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Adolescent, Caregiver, and Community Experiences with a Gender Transformative, Social-Emotional Learning Intervention

Evaluating a Gender Transformative, Social-Emotional Learning Intervention for Very Young Adolescents (VYAs) in Dar es Salaam, Tanzania

Read the full study here

Reference Citation: Cherewick et al. 2021



Objective

To evaluate the impact of a gender transformative, social-emotional learning intervention on very young adolescents (VYAs) in Dar es Salaam, Tanzania.



Methodology

Type:

Qualitative Study



Procedure:

Data collection through in-depth interviews, focus groups, and participant observations.

Grounded theory approach to identify key themes



Participants

Number: 279 very young adolescents (VYAs)

Location: Dar es Salaam, Tanzania



Assessment

Measured Outcomes:



 Gender norms, beliefs, and behaviors



- In-depth interviews with VYAs
- Focus groups and interviews with parents and caregivers
- Participant observations



Results - Improvements in Measured Areas:

Social-Emotional Development: Participants reported enhanced social-emotional mindsets and skills.

Gender Norms: Observed shifts in gender norms, beliefs, and behaviors, especially through experiential learning in mixed-gender teams.

Community Impact: Positive changes noted in homes, communities, and peer interactions.





Conclusion

- 1. The intervention successfully transformed gender norms during early adolescence.
- 2. Peer, caregiver, and community involvement were crucial to the learning process.
- 3. **Significance:** This study emphasizes the value of integrating gender transformative content with social-emotional learning to foster gender equity.



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