



ENGAGE M&E REPORT

Empowering Next Generations to Advance Girls Education (ENGAGE)

Monitoring & Evaluation Report

June 2017



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Prepared by Fluent Research in collaboration with:

- Sterling Business Research & Consulting (Nigeria)
- Experts Agency (DRC)
- Outline India (India)

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List of Acronyms

AOR	Agreement Officer's Representative
ASSP	Access to Primary Health Care Project
AYDI	Aisha Halliry Youth Development and Empowerment Initiative
CSO	Civil Society Organization
CSACEFA	National Coalition of Civil Society Organizations on Education Nigeria
DFID	Department for International Development, UK
DLA	Discovery Learning Alliance
DRC	Democratic Republic of Congo
ENGAGE	Empowering Next Generations to Advance Girls Education
FGD	Focus Group Discussion
FHI 360	Family Health International
GBV	Gender-Based Violence
GEM	Gender Equitable Male
GSE	Generalized Self-Efficacy
IDI	In-Depth Interview
IR	Intermediate Result
KSAME	Kano State Agency for Mass Education
KAP	Knowledge, Attitudes and Practices
M&E	Monitoring and Evaluation
NEI+	Northern Education Initiative Plus
NSS	National Services Scheme
PSA	Public Service Announcement
RA	Rapid Assessment
STC	Save the Children
SIR	Sub-intermediate Result
SUBEB	Kano State Universal Basic Education Board
SWODEN	Society for Women Development and Empowerment of Nigeria
USAID	United State Agency for International Development

EXECUTIVE SUMMARY

The Girl Rising *Empowering Next Generations to Advance Girls' Education (ENGAGE)* project, funded by the USAID, aimed 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 overarching goal of this public-private partnership was 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, can 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 included:

- *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 collaborated with national media agencies, corporations, governments and several international and local NGO partners.

Monitoring & Evaluation Goals

ENGAGE retained an independent evaluation firm, Fluent Research, to conduct its Monitoring and Evaluation (M&E) in India, DRC, and Nigeria. The overarching purpose of M&E was to ensure that all facets of the ENGAGE program were implemented as planned and to measure the efficacy of the program in achieving its intended outcomes. To that end, the M&E team:

- Collected data on inputs, activities, and outputs to track progress in implementation of all three project objectives; and
- Conducted performance and impact evaluations of the community-based interventions to assess effectiveness of the project in achieving Objective 2 (mobilization of community members)

Evaluation Approach

ENGAGE was a multi-country, multi-faceted program with different approaches to utilizing the power of media in addressing gender inequality in education. M&E had to keep track of a wide

range of activities in each country, from media broadcasts to social media engagement to outreach activities targeting the general population, parents, children and teachers in select regions, and key decision-makers and stakeholders.

ENGAGE conducted a wide variety of programmatic initiatives, all centered around use of the Girl Rising videos and associated materials and curricula. In broad terms, these initiatives fell into three types:

- 1) Broadcasting models, aiming to maximize reach among general public and hard-to-reach populations, including TV, theatrical, radio and digital/social media engagement
- 2) Screenings and discussions with NGO representatives, select corporate executives and employees, and local influencers and decision-makers
- 3) Community-based, multi-activity models, aimed at enhancing locally led discussions around the positive benefits of educating girls and ultimately local enrollment of girls in school.

In the first category, the initiatives included:

- National televised broadcasts in India along with print and digital campaigns to accompany as well as related Public Service Announcement campaigns disseminated on television, digitally, on radio and in theaters
- Regional television broadcast in Northern Nigeria, in partnership with Arewa 24
- Regional television broadcast and radio outreach in the DRC, in partnership with Foundation Hironnelle/Radio Okapi

In the second category, the Girl Rising film and locally produced content were screened at numerous events for government, corporate, NGO, and local community audiences. These screening events were typically followed by discussions focused on the barriers to girls' education in their respective communities and the perceived impact of the film on community members' motivation to act in support of girls' education.

In the third category, a variety of programs were fielded:

- In India, a community-based intervention in forty villages of Rajasthan and Bihar, in partnership with Save the Children.
- In Northern Nigeria, a grassroots-driven initiative in select communities, in partnership with the Discovery Learning Alliance; a partnership with the Kano State Agency for Mass Education (KSAME) and Bayero University to integrate Girl Rising materials into Women Empowerment Centers across Kano; a partnership with the Society for Women Development and Empowerment of Nigeria (SWODEN) to integrate Girl Rising materials into Youth Peace Clubs; and a partnership with Aisha Halliru Youth Development and Empowerment Initiative (AYDI) to train youth mentors on how to utilize Girl Rising materials.
- In the DRC, a wide-ranging program of community-based film screenings in rural areas, in partnership with IMA World Health, as well as a partnership with HPP-Congo to integrate Girl Rising materials into the teacher training curriculum and community engagement programs.

These community-focused initiatives were implemented through NGOs on the ground, local community leaders, educators, and volunteers or through government agencies. In these cases, ENGAGE produced the content and curricular design, provided the materials and tools, and trained local individuals in their application.

Given the great variation in the scope and type of the ENGAGE initiatives across the three target countries, the methods of evaluation varied greatly. Limited resources also required the prioritization of data-collection around particular initiatives at the expense of others.

Data Collection Strategy

The data collection strategy for such a multifaced program included a wide range of methodologies:

- 1) Desk review of gender equity in education: to provide the context in which ENGAGE operated
- 2) Ongoing process monitoring: to measure progress and track program implementation activities
- 3) Media data aggregation and analysis: to track the number, type and reach of airings; to measure the digital footprint of social media activities, and an estimated size of the audiences reached, where possible
- 4) Ad-hoc post-screening surveys: to measure the immediate reaction of viewers attending private screening events to the messages of ENGAGE
- 5) Qualitative interviews and focus groups with program participants
- 6) Impact Evaluation: to measure impact of the ENGAGE intervention in select communities in India
- 7) Performance Evaluation in DRC and Nigeria, to examine how the Girl Rising materials are being used by the community members and to measure community members' perceptions of the value of the Girl Rising materials.

The Overall M&E Results

The M&E results demonstrate that the ENGAGE program has successfully met virtually all output and outcome goals. In fact, the program has far exceeded its targets in all of its broadcasting, community outreach, training, and content development goals.

The Impact Evaluation Results

The impact evaluation of the community-based intervention in India provides the clearest evidence of the impact that the ENGAGE narrative model, paired with a community-based intervention, has had on its intended outcomes.

The impact evaluation of the ENGAGE Save the Children intervention in select villages of Rajasthan and Bihar was designed as a quasi-experimental study and conducted with a total sample of 1,000 respondents (children and parents) from 500 households. The study consisted of three phases: the baseline survey, the midline qualitative phase, and the endline survey. The intervention consisted of a wide array of community-based activities and events, with the Girl Rising film and tools at the center of each activity.

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

The results of the evaluation demonstrated that the ENGAGE intervention in India, implemented in partnership with Save the Children from August 2015 to March 2017, had a significant positive impact on both attitudinal and behavioral outcomes, including:

- **Positive Impact on Parents' Aspirations for Girls' Education:** The ENGAGE program had a significant positive impact on parents' desired years of education for their daughters (the proportion of parents who wanted their daughter to obtain post-secondary (beyond 12 years) education rose from 31% at pre-test to 50% at post-test).
- **Positive Impact on Girls' 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 at post-test.
- **Positive Impact on Children's Attitudes toward Gender Equality:** Children in the intervention condition significantly improved their attitudes towards gender equality, related to equal treatment of girls and boys in school, as well as to the opportunities that men and women should have in social, political, and economic spheres.
- **Positive Impact on Children's Confidence:** The ENGAGE intervention had significantly improved children's confidence in addressing education-related challenges and decisions.
- **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:** After exposure to the program, children reported higher rates of 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.

- **Positive Impact on Parents’ and Children’s Behaviors:** Exposure to the ENGAGE program had led to an increase in proactive behaviors among parents and children in the intervention group. Both parents and children in the intervention condition were significantly more likely than their counterparts in the control group to have engaged in conversations with each other, other family members, friends, neighbors or other community members about the value of education, and more likely to have sought information about the value of children’s education and girls’ empowerment.

The impact evaluation provides compelling evidence that the ENGAGE program in India had contributed to a shift in attitudes, awareness, aspirations, and behaviors with respect to girls’ education. The program 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 Performance Evaluation and Ad-Hoc Research Results

The performance evaluations of the community-based interventions in DRC and Nigeria, as well as the ad-hoc surveys and post-screening discussions with community members in India, DRC and Nigeria, provide further evidence of the ENGAGE effectiveness in changing attitudes towards equitable access to education and mobilizing community action.

The performance evaluation of the ENGAGE diverse activities was derived most commonly from primary feedback from participants in program events such as screenings, discussions, and workshops. This feedback was gathered via survey questionnaires, focus group discussions and individual in-depth interviews.

The ad-hoc surveys and post-screening interviews have evaluated the following program components and outputs:

- Training of local facilitators and volunteers
- Tools (video chapters, discussion guides, training manuals, and radio program)
- Messages and content

Training

ENGAGE and its partners have conducted a series of training exercises for local volunteers in preparation for using the ENGAGE materials and videos in community sensitization activities. Primary feedback from these training events has been uniformly and exceedingly positive with respect to the quality of the workshops and their capacity to inform and prepare the participants. Feedback does indicate, however, room for improvement in terms of preparing trainees how to handle difficult situations that might arise in the course of leading a community sensitization event.

Tools

The research assessed the ENGAGE videos and other tools with respect to several key parameters: appeal, comprehension of message, relevance, and motivational capacity.

Feedback from a wide variety of sources and audiences has consistently indicated that the core tool for ENGAGE – the *Girl Rising* videos – are highly appealing, highly effective in delivering the message of the value of girl’s education, and, more importantly, highly motivating. In addition, they are effective as triggers of dialogue. These findings apply across a range of cultures and languages.

Research had strongly and consistently suggested that they are effective:

- as informational tools
- as motivational tools
- at re-energizing those already committed to the task
- as a stimulus for community gatherings and discussions

In addition, the ENGAGE tools had also proved adaptable to a range of programmatic interventions, as developed by a variety of different partner organizations so as to leverage their existing capacities.

Messaging and Content

M&E indicates that the core messages of the ENGAGE videos and curricula are highly relevant, resonate with community member experience, and encounter little resistance.

What’s more, the ENGAGE materials and outreach arrived at an opportune moment, when attitudes about girls’ education and early marriage were shifting – at least from the perspective of many participants.

The broad receptivity to, and widely expressed desire for more of such content -- from both educators and community members, from both fathers and mothers -- strongly suggest the potential for expanding the use and availability of the materials and the potential for creating additional stories.

When assessed alongside other data, the combined evidence strongly suggests that these narratives – especially when combined with the opportunity for group discussion, and the ongoing advocacy of local leaders, educators, and trained volunteers -- motivate people to at least *want* to act and to feel that barriers *can* be overcome through action.

This evidence includes:

- The consistency of the reported emotional power and resonance of the videos -- across all communities and respondent types (community leaders, educators, mothers, fathers, girls, boys, and journalists); across diverse cultures and languages, and diverse geographic locations;
- Unsolicited claims of intent to take action as a result of the screenings;

- The fact that so many respondents assume that the videos will have motivational impact on others – because of its impact on themselves;
- The fact that the respondents repeatedly referenced the examples of the girls depicted in the videos as the source of their motivation to help promote girls’ education.
- Repeated references to shifting social norms and the need for such materials and programs to take advantage of this fact and to ensure momentum is not lost.
- Widespread expressions of a desire for more such videos, and for continued exposure and discussion, and for the geographic expansion of the campaign.
- The impact of community sensitization campaigns in 46 communities in and around Kano, Nigeria:
 - The ENGAGE Program Coordinator, who visited the communities to monitor implementation of their action plans, reported concrete steps taken by community members to enroll girls, hold screenings of the Girl Rising film, and intercede with reluctant families. Community leaders reported making commitments to provide tuition for girls, provide school supplies, and construct new school facilities.
 - Community leaders reported that more than 7,300 girls newly enrolled or returned to school after dropping out, resulting from the sensitization campaigns and *Da Bazar Mu* screenings
 - In fact, so many girls enrolled that several communities reported that they are now challenged by a lack of sufficient classrooms to accommodate all the girls being enrolled.
- The impact of community sensitization campaigns in Rajasthan and Bihar, India:
 - The local communities reported 653 children enrolled in school as a result of their school drive mobilization activities over the course of nine months.

Conclusions

The collective feedback from these diverse audiences and activities strongly suggests that the ENGAGE narrative- and discussion-based model, tailored to local sensitivities and speaking with great relevance to actual local circumstances, is effective in garnering attention, stimulating dialogue, opening minds, inspiring champions of girls’ education, and triggering concrete action by individuals on behalf of girls.

A. OVERVIEW

Background

The U.S. Agency for International Development Global Development Alliance (USAID/GDA) awarded 10x10/Girl Rising an Agreement Award, *Empowering Next Generations to Advance Girls' Education (ENGAGE)*. This project targeted three USAID priority countries—India, Nigeria, and Democratic Republic of Congo—to increase awareness of the importance of equitable access to education and to mobilize social action around girls' education initiatives. The ENGAGE project combined the power of storytelling – primarily in the form of film - with strategic communications, including digital media and advocacy, influencer and partner engagement, and strong community and stakeholder interventions to address the barriers that inhibit girls' access to education.

The overarching goal of this public-private partnership was 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, can 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 collaborated with national media agencies, corporations, governments and several international and local NGO partners.

The ENGAGE program was implemented over the course of 4 years:

- Project Year 1: 1 October 2013 – 30 September 2014
- Project Year 2: 1 October 2014 – 30 September 2015
- Project Year 3: 1 October 2015 – 30 September 2016
- Project Year 4: 1 October 2016 – 30 June 2017

Purposes of ENGAGE M&E

In December 2014, ENGAGE retained an independent evaluation firm, Fluent Research, to conduct its Monitoring and Evaluation (M&E) in India, DRC, and Nigeria. The overarching purpose of M&E was to ensure that all facets of the ENGAGE program were implemented as planned and to measure the efficacy of the program in achieving its intended outcomes. To that end, the M&E team:

- Collected data on inputs, activities, and outputs to track progress in implementation of all three project objectives; and
- Conducted performance and impact evaluations of the community-based interventions to assess effectiveness of the project in achieving Objective 2 (mobilization of community members)

Opportunities, Challenges and Limitations of M&E

The ENGAGE M&E offered a unique opportunity to measure and demonstrate the impact that a high-quality media intervention, coupled with a regional and/or national media campaign and a grassroots engagement program, can have on addressing cultural barriers to girls' education. The ENGAGE M&E had to address challenges and limitations that are inherent in a short-term program that addresses long-term cultural biases and beliefs in the target communities.

- Given the time and financial constraints, we were able to conduct an impact evaluation of the community intervention in India only. In DRC and Nigeria, the performance evaluations, conducted in the form of qualitative interviews, while valuable, cannot measure change in knowledge, attitudes and practices that can be solely attributed to the ENGAGE program.
- The ENGAGE community-based interventions were different in each country, which required a different M&E approach to align with each intervention. In Nigeria, for example, the intervention was driven by stakeholders who developed their own action plans on how to utilize the *Girl Rising* materials. In that context, it was impossible to conduct an impact evaluation without knowing which communities would participate in the intervention, as well as when and how.
- One of the major limitations of the M&E was the timeframe of the project. In a short time frame, the program aimed to demonstrate shifts in attitudes, perceptions and behaviors towards girls' education that have been culturally ingrained over centuries. While a longitudinal study was beyond the scope of this program, it would be important to track sustainability of the outcomes over a longer period of time.

Data Collection Strategy

Data collected and used for the following purposes throughout the ENGAGE project:

- 1) Desk review of gender equity in education: to provide the context in which ENGAGE will operate
- 2) Ongoing process monitoring: to measure progress and track program implementation activities
- 3) Media data aggregation and analysis: to track the number, type and reach of airings; to measure the digital footprint of social media activities, and an estimated size of the audiences reached, where possible
- 4) Pre- and post-screening surveys: to measure the immediate reaction of viewers attending private screening events to the messages of ENGAGE
- 5) Impact Evaluation: to measure impact of the ENGAGE interventions in select communities in India.
- 6) Performance Evaluation in DRC and Nigeria, to examine how the Girl Rising materials are being used by the community members and to measure community members' perceptions of the value of the Girl Rising materials.

B. OVERALL M&E RESULTS

The long-term goal of the ENGAGE project was to *increase access to equitable, quality education for girls and reduce gender disparity in education in India, DRC and Nigeria.*

ENGAGE aimed to achieve three intermediate results (IR) towards that goal as listed below:

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

Intermediate Result 2: Men, women, and school-aged youth take action to address barriers and social norms impeding access to quality education for girls.

Intermediate Result 3: Leaders, key stakeholders and other decision-makers take concrete, positive action to eliminate barriers to girls' education.

The graphic below (Figure 1) illustrates the ENGAGE results framework.

The M&E Plan included several indicators for each intermediate and sub-intermediate result. The indicators measured progress towards intermediate results as targeted on an annual basis. These indicators and their relationship to intermediate and sub-intermediate results (SIR) are illustrated in Figure 1 as well as in the explanations in the pages that follow.

From the beginning of the project, in October 2013, ENGAGE reported quarterly and annually on outcome and process indicators. Outcome indicators tracked project results as defined in the project contract by IR and SIR. Output indicators indicated and tracked activities that contributed to achieving the outcomes, as well as the sub-intermediate and intermediate results.

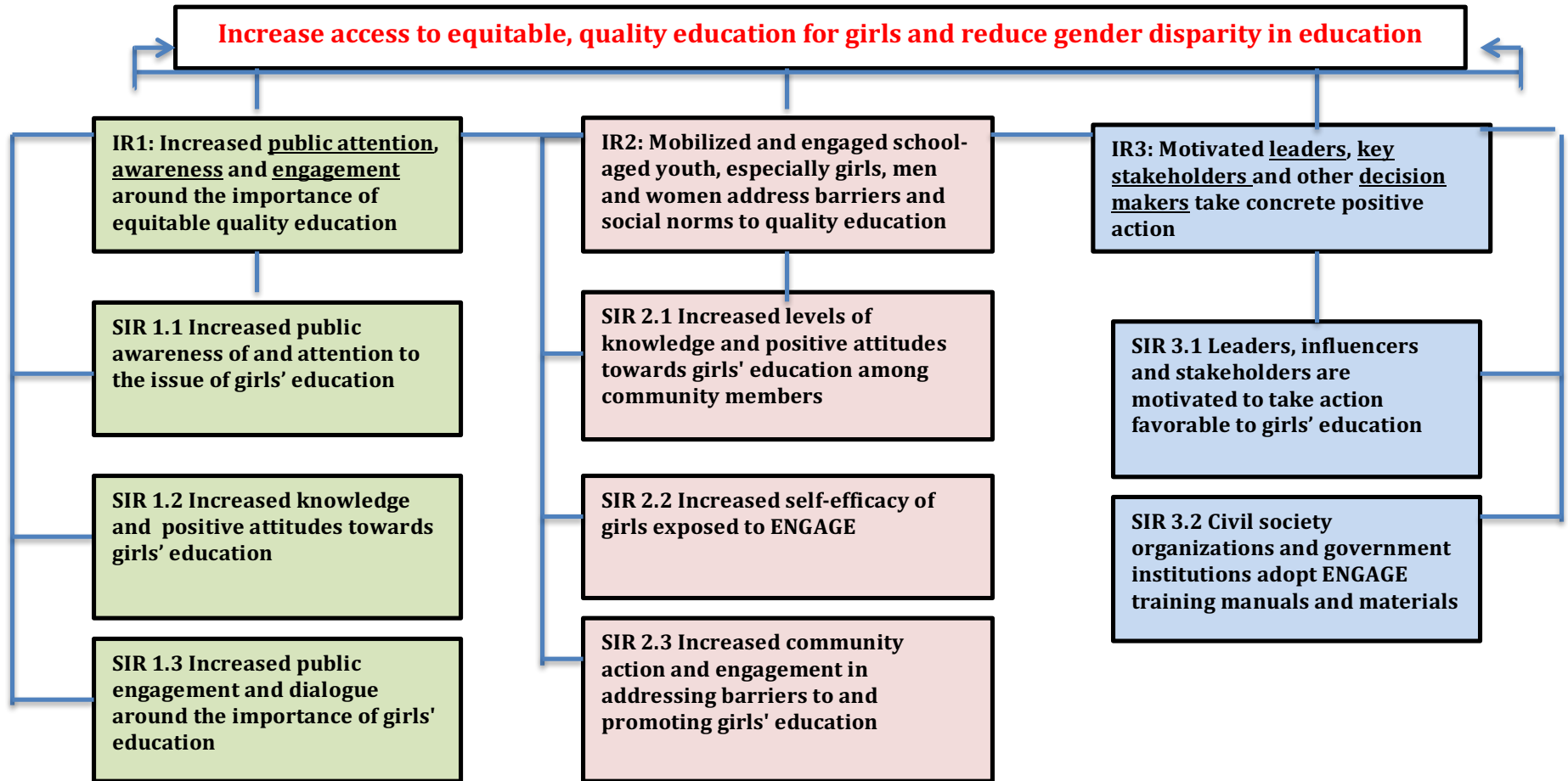
As indicated in the results framework, there are three IRs, and two to three associated sub-IRs. There are three goal-level impact indicators, and each IR includes at least one outcome indicator and several output indicators.

ENGAGE aimed to achieve three intermediate results (IR) towards its goal as listed below. IR1 and IR3 involved individual-level change as a result of the national media campaign; IR2 involved individual- and community-level change as a result of community interventions initiated by ENGAGE NGO partners in select communities in Nigeria, DRC and India.

ENGAGE goal-level indicators as listed below were based on the premise that exposure to ENGAGE media campaigns and interventions will mobilize girls, boys, parents, teachers and other stakeholders to become positive agents for change within their communities.

The following summarizes results on these indicators against set targets.

Figure 1. Girl Rising Country Partnerships Project Evaluation Results Framework



IR1: Increased Public Attention, Awareness, Knowledge And Engagement Around The Importance Of Equitable Quality Education

IR1 addresses an important barrier to equitable access to education – the lack of awareness, attention or engagement on the part of the larger community around the issue of girls’ education. (Figure 2)

The IR1 was expected to result from the ENGAGE media campaigns in all three countries, which include TV and radio broadcasts, social media campaign in India, and private screenings and other dissemination activities organized by ENGAGE and its NGO and corporate partners.

The IR1 includes three SIRs: increased public awareness of and attention to the issue of girls’ education (SIR 1.1), increased knowledge and positive attitudes towards girls’ education (SIR 1.2), and increased public engagement and dialogue around the importance of girls’ education (SIR 1.3).

SIR 1.1 Increased public awareness of and attention to the issue of girls’ education as a result of media campaign

The output indicators under SIR 1.1 include the number of locally adapted chapters, TV and radio broadcasts, social media outputs, and NGO- and corporate-organized screening events and dissemination activities.

As illustrated in Figure 3, ENGAGE has achieved at least 100% or over completion rates against the set targets on all output indicators under SIR 1.1. The highlights of these outputs include:

- Nine Girl Rising chapters dubbed into local languages and localized with introduction segments and Call-to-Actions, featuring national dignitaries and celebrities, in India, DRC and Nigeria.
- Six original television chapters produced in Nigeria featuring stories of local girls overcoming challenges to education, and paired with the corresponding Girl Rising chapters.
- An original radio magazine produced in five languages in the DRC featuring stories of local girls and women demonstrating the value of education, and broadcast on 30 community radio stations throughout the country.
- A national broadcast of the Hindi language Girl Rising film in India reaching over 6 million viewers.
- GR produced 2 Public Service Announcement (PSA) campaigns for the Ministry of Women and Child Development. The newly produced high-profile PSA’s were disseminated on television, radio, in theaters and digitally across India. The Indian Government invested the funds for dissemination, estimated at over \$1,000,000 USD per campaign.

- Girl Rising’s social media campaign promoting its latest PSA entitled “*We Dream, We Rise*” reached 25 million people, engaged with more than 200,000 people, and received more than 600,000 views. The PSA received a more than 2% engagement rate, compared to the industry average of 1%, indicating the content resonated with audiences.
- A total of 98 airings of the Girl Rising chapters by eight TV channels in the DRC; and a total of 18 airings of the film in Nigeria. While the number of viewers is impossible to determine, the Nigerian TV channel Awera 24 has an estimated audience of 80 million viewers.

SIR 1.2 Increased knowledge and positive attitudes towards girls’ education

The output indicators under SIR 1.2 included the number of private screenings of the Girl Rising film, sponsored by ENGAGE or its corporate or NGO partners. The ENGAGE and its partners have organized nearly 500 private screenings, attended by over 36,000 community members. This represents over 10 times as many screenings as targeted by the program. These exclude the community screenings organized as part of the Objective 2 community interventions.

Changes in awareness, knowledge and attitudes towards girls’ education were measured throughout the lifespan of the project by conducting ad-hoc post-screening surveys and interviews with attendees of private screenings and events. The results of these ad-hoc evaluations indicate an overwhelmingly positive reaction of the audiences to the film, as well as reported impact on their motivations to act in support of girls’ education.

Respondents in India, for example, shared the following reactions to the film in their responses to the feedback forms:

"We were so privileged as kids, always complaining about going to school. You only realize what privileges you had, when you see girls who don't have it." - **Monica Singh, Hindustan Unilever Limited**

"I was praying you wouldn't turn the lights on in between, I was in tears" - **Kanika Kalra, Hindustan Unilever Limited**

"Extremely well made film. Treat the subject so sensitively. The girls have acted so naturally" - **Rohit Bhasin, Hindustan Unilever Limited**

"The story showcased unbelievable bravery of 3 girls in the face of overwhelming odds & has surely impacted the minds of all our women colleagues that "Change is within" and we have power to create unlimited possibilities for us." - **Xerox**

"Apart from educating girls it is also important to give them the space and freedom to express themselves creatively and follow their dreams"- **Genesis Burson Marsteller**

"Real change can only happen if each of us pledge to join the movement for girls' education" - **Genesis Burson Marsteller**

"This film talks about a very important issue, and we learned that education gives women the freedom to choose"- **Students from Annapurna International**

“Girls’ education brings benefits to not just girls, but to entire society. Everyone must be made aware of this” - Ninad Jadhav, Girl Rising Regional Ambassador

SIR 1.3 Increased public engagement and dialogue around the importance of girls' education

Changes in public engagement and dialogue around the importance of girl’s education (SIR1.3) were monitored throughout the life of the project, by tracking the footprint of social media and digital campaigns initiated after the exposure to ENGAGE content.

Output indicators included the increases in the number of press articles, editorials or news coverage related to ENGAGE; social media activities, such as blogs, tweets, Facebook posts, inspired by ENGAGE; and the level of engagement among users of ENGAGE-related content (liking on Facebook, visiting website, tweeting, etc.).

As illustrated in Figure 3, ENGAGE has achieved a particularly substantial success in its social media campaign in India, with the digital footprint exceeding its target by over 8000%.

Figure 2. IR1: Increased Public Attention, Awareness and Engagement around Girls' Education

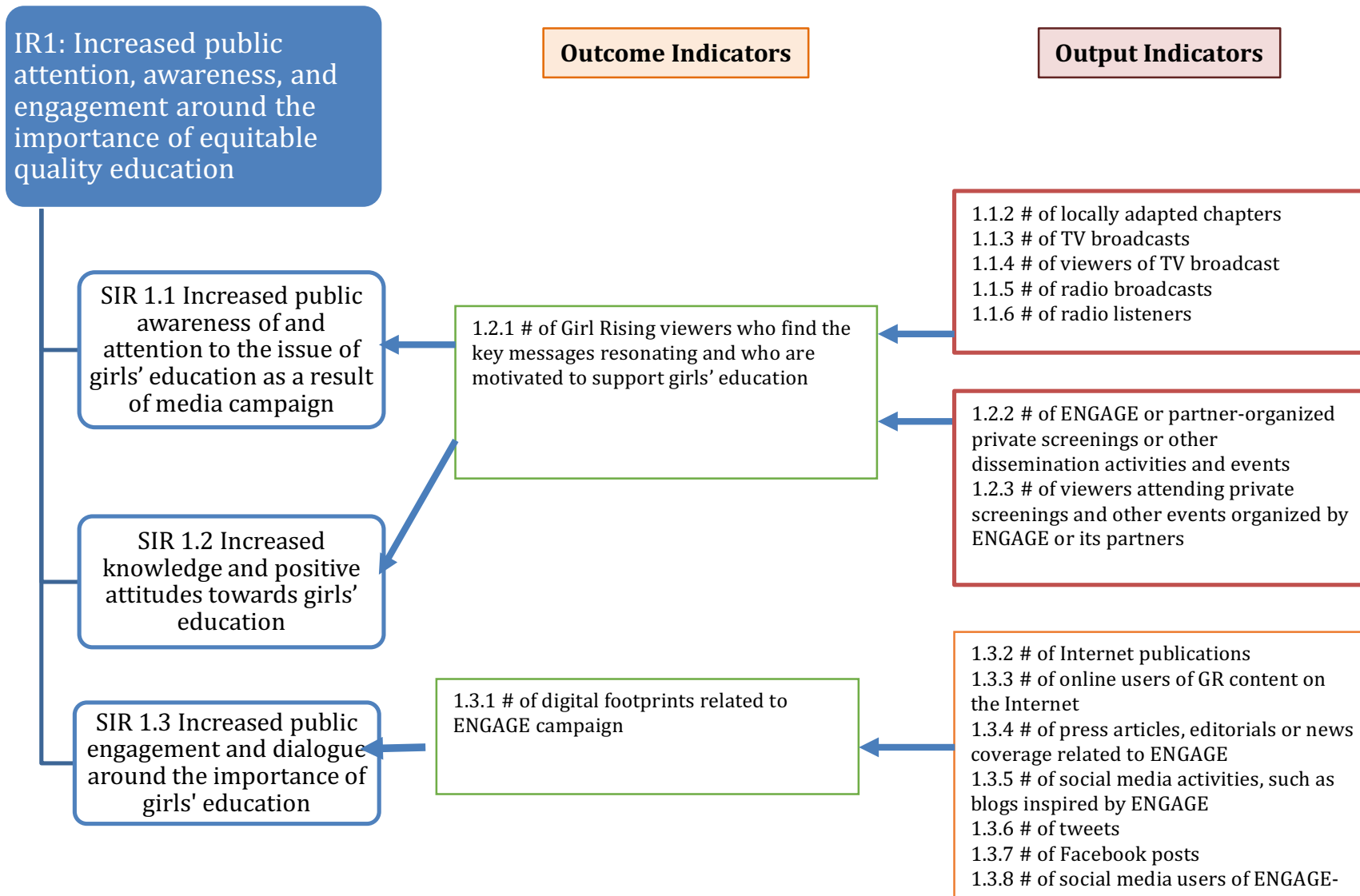


Figure 3. Summary of Results in Meeting IR1: Increased Public Attention, Awareness and Engagement around Girls' Education

IR1: Increased public awareness and attention, engagement and action around the importance of equitable quality education				
Indicator	Definition	Target	Result	% Completion
SIR1.1: Increased public awareness and attention to the issue of girls education				
OUTPUT: # of chapters adapted for TV or other media	Number of chapters adapted for broadcast on TV, radio or other media	India : - 9 chapters DRC: - 9 adapted into 3 different languages Nigeria : - 6 chapters into Hausa	India : - 9 chapters dubbed into Hindi - The localized film, <i>Woh Padhegi, Woh Udegi</i> , included introduction and Call-to Action segments, featuring Indian celebrities and dignitaries - Two PSAs produced and disseminated across the nation on multiple TV channels, radio stations, movie theaters, and TV stations DRC: - 9 chapters dubbed into 4 languages (French, Swahili, Lingala, Tshiluba) - Content localized with introduction and Call-to-Action sections featuring Congolese officials and celebrities - 16 bundles of film chapters and teasers/promos were produced Nigeria : - 6 chapters dubbed into Hausa - 6 original <i>Da Bazar Mu</i> chapters produced and paired with the original <i>Girl Rising</i> chapters	India : 100%+ DRC : 133% Nigeria : 100%
OUTPUT: # of GR TV broadcasts	Number of times GR is aired on TV	India: -1 TV broadcast (# of airings : 1) DRC: -1 TV Broadcast (# of airings TBD) Nigeria: - 1 TV Broadcast (# of airings TBD)	India: -1 TV broadcast (# of airings : 1) - Multiple airings of two PSAs - Broadcast of two PSAs in 3000 cinema halls DRC: - 31 TV Broadcasts by 8 TV channels in 4 languages	India : 100%+ DRC : 3100% Nigeria : 600%

IR1: Increased public awareness and attention, engagement and action around the importance of equitable quality education

Indicator	Definition	Target	Result	% Completion
			<ul style="list-style-type: none"> - 58 repeat airings - A total of 98 TV airings Nigeria: <ul style="list-style-type: none"> - 6 TV Broadcasts - 12 repeat airings - A total of 18 airings 	
OUTPUT: # of viewers of TV broadcast	# of TV broadcast viewers	India: -5 million viewers DRC: -The target for estimated audience was not set Nigeria - The target for estimated audience was not set	India: - 6.1 million viewers of Girl Rising broadcast - 25 million viewers of PSAs DRC: - There was no system in place to estimate broadcast audience Nigeria - The reach of the Awera 24 network is estimated at 80 million viewers. It was not possible to determine the actual viewership of the Girl Rising chapters.	India : 122%
OUTPUT: # of radio broadcasts	Number of times GR/ENGAGE-related content is aired on the radio	DRC: -community radio networks (# airings – the target was not set)	DRC: <ul style="list-style-type: none"> - An original radio magazine series produced in French, Lingala, Kikongo, Swahili and Tshiluba. - 30 community radio stations broadcast the radio program throughout the DRC - Each community radio station broadcast the radio program at least twice, for a total of 66 airings 	
OUTPUT: # of radio listeners	# of radio listeners	DRC: - The target for estimated audience was not set	DRC: -There was no system in place to estimate radio audience	
OUTCOME: # of <i>Girl Rising</i> viewers who find the key messages resonating and report feeling motivated to support girls' education	# of viewers who relate to messages regarding social norms and barriers to girls' education	35% of viewers express high appeal and relevance of key messages	Nigeria : In Nigeria, viewers' reactions to the broadcast were recorded through an Interactive Voice Response (IVR) system. 1,915 viewers called in to the IVR survey. The IVR Survey results indicate:	

IR1: Increased public awareness and attention, engagement and action around the importance of equitable quality education

Indicator	Definition	Target	Result	% Completion
			<ul style="list-style-type: none"> - 71% of Da Bazar Mu viewers felt “very motivated” to take action to help provide schooling for those displaced by natural disasters; - 93% said they like the <i>Da Bazar Mu</i> stories they saw “very much”; - 84% said they find the subject of the <i>Da Bazar Mu</i> stories to be “very relevant” for their communities. - 88% said the stories informed them “a lot” about the benefits of girls’ education. 	
SIR1.2: Increased knowledge and positive attitudes towards girls’ education				
<p>OUTPUT: # of private screenings and other activities and events around GR film or program (ie private screening such as NGO and corporate screenings.</p> <p>This does not include screenings as part of Objective 2, community interventions</p>	Number of times GR program is screened and source (e.g. NGO, Corporate)	<p>India: -50 private screenings</p> <p>DRC: -20 private screenings</p> <p>Nigeria: -10 private screenings</p>	<p>India : - 430 screenings</p> <p>DRC : - 48 screenings</p> <p>Nigeria : - 3 screenings organized by SWODEN</p>	<p>India : 860%</p> <p>DRC : 240%</p> <p>Nigeria : 30%</p>
<p>OUTPUT: # of attendees at private screenings and events</p>	Number of viewers attending private screenings	<p>India: - Est audience 2,500</p> <p>DRC: - est Audience 600</p> <p>Nigeria: - est Audience 300</p>	<p>India : - 33,000 attendees at private screenings</p> <p>DRC : - 3,242 attendees at private screenings</p> <p>Nigeria : - 600 attendees at private screenings</p>	<p>India : 1320%</p> <p>DRC : 540%</p> <p>Nigeria : 200%</p>
<p>OUTCOME: # of private screening viewers who find the key messages resonating and report feeling motivated to support girls’ education</p>	# of viewers who relate to messages regarding social norms and barriers to girls education	35% of viewers express high appeal and relevance of key messages	<p>India : In India, participants of the private screenings completed feedback forms, with open-ended questions. The overwhelming response was extremely positive, attesting to the appeal of the film and its positive impact on respondents’ awareness of and attitudes</p>	

IR1: Increased public awareness and attention, engagement and action around the importance of equitable quality education

Indicator	Definition	Target	Result	% Completion
			<p>towards girls' education.</p> <p>DRC :</p> <p>After screening of the Girl Rising film in Popokabaka, Kwango, and Goma, the ENGAGE team collected feedback from viewers in the form of brief written surveys. 256 community members responded to the survey:</p> <ul style="list-style-type: none"> - 78% said the film helped inform them "a lot" about the issue of girls' education; - 98% said that, after seeing the film, they think girls' education should be a bigger priority for their community. - 74% of respondents indicated that, after seeing the film, they felt "very motivated" to take action on behalf of girls' education. 	
<p>SIR1.3: Increased public engagement and dialogue around the importance of girls' education</p>				
<p>OUTPUT: # of press articles, editorials or news coverage related to GR program</p>	<p>Media coverage of Girl Rising program and events</p>	<p>50 press articles related to GR program or campaign in India</p>	<p>India :</p> <ul style="list-style-type: none"> - Number of wires sent by PR partner : 4 - Number of print articles about GR : 83 - Number of web articles about GR : 206 - Number of TV news pieces on GR : 26 - Number of radio pieces on GR : 1 - Total press coverage : 320 - Estimated print circulation : 42,592,873 <p>DRC :</p> <ul style="list-style-type: none"> - Number of press articles on GR : 2 - Number of web articles on GR : 5 - Number of radio pieces on GR : 13 - Number of TV news pieces on GR : 12 - Total press coverage : 19 <p>Nigeria :</p> <ul style="list-style-type: none"> - Number of print articles on GR : 2 - Number of web articles on GR : 7 	<p>India : 640%</p>

IR1: Increased public awareness and attention, engagement and action around the importance of equitable quality education

Indicator	Definition	Target	Result	% Completion
			<ul style="list-style-type: none"> - Number of radio pieces on GR : 4 - Number of TV news pieces on GR : 2 - Total press coverage : 15 	
<p>OUTCOME: # of digital footprints related to ENGAGE campaign</p>	<p>Digital footprints such as website visitors, request for more information, tweeting, liking in Facebook, etc.</p> <p>Digital actions that track user/viewer engagement</p>	<p>India : 50,000 digital footprints that represent viewers/individuals engaging in a digital action related to ENGAGE campaign</p>	<p>India :</p> <ul style="list-style-type: none"> - Number of Facebook followers : 40,000 - Number of Facebook posts : 194 - Number of Facebook likes : 41,886 - Number of Facebook impressions : 4,648,225 - Number of Twitter followers : 5,623 - Number of tweets : 787 - Number of retweets : 4,822 - Number of favorites on Twitter : 8,316 - Number of Twitter impressions : 2,782,125 - Number of Twitter hashtags : 1,300 - Number of Twitter sitevisits : 55,747 - Number of Instagram followers : 7,030 - Number of Instagram posts : 137 - Number of Instagram likes : 22,458 - Number of blog posts : 2 - Number of website visitors : 552,505 <p>«We Dream, We Rise» PSA reach :</p> <ul style="list-style-type: none"> - 25 million audience reached - 600,000 views - 200,000 interactions <p>DRC :</p> <p>In DRC, the digital strategy was limited to a website for information purposes</p> <p>Nigeria :</p> <p>In Nigeria, the digital strategy was limited to a website for information purposes</p>	<p>India : 8000%+</p>

IR2: Mobilized And Engaged School-Aged Girls, Boys, Men And Women Address Barriers And Social Norms To Quality Education

IR2 addressed the goal of mobilizing and engaging community members, including girls, boys, parents, teachers and other adult members, in addressing barriers and social norms to quality education. (Figure 4)

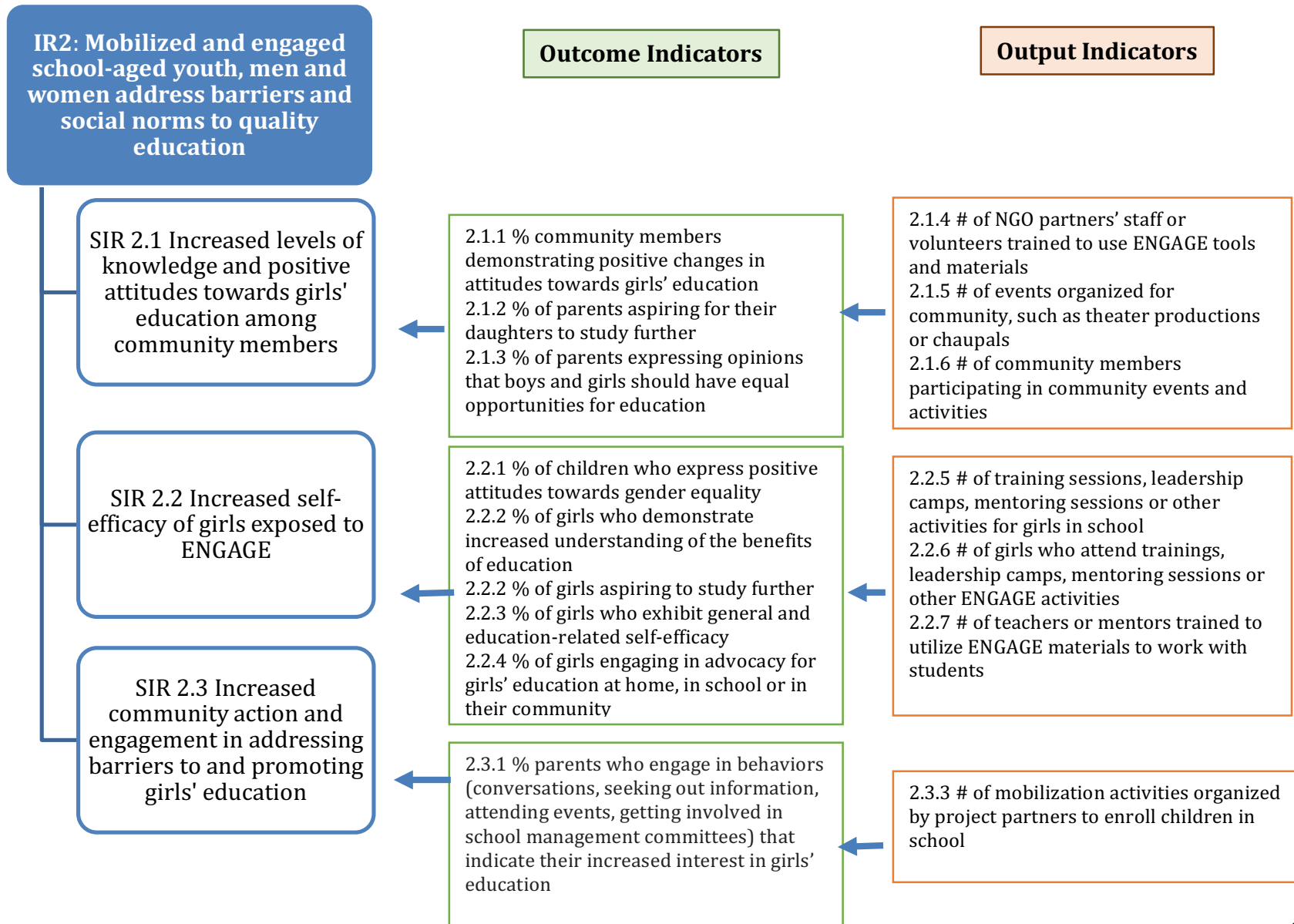
This result was achieved at the local community level, in collaboration with ENGAGE NGO partners in each of the three countries:

- Save the Children in India
- IMA and other NGO partners in DRC
- Discovery Learning and other NGO partners in Northern Nigeria.

While ENGAGE partner approaches to this goal varied in each country, the outcomes expected for each of the sub-intermediate results were common across all country partnerships.

- Attitudes towards girls' education among community members
- Parents' aspirations for their daughters' education
- Attitudes towards gender equality in education
- Community members' behaviors and practices in support of girls' education
- Girls' empowerment and self-efficacy (limited to the India intervention)

Figure 4. IR2: Mobilized and Engaged Community Members Address Barriers to Education



INDIA

SIR 2.1 Increased levels of knowledge and positive attitudes towards girls' education among community members

In India, ENGAGE partnered with Save the Children to implement an ambitious community-based intervention in 40 villages of Rajasthan and Bihar, targeting over 6,000 adolescent girls and boys and over 8,000 parents. This program was implemented from July 2015 to September 2016 with cost extension and for additional 6 months (till March 2017) with no-cost extension.

The **output** indicators under SIR 2.1 include the number NGO partners' staff or volunteers trained to use ENGAGE tools and materials, the number of mobilization activities organized by project partners, and the number of community members participating in NGO community events and activities.

As illustrated in Figure 5, ENGAGE India achieved well over 100% completion rates against the set targets on all output indicators under SIR 1.1.

NGO Staff Training: 36 Save the Children staff participated in four training sessions on how to integrate Girl Rising curriculum and materials into their program

Community Screenings: 253 community screenings of Girl Rising film held in states of Bihar and Rajasthan to educate adolescents, teachers, community leaders, and village elders on the benefits of girls' education for the society at large.

Community Girl Rising Screenings	Total	Bihar	Rajasthan
Number of community GR screenings	253	167	86
Number of screening audience	21,082	15,080	6,002

Girl Rising Screenings for Religious Leaders: 5 community screenings of Girl Rising film were held in Bihar and Rajasthan for religious leaders who are important influencers in their communities. 152 religious leaders have participated.

Girl Rising Screenings for Religious Leaders	Total	Bihar	Rajasthan
Number of screenings/events for religious leaders	5	2	3
Number of religious leaders	152	47	105

Community Film Festival: To promote girls' education, a 12-day community film festival was organized in 22 villages, with over 10,000 attendees, including 1049 males, 2048 females, 2125 boys, and 4170 girls.

Film Festivals	Total	Bihar	Rajasthan
Number of film festivals	22	21	1
Number of films shown at festival	49	48	1
Film festival audience	10,517	9,567	950

Awareness and Advocacy Campaigns: Over 11,000 families were reached in awareness and advocacy campaigns to promote girls' education, using the Girl Rising film as the main motivational tool.

Awareness Campaigns to Promote Girls' Education	Total	Bihar	Rajasthan
Number of families reached	11,636	4,677	6,959
Number of parents reached	12,360	4,374	7,986

Workshops with Folk Artists: 4 workshops with folk artists were held, training 107 folk artists on how to integrate gender messages into their creative performances.

Workshops with Folk Artists	Total	Bihar	Rajasthan
Number of workshops with folk artists	4	3	1
Number of folk artists	107	97	10
Number of folk art performances	41	40	1
Audience of folk art performances	6,654	6,574	80

Chaupals on Girls' Empowerment: 150 public meetings (chaupals) organized for Panchayat representatives to discuss barriers to girls' education and community solutions that can be implemented. 16,656 Panchayat members had attended the meetings, and 200 advocates of girl empowerment were identified.

Chaupals on Girls Empowerment	Total	Bihar	Rajasthan
Number of chaupals on girl empowerment	150	137	13
Number of attendees at chaupals	16,659	13,205	3,454
Number of advocates	200	20	180

School Management Committee Workshops: 7 workshops with School Management Committee members were held, with 1,102 members participating.

School Management Committee Workshops	Total	Bihar	Rajasthan
Number of School Management Committee workshops	7	6	1
Number of workshop participants	1,102	294	808

Number of supported school committees	64	40	24
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State Level Consultations: 2 state-level consultations were held for the government representatives and community members to share their experiences and best practices on gender equitable education.

State Level Consultations	Total	Bihar	Rajasthan
Number of state level consultations	2	1	1
Number of people attending	182	92	90

Outcome indicators under SIR 2.1 measure changes in the degree of knowledge and positive attitudes towards girls' education among community members, changes in parents' perceptions of the value of education for their daughters, and their aspirations for their daughters' education.

The efficacy of ENGAGE India in meeting its target outcomes was measured by an impact evaluation. The full details on the results of the evaluation are described in Section C: Impact and Performance Evaluations. The program was successful in achieving the following 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.

With respect to the attitudes towards the benefits of girls' education, 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.

SIR 2.2 Increased self-efficacy of girls exposed to ENGAGE

SIR 2.2 addresses girls' confidence and sense of self-efficacy in making decisions about their future. The program posited that girls, as a result of their exposure to ENGAGE content, training sessions, teacher interventions, or girl club members' outreach, will demonstrate increased understanding of the benefits of education, higher aspirations for study, increased confidence in their ability to plan for the future, and more active engagement in advocating for girls' education (such as talking to their parents and

siblings about their aspirations, talking to other girls at school, teachers or other community members about the value of education).

Output indicators kept track of the number of training sessions, leadership camps, mentoring sessions or other activities for girls organized by NGO partners, the number of girls attending these sessions and engaging in a leadership or advocacy activity within their school or community, and the number of teachers or mentors trained to utilize ENGAGE materials to work with students.

As illustrated in Figure 5, ENGAGE achieved well over 100% completion rates against the set targets on all output indicators under SIR 2.2. The highlights of the outputs under SIR 2.2 in India include:

Teacher Training: 255 teachers in Bihar and Rajasthan attended seven gender-sensitization workshops on how to confront gender stereotypes and how to integrate gender-sensitive methods into their classroom instruction.

Teacher Trainings	Total	Bihar	Rajasthan
Number of teachers trainings	7	4	3
Number of teachers trained	255	160	95

Teacher Recognition as Change Agents: 303 teachers in Bihar and Rajasthan were honored at 55 Teacher Recognition Events for their contribution to girls' education.

Teacher Recognition as Change Agents	Total	Bihar	Rajasthan
Number of teachers identified as change agents	303	140	163
Number of schools involved	142	80	62
Number of Teachers' Recognition Events	55	47	8

Formation of Adolescent Groups: 320 adolescent groups were formed and met monthly to discuss issues relation to girls' education, child labor, child marriage, the benefits of girls' education and the role they can play in bringing about gender equality.

Formation of Adolescent Groups	Total	Bihar	Rajasthan
Number of adolescent groups	320	200	120
Number of adolescent group members (female)	3,105	1,468	1,637
Number of adolescent group members (male)	2,737	1,259	1,478
Number of adolescent group members (total)	5,842	2,727	3,115
Number of adolescent group meetings	680	420	260

Sports Events: 292 sports events held in Bihar and Rajasthan that engaged adolescent girls and boys in Bihar and Rajasthan, and helped build values of teamwork, leadership, and resilience. To build the capacity of schools, sports equipment, such as bats, balls,

badminton racquets, footballs, ropes, chess, carom boards, and puzzles were distributed across 60 schools in Rajasthan and Bihar.

Sports Activities for Social Development	Total	Bihar	Rajasthan
Number of schools receiving sports equipment	60	20	40
Number of sports events	292	77	215
Number of students in sports activities (female)	4,010	1,760	2,250
Number of students in sports activities (male)	4,089	1,716	2,373
Number of students in sports activities (total)	8,099	3,476	4,623

Theater Production: Four theater workshops were held for adolescent girls and boys, which trained 160 students in theater production on the theme of girls' education. The student-led theater shows were attended by nearly 15,000 members of their community.

Theater Production	Total	Bihar	Rajasthan
Number of theatre workshops	4	2	2
Number of students in theatre workshops	160	89	71
Number of student-led theatre shows	74	48	26
Number of people attending theatre shows	14,846	13,566	1,280

A filmmaking workshop was conducted in Alwar, Rajasthan wherein a total of 30 adolescents (12 girls, 18 boys) were trained on conceptualising, filmmaking and editing. The two groups produced films on gender discrimination, child labour and child marriage, which they shot in their villages, interviewing community members, and in the process learning more about the issue. One of the films "*I Want To Study*" was nominated for a Japan Prize-International Contest on Educational Media 2016.

Book Clubs: 180 book clubs were created to popularize reading in the community and for engaging adolescent members. Members of the club gained access to books on a wide range of topics, including biographies of female role models. Nearly 6,000 adolescents used the book clubs.

Book Clubs	Total	Bihar	Rajasthan
Number of book clubs	180	100	80
Number of youth managing book clubs	126	86	40
Number of people using book clubs	5,878	3,923	1,955
Number of books in book clubs	11,600	4,040	7,560

Reading Camps: 126 camps were held to help improve reading skills of adolescents in both the states reaching out to a total of 2,791 enrolled students and 562 non-enrolled students.

Reading Camps for Children	Total	Bihar	Rajasthan
Number of reading camps	126	103	23

Number of enrolled children attending reading camps	2,791	1,848	943
Number of children attending reading camps (total)	3,353	2,197	1,156
Number of non-enrolled children attending reading camps	562	349	213

The **outcome** indicators for SIR 2.2 address girls’ confidence and sense of self-efficacy in making decisions about their future, understanding of the benefits of education, higher aspirations for study, increased confidence in their ability to plan for the future, and more active engagement in advocating for girls’ education (such as talking to their parents and siblings about their aspirations, talking to other girls at school, teachers or other community members about the value of education).

The ENGAGE program achieved its targets on most of the **outcome** indicators. As the impact evaluation report illustrates (see Section C: Impact and Performance Evaluations), exposure to ENGAGE resulted in several positive outcomes for children in the intervention villages of Rajasthan and Bihar. The highlights include:

Positive Impact on Children’s Attitudes toward Gender Equality: The ENGAGE program had a positive impact on children’s attitudes toward gender equality, such as equal treatment of girls and boys in school and equal opportunities for women and men in social, political, and economic spheres.

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 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: The ENGAGE program has significantly improved children’s confidence in overcoming challenges to education, in making decisions about their education, and in setting goals for themselves.

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 exposure to ENGAGE.

Positive Impact on Children’s Participation in Decision-making: The ENGAGE program resulted in higher confidence of children in their decision-making abilities: children reported having more say in decisions that affect their lives, such as their education, what they will do after completing their education, and when they get married.

Positive Impact on Children’s Behaviors in Support of Girls’ Education: 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 to seek out information about girls’ empowerment and to initiate conversations with family members about girls’ empowerment.

For more details about the impact results, see section C: Impact and Performance Evaluations.

SIR 2.3 Increased community action and engagement in addressing barriers to and promoting girls’ education

The **outcome** indicators for SIR 2.3 measure the degree to which community engages and takes action in addressing barriers to and promoting girls’ education, such as engaging in behaviors (conversations, seeking out information, attending events, getting involved in school management committees) that indicate increased interest in girls’ education, and actual enrollment of children in school.

The **output** indicators kept track of mobilization activities organized by ENGAGE to enroll children in school.

As illustrated in Figure 5, ENGAGE achieved well over 100% completion rates against the set targets on all output indicators under SIR 2.3.

Engagement with Parents and Guardians: Nearly 8,000 parents were reached in Bihar and Rajasthan through door-to-door visits and focus groups building awareness on the many benefits of girls’ education.

Engagement with Parents or Guardians	Total	Bihar	Rajasthan
Number of door-to-door visits	8,977	5,765	3,212
Number of parents reached door-to-door	7,718	3,654	4,064
Number of focus groups	182	179	3
Number of people at focus groups	4,868	4,813	55

School Enrollment Drives Through Mobilization Camps: Through mobilization camps, parents were encouraged to send their children to school, and inspire them to realize their dreams.

School Enrollment Drives Through Mobilization Camps	Total	Bihar	Rajasthan
Number of mobilization camps	108	75	33
Number of mobilization camp attendees (female)	1,610	733	877
Number of mobilization camp attendees (male)	228	95	133
Number of mobilization camp attendees (total)	1,838	828	1,010

Number of girls enrolled	286	44	242
Number of boys enrolled	367	19	348
Number of children enrolled (total)	653	63	590
Number of community leaders involved in camps	843	683	160

Outcome Indicators:

School Enrollment: A total of 653 (63 children in Bihar, 590 children in Rajasthan) children were enrolled in school, according to Save the Children.

Actions in Support of Education: Parents exposed to the ENGAGE program were more likely to seek information about the value of education for their children. Parents in the intervention condition were also more likely than parents in the control group to have conversations with their child or with friends and family members about the importance of education for girls.

For more details about the impact results, see section C: Impact and Performance Evaluation Results.

Figure 5. Summary of Results in Meeting IR2 in India: Increased Public Attention, Awareness and Engagement around Girls' Education

IR2: Mobilized and engaged school-aged youth, men and women address barriers to social norms to quality education				
Indicator	Definition	Target	Result	% Completion
SIR2.1: Increased knowledge and positive attitudes towards girls' education among community members				
OUTPUT : # of NGO partners' staff or volunteers trained to use GR program and tools for their interventions	Number of NGO partner staff trained to utilize tools	India : 40	India : - 4 trainings - 36 staff members trained	India : 90%
OUTPUT : # of NGO community mobilization events and activities that use GR media	Number and types of community activities organized by NGO partners	India : 150	India : - 253 community screenings - 5 screenings for religious leaders - 22 film festival events - 4 workshops for folk artists - 41 folk performances - 150 chaupals - 7 school management committee workshops - 2 state level consultations	India : 295%
OUTPUT : # of community members participating in NGO community events and activities that use GR media	Number of proposed community members actually participating in NGO community events and activities that use GR media	India : 3,000	India - 21,082 participants in community screenings - 152 religious leaders attending screenings - 10,517 attendants at film festival - 16,659 attendees at chaupals - 1,102 school management committee workshop attendees - 182 participants in state level consultations	India : 1878%
OUTCOME : Increase in favorable attitudes regarding girls' education after participating in intervention using the GR program	Percentage of community members demonstrating changes in attitudes towards girls' education	Increase from baseline to final (based on prior studies, expect difference of 0.2 standard deviations [d = .2] relative to those not receiving the intervention)	India : - No significant impact	

IR2: Mobilized and engaged school-aged youth, men and women address barriers to social norms to quality education

Indicator	Definition	Target	Result	% Completion
OUTCOME : Increase in the number of parents' aspiring for their daughters to study further	Percentage of parents demonstrating changes in attitudes towards their daughters' education	Increase from baseline to final (based on prior studies, expect difference of 0.2 standard deviations [d = .2] relative to those not receiving the intervention)	India : - Parents in the intervention condition increased their desired years of schooling for their daughters from 12.0 to 13.5 years, as compared to the control group's increase from 12.2 to 12.8 years (d=.30, p<.04).	India : 150%
SIR2.2 Increased self-efficacy and confidence of girls exposed to ENGAGE				
OUTPUT : # of ENGAGE NGO partner activities for girls and boys	Number of activities and events specifically designed for girls and boys, such as training sessions, leadership camps, mentoring sessions or other activities for girls and boys	India : 40	India : - 320 adolescent groups formed - 680 adolescent group meetings held - 4 theater workshops - 74 student-led theater shows - 60 school receiving sports equipment - 292 sports events - 180 book clubs - 126 reading camps -	India : 4340%
OUTPUT : # of girls and boys who attend NGO partner activities, such as training, leadership camps, mentoring sessions, etc.	Number of adolescents who attend NGO leadership camps, trainings, mentoring sessions, etc.	India : 3,000	India : - 5,842 adolescents participate in adolescent groups - 160 adolescents participate in theater workshops - 14,846 people attending theater shows - 8,099 students participate in sports activities - 126 youth managing books clubs - 5,878 adolescents using book clubs - 2791 enrolled children attending reading camps - 562 non-enrolled children attending reading camps	India : 588%
OUTPUT : # of teachers or mentors	Number of teachers or mentors who are trained to utilize ENGAGE	India : 40	India : - 7 trainings of teachers	India : 590%+

IR2: Mobilized and engaged school-aged youth, men and women address barriers to social norms to quality education

Indicator	Definition	Target	Result	% Completion
trained to utilize ENGAGE materials to work with students	materials in their classroom instruction or in afterschool activities		<ul style="list-style-type: none"> - 255 teachers trained - 303 teachers recognized as change agents - 142 schools involved - 55 Teacher Recognition Events 	
OUTCOME : % of children expressing positive attitudes towards gender equality	Percentage of children demonstrating changes in attitudes towards gender equality in education, social and political spheres	Increase from baseline to final (based on prior studies, expect difference of 0.2 standard deviations [$d = .2$] relative to those not receiving the intervention)	India : <ul style="list-style-type: none"> - Children in the intervention condition were significantly more likely than those in control condition to endorse statements regarding gender equality at post-test ($d=.62, p<.05$). 	India : 310%
OUTCOME : % of girls who demonstrate increased understanding of the benefits of education	Percentage of girls demonstrating changes in knowledge and attitudes toward girls' education	Significant increase from baseline to final relative to control group (at $p<.05$).	India : <ul style="list-style-type: none"> - Significant increase in intervention group children's understanding of the importance of attending school instead of working for pay or doing chores, from 67% to 88% ($p<.01$). 	India : 100%+
OUTCOME : % of girls aspiring to study further	Percentage of girls demonstrating changes in aspirations to gain an education	Significant increase from baseline to final relative to those not receiving the intervention	India : <ul style="list-style-type: none"> - Increase in the desired years of schooling among girls in the intervention group: from 12.0 to 14.0 years – a near significant level ($F 1, 145 df = 3.1, p < .08$). 	India : ~100%
OUTCOME : % of girls exhibiting self-efficacy in relation to education	Percentage of girls demonstrating increased general and education-related self-efficacy	Significant increase from baseline to final relative to those not receiving the intervention ($p<.05$)	India : <ul style="list-style-type: none"> - Children in the intervention condition were more likely than children in the control condition to improve their confidence in : <ul style="list-style-type: none"> o Making decisions about their education (from 65% at pre-test to 86% at post-test, $p<.002$) o Overcoming challenges to education (from 68% to 87%, $p<.02$) 	India : 100%+

IR2: Mobilized and engaged school-aged youth, men and women address barriers to social norms to quality education

Indicator	Definition	Target	Result	% Completion
			<ul style="list-style-type: none"> ○ Feeling more empowered to change things for the better in their school or community (from 58% to 80%, p<.04) ○ Having a say in decisions about their education (from 68% to 88%, p<.06) ○ Having a say in decisions about what to do after completing education (from 67% to 89%, p<.04) ○ Having a say in decisions regarding when to get married (from 35% to 71%, p<.001) 	
OUTCOME : % of girls engaging in behaviors in support of girls' education at home, in school or in community	Percentage of girls reporting activities or behaviors that promote girls' access to education (e.g., talking to friends or family members about importance of education, seeking out information)	Increase from baseline to final (based on prior studies, expect difference of 0.2 standard deviations [d = .2] relative to those not receiving the intervention)	India : <ul style="list-style-type: none"> - Children in the intervention condition were more likely than children in the control group to have conversations with their family or friends about the importance of education f (d=.21, p<.10). - Children in the intervention condition were more likely to seek information on girls' empowerment (from 0% to 16%, p<.001) 	India : 110%
SIR2.3 Increased community action and engagement in addressing barriers to and promoting girls education				
OUTPUT : # of ENGAGE events organized for the community	Number of mobilization events or activities	India :60	India : <ul style="list-style-type: none"> - 8,977 door-to-door visits - 108 mobilization camps 	India : 15142%
OUTPUT : # of people reached by the ENGAGE mobilization events	Number of community members reached by the mobilization events	India : target was not set	India : <ul style="list-style-type: none"> - 7,718 families reached in door-to-door visits - 1,838 children in mobilization camps 	

IR2: Mobilized and engaged school-aged youth, men and women address barriers to social norms to quality education

Indicator	Definition	Target	Result	% Completion
<p>OUTCOME : Increase in the number of parents who engage in behaviors that indicate increased interest in girls' education</p>	<p>Percentage of male and female parents/caregivers reporting engagement in positive behaviors (e.g., conversations with neighbors, seeking out information, getting involved in school management committees)</p>	<p>Increase from baseline to final (based on prior studies, expect difference of 0.2 standard deviations [$d = .2$] relative to those not receiving the intervention)</p>	<p>India :</p> <ul style="list-style-type: none"> - A greater increase in the number of parents in the intervention group than control group seeking information about children's education ($d=.19$, $p<.10$) - Parents in the intervention condition were more likely than parents in the control group to have conversations with their child or with friends and family members about the importance of education for girls ($d=.22$, $p<.09$) - 653 children enrolled in school, including 286 girls and 367 boys 	<p>India : 110%+</p>

DRC

SIR 2.1 Increased levels of knowledge and positive attitudes towards girls' education among community members

In DRC, ENGAGE partnered with IMA World Health and HPP-Congo to implement community-based interventions. As the data in Figure 6 demonstrate, ENGAGE DRC accomplished all its targeted goals under SIR 2.1.

Partnership with IMA – ASSP Program

In Project Year 3, ENGAGE entered into a subaward partnership with IMA World Health. Through this partnership, IMA integrated the Girl Rising films into an already-existing health communication program, *Accès au Soins de Sante Primaire* (ASSP), funded by the Department for International Development, UK. The program took place from June 2016 to March 2017.

The outputs under this partnership included the following:

Training of Communications Ambassadors: 18 communications ambassadors participated in two training sessions on how to implement Girl Rising movie nights and community discussions on the importance of education.

Recruitment and Training of Communications Ambassadors	Total
Number of Communications Ambassadors (CAs) trained	18
Number of CA trainings	2

Pilot In Nord-Ubangi: 405 movie nights were hosted in the province of Nord-Ubangi to test the program strategy, design assumptions and equipment.

Pilot in Nord Ubangi	Total
Number of Communications Ambassadors (Cas) trained	16
Number of pilot movie nights hosted	405
Number of females (0-17) reached	113,848
Number of females (18+) reached	36,154
Number of males (0-17) reached	48,318
Number of males (18+) reached	37,286
Number of people reached by movie nights (total)	171,438
Number of health areas reached	171
Percent of geographic coverage	76.113

Expansion of Movie Nights into ASSP Health Areas: The program was scaled up and movie nights were hosted in 806 ASSP Health Areas, reaching nearly 275,000 people.

Expansion of Movie Nights into ASSP Health Areas	Total
Number of movie nights hosted in location	806
Number of females (0-17) reached	83,236
Number of females (18+) reached	80,245
Number of males (0-17) reached	55,401
Number of males (18+) reached	55,794
Number of people reached by movie nights (total)	274,676
Percent of geographic coverage	56

Partnership with HPP: In Project Year 2, ENGAGE partnered with HPP-Congo, an international organization working to develop teacher-training colleges in rural areas, to integrate the Girl Rising materials into HPP’s teacher training curriculum and community engagement programs. In Project Year 3, 30 training modules were developed, which include guides and training materials on how to use the Girl Rising film and tools to promote discussions and action around education, aimed at gender inclusion and gender awareness.

HPP-Congo plans to train its community outreach staff and some of its graduated teachers on the use of the Girl Rising materials and will monitor and evaluate the use of the film and materials in its community engagement in the coming months.

Outcome Indicators:

Motivation to Take Action in Support of Girls Education: In a survey conducted by IMA with 6,040 community members who attended the movie nights, the majority (86%) said that the film had motivated them to take action on behalf of girls’ education in their own lives or in their communities.

Evaluation of Radio Listening Clubs: The performance evaluation, conducted between October 2016 and February 2017, in the form of qualitative focus groups with members of radio listening clubs suggest positive shifts in attitudes towards girls’ education after exposure to ENGAGE content.

For more details about the outcome results, see section C. Impact and Performance Evaluation Results.

Figure 6. Summary of Results in Meeting IR2 in DRC: Increased Public Attention, Awareness and Engagement around Girls' Education

IR2 : Mobilized and engaged school-aged youth, men and women address barriers to social norms to quality education				
Indicator	Definition	Target	Result	% Completion
SIR2.1 : Increased knowledge and positive attitudes towards girls' education among community members				
OUTPUT : # of NGO partners' staff or volunteers trained to use GR program and tools for their interventions	Number of NGO partner staff trained to utilize tools	DRC : 50	DRC : - 16 staff trained	DRC :32%
OUTPUT : # of NGO community mobilization events and activities that use GR media	Number and types of community activities organized by NGO partners	DRC : 50	DRC : - 2 IMA Communications Ambassadors Trainings - 1,600 movie nights hosted - 30 training modules developed for HPP-Congo	DRC : 3200%
OUTPUT : # of community members participating in NGO community events and activities that use GR media	Number of proposed community members participating in NGO community events and activities that use GR media	DRC : 2,000	DRC : - 18 IMA Communications Ambassadors trained - 171,438 people attend pilot movie nights - 274,676 people attend pilot movie nights	DRC : 22305%
OUTCOME : Increase in favorable attitudes regarding girls' education after participating in intervention using the GR program	Percentage of community members demonstrating positive attitudes towards girls' education	DRC : target was not set	DRC : - 86% of survey respondents who attended movie nights said the film had motivated them to take action in support of girls' education	

NIGERIA

SIR 2.1 Increased levels of knowledge and positive attitudes towards girls' education among community members

In Nigeria, ENGAGE partnered with several NGOs to implement an ambitious community-based intervention in Northern Nigeria. As the data in Figure 7 illustrate, ENGAGE Nigeria has met all its output and outcome goals against the set targets.

Partnership with Discovery Learning Alliance Fitila Program

In Project Year 2, ENGAGE had partnered with Discovery Learning Alliance (DLA) to integrate the *Da Bazar Mu...* videos into DLA's Fitila program in Kano State. ENGAGE shared the *Da Bazar Mu...* videos with the communities and schools participating in the Fitila program through a series of trainings and community based initiatives.

The outputs under this partnership included the following:

Training of Staff or Facilitators: ENGAGE conducted training with **1,685** DLA staff and facilitators on how to integrate the Girl Rising materials and curriculum into their program.

Training of Fitila Teachers: **1,573** Fitila teachers were trained on how to integrate the Girl Rising materials and curriculum into their program.

DLA Fitila Workshops using Da Bazar Mu: At the start of Project Year 3, ENGAGE and Da Bazar Mu videos were introduced to Fitila community members participating in three two-day DLA workshops. A total of 46 communities decided to include Da Bazar Mu into their action plans for community mobilization activities.

DLA Workshops Using Girl Rising Materials	Total
Number of workshops	3
Number of participants at workshops (female)	259
Number of participants at workshops (male)	1,325
Number of participants at workshops (total)	1,584
Number of communities requesting GR	46

ENGAGE Workshops for Fitila Communities: Three 2-day trainings were held with representatives from all of the 46 Fitila communities who included the *Da Bazar Mu...* materials in their community action plans. Three representatives from each of the 46 communities were invited to participate for a total of approximately 50 participants in each of the three trainings.

ENGAGE Workshops for Fitila Communities	Total
Number of Da Bazar Mu workshops	3
Number of workshop participants (female)	46
Number of workshop participants (male)	92
Number of workshop participants (total)	138

Fitila Community Activities Using Da Bazar Mu: Fitila community leaders initiated 71 community events using Da Bazar Mu videos and engaging their local community members in discussions about the value of girls' education. Nearly 2,000 people participated in these events.

Fitila Community Activities Using Da Bazar Mu	Total
Number of community actions	71
Number of people participating in activities (female)	1,182
Number of people participating in activities (male)	723
Number of people participating in activities	1,905

Follow On Workshops for Fitila Communities: 150 members from each of the initial 46 target Fitila communities attended three one-day follow-on workshops to share their experiences using the materials and learn about the other communities' activities/initiatives.

Follow On Workshops for Fitila Communities	Total
Number of follow on workshops	3
Number of workshop participants (female)	75
Number of workshop participants (male)	75
Number of workshop participants (total)	150

Distribution of Da Bazar Mu Videos: ENGAGE distributed 1,092 DVDs of Da Bazar Mu Videos to 500 DLA learning libraries in Kano.

Mapping of Da Bazar Mu into DLA Libraries: ENGAGE developed a curriculum map for integration of the Da Bazar Mu videos into the Nigerian curriculum for Social Studies, Civic Education, and Security Education for students in Primary Grades 1-6. ENGAGE designed a step-down training of Fitila staff, the school support officers and social mobilization officers, and teachers in order to equip them with the skills and information needed to use the Da Bazar Mu video tools and curriculum maps to enhance learning in the classroom. A total of 156 individuals participated in the training.

Outcome Indicators:

To measure the outcomes of ENGAGE in Nigeria, Fluent, in collaboration with its Nigerian research partner, Sterling, conducted a performance evaluation of *Da Bazar Mu* integration into DLA Fitila community program. The performance evaluation was conducted in the form of qualitative interviews with community leaders and community members in February-May 2016.

Positive Shifts in Attitudes towards Girls Education: The qualitative research indicates that *Da Bazar* videos and resources are extremely popular with the community members and effective at engendering positive attitudes towards girls' education. The majority of respondents reported feeling motivated to ensure their daughters complete secondary education.

School Enrollment: Community leaders reported that more than **7,300** girls newly enrolled or returned to school after dropping out, resulting from the sensitization campaigns and *Da Bazar Mu* screenings.

For the full description of the outcomes, see Section C. Impact and Performance Evaluation Results.

Partnership with the Kano State Agency for Mass Education (KSAME) and Bayero University

In Project Year 3, ENGAGE formed a partnership with the Kano State Agency for Mass Education (KSAME) and Bayero University, Kano, to integrate the *Da Bazar Mu...* videos and materials into 11 of the KSAME Women Empowerment Centers across Kano state.

The outputs under this partnership included the following:

Integration of Da Bazar Mu into KSAME Centers: ENGAGE organized three 2-day training workshops for selected Agency Staff and the participating Bayero University students. A special training manual was developed, which included a module from M&E Partner, Fluent, on data collection and conducting focus groups. 33 KSAME staff and 33 students attended the two-day trainings.

Integration of Da Bazar Mu into KSAME Centers	Total
Number of KSAME centers using DBM	11
Number of workshops held for staff & students	3
Number of Agency staff trained	33
Number of BUK students trained	33

KSAME Events using Da Bazar Mu: Following the completion of training, teams of students conducted a series of screenings and post-screening discussions at Women's

Centres throughout Kano State, making use of the Da Bazar Mu materials. The students conducted a total of 171 outreach/screening events, through which they reached 4,101 community participants across 11 LGAs. In addition, they conducted 176 small group discussions with these participants to assess their reactions to the videos and the messages about girls' education.

KSAME Events using Da Bazar Mu	Total
Number of participants (male)	670
Number of participants (female)	1,790
Number of participants (total)	2,460
Number of completed surveys	4
Number of discussion group respondents	534

Partnership with Society for Women Development and Empowerment of Nigeria (SWODEN)

ENGAGE entered into a partnership with the Society for Women Development and Empowerment of Nigeria (SWODEN), to integrate the *Da Bazar Mu...* videos, discussion and facilitation materials into SWODEN's "Peace Club" youth program.

The outputs under this partnership included the following:

Training of SWODEN Facilitators: ENGAGE conducted a series of 2-day trainings for the peace club facilitators in each of the 3 LGAs where the Peace Clubs operate. 51 facilitators took part in the training to learn interactive activities that they will be replicating with the youth in their Peace Clubs.

Integration of Da Bazar Mu into SWODEN Peace Clubs	Total
Number of workshops for facilitators	3
Number of facilitators trained	51

SWODEN Peace Club Meetings using Da Bazar Mu: Following the training, SWODEN facilitators conducted 112 peace club meetings using *Da Bazar Mu* videos. A total of 2,022 young people participated in the meetings.

SWODEN Peace Club Meetings using Da Bazar Mu	(None)
Number of SWODEN peace clubs	112
Number of peace club meetings	112
Number of youth (0-13 female)	487
Number of youth (14+ female)	755
Number of youth (0-13 male)	367
Number of youth (14+ male)	413
Number of youth (total)	2,022

Partnerships with Aisha Halliru Youth Development and Empowerment Initiative (AYDI)

ENGAGE partnered with Aisha Halliry Youth Development and Empowerment Initiative, which provides empowerment and support to girls in Islamic schools and women centers.

ENGAGE organized a training of 44 AYDI Youth Mentors on how to utilize *Da Bazar Mu* videos and conduct discussions around the themes in the videos.

Integration of Da Bazar Mu into AYDI	Total
Number of workshops for AYDI facilitators	1
Number of facilitators trained	44

Figure 7. Summary of Results in Meeting IR2 in Nigeria: Increased Public Attention, Awareness and Engagement around Girls' Education

IR2: Mobilized and engaged school-aged youth, men and women address barriers to social norms to quality education				
Indicator	Definition	Target	Result	% Completion
SIR2.1: Increased knowledge and positive attitudes towards girls' education among community members				
OUTPUT : # of NGO partners' staff or volunteers trained to use GR program and tools for their interventions	Number of NGO partner staff trained to utilize tools	NIGERIA : 20	Nigeria : - 1685 staff or facilitators trained	Nigeria : 842%
OUTPUT : # of NGO community mobilization events and activities that use GR media	Number and types of community activities organized by NGO partners	NIGERIA : 50	Nigeria: - 3 DLA Fitila workshops - 3 Da Bazar Mu workshops - 71 Fitila community events and activities - 3 follow on Fitila workshops - 500 DLA learning centers receiving 1,092 DVDs of Da Bazar Mu - Curriculum mapping training - 3 KSAME workshops - 171 KSAME outreach events - 3 workshops for SWODEN facilitators - 112 SWODEN Peace Club meetings - 1 workshop for AYDI facilitators	Nigeria : 742%
OUTPUT : # of community members participating in NGO community events and activities that use GR media	Number of proposed community members actually participating in NGO community events and activities that use GR media	Nigeria : 1,000	Nigeria : - 1,573 teachers trained - 1,584 participants in Fitila workshops - 138 participants in Da Bazar Mu workshops - 1,905 participants in Fitila community events - 150 participants in Fitila follow on workshops - 156 Fitila staff and school mobilization officers participate in	Nigeria : 1087%

IR2: Mobilized and engaged school-aged youth, men and women address barriers to social norms to quality education

Indicator	Definition	Target	Result	% Completion
			training - 66 KSAME staff and students trained - 2,460 people attending KSAME events - 534 respondents in KSAME discussion groups - 51 SWODEN facilitators trained - 182 participants in state level consultations - 2,022 participants in SWODEN Peace Club meetings - 44 AYDI facilitators trained	
OUTCOME : Increase in favorable attitudes regarding girls' education after participating in intervention using the GR program	Number of community members demonstrating changes in attitudes towards girls' education	Nigeria : target was not set	Nigeria : - Qualitative evidence of positive impact of the program on Fitila communities' attitudes towards girls' education - 7,300 girls enrolled in school in 46 Fitila communities, as a result of the ENGAGE campaign, according to the community leaders	

IR3: Motivated Leaders, Key Stakeholders And Other Decision Makers Take Concrete Positive Action

Intermediate Result 3 measures changes at the national, community, and individual level among leaders, influencers, stakeholders and policymakers. (Figure 8)

To achieve IR3, ENGAGE activities targeted leaders, influencers, policymakers and key stakeholders who are directly or indirectly influence or design policies and community practices. The goal was to determine, quantify and explore how community leaders, influencers stakeholders and policymakers have facilitated the attainment of project objectives.

SIR3.1 focused specifically on tracking how motivated community leaders, influencers and policymakers are and what action they have taken or intend to take to improve girls' access to education. The output indicators tracked the number of ENGAGE events organized for community leaders, and the number of leaders, influencers and stakeholders attending ENGAGE events.

SIR3.2 anticipated that a number of civil society organizations will adapt ENGAGE materials into their advocacy work. We tracked the number of training modules developed for teacher or government training, and the number of civil society organizations (CSO) adapting ENGAGE materials into their advocacy work.

INDIA

SIR 3.1 Leaders, influencers and stakeholders take action favorable to girls' education

ENGAGE completed or exceeded its target goals across all influence engagement indicators. (Figure 9)

The highlights include:

- Girl Rising received endorsement form Prime Minister Modi and the Ministry of Women and Child Development's (WCD) Beti Bachao, Beti Padhao (Save Girl Child, Educate Girl Child) scheme.
- Girl Rising received endorsements from celebrities and cultural influencers in India, with the following Bollywood stars lending their voices in support of Girl Rising: Priyanka Chopra, Freida Pinto, Alia Bhatt, Parineeti Chopra, Nandita Das, Mahuri Dixit, Kareena Kapoor, Sushmita Sen, Farhan Akhtar and Amitabh Bachchan.

- Girl Rising media tools disseminated through the Ministry of Women and Child Development’s Beti Bachao, Beti Padhao (BBBP) programs in 161 high priority districts to address girl child survival and education.
- The Ministry of Women and Child Development invested funding to broadcast 2 different Girl Rising Public Service Announcements across television networks, radio and over 3000 cinema halls per PSA across the country.
- Partnership with Yes Foundation for its flagship program, ‘Yes, I Am Change’ utilised GR’s tools to educate participants about the challenges plaguing girls’ education.
- Vodafone Foundation has committed to develop India’s first mobile application/game devoted to helping users understand gender stereotypes, and its implications on ambitions, dreams, and opportunities.
- Girl Rising corporate partner, Intel, hosted over 300 screenings of the film attended by over 20,000 people.
- JP Morgan Chase held a discussion on women empowerment and gender equality in celebration of International Women’s Day.
- Girl Rising partnered with the National Services Scheme (NSS) to train and sensitise 30 teacher coordinators and 50 student volunteers and empower them to lead change in their communities.

Events for Corporate, Policy and Community Leaders	Total
Number of events for community leaders	4
Number of community leaders attending events	315

Community Leaders, Policymakers Support ENGAGE	Total
Number of community leaders supporting ENGAGE	18
Number of advocacy acts to support education	320
Number of attendees/views at leader/stakeholder event/act	22,500

DRC

SIR 3.1 Leaders, influencers and stakeholders take action favorable to girls’ education

ENGAGE DRC has completed or exceeded its target goals across all influence engagement indicators. (Figure 10)

The highlights include:

- Over a dozen DRC celebrities and cultural influencers contributed their time and image to the Project, including: the former Minister of Education, Maker Mwangi; a

popular Congolese singer and guitarist Jean Goubald, former TV newsreader Chantal Kanyimbo, former Miss Vodacom Laureine Kabwiz, and others.

- Collaboration with the Ministry of Education’s technical working group, CAT, included screening of Girl Rising for the CAT steering and Girl Rising participation in a 5-day workshop organized by the CAT to discuss the ‘Plan Intérimaire de l’Education’ (PIE) plan to achieve parity in girls’ and boys’ access to education.
- ENGAGE project director held several meetings with the Ministry of Gender, Family and Children.
- ENGAGE formed screening partnerships with numerous national and international NGOs. Numerous screenings of the film were conducted in multiple locations (for details, see the DRC section of the report).

Events for Policymakers and Community Leaders	Total
Number of events for community leaders	4
Number of community leaders attending events	142

Community Leaders Support for Engage	Total
Number of community leaders supporting ENGAGE	17
Number of calls to action to support education	59

NIGERIA

SIR 3.1 Leaders, influencers and stakeholders take action favorable to girls’ education

ENGAGE completed or exceeded its target goals across all influence engagement indicators. (Figure 11)

The highlights include:

Work in Cooperation with Local and National Government Partners: ENGAGE collaborated with government institutions, including with Kano State Universal Basic Education Board (SUBEB), Kano State Deputy Governor and State Minister for Education, and Kano State Ministry for Women’s Affairs and Social Development.

ENGAGE Advocacy Events: ENGAGE organized several screenings of *Da Bazar Mu*, including:

- A special screening in recognition of International Women’s Day, with over 200 of CSO leaders attending.

- “STAR” Power Contest and International Day of the Girl Event, attended by 500 community leaders

ENGAGE Events for CSO, community leaders and policymakers	Total
Number of events for community leaders	10
Number of community leaders attending events	864

NGO and Civil Society Advocacy: A number of NGOs and civil society organizations and local community groups in northern Nigeria expressed interest in using the *Da Bazar Mu* videos in their community engagement and advocacy work. ENGAGE participated in the following events:

- UNICEF’s Girl Platform Workshop
- UNICEF’s Capacity Development Workshop on governance and advocacy in Birnin Kebbi
- UNICEF’s HiLWA Quarterly Meeting in Kaduna focused on improved governance of the education system
- International Day of the Girl Events hosted by UNICEF
- Screenings at USAID’s Northern Education Initiative Plu (NEI+)
- Screening at the stakeholder meeting on girls’ education at CSACEFA, a national coalition of civil society organizations working on education issues.
- The Mercy Corp’s Policy Dialogues on the implementation of the Child Rights Act.

	Total
Number of events using Da Bazar Mu	14
Number of event attendees	1,079

Journalist Training: *Da Bazar Mu* and ENGAGE materials were used in a 3-day workshop for journalists at the American University of Nigeria in Yola, sponsored by the U.S. Embassy. The workshop, attended by 50 journalists from across Nigeria, centered on using journalism in times of conflict and post-conflict to help solidify peace.

Engagement of Religious Leaders: ENGAGE organized a 6-week series of community sensitization workshops for 30 religious leaders nominated by the Hisbah Commission. Each week, for 6 weeks, 30 religious leaders, 15 women and 15 men, met at the American Corner to view and discuss one of the *Da Bazar Mu...* videos.

Integration of ENGAGE materials into Bayero University graduate course: The *Da Bazar Mu...* videos have been integrated into a post-graduate program at Bayero University. The materials are now part of coursework focused on the facilitation of participatory community change. The videos are being integrated into the theoretical and

conceptual issues covered in the community development and extension education specialization.

Training Modules for Teachers or Government	Girl Rising
Number of training modules adapted for integration into programs	3
Number of trainings using modules	7
Number of leaders reached through trainings	33

Outcome Indicators

Output Indicators

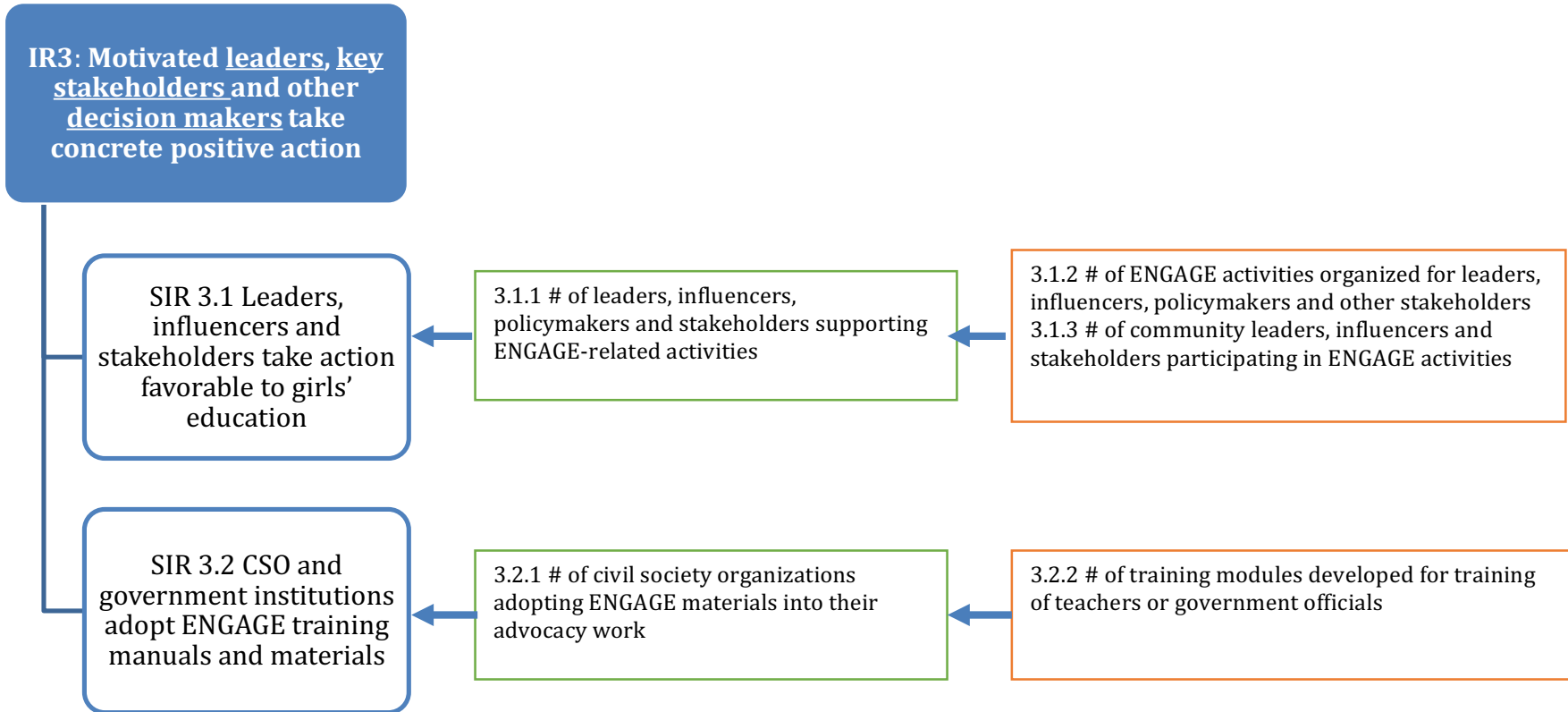


Figure 9. Summary of Results in Meeting IR3 in India: Motivated leaders, key stakeholders and other decision-makers take positive action

IR3: Motivated leaders, key stakeholders and other decision makers take concrete positive action				
Indicator	Definition	Target	Result	% Completion
SIR 3.1 Leaders, influencers and stakeholders take action favorable to girls' education				
OUTPUT : # of ENGAGE activities organized for leaders, influencers, policymakers and other key stakeholders	Number of events or activities targeted at community leaders, influencers and stakeholders	India : 15	India : - 318 events for corporate, government, NGO and community leaders	India : 212%
OUTPUT : # of community leaders, influencers, policymakers and key stakeholders participating in ENGAGE activities.	Number of community leaders, influencers and key stakeholders participating in ENGAGE activities	India : 15	India : - 22,865 corporate, government, NGO and community leaders attending ENGAGE events	India : 15243%
OUTCOME : # of community leaders, influencers, and key stakeholders supporting ENGAGE-related activities	Number of community leaders expressing support for girls education, such as making public statements about the importance of education, advocating for increased funding or policies, providing logistical support	India : 15	India : - Endorsement from Prime Minister Modi and the MInistry of Women and Child Development - GR media tools disseminated through BBBP programs in 161 high priority districts - The Ministry of Women and Child Development funding GR PSAs across TV networks and 3000 cinema halls across the country	India : 100%+
SIR 3.2 CSO and government institutions adopt ENGAGE training manuals and materials				
OUTPUT: # of training modules developed for training of teachers or government officials	Number of training modules	India : 1	India : - Training modules for integrating Girl Rising tools as part of NSS partnership	India : 100%
OUTCOME: # of civil society organizations adopting ENGAGE materials into their advocacy work	Number and type of organizations adopting ENGAGE materials into their advocacy work	India : 10	India : - Partnership with NSS to integrate Girl Rising tools - Training of 30 teacher coordinators and 50 students as part of NSS partnership to integrate Girl Rising tools	India : 100%

Figure 10. Summary of Results in Meeting IR3 in DRC: Motivated leaders, key stakeholders and other decision-makers take positive action

IR3: Motivated leaders, key stakeholders and other decision makers take concrete positive action				
Indicator	Definition	Target	Result	% Completion
SIR 3.1 Leaders, influencers and stakeholders take action favorable to girls' education				
OUTPUT : # of ENGAGE activities organized for leaders, influencers, policymakers and other key stakeholders	Number of events or activities targeted at community leaders, influencers and stakeholders	DRC : target was not set	DRC : - 4 events for community leaders - CAT workshops	
OUTPUT : # of community leaders, influencers, policymakers and key stakeholders participating in ENGAGE activities.	Number of community leaders, influencers and key stakeholders participating in ENGAGE activities	DRC : target was not set	DRC : - 4 events for community leaders - Screenings of GR film organized by NGOs and local communities	
OUTCOME : # of community leaders, influencers, and key stakeholders supporting ENGAGE-related activities	Number of community leaders expressing support for girls education, such as making public statements about the importance of education, advocating for increased funding or policies, providing logistical support	DRC : 10	DRC : - Meetings with Ministry of Gender, Family and Children - 17 government officials, celebrities and dignitaries supporting ENGAGE - 59 advocacy calls to action to support education	DRC : 100%+

Figure 11. Summary of Results in Meeting IR3 in Nigeria: Motivated leaders, key stakeholders and other decision-makers take positive action

IR3: Motivated leaders, key stakeholders and other decision makers take concrete positive action				
Indicator	Definition	Target	Result	% Completion
SIR 3.1 Leaders, influencers and stakeholders take action favorable to girls' education				
OUTPUT : # of ENGAGE activities organized for leaders, influencers, policymakers and other key stakeholders	Number of events or activities targeted at community leaders, influencers and stakeholders	Nigeria : target was not set	Nigeria : - 10 ENGAGE events organized for CSO - International Women's Day screening event - STAR Power Contest and International Day of the Girl Event - 14 NGO events using Da Bazaar Mu - UNICEF screenings - NEI+ events - Mercy Corp's Policy Dialogues - Community sensitization workshops for Hisbah religious leaders	
OUTPUT : # of community leaders, influencers, policymakers and key stakeholders participating in ENGAGE activities.	Number of community leaders, influencers and key stakeholders participating in ENGAGE activities	Nigeria : target was not set	Nigeria : - 854 community leaders attending events - 1,079 participants in the screening events - 30 religious leaders participating in Hisbah workshops	
OUTCOME : # of community leaders, influencers, and key stakeholders supporting ENGAGE-related activities	Number of community leaders expressing support for girls education, such as making public statements about the importance of education, advocating for increased funding or policies, providing logistical support	Nigeria : 10	Nigeria : - Support from SUBEB, Kano State Deputy Governor, State Minister for Education, Kano State Ministry for Women's Affairs and Social Development, the Hisba Commission	Nigeria : 100%+

SIR 3.2 CSO and government institutions adopt ENGAGE training manuals and materials

<p>OUTPUT: # of training modules developed for training of teachers or government officials</p>	<p>Number of training modules</p>	<p>Nigeria : target was not set</p>	<p>Nigeria : - Workshop for journalists at the American University in Yola - Bayero University graduate course - 3 training modules adapted for integration into Bayero course</p>	
<p>OUTCOME: # of civil society organizations adopting ENGAGE materials into their advocacy work</p>	<p>Number and type of organizations adopting ENGAGE materials into their advocacy work</p>	<p>Nigeria : target was not set</p>	<p>Nigeria : - Bayero University graduate course</p>	

C. IMPACT & PERFORMANCE EVALUATIONS

The performance and impact evaluations were designed to assess the effectiveness of the ENGAGE community-based interventions in meeting the program's Objective 2 in India, DRC, and Nigeria. Because of limited funds, we were able to implement an impact evaluation in India only.

The evaluations examined the effectiveness of the following:

- **India (Impact Evaluation):** a robust outreach program serving communities in forty villages in Bihar and Rajasthan, in partnership with Save the Children.
- **Kano, Nigeria (Performance Evaluation):** a training and community mobilization initiative around the use of *Da Bazar Mu* tools in forty-six communities, in partnership with the Discovery Learning Alliance (DLA).
- **DRC (Performance Evaluation):** a community outreach program, mobilizing members of the radio listening clubs in remote rural areas.

Outcome Indicators

While the community-based initiatives are unique in each country, most of the intended outcomes are universal across all three interventions, including:

- Attitudes towards girls' education
- Parents' aspirations for their daughters' education
- Attitudes towards gender equality in education
- Girls' empowerment and self-efficacy
- Community members' behaviors and practices in support of girls' education

I. Impact Evaluation: India

The impact evaluation in India was conducted to measure the effectiveness of ENGAGE in meeting IR 2: Mobilized and engaged school-aged girls, boys, men and women address barriers and social norms to quality education in India.

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

- Parents' and children's attitudes towards girls' education
- Parents' aspirations for their daughters' education
- Attitudes towards gender equality in education

- Girls' empowerment and self-efficacy
- Community members' behaviors and practices in support of girls' education

The evaluation assessed variations in impact based on key demographic variables, such as gender, age, socio-economic background, and location.

The impact evaluation was conducted by Fluent Research in partnership with Outline India between August 2015 and November 2016.

Impact Evaluation Design and Methodology

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 matched 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 in August 2015, prior to the broadcast of Girl Rising film on national TV and before Save the Children commenced its intervention in Rajasthan and Bihar. The baseline survey was conducted among a total sample of **500** households of children aged 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 intervention took place from September 2015 to March 2017.

The midline qualitative phase was conducted in July 2016 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 in November 2016 with a total sample of **410** households (393 parents and 399 children), representing an 85% retention rate between the baseline and endline surveys.

Our data analysis 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 had a significant positive impact on both attitudinal and behavioral outcomes.

Positive Impact on Parent's Aspirations for Girls' Education: The ENGAGE program 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.

The qualitative interviews conducted with parents in the intervention villages of Rajasthan and Bihar provided 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

Positive Impact on Behaviors: Exposure to the ENGAGE program 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. 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.

Perceived Benefits of Education: Overall, there were no significant differences in awareness of the benefits of education 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.

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 most of these outcomes.

Positive Impact on Children's Attitudes toward Gender Equality: 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 significantly improved their attitudes towards gender equality.

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.

The qualitative interviews conducted with children in the intervention villages of Rajasthan and Bihar provided 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

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 had significantly improved children's confidence in addressing education-related challenges and decisions. The impact was 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.

"[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

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.

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

"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

"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, Bara

Positive Impact on Children's Behaviors in Support of Girls' Education: The study indicates that the exposure to the ENGAGE intervention 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.

"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

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 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.

For more details about the Impact Evaluation, see Attachment A. The Impact Evaluation Report.

II. Performance Evaluation: DRC

The performance evaluation in DRC was focused on the community radio program. Fluent and its DRC research partner, the Experts Agency, conducted research among listeners within four regions, in four different languages.

The research was conducted between October 2016 and February 2017, and was designed to meet the following objectives:

- Assess reactions to the program, in terms of overall appeal and comprehension
- Identify possible variations in appeal based on region, language, gender, or age
- Identify key drivers of appeal or of dislike
- Explore the program's emotional impact on listeners and its potential for engaging and motivating them
- Inform the refinement of future programming

Research was conducted in the following locations:

- with Lingala speakers in Mbandaka
- with Swahili speakers in Kindu,
- with Tshiluba speakers in Idiofa,
- with Kikongo speakers in Kananga

The research team conducted a total of 16 focus group interviews, including:

- 4 groups with mothers
- 4 groups with fathers
- 4 groups with boys, ages 12 to 16
- 4 groups with girls, ages 12 to 16

There were 8-9 participants in each group, for a total of **129** respondents -- all regular radio listeners.

Key Findings

The research assessed the ENGAGE radio program with respect to four key parameters: appeal, comprehension of message, relevance, and motivational capacity.

The findings suggest that the program is successful in terms of its appeal, relevance, and clarity, and that it has the potential to influence opinions, and motivate individuals to think more openly about the issues raised and to take action in their own lives or the lives of their children. The program was appealing to all the respondent segments tested, across all markets, but especially so to mothers and girls.

The girls' stories presented in the program were motivating for many listeners. The examples of courage and persistence presented in the radio program consistently struck a chord. The stories presented in the program also provided sorely needed models for girls to aspire to. The research also suggests areas where additional and potentially impactful content could be developed.

The DRC presents a unique structural and societal environment, with distinct concerns and challenges.

Findings indicate that barriers to girls' education in these regions are often daunting and multilayered, encompassing:

- infrastructural shortcomings, such as lack of roads, water, and electricity
- a lack of basic needs, issues of safety and sexual predation
- perceptual norms regarding women that serve to limit girls' options
- lack of communication between parents and children regarding sexual development
- a culture highly punitive towards women who are perceived as dishonoring their families
- early pregnancy and early marriage, which curtail schooling
- poverty, that often leads to prostitution
- belief in witchcraft and the practice of disowning children accused of it
- lack of jobs and realistic prospects for employment
- lack of perceived value in schooling girls
- preference for schooling boys over girls
- lack of affordable schools that are safe for girls
- poor condition of existing schools, school materials, and teaching staff

The lack of employment and the resulting lack of funds for school fees, school materials, or uniforms are major barriers to education. This lack of means forces parents to privilege some children over others, and reportedly forces some parents to prostitute their own daughters.

Another major barrier is early pregnancy – due to various factors: sexual predation and prostitution, the desire of girls to start their own families (as other prospects for social respect are sorely lacking), and early sexual activity combined with the refusal of parents

to discuss physical development or sexual behavior with their children. In fact, this issue was widely referenced and discussed by respondents.

Another barrier is the prevailing attitude towards girls. The research suggests a set of widespread assumptions about girls that greatly affect their educational prospects and how they are treated by their parents, by teachers, and by their male peers. These include the following commonly held beliefs:

- once girls reach puberty, they cannot control themselves
- girls are promiscuous and cannot be trusted away from home or going to school
- girls seek out sexual relations
- girls prostitute themselves
- girls don't value education and want mostly to start families

A lack of employment opportunities means there is no clear reward for furthering one's education, at least in terms of creating better job prospects. This disconnect between investment and perceived benefits, combined with the increasing dangers of girls getting pregnant as they get older, means parents are highly reluctant to push their daughters to stay in school rather than marry.

Evaluation results indicate that the program was appealing to listeners and highly relevant to their situations and concerns, and that the core messages were readily comprehended. Respondents across all groups found the program very interesting and were eager to discuss the issues raised; but women found the program particularly appealing. The program was said to accurately reflect many listeners' own experiences.

"That's an excellent program that suits the girls of Idiofa... I like to listen to stories that reflect the realities of Idiofa." (Leya, girl, Idiofa)

"This program is very excellent because it really reflects what we experience here." (Jean, father, Idiofa)

The program was also credited with having various positive effects on listeners:

- Changing their opinions and opening their minds
- Motivating them to want to take action
- Providing compelling examples to follow
- Imparting clear messages about the value of persisting in girls' education

Respondents often described how the program motivated them or altered their thinking. Many also described how the program moved them to want to personally share its stories and messages with others.

"To me, this program has changed my opinion. I'll never punish my daughters as I did with my sisters, which are now mothers without diplomas." (Tonton, father, Idiofa)

"This messages gives me courage to speak with friends who progress in the wrong way." (Monkasa, girl, Mbandaka)

“As others, I was motivated to never give up with my studies.” (Génève, girl, Mbandaka)

“These stories rouse us from our laziness and move us to inform our parents to never neglect girls, because they also have the right to bloom.” (Hilaire, boy, Kindu)

“It opened our minds.” (Dada, mother, Kindu)

The program was appealing for all audiences, but particularly so for mothers and girls. It was also appealing in all of the four locations in which it was tested. The research also indicates that the program serves as an effective instrument for sparking conversation.

“I found those stories important, and I’ll tell them to my sisters at home to give them hope, too.” (Kinenge, boy, Idiofa)

“I will ask my close friends of my district and those of the school to follow this program as soon as you begin it here in Kananga, and they can follow the stories of girls, so as to extract a lesson for life, as I did.” (Marise, girl, Kananga)

The most common recommendation offered by respondents was for the program and its messages to be continued, and delivered as widely as possible, and in a variety of formats (as videos, as theatre, in song, as conferences in the community).

Respondents commonly expressed a desire for the program to be aired repeatedly in their communities, for the ability to share the program with others (to take it into schools and churches, for example), for the program to be made available for them to use at home (on DVD or CD), and for the program to be broadcast throughout the country. They also expressed the desire for group discussions and sensitization efforts in their communities.

There is widespread need in these communities to address early pregnancy, sexual harassment, and prostitution, and for parents to educate and engage with their children on the topic of body development and pregnancy. This suggests that one of the most important components of the program may well be its encouragement of parents to engage in dialogue with their girls about their bodily development and sexual activity.

Respondents suggested holding meetings around the program, creating a video version and making it available for people to use at home on CDs or DVDs. They also expressed a desire for a version of the program to be performed as theatre in schools and churches.

This clearly suggests the potential for using the programs as tools to foster community discussions, and the potential for coupling the programs with ongoing organizational outreach.

In areas where barriers are so basic, so profound, and so diverse, messaging without organized and sustained support is unlikely to make a difference. Such barriers require not just individual motivation and action, but community motivation and action –

something very well fostered by the sorts of repeated group discussions and events carried out in India and Nigeria. The ENGAGE/Girl Rising tools have real power as facilitators of discussion and motivators of those who want to act for change.

For more details about the Performance Evaluation, see Attachment B. The Performance Evaluation of The Radio Program in DRC Report.

III. Performance Evaluation: Nigeria

The performance evaluation in Kano, Nigeria was designed as a qualitative assessment of the *Da Bazar Mu* workshop and the materials created for use in Kano, with particular emphasis on the video chapters.

The research was conducted in two phases:

- Phase I: 20 Individual In-depth Interviews (IDIs) with participants in the *Da Bazar Mu* workshops in Kano (10 women and 10 men)
- Phase II: 20 small group interviews with participants in local community events, organized by workshop participants and incorporating *Da Bazar Mu* activities and materials

Phase I Research among Workshop Participants:

The 20 respondents (10 men and 10 women) interviewed in Phase I were all closely involved with education and with its promotion in their communities. Most were serving on their local school management committees. Many were themselves educators.

The interviews were conducted in Hausa by professional moderators from Sterling Research (SBRC), the Nigeria-based partner of Fluent Research in February-March 2016.

Respondents expressed strongly positive reactions to the workshop. They indicated that they found the experience highly motivating and empowering -- inspiring them to keep up their “enlightenment” work and equipping them with powerful new tools.

Participants expressed no criticism or dissatisfaction. In fact, when asked how to improve upon the workshop, most suggested some form of expansion: including more participants, holding more workshops, and taking the workshops into more rural areas, where the issue is believed to be more acute.

Opinions of the *Da Bazar Mu Mobilization Manual* were also uniformly positive. Most found it to be very useful, and plan to read aloud from it to community groups or to photocopy elements to share with other teachers and community leaders.

Some respondents suggested that the inclusion of Qur'anic verses would make the materials all the more persuasive for community members.

The video chapters presented at the workshops were highly appealing, for a variety of reason: their emotional resonance, their relevance to local issues, and their perceived utility and efficacy as tools for communicating the value of girls' education and for motivating girls.

The high appeal of the videos was also attributed to their powerful illustration of how girls from poor backgrounds can overcome obstacles with persistence – demonstrating that poverty should not be an excuse for not educating girls. They were often praised for showing girls to be goal-driven and resilient, and for thus potentially motivating viewers to similar efforts.

Many respondents expressed high expectations for the impact these videos will have on viewers in their communities. Thus, they showed a strong desire to begin putting the videos to use in their communities.

“The videos are really appealing because they are communicating the importance of education. And now it will ease our work. Instead of going to people, telling them the importance, we will play the videos and ask them to analyze what they understand from it. Now it is going to be more practical than theory. Before when we are talking, they thought we were giving a cock-and-bull story.” – Head of Social Mobilization, female

Respondents also shared a sense that the videos are useful and appropriate for all potential audiences: for children, mothers, fathers, and community leaders. They indicated no reservations in using them with diverse audiences within their communities. In addition, none of the respondents raised any issues or reservations about their use.

Many respondents expressed appreciation for the stories from other countries and how these illustrate that the challenges in increasing girls' education are not unique to northern Nigeria, but are being tackled elsewhere, too.

“Almost everything at the workshop was useful. From how people are gathered, to how we are taught and how we were showed videos – which shows that these problems are not only peculiar to us here... It is something valuable. From the beginning of the workshop to the end, every aspect was valuable.” - Teacher, male

In light of this broad, multi-faceted appeal, it is not surprising that most respondents expressed a desire to share the videos with as many people as possible -- with their spouses and children, with parents and community leaders, at PTA meetings -- and to incorporate them into their all of their community sensitization efforts.

Most respondents expressed a desire for more such videos, and for them to be made available on multiple platforms, such as radio, or as community theatre performances.

“The workshop encouraged me to do more, and now I will fight for girls with my last kobo, give advice, to make sure all the girls in my community get education. Even now I vowed that my female children will reach their higher institution level before marriage.”

– Volunteer, female

“I am really impressed about the workshop, and I salute the creator of the workshop for bringing something new and I actually appreciate those people who brought it. It is very good. I have more ways that I can help my people.” – Community Leader, male

“It is something I have been doing even before the workshop... But with the workshop, I have gotten more ideas and ways of going about these issues.” - Teacher, male

“By watching these videos, I believe no parent or caregiver will not allow their female children to go to school.” – School Support Officer, male

“We’ll distribute it to schools... If the children watch it, it will stick in their minds and it will make them have the zeal and passion to be educated.” – Social Mobilization Officer, female

“By watching the videos, it will influence the interest of those that do not want to enroll their children in school; they will enroll if we display this video to them in the community.” - Teacher, female

“The community members will learn from the videos.... If the community sees this, they won’t send the girls out as maids, but rather send them to schools.” - Head teacher, male

Phase II Research among Community Members

The second phase of research to evaluate the Fitila Community activities consisted of 20 focus group discussions (10 with men and 10 with women), with fathers and mothers who had attended *Da Bazar Mu* screening events. A total of 199 community members participated in these groups. The focus groups were conducted in May 2016 in the following communities around Kano:

- Bebeji
- Dala
- Dawakin Kudu
- Gabasawa
- Garko
- Kano Municipal
- Kibiya
- Rano
- Rimin Gado
- Tofa

In order to provide some context and a sense of comparative importance, respondents were asked to describe the various priorities for their communities. While one of many priorities, education was always mentioned -- and typically as one of the most pressing.

Respondents exhibited a high awareness of a variety of barriers to girl's education in their communities. The barriers most commonly cited were as follows:

- Poverty and the perceived need to send girls out to hawk
- A lack of accessible schools
- Parent ignorance and illiteracy: not knowing how or what to do if they lack the financial means
- Culture and religion: The tradition of early child marriage and fathers that resist educating their daughters

Many respondents voiced a perception that girls are still much less likely to be educated - - estimating that only one in three or one in four girls will complete secondary education before marriage.

Nevertheless, in every group, there were respondents who claimed that attitudes are changing. In some communities, respondents reported that community leaders, school board management committees, and other people are actively working to enroll girls and to "enlighten" people about girls' education.

Consistent with findings from other post-screening feedback from communities around Kano, and the findings from the workshop participants, respondents in this study found the *Da Bazar Mu* videos to be highly appealing.

They reported highly positive reactions to all of the *Da Bazar Mu* modules. None of the stories received critical comments and no one indicated any aspect of the stories they found to be culturally inappropriate. Key drivers of this high level of appeal included the coupling of Nigerian stories with stories from other countries, and the inspiring nature of the stories themselves, and the modeling of determination and persistence in young girls.

The research suggests that the videos are capable of producing a strong attitudinal and motivational impact in viewers. Many respondents reported that they were inspired by the determination of the girls in the videos to go out and educate all the girls in their own communities.

For many respondents, the impact was not only motivational, but opinion-changing, as well. Viewers commonly assume that the videos will also be highly effective with other members of their communities.

"It has changed my perspectives; it has encouraged me to make sure that all my kids both boys and girls complete their education." (father, Rano)

“I have made an intention that my girls must further to higher institution. With or without money I shall struggle.... They will not marry early by God’s grace, until they go to higher institution.” (mother, Gabasawa)

“Before I didn’t care about my children’s education, but now I care 100%.”
(mother, Dawakin Kudu)

“Now I will send all my girls to school to acquire education.” (father, Tofa)

Respondents described the screening events as motivating and convincing, and as catalysts of direct and immediate action in enrolling girls in school.

“The event motivated everybody and all the people that watched said they will support the girls. The event makes us have interest in education.” (mother, Kibiya)

“As a result of playing these videos in the community seven children are now enrolled in school.” (mother, Dala)

A common response to the screenings was the expressed desire on the part of fathers or mothers to hold additional screenings – at weddings, at naming ceremonies, for other community members, for their families, etc.

When asked what the makers could do to improve the videos or program, the most common response was to enable wider access to the videos. Respondents commonly suggested making more videos and holding more screenings in their communities – at naming ceremonies, religious ceremonies, in homes, at schools, at weddings, etc.

Conclusions

The community leaders and educators interviewed about their participation in the *Da Bazar Mu* workshops unanimously gave the workshops highly positive evaluations and reported highly positive experiences. They expressed a strong desire for more workshops in order to reach more community leaders, and for more materials so as to reach an even wider audience.

Workshop participants had high expectations for the impact that the *Da Bazar Mu* training and resources would have on their communities, and thus an eagerness to make use of the materials and the ideas provided at the workshops. The research suggests that the workshops had a re-energizing effect for many educators and leaders who were already engaged in the promotion of girls’ education.

The tools developed for the workshop and for subsequent community outreach were very well received and seen as greatly facilitating their “enlightenment” work. From the perspective of people engaged in the issue of girls’ education and working to make change, the *Da Bazar Mu* tools and training are highly appealing and empowering and perceived to be ideal for their purposes.

The timing of the initiative appears to coincide with a perceived shift in attitudes and a reduction in resistance to girl's education, making the workshop participants all the more eager to make use of their new training and tools.

This research thus suggests that the workshops were a successful and effective method for the dissemination of tools and for the empowerment and motivation of those on the front lines of the effort to advance girl's education.

This research also suggests that all of the videos presented to the workshop participants were highly appealing. However, the video themes that resonate most strongly appear to be those about prioritizing education amid instability (the Wadley and the Naja'atu chapters), and those about child labor (the Suma and the Hamdiyya – aka Zenatu -- chapters).

The second phase of research indicates that these highly positive reactions to be echoed by mothers and fathers within local communities around Kano.

The research assessed the *Da Bazar Mu* materials with respect to five key parameters: appeal, comprehension of message, relevance, efficacy in changing or reinforcing opinions, and motivational capacity. It assessed these parameters among two target audiences: educators and community leaders interested in furthering girls' education, and mothers and fathers within the target communities in and around Kano.

The results suggest that the materials were successful in all of these aspects. The findings indicate no need for major revision of the *Da Bazar Mu* chapters or materials.

This research indicates that the *Da Bazar Mu* videos – both the Girl Rising chapters and the Nigerian chapters – have strong appeal among both fathers and mothers, as well as with educators.

The *Da Bazar Mu* videos arrived at an opportune moment, when attitudes about girls' education and early marriage were shifting – at least from the perspective of many respondents -- and could well contribute to a reinvigoration of the “enlightenment” effort and a furthering of momentum.

The broad receptivity to, and widely expressed desire for more of such content -- from both educators and community members, from both fathers and mothers -- strongly suggest the potential for expanding the use and availability of the materials and the potential for creating additional stories.

The research also provides evidence of the persuasiveness of the *Da Bazar Mu* events and videos and their capacity to motivate viewers. The study suggests that the materials and events can be effective in motivating people, changing opinions, and even in triggering direct action – such as the enrollment of girls and the organization of additional events and screenings.

For more details about the Impact Evaluation, see Attachment C. Nigeria: The Performance Evaluation Report.