Findings from the Global Early Adolescent Study

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WHAT IS THE GLOBAL EARLY ADOLESCENT STUDY?
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CENTRAL QUESTIONS GUIDING THE GEAS

- What are the factors that are related to inequitable gender norms in early adolescence?
- How do gender norms relate to a spectrum of health outcomes and how might they contribute to sex differences in health outcomes across adolescence and across cultures.
The Key Outcomes and Elements of the GEAS

- Macro & Community Factors
- Family Factors
- School Factors
- Peer Factors
- Individual (Early Adolescent Factors)

Gender Beliefs

Outcomes:
- Mental Health
- Violence
- Healthy Sexuality
- Sexual Health
- Education
Urban Poor youth
• 66% of the world’s population by 2030
• Urbanization of poverty = urban penalty
PHASE 1 OF THE GEAS

- Systematic Review of Gender Norms Literature in Early Adolescence
- Qualitative data on transitions into adolescence
- Quantitative measures of gender norms & health
  - Gender norms scales
  - Vignettes-based measure of gender equitability in relationships
- Health instrument with 10 modules
INSTRUMENT DEVELOPMENT: GROUNDED IN THE VOICES OF YOUNG PEOPLE

- **Narrative interviews**: 450 dyads (n=900) recorded, transcribed, translated, and coded

- **Gender norms instrument**: Narrative interviews analyzed for gender themes, organized into domains and sub-themes with questions generated for each based on youth comments

- **Vignettes measure of equitable relationships**: Three day focus groups at each site, vignettes generated separately then compiled for common themes and issues

- **Community context measure**: Adolescent assessments of their cognitive and physical neighborhood’s risk and protective structures by age, gender, and time of day.
PROCESS OF INSTRUMENT DEVELOPMENT: GROUNDED IN THE VOICES OF YOUNG PEOPLE

MIXED METHODS & CASCADING APPROACH

- **Interviews**: 450 diads (adolescents & parents) recorded, translated, and coded
- **Site specific/ cross cultural Qualitative analysis**
- **Stems for vignettes**
- **3 day Workshops with 12 adolescents/site**
- **Vignettes about gender equitable relationships**
- **Cross cultural/site specific Gender themes and gender codes**
- **Gender Scales about masculinities & femininities**

Graphic arts: youth artists working with a group of young artists from 3 GEAS sites to generate images to be used
EXPLORING GENDER NORMS AMONG EARLY ADOLESCENTS:

The use of qualitative methods for the Global Early Adolescent Study

K. MMARI
KEY OBJECTIVES OF PHASE ONE

- To understand transitions into adolescence (from the perspective of adolescents and their parent/guardians) with a focus on gendered challenges and opportunities;

- To understand changes in interpersonal relationships during transitions into adolescence, with attention to the role of gender norms and behaviors; and

- To explore how young adolescents adopt and enact gendered behaviors and roles with attention to the contrasts between adolescents’ and parent/guardian’s discourse.
Conducted to understand gendered transitions into adolescence:

- What are the similarities and differences in the ways in which boys and girls perceive adolescence?
- What are the main challenges and opportunities for a young person when becoming an adolescent boy or girl?

Small groups of four to five adolescents were asked to draw the important events of a typical person’s life on a timeline starting from birth until adulthood.

- Discussion focused on gender differences (i.e., what events might be different and how might trajectories differ between girls and boys)
Conducted to understand changes in relationships during transitions into adolescence:

- **What are the key relationships in the lives of young adolescents?**
- **In what ways are gender norms expressed in these relationships?**

Individual adolescents asked to indicate key relationships by drawing circles (bigger = most important) and smiley faces (positive or negative).
Addressed all 3 objectives

- Research questions for adolescents:
  - How do interpersonal relationships change during adolescence and in what ways are these changes gendered?
  - How do adolescents learn about what is appropriate and inappropriate for adolescent girls and boys to do in general and within the context of relationships?

- Research questions for parents/guardians:
  - How do parents/guardians perceive the period of adolescence as similar or different for boys and girls? What are the main challenges and opportunities?
  - How do parents/guardians perceive that their children’s interpersonal relationships change during adolescence? How is this influenced by gender norms?
  - How do gender norms influence parent/guardian expectations of their children? How parents/guardians perceive that adolescents learn about these expectations?
HOW DID WE CARRY OUT THE METHODOLOGY?
Researchers across sites attended a 4-day training-of-trainers workshop

- Adolescent actors role-played specific scenarios, helped researchers practice interview guides & probing
- Standardized training manual & documents
- Each site was responsible for conducting their own training using documents that were provided to them
- Monthly phone calls also provided researchers with opportunities to share ‘lessons learned’
SAMPLING

- In most sites, a purposive sampling frame was used to select adolescents (10-14 years) and parents/caregivers
  - Ile Ife used random sampling to select communities and households
- Recruitment varied across sites:
  - Community-based organizations
  - Schools or after-school programs
  - Primary health care centers
To build trust among adolescent participants:

- Timeline
- Venn Diagram

Approximately 30 in-depth interview dyads among adolescents and their parent/guardians were conducted at each site

- Interviews were all recorded and transcribed verbatim
- Every site except Baltimore also had transcriptions translated into English
Translated transcriptions were uploaded into Atlas.ti (Scientific Software, Berlin, version 7)

An inductive thematic analysis approach was used:

- Qualitative investigators first read transcripts to identify primary themes that were emerging
- Initial core set of codes was developed and shared with investigators across sites
- As more transcripts were read, core set of codes were revised and final set of codes was achieved
  - Additional sub-codes were created that were site-specific
Coding concluded when all data was assigned to code and saturation was then achieved (Denzin, 1978).

To compare codes, matrices were created to examine patterns across sites and participant groups (monthly phone call went over this).
A REVIEW OF THE METHODS

Key strengths and weaknesses
Most researchers across sites thought that the Timeline and the Venn Diagram Exercise were important for building trust and rapport between the researcher and adolescent.

- In Cuenca, researchers felt Timeline was just as important as the IDI as it provided a ‘game-like’ atmosphere; they also felt the Venn Diagram helped adolescents from getting bored.
- In Baltimore, Timeline revealed insights into gender norms -- with males commonly taking the lead.
- In New Delhi, researchers felt that the Venn Diagram helped adolescents to initiate the discussions about the relationships with their families.
Researchers from Ile Ife, Cuenca, Baltimore, and Nairobi felt that adolescents were most challenged by questions asked as part of the narrative interview.

“Perhaps the most complex part for younger adolescents are the questions about gender norms and socialization as they didn’t relate to these abstract concepts and felt that ‘you really don’t have to learn’ these rules” (Cuenca researcher).

Length of the interview was also challenging for especially younger adolescents.
LESSONS LEARNED

1. The need for an experienced interviewer
2. The use of participatory research methods to build trust
3. The need to be flexible
KEY FINDINGS FROM NARRATIVES
<table>
<thead>
<tr>
<th>Site</th>
<th># Girls</th>
<th># Boys</th>
<th>Total Adolescents (Girls + Boys)</th>
<th># Female Caregivers</th>
<th># Male Caregivers</th>
<th>Total Caregivers (Female + Male)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assiut</td>
<td>17</td>
<td>20</td>
<td>37</td>
<td>37</td>
<td>0</td>
<td>37</td>
</tr>
<tr>
<td>Baltimore</td>
<td>19</td>
<td>14</td>
<td>33</td>
<td>19</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td>Cuenca</td>
<td>14</td>
<td>16</td>
<td>30</td>
<td>24</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Edinburgh</td>
<td>16</td>
<td>16</td>
<td>32</td>
<td>7</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Ghent</td>
<td>18</td>
<td>12</td>
<td>30</td>
<td>27</td>
<td>1</td>
<td>28</td>
</tr>
<tr>
<td>Ile-Ife</td>
<td>20</td>
<td>18</td>
<td>38</td>
<td>20</td>
<td>17</td>
<td>37</td>
</tr>
<tr>
<td>Kinshasa</td>
<td>16</td>
<td>16</td>
<td>32</td>
<td>32</td>
<td>0</td>
<td>32</td>
</tr>
<tr>
<td>Nairobi</td>
<td>15</td>
<td>15</td>
<td>30</td>
<td>29</td>
<td>3</td>
<td>32</td>
</tr>
<tr>
<td>New Delhi</td>
<td>15</td>
<td>16</td>
<td>31</td>
<td>15</td>
<td>12</td>
<td>27</td>
</tr>
<tr>
<td>Shanghai</td>
<td>17</td>
<td>17</td>
<td>34</td>
<td>21</td>
<td>13</td>
<td>34</td>
</tr>
<tr>
<td>TOTAL</td>
<td>167</td>
<td>160</td>
<td>327</td>
<td>231</td>
<td>56</td>
<td>287</td>
</tr>
</tbody>
</table>
Across every site except Ghent, participants perceived that once adolescent girls’ bodies start changing, they are no longer ‘free’ to live like boys.

Well {when body changed}, I had to be more responsible for my body because different people – I know what they are capable of. My mom taught me, like raping and all that stuff, so I have to be careful and cautious when I am around like - if I am outside or anything. Because this world is cruel, and you never know what will happen.

(Adolescent female, Baltimore)
FRIENDSHIPS WITH BOYS SHOULD CHANGE...

- With puberty, girls and boys become much more segregated

  - *To be a girl, you shouldn’t be seen roaming around in the company of the boys in the community because you never know what they are planning for you.* (Adolescent female, Nairobi).

  - *A bad girl (with a bad reputation) is one that goes to talk to boys, stands with boys, or calls a boy on the phone* (Assiut parent).
Across sites, parents often reinforced stereotypical norms by their rules and guidance:

- In India, girls were particularly restricted by parents because they were responsible for upholding family honor.
- Parents often used ‘scare tactics’ to prevent their daughters from engaging in any ‘romantic’ relationships:

  *I would also stop her and tell her she might get cancer because of having a boyfriend and the moment you sleep with that boyfriend, it will enter your womb, cut it into pieces and then you die. That is how I usually scare them off.* (Parent of a female adolescent, Nairobi)
Across all sites (with the exception of Ghent) boys were perceived to face more risks related to violence and drugs (including smoking and alcohol use) compared to girls.

- Baltimore and Shanghai parents felt that boys were more influenced by the neighborhood compared to girls.

- Growing up in a city is a lot more challenging because now you got so much peer pressure coming from so many different things where you know, like it is so easy for a young male to get side tracked, especially if they don’t have a role model for a mother or father, because nowadays moms have to be a father too, if the father is not present. So, in turn, they are looking for a male figure to look up and they might get side tracked by the guy out there doing no good (Baltimore mom).
Overwhelmingly, despite boys facing risks to violence and substance use, girls were perceived to be more vulnerable. With the exception of Ghent, parents and adolescents agreed that when a girl’s body starts to develop, her risks related to sexual harassment, rape, and pregnancy sharply rise – as a result, her freedom and independence diminishes; for boys, it is the opposite – they gain freedom and independence, and their health risks relate more to this increased freedom.

Ghent was the only site that starting monitoring gender quality and gender discrimination throughout all government sectors (since 1980s) – may partially explain different findings?
CONCLUSIONS

- Although boys’ health risks are greater during adolescence (mortality and morbidity), girls’ SRH risks face greater social pressure and stigma – and their mobility is restricted;

- Boys are perceived to be less vulnerable and do not require as much supervision – yet their increased mobility exposes them to greater threats to violence and substance use;

- Parents are strong enforcers of stereotypical gender norms; interventions need to also target them;

- Findings from Ghent, as the one exception, suggest that if we do focus on gender inequality at a macro level – may influence perceptions down to the individual level....?
MEASURING GENDER NORMS IN EARLY ADOLESCENCE

C. MOREAU
Theoretical Underpinning of the Gender Scale Development

- Gender system: Common value system in which women are subordinated to men. The Gender system is embodied in social norms, a mechanism for maintaining social order.

- Social constructionist perspective: individuals interact to define and redefine what is considered ‘normative behavior’ for each sex. Thus, gender norms are inter-relational and contextually driven.

- Gender intensification hypothesis: in early adolescence, gender “opens up” again as part of transitions into adolescence.
EMPIRICAL QUESTION UNDERLYING THE GENDER SCALE DEVELOPMENT

- Is there a set of norms regulating male and female relationships in early adolescence that are common across cultures?

- How are these norms related to adolescent health (gender based violence, sexual health, mental health)?
STUDY DESIGN: MIXED METHODS

Qualitative
- Focus groups
  - X 15 sites

Quantitative
- In-depth interviews
  - n=30 adolescent/parent dyads
  - X 15 sites
- Pilot study among 120 adolescents
  - X 14 sites (12 completed)
- Literature review
PROCESS FOR DEVELOPING THE SCALES

Qualitative interviews

Narrative interviews
30 adul/parent dyads

Narrative interviews
30 adul/parent dyads

Narrative interviews
30 adul/parent dyads

N=7 countries

Gender Scale Data base

Gender exerts
Country 1

Gender exerts
Country 2

Gender exerts
Country n

N=7 countries
Common qualitative plateform:
Real time coding

Inductive coding

Common Codes
N=3000

Emerging domains

Items reflecting the domains
DATA ANALYSIS: EXPLORATORY FACTOR ANALYSIS

<table>
<thead>
<tr>
<th>Exploratory Factor Analysis: 8 sites (Kinshasa, Assuit, Shanghai, Ouagadougou, Nairobi, Hanoi, Ile Ife, Blantyre)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adolescent boys are on their own/ are unsupervised</td>
</tr>
<tr>
<td>Boys responsibilities: lead, provide for &amp; protect</td>
</tr>
<tr>
<td>Boys should never act like girls</td>
</tr>
<tr>
<td>Boys need to show they are strong/ tough (to gain respect)</td>
</tr>
<tr>
<td>Boys are naturally attracted to girls</td>
</tr>
<tr>
<td>Boys have girlfriends to gain social status</td>
</tr>
<tr>
<td>Boys fool girls</td>
</tr>
<tr>
<td>Girls need to be attractive</td>
</tr>
<tr>
<td>Girls are responsible for arousing boys</td>
</tr>
<tr>
<td>Girls are responsible for their own safety by keeping boys at a distance</td>
</tr>
<tr>
<td>Girls shouldn't be in romantic relationships/ Negative consequences of relationships</td>
</tr>
<tr>
<td>Pregnancy</td>
</tr>
</tbody>
</table>

**Gender POWER**
- Girl’s lack independence
- Girls are weak/afraid/ in need of protection
- Deference/proper/composed

**Gender relations**
- Girls need to be attractive
- Girls are responsible for arousing boys
- Girls are responsible for their own safety by keeping boys at a distance
- Girls shouldn't be in romantic relationships/ Negative consequences of relationships
- Pregnancy
<table>
<thead>
<tr>
<th>Girls should keep away from boys or else they are «sanctionned»</th>
<th>Factor loading</th>
<th>uniqueness</th>
</tr>
</thead>
<tbody>
<tr>
<td>A girl will lose interest in studying if she has a boyfriend</td>
<td>0.54</td>
<td>0.71</td>
</tr>
<tr>
<td>Girls often get into &quot;trouble&quot; when they have boyfriends</td>
<td>0.59</td>
<td>0.65</td>
</tr>
<tr>
<td>Girls who have boyfriends are irresponsible</td>
<td>0.53</td>
<td>0.72</td>
</tr>
<tr>
<td>Girls are the victims of rumors if they have boyfriends</td>
<td>0.55</td>
<td>0.70</td>
</tr>
<tr>
<td>Girls should avoid boys because they trick them into having sex</td>
<td>0.59</td>
<td>0.65</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Boys should have girlfriends to acquire social status</th>
<th>Factor loading</th>
<th>uniqueness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys have girlfriends to show off to their friends</td>
<td>0.66</td>
<td>0.56</td>
</tr>
<tr>
<td>Boys feel they should have girlfriends because their friends do</td>
<td>0.52</td>
<td>0.73</td>
</tr>
<tr>
<td>Boys have girlfriends for fun more than love</td>
<td>0.56</td>
<td>0.68</td>
</tr>
<tr>
<td>Boys tell girls they love them when they don't</td>
<td>0.60</td>
<td>0.64</td>
</tr>
<tr>
<td>Boys lose interest in a girl after they have sex with her</td>
<td>0.60</td>
<td>0.64</td>
</tr>
<tr>
<td>Boys fool girls into having sex</td>
<td>0.74</td>
<td>0.45</td>
</tr>
<tr>
<td>Location</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>---------------</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>Total</td>
<td>3.43</td>
<td>0.0</td>
</tr>
<tr>
<td>Assiut</td>
<td>3.72</td>
<td>0.1</td>
</tr>
<tr>
<td>Blantyre</td>
<td><strong>4.25</strong></td>
<td>0.1</td>
</tr>
<tr>
<td>Cochabamba</td>
<td>3.60</td>
<td>0.1</td>
</tr>
<tr>
<td>Ghent</td>
<td><strong>2.39</strong></td>
<td>0.1</td>
</tr>
<tr>
<td>Hanoi</td>
<td>2.72</td>
<td>0.1</td>
</tr>
<tr>
<td>Ile-Ife</td>
<td>3.85</td>
<td>0.1</td>
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<tr>
<td>Kinshasa</td>
<td>3.92</td>
<td>0.1</td>
</tr>
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<td>Nairobi</td>
<td>3.54</td>
<td>0.0</td>
</tr>
<tr>
<td>Ouagadougou</td>
<td>3.88</td>
<td>0.1</td>
</tr>
<tr>
<td>Shanghai</td>
<td>2.59</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Scale construction: Mean score across 11 items: range from 1 to 5. The higher the score, the higher the endorsement of sexual double standard.
## NORMATIVE HETERO-SEXUAL RELATIONS IN EARLY ADOLESCENCE

<table>
<thead>
<tr>
<th>Relationships with boys are normal</th>
<th>Factor loading</th>
<th>uniqueness</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is ok for a boy and girl your age to talk and spend time together alone</td>
<td>0.59</td>
<td>0.65</td>
</tr>
<tr>
<td>It is ok for a girl your age to be in a relationship with a boy as more than just friends</td>
<td>0.73</td>
<td>0.47</td>
</tr>
<tr>
<td>It is ok for a girl to have more than one boyfriend at the same time</td>
<td>0.53</td>
<td>0.71</td>
</tr>
<tr>
<td>A girl can have a boyfriend as long as she continues working well in school</td>
<td>0.53</td>
<td>0.72</td>
</tr>
<tr>
<td>It’s normal for a girl to want a boyfriend at your age</td>
<td>0.70</td>
<td>0.51</td>
</tr>
<tr>
<td>It’s ok for a boy to have a lot of girlfriends</td>
<td>0.63</td>
<td>0.59</td>
</tr>
<tr>
<td>It’s ok for a boy your age to be in a relationship with a girl as more than just friends</td>
<td>0.74</td>
<td>0.46</td>
</tr>
<tr>
<td>It is ok for a boy to have more than one girlfriend at a time</td>
<td>0.65</td>
<td>0.57</td>
</tr>
<tr>
<td>Boys should have girlfriends to discover love</td>
<td>0.54</td>
<td>0.71</td>
</tr>
</tbody>
</table>

### Relationships with girls are normal

- It is ok for a boy and girl your age to talk and spend time together alone
- It is ok for a girl your age to be in a relationship with a boy as more than just friends
- It is ok for a girl to have more than one boyfriend at the same time
- A girl can have a boyfriend as long as she continues working well in school
- It’s normal for a girl to want a boyfriend at your age
- It’s ok for a boy to have a lot of girlfriends
- It’s ok for a boy your age to be in a relationship with a girl as more than just friends
- It is ok for a boy to have more than one girlfriend at a time
- Boys should have girlfriends to discover love
<table>
<thead>
<tr>
<th>Boys should be strong</th>
<th>Factor loading</th>
<th>uniqueness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys should be raised tough so they can overcome any difficulty in life</td>
<td>0.541</td>
<td>0.70</td>
</tr>
<tr>
<td>Boys should always defend themselves even if it means fighting</td>
<td>0.60</td>
<td>0.64</td>
</tr>
<tr>
<td>Boys who behave like girls are considered weak</td>
<td>0.51</td>
<td>0.74</td>
</tr>
<tr>
<td>It's important for boys to show they are tough</td>
<td>0.50</td>
<td>0.75</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Girls are expected to be weak/deferent</th>
<th>Factor loading</th>
<th>uniqueness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls should avoid playing sports with boys because they get hurt easily</td>
<td>0.62</td>
<td>0.62</td>
</tr>
<tr>
<td>Girls should speak softly</td>
<td>0.66</td>
<td>0.55</td>
</tr>
<tr>
<td>Girls are expected to be humble</td>
<td>0.68</td>
<td>0.54</td>
</tr>
<tr>
<td>Girls need their parents protection more than boys</td>
<td>0.56</td>
<td>0.68</td>
</tr>
</tbody>
</table>
VALIDATION OF THE GENDER NORMS SCALES

- Revised Measures tested in 5 sites (n=375)
  - Sexual double standard
  - Normative heterosexual relations
  - Stereotypical power traits
- Personal beliefs versus normative expectations

<table>
<thead>
<tr>
<th>How much do <strong>YOU</strong> agree?</th>
<th>How much <strong>would your friends</strong> agree?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls should avoid boys because they trick them into having sex</td>
<td></td>
</tr>
</tbody>
</table>

- Confirmatory factor Analysis & Reliability testing

**Validated Gender Norms Scales about masculinities & Femininities to be used for implementation research and programmatic evaluation on early adolescents globally**
DISCUSSION

- Conceptual challenges to construct cross-cultural measures of social norms among early adolescents

  - Common domains (schema) of gender norms but expressions are often culturally specific (different scripts)

  - Personal beliefs versus Normative expectations: Developmentally challenging to assess among early adolescents
CONCLUSION

- There are common social norms regulating gender relations in early adolescence
  - Gender norms are inter-relational
  - Normative expectations consistent within and across sites = strong social norms
  - Discordant norms for girls: sexual double standard and normative expectations about romantic relations

- Next steps
  - Confirmatory analysis
  - Test of associations with Gender based violence, sexual health and mental health indicators
PHASE 2: THE LONGITUDINAL PHASE OF THE GEAS

Key strengths and weaknesses
Designing the Measures Phase I

Measuring Contexts
- Neighborhood & Community
- Family
- Peers
- Schools

Measuring Gendered Processes
- Gender norms
- Gender equitable relationships
- Empowerment

Measuring Outcomes
- Physical health
- Mental health
- Sexual health
- Healthy Sexuality
- Gender Based Violence

Answering Critical Questions Phase II

How do gender norms (GN) and perceived gender equitability (GE) at both the individual and community levels influence adolescent health outcomes over time? How do these influences vary by setting? How do changing contextual factors (e.g., Economic shocks, migration) moderate the relationship? What are the factors related to the target health outcomes and are they mediated through gender norms and/or perceived gender equitability? What are the factors related to gender equitable and inequitable gender norms? How do they vary by site? How do they vary over time? How do they vary in relationship to contextual variables? What are the factors associated with movement toward and away from gender equitability over time? How do interventions impact those changes?

Phase II Methods

- Follow 1000 to 1400 10-14 years old from each city
- Three waves of data collection over 4-5 years
- Qualitative and quantitative data from adolescents and parents
- Use mobile technology data collection platform
Collaborating Sites for the Longitudinal Phase of the Global Early Adolescent Study (GEAS)
Tanzania

Site: Dar Es Salaam
Funding: BMGF
Partners: University of California, Berkley, Save The Children, Women’s Research Foundation, Tanzania
Intervention: Discovery learning project, boys + girls, in and out of school 10-14 years old, using technology to solve social issues, 1400 controls followed over 5 years
Democratic Republic of the Congo

Site: Kinshasa
Funding: BMGF, USAID
Partners: Georgetown (IRH), Save The Children, Kinshasa School of Public Health
Intervention: Growing Up Great gender norms transformation curriculum previously piloted Uganda and Nepal, boys + girls, 1400 each intervention control, followed over 5 years
Malawi

Site: Blantyre
Funding: UNICEF
Partners: UNICEF-Malawi, Malawi College of Medicine, Promundo

Intervention: 1000 school-going boys and girls with parent intervention sub study; gender equitability curriculum adapted for young cohort from Programma H&M
THANK YOU

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