

Ubongo Kids Girl's Self-Efficacy Research: Impact Evaluation Endline Report

Measuring the Effectiveness of the Discover Learning Intervention in Promoting Gender Equity and SEL

Read the full study here

Reference Citation: Institute of Human Development, Final Evaluation Report, 2019



Objective

To evaluate the effectiveness of the Discover Learning intervention in promoting gender equity and social-emotional learning (SEL) among adolescents in Kenya and Tanzania.



Participants

Number: Adolescents, their parents/caregivers, and teachers from selected intervention sites.
Location: Kenya and Tanzania



Methodology

Type: Quasi-Experimental Difference-in-Differences Design
Procedure: Phased implementation approach for learning and adaptation.

The intervention involved culturally relevant, animated videos paired with experiential learning activities.

Surveys and in-depth interviews were conducted with adolescents, parents/caregivers, and teachers before and after the intervention.



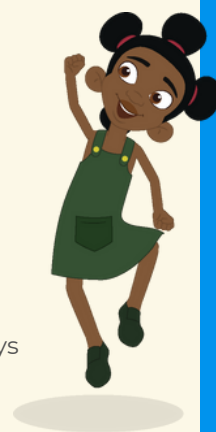
Assessment

Measured Outcomes:

- **Gender norms, beliefs, and behaviors**
- **Social-emotional learning (SEL) outcomes**

Data Collection Methods:

- Pre- and post-intervention surveys
- In-depth interviews



Results - Improvements in Measured Areas:

Gender Equity: Significant improvements in gender norms, beliefs, and behaviors among adolescents.

Social-Emotional Development: Experiential learning activities effectively promoted healthy gender norms and SEL.

Community Impact: Positive changes are observed not only in adolescents but also in their parents/caregivers.



Conclusion

1. **Early adolescence is a critical period for interventions** aimed at transforming gender norms and promoting gender equity.
2. **Involving parents, caregivers, and community members is essential for the success of these programs.**
3. **Significance:** The Discover Learning project offers valuable insights for designing scalable interventions that enhance social and identity development through developmental science.



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