

EVALUATING THE GIRL POWER PROJECT

**PRE- AND POST-INTERVENTION ANALYSIS
OF
PROJECT IMPLEMENTATION
(2024-25)**



JUSTLIKEMYCHILD
FOUNDATION



Executive Summary

This report presents the findings of the Pre- and Post-Intervention Evaluation (2024–25) of the Girl Power Project (GPP), an adolescent girls' empowerment initiative implemented across three schools. The evaluation assesses changes in knowledge, attitudes, confidence, and aspirations following a structured life-skills and rights-based intervention.

The evaluation adopts a mixed-methods design, combining paired quantitative analysis of baseline and endline survey data with qualitative inputs drawn from participant quotations, facilitator observations, and contextual accounts. The quantitative component is based on 96 matched pre-post observations and employs appropriate statistical tests for paired categorical data, including McNemar's test and Symmetry/Stuart–Maxwell tests. The qualitative component functions as an explanatory layer to clarify how observed changes manifested in practice.

The findings indicate statistically significant improvements across all major domains, including confidence in classroom participation, awareness of early marriage and its prevention, menstrual health knowledge, attitudes toward gender-based violence, understanding of reproductive health and HIV prevention, access to female mentors, educational aspirations, and clarity of personal and career goals.

Qualitative evidence suggests that these changes were enabled through practice-based engagement, peer-level norm reinforcement, and access to trusted female mentors, helping translate information into behavioural uptake and decision-making orientation.

Overall, the evaluation indicates that the Girl Power Project contributed meaningfully to improving adolescents' knowledge, confidence, and future orientation. The results support the relevance of structured, school-based empowerment interventions and provide a strong basis for continuation and potential scaling, subject to contextual adaptation.

1. INTRODUCTION

The Girl Power Project (GPP) is a school-based life skills and empowerment initiative designed to strengthen adolescent girls' knowledge, confidence, and decision-making capacities across key domains such as education, health, safety, and gender equality. Implemented across three schools during the 2024–25 academic year, the programme engaged approximately 500 adolescent girls through structured sessions combining rights-based education, health literacy, confidence-building activities, and mentorship support.

This report presents findings from a pre–post intervention evaluation conducted to assess changes in participants' awareness, attitudes, confidence, and aspirations following programme implementation. The evaluation adopts a mixed-methods approach, combining quantitative analysis of matched baseline and endline survey data with qualitative inputs that help contextualise how observed changes were experienced and enacted in practice.

The report is structured as follows: the next section outlines the evaluation methodology; subsequent sections present quantitative findings, followed by integrated qualitative insights; the report concludes with a synthesis of findings and recommendations for programme strengthening and future implementation.

2. Methodology

The evaluation employed a pre–post intervention design to assess changes attributable to the Girl Power Project during the 2024–25 academic year. A mixed-methods approach was adopted, with quantitative analysis forming the primary outcome assessment and qualitative data used to support interpretation and learning.

2.1 Quantitative Component

A baseline survey was conducted with a randomly selected sample of 100 adolescent girls across three schools. The same respondents were re-interviewed at endline following completion of the intervention. After excluding four cases due to missing data on key indicators, the final quantitative analysis was based on 96 paired observations.

The survey captured indicators across multiple domains, including:

- confidence and self-expression
- awareness of early marriage and prevention mechanisms
- menstrual health knowledge
- attitudes toward gender-based violence

- reproductive health and HIV prevention knowledge
- access to female mentors
- educational aspirations and career goals

Descriptive statistics were generated to examine distributions at baseline and endline. For inferential analysis, McNemar's test was used for paired binary variables, while Symmetry and Stuart–Maxwell tests were applied to paired categorical variables with more than two response categories. These tests were selected to appropriately assess changes within the same individuals over time.

2.2 Qualitative Component

The qualitative component comprised selected participant quotations, facilitator testimonies, and contextual case illustrations collected during programme implementation. Qualitative data were not treated as independent outcome measures but were analysed thematically to:

- clarify mechanisms of change
- contextualise quantitative shifts
- document behavioural and perceptual uptake

Qualitative findings are presented as integrated micro-contexts alongside quantitative results.

2.3 Ethical Considerations

Participation in both survey and qualitative interactions was voluntary. Care was taken to ensure confidentiality, particularly when discussing sensitive topics related to health, safety, and family circumstances. No personally identifiable information is disclosed in this report.

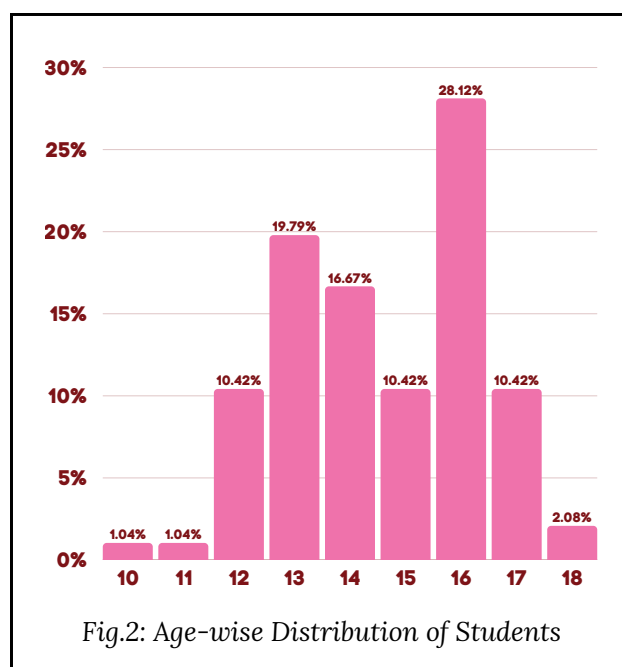
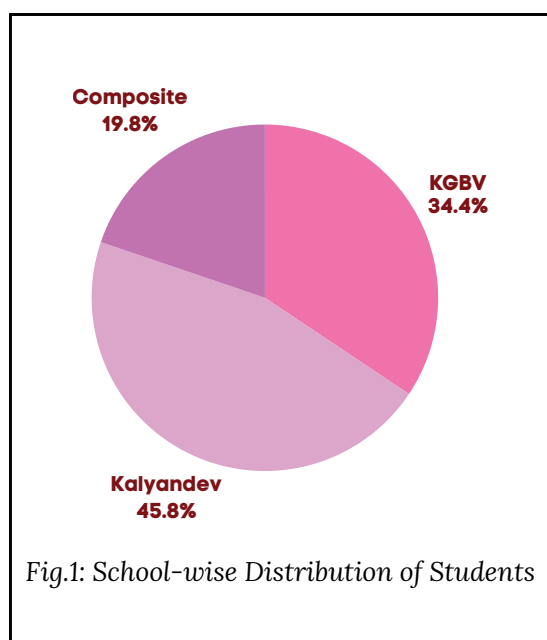
3. DEMOGRAPHIC & BACKGROUND PROFILE

3.1 School-wise Distribution

A total of 100 respondents participated in both the pre- and post-assessments of the study, representing three schools — KGBV, Kalyandev, and Composite. Of these, data from 96 respondents were retained for analysis after excluding four cases with substantial missing information. Among the analyzed respondents, the largest proportion were from Kalyandev School (45.8%), followed by KGBV School (34.4%), while the Composite School accounted for the remaining 19.8%. This distribution indicates that nearly half of the participants were from Kalyandev, and together with KGBV, these two schools contributed more than 80% of the total sample (Fig. 1)

3.2 Age-wise Distribution

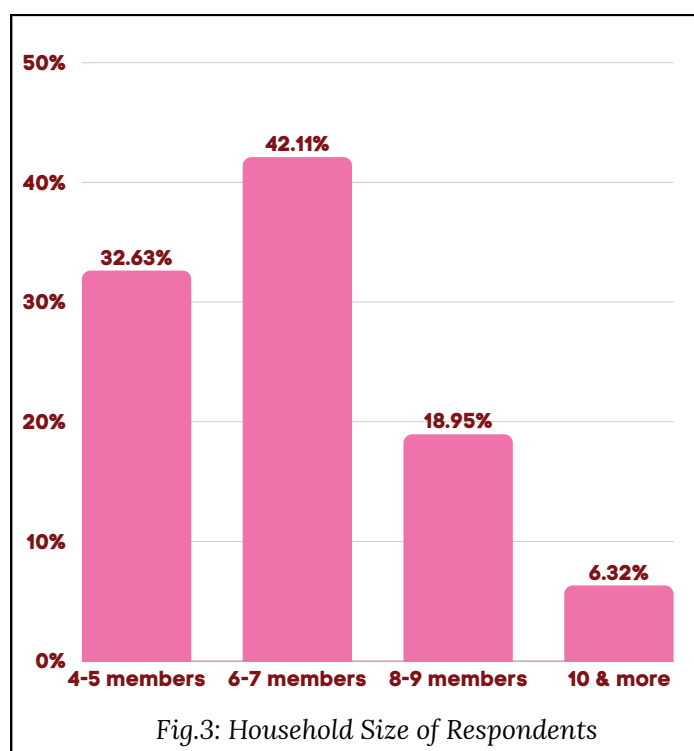
The age distribution of the respondents shows that participants ranged from 10 to 18 years old. The largest proportion of respondents were aged 16 years (28.12%), followed by those aged 13 years (19.79%) and 14 years (16.67%). Smaller proportions were observed among respondents aged 12, 15, and 17 years (each around 10.42%), while only a few participants were aged 10, 11, or 18 years. Overall, the data indicates that the majority of respondents were in their mid-adolescent years (13–16 years), collectively representing more than 75% of the total sample (Fig. 2).



3.3 Household Size

The data shows that most respondents come from households with 6–7 members (42.11%), followed by those with 4–5 members (32.63%). About 18.95% of respondents belong to households with 8–9 members, while only 6.32% reported households with 10 or more members (Fig. 3).

This indicates that the majority of families are medium-sized, with over 70% of respondents living in households of 4 to 7 members. Large households (8 or more members) constitute about one-fourth of the total sample (Fig. 3).



3.4 Number of Siblings

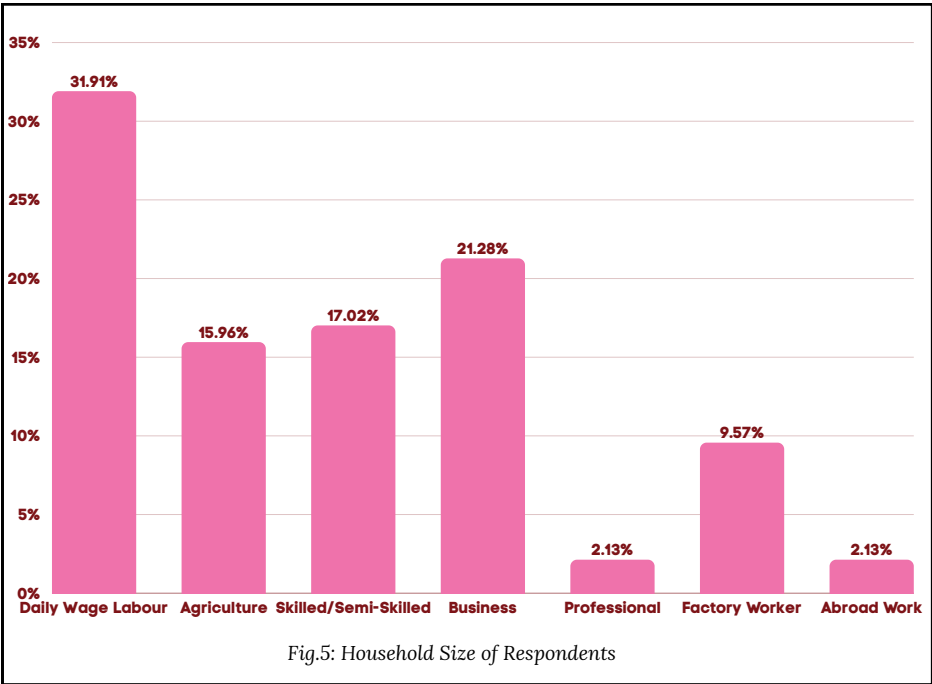
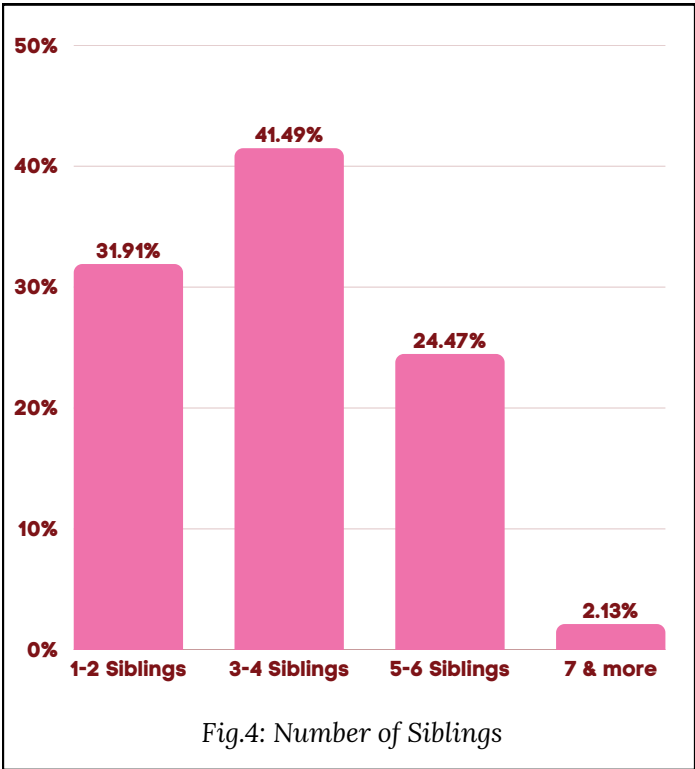
The distribution of respondents by number of siblings shows that most participants come from families with 3–4 siblings (41.49%), followed by those with 1–2 siblings (31.91%). About 24.47% reported having 5–6 siblings, while only 2.13% had 7 or more siblings. Overall, the data suggests that the majority of respondents belong to moderately large families, with nearly three-fourths (73.4%) having between 1 to 4 siblings. Only a small proportion come from very large families (5 or more siblings) (Fig. 4).

3.5 Occupation of Parents

The data on parents’ occupation shows that the largest share of respondents’ parents are engaged as labourers (31.91%), followed by those in business (21.28%) and skilled or semi-skilled work (17.02%). About 15.96% are involved in agriculture, while 9.57% work in factories. Only a small proportion are professionals (2.13%) or working abroad (2.13%) (Fig. 5).

Overall, this distribution indicates that a majority of the respondents come from working-class or lower-middle-income families, where employment is concentrated in informal or semi-formal sectors such as labour, trade, and skilled work. The relatively low share of professional or overseas employment suggests limited

representation from higher-income or white-collar occupational backgrounds.

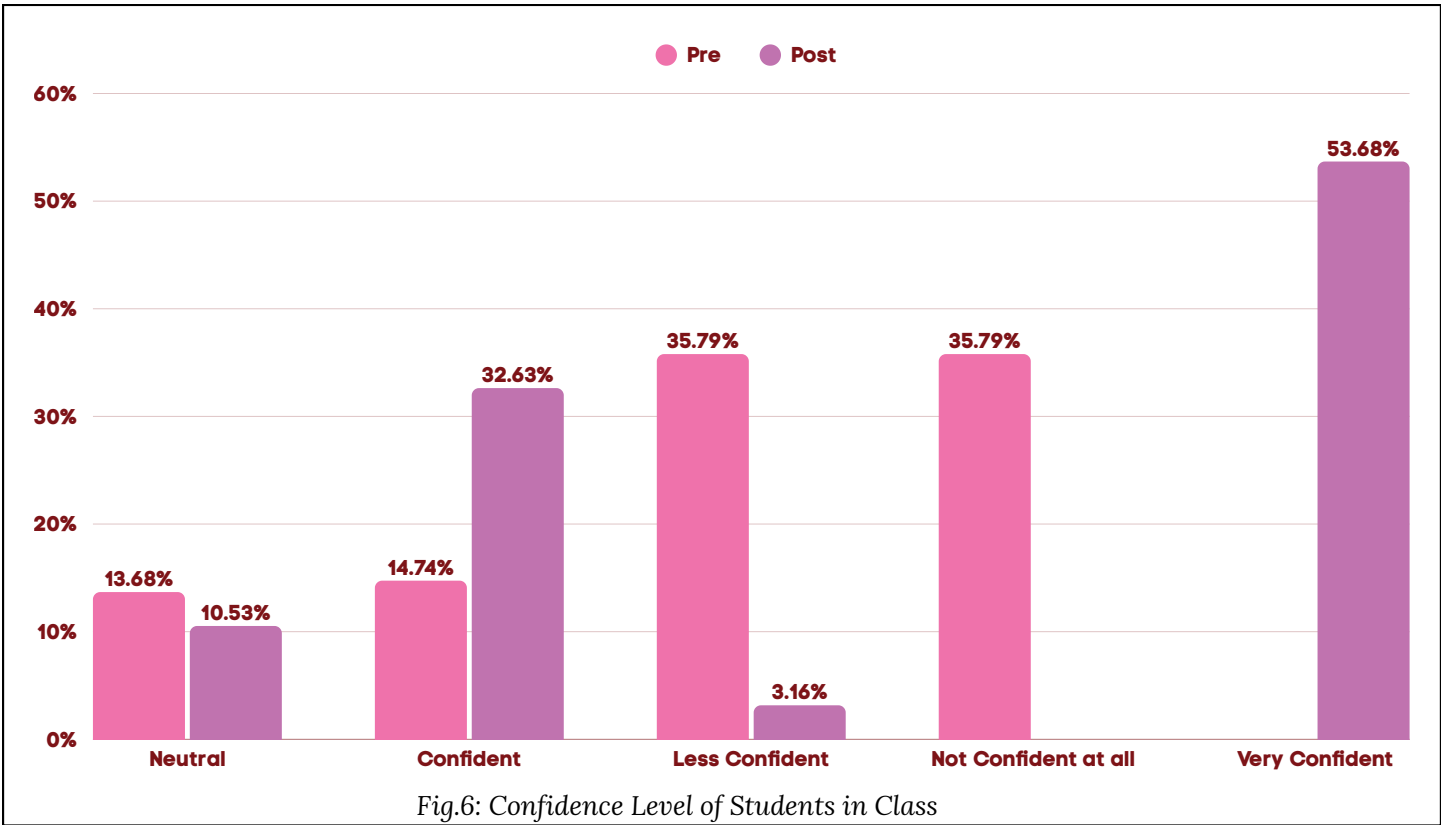


4. PRE & POST INTERVENTION ANALYSIS

4.1 Confidence Level in Class

The analysis reveals a significant improvement in respondents' confidence levels after the intervention. Before the intervention, a majority of girls reported being “Less Confident” (35.79%) or “Not Confident at all” (35.79%), indicating generally low self-assurance in speaking before their class. In contrast, post-intervention results show that more than half (53.68%) of the girls described themselves as “Very Confident”, and another 32.63% as “Confident” (Fig. 6). The Symmetry Test results ($\chi^2 = 32.14$, $df = 6$, $p < 0.001$) and Stuart-Maxwell test for marginal homogeneity ($\chi^2 = 30.75$, $df = 3$, $p < 0.001$) confirm that the change in confidence levels is statistically significant (Table 1).

Table 1: Statistical Analysis of Confidence Level of Students in Class					
. symmetry Pre_confidence_level Post_confidence_level					
Pre - How is your confidence level? (Can you speak confidently in front of your class?)	Post- How is your confidence level? (Can you speak confidently in front of your class?)				
	Neutral	Confident	Less Confident	Very Confident	Total
Neutral	2	4	0	6	12
Confident	2	6	1	5	14
Less Confident	3	11	2	18	34
Not Confident at all	3	9	0	22	34
Total	10	30	3	51	94
			Chi2	df	Prob>chi2
Symmetry (asymptotic)			32.14	6	0.0000
Marginal homogeneity (Stuart-Maxwell)			30.75	3	0.0000

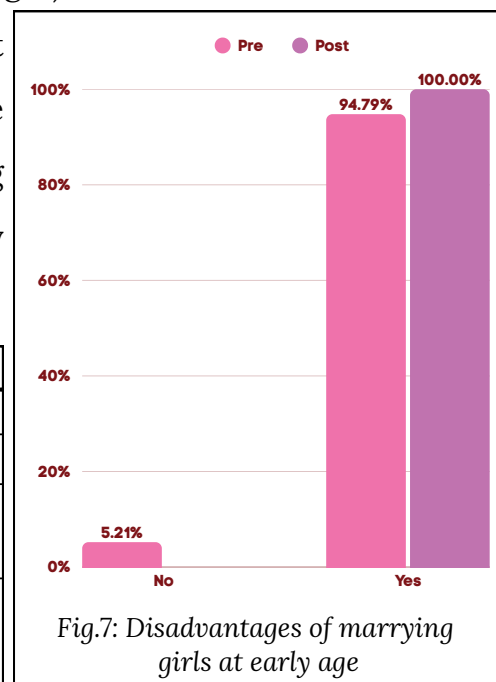


4.2 Child Marriage

Before the intervention, almost all respondents (94.79%) believed that there are disadvantages to marrying girls at a young age, while a small proportion (5.21%) did not recognize any such disadvantages. After the intervention, all respondents (100%) agreed that early marriage has disadvantages, indicating complete awareness on this issue. (Fig. 7)

The McNemar's test result ($\chi^2 = 5.00$, $p = 0.0253$) confirms that this change is statistically significant, suggesting that the intervention had a meaningful impact in improving participants' understanding of the harmful effects of early marriage (Table 2).

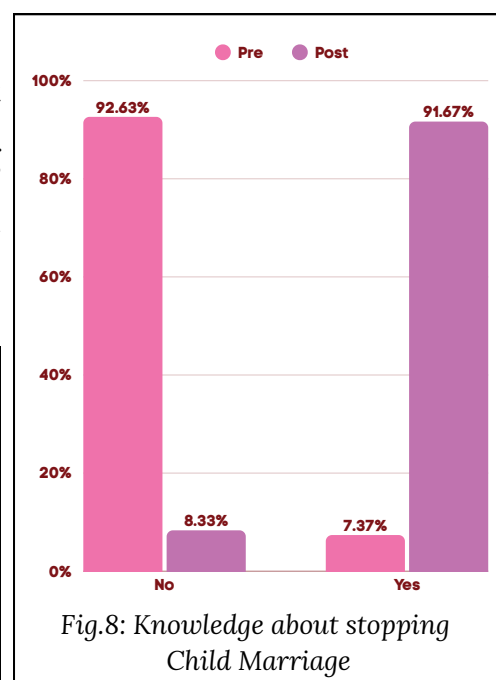
Table 2: McNemar Test (Disadvantages of Early Child Marriage)				
. mcc Pre_early_marriage Post_early_marriage				
Cases	Controls			Total
	Exposed	Unexposed		
Exposed	91	0		91
Unexposed	5	0		5
Total	96	0		96
McNemar's chi2 (1) = 5.00 Prob > chi2 = 0.0253				
Exact McNemar significance probability = 0.0625				



Before the intervention, a very small proportion of respondents (7.37%) knew the ways to stop a child marriage, while the overwhelming majority (92.63%) had no knowledge about how to intervene or prevent such practices. After the intervention, this scenario changed drastically – 91.67% of respondents reported that they now know the ways to stop a child marriage, and only 8.33% remained unaware (Fig. 8).

The McNemar's test result ($\chi^2 = 80.00$, $p < 0.001$) shows that this improvement is highly significant statistically, confirming that the intervention had a strong and positive effect on participants' awareness (Table 3).

Table 3: McNemar Test (Ways to Stop Early Child Marriage)				
. mcc Pre_stop_child_marriage Post_stop_child_marriage				
Cases	Controls			Total
	Exposed	Unexposed		
Exposed	7	0		7
Unexposed	80	8		88
Total	87	8		95
McNemar's chi2 (1) = 80.00 Prob > chi2 = 0.0000				
Exact McNemar significance probability = 0.0000				



4.3 Knowledge about Menstruation

Before the intervention, the majority of respondents demonstrated very limited knowledge about menstruation. A large proportion (80.2%) reported not knowing anything about the topic.

A large proportion (80.21%) reported not knowing anything about the topic, while small numbers held incorrect beliefs – such as associating missed periods with pregnancy (5.21%) or believing that menstrual blood is impure (4.17%). Only 7.29% correctly identified menstruation as the monthly shedding of the lining of the uterus (Fig. 9).

After the intervention, there was a significant improvement in understanding. Nearly all respondents (95.83%) correctly explained menstruation as the monthly shedding of the uterine lining, while only a negligible share held misconceptions (1.04–2.08%) or did not know (1.04%).

The Symmetry Test ($\chi^2 = 90.00$, $df = 6$, $p < 0.001$) and Stuart–Maxwell test ($\chi^2 = 87.98$, $df = 4$, $p < 0.001$)

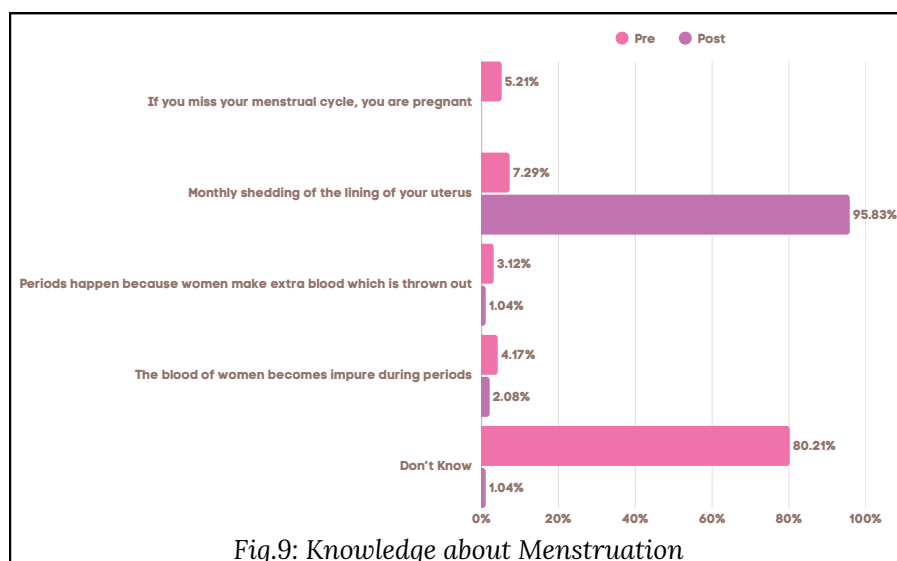


Fig.9: Knowledge about Menstruation

Table 4: Statistical Analysis of change in knowledge about menstruation

symmetry pre_knowledge_mens knowledge_mens					
Pre - What are periods/menstruation? Tell us as much as you know about them.	Post- What are periods/menstruation? Tell us as much as you know about them.				
	Monthly shedding of the lining of your uterus	Periods happen because women make extra blood which is thrown out	The blood of women becomes impure during periods	Don't Know	Total
If you miss your menstrual cycle, you are pregnant	5	0	0	0	5
Monthly shedding of the lining of your uterus	7	0	0	0	7
Periods happen because women make extra blood which is thrown out	3	0	0	0	3
The blood of women becomes impure during periods	4	0	0	0	4
Don't Know	73	1	2	1	77
Total	92	1	2	1	96
Chi2 df Prob>chi2					
Symmetry (asymptotic)	90.00	6	0.0000		
Marginal homogeneity (Stuart-Maxwell)	87.98	4	0.0000		

confirm that this change is highly statistically significant, indicating a substantial and meaningful improvement in menstrual knowledge following the intervention (Table 4).

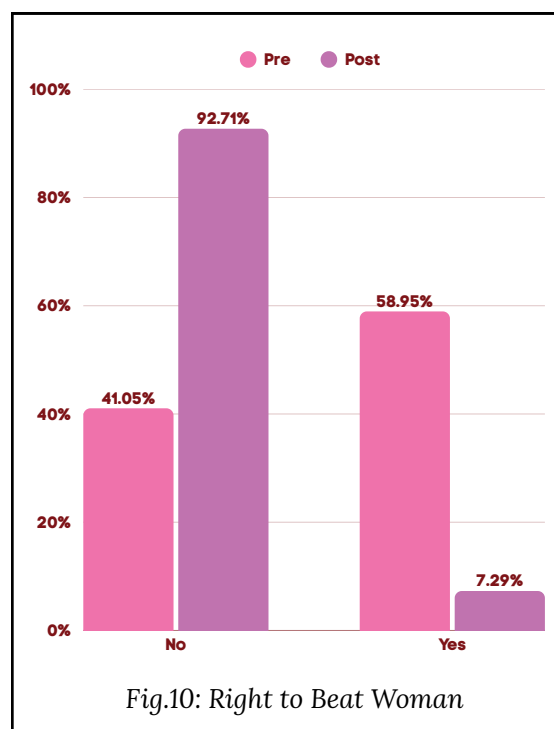
4.4 Right to Beat a Women

Before the intervention, more than half of the respondents (58.95%) believed that a father or husband has the right to beat a woman if she makes a mistake, reflecting a deeply ingrained acceptance of gender-based violence. Only 41.05% disagreed with this notion (Fig. 10).

After the intervention, the responses changed dramatically — nearly all participants (92.71%) rejected the idea that men have the right to beat women, while only 7.29% continued to justify it (Fig. 10).

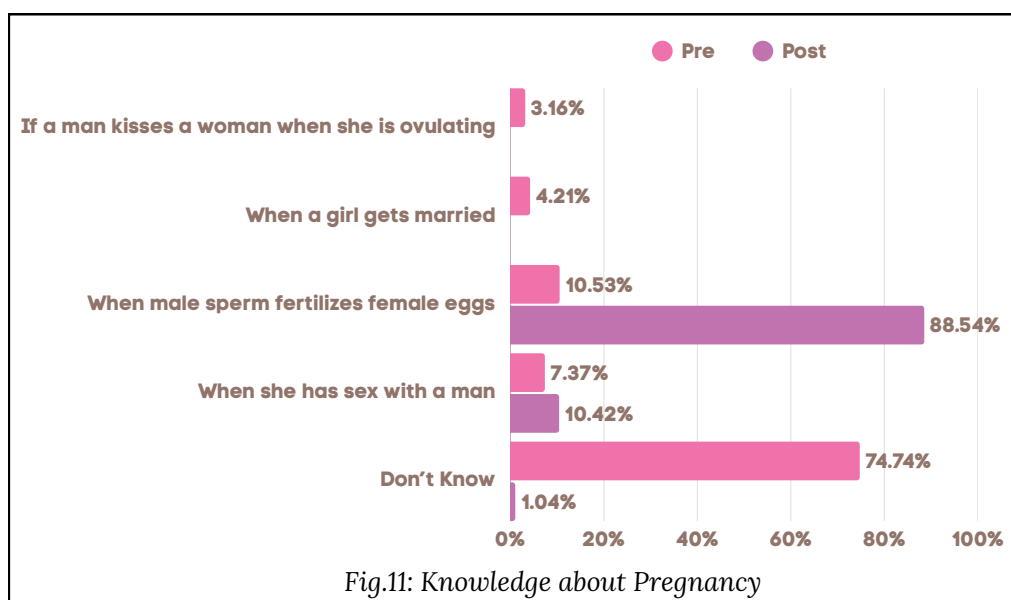
The McNemar's test result ($\chi^2 = 43.65$, $p < 0.001$) shows that this improvement is highly statistically significant, confirming that the intervention had a strong and positive effect on transforming attitudes toward gender equality and women's rights (Table 5).

Table 5: McNemar Test (Right to beat women)				
mcc Pre_women_beating Post_women_beating				
Cases	Controls	Exposed	Unexposed	Total
Exposed		4	52	56
Unexposed		3	36	39
Total		7	88	95
McNemar's chi2 (1) = 43.65 Prob > chi2 = 0.0000				
Exact McNemar significance probability = 0.0000				



4.5 Knowledge about Pregnancy

Before the intervention, most respondents demonstrated very limited understanding of how pregnancy occurs. A large majority (74.74%) reported not knowing how a woman becomes pregnant, while some held incorrect beliefs such as thinking



pregnancy happens when a girl gets married (4.21%) or when a man kisses a woman during ovulation (3.16%). Only a small fraction correctly identified the biological process – that pregnancy occurs when male sperm fertilizes female eggs (10.53%) or mentioned sexual intercourse (7.37%).

After the intervention, there was a remarkable improvement in knowledge. Nearly all respondents

(88.54%) correctly stated that pregnancy occurs when male sperm fertilizes female eggs, and another 10.42% linked it to sexual intercourse, indicating a clear understanding of reproductive biology. Only 1.04% continued to report not knowing (Fig. 11).

The Symmetry Test ($\chi^2 = 91.00$, $df = 7$, $p < 0.001$) and Stuart–Maxwell test ($\chi^2 = 88.34$, $df = 4$, $p < 0.001$) confirm that this shift is highly statistically significant (Table 6).

4.6 Knowledge about protecting from HIV AIDS

The findings show a substantial improvement in respondents' knowledge about ways to prevent HIV following the intervention. Before the intervention, awareness was extremely limited – almost all respondents (96.9%) reported not knowing any preventive measures against HIV. Only a very small proportion mentioned isolated actions such as always using a new injection (2.6%) or visiting a doctor (2.1%), while none of the respondents were aware of key preventive practices such as using condoms, avoiding sex with strangers, or avoiding relationships with HIV-positive individuals (Fig. 12).

After the intervention, there was a remarkable transformation in awareness levels. Every respondent (100%) correctly identified major preventive measures including avoiding sex with strangers, using condoms, using new or sterile injections, avoiding relationships with HIV-positive or multiple partners, not using used razors, staying away from sharp objects, getting blood checked, and maintaining thoughtful relationships (Fig. 12).

Table 6: Statistical Analysis of change in knowledge about pregnancy				
. symmetry pre_knowledge_pregnancy post_knowledge_pregnancy				
Pre - What are periods/menstruation? Tell us as much as you know about them.	Post -			
	When male sperm fertilizes female eggs	When she has sex with a man	Don't Know	Total
If a man kisses a woman when she is ovulating	3	0	0	3
When a girl gets married	4	0	0	4
When male sperm fertilizes female eggs	8	2	0	10
When she has sex with a man	6	1	0	7
Don't Know	64	6	1	71
Total	85	9	1	95
		Chi2	df	Prob>chi2
Symmetry (asymptotic)		91.00	7	0.0000
Marginal homogeneity (Stuart-Maxwell)		88.34	4	0.0000

The percentage of respondents who reported “don’t know” dropped sharply from 96.9 percent to 12.5 percent, indicating a dramatic rise in knowledge and understanding (Fig. 12).

The results of the McNemar’s chi-square test further confirm that these improvements were statistically significant across almost all indicators ($p < 0.05$), except for the item “visit doctor,” which showed no significant change, likely because it was already known to a few respondents earlier. Overall, the data highlights a highly significant and comprehensive increase in knowledge about HIV prevention (Table 7).

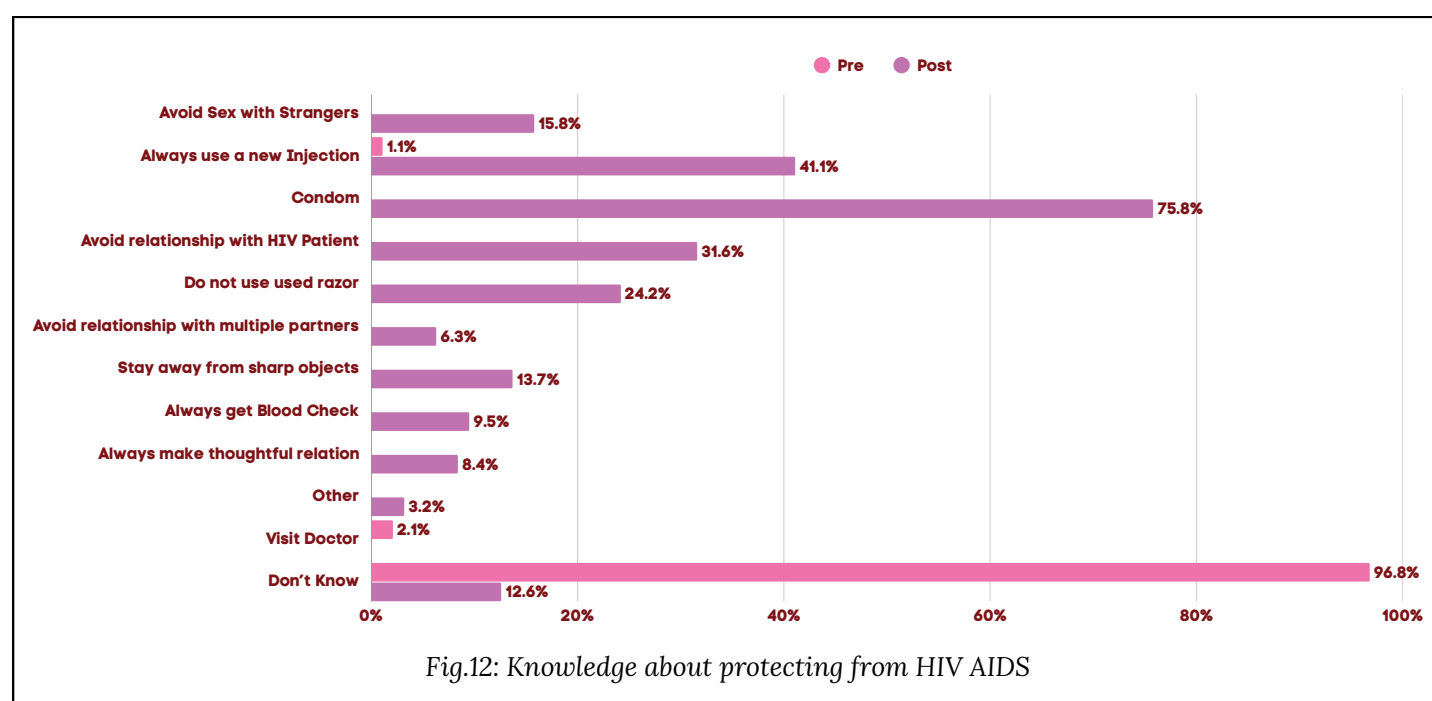


Table 7: Statistical Analysis of change in knowledge about protection from HIV AIDS					
Indicators	Pre	Post	McNemar χ^2	p-value	Significance
Avoid Sex with Strangers	0%	100%	15.00	0.0001	Significant
Always use a new Injection	2.6%	100%	38.00	0.0000	Significant
Condom	0%	100%	72.00	0.0000	Significant
Avoid relationship with HIV Patient	0%	100%	30.00	0.0000	Significant
Do not use used razor	0%	100%	23.00	0.0000	Significant
Avoid relationship with multiple partners	0%	100%	6.00	0.0312	Significant
Stay away from sharp objects	0%	100%	13.00	0.0002	Significant
Always get Blood Check	0%	100%	9.00	0.0039	Significant
Always make thoughtful relation	0%	100%	8.00	0.0078	Significant
Visit Doctor	2.1%	0%	2.00	0.5000	Not Significant
Don't Know	96.9%	12.5%	79.05	0.0000	Significant

4.7 Access to Female Mentors

Before the intervention, just over half of the respondents (51.58%) reported having a female mentor outside their home whom they could trust, while a nearly equal proportion (48.42%) said they did not have such a mentor (Fig. 13).

After the intervention, there was a remarkable improvement, with almost all respondents (98.96%) reporting that they now have a female mentor outside the home whom they can trust easily. Only 1.04% stated otherwise (Fig. 13).

The McNemar's test ($\chi^2 = 45.00$, $p < 0.001$) confirms that this change is highly statistically significant, suggesting that the intervention successfully strengthened girls' networks and improved their access to trusted female role models and mentors (Table 8).

Table 8: McNemar Test (Access to female mentors)				
mcc pre_female_mentors post_female_mentors				
Cases	Controls	Exposed	Unexposed	Total
Exposed		49	0	49
Unexposed		45	1	46
Total		94	1	95
McNemar's chi2 (1) = 45.00 Prob > chi2 = 0.0000				
Exact McNemar significance probability = 0.0000				

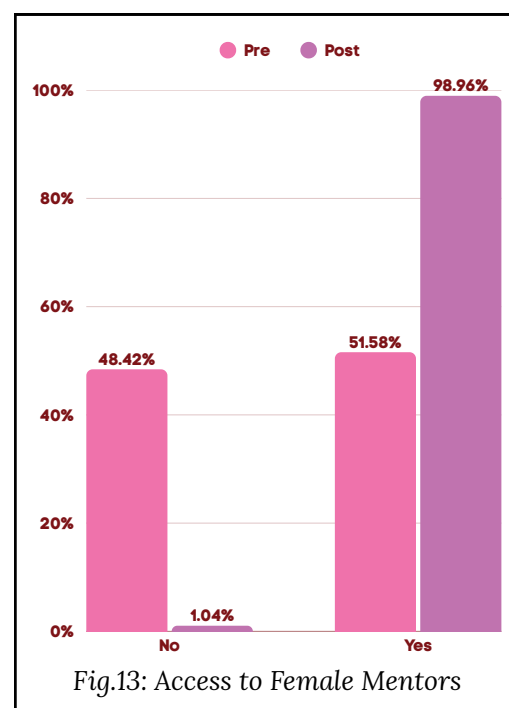


Fig.13: Access to Female Mentors

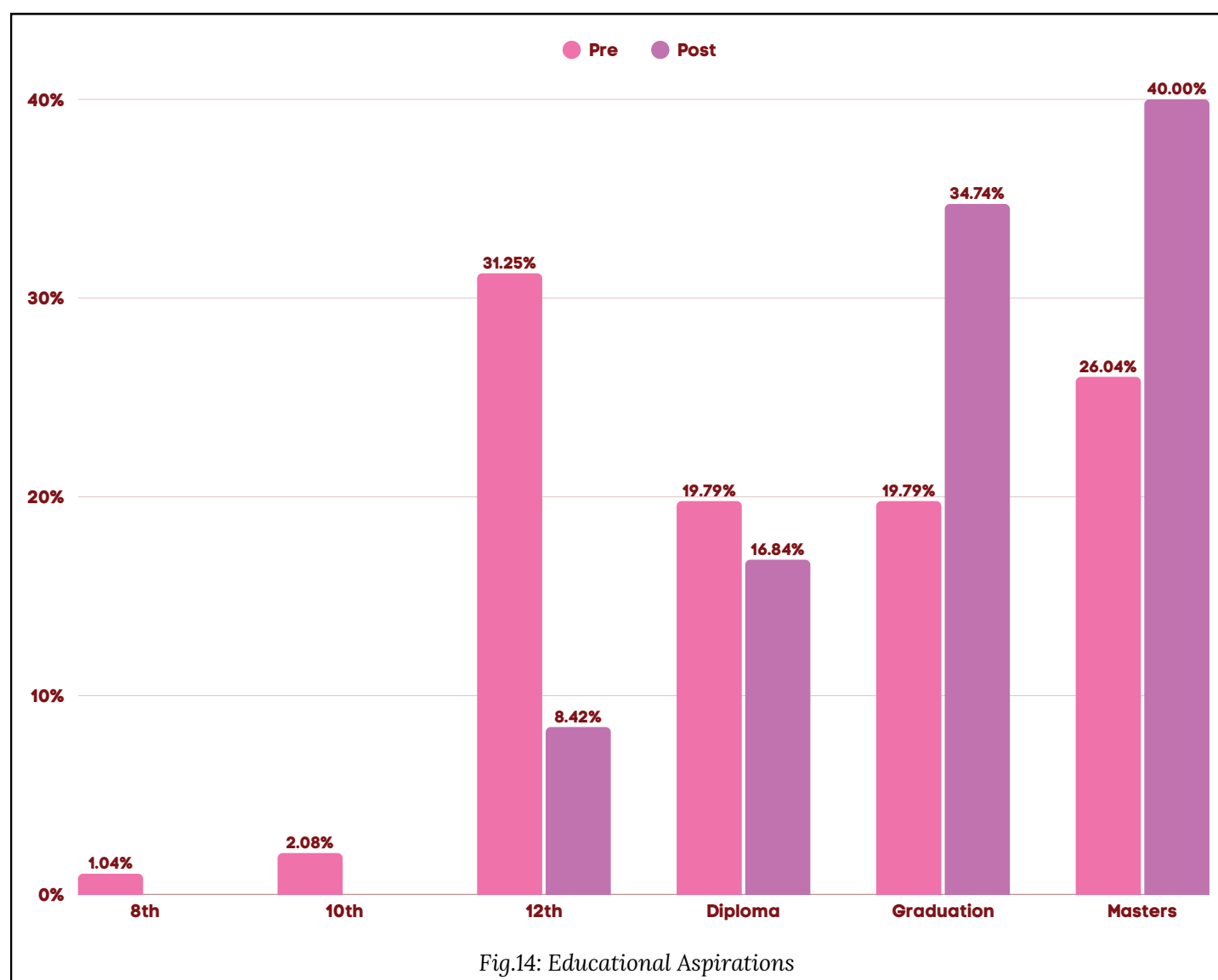
4.8 Educational Aspirations

Before the intervention, most respondents aspired to complete secondary or higher secondary education, with 31.25% expecting to study up to Class 12th, and 19.79% each aiming for a diploma or graduation. Only about one-fourth (26.04%) expressed a desire to pursue postgraduate (Master's) education, while very few expected to stop studying after 8th (1.04%) or 10th (2.08%) grade. This pattern suggests that, initially, students' educational aspirations were moderate, with a limited proportion envisioning higher education beyond graduation (Fig. 14).

After the intervention, there was a clear upward shift in educational ambitions. The proportion of respondents aspiring to pursue Master's education increased substantially to 40.0%, while those planning to complete graduation rose to 34.74%. In contrast, aspirations for 12th (8.42%) and diploma (16.84%) levels declined notably, indicating that many respondents revised their goals upward (Fig. 14).

The Symmetry Test ($\chi^2 = 52.79$, $df = 12$, $p < 0.001$) and Stuart–Maxwell test ($\chi^2 = 49.80$, $df = 5$, $p < 0.001$) confirm that this change is highly statistically significant, reflecting a meaningful shift in respondents' educational aspirations (Table 9).

Table 9: Statistical Analysis of change in Educational Aspirations					
. symmetry pre_ edu_ aspiration post_ edu_ aspiration					
Pre - What do you think about how much will you study?	Post -				
	12th	Diploma	Graduation	Masters	Total
8th	0	0	1	0	1
10th	0	0	2	0	2
12th	6	6	8	10	30
Diploma	0	4	8	7	19
Graduation	1	2	6	9	18
Masters	1	4	8	12	25
Total	8	16	33	38	95
			Chi2	df	Prob>chi2
Symmetry (asymptotic)			52.79	12	0.0000
Marginal homogeneity (Stuart-Maxwell)			49.80	5	0.0000



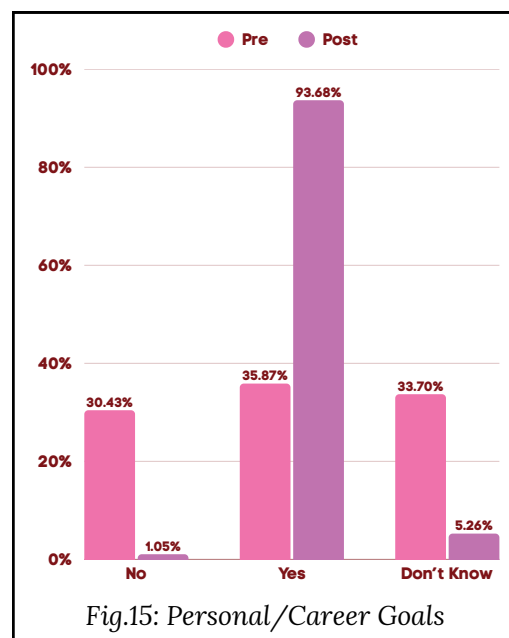
4.9 Personal and Career Goals

Before the intervention, a significant portion of respondents lacked clarity or direction about their future aspirations. Only about one-third (35.87%) reported having personal or career goals, while 30.43% said they did not have any, and another 33.70% were unsure. This distribution suggests that many girls had limited exposure to career planning or goal-setting processes prior to the intervention (Fig. 15).

After the intervention, there was a positive transformation. Nearly all respondents (93.68%) reported having clear personal or career goals, while only 1.05% said they had none and 5.26% remained uncertain. This indicates a strong shift toward greater self-awareness, confidence, and motivation regarding future aspirations (Fig. 15).

Table 10: Statistical Analysis of having career/personal goals

. symmetry pre career_goals post career_goals				
Pre - Do you have any personal/career goals?	No	Yes	Don't Know	Total
No	0	26	2	28
Yes	0	32	1	33
Don't Know	1	28	2	31
Total	1	86	5	92
Chi2 df Prob>chi2				
Symmetry (asymptotic)	51.47	3	0.0000	
Marginal homogeneity (Stuart-Maxwell)	51.30	2	0.0000	



The Symmetry Test ($\chi^2 = 51.47$, $df = 3$, $p < 0.001$) and the Stuart–Maxwell test ($\chi^2 = 51.30$, $df = 2$, $p < 0.001$) confirm that this change is highly statistically significant, demonstrating a substantial impact of the intervention on girls' clarity of goals (Table 10).

4.10 Confidence in achieving Personal and Career Goals

Before the intervention, respondents generally displayed low confidence in their ability to achieve their goals. Half of them (50%) reported being “not confident at all,” while another 28.12% described themselves as “less confident.” Only a small proportion expressed confidence (12.5%) or neutrality (9.38%) regarding their capacity to reach their aspirations. This suggests that, initially, most girls lacked self-belief and motivation to pursue their career objectives effectively (Fig. 16).

After the intervention, there was a significant and positive improvement in confidence levels. The majority of respondents (58.33%) reported feeling “very confident,” and another 21.88% felt “confident.” The share of those who were “less confident” dropped sharply to 7.29%, and only 1.04% remained “not confident at all.” This shift demonstrates a strong enhancement in self-assurance and optimism among the girls (Fig. 16).

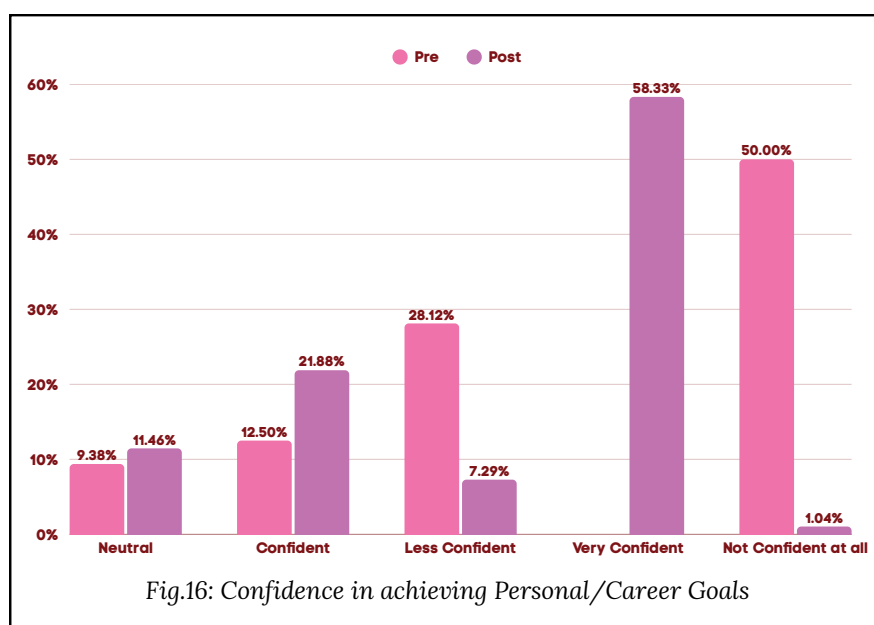


Table 11: Statistical Analysis of confidence in achieving career/personal goals

. symmetry pre_conf_career_goals post_conf_career_goals						
Pre - How is your confidence level? (Can you speak confidently in front of your class?)	Post- How is your confidence level? (Can you speak confidently in front of your class?)					
	Neutral	Confident	Less Confident	Very Confident	Not Confident at all	Total
Neutral	1	5	1	2	0	9
Confident	3	1	1	7	0	12
Less Confident	2	4	1	20	0	27
Not Confident at all	5	11	4	27	1	48
Total	11	21	7	56	1	96
				Chi2	df	Prob>chi2
Symmetry (asymptotic)				16.47	7	0.0211
Marginal homogeneity (Stuart-Maxwell)				14.85	4	0.0050

“confident.” The share of those who were “less confident” dropped sharply to 7.29%, and only 1.04% remained “not confident at all.” This shift demonstrates a strong enhancement in self-assurance and optimism among the girls (Fig. 16).

The Symmetry Test ($\chi^2 = 16.47$, $df = 7$, $p = 0.021$) and the Stuart–Maxwell test ($\chi^2 = 14.85$, $df = 4$, $p = 0.005$) indicate that this improvement is statistically significant (Table 11).

5. QUALITATIVE FINDINGS: LIVED EXPERIENCES OF CHANGE

This section integrates selected participant quotations with key quantitative shifts observed in the pre-post analysis. Rather than presenting qualitative data as independent narratives, the accounts below are situated within measured changes in confidence, knowledge, attitudes, and aspirations, helping to clarify how these shifts were experienced and enacted in everyday contexts.

5.1 From Silence to Voice: Building Confidence

The pre-post analysis showed a statistically significant rise in classroom confidence, with the proportion of girls reporting themselves as “confident” or “very confident” increasing substantially after the intervention. This aggregate shift is reflected in individual accounts that describe reduced fear and greater ease in speaking publicly.

“

“Session main jab mic par bolne ki practice hoti thi, pehle darr lagta tha. Ab darr nahi lagta.”

”

This quotation illustrates how repeated mic-based practice translated the measured increase in confidence into behavioural change. What appears in the data as a movement across confidence categories is experienced by participants as diminished anxiety and greater willingness to speak in front of others.

5.2 Reframing Gender Norms and Early Marriage

Quantitatively, awareness of the disadvantages of early marriage reached near-universal levels post-intervention, alongside a sharp increase in knowledge of how early marriage can be prevented. Within this context of almost complete normative shift, participants describe reassessing assumptions that were earlier taken for granted.

“

“Pehle lagta tha jaldi shaadi normal hai. Ab lagta hai pehle padhna zaroori hai.”

”

Here, the statistical consensus against early marriage is reflected at the individual level as a reordering of priorities. The quote demonstrates how awareness measured in surveys translates into evaluative thinking about education, timing of marriage, and future planning.

5.3 Body Literacy, Menstruation, and Dignity

The quantitative findings recorded one of the largest pre–post changes in the study for menstrual knowledge, with correct understanding rising from a very low baseline to above 95 percent after the intervention. This dramatic shift is echoed in how participants articulate menstruation in their own words.



“Periods koi gandi cheez nahi hai, yeh normal process hai.”



What the data captures as correction of misinformation is experienced as a reframing of menstruation from stigma to biology. This change in understanding underpins reported improvements in menstrual management and continued participation in school during periods.

5.4 Agency, Safety, and Gender-Based Violence Awareness

Post-intervention, more than 90 percent of respondents rejected the belief that a father or husband has the right to beat a woman, marking a statistically significant attitudinal shift. Qualitative accounts suggest that this change was accompanied by a broader redefinition of what constitutes violence.



“Sirf maarna hi violence nahi hota.”



This statement reflects the conceptual expansion underlying the quantitative shift. Rather than only rejecting physical violence, participants increasingly recognised coercion, pressure, and boundary violations as unacceptable, strengthening the basis for the observed normative change.

5.5 Education as Aspiration and Pathway Out of Constraint

The pre–post analysis showed an upward movement in educational aspirations, with a notable increase in girls aiming for graduation and postgraduate education, alongside clearer articulation of personal and career goals. Within this context, participants describe education not as an abstract ideal but as a practical strategy.



“Padhna hi future ka rasta hai.”



This articulation mirrors the quantitative rise in long-term educational aspirations. The statement indicates consolidation of education as a central life strategy, particularly relevant in contexts marked by economic and social constraint.

Across domains, the qualitative accounts reflect the direction, magnitude, and nature of change captured in the quantitative analysis. Rather than introducing new outcomes, these micro-stories help interpret what statistically significant shifts in confidence, attitudes, knowledge, and aspirations look like when translated into everyday thinking and behaviour.

6. Conclusion

The pre- and post-intervention evaluation demonstrates that the Girl Power Project achieved statistically significant and meaningful improvements across a broad range of indicators relevant to adolescent girls' empowerment.

The transition from limited awareness and low confidence at baseline to informed, confident, and future-oriented responses at endline underscores the effectiveness of the intervention's structured approach. Particularly notable are the gains in areas traditionally characterised by misinformation and social taboo, such as menstruation, gender-based violence, and reproductive health.

Qualitative insights indicate that change was not abrupt but incremental and practice-driven, supported by peer interaction, repeated skill application, and the presence of trusted mentors. These mechanisms appear to have facilitated the translation of knowledge into confidence, agency, and aspirational clarity.

In summary, the findings suggest that the Girl Power Project contributed to strengthening girls' capacity to make informed decisions, articulate personal goals, and navigate social constraints. The evidence supports the continuation of the programme and highlights its potential relevance for similar school-based and community-embedded contexts.

7. Recommendations

Based on the evaluation findings, the following recommendations are proposed for programme strengthening and future implementation:

1. Sustain Practice-Based Learning Approaches

Activities such as mic-practice, group discussion, and scenario-based learning should remain central, as confidence gains appear closely linked to repeated, low-risk opportunities for participation.

2. Deepen Peer-Led Reinforcement

Structured peer interaction played a key role in reshaping norms related to early marriage and gender roles. Expanding peer-led components may further consolidate normative change.

3. Integrate Health Literacy with Practical Support

Menstrual and reproductive health sessions were most effective when paired with practical demonstrations and material inputs. Continued integration of knowledge with application is recommended.

4. Strengthen Mentorship Structures

Access to trusted female mentors emerged as a critical support mechanism. Formalising mentorship roles and ensuring continuity across academic years may enhance impact.

5. Support Educational Continuation Pathways

Given the upward shift in educational aspirations, linking participants with information on scholarships, admissions, and career pathways can help sustain long-term outcomes.

6. Continue Monitoring Using Paired Designs

Future evaluations should retain paired pre-post designs to maintain methodological robustness and enable clearer attribution of observed changes.

