



**FEMA CLUBS:
PROMOTING LEADERSHIP AND
CHANGE PROCESSES**

**FOCUS GROUP DISCUSSIONS WITH
IN-SCHOOL CLUBS**

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A CORRIGAN, C MTOI**

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I BACKGROUND

Femina HIP (hereinafter referred to as HIP) hosted its annual national youth conference from 21-23 January 2008 at Silver sands hotel, Dar es Salaam. The theme of the conference was *Youth Leadership in HIV/AIDS and Sexuality Education* and the conference gathered 100 students and teachers from secondary schools in every region of Tanzania. All students are active in Fema Clubs and all teachers are Fema Club leaders. Other participants included representatives from the Ministry of Education and Vocational Training (MOEVT) and civil society partner organizations. The conference was initiated by the former Minister for Education and Vocational Training, Margaret Sitta and the Head of Swedish Development Assistance (Sida), Mr Torbjorn Pettersson.

The objectives of the conference were as follows:

1. To educate and impart new skills in the area of Youth leadership in HIV/AIDS & Sexuality Education
2. To reward and thanks active Fema clubs through the Best Club and Teacher of 2007 awards and prizes
3. To get feedback on the role of Fema Clubs in promoting youth leadership and behavior / social change
4. To use national mass media to celebrate exemplary youth leadership (heroing award winners) plus raise debate and discussion around this theme
5. To advocate for greater youth involvement in / ownership of SRH education, including through the presence of Fema magazine and Fema clubs in all secondary schools

This was the second annual youth conference hosted by Femina HIP. In 2007, the conference focused on the theme of HIV/AIDS / Sexuality Education in Secondary Schools. Initiated by the first lady, honorable Mama Kikwete, it received broad media coverage and raised a debate in the media about the need for stronger HIV/AIDS / Sexuality Education in Secondary Schools. At this conference a lot of information was gathered relating to the reality of HIV/AIDS / Sexuality Education in Secondary Schools and the role that Fema magazine plays in this regard.

In 2008, the conference aimed to build on that progress. Whilst still focusing on HIV/AIDS & Sexuality Education, the theme was anchored around youth leadership. Femina HIP believes that every young person has the right to HIV/AIDS/Sexuality Education but – in view of the realities on the ground (lack of materials, trained teachers etc.) – young people can play a key role by taking HIV/AIDS/Sexuality Education in to their own hands. Fema magazine and Clubs have a very important role to play here as they provide a platform for HIV/AIDS/Sexuality Education in the school setting and promote leadership skills, youth involvement and the creation of supportive environments.

The government's strategy for HIV/AIDS & Sex Education on the mainland¹ includes curricular (FLE in carrier subjects) and extra curricular components. The extra-curricular component of the strategy includes peer education, school counseling services and the establishment of School Counseling and AIDS Education Committees. Students are

¹ In 2004, the Ministry launched a new five year **Strategic Plan for HIV/AIDS** (2003-2007). This was followed in December 2004, by the publication of **Guidelines for Implementing HIV/AIDS and Life Skills Education Programme in Schools**.

encouraged to involve themselves in activities such as clubs, drama, sports, debates, and peer education.

Today, Fema magazine reaches 1731 secondary schools in Tanzania and there are approximately 450 registered Fema Clubs. However, under the SEDP the number of schools is rapidly increasing and currently stands at around 3000. HIP is now pushing for Fema magazine to be made available to, and for the formation of a Fema Club (or an equivalent club which focuses on Sexuality & HIV/AIDS education) in every secondary school in the country. This will help to ensure that students' rights to SRH education are addressed and youth involvement and leadership in this area are encouraged. This can only happen with the support of the MOEVT, who can help Femina HIP to communicate this message to schools throughout the country. During the conference both Minister Sitta, the former Minister of Education and vocational training, and Mr Torbjorn Pettersson, the Head of Swedish Cooperation endorsed this message, and this was further carried through the media.

"I believe, transparency is paramount in sex and AIDS issues. Fema magazine has been a friend, counselor to the youth and their platform for communication where they participate in writing news and getting solutions to their problems. I am informed that 120,000 copies are freely circulated in 1,731 secondary schools in the country. I deeply congratulate you. In the country we have 3,000 secondary schools. If possible we ask for all these schools to be provided with the magazine, to benefit all students with this crucial education, as both private and public schools face same challenges.

Also Fema educates even the adults. It reminds and enables us to hear the voices of the youth. All teachers in Tanzania must understand this magazine which carries articles targeting them and how to improve communications between parents and children"

I would like to recognize the contribution of Femina HIP in setting up clubs for providing education on HIV/AIDS and sexuality in schools. I am glad to hear that at present there are 450 Fema Clubs in different schools. I congratulate you. I will appreciate to hear that more clubs are opened to reach more students"

(Former Minister for Education and Vocational Training, Margaret Sitta)

II CONTEXT

The evolution of Fema clubs

When Fema magazine was introduced in 1999, then known as Femina, young people received it with vigor; they started writing back on various issues pertaining to the magazine. Many of them wrote in groups asking how they could become more involved with Femina work. Femina HIP encouraged them to organize themselves in Clubs and use this as a base for group reading, voluntarism and community activity. As such, the idea of forming groups to make a better use of the magazine originated from the young people themselves, it was voiced aloud because the magazine gave them a chance to raise their voices.

A Fema Club is a group of five or more people who believe in healthy lifestyles, brought together by their trust in and devotion to the Fema magazine. They have a democratically generated constitution that guides them in their activities.

Today, there are more than 450 registered Clubs most of which have constitutions, elected leadership and an agenda of objectives and activities. Many report back to the Femina HIP on a regular basis. Fema magazine dedicates two pages to dialogue with the Clubs and publishes their news, photos, contributions, greetings and contributions.

The Club movement has grown so fast that it was decided to introduce an annual award to recognize and encourage the fantastic work of Fema Clubs. Hence, Fema Club of the year was initiated and is awarded at Femina HIP's annual youth conference.

HIVAIDS & life skills education policy and programs

This study need to be understood in the context of recent development in HIV/AIDS & Sexuality Educational policy in Tanzania, which falls under the Ministry of Education and Vocational Training (MoEVT) on the mainland. The MoEVT has been badly affected by the HIV/AIDS epidemic and has the largest number of staff (e.g. teachers) living with HIV/AIDS out of any Ministry. In 2004, the Ministry launched a new five year **Strategic Plan for HIV/AIDS** (2003-2007). This was followed in December 2004, by the publication of **Guidelines for Implementing HIVAIDS and Life Skills Education Programme in Schools**. The guidelines are intended to 'streamline the responses, efforts and action of the education sector against HIV/AIDS/STI among young people in schools and employees at places of work'. These guidelines were sent to all schools in the country.

The strategy for HIV/AIDS & Sex Education on the mainland includes curricular and extra curricular components. The curricular component, know as the **Family Life Education (FLE)** was designed and developed by the Tanzanian Institute of Education (TIE) with support from UNFPA for different carrier subjects in primary (science, social studies), secondary (biology, civics, geography and home economics) and teacher education (general studies). The extra-curricular component of the strategy includes peer education, school counseling services and the establishment of School Counseling and AIDS Education Committees. Students are encouraged to involve themselves in activities such as drama, sports, debates, clubs, peer education etc. The Ministry aims to provide training to all school principles and carrier subject teachers so that they can supervise this program.

The **Guidelines for Implementing HIV/AIDS and Life Skills Education Programme in Schools** acknowledges that 'there is an **acute shortage of textbooks and other reading materials on HIV/AIDS, STI and Life skills**' and an urgent need to supply these to schools, teacher's colleges and workplaces. Stakeholders are further encouraged to produce targeted materials for which the production, dissemination and use in schools should be approved by the MoEVT. In addition to these guidelines various circulars have been issued to schools over recent years, instructing them to implement these policies / guidelines.

At Femina HIP's 2007 youth conference MoEVT representatives acknowledged that the Ministry lacks the capacity to fully implement the strategy and is seeking cooperation from stakeholders, such as Femina HIP, particularly in the provision of reading materials. They admitted that due to the shortage of materials **they advise teachers to seek materials wherever they are available** – be it formal materials approved by the MoEVT and its EMAC approval committee or informal, extra curricular materials which have not gone through the MoEVT.

The **Zanzibar equivalent to FLE is MEES** – Moral, Ethics & Environmental Studies and it has also been funded by UNFPA. It was initially only for government schools but has now been expanded to private schools and out-of-school study centres. MEES follows similar strategies to the FLE – guidance and counseling in schools, curriculum development for carrier subjects, health clubs in schools supported by UNICEF and UNFPA and peer education programs. However, the guiding principles of MEES are quite different to FLE on the mainland as there is still much opposition to the teaching of sexuality related topics in the school setting. Neither condoms nor faithfulness can be promoted in schools as both are deemed to condone sexual activity. Teaching materials produced include curricula and teachers' guides in MEES carrier subjects. Femina HIP has this year finalized and printed the MEES Biology Curriculum for the MOEVT with support from UNFPA and a teacher training around the book will be conducted for teachers in the near future.

After a decade of support to the development of FLE and MEES in secondary schools a substantial evaluation of the programs were conducted by UNFPA in 2006. **FLE and MEES are now coming to an end as a separate project and the topics will in the future continue to be mainstreamed into the curriculum.**

Fema magazine's involvement as an extra curricular educational resource has resonated with the mentioned development in the field of HIV/AIDS & Sexuality Education in Tanzania. Femina HIP is a civil society initiative initiated in 1999. Its core product the *Femina* later *Fema* magazine, is an 'edutainment' vehicle for open talk about healthy lifestyles, sexuality and HIV/AIDS and **has proved to have a vital role to play in the school setting.** It has been distributed to NGO partners, workplace programs and secondary schools since the time of its initiation. The magazine initiative has gradually been 'scaled up' reflecting its popularity and demand. Year 2008 the number of copies are at an all time high at **140 000 copies distributed quarterly to 1750 secondary schools in all regions of Tanzania and over 200 partner NGOs.** An average of 50 copies goes to every school. The aim is to ensure that every secondary school and teacher training facility in the country is able to access this extra curricular education resource. As such, the print run will increase to 170,000 this year in order to reach 1000 new schools established under the Secondary Education reform program (SEDP).

Dr Sayi, Mama M Kilembe (MoEVT) and Mr. Abdalla Mohammed Jadi (MoE Zanzibar) participated in the 2008 Youth Conference. During a dialogue between teachers and ministry officials, it transpired that none of the teachers present (from 28² schools) had seen or were aware of the Ministry Guidelines for Implementing HIVAIDS and Life Skills Education Programme in Schools. Some but less than a quarter had received some form of training in HIVAIDS / Life skills education, conducted by a range of actors from local NGOs to the MOEVT. The majority of schools have counselors (18) but only one has a school counseling and HIVAIDS committee. The teachers requested Femina to conduct teacher training in this area and Mama Kilemba (MOEVT) welcomed this idea saying that the MOEVT would allow this “tomorrow’.

The Ministry has produced (but not printed) a national guideline / curriculum for peer education in schools. An important finding from this conference is that teachers / Fema Club leaders see the Fema club as an important entry point for peer education. HIP should therefore work more closely with the MOEVT to help it to implement the peer education guidelines through the Fema club structure.

² Two teachers were absent for this session. All schools present (28) receive Fema magazine. 18 also receive Amua and 14 receive Si Mchezo through community organizations. 17 have computers that can be accessed by students but only 8 have internet access. 13 have video facilities.

III INTRODUCTION TO THIS STUDY

The conference provided HIP with an opportunity to talk to its readers and club members in a relatively large, concentrated and nationally representative forum. It was therefore decided to conduct a small but structured research study during the Youth Conference in order **to explore the role that Fema Clubs play in promoting youth leadership, community activism and behavior / social change.**

Specifically, the research objectives were defined as follows:

1. To explore the factors motivating students and teachers to take part in Fema Clubs, including the concepts of agency and collective self efficacy.
2. To examine the way in which Clubs function and are governed as well as the support they receive from the school / community
3. To examine the activities conducted by Fema Clubs in and out of the school setting and the perceived impact of these activities
4. To understand the needs of clubs and the hurdles they face
5. To explore club members experiences within the framework of Communication for Social Change indicators such as leadership, ownership, dialogue and collective decision making within communities, collective self efficacy, equity of participation /information and social cohesion

Femina HIP's approach to Monitoring & Evaluation is constantly evolving and embraces new thinking in the field of behavior change communication (BCC) and Communication for Social Change (CFSC). CFSC is a relatively new area, albeit it one of increasing importance amongst development communication actors. It lends to an approach which focuses on different types of indicators, often more process than outcome oriented in nature (e.g. leadership and ownership). At the heart of CFSC is the belief that as a community builds its capacity for communication, through voice and dialogue, it engages more in collective action and, over time, builds its capacity to address problems and renew itself. As such, several CFSC indicators have been explored in this study.

It should be noted that the students and teachers that attended this conference represent some of the most active Fema Club in the country. Information about the conference is included in Fema magazine and the invitation to attend is a big perk or reward for active clubs (a maximum of two students and one teacher from 30 schools can participate). As a result, the findings from this study can not be generalized for all Fema clubs in Tanzania as this audience is likely to be at the most proactive end of the scale. Nevertheless, it provides us with important insights.

Six qualitative focus groups discussions (FGDs) were conducted with approximately ten participants per group – three groups amongst student club members /club leaders and three amongst teachers who are also Fema club patrons. Amongst the students, 15 Fema clubs were represented coming from 15 regions of Tanzania. Amongst the teachers, all 30 schools in attendance were represented, coming from all 22 regions of the country. The focus groups were conducted in Kiswahili and facilitated by HIP employees under the guidance of the Monitoring & Evaluation team. All sessions were audio recorded, transcribed and translated in to English for reporting purposes. They were then coded systematically and analyzed.

The findings of this study are detailed in this report, along with a series of recommendations. It should be noted that these FGDs constituted the first in a three-step study of Fema Clubs. The next step, in June this year, will consist of another round of FGDs targeting out of school Fema Club members. This will be followed by a questionnaire that will be sent to all clubs. **These three steps will allow for a fuller analysis of Clubs and their role in stimulating change processes. This study will also help HIP to review its club policy / youth leadership program. Finally, it will also help to shape Femina HIP's advocacy strategy, by identifying priority activities and target audiences for HIP's engagement in the education sector.**

IV DETAILED STUDY FINDINGS

1.1 The club environment in secondary schools

In order to understand the club environment within the school setting, students and teachers were asked which clubs are functioning in their schools, how many clubs they belong to, and whether there is overlap between the Fema Club and any other clubs.

The majority of schools have a wide range of clubs; the reported number varied from one club to 16. These are further segmented into 'academic clubs' which relate to the school subjects, of which there can be as many as 12 clubs, and 'social clubs', which vary in number but average around three. A minority of schools segment in different ways, including subject vs religious clubs; and NGO (driven) vs Government (school administration driven) clubs. There is a clear distinction between the academic and non-academic / social clubs and in some schools they meet on different days / times.

*"we have **Mali Hai club** which deals with planting trees, and different clubs for subjects, that meet every Tuesday whereas Mali Hai and Fema meet every Fridays" (Student / Club member)*

Fema clubs fall under the category of a social or 'non-academic' club and all schools present in the discussion groups have active Fema Clubs. Most schools also reported having environmental clubs, sometimes called Mali Hai or Mazingira clubs. Anti-corruption clubs, otherwise known as PCCB clubs, also appear to be very popular.

*"In our school we have decided that each single lesson needs to have a club, so ... in total we have 12 clubs. Apart from the subject clubs we also have 4H clubs, such as Mali Hai, **UKWATA**, and **YCSS**. That is to say, in total we have 14 clubs" (Teacher / club patron)*

"In our school we have two clubs, one club is a religious club and another one is called PSA, (Pastoralists Students Association), which is based on pastoralists' community as our school has been established in a pastoralist society and also we have Fema club, apart from these we also have Geography, History, and Physics club etc." (Student / Club member)

The majority of students in the discussion are **members in more than one club** and some are members of all clubs in their schools. The average student seems to be a member of around three clubs, at least one academic and one social club. To be a member of more than one club is very normal and allows students to participate in different activities.

"I am a member of all clubs at school, UKWATA and Fema clubs. Because I am a Christian I am obliged to be a member of UKWATA" (Student / Club member)

In most schools, there is some **overlap between clubs**, including between activities conducted by Fema clubs and other types of clubs, such as the health or HIV/AIDS club.

"Yes, for example SEMA works like FEMA in educating about HIV/AIDS and uses the same methodologies, but FEMA has some things which go beyond."

“Tuseme club, Health ... and even Environment club, mostly deals with things that involve people. Most times we plan our programs for educating the society together so as to know what others talk about in order to avoid repetition”

This sometimes results in **clubs merging**, evolving or taking over another club, and it seems that clubs would benefit from clearer communication from the Ministry so as to guide them in what is expected of them.

“We had a Health club, but after Fema being well established, it has been swallowed and no longer exists. Most of its activities are not different from those of Fema, so it’s like part of Fema. most of its members joined Fema club.”

“In our case our club it [Fema club] is called Dadaz Club.....So the club ([Dadaz] helps us (girls) in abuse issues because it provides counseling on a number of issues including HIV/AIDS. Because Fema deals with mainly HIV/AIDS, so they have counseling, as we do, they are dealing with gender issues as Fema club does. So because of this it was decided that the two clubs joined and called Loreto Dadaz Fema club”

“At Moringe secondary school, historically it started under the supervision of Arusha NGOs. They came to train teachers... in 2003, they advised us to start a HIV/AIDS club. Our head teacher and Biology teachers were invited again for a workshop which was organized by the Ministry of Education. After the training, we changed the name of our club; we included Family life education in our activities, and started calling our club ‘Moringe Health Club.’ Before the end of 2005, we started communicating with FEMINA, using materials and information we get from FEMINA, and now it is FEMA club.”

Teachers were asked whether they had received any **outside intervention** in the setting up of clubs, from the Ministry or civil society. A few schools received club support from the school administration or local community groups, sometimes in the form of material support such as books or the use of a premises. A few others had been encouraged by civil society organizations and used this as the impetus to form clubs. However, in other instances external organizations are not allowed to visit schools or are viewed with suspicion.

“KCMC came to me; they tried after seeing us on the front line in the whole region when it comes to blood donation. They came and encouraged us to start Blood Donors’ club. FEMA club is well established so if we start another club there will be a division among club members. But I am already engaged with FEMINA, I want to stand with FEMINA because it is well organized. My members are known in the whole school, and when the mobilizers come, we encourage every member to come with five people.” (Teacher / club patron)

“In 2003, Femina team visited us, but we have never seen them again ever since. The materials and seminars they gave motivated people to start a club, but members are divided into TANOVA and Fema.” (Teacher / club patron)

“In our school, it was peace corps who helped us to start a club because by then the head teacher who was present was not cooperative and he thought that

peace corps had come to teach students how to use condoms...” (Teacher / club patron)

In terms of **intervention from the MOEVT**, only two teachers had experience of this and in neither cases did this relate directly to the formation of (lifeskills / HIV) clubs.

“... last year we were sent to a seminar [MOEVT]. In the seminar we were not told to start clubs but we were told to teach HIV/AIDS. So the Ministry is not encouraging us to start clubs but the ministry is encouraging on how to make sure that HIV/AIDS education is taught in schools” (Teacher / club patron)

“Last year our head teacher attended a certain seminar so she told us they were instructed to get back to their school and set up AIDS committee which involves students and teachers, so it was formed. But because in a way it was not a club rather a committee, so activities were not well-defined thus their activities were taken by Fema clubs” (Teacher / club patron)

1.2. The factors motivating students to take part in Fema clubs

Given that there are a number of non-academic clubs in schools, and limited time and space for club activities, it is important to understand what motivates students to take up membership in a Fema club. Responses from students indicate a variety of reasons. Many students stated that it was their enjoyment and appreciation of **Fema magazine** that inspired them to join the Fema club. They wanted to be part of a forum where they could **talk openly** and discuss questions that are sensitive to breach at home / elsewhere.

“There are questions that we as youth might be having without clear answers. We can't ask our parents, especially in Tanzanian families. But for such questions we get answers from Femina” (Student / Club member)

“The information published in Fema challenged us to open discussions about sexuality, relationships, HIV/AIDS and other programs which prompted us to start a Fema club in our school” (Student / Club member)

Another closely linked reason is the desire to **learn and improve oneself**, by being part of a team and getting exposure to new things. Several students also felt that the experience would benefit them in the future, when they face some of life's hurdles (**self efficacy / agency**).

“I was convinced to join ... because I believe that by being in Fema club with others I can get different ideas and plans. I thought of teamwork as the most important thing” (Student / Club member)

“in our clubs we usually read and discuss the dear aunt and dear uncle pages. I like the way they have been answering questions and give practical solutions. So through that I decided to join the club so that I could learn more.” (Student / Club member)

“another thing which prompted me to join the club is the knowledge we get, exposure and experience of things that we learn. Most times, when you learn something, you work on it; later in life, you do it better” (Student / Club member)

“I joined Fema because of many lessons about youth, and later in life I would love to teach my peers” (Student / Club member)

Coupled with this is the notion of **collective efficacy** – that in coming together, a group of people can make a difference.

“I like working together with others and believe that through that group, there is something we can do as a team to help our society” (Student / Club member)

For many students, Fema club is firmly linked to **HIV/AIDS education** (through Fema magazine) and this was central to their reason for joining. **Students wanted to educate their fellow youth** on HIV/AIDS. They further expressed a desire to undertake **community work and to share their knowledge** with and help their community members. The notion of **information equity** is central to this as students indicated they wish to see education reach those who would otherwise be neglected.

“... I like to be close to the community in our group we used to visit patients either at home or hospitals, so I thought by joining Fema it could be easy and have a better opportunity for me to help others who are suffering ...” (Student / Club member)

“I have decided to join Fema club because one of the core function of Fema club is to provide education on HIV/AIDS and also sexuality education [...] when I have graduated and go to the community... I have to know about myself first and then inform my community about sexuality and HIV/AIDS and being accepted by the community [stigma]” (Student / Club member)

“[...] I’m a youth and the problems faced by the youth on the ground include HIV/AIDS, early pregnancies. So due to what I have learned with Fema magazine is a lot that is why I joined the Fema club.” (Student / Club member)

“I get sufficient knowledge and skills on how to help those who are suffering and also to educate other members of the community on HIV/AIDS and their health in general because it is a bigger proportion of people in the community who don’t have sufficient insight about HIV/AIDS” (Student / Club member)

In order to further probe around concepts of leadership, agency and efficacy (all indicators of CFSC which are important to Femina HIP), students were asked if when they joined the club, they wanted **to see something change** and in what way. This received several interesting responses:

For some students, the change they wanted to see was in **their own behavior and lifestyles**, something which would subsequently allow them to become role models in their communities.

“Of course, when I joined Fema I was having some issues in my mind, because me as a girl I might be doing some things the way I feel, about which my family and the community might not be happy. [...] I was interested to see my habits change and to become a role model to the community...” *(Student / Club member)*

“When I joined Fema what I expected to change was myself first, then to look on the possibility of changing my fellows’ behaviors and community members in general because I have been practicing a number of things which were not cool, and after reading these magazines, I realized that I [was] not doing it right” *(Student / Club member)*

Several students mentioned broader development issues, especially **gender issues**, where they want to see, and be part of, **societal change**. This is also a possible indication of leadership.

“I would like to see community attitudes change towards girls’ behavior as in many cases I think we are neglecting them and not giving them a voice. Because with other tribes, people do not bring their daughters to the school and they are forced to remain at home for domestic work. So to me that is not something good and I would like to see it change” *(Student / Club member)*

“I would like to see girls be responsible with their bodies and lifestyles.” *(Student / Club member)*

“the village where I come from you will find that most of the parents they don’t want to educate girls [...] so I wanted to fight against this”

1.3. The factors motivating teachers to take part in Fema clubs

Teacher patrons were also asked what motivated them to get involved in Fema clubs and what change they were hoping to see. Some of the teachers present in the groups had appointed themselves as club patrons, others were chosen by the head teacher or the students themselves. However, they share a few core motivations for being part of the Fema club.

In many cases, teachers are driven by a **desire to see and promote behaviour change** amongst students, particularly in the area of HIV/AIDS and sexual relations. In one group, teachers said they wanted to see students go for testing, to help them protect themselves from pregnancies / school dropout / HIV & STIs, and to prevent them from engaging in risky relationships.

“My expectation is to get the youth who can educate their colleagues to stop having relationships with food vendors at the school compounds and neighbouring areas” (Teacher / club patron)

Another key driver is teachers’ **personal sense of responsibility**. Many of the teachers who have become club patrons see themselves as **confidantes, role models and**

leaders and as such have a vital role to play in educating and shaping their students (agency/self efficacy).

“It was my responsibility because as a teacher and a parent, I need to get involved in fighting against AIDS, and I enjoy it big time” (Teacher / club patron)

“Personally I am a big fan of Fema magazibe since I was at college and therefore I feel obliged to help with the youth” (Teacher / club patron)

“First of all I am the students’ best friend. They like consulting me about academic and other social matters. [...] I feel responsible because when you are a teacher, you don’t stop there; you also become a guardian, so it is our responsibility” (Teacher / club patron)

“...as Fema club teacher/patron, I (...) lead by example ... I have to read a lot about HIV/AIDS and see how best I can put HIV/AIDS in to whatever topic I would be teaching ...” (Teacher / club patron)

Several teacher patrons were also motivated by **the need for open talk and discussion** around HIV/AIDS and other sensitive subjects:

“In early 1990s, education about HIV/AIDS couldn’t stick into people’s lips. It was too bitter, and even if it was there, it couldn’t come out. Most people especially teachers never wanted to talk about it. They considered the word AIDS an insult...” (Teacher / club patron)

The more open teachers are also often **selected** to become school counselors and/or Fema club patrons³ as students feel they can speak openly with him/her

“I became a supervisor after being convinced by the headmaster, who called few students from each class and asked them to pick a teacher that they will be free sharing their academic and health problem with, 80% picked me, for that reason...” (Teacher / club patron)

“... when I shifted to my school, the head supervisor was a male teacher. Most members were girls and the school (had) never had a female teacher... During discussions, most girls lacked confidence in front of boys and a male teacher. I was suggested as their supervisor because they thought it would be easier for both (male and female) students to be active than having a male teacher” (Teacher / club patron)

“The headmaster appointed me as a school counselor and afterwards as club supervisor. He gave me a chance to openly and deeply get involved with students, that’s why even when I am not around they keep looking for me. Every morning during morning talk, we have to talk about something” (Teacher / club patron)

³ We do not know how many Fema Club patrons are also school counselors but this should be explored

2.1. Club Governance

Amongst the participating schools, Fema clubs were **established** from 2002 all the way up to 2007. Some started earlier under previous guises (i.e. a health club) and later evolved in to a Fema club.

“Fema club started as an art group in 2004 an later became Peer Educators....with help from PASHA. [...] and after PASHA had left us we decided to become Wise Camp Fema Club” (*Teacher/club patron*)

The clubs seem to have been established through a variety of methods – in some cases through the students initiative, in other cases through teachers or headmasters⁴. In most cases the impetus was the **Fema magazine** itself, as the club pages regularly provide information and instructions on how and why to start a Fema club.

“Fema club started in 2007 at Mwanzi and it was the students’ idea after reading the Femina magazines” (*Teacher/club patron*)

“I started it from the push I got from the magazine which I was buying and when I told the students they all agreed” (*Teacher/club patron*)

Some clubs were established as a result of other NGOs activities or the intervention of volunteers. In one school, the club was established after KIVULINI (NGO) activities in that school; in another due to the efforts of a Peacecorps volunteer. In both these cases it was centred around use of Fema magazine.

All Fema clubs are supposed to have a **constitution**, which outlines their objectives and rules of operation. It seems from the responses that less than half of clubs do in fact have a constitution⁵, although what this entails varied broadly. Some said they have very short constitutions, others that they use the school constitution, or have used the school rules to form their club constitution. A couple of teachers mentioned that the club registration form the students wrote and submitted to Femina constitutes their constitution. Overall, it seems that the clubs could do with much clearer information from Femina in this regard.

“We used school rules to make our constitution. We don’t have problems apart from dodging meetings whereby some people don’t show up. We have made it clear that if you miss three meetings, you are out, this makes people more active.” (*Student / Club member*)

“I’m suggesting we should be given a guideline for us to write a scholarly constitution” (*Teacher / club patron*)

Every Fema club has leaders, from within its member body. The discussions indicated that whist clubs have designed their own individual **election systems**, the process is generally democratic.

⁴ Teachers reported that it was more often teachers or headmasters initiative than students. However, students were not asked this question so it is not possible to cross check this.

⁵ About half of students claimed to have a constitution but only a minority of patrons.

“When we are about to elect our leaders we convene a meeting and the selection of leaders is just done by raising our hands and mention names of candidates based on personal judgement” (Student / club member)

In some cases, current leaders nominate their successors – whom they consider to be confident, outspoken, active, role models – and then allow the club members to vote. In one school, they have special registration forms which specify the qualities of the contestants. In a couple of instances the leaders chose their nominees and inform the group, but don't allow voting.

Clubs also make an effort to balance out the leadership: In one school, if they elect the leader from A-Level then the deputy must be from O-Level. In another day school where they have shifts for class sessions, they elect leaders on a shift basis. That is if a chairperson is from the morning shift, then his deputy must come from the afternoon shift. In some cases they appoint whoever gets the most votes, regardless of gender; whilst in others they seek gender balance (if the chairperson is a girl, then the deputy must be a boy). Generally, the clubs are conscious of the fact that before one leader leaves school, a new leader must be appointed.

On the issue of **equity of access**, the majority of students said the Fema clubs in their school is open to all students. In fact, for the most part, membership is limited to a certain number of students, and often to those considered to be role models or leaders. The second restriction, in many cases, is that members must abide by club rules, attend meetings and so forth. However, clubs generally conduct activities, presentations or performances in front of the entire school, thereby exposing all students to their messages. Some of these events are optional, whereas others are fixed and compulsory. For example, one student reported that their club gives a morning speech talk about HIV/AIDS and Fema club three days a week. Whereas another reported that “club members compose HIP HOP poems etc. but the sessions are only for those who would like to attend”.

Patrons were asked⁶ whether boys or girls are more active in Fema clubs. Almost all said that girls are more active in clubs, especially when it comes to volunteering. Two patrons noted that there used to be more female members, but that as time goes by, both boys and girls are active. Some teachers noted that despite having more girl members, girls sometimes lack confidence to assume leadership positions or to participate in discussions. Not all teachers agreed however....

“Most members are girls but they lack confidence when it comes to leadership comparing to boys who compete for it” (Teacher/ club patron)

“In my school girls are not active in talking and discussion but are more active in doing volunteering works” (Teacher/ club patron)

“At Fidel Castro girls are more active, even in matters not related to the club”

⁶ In two discussion groups only

Club members feel that **the club patron plays a very important role** in terms of supporting and mobilizing the Fema club. They spoke positively of the patron as being there to guide and support them, and to supervise their activities. Some even asked for Femina's help to ensure that patrons are in place

"Fema club teacher is always there to guide students whenever there is an issue.... So students get chances to ask more questions" (Student / club member)

"Femina should send people from the head office to make sure that each club has a supervisor. This is because in other schools, if a supervisor is transferred then a club dies, because there will be no one to supervise it. If possible, please educate teachers to participate" (Student / club member)

The feedback from the patrons also indicated that they largely play a support role, albeit a very important one. Responsibilities mentioned included ensuring club members get Fema magazines on time; advising students on how to spread messages from Fema magazine in and outside of school; supervising club activities; counseling students on academic or social matters; assisting clubs to raise funds; helping students to answer questions or solve disputes; and helping students to get permission for their activities from the school head / administration.

"So my role in the club is just to coordinate the whole group because students themselves if you don't follow them they will do their own thing, so I have to remind them to attend and remain to the meetings to organise school debates, because there is a school nearby with Fema club, we organise interschool debate. So my roles is to talk to school administration for logistics and seek permission, if going out...." (Teacher / club patron)

"On my side I act as a link between Fema club and the school authority; also linking students and the Femina office" (Teacher / club patron)

When it comes to **decision making** and agreeing which activities the club will undertake, the power seems to remain with the club members and/or leaders. The students then share their ideas with the patron for approval, who then helps them to make this happen / to get permission from the head. Students are happy with this system as it ensures the school administration knows what is going on and can help out in the event of problems.

"It is democracy and every one gets chance to contribute and participate. People discuss issues intensively and come up with a common solution" (Student/club member).

A final element in terms of club governance, is **reporting back to Femina HIP**. Most teachers claimed that their clubs send reports. However, several complained that they have not been receiving a response from Femina, or that responses take a long time. One teacher added that they send photos but when these are not published they get a hard time from parents who want to know why their photos have not been published. It was suggested that village schools be given priority, as it would mean so much to them

to have their photo published, and many of these don't have access to the TV show or the HIP office. Another teacher suggested that those who have appeared many times, should not be allowed to appear again until others have been given a chance.

"We were not informed if we can send anything to Femina, but now since we know, we are requesting you to send us instructions on what to do just like how you instructed us when we joined FEMA clubs, from now on we will be sending."
(Teacher / club patron)

"We sent our articles, photos and reports but never got any response nor appear in Fema magazine. We are not sure, maybe they were not that good but we are requesting you to give us responses at least once in a while, it will encourage us." (Teacher / club patron)

"Students feel lonely because you don't communicate; there is neither Femina team nor any response from them. This discourages them and makes other members drop out of clubs." (Teacher / club patron)

Students and teachers alike are very passionate about the need for stronger communication from Femina as a means of encouraging, reinforcing and legitimizing their activities. Fema magazine exists to create voice for young Tanzanians, and it must not underestimate the importance of this in the minds of its readers.

"Our chairman wrote that Femina office forgot our region, Mtwara, so that letter and the photo were published in the magazine. The picture and the story bring a very big impact" (Teacher / club patron)

"Every school around us that knows our school were telling us that they have seen our photo in the magazine" (Teacher / club patron)

3.1. Activities conducted by Fema clubs in the school setting

Fema clubs conduct a wide range of roles and activities within the school setting. These include educating fellow youth about HIV/AIDS and sexuality education, organizing discussions, games and other activities. Methodologies used include debates, sports, drama, poetry, traditional dance (ngono). Several also said their clubs get involved in school graduations and ceremonies. A minority had also been involved in tree planting.

In many schools Fema club activities have become regularized, for example, they are given a slot to speak to fellow students during the morning assembly.

“Fema club also performs a play at the school assembly on every Monday and Thursday before the Headmaster has made his morning talk” (Student/club member)

“We have two days in the week, Wednesday and Friday, where we select one topic, especially from Fema magazine, and present it to the other school members. {...} Regarding the entertainment sessions, club members compose HIP HOP, poems etc, but these sessions are only for those who chose to attend, because they are entertainment sessions. Usually many students do attend” (Student/club member)

“We usually organise football games.... and before the game starts, Fema club members and our patron talk to the students on issues related to HIV/AIDS, so through this you might have a good number of students” (Student/club member)

In some cases outside experts are brought in:

“For example in our school we used to invite topic experts to teach us on various issues, so we think this has an impact to all of us (Fema club members) and students in general” (Student/club member)

Overall, it seems that the club activities are generally performed by members for the benefit of the wider student population. This is an important finding as it indicates that clubs are not inclusive, and have assumed the role of peer educators (albeit untrained, informal peer educators).

One student held the opposite view however and felt strongly about the need for clubs to share their messages with the general student populations:

“ I think this education reaches very few people in my school, because people that get it are only members of Fema club because all activities are done within the club. [...] For example, when I am here representing my school, when I go back I will share this education with Fema members only. Is it possible for the whole school to be called and to stop all school activities to tell what we have learned here? I don't think so!” (Student/club member)

3.2. Use of Fema magazine in club activities

Fema magazine is heavily used by the clubs. The magazine provides both the themes and the content for their activities. It also the focus of activities, such as reading groups and question and answer sessions. For some, the magazine is also used as an incentive and given out to reward participation in discussions. Every time a new issue arrives, it prompts a flurry of new activity. Besides from within the clubs, the magazines are shared within dormitories and libraries.

Students also reported that they read the Fema magazine thoroughly in order to get sufficient information on HIV/AIDS and lifestyles to coin new messages for their dramas and songs:

“We dramatize by getting examples from Fema magazines” (Student/club member)

Equally important, is evidence that clubs are using the methodologies of Fema magazine / Femina HIP. One student noted:

“We do edutainment, i.e education through entertainment, which is done once a month. We also have days when we sit and have free talks, we share our experiences and secrets, questions like ‘how was your first love’ and we talk about betrayal and how it affects studies. We use views from Fema...” (Student/club member)

3.3. Support from the school administration

Students have different experiences when it comes to support from the school administration. Most students and teachers were fairly positive saying their school administration supports their club, because they know that Fema club educates a lot of students. First and foremost, the school administration supports them by allowing the magazine, the club and for students to attend this youth conference. Secondly, they support them by giving them time to meet and permission to hold events, by organizing transport etc.

“Honestly, the school supports us a lot, because as Fema club, we take care of our school i.e. cleaning and putting dustbins at each corner of the school. The students’ government and even the school itself help us by keeping our reports on the internet. Whenever we involve our supervisor in the end of week meeting, he attends” (Student/club member)

“Our school supports us because it provided us with a supervisor, and there is special time for Fema club meetings. The magazines we receive are given to students to borrow and read. They support us in everything” (Student/club member)

“The headmaster likes the club because we are doing everything on behalf of the school; therefore it is the school that gets the credit” (Teacher/club patron)

Those having negative experience complain that the headmaster / administration fail to support or condone their club. One student said claimed that the headmaster refuses to allow the magazine distributor to enter the school premises⁷.

“Fema club in Benjamin, the school administration is not supportive. For example coming here, the administration stayed with a message for a long time without working on it, we got to know about it [the youth conference] two days before” (Student/club member)

“The school doesn’t help to a great extent. But allowing the presence of Fema, Fema club with its activities and students coming here for the conference, has contributed one way or another, it doesn’t solve our problems though” (Student/club member)

Some teacher patrons also expressed some concerns in this regard. It is often for religious reasons.

“.....even when distributors come; he (headmaster) says ‘there are your people and your magazines’ he has given us a separate room so as to ‘talk about our indecent words from there’.” (Teacher / club patron)

“What prevent us most are out-of-school activities. The head master doesn’t want us to do them and if we do, it has to be within the school environment. That’s our biggest problem. He rarely lets us do out-of-school activities.” (Teacher / club patron)

Some of the FGDs also touched on the issue of parental support for Fema clubs. Several students reported that they can not discuss Fema topics with their parents as it would be considered ‘impolite’ and ‘offensive’. Others claimed that their parents used to object but now understand the role of Fema magazine and clubs.

“my father didn’t want to see it at all but nowadays if I put it on the table he always goes through it because he has understood that it educates people” (Student/club member)

“My parents have no problem with it, but I am facing challenges from relatives on my mother’s side. But I am trying hard to take it home with me and they read it and I hope someday they will understand and accept it” (Student/club member)

Most teachers indicated that parents are supportive of the Fema club. Sometimes, this support has had to be earned – for example, one teacher remarked that the headmaster presented Fema and its objectives to parents, thereby clearing any doubts they had; another that parents didn’t support after-school meetings as they did not know the significance of the magazine but have now changed. Two teachers said that parents are supportive because they realize that Fema clubs change behavior positively, and cover topics which are often difficult for parents to discuss with their children. Several also mentioned that parents support their children by occasionally giving them money for club activities / allowing them to conduct excursions etc. Where parents don’t support, it

⁷ This example probably comes from Pemba, where the magazine is not allowed to be distributed in schools and is instead sent directly to the Fema clubs.

seems to be linked to religious reasons, and often the promotion of condoms within the magazine. However, this is a small minority.

3.4. HIV/AIDS and sexuality education in schools

Students were asked what happens in their schools in terms of sexuality and HIV/AIDS education. The responses indicate that some education is happening through curricular / carrier subjects, as well as through extra curricular activities. The responses also positively indicate that a wide range of extra curricular activities are taking place – from debates, to lectures, to kitchen parties.

“Every Wednesday there is an AIDS day and it has been endorsed by the headmaster” (Student/club member)

“...every Saturday we watch different programs and we conduct debates” (Student/club member)

“We participate in discussions on a program called ‘Tanzania bila UKIMWI inawezekana’” (Student/club member)

“experts come to give AIDS education” (Student/club member)

“in our school we have kitchen parties for girls and female teachers, while boys and male teachers have a big party. For girls, you can converse freely and ask any questions...” (Student/club member)

The responses also suggest that the Fema club plays a key role in the provision of extra curricular education on HIV/AIDS and sexuality.

“When it comes to HIV/AIDS and sexuality education my club prepares plays and songs and I’m feeling really good because in my school there are a lot of clubs but Fema club is at the top” (Student/club member)

“We are sometimes taken to go to higher classes to elaborate on HIV/AIDS issues...because we are believed to have a higher understanding on the subject and this makes me feel that my club is competent and important” (Student/club member)

“As Fema we organise interactive sessions where students ask questions and answer each other. These programs are all under Fema, which makes us so proud of being part of education matters” (Student/club member)

Outside intervention – where external organizations come in to talk to students - seems to be limited. Two students mentioned organizations coming in to encourage voluntary testing (VCT), another blood donation.

When asked about the role of the Fema club, teacher patrons reported that they see **Fema club members as peer educators in the school setting** – their core role is to raise awareness and education amongst other students, especially on HIV/AIDS issues.

“The role of Fema clubs in our school is to inform other students and to create awareness on HIV/AIDS and on how they can avoid contracting HIV/AIDS. And when they read from Fema magazine...they go back to their classes and inform their fellow students. So we look at Fema club members as peer educators to other school members” (Teacher / club patron)

“The role of Fema club members is to teach others through entertainment.....So we are educating students through that. Another role is to raise their talents” (Teacher / club patron)

4.1. Activities conducted by Fema clubs out-of-school / in the community

Most Fema clubs also conduct activities within the community and feel that they have a role to play here. Teachers also emphasized the importance of these activities. The activities conducted range from cleaning their Municipality, donating blood, mobilizing HIV testing, conducting visits and talks, showing educational films, performing concerts, hosting bonanzas, planting trees and cleaning the environment near the school.

In many cases, these out of school activities enable students to reach out to vulnerable groups within their community – one school visits out of school youth, another orphans, another conducted two seminars on HIV/AIDS with street-children at the Dogodogo centre, another visited disadvantaged youth and the elderly, another AIDS and TB hospital patients. One student said that after reading Vumilia's column in Fema magazine [a regular column written by a woman living with HIV], they decided to visit hospitals and people living with HIV and talk to them.

“Outside school we have youth living in poverty; we visit them and entertain them with traditional dances. We go to old people's homes and do their laundry, we visit orphans, paint their homes and slash for them.....” (Teacher/club patron)

“we visited orphans and helped them with whatever we could. We are planning to visit Kisarawe Hospital for cleaning as one of our out-of- school activities.” (Student/club member)

“I started a club with ten illiterate people who had nothing to do” (Student/club member)

“We've got friends out of the school, for instance, a family of one person living with HIV. When he died we took part in his funeral and his relatives were really happy” (Student/club member)

Students feel that it is their responsibility to share their education with others in the community. They recognize their privilege and perceive themselves as role models. Some wish to do more in this area, but say they need support from Femina HIP to make this happen (presumably financial).

“I think it is a calling. When you get, give out, in order to get more” (Student/club member)

“We don't get payments...It's just a loving heart...” (Student/club member)

“In my club that is one of the strategies but the school is far and I haven't tried that because the bigger problem is transport and we don't have money for fares” (Teacher / club patron)

In some cases, the Fema magazine as used as the trigger to activities within the community – one student reported that they use the magazine to mobilize community members and colleagues in the church choir.

Only one student complained that their club is not permitted to conduct out-of-school activities by the school administration.

4.2. Support within the community

The majority of clubs are positively received and /or supported by their communities.

*“In our school which is a boys’ school, we give education to the community and the women respect us because we behave ourselves and talk to them freely”
(Student /club member)*

Again, this acceptance often grows over time as community members get to know and understand Fema magazine and interact with the club members. Or, as one teacher said when “they know the whole story”.

“we once had a discussion with elders on what is ‘cheza salama’? They were against it because they didn’t know but we educated them and they went to tell their children to join Fema club and play safe in school and in life in general. Some were still in doubt, but those who understood helped use to educate their fellows” (Student /club member)

“People accept it at Rulenge because the magazine tells the truth” (Student /club member)

Furthermore, club activities can lead to stronger collaboration between the students and the community. One student noted that community members help them in identifying areas where HIV/AIDS education is needed. Another remarked that:

“People used to think of us as literate because we are in a boarding school, thus they can’t interact with us. But now we cooperate. In fact, they come to our school to educate us...This has improved the interaction” (Student /club member)

Some challenges still prevail, as one student noted:

*“We have the knowledge...but the challenge we face is how to communicate it to community members, especially elders. They usually see us as not serious”
(Student/ club member)*

5.1. Challenges and hurdles faced by Fema Clubs

Both teachers and students commented on the challenge of fitting Fema club activities in to **the school time table** and in getting support from school administration in this regard. Teachers' schedules are already overburdened and subject clubs⁸ tend to be taken more seriously. It can be difficult to **find the space and time** to organise activities and get together. Club patrons admitted that they sometimes have to cancel Fema club activities. One teacher also noted that school drop out is adversely affecting club membership.

“School time-table sometimes collides with our (Fema club) time table, so there is a big problem on when and how to meet for discussion on our issues” (Student / Club member)

“We also have a problem with time, we have only one day for clubs in which we have to attend subject clubs. There is no way you can leave your subject club for Fema, so we have to cancel Fema meetings and look for a possible day to meet, and as you know, our school is a double session school.” (Teacher / club patron⁹)

“For Moringe, the biggest problem is getting a supervisor. In most cases students prepare sessions which need supervision, I am given too many titles so sometimes I cancel FEMA meetings. But they organize their own activities during their free time.” (Teacher / club patron)

Students reported that **getting members to attend meetings** is often difficult, especially at exam time. Some club patrons expressed the same view, emphasizing the challenge of getting active, effective members to join the Club. This is linked, to some extent, to the fact that students (that are not club members) and parents **don't always understand the role and rationale of Fema Clubs**, or see them as beneficial. They tell students to concentrate on their studies and not be wasting their time.

“...many of our fellow students they see our Fema club as something which is not beneficial due to volunteerism nature of the club” (Student / Club member)

“People fail to understand the goals of the club; it took time because we started that club two years back. There are people who think I started that club for my own benefits, but it was to help the community. People's mentality is still poor.” (Student / Club member)

“My school is a day school and Fema club is not on the timetable. Members were meeting every Thursday after classes. Some parents rejected this because they didn't know the significance and the meaning of Femina, but now they have changed” (Teacher / club patron)

“The biggest challenge is feeling neglected, people are aware of the club, but shifting a person from class to the meeting room is very hard” (Student / Club member)

⁸ Clubs that correspond to taught subjects. E.g. Mathematics club. Some schools have a club for every subject taught.

⁹ Club patron / matron

However, some club members and patrons seem to thrive on this challenge and to have become even more determined to see their club succeed and set a good example in their school

“...It makes you act like someone who benefits a lot from that club. It shows that you want to educate them than the way you want to be educated.” (Student / Club member)

“We are not accepted and respected by our communities and this makes us to be more exemplary in our words and actions” (Student / Club member)

A further hurdle is ensuring that the Club messages reach not only members, but the **entire student community**. Most clubs have ceilings on the number of members they can enroll, which limits other students' **access** to activities.

“I have the knowledge and other members of the club as well, but our school population is higher comparing to any other school in Dar es Salaam. Very few people have this knowledge apart from those who get it through classes.” (Student / Club member)

“We have a pressure of having more members than we need [can accommodate] every year. We are forced to consider only participants when it comes to activities...” (Teacher / club patron)

On the whole, teachers feel that it is not difficult to mobilize students for **voluntary activities**. However, small incentives make a difference and there is huge demand for tshirts and other Fema merchandise. However, several teachers also recognise the role of non material reward - praise, encouragement and giving students a platform to air their views can be equally motivating .

“... maybe instead of motivating club member materially like tshirts & money you could be part of their activities. Congratulate them so that they feel that they are able”. (Teacher / club patron)

“... I also think they appreciate more if you give them the chance to talk, to give out views, also to motivate their colleagues” (Teacher / club patron)

“There are difficulties, but they feel like they own the club so they protect it. The contribute money from their transport if they have something to do, even if it is 100 shillings” (Teacher / club patron)

Students concurred, stating that Fema club members are **ready and willing to volunteer**; it is part of the commitment when they join the club and also gives them an opportunity to get involved in activities outside of school.

“the majority is ready and wishes to fulfill their dreams, therefore it is easy to volunteer” (Student / Club member)

“they like to meet colleagues and other people therefore if there is anything to volunteer out of the school they become very excited” (Student / Club member)

A further challenge the clubs face is the limited amount of **communication with Femina HIP**. Both students and teachers felt very strongly about this. This will be taken up in more detail in the following section.

“Students feel lonely because you don’t communicate; there is neither Femina team nor any response from them. This discourages them and makes other members drop out of clubs” (Teacher / club patron)

“We have affronted students, the community and parents, now it is your turn. You only favor towns, those are places you support, places where there are air conditioners, but in villages where they use ‘vibatari’ you don’t reach. You only deliver magazines where by some people don’t read, they put them under their beds. You don’t care; therefore you should also reach such places.”

School clubs are usually associated with leadership and initiative, but they can also assume other roles within the school environment. Whilst Fema clubs have a natural fit with positive role modeling, comments from a small number of club members indicate that their clubs has taken on a **policing role** in the school, upholding proper behaviour amongst their peers. This is worthy of further exploration in future research.

“When Form one’s come...They [Fema Club] talk to them and give those principles on how to behave, so they act as their role models. They advice them and insist on following school rules” (Teacher / club patron)

“Our Club at Minaki faces a lot of challenges because we truly condemn bad behaviors even to teachers” (Student / Club member)

“There are a lot of challenges in our club at Shambalai. We are regarded as spies and that our main task is to tarnish people’s images” (Student / Club member)

5.2. What clubs need to be more successful

A number of Clubs requested **more copies** of the Fema magazine and that the magazines are sent direct to the club so they get priority access. They further requested that the magazines be delivered on time, as delays often occur. Tshirts, pens and other branded merchandise is also in high demand from students and teachers alike, to motivate and reward club members.

Both students and teachers were emphatic that they need **more contact and visits from Femina HIP**. This is important for the kudos and legitimacy of the club, amongst both students and the administration. It will also inspire club members. Many clubs feel that they have been left out, as other clubs have been visited and there pictures publishes in the magazine, together with the editors. One teacher suggested that

Femina should have a system for visiting schools. In fact, Femina does have such a system but perhaps this needs to be better communicated to Clubs.

“We beg you to visit us because some students think this is a kind of a joke or just another story. If you come I think we will get a chance in school administration, this is because of the visits other clubs are enjoying, something that have never happened to us” (Student / Club member)

“If you visit us so often, it will help create awareness to students on what is taking place. This will help because the number of members keeps on declining” (Teacher / club patron)

“Femina should be sending representatives to visit us in our regions, because you know which clubs are active and alive and how they carry on... This will give courage to our headmaster and even other teachers to be concerned, because in our school, all responsibilities are left to one teacher merely, the one who started the club.” (Student / Club member)

Many teachers were pragmatic on this issue and suggested that HIP introduce **a system of regional representatives** so that the clubs can reach HIP, and vice versa. If Regional representatives were in place, it was suggested that clubs could form Regional networks and come together more regularly. Teachers would like to know which other schools in their Regions have Fema clubs so as to maximize their coverage.

“You are doing great but for the case of communication still there are some problems from the time we started working with you... maybe you need to have regional representative offices” (Teacher / club patron)

“I think if it is possible we [patrons/matrons] should organise ourselves region-wide.... So we plan a day to meet, let’s say once after three months or twice a year, with other clubs and come up with one thing in common, I think this will promote greatly the Fema club development” (Teacher / club patron)

A further suggestion was that **Fema Clubs need to be positioned better** – i.e. the strategic role of Fema Clubs needs to be made clear to school heads, teachers and students. It was recommended that HIP work more closely with the MOEVT so that head teachers understand the important role that Fema magazine and clubs are playing and the fact that the Ministry is highly supportive and congratulatory of HIP’s work and contribution to lifeskills education in secondary schools. This would result in patrons and clubs getting far more support within the school setting and help them to secure more time for club activities.

“I agree with the point of working with the Ministry for education, for example in our school we have a Head teacher, so the club supervisor cannot come to a decision without consulting him.” (Student / Club member)

“Because the Minister for Education, Mama Sitta was impressed with what Femina is doing, through her word or in writing, all head teachers should be informed about

Femina. [...] If letters will be sent to schools, we will get power to work effectively”
(Teacher / club patron)

One teacher reinforced this point by explaining that in his school, once parents were properly briefed about Fema magazine this dispelled any doubts they had:

“Last year, it was a parents meeting, so the headmaster decided to give chance to Fema teacher to explain what is all about with Fema magazine and their objectives so as to clear doubts to parents. But now there is big involvement” (Teacher / club patron)

Students and teachers also suggested that HIP **facilitate more learning / educational opportunities**, conferences and seminars on HIV/AIDS, exchange visits, information materials on HIV/AIDS, community discussions and so forth. They encouraged Femina to reach out further to rural areas, where education is most badly needed.

“there should be discussion programs so as to create awareness for people who are outside, to know that there is something in Fema. When they discuss such issues, a parent would wish to listen to his/her child and even call friends or neighbors to see that child. This will make them listen”. (Student / Club member)

Club members took this idea a step further by asking why Femina does not utilize and support them as **volunteers**, to conduct community work and education activities in the villages.

Competitions are also considered highly motivating and it was suggested that HIP organise competitions, from sporting events to essay/article contests, at either zonal or national level. This could be used to bring clubs together and establish inter-club competition. It would also help to promote Fema Club activities / messages amongst non members.

“I suggest that every year Femina should arrange zonal sports competition and a cup to compete for. This will enable different clubs from that zone to meet. Since the cup will be going to different schools each year, it will create a competitive environment” (Teacher / club patron)

Finally, on the issue of **club sustainability**, teachers had several suggestions. One suggested that all clubs have clear constitutions so that when teacher patrons are transferred another teacher can take over. It was also suggested that clubs need to learn **to generate income** to support their activities

“I think it is time for clubs to have a project to fund their activities. Our club has a chicken project” (Teacher / club patron)

“We do have ngoma group in our club and we get some little money and we also have a monthly contribution of Tsh 200” (Teacher / club patron)

6.1. Perceived successes and changes resulting from Fema clubs

In spite of whatever challenges clubs face, club members and patrons are fiercely proud of their achievements as Fema clubs. When asked to discuss the success of their activities a range of answers emerged which have been broadly clustered in this section.

Students and teachers refer to their own personal successes in **educating themselves and changing their own attitudes and behaviours** and recognize that being part of the club has helped them to choose the right path. They take pride in being seen as role models within the school and this position motivates them and gives them the confidence to behave in a certain manner. It is also linked by some to the academic success of Fema club members.

“Before I joined Fema club I was a player, but after interacting with club members I realized that that was not life. [...] It changes people’s thinking capacity” (Student /club member)

“Fema club members have been doing well in their subjects and are regarded as exemplary at the school” (Teacher/ club patron)

“Before Fema club, I never had the courage to test my health status. When I started this activity as a mobilizer, I faced questions like ‘teacher, have you tested?’ Saying ‘no’ to students all the time yet encouraging them to test was rubbish. I was convinced to test and made it my habit. I test after every two years, and normally go with students...” (Teacher/ club patron)

“I gained confidence and became principled in making decisions and my dreams. As a girl I need to know what my goals are by taking care of myself and avoiding unhealthy behaviors which may lead to HIV/AIDS and unwanted pregnancies.” (Student /club member)

Success is also related to the role that Fema clubs have played in **influencing the behaviour of others**. A range of success stories were recounted, from improved teacher-student relations, to girls’ inclusion in sports, to curbing drug use amongst fellow students and encouraging HIV testing. Importantly, the stories indicate that these **changes have come about through dialogue** between club members and the wide student community.

“Secondly, at my school there was a group of ganja smokers who started a hidden non-official club. [...] we sat as a club and discussed the matter ... We instructed and taught them. Since 2004 until now, there is no group which does drugs.....” (Teacher/ club patron)

“I see there are concrete changes at my centre. [...] The matron also had difficulties when it comes to pregnancy and abortions, but last year we had only one case, so our goals and declarations as a club brought some changes.” (Teacher/ club patron)

“In my school Fema club has helped a lot by mobilizing people to go for a HIV test and that is our strategy for everyone who wants to join us” (Teacher/ club patron)

“At Shambalai some students have had relationships with teachers especially male teachers and they thought it was prestigious even when they were accused of doing that. There is no such behavior since Fema club condemned it and stands firm on its campaign against those activities”. (Student /club member)

Another perceived success of Fema clubs lies in the area of **fostering open talk and discussion** around sensitive topics such as sexuality and sexual behaviours. Teachers noted that there used to be a climate of fear around discussing such topics and consequently students found themselves in trouble and were often thrown out of school. Today students, including girls, ask more questions and have more confidence to discuss topics which their parents don't speak to them about.

When we started a club, we had morning talks, girls didn't have the confidence to speak in public but now they are the ones sticking on it. (Teacher/ club patron)

“Students were kicked out of school or suspended but there was noone to talk to them. This [Fema club] had helped a lot.. [...]they are changing” (Teacher/ club patron)

Students remarked that club members have gained the knowledge and confidence to speak their minds, in front of teachers, older students and their parents.

“At Mbugwe we have been regarded as stubborn because of our straight honest answers. But it has helped to shape behaviours because students find it hard to do bad things because Fema club members will speak to them without fear” (Student /club member)

“There are some Masai origin students who have been confident and talked to their parents and hence they are now in secondary schools. Earlier the Masai girls were forced to get married by their parents but now they are aware of education and their rights. This was not possible except for the help of Fema magazine” (Student /club member)

“...because people can now express themselves not only in schools but also in their communities, because when we go back home we are more confident because of Fema magazine” (Student/club member)

Fema club **activities in the community** are also perceived as successful. One teacher reported that their club has helped to mobilize people infected with HIV to set up a support group; another claimed to have inspired other schools in their community to set up Fema clubs; whilst one student claimed to have started a club amongst illiterate out-of-school youth.

“As a club leader, after receiving the education, I started a club with ten illiterate people who had nothing to do. People were ignorant, students were getting

pregnant and drop out of schools. [...]. When I started that club, I became the Ngorongoro district chairman, I helped people and they are changed. Now girls are studying and no longer get pregnant. I experienced leadership and I am a leader.” (Student /club member)

“Our FEMA club work together with Kilimanjaro district level, to provide this education. We participated and won the cup for three years, until now.” (Student /club member)

“Clubs have helped to educate people living with HIV what to eat and how should they live so as to live longer lives. Also to help others to come forward and join groups”. (Student / club member)

When asked about successes and **changes** brought about through Fema clubs, many of the participants made broad, sweeping statements – students are studying harder; girls are performing better at school and no longer getting pregnant; parents are more educated on dowries; stigma has been reduced; risky sexual behaviours are reduced.

“I helped people and they are changed. Now girls are studying and no longer getting pregnant” (Student/club member)

“My fema club has helped because in Mtwara it is a normal thing for a girl not to sleep at home. But in Fema we punish them and warn them and now it’s not normal anymore” (Teacher/club patron)

It is possible that some of these statements are exaggerated and inappropriately generalized. However, this study is not interested in quantifying these outcomes but rather examining change processes and it is in this regard that these statements are of interest. They point to the fact that clubs believe that what they are doing is both important and impactful.

6.2. Self and collective efficacy

Self-efficacy is an individual's belief in her/his own capabilities to exercise control over events that affect her/his life, whilst collective efficacy is people's beliefs in their joint capabilities to exercise control over events that affect their lives. In this context, participants were asked if they believe that Fema club activities can make a lasting difference to the health of young people in their school and communities.

In terms of **self-efficacy**, most respondents were extremely confident that the benefits they have personally gained through the club will remain with them, and that they will continue to practice what they preach. Many further believe that it is their responsibility to share the benefit of their education with others.

“Fema has helped me a lot. ... am sure in the future my family is going to benefit. I believe I am going to be a good mother who will bring up her children well. I won't be ashamed of talking to my kids because I know everything about life and education on sexuality” (Student/club member)

“for example these students I came here with have become leaders. So it is difficult for them to go against what she/he is preaching to fellow students. ... when they arrive back, they have to feedback to their peers during school assembly. So, by giving feedback it is difficult for them to act differently from what they have said they will not do” (Teacher/club patron)

In terms of **collective efficacy**, many expressed a belief that their clubs are stimulating behaviour change amongst both members and the broader student community.

“I have faith that activities done by Fema and Femina HIP will make a difference to the health of young people and even elders” (Teacher/club patron)

“My idea is, when we finish this conference, we should split to different schools and ask people what they know about AIDS. [...] we should put our concentration and efforts on rural areas. These people don't have televisions to watch, and it is hard for them to buy news papers, unless they use them for smoking. They don't go to school hence can't get education from teachers. I think we have got enough education now we should reach villages.” (Student/club member)

“We are sometimes taken to go to higher classes to elaborate on HIV/AIDS issues at Rulenge secondary because we are believed to have a higher understanding on the subject and this makes me feel that my club is competent and is important”. (Student /club member)

V CONCLUSIONS

This study set out to explore the role that Fema Clubs play in promoting youth leadership, community activism and behaviour / social change. It is part of a broader study which seeks to explore the role of Fema clubs in stimulating change processes under Femina HIP's Monitoring and Evaluation agenda.

The club environment in the school setting is dynamic and constantly evolving – clubs come and go over time, some merge or are taken-over, and therefore it is important that non academic clubs like Fema remain relevant and compelling.

Fema clubs are seen as forums for learning and open discussion, around HIV and AIDS and other themes in the Fema magazine. Overall, it seems that the club activities are generally performed by members for the benefit of the wider student population / community. This is an important finding as it indicates that clubs are neither insular nor exclusive to members – as clubs can often be - but have assumed the role of peer educators (albeit untrained, informal peer educators), especially in the area of HIV/AIDS.

Club members and patrons are driven by the fact that they consider themselves to be role models, leaders, confidantes and catalysts of change. Through their efforts in the club they are seeking change at both the individual and collective level – amongst themselves and the broader school body. They are also seeking societal change in terms of more open environments where sexuality and other sensitive topics can be discussed and debated.

The ownership of clubs lies at the level of the individual school, not the government or other external actors. Although schools will be influenced by CSOs and the Ministry, they are the key decision makers when it comes to deciding which clubs operate and are given space to perform. The headmaster/mistress, teaches and students all play a part in this process.

Club governance appears to be organic – that is to say that individual schools and clubs have developed their own systems over time. Based on the feedback in terms of elections systems, Fema clubs appear to be democratic, gender equitable and participatory. However, they could use more assistance from Femina HIP – for example, guidelines on writing a constitution – to guide them in the general principles of good governance without removing ownership from club members. Currently, club members display a high degree of ownership of their clubs, and yet they value and need support from both their patron and Femina HIP. This support motivates club members and legitimizes their role within the school setting. Currently it seems that Fema clubs are reasonably well supported by their school administration, but there is room for improvement here and Femina HIP can help to make this happen through clearer communication with the school administration.

Femina HIP's participatory methodology is centred around creating voice for young Tanzanians and engaging them in the development process. The importance of this principal was echoed in this study, when students and teachers emphasized the significance of seeing their photos and letters in the Fema magazine, as well as the need for Femina HIP to visit their schools. These sentiments should not be underestimated.

Fema clubs engage in a broad range of activities both in and out of school. Activities within the wider community are important and should be encouraged as they often result in students reaching out to vulnerable groups within their community – an indicator of information equity and social cohesion. Students feel that it is their responsibility to share their education with others in the community. Some wish to do more in this area, but require support – presumably financial or logistical - to make this happen, and they look to Femina HIP in this regard.

Most of the challenges faced by Fema clubs are related to poor communication and several recommendations are included in the following section to address these issues.

Despite the challenges faced, Fema clubs consider their activities to be successful and impactful – both in terms of self-improvement and influencing the behaviour of others. Whilst it is not possible to quantify or assess these changes and impacts, they point to empowerment, ownership dialogue and other important indicators of social change

“We are sometimes taken to go to higher classes to elaborate on HIV/AIDS issues at Rulenge secondary because we are believed to have a higher understanding on the subject and this makes me feel that my club is competent and is important”. (Student /club member)

This study has attempted to explore club members experiences within the framework of **Communication for Social Change indicators**, which focus on processes as much as the outcomes of activities. Some of the insights are broadly summarized here:

Agency: Fema club members clearly demonstrate a sense of agency – they are acting as catalysts of change within their schools and communities.

Leadership: It is evident that clubs are strongly associated with leadership and role modeling and that club members and patrons take pride in this position and status.

Ownership: Clubs are initiated by members, who define their own relevant issues, set their own agendas and measure their own successes and shortcomings in dialogue with their patrons and Femina HIP. There is a high degree of ownership associated with club activity.

Efficacy: Clubs express confidence and belief that their activities are making a difference to their own and others behaviours, and that these changes will have far-reaching impacts.

Equity of participation : Rather than being exclusive, Fema clubs see themselves as peer educators with a mission to educate and inspire others. Most activities are aimed at the broader student population, or the community.

Social cohesion: The discussions point to efforts towards social cohesion – where clubs have initiated new connections between disparate or marginalised groups, from HIV+ support groups to the sick and elderly.

Communication for social change is defined as a process of public and private dialogue through which people themselves define who they are, what they want and how they can act collectively to get what they want and need in order to improve their lives. At the heart of CFSC is the belief that as a community builds its capacity for communication, through voice and dialogue, it engages more in collective action and, over time, builds its capacity to address problems and renew itself. The evidence from this small study suggests that Fema clubs are important conduits for social change processes.

VI Recommendations:

This study can help Femina HIP to review its club policy / youth leadership program and to shape its advocacy strategy, by identifying priority activities and target audiences for for HIP's engagement in the education sector.

Programmatic Recommendations

1) Community Mobilisation and Youth Leadership Program:

- (i) Ensure schools receive clear information about the role of Fema clubs and Fema magazine and how they fit in to the MOEVT's strategy on lifeskills education. All club should receive the Fema User Guide
- (ii) Continue to find ways to motivate and reward Fema club members –through the magazine, merchandise and visits.
- (iii) Improve communication between Femina HIP and Fema clubs – for example by increasing the number of pages dedicated to clubs in Fema magazine, and/or producing a clubs newsletter.
- (iv) Keep clubs stimulated by setting them targets and spelling out HIP's expectations in terms of reporting, constitutions and other governance issues.
- (v) Develop a system to ensure that all clubs who submit photos and letters eventually appear in the magazine. Ensure that clubs coming from rural, disadvantaged areas are given the same if not preferential exposure.
- (vi) Endeavour to use Clubs more in Femina HIP activities such as Roadshows and events. Fema club members, and their patrons, are enthusiastic competent resources than can be tapped. Femina HIP should capitalize on this goodwill.
- (vii) Introduce clubs to some of the basic tenets of Femina HIP's methodology such as the importance of equitable participation, dialogue, collective decision making, youth leadership and good governance.
- (viii) Consider initiating training or sensitization for teachers/club patrons at a regional level.
- (ix) Endeavour to visit every club every two years.

2) Advocacy:

- (i) School administrations, students and club members need to be given clear information on how Fema Clubs fit in to the MOEVT's strategy on lifeskills education. They also need to be aware of the fact that the MOEVT is very supportive of Fema magazine and club within the secondary school setting. This will help to give more legitimacy to Fema Clubs and Club activities.

- (ii) Teachers / Fema Club leaders see the Fema club as an important entry point for peer education. HIP should therefore work more closely with the MOEVT to help it to implement the peer education guidelines through the Fema club structure.
- (iii) Seek a formal endorsement from the MOEVT via a Memorandum of Understanding
- (iv) Use Fema magazine and Fema User's Guide to communicate the MOEVT guidelines on Lifeskills and HIVAIDS education to schools, as most are unaware of these.
- (v) Continue to push for Fema magazine to reach every secondary school in the country and for clubs to be established in all schools. This will require commitment from HIP's donor base as well as continued support from the MOEVT.

Share the findings from this study with strategic partners working in the field of HIV/AIDS and reproductive health and youth leadership.

FOCUS GROUP DISCUSSION GUIDE - STUDENTS

I Introduction (5mns):

My name is _____ and I will be leading this session with the help of _____.

Thank you for agreeing to take part in this exercise. We want to talk to you about your club and the activities it gets involved in. We want you to be open and honest and critical.

We will be recording this session and using it in our research reports and planning. However, everything you say is confidential and individual names will not be mentioned in the report.

There are a few basic rules for this session!! (No 1) There are no bad opinions. Speak your mind. Be honest. (No 2) Let everyone have a chance to speak (No 3) Don't interrupt but if you disagree, speak out when the person has finished speaking (No 4) Out of respect for one another anything discussed in this group should be kept confidential (Last but most importantly!.. No 5) Relax and have fun!

II Participant Introductions (10mns)

Now, can you each in turn introduce yourself to the group indicating your name, school and the place you come from. Tell us the name of your Fema club and how long it has been in operation. No more than one minute each please!!

III The Club environment (20 mns)

1. Which types of clubs are active in your schools?
2. And how many clubs are you part of?
3. Why did you decide to become a member of a Fema Club? Are there other clubs that engage in HIVAIDS activities?
4. When you joined the Fema club, did you want to see something change? What kind of change?
5. What are you hoping to achieve by taking part in a Fema club?

IV Club governance (10 mns)

1. Do your Fema clubs have constitutions?
2. How are your Fema club leaders selected? Is this a good idea or should it work differently?
3. Is the club open to all students?

V Activities conducted in school (20 mns)

1. Tell me what kind of activities your club has done in your school and who participated?
2. Who decides to do these activities and why? Were you happy about this?
3. Was Fema magazine used as a part of these activities?
4. Tell me a little about...the result of these activities? Were you satisfied with the activity? Why/why not?
5. How supportive is the school administration to your Fema clubs?
6. Are there peer education networks in your schools? Are they linked to Fema Clubs. Discuss this.

VI Activities conducted out of school (20 mns)

1. Tell me what kind of activities your club has done outside of school / in the community and who participated?
2. Who decides to do these activities and why? Were you happy about this?
3. Was Fema magazine used as a part of these activities?
4. Tell me a little about....the result of these activities? Were you satisfied with the activity? Why/why not?
5. What was the response from the community? Are they aware of and supportive of your club activities?

VII Club Challenges (10 mns)

1. What hurdles do you face as a club?
2. What do you need to make your clubs more successful?
3. Do you believe your activities can make a difference to the health of young people in your schools and communities?

VIII HIVAIDS & Sexuality Education (20mns)

1. What is happening in your school today when it comes to Sexuality and HIVAIDS education?
2. Is your club a part of this? In what way? How do you feel about this?
3. And what about in your community? What is happening when it comes to Sexuality and HIVAIDS education?
4. Is your club a part of this? How do you feel about this?
5. Do these activities make a difference and in what way? What are the key changes that have occurred.
6. What would you differently if you could? What is needed to make that happen?

IX Close and thanks

Thank you very much for participating in this exercise. Your feedback has been really helpful and we take it very seriously. I hope we will get to talk some more over the course of the workshop.

(110 minutes)

FOCUS GROUP DISCUSSION GUIDE - TEACHERS

RESEARCH THEME: THE ROLE OF FEMa CLUBS AS VEHICLES FOR PROMOTING YOUTH LEADERSHIP & COMMUNITY ACTIVISM

I Introduction (5mns):

My name is _____ and I will be leading this session with the help of _____.

Thank you for agreeing to take part in this exercise.

You as Teachers have a key role to play in the Fema Clubs in schools and today we want to discuss this with you. We will be recording this session and using it in our research reports and planning. However, everything you say is confidential and individual names will not be mentioned in the report. There are three basic rules for this session!! (No 1) Please speak your mind & be honest (No 2) Let everyone have a chance to speak (No 3) Relax and have fun!

II Participant Introductions (10mns)

Now, can you each in turn introduce yourself to the group indicating your name, school and the place you come from. Please indicate which subjects you teach and whether you are involved in teaching HIV/AIDS and Sexuality Education, either formally or informally.

No more than one minute each please!!

III Fema Clubs in schools (20 mns)

6. Which types of clubs are active in your schools?
7. When was the Fema club established and who decided to start it?
8. Are there other clubs that engage in health activities or similar activities to the Fema club?
9. Has the Ministry of Education or other organizations such as UNICEF encouraged you to set up health clubs?

IV The role of teachers in the Fema club (20 mns)

1. Can you each tell us what your role is in the Fema club in your school and how you became involved? What do you consider to be your responsibilities?
2. What are you hoping to achieve by being part of the Fema club? What kind of change are you hoping to see?
3. How successful is the Fema club? Has it brought any concrete change? Explain this to us.
4. Do you encourage the Fema club to conduct activities outside of school, in the community?

V Club governance (30 mns)

4. How does the Fema club elect its leaders?
5. Is membership open to all students? What do you think about this system – is it good or bad?

6. Who is most active in Fema clubs - boys or girls? What about the Fema club leaders – are they mostly boys or girls?
7. Who decides which activities the Fema club conducts? Is this a good system?
8. How supportive is the school administration (headmaster) to your Fema clubs?
9. Has the school administration ever prevented you from conducting Fema club activities?
10. What about parents? Are they aware of and supportive of your club activities?

VI Club Challenges (20 mns)

1. What challenges does the Fema club face?
2. What do Fema clubs need to be more successful? What would you differently if you could? What is needed to make that happen?
3. Do you believe Fema club activities can make a difference to the health of young people in your schools and communities?

VII Close and thanks

Thank you very much for participating in this exercise. Your feedback has been really helpful and we take it very seriously. I hope we will get to talk some more over the course of the workshop etc.

(105 minutes)