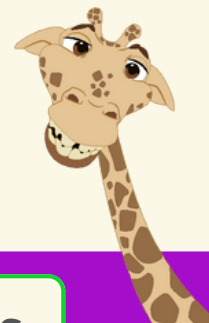


Promoting Gender Equity in Very Young Adolescents

Targeting a Window of Opportunity for Social-Emotional Learning and Identity Development

[Read the full study here](#)

Reference Citation: Cherewick et al. 2021



Objective

To evaluate the impact of a social-emotional learning intervention on very young adolescents (VYAs) in Dar es Salaam, Tanzania, and its potential to improve gender equity outcomes.



Participants

Number: 528 very young adolescents (VYAs) from three primary schools
Location: Dar es Salaam, Tanzania



Methodology

Type: Randomized Controlled Trial (RCT)

Procedure: Participants were randomized into three groups:

- **Group A:** Content learning only
- **Group B:** Content learning with reflection
- **Group C:** Content learning with reflection and experiential practice

Quantitative surveys and discrete choice experiments measured changes in social-emotional mindsets, skills, and gender norms.



Assessment

Measured Outcomes:

- **Social-emotional mindsets and skills**
- **Gender norms, beliefs, and behaviors**

Data Collection Methods:

- Pre- and post-intervention quantitative surveys
- Discrete choice experiments



Results - Improvements in Measured Areas:

Social-Emotional Development: Significant improvements in social-emotional mindsets and skills across all groups.

Gender Equity: Group C, which included experiential learning and community engagement, showed the largest improvements in gender equity outcomes.

Group Comparison: Group C had greater positive changes compared to Groups A and B.



Conclusion

1. **Social-emotional learning interventions are effective in promoting gender equity** among VYAs.
2. Experiential learning in **mixed-gender groups is critical for shaping healthy gender norms** during early adolescence.
3. **Significance:** Early interventions combining social-emotional learning with gender transformative content and community involvement can foster gender equity from a young age.



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