

Fall 2018

The Effectiveness of a Boys for Positive Change Program at Changing Attitudes and Behaviors toward Gender Equality

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EQUALITY

THE EFFECTIVENESS OF A BOYS FOR POSITIVE CHANGE PROGRAM AT
CHANGING ATTITUDES AND BEHAVIORS TOWARD GENDER EQUALITY

Bethany Grupp

PIM 76

A capstone paper submitted in partial fulfillment of the requirements for a Master of Arts in
Intercultural Service, Leadership, and Management at SIT Graduate Institute in Brattleboro,
Vermont, USA.

August 15, 2018

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CHANGING ATTITUDES AND BEHAVIORS TOWARD GENDER EQUALITY

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Acknowledgements

Mom and Dad, this would not be possible without your support. You never once told me I could not do something. I love you. Michelle, Pat, and Lincoln, I love you and I cannot wait to see Lincoln grow up. Thank you for all your support. Charles Amponsah Smith, you made this past year in Ghana unforgettable. Thank you for all your help with my research and endless support. I love you. Seth Asiedu, since 2013 you have helped to shape my dream. Becky's Foundation and the children will always be a part of me. I could not have done this without you.

My advisor, Dr. Karla Giuliano Sarr, thank you for pushing me out of my comfort zone, for endless emails and skype sessions while I was in Ghana. You helped make this paper one I am truly proud of. Thank you.

Exponential Education, thank you allowing me to do research on your program.

Dayde, you were instrumental in collecting the boys to meet with me. My focus groups would not have been successful without you

E Boys, thank you for showing up to the focus groups and sessions. You let me listen and you talked with me on sensitive topics. Without you, NONE of this research would be possible. Watching you all change your opinions over the 10 weeks of research was one of the most amazing things I have experienced. Best of luck to each and every one of you. Go be the change in the world I know you can be.

THE EFFECTIVENESS OF A BOYS FOR POSITIVE CHANGE PROGRAM AT CHANGING ATTITUDES AND BEHAVIORS TOWARD GENDER EQUALITY

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List of Abbreviations

NGO	Non-governmental Organization
Expo	Exponential Education
BPC	Boys for Positive Change
PA	Program Associate
Girl's LEAP	Girl's Leadership, Empowerment, Action Program
UN	United Nations

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ABSTRACT

There has been tremendous research done regarding programs involving the empowerment of women, girls, and gender equality. Even Sustainable Development Goal number five focuses on gender equality. An analysis of the research reveals that most programs for girls and women address the inequalities and discrimination that they face, along with obstacles to girls' access, completion, and retention in school. Increasingly, non-governmental organizations, the United Nations, and other international organizations have found that these programs are not changing the view of gender norms in society and that men and boys also need to be included in the discussion. This paper examines the effectiveness of an adolescent boys' program at changing their attitudes and behaviors toward gender equality. The research took place at a local high school in a peri-urban setting near Kumasi in Ghana. After 10 weeks of research, the study found that the program is, in fact, starting to change their opinions on gender norms, sexual violence, and other cultural norms that discriminate against women and girls.

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Introduction

Girls and women around the world are often subject to discrimination, attend school at lower rates, and have less opportunities in the workforce based upon their gender. Gender equality in both education and society cannot be separated (Aikman & Unterhalter, 2005). While UNESCO (2018b) reports that for primary school children globally, the number of out of school children is almost equal male to female, at 7.9 percent of males and 10 percent of females out of school, regional disparities still exist at high rates. Across sub-Saharan Africa girls are more likely to be out of school than boys. Statistics from UNESCO (2018) show that across sub-Saharan Africa, “for every 100 boys of primary school age out of school there are 123 girls denied the right to education” (p. 9). While statistics show that Ghana has achieved gender parity (the same proportions of boys and girls) in school, there are still 289,500 (or 15 percent) of females out of school at the primary level (UNESCO, 2018).

The Sustainable Development Goals which were developed by the United Nations and ratified by countries around the world are a set of goals to “end poverty, protect the planet, and ensure prosperity for all” (United Nations, 2018, para.1). Sustainable Development Goal number five focuses on gender equality, specifically aiming to “achieve gender equality and empower all women and girls” (United Nations, 2018, Goal Five, para. 1). As the literature review section below demonstrates, an analysis of research regarding programs involving the empowerment of women, girls, and gender equality reveals that most programs for girls and women address the inequalities and discrimination that they face, along with obstacles to girls’ access, completion, and retention in school. Increasingly, non-governmental organizations, the United Nations, and other international organizations have found that these programs are not changing the view of gender norms in society and that men and boys also need to be included in the discussion. More

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scholarly research regarding programs that engage men and boys is required. Similarly, this paper aims to narrow these gaps in the literature and investigates the effectiveness of an adolescent boys' program at changing their attitudes and behaviors toward gender equality. The research took place at a local high school in a peri-urban setting near Kumasi in Ghana. After 10 weeks of research, the study found that the program is in fact, starting to change their opinions on gender norms, sexual violence, and other cultural norms that discriminate against women and girls.

This paper will begin by providing an overview of the current literature in the field regarding the engagement of men and boys. It will then provide two theoretical frameworks, the Yale Attitude Change Approach and Social Learning Theory, which will be used to analyze data and to formulate conclusions. Following the frameworks, I provide an in-depth description of the methods I used to collect my data, and then the results section. Lastly, I provide recommendations for future research in the field, along with recommendations to enhance the program.

Exponential Education and Boys for Positive Change

Exponential Education (Expo), a nonprofit based near Kumasi in the Ashanti Region of Ghana began education programs in 2010. While running their programs, staff realized that society often does not encourage girls to take on leadership roles. In 2014, Expo piloted their first Girls Leadership, Empowerment, Action Program or LEAP. While running LEAP, staff at Expo realized that girls were still facing harassment and that the perceptions of females held by men and boys in society were not changing. This resulted in the decision of one Program Associate to design and develop the Boys for Positive Change program for second-year high school aged boys, typically between 16 and 20 years of age. The Program Associate did months

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of research to design a 10-week program for which an overview of the curriculum can be found in Appendix B. The curriculum was developed with help from organizations such as Promundu, MenEngage, and Care International who are at the forefront of engaging men and boys in gender equality. Session one provides an overview of the program and sets ground rules with the participants. Then, the curriculum explores more difficult topics such as emotions and feelings, gender norms and stereotypes, family relationships, masculinity and violence, and finally sexual and gender-based violence. The last session focuses on reflection of the learned material and moving forward. The program is activity-based, meaning that each session incorporates activities in which the boys are able to take part, discuss, and reflect upon their experiences with the topics. The objectives of the program are to:

- Create a safe space for boys to learn and speak about important topics affecting them and their communities
- Engage boys in critical reflection and dialogue about gender equality via participatory sessions and activities
- Encourage boys to be agents of positive change and allies in the fight against gender inequality
- Encourage boys to reflect critically upon the world in which they live and their own experiences and apply that learning at a personal and community level
- Provide information of local resources and referrals for the boys to use if/when they are faced with a problem (Exponential Education, 2016).

Exponential Education did not have data besides their baseline and endline Gender Equitable Men Scale or GEM survey to measure change among participants in past BPC programs.

Therefore, they would likely benefit from the findings of my research on this program as results

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could provide evidence on the effectiveness of the program to other areas in Ghana and with other NGOs.

Research Questions

With this context in mind, I developed one main research question and sub-questions that guided my exploration of the program's effectiveness.

Main research question:

How effective is the Boys for Positive Change program at changing attitudes and behaviors toward gender equality?

Sub research questions:

1. How does Boys for Positive Change incorporate a gender transformative framework?
2. What evidence exists that the Boys for Positive Change Program is effecting change?
3. How are the boys engaging with the program during sessions?
4. How has the Boys for Positive Change program given the boys skills to commit to social change?
5. What are some recommendations that might enhance the program?

In order to frame the responses to these questions and given the context of SGD Goal number five and the dearth of information that exists on engaging men and boys in gender discussions, I next turn to the conceptual framework.

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Conceptual Framework

The conceptual framework section will start by providing a background on current literature in the field of engaging men and boys in gender equality as well as the theoretical framework used to analyze the results. Then I will discuss the methods that I undertook for this study including limitations to the study and my positionality. This section will help provide a basis for understanding the analysis and presentation of data.

Literature review

The literature reviewed for this study is a combination of scholarly articles and grey literature. Grey literature includes reports by organizations that have not been academically reviewed and other articles that may not be considered academic. The focus of this literature review is why there is a need to engage boys and men in programs that work toward gender equality and what types of programs are currently being used in the field. Even though I reviewed several reports and evaluations, they all highlighted similar aspects of what needs to be done to work with men and boys to attain gender equality. The study will use the following definition of *gender equality* throughout the paper:

Gender equality means that women and men have equal conditions for realizing their full human rights and contributing to, and benefiting from, economic, social, cultural, and political development. Gender equality is therefore the equal valuing by society of the similarities and differences of men and women, and the roles they play. It is based on women and men being full partners in their home, their community and their society (Women's Commission on Refugees, 2005, p. 5).

Another term that requires definition before reviewing the literature is *empowerment*. The definition of empowerment that I will be referring to states that “people – both women and men

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– can take control over their lives: set their own agendas, gain skills or have their own skills and knowledge recognized, increase self-confidence, solve problems, and develop self-reliance. It is both a process and an outcome” (UN Women, 2010, p. 11). In relation to the empowerment of women and girls, I would argue that empowerment allows women and girls to be able to make decisions for themselves and take control over their lives. This literature review will further examine the importance of working with men to improve gender equality and what the best ways are to engage men in this fight toward gender equality.

To conduct this literature review I searched terms such as “girls’ access to education,” “engagement of boys in gender equality,” “Ghana access to education,” “gender equality,” “boys and gender equality,” and “programs that work with boys”. The literature I analyzed provides an overview of gender equality in Ghana along with examining the terms “gender” and “gender discrimination.” There is a consensus within the literature that gender and gender norms are socially constructed and therefore, can change. Next, the importance of working with men and boys is examined along with what are the most prominent approaches for programs that work with men. The reports by NGOs explain that the best approach to changing attitudes and behaviors toward gender equality is a gender transformative approach which will be discussed in detail below. Lastly, the following literature will look at what has been working well within programs that have already started to engage men and boys in gender equality. This can include group education and the need to understand masculinity. To understand the engagement of men and boys and what is working in these programs, we must first understand the meaning and situation of gender equality. I explore this concept in-depth in the next section.

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Gender and gender discrimination.

Most theories on the construction of gender roles and norms agree that gender “refers to the role and responsibilities of men and women that are created in our families, our societies, and our cultures” (WCR, 2005, p. 4). Therefore, gender is not biological, it is constructed. While there are multiple constructions of gender beyond male and female, this study is mainly concerned with the construction of gender between males and females. Women and men both suffer from the use of gender norms. Gender norms can be described as social norms that relate to how men, women, girls, and boys are expected to act due to their gender and they help to maintain the status quo (Emerge, 2015). According to United Nations Population Fund (UNFPA) and Promundo (2010) these “gender norms reflect the historically unequal power relations between men and women in the public and private spheres” (p. 3). Gender norms are created by society and often encourage men to have power over women.

Norms regarding masculinity can play a role in the way men are supposed to act. In many cultures, norms dictate that men are supposed to be the breadwinner and be able to take care of the family (UNESCO, 2004). These expectations include showing no weakness, being powerful and strong, and going for what is wanted by means of aggression and risk-taking (International Planned Parenthood Foundation (IPPF), 2010). People learn gender norms at an early age and they continue to evolve throughout life (Youthnet, 2005). Men and boys who do not fit into this idea of a “real man” also face discrimination (Gervais, 2011). Therefore, many men and boys try to conform to this idea of a “real man” in order to fit in with society. For many, this idea of a “real man” may include beating of his wife, not allowing his wife to have freedom, being the breadwinner of the family and more. However, because this idea of gender norms is socially constructed, it can be changed.

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Access and Quality of Education for Girls Worldwide.

In the past 30 years, the world has made tremendous efforts to combat the issue of out-of-school children, especially among girls. According to the Gender Review of the Global Education Monitoring Report, the world has achieved the target of gender parity at all levels of education except tertiary. However, regional disparities still exist (UNESCOa, 2018). For example, at the lower secondary level, the regions of sub-Saharan Africa, Northern Africa, and Western Asia have the lowest gender parity index levels (UNESCOa, 2018, p. 11). It is important that we examine these regional disparities and continue to work on gender equality in schools beyond enrollment rates. The absence of gender gaps does not equally translate to gender equality (Psaki, McCarthy & Mensch, 2017). In the report it is clear that gender equality in education needs to move beyond the number of boys and girls in school, and extend to areas such as participation, curriculum, leadership position, and infrastructure (UNESCOa, 2018, p. 7). In West and Central Africa in particular, gender inequality is the highest in the world: 28 million girls have no access to education (Save the Children, 2018). Girls who do attend school often perform at lower rates due to factors such as unequal gender norms, school related gender-based violence, early marriage, early pregnancy, sanitation issues, and poverty (Save the Children, 2018). There is also a hidden curriculum that displays biases in representations of gender (UNESCOc, 2018). A hidden curriculum represents the “implicit messages students receive about proper values and behaviors (e.g., punctuality, neatness, and interaction between teacher and students (Kubow & Fossum, 2003, p. 75). These factors often hamper the quality of education girls receive at school. Gender norms can also be perpetuated by education systems (UNESCOc, 2018). However, each country faces its own reality in relation to gender norms, the next section will look at the situation of gender in Ghana.

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The Situation in Ghana.

Ghana has made significant strides in the fight for gender inequality. The gender parity index of the United Nations Population Development Fund lists Ghana's Secondary School rate at 0.9 out of 2. Having a rate closest to one means that there are almost symmetrical rates of girls to boys in school. While this may seem good on paper, the number fails to acknowledge that only 67 percent of junior high students move on to secondary school. This means that many girls and boys are lacking advancement to secondary school (UNFPA, 2017). While the gender parity index may focus on the enrollment of girls and boys, it does not take into account what girls face when they go to school and the curriculum they are taught (Aikman & Unterhalter, 2005). The index takes into account quantitative data and counting numbers of boys and girls rather than going in-depth to understand the situation in the classroom (Aikman & Unterhalter, 2005).

Many women in Ghana have suffered for generations from gender discrimination based on these gender norms, which includes but is not limited to gender-based domestic violence, rape, lack of say in family decisions, and being forced to do domestic chores. In many cultures, women are still expected to stay home and do domestic chores such as fetch water, cook, take care of children, and clean (Shabaya & Konadu-Agyemang, 2004). They have also suffered from a lack of schooling as many families could only afford to send one child to school and they often would send a boy over a girl because they believe that boys are supposed to be the breadwinners in their future families and therefore, if only one child can be educated, the boy is usually chosen. Only since the early 2000s has there been worldwide focus on education for women and girls. In many countries, there is also the idea that women should not become leaders and even in the most developed countries, women do not make the same salary for the same job as men (Tanye, 2008). Gender-based violence perpetuated by men on women is one of the worst forms of gender

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discrimination. In the last 10 years increased attention by NGOs has been placed on combatting gender-based violence (Jewkes & Flood & Lang, 2015). Combatting gender-based violence has resulted in many NGOs working with men and boys on gender equality. Therefore, I found that much of the research for the literature review on the importance of working with men involves working to address some form of violence with men.

There are many NGOs such as Care International and CAMFED that run empowerment programs for women and girls in Ghana. However, while women in Ghana have been granted more rights and opportunities than in the past, changing the views toward gender equality among the population has been slow (IPPF, 2010). In the past two decades, there has been an increased awareness of the lack of men who have been engaged in promoting gender equality (Jewkes, Flood & Lange, 2014). This realization has led many NGOs to create and implement programs for boys and men that work to change their attitudes, beliefs, and behaviors toward gender inequality. The push started in 1994 at the International Conference on Population and Development and has continued through the past two decades (UNPFA & Promundo, 2010). While many NGOs have started working with men and boys in sub-Saharan Africa, I have found little research on such programs in Ghana. Many of the evaluations and reviews I examined on programs that engage boys and men are being conducted for reports for NGOs such as EMERGE, Program H, Sonke, and Care International in Brazil and South Africa, where they have seen changes among boys and men in their programs and documented what has been successful and what has not.

Importance of Working with Men.

Working with women and girls for empowerment proved successful in creating positive attitudes and raising the self-esteem of females. However, since most of these programs are

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working only with females, they were missing half of the population. A growing body of research shows that we cannot address gender equality unless we start engaging with men (IPPF, 2010). WCR (2005) explains that “when men are not actively involved, efforts may be thwarted or ignored” (p. 14). Therefore, the empowerment of girls and women cannot fully be achieved without working with men. Programs need to be developed within a local context and designed with a sensitivity to the gender situation in that culture or country. The UNPF and Promundo (2010) explains that “neither gender equality or the empowerment of women will ever be realized unless programs and policies are imbedded in the local context and designed and implemented with cultural sensitivity” (p. 12). Women are not the only ones suffering from socially constructed norms. Men also suffer from the pressure to fit in. Challenging and changing gender norms can benefit men as well.

One of the biggest areas in which NGOs have engaged men in is ways to prevent gender-based violence. According to WRC (2005), men are not born violent, but the dominant version of masculinity may include the use of violence (IPPF, 2010). This makes men more violent toward women and other men as well. Addressing this form of masculinity will be discussed later on in the section “What Works in Programs.” It follows that the whole society will benefit from such awareness-raising work with men. From an economic perspective, the education and employment of women can benefit the whole house and help lift the family out of poverty (WRC, 2005). In addition, everyone may benefit from improved health outcomes when working with men (UNFPA & Promundo, 2010). The health improvements for men are huge because the dominant idea about masculinity promotes the idea of uncontrollable sexual needs (IPPF, 2010). This has led to many men becoming sick with sexual diseases and not getting treatment. When men see a need to take care of their health, women are also more likely to go to the clinic, as men understand the need for

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health services for women. Therefore, working with men and boys on gender equality may benefit society as a whole.

Program Approaches.

The available literature on current programs that engage men and boys identifies three different types of programming approaches. These three approaches may be categorized as gender-neutral, gender-sensitive, or gender-transformative programs (UNFPA & Promundo, 2010). While many of the reports reviewed for this research use different definitions of these three approaches, all of them involve the same idea. Using definitions from UNFPA and Promundo (2010), gender-neutral programs “distinguish little between the needs of men and women, neither reinforcing or questioning gender roles” (p. 14). Gender-sensitive programs, on the other hand, “recognize the specific needs and realities of men and women based on the social construction of gender roles, but do not necessarily seek to change or influence gender roles and relations” (UNFPA & Promundo, 2010, p.14). Lastly, gender-transformative programs “seek to transform gender relations through critical reflection and the questioning of individual attitudes, institutional practices and broader social norms that create and reinforce gender inequalities and vulnerabilities” (p.14). Furthermore, gender-transformative programs aim to change the gender dynamics and help to create gender equality in society. According to Hillenbrand (2015), “gender-transformative approaches aim to move beyond individual self-improvement among women and toward transforming the power dynamics and structures that serve to reinforce gendered inequalities” (p. 5).

While these three program approaches have dominated the way gender-focused programs have operated in the past two decades, the most recent literature and reports recognize one type of program approach is most effective. Regarding these three different programs, gender-

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transformative programs have proven most effective at moving societies toward gender equality. According to Viitanen and Colvin (2015) “a global evaluation of 58 gender interventions found that men’s participation in gender-transformative programming (as opposed to gender-neutral or gender-sensitive programming) is more effective at prompting behavior change” (p. 2). While NGOs realize the importance of gender-sensitive programs, more are starting to ensure their programs are gender transformative in order to promote larger changes in society. UNFPA and Promundo (2010) also explain that gender-transformative programs have been most effective. After reviewing the types of programs, we also need to look at what is working within these programs. The following section will highlight what has been working in current programs concerning men and boys.

What Works in Programming.

As indicated above, there has been growing evidence in the last 20 years on the need to address and understand masculinity in programs that work with boys and men on gender equality (Kaufman, 2004). This framework explains that there is no one form of masculinity (Kaufman, 2004). The idea of an “ideal man” can only be achieved by few in society and this can be termed “hegemonic masculinity” (Sweetman, 2013). Men need to understand that this dominant masculinity is hard to achieve and also that there are many forms of masculinity. WCR (2005) agrees that by “focusing on masculinity, the concept of gender becomes visible and relevant to men” (p.12). IPPF (2010) agrees with this notion that “making men’s gender visible is the first step in challenging power relations and harmful gender norms that affect both men and women” (p. 15). The resources argue that employing a human rights-based framework can enable men to see gender equality issues. This can allow men to see gender inequality as a human rights issue. Using a lifecycle approach in programs and explaining that we need to work with men from

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childhood can help change the cycle of gender inequality (WRC, 2005). A lifecycle approach makes working with men and boys throughout their lifetime a priority. This approach targets a range of social arenas such as the home, schools, and workplaces, along with topics that include health, sexual orientation, and sexuality (UNESCO, 2004).

Similarly, using group education within programs can provide boys and men with the space to discuss gender norms. Group education “involves creating dynamic discussion spaces in which men and boys can reflect critically about gender norms, relationship, and health, as well as ‘rehearse’ the skills and abilities necessary to reduce risks and behaviors and act in more equitable ways” (UNFPA & Promundo, 2010, p. 14). Group education can encourage men to question and analyze their own experiences (UNFPA & Promundo, 2010). Within group education, participatory activities can help men and boys develop and practice new skills.

Taking into consideration the previous research done on this subject, this study examines how effective an adolescent boys’ program is at changing boys’ attitudes and behaviors toward gender equality. This boys’ program is run by the NGO Exponential Education and works with boys in the local senior high schools in the Kumasi area of Ghana. All of the literature reviewed recognizes the importance of engaging men in order to achieve gender equality and only in the past five to ten years have reports and evaluations from NGOs agreed that gender transformative programming is one of the best ways to do it. There is also very little, if any, research engaging men and boys in gender equality in Ghana, and therefore, my research can provide a valuable insight to working in this country with men and boys on gender equality. The goal of this study is to research the effectiveness of the boy’s program to help Exponential Education improve their boys’ program. After gaining a background on current programs that are working to engage men,

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I have decided to use a social learning and the Yale attitude change approaches to analyze Boys for Positive Change. I explain these key concepts below.

Theoretical Framework

Deciding upon a theoretical framework for this study proved difficult. While there is research available on the engagement of boys and men in the fight toward gender equality, they often do not provide a theory for how attitudinal change is occurring. To understand how attitudes and behaviors are formed and reformed, this study takes a social learning approach. This approach takes the view that humans learn gender norms through their society and environment. It states that gender norms are constructed and therefore, are susceptible to change. The social learning approach (Bandura, 1971) provides the foundation on which humans learn their attitudes and behaviors, however, it does not explain how attitudes and behaviors change in a context needed for this study. In order to explain how to change attitudes, a Yale attitude change approach (Zimbardo, 1977) will be used. This approach uses the idea that the persuasion of a topic or an attempt to change someone's attitude can lead to change. While the Yale attitude change approach is a bit dated, going back about 40 years, the approach provides a foundation for future theories in the field of attitude change such as the Elaboration Likelihood Model (Cacioppo & Petty, 1984) among others. According to Petty and Wegener (1998), "the Yale group was the first to examine systematically the variables that continue to be of interest today such as source credibility, individual differences, attitude structure, message order effects, ego-involvement, and many more" (p. 3). The Elaboration Likelihood Model goes further into the variables that will be discussed in the section below. The Elaboration Likelihood Model is currently still used in studies, such as ones done by Angst and Agarwal in 2009 on health care, Cyr et al in 2018 on website persuasiveness, and Powell et al in 2018 on influencing behaviors

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toward the environment (see references to review sources). Since the Yale Attitude Approach discusses the acceptance of the argument and not the changes that occur within the brain, I believe it is still relevant and appropriate for this study. Due to the fact that the Boys for Positive Change, the focus of this study, is an after-school program where adolescent boys learn about different topics regarding gender equality, the persuasion approach is most appropriate.

Social Learning.

For the purpose of this study, it is important to understand the construction of gender norms, roles, and attitudes. I argued above that gender norms and roles are socially constructed and, in this section, I examine the theoretical underpinnings for this conceptualization. By taking a Social Learning approach to understand attitudes and behaviors toward gender norms, it is believed that these attitudes and behaviors have developed from observing the environment in which one lives. Social Learning Theory continues to be “one of the most influential theories of learning and human development” (McCullough Chavis, 2011, p. 472). This approach “argues that there is a continuous reciprocal interaction among a person’s behavior, events going on inside of the person (thoughts, emotional reactions, expectations, and so on), and the environmental consequences of that behavior” (Zimbardo, 1977, p. 80).

Accordingly, this approach means that attitudes and behaviors are related and that observing our parents and others in our community often influences how we behave toward a certain event, object, or idea. Cowan et al (1969) explain that “according to social learning theory, the child’s acquisition of adult moral standards is, to a considerable extent, a gradual process of imitating the observable values and behaviors of others” (p. 1). The process of observing behavior can also be termed “modeling,” “observational learning,” and “vicarious learning” (Zimbardo, 1977). Zimbardo (1991) gives us an example of a child who learned to give derogatory remarks to

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people of color at a young age after observing his father do this many times. When children observe adults who support and love them, they are more likely to mimic their behaviors (Zimbardo, 1991). These observed learnings involve two representational systems: imaginal and verbal (Bandura, 1969). However, since this behavior and attitude is learned, it can also be changed. This theory also reiterates that “all individuals are social beings and carry within them their cultural experiences that affect all aspects of behavior” (McCullough Chavis, 2011, p. 472). This explains why people have different attitudes toward a topic or subject. While Bandura (1971) uses a modeling and observation to explain how attitude can change, due to the structure of my research, I will use a persuasion model which will help analyze how Exponential Education works to create an attitude change in participants of the Boys for Positive Change program. To explain how Exponential Education is creating attitude change, I will present the Yale Change Approach next.

Attitude Change and The Yale change approach.

Research on attitude change began in the 1940s (Zimbardo, 1977). For the purpose of this paper, attitude will refer to “a person’s overall evaluation of persons (including oneself), objects, and issues” (Petty & Wegener, 1998, p.1). It follows that attitudinal change can be defined as when “a person’s evaluation is modified from one value to another” (Petty & Wegener, 1998, p. 2). Zimbardo (1977) explains that “attitudes, values, and behavior tendencies are acquired gradually; we do not change, we grow” (p. 1). Therefore, it is possible to change attitudes and behaviors toward a certain concept. This study will look at attitude changes by persuasion. This technique can be known as the Yale attitude change program (Zimbardo, 1977). It is important to note that this approach is not a formal theory, but experiments have been done using this technique. The Yale approach is also more focused on rationality and information processing capacities, and

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therefore analyzes how participants react to persuasion. This theory was used during World War II to influence the morale of soldiers (Zimbardo, 1977).

The Yale approach argues that “attitudes (the effective component) are influences or changes by altering the opinions and beliefs (the cognitive or knowledge component) that people have” (Zimbardo, 1977, p. 57). In the Yale approach, there are four kinds of processes that help to determine the level of which a person is able to be persuaded by communication. These four processes include 1) attention, 2) comprehension, 3) acceptance, and 4) retention (Zimbardo, 1977). Attention includes getting the audience to listen. Comprehension involves ensuring the audience understands the message. This can mean delivering the message in the audience’s own language and that the language used is comprehensible. The third process is the acceptance of the arguments and persuasive communication, and fourth, retention, is how well the message is remembered (Zimbardo, 1977). However, the variables that influence the acceptance of arguments can be placed into four categories as well.

The four variables that influence the acceptance of arguments include the source, communication, audience, and audience reactions (Zimbardo, 1977). Zimbardo (1977) explains that communicators who are highly credible are more persuasive. Petty and Wegener (1998) move further beyond Zimbardo’s (1977) two factors that make a source credible: expertise and trustworthiness and include two other variables that may impact the acceptance of an argument: attractiveness or likableness and power. When the source is deemed to be an expert, they tend to be more persuasive. Credible sources must also move beyond their expertise and be trustworthy. Attractiveness can include physical appearances or likeableness and often leads to an argument being more acceptable. Lastly, power over a message recipient in terms of whether the source cares or not if the recipient complies with the request (Petty & Wegener, 1998).

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The variable of communication involves the construction of the message, the order of the arguments, if it is a one-sided or two-sided message, and the way the conclusion is given (Zimbardo, 1977). In the long run, a two-sided message where both sides of an argument are presented seems to be the most effective at changing attitudes, “especially when people are opposed to the persuader’s point of view (Demirdogen, 2010 p.196). Petty and Wegener, (1998) explain the message needs to be relevant to the audience and have a good quality argument. The audience determines is the persuasiveness of the message. Prior knowledge of the topic can have an impact on the message along with initial attitudes, involvement, and commitment (Zimbardo, 1977). Petty and Wegener (1998) agree that prior attitudes toward the subject play a role in persuading a person. Lastly, how the audience is reacting to the topic should be considered when delivering the message (Zimbardo, 1977). The audience may be nodding or shaking their head and the Facilitator should take note of this (Petty & Wegener, 1998). These variables must all be considered in attitude change speeches in order to understand how and why change may be occurring. The Yale attitude approach will guide my analysis of my research.

Methods

The main focus of this study is looking at how effective the Exponential Education’s Boys for Positive Change program is at changing attitudes and behaviors towards gender equality. The research design for this study falls under an ethnographic genre as I spent one year working with Exponential Education. Ethnographic studies derive from the disciplines of cultural anthropology and qualitative sociology (Rossman & Rallis, 2017). Researchers conduct ethnographic studies in natural settings and focus on learning about a topic in the social world. There are multiple ways of collecting data using qualitative data methods that include interviews, focus groups, and observations. Since this is an ethnographic qualitative study, I will mostly rely

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on gathering qualitative data. According to Agee (2009) “with a qualitative study, a researcher is inquiring about such topics as how people are experiencing an event, a series of events, and/or a condition” (p. 434). This is exactly the focus of the study, that is, looking at how effective the Boys for Positive Change program is at changing attitudes and beliefs toward gender equality and norms. This study used focus groups, key informant interviews, participant observations, and document reviews to gather data. I also analyzed data from Exponential Education’s BPC Participant baseline and endline survey which is routinely administered at the beginning and end of the Boys for Positive Change program.

The sample for this study involved 30 boys who filled out an application and were then chosen for the Boys for Positive Change program at a local school in one of the smaller cities nearby Kumasi, Ghana. This program is only for boys who are in the Form 2 (second year of senior high school out of three total) and range in age from 15-20 years. Once the study received approval from SIT’s Institutional Review Board and following ethical procedures where I explained how data would be kept on a password protected computer and all names would be changed, I worked on gaining consent using the list of participants and their ages. For boys under 18 years of age and who were boarding students, the vice headmaster of the school provided consent. There was a total of 16 boarding students under 18. I also had one day student under the age of 18 and I met with his mother to gain consent for her son’s participation. For the rest of the participants, 11 boys 18 years and older, on the day of the first meeting, I explained the research and they agreed to participate in the study.

I began this study by participant observations of the program every week to see how the boys were interacting with the different session topics. According to Kemp (2001), participant observations “aim to identify ‘what it is that is going on here’ by watching what is happening

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with as open mind as possible” (p. 528). Participant observations allows researchers to “check for nonverbal expression of feelings, determine who interacts with whom, grasp how participants communicate with each other, and check for how much time is spent on various activities” (Kawulich, 2005, p. 2). The participant observations allowed me to see how the boys were engaging with the subject matter since some of the topics can be difficult for young adult men to discuss. I looked at their expressions, their interactions with each other and the topic, and how they engaged in the activities. Since the topics could be difficult, I gained their trust by attending every session and by creating a safe space with the boys that included me from the beginning. The creation of a safe space was discussed in the first session with a contract signed by all boys. This document also clarified my role as a master’s student conducting research for my degree as well as a clear explanation of Exponential Education and my research for the program which helped to establish a trusting relationship between the boys and me. I created an observation guide for the sessions which can be found in Appendix E. This guide focused on how the boys were responding to the information presented, if they seemed to understand the subject, and if they engaged with the topic. Observing these topics allowed me to analyze the way the boys responded to subject matter based on the Yale Attitude Approach Method, which deals with persuading the participants to agree or change their attitudes on the subject matter.

In addition to participant observation, this study relied upon focus group data. While I intended to conduct nine focus groups, only eight were able to be completed due to a change in the school schedule by Ghana Education Service, the government office that determines the school calendar. Since Rossman and Rallis (2017) explain that focus groups are best conducted in groups of seven to twelve participants, I split the 30 boys into three different groups. While my goal was to use the same groups with the same members throughout the 10 weeks, this

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became impossible due to after-school classes and other scheduling issues. The focus groups took place during the beginning, middle, and end of the program. My first set of three focus groups were done after week one of the program and before week three. After the first session I asked the boys to pick a day that worked well for them to meet me after school. This was how I originally set up the groups. I held the second round of focus groups after the fourth session which was after a session on gender equality where the boys debated “what a man can do, a woman can do better.” Finally, the last focus groups were held after the seventh session which was about gender and sexual based violence. I purposely designed the sessions to be conducted at the beginning, middle, and end of the program to assess if changes were happening throughout the program. The second round of focus groups coincided with the topic of gender stereotypes in the curriculum which allowed for me as the researcher, to start engaging more with the boys regarding gender equality. Unfortunately, due to the time constraints explained above, Exponential Education could not include session eight and nine during this term. While all the main topics were discussed during the term, the boys did not have a chance to discuss moving forward or leadership skills. However, the boys may have this opportunity in the next term session from April until July, but due to time constraints on my part, I could not stay after April to see if this happened.

The participants of the focus groups are as follows:

Focus Group One	Focus Group Two	Focus Group Three	Focus Group Four	Focus Group Five	Focus Group Six	Focus Group Seven	Focus Group Eight
Chris	Owen	Chase	Fred	Eli	Ian	Leo	Lincoln
Eli	Steve	Ben	John	Sam	Tom	Ian	Chase
Sam	Dylan	George	Owen	Steve		Jason	Sean

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Eric	Ryan	Connor	Chase	Ryan		Jake	Fred
Tim	Austin	Jason	Luke	Connor		Frank	John
Sean	Tom	Luke	Roman	Jake			Roman
John	Jack	Jake	Larry	Sean			Tim
		Roman	Lincoln				Mike

*Table 1 Focus Group Participants *note all names have been changed to protect participants' identity*

Table 1 shows that there were seven boys who attended the first round of focus groups but who did not attend the rest. There was also one boy who only attended the second round and there were three boys who only attended the third round. These three boys asked to join the program right after the second focus groups. Then there were nine boys who attended the first and second rounds, while I had three boys who attended the second and third round of focus groups. I had one boy attend the first and last round, and finally, I had five boys who attended all five. Since most participants attended at least two rounds of focus group discussions, I could see changes in their opinions which will be discussed in the results section. To protect participants' identities, I used pseudonyms. Since Ghanaians have both day (Ghanaian) names and Christian names which are typical westernized names such as John and Michael, I decided to use westernized names that are not Ghanaian in order to fully protect their identities.

The focus groups were semi-structured with an interview guide (see Appendix C). Rossman and Rallis (2017) explain that an interview guide for semi-structured interviews allows for certain topics to be discussed, but that questions allow the participant to bring up different topics relating to the main topic as well. Semi-structured interviews are somewhat conversational and “are often used when the researcher wants to delve deeply into a topic and to understand

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thoroughly the answers provided” (Harrell & Bradley, 2009, p. 27). While most school subjects taught in English in Ghana, Twi is the most widely spoken language. Due to this, I had a Ghanaian assistant for my first three focus groups. This assistant proved unnecessary as the boys had no problem expressing their views in English. If one had trouble remembering a word, another student was always able to assist. This may have been the case because the location of the school is in a small city and small city schools in Ghana have students who speak English very well due to their access to resources and more qualified teachers. In the focus groups, I used participatory techniques such as body mapping to hopefully help the students open up. Body mapping is a tool which can be used to explore children and young people’s views concerning how different situations or interventions have affected their lives (Save the Children, 2008). Body mapping starts with a drawing of a body. The researcher then develops and asks questions based upon different parts of the body, such as what did you hear or see. I used body mapping during the first round of focus groups and it did help the boys start to open up. It was not needed in the second and third round of the focus groups. The boys had no problems expressing their views, and I deem that since I was a part of the program since the beginning, the boys trusted me.

As a third and fourth method (in addition to participant observations and focus groups), I reviewed documents as well as surveys that Exponential Education conducts at the beginning and end of the program. The documents that I reviewed for this research include the orientation packet that is given to the Facilitator of the program. This packet includes the curriculum for the whole program, including activities and objectives for each session. I also reviewed the proposal for the program which was completed by one of Expo’s Program Associates. Then I reviewed her final report on the one-term pilot she ran at a local high school. The survey that Expo administers at the beginning and end of the program can be found in Appendix F (I was present

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for the first day of the program when the surveys were administered. Unfortunately, due to the change in school schedule, I was not present for the endline surveys. However, these were collected by the incoming Program Manager during the last week of April 2018. They were completed during a celebration of the end of the program. These surveys were then uploaded on to Google Drive, so I could have access to them for analysis and subsequent inclusion in this paper.

To gain an understanding of the goal of the program and how Exponential Education staff viewed the program, I interviewed three key informants who have been involved with Boys for Positive Change at various levels. They were chosen based upon their role within the program. All participants agreed to the use of their name and role for this research. The key informants chosen include the Program Manager during four different BPC programs, the Facilitator of the program for three terms from 2016-2017 and who continues to help when needed, and a Program Associate for Exponential Education who designed the BPC program in 2016. The Program Associate was a member of the Expo Staff and also ran the first pilot program in September 2016 with the Facilitator. I conducted semi-structured interviews with these informants which lasted for about 30 minutes each. The semi-structured interviews had a set of questions but also allowed for the conversation to dictate the direction of the interview which helped to provide insight into the design and goals of the program.

Gathering data through these five different ways –interviews, focus groups, observations, surveys and document review – allowed for the triangulation of data. Triangulation is defined as “multiple sources of data, multiple points in time, or a variety of methods are used to build the picture that you are investigating” (Rossman & Rallis, 2017, p. 55). Triangulation allows for more credibility and consistency. It is often used to improve the validity and reliability of

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research (Golafshanj, 2003). Therefore, having five different ways of collecting data means the research is more credible. I recorded, transcribed, and analyzed all of the interviews and focus groups through the software MaxQDA. I used MaxQDA to first transcribe the data and then analyze it by developing codes and themes within the data.

Positionality

I first became involved with girls' education after my first volunteer trip to Ghana in 2013. I noticed many children, particularly girls, who would roam the streets or be doing household chores instead of being in the classroom. I found myself needing to understand why this was the case and how this could change. I realized that the youth in Ghana, the boys and the girls, are the ones who will be able to change the situation that is currently going on in their country. They are the ones who will be the agents of change. At that time, I was unsure of how exactly to equip the youth to change their country, but I knew that education played one of, if not the most important role in that process and that I needed to learn more. I realized that to pursue my goal in working towards improving access to girls' education that I needed to go to graduate school. SIT Graduate Institute stood out to me as it has a focus on social justice and working within cultures to produce change. I decided to focus all of my graduate coursework on Ghana's education system and the situation of girls' education in Ghana. While I found that Ghana has made tremendous strides to improve the situation of girls and women, gender discrimination is still rampant. For example, girls often go to school late, having to do chores before they are allowed to attend school.

After doing an Independent Study on girls' education programs in West Africa where I interviewed prominent staff members or founders at different NGOs about current practices in the field, I found that the current trend for the past couple years has been the engagement of men

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and boys in programs that work for gender equality. This was not a programmatic focus for many organizations, especially in Ghana. However, once I learned about the work of Exponential Education (EXPO), a nonprofit in the Ashanti region of Ghana that has programs that work with adolescent boys on gender equality, I decided to apply and was offered a position of Program Associate. As a Program Associate, I facilitated the last term of a girl's leadership program. This allowed me to acquire an understanding of the program before developing a monitoring and evaluation framework for it. Then in September 2017, I became their Monitoring and Evaluation Manager and I started to develop the frameworks for monitoring and evaluation of the two gender programs, Girl's Leadership, Empowerment, Action Program (LEAP) and Boys for Positive Change (BPC). After discussion of my desire to research the boys program for my Independent Practitioner Inquiry capstone with the Program Manager, we agreed that it would benefit EXPO in the long run by providing data on the effectiveness of their program to donors and staff. My research began with Boys for Positive Change in January 2018 and ended in April of the same year.

Limitations.

Every research study has limitations. Qualitative research, in particular, cannot be used to make generalizations about a population, in this case, all boys in Ghana (Rossman & Rallis, 2017). However, this study can provide valuable information regarding the engagement of men and boys in the fight for gender equality. A limitation to this present study was the fact that I am from the United States and that I am a white female. There was concern that the boys may feel awkward or shy answering some questions, but I found this to be the case for only a small number of the boys and once the others spoke up, the shy ones did too. To limit this awkwardness, I was a part of the program from the beginning in January. I built rapport with

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them and many of them seemed to feel comfortable with me. I also made sure that the boys knew that their names would not be used in the research and that I would not judge their answers.

Another limitation was that I speak very little Twi. Even though all students have spoken English in school since they are young, my American accent sometimes makes it difficult to understand. To minimize this issue, I had a Ghanaian assistant present at the first three focus groups, but this proved unnecessary and was not continued for the last five. I believe that due to the location of the school being closer to a city, they had little difficulty with the English language.

Lastly, scheduling issues was the most significant limitation that occurred during this study. This started from before the program began in January. When we went to start the program, the school was in the middle of an unexpected review from the Ghana Education Service and therefore we had to start a week late. We also thought that we should be able to run the program into April, but the Ghana Education Service unexpectedly chose to end Term 2 (January to April) for all senior high schools at the end of March. Therefore, the program was cut two weeks short and we had to try to hold two sessions on certain weeks. The scheduling issue resulted in not having the final session which includes the discussion of leadership skills and how to go forward after the term. Another scheduling issue was in terms of extra classes for the students. This is a common problem that happens in Ghana and causes scheduling conflicts in all after school programs. Teachers at the senior high schools fail to cover their curriculum during the regular school day and then schedule extra classes when school finishes for the day. This posed a limitation to my focus groups, as I could not maintain the same composition of boys in each focus group due to scheduling conflicts.

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Results

Before presenting the results of the data, I want to reiterate that the main question of this research was investigating how effective Exponential Education's Boys for Positive Change Program is at changing the attitudes and behaviors of participants toward gender equality. To respond to this question, I applied two theories to the following data; Social Learning and Yale Attitude Change approach. I present the results in order of sub-questions where under each question, I will provide my findings and conclusions based upon the two theoretical frameworks described above. The sub-questions help to provide the main research question with data relating to the design of the program, the engagement of boys in the program, and changes in opinions of the participants. Then I will provide my overall conclusion to the question on effectiveness of the program. The following results build upon data collected from focus groups, document review, survey review, observations, and key informant interviews.

Sub-Question one: How does Boys for Positive Change incorporate a gender-transformative framework?

Findings: An initial document review of the curriculum showed a total of nine sessions that mainly focused on discussion of the topics such as gender-based violence, masculinity and violence, gender norms and stereotypes, and emotions. The sessions take place inside a classroom at the school. While there are activities, discussions, and games, there are no activities that happen outside the classroom or sessions. The curriculum does not provide an opportunity for the participants to go out and share what they learned with others. Appendix B provides an overview of the curriculum. The orientation packet that is given to the Facilitator before beginning the program also lists the following objectives to the program:

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- Create a safe space for boys to learn and speak about important topics affecting them and their communities
- Engage boys in critical reflection and dialogue about gender equality via participatory sessions and activities
- Encourage boys to be agents of positive change and allies in the fight against gender inequality
- Encourage boys to reflect critically upon the world in which they live and their own experiences and apply that learning at a personal and community level
- Provide information of local resources and referrals for the boys to use if/when they are faced with a problem (Exponential Education, 2016, p. 4).

This document review also agrees with my participant observations that took place during the seven sessions of the program that I attended. My observations show that the program provides a space for the boys to discuss the topics presented, but it fails to give them a structured way to use the skills and knowledge they gained from the program. My observations always took place in the same two classrooms depending on room scheduling issues. While, they would go outside for a game or activity, there were no further activities with the community or with other school members. All three key informants expressed that the goal of the program was to raise awareness. As the Program Manager, stated “Currently, the main goal is just sensitizing the boys to realize there is change... that gender equality is something that benefits everyone” (Interview). The Program Associate who created the program agreed with the Program Manager by explaining that when she began the program her initial goal was:

to sensitize these boys, to begin recognizing gender norms that perpetuate gender inequality and begin to kind of challenge those norms and open up their minds and kind of look

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beyond just themselves and how their actions have sometimes negative implications that they may not be aware of and it's something that affects them negatively as well (Interview).

The Program Associate did however explain that she designed it this way for the pilot program, and that at the end of the pilot term (Fall 2016) she had recommended the program to be expanded. However, this has not happened yet.

Conclusion: Relating back to the three different program approaches from the literature review, gender-neutral, gender-sensitive, or gender-transformative, I can clearly conclude that at the present moment, Boys for Positive Change follows a gender-sensitive framework. Again, a Gender sensitive framework “recognizes the specific needs and realities of men and women based on the social construction of gender roles, but do not necessarily seek to change or influence gender roles and relations” (Promundo & UNFPA, 2010, p. 14). The reason I would say that the program currently does not seek to change or influence gender roles and relations at this time is that the program only incorporates reflections and discussions on individual behavior. While it does start to move toward a gender transformative framework by allowing the boys to question their own positions, it is not encouraging the boys to go further into influencing gender roles and relations among others. The curriculum mainly sensitizes the boys to their position in the role of gender equality. While it encourages change, it does not exactly teach them to move beyond their individual roles.

Sub-Question two: What evidence might exist that the Boys for Positive Change Program is effecting change?

Findings: This section addresses findings from quantitative data (surveys) as well as findings from qualitative data (interviews, focus groups, observations, and document review).

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There is a large amount of evidence that participants are self-reporting a change in their attitudes and behaviors in favor of gender equality. Self-reported changes can be clearly seen through the GEM Survey. This survey is given at the beginning and end of the program which allows for self-reporting on changes in opinions to the questions asked about gender equality. This survey allowed for students to reflect on their own perceptions based on questions related to gender equality can be found in Appendix F. The following chart shows the baseline survey data. Each question is on a Likert scale from one to five for a total score of 75. A one means the boy completely disagrees and a five means he completely agrees with the question. The bottom row shows the average answer per question and the average total score. The average per question displays all the participants answers to a question divided by the number of participants. This represents the average answer out of five per question. The averages are significant because it shows the average answer of all the boys in the program. At the end of the program, we will see the averages from the final survey and will be able to see if there is an increase in average which will represent self-reported changes in attitudes toward that questions.

Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total s
Chris	2	5	5	1	5	1	5	5	5	5	4	5	5	5	2	60
Tom	5	5	3	2	5	1	5	3	5	4	5	5	5	4	5	62
Tim	5	5	1	1	1	1	5	5	1	1	2		1	5	1	35
Eric	5	5	1	1	5	1	5	5	1	1	5	5	5	1	2	48
Sam	5	5	5	1	2	1	5	5	5	1	2	5	5	1	5	53
John	5	4	4	1	1	1	5	4	5	5	1	5	5	5	5	56
Jim	5	5	1	5	5	5	5	1	5	1	5	5	1	5	1	55
Sean	5	5	1	1	5	1	5	5	5	2	2	5	5	4	5	56
Fred	4	5	5	2	5	1	5	5	5	4	5	5	5	2	5	63
George	1	5	2	3	1	1	1	3	5	3	5	4	5	5	5	49
Ben	5	5	1	4	1	5	1	5	5	5	5	4	3	1	3	53
Jake	5	5	4	2	2	4	4	5	5	3	1	5	5	5	5	60
Jack	3	5		1	1	1	5	5	5	4	3	4	5	5	4	51
Owen	3	5	2	1	5	1	1	5	5	1	1	5	5	5	2	47

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Luke	2	5	4	5	2	5	3	3	5	1	5	5	5	1	1	52
Steve	2	4	5	5	1	1	5	5	5	1	1	5	5	1	2	48
Dylan	3	4	5	2	1	2	5	1	5	1	1	5	5	1	1	42
Ryan	5	5	2	1	1	1	3	5	5	1	1	5	5	5	3	48
Nathan	2	5	1	1	2	2	1	3	5	1	3	5	5	5	2	43
Aaron	5	5	1	2	5	1	1	5	5	1	1	5	5	4	2	48
Eli	5	3	1	4	1	3	5	5	3	1	1	4	5	2	2	45
Connor	2	5	1	1	5	2	4	5	5	1	5	5	5	5	5	56
Leo	5	5	1	2	5	2	3	5	5	5	2	5	5	5	5	60
Ian	2	5	5	5	2	1	5	5	5	1	1	5	5	1	5	53
Austin	5	5	1	5	4	4	3	4	1	1	5	1	4	5	2	50
Jason	4	5	2	1	5	5	1	5	5	1	2	5	5	1	5	52
Chase	5	5	1	2	2	5	1	2	5	5	2	5	5	5	3	53
Roman	5	5	1	1	1	5	5	5	4	3	1	5	5	4	3	53
Average	4.0 0	4.8 1	2.3 5	2.3 0	2.8 1	2.3 3	3.5 9	4.2 2	4.4 4	2.1 9	2.7 0	4.6 9	4.5 9	3.4 4	3.3 0	51.5 2

Table 2: Baseline Survey Results

The following chart displays the results of the endline survey. The endline survey includes participants who did not take the baseline survey and participants who took the baseline and not the endline. The endline survey took place after the program ended and after the participants had a three week break from school. The chart also includes the attendance rate of participants.

Name	Attendance Rate	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
Tom	71%	5	5	3	1	5	1	4	5	5	2	5	5	5	5	5	61
Tim	71%	5	5	2	2	1	1	1	5	5	1	2	5	5	4	1	45
Sam	86%	5	5	5	1	5	2	5	2	5	2	2	5	5	4	5	58
Sean	71%	5	5	5	5	5	5	5	5	5	5	2	5	5	5	5	72
Fred	43%	5	5	5	5	5	1	5	5	5	5	5	5	5	5	5	71
Jake	100%	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
Jack	71%	2	5	5	2	5	1	5	5	4	5	1	5	5	5	5	60
Luke	86%	5	5	2	5	1	5	1	5	5	5	5	5	5	5	5	64
Ryan	57%	5	5	5	1	5	5	5	5	5	1	1	5	5	5	5	63
Aaron	43%	5	5	1	1	5	1	1	5	5	5	5	5	5	5	5	59
Eli	57%	5	5	2	4	5	4	5	5	4	3	4	5	5	5	5	66
Leo	71%	5	5	5	2	5	5	1	5	5	5	5	5	5	5	5	68
Ian	86%	5	5	5	4	5	5	5	5	5	5	2	5	5	5	5	71
Austin	43%	5	4	5	3	1	5	4	3	4	5	5	4	4	5	2	59

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Jason	86%	5	5	5	1	5	5	1	5	5	1	1	5	5	5	1	55
Roman	100%	5	1	5	5	5	5	5	5	5	4	1	5	5	5	5	66
Mike		5	5	5	5	5	5	5	5	5	3	1	5	5	5	5	69
Frank		5	5	4	2	5	5	5	5	5	5	1	5	5	5	5	67
Larry	57%	5	5	5	1	5	1	1	5	3	5	5	5	5	5	5	61
Lincoln		5	5	5	5	1	5	5	5	5	5	5	5	5	5	5	
Averages		4.85	4.75	4.20	3.00	4.20	3.60	3.70	4.75	4.75	3.85	3.15	4.95	4.95	4.90	4.45	63.68

Table 3: End Line Survey Results

The next chart displays the baseline and endline totals for each participant. Then I calculated the numerical difference between the baseline and endline and used that to get the total self-reported percent change per participant. In order to get the total percent change, I subtracted the baseline from the endline, then divided that number by the baseline number. Once I calculated this number, I then multiplied by 100 to get the percent change.

Name	Baseline	Endline	Change	Percent Change
Tom	62	61	-1	-2%
Tim	35	45	10	29%
Eric	48	0		
Sam	53	58	5	9%
Sean	56	72	16	29%
Fred	63	71	8	13%
Jake	60	75	15	25%
Jack	51	60	9	18%
Owen	47	0		
Luke	52	64	12	23%
Ryan	48	63	15	31%
Aaron	48	59	11	23%
Eli	45	66	21	47%
Leo	60	68	8	13%
Ian	53	71	18	34%
Austin	50	59	9	18%
Jason	52	55	3	6%
Roman	53	66	13	25%

Table 4: Changes

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The fifth table which is displayed below shows the percent change based upon each question answered. I took the averages for each question from the baseline and endline. I once again calculated the percent change using the same formula described above.

Question	Base	End	Change	Percent Change
1	4.00	4.81	0.81	20%
2	4.81	4.71	-0.1	-2%
3	2.35	4.12	1.77	76%
4	2.30	3.06	0.76	33%
5	2.81	4.29	1.48	53%
6	2.33	3.59	1.26	54%
7	2.59	3.71	1.12	43%
8	4.22	4.71	0.49	12%
9	4.44	4.82	0.38	9%
10	2.19	3.76	1.57	72%
11	2.70	3.18	0.48	18%
12	4.69	4.71	0.02	0%
13	4.59	4.94	0.35	8%
14	3.44	4.88	1.44	42%
15	3.30	4.35	1.05	32%
Total	50.76	63.64		
Average	6.35	7.96	0.858667	31%

Table 5: Question Changes

Just by examining the percentage change in Table 4, the results per participant, all but one participant had an increase in change. Unfortunately, Expo only had complete data on self-reported changes for 15 (of the 28) participants. All but two participants from this group had changes over 10 percent with the highest percentage change at 47 percent. The two students who attended all sessions and took both surveys, each had a 25 percent change. The average percent change for all the questions is at 31 percent. There are four questions which all had changes of over 50 percent. However, I want to note that some questions which may have had low percent

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change, may be because the boys already agreed with the question even at the beginning of the program. The following questions had the biggest percent changes:

- Survey Question 3: Physical strength is the most important characteristic for a man – 76 percent change
- Survey Question 5: I am afraid to express my feelings – 53 percent change
- Survey Question 6: If a woman dresses in a sexy dress she is giving permission for men to have sex with her – 54 percent change
- Survey Question 10: Changing diapers, giving a bath, and feeding kids is the mother's responsibility and not the father – 72 percent change.

However, I want to point out that a couple of questions which saw a percent increase, such as question four, the endline average was still 3.06 out of five total. This question was regarding emotions and crying. Another question that had a low endline average was question number 11, regarding a woman's role in the family. Besides these two questions, all other endline averages are above 3.5.

I started observing changes in the boys' opinions starting with the fourth session when they held a debate. The boys debated on "what a man can do, a woman can do better." This is a proverb that is often used in Ghana when talking about gender equality. I had not heard this proverb before this session. At this session, the boys chose a side to be on for the debate and then defended why they chose that side. My observations show that the room was split fairly equally on both sides, but that by the end of the debate, more boys were moving to the side that was for "what a man can do, a woman can do better". One boy who went for the motion explained that "yesterday I went against the motion but as those who went for the motion were speaking I found

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out that they have a strict point by saying what men can do women can do better, so I am now for the motion, so I agree with them” (Focus Group Four).

During the last session, session seven on sexual violence, the boys were split into six groups and each group was given a different scenario. The boys had to discuss with their group whether the situation was sexual assault or harassment and was it bad, or whether it was completely acceptable. Before starting the discussion, the boys were also asked if they see women as sexual objects and if girls want to be sexual objects. At this point, the majority, but not all boys, said “yes.” However, once discussing the scenarios that the boys were given, the scenario that caused the most debate was what should happen if a young couple went to a hotel after the girl expressed to the boyfriend that she was ready to have sex and when they arrived at the hotel the girl changed her mind. All but one of the of the boys either did not know or felt it was still acceptable to have sex with her. This was clear because the boys were asked to raise their hand if they felt this was the case. This led to an intense discussion between the boys and the Facilitator, however, by the end, the boys were starting to agree that it is unacceptable to have sex with a girl if she changed her mind and said no. They went over solutions about if the boy paid for the room, then maybe they would have to split the cost or something along those lines.

The Program Manager, Program Associate, and previous Facilitator all expressed that they have seen attitude change, but not behavior change. The Facilitator stated that:

many of them get to have different ideas and perspectives about everything so they, so afterwards we make them write an essay and how they can really tackle these problems in their community, they really feel prepared and they speak out. You get to know their

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ideas and how they can really develop this, so this tells you that they themselves are ready to make changes, so live that like and also make people change, aware (Interview).

He also explained that it is hard to see the behavior change and he has not seen that personally but stated that:

from how they talk, I personally think they change but since I am not there to live with them with their family or the girls around, I go there after they are done with school, so I can't really assess them, I mean being around opposite sex and how they treat them, but from how they talk I think they talk as if gender equality should be enforced or should be given to everyone (Interview).

The focus groups and surveys also show changes in attitudes toward gender equality. While I only had five boys attend all focus groups, change was becoming clear in the second session of focus groups. To begin, I started the first round of focus groups by asking the boys where their views on gender equality originated. Before I continue, I want to point out that not all the boys felt the same way about the topics that were discussed. The boys all came from different starting points based on what they experienced when they were growing up. About five of the boys had seen their fathers cook, clean, and engage their mothers in decision making, but there were still many boys who did not experience this. However, the boys explained that the Ghanaian tradition can sometimes dictate views on gender norms. As one participant explained:

There is this tradition that at first, girls were not schooling so they thought for the girls, they have to stay in the house and do all the household work. While for now civilization is high so there is no woman who would be expecting the man to go to work and she would be staying home doing nothing or doing only the household chores. All the women

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are trying to find something or a source of money, or a job they will find their money from. That's why there is lack of respect, that they don't give it to their husbands (Focus Group one).

Another participant expressed that their views are based upon what they have seen. He said that "this is from generation to generation, we came to meet it and we observed it. That's what we have seen" (Focus Group one). A third boy explained that some rules are meant to be followed. For example, he explained that:

The rules are rules. They are tradition but for me, we follow the concept that, as the tradition say do as a woman and you being married to a man and you have to stay in the house as a woman, take care of your children that you give birth to and also keep up with the house and the other family members. As the man goes out to work and so something that the women and the children follow. That is tradition (Focus Group One).

When discussing decision making and being a breadwinner of the family one boy explained that yes, there is a tradition but that these traditions can be broken. He said:

there is a difference between the head and the breadwinner. Men are always the head, but not always the breadwinner and let me say something, rules are meant to be broke[n], so rules of the tradition, we can, let's say we do not have to follow that rules because rules are meant to be broke[n], say women stay in the house, stay in the kitchen. No, not that way so in our generation we can stand up and go against that rules (Focus Group One).

Regarding gender roles in Ghana, during the first round of focus groups, one of the boys said that "regarding women's roles in the house, men expect women to stay in the kitchen and also take

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care of the children while the man goes out to work being the breadwinner” (Focus Group One).

During this discussion, one boy explained that he has not liked the changes in gender roles that have been going on in society. He said that

At first, men were not doing the cooking and now also, but the world is becoming a global village right now and it is being a point that some men are also doing the cooking, like they are sharing the same responsibilities as the women. They are all sharing the same responsibilities, which I consider, it shouldn't be. I mean they should put a stop to it (Focus Group Two).

During the second round of focus groups, the boys were expressing changes. This round of focus groups happened after the fourth session of BPC. At this time they had gone over the topics of expressing difficult emotions, gender norms and stereotypes and had a debate on gender. The following quotes display some of the changes the boys started to have during this time:

They (society) say that the woman should stay at home and then not go to school...That is what I was supporting, but when we discussed it, then I thought that the woman can also go to school so that when they can learn, they will do the trainings and they will be able to also train their children, so they can have a better society rather than the man going to school (Focus Group Six).

During the third round of focus groups, more of the boys expressed changes in their opinions. This round of focus groups happened after the last session. The topics discussed between the last focus groups and now were family relationships, masculinity and violence, and

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sexual/ gender-based violence. One participant expressed changes in decision making in the family. He said:

At first, I was thinking that since it is the man that is the head of the family, he should be the one that should take all the decision whether good or bad to affect the family, but for now what I have realized is that both of them must, must take the decisions so that when it is good, they all enjoy it and when it is bad they all face the thing and because one cannot go and decide then when it leads to the bad thing then they all be negatively affected. That shouldn't be so. They should all agree when to do this so when the negative affect comes, then we should blame them all. So that is one thing that I have learned (Focus Group Seven).

Regarding violence, one participant explained “that on the topic of masculinity and violence, he [the current Facilitator] made me realize that men's violence are not natural because they adopt it within the society they lived and because of that it is absorbed, so men's violence are not natural [sic]” (Focus Group Eight). This topic also related to the session on managing emotions and one boy also expressed changes by saying:

on our first topic in BPC that is managing our difficult feelings, I had a change of mind because I was quick tempered person, if you insult me right now I will beat you and I would go but after discussing I had a change of mind and anytime someone insults I just move away from them and try to do something that will interest me. (Focus Group Eight).

On the topic of gender roles, one participant said that

After joining this group, we discussed a topic on gender equality, first I thought that it was the men [sic] who have to be doing everything not the woman [sic], even in the

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house my father would tell me, “Fred, stop doing what you are doing, You are not a girl. Act like a man.” (Focus Group Eight).

Another boy expressed similar changes, in contributing his thoughts:

like I thought that there are some things that men have to do it and there are some things like men shouldn't be cooking in the kitchen, that work is for women, but after joining this group, you were able to prove to me, that men can also help in cooking at the kitchen so you made me understand gender equality well, more than I thought (Focus Group Eight).

A third participant realized that certain jobs are not just for one gender. He said that:

For me, one thing that like it was baffling me was, we have these differential jobs among them, that, “this one is for males and this one is for females,” but when we came and watched the video whereby the male was doing the hair in that salon I was so surprised because I never seen some before. So that one, I have now understood that what the women are doing the men can also do and what the men are doing, the women can also do. So that was one thing that was surprising during it (Focus Group Seven).

Sexual harassment and gender-based violence was also an area where the boys expressed changes in their thinking during the third round of focus groups. This is clear because going back to the second round of focus groups the boys stated that they believed women should be responsible for preventing rape. During that second round, a boy said that “it is the responsibility of the woman to cover up their body because if they wear something that is short when the men sees their nakedness, they start feel like engaging themselves in sex with the lady, so it is the responsibility of the ladies to cover them, so rape will be reduced” (Focus Group Four). Another boy agreed and said that:

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You see, there are some females who intentionally dress in certain ways just... to attract the men. The girls dress in certain ways let us assume we are standing here, the girls may pass you, go and come, go and come, go and come until, they just want you to call them or to just get attractive and try to do something to them. So, I think sometimes that fault also comes from the women (Focus Group Five).

However, during the third round of focus groups, the boys started to express changes once this topic was discussed in the program. One participant said that before the program he “thought that they [women] were sexual beings for us men, learning that [the topic], I changed my mind that they are special beings in our life, we need them, we don't have to harass them in public and we have to take good care of them” (Focus Group Seven). Another boy said he also had a change in opinion because:

First off, I thought that if a woman dress in the short skirt, leaving part of her breast appearing to men, she is sending the information that men should approach him [sic] and most of times, women in Ghana who mostly do that, as soon as they dress like that they will come into the public,...she will not be passing or be going somewhere else, she will do that and bring it into the public. So, first of all, I thought that as soon as the girl comes, she's sending the message that someone should approach her, but that too is not good. It is not good for a man to take advantage of a woman because someone may not know. It may be that in the house, his [sic] mother has been dressing like that, she too, have take that style in dressing so you calling the girl and telling her that this and this is not good will help. Maybe she does not know (Focus Group Eight).

A third boy was surprised when he learned that when a woman changes her mind, he has to stop what he is doing. He said that:

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one thing that surprised me and I also have a change of mind was that someone agreeing with the girlfriend to go to a hotel for a night to have sex and then all of a sudden get into the place, the girl just say, “I am not in the mood.” It surprised me a lot because it shouldn’t take a day for you to decide on such issue. It would take about weeks or months for you to decide the venue, residence, and where, but all of a sudden you get into the room and she says I am not interested. I had a change of mind that we also have to get the concept to understand girls and their emotions. So, I had a change of mind on that (Focus Group Eight).

During the fifth session, the boys watched a video on the United Nation’s He4She initiative. This initiative was developed by the UN Women section of the United Nations and works to encourage all people to take part in standing up against gender inequality. It works to implement relevant and local solutions to issues relating to gender (UN Women, 2018). Going further, after watching a video on the United Nation’s He4She initiative, one boy said that “before we can relate girls in a good way or proper way, we have to put ourselves in their shoes or try to be them before we can understand their emotions and feelings before we can help them” (Focus Group Eight).

To further understand why this change was happening, I asked the boys about their view on the current Facilitator of the program. I asked them this in the last round of focus groups, seven and eight. One boy explained that the Facilitator made sure the boys understood the discussions, he said “I accepted him. You see he is lively and he is very sociable and he, whenever he is giving information, he gives it so you understand it” (Focus Group Seven). A second boy liked that the Facilitator allowed for them to give their own view points on the topic before explaining what is changing within society. He said that:

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“he lets us give our views about what is going on, then he also brings what is now accepted. It’s like saying what women can do men cannot do. That was our belief, but then he gave us some points then we all debated about and after that we all accepted that yeah, it’s supposed to be this so that’s the way” (Focus Group Seven).

The boys also viewed him as a leader and an expert in the field. They said the Facilitator allowed each of them to contribute ideas and then he encouraged them to do that right thing. Two boys said that:

“to me, what he was talking to us about, I feel like he is an expert person in that area, he really knows what he is talking about. I really like the way, maybe this is a club, but I can say that I really like the way he teaches us” (Focus Group Seven).

“I see him to be a democratic leader because whenever there was an issue being raised, he wants your view about that. He doesn’t want only himself to discuss that, he always wants a view. Like in terms of a situation whereby two heads must come together to solve that, he always does that and after that, he will take all the views into consideration or he would take them into account. Always what the majority would agree is what he take into consideration. Always wants everybody to contribute in any issue, always want the views of others, and not trump on the rights of the people, and always encourage us to do the right thing” (Focus Group Eight).

Conclusion: The Boys for Positive Change program clearly shows a change in self-reported attitudes toward gender equality. The different ways of collecting data, focus groups, key informant interviews, observations, and surveys all report the same findings that there has been at least some change among participants. To begin, it is clear that the views the boys had on

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topics such as gender roles, decision making, and more came from what they had seen growing up. This aligns with Social Learning Theory that people base their attitudes and views on what they have observed or seen during their upbringing. However, these views can evolve with new observations, knowledge, and learning. Through this program, the boys were able to have discussions amongst themselves regarding what they believed about topics. Since some of the boys had grown up with more traditional views and others with more open-minded views toward gender equality, the boys were able to debate the topics and come to a conclusion on their own regarding the discussion. The data shows that when these boys have the new knowledge they are willing to learn and engage in the topic which can potentially lead to changing their opinions. If more boys in Ghana learn about their role in gender equality, attitudes among society would have more of a chance at changing.

To understand why this change in attitudes was happening, I asked questions regarding their view on the current Facilitator. This is in line with the Yale Attitude Change approach because the Facilitator can have an impact in regards to how the message is accepted. The acceptance of a topic is the considered third process in this approach. The Yale Attitude Change approach explained that four variables influence the acceptance of an argument. They are the source, communication, audience, and audience reaction. This particular sub-question, which examines the evidence of the effectiveness of the program, also looked at the source and communication of the information. In the last round of focus groups, the participants expressed that they viewed the Facilitator as an expert in the field and therefore, they were more likely to accept his message. For communication, the Facilitator allowed the boys to discuss both sides of the argument. This allowed the boys to see both sides of the argument and come to their own conclusion, making them more likely to be persuaded since it was not a one-side argument. Also,

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I believe prior attitudes played a role in the acceptance of the message. Boys who already had progressive views toward gender equality, were more likely to accept the topic on sexual harassment and violence. Selection bias could also play a role because the boys voluntarily signed up for the program, and therefore, may have already wanted to be involved in changing these views. Overall, there is plenty of evidence suggesting a change in attitudes of the participants of Boys for Positive Change toward gender equality.

Sub-Question three: How are the boys engaging with the program during sessions?

Findings: Upon reviewing the curriculum, I could see that the program tries to engage boys in the topics and sessions. Each session has its own objectives and includes energizers, activities, and discussions. An example of any activity is from session three on Gender Roles which has the Facilitator draw a figure of a man and woman on the board. The boys are then given pieces of paper on them with terms such as “teacher,” “vagina,” or “cooking.” The boys must then tape the terms under which gender they believe it belongs too. The Facilitator then uses this exercise to begin a discussion on gender roles and stereotypes (Exponential Education, 2016).

The data collected during participant observations show that in all sessions the students were paying attention to the Facilitator and attentively listening. They were making eye contact with the facilitator, nodding, and taking notes, any time the boys may not have understood something in English, the Facilitator would switch to Twi (the native language for most of the boys, but not all). If the students did not know how to answer a question in English, they could speak in Twi. During one session in particular, session six the boys worked in groups to come up with a role play activity. Two of the groups did their role play in Twi because it was more

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comfortable for them. Having active sessions allows for the boys to be more engaged in the topic which can help them to think critically about that topic.

Data from participant observations also demonstrated that all students engaged in the activities, whether it was a discussion, game, energizer, or debate. During all of the sessions, I saw the boys taking notes, nodding their heads, and asking questions. One specific session that was extremely lively was session four which was a debate on the proverb “what a man can do, a woman can do better.” The boys were told to come to the session to be prepared to debate the topic and why they chose the side they did. There were 21 boys at this session and they each took a side. The boys then began to debate the topic. At the end of the session some of the boys had changed their opinions after listening to their peers. This debate and other discussions allowed the boys to hear the opinions of their peers and the Facilitator. The Program Facilitator, who facilitated three different boys’ programs during the 2016-2017 school year and still fills in as needed, agrees that the boys usually participate in discussions. He said that:

I think since the topics...the activities we have been doing involves speaking, talking, and like coming up with how you feel and we mostly, what really matters is trying to build a safe space for the boys because this a program that makes you talk, makes you talk about, like, things like emotional things, and like things within your family and stuff. So, if you don’t feel safe at the place you are doing this, obviously you wouldn’t talk so we make them feel that they are at a very safe to speak and this ends up for everyone, I would say almost everyone end up talking because they all obviously have something to say about what we deal about so they all speak out and the activities are also fun to them

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for how they behave, so obviously they enjoy with them and they participate fully in them (Interview).

While the Program Manager wanted to keep the safe space for the boys to speak openly and she purposely only attended a few programs because she could not attend all, she agreed with the Facilitator and said that any time she was able to attend a program she could tell that the boys were

excited to be there, that they had a lot of questions, and they were interested... they brought up things that they were, that they didn't know about or deep-seated beliefs that they've always held on to. And all of the sessions that I have been to have had lively discussions. I have never felt that the boys seemed shy, they always definitely felt that it was created as a space for them to discuss what is on their minds, and I can see it definitely has been that for them (Interview).

Since the program was for only one term, the boys have been hoping to continue into the next term. While I did not do any research on the school that was involved with BPC during Term 1 (Fall 2017), the boys from that school have decided to stay engaged. Through conversations with the current Director of Operations, the boys that were a part of the research decided to do a service project at their school in July 2018. They continue to meet on their own with the incoming Program Manager going once every couple weeks to do check-ins to see how their meeting went and assist in coordinating a project that they decided upon (Meetings, 2018).

Conclusion: Through the different methods of data collection, it is easy to see that the program is actively engaging the boys in the sessions. The Yale Attitude Approach lists four processes at changing attitudes. The first process is attention and the second process is

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comprehension. Attention involves getting the audience to listen to the topic and having them pay attention. Through my observations and attendance of the sessions, it is clear that the boys are actively paying attention and engaging in the topic. They are nodding when the Facilitator is speaking, they take notes, and they ask questions. This means that Exponential Education is achieving the first process of attention within the program which is the first step in changing the attitudes of the participants. The Facilitator would switch between English and Twi to make sure the boys understood the topic, and the fact that they were asking questions about the topics, means that BPC also achieved the second process of persuasion: comprehension. The boys were able to understand the different topics which may allow them to teach others the topics in the future.

Sub-Question four: How has the Boys for Positive Change program given the boys skills to commit to social change?

Findings: From my original curriculum review, it seems that the last session (number nine) tries to incorporate leadership. However, there is not in-depth instruction for this session, it is only listed in the curriculum overview found in Appendix B. This session lists that it is supposed to give the participants “confidence to feel empowered to make a difference” (Exponential Education, 2016, p. 7). Also, it is rare for the program to have enough time to make it to the ninth session. This was especially pertinent this term, as EXPO struggled to even have seven sessions. I personally did not observe a leadership aspect being taught within the sessions that I attended and observed. The past Facilitator agreed with preliminary analyses on the absence of leadership skills being taught in the lessons by saying that in the program they

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talk about leadership, leadership, leadership, but ...I can't really say that we teach them how to make the change, but we teach them a lot. We make them know about the stuff we want them to change, but I don't think we really go into it telling them if you go this way or that then change can happen. At the last period we do talk about those, but I don't know if that is enough. I think last for the last 2 weeks before the program ends... we talk about how to make changes and then we make them write the essays, but I don't know if that is enough for them to make those changes or not (Interview).

During the focus groups seven and eight, I asked the boys if they would continue to use the skills they gained, however one boy explained that:

we didn't teach much on the leadership, so I have to make some more research on how to become a good leader in my society and ...sometimes I have to ask some things from the leaders in my society and all around me wherever I go so that they should know what is good for a leader to do and what is not good for a leader to do in the society (Focus Group Seven).

However, even without getting concrete leadership skills, some of the boys stated that they had started to teach other about what they had learned. One participant explained that:

we were discussing a topic and we said a man should not be violent to a woman and that when I went to the dormitory there was such a debate and a boy was saying that if you go outside and a girl insults him, right there he would slap the girl or even beat the girl and I told him, "no, you cannot slap that girl because you have to approach her and ask her what you have done, so maybe the girl was very angry or her emotion is very high or someone has done something to him (sic), that is why she did that, so maybe you have to

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take time for about, let's say 30 minutes, when the girl go and sit down and he regrets, maybe she will come to you herself and come and beg you or later on, you approach the girl and ask her why, what you did that she did that to you before you can take any action" and when I told the boy, he understand, and later he told me that when he went to the girl told him that this and this that he did that's why he insulted him but the girl even said sorry to the boy (Focus Group Eight).

Conclusions: With the current design of the program, the boys are not receiving concrete skills on leadership and how to move forward with this information in enacting social change in their communities. I believe that if the boys were able to get more leadership skills they may be able to go into their communities and teach others about gender equality in the next phase of the program. The boys also want to learn more, they want to gain leadership skills, so they can go out and help change the opinions of others. However, even with the limited leadership skills that may be taught throughout the program, it is clear that the boys are talking with their peers about the topics they are discussing. There are boys who feel comfortable already to talk with others and maybe those who would prefer more discussion on how to be a leader and more activities where they have the support to be leaders.

Sub-Question Five: What are some recommendations that might enhance the program?

Findings: Besides my initial recommendations based on a document review of the program, the boys and key informants all provided recommendations to enhance the program. Through my initial document review, I realized the curriculum was well developed based on the literature (toolkits and reports by Promundo, MenEngage, and Sonke Gender Justice) I reviewed for this study. There were little improvements needed on this. However, I would recommend

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expanding the program in order to engage the boys and help them develop leadership skills. Since I worked closely on EXPO's Girls LEAP which is separated into three terms over the school year, I knew their model worked well with implementing the curriculum during term one (September to December), doing a mentorship program where five to seven girls are chosen to mentor girls at a local junior high school, during term two (January to April) and then during term three (May to July), the girls develop, plan, and execute a community service project based on an agreed upon chosen topic. I believe that recommending this model where the students learn the curriculum, mentor others, and then complete a community service project, to the BPC program could allow the program to make more of an impact at changing attitudes and behaviors toward gender equality, along with teaching others in the community about these issues.

My observations of the program reiterate my previous recommendations of expanding the program. However, my observations also show that sessions were often rushed, and they could not finish the activities in each session. The facilitator would have to choose which activities he thought would be best for that day. Also, we could not go past session seven of the curriculum. While, session seven is the new topic, failing to do session eight and nine about moving forward leaves the participants without a concrete way of moving forward and a way of concluding the program. Therefore, I would recommend potentially having a scaled down curriculum to go along-side the full curriculum if there is a little time to hold the program after school. However, for this issue I also recommend an expansion of the program to one-year where the second term could go over any topics that were not covered in the first term. This would allow for the whole curriculum to be covered while also moving forward to mentoring and a community service project.

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Key informants expressed similar views on recommendations for the program. The Program Manager said that:

there needs to be more of a chance for the boys to share what they learned, whether that is through mentorship or a community service project or even working with the girls, cause ultimately the plan is in the future, men and women will be leaders equally and so um, yeah if there is even a way that they could somehow work together on a service project, maybe they have the same idea for a service project and they do different components, that's a way, I think definitely first, the boys need to apply what they learn and secondly it needs to somehow be integrated with the girls (Interview)

The Program Associate also agreed with these recommendations as she was aware of my new proposal for the program. However, she also stated that she felt like:

we needed to place more attention on the lesson of sexual violence, sexual abuses. We only got to do one session and...I could notice that by the end they were still not fully grasping what is considered sexual abuse and what isn't, and I get it that it's probably one of the hardest things out of the topics we talk about (Interview).

Another potential improvement that the Program Associate thought of was to “perhaps maybe throwing in one or two speakers” (Interview). These speakers would speak on gender equality or how they work with women. This would allow the boys to have someone to look up to. The Facilitator also expressed the need to go into schools and have the high school students talk with younger boys. He said that “if we really want effective change we can start from them telling their peers and the young ones mostly because when someone is really small, that is when they pick things fast” (Interview).

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During Focus Groups seven and eight, I asked the participants if there were any improvements they had to make the program better. One participant expressed that for him:

how to make BPC better is when we come here, we discuss about things that as a leader you must exhibit, so in order for you to make this program successful, you must also, let me say, make sure you know this is the right thing and then when they come here they will be taught these things, so they will be interested in coming and also they will practice it. Not only coming here and sitting here and sitting here and hearing it but not (sic) practice. When you come here, and you listen, and you don't go and practice it, there is no use for you to come here so you have to go and also give to those who did not here in order to improve the opinions and the mindset of the people (Focus Group seven)

Another boy expressed similar thoughts by saying that:

ok, mine is like you see as we have our normal sessions, let's say for about 2 weeks we meet for sessions, then the following week we can go out and try to educate others on it, not like as we are doing now, after the term, after you finish, then maybe we will have a project or something, but doing the sessions, and just take that to do that so help others outside who are not in the group (Focus Group seven).

Conclusions: Based on these findings, I see that each key informant and program participant would recommend improvements to the program. The findings show that all believe the participants would benefit more during a one-year program than the current one term or three-month long program. Participants and key informants agree with my observations and document reviews that by engaging in a mentorship portion or something where they could teach others about what they learned would improve the program. Key informants agree that if

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possible, following the Girls LEAP model, would be beneficial to the program and the boys wants to participant in activities like that. The program could also improve by having key speakers and community service projects. The expansion of the program could also allow more time on sessions, such as the sexual harassment lesson where the Program Associate believes the boys may need more time to process the topic. By allowing the curriculum to go into term two, the topics would not be rushed and therefore, the boys would have more time to process, discuss with others, and ask questions. Also, by moving to three terms which include mentorship and a community service project would make the program gender-transformative.

Overall results:

The findings and conclusions from this study clearly indicate that there is an attitude change among some participants in the program. Unfortunately, there has been little way to document a behavior change among participants as Expo does not monitor the participants after the program ends. The program currently stands as following a gender-sensitive framework which lands in the middle between the gender-neutral and gender transformative. Again, gender sensitive programs “recognize the specific needs and realities of men and women based on the social construction of gender roles, but do not necessarily seek to change or influence gender roles and relations” (UNFPA & Promundo, 2010, p.14). While using a gender-sensitive framework clearly can change some opinions and attitudes toward gender equality as displayed in the data that I collected, moving toward a gender-transformative framework will have more of an impact. Overall, the way the boys currently view gender and the way they feel toward gender norms and roles is learned socially.

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The findings indicate that the current views and behaviors that participants had toward gender equality is based upon what they learned and experienced as they were growing up. The views of the boys before the program were based upon their culture, their family dynamics, and what they have observed in society. This conclusion goes along with Social Learning theory since these behaviors were learned (Bandura, 1971) However, the theory also explains that people can grow with new knowledge, observations, and learnings. Once the participants of the program started to learn new concepts on the topic of gender equality, they were starting to make their own conclusions and were able to reflect upon their current views and decide for themselves what they now believe.

Examining further into why this change was happening, the Yale Attitude Change approach provides concrete processes that show the likelihood of why someone would be persuaded to change their views. As stated before, these four processes include attention, comprehension, acceptance and retention (Zimbardo, 1977). For the process of attention, it was clear the boys were paying attention to the arguments presented. As shown in the results, the boys were often nodding, taking notes, and asking questions. For the second process of comprehension, the Facilitator would switch back and forth between English and Twi, making it easier to understand for boys who were having trouble in English. The third process involves acceptance which also has its own variables of source, communication, audience, and audience reactions. For the source, the boys saw the Facilitator of the program as credible and an expert. They looked up to him as a leader and therefore, were more likely to accept the arguments. For the communication aspect, since the program allowed for the boys to debate the topics and they received a two-sided message, they did not feel like someone was making them believe one way. They could understand both sides and make their own decision based on what was being

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presented to them. Prior knowledge can also play a role in the acceptance of the argument and many boys have some sort of previous knowledge of the topics. However, the one topic that the boys had the least knowledge of, gender-based and sexual violence, was one where some of the boys had a harder time accepting, but in the end at least five out of the 15 of the boys who took the endline survey and completed the last round of focus groups did. While this number may be small it is significant because this topic was one of the hardest for the boys to comprehend and was only discussed in one session and therefore, having just a few change their attitudes shows that if potentially the program continued, maybe more would gain further understanding and be willing to change their attitudes as well. The fourth process of retention is one that cannot yet be measured. However, the endline surveys were given to the boys three weeks after the program ended and they still expressed significant changes in their attitudes and views. Therefore, I would say that there has been retention in the short-term, but more data would need to be collected later on. Overall, Boys for Positive Change has been effective at changing or at least starting to change the attitudes and behaviors of the boys toward gender equality.

Recommendations

In conclusion, the Boys for Positive Change Program is effective at beginning to change attitudes toward gender equality, but I believe that the program could go further. Based upon the literature of program approaches and the conclusion that Boys for Positive Change incorporates a gender-sensitive approach, I believe that Expo could make more of an impact with the boys if they used a gender transformative approach. I think Exponential Education is doing a wonderful job engaging the boys in the program sessions. However, a critical review of the sessions could be made in order to ensure there is time for all activities or a cut-down curriculum may be

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needed for certain sessions, while other sessions such as Gender and Sexual-based violence could be expanded. I would also recommend that Exponential Education collect data on the participants in the program after it has ended to understand the retention of attitude changes. If Exponential Education is able to expand the program, I also recommend working on doing more with leadership in the programs. As the data shows, the participants did not feel that they received much on leadership skills. I would recommend expanding to a one-year program where the boys could participant in a mentoring program and a service learning project. This was a recommendation from all key informants and the participants as well. The boys are engaged and want to continue the program. However, at changing attitudes, Boys for Positive can help promote gender equality.

Overall Conclusion

With little scholarly research in the field regarding engaging boys and men in programming promoting gender equality, the findings and conclusions from this study can help to provide evidence of the effectiveness of the program, not only for Exponential Education, but for other NGOs in the field who are looking to begin similar programs. Exponential Education's Boys for Positive Change program has effectively changed some of the opinions of many of the boys, but I believe that expanding the program into a gender-transformative program would be more effective. It was truly amazing to watch the boys change their opinions over the course of the research. This program could be used by other NGOs in the future and/or be added as a component to other programs that work on gender equality. Programs similar to this one are needed and should continue to receive funding. It seems that having a program that engages men and boys in gender equality that accompanies female empowerment programs, can in fact,

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change society. This study can serve as a basis in the field of the engagement of men and boys with gender equality. It provides a solid foundation on how attitudes are changing and why. This program is effective at changing attitudes toward gender equality and other organizations could help change attitudes toward gender equality if they ran similar programs.

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Appendix A: Map of Ghana



<https://www.worldatlas.com/webimage/countrys/africa/gh.htm>

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Appendix B: Overview of Exponential Education’s Boys for Positive Change Curriculum

Lesson #	Topic	Objectives of the lesson
1	Setting the Foundation <ul style="list-style-type: none"> ▪ Welcome and introductions ▪ Goals for the club ▪ Setting ground rules ▪ Ice-breakers ▪ Team work games 	<ul style="list-style-type: none"> ▪ Set ground rules from the beginning about sharing personal information, confidentiality, etc. ▪ Create obtainable goals and objectives for the club ▪ Get to know each other and feel comfortable around one another ▪ Create trust and learn to be team players
2	Dealing With Our Feelings <ul style="list-style-type: none"> ▪ Knowing Me, Knowing You Game ▪ How to deal with our feelings ▪ Expressing my emotions ▪ Drawing pictures to express how we feel 	<ul style="list-style-type: none"> ▪ To understand what it is like to listen to other people and that to make strong relationships it’s important to communicate about our thoughts and feelings ▪ To help participants recognize and understand their own difficult feelings. To help participants know that everyone has difficult feelings and feels bad sometimes. It’s normal. ▪ To introduce a method for planning positive actions to take when you feel bad. ▪ Reflect on how gender norms influence the ways women and men express themselves. ▪ For participants to learn a constructive and simple method to manage themselves when dealing with difficult feelings.
3	Gender and Gender Stereotyping in Society 1.0 <ul style="list-style-type: none"> ▪ Drawings of what a boy/girl is ▪ Gender roles ▪ Ideas into Action Homework 	<ul style="list-style-type: none"> ▪ Learn the difference between sex and gender. ▪ To develop a better understanding of the enjoyable and difficult aspects of being male or female. ▪ To recognize the benefits and costs of gender norms, and the role society plays in the development of our masculinity/femininity. ▪ To begin thinking of ways to promote positive change, by writing down one thing that he can do in his family, community or religion to challenge and change the way that young boys are brought up.
4	Gender 2.0 <ul style="list-style-type: none"> ▪ Messages from our childhood ▪ Agree Or Disagree? Gender Beliefs ▪ Privileges and Restrictions ▪ What does it mean to be a man? A woman? ▪ Ideas into Action Homework 	<ul style="list-style-type: none"> ▪ Increase understanding of how childhood messages influence our self-concept and personal development ▪ To encourage debate and critical thinking about common attitudes and beliefs related to gender inequalities and relationships between children and their parents ▪ Explore privileges and restrictions of being a man, and understand how this prevents attaining full human potential and creativity ▪ To discuss the discrimination and obstacles women and men face when they do not act according to cultural and social ▪ Prepare a plan for personal change at the individual and community level ▪ Observe men/boys and women/girls in your family and community and report on their behaviours.

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5	<p>Family & Relationships (#6, p 174)</p> <ul style="list-style-type: none"> ▪ What makes a family happy? ▪ How culture influences roles, relationships and communication inside the family ▪ Deciding what kind of roles, relationships and communication young people want to have in their own families now and in the future. ▪ Child raising & discipline 	<ul style="list-style-type: none"> ▪ Give participants a chance to share their own experiences as members of families. ▪ To increase understanding about what happens in family relationships; what goes well and why and what goes badly and why. ▪ To enable young people to consider how ideas about the gender roles of men and women, boys and girls as well as children and adults in families may differ. ▪ For participants to reflect on their own experiences of being raised and disciplined and to apply their ideas from this reflection to their future roles as parents and to consider what kinds of discipline they will use with their children.
6	<p>Masculinity & Violence</p> <ul style="list-style-type: none"> ▪ Violence Clothesline Activity ▪ Men’s violence is not natural – finding the roots ▪ A Call to Men: Tony Porter TED Talk ▪ Male Honor ▪ Domestic violence 	<ul style="list-style-type: none"> ▪ To identify the forms of violence that we perpetrate or that are committed against us or that surround us, from bullying and sexual harassment to rape. ▪ Identify and describe associations between masculinity and violence ▪ Discuss how male “honor” is associated with violence and how we can think of alternatives to violence when we feel insulted. ▪ To increase awareness of gender socialization, hegemonic masculinity, sexuality, power and violence. ▪ To understand the serious impacts of family violence on the victims – wives and children.
7	<p>Gender-Based Violence/Sexual Assault</p> <ul style="list-style-type: none"> ▪ Gender-Based Violence – What Is It? ▪ Sexual violence ▪ The difference between agreement & abuse ▪ Sexual abuse of boys ▪ Breaking the silence and getting help (program hmd) 	<ul style="list-style-type: none"> ▪ Understand violence based on gender and the impact of violence on women ▪ To discuss what sexual violence is, what conditions foster it, and how we can reduce or prevent it ▪ To demonstrate the range of situations and activities that are sexually abusive, and give participants an opportunity to reflect on, assess and make decisions about different kinds of sexual situations. ▪ Discuss how sexual abuse happens to boys as well
8	<p>Moving Away From Violence</p> <ul style="list-style-type: none"> ▪ What do I do when I’m angry activity 	<ul style="list-style-type: none"> ▪ To enable participants to recognize when they are angry and how to express their anger in a constructive and non-destructive way. ▪ To discuss how we use violence in our intimate relationships and envision and identify intimate relationships based on respect.

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	<ul style="list-style-type: none"> ▪ From violence to respect in intimate relationships ▪ Breaking the silence 	<ul style="list-style-type: none"> ▪ Reflect on what young man can do when they or someone they know are in an abusive relationship or victims of domestic violence
9	<p>Saying Goodbye/Action Plans</p> <ul style="list-style-type: none"> ▪ To encourage the participants to think of a joint project to draw attention to violence or reduce it in their community. ▪ Discuss plans for taking forward the learning from these sessions 	<ul style="list-style-type: none"> ▪ Work in small teams to write down ideas for community projects to promote peaceful coexistence and gender equality ▪ Give them the confidence to feel empowered to make a difference ▪ Encourage participants to share what they remember from the sessions ▪ Write commitments they would like to make to themselves, to the men in their lives and to the women, keeping in view the learning from the sessions

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Appendix C:**Sample Interview Questions for Focus Groups**

Semi-structured focus group guide for current participants

First round of focus groups

1. Growing up, what were your views on gender norms and gender equality?
 - a. Were you taught that men and women should act a certain way? What was it?
2. What are your current views on gender norms, ie, women staying home and caring for the children
3. Has anyone influenced the way you act toward women and girls? Who and why?
4. How do other men and boys around you act toward women and girls?
5. Why did you decide to join Boys for Positive Change?

Second round of focus groups:

1. Have any of these opinions about gender roles changed since joining Boys for Positive Change? How?
2. What are some of the lessons you are enjoying during the program?? Why?
3. What are some of the topics that you were not aware of before that were discussed in the program?
4. How is the Boys for Positive Change program adjusting your views on gender equality?
5. How do you feel about talking about some of these topics with your friends not in the program?

Third round of focus groups

1. How do you feel about using the skills learned in the program with your friends?

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2. How do you feel toward gender equality and educating girls now that you finished the program?
3. Do you think you will continue to use the skills you learned throughout Boys for Positive Change?
4. How would you enhance the program?
5. How do you think you would react now that you have finished the program, if you saw a person treating a woman or girl poorly?

To start for at least the first round of focus groups, I plan to include body mapping. The prompts

I will use for body mapping include:

Eyes: How have you seen men treat women in your life?

Ears: What do you hear regarding men and women's roles?

Mouth: How do boys your age talk to girls?

Main Body: How do you feel when a girl is being treated poorly?

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Appendix D:**Key Informant Sample of Semi-Structured Interview Questions**

1. What is your involvement with Boys for Positive Change?
2. How have you seen attitudes change toward gender equality over the course of the term?
3. Do you feel that Boys for Positive Change is addressing the needs of gender equality in Ghana? How?
4. How have the boys been engaging in the program?
5. How do you feel the boys are responding to the program? And sensitive topics?
6. What would you recommend changing or adding to the program?
7. Have you personally seen any changes to how some of these boys treat girls?

CHANGING ATTITUDES AND BEHAVIORS TOWARD GENDER EQUALITY

Appendix E:**Observation Guide**

(to be looked and filled out each session)

Name of session:

Date:

Name(s) of facilitator(s):

How many students are attending the session? _____

Further notes:

Are students paying attention to the facilitator and listening? _____ How?

Further notes:

Is the facilitator using English and Twi so students understand? _____

Further notes:

Is the message clear? _____

Further notes

Are students engaged in activities? _____

Further notes:

Do students seem to be agreeing or disagreeing with the topic? _____

Further notes:

Does the program focus on changing the structure of gender in society? _____ How? _____

CHANGING ATTITUDES AND BEHAVIORS TOWARD GENDER EQUALITY

Appendix F:**Baseline and Endline Survey used by Exponential Education****SHS BPC Participant Survey**

For the following questions, please mark an 'x' in the box that best fits your response:

1. There are times when a woman deserves to be beaten.

Agree	Somehow agree	Unsure	Somehow disagree	Disagree

2. I am confident that if I wanted to improve something about my community, I could.

Agree	Somehow agree	Unsure	Somehow disagree	Disagree

3. Physical strength is the most important characteristic for a man.

Agree	Somehow agree	Unsure	Somehow disagree	Disagree

4. I should never cry and should always be tough.

Agree	Somehow agree	Unsure	Somehow disagree	Disagree

5. I am afraid to express my feelings.

Agree	Somehow agree	Unsure	Somehow disagree	Disagree

6. If a woman dresses in a sexy dress she is giving permission for men to have sex with her.

Agree	Somehow agree	Unsure	Somehow disagree	Disagree

7. When a woman says 'no' to sex she really means 'maybe'.

Agree	Somehow agree	Unsure	Somehow disagree	Disagree

8. Rape is acceptable sometimes.

Agree	Somehow agree	Unsure	Somehow disagree	Disagree

CHANGING ATTITUDES AND BEHAVIORS TOWARD GENDER EQUALITY

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9. It is important for me to talk about my thoughts and feelings

Agree	Somehow agree	Unsure	Somehow disagree	Disagree

10. Changing diapers, giving a bath, and feeding kids is the mother's responsibility and not the father's.

Agree	Somehow agree	Unsure	Somehow disagree	Disagree

11. A woman's role is taking care of her home and family.

Agree	Somehow agree	Unsure	Somehow disagree	Disagree

12. I am comfortable sharing my opinions with a group.

Agree	Somehow agree	Unsure	Somehow disagree	Disagree

13. Daughters should have just the same chance to go to schools as sons.

Agree	Somehow agree	Unsure	Somehow disagree	Disagree

14. Men and women should share household chores.

Agree	Somehow agree	Unsure	Somehow disagree	Disagree

15. If someone insults a man, he should defend his reputation with violence if he has to.

Agree	Somehow agree	Unsure	Somehow disagree	Disagree

CHANGING ATTITUDES AND BEHAVIORS TOWARD GENDER EQUALITY

Appendix G:

CONSENT FORM for 18 years and Older, Observations & Focus Groups

Title: The Effectiveness of a Boys for Positive Change Program at changing Attitudes and Behaviors toward Gender Equality

Researcher Name: Bethany Grupp

My name is Bethany Grupp and I am a student with the SIT Graduate Institute. I would like to invite you to participate in a study I am conducting for partial fulfillment of my Masters. Your participation is voluntary. Please read the information below and ask questions about anything you do not understand, before deciding whether to participate. If you decide to participate, you will be asked to sign this form and you will be given a copy of this form.

PURPOSE OF THE STUDY

The purpose of this study is to learn about the experiences of boys who participate in Exponential Education's Boys for Positive Change program. I will be completing research of the program in relation to how effective the program is at changing the attitudes and behaviors of the boys toward gender equality.

STUDY PROCEDURES

I am asking if you will allow me to observe your participation in the program. I will be making observations at each session and nothing different is required of you. During this time, I will be taking detailed notes, but no information will reveal your identity. I am also asking if you are willing to participate in a focus groups three times throughout the program. The focus groups will take place at the school in an empty classroom. Focus groups will be audio recorded. Your participation will consist of answering questions related to your experience with Boys for Positive Change and will require approximately 45-60 minutes of your time.

POTENTIAL RISKS AND DISCOMFORTS

This study includes minimal risks to the participant. However, participants may feel uncomfortable or embarrassed answering certain questions, in which case they can choose to skip that question. A participant can choose to end the interview or skip questions at any time.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

This study will be extremely beneficial to the Non-Governmental Organization Exponential Education. It will help Exponential Education improve their programs and help to determine what is working in the program and what may not be.

PAYMENT/COMPENSATION FOR PARTICIPATION

Each participant will receive one sachet of water and biscuits as a snack for participating.

CONFIDENTIALITY

All information and data relating to participants will be kept in a password protected computer. Audio recordings will be deleted from my phone once the audio has been transferred onto the computer. I will not use individual names nor any other identifying information in any report

CHANGING ATTITUDES AND BEHAVIORS TOWARD GENDER EQUALITY

from this study. Where applicable, I will use fake names to protect your identity. I will keep all data for five years after the completion of my research for potential publication in an academic journal and presentations at conferences. The only potential risk for a breach in confidentiality can come from the focus groups. This breach in confidentiality is minimal as all participants have signed confidentiality agreements with Exponential Education and will be reminded of this before each session

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

“I have read the above and I understand its contents and I agree to participate in the study. I acknowledge that I am 18 years of age or older.”

Participant's signature _____ *Date* _____

Researcher's signature _____ *Date* _____

Consent to Quote from Interview

I may wish to quote from the interview either in presentations or articles resulting from this work. A pseudonym (fake name) will be used in order to protect your identity.

Initial one of the following to indicate your choice:

_____ (initial) I agree to have quotes used for presentations and articles.

_____ (initial) I do not agree to have quotes used for presentations and articles.

Consent to Audio-Record Interview

Initial one of the following to indicate your choice:

_____ (initial) I agree to have my interview audio recorded

_____ (Initial) I do not agree to have my interview recorded

Consent to take pictures for Academic Purpose

Initial one of the following to indicate your choice:

_____ (Initial) I agree to have my picture taken

_____ (Initial) I do not agree to have my picture taken

RESEARCHER'S CONTACT INFORMATION

If you have any questions or want to get more information about this study, please contact me at Bethany.grupp@mail.sit.edu or 0506437366 or my advisor Karla Sarr at Karla.Sarr@sit.edu

RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION

In an endeavor to uphold the ethical standards of all SIT proposals, this study has been reviewed and approved by the SIT Institutional Review Board. If you have questions, concerns, or complaints please contact the Institutional Review Board at:
School for International Training Institutional Review Board

CHANGING ATTITUDES AND BEHAVIORS TOWARD GENDER EQUALITY

1 Kipling Road, PO Box 676 Brattleboro, VT 05302-0676 USA
irb@sit.edu or 001 802-258-3132

Appendix H:

Minor Assent Form for Observations and Focus Groups

Title: The Effectiveness of a Boys for Positive Change Program at changing Attitudes and Behaviors toward Gender Equality

Researcher Name: Bethany Grupp

My name is Bethany Grupp and I am a master's student at SIT Graduate Institute in the USA. I am doing a study about Exponential Education's Boys for Positive Change program.

Why have you been asked to be part of this study?

I would like you to participate in a research study about your experience in the Boys for Positive Change Program. The purpose of the study is to better understand how effective the program is at changing attitudes and behaviors toward gender equality.

What will you be asked to do?

If you agree to be in this study, I am asking to observe you for the duration of the program at each session. This requires nothing different of you from your typical participation. I am also asking if you can participate in a group discussion to answer questions regarding your attitudes and behaviors before, during and after participating in the Boys for Positive Change program. Participation in each focus group should take about 45-60 minutes total.

Are there any potential risks or discomforts for you?

Besides the possibility of being uncomfortable or embarrassed answering some questions, there is no risk for you. You can decide not to participate or any questions at any time.

Your parents know about the study and have agreed that you can participate if you want to.

Are there benefits to being in this study?

Other than having a chance to share your opinion and partake in some refreshments, there is no other benefit for you.

Confidentiality

The records of this study will be kept strictly confidential. Research records will be kept on a password protected computer and a fake name will be used in the final report. For interview recordings, I will be the only one with access. The recordings will be used to produce transcription and I may draw quotes from these transcriptions. If I do so, I will use a fake name. No identifiable information will be included. The focus group poses a small risk for a breach in confidentiality from other participants. This breach in confidentiality is minimal as all participants have signed confidentiality agreements with Exponential Education and will be reminded of this before each session.

Right to Refuse or Withdraw

CHANGING ATTITUDES AND BEHAVIORS TOWARD GENDER EQUALITY

The decision to participate in this study is entirely up to you. You may refuse to take part in the study at any time. It will not affect your participation in the Boys for Positive Change program. You have the right not to answer any single question, as well as to withdraw completely from the interview at any point during the process; additionally, you have the right to request that the interviewer not use any of your interview material.

Who will see the information collected about you?

When I am finished with this study, I will write a report about what I learned. This report will not include your name or that you were in the study. I will give you a fake. I will develop a report for Exponential Education to help improve their programs. I also will write a thesis for my Master's program. I also may use the information for a presentation or publication in the future.

Please feel free to contact me or my advisor if you have any questions about the study.

Researcher: Bethany Grupp Bethany.grupp@mail.sit.edu

Advisor: Karla Sarr Karla.sarr@mail.sit.edu

RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION

In an endeavor to uphold the ethical standards of all SIT proposals, this study has been reviewed and approved by the SIT Institutional Review Board. If you have questions, concerns, or complaints about your rights as a research participant or the research in general and are unable to contact the researcher please contact the Institutional Review Board at:

School for International Training Institutional Review Board
1 Kipling Road, PO Box 676 Brattleboro, VT 05302-0676 USA
irb@sit.edu
802-258-3132

I understand what I will be asked to do in this study. I understand that I can stop participating at any time.

I want to take part in the study.

Signature of Minor _____ *Date* _____

Principal Investigator Signature _____ *Date* _____

Appendix I:**Parental Consent Form for Minors, Observations and Focus Groups**

Title: The Effectiveness of a Boys for Positive Change Program at changing Attitudes and Behaviors toward Gender Equality

Researcher: Bethany Grupp

Your child is being asked to take part in a research study. This form has important information about the reason for doing this study, what we will ask your child to do, and the way we would like to use information we collect.

Why are you doing this study?

Your child is being asked to participate in a research study about the effectiveness of the Boys for Positive Change program in changing attitudes and beliefs toward gender equality. The purpose of this study to examine how well Exponential Education is doing at changing attitudes and beliefs toward gender equality. I am conducting this study as part of my thesis for my master's degree.

What will my child be asked to do if my child is in this study?

I am asking if I can observe your child for the duration of the program. This requires nothing different of your child. I also would like to ask your child to participate in three group discussions. Each discussion should take about 45-60 minutes.

During these discussions, I would like to audio record your child as he answers questions to make sure that I remember accurately all the information. I will keep these recordings in a password protected computer and they will only be used by myself, Bethany Grupp. I will only audio record and take pictures of your child if you and your child give us permission. I am also asking permission to

What are the possible risks or discomforts to my child?

The only foreseeable risk that could come would be that your child may be uncomfortable with some of the questions and topics I will ask about. The questions relate to your child's understanding of the roles of women and men in Ghanaian society. If your child is uncomfortable, he is free to not answer or skip to the next question.

What are the possible benefits for my child or others?

Other than your child having a chance to share his opinion and partake in some refreshments, there is no other benefit for him.

How will you protect the information you collect about my child, and how will that information be shared?

I will be recording discussions on my phone and then transferring them to my computer as soon as I am finished. The recordings will only be used for transcription of the interview. The computer is password protected and I am the only who has access. In reporting from this study, I will be using fake names in order to protect the identity of your child. None of the information

CHANGING ATTITUDES AND BEHAVIORS TOWARD GENDER EQUALITY

will be identifiable in order to protect your child's identity. There is a small chance that the focus group could result in a breach in confidentiality by other students. This breach in confidentiality is minimal as all participants have signed confidentiality agreements with Exponential Education and will be reminded of this before each session.

Financial Information

Participation in this study will involve no cost to you or your child. Your child will not be paid for participating in this study.

What are my child's rights as a research participant?

Participation in this study is voluntary. Your child may withdraw from this study at any time -- you and your child will not be penalized in any way or lose any sort of benefits for deciding to stop participation.

If your child decides to withdraw from this study, I will ask if the information already collected from your child can be used.

Who can I contact if I have questions or concerns about this research study?

If you or your child have any questions, you may contact the Bethany Grupp, 0506437366, and Bethany.Grupp@mail.sit.edu or my advisor Karla Sarr at Karla.Sarr@sit.edu

If you have any questions about your child's rights as a participant in this research, you can contact the following office at the School for International Training:

School for International Training Institutional Review Board
1 Kipling Road, PO Box 676 Brattleboro,
VT 05302-0676 USA irb@sit.edu
802-258-3132

Parental Permission for Child's Participation in Research

I have read this form and the research study has been explained to me. I have been given the opportunity to ask questions and my questions have been answered. If I have additional questions, I have been told whom to contact. I give permission for my child to participate in the research study described above and will receive a copy of this Parental Permission form after I sign it.

Optional Study Elements

Consent to Quote from Interview

I may wish to quote from the interview with your child either in the presentations or articles resulting from this work. A fake name will be used in order to protect your child's identity.

Initial one of the following to indicate your choice:

_____ (initial) I agree to allow the researcher to quote my child with a fake name

_____ (initial) I do not agree to allow the researcher to quote my child with a fake name

Consent to Audio-Record Interview

CHANGING ATTITUDES AND BEHAVIORS TOWARD GENDER EQUALITY

Initial one of the following to indicate your choice:

_____ (initial) I agree to allow the interview to be audio recorded

_____ (initial) I do not agree to allow the interview to be audio recorded

Consent to take pictures for academic purposes:

Initial one of the following to indicate your choice:

_____ (initial) I agree to allow for pictures to be taken for academic purposes

_____ (initial) I do not agree to allow for pictures of be taken for academic purposes

Parent/Legal Guardian's Name (printed) _____

Parent/Legal Guardian's Signature _____ Date _____

Name of Person Obtaining Parental Permission _____ Date _____

If the guardian cannot read this assent form, the information will be presented orally in the appropriate language for understanding, English or Twi.

Oral Consent Received (check for yes): Date _____

Name of Person Obtaining Oral Assent: _____

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Appendix J:**CONSENT FORM for Key Informants**

Title: The Effectiveness of a Boys for Positive Change Program at changing Attitudes and Behaviors toward Gender Equality

Researcher Name: Bethany Grupp

My name is Bethany Grupp and I am a student with the SIT Graduate Institute. I would like to invite you to participate in a study I am conducting for partial fulfillment of my Masters. Your participation is voluntary. Please read the information below and ask questions about anything you do not understand, before deciding whether to participate. If you decide to participate, you will be asked to sign this form and you will be given a copy of this form.

PURPOSE OF THE STUDY

The purpose of this study is to learn about the experiences of boys who participate in Exponential Education's Boys for Positive Change program. I will be completing research of the program in relation to how effective the program is at changing the attitudes and behaviors of the boys toward gender equality.

STUDY PROCEDURES

I am asking if you will be willing to participate in one interview with me. The interview will last for approximately 60 minutes. Questions will be regarding your experience working with the Boys for Positive Change Program. I will be audio-recording the interview. Audio-recordings will be kept on a password protected computer.

POTENTIAL RISKS AND DISCOMFORTS

This study includes minimal risks to the participant. However, participants may feel uncomfortable or embarrassed answering certain questions, in which case they can choose to skip that question. A participant can choose to end the interview or skip questions at any time.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

This study will be extremely beneficial to the Non-Governmental Organization Exponential Education. It will help Exponential Education improve their programs and help to determine what is working in the program and what may not be.

PAYMENT/COMPENSATION FOR PARTICIPATION

Each participant will receive one bottle of soda and ice cream as a snack for participating.

CONFIDENTIALITY

All information and data relating to participants will be kept in a password protected computer. Audio recordings will be deleted from my phone once the audio has been transferred onto the computer. Due to your relationship with Exponential Education and that I will be sharing the results of the study with Exponential Education in hopes of contributing to improved programming, it will be possible to identify you and connect your name with your comments I am asking for your permission to use your job title in this study and its results.

CHANGING ATTITUDES AND BEHAVIORS TOWARD GENDER EQUALITY

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

“I have read the above and I understand its contents and I agree to participate in the study. I acknowledge that I am 18 years of age or older.”

Participant's signature _____ *Date* _____

Researcher's signature _____ *Date* _____

Consent to use Job Title in Study Results

Initial one of the following to indicate your choice:

_____ (initial) I agree that my title may be included within the study

_____ (initial) I do not agree that my title be included within the study. I understand that if I do not agree, the researcher will try to mask my identity but that this may not be fully possible.

Consent to Quote from Interview

I may wish to quote from the interview either in presentations or articles resulting from this work.

Initial one of the following to indicate your choice:

_____ (initial) I agree to have quotes used for presentations and articles.

_____ (initial) I do not agree to have quotes used for presentations and articles.

Consent to Audio-Record Interview

Initial one of the following to indicate your choice:

_____ (initial) I agree to have my interview audio recorded

_____ (Initial) I do not agree to have my interview recorded

Consent to take pictures for Academic Purpose

Initial one of the following to indicate your choice:

_____ (Initial) I agree to have my picture taken

_____ (Initial) I do not agree to have my picture taken

RESEARCHER'S CONTACT INFORMATION

If you have any questions or want to get more information about this study, please contact me at Bethany.grupp@mail.sit.edu or 0506437366 or my advisor Karla Sarr at Karla.Sarr@sit.edu

RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION

In an endeavor to uphold the ethical standards of all SIT proposals, this study has been reviewed and approved by the SIT Institutional Review Board. If you have questions, concerns, or complaints please contact the Institutional Review Board at:
School for International Training Institutional Review Board

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