Global Early Adolescent Study:

Implications of the findings of phase 1 for policies & programmes

Dr Venkatraman Chandra-Mouli

chandramouliv@who.int   amina@who.int

World Health Organization

human reproduction programme **hrp**
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Five key findings from the Global Early Adolescent Study Phase I

1. Puberty is a critical time in the life course, when pre-existing gender attitudes & norms become further crystallised.

- ❑ Unequal gender norms develop early in life
- ❑ They intensify in early adolescence

2. Unequal gender attitudes & norms are widespread across geographic & socio-cultural settings with similarities & differences across contexts

Educational & employment expectations of parents

- ❑ Equitable: China
- ❑ Inequitable: Egypt

Parental pressure on girls' displaying appropriate behaviour

- ❑ China: Yes
- ❑ India: Yes

Parental pressure for girls to wear appropriate clothing

- ❑ China: No
- ❑ India: Yes

3. Societal expectations of boys & girls differ, & so do their own gender attitudes

Gender norms reinforce different expectations for

Boys: tough, strong, brave, heterosexual prowess, control

Girls: nice, polite, submissive, beautiful but modest

Norms are enforced by sanctions

Puberty is associated with an expansion of boys' worlds & a shrinkage of girls' worlds.

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4. Race, ethnicity, class & immigrant status influence gender norms & attitudes

Gender norms & attitudes vary within sub-populations in the same geographic area

5. Peers & parents are key to shaping gender norms & attitudes. There is some evidence that schools/teachers shape attitudes. The evidence on the influence of the media is only now emerging.

Peers share with, learn from & support each other.

They also patrol & pressure each other.

Parents want adolescents to conform to prevailing norms & reinforce this through instruction, encouragement, reward, regulation & discipline.

They are concerned for the reputation of their children & their families.

They worry about the influence of mass & social media.

Five implications of the findings from Global Early Adolescent Study Phase I for policies & programmes

1. Engage with adolescents in open discussions about gender norms & attitudes that take into account their evolving cognitive capacities

The 5 C's of positive youth development

Asset	Definition	How to Foster It
COMPETENCE	Perception that one has abilities and skills	Provide training and practice in specific skills, either academic or hands-on
CONFIDENCE	Internal sense of self efficacy and positive self-worth	Provide opportunities for young people to experience success when trying something new
CONNECTION	Positive bonds with people and institutions	Build relationships between youth and peers, teachers and parents
CHARACTER	A sense of right and wrong (morality), integrity, and respect for standards of correct behavior	Provide opportunities to practice increasing self-control and development of spirituality
CARING	A sense of sympathy and empathy for others	Care for young people

THE TEEN YEARS EXPLAINED:
A GUIDE TO HEALTHY ADOLESCENT DEVELOPMENT

By Clea McNeely, MA, DrPH and Jayne Blanchard

Five implications for policies & programmes

1. **Engage with adolescents in open discussions about gender norms & attitudes that take into account their evolving cognitive capacities.**

2. **Stimulate critical reflection to change attitudes & norms within peer groups**

Peers can have strong positive or negative influences on adolescent health.

Peer connectedness, peer modelling, & awareness of peer norms can be protective against violence, substance use & sexual risks. Peers can also increase risks, with peer participation in risk behaviours likely to increase smoking initiation & persistence, alcohol initiation & use, sexual risks & violence.

Our future: a *Lancet* commission on adolescent health and wellbeing

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Five implications for policies & programmes

1. **Engage with adolescents in open discussions about gender norms & attitudes that take into account their evolving cognitive capacities.**

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Tap into the reach & influence of media & technology

Peers can have strong positive or negative influences on adolescent health.

Social media use further extends the influence of peers on health. Online spaces have changed adolescent developmental tasks such as relationship & identify building which were mainly negotiated in face-to-face communication with peers.

Our future: a *Lancet* commission on adolescent health and wellbeing

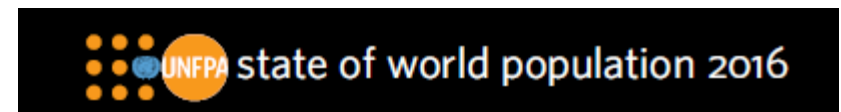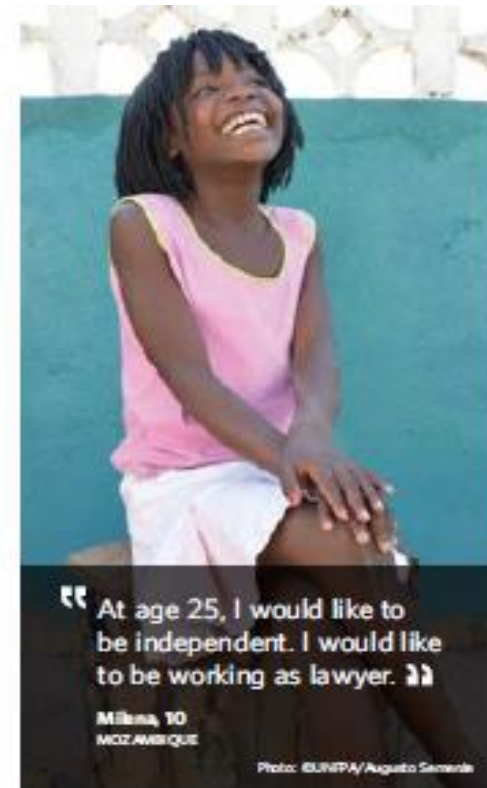# Five implications for policies & programmes

1. **Engage with adolescents in open discussions about gender norms & attitudes that take into account their evolving cognitive capacities.**
2. **Stimulate critical reflection to change attitudes & norms within peer groups.**
3. **Incorporate content on gender-equitable norms in parenting interventions.**

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Helping parents in developing countries improve adolescents' health
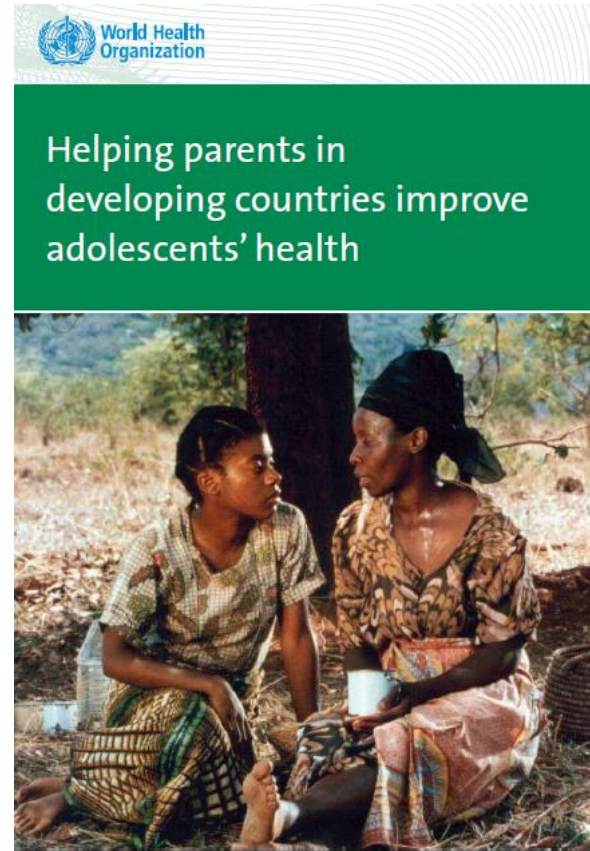
1. connection – *love*
2. behaviour control – *limit*
3. respect for individuality – *respect*
4. modelling of appropriate behaviour – *model*
5. provision and protection – *provide*.
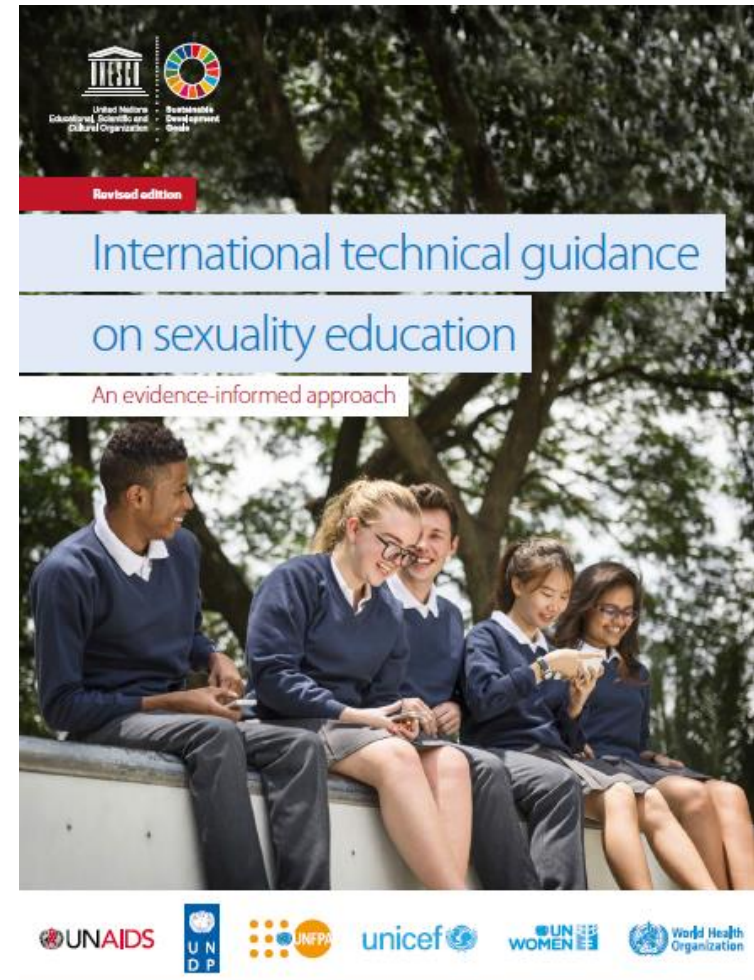
Five implications for policies & programmes

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4. **Change norms by working simultaneously at different levels of the ecological framework.**

Save the Children's Gender Norm Package

CHOICES
Girls and Boys
Family
Community
PROMISES
VOICES

" At age 25, I would like to be independent. I would like to be working as lawyer. "

Milena, 10
MOZAMBIQUE

Photo: ©UNFPA/Augusto Sarmento

UNFPA state of world population 2016

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Five implications for policies & programmes

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5.1 Develop school-based efforts to promote equitable gender attitudes & norms

International technical guidance on sexuality education
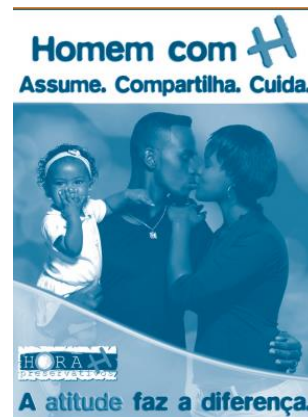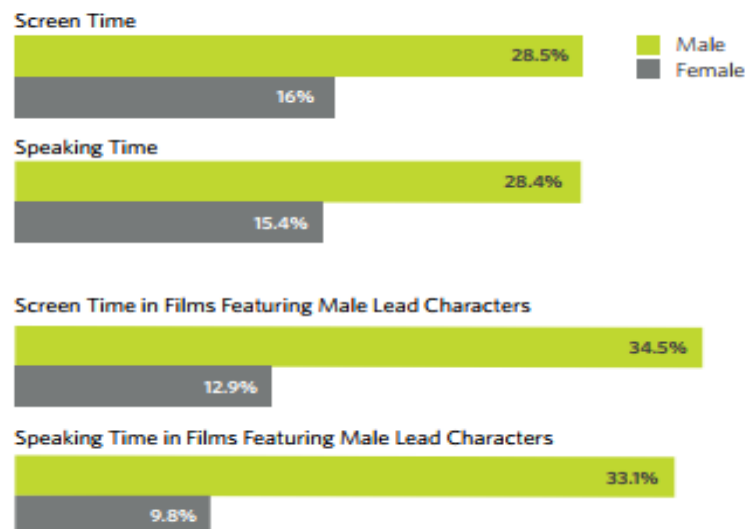An evidence-informed approach

Five implications for policies & programmes

1. **Engage with adolescents in open discussions about gender norms & attitudes that take into account their evolving cognitive capacities.**
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5.1 Develop school-based efforts to promote equitable gender attitudes & norms

5.2 . Address gender stereotypes perpetuated by media and use media to promote gender equitable norms/messages

FIGURE 1. Percent of screen time and speaking time for male and female characters in movies in 2015 (Geena Davis Institute on Gender in Media, 2016).
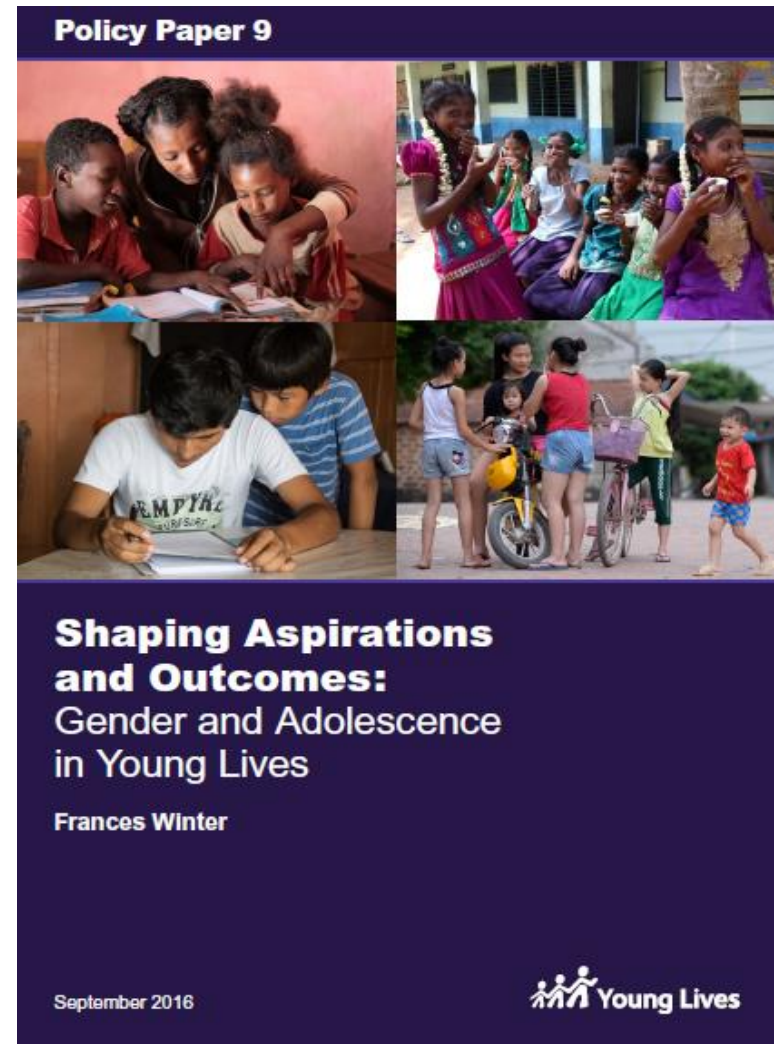
Screen Time
Male — 28.5%
Female — 16%

Speaking Time
Male — 28.4%
Female — 15.4%

Screen Time in Films Featuring Male Lead Characters
Male — 34.5%
Female — 12.9%

Speaking Time in Films Featuring Male Lead Characters
Male — 33.1%
Female — 9.8%

Homem com H
Assume. Compartilha. Cuida.

A atitude faz a diferença.

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Placing gender norm & attitude change in the larger perspective

Two windows of opportunity for policy intervention:

(i) **middle childhood to early adolescence (which often coincides with puberty & the transition from primary to secondary school)**

(ii) **the period when girls come under pressure to marry.**

However, these 'windows' should be treated with caution.

The underlying drivers of change for disadvantaged adolescents are effective education, job & economic opportunities to look forward to, robust social protection arrangements which improve the chances of their hopes being realised, & protection from violence.

Policy Paper 9

Shaping Aspirations and Outcomes:
Gender and Adolescence in Young Lives

Frances Winter

September 2016

Young Lives

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A special focus on young boys

1. Boys face health risks as they transition into adolescence

Source: Amin, Kagesten, Adebayo, Chandra-Mouli. Addressing gender socialization & masculinity norms among adolescent boys: Policy & programmatic implications. Journal of Adolescent Health. In press.

- ❑ Mortality & morbidity rates due to interpersonal violence, road traffic injuries, drowning & self harm are higher in boys than in girls

- ❑ Boys are more likely to engage in tobacco, alcohol & illicit drug use

- ❑ They are less likely to seek help/care

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2. The behaviour & health of boys – and men when adolescents become adults – has a profound impact on the health & well being of girls & women

❑ They are more likely than girls to engage in early & unprotected sexual activity, with consequences for their & their partners' health

❑ Their perpetration of sexual violence begins in adolescence

Source: Amin, Kagesten, Adebayo, Chandra-Mouli. Addressing gender socialization & masculinity norms among adolescent boys: Policy & programmatic implications. Journal of Adolescent Health. In press.

3. Boys are more likely to endorse unequal gender norms than girls.
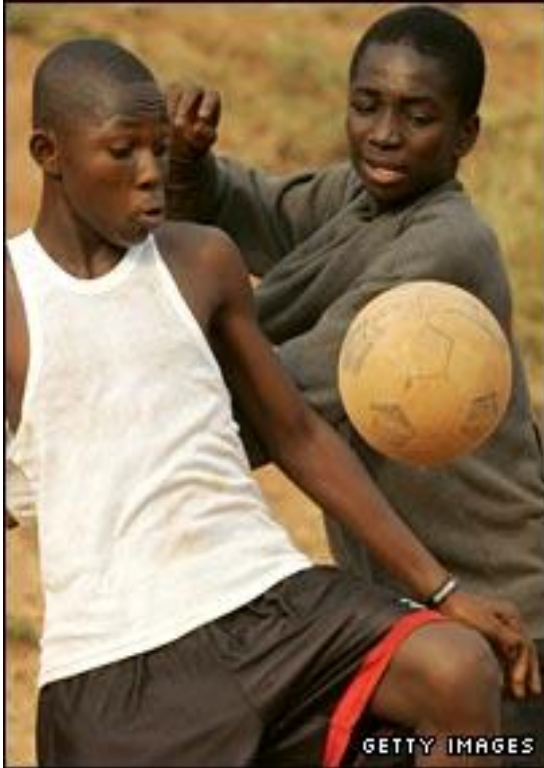
❑ In many setting, norms that privilege boys & men are the widespread

❑ Boys may not see any value to themselves in challenging/forsaking the privileges conferred to them

❑ When boys show willingness/take steps to adopt more equitable attitudes/behaviours, they face sanctions.

4. What works to build equitable gender attitudes & masculinity norms in boys ?

Source: Amin, Kagesten, Adebayo, Chandra-Mouli. Addressing gender socialization & masculinity norms among adolescent boys: Policy & programmatic implications. Journal of Adolescent Health. In press.

Small group participatory activities to generate critical reflection about unequal gender norms have shown to change attitudes

Dworkin et al, 2013

Ricardo et al, 2011

Boys/young men should be engaged along with girls/young women.

Beyond that families, communities & societies should be engaged to challenge male entitlement, privilege & control on the one hand, & victimization, trauma & social exclusion on the other.

Jewkes et al, 2015

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Evidence for younger adolescents

Small group activities to stimulate discussion & reflection on gender roles, unequal power relations & their effects.

Engaging parents & community members to participatory activities to support change.

Achyut et al , 2011 (GEMS, India)
Institute of Reproductive Health, 2016 (GREAT, Uganda)
Lundgren et al 2013 (CHOICES, Nepal)

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