



World Health
Organization



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BLOOMBERG SCHOOL
of PUBLIC HEALTH

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

Passages Meeting
29 February 2016



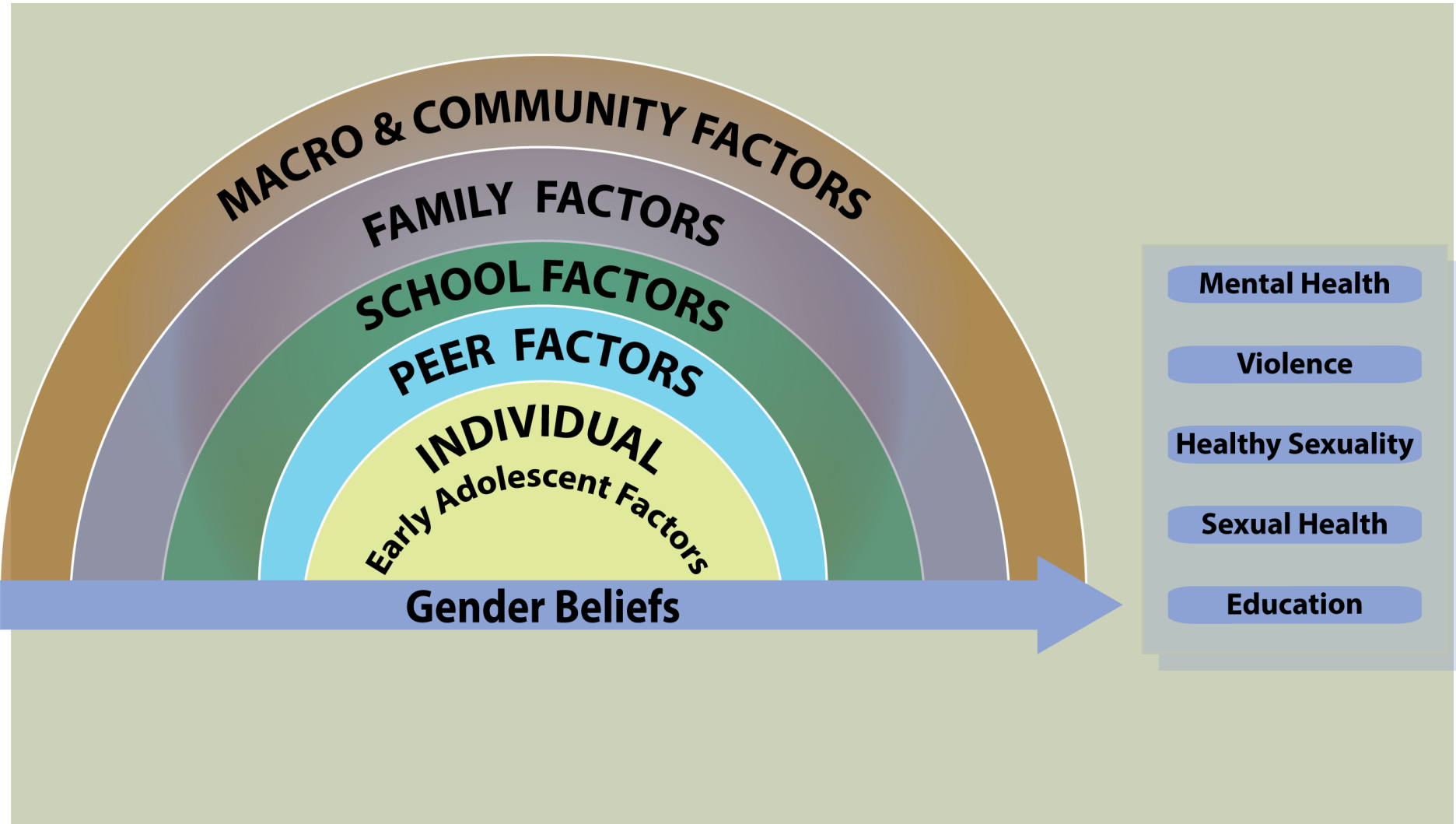
GEAS : Phase #1 URBAN SITES



Urban Poor youth

- 66% of the world's population by 2030
- Urbanization of poverty= urban penalty

The Key Outcomes and Elements of the GEAS



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

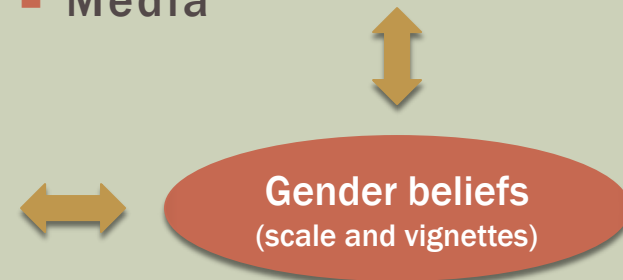
EARLY ADOLESCENT HEALTH & SEXUALITY INSTRUMENT

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



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)

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 sites

HEALTHY SEXUALITY

- **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

FOUR DOMAINS OF **EMPOWERMENT** IN EARLY ADOLESCENCE

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.

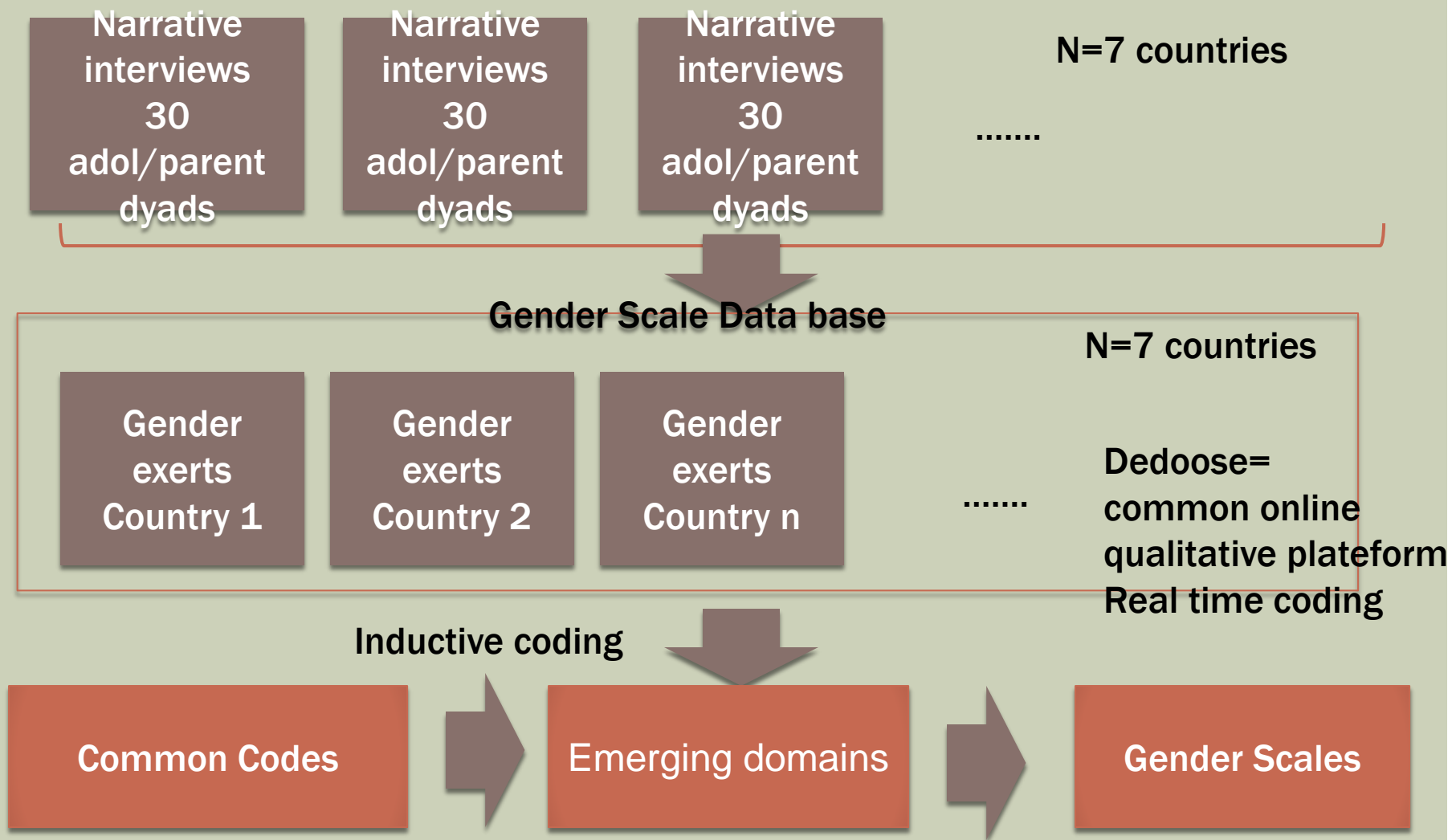
3. Behavioral control/decision-making

- 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)



DOMAINS RELATED TO NORMS ABOUT MASCULINITIES & FEMININITIES

Adolescent boys are on their own/ are unsupervised

Boys responsibilities: lead, provide for & protect

Boys should never act like girls

Boys need to show they are strong/ tough (to gain respect)

Boys are naturally attracted to girls

Boys have girlfriends to gain social status

Boys fool girls

Boys should be gentle with/protect girls/treat girls with respect

Girl's lack independence

Girls are weak/afraid/ in need protection

Deference/proper/composed

Girls are responsible for arousing boys

Girls are responsible for their own safety by behaving properly

Girls shouldn't be in romantic relationships/ Negative consequences of relationships

Pregnancy

HOW DO GENDER NORMS INFORM BEHAVIORS?

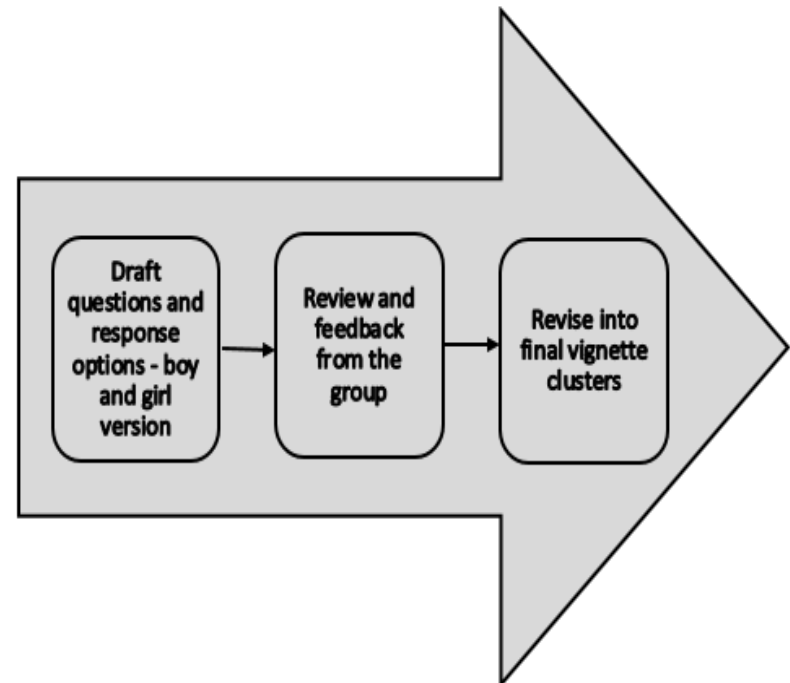
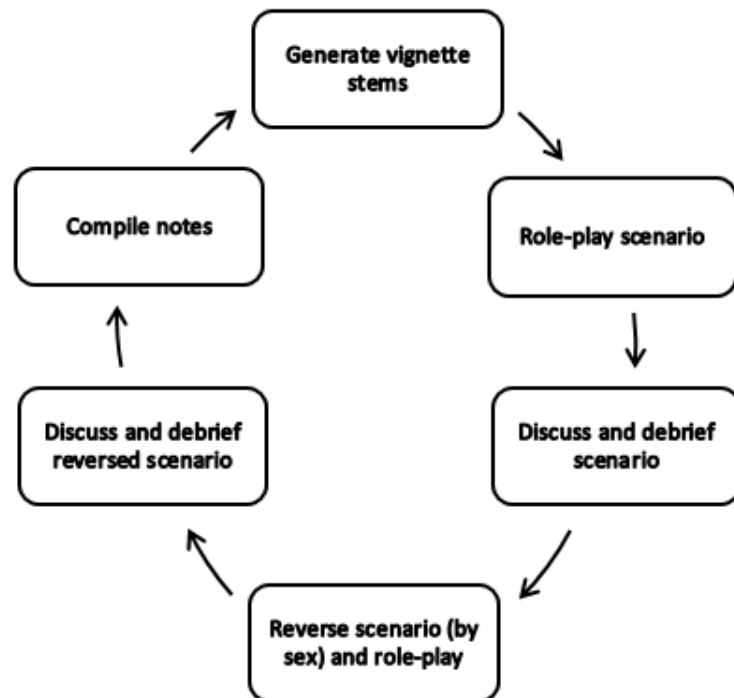
Limited evidence for a direct correlation between personal beliefs “what I think should be done” & behaviors

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

	Personal belief	Social norm (what others think or do)
Girls are weak/afraid/ in need protection	How much do YOU agree?	How much would do your friends agree?
Girls should not fight back if boys harass them because they can only get hurt		
Girls should be treated gently		

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)

