Gender Research and Programs

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Emily Treat
Sidney Schuler
Eugene Katzin

Moderator: Andrea Bertone
Half the Sky Movement

EDUCATIONAL AND ADVOCACY VIDEOS AND MOBILE GAMES

KARA TURESKI
C-CHANGE

EMILY TREAT
GAMES FOR CHANGE
Background


- It is proposed as a worldwide movement celebrating and empowering women.

- It aims to heighten the visibility of women’s issues and support efforts to affect positive change, focusing on:
  - the lack of awareness of issues affecting women and girls
  - the relative lack of funding targeting women and girls in the global south, including in education, health, and economic development
Half the Sky Movement

- Website
- NGO network
- Four-hour PBS documentary (October 1 and 2, 2012)
- Facebook game
- 18 advocacy videos
- 3 mobile phone games for two countries
- NGO capacity strengthening tools
USAID Investment

- Under USAID funding, C-Change aimed to:
  - increase the ability of the NGO partners of Half the Sky Movement to engage their constituencies on key gender issues
  - develop educational tools to help NGOs to engage constituencies around Half the Sky Movement themes:
    - advocacy/educational videos
    - mobile games
    - NGO capacity strengthening
    - social media and mobile phone webinars and guidebook
NGO Advocacy and Educational Videos
Video Development Process

- Identify NGOs and topics for videos in each country, based on in-depth conversations with NGOs on needs and potential use
- Identify stories and shooting locations and develop creative briefs
- Shoot advocacy/educational videos at the same time as PBS documentary is produced
- Write scripts based on available video content
- Review scripts
- Edit videos to rough cut
- Send videos to NGOs for feedback
India Videos

- Comprehensive sexual education
- Economic empowerment
- Family planning
- Girls’ education/early marriage
- Sex trafficking
- Women’s empowerment
- Pregnancy health
- Deworming
Africa Videos

- Liberia
  - Economic empowerment
  - Domestic violence
  - Reproductive health

- Kenya
  - Economic empowerment
  - Family planning/reproductive health
  - Girls education/early marriage/female circumcision
  - Pregnancy health
  - Deworming

- Somaliland
  - Gender inequalities
  - Midwife recruitment
Pooja’s Story
Half the Sky Mobile

Three ‘feature phone’ mobile health and educational games offering direct impact for audiences most affected by the issues covered in the best-selling book
Kenya Television Video

- Overview of the Half the Sky Movement mobile games
9-Minutes

- Play the adventure of pregnancy and keep mom and her baby healthy and happy
- The 9-month process of pregnancy is compressed into a compelling game experience
- India and East Africa
Family Choices

- A fun, interactive soap opera with dramatic elements
- Combines simple action with narrative choices
- Aimed at enhancing the perception of girls’ value to families, with an emphasis on extending girls’ education, delaying marriage, and family planning
- India and East Africa
Worm Attack!

- Worm Attack!
  - For children 7 and older
  - Keep boys and girls healthy by defeating worms in kid’s tummies
  - India and East Africa
Testing

- Games tested in U.S., India, and Kenya for playability and acceptability

“I would share the game with all pregnant women I know because it has a lot of information and it was fun to play!”
—Indian woman, age 29 and nine months pregnant, on her experience playing 9-Minutes

One player related her favorite part of the Family Choices game:
“Mercy stood her ground and she didn’t let anyone interfere with her dreams.”
Distribution and Use

- USAID, Half the Sky Movement, and C-Hub websites
- NGO partners in country
- Deworm the World: School-based deworming campaign
- IKEA Foundation/UNDP: products use in India (potential 17,000 villages)
- Video content will be featured on www.jigsee.com
- FilmAid: Use in refugee camps
- Games available for free download via the app stores of handset providers and online stores of providers
Evaluation

- Under PRH funding
- Evaluation of game and video (9-Minutes) in Delhi: knowledge, attitudes, intention to act, acceptability, usability
- Evaluation in Delhi of six videos: knowledge, attitudes, intention to act, acceptability, usability, gender
- Evaluations to be conducted September-November 2012 and results disseminated December 2012
Interactive Workshops to Promote Gender Equity and Family Planning

RESULTS OF A FIELD TEST IN RURAL GUATEMALA

SIDNEY RUTH SCHULER
# Models to Reduce Gender Inequity in Sexual and Reproductive Health

<table>
<thead>
<tr>
<th>Promundo Focus</th>
<th>C-Change Focus</th>
</tr>
</thead>
</table>
| • Reduce HIV/AIDS risk behaviors and violence against women  
• Young men  
• Masculine norms  
• 16 weekly sessions | • Reduce gender barriers to family planning (FP)  
• Couples  
• Masculine and feminine norms  
• 4 weekly sessions |
Objective

- To test a strategy for increasing gender-equitable attitudes and promoting the practice of FP in rural communities of Guatemala through interactive community-based workshops
Partners

- APROFAM (Asociación Pro Bienestar de la Familia de Guatemala)

- APAES (Association for HIV Prevention and Support for People Living with HIV)

- Ethical clearance from Guatemalan Ministry of Health and FHI 360
Intervention Sites

30 rural communities in western highlands: blue=intervention; yellow=control
Intervention

- Six interactive workshops:
  - 2 for women
  - 2 for men
  - 2 for couples

- Facilitator’s manual incorporates games, role plays, discussions
Role Play for Women

To strengthen women’s ability to negotiate contraceptive use:

• Three women volunteer to be women, three to be male partners.

• Facilitator puts them in pairs.

• Each pair given 10-15 minutes to create small play about sex, fear of pregnancy, contraceptive use.
Role Play Exercise from Facilitator Manual

Role Play 3: A man proposes sex, but the wife says the baby is in the room. The man asks why she always wants to sleep with the baby, who is already 3 years old. As the man tries to convince the wife to loosen her skirt, the baby starts crying and the husband threatens to find another woman to have sex with him. The wife gives in, reasoning loudly that it is better she accepts than having him go to another woman.
Discussion Questions

- Is this dialogue realistic?
- Who is in control?
- Does the man seem to care whether his partner gets pregnant?
- Does the man know whether he wants her to get pregnant?
- Does the woman seem to care whether she gets pregnant?
- Does the woman know whether she wants to get pregnant?
- Is there a risk of an unplanned pregnancy?
- Do they have a good relationship?
- What would make this situation better?
Research Methods

- Communities randomly assigned to two groups (15 in each)
- Interventions in second group of communities delayed to create control group
- All participants recruited before baseline surveys to minimize selection effect
- 600 intervention, 600 control
- Baseline and follow-up (FU) surveys
Gender and Family Planning (GAFP) Scale

- The GAFP Scale contains 20 items, 3 from Gender Equitable Men (GEM) Scale

- Rest of items reflect gender norms that influence family planning in Guatemala and Tanzania

- Few items too country-specific to use in both settings
Gender and FP Scale

• The man is the one with the power to impregnate, so he should decide whether to use contraceptives.

• Having sex using contraception is more exciting because you do not have to worry about pregnancy.

• If your church says you should use only natural methods of family planning, you should follow that.
Results: Gender Attitudes

Mean Scores on GAFP Scale

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th></th>
<th>Men</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>14.7</td>
<td>Follow-up</td>
<td>14.9</td>
<td>Baseline</td>
</tr>
<tr>
<td>Control</td>
<td>15.3</td>
<td></td>
<td>14.5</td>
<td>Control</td>
</tr>
<tr>
<td>Intervention</td>
<td>14.6</td>
<td>Follow-up</td>
<td>14.7</td>
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</table>
## Results: Gender Attitudes

<table>
<thead>
<tr>
<th></th>
<th>WOMEN (N=334)</th>
<th></th>
<th></th>
<th></th>
<th>MEN (N=267)</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Estimates</td>
<td>95% CI</td>
<td>P-value</td>
<td>Estimates</td>
<td>95% CI</td>
<td>P-value</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Intervention Group: FU-Baseline</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>Intervention Group: FU-Baseline</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>0.18</td>
<td>[-0.22,0.58]</td>
<td>0.370</td>
<td>1.10</td>
<td>[0.64,1.56]</td>
<td>&lt;0.001***</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control Group: FU-Baseline</td>
<td>-0.79</td>
<td>[-1.23,-0.34]</td>
<td>0.001***</td>
<td>0.00</td>
<td>[-0.49,0.49]</td>
<td>1.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Difference in Differences</strong></td>
<td><strong>0.96</strong></td>
<td><strong>[0.36,1.57]</strong></td>
<td><strong>0.003</strong> ****</td>
<td><strong>1.10</strong></td>
<td><strong>[0.43,1.77]</strong></td>
<td><strong>0.002</strong> ****</td>
<td></td>
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</tr>
</tbody>
</table>
Results: Gender Attitudes

Mean Scores on GAFP Scale

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<tr>
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<td>14.5</td>
<td>14.7</td>
</tr>
<tr>
<td>Follow-up</td>
<td>13.5</td>
<td>14.7</td>
</tr>
</tbody>
</table>

- Intervention
- Control
Results: Contraceptive Knowledge

Changes in Knowledge of Modern Contraceptive Methods—Percentage Who Know at Least Five Modern Methods

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Follow-up</th>
<th>Baseline</th>
<th>Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women Intervention</td>
<td>64.7</td>
<td>87.7</td>
<td>34</td>
<td>41.3</td>
</tr>
<tr>
<td>Control</td>
<td>67.1</td>
<td>76.5</td>
<td>34.9</td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>70.2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Intervention
Control
## Results: Contraceptive Knowledge

<table>
<thead>
<tr>
<th></th>
<th>OR</th>
<th>95% CI</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention Group: FU-Baseline</td>
<td>4.63</td>
<td>[3.12, 6.87]</td>
<td>&lt;0.001***</td>
</tr>
<tr>
<td>Control Group: FU-Baseline</td>
<td>1.47</td>
<td>[1.00, 2.15]</td>
<td>0.051</td>
</tr>
<tr>
<td>Difference in Differences</td>
<td>3.16</td>
<td>[1.82, 5.48]</td>
<td>&lt;0.001***</td>
</tr>
</tbody>
</table>
Results: Contraceptive Use

Percentage of Non-Pregnant Women Using at Least One Modern Contraceptive Method

- Baseline: Intervention Group - 53.6%, Control Group - 56.2%
- Follow-up: Intervention Group - 64.5%, Control Group - 60.2%

Legend:
- Blue: Intervention Group
- Red: Control Group
## Results: Contraceptive Use

<table>
<thead>
<tr>
<th></th>
<th>OR</th>
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<th>P-value</th>
</tr>
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<tbody>
<tr>
<td><strong>Intervention Group:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FU-Baseline</td>
<td>1.79</td>
<td>[1.06,3.03]</td>
<td>0.031*</td>
</tr>
<tr>
<td><strong>Control Group:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FU-Baseline</td>
<td>1.24</td>
<td>[0.68,2.26]</td>
<td>0.472</td>
</tr>
<tr>
<td><strong>Difference in Differences</strong></td>
<td>1.45</td>
<td>[0.65,3.22]</td>
<td>0.350</td>
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</tbody>
</table>

* Restricted to non-pregnant women
Conclusions

- It is possible to influence both inequitable gender norms and reproductive behaviors in a relatively short span of time, with appropriately designed communication interventions.

- Interventions can engage communities in re-thinking inequitable gender norms that act as barriers to health.
Questions for Further Research

- Can effects of gender and FP workshop interventions spread beyond participants to influence others in their communities?

- How replicable and scalable is the intervention in Guatemala?

- How replicable across cultures?
Intervention and Results of Combating School-Related Gender-Based Violence in Democratic Republic of Congo

EUGENE KATZIN

FHI 360 GENDER DEPARTMENT
Definition of SRGBV

“School-related gender-based violence (SRGBV) results in sexual, physical, or psychological harm to girls and boys. It includes any form of violence or abuse that is based on gendered stereotypes or that targets students on the basis of their sex. It includes, but is not limited to: rape, unwanted sexual touching, unwanted sexual comments, corporal punishment, bullying, and verbal harassment.

Unequal power relations between adults and children and males and females contribute to gender violence. Violence can take place in school buildings, on school grounds, or going to and from school and may be perpetrated by teachers, students, or community members. Girls and boys can be victims or perpetrators.”

USAID
Extent of Problem

- “Global estimates indicate that almost half of all female students and a sizable number of male students experience some form of sexual violence in the educational context.”
  USAID EQUATE Project Technical Brief

- Health impact: SRGBV has a long-lasting negative impact on students’ academic performance as well as their physical health and mental wellbeing.
Policy Context

- U.S. Strategy to Prevent and Respond to GBV Globally

- Goal #1 is to *Mainstream and Integrate GBV Prevention and Response Activities Across Sectors*

- States the need for GBV prevention efforts to go beyond stand-alone programs in global health and democracy/governance and integrate GBV prevention work into all sectors of development
In 2010, with additional funding from USAID Women in Development Office and the Bureau for Africa’s Education Division, C-Change began a new initiative promoting positive social and gender norms to prevent and mitigate SRGBV in Katanga Province, DRC.

- Local implementing partner IDI (Initiatives pour le Developpement Integral)—prior work on USAID Ambassadors’ Girls Scholarship Program
Site: Katanga Province, 31 Schools

- Lubumbashi
- Likasi
- Kasumbalesa
Project Objectives

- Equip girl and boy students with knowledge and understanding of SRGBV and the skills to resist/avoid it
- Increase knowledge of school administrators, teachers, and parents to identify, discourage, and intervene in incidences of SRGBV
- Establish policies and structures in the school to discourage SRGBV and encourage school administrators, community members, and parents to enforce and support them
- Increase the number of students who report incidences of SRGBV and seek supportive services
- Increase girls’ and boys’ understanding of the consequences of SRGBV and change underlying attitudes
Pre-Project Baseline

- In November 2010, local Congolese firm STADDE (Statistique pour le Developpement et la Democratie) was contracted to conduct a baseline study to assess the level of awareness, prevalence of SRGBV, and attitudes/behaviors of stakeholders:
  - Key stakeholder groups (students, teachers, parents) in 42 communities in Katanga Province; 966 students, 923 parents, 457 teachers included in survey; focus group discussions (FGDs) with 618 students, 295 teachers, 389 parents.

- Both the survey and FGDs revealed that school-related violence was widespread in Katanga Province. Teachers and parents recognized its severity and nearly all were aware that students are victims in their schools.
Baseline Study Findings

- **Physical violence:** Punishments for students were reported to be very severe.
  - Many students reported staying away from school because of these punishments.
  - Students, especially girls, reported physical abuse on their way to/from school and during recreation time.

- **Sexual violence:** Sexual threats were reported to be frequent.
  - Perpetrators included teachers and students.
  - Primary and secondary school girls reported that teachers and male students often made sexual advances and tried to touch them inappropriately.

- Less than 1/3 (27%) of students reported that a procedure existed at their school for dealing with cases of SRGBV.
Levels of Intervention

- SRGBV is a very complex issue, resulting from harmful gender norms and a power imbalance between males and females.

- Given the deeply rooted causes of SRGBV, the SBCC interventions were developed at multiple levels:
  1. individual students
  2. local communities
  3. schools (institutions)
Levels of Intervention

1. At the individual student level:
   Based on the USAID Safe Schools Program, C-Change developed a life skills training curriculum to increase students’ understanding of SRGBV and change underlying attitudes.
   - The training aimed to equip youth with the knowledge and skills necessary to resist and avoid sexual violence.

2. At the community level:
   The project engaged parents and community members through a multi-media communication campaign to raise awareness and encourage active involvement in improving conditions in and around schools and promoting healthy gender norms in the family.
Community Radio Campaign

SUIVEZ NOS EMISSIONS ET SPOTS SUR:
- LES DROITS DE L'ENFANT
- LA PUNITION CORPORELLE
- LA DISCIPLINE POSITIVE

RCK 100 FM à 18h00

PROJET DE LUTTE CONTRE LES VIOLENCES SEXUELLES
ET CELLES BASEES SUR LE GENRE EN MILIEU SCOLAIRE

FINANCE PAR USAID DANS LE CADRE DU PROGRAMME C-CHANGE
Levels of Intervention

3. At the school level:
   - C-Change worked with teachers and administrators to develop codes of conduct that were transparent, well understood, and enforced.
   - Teachers were trained to identify and avoid improper behavior.
   - Focal teachers at each school were trained as first-responders to assist students who have experienced violence:
     - Referral program to existing services
       - psycho-social
       - judicial
       - health
Project Outputs

- 700+ teachers trained in recognizing and combating SRGBV
- 31 target schools developed teachers’ codes of conduct explicitly addressing SRGBV
- 65 SRGBV focal teachers trained as first-responders
- 154 youth club leaders trained in SRGBV prevention and peer-mentoring techniques
- 3 comic book editions based on SRGBV developed and 13,500 copies printed/distributed in 31 target schools
## Output

<table>
<thead>
<tr>
<th>Pre-project</th>
<th>Post-project</th>
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<tbody>
<tr>
<td>• Pre-project, most schools—75 percent of those surveyed—did not have a person designated for dealing with SRGBV.</td>
<td>• Post-project, 100% of 31 target schools had designated SRGBV focal teachers in place as first-responders: 1 female and 1 male teacher in each school.</td>
</tr>
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</table>
## SRGBV Training in School

<table>
<thead>
<tr>
<th>Pre-project</th>
<th>Post-project</th>
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</thead>
<tbody>
<tr>
<td>Only 16% of teachers stated that they were directly addressing issues of SRGBV in their work with students.</td>
<td>In target schools, 89% of teachers reported that they had directly addressed SRGBV through training and teaching of students.</td>
</tr>
</tbody>
</table>
Training Materials

US Ambassador James Entwistle reviews training materials during his visit to a SRGBV project school
SRGBV Comic Book Series

Youth Club training sessions
Post-Project Endline

- In May 2012, after 1½ years of concerted programming in schools and surrounding communities, an endline study was conducted to assess levels of awareness, prevalence of SRGBV, and attitudes and behaviors of stakeholders
  - Carried out by local Congolese firm, CODHOD (Human Rights and Development Committee)
- Methodology: Mixed methods—quantitative survey and qualitative FGDs
- 21 of 31 target schools plus 5 control schools
- 500 students, 500 parents, 250 teachers surveyed
- 18 focus groups were conducted with teachers, parents, girl students, boy students
## Results in Target Schools

<table>
<thead>
<tr>
<th>Pre-project</th>
<th>Post-project</th>
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</thead>
<tbody>
<tr>
<td>• 33% of students aware of how to prevent/avoid SRGBV</td>
<td>• 90% of students aware of how to prevent/avoid SRGBV</td>
</tr>
<tr>
<td>• 56% of teachers aware of how to prevent SRGBV</td>
<td>• 95% of teachers aware of how to prevent SRGBV</td>
</tr>
</tbody>
</table>
Pre- vs. post-project levels of awareness of instances of psychological violence in target schools (as reported by students)

<table>
<thead>
<tr>
<th></th>
<th>before</th>
<th>after</th>
</tr>
</thead>
<tbody>
<tr>
<td>threats</td>
<td>41</td>
<td>25</td>
</tr>
<tr>
<td>teasing</td>
<td>60</td>
<td>34</td>
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<tr>
<td>intimidation</td>
<td>42</td>
<td>26</td>
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<tr>
<td>insults</td>
<td>58</td>
<td>32</td>
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<tr>
<td>bullying</td>
<td>35</td>
<td>23</td>
</tr>
<tr>
<td>humiliation</td>
<td>31</td>
<td>25</td>
</tr>
</tbody>
</table>
Pre- vs. post-project levels of awareness of instances of physical violence in target schools (as reported by students)

- Striking with/without whip: Before 68, After 22
- Pushing: Before 42, After 26
- Grabbing: Before 36, After 18
- Hitting with fist: Before 28, After 21
- Kicking: Before 27, After 19
- Mandatory chores: Before 18, After 6
Pre- vs. post-project use of violent forms of discipline in target schools (as reported by teachers)

- Hit a student: Before: 23.5, After: 7.5
- Grab by the hair: Before: 20.6, After: 12.5
- Whip or cane: Before: 25, After: 9
- Push/shove: Before: 9.3, After: 8
- Hard labor: Before: 4.9, After: 3.5
Do you feel more or less secure in school compared to previous years?

- More secure: 46 (Target School), 14 (Control School)
- Less secure: 21 (Target School), 16 (Control School)
- Same: 21 (Target School), 17 (Control School)
“We have noted the improvement of results on the national test for end of primary studies in our school. The girls have a 100% pass rate and the boys 90%. In former years, the highest percentage we ever achieved was 83% passing. Since 2010 we started to apply positive discipline in our school. We noticed that even the most timid pupils began to ask questions in class. The use of positive discipline has created a climate of dialogue between teacher and pupils.”

Grade 5 teacher in Lubumbashi
« Ecole Sans Violence » (Violence-Free School)
SRGBV Referral Guide

KASUMBALESA

ACCOMPAGNEMENT PSYCHOLOGIQUE

POINTS FOCAUX
Kanjanga Anne
Kafya Sa'ida
0811708486
COF Diks
Kanjanga Christian

ACCOMPAGNEMENT JURIDIQUE

PRISE EN CHARGE MEDICALE

AXES/ECOLES

Epinyali
Way Forward: Local Support as Key to Sustainability

• National and provincial authorities:
  • Ministry of Education
  • Ministry of Gender, Family, and Children
  • Police
  • Teachers’ Union

• Teachers

• Students

• Parents
Call to Action

• “In fields such as education, USAID must further develop and implement strategies that ensure gender-based violence is addressed... Generally, the integration of gender-based violence prevention and response efforts in various sectors can increase awareness and reduce acceptance of harmful practices.”
  U.S. Strategy to Prevent and Respond to GBV

• “Violence against children is never justifiable. Nor is it inevitable. If its underlying causes are identified and addressed, violence against children is entirely preventable.”
  Former UN Secretary General Kofi Annan