Tanzania 4H Organization

GENDER TOOLKIT FOR POSITIVE YOUTH DEVELOPMENT PROGRAMS

Experience of Tanzania

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4-H Gender toolkit

What is it?

For whom?

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

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.
Motives of designing 4-H Gender toolkit

Gender trainings for parents, leaders and members, 2011

Gender assessment by 4-H, 2011

Large number of 4-H leaders were not aware of gender stereotypes or discriminating gender practices in clubs.
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.
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.
Why are we concerned about gender?

Girls are vulnerable to many potential problems:

Girls are concentrating on low paid jobs eg tea factories

Girls spend a lot of hours doing home chores

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.

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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
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Benefits of 4-H Gender toolkit

- **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.**
- **Identify practices that keep girls from fully participating in 4-H.**
- **Club leaders can also influence gender equity in 4-H by working with members, parents, and community leaders.**
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

- Good gender practices need to be on purpose, not accidental.
- Provide opportunities for boys and girls to express their concerns about gender in their 4-H club.
- Both boys and girls need to understand the benefits of gender equality and equity.
- The club members need to be involved in choosing preferred gender practices.
- Use debates, dramas, songs and other ways for members to express their views about gender issues.
- Design recreation activities encouraging girls and boys to participate fully.
- 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 safe.
- Ask girls and boys to discuss safety problems and solutions.
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Gender Toolkit supports the 4-H Essential elements of PYD

- 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!