



Impact Assessment Report

Summer 2013

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Executive Summary

VOICE 4 Girls conducts Her VOICE, an activity-based camp to provide marginalized adolescent girls with the critical knowledge, life skills and spoken English they need to become decision-makers in their own lives. In the summer of 2013, VOICE 4 Girls worked with three different groups of schools. In Andhra Pradesh, partners included both the Andhra Pradesh Social Welfare Residential Educational Institutions Society (APRS) and affordable private schools in Hyderabad. In Uttarakhand, VOICE conducted camps with the Uttaranchal Association of North America.

APRS camps were conducted in Rudravaram in Krishna District, B. Camp in Kurnool and Gowlidoddi in Ranga Reddy District. 1150 girls attended these camps. Camps were also conducted all over the Greater Hyderabad Municipal Area in affordable private schools, the managements of which partnered directly with VOICE. In total, 350 girls attended these camps. Finally, VOICE 4 Girls conducted Her VOICE camps for 126 girls in Uttarakhand. In each location, VOICE 4 Girls hired local college students to conduct camp. Each college student was responsible for one batch of camp, and was supported by a teacher in her classroom. Field coordinators, who were also college students, managed camp.

To ensure that VOICE camp has the desired impact, pre- and post-tests were administered to the campers. These tests measured Written and Spoken English, Subject Knowledge and Empowerment. The tests were then analyzed to find the difference between the pre- and post-tests.

On average, campers saw gains of 14% in Subject Knowledge compared to their pre-camp results, while Written English scores improved by 11% on average. Campers also improved on the tests of Empowerment (6%) and Spoken English (2%). Results from Uttarakhand (UTT) and the Spoken English tests (except APRS campers) were generally not statistically significant, implying that any effect detected was likely a result of outliers or extreme values in the sample.

For this cycle of camp, test results from Uttarakhand must be interpreted with caution as a natural disaster occurred during camp, which impeded the implementation of camp as well as data collection.

Most APRS Campers improved on tests of Empowerment (73%), Subject Knowledge (67%) and Written English (61%). 61% of HYDAPS campers did better on the Post Camp test for Subject Knowledge, followed by Empowerment (59%). There is compelling evidence to suggest that camp attendance boosts English language skills, Subject Knowledge, and Empowerment for campers.

The results suggest that VOICE 4 Girls' Her VOICE camp has been successful in helping girls take the first step to becoming decision maker in their own lives, by providing them with the knowledge and the life skills they need.

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 6-10th 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.

Our Partners

Andhra Pradesh Social Welfare Residential Educational Institutions Society Schools (APRS)

The Andhra Pradesh Social Welfare Residential Educational Institutions Society, runs 289 schools, of which 201 are all girls' schools. Girls in these schools are given free room and board, along with many other facilities. Although these students are given much more at school than the average student, they 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. 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. 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. In the summer of 2013, VOICE 4 Girls supported the resources currently offered to girls in APS schools by running a camp that is exclusively adapted to their needs.

Affordable Private Schools in Hyderabad (APS)

In Hyderabad, VOICE partners directly with individual schools serving low-income families. These are private schools and parents are charged from between Rs. 150 to Rs. 1000 to

send their child to school. Parents who choose to send their children to these schools often run small shops, drive autos or work as domestic help. These schools are usually co-educational and the students who attend these schools usually live within walking distance from the school. The short distance between their home and the school usually forms the entire distance that the girls who attend these schools are able to travel on their own.

Often, the girls who study in these schools are from fairly traditional and conservative backgrounds. Many of them will not have the opportunity to continue their education past 10th class and some will drop out even before they complete 10th class. Girls who attend these schools have many important decisions made for them by their fathers, their brothers and their extended families. These girls are frequently married when they are very young, to men who are much older than them, and decision-making power passes from their fathers and brothers to their husbands and in-laws. Unless these girls are given information and agency, they will continue to be unable to negotiate marriage, contraception use and child-birth. This can have serious implications for their health, safety and economic security, as well as that of their children.

VOICE has worked with APS schools in Hyderabad since its inception in 2011.

Uttaranchal Association of North America (UANA)

While girls in Uttarakhand face underlying gender disparity in the form of son-preference and limited future opportunities, they are fortunate to come from a state that allows and encourages girls to attain higher education. Challenges girls in these regions face are not tied to lack of education or mobility but of knowledge about careers and what to study combined with a general lack of awareness of their bodies and confidence in themselves.

UANA approached VOICE in 2011 seeking to implement summer camps in 6 schools in diverse locations across Uttarakhand. In addition to creating a curriculum specifically tailored to the region of Uttarkhand, VOICE provided training and assistance to camp staff, on-the-ground oversight, and quality control. The partnership has developed over the past three years and VOICE and UANA have been able to test programmatic feasibility and increased partner ownership of camp.

The feedback collected has been overwhelmingly positive. Campers, parents, school coordinators, and counselors had a positive experience with the camp and saw marked changes in the girls who attended.

VOICE 4 Girls Summer 2013 Programmes

Although VOICE worked with adolescent girls across India in the summer of 2013, camp took different forms based on our partners' requirements.

Her VOICE

VOICE ran its flagship programme, Her VOICE, for campers in affordable private schools in Hyderabad as well as in Uttarakhand. In both these locations, exceptional local college students were hired and trained to teach Her VOICE curriculum to the campers. Although the programme was the same in both locations, college students were able to adapt and contextualize certain elements of the curriculum to make the information more relevant to

the campers. Campers were given information on health, safety, rights, future planning and self-awareness. They were also taught important skills such as problem solving, leadership and independent and critical thinking. Camps were conducted in English as far as possible, and campers were taught English grammar, vocabulary and sentence structures to improve their spoken English abilities.

Girls who attended Her VOICE camps in Hyderabad and Uttarakhand were not selected based on merit. Any girl who wanted to attend these camps, could. In Hyderabad, Her VOICE camp took place from May 6th 2013 until June 4th 2013. In Uttarakhand, Her VOICE camp ran from June 10th 2013 until July 6th 2013.

VOICE 4 Girls Sakhi Peer Leadership Camp

Girls from APRS schools were selected based on merit to attend the programme conducted by VOICE 4 Girls in 3 locations, Gowlidoddi in Ranga Reddy District, B. Camp in Kurnool and Rudravaram in Krishna district. These girls went through the Her VOICE programme, however they also received additional instruction in the form of the Sakhi programme.

The Sakhi programme was designed to prepare the students to be peer leaders in their schools. As peer leaders, Sakhis would have two responsibilities – instructing other girls on the core chapters of the Her VOICE curriculum as well as acting as first responders to other students when they faced personal, academic or health issues. Sakhis, therefore, went through a training programme which prepared them to manage classrooms and conduct sessions for other students. Additionally, they were also instructed in handling disclosure, accessing adult support within their school system and helping girls find solutions to their own problems when possible. This camp took place from May 27th, 2013 until June 11th, 2013. This camp featured full days with Her VOICE sessions taking place each morning and Sakhi sessions taking place each afternoon. Results from the year-long Sakhi programme are available in a separate report. This report focuses entirely on the pre- and post-test results from the summer camp.

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 suggests that girls feel more confident in their interpersonal skills and leadership skills.

Sample Selection

This summer, every camper took a pre-camp and post-camp impact assessment test. A randomly selected group of campers were also selected to take a standardized Spoken English test called Versant. Each counselor was responsible for conducting the pre- and

post- camp impact assessment test and facilitating the spoken English test for her batch of students.

Each counselor and co-counsellor also took a pre- and post- camp impact assessment test. Again, a randomly selected sample also took the Spoken English impact assessment test.

Description of the Tools

Written Assessment Tool

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. All sections are described in detail 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. The subject knowledge test was offered in both English and local language (Hindi and Telugu), with questions in the different languages arranged side by side.

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 VOICE Impact Assessment team and included questions such as age of camper, religion, caste etc. It was also decided that questions regarding proxies for wealth should be added, 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.

Spoken English Test: VERSANT

The Versant Junior English Test (VJET) or Spoken English Test was developed to measure how well a young English language speaker understands and speaks basic English. The Level I test presents a series of spoken prompts, which elicit oral responses in English and are automatically scored by the system. Tests are delivered over the phone, or by computer and are designed to take around 15 minutes to complete. Test items include phonological fluency, sentence construction and comprehension, passive and active vocabulary use, listening skills, and pronunciation of rhythmic and segmental units.

Results

The largest number of campers was from APRS. Of the 1245 campers, we were able to use the data from 963 campers from the APRS, 168 from Hyderabad APS schools and 21 from the Uttarakhand camps. The programme and camper profile varied significantly across camps as did the camper selection process. Thus, while we will first provide an overall summary of the results, it will also be important to look at each group separately.

Demographics

Camper Demographics

Based on the demographic sheet filled out by each camper, we know that the 1245 campers who took the test ranged in age from 11 to 16. The majority or 60% of them identified as being Hindu, 26% identified as Christian and 12% identified as Muslim. About 15% of campers were returning to VOICE camp for at least the second time. Their family incomes ranged from under Rs. 5000 per month to over Rs. 20,000 per month. However, over 14% of campers could not provide this information. 78% of campers stated that Telugu was their first language, 8% reported that Hindi was their primary language and 4% reported that it was Urdu. Interestingly, 4% of campers said that the language they felt most comfortable in was English.

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, many campers showed improvement across all 4 tests. 58% improved in Written English, 66% improved in subject knowledge and 70% improved in empowerment. 56% of the 225 students who took the spoken English test also improved. The magnitude of improvement varied across tests, with campers improving by 14% in subject knowledge, 11% in written

English, 6% on empowerment and 2% in spoken English.

% of campers whose performance changed

	% of campers who improved	% improvement
Written English	58%	11%
Spoken English	56%	2%
Subject Knowledge	66%	14%
Empowerment	70%	6%

Results of T-Tests and Magnitude of Change Across Groups

One-tailed t-tests were conducted to assess whether there was a significant change in score for each population (APRS, Hyderabad APS (HYDAPS) and Uttarakhand (UTT)) 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%.

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. 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.

APRS Campers

T-tests suggest that there is significant positive change across the campers from APRS in their performance on all 4 tests. Of the 963 campers for whom we have test results, 61% improved in Written English at an average of 16%, 67% improved in Subject Knowledge by an average of 19% and 73% improved in empowerment by an average of 8%. Of the 176 students who took the Spoken English test, 57% improved by an average of 3%.

APRS Campers Percentage Improved

	% of campers who Improved	% improvement
Written English	61%	16%
Spoken English	57%	3%
Subject Knowledge	67%	19%

Empowerment	73%	8%
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APRS Campers Percentage Gain

Test	Change in Scores (Numerator)	Average Score Pre Camp (Denominator)	Percentage Gain (Numerator/Denominator)	Pearson's R
Written English	+3	18.93	16%	.83
Spoken English	+3	98.43	3%	.55
Subject Knowledge	+4	20.89	19%	.45
Empowerment	+14	174.89	8%	.59

APRS Campers T-test Results

File	Change in Scores	P Value –One Tail	Significance
Written English	+3	0.000	Very Significant
Spoken English	+3	0.001	Very Significant
Subject Knowledge	+4	0.000	Very Significant
Empowerment	+14	0.000	Very Significant

Hyderabad APS Campers

There is significant positive change across the campers from Hyderabad APS schools in their performance on all 3 written tests. Of the 276 campers for whom we have test results, 47% improved in Written English by an average of 5%, 61% improved in Subject Knowledge by an average of 17% and 59% improved in empowerment by an average of 5%. Of the 45 students who took the Spoken English test, 59% improved. However, this improvement was not significant and therefore the magnitude is not reported.

HYD APS Campers Performance Improved

	% Improved	% improvement
Written English	47%	5%
Spoken English	47%	
Subject Knowledge	61%	17%
Empowerment	59%	5%

HYD APS Campers Percentage Gain

File	Change in	Average Score Pre	Percentage	Pearson's
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	Scores (Numerator)	Camp (Denominator)	Gain (Numerator/ Denominator)	R
Written English	+1	18.32	5%	.84
Spoken English	+1			
Subject Knowledge	+3	17.88	17%	.56
Empowerment	+8	151.26	5%	.60

HYD APS Campers T-Test Results

File	Change in Scores	P Value –One Tail	Significance
Written English	+1	0.000	Very Significant
Spoken English	+1	0.215	Not Significant
Subject Knowledge	+3	0.000	Very Significant
Empowerment	+8	0.000	Very Significant

Uttarakhand Campers

There is significant positive change across the campers from Uttarakhand schools only in their performance on the Subject Knowledge Test. Of the 21 campers for whom we have test results, 38% of campers improved by 5% on the Subject Knowledge test. Although 52% improved in Written English, 24% improved in empowerment and of the 4 campers who took the test, 75% improved in spoken English, the improvement in these tests is not significant and therefore the magnitude is not reported.

UTT Campers Percentage Improved

	% Improved	% improvement
Written English	52%	
Spoken English	75%	
Subject Knowledge	38%	5%
Empowerment	24%	

UTT Campers Percentage Gain

File	Change in Scores (Numerator)	Average Score Pre Camp (Denominator)	Percentage Gain (Numerator/ Denominator)	Pearson's R
Written English	+1			
Spoken English	+7			
Subject Knowledge	+1	19.8	5%	.56
Empowerment	-7			

UTT Campers T-test Results

File	Change in Scores	P Value –One Tail	Significance
Written English	+1	0.080	Not Significant
Spoken English	+7	0.111	Not Significant
Subject Knowledge	+1	0.024	Significant
Empowerment	-7	0.157	Not Significant

Analysis

Subject Knowledge

Across the three groups of campers, the most significant improvement was seen in the Subject Knowledge test. Of the four tests which were administered, the Subject Knowledge test was the most explicitly taught. The Subject Knowledge test is a measurement of the critical knowledge that is taught in camp, specifically health, safety, rights, future planning and self-awareness. From the impact assessment test results, it is clear that all campers left camp with adequate knowledge about these important topics.

Knowledge of basic health, safety, rights, future planning, and self awareness is essential for adolescent girls because they are largely cut off from this information or are taught incorrect information generally based on tradition and myth. In order for girls to be able to safely move around their communities and keep their bodies clean and healthy, they need this information. Girls cannot begin to change the course of their lives, postponing early marriage and pregnancy, if they do not know their rights and the importance of staying in school for their minds and bodies. Access to knowledge that directly helps girls overcome challenges they face is an essential first step towards empowering girls.

Additionally, we know that in some camp locations, particularly in Uttarakhand and in Hyderabad APS schools, it was difficult for the counselors to teach in English. In fact, counselors frequently taught the most important topics in the local language to ensure student comprehension. Thus, it is not surprising that the most consistent and significant improvement was seen in this test.

Empowerment

Empowerment is one of the most difficult changes to measure on a test. The VOICE empowerment test measures the following indicators:

- Attitude to school
- Communication ability including assertiveness, public speaking and relationships
- Decision making
- Negotiation around education, family decisions, general and marriage
- Self Concept with regard to school achievement, physical appearance, relationships and self-esteem
- Self-Efficacy with regard to future planning, leadership and mobility

Unlike Subject Knowledge, this is a measure of students’ own belief in their ability to perform on each of these indicators. This belief cannot be explicitly taught and is rather a result of participating in activities which are designed to enhance their self-efficacy, self-concept and decision making. Although negotiation is explicitly taught, as is the importance of education, change in beliefs around these indicators might take longer to come about.

VOICE sees behavioral change in girls during and after camp, but struggles with assessing this change. This empowerment test begins to assess this behavioral change and looks at how girls can act on these new beliefs and skills they have developed during camp. This initial assessment shows an important mental shift in how girls see themselves and what they are capable of doing. Girls cannot become changemakers if they do not believe that they have that power.

However, student responses do show a change around many indicators. Although these have not been analyzed for significance, they do provide an interesting insight into campers’ responses. The numbers provided here are only for APRS campers.

Change in number of students who strongly agreed with positive indicators

Indicator	Pre Camp	Post Camp	Percentage
I am smart	334	472	14.30%
I have a number of good qualities	417	536	12.33%
I have many talents	313	443	13.47%
I think my family should be proud of me	558	665	11.09%

Change in number of students who strongly disagreed with positive indicators

Indicator	Pre Camp	Post Camp	Percentage
I get shy when I speak in front of a class	301	409	11.19%
I don’t know how to handle a situation when someone is rude to me	280	409	13.37%
I have a low opinion of myself	364	486	12.64%
I don’t think through my options when I have problems	450	547	10.05%

Thus, if 78% of students are more likely to agree with positive statements and disagree with negative statements, this suggests that there is indeed a shift in their thinking. When these changes are supported by observations of students’ ability to speak in public, and their increased confidence, there is no doubt that empowerment does take place at VOICE camp.

Written English

The Written English test was based on the Common European Framework and tested knowledge of words, ability to read and write sentences, correct usage of words and grammar, authentic text comprehension, literary text comprehension and creativity/language appreciation. Students’ improvement on this test is a function of the “English snapshots” that were present in each chapter, as well as simply being exposed to

instructors who communicated with them in English. Although the Camper book does not require a lot of independent writing, just the structure and the exposure to English in a fun way does seem to have created an impact in Hyderabad APS schools as well as in APRS schools. This is not the case for students from Uttarakhand. This is possibly due to the fact that much of camp is conducted in Hindi, and campers are not able to use the Camper book as much as they might have if their English was better.

Spoken English Test

The VERSANT Spoken English test was used to measure a subset of campers' improvement in Spoken English. While campers in APRS showed significant improvement on this test, campers from Hyderabad APS Schools did not show any significant change. This test was conducted on cellphones and required campers to understand and respond to instructions given by a person with an American accent. Additionally, campers had to respond using an answer sheet that was provided to them. As mentioned, in HYD APS schools and UTT schools, counselors were not able to conduct the whole camp in English. Furthermore, it was logistically more difficult to conduct these tests in UTT and HYD APS due to poor cellphone signal. Finally, campers found the test format difficult and many of them could not comprehend English spoken with an American accent. For these reasons, even though there is significant improvement seen in the APRS students' performance, these results should be interpreted with caution.

Conclusion

VOICE camp seeks to provide campers with critical knowledge, life skills and spoken English so that they can go on to become decision makers in their own lives. According to our theory of change, girls require knowledge and agency in order to become decision-makers. Overall, the results show that there has been resounding success in providing campers with the knowledge they need on health, safety, rights, future planning and self awareness. Across the board, campers' performance improved significantly on the subject knowledge test. With this knowledge, they know the legal age of marriage, importance of school, and possible career paths for themselves. This information actively helps girls provide substance when they negotiate with different stakeholders in their lives. Isolated from this information, girls would be trapped in similar circumstances that their mothers and grandmothers faced.

The second part of our theory of change states that campers require agency. The empowerment section of our test measures campers' belief in their own agency. It is not enough for girls to have critical information if they cannot act on it. We find that post-camp, campers are more likely to believe that they are worthy, beautiful, able to make decisions and able to go on to careers and education. While campers in Uttarakhand did not show significant improvement on this section, campers in both Hyderabad APS schools as well as APRS schools did. VOICE uses the empowerment test as a proxy for self-efficacy. The more girls believe in themselves and their ability to do things, the more likely they are to act on information from camp. This empowerment test looks at how a girl feels about her ability and potential to create change. The broader implications are that these girls will be able to

use the life skills tested by empowerment (confidence, agency, self-perception, decision-making abilities, and ability to create change) to take control of her future. The empowerment test is a way for VOICE to be able to assess a girl's capacity for action and belief that she can drive action in her own life, which is difficult for adolescent girls throughout India.

This year, written and spoken English were not as much a focus of our curriculum. When there was a choice between ensuring girls understood content and conducting camp in English, counselors were instructed to choose understanding. Despite the fact that this decision was consciously made, campers still showed improvement in written English and APRS campers showed improvement even in Spoken English. While language was not the only focus of camp, it is important for girls to feel confident speaking in English. English is a global language that will help girls in higher education and employment. It also increases their value in families and communities. Girls who can speak English are more likely to stay in school, delay early marriage, and continue to higher education because they are perceived as smart by their families.

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.

Apart from the test results, however, the most compelling evidence of change was the difference in campers' behavior. When camp began, the campers were shy and quiet girls who often felt embarrassed to speak in public, yet by the time camp ended, each one of them was able to speak confidently in front of a group of strangers. During final performance, campers proved that their confidence 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.