

# PILOT EVALUATION OF THE GIRL RISING GENDER SENSITIZATION PROGRAM IN INDIA

*“We will now be ahead of boys in every work. We will continue to read and insist on. Somebody will stop us, we will move on again.”*  
-Satya Bharti School, 7<sup>th</sup> grade girl

*“Yes, earlier I used to think that girls would do the work of the house then it was discovered that the girls can also study, they can become something. Before the stories, I thought girls come to school so that they get married soon. Then I came to know that girls have the right to read, they have the right.”*  
-Satya Bharti School, 7<sup>th</sup> grade boy

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Suggested Citation: Vyas, A., Nagaraj, N. C., Landry, M., & Malhotra, G. (2018). *Pilot Evaluation of the Girl Rising Gender Sensitization Program in India* (Rep.). Washington, DC.

## Acknowledgements

We would like to thank Girl Rising India's Country Director, Nidhi Dubey, for her perseverance and dedication to this research. It took numerous hours, emails, and skype calls to finalize the research instruments, measures, and data collection schedule. A warm thank you to Smriti Kaul for conducting data collection sessions at each and every school and for her patience when challenges arose. We would also like to thank Richa Hingorani, Deepak Varghese, Saumya Mathur, and Namrata Choudhary for their assistance. Thank you to Michael Matheke-Fischer, Jordan Genovese, Kayla Thompson, and Namita Kansal for their support and work.

Special thanks to our local partners, the Bharti Foundation and Teach for India. Thank you for allowing us to be a part of your schools, classrooms, and most of all your communities. Your commitment to young people and gender equality is an inspiration. And we are incredibly grateful to the teachers and students who welcomed us with such warmth and thoughtfully participated in the study.

Funding support was provided by Girl Rising Global, Global India Fund, The Knapp Fellowship for Entrepreneurial Service-Learning, Knowledge in Action Career Internship Fund (KACIF), and Capital Connection Fund.



*“I used to think that I am weak, now I think girls are not less than boys.”*  
-Satya Bharti School, 7<sup>th</sup> grade girl

*“Now, if we will see that any person is beating his wife, we will tell him not to beat his wife. If the girls get married at 13 years of age, then we will say do not marry so soon.”*  
-Satya Bharti School, 7<sup>th</sup> grade boy

Girls and Boys participating in the Girl Rising Program Survey on tablets.  
Photographed by Gayatri Malhotra

## Girl Rising Program Pilot Evaluation

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## Introduction

India is one of the most challenging countries to be a girl or woman. India ranks 125 on the gender inequality index out of 159 countries, a reflection of the gender-based discrimination that girls and women face throughout their life course<sup>1</sup> – as evidenced with disparities in secondary education, employment, health, violence, and safety. India has made tremendous strides in its development over the past 20 years, and since the 1990's, the economy has grown at one of the fastest rates to the seventh largest in the world. Across India, cities are growing, companies are expanding, and the middle class grows larger every day. However, despite these gains, India remains a country with vast gender inequalities.

India suffers from a skewed sex ratio (900 girls to 1000 boys);<sup>2</sup> only 32% of girls complete class 10;<sup>3</sup> 52% of women report some type of abuse in their lifetime;<sup>4</sup> girls and women disproportionately experience adverse health outcomes including malnutrition, maternal death, suicide, and gender-based violence<sup>5</sup>; and there is a large gender gap in terms of employment in the labor force, as well as the types of work women are engaged in.<sup>6</sup> Investing in girls and women will yield better health outcomes for children and families; greater economic prospects for families and communities; more stability and peace; and higher country-level GDP. There has never been a more opportune time to advance the well-being of girls and women in India.

Therefore, gender sensitization and empowerment programs aimed at young people, precisely at the time when they are forming their gender attitudes, has the potential to diminish gender inequity in the long-term. Construction of gender attitudes and perceptions of gender norms occurs during adolescence (ages 10–19 years) and during this period, boys and girls engage with and construct their gender-based understanding of

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<sup>1</sup> Jahan, S. (2016). *Human Development Report 2016* (Rep.). Retrieved [http://hdr.undp.org/sites/default/files/2016\\_human\\_development\\_report.pdf](http://hdr.undp.org/sites/default/files/2016_human_development_report.pdf)

<sup>2</sup> National Institution for Transforming India Aayog. (2018). Sex Ratio (Females/ 1000 Males). Retrieved from <http://niti.gov.in/content/sex-ratio-females-1000-males>.

<sup>3</sup> Santhya, K. G., Jejeebhoy, S. J., Francis Xavier, A. J., Acharya, R., & Shah, N. (2014, August). *Supporting girls in their transition to secondary education: An exploratory study of the family, school and community environments of adolescent girls in Gujarat*(Rep.). Retrieved [https://www.popcouncil.org/uploads/pdfs/2014PGY\\_GujaratEducationReport.pdf](https://www.popcouncil.org/uploads/pdfs/2014PGY_GujaratEducationReport.pdf)

<sup>4</sup> Nanda, P., Gautam, A., Verma, R., Khanna, A., Khan, N., Brahme, D., . . . Kumar, S. (2014). *Study on Masculinity, Intimate Partner Violence and Son Preference in India*(Rep.). Retrieved [https://www.icrw.org/wp-content/uploads/2016/10/Masculinity-Book\\_Inside\\_final\\_6th-Nov.pdf](https://www.icrw.org/wp-content/uploads/2016/10/Masculinity-Book_Inside_final_6th-Nov.pdf)

<sup>5</sup> World Health Organization. (2009). *Women And Health- Today's Evidence Tomorrow's Agenda*(Rep.). Retrieved [http://www.who.int/gender/women\\_health\\_report/full\\_report\\_20091104\\_en.pdf](http://www.who.int/gender/women_health_report/full_report_20091104_en.pdf)

<sup>6</sup> The World Bank. (2012). *World Development Report 2012- Gender Equality and Development*(Rep.). Retrieved <http://documents.worldbank.org/curated/en/492221468136792185/pdf/646650WDR0201200Box364543B00PUBLIC0.pdf>

what it means to be a boy or a girl.<sup>7</sup> During early adolescence, individual perceptions about gender norms begin to form and are still malleable, and therefore by addressing gender equality and bringing to the fore gender discrimination, adolescents have the potential to alter their short and long-term gender attitudes.<sup>8</sup>

## **Girl Rising**

Girl Rising (GR) is a global campaign that inspires social action through powerful storytelling and partnerships. GR utilizes communication tools to change long-held views (e.g., social norms and beliefs) regarding girls and women, and its media tools and stories captivate an audience's attention, move and inspire people to contemplate and adopt new ideas and practices, and ultimately change behaviors.

In India, the '*Girl Rising gender-sensitization program*' (GR program) is a comprehensive 24-session curriculum built around the critically acclaimed *Girl Rising* feature film and additional multimedia tools, with the objective of supporting adolescents in identifying, articulating, and sharing their gender-related experiences through activities and stories. Between 2017-2018, the program reached over 45,000 adolescents (boys and girls) in 267 schools across the states of Delhi, Rajasthan, Haryana, Punjab, West Bengal, and Tamil Nadu – inspiring, motivating, and leading change for gender equality.

There are six curriculum modules in the GR program based on six of the nine stories from the *Girl Rising* film. Although the duration of each module may vary depending on the school's teaching schedule, it was recommended that teachers engage students at a minimum of once a week, spending a total of four weeks per module. The curriculum was structured to allow students to work on activities in small groups and allowed them time and space to think and listen to each other. In addition, students were given take-home activities each week to motivate them to discuss curriculum topics with their family and others in the community. The GR program required teachers to conduct sessions at least once a week for 24-weeks, preferably during the students' mandatory 'zero' period, which is a weekly 45-minute free period that students attend. The sessions were integrated into the school day to minimize the burden associated with staying after school.

GR conducted two, two-hour Training of Trainer (ToT) sessions separately for Satya Bharti School cluster coordinators and TFI fellows. These ToT sessions began with a brief overview of GR and the organization's participation in the pilot evaluation, as well

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<sup>7</sup> Blum, R. W., Mmari, K., & Moreau, C. (2017). It Begins at 10: How Gender Expectations Shape Early Adolescence Around the World. *Journal of Adolescent Health, 61*(4). doi:10.1016/j.jadohealth.2017.07.009.

<sup>8</sup> Yu, C., Zuo, X., Blum, R. W., Tolman, D. L., Kågesten, A., Mmari, K., . . . Lou, C. (2017). Marching to a Different Drummer: A Cross-Cultural Comparison of Young Adolescents Who Challenge Gender Norms. *Journal of Adolescent Health, 61*(4). doi:10.1016/j.jadohealth.2017.07.005.

as a discussion on the prevalence of harmful gender stereotypes in India for both girls and boys. The training included a step-by-step walk-through of one of the modules (Amina's story), and participants were able to follow along using the Teacher's Guide and Story Book. At the end of the session, time was allowed for questions, discussion, and feedback on the implementation of the GR program.

## **GR Program Partners**

In India, GR partnered with the Bharti Foundation and Teach For India (TFI) to implement the program. Bharti Foundation's flagship initiative, the Satya Bharti (SB) School Program, provides free quality education for underprivileged children.<sup>9</sup> TFI is a non-profit organization that is a part of the Teach for All global network, with a shared mission is to expand educational opportunities around the world.<sup>10</sup>

### *Bharti Foundation*

The Bharti Foundation is the philanthropic arm of Bharti Enterprises. The SB School Program (founded in 2009) with a special focus on girls, aims to deliver transformative education to children so that they become educated, responsible, and self-reliant citizens with a sense of commitment to their society. The SB School Program was purposefully implemented in rural India given its unique challenges, such as lack of quality teachers, poor infrastructure, first-generation learners, low learning levels, and vast geography. SB schools operate primarily in states with discouraging male-female ratios. While SB students enroll boys and girls, their program focuses on maximizing enrollment of girls -- overcoming the challenges that prevent girls from coming to school. The GR program was implemented in 254 Satya Bharti Schools.

### *Teach For India*

TFI was founded in 2007 and collaborates with government schools in urban areas of India, which face challenges such as lack of quality teachers, leadership initiatives, parental involvement, and community engagement. TFI has a two-year fellowship program that recruits young professionals to serve as full-time teachers for children in these under-resourced schools and communities. In addition to in-school programs, TFI fellows lead after-school programs in community centers for a select group of students from multiple schools. The community workshops concentrate on empowering adolescents and encouraging expression to address the disconnect between adolescent leadership and real action. These fellows focus on personal transformation, collective action, and educational equity through real-life leadership experiences in their

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<sup>9</sup> Bharti Foundation. (2018). Satya Bharti School Program. Retrieved from <http://www.bhartifoundation.org/page/satya-bharti-school-programs>

<sup>10</sup> Teach For India. (n.d.). Global Movement. Retrieved from <http://www.teachforindia.org/global-movement>.

classrooms, communities, and working with key education stakeholders like students, principals, and parents. In 2016, a total of 1,104 TFI fellows worked with 39,587 adolescents in 973 classrooms in seven major cities across India. The GR program was implemented in 13 TFI schools.<sup>11</sup>

## Evaluation Logic Model and Objectives

In 2017, the George Washington University (GW) collaborated with Girl Rising to conduct a mixed-methods (quantitative and qualitative) pilot evaluation of the GR program. Findings from this pilot evaluation will provide critical insights for future program implementation, as well as to inform more rigorous evaluation studies to measure student, teacher, and school-level outcomes.

The GW pilot evaluation included a sub-sample of 26 schools of the total 267 schools that implemented the program (20 SB schools and six TFI schools). Given the high rates of gender disparities in Delhi, Punjab, and Rajasthan, as evidenced by the highly skewed sex ratios (Delhi with a sex ratio of .869, Punjab with a sex ratio of .889, and Rajasthan at .861)<sup>2</sup>, 26 schools from these “high prevalence of gender-inequality” regions were chosen for the pilot evaluation.

The following table presents information on the 26 study sites chosen for the evaluation.

State	Program Partner	School Name	District	Cluster	Village	Survey conducted at Baseline?	Survey conducted at Follow-up?
Delhi	TFI	Sarvodaya Co-Ed Secondary School, Munirka	--	--	--	Yes	Yes
Delhi	TFI	Government Girls Senior Secondary School, Tuglakabad Railway Colony	--	--	--	Yes	Yes
Delhi	TFI	Sangam Vihar, I Block				Yes	No*
Delhi	TFI	Sapna Community Center, Joshi Colony	--	--	--	Yes	Yes
Delhi	TFI	Sarvodaya Co-Ed	--	--	--	Yes	Yes

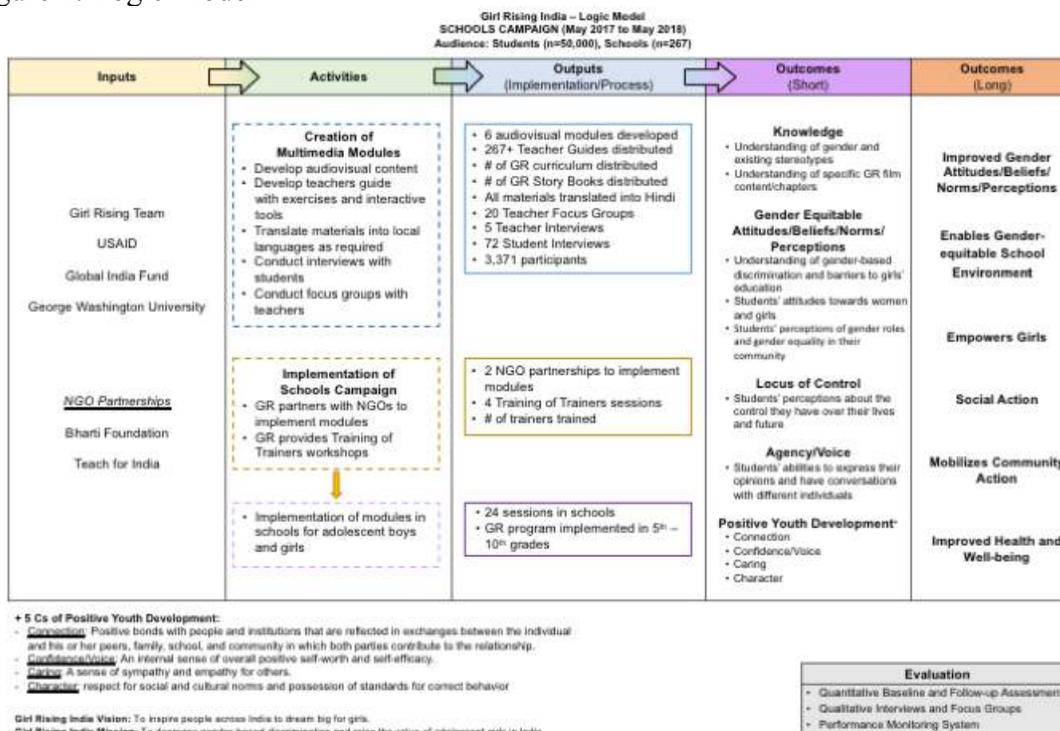
<sup>11</sup> The program was implemented in 12 government schools affiliated with the TFI program and 1 after-school center.

		Secondary School Masjid Moth					
Delhi	TFI	Government Sarvodaya Kanya Vidyalaya, Vikaspuri	--	--	--	Yes	No*
Punjab	Bharti Foundation	Satya Bharti School	Amritsar	Chak Misri Khan	Bath	Yes	Yes
Punjab	Bharti Foundation	Satya Bharti School	Amritsar	Chak Misri Khan	Nassar	Yes	Yes
Punjab	Bharti Foundation	Satya Bharti School	Amritsar	Chak Misri Khan	Bholian	Yes	Yes
Punjab	Bharti Foundation	Satya Bharti School	Ludhiana	Lakhowal	Balliyewal	Yes	Yes
Punjab	Bharti Foundation	Satya Bharti School	Ludhiana	Lakhowal	Khanpur	Yes	Yes
Punjab	Bharti Foundation	Satya Bharti School	Ludhiana	Lakhowal	Bhelolpur	Yes	Yes
Punjab	Bharti Foundation	Satya Bharti School	Ludhiana	Hambran	Hambran	Yes	Yes
Punjab	Bharti Foundation	Satya Bharti School	Ludhiana	Hambran	Bagga Khurd	Yes	Yes
Punjab	Bharti Foundation	Satya Bharti School	Ludhiana	Hambran	Ladowal	Yes	Yes
Punjab	Bharti Foundation	Satya Bharti School	Sangrur	Phagguwala	Jhanneri	Yes	Yes
Rajasthan	Bharti Foundation	Satya Bharti School	Jodhpur	Lordi	Dejgara	Yes	Yes
Rajasthan	Bharti Foundation	Satya Bharti School	Jodhpur	Belwa Ranaji	Belwa Ranaji	Yes	Yes
Rajasthan	Bharti Foundation	Satya Bharti School	Jodhpur	Harinagar	Jati Bhandu	Yes	Yes
Rajasthan	Bharti Foundation	Satya Bharti School	Jodhpur	Kanasar	Kanasar	Yes	Yes
Rajasthan	Bharti Foundation	Satya Bharti School	Jodhpur	Belwa Ranaji	Pandito Ka Was	Yes	Yes
Rajasthan	Bharti Foundation	Satya Bharti School	Jodhpur	Shergarh	Gumansinghpura	Yes	Yes
Rajasthan	Bharti Foundation	Satya Bharti School	Jodhpur	Shergarh	Shergarh	Yes	Yes
Rajasthan	Bharti Foundation	Satya Bharti School	Jodhpur	Lodta	Dasania	Yes	Yes
Rajasthan	Bharti Foundation	Satya Bharti School	Jodhpur	Kanasar	Devraj Garh	Yes	Yes
Rajasthan	Bharti Foundation	Satya Bharti School	Jodhpur	Lodta	Tena	Yes	Yes

\*Due to scheduling conflicts and unforeseeable events, this school was not sampled at follow-up.

The logic model (Figure 1) illustrates the program's activities, outputs, and expected adolescent outcomes. Therefore, the primary outcomes measured in the evaluation are listed under "Outcomes (short)," and as with most interventions and programs, it is assumed that sustained changes in these short-term outcomes will yield long-term impact (as illustrated in the final column of the logic model).

Figure 1. Logic Model



In January 2017, the GW and GR teams piloted preliminary instruments and measures and assessed the feasibility of potential data collection strategies. The pilot phase took place at two Kasturba Gandhi Balika Vidyalaya (KGBV) schools (Malihabad and Chinhat) in Lucknow, Uttar Pradesh and two SB schools (Lordi Dejgara and Kanasar) in the Jodhpur district of Rajasthan. Based on the formative pilot work, instruments were developed and finalized, and an extensive data collection protocol was developed for the evaluation. A mixed methods approach was utilized to conduct both an outcome and process evaluation.

### Outcome Evaluation Research

The outcome evaluation assessed short-term changes between baseline and follow-up among middle school adolescents enrolled in the study's 26 schools. Further, all changes in outcomes were examined differentially by gender. The outcome evaluation posed the following research questions:

- 1) *Among middle school adolescents enrolled in schools that implemented the GR program, were there statistically significant changes between baseline and follow-up with respect to **gender equitable attitudes (gender***

*roles/privileges/restrictions; gender attributes; gender violence), and did changes in outcomes differ by gender?*

- 2) *Among middle school adolescents enrolled in schools that implemented the GR program, were there statistically significant changes between baseline and follow-up with respect to **perceptions of gender norms**, and did changes in outcomes differ by gender?*
- 3) *Among middle school adolescents enrolled in schools that implemented the GR program, were there statistically significant changes between baseline and follow-up with respect to **Locus of Control**, and did changes in outcomes differ by gender?*
- 4) *Among middle school adolescents enrolled in schools that implemented the GR program, were there statistically significant changes between baseline and follow-up with respect to **Positive Youth Development (caring/empathy, connection, character, and confidence/voice)**, and did changes in outcomes differ by gender?*
- 5) *Among middle school adolescents enrolled in schools that implemented the GR program, were there statistically significant changes between baseline and follow-up with respect to **knowledge related to curriculum content**, and did changes in outcomes differ by gender?*
- 6) *Among middle school adolescents enrolled in schools that implemented the GR program, were there statistically significant changes between baseline and follow-up with respect to **agency/voice**, and did changes in outcomes differ by gender?*
- 7) *Among middle school adolescents enrolled in schools that implemented the GR program, were there statistically significant changes between baseline and follow-up with respect to **perceptions of girls and girls' education**, and did changes in outcomes differ by gender?*

#### *Process Evaluation Research Questions*

The process evaluation included the following research questions:

- 1) *Among middle school adolescents enrolled in schools that implemented the GR program, **what are the perceptions of the program**, and do perceptions differ by gender?*

- 2) *Among schools that implemented the GR program, what are **teacher perceptions of the program**?*
- 3) *Among schools that implemented the GR program, was it implemented with **fidelity**?*

## Design and Methodology

The purpose of the evaluation was to determine whether the GR program achieved its intended outcomes as described in the logic model (Figure 1). A mixed methods approach, with both quantitative and qualitative data, included:

- 1) Quantitative surveys at baseline and follow-up of 5<sup>th</sup> to 10<sup>th</sup>-grade adolescents who participated in the GR program;
- 2) Qualitative interviews of 7<sup>th</sup>-grade adolescents at baseline and follow-up who participated in the GR program;
- 3) Qualitative interviews/focus groups at follow-up with teachers who administered the GR program; and
- 4) Analysis of Implementation Forms completed by teachers who administered the GR program.

## IRB Approval

All procedures for this evaluation, including protection of human subjects, were reviewed and approved by the Institutional Review Board (IRB) at the GW Office of Human Research. The entire GW evaluation team underwent CITI Training (Collaborative Institutional Training Initiative) on the protection of human subjects. The evaluation adhered to the highest standards of human protections, including confidentiality of data, securing data on password protected computers, and extensive training for program staff and data collectors. Data storage was handled by trained research personnel. The research team upheld ethical obligations by adhering to the highest standards of quality and integrity in data management and analyses. IRB#: #071710

## Study Design

A quasi-experimental design with a **one group pre- and post-test** was implemented (Figure 2). The evaluation study included two “independent samples”<sup>12</sup> at baseline and follow-up. The baseline assessment was conducted prior to the start of the GR program,

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<sup>12</sup> Although this was not a cohort study, it is assumed that the majority of the baseline and follow-up samples are comprised of the same participants.

and a follow-up assessment was conducted immediately after the completion of the program.

Figure 2: Study Design Notation

X<sub>1</sub>            O            X<sub>2</sub>

X<sub>1</sub> = August/September 2017

X<sub>2</sub> = March/April 2018

O = GR Program

## Study Sample

The GR program was implemented in 267 schools—254 SB schools and 13 TFI schools (Figure 3,4). The GR program was specifically designed for middle school-aged boys and girls. However, several schools implemented the program with adolescents outside the 5<sup>th</sup> to 8<sup>th</sup>-grade range. For the evaluation study, the primary focus was on 6<sup>th</sup> to 9<sup>th</sup>-grade adolescents given the need for participants to complete self-administered surveys.<sup>13</sup> The final evaluation (baseline and follow-up) samples included 26 schools across 3 states, yielding a total sample size of **1,691 boys and girls at baseline and 1,680 boys and girls at follow-up** (1,372 boys and girls at baseline, and 1,522 boys and girls at follow-up for SB schools; and 319 boys and girls at baseline, and 158 boys and girls at follow-up for TFI).

### *TFI Study Sample*

In Delhi, six TFI schools were included in the evaluation. The TFI affiliated government schools consisted of 2 co-ed senior secondary schools, 3 all-girls senior secondary schools, and 1 all-girls after-school community center. The schools in Delhi were located in urban slum communities.

### *SB Study Sample*

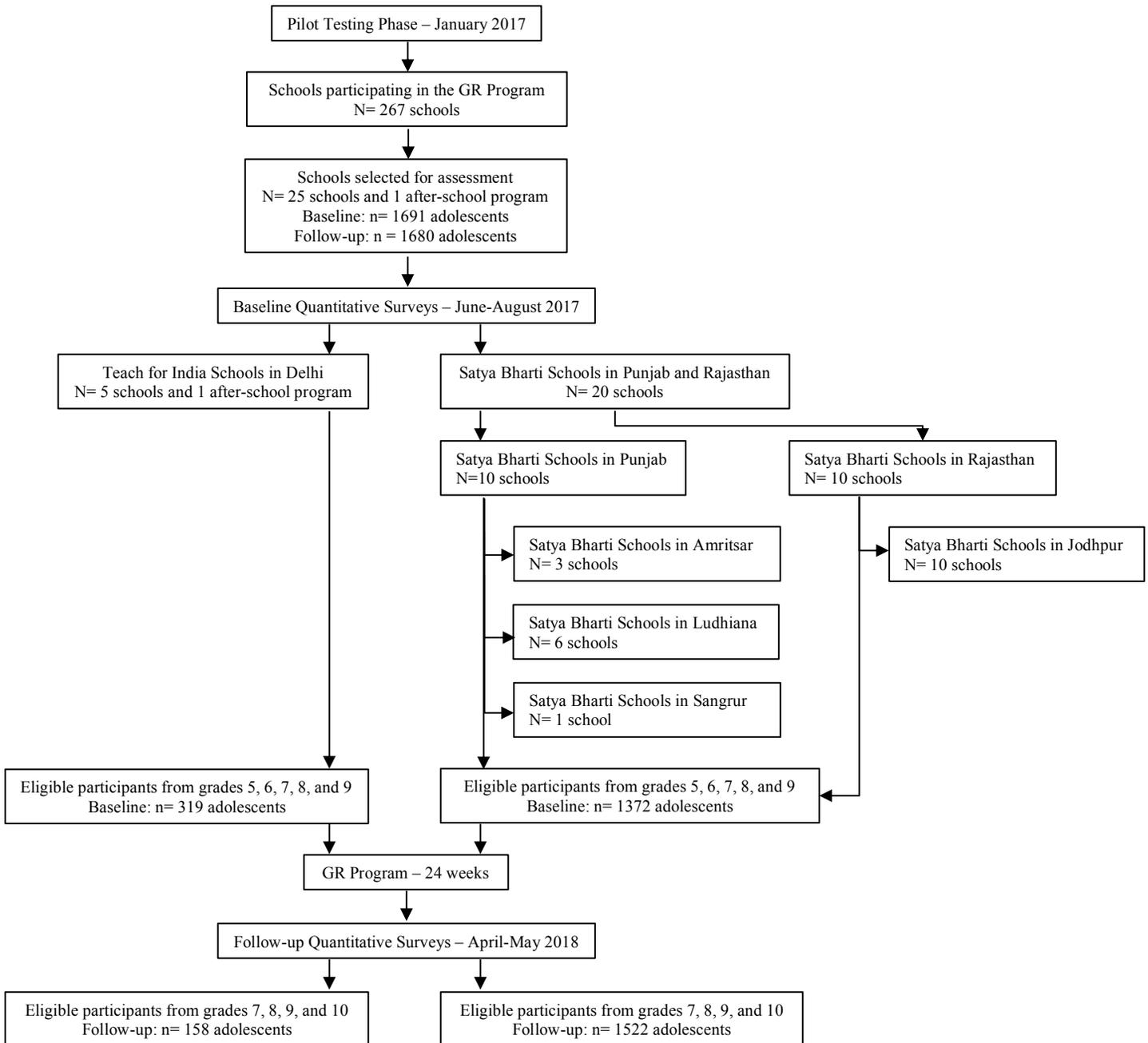
The SB schools included in the evaluation were located in rural communities as follows:

- Punjab - 9 SB Elementary Schools and 1 SB Senior Secondary School;
- Rajasthan - 10 SB Elementary Schools

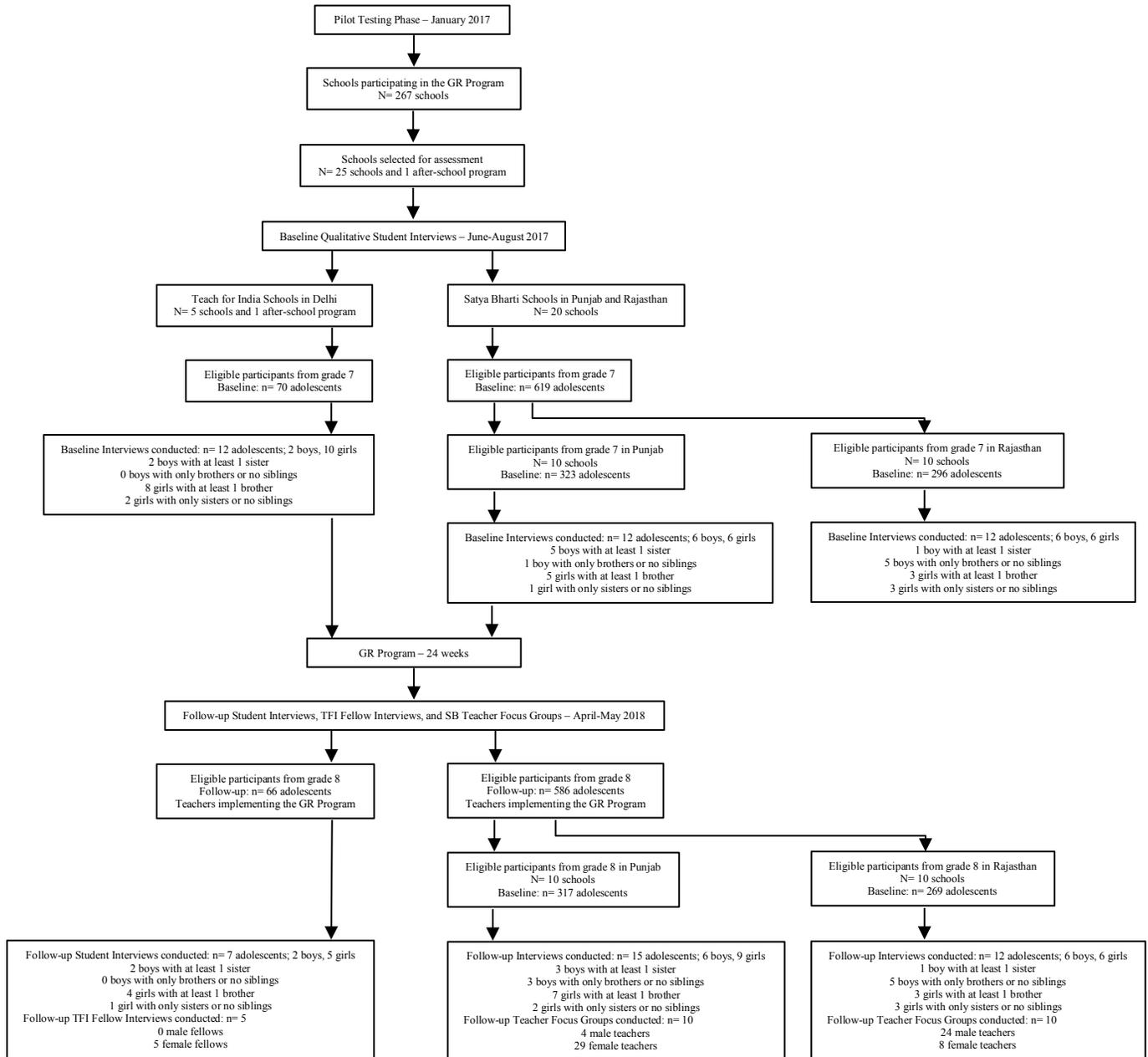
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<sup>13</sup> A small number of 5<sup>th</sup> and 9<sup>th</sup> grade participants were part of the evaluation study. Early into data collection, it became clear that administering the surveys to 5<sup>th</sup> graders was not feasible given their literacy and comprehension levels. One school had 9<sup>th</sup> graders and for that school, 9<sup>th</sup> graders were included in the evaluation.

**Figure 3: Timeline and Study Sample for Quantitative Data Collection**



**Figure 4: Timeline and Study Sample for Qualitative Data Collection**





## **Instrument and Measures**

For the outcome evaluation, data was collected from a 68-item questionnaire at baseline and a 96-item questionnaire at follow-up, and surveys were self-administered on mobile tablets. The instruments were developed in English, translated to Hindi, and back-translated to English. During the pilot phase, Hindi language and vocabulary for more technical words were tested with both teachers and students to ensure comprehension of the survey questions. Given the mixed ages and literacy levels, all questions and response items were audio-recorded so that students could listen to each question/response on the survey. The survey took approximately 50-90 minutes to complete. The survey was developed by faculty and graduate students at GW, with input from GR, and then finalized after the pilot phase with students and teachers in January 2017. No identifying information was collected from adolescents on the survey.

Sociodemographic questions included grade, age, gender, and sibling information. Three practice questions were included in the baseline survey, and one practice question was included in the follow-up survey to help adolescents better understand the types of questions, responses, and how to navigate the mobile tablet.

Three vignettes were developed during the pilot phase of the evaluation study to: 1) provide a more in-depth understanding into adolescent gender attitudes and perceptions of gender norms; 2) minimize social desirability from standard Likert-type statements; 3) assess gender attitudes using “stories” that young people can comprehend and/or relate to; and 4) keep adolescents engaged and interested in the survey administration process.

### *Gender Equitable Attitudes*

Gender attitudes were captured via 2 vignettes and a gender equality scale. The first vignette described the story of a 15-year-old girl whose parents have arranged her marriage with a 22-year-old man. Two questions followed this vignette, the first question consisted of four sub-questions and the second question was multiple-choice. The sub-questions asked participants to respond using a Likert scale—strongly disagree, disagree, agree, and strongly agree. The second question was a multiple-choice question with four answer choices that asked participants what action they would take if they were the girl’s sibling.

The second vignette describes a 22-year-old woman who is married. The woman tells her mother that her husband hits her, and she does not know what to do. The woman’s mother says that she will have to endure the violence to keep peace at home and that this is simply a part of life. The follow-up question asked participants what they would do if the woman were their sister. There were eight answer choices and participants were asked to pick their top two.

There were 18 statements that evaluated gender equitable attitudes (gender attitudes) and response options included strongly disagree, disagree, agree, and strongly agree. The statements were adapted from the Gender Equitable Measurement scale created for the Gender Equity Movement in Schools program in Mumbai, India;<sup>14</sup> the UNICEF Evaluation of Empowering Young Girls and Women in Maharashtra, India;<sup>15</sup> and the Gender Equitable Men scale from the Compendium of Gender Scales.<sup>16</sup> The 18 statements consisted of three sub-domains—gender roles/privileges/restrictions (11 items), gender attributes (3 items), and gender violence (4 items). The definitions of the sub-domains are as follows:

- 1) Roles: Expectations of what an individual is supposed to or required to do based on familial, cultural, and/or social norms.  
Privileges: Advantages that members of one gender face over the other gender.  
Restrictions: Disadvantages that members of one gender face over the other gender.
- 2) Attributes: A direct comparison between boys and girls in which boys are considered to be more superior to girls.
- 3) Violence: Experiences of social norms regarding physical and/or sexual abuse of girls and women.

A ‘gender equitable attitude’ score (gender attitude) was created with the 18 statements. Negatively worded statements were reverse coded, and the response categories were collapsed into disagree and agree (0 = disagree/negative gender attitude and 1 = agree/positive gender attitude). The statements were summated (range: 0-18) with higher scores indicating more positive attitudes toward gender equality. The same coding method was used to create scores for each of the sub-domains.

The scores were further categorized into three levels of gender attitudes – low, medium, and high. First, the distribution of the sum of all 18 statements was examined and cut-points were created at the 25% and 75% mark. Scores lower than 25% of the distribution were categorized as ‘low gender equitable attitude’; scores at or between 25% and 75% were categorized as ‘medium gender equitable attitude’; and scores above 75% were categorized as ‘high gender equitable attitude.’

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<sup>14</sup> Achyut, P., Bhatla, N., Khandekar, S., Maitra, S., & Verma, R. K. (2011). *Building Support for Gender Equality among Young Adolescents in School: Findings from Mumbai, India*(Rep.). Retrieved <https://www.icrw.org/wp-content/uploads/2016/10/GEMS-Building-Support-for-Gender-Equality-Adolescents.pdf>

<sup>15</sup> The United Nations Children's Fund. (2014, May 6). *Evaluation of Empowering Young Girls and Women in Maharashtra, India*(Rep.). Retrieved [https://www.unicef.org/evaldatabase/files/Deepshikha\\_Evaluation\\_Final\\_Report.pdf](https://www.unicef.org/evaldatabase/files/Deepshikha_Evaluation_Final_Report.pdf)

<sup>16</sup> Nanda, G. (2011). *Compendium of Gender Scales*(Rep.). Retrieved [https://www.changeprogram.org/content/gender-scales-compendium/pdfs/C-Change\\_Gender\\_Scales\\_Compendium.pdf](https://www.changeprogram.org/content/gender-scales-compendium/pdfs/C-Change_Gender_Scales_Compendium.pdf)

### *Perceptions of Gender Norms*

Perception of gender norms was measured using a vignette. The vignette described a family with 18-year-old twins—a boy and a girl. Both twins achieve identical marks in school and have been accepted to college. However, the parents decide to send the son to college. Two questions followed this vignette, the first one asking participants if the parents made the right decision with a yes/no answer choice, and the second question asked participants to choose the two main reasons why the parents sent the son to college.

### *Locus of Control*

Locus of Control (LOC) has been found to be an important indicator of how a person, particularly an adolescent, behaves and interprets their environment.<sup>17</sup> LOC refers to whether a person believes that events or outcomes in their life are contingent on their behaviors and attributes, or whether uncontrollable outside forces manipulate them.<sup>17</sup> If a person tends to operate with an internal LOC in which they believe their actions make a difference in the final result, then they are more likely to partake in behaviors and relationships that will provide positive and successful outcomes. However, if a person believes in an external LOC, then they are less likely to problem-solve and find solutions to conflicts because they believe their efforts make no difference. Strengthening an internal LOC is an important outcome for the GR program as the intervention aims to inspire adolescents to act against gender discrimination. LOC is measured with an 11-item Likert scale with strongly disagree, disagree, agree, and strongly agree response options. The statements were adapted from the Nowicki-Strickland LOC scale created for a wide age range of children.<sup>18</sup>

Negatively worded LOC statements were reverse coded, and then responses were collapsed into a dichotomous variable (0 = disagree/external LOC and 1 = agree/internal LOC). The overall LOC variable was calculated by summing all 11 dichotomous variables. The higher scores denote higher LOC (i.e., more internal LOC) and lower scores denote lower LOC (i.e., more external LOC).

### *Positive Youth Development*

Over the past few decades, the Positive Youth Development (PYD) perspective has become the main approach to measure youth and adolescent development.<sup>19</sup> PYD focuses

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<sup>17</sup> Rotter, J. B. (1966). Generalized expectancies for internal versus external control of reinforcement. *Psychological Monographs: General and Applied*, 80(1), 1-28. doi:10.1037/h0092976

<sup>18</sup> Nowicki, S., & Strickland, B. R. (1973). A locus of control scale for children. *Journal of Consulting and Clinical Psychology*, 40(1), 148-154.

<sup>19</sup> Bowers, E. P., Li, Y., Kiely, M. K., Brittan, A., Lerner, J. V., & Lerner, R. M. (2010). The Five Cs Model of Positive Youth Development: A Longitudinal Analysis of Confirmatory Factor Structure and Measurement Invariance. *Journal of Youth and Adolescence*, 39(7), 720-735. doi:10.1007/s10964-010-9530-9

on characteristics that enable youth to develop positive characteristics and have healthy and successful outcomes as they age. Unlike the deficit perspective that looks to minimize an adolescent's negative behaviors, such as violence and drugs, PYD works to maximize traits that have been linked to positive development. The PYD perspective created the framework for the Five C's Model, which states that youth who show Caring/Empathy, Character, Competence, Confidence/Voice, and Connection are more likely to be on a better life trajectory regarding mutual respect with self, family, and community. Competence was not included as an outcome for the GR program.

The Five C's Model of the PYD is defined as follows:

- Caring/Empathy: A sense of sympathy and empathy for others.
- Character: An individual's demonstration of various traits including integrity and morality, desiring to help others and respecting societal and cultural rules and differences.
- Confidence/Voice: An internal sense of self-worth and self-efficacy; one's global self-regard, as opposed to domain-specific beliefs.
- Connection: Positive bonds with people and institutions that are reflected in bidirectional exchanges between the individual and peers, mentors, and family, in which both parties contribute to the relationship.

Each of the C's was measured using a series of statements with a Likert scale—strongly disagree, disagree, agree, and strongly agree. Character was measured with 3 items; Connection was measured with 2 items; Confidence/Voice was measured with 6 items; and Caring/Empathy was measured with 2 items. The PYD statements were adapted from the 4-H Study of PYD and the After-School Initiative's Toolkit for Evaluating PYD.<sup>20,21</sup>

Negatively worded PYD statements were reverse coded, and the statements were summated to create a PYD scale and the four subscales. Higher scores denote higher levels of PYD and the C's.

### *Knowledge*

Knowledge of content from the GR curriculum was assessed—both general knowledge and India-specific knowledge. General knowledge included questions such as the location of countries and global topics from the film. India-specific knowledge consisted of questions related specifically to laws or facts about India. A total of 12 items made up the knowledge score and 1 point was allotted for each correct response yielding a range of 0-

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<sup>20</sup> Lerner, R. M., Lerner, J. V., & Phelps, E. (2008). *The Positive Development of Youth*(Rep.). Retrieved <https://ase.tufts.edu/iaryd/documents/4HStudyFindings2008.pdf>

<sup>21</sup> The Colorado Trust. (2004). *The After-School Initiative's Toolkit for Evaluating Positive Youth Development*(Rep.). Retrieved <http://www.hfpg.org/files/2614/5194/1688/ASIToolkitJun04.pdf>

12 for overall knowledge; 0-4 for India-specific knowledge; and 0-8 for general knowledge.

### *Agency/Voice*

Agency/voice was measured with three questions asking participants if they have talked to parents or elders about: 1) their future education; 2) future aspirations; and 3) issues girls in their community face. The variable was recoded as “yes” for parents, “yes” for elders, and “yes” for no one. Respondents could choose more than one.

### *Perceptions of Girls and Girls’ Education*

Two multiple-choice questions assessed students’ perceptions of girls and girls’ education. The first question asked participants to choose the number one reason why girls do not go to school. The second question asked participants to choose the number one reason why girls do not voice their opinion as an equal member of the community/society. The variable was recoded as “yes” for the top 2 reasons chosen.

## **Data Collection**

### *Recruitment and Assent*

Youth assent for participating in the quantitative survey was obtained by reading the information and instructions provided on the first page of the survey and clicking next to proceed. Participation was anonymous for the survey. For the student interviews, the interviewer read the introduction from the Student Interview Guide and asked participants explicitly if they would like to partake in the interview and if their conversation could be recorded. Since the same participant was interviewed at follow-up, participants’ names were collected and saved in a password-protected document. For the teacher interviews/focus groups, the interviewer read the introduction from the Teacher Interview/Focus Group Guide and asked the teachers if they would like to be a part of the interview and if they could be recorded.

### *Survey Administration*

Prior to data collection, the GW and GR field team participated in a one-day training session on how to ensure privacy, use the Snap Surveys software, and how to answer participants’ questions during survey administration. Baseline data collection for TFI schools and SB schools occurred July 2017 – August 2017. The research team consisted of 1 GW student researcher, 2 GR staff members, and 1 volunteer. Follow-up data collection for TFI schools and SB schools occurred April 2018 – May 2018. The research team consisted of 1 GW student researcher, 1 GR staff member, and 2 GR interns. Table 1 presents the full list of schools that participated in data collection.

The survey was administered on 55 mobile tablets using Snap Surveys software. The

pilot phase indicated that adolescents were more comfortable in Hindi; therefore, all survey questions, instructions, and answer choices were translated from English to Hindi. To accommodate low literacy levels, all tablet instructions, questions, and responses had audio capabilities. Survey sessions began with a brief introduction of GR. A GR staff member explained the purpose of the survey, privacy, consent, and anonymity. Participants were then given detailed instructions on how to use the tablet to complete their survey, and on how to wear the headphones provided. The practice questions and demographic questions were completed together as a class to prevent confusion. All of the above directions were considered a part of the tablet instructions, which was about 30 minutes. Once participants reached the page with the first survey question, completion times ranged from 30 minutes to 60 minutes. The research team completed a *data collection fieldwork* form for each survey session to track numbers of surveys, challenges, and feedback in real-time. At the end of each day, all tablets were connected to Wi-Fi hotspots, and survey data was uploaded to the Snap Surveys software account so that the GW research team could access the data.

### **Process Evaluation**

The process evaluation entailed a mixed methods approach with both qualitative and quantitative data. Data sources included: 1) student follow-up surveys; 2) module implementation forms from teachers; 3) student interviews at baseline and follow-up; and 4) teacher interviews/focus groups at follow-up.

### *Perceptions of the Program*

In the quantitative survey at follow-up, participants were asked a series of questions regarding their perceptions of the program including their favorite GR story; if the program helped them to think about their future goals and how to help girls in the community; their perceptions of the classroom environment and teachers; and if they enjoyed the program. In addition, they were asked if they shared information from the GR program with others.

### *Module Implementation Forms*

TFI fellows and SB school teachers completed an implementation form at the end of each of the six GR modules on the reach, completion, challenges in the classroom, and successful activities. The form also asked teachers about the interest and engagement of participants during the modules.

### *Student Interviews*

In-depth qualitative interviews were conducted at baseline and follow-up with a total of 36 adolescents at baseline (24 from SB schools and 12 from TFI schools) and 34

adolescents at follow-up (27 from SB schools and 7 from TFI schools).<sup>22</sup> For SB schools, the same participant was interviewed at baseline and again at follow-up to examine changes in their responses to questions. Interviewing the same participant at baseline and follow-up was not feasible for TFI schools.

For TFI schools, two adolescents were selected at random from each grade for the interviews. For SB schools, one 7<sup>th</sup>-grade adolescent was interviewed from each school, and a purposeful sample was selected to yield an almost equal distribution by gender and sibling composition. The target sample was structured as follows:

- 6 boys must have at least 1 sister as a sibling
- 5 Boys must only have brothers as siblings or no siblings
- 6 girls must have at least 1 brother as a sibling
- 5 girls must only have sisters as siblings or no siblings

The Interview Guide consisted of questions asking participants about their observations of gender discrimination in their community, school, or home. Participants were encouraged to freely express their opinions and provide specific examples of their own experiences or that of others. Questions were also posed to better understand if they had ever talked to their parents, teachers, friends, or family members about gender differences and discrimination, and if they had ever considered how they could make a change in their community. At the follow-up interview, questions were added specifically on their experiences with the GR program.

All interviews were conducted in Hindi, audio recorded, and transcribed and translated into English.

### *Teacher Interviews/Focus Groups*

At follow-up, individual qualitative interviews were conducted with TFI fellows. For SB schools, focus groups with the teachers were conducted and included anywhere from 2 to 8 teachers per group. The Interview/Focus Group Guide incorporated questions on the GR program's influence on their students, the school, and the community; challenges with implementation; and suggestions for future implementation. Teachers were asked to provide specific examples from their classes on the changes they observed with both boys and girls, as well as changes that may have occurred for themselves as teachers and/or parents.

All interviews were conducted in Hindi, audio recorded, and transcribed and translated into English.

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<sup>22</sup> For TFI schools at follow-up, some participants were absent and fewer schools were included in the follow-up. For SB schools at follow-up, some participants were absent.

## Data Analyses

### Quantitative Analysis

The quantitative analysis includes the survey data collected in Delhi, Punjab, and Rajasthan from baseline (July - August 2017) and follow-up (April - May 2018). Since the survey was administered on mobile tablets, responses were downloaded from Snap Surveys software and did not require manual data entry. Quantitative results were analyzed using IBM SPSS Statistics Version 25.

All survey data were cleaned and cross-checked with the notes from the data collection fieldwork forms. Variables were created, collapsed, and re-categorized. Cronbach's Alpha was calculated to determine reliability for the scales.

Univariate tests were performed to describe the study sample, check for violations of normality, record missing data, and evaluate the distribution of the variables. Bivariate and multivariable statistical tests were conducted to assess *changes between baseline and follow-up*. Bivariate tests included t-test, ANOVA, and chi-square. For the multivariable models, linear regression adjusting for baseline vs. follow-up, gender, grade, and district was conducted.

### Qualitative Analysis

Using a preliminary coding scheme, four researchers coded the first four interview transcripts separately and then compared results. After working through the initial transcripts, the coding scheme was revised according to the survey measures in order to more accurately reflect the purpose of this pilot evaluation and the specific research questions. Once the final coding structure was decided upon, only one researcher coded the remaining interviews in an attempt to minimize biases from multiple researchers coding different transcripts. The number of times each of the variables under gender equality, PYD, and LOC occurred in a single transcript were identified and tallied in a database. The final database quantified how often each variable was coded, as well as unique quotes or common themes that stood out from the interviews. The transcripts were divided by the gender of the participant and then further categorized by the sibling criteria.

The coding system was used for the entire interview except for Shreya's story. Of the eight answer choices, participants recalled the top two options they had selected and provided a reason as to why they chose them. For the analysis, the number of times a response was chosen was totaled. Additionally, common themes or unique quotes were noted. The same coding scheme and thematic analysis was utilized for both baseline and follow-up interviews.

## Results

The results presented below integrate both the quantitative and qualitative findings for the outcome evaluation and the process evaluation. ***The results are presented for TFI schools and SB schools separately.***

### Satya Bharti Schools

#### *Description of the Study Sample*

The total study sample consisted of 1,372 adolescents at baseline and 1,522 at follow-up (Table 2).<sup>23</sup> There were more boys than girls during both baseline and follow-up. Most adolescents were in 7<sup>th</sup> grade (45.1%) at baseline and 8<sup>th</sup> grade (38.5%) at follow-up.<sup>24</sup> The lowest numbers of participants were in 5<sup>th</sup> grade (1.5%) for baseline and 10<sup>th</sup> grade for follow-up (4.7%). Participant ages ranged from 9 to 18 years old with the average age being 12.87 years old at baseline and 13.24 years old at follow-up.<sup>25</sup>

There was a wide range for the number of brothers (0-13) and the number of sisters (0-16) with similar means at both baseline and follow-up. The number of siblings had a range of 0-17 with about the same means at baseline and follow-up (2.91 vs. 2.94, respectively). The range of children per household was 1-18 with similar mean values at baseline and follow-up (3.91 vs. 3.94, respectively). Of the two states, Punjab had the greatest number of adolescents at baseline and follow-up. The district with the lowest number of participants at baseline was Amritsar (14.6%) and the highest number of participants was in Jodhpur (48.8%).

As shown in Table 2, the baseline and follow-up samples were statistically different by gender, grade, age, state, and district even though there was minimal loss to follow-up (<1%). Therefore, in addition to bivariate tests to assess changes between baseline and follow-up, multivariable models were run adjusting for these variables, and are presented as well.

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<sup>23</sup> The baseline and follow-up samples are two cross-sectional samples of participants from the grades that the GR program was implemented. Therefore, the sample sizes differ.

<sup>24</sup> The distribution by grade differs between baseline and follow-up as participants had moved into the following academic year/grade when the follow-up was conducted. There was a loss of 8<sup>th</sup> grade participants due to this transition. Elementary schools in India consist of pre-kindergarten to 8<sup>th</sup> grade. When sampling 9<sup>th</sup>-graders at follow-up (8<sup>th</sup>-graders at baseline), participants were requested to come back to the school to participate in the GR program survey. For senior secondary schools in India, grades pre-kindergarten to 12<sup>th</sup> grade is offered. However, after 9<sup>th</sup> grade, participants either drop out or switch schools depending on the type of 10<sup>th</sup> grade board exam offered (Indian Certificate of Secondary Education (ICSE) vs. Central Board of Secondary Education (CBSE). This resulted in a loss of 9<sup>th</sup> grade participants.

<sup>25</sup> Anecdotal evidence suggests that age may not be fully accurate, and children aren't always fully sure of their date of birth and age.

Table 2. Study Sample Characteristics, Girl Rising Program Evaluation, Satya Bharti Schools		
	<b>Baseline % (n) or Mean (sd) (N=1372)</b>	<b>Follow-Up % (n) or Mean (sd) (N=1522)</b>
<b>Gender*</b>		
Boys	55.0% (754)	51.0% (776)
Girls	45.0% (618)	49.0% (746)
<b>Grade***</b>		
5 <sup>th</sup> grade	1.5% (20)	--
6 <sup>th</sup> grade	3.3% (45)	--
7 <sup>th</sup> grade	45.1% (619)	24.6% (374)
8 <sup>th</sup> grade	42.2% (579)	38.5% (586)
9 <sup>th</sup> grade	7.9% (108)	32.2% (490)
10 <sup>th</sup> grade	--	4.7% (72)
<b>Mean Age (years)*** (Range: 9-18)</b>	12.87 ( $\pm$ 1.30)	13.24 ( $\pm$ 1.32)
<b>Mean Number of Brothers (Range: 0-13)</b>	1.45 ( $\pm$ 1.10)	1.43 ( $\pm$ 1.10)
<b>Mean Number of Sisters (Range: 0-16)</b>	1.47 ( $\pm$ 1.38)	1.51 ( $\pm$ 1.41)
<b>Mean Number of Siblings (Range: 0-17)</b>	2.91 ( $\pm$ 1.81)	2.94 ( $\pm$ 1.83)
<b>Mean Number of Children per household (Range: 1-18)</b>	3.91 ( $\pm$ 1.81)	3.94 ( $\pm$ 1.83)
<b>State***</b>		
Punjab	57.9% (794)	51.2% (780)
Rajasthan	42.1% (578)	48.8% (742)
<b>District***</b>		
Amritsar	14.6% (200)	7.9% (120)
Ludhiana	19.7% (270)	22.2% (338)
Sangrur	23.6% (324)	21.2% (322)
Jodhpur	42.1% (578)	48.8% (742)

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

### *Gender Equitable Attitudes*

For the following two vignettes, bivariate analyses were conducted to examine changes in responses between baseline and follow-up. Tables 3-8 present the results and include analyses stratified by gender.

#### *Geeta's Scenario: Child Marriage*

*Geeta is 15. Her parents have found her a nice boy, who is 22 and comes from a good family. Geeta's parents have arranged their marriage for next month.*

Participants were asked to assess: 1) how much they agreed or disagreed with a series of statements regarding Geeta's scenario and 2) what action they would take if they were Geeta's sibling.

Table 3 presents the frequencies of the responses. *Overall, both boys and girls had more positive gender attitudes at follow-up with a significant increase between baseline and follow-up of participants who disagreed with the parents' decision (70.9% vs. 79.3%,  $p < .001$ ). A similar increase was observed for the participants who agreed that, 'She should tell her parents she does not want to get married' (64.3% vs. 72.6%,  $p < .001$ ).*

*The largest significant decrease between baseline and follow-up was for the percentage of adolescents who agreed that, 'Geeta should respect the decision her parents made' (45.3% vs. 35.3%,  $p < .001$ ). For the last question, the top answer choice at baseline and follow-up was, 'Tell the parents to not get her married, even though it may upset them,' and it is also the response option with the greatest change between baseline and follow-up (64.3% vs. 73.8%,  $p < .001$ ).*

#### Analysis by Gender

For boys (Table 4), there was a decrease in the percentage of participants who agreed with Geeta's parents' decision (29.7% vs. 22.9%,  $p < .01$ ). There were statistically significant changes in several of the response options. The top answer choice among boys was, 'Tell the parents to not get her married, even though it may upset them,' with a significant increase from baseline to follow-up (62.1% vs. 71.8%,  $p < .01$ ). A significant decrease was observed for, 'Tell her to go get married since that is what the parents want' ( $p < .001$ ).

For girls (Table 5), there was a significant decrease in the percentage of participants who agreed with Geeta's parents' decision (28.3% vs. 18.4%,  $p < .001$ ). There was a significant increase in the number of girls who agreed that, 'She should tell her parents she does not want to get married.' The largest significant decrease was observed for the percentage of girls that agreed with, 'Geeta should respect the decision her parents made' (45.8% vs. 34%,  $p < .001$ ). The top answer choice among the girls was, 'Tell the parents to not get her married, even though it may upset them', with a significant increase from baseline to follow-up (67.0% vs. 75.9%,  $p < .001$ ). The next answer choice was 'Go to the police' with a significant increase between baseline and follow-up (11.2% vs. 16.0%,  $p < .05$ ).

Table 3. Geeta's Scenario: Child Marriage, Girl Rising Program Evaluation, Satya Bharti Schools, Overall Sample			
	<b>Baseline % (n) (N=1372)</b>	<b>Follow-Up % (n) (N=1522)</b>	<b>% Change from Baseline to Follow-up</b>
<b>Her parents made the right decision?***</b>			
Agree	29.1% (399)	20.7% (315)	-8.4% points
Disagree	70.9% (973)	79.3% (1207)	+8.4% points
<b>She should tell her parents she does not want to get married?***</b>			
Agree	64.3% (882)	72.6% (1105)	+8.3% points
Disagree	35.7% (490)	27.4% (417)	-8.3% points
<b>She should tell her parents she will get married as long as she stays in school?*</b>			
Agree	54.3% (745)	50.7% (772)	-3.6% points
Disagree	45.7% (627)	49.3% (750)	+3.6% points
<b>Geeta should respect the decision her parents made?***</b>			
Agree	45.3% (622)	35.3% (537)	-10.0% points
Disagree	54.7% (750)	64.7% (985)	+10.0% points
<b>If you were Geeta's brother or sister, what would you do?</b>			
Tell the parents to not get her married, even though it may upset them.***	64.3% (882)	73.8% (1123)	+9.5% points
Tell her to go get married since that is what the parents want.***	16.3% (223)	7.3% (111)	-9.0% points
Go to the police.	12.2% (167)	14.5% (220)	+2.3% points
Tell her to go get married since that is what girls do.**	7.3% (100)	4.5% (68)	-2.8% points

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

Table 4. Geeta's Scenario: Child Marriage, Girl Rising Program Evaluation, Satya Bharti Schools, Boys			
	<b>Baseline % (n) (N=754)</b>	<b>Follow-up % (n) (N=776)</b>	<b>% Change from Baseline to Follow-up</b>
<b>Her parents made the right decision? **</b>			
Agree	29.7% (224)	22.9% (178)	-6.8% points
Disagree	70.3% (530)	77.1% (598)	+6.8% points
<b>She should tell her parents she does not want to get married? **</b>			
Agree	63.9% (482)	71.3% (553)	+7.4% points
Disagree	36.1% (272)	28.7% (223)	-7.4% points
<b>She should tell her parents she will get married as long as she stays in school?</b>			
Agree	56.4% (425)	52.4% (407)	-4.0% points
Disagree	43.6% (329)	47.6% (369)	+4.0% points
<b>Geeta should respect the decision her parents made? **</b>			
Agree	45.0% (339)	36.5% (283)	-8.5% points
Disagree	55.0% (415)	63.5% (493)	+8.5% points
<b>If you were Geeta's brother or sister, what would you do?</b>			
Tell the parents to not get her married, even though it may upset them. ***	62.1% (468)	71.8% (557)	+9.7% points
Tell her to go get married since that is what the parents want. ***	17.6% (133)	9.5% (74)	-8.1% points
Go to the police.	13.0% (98)	13.0% (101)	0.0% points
Tell her to go get married since that is what girls do.	7.3% (55)	5.7% (44)	-1.6% points

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

Table 5. Geeta's Scenario: Child Marriage, Girl Rising Program Evaluation, Satya Bharti Schools, Girls			
	<b>Baseline % (n) (N=618)</b>	<b>Follow-up % (n) (N=746)</b>	<b>% Change from Baseline to Follow-up</b>
<b>Her parents made the right decision?***</b>			
Agree	28.3% (175)	18.4% (137)	-9.9% points
Disagree	71.7% (443)	81.6% (609)	+9.9% points
<b>She should tell her parents she does not want to get married?***</b>			
Agree	64.7% (400)	74.0% (552)	+9.3% points
Disagree	35.3% (218)	26.0% (194)	-9.3% points
<b>She should tell her parents she will get married as long as she stays in school?</b>			
Agree	51.8% (320)	48.9% (365)	-2.9% points
Disagree	48.2% (298)	51.1% (381)	+2.9% points
<b>Geeta should respect the decision her parents made?***</b>			
Agree	45.8% (283)	34.0% (254)	-11.8% points
Disagree	54.2% (335)	66.0% (492)	+11.8% points
<b>If you were Geeta's brother or sister, what would you do?</b>			
Tell the parents to not get her married, even though it may upset them.***	67.0% (414)	75.9% (566)	+8.9% points
Tell her to go get married since that is what the parents want.***	14.6% (90)	5.0% (37)	-9.6% points
Go to the police.*	11.2% (69)	16.0% (119)	+4.8% points
Tell her to go get married since that is what girls do.**	7.3% (45)	3.2% (24)	-4.1% points

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

### *Shreya's Scenario: Marital Violence*

*Shreya is 22 years old and married to Ramesh for the past one year. You overhear Shreya speaking with your mother about her marriage. Shreya tells your mother that her husband frequently hits her and she does not know what to do. Your mother tells Shreya that she should not say*

*anything to maintain peace in the home and that this is just a part of life. If you were Shreya’s brother or sister, what you would do? Pick two things you would do.*

There were eight answer choices and participants were asked to pick their top two.

Table 6 shows that *half of the participants at baseline selected, ‘Even though I know that my parents will not listen to me, I would tell them to file a police complaint’ (49.9%). At follow-up, this response significantly increased to more than half of the participants (61%,  $p<.001$ )*. The answer choice with the *largest significant decrease between baseline and follow-up was found for, ‘I would not do anything, I do not see it as a problem and this happens in every household’ (28.9% vs. 15.9%,  $p<.001$ )*.

Table 6. Shreya’s Scenario: Marital Violence, Girl Rising Program Evaluation, Satya Bharti Schools, Overall Sample			
	<b>Baseline % Yes (n) (N=1372)</b>	<b>Follow-Up % Yes (n) (N=1522)</b>	<b>% Change from Baseline to Follow-up</b>
<b>If you were Shreya’s brother or sister, what you would do?</b>			
Even though I know that my parents will not listen to me, I would tell them to file a police complaint.***	49.9% (685)	61.0% (928)	+11.1% points
Even though it would upset my family members, I would still speak to them and try to convince them to let her leave her marriage.***	27.3% (375)	38.2% (581)	+10.9% points
Even though the community would look down on her, I would tell Shreya she should leave her marriage.***	24.2% (332)	34.6% (527)	+10.4% points
I would not do anything, I do not see it as a problem and this happens in every household.***	28.9% (396)	15.9% (242)	-13.0% points
It would make the situation worse for my family if I got involved.***	26.2% (360)	15.5% (236)	-10.7% points
I would not do anything because no one would listen to me anyway.**	16.3% (224)	11.9% (181)	- 4.4% points
I would not do anything because it is not my place to get involved.***	15.2% (209)	9.8% (149)	-5.4% points
Even though she probably would not get married again, I would tell her to leave her marriage.	11.9% (163)	13.0% (198)	+1.1% points

*Statistical Significance: \* $p<.05$ ; \*\* $p<.01$ ; \*\*\* $p<.001$*

### Analysis by Gender

***The most popular answer choice at baseline and follow-up, amongst the boys was to file a police complaint even though their parents would not listen (46.7% vs. 59.1%), and this increased significantly ( $p < .001$ ) (Table 7).*** ‘Even though it would upset my family members, I would still speak to them and try to convince them to let her leave her marriage,’ had a significant increase between baseline and follow-up ( $p < .001$ ); and ‘I would not do anything, I do not see it as a problem and this happens in every household’ had a significant decrease between baseline and follow-up (32.2% vs. 17.0%,  $p < .001$ ).

As shown in Table 8, the most popular answer choice at baseline and follow-up amongst the girls was to file a police complaint even though their parents would not listen (53.9% vs. 63.0%,  $p < .01$ ). ***For girls, the largest significant difference was observed for, ‘It would make the situation worse for my family if I got involved’ with a decrease of 11.3% points between baseline and follow-up (22.3% vs. 11.0%,  $p < .001$ ).***

Table 7. Shreya's Scenario: Marital Violence, Girl Rising Program Evaluation, Satya Bharti Schools, Boys			
	<b>Baseline % Yes (n) (N=754)</b>	<b>Follow-up % Yes (n) (N=776)</b>	<b>% Change from Baseline to Follow-up</b>
<b>If you were Shreya's brother or sister, what you would do?</b>			
Even though I know that my parents will not listen to me, I would tell them to file a police complaint.***	46.7% (352)	59.1% (459)	+12.4% points
Even though it would upset my family members, I would still speak to them and try to convince them to let her leave her marriage.***	22.4% (169)	37.6% (292)	+15.2% points
Even though the community would look down on her, I would tell Shreya she should leave her marriage.***	22.5% (170)	32.7% (254)	+10.2% points
I would not do anything, I do not see it as a problem and this happens in every household.***	32.2% (243)	17.0% (132)	-15.2% points
It would make the situation worse for my family if I got involved.***	29.4% (222)	19.8% (154)	-9.6% points
I would not do anything because no one would listen to me anyway.**	17.2% (130)	12.1% (94)	-5.1% points
I would not do anything because it is not my place to get involved.***	17.9% (135)	10.6% (82)	-7.3% points
Even though she probably would not get married again, I would tell her to leave her marriage.	11.5% (87)	11.0% (85)	-0.5% points

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

Table 8. Shreya's Scenario: Marital Violence, Girl Rising Program Evaluation, Satya Bharti Schools, Girls			
	<b>Baseline % Yes (n) (N=618)</b>	<b>Follow-up % Yes (n) (N=745)</b>	<b>% Change from Baseline to Follow-up</b>
<b>If you were Shreya's brother or sister, what you would do?</b>			
Even though I know that my parents will not listen to me, I would tell them to file a police complaint.**	53.9% (333)	63.0% (469)	+9.1% points
Even though it would upset my family members, I would still speak to them and try to convince them to let her leave her marriage.*	33.3% (206)	38.8% (289)	+5.5% points
Even though the community would look down on her, I would tell Shreya she should leave her marriage.***	26.2% (162)	36.6% (273)	+10.4% points
I would not do anything, I do not see it as a problem and this happens in every household.***	24.8% (153)	14.8% (110)	-10.0% points
It would make the situation worse for my family if I got involved.***	22.3% (138)	11.0% (82)	-11.3% points
I would not do anything because no one would listen to me anyway.	15.2% (94)	11.7% (87)	-3.5% points
I would not do anything because it is not my place to get involved.	12.0% (74)	9.0% (67)	-3.0% points
Even though she probably would not get married again, I would tell her to leave her marriage.	12.3% (76)	15.2% (113)	+2.9% points

*Statistical Significance: \*p<.05; \*\*p<.01; \*\*\*p<.001*

Overall, the qualitative interviews at follow-up were more robust and lengthy as adolescents appeared to be more comfortable with the interview questions and with sharing information related to their experiences and what they now perceive as gender discrimination in their communities. The qualitative interviews yielded similar findings as the quantitative results above with *more* young people sharing that filing a police complaint, telling Shreya to leave her marriage, and speaking up were the most common response options when asked what they thought about Shreya's story. Below are a few excerpts from participants:

**Even though I know that my parents will not listen to me, I would tell them to file a police complaint.**

*“Yes, as the government has said that no one should beat woman in the family and nor put the stress on her. The police will not only hold him but also give him punishment.”*

- Satya Bharti School, 7<sup>th</sup> grade boy

*“Lessons should be given to him, and now let me know that what change we can bring in the society so that our life can be changed.”*

- Satya Bharti School, 7<sup>th</sup> grade boy

*“Because madam if police tells him that he will be behind the bars, then he will understand that he should not beat his wife.”*

- Satya Bharti School, 7<sup>th</sup> grade boy

**Even though the community would look down on her, I would tell Shreya she should leave her marriage.**

*“because if she will not break he will beat again. and she can die also”*

- Satya Bharti School, 7<sup>th</sup> grade boy

**Even though it would upset my family members, I would still speak to them and try to convince them to let her leave her marriage.**

*“Because his husband only beats her and hurt her. She feels pain, her mother says that she keeps quiet to keep the peace of the house, but if he beats her, he also hurts her, she may get injured also. So this marriage should break.”*

- Satya Bharti School, 7<sup>th</sup> grade boy

*“Because he beats her, she must be getting hurt. She can not say her pain to anyone, and that she is suffering. She wants to say something, but nobody will listen to her pain.”*

- Satya Bharti School, 7<sup>th</sup> grade boy

Results from the gender attitude score and sub-scores are presented in Tables 9-15 and include the full scale as well as the three sub-domains: 1) gender roles/privileges/restrictions, 2) gender attributes, and 3) gender violence.

***As shown in Table 9, participants had higher (e.g., more favorable/equitable) gender attitude mean scores at follow-up, and this change was statistically significant. At baseline, the overall gender attitude mean was 11.67, and increased to 12.71 at follow-up ( $p<.001$ ). Further, the gender roles/privileges/restrictions mean score (7.49 vs. 8.20), gender attributes mean score (2.00 vs. 2.22), and gender violence mean score (2.18 vs. 2.32) all showed statistically significant increases, indicating more favorable/equitable gender attitudes at follow-up ( $p<.001$ ).***

With respect to the three gender categories (low, medium, high), almost half of the participants were in the ‘medium’ category for gender equitable attitudes at baseline (48.8%) and the least number of participants were in the ‘low’ category for gender equitable attitudes (18.5%). At follow-up, almost half of the participants were in the ‘high’ category (47.9%) and the least number of participants were in the ‘low’ category (11.8%). Both the ‘low’ and ‘medium’ categories decreased from baseline to follow-up, and the ‘high’ category increased significantly ( $p<.001$ ).

#### Analysis by Gender

As shown in Table 10, among boys, the overall gender attitude mean score was 11.31 at baseline and 12.21 at follow-up ( $p<.001$ ). The gender roles/privileges/restrictions mean score and the gender attributes mean score showed a significant increase from baseline to follow-up ( $p<.001$ ). With respect to the categories for gender equitable attitudes, both the ‘low’ and ‘medium’ categories decreased between baseline and follow-up, and the ‘high’ category increased significantly ( $p<.001$ ).

As shown in Table 11, among girls, the overall gender attitude mean score was 12.12 at baseline and 13.29 at follow-up ( $p<.001$ ). The gender roles/privileges/restrictions mean score, gender attributes mean score, and gender violence mean score showed statistically significant increases between baseline and follow-up ( $p<.001$ ). With respect to the categories for gender equitable attitudes, 46.9% of girls were in the ‘medium’ category at baseline and 14.7% were in the ‘low’ category. At follow-up, over half of the girls were in the ‘high’ category (55.6%) and only 8.3% were in the ‘low’ category. Both ‘low’ and ‘medium’ gender categories decreased from baseline to follow-up and the ‘high’ category increased ( $p<.001$ ).

Table 9. Gender Attitudes, Girl Rising Program Evaluation, Satya Bharti Schools, Overall Sample			
Gender Attitudes Statements	Baseline % Agree (n) or Mean (sd) (N=1372)	Follow-Up % Agree (n) or Mean (sd) (N=1522)	% Change from Baseline to Follow-up
<b>Roles/Privileges/Restrictions</b>			
Girls should choose on their own about when to get married.***	64.4% (883)	72.9% (1110)	+8.5% points
Girls should be able to choose to work after marriage to earn their own money.**	80.1% (1099)	84.6% (1287)	+4.5% points
Girls and boys should do the same amount of housework.***	80.8% (1109)	86.3% (1313)	+5.5% points
Boys should choose on their own about when to get married.	62.8% (862)	65.1% (991)	+2.3% points
†Boys should be fed before girls during meals.**	33.8% (464)	29.1% (443)	-4.7% points
†Boys should go to school over girls.***	20.8% (285)	14.1% (214)	-6.7% points
†Boys should get health services over girls.***	25.3% (347)	13.2% (201)	-12.1% points
†Only men should work outside the home.***	34.0% (466)	26.6% (405)	-7.4% points
†Giving the kids a bath and feeding the kids are a mother's responsibility.***	71.4% (980)	63.4% (965)	-8% points
†Since girls have to get married, they should not be sent for higher education.***	20.0% (275)	14.3% (218)	-5.7% points
†It is necessary to give dowry.**	33.7% (462)	28.3% (431)	-5.4% points
Roles/Privileges/Restrictions Mean Score*** (Range: 0-11)	7.49 (±2.18)	8.20 (±2.20)	+0.71 points
<b>Attributes</b>			
†Boys are naturally better at sports than girls.***	46.0% (631)	36.3% (553)	-9.7% points
†Boys are better at math and science than girls.***	31.6% (434)	24.8% (378)	-6.8% points
†Girls cannot do well in math or science.***	22.4% (307)	16.8% (256)	-5.6% points
Attributes Mean Score*** (Range: 0-3)	2.00 (±1.01)	2.22 (±0.96)	+0.22 points
<b>Violence</b>			
†A wife should always obey her husband.***	78.7% (1080)	72.9% (1109)	-5.8% points
†There are times when a husband or boy needs to beat his girlfriend or wife.	50% (686)	51.0% (776)	+1.0% points
†A woman should tolerate violence in order to keep her family together.***	37.2% (511)	30.3% (461)	-6.9% points
†Girls like to be teased by boys.	15.9% (218)	14.1% (214)	-1.8% points
Violence Mean Score*** (Range: 0-4)	2.18 (±1.02)	2.32 (±1.02)	+0.14 points
Gender Attitudes Mean Score*** (Range: 0-18)	11.67 (±3.30)	12.74 (±3.30)	+1.07 points
<b>Gender Equitable Attitudes***</b>			
Low (<9)	18.5% (254)	11.8% (179)	-6.7% points
Medium (9-14)	48.8% (669)	40.3% (613)	-8.5% points
High (>14)	32.7% (449)	47.9% (729)	+15.2% points

†These items were reverse coded

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

Table 10. Gender Attitudes, Girl Rising Program Evaluation, Satya Bharti Schools, Boys			
Gender Attitudes Statements	Baseline % Agree (n) or mean (sd) (N=754)	Follow-Up % Agree (n) or mean (sd) (N=776)	% Change from Baseline to Follow-up
<b>Roles/Privileges/Restrictions</b>			
Girls should choose on their own about when to get married.*	64.2% (484)	70.0% (543)	+5.8% points
Girls should be able to choose to work after marriage to earn their own money.	77.6% (585)	80.9% (628)	+3.3% points
Girls and boys should do the same amount of housework.	81.2% (612)	84.8% (658)	+3.6% points
Boys should choose on their own about when to get married.	62.7% (473)	64.6% (501)	+1.9% points
†Boys should be fed before girls during meals.*	34.5% (260)	29.0% (225)	-5.5% points
†Boys should go to school over girls.**	23.1% (174)	16.1% (125)	-7.0% points
†Boys should get health services over girls.***	28.4% (214)	14.2% (110)	-14.2% points
†Only men should work outside the home.**	38.9% (293)	31.8% (247)	-7.1% points
†Giving the kids a bath and feeding the kids are a mother's responsibility.***	72.3% (545)	63.8% (495)	-8.5% points
†Since girls have to get married, they should not be sent for higher education.*	19.5% (147)	15.1% (117)	-4.4% points
†It is necessary to give dowry.	34.6% (261)	30.0% (233)	-4.6% points
Roles/Privileges/Restrictions Mean Score*** (Range: 0-11)	7.34 (±2.19)	8.00 (±2.23)	+0.66 points
<b>Attributes</b>			
†Boys are naturally better at sports than girls.***	53.1% (400)	43.4% (337)	-9.7% points
†Boys are better at math and science than girls.**	40.5% (305)	32.2% (250)	-8.3% points
†Girls cannot do well in math or science.*	23.1% (174)	18.7% (145)	-4.4% points
Attributes Mean Score*** (Range: 0-3)	1.83 (±1.02)	2.06 (±1.00)	+0.23 points
<b>Violence</b>			
†A wife should always obey her husband.*	80.8% (609)	76.5% (594)	-4.3% points
†There are times when a husband or boy needs to beat his girlfriend or wife.	51.7% (390)	56.3% (437)	+4.6% points
†A woman should tolerate violence in order to keep her family together.	37.8% (285)	33.5% (260)	-4.3% points
†Girls like to be teased by boys.	17.1% (129)	18.3% (142)	+1.2% points
Violence Mean Score (Range: 0-4)	2.13 (±1.02)	2.15 (±1.01)	+0.02 points
Gender Attitudes Mean Score*** (Range: 0-18)	11.31 (±3.26)	12.21 (±3.30)	+0.9 points
<b>Gender Equitable Attitudes***</b>			
Low (<9)	21.6% (163)	15.1% (117)	-6.5% points
Medium (9-14)	50.3% (379)	44.3% (344)	-6.0% points
High (>14)	28.1% (212)	40.6% (315)	+12.5% points

†These items were reverse coded  
 Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

Table 11. Gender Attitudes, Girl Rising Program Evaluation, Satya Bharti School, Girls			
Gender Attitudes Statements	Baseline % Agree (n) or mean (sd) (N=618)	Follow-Up % Agree (n) or mean (sd) (N=746)	% Change from Baseline to Follow-up
<b>Roles/Privileges/Restrictions</b>			
Girls should choose on their own about when to get married.***	64.6% (399)	76.0% (567)	+11.4% points
Girls should be able to choose to work after marriage to earn their own money.**	83.2% (514)	88.3% (659)	+5.1% points
Girls and boys should do the same amount of housework.***	80.4% (497)	87.8% (655)	+7.4% points
Boys should choose on their own about when to get married.	62.9% (389)	65.7% (490)	+2.8% points
†Boys should be fed before girls during meals.	33.0% (204)	29.2% (218)	-3.8% points
†Boys should go to school over girls.**	18.0% (111)	11.9% (89)	-6.1% points
†Boys should get health services over girls.***	21.5% (133)	12.2% (91)	-9.3% points
†Only men should work outside the home.**	28.0% (173)	21.2% (158)	-6.8% points
†Giving the kids a bath and feeding the kids are a mother's responsibility.**	70.4% (435)	63.0% (470)	-7.4% points
†Since girls have to get married, they should not be sent for higher education.***	20.7% (128)	13.5% (101)	-7.2% points
†It is necessary to give dowry.*	32.5% (201)	26.5% (198)	-6.0% points
Roles/Privileges/Restrictions Mean Score*** (Range: 0-11)	7.67 (±2.15)	8.40 (±2.15)	+0.73 points
<b>Attributes</b>			
†Boys are naturally better at sports than girls.**	37.4% (231)	29.0% (216)	-8.4% points
†Boys are better at math and science than girls.	20.9% (129)	17.2% (128)	-3.7% points
†Girls cannot do well in math or science.**	21.5% (133)	14.9% (111)	-6.6% points
Attributes Mean Score*** (Range: 0-3)	2.20 (±0.95)	2.22 (±0.96)	+0.02 points
<b>Violence</b>			
†A wife should always obey her husband.**	76.2% (471)	69.0% (515)	-7.2% points
†There are times when a husband or boy needs to beat his girlfriend or wife.	47.9% (296)	45.5% (339)	-2.4% points
†A woman should tolerate violence in order to keep her family together.***	36.6% (226)	27.0% (201)	-9.6% points
†Girls like to be teased by boys.**	14.4% (89)	9.7% (72)	-4.7% points
Violence Mean Score*** (Range: 0-4)	2.25 (±1.02)	2.49 (±1.00)	+0.24 points
Gender Attitudes Mean Score*** (Range: 0-18)	12.12 (±3.30)	13.29 (±3.20)	+1.17 points
<b>Gender Equitable Attitudes***</b>			
Low (<9)	14.7% (91)	8.3% (62)	-6.4% points
Medium (9-14)	46.9% (290)	36.1% (269)	-10.8% points
High (>14)	38.3% (237)	55.6% (414)	+17.3% points

†These items were reverse coded  
 Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

*Gender Attitudes Multivariable Linear Regression Model*

As noted earlier, the samples at baseline and follow-up differed by grade, gender, and district. Therefore, multivariable linear regression analyses were conducted to examine changes in the overall gender attitude score, gender roles/privileges/restrictions score, gender attributes score, and gender violence score between baseline and follow-up after adjusting for gender, grade, and district (Tables 12-15). ***Gender attitude scores significantly increased by 0.66 points between baseline and follow-up after adjusting for gender, grade, and district ( $p < .001$ ).***

Table 12. Gender Attitudes, Multivariable Linear Regression Model, Satya Bharti Schools		
	Gender Attitudes	
	Adjusted Beta	95% CI
<b>Study Period</b>		
Baseline	(Ref)	(Ref)
Follow-up***	0.66	(.40, .92)
<b>Gender</b>		
Girls	(Ref)	(Ref)
Boys***	-0.93	(-1.16, -.70)
<b>Grade</b>		
5 <sup>th</sup> Grade	(Ref)	(Ref)
6 <sup>th</sup> Grade	1.49	(-.17, 3.16)
7 <sup>th</sup> Grade*	1.78	(.33, 3.24)
8 <sup>th</sup> Grade***	2.60	(1.15, 4.05)
9 <sup>th</sup> Grade***	3.01	(1.54, 4.49)
10 <sup>th</sup> Grade***	3.64	(1.98, 5.30)
<b>District</b>		
Sangrur	(Ref)	(Ref)
Amritsar***	-1.02	(-1.49, -.55)
Ludhiana*	-0.41	(-.79, -.04)
Jodhpur***	-1.19	(-1.53, -.86)

$R^2 = 0.108$  Adjusted  $R^2 = 0.105$

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

***Gender attitude scores with respect to roles/privileges/restrictions significantly increased by 0.41 points between baseline and follow-up after adjusting for gender, grade, and district (p<.001).***

Table 13. Gender Roles/Privileges/Restrictions, Multivariable Linear Regression Model, Satya Bharti Schools		
	Gender Roles/Privileges/Restrictions	
	Adjusted Beta	95% CI
<b>Study Period</b>		
Baseline	(Ref)	(Ref)
Follow-up***	0.41	(.24, .58)
<b>Gender</b>		
Girls	(Ref)	(Ref)
Boys***	-0.34	(-.50, -.19)
<b>Grade</b>		
5 <sup>th</sup> Grade	(Ref)	(Ref)
6 <sup>th</sup> Grade	0.86	(-.24, 1.96)
7 <sup>th</sup> Grade*	1.12	(.16, 2.08)
8 <sup>th</sup> Grade***	1.73	(.77, 2.69)
9 <sup>th</sup> Grade***	2.01	(1.04, 2.99)
10 <sup>th</sup> Grade***	2.64	(1.54, 3.74)
<b>District</b>		
Sangrur	(Ref)	(Ref)
Amritsar***	-0.88	(-1.20, -.57)
Ludhiana*	-0.30	(-.55, -.05)
Jodhpur***	-0.85	(-1.07, -.63)

R<sup>2</sup> = 0.110 Adjusted R<sup>2</sup> = 0.107

Statistical Significance: \*p<.05; \*\*p<.01; \*\*\*p<.001

***Gender attribute scores significantly increased by 0.17 points between baseline and follow-up after adjusting for gender, grade, and district (p<.001).***

Table 14. Gender Attributes, Multivariable Linear Regression Model, Satya Bharti Schools		
	<b>Gender Attributes</b>	
	Adjusted Beta	95% CI
<b>Study Period</b>		
Baseline	(Ref)	(Ref)
Follow-up***	0.17	(.09, .25)
<b>Gender</b>		
Girls	(Ref)	(Ref)
Boys***	-0.34	(-.41, -.27)
<b>Grade</b>		
5 <sup>th</sup> Grade	(Ref)	(Ref)
6 <sup>th</sup> Grade	0.40	(-.10, .90)
7 <sup>th</sup> Grade**	0.61	(.17, 1.04)
8 <sup>th</sup> Grade**	0.73	(.29, 1.16)
9 <sup>th</sup> Grade**	0.77	(.33, 1.21)
10 <sup>th</sup> Grade**	0.83	(.33, 1.32)
<b>District</b>		
Sangrur	(Ref)	(Ref)
Amritsar	-0.06	(-.20, .09)
Ludhiana	-0.09	(-.20, .03)
Jodhpur***	-0.40	(-.50, -.30)

R<sup>2</sup> = 0.089 Adjusted R<sup>2</sup> = 0.086

Statistical Significance: \*p<.05; \*\*p<.01; \*\*\*p<.001

Gender violence scores increased by 0.17 points between baseline and follow-up after adjusting for gender, grade, and district, however this was *not significant*.

Table 15. Gender Violence, Multivariable Linear Regression Model, Satya Bharti Schools		
	<b>Gender Violence</b>	
	Adjusted Beta	95% CI
<b>Study Period</b>		
Baseline	(Ref)	(Ref)
Follow-up	0.08	(-.004, .16)
<b>Gender</b>		
Girls	(Ref)	(Ref)
Boys***	-0.24	(-.31, -.17)
<b>Grade</b>		
5 <sup>th</sup> Grade	(Ref)	(Ref)
6 <sup>th</sup> Grade	0.23	(-.30, .76)
7 <sup>th</sup> Grade	0.06	(-.41, .52)
8 <sup>th</sup> Grade	0.15	(-.31, .62)
9 <sup>th</sup> Grade	0.24	(-.23, .71)
10 <sup>th</sup> Grade	0.18	(-.35, .71)
<b>District</b>		
Sangrur	(Ref)	(Ref)
Amritsar	-0.08	(-.24, .07)
Ludhiana	-0.02	(-.14, .10)
Jodhpur	0.05	(-.05, .16)

$R^2 = 0.023$  Adjusted  $R^2 = 0.02$

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

Participants were much more likely to articulate examples of gender inequality and discrimination in their community during the qualitative interviews at follow-up (as compared to the baseline interviews). Below is an excerpt of quotes from the participants highlighting examples of gender discrimination.

### **Gender Roles**

*“Because they had more tension. They also have to do household chores, and also work outside, have to handle children also. Girls have to do all the work.”*

- Satya Bharti School, 7<sup>th</sup> grade girl

*“The girls life is no good. Because she does household chores and discrimination”*

- Satya Bharti School, 7<sup>th</sup> grade boy

### **Gender Privileges/Restrictions**

*“Boys are allowed to roam freely, not girls”*

- Satya Bharti School, 7<sup>th</sup> grade boy

*“Parents don’t let the girls study much, they think what she will do after so much study,  
She has to get married only”*

- Satya Bharti School, 7<sup>th</sup> grade boy

*“Boys go out, girls do house work, they are treated differently...the boys are playing, the  
girls are cleaning household utensils, the girls are cooking, the boys are playing  
something or they are walking around, or on their bicycle, or driving motorcycles.”*

- Satya Bharti School, 7<sup>th</sup> grade girl

### **Gender Violence**

*“Boys behave badly with girls”*

- Satya Bharti School, 7<sup>th</sup> grade boy

*“They [girls] are tortured, they are killed,”*

- Satya Bharti School, 7<sup>th</sup> grade girl

*“People often kill girls in womb only.”*

- Satya Bharti School, 7<sup>th</sup> grade boy

### *Perceptions of Gender Norms*

The third vignette describes a family with 18-year-old twins—a boy named Rahul and a girl named Rachna.

#### *Radha and Mohan’s Scenario: Girl’s Education*

*Radha and Mohan are married and have 18-year old twins: a son, Rahul, and a daughter, Rachna. They received identical marks in school and have been accepted to college. Radha and Mohan choose to send their son, Rahul, for further studies.*

Two questions followed this vignette, the first one asking participants if the parents made the right decision with a yes/no answer choice, and the second question asked for the two main reasons why the parents sent the son to college.

***At baseline, 52.9% of adolescents reported that Radha and Mohan did not make the right decision and that increased significantly to 61.7% at follow-up ( $p < .001$ ). At baseline, the top two reasons selected were, ‘Rahul can get a better job and support the family’ (48.8%), and that, ‘There is lots of house work to be done, so Rachna should stay***

at home' (31.7%). *Whereas at follow-up, although the top response again was, 'Rahul can get a better job and support the family,' the percentage was significantly lower 41.8% (p<.001). Further, at follow-up participants second most selected response was, 'Rahul is a boy' (32%) – a significant increase from baseline (p<.05). Further, 'Rachna is a girl,' also showed a significant increase between baseline and follow-up (19% vs. 22.9%, p<.05).*

Table 16. Perceptions of Gender Norms, Radha and Mohan's Scenario: Girl's Education, Girl Rising Program Evaluation, Satya Bharti Schools, Overall Sample			
	Baseline % (n) (N=1372)	Follow-Up % (n) (N=1522)	% Change from Baseline to Follow-up
<b>Did Radha and Mohan make the right decision?***</b>			
Yes	47.1% (646)	38.3% (583)	-8.80% points
No	52.9% (726)	61.7% (938)	+8.80% points
<b>What do you think are the two main reasons that Radha and Mohan decided to send Rahul to college? (% Yes)</b>			
Rahul can get a better job and support the family.***	48.8% (669)	41.8% (636)	-7.00% points
There is lots of house work to be done, so Rachna should stay home.	31.7% (435)	28.8% (438)	-2.90% points
Radha and Mohan can only afford to send one child to college.	29.7% (407)	31.7% (482)	+2.00% points
Rahul is a boy.*	27.9% (383)	32.0% (487)	+4.10% points
Rachna will get married and be busy taking care of her husband and his family.	25.0% (343)	26.6% (405)	+1.60% points
Rachna is a girl.*	19.0% (261)	22.9% (348)	+3.90% points
Rahul will perform better in college.	17.9% (246)	16.2% (246)	-1.70% points

Statistical Significance: \*p<.05; \*\*p<.01; \*\*\*p<.001

### Analysis by Gender

For boys (Table 17), at baseline, the top two reasons selected were, 'Rahul can get a better job and support the family' (52.3%), and, 'There is lots of house work to be done, so Rachna should stay at home' (34%). At follow-up, 'Rahul can get a better job and support the family' decreased to 47.7% (not significant), and the second most selected response changed to, 'Radha and Mohan can only afford to send one child to college' (32.1%).

Table 17. Perceptions of Gender Norms, Radha and Mohan's Scenario: Girl's Education, Girl Rising Program Evaluation, Satya Bharti Schools, Boys			
	<b>Baseline % (n) (N=754)</b>	<b>Follow-up % (n) (N=776)</b>	<b>% Change from Baseline to Follow-up</b>
<b>Did Radha and Mohan make the right decision?*</b>			
Yes	50.8% (383)	45.4% (352)	-5.4% points
No	49.2% (371)	54.6% (424)	+5.4% points
<b>What do you think are the two main reasons that Radha and Mohan decided to send Rahul to college? (% Yes)</b>			
Rahul can get a better job and support the family.	52.3% (394)	47.7% (370)	-4.6% points
There is lots of house work to be done, so Rachna should stay home.	34.0% (256)	29.4% (228)	-4.6% points
Radha and Mohan can only afford to send one child to college.	29.4% (222)	32.1% (249)	+2.7% points
Rahul is a boy.	24.8% (187)	28.6% (222)	+3.8% points
Rachna will get married and be busy taking care of her husband and his family.	24.1% (182)	25.5% (198)	+1.4% points
Rachna is a girl.	15.9% (120)	16.9% (131)	+1.0% points
Rahul will perform better in college.	19.5% (147)	19.8% (154)	0.3% points

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

Among the girls (Table 18), 57.4% disagreed with Radha and Mohan's decision at baseline and 69% disagreed at follow-up ( $p < .05$ ). At baseline, the top reason selected was, 'Rahul can get a better job and support the family' (44.5%). At follow-up there was a significant decrease with 35.7% selecting this reason ( $p < .01$ ). 'Rachna is a girl' showed a significant change between baseline and follow-up (19.6% vs. 23.2%,  $p < .01$ ) as well as, 'Rahul will perform better in college' (16% vs. 12.3%,  $p < .05$ ).

Table 18. Perceptions of Gender Norms, Radha and Mohan's Scenario: Girl's Education, Girl Rising Program Evaluation, Satya Bharti Schools, Girls			
	<b>Baseline % (n) (N=618)</b>	<b>Follow-up % (n) (N=745)</b>	<b>% Change from Baseline to Follow-up</b>
<b>Did Radha and Mohan make the right decision?*</b>			
Yes	42.6% (263)	31.0% (231)	-11.6% points
No	57.4% (355)	69.0% (514)	+11.6% points
<b>What do you think are the two main reasons that Radha and Mohan decided to send Rahul to college? (% Yes)</b>			
Rahul can get a better job and support the family.**	44.5% (275)	35.7% (266)	-8.8% points
There is lots of house work to be done, so Rachna should stay home.	29.0% (179)	28.2% (210)	-0.8% points
Radha and Mohan can only afford to send one child to college.	29.9% (185)	31.3% (233)	+1.4% points
Rahul is a boy.	31.7% (196)	35.6% (265)	+3.9% points
Rachna will get married and be busy taking care of her husband and his family.	26.1% (161)	27.8% (207)	+1.7% points
Rachna is a girl.**	19.6% (332)	23.3% (391)	+3.7% points
Rahul will perform better in college.*	16.0% (99)	12.3% (92)	-3.7% points

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

### *Locus Of Control*

LOC scores for items and the means for the full scale at baseline and follow-up are presented in Table 19 (0 = external LOC; 1 = internal LOC). As shown, *participants had a statistically significant increase in the LOC mean score between baseline (6.43) and follow-up (6.83,  $p < .001$ ), indicating greater internal LOC at follow-up.*

	<b>Baseline Mean (sd)</b> (N=1372)	<b>Follow-up Mean (sd)</b> (N=1522)	<b>Mean Change from Baseline to Follow-up</b>
<b>Locus of Control Statements</b>			
†Some kids are just born lucky.	0.28 (±0.45)	0.25 (±0.43)	-0.03 points
†Most of the time it doesn't pay to try hard.**	0.66 (±0.48)	0.71 (±0.45)	+0.05 points
†Most of the time, you have little to say about what your family decides to do.	0.59 (±0.49)	0.61 (±0.49)	+0.02 points
Parents listen to what their children have to say.*	0.87 (±0.34)	0.90 (±0.30)	+0.03 points
†Most of the time it is hard to change a friend's (mind) opinion.	0.43 (±0.50)	0.42 (±0.49)	-0.01 points
†It is nearly impossible to change your parents mind about anything.	0.55 (±0.50)	0.58 (±0.49)	+0.03 points
†One of the best ways to handle most problems is just not to think about them.*	0.57 (±0.50)	0.61 (±0.49)	+0.04 points
†When people are mean to you it is usually for no reason at all.	0.63 (.48)	0.66 (±0.48)	+0.03 points
You can change what might happen tomorrow by what you do today.***	0.73 (±0.44)	0.83 (±0.38)	+0.10 points
†When bad things are going to happen, they are going to happen no matter what you try to do to stop them.**	0.45 (±0.50)	0.51 (±0.50)	+0.06 points
†It's almost useless to try in school because most other children are just plain smarter than you are.***	0.68 (±0.47)	0.75 (±0.43)	+0.07 points
<b>Locus of Control Mean Score***</b> (Range: 0-11)	6.43 (±2.01)	6.83 (±2.18)	+0.40 points

†These items were reverse coded

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

### Analysis by Gender

Among boys (Table 20), there was a statistically significant increase in the overall LOC mean score from baseline (6.43) to follow-up (6.76,  $p < .01$ ). Among girls (Table 21), there was a statistically significant increase in the overall LOC mean score from baseline (6.43) to follow-up (6.90,  $p < .001$ ).

Table 20. Locus of Control, Girl Rising Program Evaluation, Satya Bharti Schools, Boys			
	<b>Baseline Mean (sd) (N=754)</b>	<b>Follow-up Mean (sd) (N=776)</b>	<b>Mean Change from Baseline to Follow-up</b>
<b>Locus of Control Statements</b>			
†Some kids are just born lucky.*	0.29 (±0.45)	0.23 (±0.42)	-0.06 points
†Most of the time it doesn't pay to try hard.*	0.67 (±0.47)	0.72 (±0.45)	+0.05 points
†Most of the time, you have little to say about what your family decides to do.	0.58 (±0.49)	0.61 (±0.49)	+0.03 points
Parents listen to what their children have to say.	0.86 (±0.35)	0.89 (±0.32)	+0.03 points
†Most of the time it is hard to change a friend's (mind) opinion.	0.44 (±0.50)	0.41 (±0.49)	-0.03 points
†It is nearly impossible to change your parents mind about anything.	0.58 (±0.49)	0.61 (±0.49)	+0.03 points
†One of the best ways to handle most problems is just not to think about them.	0.55 (±0.50)	0.60 (±0.49)	+0.05 points
†When people are mean to you it is usually for no reason at all.	0.61 (±0.49)	0.63 (±0.48)	+0.02 points
You can change what might happen tomorrow by what you do today.***	0.73 (±0.45)	0.81 (±0.39)	+0.08 points
†When bad things are going to happen, they are going to happen no matter what you try to do to stop them.*	0.44 (±0.50)	0.49 (±0.50)	+0.05 points
†It's almost useless to try in school because most other children are just plain smarter than you are.***	0.68 (±0.47)	0.76 (±0.43)	+0.08 points
<b>Locus of Control Mean Score** (Range: 0-11)</b>	<b>6.43 (±1.99)</b>	<b>6.76 (±2.14)</b>	<b>+0.33 points</b>

†These items were reverse coded  
 Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

Table 21. Locus of Control, Girl Rising Program Evaluation, Satya Bharti Schools, Girls			
	<b>Baseline Mean (sd)</b> (N=618)	<b>Follow-up Mean (sd)</b> (N=746)	<b>Mean Change from Baseline to Follow-up</b>
<b>Locus of Control Statements</b>			
†Some kids are just born lucky.	0.27 (±0.44)	0.26 (±0.44)	-0.01 points
†Most of the time it doesn't pay to try hard*. *	0.64 (±0.48)	0.71 (±0.45)	+0.07 points
†Most of the time, you have little to say about what your family decides to do.	0.60 (±0.49)	0.62 (±0.49)	+0.02 points
Parents listen to what their children have to say.	0.88 (±0.32)	0.91 (±0.29)	+0.03 points
†Most of the time it is hard to change a friend's (mind) opinion.	0.40 (±0.49)	0.43 (±0.50)	+0.03 points
†It is nearly impossible to change your parents mind about anything.	0.51 (±0.50)	0.55 (±0.50)	+0.04 points
†One of the best ways to handle most problems is just not to think about them.	0.59 (±0.49)	0.62 (±0.49)	+0.03 points
†When people are mean to you it is usually for no reason at all.	0.65 (±0.48)	0.68 (±0.47)	+0.03 points
You can change what might happen tomorrow by what you do today.***	0.74 (±0.44)	0.85 (±0.36)	+0.11 points
†When bad things are going to happen, they are going to happen no matter what you try to do to stop them.	0.47 (±0.50)	0.52 (±0.50)	+0.05 points
†It's almost useless to try in school because most other children are just plain smarter than you are.*	0.68 (±0.47)	0.74 (±0.44)	+0.06 points
<b>Locus of Control Mean Score***</b> (Range: 0-11)	<b>6.43 (±2.04)</b>	<b>6.90 (±2.21)</b>	<b>+0.47 points</b>

†These items were reverse coded  
 Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

*LOC Multivariable Linear Regression Model*

**Multivariable linear regression analyses (Table 22) found that after controlling for gender, grade, and district, LOC scores significantly increased by 0.22 points between baseline and follow-up ( $p < .05$ ).**

Table 22. Locus of Control, Girl Rising Program Evaluation, Multivariable Linear Regression Model, Satya Bharti Schools		
	Locus of Control	
	Adjusted Beta	95% CI
<b>Study Period</b>		
Baseline	(Ref)	(Ref)
Follow-up*	0.22	(.05, .39)
<b>Gender</b>		
Girls	(Ref)	(Ref)
Boys	-0.06	(-.21, .09)
<b>Grade</b>		
5 <sup>th</sup> Grade	(Ref)	(Ref)
6 <sup>th</sup> Grade	0.72	(-.36, 1.80)
7 <sup>th</sup> Grade*	1.06	(.12, 2.0)
8 <sup>th</sup> Grade**	1.35	(.41, 2.29)
9 <sup>th</sup> Grade**	1.64	(.69, 2.60)
10 <sup>th</sup> Grade**	1.89	(.81, 2.97)
<b>District</b>		
Sangrur	(Ref)	(Ref)
Amritsar***	-0.64	(-.95, -.34)
Ludhiana**	-0.37	(-.61, -.13)
Jodhpur***	-0.84	(-1.05, -.62)

$R^2 = 0.061$  Adjusted  $R^2 = 0.058$

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

*PYD*

Tables 23-30 present the results for the PYD scale and the four subscales for the C's. The mean for the PYD scale increased between baseline (3.13) and follow-up (3.20,  $p < .001$ ). Further, the means for the Character and Connection scales significantly increased between baseline and follow-up ( $p < .001$ ).

*Analysis by Gender*

Among boys (Table 24), the PYD mean increased significantly between baseline (3.09) and follow-up (3.16,  $p < .01$ ), and the mean for the Character scale significantly increased as well (3.11 vs. 3.29,  $p < .001$ ). Among girls (Table 25), the PYD mean increased significantly ( $p < .05$ ) with a mean of 3.17 at baseline and 3.24 at follow-up. Further, the Character and Connection scales also significantly increased between baseline and follow-up ( $p < .001$  and  $p < .05$ , respectively).

Table 23. PYD Scale (Character, Competence, Connection, Confidence/Voice, Caring), Girl Rising Program Evaluation, Satya Bharti Schools, Overall Sample (1 = low; 4 = high)			
	<b>Baseline Mean (sd)</b> (N=1372)	<b>Follow-Up Mean (sd)</b> (N=1522)	<b>Mean Change from Baseline to Follow-up</b>
<b>Character</b>			
I am interested in community and world problems.***	3.06 (±1.06)	3.45 (±0.83)	+0.39 points
I speak up for people who have been treated unfairly.**	3.13 (±1.11)	3.27 (±1.04)	+0.14 points
I am good at listening to other people.	3.32 (±0.96)	3.31 (±0.89)	-0.01 points
Character Mean Scale*** (3 items)	3.16 (±0.72)	3.34 (±0.66)	+0.18 points
<b>Connection</b>			
My family respects my opinion.	3.28 (±0.90)	3.28 (±0.83)	0.00 points
I am as important to my family as other members.***	3.45 (±0.91)	3.60 (±0.76)	+0.15 points
Connection Mean Scale** (2 items)	3.36 (±0.75)	3.44 (±0.65)	+0.08 points
<b>Confidence/Voice</b>			
I am confident about convincing others about my thoughts and feelings.	3.31 (±0.88)	3.28 (±0.85)	-0.03 points
I feel comfortable expressing my opinion with my family.	3.17 (±1.01)	3.16 (±0.94)	-0.01 points
I feel comfortable expressing my opinion with my friends or peers.	3.09 (±1.00)	3.14 (±0.93)	+0.04 points
I can convince others of what I believe in.	2.71 (±0.103)	2.69 (±1.00)	-0.02 points
I feel comfortable starting a conversation with anyone I do not know very well.	2.85 (±1.10)	2.81 (±1.03)	-0.04 points
I can tell my parents if I do not like the husband or wife they have selected for me.***	3.15 (±1.09)	3.30 (±1.01)	+0.15 points
Confidence/Voice Mean Scale (6 items)	3.05 (±0.59)	3.06 (±0.55)	+0.01 points
<b>Caring</b>			
†I do not feel sorry for other people when they are having problems.	2.93 (±1.22)	3.00 (±1.20)	+0.07 points
†When I see someone being treated unfairly, I do not feel sorry for them.	3.22 (±1.09)	3.30 (±1.08)	+0.08 points
Caring Mean Scale (2 items)	3.08 (±0.98)	3.15 (±0.96)	+0.07 points
PYD Mean Scale*** (13 items)	3.13 (±0.49)	3.20 (±0.45)	+0.07 points

†These items were reverse coded

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

Table 24. PYD Scale (Character, Competence, Connection, Confidence/Voice, Caring), Girl Rising Program Evaluation, Satya Bharti Schools, Boys (1 = low; 4 = high)			
	<b>Baseline Mean (sd)</b> (N=754)	<b>Follow-up Mean (sd)</b> (N=776)	<b>Mean Change from Baseline to Follow-up</b>
<b>Character</b>			
I am interested in community and world problems.***	3.03 (±1.05)	3.41 (±0.84)	+0.38 points
I speak up for people who have been treated unfairly.**	3.05 (±1.12)	3.21 (±1.05)	+0.16 points
I am good at listening to other people.	3.25 (±1.00)	3.26 (±0.90)	+0.01 points
Character Mean Scale*** (3 items)	3.11 (±0.74)	3.29 (±0.64)	+0.18 points
<b>Connection</b>			
My family respects my opinion.	3.19 (±0.92)	3.23 (±0.83)	+0.04 points
I am as important to my family as other members.*	3.45 (±0.90)	3.55 (±0.79)	+0.10 points
Connection Mean Scale (2 items)	3.32 (±0.75)	3.39 (±0.67)	+0.07 points
<b>Confidence/Voice</b>			
I am confident about convincing others about my thoughts and feelings.	3.26 (±0.91)	3.23 (±0.88)	-0.03 points
I feel comfortable expressing my opinion with my family.	3.06 (±1.05)	3.09 (±0.97)	+0.03 points
I feel comfortable expressing my opinion with my friends or peers.	3.10 (±1.00)	3.10 (±0.95)	0.00 points
I can convince others of what I believe in.	2.67 (±1.03)	2.64 (±1.01)	-0.03 points
I feel comfortable starting a conversation with anyone I do not know very well.	2.86 (±1.09)	2.84 (±1.02)	-0.02 points
I can tell my parents if I do not like the husband or wife they have selected for me.**	3.06 (±1.12)	3.24 (±1.02)	+0.18 points
Confidence/Voice Mean Scale (6 items)	3.00 (±0.59)	3.02 (±0.55)	+0.02 points
<b>Caring</b>			
†I do not feel sorry for other people when they are having problems.	2.94 (±1.19)	3.01 (±1.17)	+0.07 points
†When I see someone being treated unfairly, I do not feel sorry for them.	3.26 (±1.03)	3.30 (±1.05)	+0.04 points
Caring Mean Scale (2 items)	3.10 (±0.92)	3.16 (±0.90)	+0.06 points
PYD Mean Scale** (13 items)	3.09 (±0.50)	3.16 (±0.44)	+0.07 points

†These items were reverse coded

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

Table 25. PYD Scale (Character, Competence, Connection, Confidence/Voice, Caring), Girl Rising Program Evaluation, Satya Bharti Schools, Girls (1 = low; 4 = high)			
	<b>Baseline Mean (sd)</b> (N=618)	<b>Follow-up Mean (sd)</b> (N=746)	<b>Mean Change from Baseline to Follow-up</b>
<b>Character</b>			
I am interested in community and world problems.***	3.07 (±1.06)	3.49 (±0.82)	+0.42 points
I speak up for people who have been treated unfairly.	3.24 (±1.09)	3.33 (±1.03)	+0.90 points
I am good at listening to other people.	3.40 (±.91)	3.36 (±0.88)	-0.04 points
Character Mean Scale***(3 items)	3.24 (±0.69)	3.39 (±0.68)	+0.15 points
<b>Connection</b>			
My family respects my opinion.	3.39 (±0.86)	3.34 (±0.83)	-0.05 points
I am as important to my family as other members.***	3.45 (±0.92)	3.66 (±0.72)	+0.21 points
Connection Mean Scale* (2 items)	3.42 (±0.74)	3.50 (±0.63)	+0.08 points
<b>Confidence/Voice</b>			
I am confident about convincing others about my thoughts and feelings.	3.38 (±0.85)	3.33 (±0.82)	-0.05 points
I feel comfortable expressing my opinion with my family.	3.29 (±0.95)	3.23 (±0.93)	-0.06 points
I feel comfortable expressing my opinion with my friends or peers.	3.08 (±1.00)	3.18 (±0.91)	+0.10 points
I can convince others of what I believe in.	2.76 (±1.03)	2.74 (±0.99)	-0.02 points
I feel comfortable starting a conversation with anyone I do not know very well.	2.84 (±1.11)	2.78 (±1.03)	-0.06 points
I can tell my parents if I do not like the husband or wife they have selected for me.*	3.25 (±1.06)	3.37 (±1.00)	+0.12 points
Confidence/Voice Mean Scale (6 items)	3.10 (±0.58)	3.10 (±0.55)	0.00 points
<b>Caring</b>			
†I do not feel sorry for other people when they are having problems.	2.92 (±1.26)	2.99 (±1.23)	+0.07 points
†When I see someone being treated unfairly, I do not feel sorry for them.	3.17 (±1.16)	3.29 (±1.10)	+0.12 points
Caring Mean Scale (2 items)	3.05 (±1.05)	3.14 (±1.01)	+0.09 points
PYD Mean Scale* (13 items)	3.17 (±0.48)	3.24 (±0.46)	+0.07 points

†These items were reverse coded  
 Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

*PYD Multivariable Linear Regression Model*

Multivariable linear regression analyses (Tables 26-30) found that after adjusting for gender, grade, and district, the increase in the PYD scale between baseline and follow-up was *no longer significant*. Further, the Connection, Caring, and Confidence/Voice scales were not significant. However, ***the multivariable model (Table 27) found that between baseline and follow-up, the Character scale increased by 0.11 points after controlling for gender, grade, and district (p<.001).***

Table 26. PYD Scale, Girl Rising Program Evaluation, Satya Bharti Schools		
	PYD Scale (N= 2894)	
	Adjusted Beta	95% CI
<b>Study Period</b>		
Baseline	(Ref)	(Ref)
Follow-up	0.02	(-.02, .06)
<b>Gender</b>		
Girls	(Ref)	(Ref)
Boys***	-0.08	(-.11, -.04)
<b>Grade</b>		
5 <sup>th</sup> Grade	(Ref)	(Ref)
6 <sup>th</sup> Grade	0.05	(-.20, .29)
7 <sup>th</sup> Grade	0.21	(-.006, .42)
8 <sup>th</sup> Grade**	0.32	(.11, .53)
9 <sup>th</sup> Grade**	0.35	(.13, .56)
10 <sup>th</sup> Grade**	0.34	(.10, .58)
<b>District</b>		
Sangrur	(Ref)	(Ref)
Amritsar***	-0.15	(-.22, -.08)
Ludhiana	-0.05	(-.11, .004)
Jodhpur**	-0.07	(-.12, -.03)

R<sup>2</sup> = 0.048 Adjusted R<sup>2</sup> = 0.045

Statistical Significance: \*p<.05; \*\*p<.01; \*\*\*p<.001

Table 27. PYD- Character Scale, Girl Rising Program Evaluation, Satya Bharti Schools		
	Character Scale (N= 2894)	
	Adjusted Beta	95% CI
<b>Study Period</b>		
Baseline	(Ref)	(Ref)
Follow-up***	0.11	(.06, .17)
<b>Gender</b>		
Girls	(Ref)	(Ref)
Boys***	-0.11	(-.16, -.06)
<b>Grade</b>		
5 <sup>th</sup> Grade	(Ref)	(Ref)
6 <sup>th</sup> Grade	0.18	(-.18, .53)
7 <sup>th</sup> Grade*	0.32	(.003, .63)
8 <sup>th</sup> Grade**	0.42	(.11, .74)
9 <sup>th</sup> Grade**	0.47	(.16, .79)
10 <sup>th</sup> Grade**	0.54	(.18, .89)
<b>District</b>		
Sangrur	(Ref)	(Ref)
Amritsar**	-0.16	(-.26, -.06)
Ludhiana	-0.02	(-.10, .07)
Jodhpur**	-0.10	(-.17, -.03)

R<sup>2</sup> = 0.045 Adjusted R<sup>2</sup> = 0.042

Statistical Significance: \*p<.05; \*\*p<.01; \*\*\*p<.001

Table 28. PYD- Connection Scale, Girl Rising Program Evaluation, Satya Bharti Schools		
	Connection Scale (N= 2894)	
	Adjusted Beta	95% CI
<b>Study Period</b>		
Baseline	(Ref)	(Ref)
Follow-up	0.02	(-.04, .08)
<b>Gender</b>		
Girls	(Ref)	(Ref)
Boys***	-0.11	(-.16, -.06)
<b>Grade</b>		
5 <sup>th</sup> Grade	(Ref)	(Ref)
6 <sup>th</sup> Grade	0.21	(-.16, .57)
7 <sup>th</sup> Grade	0.25	(-.06, .57)
8 <sup>th</sup> Grade*	0.40	(.09, .72)
9 <sup>th</sup> Grade*	0.41	(.09, .73)
10 <sup>th</sup> Grade	0.35	(-.02, .71)
<b>District</b>		
Sangrur	(Ref)	(Ref)
Amritsar***	-0.24	(-.34, -.14)
Ludhiana	-0.07	(-.15, .02)
Jodhpur	-0.03	(-.10, .05)

R<sup>2</sup> = 0.033 Adjusted R<sup>2</sup> = 0.030

Statistical Significance: \**p*<.05; \*\**p*<.01; \*\*\**p*<.001

Table 29. PYD- Confidence/Voice Scale, Girl Rising Program Evaluation, Satya Bharti Schools		
	Confidence/Voice Scale (N= 2894)	
	Adjusted Beta	95% CI
<b>Study Period</b>		
Baseline	(Ref)	(Ref)
Follow-up	-0.04	(.40, .92)
<b>Gender</b>		
Girls	(Ref)	(Ref)
Boys***	-0.09	(-1.16, -.70)
<b>Grade</b>		
5 <sup>th</sup> Grade	(Ref)	(Ref)
6 <sup>th</sup> Grade	-0.05	(-.17, 3.16)
7 <sup>th</sup> Grade	0.12	(.33, 3.24)
8 <sup>th</sup> Grade	0.23	(1.15, 4.05)
9 <sup>th</sup> Grade	0.25	(1.54, 4.49)
10 <sup>th</sup> Grade	0.19	(1.98, 5.30)
<b>District</b>		
Sangrur	(Ref)	(Ref)
Amritsar	-0.07	(-1.49, -.55)
Ludhiana	-0.02	(-.79, -.04)
Jodhpur*	0.07	(-1.53, -.86)

R<sup>2</sup> = 0.026 Adjusted R<sup>2</sup> = 0.022

Statistical Significance: \*p<.05; \*\*p<.01; \*\*\*p<.001

Table 30. PYD- Caring Scale, Girl Rising Program Evaluation, Satya Bharti Schools		
	Caring Scale (N= 2894)	
	Adjusted Beta	95% CI
<b>Study Period</b>		
Baseline	(Ref)	(Ref)
Follow-up	0.04	(-.04, .11)
<b>Gender</b>		
Girls	(Ref)	(Ref)
Boys	0.05	(-.02, .11)
<b>Grade</b>		
5 <sup>th</sup> Grade	(Ref)	(Ref)
6 <sup>th</sup> Grade	-0.05	(-.54, .45)
7 <sup>th</sup> Grade	0.25	(-.19, .68)
8 <sup>th</sup> Grade	0.34	(-.10, .77)
9 <sup>th</sup> Grade	0.40	(-.05, .82)
10 <sup>th</sup> Grade	0.48	(-.01, .97)
<b>District</b>		
Sangrur	(Ref)	(Ref)
Amritsar***	-0.29	(-.43, -.15)
Ludhiana**	-0.18	(-.29, -.07)
Jodhpur***	-0.51	(-.61, -.42)

R<sup>2</sup> = 0.063 Adjusted R<sup>2</sup> = 0.06

Statistical Significance: \*p<.05; \*\*p<.01; \*\*\*p<.001

### *Knowledge*

Knowledge levels were measured through 12 questions that were included in the baseline and follow-up surveys (Tables 31-34). These questions were further categorized into two sub-domains—India knowledge and general knowledge. The overall score ranged from 0 to 12.

*As shown in Table 31, there was a statistically significant increase in the total knowledge score between baseline and follow-up (5.51 vs. 6.08, p<.001). For both the India knowledge and general knowledge, scores significantly increased between baseline and follow-up (2.12 vs. 2.28 and 3.39 vs. 3.80, respectively, p<.001).*

Table 31. Knowledge levels, Girl Rising Program Evaluation, Satya Bharti Schools, Overall Sample			
	<b>Baseline % Correct (n) or mean (sd) (N=1372)</b>	<b>Follow-Up % Correct (n) or mean (sd) (N=1521)</b>	<b>% Change from Baseline to Follow-up</b>
<b>India Knowledge Questions</b>			
Child labor is illegal in India.**	66.3% (910)	71.3% (1084)	+5.0% points
India tops the list when it comes to the number of children still living and working in child labor and slave conditions.	43.4% (595)	45.3% (689)	+1.9% points
India is home to 33% of the world's child brides.	54.4% (746)	56.0% (852)	+1.6% points
Legal age to work in India***	47.7% (655)	55.4% (842)	+8.0% points
India Knowledge Mean Score*** (Range: 0-4)	2.12 ( $\pm 1.15$ )	2.28 ( $\pm 1.12$ )	+0.16 points
<b>General Knowledge Questions</b>			
The majority of trafficked children who are kidnapped and are taken to other places are boys.**	57.1% (784)	62.9% (956)	+5.8% points
Poverty is the main cause of child labor.	69.7% (956)	71.8% (1092)	+2.1% points
Street children are at a higher risk of being abused, exploited, and neglected.***	62.8% (862)	70.5% (1073)	+7.7% points
Where is the country of Haiti?	23.6% (324)	21.8% (331)	-1.8% points
Where is the country of Peru?	28.9% (396)	29.8% (453)	+0.9% points
Where is the country of Ethiopia?***	21.4% (294)	30.1% (458)	+8.7% points
What is trafficking?***	45.5% (624)	52.5% (798)	+7.0% points
What are signs of a person being trafficked?***	30.2% (414)	40.4% (615)	+10.2% points
General Knowledge Mean Score*** (Range: 0-8)	3.39 ( $\pm 1.44$ )	3.80 ( $\pm 1.50$ )	+0.41 points
Total Knowledge Mean Score*** (Range: 0-12)	5.51 ( $\pm 1.93$ )	6.08 ( $\pm 2.03$ )	+0.57 points

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

### Analysis by Gender

For boys (Table 32), the total knowledge score increased significantly between baseline (5.60) and follow-up (6.16,  $p < .001$ ). Further, both the India knowledge and general knowledge mean scores significantly increased ( $p < .001$ ).

Table 32. Knowledge levels, Girl Rising Program Evaluation, Satya Bharti Schools, Boys			
	<b>Baseline % Correct (n) or mean (sd) (N=754)</b>	<b>Follow-Up % Correct (n) or mean (sd) (N=776)</b>	<b>% Change from Baseline to Follow-up</b>
<b>India Knowledge Questions</b>			
Child labor is illegal in India.*	66.3% (500)	71.6% (556)	+5.3% points
India tops the list when it comes to the number of children still living and working in child labor and slave conditions.	44.2% (333)	48.6% (377)	+4.4% points
India is home to 33% of the world's child brides.	57.0% (430)	60.7% (471)	+3.7% points
Legal age to work in India**	53.7% (405)	60.3% (468)	+6.60% points
India Knowledge Mean Score*** (Range: 0-4)	2.21 ( $\pm$ 1.15)	2.41 ( $\pm$ 1.09)	+0.20 points
<b>General Knowledge Questions</b>			
The majority of trafficked children who are kidnapped and are taken to other places are boys.	52.0% (392)	54.9% (426)	+2.90% points
Poverty is the main cause of child labor.	71.6% (540)	74.9% (581)	+3.30% points
Street children are at a higher risk of being abused, exploited, and neglected.**	64.7% (488)	72.0% (559)	+7.30% points
Where is the country of Haiti?	23.7% (179)	23.5% (182)	-0.20% points
Where is the country of Peru?	28.9% (218)	26.9% (209)	-2.00% points
Where is the country of Ethiopia?***	22.7% (171)	31.3% (243)	+8.60% points
What is trafficking?*	45.9% (346)	52.1% (404)	+6.20% points
What are signs of a person being trafficked?***	29.6% (223)	38.8% (301)	+9.20% points
General Knowledge Mean Score*** (Range: 0-8)	3.39 ( $\pm$ 1.48)	3.74 ( $\pm$ 1.52)	+0.35 points
Total Knowledge Mean Score*** (Range: 0-12)	5.60 ( $\pm$ 1.99)	6.16 ( $\pm$ 2.03)	+0.56 points

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

Similarly, the girls' total knowledge mean score (Table 33) showed a statistically significant improvement between baseline (5.40) and follow-up (5.99,  $p < .001$ ). Both India knowledge and general knowledge mean scores were statistically significant and increased from baseline to follow-up ( $p < .05$  and  $p < .001$ , respectively).

Table 33. Knowledge Scores, Girl Rising Program Evaluation, Satya Bharti Schools, Girls			
	<b>Baseline % Correct (n) or mean (sd) (N=794)</b>	<b>Follow-Up % Correct (n) or mean (sd) (N=745)</b>	<b>% Change from Baseline to Follow-up</b>
<b>India Knowledge Questions</b>			
Child labor is illegal in India.	66.3% (410)	70.9% (528)	+4.3% points
India tops the list when it comes to the number of children still living and working in child labor and slave conditions.	42.4% (262)	41.9% (312)	-0.5% points
India is home to 33% of the world's child brides.	51.1% (316)	51.1% (381)	0.0% points
Legal age to work in India***	40.5% (250)	50.2% (374)	+9.7% points
India Knowledge Mean Score* (Range: 0-4)	2.00 (±1.15)	2.14 (±1.14)	+0.14 points
<b>General Knowledge Questions</b>			
The majority of trafficked children who are kidnapped and are taken to other places are boys.**	63.4% (392)	71.1% (530)	+7.7% points
Poverty is the main cause of child labor.	67.3% (416)	68.6% (511)	+1.3% points
Street children are at a higher risk of being abused, exploited, and neglected.**	60.5% (374)	69.0% (514)	+8.5% points
Where is the country of Haiti?	23.5% (145)	20.0% (149)	-3.5% points
Where is the country of Peru?	28.8% (178)	32.8% (244)	+4.0% points
Where is the country of Ethiopia?***	19.9% (123)	28.9% (215)	+9.0% points
What is trafficking?***	45.0% (278)	52.9% (394)	+7.9% points
What are signs of a person being trafficked?***	30.9% (191)	42.1% (314)	+11.2% points
General Knowledge Mean Score*** (Range: 0-8)	3.39 (±1.40)	3.85 (±1.47)	+0.46 points
Total Knowledge Mean Score*** (Range: 0-12)	5.40 (±1.85)	5.99 (±2.03)	+0.59 points

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

*Knowledge Multivariable Linear Regression Model*

**Multivariable linear regression analyses (Table 34) found that after adjusting for gender, grade, and district, the total knowledge score increased by 0.29 between baseline and follow-up after controlling for gender, grade, and district ( $p < .001$ ).**

Table 34. Knowledge Score, Girl Rising Program Evaluation, Satya Bharti Schools		
	Total Knowledge Score (N= 2894)	
	Adjusted Beta	95% CI
<b>Study Period</b>		
Baseline	(Ref)	(Ref)
Follow-up***	0.29	(.14, .45)
<b>Gender</b>		
Girls	(Ref)	(Ref)
Boys*	0.18	(.04, .32)
<b>Grade</b>		
5 <sup>th</sup> Grade	(Ref)	(Ref)
6 <sup>th</sup> Grade	0.01	(-1.00, 1.03)
7 <sup>th</sup> Grade	0.06	(-.83, .94)
8 <sup>th</sup> Grade	0.39	(-.49, 1.27)
9 <sup>th</sup> Grade	0.63	(-.27, 1.53)
10 <sup>th</sup> Grade**	1.78	(.77, 2.79)
<b>District</b>		
Sangrur	(Ref)	(Ref)
Amritsar***	-0.53	(-.82, -.24)
Ludhiana*	-0.30	(-.53, -.07)
Jodhpur***	0.59	(-.39, .79)

$R^2 = 0.081$  Adjusted  $R^2 = 0.078$

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

*Agency/Voice*

A stand-alone question assessed adolescents' agency/voice (Table 35). Participants could select more than one answer choice from parents, other elders, or no one. There was little change between baseline and follow-up, and no statistical significance.<sup>26</sup>

Table 35. Agency/Voice, Girl Rising Program Evaluation, Satya Bharti Schools, Overall Sample			
	<b>Baseline % Yes (n) (N=1372)</b>	<b>Follow-Up % Yes (n) (N=1521)</b>	<b>% Change from Baseline to Follow-up</b>
<b>We want to know if you have talked to your parents or other elders about your future education.</b>			
Parents	84.4% (1158)	84.4% (1283)	0.0% points
Other Elders	32.3% (443)	32.0% (486)	+0.3% points
No One	8.1% (111)	7.1% (108)	+1.0% points
<b>We want to know if you have talked to your parents or other elders about your future aspirations.</b>			
Parents	67.3% (923)	67.5% (1027)	+0.2% points
Other Elders	30.2% (414)	31.4% (477)	+1.2% points
No One	18.1% (249)	16.6% (252)	-1.5% points
<b>We want to know if you have talked to your parents or other elders about issues that girls face in your community.</b>			
Parents	42.6% (585)	40.5% (616)	-2.1% points
Other Elders	37.7% (517)	39.3% (598)	+1.6% points
No One	30.7% (421)	31.2% (475)	+0.5% points

*Perceptions of Girls and Girls' Education*

Tables 36-41 present results for perceptions of girls and girls' education. At baseline and follow-up, the top two responses for why girls do not go to school was, 'They have to stay home and do housework,' and, 'They get married and have to take care of children.' **More adolescents chose, 'It is not safe for girls to go to school,' at follow-up (18.1%) and fewer chose, 'They do not want to go to school,' at follow-up (5.9%) compared to baseline, and this was statistically significant ( $p < .01$  and  $p < .001$ , respectively).**

<sup>26</sup> Analysis by gender did not yield significant differences and are not presented.

	<b>Baseline % Yes (n) (N=754)</b>	<b>Follow-Up % Yes (n) (N=776)</b>	<b>% Change from Baseline to Follow-up</b>
<b>Please think about girls all over the world, pick the number one reason why you think girls do not go to school? (%Yes)</b>			
They have to stay home and do housework.	32.7% (448)	31.0% (471)	-1.7% points
They get married and have to take care of children.	24.7% (339)	23.3% (354)	-1.4% points
Menstruation prevents them from going to school.	19.6% (269)	21.7% (330)	+2.1% points
It is not safe for girls to go to school.**	13.4% (184)	18.1% (276)	+4.7% points
They do not want to go to school.***	9.6% (132)	5.9% (90)	-3.7% points

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

### Analysis by Gender

Among the boys, the response for, 'It is not safe for girls to go to school,' increased significantly between baseline (13.3%) and follow-up (20.5%,  $p < .001$ ), and, 'They do not want to go to school' decreased significantly between baseline (10.7%) and follow-up (6.6%,  $p < .01$ ).

	<b>Baseline % Yes (n) (N=754)</b>	<b>Follow-Up % Yes (n) (N=776)</b>	<b>% Change from Baseline to Follow-up</b>
<b>Please think about girls all over the world, pick the number one reason why you think girls do not go to school? (%Yes)</b>			
They have to stay home and do housework.	32.2% (243)	28.6% (222)	-3.6% points
They get married and have to take care of children.	26.1% (197)	23.3% (181)	-2.8% points
Menstruation prevents them from going to school.	17.6% (133)	21.0% (163)	+3.4% points
It is not safe for girls to go to school.***	13.3% (100)	20.5% (159)	+7.2% points
They do not want to go to school.**	10.7% (81)	6.6% (51)	-4.1% points

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

For girls, the response for, ‘They do not want to go to school’ decreased significantly between baseline (8.3%) and follow-up (5.2%,  $p<.05$ ).

	<b>Baseline % Yes (n) (N=754)</b>	<b>Follow-Up % Yes (n) (N=776)</b>	<b>% Change from Baseline to Follow-up</b>
<b>Please think about girls all over the world, pick the number one reason why you think girls do not go to school?</b>			
They have to stay home and do housework.	33.2% (205)	33.4% (249)	+0.2% points
They get married and have to take care of children.	23.0% (142)	23.2% (173)	+0.2% points
Menstruation prevents them from going to school.	22.0% (136)	22.4% (167)	+0.4% points
It is not safe for girls to go to school.	13.6% (84)	15.7% (117)	+2.1% points
They do not want to go to school.*	8.3% (51)	5.2% (39)	-3.1% points

Statistical Significance: \* $p<.05$ ; \*\* $p<.01$ ; \*\*\* $p<.001$

With respect to what stops girls from voicing their opinions, about half of the participants selected, ‘Scared to talk,’ but there was no significant change between baseline and follow-up (Table 39). *The response, ‘Do not like to talk,’ had a statistically significant decrease between baseline (12.2%) and follow-up (7.8%,  $p<.001$ ).*

	<b>Baseline % Yes (n) (N=754)</b>	<b>Follow-Up % Yes (n) (N=776)</b>	<b>% Change from Baseline to Follow-up</b>
<b>What stops girls from voicing their opinion as an equal member of community or society?</b>			
Scared to talk	52.2% (716)	51.0% (776)	-1.2% points
Non-acceptance and fear of rejection	39.9% (548)	41.2% (627)	+1.3% points
Do not like to talk***	12.2% (167)	7.8% (118)	-4.4% points

Statistical Significance: \* $p<.05$ ; \*\* $p<.01$ ; \*\*\* $p<.001$

### Analysis by Gender

Among the boys, ‘Do not like to talk,’ had a statistically significant decrease between baseline (10.7%) and follow-up (5.9%,  $p < .01$ ).

	<b>Baseline % Yes (n) (N=754)</b>	<b>Follow-Up % Yes (n) (N=776)</b>	<b>% Change from Baseline to Follow-up</b>
<b>What stops girls from voicing their opinion as an equal member of community or society?</b>			
Scared to talk	56.0% (422)	55.0% (427)	-1.0% points
Non-acceptance and fear of rejection	38.1% (287)	39.0% (303)	+0.9% points
Do not like to talk**	10.7% (81)	5.9% (46)	-4.8% points

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

Among the girls, ‘Do not like to talk,’ had a statistically significant decrease between baseline (13.9%) and follow-up (9.7%,  $p < .05$ ).

	<b>Baseline % Yes (n) (N=754)</b>	<b>Follow-Up % Yes (n) (N=776)</b>	<b>% Change from Baseline to Follow-up</b>
<b>What stops girls from voicing their opinion as an equal member of community or society?</b>			
Scared to talk	47.6% (294)	46.8% (349)	-0.8% points
Non-acceptance and fear of rejection	42.2% (261)	43.5% (324)	+1.3% points
Do not like to talk*	13.9% (86)	9.7% (72)	-4.2% points

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

### Perceptions of the GR Program

Adolescents’ perceptions about the GR program were assessed through a series of questions about their favorite story from the film, if/who they spoke to about the GR program, and what they thought about the GR program (Tables 42-45).

Overall, the most favorite story was Ruksana from India (40.6%), and significantly more boys (44.6%) selected Ruksana’s story than girls (36.5%,  $p < .01$ ). Further, there was a significant difference between boys and girls for Wadley’s story and Amina’s story. Girls favored both Wadley’s story and Amina’s story more than boys.

	<b>Overall % Yes (n) (N=1522)</b>	<b>Boys % Yes (n) (N=776)</b>	<b>Girls % Yes (n) (N=745)</b>
Ruksana, India**	40.6% (618)	44.6% (346)	36.5% (272)
Wadley, Haiti**	18.7% (284)	15.9% (123)	21.6% (161)
Azmera, Ethiopia	14.0% (213)	14.8% (115)	13.2% (98)
Amina, Afghanistan**	10.9% (166)	8.8% (68)	13.1% (98)
Suma, Nepal	10.4% (158)	10.3% (80)	10.5% (78)
Senna, Peru	5.4% (82)	5.7% (44)	5.1% (38)

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

As shown in Table 43, nearly 95% of participants want to do another GR program with new stories (both boys and girls), and a little over 90% reported that the GR program helped them think about their future goals; over 90% reported that they learned something new from the program; and approximately 90% reported that the program helped them think about ways to talk to their family about issues girls face.

About 90% of participants felt it was easy to take the survey on tablets and enjoyed taking the survey. There was a significant difference between boys and girls for five out of the sixteen questions with more girls than boys reporting that ‘the GR program helped them think about their future goals;’ ‘want to do something about issues girls are facing in my community;’ ‘want to do something to help girls who do not have the same opportunity as me;’ ‘one or more of my friends has talked to me about something they learned in the program;’ and ‘GR made me think differently about girls.’

Table 43. Girl Rising Program Perceptions Overall and by Gender, Girl Rising Program Evaluation, Satya Bharti Schools at Follow-up			
<b>Girl Rising Program Perceptions</b>	<b>Overall % Agree (n) (N=1521)</b>	<b>Boys % Agree (n) (N=776)</b>	<b>Girls % Agree (n) (N=745)</b>
Would you want to do another Girl Rising Program with new stories?	94.7% (1440)	94.6% (734)	94.9% (706)
The Girl Rising Program helped me think about my own future goals.*	91.7% (1394)	90.1% (699)	93.3% (695)
I learned something new from the Girl Rising Program.	91.3% (1388)	90.2% (700)	92.3% (688)
The program helped me think about ways I can talk about issues girls face with my family.	90.7% (1379)	89.7% (696)	91.7% (683)
It was easy to take the survey on the tablet.	90.5% (1376)	90.5% (702)	90.5% (674)
I enjoyed taking the survey.	90.1% (1371)	90.1% (699)	90.2% (672)
I feel more confident that I can say what I feel after the Girl Rising Program.	89.9% (1367)	89.0% (691)	90.7% (676)
I looked forward to the days we did the Girl Rising Program.	88.8% (1351)	88.0% (683)	89.7% (668)
The program helped me think about ways I can talk about issues girls face with other adults in my community.	87.7% (1334)	86.6% (672)	88.9% (662)
The program made me want to do something about issues girls are facing in my community.**	87.0% (1323)	84.7% (657)	89.4% (666)
After participating in the program, I want to do something to help girls who do not have the same opportunity as me.**	84.7% (1288)	81.8% (635)	87.7% (653)
One or more of my friends has talked to me about something they learned in the program.***	83.8% (1275)	80.5% (625)	87.2% (650)
The Girl Rising Program made me think differently about girls.**	82.0% (1247)	78.9% (612)	85.2% (635)
The Girl Rising Program was boring.	25.4% (386)	26.2% (203)	24.6% (183)
I did not enjoy the Girl Rising Program.	23.9% (363)	22.6% (175)	25.2% (188)
The Girl Rising Program should not be taught to other students my age.	21.2% (323)	19.8% (154)	22.7% (169)

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

During the qualitative interviews at follow-up, students were asked to share their experiences with the program and how it has influenced them. Below are excerpts from the boys and girls further highlighting their experiences and learning from the GR program.

*“If there was my sister, then I let her go out, let her read, whatever she asked for. That change has come, and if she had desire for drawing etc. I would bring it all too.”*

- Satya Bharti School, 7<sup>th</sup> grade boy

*“Now, if we will see that any person who is beating his wife, we will tell him not to beat his wife. If the girls get married in 13 years of age, then we will say that do not marry so soon.”*

- Satya Bharti School, 7<sup>th</sup> grade boy

*“No, because earlier we used to think that after having education we will get married. But now we are of the view that we should work after marriage. We can work after marriage.”*

- Satya Bharti School, 7<sup>th</sup> grade girl

*“I used to think that I am weak, now I think girls are not less than boys”*

- Satya Bharti School, 7<sup>th</sup> grade girl

*“Yes, earlier I used to think that girls would do the work of the house then it was discovered that the girls can also study, they can become something like this. Before the stories, I thought girls come to school so that they get married soon. Then I came to know that girls have the right to read, they have the right.”*

- Satya Bharti School, 7<sup>th</sup> grade boy

*“We will now be ahead of boys in every work. Will continue to read and insist on. Somebody will stop us, we will move on again.”*

- Satya Bharti School, 7<sup>th</sup> grade girl

*“Will motivate them that we should. The girl and the boy are the same, and we should not kill the girls when they are born. We should teach them like this.”*

- Satya Bharti School, 7<sup>th</sup> grade girl

*“In our surroundings if some girls will be not taught then try to convince their parents, explain them that girls are equals to boys”*

- Satya Bharti School, 7<sup>th</sup> grade boy

*“We will say to the elders that daughters should read. And daughters and sons who are sent to school are equal. Both should be taught in equal parts in equal proportion.”*

- Satya Bharti School, 7<sup>th</sup> grade boy

As shown in Table 44, participants communicated most frequently about the GR program with their mothers, fathers, and friends in the program. Boys and girls reached out to similar groups of people to talk about the GR program.

Students talked about the GR Program with...	Overall % Yes (n) (N=1521)	Boys % Yes (n) (N=776)	Girls % Yes (n) (N=745)
Mother	73.2% (1114)	70.0% (543)	76.6% (571)
Father	56.5% (859)	59.9% (465)	52.9% (394)
Friends that were in the program	48.8% (742)	49.5% (384)	48.1% (358)
Sisters	45.2% (687)	44.6% (346)	45.8% (341)
Brothers	45.0% (685)	50.0% (388)	39.9% (297)
Other family members	41.8% (636)	43.3% (336)	40.3% (300)
Friends that were not in the program	38.3% (582)	38.9% (302)	37.6% (280)
Teachers at my school	37.8% (575)	38.0% (295)	37.6% (280)
Other adults in the community	35.2% (535)	39.4% (306)	30.7% (229)
Administrators at my school	19.4% (295)	21.8% (169)	16.9% (126)
I did not speak to anyone	4.1% (63)	4.8% (37)	3.5% (26)

As shown in Table 45, a little over 90% of all participants agreed that teachers listened to them during the GR program. The majority of participants believed that they had a comfortable, caring, and respectful learning environment. Girls reported more favorable perceptions of teachers and the classroom environment, however, there weren't statistically significant differences between boys and girls.

	Overall % Agree (n) (N=1520)	Boys % Agree (n) (N=776)	Girls % Agree (n) (N=744)
My teacher listened to me.	91.1% (1384)	90.1% (699)	92.1% (685)
If I had a question about something, I felt comfortable asking it.	86.6% (1316)	84.7% (657)	88.6% (659)
My teachers cared about what I had to say.	85.3% (1297)	84.8% (658)	85.9% (639)
My classmates listened to me.	85.3% (1296)	85.2% (661)	85.3% (635)
My classmates respected my opinion during the program sessions.	85.3% (1297)	83.1% (645)	87.6% (652)
My classmates cared about what I had to say.	81.8% (1243)	80.0% (621)	83.6% (622)

At follow-up, SB school teachers participated in focus groups, providing key insights about the GR program. The following excerpts are from the teachers who facilitated the GR program.

### **Teacher Perceptions of Impact**

*"Madam we were concerned about the issues of dropouts. Like we saw that there were students who used to leave the school after getting passed from class 5th, as was the case of Gurmeet. but after discussion we saw changes, so we can say yes, there are changes."*

-Satya Bharti School Teacher

*“The people who were thinking about the girls their thinking changed. They are now more aware than ever, earlier they did not pay much attention to the education of girls. Taught and gave all the opportunities to the boys. But now they are thinking that girls are better than boys. Meaning they are giving importance.”*

-Satya Bharti School Teacher

*“Children have come a long way and we discuss that many of our girls are getting admission after passing 8th. If anybody is having any problems then all the staff interact with each other and encourage them further to encourage them to read. We can do as much help as we can for education.”*

-Satya Bharti School Teacher

*“There is a girl Sunita. Her parents were saying that after 12th, she had to get married, they had thought that, now they should not have to teach her child anymore because their financial condition was not well, and there were many problems, but now their mind has changed, and they want to teach their child. Father of Gurmeet told once that if I send my daughter in school, then what is the guarantee that she will come home safe. Suppose she may fall after having your medicine. He was full of negativity. We removed this negativity after having this Girl Rising program. So if a person can change who used to say earlier that my daughter will die, but I will not send her to school, we can say it is a big change.”*

-Satya Bharti School Teacher

*“That had so much impact on children that she relates that with her life, that was also going on in their life and was going on actually. This Girl Rising program has started, due to this, many children have come forward and have been sharing with their parents that what we came to see at school, what we learned etc.”*

-Satya Bharti School Teacher

### **Girls' Confidence**

*“When we first started, as we teach here in school, the parents paid little attention on the girls. Discussions about girls were going on. But when we started this program we got sometimes an hour and half, and we could talk to the children openly about this matter. So the girls were feeling very encouraged to hear the stories. They boldly told their story to us.”*

-Satya Bharti School Teacher

### **Roles Changing**

*“And after hearing that story some children were motivated too. Like I saw the boys, they say that my sister is not being taught. Why not being taught? Is it because she is a girl? And this thing came to their mind. They got motivation. I got inspiration from myself that I would encourage more children. This will make a difference to our society too, because if the girls read, they can guide the whole family.”*

-Satya Bharti School Teacher

*“The mindset of two boys changed so much that some boys say that we will learn all the work of the house and teach also to sister. Such changes came in the mindset of the children.”*

-Satya Bharti School Teacher

*“The boys did not broom before, did not wash the dishes, now they feel that every work should not be left for a girl, and it is our responsibility also. And about education it should also be taught to girls, and the discrimination that was earlier is less in children.*

-Satya Bharti School Teacher

### **Azmera’s Story**

*“Students have changed a lot because boys in class were not aware of this thing that how important is education for girls. Like there is story of Azmera, in which her brother encourages her. The children were also saying this in our class. Even a boy was a Muslim, then he saw girls wearing burka in the family. When I asked him about that he told that he does not want to be covered. Girls in the family do this happily. I asked if you have learned from the story of Azmera, then he told me that there is lots of difference between the life of purdah and life without purdah. He said that he will tell his mother to send his sister to school.”*

-Satya Bharti School Teacher

*“And Azmera story in which her brother helped her, the boys took very sensitively. After showing the story, they were asked what they think of why they were shown the story. All the boys said that we could not do anything but now they will not let their sisters miss their studies.”*

-Satya Bharti School Teacher

*“There were many girls who did not consider that boys and girls are equal. Then there were activities of Azmera, which had given to the girls that you were now in the place of your brother and given to the boys that what would you do if you were in place of your*

*sister? Then they realized that our sisters and mother too have a big role in our life. So, there was a lot of changes came in them.”*

-Satya Bharti School Teacher

### **Teacher Feedback of the GR program**

*“It is helpful, if we have material so we can show it to the community. So, that their mentality may change, and this campaign will not stay till the school and go to the entire society. Then more impact, then more problems of girls will sort out.”*

-Satya Bharti School Teacher

*“If we divide the module like this one-day story, watch its video and keep its activity on the next day, because there is also homework, the child has to come with writing something, already school work remains. Parents here are not read. Children have to do all the work themselves, so if we give them more work, it will be difficult. So, if you look at your school and your children then you cannot put so many activities.”*

-Satya Bharti School Teacher

*“Planning .... As it was said there, that will get proper time table in which you will implement it. But we did not find anything. Only books were given, videos came later. We also had to do it.”*

-Satya Bharti School Teacher

*“Time table is not meant to give them two periods but when we explain or discuss, they ask for more time. So many times we have to stop.”*

-Satya Bharti School Teacher

*“Time is a bit of a problem. We need time, to conduct it by relating with the syllabus so we had problems in time management.”*

-Satya Bharti School Teacher

### **Satya Bharti Schools Qualitative Results**

The qualitative interviews with students were transcribed and coded to examine the constructs and measures in the quantitative survey, and to underscore the hypothesized outcomes of the GR program.

The following table presents a “key” for the constructs and their respective codes.

Table 46. Key of constructs and their respective abbreviated codes.	
Construct	Code
Positive Character	PCH
Negative Character	NCH
Positive Competence	PCP
Negative Competence	NCP
Positive Connection	PCN
Negative Connection	NCN
Positive Confidence/Voice	PCV
Negative Confidence/Voice	NCV
Positive Caring	PCR
Negative Caring	NCR
Gender Equality- Boy Gender Roles	G-BGR
Gender Equality- Girl Gender Roles	G-GGR
Gender Equality- Boy Privilege	G-BP
Gender Equality- Girl Privilege	G-GP
Gender Equality- Boy Restriction	G-BR
Gender Equality- Girl Restriction	G-GR
Gender Equality- Attributes	G-A
Gender Equality- Violence	G-V
External Locus of Control	E-LOC
Internal Locus of Control	I-LOC

### *Description of the Qualitative Study Sample*

The total study sample consisted of 24 interviews at baseline and 27 at follow-up (Table 47).<sup>27</sup> The number of boys and girls were similar at baseline and follow-up. Slightly more participants were interviewed in Punjab at follow-up in comparison to Rajasthan. Within the sample group, girls with at least one brother was greatest at baseline (33.3%) and follow-up (37%). Boys with only brothers or no siblings were 25% at baseline and 29.6% at follow-up. Boys with at least one sister was 25% during baseline and 14.8% at follow-up. Only 16.7% of girls had only sisters or no siblings at baseline and 18.5% at follow-up. Of the 51 interviews, 20 were the same participant interviewed at baseline and follow-up, however, 4 participants were only interviewed at baseline and 7 participants were only interviewed at follow-up.

<sup>27</sup> The baseline and follow-up samples differ due to participants absent at follow-up. To make-up for the loss, a different participant was selected at random with the same gender and sibling criteria as the participant from baseline.

	<b>Baseline % (n) (N=24)</b>	<b>Follow-up % (n) (N=27)</b>
<b>Gender</b>		
Boys	50% (12)	44.4% (12)
Girls	50% (12)	55.6% (15)
<b>School State</b>		
Punjab	50% (12)	55.6% (15)
Rajasthan	50% (12)	44.4% (12)
<b>Sibling Criteria</b>		
Boys with at least 1 sister	25% (6)	14.8% (4)
Boys with only brothers or no siblings	25% (6)	29.6% (8)
Girls with at least 1 brother	33.3% (8)	37% (10)
Girls with only sisters or no siblings	16.7% (4)	18.5% (5)

<b>Construct</b>	<b>Overall</b>		<b>Boys</b>		<b>Girls</b>	
	<b>Baseline % (n) (N=24)</b>	<b>Follow-up % (n) (N=27)</b>	<b>Baseline % (n) (N=12)</b>	<b>Follow-up % (n) (N=12)</b>	<b>Baseline % (n) (N=12)</b>	<b>Follow-up % (n) (N=15)</b>
PCH	2.0% (7)	0.2% (1)	4.6% (6)	0.6% (1)	0.5% (1)	0.0% (0)
NCH	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
PCP	1.4% (5)	0.0% (0)	0.0% (0)	0.0% (0)	2.3% (5)	0.0% (0)
NCP	0.3% (1)	0.2% (1)	0.0% (0)	0% (0)	0.5% (1)	0.4% (1)
PCN	19.4% (67)	8.2% (35)	8.5% (11)	1.3% (2)	26% (56)	12.3% (33)
NCN	3.2% (11)	0.2% (1)	2.3% (3)	0.0% (0)	3.7% (8)	0.4% (1)
PCV	2.6% (9)	0.5% (2)	2.3% (3)	0.6% (1)	2.8% (6)	0.4% (1)
NCV	0.0% (0)	2.8% (12)	0.0% (0)	1.9% (3)	0% (0)	3.3% (9)
PCR	0.6% (2)	1.2% (5)	0.8% (1)	1.3% (2)	0.5% (1)	1.1% (3)
NCR	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
G-BGR	6.4% (22)	12.2% (52)	7.7% (10)	13.3% (21)	5.6% (12)	11.5% (31)
G-GGR	20.9% (72)	30.0% (128)	25.4% (33)	37.3% (59)	18.1% (39)	25.7% (69)
G-BP	11.6% (40)	13.1% (56)	17.7% (23)	12.0% (19)	7.9% (17)	13.8% (37)
G-GP	1.2% (4)	0.0% (0)	1.5% (2)	0.0% (0)	0.9% (2)	0.0% (0)
G-BR	1.2% (4)	0.0% (0)	0.8% (1)	0.0% (0)	1.4% (3)	0.0% (0)
G-GR	19.7% (68)	18.7% (80)	23.1% (30)	22.8% (36)	17.7% (38)	16.4% (44)
G-A	4.6% (16)	5.2% (22)	1.5% (2)	3.8% (6)	6.5% (14)	5.9% (16)
G-V	4.9% (17)	6.6% (28)	3.8% (5)	5.1% (8)	5.6% (12)	7.4% (20)
E-LOC	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
I-LOC	0.0% (0)	0.9% (4)	0.0% (0)	0.0% (0)	0.0% (0)	1.5% (4)

## *PYD*

Table 48 shows the frequencies of each construct coded in the 51 qualitative interviews separated by gender of the participant at baseline and follow-up. Overall, the greatest number of codes was ‘Positive Connection’ (19.4%) at baseline and ‘Gender Equality-Girl Gender Roles’ (30.0%) at follow-up.

### *Character*

Positive character, defined as an individual's demonstration of various traits including integrity and morality, desiring to help others, and respecting societal and cultural rules and differences, accounted for 2.0% of the total codes that were recorded at baseline and 0.2% at follow-up. Boys had a higher proportion of character codes compared to girls, with most boys showing character through their desire to help their sisters. In reference to his sister, one boy at baseline said, *“When my father tries to beat her, I try to stop him from doing that.”*

### *Connection*

Positive connection, defined as positive bonds with people and institutions that are reflected in bidirectional exchanges, accounted for 19.4% of the total codes at baseline and 8.2% at follow-up, and girls had a higher proportion of positive connection codes compared to boys. Most examples of positive connections that were given by both boys and girls were in reference to their parents, teachers, police officers, and close friends at school. Responses for why girls felt close to these individuals in their life included, *“because I’m the daughter of my parents,” “because teachers help us in everything”,* and *“[my friend] doesn’t lie to me, she shares every single thing with me. Neither I lie to her nor she lies to me. We discuss everything.”*

Negative connection, defined as the opposite of positive connection, accounted for 3.2% of the total codes at baseline and 0.2% at follow-up. Instances of negative connection codes included participants expressing that they did not feel comfortable sharing personal information or stories of difficulty with certain family members.

### *Confidence/Voice*

Positive confidence/voice, defined as an internal sense of self-worth and self-efficacy, accounted for 2.6% of the total codes at baseline and 0.5% at follow-up. Many instances of positive confidence/voice for both boys and girls were focused on ideas that the participants had of what they would be able to do in the future as adults. A few examples were of participants who had stood up for their own rights to education. One girl at baseline recalled, *“When I denied for my marriage giving the reason that I wanted to continue my studies, my father agreed.”* This demonstrated that not only did the girl

understand she deserved a proper education, but she also had the voice to address the issue with her father and the confidence to believe that her father would listen.

### *Gender Attitudes*

#### *Gender Roles*

Gender roles, defined as expectations of what an individual is supposed to or required to do based on familial, cultural, and/or social norms, accounted for 27.3% of the total codes at baseline and 42.2% at follow-up. The majority of expectations for boys revolved around physical labor, such as “[picking] *up heavy things*,” or “[hanging] *the charts on the wall*.” A few participants at baseline discussed that boys must complete their education because they must provide for their family as men. One boy participant at baseline responded, “*A boy needs to answer each and every question he has been asked because he has to take responsibility of his family as a son, as a husband, as a father for his kids and as a grandfather for his grandsons.*” Instances of girl gender roles were primarily focused on stopping education early to get married and take care of the household and children.

#### *Gender Privileges/Restrictions*

Girls’ and boys’ privileges/restrictions, defined as advantages that boys have over girls, accounted for 33.7% of the total codes at baseline and 31.8% at follow-up. Many responses collected from both boys and girls were related to the issue that daughters were not fully educated while sons often were. One girl at baseline recalled a story from a previous classmate, “*There was a girl in my school. She was 15 years. She left the school in 6th class and she is married now. Her brother is still studying. This shouldn’t happen.*” Another girl shared that “[parents] *get the girls married after they complete the 8th class but they encourage the boys to study ahead.*”

#### *Gender Attributes*

Attributes, defined as a direct comparison between boys and girls in which boys are considered to be more superior to girls, accounted for 4.6% of the total codes at baseline and 5.2% at follow-up. Girls reported a higher proportion of these views compared to boys. In some cases, participants would express a view they did not personally agree with themselves but felt others in the community held. For example, one girl said, “*In our house it’s not there, but there are people who think a girl cannot do what a boy can do. Girls are weak and not good in games and we should not let them study more.*” In other cases, however, participants shared their own beliefs that displayed a clear preference for boys compared to girls. One girl shared her opinion that, “*Boys are more intelligent, women are less. [Girls] study equally but they just don’t remember everything, so they are left behind.*”

### *Gender Violence*

Violence, defined as experiences of or beliefs regarding physical and/or sexual abuse of girls and women, accounted for 4.9% of the total codes at baseline and 6.6% at follow-up. Girls had a higher proportion of violence codes compared to boys, perhaps because many girls felt they experienced violence more frequently than boys. Several responses were centered on the idea that violence was used to remind girls that they meant nothing. A girl said, “[the parents] *beat their girl child who wants to study further despite [plans of] getting married.*” There were also examples of violence occurring because a girl had told a friend about family relationships or expectations that were supposed to be kept private. One girl told a story of her friend who was abused because she shared that her parents wanted her to leave school to get married early. “*Vishakha pinched me on the side and told me to [stop talking] otherwise they will beat her again. When I went back to my house, Vishakha told me that ‘after you left my mother and father put a hot stove on my hands.’ She still has scars on her hands. Her mother was cursing at her and she didn’t even give medicine to her for the burns.*”

### **Key Findings for Satya Bharti Schools**

- Overall, for both boys and girls, gender attitudes at follow-up were more equitable, and statistically significant across most of the gender attitude measures. Further, several changes in responses to the vignettes indicate that both boys and girls were more likely to speak up and act, even if it meant speaking up to their parents.
- Overall, both boys and girls had more positive gender attitudes at follow-up with a significant increase between baseline and follow-up of participants who disagreed with Geeta’s parent’s decision (70.9% vs. 79.3%,  $p < .001$ ) to arrange their 15-year-old daughter’s marriage. A similar increase was observed for the participants who agreed that Geeta should tell her parents that she does not want to get married (64.3% vs. 72.6%,  $p < .001$ ). The largest significant decrease between baseline and follow-up was for the percentage of adolescents who agreed that, ‘Geeta should respect the decision her parents made’ (45.3% vs. 35.3%,  $p < .001$ ). And the top response at baseline and follow-up was, ‘Tell the parents to not get her married, even though it may upset them,’ and it is also the response option with the largest change between baseline and follow-up (64.3% vs. 73.8%,  $p < .001$ ).
- For Shreya’s scenario, half of the participants at baseline selected, ‘Even though I know that my parents would not listen to me, I would tell them to file a police complaint’ (49.9%). At follow-up, this response significantly increased to more than half of the participants (61.0%). The response with the largest significant decrease between baseline and follow-up was found for ‘I would not do anything, I do not see it as a problem and this happens in every household’ (28.9% vs. 15.9%,

$p < .001$ ). The most popular response at baseline and follow-up amongst the boys was to file a police complaint even though their parents would not listen (46.7% vs. 59.1%), and this increased significantly ( $p < .001$ ). ‘Even though it would upset my family members, I would still speak to them and try to convince them to let her leave her marriage,’ had a significant increase between baseline and follow-up ( $p < .05$ ); and ‘I would not do anything, I do not see it as a problem and this happens in every household’ had a significant decrease between baseline and follow-up ( $p < .001$ ).

- Both girls and boys had higher (e.g., more favorable/equitable) gender attitude mean scores at follow-up, and this change was statistically significant. At baseline the overall gender attitude mean was 11.67 and increased to 12.71 at follow-up ( $p < .001$ ). Further, the gender roles/privileges/restrictions mean score (7.49 vs. 8.20), gender attributes mean score (2.00 vs. 2.22), and gender violence mean score (2.18 vs. 2.32) all showed statistically significant increases, indicating more favorable/equitable gender attitudes at follow-up ( $p < .001$ ). Multivariable regression analysis adjusting for gender, grade and district found that gender attitude scores significantly increased by 0.66 points between baseline and follow-up; gender attitude scores with respect to roles/privileges/restrictions significantly increased by 0.41 points between baseline and follow-up; and gender attribute scores significantly increased by 0.17 points between baseline and follow-up.
- Perceptions of gender norms also changed at follow-up. At baseline 52.9% of adolescents reported that Radha and Mohan did not make the right decision to only send their son to college, and that increased significantly to 61.7% at follow-up ( $p < .001$ ). At baseline, the top two reasons selected were ‘Rahul can get a better job and support the family’ (48.8%), and ‘There is lots of house work to be done, so Rachna should stay at home’ (31.7%). Whereas at follow-up, although the top response again was ‘Rahul can get a better job and support the family’ the percentage was significantly lower 41.8% ( $p < .001$ ). Further, at follow-up participants second most selected response was, ‘Rahul is a boy’ (32%) – a significant increase from baseline. Further, ‘Rachna is a girl,’ also showed a significant increase between baseline and follow-up (19% vs. 22.9%).
- Boys and girls had a statistically significant increase in the LOC mean score between baseline (6.43) and follow-up (6.83,  $p < .001$ ), indicating greater internal LOC at follow-up. Multivariable linear regression analyses found that after controlling for gender, grade, and district, LOC scores significantly increased by 0.22 points between baseline and follow-up ( $p < .05$ ).

- Boys and girls, showed a statistically significant increase in the total knowledge score between baseline and follow-up (5.51 vs. 6.08,  $p < .001$ ). For both the India knowledge and general knowledge, scores significantly increased between baseline and follow-up (2.12 vs. 2.28 and 3.39 vs. 3.80 respectively,  $p < .001$ ). Multivariable linear regression analyses found that after adjusting for gender, grade, and district, the total knowledge score increased by 0.29 between baseline and follow-up after controlling for gender, grade, and district ( $p < .001$ ).

## Teach for India Schools Quantitative Results



### *Description of Study Sample*

The total study sample consisted of 319 adolescents at baseline and 158 at follow-up (Table 1). Out of the 5 schools and 1 after-school program, 4 were all-girls schools, hence, the greater number of girls vs. boys. Most adolescents were in 8<sup>th</sup> grade (28.2%) at baseline and 10<sup>th</sup> grade (43.7%) at follow-up. The lowest number of participants were in 5<sup>th</sup> grade (9.1%) at baseline and 9<sup>th</sup> grade at follow-up (0.6%). The participants' age ranged from 8 to 17 years-old with the average age being 12.31 years-old at baseline and 13.37 years-old at follow-up.

There was a wide range for the number of brothers (0-9) and the number of sisters (0-9). The mean number of sisters was greater for both baseline and follow-up compared to mean number of brothers. The number of siblings had a range of 0-18 with about the same means at baseline and follow-up (2.50 vs. 2.27). The range of children per household was 1-19 with similar mean values (3.50 vs. 3.27).

As shown in Table 1, the baseline and follow-up samples were statistically different by gender, grade, age, and mean number of brothers. Due to unforeseen scheduling conflicts, 2 of the 5 schools were not sampled at follow-up. About 50.47% of participants were lost to follow-up. In addition to bivariate tests to assess changes between baseline and follow-up, multivariable models were run adjusting for these variables, and are presented as well.

Table 1. Study Sample Characteristics, Girl Rising Program Evaluation, Teach For India Schools		
	<b>Baseline % (n) or Mean (sd) (N=319)</b>	<b>Follow-Up % (n) or Mean (sd) (N=158)</b>
<b>Gender*</b>		
Boys	12.5% (40)	20.9% (33)
Girls	87.5% (279)	79.1% (125)
<b>Grade***</b>		
5 <sup>th</sup> grade	9.1% (29)	--
6 <sup>th</sup> grade	19.4% (62)	8.9% (14)
7 <sup>th</sup> grade	21.9% (70)	5.1% (8)
8 <sup>th</sup> grade	28.2% (90)	41.8% (66)
9 <sup>th</sup> grade	21.3% (68)	0.6% (1)
10 <sup>th</sup> grade	--	43.7% (69)
<b>Mean Age (years)*** (Range = 8-17)</b>	12.31 ( $\pm$ 1.51) (N=318)	13.37 ( $\pm$ 1.58) (N=158)
<b>Mean Number of Brothers* (Range = 0-9)</b>	1.15 ( $\pm$ .93) (N=319)	0.96 ( $\pm$ .69) (N=158)
<b>Mean Number of Sisters (Range = 0-9)</b>	1.36 ( $\pm$ 1.28) (N=318)	1.32 ( $\pm$ 1.17) (N=157)
<b>Mean Number of Siblings (Range = 0-18)</b>	2.50 ( $\pm$ 1.55) (N=319)	2.27 ( $\pm$ 1.20) (N=158)
<b>Mean Number of Children per household (Range = 1-19)</b>	3.50 ( $\pm$ 1.55) (N=319)	3.27 ( $\pm$ 1.20) (N=158)

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

### *Gender Equitable Attitudes*

For the following two vignettes, bivariate analyses were conducted to examine changes in responses between baseline and follow-up. Tables 2-7 present the results and include analysis stratified by gender.

#### *Geeta's Scenario: Child Marriage*

*Geeta is 15. Her parents have found her a nice boy, who is 22 and comes from a good family. Geeta's parents have arranged their marriage for next month.*

Participants were asked to assess: 1) how much they agreed or disagreed with a series of statements regarding Geeta's scenario; and 2) what action they would take if they were Geeta's sibling.

Table 2 presents the frequencies of the responses. ***Overall, both boys and girls had more positive gender attitudes at follow-up with a significant increase between baseline and follow-up of participants who disagreed with the parents' decision (85.6% vs. 94.3%,***

*p<.001). A similar increase between baseline and follow-up was observed for the participants who agreed that, ‘She should tell her parents she does not want to get married’ (76.8% vs. 89.9%, p<.001).*

*There was a significant decrease between baseline and follow-up for the percentage of adolescents who agreed that, ‘Geeta should respect the decision her parents made’ (26.3% vs. 15.2%, p<.001). For the last question, the top answer choice at baseline and follow-up was, ‘Tell the parents to not get her married, even though it may upset them,’ (78.1% vs. 75.9%) however, the change between baseline and follow-up was not significant.*

	<b>Baseline % (n) (N=274)</b>	<b>Follow-up % (n) (N=153)</b>	<b>% Change from Baseline to Follow-up</b>
<b>Her parents made the right decision?***</b>			
Agree	14.4% (46)	5.7% (9)	-8.7% points
Disagree	85.6% (273)	94.3% (149)	+8.7% points
<b>She should tell her parents she does not want to get married?***</b>			
Agree	76.8% (245)	89.9% (142)	+13.1% points
Disagree	23.2% (74)	10.1% (16)	-13.1% points
<b>She should tell her parents she will get married as long as she stays in school?</b>			
Agree	48.3% (154)	43.7% (69)	-4.6% points
Disagree	51.7% (165)	56.3% (89)	+4.6% points
<b>Geeta should respect the decision her parents made?***</b>			
Agree	26.3% (84)	15.2% (24)	-11.1% points
Disagree	73.7% (235)	84.8% (134)	+11.1% points
<b>If you were Geeta’s brother or sister, what would you do?</b>			
Tell the parents to not get her married, even though it may upset them.	78.1% (249)	75.9% (120)	-2.2% points
Go to the police.	16.6% (53)	22.2% (35)	+5.6% points
Tell her to go get married since that is what the parents want.	2.8% (9)	1.3% (2)	-1.5% points
Tell her to go get married since that is what girls do.	2.5% (8)	0.6% (1)	-1.9% points

*Statistical Significance: \*p<.05; \*\*p<.01; \*\*\*p<.001*

### Analysis by Gender

*For boys (Table 3), there was a statistically significant decrease in the percentage of participants who agreed with Geeta’s parents’ decision (12.5% vs. 0.0%, p<.01). There were no statistically significant changes in the next four questions. The top answer choice*

among boys was, ‘Tell the parents to not get her married, even though it may upset them,’ with a decrease from baseline to follow-up (90% vs. 87.9%).

	<b>Baseline % (n) (N=40)</b>	<b>Follow-up % (n) (N=33)</b>	<b>% Change from Baseline to Follow-up</b>
<b>Her parents made the right decision?*</b>			
Agree	12.5% (5)	0.0% (0)	-12.5% points
Disagree	87.5% (35)	100.0% (33)	+12.5% points
<b>She should tell her parents she does not want to get married?</b>			
Agree	72.5% (29)	87.9% (29)	+15.4% points
Disagree	27.5% (11)	12.1% (4)	-15.4% points
<b>She should tell her parents she will get married as long as she stays in school?</b>			
Agree	55.0% (22)	45.5% (15)	-9.5% points
Disagree	45.0% (18)	54.5% (18)	+9.5% points
<b>Geeta should respect the decision her parents made?</b>			
Agree	27.5% (11)	15.2% (5)	-12.3% points
Disagree	72.5% (29)	84.8% (28)	+12.3% points
<b>If you were Geeta’s brother or sister, what would you do?</b>			
Tell the parents to not get her married, even though it may upset them.	90.0% (36)	87.9% (29)	-2.1% points
Go to the police.	7.5% (3)	9.1% (3)	+1.6% points
Tell her to go get married since that is what the parents want.	2.5% (1)	3.0% (1)	-0.5% points
Tell her to go get married since that is what girls do.	0.0% (0)	0.0% (0)	0.0% points

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

*For girls (Table 4), there was a significant decrease in the percentage of participants who agreed with Geeta’s parents’ decision (14.7% vs. 7.2%,  $p < .01$ ). The largest significant increase was observed for the percentage of girls who agreed that Geeta should tell her parents she does not want to get married ( $p < .001$ ). There was a significant decrease in the number of girls that agreed with, ‘Geeta should respect her parents’ decision’ (26.2% vs. 15.2%,  $p < .01$ ). The top answer choices among the girls were, ‘Tell the parents to not get her married, even though it may upset them’ and ‘Go to the police’, however the changes between baseline and follow-up were not significant.*

Table 4. Gender Attitudes, Geeta's Scenario: Child Marriage, Girl Rising Program Evaluation, Teach For India School, Girls			
	<b>Baseline % (n) (N=279)</b>	<b>Follow-up % (n) (N=125)</b>	<b>% Change from Baseline to Follow-up</b>
<b>Her parents made the right decision?*</b>			
Agree	14.7% (41)	7.2% (9)	-7.5% points
Disagree	85.3% (238)	92.8% (116)	+7.5% points
<b>She should tell her parents she does not want to get married?***</b>			
Agree	77.4% (216)	90.4% (113)	+13.0% points
Disagree	22.6% (63)	9.6% (12)	-13.0% points
<b>She should tell her parents she will get married as long as she stays in school?</b>			
Agree	47.3% (132)	43.2% (54)	-4.1% points
Disagree	52.7% (147)	56.8% (71)	+4.1% points
<b>Geeta should respect the decision her parents made?*</b>			
Agree	26.2% (73)	15.2% (19)	-11.0% points
Disagree	73.8% (206)	84.8% (106)	+11.0% points
<b>If you were Geeta's brother or sister, what would you do?</b>			
Tell the parents to not get her married, even though it may upset them.	76.3% (213)	72.8% (91)	-3.5% points
Go to the police.	17.9% (50)	25.6% (32)	+7.7% points
Tell her to go get married since that is what the parents want.	2.9% (8)	0.8% (1)	-2.1% points
Tell her to go get married since that is what girls do.	2.9% (8)	0.8% (1)	-2.1% points

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

#### *Shreya's Scenario: Marital Violence*

*Shreya is 22 years old and married to Ramesh for the past one year. You overhear Shreya speaking with your mother about her marriage. Shreya tells your mother that her husband frequently hits her and she does not know what to do. Your mother tells Shreya that she should not say anything to maintain peace in the home and that this is just a part of life. If you were Shreya's brother or sister, what you would do? Pick two things you would do.*

There were eight answer choices and participants were asked to pick their top two.

Table 5 shows that *over half of the participants at baseline selected, ‘Even though I know that my parents will not listen to me, I would tell them to file a police complaint’ (53.3%). At follow-up, this response significantly increased to almost three-fourths of the participants (73.4%,  $p<.001$ )*. The answer choice with the *largest significant decrease between baseline and follow-up was found for, ‘I would not do anything, I do not see it as a problem and this happens in every household’ (14.1% vs. 3.2%,  $p<.001$ )*.

Table 5. Gender Attitudes, Shreya’s Scenario: Marital Violence, Girl Rising Program Evaluation, Teach For India School, Overall Sample			
	Baseline % Yes (n) (N=319)	Follow-up % Yes (n) (N=158)	% Change from Baseline to Follow-up
<b>If you were Shreya’s brother or sister, what you would do?</b>			
Even though I know that my parents will not listen to me, I would tell them to file a police complaint.***	53.3% (170)	73.4% (116)	+11.1% points
Even though it would upset my family members, I would still speak to them and try to convince them to let her leave her marriage.***	43.3% (138)	62.0% (98)	+ 10.9% points
Even though the community would look down on her, I would tell Shreya she should leave her marriage.	39.8% (127)	41.1% (65)	+ 10.4% points
I would not do anything, I do not see it as a problem and this happens in every household.***	14.1% (45)	3.2% (5)	-13.0% points
It would make the situation worse for my family if I got involved.**	13.8% (44)	3.8% (6)	-10.7% points
I would not do anything because no one would listen to me anyway.**	12.5% (40)	4.4% (7)	- 4.4% points
I would not do anything because it is not my place to get involved.**	9.1% (29)	1.9% (3)	-5.4% points
Even though she probably would not get married again, I would tell her to leave her marriage.	14.1% (45)	10.1% (16)	+1.1% points

Statistical Significance: \* $p<.05$ ; \*\* $p<.01$ ; \*\*\* $p<.001$

### Analysis by Gender

*The most popular answer choice at baseline and follow-up, amongst the boys, was to file a police complaint even though their parents would not listen (50.0% vs. 75.8%), and this increased significantly ( $p<.05$ ) (Table 6)*. ‘Even though the community would look down on her, I would tell Shreya she should leave her marriage,’ had a significant increase between baseline and follow-up ( $p<.05$ ).

Table 6. Gender Equitable Attitudes, Shreya's Scenario: Marital Violence, Girl Rising Program Evaluation, Teach For India School, Boys			
	Baseline % Yes (n) (N=40)	Follow-up % Yes (n) (N=33)	% Change from Baseline to Follow-up
<b>If you were Shreya's brother or sister, what you would do?</b>			
Even though I know that my parents will not listen to me, I would tell them to file a police complaint.*	50.0% (20)	75.8% (25)	+25.8% points
Even though it would upset my family members, I would still speak to them and try to convince them to let her leave her marriage.	52.5% (21)	54.5% (18)	+2.0% points
Even though the community would look down on her, I would tell Shreya she should leave her marriage.*	25.0% (10)	48.5% (16)	+23.5% points
I would not do anything, I do not see it as a problem and this happens in every household.	10.0% (4)	0.0% (0)	-10.0% points
It would make the situation worse for my family if I got involved.	17.5% (7)	9.1% (3)	-7.8% points
I would not do anything because no one would listen to me anyway.	12.5% (5)	6.1% (2)	-6.4% points
I would not do anything because it is not my place to get involved.	10.0% (4)	0.0% (0)	-10.0% points
Even though she probably would not get married again, I would tell her to leave her marriage.	22.5% (9)	6.1% (2)	-16.40% points

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

As shown in Table 7, the most popular answer choice at baseline and follow-up amongst the girls was to file a police complaint even though their parents would not listen (53.8% vs. 72.8%,  $p < .001$ ). ***For girls, the greatest significant difference was observed for, 'Even though it would upset my family members, I would still speak to them and try to convince them to let her leave her marriage' with an increase of 22.1% points between baseline and follow-up (41.9% vs. 64%,  $p < .05$ ).***

Table 7. Gender Attitudes, Shreya's Scenario: Marital Violence, Girl Rising Program Evaluation, Teach For India School, Girls			
	<b>Baseline % Yes (n) (N=279)</b>	<b>Follow-up % Yes (n) (N=125)</b>	<b>% Change from Baseline to Follow-up</b>
<b>If you were Shreya's brother or sister, what you would do?</b>			
Even though I know that my parents will not listen to me, I would tell them to file a police complaint.***	53.8% (150)	72.8% (91)	+19.0% points
Even though it would upset my family members, I would still speak to them and try to convince them to let her leave her marriage.*	41.9% (117)	64.0% (80)	+22.1% points
Even though the community would look down on her, I would tell Shreya she should leave her marriage.	41.9% (117)	39.2% (49)	-2..7% points
I would not do anything, I do not see it as a problem and this happens in every household.**	14.7% (41)	4.0% (5)	-10.7% points
It would make the situation worse for my family if I got involved.**	13.3% (37)	2.4% (3)	-10.9% points
I would not do anything because no one would listen to me anyway.**	12.5% (35)	4.0% (5)	-8.50% points
I would not do anything because it is not my place to get involved.*	9.0% (25)	2.4% (3)	-6.6% points
Even though she probably would not get married again, I would tell her to leave her marriage.	12.9% (36)	11.2% (14)	+1,70% points

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

Overall, the qualitative interviews at follow-up were robust, as adolescents appeared to be more comfortable with the interview questions and with sharing information related to their experiences and what they now perceive as gender discrimination in their communities. The qualitative interviews yielded similar findings as the quantitative results above with *more* young people sharing that filing a police complaint, telling Shreya to leave the marriage, and speaking up were the most common response options when asked what they thought about Shreya's story. Here are a few excerpts from the participants:

**Even though I know that my parents will not listen to me, I would tell them to file a police complaint.**

*“Because mom and dad will agree later on. They're from one house, right, just need to explain it to them. Even if they don't agree, still make the complaint, then at least big sister's life would've been saved...and mom and dad would understand later on, on their own, that this was important, this should've been done, or else our daughter wouldn't have existed anymore.”*

- Teach For India School, 9<sup>th</sup> grade girl

*“Because if my parents listen to me, I would say, mom, now this is with someone else, this can happen to me also. Then would you say this? So please complain to the police.”*

- Teach For India School, 6<sup>th</sup> grade girl

*If those people do not accept it then, I myself should go with her and complain to the police, because there is so much happening with her and those people are not taking action. If something happens to that girl, then how sad she will be to her mother that she did not take any action, so much so that everything was happening with her.*

- Teach For India School, 7<sup>th</sup> grade girl

**Even though the community would look down on her, I would tell Shreya she should leave her marriage.**

*“If the boy is doing like this, you should say I do not want to stay with you, I can do a job. That girl was educated because she is educated. She can go outside to work to fulfill her daily needs”*

- Teach For India School, 7<sup>th</sup> grade girl

*“I chose this answer because many times it happens that if the family members are silent or there is a paper case, so many times the girl is killed, I will speak to those people before that she [should] break her marriage”*

- Teach For India School, 9<sup>th</sup> grade boy

*“Because if he is treating her so badly, then what she will do by staying with him? And it can also be that due to this she could suicide of being helpless or moving somewhere.*

*Those people who do not know that, what is happening with her?”*

- Teach For India School, 7<sup>th</sup> grade girl

**Even though it would upset my family members, I would still speak to them and try to convince them to let her leave her marriage.**

*“Because she was beaten up, then what is the use of maintaining this relationship?”*

- Teach For India School, 8<sup>th</sup> grade girl

*“He did not want to do it and he would have beat her, so Shreya should break her marriage because more girls will get courage too.”*

- Teach For India School, 7<sup>th</sup> grade girl

Results from the gender attitude scale and subscales are presented in Tables 8-14 and includes the full scale as well as the three sub-domains: 1) gender roles/privileges/restrictions, 2) gender attributes, and 3) gender violence.

*As shown in Table 8, participants had **higher (e.g., more favorable/equitable) gender attitude mean scores at follow-up, and this change was statistically significant ( $p<.001$ )**. At baseline the overall gender attitude mean was 14.01 and increased to 15.73 at follow-up ( $p<.001$ ). Further, the gender roles/privileges/restrictions mean score (8.87 vs. 10.01,  $p<.001$ ), gender attributes mean score (2.54 vs. 2.70,  $p<.05$ ), and gender violence mean score (2.61 vs. 3.02,  $p<.001$ ) all showed statistically significant increases, indicating more favorable/equitable gender attitudes at follow-up.*

With respect to the three gender categories (low, medium, high), less than half of the participants were in the ‘medium’ category for gender equitable attitudes at baseline (42.0%) and the least number of participants were in the ‘low’ category for gender equitable attitudes (20.4%). At follow-up, more than half of the participants were in the ‘high’ category (62.7%) and the least number of participants were in the ‘low’ category (3.2%). Both the ‘low’ and ‘medium’ categories decreased significantly from baseline to follow-up, and the ‘high’ category increased significantly ( $p<.001$ ).

Table 8. Gender Attitudes, Girl Rising Program Evaluation, Teach or India School, Overall Sample			
<b>Gender Attitudes Statements</b>	<b>Baseline % Agree (n) or mean (sd) (N=319)</b>	<b>Follow-Up % Agree (n) or mean (sd) (N=158)</b>	<b>% Change from Baseline to Follow-up</b>
<b>Roles/Privileges/Restrictions</b>			
Girls should choose on their own about when to get married.***	80.6% (257)	96.8% (153)	+16.2% points
Girls should be able to choose to work after marriage to earn their own money.**	93.1% (297)	98.7% (156)	+5.6% points
Girls and boys should do the same amount of housework.*	90.0% (287)	96.2% (152)	+6.2% points
Boys should choose on their own about when to get married.**	69.9% (223)	82.3% (130)	+12.4% points
†Boys should be fed before girls during meals.*	24.8% (79)	17.7% (28)	-7.1% points
†Boys should go to school over girls.**	14.1% (45)	5.1% (8)	-9.0% points
†Boys should get health services over girls.***	18.8% (60)	2.5% (4)	-16.3% points
†Only men should work outside the home.***	15.4% (49)	3.2% (5)	-12.2% points
†Giving the kids a bath and feeding the kids are a mother's responsibility.**	49.8% (159)	36.7% (58)	-13.1% points
†Since girls have to get married, they should not be sent for higher education.*	8.5% (27)	3.2% (5)	-5.3% points
†It is necessary to give dowry.***	15.7% (50)	4.4% (7)	-11.3% points
Roles/Privileges/Restrictions Mean Score*** (Range: 0-11)	8.87 (±2.03)	10.01 (±1.21)	+1.14 points
<b>Attributes</b>			
†Boys are naturally better at sports than girls.	23.8% (76)	18.4% (29)	-5.4% points
†Boys are better at math and science than girls.*	11.3% (36)	4.4% (7)	-6.9% points
†Girls cannot do well in math or science.	11.3% (36)	7.0% (11)	-4.3% points
Attributes Mean Score* (Range: 0-3)	2.54 (±.77)	2.70 (±0.57)	+0.16 points
<b>Violence</b>			
†A wife should always obey her husband.***	50.5% (161)	32.9% (52)	-17.6% points
†There are times when a husband or boy needs to beat his girlfriend or wife.	46.1% (147)	49.4% (78)	+3.3% points
†A woman should tolerate violence in order to keep her family together.***	35.7% (114)	12.0% (19)	-23.7% points
†Girls like to be teased by boys.	7.2% (23)	3.8% (6)	-3.4% points
Violence Mean Score*** (Range: 0-4)	2.61 (±1.11)	3.02 (±.99)	+0.41 points
Gender Attitudes Mean Score*** (Range: 0-18)	14.01 (±3.17)	15.73 (±2.12)	+1.72 points
<b>Gender Equitable Attitudes***</b>			
Low (<12)	20.4% (65)	3.2% (5)	-17.2% points
Medium (12-16)	42.0% (134)	34.2% (54)	-7.8% points
High (>16)	37.6% (120)	62.7% (99)	+25.1% points

†These items were reverse coded

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

### Analysis by Gender

As shown in Table 9, among boys, the overall gender attitude mean score was 13.85 at baseline and 15.33 at follow-up ( $p < .01$ ). ***The gender roles/privileges/restrictions mean score showed a significant increase from baseline to follow-up (9.30 vs. 10.18,  $p < .01$ ).*** With respect to the categories for gender equitable attitudes, both the ‘low’ and ‘medium’ categories decreased between baseline and follow-up, and the ‘high’ category increased, however, it was not statically significant.

As shown in Table 10, among girls, the overall gender equality mean score was 14.03 at baseline and 15.84 at follow-up ( $p < .001$ ). ***The gender roles/privileges/restrictions mean score ( $p < .001$ ), gender attributes mean score ( $p < .05$ ), and gender violence mean score ( $p < .001$ ) showed statistically significant increases between baseline and follow-up.*** With respect to the categories for gender equitable attitudes, 39.8% of girls were in the ‘medium’ category at baseline and 20.8% were in the ‘low’ category. At follow-up, over half of the girls were in the ‘high’ category (67.2%) and only 3.2% were in the ‘low’ category. ***Both ‘low’ and ‘medium’ gender categories significantly decreased from baseline to follow-up and the ‘high’ category significantly increased ( $p < .001$ ).***

Table 9. Gender Attitudes, Girl Rising Program Evaluation, Teach For India, Boys			
Gender Attitudes Statements	Baseline % Agree (n) or Mean (sd) (N=40)	Follow-Up % Agree (n) or Mean (sd) (N=33)	% Change from Baseline to Follow-up
<b>Roles/Privileges/Restrictions</b>			
Girls should choose on their own about when to get married.*	82.5% (33)	100.0% (33)	+17.5% points
Girls should be able to choose to work after marriage to earn their own money.	92.5% (37)	97.0% (32)	+4.5% points
Girls and boys should do the same amount of housework.	87.5% (35)	97.0% (32)	+9.5% points
Boys should choose on their own about when to get married.	77.5% (31)	90.9% (30)	+13.4% points
†Boys should be fed before girls during meals.	25.0% (10)	18.2% (6)	-6.8% points
†Boys should go to school over girls.	7.5% (3)	0.0% (0)	-7.5% points
†Boys should get health services over girls.	10.0% (4)	0.0% (0)	-10.0% points
†Only men should work outside the home.	15.0% (6)	6.1% (2)	-8.9% points
†Giving the kids a bath and feeding the kids are a mother's responsibility.	32.5% (13)	36.4% (12)	+3.9% points
†Since girls have to get married, they should not be sent for higher education.	2.5% (1)	0.0% (0)	-2.5% points
†It is necessary to give dowry.	17.5% (7)	6.1% (2)	-11.4% points
Roles/Privileges/Restrictions Mean Score** (Range: 0-11)	9.30 (±1.67)	10.18 (±.85)	+0.88 points
<b>Attributes</b>			
†Boys are naturally better at sports than girls.	40.0% (16)	39.4% (13)	-6% points
†Boys are better at math and science than girls.	12.5% (5)	3.0% (1)	-9.5% points
†Girls cannot do well in math or science.	2.5% (1)	3.0% (1)	+0.5% points
Attributes Mean Score (Range: 0-3)	2.45 (±.75)	2.55 (±.56)	+0.10 points
<b>Violence</b>			
†A wife should always obey her husband.	65.0% (26)	57.6% (19)	-7.4% points
†There are times when a husband or boy needs to beat his girlfriend or wife.	67.5% (27)	60.6% (20)	-6.9% points
†A woman should tolerate violence in order to keep her family together.**	42.5% (17)	12.1% (4)	-30.4% points
†Girls like to be teased by boys.	15.0% (6)	9.1% (3)	-5.9% points
Violence Mean Score (Range: 0-4)	2.10 (±1.15)	2.61 (±1.03)	+0.51 points
Gender Attitudes Mean Score** (Range: 0-18)	13.85 (±2.71)	15.33 (±1.78)	+1.48 points
<b>Gender Equitable Attitudes</b>			
Low (<12)	17.5% (7)	3.0% (1)	-14.5% points
Medium (12-16)	57.5% (23)	51.5% (17)	-6.0% points
High (>16)	25.0% (10)	45.5% (15)	+20.5% points

†These items were reverse coded  
 Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

Table 10. Gender Attitudes, Girl Rising Program Evaluation, Teach For India, Girls			
Gender Attitudes Statements	Baseline % Agree (n) or mean (sd) (N=279)	Follow-Up % Agree (n) or mean (sd) (N=125)	% Change from Baseline to Follow-up
<b>Roles/Privileges/Restrictions</b>			
Girls should choose on their own about when to get married.***	80.3% (224)	96.0% (120)	+15.7% points
Girls should be able to choose to work after marriage to earn their own money.*	93.2% (260)	99.2% (124)	+5.1% points
Girls and boys should do the same amount of housework.	90.3% (252)	96.0% (120)	+5.7% points
Boys should choose on their own about when to get married.*	68.8% (192)	80.0% (100)	+11.2% points
†Boys should be fed before girls during meals.	24.7% (69)	17.6% (22)	-7.1% points
†Boys should go to school over girls.*	15.1% (42)	6.4% (8)	-8.7% points
†Boys should get health services over girls.***	20.1% (56)	3.2% (4)	-16.9% points
†Only men should work outside the home.***	15.4% (43)	2.4% (3)	-13.0% points
†Giving the kids a bath and feeding the kids are a mother's responsibility.**	52.3% (146)	36.8% (46)	-15.5% points
†Since girls have to get married, they should not be sent for higher education.	9.3% (26)	4.0% (5)	-7.2% points
†It is necessary to give dowry.**	15.4% (43)	4.0% (5)	-5.0% points
Roles/Privileges/Restrictions Mean Score*** (Range: 0-11)	8.80 (±2.08)	9.97 (±1.28)	+1.17 points
<b>Attributes</b>			
†Boys are naturally better at sports than girls.*	21.5% (60)	12.8% (16)	-8.7% points
†Boys are better at math and science than girls.*	11.1% (31)	4.8% (6)	-6.3% points
†Girls cannot do well in math or science.	12.5% (35)	8.0% (10)	-4.5% points
Attributes Mean Score* (Range: 0-3)	2.55 (±.77)	2.74 (±.57)	+0.19 points
<b>Violence</b>			
†A wife should always obey her husband.***	48.4% (135)	26.4% (33)	-22.0% points
†There are times when a husband or boy needs to beat his girlfriend or wife.	43.0% (120)	46.4% (58)	+3.4% points
†A woman should tolerate violence in order to keep her family together.***	34.8% (97)	12.0% (15)	-22.8% points
†Girls like to be teased by boys.	6.1% (17)	2.4% (3)	-3.7% points
Violence Mean Score*** (Range: 0-4)	2.68 (±1.09)	3.13 (±.96)	+0.45 points
Gender Attitudes Mean Score*** (Range: 0-18)	14.03 (±3.23)	15.84 (±2.19)	+1.81 points
<b>Gender Equitable Attitudes***</b>			
Low (<12)	20.8% (58)	3.2% (4)	-17.6% points
Medium (12-16)	39.8% (111)	29.6% (37)	-10.2% points
High (>16)	39.4% (110)	67.2% (84)	+27.8% points

†These items were reverse coded  
 Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

*Gender Attitudes Multivariable Linear Regression Model*

As noted earlier, the samples at baseline and follow-up differed by grade and gender. Therefore, multivariable linear regression analyses were conducted to examine changes in the overall gender attitude score, gender roles/privileges/restrictions score, gender attributes score, and gender violence score between baseline and follow-up after adjusting for gender and grade (Tables 11-14). **Gender attitude scores significantly increased by 0.71 points between baseline and follow-up after adjusting for gender and grade ( $p < .05$ ).**

Table 11. Gender Attitudes, Multivariable Linear Regression Model, Teach For India Schools		
	Gender Attitude (N= 477)	
	Adjusted Beta	95% CI
<b>Study Period</b>		
Baseline	(Ref)	(Ref)
Follow-up*	0.71	(.06, 1.37)
<b>Gender</b>		
Girls	(Ref)	(Ref)
Boys*	-1.04	(-1.89, -.18)
<b>Grade</b>		
5 <sup>th</sup> Grade	(Ref)	(Ref)
6 <sup>th</sup> Grade	0.42	(-.67, 1.52)
7 <sup>th</sup> Grade***	3.00	(1.92, 4.09)
8 <sup>th</sup> Grade***	4.02	(2.97, 5.07)
9 <sup>th</sup> Grade***	3.33	(2.12, 4.54)
10 <sup>th</sup> Grade***	4.12	(2.77, 5.47)

R<sup>2</sup> = 0.281 Adjusted R<sup>2</sup> = 0.270

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

**Gender attitude scores with respect to roles/privileges/restrictions significantly increased by 0.47 points between baseline and follow-up after adjusting for gender and grade ( $p < .05$ ).**

Table 12. Gender Roles/Privileges/Restrictions, Multivariable Linear Regression Model, Teach For India Schools		
	Gender Roles/Privileges/Restrictions (N= 477)	
	Adjusted Beta	95% CI
<b>Study Period</b>		
Baseline	(Ref)	(Ref)
Follow-up*	0.47	(.05, .88)
<b>Gender</b>		
Girls	(Ref)	(Ref)
Boys	-0.03	(-.57, .51)
<b>Grade</b>		
5 <sup>th</sup> Grade	(Ref)	(Ref)
6 <sup>th</sup> Grade*	0.86	(-.17, 1.55)
7 <sup>th</sup> Grade***	2.22	(1.53, 2.91)
8 <sup>th</sup> Grade***	2.85	(2.19, 3.52)
9 <sup>th</sup> Grade***	2.40	(1.64, 3.17)
10 <sup>th</sup> Grade***	2.88	(2.03, 3.74)

$R^2 = 0.278$  Adjusted  $R^2 = 0.267$

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

Gender attribute scores decreased by 0.07 points between baseline and follow-up after adjusting for gender and grade, however, this was *not significant*.

Table 13. Gender Attributes Score, Multivariable Linear Regression Model, Teach For India Schools		
	Gender Attributes (N= 477)	
	Adjusted Beta	95% CI
<b>Study Period</b>		
Baseline	(Ref)	(Ref)
Follow-up	0.07	(-.11, .24)
<b>Gender</b>		
Girls	(Ref)	(Ref)
Boys*	-0.25	(-.47, -.02)
<b>Grade</b>		
5 <sup>th</sup> Grade	(Ref)	(Ref)
6 <sup>th</sup> Grade	-0.17	(-.46, .13)
7 <sup>th</sup> Grade**	0.41	(.12, .70)
8 <sup>th</sup> Grade**	0.42	(.14, .70)
9 <sup>th</sup> Grade*	0.37	(.04, .69)
10 <sup>th</sup> Grade*	0.44	(.07, .80)

$R^2 = 0.108$  Adjusted  $R^2 = 0.094$

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

Gender violence scores increased by 0.18 points between baseline and follow-up after adjusting for gender and grade, however this was *not significant*.

Table 14. Gender Violence, Girl Rising India Schools Campaign, Linear Regression for Teach For India Schools		
Gender Violence (N= 477)		
	Adjusted Beta	95% CI
<b>Study Period</b>		
Baseline	(Ref)	(Ref)
Follow-up	0.18	(-.08, .44)
<b>Gender</b>		
Girls	(Ref)	(Ref)
Boys***	-0.76	(-1.10, -.43)
<b>Grade</b>		
5 <sup>th</sup> Grade	(Ref)	(Ref)
6 <sup>th</sup> Grade	-0.27	(-.70, .16)
7 <sup>th</sup> Grade	0.37	(-.06, .80)
8 <sup>th</sup> Grade***	0.74	(.33, 1.15)
9 <sup>th</sup> Grade*	0.56	(.08, 1.04)
10 <sup>th</sup> Grade**	0.80	(.27, 1.33)

R<sup>2</sup> = 0.165 Adjusted R<sup>2</sup> = 0.153  
 Statistical Significance: \*p<.05; \*\*p<.01; \*\*\*p<.001

Participants were able to provide examples of gender inequality and discrimination in their community (specific to the different gender domains) during the qualitative interviews at follow-up (compared to the baseline interviews). Below is an excerpt of quotes from the participants.

### Gender Roles

*“My sister is asked to cook, do the dishes, wash clothes, clean up the house, clear up the garbage, clean the buckets -- all these.”*

- Teach For India School, 5<sup>th</sup> grade girl

*“A girl is considered to be good if she wears salwar suit, stays at home, braids her hair, does household chores. And if a girl wears shorts, then people say that she is not a good girl, does not stay at home, her parents have not taught her anything -- they say such comments.”*

- Teach For India School, 6<sup>th</sup> grade girl

*“The life of a girl is to get married, to go home, then to work in the house; this is her life. Clean and serve the house, take care of mother-in-law. Do all the work, take care of the children and all the domestic work. Such is her life. Girl has to leave her home.”*

- Teach For India School, 8<sup>th</sup> grade girl

### **Gender Privileges/Restrictions**

*“Also, girls are kept at home, not allowed to study not allowed to go out as well. And, they're married off before they're 18 years old, when they are minor.”*

- Teach For India School, 9<sup>th</sup> grade girl

*“Like for her there will be lot of spending on her wedding, give jewelry, there is property, and extra expenditure for her education. And people instead think had there been two boys there would be no burden, no marriage expenses, no dowry and related expenditure, and also for her graduation and other types.”*

- Teach For India School, 9<sup>th</sup> grade boy

*“They are not allowed to grow, and if they are born in some place, then they are not allowed to read and write.”*

- Teach For India School, 9<sup>th</sup> grade boy

### **Gender Violence**

*“It happens that girls are killed when they are born.”*

- Teach For India School, 9<sup>th</sup> grade girl

*“Somewhere in India, there are some villages where girls are thought of as nothing, where the girls are locked up and not allowed to study and married off early, or they are killed before they are born.”*

- Teach For India School, 9<sup>th</sup> grade girl

*“And some boys are such that after they get married, they beat their wife so badly as if they are nothing for them.”*

- Teach For India School, 8<sup>th</sup> grade girl

### *Perceptions of Gender Norms*

#### *Radha and Mohan's Scenario: Girl's Education*

The third vignette describes a family with 18-year-old twins—a boy named Rahul and a girl named Rachna.

*Radha and Mohan are married and have 18-year old twins: a son, Rahul, and a daughter, Rachna. They received identical marks in school and have been accepted to college. Radha and Mohan choose to send their son, Rahul, for further studies.*

Two questions followed this vignette, the first one asking participants if the parents made the right decision with a yes/no answer choice, and the second question asked for the two main reasons why the parents sent the son to college.

**As shown in Table 15, at baseline 76.2% of adolescents reported that Radha and Mohan did not make the right decision and that increased significantly to 93.0% at follow-up ( $p<.001$ ). At baseline, the top two reasons selected were, ‘Rahul can get a better job and support the family’ (47.3%), and that, ‘There is lots of house work to be done, so Rachna should stay home’ (24.1%). Whereas at follow-up, although the top response again was, ‘Rahul can get a better job and support the family’ the percentage was lower 41.1%. **Further, at follow-up participants’ second most selected response was, ‘Rahul is a boy’ (42.4%) – a significant increase from baseline ( $p<.01$ ). ‘Rahul will perform better in college,’ showed a significant decrease between baseline and follow-up (16.0% vs. 6.3%,  $p<.01$ ).****

Table 15. Perceptions of Gender Norms, Radha and Mohan’s Scenario: Girl’s Education, Girl Rising Program Evaluation, Teach For India School, Overall Sample			
	Baseline % (n) (N=319)	Follow-up % (n) (N=158)	% Change from Baseline to Follow-up
<b>Did Radha and Mohan make the right decision?***</b>			
Yes	23.8% (76)	7.0% (11)	-16.8% points
No	76.2% (243)	93.0% (147)	+16.8% points
<b>What do you think are the two main reasons that Radha and Mohan decided to send Rahul to college? (% Yes)</b>			
Rahul can get a better job and support the family.	47.3% (151)	41.1% (65)	-6.2% points
There is lots of house work to be done, so Rachna should stay home.	24.1% (77)	20.9% (33)	-3.2% points
Radha and Mohan can only afford to send one child to college.	25.1% (80)	19.0% (30)	-6.1% points
Rahul is a boy.**	30.4% (97)	42.4% (67)	+12.0% points
Rachna will get married and be busy taking care of her husband and his family.	34.8% (111)	42.4% (67)	+7.6% points
Rachna is a girl.	22.3% (71)	27.8% (44)	+5.5% points
Rahul will perform better in college.**	16.0% (51)	6.3% (10)	-9.7% points

Statistical Significance: \* $p<.05$ ; \*\* $p<.01$ ; \*\*\* $p<.001$

### Analysis by Gender

For boys (Table 16), at baseline, the top two reasons selected were, ‘Rahul can get a better job and support the family’ (52.5%), and that, ‘Rachna will get married and be busy taking care of her husband and his family’ (40.0%). At follow-up, ‘Rahul can get a

better job and support the family,’ increased to 60.6% (not significant), and, ‘Rachna will get married and be busy taking care of her husband and his family,’ increased to 48.5% (not significant).

	<b>Baseline % (n) (N=40)</b>	<b>Follow-up % (n) (N=33)</b>	<b>% Change from Baseline to Follow-up</b>
<b>Did Radha and Mohan make the right decision?</b>			
Yes	15.0% (6)	3.0% (1)	-12.0% points
No	85.0% (34)	97.0% (32)	+12.0% points
<b>What do you think are the two main reasons that Radha and Mohan decided to send Rahul to college? (%Yes)</b>			
Rahul can get a better job and support the family.	52.5% (21)	60.6% (20)	+8.1% points
Rachna will get married and be busy taking care of her husband and his family.	40.0% (16)	48.5% (16)	+8.5% points
Radha and Mohan can only afford to send one child to college.	35.0% (14)	21.2% (7)	-13.8% points
Rahul is a boy.	27.5% (11)	27.3% (9)	-0.2% points
There is lots of house work to be done, so Rachna should stay home.	20.0% (8)	18.2% (6)	-1.8% points
Rachna is a girl.	17.5% (7)	21.2% (7)	+3.7% points
Rahul will perform better in college.	7.5% (3)	3.0% (1)	-4.5% points

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

Among girls (Table 17), 74.9% disagreed with Radha and Mohan’s decision at baseline and 92.0% disagreed at follow-up ( $p < .001$ ). At baseline, the top reason selected was, ‘Rahul can get a better job and support the family’ (46.6%). *At follow-up there was a significant decrease with 36.0% selecting this reason ( $p < .05$ ). ‘Rahul is a boy’ showed a significant change between baseline and follow-up (30.8% vs. 46.4%,  $p < .01$ ) as well as ‘Rahul will perform better in college’ (17.2% vs. 7.2%,  $p < .01$ ).*

Table 17. Perceptions of Gender Norms, Radha and Mohan’s Scenario: Girl’s Education, Girl Rising Program Evaluation, Teach for India School, Girls			
	<b>Baseline % (n) (N=279)</b>	<b>Follow-up % (n) (N=125)</b>	<b>% Change from Baseline to Follow-up</b>
<b>Did Radha and Mohan make the right decision?***</b>			
Yes	25.1% (70)	8.0% (10)	-17.1% points
No	74.9% (209)	92.0% (115)	+17.1% points
<b>What do you think are the two main reasons that Radha and Mohan decided to send Rahul to college? (% Yes)</b>			
Rahul can get a better job and support the family.*	46.6% (130)	36.0% (45)	-10.6% points
There is lots of house work to be done, so Rachna should stay home.	24.7% (69)	21.6% (27)	-3.1% points
Radha and Mohan can only afford to send one child to college.	23.7% (66)	18.4% (23)	-5.3% points
Rahul is a boy.**	30.8% (86)	46.4% (58)	+15.6% points
Rachna will get married and be busy taking care of her husband and his family.	34.1% (95)	40.8% (51)	+6.7% points
Rachna is a girl.	22.9% (64)	29.6% (37)	+6.7% points
Rahul will perform better in college.**	17.2% (48)	7.2% (9)	-10.0% points

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

### *Locus Of Control*

LOC scores for items and the means for the full score at baseline and follow-up are presented in Table 18 (0 = external LOC; 1 = internal LOC). As shown, ***participants had a statistically significant increase in the LOC mean score between baseline (7.08) and follow-up (8.14,  $p < .001$ ), indicating greater internal LOC at follow-up.***

Table 18. Locus of Control, Girl Rising Program Evaluation, Teach For India School, Overall Sample			
	<b>Baseline Mean (sd) (N=319)</b>	<b>Follow-up Mean (sd) (N=158)</b>	<b>Mean Change from Baseline to Follow-up</b>
<b>Locus of Control Statements</b>			
†Some kids are just born lucky.*	0.36 (±0.48)	0.49 (±0.50)	+0.13 points
†Most of the time it doesn't pay to try hard.	0.75 (±0.43)	0.82 (±0.38)	+0.07 points
†Most of the time, you have little to say about what your family decides to do.	0.67 (±0.47)	0.73 (±0.45)	+0.06 points
Parents listen to what their children have to say.	0.87 (±0.34)	0.92 (±0.28)	+0.05 points
†Most of the time it is hard to change a friend's (mind) opinion.*	0.35 (±0.48)	0.46 (±0.50)	+0.11 points
†It is nearly impossible to change your parents mind about anything.*	0.70 (±0.46)	0.80 (±0.40)	+0.10 points
†One of the best ways to handle most problems is just not to think about them.*	0.63 (±0.48)	0.73 (±0.44)	+0.10 points
†When people are mean to you it is usually for no reason at all.	0.62 (±.49)	0.64 (±0.48)	+0.02 points
You can change what might happen tomorrow by what you do today.***	0.86 (±0.35)	0.97 (±0.16)	+0.11 points
†When bad things are going to happen, they are going to happen no matter what you try to do to stop them.**	0.50 (±0.50)	0.66 (±0.48)	+0.16 points
†It's almost useless to try in school because most other children are just plain smarter than you are.***	0.78 (±0.42)	0.92 (±0.28)	+0.14 points
<b>Locus of Control Mean Score*** (Range: 0-11)</b>	<b>7.08 (±2.17)</b>	<b>8.14 (±2.10)</b>	<b>+1.06 points</b>

†These items were reverse coded

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

### Analysis by Gender

Among boys (Table 19), there was a statistically significant increase in the overall LOC mean score from baseline (7.35) to follow-up (8.36,  $p < .05$ ). Among girls (Table 20), there was a statistically significant increase in the overall LOC mean score from baseline (7.05) to follow-up (8.08,  $p < .001$ ).

	<b>Baseline Mean (sd)</b> (N=40)	<b>Follow-up Mean (sd)</b> (N=33)	<b>Mean Change from Baseline to Follow-up</b>
<b>Locus of Control Statements</b>			
†Some kids are just born lucky.	0.43 (±0.50)	0.45 (±0.51)	-0.02 points
†Most of the time it doesn't pay to try hard.	0.88 (±0.34)	0.88 (±0.33)	0.00 points
†Most of the time, you have little to say about what your family decides to do.	0.63 (±0.49)	0.79 (±0.42)	+0.16 points
Parents listen to what their children have to say.	0.93 (±0.27)	0.94 (±0.24)	+0.01 points
†Most of the time it is hard to change a friend's (mind) opinion.	0.33 (±0.47)	0.58 (±0.50)	+0.25 points
†It is nearly impossible to change your parents mind about anything.	0.78 (±0.42)	0.91 (±0.29)	+0.13 points
†One of the best ways to handle most problems is just not to think about them.	0.58 (±0.50)	0.67 (±0.48)	+0.09 points
†When people are mean to you it is usually for no reason at all.	0.65 (±0.48)	0.70 (±0.47)	+0.05 points
You can change what might happen tomorrow by what you do today.	0.88 (±0.34)	0.91 (±0.29)	+0.03 points
†When bad things are going to happen, they are going to happen no matter what you try to do to stop them.	0.50 (±0.51)	0.58 (±0.50)	+0.08 points
†It's almost useless to try in school because most other children are just plain smarter than you are.*	0.80 (±0.41)	0.97 (±0.17)	+0.17 points
<b>Locus of Control Mean Score*</b> (Range: 0-11)	7.35 (±2.17)	8.36 (±1.65)	+1.01 points

†These items were reverse coded  
 Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

Table 20. Locus of Control, Girl Rising Program Evaluation, Teach For India School, Girls			
	<b>Baseline Mean (sd)</b> (N=279)	<b>Follow-up Mean (sd)</b> (N=125)	<b>Mean Change from Baseline to Follow-up</b>
<b>Locus of Control Statements</b>			
†Some kids are just born lucky.**	0.35 (±0.48)	0.50 (±0.50)	+0.15 points
†Most of the time it doesn't pay to try hard.	0.73 (±0.44)	0.81 (±0.40)	+0.08 points
†Most of the time, you have little to say about what your family decides to do.	0.67 (±0.47)	0.71 (±0.46)	+0.04 points
Parents listen to what their children have to say.	0.86 (±0.34)	0.91 (±0.28)	+0.05 points
†Most of the time it is hard to change a friend's (mind) opinion.	0.35 (±0.48)	0.42 (±0.50)	+0.07 points
†It is nearly impossible to change your parents mind about anything.	0.68 (±0.47)	0.78 (±0.42)	+0.10 points
†One of the best ways to handle most problems is just not to think about them.*	0.63 (±0.48)	0.75 (±0.43)	+0.12 points
†When people are mean to you it is usually for no reason at all.	0.61 (±0.49)	0.62 (±0.49)	+0.01 points
You can change what might happen tomorrow by what you do today.***	0.86 (±0.35)	0.99 (±0.09)	+0.13 points
†When bad things are going to happen, they are going to happen no matter what you try to do to stop them.**	0.50 (±0.50)	0.68 (±0.47)	+0.18 points
†It's almost useless to try in school because most other children are just plain smarter than you are.**	0.77 (±0.42)	0.90 (±0.30)	+0.13 points
<b>Locus of Control Mean Score***</b> (Range: 0-11)	7.05 (±2.17)	8.08 (±2.21)	+1.03 points

†These items were reverse coded

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

*LOC Multivariable Linear Regression Model*

**Multivariable linear regression analyses (Table 21) found that after controlling for gender, and grade, LOC scores significantly increased by 0.82 points between baseline and follow-up ( $p < .01$ ).**

Table 21. Locus of Control, Girl Rising Program Evaluation, Multivariable Linear Regression Model, Teach For India Schools		
	Locus of Control (N= 477)	
	Adjusted Beta	95% CI
<b>Study Period</b>		
Baseline	(Ref)	(Ref)
Follow-up**	0.82	(.28, 1.35)
<b>Gender</b>		
Girls	(Ref)	(Ref)
Boys	0.06	(-.64, .76)
<b>Grade</b>		
5 <sup>th</sup> Grade	(Ref)	(Ref)
6 <sup>th</sup> Grade	-0.64	(-1.54, .25)
7 <sup>th</sup> Grade	0.87	(-.02, 1.76)
8 <sup>th</sup> Grade*	1.07	(.21, 1.92)
9 <sup>th</sup> Grade	0.90	(-.09, 1.89)
10 <sup>th</sup> Grade	0.81	(-.29, 1.91)

$R^2 = 0.126$  Adjusted  $R^2 = 0.113$

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

*PYD*

Tables 22-24 present the results for the PYD scale and the 4 sub-scales for the C's. The mean for the PYD scale increased between baseline (3.11) and follow-up (3.32,  $p < .001$ ). Further, the means for the Character ( $p < .001$ ), Connection ( $p < .05$ ), Confidence/Voice ( $p < .001$ ), and Caring ( $p < .001$ ) scales significantly increased between baseline and follow-up.

*Analysis by Gender*

Among boys (Table 23), the PYD mean increased significantly between baseline (3.16) and follow-up (3.31,  $p < .01$ ). However, the sub-domain scales were *not significant*.

Among girls (Table 24), the PYD mean increased significantly ( $p < .05$ ) with a mean of 3.10 at baseline and 3.32 at follow-up. Further, the means for the Character ( $p < .001$ ), Connection ( $p < .05$ ), Confidence/Voice ( $p < .01$ ), and Caring ( $p < .001$ ) scales significantly increased between baseline and follow-up.

Table 22. PYD Scale (Character, Competence, Connection, Confidence/Voice, Caring), Girl Rising Program Evaluation, Teach For India School, Overall Sample (1 = low; 4 = high)			
	<b>Baseline Mean (sd)</b> (N=319)	<b>Follow-Up Mean (sd)</b> (N=158)	<b>Mean Change from Baseline to Follow-up</b>
<b>Character</b>			
I am interested in community and world problems.***	3.11 (± .79)	3.42 (± .69)	+0.31 points
I speak up for people who have been treated unfairly.**	3.17 (± .91)	3.39 (± .77)	+0.22 points
I am good at listening to other people.**	3.10 (± .80)	3.30 (± .67)	+0.20 points
Character Mean Scale*** (3 items)	3.13 (± .60)	3.37 (± .50)	+0.24 points
<b>Connection</b>			
My family respects my opinion.	3.19 (± .82)	3.20 (± .79)	+0.01 points
I am as important to my family as other members.***	3.47 (± .78)	3.77 (± .61)	+0.30 points
Connection Mean Scale* (2 items)	3.33 (± .68)	3.48 (± .55)	+0.15 points
<b>Confidence/Voice</b>			
I am confident about convincing others about my thoughts and feelings.	3.13 (± .78)	3.26 (± .72)	+0.13 points
I feel comfortable expressing my opinion with my family.	3.06 (± .88)	3.20 (± .81)	+0.14 points
I feel comfortable expressing my opinion with my friends or peers.***	3.00 (± .90)	3.32 (± .84)	+0.32 points
I can convince others of what I believe in.	2.65 (± .75)	2.65 (± .82)	0.00 points
I feel comfortable starting a conversation with anyone I do not know very well.	2.52 (± .93)	2.70 (± .92)	+0.18 points
I can tell my parents if I do not like the husband or wife they have selected for me.***	3.47 (± .81)	3.75 (± .63)	+0.28 points
Confidence/Voice Mean Scale (6 items)***	2.97 (± .48)	3.15 (± .46)	+0.18 points
<b>Caring</b>			
†I do not feel sorry for other people when they are having problems.**	3.21 (±1.00)	3.52 (± .86)	+0.31 points
†When I see someone being treated unfairly, I do not feel sorry for them.***	3.30 (± .98)	3.63 (± .79)	+0.33 points
Caring Mean Scale*** (2 items)	3.26 (± .87)	3.57 (± .70)	+0.31 points
PYD Mean Scale*** (13 items)	3.11 (± .43)	3.32 (± .35)	+0.21 points

†These items were reverse coded  
 Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

Table 23. PYD Scale (Character, Competence, Connection, Confidence/Voice, Caring), Girl Rising Program Evaluation, Teach For India Schools, Boys (1 = low; 4 = high)			
<b>Character</b>	<b>Baseline Mean (sd) (N=40)</b>	<b>Follow-up Mean (sd) (N=33)</b>	<b>Mean Change from Baseline to Follow-up</b>
I am interested in community and world problems.	3.28 (± .60)	3.39 (± .83)	+0.11 points
I speak up for people who have been treated unfairly.	3.15 (± .74)	3.30 (± .81)	+0.15 points
I am good at listening to other people.	3.28 (± .55)	3.24 (± .71)	-0.04 points
Character Mean Scale (3 items)	3.23 (± .49)	3.31 (± .61)	+0.08 points
<b>Connection</b>			
My family respects my opinion.	3.13 (± .76)	3.24 (± .66)	+0.11 points
I am as important to my family as other members.	3.50 (± .85)	3.79 (± .65)	+0.29 points
Connection Mean Scale (2 items)	3.31 (± .66)	3.52 (± .48)	+0.21 points
<b>Confidence/Voice</b>			
I am confident about convincing others about my thoughts and feelings.	3.30 (±0.65)	3.12 (±0.78)	-0.18 points
I feel comfortable expressing my opinion with my family.	3.00 (± .88)	3.30 (± .64)	+0.30 points
I feel comfortable expressing my opinion with my friends or peers.	3.10 (± .98)	3.39 (± .86)	+0.29 points
I can convince others of what I believe in.	2.65 (± .70)	2.48 (± .80)	-0.17 points
I feel comfortable starting a conversation with anyone I do not know very well.	2.55 (±1.04)	2.82 (± .88)	+0.27 points
I can tell my parents if I do not like the husband or wife they have selected for me.*	3.43 (± .98)	3.85 (± .36)	+0.42 points
Confidence/Voice Mean Scale (6 items)	3.00 (± .54)	3.16 (± .45)	+0.16 points
<b>Caring</b>			
†I do not feel sorry for other people when they are having problems.	3.40 (± .90)	3.45 (± .87)	+0.05 points
†When I see someone being treated unfairly, I do not feel sorry for them.	3.38 (± .93)	3.70 (± .53)	+0.32 points
Caring Mean Scale (2 items)	3.39 (± .79)	3.58 (± .61)	+0.19 points
PYD Mean Scale** (13 items)	3.16 (± .45)	3.31 (± .38)	+0.15 points

†These items were reverse coded

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

Table 24. PYD Scale (Character, Competence, Connection, Confidence/Voice, Caring), Girl Rising Program Evaluation, Teach For India School, Girls (1 = low; 4 = high)			
<b>Character</b>	<b>Baseline Mean (sd) (N=279)</b>	<b>Follow-up Mean (sd) (N=125)</b>	<b>Mean Change from Baseline to Follow-up</b>
I am interested in community and world problems.***	3.08 (± .82)	3.43 (± .65)	+0.35 points
I speak up for people who have been treated unfairly.*	3.18 (± .93)	3.42 (± .76)	+0.24 points
I am good at listening to other people.**	3.08 (± .83)	3.32 (± .67)	+0.24 points
Character Mean Scale*** (3 items)	3.11 (± .62)	3.39 (± .47)	+0.28 points
<b>Connection</b>			
My family respects my opinion.	3.20 (± .83)	3.18 (± .83)	-0.02 points
I am as important to my family as other members.***	3.47 (± .77)	3.77 (± .60)	+0.30 points
Connection Mean Scale* (2 items)	3.34 (± .68)	3.48 (± .57)	+0.14 points
<b>Confidence/Voice</b>			
I am confident about convincing others about my thoughts and feelings.*	3.10 (±0.79)	3.30 (±0.71)	+0.20 points
I feel comfortable expressing my opinion with my family.	3.06 (± .88)	3.17 (± .85)	+0.11 points
I feel comfortable expressing my opinion with my friends or peers.**	2.99 (± .89)	3.30 (± .83)	+0.31 points
I can convince others of what I believe in.	2.65 (± .76)	2.70 (± .83)	+0.05 points
I feel comfortable starting a conversation with anyone I do not know very well.	2.52 (± .92)	2.66 (± .92)	+0.14 points
I can tell my parents if I do not like the husband or wife they have selected for me.**	3.48 (± .79)	3.73 (± .68)	+0.25 points
Confidence/Voice Mean Scale** (6 items)	2.9 (± .47)	3.14 (± .47)	+0.24 points
<b>Caring</b>			
†I do not feel sorry for other people when they are having problems.**	3.18 (±1.01)	3.54 (± .86)	+0.36 points
†When I see someone being treated unfairly, I do not feel sorry for them.**	3.29 (± .99)	3.61 (± .84)	+0.32 points
Caring Mean Scale*** (2 items)	3.24 (± .88)	3.57 (± .73)	+0.33 points
PYD Mean Scale*** (13 items)	3.10 (± .43)	3.32 (± .35)	+0.22 points

†These items were reverse coded  
 Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

*PYD Multivariable Linear Regression Model*

**Multivariable linear regression analyses (Tables 25-29) found that after adjusting for gender and grade, there was a 0.12 significant increase in the PYD scale between baseline and follow-up ( $p < .05$ ).** The Connection, Confidence/Voice, and Caring scales were not significant. However, **the multivariable model (Table 26) found that between baseline and follow-up, the Character scale increased by 0.21 points after controlling for gender and grade ( $p < .01$ ).**

Table 25. PYD Scale, Girl Rising Program Evaluation, Multivariable Linear Regression Model, Teach For India Schools		
	PYD Scale (N= 477)	
	Adjusted Beta	95% CI
<b>Study Period</b>		
Baseline	(Ref)	(Ref)
Follow-up*	0.12	(.01, .22)
<b>Gender</b>		
Girls	(Ref)	(Ref)
Boys	-0.03	(-.16, .10)
<b>Grade</b>		
5 <sup>th</sup> Grade	(Ref)	(Ref)
6 <sup>th</sup> Grade**	0.27	(.10, .43)
7 <sup>th</sup> Grade***	0.43	(.27, .60)
8 <sup>th</sup> Grade***	0.47	(.31, .63)
9 <sup>th</sup> Grade***	0.44	(.25, .62)
10 <sup>th</sup> Grade***	0.51	(.31, .72)

$R^2 = 0.138$  Adjusted  $R^2 = 0.126$

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

Table 26. PYD- Character Scale, Girl Rising Program Evaluation, Multivariable Linear Regression Model, Teach For India Schools		
	<b>Character Scale</b> (N= 477)	
	Adjusted Beta	95% CI
<b>Study Period</b>		
Baseline	(Ref)	(Ref)
Follow-up**	0.21	(.06, .35)
<b>Gender</b>		
Girls	(Ref)	(Ref)
Boys	-0.02	(-.20, .17)
<b>Grade</b>		
5 <sup>th</sup> Grade	(Ref)	(Ref)
6 <sup>th</sup> Grade***	0.48	(.24, .72)
7 <sup>th</sup> Grade***	0.58	(.34, .81)
8 <sup>th</sup> Grade***	0.57	(.35, .80)
9 <sup>th</sup> Grade***	0.60	(.33, .86)
10 <sup>th</sup> Grade***	0.54	(.24, .83)

R<sup>2</sup> = 0.095 Adjusted R<sup>2</sup> = 0.082

Statistical Significance: \*p<.05; \*\*p<.01; \*\*\*p<.001

Table 27. PYD- Connection Scale, Girl Rising Program Evaluation, Multivariable Linear Regression Model, Teach For India Schools		
	<b>Connection Scale</b> (N= 477)	
	Adjusted Beta	95% CI
<b>Study Period</b>		
Baseline	(Ref)	(Ref)
Follow-up	0.07	(-.10, .23)
<b>Gender</b>		
Girls	(Ref)	(Ref)
Boys	0.05	(-.16, .26)
<b>Grade</b>		
5 <sup>th</sup> Grade	(Ref)	(Ref)
6 <sup>th</sup> Grade*	0.33	(.06, .60)
7 <sup>th</sup> Grade***	0.51	(.24, .78)
8 <sup>th</sup> Grade***	0.49	(.23, .75)
9 <sup>th</sup> Grade*	0.31	(.01, .61)
10 <sup>th</sup> Grade**	0.46	(.12, .79)

R<sup>2</sup> = 0.048 Adjusted R<sup>2</sup> = 0.034

Statistical Significance: \*p<.05; \*\*p<.01; \*\*\*p<.001

Table 28. PYD- Confidence/Voice Scale, Girl Rising Program Evaluation, Multivariable Linear Regression Model, Teach For India Schools		
	Confidence/Voice Scale (N= 477)	
	Adjusted Beta	95% CI
<b>Study Period</b>		
Baseline	(Ref)	(Ref)
Follow-up	0.08	(-.04, .20)
<b>Gender</b>		
Girls	(Ref)	(Ref)
Boys	-0.09	(-.25, .07)
<b>Grade</b>		
5 <sup>th</sup> Grade	(Ref)	(Ref)
6 <sup>th</sup> Grade*	0.21	(.01, .41)
7 <sup>th</sup> Grade**	0.28	(.08, .48)
8 <sup>th</sup> Grade***	0.34	(.15, .53)
9 <sup>th</sup> Grade**	0.40	(.17, .62)
10 <sup>th</sup> Grade***	0.48	(.23, .72)

R<sup>2</sup> = 0.068 Adjusted R<sup>2</sup> = 0.054

Statistical Significance: \*p<.05; \*\*p<.01; \*\*\*p<.001

Table 29. PYD- Caring Scale, Girl Rising Program Evaluation, Multivariable Linear Regression Model, Teach For India Schools		
	Caring Scale (N= 477)	
	Adjusted Beta	95% CI
<b>Study Period</b>		
Baseline	(Ref)	(Ref)
Follow-up	0.14	(-.07, .34)
<b>Gender</b>		
Girls	(Ref)	(Ref)
Boys	0.05	(-.21, .32)
<b>Grade</b>		
5 <sup>th</sup> Grade	(Ref)	(Ref)
6 <sup>th</sup> Grade	0.05	(-.29, .39)
7 <sup>th</sup> Grade***	0.61	(.28, .95)
8 <sup>th</sup> Grade***	0.70	(.38, 1.02)
9 <sup>th</sup> Grade*	0.46	(.09, .84)
10 <sup>th</sup> Grade**	0.65	(.23, 1.07)

R<sup>2</sup> = 0.120 Adjusted R<sup>2</sup> = 0.107

Statistical Significance: \*p<.05; \*\*p<.01; \*\*\*p<.001

### *Knowledge*

Knowledge levels were measured through 12 questions that were included in the baseline and follow-up surveys (Tables 30-33). These questions were further categorized into two sub-domains—India knowledge and general knowledge. The overall score ranged from 0 to 12.

***As shown in Table 30, participants had a statistically significant increase in the total knowledge score between baseline and follow-up (6.08 vs. 7.57,  $p < .001$ ). For both the India knowledge and general knowledge, scores significantly increased between baseline and follow-up (2.48 vs. 3.04 and 3.59 vs. 4.53 respectively,  $p < .001$ ).***

### *Analysis by Gender*

For boys (Table 31), the total knowledge score increased significantly between baseline (7.05) and follow-up (7.97,  $p < .05$ ). However, both the India knowledge and general knowledge mean scores increased, but not significant.

Girls' total knowledge mean score (Table 32) showed a statistically significant increase between baseline (5.94) and follow-up (7.46,  $p < .001$ ). Both India knowledge and general knowledge mean scores significantly increased between baseline and follow-up ( $p < .001$ ).

Table 30. Knowledge levels, Girl Rising Program Evaluation, Teach For India School, Overall Sample			
	<b>Baseline % Correct (n) or Mean (sd) (N=319)</b>	<b>Follow-Up % Correct (n) or Mean (sd) (N=158)</b>	<b>% Change from Baseline to Follow-up</b>
<b>India Knowledge Questions</b>			
Child labour is illegal in India.***	72.4% (231)	87.3% (138)	+14.9% points
India tops the list when it comes to the number of children still living and working in child labour and slave conditions.**	53.0% (169)	68.4% (108)	+15.4% points
India is home to 33% of the world's child brides.	70.8% (226)	79.1% (125)	+8.3% points
Legal age to work in India.***	52.0% (166)	69.6% (110)	+17.6% points
India Knowledge Mean Score*** (Range: 0-4)	2.48 (±1.19)	3.04 (±.93)	+0.56 points
<b>General Knowledge Questions</b>			
The majority of trafficked children who are kidnapped and are taken to other places are boys.	63.6% (203)	72.2% (114)	+8.6% points
Poverty is the main cause of child labour.	70.8% (226)	78.5% (124)	+7.7% points
Street children are at a higher risk of being abused, exploited, and neglected.**	79.3% (253)	90.5% (143)	+11.2% points
Where is the country of Haiti?	17.2% (55)	21.5% (34)	+4.3% points
Where is the country of Peru?***	22.9% (73)	34.2% (54)	+11.3% points
Where is the country of Ethiopia?***	20.7% (66)	34.8% (55)	+14.1% points
What is trafficking?***	59.6% (190)	74.7% (118)	+15.1% points
What are signs of a person being trafficked?***	25.1% (80)	46.2% (73)	+21.1% points
General Knowledge Mean Score*** (Range: 0-8)	3.59 (±1.36)	4.53 (±1.46)	+0.94 points
Total Knowledge Mean Score*** (Range: 0-12)	6.08 (±2.11)	7.57 (±1.92)	+1.49 points

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

Table 31. Knowledge levels, Girl Rising Program Evaluation, Teach For India School, Boys			
	<b>Baseline % Correct (n) or Mean (sd) (N=40)</b>	<b>Follow-Up % Correct (n) or Mean (sd) (N=33)</b>	<b>% Change from Baseline to Follow-up</b>
<b>India Knowledge Questions</b>			
Child labour is illegal in India.	80.0% (32)	90.9% (30)	+10.9% points
India tops the list when it comes to the number of children still living and working in child labour and slave conditions.	65.0% (26)	66.7% (22)	+1.7% points
India is home to 33% of the world's child brides.	82.5% (33)	84.8% (28)	+2.3% points
Legal age to work in India.*	72.5% (29)	90.9% (30)	+18.4% points
India Knowledge Mean Score (Range: 0-4)	3.00 (±1.01)	3.33 (±.78)	+0.33 points
<b>General Knowledge Questions</b>			
The majority of trafficked children who are kidnapped and are taken to other places are boys.	57.5% (23)	72.7% (24)	+15.2% points
Poverty is the main cause of child labour.	90.0% (36)	81.8% (27)	-8.2% points
Street children are at a higher risk of being abused, exploited, and neglected.	80.0% (32)	93.9% (31)	+13.9% points
Where is the country of Haiti?	15.0% (6)	18.2% (6)	+3.2% points
Where is the country of Peru?	22.5% (9)	21.2% (7)	-1.3% points
Where is the country of Ethiopia?	30.0% (12)	36.4% (12)	+6.4% points
What is trafficking?	45.9% (346)	52.1% (404)	+6.2% points
What are signs of a person being trafficked?	40.0% (16)	51.5% (17)	+11.5% points
General Knowledge Mean Score (Range: 0-8)	4.05 (±1.26)	4.64 (±1.45)	+0.59 points
Total Knowledge Mean Score* (Range: 0-12)	7.05 (±1.93)	7.97 (±1.70)	+0.92 points

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

Table 32. Knowledge levels, Girl Rising Program Evaluation, Teach For India School, Girls			
	<b>Baseline % Correct (n) or Mean (sd) (N=279)</b>	<b>Follow-Up % Correct (n) or Mean (sd) (N=125)</b>	<b>% Change from Baseline to Follow-up</b>
<b>India Knowledge Questions</b>			
Child labour is illegal in India.**	71.3% (199)	86.3% (108)	+15.0% points
India tops the list when it comes to the number of children still living and working in child labour and slave conditions.**	51.3% (143)	68.8% (86)	-17.5% points
India is home to 33% of the world's child brides.	69.2% (193)	77.6% (97)	+8.4% points
Legal age to work in India.**	49.1% (137)	64.0% (80)	+14.9% points
India Knowledge Mean Score*** (Range: 0-4)	2.41 (±1.20)	3.00 (±.96)	+0.59 points
<b>General Knowledge Questions</b>			
The majority of trafficked children who are kidnapped and are taken to other places are boys.	64.5% (180)	72.0% (90)	+7.5% points
Poverty is the main cause of child labour.	68.1% (190)	77.6% (97)	+9.5% points
Street children are at a higher risk of being abused, exploited, and neglected.*	79.2% (221)	89.6% (112)	+10.4% points
Where is the country of Haiti?	17.6%% (49)	22.4% (28)	+4.8% points
Where is the country of Peru?***	22.9% (64)	37.6% (47)	+14.7% points
Where is the country of Ethiopia?***	19.4% (54)	34.4% (43)	+15.0% points
What is trafficking?*	58.1% (162)	71.2% (89)	+13.1% points
What are signs of a person being trafficked?***	22.9% (64)	44.8% (56)	+21.9% points
General Knowledge Mean Score*** (Range: 0-8)	3.53 (±1.36)	4.50 (±1.47)	+0.97 points
Total Knowledge Mean Score*** (Range: 0-12)	5.94 (±2.10)	7.46 (±1.97)	+1.52 points

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

*Knowledge Multivariable Linear Regression Model*

**Multivariable linear regression analyses (Table 33) found that after adjusting for gender and grade, the total knowledge score increased by 0.91 between baseline and follow-up ( $p < .001$ ).**

Table 33. Knowledge Score, Girl Rising Program Evaluation, Multivariable Linear Regression Model, Teach For India Schools		
	Total Knowledge Score (N= 477)	
	Adjusted Beta	95% CI
<b>Study Period</b>		
Baseline	(Ref)	(Ref)
Follow-up***	0.91	(.42, 1.40)
<b>Gender</b>		
Girls	(Ref)	(Ref)
Boys	0.14	(-.50, .78)
<b>Grade</b>		
5 <sup>th</sup> Grade	(Ref)	(Ref)
6 <sup>th</sup> Grade	0.55	(-.27, 1.37)
7 <sup>th</sup> Grade***	1.53	(.72, 2.34)
8 <sup>th</sup> Grade***	2.36	(1.58, 3.14)
9 <sup>th</sup> Grade***	2.51	(1.61, 3.41)
10 <sup>th</sup> Grade***	2.50	(1.49, 3.50)

$R^2 = 0.247$  Adjusted  $R^2 = 0.235$

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

*Agency/Voice*

A stand-alone question assessed adolescents' agency/voice and responses were stratified by gender (Table 34-36). Participants could select more than one answer choice from parents, other elders, or no one. **A significant increase was observed for participants speaking to other elders about their future aspirations between baseline (27.0%) and follow-up (39.9,  $p < .001$ ). For issues girls face in the community, there was a significant increase in the percentage of participants speaking to their parents ( $p < .05$ ) and other elders ( $p < .001$ ) between baseline and follow-up. The greatest decrease was observed for participants who spoke to no one about issues girls face in the community ( $p < .01$ ).**

Table 34. Agency/Voice, Girl Rising Program Evaluation, Teach For India Schools, Overall Sample			
	<b>Baseline % Yes (n) (N=319)</b>	<b>Follow-Up % Yes (n) (N=158)</b>	<b>% Change from Baseline to Follow-up</b>
<b>We want to know if you have talked to your parents or other elders about your future education</b>			
Parents	82.4% (263)	85.4% (135)	+3.0% points
Other Elders	32.3% (103)	36.7% (58)	+4.4% points
No One	8.2% (26)	9.5% (15)	+1.3% points
<b>We want to know if you have talked to your parents or other elders about your future aspirations</b>			
Parents	78.7% (251)	72.2% (114)	-6.5% points
Other Elders**	27.0% (86)	39.9% (63)	+12.9% points
No One	11.3% (36)	17.7% (28)	+6.4% points
<b>We want to know if you have talked to your parents or other elders about issues that girls face in your community</b>			
Parents*	35.7% (114)	46.8% (74)	+11.1% points
Other Elders***	29.5% (94)	47.5% (75)	+18.0% points
No One**	42.0% (134)	25.9% (41)	-16.1% points

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

### Analysis by Gender

Among boys (Table 35), there was a significant increase in participants speaking to other elders about issues girl’s face in the community between baseline (27.5%) and follow-up (60.6%,  $p < .001$ ) and a significant decrease in participants speaking to no one ( $p < .05$ ).

Among girls (Table 36), there was a significant increase in participants who spoke to other elders ( $p < .01$ ) and no one ( $p < .05$ ) about their future aspirations. For girls’ issues in the community, an increase between baseline and follow-up was observed for participants speaking to parents, other elders, and no one ( $p < .01$ ).

Table 35. Agency/Voice, Girl Rising Program Evaluation, Teach For India School, Boys			
	<b>Baseline % Yes (n) (N=40)</b>	<b>Follow-Up % Yes (n) (N=33)</b>	<b>% Change from Baseline to Follow-up</b>
<b>We want to know if you have talked to your parents or other elders about your future education</b>			
Parents	90.0% (36)	84.8% (28)	-5.2% points
Other Elders	35.0% (14)	36.4% (12)	+1.4% points
No One	5.0% (2)	12.1% (4)	+7.1% points
<b>We want to know if you have talked to your parents or other elders about your future aspirations</b>			
Parents	85.0% (34)	81.8% (27)	-3.2% points
Other Elders	27.5% (11)	33.3% (11)	+5.8% points
No One	10.0% (4)	12.1% (4)	+2.1% points
<b>We want to know if you have talked to your parents or other elders about issues that girls face in your community</b>			
Parents	35.0% (14)	33.3% (11)	-1.7% points
Other Elders**	27.5% (11)	60.6% (20)	+33.1% points
No One*	47.5% (19)	21.2% (7)	-26.3% points

Table 36. Agency/Voice, Girl Rising Program Evaluation, Teach For India School, Girls			
	<b>Baseline % Yes (n) (N=279)</b>	<b>Follow-Up % Yes (n) (N=125)</b>	<b>% Change from Baseline to Follow-up</b>
<b>We want to know if you have talked to your parents or other elders about your future education</b>			
Parents	81.4% (227)	85.6% (107)	+4.2% points
Other Elders	31.9% (89)	36.8% (46)	+4.9% points
No One	8.6% (24)	8.8% (11)	+0.2% points
<b>We want to know if you have talked to your parents or other elders about your future aspirations</b>			
Parents	77.8% (217)	69.6% (87)	-8.2% points
Other Elders**	26.9% (75)	41.6% (52)	+14.7% points
No One*	11.5% (32)	19.2% (24)	+7.7% points
<b>We want to know if you have talked to your parents or other elders about issues that girls face in your community</b>			
Parents**	35.8% (100)	50.4% (63)	+14.6% points
Other Elders**	29.7% (83)	44.0% (55)	+14.3% points
No One**	41.2% (115)	27.2% (34)	-14.0% points

*Perceptions of Girls and Girls' Education*

Table 37 presents results for participants' top responses at baseline and follow-up. The top response for why girls do not go to school was, 'They have to stay home and do housework.' Further, participants' second most selected response at baseline was, 'They get married and have to take care of children,' and at follow-up it was, 'Menstruation prevents them from going to school'. However, there was no statistical significance between baseline and follow-up.<sup>28</sup>

	<b>Baseline % Yes (n) (N=319)</b>	<b>Follow-Up % Yes (n) (N=158)</b>	<b>% Change from Baseline to Follow-up</b>
<b>Please think about girls all over the world, pick the number one reason why you think girls do not go to school? (%Yes)</b>			
They have to stay home and do housework.	35.4% (113)	38.0% (60)	+2.6% points
They get married and have to take care of children.	24.5% (78)	22.2% (35)	-2.3% points
Menstruation prevents them from going to school.	23.2% (74)	25.9% (41)	+2.7% points
It is not safe for girls to go to school.	11.0% (35)	10.1% (16)	-0.9% points
They don't want to go to school.	6.0% (19)	3.8% (6)	-2.2% points

Table 38 presents results for participants' reasons for what stops girls from voicing their opinion. The most selected response was, 'Scared to talk' (53.9%) and, 'Non-acceptance and fear of rejection' (47%) at baseline. At follow-up, the top response changed to, 'Non-acceptance and fear of rejection' (54.4%) and 'Scared to talk' (44.9%). However, there was no statistical significance between baseline and follow-up.<sup>29</sup>

	<b>Baseline % Yes (n) (N=319)</b>	<b>Follow-Up % Yes (n) (N=158)</b>	<b>% Change from Baseline to Follow-up</b>
<b>What stops girls from voicing their opinion as an equal member of community or society?</b>			
Scared to Talk	53.9% (172)	44.9% (71)	-9.0% points
Non-Acceptance and fear of rejection	47.0% (150)	54.4% (86)	+7.4% points
Do not like to talk	2.8% (9)	0.6% (1)	-2.2% points

<sup>28</sup> Analysis by gender did not yield significant differences and are not presented.

<sup>29</sup> Analysis by gender did not yield significant differences and are not presented.

### *Perceptions of the GR Program*

Adolescents' perceptions about the GR program were assessed through a series of questions about their favorite story from the film, who they communicated with, and what they thought about the program (Tables 39-42).

Overall, the most favorite story was Ruksana from India (39.2%), in which significantly more boys (54.5%) selected Ruksana's story than girls (35.2%,  $p < .05$ ). The least favorite GR story was Senna from Peru.

Table 39. Girl Rising Favorite Story, Overall and by Gender, Girl Rising Program Evaluation, Teach For India Schools at Follow-up			
	<b>Overall % Yes (n) (N=158)</b>	<b>Boys % Yes (n) (N=33)</b>	<b>Girls % Yes (n) (N=125)</b>
Ruksana, India*	39.2% (62)	54.5% (18)	35.2% (44)
Amina, Afghanistan	23.4% (37)	15.2% (5)	25.6% (32)
Wadley, Haiti	15.8% (25)	9.1% (3)	17.6% (22)
Azmera, Ethiopia	11.4% (18)	3.0% (1)	13.6% (17)
Suma, Nepal	5.7% (9)	9.1% (3)	4.8% (6)
Senna, Peru	4.4% (7)	9.1% (3)	3.2% (4)

*Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$*

As shown in Table 40, more than 95% of participants felt the GR program helped them feel more confident, think about their future goals, ways they could talk about girls' issues with their family, it was easy to take the survey on tablets, they enjoyed taking the survey, and they would want more GR stories. Approximately 90% or more of participants felt the GR program made them want to act and think about how to communicate issues that girl's face in the community. About 91% of participants agreed that the GR program helped them learn something new and made them think about girls differently. Girls (91.2%) were significantly higher than boys (75.8%,  $p < .05$ ) to report, 'I looked forward to the days we did the Girl Rising Program'.

	<b>Overall % Agree (n) (N=158)</b>	<b>Boys % Agree (n) (N=33)</b>	<b>Girls % Agree (n) (N=125)</b>
I feel more confident that I can say what I feel after the Girl Rising Program.	96.8% (153)	97.0% (32)	96.8% (121)
It was easy to take the survey on the tablet.	96.8% (153)	100.0% (33)	96.0% (120)
The Girl Rising Program helped me think about my own future goals.	96.2% (152)	90.9% (30)	97.6% (122)
The program helped me think about ways I can talk about issues girls face with my family.	96.2% (152)	100.0% (33)	95.2% (119)
I enjoyed taking the survey.	96.2% (152)	100.0% (33)	95.2% (119)
Would you want to do another Girl Rising Program with new stories?	96.2% (152)	97.0% (32)	96.0% (120)
The program made me want to do something about issues girls are facing in my community.	94.9% (150)	93.9% (31)	95.2% (119)
The program helped me think about ways I can talk about issues girls face with other adults in my community.	94.3% (149)	97.0% (32)	93.6% (117)
After participating in the program, I want to do something to help girls who do not have the same opportunity as me.	94.3% (149)	93.9% (31)	94.4% (118)
I learned something new from the Girl Rising Program.	91.1% (144)	84.8% (28)	92.8% (116)
The Girl Rising Program made me think differently about girls.	91.1% (144)	97.0% (32)	89.6% (112)
I looked forward to the days we did the Girl Rising Program.*	88.0% (139)	75.8% (25)	91.2% (114)
One or more of my friends has talked to me about something they learned in the program.	75.9% (120)	63.6% (21)	79.2% (99)
The Girl Rising Program should not be taught to other students my age.	6.3% (10)	6.1% (2)	6.4% (8)
I did not enjoy the Girl Rising Program.	5.7% (9)	6.1% (2)	5.6% (7)
The Girl Rising Program was boring.	2.5% (4)	3.0% (1)	2.4% (3)

Statistical Significance: \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$

During the qualitative interviews at follow-up, students were asked to share their experiences with the program and how it has influenced them. Below are excerpts from the boys and girls further highlighting their experiences and learning from the GR program.

*“Yes, as the earlier family and the people of the society used to say that boys are better, if they do anything we should listen to them, that time my mind set had become such that boys are right and girls do not understand anything, no matter. But when I started with Girl Rising, all things came out in front of me, such as child abuse, and they have borne children in very low age, they themselves know so little, they put a life in it, if She even gets her baby, then if she is a girl, then they wanted a boy, then she keeps that girl in a burqa and does not even make her educate.”*

- Teach For India School, 8<sup>th</sup> grade girl

*“Yes, I had first thought that if we do not have support, then I can not do anything, but I had seen there was no support of any two stories, neither did the brother nor the parents. but they were still standing. So it seemed good to me that if I have not got any support, then I will try to get a stand, and I will face if there is a problem.”*

- Teach For India School, 10<sup>th</sup> grade girl

*“Firstly I will explain to the children of my age, because we are children and the power of children is highest, then we can go to different schools and tell the children and also talk to the teacher, we can do campaign like that, can all have children together, talk with teachers if he even show up.”*

- Teach For India School, 10<sup>th</sup> grade boy

*“Yes, like I would say to all the girls that read well and bring good marks, only then everyone will believe that girls also read well and bring marks, going forward can become something. That's why they should fulfill their dreams, and do not be afraid, to say state whatever is matter, will see later.”*

- Teach For India School, 8<sup>th</sup> grade girl

*“Yes, like for example if this talk happens in the work class, of girl Rising, so this will bring a change in our school, all the sections know about it, and from the school our family will know, and through our families it will spread in our society”*

- Teach For India School, 10<sup>th</sup> grade girl

*“Apart from girl Rising, Malala, she was a girl and she fight for girls education, many people were against her, but she continued her works, and now she is well known, other are like Kalpana Chawla, the famous woman astronaut, Santosh Yadav, she climbed Mount Everest twice same here, so she brought up the change environment cleaner also”.*

- Teach For India School, 10<sup>th</sup> grade girl

*“The best story I got in it was Ajmera, because she had a brother in it, he teaches her sister so well, and they do not have their father, he leaves his studies to teach her sister, When it comes to marrying Ajmera in 13 years, then he goes against them completely.”*

- Teach For India School, 10<sup>th</sup> grade girl

*“Amina did not give up even after marriage, she continued her studies, and the story of Wadley was because she did not have any money but she remained insistent, she went to*

*the place listening to the teacher everyday, keep saying this that I will read here, and the teacher has given permission to her in the last for reading.”*

- Teach For India School, 8<sup>th</sup> grade girl

In Table 41, participants communicated most frequently about the GR program with their friends in the program, mothers, friends not in the program, and fathers. Both boys and girls spoke to their mothers more than their fathers. Girls spoke to their friends that were not in the program more than boys. Girls spoke to their sisters more than their brothers, while boys spoke to their brothers more than their sisters about the GR program.

Students talked about the GR Program with...	Overall % Yes (n) (N=158)	Boys % Yes (n) (N=33)	Girls % Yes (n) (N=125)
Friends that were in the program	63.9% (101)	63.6% (21)	64.0% (80)
Mother	62.7% (99)	60.6% (20)	63.2% (79)
Friends that were not in the program	47.5% (75)	30.3% (10)	52.0% (65)
Father	41.8% (66)	45.5% (15)	40.8% (51)
Sisters	37.3% (59)	21.2% (7)	41.6% (52)
Teachers at my school	31.6% (50)	27.3% (9)	32.8% (41)
Other family members	30.4% (48)	30.3% (10)	30.4% (38)
Brothers	29.7% (47)	27.3% (9)	30.4% (38)
Other adults in the community	20.3% (32)	15.2% (5)	21.6% (27)
Administrators at my school	7.0% (11)	12.1% (4)	5.6% (7)
I did not speak to anyone	5.7% (9)	9.1% (3)	4.8% (6)

In Table 42, about 90% of all participants agreed that teachers listened to them during the GR program. The majority of participants believed that they had a comfortable, caring, and respectful learning environment. Girls reported more favorable perceptions of teachers and the classroom environment, however, there weren't statistically significant differences between boys and girls.

	Overall % Agree (n) (N=158)	Boys % Agree (n) (N=33)	Girls % Agree (n) (N=125)
My teacher listened to me.	94.9% (150)	100.0% (33)	93.6% (117)
My teachers cared about what I had to say.	94.9% (150)	93.9% (31)	95.2% (119)
My classmates listened to me.	88.0% (139)	90.9% (30)	87.2% (109)
My classmates cared about what I had to say.	88.6% (140)	81.8% (27)	90.4% (113)
If I had a question about something, I felt comfortable asking it.	93.0% (147)	90.9% (30)	93.6% (117)
My classmates respected my opinion during the program sessions.	92.4% (146)	84.8% (28)	94.4% (118)

At follow-up, TFI fellows participated in individual interviews, providing valuable insight about the GR program. The following excerpts are from the fellows who facilitated the GR program.

### **Teacher Perceptions of Impact**

*“So when I showed these stories, the children are connected very quickly. One girl, the girl of her age, all the problems, too much, it was very easy to relate them”*

- Teach For India Fellow

*“I think the video of Girl Rising is very powerful. Children got inspiration from them. They got confidence. And We feel the impact of anything when children talk about it even after 2-3 days of watching it. Or it was according to different communities, some children were actually go to watch that. The children of my class used to go and talk about it. And when I was doing my own project, I was with elder kids. But the children of my class were influenced so much that they had done their own to show themselves after the Girl Rising session. It was like make them feel that they also have to do. and we will do. So it does make a difference, kids also talk. So I think the story is really good”*

- Teach For India Fellow

### **Girls' Confidence**

*“These factors are as relevant to her public performance as she is now performing her role as a roll Play when we did it, she did not just perform. She was very visible which was very new for me.”*

- Teach For India Fellow

### **Teacher Feedback of the GR program**

*“It is difficult to tell because I am so impressed by myself this curriculum and I could tell if I would have chosen it differently, because I was very much impressed that's why I chose to suck it. I do not think that I have a feedback for it.”*

- Teach For India Fellow

*“For me it was to integrate because it demands too much energy and too much time, so I think that maybe the pattern that every 3 months before you have to give 10 days to plan for your 3 months 10 The days become very hectic but when it is done I am very much energized, planning is done.”*

- Teach For India Fellow

*“I will make it short, because mostly our instructional arts less, then there is a limited place, and even more children feel bored if this is lengthy. I would make it a small program so that we can reach more and more children. Instead, tell very few kids a lot.”*

- Teach For India Fellow

*“Collecting the children together at a time in the community. This community is very big, like a village Maybe I had made the area even bigger. Because I chose the same according to the fellow and not the area. And if you have to do it in community then you need more than one story book. I shared the PDF to the fellows but you need more books with the community and the children. Especially for the community.”*

- Teach For India Fellow

*“I would speak from the perspective of teaching 8th and 9th students. When I said rigour could be more I feel they could be pushed to think more and relate it to their own life.”*

- Teach For India Fellow

*“I think it was time. I really wanted to do the modules properly.”*

- Teach For India Fellow

### **GR Program Inspired Change within Teachers**

*“I thought maybe this module is giving me a direction a way, it is giving me the power that how, we can move a social topics to that deep, including integrated all the perspective about that topic, if I was not aware of the country of Senna, I wont be able to tell the story. I wanted them to think about the stories but around that also.”*

- Teach For India Fellow

*“I myself too are very positive, and I become determined even more, I should continue to try and continue to insist on a little bit. I have been living in my life who do not insist. I would personally relate to it that it is better to insist on something, if you think that you are right.”*

- Teach For India Fellow

## **Teach For India Schools Qualitative Results**

### *Description of the Study Sample*

The total study sample consisted of 12 interviews at baseline and 7 at follow-up (Table 43).<sup>30</sup> There were more girls than boys at baseline and follow-up. All participants were currently attending school in Delhi. Within the sample group, students were mostly from

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<sup>30</sup> The baseline and follow-up samples differ due to participants absent at follow-up and fewer schools being sampled at follow-up.

9<sup>th</sup> grade (16.7%) and 7<sup>th</sup> grade (12.5%). At follow-up, the students were either from 8<sup>th</sup> grade (42.9%) or 10<sup>th</sup> grade (57.1%). The same participant was not interviewed at follow-up. Almost all of the schools sampled were all-girls schools, hence, the low number of boys. There was a 41.67% decrease in the number of participants at follow-up.

	<b>Baseline % (n) (N=12)</b>	<b>Follow-up % (n) (N=7)</b>
<b>Gender</b>		
Boys	8.3% (2)	28.6% (2)
Girls	41.7% (10)	71.4% (5)
<b>Grade</b>		
5 <sup>th</sup> Grade	4.2% (1)	0% (0)
6 <sup>th</sup> Grade	8.3% (2)	0% (0)
7 <sup>th</sup> Grade	12.5% (3)	0% (0)
8 <sup>th</sup> Grade	8.3% (2)	42.9% (3)
9 <sup>th</sup> Grade	16.7% (4)	0% (0)
10 <sup>th</sup> Grade	0% (0)	57.1% (4)

Code	Overall		Boys		Girls	
	Baseline % (n) (N=12)	Follow-up % (n) (N=7)	Baseline % (n) (N=2)	Follow-up % (n) (N=2)	Baseline % (n) (N=10)	Follow-up % (n) (N=5)
PCH	4.1% (10)	0.0% (0)	8.6% (3)	0.0% (0)	3.3% (7)	0.0% (0)
NCH	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
PCP	0.4% (1)	1.1% (1)	0.0% (0)	0.0% (0)	0.5% (1)	1.4% (1)
NCP	0.0% (0)	3.4% (3)	0.0% (0)	0.0% (0)	0.0% (0)	4.2% (3)
PCN	19.9% (49)	6.8% (6)	11.4% (4)	5.9% (1)	21.3% (45)	7.0% (5)
NCN	4.9% (12)	0% (0)	5.7% (2)	0.0% (0)	4.7% (10)	0.0% (0)
PCV	3.3% (8)	1.1% (1)	11.4% (4)	0.0% (0)	1.9% (4)	1.4% (1)
NCV	1.2% (3)	1.1% (1)	0.0% (0)	0.0% (0)	1.4% (3)	1.4% (1)
PCR	0.0% (0)	1.1% (1)	0.0% (0)	0.0% (0)	0.0% (0)	1.4% (1)
NCR	0.0% (0)	6.8% (6)	0.0% (0)	0.0% (0)	0.0% (0)	8.5% (6)
G-BGR	8.9% (22)	19.3% (17)	14.3% (5)	29.4% (5)	8.1% (17)	16.9% (12)
G-GGR	17.9% (44)	17.0% (15)	11.4% (4)	35.3% (6)	19.0% (40)	12.7% (9)
G-BP	11.4% (28)	8.0% (7)	11.4% (4)	0.0% (0)	11.4% (24)	9.9% (7)
G-GP	0.8% (2)	0% (0)	5.7% (2)	0.0% (0)	0.0% (0)	0.0% (0)
G-BR	0.4% (1)	5.7% (5)	2.9% (1)	11.8% (2)	0.0% (0)	4.2% (3)
G-GR	19.1% (47)	17.0% (15)	14.3% (5)	11.8% (2)	19.9% (42)	18.3% (13)
G-A	1.2% (3)	2.3% (2)	0.0% (0)	0.0% (0)	1.4% (3)	2.8% (2)
G-V	6.5% (16)	6.8% (6)	2.9% (1)	5.9% (1)	7.1% (15)	7.0% (5)
E-LOC	0.0% (0)	1.1% (1)	0.0% (0)	0.0% (0)	0.0% (0)	1.4% (1)
I-LOC	0.0% (0)	1.1% (1)	0.0% (0)	0.0% (0)	0.0% (0)	1.4% (1)

## *PYD*

Table 44 shows the frequencies of each construct coded in the 19 qualitative interviews separated by gender of the participant at baseline and follow-up. Overall, the greatest number of codes was for ‘positive connection’ (19.9%) at baseline and ‘Gender Equality-Boy Gender Roles’ (19.3%) at follow-up.

### *Character*

Positive character, defined as an individual's demonstration of various traits including integrity and morality, desiring to help others, and respecting societal and cultural rules and differences, accounted for 4.1% of the total codes that were recorded at baseline and 0% at follow-up. Boys had a higher proportion of character codes compared to girls. A boy at baseline talked about protecting his sister from an early marriage. He stated, *“I pray to god that even I get a good paying job, I'll help my sisters graduate and will not get them married until she becomes financially independent. I have told mom the same.”*

### *Connection*

Positive connection, defined as positive bonds with people and institutions that are reflected in bidirectional exchanges, accounted for 19.9% of the total codes at baseline and 6.8% at follow-up, and girls had a higher proportion of positive connection codes compared to boys. One girl at baseline had a strong relationship with her father, *“Because I am very much comfortable with my papa, and he always motivate me, he told me that whatever you want to study, I will be your support. He is my inspiration, he will help me in any situation.”*

Negative connection, defined as the opposite of positive connection, accounted for 4.9% of the total codes at baseline and 0% at follow-up. Instances of negative connection codes included participants expressing that they did not feel comfortable sharing personal information or stories of difficulty with certain family members. One girl at baseline mentioned her lack of trust for her male relatives by saying, *“There are a lot of people outside, my grandfather, uncle, I don't trust them at all because who knows there are such people inside my home also who can do such bad things.”*

### *Confidence/Voice*

Positive confidence/voice, defined as an internal sense of self-worth and self-efficacy, accounted for 3.3% of the total codes at baseline and 1.1% at follow-up. Many instances of positive confidence/voice for both boys and girls were focused on ideas that the participants had of what they would be able to do in the future as adults.

### *Gender Attitudes*

#### *Gender Roles*

Gender roles, defined as expectations of what an individual is supposed to or required to do based on familial, cultural, and/or social norms, accounted for 26.8% of the total codes at baseline and 36.3% at follow-up. One girl at baseline said, *“The life of a girl is to get married, to go [to the husband’s] home, then to work in the house; this is her life. Clean and serve the house, take care of her mother-in-law. Do all the work, take care of the children and complete all the domestic work. Such is her life.”* Another girl at baseline responded, *“Being a girl in India means that you have to do everything for your family and fulfill their expectations. [For example,] if they say you have to get married, then you have to marry in tenth class.”* There were clear expectations for being a respectable girl, where *“a girl is considered to be good if she wears a salwar suit, stays at home, braids her hair, and does household chores. If a girl wears shorts, then people say that she is not a good girl, does not stay at home, and her parents have not taught her anything.”*

#### *Gender Privileges/Restrictions*

Girl and boy privileges/restrictions, defined as advantages that boys have over girls or vice versa, accounted for 31.7% of the total codes at baseline and 30.7% at follow-up. Another theme that came up several times from different participants was female infanticide. A girl at follow-up mentioned the safety concerns for girls vs. boys, *“Because it says that if girls go out, their safety may be a problem, if girls go out, something will go wrong with them, so they don’t send out girls, they think for boys that they are physically strong, so they are sent out.”* An example of girl restrictions was stated by a boy at follow-up, *“they [girls] are not allowed to grow, and if they are born in some places, then they are not allowed to read and write.”*

#### *Gender Attributes*

Gender Attributes, defined as a direct comparison between boys and girls in which boys are considered to be more superior to girls, accounted for 1.2% of the total codes at baseline and 2.3% at follow-up. Girls reported a higher proportion of these views compared to boys.

#### *Gender Violence*

Gender Violence, defined as experiences of or beliefs regarding physical and/or sexual abuse of girls and women, accounted for 6.5% of the total codes at baseline and 6.8% at follow-up. Girls had a higher proportion of violence codes compared to boys, perhaps because many girls felt they experienced violence more frequently than boys. One girl stated, *“When girls commit any mistake, they are beaten, but boys are not beaten for any mistakes they make.”* Another participant shared the aggressive tendencies many boys have, *“Some boys are such that after they get married, they beat their wife so badly as if*

*they are nothing to them.”* Another theme that emerged a few times from different participants was female infanticide. One person said that, *“Somewhere in India, there are some villages where girls are thought of as nothing...they are killed before they are even born.”*

## Key Findings for Teach For India Schools

- Overall, both boys and girls had more positive gender attitudes at follow-up with a significant increase between baseline and follow-up of participants who disagreed with the Geeta’s parent’s decision to marry off their 15-year-old daughter (85.6% vs. 94.3%,  $p < .001$ ). A similar increase was observed for the participants who agreed that Geeta should tell her parents that she does not want to get married (76.8% vs. 89.9%,  $p < .001$ ). There was a significant decrease between baseline and follow-up for the percentage of adolescents who agreed that ‘Geeta should respect the decision her parents made’ (26.3% vs. 15.2%,  $p < .001$ ). Over half of the participants at baseline selected, ‘even though I know that my parents will not listen to me, I would tell them to file a police complaint’ (53.3%). At follow-up, this response significantly increased to almost three-fourths of the participants (73.4%,  $p < .001$ ). The answer choice with the largest significant decrease between baseline and follow-up was found for ‘I would not do anything, I do not see it as a problem and this happens in every household’ (14.1% vs. 3.2%,  $p < .001$ ). The most popular answer choice at baseline and follow-up, amongst the boys was to file a police complaint even though their parents would not listen (50.0% vs. 75.8%), and this increased significantly ( $p < .05$ ). For girls, the largest significant difference was observed for, ‘Even though it would upset my family members, I would still speak to them and try to convince them to let her leave her marriage’ with an increase of 22.1% points between baseline and follow-up (41.9% vs. 64%,  $p < .05$ ).
- Boys and girls had higher (e.g., more favorable/equitable) gender attitude mean scores at follow-up, and this change was statistically significant ( $p < .001$ ). At baseline the overall gender attitude mean was 14.01 and increased to 15.73 at follow-up ( $p < .001$ ). Further, the gender roles/privileges/restrictions mean score (8.87 vs. 10.01,  $p < .001$ ), gender attributes mean score (2.54 vs. 2.70,  $p < .05$ ) showed statistically significant increases, indicating more favorable/equitable gender attitudes at follow-up. Multivariable regression analysis found that gender attitude scores significantly increased by 0.71 points between baseline and follow-up after adjusting for gender and grade ( $p < .05$ ); and gender attitude scores with respect to roles/privileges/restrictions significantly increased by 0.47 points between baseline and follow-up after adjusting for gender and grade ( $p < .05$ ).

- 76.2% of adolescents reported that Radha and Mohan did not make the right decision by only sending their son to college, and that increased significantly to 93.0% at follow-up ( $p < .001$ ). At baseline, the top two reasons selected were ‘Rahul can get a better job and support the family’ (47.3%), and that ‘There is lots of house work to be done, so Rachna should stay home’ (24.1%). Whereas at follow-up, although the top response again was ‘Rahul can get a better job and support the family’ the percentage was lower 41.1%. Further, at follow-up participants’ second most selected response was ‘Rahul is a boy’ (42.4%) – a significant increase from baseline ( $p < .01$ ). ‘Rahul will perform better in college,’ showed a significant decrease between baseline and follow-up (16.0% vs. 6.3%,  $p < .01$ ).
- Boys and girls had a statistically significant increase in the LOC mean score between baseline (7.08) and follow-up (8.14,  $p < .001$ ), indicating greater internal LOC at follow-up. Multivariable linear regression analyses found that after controlling for gender, and grade, LOC scores significantly increased by 0.82 points between baseline and follow-up ( $p < .01$ ).
- Boys and girls showed a statistically significant increase in the total knowledge score between baseline and follow-up (6.08 vs. 7.57,  $p < .001$ ). Multivariable linear regression analyses found that after adjusting for gender and grade, the total knowledge score increased by 0.91 between baseline and follow-up ( $p < .001$ ).
- A significant increase was observed for participants speaking to other elders about their future aspirations between baseline (27.0%) and follow-up (39.9,  $p < .001$ ). For issues girls face in the community, there was a significant increase in the percentage of participants speaking to their parents ( $p < .05$ ) and other elders ( $p < .001$ ) between baseline and follow-up.

## Limitations

This comprehensive report describes the first pilot evaluation of the GR program in India, and the results are very promising. However, it is important to keep in mind several limitations (mostly driven by limited resources) to the evaluation study.

- A one-group pre-post evaluation design is one of the weaker quasi-experimental designs and therefore there are several threats to the validity of the results. For example, maturation is an important factor when assessing changes in knowledge and attitudes, particularly among adolescents. Although several outcomes

changed between baseline and follow-up, without a control/comparison group, it is unknown how much of these changes were part of “natural adolescent development” versus the GR program.

- The follow-up survey was conducted *immediately* at the end of the program and therefore, it is unknown whether changes in outcomes would continue over a longer period of time.
- The process and implementation data from the community partners was limited and therefore, an “exposure” analysis was not feasible. According to the fidelity forms, close to 100% of schools implemented all the modules and activities with fidelity and therefore, the assumption is that all students in the evaluation received the program. However, that may not be accurate.
- In Punjab, Hindi is not taught until 4<sup>th</sup> grade and therefore, taking the surveys in Hindi was challenging for many younger students, and therefore, it is unclear whether the data from Punjab is reliable.
- Follow-up survey data collection was conducted at the beginning of the following school year and therefore, some students who received the program were “lost to follow-up.” This is likely the case for the older students and therefore, it is unclear whether the findings may have been different if those students had been included. This limitation is reflected by the cross-sectional samples at baseline and follow-up differing significantly.

We refer to this project as a ‘pilot evaluation’ as this was the first time the GR program was launched in India. Therefore, the positive results of this evaluation should guide further implementation of the GR program, including a more rigorous and robust full-scale evaluation (e.g., a cluster randomized design or strong experimental design) to measure impact and cost-effectiveness, and to scale the GR program across India.