

THE GIRL POWER PROJECT®



Girl participants of the Girl Power Project® pose for a picture with some of their adult mentors, Girl Power Advocates.

End line evaluation of the Girl Power Project®

August 2018

Annette McFarland

Contents

Acknowledgement	ii
Executive Summary.....	iii
Girl Power girls are equipped to avoid child marriage.	iii
Girl Power girls can avoid early pregnancy.....	iii
Girl Power girls know that violence is not right.....	iii
Girl Power girls can protect themselves from disease.	iii
Adult women volunteers also gain from the Girl Power Project®.....	iii
Introduction	1
Objectives	1
Methodology.....	1
Rationale for the Girl Power Project®.....	2
The Girl Power Project® helps girls build assets	3
Year 1: GPP girls gain assets.....	4
GPP girls feel better about themselves	5
GPP girls know about their bodies.....	6
GPP girls know the risks, and are better equipped to avoid early marriage	8
GPP girls are better equipped to avoid sexual assault	9
GPP girls know violence is wrong.....	10
A note on attendance	11
GPP girls are better equipped to avoid disease.....	11
GPP girls can avoid negative peer pressure.....	12
GPP girls have good communication skills.....	13
Year 2: GPP girls maintain assets	14
GPP girls know their HIV status.....	16
GPP girls know how to protect themselves from violence	17
GPP girls have savings and are financially literate.....	17
GPP girls know how to vote	18
GPP girls know they can say ‘No’	19
GPP girls know their surroundings.....	19
GPP girls know their rights.....	20
GPP girls have income-generating skills	21
The Girl Power Project® empowers girls	21
GPP girls have increased Power To	22
GPP girls have increased Power with	23

GPP girls have increased Power within	23
Six dimensions of empowerment	23
Adults also benefit from the Girl Power Project®.....	25
Adults learn about menstruation.....	25
Adults’ attitudes about gender-based violence improve	26
Adults’ attitudes concerning traditional gender roles improve	28
Adults’ opinions on sexual intercourse without consent vary based on gender	30
Recommendations and Learning	32
Conclusion.....	32
References	1
Annexes.....	1
Annex A – Girl’s Survey	2
Bio Data Questions.....	2
Curriculum Content Questions	3
Supplemental Questions (asked at midline and end line)	8
Annex B – GPA’s Survey.....	11
Annex C – Core survey questions and corresponding assets.....	16
Annex D – Supplemental survey questions and corresponding assets	18
Annex E – Indices of the three positive expressions of power	19
Power To	19
Power With	21
Power Within	22
Annex F – Indices of the six dimensions of empowerment	23
Annex G – Regression Analysis	24
Core (workshop) assets.....	24
Supplemental (club) assets	27
Total assets	29
Three expressions of Power.....	32
Dimensions of Empowerment	36

Acknowledgement

Thank you to Victor Chikwapulo for statistical analysis support.

Executive Summary

Girls are empowered by the Girl Power Project® to:

- Know their rights
- Understand puberty
- Feel good about themselves
- Build skills
- Develop friendships
- Co-create a safety net of teachers, adult mentors, and peers

Girl Power girls are equipped to avoid child marriage.

3 out of 4 Girl Power girls can give at least two risks that girls face when they marry early, up 126% from 1 in 3 girls at baseline.

Girl Power girls can avoid early pregnancy.

9 out of 10 Girl Power girls know how a woman becomes pregnant, up 243% from the 6 out of 10 girls before the project.

Girl Power girls know that violence is not right.

97.1% of Girl Power girls know at least one way to protect themselves from sexual assault.

3 out of 4 Girl Power girls disagree that gender-based violence is ever justified,¹ up 239% from 1 out of 4 girls before the project.

Girl Power girls can protect themselves from disease.

94.1% of Girl Power girls know at least one way to prevent the spread of HIV/AIDS.

1 in 2 Girl Power girls know two or more ways to prevent HIV/AIDS, up 177% from 1 in 5 girls before the project.

The Girl Power Project® saw a 210% increase in the number of girls who have ever been tested for HIV, from 1 in 4 girls before the project to 3 in 4 Girl Power girls afterwards. Typically, only 15% of adolescent girls in sub-Saharan Africa have been tested for HIV in the previous 12 months and received the result of their test.ⁱ

Adult women volunteers also gain from the Girl Power Project®

Before the project, 1 in 3 women agreed that a man was justified in hitting his wife in at least one scenario. The Girl Power Project® halved that figure to 14.9%.

20% more women agree that men should also participate in doing housework after participating in the Girl Power Project® (86.2% afterwards compared to 72.4% beforehand).

20% more women agree that having a male or female head teacher makes no difference after participating in the Girl Power Project® (67.8% afterwards compared to 56.3% beforehand).

¹ Did not agree that a man was justified in hitting or beating his wife in any of four given scenarios.

Introduction

The Girl Power Project® (GPP) is a 60-hour life skills curriculum delivered through workshops, camp, and club sessions to girls aged 12-15 in rural primary schools in Uganda over the course of two years.² As of 2018, the GPP has reached over 4,000 girls at 71 primary schools in Luwero, Nakaseke, and Nakasongola districts.

The GPP was designed to disrupt harmful cultural norms, which primarily affect adolescent girls. Just Like My Child Foundation (JLMC) co-developed the GPP with teachers, administrators, and parents with the goal of empowering adolescent girls to stay in school and avoid child marriage, early pregnancy, violence, and disease. The GPP uses song, dance, video, and peer mentor development to address a range of important topics, including but not limited to: puberty, menstruation, HIV/AIDS, gender-based violence (GBV), children's rights, peer pressure, self-esteem and goal setting.

Objectives

There are two main objectives of this outcome evaluation:

1. Evaluate the impact of the GPP by collecting qualitative and quantitative information about the GPP's implementation, progress, and challenges, with emphasis on whether girls' and GPAs' knowledge, attitudes, and behaviors are changing as a result of participation in the GPP, relative to themselves pre-intervention and non-participants, and whether participants have enhanced personal empowerment resulting from the GPP.
2. Inform JLMC and key stakeholders on recommended strategies to improve future implementation of the GPP, including project structure, content design and delivery.

Methodology

This study adopted a quasi-experimental phase-in design to evaluate the project's causal impact on outcomes. In this census-based longitudinal cohort study, a questionnaire was administered to two sets of girl participants (a treatment and a control group) at three points in time. The girl's survey was designed to measure girls' personal empowerment via their demonstration of knowledge and attitudes based on GPP curriculum categories (life skills, healthy relationships, healthy bodies and minds, and leadership).

The girl's questionnaire consists of 32 questions covering girls' demographics and GPP curriculum. At midline, an additional 13 questions about club curriculum (covered in the second year of the GPP) were supplemented. Changes were made to the girls' survey between midline and end line per requests from district officials. See Annex A for the girl's survey with changes highlighted.

Prior to project implementation, baseline data were collected from 689 girls (442 treatment and 247 control) in March-April 2016. Midline data were collected from 752 girls (487 treatment and 265 control) in October 2016 (Time 2), after the treatment group had received

² Year 1 of the GPP consists of two 3-day workshops (42 hours), and year 2 consists of nine club sessions, for a total of 60 hours of instruction. 10% of girls are invited to an overnight camp to learn about mentorship.

the first year of the GPP (workshops) and before the control group received any GPP instruction. End line data were collected from 748 girls (546 treatment and 202 control) in November 2017 (Time 3), after the treatment group had received the full two-year course of the Girl Power Project®, including camp and club sessions. Girls in the treatment group received eight club sessions between January and November 2017, while girls in the control group received the first year of the GPP between the midline and end line.

All three data points were matched for a dataset of 143 girls (68 treatment, 75 control). Difference in difference (DID) regression analysis³ was performed on this dataset using R v.3.4.3 software. Additionally, data for a sample of 235 girls (127 treatment, 108 control) was matched for midline and end line and analyzed using Excel Pivot tables.

A questionnaire was also administered to adult participants in the GPP at two points in time. In February and March 2017, an average of 21 adults were trained as Girl Power Advocates (GPAs) at 15 schools, for a total of 300 GPAs (225 women, 75 men). On the first day of the training, a baseline survey was administered to 255 GPAs. The 25-question assessment covered topics such as menstruation, gender-based violence, traditional gender roles, and nonconsensual sex (see Annex B for the GPA's survey).

A year later, 189 GPAs (138 women, 51 men) were surveyed again at end line, between January and March 2018. End line data was matched to baseline data for a longitudinal dataset of 123 respondents (87 women, 36 men). Data for both the girl's and the GPA's surveys were collected using the ODK Collect and Kobocollect applications on phones and tablets by GPP Facilitators.

Rationale for the Girl Power Project®

In Uganda, girls are at risk of dropping out of school, being forced into marriage, becoming pregnant, experiencing violence and contracting disease.

- While 91% of Ugandan girls are enrolled in primary school, only 22% of girls are enrolled in secondary school. Girls who live in rural areas are the least likely group to attend school.ⁱⁱ The GPP targets girls in upper primary classes, to encourage and empower them before the transition to secondary school, when many would likely drop out of school.
- Nearly one in two girls in Uganda will be married before they turn 18.ⁱⁱⁱ By teaching girls about their human rights and strengthening a social safety net of peers, adult mentors, and community members trained in justice and the law, the GPP aims to reduce girl participants' vulnerability to early, forced child marriage.
- 1 in 4 adolescent women in Uganda age 15-19 are already mothers or are pregnant. Rural girls are more likely than urban girls to become pregnant.^{iv} The GPP teaches girls about sexual and reproductive health so they understand how their bodies work.

³ The DID regression provides comparisons of the control and treatment groups at different times: baseline (1), midline (2) and end line (3) for dependent variables (e.g. total number of assets a girl possesses, number of core assets, taught in workshops that she has, and number of club assets) in order to demonstrate the effect of the project. The DID regression removes difference which may come as a result of causes other than the intervention of interest.

- 51% of Ugandan women have experienced physical violence and 22% of Ugandan women have ever experienced sexual violence.^v Participating in the GPP has a positive effect on girls and adult community members’ attitudes towards violence.
- 19% of new HIV infections in Uganda in 2015 were among young women aged 15–24.^{vi} HIV prevalence is almost four times higher among young women aged 15-24 than young men of the same age.^{vii} In response, the GPP educates girls and adults on HIV/AIDS, and brings HIV testing and counseling services to participating communities.

The Girl Power Project® is relevant to the vulnerable rural girls with whom JLMC works, many of whom are already off-track: two-thirds (66.5%) of the 143 girls surveyed at three points in time are behind grade for age,⁴ older than they should be for the grade they are in, and more likely to drop out of school as a result. This is typical; in 2011, 53.8% of girls aged 10-14 in Uganda were in school but not at grade for age.^{viii}

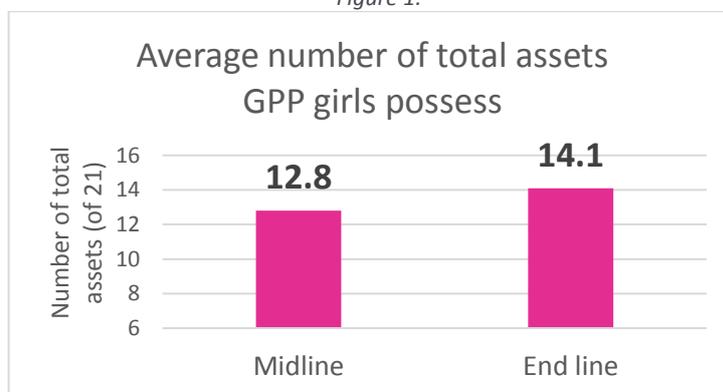
The Girl Power Project® helps girls build assets

The GPP curriculum was developed to help girls acquire holistic personal empowerment by developing assets. According to the Population Council, an asset is:

“a store of value that is related to what a person can do or be (their “human stock”). Assets can be categorized as human, social, economic, and cognitive, and include resources, knowledge, and skills that girls can draw upon to shape their lives and contend with emergencies on their own and others’ behalf. Assets can be either internal competencies (knowledge or skills that can’t be taken away) or external resources (ID cards, property) that mediate risks for girls and help them succeed.”^{ix}

The girl’s survey was designed to measure the knowledge, skills and attitudes that would indicate whether a girl possessed a corresponding asset. This evaluation analyzes 12 core assets measured with the girls’ survey at three points in time, and 9 “supplemental” assets, measured with a set of supplemental questions measured at two points in time, midline and end line, for a total of 21 assets.

Figure 1.



⁴ A girl in Uganda is considered behind grade for age if her age is greater than or equal to her class plus seven (AGE >= CLASS + 7). A 12-year-old in Primary class 6 (P6) is “on track” (since 12 < 6 + 7), while a 12-year-old in P5 would be considered behind grade for age (since 12 = 5 + 7).

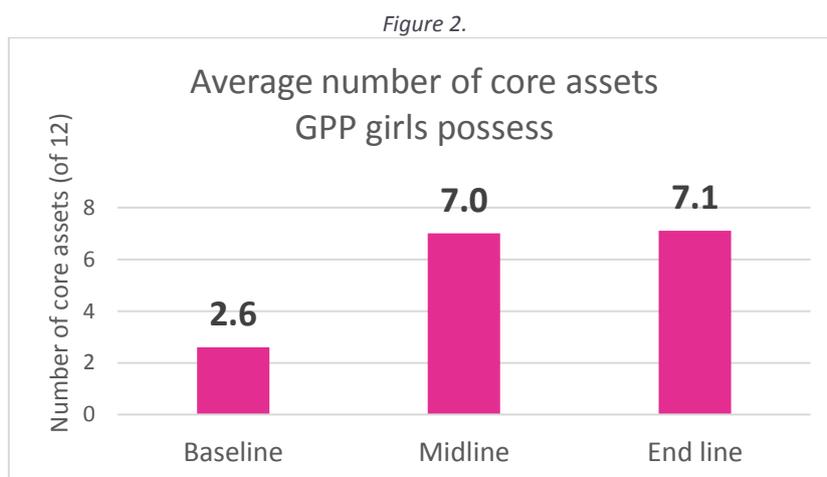
Girls have more assets after participating in the GPP than they did before the start of the program. The average number of total assets (core assets plus supplementary assets) for GPP girls went up, from 12.8 total assets at midline, to an average of 14.1 total assets at end line.

The analysis presented in this report is on the treatment girls, who had received two years of the intervention (the GPP curriculum) at end line. In 2017, the control group began receiving the intervention, and at end line had received the first year of GPP instruction. While no longer a true control group, findings from this second treatment group validate the findings presented here for the treatment group: girls gain assets as a result of their participation in the Girl Power Project®.

Year 1: GPP girls gain assets

The survey measured a total of 12 core assets, covered in the workshops and camp in the first year of the GPP. See Annex C for a table of survey questions and the corresponding core asset each question measures.

Girls have more core assets after participating in the GPP than they did before the start of the program. The average number of core assets that GPP girls⁵ possess went up from 3.5 out of 12 to 7.8 over the course of the two year program.



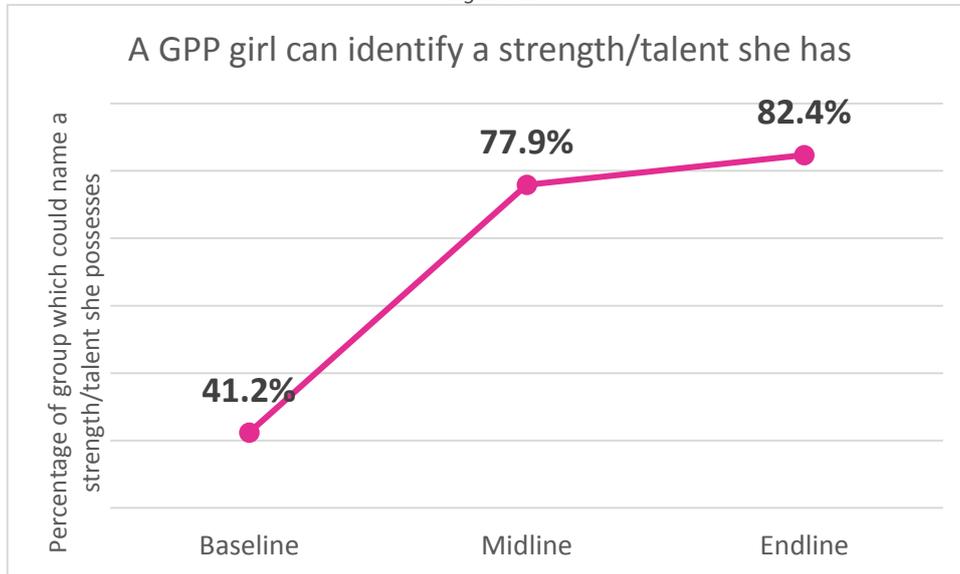
Girls' learning leveled out in the second year of the GPP for several of the core assets measured, indicating that much of girls' learning in regards to core assets occurs in the first year of the GPP, and they retain what they learned in the second year of the GPP.

⁵ The analysis presented for core assets gained in year 1 of the GPP is of the sample of 68 GPP girls whose data was matched for three points in time.

GPP girls feel better about themselves

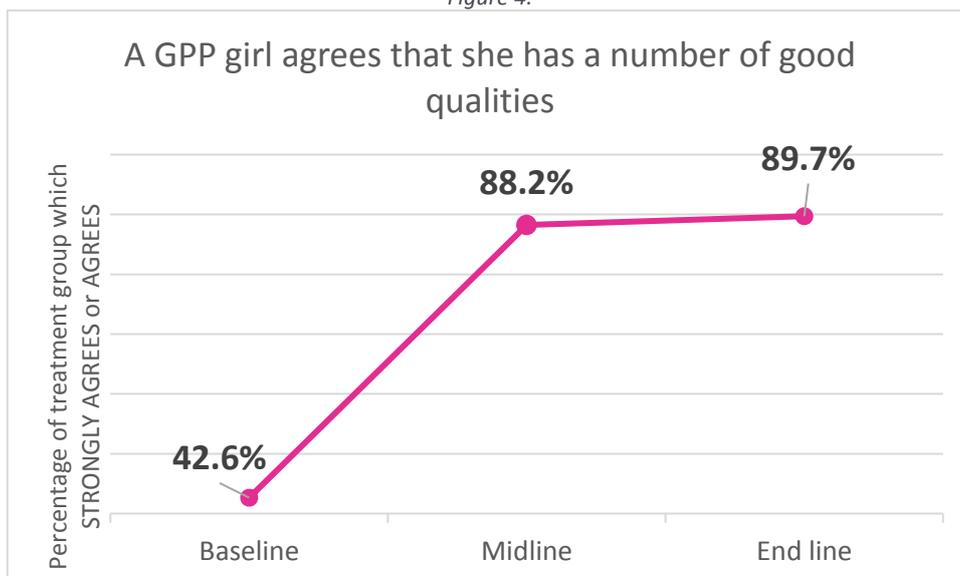
Four out of five Girl Power Project® participants in the treatment group can identify a personal strength or talent they possess at end line, twice the number of girls who could do so at baseline. Singing, playing netball, and dancing are the most popular talents girls mention.

Figure 3.



Nearly 90% of girls in the treatment group agree or strongly agree that they have a number of good qualities themselves, an indicator of high self-esteem, a 110% increase from baseline. Higher self-esteem will result in better long-term outcomes for girls. A study conducted in New Zealand found that low self-esteem during adolescence predicts negative real-world consequences, such as poorer mental and physical health, worse economic prospects, and higher levels of criminal behavior during adulthood.^x

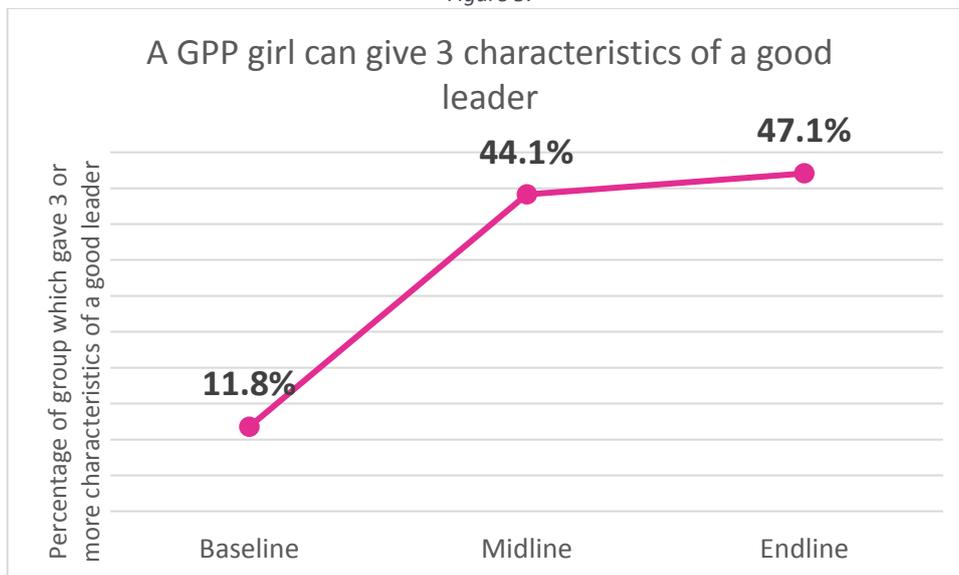
Figure 4.



Almost half of girls at end line can identify three characteristics of good leaders as requested, up 300% from the number of girls who could list three leadership characteristics at baseline. Four out of five GPP girls (83.8%) could give at least one leadership trait at end line. The most

frequently mentioned leadership traits by GPP girls at end line were honesty and respect, (each mentioned by 42.6% of girls) and confidence (39.7% of girls).

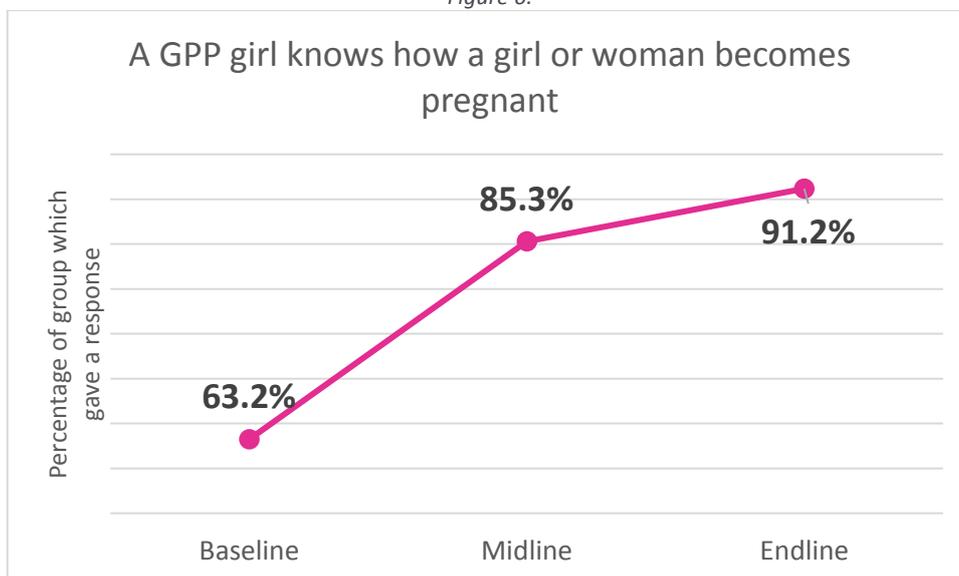
Figure 5.



GPP girls know about their bodies

Over 90% of GPP girls can say how a girl or woman becomes pregnant,⁶ an increase of 44.3% from baseline.

Figure 6.

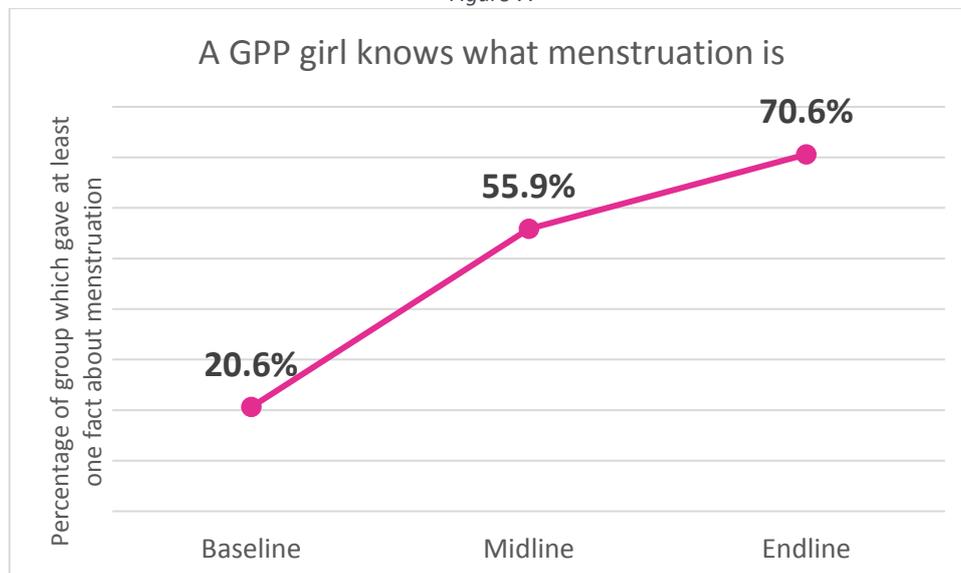


Girls know more about menstruation after completing the GPP. The proportion of GPP girls who can give at least one aspect of menstruation went up by 243%: from one in five girls at baseline to nearly three in four girls at end line. 70.6% of girls mentioned that menstruation occurs when “a girl begins bleeding”, 13.2% of girls mentioned that it happens during

⁶ The girl gives at least one of three answer alternatives: ‘when she engages in sexual intercourse with a man or a boy’, ‘the man’s sperm fertilizes her eggs’, ‘when she is ovulating.’

puberty, 8.8% of girls noted that menstruation occurs monthly, and 4.4% of girls noted that all adolescent girls and women experience menstruation.

Figure 7.



When girls understand menstruation, they attend more school. In a study conducted with girls in rural eastern Uganda, researchers found that “better sanitary care and reproductive health education for poor schoolgirls, delivered over two years, did appear to improve attendance. On average, girls increased their attendance by 17%, which equates to 3.4 days of every 20 days.”^{xi} Girls with a comprehensive knowledge of menstruation will also be healthier than girls who do not. A study of female university students in Ghana showed that an increased knowledge of menstruation resulted in better menstrual hygiene, reducing women’s vulnerability to reproductive and urinary tract infections.^{xii}

Recommendation: GPP girls appear to have a surface-level knowledge of menstruation; they know what it is but are unable to give many details beyond the fact that girls and women bleed. For instance, *zero* GPP girls were able to give any of the following details about menstruation at end line: that it occurs in the female reproductive system, involving ovaries, which release one egg per month, and that menstruation only occurs if that egg is not fertilized. Menstruation should continue to be a central feature of the GPP, for instance as a topic for GPP girls to share during holiday club sessions, when they are charged with sharing what they have learned in the GPP with others. Supplemental curricular materials covering the facts and myths about menstruation⁷ could be shared with girls to enable them to do this to a high standard of quality. The topic of menstruation can also be revisited and incorporated into the following GPP-facilitated club sessions:

- Girls and child rights club session (*girls have a right to manage their menstruation hygienically, with normalcy and dignity*)

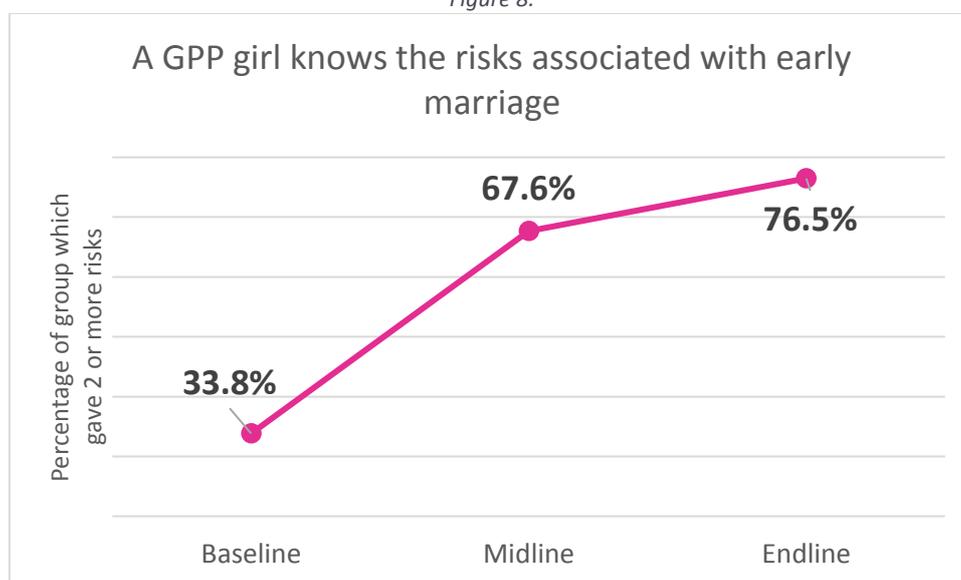
⁷ E.g. the curricular materials AFRIpads has developed, found here: <https://www.afripads.com/our-products/#1529495346765-2-10> or something similar.

- Sexual and reproductive health club session (*GPP facilitators can review with girls what they already know about menstruation, so guest speakers from health centers know which aspects of menstruation to give attention*)

GPP girls know the risks, and are better equipped to avoid early marriage

In the GPP girls learn about the risks associated with early marriage, which is necessary because nearly one in two Ugandan girls will be married before they turn 18. ^{xiii} By end line, three in four girls can list at least two risks of early marriages, up from one in three at baseline, an increase of 126%. At end line, the risks most frequently mentioned by girls are fistula and other birth complications, including death (61.8% of girls), poor health (noted by 50.0% of girls), and dropping out of school/being denied an education (26.5%).

Figure 8.



GPP girls are more likely to delay marriage. A study in rural Maharashtra, India found that unmarried, out-of-school girls aged 12-18 who received a life skills curriculum taught by trained women from their village delayed getting married; the average age of marriage increased from 16 to 17. ^{xiv}

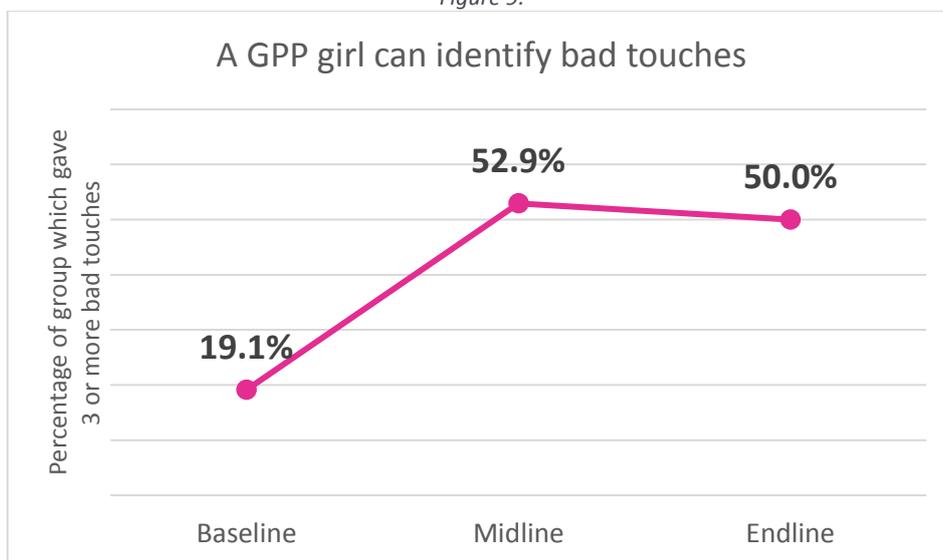
Recommendation: Equipping girls to avoid early, forced child marriage is one of the primary goals of the GPP. As with other topics, child marriage can easily be highlighted in GPP club sessions on other topics, such as:

- Safe spaces (*when discussing safe spaces, GPP facilitators and GPAs might highlight safe adults who girls can go to when they face problems, such as a forced marriage*)
- Girls and child rights (*forced child marriage can be discussed as an example of one of the most egregious ways girls' human rights can be violated*)
- Sexual and reproductive health (*the birth complications that can arise when a young girl becomes pregnant can be discussed, as well as one of the mediating factors of young pregnancies, early marriage*)

GPP girls are better equipped to avoid sexual assault

At end line three out of four Girl Power Project® participants (76.5%) could give at least one example of a “bad touch”. Half of girls could give three or more examples of “bad touches” as requested, up 162% from baseline. Two-thirds (67.6%) of girls mentioned that touching one’s breasts was a “bad touch”, while touching one’s buttocks and private parts were the second and third most frequently mentioned bad touches, noted by 60.3% and 55.9% of girls respectively.

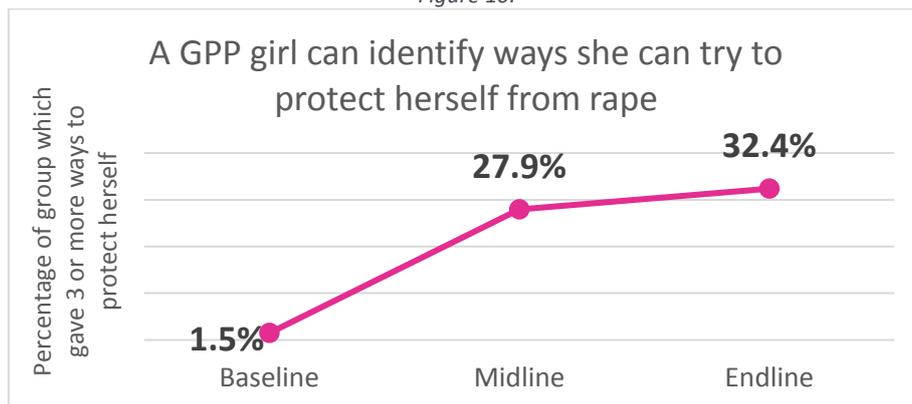
Figure 9.



Recommendation: There was a slight decline in the proportion of girls who gave three examples of bad touches from midline to end line, indicating that girls are not retaining their knowledge of bad touches as much as they are other topics. The topic of bad touches could stand to be reviewed and reinforced during the second year of the GPP. Bad touches could easily be explicitly incorporated into the following club sessions:

- Safe spaces (e.g. “safe spaces are where you feel safe, and are surrounded by friends and role models who can help you if you are in trouble, such as if you are getting bad touches from someone, and what are bad touches again?”);
- Girls and children’s rights (e.g. “you have the right to be free from physical, psychological, and sexual violence, which includes bad touches, can anybody tell me what bad touches are?”);
- Self-defense (e.g. “in case someone is trying to give you a bad touch – can anyone give me an example? – you can use these skills and tactics”)

Figure 10.



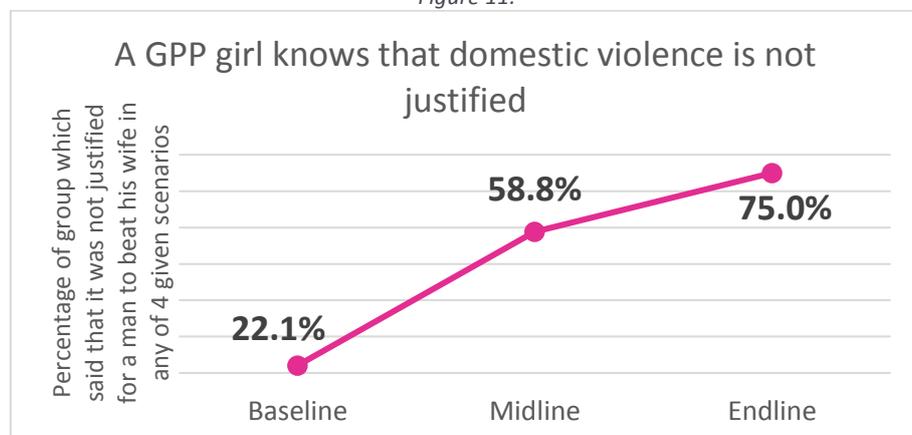
The proportion of Girl Power Project® participants who can list at least three ways they can try to protect themselves from rape went up by 2,060%, from 1.5% at baseline to 32.4% at end line (almost all GPP girls, 97.1%, gave at least one example at end line). Three-fourths of girls at end line noted that they can try to protect themselves from rape by avoiding moving alone. The next two most frequently mentioned strategies were to avoid going to discos and other risky areas (mentioned by 39.7% of girls) and to travel with friends and move in groups (38.2%).

Recommendation: Only 10.3% of girls mentioned self-defense as a strategy to try to protect themselves from rape, perhaps suggesting that the connection between self-defense and rape/defilement needs to be drawn more explicitly during the self-defense club session. Girls may be unfamiliar with the term “self-defense”, so it should be frequently mentioned by GPP facilitators as a strategy to try to prevent rape. These strategies can be reviewed frequently, at nearly all GPP activities, as a way to warm-up and review previously discussed content.

GPP girls know violence is wrong

After participating in the GPP, girls are more likely to believe that violence is not justified. At end line, three out of four GPP girls believed a husband was not justified in beating his wife in any of four scenarios presented.⁸ This is up 239% from 22.1% of girls who believed violence was not justified in any of the given situations at baseline.

Figure 11.



⁸ If she went out without telling him, if she neglects the children, if she argues with him, if she burns the food.

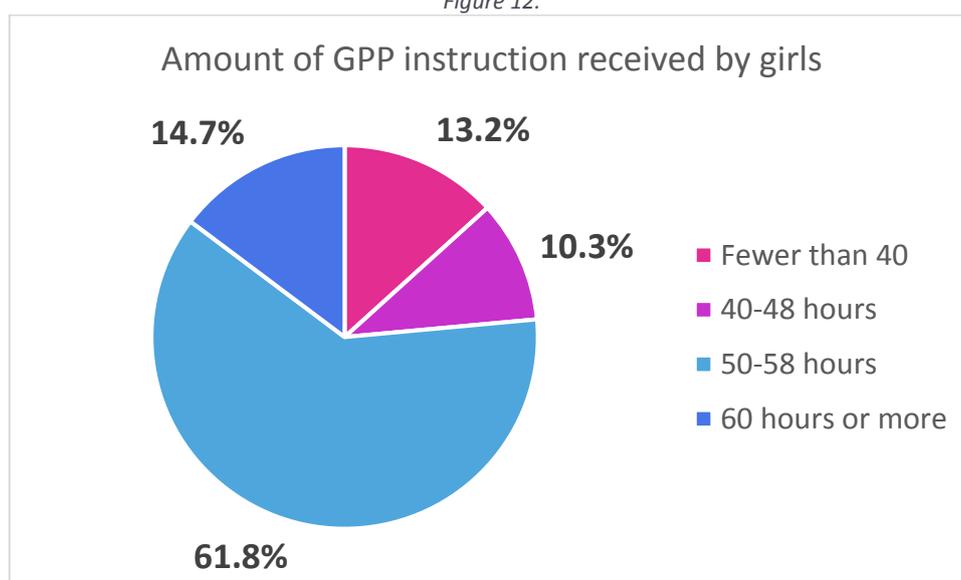
When girls believe that violence is never justified and know how to protect themselves from violence, they are less likely to fall victim to violence themselves. A study of a program similar to the GPP in Nairobi, Kenya found that a standardized 6-week self-defense program was effective in reducing the incidence of sexual assault in slum-dwelling high school girls. In the treatment group, “the incidence of sexual assault decreased from 24.6% at baseline to 9.2% at follow-up, in contrast to the control group, in which the incidence remained unchanged.”^{xv}

The ‘No Means No Worldwide’ program is similar to the GPP in that it is taught at schools by trained, outside facilitators who come from similar backgrounds as the girls. It differs from the GPP in its focus on slightly older girls (aged 14-21) in an urban area, and it has a facilitator to girl ratio of about 15:1, while in the GPP the facilitator to girl ratio is typically at least 25:1. The ‘No Means No’ curriculum covers only self-defense, as opposed to the GPP which addresses a more comprehensive set of topics. The Girl Power Project® also spends more time with participants than ‘No Means No’, which is made up of a total of 20 hours of instruction taught in 2-hour sessions, weekly for six weeks with follow-up sessions every couple of months for a year. In the GPP, girls receive two intensive 3-day workshops in the first year, and nine 2-hour workshops in the second year, for a total of 60 hours of life skills instruction.

A note on attendance

Of the 68 GPP girls surveyed at end line, over 60% of them had received between 50 and 58 hours of GPP instruction, meaning they missed just a few of the sessions. 14.7% of GPP girls received more than 60 hours of instruction, meaning they also attended camp. In fact, 17.6% of the sample of girls surveyed three times had attended camp, even though only about 10% of Girl Power girls are invited to camp. This appears to indicate that girls who attend camp are more likely to still be involved in the GPP a year after camp than are girls who did not attend camp.

Figure 12.

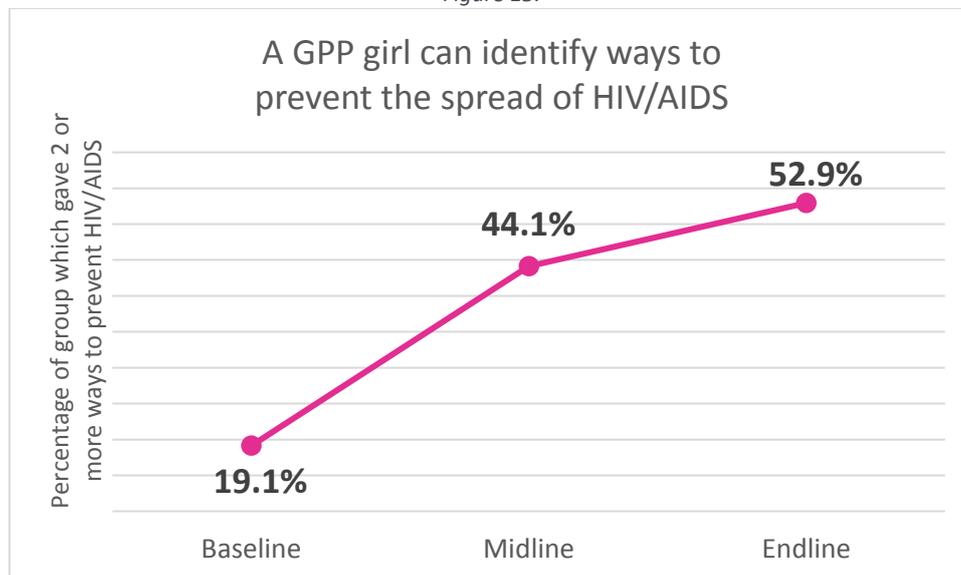


GPP girls are better equipped to avoid disease

At end line one in two Girl Power Project® participants were able to identify at least two strategies to prevent the spread of HIV/AIDS, up 177% from the one in five girls at baseline

who could identify at least two prevention strategies. 94.1% of girls could give at least one way to prevent the spread of HIV/AIDS.

Figure 13.



Three out of four GPP girls at end line mention abstinence as a way to prevent the spread of HIV/AIDS, the most frequently mentioned strategy by girls at end line. The second most frequently mentioned strategy was to avoid using sharp needles and piercing items (mentioned by 26.1% of girls), followed by using a condom during sex or avoiding sex with an infected person, each mentioned by 22.1% of girls.

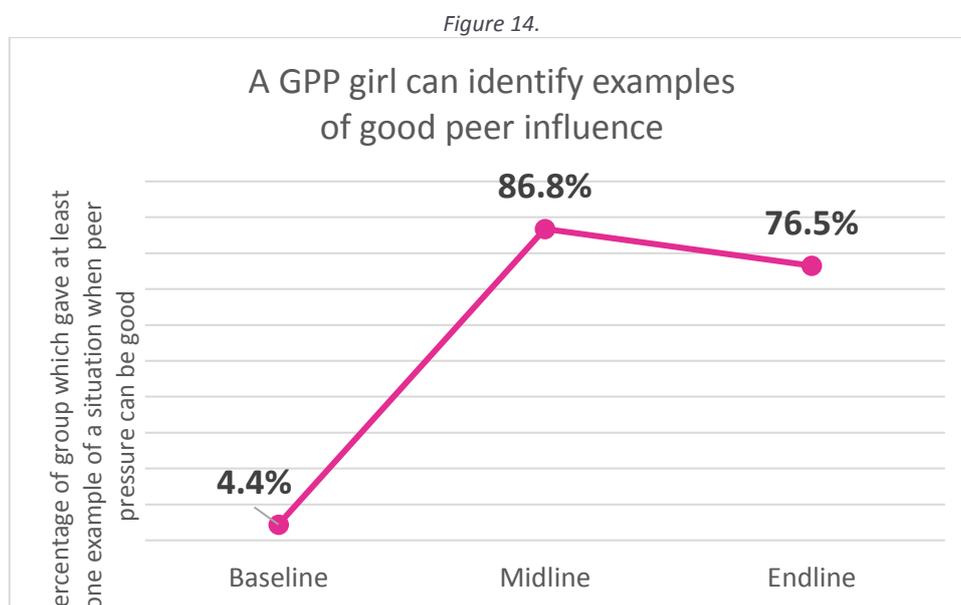
Recommendation: Knowledge on preventing HIV/AIDS is critical, and abstinence is not a sufficient strategy on its own for girls in Uganda. HIV/AIDS information can easily be incorporated more explicitly into various points of the GPP curriculum, including:

- Girls and child rights (*the right to know your status and the right to access necessary medical care can be emphasized*)
- HIV testing and counseling (*health professionals review with the girls the ways HIV/AIDS can and cannot be spread*)
- Sexual and reproductive health (*health professionals can review with the girls the ways HIV/AIDS can and cannot be spread*)

GPP girls can avoid negative peer pressure

Girls were asked to give a situation in which peer pressure can be good (e.g. an example of how peer influence can be used in an empowering way to promote a positive outcome of a peer). At baseline, only 4.4% of girls could identify an example of positive peer influence, but by end line three in four girls were able to do so. This represents an increase of 1,640%.

At end line girls said that peer influence is positive when a friend: encourages you to do right things at right times (cited by 47.1% of girls), provides you with support and positive advice (38.2% of girls), and when a friend prevents you from doing a bad thing (26.5% of girls).



However, the proportion of girls who could give an example of positive peer influence went down by 10.3 percentage points from midline to end line, indicating that some girls may be forgetting about positive peer influence, or may not think about it in these exact terms. This topic could stand to be reinforced throughout the second year of the GPP.

Recommendation: Revisit the topic of positive and negative peer pressure in club sessions, for instance:

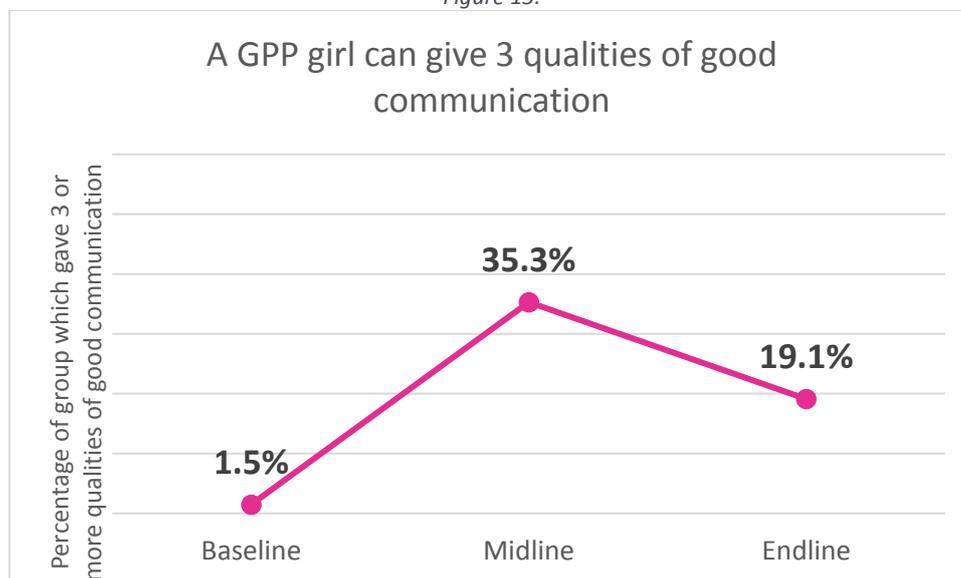
- Safe spaces (*When and where do you experience negative peer pressure? Where can you go, what can you do to address and avoid negative peer pressure? Who can you go to for help when facing negative peer pressure?*)
- Girls' and child rights (*it is your right to say "no" when anyone asks you to do something illegal, including your friends...have any of you ever had to say "no" to your friends before? How would you do that? What was that like? Conversely, have any of you ever defended your friends' rights when they were being violated? That is an example of positive peer influence in action*)
- HIV testing and counseling (*what is stigma, and how can that affect people? What are some ways that we can fight stigma and be good friends to everyone, no matter their HIV status?*)
- Sexual and reproductive health (*some people get into trouble when they succumb to negative peer pressure...what are some things you can say to a boy if he is pressuring you to have unprotected sex?*)

GPP girls have good communication skills

Over the course of the GPP, there was a 1,170% increase in the number of girls who could list three qualities of good communication, up from 1.5% of girls at baseline to nearly one in five girls at end line. Almost one in two GPP girls (47.1%) were able to provide one or more

quality of good communication. About one-third of girls at end line mentioned being a good listener (32.4%), and the next most frequently mentioned qualities were projecting your voice (27.9%) and making good eye contact (mentioned by 13.2% of girls).

Figure 15.



At midline, when girls were surveyed shortly after participating in workshops, over one-third were able to list three or more qualities of good communication. This went down by 16.4 percentage points at end line, indicating that the topic of good communication can stand to be explicitly reinforced in the second year of the GPP.

Recommendation: build practicing communication skills into some or all of the club sessions throughout the second year of the GPP. Girls sometimes make presentations to the entire class (e.g. during the safe spaces, civic education, budgeting, and saving club sessions). GPP facilitators can make sure they name characteristics of good communication while complimenting girls on presentations and could note when other GPP facilitators demonstrate good communication skills throughout all club sessions and GPP activities. For example: “Make sure that you project your voice while presenting, that is good communication”; “Can anyone tell me what good communication skills Nakandi was using just now in her presentation? (E.g. smile, good posture, make eye contact, etc.)”

Year 2: GPP girls maintain assets

In 2017, girls received the second year of the GPP, comprised of eight club sessions on supplemental topics,⁹ after they had been surveyed at midline and before they were surveyed at end line.¹⁰ At midline and end line, a set of 13 questions was added to the survey to

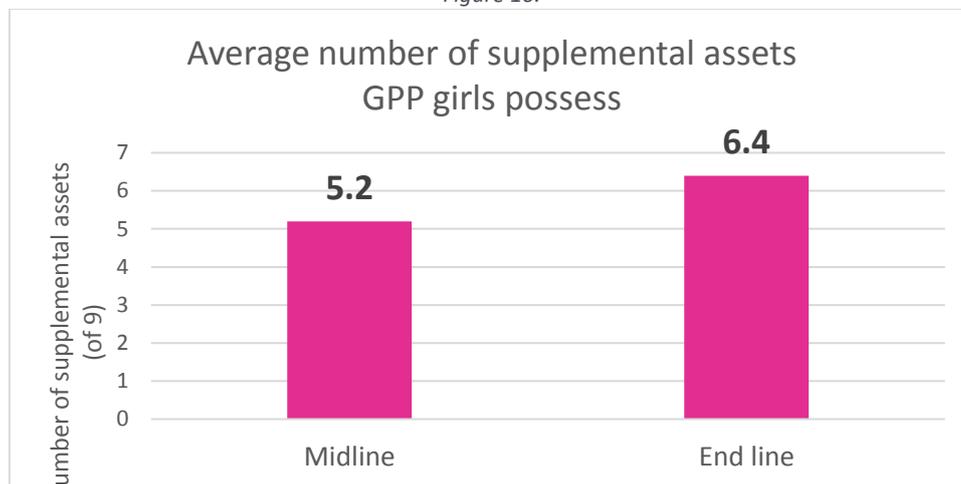
⁹ On safe spaces, children’s rights, civic education with a guest speaker from local government, self-defence as taught by women police officers, saving, budgeting, HIV testing and counselling, and sexual and reproductive health. At all of these club sessions except for the last two, attendance was taken.

¹⁰ Since end line, JLMC has added a club session on income-generating activities and entrepreneurship, bringing the total number of club sessions to nine, representing eighteen hours of instruction.

measure nine supplemental assets covered in the club session curriculum. See Annex D for a table of survey questions and the corresponding supplemental asset each question addresses.

Girls have more supplemental assets after the second year of the GPP than they did at midline. The average number of supplemental assets that GPP girls¹¹ possess went up from 5.2 out of 9 to 6.4 over the course of the second year of the GPP.

Figure 16.



Regression analysis on the impact of year 2 of the GPP (see Annex G) demonstrates that:

- **GPP Girls gained supplemental (club) assets** between times 2 and 3, as GPP girls received club sessions during that time. However, the effect is insignificant, indicating either that the club sessions were unsuccessful in imbuing these assets in girls, or that the survey questions did not accurately measure the assets girls had.
- **GPP girls maintained core (workshop) assets.** This indicates that year 2 of the GPP has helped girls retain the core assets they gained in year 1 but has not helped girls gain any core assets that they missed in the first year of the GPP.

These results may have come about as club sessions were still in development at the time of this study. The timing and content of the workshops versus club sessions may also be contributing factors: two compact 3-day sessions may be more impactful than shorter sessions once a month throughout the course of a school year. In addition, the content covered by the workshops is more basic than the supplementary topics covered in the club sessions.

Below, results for each of the nine supplemental assets for GPP girls are presented.¹² For five of these supplemental assets, the proportion of GPP girls who possessed them went up from midline to end line. For one asset no change was observed in the proportion of GPP girls who

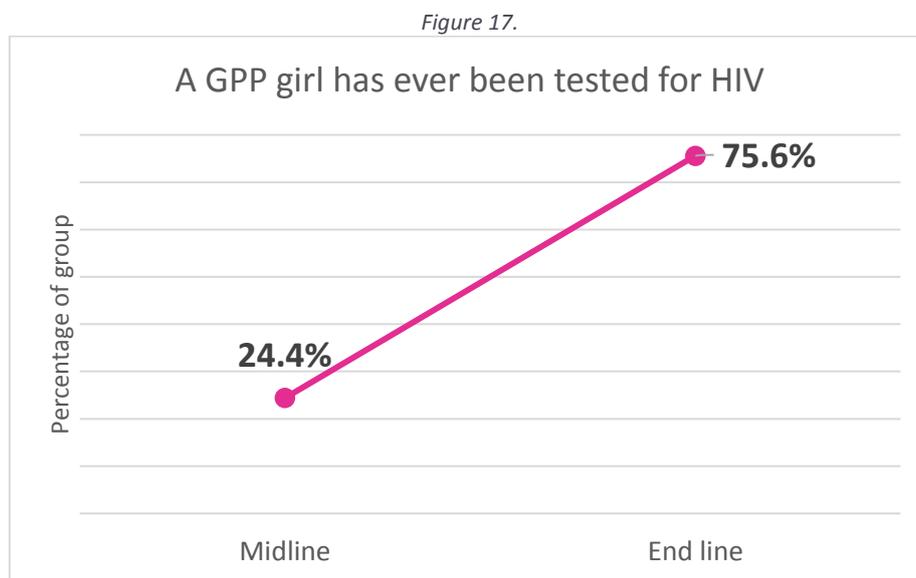
¹¹ The analysis presented for the average number of supplemental assets gained in year 2 of the GPP is of the sample of 68 GPP girls whose data was matched for three points in time. The analysis for each individual supplemental asset is of the sample of 127 GPP girls whose data was matched for two points in time, midline and end line.

¹² The analysis presented was conducted on the sample of 127 girls in the treatment group for whom two data points were matched, collected at midline and end line.

possessed the asset from midline to end line. And for three assets, there was a decline in the proportion of GPP girls who possessed that asset from midline to end line.

GPP girls know their HIV status

Three-fourths of GPP girls have been tested for HIV, an increase of 210% from midline. Only one-fourth of girls who received the first year of the GPP in 2017 had been tested for HIV by end line.



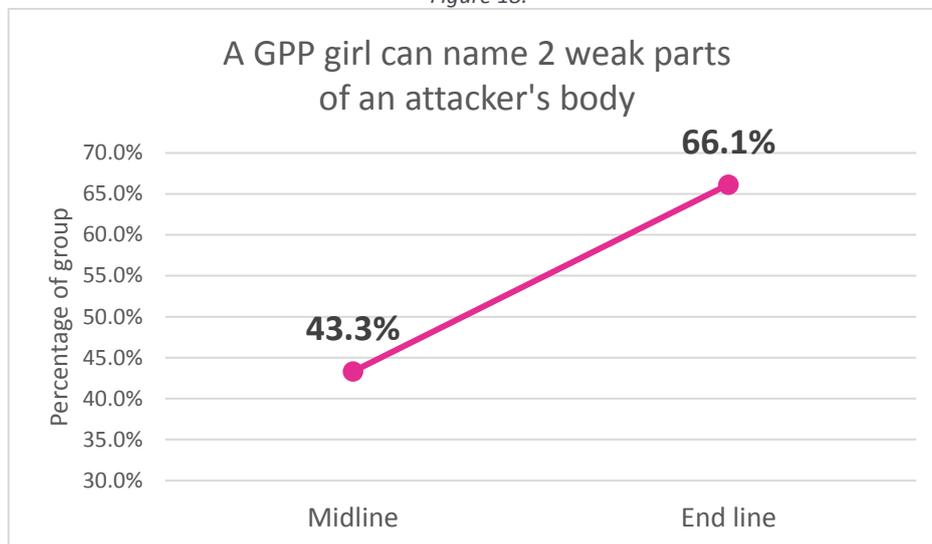
In Uganda, before the age of 12, children can be tested for HIV but health professionals can only share the results with the child's parent. Beginning at age 12, children can receive their own HIV test results directly from health professionals. Although HIV testing is free in Uganda, health centers are usually far from where girls stay and difficult to access for children and youth. As a result, typically only 15% of adolescent girls and 10% of adolescent boys aged 15-19 in sub-Saharan Africa have been tested for HIV in the previous 12 months and received the result of their test.^{xvi} Therefore in one of the club sessions, JLMC brings nurses, lab technicians, and health educators to GPP schools to educate girls and boys about HIV/AIDS, and provide testing and counseling services to any children, teachers, and community members who wish to be tested.

According to the 2016 Uganda DHS, fewer than half of young women (46%) and young men (45%) age 15-24 have comprehensive knowledge of HIV, meaning they are able to correctly identify ways of preventing the sexual transmission of HIV and reject major misconceptions about HIV transmission. By bringing HIV testing and counseling services to girls at their schools, JLMC ensures that girls have the knowledge they need to protect themselves and prevent the spread of HIV.

GPP girls know how to protect themselves from violence

At end line, two-thirds of GPP girls, (who had received a self-defense training session from female police officers in the interim) could name at least two weak parts of an attacker’s body that they could exploit in order to escape from a dangerous situation.

Figure 18.

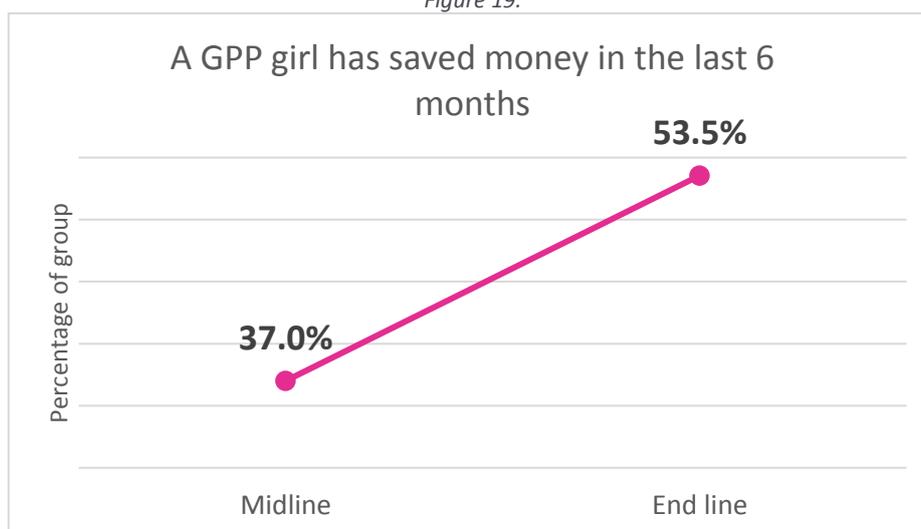


This represents a 52.7% increase from the proportion of girls who could give two weak body parts at midline. GPP girls mentioned the following weak body parts most frequently at end line: the testicles /groin/penis (mentioned by 78.0% of girls), eyes (56.7%), solar plexus (16.5%), and nose (14.2%).

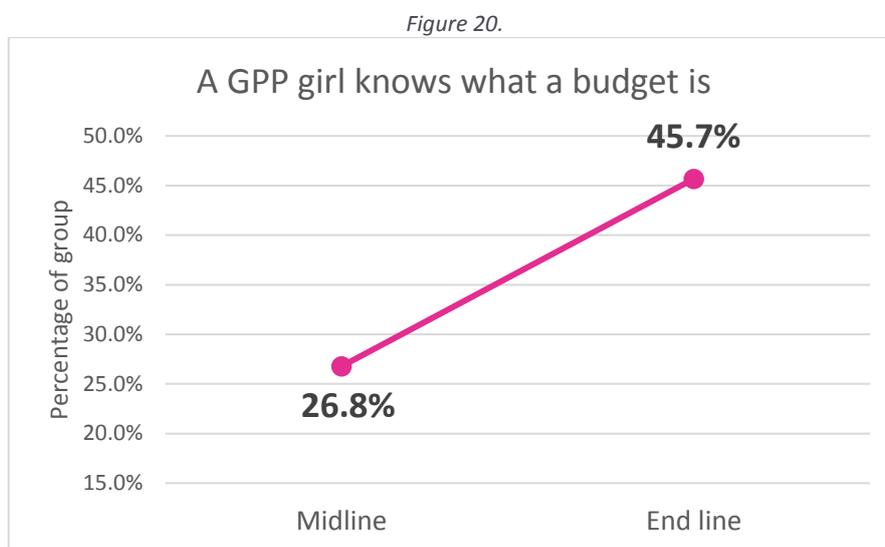
GPP girls have savings and are financially literate

Over half (53.5%) of girls in the treatment group reported that they had saved money in the previous six months, up 44.6% from midline.

Figure 19.



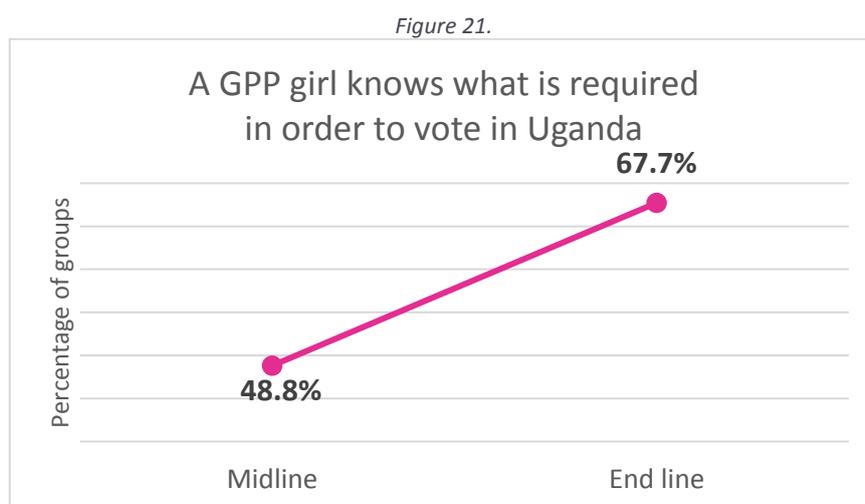
The proportion of GPP girls who could give at least one characteristic of a budget went up by 70.5%, from 26.8% of girls at baseline to 45.7% of girls at end line able to give at least one of three characteristics of a budget.¹³



Since this study was conducted, a ninth club session on income-generating activities and entrepreneurship was added. This club session would be a good opportunity for GPP facilitators to reinforce the concept of budgets. GPAs and teachers could also be encouraged to revisit the concept of budgets with girls outside of official GPP instruction.

GPP girls know how to vote

Two-thirds (67.7%) of GPP girls could give at least one requirement to vote in Uganda at end line, up 38.7% from midline. Girls learn about voting and local government structures during the civic education club session, during which a representative from the local administrative government is invited to speak to girls about functions of different offices in local government. This session also teaches girls about different forms of government.

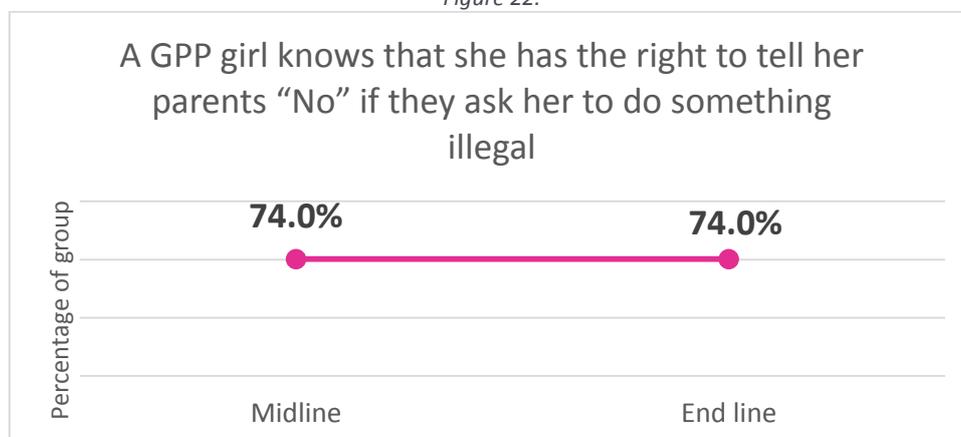


- ¹³ 1) A budget is a plan; 2) that you can create and use; 3) to determine how you can spend your money.

GPP girls know they can say 'No'

Three out of four GPP girls know they have the right to tell their parents 'no' if they ask her to do something illegal.

Figure 22.



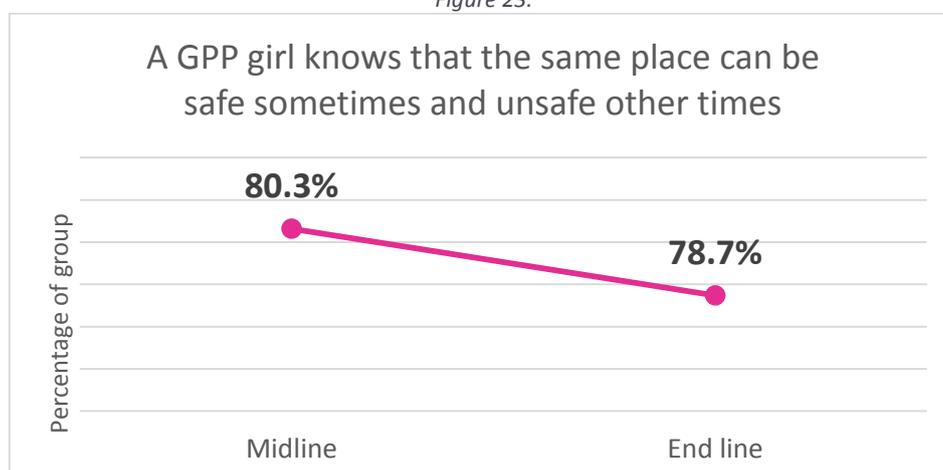
74.0% of GPP girls know that they have the right to tell their parents 'No' if what they are being asked to do is illegal. There was no change in the proportion of GPP girls who answered this question correctly from midline to end line. This could indicate that many GPP girls learn about their rights in the first year of the GPP, and maintain that knowledge through the second year of the program.

Recommendation: children's rights should be reinforced and addressed in additional club sessions apart from the girls and child rights session. Child rights could be explicitly addressed and reviewed in the following club sessions:

- Self-defense (*If someone is attacking you, they are violating your rights. Which rights are they violating?*)
- HIV testing (*It is your right if you are 12 years old or older to know your HIV status and have access to healthcare*)
- Reproductive and sexual health (*It is your right to know about your bodily functions and how to protect yourself against pregnancy and STIs*)

GPP girls know their surroundings

Figure 23.



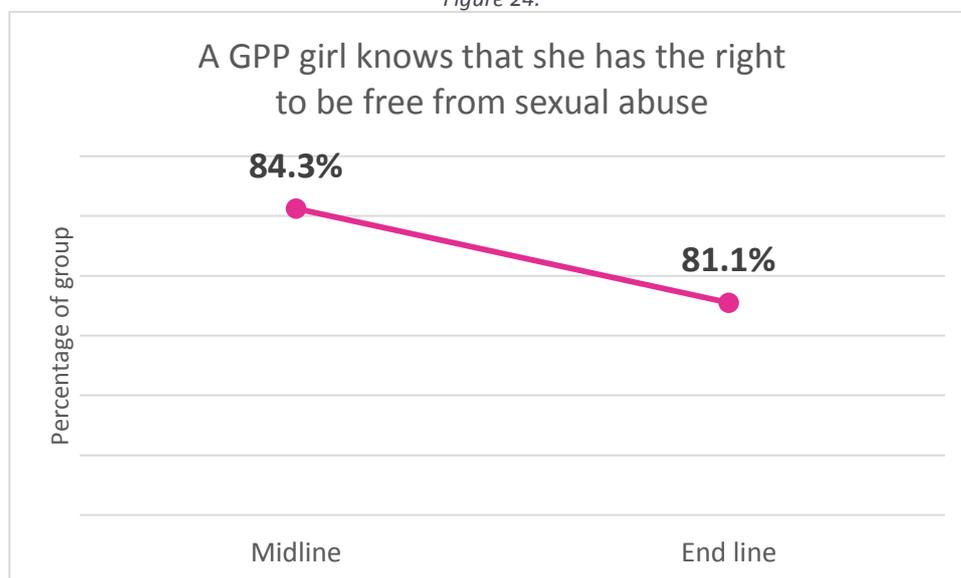
The proportion of GPP girls who answered this question correctly went down from midline to end line by 1.6 percentage points from 80.3% at midline to 78.7% at end line.

Recommendation: review and revise if necessary the structure and content of the safe spaces club session. Incorporate the concept of safety into the following club sessions:

- Girls' and child rights (*if your rights are being violated, where can you go? Who can you tell?*)
- Civic education (*who are the local government officials and where are their offices? Are these additional safe spaces that can be added to the community map created by girls in the Safe Spaces session? Are they familiar and accessible to girls?*)
- Self-defense (*What times of day are most dangerous for girls? Which places in the community are most dangerous for girls?*)

GPP girls know their rights

Figure 24.

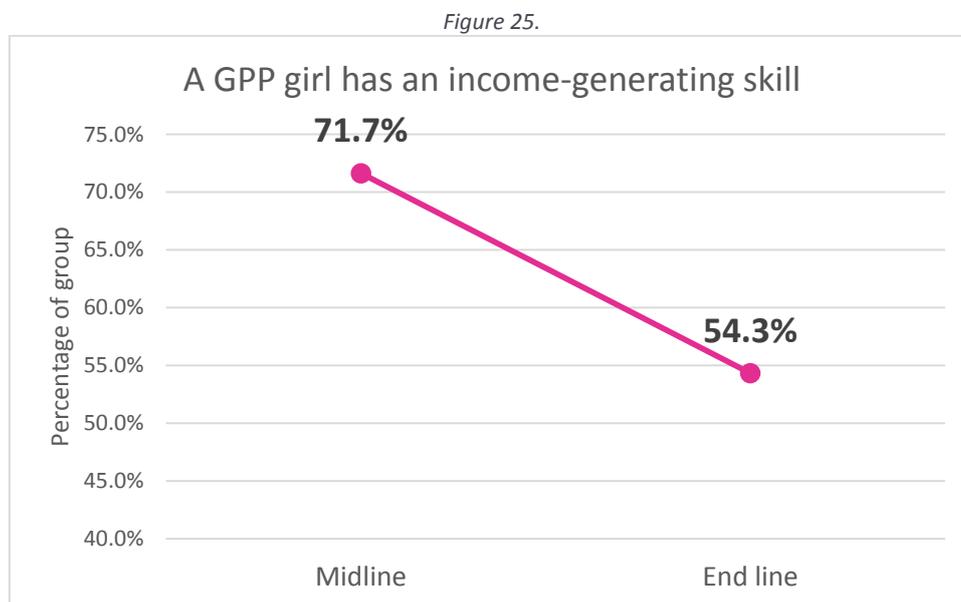


At end line, the proportion of GPP girls who agreed that they had the right to be free from sexual abuse went down by 3.2 percentage points. This suggests that the first year of the GPP more effectively addresses the topic of sexual abuse than the second year does.

Recommendation: in addition to the girls and children's rights club session, sexual abuse (and girls' rights more broadly) can be reiterated and incorporated into the safe spaces, self-defense, HIV testing, and reproductive and sexual health club sessions.

GPP girls have income-generating skills

The supplemental asset that saw the most decline between midline and end line was whether a girl reported that she had a skill which could help her earn money.



The number of girls who reported having a skill that they can use to earn money went down over the course of the second year of the GPP. At midline girls mentioned digging in the garden, (e.g. casual labor), weaving mats and making handicrafts most frequently as income-generating skills. At end line, girls mentioned much the same activities, as well as washing clothes for people. After receiving two sessions on financial literacy, girls may have felt pressure at end line to only mention income-generating activities (IGAs) that they feel would be acceptable to GPP facilitators, mentioning casual labor less frequently.

Since this study was conducted, MCE Uganda designed a club session for JLMC on entrepreneurship and income-generation that has been added to the second year of the GPP, bringing the total number of club sessions to nine. As a result this statistic should go up in future. However, a club session on IGAs does not preclude income-generating skills and ideas from being discussed and highlighted in the financial literacy club sessions on saving and budgeting.

The Girl Power Project® empowers girls

The ultimate goal of the Girl Power Project® is to empower girls, per the fifth global goal: “to achieve gender equality and empower all women and girls.”^{xvii} Empowerment is a process through which an individual’s capability to lead the kind of life they have reason to value is enhanced.^{xviii} In order to measure whether the Girl Power Project® had an effect on girls’ levels of empowerment, two frameworks have been utilized.

Three expressions of power

Power is sometimes understood as a negative concept, such as in the expression of a person’s *power over* others that is harmful to their rights. In the case of personal empowerment, however, power is a positive concept, usefully broken down into three positive expressions of power: a person’s **power to** live the life of their choosing, a person’s **power with** others in coalitions, and a person’s perception of their own **power within**.



Power To	Power With	Power Within
Capacity building, supporting individual decision-making, leadership	Social mobilization, building alliances and coalitions	Increasing self-esteem, awareness or consciousness raising, confidence building

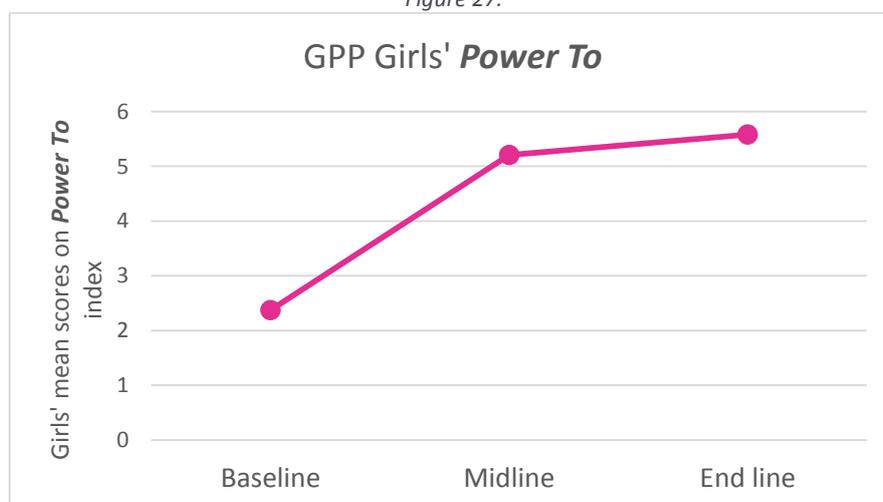
Figure 26. Adapted from Oxaal and Baden (1997).^{xix}

Each question on the girls’ survey measured a girl’s expression of at least one of these three forms of power. Nine questions measured a girl’s **power to**; two questions measured a girl’s **power with**, and four questions measured a girl’s **power within**. Girls’ scores on each question were summed to create three indices, of a girl’s **power to**, **power with**, and **power within**, which were then analyzed using one-way ANOVA (analysis of variance). Please see Annex E for the indices of the positive expressions of power, and Annex G for ANOVA test reports.

GPP girls have increased Power To

The GPP has a significant impact on girls’ **power to**, as GPP girls gain **power to** during the first year and maintain their **power to** during the second year of the GPP (the mean increases during the second year but the change is not significant).

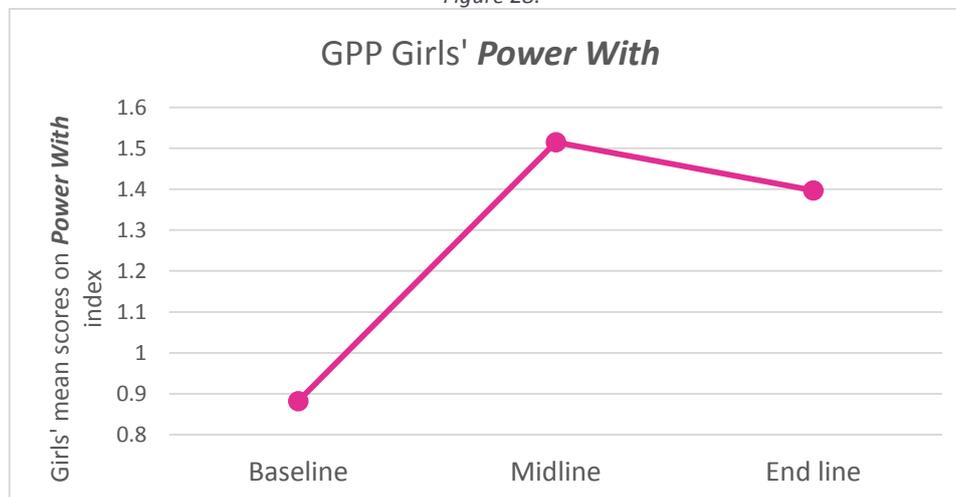
Figure 27.



GPP girls have increased **Power with**

The GPP has a significant impact on girls' **power with**, as GPP girls gain **power with** during the first year and maintain their **power with** during the second year of the GPP (the mean decreases during the second year but the change is not significant).

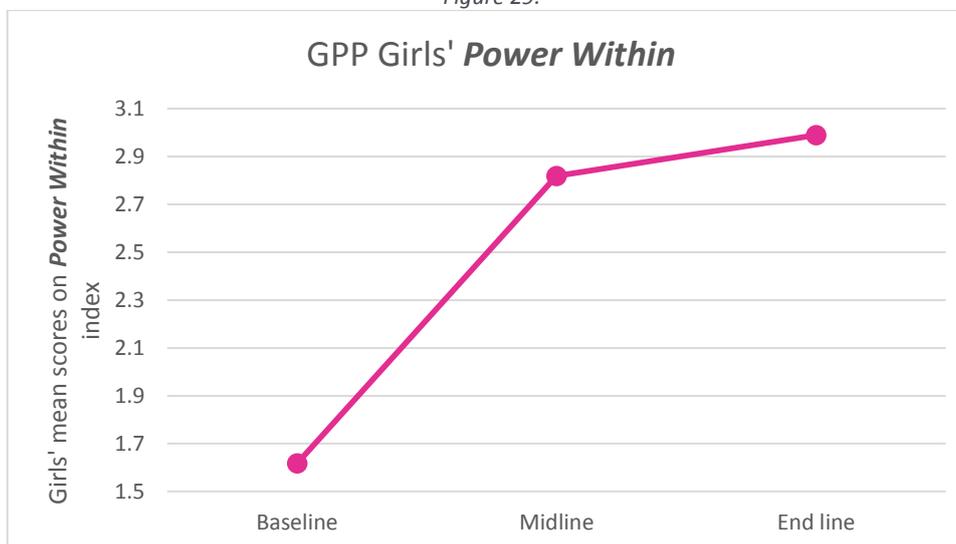
Figure 28.



GPP girls have increased **Power within**

The GPP has a significant impact on girls' **power within**, as GPP girls gain **power within** during the first year and maintain their **power within** during the second year of the GPP (the mean increases during the second year but the change is not significant).

Figure 29.



Six dimensions of empowerment

Empowerment is sometimes narrowly defined as economic empowerment only, however it is possible for a woman to be empowered in one area of life but not in others. For instance, it would be incorrect to call a woman empowered when she has access to economic resources if she does not also believe that she has the right or power within herself to utilize those resources. Therefore a multidimensional framework is needed to encompass different dimensions of empowerment. Malhotra et al (2002) developed a framework of six dimensions

of empowerment: psychological, familial/interpersonal, socio-cultural, economic, legal, and political.

Table 1. Six Dimensions of Empowerment, adapted from Malhotra et al (2002).^{xx}

<i>Psychological</i>	A psychologically empowered girl demonstrates high self-esteem, self-confidence, and a positive body image
<i>Familial/ Interpersonal</i>	A girl with familial/interpersonal empowerment participates in decision making, has control over marriage arrangements, sexual relations, and is free from domestic violence
<i>Socio-Cultural</i>	A socio-culturally empowered girl is free from discrimination, has freedom of movement, and is able to access public services (e.g. attends school and visits health centers as needed)
<i>Economic</i>	An economically empowered girl has an understanding of assets, credit, markets, personal finance, budgeting, and banking products, so when employed she has control over and confidence in managing her personal income
<i>Legal</i>	A legally empowered girl is knowledgeable of legal rights, including international human rights and local laws, has the awareness and ability to access local legal resources such as law enforcement officials and Community Legal Volunteers (CLVs)
<i>Political</i>	A politically empowered girl is knowledgeable of political systems and how to exercise her right to vote when she is of age

These dimensions of empowerment were used when developing the second year of curriculum for the Girl Power Project®, to ensure that the GPP delivers a comprehensive package that empowers girls across all six dimensions. Analysis of the curriculum of the first year of the GPP found that it delivered assets pertaining to girls' psychological, familial/interpersonal, and socio-cultural empowerment, but did not adequately cover girls' economic, legal, and political empowerment. Club sessions were therefore developed to explicitly address these three dimensions of empowerment during the second year of the GPP. For instance, girls' economic empowerment is built through club sessions on financial literacy and income-generating activities, their legal empowerment is built in the club session that addresses girls' and children's rights, and girls' political empowerment is built through the session that teaches girls about political participation (e.g. voting and the structure of local government).

Survey questions were designed to test girls' knowledge of topics taught in all workshops and club sessions, and could therefore be grouped and summed into indices for each dimension of empowerment. Three survey questions addressed the psychological dimension of empowerment. Ten questions covered the familial/interpersonal dimension, four questions covered socio-cultural empowerment, three questions concerned economic empowerment, two covered legal empowerment, and one question addressed the political dimension of empowerment (please see Annex F for the indices for the six dimensions of empowerment).

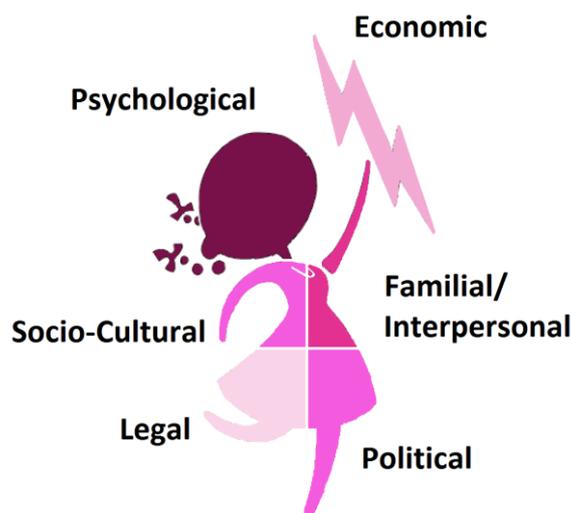


Figure 30. GPP girls develop and maintain personal empowerment along six dimensions.

One-way ANOVA (analysis of variance) was run on the indices for each dimension of empowerment (see Annex G). ANOVA tests show that GPP girls' **socio-cultural empowerment and political empowerment increased significantly**. GPP girls' psychological empowerment, familial/interpersonal empowerment, and economic empowerment increased over the course of the GPP, but the change was not significant. Finally, a decrease in girls' legal empowerment was observed, but the change was not significant.

Adults also benefit from the Girl Power Project®

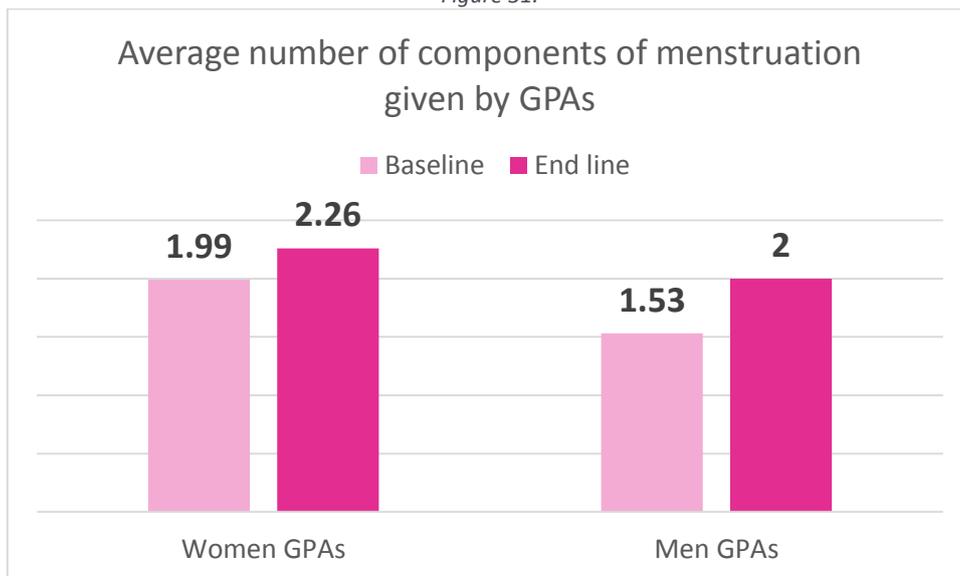
Girl Power Advocate (GPA) trainings were conceived to equip adults in girls' communities to support GPP activities and assist girls during and beyond JLMC's two-year engagement at their school. In GPA trainings, GPP facilitators review the same topics covered with the girls with adult volunteers, engage in debates, and dispel myths regarding topics such as violence and reproductive health directly. In addition to supporting girls, GPAs are a target group of the GPP for knowledge, attitude and behavior change. Analysis of survey data shows a mixed bag: some GPAs exhibit evidence of shifts in attitudes on some topics, however others do not.

Adults learn about menstruation

Just like the girls, GPAs were asked to define menstruation. The process of menstruation was broken down into eight components,¹⁴ and enumerators ticked every component mentioned by the respondent. Over the course of the year, GPAs gained knowledge on the process of menstruation. At baseline GPAs listed an average 1.85 components of menstruation (women 1.99, men 1.53). At end line GPAs listed an average of 2.17 components of menstruation (women 2.26, men 2.00).

¹⁴ A. a girl begins bleeding; B. during puberty; C. it is a monthly cycle; D. all adolescent girls and women go through; E. part of their reproductive system; F. a girl/woman's ovaries are the organs that allow her to have a baby; G. ovaries release one egg per month; H. if the egg is not fertilized by the sperm, menstruation occurs.

Figure 31.

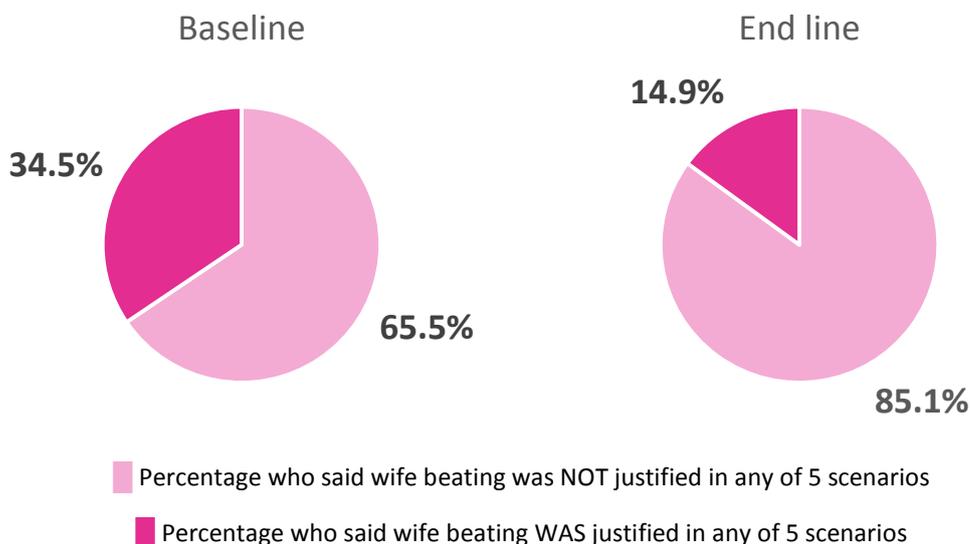


Adults’ attitudes about gender-based violence improve

GPAs’ attitudes towards gender-based violence improve over the course of a year of involvement in the GPP. At baseline, 34.5% of women and 8.3% of men agreed that a husband was justified in hitting or beating his wife in one or more of five given scenarios.¹⁵ At end line, one year later, only 14.9% of women and 2.8% of men still agree that violence is justified in at least one scenario. After participating in the GPP, 85.1% of women and 97.1% of men believe that domestic violence is not justified.

Figure 32.

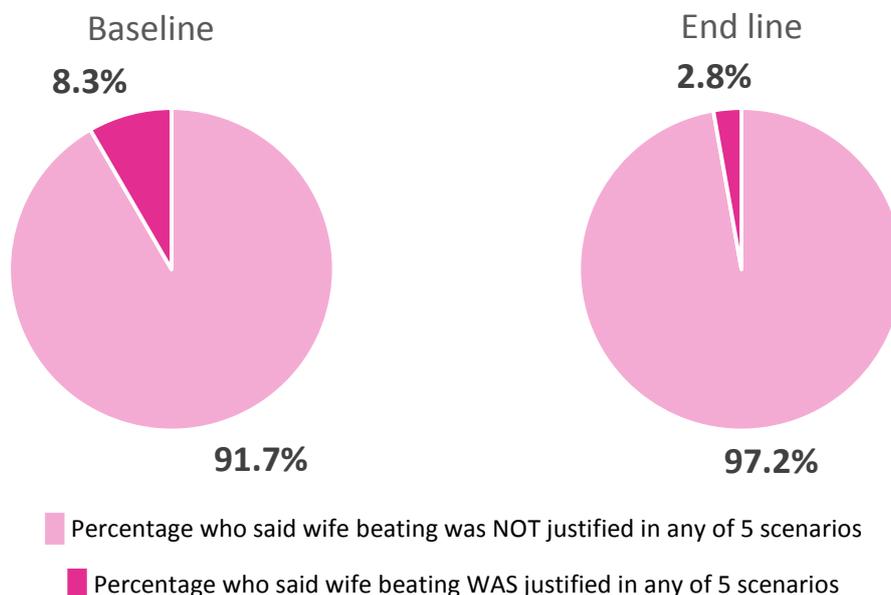
Women GPAs’ attitudes towards gender-based violence



¹⁵ If she goes out without telling him, if she neglects the children, if she argues with him, if she refuses to have sex with him, if she burns the food.

Figure 33.

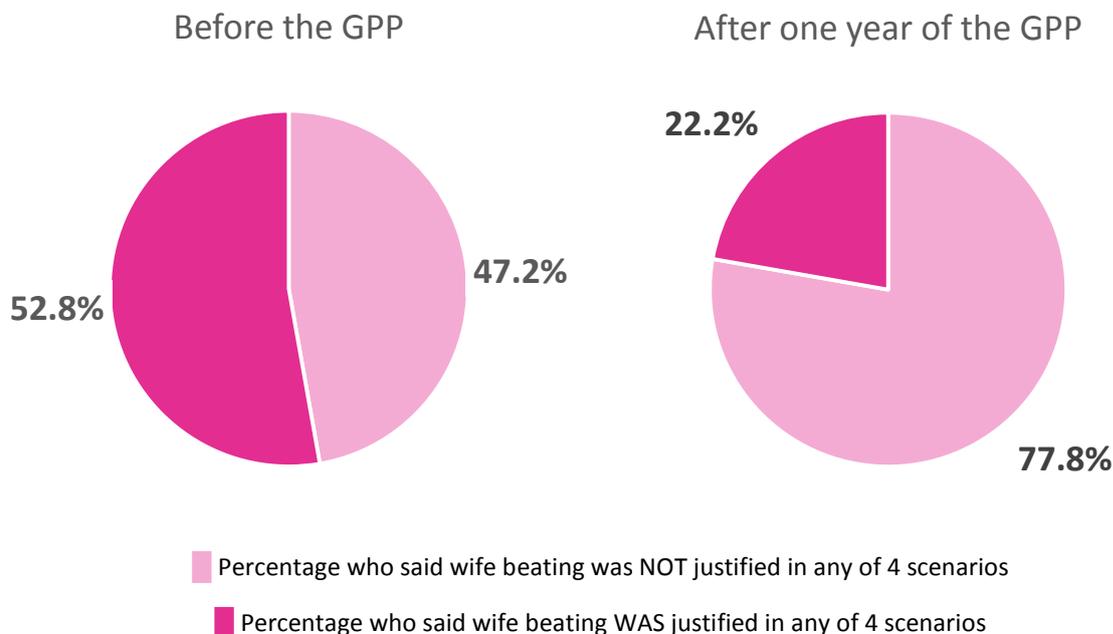
Men GPAs' attitudes towards gender-based violence



When compared to a sample of girls from the same schools where GPAs were surveyed, we see that girls' attitudes towards gender based violence are worse than those of the GPAs at baseline, and remain so at end line.¹⁶ Girls' attitudes improve at a greater rate than GPAs, but they started out much worse and therefore had more room for improvement than the GPAs.

Figure 34.

Girls' attitudes towards gender-based violence



¹⁶ At midline, girls in the control group had been surveyed once before, at baseline, but had not received any GPP activities at their school. This data was derived from a sample of 108 girls in the control group who were surveyed at midline and end line and could be matched.

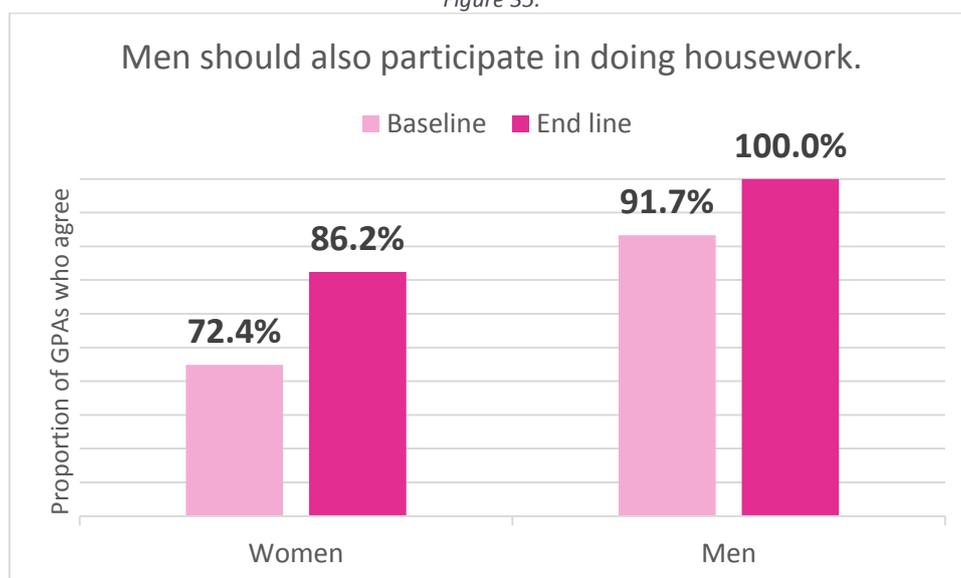
However, adults may be more likely to give answers they know the interviewers want to hear (social desirability bias), while girls may be less likely to do this.^{xxi} As a result, girls' responses may be closer to their true attitudes than the responses given by adults.

Adults' attitudes concerning traditional gender roles improve

Overall GPAs have good attitudes about gender parity as measured by their agreement with four statements about traditional gender roles. At baseline, women agreed with an average of 3.2 out of 4 statements. This went up at end line to an average of 3.4 out of 4 statements. Men's attitudes also improved: at baseline they agreed with an average of 3.6 out of 4 statements, which went up to 3.7 statements at end line.

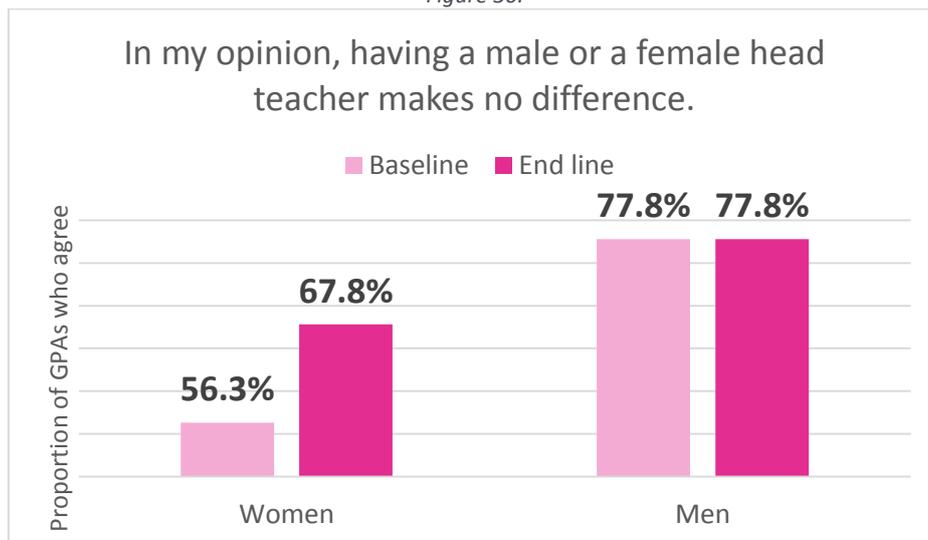
However, attitudes do not necessarily correlate to practice, so the fact that 100% of male GPAs surveyed at end line agree that men should participate in doing housework does not necessarily mean that these men are helping their wives with the housework. There is the possibility of response bias influencing these data, if men were giving the response they felt the enumerators wanted to hear, rather than what is really true for them.

Figure 35.



The percentage of people who agree that men should also participate in doing housework went up from baseline to end line. The proportion of women who agree went up by 13.8 percentage points, though starting at a lower point than men at baseline, the women had more room to grow. Women's lower rate of agreement with these statements in comparison to men may reflect the power differential and lived realities in their own homes; if men do not participate in housework women may be less likely to believe that they should.

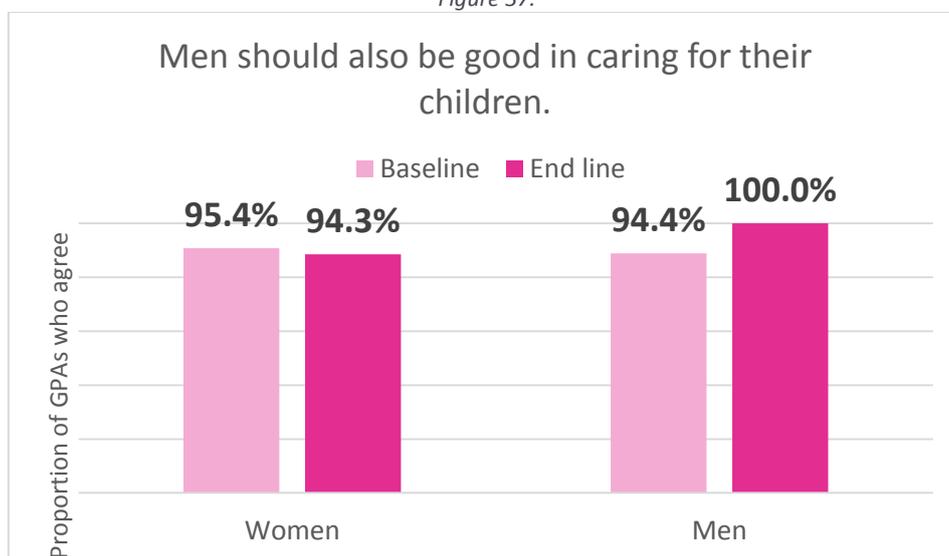
Figure 36.



There was no change in the percentage of men who agreed that the gender of a school’s head teacher makes no difference from baseline to end line, however the percentage of women who agreed with this statement went up by 11.5 percentage points, so that at end line two thirds of women agreed with this statement.

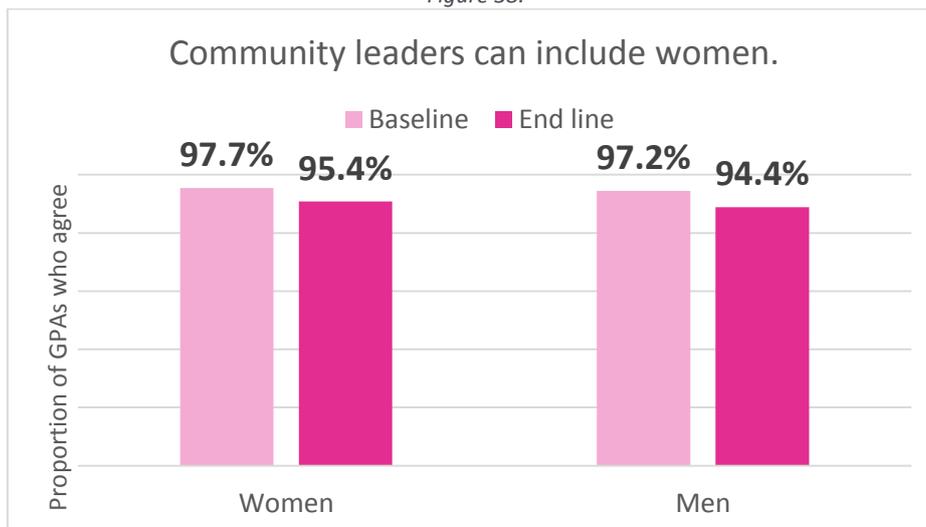
The number of men who agree that men should be good in caring for their children went up from baseline to end line to 100% of men surveyed at end line agreeing with the statement. For women the percentage went down by 1.1 percentage points, essentially remaining unchanged.

Figure 37.



Although men and women all agree at high rates that community leaders can include women, the percentage of people who agreed with this statement went down slightly from baseline to end line for both women and men.

Figure 38.



Adults' opinions on sexual intercourse without consent vary based on gender

Nine scenarios were read out to GPAs and after each one they were asked whether sexual intercourse without consent was justified in the given scenario.

Women agreed that sexual intercourse without consent was justified in an average of 2.1 out of 9 scenarios at baseline, which went down to 1.7 scenarios at end line. At baseline 32.2% of women believed sex without consent was not justified in *any* scenario. This figure went up by 71% at end line, when over half of women (55.2%) believed that sex without consent is not justified in any scenario. This suggests that participation in the GPP has a positive effect on adult women's attitudes about sex without consent.

At baseline, the top four scenarios in which women thought nonconsensual sex was justified were if a person voluntarily goes home with someone (46.0%), if a person does not clearly say no or physically fight back (36.8%), and if a person is flirting beforehand or if they are wearing sexy clothing (both 29.9%). These remained the top four scenarios cited by women at end line, though the incidence went down for each of these scenarios. Interestingly, the four scenarios cited with the least frequency at baseline all become more popular at end line.

Table 2. Proportion of women GPAs who agree that sex without consent is justified if...

		Baseline	End line
1	...a person voluntarily goes home with someone	46.0%	21.8%
2	...a person does not clearly say no or physically fight back	36.8%	20.7%
3	...a person is flirting beforehand	29.9%	21.8%
4	...a person is wearing revealing, provocative, or sexy clothing	29.9%	20.7%
5	...a person is drunk or using drugs	19.5%	19.5%
6	...the offender regrets his actions	12.6%	18.4%
7	...a person is out walking alone at night	12.6%	16.1%
8	...the offender does not realize what he was doing	11.5%	17.2%
9	...a person has several sexual partners	10.3%	13.8%

For men GPAs, it is a different story. At baseline men thought nonconsensual sex was justified in an average of 1.8 out of 9 scenarios, but at end line this number went up to an average of 2.3 out of 9 scenarios. Before the GPP, almost half of men, a higher proportion than women, believed that sex without consent was never justified in any scenario (47.2%), but this figure went down to 44.4% at end line.

For men, the top three scenarios in which nonconsensual sex is justified are: if a person does not clearly say no or physically fight back (33.3% at baseline, 30.6% at end line), if a person voluntarily goes home with someone (27.8% at baseline, 41.7% at end line), and if a person is drunk or using drugs (25.0% at baseline, 27.8% at end line). For seven of nine scenarios, the incidence at which men agreed that nonconsensual sex was justified increased from baseline to end line. Why are men's attitudes towards nonconsensual sex deteriorating over the course of their involvement in the GPP? Are men GPAs attending GPP activities throughout the entire course of the two-year program, or does their attendance fall off? Do GPP facilitators continue to have conversations on these topics with GPAs throughout the GPP, or is the GPA training the only time in the GPP that GPAs are the primary audience of the GPP? Do men need to be engaged in the GPP in a different way, perhaps separated from the women? What is the value of including men in the GPP, and is their added value being maximized?

Table 3. Proportion of men GPAs who agree that sex without consent is justified if...

		Baseline	End line
1	...a person does not clearly say no or physically fight back	33.3%	30.6%
2	...a person voluntarily goes home with someone	27.8%	41.7%
3	...a person is drunk or using drugs	25.0%	27.8%
4	...a person is flirting beforehand	19.4%	22.2%
5	...a person is out walking alone at night	19.4%	8.3%
6	...the offender regrets his actions	16.7%	27.8%
7	...a person is wearing revealing, provocative, or sexy clothing	16.7%	22.2%
8	...a person has several sexual partners	13.9%	19.4%
9	...the offender does not realize what he was doing	11.1%	27.8%

GPAs act as a support system to girls, though facilitators report that attendance of GPAs at GPP activities varies. The effectiveness of GPAs at supporting girls is a topic for JLMC to explore further in future. Ask girls: do GPAs make themselves available to offer guidance and support? Are GPAs approachable? Are GPAs and girls meeting outside of official GPP activities facilitated by JLMC staff members, either during the GPP or after the two year program has finished? What are the contributing factors to whether or not girls and GPAs meet outside JLMC-facilitated activities?

Recommendations and Learning

There is an opportunity to strengthen the GPP by **reviewing and revising the curriculum for each of the club sessions** which comprise the second year of the GPP. Every club session should be designed to achieve two aims:

- A. To introduce new skills and assets to girls, and
- B. To reinforce skills and assets previously taught in the GPP.

This can be accomplished by ensuring that each club session revisits relevant content previously covered. Topics under each of the six dimensions of empowerment should be reinforced multiple times throughout the course of the second year of the GPP. By comprehensively integrating the club sessions with the first year of curriculum, the GPP can maximize every opportunity to build girls' empowerment across multiple dimensions.

JLMC should also consider **increasing engagement with GPAs as a target audience of the GPP in their own right** in order to enhance the overall impact of the GPP. GPAs need to stay engaged and interested throughout the GPP. One way to do this might be to host activities just for them, such as a learning forum for GPAs sometime in the second year of the GPP. Curricular content that GPAs first learned in their initial training can be revisited and reinforced, and it would also be an opportunity for GPAs to get ideas and inspiration about how to best support girls in their community from other motivated, engaged adults. GPAs could share initiatives, ideas, questions and concerns with each other and JLMC. Girls will benefit when the adults around them are informed on issues that affect girls and inspired to actively and continuously avail themselves to support girls in their communities.

Finally, JLMC should continue to explore the **sustainability of the GPP**: what happens after JLMC finishes implementing its two-year program at their school? How can JLMC inspire girls and GPAs to continue to mentor and learn from each other, to support girls to stay in school and achieve their goals? What do girls and GPAs need in order to be able to maintain the supportive social safety net that JLMC has helped build in their communities? What are the differences between GPAs and teachers who are very engaged and ones who are less so? How can less effective GPAs and teachers be motivated to engage? By exploring the answers to these questions, JLMC can ensure an enabling environment for girls is sustained even after JLMC finishes implementing the GPP at a school.

Conclusion

The Girl Power Project® empowers girls, building their **power to, power with, and power within** over the course of the two-year program. The Girl Power Project® specifically builds girls socio-cultural and political empowerment. It appears that girls **gain new knowledge and skills in the first year of the GPP**, and maintain these gains throughout the second year of the GPP.

References

- ⁱ UNICEF. <https://data.unicef.org/topic/hiv/aids/adolescents-young-people/>
- ⁱⁱ 'Keeping African girls in school with better sanitary care.' <https://opendocs.ids.ac.uk/opendocs/bitstream/handle/123456789/13575/KeepingAfricanGirlsInSchool.pdf?sequence=1&isAllowed=y>
- ⁱⁱⁱ Girls Not Brides. <https://www.girlsnotbrides.org/child-marriage/uganda/>
- ^{iv} Uganda Bureau of Statistics (UBOS) and ICF. 2017. 2016 Uganda Demographic and Health Survey Key Findings. Kampala, Uganda, and Rockville, Maryland, USA. UBOS and ICF.
- ^v Uganda Bureau of Statistics (UBOS) and ICF. 2017. 2016 Uganda Demographic and Health Survey Key Findings. Kampala, Uganda, and Rockville, Maryland, USA. UBOS and ICF.
- ^{vi} UNFPA. https://uganda.unfpa.org/sites/default/files/pub-pdf/Uganda_Status%20of%20HIV%20Prevention.pdf
- ^{vii} Uganda Population-based HIV Impact Assessment. <http://www.afro.who.int/sites/default/files/2017-08/UPHIA%20Uganda%20factsheet.pdf>
- ^{viii} Amin, S., Austrian, A., Chau, M., Glazer, K., Green, E., Stewart, D., and Stoner, M. 2013. Adolescent Girls Vulnerability Index: Guiding Strategic Investment in Uganda. New York: Population Council.
- ^{ix} Bruce, Judith, Sarah Engebretsen, and Kimberly Glazer. 2015. Building Assets Toolkit: Developing Positive Benchmarks for Adolescent Girls. New York: Population Council.
- ^x Trzesniewski, Kali H., et al. "Low self-esteem during adolescence predicts poor health, criminal behavior, and limited economic prospects during adulthood." *Developmental psychology* 42.2 (2006): 381.
- ^{xi} 'Keeping African girls in school with better sanitary care.'
- ^{xii} Ameade, Evans Paul Kwame, and Helene Akpene Garti. "Relationship between Female University Students' Knowledge on Menstruation and Their Menstrual Hygiene Practices: A Study in Tamale, Ghana." *Advances in preventive medicine* 2016 (2016). <https://www.hindawi.com/journals/apm/2016/1056235/>
- ^{xiii} Girls Not Brides. <https://www.girlsnotbrides.org/child-marriage/uganda/>
- ^{xiv} ICRW. <https://www.icrw.org/files/images/Delaying-Age-at-Marriage-in-Rural-Maharashtra-India.pdf>
- ^{xv} Sinclair, Jake, et al. "A self-defense program reduces the incidence of sexual assault in Kenyan adolescent girls." *Journal of Adolescent Health* 53.3 (2013): 374-380.
- ^{xvi} UNICEF. <https://data.unicef.org/topic/hiv/aids/adolescents-young-people/>
- ^{xvii} "Gender Equality." *The Global Goals for Sustainable Development*. Global Goals Campaign. 2015. <http://www.globalgoals.org/global-goals/gender-equality/>
- ^{xviii} See Amartya Sen's capabilities approach: <http://www.iep.utm.edu/sen-cap/>
- ^{xix} Oxaal, Z., and Baden, S. (1997). Gender and empowerment: definitions, approaches, and implications for policy. *University of Sussex: Institute of Development Studies*, 20.
- ^{xx} Malhotra, A., Schuler, S., Boender, C. (2002). Measuring Women's Empowerment as a Variable in International Development. *The World Bank*.
- ^{xxi} Soubelet, A., & Salthouse, T. A. (2011). Influence of social desirability on age differences in self-reports of mood and personality. *Journal of personality*, 79(4), 741-762. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3139822/>

Annexes

Annex A – Girl’s Survey	2
Bio Data Questions.....	2
Curriculum Content Questions	3
Supplemental Questions (asked at midline and end line)	8
Annex B – GPA’s Survey.....	11
Annex C – Core survey questions and corresponding assets.....	16
Annex D – Supplemental survey questions and corresponding assets	18
Annex E – Indices of the three positive expressions of power	19
Power To	19
Power With	21
Power Within	22
Annex F – Indices of the six dimensions of empowerment	23
Annex G – Regression Analysis	24
Core (workshop) assets.....	24
Supplemental (club) assets	27
Total assets	29
Three expressions of Power.....	32
Dimensions of Empowerment	36

Annex A – Girl’s Survey

Before the end line was administered to girls, it was modified per requests from Luwero district officials. The modifications are highlighted below in red.

Bio Data Questions

	Question	Answer Alternatives	Change made
1	What is your name?		
2	What school do you attend?		
3	What village do you live in?		
4	How old are you?	10, 11, 12, 13, 14, 15, other	
5	What class are you in now?	P3, P4, P5, P6, P7	
6	Are both of your natural (birth) parents living now?	<ul style="list-style-type: none"> • Yes • No, father is dead • No, mother is dead • No, both are dead • Don’t know/no answer 	
7	Do you live with your father and mother?	<ul style="list-style-type: none"> • Yes, both father and mother • Father only • Mother only • No, neither father nor mother 	
7a	Branch question: (answer only if no response to q5) If you don't live with your father and mother, with whom do you live? Who is the adult/guardian you live with, and what is your relationship to him/her?		
8	How many children are you in your home?	1, 2, 3, 4, 5, 6, 7, 8, other	
9	Have you ever been pregnant?	<ul style="list-style-type: none"> • Yes • No • Decline to Answer 	Question removed
10	Which of the following home appliances does your parent(s) or guardian have at home? You can choose more than one answer.	<ul style="list-style-type: none"> • Computer • Television • Fridge/refrigerator/freezer • Radio • Generator • Other 	

- 10a If applicable, please specify other home appliances owned.
- 11 Do you have electricity/solar at your home? Yes, No

Question	Answer Alternatives	Change made
11a Branch question: (answer only if yes response to q10) Is your electricity solar or HEP (hydro-electric power)?	<ul style="list-style-type: none"> • Solar • HEP • Both 	
12 Does anyone in your family at home (where you stay) own any of the following...?	<ul style="list-style-type: none"> • A car or truck • A motorcycle • A bicycle • None of the above 	
13 Which of the following best describes the house where you live?	<ul style="list-style-type: none"> • Mud/bamboo/wood house with thatch roofing • Mud/bamboo/wood house with iron sheet roofing • Uncemented block house • Block house, cemented and painted • Other 	
14 Do you have your own room?	Yes, No	
15 Is the house you live in owned by your parent(s) or guardian or do they rent it?	<ul style="list-style-type: none"> • Owned • Rented 	
16 Does your family own land for farming a garden?	Yes, No	

Curriculum Content Questions

Question	Answer Alternatives	Change made
1 What is a special gift you have? (your greatest strength/talent)		

- 2 Give 3 qualities of good communication.
- Have good posture
 - Dress smartly
 - Be audible/project your voice
 - Make good eye contact
 - Smile
 - Be a good listener
 - Match your body language to your message
 - Know your audience and speak their language
 - Be well-versed in the topic
 - Engage your audience
 - Choose a style that fits the situation
 - Practice speaking in front of others
 - Do not know/no answer

Question	Answer Alternatives	Change made
3 When can peer pressure be good? Peer pressure can be good when a friend...	<ul style="list-style-type: none"> • Encourages you to do right things at right times • Encourages you to challenge yourself to achieve your goals • Provides you with support and positive advice • Has your best interests in mind and believes in you • Influences you to improve your life • Prevents you from doing a bad thing • Do not know/no answer 	
4 Have the girl repeat the following phrase: "I feel that I have a number of good qualities." Do you strongly agree, agree, disagree, or strongly disagree with the statement you just read?	<ul style="list-style-type: none"> • Strongly agree • Agree • Disagree • Strongly disagree 	
5 The following is a list of characteristics of infatuation, except 1 characteristic of love. For each phrase, indicate if it is	<ul style="list-style-type: none"> • Happens almost instantly • Can result in the neglect of other important relationships 	Question removed

	a characteristic of love or infatuation. (note to enumerators: tick the characteristic(s) that the girl says is 'LOVE')	<ul style="list-style-type: none"> • Is considerate and survives disagreements • Often brings out jealousy and/or obsession 	
6	What do you think is a good age for girls to be married?		Question removed
7	Give some risks associated with early marriage/child marriage.	<ul style="list-style-type: none"> • Drop out of school/education denied • Abuse of children's rights • Divorce/separation • Poverty • Poor health (of self) • Poor health of children • Fistula and other birth complications/death • Unstable relationship/disrespect • Higher risk of domestic violence/abuse • <i>Kameza</i>, lack of independence • Do not know/no answer 	
	Question	Answer Alternatives	Change made
8	Give 3 examples of bad touches.	<ul style="list-style-type: none"> • Rape • Touching one's private parts • Defilement • Touching one's buttocks/bums • Touching one's breasts • Caressing any body part • Handshake with symbol for sex • Do not know/no answer 	
9	Give 3 examples of how you can try to protect yourself from rape.	<ul style="list-style-type: none"> • Don't go to discos/risky areas • Travel with friends/move in groups • Avoid moving alone at night • Self-defense • Do not accept gifts • Don't trust strangers • Don't take alcohol • Do not know/no answer 	

10	What is menstruation? Tell me as much as you know about menstruation.	<ul style="list-style-type: none"> • A girl begins bleeding • During puberty. • It is a monthly cycle that • All adolescent girls and women go through as • Part of their reproductive system. • A girl/woman's ovaries are the organs that allow her to have a baby. • Ovaries release one egg per month. • If the egg is not fertilized by sperm, menstruation occurs. • Do not know/no answer 	
11	In your opinion, is a husband justified in hitting or beating his wife in the following situations: (note to enumerators: read the alternatives and tick the answers that girls agree ARE justified)	<ul style="list-style-type: none"> • If she goes out without telling him • If she neglects the children • If she argues with him • If she refuses to have sex with him • If she burns the food 	One answer alternative removed from questionnaire and analysis
12	Describe the process of how a girl or woman becomes pregnant.	<ul style="list-style-type: none"> • When she engages in sexual intercourse with a man or a boy and • The man's sperm fertilizes her eggs • When she is ovulating. • Do not know/no answer 	Question modified
	Question	Answer Alternatives	Change made
13	How many children do you want when you grow up?	1, 2, 3, 4, 5, 6, 7, 8, other	Question modified
14	Give 3 examples of how to protect yourself from prevent HIV/AIDS.	<ul style="list-style-type: none"> • Abstinence • Do not have sex with infected person • Get tested before having sex with someone • Use a condom during sex • Do not use or share sharp needles/piercing items • Do not kiss someone with cuts in the mouth 	Question modified

- Be faithful to your partner
 - Do not know/no answer
- 15 Give 3 characteristics of a good leader.
- Good communication skills
 - Honest
 - Hard-working
 - Confident
 - Can take decisions
 - Inspires/motivates others
 - Respectful
 - Can bear criticism
 - Social/cooperative
 - Responsible/emotionally mature
 - Truthful/trustworthy
 - Assertive
 - Knowledgeable/intelligent
 - Passionate/interested
 - Has a clear set of values
 - Loyal
 - Helpful/selfless/committed to community
 - Do not know/no answer
- 16 Do you have a slightly older female mentor outside of your household who you trust and can easily and quickly ask for help when you are faced with challenges?
- Yes, No
- 16a What is your mentor's relationship to you?
- 17 What do you want to become when you grow up?
How would you like to earn money someday?
- 18 What is the minimum level of schooling you plan on completing?
- O-levels
 - A-levels
 - Certificate
 - Diploma

- Degree
- Advanced degree

Supplemental Questions (asked at midline and end line)

Question	Answer alternatives	Change made
1 True or False: The same place can be safe sometimes and unsafe other times, depending on the time of day.	True, False, don't know/no answer	
2 True or False: You have the right to be free from sexual abuse.	True, False, don't know/no answer	
3 True or False: You have the right to tell your parents "No" if they ask you to do something illegal. (True, False, don't know/no answer)	True, False, don't know/no answer	
4 Do you know a CLV (community legal volunteer) in your area? BRANCH QUESTION: If yes, what is his/her name?	Yes, No, Don't know/no answer	
5 Name 2 weak parts of the body you can hurt on an attacker.	<ul style="list-style-type: none"> • Eyes • Ears • Nose • Neck • Solar plexus • Little finger • Balls/groin/penis • Shins • Feet • Don't know/no answer 	
6 Do you have a plan for saving money? BRANCH QUESTION: If yes, what is it?	Yes, No, Don't know/no answer	
7 Have you saved money in the last 6 months?	Yes, No, Don't know/no answer	

8	What is a budget?	<ul style="list-style-type: none"> • A budget is a plan • That you can create and use • To determine how you can spend your money • Don't know/no answer 	Change made
Question	Answer Alternatives	Change made	
9	Name 2 forms of family planning you can use to prevent pregnancy besides condoms.	<ul style="list-style-type: none"> • Birth control pill • Injections • IUD • Implant • Moon beads • Don't know/no answer 	Question removed
10	Have you ever been tested for HIV? When?	<ul style="list-style-type: none"> • Yes, within the last 12 months • Yes, over 1 year ago • No • Don't know/no answer 	
11	What is the other name for the parish chairperson? (note to enumerators: read out the answer alternatives)	<ul style="list-style-type: none"> • LC1 • LC2 • LC3 • Don't know/no answer 	
12	What qualifications are required for you to vote?	<ul style="list-style-type: none"> • be at least 18 years old • have a voter ID or national ID card • be registered to vote • confirm your name appears in voter's register • don't know/no answer 	
13	Do you have a skill that you can use to earn money?	Yes, No, Don't know/no answer	
	BRANCH QUESTION: If yes, what is it?		
14	Do you remember taking this survey when we came to your school during term 3 last year?	Yes, No, Was not at this school, Don't remember/don't know/no answer	Question added

Annex B – GPA’s Survey

Question	Answer Alternatives
1. Note to enumerator: select the school you are at.	
2. What is your name?	
3. Note to enumerator: observe and tick.	<ul style="list-style-type: none"> • Male • Female
4. How old are you?	<ul style="list-style-type: none"> • 18-24 • 25-29 • 30-34 • 35-39 • 40-44 • 45-49 • 50-54 • 55-59 • 60+
5. What role(s) do you play at the school and in the community? Note to enumerator: tick all that apply.	<ul style="list-style-type: none"> • Parent • Teacher • Member of the PTA or SMC • Other community leader • Well-wisher (not a parent)
6. Have you ever attended school?	<ul style="list-style-type: none"> • Yes • No
7. (IF YES) What is the highest level of school you attended (not necessarily completed)?	<ul style="list-style-type: none"> • Primary • O Level • A Level • Tertiary/University
8. What is the highest class/year you completed at primary school?	<ul style="list-style-type: none"> • P1 • P2 • P3 • P4 (J1) • P5 • P6 (J2) • P7
9. What is the highest class/year you completed at O level?	<ul style="list-style-type: none"> • S1 • S2 • S3

- S4
- 10 What is the highest class/year you completed at A level?
 - S5
 - S6
- 11 What is the highest class/year you completed at tertiary/university?
 - Completed certificate
 - Completed diploma
 - Completed degree
 - Attended some tertiary/university but did not complete program

Question	Answer Alternatives
12 Do you have children? How many? a. Specify other number of children:	<ul style="list-style-type: none"> • 0 • 1 • 2 • 3 • 4 • 5 • 6 • 7 • 8 • other
13 How many daughters do you have? a. Specify other number of daughters:	<ul style="list-style-type: none"> • 0 • 1 • 2 • 3 • 4 • 5 • 6 • 7 • 8 • other
14 If you could go back to the time when you did not have any children and could choose exactly the number of children to have in your whole life, how many would that be? ¹⁷ a. Specify other ideal number of children:	<ul style="list-style-type: none"> • 0 • 1 • 2 • 3 • 4 • 5 • 6 • 7 • 8

¹⁷ From DHS.

- other

Question	Answer Alternatives
<p>15 What is menstruation? Tell me as much as you know about menstruation.</p>	<ul style="list-style-type: none"> • A girl begins bleeding • During puberty. • It is a monthly cycle that • All adolescent girls and women go through as • Part of their reproductive system. • A girl/woman’s ovaries are the organs that allow her to have a baby. • Ovaries release one egg per month. • If the egg is not fertilized by sperm, menstruation occurs. • Do not know/no answer
<p>16 In your opinion, what do you think is a good age for girls to be married?</p>	
<p>17 Some people believe that having sexual intercourse without consent may be justified in certain situations. Do you think this applies to the following circumstances? For each of the following statements, please tell me if you AGREE, DISAGREE, or DO NOT KNOW if sexual intercourse without consent is justified in the circumstances.¹⁸</p>	<ul style="list-style-type: none"> a. Sexual intercourse without consent is justified if a person is wearing revealing, provocative, or sexy clothing. b. Sexual intercourse without consent is justified if a person is flirting beforehand. c. Sexual intercourse without consent is justified if a person does not clearly say no or physically fight back. d. Sexual intercourse without consent is justified if a person is out walking alone at night. e. Sexual intercourse without consent is justified if a person has several sexual partners. f. Sexual intercourse without consent is justified if a person voluntarily goes home with someone. g. Sexual intercourse without consent is justified if the offender does not realize what he was doing. h. Sexual intercourse without consent is justified if the offender regrets his actions.
<p>18 In your opinion, is a husband justified in hitting or beating his wife in the following situations? (note to surveyor: tick the answers that the girl agrees ARE justified)</p>	<ul style="list-style-type: none"> a. if she goes out without telling him b. if she neglects the children c. if she argues with him d. if she refuses to have sex with him e. if she burns the food f. none of the above

¹⁸ Adapted from ‘Special Eurobarometer 449 - November 2016 “Gender-based violence” Report.’

Questions

- 19 Listen to the following statements as I read them, and for each of them, tell me if you AGREE, DISAGREE, or DO NOT KNOW:¹⁹

Answer Alternatives

- a. A father's job is to earn money for the family, and a mother's job is to look after family.
- b. Men should also participate in doing housework.
- c. In my opinion, having a male or a female head teacher makes no difference.
- d. In difficult financial situations, boys are prioritized over girls to receive further education.²⁰
- e. Men should also be good in caring for their children.
- f. Community leaders can include women.

¹⁹ Adapted from Utomo et al.

²⁰ At end line the two questions highlighted in red were inadvertently admitted from the survey.

Annex C – Core survey questions and corresponding assets

Core Asset from Survey	Population Council Asset ²¹
1 Responds that yes, she has a special gift/strength/talent.	38. Be able to describe something unique or special about herself and identify a skill that she can teach others.
2 Can give 3 or more characteristics of good communication.	95. Use effective communication and listening skills (listen with empathy and patience; speak assertively not aggressively).
3 Can give at least 1 example of when peer pressure can be good.	98. Feel like she can say 'no' to her friends if they are pressuring her to do something she doesn't think is right.
4 Agrees or strongly agrees that she has a number of good qualities.	75. Feel that she is as intelligent as other people.
5 Can give 2 or more risks of early marriage.	58. Know that child marriage is associated with poor health, poverty, and divorce (and that divorce carries social and economic risks).
6 Can give 3 or more examples of bad touches.	50. Know what abuse is and the difference between a 'good touch' and a 'bad touch'.
7 Can give 3 or more examples of how she can try to protect herself from rape.	65. Know when and where it is safe enough to go out alone (or when groups are safer);
	79. Have a safety plan and be able to name 3 safety risks faced while going about daily life.
8 Gives at least 1 symptom of menstruation.	18. Know the specifics of menstruation and how to safely and cleanly manage it.
9 Indicates that a husband is NOT justified in hitting or beating his wife in any of 4 scenarios given.	48. Know that violence isn't just stranger violence - it often occurs in families.
10 Can describe how a girl or woman becomes pregnant.	37. Understand the biological basics of sexuality and reproduction.
11 Can give at least 3 examples of how to protect herself from HIV/AIDS.	41. Know how HIV is transmitted, how to prevent it, where to be tested, and that there are treatment options.

²¹ From Population Council's Building Assets Toolkit.

- | | | | |
|----|--|-----|---|
| 12 | Can give at least 3 examples of good leadership. | 38. | Be able to describe something unique or special about herself and identify a skill that she can teach others. |
| 13 | Has a female mentor. | 14. | Have a slightly older female mentor she can turn to for advice when faced with challenges. |
| 14 | What is the minimum level of schooling you plan on completing? | 35. | Know the minimum number of school years to which she's entitled. |

Annex D – Supplemental survey questions and corresponding assets

Supplemental Asset from Survey	Population Council Asset ²²
1 Knows that the same place can be safe sometimes and unsafe other times.	1. Know the location of community rescue places.
2 Knows that she has the right to be free from sexual abuse.	50. Know what abuse is and the difference between a 'good touch' and a 'bad touch'.
3 Knows that she has the right to say "no" to her parents if they ask her to do something illegal.	30. Have the ability to tell her parents that what they want her to do is illegal.
4 Can name 2 weak parts of an attacker's body.	49. Know basic self-defense and ways to attract help.
5 Has saved money in the last 6 months.	3. Have savings that can be accessed in case of a personal emergency or a household shortfall.
6 Knows what a budget is.	9. Have the skills and confidence to create a budget and know how to track income and spending.
7 Has been tested for HIV and knows her status.	8. Know where to get an HIV test.
8 Knows the qualifications to vote.	45. Know the legal voting age, where to register, and where to vote.
9 Has an income-generating skill.	16. Have a productive skill that earns money.

²² From Population Council's Building Assets Toolkit.

Annex E – Indices of the three positive expressions of power

For each of the three positive concepts of power (**power to**, **power with**, **power within**), the questions from the survey used to create the index are listed below. For each question, the rationale is listed as to why that question was classified under that concept of power, citing the asset the question attempts to measure. Per the Population Council, an asset is “a store of value that is related to what a person can do or be (their ‘human stock’).” The assets listed are taken from the Population Council’s Building Assets Toolkit.

Power To Capacity building, supporting individual decision-making, leadership, etc.

<u>Question</u>	<u>Rationale</u>
1 Give 3 characteristics of good communication.	A correct answer demonstrates that the girl has the power to “use effective communication and listening skills (listen with empathy and patience; speak assertively not aggressively).” (Asset 95)
2 The following is a list of characteristics of infatuation, except 1 characteristic of love. Which one?	The power to “be able to assertively and respectfully navigate safe and healthy choices with regard to marriage,” (Asset 59) by understanding the difference between love and infatuation, a girl is more likely to engage in relationships that are healthy for her. A study found that teaching youths about healthy relationships reduced physical dating violence. ²³
3 Give some risks associated with early marriage/child marriage.	The power to “know that child marriage is associated with poor health, poverty, and divorce (and that divorce carries social and economic risks).” (Asset 58)
4 Give 3 examples of bad touches.	The power to “know what abuse is and the difference between a ‘good touch’ and a ‘bad touch’.” (Asset 50)

²³ Wolfe, David A., et al. "A school-based program to prevent adolescent dating violence: A cluster randomized trial." *Archives of Pediatrics & Adolescent Medicine* 163.8 (2009): 692-699.

- 5 Give 3 examples of how you can try to protect yourself from rape. The **power to** “know when and where it is safe enough to go out alone (or when groups are safer)” (Asset 65); the **power to** “have a safety plan and be able to name 3 safety risks faced while going about daily life,” (Asset 79), such as ‘travel with friends/move in groups’, and ‘avoid teasing/provocative gestures/flirting with boys’, the 2 most frequently cited responses in the baseline.
- 6 What is menstruation? The **power to** “know the specifics of menstruation and how to safely and cleanly manage it.” (Asset 18)
- 7 How does a girl or woman become pregnant? The **power to** “understand the biological basics of sexuality and reproduction.” (Asset 37)
- 8 Give 3 examples of how to protect yourself from HIV/AIDS. The **power to** “know how HIV is transmitted, how to prevent it, where to be tested, and that there are treatment options.” (Asset 41)
- 9 Give 3 characteristics of a good leader. The **power to** “be able to describe something unique or special about herself and identify a skill that she can teach others.” (Asset 38) Giving 3 characteristics of a good leader does not demonstrate that a girl identifies those qualities in herself. Perhaps we should add a follow-up question asking whether the girl feels she has any of the characteristics she cited.

Power With **Social mobilization, building alliances and coalitions**

<u>Question</u>	<u>Rationale</u>
<p>1 When can peer pressure be good? Peer pressure can be good when a friend...</p>	<p>A correct answer demonstrates that the girl has the power to build friendships and alliances and have power with other girls. Related to Asset 98: “Feel like she can say ‘no’ to her friends if they are pressuring her to do something she doesn’t think is right.”</p>
<p>2 Do you have a slightly older female mentor who you trust who you can ask for help when faced with challenges? (IF YES: What is your mentor's relationship to you? How do you know her?)</p>	<p>The power with “a slightly older female mentor she can turn to for advice when faced with challenges,” (asset 14) which would lead to the power to develop new skills.²⁴</p>

²⁴ <http://psychcentral.com/news/2009/04/03/teen-girls-benefit-from-mentors/5137.html>

Power Within **Increasing self-esteem, awareness or consciousness raising, confidence building**

<u>Question</u>	<u>Rationale</u>
1 What is your greatest strength/talent?	If a girl is able to give a response to this question (and it is a personality trait, rather than a physical trait), it shows that she has power within herself (self-esteem, confidence), to “be able to describe something unique or special about herself and identify a skill that she can teach others.” (asset 38)
2 Do you strongly agree, agree, disagree, or strongly disagree with the following statement: I feel that I have a number of good qualities.	The power within herself (self-esteem, confidence) to “feel that she is as intelligent as other people,” (asset 75) or at least as good as other people, as she has some good qualities to offer.
3 In your opinion, is a husband justified in hitting or beating his wife in the following situations: (note to enumerators: tick the answers that girls agree ARE justified)	The power within herself (awareness) to know that domestic violence is never justified and that she and everyone deserves a violence-free life. Related to Asset 48: “Know that violence isn't just stranger violence - it often occurs in families.”
4 What is the minimum level of schooling you plan on completing?	The power within (awareness) to “know the minimum number of school years to which she’s entitled,” (asset 35). Although girls’ responses to this question do not directly address this asset, an increase over time, from the baseline to mid and end line surveys (e.g. more girls planning on completing more school) would indicate an increase in girls’ power within themselves to set and achieve a goal.

Annex F – Indices of the six dimensions of empowerment²⁵

Dimension of Empowerment		Survey Question (core assets in purple, supplemental assets in pink)
<i>Psychological</i>	A psychologically empowered girl demonstrates high self-esteem, self-confidence, and a positive body image	<ul style="list-style-type: none"> • Can give a strength/talent • Agrees that she has good qualities • Can identify characteristics of a good leader
<i>Familial/ Interpersonal</i>	A girl with familial/interpersonal empowerment participates in decision making, has control over marriage arrangements, sexual relations, and is free from domestic violence	<ul style="list-style-type: none"> • Good communication • Knows the risks of early marriage • Can identify bad touches • Knows how to try to protect herself from assault • Knows what menstruation is • Knows that violence is not justified • Knows how pregnancy occurs • Knows how to prevent the spread of HIV • Has a slightly older female mentor • Knows weak parts of an attacker's body
<i>Socio-Cultural</i>	A socio-culturally empowered girl is free from discrimination, has freedom of movement, and is able to access public services (e.g. attends school and visits health centers as needed)	<ul style="list-style-type: none"> • Can identify peer pressure • Knows the level of schooling she plans on completing • Knows that some places are safe and unsafe depending on time • Has been tested for HIV
<i>Economic</i>	An economically empowered girl has an understanding of assets, credit, markets, personal finance, budgeting, and banking products, so when employed she has control over and confidence in managing her personal income	<ul style="list-style-type: none"> • Has saved money in the past 6 months • Knows what a budget is • Has a skill she can use to make money
<i>Legal</i>	A legally empowered girl is knowledgeable of legal rights, including international human rights and local laws, has the awareness and ability to access local legal resources such as law	<ul style="list-style-type: none"> • Knows that she has the right to be free from sexual abuse • Knows that she can say 'no' if her parents ask her to do something illegal

²⁵ Adapted from Malhotra, A., Schuler, S., Boender, C. (2002). Measuring Women's Empowerment as a Variable in International Development. *The World Bank*.

enforcement officials and Community
Legal Volunteers (CLVs)

Political

A politically empowered girl is knowledgeable of political systems and how to exercise her right to vote when she is of age

- Knows the qualifications to vote

Annex G – Regression Analysis

Core (workshop) assets

Figure 39.

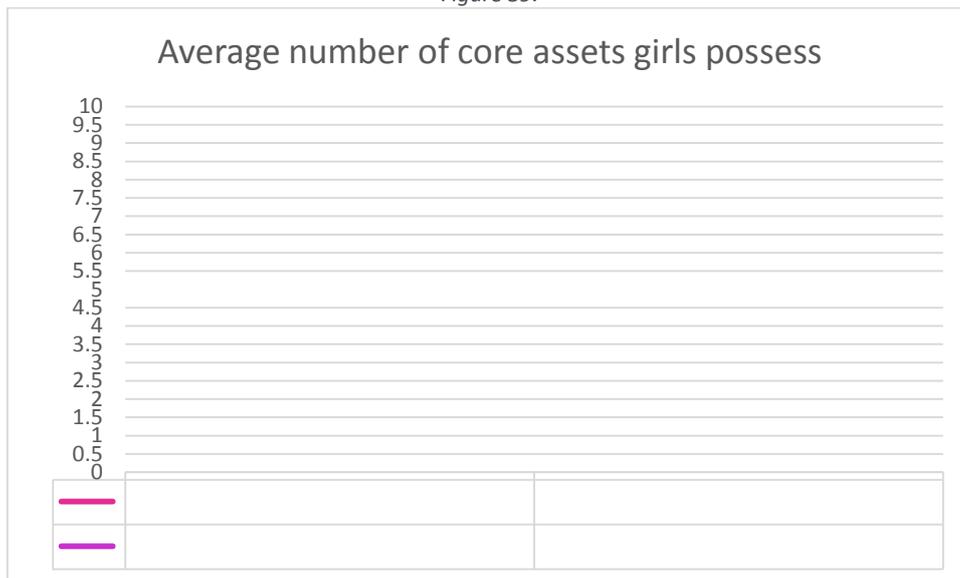


Table of Difference in Differences for assettotal for time 2 and 3

Dependent variable:				
	assettotal			
	(1)	(2)	(3)	(4)
group	2.004*** (0.464)	2.860*** (0.807)	2.307* (0.908)	3.232** (1.090)
treatment2and3	3.307*** (0.453)	3.419*** (0.404)	2.648*** (0.480)	2.714*** (0.454)
did2and3	-3.145*** (0.656)	-3.183*** (0.582)	-3.201*** (0.619)	-3.170*** (0.570)
parent_livingmotherdead		-0.380 (0.912)		0.307 (0.916)
parent_livingno		-0.283 (1.327)		-0.328 (1.355)
parent_livingYes		-0.554 (0.559)		-0.516 (0.551)
livewithMother		0.518 (0.627)		0.646 (0.642)
livewithno		-0.092 (0.588)		-0.051 (0.603)
livewithyes		-0.279 (0.579)		-0.356 (0.592)
schoolCity		3.340*** (0.942)		3.393*** (0.932)
schoolIrene		1.137 (0.736)		1.036 (0.725)
schoolKab		3.111*** (0.764)		3.124*** (0.759)
schoolKan		-2.263 (1.891)		-1.237 (2.037)
schoolKat		1.914 (1.008)		2.972** (1.046)
schoolKiw		-0.623 (0.769)		-0.141 (0.761)
schoolKye		1.777* (0.874)		1.562 (0.865)
schoolLU		0.950 (0.688)		0.875 (0.673)
schoolMamcu		3.380*** (0.858)		2.928** (0.914)
schoolMamRC		-0.267 (1.413)		0.396 (1.447)
schoolNa1		2.049** (0.678)		1.867** (0.677)
schoolNdagga		0.597 (0.878)		0.743 (0.919)
schoolNsassi		1.485 (1.060)		1.355 (1.114)
schoolStA1				
schoolStKiz		-0.872 (1.398)		-1.181 (1.393)
schoolVictor		1.919* (0.872)		2.304** (0.863)
behindgradeforage		-0.843* (0.378)		-0.680 (0.552)
camp		0.993** (0.380)		1.059 (1.314)
age			-0.203 (0.131)	-0.021 (0.218)
numsib			-0.027	0.015

Supplemental (club) assets

Figure 41.

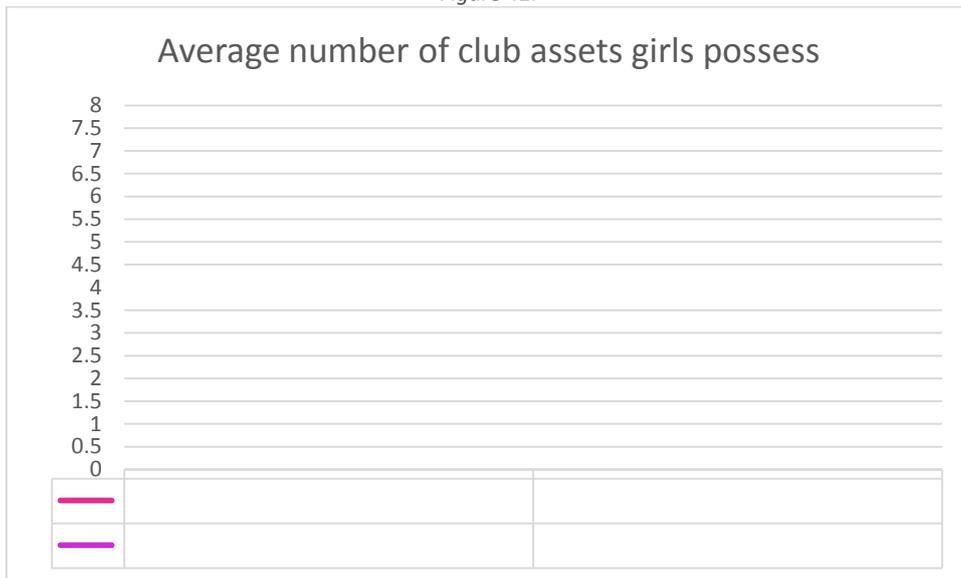


Table of Difference in Differences for assettotal for time 2 and 3

=====				
Dependent variable:				

	assettotal			
	(1)	(2)	(3)	(4)

group	2.004*** (0.464)	2.860*** (0.807)	2.307* (0.908)	3.232** (1.090)
treatment2and3	3.307*** (0.453)	3.419*** (0.404)	2.648*** (0.480)	2.714*** (0.454)
did2and3	-3.145*** (0.656)	-3.183*** (0.582)	-3.201*** (0.619)	-3.170*** (0.570)
parent_livingmotherdead		-0.380 (0.912)		0.307 (0.916)
parent_livingno		-0.283 (1.327)		-0.328 (1.355)
parent_livingYes		-0.554 (0.559)		-0.516 (0.551)
livewithMother		0.518 (0.627)		0.646 (0.642)
livewithno		-0.092 (0.588)		-0.051 (0.603)
livewithyes		-0.279 (0.579)		-0.356 (0.592)
schoolCity		3.340*** (0.942)		3.393*** (0.932)
schoolIrene		1.137 (0.736)		1.036 (0.725)
schoolKab		3.111*** (0.764)		3.124*** (0.759)
schoolKan		-2.263 (1.891)		-1.237 (2.037)
schoolKat		1.914 (1.008)		2.972** (1.046)
schoolkiw		-0.623 (0.769)		-0.141 (0.761)
schoolkye		1.777* (0.874)		1.562 (0.865)
schoolLU		0.950 (0.688)		0.875 (0.673)
schoolMamcu		3.380*** (0.858)		2.928** (0.914)
schoolMamRC		-0.267 (1.413)		0.396 (1.447)
schoolNa1		2.049** (0.678)		1.867** (0.677)
schoolndagga		0.597 (0.878)		0.743 (0.919)
schoolNsassi		1.485 (1.060)		1.355 (1.114)
schoolStA1				
schoolStKiz		-0.872 (1.398)		-1.181 (1.393)
schoolvictor		1.919* (0.872)		2.304** (0.863)
behindgradeforage		-0.843* (0.378)		-0.680 (0.552)
camp		0.993** (0.380)		1.059 (1.314)
age			-0.203 (0.131)	-0.021 (0.218)
numsib			-0.027	0.015

class			1.077*** (0.247)	0.833** (0.293)
workshopsum			0.513 (0.294)	0.741* (0.315)
totalattendancePerc			-0.179* (0.070)	0.037 (0.245)
totalattendance			1.477** (0.541)	-0.410 (2.044)
Constant	5.613*** (0.320)	4.625*** (0.898)	-0.174 (2.016)	-2.860 (2.575)
Observations	286	286	286	286

Note: *p<0.05; **p<0.01; ***p<0.001

Model: $clubassettotal_{it} = \beta_0 + \beta_1 \times group_{it} + \beta_2 \times treatment_{it} + \beta_3 \times did_{it} + \dots + \beta_a \times class + \dots + \beta_n \times totalattendance_{it} + e_{ij}$

Interpretation of parameters

- β_0 intercept
- β_1 effect due to trends
- β_2 group specific permanent differences effect
- $\beta_3, \dots, \beta_a, \dots, \beta_n$ effects of independent variables
- β_3 effect of intervention
- e_{ij} error term

The effect of the intervention is insignificant.

Total assets

Figure 42.



Table of Difference in Difference for totalasset for time 2 and 3

	Dependent variable:			
	(1)	(2)	(3)	(4)
group	2.539*** (0.689)	4.766*** (1.164)	3.140* (1.317)	5.212*** (1.556)
treatment2and3	4.200*** (0.672)	4.391*** (0.583)	3.099*** (0.696)	3.163*** (0.648)
did2and3	-2.832** (0.974)	-2.897*** (0.839)	-2.986** (0.898)	-2.891*** (0.814)
parent_livingmotherdead		-0.406 (1.315)		0.614 (1.308)
parent_livingno		-0.005 (1.914)		0.091 (1.935)
parent_livingYes		-0.584 (0.805)		-0.589 (0.786)
livewithMother		0.785 (0.904)		0.924 (0.916)
livewithno		-0.239 (0.847)		-0.133 (0.861)
livewithyes		-0.740 (0.835)		-0.784 (0.845)
schoolCity		4.593*** (1.358)		4.756*** (1.331)
schoolIrene		2.503* (1.061)		2.230* (1.035)
schoolKab		4.763*** (1.101)		4.961*** (1.083)
schoolKan		-3.759 (2.726)		-2.369 (2.908)
schoolKat		2.757 (1.454)		4.213** (1.493)
schoolKiw		-1.076 (1.109)		-0.272 (1.086)
schoolKye		2.001 (1.261)		1.707 (1.234)
schoolLU		1.900 (0.992)		1.800 (0.960)
schoolMamcu		4.740*** (1.237)		3.723** (1.304)
schoolMamRC		-1.315 (2.037)		-0.512 (2.066)
schoolNa1		4.724*** (0.978)		4.350*** (0.967)
schoolNdagga		-0.208 (1.266)		-0.084 (1.313)
schoolNsassi		1.600 (1.529)		1.126 (1.590)
schoolStA1				
schoolStkiz		-1.167 (2.016)		-1.704 (1.988)
schoolVictor		2.884* (1.164)		3.375** (1.164)

behindgradeforage		-1.432**		-1.000
		(0.545)		(0.787)
camp		1.389*		0.701
		(0.548)		(1.876)
age			-0.525**	-0.102
			(0.190)	(0.311)
numsib			-0.132	-0.045
			(0.092)	(0.096)
class			2.077***	1.525***
			(0.358)	(0.418)
workshopsum			0.699	1.009*
			(0.427)	(0.449)
totalattendancePerc			-0.224*	-0.088
			(0.102)	(0.350)
totalattendance			1.809*	0.579
			(0.784)	(2.918)
Constant	10.240***	8.181***	3.141	-2.574
	(0.475)	(1.294)	(2.922)	(3.676)

Observations	286	286	286	286
=====				
Note:	*p<0.05; **p<0.01; ***p<0.001			

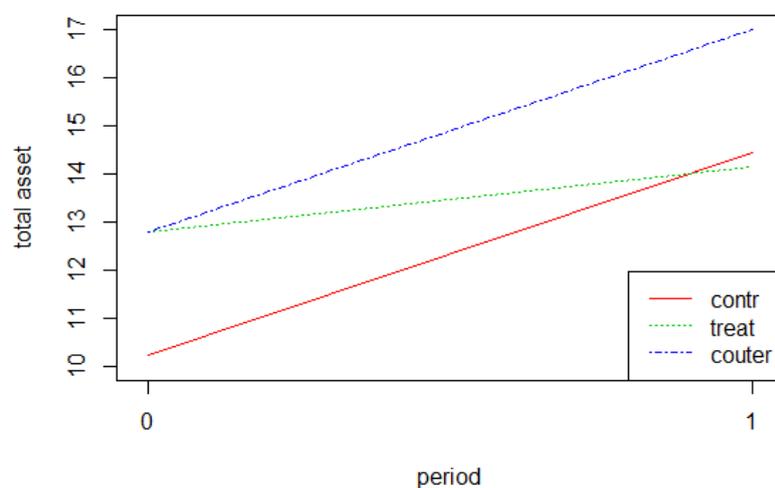
Model: $totalasset_{it} = \beta_0 + \beta_1 \times group_{it} + \beta_2 \times treatment_{it} + \beta_3 \times did_{it} + \dots + \beta_a \times class + \dots + \beta_n \times totalattendance_{it} + e_{ij}$

Interpretation of parameters

- β_0 intercept
- β_1 effect due to trends
- β_2 group specific permanent differences effect
- $\beta_3, \dots, \beta_a, \dots, \beta_n$ effects of independent variables
- β_3 effect of intervention
- e_{ij} error term

The effect is highly significant at 0.001 with intervention having negative effect.

Figure 43: DID for time 2 and 3 for total assets



Three expressions of Power

One-way ANOVA (analysis of variance) was run on the power to, power with, and power within indices for the treatment (intervention) group.

Power To

Descriptive Statistics^a

Time	Mean	Std. Error	95% Confidence Interval		N
			Lower Bound	Upper Bound	
1	2.373	.178	2.017	2.728	68
2	5.206	.275	4.657	5.754	68
3	5.578	.278	5.024	6.133	68

a. group = intervention

Means increases with time. The lowest scores was at baseline and the highest was at end line.

Multivariate Tests^{b,c}

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Time	Pillai's Trace	.697	75.869 ^a	2.000	66.000	.000	.697
	Wilks' Lambda	.303	75.869 ^a	2.000	66.000	.000	.697
	Hotelling's Trace	2.299	75.869 ^a	2.000	66.000	.000	.697
	Roy's Largest Root	2.299	75.869 ^a	2.000	66.000	.000	.697

a. Exact statistic

b. group = intervention

c. Design: Intercept

Within Subjects Design: time

- Wilks' Lambda is $F=75.87$ with a P value of 0.000 which is less than 0.05, this concludes that there was statically significant effect of time. This suggest that there was change in mean scores of power to across the 3 different times.
- The effect size of change is shown by partial Eta squared =0.697. This figure suggests a very large effect size according to commonly used guidelines suggested by Cohen(1988) which states that partial eta squared of 0.1 indicate small , 0.6 =moderate and 0.14 large effect.

Pairwise Comparisons^b

Measure:POWERTO

(I) time	(J) time	Mean Difference (I-J)	Std. Error	Sig. ^a	95% Confidence Interval for Difference ^a	
					Lower Bound	Upper Bound
1	2	-2.833*	.293	.000	-3.553	-2.114
	3	-3.206*	.278	.000	-3.888	-2.523
2	1	2.833*	.293	.000	2.114	3.553
	3	-.373	.288	.601	-1.080	.335
3	1	3.206*	.278	.000	2.523	3.888
	2	.373	.288	.601	-.335	1.080

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

a. Adjustment for multiple comparisons: Bonferroni.

b. group = intervention

- All means scores are significantly ($p < 0.05$) different except that of time 2 against 3.

Power With

Estimates^a

Measure:POWERWITH

time	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
1	.882	.054	.775	.989
2	1.515	.080	1.355	1.674
3	1.397	.084	1.229	1.565

a. group = intervention

Multivariate Tests^b

	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Pillai's trace	.462	28.301 ^a	2.000	66.000	.000	.462
Wilks' lambda	.538	28.301 ^a	2.000	66.000	.000	.462
Hotelling's trace	.858	28.301 ^a	2.000	66.000	.000	.462
Roy's largest root	.858	28.301 ^a	2.000	66.000	.000	.462

Each F tests the multivariate effect of time. These tests are based on the linearly independent pairwise comparisons among the estimated marginal means.

a. Exact statistic

Estimates^a

Measure:POWERWITH

time	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
1	.882	.054	.775	.989
2	1.515	.080	1.355	1.674
3	1.397	.084	1.229	1.565

b. group = intervention

- Mean scores for powerwith are significantly different for times 1, 2 and 3. Mean scores of powerwith changes with time (Wilks' lambda F values is 28.30 with p values 0.000).
- The effect size of change is shown by partial Eta squared =0.462. This figure suggests a very large effect size according to commonly used guidelines suggested by Cohen (1988).

Pairwise Comparisons^b

Measure:POWERWITH

(I) time	(J) time	Mean Difference (I-J)	Std. Error	Sig. ^a	95% Confidence Interval for Difference ^a	
					Lower Bound	Upper Bound
1	2	-.632*	.093	.000	-.862	-.403
	3	-.515*	.099	.000	-.759	-.271
2	1	.632*	.093	.000	.403	.862
	3	.118	.116	.940	-.167	.402
3	1	.515*	.099	.000	.271	.759
	2	-.118	.116	.940	-.402	.167

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

a. Adjustment for multiple comparisons: Bonferroni.

b. group = intervention

- All mean scores for powerwith are statistically different from each other across time except that of time 2 and 3 (p=0.940).

Power Within

Measure:POWERWIN

time	Mean	Std. Error	95% Confidence Interval		N
			Lower Bound	Upper Bound	
1	1.618	.117	1.385	1.851	68
2	2.819	.106	2.607	3.030	68
3	2.990	.097	2.796	3.185	68

a. group = intervention

- Mean scores increase with time

Multivariate Tests^{b,c}

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
time	Pillai's Trace	.627	55.494 ^a	2.000	66.000	.000	.627
	Wilks' Lambda	.373	55.494 ^a	2.000	66.000	.000	.627
	Hotelling's Trace	1.682	55.494 ^a	2.000	66.000	.000	.627
	Roy's Largest Root	1.682	55.494 ^a	2.000	66.000	.000	.627

a. Exact statistic

b. group = intervention

c. Design: Intercept

Within Subjects Design: time

- Wilks' Lambda has an F statistics of 55.48 and p values of 0.000 which is less than 0.05. This suggests that there was significant effect of time. This concludes that the mean scores of powerwin changes across 3 different times.
- The effect size of change is shown by partial Eta squared =0.627. This figure suggests a very large effect size according to commonly used guidelines suggested by Cohen (1988).

Pairwise Comparisons^b

Measure:POWERWIN

(I) time	(J) time	Mean Difference (I-J)	Std. Error	Sig. ^a	95% Confidence Interval for Difference ^a	
					Lower Bound	Upper Bound
1	2	-1.201*	.139	.000	-1.541	-.861
	3	-1.373*	.139	.000	-1.714	-1.031
2	1	1.201*	.139	.000	.861	1.541
	3	-.172	.132	.593	-.495	.152
3	1	1.373*	.139	.000	1.031	1.714
	2	.172	.132	.593	-.152	.495

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

a. Adjustment for multiple comparisons: Bonferroni.

b. group = intervention

- All mean scores for powerwin are statistically different from each other across time except that of time 2 and 3 (p=0.593)

Dimensions of Empowerment

Psychological Empowerment

Estimates^a

Measure:psych

time	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
1	2.412	.098	2.217	2.606
2	2.525	.104	2.318	2.731

a. group = intervention

Pairwise Comparisons^b

Measure:psych

(I) time	(J) time	Mean Difference (I-J)	Std. Error	Sig. ^a	95% Confidence Interval for Difference ^a	
					Lower Bound	Upper Bound
1	2	-.113	.121	.357	-.355	.130

Estimates^a

Measure:psych

time	Mean	Std. Error	95% Confidence Interval			
			Lower Bound	Upper Bound		
1	2.412	.098	2.217	2.606		
2	2.525	.104	2.318	2.731		
2	1	.113	.121	.357	-.130	.355

Based on estimated marginal means

a. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

b. group = intervention

- The mean scores for psych are not statistically significant ($p=0.357$).

Multivariate Tests^b

	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Pillai's trace	.013	.861 ^a	1.000	67.000	.357	.013
Wilks' lambda	.987	.861 ^a	1.000	67.000	.357	.013
Hotelling's trace	.013	.861 ^a	1.000	67.000	.357	.013
Roy's largest root	.013	.861 ^a	1.000	67.000	.357	.013

Each F tests the multivariate effect of time. These tests are based on the linearly independent pairwise comparisons among the estimated marginal means.

a. Exact statistic

b. group = intervention

- Wilks' lambda shows with $F=0.861$ and $p=0.357$ shows that the two means are not statistically different.
- The effect size is very small (partial eta squared =0.013).

*Familial/Interpersonal Empowerment***Estimates^a**

Measure:fam

time	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
1	6.113	.326	5.461	6.764
2	6.775	.308	6.159	7.390

a. group = intervention

- Means scores for fam are different at midline and end line.

Pairwise Comparisons^b

Measure:fam

(I) time	(J) time	Mean Difference (I-J)	Std. Error	Sig. ^a	95% Confidence Interval for Difference ^a	
					Lower Bound	Upper Bound
1	2	-.662	.364	.073	-1.388	.065
2	1	.662	.364	.073	-.065	1.388

Based on estimated marginal means

a. Adjustment for multiple comparisons: Bonferroni.

b. group = intervention

- Mean scores for fam are not significantly different.

Multivariate Tests^b

	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Pillai's trace	.047	3.306 ^a	1.000	67.000	.073	.047
Wilks' lambda	.953	3.306 ^a	1.000	67.000	.073	.047
Hotelling's trace	.049	3.306 ^a	1.000	67.000	.073	.047
Roy's largest root	.049	3.306 ^a	1.000	67.000	.073	.047

Each F tests the multivariate effect of time. These tests are based on the linearly independent pairwise comparisons among the estimated marginal means.

a. Exact statistic

b. group = intervention

- Wilks' lambda shows F values of 3.306 and p value of 0.073, this suggests no significant difference between the mean scores for fam for the baseline and end line.
- The partial eta squared shows a very small effect size (0.047).

*Socio-Cultural Empowerment***Estimates^a**

Measure:socio

time	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
1	5.382	.238	4.907	5.857
2	6.147	.241	5.666	6.628

a. group = intervention

- Mean scores for socio are different for the baseline and end line.

Pairwise Comparisons^b

Measure:socio

(I) time	(J) time	Mean Difference (I-J)	Std. Error	Sig. ^a	95% Confidence Interval for Difference ^a	
					Lower Bound	Upper Bound
1	2	-.765*	.275	.007	-1.313	-.216
2	1	.765*	.275	.007	.216	1.313

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

a. Adjustment for multiple comparisons: Bonferroni.

b. group = intervention

- The p values shows statistical different for the mean scores for the two time points (end line and baseline).

Multivariate Tests^b

	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Pillai's trace	.104	7.740 ^a	1.000	67.000	.007	.104
Wilks' lambda	.896	7.740 ^a	1.000	67.000	.007	.104
Hotelling's trace	.116	7.740 ^a	1.000	67.000	.007	.104
Roy's largest root	.116	7.740 ^a	1.000	67.000	.007	.104

Each F tests the multivariate effect of time. These tests are based on the linearly independent pairwise comparisons among the estimated marginal means.

a. Exact statistic

b. group = intervention

- The F statistics of Wilks' lambda is 7.74 and p value of 0.007 which suggest significant difference between the two means.
- The partial Eta squared shows a small effect size according to Cohen guidelines.

*Economic Empowerment***Estimates^a**

Measure:econ

time	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
1	1.387	.109	1.170	1.604
2	1.560	.113	1.335	1.785

a. group = control

- Mean scores are different at different time points (baseline and end line).

Pairwise Comparisons^b

Measure: econ

(I) time	(J) time	Mean Difference (I-J)	Std. Error	Sig. ^a	95% Confidence Interval for Difference ^a	
					Lower Bound	Upper Bound
1	2	-.206	.140	.146	-.485	.073
2	1	.206	.140	.146	-.073	.485

Based on estimated marginal means

a. Adjustment for multiple comparisons: Bonferroni.

b. group = intervention

- The difference of mean scores is not statistically significant.

Multivariate Tests^b

	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Pillai's trace	.031	2.167 ^a	1.000	67.000	.146	.031
Wilks' lambda	.969	2.167 ^a	1.000	67.000	.146	.031
Hotelling's trace	.032	2.167 ^a	1.000	67.000	.146	.031
Roy's largest root	.032	2.167 ^a	1.000	67.000	.146	.031

Each F tests the multivariate effect of time. These tests are based on the linearly independent pairwise comparisons among the estimated marginal means.

a. Exact statistic

b. group = intervention

- The partial eta squared is 0.031 which suggests a very small effect according to Cohen.

*Legal Empowerment***Estimates^a**

Measure: legal

time	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
1	1.647	.072	1.504	1.791
2	1.574	.082	1.410	1.737

a. group = intervention

- The mean at end line is slightly lower than at baseline.

Pairwise Comparisons^b

Measure:legal

(I) time	(J) time	Mean Difference (I-J)	Std. Error	Sig. ^a	95% Confidence Interval for Difference ^a	
					Lower Bound	Upper Bound
1	2	.074	.094	.439	-.115	.262
2	1	-.074	.094	.439	-.262	.115

Based on estimated marginal means

a. Adjustment for multiple comparisons: Bonferroni.

b. group = intervention

- The difference of means is not significant (P=0.439).

Multivariate Tests^b

	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Pillai's trace	.009	.606 ^a	1.000	67.000	.439	.009
Wilks' lambda	.991	.606 ^a	1.000	67.000	.439	.009
Hotelling's trace	.009	.606 ^a	1.000	67.000	.439	.009
Roy's largest root	.009	.606 ^a	1.000	67.000	.439	.009

Each F tests the multivariate effect of time. These tests are based on the linearly independent pairwise comparisons among the estimated marginal means.

a. Exact statistic

b. group = intervention

- Partial Eta squared (0.009) shows a very small effect according to Cohen guidelines.

*Political Empowerment***Estimates^a**

Measure:poli

time	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
1	.588	.082	.425	.751
2	1.279	.125	1.029	1.530

a. group = intervention

- The means scores are different, end line had a larger mean score than the baseline.

Pairwise Comparisons^b

Measure: poli

(I) time	(J) time	Mean Difference (I-J)	Std. Error	Sig. ^a	95% Confidence Interval for Difference ^a	
					Lower Bound	Upper Bound
1	2	-.691*	.141	.000	-.973	-.410
2	1	.691*	.141	.000	.410	.973

Based on estimated marginal means

*. The mean difference is significant at the .05 level.

a. Adjustment for multiple comparisons: Bonferroni.

b. group = intervention

- The mean scores are significantly different ($P < 0.05$).

Multivariate Tests^{b,c}

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
time	Pillai's Trace	.264	24.046 ^a	1.000	67.000	.000	.264
	Wilks' Lambda	.736	24.046 ^a	1.000	67.000	.000	.264
	Hotelling's Trace	.359	24.046 ^a	1.000	67.000	.000	.264
	Roy's Largest Root	.359	24.046 ^a	1.000	67.000	.000	.264

a. Exact statistic

b. group = intervention

c. Design: Intercept

Within Subjects Design: time

- Partial Eta squared shows a small effect size (0.264) according to Cohen.