

## CASE STUDY

# Helping Change Attitudes Towards Gender in India

Featuring GLOW Club girls and mentors  
in Andhra Pradesh, India



### Why we work in Andhra Pradesh, India

In this region of India, the literacy rate among females (59.5%) is notably lower than the national average (71.5%). Similarly, nearly a quarter of girls are married before their 18th birthday. Research indicates that when girls are unable to continue their education past primary school, they are more likely to marry early. Low completion rates of secondary school also keep girls from social and economic success. Education increases girls' belief in oneself and enhances girls' life skills and career opportunities.

### Our work in Andhra Pradesh

Since 2018, Global G.L.O.W. has been working in the Andhra Pradesh region of India. With the help of trusted local mentors, GLOW Club provides a safe space for girls to express themselves and advocate for their rights. GLOW Club programming has been implemented with 256 girls and 212 families in 15 club sites in the region. Across the 15 sites, it is estimated that over 6,000 parents, guardians, and community members are exposed to GLOW Club programming in a year.

### Key findings

Our programming improves girls' capabilities relating to social emotional learning, self-advocacy, positive future outlook, leadership skills, and views on gender equality.

Exposure to our program also has a significant and positive impact on parents' and guardians' viewpoints towards gender equality. Parents' and guardians' viewpoints towards their daughters' and sons' preferred education level, marital age and future outlook positively changed after one year of GLOW Club programming.



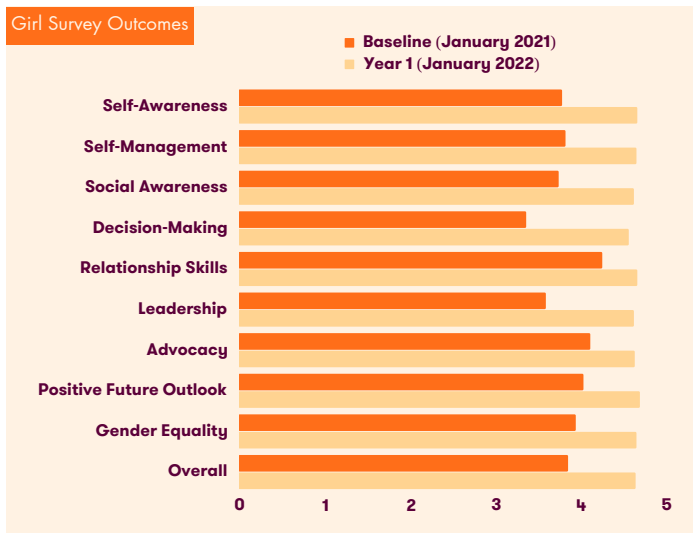
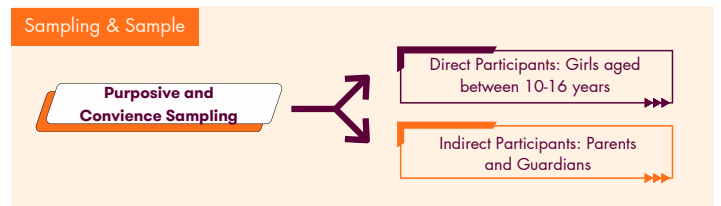
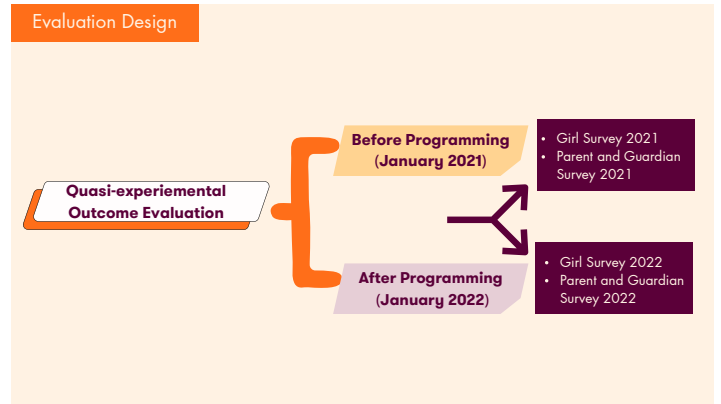


## Our methodology

We conducted a quasi-experimental outcome evaluation with a pre-post design to evaluate year 1 of Glow Club programming. Girls aged between 10-16 years and their parents and guardians were surveyed before and after completing one year of Glow Club curriculum.

The evaluation aligned with ethical standards and used non-random sampling strategies to select participants. The surveys were based on existing reliable and valid measures that required participants to indicate the extent to which they agreed or disagreed with each statement on a 5-point Likert scale. Girl participants responded to 45 statements relating to capabilities, while parents and guardians responded to 14 statements relating to gender equality.

The data was cleaned and analysed using the Statistical Package for Social Sciences (SPSS). Both descriptive and inferential statistics were used to determine the changes from baseline to year 1 on both survey outcomes.



**Global G.L.O.W. programs are equipping girls with social-emotional learning skills to empower girls to understand their self-worth and develop a greater sense of desire to see gender equality realized.**

## Girl data

All 15 GLOW Clubs participated in the survey, with 179 girls completing both pre and post surveys. Out of the 179, 159 (or 89%) reported progressing to the next year in school.

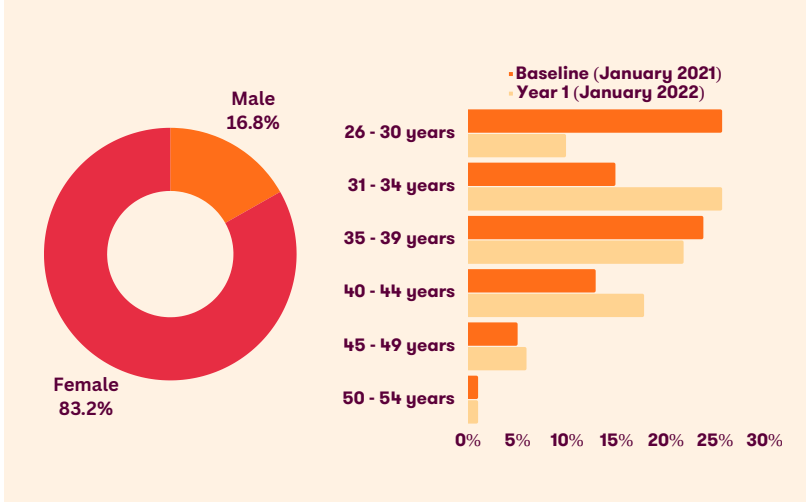
At baseline, the typical girl who completed the surveys was between the ages 10 to 12 and was in primary grade 6.

The mean values for all outcomes increased from baseline to year 1. The increased change in mean values from baseline to year 1 was statistically significant and suggests that GLOW Club programming improves girls' capabilities relating to social emotional learning, self-advocacy, positive future outlook, leadership skills and gender equality views.

Our findings further revealed a significant positive relationship between girls' age and the overall girl survey outcome score, meaning girls gain more social emotional skills from programming as they age.



### Parent & Guardian Demographics



### Parent and guardian data

In addition to the girls growing and developing as individuals, our programming is built on the premise of the “ripple effect”, which is we believe our programming spreads beyond just the individual girl. She, in turn, changes the views of her family, friends, and community members through direct knowledge transfer and indirect action of others seeing her rise up and create a life of her own design. We sought to measure this ripple effect by understanding if family and community members’ viewpoints of gender equality improves. In Holy Cross, this is happening!

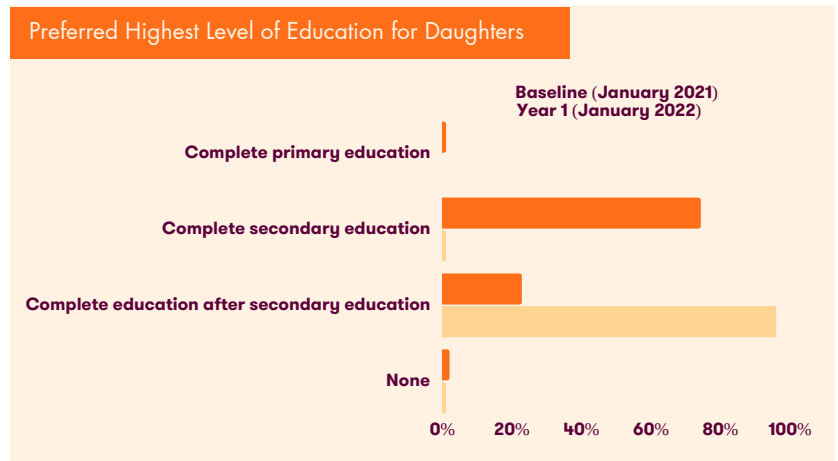
The parent and guardian pre and post survey was completed by 101 participants.

### Parents’ and guardians’ viewpoints towards their daughters’ and sons’ preferred education level, marital age and future outlook positively changed after a year of GLOW Club.

### Parent and guardian data

When asked what the level of education they’d like their daughters or female children in the household to achieve, before programming 77% wanted them to complete secondary education and 22% wanted more education past secondary school. After one year of programming this moved to 98% of them wanting girls to complete education after secondary school. In addition to these increases, there is a rippled effect demonstrated when we asked parents and guardians how much education they’d like their sons and daughters to complete. At baseline it was 87% who wanted them to complete education after secondary school and that moved to 99% at year one.

Parents' educational aspiration for their daughters is encouraging given the critical role that education plays in empowering girls to develop their capabilities and make their own decisions and choices.

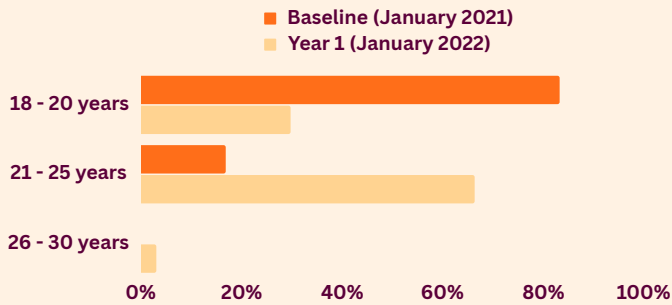


### The educational aspiration from parents and guardians about their sons and daughters equalized after one year of GLOW Club.





### Preferred Marital Age for Daughters



We asked parents and guardians about at what age they'd like their daughters and sons to get married at and ages increased for both boys and girls. The average age given before programming for daughters was 19.3 and this increased to 21.7 – an increase of over two years! The average age for sons also increased after one year of programming from 25.6 to 27.7, demonstrating another ripple effect that this programming has on both girls and boys.

When asked other questions about measures of gender equality, we saw significant changes in parent and guardians viewpoints.

**The biggest change in viewpoints was in the statement "A husband should be more educated than his wife." Before programming, only 9 of respondents disagreed or strongly disagreed with this statement. After programming, that number grew to 59.**

Special thanks to Holy Cross Social Service Society in Andhra Pradesh, India, who operate Global G.L.O.W. programming in safe, small group after-school sessions.

**Global G.L.O.W. partners with over 60 community-based organizations and schools across the globe. To learn more, visit [globalgirlsglow.org](http://globalgirlsglow.org).**

**Overall, there were statistically significant improvements in the following statements:**

- Daughters marry and leave the family, so they are not as useful as adults and sons.
- Society determines how we should behave towards boys and girls.
- There is no discrimination against women. However tradition and culture say that men and women have different roles in society.
- Boys should be allowed to get more opportunities and resources for education than girls.
- Boys should be fed first and given more food compared to girls.
- A husband should be more educated than his wife.
- I would prefer sons to daughters.

**Exposure to our program has a significant positive impact on parents' and guardians' viewpoints towards gender equality.**

