



KGBV Winter Camp  
Impact Assessment Report  
December 2013

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## Executive Summary

The Andhra Pradesh Social Welfare Residential Educational Institutions Society (APSWREIS) witnessed the impact of the VOICE 4 Girls Summer Peer Leadership (Sakhi) camp on their students. APSWREIS runs 201 girls' residential schools of their own and 73 Kasturba Gandhi Ballika Vidyalayas (KGBV). Due to the success of the Sakhi program, the APSWREIS requested VOICE 4 Girls to conduct a winter camp for their KGBV students.

Based on their observation of the KGBV schools and their students, VOICE 4 Girls modified the curriculum to better suit the needs of the KGBV students. The changes made included simplifying some chapters; adding additional chapters on health and self-defense; and most importantly, allowing camps to be conducted mostly in Telegu. Camp was conducted from December 9<sup>th</sup> until December 18<sup>th</sup> in Ranjole, Andhra Pradesh.

VOICE 4 Girls hired local college students from Hyderabad to conduct camp. Each college student was responsible for one class, and was supported by a KGBV teacher in her classroom. This camp also provided an opportunity to pilot the possibility of Sakhis acting as assistant counsellors in camp. 30 counsellors (college students and teachers) and 5 assistant counsellors (Sakhis) were trained for four days prior to the start of camp. Two field coordinators, who were also college students, managed camp.

433 KGBV students attended camp. Of this number, approximately 20% or 90 students participated in the impact assessment conducted before and after camp. Campers ranged in age from 11-16. Most of them identified as Hindu, some identified as Christian and few identified as "other." Campers were tested using a written test, which had sections on English, Subject Knowledge and Empowerment. 41% of campers improved in written English, 58% improved in Subject Knowledge and 59% of campers improved in empowerment. Only the changes in performance in written English and Subject Knowledge were significant. Overall, campers improved by 11% in written English and 17% in Subject Knowledge.

27 counsellors were also tested pre- and post- camp. They ranged in age between 17 and 44 and identified as mostly Hindu. Counsellors were tested using a written test that had only two sections: Subject Knowledge and Empowerment. 78% of counsellors improved in both tests. Counsellors improved by 22% in Subject Knowledge and 18% in Empowerment.

Overall, despite the fact that the programme was changed to accommodate the needs of KGBV students, impact was still seen in the changes in campers' scores on written English and subject knowledge.

## Background

### VOICE 4 Girls

VOICE's mission is to enable marginalized adolescent girls in India to take charge of their futures by imparting critical knowledge, spoken English, and life skills through activity based camps. VOICE runs camps for girls in 6-10<sup>th</sup> classes, ages 11-16, in low-income private schools and government schools in Andhra Pradesh and Uttarakhand. These camps provides adolescent girls with the practical tools and knowledge needed to overcome challenges they face. VOICE makes the assumption that when girls are given the information they require about challenges like completing secondary education, early marriage and early pregnancy, restricted mobility, and lack of career opportunities, girls begin to understand that they have a choice. Once girls know that they have options, they almost always try to make decisions that keep them in school, improve their earning potential and delay marriage and pregnancy. VOICE transforms schools into girl-safe environments where girls can learn, develop, and grow. VOICE believes in a world where girls can realize their dreams and act on their potential.

### KGBV Schools

The Andhra Pradesh Social Welfare Residential Educational Institutions Society, which runs 289 schools, 201 of which are girls' schools, has now become responsible for 73 KGBV schools. The Kasturba Gandhi Balika Vidyalaya scheme was introduced by the Government of India in August 2004, then integrated in the Sarva Shiksha Abhiyan program, to provide educational facilities for girls belonging to Scheduled Castes, Scheduled Tribes, Other Backward Classes, minority communities and families below the poverty line in Educationally Backward Blocks. So far, the Government of India has sanctioned 2,578 KGBV schools across the country.

Girls in KGBV schools face problems that are similar to those that are faced by girls in APSWREIS. These girls can feel that they lack support networks, threaten suicide, and are uninformed about important issues concerning their bodies. Many of the girls have little support from their families and are sent to residential schools at a young age due to their poor backgrounds. Others have had to discontinue their schooling due to their family situations and may have only just re-enrolled in school. KGBV schools are for girls who have dropped out for the formal school system or are at risk of dropping out. In the schools, some girls are starved for affection and cannot regulate themselves. They have a sense of not belonging at school or at home because their parents do not want them to return. With new feelings emerging during puberty, many girls do not know what to do with the emotional and physical changes they are experiencing, and they have no one to turn to. Additionally, many of these girls are survivors of trauma and abuse. All of this comes together to make girls believe that they are not valuable, especially due to their impoverished backgrounds. Because of a lack of options and role models, girls drop out, become married, and in extreme conditions, commit suicide.

This picture is grim, but this situation can change if girls are given the knowledge and negotiation and advocacy skills to begin to participate in decisions that are made about their lives. This winter, VOICE 4 Girls supported the resources currently offered to girls in KGBV schools by running a camp that is exclusively adapted for them.

## VOICE 4 Girls Winter Camp for KGBV Students

In December 2013, VOICE 4 Girls held a winter camp for the students of the Kasturba Gandhi Ballika Vidyalayas. When VOICE 4 Girls worked with the APSWREIS in the past, the full Her VOICE curriculum was used along with an additional peer leadership component called the Sakhi programme. The sessions were conducted entirely in English.

In this pilot, KGBV students were presented with a camp that is better suited to their needs and abilities. Chapters on health, safety, rights and future planning were provided. However, instead of a full-scale peer leadership programme, a simpler chapter on how to be a good leader was presented. Additionally, instead of conducting the programme entirely in English, the counselors were trained to conduct the programme mostly in Telegu while still using English where appropriate. Local college students and teachers from the school were recruited and trained by VOICE staff to be counselors in the camp. 433 campers attended camp in December of 2013.

This camp was conducted over a period of 10 days from December 9<sup>th</sup> to December 18<sup>th</sup>. Although most of the topics from our Her VOICE Curriculum were covered, some topics were shortened from 4.5 hours to 2 hours. The key messages were preserved for the shorter chapters. This ensured that the entire content fit within the time frame of this camp while still providing campers with as much information as possible.

Additionally, five girls who attended the APSWREIS camp in the summer of 2013 and were trained as peer leaders or Sakhis returned to camp as assistant counsellors. This served as a pilot for the VOICE team to assess the capabilities of the Sakhis in this position. Another benefit of this was also the Sakhis' ability to set the KGBV girls at ease and connect with them.

## Methodology and Tool Description

### Goal of Impact Assessment at VOICE 4 Girls

At VOICE, the goal of the impact assessment is to measure change in students' knowledge, attitude and ability to begin to take charge of their own lives. While scores are assessed based on a written test, the underlying assumption is that these scores will translate into real change in these girls' lives. For example, positive change in campers' scores on the subject knowledge test suggests that campers now know critical information about health, safety, rights and future planning that can dramatically improve their lives. Similarly, improvement in empowerment scores suggest that girls feel more confident in their interpersonal skills and leadership skills.

## Sample Selection

Unlike other VOICE 4 Girls camps, this winter VOICE chose not to assess every camper. Instead, approximately 20% of the 433 campers or 90 campers were randomly selected to complete the pre-camp and post-camp impact assessment test. Each counselor was responsible for selecting 6 campers from her batch to take the impact assessment test. Counselors were given instructions on how to select campers randomly using a lottery system.

Field coordinators administered the test to all campers at the same time with the help of Sakhis who acted as assistant counsellors in this camp. All counsellors and co-counsellors also took an impact assessment before training and after camp.

## Description of the Tool

For this camp, only a written assessment tool was used. For campers, the written assessment test included four sections: written English, content knowledge, empowerment and a demographic sheet. For counsellors, the test contained three sections: content knowledge, empowerment and a demographic sheet. While the level of the test was slightly higher for the counsellors, the format remained similar to the camper tests and are described below.

An external vendor, Policy Innovations (PI), created the written English test. The remaining tests were internally created by validated by PI. The subject knowledge test and the empowerment test were also available to the campers in local language to facilitate their understanding of the questions.

### *Written English Test*

The English test was externally created but was based on the outcomes that were specified in the VOICE 4 Girls curriculum. These included certain grammatical structures at an elementary level eg. tenses, pronouns etc; vocabulary based on topic areas; and reading comprehension. The test was created using a variety of question formats including multiple choice, matching and free answers. The test was to be completed in 45 minutes.

### *Subject Knowledge Test*

The purpose of the Subject Knowledge impact assessment was to establish how well campers are learning and retaining material taught at camp. The material tested in the Subject Knowledge assessment relates to topics such as health, careers, and planning for the future. Questions were created based on the curriculum and in a variety of formats eg. multiple choice, matching, true or false. There were 14 questions on the subject knowledge test and the test was to be completed in 25 minutes.

### *Empowerment Test*

The purpose of the empowerment test was to measure empowerment of campers' before camp as well as measure improvement in girls' empowerment levels. The test drew on various empowerment, psychology and test design research, and measured empowerment through indicators that were directly mapped to expected outcomes of VOICE

programming. The indicators used included attitude to school, communication, decision-making, negotiation, self-perception and self-efficacy. The test was scored on a 6-point Likert scale with options ranging from strongly agree to strongly disagree. There was no neutral option. There were 46 test items, presented both in English and in local language and the test was to be completed in 20 minutes.

### *Demographic Sheet*

A demographic sheet was redeveloped by the IA team and included questions such as age of camper, religion, caste etc. It was also decided to add questions which could help us find proxies for wealth, on the basis of which family income could be estimated. This test was to be completed as accurately as possible and so there was no specified time limit.

## Results

### Demographics

#### *Camper Demographics*

Based on the demographic sheet filled out by each camper, we know that the 90 campers who took the test ranged in age from 11 to 16. The majority of them identified as being Hindu, followed by Christian and “other.” The imputed income of their family was calculated based on the proxies for wealth that were mentioned in the demographics sheet. Campers were asked to mark the number of items their families owned from a list which included things like a scooter, refrigerator, television etc. Based on their answers, scores were calculated. Ranges of scores were then divided into low income, middle income and high income categories. Campers were then divided into income categories according to this range. The majority of campers were defined as being from “middle income” families, 22% were from “low income” families and the remaining were from “high income” families. The students who were tested come from over 9 districts. The distribution of campers across these categories is as follows:

#### Age of campers

Age	Number	% of students tested
11-12	25	28%
13-14	60	67%
15-16	5	6%

#### Religion of campers

Religion	Number	% of students tested
Hindu	65	72%
Christian	18	20%
Other	5	6%

### Family Income of campers

Income	Number	% of students tested
Low Income	20	22%
Middle Income	64	71%
High Income	6	7%

### School district of campers

District	Number	% of students tested
Adilabad	8	9%
Ananthpur	4	4%
Guntur	8	9%
Kurnool	11	12%
Mahaboobnagar	29	32%
Nellore	4	4%
Nizamabad	5	6%
Prakasham	4	4%
Vizayanagaram	5	6%
Other	12	13%

### *Counsellor Demographics*

Counsellors ranged in age from 17 to 44. The majority of them identified as Hindu followed by Christian then Muslim and finally other. The distribution of counsellors across the categories of age and religion are as follows:

#### Age of Counsellors

Age	Number	% of Total
17-20	9	32%
21-24	8	29%
25-28	5	18%
29-32	2	7%
33-36	3	11%
37-40	0	0%
41-44	1	4%
Don't Know	0	0%

#### Religion of Counsellors

Religion	Number	% of Total
Hindu	19	68%
Christian	5	18%
Muslim	3	11%



Sikh	0	0%
Other	1	4%
Don't Know	0	0%

## Overall performance on the test

Score results for each dataset were cleaned for incomplete/missing results. Missing/incomplete results were defined as individuals for whom one or both sets of results were unavailable or missing. Once the data was cleaned, it was analyzed to examine how many campers showed any improvement at all on each of the tests. Comparing their performance before and after camp, at least 41% of campers improved in written English, 58% in Subject Knowledge and 59% in Empowerment. When the same analysis was done for counsellors' performance, it was noticed that 78% of counsellors improved on both Subject Knowledge and Empowerment.

### % of campers whose performance changed

	Worse	Same	Better
<b>Written English</b>	16%	43%	41%
<b>Subject Knowledge</b>	19%	23%	58%
<b>Empowerment</b>	40%	1%	59%

### % of counsellors whose performance changed

	Worse	Same	Better
<b>Subject Knowledge</b>	4%	19%	78%
<b>Empowerment</b>	11%	11%	78%

### *Results of t-tests*

One-tailed t-tests were conducted to assess whether there was a significant change in score for each population (campers and counsellors) across the different tests. Significance was defined as an acceptable error rate of 5% or that the possibility that the change in score was not due to camp was less than 5%.

### Camper Data

T-tests suggest that there is significant positive change across the campers in their performance on the subject knowledge and written English tests. However, the change in their performance on the empowerment test is not significant.

Test	Direction of Change	P Value - One Tail	Significance
Written English	1	0.001	Very Significant
Subject knowledge	3	0.000	Very Significant
Empowerment	5	0.110	Not Significant

#### Counsellor Data

T-tests suggest that there is significant positive change across the counsellors in their performance on the subject knowledge and empowerment tests.

Test	Direction of Change	P Value - One Tail	Significance
Subject knowledge	6	0.000	Very Significant
Empowerment	12	0.000	Very Significant

#### *Magnitude of Change*

Once it was known which impact assessment sections showed significant results, further statistical tests were conducted to examine the percentage improvement across campers and counsellors. Campers' performance was found to increase by 11% on the written English test and 17% on the subject knowledge test. Counsellors' performance increased by 22% on the subject knowledge test and by 18% on the empowerment test.

Pearson's R measures the 'fit of the data' providing a check against percentage measures that are too influenced by outliers in the sample. A score of 50% or above is good in the sense that it indicates that more than half of the data is positively correlated. From the camper data, it is clear that while there is a strong "fit" on the written English test, there was poor fit on subject knowledge test, suggesting that there is strong influence of outliers on the sample. However, counselor data for both the subject knowledge and empowerment tests showed good fit.

#### Camper Data

Test	Observations	Effect	Base	Percentage Gain	Pearson's R
Written English	90	+1	9.3	11%	61%
Subject knowledge	90	+3	17.84	17%	-8%

#### Counsellor Data

Test	Observations	Effect	Base	Percentage Gain	Pearson's R
Subject Knowledge	27	+6	27.52	22%	64%
Empowerment	27	+12	66.74	18%	85%

Data was also analyzed to determine whether camper data showed a "counselor" effect i.e. did campers improve depending on the performance of their counselor/co-counsellor. When the data was checked for significant difference by batch, none was found. This suggests that improvement of campers was not counselor dependent.

## Comparison against outcomes of the Sakhi Peer Leadership Programme

Since the KGBV campers and counsellors took the same test as the campers and counsellors did for the Sakhi Peer Leadership Programme this past summer, the tests are fully comparable in terms of methodology and content. Therefore, it is worth examining the differences in the two populations’ performance on the VOICE impact assessment tools.

### *Written English*

Campers from APSWREIS had a base score that was almost twice as much as the campers from KGBV on the written English test. Improvement across APSWREIS campers is also much higher than improvement across KGBV campers.

		Number	Base	Improvement %
Campers	KGBV	90	9.3	11%
	APSWREIS	963	18.93	16%
Counselors	KGBV	27		
	APSWREIS	95		

### *Subject Knowledge*

Campers from APSWREIS and those from KGBV did not differ too much in their performance on the Subject Knowledge test. However, once again, APSWREIS campers did outperform the KGBV campers on the baseline test and also had a higher improvement score.

		Number	Base	Improvement %
Campers	KGBV	90	17.84	17%
	APSWREIS	963	20.89	19%
Counselors	KGBV	27	27.52	22%
	APSWREIS	95	29.08	14%

It is important to note that the counselor scores include teacher scores for both APSWREIS and KGBV counselors. This suggests that the population of APSWREIS counselors was more knowledgeable before the start of camp and therefore gained less.

### *Empowerment*

Campers from APSWREIS showed a significant positive change in empowerment test results. However, the change in empowerment test results for KGBV was not significant. It is interesting to note that campers and counsellors in APSWREIS had a similar base score and improved by a similar percentage while counsellors from KGBV camp had an empowerment score of approximately one-third the APSWREIS camper and counselor base scores.

		Number	Base	Improvement %
Campers	KGBV	90	-	
	APSWREIS	959	174.89	8%
Counselors	KGBV	27	66.74	18%
	APSWREIS	95	179.88	6%

## Conclusion

Despite the fact that English was not the primary mode of instruction, campers still improved in their written English by 11%. Counsellors did speak to campers in English often. Campers were diligent about practicing any English that they learnt during camp. Both these factors probably contributed to the improvement in English.

Although KGBV campers did perform worse than APSWREIS campers in the baseline assessment, overall they improved by 17% post camp. This suggests that critical information, which was presented in Telegu, was retained by a number of campers.

Unfortunately, although 59% of campers performed better on the empowerment test post camp, this result is not significant. Testing change in empowerment through a written test is always difficult and these results highlight one of the key areas of concern in our impact assessment process.

Finally, counsellors seem to have benefitted from camp even more than campers based on the number of them that improved in both content knowledge and empowerment. Since the college student population for APSWREIS and KGBV was almost the same, in fact with many of the same counsellors coming back, the large discrepancy between the two populations can be attributed to the KGBV teachers far underperforming their peers from APSWREIS. This suggests that there is a need for additional teacher training and empowerment.

Overall, the improvement in the students' performance on the tests within such a short period is remarkable. This suggests that exposed to interesting and innovative methodology and being exposed to English over a longer period could have much greater and longer-lasting results on their ability to communicate in English as well as their knowledge of critical information and belief in themselves.

Many of the changes made to the curriculum were based on assumptions made after observing differences the KGBV population as compared to the students who attended the peer leadership programme this summer from APSWREIS schools. The changes included simplifying certain chapters and encouraging the use of Telegu in the classroom.

Additionally, the full Sakhi programme was not conducted as it seemed that reading and conducting chapters from even a simplified curriculum would be too difficult for the KGBV students. A simpler chapter on leadership was conducted, the aim of which was to equip KGBV campers to go back to their schools, help peers and staff and take on some leadership positions in their school. Unfortunately, since the same impact assessment tool had to be consistent with the tool used in the summer, questions that directly measured change in leadership could not be added to the tool.

Assumptions made regarding the population of KGBV students have been validated by the impact assessment results. KGBV campers' baseline scores for written English were about half that of APSWREIS campers. This suggests that using Telegu in the classroom and not burdening them with dissemination of a programme written mostly in English were good decisions.

VOICE 4 Girls' programming is designed to empower girls to take the first step in making decisions about their own life. When campers from KGBV left camp, their test results showed that they had significantly more knowledge about their rights, their options for the future, their bodies and how to take care of them and, most importantly, how to keep themselves safe. However, what their test results could not tell us is how they would put this knowledge into practice.

When camp began, the campers often spoke of problems that they faced in their communities, but by the end of camp they had begun to think of solutions. On the final day of camp, during the performances through which they showcased their newfound knowledge, campers proved that their confidence, desire to question the status quo and ability to communicate their thoughts and ideas had improved dramatically. These are changes that are almost impossible to capture on a written test. Yet, it is these changes that allow one to believe that when these campers return to their homes and their schools, they will speak up for themselves and those around them, convince their communities to allow them to delay marriage and childbirth and go on to higher education.

When women are excluded from critical knowledge about basic health, safety, human rights, and life skills they are unable to advocate for themselves or see a world outside their insular lives. They begin to perpetuate cycles of poverty and social inequality in their communities. The campers who attended winter camp have begun to realize their immense unmet potential to reconstruct societies from within. With their new found knowledge and agency, these girls are more likely to advocate for themselves, seek educational opportunities, and pull herself, her family, and her nation out of poverty.