



Save the Children

Measuring Gender Attitudes and Behaviors in Sierra Leone for the *School*

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Lessons learned from 3 tools...

- (1) Child assessment
- (2) Classroom observation
- (3) Teacher self-assessment

School Me! Project (Save the Children Korea)

Pilots in Sierra Leone and Cote d'Ivoire, 2016 - 2019

Objective

- Increased numbers of girls and boys completing primary school in equal numbers, with improved literacy, numeracy and socio-emotional skills
- Families, schools and communities support girls' education and demonstrate shifts in attitudes and behaviors around gender equity

Multi-level approach

STARTS WITH GENDER TRAINING FOR ALL STAFF

- **Community and households:** behavior change communication strategies
- **Schools:** in-service teacher training in gender sensitive pedagogy, literacy and numeracy instruction, codes of conduct for school-management committees
- **Institutions:** partnership with MEST, police, Family Support Units



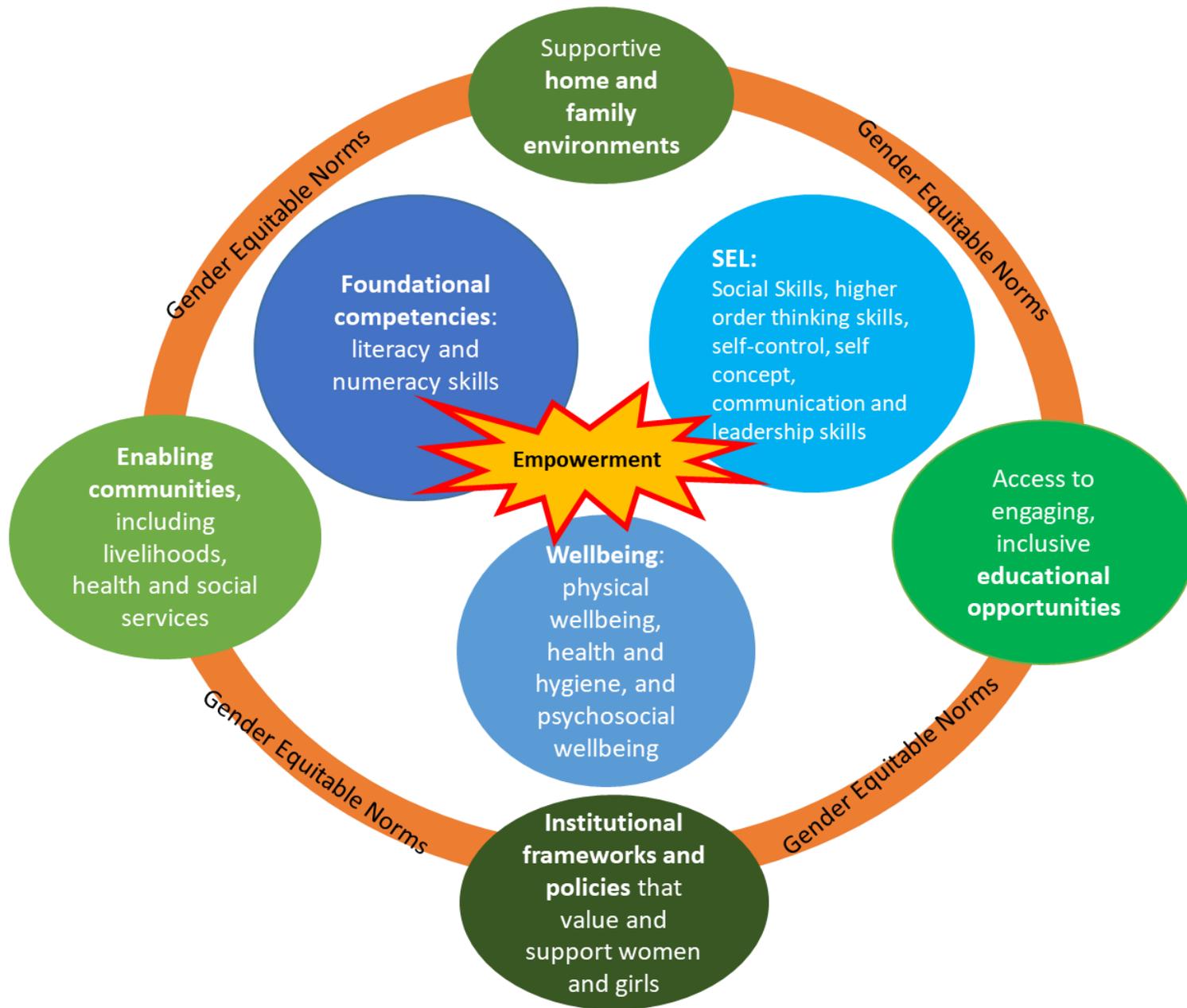
School Me! Project (Save the Children Korea)

Sierra Leone, Western Area Rural

- **RCT impact evaluation**

- 30 intervention schools, 30 control schools
- ~1,200 upper-primary school children and their caregivers interviewed in Nov 2016 and June-July 2018

	2016			2017				2018				2019
	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1
IMPLEMENTATION			2016-17 school year				2017-18 school year				2018-19 school year	
Community-level activities												
Institution-level activities												
School-level activities												
RESEARCH												
Literature review, tool drafting												
Tool piloting												
Qualitative research												
Child and caregiver assessment												
Classroom observation												
Teacher pre/post assessment												
School Profile (enrollment, retention, completion)												



(1) Child Assessment

Individual child interview

Source Adapted from the Gender Equity Movement in Schools ([GEMS](#)) program, International Center for Research on Women (ICRW).

Objective Assess children's attitudes towards a gender-based division of roles, responsibilities and attributes, in order to:

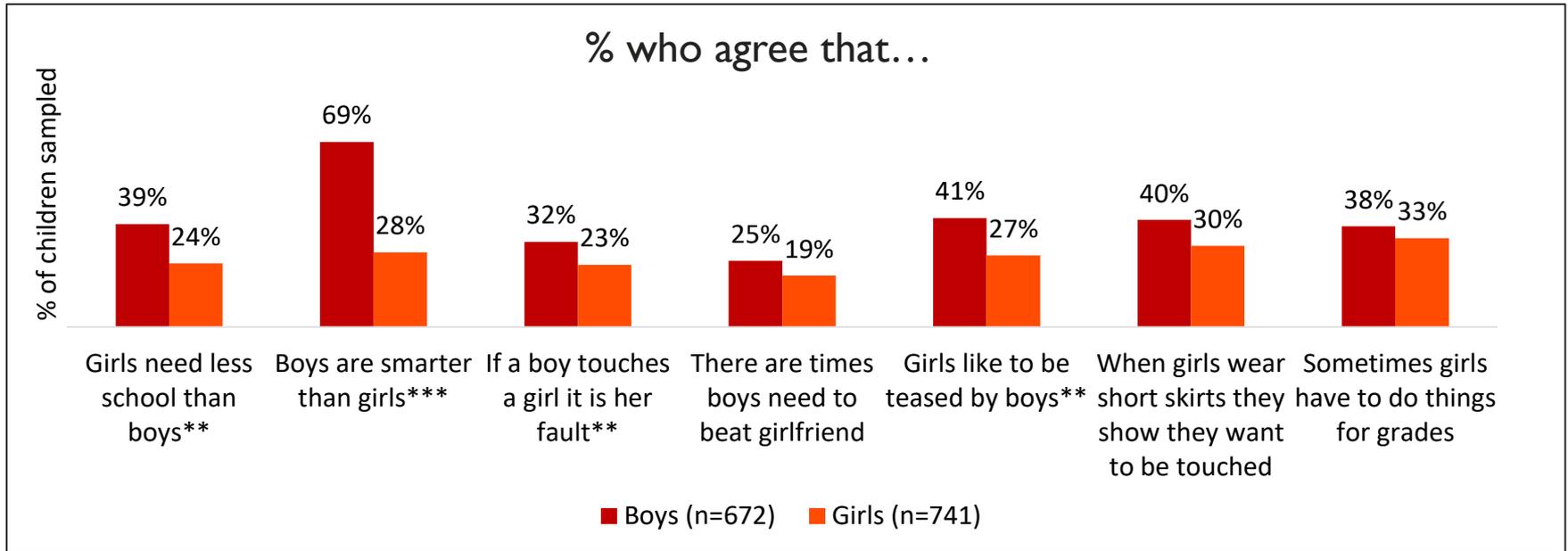
- (1) inform program design,
- (2) explore the relationship between gender attitudes, context and learning outcomes,
- (3) measure change over time in response to programming.

Description The GEM scale was originally developed for 12-14 year olds (6th – 8th grade), and was adapted for use in School Me with children aged 10-14 (4th – 6th grade).

The scale consists of a series of 10 statements. Enumerators read aloud each statement and ask children if they agree or disagree.

(1) Child Assessment

Individual child interview



*** ($p < 0.001$), ** ($p < 0.01$), * ($p < 0.05$)

Cronbach's Alpha = 0.68

Adapted from GEM Scale, ICRW

Index of attitudes towards gender norms = # of statements endorsed.

Boys (mean) = 2.8, Girls (mean) = 1.8 ($p < 0.001$)

(1) Child Assessment

Individual child interview

Factors associated with adherence to unequal gender norms:

- ❖ Child sex (males), physical violence against women in the household, and more unequal peer gender norms predict ***greater adherence*** to unequal gender norms among children

Relationship between gender attitudes, gender-based violence and learning outcomes

- ❖ Greater female participation in household decisions is associated with greater likelihood of ***being able to read***
- ❖ Physical violence against women in the household is negatively associated with ***self-concept***, above and beyond SES characteristics

(2) Classroom Observations

Check-list form followed by short teacher interview

Source Save the Children (internal)

Objective Measure **teachers' treatment of girl versus boy students** through a check-list type observation form followed by a brief interview with the teacher.

Intended for use by non-experts for program monitoring and coaching purposes

Designed to be applicable for “drop-in” observation of any subject – not tied to a specific lesson plan

Description Measures the frequency of:

- (1) teacher/child positive interactions
- (2) teacher/child negative interactions
- (3) overall classroom management practices

The teacher interview includes questions about the division of classroom chores and responsibilities between boy and girl students, expectations and the perceived skills of girl versus boy students.

Observation time = 30 min

(2) Classroom Observations

Check-list form followed by short teacher interview

Teacher-child positive interactions

# of times the teacher....	Average per class	Standard deviation	Min	Max
Calls on a girl pupil	3.8	3.3	0	11
Calls on a boy pupil	4.1	3.5	0	15
Praises or congratulates a girl pupil	1.1	1.3	0	4
Praises or congratulates a boy pupil	1.1	1.4	0	6
Puts a girl pupil in a leadership role	0.6	1.1	0	4
Puts a boy pupil in a leadership role	0.6	1.0	0	5

Teacher- child negative interactions

# of times the teacher...	Average per class	Standard deviation	Min	Max
Says something negative or humiliating to a girl pupil	0.09	0.35	0	2
Says something negative or humiliating to a boy pupil	0.09	0.56	0	4
Hits or spansks a girl pupil	0.26	1.26	0	9
Hits or spansks a boy pupil	0.26	1.42	0	10
Makes a comment about a girl pupil's physical appearance or body	0.04	0.19	0	1
Makes a comment about a boy pupil's physical appearance or body	0.02	0.14	0	1

N = 54 classroom observations, ~30 minutes each

(2) Classroom Observations

Check-list form followed by short teacher interview

- ❖ We find **no important differences between boys and girls in terms of the number of positive and negative teacher/child interactions**, nor classroom chores/responsibilities
- ❖ But, teachers' responses to open-ended questions suggest that there is more to the story. Many **teachers perceive a marked difference between girls' and boys' ability, interest and participation**
- ❖ **Low inter-rater reliability**

(2) Classroom Observations

Check-list form followed by short teacher interview

1. **Observations are not natural**, teachers and students inevitably change their behavior in the presence of the observer.
2. **30 minutes might not be long enough** to get meaningful data on classroom gender dynamics
 - *Many observation tools are designed to cover a full lesson delivery, or 1 hour at least*
3. **The checklist tool does not measure the *quality* of interactions, just the frequency**
 - *But quality is much harder to measure objectively and reliably by non-experts*
4. **Relatively small sample size (54 observations) makes it hard to detect statistical significance**
 - *But the differences we did find are practically insignificant, not just statistically insignificant. This suggests that it is not just a matter of sample size.*

(3) Teacher Pre/Post Test

Self-administered assessment

Source

Adapted with permission from:
Chinen, M., Coombes, A., de Hoop, T., Castro-Zarzur, R. and M. Elmeski. (2017). Can teacher- training programs influence gender norms? Mixed-methods experimental evidence from Northern Uganda. Journal on Education in Emergencies, Vol. 3, No. 1

Objective

Measure teachers' knowledge of gender versus sex and gender sensitive pedagogy, attitudes towards gender identity, self-reported practices in response to violence and sexual harassment in the classroom, and perceived school climate.

In order to identify specific areas of focus for teacher trainings and coaching, measure change over time in response to teacher trainings.

Description

Self-administered survey, takes no more than 30 minutes to complete.

Intended to be completed by teachers at two time points: prior to the start of teacher training in gender sensitive pedagogy, and again at program endline.

(3) Teacher Pre/Post Test

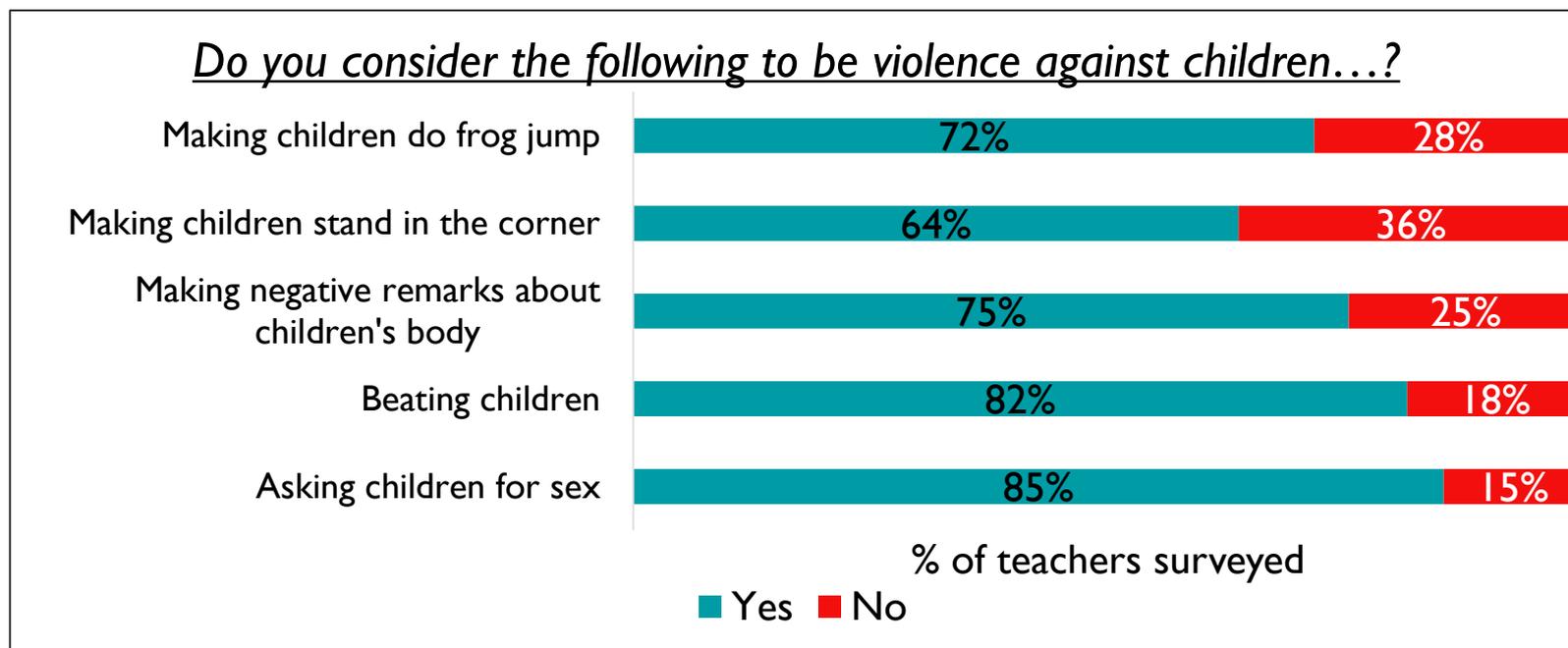
Self-administered assessment

Average scores and internal consistency: Teacher Pre-Test <i>N=287 teachers from 30 intervention schools</i>	Mean (% correct)	Cronbach's Alpha
Knowledge Index: Gender versus sex	34%	0.72
Attitude Index 1: Gender roles	65%	0.94
Attitude Index 2: Supports men caregiving	73%	0.65
Attitude Index 3: Supports boys and girls sharing chores	67%	0.68
Practices Index 1: Positive practices towards male students	59%	0.59
Practices Index 2: Positive practices towards female students	45%	0.66

(3) Teacher Pre/Post Test

Self-administered assessment

- ❖ >80% of teachers say they intervene in cases of classroom violence or sexual harassment
- ❖ But 72% say they use physical methods (caning) to discipline girl and boy students
- ❖ And 15% do **not** consider “asking children for sex” to be violence against children



(3) Teacher Pre/Post Test

Self-administered assessment

% of teachers who say the following are common problems in their school...

	..for female students	...for male students	p-value
Female genital cutting	63%	n/a	
Early pregnancy	76%	n/a	
Early marriage	75%	32%	***
Students are sexual harassed or abused	73%	26%	***
Frequent school absence	54%	55%	
Too shy to speak in class	59%	34%	***
Families neglect their role in children's education	80%	64%	*

*** ($p < 0.001$), ** ($p < 0.01$), * ($p < 0.05$)

How have we used the findings?

1. Research and program design

- Better understanding of the nature of gender biases, how they are shaped over time, and the link between gender attitudes and learning outcomes

2. Advocacy and resource development

- Highlight the urgency of these issues
- Generate interest in gender programming from government partners and donors

3. Programming

- As a starting point to facilitate behavior change communication strategies at the community level
- To inform areas of focus for teacher trainings
- To evaluate our progress/impact

Challenges

...abound 😊

1. Social desirability bias

- Are we measuring what people really believe? What they think researchers want to hear? What they have been conditioned to think is the correct answer?

2. Effectively communicating and using the findings

- With donors (for many, focus remains on tangible inputs and outputs, not “norms”)
- And with program participants

3. Contextualized, authentic understanding of how gender-based discrimination and violence affect girls and boys day-to-day lives

- Lacking a sense of how gender norms are actively contested and changed by girls and boys themselves, teachers, caregivers, etc.
- Moving beyond binary, victimization constructs

If I could do it all over again...

1. Prioritize just 3-4 behaviors /attitudes for programming and research
2. Tools to document perceived relevance, buy-in, ownership of and participation in program activities
3. Invest not just in the research itself, but in time/ resources for program staff, partners, participants to USE the findings



Resources (Measurement Focused)

- ❖ Align Platform (ODI + BMGF) <https://www.alignplatform.org/>
- ❖ University of Pennsylvania Social Norms Group (PennSoNG) <https://pennsong.sas.upenn.edu/>
- ❖ LINEA Project (London School of Hygiene & Tropical Medicine) <http://same.lshtm.ac.uk/projects-2/linea/>
- ❖ Global Early Adolescence Study <http://www.geastudy.org/>
- ❖ Compendium of Gender Scales <https://www.c-changeprogram.org/content/gender-scales-compendium/empowerment.html>
- ❖ Voices 4 Change Project – Nigeria <http://www.v4c-nigeria.com/>
- ❖ IndiKit Gender Equality Measurement Tools <https://www.indikit.net/sector/78-gender-equality>
- ❖ What are Social Norms? How are they Measured? Mackie, Moneti, Shakya, and Denny (2015) https://www.unicef.org/protection/files/4_09_30_Whole_What_are_Social_Norms.pdf
- ❖ Applying Theory to Practice: CARE’s Journey Piloting Social Norms Measures for Gender Programming <http://gender.care2share.wikispaces.net/file/view/care-social-norms-paper-web.pdf>

THANK YOU

- ❖ Program participants
- ❖ MEST, Social Welfare, FSU partners
- ❖ School Me field staff
- ❖ Sierra Leone SCI technical advisors
- ❖ School Me Design Team: SC Korea and SCUS managers and technical assistance providers
- ❖ SC Korea donors



THANK YOU!

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