



Women and Girls Lead Global: Phase 2 Final Evaluation Report

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EXECUTIVE SUMMARY

In 2012, Independent Television Service (ITVS) launched the Women and Girls Lead Global (WGLG) project, working in eight countries in the global South: Bangladesh, Colombia, El Salvador, Jordan, Kenya, Malawi, and Peru. ITVS set out to test the idea that high-quality, emotionally compelling international documentary films focused on development issues and solutions could be used in diverse country contexts to help inspire and model women’s empowerment and gender equality. At the heart of the project’s theory of change is the idea that international documentaries about women and girls acting as agents of change can help spark “breakthrough conversations” on challenging, culturally sensitive topics and pave the way for community-driven solutions to gender inequities.

The project selected 37 international documentaries to be included in four seasons of its “Women of the World” (WOTW) series. In three countries – El Salvador, Colombia, and Malawi – the project used a lighter-touch approach, focusing on national television broadcasts of the films in order to raise general public awareness of the issues conveyed by the films. In five “social change countries” – Bangladesh, India, Jordan, Kenya, and Peru – the project launched intensive community engagement campaigns, partnering with local nongovernmental organizations (NGOs) already working on related issues. The campaigns and their partners in these five countries developed distinct objectives and strategies tailored to address the specific country context, but all five came to embrace a common facilitated screening approach called the **three-film model** (see box).

The Three-Film Model

Basic Framework:

Train NGO staff and other community members to facilitate a series of three film screenings and discussions designed to enable discussion of sensitive gender issues; encourage changes in knowledge, self-efficacy, attitudes, and behaviors; support audience-generated group actions to improve the community; and help audiences reflect on their experience taking new actions.

Theory:

Films provide a way for audiences to talk about issues they are typically unable to discuss, creating a starting point for making changes in their own thinking and behavior and developing their own solutions to challenges faced by women and girls in their community.

The five campaigns incorporated other engagement activities as well, including:

- ▶ Partnering with broadcasters to air the documentary films on television;
- ▶ Cultivating and engaging a social media following;
- ▶ Organizing broader community mobilization events; and
- ▶ Collaborating with local filmmakers and other partners to create short films, radio series, and other media pieces designed to promote positive examples of social change in a local context.

The project was supported by USAID, the Ford Foundation, and the Bill and Melinda Gates Foundation, with implementing assistance from CARE-USA. ITVS contracted the Aspen Planning and Evaluation Program (APEP) at the Aspen Institute to serve as its evaluation partner throughout the five-year project. The evaluation used a multi-method approach, including traditional baseline/endline surveys, focus groups, and interviews with screening participants; interactive voice response (IVR) surveys of participants and other community members; surveys of local partner organizations; and a screening event reporting tool completed by facilitators in the five social change countries. This report summarizes findings on the project’s reach and impact over five years, particularly in the five social change countries, and draws broader lessons about the utility of WGLG’s film-based model for fostering social change.

SUMMARY OF FINDINGS FROM THE FIVE SOCIAL CHANGE COUNTRIES

India: The Hero Project

Attitudes toward masculinity and gender roles. Hero Academy participants' beliefs about masculinity and gender roles showed strong positive changes, including large increases (20-39 percentage points) in the percentage disagreeing with harmful stereotypes about what it means to "be a man" and traditional beliefs about the roles that men and women should play. There were smaller changes (6-13 percentage points) in their tolerance of four forms of harassment of women and girls, and in the percentage expressing a strong sense of self-efficacy to intervene when witnessing three of these forms of harassment.

Empathy and behavior toward women and girls.

Hero Academy participants demonstrated greater understanding of and respect for women's and girls' perspectives, and willingness to go beyond gendered roles by doing household chores and allowing female relatives greater freedom. In addition, their intention to intervene when witnessing four forms of harassment increased by 8-25 percentage points. However, they showed some reluctance to fully relinquish a man's "right" to control or use force against female relatives and to ignore their perspectives when making decisions that affect them.

Community impacts. Preliminary evidence suggests that some of the Hero Academy participants' community initiatives began having tangible impacts on girls' education and safety – e.g., reenrollment of girls in school and reduced harassment – but underscored that additional time and sustained efforts are needed to produce lasting change in the community.

Comparing interventions. The findings suggest that the three-film model yielded many of the same positive impacts as the nine-session Hero Academy, though with lesser effects on self-efficacy and certain beliefs about masculinity and gender roles. We observed little evidence that the standalone unfacilitated screenings produced changes in attitudes, with only a modest change in one indicator: awareness of the greater challenges girls face compared to boys. This offers preliminary evidence that a multi-session facilitated model is a more effective approach.

Bangladesh: Best School for Girls (BS4G)

Impacts on the student council. Members of the student council, which the campaign helped establish in each partner school, registered strong gains (29-45 percentage points) across several measures of leadership skills and self-

Goal in India: Reduce gender-based violence (GBV)

Theory of change: Encourage actions to reduce GBV and inequality by changing perspectives on traditional norms of masculinity and gender roles, particularly among young men.

Activities:

- Nine-session Hero Academy with young men.
- Three-film model and standalone (single) facilitated and unfacilitated screenings with groups of young men and mixed-gender groups.
- TV broadcast partnership to air 17 WOTW films.

Reach:

- Nearly 7,600 screening participants, including 476 Hero Academy graduates.
- Estimated 115,000 viewers per broadcast.

Goal in Bangladesh: Reduce girls' school drop-out and child marriage

Theory of change: Empower student councils to take actions that make schools more girl-friendly and help reduce child marriage.

Activities:

- Three-film model with student council.
- Standalone facilitated screenings with students, parents, and teachers.
- Annual competition among schools for Best School for Girls awards.

Reach:

25,000 facilitated screening participants per school year, with over 280 partner schools by project-end.

efficacy to achieve their goals and improve their school, and became more likely to take actions to prevent girls' drop-out and child marriage. Girls on the student council also reported significant increases in the extent to which they felt they had a voice regarding decisions about their education, marriage, and career. Compared to student council members, who participated in the three-film model, lesser direct effects were observed from the standalone screenings organized for parents and the general student population.

School-wide improvements. The findings suggest that student council initiatives, supported by teachers' and school administrators' efforts, improved girls' safety and security in partner schools. For example, the percentage of schools with a sexual violence prevention committee and a complaint box through which students could raise concerns significantly increased. And compared to girls in control schools, girls in partner schools reported a significantly greater increase in safety, with the percentage of girls reporting they felt "very safe" en route to school and on school grounds rising by 15 and 25 percentage points, respectively. In addition, the evidence suggests that, by empowering student councils and reinforcing schools' efforts to provide a "girl-friendly" environment, the campaign contributed to statistically significant reductions in rates of girls' school drop-out (from 4.7% to 1.3%) and child marriage (from 4.2% to 0.9%) in partner schools.

Jordan: I Have a Story

Awareness of GBV and discrimination. The evidence suggests the campaign had a positive impact on awareness of gender discrimination, GBV, and the laws that protect and support women and girls (17-27 percentage points), and prompted hundreds of participants to take actions to address discrimination experienced by family members, friends, or others in the community – including nearly 900 women who spoke up about discrimination in their family, and 1,463 participants who offered advice to someone struggling with discrimination or GBV.

The campaign's success in raising awareness through collaborations with local content producers varied. Kharabeesh elicited over 8,800 URL clicks (75% of all URL clicks during the project period) and nearly 800 comments and replies for the animated shorts, while Lina Abu Rezeq's promotion of the online talk show yielded weaker engagement.

Addressing domestic violence. The findings suggest that the facilitated screenings contributed to women's increased willingness to talk to others about GBV, with a 17 percentage-point increase observed during the first three-film cycle, and an additional boost of the same magnitude observed during the second cycle. Women in focus groups confirmed the value of the facilitated discussions as a safe space for sharing experiences regarding personal and sensitive topics. But the data also suggested that perceptions of domestic violence as a private matter and concerns that outside help would be ineffective continued to constrain some women's willingness to seek (and to endorse) help in cases of domestic violence.

Goal in Jordan: Reduce gender-based violence (GBV)

Theory of change: Break down barriers to preventing GBV by reducing tolerance for GBV as normative and addressing gaps in awareness regarding GBV and gender inequality.

Strategy:

- Three-film model using intimate home-based screenings for women and community center screenings for youth.
- Local content production and online distribution (animated shorts with Kharabeesh, talk show with entertainer Lina Abu Rezeq).
- TV broadcast partnership to air 37 WOTW films.

Reach:

- Nearly 7,000 facilitated screening participants, including 179 who attended a second cycle of the three-film model.
- Estimated 65,850 viewers per TV broadcast.
- Approximately 25,000 YouTube views per animated short; 1,350 views per talk show episode.
- 9,000 Facebook fans; 2,700 Twitter followers.

Kenya: Women in the Red

Support for women leaders. The findings indicate the campaign helped strengthen support for women leaders – with increases of 16-30 percentage points in participants’ awareness of concrete steps they could take to support aspiring women leaders, and over 350 participants reporting that they campaigned for a woman candidate during the period before the 2017 elections. Men and girls, though not women, became much more likely to reject a negative gender stereotype of leadership.

Qualitative data recorded by facilitators offer diverse examples of how participants took action to increase women’s leadership, from canvassing for female political candidates to advocating for women’s inclusion in leadership positions in government and community groups. *Ms. Politician* played a key role in the campaign’s ability to promote positive examples of female leaders, serving as a strong driver of the campaign’s coverage in major media outlets and audience engagement on social media.

Building the pipeline for female leadership. There was evidence of moderate increases (13-17 percentage points) in the percentage of women and girls who attended a community meeting or shared concerns with school administrators. And during the last year and a half of the project, more than 100 women and girls reported that they had vied for leadership positions since beginning the three-film model. Women (but not girls) also showed improvement in their understanding of the basic premise of the Kenya constitution’s 2/3 Gender Rule to improve gender balance in government; aspirants showed more modest effects on political knowledge.

Peru: Ahora Es Cuando

Parent-child communication about SRH. The evaluation findings indicate that the three-film model, along with the SRH capacity-building sessions, helped strengthen parent-child communication about sexuality, pregnancy prevention, and related issues. Among both students and their parents, there was a consistent pattern of improvement across multiple measures of perceived communication challenges

Goal in Kenya:

Increase female political participation and leadership

Theory of change: Increase women’s leadership by encouraging female civic and political participation and strengthening public support for women leaders.

Activities:

- Three-film model with women, girls, men, and political aspirants.
- Local content production and distribution (e.g., 10-episode series, *Ms. Politician*) online and via broadcasts.
- Media and social media outreach.
- TV broadcast partnership to air 35 WOTW films.

Reach:

- 9,500 facilitated screening participants.
- Estimated 3,790 TV viewers, 1,400 YouTube views, 2,550 Facebook viewers for *Ms. Politician*.
- 21,000 Facebook fans.
- Nearly 80,000 viewers per TV broadcast.

Goal in Peru:

Reduce girls’ school drop-out and teen pregnancy

Theory of change: Reduce school drop-out due to teen pregnancy by improving knowledge of and communication about sexual and reproductive health (SRH), and increasing capacity to advocate on teen pregnancy prevention.

Activities:

- Three-film model with students and parents, followed by SRH capacity-building sessions.
- Local content production and distribution (e.g., short film, 17-episode radio program).
- Social media targeting youth.
- TV broadcast partnership to air 35 WOTW films.

Reach:

- 2,342 facilitated screening participants per school year.
- A total of 1,477 participants in SRH sessions.
- Estimated 350,000 viewers per TV broadcast.
- Estimated 1,500-2,800 listeners per radio episode.
- 21,000 Facebook fans (80% ages 13-24).

(10-40 percentage points), as well as increases in self-reported engagement in parent-child conversations about SRH-related topics (ranging from 7 to 59 percentage points depending on the topic).

Knowledge of sexual and reproductive health (SRH). The findings suggest that the campaign’s strategy of using the three-film model as a way to prepare and recruit parents and students for the SRH capacity-building sessions paid off. Data from the capacity-building sessions suggest they successfully boosted knowledge levels, including strong gains (20 percentage points or more) across nine knowledge measures regarding pregnancy prevention and STD transmission. The campaign also successfully engaged its target youth audience through entertaining social media content designed to raise awareness of SRH topics.

Impacts on local capacity. Though the evaluation gathered limited data speaking to outcomes among teachers and youth leaders, there was anecdotal evidence of how the campaign strengthened the ability of teachers and youth leaders to serve as influencers and change agents, both within their own families and as professionals working in the community. The campaign has also generated substantial NGO and government interest in continuing or adapting the film-based methodology, including plans for the Regional Office of the Ministry of Education to implement a Tutoría toolkit based on the WGLG methodology in the 33 schools throughout the Puno region in 2018.

PROJECT-WIDE FINDINGS: EVIDENCE OF CAMPAIGN REACH AND IMPACT

► Reaching Audiences through Screenings and Broadcasts

The broadcasts of the 37 WOTW films reached audiences ranging from an estimated 65,000 per broadcast in Jordan to an estimated 350,000 per broadcast in Peru. By comparison, the community-based facilitated screenings in India, Jordan, Kenya, and Peru annually reached an average of 1,500 to 2,300 individuals per country. But the facilitated screening model has the potential for scalability. In Bangladesh, the campaign was able to reach over 280 schools and an estimated 25,000 individuals per year by combining NGO partners’ manpower to conduct facilitated screenings with an annual awards incentive system. And the Peru campaign’s film-based curriculum, which enabled teachers to incorporate the three-film model into secondary schools’ Tutoría sessions, formed the basis for a Tutoría toolkit that the Regional Office for the Ministry of Education plans to implement throughout the Puno region. These examples illustrate the value of institutional partnerships in scaling the facilitated screening model.

► Influencing Knowledge, Self-Efficacy, and Attitudes

The evaluation findings indicate that the project contributed to positive changes in indicators of knowledge and awareness, self-efficacy, and attitudes – key outcomes the campaigns expected to drive target behavior changes. For example, there was evidence of strong gains in learning outcomes, including Peruvian students’ and parents’ SRH knowledge; Kenyan men’s and women’s understanding of the basic premise of the 2/3 Gender Rule; and Jordanian participants’ understanding of GBV and the laws that protect women and girls from violence. We observed considerable growth in Bangladeshi students’ self-efficacy to improve their school and have a voice in life decisions, and in Peruvian students’ and parents’ self-efficacy to talk to one another about taboo SRH issues. And male graduates of the Hero Academy in India became significantly more likely to reject multiple traditional stereotypes about masculinity and gender roles.

The evaluation findings also underscore the challenges of encouraging participants to fully overcome – or reject – long-standing norms. Evidence in India and Jordan indicates more modest impacts on participants’ self-efficacy to intervene in cases of GBV. Further, we observed some resistance among participants to

changing traditional beliefs about men’s role in deciding what is in the best interests of female relatives (in India) and the idea that domestic violence is a private issue not to be discussed outside the family (in Jordan).

► Encouraging Individual-Level Behavior Change

The evaluation findings indicate that the project contributed to an array of behavior changes across the five social change countries, illustrating the versatility of the WGLG model for encouraging different kinds of behavior change in diverse country contexts. A key mechanism underlying success in bringing about behavior change was the use of “calls to action” – facilitators encouraged participants to take specific actions that built on the above-mentioned changes in knowledge, attitudes, and self-efficacy.

However, the evaluation findings also confirmed how long-standing norms can constrain behavior change. We observed this in particular in India and Jordan, where there appeared to be limits on the project’s ability to influence certain behaviors informed by traditional norms about men’s control over and use of force against women. An additional cautionary note: we have limited data on the durability of the observed behavior changes, though the IVR surveys with female relatives in India offered some confirmation that the effects on the Hero Academy participants’ behavior toward them (even if modest in many cases) continued to endure one to two months after the program’s conclusion.

► Fueling Community-Level Changes

The findings provide some evidence of larger-scale changes – such as the significant reductions in rates of girls’ school drop-out and child marriage in partner schools in Bangladesh – while underscoring that time, persistent efforts, and support from government and civil society organizations are needed to sustain broader change processes. Changing participants’ attitudes and behaviors regarding traditional gender norms is an important step in challenging the status quo, but achieving broader normative shifts requires other community members to endorse and enact those same attitude and behavior changes. For example, in Bangladesh the wide disparity between the national child marriage rate (52%) and the child marriage rate in partner schools even at the beginning of the project (<5%) underscores that this practice is much more prevalent among girls who are not in secondary school. In addition, structural factors such as poverty and lax law enforcement slow participants’ efforts to seed positive changes in their communities. The findings point to the importance of longer-term institutional support for maintaining community-level processes of change.

► Strengthening Local Capacity to Use Documentary Films

An intended byproduct of the WGLG framework was capacity building among local NGO partners. The survey of partner organizations confirmed that, from their perspective, WGLG improved their capacity to use film, facilitate discussions, and advocate effectively. The evaluation findings also suggest that the WGLG model – or adaptations of it – will continue to be used in the campaign countries, helping to sustain its influence beyond the project period. Partners were nearly unanimous in indicating they were very likely to use films again in the future, and government partners (particularly in Peru) began using the WGLG methodology in their own programming.

LESSONS LEARNED: ASPECTS OF THE MODEL THAT FACILITATED POSITIVE CHANGE



The Utility of Films for Engaging Audiences. The evaluation data suggest that one of the strengths of film is its ability to capture participants’ attention and interest. Participants’ reactions to the films, corroborated by partners’ observations, indicate that the films were entertaining, informative, and

useful for getting audiences to engage with the content. To help maximize the films’ potential for engaging audiences, it is important to ensure that technical criteria are met (e.g., the participants can adequately see and hear the films) and to select films whose storylines participants can follow and relate to with relative ease.



The Inspirational Value of Depicting Real Stories. The evidence suggests that audiences were inspired by the documentaries’ depiction of real people overcoming obstacles and creating positive change. Participants remarked on the films’ impact on their determination, sense of agency, and perception of what is possible.



The Importance of Facilitation. The evaluation findings indicate the important role of facilitation in fostering positive changes in communities. Consistent with ITVS’s theory of change, the data confirmed that the films gave audiences something to respond to, providing an entry point for discussing sensitive or challenging issues. The facilitated discussions also offered a valued opportunity for participants to share their views and experiences. The evaluation findings on the limited impact of *unfacilitated* screenings in India provide further (albeit preliminary) evidence of the importance of facilitation for achieving the observed changes in attitudes, knowledge, self-efficacy, and behavior.



The Value of Serial Engagement. The evaluation findings suggest that facilitated screenings are most effective when organized into a *serial* model. Standalone events (i.e., where audience only attend a single screening) did not provide sufficient time to discuss the films, explore potential actions and challenges, and report back on progress – and did not appear to influence participants as much as the sequentially structured set of screenings that comprised the three-film model.



Ensuring the Quality of Facilitated Screenings. Practical lessons regarding the ingredients for effective screenings include: provide careful, consistent, and ongoing training, support, and discussion guides for facilitators; limit the size of facilitated screenings to ensure productive discussions; and employ call-to-action cards that facilitators can use to encourage participants to take positive actions.



The Power of Local Stories: Local media content – which each of the country campaigns developed and incorporated in various ways – strengthened the project’s ability to reach, engage, and impact audiences. Locally produced content helped audiences “see themselves” in the films, and was viewed as uniquely helpful among partners in multiple countries. It also generated interest among other organizations that wanted to use the content (in Peru) and among news media (in Kenya).

The WGLG project proposed a model that can be used to empower and mobilize community members to identify and enact changes that improve the lives of women and girls. The evidence gathered in this evaluation provides support for the project’s theory that international documentary films, supplemented by locally produced content, can form the basis for fostering these kinds of changes in contexts as varied as Bangladesh, India, Jordan, Kenya, and Peru. The extent to which changes endure or even advance depends on individual initiative (i.e., participants continuing to serve as advocates and change agents in their communities) and institutions like government agencies and NGOs, which can both reinforce changes through prolonged engagement and spread change through replication in other communities. We hope the lessons learned through the WGLG project – and through this evaluation – will help inform and strengthen future efforts to realize positive social change in the world.

INTRODUCTION

In 2012, Independent Television Service (ITVS) launched the Women and Girls Lead Global (WGLG) project. WGLG aims to leverage the potential power of documentary film as a catalyst for women’s empowerment and gender equality. At the heart of the project’s model for change is the idea that documentaries about women and girls acting as agents of change can help spark “breakthrough conversations” on challenging, culturally sensitive topics and pave the way for community-driven solutions to gender inequities. The project was supported by USAID, the Ford Foundation, and the Bill and Melinda Gates Foundation, with implementing assistance from CARE-USA.

In developing WGLG, ITVS sought to leverage a largely untapped resource for promoting social change around the world: a large body of high-quality, emotionally compelling global documentary films focused on development issues and solutions. ITVS set out to test the idea that these international films could be used in diverse country contexts to help inspire and model positive change. This approach is different from “purpose-built” telenovelas or radio soap operas that promote specific attitude, knowledge, or behavior changes through character-driven story arcs spanning months or even years. Those efforts have demonstrated impact, but are also costly to produce. For WGLG, ITVS drew on carefully curated documentary films that were already available, speeding and simplifying the process of project development.

ITVS launched WGLG project activities initially in eight countries in the global South. In three of these countries – El Salvador, Colombia, and Malawi – the project focused on national television broadcasts of the films in order to raise general public awareness of the issues conveyed by the films. In five “social change countries” – Bangladesh, India, Jordan, Kenya, and Peru – Country Engagement Coordinators (CECs) developed and led intensive community engagement campaigns in partnership with local nongovernmental organizations (NGOs). These five country campaigns featured distinct social change objectives and engagement strategies, but all shared a common focus on using the international documentary films to foster gender equality and women’s empowerment.

ITVS contracted the Aspen Planning and Evaluation Program (APEP) at the Aspen Institute to serve as its evaluation partner during the first phase of the project (mid-2013 to mid-2016), and then reengaged APEP to continue in this role during the second phase of the project (mid-2016 through 2017). APEP’s final Phase 1 report, completed in May 2016, summarized progress to that point and informed development of Phase 2 activities. The present report encompasses the full project period, but with a particular focus on progress made and lessons learned in Phase 2.

Overview of the Report

This report proceeds in four main parts:

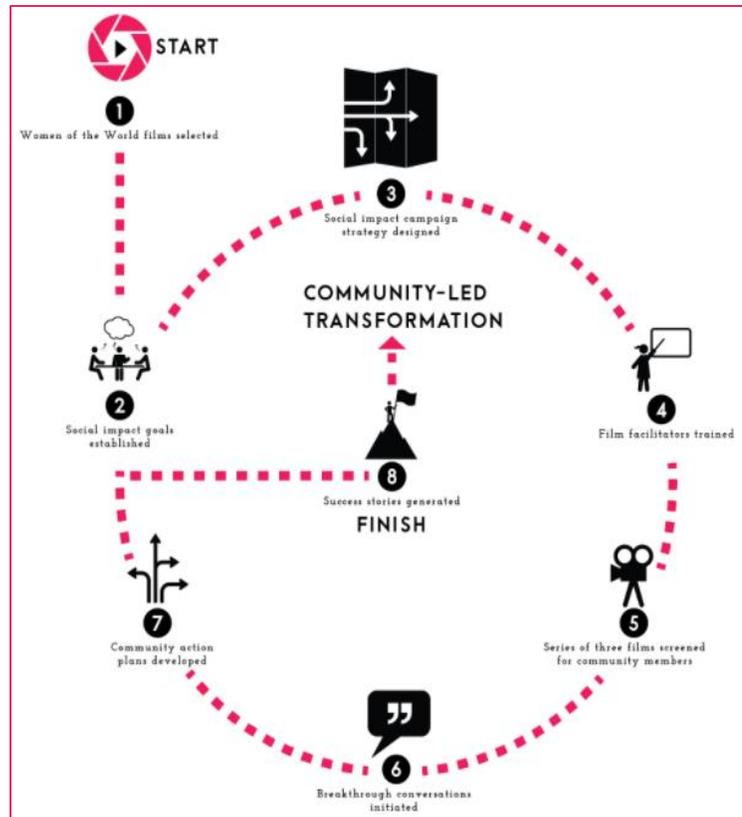
- ▶ **Project Overview:** a summary of the project’s theory of change and development over time;
- ▶ **Evaluation Design:** an overview of the evaluation’s key learning questions, methodological approaches, and data sources;
- ▶ **Evaluation Findings:** a review of the evidence regarding WGLG’s contributions to individual and community changes in each of the five social change countries;
- ▶ **Overarching Takeaways:** a discussion of key project-wide findings and lessons learned.

PROJECT OVERVIEW

WGLG'S THEORY OF CHANGE

Women and Girls Lead Global has an overarching conceptual framework for how documentary film can be used to inspire community-led solutions to challenges faced by women and girls. The framework incorporates the following key components:

- ▶ **Four seasons of “Women of the World” documentary films.** ITVS selected 37 documentaries featuring empowering stories of women and girls. These Women of the World (WOTW) films, grouped into four seasons, encompassed diverse topics and country contexts (see Appendix A for list of films).
- ▶ **A community engagement strategy, developed in partnership with local NGOs.** Within each social change country campaign, WGLG partnered with local NGOs already working on related issues to develop objectives and a strategy tailored to address the specific country context.
- ▶ **Facilitator training.** WGLG trained NGO partner staff and community members to facilitate screenings and discussions of the films using discussion guides and toolkits.
- ▶ **Three-film model for facilitated community screenings.** Based on early lessons learned, WGLG and its partners developed a three-film model of facilitated community screenings. The sequence of three screenings was designed to enable discussion of sensitive gender issues; encourage individual-level changes in knowledge, attitudes, and behaviors; support audience-generated group actions to improve the community; and help audiences reflect on their experience taking new actions.
- ▶ **Success stories.** WGLG captured examples of successful stories of community members taking positive action and shared these stories via social media, locally produced media content, and earned media to reinforce the process of inspiring change.



Within this general framework, WGLG developed distinct community engagement models in Bangladesh, India, Jordan, Kenya, and Peru – each tailored to their respective context, audience, and campaign objectives.

Underpinning the broader WGLG framework was the assumption that two key mechanisms could work in tandem to create change. First, the films helped spark “breakthrough conversations” by creating a space for audiences to talk about issues they were typically unable to discuss. Second, these conversations served as a starting point for audiences to make changes in their own thinking and behavior, and to develop their own solutions to challenges faced by women and girls in their community. This approach acknowledged that achieving high-level social change goals involves an incremental process, with many interim “steps” or outcomes. Such interim outcomes include increasing knowledge and awareness of relevant topics, changing attitudes regarding gender roles and norms, and strengthening self-efficacy and skills to take new actions – including even talking with others about traditionally taboo topics. By targeting these interim outcomes, the project aimed to contribute to the longer-term, multifaceted process of achieving higher-level goals, such as reducing gender-based violence or teen pregnancy at a community, district, regional, or even national level.

This framework is consistent with behavior change theories and prior empirical evidence.¹ For example, the facilitated screenings were designed to stimulate interpersonal conversations, which have been found to be important for bringing about attitude and behavior change. Consistent with evidence linking multiple exposures to greater impact, the three-film model built in repeated exposure to films and to the campaign messages. And the campaigns in each country had the flexibility to identify – in collaboration with their NGO partners – the films that would work best for achieving country-specific attitude and behavior change objectives. WGLG curated a set of films per year, and the campaigns and their partners selected those expected to resonate with audiences (encouraging identification with film characters) and connect with country-specific objectives. The project’s focus on interim outcomes that contribute to behavior change, such as self-efficacy, attitudes, and skills or knowledge, is consistent with theoretical frameworks such as Social Cognitive Theory and the Theory of Reasoned Action.

Although international documentary films comprised the core of the project’s film-based approach, ITVS also included a strong emphasis on producing local media content. In each of the five countries, the campaigns collaborated with local filmmakers and other partners to create short films, radio series, and other media pieces designed to promote positive examples of social change, including stories of individuals’ efforts to overcome challenges in their community. In addition, ITVS produced a feature-length documentary film titled *Girl Connected*, which featured the real stories of young women seeking to address gender-related challenges in the five campaign countries. The film became part of the fourth season of the Women of the World series, and was incorporated into project activities such as facilitated screenings, TV broadcasts, panel discussions, and social media events, both in the campaign countries and in the United States.

An important intended byproduct of the WGLG framework was capacity building among local NGO partners. By increasing their capacity to integrate films into their existing programs, WGLG aimed to strengthen local NGOs’ impact and encourage them to adopt the model in other parts of their programming, where relevant. This capacity-building component was intended to help ensure that the film-based model had “legs” beyond the direct partnership with WGLG.

In addition to using the films as the foundation for facilitated community discussions, WGLG worked to develop partnerships with television broadcasters in all eight countries to air each annual season of films nationally. These broadcasts were intended to help the project reach large national audiences. Behavior change theories and prior empirical evidence led ITVS to have relatively modest expectations about the impact of unfacilitated exposure to WGLG films via broadcast – particularly compared to the facilitated community screenings.

¹ See, e.g., Bandura 1986; Brown 2008; Fishbein and Yzer 2003; Perlman 2013.

EVOLUTION OF THE PROJECT

WGLG evolved substantially over the course of the five-year period. In the early stages of the project, ITVS staff and the CECs were focused on establishing local partnerships, and developing, testing, and refining their community engagement strategies. The three-film model grew out of lessons learned during the first year of work, as CECs and partners gathered insights into how best to help audiences move from discussions to taking action. Only so much could be achieved in a single standalone screening; audiences needed multiple sessions to have time to discuss the films, explore potential actions, and report back on progress. Over the course of Phase 1 and into Phase 2, the country campaigns continued to refine their use of the three-film model to maximize its effectiveness, for example by bolstering facilitation training and incorporating more systematic use of “calls to action” to encourage audience behavior change. ITVS concentrated solely on the five country campaigns in Phase 2, without the additional three broadcast-only countries.

In addition, some of the country campaigns expanded their community engagement model to new audiences or activities in Phase 2. For example, in Kenya, the campaign began making a concerted effort to organize facilitated screenings for men as a complement to its earlier focus on women and girl participants. In Peru, the campaign began organizing capacity-building sessions on sexual and reproductive health in partnership with health clinics. And in India, the campaign developed and launched a nine-session model, providing a more intensive experience intended to produce deeper impacts.

The evaluation was intended to contribute to – and respond to – the developing nature of the project. Throughout the project period, APEP worked closely with ITVS in a collaborative effort to maximize the utility of the evaluation for strategic learning purposes. For example, early evaluation findings helped the CECs refine their campaign objectives and strategies. An iterative process of data collection, reporting, and feedback loops, including weekly phone or skype conversations with the CECs and ITVS team, helped ITVS clarify important interim outcomes, track the country campaigns’ progress against those outcomes, and identify what was working and what needed to change to strengthen impact. At the same time, as the country campaigns evolved over time, the evaluation design responded flexibly to accommodate changes in strategy, tactics, or objectives. Evaluation methods and tools shifted, as needed, to ensure that the evaluation remained appropriately aligned with the campaigns’ activities and strategic priorities.

EVALUATION DESIGN

LEARNING QUESTIONS AND OVERALL APPROACH

In Phase 1, the evaluation focused on exploring the potential impacts of the project and identifying lessons about the strengths and challenges of the WGLG model. In Phase 2, the evaluation placed a stronger emphasis on understanding the project's impact through the lens of its major components: the community engagement campaigns, the broadcasts, and partner capacity building. The Phase 2 evaluation also reflected ITVS's interest in generating useful methodological lessons about evaluating film-based interventions.

Four overarching learning questions guided the evaluation in Phase 2:

1. Are the community engagement models in each country contributing to changes in knowledge, attitudes, and behaviors at the individual or collective level?
2. To what extent do broadcasts (i.e., unfacilitated exposure) lead to changes in knowledge, attitudes, and behaviors?
3. Has WGLG strengthened the capacity of NGO partners to use documentary film to enhance their impact?
4. What are the strengths and limitations of different methodological approaches or tools for measuring the impacts of documentary films?

To answer these questions, this report focuses most heavily on data collected during Phase 2. These data provide insights into the effectiveness of the community engagement models in their most current stage of development, and allow us to assess progress against the strategic priorities and objectives established for Phase 2. Where relevant, we refer back to key findings reported in our final Phase 1 report, completed in May 2016. We also incorporate data on campaign reach from both Phase 1 and 2 in order to assess the breadth of the audience over the full project period.

As noted in the previous section, APEP's evaluation approach emphasized collaboration, flexibility, and feedback loops. ITVS and CECs provided important input into the design and deployment of evaluation tools, helping to ensure the tools were appropriately aligned with campaign objectives and the cultural context. The CECs and their local NGO partners also played pivotal roles in the data collection process, gathering detailed information on screening audiences. ITVS took the lead in developing a new tool in Phase 2, an Interactive Voice Response (IVR) survey called DocSCALE. In the following section, we describe these tools and approaches in detail.

KEY COMPONENTS OF THE EVALUATION

The Phase 2 evaluation used a mixed-methods approach, incorporating traditional methodologies carried out by trained researchers as well as monitoring and evaluation tools deployed by facilitators and campaign staff. Some of the evaluation tools were applied across all five social change countries; others were deployed in selected contexts. The Phase 2 evaluation focused particularly heavily on India because it offered a unique opportunity to explore and compare different levels of film-based interventions: the three-film model of facilitated screenings (used across all five countries); a more intensive and heavily facilitated nine-week model; and an "unfacilitated" model akin to watching a TV broadcast of a film. The evaluation also placed a strong focus on Bangladesh due to the scope of the campaign there; in terms of sheer reach, it is the largest-

scale intervention across the five countries. The box below summarizes the major components of the evaluation design.

Overview of Phase 2 Evaluation Components

- ▶ **Baseline and endline surveys**, conducted by local evaluation partners in Bangladesh and India.
- ▶ **Focus groups and interviews**, conducted by local evaluation partners in Bangladesh, India, and Jordan.
- ▶ **DocSCALE**, an interactive voice response (IVR) survey administered on basic mobile phones in India and Jordan to assess attitude and behavior change.
- ▶ **Event reports and mini-surveys**, collected by facilitators in all five social change countries, to track information about community screenings and audience members' attitudes and actions.
- ▶ **Surveys of local partner organizations** in all five social change countries to assess the campaign's impact on partner capacity to use film and effect change, and to gather partners' perspectives on the utility of documentary films for achieving their organizational objectives.
- ▶ **Broadcast ratings** to assess viewership in countries where WOTW films were aired on TV.
- ▶ **Social media** data to assess the campaign's ability to reach and engage audiences online.

In the following sections, we describe each of these evaluation components. Methodological details specific to each of the social change countries are provided in their respective country report under Evaluation Findings. Additional observations about methodological lessons learned during the course of this project are provided in Appendix B.

▶ Surveys, Focus Groups, and Interviews Conducted by Local Evaluation Partners

In India and Bangladesh, we engaged local evaluation partners to carry out an extensive set of surveys, focus groups, and interviews with program participants, their family members, and others in the community. These evaluation activities were designed to capture a wide array of quantitative and qualitative insights into campaign impacts, at both the individual and community level. The surveys provided the basis on which to evaluate the statistical significance of changes over time (using the traditional cut-off of $p < .05$). Throughout this report we use the term “significant” to refer to tests of statistical significance. The qualitative research enabled us to probe the nuances of participant views of the films, whether and how they felt they had changed, and factors that encouraged or limited positive change.

In addition, we engaged a local evaluation partner in Jordan to conduct a small set of focus groups with screening participants. These focus groups helped explore nuances in attitude and behavior change, and informed the development and deployment of the DocSCALE IVR survey (see below).

▶ DocSCALE IVR Survey

In Phase 2, ITVS collaborated with the Center for Information Technology Research in the Interest of Society (CITRIS) Lab at the University of California, Berkeley, VotoMobile, and APEP to build and pilot a tool called DocSCALE (Documentary Simple Collaborative App for Learning and Evaluation). The tool is an interactive voice response (IVR) survey that can be administered on a basic cellphone. The DocSCALE surveys included a set of multiple-choice questions, followed by a “collaborative evaluation” component designed to be more participatory than conventional surveys. In this collaborative component, respondents were given the opportunity to speak into the phone and record a change they had experienced or observed as a result of WGLG. This recorded “statement of change” was then circulated to subsequent respondents to see if they,

too, had experienced or observed this change. In this way, DocSCALE expands upon the focus group methodology by eliciting community-generated insights about observed changes, and then circulating those insights to others to help reveal whether that change is an isolated case or a more widespread phenomenon.

We piloted multiple versions of DocSCALE in India and Jordan, testing different ways of delivering the survey among different audiences. Additional information about DocSCALE and lessons learned from the pilot can be found in a forthcoming white paper authored by Brandie Nonnecke, Research and Development Manager at CITRIS.

► **Data Collected by Facilitators: Event Reports and Mini-Surveys**

In all five countries, facilitators completed an event report for each community screening. These reports contained information about the event (e.g., organizing partner, film screened, location) and the size and composition of the audience. In addition, facilitators administered a very brief “mini-survey” (typically about five questions) at the first and third screenings of the three-film model to help assess attitude or knowledge change. Facilitators also gathered information on actions that audience members reported taking as a result of their participation in the three-film model.

Unfortunately, the mini-surveys administered by facilitators do not allow us to match an individual’s baseline and endline responses; facilitators reported the number of individuals giving each response at each time point. As a result of this limitation, the unit of analysis is the group, making this approach vulnerable to attrition or changes in the composition of the group over the course of the three-film model. Although this facilitator-based data collection process did not match the methodological rigor of one conducted by an external researcher, the data that facilitators reported helped fill an important gap by allowing us to gather insights in communities that our research team would otherwise have been unable to reach due to resource limitations.

► **Partner Surveys**

At the end of Phase 2, APEP conducted a survey of the project’s Phase 2 partners.² The purpose was to gather partner perspectives on the utility of the documentary films and facilitated screenings for fostering social change, and to learn the extent to which partners felt their capacity to use films in their programs had improved. We received responses from just over three-quarters of the project’s Phase 2 partners across the five social change countries.

► **Broadcast Ratings**

In countries where WGLG partnered with a broadcaster to televise the WOTW films, we analyzed ratings data collected by the broadcast partner or purchased from Ipsos. These data provided the basis for estimating the audience size per TV broadcast. Due to limited resources and ITVS’s interest in prioritizing learning from the community engagement models, the evaluation design did not include a national survey or other large-scale efforts to evaluate potential impact of the broadcasts.³

² A small set of partners from Phase 1 did not continue partnering with the project in Phase 2 due to various reasons, such as internal organizational changes and insufficient alignment between the objectives of the partner and the WGLG project.

³ Available ratings data indicate that a relatively small proportion of the total population was exposed to each broadcast. As a result, a national survey would have been unlikely to find enough actual viewers to efficiently and effectively assess potential impacts.

▶ **Social Media**

In Jordan, Kenya, and Peru, where the campaigns used Facebook and/or Twitter as part of their engagement strategy, we analyzed reach and engagement metrics from their respective social media platforms. In Jordan and Kenya, the campaigns partnered with local producers who had their own online platforms through which they helped distribute locally produced media content (e.g., animations, videos, talk shows). Where possible, we incorporated data on reach and engagement achieved through those partners' online platforms as well.

▶ **Other Data Collected by the Campaigns**

Beyond the above sources, campaign staff gathered additional data relevant to answering the evaluation's learning questions. For example, the Kenya campaign team conducted a brief survey of viewers who had watched its locally produced series, *Ms. Politician*, on Facebook. And in Bangladesh, the campaign gathered annual survey data from schools that participated in the campaign to measure indicators of a "girl-friendly" school environment. Where appropriate, we incorporated these data into our analysis.

EVALUATION FINDINGS

In the following sections, we describe the evaluation findings for the five country campaigns, described in brief below. For each “country report,” we describe the campaign’s community engagement model, our evaluation approach, and our findings on the campaign’s reach and impact.



India: The Hero Project

The Hero Project aims to reduce gender-based violence (GBV) by targeting key beliefs and norms of masculinity and gender roles that contribute to gender inequity and violence against women. In collaboration with NGO partners, the campaign uses the film screenings to shift perspectives on these norms and roles, especially among young men, and to encourage positive community action around GBV prevention.



Bangladesh: Best School for Girls Campaign

The *Best School for Girls* campaign promotes girls’ education as a key mechanism for reducing the incidence of child marriage. In partnership with NGOs, the campaign uses facilitated screenings in schools as a catalyst for empowering students to bring about positive changes in their school as well as in their own lives.



Jordan: I Have a Story Campaign

The *I Have a Story* campaign seeks to increase awareness and understanding of gender stereotypes and GBV, and to encourage GBV survivors to seek support. The campaign uses a peer-to-peer approach to facilitated screenings, supplemented by social media and local content production, to promote openness about GBV and encourage positive action to reduce its incidence.



Kenya: Women in the Red Campaign

The *Women in the Red* campaign promotes female civic and political participation, building on the new 2/3 Gender Rule established in Kenya’s 2010 constitution to improve gender balance in government. Through facilitated screenings, local content production, and media outreach, the campaign works to increase women’s and girls’ engagement in civic activities and leadership roles, and improve public opinion about women leaders.



Peru: Ahora es Cuando Campaign

The *Ahora es Cuando* campaign aims to address key contributors to teenage pregnancy and secondary school drop-out among girls. In collaboration with partners in government and civil society, the campaign uses facilitated screenings, social media, and local content production to increase knowledge of sexual and reproductive health (SRH), improve communication between parents and children about SRH, and strengthen youth capacity to advocate.

WGLG Country Report: India **The Hero Project**

SUMMARY: THE HERO PROJECT

Goal: Reduce Gender-Based Violence (GBV) in India

Campaign Model



- Targeted traditional norms of masculinity and gender roles, particularly among young men, as key contributors to GBV and gender inequality.
- Implemented a nine-session model (the Hero Academy) designed to cultivate young men’s willingness and ability to be change agents in their own homes and communities.
- Used the three-film model and standalone screenings with young men and other community members to change attitudes and behaviors regarding GBV and gender inequality.
- Partnered with public broadcaster to air Women of the World films on TV.

NGO Partners



- Astitva • CARE India • Centre for Health and Social Justice • ICRW • Magic Bus • Nari Samata Manch • National Alliance Group • Samarth • Samyak • SOS

Reach



- 415 three-film and standalone screenings conducted over project period, reaching over 7,100 men and women.
- 29 Hero Academies completed; a total of 476 young men graduated.
- Estimated 115,000 individuals watched each TV broadcast of the films.

Campaign Objectives	Evaluation Findings
Decrease young men’s acceptance of gender norms and traditional forms of masculinity that promote GBV and gender inequality.	<ul style="list-style-type: none"> ▪ Hero Academy participants became significantly more likely to reject harmful stereotypes about what it means to “be a man” and traditional beliefs about the roles that men and women should play. ▪ Their tolerance for harassment and men’s use of force against female relatives declined, though with some exceptions.
Increase young men’s ability to understand and empathize with the challenges and perspectives of women and girls in their community.	<ul style="list-style-type: none"> ▪ There were mixed findings, with some mostly modest improvements in Hero Academy participants’ understanding and respectful treatment of women and girls, but also evidence that many still felt they could ignore female relatives’ perspectives when making decisions that affected them.
Increase young men’s ability to address issues that negatively affect women and girls in their community.	<ul style="list-style-type: none"> ▪ Hero Academy participants showed modestly increased self-efficacy for intervening to prevent harassment, and improved skills relevant to identifying and solving community problems.
Increase young men’s efforts to prevent GBV and promote gender equality in their community.	<ul style="list-style-type: none"> ▪ Hero Academy participants showed increased intention to intervene to prevent harassment, and engagement in actions that defy traditional gender roles (e.g., chores, greater freedom for female relatives). ▪ There are tentative signs of broader impacts of some community projects.

Comparing Models

The three-film model yielded many of the same impacts as the Hero Academy, with lesser effects on self-efficacy and some beliefs about masculinity and gender roles. We found little evidence of impact from the standalone unfacilitated screenings, suggesting that facilitation and sequential screenings were important in achieving the observed changes.

Building Local Capacity

NGO partners reported increased capacity to use film to help bring about community action, and indicated they were very likely to use films again in the future.

CAMPAIGN OVERVIEW

The Hero Project aims to reduce gender-based violence by targeting key beliefs, norms, and behaviors that contribute to gender inequality and violence against women.

► Country Context

India ranks 125th of 159 countries on the United Nations Development Programme’s Gender Inequality Index (UNDP 2016). A major expression of gender inequality is the high levels of GBV, both within the home and in public spaces. Although India enacted several progressive laws over the past decade and a half – including the 2005 Protection of Women from Domestic Violence Act, the 2013 Sexual Harassment of Women at Workplace Act, and the 2013 Criminal Amendment Act on sexual offences – GBV remains a prevalent problem. According to the latest National Family Health Survey in India, 29% of ever-married women have experience spousal violence (Ministry of Health and Family Welfare 2016). In a recent survey of women in major Indian cities, 79% had experienced some form of harassment or violence in public (Indian Express 2016).

Factors that significantly increase the likelihood of experiencing or perpetrating GBV include lower levels of education and wealth, childhood exposure to GBV, and conservative gender attitudes held by both men and women (Kishor & Gupta 2009; Koenig et al. 2006; Nanda et al. 2013; UNICEF 2016). Due to the prevalence of harmful gender norms and expressions of masculinity that emphasize inequity and male control over women, an important strategy for addressing GBV is to engage men as role models and include boys in prevention efforts (Barker et al. 2011; Bhatla et al. 2012; DoS & USAID 2012; Kishor & Gupta 2009).

► Campaign Model

The Hero Project’s theory of change centered on changing perspectives on traditional norms of masculinity and gender roles, particularly among young men. By changing men’s beliefs about “what it means to be a man” and deepening their understanding of women’s and girls’ experiences and perspectives, the campaign sought to motivate men to take actions to reduce gender inequality and GBV in their own homes and in the community more broadly.

The campaign focused on four key objectives (see box). These objectives have been refined over the course of the project, reflecting the evolution of the campaign’s engagement model, as discussed further below.

Three-Film and Standalone Facilitated Screenings. During Phase 1, the campaign focused primarily on the three-film model, conducting facilitated screenings in communities where partner NGOs were already active (see partner list below). Over the course of the screenings, facilitators guided audiences towards first changing their own personal behaviors (“walking the talk”), and then developing ideas for ways to prevent GBV or economically empower women in the community more

India: Campaign Objectives

1. Decrease young men’s acceptance of gender norms and traditional forms of masculinity that promote GBV and gender inequality.
2. Increase young men’s ability to understand and empathize with the challenges and perspectives of women and girls in their community.
3. Increase young men’s ability to address issues that negatively affect women and girls in their community.
4. Increase young men’s efforts to prevent GBV and promote gender equality in their community.

broadly. Typically, a small sub-set of the audience in each community would volunteer to develop plans for executing their community change idea.

To give these ideas momentum, the campaign created the “Change the Story” contest. Communities could submit their plan for implementing their community change idea, and winners would be featured in locally produced films documenting their efforts and progress. The campaign’s local steering committee reviewed the proposals and selected three to be featured in Change the Story films (described below). Particularly in the earlier stages of Phase 1, some partners also organized standalone facilitated screenings, where audiences attended a single film screening and facilitated discussion session. Participants in the three-film and standalone screenings in Phase 1 included men and women of varying ages.

In Phase 2, the campaign conducted an additional set of three-film groups, but without the Change the Story contest. These three-film groups were comprised entirely of young men, reflecting the campaign’s shift toward focusing on this demographic in particular in Phase 2. Facilitators helped participants identify a community problem and develop ideas for how to address it. It was up to the participants to devote the time and resources needed to implement their ideas.

NGO Partners in India

Implemented Hero Academy and Three-Film Model

Astitva: NGO working to address issues of health, education, livelihood, and violence against women in the Dalit community within the Solapur and Sangli districts in Maharashtra.

Centre for Health and Social Justice (CHSJ): National civil society organization working on health and gender justice issues through capacity-building, research, and advocacy.

International Center for Research on Women (ICRW): Global research institute whose mission is to empower women, advance gender equality, and fight poverty. ICRW works with nonprofit, government, and private sector partners to conduct research, guide strategy, and build capacity to promote evidence-based policies, programs, and practices.

Magic Bus: NGO that helps equip India’s poorest children and young people with the skills and knowledge to grow up and be successful.

Nari Samata Manch: Indian organization that promotes gender equality and GBV prevention through counseling programs and consciousness-raising workshops, events, and campaigns.

Implemented Three-Film Model

CARE India: International NGO focused on alleviating poverty and social injustice. CARE has worked in India for over 65 years to help empower women and girls from poor and marginalized communities.

National Alliance Group (NAG): Collective of community-based organizations working to ensure the constitutional rights, dignified citizenship, and a just society for Denotified and Nomadic Tribes.

Samarth: Nonprofit providing resources and programs to help improve the lives of people living in urban slums and socio-economically deprived communities.

Samyak: Communication and Resource Centre on gender, masculinities, health, and development, working to promote gender equity and justice and to advocate for human rights of all individuals.

SOS: NGO working to support the welfare and holistic development of parentless and abandoned children, and to strengthen families and communities as a preventive measure in the fight against abandonment and social neglect.

The Hero Academy. In Phase 2, the campaign developed an expanded nine-session version of the model called the Hero Academy. The Hero Academy was designed to offer young men a deeper and more sustained experience over a period of nine weeks, giving them the opportunity to watch and discuss six films, participate in group activities, conduct interviews and surveys of community members, and develop and launch a project to help address challenges faced by women and girls in the community. Unlike in the three-film model, Hero Academy participants were required to participate in the community project in order to

graduate from the program. The Hero Academy also included a capacity-building component; participants were trained to use the Map Your World app on tablets, which they used to conduct community surveys, and to map and track the issues women and girls faced in their community. The goal was to cultivate male “change agents” who could then model and promote gender equitable beliefs and behaviors to others, creating ripple effects in the community. Compared to the lighter-touch three-film model, the Hero Academy was expected to have more wide-ranging and stronger impacts on young men and their communities. The campaign organized a total of 29 groups, divided into three “cohorts,” to participate in the Hero Academy.

Unfacilitated Screenings (“Broadcast Model”). In Phase 2, the campaign conducted a limited set of film screenings without any facilitated discussion. These screenings were intended to mimic “TV broadcast exposure” conditions, where audiences simply watch the films without any additional intervention on the part of the campaign. As described further below, the purpose of these screenings was to explore the effectiveness of broadcasting the films to audiences.

TV Broadcast Partnership. The campaign broadcast Women of the World (WOTW) films to a national television audience through a partnership with Indian public broadcaster Doordarshan.

Local Content Production. Working in partnership with local filmmaker Nishtha Jain, the campaign produced three films featuring winners of the Change the Story contest. The films followed the progress of the three winning groups as they began implementing their plans for improving their communities. For example, a group in Maharashtra approached the local council to locate a piece of land on which girls could play, and then helped prepare the field. The Change the Story films were incorporated into subsequent facilitated screenings to provide audiences with local examples they could relate to, helping them recognize themselves as change makers.

EVALUATION ACTIVITIES IN INDIA

In Phase 1, we relied on event report data collected by facilitators. In Phase 2, APEP undertook an intensive set of data collection activities in India guided by three evaluation priorities:

- ▶ **Evaluate the impact of the Hero Academy**, focusing on both individual-level changes and ripple effects in the community.
- ▶ **Assess the relative effectiveness of the Hero Academy compared to the three-film model and unfacilitated screenings.** In Phase 2, the campaign organized groups of young men, demographically comparable to those who participated in the Hero Academy, to either participate in the three-film model or to attend a single unfacilitated film screening used as a proxy for TV broadcast exposure. The purpose was to examine the relative impacts of three different interventions using film: the most intensive Hero Academy model, the lighter-touch facilitated three-film model, and the completely unfacilitated broadcast model.
- ▶ **Pilot the IVR survey**, testing its utility as a tool for gathering quantitative and qualitative evaluation data.

Data Sources for Evaluating the Campaign in India

- ▶ Surveys of participants in the Hero Academy, three-film model, and unfacilitated screenings.
- ▶ Focus groups with Hero Academy participants, their female relatives, and community members.
- ▶ IVR surveys with female relatives and three-film model participants.
- ▶ Screening event reports.
- ▶ Ratings data for TV broadcasts of WOTW films.
- ▶ Survey of partner organizations.

The Phase 2 evaluation design centered on in-person surveys and focus groups conducted by APEP's evaluation partner in India, a research team led by Dr. Mamta Mehra. These data were complemented by IVR surveys conducted in collaboration with the ITVS team, the Center for Information Technology Research in the Interest of Society at University of California, Berkeley, and VotoMobile. Where possible, we drew on the survey data to evaluate the statistical significance of changes over time (using the traditional cut-off of $p < .05$). Throughout the findings below, we use the term "significant" to refer to tests of statistical significance. Key methodological details are provided below.

Surveys with Hero Academy Participants. We conducted one-on-one surveys of all Hero Academy participants (N=470). The baseline survey was conducted prior to the first Hero Academy session; the endline survey was conducted after the participants completed their graduation.

Focus Groups with Hero Academy Participants, Female Relatives, and Community Members. Nine focus groups were conducted with a sub-set of Hero Academy participants in the first two cohorts to gather qualitative data on their experience in the program and how it did (or did not) change their perspective. We conducted 13 complementary focus groups with Hero Academy participants' female relatives to hear their perspectives on the extent to which the program resulted in changes in Hero Academy participants' attitudes or behavior. An additional 13 focus groups with community members were designed to provide insights into any changes observed in the community as a result of Hero Academy projects. The focus groups with female relatives and community members were conducted 1-2 months after the program ended to provide insights into the duration of individual- or community-level change.

Survey with Three-Film Model Participants. A baseline survey was conducted at the first screening prior to the start of the film, and the endline was conducted after the conclusion of the third screening (N=194). The survey was comprised of relevant questions drawn from the Hero Academy survey to facilitate comparison between the two interventions. For budgetary reasons, we initially used a paper/pencil self-administered survey format, with surveyors on hand to provide light support as needed. However, due to concerns that the self-administered format exacerbated social desirability bias in baseline responses to behavioral questions, we modified the endline approach: we retained a self-administered section (on attitudes) and added a section where surveyors interviewed participants one-on-one (on behaviors).⁴

Survey with Unfacilitated Screening Participants. Participants in the unfacilitated screening groups, who only attended a single screening, were asked to complete a brief survey before the start of the film, and then completed a follow-up survey after they finished watching the film (N=211). The survey was self-administered with light support from surveyors, and was comprised of a small set of relevant questions drawn from the Hero Academy and three-film surveys in order to facilitate comparison across the three interventions. These survey questions focused solely on changes in awareness and attitudes, reflecting the campaign's reasonable assumption that one unfacilitated screening was unlikely to produce behavior change.

⁴ In the self-administered baseline survey, three-film model respondents reported questionably high rates of intervening in cases of sexual harassment, compared to demographically similar Hero Academy participants. This created an artificial ceiling, potentially resulting in underestimation of the impact of the three-film model on behavior. Therefore, we implemented a section in the endline survey in which surveyors interviewed respondents one-on-one, using a retrospective pretest approach: they first asked questions about participants' current behavior, and then asked them how they had behaved prior to the three-film program (a quasi-baseline). Surveyors probed carefully to help encourage honest answers, giving us greater confidence in the validity of the quasi-baseline than in the original baseline. But we caution that the quasi-baseline answers may *overestimate* the degree of behavior change, as the retrospective format may have prompted the desire to show a positive change.

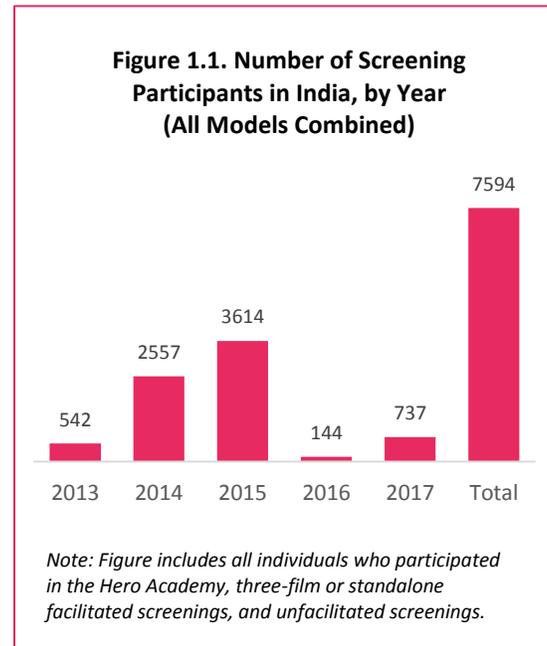
IVR Surveys. IVR surveys were conducted with female relatives of Hero Academy participants in cohorts 2 and 3 (N=663).⁵ The purpose was to gather their perspectives on the nature and scope of change observed in their male relative as a result of the program, using the collaborative filtering feature of the IVR to record women’s statements of observed changes and then circulate those statements to other respondents to see if they, too, had observed those changes. Respondents came to a community center, where they were given a phone and private space to take the survey. Female community members (typically school teachers or frontline community health workers) were trained to assist women as needed in taking the survey.

In addition, we piloted the IVR with three-film model participants (N=100), who took the survey on their own phones two months after the intervention ended. The primary purpose was to assess whether changes observed at endline persisted a few months later. The findings from this pilot should be treated as preliminary only; the collaborative filtering portion of the IVR survey could not be completed as intended due to inadequate sample size and a scarcity of valid recorded statements.

REACH

Screening Participants. Figure 1.1 shows the total reach of the Hero Academy, facilitated screenings, and unfacilitated screenings combined. In the first three project years, the campaign focused on three-film and standalone facilitated screenings, reaching 6,700 participants through 365 screening events. The campaign obtained the widest reach in 2014 and 2015, when it was focused on scaling up these activities.

The small number of participants in 2016 reflects the campaign’s shift in focus toward developing the Hero Academy curriculum and implementing this new model with a first cohort of 11 groups. The final project year (2017) incorporated all three intervention models, reflecting an intensive focus on the above-mentioned evaluation objectives. In this year, the campaign and its partners implemented the Hero Academy with 18 additional groups, and organized 39 three-film screenings and 11 unfacilitated screenings. Campaign staff and partners were also heavily involved in helping to coordinate evaluation data collection in communities, most particularly the IVR surveys.



TV Broadcasts of Women of the World Films. The campaign began partnering with public broadcaster Doordarshan towards the end of Phase 1. The broadcaster aired the 17 films from Seasons 3 and 4. Based on ratings data provided by Doordarshan, an estimated 115,000 individuals tuned in to watch each broadcast of the films, on average.

⁵ The IVR survey conducted with female relatives of cohort 1 Hero Academy participants was used mostly to test and refine the tool and its application in the field. For all three cohorts, facilitators followed a standardized process to recruit respondents, using a script and informed consent form to ensure women were briefed about the survey’s purpose and understood that it was voluntary.

CAMPAIGN IMPACT

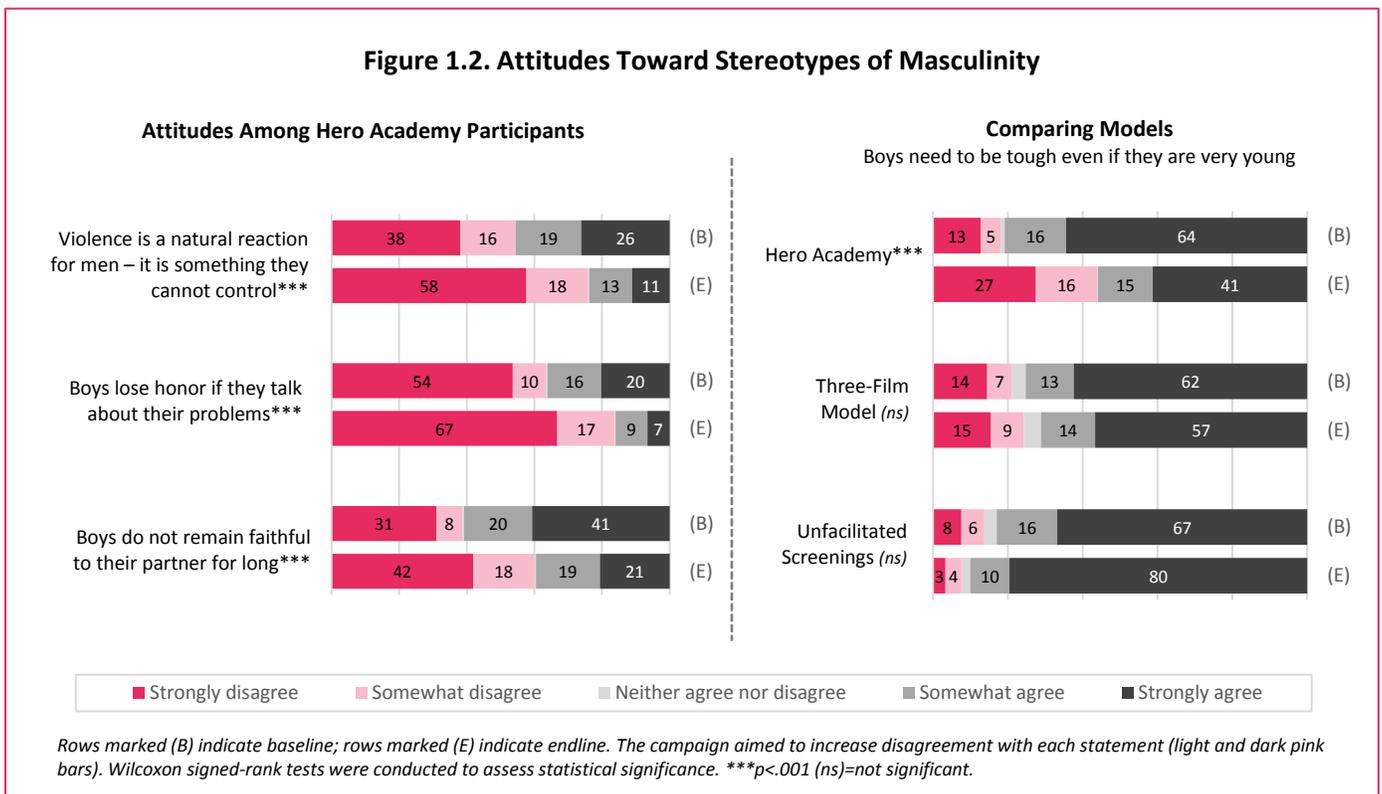
In the sections below, we describe major evaluation findings for each of the campaign’s four objectives, drawing on Phase 2 survey and focus group data. We then summarize overarching findings regarding the relative impact of the three intervention models. Additional statistical details are provided in Appendix C.

Objective 1: Decrease young men’s acceptance of gender norms and traditional forms of masculinity that promote GBV and gender inequality

In our final Phase 1 report, we observed modest positive changes in attitudes toward gender stereotypes, but mixed findings on beliefs about men’s use of force. These conclusions were based on limited data drawn from the screening event reports. In Phase 2, we examined a broader range of attitudes and beliefs via surveys and focus groups. Overall, the findings suggest that the campaign contributed to positive changes across a large set of attitude measures, particularly among Hero Academy participants – though we observed some evidence of reluctance to fully reject men’s “right” to control or use of force against female relatives.

► Masculinity

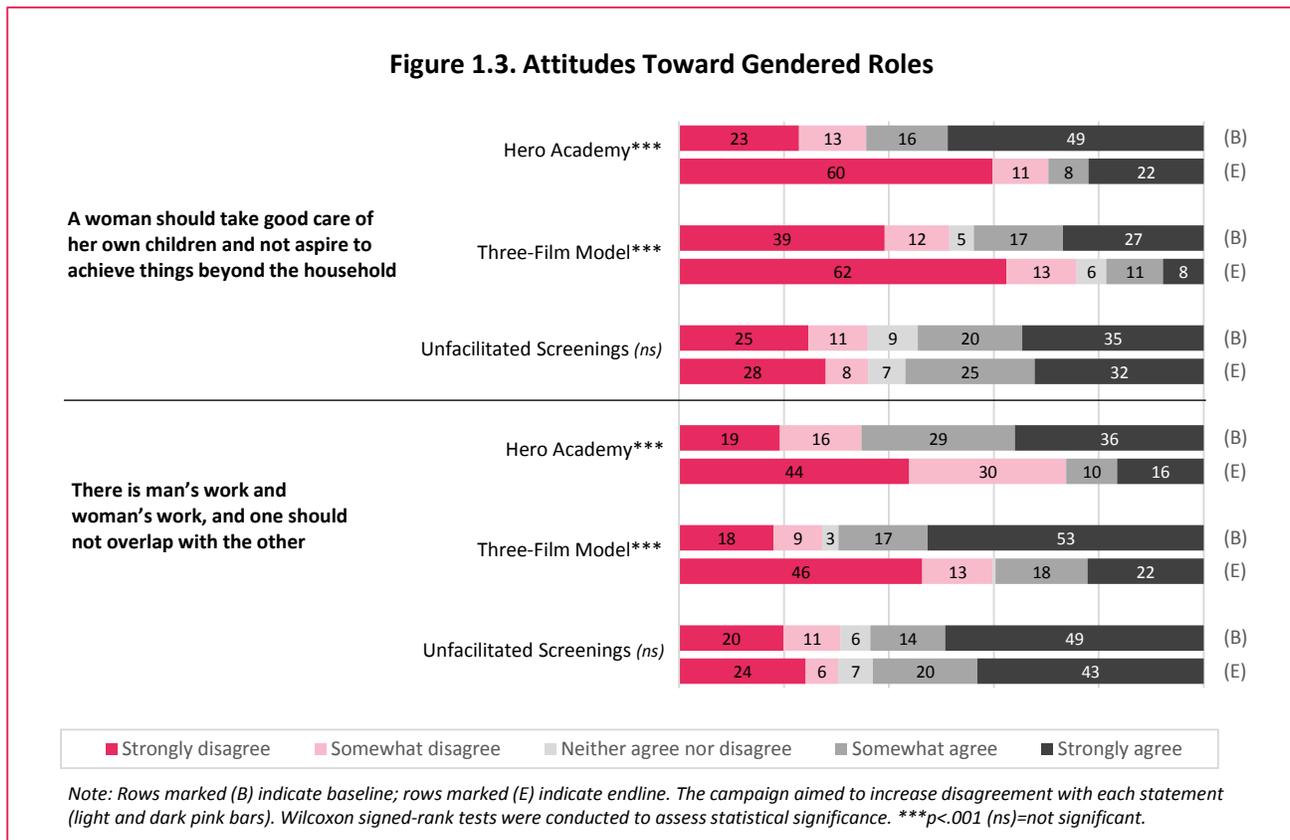
The baseline/endline surveys of Hero Academy participants indicate that the young men became significantly more likely to reject harmful stereotypes about masculinity and “what it means to be a man.” For example, as shown in the left side of Figure 1.2, by the end of the program, they became less likely to agree with three common stereotypes of masculinity. The percentage who somewhat or strongly disagreed (light and dark pink bars) with these stereotypes rose by 20-22 percentage points.



The right side of Figure 1.2 shows attitudes towards another stereotype (that boys need to be tough even if they are very young) among participants in the Hero Academy, the three-film model, and the unfacilitated screenings. The findings indicate that again Hero Academy participants became significantly more likely to reject the stereotype by endline (by 25 percentage points). Three-film model and unfacilitated screening participants did not exhibit this positive change.

► **Gendered Roles**

Hero Academy and three-film participants showed positive changes in their views about roles that men versus women should play, becoming significantly more likely to disagree with traditional gender roles distinguishing men’s and women’s work, and limiting women to household and child-raising roles (Figure 1.3). Participants in the unfacilitated screenings did not show these same positive changes.



Hero Academy and three-film model participants were also asked about their agreement with a statement portraying different gender roles for boys and girls: “Girls should accept that there are some activities, such as sports, that boys can do but girls cannot.” Among three-film model participants, we observed a modest (but not statistically significant) rise in disagreement of roughly 10 percentage points. We observed no change among Hero Academy participants, though this may be partly due to fairly widespread rejection of this idea at baseline (82% somewhat or strongly disagreed).

► **Household Decision Making**

Among both Hero Academy and three-film participants, we observed significant positive changes in gender attitudes regarding household decision-making power. Participants became significantly less likely to agree

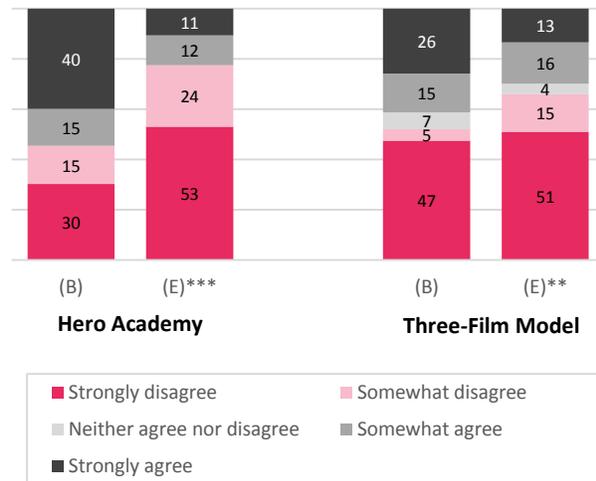
that a man should have the final word about decisions in his home (Figure 1.4). The positive change in the percentage disagreeing with this traditional idea of male decision-making power was more pronounced among Hero Academy participants (32 percentage-point change) than among three-film model participants (14-point change).

The follow-up IVR survey of three-film model participants showed no significant change in the distribution of responses since the endline; a majority of respondents (61%) maintained the same attitude they had expressed at the end of the intervention.

Hero Academy participants were asked an additional set of questions probing their views about who should make final decisions in three specific areas: family planning, daughters' education, and household finances. As Figure 1.5 shows, in all three areas, participants became significantly less likely to say the husband alone (grey columns), and more likely to say the husband and the wife together should make these decisions (dark pink columns).

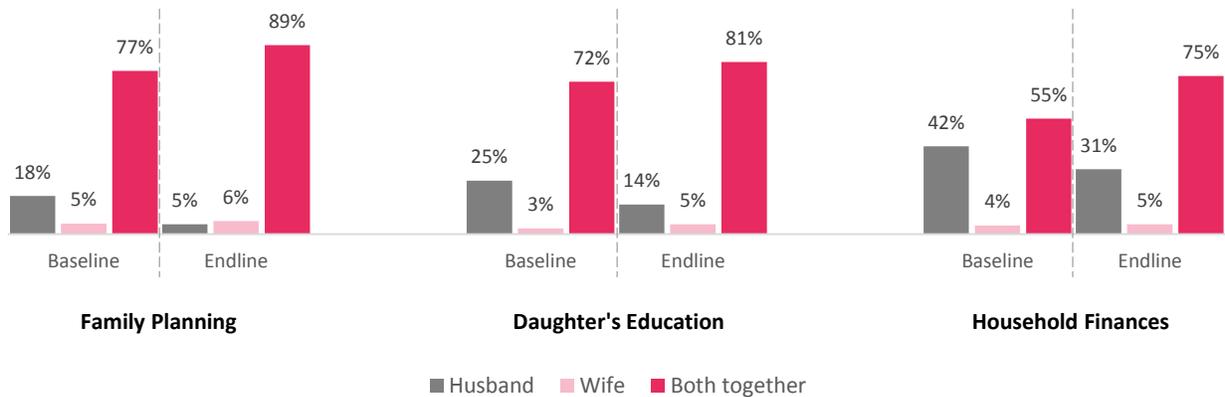
Figure 1.4. Attitudes Toward Household Decision Making

Agreement with the statement:
"A man should have the final word about decisions in his home"



Note: Bars marked (B) indicate baseline; rows marked (E) indicate endline. The campaign aimed to increase disagreement with the statement (light and dark pink bars). Wilcoxon signed-rank tests were conducted to assess statistical significance. **p<.01 ***p<.001.

Figure 1.5. Hero Academy Participants' Beliefs about Who Should Make Final Decisions in Family Planning, Girls' Education, and Finances



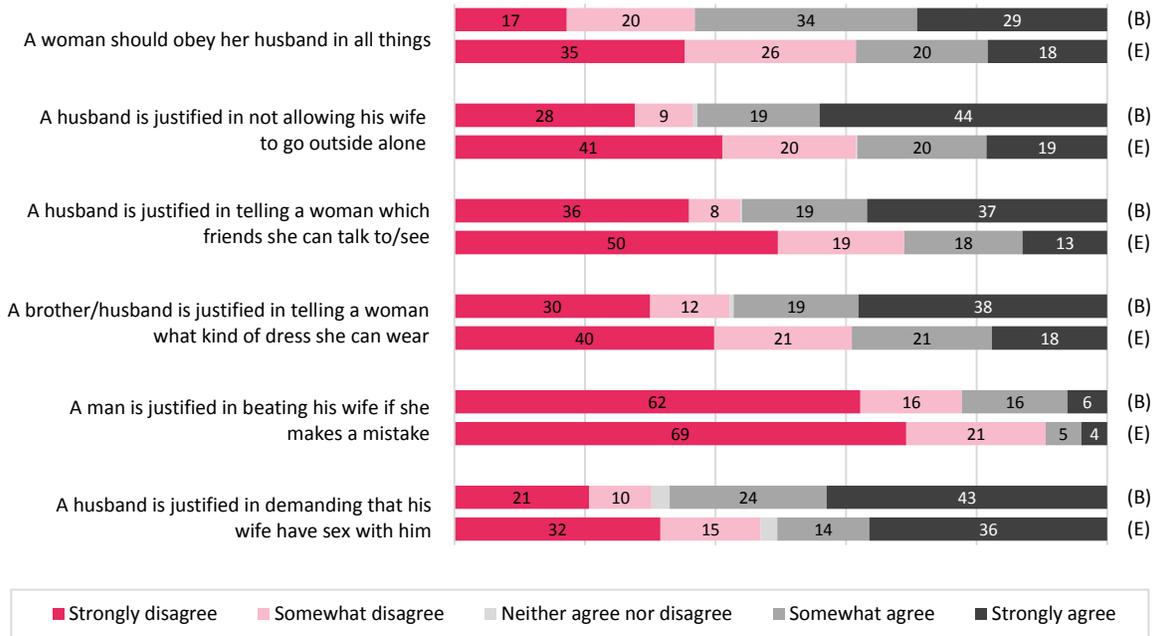
Note: Statistical significance of the change was assessed with McNemar's chi-square test, using a dummy variable coded 0=husband, 1=wife/together. All changes in the figure were significant at p<.001.

Agreement with the idea of joint decision-making power showed particularly strong growth with regard to financial decisions (20 percentage-point increase), while beliefs about family planning and daughters' education showed more modest gains (9-12 point increase).

► **Men’s Right to Control and Use Force Against Female Family Members**

Overall, Hero Academy participants showed substantial positive changes in their beliefs about the extent to which men should control women and girls. For example, in the endline survey, participants became less likely to endorse various restrictions men place on their female family members’ freedom (Figure 1.6). Participants’ attitudes toward the top three statements in Figure 1.6 showed the greatest improvement between baseline and endline, with the percentage somewhat or strongly disagreeing rising by 24-25 percentage points. Attitudes towards the three remaining statements showed somewhat more modest, but still statistically significant, increases of 12-19 percentage points in disagreement.

Figure 1.6. Hero Academy: Attitudes toward Men’s Control Over Women



Note: Rows marked (B) indicate baseline; rows marked (E) indicate endline. The campaign aimed to increase disagreement with the statements (light and dark pink bars). Wilcoxon signed-rank tests were conducted to assess statistical significance. All changes in this figure were significant at p<.001.

Findings from the IVR survey of female relatives confirm these positive changes among Hero Academy participants. For example, respondents recorded statements describing how their male relative had become less controlling of their movements and choice of clothes:

“There has been change because he did not allow the girls to visit the park. But now there has been a lot of change as he lets the girls go to the park and takes part in the household chores now and says that there is no difference between the girl and the boy.”

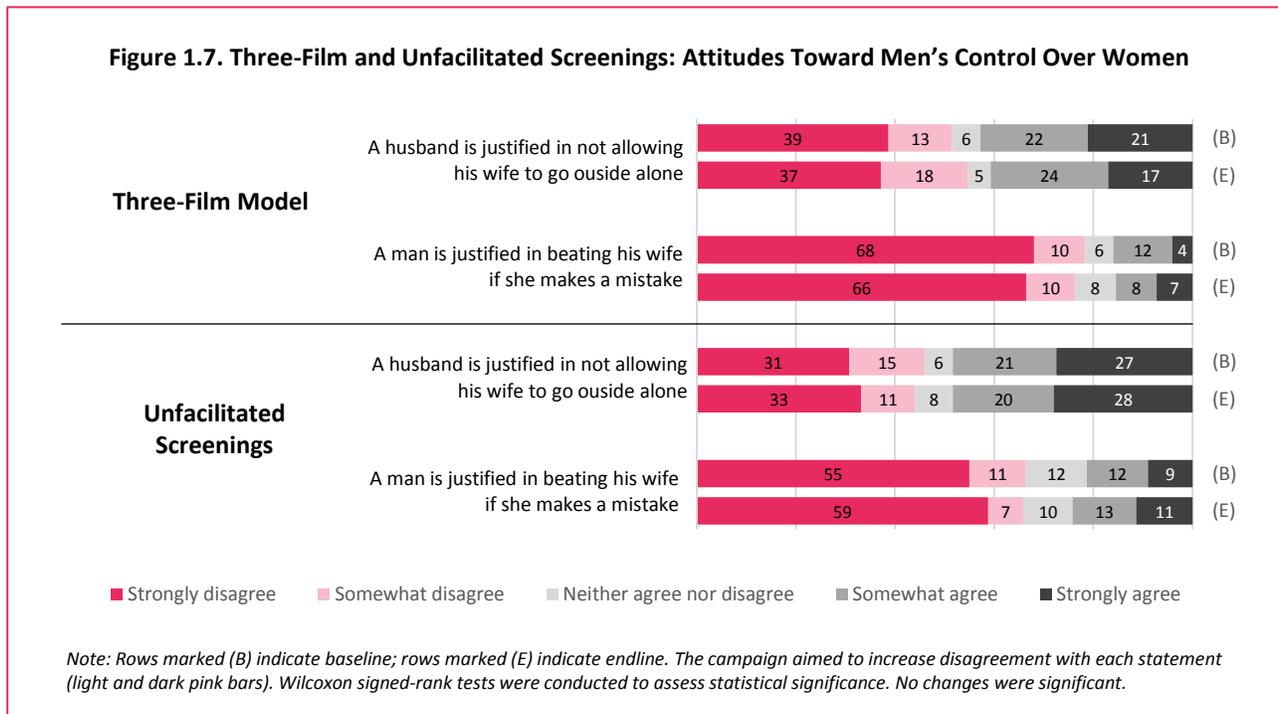
“There has been a lot of change in my brother, earlier he used to stop us from moving around, now he does not do anything. He used to talk about our clothes as well, he used to say do not wear jeans pants, do not wear this and that. But now he does not say anything. He gets us clothes from his salary and asks us ‘what do you want.’ There has been a very positive change in him.”

When these kinds of examples were circulated to other respondents via the collaborative filtering feature, most confirmed that their male relative had changed in this way a little (65%) or a lot (26%).⁶

Hero Academy participants’ beliefs about men’s use of force against female family members were more nuanced. The survey data indicate that they became more likely to reject the idea that a man is justified in beating his wife if she makes a mistake (Figure 1.6 above). And the focus groups with Hero Academy participants confirmed their general agreement with the principle that men and boys should not use force against women and girls. For many, this represented a change in their earlier views. For example, some noted that because they are now able to understand the problems and perspectives of women and girls, they don’t face situations where they feel force is needed. They emphasized that men should always try to talk with the woman or girl.

However, there was variation in the extent to which participants completely ruled out the use of force. Some rejected violence against women and girls in all situations. But others described situations where they still thought it would be acceptable for men to use force. For the most part, they described situations in which women or girls were perceived to be taking the “wrong path” (e.g., misbehaving with boys, or falling in love and eloping) and needed to be controlled for their own good or protection. A few mentioned other infractions they felt justified use of force, such as a woman shouting too much or a wife paying insufficient attention to her husband. Moreover, at the end of the program, half of participants still agreed that a man is justified in demanding that his wife have sex with him (Figure 1.6 above). These findings indicate a certain amount of conditionality in at least some participants’ rejection of men’s use of force.

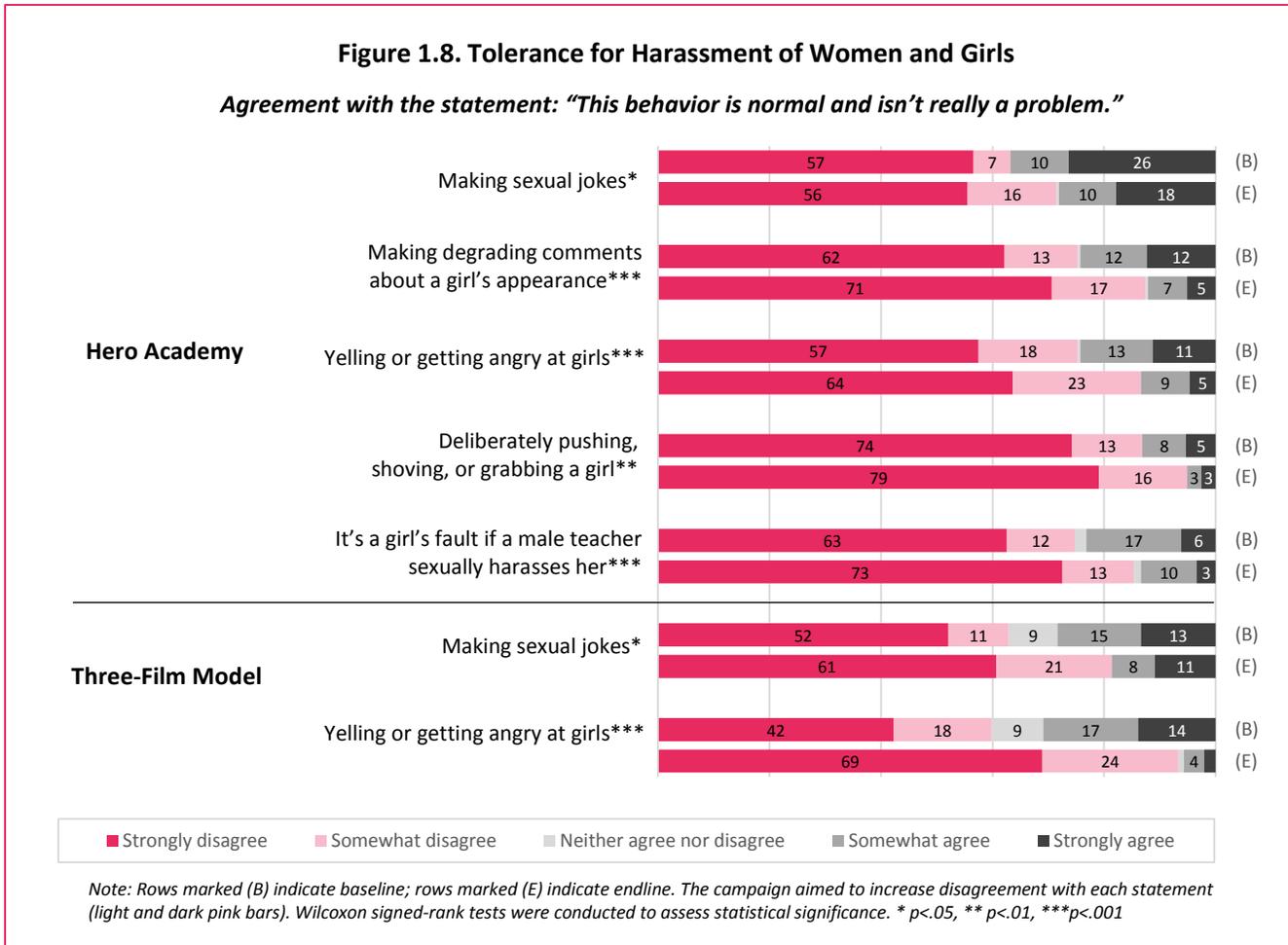
As shown in Figure 1.7 below, participants in the three-film and unfacilitated screenings – who were asked about a man’s right to beat his wife and to prohibit her from going outside alone – did not exhibit a significant change in their attitudes.



⁶ The remainder indicated they had not observed a change like this.

► Tolerance for Harassment of Women and Girls

Through the Hero Academy and the three-film model, the campaign encouraged young men to reject the idea that various forms of verbal and physical harassment that women and girls commonly experience were “normal.” As Figure 1.8 illustrates, sizable majorities of Hero Academy participants at baseline already expressed disagreement with each of four forms of harassment – particularly “deliberately pushing, shoving, or grabbing a girl” (87%). But participants still showed positive change in their attitudes toward harassment, with modest increases of 8-13 percentage points in disagreement with the statement that each of these behaviors “is normal and isn’t really a problem.”



Hero Academy participants also showed a modest positive change in their view of sexual harassment perpetrated by teachers. When asked whether it is a girl’s fault if a male teacher sexually harasses her (for example, if she is not conservative enough in her behavior or appearance), respondents became more likely to disagree that it is the girl’s fault (see Figure 1.8). There were, however, participants who felt it was the girl’s responsibility to dress “appropriately” in order to avoid harassment. We observed such comments in open-ended survey responses and in focus groups. As several members of one focus group commented: just because girls have freedom does not mean they should wear “short clothes” – which participants felt would provoke molestation.

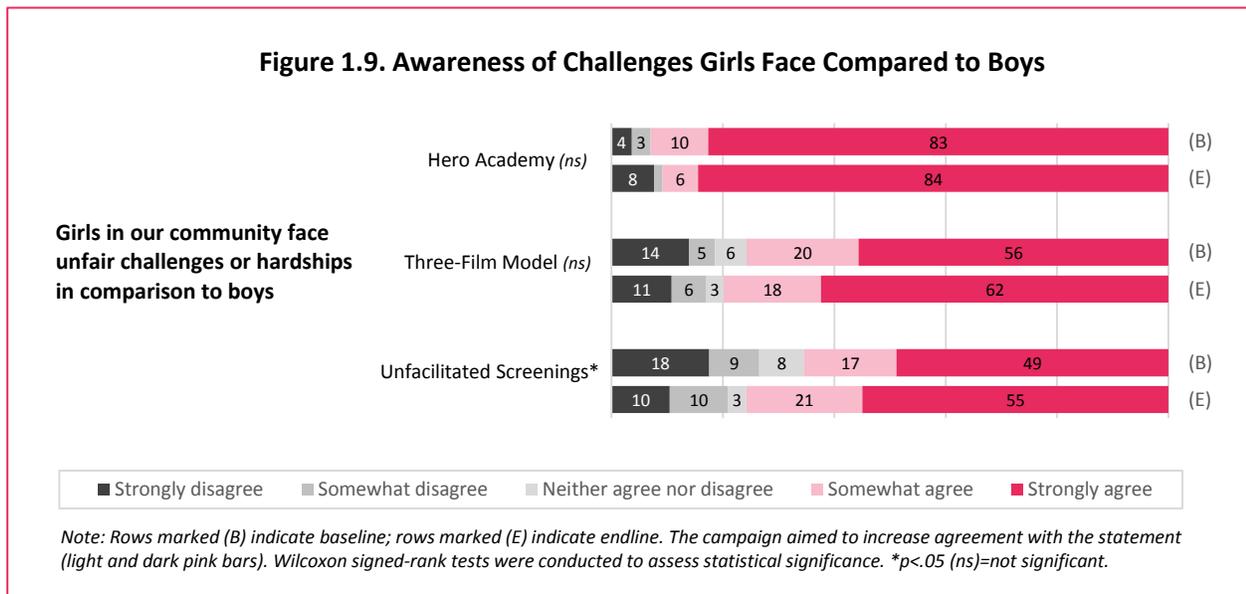
Participants in the three-film model, who were asked about two of the same harassment behaviors, showed significant positive change as well (bottom portion of Figure 1.8). The increase in the percentage somewhat or strongly disagreeing with “yelling or getting angry at girls” was particularly pronounced, rising from 60% at baseline to 93% at endline.

Objective 2: Increase young men’s ability to understand and empathize with the challenges and perspectives of women and girls in their community

This objective reflects the campaign’s increased emphasis in Phase 2 on developing men’s ability to empathize with, understand, and respect the perspectives of women and girls. The findings suggest that the campaign contributed to positive (albeit often modest) changes on most of these outcomes.

Starting at the broadest level, we asked participants in all three intervention models whether they agreed or disagreed that girls in their community faced unfair challenges or hardships in comparison to boys. This question aimed to capture any changes in participants’ general understanding of the unique challenges girls face – as depicted in the documentary films.

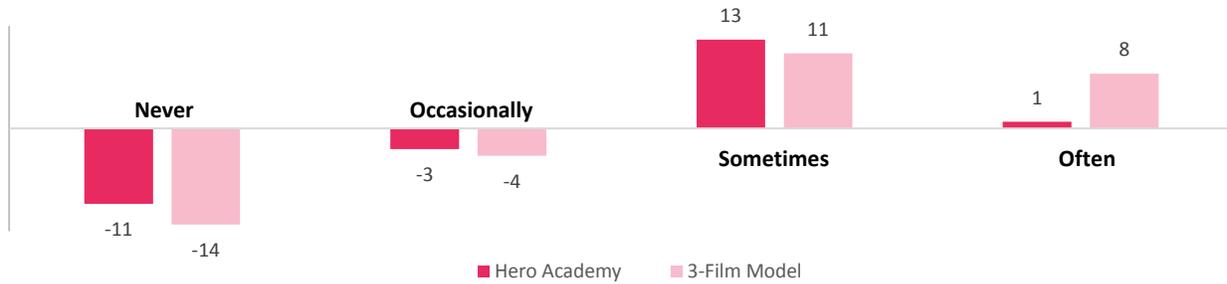
The unfacilitated screening participants showed a modest – but still statistically significant – improvement. The percentage somewhat or strongly agreeing rose from 65% at baseline to 76% at endline (Figure 1.9). The three-film and Hero Academy participants did not show this same change. This may partly reflect a ceiling effect – particularly among Hero Academy participants, 93% of whom already agreed with the statement at baseline.



In the three-film model and most particularly in the Hero Academy, facilitators encouraged participants to try to better understand the perspectives of women and girls. Both three-film and Hero Academy participants reported relatively modest, but still significant, increases in the frequency with which they tried to imagine how things looked from a girl’s perspective (see Figure 1.10).

Figure 1.10. Change in the Extent to Which Participants Try to Look at Things from a Girl's Perspective

How often do you try to imagine how things look from a girl's perspective?
 (Percentage point change between baseline and endline)



Note: Wilcoxon signed-rank tests were conducted to assess statistical significance. The changes for 3-film and Hero Academy participants were significant at *** $p < .001$

In focus groups, Hero Academy participants provided examples of how their perspective had changed because of their experience learning about women’s and girls’ experiences and views – e.g., the heavy work demands that women and girls shoulder, what it feels like to not have the freedom or opportunity to play, and how they are treated by men and boys. For example:

“I have observed that when we men walk on the road... if any girl or woman passes, she walks very consciously, looking all round, as if we are coming to comment on them or touch them. I have observed this for a long time, but was not able to understand why they do that – because we are not commenting or trying to touch them. But after participating in the Hero Academy program, I have realized that, it is the fear of being touched or commented by men and boys that makes the girls and women conscious. So, we men and boys have created this situation for them, where they don’t feel safe in walking on a street in the presence of men and boys.”

“I am now able to understand what the girls go through when they are not allowed to play. I can never imagine that situation for myself. We boys play on a daily basis, and girls are not allowed to play. Now when I think about it, I feel surprised as well as sad.”

When asked at endline if they felt they had personally changed as a result of participating in the program, a quarter of participants described how they now treated women and girls with more respect – for example, by listening to them, speaking politely, and treating them as equals.

Female relatives confirmed these positive changes in participants’ understanding. In the IVR survey, 70% reported their male relative had become a little more understanding of the challenges that women and girls in their family experience, and 24% said their male relative had become a lot more understanding. They also observed a reduction in the frequency with which their male relative got angry with female family members. When asked how frequently their male relative gets angry, 71% responded “sometimes” and 25% said “rarely” – with just 4% saying “often.” Nearly 90% said that this represented a positive change over the past few months.

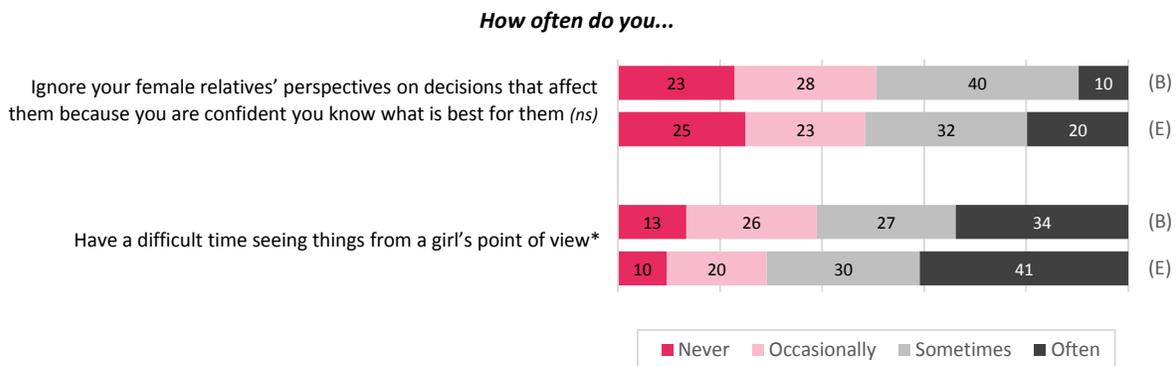
“After going to the Hero Academy, the male members of my family have gone through a change that at home they do not ignore our views. They listen to everyone’s views and share their views with us all well.”

– Female Relative of Hero Academy Participant

In open-ended responses in the IVR and in focus groups, women also commented on the greater respect with which their male relative began treating female family members. Indeed, greater respectfulness was the second most frequently mentioned change observed in female relatives’ recorded statements. When examples of this kind of change were circulated to other respondents via the IVR collaborative filtering feature, nearly all said they had observed their male relative change in this way a little (69%) or a lot (24%).

There were some limits on young men’s progress on this objective. For example, Hero Academy participants did not exhibit a significant change in how often they said they ignored female relatives’ perspectives on decisions that affect them because “you are confident you know what is best for them” (top statement in Figure 1.11) At both baseline and endline, roughly half said they ignored their female relatives’ perspectives “sometimes” or “often.” This resonates with the findings, reported in the previous section, about the perceived need to use force for a girl’s own good if she is going down the “wrong” path.

Figure 1.11. Limits on the Extent to Which Participants Understand and Take Into Account Girls’ Perspectives



*Note: Rows marked (B) indicate baseline; rows marked (E) indicate endline. The campaign aimed to increase the percentage saying “never” or “occasionally” (pink bars). Wilcoxon signed-rank tests were conducted to assess statistical significance. *p<.05 (ns)=not significant.*

In addition, the evidence suggests that, despite their efforts, some young men still faced challenges in seeing things from a girl’s perspective. When asked how often they have a difficult time seeing things from a girl’s point of view, Hero Academy became significantly *more* likely to say “sometimes” or “often” at endline – the opposite of the intended outcome (bottom statement in Figure 1.11). This may partly reflect a change in the extent to which young men *tried* to understand things from a girl’s point of view; by more frequently attempting to understand girls’ perspectives, participants may have become more aware of the difficulties of doing so. Indeed, some focus group participants commented that they still faced some challenges in fully understanding things from a girl’s perspective.

Objective 3: Increase young men’s ability to address issues that negatively affect women and girls in their community

As a complement to its efforts to change gender attitudes and empathy toward women, the campaign sought to strengthen young men’s ability to take action on issues negatively affecting women and girls. By showing young men real examples of change agents in the documentary films, and facilitating a discussion of those examples, the three-film model and Hero Academy intended to boost young men’s belief in their own ability to bring about positive changes in their community. The evaluation data indicate a relatively consistent pattern of improvements among Hero Academy participants, but not among three-film participants.

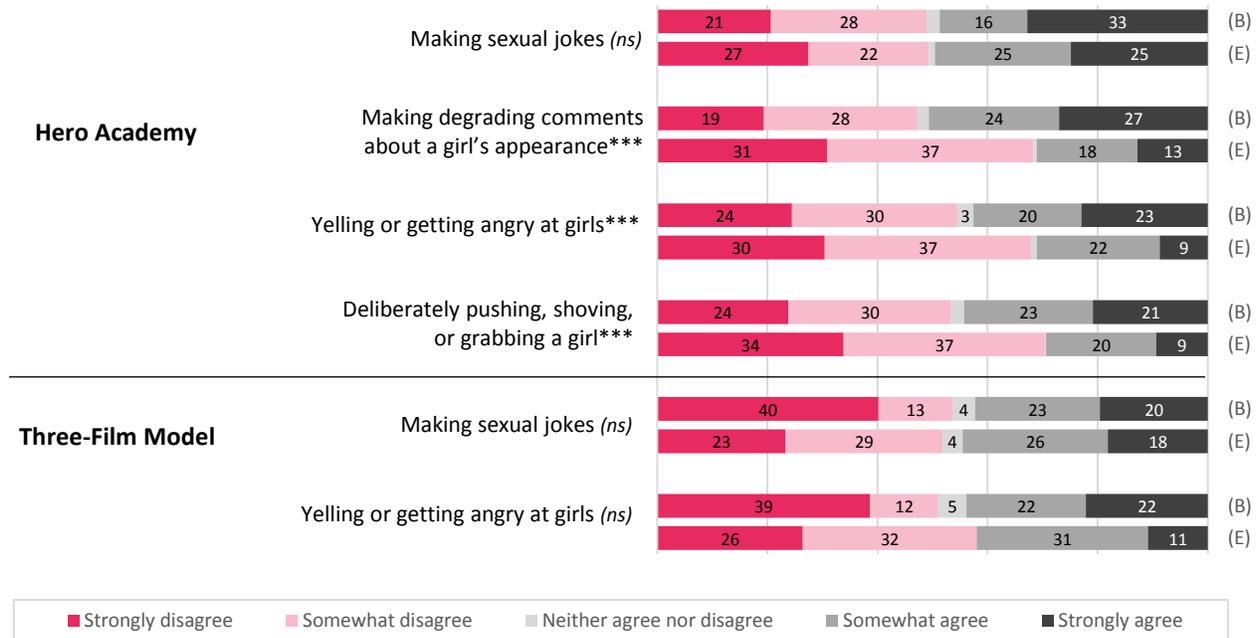
► **Self-efficacy for Addressing Violence Against Women**

The survey data indicate improvements in Hero Academy participants’ self-efficacy for addressing issues related to GBV. For example, when asked how comfortable they felt talking with their own family members about issues of violence against women and girls (e.g., domestic violence and sexual harassment), Hero Academy participant became significantly more comfortable by the end of the program.

The Hero Academy also modestly (by 6-12 percentage points) boosted the percentage of young men expressing a strong sense of ability to intervene when they witnessed peers or other people in their community harassing women and girls by making degrading comments about their appearance, yelling at them, or deliberately shoving or grabbing them (Figure 1.12). One exception was knowing how to intervene when witnessing men making sexual jokes. Hero Academy participants did not report a significant change in the extent to which they felt they knew how to intervene in this situation.

Figure 1.12. Extent To Which Young Men Feel They Know How to Intervene in Situations of Harassment

Agreement with the statement: “I don’t know how to intervene when I see this behavior.”



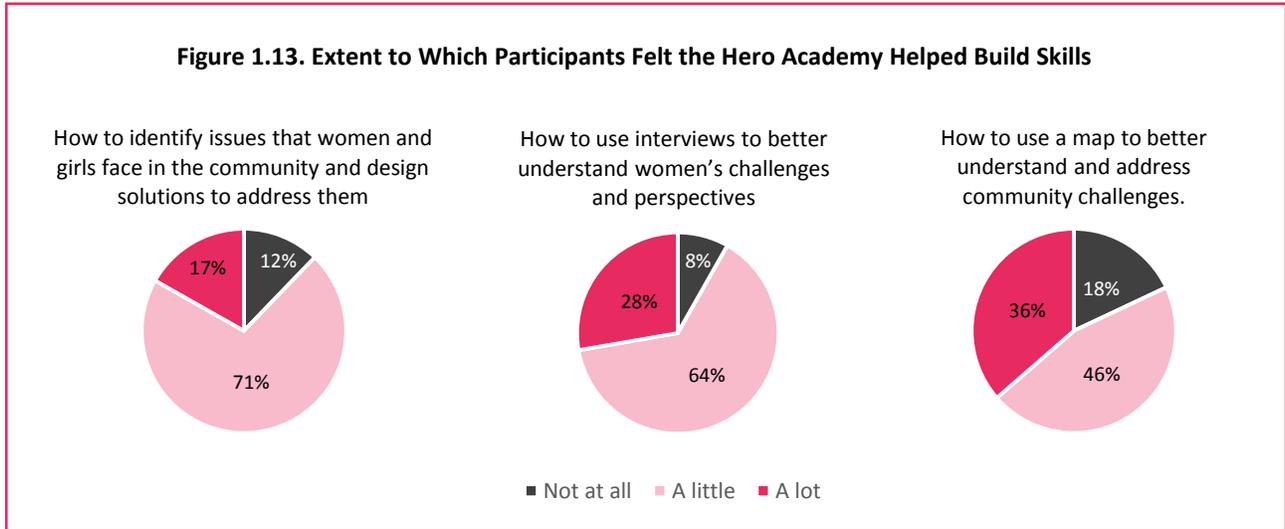
Note: Rows marked (B) indicate baseline; rows marked (E) indicate endline. The campaign aimed to increase disagreement with each statement (light and dark pink bars). Wilcoxon signed-rank tests were conducted to assess statistical significance. ***p<.001 (ns)=not significant.

Participants in the three-film model did not report comparable improvements in self-efficacy. Their comfort level in talking to family members about violence against women did not significantly change. In addition, as the bottom part of Figure 1.12 shows, they did not exhibit a significant positive change in the extent to which they felt they knew how to intervene in situations of GBV.

► **Skill-Building**

As described earlier, the Hero Academy curriculum included a capacity-building component to help strengthen skills relevant to identifying and solving community problems. When asked at endline about the

extent to which they felt the program had helped them build skills, most participants felt they had strengthened their skills a little or a lot (Figure 1.13). In focus groups, many Hero Academy participants noted how much they learned from the community survey exercise in particular – about how to conduct a survey and respond to community members during the survey process, and about the problems that community members face.



Some respondents volunteered that they very much strengthened their skills in identifying issues that women and girls face in the community, but did not feel they had strengthened their skills as much when it came to designing solutions. They highlighted challenges that made it difficult to achieve progress in their community projects. One of the most common challenges: resistance among community members. For example, a few projects focused on encouraging people to build a private household toilet instead of using open defecation, which poses health hazards as well as safety risks for women. Participants working on these projects noted they had trouble responding to community members’ queries about how to overcome issues like financial constraints and water scarcity. Some participants whose projects focused on discouraging child marriage reported that it was difficult to address the concerns of community members who feared their daughter would run away with a boy.

Objective 4: Increase young men’s efforts to reduce GBV and promote gender equality in their community

In Phase 1, we had very limited data that could speak to the campaign’s impact on participants’ efforts to prevent GBV and promote gender equality. There were anecdotal examples of actions that three-film participants had taken to improve the safety of women and girls, and to break down divisions between what men and boys versus women and girls could do.

The Phase 2 evaluation provided a stronger basis for assessing this objective. Our analysis drew on a rich qualitative and quantitative dataset for the Hero Academy, as well as a more modest set of data for the three-film model. The findings suggest that the campaign influenced young men to make positive changes in their behavior, both at home and when interacting with other community members. Group efforts to bring about broader community-level change varied in their degree of progress and success.

► Breaking Boundaries of Traditional Gender Roles

Hero Academy facilitators encouraged participants to engage in behaviors that “broke the boundaries” of traditional gender stereotypes and roles. A primary example was to help their female family members with household chores that were traditionally considered “women’s work.” Responses from Hero Academy participants, as well as from their female relatives, suggest that this was one of the most common behavior changes the campaign inspired. For example, helping female relatives with household chores was the most frequently mentioned change reported by Hero Academy participants when they were asked at endline if they felt they had personally changed as a result of participating in the program: about 45% mentioned this (see Appendix C). In focus groups, participants noted they had changed their views about household responsibilities, seeing chores not as a female responsibility but as a task they should help with as well.

“Earlier I was not doing any of the household chores. As part of this program, we were asked to share photos or videos, showing us doing the household chores. During this process, I realized that I should be doing this, as this is also my house. Now I regularly do the household chores.”

– Hero Academy Participant

Data from female relatives confirm this positive change. In the IVR survey, 80% of respondents indicated that their male relative had begun to help more with household chores traditionally done by women. Helping with household chores was also one of the most frequently mentioned changes women described in their recorded statements in the IVR, as well as in the focus groups. For example, one woman observed:

“Earlier my son never used to help with work but now he has started washing clothes on his own. He is also brooming the house these days. He is doing well now as he washes his own clothes. He does really good work these days. Earlier he used to ask me if he was a girl to do all this work. These days he doesn’t say that.”

This statement illustrates how a change in young men’s attitudes about gender roles, discussed in the earlier section on Objective 1, was linked to a change in their behavior. When this statement and others like it were circulated to other women IVR respondents, 19% said their male relative had changed a lot in this way, while most others (72%) had observed a “little” change. This provides helpful context regarding the scope of change: at least from the perspective of female relatives, helping with chores represented a widely observed but relatively modest change in young men’s behavior.

Beyond household chores, there were other examples of young men’s efforts to break down traditional gender roles and norms. For example, some Hero Academy participants said they had begun advocating in support of girls’ education in their own families or in the community, or had advocated against child marriage (the box to the right provides a notable example of this).

Story of Change: Advocating Against Child Marriage

In Rajasthan, five young men were inspired by their experience participating in the Hero Academy to take a public stand against child marriage in their community. In their village in the Nainwa district, families had organized a “mass marriage” ceremony during which four couples would be married at once. The brides were all under the age of 16.

Upon learning that the brides were underage, the five Hero Academy participants decided to protest the ceremony by refusing to eat and participate in the celebration. In an effort to send a strong message about their opposition to child marriage, they made an announcement that they would not participate in an event that would destroy the girls’ lives – and then walked out.

Though the ceremony proceeded as planned, the participants demonstrated their willingness to stand up as agents of change in their community.

A related behavior change surfaced in a few women’s recorded IVR statements: they observed that their male relative had begun helping get their daughters or sisters to school. When examples of this kind of change were circulated to other women respondents via the IVR’s collaborative filtering feature, 24% said their male relative had changed a lot and 68% had noticed a little change.

► **Intervening When Witnessing Harassment**

A second key behavior change, targeted in both the Hero Academy and in the three-film model, was increasing young men’s willingness to intervene to help stop harassment. As shown in Table 1.1., Hero Academy participants became less likely to say they “wouldn’t do anything” – particularly when it came to witnessing someone make degrading comments about a girl’s appearance (a 23.5 percentage-point decrease), but also when they saw someone getting angry at girls (18.5-point decrease), or deliberately pushing or grabbing a girl (14.5-point decrease). And correspondingly, they became more likely to say that they would try to intervene in some way – most particularly by talking to the person or people involved afterwards, or by trying to stop the behavior in the moment.

When we collapsed the “positive responses” (intervening in some way) and the “negative responses” (not doing anything or joining in) in Table 1 into a binary indicator, the results indicated that the percentage who reported they would intervene in some way increased significantly between baseline and endline across all four types of harassment.⁷

Table 1.1. Intention to Intervene in Situations of Harassment, Hero Academy Participants													
		Making sexual jokes			Getting angry or yelling at girls			Deliberately pushing, shoving, or grabbing a girl			Making degrading comments about a girl’s appearance		
		(B)	(E)	Change	(B)	(E)	Change	(B)	(E)	Change	(B)	(E)	Change
Negative Responses	Wouldn’t do anything	37.9%	32.8%	-5.1	35.1%	16.6%	-18.5	26.4%	11.9%	-14.5	42.3%	18.8%	-23.5
	Would join in	9.1%	6.8%	-2.3	0.2%	0.2%	0	0.4%	0.2%	-0.2	1.9%	0.6%	-1.3
Positive Responses	Would talk to the person/people involved afterwards	8.1%	6.8%	-1.3	9.6%	17.2%	7.6	11.7%	18.1%	6.4	9.1%	15.6%	6.5
	Would talk to others about it afterwards	7.0%	3.8%	-3.2	8.7%	11.7%	3.0	7.7%	8.7%	1.0	8.1%	8.5%	0.4
	Would try to stop the behavior in the moment	36.8%	49.6%	12.8	45.7%	53.0%	7.3	51.7%	60.6%	8.9	36.6%	54.6%	18.0
Other (vol.)		1.1%	0.2%	-0.9	0.6%	1.3%	0.7	2.1%	0.4%	-1.7%	1.9%	1.9%	0

Note: Columns marked (B) indicate baseline; columns marked (E) indicate endline. The campaign aimed to increase participants’ engagement in “positive responses” (in green) and decrease engagement in “negative responses” (in red).

The pattern in responses regarding sexual jokes stood out as having a somewhat distinct pattern. Although the percentage who said they would try to stop this behavior in the moment increased by endline, about a third of participants still indicated they wouldn’t do anything in this situation, and an additional 6.8% said

⁷ Statistical significance of the change was assessed with McNemar’s chi-square test, using a dummy variable coded 0=would not intervene, 1= would intervene. “Other” responses were evaluated on a case-by-case basis. Those who qualified whether they would intervene, said they would not do anything, blamed the girls, or said they would beat the offender were coded as 0. Those whose responses indicated they would take some form of positive action were coded as 1. See Appendix C for additional details.

they would join in – by far the highest percentage giving these answers across the four types of harassment. This finding parallels an earlier finding reported above: a lack of change in men’s perception that they know how to intervene in this situation.

The focus groups with Hero Academy participants provide some additional insight into the campaign’s impact on these behaviors. For example, there was variation among participants in their existing level of awareness of harassment at the start of the program. Some indicated that they normally tried to help, even before the program, but now feel more confident about intervening in these situations. Others said that earlier they were ignorant about GBV and didn’t care about it, but now feel bad when they see examples of it and try to offer help if they are able.

We observed some geographical variations as well. For example, participants in Pune said they would help if they saw harassment, noting that they had held this view prior to the program, but added that this kind of violence was rare in their community. By contrast, participants in Mumbai, where the incidence of violence is quite high, said the program had increased their courage to intervene, but emphasized that the decision to intervene depended on the situation. They noted that they are more likely to intervene if they know the girl or woman, but if the person involved is more powerful than they are, they look to others for help or do not do anything. These responses illustrate the contextual factors that play a role in behavior change.

Participants in the three-film model, who were asked about two of these same forms of harassment, also became significantly more likely to say they would intervene (Table 1.2).⁸ A particularly large change was observed in the percentage who said they wouldn’t do anything if they witnessed someone getting angry or yelling at girls: a nearly 44 percentage-point decline. And for both forms of harassment, the percentage of three-film respondents saying they would try to stop the behavior in the moment rose by roughly 28-32 percentage points.

Table 1.2. Intention to Intervene in Situations of Harassment, Three-Film Model Participants

		Making sexual jokes			Getting angry or yelling at girls		
		(B)	(E)	Change	(B)	(E)	Change
Negative Responses	Wouldn’t do anything	44.0%	25.9%	-18.1	53.4%	9.8%	-43.6
	Would join in	23.3%	10.9%	-12.4	7.2%	9.8%	2.6
Positive Responses	Would talk to the person/people involved afterwards	8.3%	9.8%	1.5	9.8%	13.5%	3.7
	Would talk to others about it afterwards	10.4%	11.9%	1.5	10.4%	16.1%	5.7
	Would try to stop the behavior in the moment	10.4%	38.9%	28.5	14.0%	45.6%	31.6
Other (vol.)		3.6%	2.6%	-1.0	5.2%	5.2%	0

Note: Columns marked (B) indicate baseline; columns marked (E) indicate endline. The campaign aimed to increase participants’ engagement in “positive responses” (in green) and decrease engagement in “negative responses” (in red).

⁸ Using the same approach as with the Hero Academy survey, statistical significance of the change among three-film participants was assessed with McNemar’s chi-square test, using a dummy variable coded 0=would not intervene (wouldn’t do anything, would join in), 1= would intervene (would talk to the person involved or others afterwards, would try to stop the behavior in the moment). See Appendix C for additional details.

The size of these changes in three-film participants' behavior far exceeded the corresponding changes observed among Hero Academy participants. We suspect that this at least partly reflects the retrospective pretest approach used among three-film model participants to correct for suspected bias in their baseline survey responses. As we cautioned earlier (footnote 4), the retrospective format may have prompted the desire among some respondents to show a positive change, leading them to retrospectively under-report baseline willingness to intervene. However, feedback from surveyors on their observations when probing individuals' responses gives us confidence that the overall finding of behavior change is valid, even if the degree of change may be moderately inflated. Indeed, we observe that the percentage of three-film model participants who said they would intervene at endline was roughly comparable to Hero Academy participants at endline.

Moreover, we observe that – similar to Hero Academy participants – a healthy minority of three-film respondents still reported at endline that they wouldn't do anything (25.9%) or would join in (10.9%) if they witnessed someone making sexual jokes. This provides additional evidence that sexual jokes may be a particularly challenging form of harassment to deter – perhaps due to its prevalence and norms that sanction this kind of behavior.

► Changing Participants' Own Engagement in GBV

When Hero Academy participants were asked at endline if they felt they had personally changed as a result of participating in the program, about 18% indicated that the program influenced them to stop engaging in GBV themselves. This was the third most frequently named change the participants volunteered in response to this question. In most cases, these participants described their prior behavior as teasing or making lewd comments about girls, though a few mentioned abusing or beating female family members.

"I used to make lewd comments on girls. But now I have tied a thread on my wrist that continuously reminds me not to make any comment on girls."

– Hero Academy Participant, Delhi

"Earlier I used to look for reasons to get in touch with the girls, for example pushing and touching them in a crowded place. But now I have completely stopped doing that."

– Hero Academy Participant, Rajasthan

► Group Initiatives

Beyond individual-level behavior change, the campaign aimed to encourage young men to take action as a group to help bring about broader community changes that benefitted women and girls. As described earlier, Hero Academy participants were required to develop a group project to address a problem women and girls faced in their community; this was a mandatory part of the program. Participants in the three-film model were encouraged to develop this kind of group effort or project on their own initiative.

Hero Academy Projects. Participants' projects addressed diverse types of issues, including eve teasing and safety in public spaces, child marriage and girls' education, and open defecation.⁹ They varied in terms of the progress participants were able to make, and the degree to which others in the community were aware of their activities. In general, focus groups with community members indicated very limited awareness of the projects initiated by the first cohort of Hero Academy groups. The campaign, recognizing the need to provide greater structure and guidance on project development, refined the curriculum for the second cohort to help participants develop a clearer articulation of specific steps they could realistically take to start creating change in their community.

⁹ Eve teasing is a term used in South Asia to refer to public sexual harassment of women and girls by men.

These refinements appeared to help; in cohort 2 focus groups, community members' awareness of the project topics and/or some of the project activities was much stronger.¹⁰ Most of these community members viewed the projects as useful for the community, though the degree of progress they had actually observed varied by location. In Mumbai, for example, where the project focused on eve teasing, respondents had observed changes in the participants' own behavior (noting that some had previously engaged in eve teasing themselves), as well as changes the participants brought about for the community in terms of reducing eve teasing and increasing girls' safety. One community member noted the impact of public messages discouraging eve teasing, which Hero Academy participants had painted on the walls of streets where harassment was common:

“Those wall paintings have impacted a lot. Now, we have seen a reduction in the number of boys gathering over there and misbehaving with the girls. The painting is just painted on the wall opposite to the place where these boys used to sit, so now whenever they sit, they are forced to watch that painting. Compare to 10-15 boys, now only 3-4 boys sit there.” – Community Member, Mumbai

Respondents in Bhalswa observed that community members had started to listen to Hero Academy participants, whose project focused on identifying households where women have studied below class 10, and meeting with the families to understand the barriers and encourage reenrollment in school:

“Now many people of the community are getting familiar with the Hero Academy participants and their activities. They are now taking them seriously and listening to them.” – Community Member, Bhalswa

“I have noticed changes in the thoughts of many parents, as now they have agreed to send their girl child to school and women to open school.” – Community Member, Bhalswa

Respondents in Khora, Nainwa, and Pune were supportive of the Hero Academy projects, but offered more limited observations of positive changes in the community. For example, Khora respondents supported the effort to address safety concerns in poorly lit streets, but noted that new lights had not yet been installed as planned, at least by the time of the focus group.

As noted earlier, the focus groups with Hero Academy participants revealed some of the challenges they encountered in trying to implement their projects. But particularly in cohort 2, focus group participants expressed their intention to continue their efforts. For example, Mumbai participants planned to stay connected through their WhatsApp group, taking action to stop incidences of harassment and helping women enroll in free vocational training programs. Participants in Nainwa planned to continue their efforts to raise awareness about child marriage through door-to-door outreach and community events. In sum, there is preliminary evidence that the Hero Academy helped set in motion early stages of community-level changes. Sustaining and expanding on these initial signs of change will take time and continued efforts by Hero Academy participants.

Three-film Model Projects. Although three-film model groups were not required to develop a community project, members of some of these groups took the initiative to do so. For example, some efforts were focused on raising community awareness about GBV and discrimination. A group located in a community in Hisar where women lack basic rights and girls are forced into early marriages began organizing discussions with community members to raise awareness of gender discrimination and ways to address it. Another group created an informal task force, taking action to increase awareness by organizing sessions on gender equality for school children.

¹⁰ Due to time and resource constraints, the evaluation was not able to include focus groups for the Hero Academy's third cohort.

Story of Change: Overcoming Barriers to Girls' Education

In Delhi, the three-film model inspired a group of men and women to tackle the problem of water access in their community, which was interfering with girls' ability to attend school. Water was brought to their community in tankers arriving early in the morning when children were usually getting ready for school. Girls, but not boys, were expected to miss out on school in order to stand in long lines to fetch the water.

The group of participants decided to try to address this problem. They filed a Right to Information application inquiring about the delay in providing safe and clean water – to which public authorities are obliged to respond – and visited government officials in Delhi to follow up on the issue. They also produced a community map documenting water sources in the community and locations where water was unavailable and unsafe. It took a long time for their efforts to bear fruit, but eventually they realized their goal: new water pipelines in their community. And as a result, the group helped remove one of the factors limiting girls' education in their community.

Other three-film groups focused on infrastructure that supports women and girls. A group in Hisar, concerned about the high incidence of sexual harassment, contacted the district transport head about starting a separate bus for girls in their community. Girls now have a bus to take them to school. A group in Pune, with the support of a partner organization, helped set up a drop-in center for women, where they can go to relax, read, and engage in discussions. These examples suggest that the three-film model helped inspire some participants to take actions to improve their community and contribute to a process of social change.

Model Comparison: The Relative Impact of the Hero Academy, Three-Film Model, and Unfacilitated Screenings

Looking across the full set of findings for the three intervention models, three overarching takeaways emerged (see Figure 1.14 below).

First, we found little evidence that the unfacilitated screenings influenced young men's gender attitudes. They exhibited a significant change on only one indicator: awareness of the greater challenges girls face compared to boys. Interestingly, when asked which words would best describe the documentary film they had watched, participants most frequently chose the word *inspiring*: 72% described the film this way. Over a third also chose the words *interesting* and *surprising*, while less than 10% chose more negative descriptors such as *boring* or *too long*. Moreover, participants rated the films very highly. On a scale of 1 (very poor) to 10 (excellent), 79% gave a rating of 8 or higher; nearly half rated the film they watched as a 10. This suggests that young men did find the films appealing. But it also implies that simply watching an inspiring film is not sufficient to bring about attitude change.

Second, the findings indicate that the three-film model made a significant contribution to both attitude and behavior change. For example, participants' beliefs about traditional gender roles and their tolerance for harassment of women and girls exhibited positive changes over time, as did their intention to intervene when they witnessed harmful behaviors towards girls.

Third, there is evidence that the Hero Academy produced the widest set of changes, going beyond those observed for the three-film model. For example, Hero Academy participants, but not three-film participants,

showed significant positive changes in their attitudes toward stereotypes about masculinity and men’s “right” to control women and girls. The Hero Academy also appeared to be more effective in boosting young men’s self-efficacy with regard to discussing GBV and intervening in situations of GBV.¹¹

However, it is not clear that the Hero Academy was more successful than the three-film model in terms of supporting broader change through group actions or initiatives to improve the community. In both models, some groups were successful in taking concrete steps to make a positive difference in their community, while other groups were less successful. As the Country Engagement Coordinator in India observed, one reason why some of the three-film model initiatives were successful may be that the participants were self-motivated to take action – they volunteered to do something. Hero Academy participants were required to participate in a project; instead of relying on participants to start group initiatives on their own (as in the three-film model), the program’s curriculum was designed to build skills and guide participants through the process of launching a project. Self-motivation is a likely a key ingredient for sustaining momentum in community change efforts, while having the skills to identify and develop solutions to community problems helps ensure those efforts are successful. Future iterations (and research) could further explore how to most effectively harness and cultivate participants’ own motivation to take action as well as their capacity to do so.

Figure 1.14. Comparing the Relative Effectiveness of Three Intervention Models

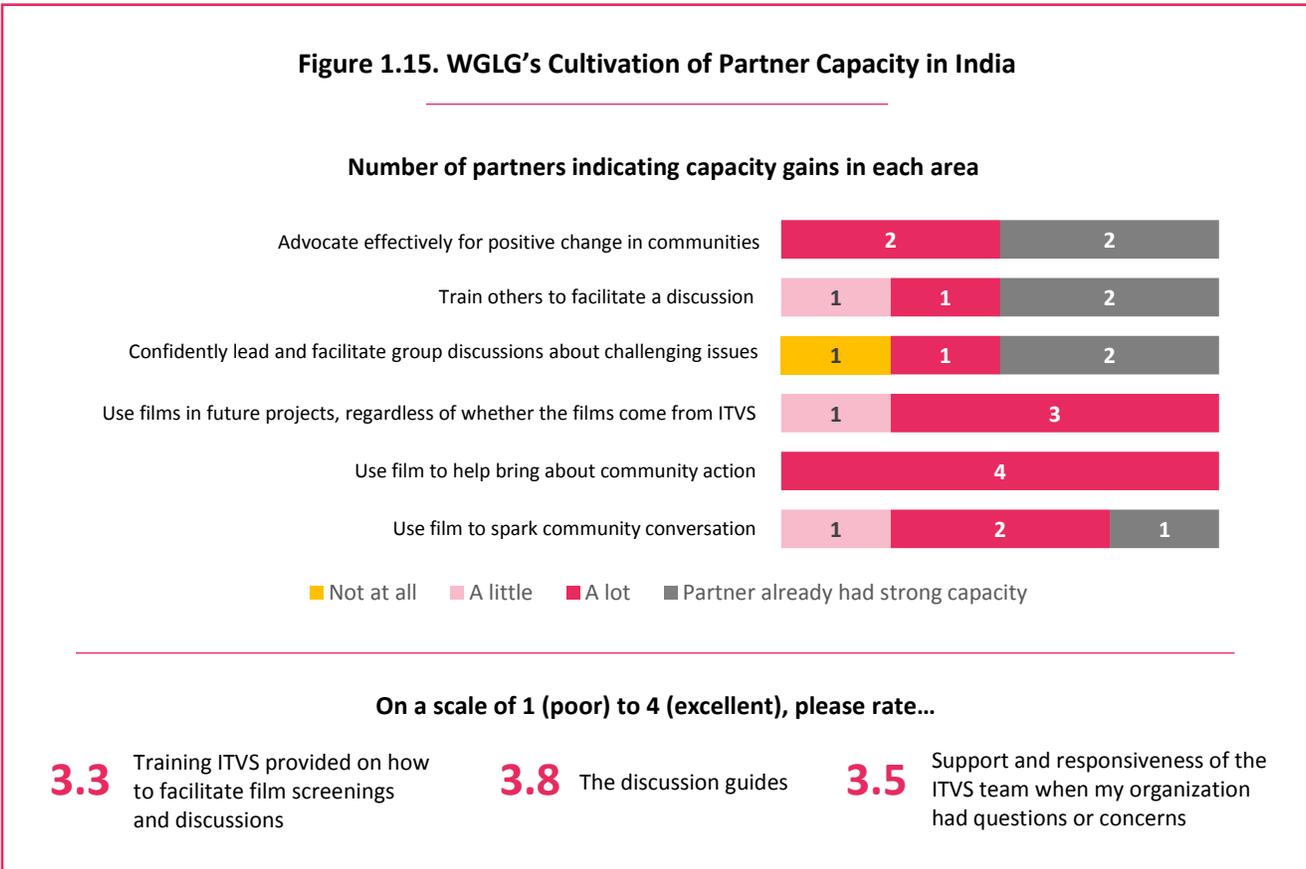
	Objective 1: Decrease young men’s acceptance of gender norms and traditional forms of masculinity that promote GBV and gender inequality	Objective 2: Increase young men’s ability to understand and empathize with the challenges and perspectives of women and girls in their community	Objective 3: Increase young men’s ability to address issues that negatively affect women and girls in their community	Objective 4: Increase young men’s efforts to prevent GBV and promote gender equality in their community
Hero Academy	Evidence of change on multiple indicators	Evidence of change on most indicators, though with some limitations	Evidence of change on most indicators, though with some limitations	Evidence of individual-level change; preliminary progress toward community-level change
Three-Film	Evidence of change on some indicators, but not others	Evidence of change on one indicator, but not another (only two measured)	No evidence of change	Evidence of individual-level change; some examples of progress toward community-level change
Unfacilitated	No evidence of change	Evidence of change on one indicator (only one measured)	Not applicable	Not applicable

DEVELOPING LOCAL PARTNER CAPACITY

Of the campaign’s ten partners, only four responded to our survey request; we therefore caution that the findings may not be representative of the full set of partner organizations. The four who responded indicated that they had experience using documentary films prior to working with the campaign; three indicated they had used films a little, and the fourth said the organization had used them a lot. Still, all four responded that

¹¹ An important caveat: we have the most comprehensive data on the Hero Academy. A full comparison of the two models would require commensurate data collection for the three-film model, including qualitative research and data collection among female relatives and community members.

the campaign had increased their capacity “a lot” to use films to help bring about community action, and three of four said the same with regarding their capacity to use films in future projects (Figure 1.15). Respondents varied more concerning other capacity gains, with two of four partners indicating they already had strong capacity in three areas.



As shown in the bottom part of Figure 1.15 above, the respondents all rated the training, discussion guides, and support from ITVS as good or excellent. Two offered suggestions for improvements to these components: including a practice session for each film to encourage peer learning among facilitators; and ensuring quality translation of the discussion guides and other curricular materials into local languages.

All four partners reported they were very likely to use films again in the future. They unanimously said the campaign had helped “a great deal” to strengthen men’s understanding of gender equity and the issues faced by women and girls, and to increase men’s actions to promote gender equity and prevent GBV. Three further said the campaign helped a great deal in increasing men’s knowledge about ways they can take action to prevent GBV. One partner added that the films also helped inspire girls in the community to break the boundaries of gender stereotypes:

“Driving with Selvi and I Am a Girl were two favourite films of communities here because, in our context, it is seen a bad thing for a girl if she tries to break the boundaries especially drawn for her... like she can't go out on her own or the kind of work which is allotted to her. But these two films have the power to break the above-mentioned stereotypes. So these two films are crucial in changing the attitudes of society and giving inspiration to girls in our society. Many girls have joined us because of these films. These films

have shown qualities of a good tool for training and recruiting such girls. And we could start a good dialogue with girls and boys because of these films.”

Beyond the campaign’s NGO partners, the state government in Rajasthan has expressed interest in incorporating elements of the Hero Academy into a program to engage men and boys. The government has asked for the CEC and facilitators to assist in developing the film and mapping elements of the program. This is a promising opportunity for the model to be adapted and sustained beyond the formal end of the project.

SUMMARY OF FINDINGS

Over the course of the project, nearly 7,600 individuals participated in community screenings, including 476 young men who completed the campaign’s intensive nine-week Hero Academy. Through its partnership with public broadcaster Doordarshan, the campaign reached a national audience of about 115,000 per TV broadcast of 17 Women of the World films.

The evaluation data suggest that the campaign contributed to positive changes in Hero Academy participants’ beliefs about masculinity and gender roles, including large (20-39 percentage points) increases in the percentage disagreeing with several harmful stereotypes about what it means to “be a man” and traditional beliefs about the roles that men and women should play (e.g., work responsibilities, decision making, certain restrictions placed on women). The Hero Academy also contributed to smaller changes (6-13 percentage points) in young men’s tolerance of four common forms of harassment of women and girls, and in the percentage expressing a strong sense of self-efficacy to intervene when witnessing three of these forms of harassment. In addition, Hero Academy participants’ intention to intervene when witnessing these forms of harassment increased by 8-25 percentage points.

The findings on young men’s empathy and behavior toward female relatives were somewhat mixed. Hero Academy participants reported that they had become more understanding and respectful of women’s and girls’ perspectives, allowed female relatives greater freedom, and helped them with chores traditionally considered “women’s work.” Most female relatives confirmed that they had seen at least small changes in these respects. But the data also indicated some reluctance to fully relinquish a man’s “right” to control or use force against female relatives and to ignore their perspectives when making decisions that affect them.

On a broader level, qualitative data on community members’ perspectives suggests that some of the community projects launched by participants began having tangible impacts on girls’ education and safety – for example, by convincing families to reenroll girls in school and by discouraging harassment through public messages placed in high-incidence areas. But respondents also underscored that additional time and sustained efforts would be needed to produce lasting change in the community.

The evaluation findings also suggest that the three-film model yielded many of the same positive impacts as the nine-session Hero Academy, though with lesser effects on self-efficacy and certain beliefs about masculinity and restrictions traditionally placed on women. We observed little evidence that the standalone unfacilitated screenings produced the hypothesized changes in attitudes, with only a relatively modest (10 percentage point) change found in one indicator: awareness of the greater challenges girls face compared to boys. This suggests that a facilitated model with multiple sessions is a more effective approach to fostering positive changes.

WGLG Country Report: Bangladesh
Best School for Girls

SUMMARY: BEST SCHOOL FOR GIRLS (BS4G) CAMPAIGN

Goal: Reduce child marriage and school drop-out among girls in Bangladesh

Campaign Model



- Used a “student group” model in secondary schools, establishing a student council that can advocate to school management and take action to make schools more girl-friendly.
- Engaged student council members in the three-film model to empower them to bring about positive changes in their school and community.
- Organized standalone (single) screenings for the general student population, parents, and teachers to promote attitudes and actions that support girls’ education.
- Organized an annual BS4G awards ceremony, honoring schools that made the most progress on key indicators of the quality of girls’ education.

NGO Partners



- Agrogoti Sangstha • BRAC • Dnet • The Hunger Project / National Girl Child Advocacy Form • PLAN • We Are Friends for Humans • World Vision

Reach



- 283 secondary schools in five districts participating in campaign by project end.
- 4,978 facilitated screenings conducted over project period.
- Nearly 25,000 individuals attended facilitated screenings per project year, on average.

Campaign Objectives	Evaluation Findings
Strengthen self-efficacy and leadership among student council members to bring about positive change in their school and community.	<ul style="list-style-type: none"> ▪ Student council members reported statistically significant increases on eight indicators of self-efficacy and leadership skills. ▪ Focus groups and interviews suggest that girls felt particularly empowered by their experience with the three-film model and the student council.
Increase student engagement in actions to bring about positive change in their school and community.	<ul style="list-style-type: none"> ▪ Student council members became significantly more likely to take actions to help reduce drop-out and early marriage among girls. ▪ Teachers and school administrators played an important role helping with and complementing student efforts to bring about positive changes.
Make the school environment more girl-friendly (e.g., safety, facilities, activities).	<ul style="list-style-type: none"> ▪ There were statistically significant increases in several indicators of girls’ safety and security. ▪ Mixed findings emerged regarding the campaign’s impact on parents’ engagement and girls’ participation in extracurricular activities.
Improve girls’ self-efficacy regarding their voice in decisions about education and marriage.	<ul style="list-style-type: none"> ▪ Girls on the student council reported statistically significant increases in self-efficacy regarding their voice in life decisions. ▪ Changes in self-efficacy among girls in the general student population were more modest and did not differ significantly across BS4G schools and control schools.
Reduce child marriage and school drop-out among girls.	<ul style="list-style-type: none"> ▪ BS4G schools reported statistically significant decreases in drop-out and child marriage rates for girl students. Although other factors likely played a role, the balance of evidence suggests the campaign contributed to the reduced child marriage and drop-out rates in BS4G schools.

Building Local Capacity

The campaign’s NGO partners reported increased capacity to use films, facilitate discussions, and advocate effectively, and indicated they were very likely to use films again in the future.

CAMPAIGN OVERVIEW

The goal of the Best School for Girls (BS4G) campaign is to reduce child marriage and school drop-out among girls in Bangladesh.

► Country Context

Despite progress in reducing child marriage over the past two decades, Bangladesh continues to have one of the highest child marriage rates in the world (UNICEF 2016; NIPORT et al. 2014). Though child marriage was outlawed in 1929, 18% of girls are married before age 15 and about 52% are married before the legal age of 18 (UNICEF 2016). The negative consequences of child marriage include early pregnancy and accompanying severe health risks, higher risk of domestic abuse, and curtailed educational and employment prospects (Khanna et al. 2013; NIPORT et al. 2014; UNICEF 2016). Data from the 2015 Bangladesh Integrated Household Survey show that younger brides drop out of school earlier; girls who get married before age 15 attend school half as long as those who delay marriage until age 24-26 (Ahmed et al. 2016).¹²

Many factors contribute to the high rates of child marriage, including gendered cultural norms, poverty, limited education, and weak enforcement of marriage laws (Khanna et al. 2013). Research reveals that parents, who are held responsible for preserving their daughter’s chastity before marriage, perceive early marriage as a preventative measure to protect against sexual exploitation (CARE 2016, ICRW & Plan 2013).

► Campaign Model

The campaign’s theory of change focused on empowering secondary school students to bring about positive changes in their school and community, with particular emphasis on changes that support girls staying in school. By building students’ capacity and self-efficacy, the campaign aimed to create a sustainable mechanism for promoting change within schools. The campaign aimed to achieve five key objectives focused on keeping girls in school and delaying early marriage (see box). Details of the key components of the campaign’s engagement model are provided below.

Facilitated Screenings. The campaign primarily used a “student group model,” working with secondary schools to establish a student council that can advocate to school management and take action to make schools more girl-friendly. In collaboration with its NGO partners, the campaign engaged student council members in the three-film cycle of facilitated screenings as a catalyst for helping them identify problems contributing to girls’ school drop-out and child marriage, and then develop and implement solutions. To complement their work with the student council, facilitators also conducted “standalone” screenings with the broader student population, parents, and teachers to promote attitudes and actions that help support girls’ education.

Bangladesh: Campaign Objectives

1. Strengthen self-efficacy and leadership among student council members to bring about positive change in their school and community.
2. Increase student engagement in actions to bring about positive change in their school and community, particularly in ways that help prevent drop-out and early marriage among girls.
3. Make the school environment more girl-friendly (e.g., safety, facilities, activities).
4. Improve girls’ self-efficacy regarding their voice in decisions about their education and marriage.
5. Reduce child marriage and school drop-out among girls.

¹² The Bangladesh Integrated Household Survey is a nationally representative survey covering 6,500 households across all seven administrative divisions of the country.

Best School for Girls Awards. The campaign operated on an annual cycle matching the school year. At the end of each cycle, the campaign held an annual BS4G awards ceremony, honoring schools that made the most progress on five key indicators for the quality of girls' education. BS4G schools completed an assessment form at the beginning and end of the year, and local committees comprised of eminent community members reviewed the forms and assigned each school a score of 1 to 20 on the five indicators. The top-scoring schools in each district received BS4G awards.

Community Events. The campaign organized additional events involving students, parents, and community members to disseminate and reinforce key messages around girls' education and child marriage within the broader community. For example, for the 2015 International Day of the Girl Child, the campaign organized a photo contest for girls and parents. Facilitators promoted the contest in schools, encouraging girls and parents to take selfies together with a sign describing parents' vision for their daughter's future. Submitted photos were collected through email and Facebook. The campaign and its partner, The Hunger Project, organized a day-long event featuring an exhibition of the submitted photos, prizes for the winners, a bicycle rally for girls, and child marriage prevention dramas performed by teams from ten schools.

Local Content Production. The campaign produced three pieces of media content to incorporate into the facilitated screenings and other community events. The first film, produced in collaboration with Bangladeshi director Mononn Chalachitra in 2014, told the story of a rickshaw driver who ensured his daughter completed her education despite the hardships of poverty – one of the primary reasons parents cite for pulling girls from school. The campaign used the film in parents' meetings and community events to help inspire parents to keep their daughters in school. The second two pieces of local content – a second short film produced with Chalachitra in 2014, and a series of features produced in collaboration with private satellite television channel Ekushey TV in 2015 – highlighted examples of best practices from BS4G schools. These pieces were used in facilitated screenings to promote BS4G calls to action and to help demonstrate to participants how students and their schools can help create positive change.

EVALUATION ACTIVITIES IN BANGLADESH

The Phase 2 evaluation design for Bangladesh included surveys, interviews, and focus groups carried out by APEP's local evaluation partner, Development Research Initiative (dRi). We also drew on school-level data reported by BS4G schools, event reports completed by facilitators, and a survey of the campaign's three Phase 2 partner organizations. The surveys and school data provided the basis on which to evaluate the statistical significance of changes over time (using the traditional cut-off of $p < .05$). In the findings below, we

Partners in Bangladesh

The Hunger Project / National Girl Child Advocacy Forum

A global nonprofit that aims to reduce hunger and poverty through grassroots women-centered strategies. It leads the National Girl Child Advocacy Forum in Bangladesh, an alliance of 500 organizations.

Agrogoti Sangstha

An NGO in Bangladesh working to empower communities and institutions to ensure good governance and human rights for all.

We Are Friends for Humans (WAFFH)

A local NGO working to improve the livelihood of marginalized people in Bangladesh through education, sanitation, and other programs.

Dnet

An organization in Bangladesh that promotes social and technology innovation for poverty alleviation and peace-building.

PLAN

An international NGO that supports disadvantaged children and their families to become active citizens in communities, with a focus on education.

BRAC

An international NGO based in Bangladesh focused on alleviating poverty by empowering the poor.

World Vision

An international Evangelical Christian humanitarian aid, development, and advocacy organization.

use the term “significant” to refer to tests of statistical significance. Methodological details of the evaluation activities are provided below.

Student Council Surveys. In September 2017, we conducted a survey of student council members in 57 BS4G schools (N=755). The survey used a retrospective pretest design to assess change over time, asking students to answer a set of questions about their self-efficacy, leadership skills, and behavior before joining the student council (i.e., before participating in the three-film model), and then asking them the same questions with regard to the present. This approach has been used to address response-shift bias in research on youth leadership development and educational outcomes, among other topics.¹³ It enabled us to gather information on changes students had experienced as a result of their participation in the student council and the three-film model, with sufficient flexibility to accommodate variation in the number of years schools had participated in the campaign, and the year in which individual students joined the council.

Data Sources for Evaluating the Campaign in Bangladesh

- ▶ Survey of student council members in BS4G schools.
- ▶ Survey of general student body in BS4G schools and comparison schools.
- ▶ Focus groups and interviews with students, parents, and teachers in BS4G schools.
- ▶ School-level data collected by the campaign (e.g., drop-out rates, facilities).
- ▶ Screening event reports.
- ▶ Survey of partner organizations.

Survey of General Student Population in BS4G Schools and Control Schools. In September 2017, we conducted a survey of the general student body in 14 BS4G schools and 15 control schools (N=800). The survey focused on BS4G schools that had joined the campaign in 2017, allowing us to use 2016 as a “clean” baseline for comparing the general student population in BS4G schools and control schools. We employed a quasi-experimental design, recruiting control schools in neighboring upazillas that were comparable to the BS4G schools.¹⁴ Similar to the student council survey, we used a retrospective pretest design. Respondents were asked about their school environment and experience in the prior year (2016), and then in the current year (2017), to assess whether students in BS4G schools perceived more improvements than those in control schools.¹⁵ We used a difference-in-differences estimation model to assess whether the change in BS4G schools was significantly different from control schools.

Focus Groups and Interviews. We conducted two rounds of qualitative research. Round 1 (August-September 2016) included 24 focus groups and 30 interviews; Round 2 (September 2017) included 29 focus groups and 37 interviews. The focus groups were conducted with student council members, the general student population in BS4G schools, and mothers; the interviews were conducted with teachers, school administrators, and other community members.

School-level Data. The campaign developed an assessment process to track schools’ progress and select end-of-year winners of the BS4G awards. Participating schools were required to complete a questionnaire at the beginning and end of each year, reporting on a series of indicators relevant to girls’ education, such as drop-out rates, school infrastructure, parent engagement, and extracurricular activities. The evaluation drew on these school-reported data where relevant. The questionnaire evolved over the project period, as did the pool of schools participating in the campaign; as a result, the number of schools and years for which we have

¹³ See, for example, Dugan & Komives 2010; Rohs 1999, 2002; Howard 1980; Klatt & Taylor-Powell 2005.

¹⁴ Upazilas are geographical regions functioning as sub-units of districts.

¹⁵ We used this approach for budgetary, methodological, and programmatic reasons. Due to its school-based schedule, the campaign had a limited number of months to implement activities in new 2017 schools before our planned endline data collection; a traditional baseline survey would have delayed program implementation. The retrospective pretest also removed challenges related to attrition at endline. A limitation of this approach is its reliance on students’ accurate recall of the prior year.

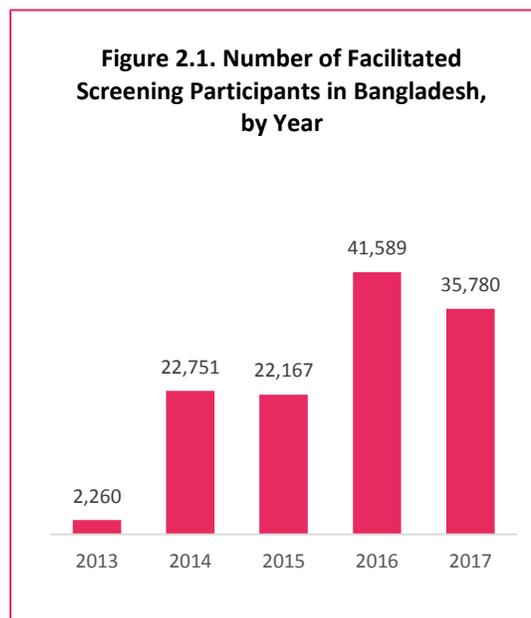
data on relevant indicators varies. For all assessments of change over time, we limit the analysis to schools for which we have data on the given indicator in all relevant years. Appendix D provides additional details.

CAMPAIGN REACH

Number of Participating Schools. Over the course of the project period, the campaign expanded the number of BS4G schools. In 2013, just 6 schools participated; the number climbed to 132 in 2014, and then rose further to 232 in 2015, 284 in 2016, and 283 in 2017. Many schools participated in the campaign for multiple years. For example, of the 283 BS4G schools in 2017, over 90% had already participated in the campaign in one or more years.

School-based Screenings. The campaign organized a total of 4,978 screenings during the project period, reaching an average of nearly 25,000 individuals per school year. If we set aside 2013, a kick-off year during which the campaign was primarily focused on establishing partnerships and its community engagement model, the facilitated screenings reached an average of over 30,000 individuals per year in 2014-2017.¹⁶ This includes three-film model screenings, which focused on student council members, and standalone screenings organized for members of the general student population, teachers, and parents.

As Figure 2.1 illustrates, the campaign considerably expanded its reach in 2016 and 2017. This mirrors a similar expansion in the number of screenings organized. The campaign conducted over 1,900 screenings in 2016 and just over 1,800 screenings in 2017; this is more than double the number of screenings organized in 2015.



CAMPAIGN IMPACT

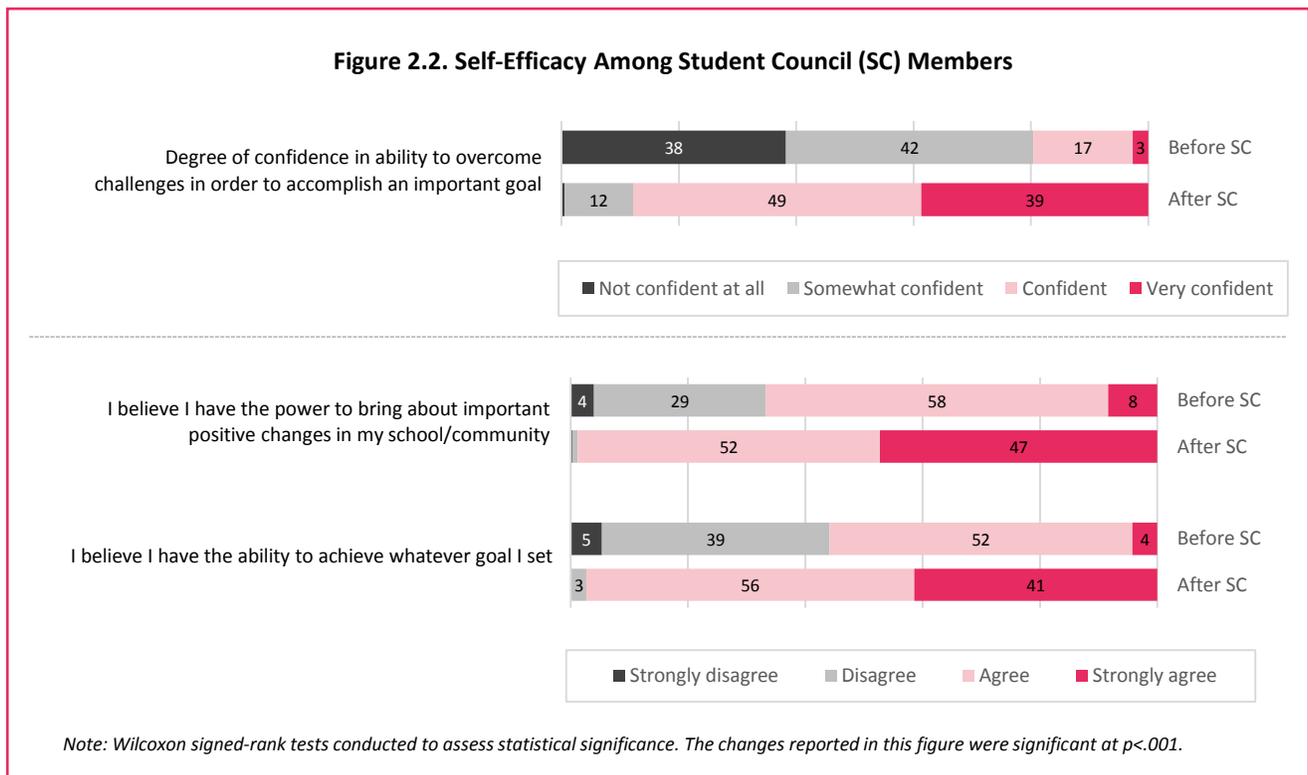
Objective 1: Strengthen self-efficacy and leadership among student council members to bring about positive change in their school and community

As noted above, a core element of the campaign’s engagement model was to establish a student council in each school and empower its members to initiate improvements in their school and community. This “student group” approach began emerging in 2015, as a key part of the campaign’s effort to sustain and reinforce positive change processes in schools across multiple years. By the end of 2015, 72% of participating schools had established a student council. A year later, all but a handful of these same schools had established a student council, and by the end of 2017, 100% had done so.

¹⁶ Due to the nature of the school-based model, some students were exposed to the campaign in multiple years as they moved up through grades. Unfortunately, the data do not allow us to distinguish how many students, teachers, and parents in each year had already been exposed to the campaign the prior year, so we are unable to calculate a cumulative estimate of the *total* number of individuals reached across the five years combined.

To make the student council an effective mechanism for creating and sustaining change, the campaign focused on developing student council members’ self-efficacy and leadership skills. Using the three-film model, the campaign aimed to cultivate council members’ belief and confidence in their own ability to take initiative, overcome challenges, and lead efforts to improve their school. The evaluation data indicate that the campaign contributed to strong gains in these outcomes.

As Figure 2.2 shows, student council members reported significant increases in self-efficacy. After joining the student council, they reported a stronger belief in their own ability to bring about important changes and achieve whatever goal they set. They also reported significantly increased confidence in their ability to overcome challenges to accomplish an important goal. Only 3% said they were very confident before joining the student council; 39% indicated they now have this level of confidence (dark pink bars in Figure 2.2).

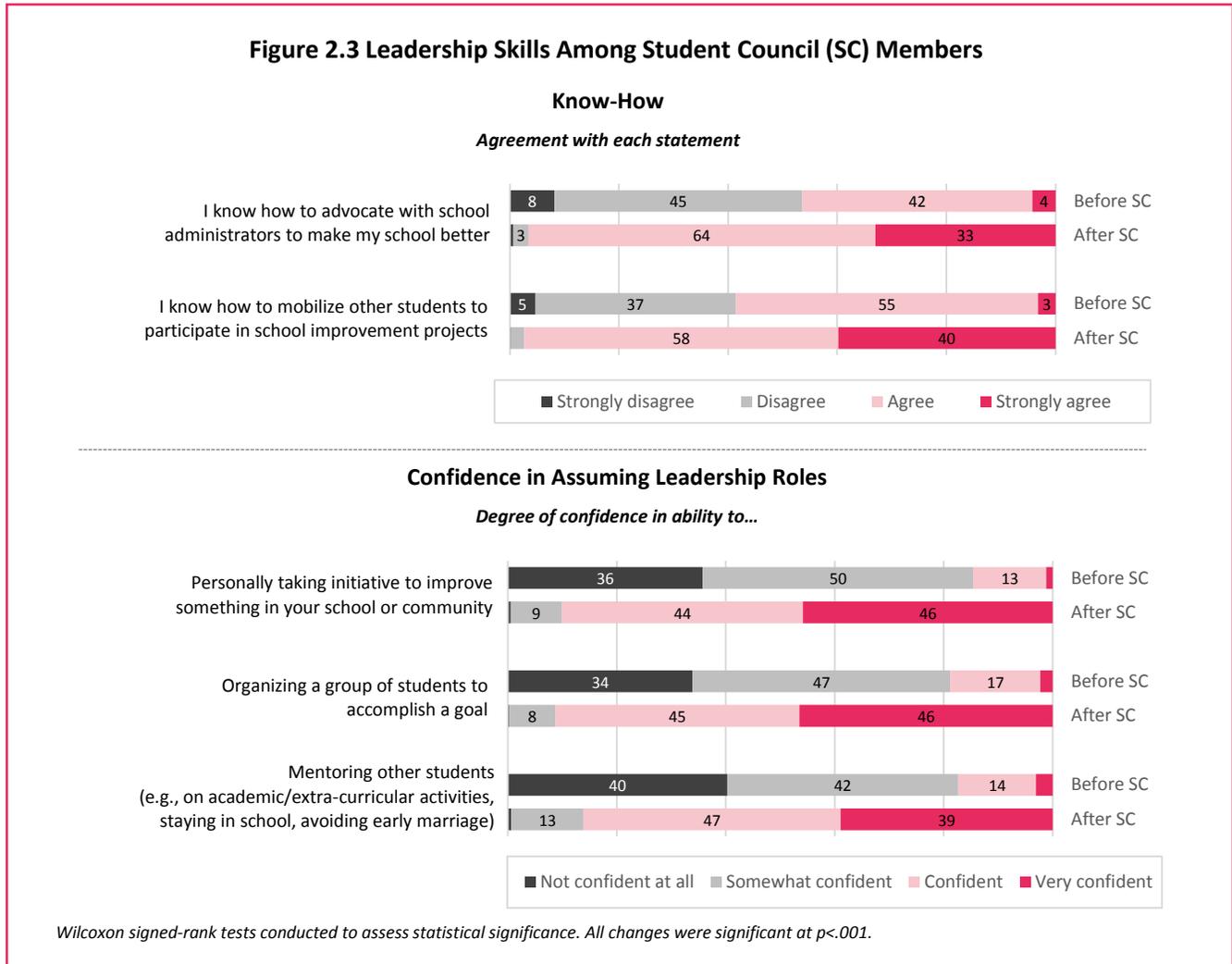


This change was strongly reflected in the focus groups with student council members. Many respondents, especially girls, described how the films had strengthened their sense of agency and their belief in their ability to overcome hurdles:

“I used to think that I should accept everything, whatever happens in my life. But after watching Driving with Selvi I thought that, I should not accept everything in this way. Rather I have to fight for myself. As Selvi established her career by herself despite [contemplating] committing suicide, I have to establish myself in that way. Everything is possible if I don’t care of any hurdle on my way.” – Student Council Member, Moulvibazar

“Girls like us would have lost all initiative after losing once because we can’t do such hard things. But the girl in the movie does not give up even after losing. This teaches us to persevere [in] new things and succeed.” – Student Council Member, Naogoan

Council members also gained confidence in their own leadership skills. Since joining the council, they felt they better knew how to mobilize other students and advocate with school administrators. In addition, they reported significantly increased confidence in their ability to take initiative, mentor other students, and organize a group of students to accomplish a goal – with the percentage indicating they were very confident jumping by 36-45 percentage points (dark pink bars in Figure 2.3 below).



School data suggest that girls were particularly likely to put these leadership skills to use by taking on leadership roles within the student council. For example, data reported by schools in 2016 and 2017 show that over 85% of the student councils in co-ed schools were led by girls, as opposed to boys. In focus groups, girls described how they used to be shy, but then embraced leadership as a result of their experience with BS4G and the student council:

“If any teacher asks me to give speech in a meeting, I can do it... Earlier I used to feel inertia to talk in the meeting. I thought that if I make any mistake in giving [a] speech, people will laugh at me. Now I feel that we have to learn from [an] early age. We have to learn from our mistakes... I have gained such self-confidence. My confidence makes me feel that I will also be a leader like others. Mistakes will not be a problem. We will learn through mistakes. There is nothing to lose.” – Student Council Member, Naogon

“When I became a member of the student council, I was very happy. When I went back home my brother asked me what made me happy that day. I said that I have become a very responsible person. Then my brother asked: what responsibility? I replied that from now on I will not let anything bad happen before me... Since then when I move around the streets I feel myself very strong. I can protest with [a] strong voice... Beforehand I was so shy and timid. But after getting involved with the student council and watching the movies I have been influenced by seeing what a girl can do. I have personated [sic] those attitudes. My parents discouraged me, but I replied: why can’t I do it, I can do everything.”— Student Council Member, Moulvibazar

At one madrasa, both male and female student council members made the point that girls were responsible for implementing most of the initiatives. As one boy said: “We just joined the meeting. We could not do anything as we had to play and work at home. Girls mainly do all works.” A girl added: “We hold meetings of both boys and girls together. We discuss many things in the meeting but never leave responsibilities on boys as they remain busy with sports and outdoor works. Most of the initiatives are taken by us girls.”

Taken together, these findings indicate the campaign contributed to increased self-efficacy and leadership, particularly among girls on the student councils.

Objective 2: Increase student engagement in actions to bring about positive change in their school and community

As part of the three-film model, facilitators guided student council members through a process of identifying problems in their school, and developing and implementing solutions. In line with the BS4G objectives, facilitators encouraged students to focus on actions that could help prevent drop-out and early marriage.

As Table 2.1 shows, respondents reported greater engagement in various actions after joining the council. The biggest difference was in the percentage who said they had stepped in to help stop a child marriage. While 16% of respondents reported that they had done this before joining the student council, 48% said they had done so since joining the council – an increase of 32 percentage points. The second largest increase was in the percentage who said they had developed an initiative to improve girls’ safety in the school: 21% said they had done this prior to joining the council, compared to 48% who had done so since joining the council.

Table 2.1. Student Council Actions to Reduce Girls’ Drop-out and Child Marriage

	Before joining council (% yes)	After joining council (% yes)	Percentage point change
Stepped in to help stop a child marriage	16	48	32***
Developed an initiative to improve girls’ safety in the school	21	48	27***
Nominated/elected girls for student leadership positions	34	57	23***
Helped a girl return to or stay in school	27	47	20***
Advocated with school administration to make school girl-friendly	25	44	19***
Helped to establish a new extra-curricular activity for girls	53	66	13***
Intervened in a case of sexual harassment	15	26	11***

Note: McNemar’s chi-square tests conducted to assess statistical significance. * <.05 **<.01 ***<.001

Respondents were less likely to report a *change* with regard to establishing new extra-curricular activities for girls. This was also the most common action taken *prior* to joining the council: over half of respondents said they did this before joining the council. Respondents also showed relatively little change with regard to intervening in cases of sexual harassment; indeed, this was the action that both boys and girls were least likely to have taken even after joining the council.

In focus groups, student council members described various examples of steps they had taken to help improve their school. For example, one group of students recounted how the complaint box they had established helped students bring sensitive issues to teachers' attention, such as cases of "eve teasing" – as harassment is often called colloquially – or problems girls face coming to school during menstruation. At another school, the student council, with the help of teachers, formed a team to monitor student attendance and follow up with absentees to inquire about the causes.

Several groups reported that they became more proactive in preventing child marriages. Upon hearing about an upcoming marriage, they reported going to the girl's house to persuade her parents to reconsider or, if needed, informing their teachers to get their help intervening. Interviews with teachers confirmed students' engagement in such efforts. Indeed, teachers further noted that the campaign had reinforced their own efforts to prevent child marriage and raise parents' awareness about its negative effects. Both students and teachers offered examples of when they succeeded in stopping a planned marriage, as well as examples of when they failed.

Students also described their efforts to prevent eve teasing. For example, some student councils created maps to identify places on girls' route to school where eve teasing typically occurred. In some cases, the council established teams of students to guard those areas; others enlisted the support of teachers in addressing the problem.

As many of these examples illustrate, students approached teachers and school administrators for support and cooperation in helping to address problems. This represented a change, as one student council member observed:

"Before watching the movies our combined plans were not very effective. We had no courage to do anything for the community. We had no idea as to what was to be done to do something for the society. But now we discuss with teachers about any problem arising in our school. The teachers now cooperate with us." – Student Council Member, Satkhira

Story of Change: Taking Action to Prevent Eve Teasing

A teacher at a school in Satkhira recounted how the student council members had drawn a map identifying places along girls' route to school where eve teasing occurred. When presented with the students' map, the school's headmaster contacted community members located in the problem spots, asking them to notify the school if they observed eve teasing. The teacher recalled:

"There is a shop on the western side of the school. A group of nefarious young boys used to tease girls while coming to and going from school. One day, hearing this news, I along with some teachers went to the spot and rounded up the boys and brought them to the school premises. Thereafter, we called upon their parents and took their brats away after signing bonds."

In interviews, teachers made similar comments, observing that students had become more proactive in bringing issues to the attention of teachers and school administrators. Some noted that earlier they had limited connection with the students outside of their classroom. Now they eagerly help the students when they come to them with problems. This points to the important role that the school's support played in encouraging and supporting greater student initiative.

The data provide limited evidence that standalone screenings motivated members of the general student body to take action to the same extent as the three-film model appears to have influenced student council members. In focus groups, boys and girls in the general student population were relatively less able to remember the films and articulate how the films influenced them, compared to the student council.

Objective 3: Make the school environment more girl-friendly

Several of the actions described in the previous section align with the campaign's strong focus on making the school environment more "girl friendly." In the analysis below, we examine the extent to which student actions – as well as the actions of teachers, school administrators, and others – resulted in concrete changes in the quality of the school environment and girls' experience at school.

We note that the Phase 1 final report offered mixed findings regarding the campaign's contribution to this objective. We observed evidence of campaign impact for some indicators, but not for others. Those findings were limited to available data reported by schools for the period of 2014-2015. In the analysis below, we were able to incorporate three years of school data, along with quantitative and qualitative data from the surveys, focus groups, and interviews, giving us a stronger basis on which to draw conclusions. We provide a summary of findings below, with additional details in Appendix D. Overall, the findings indicate a particularly consistent pattern of improvements on indicators of girls' safety and security, with more modest evidence of improvements on other aspects of girl-friendliness.

► Girls' Safety and Security

Girls' safety and security was a focal point for making schools more girl-friendly. As noted earlier, concerns about safety – and protecting a girl's chastity from sexual exploitation – often fuel parents' decision to terminate their daughter's education early and marry her off. Other aspects of the school environment, such as access to sanitary napkins and the behavior of boy students, also affect girls' sense of security.

Sexual Violence Prevention Committee. Based on school data, the percentage of BS4G schools that had established a Sexual Violence Prevention Committee rose significantly from 40% in 2015 to 89% in 2017. Data from the survey of the general student body indicate that this positive change was unique to BS4G schools. When asked whether students in their school had started a Sexual Violence Prevention Committee in the past year, students in BS4G schools were significantly more likely than students in control schools to say yes.

Complaint Box. The percentage of BS4G schools reporting they had established a complaint box increased significantly from 44% in 2015 to 98% in 2017. The general student body survey suggests this positive change was unique to BS4G schools. Students in BS4G schools were significantly more likely than students in control schools to report that students in their school had established a complaint box in the past year.

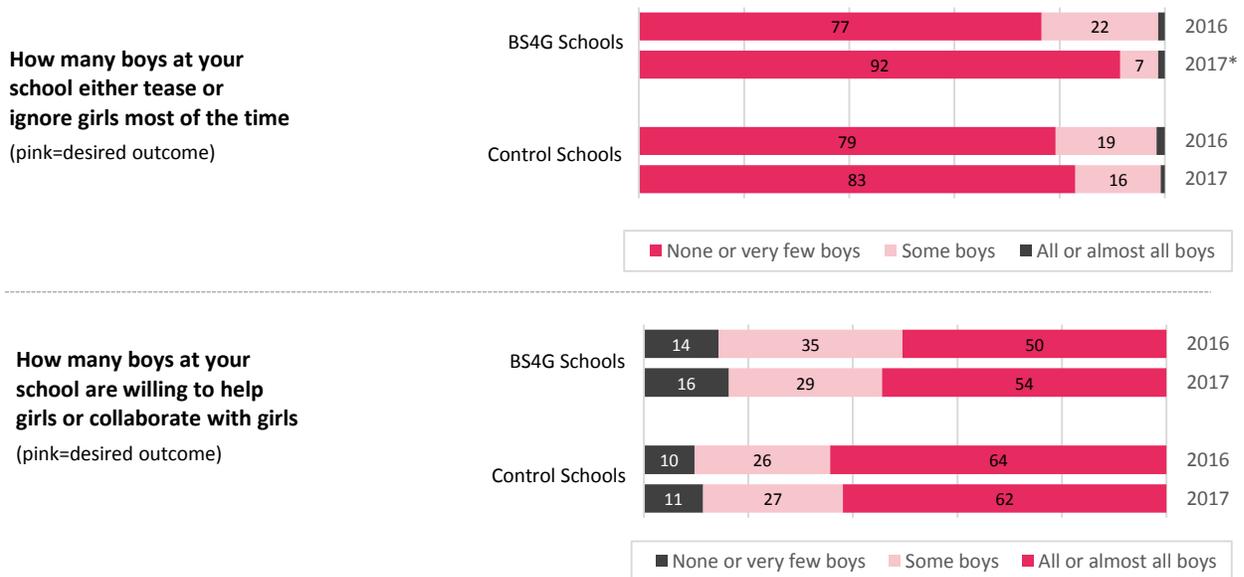
Sanitary Napkins. Lack of access to sanitary napkins during menstruation is an important driver of absenteeism and drop-out among girls. The percentage of BS4G schools reporting that they provided a supply of sanitary napkins in school bathrooms increased significantly from 27% in 2015 to 73% in 2017. Students in BS4G schools were modestly more likely than students in control schools to say that they were aware of an initiative in the past year to distribute sanitary napkins (20% versus 12%), though the difference was not statistically significant.

Boundary Wall. The percentage of schools reporting they had established a boundary wall increased significantly, from 43% in 2015 to 73% in 2017.

Boys’ Treatment of Girls. Boys’ treatment of girls is another important dimension of a girl-friendly school. As one female student council member said, cooperation from their male friends helped them feel safe: “We feel safe and secure when our male friends remain with us and help us.” Teachers similarly emphasized the value of fostering cooperative friendships between boys and girls.

Data from the survey of the general student body suggest that, compared to students at control schools, students at BS4G schools perceived a significantly greater reduction in the extent to which boys at their school teased or ignored girls (Figure 2.4). In BS4G schools, 77% of students reported that no or very few boys had teased or ignored girls the prior school year (2016); this number rose to 92% when students were asked for their observations of how boys behaved at present (2017). The respective change among students in control schools was relatively modest (from 79% to 83%).

Figure 2.4. Boys’ Treatment of Girls
(co-ed schools and madrasas only)



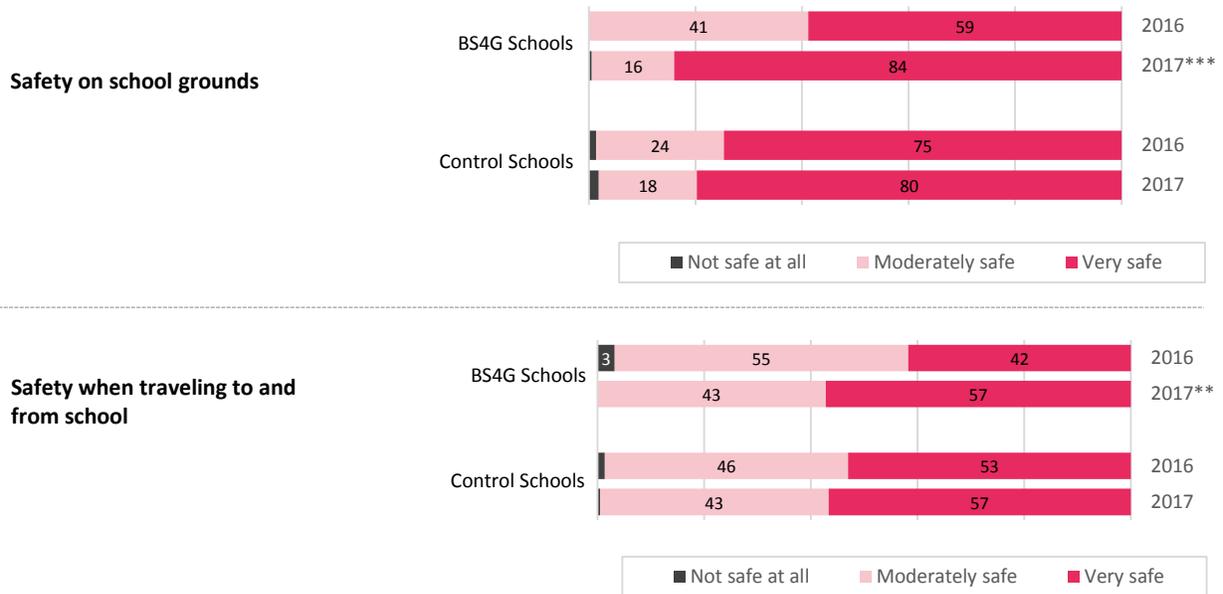
*Note: A difference-in-differences analysis using fixed effects regression was conducted to assess whether change differed significantly across conditions. BS4G schools differed significantly from control schools on the first indicator (tease/ignore) but not the second (help/collaborate). * p<.05*

However, students at BS4G and control schools did not differ significantly when it came to perceptions of boys’ willingness to help or collaborate with girls; indeed, neither group saw a significant change. A majority of students in BS4G and control schools tended to perceive most boys as willing to help or collaborate with girls. These findings suggest that the campaign helped attenuate some undesired behaviors among boys, but had less impact on their willingness to engage in more helpful behaviors.

Girls’ Perceptions of Safety. Girls in the general student body were asked the extent to which they felt safe the prior year when on school grounds and (separately) when traveling to and from school; then they were asked how safe they felt at present. As Figure 2.5 shows below, girls in BS4G schools reported a significantly greater increase in safety, both on school grounds and when en route to school, compared to girls in control

schools.¹⁷ In BS4G schools, 42% of girls reported that they felt very safe when traveling to and from school the prior school year (2016); this number rose to 57% when students were asked how they felt at present. Girls in BS4G schools reported an even stronger increase in perceived safety while on school grounds: 59% reported feeling very safe in 2016, compared to 84% saying they felt very safe at present. Girls in control schools reported little change in perceived safety, with the percentage reporting they felt very safe increasing only 4-5 percentage points.

Figure 2.5. Girls' Perceptions of Safety



Note: A difference-in-differences analysis using fixed effects regression was conducted to assess whether change differed significantly across conditions. BS4G schools differed significantly from control schools on both indicators. **p<.01 ***p<.001

► **Girls' Participation in Extra-Curricular Activities**

An additional indicator of the quality of girls' educational experience is the extent to which they are given opportunities to participate in extra-curricular activities. In particular, the campaign promoted greater girls' participation in outdoor sports, as girls are traditionally excluded from these activities. The film *Town of Runners*, which was shown in the three-film screenings with student council members and in the standalone screenings with the broader student body, conveyed the idea that girls can participate in outdoor sports.

Data reported by BS4G schools indicate that the percentage of schools in which girls participated in outdoor sports activities at least once in the school year increased significantly from 32% in 2015 to 58% in 2016, and then rose to 79% in 2017. However, we did not observe a comparable increase in the survey responses of girls in the general student body. When asked to report whether they had participated in any outdoor sports activities during the previous school year (2016) and in the current school year (2017), girls in BS4G schools actually reported a modest drop in participation: from 49% participating in 2016 to 41% in 2017. The percentage of girls participating in sports activities in control schools remained the same in the two years.

¹⁷ Somewhat surprisingly, students in BS4G schools were no more likely than those in control schools to say they were aware of an initiative at their school to improve girls' safety (see Appendix D for additional details).

Girls in BS4G schools did not report an increase in other types of extra-curricular activities, such as academic clubs or cultural activities.

Students in BS4G schools were also no more likely than those in control schools to be aware of an initiative to start a girls' sports team since the beginning of the year. This pattern is consistent with the findings from the student council, reported above, indicating a relatively small change in the percentage of students who helped to establish new extra-curricular activities for girls since joining the council. Taken together, these findings suggest that the campaign may not have made a strong contribution towards improving girls' participation in sports beyond existing levels.

Insights from the focus groups and interviews indicate that communities were somewhat divided about girls' participation in outdoor sports. For example, the focus groups with mothers revealed that, although some supported their daughters' participation in extra-curricular activities, others disapproved of girls' participation in outdoor sports for cultural and religious reasons. As one respondent said:

“The outsiders make derogatory remarks if they find the adolescent girls taking part in any game. They comment that the character of the girl is bad. We need to abide by our tradition and culture. If people find girls playing games in the open area they'll spread scandals about those girls or gossip in the nearby market. At the time of the girls' marriage these social gossips might create trouble. The neighborhood men and women are impolite enough to brand these girls as characterless.”

A teacher in Rangpur confirmed that “village girls playing football or cricket looks odd. People don't want to see them playing in the field. That's why they don't play such sports.” A retired teacher in Meherpur even noted that sometimes teachers themselves discouraged girls from playing sports.

► Parent Engagement

To help encourage parents to see value in allowing their daughter to complete her schooling, the campaign promoted greater parent engagement with the school and their daughters' education. The campaign encouraged and in some cases helped schools to organize parent meetings covering topics relevant to girls' education. Schools reported significant increases in the average number of parent meetings held per year, from an average of 1.6 in 2015 to 2.9 in 2017. The meetings focused on topics such as girls' safety and prevention of eve teasing; the value of educating girls and avoiding child marriage; financial and other incentives for girls from poor families; and the importance of girl-friendly facilities (e.g., a supply of sanitary napkins at the school, separate girls' toilet and common room). Teacher interviews confirmed that the campaign reinforced and supported their efforts to organize these parent meetings.

Findings from the focus groups with mothers showed that the campaign helped reinforce some parents' beliefs about the importance of avoiding child marriage. For example, one mother in Rangpur explained that she had learned from her experience marrying her older daughter too early, as she now has to look after her grandchild. She wants her younger daughter to complete higher education before marrying so she is mature enough to manage things for herself. She noted that the films reinforced this:

“In fact I had such thoughts and ideas from much before but I never took it so seriously. But when [BS4G campaign partner] the Hunger Project showed us the movies and explained to us all about these things, I got conscious and started realizing that our previous thoughts were wrong. From what they have shown us and what we have understood and seen with our own eyes, it is time for us to rectify ourselves from our wrong concept and help others to rectify themselves.”

Qualitative evidence from the focus groups and interviews suggests that additional parent engagement is needed. For example, one mother in Moulvibazar, who admitted she had “padded” her daughter’s age by two years in order to accept a proposal from “a good groom,” did not feel she had necessarily made the wrong decision:

“Sometimes I think I was right. Sometimes I see that it was wrong. I accept my mistake by adding two years with her original age, making it 18. But the groom’s age was perfect.”

And students and teachers described how some of their efforts to convince parents to cancel plans for a child marriage were met with resistance, as the bride’s parents told them not to “interfere” and even sometimes became hostile.

► Support from Local Government Officials

As part of its outreach to the broader community, the campaign sought the support of local government officials, encouraging them to attend standalone film screenings, community events, and BS4G annual awards events. In several Upazilas, local officials lent their support to the campaign, including by giving schools sanitary napkins, sports equipment, and educational materials such as white boards. They also helped student councils and teachers at BS4G schools in their efforts to prevent child marriages, and visited communities to raise awareness among parents about the negative impacts of child marriage.

A particularly strong example of this: after attending a film screening organized for parents at Dhamur Purbapara High School, an Upazila Chairman in Rangpur expressed his interest in supporting the campaign. He was later invited as the chief guest for the annual BS4G awards ceremony, where he formally pledged his support for the BS4G schools. In addition to donating \$5,000 to BS4G schools for infrastructural development, he arranged a distribution ceremony during which he gave away a large supply of school bags, sanitary napkins, ceiling fans, rooftop tins, and tree plants to BS4G schools.

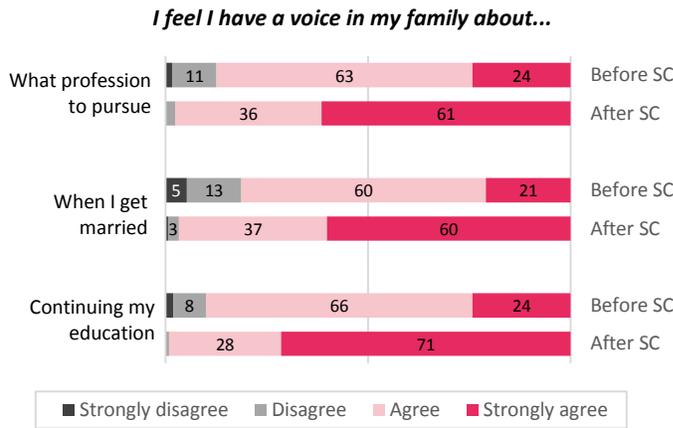
Objective 4: Improve girls’ self-efficacy regarding their voice in decisions about their education and marriage

Through both the three-film screenings and the standalone screenings, the campaign aimed to strengthen girls’ self-efficacy regarding decisions about their education, professional aspirations, and the timing of their marriage. The evaluation data suggest the campaign contributed to improved self-efficacy among girls on the student council, but not among girls in the general student population.

As Figure 2.6 shows, female student council members showed a significant positive change, indicating an increase in the extent to which they felt they had a voice in these decisions since joining the student council. Across the three types of decisions, the percentage strongly agreeing that they have a voice (dark pink bars in Figure 2.6 below) increased by 37-47 percentage points.

Female students in the general student population exhibited more modest – though still statistically significant – changes when asked to compare how they felt at present versus the previous year (Figure 2.7 below). Across the three types of decisions, the percentage strongly agreeing that they have a voice (dark pink bars in Figure 2.7 below) increased by 7-16 percentage points. However, the degree of change did not differ significantly between girls in BS4G schools and girls in control schools. This suggests that, independent of the campaign, girls may typically experience an increase in self-efficacy regarding their voice in making important life decisions – perhaps as a natural part of the process of becoming older.

Figure 2.6. Self-Efficacy Regarding Life Decisions, Girl Student Council (SC) Members



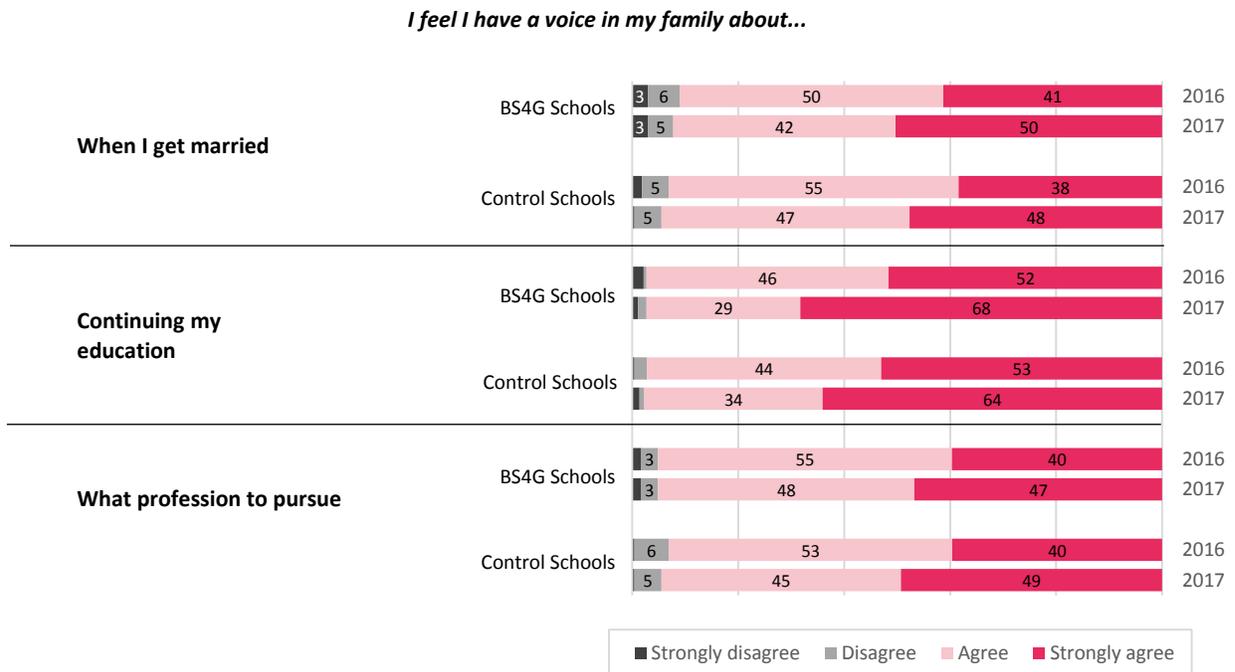
“My family never attached any importance to education. But after watching the movie I discussed with my mother about my intention to study. She was very delighted. I told my mother that I want to be a big person, I want to join some good job after my studies... And now they inquire about my educational progress and needs.”

– Female Student Council Member, Satkhira

Note: Wilcoxon signed-rank tests were conducted to assess statistical significance. All changes were significant at $p < .001$.

The greater change observed among student council members suggests that participation in the three-film model, as opposed to the standalone screenings organized for the broader student population, may have added an extra boost to the growth in girls’ efficacy.¹⁸

Figure 2.7. Self-Efficacy Regarding Life Decisions, Girls in General Student Population



Note: A difference-in-differences analysis using fixed effects regression was conducted to assess whether change differed significantly across conditions. BS4G schools did not differ significantly from control schools.

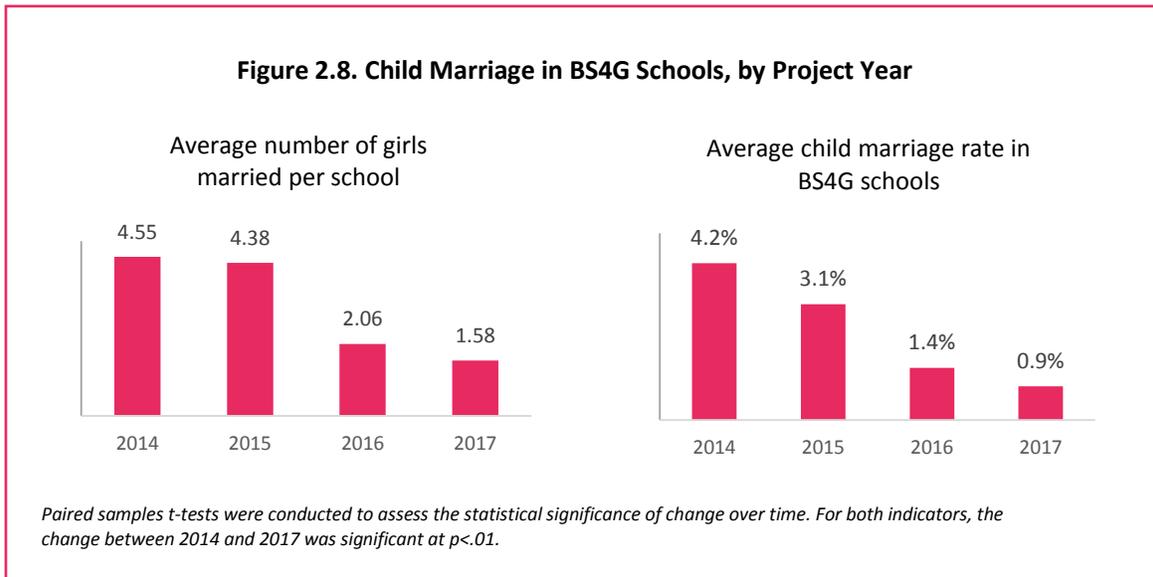
¹⁸ We found the same results even when we narrowed the analysis to student council members who joined in 2017 so that the time frame for observing change was limited to one year of campaign exposure, commensurate with the general student body survey.

Objective 5: Reduce child marriage and school drop-out among girls

This final objective mirrors the campaign’s overarching goal. It represents a culmination of the four preceding objectives, each of which was intended to contribute toward reducing child marriage and school drop-out among girls.

In our Phase 1 final report, we observed some evidence that the campaign helped reduce school drop-out among girls, but limited evidence of the campaign’s contribution to reducing child marriage. These findings were based on the data reported by schools, which were only available for the period of 2014-2015. In the analysis below, we were able to draw on school data over a longer period of time – 2014-2017 – to assess changes in child marriage and school drop-out rates.¹⁹

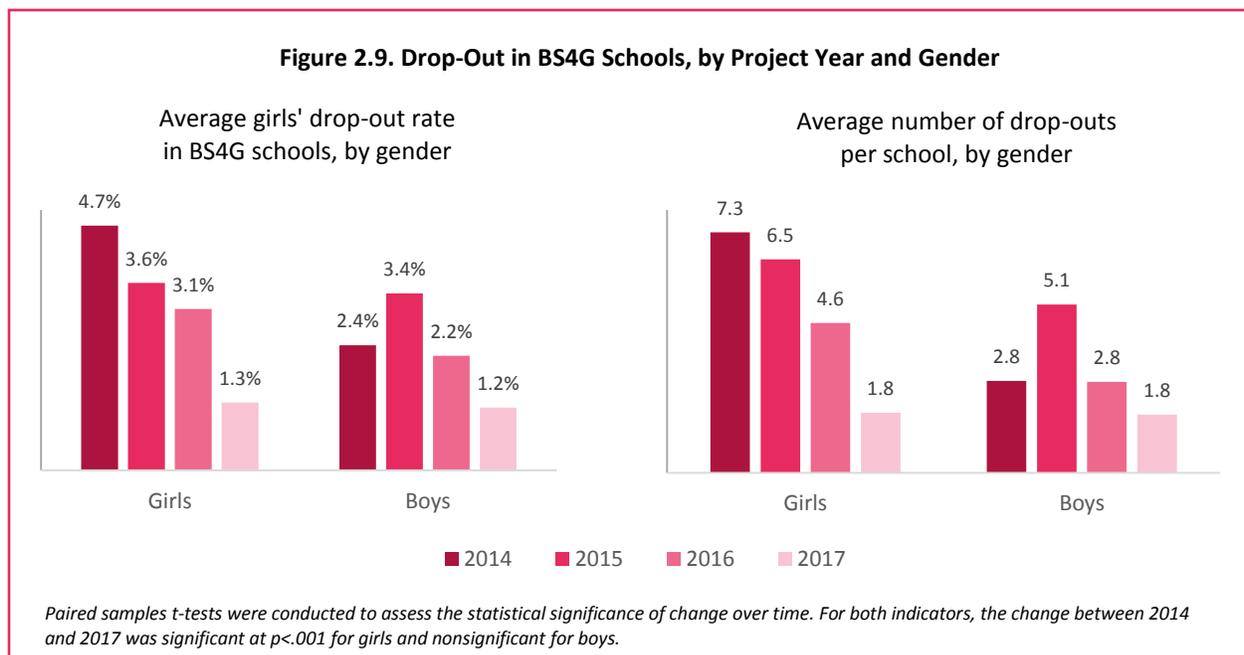
Child Marriage. The school data indicate that child marriage in intervention schools declined between 2014 and 2017. As Figure 2.8 shows, schools reported a drop in the number of girl students who got married in each year. The child marriage rate (i.e., the number of girl students married as a proportion of the total number of girls enrolled) showed a parallel decrease. For both indicators, the difference between 2014 and 2017 was statistically significant; the difference between each pair of years was not.



Similar to our Phase 1 findings, the child marriage rate in participating schools was much lower than the national rate of 52%. This suggests that girls who are married during secondary school are only a small portion of the total number of girls married before age 18. This would be consistent with research showing a correlation between education level and child marriage; girls with less education tend to be married off earlier.

Girls’ School Drop-out. The school data on girls’ school drop-out mirror those for child marriage. Figure 2.9 shows that the number of girl drop-outs significantly declined over the four-year period, as did the drop-out rate.

¹⁹ Note: the analysis is limited to the sub-set of schools for which data were available in all four years.



As a comparison point, drop-out among boys did not show this same pattern; unlike girls, who showed a consistent decrease in each year, boys' drop-out rose in 2015, before declining the following year. Although boys' drop-out in 2017 was lower than in 2014, the difference was not statistically significant. Overall, the patterns suggest that the initial gap in drop-out among girls and boys closed over the course of the project period, as girls' drop-out rate fell to a level on par with that of boys.

Evidence of the Campaign's Contribution. The campaign collected these school-level data on child marriage and school drop-out as part of its annual assessment process for the BS4G awards; comparable data were not collected from control schools. As a result, we are not able to determine with certainty the extent to which the campaign contributed to these positive changes in child marriage and girls' school drop-out rates. The changes over time may partly reflect overall national trends or other factors contributing to a decline in these outcomes. For example, mothers in focus groups described how their own personal experience observing the negative effects of child marriage had contributed to a change in their views. And teachers noted that government efforts and other NGOs working in schools have helped contribute to positive changes as well.

However, there is good evidence in the previous sections suggesting that the campaign likely contributed to progress on this overarching objective. In particular, the findings indicate that the campaign helped empower student council members to take actions to prevent child marriage and school drop-out; increased girls' safety and the quality of their educational experience; improved the efficacy of female student council members to have a voice in decisions about their education and marriage; and reinforced teachers' and school administrators' efforts to prevent child marriage and drop-out. We may conclude with some confidence that, through these impacts, the campaign contributed to the observed reduction in child marriage and school drop-out in BS4G schools.

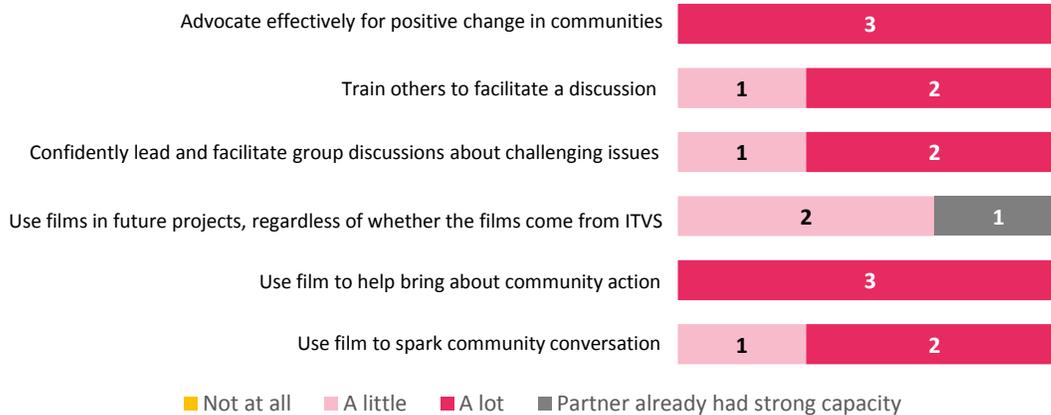
DEVELOPING LOCAL PARTNER CAPACITY

The Bangladesh campaign's three Phase 2 partners reported that, prior to working with the campaign, they had little or no experience using documentary films in their programs. They reported improved capacity to

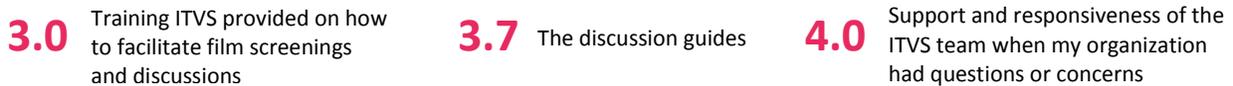
use film to help bring about community action and to advocate effectively for positive change in communities (Figure 2.10). Two of the three also felt they had gained a lot of capacity to facilitate a discussion and spark conversation. They perceived a more modest impact on their capacity to use films in future projects.

Figure 2.10. WGLG’s Cultivation of Partner Capacity in Bangladesh

Number of partners indicating capacity gains in each area



On a scale of 1 (poor) to 4 (excellent), please rate...



As shown in the bottom part of Figure 2.10, partners rated the training, discussion guides, and support from the campaign team as good or excellent, giving particularly high marks on the team’s responsiveness when they had questions or concerns. One partner commented that more training and logistical support would be helpful.

When asked the extent to which WGLG had helped them achieve the campaign’s objectives, partners unanimously said the campaign had helped them “a great deal” in reducing child marriage and school drop-out, increasing student action to promote positive change, and making schools more girl-friendly. One partner further noted that the BS4G campaign went hand in hand with its strategy for helping rural communities achieve the 2030 Sustainable Development Goals.

Partners highlighted the films’ value for cultivating girls’ self-efficacy, motivation, and leadership. One also noted the particular value of *Girl Connected* for fostering discussions about pregnancy and STD prevention, and suggested that additional films on sexual and

“Town of Runners was most useful. Through this film the students, especially female students, acquired an important message: ‘If anyone wants to achieve something, they can achieve that.’”

– NGO Partner in Bangladesh

reproductive health would be helpful for discussing this socially taboo topic. All three indicated they were very likely to use films again in the future.

SUMMARY OF FINDINGS

Over the course of the project, the campaign's facilitated screenings reached an average of 25,000 people each school year, most of them high school students, but also many parents, teachers, and school administrators. This scale was achieved through the campaign's partnership with NGOs working in over 280 schools across five districts. Unlike the WGLG campaigns in the four other social change countries, the Bangladesh campaign did not include television broadcasts of the Women of the World films, nor was there a focus on using social media.

Overall, the evidence suggests that, by empowering student councils and reinforcing schools' efforts to provide a "girl-friendly" environment, the campaign contributed to statistically significant reductions in rates of girls' school drop-out (from 4.7% to 1.3%) and child marriage (from 4.2% to 0.9%) in BS4G schools. Members of the student councils that the campaign helped establish in each BS4G school registered strong gains (29-45 percentage points) across seven measures of leadership skills and self-efficacy to achieve their goals and improve their school, and became more likely to take actions to prevent girls' drop-out and child marriage. Girls on the student councils also reported significant increases in the extent to which they felt they had a voice in their family regarding decisions about their education, marriage, and career.

Compared to the positive changes observed among student council members, who participated in the three-film model, lesser direct effects were observed from the standalone facilitated screenings organized for parents and the general student population. However, the data do suggest that broader school-wide changes occurred as a result of student council initiatives, combined with the support and complementary efforts of teachers and school administrators. Most particularly, there was strong evidence of improvements to girls' safety and security in BS4G schools, such as significant increases in the percentage of BS4G schools with a sexual violence prevention committee and a complaint box through which students could raise concerns. Compared to girls in control schools, girls in BS4G schools reported a significantly greater increase in safety since the previous school year, with the percentage of BS4G girls reporting they felt "very safe" en route to school and on school grounds rising by 15 and 25 percentage points, respectively.

WGLG Country Report: Jordan
I Have a Story

SUMMARY: I HAVE A STORY CAMPAIGN

Goal: Reduce gender-based violence (GBV) in Jordan

Campaign Model



- Targeted cultural norms and gaps in awareness that contribute to GBV.
- Used the three-film model in a home-based setting to create a private, safe environment for women in marginalized areas to discuss sensitive GBV issues.
- Implemented the three-film model with adolescents and young adults in a community center setting, and piloted extensions of the model with prior participants and with male community influencers.
- Co-produced and disseminated online animated shorts and a talk show series to increase awareness of GBV and gender discrimination.
- Partnered with broadcaster to air Women of the World films, and used social media platforms to promote campaign messaging and local content.

NGO Partners



- Jordanian Hashemite Fund for Human Development (JOHUD)
- CARE-USA

Reach



- 888 facilitated screenings conducted over project period.
- 1,744 individuals attended facilitated screenings per project year, on average.
- Estimated 65,850 individuals watched each TV broadcast of the films.
- Estimated 24,912 YouTube views per animated short; 1,350 YouTube views and 250 Facebook views per talk show episode.
- 9,000 Facebook fans, reaching an average of 3,350 users per week; 2,700 Twitter followers.

Campaign Objectives	Evaluation Findings
Increase awareness of the negative impact of GBV, gender inequality, and discrimination on the lives of women and girls.	<ul style="list-style-type: none"> ▪ Participants became more likely to know about the different forms of GBV and their negative impacts; many took action to reduce discrimination in their family. ▪ The campaign and its local content partners elicited over 11,700 URL clicks, nearly 2,900 retweets/shares, and over 2,600 replies/comments on social media.
Decrease acceptance of GBV as normative or justified among women and youth.	<ul style="list-style-type: none"> ▪ There was some evidence of positive attitude change, but follow-up focus groups and survey data suggest that some respondents reverted back to prior beliefs or continued to endorse harmful norms regarding GBV.
Increase women's awareness of women's rights as stated in local laws.	<ul style="list-style-type: none"> ▪ Participants became more likely to report they were aware of the laws that protect women and girls from violence.
Increase engagement in actions to prevent or help address GBV in the community.	<ul style="list-style-type: none"> ▪ Many participants reported taking action to help address GBV, including 1,463 who gave advice to a victim and 434 who joined a women's support network to discuss abuse. But contextual and normative factors constrained participants' willingness to intervene in situations of domestic violence.
Increase the willingness of victims of violence to seek support or assistance from others.	<ul style="list-style-type: none"> ▪ Participants became more likely to say they would talk to others if they were a victim of violence. Norms around privacy and concerns about negative repercussions discouraged women from seeking help.

Building Local Capacity

NGO partner staff reported increased capacity to use film, facilitate discussions, and advocate effectively, and indicated they were very likely to use films again in the future.

CAMPAIGN OVERVIEW

The goal of the I Have a Story campaign is to reduce gender-based violence in Jordan. The campaign targets norms and beliefs regarding GBV and gender inequality, and promotes actions community members can take to address and prevent GBV.

► Country Context

The status of women in Jordan has advanced on key indicators, such as improved maternal and child mortality rates and gender parity in educational enrollment (UNICEF 2016; World Bank Open Data). However, GBV continues to be a major barrier to gender equality. More than a third of ever-married women have experienced physical or sexual violence, with even higher rates observed among vulnerable populations such as women in refugee camps and women in poverty (DoS Jordan & ICF 2013; NCFA 2008).

One of the primary challenges to reducing GBV in Jordan is widespread cultural support for a patriarchal structure emphasizing male control over the family and conceptions of honor that link female sexual purity to the family's honor (Eisner & Ghuneim 2013; Faqir 2001). Both men and women endorse violence, such as wife beating, against women who are perceived to have violated traditional gender roles and norms (Al-Badayneh 2012; Haj-Yahia 2005; Al-Nsour et al. 2009). Indeed, despite strengthened laws against honor killings, this extreme form of GBV continues to be accepted by many in Jordan (Eisner & Ghuneim 2013; Pew 2013). The consequences of GBV are far-reaching and severe, including negative effects on the health, education, economic status, and empowerment of women, as well as significant costs to the well-being of their children, community, and society more broadly (DoS & USAID 2012).

► Campaign Model

The campaign's theory of change focused on addressing cultural norms that contribute to GBV. By reducing tolerance for GBV as normative, and addressing gaps in awareness regarding GBV and gender inequality, the campaign sought to break down important barriers that prevent people from taking proactive steps to address GBV, such as helping others who are struggling with GBV or seeking help as GBV victims themselves. In a cultural context where domestic violence is viewed as a private issue that should not be shared with others, a key first step was increasing participants' willingness to talk about it.

The campaign aimed to achieve five key objectives focused on changing normative beliefs, awareness of key issues regarding GBV, and behaviors that help address GBV in communities (see box). As described below, the campaign combined a peer-to-peer approach to facilitated community screenings with television and online platforms that distributed Women of the World (WOTW) films and locally produced content to a wider audience.

Jordan: Campaign Objectives

1. Increase awareness of the negative impact of GBV, gender inequality, and discrimination on the lives of women and girls.
2. Decrease acceptance of GBV as normative or justified among women and youth.
3. Increase women's awareness of women's rights as stated in local laws.
4. Increase engagement in actions to prevent or help address GBV in the community.
5. Increase the willingness of victims of violence to seek support or assistance from others (e.g., their family, legal advisors, service providers).

Peer-to-Peer Facilitated Screenings. The community engagement model centered on using the three-film model with two major target audiences: women in marginalized areas of Jordan and youth ages 12 to 24. For the women’s groups, the campaign organized home-based screenings designed to create a private and intimate environment, enabling women to discuss sensitive issues around GBV and to share information about ways to provide or seek help for victims of violence. For youth, the campaign held the facilitated screenings at its partner organization’s (JOHUD) community centers.

Facilitators also handed out “call to action” cards suggesting various ways that participants could take action to help address GBV and discrimination in their family or community. In between screenings, audience members could check off those actions they had taken, and bring their card back to the next screening for discussion. For some groups, facilitators added a fourth session intended to help address participants’ desire for more time to discuss actions they had taken and challenges they had encountered. The campaign organized screenings in six of Jordan’s twelve governorates.

In Phase 2, the campaign experimented with two extensions of its facilitated screening model. Four groups participated in a “second cycle” of the three-film model, designed to encourage additional positive changes through a second series of films, facilitated discussions, and calls to action. These “second cycle” groups were larger than the previous groups (approximately 45 participants per group, as opposed to 15-25), based on the expectation that individuals who had already gone through the three-film model once would be more comfortable discussing GBV and ready to participate in a larger group. The campaign also organized two groups of male community influencers to participate in the three-film model. Recognizing the importance of engaging men to achieve normative and behavioral change in communities, the campaign encouraged these male influencers to identify a key problem related to GBV in their community, and to take action as a group to help address that problem.

Local Content Production. In Phase 1, the campaign co-produced an animation series with Kharabeesh, a Jordan-based media company that produces and distributes content online via its popular YouTube channel (over 750,000 subscribers) and other digital platforms. The *I Have a Story* animation series, comprised of five shorts, was designed to address GBV and related issues in an entertaining way. In Phase 2, the campaign co-produced a five-episode talk show series called *Her and Him with Lina* in collaboration with Lina Abu Rezeq, a TV/radio host and entertainer with over 27,000 YouTube subscribers and 50,000 Facebook fans. The series was intended to appeal to male audiences in particular, focusing on topics such as gender discrimination, sexual harassment, and how men can help stop violence against women. The series was promoted on Lina Abu Rezeq’s YouTube channel and Facebook page, and shared on the campaign’s Facebook page.

The campaign also organized an online contest for youth film producers, in partnership with JOHUD. Young people participated in facilitated screenings of WOTW films, and then produced their own films with mentors from JOHUD. Through live events and social media, the campaign invited the public to vote for their favorite film. The winners were announced at an event featuring a live-streamed panel of two youth producers, a presenter from the campaign’s broadcast partner, Ro’ya, and a well-known Jordanian cartoonist. One of the films – which focused on raising awareness of GBV and conveyed through a combination of video and

NGO Partner in Jordan

Jordanian Hashemite Fund for Human Development (JOHUD)

The campaign developed and implemented its facilitated screening model in partnership with JOHUD, a large NGO focused on promoting rights-based sustainable development in Jordan. JOHUD has 51 Community Development Centers located throughout Jordan, some of which helped recruit participants for facilitated screenings, and organized and facilitated screenings.

CARE Jordan

CARE, an international NGO focused on addressing poverty, social justice, and economic participation in Jordan, partnered with the campaign in Phase 1 only. CARE organized film screenings for women and girls in refugee camps and communities that hosted refugees. CARE also sponsored a series of films and discussions to raise awareness of laws related to GBV.

animation how girls feel their identities are being wiped away – won first place for Animation in the 2015 Adobe Youth Awards.

TV Broadcast Partnership. The campaign broadcast WOTW films to a national television audience through a partnership with the private Jordanian broadcast network Ro'ya TV.

Social Media. The campaign used Facebook and Twitter to serve its awareness-raising objective and to promote its locally produced content.

EVALUATION ACTIVITIES IN JORDAN

The box to the right provides a summary of the main data sources used to evaluate the reach and impact of the campaign in Jordan. Key methodological details of the evaluation activities are provided below.

Survey and Event Report Data from Facilitators. In both Phase 1 and Phase 2, the campaign was particularly successful in collecting useful data from facilitators, especially with regard to recording participant survey responses and actions taken. The quality of data collected by facilitators in Jordan reflects a combination of factors, including the relatively small size of groups, very limited attrition during the three-film model, and facilitators' careful use of paper/pencil surveys and the call-to-action cards to record participant attitudes and actions.

Data Sources for Evaluating the Campaign in Jordan

- ▶ Brief surveys of three-film model participants.
- ▶ Focus groups with female three-film model participants.
- ▶ IVR survey of female three-film model participants.
- ▶ Screening event reports.
- ▶ Ratings data for TV broadcasts of WOTW films.
- ▶ Facebook, Twitter, and YouTube data on reach and user engagement with the campaign's online content.
- ▶ Survey of JOHUD community center managers involved in the campaign.

Our analysis below incorporates data from brief surveys conducted by facilitators at the first and third screenings, including 206 groups of participants in the three-film model (average $n \approx 19$ per group), as well as four groups who participated in the "second-cycle" three-film model (average $n \approx 45$ per group). In addition, we draw on data that facilitators collected through the call-to-action cards in 2016-2017.

Focus Groups. In Phase 2, we conducted six focus groups as a complement to the data collected by facilitators. The focus groups were conducted by Mindset, APEP's evaluation partner in Jordan. These qualitative data were intended to provide nuanced insights into female participants' beliefs and behaviors regarding GBV, and the extent to which the campaign contributed to positive change.

IVR Survey. The focus group findings were used to inform the design of the pilot IVR survey, which was conducted with participants on their personal phones a few months after they had completed the 3-film model. The findings from this IVR should be treated as preliminary only, given some limitations of the pilot. For example, the survey was conducted only among participants in Talifah, who may differ from those in other governorates. In addition, because baseline and endline survey data collected by facilitators were group-level (see the Evaluation Design section), our analysis of the persistence of attitude change between endline and the IVR could not filter out participants who did not complete all three surveys. About 22% of Talifah participants who completed the endline ($N=504$) also completed the IVR ($N=112$); it was not possible to determine the extent to which any differences between the IVR respondents and the larger pool of endline respondents affected the findings. Lastly, we note that the collaborative filtering portion of the IVR survey could not be completed as intended because none of the respondents opted to record a statement.

The Country Engagement Coordinator in Jordan suggested that women were likely hesitant to give a voice recording of their opinions due to concerns about privacy and norms against discussing GBV.

Partner Survey. JOHUD is a large organization overseeing a national network of community centers. Rather than relying on a single person to represent JOHUD’s perspective as the campaign’s sole partner in Phase 2, we sent the partner survey to community center managers, who are responsible for making programmatic decisions. Managers of three community centers completed the survey.

CAMPAIGN REACH

Community Screenings. Across the entire project period, the campaign organized a total of 888 screening events, reaching an estimated total of nearly 7,000 individuals (Figure 3.1). A small sub-set of these participants (N=179) also attended the second cycle of the three-film model. The campaign was particularly active in organizing screenings in 2015. That year accounted for 40% of all screening events and 35% of all screening participants.

TV Broadcasts of Women of the World Films. Ro’ya TV aired all 37 films from the four seasons of the WOTW series. Based on ratings data from the broadcaster, an estimated 65,850 individuals tuned in to watch each broadcast of the films, on average.

Locally Produced Content. The locally produced content created in partnership with Kharabeesh (*I Have a Story* animation series) and Lina Abu Rezeq (*Him and Her with Lina*) were promoted and distributed online. On average, each of the *I Have a Story* animated shorts received just under 25,000 views on Kharabeesh’s YouTube channel (Table 3.1). Kharabeesh also promoted the animated shorts on social media. On average, each of the 16 Facebook posts about the shorts reached over 96,000 users.

Him and Her with Lina reached a more modest audience, attracting an average of about 1,350 views per episode on Lina Abu Rezeq’s YouTube channel. On her Facebook page, an average of about 250 Facebook users watched each episode to the end. On average, each of the five Facebook posts about the series reached 9,500 users.

Social Media. The campaign’s following on social media developed rapidly during Phase 1 and then more modestly during Phase 2. By the end of the project, the campaign had accumulated about 9,000 Facebook fans and 2,700 Twitter followers.

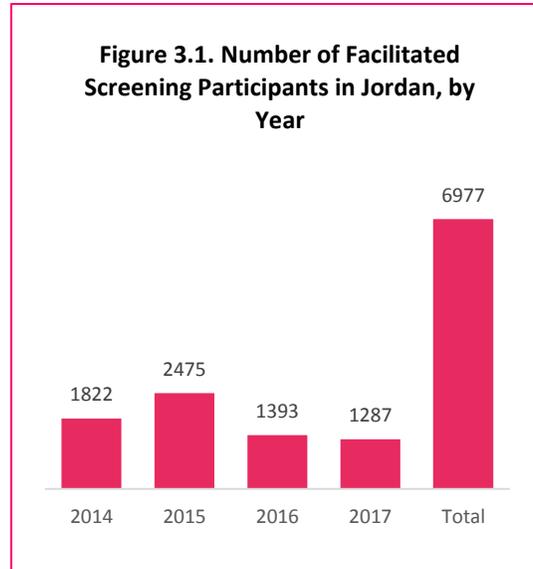
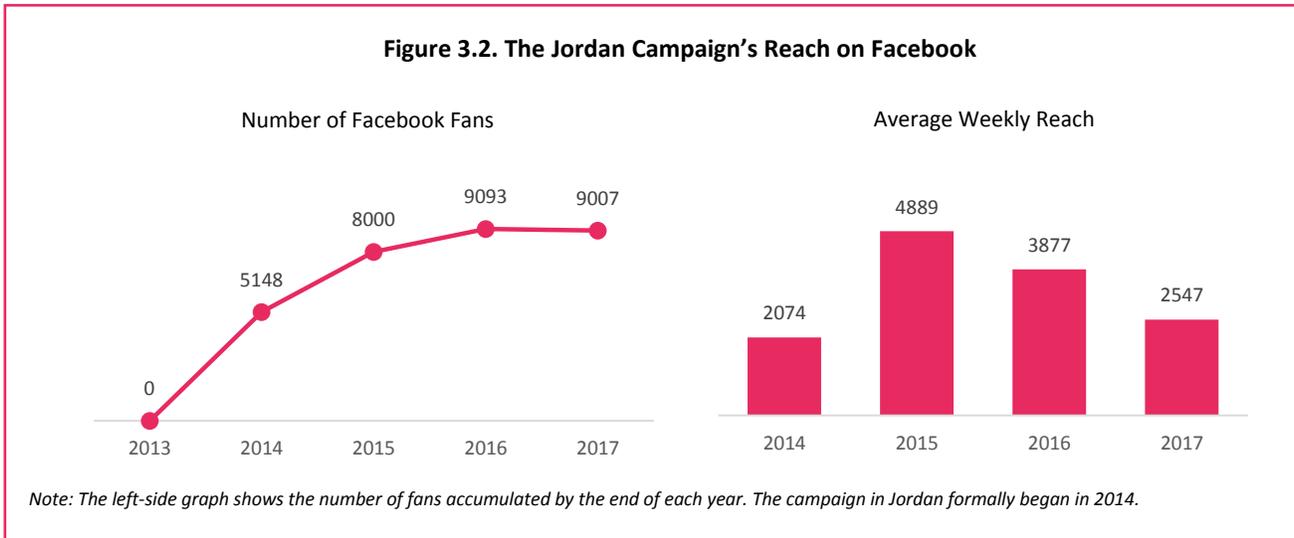


Table 3.1. Online Reach for Locally Produced Content

	I Have a Story Kharabeesh	Him and Her with Lina	
	YouTube	YouTube	Facebook
Episode 1	27,413	1,720	439
Episode 2	30,041	1,610	330
Episode 3	22,300	1,209	109
Episode 4	24,925	1,497	116
Episode 5	19,880	708	250
Average	24,912	1,349	249

Note: Table shows the number of times each episode was viewed on YouTube, and the number of unique users who watched to 95% of the episode’s length.



On average, the campaign reached about 3,350 users per week on Facebook. The decline in weekly reach in 2016 and 2017, illustrated on the right side of Figure 3.2, mirrors a drop in the campaign's rate of posting on social media, which went from 57 tweets and 32 Facebook posts per month in 2015 to six tweets and 11 posts per month in 2017.

CAMPAIGN IMPACT

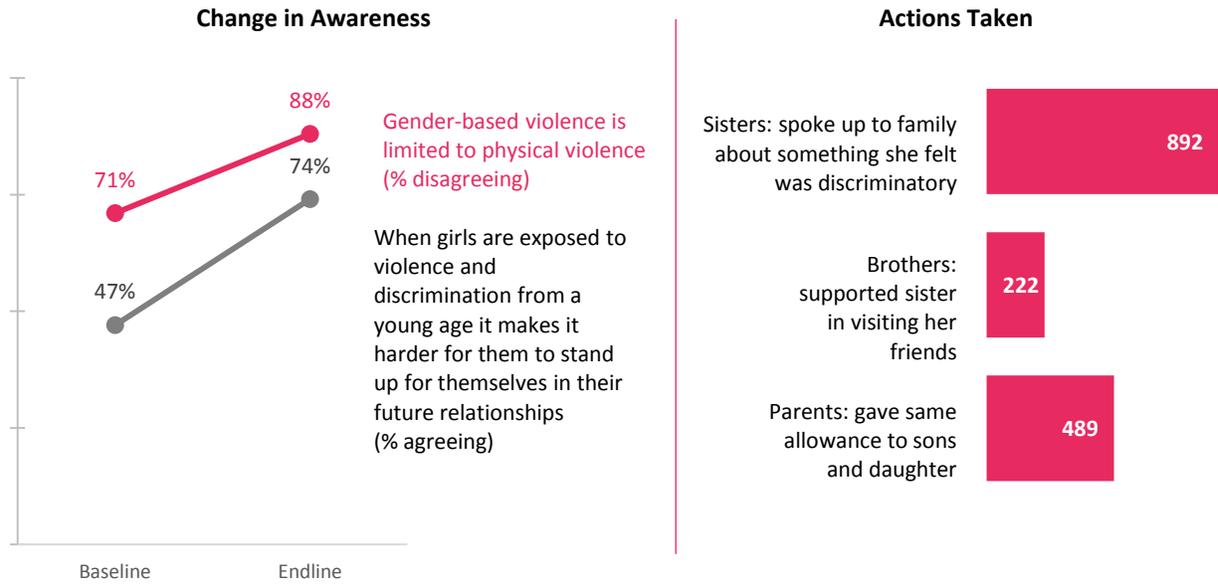
Objective 1: Increase awareness of the negative impact of GBV, gender inequality, and discrimination on the lives of women and girls

The evidence suggests that the campaign made good progress on this objective. For example, data collected by facilitators through the surveys and call-to-action cards indicate that screening participants had become more aware of the negative impact of GBV and discrimination by the end of the three-film model. As the left side of Figure 3.3 shows (below), participants became much more likely to agree with a statement about how early exposure to violence and discrimination negatively affects girls in the future, and to know that GBV is not limited to physical violence. Many participants also reported taking actions to help reduce discrimination in their family, as shown in the right side of Figure 3.3.

For example, 489 parents reported that they had given the same allowance to their sons and daughters, an acknowledgment that girls deserve to have spending power. Typically, boys – but not girls – are given an allowance, reflecting the greater value placed on boys and the greater opportunity they have to go outside the home and spend their own money.

The IVR follow-up survey provided tentative evidence of partial reversion back to baseline beliefs. The percentage agreeing with the statement on effects of early exposure to violence was lower in the IVR survey than in the endline survey, but still remained higher than at baseline. This suggests that the earlier positive change persisted among at least some respondents (see Appendix E for additional details).

Figure 3.3. Changes in Awareness of Gender Discrimination



Note: Right-side graph shows the number of participants who reported taking each action in 2016-2017.

Findings from the focus groups suggest that the screenings also helped changed participants’ perspectives on acceptable professional aspirations for women and girls. Respondents were asked to respond to this scenario: If your daughter wanted to be the first woman in the community to enter a profession that only men traditionally do, would you encourage or discourage her? Most said they would encourage their daughters to enter such an occupation, and acknowledged that the films influenced their thinking on this. As one respondent said: “Before the films I was against any woman who would work as a blacksmith or a carpenter, but now I would tell her to go for it. Why not?” Another described how, after watching one of the films, she helped a young woman become a salaried bus driver:

“After watching the film, I suggested the idea of [the young woman] getting a public driving license to drive a mini-bus since her husband got married to another woman and left her with her children. So I stood by her and we got a public driving license. Then we went to Amman and bought a Kia bus that can take up to 10 passengers, and we made a deal with Al Shoubak teachers. She takes them to Wadi Musa and now she is getting a salary like the teachers: she earns 550JDs. So she turned from an illiterate woman who was abandoned by her husband to a woman who works and earns 550JDs.”

The survey data from the second cycle of the three-film model confirmed that most women came to the second set of screenings already supportive of girls making their own decisions about their education and careers, even if they were breaking traditional gender norms. More than 88% of participants already agreed at baseline that girls should be able to decide their own career path, and 83% said they encouraged girls to study whatever they wanted, even if they were the first girls to learn it in their community. These percentages rose slightly by endline (see Appendix E for additional details).

Screening participants also took steps to explore resources that community centers offer to women and girls. In 2016 and 2017, a total of 635 individuals said they had visited a community center and talked to them about

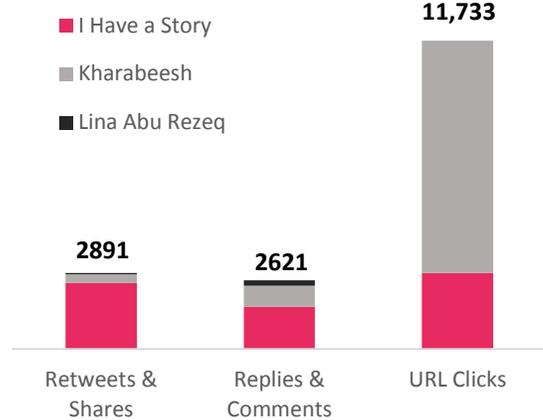
services for women and girls. This represents about 25% of those who participated in the three-film model in these two years.

► Raising Awareness via Social Media

The campaign used Facebook and Twitter to raise awareness about GBV and discrimination against women and girls. We examined user engagement with the campaign’s social media pages as a proxy for assessing improved awareness of campaign topics, focusing on actions that would suggest users interacted with the content (i.e., comments, URL clicks, shares). Because social media platforms were particularly important to the campaign’s promotion of locally produced content, we also examined user engagement with posts about the *I Have a Story* animation series on Kharabeesh’s Facebook page and posts about *Him and Her* on Lina Abu Rezeq’s Facebook page.

The campaign and its local content partners elicited a combined total of 11,733 URL clicks on Facebook posts and tweets, along with nearly 2,900 retweets and shares, and over 2,600 replies and comments.

Figure 3.4. Engagement with the Jordan Campaign's Content on Social Media



Note: Figure shows the total number of times each action was taken on the respective social media pages of the campaign and its local content partners.

As Figure 3.4 illustrates, Kharabeesh’s Facebook posts promoting the *I Have a Story* animation series were highly successful in getting users to click on the linked content, comprising 75% of all URL clicks during the project. The campaign’s own social media pages were most successful in getting users to share content and comment on it. Lina Abu Rezeq’s social media posts about *Him and Her* elicited weak engagement, accounting for less than 2% of sharing/retweets and 8% of replies/comments.

Objective 2: Decrease acceptance of GBV as normative or justified among women and youth

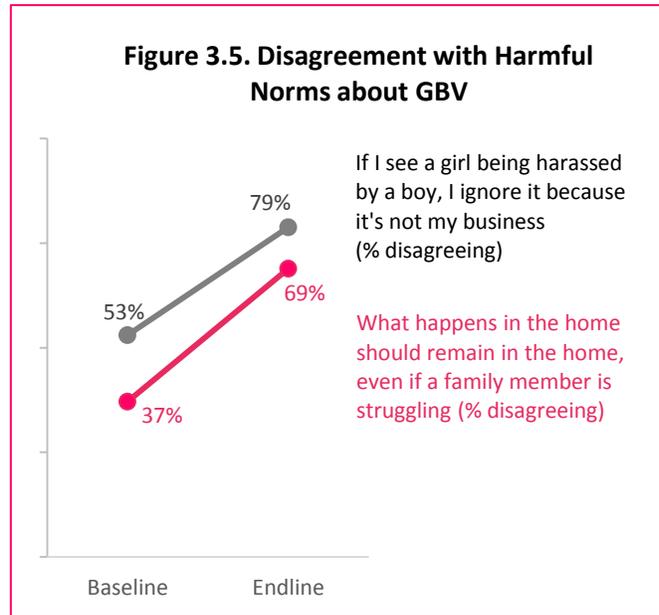
The findings for this objective were somewhat mixed. On the topic of using violence as a way to discipline family members, respondents were fairly unified in their disagreement with traditional norms. Many focus group respondents (though not all) rejected violence as an acceptable or effective approach to disciplining family members or resolving problems. And the survey data from the second cycle of the three-film model indicated that most participants (85%) came to the second set of screenings already rejecting the idea that men have the right to use force in disciplining members of the family; 92% rejected it by the third screening.

But participants voiced more varied opinions when it came to issues of privacy. As Figure 3.5 shows (below), by the end of the three-film model, respondents had become more likely to say they disagreed with two statements that reflect common norms around treating GBV as a private matter with which others should not get involved. However, when IVR survey respondents were subsequently re-asked about one of these statements (“what happens in the home should remain in the home, even if a family member is struggling”), only 28% disagreed. This suggests tentative evidence of reversion back to earlier beliefs about the private nature of domestic violence.

In addition, focus group respondents voiced conflicting opinions about whether domestic violence is a private matter. Some said that people should intervene in cases of domestic abuse, rejecting the idea that it is a strictly private matter within the home. As one respondent said:

“I would inform Family Protection and I might offer protection for the girl from her family. I would tell them that it is not their right to use violence against her and that they would be sent to court if they did so because things now are not like they were before: you cannot beat a woman without being held accountable.”

Others expressed the opposite view; as one respondent said: “a woman should never let anyone know the secrets of her marriage and house, no matter what.” These findings, which illustrate the difficulty of challenging longstanding norms around privacy and domestic violence, dovetail with the findings reported below on women’s ambivalence about seeking help as victims of violence (Objective 4).



Objective 3: Increase women’s awareness of women’s rights as stated in local laws

Based on the limited data that can speak to this objective, we observed signs of progress. The percentage of screening participants who said they were aware of the laws that protect women and girls from all types of violence increased from 42% at the first screening to 67% by the third screening. This provides at least tentative evidence of improved awareness of local laws about women’s rights. Data from the follow-up IVR survey indicated no change in the distribution of women’s responses to this question; the percentage saying they were aware of these laws changed little from the endline, providing tentative evidence that awareness levels did not revert back to baseline values.

In addition, facilitators recorded several instances in the event reports when participants approached them after the screening to request information about legal assistance. This suggests that women were interested in seeking additional information related to their rights under the law.

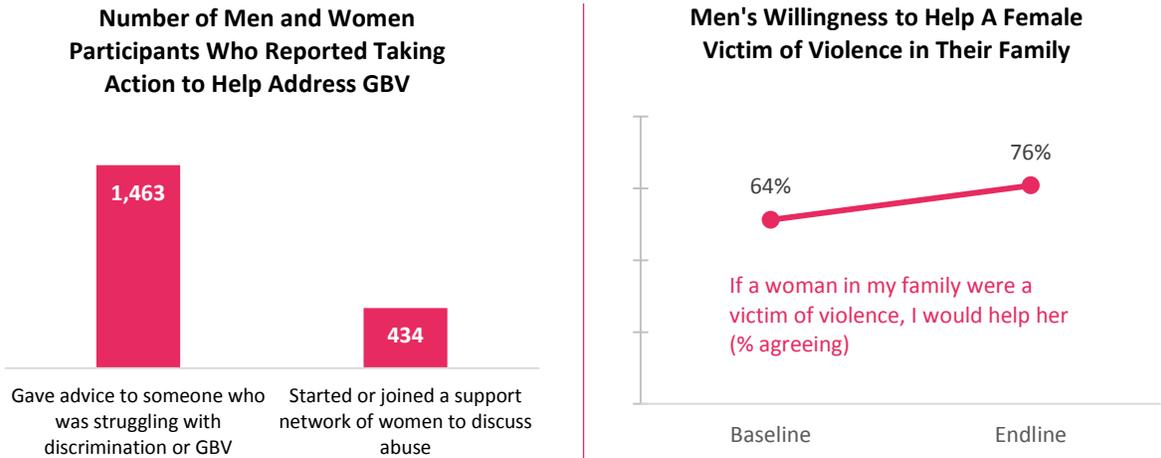
Objective 4: Increase engagement in actions to prevent or help address GBV in the community

Overall, the evidence indicates that the campaign successfully encouraged participants to take actions to help prevent GBV, but that there were constraints on what individuals were willing to do when witnessing domestic violence.

Data collected by facilitators suggested that the screenings motivated participants to take a number of actions. For example, over half of screening participants in 2016 and 2017 (57%, or 1,463 individuals) said they had given advice to someone who was struggling with discrimination or GBV (Figure 3.6). A smaller set

of participants (17%, or 434 individuals) said they started or joined a support network of women to discuss abuse. Several women also approached facilitators afterwards to ask about family protection services and other domestic abuse resources.

Figure 3.6. Willingness to Take Action to Address GBV



Note: Left-side graph shows the number of participants who reported taking each action in 2016-2017.

The focus groups with women participants revealed that their perspectives on whether and how they would intervene in cases of domestic violence were varied and nuanced. Some respondents said they would try to intervene, for example, by trying to persuade the man to stop, giving the girl or woman advice, or alerting the authorities. Several noted that the films reinforced their resolve to intervene.

But most said that their decision to intervene depended on various factors, such as their relationship with the parties involved, the nature of the abuse (verbal or physical), the specific people involved (age, gender, beliefs), and the cause of the dispute. They noted that they would intervene in cases where they were more confident they understood the cause of the violence or could influence the man.

"It depends on the father's personality. If I felt he might listen to me, I would intervene, but if I realized that he is a person with old-fashioned ideas, I would not intervene because I might make things worse."

"Maybe to interfere with people with whom we are able to do so, like in my dorm I can solve problems between my roommates. But if I were to interfere with people older than me they would tell me that it is none of my business and I'm only bringing trouble to myself."

One respondent explained how she was hesitant to intervene when she witnessed an example of domestic abuse:

"I was at my parents' house at 2am... We heard a screaming and we thought that my nephew had been bitten by an insect or something, so we went out and I heard the neighbor, who is 5 kilometers away, screaming and saying, 'I'm pregnant! Stop pushing on my belly!' I truly wanted to call her parents' house,

but I hesitated... I was afraid... I was afraid [that if I intervened] they would go to my husband and tell him that his wife interfered and the like. But if I saw her husband face to face, I would insult him and tell him that he doesn't have the right to do this to his wife."

These responses illustrate the contextual and normative factors that influence the decision to intervene.

► Encouraging Men to Take Action

Recognizing the importance of engaging men in efforts to reduce GBV, the campaign and JOHUD implemented the three-film model with groups of young men at community centers, as well as two groups of male community influencers. The survey data collected by facilitators shows that the percentage of male participants who said they would help a female victim of violence in their own family rose from 64% at the first screening to 76% at the third screening (Figure 3.6 above). This provides at least preliminary evidence that the campaign modestly helped increase men's willingness to take action to address GBV.

More concrete examples come from the two groups of male influencers. The group in Al Sheikh Hussein started an awareness-raising project intended to reduce harassment of women and girls in public places. They noted that harassment is one of the reasons they do not allow their female family members to spend a lot of time outside the home – which then prevents women and girls from getting involved in the community and, in some cases, from continuing their education. The men developed a discussion guide and organized six sessions with community members to talk about the problem of harassment and discuss potential solutions. Approximately 20-25 men and women participated in each session.

The second male influencer group, in Al Mansoura, focused on the problem of child marriage, identifying a lack of career and economic growth opportunities for women as a key contributor. They started by approaching some of the women's three-film model groups about an opportunity to enroll in a certified course in accessory-making at one of JOHUD's community centers. The Vocational Training Corporation, a government organization, provided the trainer and curriculum. The campaign also helped the male influencers to conduct a survey of female community members to assess their willingness to enroll in vocational training courses. The survey revealed that, out of 400 respondents, nearly 85% wanted to enroll. These results were shared with the regional office of the Vocational Training Corporation, which agreed to provide more courses at the community center.

Taken together, these findings provide promising, albeit limited, evidence of the campaign's impact on men's engagement in actions to reduce GBV.

Objective 5: Increase the willingness of victims of violence to seek support or assistance from others

This objective is perhaps the most difficult to achieve, as it challenges deep-rooted norms that tend to silence victims of violence. The facilitated discussions were designed to encourage women to feel more comfortable sharing their experiences with violence. Recognizing the taboo and sensitive nature of discussing GBV, particularly when relating one's personal experiences with violence, the campaign sought to create safe spaces so that participants felt they could share without fear of judgment. The focus group respondents confirmed that the discussions were discreet and supportive, allowing participants to speak openly and share their personal stories. As one recalled:

“It was a dialogue session. I mean, even when a girl was telling her story, it felt as if she was talking to her family, everyone interacted with her, some of them even cried. It was well-organized; each one waited for the other to finish, [and] then talked about how the films affected her.”

Participants also noted that the stories they saw in the films and heard from other participants helped them feel better able to deal with their own problems and suffering.

As Figure 3.7 shows, the surveys of first cycle screening participants suggest that women became more likely to say they would talk to someone if they were a victim of violence (green line). Groups who participated in the second cycle of films demonstrated further improvements, becoming more likely to say they would not be ashamed to share their experience if they were a victim of violence (pink line). Large majorities of second-cycle participants at both the first and third screenings indicated they would seek professional help if they were a victim of violence (gray line).

The focus groups revealed a more nuanced and varied picture of women’s perspectives on how they would respond if they were a victim of violence. Some said they would turn to family members or the authorities for help:

“I would turn to my uncles before any institution because they would certainly consider it something wrong.”

“If, God forbid, violence was used against me by my parents or my husband, there are institutions to protect families and women to which I could turn and deal with the issue by myself.”

“Before seeing the movies, we used to keep things between us and tell no-one, but now the spiritual leaders and authorities can help. In the end, you would be the one harmed, not society. For example, if a man hits his wife, she has to tell someone or he’ll keep on hitting her, but if she goes to the authorities or to court, he would not repeat it.”

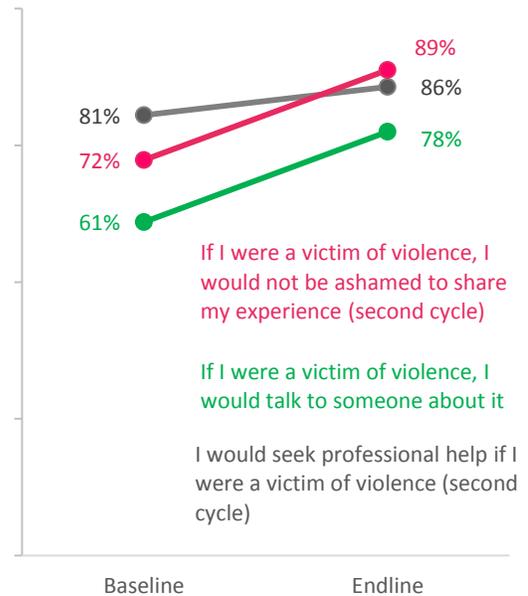
Others said they would be “silent” or “patient,” or resisted the idea of asking others to help:

“There are many things... Sometimes being patient, hoping that this will change because sometimes that is the only choice you have because of children or because you don’t have parents or a place to resort to.”

“When you are alone, you think that you are the only person in the world who has problems, but when you hear other people’s problems, you thank God, because even though they faced such a great problem, they were able to achieve something. Then [you feel]: I can do more. I mean seriously, after watching the video, and after hearing everyone’s problems and experiences, this is a reason for me to be stronger.”

– Female Three-Film Model Participant

Figure 3.7. Willingness to Seek Help As a Victim of Violence



“There is no physical violence, thank God, but sometimes I get verbal abuse and it makes me feel very bad. So I remain silent and I never answer back. I would only call my friends for consolation.”

I wouldn’t like anyone to help. Because there has been more than one situation, for example, when a situation arises between me and my husband in front of my sister and sister-in-law. She would yell at him and things would get worse, so I avoid that.

Another respondent explained that she would ask her mother-in-law to intervene, but “would keep it secret,” further illustrating the influence of normative beliefs that violence is a private matter:

“If something were to happen between me and my husband, God forbid, I would ask his mother to intervene and wouldn’t make a big deal of it. I would keep it secret. If she helped me, that would be good. If not, then that’s it.”

Taken together, the data indicate that the campaign made some progress toward this objective, but that norms around privacy and concerns that outside help would exacerbate the situation, among other factors, continue to discourage women from seeking help.

DEVELOPING LOCAL PARTNER CAPACITY

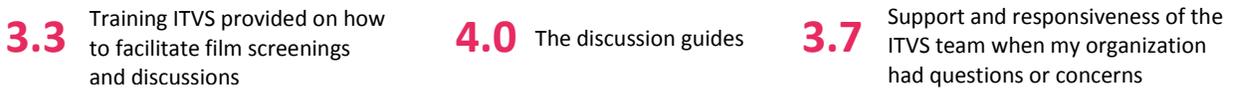
Survey responses from JOHUD community center managers indicate that the campaign strengthened local capacity to use films and effect positive change (Figure 3.8). The three respondents were unanimous in saying that partnering with the campaign had improved their capacity “a lot” regarding all six areas.

Figure 3.8. WGLG’s Cultivation of Partner Capacity in Jordan

Number of partner community center managers indicating capacity gains in each area



On a scale of 1 (poor) to 4 (excellent), please rate...



All three community center managers indicated that they had never used documentary films in their programs before working with the campaign. As shown in the bottom part of Figure 3.8 above, they gave ITVS high marks for the training and support it provided, and most particularly for the discussion guides. When asked the extent to which the campaign had helped them achieve each of the campaign objectives, community managers unanimously responded “a great deal.” All three respondents further indicated that they were very likely to use films again in the future. Taken together, these findings indicate that ITVS successfully introduced a new element to JOHUD’s programming that managers value and intend to continue.

SUMMARY OF FINDINGS

Over the course of the project, the campaign’s facilitated screenings – many hosted in private homes to enable discreet conversations about sensitive issues – engaged nearly 7,000 individuals, primarily reaching an audience of women, adolescents, and young adults, but also including a small set of male community influencers. Its partnerships with TV broadcaster Ro’ya and media company Kharabeesh enabled the campaign to reach large national audiences, with over 65,000 viewers per broadcast of 37 Women of the World films and nearly 25,000 YouTube views for each of the five animated shorts co-produced with Kharabeesh. The collaboration with entertainer Lina Abu Rezeq on a talk show distributed online yielded more modest reach: 1,350 YouTube views.

The evaluation data suggest that the campaign had a positive impact on awareness of gender discrimination, GBV, and the laws that protect and support women and girls (17-27 percentage points), and prompted many participants to take actions to address discrimination experienced by family members, friends, or others in the community. For example, the screenings encouraged nearly 900 women to speak up to their families about something they felt was discriminatory, over 600 participants to visit a community center to learn about services for women and girls, and more than 1,460 to offer advice to someone who was struggling with discrimination or GBV. The campaign’s success in raising awareness through collaborations with local content producers varied: Kharabeesh generated substantial engagement with the content online, garnering over 8,800 URL clicks (75% of URL clicks for the entire project period) and nearly 800 comments and replies for the animated shorts; the talk show elicited weaker engagement.

The evidence for the campaign’s influence on beliefs and behaviors related to GBV – and in particular, domestic violence – was somewhat mixed. The facilitated screenings contributed to women’s increased willingness to talk to others about GBV, with a 17 percentage-point increase observed during the first 3-film cycle, and an additional boost of the same magnitude observed during the second cycle. Indeed, women in focus groups confirmed the value of the facilitated discussions as a safe space for sharing experiences regarding personal and sensitive topics. But the focus groups, tentatively corroborated by the IVR survey, also revealed that perceptions of domestic violence as a private matter and concerns that outside help would be ineffective continued to constrain some women’s willingness to seek (and to endorse) help in cases of domestic violence.

WGLG Country Report: Kenya **Women in the Red**

SUMMARY: WOMEN IN THE RED CAMPAIGN

Goal: Increase female civic and political participation in Kenya

Campaign Model



- Targeted multiple factors contributing to women's underrepresentation in politics and leadership roles, building on the 2/3 Gender Rule established in Kenya's 2010 constitution to improve gender balance in government.
- Used the three-film model with girls, women, men, and political aspirants to improve political knowledge, promote positive images of women leaders, and encourage positive actions.
- Produced media content promoting positive examples of women's leadership in Kenya, including an 11-episode audio-visual series called *Ms. Politician*.
- Partnered with broadcasters to air Women of the World films and locally produced content, and used social media platforms to promote campaign messaging and local content.

NGO Partners



- Akili Dada • CARE Kenya • Centre for Rights Education and Awareness • Citizen Focus for Development • Emerging Leaders Foundation • Il'laramatak Community Concerns • Men Engage Network Kenya • Moving the Goal Post • North Rift Women's Voices • Rural Women Peace Link • Sauti Ya Wanawake Pwani • Simama Project, Centre Of Worth • URAIA • Women Democracy Network, International Republican Institute • Youth Alive! Kenya

Reach



- 390 facilitated screenings conducted over project period.
- 1,900 individuals attended facilitated screenings per project year, on average.
- Estimated 79,475 individuals watched each TV broadcast of the films, on average.
- 3,790 TV viewers, 2,553 Facebook viewers, and 1,402 YouTube views per episode of *Ms. Politician*.
- Over 21,000 Facebook fans, reaching an average of over 45,000 users per week in 2017.

Campaign Objectives	Evaluation Findings
Increase civic and political participation among women in partner communities.	<ul style="list-style-type: none"> Women, men, and girls became more likely to say they knew of actions they could take to support women leaders, and over 350 campaigned for a woman candidate. Women became more likely to participate in community meetings and initiatives, and many aspirants took actions to help strengthen their bid for office. Women, and to a lesser extent aspirants, showed improved political knowledge.
Increase girls' participation in leadership opportunities.	<ul style="list-style-type: none"> Girls became more likely to say they knew of actions they could take to become a leader, and to take initiative to contact a school administrator about a concern. There was little change in girls' understanding of the 2/3 Gender Rule and inclination to advocate for its use in school elections.
Improve public opinion about women leaders' capabilities among targeted influencers, journalists, women, and men engaged by the campaign.	<ul style="list-style-type: none"> Men and girls became more likely to reject the idea that men are better suited for elected office; women did not show this same change. There is tentative evidence (small-scale Facebook survey) that <i>Ms. Politician</i> strengthened viewers' awareness of and support for women candidates. The campaign's Facebook posts elicited approximately 1,350 shares, 1,130 comments, and nearly 1,100 URL clicks over the course of the project. The campaign successfully earned coverage of its campaign activities and female candidates by several major media outlets.

Building Local Capacity

The campaign's NGO partners reported increased capacity to use film in their programs, noting the particular value of films for promoting community discussion and action. All indicated they were very likely to use films again in the future.

CAMPAIGN OVERVIEW

The Women in the Red campaign promotes female civic and political participation, building on the 2/3 Gender Rule established in Kenya’s 2010 constitution to improve gender balance in government.

► Country Context

In 2010, the *de jure* status of Kenyan women advanced significantly when Kenyans voted in favor of a new constitution. The 2010 Constitution established the “two-thirds” principle, which states that “the State shall take legislative and other measures to implement the principle that not more than two-thirds of the members of elective or appointive bodies shall be of the same gender” and that “not more than two-thirds of the members of elective public bodies shall be of the same gender” (FIDA Kenya 2013). The March 2013 general elections were the first to be held under the new constitution and election laws, and the first to incorporate elective affirmative action (FIDA Kenya 2013). Despite gains in female representation in government in the 2013 and 2017 elections, their level of representation still falls short of the one-third level. Beyond gender gaps in public office, there are also disparities in citizen participation in public affairs. For example, women are less likely to report that they have attended a campaign meeting or worked for a political candidate (IDS 2016).

Women confront numerous barriers to participation in public affairs and governance, including male-dominated political structures, cronyism, discrimination, and intimidation of female candidates (Andela et al. 2008; FIDA Kenya 2013). Inadequate support networks and legal systems, access to mentors, and financial resources, as well as insufficient supports from media and political parties, also hinder women’s success in seeking and performing effectively in leadership positions (IDEA & NIMD 2016). Gender stereotypes designating leadership as a man’s role and care of the home and family as a woman’s role present a further barrier. The media compound these challenges by portraying stereotypes and negative aspects of women leaders (Andela et al. 2008; FIDA Kenya 2013).

► Campaign Model

The campaign’s strategy, refined in Phase 2 with the onboarding of a new Community Engagement Coordinator (CEC), targeted multiple factors contributing to women’s underrepresentation in politics and leadership roles. The campaign’s theory of change posits that to increase women’s political leadership it is necessary to address both the supply and demand sides of the equation. On the supply side, the campaign focused on increasing women’s and girl’s civic engagement, political knowledge, and assumption of leadership roles, as well as strengthening the motivation and skills of female political aspirants. On the demand side, the campaign focused on changing public opinion about women leaders, working to refute negative stereotypes by promoting positive examples of female leadership. In Phase 2 in particular, the campaign incorporated a stronger focus on engaging men, encouraging them to see that supporting women candidates and leaders does not threaten male status. The campaign’s three key objectives reflect this dual supply-demand approach (see box). Details of the campaign’s engagement model are provided below.

Kenya: Campaign Objectives

1. Increase civic and political participation among women in partner communities.
2. Increase girls’ participation in leadership opportunities.
3. Improve public opinion about women leaders’ capabilities among targeted influencers, journalists, women, and men engaged by the campaign.

Facilitated Community Screenings. The campaign used the three-film model to improve political knowledge, promote positive images of women leaders, and encourage actions among four key audience groups: girls, women, men, and political aspirants. In Phase 1, the campaign’s partners took the lead in developing calls to action that reflected the priorities or interests of screening groups. In Phase 2, the campaign used a more structured approach, providing guidance on specific calls to action tailored to the four key audience groups as well as more broadly applicable calls to action. For example, the facilitators encouraged all participants to engage in such actions as campaigning for a woman candidate, while group-specific actions included signing up for a mentor-matching program (girls); vying for a leadership position (women); and advocating for inclusion of more women in leadership positions (men). The campaign also organized a celebration event at the end of the three-film model, issuing certificates to recognize participants’ completion of the series. This was intended to help discourage attrition and maximize impact.

The campaign’s screenings for political aspirants were somewhat different. In collaboration with partners whose work included engaging aspirants (e.g., Citizen Focus for Development, Youth Alive! Kenya), the campaign focused on strengthening aspirants’ motivation and practical knowledge about running for political office. Calls to action included creating a campaign strategy, developing a fundraising plan, and getting clearance from the Higher Education Loans Board, a requirement for all political candidates.

Use of Local Content Production and Media to Promote Examples of Women’s Leadership. Throughout the project period, the campaign used traditional media and social media platforms to promote campaign messaging and locally produced content on women’s leadership in Kenya. For example, in Phase 1, the campaign worked in partnership with national broadcaster Radio Maisha to air 10 weekly segments featuring Women in the Red interviews with female community leaders. Listeners were invited to send texts and call in to provide their own examples of women’s leadership in their communities. Also in Phase 1, the campaign launched the Women in the Red Leadership Awards. Facilitators asked screening participants to nominate women and girls for awards based on leadership qualities depicted in the films. The campaign staff and its Local Steering Committee selected 30 finalists and 11 awardees from the over 70 nominees. A 12th individual was selected for the Listener’s Choice Award; Radio Maisha listeners wrote or called in to nominate women and then voted on Facebook to determine the winner. The campaign hosted a live-streamed awards ceremony with a well-known radio presenter.

In Phase 2, the campaign produced *Ms. Politician*, an 11-episode series depicting the story of a woman candidate running for governor, including the challenges she faces and how she overcomes them. The series was produced in collaboration with influential Kenyan entertainer, Wilson Muirania Gathoni, popularly known as Jaymo Ule Msee. *Ms. Politician* was a major part of the campaign’s Phase 2 media outreach strategy for promoting female candidates and positive images of women’s leadership. The series was broadcast by 3 Stones TV, a Kikuyu-language channel, and distributed online via Jaymo’s and the campaign’s social media pages. In addition, the campaign hosted Facebook live chats with Jaymo and the cast and one-hour Facebook and Twitter “teach-ins,” during which the campaign shared messaging or resources related to the episode topics. More broadly, the campaign used Facebook to educate people about the 2/3 Gender Rule, highlight examples of female leadership, and promote success stories from partner organizations.

The campaign also conducted outreach with traditional media outlets, encouraging journalists to write about *Ms. Politician* and to profile serious female candidates for political office. It organized a “Ms. Politician Influencer Event” intended to attract media attention, bringing together women aspirants, partner organizations, media, and others to discuss the direction of women leadership in Kenya.

TV Broadcast Partnership for Women of the World (WOTW) Films. Beyond the above media partnerships to promote locally produced content, the campaign partnered with the Kenya Broadcasting Corporation (KBC) to broadcast WOTW films to a national television audience.

NGO Partners in Kenya

Akili Dada: International leadership incubator cultivating transformative leadership in a generation of young African women.

CARE Kenya: International NGO focused on alleviating poverty and social injustice. In Kenya, CARE focuses on issues such as youth empowerment, financial inclusion, refugee assistance, and humanitarian and emergency response.

Centre for Rights Education and Awareness: National NGO whose mission is to expand and actualize women’s human rights. Its programs focus on access to justice, leadership and governance and health and governance.

Citizen Focus for Development: Nonprofit that equips communities with knowledge, skills, and capacities to address challenges through their own initiatives.

Emerging Leaders Foundation: Organization offering training, mentorship, coaching, and exchange programs to young people to grow the next generation of leaders who are value-driven and equipped to make change in their communities.

Il'laramatak Community Concerns: NGO that aims to address human rights and development concerns of Maasai pastoralist women and girls.

Men Engage Network Kenya: National network of NGOs, government institutions, and community-based organizations involved in initiatives that engage boys and men to reduce gender inequalities and promote health.

Moving the Goal Post: Community-based organization, focused on Kilifi and Kwale Counties, using soccer to provide skills and opportunities for girls and young women and help them achieve their full potential.

North Rift Women’s Voices: A network of women’s rights organizations focused on social and economic empowerment.

Rural Women Peace Link: Grassroots, women-led organization that mobilizes, influences, and promotes the participation of local women in peace building, governance and development through collaboration and networking with diverse actors.

Sauti Ya Wanawake Pwani: Organization that promotes grassroots women as decision makers, lobbyists, and leaders and seeks to increase their participation at all levels of democratic governance.

Simama Project, Centre Of Worth: Organization focused on empowering children and youth in Nanyuki, using a comprehensive “whole child” model of support to move children off the streets and into the classroom.

URAlA: National organization whose mission is to provide quality civic education and empower Kenyans to exercise their civic duty in order to realize their constitutional aspirations.

Women Democracy Network (WDN), International Republican Institute (IRI): IRI is a US-based nonprofit focused on advancing democracy worldwide. IRI began WDN in 2006 to help more women participate in the political life of their countries and features 14 Country Chapters, including one in Kenya.

Youth Alive! Kenya: NGO that advocates for and supports youth participation in development processes.

Note: The campaign scaled back its partners in Phase 2 to focus on organizations whose objectives most closely aligned with those of the campaign, and who demonstrated the capacity to complete event reports in a timely manner.

EVALUATION ACTIVITIES IN KENYA

The box to the right provides a summary of the main data sources used to evaluate the reach and impact of the campaign in Kenya. For the Phase 2 evaluation, we relied primarily on data collected by facilitators or campaign staff, supplemented by APEP’s partner survey and available data on the television broadcasts and social media engagement. Below we provide methodological details of the evaluation activities.

Survey and Event Report Data from Facilitators. Our analysis below incorporates data from brief surveys of 42 groups of three-film model participants (average $n \approx 23$ per group),

Data Sources for Evaluating the Campaign in Kenya

- ▶ Brief surveys of three-film model participants.
- ▶ Screening event reports.
- ▶ Facebook survey of *Ms. Politician* viewers.
- ▶ Ratings data for TV broadcasts.
- ▶ Facebook data on reach and user engagement with the campaign’s social media content.
- ▶ Survey of partner organizations.

conducted at the first and third screenings in Phase 2. In addition, we draw on data that facilitators collected on participant engagement in calls to action in Phase 2. Appendix F provides additional details.

Responding to problems with facilitator reporting in Phase 1, the campaign bolstered its efforts to train facilitators on their M&E responsibilities, and carefully monitored incoming data to identify and resolve any issues. Although these efforts substantially improved the quality of the data collected by facilitators, we suggest viewing the findings with some caution given lingering data collection challenges.²⁰

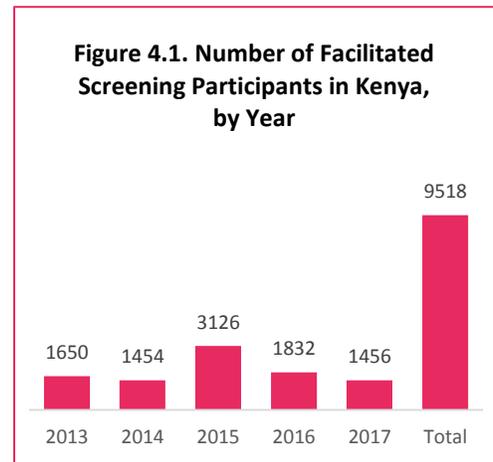
Data on Locally Produced Content. We have limited data regarding the reach and potential impact of the locally produced content. For *Ms. Politician*, we draw on social media data to assess online reach and Ipsos research to assess reach via 3 Stones TV. The Facebook survey of *Ms. Politician* viewers provides only tentative data on impact; the survey was a very modest effort, not intended to meet the more rigorous standards of a pre/post or treatment/control design. A very small self-selected sample of 90 Facebook users answered a few brief questions about whether and how the series had influenced them.²¹ We do not have reliable estimates of the audience size for Radio Maisha’s programming on *Women in the Red* interviews.²²

Partner Survey. We received survey responses from 12 of the campaign’s 15 NGO partners, providing a strong basis for understanding partner perspectives on capacity building and utility of the films in Kenya.

CAMPAIGN REACH

Community Screenings. Across the entire project period, the campaign organized a total of 390 screening events, reaching an estimated total of about 9,500 individuals.

As Figure 4.1 shows, the number of participants in 2015 was particularly high. This reflects some partners’ recruitment of very large groups for the facilitated screenings, with as many as 200 participants per screening. In Phase 2, the campaign guided partners to conduct screenings with much smaller groups to improve facilitators’ ability to manage the discussion, administer the audience survey, and gather information on calls to action. This shift toward smaller groups explains the drop in the size of the audience reached in 2016 and 2017.



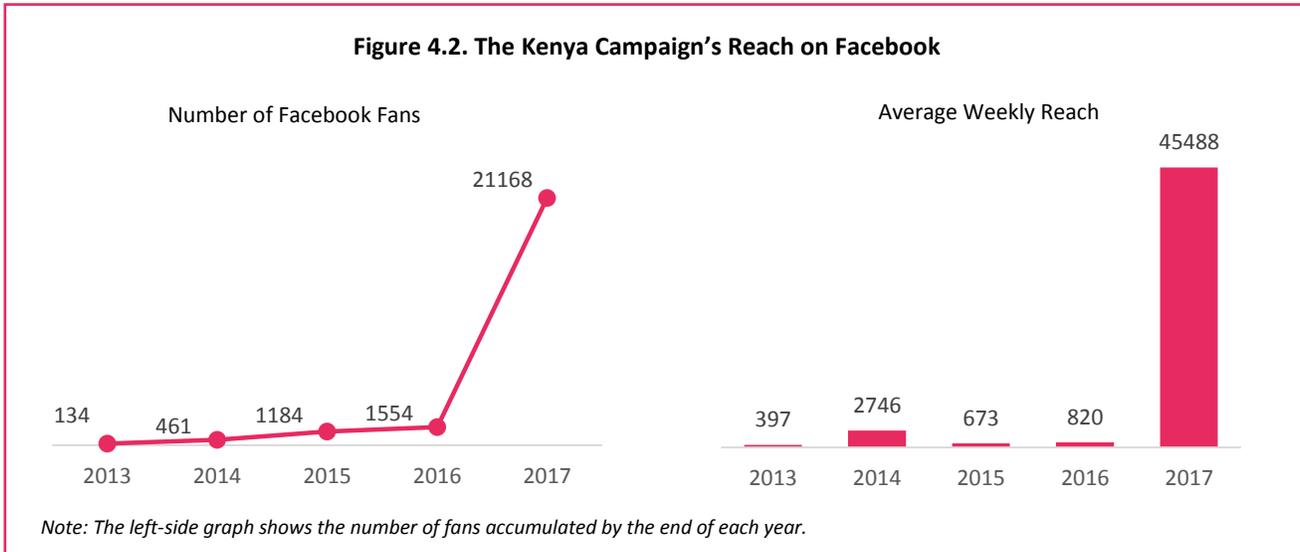
TV Broadcasts of Women of the World Films. KBC aired 32 of the 37 films in the four seasons of the Women of the World series. The broadcaster also aired a second broadcast of a selection of the films in Seasons 2 and 4. Based on research by Ipsos, an estimated 79,475 individuals tuned in to watch each broadcast, on average.

²⁰ For example, some groups showed considerable attrition between the first and second survey; because these data are reported at the group level, the change in the composition of the surveyed audience may have affected the findings. In addition, although the campaign strongly encouraged facilitators to use a paper questionnaire, some facilitators used a “show of hands” approach, potentially introducing bias by asking participants to raise their hands to indicate their response.

²¹ The campaign promoted the survey on its Facebook page, asking users who had watched one or more episodes to answer a few brief questions. A screening question, asking which position the main character in the series was running for, was used to screen out non-viewers. We are unable to determine the extent to which the respondents are representative of the *Ms. Politician* audience.

²² Radio Maisha was only able to provide the estimated number of listeners for the 3-hour time slot during which WGLG’s one hour of programming aired.

Social Media. The campaign developed a relatively modest following in Phase 1, and then dramatically expanded that audience in Phase 2, ultimately accumulating over 21,000 fans on Facebook (Figure 4.2). The campaign reached an average of over 45,000 users per week in 2017, demonstrating far greater reach compared to prior years. The campaign attributes this rapid rise to its use of Facebook to promote *Ms. Politician*.



Local Content. 3 Stones TV aired each of the *Ms. Politician* episodes twice, reaching an estimated 3,790 viewers per broadcast. In addition, each episode of the series attracted an average of 1,402 views on Jaymo’s YouTube channel, and an average of 2,553 Facebook users watched each episode to the end.

Episode 8 drew particular attention, with over 12,000 unique viewers on Facebook and 3,500 YouTube views. This episode focused on how women candidates face pressure to trade sexual favors for nomination papers – a topic that resonated with a story that had been recently covered in the Kenyan news media.

As Table 4.1 illustrates, Jaymo’s YouTube channel and Facebook page made a considerable contribution to the online reach of the *Ms. Politician* series, underscoring the importance of his involvement as a partner in dissemination efforts.

Table 4.1. Online Reach for Ms. Politician

	YouTube	Facebook		
	Jaymo	Campaign	Jaymo	Total
Episode 1	1259	452	2982	3434
Episode 2	1188	176	1986	2162
Episode 3	1264	532	2809	3341
Episode 4	765	825	871	1696
Episode 5	1263	482	446	928
Episode 6	717	576	434	1010
Episode 7	661	388	903	1291
Episode 8	3500	5948	6314	12262
Episode 9	*	300	397	697
Episode 10	2002	410	371	781
Episode 11	*	241	245	486
Average	1402	939	1614	2553

Note: Table shows the number of times each episode was viewed on YouTube (means unavailable), and the number of unique Facebook users who watched each episode to 95% of its length.*

CAMPAIGN IMPACT

Objective 1: Increase civic and political participation among women in partner communities

In our final Phase 1 report, we observed evidence that the campaign helped increase women’s engagement in some kinds of civic and political behaviors. The data indicated no change in awareness of the 2/3 Gender Rule or knowledge of what the rule stipulates. In Phase 2, the campaign continued to promote engagement in civic and political behaviors, while strengthening its efforts to improve participants’ knowledge of the 2/3 Gender Rule. The campaign and its partners also began using the facilitated screenings to cultivate male supporters of female leadership and to support the development of political aspirants. This section evaluates the campaign’s progress on these outcomes during Phase 2. The findings suggest that the campaign strengthened participants’ engagement in actions to support women leaders and their understanding of basic premise of 2/3 Gender Rule, and encouraged women and aspirants to become more involved in public affairs and leadership activities.

► Political Knowledge

In the mini-surveys administered by facilitators, all four audience groups were asked a question testing their knowledge of the 2/3 Gender Rule, using a multiple choice format that included a “not sure” option. The top half of Table 4.2 shows that women and aspirants, as well as men, improved their understanding of the 2/3 Gender Rule by the final screening.

Table 4.2. Political Knowledge Among Women, Men, and Aspirants

Basic Knowledge of the 2/3 Gender Rule	Baseline	Endline	Difference
<i>Which of the following statements best describes your understanding of the 2/3 Gender Rule (% selecting the correct definition)</i>			
Women	28%	82%	54
Men	44%	75%	31
Aspirants	63%	79%	16
Aspirants’ Knowledge of the Political Process	Baseline	Endline	
<i>How many supporters does an independent candidate need to vie for the National Assembly or the Senate (% giving the correct answer)</i>	48%	62%	14
<i>What happens if the National Assembly and the Senate do not pass legislation to operationalize the principle of the 2/3 Gender Rule regarding membership of the two Houses of Parliament (% giving the correct answer)</i>	48%	55%	7

For political aspirants in particular, the campaign sought to strengthen knowledge of other key components of the political process, going beyond the basics of the 2/3 Gender Rule. As reported in the bottom half of Table 4.2, the percentage of aspirants giving the correct answer regarding these two more advanced topics modestly increased by the endline (by about 7-14 percentage points).

► **Engagement in Actions to Support Women Leaders**

The evaluation data indicate that the campaign helped boost participants’ engagement in actions to support women leaders, both within the context of community groups as well as on the campaign trail.

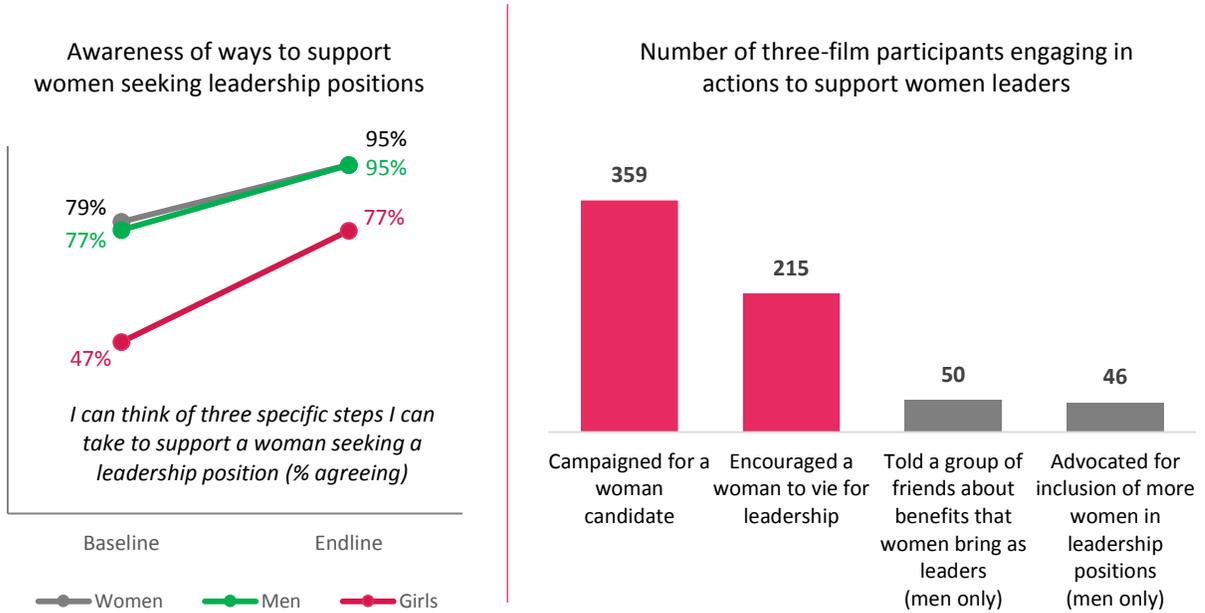
As Figure 4.3 shows, women, girls, and men who participated in the three-film model all showed an increase in the percentage saying they could think of three steps to take to support a woman seeking a leadership position. In addition, many participants reported taking actions to encourage or campaign for aspiring female leaders, responding to the calls to action facilitators used in Phase 2 (pink columns in Figure 4.3).²³

The most frequent of these actions was to campaign for a woman candidate – over 350 participants indicated they had done this.

**Story of Change:
Supporting Women Leaders**

In Changamwe, a group of women participants inspired by the *Iron Ladies of Liberia* and *Eufrosina’s Revolution* took action to support female candidates in their community. To help identify candidates who were serious and had a clear development agenda for the community, the women organized an event for candidates to share their manifestos, and verified they had paid their nomination fees as an indication of their commitment to running. Based on the event, the women chose candidates they most hoped would succeed and began campaigning for them. One of these candidates was successfully elected as a Member of the County Assembly.

Figure 4.3. Changes in Awareness of How to Support Women’s Leadership
(Men, Women, and Girls in Three-Film Model)



²³ The reported number of participants taking each action represents a conservative estimate. At up to three separate time points (the second and third screenings, as well as after the series had ended), facilitators reported the total number of participants, per screening group, who said they had engaged in each action, regardless of whether the same participant was reporting the same action at multiple points in time. To avoid double- or triple-counting participants, we used the highest count reported for each group at any of these three time points. This only applied to groups where facilitators reported on a given call to action more than once. Our analysis also includes qualitative information facilitators reported on participants’ actions.

As noted earlier, the campaign began focusing on men as a key audience in Phase 2, encouraging them to advocate for women leaders. Men reported taking a variety of actions to support women’s leadership (gray columns in Figure 4.3). One particularly unusual example: after a participant shared information about the film screenings with his friends, they subsequently decided to develop a script for a theatrical performance on women’s leadership to be showcased in a coastal region where women were not given an opportunity to vie for leadership positions. Another male participant met with the campaign manager of a candidate for Nairobi County Governor, asking the candidate to consider a female deputy governor as his running mate.

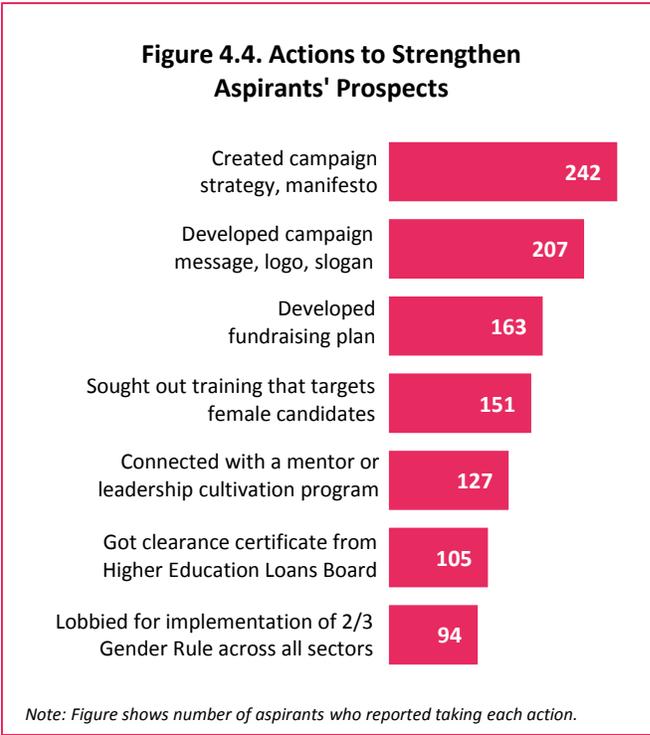
Other examples of actions men took included canvassing for female political candidates; helping women or girls set up groups (e.g., self-help groups, sports teams); encouraging girls and women to pursue education; and advocating for women to be incorporated into groups to which the men belonged or to be given an opportunity to assume leadership positions in the group.

► **Women’s Leadership and Involvement in Public Affairs**

In calls to action, facilitators encouraged participants in the aspirants’ and women’s groups to seek out leadership roles in their communities, local organizations, or government, and to strengthen their abilities to take on such roles.

Data from event reports indicate that aspirants most frequently reported that they had taken actions to bolster their campaign efforts, namely by creating a campaign strategy and developing campaign messaging (Figure 4.4). They were less likely to report that they had gotten clearance certificates from the Higher Education Loans Board or lobbied for implementation of the 2/3 Gender Rule across all sectors at the county and national level.

Among women’s groups, participants took steps toward greater involvement in public affairs and leadership on community issues. For example, the survey data indicate that women participants became



**Story of Change:
Leading a Campaign Against Election Violence**

In Kwale County, a group of aspirants took action to prevent violence during elections and to advocate for women candidates. The group was particularly inspired and touched by the film *Pray the Devil Back to Hell*, relating the war and chaos that took place in Liberia to the violence that was happening in Kwale, especially during elections. The aspirants were inspired to establish a network called Women for Peace Kwale County focused on advocating for peace and the election of women leaders. The network mobilized aspirants to participate in campaigns for peace, targeting “hot spots” where violence tended to occur. They set up a Whatsapp group in order to follow up on the peace campaigns and report instances of unrest. They also approached the ODM Deputy Party Leader and current Governor of Mombasa County to encourage him to join their effort and ensure a free and fair nomination process. Their efforts helped reduce the incidence of violence during the campaign.

more likely to say they had attended a community meeting such as a *baraza* or a PTA meeting: from 44% at the first screening to 57% by the third screening.

In addition, many women reported starting or joining a community service project. One such project is a youth group called Kapushen Tree Nursery, started by one of the screening participants. The group aims to help address environmental degradation in West Pokot County by planting trees in the community. They have distributed and planted 4,000 trees so far.

Women also took initiative in more informal ways, for example by speaking publicly about women's leadership and challenging others to address gender inequities in leadership. As an example: A young woman reported she had been invited to speak on the topic of leadership at the Lavington United Church, addressing girls who had completed primary school examinations. She also challenged her father, a church leader who strongly believes that only men should be leaders, to elect women as leaders of his church. Some women took a step further, seeking leadership roles themselves; 55 participants reported they had vied for a leadership position since beginning the three-film model.

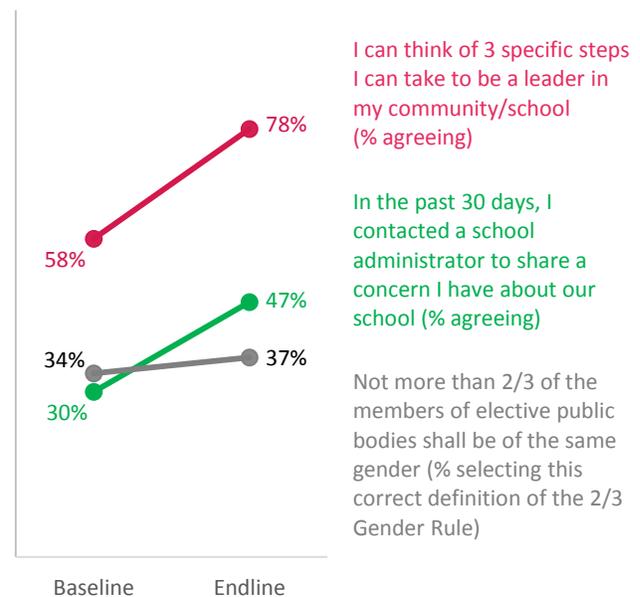
Objective 2: Increase girls' participation in leadership opportunities

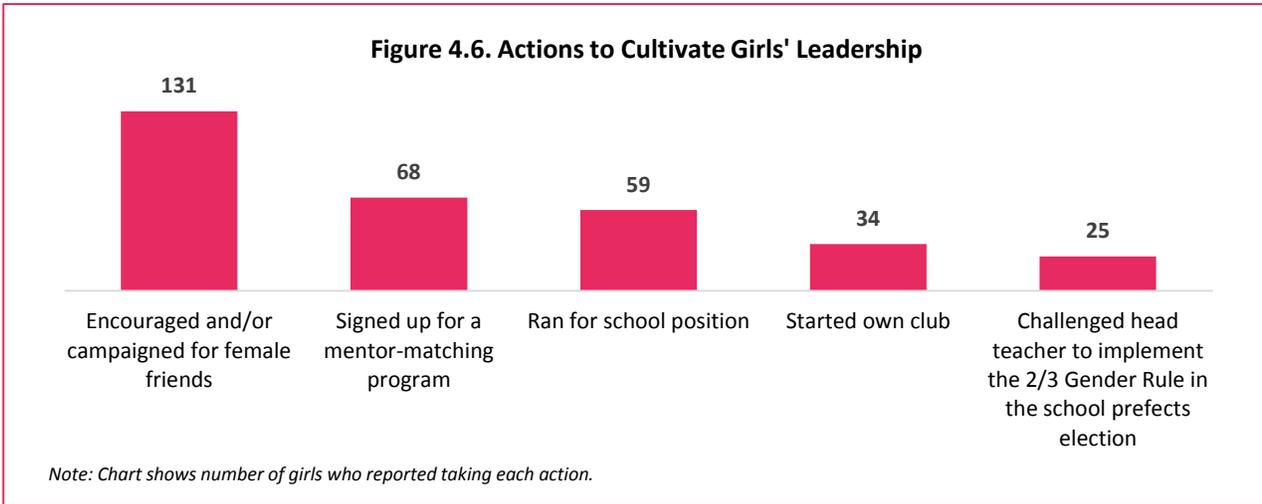
The campaign targeted girls as part of its effort to "build the leadership pipeline," recognizing the need to cultivate leadership skills and motivation early in girls' lives. Our Phase 1 report provided evidence that the campaign had helped increase girls' involvement in student associations and participation in leadership roles. Data collected in Phase 2 provides evidence of additional progress made on some, though not all, indicators.

Data collected by facilitators through the mini-surveys suggest that girls became more likely to say they could think of three specific steps they could take to be a leader in their community or school (Figure 4.5, pink line). There was also an increase in the percentage of girls who reported contacting a school administrator or official to share a concern about their school (e.g., hygiene status, drug abuse), an action that speaks to girls' willingness to take initiative and raise an issue with school authorities (Figure 4.5, green line). Data from the event reports show that some girls also reported that they had decided to run for a school position or had signed up for a mentor-matching program since the prior screening (Figure 4.6 below).

Girls' understanding of the 2/3 Gender Rule seemed to show less improvement. The surveys conducted by facilitators indicate that the percentage of participants selecting the correct definition of the 2/3 Gender Rule changed little by the end of the 3-film model (Figure 4.5, gray line). In addition, relatively few girls said they had engaged in the call to action to challenge their school's head teacher to implement the 2/3 Gender Rule in the election of school prefects (Figure 4.6).

Figure 4.5. Girls' Knowledge and Leadership





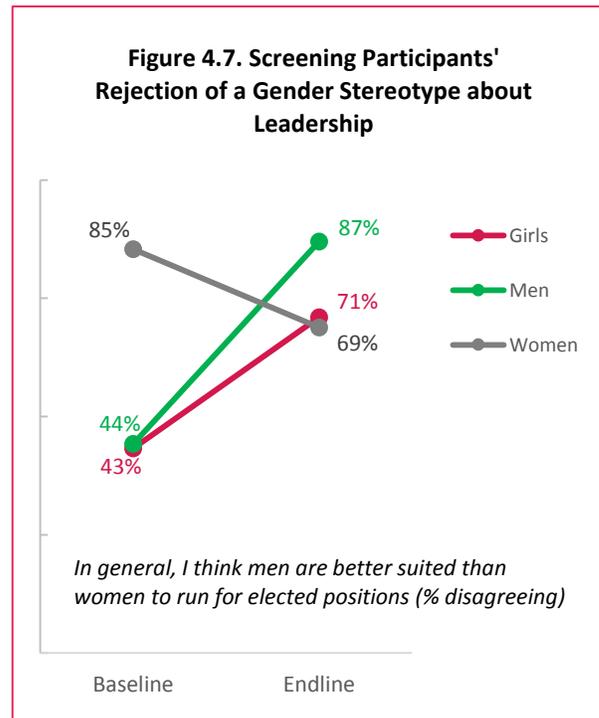
Objective 3: Improve public opinion about women leaders' capabilities among targeted influencers, journalists, women, and men engaged by the campaign

At the time of the final Phase 1 report, we had little data that could speak to progress on this objective. Female participants overwhelmingly agreed at baseline that it was important for women to be in politics, and would vote for a woman seeking a leadership position. These positive opinions – which left little room to detect improvement – may have reflected the participants' existing involvement in empowerment programs. There was modest evidence that the campaign successfully attracted media coverage of women leaders, for example in stories about the Women in the Red Leadership Awards and some of the awardees, but our data were limited.

In Phase 2, the campaign continued to promote positive views of women's leadership among screening participants – with a new focus on engaging men. It also strengthened its focus on using locally produced content and media outreach to profile women candidates and leaders and to raise awareness of the challenges aspirants face in pursuing political office. The findings suggest the campaign contributed to increased awareness of women's leadership capabilities through its facilitated screenings, local content, and media coverage.

► Beliefs about Women Political Leaders

Survey data collected by facilitators indicate that girls and men who participated in the three-film model became more likely to reject a common stereotype around leadership – that men are better suited than women to run for elected positions. The percentage of girls and men disagreeing with this stereotype increased



considerably by the third screening (see Figure 4.7, pink and green lines).

Women’s groups did not show this same positive change; rather, on average, the percentage rejecting the negative stereotype actually *decreased* by the third screening (Figure 4.7, gray line). Closer examination reveals variation among the seven women’s groups for which we have these survey data. Three of the groups exhibited a ceiling effect akin to the Phase 1 finding noted above; the very large majority giving the desired response at baseline left little room for improvement. A fourth group showed positive change in the desired direction, while the remaining three groups showed a negative change. In short, the findings were largely polarized between women who already rejected the negative stereotype and women who became more likely to endorse it.

Data from the Facebook survey of *Ms. Politician* viewers provide additional, albeit tentative, insights into the campaign’s contribution to changes in public beliefs about women leaders. Nearly all respondents felt they had learned something new from the series (96%). When asked what they had learned, the top three most frequently chosen topics were: 1) importance of community support for women leaders; 2) negative stereotypes about women leaders; 3) contributions of female parliamentarians (Table 4.3).

The topic of “best practices to organize your own campaign” was selected least frequently, which makes sense as this was probably less relevant to most audience members. The topic of “media representations of women leaders” was also less frequently selected, particularly among men.

A few respondents wrote in other topics about which they felt they had learned something new from the series. Most of these comments focused on the challenges female candidates face, or simply expressed positive beliefs about women leaders. One respondent argued that voters shouldn’t base their decision on gender but on the ability of the leader to “transform lives.”

Table 4.3. Percentage of Ms. Politician Viewers Reporting They Learned Something New, by Topic (Facebook survey)

Topic	All (N=86)	Women (n=31)	Men (n=55)
Importance of community support for women leaders	65.1%	67.7%	63.6%
Negative stereotypes about women leaders	52.3%	51.6%	52.7%
Contributions of female parliamentarians	50.0%	51.6%	49.1%
Media representation of women leaders	33.7%	45.2%	27.3%
Best practices to organize your own campaign	27.9%	25.8%	29.1%

Note: respondents could select more than one topic.

The survey also asked respondents whether the series had influenced the likelihood that they would vote for a woman running for office in the 2017 elections. A very large majority of respondents (86%) said that *Ms. Politician* had made them more likely to vote for a woman, while 13% said the series didn’t change their thinking on this and just 1% said it made them less likely to vote for a woman. Male respondents were even more likely than female respondents to say that the series had increased their likelihood of voting for a woman: 91% of men compared to 77% of women said this.

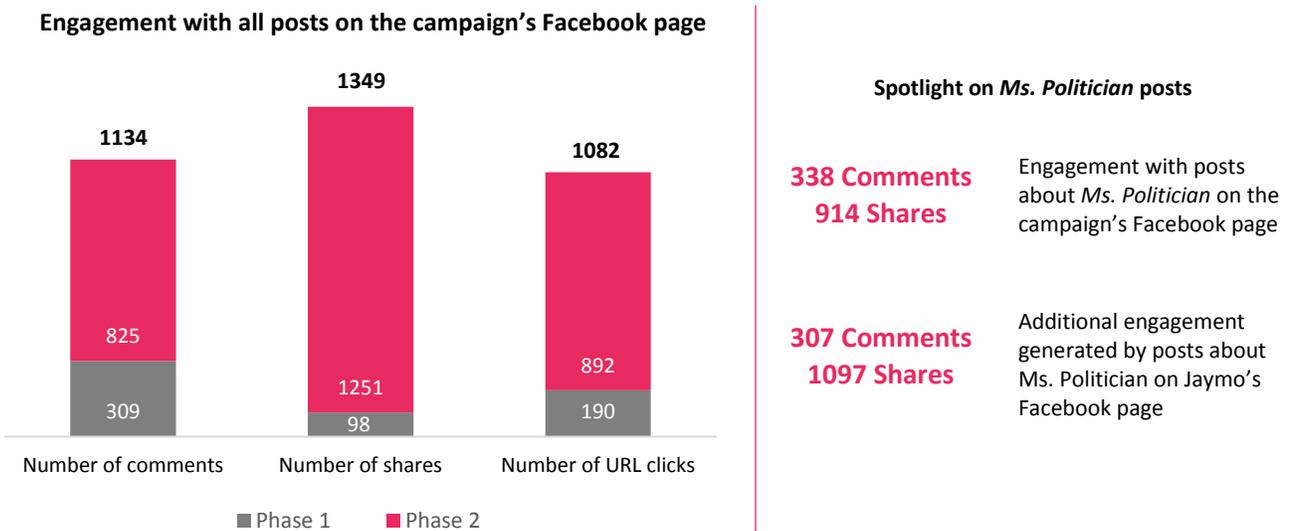
► Public Engagement with Social Media Content

Social media represented an important platform through which the campaign promoted positive images of female leadership as part of its effort to improve public opinion about women leaders’ capabilities. The campaign placed a strong emphasis on this during Phase 2, particularly through its promotion of *Ms. Politician*. As noted above, the campaign vastly increased its Facebook fan base and reach in Phase 2, largely due to its promotion of the series.

As a proxy for measuring the campaign’s effectiveness in using social media to increase awareness of women’s leadership capabilities, we examined the extent to which Facebook users interacted with campaign posts by commenting, sharing, or clicking on links. These kinds of interactions at least suggest users engaged with the campaign’s content.

As the left-hand side of Figure 4.8 shows, the campaign’s Facebook page generated far more comments, shares, and URL clicks in Phase 2 compared to Phase 1, suggesting that its strong emphasis on using Facebook to promote *Ms. Politician* was successful in getting people more engaged in Phase 2. Indeed, nearly half of the comments and almost three-quarters of the shares in Phase 2 were in response to posts about *Ms. Politician* episodes. As shown in the right-hand side of Figure 4.8, Jaymo’s promotion of the series on his Facebook page prompted hundreds of additional comments and shares.

Figure 4.8. Engagement with the Kenya Campaign’s Content on Facebook



Note: Figure shows the number of times Facebook users took each action. Phase 1 of the project covered the period of January 2014-April 2016; Phase 2 went from May 2016-October 2017.

► **Media Coverage**

As noted earlier, the campaign conducted media outreach to encourage journalists to cover the campaign’s messages about women’s leadership and to profile strong female candidates. We do not have comprehensive data on the volume and quality of media coverage of women leaders generated by the campaign’s media outreach. But there are notable examples of media coverage that suggest the campaign strengthened its effectiveness in generating media coverage of women’s leadership in Phase 2.

For example, major media outlets covered the “Ms. Politician Influencer Event,” including K24, STN, Ebru TV, KBC, and *Daily Nation*. K24 and NTV also aired stories on the launch of the *Ms. Politician* series, and outlets like *Daily Nation* and *The Star* highlighted the series on their websites. Multiple media outlets, including BBC

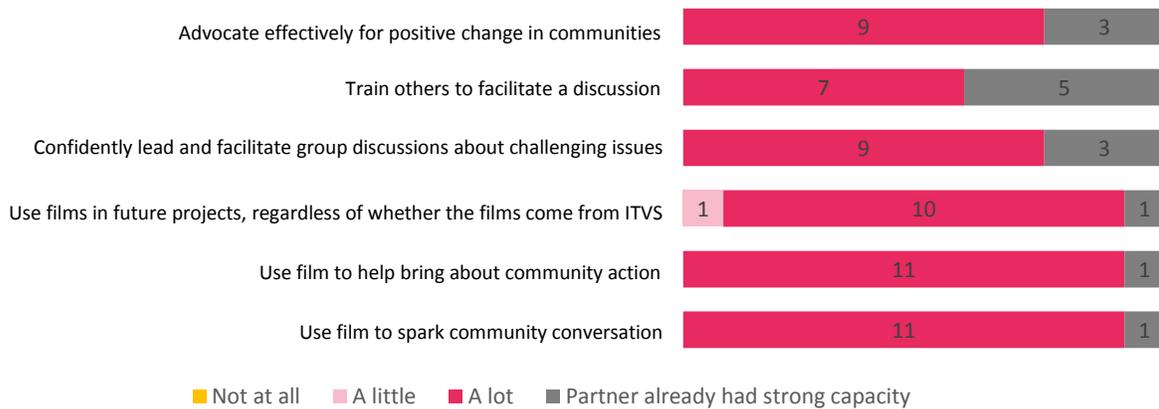
Radio, also approached the campaign for interviews to weigh in on issues regarding women leadership. In addition, K24 agreed to profile women aspirants vying for top government positions in the 2017 elections, drawing on a list of serious candidates provided by the campaign and its partners. Five of these candidates, profiled during K24’s prime time, went on to win in the 2017 elections.

DEVELOPING LOCAL PARTNER CAPACITY

Data from the survey of partner organizations indicate that the campaign strengthened local capacity in several areas related to the use of films. As Figure 4.9 shows, nearly all organizations reported that partnering with the campaign had improved their capacity “a lot” to use film to spark community conversation and bring about community action, and to use films in future projects. Most partners also said their capacity to facilitate group discussions about challenging issues and to advocate effectively had increased a lot, though a few noted they already had strong capacity in these areas. Several felt they already had strong capacity to train others to facilitate a discussion.

Figure 4.9. WGLG’s Cultivation of Partner Capacity in Kenya

Number of partners indicating capacity gains in each area



On a scale of 1 (poor) to 4 (excellent), please rate...

- 3.3** Training ITVS provided on how to facilitate film screenings and discussions
- 3.4** The discussion guides
- 3.8** Support and responsiveness of the ITVS team when my organization had questions or concerns

One respondent further noted that partnering with WGLG had had other positive impacts:

“[The campaign] increased our organization’s visibility. The partnership was one of our treasured partnerships and the work we did presented other opportunities... [The campaign] improved our staff leadership skills. All our facilitators took action in supporting girls in their lives. One staff member applied for a six-month leadership training on political leadership and governance and is successfully graduating

next month. Two other facilitators, together with support from the organization, mobilized resources to take a girl who had lost hope in life to college. They also watched the films with their family members.”

As shown in the bottom part of Figure 4.9 above, partners gave ITVS good marks for the training and discussion guides it provided, and most particularly for the support and responsiveness of the campaign team. A few offered suggestions around strengthening the training and materials further by ensuring there were discussion guides for each film, revising the guides with facilitators as needed, and conducting facilitator trainings at the beginning and end of each year. One respondent commented on the need to further deepen the facilitator training:

“A need to include other facilitation methodologies/skills during the ITVS training. Some programmers have not had an experience in carrying out such films, [and] hence need to be taken through a comprehensive training to understand how to have an interactive session during the films. Different films have different ways of facilitating.”

Such support and guidance were important, given that use of film was relatively new to partners: all but one respondent said they had either never used documentary films or had used them only a little prior to working with the campaign.

When asked the extent to which the campaign had helped them achieve each of the campaign objectives, nearly all respondents indicated “a great deal.” In addition, all but one indicated the campaign had helped a great deal in increasing knowledge of the 2/3 Gender Rule. In their open-ended comments, they described how the films enhanced their organization’s effectiveness in promoting community discussion and action:

“Visual aids make a big difference in facilitation because they help to demystify concepts and give a human face to real issues. They also help to make the discussions lively, very rich and very interactive because every participant has something to contribute to the discussion based on their own interpretation of what they saw.”

“The screening brought a new dimension of sharing information. Our organization has been employing lecture, PowerPoint presentation, and experience sharing sessions as a mode of learning. The screening has skilled [sic] us that we can engage other interesting platform for passing information and educating people. From our experience with films we have realized the visual aspect goes a long way. People can easily understand and relate to a concept that reading can’t bring out clearly.”

“Participating in “Women in the Red” campaign really opened up our horizons as an organization. We realized through the screenings that there was more to be done and participants were willing and ready to stand up and make an impact. Film played a very big role in ensuring that participants understood how important it was to participate in the process of change and development no matter how small a part one played. It also helped to show that change began in small steps that lead up to the big event and it didn’t matter how long it took as long as people were willing to work towards it.”

A few partners noted that translation of the films into Swahili was important for encouraging strong participant engagement:

“Some of the films were translated into Swahili language; however if they were all having versions of Swahili and not necessarily subtitles, the participants who do not understand much of English would follow more and the facilitators’ work would be made easier. Everyone would be involved fully and thus the message would be delivered well.”

All respondents indicated they were very likely to use films again in the future. Taken together, these findings confirm that partners viewed the campaign as making a strong positive contribution to their organization's capacity and programs.

SUMMARY OF FINDINGS

Over the course of the project, the campaign reached a total of 9,500 women, girls, men, and political aspirants through its facilitated screenings. The campaign broadened its reach nationally via social media and TV platforms, with thousands watching the locally produced 11-episode series *Ms. Politician* on Facebook, YouTube, and TV, and nearly 80,000 watching each TV broadcast of 32 Women of the World films.

On balance, the qualitative and quantitative data provide strong evidence of the campaign's contribution to improved support of women leaders. There were gains of 16-30 percentage points among men, women, and girls in awareness of concrete steps they could take to support aspiring women leaders, and over 350 participants reported that they campaigned for a woman candidate in Phase 2 – the period during which Kenyan elections were held. In addition, men and girls, though not women, became much more likely to reject a negative gender stereotype of leadership. Qualitative data recorded by facilitators underscore how participants were inspired by the film screenings to take concrete steps to increase women's leadership, from canvassing for female political candidates to advocating for women's inclusion in leadership positions in government and community groups. *Ms. Politician* played a key role in the campaign's ability to promote positive examples of female leaders, serving as a strong driver of the campaign's media coverage and audience engagement on social media.

The evidence suggests the campaign also contributed to outcomes that “build the pipeline” for female leadership. For example, there were moderate (13-17 percentage point) increases in the percentage of women and girls who attended a community meeting or shared concerns with school administrators, and more than 100 women and girls reported in Phase 2 that they had vied for leadership positions since beginning the three-film model. Women (but not girls) also showed an improvement in their understanding of the basic premise of the 2/3 Gender Rule, while aspirants showed modest effects on their understanding of the rule and other key aspects of the political process.

WGLG Country Report: Peru
Ahora Es Cuando

SUMMARY: AHORA ES CUANDO CAMPAIGN

Goal: Reduce adolescent pregnancy and school drop-out among girls in Peru

Campaign Model



- Targeted knowledge of and communication about sexual and reproductive health (SRH) as key levers in helping to prevent adolescent pregnancy and school drop-out.
- Used the three-film model in secondary schools to foster discussion of sensitive SRH issues and life planning among adolescents and their parents, and organized capacity-building sessions in partnership with health clinics to improve parents' and students' SRH knowledge.
- Engaged youth leaders in capacity-building opportunities, including producing a radio program and a short film.
- Partnered with broadcasters to air Women of the World films and locally produced content, and used social media and health fairs to promote campaign messages.

Partners



- CARE Peru • Centro de la Mujer Peruana Flora Tristán • Colegio de Alto Rendimiento de Ucayali • Institución Educativa Industrial Perú BIRF • Institución Educativa Ivonis Mazarollo • Institución Educativa Secundaria Mariano Melgar • Instituto Peruano de Paternidad Responsable • Líderes en Tiempo Libre • Municipality of Coronel Portillo • PCI Media Impact • Peace Corps Peru • UNFPA Peru • Unidad de Gestión Educativa Local, San Román

Reach



- 598 facilitated screenings conducted over project period.
- 2,342 individuals attended facilitated screenings per project year, on average.
- 1,477 individuals participated in the SRH capacity-building sessions.
- Estimated 350,000 individuals watched each TV broadcast of the films, on average.
- Over 21,000 Facebook fans, reaching an average of over 23,000 users per week.

Campaign Objectives	Evaluation Findings
Increase awareness and knowledge of sexual and reproductive health among partner communities.	<ul style="list-style-type: none"> ▪ Students and parents became more likely to correctly identify effective methods of preventing pregnancy and sexually transmitted diseases (STD), and to know how STDs are transmitted. ▪ The campaign's Facebook posts elicited over 4,200 comments, nearly 3,000 shares, and 2,450 URL clicks over the course of the project.
Improve parent-child communication regarding life planning and SRH issues.	<ul style="list-style-type: none"> ▪ Students and their parents became less likely to perceive challenges in talking to one another about sensitive SRH issues, and became more likely to discuss these and related issues regarding life planning.
Improve teacher-student communication regarding life planning and SRH issues.	<ul style="list-style-type: none"> ▪ There is tentative evidence (anecdotes and a small-scale Phase 1 survey) of improved teacher capacity to provide students guidance on SRH issues. ▪ Teachers in Puno developed a toolkit based on the WGLG model, which was adopted by the regional government for use in secondary schools region-wide.
Increase capacity of young leaders to contribute to the prevention of teen pregnancy.	<ul style="list-style-type: none"> ▪ There is tentative evidence (anecdotes) of the campaign's contribution to youth leaders' professional skills and capacity as influencers. ▪ Due to interest in the radio series co-produced by youth leaders, a second season of the program is planned with support from private donors and public health clinics.

Building Local Capacity

The campaign's partners reported increased capacity to use films, facilitate discussions, and advocate effectively, and particularly emphasized the value of the locally produced content. Multiple government agencies and schools have implemented and/or adapted the campaign's facilitated screening model for use in schools and health centers.

CAMPAIGN OVERVIEW

The overarching goal of the Ahora Es Cuando campaign is to help reduce adolescent pregnancy and school drop-out among Peruvian girls. The campaign aimed to address gaps in knowledge of and communication about sexual and reproductive health (SRH) as key contributors to the problem of adolescent pregnancy and drop-out, particularly among marginalized groups in Peru.

► Country Context

Over the past decade, the Peruvian Government has approved important changes in national laws, signed international agreements, and developed national strategies designed to promote girls' and adolescents' education and sexual and reproductive health, particularly in rural areas (Penal Code 2006; Rugh & Brush 2002; UNESCO & EFA 2014a).²⁴ Although Peru has seen its adolescent pregnancy rates decline, and its secondary school completion rates rise, disparities along regional and ethnic lines continue to contribute to poor outcomes for many girls and young women. For example, adolescent pregnancy is twice as common in rural areas as in urban areas, and the rural adolescent fertility rate is more than double the urban rate (Laoiza & Liang 2013; UNICEF & INEI 2008). Adolescent pregnancy rates are also higher among indigenous groups and those who speak native Amazonian maternal languages (UNDP 2016; UNICEF & INEI 2008). Similarly, secondary school enrollment and completion rates are far lower among adolescents who live in rural areas, are extremely poor, or speak an indigenous maternal language (MOE 2013; UNICEF & INEI 2008).

Adolescent pregnancy has serious consequences. For example, nine out of ten adolescent mothers are out of school (Mendoza & Subiría 2013). Young mothers are also more likely to suffer complications at birth, and their children tend to exhibit poorer levels of health and education (UNAIDS 2016). In addition to poverty and less schooling, contributing factors to adolescent pregnancy include early sexual initiation and limited use of modern contraceptive methods (Mendoza & Subiría 2013; UNICEF 2012; USAID 2012). The proportions of young women who have had sex before age 15 and before age 18 have risen in the past two decades (INEI 2013, INEI et al. 1992). Yet only 31% of those reporting sexual activity had used a condom the last time they had higher-risk sex (UNICEF & INEI 2008; UNICEF 2012).²⁵

► Campaign Model

The campaign's theory of change focused on SRH knowledge and communication as key levers in helping to prevent adolescent pregnancy and school drop-out. Adolescents in Peru face difficult challenges accessing accurate information about pregnancy prevention and related SRH issues. National regulations prevent adolescents under the age of 18 from accessing birth control, pregnancy testing, and counseling at public health clinics without parental consent. In addition, SRH issues are traditionally taboo topics in Peru, which contributes to communication barriers about these issues among adolescents and their parents and teachers.

To help address these challenges, the campaign aimed to achieve four key objectives (see box below) focused on strengthening SRH knowledge, encouraging greater communication about SRH and related issues, and nurturing the capacity of youth leaders to contribute to pregnancy prevention efforts.

²⁴ For example, in November 2013, Peruvian President Ollanta Humala approved the "Multisectoral Plan for the Prevention of Adolescent Pregnancy, 2013-2021", the first collaboration of its kind across eight ministries.

²⁵ This is the percentage of women ages 15-19 who have had sex with a non-marital, non-cohabiting partner during the past 12 months and who say they used a condom the last time they had sex with such a partner.

As described below, the campaign incorporated a combination of school-based facilitated screenings, capacity-building sessions conducted in partnership with health clinics, local media content creation, and wider-scale dissemination of information through broadcasts and social media. Working in collaboration with 13 partners in government and civil society, the campaign focused the bulk of its activity on marginalized groups (e.g., at-risk youth, poor families, indigenous communities) in two regions of Peru: Puno and Ucayali.

Facilitated Screenings in High Schools. At the heart of the campaign model in Peru were film screenings for high school students, facilitated by either teachers (in Puno) or youth leaders (in Ucayali). Organized in collaboration with partners in government and civil society, the screenings were typically incorporated into Tutoría sessions, a one-hour time period set aside during the school day for teaching students life skills and supporting healthy psychosocial development. Using the three-film model, the campaign sought to create a safe space for discussing delicate SRH issues and life planning. The screenings included international documentary films from the Women of the World (WOTW) series as well as locally produced content (described below), and incorporated “calls to action” to prompt students to take actions consistent with the goal of reducing teen pregnancy and school drop-out. For example, students were encouraged to work on life planning exercises to help them define their goals and identify factors that could enhance or undermine those plans, such as unwanted pregnancy. The campaign also organized facilitated screenings for parents, using the discussions and calls to action to help strengthen parents’ willingness and ability to talk to their children about life planning and SRH.

Capacity-Building Sessions in Partnership with Health Clinics. The campaign launched capacity-building sessions in Phase 2 as a primary mechanism through which to increase SRH knowledge. The campaign developed partnerships with local health clinics to co-facilitate discussions about SRH with parents and students. The campaign began by organizing sessions for parents to help improve their SRH knowledge, and to encourage and enable them to talk more with their children, particularly about SRH issues. The campaign then asked these parents to give permission for their children to participate in similar SRH sessions geared toward students.

Capacity Building and Local Content Production with Youth Leaders. The campaign partnered with PCI Media Impact and Líderes en Tiempo Libre (LTL) to engage youth leaders in workshops and media production projects designed to help increase their capacity to create and use film and other media in their advocacy efforts. Through this partnership, youth leaders produced multiple pieces of media content aligned with the campaign’s objectives, including *Sin Arrugar*, a short film about teen pregnancy and school drop-out in Peru; *Pásala Bien*, a music video about teenage sexual and reproductive rights; and *Familiando*, a 17-episode radio program designed to promote communication and trust between parents and their adolescent children around issues of sexual and reproductive rights.

TV and Radio Broadcast Partnerships. The campaign broadcast WOTW films to a national television audience through a partnership with TV Perú. In addition, the campaign aired the locally produced radio series *Familiando* on Radio del Progreso, a community radio station in Pucallpa, Ucayali.

Peru: Campaign Objectives

1. Increase awareness and knowledge of sexual and reproductive health among partner communities.
2. Improve communication between parents and children regarding life planning and reproductive health issues.
3. Improve communication between teachers and students regarding life planning and reproductive health issues.
4. Increase capacity of young leaders in partner communities to contribute to the prevention of teen pregnancy.

Social Media. The campaign used Facebook to promote messages around SRH, teen pregnancy, and other related issues. Aiming to reach an audience of adolescents and young adults, the campaign focused on posting fun and entertaining content that would help raise awareness of SRH issues in an engaging way.

Health Fairs. During Phase 2, the campaign collaborated with its partners to organize health fairs for adolescents and their parents in Pucallpa, Ucayali, using games and other recreational activities to convey information and encourage communication about SRH issues. For example, the campaign and its partners PCI Media Impact and LTL organized six “DivierPrende” health fairs in public spaces. These events were designed to complement the topics covered in the radio series *Familiando*, and to encourage attendees to tune in to the program. In addition, the campaign organized nine school-based health fairs in 2016 and 2017 targeting secondary school students in particular.

Partners in Peru

School Partners

Colegio de Alto Rendimiento de Ucayali: Public Secondary School, located in the outskirts of Pucallpa, in the district of Callería. Created in 2015. It has around 180 students registered up to date.

Institución Educativa Industrial Perú BIRF: Public Secondary School located in the city of Juliaca, Puno. It has more than 2200 students registered.

Institución Educativa Ivonis Mazarollo: Public Secondary School, located in the outskirts of Pucallpa, in the district of Manantay.

Institución Educativa Secundaria Mariano Melgar: Public Secondary School located in the rural highlands of Juliaca, Puno. Created in 1980. It has around 180 students registered.

Governmental and Intergovernmental Partners

Municipality of Coronel Portillo: Regional Government’s Office, located in the district of Coronel Portillo, Pucallpa, Ucayali.

Peace Corps Peru: The Peace Corps in Peru manages development projects with a focus on deprived populations in rural areas, through voluntary service of US professionals living and working in five Peruvian regions.

Unidad de Gestión Educativa Local (UGEL), San Román: Operational office of the Ministry of Education on a regional level. Its mission is to support the execution of the Ministry’s guidelines regarding access to quality education. It supervises all the schools in each region.

United Nations Population Fund, UNFPA Peru: United Nations agency working on sexual and reproductive health and population issues, with a particular focus on women and young people.

NGO Partners

CARE Peru: International NGO focused on alleviating poverty and social injustice. In Peru, CARE focuses on fighting poverty and promoting justice, with an emphasis on rural girls’ rights.

Centro de la Mujer Peruana Flora Tristán: Feminist Peruvian NGO focused on women’s rights, with an emphasis on public policy and political advocacy.

Instituto Peruano de Paternidad Responsable (INPPARES): NGO that promotes sexual and reproductive health by providing SRH services and engaging in advocacy.

Líderes en Tiempo Libre (LTL): Youth association focused on sexual and reproductive health issues. Established in 1991, it gathers youth volunteers and activists from Pucallpa, Ucayali.

PCI Media Impact: International non-profit focused on empowering communities to inspire positive social and environmental change through storytelling and creative communications.

EVALUATION ACTIVITIES IN PERU

The box to the right provides a summary of the main data sources used to evaluate the reach and impact of the campaign in Peru. For the Phase 2 evaluation, we relied primarily on data collected by facilitators or campaign staff, supplemented by APEP's partner survey and available data on the broadcasts and social media engagement. Key methodological details of the evaluation activities in Peru are provided below.

Survey and Event Report Data from Facilitators. A strike in the educational sector in mid-2017 caused a disruption in some campaign activities and, by extension, evaluation data collection. Schools across the country were closed for more than three months. The campaign worked with schools in Puno to reschedule and complete its planned activities within its original timeline. But delays were more severe in schools in Pucallpa, Ucayali; the campaign was unable to complete the capacity-building sessions in Pucallpa by the time of this writing. We therefore only report baseline and endline survey data for Puno participants. The campaign continues to carry out its planned activities in Pucallpa. Facilitators were also delayed by the strike in issuing calls to action; there were therefore fewer audience actions to report against in 2017 compared to 2016.

Our analysis below incorporates data from baseline and endline surveys of students (N=288) and parents (N=199) who participated in the capacity-building sessions in Puno, as well as two-question surveys of 64 groups of student participants in the three-film model (average n≈25 students per group), conducted at the first and third screenings. In addition, we draw on data that facilitators collected on participant engagement in calls to action in 2016-2017. Appendix G provides additional details.

Data on Broadcasts. We caution that the ratings data we have for the TV and radio broadcasts are limited. No national data were available for the specific air dates and times during which the WOTW films aired on TV Perú; these data are only available for the Lima population. Therefore, we used the exposure rate in Lima to extrapolate a national estimate based on the latest census data.²⁶ Information on the reach of the radio broadcasts of *Familiando* were provided by the campaign's partner, PCI Media Impact, which estimated the approximate size of the audience based on research conducted by the Compañía Peruana de Investigación.

End-of-project reflection sessions. In October 2017, the campaign organized discussions with youth leaders and teachers to reflect on their experiences facilitating screenings and producing local content. We incorporate insights from these reflections, where relevant, as a supplemental data source.

Partner Survey. Eleven of the campaign's 13 partners were involved in the facilitated screenings; we received survey responses from nine of these partners, providing a solid basis on which to assess the campaign's impact on their capacity to use films in Peru. We purposely did not survey the remaining two partners (UNFPA and PCI Media Impact); these organizations played a different role, partnering with the campaign on local content production and capacity-building opportunities for youth leaders.

Data Sources for Evaluating the Campaign in Peru

- ▶ Baseline and endline surveys participants in capacity-building sessions.
- ▶ Brief surveys of three-film model participants.
- ▶ Screening event reports.
- ▶ Ratings data for TV and radio broadcasts.
- ▶ Facebook data on reach and user engagement with the campaign's social media content.
- ▶ End-of-project reflection sessions.
- ▶ Survey of partner organizations.

²⁶ Lima is a reasonable basis for extrapolating to the national population because TV Perú's reach in Lima roughly matches the channel's average reach across Peru.

CAMPAIGN REACH

Community Screenings. Over the course of the five-year project, the campaign conducted facilitated screenings in 24 secondary schools: 17 in Puno and 7 in Ucayali. A total of 598 screening events were organized, reaching an average of 2,342 individuals per year.²⁷ If we set aside 2013, a kick-off year during which the campaign was primarily focused on establishing partnerships and its community engagement model, the facilitated screenings reached an average of about 2,860 individuals per year in 2014-2017.

As Figure 5.1 shows, 2015 was a high-water mark in the number of screening participants; the drop-off in 2016 and 2017 may reflect the campaign's decision to add capacity-building sessions in Phase 2, rather than focusing exclusively on facilitated screenings.

SRH Capacity-building Sessions. Beginning in Phase 2, the campaign used the facilitated screenings to recruit participants for capacity-building sessions: one of the calls to action was to sign up for the sessions. A total of 1,477 students, parents, and teachers participated in the sessions (Figure 5.2).

Health Fairs. The school-based health fairs engaged a total of 385 students in 2016 and 323 students in 2017. According to campaign partners' monitoring forms, the DivierPrende health fairs held in public spaces in Pucallpa engaged approximately 136 people per event.

Broadcasts. TV Perú aired 35 of the 37 films in the Women of the World series. On average, an estimated 350,000 individuals tuned in to watch each broadcast of the films. The radio broadcasts of *Familiando*, which were promoted in the DivierPrende health fairs, reached an estimated 1,500-2,800 people per episode. This relatively modest number of listeners reflects the typically small scope of community radio stations in Peru.

Social Media. On social media, the campaign grew its audience steadily over the course of the project period, ultimately accumulating over 21,000 fans on Facebook (Figure 5.3 below). From 2014-2017, the campaign reached an average of over 23,000 users per week.²⁸ The year 2016 was notable for the particularly high numbers of users reached. As above, the drop in reach during 2017 reflects shifting priorities of campaign staff, as they focused more on completing the film screenings and capacity-building sessions and gathering evaluation data in anticipation of the close of the campaign.

Figure 5.1. Number of Facilitated Screening Participants in Peru, by Year

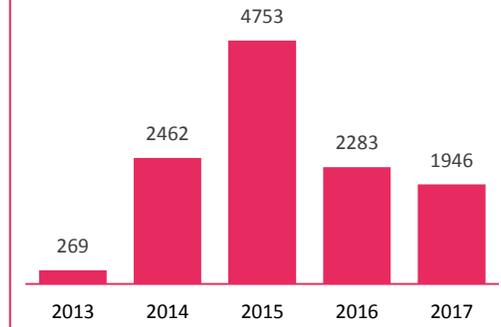
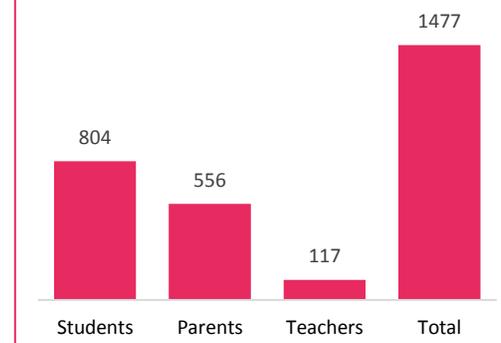
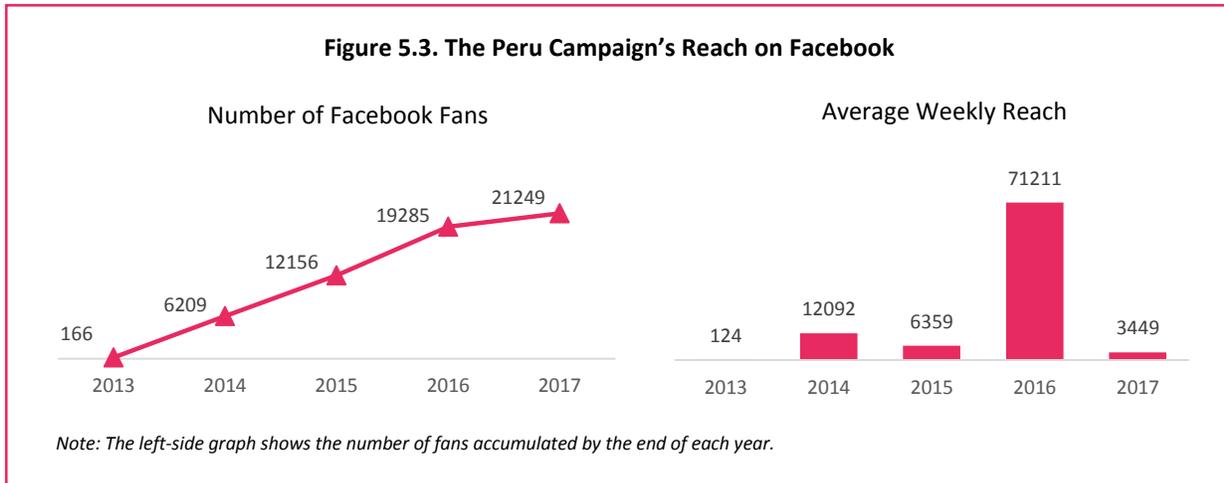


Figure 5.2. Number of Participants in SRH Capacity-Building Sessions



²⁷ Due to the nature of the school-based model, some students were exposed to the campaign in multiple years as they moved up through grades. Unfortunately, the data do not allow us to distinguish how many students in each year had already been exposed to the campaign the prior year, so we are unable to calculate a cumulative estimate of the *total* number of individuals reached across the five years combined.

²⁸ In 2013, the campaign was relatively inactive on Facebook.



The demographics of the campaign’s Facebook fans reflected its desire to reach young Peruvians: 80% were 13-24 years old; 97% were in Peru. A large majority (71%) of the campaign’s Facebook fans were female, suggesting that the campaign was particularly successful in reaching adolescent girls and young women.

CAMPAIGN IMPACT

Objective 1: Increase awareness and knowledge of sexual and reproductive health among partner communities

In our final Phase 1 report, we observed evidence of positive change on some indicators of SRH knowledge and information seeking. Noting that other indicators did not show much change, we concluded there was ample room for further improvement. This section evaluates the campaign’s progress on these outcomes during Phase 2. As detailed below, data from the surveys administered by facilitators at the first and final sessions indicate that the capacity-building sessions substantially improved participants’ SRH knowledge.

► Knowledge of Pregnancy Prevention

When asked to identify effective methods of pregnancy prevention, participants in capacity-building sessions showed gains in knowledge. As reported in Table 5.1, both students and parents became substantially more likely to correctly identify effective methods of pregnancy prevention (in green font). Knowledge gains regarding *ineffective* methods were more modest, largely because only a small proportion at baseline incorrectly said that ineffective methods (in red font) were, in fact, effective.

Table 5.1. Knowledge of Effective Methods of Pregnancy Prevention

Which methods are effective in preventing pregnancy?	Students		Parents	
	Baseline	Endline	Baseline	Endline
Contraceptive pills	31.6%	59.0%	36.8%	82.8%
Intrauterine devices	7.0%	33.3%	13.5%	62.4%
Contraceptive injections	29.4%	58.0%	38.9%	84.7%
Male condoms	78.1%	95.1%	64.2%	94.9%
The rhythm method	6.4%	5.6%	15.5%	15.3%
Have sex while standing	2.7%	0.7%	4.7%	0.6%
Contraceptive herbs	11.8%	3.1%	15.5%	6.4%

Note: correct answers are in green font, incorrect answers are in red font. Respondents were asked: “Please put an X next to any of the methods below that you think are effective in preventing pregnancy. If you do not think a particular method is effective, or if you are not sure, please leave it blank.”

For students, participating in the three-film model also appears to have contributed to their confidence in knowing how to prevent an unwanted pregnancy. Data from the mini-surveys conducted by facilitators at the first and third screenings suggest that students became more confident in their knowledge of how to select an appropriate family planning method.²⁹

► Knowledge of Sexually Transmitted Diseases

Participants in the capacity-building sessions also showed improvements in their knowledge of sexually transmitted diseases. As Table 5.2 shows, students and parents became more likely to correctly identify effective methods for preventing STDs and to correctly identify ways in which HIV can be transmitted (correct answers are in green font, incorrect answers are in red font).

Table 5.2. Knowledge of STD Prevention and Transmission

	Students		Parents	
	Baseline	Endline	Baseline	Endline
Which methods are effective in preventing STDs?*				
Use condoms during sexual relationships	78.5%	98.2%	64.0%	97.5%
Do an intimate cleaning after having sexual relationships	25.4%	2.1%	42.9%	12.7%
In which ways can HIV be transmitted?***				
Getting a blood transfusion from an infected person	69.0%	96.5%	57.6%	100.0%
Having sexual relations without protection	85.8%	99.3%	65.2%	97.5%
Mosquito bites	12.0%	1.4%	10.3%	5.1%
Sharing food with an infected person	14.6%	1.7%	26.6%	7.0%
Sharing restrooms with an infected person	30.3%	2.1%	22.3%	4.5%

Note: correct answers are in green font, incorrect answers are in red font.

* Respondents were asked: "Please put an X next to any of the methods below that you think are effective in preventing sexually transmitted diseases. If you do not think a particular method is effective, or if you are not sure, please leave it blank."

** Respondents were asked: "In which of the following ways can HIV be transmitted? Please put an X next to any statement that you think is true. If you don't think HIV can be transmitted in that way, or if you are unsure, please leave it blank."

► Life Plans

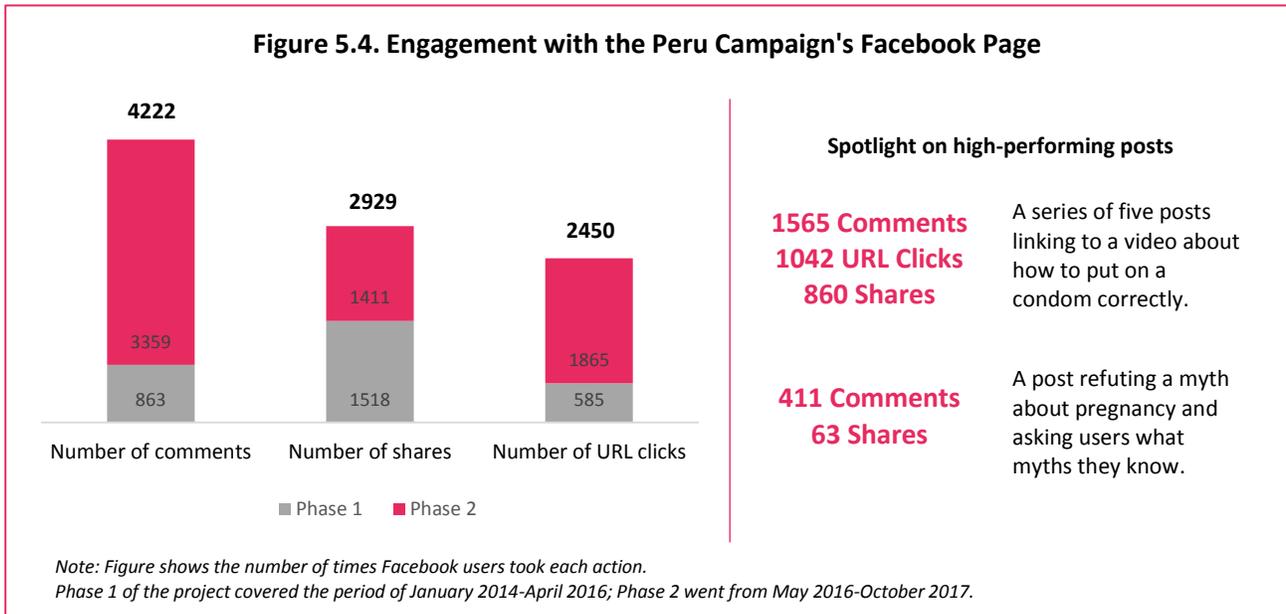
As described above, facilitators encouraged students to complete life planning exercises designed to help them think carefully about their goals and plans, and to identify factors that could facilitate or undermine those plans, such as unwanted pregnancy. Younger students were asked to complete a simplified version of a life plan (articulating goals and activities), while older students completed a more complex assignment divided into different spheres of life (e.g., career, family, friends). In 2016, facilitators reported that 89% of students who were given this assignment completed it; in 2017, 92% of students did so.

► Raising Awareness via Facebook

The campaign used its Facebook page as a platform for delivering accurate information about sexuality, contraception, and the consequences of early and unplanned pregnancy, focusing on fun or entertaining

²⁹ At the first and third screening, students were asked: "How confident are you that you know how to choose an appropriate family planning method to prevent unwanted pregnancy?" On a 4-point scale ranging from not at all confident to very confident, the percentage saying they were "very confident" rose from 14.5% at the first screening to 43.4% at the third screening among three-film model groups in 2016, and from 19.8% to 33.4% among groups in 2017. See Appendix G for additional details.

content that would appeal to young people. We examined users’ engagement with the campaign’s Facebook content as a proxy for assessing improved awareness of SRH issues among the target audience. In particular, we focused on actions that would suggest users engaged with the content: namely, by commenting, clicking on the links, and sharing posts.



As Figure 5.4 shows, the campaign elicited over 4,200 comments, nearly 3,000 shares, and 2,450 URL clicks over the course of the project. Even though the campaign created far fewer posts in Phase 2 (n=74) compared to Phase 1 (n=539), it achieved stronger levels of engagement in Phase 2. The campaign garnered more than three times as many URL clicks and nearly four times as many comments in Phase 2 compared to Phase 1. These data suggest that the campaign was successful in encouraging young people to engage with information about SRH and related issues, particularly in Phase 2.

Objective 2: Improve communication between parents and children regarding life planning and reproductive health issues

This objective was added in the latter part of Phase 1, reflecting the campaign’s decision to explicitly highlight the need for improved communication between parents and children, particularly around sensitive issues like SRH. At the time of our Phase 1 Final Report, we had limited data that could speak to this objective, but preliminary evidence pointed to positive changes.

In Phase 2, the campaign focused on breaking down perceived challenges to open communication about sensitive issues, and encouraging parents and children to talk about life planning, love, pregnancy and STD prevention, and related issues. These themes were addressed both in the three-film model screenings and in the capacity-building sessions. The findings suggest the campaign contributed to improvements across several indicators of parent-child communication.

► Challenges in Talking about Sensitive Issues

Survey data from the capacity-building sessions suggest that parents became much less likely to say they felt ashamed or unprepared to talk about issues of sexuality and pregnancy prevention with their children, and

conversely, they became more likely to say they did not face any challenge in talking about these issues with their children (Table 5.3). Students mirrored these same changes with regard to talking with their parents. In addition, students participating in the three-film model indicated that they became more comfortable asking their mother or father for advice regarding sexual and reproductive health.³⁰

Table 5.3. Perceptions of Challenges to Parent-Child Communication about Sexuality and Pregnancy Prevention

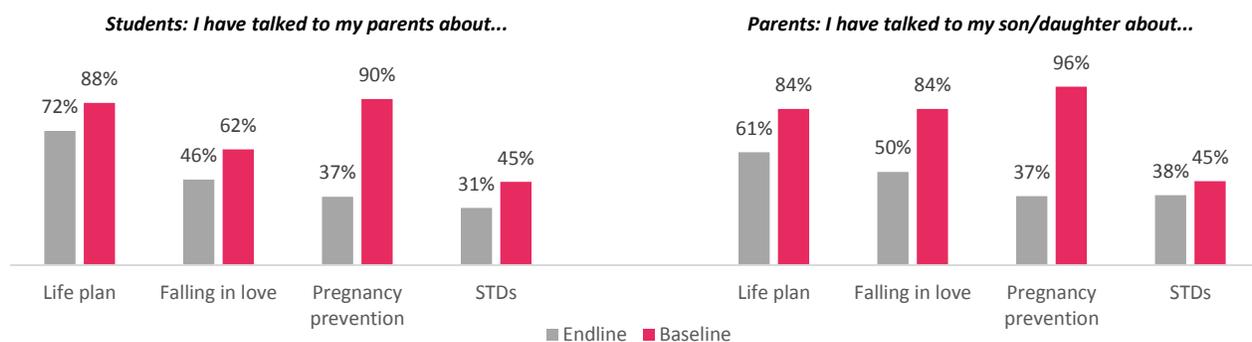
	Students		Parents	
	Baseline	Endline	Baseline	Endline
I do not feel prepared to talk about these issues with my parents / children	50.8%	10.8%	72.7%	38.7%
I feel ashamed when I talk about these issues with my parents / children	39.9%	20.2%	35.6%	21.3%
I think it is not my responsibility to talk about these issues with my children	--	--	28.9%	5.8%
I think it is best to talk about these issues with my friends	29.5%	19.5%	--	--
I do not face any challenges in talking about these issues with my parents / children	57.4%	89.2%	39.7%	71.6%

The campaign aimed to reduce the percentage of respondents agreeing with various challenges to parent-child communication (in red font), and increase the percentage saying they did not face any challenges (in green font). Parents were asked: “As a parent, do you face any challenges in talking with your children about sexuality and pregnancy prevention? Students were asked: Please mark with an X the sentences that are true for you.”

► **Parent-Child Communication**

Survey data from the capacity-building sessions indicate an improvement in parent-child communication with regard to life planning, love, sexually transmitted diseases, and pregnancy prevention. As Figure 5.5 shows, there was a particularly large increase in the percentage of parents and students who reported talking about pregnancy prevention with their children or parents, respectively.

Figure 5.5. Parent-Child Communication about Life Planning and SRH



Note: Figure shows the percentage of students and parent participants in the SRH capacity-building sessions who said they had talked about each topic with their parents or son/daughter, respectively.

³⁰ At the first and third screening, students were asked: “How comfortable do you feel asking your mother or father for advice regarding sexual and reproductive health?” On a 4-point scale ranging from not at all comfortable to very comfortable, the percentage saying they were “very comfortable” rose from 12.2% at the first screening to 33.5% at the third screening among three-film model groups in 2016, and from 16.3% to 33.2% among groups in 2017. See Appendix G for additional details.

Data on the calls to action that facilitators promoted during the three-film model provide additional evidence of improvements in parent-child communication. For example, in 2016, facilitators in Puno asked students to discuss their life plan with their parents, and to complete a “norms at home” assignment with their parents to help improve dialogue regarding such issues as responsibilities at home, respecting rules, and completing school work at home. Facilitators reported that a total of 703 students carried out the life plan discussion with their parents, and 300 completed the assignment on norms at home.

Many parents also responded to facilitators’ calls to action. For example, facilitators reported that of the 1,217 parents who were given the call to action to help their child complete a homework exercise on SRH issues, 90% did so. In addition, large majorities of parents responded to calls to action geared toward strengthening their engagement with schools regarding their child’s education. This was an important component of the campaign’s strategy to improve parent-child communication. As one teacher observed during an end-of-campaign reflection session, engaging with parents in school-based activities around SRH issues was a key step in breaking down communication barriers:

“In the past, parents expressed no interest in participating in school-organized activities. They thought their children’s education was only our (teachers’) responsibility. They used to blame us because their children skipped classes, or drank alcohol at school, because their girls got pregnant too early... Film screenings were the first step to engage them to come. It was a non-threatening space, they were not judged; they could choose to talk or remain quiet... At first they felt ashamed to talk in big groups; what they usually did was wait until the screening was over, and most parents were gone...then they approached me and told me personal issues, asked me for advice. In some cases I knew what to say; sometimes I had no idea how to help, but could at least put them in contact with a specialist (psychologist, policeman, or health promoter). [...] These one-to-one chats became a tradition, and a couple of years later, when I invited parents to attend some capacity building sessions about sexual and reproductive health, most of them agreed. We started with only 150; now we have approximately 500 parents learning in our Escuela de Padres. This is a huge step.” – Teacher and Facilitator, Puno

Objective 3: Improve communication between teachers and students regarding life planning and reproductive health issues

As reported in the final Phase 1 report, surveys of a small set of teachers at the end of Phase 1 provided preliminary evidence that the campaign had helped increase their capacity to talk about SRH with students. For example, teachers became more likely to say they were very comfortable talking about SRH with their students, and to say that they included SRH issues in their classes. But we observed ample room at that time for further improvements in teachers’ efficacy with regard to discussing SRH topics, particularly in Ucayali where the campaign had not been as active in training and engaging teachers. Half of the surveyed teachers in Puno and nearly all the teachers surveyed in Ucayali said they needed more information to talk to their students about pregnancy prevention. To help address this need, the campaign included teachers in the capacity-building sessions during Phase 2: 81 teachers in Puno and 36 teachers in Pucallpa participated in these sessions.

For reasons of resources and feasibility, the Phase 2 evaluation was not able to include additional data collection with teachers to assess the campaign’s progress against this objective. However, the end-of-project reflection sessions provided a glimpse of how teachers viewed the impacts of the campaign on their ability to communicate with students about teen pregnancy and sexuality. For example, one teacher and facilitator in Puno observed how the campaign changed teachers’ perspectives on their own ability to help students navigate sensitive topics like teen pregnancy and sexuality:

“The major change I have seen in our community has to do with teachers’ commitment. I feel several of them now realize the importance they have in children’s life and future... They are open to learning new skills, new methodologies; they are familiar with using audiovisual resources (if they do not have enough, they search for them on the web); they take the initiative. And, especially, they have gained the ability to guide conversations around topics that were too difficult to address in the past, like teen pregnancy and sexuality. They felt ashamed. We might not be young, but we feel we represent a new generation of teachers that want to do things differently. Everything started with the film screenings, and the capacity building on how to become good facilitators. The rest was our own effort.”

Another facilitator described how the campaign changed her perspective on her capacity to play a valuable mentoring role to students during Tutoría sessions:

“With the Campaign, I discovered that, if taken seriously, Tutoría classes (where students reflect about personal, emotional and family issues) involve a delicate responsibility. They demand a lot of care and sensitivity. In the past, we teachers did not see any meaning in Tutoría hours; they were used as a break, a waste of time. Now, being a “Tutor” is a wonderful and rewarding experience for me. Films brought stories and characters, many of them adolescent characters...my students could relate to them... I now have a clear role: I am not only a teacher; I am a mentor, a guide. My students are happier now, they laugh often, and watching them smile means everything to me.”

Beyond these kinds of individual examples of increased teacher capacity, the campaign inspired a group of teachers in Puno to carry out an ambitious idea for spreading the WGLG model to other schools. With support from the campaign, teachers who were trained as film screening facilitators created an educational toolkit drawing on the WGLG methodology and resources. The toolkit includes detailed session plans, films, suggested homework, and activities to be incorporated in the school curricula throughout the year and implemented as Tutoría sessions. It also suggests complementary activities that should be developed with parents during the “Escuela de Padres” meetings at school.

The teachers presented their Tutoría Toolkit to the Unidad de Gestión Educativa Local San Román (UGEL, the Regional Office for the Ministry of Education), which committed to promoting, distributing, and monitoring the implementation of the toolkit in the 33 schools throughout the region. Five seasoned facilitators are collaborating with the UGEL to train a new crew of facilitators who will be in charge of facilitating film screenings in these schools starting in 2018. Based on the capacity-building sessions developed during Phase 2, the teachers are further developing a bonus toolkit to add value to the Tutoría Toolkit.

“It took us years to adapt the WGLG methodology to the format required by the Ministry; it was not easy to design the sessions, to pick the right films, and to brainstorm about call-to-actions. But we achieved that together with ITVS and CARE. Now the UGEL sometimes invites me to train teachers from other schools in the use of this toolkit; the UGEL is working to spread this initiative region-wide. That makes me feel proud.”

– Teacher and facilitator involved in developing the Tutoría Toolkit, Puno

This is an impressive example of how teachers were able to “run with” the new capacities the campaign helped them develop, enabling them to build on what they learned and carry out their idea of cultivating these capacities among teachers region-wide.

Objective 4: Increase capacity of young leaders in partner communities to contribute to the prevention of teen pregnancy

Throughout Phase 1 and 2, the campaign developed and implemented trainings to build youth leaders' skills and experience. These training opportunities, summarized in Table 5.4 below, covered a range of skills and topics. A unifying theme was building the capacity of youth leaders to effectively communicate, facilitate, and lead processes of positive change, particularly on issues related to SRH. Over the course of the project, the campaign trained hundreds of youth leaders, some of whom participated in multiple trainings.

Table 5.4. Capacity-Building Trainings for Youth Leaders

Year	Region	Number trained	Training description
2013	Pucallpa	35	Members of LTL were trained as film screening facilitators.
2014	Pucallpa	25	Members of LTL and other youth associations, as well as NGO volunteer health promoters, were trained as film screening facilitators.
2014	Pucallpa	50	Members of six youth associations were trained in the use of social media for activism.
2015	Puno	50	Student representatives of school councils, selected by the local government in Puno, were trained in governance, community participation, and project design.
2016	Puno	80	Student representatives of school councils, organized and convened by the National Coordination of School Municipalities (CODEME), were trained in how to create life plans.
2016	Puno	311	In collaboration with the regional office of the ministry of education (UGEL), student representatives of school councils, as well as other students, were trained in the use of film for educational purposes.
2016	Puno	52	In collaboration with CODEME, student representatives of school councils were trained in leadership skills and use of social media for activism.
2016-2017	Pucallpa	13	As part of a local government initiative, youth health promoters were trained to use films to support health prevention activities.
2017	Pucallpa	15	In collaboration with the National Ministry of Health Initiative, student representatives of school councils were trained to support health centers in spreading SRH information and promoting the use of adolescents' health cards.

As described earlier, as part of the campaign's partnership with PCI Media Impact, youth leaders were also heavily involved in the creation of *Sin Arrugar* and *Familiando* – both of which served as important capacity-building opportunities.

For reasons of resources and feasibility, the Phase 2 evaluation was not able to include data collection among youth leaders to assess progress against this objective. But end-of-project reflections captured by the campaign and its partner PCI Media Impact provide at least anecdotal evidence that the campaign made a meaningful contribution to youth leaders' professional skills and capacity to inspire positive changes in others. For example, one youth leader described how, because of his experience with the campaign, he is able to spread knowledge to others and serve as a role model:

“Using media and arts to awake social awareness in our community is unique. The information I have gained regarding sexual and reproductive health rights is invaluable. This is knowledge I spread among

students and parents in my community; I combine it with my own career as a psychologist and my talent as an artist (I am involved in several Hip Hop presentations)... I have already noticed some changes in specific people around me, like my cousin Angelo. He is 15. He has told me several times “What you do is really cool,” mixing activism and arts. I am helping him start his own group... I am grateful because I think I am developing myself in a positive way, and becoming an influencer.”

Another youth leader spoke about how he became an “agent of change” as a result of his involvement in the program *Familiando*:

*“I had the chance to participate as host in the radio program *Familiando*. I did not only learn new technical skills...*Familiando* taught me tons of skills and changed me in a good way. The biggest change has to do with the bond of trust I developed with my parents. Through the Program I was able to question the stereotypes, even some I had, regarding gender roles... The call to-actions in the community mobilizations linked to the Program put me in contact with the public. I turned into a mediator, an agent of change. My family was following my process of change, and they changed too...especially my father, the trust between us grew significantly and I now call him “my best friend.”*

Still another youth leader, who was trained as a facilitator and served as the director of *Sin Arrugar*, described how other organizations now approach him to lead audiovisual productions because of the experience and skills he gained working with WGLG:

*“The trust and support ITVS and PCI gave me to be the director of the film *Sin Arrugar* helped me grow into an audiovisual professional. Then came audio-visual health fairs like “*Divierprende*,” where we learned how to approach people on the street, people walking by... we learned to work in collaboration with the Municipality and several NGOs. Later came the radio series *Familiando*, and the clip *Pásala Bien*. We were able to reach audiences we did not dare to approach in the past, like parents... Our approach was meaningful, well received, and massive in the community; people started to recognize us on the streets... asked us personal questions, looked for advice. Now many organizations, like non-profits, local media, and multi-nationals, offer me to lead audiovisual productions.”*

Similar to the teachers in Puno, albeit on a smaller scale, youth leaders trained by the campaign used the skills they gained in order to develop their own initiative. With guidance from WGLG and PCI Media Impact, they developed and produced a music video to use as a resource for preventing teen pregnancy prevention. LTL has incorporated the music video in health fairs and other awareness-raising events it organizes. In addition, based on their positive experience producing and airing *Familiando*, PCI Media Impact, LTL, and Radio del Progreso decided to produce a second 17-episode season of *Familiando* in 2018, with funding from private donors secured by PCI Media Impact. The program is scheduled for broadcast on Radio del Progreso starting in April 2018. Public health centers have agreed to partner with LTL to co-organize the community health prevention and promotion activities that complement the radio program.

DEVELOPING LOCAL PARTNER CAPACITY

Data from the survey of partner organizations indicate that the campaign strengthened local capacity to use films and effect positive change, and contributed to partners’ ability to reach key objectives. As Figure 5.6 shows, most organizations indicated that partnering with the campaign had improved their capacity “a lot,” particularly in using film to spark community conversation, leading and facilitating group discussions about challenging issues, and advocating effectively for positive change.

Figure 5.6. WGLG’s Cultivation of Partner Capacity in Peru

Number of partners indicating capacity gains in each area



On a scale of 1 (poor) to 4 (excellent), please rate...

- 3.8** Training ITVS provided on how to facilitate film screenings and discussions
- 3.4** The discussion guides
- 3.4** Support and responsiveness of the ITVS team when my organization had questions or concerns

For most partners in Peru, using documentary film was a relatively new experience. Eight of the nine partner organizations that completed the survey indicated that they had either never used documentary films or had used them only a little prior to working with the campaign. As shown in the bottom part of Figure 5.6 above, partners felt that the training, support, and discussion guides ITVS provided were of good quality.

Moreover, eight of nine further indicated that they were very likely to use films again in the future, which suggests that the films were perceived as making a positive contribution to their organization’s programs. Indeed, most partners confirmed that the campaign had helped “a great deal” in achieving key objectives, particularly around increasing SRH knowledge and improving communication among students, parents, and teachers.

“The video forums as a strategy... facilitated the incorporation of until that moment taboo issues [regarding] sexual reproductive health... Currently in educational projects that we have been developing in rural schools we recommend the use of videos and carry out forums about difficult themes.”

– NGO Partner in Peru

A number of partners highlighted the local content as among the most useful films because students easily related to the stories and context:

“As an institution, we are very careful with the materials that we showed our students and in the case of the short film Sin Arrugar, we considered it very useful because it portrayed a reality that is ours in a

regional level and our students identified quickly while they were watching and that caused them to reflect and make commitments after seeing specifically that video.”

“Sin Arrugar was one of the films that helped us to work with the female and male adolescents of the towns of Calleria, Yarinacocha and Manatay, because it addresses everyday situations and in a language that adolescents use; family and couple conflicts that happen in the film are very common in these towns. In addition, raising awareness in parents and local authorities was possible, among them the female and male teachers who also see themselves portrayed in this story.... Sin Arrugar helped us to work on the prevention of teen pregnancy addressing different approaches like: communication between parents and children about sexuality, communication in a couple about the use of condoms or other contraceptive methods; it also let us show some situations of violation of the rights of teen mothers to continue their studies. Sin Arrugar helped us to address other issues such as violence at home, the stigmatization of adolescent girls’ sexuality in the Peruvian jungle, and the situation that many adolescents experience of sharing their time between school and work.”

Two partners further suggested that students be involved in the production of local films to tell their own stories of change.

“Promote the production of local videos with the participation of the students themselves, in which they tell their own stories, for example: current stories and how they are embracing the change.”

LOCAL INTEREST IN CONTINUING AND ADAPTING CAMPAIGN ACTIVITIES

Beyond partners’ intention to continue using film in their programming, there are multiple examples of how the campaign has generated local interest in using the facilitated screening methodology and/or local content. For example, as described above, the Regional Office of the Ministry of Education (UGEL San Román) plans to promote, distribute, and monitor the implementation of the Tutoría Toolkit that Puno teachers developed based on the WGLG methodology, reaching schools throughout the region.

In addition, the campaign has received requests to train new groups of facilitators on how to use the films and methodology. For example, a group of schools in Pucallpa, in which the campaign had organized a few screenings earlier in the project, approached the campaign to organize a training for teachers to become SRH facilitators. The Municipality of Coronel Portillo requested that the campaign train high school students as “youth health promoters” who can replicate the SRH sessions in their own schools, especially in indigenous communities located further from the city’s center. The regional government in Ucayali also asked the campaign to train a group of professionals so they can use the methodology in health centers and health fairs.

There is also interest in using the campaign’s locally produced content. For example, after watching *Sin Arrugar* at an event organized by partner INPPARES, the National Institute for Children’s and Adolescents’ Health (INSN), which provides health care for children and adolescents nationwide, contacted the campaign about using the film in their waiting rooms and capacity building activities for adolescents. INSN reported that they began using the film in Lima and plan to expand its use to other regions. And as noted above, the campaign’s NGO partners and Radio del Progreso are producing a second season of *Familiando* in 2018, with public health centers serving as co-organizers of the complementary community health activities.

SUMMARY OF FINDINGS

Over the course of the five-year project, the campaign reached an average of over 2,300 students, parents, and teachers each school year through its facilitated screenings in the secondary schools of two regions of Peru, and provided these and other community members with additional opportunities to engage through capacity-building sessions and health fairs focused on SRH. The campaign further expanded its reach through a 17-episode community radio series, TV broadcasts of 35 WOTW films, and social media, reaching an estimated 1,500-2,800 listeners, 350,000 viewers per TV broadcast, and a Facebook fan base of over 21,000 users.

The evaluation data indicate that the three-film model, along with the SRH capacity-building sessions, contributed to the campaign's objective of strengthening parent-child communication about sexuality, pregnancy prevention, and related issues. Among both students and their parents, there was a consistent pattern of improvement across multiple measures of perceived communication challenges (10-40 percentage points). We also observed increases in self-reported engagement in parent-child conversations about SRH-related topics, ranging from 7 to 59 percentage points depending on the topic. The largest increase (50+ percentage points) was in the percentage of students and parents reporting that they had talked to their parent/child about pregnancy prevention.

The findings also indicate that the campaign's strategy of using the three-film model as a way to recruit parents and students for the SRH capacity-building sessions paid off. Data from the capacity-building sessions suggest that they successfully boosted knowledge levels, including strong gains (20 percentage points or more) across nine knowledge measures regarding pregnancy prevention and STD transmission. The campaign also engaged its target youth audience through entertaining social media content designed to raise awareness of SRH topics. A particularly successful example: five humorous posts linking to a video on proper condom use elicited over 1,500 comments and 1,000 URL clicks.

Though the evaluation gathered limited data speaking to outcomes among teachers and youth leaders, there was anecdotal evidence of how the campaign strengthened the ability of teachers and youth leaders to serve as influencers and change agents, both within their own families and as professionals working in the community. The campaign has also generated substantial NGO and government interest in continuing or adapting the film-based model, including plans for the Regional Office of the Ministry of Education (UGEL San Román) to implement an educational toolkit based on the WGLG methodology in the 33 schools throughout the Puno region in 2018.

OVERARCHING TAKEAWAYS

In this final section, we look across the five campaign countries to glean broader project-wide findings. We review what the evidence reveals about the project's reach and impact, and consider lessons learned about how different parts of the WGLG model contributed to positive change processes.

EVIDENCE OF CAMPAIGN REACH AND IMPACT

► Reaching Audiences Through Screenings, Broadcasts, and Social Media

Over the course of the project, the campaign reached tens of thousands of individuals through its facilitated screenings, as well as hundreds of thousands more through its broadcasts, social media platforms, and broader community events. The broadcasts of the 37 WOTW films reached large audiences, ranging from an estimated 65,000 per broadcast in Jordan to an estimated 350,000 per broadcast in Peru. By comparison, the community-based facilitated screenings in India, Jordan, Kenya, and Peru annually reached an average of 1,500 to 2,300 individuals per country.

But the facilitated screening model has the potential for scalability, particularly when successfully implemented through a wide institutional network such as an education system. In Bangladesh, for example, the campaign was able to reach over 280 schools and an estimated 25,000 individuals per year by combining NGO partners' manpower to conduct facilitated screenings with an annual awards incentive system. And the Peru campaign's film-based curriculum, which enabled secondary schools to incorporate the three-film model into their Tutoría sessions, formed the basis for a Tutoría toolkit that the Regional Office for the Ministry of Education plans to implement throughout the 33 schools in the Puno region in 2018 – thus nearly doubling the number of schools the campaign engaged in Puno during the project period. These examples illustrate the value of institutional partnerships in scaling the facilitated screening model.

Conclusions about the relative reach of facilitated screenings and broadcasts should be contextualized in the findings on impact. As discussed below, the evidence from this evaluation suggests that the three-film model had stronger – and more – impacts on participants than unfacilitated screenings (a proxy for broadcasts) or even standalone facilitated screenings. Therefore, reaching thousands of people through broadcasts – or through large numbers of standalone screenings, which partly explain the wide reach in Bangladesh – may not be as effective as reaching fewer people with a more intensive intervention.

The project also expanded its reach via social media. Three of the five country campaigns focused on developing an online following, ranging in size from 9,000 Facebook fans in Jordan to 21,000 fans in Kenya and Peru. Two of these campaigns also successfully multiplied their online reach by leveraging the large audiences of popular local content partners: in Kenya, entertainer and co-producer Jaymo Ule Msee quadrupled the reach of the *Ms. Politician* series, and in Jordan, media company and co-producer Kharabeesh attracted nearly 25,000 views per episode of the *I Have a Story* animation series. The success of all three country campaigns in attracting large online audiences seems to be owed in part to the focus on posting content designed to be entertaining – in the form of animated shorts (Jordan), a narrative series depicting the story of a political candidate (Kenya), and fun messages about SRH topics aimed at adolescents and young adults (Peru).

► Increasing Knowledge and Awareness

In Jordan, Kenya, and Peru, the campaigns focused on increasing knowledge and awareness of specific topics, as an antecedent of behavior change. The evaluation findings indicate that the campaigns contributed to positive learning outcomes, including strong gains of 20-30+ percentage points on measures of Peruvian students' and parents' SRH knowledge; Kenyan men's and women's understanding of the basic premise of the 2/3 Gender Rule; and Jordanian participants' awareness of negative longer-term impacts of girls' exposure to violence and discrimination and of the laws that protect women and girls from violence.

► Boosting Self-Efficacy

In multiple countries, the project focused on strengthening participants' belief and confidence in their own capacity to successfully engage in certain behaviors – i.e., their self-efficacy – as a key precursor to actually engaging in those behaviors. Overall, the evidence indicates the WGLG model helped strengthen community members' confidence in their ability to engage in behaviors they earlier felt less well-equipped to do, and to take actions that help improve their own lives and the lives of others.

In Bangladesh, for example, we observed particularly strong evidence that the campaign contributed to considerable growth in student council members' self-efficacy, with 28- to 47-point increases in the percentage expressing strong confidence and perceived ability on several measures of leadership and (in the case of girls) perceived ability to have a voice in decisions about education, marriage, and career choice. In Peru, surveys of high school students and their parents revealed reductions of 14-40 percentage points on indicators of perceived challenges they faced in talking with one another about sensitive SRH issues.

In India, the Hero Academy, though not the three-film model, modestly boosted the percentage of young men expressing a strong sense of ability to intervene when witnessing three of four forms of harassment (6-12 percentage points). Similarly, qualitative data from Jordan suggest the facilitated screenings reinforced some participants' resolve to intervene in situations of GBV, though others noted constraints on their ability to intervene effectively. These more modest findings suggest it may be particularly challenging to bolster individuals' self-efficacy to intervene when witnessing violence.

► Shifting Attitudes

Changing attitudes towards traditional gender norms and stereotypes was a key objective of WGLG, particularly in India, Jordan, and Kenya. The evaluation found evidence of attitude change: for example, male graduates of the Hero Academy in India became significantly more likely to disagree with multiple traditional stereotypes about masculinity and gender roles (by 20-39 percentage points), and men in Kenya showed a 43 percentage-point increase in disagreement with a common stereotype that men are better suited for leadership than women.

The evaluation findings also underscored an unsurprising finding: getting participants to fully reject long-standing norms can be challenging. In India, we observed some signs of reluctance among young men to fully relinquish traditional beliefs about men's role in deciding what is in the best interests of female family members. And in Jordan, the findings indicate some resistance to changing beliefs about domestic abuse, particularly the idea that it is a private issue not to be discussed outside the family.

► Individual-Level Behavior Change

Over the course of the project, “calls to actions” became an increasingly important part of the WGLG model, as campaign staff and facilitators observed that these calls to action provided a useful mechanism through which to encourage behavior change among screening participants. Across the five countries, the evaluation found quantitative and qualitative evidence that the project contributed to a diverse range of behavior changes, including increases in the following:

- **India:** young men’s willingness to break traditional gender boundaries (e.g., by doing household work, giving female relatives more freedom of movement outside the house) and to intervene in certain situations of harassment;
- **Bangladesh:** student engagement in various actions to improve the school environment for girls and prevent child marriages;
- **Jordan:** participant engagement in actions to reduce gender discrimination in their family;
- **Kenya:** women’s and girls’ participation in community or school affairs, and efforts to campaign for women candidates in the 2017 elections;
- **Peru:** communication between high school students and their parents about issues related to life planning and SRH.

The range of these behaviors reflects the diversity of outcomes the project targeted in each country – and the different pathways to behavior change the campaigns pursued. For example, the campaigns in Kenya, Jordan, and Peru contributed to strong improvements in awareness and knowledge of the 2/3 Gender Rule and ways to support female candidates, discrimination and GBV, and sexual and reproductive health, respectively. These changes, in turn, were reflected in behavior changes such as supporting women candidates, reducing discrimination and inequality within one’s own family, and having open conversations with one’s parent or teenage child about sexual and reproductive health.

Meanwhile, the Bangladesh campaign strengthened student council members’ self-efficacy, which in turn appears to have contributed to an increase in their engagement in actions to reduce girls’ drop-out and child marriage. And in India, the campaign reduced men’s endorsement of harmful stereotypes of masculinity and gender roles, which then manifested in their greater willingness to “break traditional gender boundaries” by helping with household chores, treating female family members with more respect, and giving them greater freedom. This illustrates the versatility of the WGLG model for encouraging a wide range of behavior changes – and by extension, implies the importance of articulating a clear theory of change that connects desired behavior change back to its antecedents.

But the evaluation findings also confirmed the persistent role that traditional cultural norms can play in discouraging behavior change. For example, in India, half of Hero Academy graduates still felt they could ignore female family members’ views in decisions that affect them “if they are confident they know what’s best for them” and that a man was justified in demanding sex from his wife. And substantial proportions (20-40%) of young men who participated in the Hero Academy or three-film model indicated they would not intervene when witnessing certain kinds of harassment. In Jordan, norms that cast domestic violence as a private issue contributed to women’s reluctance to seek help when they experience violence. Respondents in both India and Jordan also commented on practical safety concerns about intervening in situations of GBV, observing that efforts to stop the perpetrator can be dangerous for the person intervening and/or for the victim of violence. These findings underscore the challenges of changing behaviors informed by long-standing norms about men’s control over and use of force against women, particularly with a relatively short-term intervention.

We also caution that we have limited data on the durability of observed behavior changes. The IVR surveys with female relatives of Hero Academy participants in India, fielded one to two months after the program ended, offered some confirmation that the effects on the young men's behavior toward them – even if modest in many cases – endured past the program's conclusion. The pilot IVR surveys with three-film model participants in India and Jordan afforded only tentative and partial insights, which are insufficient for drawing firm conclusions.

► Fueling Community-Level Changes

The findings provide some evidence of larger-scale changes while underscoring that time, persistent efforts, and support from government and civil society organizations are needed to sustain broader change processes. For example, the evidence suggests that the Bangladesh campaign contributed to statistically significant reductions in rates of girls' school drop-out (from 4.7% to 1.3%) and child marriage (from 4.2% to 0.9%) in partner schools, as well as significantly greater improvements in girls' safety in partner schools compared to control schools. And in India there was preliminary qualitative evidence that participants' group projects began fueling processes of change in the broader community, such as improved safety and increased access to education for women and girls.

Yet in both countries, community members emphasized the challenges they faced in bringing about broader lasting changes, and noted that it can take a long time for change to spread. Changing participants' attitudes and behaviors regarding traditional gender norms is an important step in challenging the status quo, but achieving broader normative shifts requires other community members to endorse and enact those same attitude and behavior changes. For example, the wide disparity between the child marriage rates in BS4G schools even at the beginning of the project (<5%) and the national child marriage rate in Bangladesh (52%) underscores that this practice is much more prevalent among girls who are not in secondary school. In addition, structural factors such as poverty and lax law enforcement can slow the efforts of participants to seed positive changes within their communities.

Community members noted the important roles that NGOs and government agencies play in supporting and sustaining change processes – for example, by providing motivation, support, and accountability for achieving change, and by enforcing laws that protect women and girls. These insights point to the importance of longer-term institutional support for maintaining community-level processes of change. In Peru, we observed some promising examples of this – for example, the regional government's uptake of the WGLG-inspired Tutoría Toolkit in secondary schools throughout the region; the production of a second season of the campaign's radio program *Familiando* to help continue the conversation on SRH issues; and requests from other organizations to help train facilitators who can use the film-based methodology in schools, health centers, and health fairs.

► Strengthening Local Capacity to Use Documentary Films

A core part of the WGLG model was establishing mutually beneficial partnerships with local NGOs. NGOs offered important contextual knowledge that informed the campaigns' community engagement models, and leveraged their connections within communities to help coordinate screenings and recruit participants. At the same time, ITVS aimed to enhance NGO partners' toolkit for effecting change in communities by strengthening their capacity to use film in their programming.

Overall, the survey of partner organizations confirmed that, from their perspective, WGLG did improve their capacity to use film, facilitate discussions, and advocate effectively. They generally had little or no experience with using documentary films in their programs, and gave ITVS solid marks for the quality of training,

support, and discussion guides given to partners. Partners perceived a particularly strong increase in their capacity to use film to spark community conversations and to help bring about community action.

The evaluation findings also suggest that the WGLG model – or adaptations of it – will continue to be used in the campaign countries, helping to sustain its influence beyond the project period. Partners were nearly unanimous in indicating they were very likely to use films again in the future. Indeed, many partners expressed the wish to continue their partnership with ITVS, signaling that they want to keep using the facilitated screening model and the WOTW films. ITVS’s licensing rights for many of the films end in December 2018 or sooner, unless ITVS chooses to extend them for additional years. To the extent that partners find specific WOTW films or discussion guides particularly useful for their needs, loss of licensing rights may undercut the partners’ continued use of the model.

LESSONS LEARNED: ASPECTS OF THE MODEL THAT FACILITATED POSITIVE CHANGE

The evidence summarized above indicates that the project contributed to positive changes on a range of outcomes, both at an individual level and at organizational and community levels. In this section, we explore lessons about *how* WGLG helped bring about these changes, including insights into which aspects of the model were most effective and which aspects worked less well.

► The Utility of Films for Engaging Audiences

The evaluation data suggest that one of the strengths of film is its ability to capture participants’ attention and interest. Partners in multiple countries observed that, compared to other approaches such as lectures or written materials, the films were particularly effective in getting participants to pay attention and encouraging them to engage with the content. Teachers in Bangladesh made a similar point, confirming that the visual aspect of films was helpful for getting students’ attention and helping them understand and remember key messages. Data collected from screening participants further corroborate these observations. Survey and focus group questions probing participants’ reactions to the films revealed generally favorable views of the films as inspiring, entertaining, and informative.

“The use of film as a methodology on its own is a unique mode of disseminating information. Film, unlike other modes of facilitation, totally attracts the attention of the participants. It captivates the audience and motivates them. After watching the films it’s easy to extract information from the audience, as the community is able to relate with the experience of the individuals in the documentaries and are eager to share their experiences too.”

– Partner in Kenya

As might be expected, there were some constraints on the utility of films for engaging audiences. For example, not all films were equally well-received across the diverse country contexts. Some of the male participants in India disliked *Wonder Women*, finding it less inspiring, understandable, or culturally appropriate (e.g., objecting to how women were dressed). A partner organization in Bangladesh commented that rural communities were “not yet ready” to think about girls aspiring to participate in the Olympics, as depicted in *Casablanca Calling*. In Peru, two partners observed it was difficult to keep students’ attention with the films *Forbidden Voices* and *Daughters of the Forest*. These and other comments generally pointed to lack of resonance or difficulty following the storyline as key reasons why a film elicited weaker audience engagement.

In addition, certain technical and logistical criteria needed to be met in order to maximize the films’ potential for engaging audiences. Partners in multiple countries noted that it is important for the films to be in

audiences' native language, and observed that shorter-length films are more conducive to maintaining audience attention. Screening participants and partners in Bangladesh, India, and Kenya described some equipment-related challenges during the screenings. For example, use of laptops, rather than projectors, appeared to make it challenging for participants to see and hear the films, undermining their level of engagement.

► The Inspirational Value of Depicting Real Stories

The evaluation data indicate that seeing examples of real people overcoming obstacles and creating positive change inspired audiences. This was strongly evident in Bangladesh, where students emphasized the courage and sense of agency they felt after watching the films. Participants in Jordan and Kenya similarly described films' impact on their determination and perception of what is possible. As one female political aspirant in Kenya put it: "If the women of Liberia did it, then we can do it better here."

A few partners remarked on this as well, noting the motivational power of seeing real examples:

"We train our girls on self-advocacy techniques and in many of the films we can see real life women using varied strategies while advocating for self/others human rights. No matter how much we go over the theoretical in the classroom, there is nothing stronger than seeing real examples and giving the girls real life models." – Partner in Kenya

"If a small boy like Selim could do such a big job, why can't I?"

– Student Council Member,
Bangladesh

"I have been moved by the films and I will lobby fellow women so that they push the community to see positive side of women leaders. I have to show what we can do to the community just as the Iron Ladies of Liberia did."

– Female Participant, Kenya

"We felt that everyone interacted with the films, and everyone wanted to become like the [characters] in the films. They made a difference and they challenged."

– Female Participant, Jordan

► The Importance of Facilitation

The evaluation findings indicate the important role of facilitation in fostering positive changes in communities. Consistent with ITVS's theory of change, partners confirmed that the films provided a valuable entry point for discussing sensitive or challenging issues. The films gave audiences something to respond to, kick-starting a discussion that would have been otherwise hard to broach directly.

"While working on the issues of gender, talking about sensational topics is always difficult. If a facilitator talks directly on sensitive topics, people may not support it. Films can be instrumental in breaking the ice and making people think about the issues which are otherwise not talked about. Screening of these films helps a lot to make community members think, and we can channelize this process in identifying the issues and work plan of the youth groups." – Partner in India

"It is a material that provokes a lot of reflection and analysis among adolescents, being themselves the ones who generate debates and conclusions on what could have been better or worse for the characters, in one way or another putting themselves in their shoes and what their answers would have been and what actions they would have taken. And the most important thing is that it shows a situation they could be in or already were once in." – Partner in Peru

The facilitated discussions offered a valued opportunity to process the messages in the films, and allowed participants to share their views and experiences. As one Kenyan facilitator observed: “the change was not just inspired by the films but rather the entire facilitation and engagement process that allowed them to process the message and draw the lessons therein.” Women participants in Jordan offered a complementary perspective, describing how the facilitated discussions enabled them to have an open conversation about GBV and share their personal stories.

The evaluation findings on the limited impact of *unfacilitated* screenings in India provide further evidence of the need for facilitation. We found almost no evidence of change among participants who attended a single unfacilitated film screening. Only one indicator – awareness of the unfair challenges that girls in their community face in comparison to boys – showed significant change after exposure to the film. On other indicators measuring attitudes toward gender roles and masculinity, unfacilitated screening participants did not exhibit the positive changes we observed among demographically comparable young men who participated in a facilitated model.

The implications of these findings extend to WGLG’s use of TV broadcasts as well. Recall that, as a complement to the three-film model of facilitated screenings, the campaigns developed partnerships with broadcasters to help disseminate the international documentary films to a larger audience. ITVS hypothesized that unfacilitated exposure to inspiring stories about women and girls overcoming hardships and acting as agents of change *could*, by itself, lead to greater awareness of the challenges women face and influence attitudes toward gender norms – though there was less expectation that such exposure would lead to lasting behavior change. The findings from India offer at least preliminary evidence that this kind of unfacilitated exposure to the documentary films is less effective than the facilitated screenings.

Although the evidence from this evaluation points to the important role of facilitation in bringing about positive change, we caution that our data regarding the potential impacts of broadcast exposure are relatively limited. Additional research into the potential effects of unfacilitated exposure to TV broadcasts of the films would strengthen our understanding of whether and how audiences may be affected. One possibility is to explore potential reinforcement effects. Among audiences who are already predisposed to support women’s empowerment, broadcast exposure to documentary films depicting strong female agents of change may strengthen relevant beliefs and behavioral intentions. As an example: watching a WOTW film on TV may have a reinforcement effect among individuals who are predisposed to support women’s leadership in Kenya, strengthening their positive perceptions of women’s leadership capacities and reinforcing their intention to campaign for female candidates. Additional research could also more deeply explore the potential awareness-raising or learning function of broadcast exposure. As noted, this was the one indicator showing movement among unfacilitated screening participants in India. And in Kenya, the small survey of *Ms. Politician* viewers offered tentative evidence that unfacilitated exposure can help audiences learn something new. Reinforcement and/or awareness-raising impacts could vary, depending on the perceived relevance of the film’s content to local audiences.

► The Value of Serial Engagement

Lessons learned over the course of the project suggest that the facilitated screenings are most effective when organized into a *serial* model. As mentioned earlier in this report, during the process of developing and refining its community engagement models, ITVS found that standalone events (i.e., where audience only attend a single screening) did not provide sufficient time to discuss the films, explore potential actions and challenges, and report back on progress. The serial three-film model grew out of these early observations and became a core part of each of the five country campaigns.

Although we have limited participant data that can speak to this point, we observed some signs corroborating the limitations of standalone screenings and the value of engaging participants repeatedly over time. For example, in Bangladesh, the campaign used the three-film model with members of the student council, supplemented with standalone facilitated screenings for parents and members of the broader student population. Focus group findings suggest that mothers and members of the general student body generally had weaker (or no) recollections of the films and were less likely to articulate ways in which they had been influenced by the films, compared to student council members. In India, the findings took us a step further, suggesting that a *nine*-session model yielded a larger set of effects than the three-film model.

An important caveat: multiple sessions do not inherently bring about stronger effects. Part of what appears to drive WGLG's success with serial engagement is the use of successive sessions that build on one another sequentially. For example, in the three-film model, participants move through a sequential process designed to first enable discussion of sensitive gender issues; then encourage individual-level changes in knowledge, efficacy, attitudes, and behaviors; and finally support audiences as they reflect on their experience taking new actions and developing group initiatives to improve the community. In Peru, the campaign further extended this approach, using the three-film model to cultivate parents' willingness to talk about sensitive SRH issues and to recruit them for an additional series of capacity-building sessions, and then using those capacity-building sessions to deepen participants' knowledge of and ability to communicate about SRH topics. In short, multiple standalone screenings would not be expected to yield the same results as a sequentially structured set of facilitated screenings.

► Ensuring the Quality of Facilitated Screenings

The evaluation revealed some practical lessons regarding the ingredients for effective facilitated screenings. Most important, the success of these discussions relied heavily on the quality of the facilitators. Facilitators had to be able to establish trust with the audience and a safe space for discussing sensitive topics; encourage audiences to reconsider or change their views and to take actions; and help shepherd audiences through a process of surfacing problems and identifying and implementing solutions. These responsibilities required training, skills, and commitment.

Based on lessons learned during Phase 1 of the project, the Country Engagement Coordinators and ITVS staff strengthened the training and supporting documents provided to facilitators in Phase 2, and consistently communicated with partners to help reinforce facilitator commitment and quality control. Partners' end-of-project perspectives on the quality of the training, discussion guides, and support from the ITVS team were generally very positive.

Another lesson learned: facilitators were better able to foster substantive discussions when the size of the screening audience was relatively small. In India and Kenya, for example, it proved difficult to facilitate a productive conversation when the audience size grew beyond 30 people. In Jordan, the campaign typically kept group size to around 15 participants, particularly for home-based screenings intended to encourage women to talk about very private, sensitive issues related to GBV.

The ITVS team also observed that facilitated screenings need to give audiences sufficient guidance to translate breakthrough conversations into concrete actions, but not be so prescriptive that they stifle the community's ability to develop local solutions. Developing a set of "calls to action" related to the campaign objectives in each country helped provide individuals with initial action steps they could personally take. Writing these actions down on cards to hand out to screening participants, as the Jordan campaign did, provided a helpful tool for facilitators, who encouraged individuals to bring the cards back to subsequent screenings to discuss the actions they had tried out.

► The Power of Local Stories

Local content – that is, media content that was produced and set in an audience’s own country – was an important complement to the WOTW series of international documentary films. There are multiple reasons why local content may be a potentially powerful way to engage audiences. People may find it easier to relate to and understand content when it is placed in a familiar country context, is in their native language, and features native actors or characters. And with documentary films in particular, depicting real stories of change from an audience’s own country may help them concretely envision what is possible.

Recognizing this potential, the five country campaigns developed and incorporated local content in various ways, using the content in facilitated screenings to complement the international documentaries, and more widely distributing it through broadcasts and social media platforms. The evaluation data suggest that the local content strengthened the project’s ability to reach, engage, and impact audiences. For example, the *Ms. Politician* series played an important role in the Kenya campaign’s efforts to improve public opinion about women leaders by attracting coverage from major media outlets, driving up the campaign’s social media following, and raising awareness about women’s leadership capabilities and the challenges they face.

In Peru, development of local content was an integral part of the campaign’s strategy, particularly with regard to the objectives of increasing communication about taboo SRH topics and developing the capacity of youth leaders. For example, the short film *Sin Arrugar* was the result of a participatory film-making project through which youth leaders learned about community research, script writing, and filming and directing. The film, which was integrated into facilitated screenings, received praise from partners, who highlighted it as being especially helpful because it portrayed a reality that students recognized and could identify with. This helped audiences “see themselves” in the films. In addition, the National Institute for Children’s and Adolescents’ Health, which provides health care for children and adolescents nationwide, began using the film in their waiting rooms and capacity-building activities for adolescents.

These examples confirm the value of – and local interest in – locally produced content. Indeed, in their end-of-project survey responses, several partners in four of the five countries specifically mentioned their interest in incorporating *more* local content into the facilitated screenings. They praised the utility of the international documentary films, nearly always rating the quality and cultural appropriateness of these films as good or excellent, but also emphasized the unique advantages of films produced locally.

“When a film is made from our community, it is closer to our culture and traditions. This will make it accepted by the audience, especially women who will consider that this film represents them. The benefit would be more.” – Partner in Jordan

A partner in Peru went further, observing that even locally produced films may need to be adapted when used in different parts of the country:

“Peru is an intercultural country, multilingual, and the Puno region where the project was executed is no exception to this reality. The male and female students... have quechua and aimara cultural roots, which is why it was necessary [to have] an additional reflection in order to interculturalize the themes of the documentaries. Even the ones produced locally needed to be adapted because they respond to the Peruvian jungle context and the proposal was executed in a purely Andean reality.” – Partner in Peru

These comments highlight how the impact of documentary film is at least partly driven by an audience’s ability to relate to the stories portrayed. If a film is viewed as too “distant” from an individual’s own context,

or if audiences don't see themselves or the struggles they face in the stories, the film's capacity to inspire positive change may be attenuated.

This may seem to contradict one premise underlying WGLG: that a process of social change can be sparked by showing films of women and girls from other cultures facing challenges similar to those of audience members. But the data suggest that both kinds of films have their value: the international documentary films provided an opening for dialogue about sensitive issues, while local content helped audiences see themselves – and the realities they experience – in the stories of women, girls, men, and boys striving for positive change.

CONCLUSION

The WGLG project proposed a model that can be used to empower and mobilize community members to identify and enact changes that improve the lives of women and girls. The evidence gathered in this evaluation indicates that the project's three-film model, supported by complementary community engagement activities, contributed to a diverse array of positive changes in attitudes, knowledge, self-efficacy, and behavior. Data on participants' responses, as well as the perspectives of the project's partners, confirm that the sequence of film screenings and facilitated discussions helped create the conditions under which communities could have new conversations, gain new knowledge or perspectives, and explore new actions. This provides support for the project's theory that international documentary films, supplemented by locally produced content, can form the basis for fostering these kinds of changes in contexts as varied as Bangladesh, India, Jordan, Kenya, and Peru.

Maintaining – and spreading – the positive processes of change to which the project contributed requires longer-term efforts bolstered by institutional commitment. The extent to which changes endure or even advance depends on individual initiative (i.e., participants continuing to serve as advocates and change agents in their communities) and institutions like government agencies and NGOs, which can both reinforce changes through prolonged engagement and spread change through replication in other communities.

We hope the lessons learned through the WGLG project – and through this evaluation – will help inform and strengthen future efforts to realize positive social change in the world.

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Women and Girls Lead Global Campaign: Phase 2 Final Evaluation Report

APPENDICES

Aspen Planning and Evaluation Program
The Aspen Institute
Final Report
February 2018

The appendices below provide supplemental tables documenting details of the evaluation's quantitative data, including the results of statistical tests where relevant.

These appendices are part of the final report prepared by Aspen Planning and Evaluation Program at the Aspen Institute on behalf of the Independent Television Service (ITVS) under the Women and Girls Lead Global project. The report and the Women and Girls Lead Global project are made possible by the generous support of the American people through the United States Agency for International Development (USAID) under the terms of Cooperative Agreement No. AID-OAA-A-12-00048, and by the generous support of Ford Foundation and the Bill and Melinda Gates Foundation. The contents are the responsibility of Aspen Planning and Evaluation Program and do not necessarily reflect the views of ITVS, USAID, the United States Government, Ford Foundation or the Bill and Melinda Gates Foundation.



APPENDIX A: Women of the World Documentary Films

Season 1

1. I Came to Testify
2. Invoking Justice
3. Motherland Afghanistan
4. Pray the Devil Back to Hell
5. Pushing the Elephant
6. She Matters
7. Women Women!
8. Taking Root: The Vision of Wangari Maathai
9. I Was Worth 50 Sheep
10. The Revolutionary Optimists

Season 2

1. Forbidden Voices
2. Gulabi Gang
3. Miss Nikki and the Tiger Girls
4. No Problem! Six Months with the Barefoot Grandmamas
5. Salma
6. Sister
7. Six Days
8. Sweet Dreams
9. Thembi
10. Town of Runners

Season 3

1. The Boxing Girls of Kabul
2. Casablanca Calling
3. Daughters of the Forest
4. Daughters of the Niger Delta
5. Driving with Selvi
6. Efrosina's Revolution
7. Here I Stand
8. I Am A Girl
9. The World Before Her
10. What Tomorrow Brings

Season 4

1. Girl Connected
2. Iron Ladies of Liberia
3. Light Fly, Fly High
4. Sepideh
5. Sonita
6. Streetkids United II: The Girls from Rio
7. Karla's Arrival

APPENDIX B: Methodological Lessons

In this evaluation, we triangulated multiple methodological approaches in an effort to gather a comprehensive view of the project’s impact. We review lessons learned about the strengths and limitations of these approaches for measuring the impact of documentary films.

Facilitated Community Screenings. Traditional baseline/endline surveys, asking respondents the same questions before and after the intervention, were a core component of the evaluation design for assessing the impact of WGLG’s facilitated community screenings. These surveys were helpful for assessing relatively short-term change on quantifiable indicators of attitude and behavior change established *a priori*. However, this approach was less useful for documenting the nuanced, diverse, and sometimes unanticipated ways in which the films influenced audiences.

One of the unique characteristics of the WGLG project is its use of documentary films encompassing a wide range of topics. Unlike edutainment telenovelas or soap operas that model specific behaviors the audience is expected to learn and emulate, the WGLG project’s 37 films depicted stories of female empowerment in many shapes and forms, from women political leaders to female business entrepreneurs to girl athletes. In addition, the project emphasized community-led solutions; although facilitators used calls to action to help guide participants’ behavior change, the model was geared toward encouraging audiences to develop their own ideas of how to best address issues of gender inequality in their community.

This introduced additional methodological considerations regarding how to measure the project’s impact. In particular, we needed ways to capture stories of change, including those that may be unique, unanticipated, or dynamic (i.e., unfolding over time). We used the event reporting tool as one way to gather these examples. Facilitators were a valuable source of information about actions that participants took, either on their own or as a group. A limitation of the event reporting tool was the burden placed on facilitators to gather longer-term data; although some effort was made to complete “after action reports” on actions audience members had taken after the conclusion of the three-film model, it was challenging for facilitators to keep track of participants after the fact.

Focus groups were an important complement to the surveys and reporting tool. These group discussions, moderated by external researchers, provided insights into participants’ reactions to the films, and enabled us to collect stories of individual and group efforts to bring about positive change. The focus groups were also useful for surfacing some of the reasons why positive change cannot or does not happen – or persist. The resulting qualitative data yielded a more nuanced and complex picture of attitude and behavior change than surveys and event reports were able to provide. A limitation of this qualitative method is that they reflect the views of a relatively small number of participants who could be gathered for focus groups.

DocSCALE, the Interactive Voice Response survey piloted by ITVS during the WGLG project, shows promise as an additional tool for gathering data. It provides a way to gather community-generated examples of change (through the open-ended recorded statement), and allows others to weigh in on whether they observed or experienced that same change (through the collaborative filtering feature). In this way, it serves as an extension of a focus group, soliciting respondents’ stories of change, and then circulating those stories to other respondents to help determine whether a particular change is isolated or part of a broader phenomenon. As a phone-based tool, it also offers a potentially more efficient way to follow up with communities after some time has elapsed to explore the extent to which change was sustained. And in future iterations, the tool may be useful for tracking community-led initiatives whose effects take longer to realize.

Our experience piloting DocSCALE in India and Jordan revealed the strengths and limitations of the tool. The process of circulating statements of change worked best when there was a large number of respondents, as this allowed us to solicit a larger number of community perspectives on a broader set of recorded statements. We observed variation in how willing respondents were to record their own statement of change on a phone. Participants who came to a community center to take the survey appeared to be more willing to record statements than participants who were asked to take the survey on their own phone. In addition, the pilot of DocSCALE provided relatively limited insights into the tool's utility for assessing persistence of change over time due to potential survey mode effects; that is, differences in responses to questions repeated in the endline and in the follow-up IVR survey may have been partly due to differences in how respondents answer when taking a survey in a paper/pencil format (at endline) as opposed to an IVR format. These and other lessons are discussed in a forthcoming white paper on DocSCALE, authored by Brandie Nonnecke, Research and Development Manager at CITRIS.

Broadcasts. The evaluation placed relatively limited emphasis on assessing the impact of broadcasts of the documentary films. In Phase 2, we used unfacilitated screenings as a proxy for broadcast exposure, and conducted brief baseline/endline surveys to assess short-term attitude change. This offered a helpful comparison point for evaluating the impact of the three-film facilitated model. But we emphasize that the unfacilitated screenings were a proxy only. We created a more or less controlled setting in which participants were gathered together and shown a film. The conditions under which broadcast exposure occurs may vary from this, for example if a family watches the film together and then discusses it. And under broadcast conditions, individuals will self-select into the audience, whereas in the unfacilitated screening proxy participants were assigned a film to watch.

APPENDIX C: India

Survey of Hero Academy Participants

Number of Hero Academies and Graduates, by Location		
	# Hero Academies Completed	# Graduates (Participants at Endline)
Delhi	3	47
Nainwa, Rajasthan	15	262
Pune, Maharashtra	6	88
Solapur, Maharashtra	2	30
Mumbai, Maharashtra	3	49
TOTAL	29	476

Hero Academy Completion and Retention, by Location					
	# Hero Academies Started	# Hero Academies Completed	# Baseline Respondents	# Endline Respondents	Difference in # Respondents
Delhi	5	3	112	47	-65
Nainwa, Rajasthan	15	15	342	262	-80
Dholpur, Rajasthan	2	0	34	0	-34
Pune, Maharashtra	6	6	129	88	-41
Solapur, Maharashtra	4	2	89	30	-59
Mumbai, Maharashtra	3	3	70	49	-21
TOTAL	35	29	776	476	-300

Notes on retention:

- ▶ Overall, the program retained 61% of participants surveyed at baseline.
- ▶ A total of 6 academies (2 per cohort) dissolved, comprising 126 of the 300 lost participants.
- ▶ If the 6 dissolved academies are removed from the equation, the remaining 29 completed academies retained 73% of participants surveyed at baseline.
- ▶ Among the completed academies, each academy lost about 6 participants during the course of the 9-week program, on average.

Number of Participants, by Language of Interview		
	Baseline % (n)	Endline % (n)
Hindi	71.9% (558)	75.4% (359)
Marathi	28.1% (218)	24.6% (117)
Total N	776	476

Number of Participants, by NGO Partner		
	Baseline % (n)	Endline % (n)
Magic Bus	14.4% (112)	9.9% (47)
ICRW	13.4% (104)	10.3% (49)
CHSJ/Manjiri	54.6% (424)	67.0% (319)
Astitwa	6.2% (48)	0% (0)
Nari Samita Manch	11.3% (88)	12.8% (61)
Total N	776	476

Respondent Age		
	Baseline	Endline
Mean age	19.9	19.4
Youngest	14	14
Oldest	32	32

Respondent Marital Status		
	Baseline % (n)	Endline % (n)
Unmarried	82.0% (636)	86.5% (412)
Currently married/cohabiting	18.0% (140)	13.5% (64)
Widowed	0	0
Divorced/separated	0	0

Respondent Education				
School Status				
	Baseline		Endline	
	N	%	N	%
Attending school now	529	68.2%	344	72.3%
Attended school in the past	242	31.2%	129	27.1%
Never attended school	5	0.6%	3	0.6%
Grade Level Completed*				
1 st	0	0%	0	0%
2 nd	0	0%	1	0.2%
3 rd	4	0.5%	1	0.2%
4 th	2	0.3%	0	0%
5 th	12	1.6%	6	1.3%
6 th	8	1.0%	4	0.9%
7 th	15	2.0%	9	1.9%
8 th	24	3.1%	14	3.0%
9 th	71	9.2%	39	8.3%
10 th	143	18.6%	99	20.9%
11 th	82	10.6%	43	9.1%
12 th	174	22.6%	101	21.4%
Graduate school and above	236	30.6%	156	33.0%
TOTAL N	771	100%	473	100%

*There were a few cases where respondents changed their reported grade level between baseline and endline.

All statistics below focus only on respondents surveyed at both baseline and endline and who said they attended at least one session of the Hero Academy (n=470). For all the Likert scales, we used Wilcoxon signed-rank tests and paired samples t-tests to assess change over time. Some researchers use the t-test for Likert scales, but since the variable is technically ordinal, the Wilcoxon signed-rank test is more appropriate. In all cases, the two tests yielded the same conclusion.

Attitudes about Manhood and Masculinity					
	Baseline	Endline	Difference	Statistical Tests	
	Mean (1-5)	Mean (1-5)		Paired samples t-test	Wilcoxon signed-rank test
Boys do not remain faithful to their partner for long	3.32	2.58	-.74	t(469)= 6.887 (p<.001)	Z= 6.564 (p<.001)
Boys lose honor if they talk about their problems	2.39	1.72	-.67	t(469)= 6.827 (p<.001)	Z= 5.955 (p<.001)
Boys need to be tough even if they are very young	4.14	3.26	-.88	t(469)= 9.889 (p<.001)	Z= 8.543 (p<.001)
Violence is a natural reaction for men – it is something they cannot control	2.79	2.01	-.78	t(469)= 7.773 (p<.001)	Z= 7.562 (p<.001)
A man should have the final word about decisions in his home.	3.19	2.03	-1.16	t(327)= 9.921 (p<.001)	Z= 8.686 (p<.001)

Responses range from strongly disagree (1) to strongly agree (5). The desired response is disagreeing with the statements (i.e., lower values).

Attitudes regarding Men's Controlling Behaviors					
	Baseline	Endline	Difference	Statistical Tests	
	Mean (1-5)	Mean (1-5)		Paired samples t-test	Wilcoxon signed-rank test
A husband is justified in telling a woman which friends she can or cannot talk to or see	3.13	2.25	-.88	t(469)= 8.272 (p<.001)	Z= 7.823 (p<.001)
A husband is justified in not allowing his wife to go outside alone	3.42	2.54	-.88	t(469)= 8.886 (p<.001)	Z= 8.348 (p<.001)
A brother or husband is justified in telling a woman what kind of dress she can or cannot wear	3.23	2.56	-.67	t(469)= 6.658 (p<.001)	Z= 6.734 (p<.001)
A husband is justified in demanding that his wife have sex with him	3.60	3.09	-.51	t(468)= 4.970 (p<.001)	Z= 4.530 (p<.001)
A man is justified in beating his wife if she makes a mistake	1.88	1.54	-.34	t(327)= 3.872 (p<.001)	Z= 3.398 (p<.001)

Responses range from strongly disagree (1) to strongly agree (5). The desired response is disagreeing with the statements (i.e., lower values).

Gender Norms: Decision Making				
<i>In the following situations, who do you think should make the final decision?</i>	Husband	Wife	Both together	Statistical Tests
Family planning				
Baseline	18.0%	4.9%	77.1%	Chi2(1)= 28.47, p<.001
Endline	4.6%	6.1%	89.3%	
Difference	-13.4	1.2	12.2	
Daughter's education				
Baseline	25.3%	2.7%	72.0%	Chi2(1)= 14.11, p<.001
Endline	14.0%	4.6%	81.4%	
Difference	-11.3	1.9	9.4	
Household finances				
Baseline	41.5%	4.0%	54.5%	Chi2(1)= 34.51, p<.001
Endline	30.7%	4.6%	74.7%	
Difference	-10.8	0.6	20.2	
<i>Note: Cohort 1 was not asked these questions. To assess the statistical significance of the change, we created a dichotomous variable (0=husband, 1= Wife or both together) and conducted McNemar's chi-square test.</i>				

Gender Norms: Roles					
	Baseline	Endline	Difference	Statistical Tests	
	Mean (1-5)	Mean (1-5)		Paired samples t-test	Wilcoxon signed-rank test
A woman should take good care of her own children and not aspire to achieve things beyond the household.	3.54	2.21	-1.33	t(327)= 10.387 (p<.001)	Z= 8.982 (p<.001)
There is man's work and woman's work, and one should not overlap with the other.	3.47	2.25	-1.22	t(327)= 10.469 (p<.001)	Z= 9.038 (p<.001)
It's a girl's fault if a male teacher sexually harasses her. [Scenario: For example, if a girl is not conservative enough in her behavior or appearance, would it be her fault if a male teacher sexually harassed her?]	1.92	1.59	-.33	t(469)= 4.376 (p<.001)	Z=4.719 (p<.001)
A woman should obey her husband in all things [Scenario: For example, do you feel it is ok for your mother to disobey your father on certain occasions?]	3.38	2.60	-.78	t(469)= 8.927 (p<.001)	Z= 8.393 (p<.001)
Girls should accept that there are some activities, such as sports, that boys can do but girls cannot.	1.72	1.59	-.13	t(327)= 1.376 (p=.170)	Z= 1.514 (p=.130)
<i>Responses range from strongly disagree (1) to strongly agree (5). The desired response is disagreeing with the statements (i.e., lower values).</i>					

Awareness of Challenges Girls Face					
	Baseline	Endline	Difference	Statistical Tests	
	Mean (1-5)	Mean (1-5)		Paired samples t-test	Wilcoxon signed-rank test
Girls in our community face unfair challenges or hardships in comparison to boys.	4.65	4.58	-.07	t(327)= 0.8103 (p=.418)	Z= -0.450 (p=.653)
<i>Responses range from strongly disagree (1) to strongly agree (5). The desired response is agreeing with the statement (i.e., higher values).</i>					

Empathy towards Women and Girls						
Desired response: greater frequency		Never	Occasionally	Sometimes	Often	Statistical Tests
Try to imagine how things look from a girl's perspective.	Baseline	44.5%	16.8%	34.3%	4.5%	Z= -4.473 (p<.001)
	Endline	33.4%	14.3%	46.8%	5.5%	
	Difference	-11.1	-2.5	12.5	1.0	
Help one of your female family members with her work if she is feeling unwell. (Cohorts 2 and 3 only)	Baseline	1.2%	3.3%	28.3%	67.1%	Z= -0.776 (p=0.438)
	Endline	0.3%	3.1%	27.4%	69.2%	
	Difference	-0.9	-0.2	-0.9	2.1	
Desired response: less frequency		Never	Occasionally	Sometimes	Often	Statistical Tests
Have a difficult time seeing things from a girl's point of view.	Baseline	13.4%	25.5%	27.2%	33.8%	Z= -3.478 (p<.001)
	Endline	9.6%	19.6%	30.0%	40.8%	
	Difference	-3.8	-5.9	2.8	7.0	
Ignore your female relatives' perspectives on decisions that affect them because you are confident you know what is best for them. (Cohorts 2 and 3 only)	Baseline	22.9%	27.7%	39.6%	9.8%	Z=-1.189 (p=.234)
	Endline	25.0%	23.5%	31.7%	19.8%	
	Difference	2.1	-4.2	-7.9	10.0	
<i>Note: Wilcoxon signed-rank test used to assess statistical significance.</i>						

Comfort Talking to Family about GBV				
	Don't feel comfortable at all	Somewhat comfortable	Very comfortable	Statistical Tests
Baseline	36.6%	35.1%	28.3%	
Endline	24.4%	43.0%	32.6%	
Difference	-12.2	7.9	4.3	Z= -3.045 (p=.002)

Survey question: How comfortable do you feel talking with your family members about issues of violence against women and girls (for example: domestic violence, sexual harassment)?

Note: Wilcoxon signed-rank test used to assess statistical significance. Asked in Cohorts 2 and 3 only.

Witnessed Harassment		
	Baseline (% yes)	Endline (% yes)
Witnessed peers or someone in the school or community making sexual jokes	56.5%	54.8%
Witnessed peers or someone in the school or community getting angry or yelling at girls	44.3%	47.0%
Witnessed peers or someone in the school or community deliberately pushing, shoving, or grabbing a girl	33.4%	34.0%
Witnessed peers or someone in the school or community make degrading comments about a girl's appearance (for example, her clothing)	49.6%	49.1%

Tolerance for Harassment					
	Baseline	Endline	Difference	Statistical Tests	
<i>Extent of agreement with the statement: "This behavior is normal and isn't really a problem."</i>	Mean (1-5)	Mean (1-5)		Paired samples t-test	Wilcoxon signed-rank test
Making sexual jokes	2.43	2.19	-.24	t(469)= 2.643 (p=.008)	Z= 2.214 (p=.027)
Getting angry or yelling at girls	2.03	1.68	-.35	t(469)= 4.346 (p<.001)	Z= 3.680 (p<.001)
Deliberately pushing, shoving, or grabbing a girl	1.57	1.33	-.24	t(469)= 3.594 (p<.001)	Z= 2.606 (p=.009)
Making degrading comments about a girl's appearance (for example, her clothing)	1.99	1.59	-.40	t(469)= 4.772 (p<.001)	Z=3.980 (p<.001)

Note: Responses range from strongly disagree (1) to strongly agree (5). The desired response is disagreeing with the statement (i.e., lower values).

Knowledge of How to Intervene When Witnessing Harassment					
	Baseline	Endline	Difference	Statistical Tests	
<i>Extent of agreement with the statement: "I don't know how to intervene when I see this behavior."</i>	Mean (1-5)	Mean (1-5)		Paired samples t-test	Wilcoxon signed-rank test
Making sexual jokes	3.12	2.98	-.14	t(469)= 1.454 (p=.147)	Z= 1.313 (p=.189)
Getting angry or yelling at girls	2.86	2.41	-.45	t(469)= 4.737 (p<.001)	Z= 4.429 (p<.001)
Deliberately pushing, shoving, or grabbing a girl	2.87	2.34	-.53	t(469)= 5.656 (p<.001)	Z= 5.393 (p<.001)
I don't know how to intervene when I see this behavior	3.11	2.45	-.66	t(469)= 6.826 (p<.001)	Z= 6.421 (p<.001)

Note: Responses range from strongly disagree (1) to strongly agree (5). The desired response is disagreeing with the statement (i.e., lower values).

Intention to Intervene in Situations of Harassment							
	Wouldn't do anything	Would join in	Would talk to the person/people involved afterwards	Would talk to others about it afterwards	Would try to stop the behavior in the moment	Other	Collapsed indicator: Would take any positive action†
Making sexual jokes							
Baseline %	37.90%	9.10%	8.10%	7.00%	36.80%	1.10%	51.90%
Endline %	32.80%	6.80%	6.80%	3.80%	49.60%	0.20%	60.20%
Difference	-5.10	-2.30	-1.30	-3.20	12.80	-0.90	8.30 [Chi2(1)= 7.64, p=.007]
Getting angry or yelling at girls							
Baseline %	35.10%	0.20%	9.60%	8.70%	45.70%	0.60%	64.0%
Endline %	16.60%	0.20%	17.20%	11.70%	53.00%	1.30%	81.9%
Difference	-18.50	0.00	7.60	3.00	7.30	0.70	17.90 [Chi2(1)= 43.02, p<.001]
Deliberately pushing, shoving, or grabbing a girl							
Baseline %	26.40%	0.40%	11.70%	7.70%	51.70%	2.10%	71.1%
Endline %	11.90%	0.20%	18.10%	8.70%	60.60%	0.40%	87.5%
Difference	-14.50	-0.20	6.40	1.00	8.90	-1.70	16.40 [Chi2(1)= 37.29, p<.001]
Making degrading comments about a girl's appearance (for example, her clothing)							
Baseline %	42.30%	1.90%	9.10%	8.10%	36.60%	1.90%	53.8%
Endline %	18.80%	0.60%	15.60%	8.50%	54.60%	1.90%	78.7%
Difference	-23.50	-1.30	6.50	0.40	18.00	0.00	24.90 [Chi2(1)= 61.16, p<.001]

† We created a dichotomous indicator of taking any positive action (0=joined/did nothing, 1= talked to person involved or others after/tried to stop the behavior in the moment) and conducted McNemar’s chi-square test to assess change between baseline and endline. “Other” responses were evaluated on a case-by-case basis. Those who qualified whether they would intervene, said they would not do anything, blamed the girls, or said they would beat the offender were coded as 0. Those whose responses indicated they would take some form of positive action were coded as 1.

Skill Building			
Please tell us how much you feel you strengthened each of the following skills as a result of your participation in the Hero Academy.	Not at all	A little	A lot
How to identify issues that women and girls face in the community and design solutions to address them.	12.2%	71.0%	16.8%
How to use interviews to better understand women’s challenges and perspectives.	8.2%	64.0%	27.7%
How to use a map to better understand and address community challenges.	18.0%	45.6%	36.4%

Note: Asked at endline only in Cohorts 2 and 3.

Open-ended responses on how respondents changed as a result of participating in the Hero Academy		
Categories of Change	# of respondents mentioning change	% of respondents†
Helping with household chores	146	44.5%
Give more respect to women and girls (treat them equally, listen, treat them with respect, speak politely)	83	25.3%
Stopped teasing, commenting on, or abusing women and girls	58	17.7%
Changed attitude/perception/understanding of women and girls	55	16.8%
Advocate for girls’ education and against child marriage in the community and in their own families	37	11.3%
Feel more comfortable talking to women and girls	35	10.7%
Stopped looking at girls with romantic intentions and judging their character by their clothing	34	10.4%
Intervene when women/girls are being harassed	30	9.1%
Encourage/support girls to move beyond gender stereotypes (encourage girls to play sports, do not restrict girls’ freedom)	24	7.3%
Supportive environment by helping women and girls	21	6.4%
Other changes: generally improving themselves (e.g., do work by myself, more confident, better at communicating), stopping bad habits (e.g., smoking, skipping schools), helping others	38	11.6%

† Refers to the percentage of respondents in Cohorts 2 and 3 (N=328) who mentioned each type of change in their open-ended responses to the following questions: “Do you feel you have personally changed at all as a result of participating in the Hero Academy?” (If yes:) “In what ways have you changed?” The answers that respondents gave to this question sometimes encompassed more than one category of change. They were coded as mentioning multiple categories. As a result, the right-hand column does not sum to 100.

Survey of Three-Film Model Participants

Number of Participants, by Location					
	Baseline		Endline		Difference
	# respondents	%	# respondents	%	# respondents
Delhi	67	22.5%	28	14.4%	-39
NSP	25		12		-13
Pratap Nagar	26		16		-10
Seelampur*	16		0		-16
Bihar (Faridabad)	38	12.7%	20	10.3%	-18
Agwanpur	19		8		-11
Gurkul	19		12		-7
Haryana	63	21.1%	49	25.3%	-14
Fatehabad					
Bhatukala	21		16		-5
Fatehabad City	14		11		-3
Hisar					
Daulatpur	28		22		-6
Maharashtra	130	43.6%	97	50.0%	-33
Solapur					
Akulgaon	21		17		-4
Chinchgaon	24		17		-7
Kavhe	19		15		-4
Lavhe	19		12		-7
Maisgaon	24		20		-4
Ghatne	23		16		-7
TOTAL	298	100%	194	100%	-104

* ITVS dropped this group.

Number of Participants, by Language of Interview		
	Baseline	Endline
Hindi	56% (168)	50% (97)
Marathi	44% (130)	50% (97)
Total	298	194

Number of Participants, by NGO Partner		
	Baseline % (n)	Endline % (n)
CADAM	5.4% (16)	0% (0)*
NAG	21.1% (63)	25.3% (49)
SAMARTH	17.1% (51)	14.4% (28)
SAMYAK	43.6% (130)	50% (97)
SOS	12.7% (38)	10.3% (20)

* ITVS dropped this group.

Respondent Age		
	Baseline	Endline
Mean age	20.9 years	21.0 years
Youngest	14 years	14 years
Oldest	39 years	39 years

Grade Level Completed				
	Baseline		Endline	
	N	%	N	%
1 st	1	0.34%	1	0.52%
2 nd	0	0	0	0
3 rd	1	0.34%	1	0.52%
4 th	0	0	0	0
5 th	2	0.67%	1	0.52%
6 th	1	0.34%	0	0
7 th	7	2.35%	3	1.55%
8 th	12	4.03%	9	4.64%
9 th	22	7.38%	12	6.19%
10 th	42	14.09%	26	13.40%
11 th	39	13.09%	29	14.95%
12 th	74	24.83%	44	22.68%
Graduate school and above	97	32.55%	68	35.05%
TOTAL N	298	100	194	100

All statistics below focus only on respondents surveyed at both baseline and endline (n=194).

Attitudes Towards Manhood, Masculinity, and Men's Controlling Behavior					
	Baseline	Endline	Difference	Statistical Tests	
	Mean (1-5)	Mean (1-5)		Paired samples t-test	Wilcoxon signed-rank test
There is man's work and woman's work, and one should not overlap with the other.	3.77	2.56	-1.21	t(193)= 8.11 (p<.001)	Z= 7.32 (p<.001)
A woman should take good care of her own children and not aspire to achieve things beyond the household.	2.80	1.88	-0.92	t(193)= 6.53 (p<.001)	Z= 5.73 (p<.001)
A man should have the final word about decisions in his home.	2.67	2.26	-0.41	t(193)= 2.95 (p=.004)	Z= 2.66 (p= 0.008)
A husband is justified in not allowing his wife to go outside alone.	2.74	2.66	-0.08	t(193)= 0.591 (p= 0.555)	Z= 0.534 (p= 0.593)
Boys need to be tough even if they are very young.	4.02	3.88	-0.14	t(193)= 0.985 (p= 0.326)	Z=1.117 (p=0.264)
Girls should accept that there are some activities, such as sports, that boys can do but girls cannot.	2.00	1.79	-0.21	t(193)= 1.724 (p= 0.086)	Z= 1.489 (p= 0.136)
A man is justified in beating his wife if she makes a mistake.	1.74	1.80	0.06	t(193)= -0.543 (p= 0.587)	Z= 0.546 (p= 0.5852)

Note: Responses range from strongly disagree (1) to strongly agree (5). The desired response is disagreeing with the statements (i.e., lower values).

Awareness of Challenges Girls Face					
	Baseline	Endline	Difference	Statistical Tests	
	Mean (1-5)	Mean (1-5)		Paired samples t-test	Wilcoxon signed-rank test
Girls in our community face unfair challenges or hardships in comparison to boys.	3.99	4.14	.15	t(193)= -1.189 (p= 0.236)	Z= -1.383 (p= 0.167)
<i>Responses range from strongly disagree (1) to strongly agree (5). The desired response is agreeing with the statement (i.e., higher values).</i>					

Comfort Talking to Family about GBV				
	Don't feel comfortable at all	Somewhat comfortable	Very comfortable	Statistical Tests
Baseline	24%	37%	39%	
Endline	19%	49%	32%	
Difference (% point change)	-5	12	-7	Z=321 (p=0.784)
<i>Survey question: How comfortable do you feel talking with your family members about issues of violence against women and girls (for example: domestic violence, sexual harassment)?</i>				
<i>Note: Wilcoxon signed-rank test used to assess statistical significance of change between baseline and endline.</i>				

Empathy towards Women and Girls						
		Never	Occasionally	Sometimes	Often	Statistical Tests
Try to imagine how things look from a girl's perspective.	Baseline	28%	20%	37%	15%	Z= 4.312 (p<.001)
	Endline	14%	16%	48%	22%	
	Difference (% point change)	-14	-4	+11	+7	
<i>Note: Wilcoxon signed-rank test used to assess statistical significance of change between baseline and endline.</i>						

Witnessed Harassment		
	Baseline	Endline (% yes)
Witnessed peers or someone in the school or community making sexual jokes	Not asked	68% (131)
Witnessed peers or someone in the school or community getting angry or yelling at girls	Not asked	57% (110)

Tolerance for Harassment					
	Baseline	Endline	Difference	Statistical Tests	
<i>Extent of agreement with the statement: "This behavior is normal and isn't really a problem."</i>	Mean (1-5)	Mean (1-5)		Paired samples t-test	Wilcoxon signed-rank test
Making sexual jokes	2.27	1.88	-0.39	t(192)= 2.701 (p= 0.007)	Z= 2.413 (p= 0.016)
Getting angry or yelling at girls	2.43	1.46	-0.97	t(192)= 7.910 (p<.001)	Z=6.584 (p<.001)

Note: Responses range from strongly disagree (1) to strongly agree (5). The desired response is disagreeing with the statement (i.e., lower values).

Knowledge of How to Intervene When Witnessing Harassment					
	Baseline	Endline	Difference	Statistical Tests	
<i>Extent of agreement with the statement: "I don't know how to intervene when I see this behavior."</i>	Mean (1-5)	Mean (1-5)		Paired samples t-test	Wilcoxon signed-rank test
Making sexual jokes	2.69	2.88	-0.19	t(192)= -1.133 (p= 0.259)	Z= 1.116 (p= 0.264)
Getting angry or yelling at girls	2.77	2.68	-0.09	t(192)= 0.557 (p=0.578)	Z=0.550 (p=0.582)

Note: Responses range from strongly disagree (1) to strongly agree (5). The desired response is disagreeing with the statement (i.e., lower values).

Intention to Intervene in Situations of Harassment							
	Wouldn't do anything	Would join in	Would talk to the person/people involved afterwards	Would talk to others about it afterwards	Would try to stop the behavior in the moment	Other	Collapsed indicator: Would take any positive action†
Making sexual jokes							
Baseline %	44.0%	23.3%	8.3%	10.4%	10.4%	3.6%	29.0%
Endline %	25.9%	10.9%	9.8%	11.9%	38.9%	2.6%	60.6%
	-18.1	-12.4	1.5	1.5	28.5	-1.0	31.6 [Chi2(1)= 49.61, p<.001]
Getting angry or yelling at girls							
Baseline %	53.4%	7.2%	9.8%	10.4%	14.0%	5.2%	34.7%
Endline %	9.8%	9.8%	13.5%	16.1%	45.6%	5.2%	75.6%
	-43.6	2.6	3.7	5.7	31.6	0.0	40.9 [Chi2(1)= 70.12, p<.001]
† We created a dichotomous indicator of taking any positive action (0=joined/did nothing, 1= talked to person involved or others after/tried to stop the behavior in the moment) and conducted McNemar's chi-square test to assess change between baseline and endline. "Other" responses were evaluated on a case-by-case basis. Those who qualified whether they would intervene, said they would not do anything, blamed the girls, or said they would beat the offender were coded as 0. Those whose responses indicated they would take some form of positive action were coded as 1.							

Survey of Participants in Unfacilitated Screenings

Number of Respondents, by Location					
	Baseline		Endline		Difference
	Number of respondents	Percent of total	Number of respondents	Percent of total	Number of respondents
Delhi	95	39%	89	42%	-6
BHIM NAGAR	25		22		-3
K NAGAR SHAHDRA	22		22		0
MAJNU KA TILLA	24		23		-1
ROHINI SEC-26	24		22		-2
Haryana (Hisar)	22	9%	14	7%	-8
Daulatpur	22		14		-8
Maharashtra (Solapur)	127	52%	108	51%	-19
Bhosere	20		20		0
Gwalwadi	21		21		0
Loni	15		15		0
Mungsi	26		11		-15
Nadi	19		19		0
Singewadi	26		22		-4
TOTAL	244	100%	211	100%	-33

Number of Respondents, by Language of Interview		
	Baseline	Endline
Hindi	48% (117)	49% (103)
Marathi	52% (127)	51% (108)

Number of Respondents, by NGO Partner		
	Baseline % (n)	Endline % (n)
NAG	18% (44)	17% (36)
NAZDEEK	10% (25)	10% (22)
SAMARTH	20% (48)	21% (45)
SAMYAK	52% (127)	51% (108)

Respondent Age		
	Baseline	Endline
Mean age	21.9 years	21.9 years
Youngest	16 years	16 years
Oldest	34 years	34 years

Respondent Grade Level Completed				
	Baseline		Endline	
	N	%	N	%
1 st	1	0.4	0	0
2 nd	0	0	0	0
3 rd	0	0.8	0	0
4 th	1	0.4	1	0.5
5 th	4	1.6	3	1.4
6 th	8	3.3	7	3.3
7 th	8	3.3	8	3.8
8 th	13	5.3	12	5.7
9 th	31	12.7	25	11.8
10 th	48	19.7	45	21.3
11 th	19	7.8	12	5.7
12 th	50	20.5	41	19.4
Graduate school and above	61	25.0	57	27.0
TOTAL N	244	100	210	100

All statistics below focus only on respondents surveyed at both baseline and endline (n=211).

Attitudes Towards Manhood, Masculinity, and Men's Controlling Behavior					
	Baseline	Endline	Difference	Statistical Tests	
	Mean (1-5)	Mean (1-5)		Paired samples t-test	Wilcoxon signed-rank test
Boys need to be tough even if they are very young.	4.28	4.59	0.31	t(210)=3.66 (p<.001)	Z=4.21 (p<.001)
A man is justified in beating his wife if she makes a mistake.	2.09	2.11	0.02	t(210)= 0.18 (p=0.856)	Z=0.24 (p=0.809)
There is man's work and woman's work, and one should not overlap with the other.	3.62	3.52	-0.10	t(210)=-0.83 (p=0.408)	Z=-1.43 (p=0.154)
A husband is justified in not allowing his wife to go outside alone.	2.99	2.99	0	t(210)=0 (p=1)	Z=0.298 (p=0.766)
A woman should take good care of her own children and not aspire to achieve things beyond the household.	3.28	3.25	-0.03	t(210)= 0.263 (p= 0.793)	Z= 0.650 (p= 0.516)

Note: Responses range from strongly disagree (1) to strongly agree (5). The desired response is disagreeing with the statements (i.e., lower values).

Awareness of Challenges Girls Face					
	Baseline	Endline	Difference	Statistical Tests	
	Mean (1-5)	Mean (1-5)		Paired samples t-test	Wilcoxon signed-rank test
Girls in our community face unfair challenges or hardships in comparison to boys.	3.70	3.99	0.29	t(210)= 2.53 (p=0.012)	Z= 2.55 (p= 0.011)
<i>Responses range from strongly disagree (1) to strongly agree (5). The desired response is agreeing with the statement (i.e., higher values).</i>					

Respondents' Rating of the Film		
Rating	N	%
1	7	3.3
2	0	0
3	2	0.9
4	2	0.9
5	8	3.8
6	3	1.4
7	22	10.4
8	27	12.8
9	40	19.0
10	100	47.4
Total	211	100.00
<i>Respondents were asked to rate the film on a scale of 1 to 10, where 1 is "very poor" and 10 is "excellent."</i>		

Words Respondents Chose to Describe the Film		
Word	N	%
Interesting	75	35.5
Boring	4	1.9
Too long	13	6.2
Too short	18	8.5
Surprising	76	36.0
Entertaining	28	13.3
Inspiring	151	71.6
<i>Note: Respondents could choose multiple words. Hence, the numbers in the right-hand column do not sum to 100.</i>		

IVR Survey of Participants in Three-Film Model

A total of 100 respondents completed the IVR survey of three-film model participants. This is about half (51.5%) of the total number of three-film participants for whom we have baseline and endline survey data (n=194).

Number of Respondents, by Survey Language (IVR)		
Language	N	%
Hindi	56	56%
Marathi	44	44%
Total	100	100%

Survey Questions Asked of All IVR Survey Respondents

Attitudes on Gender Issues					
	Baseline %	Endline %	IVR %	Statistical Tests	
				Baseline to Endline	Endline to IVR
<i>A man should have the final word about decisions in his home</i>					
Disagree	49%	68%	60%	Z= 3.027 (p=.003)	Z= -0.513 (p=.608)
Neither agree nor disagree	4%	2%	12%		
Agree	47%	30%	28%		
<i>Boys need to be tough even if they are very young</i>					
Disagree	17%	23%	56%	Z= 1.272 (p=.203)	Z= 5.347 (p<.001)
Neither agree nor disagree	3%	5%	12%		
Agree	80%	72%	32%		
<i>Girls in our community face unfair challenges or hardships in comparison to boys</i>					
Disagree	18%	10%	8%	Z= -1.801 (p=.072)	Z= -0.400 (p=.688)
Neither agree nor disagree	4%	4%	5%		
Agree	78%	86%	87%		
<i>Note: For each of these three questions, the baseline/endline 5-point scale was collapsed into a 3-point scale to match the IVR. Note: Wilcoxon signed-rank test used to assess statistical significance of change between baseline and endline, and between endline and IVR.</i>					

Comfort Talking to Family about GBV				
	Don't feel comfortable at all	Somewhat comfortable	Very comfortable	Statistical Tests
Baseline	25%	35%	40%	
Endline	16%	58%	26%	Baseline to Endline: Z= 0.715 (p=.474)
IVR	24%	43%	33%	Endline to IVR: Z= -0.063 (p=.949)
<i>Survey question: "How comfortable do you feel talking with your family members about issues of violence against women and girls (for example: domestic violence, sexual harassment)?"</i>				
<i>Note: Wilcoxon signed-rank test used to assess statistical significance of change between baseline and endline, and between endline and IVR.</i>				

Intervention Behavior		
<i>“A few weeks ago, I witnessed a man in my community getting angry or yelling at girls, but I didn’t think it was a good idea to intervene.”</i>		
All respondents	n	%
In the past 2 months, I witnessed someone getting angry or yelling at girls, but didn’t think it was a good idea to intervene	13	13%
In the past 2 months, I witnessed someone getting angry or yelling at girls, and I tried to stop it	44	44%
I did not witness anyone getting angry or yelling at girls in past 2 months	43	43%
Total	100	100%
Among those who witnessed this situation		
Did not intervene	13	22.8%
Tried to stop it	44	77.2%
Total	57	100%

Collaborative Filtering Section

All respondents heard the following question stem:

Next you will hear another voice recording of another respondent, who recorded a different change that he experienced as a result of participating in the film screenings. Once you have listened to the recording, please indicate whether or not you have experienced this same change or a similar change yourself. Remember: it is fine to indicate you did not change in the ways others did. People who attended the film screenings came with diverse views and experiences, and responded differently to the films.

Respondents then heard one of the “seed” statements pre-recorded by the research team or a statement recorded by a fellow respondent, followed by the following question:

Did the film screenings lead you to experience a change like this, or are your actions on this topic more or less the same as they were before the film screenings?

Only a few respondents heard and rated the statements recorded by other respondents; most of the ratings were of the seed statements. Of the three recorded statements that were circulated, only two articulated a clear change (statement #5 below). Relatively few respondents opted to record a statement of their own: only 11 recorded something audible. In the table below, the individual statement rows show the raw number of respondents because there is a relatively small number of respondents per statement. We also calculated the “pooled” number and percentage of respondents for all statements combined.

Responses in the Collaborative Filtering Section				
Individual Statements	Same	Changed a little	Changed a lot	Total
1. [Seed] Earlier when I saw a man or boy whistling at a girl or woman, I wouldn’t do anything about it. Now when I see this behavior, I step away from their company and do not indulge in it.	1	17	13	31
2. [Seed] Earlier when I saw a man hit his wife or daughter, I wouldn’t do anything about it. Now I take steps to stop it.	1	19	13	33
3. [Seed] Earlier I did not focus much on whether girls in my family pursued education. Now I actively support their efforts to pursue higher education and talk about its importance to elders in the family.	3	13	10	26
4. The girls study very less, they should study more and along with them they should play sports related game so that they can build their career. (Hindi)	0	2	1	3

5. I have seen a lot of change in myself. For instance earlier when I used to see violence I never use to raise my voice but now when there is any violence today I raise my voice and try to stop that.	0	1	2	3
6. If anyone hits someone else, beats up after drinking alcohol then one should save them. Whether is a boy or a girl one should save him or her and one should stop it.	0	3	1	4
Pooled Statements				
Total (n)	5	55	40	100
Total (%)	5%	55%	40%	100%

IVR Survey with Female Relatives of Hero Academy Participants (Cohorts 2 and 3)

The IVR survey of female relatives was conducted 2-3 months after each cohort of the Hero Academy ended. The survey for Cohort 1 was used mostly for purposes of testing technical and data collection processes. The survey fielded with Cohorts 2 and 3 reflected adjustments made in response to lessons learned from the Cohort 1 survey pilot. Below we report the data gathered for female relatives in Cohorts 2 and 3.

Survey Language		
Language	N	%
Hindi	135	20%
Marathi	170	25%
Hadothi	380	55%
Total	685	100%

Respondent Location		
Location	N	%
Cohort 2		
Mumbai	33	9.0%
Bhalswa	53	14.5%
Khora	22	6.0%
Pai	44	12.0%
Khanpura	34	9.3%
Phuleta	28	7.7%
Keeron Ko Jhopra	33	9.0%
Diyali	35	9.6%
Penjalwadi	41	11.2%
Rajapur	42	11.5%
Total	365	100%
Cohort 3		
Ambavne	43	13.4%
Mohri	44	13.8%
Mumbai	27	8.4%
Mahaveerpura	39	12.2%
Dhanugav	42	13.1%
Suwaniya	48	15.0%
Kheruna	41	12.8%
Badi Padap	36	11.3%
Total	320	100%
<i>Respondents in Khora were dropped from the analysis below due to concerns about the reliability of the data from this location.</i>		

**Female Relatives' Perspectives on the Extent to Which
Hero Academy Participants Help with Household Chores Traditional Done by Women**

	Cohort 2		Cohort 3		All	
	%	n	%	n	%	n
Not at all	8.5%	29	8.7%	28	9%	57
A little bit	72.3%	248	75.0%	240	74%	488
A lot	19.2%	66	16.2%	52	18%	118
Total	100%	343	100%	320	100%	663

Respondents were asked: "How much does your male relative help with household chores that are traditionally done by women -- not at all, a little, or a lot?"

**Female Relatives' Perspectives on the Extent to Which
Hero Academy Participants' Help with Household Chores Changed**

	Cohort 2		Cohort 3		All	
	%	n	%	n	%	n
Usual amount	16.3%	56	12.2	39	14%	95
Began to help more	79.9%	274	80.3	257	80%	531
Began to help less	3.4%	13	7.5	24	6%	37
Total	100%	343	100%	320	100%	663

Respondents were asked: "Thinking about the answer you just gave, is this the usual amount of help he has typically provided, or have you noticed a change in the past few months?"

Crosstab of Extent of Help and Change in Help

	Those who do not help at all		Those who help a little		Those who help a lot	
	%	n	%	n	%	n
Cohort 2						
Usual amount	44.8%	13	14.1%	35	12.1%	8
Began to help more	44.8%	13	83.9%	208	80.3%	53
Began to help less	10.3%	3	2.0%	5	7.6%	5
Total		29		248		66
Cohort 3						
Usual amount	42.9%	12	8.7%	21	11.5%	6
Began to help more	50.0%	14	84.2%	202	78.8%	41
Began to help less	7.1%	2	7.1%	17	9.6%	5
Total	100%	28	100%	240	100%	52

**Female Relatives' Perspectives on the Extent to Which
Hero Academy Participants Became More Understanding**

	Cohort 2		Cohort 3		All	
	%	n	%	n	%	n
No	7.9%	27	3.1%	10	6%	37
A little more understanding	67.1%	230	74.1%	237	70%	467
A lot more understanding	25.1%	86	22.8%	73	24%	159
Total	100%	343	100%	320	100%	663

Respondents were asked: "Over the past few months, did your male relative become more understanding of the challenges that women and girls in your family experience?"

Female Relatives' Perspectives on How Frequently Hero Academy Participants Get Angry

	Cohort 2		Cohort 3		All	
	%	n	%	n	%	n
Rarely	29.2%	100	20.3%	65	25%	165
Sometimes	67.3%	231	75.9%	243	71%	474
Often	3.5%	12	3.7%	12	4%	24
Total	100%	343	100%	320	100%	663

Respondents were asked: "How frequently would you say your male relative gets angry or irritated with you or other female family members -- rarely, sometimes, or often?"

Female Relatives' Perspectives on Change in How Frequently Hero Academy Participants Get Angry

	Cohort 2		Cohort 3		All	
	%	n	%	n	%	n
This is how frequently he has typically been angry	9.3%	32	5.9%	19	8%	51
He has become angry less frequently	87.5%	300	90.6%	290	89%	590
He has become angry more frequently	3.2%	11	3.4%	11	3%	22
Total	100%	343	100%	320	100%	663

Note: Respondents were asked: "Thinking about the answer you just gave, is this the usual frequency with which he has typically been angry or irritated, or have you noticed a change in the past few months in how often he gets angry?"

Crosstab of Frequency of Anger and Change in Frequency of Anger

	Rarely gets angry		Sometimes gets angry		Often gets angry	
	%	n	%	n	%	n
Cohort 2						
This is how frequently he has typically been angry	13%	13	6.9%	16	25.0%	3
He has become angry less frequently	84%	84	91.8%	212	33.3%	4
He has become angry more frequently	3%	3	1.3%	3	41.7%	5
Total	100%	100	100%	231	100%	12
Cohort 3						
This is how frequently he has typically been angry	3.1%	2	5.8%	14	25.0%	3
He has become angry less frequently	92.3%	60	92.2%	224	50.0%	6
He has become angry more frequently	4.6%	3	2.1%	5	25.0%	3
Total	100%	65	100%	243	100%	12

Collaborative Filtering Section

All respondents heard the following question stem:

Now you will hear a voice recording of a survey respondent, who recorded a change that she observed in her male relative during the past few months. Once you have listened to the recording, please indicate whether or not you have observed this same change or a similar change in your male relative or not.

Respondents then heard one of the seed statements pre-recorded by the research team or a statement recorded by a fellow respondent, followed by the following question:

In the past few months, have you noticed your male relative's behavior change in this way, or is his behavior in this respect more or less the same as it has typically been?

Each of the tables below reflect a theme into which multiple statements were categorized. The individual statement rows show the raw number of respondents because there is a relatively small number of respondents per statement. We also calculated the “pooled” number and percentage of respondents for all statements within each theme combined. The cohort in which each statement was circulated is noted in parentheses.

Responses in the Collaborative Filtering Section				
Theme: Respect				
Individual Statements	Same	Changed a little	Changed a lot	Total
[Seed] Over the past few months, my male relative has become more respectful of my opinions than he used to be (Cohorts 2 and 3)	5	55	26	86
[Seed] Over the past few months, my male relative has started to listen more carefully to others in the family. (Cohort 2)	1	12	8	21
[Seed] Over the past few months, my male relative started to listen and share more with me and other female family members. (Cohort 3)	5	44	17	66
Earlier he would not listen to me, but now he does. (Cohort 2)	1	6	1	8
Since a few days, after going to the Hero Academy the male members of my family have gone through a change that at home they do not ignore our views. They listen to everyone views and share their views with us all well. (Cohort 2)	0	2	2	4
The men in my house can be seen changing for the better. They have become better than before. They help much more than before and started paying more respect than before. The respect that the men in our house used to receive is now received by the women in our house as well. There has been a lot of positive changes from before. (Cohort 2)	0	2	2	4
Whether things are about him or about someone else in the family, he listens to it and also tries to understand it. (Cohort 2)	1	6	2	9
Now listens to me. Earlier he would go out anywhere without informing me. (Cohort 3)	4	34	7	45
Compared to earlier he has begun to respect women more. (Cohort 3)	3	32	3	38
Pooled Statements				
Total (n)	20	193	68	281
Total (%)	7%	69%	24%	100%

Responses in the Collaborative Filtering Section				
Theme: Household Chores				
Individual Statements	Same	Changed a little	Changed a lot	Total
Earlier he never used to help out. But after attending the programme he helps in work, he does his own work. (Cohort 2)	1	6	2	9
He helps to lighten the burden of womenfolk of the house. Now he goes to the market to buy groceries when necessary. (Cohort 2)	0	7	0	7
Now a days he has started doing my work, feeds the buffaloes and looks after them. (Cohort 2)	5	11	2	18
Earlier my son never used to help with work but now he has started washing clothes on his own. He is also brooming the house these days. He is doing well now as he washes his own clothes. He does really good work these days, earlier he used to ask me if he was a girl to do all this work. These days he doesn't say that. (Cohort 2)	1	15	2	18
My son sometimes cooks food and sometimes fills water and other times helps in other household work. (Cohort 2)	3	12	3	18
Now he helps in washing my clothes. (Cohort 2)	0	19	1	20

He does all the housework for example fetching water, making bed, sweeping. (Cohort 2)	3	4	1	8
Now he serves food himself and clears his own plate after food. (Cohort 2)	0	8	1	9
Brother has gone through lot of changes and helps us and helps with household chores also. (Cohort 2)	0	1	3	4
Now he does the brooming and sweeping at home. Earlier used to say that these work are supposed to be done by women, so why should I do? Am I a woman? (Cohort 3)	3	31	7	41
He does household work by himself and now he doesn't order us to do anything for him. (Cohort 3)	0	12	11	23
Pooled Statements				
Total (n)	16	126	33	175
Total (%)	9%	72%	19%	100%

Responses in the Collaborative Filtering Section
Theme: Supporting Female Family Members' Education

Individual Statements	Same	Changed a little	Changed a lot	Total
[Seed] Over the past few months, my male relative advocated for his sisters to have more freedom to pursue higher education. (Cohorts 2 and 3)	10	60	28	98
[Seed] Over the past few months, my male relative has started being more helpful with his sisters' schooling, for example by helping them with their studies or taking them to school. (Cohort 3)	5	71	18	94
My brother now helps to go to school and drops me to school while he did not go with me earlier. (Cohort 2)	2	14	2	18
When I get late for school, he drops me to the school. (Cohort 2)	1	5	3	9
He now takes his younger sister to school and gets her back along with him. Now teaches her at home. Earlier he never use to do it. (Cohort 3)	4	26	11	41
Pooled Statements				
Total (n)	22	176	62	260
Total (%)	8%	68%	24%	100%

Responses in the Collaborative Filtering Section
Theme: Enabling Female Family Members to Exercise Greater Freedom

Individual Statements	Same	Changed a little	Changed a lot	Total
[Seed] Over the past few months, my male relative became more accepting of me going out on my own. (Cohort 2)	5	20	10	35
[Seed] Over the past few months, my male relative became more accepting of me going out on my own. (Cohort 3)	4	47	13	64
I have observed that they did not let the women go out of the house earlier, there were comments on our clothes as well but now he does not say no for anything. He guides us for our education. Now he has improved a lot from what he used to be earlier. (Cohort 2)	0	1	3	4
There has been change because he did not allow the girls to visit the park. But now there has been a lot of change as he lets the girls go to the park and takes part in the household chores now and says that there is no difference between the girl and the boy. (Cohort 2)	0	2	4	6
Earlier did not let me go out of home. But since he has been associated with the organisation he has changed. He lets me go out. (Cohort 3)	4	28	9	41
Pooled Statements				
Total (n)	13	98	39	150
Total (%)	9%	65%	26%	100%

Responses in the Collaborative Filtering Section Theme: Supporting Female Family Members' Health				
Individual Statements	Same	Changed a little	Changed a lot	Total
[Seed] Over the past few months, my male relative asked me to teach him how to cook so that he can cook when I am unwell. (Cohort 2)	5	23	10	38
[Seed] Over the past few months, my male relative has taken better care of my health than he used to. (Cohort 2)	3	22	13	38
[Seed] Over the past few months, my male relative has taken better care of my health than he used to. (Cohort 3)	1	20	9	30
On sickness makes food and washes clothes. (Cohort 2)	5	12	0	17
Since a few days has started taking care of my health more. (Cohort 2)	0	2	2	4
On sickness prepares food. (Cohort 2)	1	15	3	19
Now my brother does the household work because my mother is handicapped. (Cohort 2)	4	12	2	18
Pooled Statements				
Total (n)	19	106	39	164
Total (%)	12%	65%	24%	100%

Responses in the Collaborative Filtering Section Theme: Sharing With Female Family Members				
Individual Statements	Same	Changed a little	Changed a lot	Total
[Seed] Over the past few months, my male relative started to share more with other family members about the problems he faces. (Cohort 2)	3	21	13	37
He shares about what happens in his college, I share things with him, the environment has become more open in our house. (Cohort 3)	0	13	10	23
Pooled Statements				
Total (n)	3	34	23	60
Total (%)	5%	57%	38%	100%

Responses in the Collaborative Filtering Section Theme: Confrontation and Aggression (Cohort 2)				
Individual Statements	Same	Changed a little	Changed a lot	Total
[Seed] Over the past few months, my male relative has become more patient than he used to be.	3	24	9	36
Compared to earlier he is not grumpy and has become more understanding	1	7	1	9
Earlier he used to be angry but now he has changed.	3	12	3	18
Earlier he used to respond to us with irritation, now he doesn't.	1	5	2	8
Ever since he has been to Hero academy there has been lot of changes and initially there use to be a lot of fights and there have been changes in that	1	0	5	6
He has become less angry in the last few days	0	2	4	6
Pooled Statements				
Total (n)	9	50	24	83
Total (%)	10.8%	60.2%	28.9%	100.0%

Responses in the Collaborative Filtering Section Theme: Politeness and Kindness (Cohort 2)				
Individual Statements	Same	Changed a little	Changed a lot	Total
[Seed] Over the past few months, my male relative has become more polite than he used to be.	3	23	6	32
He has started understanding girls better. He is good at heart particularly towards us. He always understood girls a lot but he has started understanding better than before. Now he understands us.	0	0	6	6
Now he works and has become more understanding	3	12	2	17
There is positive change in him, now he behaves well, speaks well. There is lot of good changes	1	6	1	8
My brother has changed a lot. After going to Hero academy. Now he behaves very nicely.	1	1	3	5
Pooled Statements				
Total (n)	8	42	18	68
Total (%)	11.8%	61.8%	26.5%	100.0%

Opted to Record a Statement of Change						
	Cohort 2		Cohort 3		All	
	%	n	%	n	%	n
No	22.2%	76	16.2%	52	19.3%	128
Yes	77.8%	267	83.7%	268	80.7%	535
Total	100%	343	100%	320	100%	663

The table below provides a thematic analysis of all statements recorded by respondents.

Thematic Coding: All Recorded Statements of Change		
Categories of Change	Cohort 2	Cohort 3
Helps with household chores (e.g., cooking, getting water, washing clothes, making tea)	73	64
Gives more respect to women and girls (treats them equally, listens, treats them with respect, speaks politely)	41	32
Is less grumpy, irritable, angry, prone to fighting	27	26
Supportive environment by helping women and girls (e.g., helping with studies, helping them when they are ill)	15	8
Encourages/supports girls to move beyond gender stereotypes (does not restrict women's/girls' freedom, encourages girls' education)	12	15
Changed attitude/perception/understanding of women and girls, gender roles	7	4
Intervene when women/girls are being harassed	1	0
Stopped teasing, commenting on, or abusing women and girls	1	1
Other changes: does his work, studies, stopped hanging out with "bad company," more mature	35	14
No clear change articulated (did not state that a change had occurred)	79	71
Total number of recorded statements	249	236

Note: The answers that respondents gave to this question sometimes encompassed more than one category of change. They were coded as mentioning multiple categories. As a result, the number of recordings in each category do not sum to the total number of recordings.

TV Broadcasts of WOTW Films in India

TV Broadcasts of WOTW Films in India					
	Season 1	Season 2	Season 3	Season 4	Average
Estimated number of viewers per broadcast	--	--	100,000	130,000	115,000
Number of films broadcast	--	--	7	5	

Note: Ratings data were obtained from Doordarshan, the campaign's broadcast partner in India.

APPENDIX D: Bangladesh

School-level Data, Reported by Schools Participating in the Best School for Girls (BS4G) Campaign

Indicators of a Girl-Friendly School Environment					
	2015	2016	2017	2015-2016 change	2016-2017 change
Percentage of schools with a boundary wall	43.3%	63.2%	73.2%	Chi2(1)= 50.07, p<.001	Chi2(1)= 26.00, p<.001
Percentage of schools with a sexual harassment elimination committee	40.2%	76.6%	88.9%	Chi2(1)= 95.00, p<.001	Chi2(1)= 30.12, p<.001
Percentage of schools with a complaint box	44.4%	89.3%	98.5%	Chi2(1)= 117.00, p<.001	Chi2(1)= 24.00, p<.001
Percentage of schools with a student council	72.0%	99.6%	100%	Chi2(1)= 117.00, p<.001	--
Percentage of schools with sanitary napkins at the toilets	27.2%	70.5%	73.2%	Chi2(1)= 72.00, p<.001	Chi2(1)= 1.48, p=.223
Percentage of schools in which girls participated in outdoor sports activities	31.8%	58.2%	79.3%	Chi2(1)= 32.83, p<.001	Chi2(1)= 27.25, p<.001
Percentage of schools offering income generating or skill development activities for girls	34.5%	53.6%	60.9%	Chi2(1)= 17.61, p<.001	Chi2(1)= 8.80, p=.003
Average number of parent meetings per school	1.65	2.60	2.89	t(260)= -6.467 (p<.001)	t(260)= -1.946 (p= 0.053)

A total of 261 schools reported data on these indicators in all three years. We used McNemar's test for dichotomous indicators, and the paired sample t-test for the interval indicator, to assess the statistical significance of change over time.

Student Council Leadership			
	2015	2016	2017
# of co-ed schools with student council	172	232	233
% of co-ed student councils that are led by girls (as opposed to boys)	70.9%	85.3%	89.3%

Child Marriage and Drop-out						
	2014	2015	2016	2017	2014-2017 change†	# schools‡
Average number of girls married per school	4.55	4.38	2.06	1.58	t(65)= 3.227 (p=.002)	66
Average child marriage rate (# girls married / # enrolled)	4.2%	3.1%	1.4%	0.9%	t(65)= 3.483 (p<.001)	66
Average number of girl drop-outs per school	7.32	6.50	4.56	1.83	t(65)= 3.739 (p<.001)	66
Average number of boy drop-outs per school (n=60 co-ed schools)	2.80	5.12	2.77	1.77	t(59)= 1.552 (p=.126)	60
Average girls' drop-out rate (# drop-outs / # enrolled)	4.7%	3.6%	3.1%	1.3%	t(65)= 3.751 (p<.001)	66
Average boys' drop-out rate (# drop-outs / # enrolled) (n=60 co-ed schools)	2.4%	3.4%	2.2%	1.2%	t(59)= 1.679 (p=.098)	60

† We used the paired sample t-test to assess the statistical significance of change over time.

‡ A total of 66 schools reported data for these indicators in all four years; 60 of these schools were co-ed (applicable to calculating drop-out among boys).

Survey of Student Council Members in BS4G Schools

Demographics / Background Information	
Number of respondents	755
Age	
Mean	14.1
Standard deviation	1.24
Minimum age	11
Maximum age	21
School grade (%)	
7 th	24.2
8 th	25.6
9 th	29.1
10 th	21.1
Female (%)	61.2%
District (%)	
Meherpur	17.3
Moulvibazar	17.2
Naogaon	25.8
Rangpur	17.2
Satkhira	22.4
Year joined student council	%
2017	55.6
2016	32.8
2015	9.0
2014	2.0
2013	0.5

Confidence in Own Abilities					
Degree of confidence in ability to...	Prior to joining student council	Since joining student council	Difference	Paired samples t-test	Wilcoxon signed-rank test
Personally taking initiative to improve something in your school or community	1.80	3.35	1.55	t(754)= 50.51 (p<.001)	Z= 23.71 (p<.001)
Organizing a group of students to accomplish a goal	1.87	3.37	1.50	t(754)= 47.47 (p<.001)	Z= 23.63 (p<.001)
Mentoring other students (e.g., on academic and extra-curricular activities, on staying in school, on avoiding early marriage)	1.80	3.24	1.44	t(754)= 42.67 (p<.001)	Z= 23.12 (p<.001)
Working with others in a group on a project to improve your school or community	1.77	3.23	1.46	t(754)= 46.59 (p<.001)	Z= 23.50 (p<.001)
Overcoming challenges in order to accomplish an important goal	1.84	3.26	1.42	t(754)= 43.73 (p<.001)	Z= 23.27 (p<.001)
<i>1=not at all confident, 4=very confident</i>					

Self-Efficacy to Achieve Goals and Improve School					
Extent of agreement with each statement	Prior to joining student council	Since joining student council	Difference	Paired samples t-test	Wilcoxon signed-rank test
I believed I had the power to bring about important positive changes in my school or community.	2.54	3.38	.84	t(747)= 28.67 (p<.001)	Z= 28.67 (p<.001)
I knew how to mobilize other students to participate in school improvement projects.	2.57	3.36	.79	t(745)= 27.77 (p<.001)	Z= 20.51 (p<.001)
I knew how to advocate with school administrators to make my school better.	2.42	3.28	.86	t(732)= 28.86 (p<.001)	Z= 20.67 (p<.001)
I believed I had the ability to achieve whatever goal I set.	2.71	3.45	.74	t(750)= 26.60 (p<.001)	Z= 20.06 (p<.001)
<i>1=strongly disagree, 4=strongly agree</i>					

Girls' Self-Efficacy to Have A Voice in Life Decisions					
	Prior to joining student council	Since joining student council	Difference	Paired samples t-test	Wilcoxon signed-rank test
I felt I had a voice in my family about continuing my education.	3.12	3.70	0.58	t(458)=18.76 (p<.001)	Z= 14.78 (p<.001)
I felt I had a voice in my family about when I get married.	2.96	3.56	0.60	t(453)= 15.68 (p<.001)	Z= 13.73 (p<.001)
I felt I had a voice in my family about what profession I would like to pursue as part of my future career.	3.09	3.59	0.50	t(458)= 15.62 (p<.001)	Z= 13.17 (p<.001)
<i>1=strongly disagree, 4=strongly agree</i>					

Actions to Improve School Environment for Girls and Reduce Drop-out and Child Marriage				
	Prior to joining student council (% yes)	Since joining student council (% yes)	Difference (percentage points)	McNemar's chi-square
Stepped in to help stop a child marriage.	15.8	47.5	31.7	Chi2(1)= 181.13, p<.001
Helped a girl return to or stay in school.	27.4	47.0	19.6	Chi2(1)= 79.94, p<.001
Developed an initiative to improve girls' safety in the school.	21.2	48.2	27.0	Chi2(1)= 147.57, p<.001
Helped to establish a new extra-curricular activity for girls (e.g., a sports team, debate team, wall magazine).	53.4	66.5	13.1	Chi2(1)= 41.71, p<.001
Advocated with the school administration to make your school more girl-friendly (e.g., advocating for a girls' playground, a science club for girls, or a system for supplying sanitary napkins).	25.2	43.7	18.5	Chi2(1)= 85.22, p<.001
Nominated or elected girls for leadership positions on student council/clubs.	33.9	57.3	23.4	Chi2(1)= 123.83, p<.001
Intervened in a case of sexual harassment.	15.1	26.4	11.3	Chi2(1)= 37.44, p<.001

Survey of General Student Population, BS4G Schools and Control Schools

Sample Size			
	BS4G Schools	Control Schools	Total
Number of schools	14	15	29
Number of students	337	400	737
Girls	187	217	404
Boys	150	183	333

Demographics		
	BS4G Schools	Control Schools
Age		
Mean	14.1	14.2
Standard deviation	1.3	1.3
Minimum age	11	11
Maximum age	18	19
School grade (%)		
7 th	29.4%	29.0%
8 th	23.7%	23.2%
9 th	31.7%	28.2%
10 th	15.1%	19.5%

Girls' Participation in Extra-curricular Activities							
	BS4G Schools			Control Schools			DiD
	2016	2017	Change	2016	2017	Change	
A. Outdoor sports activities (e.g., volleyball, badminton, handball, cricket, football)	48.7	40.6	-8.1	42.9	44.2	1.3	-9.4*
B. Academic club (e.g., debate team, math Olympiads, science fair)	35.3	26.7	-8.6	41.0	40.5	-0.5	-8.1*
C. Cultural club (e.g., music, dance, drama, poetry)	64.7	58.3	-6.4	66.4	60.8	-5.6	-0.8
D. Wall magazine	30.5	33.7	3.2	21.2	20.7	-0.5	3.7
E. Gardening	48.6	43.3	-5.3	43.3	39.6	-3.7	-1.6

*Note: Table shows the percentage of girl respondents in each condition who reported participating in each activity in school years 2016 and 2017, and the difference between the two years. A difference-in-differences (DiD) analysis using fixed effects regression was conducted to assess whether within-person change differed significantly across conditions. The DiD column shows the change among girls in BS4G schools minus change among girls in control schools. * p<.05*

The results indicate that girls in BS4G schools reported a significantly greater drop in participation in outdoor sports activities and academic clubs compared to girls in control schools. No significant differences emerged for the other activities.

Boys' Treatment of Girls (co-ed schools and madrasas only)							
	BS4G Schools			Control Schools			DiD
	2016	2017	Change	2016	2017	Change	
How many boys at your school either tease or ignore girls most of the time (none=1, some=2, almost all=3)	1.25	1.10*	-0.15	1.22	1.18	-0.04	-0.11*
How many boys at your school are willing to help girls or collaborate with girls (none=1, some=2, almost all=3)	2.36	2.38	0.02	2.54	2.50	-0.04	0.06

*Note: Table shows the mean response in each condition for school years 2016 and 2017. A difference-in-differences (DiD) analysis using fixed effects regression was conducted to assess whether within-person change differed significantly across conditions. The DiD column shows the change among students in BS4G schools minus change among students in control schools. * p<.05*

The results indicate that students in BS4G schools reported a significantly greater drop in the number of boys who teased or ignored girls compared to students in control schools. No significant difference emerged for the number of boys willing to help or collaborate with girls.

Girls' Perceptions of Safety							
	BS4G Schools			Control Schools			DiD
	2016	2017	Change	2016	2017	Change	
Safety on school grounds (1=not at all safe, 2=moderately safe, 3=very safe)	2.59	2.83	0.24	2.73	2.78	0.05	0.19***
Safety when traveling to/from school (1=not at all safe, 2=moderately safe, 3=very safe)	2.38	2.57	0.19	2.52	2.56	0.04	0.15**

*Note: Table shows the mean response in each condition for school years 2016 and 2017. A difference-in-differences (DiD) analysis using fixed effects regression was conducted to assess whether within-person change differed significantly across conditions. The DiD column shows the change among girls in BS4G schools minus change among girls in control schools. ***p<.001 **p<.01 * p<.05*

The results indicate that girls in BS4G schools reported a significantly greater increase in safety compared to girls in control schools.

Girls' Self-Efficacy to Have A Voice in Life Decisions							
	BS4G Schools			Control Schools			DiD
	2016	2017	Change	2016	2017	Change	
I felt I had a voice in my family about continuing my education.	3.47	3.65	0.18	3.50	3.60	0.10	0.08
I felt I had a voice in my family about when I get married.	3.28	3.41	0.13	3.30	3.42	0.12	0.01
I felt I had a voice in my family about what profession I would like to pursue as part of my future career.	3.34	3.40	0.06	3.32	3.43	0.11	-0.05
My school provided the support and encouragement I needed to be a successful student.	3.45	3.53	0.08	3.48	3.56	0.08	0.00

1=strongly disagree, 4=strongly agree
Note: Table shows the mean response in each condition for school years 2016 and 2017. A difference-in-differences (DiD) analysis using fixed effects regression was conducted to assess whether within-person change differed significantly across conditions. The DiD column shows the change among girls in BS4G schools minus change among girls in control schools.
The results indicate that there were no significant differences between conditions; girls in both conditions showed significant increases in efficacy over time.

Student Awareness of School Improvement Initiatives			
<i>Have students in your school started an initiative to:</i>	BS4G schools	Control schools	Difference
A. Clean up and improve school grounds.	92.0%	92.0%	0.0
B. Improve school facilities for girls (e.g., separate toilet, common room, or prayer room for girls)	51.4%	53.9%	-2.5
C. Improve students' access to clean water.	45.4%	45.2%	0.2
D. Improve girls' safety when they are traveling to and from school.	47.3%	40.8%	6.5
E. Improve girls' safety when they are on school grounds.	52.0%	50.5%	1.5
F. Monitor student attendance.	38.8%	29.2%	9.6
G. Start a girls' sports team.	56.7%	51.4%	5.3
H. Prevent child marriages.	53.4%	41.2%	12.2
I. Help prevent girl students from dropping out of school.	51.4%	46.6%	4.8
J. Establish a complaint box.	24.7%	4.4%	20.3*
K. Distribute sanitary napkins.	20.2%	12.0%	8.2
L. Establish a sexual harassment elimination committee.	37.0%	17.2%	19.8*
M. Create a wall magazine	38.8%	29.2%	9.6

*Note: Table shows the percentage of respondents in each school who were aware of each type of initiative, averaged across schools in each condition. Regressions using school as the unit of analysis were conducted to assess whether the percentage differed significantly across conditions. The Difference column shows the average percentage in BS4G schools minus the average percentage in control schools. * p<.05*

APPENDIX E: Jordan

Surveys Administered by Facilitators at First and Third Screenings of the Three-Film Model

Attitude Change During First Cycle of Three-Film Model		
Agree/disagree with each statement	Baseline % giving desired response	Endline % giving desired response
I am aware of the laws that protect women and girls from all types of violence. (agree)	42.2%	67.5%
If I see a girl being harassed by a boy, I ignore it because it's not my business. (disagree)	53.0%	78.8%
What happens in the home should remain in the home, even if a family member is struggling. (disagree)	37.1%	68.7%
When girls are exposed to violence and discrimination from a young age it makes it harder for them to stand up for themselves in their future relationships. (agree)	47.0%	74.3%
Men only: If a woman in my family were a victim of violence, I would help her. (agree)	64.1%	75.7%
Women only: If I were a victim of violence, I would talk to someone about it. (agree)	60.5%	77.5%

Note: Table shows questions asked during the first cycle of the three-film model, asked of 206 groups (n=19 per group). The desired response for each statement is noted in parentheses.

Attitude Change During Second Cycle of Three-Film Model		
Agree/disagree with each statement	Baseline % giving desired response	Endline % giving desired response
I would seek professional help if I were a victim of violence. (agree)	80.5%	85.7%
If I were a victim of violence, I would not be ashamed to share my experience. (agree)	72.3%	88.8%
I encourage the girls I know to study whatever they want, even if they're the first girls to learn it in our community. (agree)	82.7%	90.5%
I think every girl should be able to decide her career path. (agree)	88.4%	94.4%
Men have the right to use force in disciplining members of the family. (disagree)	85.1%	92.1%

Note: Table shows questions asked during the second cycle of the three-film model, asked of 4 groups (n=45 per group). The desired response for each statement is noted in parentheses.

IVR Survey with Female Participants

Note: The IVR survey was conducted among participants in Talifah, who may differ from those in other governorates. The tables below compare responses given by Talifah groups in the baseline and endline surveys administered by facilitators at the first and third screenings to responses given in the IVR follow-up survey. Because baseline and endline survey data collected by facilitators were group-level (see the Evaluation Design section of the report), our analysis of the persistence of attitude change between endline and the IVR could not filter out participants who did not complete all three surveys. About 22% of Talifah

participants who completed the endline (N=504) also completed the IVR (N=112); it was not possible to determine the extent to which any differences between the IVR respondents and the larger pool of endline respondents affected the findings.

Survey Questions Asked of All Respondents

Attitudes and Awareness on Gender Issues			
	Baseline %	Endline %	IVR %
<i>When girls are exposed to violence an discrimination from a young age it makes it harder for them to stand up for themselves in their future relationships</i>			
Disagree	57.1%	15.5%	40.7%
Agree	42.9%	84.5%	59.3%
Total N	513	504	108
<i>What happens in the home should remmain in the home, even if a family member is struggling</i>			
Disagree	43.4%	79.7%	27.7%
Agree	56.6%	20.3%	72.3%
Total N	513	504	112
<i>I am aware of the laws that protect women and girls from all types of violence</i>			
Disagree	63.4%	25.0%	26.7%
Agree	36.6%	75.0%	73.3%
Total N	513	504	101

Collaborative Filtering Section

All respondents heard the following question stem:

Now you will hear a voice recording of another survey respondent, who recorded a change that she experienced as a result of participating in the film screenings. Once you have listened to the recording, please indicate whether or not you have experienced this same change or a similar change yourself. Please note: it is fine to indicate you did not change in the ways others did. People who attended the film screenings came with diverse views and experiences, and responded differently to the films.

Respondents then heard one of the seed statements pre-recorded by the research team, followed by the following question:

Did the film screenings lead you to experience a change like this, or are your views on this topic more or less the same as they were before the film screenings?

Note that, because no respondents opted to record a statement, only the seed statements were circulated. As a result, this question was essentially the same as a traditional survey question, except that only a sub-set of respondents responded to each statement.

The table below shows the number of respondents who selected each response option, by statement. We also grouped the statements into three broader themes, and calculated the “pooled” number and percentage of respondents for statements within each theme.

Responses in the Collaborative Filtering Section				
Theme/Statement	Same (n)	Changed a little (n)	Changed a lot (n)	Total N
Theme 1: Offering help to victims of violence				
[Seed] Earlier I believed that, if someone in my family were to experience violence, I should not intervene. But now if that happened, I would be willing to talk directly to the people involved.	1	16	8	25
[Seed] Earlier I did not feel I should offer counsel to friends or family members who are victims of violence, but now I provide this kind of counsel when I learn that someone I know is experiencing violence.	1	16	7	24
[Seed] Earlier when I saw a man or boy sexually harassing someone, I wouldn't do anything about it. Now I take steps to stop it.	2	12	9	23
Pooled total (n)	4	44	24	72
Pooled total (%)	5.6%	61.1%	33.3%	100.0%
Theme 2: Breaking away from harmful gender norms				
[Seed] Earlier I did not focus much on encouraging girls to pursue their dreams. Now I actively support girls in my family or community to pursue their aspirations, even if they wish to make choices that are not traditional for girls.	2	13	11	26
[Seed] I used to believe that girls shouldn't be able to decide their own career paths. But I have changed my mind and now believe girls have the right to make this decision.	6	7	11	24
[Seed] I used to believe that men have the right to use force in disciplining family members. But now I do not believe men have the right to do this.	4	12	9	25
Total (n)	12	32	31	75
Total (%)	16.0%	42.7%	41.3%	100.0%
Theme 3: Seeking support when personally experiencing violence†				
[Seed] Earlier if a family member had behaved violently towards me, I would have tried to resolve it myself directly. Now I realize that, if I were a victim of violence, I should confide in a family member or a friend or report the incident to the authorities.	6	9	9	24
Total (%)	25.0%	37.5%	37.5%	100.0%
† Note: Interpret the percentages reported for the third theme with caution as there was only one statement in this theme, with a very small number of respondents.				

TV Broadcasts of WOTW Films in Jordan

TV Broadcasts of WOTW Films in Jordan					
	Season 1	Season 2	Season 3	Season 4	Average
Estimated number of viewers per broadcast	48,953	34,991	102,951	76,500	65,849
Number of films broadcast	10	10	10	6	
Note: Ratings data were obtained from Ro'ya TV, the campaign's broadcast partner in Jordan.					

APPENDIX F: Kenya

Surveys Administered by Facilitators at First and Third Screenings of Three-Film Model

Attitudes and Behaviors Supportive of Women's Leadership		
In general, I think men are better suited than women to run for elected positions (disagree)	Baseline	Endline
Girls	43%	71%
Men	44%	87%
Women	85%	69%
I can think of three specific steps I can take to support a woman seeking a leadership position (agree)	Baseline	Endline
Women	79%	95%
Men	77%	95%
Girls	47%	77%
In the past 30 days (OR since the first film screening), I attended a meeting led by a woman. (agree)	Baseline	Endline
Men	59.3%	92.9%

Table shows the percentage of respondents selecting the desired response for each question (in parentheses).

Political Knowledge		
Which of the following statements best describes your understanding of the 2/3 gender rule? <i>(Not more than 2/3 of the members of elective public bodies shall be of the same gender.)</i>	Baseline	Endline
Women	28.1%	1.7%
Men	44.4%	74.6%
Girls	33.6%	36.5%
Aspirants	63.3%	79.0%
Aspirants	Baseline	Endline
According to the Constitution, aspirants vying for an elective position must either be nominated by a political party or vie as an independent candidate. How many supporters does an independent candidate need to vie for office? <i>(At least one thousand registered voters in the constituency to vie for the National Assembly, and at least two thousand registered voters in the county to vie for the Senate.)</i>	47.5%	61.8%
If the National Assembly and the Senate do not pass legislation to operationalize the principle of the 2/3 gender rule regarding membership of the two Houses of Parliament, we might end up with an unconstitutional Parliament. If that happened, which of the following would be true? <i>(Any person could go to court to have the Parliament declared illegal.)</i>	47.8%	54.5%

Table shows the percentage of respondents selecting the correct answer for each question (in parentheses).

Civic Engagement Among Women and Girls		
Girls	Baseline	Endline
I can think of three specific steps I can take to be a leader in my community or school. (agree)	58.2%	78.3%
In the past 30 days (OR since the first film screening), I contacted a school administrator or official to share a concern I have about our school (e.g., hygiene status, drug abuse). (agree)	30.2%	46.6%
Women	Baseline	Endline
In the past 30 days (OR since the first film screening) I attended a community meeting like a baraza or school PTA meeting. (agree)	44.1%	56.6%

Table shows the percentage of respondents selecting the desired response for each question (in parentheses).

TV Broadcasts of WOTW Films and *Ms. Politician* Episodes in Kenya

TV Broadcasts of WOTW Films in Jordan					
WOTW Films (Kenya Broadcasting Corporation)	Season 1	Season 2	Season 3	Season 4	Average
Estimated number of viewers per broadcast	108700	107539	48752	52910	79475
Number of films broadcast	10	8	7	6	
Ms. Politician (3 Stones TV)	Average				
Estimated number of viewers per broadcast	3790				
<i>Note: Ratings data were obtained from Ipsos.</i>					

APPENDIX G: Peru

Data Collected by Facilitators

Actions Taken by Participants in the Three-Film Model				
	2016		2017	
	#	%	#	%
STUDENT ACTIONS				
Chat with parent about life-project and family planning	703	87%	n/a	n/a
Identify abilities and strengths	128	93%	n/a	n/a
Letter to a friend	145	82%	316	91%
Life-plan / Life-plan and project	1076	89%	1291	93%
Living-together norms at home	300	90%	231	90%
Participation in sexual and reproductive health fairs lead by young health professionals (Divierprende)	385	*	323	93%
Participation in capacity-building sessions about sexual and reproductive health (received permission from parents)	n/a	n/a	804	n/a
PARENT ACTIONS				
Chat with children about life-project and family planning	148	100%	n/a	n/a
One-on-one meetings with teacher to talk about their children	1035	81%	n/a	n/a
Parents School Meetings to discuss with teachers and health professional adolescents' issues regarding education, health and family environment (Escuela de Padres)	119	*	299	86%
One-on-one chats w/children to complete SRH homework	n/a	n/a	1217	90%
Participation in capacity-building sessions about sexual and reproductive health	n/a	n/a	556	n/a
<i>Note: # refers to the number of participants who took each action; % refers to the number of participants who took the action divided by the total number of participants who were given the call to action (* means we do not have the latter number). n/a means the call to action was not given in that year.</i>				

Student Surveys Administered by Facilitators at First and Third Screenings of Three-Film Model								
How confident are you that you know how to choose an appropriate family planning method to prevent unwanted pregnancy?								
	2016				2017			
	Not at all	A little	Somewhat	Very	Not at all	A little	Somewhat	Very
Baseline (1 st screening)	20.0%	45.2%	20.3%	14.5%	15.3%	34.1%	30.8%	19.8%
Endline (3 rd screening)	4.7%	13.3%	38.7%	43.4%	3.8%	10.6%	52.2%	33.4%
How comfortable do you feel asking your mother or father for advice regarding sexual and reproductive health?								
	2016				2017			
	Not at all	A little	Somewhat	Very	Not at all	A little	Somewhat	Very
Baseline (1 st screening)	23.1%	44.9%	19.8%	12.2%	13.8%	35.3%	34.6%	16.3%
Endline (3 rd screening)	6.2%	19.6%	40.7%	33.5%	5.1%	15.9%	45.9%	33.2%
<i>Note: Table shows the percentage of students in each three-film model group who gave each response, averaged across the groups. We have survey data for a total of 25 groups in 2016 and 39 groups in 2017.</i>								

TV Broadcasts of WOTW Films in Peru

TV Broadcasts of WOTW Films in Jordan					
	Season 1	Season 2	Season 3	Season 4	Average
Estimated number of viewers per broadcast	314,856	*	357,390	376,616	349,621
Number of films broadcast	10	10	10	6	
<i>Note: Ratings data were obtained from TV Peru, the campaign's broadcast partner in Peru. The table shows national estimates extrapolated from ratings data for Lima. We were unable to obtain ratings data for Season 2.</i>					