility and branding that will attract a diversity of funding streams.

Additionally, Femina Hip's reach was adversely affected by not having the funds to print and distribute one of the four issues of Fema magazine in 2021.

The ongoing impact of the COVID-19 pandemic meant that the focus in most secondary schools was more on academic issues and less on extra-curricular activities such as Fema Clubs. This required regular contact with Fema Club mentors to reinforce the value of the clubs.



Aisha Derick Martine's story of change



My name is Aisha Derick Martine (13). I am a form two student at Malela Secondary School in Dar es Salaam. I joined the Fema Club in 2020 and I am the current chairperson of the club.

The change started when I joined the Fema Club. Immediately after joining, the club mentor and the ex-chairperson told us what the Fema Club does. I learned about entrepreneurship, and during the break due to a Coronavirus outbreak, my older and younger brothers and I were at home. Our mother was sick. Before my mother fell ill, she was selling clothes and environmentally friendly bags that replaced plastic bags.

As she was sick and life got tougher to the extent of going hungry, I talked to her about my idea of taking on the business. I said, I am a girl, and I am confident, why should not I sell the bags. She explained to me that she was getting the bags from nearby Mbagala. She gave me Tzs 20,000. I went to buy bags of all sizes, small, medium and large ones. I started selling them, and I got more customers, even at home. On an average day, I would come back with between Tzs 50,000 and 60,000. I started to increase the number of bags up to Tzs 30,000 worth of bags. The profits grew too. I then started to do wholesale, I was buying from Mbagala and selling here in Kigamboni. So that is how the business grew, but along the way, I have been encountering a lot of temptations, especially from my customers. Several men, some of whom are so much older, were trying to seduce me.

They were saying that they love me because I am working. As I am confident, I refused to get engaged in sexual relationships. I continued with the business; some of the men stopped chasing me while others persisted. I kept my stance. I was working to make money for my family and otherwise. My mother became happy about what I was doing. My brother did not go to school; however, I was bringing him Fema magazines to read. I was convincing him to go with me into the business. We started going together. Some days we would go in turns, so one of us stays at home to look after Mother. The challenge is, when he goes, he brings smaller profits. However, he was helpful. He has now joined Azam Football Club.

The capital grew from Tzs 20,000 to 300,000 within a month. After that, my mother fully recovered, and schools were about to reopen. I resumed back to school and left the business. Currently, my mother is doing better.

Fema has equipped me with enough self-confidence and self-awareness to be able to do that business. The Fema Club has also changed my behaviour, I was very disrespectful, I would insult others. Now, I am a changed person. Unlike in the past, now I have many friends.

5.4. Lessons learnt

The financial global trend is forcing Femina Hip to rethink the way it works. The organisation is planning its financial sustainability in an uncertain world. Generating its own income through monetising the Femina Hip brand; staff employed on a project basis with full cost recovery; working in consortia; identifying and securing new core donors are some of the options being explored.

The Femina Hip model works on the basis of building strong and lasting relationships, which means that the organisation relies on human capital.

Femina Hip may need to lean more on its alumni for the foreseeable future, giving them the opportunity to come into the organisation, put their volunteerism into action, gain relevant work experience, grow, develop, and foster a strong work ethic.

Additionally, it is important to foster stronger partnerships with community-based organisations to tap into their innovation and give additional opportunities to Femina Hip alumni.

The importance of the triangulation between the Fema Clubs, Fema magazine, and active learning came into sharper focus. Each is dependent on the other. The Fema Clubs rely on Fema magazine to provide regular, credible and entertaining content. The activeness of the Fema Clubs relies on the active learning orientation to inspire and motivate teachers to become mentors, embracing the volunteering spirit and a facilitation way of working. Fema magazine relies on the Fema Clubs to discuss, absorb and take action on its content.

The Femina Hip team recognises the vital role of mentors, without whom Fema Clubs would not function. Special mention is given to the community mobilisation (outreach) team, several of whom had worked for organisation for 15+ years.



Going forward Femina Hip is looking for further opportunities to digitalise. Already Zoom meetings are taking place with mentors and most mentors are connected through WhatsApp groups, and the Fema mentors Facebook page. Femina Hip intends to produce short educational social media videos for mentors to go out on WhatsApp. Also, the organisation is researching digital radio where programmes are created and put on a digital platform that can be accessed to be played offline in school. Fema Clubs will be encouraged to increase their income generating activities to pay for the downloading of digital content.

6. FINANCIALS



Statement of Responsibility of those charged with Governance

FEMINA HIP FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

STATEMENT OF RESPONSIBILITY OF THOSE CHARGED WITH GOVERNANCE FOR THE YEAR ENDED 31 DECEMBER 2021

Those charged with governance are responsible for preparing the Financial Statements of the organisation for each financial year, that gives a true and fair view of the affairs of the Organisation in accordance with applicable standards, rules, regulations, and legal provisions

Those charged with governance of Femina Hip confirm that suitable Accounting Policies have been used and applied consistently, and reasonable and prudent judgment and estimates have been made in the preparation of the Financial Statements for the year ended 31st December 2021. Those charged with governance also confirm that the International Public Sector Accounting Standards have been followed and that the Financial Statements have been prepared on the going concern basis.

Those charged with governance are responsible for keeping proper accounting records, which disclose with reasonable accuracy at any time of the financial position of the organisation. They are also responsible for safeguarding the assets of the organization and hence for taking reasonable steps for the prevention and detection of fraud, error, and other irregularities.

Nothing has come to the attention of those charged with governance to indicate that the organisation will not remain a going concern for at least the next twelve months from the date of this statement.

Signed by:

Ruth Mlay
Executive Director

Date: 13th April, 2022

Dr. Minou Fuglesang
Chairperson

Date: 13th April, 2022

Independent Auditors Report



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Independent Auditor's Report To the Members of Femina Hip

Report on the Audit of the Financial Statements For the financial year ended 31 December 2021

Opinion

We have audited the financial statements of Femina Hip, which comprise the statement of financial position as at 31 December 2021, the statement of financial performance, cash flow statement, statement of comparison of budget and actual amounts of the year ended, and notes to the financial statements, comprising a summary of significant accounting policies and other relevant information.

In our opinion, the accompanying financial statements gives a true and fair view of the financial position of the entity as of 31 December 2021, and of its financial performance and its cash flows for the year then ended in accordance with International Public Sector Accounting 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. There were no key audit matters to report during the year ended 31 December 2021.

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

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

**FEMINA HIP
FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021**

**STATEMENT OF RESPONSIBILITY OF THOSE CHARGED WITH GOVERNANCE
FOR THE YEAR ENDED 31 DECEMBER 2021**

Those charged with governance are responsible for preparing the Financial Statements of the organisation for each financial year, that gives a true and fair view of the affairs of the Organisation in accordance with applicable standards, rules, regulations, and legal provisions

Those charged with governance of Femina Hip confirm that suitable Accounting Policies have been used and applied consistently, and reasonable and prudent judgment and estimates have been made in the preparation of the Financial Statements for the year ended 31st December 2021. Those charged with governance also confirm that the International Public Sector Accounting Standards have been followed and that the Financial Statements have been prepared on the going concern basis.

Those charged with governance are responsible for keeping proper accounting records, which disclose with reasonable accuracy at any time of the financial position of the organisation. They are also responsible for safeguarding the assets of the organization and hence for taking reasonable steps for the prevention and detection of fraud, error, and other irregularities.

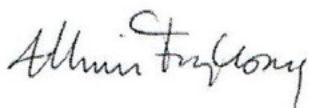
Nothing has come to the attention of those charged with governance to indicate that the organisation will not remain a going concern for at least the next twelve months from the date of this statement.

Signed by:



Ruth Mlay
Executive Director

Date: 13th April, 2022



Dr. Minou Fuglesang
Chairperson

Date: 13th April, 2022

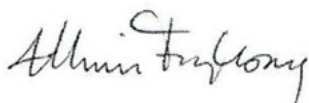
Statement of Financial Position as of 31 December 2021

FEMINA HIP FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2021

STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2021

	Note	31 December 2021 TZS	1 January 2021 TZS
Assets			
Current assets			
Cash and cash equivalents	12	354,780,098	411,925,908
Trade and other receivables	11	<u>60,879,644</u>	<u>124,356,402</u>
		415,659,742	536,282,310
Non-current assets			
Furniture and equipment	9	<u>124,929,894</u>	<u>176,138,936</u>
		<u>124,929,894</u>	<u>176,138,936</u>
Total assets		<u>540,589,636</u>	<u>712,421,246</u>
Liabilities			
Current liabilities			
Deferred grants	5	144,346,854	334,729,313
Trade and other payables	14	<u>271,312,888</u>	<u>201,553,004</u>
		<u>415,659,742</u>	<u>536,282,317</u>
Non-current liabilities			
Capital grants	13	<u>124,929,894</u>	<u>176,138,929</u>
		<u>124,929,894</u>	<u>176,138,929</u>
Total liabilities		<u>540,589,636</u>	<u>712,421,246</u>
Net assets		<u>-</u>	<u>-</u>

The Financial Statements on page 14 to 41 were approved by the board of those charged with governance and authorized for issue on 13th April, 2022 and were signed on its behalf by:



Dr. Minou Fuglesang
Chairperson



Ruth Mlay
Executive Director



ANNUAL REPORT 2021

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