



CASE STUDY

In Andhra Pradesh, Indian girls believe in their future and their value as a girl

Featuring GLOW Club girls and mentors in Andhra Pradesh, India

Girls participating in GLOW Club programming demonstrate believing in and planning for their future and see their value as a girl. In November 2022, 20 girls from two GLOW Clubs in Andhra Pradesh, India participated in two unique data collection activities to determine the impact of a three year GLOW Club curriculum intervention. Global G.L.O.W. ran two focus groups with these program participants at approximately halfway through the three- year GLOW Club program intervention. The focus groups were conducted in Telugu (the local language) and translated live into English. Girls that participated ranged from ages 11 to 14 with an average age of 12.6.

Activity 1. My Life

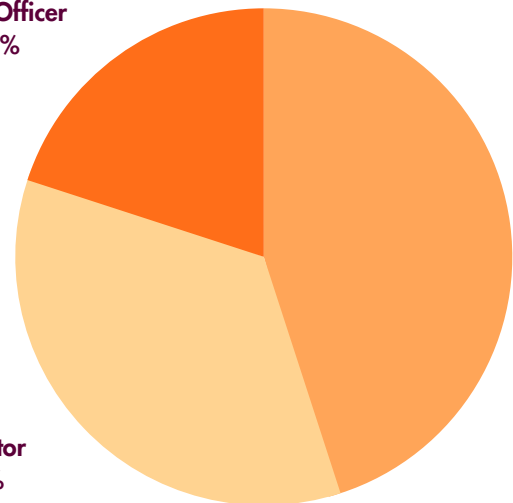
In the initial activity, program participants were asked to draw their dreams they had for the next ten years and then write how they might accomplish them. This method was designed to measure two outcomes of program participants: **1) girls have hope for their future and 2) girls plan for their future.** This qualitative analysis demonstrates that these outcomes are being reached.

All girls shared that they had career aspirations. Nine wanted to become teachers, seven wanted to become doctors, and four wanted to become police officers. When asked how to achieve their dreams, the girls showed significant thought and understanding about the educational requirements needed, as well as any potential barriers to reach these goals.

Police Officer
20%

Doctor
35%

Teacher
45%



All 20 girls shared that they would need additional education. The majority of girls (16/20 or 80%) cited the need for parental and family support. Lack of familial encouragement is a critical barrier to girls reaching their goals. For example, many girls discussed their parent’s desire for an early marriage, preventing girls from finishing their education.

“I should not get married at an early age in order to reach my goals. I will convince my parents to not perform early marriage for me.” - Age 13



“My parents may not allow me to continue my education, but I will convince them to continue my education. I need to face so many struggles to reach my goal, so I need to be strong.” - Age 13

Focus group participants also mentioned their need for financial resources, along with support from teachers, community members, and friends.

The importance of familial support in supporting girls to reach their dreams has not gone unnoticed by Global G.L.O.W. We recognize the need to change gender beliefs and norms, including those of the parents and guardians of girls in our programs. We have tracked changes in gender equality beliefs of the girls in GLOW Club and found that exposure to GLOW Club programming had a significantly positive impact on parents’ and guardians’ views on gender equality. Parents’ and guardians’ perspectives towards their daughters’ and sons’ preferred education level, marital age, and future outlook positively changed after one year of GLOW Club programming. You can find more information about parent’s perspectives and how they shift in this report.

Girls demonstrated determination and self-advocacy in securing the familial support needed to continue their education.

Activity 2. Vignettes

In the second activity, focus group participants were read short stories about different adolescents. They were then asked to reflect on what they – and their communities – would think if they found themselves, or someone they knew, in a similar situation to the characters in the stories. Each scenario helped us understand girl attitudes regarding three outcomes:

- 1) girls believe in their value as a girl**
- 2) girls know how to self-advocate**
- 3) girls advocate for themselves to their family, peers, at school, and in the community.**

Based on the qualitative findings, some progress in reaching these outcomes has been made. In both scenarios, the program participants were asked about gender equality issues. Their responses revealed that girls know they have a right to education and personal safety – and they do not wish to waive these rights – and they believe in their value as a girl.

The first scenario outlines a situation where a girl can no longer attend school because it is not safe for her to walk there anymore. When asked about the impact the girl would experience if she left school, the focus group participants cited collapse of her dreams in place of supporting her parent’s wishes (to remain home), leading a nominal life without identity, being forced into marriage, and leading in domestic roles at home such as housework. Focus group participants stated that parents, local police, teachers, and village elders should be able to help keep the girl safe on her walk to school. They would advise the girl to defeat the problem with bravery, keep concentrating on the goal she wants to achieve, continue her education and take support from teachers and police and reach her goal. Their responses indicate girls understand their rights and know strategies to ensure those rights.

The second scenario shares a story of a girl wishing to play soccer in the community but unable to do so due to the lack of a safe space. She speaks to the adults in her community about this and advocates for a space.



The focus group participants are surprised and inspired by the girl's actions. They view her as brave, smart, and a role model for others. All participants said they would want to be like the girl in the story, indicating they are in the beginning stages of self-advocacy and might want to enact this in the future. They were surprised, however, that the girl was able to secure a safe space. This response suggests that girls believe in their value and desire to self-advocate, but may not yet fully know how to accomplish this skill.

Conclusion

GLOW Club curriculum is halfway through a three year pilot implementation. The findings from this qualitative data suggest the program is well on its way to meet certain outcomes within the girls, including the five outcomes of:

- 1) Girls have hope for their future
- 2) Girls plan for their future
- 3) Girls believe in their value as a girl
- 4) Girls know how to self-advocate
- 5) Girls advocate for themselves to their family, peers, at school, and in the community.

Focus group participants demonstrated their belief in their future success and understanding of how to reach their goals, and in turn, plan accordingly. The girls understood their right to education and personal safety, indicating their belief in their value.

Our work in Andhra Pradesh, India

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. As noted in this report, GLOW Club improves girls' belief in oneself, educational attainment goals, and long term aspirations.

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.

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.

