



# ENGAGE INDIA

## IMPACT EVALUATION REPORT

2017



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Executive Summary



# Executive Summary

## Key Research Findings

### Background

The Girl Rising *Empowering Next Generations to Advance Girls' Education (ENGAGE)* project, funded by the USAID, aims to increase awareness of the importance of equitable access to education and to mobilize social action around girls' education initiatives in India, DRC and Nigeria. ENGAGE intends to demonstrate that high-quality media and storytelling, coupled with strong community interventions, can increase awareness of the importance of girls' education, spark individual and collective engagement, and lead to meaningful and lasting social change.

The impact evaluation was designed to measure the effectiveness of ENGAGE in mobilizing and engaging school-aged girls, boys, men and women to address barriers and social norms to quality education in India. To meet this objective, ENGAGE in partnership with Save the Children is implementing a robust outreach program in 40 villages in two states: Rajasthan (district Alwar) and Bihar (district Gaya). The ENGAGE/Save the Children program has provided a wide range of outreach activities and educational opportunities to over 3000 girls and 3000 boys, between the age of 6 and 18, 80 teachers and 8000 parents in 40 villages of the two districts in Bihar and Rajasthan.

## Executive Summary continued

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### Study Design

The impact evaluation of the ENGAGE India program was designed as a quasi-experimental study clustered by village. In such a design, half of the sample (the “intervention” group) was recruited from the pool of the 40 villages participating in the ENGAGE program, and the other half of the sample (the “control” group) was recruited from the villages in the same area, which match the villages in the intervention group in all respects (e.g., population size, population socio-economic status and other demographics) other than participation in the ENGAGE program.

The impact evaluation consisted of three phases: a baseline survey, a midline qualitative phase, and an endline survey.

The baseline study was conducted among a total sample of **500** households of children ages 8-18 in 60 villages in Rajasthan and Bihar. Thirty villages were randomly selected from the pool of 40 villages participating in the Save the Children ENGAGE program: 15 in the Alwar district of Rajasthan and 15 in the Gaya district of Bihar. These villages formed the intervention group. The control group was formed with 30 villages (15 per state) that matched the intervention villages on key demographic characteristics. In each village, we randomly recruited 8-9 households to participate in the study. Within each household, researchers interviewed one-on-one a parent and a child, for a total sample of **1,000** respondents.

By design, roughly three quarters of the caregivers interviewed were female, and one quarter was male. Virtually all adult respondents were parents: 74% mothers and 25% fathers. One in two caregivers were illiterate. Only 11% of caregivers had 10 or more years of schooling.

Following the baseline survey, Save the Children and its local partners began implementing the ENGAGE intervention in the selected villages in Rajasthan and Bihar.

The midline qualitative phase was conducted in the form of ten focus groups with mothers, fathers, girls, boys, and School Management Committee (SMC) members and twelve individual in-depth interviews with religious leaders, district and block officers, teachers, headmasters, and PRI officers. Approximately **112** individuals participated in these interviews, roughly 50% female and 50% male.

The endline survey was conducted with the same respondents who participated in the baseline survey after approximately one year of the intervention. The endline survey was conducted with a total sample of **410** households (393 parents and 399 children), representing an 85% retention rate between the baseline and endline surveys.

## Executive Summary continued

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Our data tested whether post-intervention outcomes were better among parents and children in the intervention villages than among those in the control villages.

### Key Findings: Parents

The impact evaluation was designed to measure the efficacy of the ENGAGE program in increasing parents' awareness of the benefits of education for girls and boys, in raising their aspirations for their children's education, and in motivating their actions in support of girls' education.

Among parents, the ENGAGE intervention has had a significant positive impact on both attitudinal and behavioral outcomes.

**Positive Impact on Aspirations for Girls' Education:** The ENGAGE program has had a significant positive impact on parents' desired years of education for their daughters. After exposure to the ENGAGE program, parents were significantly more likely to express a desire for their daughters to pursue post-secondary education. The proportion of caregivers who want their daughters to get post-secondary (beyond 12 years) education rose from 31% at pre-test to 50% at post-test in the intervention villages, as compared to a much smaller increase (from 31% to 40%) in control villages.

**Positive Impact on Behaviors:** The study indicates that while there was increase in proactive behaviors among all intervention groups, the change from the baseline to endline surveys was particularly pronounced in Bihar. Parents in the intervention condition in Bihar were significantly more likely than their counterparts in the control group to have engaged in conversations with family members, friends, neighbors or other community members about the value of education, and have discussed the importance of education for girls with their child.

**Positive Trend Towards Gender Equality Attitudes:** Parents were tested on their general attitudes towards gender equality in social, political and economic spheres. On the whole, respondents in both intervention and control villages expressed positive attitudes toward gender equality. While there were no significant differences between the two groups, we observed a trend towards more positive attitudes among the intervention group.

## Executive Summary continued

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### Key Findings: Children

The impact evaluation was designed to measure the effect of the ENGAGE intervention on children's understanding of the benefits of education, children's aspirations for higher levels of education, girls' self-efficacy and confidence in relation to education, and children's behaviors in support of girls' education.

The impact evaluation provides evidence of the efficacy of the program in meeting several of these outcomes.

**Positive Impact on Children's Understanding of the Benefits of Education:** Children in the intervention condition were significantly more likely than children in the control condition to recognize the importance of attending the school rather than doing chores at home or working for pay.

**Positive Impact on Aspirations for the Highest Level of Education:** Girls in the intervention villages expressed higher aspirations for the highest level of education they would like to achieve, with desired years of school increasing from 12.0 to 14.0 years as compared to a more modest increase from 12.1 to 13.6 years among girls in control villages.

**Positive Impact on Children's Confidence:** Children's confidence was measured with a series of questions asking them how capable they feel of overcoming challenges to getting their education, in making decisions about their education, and in setting goals for themselves. The results of the evaluation suggest that the ENGAGE intervention has significantly improved children's confidence in addressing education-related challenges and decisions. The impact is significant for both girls and boys in the intervention condition.

**Positive Impact on Children's Empowerment:** Children in the intervention condition were more likely than children in the control condition to feel more empowered to change things for the better in their school and in their community after the intervention.

**Positive Impact on Children's Participation in Decision-making:** Children were asked whether they have a say in decisions that affect their lives, such as their education, what they will do after completing their education, and when to get married. The evaluation provides evidence of the ENGAGE program impact on the children's reported participation in family decision-making regarding their education and their future, with the most dramatic increase in the levels of participation in decisions concerning their marriage.



## Executive Summary continued

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**Positive Impact on Children’s Behaviors in Support of Girls’ Education:** The study indicates that the exposure to the ENGAGE intervention has resulted in changes in children’s education-related behaviors. Specifically, children in the intervention villages were more likely to think about their future, to discuss with their parent what they want to do when they grow up, and to plan for their future. Children in the intervention group were also more likely seek out information about girls’ empowerment and to initiate conversations with family members about girls’ empowerment.

**Positive Impact on Children’s Attitudes toward Gender Roles:** Children’s attitudes toward gender roles were examined through a battery of statements about equal treatment of girls and boys in school, as well as more general items related to the opportunities that men and women should have in social, political, and economic spheres. Children in the intervention condition improved their attitudes with respect to some of these statements about equal rights for girls.

### Conclusions

The impact evaluation provides compelling evidence that the ENGAGE program in Bihar and Rajasthan has contributed to a shift in attitudes, awareness, aspirations, and behaviors with respect to girls’ education. The program has inspired a variety of concrete actions among community members, such as discussing the issue of girls’ education within families and with neighbors and members of community, the encouragement of daughters to pursue higher levels of education, seeking out more information about girls’ empowerment and girls’ planning for the future.

The program is credited by a number of community members with overturning their previous opinions about the value of girls’ education. There is a widely shared perception that change has occurred and that social norms have shifted – at least in terms of respondents’ own villages and districts. But there is also a perception that much effort is still called for.

Even where norms are changing, physical limitations continue to hinder progress. There are insufficient schools, classrooms, toilet and water facilities, teachers, safe means of transportation – all acting to limit girls’ education regardless of their desire or the newly won willingness of their parents.

Respondents who participated in the qualitative research were not shy about pointing out the shortcomings in their local schools, which indicates a potential willingness to speak out about such needs and to press for more schools, rooms, teachers, safety. For such campaigns to work, they will need not only to raise awareness, foster aspirations, and erode normative barriers; but will also need to inspire political action on the part of community members – to lobby government authorities for greater investment in their communities.

## Executive Summary continued

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Many community members appreciate and embrace the ENGAGE program. They believe that much of the change around girls' education that they see is directly attributable to campaigns carried out by ENGAGE and other organizations, and the results of the impact evaluation support this conclusion. We have the evidence of the program directly influencing behaviors, changing opinions, and motivating both girls and parents. A longer-term program would allow us to track whether these attitudinal and behavioral changes translate into higher school enrollment and retention rates and into girls' pursuit of higher levels of education.



Background  
and Objectives

# Background

The impetus to the evaluation

The Girl Rising *Empowering Next Generations to Advance Girls' Education (ENGAGE)* project, funded by the USAID, aims to increase awareness of the importance of equitable access to education and to mobilize social action around girls' education initiatives in India, DRC and Nigeria. The ENGAGE project combines the power of film with strategic communications, including digital media and advocacy, and strong community and stakeholder interventions that identify and address the barriers that inhibit girls' access to education.

The overarching goal of this public-private partnership is to address the social norms and barriers influencing girls' access to education. ENGAGE was designed to demonstrate that high-quality media and storytelling, deployed strategically with the appropriate tools and resources, will increase awareness of the importance of girls' education, spark individual and collective engagement, build stronger social movements, catalyze policy advancements, and as a result, create meaningful and lasting social change.

The project's three key objectives include:

**Objective 1:** Increase public attention, awareness, engagement and action around the importance of equitable, quality education for all and the need to eliminate gender disparity in education.

**Objective 2:** Mobilize and engage men, women, and school-aged youth through grassroots community initiatives to take action to address barriers and social norms impeding access to quality education for girls.

**Objective 3:** Motivate leaders, key stakeholders and other decision-makers to take concrete, positive action to eliminate barriers to girls' education.

In order to achieve the project's objectives, ENGAGE is collaborating with national media agencies and local NGO partners.

To meet objective 2 in India, Girl Rising in partnership with Save the Children has implemented a robust outreach program in 40 villages in two states: Rajasthan (district Alwar) and Bihar (district Gaya).

## Background continued

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Over the course of the program duration, the ENGAGE India program implemented a wide range of activities, including:

- Providing programmatic opportunities to over **3000** girls and **3000** boys, between the age of 6 and 18
- Reaching out to over **8000** parents in 40 villages to promote girls' education
- Training over **80** teachers in gender-sensitive educational practices
- Forming over **80** adolescent girls and boys groups to encourage girls' empowerment
- Conducting workshops with prominent religious and community leaders using Girl Rising tools to encourage them to advocate for girls' education and act as change agents
- Engaging mothers and older women through locally adapted Girl Rising media tools
- Conducting workshops with local folk artists on adapting traditional media tools
- Organizing enrollment drives through motivational camps for girls centered on the Girl Rising movement
- Building capacity of partner NGO staff, teachers, school management committee members and local community members on using Girl Rising tools
- Utilizing the Girl Rising curriculum to empower children to organize plays at schools focusing on issues affecting girls.

Save the Children selected the districts of Gaya in Bihar and Alwar in Rajasthan because of their high dropout rates in primary and upper primary school and a large gender gap in literacy rates and school enrollment.

# Research Objectives

The impetus to the research study

The impact evaluation was designed to measure the effectiveness of the Girl Rising/Save the Children ENGAGE program in Bihar and Rajasthan.

The impact evaluation plan was designed to evaluate the program's overall impact and effectiveness in meeting core goals, including:

- Measure the effect of ENGAGE on attitudes of parents and children towards girls' education
- Assess variations in impact based on key demographic variables, such as gender, age, socio-economic background, and location.



# Methodology

# Methodology

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The impact evaluation of the ENGAGE India program was designed as a **quasi-experimental** study clustered by village. In such a design, half of the sample (the “intervention” group) was recruited from the pool of the **40** villages participating in the ENGAGE program, and the other half of the sample (the “control” group) was recruited from the villages in the same area, which match the villages in the intervention group in all respects (e.g., population size, population socio-economic status and other demographics) other than participation in the ENGAGE program.

Because random assignment of villages to control or experimental condition was not feasible within the framework of the Save the Children intervention, the impact evaluation was based on the quasi-experimental design rather than a randomized control trial or an experimental design. Given the parameters of the intervention, the quasi-experimental design presented the most robust model for evaluating the impact of the ENGAGE program in India.

The baseline study was conducted among a total sample of **500** households of children ages 8-17 in **60** villages in Rajasthan and Bihar. Thirty villages were randomly selected from the pool of 40 villages participating in the Save the Children ENGAGE program: 15 in the Alwar district of Rajasthan and 15 in the Gaya district of Bihar. These villages formed the intervention group. The control group was formed with 30 villages (15 per state) that matched the intervention villages on key demographic characteristics.

Within each village, 8-9 households were randomly selected for participation in the impact evaluation study.

In the baseline survey, 500 households were randomly selected to participate in the survey.

- 250 households in Rajasthan and 250 households in Bihar
- 250 households in the intervention group and 250 households in the control group

Within each household, researchers interviewed one-on-one a parent and a child, for a total sample of **1,000** respondents (see Table 1). The recruitment quota included children’s age (8-18) and children’s and caregivers’ sex (roughly two thirds female and one third male).



## Methodology continued

**Table 1. Sample Size**

	<b>Rajasthan</b>	<b>Bihar</b>	<b>Total</b>
<b>Intervention Group</b>	15 villages 125 households (125 children; 125 parents) Total N=250	15 villages 125 households (125 children; 125 parents) Total N=250	30 villages 250 households (250 children; 250 parents) Total N=500
<b>Control Group</b>	15 villages 125 households (125 children; 125 parents) Total N=250	15 villages 125 households (125 children; 125 parents) Total N=250	30 villages 250 households (250 children; 250 parents) Total N=500
<b>Total</b>	<b>30 villages</b> <b>250</b> <b>households</b> <b>N=500</b>	<b>30 villages</b> <b>250</b> <b>households</b> <b>N=500</b>	<b>60 villages</b> <b>500</b> <b>households</b> <b>N=1,000</b>

## Methodology continued

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### Recruitment Protocol

The recruitment protocol utilized for the selection of households for participation in the baseline study employed an EPI-style random walk method:

In each village, the field supervisor selected a central location or point, such as a market, a temple, a health facility or the junction between two roads. The team of field data collectors was deployed from that location. The field supervisor also consulted a community member during the time of visit who introduced the field team to the families and helped them roughly map the community boundaries.

The field supervisor divided the locality into four sections and selected one-fourth of the total number of households required for the sample in that particular village from each quarter.

A quarter was randomly selected, and all the houses till the end of each quarter were counted. The starting point of the survey was randomly chosen and every 4th household was interviewed.

This method of selection of the households ensured that those far away from the village center, or those distant from a main road, had the same chance of being sampled.

### Training of the field team

The baseline study was conducted in close partnership with a local research organization, Outline India, based in Gurgaon. Outline India is highly experienced in conducting social impact studies on behalf of international NGOs, multinational institutions, and government organizations. Outline India collaborated with Fluent on translating research instruments, providing advice on optimal methods of data collection and recruitment of respondents, and conducting interviews in local languages. Outline India also assisted Fluent with interpretation of research findings during the data analysis phase.

As part of its protocol, Fluent conducted rigorous training of local researchers prior to the collection of baseline data. A senior professional from Fluent conducted a two-day training session with the Outline India field workers. Fluent developed a proprietary training manual for use in the training sessions of local interviewers.

## Methodology continued

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The training session consisted of four components:

- Review of the ENGAGE program, including a detailed discussion of the program's goals and objectives, the evaluation design, and outcome indicators
- Protocol of interviewing parents and children, including specific instructions on interviewing techniques for children
- The sampling plan and recruitment protocol
- A detailed, question-by-question review of the baseline survey questionnaire

During the training session, we further refined the questionnaire based on the feedback of interviewers.

### Survey Instrument

The survey instrument consisted of two parts: the parent/caregiver questionnaire and the child's questionnaire. Both instruments were closely aligned with the ENGAGE educational content, and focused on attitudes towards girls' education. The instrument included a combination of standardized/validated measures and proprietary measures developed specifically for this study. Each interview took approximately 1 hour to complete: 30 minutes with a parent and 30 minutes with a child. All interviews were conducted one-on-one with each respondent in their native language with both a parent and a child.

To check the wording, comprehension, and ease of use of the questions, we pilot-tested two preliminary versions of the questionnaire. The first pilot test was conducted with a small group of parents and children in Gurgaon. The questionnaire was revised based on the results of this pilot test.

Following the training of interviewers, we conducted the second pilot test of the survey instrument with a larger sample of respondents (both parents and children) in a village in Alwar, Rajasthan. After the pilot test, we debriefed the interviewers and further refined the instrument based on their feedback and suggestions. We also analyzed the preliminary data in order to identify items that were at ceiling in the pilot test and, therefore, offered no room for improvement between the baseline and endline surveys.

## Methodology continued

The final version of the questionnaires consisted of the following measures:

- Attitudes towards gender equality in social, economic and political spheres
- Attitudes towards gender equality in education
- Perceptions of the importance of secondary education for boys and girls
- Aspirations for children's education
- Perceived confidence and self-efficacy among children
- Behaviors in support of girls' education.

### Data Collection

The baseline survey was conducted in August 2015, shortly before the *Girl Rising* film was broadcast on national TV. The timing of the baseline survey allowed us to collect data before respondents' exposure to the *Girl Rising* messaging. A total of **500** households participated in the baseline study, with the sample equally split between the control and intervention groups in Rajasthan and Bihar. Within each household, we interviewed a parent and a child for a total sample of **1,000** respondents.

The intervention, implemented by Save the Children and its local partners, took place from September 2015 through November 2016.

We conducted a midline phase of the evaluation in the form of qualitative research with parents, children, educators, and community leaders in the villages of Neweda and Rasvada, in Alwar District, Rajasthan, and the villages of Bara and Euguna, in Gaya District, Bihar. This phase of research was conducted in July 2016.

- Ten focus group interviews were held with mothers, fathers, girls, boys, and School Management Committee (SMC) members.
- Twelve individual in-depth interviews were conducted with religious leaders, district and block officers, teachers, headmasters, and PRI officers.

Approximately 112 individuals participated in these interviews, roughly 50% female and 50% male.

## Methodology continued

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The endline survey was conducted in November 2016, roughly after a year of the ENGAGE intervention. The endline survey was conducted with the same households that were surveyed in the baseline survey. The research team made several attempts to reach parents and children from the same households as at baseline. The endline survey was conducted with a total sample of **410** households (393 parents and 399 children), representing an 85% retention rate between the baseline and endline surveys.

# Phases of Evaluation

The impact evaluation consisted of qualitative and quantitative methodologies



# Data Analysis

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Our primary analyses tested whether post-intervention outcomes were better among parents and children in the intervention villages than among those in the control villages. These analyses used mixed models to predict post-intervention outcomes from condition (intervention vs. control), province (Rajasthan vs. Bihar), condition x province, and when applicable, child gender, and child gender x condition. All analyses also controlled for baseline scores. All of these prior effects were fixed effects. To control for clustering (people living in the same village tend to have similar outcomes), village was included in the model as a random effect.

Secondary analyses, conducted only within the intervention condition, tested whether parents' and children's degree of improvement from pre-test to post-test was associated with their level of exposure to program components. This helps identify which program components may contribute to producing observed changes in outcomes. These mixed model analyses predicted post-test outcomes from indicators of post-test report of exposure to program components (viewing *Girl Rising*, exposure to other media supporting girls' education, attending community organization events, and receiving conversations from others about girls' education), while controlling for baseline scores on the outcome. Because exposure to program components is non-random (some parents or children may be more inclined than others to engage with such stimuli), we also controlled for their pre-test report of exposure to media, community events, and conversations about girls' education. These analyses again controlled for clustering by including village as a random effect.

# Data Presentation

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In analyzing the data from this study, we have applied a rigorous standard for determining the statistical significance of evidence for positive impact of the intervention. Statistical significance is indicated throughout this report, and p-values (probability values) reported, using the following parameters:

**Strong Statistical Significance:** p-values of .05 or lower, indicating with 95%+ confidence that the observed difference between two groups (experimental and control groups) are “real differences.” This is the standard used throughout most of the academic community.

**Borderline Statistical Significance:** p-values of .05 to .10, indicating with 90% confidence that the observed differences between two groups are “real” differences. This is a strong suggestion of significance, but is less definitive.

**Non-Significance:** p-values of greater than .10 are not considered statistically significant. However, the findings may be worth noting and indicate potential impact when we either see ‘almost significant values’ (those just past our threshold) or trends across multiple measures. In a larger-scale study such findings could potentially be significant.

All findings presented in the report are based on the data that meet statistical significance levels described above. We specify which objectives did not result in significant impact on the intervention group in the body of the report, with specific data on non-significant results presented in the Appendix A.





Sample  
Description

# Characteristics of Study Participants

## Sample Description

A total of **500** households participated in the baseline study, with the sample equally split between the control and intervention groups in Rajasthan and Bihar. Within each household, we interviewed a parent and a child for a total sample of **1,000** respondents.

By design, roughly three quarters of the parents/caregivers interviewed were female, and one quarter were male. Virtually all adult respondents were parents: 74% mothers and 25% fathers.

The children's sample in the baseline survey consisted of boys and girls ages 8 to 17. By design, three quarters of the children selected to be interviewed were female, and one quarter were male.

Roughly one third of participating children in the baseline survey were in the 8-12 age group, and the remaining two-thirds were aged 13 to 17.

The endline survey was conducted with parents and/or children in a total of **410** households (393 parents and 399 children). Thus, 85% of the original households, 80% of the parents, and 81% of the children were retained between the baseline and endline surveys. An 80% retention rate introduces minimal non-response bias, so we were able to analyze results from the completed surveys without needing to impute missing data for non-respondents.

	Total	Rajasthan Control	Rajasthan Intervention	Bihar Control	Bihar Intervention
(n)	(410)	(95)	(95)	(111)	(110)
<b>Child's Gender</b>					
Male	27%	43%	32%	16%	19%
Female	73%	57%	68%	84%	81%
<b>Child's Age at Endline</b>					
9	3%	5%	6%	1%	2%
10	7%	8%	12%	2%	6%
11	6%	6%	15%	3%	3%
12	10%	8%	7%	13%	9%
13	12%	15%	14%	8%	13%
14	14%	11%	13%	17%	15%
15	16%	15%	10%	20%	18%
16	16%	9%	12%	21%	19%
17	11%	14%	3%	12%	12%
18	5%	6%	7%	3%	3%
<b>Caregiver's Relationship to Child</b>					
Mother	73%	63%	76%	78%	76%
Father	25%	35%	22%	22%	24%
Grandmother	< 1%	1%	0%	1%	0%
Grandfather	< 1%	0%	1%	0%	0%
Aunt	< 1%	1%	0%	0%	0%
Other	< 1%	0%	1%	0%	0%
<b>Caregiver's Education</b>					
Illiterate	48%	52%	56%	48%	36%
< 5 years	19%	25%	13%	17%	21%
5 to 9 years	22%	14%	25%	23%	24%
10 to 11	7%	5%	3%	7%	12%
12 or more	5%	3%	3%	5%	7%
<b>Religion</b>					
Hindu	85%	63%	71%	100%	99%
Moslem	14%	35%	24%	0%	1%
Other	1%	2%	4%	0%	0%
<b>Backward Caste</b>					
	55%	25%	12%	79%	93%
<b>Caste</b>					
General	13%	11%	14%	13%	14%
Other Backward Caste	51%	53%	57%	44%	51%
Scheduled Caste	36%	37%	28%	43%	36%
Scheduled Tribe	<1%	0%	1%	0%	0%

# Exposure to Program Components

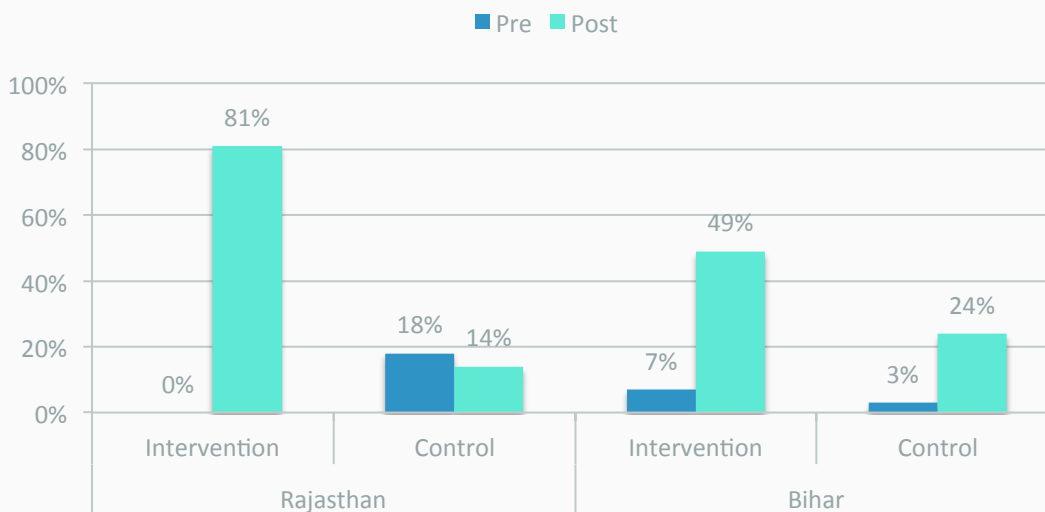
## Sample Description

The survey included a battery of questions measuring the degree of respondents' exposure to the ENGAGE or other programmatic activities and media related to girls' education and empowerment. This allowed us to determine the reach of the ENGAGE program within the intervention villages, to test whether respondents' degree of improvement from pre-test to post-test was associated with their level of exposure to program components, and to control for respondents' pre-test exposure to similar media or community events related to girls' education.

### Parents Exposure to Program Components

The proportion of parents who reported viewing *Girl Rising* increased more in intervention than control villages (F 1, 191 df = 80.2,  $p < .001$ ), with intervention effects in Rajasthan being even stronger than those in Bihar (interaction F 1, 160 df = 13.5,  $p < .001$ ). In Rajasthan parents' viewing of *Girl Rising* increased from 0% to 81% in intervention villages, whereas reported viewing among parents in control villages declined from 18% to 14%. In Bihar, viewing increased from 7% to 49% in intervention villages, with only half as big an increase (3% to 24%) in control villages. (Figure 1)

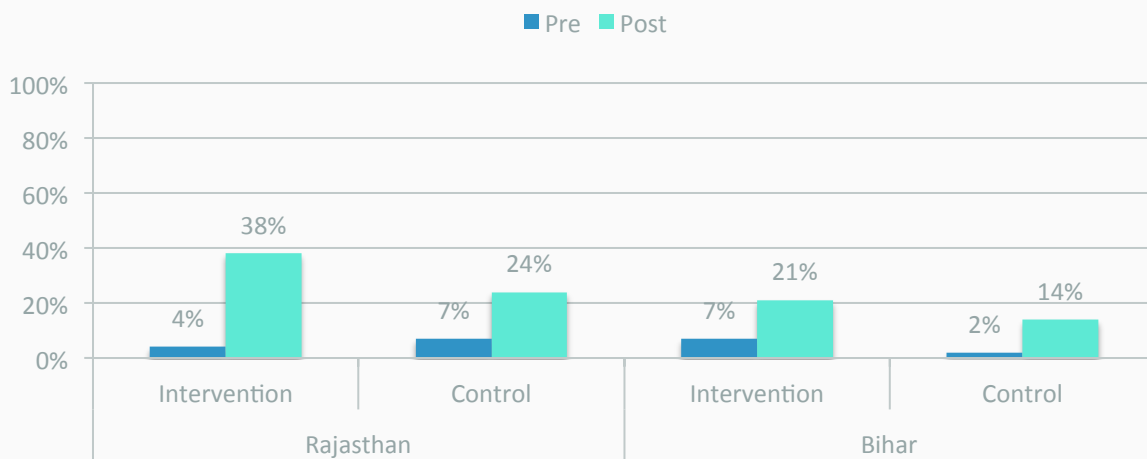
Figure 1. Parents' Reported Viewing of *Girl Rising*



## Exposure to Program continued

Parents' participation in community events related to girls' empowerment or girls' education rose over time, and more strongly in intervention than control villages ( $F_{1, 190} = 13.3, p < .01$ ). The proportion of caregivers who attended one or more such events increased more in intervention villages (from 6% to 29%) than in control villages (from 4% to 19%). Attendance at such events tended to be higher in Rajasthan than in Bihar, but the effect of condition was similar in both states. (Figure 2)

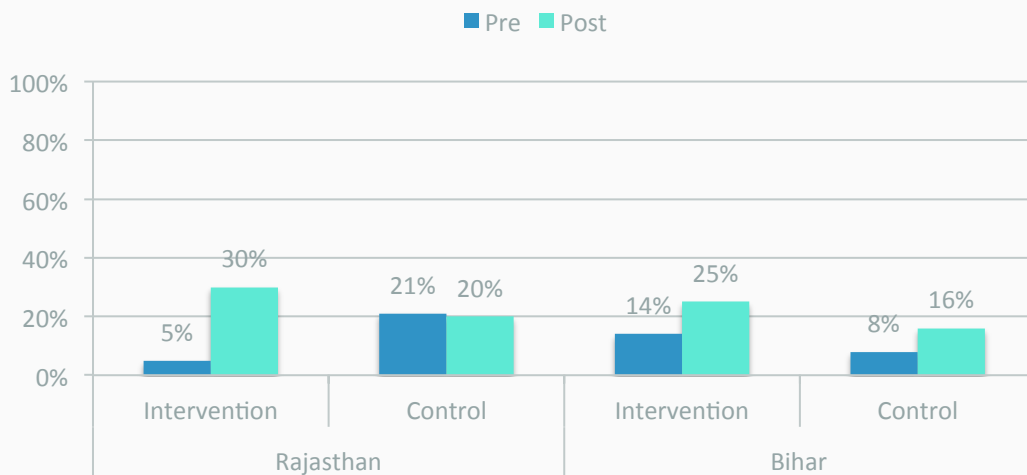
**Figure 2. Attended Community Event Related to Girls' Empowerment or Education**



## Exposure to Program continued

There was also a trend ( $p < .08$ ) for intervention villages showing a greater increase than control villages in parents' hearing or viewing media (other than *Girl Rising*) related to the importance of educating girls. Parents' exposure to such media increased from 5% to 30% in Rajasthan intervention villages (compared to remaining relatively stable -- 21% to 20% in control villages). In Bihar, the exposure increased from 14% to 25% in intervention villages, compared to an increase from 8% to 16% among parents in control villages. (Figure 3)

**Figure 3. Parents' Viewing of Other Media Related to Girls' Education**

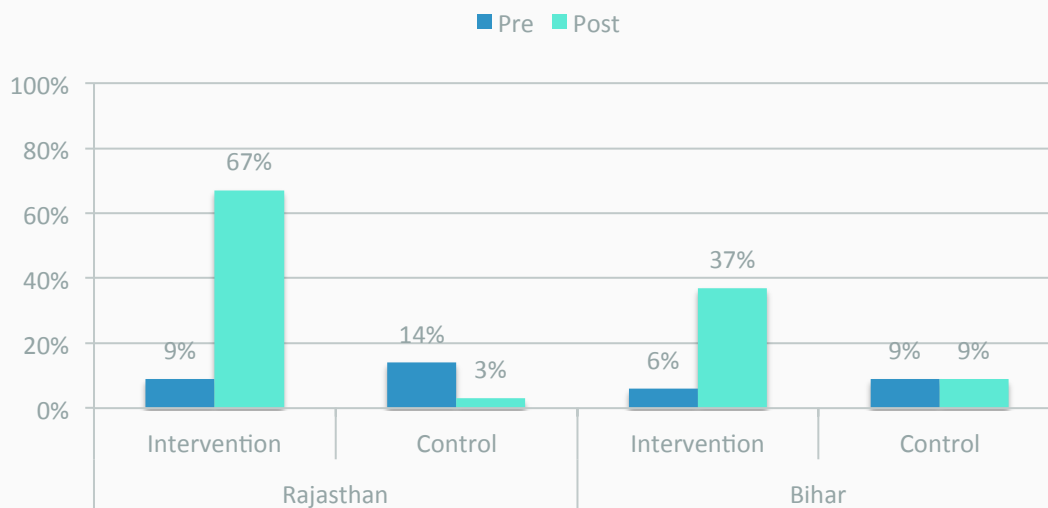


## Exposure to Program continued

### Children's Exposure to Program Components

Children in intervention villages were significantly more likely than children in control villages to view *Girl Rising* ( $F 1, 66 \text{ df} = 52.0, p < .001$ ). The difference by condition was even stronger in Rajasthan than in Bihar (condition  $\times$  state interaction  $F 1, 57 \text{ df} = 10.8, p < .002$ ). In Rajasthan, children's reported viewing of *Girl Rising* rose from 9% to 67% in intervention villages, but declined from 14% to 3% in control villages. In Bihar, reported viewing rose from 6% to 37% in intervention villages and remained unchanged at 9% in control villages. (Figure 4)

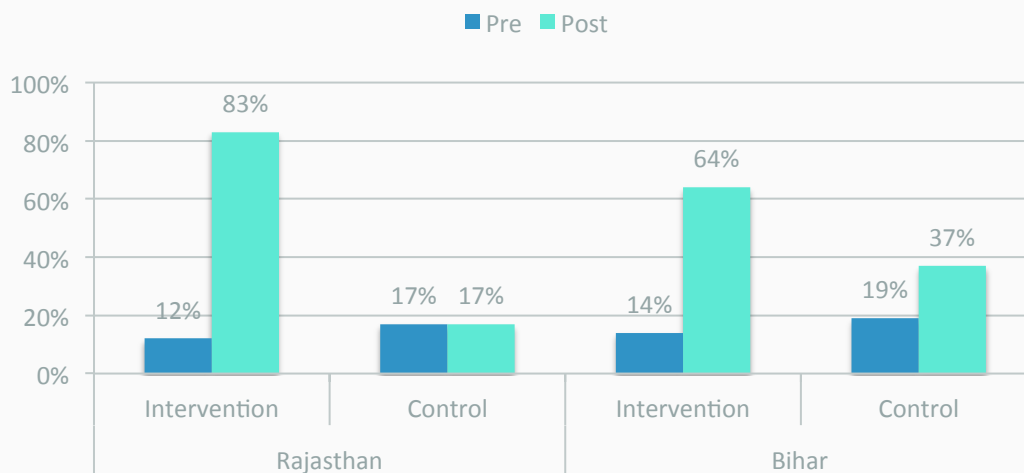
Figure 4. Children's Reported Viewing of *Girl Rising*



## Exposure to Program continued

Intervention villages achieved a high level of penetration of community events supporting girls' empowerment and the importance of education. Attendance at such events increased significantly more in intervention than control villages ( $F 1, 193 \text{ df} = 100.5, p < .001$ ) with an even stronger effect in Rajasthan than in Bihar (condition  $\times$  state interaction  $F 1, 194 \text{ df} = 14.8, p < .001$ ). In Rajasthan, attendance at community events increased from 12% to 83% in intervention villages, and remained unchanged at 17% in control villages. In Bihar, attendance at one or more community events rose from 14% to 64% in intervention villages, compared with a rise from 19% to 37% in control villages. (Figure 5)

**Figure 5. Children's Attendance of a Community Event Promoting Girls' Empowerment or Education**

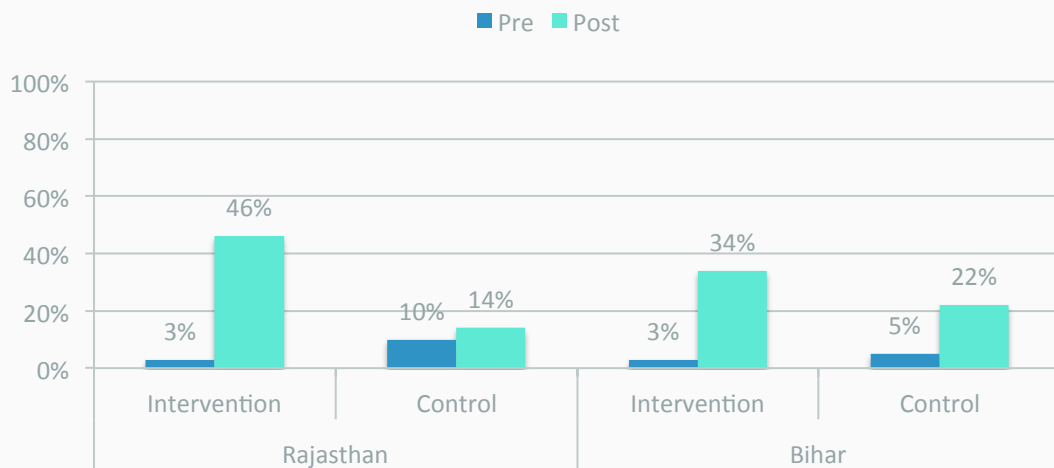




## Exposure to Program continued

Children's exposure to other media (radio or television programming) about girls' education also increased significantly more in intervention than control villages ( $F 1, 70 df = 10.7, p < .001$ ). The effect of condition on media exposure did not differ significantly between the two states. In Rajasthan, media exposure increased from 3% to 46% in intervention villages, compared with an increase from 10% to 14% in control villages. In Bihar, exposure to media supporting girls' education rose from 3% to 34% in intervention villages, and from 5% to 22% in control villages. (Figure 6)

**Figure 6. Children's Exposure to Other Media Related to Girls' Education**





Impact Evaluation  
Results: Parents



# ENGAGE Impact on Parents

## Key Research Findings

The impact evaluation was designed to measure the efficacy of the ENGAGE program in achieving the following intended outcomes among parents and caregivers in Rajasthan and Bihar:

- Parents' understanding of the benefits of education
- Parents' aspirations for their daughters' education
- Parents' attitudes towards gender equality
- Parents' behaviors in support of girls' education.

The impact evaluation provides evidence of the efficacy of the program in meeting several of these objectives.

# Aspirations for Daughters' Education

Impact Evaluation Among Parents

## Parents' Desired Years of Schooling for Their Child

The key goal of the ENGAGE program was to raise parents' awareness of the value of girls' education and their aspirations for their daughters' education.

The impact assessment indicates that the ENGAGE program has succeeded in achieving this key goal. **The ENGAGE program has had a significant positive impact on parents' desired years of education for their daughters.** After exposure to the ENGAGE program, parents were significantly more likely to express a desire for their daughters to pursue post-secondary education.

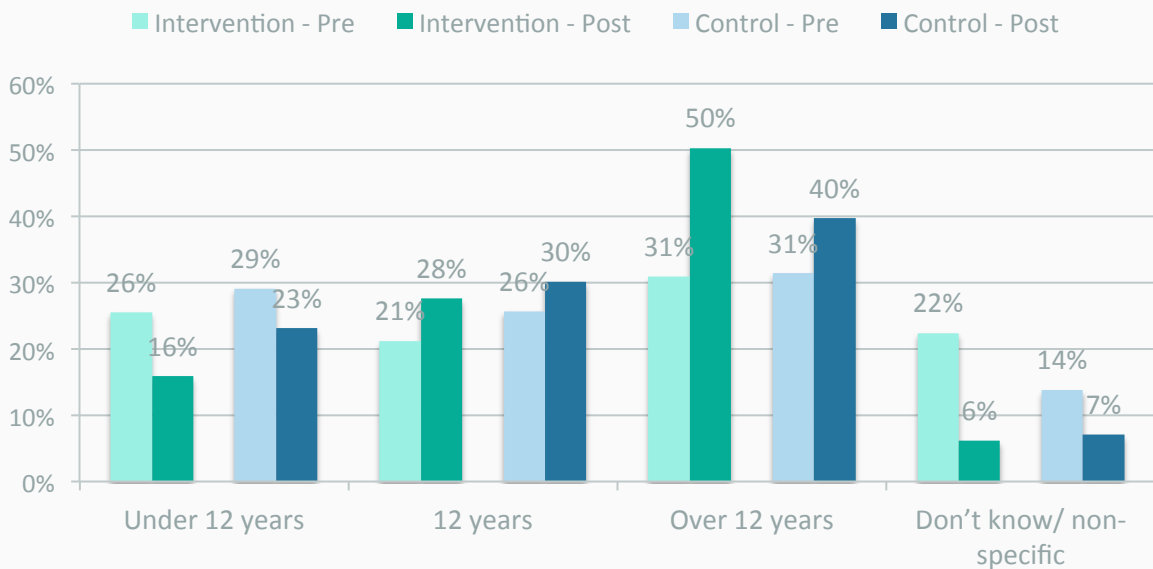
Parents were asked, *"What is the highest level of education you want [your child] to complete?"* about the child selected to participate in the survey. If the child had a sibling of the opposite gender, caregivers were asked this about the opposite-sex sibling as well.

In the baseline survey, parents in the intervention condition expressed higher aspirations for their sons' education than their daughters' education. Twenty seven percent of parents wanted their daughters to have less than 12 years of school, whereas only 18% wanted that for their sons. Four in ten parents (41%) wanted their sons to go on to college, whereas only three in ten (31%) wanted this for their daughters.

In the endline survey, the proportion of caregivers who want their daughters to get post-secondary (beyond 12 years) education rose from 31% to 50% in the intervention villages, as compared to a much smaller increase (from 31% to 40%) in control villages. At the same time, the proportion of parents who desired less than 12 years of education for their daughters decreased from 26% to 16% (as compared to a smaller decrease from 29% to 23% in the control group); and the proportion of parents with non-specific responses ("don't know" or "depends on what the child wants") to the question about what education they desire for their daughter decreased from 22% to 6% in intervention villages, but only from 14% to 7% in control villages. (Figure 7)

## Aspirations for Daughters' Education continued

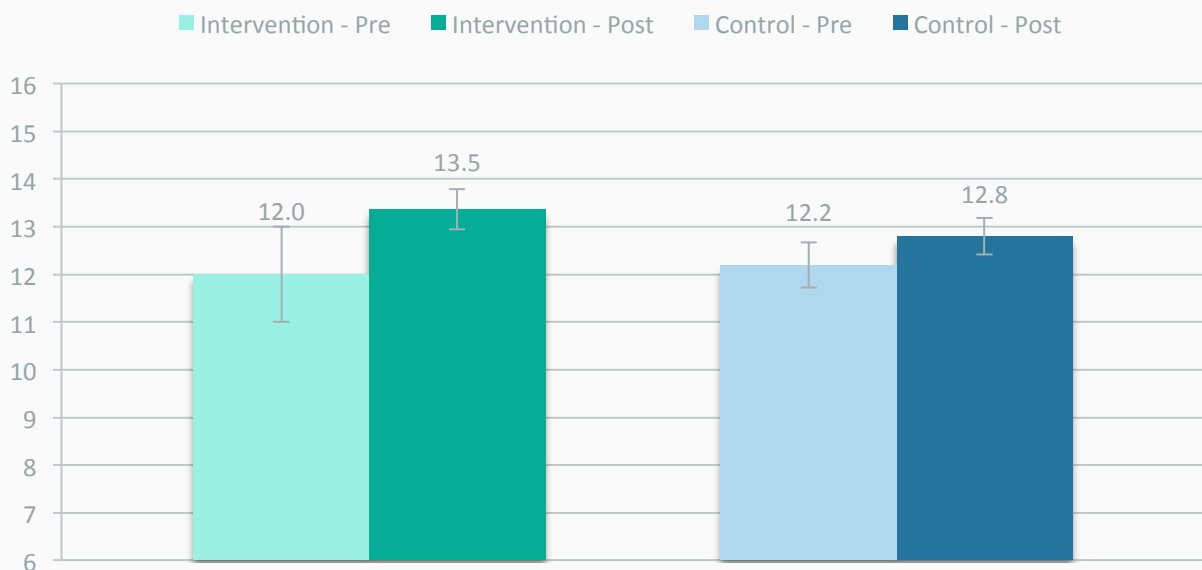
**Figure 7. Parents' Planned Level of Education for Daughters**



## Aspirations for Daughters' Education continued

To ensure that these results were not biased by the high proportion of “don’t know” responses, we reanalyzed the results including only participants who gave specific answers at both pre-test and post-test. This analysis confirmed a significant effect of condition: the mean number of desired years of girls’ education increased from 12.0 to 13.5 in the intervention villages, with a smaller increase (12.2 to 12.8) in control villages (significant effect of condition:  $d=.30$ ,  $p < .04$  ( $F(1, 52 \text{ df} = 4.78)$ ). The results of the intervention were similar in Bihar and Rajasthan (there was no significant condition x province interaction). (Figure 8)

**Figure 8. Parents' Desired Years of Education for Daughter  
(Excluding Don't Know/Non-Specific Responses)**



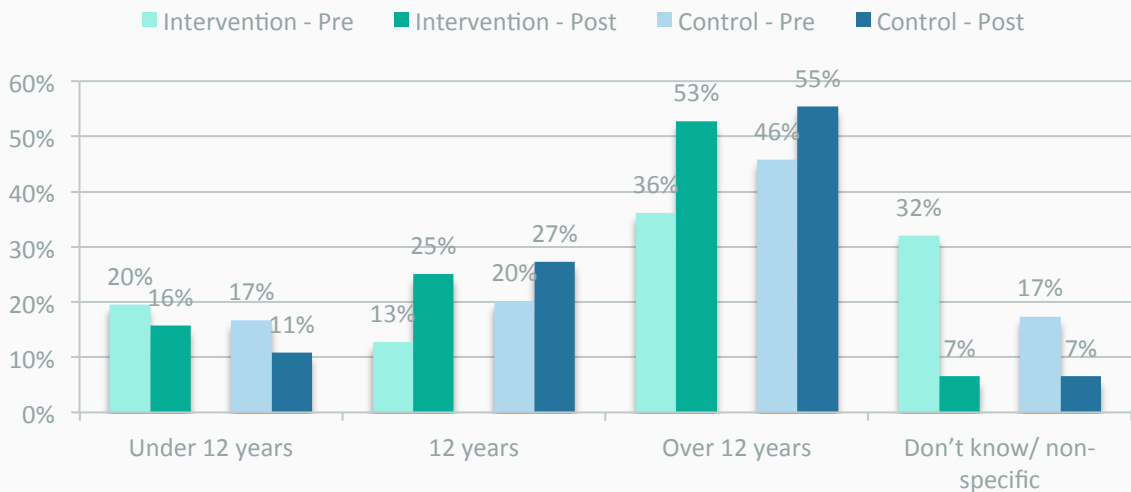
The qualitative interviews conducted with parents in the intervention villages of Rajasthan and Bihar provide further evidence of the impact of the program on parents’ aspirations for their daughters’ education. Parents credited the ENGAGE program with convincingly imparting the clear benefits of educating girls.

*“From the first day I came from [ENGAGE] campaign, I’ve been worrying about my daughter’s education. I will educate her by any means. Even if we have to work day and night, we will make sure we provide her good education.” - mother, Rajasthan, India*

## Aspirations for Daughters' Education continued

Parents' aspirations for their sons' education has also increased over time, with the proportion of parents desiring post-secondary education increasing from 36% to 53% in intervention sites, relative to 46% to 55% among controls. However, the differences by condition were not large enough to be statistically significant, as they had been for girls' education. (Figure 9)

**Figure 9. Parents' Planned Level of Education for Sons**



# Perceived Benefits of Education

Impact Evaluation Among Parents

## Perceived Benefits of Education

In order to measure caregivers' attitudes towards their child's education, the survey included a battery of questions about the value of educating one's child that were closely aligned with the content of the *Girl Rising* film. The attitudinal measure consisted of a battery of statements with which respondents were asked to agree or disagree on a 5-point Likert scale (where 1 means "strongly disagree" and 5 means "strongly agree"), such as:

- Educating (child) is good for my family
- (Child) will have a better life if he/she completes secondary/gets an education
- Educating (child) means his/her children will be healthier
- (Child) will be better able to provide/care for me in my old age if he/she is educated
- If (child) is educated, his/her family will be more prosperous when he/she grows up and gets married
- It is more important than (child) is in school during the day than at home helping housework or working to earn money.

Overall, there were no significant differences between the pre- and post-intervention responses of parents in the intervention group as compared to the control group, although agreement with several statements trended in the positive direction. The lack of evidence of the significant impact is likely connected to the fact that parents' perceptions of the benefits of education were already very positive, almost at ceiling, at pre-test, so there was little room for improvement over the course of the intervention. (see Appendix A)



# Attitudes Towards Gender Equality

Impact Evaluation Among Parents

## Parents' Attitudes towards Gender Roles

One of the indicators the impact evaluation was designed to gauge is the effectiveness of ENGAGE to promote gender equality by measuring changes in participants' attitudes towards opportunities that men and women should have in social, political, and economic spheres.

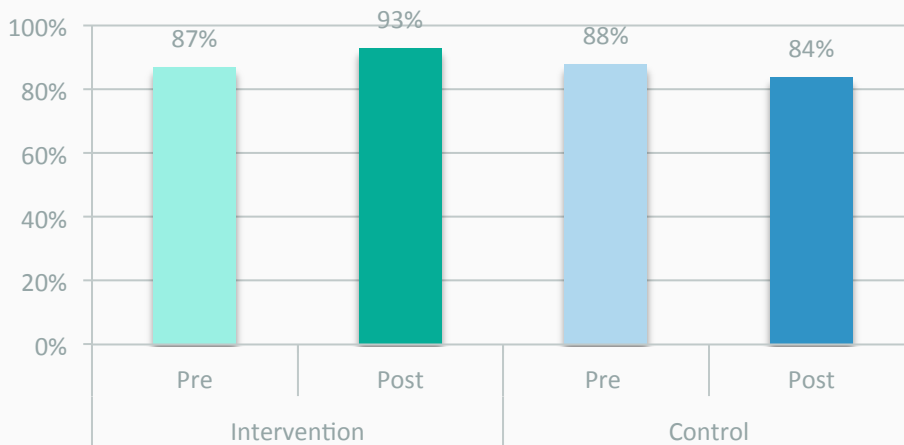
Parents were asked to respond to statements about gender roles using a scale from 1 "disagree strongly" to 5 "agree strongly." As was the case with the question regarding the benefits of education, parents' responses to the question on gender roles were very positive at baseline, near the ceiling, which left little room for improvement over the course of the intervention. As a result, there were no significant differences between the baseline and endline responses of parents in the intervention group as compared to those of the control group.

However, there were indications that the intervention had the potential to improve attitudes towards gender roles. Parents in the intervention condition in Bihar were more likely than parents in the control group to agree with the statement, "*Women should have equal rights with men and receive the same treatment*" (a near-significant difference,  $p < .10$ ). (Figure 10)

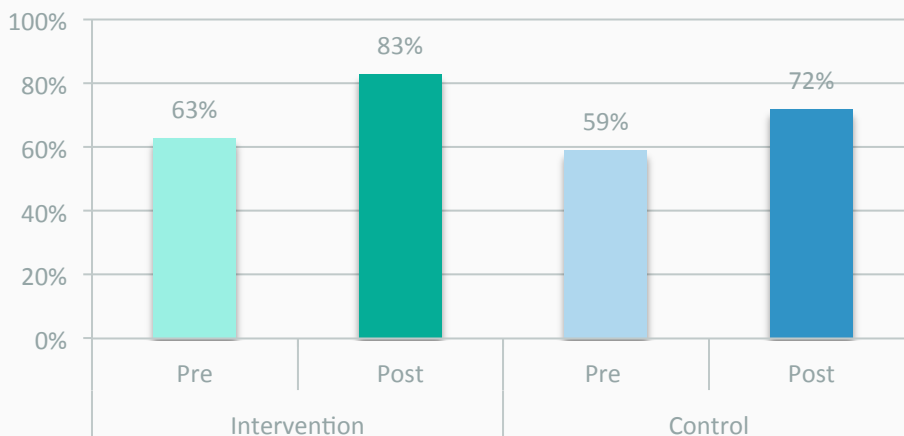
Parents of girls in the intervention condition were slightly more likely than parents of girls in the control condition to disagree with the statement, "*Women should marry as early as possible*" (positive interaction by gender,  $p < .08$ ). (Figure 11)

## Gender Equity Attitudes continued

**Figure 10. "Women should have equal rights with men and receive the same treatment" (% agree, Bihar)**



**Figure 11. "Women should marry as early as possible" (% disagree, parents of girls)**



# Behaviors in Support of Education

Impact Evaluation Among Parents

## Parents' Behaviors in Support of Girls' Education

In addition to the attitudinal indicators, the study measured the impact of the ENGAGE intervention on behavioral indicators. The study tested a hypothesis that as a result of their participation in the ENGAGE intervention, parents will engage in behaviors in support of girls' education, such as initiating conversations with children, family, neighbors and other community members about the benefits of girls' education.

Exposure to the ENGAGE program has led to an increase in proactive behaviors among parents in the intervention group. Parents in the intervention condition were significantly more likely than their counterparts in the control group to have engaged in conversations with family members, friends, neighbors or other community members about the value of education, and have discussed the importance of education for girls with their child ( $d = .22$ ,  $p < .09$ ). Controlling for pretest responses, caregivers in intervention villages had an average of 1.41 types of such conversations, compared to 1.06 in control villages.

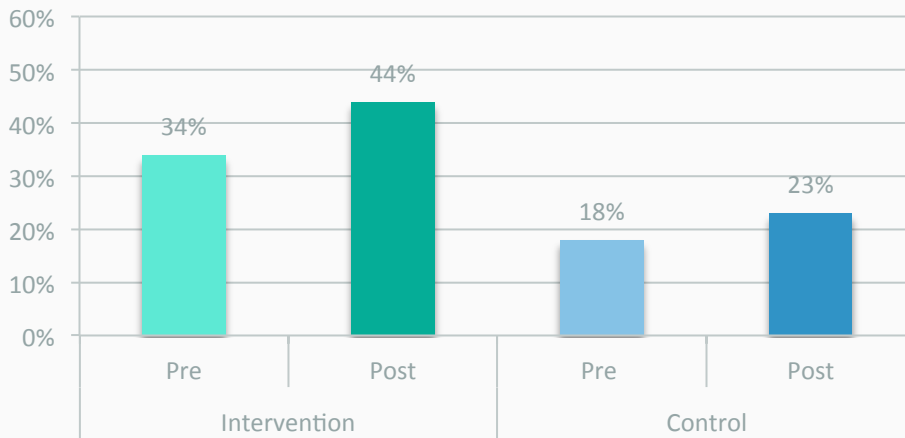
Parents in the intervention condition were also more likely than parents in the control group to seek information about the value of children's education, after exposure to the ENGAGE campaign ( $d = .19$ ,  $p < .10$ ).

The study indicates that while there was increase in proactive behaviors among all intervention groups, the change from the baseline to endline surveys was particularly pronounced in Bihar. Parents in the intervention condition in Bihar were significantly more likely than their counterparts in the control group to have engaged in the following behaviors after their exposure to ENGAGE:

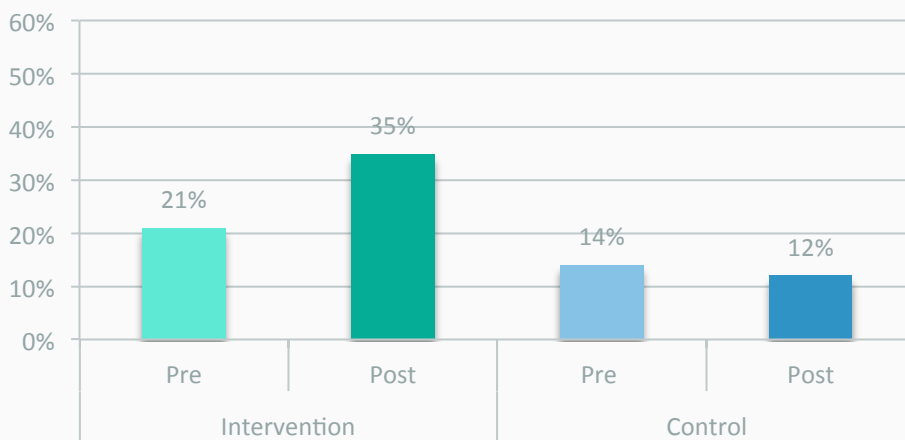
- discussed girls' education with members of their family (significant difference,  $p < .01$ ) (Figure 12)
- discussed girls' education with friends, neighbors or other community members (significant difference,  $p < .001$ ) (Figure 13)
- had their child talk to them about the importance of education for girls (borderline significant difference,  $p < .06$ ) (Figure 14).

## Behaviors in Support of Education continued

**Figure 12. Have discussed girls' education with members of family (Bihar)**

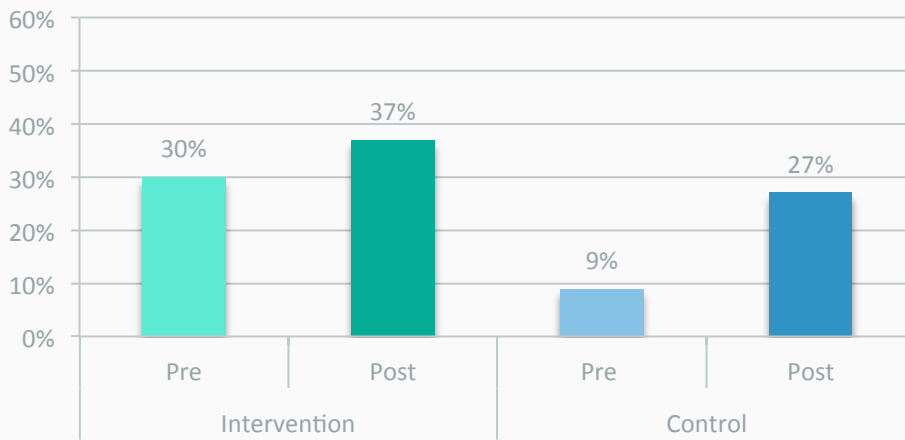


**Figure 13. Have discussed girls' education with friends, neighbors or other community members (Bihar)**



## Behaviors in Support of Education continued

**Figure 14. Had child talk to them about the importance of education for girls (Bihar)**





Impact  
Evaluation  
Results: Children



# ENGAGE Impact on Children

Impact Evaluation Among Children

The impact evaluation was designed to measure the effect of the ENGAGE intervention on the following intended outcomes among children and youth in Rajasthan and Bihar:

- Children's attitudes towards gender equality
- Children's understanding of the benefits of education
- Children's aspirations for higher levels of education
- Children's self-efficacy and confidence in relation to education
- Children's behaviors in support of girls' education.

The impact evaluation provides evidence of the efficacy of the program in meeting several of these outcomes.

# Attitudes toward Gender Equality

## Impact Evaluation Among Children

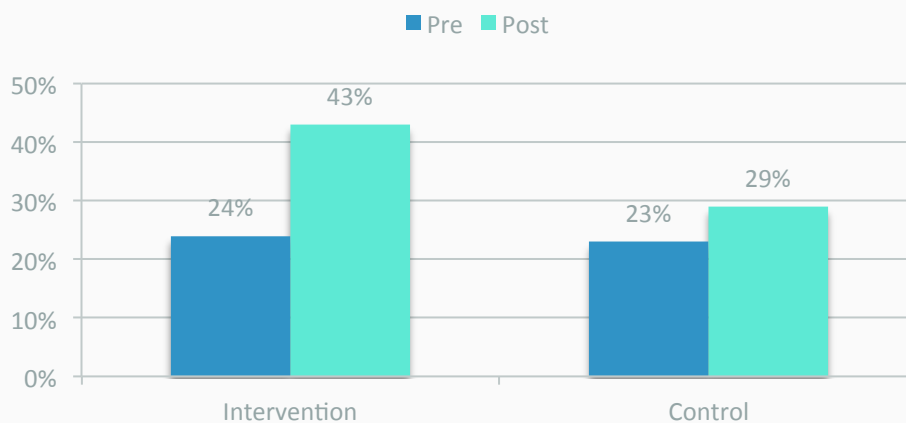
Children’s attitudes toward gender roles were examined through a battery of questions that included statements about equal treatment of girls and boys in school, as well as more general items related to the opportunities that men and women should have in social, political, and economic spheres.

Children in the intervention condition were significantly ( $d = .62, p < .05$ ) more likely than those in control condition to endorse statements on gender equality at posttest. Controlling for covariates, mean endorsement of these statements (on a 1-5 scale, with 5 indicating strongly agree) was 4.52 in intervention villages, compared with 4.31 among controls. In Bihar, the differences were even stronger, with mean agreement of 4.36 among intervention children vs. 4.01 among controls.

The percentage of children who strongly agreed with a statement, *“Girls should have a say in decisions that affect their future, like what education to get or what to do after completing education,”* increased from 24% to 43% among the intervention group, a significant difference from a more modest increase from 23% to 29% among the control group (significant difference,  $p < .002$ ). (Figure 15)

Children in the intervention villages were also more likely to increase their agreement with the statement, *“Girls should not marry till completing secondary education”* (borderline significant effect of intervention,  $p < .07$ ).

**Figure 15. Girls Should Have a Say in Decisions that Affect Their Future (% strongly agree)**





# Awareness of Benefits of Education

Impact Evaluation Among Children

## Children's Understanding of the Benefits of Education

Children's understanding of the benefits of education was measured with a battery of statements about the value of education that were closely aligned with the content of the Girl Rising film.

The attitudinal measure consisted of a battery of statements with which respondents were asked to agree or disagree on a 5-point Likert scale (where 1 means "strongly disagree" and 5 means "strongly agree"), such as:

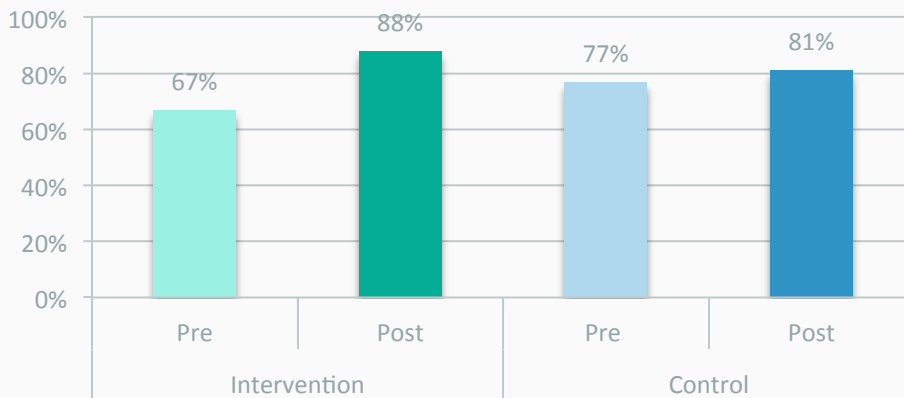
- It is good for my family if I get an education
- I will have a better life if I get an education
- My children will be healthier if I get an education
- I will be better able to provide or care for my parents in their old age if I am educated
- Getting an education means that when I get married and have children, my family will be more prosperous
- It is more important that I am in school during the day than at home helping with housework or working to earn money

Children in the intervention condition were significantly more likely than children in the control condition to recognize the importance of attending the school rather than doing chores at home or working for pay. Agreement with the statement, *"It is more important that I am in school during the day than at home helping with housework or working to earn money"* increased from 67% at baseline to 88% at endline among children in the intervention condition, as compared to a more modest increase for children in the control group from 77% to 81% (significant difference,  $p < .01$ ). (Figure 16)

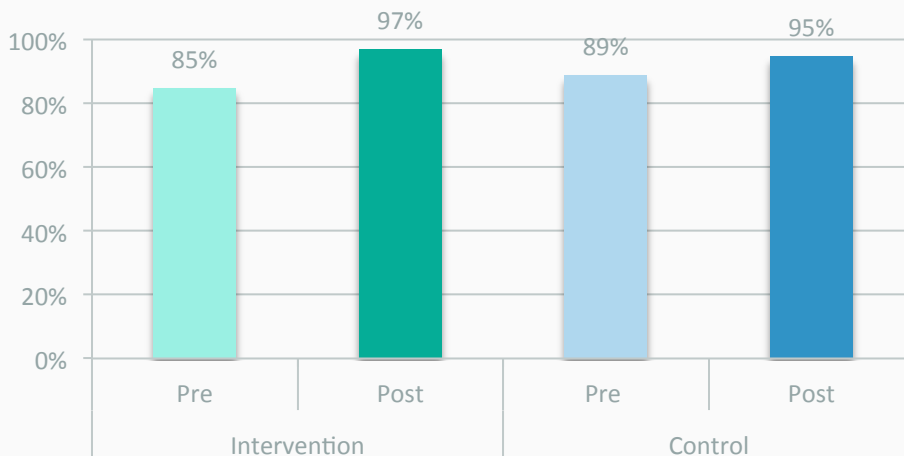
Children in the intervention condition also improved their understanding of the impact education can make on their ability to care for their parents in old age. Children in the intervention condition were more likely than children in the control condition to increase their agreement with the statement, *"I will be better able to provide or care for my parents in their old age if I am educated"* – from 85% at baseline to 97% at endline, as compared to a more modest increase from 89% to 95% for the control group (borderline significant,  $p < .06$ ). (Figure 17) The difference was particularly pronounced in Bihar (significant difference,  $p < .03$ ).

## Awareness of Benefits of Education continued

**Figure 16. "It is more important that I am at school during the day than at home helping with housework or working to earn money" (% agree)**



**Figure 17. "I will be better able to provide or care for my parents in their old age if I am educated" (% agree)**



# Aspirations for Education

Impact Evaluation Among Children

## Aspirations for the Highest Level of Education

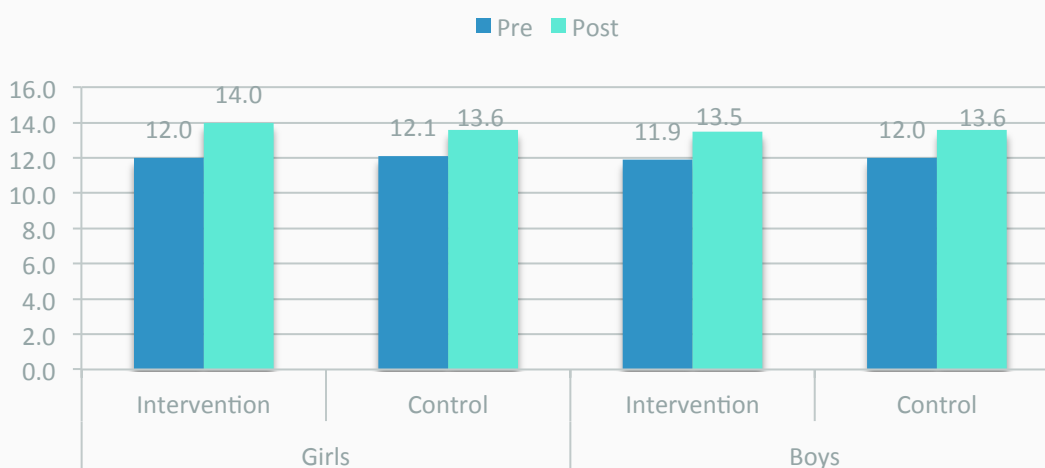
All children, including girls and boys in the intervention and control conditions, exhibited higher aspirations for the level of education they would like to attain at endline as compared to baseline.

Among girls only, there was a borderline significant difference between control and intervention groups ( $F 1, 145 \text{ df} = 3.1, p < .08$ ), with desired years of school increasing more strongly among girls in intervention villages (from 12.0 to 14.0 years) than among girls in control villages (from 12.1 to 13.6 years). There was no effect of condition among boys, with years of desired schooling increasing similarly among boys in intervention (from 11.9 to 13.5 years) and control (from 12.0 to 13.6) villages. (Figure 18)

The qualitative interviews conducted with children in the intervention villages of Rajasthan and Bihar provide further evidence of the impact of the program on their aspirations for education.

*“If I have to be stubborn to get an education, I will. If I have to fight to get an education, I will.”*  
- Girl, Gaya

Figure 18. The highest level of education hope to complete





# Children's Self-Efficacy and Confidence

Impact Evaluation Among Children

One of the stated goals of the ENGAGE intervention in India was to build girls' confidence in their ability to make decisions that affect their lives and to empower girls to overcome challenges to pursuing their education. To measure the impact of the intervention on these intended outcomes we used several measures:

- Children's confidence in relation to education-specific decisions
- Children's perceived sense of power in making decisions
- Children's participation in decisions related to their education.

The impact evaluation provides evidence of the efficacy of the program in meeting several of these outcomes.

# Confidence in Education Decisions

Impact Evaluation Among Children

## Confidence in Education-Specific Decisions

Children's confidence was measured with a series of questions asking them how capable they feel of overcoming challenges to getting their education, in making decisions about their education, and in setting goals for themselves. The results of the evaluation suggest that the ENGAGE intervention has significantly improved children's confidence in addressing education-related challenges and decisions. The impact is significant for both girls and boys in the intervention condition.

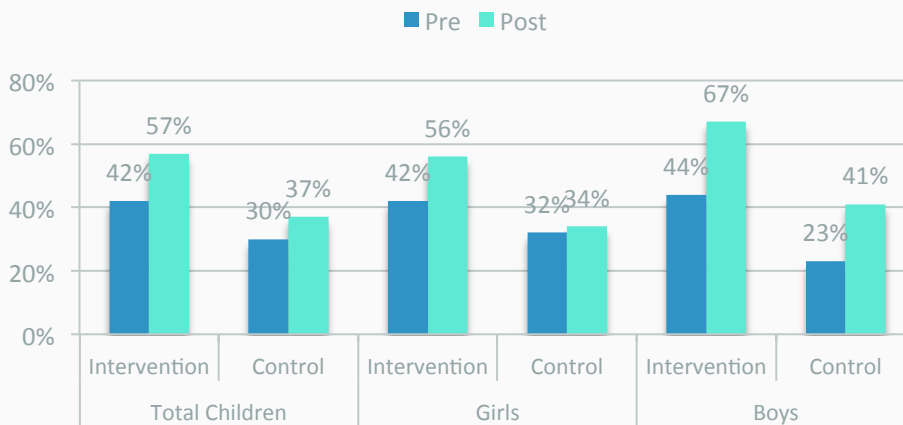
- Children in the intervention condition were significantly more likely than children in the control condition to improve their sense of confidence in **making decisions related to their education** from baseline to endline surveys: an increase from 65% to 86% among children in intervention villages, as compared to a more modest increase from 62% to 77% among children in control villages. The effect is similar for both boys and girls, and for children in intervention groups in both Rajasthan and Bihar (significant difference  $p < .002$ ). (Figure 19)
- Children in the intervention condition were significantly more likely than children in the control condition to improve their sense of confidence in **overcoming challenges to getting their education** from baseline to endline surveys: an increase from 68% to 87% among children in intervention villages, as compared to a more modest increase from 66% to 79% among children in control villages. The effect is similar for both boys and girls, and for children in intervention groups in both Rajasthan and Bihar (significant difference  $p < .02$ ). (Figure 20)
- Children in the intervention condition exhibited higher degree of confidence in their capability **to set goals for themselves and work to reach those goals**. The percentage of children who feel very capable of setting goals for themselves increased from 41% to 58% in the intervention condition as compared to an increase from 35% to 39% in the control condition (positive trend,  $p < .13$ ). (Figure 21)

Qualitative research provides further evidence of positive shifts in the levels of girls' confidence in making decisions related to their education. Time and again, girls in the focus groups described feeling inspired by determination of the girls featured in the Girl Rising film. They likewise expressed determination to continue their education at all cost.

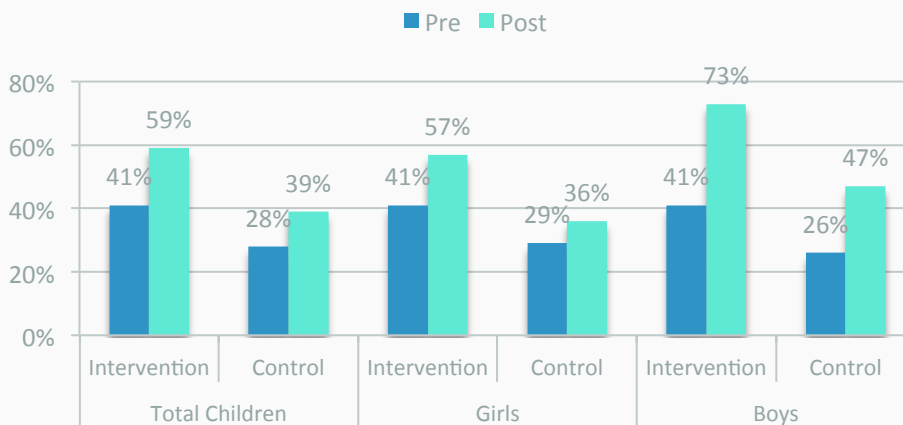
*“Even if parents refuse to teach, we should not stop trying. Like Ruksana did.”  
- Girl, Alwar*

## Confidence in Education Decisions continued

**Figure 19. Feel Very of Capable Making Decisions about Their Education**

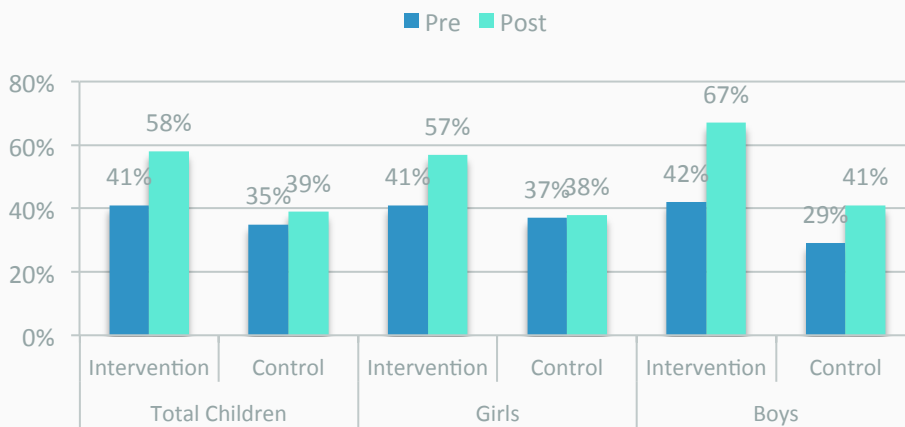


**Figure 20. Feel Very Capable of Overcoming Challenges to Getting Education**



## Confidence in Education Decisions continued

**Figure 21. Feel Very Capable of Setting Goals and Working to Reach Them**



# Power to Make Decisions

Impact Evaluation Among Children

## Children's Sense of Power in Making Decisions

Another measure of self-efficacy concerned a perception of power that children may or may not have to change things in their lives or in their communities. Children were asked two questions:

- How much power do you feel you have to changes things for the better in your school or in your community?
- How much power do you feel you have to changes for the better in your life?

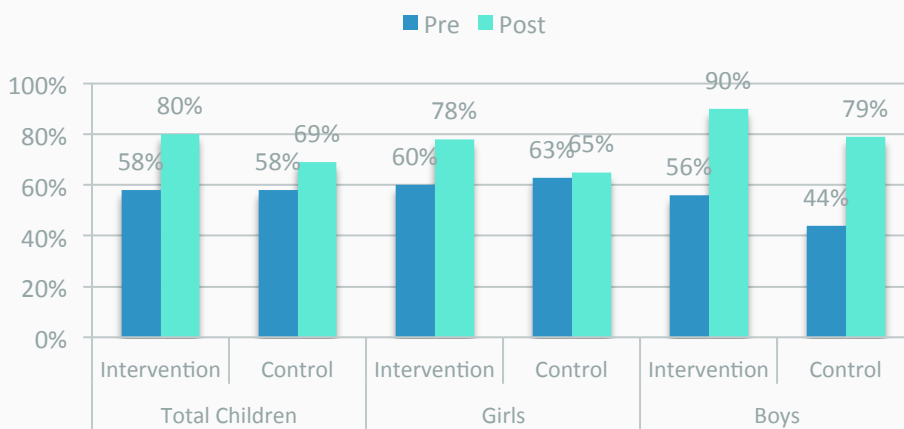
Results indicate significant differences in the rates of improvement from baseline to endline between the intervention and control groups:

- Children in the intervention condition were more likely than children in the control condition to feel more empowered to change things for the better in their school and in their community after the intervention: from 58% at pre-test to 80% at post-test, as compared to a more modest increase from 58% to 69% among children in the control group (significant difference,  $p < .04$ ). The significant effect of the intervention was observed among both girls and boys, and among intervention groups in both Rajasthan and Bihar. (Figure 22)
- While children's sense of empowerment to change things for the better in their lives has also improved from baseline to endline surveys, the difference between intervention and control groups was not significant (not significant,  $p < .16$ ). (Figure 23)

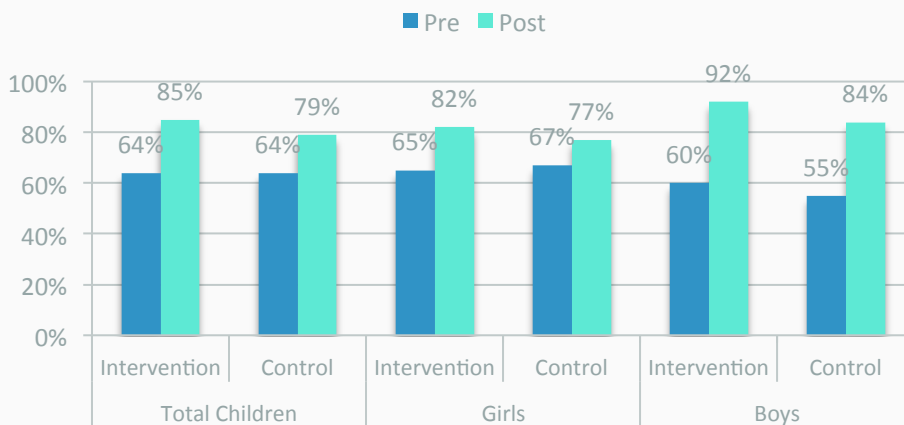


## Power to Make Decisions continued

**Figure 22. Feel Power to Change Things for the Better in Their School or Community**



**Figure 23. Feel Power to Change Things for the Better in Their Life**



# Participation in Education Decisions

Impact Evaluation Among Children

## Children's Participation in Decisions Related to Their Education

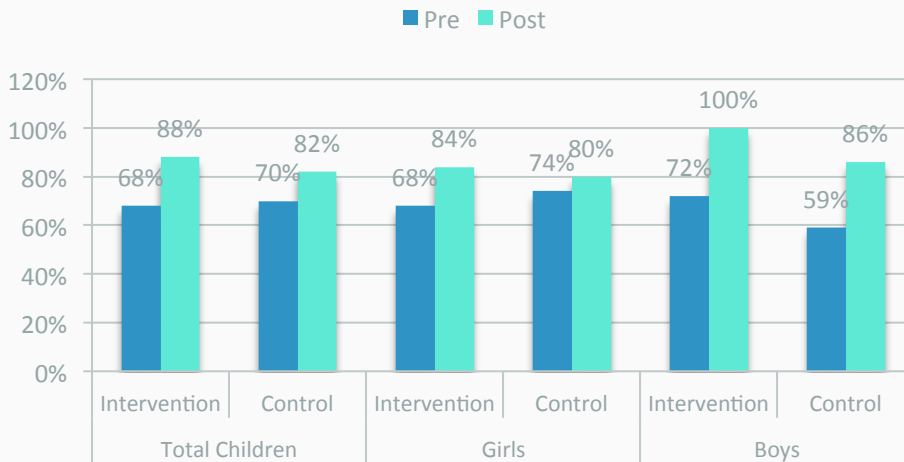
Children were asked whether they have a say in decisions that affect their lives, such as their education, what they will do after completing their education, and when to get married. Most girls and boys reported in the baseline study that they have at least some say in decisions regarding their education and what they will do after completing their education. However, they reported much less say in decisions regarding when to marry, with the majority of children of both genders and across sites reporting that they have no say in that decision.

The evaluation provides evidence of the ENGAGE program impact on the children's reported participation in family decision-making regarding their education and their future:

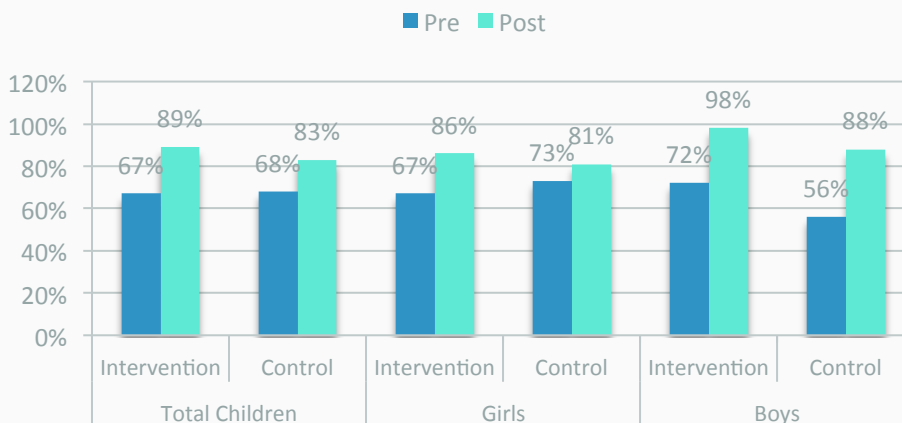
- The percentage of children who report **having a say in decisions regarding their education** increased from 68% at baseline to 88% at endline in the intervention groups, as compared to a more modest increase from 70% to 82% in the control group (borderline significant difference,  $p < .06$ ). The effect of the intervention is similar among girls and boys in the intervention group, and in both Rajasthan and Bihar. (Figure 24)
- The percentage of children who report **having a say in decisions regarding what they will do after completing their education** increased from 67% at baseline to 89% at endline in the intervention groups, as compared to a more modest increase from 68% to 83% in the control group (significant difference,  $p < .04$ ). The effect of the intervention is similar among girls and boys in the intervention group, and in both Rajasthan and Bihar. (Figure 25)
- The biggest impact on the children's participation in decision-making concerns plans for marriage. The percentage of children who report **having a say in decisions regarding when to get married** increased from 35% at baseline to 71% at endline in the intervention groups, as compared to a slight increase from 38% to 47% in the control group (significant difference,  $p < .001$ ). The effect of the intervention is similar among girls and boys in the intervention group, and in both Rajasthan and Bihar. (Figure 26)

## Participation in Education Decisions continued

**Figure 24. Have a Say in Decisions about Their Education**

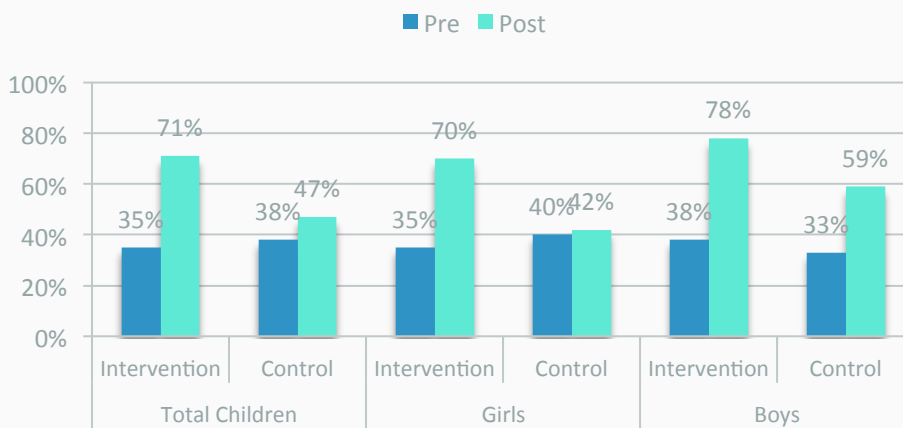


**Figure 25. Have a Say in Decision about What They Will Do after Completing Their Education**



## Participation in Education Decisions continued

**Figure 26. Have a Say in Decisions about When to Get Married**



Qualitative research supports the findings regarding positive shifts in the levels of girls' empowerment and confidence. Both parents and children who participated in qualitative interviews testified to the efficacy of ENGAGE activities, such as adolescent groups, summer camps, theater workshops, and sports events, in providing girls and boys with developmentally appropriate tools and opportunities to hone their leadership and public speaking skills, build confidence, and empower them to stand up for their rights and for the rights of other girls in their community.

*"[The ENGAGE campaign] brought many changes. It brought changes in my daughter. She said she doesn't want to do household work. She wants to study. She wants to become something." – Mother, Rajasthan, India*

*"Within our own home, mother was saying that she would get my sister married. So I said that she should allow her to study and then get her married off after she reaches 18 years. So they aren't getting her married off. They listened to me." - Boy, Bihar, India*

*"One of my cousin sister's child marriage was stopped by us after counseling her aunt. We recommended her to get education, which will benefit in her future. ... She should get educated first." – Girl, Gaya*



# Children's Behaviors

Impact Evaluation Among Children

## Children's Behaviors in Support of Girls' Education

The impact evaluation examined whether the exposure to the ENGAGE intervention has resulted in changes in children's education-related behaviors. Specifically, the study examined:

- Changes in thinking, discussing and planning for the future
- Discussing education with family members
- Seeking more information about girls' empowerment.

The impact evaluation provides evidence of the efficacy of the program in meeting several of these outcomes.

# Thinking and Planning for Future

Impact Evaluation Among Children

## Thinking, Discussing and Planning for the Future

The study examined whether children contemplate their future, and whether they engage in conversations with their family about the importance of education or about their future plans. It is notable that at baseline, 37% of girls and 43% of boys have never talked to parents about what they want to do when they grow up.

The results of the evaluation suggest that the ENGAGE intervention has positively affected children's behaviors in that respect. There was a trend ( $d = .21, p < .10$ ) for children in intervention villages to be more likely to discuss the importance of education with family or friends. Controlling for pretest scores and other covariates, intervention children had an average of .75 such types of discussions compared to .27 among controls.

The impact on children's behaviors was particularly significant in Rajasthan:

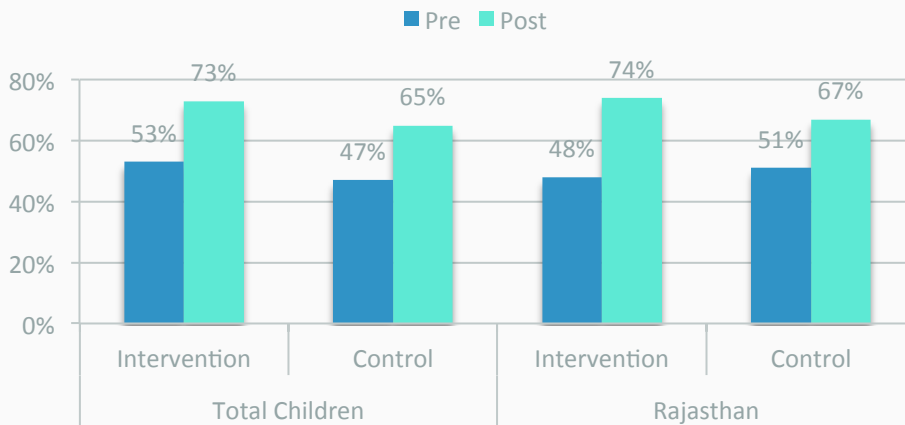
The percentage of children in the intervention group in Rajasthan who **think "a lot" or "sometimes" about what they want to do when they grow up** increased from 48% at baseline to 74% at endline, as compared to a more modest increase from 51% to 67% among children in the control group in Rajasthan (significant difference,  $p < .03$ ). The difference between the total samples of intervention and control groups was trending in the positive direction but not reaching the level of significance (positive trend,  $p < .10$ ). (Figure 27)

The percentage of children in the intervention group in Rajasthan who **talk "a lot" or "sometimes" with their mother or father about what they want to do when they grow up** increased from 47% at baseline to 69% at endline, as compared to a more modest increase from 33% to 48% among children in the control group in Rajasthan (significant difference,  $p < .01$ ). The difference between the total samples of intervention and control groups was borderline significant (borderline significant difference,  $p < .07$ ). (Figure 28)

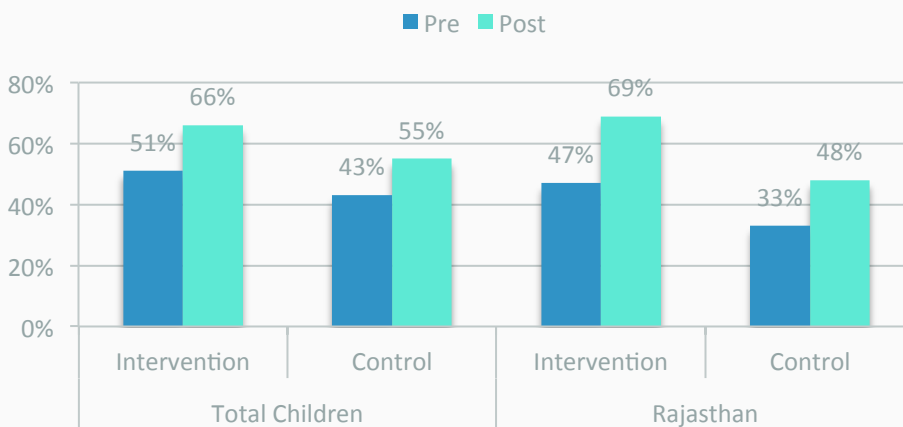
The percentage of children in the intervention group in Rajasthan who **plan for their future** more than doubled - from 30% at baseline to 63% at endline, as compared to a more modest increase from 27% to 38% among children the control group in Rajasthan (significant difference,  $p < .001$ ). The difference between the total samples of intervention and control groups was trending in the positive direction (positive trend,  $p < .09$ ). (Figure 29)

## Thinking and Planning for Future continued

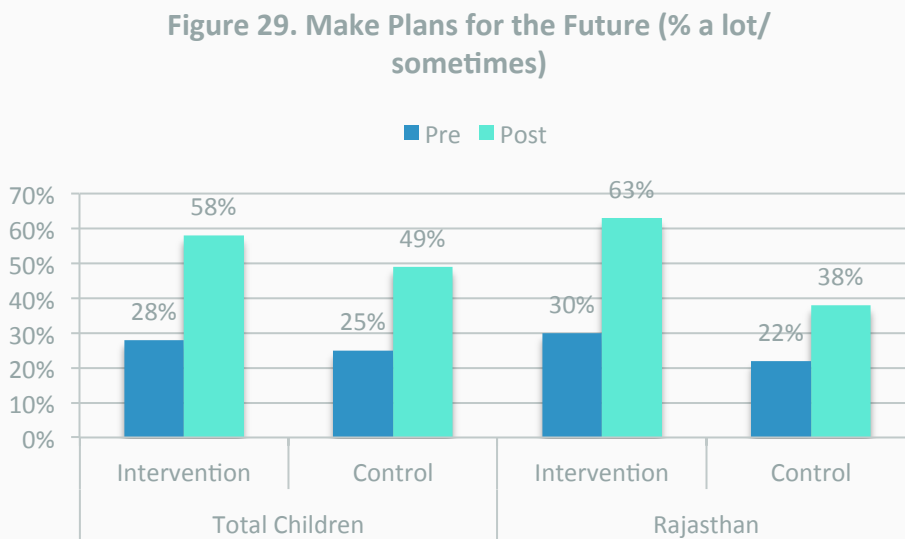
**Figure 27. Think about What They Want to Do When They Grow Up (% a lot/sometimes)**



**Figure 28. Talk about What They Want to Do When They Grow Up with Mother or Father (% a lot/sometimes)**



## Thinking and Planning for Future continued





# Seeking Information

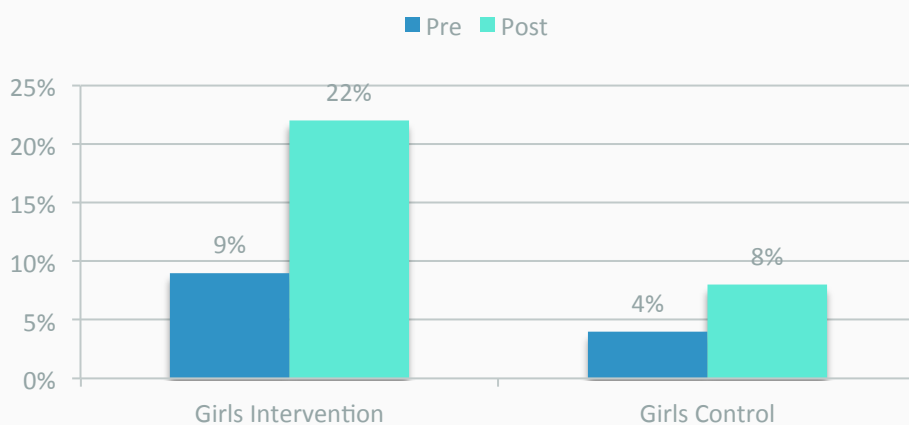
Impact Evaluation Among Children

## Seeking More Resources on Girls' Empowerment

One of the program's intended outcomes was to empower girls to seek out more information, resources and support for their education and their rights. The impact evaluation determined that the program has had a positive impact on the following outcomes:

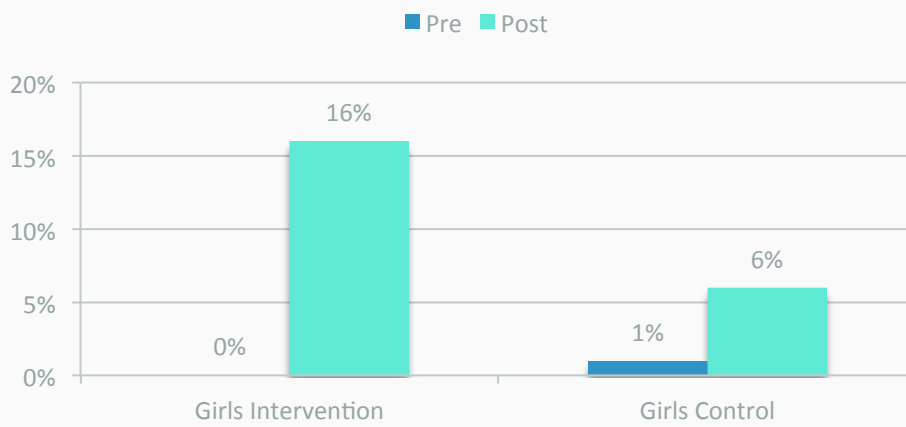
- The percentage of girls in the intervention condition who reported having conversations with family members about girls' empowerment increased from 9% at baseline to 22% at endline, whereas the corresponding increase among control group girls was from 4% to 8% (significant difference,  $p < .01$ ). (Figure 30)
- Girls in the intervention condition were also more likely to seek out information about girls' empowerment, for example by going to the library, on the Internet or asking friends or adult in the community about it. The effect was particularly pronounced among girls in the intervention group in Bihar, where the percentage of girls reporting this behavior increased from 0 at baseline to 16% at endline, as compared to the control group increase from 1% to 6% (significant difference,  $p < .001$ ). (Figure 31).

**Figure 30. Members of Family Talked to Them about Girls' Empowerment**



## Seeking Information continued

**Figure 31. Have Tried to Seek Information about Girls' Empowerment (Bihar)**



Qualitative research provides further evidence of the impact of the program on children's behaviors and sense of empowerment. Girls and boys participating in focus group talked about how the program had inspired them to seek more information and support in their quest for higher levels of education, and to act as advocates for their own education and for education of their female peers. Examples cited by respondents included intervening to stop child marriages, participating in school enrollment drives, and encouraging family members to allow girls pursue higher levels of education.

*"The adolescent group taught me how it is possible to change status quo. As part of a 12-member troupe, I perform skits in my village to inform people about the importance of educating girls." - Girl, Bihar, India*

*"If I have to be stubborn to get an education, I will. If I have to fight to get an education, I will." - Girl, Gaya*



Conclusions and  
Implications



# Conclusions and Implications

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## Parents

The results of the baseline study revealed that parents had largely been sensitized to the importance of education prior to their exposure to ENGAGE: the majority of parents demonstrated high levels of awareness about the benefits of education for both boys and girls. Yet when it came to how many years of schooling they wanted their children to have, parents placed higher value on education for their sons than for their daughters. Parents wanted their sons to go on beyond 12<sup>th</sup> grade and get a post-secondary education whereas it was less important in their minds for their daughters.

The ENGAGE intervention made a significant impact on parents' aspirations for their daughters' education. The proportion of parents who want their daughters to get post-secondary (beyond 12 years) education rose from 31% at baseline to 50% at endline in the intervention villages, as compared to a much smaller increase in control villages.

Exposure to the ENGAGE intervention also resulted in more proactive behaviors in support of girls' education. Parents in the intervention group demonstrated higher incidence of initiating conversations about education with their children and other family members, and discussing the importance of girls' education with neighbors and other community members.

## Conclusions and Implications continued

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### *Implications*

The results of the impact evaluation indicate that the ENGAGE program and the *Girl Rising* messaging have the power to change parents' attitudes and awareness of the value of girls' education in general, as well as to make a tangible impact on parents' decision-making regarding their daughters' education and, consequently, on individual girls' future opportunities in life.

While the timeframe of this program was too short to track longitudinal effects, a longer-term intervention would allow us to track whether parents' increased aspirations translate into their daughters' actual attainment of higher levels of education.

### **Children**

The impact evaluation provides evidence of the efficacy of the ENGAGE program in meeting several of the intended outcomes among children and youth in India:

- Children exhibit higher levels of understanding of the benefits of education for girls.
- Girls in the intervention villages aspire to higher levels of education as a result of their participation in the program.
- Children in the intervention villages demonstrate higher levels of confidence in their abilities to overcome challenges to education and to make decisions that affect their future, such as what education to get, what to do after graduation, and when to get married.
- Girls in the intervention villages became more proactive in discussing the benefits of education with their parents and community members, and in seeking more information about girls' empowerment and education.

## Conclusions and Implications continued

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### *Implications*

The research indicates that the ENGAGE program, with its rich community-based activities targeted at youth, has the potential to make a lasting impact on children's and adolescents' lives by increasing their understanding of the benefits of education, raising their aspirations for higher levels of education, empowering them to set goals and to plan for the future, and motivating them to advocate for their own and other girls' rights to education.

The program appears particularly effective at engendering girls' empowerment and confidence in their ability to make decisions regarding their education and their future. While certain gains have been made, adolescent girls would benefit from more support and resources. A longer intervention should focus on providing girls with tools and experiences on how to set goals, make plans and take action to meet those goals, and on how to enlist support of parents, teachers, and their communities to help them achieve their goals and aspirations.

It would also be valuable to continue tracking these indicators over a longer period of time so that we can determine whether gains in confidence, self-efficacy and empowerment result in higher levels of education attained and in better life outcomes.



# Thank You!

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