

Tanzania 4H Organization

GENDER TOOLKIT FOR POSITIVE YOUTH DEVELOPMENT PROGRAMS

Experience of Tanzania



Presented by: Susan Naburi

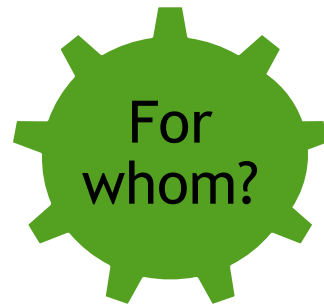
CEO -Tanzania 4H Organization

Tanzania 4H is affiliate Organization by USDA NIFA, 4-H National Headquarters, Division of Youth and 4-H, USA and 4-H Global Clover Network

4-H Gender toolkit



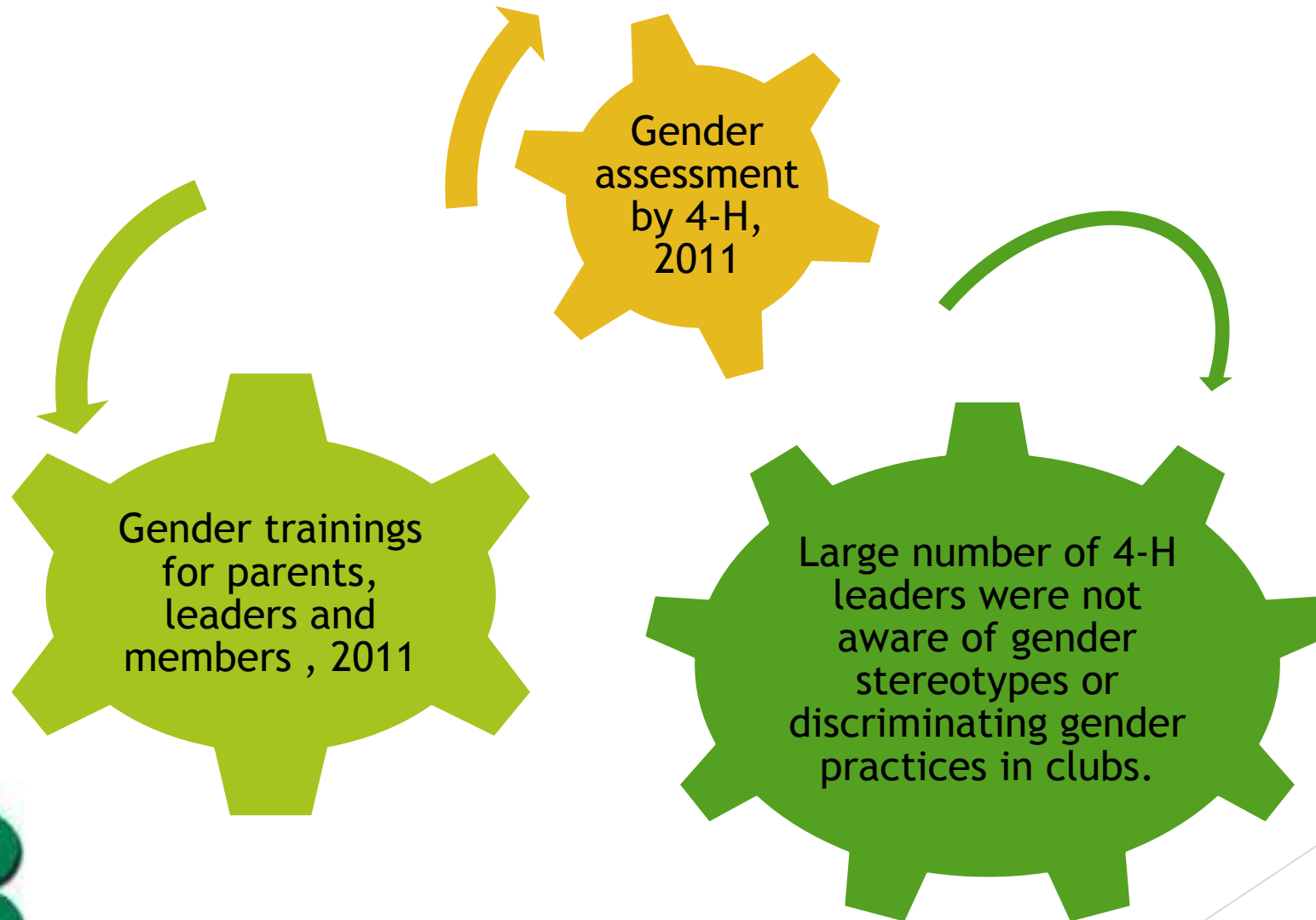
It is a collection of resources, guidelines and approaches, activities and lessons, suggestions, and practices for 4-H programs focusing on gender and its dimensions



- 4-H organizers
- 4-H leaders
- 4-H volunteers
- 4-H members
- Parents
- stakeholders



Motives of designing 4-H Gender toolkit



. **The objective of the assessment were to:**

1. Determine which 4-H club model components facilitate optimal opportunities for girls.
 - Understand which components are necessary for girls in the co-ed, all-girls, and out of school models to make them optimal for girls' success. (What do girls like about the 4-H club and what would they like to see changed?)
 - Facilitate boy and girl 4-H members to identify opportunities to improve the program model.
 - Explore areas that girls identify as challenges to their participation in the existing club models.



Cont'

2. Assess the interests and needs of male and female 4-H members.
3. Explore the sense of confidence, self-determination, aspirations, opportunities, security and other “life skills” of boys and girls and how 4-H membership has contributed to these skills.
4. Contrast and compare the differences between boys and girls in regard to the above objectives.



Girls are vulnerable to many potential problems:

About 63% of 4-H Members in Tanzania are girls

about 73% of youth working in informal sectors/out-of-school are female youth

Biologically, girls are more susceptible to HIV infection and sexual reproductive health

Pregnancy is the leading cause of death in girls 15-19.

Why are we concerned about gender?

Girls spend a lot of hours doing home chores

Girls are concentrating on low paid jobs eg tea factories

Boys are enjoying more rights as compared to girls in majority of our societies



Girls are
vulnerable to
many potential
problems



About 63% of 4-H
Members in Tanzania
are girls



About 73% of youth working in informal sectors/out-of-school are female youth



Girls are more inclined
to seek employment in
low paying jobs e.g.
Tea factories etc.



Biologically, girls are more susceptible to HIV infection and sexual reproductive health related issues



Pregnancy is the leading
cause of death in girls
15-19.



Girls spend a lot of hours
doing domestic chores



Boys are enjoying
more rights as
compared to girls
in majority of our
societies

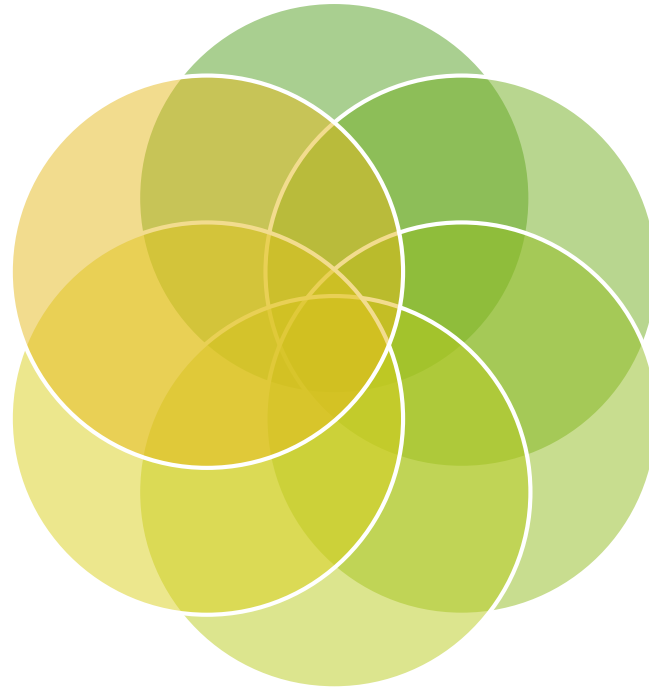


Benefits of 4-H Gender toolkit

Club leaders can also influence gender equity in 4-H by working with members, parents, and community leaders.

Identify practices that keep girls from fully participating in 4-H.

Awareness and practice of simple gender equality and equity issues



Awareness of gender problems existing in clubs

Help 4-H leaders, parents, and members to sensitively handle gender and gender stereotypes in clubs

Addressing gender goals and concerns in a thoughtful way.



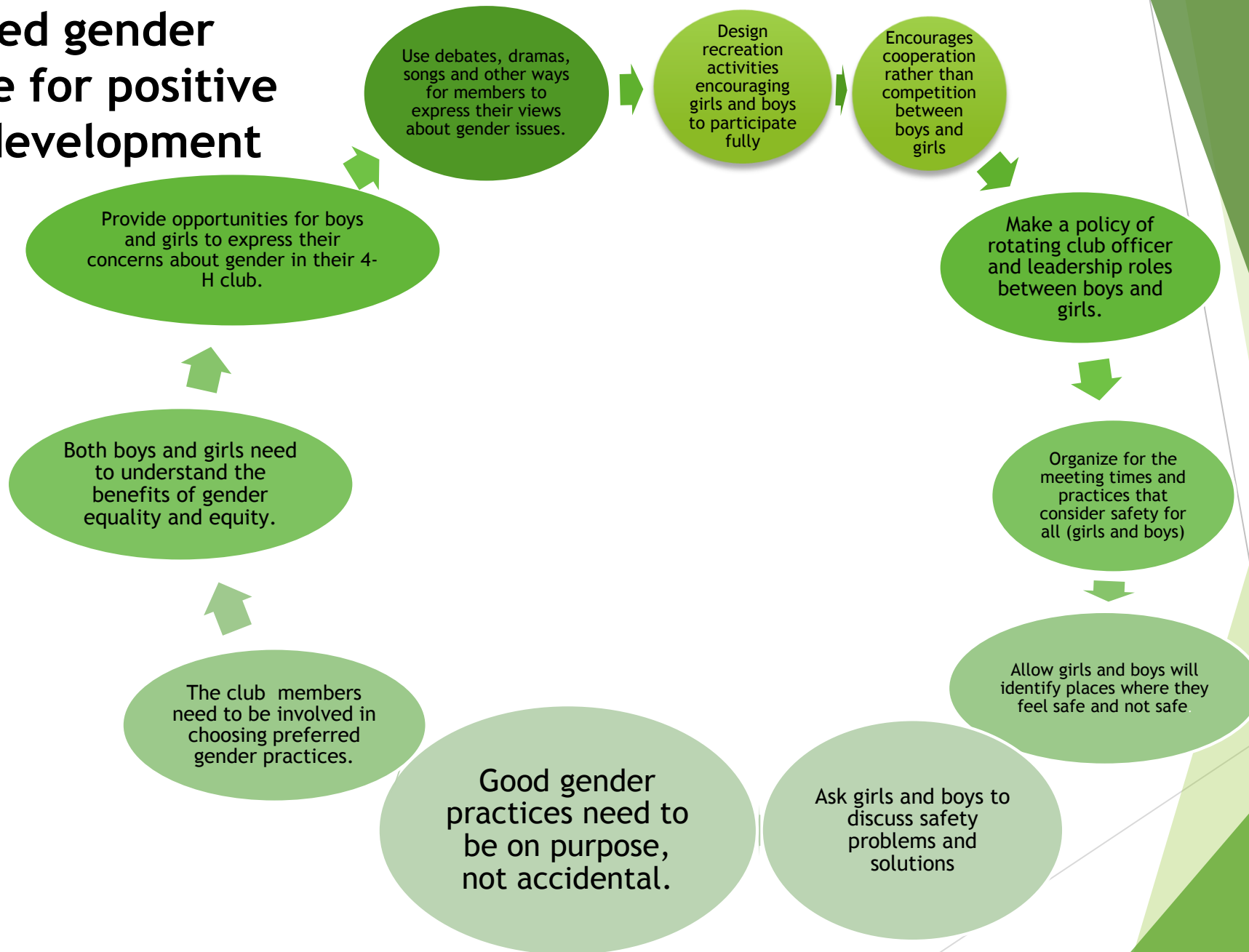
All boys and girls must
enjoy the freedom to
pursue their own
sustainable development
activity.



Use debates,
dramas, songs and
other ways for
members to express
their views about
gender issues.



Preferred gender practice for positive youth development



Design recreation activities
encouraging girls and boys to
participate



Encourages
cooperation rather
than competition
between boys and
girls



Make a policy
of rotating club
officer and
leadership roles
between boys
and girls.



Organize for the
meeting times and
practices that
consider safety for all
(girls and boys)



Allow girls and boys
to identify places
where they feel safe
and not vulnerable.



Encourage girls and
boys to discuss safety
problems and
solutions



Good gender practices
need to be on purpose,
not accidental.



The club members
need to be
involved in
choosing preferred
gender practices.



Both boys and girls
need to understand
the benefits of
gender equality and
equity.



Provide opportunities for
boys and girls to express
their concerns about gender
in their 4-H club.



Gender Toolkit supports the 4-H Essential elements of PYD

Belonging

Boys and Girls are club members
Members' essence of belonging to the club
Share values and club customs
Both need respect and mentorship
Have needs and interests
Need positive relation with adults/caring adults
Need to be involved in decision making



FINDINGS

Traditional gender norms among members

Boys and girls still have stereotypical dreams fashioned by their traditional gender roles which are still normative in most communities

Traditional gender norms and discrimination in the community

There was clear discrimination against girls in their home projects. While the boys were in charge of their own projects and the income therefrom, the projects of many of the girls were regarded as family property. Girls who complained were often criticised, punished or threatened. This also discourages any entrepreneurial spirit, critical thinking and assertiveness in the girls. To date, the advisers have not been able to deal with this sensitive issue.

Gender based violence and physical safety

While the school and the club were seen as 'safe spaces' for the girls, many girls are unable to attend the clubs, or are nervous to do so because of the areas around the school or between school and home where they are in danger of being sexually harassed. In some cases it is the girls who avoid attending since that means they have to go home later, and in other cases the parents forbid their children to continue after school as a protective measure.

4-H could play a key role in addressing these issues, either as 4-H or through encouraging more concerted school action.

Gender attitudes of club members

In general gender attitudes of by both the young women and the young men showed that they were opposed to traditional gender norms. All the participants supported: The view that women can be leaders

As long as she can be believe in herself

The right of girls to keep livestock and to keep the income from her activities

However, there was disagreement on the other issues, with men expressing traditional gender attitudes that:

Men work harder to acquire property than women

Because they are the ones to look after the family (2)

Women do not have the right to inherit family property

Girls wearing short dresses deserve to be raped

However, in general the girls disagreed strongly, emphasising that times have changed:

Those time has changed, even women can own family property as some of the men proved failure in taking care of family property.

With regard to rape, they stressed that clothes have nothing to do with rape.

Conclusion

What this survey has shown is that there is a need to highlight and prioritise gender as a way of ensuring that girls attain their rights more effectively through participation in 4-H clubs and that 4-H can make a big difference in addressing gender. Based on these trainings, most of the gender constraints identified in the survey can be addressed.

THANK YOU!