The Global Early Adolescent Study:
a 15 country study of the evolving nature of gender and social relations

Passages Meeting
29 February 2016
Urban Poor youth

- 66% of the world’s population by 2030
- Urbanization of poverty = urban penalty
The Key Outcomes and Elements of the GEAS

MACRO & COMMUNITY FACTORS
FAMILY FACTORS
SCHOOL FACTORS
PEER FACTORS
INDIVIDUAL
Early Adolescent Factors
Gender Beliefs

- Mental Health
- Violence
- Healthy Sexuality
- Sexual Health
- Education
EARLY ADOLESCENT INDICATORS OF SUBSEQUENT ADVERSE OUTCOMES

- Exposure to violence
- Holding inequitable gender norms
- Out of school/out of home
- [Lack of] Empowerment
- Relational(interpersonal) power
- Mental health/depression
- Healthy Sexuality
- Aspiration/Expectation gap
- Resilience
- Risk and protection
Key domains explored:
- Healthy sexuality
  - Body pride
  - Comfort with pubertal development
  - Relational self-efficacy
- Romantic relationships
- Sexual behaviors and health*
- Physical health and development
- Mental health (including violence exposure – witnessing and experiencing)
- Empowerment
- Gender-based violence
- Adverse childhood experiences

Ecological influences:
- Sociodemographics
- Individual attitudes
- Family
- Peers and peer norms
- School
- Neighborhood perceptions
- Media

Gender beliefs (scale and vignettes)
RESILIENCE

- **Parent Connectedness**: feeling close to, supported by parents, discuss topics, seek advice, loved by,

- **Parental awareness/ monitoring**: friends, school performance and school work, knows friends parents,

- **Pro-social peers**: value school, study hard, get good grades, risk behaviors,

- **School connectedness**: teacher support and expectations, value of school, safety and security in school/ on way to school, teasing/bullying,

- **Neighborhood**: cohesion (e.g., watch out, trust, look out for each other), perceived social controls (e.g., would an adult intervene if they saw....?)
MENTAL HEALTH

- Depression
- Bullying and Gender based violence (including physical abuse, sexual abuse)
- Adverse Childhood Experiences (ACES)
Whether as a child you experienced the following:
(Never, sometimes, often, don’t know)
- **Fear about adults** (e.g. said mean things or that they would hurt you)
- **Feelings of neglect** (e.g. not loved/cared for, no one protects you)
- **Abandonment** (had to take of yourself/were completely on your own)
- **Parental alcohol abuse and violence** (e.g. your parents drank too much, saw your mothers be hit or threatened)
- **Parental criminality** (had a parent in prison/jail)
- **Unstable housing** (your family was forced to leave your home)
- **Sexual abuse** (e.g. adult touching of private parts or forced sex)*

*Optional by site
Comfort with pubertal changes (e.g., comfort with menses, satisfaction with body, worries and concerns about appearance/development).

Body pride (e.g., proud of becoming a man, woman, like the way I am treated now)

Relational self efficacy: based on responses to vignettes
1. Freedom of movement
   • Whether I can *do activities alone* (without adults), e.g.: sports, parties, youth center, meet(opposite/same-sex friends after school

2. Voice
   • Whether my parents and peers *listen* to me, ask for my *advice/opinion*, and whether I can *speak up* or ask for help.

3. Behavioral control/decision-making
   • Whether I can *make decisions* on my own, e.g. about school, what to wear, how to spend my free time, who my friends are, when/who to marry

4. Future expectations
   • What I *expect will happen in my future*, e.g.: number of children, age of puberty, marriage, first child and leaving school.
GENDER NORMS SCALE DEVELOPMENT IN EARLY ADOLESCENCE (PROCESS FOR DEVELOPING)

Narrative interviews 30 adul/parent dyads

Gender Scale Data base

Gender exerts Country 1
Gender exerts Country 2
Gender exerts Country n

Inductive coding

Common Codes
Emerging domains
Gender Scales

N=7 countries

....... Dedoose= common online qualitative plateform
Real time coding
<table>
<thead>
<tr>
<th><strong>ADOLESCENT BOYS</strong></th>
<th><strong>GIRLS</strong></th>
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<tbody>
<tr>
<td>Are on their own/ are unsupervised</td>
<td>Lack independence</td>
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<tr>
<td>Boys responsibilities: lead, provide for &amp; protect</td>
<td>Girls are weak/afraid/ in need protection</td>
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<td>Boys should never act like girls</td>
<td>Deference/proper/composed</td>
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<td>Boys need to show they are strong/ tough (to gain respect)</td>
<td>Girls are responsible for arousing boys</td>
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<tr>
<td>Boys are naturally attracted to girls</td>
<td>Girls are responsible for their own safety by behaving properly</td>
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<tr>
<td>Boys have girlfriends to gain social status</td>
<td>Girls shouldn't be in romantic relationships/ Negative consequences of relationships</td>
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<td>Boys fool girls</td>
<td>Pregnancy</td>
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<td>Boys should be gentle with/protect girls/treat girls with respect</td>
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Limited evidence for a direct correlation between personal beliefs “what I think should be done” & behaviors

Personal beliefs have a predictive effect on behaviors only when they coincide with what individuals expect others will do or think (C. Bicchieri)

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<tr>
<th>Girls are weak/afraid/ in need protection</th>
<th>How much do YOU agree?</th>
<th>How much would your friends agree?</th>
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<tr>
<td>Girls should not fight back if boys harass them because they can only get hurt</td>
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<tr>
<td>Girls should be treated gently</td>
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Vignettes Based Instrument of Gender Equitability (Development Process)

- A 3 days workshop with 12 adolescents aged 11 – 13 in each site
- Vignette stems generated from narrative interviews
The Vignette-based Instrument of Gender Equitability

- 2 versions of instrument (Male and female protagonist)
- 5 Core vignettes, 1 optional, site specific
  - A vignette cluster – 2 to 7 parts
  - Each Part-
    - A set of questions
    - Multiple choice response options for each question
- Core vignettes
  - Protagonist (P) likes Antagonist (A)
  - Can I go out
  - Teasing/Bullying
  - Puberty
  - Dressing appropriately
- Optional vignette
  - Pregnancy
- Site specific (Nairobi)
  - Friends
  - Media influence
A MEASURE OF CONTEXT FROM THE LENS OF THE YOUNG ADOLESCENT

- Family wealth as assessed by adolescent
- Neighborhood: cohesion and control
- Cognitive (or mobility) neighborhood
  - Where do young people go around their city
- Residential Neighborhood
  - Risks and Protective places by sex and time of day
THANK YOU
(www.geastudy.org)