

Youth Left Behind: How to Include the Most Vulnerable Youth in GBV Projects

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Ice-breaker : A “human sculpture“

- ✧ Invite 6 volunteers from the audience
- ✧ Make 3 pairs: One is the artist, the other is the material for making the *human sculpture*
- ✧ Task: Try to make a posture of your partner that shows “*What an empowered youth looks like*”. Consider how she stands, looks, poses with her hands, legs, head, eyes...
- ✧ Do it without talking...
- ✧ Pose for a while. Think about your idea of empowerment through the sculpture

Reflection questions: A “human sculpture“

- ✧ What qualities of an empowered youth did you have in mind when making the human sculpture?
- ✧ What does the audience think about these qualities?
- ✧ Are there other qualities apart from those you mentioned?

Gender Based Violence (GBV): A Sad Reality

- ✧ 40% of women in Tanzania have experienced physical violence since age 15,
- ✧ 22% are young girls aged 15-19;
11% of these have experienced sexual violence.
- ✧ Young women who have been abused by a partner are 10 times more likely to be HIV positive than those who have not been abused.

Gender Based Violence: A Structural Issue

- ✧ **It's cultural:** social norms dictate that women are inferior to men, like children they can't make sound decisions, they must be controlled...by men!
- ✧ **Boys are superior to girls**, so they should be given all opportunities: education, inheritance, land, jobs, leadership, status, respect, etc!
- ✧ **Poverty:** with a female face
- ✧ **In a relationship...** The woman literally serves the man!
- ✧ **Not a child, not a youth, not an adult...**
conceptualization exposes girls to GBV

- ✧ What then is left for the woman, the girl child?

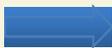
A tool for Disempowerment

- ✧ GBV increases women and girls' vulnerability:
 - ✓ disempowers them for social, economic and political participation,
 - ✓ leaves the survivors with long lasting traumas...
- ✧ GBV affects every aspect of well-being
 - ✓ Personal agency & self-actualization
 - ✓ Educational achievement
 - ✓ Livelihood
 - ✓ Employment prospect
 - ✓ Physical and emotional health
- ✧ Effective GBV programs must Empower

The Tanzania Response

- ✧ A Five-year National Plan of Action to End Violence Against Women and Children (NPA-VAWC 2017/18 – 2021/22)
- ✧ Consolidates eight different action plans addressing violence against women and children
- ✧ Recognizes:
 - ✓ that violence occurs on a continuum,
 - ✓ that violence in childhood has an impact on a person's health and well-being well into adulthood,
 - ✓ that violence is cyclical, interpersonal as well as intergenerational

The NAP-VAWC Lacks Focus on Youth

- ✧ Though based on the tenets of the WHO “INSPIRE” Strategy
- ✧ No clear focus on **Most Vulnerable Youth**, despite that:
 - ✓ 39.6% of the population are between age 10 and 30,
 - ✓ 31% are under 10;
 - ✓ 32% are adolescents and youth (10-24) by standard definitions
- ✧ A period when most girls & boys will drop out of school
 increased vulnerability

terre des hommes schweiz (tdhs): Program focus in Tanzania

- ✧ Country strategy 2017-2020 pivots on:
 - ✓ **GBV Prevention & Response;**
 - ✓ **Sexual & Reproductive Health & rights (SRHR)**
- ✧ 5 local partner organizations in the lake Zone
- ✧ Aim: To Empower youth to know their rights and give them a voice in promoting violent-free communities
- ✧ Strategy recognizes that:
 - ✓ GBV is an **epidemic** that needs massive response by reaching out to all layers of the ecological model;
 - ✓ Programs must harness the power of vulnerable youth to respond to violence and make impact in their communities

tdhs Empowerment Approaches

- ✧ Youth Participation  **INVOLVE**
- ✧ Solution Focused Approach/Life Skills  **EMPOWER**
- ✧ Psychosocial Support  **SUPPORT**

- ✧ Prevention & Response to GBV is not just about knowledge of types, causes, effects and risk factors...
- ✧ It is also about breaking **cycles of violence**, changing **cultural norms**
- ✧ Empowering (young) people & communities to experience a different, positive, and dignifying model of relationships:
 - ✓ Parent – Child; Teacher – Student; Leader – Citizen; Person – Another; Donor - Grantee

Empowered youth are key to changing norms



Our approaches applied to projects

✧ PARTICIPATORY PROCESSES

- ✓ Founded on a peer-to-peer approach
- ✓ Strong, inclusive & gender-sensitive peer group processes
- ✓ Address power dynamics
- ✓ Modeling positive/respectful adult-youth partnerships
- ✓ Support youth-led community activism on GBV

✧ SOLUTION-FOCUSED DELIVERY/FACILITATION

- ✓ Consider strengths & resources of the people (*Strength-based model*)
- ✓ Amplify what works, what they really want
- ✓ Recognize that the youth are experts of their situations/problems
- ✓ Concentrate on the DOING level, what can you DO?
- ✓ Cooperate with the people/youth at eye-level

✧ LIFE-SKILLS BASED CURRICULA

- ✓ Modularized delivery, tailor-made contents
- ✓ Skills building for behavior outcomes
- ✓ Rights-based approach
- ✓ Highlight of power issues and inequality

Focus on the Most Vulnerable Youth

✧ A very diverse group diverse needs

- ✓ In school and out of school
- ✓ Adolescents or youth living in a relationship
- ✓ Single teen mothers
- ✓ Engaged in domestic work and other informal jobs including bars, restaurants, guest houses/hotels, saloons, stationeries, groceries, street vendors, etc
- ✓ Other (mostly boys) self-employed as motorcycle riders (bodaboda, tuktuk), shoe shine, car wash, garages, or just hanging out in street corners known as “vijiwe” & struggling with idleness and addictions

✧ Vulnerable because they are at ***risk or affected***

✧ Strengthen personal resources (SFA)

✧ Organize strong peer groups (Life Skills+YP Tools)

✧ Support local activism: youth as change agents.

Testimony: From Survivor to Activist

“Violence at home was the reason of my downfall in life and in my studies. It caused me to fall pregnant and miss out on my education. I felt confused and desperate. I haven’t been able to talk to anyone about this. In fact, I have never understood what and why it all happened to our mother, to me and to us!”

“I am very happy and really grateful to be member of this peer club. Not only I have learned to deal with my situation better, but also I know where I can go for help. I feel more energized and want to stand on my feet, to fight against gender based violence in the community, for my future and the future of other youth.”



Fina (17) survived gbv at home, dropped out of school due to pregnancy, and now is peer educator in her village.

What Needs Improvement?

- ✧ Strengthen advocacy: Tanzania GBV **policy needs attention**
 - ✓ Laws are not yet aligned with Children's rights, e.g. a girl who gets pregnant cannot return to government school, a girl of 14 can get married with parental consent, etc
 - ✓ Institutional accountability
- ✧ For tdhs: **build evidence on SFA/YP impact on GBV**
 - ✓ SFA/YP impact evaluation has been conducted
 - ✓ GBV baseline conducted for country program, endline still to confirm SFA/YP impact on GBV
 - ✓ Documenting of best practice and sharing learning
- ✧ Strengthening **youth movement/networking for GBV**
 - ✓ Connect projects/build national & regional activism

Take Away Message

Preventing & Responding to GBV really demands:

- ✧ That projects EMPOWER Women and Girls, Men and Boys to experience positive “Power” within themselves, with others
and through actions to challenge and transform situations around them
- ✧ That interventions challenge oppressive norms and practices by modeling positive, benefit-based and respectful relationships